

WEBVTT

1

00:00:01.745 --> 00:00:04.875

Welcome to the September 18th, 2025 school board meeting.

2

00:00:04.875 --> 00:00:06.035

This meeting is now in session.

3

00:00:06.335 --> 00:00:08.395

At this time, I would like to invite the,

4

00:00:08.395 --> 00:00:10.915

to welcome the Arlington Career Center space

5

00:00:10.935 --> 00:00:14.035

for J-R-O-T-C Cadet Core, who will present the colors.

6

00:00:14.035 --> 00:00:15.035

Please stand

7

00:00:17.715 --> 00:00:17.935

And

8

00:00:24.655 --> 00:00:24.735

arch

9

00:00:50.445 --> 00:00:51.155

color guard,

10

00:00:55.915 --> 00:00:57.255

freeze it colors,

11

00:00:59.675 --> 00:01:01.105

Allegiance To flag

12

00:01:01.485 --> 00:01:04.345

of the United States of America and the Republic.

13

00:01:04.445 --> 00:01:07.265

For what it stands, one nation under God,

14

00:01:07.495 --> 00:01:08.785
indivisible with liberty.

15

00:01:08.785 --> 00:01:09.785
Justice Problem.

16

00:01:10.835 --> 00:01:14.785
Order call. God.

17

00:01:51.625 --> 00:01:52.055
Thank you.

18

00:01:56.325 --> 00:01:56.815
Good evening.

19

00:01:57.895 --> 00:01:59.975
September is attendance awareness. Month.

20

00:02:00.785 --> 00:02:02.695
Every day in school makes a difference.

21

00:02:02.695 --> 00:02:04.935
And we are grateful for the commitment of our staff,

22

00:02:05.335 --> 00:02:07.775
families, and students to making attendance a priority

23

00:02:08.405 --> 00:02:10.415
this month and every month, let's remind our students

24

00:02:10.415 --> 00:02:12.735
that we believe in them, we need them here,

25

00:02:13.315 --> 00:02:15.135
and that every day in school matters.

26

00:02:15.935 --> 00:02:18.175
Together we can ensure that every student has the

27

00:02:18.175 --> 00:02:19.895

opportunity to learn, thrive,

28

00:02:19.955 --> 00:02:21.615

and reach their fullest potential.

29

00:02:23.195 --> 00:02:25.695

Uh, September we are now at recognitions,

30

00:02:25.695 --> 00:02:28.495

and September is also Hispanic Heritage Month.

31

00:02:28.835 --> 00:02:30.015

We want to take this time to

32

00:02:30.535 --> 00:02:32.255

recognize the diversity within our schools

33

00:02:32.835 --> 00:02:34.175

and celebrate the Hispanic

34

00:02:34.195 --> 00:02:36.495

and Latino rich history, diverse cultures,

35

00:02:36.515 --> 00:02:39.015

and significant impact in our communities

36

00:02:39.015 --> 00:02:40.095

and in our school division.

37

00:02:41.245 --> 00:02:43.135

Arlington Public Schools is a diverse

38

00:02:43.235 --> 00:02:45.375

and inclusive school system where 30%

39

00:02:45.375 --> 00:02:47.855

of our students identify as Hispanic or Latino.

40

00:02:49.235 --> 00:02:51.775

We proudly recognize our superintendent, Dr.

41
00:02:51.805 --> 00:02:56.015
Francisco Duran, who holds us historic, uh, Des Distinction.

42
00:02:56.075 --> 00:02:59.845
Out of 132 school divisions across Virginia, he is one

43
00:02:59.845 --> 00:03:02.125
of only two Latino superintendents,

44
00:03:02.505 --> 00:03:04.405
and he is only the third Latino

45
00:03:04.505 --> 00:03:07.325
to serve in this role in the history of our commonwealth.

46
00:03:11.865 --> 00:03:15.125
In addition, nearly one in five a PS staff members are

47
00:03:15.265 --> 00:03:17.045
of Hispanic or Latino origin.

48
00:03:17.045 --> 00:03:19.965
Origin representation matters

49
00:03:19.965 --> 00:03:21.765
because when students see leaders

50
00:03:21.865 --> 00:03:23.405
who reflect their own backgrounds

51
00:03:23.425 --> 00:03:26.045
and experiences, it shows them what is possible

52
00:03:26.105 --> 00:03:28.125
and inspires them to reach for their own dreams.

53
00:03:29.305 --> 00:03:32.565
To celebrate the strength found in diversity, the power

54
00:03:32.565 --> 00:03:35.805

of inclusion, and the importance of uplifting our voices.

55

00:03:36.565 --> 00:03:38.965

A group of A ETV student interns

56

00:03:39.685 --> 00:03:41.845

produced a video featuring staff, students

57

00:03:41.985 --> 00:03:44.325

and community members talking about

58

00:03:44.395 --> 00:03:46.805

what Hispanic Heritage Month means to them.

59

00:03:49.235 --> 00:03:52.165

This is a chance to honor the sacrifices of those who came

60

00:03:52.165 --> 00:03:55.285

before us, and the opportunities we can create for those

61

00:03:55.285 --> 00:03:56.285

who come after us.

62

00:03:56.905 --> 00:03:59.925

It is also about pride and identity, the values of family

63

00:03:59.985 --> 00:04:03.405

and community, and the resilience that has shaped so many

64

00:04:03.405 --> 00:04:05.805

of the stories of our Hispanic and LA

65

00:04:05.805 --> 00:04:07.565

or Latino students and families.

66

00:04:08.715 --> 00:04:09.845

Without further ado,

67

00:04:10.085 --> 00:04:12.925

I present this brief video highlighting Hispanic Heritage

68
00:04:13.045 --> 00:04:14.685
Month at Arlington Public Schools.

69
00:04:21.935 --> 00:04:23.445
Happy Hispanic Heritage Month.

70
00:04:23.785 --> 00:04:27.405
My favorite tradition that I remember from growing up has

71
00:04:27.405 --> 00:04:32.245
to do with the way our culture, particularly honors family

72
00:04:33.265 --> 00:04:36.645
and honors family for generations, as well

73
00:04:36.645 --> 00:04:37.765
as honors history.

74
00:04:38.185 --> 00:04:40.685
The celebration or tradition that makes me, uh,

75
00:04:41.355 --> 00:04:46.165
feel most closely to my culture is weekend dinners.

76
00:04:46.185 --> 00:04:47.365
At my grandmother's house,

77
00:04:47.785 --> 00:04:50.125
My favorite tradition is de los.

78
00:04:52.305 --> 00:04:56.805
Um, we celebrate our loved ones that are fast.

79
00:04:57.145 --> 00:04:58.845
We have the new day of the kid

80
00:04:59.075 --> 00:05:02.685
because we all, the whole town comes together to celebrate.

81
00:05:02.715 --> 00:05:04.525

Huge kid from Olivia

82

00:05:04.745 --> 00:05:09.285

El es like a huge party where you,

83

00:05:10.425 --> 00:05:12.445

uh, dance and there's a bunch of food.

84

00:05:13.145 --> 00:05:16.485

So, my favorite dish from Bolivia would be s

85

00:05:17.025 --> 00:05:21.765

We have Za Orta,

86

00:05:22.705 --> 00:05:23.765

um, Parago,

87

00:05:25.915 --> 00:05:27.925

Guatemala, ISIA.

88

00:05:28.745 --> 00:05:30.925

We love to drink Killer coffee.

89

00:05:33.065 --> 00:05:35.005

The different types of music

90

00:05:35.065 --> 00:05:38.805

and dance that we have connects me to my heart

91

00:05:39.065 --> 00:05:40.925

and soul, to my culture. The

92

00:05:40.925 --> 00:05:44.325

Paint represents my favorite artist from Mexico.

93

00:05:47.285 --> 00:05:50.645

I like Spanish music because it makes me happy

94

00:05:50.785 --> 00:05:52.565

and I wanna sing along with it.

95

00:05:53.405 --> 00:05:57.005

I feel most connected with my culture

96

00:05:57.755 --> 00:06:00.925

when I'm trying to help those people, those students,

97

00:06:00.975 --> 00:06:03.125

those family that they came to this country,

98

00:06:03.385 --> 00:06:05.525

Puerto Rican, even if I was born on the moon.

99

00:06:06.555 --> 00:06:09.485

It's a phrase that captures the pride we carry in our

100

00:06:09.765 --> 00:06:11.605

identity no matter where life takes us.

101

00:06:11.875 --> 00:06:14.965

Spanish is, uh, like the culture, a bridge

102

00:06:15.665 --> 00:06:16.965

for friendship and pride.

103

00:06:32.215 --> 00:06:33.855

I love that. Thank you to the student

104

00:06:33.965 --> 00:06:35.495

interns who produced that video.

105

00:06:35.675 --> 00:06:38.855

And to Ms. Tapia Hadley for the, the cameo appearance.

106

00:06:40.995 --> 00:06:44.095

Um, okay. We are, we're now at consent.

107

00:06:44.155 --> 00:06:46.095

May I have a motion to adopt the consent agenda?

108

00:06:46.855 --> 00:06:49.175

I move to adopt The consent agenda. Is there a second?

109

00:06:50.395 --> 00:06:53.135

Second. All in favor? Please say yes.

110

00:06:54.115 --> 00:06:56.895

Yes, yes, Yes. Any opposed? Please say no.

111

00:06:57.475 --> 00:06:59.375

Motion passes. Five to zero.

112

00:07:00.495 --> 00:07:02.055

I would like to announce that under consent,

113

00:07:02.055 --> 00:07:04.095

the school board approved a new appointments in various

114

00:07:04.415 --> 00:07:05.695

positions at Arlington Public Schools,

115

00:07:05.835 --> 00:07:07.415

as displayed on this slide

116

00:07:11.795 --> 00:07:14.575

To those new members of our community, we are so happy

117

00:07:14.575 --> 00:07:16.815

that you chose to work in Arlington Public Schools.

118

00:07:17.395 --> 00:07:18.655

We have every confidence

119

00:07:18.655 --> 00:07:20.775

that you will be terrific members of our team.

120

00:07:20.885 --> 00:07:22.375

Welcome to a PS.

121

00:07:23.355 --> 00:07:25.335

In addition, the school board adopted amendments

122

00:07:25.335 --> 00:07:29.495
to school policy one dash 4.30 school year calendar,

123

00:07:29.905 --> 00:07:32.215
clarifying the practice for holidays.

124

00:07:32.635 --> 00:07:34.735
The superintendent has approved the, uh,

125

00:07:34.735 --> 00:07:37.455
policy implementation procedures related to this policy.

126

00:07:37.485 --> 00:07:40.095
Accordingly, the revised policy will be

127

00:07:40.095 --> 00:07:41.335
posted on board docs.

128

00:07:42.395 --> 00:07:44.295
We are now at the announcements portion of our agenda.

129

00:07:44.555 --> 00:07:46.335
The school board will hold the following meetings.

130

00:07:47.255 --> 00:07:49.735
September 19th, audit committee meeting,

131

00:07:49.735 --> 00:07:51.175
8:00 AM Microsoft Teams.

132

00:07:52.615 --> 00:07:55.495
September 30th, work sessions from 9:00 AM

133

00:07:55.595 --> 00:07:57.855
to 4:15 PM in the boardroom.

134

00:07:59.335 --> 00:08:02.775
September 30th, closed meeting, 4:30 PM in the boardroom.

135

00:08:04.165 --> 00:08:08.615

October 1st, policy subcommittee meeting, uh,

136

00:08:08.625 --> 00:08:11.575

8:30 AM on Microsoft Teams.

137

00:08:12.805 --> 00:08:15.215

October 7th, committee of the whole meeting,

138

00:08:15.405 --> 00:08:17.375

5:00 PM in the board conference room.

139

00:08:18.685 --> 00:08:21.575

October 9th, closed meeting 5:30 PM

140

00:08:21.635 --> 00:08:22.735

in the board conference room.

141

00:08:23.155 --> 00:08:26.215

And October 9th school board meeting 7:00 PM in the board.

142

00:08:26.295 --> 00:08:29.335

Boardroom board members, do you have any announcements?

143

00:08:32.615 --> 00:08:34.335

I just want to, uh, highlight

144

00:08:34.335 --> 00:08:38.655

that we have a school turning 100 years old tomorrow,

145

00:08:39.255 --> 00:08:43.775

Barcroft Elementary, celebrating 100 years of working hard,

146

00:08:43.775 --> 00:08:45.815

getting smart and having fun and being kind.

147

00:08:46.635 --> 00:08:49.135

So tomorrow there will be celebrations at the school

148

00:08:49.195 --> 00:08:51.775

to mark this important occasion. So congratulations.

149

00:08:52.235 --> 00:08:53.055

Mm-hmm. That's a big

150

00:08:56.415 --> 00:08:57.725

Thank you, Ms. Cera.

151

00:08:58.045 --> 00:09:00.205

I have an announcement from one of my liaison schools.

152

00:09:00.235 --> 00:09:02.805

This is the Langston High School continuation program,

153

00:09:03.215 --> 00:09:05.245

which is located on Langston Boulevard.

154

00:09:05.345 --> 00:09:06.805

And on October 8th,

155

00:09:06.915 --> 00:09:08.565

they will be holding a fall celebration

156

00:09:08.565 --> 00:09:09.765

called Fall into Langston.

157

00:09:09.765 --> 00:09:12.605

That's open to the public. It runs from 6:00 PM

158

00:09:12.705 --> 00:09:16.365

to 8:00 PM And if you go to Langston High School on

159

00:09:16.365 --> 00:09:19.565

that date, at that time, you can join in games, prizes,

160

00:09:19.675 --> 00:09:22.045

food, and have a look inside the school

161

00:09:22.385 --> 00:09:23.645

and, uh, have a little tour.

162

00:09:24.025 --> 00:09:25.245

So I will be there and I hope

163

00:09:25.245 --> 00:09:26.445
to see some of you there as well.

164

00:09:27.735 --> 00:09:29.685
Thank you, Ms. Clark.

165

00:09:31.925 --> 00:09:34.325
I had the opportunity to visit, um, two

166

00:09:34.325 --> 00:09:36.005
of my liaison schools this week.

167

00:09:36.305 --> 00:09:40.325
So I'd like to thank, um, the principal, uh, Mr.

168

00:09:40.355 --> 00:09:42.565
Ballast at Wakefield High School for hosting me.

169

00:09:43.145 --> 00:09:45.845
Uh, this week. I had a lively discussion with his team

170

00:09:46.545 --> 00:09:48.045
and also at Tuckahoe.

171

00:09:48.045 --> 00:09:51.445
Mr. Barnes and Mr. Johnson, the PTA president were there

172

00:09:51.785 --> 00:09:53.925
and we had a great discussion around, um,

173

00:09:53.985 --> 00:09:55.205
the Tuckahoe community.

174

00:09:55.665 --> 00:09:58.045
So I wanna thank them and I'll be at Kenmore next Monday.

175

00:09:59.655 --> 00:10:00.845
Thank you, Ms. Turner.

176
00:10:01.745 --> 00:10:04.845
You left out. Um, I have an, an announcement about one

177
00:10:04.845 --> 00:10:07.325
of my liaison schools, uh, just to tie it to something

178
00:10:07.325 --> 00:10:10.565
that Dr. Duran mentioned at his last, uh,

179
00:10:10.625 --> 00:10:11.885
superintendent's announcement,

180
00:10:11.885 --> 00:10:14.285
and that we will get more information on, um,

181
00:10:15.065 --> 00:10:19.005
at our next meeting, which is to, um, to acknowledge

182
00:10:19.005 --> 00:10:20.325
that the reality for some

183
00:10:20.325 --> 00:10:23.525
of our schools is we are engaged in a process of, um,

184
00:10:23.645 --> 00:10:26.765
reallocating some of our classrooms at this, uh,

185
00:10:26.765 --> 00:10:30.205
particular point in time, uh, as a little bit of a,

186
00:10:30.365 --> 00:10:32.725
a budget savings and an efficiency exercise.

187
00:10:32.745 --> 00:10:35.085
And I know that that did occur at one of our liaisons,

188
00:10:35.145 --> 00:10:37.885
my liaison schools, um, very recently.

189
00:10:38.105 --> 00:10:40.405

And I'm appreciative of our students

190

00:10:40.665 --> 00:10:42.445

and our teachers for adjusting to this.

191

00:10:42.705 --> 00:10:45.765

Um, I think the, the situation was, uh,

192

00:10:46.365 --> 00:10:50.845

a five classes at a grade level, all of which had 12

193

00:10:50.905 --> 00:10:54.165

to 13 students, um, in each class.

194

00:10:54.945 --> 00:10:57.325

The reallocation was done.

195

00:10:57.385 --> 00:10:59.285

The classes remain well under

196

00:10:59.515 --> 00:11:01.205

what we would want for a kindergarten size.

197

00:11:01.385 --> 00:11:03.645

Um, and I think it's illustrative of some

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00:11:03.645 --> 00:11:04.685

of the reasons we're doing this,

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00:11:04.785 --> 00:11:06.685

but we understand that it's certainly

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00:11:06.685 --> 00:11:08.125

disruptive in the first month of school.

201

00:11:08.185 --> 00:11:11.325

So very appreciative of the patients, um, of our,

202

00:11:11.945 --> 00:11:13.525

our community in the schools

203

00:11:13.585 --> 00:11:16.125
and our staff for working with our schools to try

204

00:11:16.125 --> 00:11:17.445
to smooth this as much as possible.

205

00:11:17.505 --> 00:11:18.565
So, thank you, Dr. John.

206

00:11:19.915 --> 00:11:22.945
Thank you, Ms. Turner. Um, I have an announcement

207

00:11:22.945 --> 00:11:25.865
regarding the advisory committee working group, uh,

208

00:11:26.005 --> 00:11:28.065
and the booth has put up the slide.

209

00:11:28.165 --> 00:11:31.785
So thank you. Um, during the 20 24 25 school year,

210

00:11:32.005 --> 00:11:34.905
the Arlington School Board appointed a 22 member working

211

00:11:34.905 --> 00:11:37.185
group made up of parents, students, community members,

212

00:11:37.245 --> 00:11:41.145
and staff to evaluate the current school board advisory

213

00:11:41.145 --> 00:11:44.825
committee structure and make recommendations for revisions

214

00:11:44.825 --> 00:11:47.825
to better support the board in achieving the goals

215

00:11:47.885 --> 00:11:49.585
of our new strategic plan.

216

00:11:50.405 --> 00:11:51.785

The working group, um,

217

00:11:52.015 --> 00:11:54.645

over many meetings has developed a proposal

218

00:11:54.945 --> 00:11:57.645

and is seeking input now from parents, staff,

219

00:11:58.045 --> 00:11:59.165

students, and community members.

220

00:12:00.365 --> 00:12:03.085

Feedback will be collected through a survey, focus groups,

221

00:12:03.265 --> 00:12:04.405

and community forums.

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00:12:04.955 --> 00:12:07.885

Next week, a survey link will be shared with stakeholders

223

00:12:07.885 --> 00:12:09.605

through multiple channels and remain open

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00:12:09.605 --> 00:12:10.725

through October 15th.

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00:12:11.555 --> 00:12:13.725

Community forums will be held in October,

226

00:12:13.945 --> 00:12:16.965

and focus groups will be conducted on an ongoing basis

227

00:12:16.965 --> 00:12:18.285

through October 17th.

228

00:12:19.645 --> 00:12:21.925

Feedback received will be used to inform adjustments

229

00:12:21.945 --> 00:12:24.605

before the working group finalizes their recommendations

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00:12:24.605 --> 00:12:25.725
to the school board in December.

231

00:12:26.865 --> 00:12:30.485
Any proposed changes to the a PS advisory groups would take

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00:12:30.505 --> 00:12:33.725
effect in the 20 26 27 school year.

233

00:12:34.865 --> 00:12:37.365
The school board encourages welcomes community members

234

00:12:37.385 --> 00:12:40.285
to participate in one of the upcoming feedback opportunities

235

00:12:40.505 --> 00:12:41.805
and share their feedback.

236

00:12:42.705 --> 00:12:46.725
Uh, we are now at the superintendent's announcements. Dr.

237

00:12:46.815 --> 00:12:47.845
Deron, do you have announcements?

238

00:12:48.205 --> 00:12:50.205
I do. Thank you. I have a few brief announcements tonight,

239

00:12:50.665 --> 00:12:53.125
and we'll begin with the latest update on our, uh,

240

00:12:53.125 --> 00:12:54.325
transgender student policy

241

00:12:54.425 --> 00:12:55.845
and the current efforts to ensure

242

00:12:56.275 --> 00:12:58.365
that we're maintaining funding for our students.

243

00:12:59.505 --> 00:13:00.805

Um, this week, uh,

244

00:13:00.925 --> 00:13:03.485

a PS filed an emergency appeal in the fourth circuit

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00:13:03.485 --> 00:13:05.805

following Judge Alston's incorrect ruling

246

00:13:05.825 --> 00:13:08.565

and interpretation of the court's ability to hear the case.

247

00:13:09.225 --> 00:13:11.405

We are asking the Fourth Circuit Court

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00:13:11.425 --> 00:13:12.685

to reverse the US Department

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00:13:12.685 --> 00:13:15.365

of Education's high risk designation so

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00:13:15.365 --> 00:13:18.125

that federal funds flow while legal proceedings continue.

251

00:13:18.865 --> 00:13:21.205

The district court dismissed our first case on

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00:13:21.205 --> 00:13:22.805

jurisdictional grounds only,

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00:13:23.345 --> 00:13:25.565

but did affirm that the grim case,

254

00:13:25.855 --> 00:13:27.325

which upholds student access

255

00:13:27.345 --> 00:13:29.925

to student bathroom matching their gender identity is

256

00:13:29.925 --> 00:13:31.925

protected under Title ix.

257

00:13:31.985 --> 00:13:34.765

And to quote, the court remains the law of this circuit.

258

00:13:35.625 --> 00:13:37.085

We believe that the US Department

259

00:13:37.085 --> 00:13:40.685

of Education's actions demand that we violate existing law

260

00:13:40.685 --> 00:13:42.325

to unlock, unlock our funds

261

00:13:42.795 --> 00:13:46.205

that Congress has appropriately already sent us

262

00:13:46.305 --> 00:13:47.565

to our school system.

263

00:13:48.075 --> 00:13:51.005

Without relief from the courts, a PS has no remedy

264

00:13:51.145 --> 00:13:54.365

to protect the vital services that our students, staff,

265

00:13:54.365 --> 00:13:57.685

and families need to keep the community updated on this

266

00:13:57.685 --> 00:14:00.485

matter and to proceed, um, provide additional context

267

00:14:00.545 --> 00:14:02.285

and making sure everyone knows what's happening.

268

00:14:02.285 --> 00:14:05.085

We've created a new webpage in our Title IX section

269

00:14:05.315 --> 00:14:07.845

outlining the history of this policy, which states back

270

00:14:07.845 --> 00:14:08.885

to 2019,

271

00:14:09.305 --> 00:14:11.645

and also the current legal elements that are at play.

272

00:14:12.225 --> 00:14:14.685

We will keep, continue to keep the community, uh,

273

00:14:14.715 --> 00:14:16.965

updated on any crucial court updates.

274

00:14:17.025 --> 00:14:18.325

And I'd now like to turn to Ms.

275

00:14:18.485 --> 00:14:20.205

Er Sutton for any additional comments

276

00:14:20.385 --> 00:14:21.445

on this important matter.

277

00:14:22.375 --> 00:14:24.125

Thank you. I just have a couple of brief comments.

278

00:14:24.365 --> 00:14:25.885

I I want to reassure the community

279

00:14:25.885 --> 00:14:28.165

that students remain our top priority.

280

00:14:29.025 --> 00:14:32.445

We are working hard to retain the full \$23 million in

281

00:14:32.445 --> 00:14:35.725

federal funding that funds meals, counseling,

282

00:14:35.785 --> 00:14:36.805

and academic services

283

00:14:37.065 --> 00:14:39.165

for more than 8,000 vulnerable students

284

00:14:39.165 --> 00:14:40.285
in our school system.

285

00:14:41.265 --> 00:14:42.685
As the superintendent mentioned,

286

00:14:42.745 --> 00:14:45.245
our website now outlines all of the details

287

00:14:45.385 --> 00:14:47.285
and steps that we have taken to ensure

288

00:14:47.675 --> 00:14:49.925
that these critical funds continue to flow

289

00:14:50.505 --> 00:14:53.365
and also provides documentation of the,

290

00:14:53.625 --> 00:14:55.525
the legality of our policies.

291

00:14:56.825 --> 00:14:59.645
Um, we are grateful, um, for our educator, staff

292

00:14:59.645 --> 00:15:00.925
and families, um,

293

00:15:01.065 --> 00:15:03.245
for their continued support during this process.

294

00:15:04.575 --> 00:15:07.965
Thank you in advance of tonight's monitoring report,

295

00:15:07.965 --> 00:15:10.165
which will come from, uh, the Office of Academics.

296

00:15:10.225 --> 00:15:13.445
Uh, this week's video highlights a unique a PS program

297

00:15:13.625 --> 00:15:15.685

for our teachers that we believe

298

00:15:15.685 --> 00:15:17.965

after talking to them helps retain our highly skilled

299

00:15:17.965 --> 00:15:18.965

and talented workforce.

300

00:15:19.625 --> 00:15:21.085

We cannot achieve great outcomes

301

00:15:21.225 --> 00:15:22.885

for students without providing unique

302

00:15:22.885 --> 00:15:24.765

and enriching opportunities for our teachers.

303

00:15:24.855 --> 00:15:25.855

Let's take a look.

304

00:15:30.715 --> 00:15:31.965

They're gonna send me this

305

00:15:33.665 --> 00:15:34.845

and then kind of get on the same

306

00:15:34.845 --> 00:15:35.845

Page. I present

307

00:15:35.845 --> 00:15:38.045

at National and International Conferences.

308

00:15:38.505 --> 00:15:40.885

And so this really does mimic that sort

309

00:15:40.885 --> 00:15:43.125

of thing at a different level, but locally,

310

00:15:43.565 --> 00:15:44.845

'cause this is local knowledge.

311
00:15:44.985 --> 00:15:48.205
So I think people out there are really into each other's

312
00:15:48.205 --> 00:15:49.525
presentation right now.

313
00:15:50.145 --> 00:15:51.565
And, um, there's a lot of, um,

314
00:15:51.565 --> 00:15:53.405
networking going on. This is how teachers network.

315
00:15:54.185 --> 00:15:57.365
We all do a year long project, um, on teacher research.

316
00:15:57.365 --> 00:15:59.685
We get to choose a topic that we're interested about.

317
00:15:59.865 --> 00:16:02.565
The whole year long project is a collaborative, um,

318
00:16:02.565 --> 00:16:05.125
opportunity for us to work together with each other.

319
00:16:05.385 --> 00:16:07.605
So it's just really important that we get together

320
00:16:07.665 --> 00:16:09.365
and share our ideas and how

321
00:16:09.365 --> 00:16:11.485
to make the school life of children better.

322
00:16:12.365 --> 00:16:14.365
Starting in October, all the teachers came up

323
00:16:14.365 --> 00:16:16.725
with a problem of practice, something they wanted to study,

324
00:16:16.745 --> 00:16:17.885

but they got to choose it.

325

00:16:18.195 --> 00:16:21.645

They have till July 1st to finish their research journey.

326

00:16:22.275 --> 00:16:24.005

Then they get 30 recertification

327

00:16:24.005 --> 00:16:25.645

points we need to recertify.

328

00:16:25.785 --> 00:16:27.565

So why not do it amongst friends?

329

00:16:28.625 --> 00:16:30.405

We are in our individual school.

330

00:16:30.545 --> 00:16:32.485

So this is an opportunity annually

331

00:16:32.585 --> 00:16:35.325

for all the teacher research cohorts to come together.

332

00:16:35.865 --> 00:16:36.885

And so, um, my,

333

00:16:36.905 --> 00:16:38.605

my doctor is actually in teacher development.

334

00:16:38.665 --> 00:16:42.405

And so this is a very practical way, in a fun way

335

00:16:42.465 --> 00:16:44.365

for teachers to continue to learn.

336

00:16:44.985 --> 00:16:47.645

I'm an engineer and product designer by trade.

337

00:16:48.065 --> 00:16:49.125

So the idea of

338
00:16:49.265 --> 00:16:52.205
of reflecting on your practice is ingrained in my training.

339
00:16:52.945 --> 00:16:57.765
So part of that is understanding how learning changes.

340
00:16:58.185 --> 00:17:01.125
We know so much more about how the brain learns now,

341
00:17:01.505 --> 00:17:03.445
the one I first started, what, 30 years ago.

342
00:17:04.105 --> 00:17:07.845
So you change your pedagogy to meet

343
00:17:08.555 --> 00:17:10.685
that new understanding of how the brain learns.

344
00:17:11.585 --> 00:17:13.485
The steps in the smart goal are the steps

345
00:17:13.485 --> 00:17:14.565
of a teacher researcher.

346
00:17:14.905 --> 00:17:18.125
You are gathering data, you're trying things out.

347
00:17:18.425 --> 00:17:20.485
At the end, you have to fill in the little thing.

348
00:17:20.485 --> 00:17:21.725
What did I find out? What are

349
00:17:21.725 --> 00:17:22.845
my implications for the future?

350
00:17:23.265 --> 00:17:26.565
That's exactly what we do as a teacher researcher.

351
00:17:26.565 --> 00:17:28.925

Those are the exact steps. So it is your smart goal.

352

00:17:28.925 --> 00:17:30.045

Not everybody realizes that.

353

00:17:30.275 --> 00:17:33.085

They're like, you're doing it anyway, why not do it?

354

00:17:33.085 --> 00:17:35.125

Have a little fun amongst your friends.

355

00:17:35.705 --> 00:17:38.125

So in my case, it was oral reading fluency.

356

00:17:38.545 --> 00:17:41.285

Um, and that just, uh, helps me understand

357

00:17:41.285 --> 00:17:42.925

what are the research based practices

358

00:17:42.925 --> 00:17:44.605

that I can implement in my classrooms.

359

00:17:44.705 --> 00:17:47.125

So this whole project was like, what do we need to do?

360

00:17:47.145 --> 00:17:49.765

And what do teachers need to know in order for them

361

00:17:49.905 --> 00:17:53.165

to have their oral reading fluency, um, be successful?

362

00:17:53.875 --> 00:17:55.445

Mine was about collaboration.

363

00:17:55.905 --> 00:17:59.725

How we improve the learning environment to help student

364

00:17:59.865 --> 00:18:02.445

to be successful as an administrator,

365
00:18:02.705 --> 00:18:06.805
and looking for practices that help all students.

366
00:18:07.305 --> 00:18:09.805
And in that way, I need to continue to learn.

367
00:18:10.245 --> 00:18:12.565
I need to continue to support teacher for me

368
00:18:12.565 --> 00:18:13.805
as the most important thing.

369
00:18:14.225 --> 00:18:16.045
And I need to be a model.

370
00:18:16.625 --> 00:18:19.725
So I studied just teacher research in AP PS this year.

371
00:18:19.785 --> 00:18:22.365
So I'd have the data to show the PL office, like,

372
00:18:22.365 --> 00:18:23.445
Hey, this is really good stuff.

373
00:18:23.755 --> 00:18:25.445
When I meet people working

374
00:18:25.445 --> 00:18:28.005
with different age groups in different subjects,

375
00:18:28.385 --> 00:18:30.365
and they start talking about critical thinking,

376
00:18:30.715 --> 00:18:33.245
they approach from a different perspective using

377
00:18:33.245 --> 00:18:34.565
different academic language.

378
00:18:35.185 --> 00:18:37.925

So when I get into a group with this, I get

379

00:18:37.945 --> 00:18:39.445

to see those different perspectives

380

00:18:39.665 --> 00:18:41.725

and then I go, ah, a new hook.

381

00:18:42.525 --> 00:18:43.885

I can use that in my classroom.

382

00:18:44.045 --> 00:18:45.885

I can approach it from a different perspective.

383

00:18:46.645 --> 00:18:49.565

I can come at them from left field and get them to think

384

00:18:50.785 --> 00:18:51.885

Any teacher can do this.

385

00:18:52.385 --> 00:18:54.085

Um, we do have different cohorts.

386

00:18:54.225 --> 00:18:56.045

I'm willing to start a cohort anywhere.

387

00:18:56.395 --> 00:18:57.565

This makes teaching fun.

388

00:18:57.565 --> 00:18:59.725

These are usually the things that teachers most get excited

389

00:18:59.725 --> 00:19:02.645

about is like how to affect and, um, help students learning.

390

00:19:02.745 --> 00:19:05.445

And so this gives us an opportunity just to focus on that

391

00:19:05.625 --> 00:19:07.365

and be inspired by each other as well.

392
00:19:10.145 --> 00:19:12.365
I'm very proud of the work that our teacher researchers

393
00:19:12.365 --> 00:19:14.005
are doing and the way that they come together

394
00:19:14.025 --> 00:19:15.805
as you can see their learners themselves.

395
00:19:15.905 --> 00:19:17.445
And so coming together to find ways

396
00:19:17.445 --> 00:19:18.445
to best support their students.

397
00:19:19.385 --> 00:19:21.045
Um, in response to some feedback

398
00:19:21.045 --> 00:19:22.925
that we received in our 2025,

399
00:19:22.925 --> 00:19:25.525
your voice matter survey from our families in particular

400
00:19:25.665 --> 00:19:29.205
and students, we, uh, created, uh, additional lessons

401
00:19:29.345 --> 00:19:30.485
to help prevent bullying

402
00:19:30.585 --> 00:19:31.765
and harassment in schools

403
00:19:32.305 --> 00:19:34.645
to engage our students in these meaningful discussions.

404
00:19:34.885 --> 00:19:36.965
Students be participating in bullying prevention lessons

405
00:19:37.675 --> 00:19:39.925

facilitated by counselors, psychologists,

406

00:19:39.925 --> 00:19:41.405

and social workers at their school.

407

00:19:41.895 --> 00:19:44.245

These lessons will be delivered, uh, from kindergarten

408

00:19:44.245 --> 00:19:45.885

through 12th grade, beginning in October,

409

00:19:45.885 --> 00:19:47.805

which is our national Bullying Prevention Month.

410

00:19:48.135 --> 00:19:50.445

We'll be covering understanding, bullying behavior,

411

00:19:50.595 --> 00:19:54.325

understanding identity, and practicing upstanding behavior.

412

00:19:54.695 --> 00:19:55.925

We're very proud of this effort

413

00:19:55.925 --> 00:19:58.085

and we send out a message to all of our community, uh,

414

00:19:58.085 --> 00:20:00.405

earlier today and an email so you can learn more about it.

415

00:20:00.405 --> 00:20:03.885

And we have also resources available on our website.

416

00:20:03.985 --> 00:20:05.725

So again, this is a reflection

417

00:20:05.725 --> 00:20:07.525

and opportunity as we heard from parents

418

00:20:07.945 --> 00:20:09.685

and students, that this is a need for us

419

00:20:09.705 --> 00:20:12.765

to provide more instruction on more resources.

420

00:20:12.985 --> 00:20:14.285

Here's something that was developed.

421

00:20:14.285 --> 00:20:16.405

So thank you Dr. Crawford, your team

422

00:20:16.405 --> 00:20:19.565

and the whole student services department, uh, Dr. Sampson

423

00:20:19.565 --> 00:20:22.165

and his team who really put time over the summer

424

00:20:22.225 --> 00:20:23.565

to develop and create these lessons.

425

00:20:23.665 --> 00:20:24.845

And they'll now be out delivering

426

00:20:24.845 --> 00:20:25.885

them over the month of October.

427

00:20:27.205 --> 00:20:30.005

A PS is launching a device working group to review

428

00:20:30.005 --> 00:20:32.045

and provide feedback on technology tools

429

00:20:32.045 --> 00:20:33.845

and the devices that support student learning.

430

00:20:34.225 --> 00:20:36.285

We want to hear from our staff, uh,

431

00:20:36.305 --> 00:20:38.245

the community about your experiences

432

00:20:38.265 --> 00:20:39.845

and recommendations for the future.

433

00:20:40.305 --> 00:20:42.245

And what does that look like to have devices

434

00:20:42.385 --> 00:20:44.325

and technology as a part of our instruction.

435

00:20:44.755 --> 00:20:47.605

This is part of our engage with a PS process to ensure

436

00:20:47.605 --> 00:20:50.245

that staff and community voices shape important decisions.

437

00:20:50.625 --> 00:20:53.485

So you can either provide input on our engaged page

438

00:20:53.545 --> 00:20:55.925

or if you're interested in joining the group,

439

00:20:56.325 --> 00:20:58.645

complete the interest form by next Wednesday.

440

00:20:58.745 --> 00:21:00.245

And there will be a selection process.

441

00:21:00.625 --> 00:21:03.325

Or we will bring together a group of individuals

442

00:21:03.465 --> 00:21:04.685

who will work on this problem

443

00:21:04.945 --> 00:21:06.645

and thinking about best solutions

444

00:21:06.665 --> 00:21:10.045

and provide recommendations to a work session

445

00:21:10.045 --> 00:21:12.205

that will take place in March with our school board.

446
00:21:12.265 --> 00:21:13.885
So, and if you're not interested in being part

447
00:21:13.885 --> 00:21:16.245
of the working group, I would really love for you

448
00:21:16.245 --> 00:21:17.965
to at least engage in the process

449
00:21:18.065 --> 00:21:19.965
and give us some feedback on the Engage page.

450
00:21:20.985 --> 00:21:24.285
We are excited to share that week four of the packet launch.

451
00:21:24.295 --> 00:21:26.485
We've up to 52% of our completion,

452
00:21:26.645 --> 00:21:27.965
although we need to get much higher than that.

453
00:21:28.265 --> 00:21:31.205
And the numbers are continuing to grow daily thanks to, uh,

454
00:21:31.345 --> 00:21:32.925
the support staff and our school

455
00:21:33.175 --> 00:21:34.485
staff who are working with parents.

456
00:21:34.545 --> 00:21:36.965
Now, why is this important? Because this provides us the

457
00:21:36.965 --> 00:21:39.045
information that we need to be able to connect

458
00:21:39.045 --> 00:21:41.285
with our families, provide information

459
00:21:41.345 --> 00:21:42.765

and emergency situations.

460

00:21:42.835 --> 00:21:46.125

It's essential. It also has opt-out forms for families

461

00:21:46.125 --> 00:21:47.965

that may not want to participate in certain things

462

00:21:47.965 --> 00:21:49.685

that we, uh, we have happening.

463

00:21:49.745 --> 00:21:51.725

It also the contact information.

464

00:21:52.145 --> 00:21:54.445

It also has our students' rights and responsibilities

465

00:21:54.945 --> 00:21:56.445

and completing it really is important

466

00:21:56.445 --> 00:21:59.045

to make sure we have all the accurate records so

467

00:21:59.045 --> 00:22:01.365

that families are informed and empowered.

468

00:22:01.815 --> 00:22:04.685

We've contacted schools so far with low completion rates,

469

00:22:04.745 --> 00:22:07.445

and we've shared a support request form with administrators.

470

00:22:07.655 --> 00:22:10.285

We've helped our bilingual family specialists get trained in

471

00:22:10.285 --> 00:22:11.565

how to provide assistance,

472

00:22:11.985 --> 00:22:14.525

and we're continuing to provide outreach at schools

473
00:22:14.545 --> 00:22:16.285
and community events, helping any families

474
00:22:16.285 --> 00:22:18.485
that need support in getting this process done.

475
00:22:19.025 --> 00:22:20.765
So if you've not got it done as a family

476
00:22:21.025 --> 00:22:23.765
and you're watching, please reach out to your school,

477
00:22:24.305 --> 00:22:25.925
get some information if you need some help,

478
00:22:25.945 --> 00:22:27.965
and we actually can help you complete it at the school.

479
00:22:28.265 --> 00:22:29.365
So please just reach out.

480
00:22:29.365 --> 00:22:31.285
We need to make sure we have all this information

481
00:22:32.065 --> 00:22:34.245
as we look ahead for the month of October coming up.

482
00:22:34.345 --> 00:22:36.005
Um, there are some important dates.

483
00:22:36.165 --> 00:22:37.925
I wanna ensure that all staff are aware

484
00:22:38.085 --> 00:22:41.045
and our families that Diwali, which was originally scheduled

485
00:22:41.045 --> 00:22:42.645
to be a holiday for students on Tuesday,

486
00:22:43.345 --> 00:22:45.325

the board voted in July to move that

487

00:22:45.325 --> 00:22:47.445

to Monday based on the actual change in the

488

00:22:47.445 --> 00:22:48.765

holiday that occurred.

489

00:22:48.985 --> 00:22:52.245

And you can see a list of other important calendar reminders

490

00:22:52.245 --> 00:22:53.405

coming up in the month of October.

491

00:22:54.145 --> 00:22:56.125

We also look forward to several important

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00:22:56.125 --> 00:22:57.445

recognitions in October.

493

00:22:57.605 --> 00:22:59.125

I already mentioned Balloon Prevention Month.

494

00:22:59.385 --> 00:23:01.445

We have Learning Disability Awareness Month,

495

00:23:01.445 --> 00:23:04.445

school Bus Safety Week, national Custodian,

496

00:23:05.005 --> 00:23:07.045

custodian Appreciation Day on October 2nd,

497

00:23:07.585 --> 00:23:10.285

and National Coaches Day, as well as the end of October,

498

00:23:10.575 --> 00:23:13.045

we'll have our third annual emergency preparedness week

499

00:23:13.225 --> 00:23:15.365

and more information to come on that.

500
00:23:16.165 --> 00:23:17.485
I want to conclude my announcements

501
00:23:17.485 --> 00:23:18.725
always with the bright spot.

502
00:23:18.745 --> 00:23:20.125
And tonight is a very special

503
00:23:20.265 --> 00:23:22.565
and fun one, uh, honoring our teachers.

504
00:23:22.665 --> 00:23:25.045
Uh, four of them, uh, who were chosen

505
00:23:25.145 --> 00:23:28.485
to represent a PS in a very highly competitive STEM Teacher

506
00:23:28.485 --> 00:23:30.445
Leadership Academy this summer,

507
00:23:30.445 --> 00:23:34.045
which only 20 teachers across the DC area we're

508
00:23:34.525 --> 00:23:35.565
selected to be a part of this.

509
00:23:35.875 --> 00:23:38.365
This is a unique partnership which allowed our teachers

510
00:23:38.365 --> 00:23:39.965
to explore cutting edge science

511
00:23:40.065 --> 00:23:41.565
and research with our Air Force

512
00:23:42.185 --> 00:23:44.085
and their scientific research department,

513
00:23:44.305 --> 00:23:46.645

and to bring those experiences back into the classroom

514

00:23:46.645 --> 00:23:47.845

for the benefits of our students.

515

00:23:48.545 --> 00:23:51.525

The teachers that were chosen to represent a PS had, um,

516

00:23:51.985 --> 00:23:53.805

record year break of applications.

517

00:23:53.805 --> 00:23:55.365

There was so many applications were told

518

00:23:55.385 --> 00:23:57.685

and they were chosen, and that's a high honor

519

00:23:57.705 --> 00:23:59.085

and a significant distinction

520

00:23:59.105 --> 00:24:00.845

and a true testament to their dedication.

521

00:24:01.645 --> 00:24:03.365

A highlight of this opportunity they shared

522

00:24:03.485 --> 00:24:05.405

with me was the opportunity to now

523

00:24:05.965 --> 00:24:08.845

directly help the Air Force leaders plan

524

00:24:08.865 --> 00:24:11.285

for the future in some of their work that they're doing.

525

00:24:11.345 --> 00:24:13.685

And this was the highest honor that the Academy offered.

526

00:24:14.025 --> 00:24:15.765

And our four were allowed this opportunity

527

00:24:15.785 --> 00:24:18.725

so they have an invitation to present on their experience

528

00:24:18.725 --> 00:24:20.245

and collaborate on planning for the future.

529

00:24:20.815 --> 00:24:22.485

Kathy Aluno from Randolph.

530

00:24:22.495 --> 00:24:24.005

Allie Washington from Kenmore,

531

00:24:24.005 --> 00:24:25.685

Daniel Bernhardt from Swanson,

532

00:24:25.945 --> 00:24:27.525

and Amanda Berger from Campbell.

533

00:24:27.745 --> 00:24:30.245

Congratulations to you. You're a bright spot tonight.

534

00:24:30.535 --> 00:24:31.535

Thank you Madam Chair.

535

00:24:33.475 --> 00:24:34.585

Thank you Dr. Deron.

536

00:24:34.685 --> 00:24:37.265

Um, colleagues, do we have any questions for Dr. Deron?

537

00:24:37.325 --> 00:24:39.825

Uh, um, okay, Ms. Guera,

538

00:24:40.685 --> 00:24:42.785

Um, I have a couple questions, uh,

539

00:24:42.785 --> 00:24:45.185

but first two very quick comments for the, um,

540

00:24:45.295 --> 00:24:47.705

education technology, the device working group.

541

00:24:48.265 --> 00:24:49.585

I just wanna note that, uh,

542

00:24:49.665 --> 00:24:51.265

I think it's very timely that we're doing this.

543

00:24:51.265 --> 00:24:54.705

Some of you who have older students in a PS might remember

544

00:24:54.705 --> 00:24:58.825

that it was the 20 14 20 15 school year, 10 years ago

545

00:24:59.275 --> 00:25:01.785

where we launched our one-to-one device initiative.

546

00:25:01.885 --> 00:25:04.465

Um, I remember that date 'cause my son was in second grade

547

00:25:04.565 --> 00:25:07.065

and that that cohort of second graders was the first.

548

00:25:07.565 --> 00:25:09.105

At that time, the program ran

549

00:25:09.105 --> 00:25:10.465

second grade through 12th grade.

550

00:25:10.525 --> 00:25:13.665

And so, um, I think a decade is a good time to stop

551

00:25:13.685 --> 00:25:16.025

and reflect on what we have learned, um,

552

00:25:16.045 --> 00:25:17.705

and how we may wanna change course.

553

00:25:18.485 --> 00:25:20.425

Um, the other comment that I wanted to make, um,

554

00:25:20.425 --> 00:25:21.665
and it relates to your, um,

555

00:25:21.755 --> 00:25:24.905
slide about bullying prevention is just to sort of connect

556

00:25:24.905 --> 00:25:27.505
that, that later this evening you're gonna hear, um,

557

00:25:27.505 --> 00:25:29.865
we're gonna take a vote on our internal audit work plan.

558

00:25:29.885 --> 00:25:31.265
And one of our audits this year

559

00:25:31.295 --> 00:25:33.345
that our auditor will complete is about,

560

00:25:33.365 --> 00:25:34.705
is looking at student conduct

561

00:25:35.005 --> 00:25:36.945
and bullying will be one piece of that.

562

00:25:37.445 --> 00:25:40.065
But the fact that that is part of our audit activities,

563

00:25:40.145 --> 00:25:42.705
I think underscores the seriousness, um,

564

00:25:42.705 --> 00:25:46.025
with which the school board, um, takes, uh, those concerns.

565

00:25:46.045 --> 00:25:47.945
And so you'll hear more about that later.

566

00:25:48.545 --> 00:25:49.745
I have two questions. One

567

00:25:49.745 --> 00:25:50.945

is about the back to school packet.

568

00:25:51.605 --> 00:25:54.105

And my question, um, just as a reminder from myself

569

00:25:54.105 --> 00:25:57.585

and members of our community is that when families need

570

00:25:57.605 --> 00:25:59.105

to access, uh, free

571

00:25:59.105 --> 00:26:01.585

and reduced price meals, we have some of our schools

572

00:26:01.655 --> 00:26:02.905

that that is schoolwide.

573

00:26:03.085 --> 00:26:04.945

And my understanding is if you're in one

574

00:26:04.945 --> 00:26:07.785

of those schoolwide, uh, if you're in one of those schools

575

00:26:07.795 --> 00:26:09.305

where there are schoolwide free meals,

576

00:26:09.305 --> 00:26:11.385

there's nothing you need to do to access that.

577

00:26:11.495 --> 00:26:13.865

Correct. But if you are not at one of those schools,

578

00:26:14.685 --> 00:26:16.105

how does one go about doing that?

579

00:26:16.165 --> 00:26:18.985

And then my curiosity question is, does that tie

580

00:26:19.045 --> 00:26:22.905

to the accounts of how schools are determined to be Title I?

581
00:26:22.965 --> 00:26:24.225
So it's kind of a two part question.

582
00:26:24.885 --> 00:26:26.785
Yes, Mr. Hawkins can answer the first part

583
00:26:26.785 --> 00:26:27.825
and then onto the second part.

584
00:26:29.165 --> 00:26:32.025
So all these schools that you've referred to,

585
00:26:32.025 --> 00:26:34.745
they give free breakfast and lunch across CEP schools.

586
00:26:34.745 --> 00:26:37.225
They're community eligibility program schools.

587
00:26:38.095 --> 00:26:40.185
They get free meals no matter

588
00:26:41.015 --> 00:26:43.965
your socioeconomic status for the other schools.

589
00:26:44.475 --> 00:26:46.125
They have to complete a, a free

590
00:26:46.125 --> 00:26:50.125
and reduced lunch application to be able to get it and, uh,

591
00:26:50.145 --> 00:26:51.965
and send that to the food service department.

592
00:26:52.865 --> 00:26:54.125
Is that part of the back to school

593
00:26:54.125 --> 00:26:55.285
packet that you alluded to?

594
00:26:55.785 --> 00:26:58.165

Yes. Yeah. Okay. So important.

595

00:26:58.385 --> 00:27:01.005

Uh, one of the importance of completing that packet is

596

00:27:01.005 --> 00:27:02.805

that if you're family that needs that assistance

597

00:27:02.805 --> 00:27:03.805

that you would find that there.

598

00:27:04.385 --> 00:27:05.805

The second part of your question, yes.

599

00:27:05.985 --> 00:27:07.965

The forms that are filled out at the schools

600

00:27:07.965 --> 00:27:10.485

that aren't CIP do imp do have implications

601

00:27:10.585 --> 00:27:14.205

for the percentage of free and reduced, um, families.

602

00:27:14.205 --> 00:27:16.965

And that goes into determinations for things like Title One

603

00:27:16.965 --> 00:27:18.685

and other factors for the CEP schools.

604

00:27:18.685 --> 00:27:21.645

There's other ways that are looked at through a variety

605

00:27:21.665 --> 00:27:24.605

of data that we receive on, uh, assistance

606

00:27:24.605 --> 00:27:27.565

that families receive for a variety of federal programs.

607

00:27:27.585 --> 00:27:29.365

And that's the determination for those schools.

608
00:27:29.575 --> 00:27:31.285
Great. Okay. So it's also important

609
00:27:31.285 --> 00:27:32.685
for our whole school division in terms

610
00:27:32.685 --> 00:27:34.845
of knowing which schools are eligible for Title one funds.

611
00:27:34.845 --> 00:27:37.765
Thank you. My second question is a clarifying question,

612
00:27:37.765 --> 00:27:40.805
and it relates to your update about our transgender policy

613
00:27:40.905 --> 00:27:43.325
and the, um, legal situation that we are in.

614
00:27:43.705 --> 00:27:45.805
The clarifying question that I have is about, uh,

615
00:27:46.345 --> 00:27:47.725
in response to some of the things

616
00:27:47.725 --> 00:27:48.925
that we've heard in public comment

617
00:27:49.065 --> 00:27:50.725
and comments that I've heard in the community

618
00:27:50.725 --> 00:27:51.725
as a school board member.

619
00:27:52.345 --> 00:27:54.365
Um, and I wanna clarify that based on some

620
00:27:54.365 --> 00:27:55.565
of the comments that I've heard.

621
00:27:55.865 --> 00:28:00.285

It is a PS practice right now that any student

622

00:28:00.505 --> 00:28:02.885

of any gender identity is welcome

623

00:28:02.985 --> 00:28:06.165

to use a single stall bathroom in one of our schools.

624

00:28:06.425 --> 00:28:08.765

If that student feels they would be more comfortable,

625

00:28:08.865 --> 00:28:10.925

it would be more private or they would feel more safe.

626

00:28:11.585 --> 00:28:13.725

And I want to confirm that that is in fact our practice.

627

00:28:13.835 --> 00:28:15.205

That is correct. Okay.

628

00:28:15.205 --> 00:28:16.925

And the second part of that question is

629

00:28:16.925 --> 00:28:18.565

that we no longer have a policy

630

00:28:19.065 --> 00:28:21.165

or practice in a PS about needing

631

00:28:21.165 --> 00:28:23.245

to dress out in a gym uniform for gym.

632

00:28:23.745 --> 00:28:26.925

So in the locker rooms, there should not be a situation

633

00:28:27.025 --> 00:28:30.885

during a school day in which a student needs to be unclothed

634

00:28:30.885 --> 00:28:32.445

to participate in PE to

635

00:28:32.445 --> 00:28:33.445

Change out. That is correct.

636

00:28:33.445 --> 00:28:35.045

I I just wanna clar that is correct,

637

00:28:35.105 --> 00:28:37.325

but I that is not because of our transgender policy

638

00:28:37.355 --> 00:28:39.565

that is just thinking about students who may not want

639

00:28:39.565 --> 00:28:40.765

to change for a variety of reasons.

640

00:28:40.775 --> 00:28:43.165

Right. But yes, that is a policy that we have.

641

00:28:43.185 --> 00:28:45.365

We got a lot of feedback from students

642

00:28:45.385 --> 00:28:47.525

and families about just not wanting to dress

643

00:28:47.545 --> 00:28:48.765

for, again, a variety of factors.

644

00:28:49.065 --> 00:28:50.485

So yes, that is true, but is not

645

00:28:50.485 --> 00:28:51.845

connected necessarily to them. Thank

646

00:28:51.845 --> 00:28:52.845

You. Transgender policy, all of us that went

647

00:28:52.845 --> 00:28:53.485

to middle school

648

00:28:53.545 --> 00:28:55.165

and had to shower in locker rooms.

649

00:28:55.165 --> 00:28:56.765

Appreciate that change. Thank you.

650

00:29:01.715 --> 00:29:03.665

Thank you, Ms. Canera. Um, Ms. Turner,

651

00:29:05.505 --> 00:29:07.825

I I just have a comment also also about the devices

652

00:29:07.825 --> 00:29:11.905

working group, which is to say, um, as Dr. Duran said, uh,

653

00:29:11.905 --> 00:29:15.425

we really do want feedback from the community,

654

00:29:15.575 --> 00:29:18.225

meaning our students, our parents, our teachers,

655

00:29:18.885 --> 00:29:22.225

on any issue that you think we ought to be considering,

656

00:29:22.245 --> 00:29:24.625

is it an affirmative use case that iPads are great?

657

00:29:24.725 --> 00:29:26.305

Is it some challenges that you may have

658

00:29:26.305 --> 00:29:27.545

as a parent monitoring them?

659

00:29:28.045 --> 00:29:29.745

Is it a guardrail that you specifically

660

00:29:29.745 --> 00:29:30.985

think a PS ought to have?

661

00:29:30.985 --> 00:29:32.465

Is it grade level specific?

662

00:29:32.805 --> 00:29:34.825

Is it elementary versus secondary?

663

00:29:35.245 --> 00:29:37.185

Um, any feedback that you'd like to share,

664

00:29:37.245 --> 00:29:39.425

we will receive it by email on the website.

665

00:29:39.925 --> 00:29:42.925

Um, you know, on social media, you don't have

666

00:29:42.925 --> 00:29:44.085

to sign up for the working group.

667

00:29:44.345 --> 00:29:47.085

Um, and I'm hopeful that we will have some one-off open

668

00:29:47.085 --> 00:29:50.325

office hours and town hall type of meetings

669

00:29:50.325 --> 00:29:53.165

where you can come and give feedback in person if you would

670

00:29:53.165 --> 00:29:56.885

like to on a particular, um, a particular time,

671

00:29:56.885 --> 00:30:00.365

particular place without committing to all of the meetings.

672

00:30:00.365 --> 00:30:02.405

And if everybody's looking at me like I have three heads,

673

00:30:02.525 --> 00:30:03.565

I plan to host some of those

674

00:30:03.565 --> 00:30:04.805

myself. So don't worry about it

675

00:30:05.345 --> 00:30:07.605

As, as the working group proceeds forward,

676

00:30:07.665 --> 00:30:09.525

we have the Engage page that's established.

677

00:30:09.525 --> 00:30:10.885

They'll have all that information there.

678

00:30:11.225 --> 00:30:13.965

You can email at the engage at aps va us

679

00:30:14.025 --> 00:30:15.085

to send us an email that way.

680

00:30:15.385 --> 00:30:16.645

And then they're generally in the past

681

00:30:16.695 --> 00:30:17.765

we've had working groups.

682

00:30:17.885 --> 00:30:20.605

There are opportunities for either a virtual town hall

683

00:30:20.625 --> 00:30:21.725

or an in-person meeting,

684

00:30:21.905 --> 00:30:23.245

and all of that will be communicated.

685

00:30:23.245 --> 00:30:24.805

Once the working group is established,

686

00:30:24.975 --> 00:30:26.925

we'll have all those dates available on that page

687

00:30:26.925 --> 00:30:28.925

and we'll share it out so that people can come

688

00:30:28.925 --> 00:30:29.925

and contribute in person.

689

00:30:30.065 --> 00:30:31.285

Or again, they'd just like

690

00:30:31.285 --> 00:30:33.645

to submit a comment via engage@apsva.us.

691

00:30:33.645 --> 00:30:34.685

That would be very helpful as well.

692

00:30:36.825 --> 00:30:39.885

Ms. Tapia Huley. And I would just like to add to, to

693

00:30:39.885 --> 00:30:42.325

that, um, both input from our team as well as from,

694

00:30:42.325 --> 00:30:43.645

from educators and staff.

695

00:30:43.825 --> 00:30:47.285

Um, I, I would find personally helpful in terms of the,

696

00:30:47.665 --> 00:30:49.805

the length of time and applications of,

697

00:30:50.185 --> 00:30:52.525

or electronic devices as they're used in the classroom.

698

00:30:52.985 --> 00:30:56.685

Um, last year I did get feedback from a number of, of

699

00:30:57.285 --> 00:30:58.365

educators, um,

700

00:30:58.385 --> 00:31:01.045

and teachers about in elementary school specifically about

701

00:31:01.385 --> 00:31:04.805

how they utilize the iPad in their classrooms,

702

00:31:04.815 --> 00:31:06.125

which I found very helpful.

703

00:31:06.345 --> 00:31:08.205

So to the extent we can continue to get

704

00:31:08.205 --> 00:31:09.485

that feedback, I'd appreciate it.

705

00:31:11.465 --> 00:31:13.385

Absolutely. Ms. Clark,

706

00:31:14.105 --> 00:31:17.225

I would feel left out if I didn't make a comment about

707

00:31:17.225 --> 00:31:19.065

devices, but I'm gonna put

708

00:31:19.065 --> 00:31:20.225

something out there on the other end.

709

00:31:20.235 --> 00:31:24.465

Since, uh, prior to joining the school board, I worked very,

710

00:31:25.045 --> 00:31:27.305

um, diligently with students with disabilities

711

00:31:27.365 --> 00:31:29.505

and special education PTAI wanna make sure

712

00:31:29.505 --> 00:31:32.345

that we get representation from the students

713

00:31:32.345 --> 00:31:33.945

with disabilities community

714

00:31:33.945 --> 00:31:37.385

because we do have a fair number that leverage, um,

715

00:31:37.525 --> 00:31:39.865

our a a C devices for communication.

716

00:31:40.005 --> 00:31:43.505

And I think it's really important part of, um,

717

00:31:44.245 --> 00:31:45.945

of the community that we don't wanna ignore

718

00:31:46.205 --> 00:31:48.345

and we really wanna be part of this conversation.

719

00:31:49.225 --> 00:31:50.625

Absolutely. And just this afternoon I was meeting

720

00:31:50.625 --> 00:31:53.065

with SEPTA and I asked them to make sure

721

00:31:53.065 --> 00:31:54.065

that they shared at their meeting.

722

00:31:54.345 --> 00:31:55.705

Actually they said they were meeting right now at the

723

00:31:55.705 --> 00:31:56.745

same time we're meeting tonight.

724

00:31:57.165 --> 00:31:59.505

And I asked them to make an announcement there to try

725

00:31:59.505 --> 00:32:01.985

and make sure we had representation from, um,

726

00:32:02.085 --> 00:32:03.945

our special education parent community.

727

00:32:06.825 --> 00:32:09.715

Okay. Is it, is it my turn? Yours? It is. Okay.

728

00:32:09.715 --> 00:32:11.115

Wish you're gonna take up for time.

729

00:32:13.295 --> 00:32:17.435

Um, I just wanted to, to, uh, confirm, um,

730

00:32:17.435 --> 00:32:19.635

because the back to school packet, um,

731

00:32:19.845 --> 00:32:22.435

slide made it sound like this is a hard copy thing.

732

00:32:22.455 --> 00:32:23.955

So I just wanna make sure that we are clear

733

00:32:23.955 --> 00:32:25.355

that the number one way

734

00:32:25.355 --> 00:32:27.035

to do this is on parent view, correct?

735

00:32:27.035 --> 00:32:29.315

Correct. The number one way to do it is on parent view.

736

00:32:29.315 --> 00:32:31.315

The most efficient way to do it is on parent view.

737

00:32:31.315 --> 00:32:32.875

The quickest way to do it is on parent view.

738

00:32:33.055 --> 00:32:35.355

And in the event that a family would like

739

00:32:35.355 --> 00:32:36.995

to access a hard copy

740

00:32:37.055 --> 00:32:38.395

or get assistance, they would do

741

00:32:38.395 --> 00:32:39.490

that at their child's school.

742

00:32:39.505 --> 00:32:41.765

That's correct. Okay. Um, thank you.

743

00:32:41.825 --> 00:32:43.805

And then I think I had one other quick item.

744

00:32:44.465 --> 00:32:48.225

Um, oh yeah, I just wanted to make a comment that, um,

745

00:32:48.245 --> 00:32:50.185

you know, when we talk about, um,

746

00:32:50.615 --> 00:32:52.665

when we talk about bullying, obviously we have a sort

747

00:32:52.665 --> 00:32:55.865

of robust, um, program that we are going

748

00:32:55.865 --> 00:32:57.705

to be doing in schools and that we have done,

749

00:32:57.965 --> 00:32:59.185

um, for the past several years.

750

00:32:59.325 --> 00:33:02.745

But, um, I just for parents who are listening, I hope

751

00:33:02.775 --> 00:33:05.265

that you understand that, you know,

752

00:33:05.885 --> 00:33:08.025

it is also a conversation to be having at home

753

00:33:08.205 --> 00:33:10.465

and that, um, we have a great opportunity.

754

00:33:10.845 --> 00:33:12.265

The fact that we are doing this in the month

755

00:33:12.265 --> 00:33:13.945

of October means that parents can open up

756

00:33:13.945 --> 00:33:17.425

that conversation at home by asking your student what it is

757

00:33:17.425 --> 00:33:19.705

that you are learning and hearing about bullying at school.

758

00:33:19.805 --> 00:33:22.105

So I hope that many will do that, um,

759

00:33:22.105 --> 00:33:25.105

because it really is valuable to have it reinforced at home

760

00:33:25.205 --> 00:33:26.345

as well as in school.

761

00:33:26.725 --> 00:33:28.425

So just a plug for that.

762

00:33:29.245 --> 00:33:34.225

Um, any other Going once, going twice. Okay.

763

00:33:34.845 --> 00:33:36.905

Um, let me get back in the right place here.

764

00:33:37.285 --> 00:33:39.945

Um, we are now at public comment on

765

00:33:39.945 --> 00:33:41.225

agenda and non agenda items.

766

00:33:42.165 --> 00:33:44.185

Before we begin, I'm gonna read some of the guidelines

767

00:33:44.185 --> 00:33:46.385

for public comment because they're important to reiterate.

768

00:33:46.805 --> 00:33:49.065

The Arlington School Board welcomes public comment at most

769

00:33:49.065 --> 00:33:51.105

regular meetings and at public hearings.

770
00:33:51.405 --> 00:33:53.505
The school board expects that each speaker will be

771
00:33:53.505 --> 00:33:54.985
courteous modeling for our students.

772
00:33:55.045 --> 00:33:57.385
How one can respectfully disagree with others' views.

773
00:33:58.455 --> 00:34:00.265
Each speaker may speak for up to two minutes.

774
00:34:00.605 --> 00:34:02.865
The clerk will start the timer when the speaker begins,

775
00:34:03.085 --> 00:34:04.385
and the speaker should conclude their

776
00:34:04.385 --> 00:34:05.545
remarks when the buzzer sounds.

777
00:34:05.925 --> 00:34:07.185
Please be sure to state your name

778
00:34:07.185 --> 00:34:09.025
and the topic you will speak about when you begin.

779
00:34:09.725 --> 00:34:12.065
We want each speaker to be fully heard.

780
00:34:12.325 --> 00:34:13.505
We also want each speaker

781
00:34:13.565 --> 00:34:16.225
to receive their full two minutes of time to speak.

782
00:34:16.525 --> 00:34:18.025
We therefore respectfully request

783
00:34:18.025 --> 00:34:19.985

that there be no interruptions of speakers.

784

00:34:20.445 --> 00:34:23.345

We also request that audience members display silent signs

785

00:34:23.345 --> 00:34:25.745

of support such as jazz, hands rather than applause.

786

00:34:26.415 --> 00:34:28.665

Speaker substitutions are not permitted.

787

00:34:29.025 --> 00:34:31.305

A speaker may not yield their time to another individual

788

00:34:31.325 --> 00:34:32.745

before or during their remarks.

789

00:34:33.445 --> 00:34:34.945

The school board encourages speakers

790

00:34:34.945 --> 00:34:36.625

to also provide their comments in writing.

791

00:34:36.625 --> 00:34:38.065

Please email written comments

792

00:34:38.205 --> 00:34:43.025

to school board at APS via Ms. Mejia,

793

00:34:43.025 --> 00:34:45.105

please announce the speakers. Will

794

00:34:45.105 --> 00:34:47.505

The six speakers please line up by Ms. Torres.

795

00:34:47.895 --> 00:34:51.785

Tori Wiseman, art Dominguez, Randy Glassner,

796

00:34:52.125 --> 00:34:56.105

Robert Murphy, Josh Fo, Deborah Waldron.

797

00:34:56.325 --> 00:34:58.625

The first speaker is Tory Wiseman.

798

00:35:02.905 --> 00:35:05.115

Good evening and thank you for the opportunity

799

00:35:05.115 --> 00:35:06.195

to speak and for all that you do.

800

00:35:06.735 --> 00:35:08.675

I'm here to talk about reallocation

801

00:35:09.335 --> 00:35:11.435

and um, I bring a personal lens to it.

802

00:35:11.775 --> 00:35:14.595

Uh, my son was part of the kindergarten class

803

00:35:14.595 --> 00:35:16.155

where the teacher was reassigned

804

00:35:16.215 --> 00:35:19.395

and I was set to be the, um, room parent.

805

00:35:20.415 --> 00:35:23.035

And it, to me, it signals how we value our educators.

806

00:35:23.805 --> 00:35:26.475

Nationally, nearly half 44%

807

00:35:26.855 --> 00:35:28.315

of teachers leave the profession

808

00:35:28.495 --> 00:35:29.875

within the first five years.

809

00:35:30.215 --> 00:35:32.595

Almost one out of two don't make it to year six.

810

00:35:33.225 --> 00:35:35.275

Teacher retention is already in crisis.

811

00:35:36.375 --> 00:35:37.925

And the way we teach,

812

00:35:38.505 --> 00:35:40.485

our teachers can either push them out faster

813

00:35:40.865 --> 00:35:44.015

or convince them to stay at Oak Ridge.

814

00:35:44.015 --> 00:35:46.055

Just two and a half weeks into the school year

815

00:35:46.395 --> 00:35:48.415

and 30 minutes before back to school night,

816

00:35:48.855 --> 00:35:51.615

a young teacher still in her provisional period was

817

00:35:51.615 --> 00:35:56.495

instructed that she would be transferred And her last day

818

00:35:56.495 --> 00:36:00.415

with her students would be that next day shame on a PS.

819

00:36:00.765 --> 00:36:03.695

This was irresponsible, completely avoidable

820

00:36:03.835 --> 00:36:07.575

and cruel for teachers still finding her footing such

821

00:36:07.575 --> 00:36:09.855

treatment could drive her from the profession altogether.

822

00:36:10.875 --> 00:36:12.055

The Oak Ridge administration

823

00:36:12.155 --> 00:36:14.855

and remaining kindergarten team did everything possible

824

00:36:15.555 --> 00:36:17.735
to manage the fallout, but the decision

825

00:36:17.835 --> 00:36:19.775
and the way it was handled and communicated

826

00:36:20.195 --> 00:36:21.335
was deeply troubling.

827

00:36:22.245 --> 00:36:24.255
This was not a mere scheduling shift.

828

00:36:24.755 --> 00:36:27.815
It sent a clear message that teachers are a cog in a machine

829

00:36:28.115 --> 00:36:29.535
and interchangeable at will.

830

00:36:31.095 --> 00:36:33.775
I recognize that a PS face a budget deficit

831

00:36:34.075 --> 00:36:35.735
and that enrollment numbers aren't known

832

00:36:35.745 --> 00:36:37.135
until the start of the school year.

833

00:36:37.955 --> 00:36:40.615
But that can't justify denying teachers dignity,

834

00:36:41.615 --> 00:36:42.655
stability, and respect.

835

00:36:43.815 --> 00:36:45.255
A PS must find a better way

836

00:36:45.275 --> 00:36:47.335
to allocate its most precious resource.

837

00:36:47.395 --> 00:36:50.455

Our teachers honoring their humanity expertise

838

00:36:50.615 --> 00:36:52.815
and commitment ask is clear.

839

00:36:52.975 --> 00:36:54.735
Finalize teacher assignments in the summer

840

00:36:54.735 --> 00:36:57.615
before the school year starts, not weeks into the year.

841

00:36:58.855 --> 00:37:01.375
Treating teachers as interchangeable accelerates the

842

00:37:01.375 --> 00:37:02.495
very crisis that we're in.

843

00:37:02.635 --> 00:37:05.695
And make no mistake what happened at Oak Ridge is exactly

844

00:37:05.695 --> 00:37:07.095
how we got to where we are for

845

00:37:07.415 --> 00:37:08.575
families, students, and teachers.

846

00:37:08.935 --> 00:37:10.815
Stability and respect must be non-negotiable.

847

00:37:11.105 --> 00:37:12.375
Thank you. Thank

848

00:37:12.375 --> 00:37:13.375
You for your comments.

849

00:37:13.685 --> 00:37:17.455
Next speaker, please. Art Dominguez.

850

00:37:23.885 --> 00:37:26.415
Good evening. My name is Arthur Arthur Dominguez.

851
00:37:26.515 --> 00:37:27.935
I'm the Virginia State Director

852
00:37:27.935 --> 00:37:29.975
for the United States Academic Decathlon.

853
00:37:30.265 --> 00:37:32.615
Thank you for the opportunity to speak with you tonight.

854
00:37:33.295 --> 00:37:35.735
I provided this year's program overview

855
00:37:35.835 --> 00:37:37.175
to give you a better understanding of

856
00:37:37.175 --> 00:37:38.535
what Academic Decathlon offers.

857
00:37:39.245 --> 00:37:41.175
This program is more than a competition.

858
00:37:41.275 --> 00:37:42.975
It challenges and supports students

859
00:37:42.975 --> 00:37:46.695
of all GPA levels across 10 subjects, including literature,

860
00:37:46.855 --> 00:37:48.975
science, economics, math, and speech.

861
00:37:49.635 --> 00:37:52.335
It helps students build skills in critical thinking,

862
00:37:52.655 --> 00:37:53.695
teamwork, communication

863
00:37:54.205 --> 00:37:56.135
that benefits them in school and beyond.

864
00:37:56.705 --> 00:37:58.655

Teams are made up of A, B

865

00:37:58.715 --> 00:38:01.695

and C students, which often brings together classmates

866

00:38:01.755 --> 00:38:04.135

who might not otherwise connect, encouraging

867

00:38:04.895 --> 00:38:06.295

collaboration and new friendships.

868

00:38:07.635 --> 00:38:08.895

I'm asking for your support in

869

00:38:09.015 --> 00:38:10.055

starting teams in your schools.

870

00:38:10.385 --> 00:38:12.175

While this year's budget is already set.

871

00:38:12.175 --> 00:38:14.335

Launching a program does not require new funding

872

00:38:14.355 --> 00:38:16.375

unless a team qualifies for nationals.

873

00:38:16.925 --> 00:38:19.175

This year, nationals will be held in Garden Grove,

874

00:38:19.175 --> 00:38:22.175

California from April 23rd to the 25th, just

875

00:38:22.175 --> 00:38:23.655

as short distance from Disneyland.

876

00:38:24.735 --> 00:38:28.535

USAD offers a grant to cover the full \$750 curriculum cost

877

00:38:28.555 --> 00:38:31.255

for the first year, and schools receive a 50%

878

00:38:31.535 --> 00:38:32.615
discount in the second year.

879

00:38:33.575 --> 00:38:36.205
Although academic decathlon is built on common core

880

00:38:36.605 --> 00:38:38.085
standards, it aligns well

881

00:38:38.085 --> 00:38:39.645
with Virginia's standards of learning.

882

00:38:39.985 --> 00:38:42.765
It strengthens reading, writing, math, science,

883

00:38:42.825 --> 00:38:45.285
and history skills while encouraging research,

884

00:38:45.305 --> 00:38:46.805
public speaking and teamwork.

885

00:38:47.255 --> 00:38:48.445
Thank you for your time and

886

00:38:48.445 --> 00:38:49.845
for your continued support of students.

887

00:38:51.015 --> 00:38:53.525
Thank you for your comments. Next speaker, please.

888

00:38:56.335 --> 00:38:57.725
Randy Glasner.

889

00:39:01.515 --> 00:39:03.685
Good evening School Board Chair Sutton School Board

890

00:39:03.685 --> 00:39:04.845
members and Dr. Duran.

891

00:39:04.945 --> 00:39:06.165

My name is Randy Glassner.

892

00:39:06.185 --> 00:39:08.005

I'm a music educator with 26 years

893

00:39:08.005 --> 00:39:09.845

of experience teaching elementary band

894

00:39:09.845 --> 00:39:11.845

and orchestra in a PS.

895

00:39:12.445 --> 00:39:14.565

Previously teaching for six years in two other states

896

00:39:14.585 --> 00:39:16.845

and serving four years in the Marine Corps, all

897

00:39:16.845 --> 00:39:19.365

of which occurred after earning my bachelor's in music

898

00:39:19.395 --> 00:39:22.525

education and later a master's in clarinet performance.

899

00:39:23.225 --> 00:39:25.365

Our current strategic plan for 2024

900

00:39:25.365 --> 00:39:27.965

to 2030 is well organized, giving a clear plan

901

00:39:27.965 --> 00:39:30.485

for growth in documented shortfalls.

902

00:39:30.915 --> 00:39:32.765

There's one significant area not brought

903

00:39:32.765 --> 00:39:33.885

up in the strategic plan.

904

00:39:33.945 --> 00:39:36.405

The area I'm referencing, I believe contributes

905

00:39:36.465 --> 00:39:37.565
to our shortfalls.

906

00:39:38.025 --> 00:39:39.605
I'm speaking about our school calendar.

907

00:39:39.955 --> 00:39:41.645
When a PS came out of the pandemic,

908

00:39:41.705 --> 00:39:44.565
the primary lesson learned was students needed consistent

909

00:39:44.565 --> 00:39:47.085
time receiving in-person instruction.

910

00:39:47.465 --> 00:39:51.205
The current a PS school Cal Calendar is not based on

911

00:39:51.205 --> 00:39:53.765
consistent instruction for elementary students.

912

00:39:53.765 --> 00:39:55.485
There are 40 weeks of instruction,

913

00:39:55.785 --> 00:39:57.845
yet only am mere 14 of those weeks.

914

00:39:58.265 --> 00:40:01.645
On our calendar, our full five day school weeks, I've spoken

915

00:40:01.645 --> 00:40:03.805
to members of the calendar committee who have pushed

916

00:40:03.825 --> 00:40:06.525
for more consistent instructional time for our calendar,

917

00:40:06.905 --> 00:40:10.045
but their suggestions fall on deaf ears as recognition

918

00:40:10.045 --> 00:40:13.125

of holidays and staff development have taken precedent over

919

00:40:13.125 --> 00:40:16.045

the instruction of our students school systems

920

00:40:16.185 --> 00:40:18.925

and other jurisdictions across other states have changed

921

00:40:18.935 --> 00:40:21.045

leave policies and absence policies

922

00:40:21.185 --> 00:40:23.045

to accommodate religious holidays instead

923

00:40:23.045 --> 00:40:25.405

of creating calendars which reduce the

924

00:40:25.405 --> 00:40:26.925

consistency of instruction.

925

00:40:27.355 --> 00:40:29.805

When I perform as a clarinettist, my voice matters.

926

00:40:30.065 --> 00:40:32.405

My instrument's voice is vital to the group.

927

00:40:32.865 --> 00:40:34.845

My voice isn't ev everything.

928

00:40:35.205 --> 00:40:36.445

I must listen, adjust

929

00:40:36.505 --> 00:40:40.125

and comp compromise with all voices in the orchestra.

930

00:40:40.155 --> 00:40:42.925

When you say your voice matters, I say to you,

931

00:40:43.515 --> 00:40:46.325

your ears are just as important as my voice.

932

00:40:46.875 --> 00:40:49.605

Last year, a school board member said at a school board

933

00:40:49.605 --> 00:40:52.525

meeting, this school calendar has created an untenable

934

00:40:52.925 --> 00:40:55.765

situation during a debate about one day on the calendar.

935

00:40:56.035 --> 00:40:58.285

Imagine the challenges staff face every week

936

00:40:58.285 --> 00:40:59.325

regarding the calendar.

937

00:40:59.665 --> 00:41:01.365

Yet we dare not say it's untenable.

938

00:41:01.865 --> 00:41:03.165

Our calendar is hindering

939

00:41:03.165 --> 00:41:05.645

and not helping a PS students. Thank

940

00:41:05.645 --> 00:41:06.645

You. Thank you for

941

00:41:06.645 --> 00:41:08.565

coming this evening. Next speaker please.

942

00:41:08.745 --> 00:41:09.565

Robert Murphy.

943

00:41:14.915 --> 00:41:16.565

Good evening. My name's Alan Murphy

944

00:41:16.585 --> 00:41:18.045

and I'm here to talk about school safety.

945

00:41:18.705 --> 00:41:20.445

My wife is a teacher at Swanson.

946

00:41:20.605 --> 00:41:23.165

I have a teenage son at Swanson and a daughter at Cardinal.

947

00:41:23.825 --> 00:41:25.845

All the treasure I have in my world spends most

948

00:41:25.845 --> 00:41:27.485

of their day in an Arlington public school.

949

00:41:28.025 --> 00:41:30.605

And during those hours I seed my paternal duty to protect,

950

00:41:30.825 --> 00:41:33.205

to protect them to Arlington public schools.

951

00:41:33.835 --> 00:41:35.245

Like most of you, every report

952

00:41:35.245 --> 00:41:37.165

of violence at a school sends shivers down my

953

00:41:37.165 --> 00:41:38.245

spine and breaks my heart.

954

00:41:38.905 --> 00:41:40.205

And I'm not full enough to think

955

00:41:40.205 --> 00:41:41.605

that any neighborhood in America is

956

00:41:41.605 --> 00:41:42.645

immune to that kind of violence.

957

00:41:43.595 --> 00:41:45.925

Fortunately, we have the lessons of those experiences

958

00:41:45.945 --> 00:41:47.125

to apply to our own schools

959

00:41:47.185 --> 00:41:48.965
and to mitigate catastrophic risk.

960

00:41:49.595 --> 00:41:52.405
I've read many of the abstraction reports from Parkland,

961

00:41:52.475 --> 00:41:54.605
Divaldi, Columbine, and Sandy Hook shootings.

962

00:41:54.965 --> 00:41:56.925
I would hope that any professional educator would be

963

00:41:56.925 --> 00:41:57.965
interested enough to do the same.

964

00:41:58.665 --> 00:42:00.685
One of the most poignant remarks from in the Department

965

00:42:00.685 --> 00:42:03.565
of Justice's Parkland report is that the report testifies to

966

00:42:03.565 --> 00:42:04.885
what we already knew we should be doing,

967

00:42:04.885 --> 00:42:05.965
but haven't gotten around to.

968

00:42:06.065 --> 00:42:08.445
And I'm asking you to not, to not let that be Arlington.

969

00:42:09.375 --> 00:42:11.005
While each case is distinct,

970

00:42:11.005 --> 00:42:12.485
there are things common to all of them.

971

00:42:12.485 --> 00:42:13.885
Principal among them is

972

00:42:13.885 --> 00:42:16.085

that all the school districts felt satisfied

973

00:42:16.085 --> 00:42:17.845

with the security measures they had in place at

974

00:42:17.845 --> 00:42:18.885

the time of those incidents.

975

00:42:19.865 --> 00:42:23.685

And while a great deal of the, the problems that are related

976

00:42:23.685 --> 00:42:25.725

to all those shootings are beyond Arlington public schools

977

00:42:25.725 --> 00:42:27.285

control, there are things

978

00:42:27.285 --> 00:42:28.885

that are directly within our control.

979

00:42:28.885 --> 00:42:31.565

Things like inadequate physical access controls,

980

00:42:31.715 --> 00:42:34.045

deficient emergency response coordination,

981

00:42:34.105 --> 00:42:35.765

and weak threat assessment and prevention.

982

00:42:35.765 --> 00:42:37.885

And I just remind you that every other school district

983

00:42:37.885 --> 00:42:39.525

thought they had all that stuff under control

984

00:42:39.525 --> 00:42:40.645

when those incidents happened.

985

00:42:41.225 --> 00:42:42.605

The list could go on for several minutes,

986
00:42:42.625 --> 00:42:45.205
but I only have two to plead with you to take action

987
00:42:45.205 --> 00:42:47.885
to identify where a PS has similar deficiencies

988
00:42:48.345 --> 00:42:49.485
and to do something about them.

989
00:42:50.205 --> 00:42:52.485
I have 30 years of experience in security matters

990
00:42:52.585 --> 00:42:55.045
and in in consulting for change management.

991
00:42:55.585 --> 00:42:57.165
I'm passionate about this topic

992
00:42:57.165 --> 00:42:58.965
and I'm passionate about keeping our kids safe.

993
00:42:59.025 --> 00:43:00.245
And I volunteer my time.

994
00:43:00.485 --> 00:43:02.245
I don't believe in bringing a problem without trying

995
00:43:02.245 --> 00:43:03.245
to bring a solution to you.

996
00:43:03.585 --> 00:43:06.005
So I volunteer my time in any capacity

997
00:43:06.005 --> 00:43:07.605
that you might need to help fix this problem.

998
00:43:07.735 --> 00:43:08.735
Thank you.

999
00:43:09.775 --> 00:43:11.285

Thank you for your comments this evening.

1000

00:43:11.475 --> 00:43:13.485

Next speaker please. Josh. Hold.

1001

00:43:26.035 --> 00:43:27.605

Good evening. On the theme

1002

00:43:27.605 --> 00:43:30.165

of things we've been talking about since my senior was in

1003

00:43:30.215 --> 00:43:32.125

pre-K is technology in the classroom.

1004

00:43:32.265 --> 00:43:33.885

But tonight, rogue technology.

1005

00:43:34.395 --> 00:43:36.685

Last week, yonder pouches were brought to more schools.

1006

00:43:36.745 --> 00:43:38.285

And from my singular perspective,

1007

00:43:38.465 --> 00:43:39.885

it has been wildly successful.

1008

00:43:40.195 --> 00:43:41.445

Kids are talking to each other,

1009

00:43:41.495 --> 00:43:43.645

group work is happening uninterrupted,

1010

00:43:43.785 --> 00:43:45.725

and the mood seems well generally happier.

1011

00:43:46.385 --> 00:43:47.645

Is it perfect? No,

1012

00:43:47.745 --> 00:43:50.405

but in this case, the juice is worth the squeeze.

1013

00:43:51.125 --> 00:43:53.885

I ask that a stable funding stream for the pouch maintenance

1014

00:43:53.945 --> 00:43:56.885

and expansion is included in the FY 27 budget

1015

00:43:56.945 --> 00:43:57.965

to sustain the effort.

1016

00:43:58.325 --> 00:44:01.285

I also appreciate in budget direction tonight

1017

00:44:01.335 --> 00:44:03.245

where compensation ranks on the list.

1018

00:44:04.165 --> 00:44:07.405

I stood before this board almost a year ago, November 14th,

1019

00:44:07.505 --> 00:44:10.845

to be exact appealing to you to invest in a fraud hotline.

1020

00:44:11.065 --> 00:44:13.805

Either we could just buddy up with the county's hotline or

1021

00:44:13.805 --> 00:44:16.885

because we like to be fancy, create our own a year later,

1022

00:44:16.905 --> 00:44:18.325

we still don't have one.

1023

00:44:18.465 --> 00:44:19.685

And this needs to happen

1024

00:44:20.215 --> 00:44:22.765

after two years of making school levels employee,

1025

00:44:23.125 --> 00:44:26.085

employee lives miserable when it comes to spending money

1026

00:44:26.255 --> 00:44:28.685

after the massive improper spending was found.

1027

00:44:29.025 --> 00:44:30.205

We still don't have a way

1028

00:44:30.205 --> 00:44:32.165

of reporting the issue anonymously.

1029

00:44:32.865 --> 00:44:35.125

If we are to get serious about accountability

1030

00:44:35.185 --> 00:44:37.765

and transparency, this will get set up.

1031

00:44:38.365 --> 00:44:40.805

I remind the board that there isn't theoretical

1032

00:44:40.975 --> 00:44:42.205

waste, fraud and abuse.

1033

00:44:42.625 --> 00:44:44.045

We found it was occurring.

1034

00:44:44.515 --> 00:44:47.525

This problem is not new, nor is the need for a hotline.

1035

00:44:47.695 --> 00:44:50.405

Years ago before any of you were on this board,

1036

00:44:50.805 --> 00:44:53.765

I came across a verifiable case of waste and abuse,

1037

00:44:54.065 --> 00:44:57.045

but had nowhere to safely turn for my issue.

1038

00:44:57.465 --> 00:45:00.245

And if I didn't know where to turn, it's no surprise

1039

00:45:00.345 --> 00:45:02.725

of everything you found in the audit when the average

1040
00:45:03.125 --> 00:45:04.805
employee had nowhere to report it.

1041
00:45:05.705 --> 00:45:09.845
And finally, as a, as a Jew here in Arlington,

1042
00:45:10.045 --> 00:45:11.805
I wanna wish my fellow colleagues

1043
00:45:11.805 --> 00:45:13.525
and family a happy New year.

1044
00:45:13.665 --> 00:45:17.205
And I do thank and appreciate this board for the time off

1045
00:45:17.385 --> 00:45:19.405
and the choices that I don't have to make

1046
00:45:19.585 --> 00:45:21.405
to honor that tradition. Thank you.

1047
00:45:22.295 --> 00:45:24.685
Thank you. Thank you for your comments this evening.

1048
00:45:25.515 --> 00:45:27.245
Next speaker please. She's

1049
00:45:27.245 --> 00:45:28.245
Not here. Our last speaker's

1050
00:45:28.245 --> 00:45:28.845
in here.

1051
00:45:31.475 --> 00:45:34.045
Okay. Um, so thank you to all of, um,

1052
00:45:34.185 --> 00:45:35.325
our speakers for your comments.

1053
00:45:35.505 --> 00:45:37.925

We appreciate that you took the time to join us this evening

1054

00:45:38.225 --> 00:45:39.725

and share your perspectives with us.

1055

00:45:40.185 --> 00:45:42.045

We will coordinate with the superintendent, um,

1056

00:45:42.105 --> 00:45:44.325

on any necessary follow up to the questions

1057

00:45:44.345 --> 00:45:47.125

and concerns raised, um, over the coming week.

1058

00:45:48.745 --> 00:45:49.925

The sign up to speak form

1059

00:45:50.105 --> 00:45:52.485

for the October 9th school board meeting will be posted

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00:45:52.485 --> 00:45:53.605

between October 3rd

1061

00:45:53.625 --> 00:45:55.085

and October 8th at 4:00 PM

1062

00:45:57.465 --> 00:45:58.805

We do, we don't need to recess.

1063

00:45:59.625 --> 00:46:01.365

No, let's just keep, okay. We will keep going.

1064

00:46:01.585 --> 00:46:04.925

Um, monitoring items, we are now at monitoring items

1065

00:46:05.385 --> 00:46:07.245

and tonight we have one monitoring item,

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00:46:07.465 --> 00:46:09.005

the academic data update.

1067
00:46:09.785 --> 00:46:11.325
Dr. Drawn, please introduce the

1068
00:46:11.325 --> 00:46:12.525
staff who will present this item.

1069
00:46:13.295 --> 00:46:15.765
Thank you. We're very excited tonight to be able

1070
00:46:15.765 --> 00:46:18.805
to report out on our academic performance.

1071
00:46:19.025 --> 00:46:20.885
Um, and I'm really pleased

1072
00:46:20.885 --> 00:46:24.445
that we've evolved our report over time to really move

1073
00:46:24.445 --> 00:46:26.525
beyond just SOL results.

1074
00:46:26.585 --> 00:46:28.685
But to also think about some of the other measures.

1075
00:46:29.265 --> 00:46:31.325
I'm really proud of the work that we've invested over the

1076
00:46:31.325 --> 00:46:32.965
last few years in our MAP assessments.

1077
00:46:32.965 --> 00:46:35.205
You'll hear more about that. And also the work

1078
00:46:35.205 --> 00:46:38.565
that we've done to shift our focus in our dual language

1079
00:46:38.565 --> 00:46:42.085
immersion programs to 80 20 and also 70 30.

1080
00:46:42.505 --> 00:46:44.365

And also the assessments that we're seeing

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00:46:44.425 --> 00:46:47.685

to really understand the Spanish language, uh,

1082

00:46:47.685 --> 00:46:48.725

proficiency of our students.

1083

00:46:48.825 --> 00:46:50.085

So we've included, and Ms.

1084

00:46:50.195 --> 00:46:52.005

Cera, I remember you a couple years ago,

1085

00:46:52.005 --> 00:46:54.325

brought this up in a previous report when you first joined

1086

00:46:54.325 --> 00:46:57.565

the board where it was predo predominantly all so l results

1087

00:46:58.025 --> 00:47:00.885

and really pushing us to think about what else can we do

1088

00:47:00.985 --> 00:47:04.045

to share with our community how we may be, um,

1089

00:47:04.255 --> 00:47:06.085

performing in our student achievement.

1090

00:47:06.105 --> 00:47:08.205

And so thank you for that. I remember your very first,

1091

00:47:08.445 --> 00:47:09.925

I don't dunno if you do, but I remember your very

1092

00:47:09.925 --> 00:47:11.565

first academic report that you had.

1093

00:47:11.625 --> 00:47:13.805

And that was one key takeaway that you and Mr.

1094
00:47:13.805 --> 00:47:16.205
Goldstein, who's no longer on the board at, asked us to do.

1095
00:47:16.345 --> 00:47:17.925
So we've done that tonight.

1096
00:47:18.005 --> 00:47:19.325
You'll see that in the presentation.

1097
00:47:19.325 --> 00:47:21.405
And I want to thank the whole Office of Academics.

1098
00:47:21.785 --> 00:47:23.165
Uh, many of the staff who are here,

1099
00:47:23.265 --> 00:47:25.165
I'm sure Dr. Mann will, uh, recognize them.

1100
00:47:25.225 --> 00:47:27.165
But thank you for the time that you've put in

1101
00:47:27.165 --> 00:47:30.645
to analyze this and also to our office of school support,

1102
00:47:30.945 --> 00:47:32.365
uh, who we have here as well.

1103
00:47:32.465 --> 00:47:36.005
Uh, Ms. Grays and Ms. Smith, who are also representing the

1104
00:47:36.635 --> 00:47:39.365
important part of making sure that we are partnering.

1105
00:47:39.395 --> 00:47:42.405
This is not just the Office of Academics and Responsibility.

1106
00:47:42.405 --> 00:47:43.805
It is all of our responsibilities

1107
00:47:43.805 --> 00:47:44.845

and how we're working together.

1108

00:47:45.185 --> 00:47:48.525

And you'll see some information tonight presented on what

1109

00:47:48.525 --> 00:47:51.285

that looks like in terms of how we're responding

1110

00:47:51.305 --> 00:47:52.965

to make sure that we're working together

1111

00:47:52.965 --> 00:47:54.405

and better as one team.

1112

00:47:54.825 --> 00:47:57.245

And with that, I will turn it over to Dr. Mann,

1113

00:47:57.245 --> 00:47:58.325

our Chief Academic Officer,

1114

00:47:58.505 --> 00:48:00.445

who will be doing most of the report tonight.

1115

00:48:00.445 --> 00:48:02.445

And he may introduce others. But thank you Dr. Mann.

1116

00:48:02.815 --> 00:48:04.845

Thank you Dr. Durran. Good evening. School board.

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00:48:05.145 --> 00:48:06.405

Um, as Dr. Durran said,

1118

00:48:06.405 --> 00:48:08.205

our presentation is just a little bit longer

1119

00:48:08.435 --> 00:48:09.725

than it has been in the past.

1120

00:48:10.225 --> 00:48:12.165

Um, and we do have staff members here.

1121

00:48:12.165 --> 00:48:15.485

We do have, uh, our EL director Terry Murphy.

1122

00:48:15.665 --> 00:48:18.605

We have our supervisor of instructional support,

1123

00:48:18.985 --> 00:48:20.325

um, Stephanie McIntyre.

1124

00:48:20.325 --> 00:48:22.245

And also we have our executive director

1125

00:48:22.245 --> 00:48:24.965

and directors of, uh, curriculum instruction.

1126

00:48:25.025 --> 00:48:27.445

And before I begin, I want to give a huge shout out

1127

00:48:27.445 --> 00:48:31.045

to Dan Hauser, who pulls most of these data charts for us.

1128

00:48:31.045 --> 00:48:32.285

And then deals with me and Dr.

1129

00:48:32.285 --> 00:48:34.405

Durong are like, look at it this way and upside down

1130

00:48:34.405 --> 00:48:36.845

and sideways and, uh, smiles

1131

00:48:36.845 --> 00:48:38.445

and gets it done relatively quickly.

1132

00:48:38.725 --> 00:48:40.965

I mean, relatively like within like 20 minutes.

1133

00:48:41.185 --> 00:48:42.605

So Dan, thank you.

1134

00:48:43.345 --> 00:48:46.685

And also, um, I stand here representing, uh, lots

1135

00:48:46.685 --> 00:48:49.445

of leaders, teachers and staff members who are not here

1136

00:48:49.445 --> 00:48:50.565

and hopefully not watching.

1137

00:48:50.625 --> 00:48:52.205

But, uh, we have a lot to celebrate

1138

00:48:52.205 --> 00:48:54.445

and also a lot of things that we need to work on this year,

1139

00:48:55.185 --> 00:48:56.245

uh, that we did last year.

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00:48:56.305 --> 00:49:00.325

And so this year we have four, uh, big buckets. Uh, for us.

1141

00:49:00.355 --> 00:49:03.765

Data insights, uh, steps to support our teachers

1142

00:49:03.785 --> 00:49:06.325

and schools are key takeaways in our work ahead.

1143

00:49:08.065 --> 00:49:11.685

Excuse me. And so you may remember from our flight pattern

1144

00:49:11.745 --> 00:49:13.125

and our kickoff, um,

1145

00:49:13.125 --> 00:49:15.845

this summer is we do have five focus areas coming directly

1146

00:49:15.845 --> 00:49:16.925

from our strategic plan.

1147

00:49:17.505 --> 00:49:19.165

And these five areas are important

1148
00:49:19.505 --> 00:49:22.565
and they support, uh, student wellbeing, student success.

1149
00:49:22.585 --> 00:49:24.725
But this evening we're gonna focus on the last two,

1150
00:49:24.725 --> 00:49:27.165
and that's student wellbeing and student success.

1151
00:49:27.465 --> 00:49:30.805
And, um, we'll hear more about some of the work that DEI

1152
00:49:30.985 --> 00:49:33.565
and, um, I'm sorry, diversity, equity, inclusion

1153
00:49:33.665 --> 00:49:36.485
and Student Services are doing to support, uh, the work

1154
00:49:37.185 --> 00:49:38.445
of student success.

1155
00:49:39.465 --> 00:49:42.325
And as I mentioned, uh, we have many things to celebrate

1156
00:49:42.505 --> 00:49:44.965
and these are only a smattering of some

1157
00:49:44.965 --> 00:49:47.325
of the awards our staff and students have earned.

1158
00:49:47.585 --> 00:49:50.045
And so some of these slides will look familiar from when Dr.

1159
00:49:50.175 --> 00:49:52.925
Deron did his closeout of the school year.

1160
00:49:53.065 --> 00:49:55.085
And so we are hopeful, um,

1161
00:49:55.185 --> 00:49:56.645

if the state keeps their timeline,

1162

00:49:56.645 --> 00:49:58.565

that we will get our official graduation

1163

00:49:58.565 --> 00:50:00.005

rates, uh, next week.

1164

00:50:00.345 --> 00:50:02.485

And I checked and verified with the people

1165

00:50:02.485 --> 00:50:03.845

who really get those reports that

1166

00:50:03.845 --> 00:50:05.125

that should be hopefully next week.

1167

00:50:05.185 --> 00:50:07.365

But we had an estimate at 97.8,

1168

00:50:07.575 --> 00:50:09.965

which is an 8% increase from 2008

1169

00:50:09.965 --> 00:50:11.525

for our three comprehensive high schools.

1170

00:50:12.225 --> 00:50:15.205

And then also we had around 2000, uh,

1171

00:50:15.805 --> 00:50:17.445

graduates in the class of 2025.

1172

00:50:18.065 --> 00:50:20.485

And then, uh, just to draw your attention when I read this

1173

00:50:20.485 --> 00:50:24.965

again, to have \$97.9 million awarded in scholarships

1174

00:50:25.025 --> 00:50:27.445

to our graduates, that's an astronomical number.

1175

00:50:27.825 --> 00:50:29.325

And so congratulations to them.

1176

00:50:30.705 --> 00:50:32.325

And there's a lot here on this slide.

1177

00:50:32.345 --> 00:50:34.885

But I will highlight, um, the top left corner

1178

00:50:35.155 --> 00:50:38.405

that we are still the number one, uh, best place

1179

00:50:38.425 --> 00:50:41.525

to teach in Virginia according to the niche, uh, survey.

1180

00:50:41.985 --> 00:50:45.125

And then also number two for best school district, uh,

1181

00:50:45.245 --> 00:50:46.325

behind Falls Church.

1182

00:50:46.665 --> 00:50:48.765

We have 15 schools in the top ranks.

1183

00:50:48.865 --> 00:50:51.925

And shout out to Dorothy Ham being our highest at number

1184

00:50:51.925 --> 00:50:55.005

four for middle schools, and then also for Yorktown

1185

00:50:55.225 --> 00:50:57.085

and for WNL to be number 11

1186

00:50:57.145 --> 00:51:00.805

and number 24 in the US News World Report

1187

00:51:00.945 --> 00:51:02.365

for best high schools in Virginia.

1188

00:51:02.415 --> 00:51:05.405

There are many other things I could probably spend the next

1189

00:51:05.405 --> 00:51:07.165

20 minutes going in detail on this slide,

1190

00:51:07.225 --> 00:51:10.085

but I will spare you that, uh,

1191

00:51:10.115 --> 00:51:12.565

this evening and something new.

1192

00:51:12.705 --> 00:51:13.965

Uh, there are many data slides

1193

00:51:13.965 --> 00:51:15.565

that we have not included in the past,

1194

00:51:15.865 --> 00:51:19.125

and so you may not be aware that college board is, um,

1195

00:51:20.145 --> 00:51:23.565

giving an awarding students a capstone diploma.

1196

00:51:24.025 --> 00:51:29.005

And you'll see here that this past year we awarded 182, uh,

1197

00:51:29.005 --> 00:51:31.565

80 102 being from Wakefield High School.

1198

00:51:31.665 --> 00:51:34.565

And I'll draw your attention to the bumper sticker

1199

00:51:34.565 --> 00:51:36.485

that they've been offering this since 2020.

1200

00:51:36.905 --> 00:51:40.365

And we know that, uh, Yorktown just, uh, started, uh,

1201

00:51:40.665 --> 00:51:43.645

AP Research and Seminar a couple years ago, but they had 80.

1202
00:51:43.825 --> 00:51:46.605
And so we know that, um, this is important work,

1203
00:51:46.745 --> 00:51:47.885
but not to be left out.

1204
00:51:48.285 --> 00:51:50.285
WL had 97 students, uh,

1205
00:51:50.315 --> 00:51:55.285
earn an IB diploma this past school year and career

1206
00:51:55.285 --> 00:51:56.405
and technology education.

1207
00:51:56.665 --> 00:51:59.405
Um, there are many things that happen in CTE,

1208
00:51:59.665 --> 00:52:01.805
but we also are, um, happy to report

1209
00:52:01.805 --> 00:52:04.405
that we 106 program completers.

1210
00:52:04.545 --> 00:52:06.205
You may be wondering what is the completer?

1211
00:52:06.205 --> 00:52:09.245
If Dr. Duran and I complete level one and two

1212
00:52:09.265 --> 00:52:10.885
and we continue and we graduate,

1213
00:52:10.885 --> 00:52:12.365
that's when we become a completer.

1214
00:52:12.465 --> 00:52:15.365
So, um, there's many technical terms in ct,

1215
00:52:15.365 --> 00:52:16.685

but that's probably the easiest way

1216

00:52:16.685 --> 00:52:18.045
to explain that one to you.

1217

00:52:18.065 --> 00:52:19.285
But we are continuing

1218

00:52:19.285 --> 00:52:20.885
to see an increase in our students'

1219

00:52:20.885 --> 00:52:22.765
earning, uh, credentials.

1220

00:52:22.865 --> 00:52:26.205
And that's a great thing for us, um, as we continue to offer

1221

00:52:26.925 --> 00:52:29.485
a myriad of experiences and opportunities for our students.

1222

00:52:30.745 --> 00:52:34.485
And so as we, uh, dive into, um, our standards of learning,

1223

00:52:34.775 --> 00:52:36.005
there are many new slides.

1224

00:52:36.225 --> 00:52:39.845
Uh, we are highlighting all the way back to 2010 to just,

1225

00:52:39.985 --> 00:52:41.725
um, we're not hiding the data.

1226

00:52:41.825 --> 00:52:42.845
We want to talk about it.

1227

00:52:42.865 --> 00:52:46.285
We know that we have some ups and downs across the years,

1228

00:52:46.345 --> 00:52:49.245
but also there are things that we, um, know,

1229

00:52:49.515 --> 00:52:50.605
have worked in the past and

1230

00:52:50.605 --> 00:52:51.845
that we'll be also bringing back,

1231

00:52:52.065 --> 00:52:53.205
uh, to support our students.

1232

00:52:54.425 --> 00:52:56.445
And so in this slide, you'll see, um,

1233

00:52:56.625 --> 00:52:58.125
we took off the dotted lines

1234

00:52:58.125 --> 00:53:00.165
because it could get confusing when did the state

1235

00:53:00.265 --> 00:53:01.765
and implement new standards.

1236

00:53:01.785 --> 00:53:03.525
And sometimes they did certain grade levels.

1237

00:53:03.555 --> 00:53:04.765
They may have done third through eighth.

1238

00:53:04.765 --> 00:53:06.285
Sometimes they may have just done eighth.

1239

00:53:06.385 --> 00:53:10.005
So we took that off because it would be, uh, too confusing.

1240

00:53:10.005 --> 00:53:13.885
And so you'll see here back in 2010 in reading performance

1241

00:53:13.905 --> 00:53:16.885
for the state and for Arlington, we're in the 90, close

1242

00:53:16.885 --> 00:53:19.245

to 90 for the state and also for us in the nineties.

1243

00:53:19.245 --> 00:53:21.205

And you'll see some of those, uh, peace

1244

00:53:21.205 --> 00:53:23.205

and valleys we know, uh,

1245

00:53:23.205 --> 00:53:26.045

after the pandemic, um, everyone dropped.

1246

00:53:26.305 --> 00:53:29.245

We are continuing to, uh, we went up a little bit.

1247

00:53:29.385 --> 00:53:31.165

We have been relatively flat.

1248

00:53:31.345 --> 00:53:34.325

And remember this past year we had new standards across the

1249

00:53:34.325 --> 00:53:35.725

state without a crosswalk year.

1250

00:53:36.065 --> 00:53:38.005

And so part of the bumper sticker here is

1251

00:53:38.005 --> 00:53:39.405

that we did maintain performance.

1252

00:53:39.405 --> 00:53:40.805

Traditionally when we've introduced

1253

00:53:40.825 --> 00:53:42.125

and tested new standards,

1254

00:53:42.225 --> 00:53:46.885

we across the state see a dip in performance on this slide.

1255

00:53:47.025 --> 00:53:49.685

Uh, similar to, uh, the one previous was just,

1256

00:53:49.685 --> 00:53:52.965

this is now from 18 up to this past school year,

1257

00:53:53.105 --> 00:53:54.925

we are continuing to outperform the state

1258

00:53:54.985 --> 00:53:58.845

by five percentage points just to orient everyone,

1259

00:53:58.845 --> 00:54:00.245

if they're not familiar with the slide

1260

00:54:00.245 --> 00:54:03.325

where you see any slide where we have the yellow bars.

1261

00:54:03.475 --> 00:54:07.325

This is highlighting all the tests that were tested, um, in

1262

00:54:07.325 --> 00:54:08.325

that subject area.

1263

00:54:08.745 --> 00:54:11.005

And so in reading, we did see an increase at our middle

1264

00:54:11.005 --> 00:54:12.805

grades at sixth, seventh, and eighth grade.

1265

00:54:13.065 --> 00:54:15.325

And again, this past school year, we went down

1266

00:54:15.325 --> 00:54:16.325

by one percentage point.

1267

00:54:17.955 --> 00:54:19.205

This is something new for us

1268

00:54:19.305 --> 00:54:22.845

as we look across the larger Northern Virginia districts.

1269

00:54:22.945 --> 00:54:27.245

Uh, we are second behind Loudoun County at 79% tied

1270

00:54:27.245 --> 00:54:28.325

with Fairfax County.

1271

00:54:30.305 --> 00:54:33.765

As we look at math, similar to reading, going back to 2010,

1272

00:54:33.775 --> 00:54:35.645

where our highs were the ups and downs,

1273

00:54:36.185 --> 00:54:37.805

and we know we still have work to do

1274

00:54:37.975 --> 00:54:40.845

after the pandemic being at 65

1275

00:54:40.905 --> 00:54:43.045

and now being at 79 the last two years.

1276

00:54:43.185 --> 00:54:45.285

We know that there's still work to do.

1277

00:54:45.285 --> 00:54:48.365

And I'll talk about what we're going to do, uh, coming up.

1278

00:54:49.795 --> 00:54:51.255

And again, on this slide, you'll see

1279

00:54:51.255 --> 00:54:53.255

that we are outperforming the state average

1280

00:54:53.355 --> 00:54:54.535

by seven percentage points.

1281

00:54:55.875 --> 00:55:00.335

And again, this is all the math tests that are tested third

1282

00:55:00.335 --> 00:55:01.375

through, uh, high school.

1283

00:55:01.635 --> 00:55:04.695

And we'll, we did see increases at third, fifth,

1284

00:55:04.695 --> 00:55:06.135

seventh, and eighth grade.

1285

00:55:06.515 --> 00:55:10.335

And we also note that math, we know we do have work

1286

00:55:10.335 --> 00:55:11.655

to do in ELA and math,

1287

00:55:11.875 --> 00:55:13.375

but we did have schools that did see

1288

00:55:13.395 --> 00:55:14.535

an increase in performance.

1289

00:55:14.555 --> 00:55:17.055

So we did see, uh, 12 of our 19

1290

00:55:17.055 --> 00:55:18.575

of our schools actually have an increase

1291

00:55:18.575 --> 00:55:19.895

overall in their math performance.

1292

00:55:19.915 --> 00:55:22.975

We had three stay the same and we did have 12 decrease.

1293

00:55:23.495 --> 00:55:25.095

I wanna highlight for you, some of the schools

1294

00:55:25.095 --> 00:55:27.975

that may have decreased may have gone from 94 to 93.

1295

00:55:28.635 --> 00:55:30.335

And so we know that this is,

1296

00:55:30.335 --> 00:55:32.855

and you'll see as, uh, we go through the presentation,

1297

00:55:32.855 --> 00:55:35.375

this is where we really need to target what we're doing

1298

00:55:35.555 --> 00:55:36.695

and who we're working with.

1299

00:55:36.795 --> 00:55:38.175

And so we'll outline

1300

00:55:38.175 --> 00:55:40.135

that at the back end of the presentation.

1301

00:55:41.755 --> 00:55:44.455

In math, we are number two again in the larger Northern

1302

00:55:44.735 --> 00:55:47.375

Virginia districts at 79% compared

1303

00:55:47.375 --> 00:55:51.815

to Loudoun County being at 82 in science.

1304

00:55:52.475 --> 00:55:54.535

We are outperforming the state here.

1305

00:55:54.915 --> 00:55:57.935

Um, we did go up, uh, from 74

1306

00:55:57.935 --> 00:56:01.495

to 75 this past school year in science.

1307

00:56:01.555 --> 00:56:03.695

We did see an increase in fifth grade

1308

00:56:03.695 --> 00:56:05.335

biology and in earth science.

1309

00:56:07.635 --> 00:56:10.295

And in science, you'll see the theme here in our larger

1310
00:56:10.575 --> 00:56:13.335
Northern Virginia districts that we are a number two, um,

1311
00:56:13.335 --> 00:56:14.775
behind Loudoun County again.

1312
00:56:16.835 --> 00:56:19.215
And then when we look at our social studies performance,

1313
00:56:19.235 --> 00:56:21.815
we are outperforming the state by 12 percentage points.

1314
00:56:23.705 --> 00:56:26.405
And again, when we look overall at our, um,

1315
00:56:26.405 --> 00:56:27.725
social studies performance,

1316
00:56:27.785 --> 00:56:29.525
we did see a decrease in performance.

1317
00:56:29.525 --> 00:56:30.525
And I'll talk about that.

1318
00:56:30.945 --> 00:56:33.125
Um, this is where we do see more and more,

1319
00:56:33.185 --> 00:56:36.165
and you'll see in a second where, when students are taking,

1320
00:56:36.345 --> 00:56:37.925
uh, the performance based assessments,

1321
00:56:37.925 --> 00:56:39.525
they're not necessarily included in our

1322
00:56:39.765 --> 00:56:40.965
SOO reporting scores.

1323
00:56:40.965 --> 00:56:42.925

And you'll see the same thing when I

1324

00:56:42.985 --> 00:56:44.205

go over our writing results.

1325

00:56:46.145 --> 00:56:48.805

And so, again, keeping with the theme, uh,

1326

00:56:48.805 --> 00:56:51.925

behind Loudoun County here at 78% in social studies.

1327

00:56:53.545 --> 00:56:56.605

And then in writing, we did see an increase from 86 to 89.

1328

00:56:56.865 --> 00:56:58.325

We are outperforming the state here

1329

00:56:58.385 --> 00:57:00.365

by 13 percentage points in writing.

1330

00:57:01.625 --> 00:57:03.765

And just for the public's awareness in writing,

1331

00:57:04.025 --> 00:57:06.885

the only students who take the writing test are 11th graders

1332

00:57:06.885 --> 00:57:08.885

or students who need it to graduate from high school.

1333

00:57:11.505 --> 00:57:14.285

And this slide may look, uh, funny to you to see it, um,

1334

00:57:14.435 --> 00:57:17.685

that we are number two, one percentage point behind, uh,

1335

00:57:17.685 --> 00:57:19.845

Loudoun County at 89, and they're at 90.

1336

00:57:20.465 --> 00:57:22.045

But you do see Fairfax County,

1337
00:57:22.105 --> 00:57:25.285
the largest school system in the state and Alexandria, um,

1338
00:57:25.745 --> 00:57:27.205
and, uh, 16

1339
00:57:27.225 --> 00:57:30.445
and 8% respectively, school systems do in writing,

1340
00:57:30.475 --> 00:57:32.845
have the ability to offer students substitute tests.

1341
00:57:33.065 --> 00:57:34.805
And both of those counties have leaned

1342
00:57:34.805 --> 00:57:36.005
heavily in that direction.

1343
00:57:36.585 --> 00:57:38.325
And so as those results come in,

1344
00:57:38.425 --> 00:57:40.565
but when these results were published, may, many

1345
00:57:40.565 --> 00:57:41.725
of those may not have come in.

1346
00:57:41.725 --> 00:57:43.645
So it's not that Fairfax

1347
00:57:43.645 --> 00:57:47.045
and Alexandria are not having students write, it's just

1348
00:57:47.045 --> 00:57:48.445
that they're using a substitute test.

1349
00:57:48.445 --> 00:57:49.645
We're still having the majority

1350
00:57:49.645 --> 00:57:51.725

of our students take their actual writing s sol,

1351

00:57:54.185 --> 00:57:55.925

and then we're going to, uh,

1352

00:57:55.955 --> 00:57:59.325

dive into our disaggregated data, um, by subgroup

1353

00:57:59.345 --> 00:58:00.805

and here for our black students.

1354

00:58:01.425 --> 00:58:03.085

Um, these are all the tested areas.

1355

00:58:03.265 --> 00:58:05.845

We did see our black students had an increase in science,

1356

00:58:05.845 --> 00:58:07.445

social studies and writing.

1357

00:58:08.705 --> 00:58:11.725

Our Hispanic students saw increases in math and writing.

1358

00:58:14.505 --> 00:58:18.525

And for our EL students, we did see an increase in math

1359

00:58:18.945 --> 00:58:20.045

and writing as well.

1360

00:58:20.865 --> 00:58:23.125

And our last group that we have disaggregated

1361

00:58:23.185 --> 00:58:25.605

for the board in this update is our students

1362

00:58:25.605 --> 00:58:28.485

with disabilities, that they also saw an increase in

1363

00:58:28.485 --> 00:58:29.565

science and writing here.

1364

00:58:29.705 --> 00:58:32.045

And you notice a theme for our subgroups that we did,

1365

00:58:32.045 --> 00:58:34.765

their writing was a strong area of performance for us.

1366

00:58:36.665 --> 00:58:39.245

And this is a slide. Um, it, there's a lot

1367

00:58:39.245 --> 00:58:40.565

of information on this slide.

1368

00:58:40.785 --> 00:58:42.165

Um, but this was a conversation,

1369

00:58:42.245 --> 00:58:43.645

I think it may have been two years ago

1370

00:58:43.645 --> 00:58:45.045

during one of these presentations.

1371

00:58:45.225 --> 00:58:48.685

How are our students doing that are non el, non

1372

00:58:49.645 --> 00:58:50.805

economically disadvantaged

1373

00:58:50.985 --> 00:58:53.245

and non, um, student not,

1374

00:58:53.245 --> 00:58:54.805

they're not a student with a disability.

1375

00:58:55.185 --> 00:58:56.525

And how are they performing?

1376

00:58:56.705 --> 00:58:58.605

And so you'll, this is for reading.

1377

00:58:58.625 --> 00:59:03.125

You'll see that, um, everyone is above 85%.

1378

00:59:03.505 --> 00:59:07.405

You'll see that our Hispanic students at the 94% pass rate.

1379

00:59:07.625 --> 00:59:09.605

And I highlight Hispanic, and particularly

1380

00:59:09.605 --> 00:59:12.765

because when I just showed you our Hispanic deed data,

1381

00:59:13.065 --> 00:59:15.685

you saw lower performing, um, data.

1382

00:59:15.705 --> 00:59:17.805

And you'll go, well, Dr. Mann, you just said

1383

00:59:18.505 --> 00:59:21.205

you were at X now with our Hispanic students,

1384

00:59:21.205 --> 00:59:22.485

were in in the nineties.

1385

00:59:22.825 --> 00:59:24.645

And we bring this and highlight this

1386

00:59:24.645 --> 00:59:26.325

because we know that one of the things

1387

00:59:26.325 --> 00:59:29.205

that we'll talk about in a moment is we have to focus on

1388

00:59:29.205 --> 00:59:30.805

as a district is how do we support

1389

00:59:30.805 --> 00:59:32.045

our students with disabilities?

1390

00:59:32.145 --> 00:59:34.645

Are not our economically disadvantaged students

1391

00:59:34.905 --> 00:59:37.325

and our students that are learning English,

1392

00:59:37.905 --> 00:59:40.525

and that is, uh, parent through all of our data sets

1393

00:59:40.955 --> 00:59:42.645

that this is something as we continue

1394

00:59:42.645 --> 00:59:44.885

to look at professional learning, how we support our,

1395

00:59:44.945 --> 00:59:46.725

our teachers, and also our students.

1396

00:59:48.705 --> 00:59:52.005

And then when we look at math, um, here, you do see that

1397

00:59:52.725 --> 00:59:54.925

Hispanic, Asian, others, other students

1398

00:59:55.265 --> 00:59:58.965

and students identify as white are above 90%.

1399

00:59:59.065 --> 01:00:00.325

But what we do see a dip is

1400

01:00:00.325 --> 01:00:02.365

for our black students being at 75.

1401

01:00:02.825 --> 01:00:04.205

And so this is, again, something

1402

01:00:04.205 --> 01:00:07.565

as we think about the work ahead, is how do we also support,

1403

01:00:07.825 --> 01:00:10.245

um, we want all students performing at high levels.

1404

01:00:11.985 --> 01:00:15.925

And so this is our, uh, second year with the,

1405

01:00:16.265 --> 01:00:17.805

you might hear some people say MAP

1406

01:00:17.805 --> 01:00:20.325

or NWA map, NWA is the company,

1407

01:00:20.465 --> 01:00:24.325

but it is, the actual test is measures of academic progress.

1408

01:00:24.865 --> 01:00:28.525

And so this is a test that we, uh, thank you Ms. Turner

1409

01:00:28.705 --> 01:00:31.525

for helping us in our, my office and Ms. McIntyre

1410

01:00:31.525 --> 01:00:33.245

and the team say, how do we actually talk about this?

1411

01:00:33.265 --> 01:00:34.725

So it's easy to understand

1412

01:00:34.725 --> 01:00:37.805

because this is a test that is nationally normed.

1413

01:00:37.955 --> 01:00:39.445

There's no ceiling or floor,

1414

01:00:39.865 --> 01:00:42.045

and it gives us an achievement score and a growth score.

1415

01:00:42.185 --> 01:00:44.005

And this is important, and I'm

1416

01:00:44.005 --> 01:00:45.725

so happy we're administering this test

1417

01:00:45.725 --> 01:00:47.485

because as we talk about every student,

1418
01:00:47.485 --> 01:00:49.045
knowing every student by name, strength,

1419
01:00:49.045 --> 01:00:51.005
and need, this allows us to do that.

1420
01:00:51.515 --> 01:00:53.005
This is where we're talking about

1421
01:00:53.005 --> 01:00:54.525
our advanced academic students.

1422
01:00:54.665 --> 01:00:57.405
Are they growing and how do we push them?

1423
01:00:57.705 --> 01:01:00.045
And what are ways and instructional areas

1424
01:01:00.105 --> 01:01:02.765
and things for us to really push our thinking on ways to,

1425
01:01:03.145 --> 01:01:05.125
uh, make sure that we support all of our students.

1426
01:01:05.665 --> 01:01:08.325
And so we just wanna make sure just to reorient the board

1427
01:01:08.345 --> 01:01:09.645
to what this test is.

1428
01:01:09.745 --> 01:01:10.885
It is computer adaptive.

1429
01:01:11.305 --> 01:01:14.525
We do know that items will go up in difficulty

1430
01:01:14.585 --> 01:01:16.765
or decrease in difficulty depending on

1431
01:01:16.825 --> 01:01:18.405

how the student performs.

1432

01:01:18.825 --> 01:01:21.325

And then also just to make sure that for achievement,

1433

01:01:21.325 --> 01:01:25.165

it shows how well a student is, has, I'm sorry, how shows

1434

01:01:25.305 --> 01:01:27.725

how well a student has learned skills in that subject area.

1435

01:01:28.185 --> 01:01:29.925

And then on growth, it's a measure of

1436

01:01:29.925 --> 01:01:32.445

how the student's personal progress, um,

1437

01:01:32.555 --> 01:01:33.685

went over the school year.

1438

01:01:34.595 --> 01:01:36.725

Each student does receive a writ score,

1439

01:01:37.385 --> 01:01:39.725

and all of you have children in the school system.

1440

01:01:39.785 --> 01:01:42.045

So you know what I'm talking about in that parent report.

1441

01:01:42.505 --> 01:01:44.525

And so I'm not gonna go deep into a writ score,

1442

01:01:44.525 --> 01:01:45.645

but just reminding the public

1443

01:01:45.665 --> 01:01:47.285

and the board that each student has one.

1444

01:01:48.585 --> 01:01:49.685

And so how did we do?

1445

01:01:49.685 --> 01:01:52.285

This is a nationally norm test and nationally,

1446

01:01:52.465 --> 01:01:55.605

and this is directly from the company's report.

1447

01:01:55.825 --> 01:01:58.605

Um, we are seeing high levels of achievement

1448

01:01:58.825 --> 01:02:00.245

and growth when they're combined.

1449

01:02:00.265 --> 01:02:01.925

And you'll see in the bumper sticker there

1450

01:02:01.925 --> 01:02:03.605

that we're 18% higher

1451

01:02:04.385 --> 01:02:07.485

in achievement when all the subject areas are combined.

1452

01:02:07.665 --> 01:02:09.885

And so we also, this report gives us a wealth

1453

01:02:09.885 --> 01:02:12.365

of information, how our boys versus girls are doing.

1454

01:02:12.745 --> 01:02:15.245

And so we've picked a couple of, um, highlights for you.

1455

01:02:15.825 --> 01:02:20.525

And then as we think about how we're doing for our schools,

1456

01:02:20.785 --> 01:02:22.045

um, since I've been here,

1457

01:02:22.045 --> 01:02:24.685

this is the first time we've actually listed our schools.

1458

01:02:24.985 --> 01:02:27.165

And this quadrant report we showed you last year,

1459

01:02:27.165 --> 01:02:28.165

we just had the dots.

1460

01:02:28.825 --> 01:02:33.725

And now, uh, we do see in math that we have 22 schools

1461

01:02:33.725 --> 01:02:35.165

that have high achievement,

1462

01:02:35.945 --> 01:02:39.085

and then we have that they also didn't have high growth.

1463

01:02:39.225 --> 01:02:41.725

And we want everyone to be in that green box.

1464

01:02:41.865 --> 01:02:43.805

We have three schools that are there, one

1465

01:02:43.805 --> 01:02:44.885

that's close to that line.

1466

01:02:45.425 --> 01:02:47.965

And so this is where we know we still have work to do, is

1467

01:02:47.965 --> 01:02:49.805

to make sure that we are growing our students.

1468

01:02:50.905 --> 01:02:52.885

And then what does that actually look like in the classroom?

1469

01:02:52.885 --> 01:02:56.205

And those supports for our teachers, as we look in reading,

1470

01:02:56.315 --> 01:02:57.325

it's the exact opposite.

1471

01:02:57.325 --> 01:02:59.805

We have 22 schools who had high growth and high achievement.

1472

01:03:00.425 --> 01:03:03.605

And so, uh, but this also tells us where we have schools

1473

01:03:03.635 --> 01:03:06.285

that have low growth and low achievement.

1474

01:03:06.345 --> 01:03:09.005

And so those schools, it's not that they failed, it's just

1475

01:03:09.005 --> 01:03:11.765

that they didn't necessarily meet that, uh, benchmark,

1476

01:03:11.915 --> 01:03:14.685

that the nationally norm test says where we should be.

1477

01:03:15.315 --> 01:03:17.885

Also, we want, you see, most of our schools are clustered,

1478

01:03:17.885 --> 01:03:20.365

getting close to that, uh, middle line,

1479

01:03:20.745 --> 01:03:22.565

and that's where we want them to be or over it.

1480

01:03:22.665 --> 01:03:24.805

And so, um, there's positive news there,

1481

01:03:24.865 --> 01:03:27.045

but it's also news that we wanna make sure

1482

01:03:27.045 --> 01:03:30.085

that every student who's taking this test is making high

1483

01:03:30.085 --> 01:03:31.325

growth and high achievement.

1484

01:03:32.905 --> 01:03:34.565

And so we know, uh,

1485

01:03:34.585 --> 01:03:36.765

we do have an English learner population,

1486

01:03:36.945 --> 01:03:40.005

and this is the assessment that our students take,

1487

01:03:40.385 --> 01:03:42.045

and especially known as wida.

1488

01:03:42.465 --> 01:03:45.725

And I want, we've put all the levels on this chart.

1489

01:03:45.825 --> 01:03:48.845

We have seen over the last two years an increase in our high

1490

01:03:48.845 --> 01:03:50.365

school, uh, proficiency.

1491

01:03:50.865 --> 01:03:52.965

And you can see previously we were going

1492

01:03:52.965 --> 01:03:54.005

in the wrong direction.

1493

01:03:54.425 --> 01:03:57.485

And so this is a testament to the work of our teachers

1494

01:03:57.485 --> 01:03:59.285

and our EL department and the schools.

1495

01:03:59.665 --> 01:04:01.605

We know we had a decrease there in

1496

01:04:01.605 --> 01:04:02.725

our middle school performance.

1497

01:04:03.145 --> 01:04:05.805

Um, but we know that, uh, we continue need to continue

1498

01:04:05.805 --> 01:04:08.005

to provide access for our students

1499
01:04:08.065 --> 01:04:10.725
and those supports, um, so they can continue

1500
01:04:10.745 --> 01:04:12.605
to increase in their language proficiency,

1501
01:04:14.275 --> 01:04:16.925
chronic absenteeism, this is something

1502
01:04:16.925 --> 01:04:18.085
that we continue to tackle.

1503
01:04:18.225 --> 01:04:21.645
We are, um, below the state average, the Office

1504
01:04:21.745 --> 01:04:23.085
of Diversity Equity, including,

1505
01:04:23.305 --> 01:04:26.965
and student services hold quarterly, um, attendance

1506
01:04:27.025 --> 01:04:28.765
or chronic absenteeism summits.

1507
01:04:29.235 --> 01:04:31.605
They actually, um, share best practices.

1508
01:04:31.605 --> 01:04:33.485
They tear their students. They talk about

1509
01:04:33.595 --> 01:04:34.765
what worked, what didn't work.

1510
01:04:35.345 --> 01:04:39.205
We also know that last year we had 24 schools that had, um,

1511
01:04:39.235 --> 01:04:42.005
15% or below this year we'll have 31.

1512
01:04:42.005 --> 01:04:45.445

And that's without any of the, um, extra

1513

01:04:45.445 --> 01:04:47.285

or bonuses that you get from all in tutoring.

1514

01:04:47.465 --> 01:04:49.525

So that's a testament to the work of our schools

1515

01:04:49.665 --> 01:04:52.685

and their teams, but also from the Office of Diversity,

1516

01:04:52.685 --> 01:04:54.325

equity, inclusion and Student Services.

1517

01:04:54.345 --> 01:04:56.885

And one last point on this one is the student services

1518

01:04:56.905 --> 01:04:59.845

Office assigned every person in the office to a school

1519

01:04:59.865 --> 01:05:02.165

as a liaison to check on them and what's working.

1520

01:05:02.305 --> 01:05:05.165

So we know when you're in school, um,

1521

01:05:05.185 --> 01:05:07.365

our data will be continued to go up.

1522

01:05:07.365 --> 01:05:09.845

And so this is important work for us as a school division,

1523

01:05:11.705 --> 01:05:14.955

getting close to the end of some of the data outputs.

1524

01:05:15.095 --> 01:05:17.885

Um, so vs is our first year doing this.

1525

01:05:17.885 --> 01:05:20.765

This is the Virginia Language Literacy screening system.

1526

01:05:21.225 --> 01:05:23.765

And so there are three, uh, subtest to it.

1527

01:05:24.025 --> 01:05:27.045

And this is again, just this, uh, to remind the public of

1528

01:05:27.045 --> 01:05:29.325

what we, um, embarked on this past year.

1529

01:05:30.105 --> 01:05:33.645

We are seeing positive, um, indicators for early literacy.

1530

01:05:33.665 --> 01:05:37.725

We know that may not have translated yet into SOL results,

1531

01:05:37.865 --> 01:05:40.325

but we do see that we went in the fall.

1532

01:05:40.705 --> 01:05:42.325

Um, we did have, um,

1533

01:05:42.425 --> 01:05:44.005

and just for example, for kindergarten,

1534

01:05:44.005 --> 01:05:46.165

we had 431 students in high risk,

1535

01:05:46.745 --> 01:05:49.085

but then in the spring we had 257 students.

1536

01:05:49.145 --> 01:05:52.885

So our hope now is to continue when this happens again,

1537

01:05:53.065 --> 01:05:56.245

do we see that same, uh, level of performance

1538

01:05:56.245 --> 01:05:59.165

for our first graders that they keep, um, that knowledge

1539

01:05:59.165 --> 01:06:00.405

with them over the summer break?

1540

01:06:03.175 --> 01:06:04.405

Again, this is something new

1541

01:06:04.405 --> 01:06:06.765

that we haven't highlighted for the board in the past.

1542

01:06:06.785 --> 01:06:08.605

And Dr. Ron, in his opening comments mentioned

1543

01:06:08.605 --> 01:06:10.005

this, the stamp test.

1544

01:06:10.195 --> 01:06:12.205

This is something for our dual language students

1545

01:06:12.205 --> 01:06:15.165

that we offer, and this is just our second grade students,

1546

01:06:15.585 --> 01:06:16.685

but here we do see

1547

01:06:16.685 --> 01:06:19.805

that we outperform in certain areas quite significantly.

1548

01:06:20.155 --> 01:06:22.645

This, uh, video e's expected growth.

1549

01:06:23.105 --> 01:06:25.845

And so this is, uh, you can see here that we also show

1550

01:06:25.845 --> 01:06:28.045

where we were when we were at the 50 50 model

1551

01:06:28.105 --> 01:06:31.725

and then now at 80 20, and then as we continue to 70 30.

1552

01:06:34.025 --> 01:06:37.205

And so then we also, uh, we were fortunate enough to pilot

1553

01:06:37.275 --> 01:06:40.085

with Key and Claremont, the Spanish vowels.

1554

01:06:40.585 --> 01:06:42.125

And so here we also see

1555

01:06:42.125 --> 01:06:44.445

that our students in our dual language schools are

1556

01:06:44.605 --> 01:06:46.405

demonstrating strong English and Spanish skills.

1557

01:06:47.025 --> 01:06:50.525

And so this is, again, we were happy that, um, the state

1558

01:06:50.825 --> 01:06:52.365

and their partnership with the University

1559

01:06:52.365 --> 01:06:56.125

of Virginia had this test because we do know that, um,

1560

01:06:56.625 --> 01:06:58.845

and those who pushed for it, um,

1561

01:06:58.945 --> 01:07:02.125

our superintendent being one of them, that this is important

1562

01:07:02.145 --> 01:07:04.525

for us because we do know that our students, um,

1563

01:07:04.905 --> 01:07:06.685

can demonstrate their knowledge in various ways,

1564

01:07:06.685 --> 01:07:09.165

and this is a, a one way for them to do that.

1565

01:07:10.825 --> 01:07:14.525

So that brings us to the end of, I don't know

1566

01:07:14.525 --> 01:07:18.885

what slide 1 45, uh, of all the data

1567

01:07:19.025 --> 01:07:21.365

and we've added more and we have some more to go.

1568

01:07:21.545 --> 01:07:23.845

But now what are we going to do in response to what,

1569

01:07:24.225 --> 01:07:25.525

um, I just shared with you?

1570

01:07:25.985 --> 01:07:27.965

And so what are those supporting actions?

1571

01:07:28.625 --> 01:07:32.525

And so between, um, the Office of Academics,

1572

01:07:32.525 --> 01:07:34.805

between the Office of School Support, the Office

1573

01:07:34.865 --> 01:07:36.725

of Diversity, equity Inclusion

1574

01:07:37.225 --> 01:07:41.365

and Student Services, this is a, um, joint effort

1575

01:07:41.365 --> 01:07:43.325

between these departments, but also our schools.

1576

01:07:43.985 --> 01:07:46.925

And just to highlight for you, you do see the graphic we're,

1577

01:07:46.935 --> 01:07:48.725

we're the inner rings,

1578

01:07:48.745 --> 01:07:51.125

but also we want to, we've never said this at least since

1579

01:07:51.125 --> 01:07:53.645

I've been here, what we actually do when we get our data,

1580

01:07:54.415 --> 01:07:55.725
we're still analyzing data

1581

01:07:55.725 --> 01:07:57.925
because there's tons of data that we have

1582

01:07:58.025 --> 01:07:59.885
and triangulating that to see where some

1583

01:07:59.885 --> 01:08:02.565
of our missteps things that we need to realign and adjust.

1584

01:08:03.065 --> 01:08:04.165
But that's where we start.

1585

01:08:04.635 --> 01:08:07.245
Then in the summer, you, you, I'm sure you're all aware,

1586

01:08:07.505 --> 01:08:09.045
our schools develop their action plans

1587

01:08:09.045 --> 01:08:11.725
and work with all three departments on developing those

1588

01:08:11.835 --> 01:08:14.405
departments have department plans based on student

1589

01:08:14.835 --> 01:08:15.925
data and school data.

1590

01:08:16.965 --> 01:08:19.385
And then we also have our beginning of the year meetings

1591

01:08:19.385 --> 01:08:22.185
where we, uh, sit down those three offices, the chief

1592

01:08:22.185 --> 01:08:23.665
and the superintendent, and talk through

1593

01:08:23.665 --> 01:08:25.065

what are the supports that they need

1594

01:08:25.845 --> 01:08:28.105

and, um, what are some of the questions

1595

01:08:28.165 --> 01:08:30.025

and some of the goals that they've identified.

1596

01:08:30.645 --> 01:08:33.265

We also know that this school year,

1597

01:08:33.325 --> 01:08:35.665

and I'll, I'll be weaving this theme through the rest

1598

01:08:35.665 --> 01:08:38.345

of the slides, is our quarterly briefs to report out

1599

01:08:38.345 --> 01:08:40.105

to the school board on what are we doing,

1600

01:08:40.285 --> 01:08:42.945

how are we measuring, what data do we have at the moment?

1601

01:08:43.205 --> 01:08:46.985

Are there places where we see positive, um, trends

1602

01:08:47.045 --> 01:08:48.265

and things that we know we need

1603

01:08:48.265 --> 01:08:50.425

to probably send even more people to help

1604

01:08:50.425 --> 01:08:52.265

or there things that we need to do differently.

1605

01:08:52.885 --> 01:08:55.305

And then we also have the, uh, middle of the year meetings.

1606

01:08:55.305 --> 01:08:56.625

Those are for our targeted schools.

1607
01:08:57.125 --> 01:08:59.665
And every school will submit something if they're not having

1608
01:08:59.725 --> 01:09:00.745
an in-person meeting.

1609
01:09:01.205 --> 01:09:02.505
And at the end of the year, we have,

1610
01:09:02.675 --> 01:09:04.745
every principal has an end of the year meeting

1611
01:09:04.775 --> 01:09:06.065
with the superintendent

1612
01:09:06.205 --> 01:09:07.465
and the three chiefs from those

1613
01:09:07.465 --> 01:09:08.625
offices I've mentioned earlier.

1614
01:09:10.445 --> 01:09:12.225
And so, uh, you may have seen this,

1615
01:09:12.245 --> 01:09:13.545
but we have a support menu.

1616
01:09:13.765 --> 01:09:16.505
And this is something that our teams, for the three offices

1617
01:09:16.615 --> 01:09:19.465
that are listed on the slide, but also for the schools

1618
01:09:19.645 --> 01:09:22.105
and these, uh, seven areas, there's,

1619
01:09:22.105 --> 01:09:24.385
this is just a screenshot, so it's an actual link,

1620
01:09:24.385 --> 01:09:25.825

but you can click on it and it shows you

1621

01:09:26.285 --> 01:09:28.025

who are the people available, what are some

1622

01:09:28.025 --> 01:09:29.985

of the activities that they can support for you.

1623

01:09:30.565 --> 01:09:33.265

And so this is something that when we say, um,

1624

01:09:33.515 --> 01:09:35.145

we're supporting schools, what are we doing?

1625

01:09:35.245 --> 01:09:36.545

And in the next slide I'll show you

1626

01:09:36.545 --> 01:09:37.705

how we're going to track that.

1627

01:09:40.565 --> 01:09:42.785

Oh, sorry, not the next slide, the couple slides,

1628

01:09:42.925 --> 01:09:44.225

but this is something new for us.

1629

01:09:44.605 --> 01:09:48.625

And we really making sure, um, from all three offices

1630

01:09:49.435 --> 01:09:51.825

using the data and then saying, why are we going

1631

01:09:51.825 --> 01:09:54.745

to support a school and basing that off of data?

1632

01:09:55.125 --> 01:09:58.345

And so here's just a screenshot where we have math, ELA

1633

01:09:58.405 --> 01:10:01.265

and science saying that I'm going to support X school

1634

01:10:01.265 --> 01:10:02.745
because of their vow scores.

1635

01:10:02.845 --> 01:10:04.665
It could be for their SOL performance,

1636

01:10:05.005 --> 01:10:06.585
but also their science scores.

1637

01:10:06.845 --> 01:10:08.105
And this is important for us

1638

01:10:08.105 --> 01:10:11.145
because this, once principals know why someone coming,

1639

01:10:11.325 --> 01:10:14.025
but also you would see why student services coming.

1640

01:10:14.295 --> 01:10:17.265
Also, why, um, is someone from school support coming

1641

01:10:17.365 --> 01:10:18.985
and what are they here to help me with?

1642

01:10:21.515 --> 01:10:23.135
And so I buried the lead,

1643

01:10:23.135 --> 01:10:25.855
but this is how we are, um, monitoring this.

1644

01:10:25.995 --> 01:10:28.535
And this is a screenshot from a, a system

1645

01:10:28.535 --> 01:10:30.135
that we've been using called KickUp,

1646

01:10:30.835 --> 01:10:32.615
and we have walkthrough forms in there,

1647

01:10:32.635 --> 01:10:35.535

but we also have a tracking tool where, um,

1648

01:10:36.925 --> 01:10:38.935

central office departments are putting in

1649

01:10:38.995 --> 01:10:40.015

why and what they're doing.

1650

01:10:40.475 --> 01:10:43.415

And so this allows us to see what support we're offering,

1651

01:10:43.665 --> 01:10:46.895

who's offering it, and also are schools inviting us in

1652

01:10:46.955 --> 01:10:50.055

or is this something that we are asking to go in and do?

1653

01:10:50.235 --> 01:10:53.295

And so this will be a vital part of the quarterly reports

1654

01:10:53.295 --> 01:10:54.295

that we'll be turning in.

1655

01:10:54.595 --> 01:10:58.415

And we've been di um, developing dashboards.

1656

01:10:58.435 --> 01:11:00.655

And in my office, we're looking at this every week

1657

01:11:01.035 --> 01:11:02.495

and my department meetings.

1658

01:11:02.755 --> 01:11:04.495

And then I'm not gonna turn around,

1659

01:11:04.555 --> 01:11:06.695

but I know my directors back there.

1660

01:11:06.765 --> 01:11:09.135

Also then, is my expectation is they then talk

1661
01:11:09.135 --> 01:11:11.215
to their teams if we're seeing it, where are we not?

1662
01:11:11.795 --> 01:11:14.885
And these data will also help us see if we're know

1663
01:11:14.885 --> 01:11:17.165
that there's a certain school that we should be supporting

1664
01:11:17.165 --> 01:11:19.205
and it's not showing up on here, then we have

1665
01:11:19.205 --> 01:11:22.245
that also tells us, okay, so why are we not going there?

1666
01:11:22.745 --> 01:11:23.805
And what needs to change?

1667
01:11:23.865 --> 01:11:27.885
So we can do that in the next slide.

1668
01:11:27.885 --> 01:11:30.445
This is a direct request from our principals.

1669
01:11:30.445 --> 01:11:31.685
And thank you to Ms. Hirsh,

1670
01:11:31.855 --> 01:11:33.925
who's our Canva queen on our team.

1671
01:11:34.985 --> 01:11:39.005
She can vi, excuse me, she compiled many of the, um, things

1672
01:11:39.025 --> 01:11:41.325
and worked with her team and others to do this.

1673
01:11:41.385 --> 01:11:43.045
But one of the things the principal said to us,

1674
01:11:43.075 --> 01:11:45.085

there's a lot of information coming at them.

1675

01:11:45.425 --> 01:11:47.805

And what's one place, especially from academics,

1676

01:11:47.805 --> 01:11:51.045

where we can all be in one place, live link,

1677

01:11:51.345 --> 01:11:52.525

and I can see what's happening.

1678

01:11:52.545 --> 01:11:55.805

And so you'll see that we have, when our topics are for,

1679

01:11:55.825 --> 01:11:58.885

and meeting dates for countywide meetings, that's something

1680

01:11:58.885 --> 01:12:00.005

that the principals asked for.

1681

01:12:00.425 --> 01:12:02.045

And then also our curriculum.

1682

01:12:02.045 --> 01:12:03.045

Last year, I stood here

1683

01:12:03.045 --> 01:12:05.925

and said that we were spending the first month making sure

1684

01:12:05.945 --> 01:12:06.965

our curriculum was written.

1685

01:12:07.205 --> 01:12:09.045

I have a slide coming up talking about that,

1686

01:12:09.545 --> 01:12:11.325

but also I'll draw your attention to the top.

1687

01:12:11.465 --> 01:12:14.525

And our next slide is on our instructional playbook.

1688

01:12:14.825 --> 01:12:17.765

One of the things that we learned this summer

1689

01:12:18.025 --> 01:12:20.805

and also in the spring is we needed to make sure

1690

01:12:20.805 --> 01:12:22.165

that everyone understands our

1691

01:12:22.165 --> 01:12:23.605

common language and expectations.

1692

01:12:24.425 --> 01:12:25.845

And again, uh, Ms.

1693

01:12:26.085 --> 01:12:28.325

Hirsh and others, but this is not just an

1694

01:12:28.325 --> 01:12:29.405

office of academics.

1695

01:12:29.905 --> 01:12:30.965

And if you would like,

1696

01:12:30.985 --> 01:12:33.285

we can share an actual playbook with you.

1697

01:12:33.745 --> 01:12:36.645

But this is partnering with, um, diversity, equity,

1698

01:12:36.645 --> 01:12:38.725

inclusion and student services on

1699

01:12:38.725 --> 01:12:40.285

how we build classroom communities.

1700

01:12:40.305 --> 01:12:41.925

So tying that into our SEL work.

1701

01:12:41.945 --> 01:12:45.165

So this is not just all of it about student wellbeing

1702

01:12:45.165 --> 01:12:46.765

and student are tied together.

1703

01:12:47.265 --> 01:12:49.365

And so we've been talking about co-teaching.

1704

01:12:49.365 --> 01:12:50.925

This is a place where teachers

1705

01:12:50.945 --> 01:12:52.605

or principals, if they need to say,

1706

01:12:52.795 --> 01:12:54.525

what are those high level strategies?

1707

01:12:54.875 --> 01:12:56.165

It's there in the playbook. They

1708

01:12:56.165 --> 01:12:57.245

don't have to go hunt for it.

1709

01:12:57.385 --> 01:12:59.765

And if we make changes or updates, we will be saying,

1710

01:12:59.765 --> 01:13:01.045

this was updated on X date.

1711

01:13:01.385 --> 01:13:02.805

So this is important work for us,

1712

01:13:02.905 --> 01:13:05.645

but this also helps us as a school division develop

1713

01:13:05.955 --> 01:13:07.085

that common language.

1714

01:13:07.435 --> 01:13:08.805

What are those expectations?

1715
01:13:09.465 --> 01:13:12.485
And also, again, it ties back to the vision

1716
01:13:12.485 --> 01:13:14.245
that comes from our strategic plan.

1717
01:13:14.705 --> 01:13:16.205
On the left, you'll see just a picture

1718
01:13:16.205 --> 01:13:17.725
of the opening page of the playbook.

1719
01:13:19.665 --> 01:13:23.245
And this is, um, the screenshot of our curriculum.

1720
01:13:23.745 --> 01:13:25.765
I'm not gonna go through everything on this.

1721
01:13:25.865 --> 01:13:28.325
Um, there's a lot, and this is again just a screenshot,

1722
01:13:28.345 --> 01:13:30.285
but I wanted to just highlight that you can see

1723
01:13:30.285 --> 01:13:32.045
that we do have our learning targets.

1724
01:13:32.385 --> 01:13:34.085
What's our evidence of understanding?

1725
01:13:34.425 --> 01:13:37.085
But then also if there is an intensified class,

1726
01:13:37.105 --> 01:13:38.445
we have a learning plan for both.

1727
01:13:39.145 --> 01:13:41.325
And so this is, they're side by side instead

1728
01:13:41.485 --> 01:13:42.645

of being a separate document.

1729

01:13:42.745 --> 01:13:45.365

So this is, again, a chance for us if we need

1730

01:13:45.745 --> 01:13:48.445

to show improve, um, not show,

1731

01:13:48.445 --> 01:13:49.965

but if we need to help students

1732

01:13:50.555 --> 01:13:52.205

have more challenge, they can.

1733

01:13:52.325 --> 01:13:53.805

A teacher has the, the ability

1734

01:13:53.905 --> 01:13:56.045

to take the intensified documents and use those.

1735

01:13:56.545 --> 01:13:57.845

And so just wanted to highlight,

1736

01:13:57.965 --> 01:14:00.245

'cause we did talk about this at length at my last

1737

01:14:00.605 --> 01:14:01.725

academic update last year.

1738

01:14:03.865 --> 01:14:06.645

And, um, this is just for the public, the board.

1739

01:14:06.645 --> 01:14:08.125

You have seen this in a Friday letter.

1740

01:14:08.345 --> 01:14:10.845

Uh, we do know our first, uh,

1741

01:14:10.885 --> 01:14:13.085

quarterly brief will be coming up in November.

1742

01:14:13.545 --> 01:14:16.125

And our next slide, we actually show the timeline.

1743

01:14:16.425 --> 01:14:19.285

And so our first one will be, uh, in Friday, letter

1744

01:14:19.305 --> 01:14:20.325

to November 7th.

1745

01:14:20.705 --> 01:14:21.805

And then Dr. Duran

1746

01:14:21.805 --> 01:14:23.805

and his announcements will be, um,

1747

01:14:24.055 --> 01:14:25.525

maybe highlighting a sentence or two,

1748

01:14:25.545 --> 01:14:27.765

but then telling the public where that live link is.

1749

01:14:27.785 --> 01:14:31.285

And so here it is throughout the entire, uh, year,

1750

01:14:31.705 --> 01:14:34.565

and this is important work for the Office of Academics,

1751

01:14:34.565 --> 01:14:37.005

school support, and also diversity, equity,

1752

01:14:37.005 --> 01:14:38.325

inclusion and student services.

1753

01:14:39.865 --> 01:14:42.325

And so as we think about the key takeaways, um,

1754

01:14:42.865 --> 01:14:44.325

we talked about, or I talked about right

1755

01:14:44.325 --> 01:14:45.805

now, a lot of information.

1756

01:14:46.585 --> 01:14:50.325

And so we do know as a school district, we have, um,

1757

01:14:50.835 --> 01:14:52.365

many achievements to celebrate

1758

01:14:52.505 --> 01:14:54.645

and also places where we know that we need to work.

1759

01:14:55.265 --> 01:14:57.325

We are, uh, according to the niche survey,

1760

01:14:57.505 --> 01:14:59.725

the number two school district in Virginia,

1761

01:14:59.865 --> 01:15:03.205

the number one place to work, we did outperform the state

1762

01:15:03.725 --> 01:15:07.165

averages in math, science, social studies and writing.

1763

01:15:08.065 --> 01:15:11.925

And we also do know that we, um, in our larger number,

1764

01:15:12.285 --> 01:15:14.365

Northern Virginia districts, we are number two.

1765

01:15:14.465 --> 01:15:16.725

We all want to be number one, not just in Northern Virginia,

1766

01:15:16.865 --> 01:15:20.045

but in all of Virginia, but our work ahead.

1767

01:15:20.145 --> 01:15:23.245

And so we know, um, there must be a laser-like focus,

1768

01:15:23.265 --> 01:15:24.285

not just from my office,

1769

01:15:24.425 --> 01:15:27.285

but all the offices that are here this evening is

1770

01:15:27.285 --> 01:15:29.605

to continue to focus on how we ensure

1771

01:15:29.715 --> 01:15:32.685

that we have high achievement and high growth in literacy

1772

01:15:32.825 --> 01:15:36.365

and math, but also how do we support our students

1773

01:15:36.715 --> 01:15:38.325

with a disability, our students

1774

01:15:38.515 --> 01:15:40.965

that are economically disadvantaged and our EL learners.

1775

01:15:41.545 --> 01:15:45.525

And that is a vital part, um, and all of us working together

1776

01:15:45.545 --> 01:15:47.925

and pulling in the right direction, um, to do that

1777

01:15:48.065 --> 01:15:49.165

and to support our schools.

1778

01:15:49.745 --> 01:15:51.085

And then lastly, that we continue

1779

01:15:51.085 --> 01:15:52.565

to work on our chronic absenteeism,

1780

01:15:52.565 --> 01:15:54.805

that our students are in school, that we can remove barriers

1781

01:15:55.145 --> 01:15:57.005

as much as we can for them.

1782

01:15:57.625 --> 01:15:59.445

And I'm going to stop talking

1783

01:16:00.825 --> 01:16:03.165

and turn it over to Ms. Graves to bring us home.

1784

01:16:07.915 --> 01:16:08.925

Good evening, everyone.

1785

01:16:09.025 --> 01:16:11.885

Um, following up, I feel I'm coming up.

1786

01:16:11.885 --> 01:16:14.925

And Dr. Mann has, has talked about so much of the work

1787

01:16:14.925 --> 01:16:17.965

that he's doing and, uh, the, the work that we'll be doing

1788

01:16:17.965 --> 01:16:21.325

to continue to support schools with seeking

1789

01:16:21.465 --> 01:16:23.685

to improve the performance of their students

1790

01:16:24.105 --> 01:16:26.965

and also create opportunities to extend learning

1791

01:16:27.025 --> 01:16:30.005

for those students while also remediating for the students

1792

01:16:30.105 --> 01:16:31.805

who need additional support.

1793

01:16:32.385 --> 01:16:35.845

Um, we're working very closely with the Office of Academics,

1794

01:16:35.985 --> 01:16:37.765

um, our counterparts, uh, Dr.

1795

01:16:38.105 --> 01:16:40.605

Uh, Crawford and her team to ensure

1796
01:16:40.635 --> 01:16:43.485
that those targeted schools where we've identified

1797
01:16:43.875 --> 01:16:46.005
that our students are not performing at the highest

1798
01:16:46.035 --> 01:16:48.765
achievement that we know they are capable of doing,

1799
01:16:48.995 --> 01:16:52.285
working really closely to, um, align our efforts

1800
01:16:52.385 --> 01:16:55.485
to align the work that we're doing, to truly try

1801
01:16:55.545 --> 01:16:59.565
to demystify this notion that it, um, our students

1802
01:16:59.745 --> 01:17:00.805
who are not typical

1803
01:17:01.065 --> 01:17:04.045
or who require additional supports aren't capable

1804
01:17:04.265 --> 01:17:06.325
of achieving at extremely high levels.

1805
01:17:06.905 --> 01:17:08.005
Um, Mrs.

1806
01:17:08.175 --> 01:17:10.805
Leona Smith, who is here this evening who is a part

1807
01:17:10.805 --> 01:17:13.645
of my team, um, one small mighty team,

1808
01:17:13.665 --> 01:17:17.205
but very strong team, is, um, taking a very strong, um,

1809
01:17:17.235 --> 01:17:19.965

lead in working closely with the members, um,

1810

01:17:19.985 --> 01:17:23.125

her counterparts in the Office of Academics to truly ensure

1811

01:17:23.125 --> 01:17:25.605

that students and schools are supported.

1812

01:17:26.065 --> 01:17:28.205

Um, we've listed a number of things that I,

1813

01:17:28.325 --> 01:17:29.845

I truly believe just summarize

1814

01:17:29.905 --> 01:17:32.045

and compact a lot of the great details

1815

01:17:32.075 --> 01:17:34.445

that Dr. Mann has already shared with his team.

1816

01:17:34.785 --> 01:17:39.605

But just to bring it, um, to, to a close, um, creating a,

1817

01:17:39.685 --> 01:17:43.125

a district level consultation team, which is, um,

1818

01:17:44.125 --> 01:17:47.525

designed slowly to really help schools focus

1819

01:17:48.225 --> 01:17:51.805

on providing support to specifically meet the needs

1820

01:17:51.805 --> 01:17:53.885

of the students who require it.

1821

01:17:54.105 --> 01:17:56.445

We in Arlington have a wealth of resources

1822

01:17:56.675 --> 01:17:58.165

that are available for our students,

1823
01:17:58.225 --> 01:18:00.565
and we need to make sure that we're finding the right remedy

1824
01:18:00.625 --> 01:18:02.365
or the right support for the right student

1825
01:18:02.665 --> 01:18:03.925
for the right need that they have.

1826
01:18:04.625 --> 01:18:08.565
So this district level team will be, um, include a,

1827
01:18:08.765 --> 01:18:10.805
a large number of our staff from the Office

1828
01:18:10.825 --> 01:18:13.405
of Academics along with Mrs. Smith

1829
01:18:13.465 --> 01:18:16.205
and other members from our student support, excuse me,

1830
01:18:16.205 --> 01:18:18.565
from our student services and DEI teams.

1831
01:18:19.065 --> 01:18:22.285
Um, part of that work will involve meeting directly

1832
01:18:22.285 --> 01:18:24.845
with our schools, their leadership teams, um,

1833
01:18:25.075 --> 01:18:28.165
reviewing the data on a more frequent basis regarding

1834
01:18:28.165 --> 01:18:29.405
where are we seeing trends,

1835
01:18:29.405 --> 01:18:30.765
where are we seeing improvements,

1836
01:18:31.155 --> 01:18:34.365

what are we seeing in terms of fidelity of implementation

1837

01:18:34.755 --> 01:18:36.965

with the work that's being, um, done, whether that's

1838

01:18:36.965 --> 01:18:38.405

through an intervention or whether that's

1839

01:18:38.405 --> 01:18:40.765

through high leverage instructional strategies

1840

01:18:40.785 --> 01:18:42.085

to support our students,

1841

01:18:42.585 --> 01:18:45.565

and really continuing that ongoing support

1842

01:18:45.665 --> 01:18:48.605

and progress monitoring, um, with those schools to ensure

1843

01:18:48.605 --> 01:18:51.325

that they have those access to the resources

1844

01:18:51.325 --> 01:18:52.885

that they need to support their students.

1845

01:18:53.345 --> 01:18:56.085

And we're really looking forward to continuing this work

1846

01:18:56.085 --> 01:18:57.285

with Dr. Mann and his team.

1847

01:18:58.305 --> 01:19:00.965

So at this time, I'll turn it back over to Dr. Mann

1848

01:19:09.595 --> 01:19:11.695

At this time, I'll turn it back over to you, Ms.

1849

01:19:11.695 --> 01:19:12.895

Likeer said for questions.

1850

01:19:13.545 --> 01:19:17.415

Thank you. Um, I'm going to sort of take the a moment

1851

01:19:17.475 --> 01:19:19.735

as chair and just, uh, make some general comments

1852

01:19:19.915 --> 01:19:21.935

and then we'll, we'll, uh, start questions.

1853

01:19:21.955 --> 01:19:26.895

We have generally, well, I have asked my colleagues to plan

1854

01:19:26.995 --> 01:19:29.495

for, uh, two rounds of three questions each.

1855

01:19:29.545 --> 01:19:31.815

We'll see if that comes to pass.

1856

01:19:32.675 --> 01:19:36.135

Um, I do wanna say, um, a couple of quick things.

1857

01:19:36.395 --> 01:19:38.815

Um, I am feeling a sense of competitiveness

1858

01:19:38.815 --> 01:19:41.535

with Loudoun County that I have not previously experienced.

1859

01:19:42.155 --> 01:19:45.735

Um, their board chair will probably text

1860

01:19:45.735 --> 01:19:46.895

me after I said that.

1861

01:19:47.075 --> 01:19:50.175

Um, um, but that was interesting to learn.

1862

01:19:50.515 --> 01:19:54.175

Um, I also wanna say, um, thank you to, uh,

1863

01:19:54.175 --> 01:19:55.255

the team who is here.

1864

01:19:55.675 --> 01:19:58.575

Um, I don't know what Dan looks like,

1865

01:19:58.755 --> 01:19:59.935

but I don't think he's here.

1866

01:20:00.535 --> 01:20:02.815

I think if I ran into Dan on the street, I would not know

1867

01:20:02.815 --> 01:20:05.175

who he is unless he pulled out a chart and showed it to me,

1868

01:20:05.175 --> 01:20:06.855

and then I would know exactly who he is.

1869

01:20:07.465 --> 01:20:09.725

Um, but thank you also, uh, to Dan.

1870

01:20:10.025 --> 01:20:14.485

Um, uh, I wanted to say, um, briefly

1871

01:20:14.635 --> 01:20:16.605

that the quarterly reports

1872

01:20:16.675 --> 01:20:19.085

that you've referenced towards the end of this, um, I,

1873

01:20:19.165 --> 01:20:20.965

I just wanted to provide some context for that,

1874

01:20:20.965 --> 01:20:22.885

that in the summer when we, we had a retreat

1875

01:20:22.915 --> 01:20:25.205

between the board and the cabinet superintendent.

1876

01:20:25.625 --> 01:20:29.645

Um, we talked about the, um, reporting of academic progress.

1877

01:20:29.745 --> 01:20:32.565

We talked about, um, the need we have

1878

01:20:32.565 --> 01:20:35.245

to dive into particular subject areas

1879

01:20:35.345 --> 01:20:37.645

and particular areas, um, of, you know,

1880

01:20:37.645 --> 01:20:39.245

student populations and how we're serving them.

1881

01:20:39.245 --> 01:20:43.085

But we also wanted to have, um, a mechanism for sort

1882

01:20:43.085 --> 01:20:47.045

of continuous, um, uh, review and, and check-ins.

1883

01:20:47.265 --> 01:20:51.325

So, um, appreciate the work that has gone into, you know,

1884

01:20:51.485 --> 01:20:53.965

collaboratively among us to go into, um, coming up

1885

01:20:53.965 --> 01:20:56.285

with these, um, quarterly reports from academics

1886

01:20:56.285 --> 01:20:57.925

and student, um, success

1887

01:20:57.925 --> 01:21:00.445

because we, um, you know, we appreciate, uh,

1888

01:21:00.515 --> 01:21:03.045

your willingness to work with us on putting that together

1889

01:21:03.265 --> 01:21:05.885

and, and, um, giving us the ability

1890

01:21:05.985 --> 01:21:08.325

to have those regular check-ins, um,

1891

01:21:08.345 --> 01:21:09.645

on things that we care a lot about.

1892

01:21:10.305 --> 01:21:13.205

Um, and then the last thing I wanna say is I, um, you have,

1893

01:21:13.305 --> 01:21:17.685

you have conveyed, um, uh, quite well that this is,

1894

01:21:17.865 --> 01:21:22.245

you know, this is a team approach among a,

1895

01:21:22.445 --> 01:21:26.885

a whole range of, of departments because, um, as I say over

1896

01:21:26.885 --> 01:21:28.645

and over, I've said it a million times, I think I said it

1897

01:21:28.645 --> 01:21:29.765

to Dr. Crawford last week,

1898

01:21:29.865 --> 01:21:31.725

and you're probably tired of hearing me say it.

1899

01:21:31.785 --> 01:21:34.165

Um, you know, I'm a big believer that we cannot,

1900

01:21:34.645 --> 01:21:36.205

students cannot learn if we don't have the right conditions

1901

01:21:36.205 --> 01:21:37.805

in place for them to learn.

1902

01:21:38.025 --> 01:21:41.125

And that includes things like them feeling safe,

1903

01:21:41.125 --> 01:21:43.325

feeling a sense of belonging, having breakfast

1904

01:21:43.325 --> 01:21:45.445
and lunch, developing, uh, you know,

1905

01:21:45.445 --> 01:21:47.965
having their emotional growth, um, coming along.

1906

01:21:48.065 --> 01:21:51.165
So, um, uh, I think that you've conveyed

1907

01:21:51.165 --> 01:21:54.565
that very effectively in this, um, in this report

1908

01:21:54.625 --> 01:21:57.045
and in, um, our general approach that we're taking.

1909

01:21:57.225 --> 01:21:59.605
So I, um, I just really appreciate that.

1910

01:22:00.305 --> 01:22:04.245
Um, with that, who would like to begin?

1911

01:22:04.985 --> 01:22:06.485
Oh, Ms. Cera is ready.

1912

01:22:07.225 --> 01:22:09.765
Oh, I'm ready. I had more than six questions

1913

01:22:09.785 --> 01:22:11.765
and I've been working very hard to consolidate

1914

01:22:11.765 --> 01:22:14.045
and curate, which during my time on the board, you know,

1915

01:22:14.045 --> 01:22:15.325
this is not my, did just

1916

01:22:15.325 --> 01:22:16.765
Turn like six into one and then

1917

01:22:16.935 --> 01:22:18.445

Three, no, this is not my soup.

1918

01:22:18.665 --> 01:22:20.525

So thank you for forcing me to have some discipline.

1919

01:22:20.845 --> 01:22:22.925

I have a quick thank you and two requests for data, though

1920

01:22:22.925 --> 01:22:25.085

that are not questions that I'm gonna squeeze in here.

1921

01:22:25.465 --> 01:22:27.125

The thank you is to my colleague, Ms. Turner.

1922

01:22:27.705 --> 01:22:31.365

Um, and, uh, the quarterly reports that Dr. Mann and Ms.

1923

01:22:31.525 --> 01:22:33.925

Ecker Sutton referenced, I think are, uh, something

1924

01:22:33.925 --> 01:22:36.045

that my colleague here has been championing

1925

01:22:36.045 --> 01:22:38.045

for quite some time, um, even

1926

01:22:38.045 --> 01:22:41.285

before she was on the board, um, in noting that we need, uh,

1927

01:22:41.285 --> 01:22:42.965

to go beyond an annual update

1928

01:22:43.025 --> 01:22:45.725

and, uh, really have more regular, um, touch points.

1929

01:22:45.745 --> 01:22:48.605

And so thank you for helping us to make that happen.

1930

01:22:49.225 --> 01:22:52.045

The two requests for data, um, one is on slide five,

1931

01:22:52.045 --> 01:22:53.525
the graduation rate, which was

1932

01:22:53.765 --> 01:22:55.325
for the three comprehensive high schools.

1933

01:22:55.545 --> 01:22:58.165
And I would love to get some additional data, um,

1934

01:22:58.465 --> 01:23:00.645
as a follow up about, uh,

1935

01:23:00.715 --> 01:23:03.125
what we can say more broadly about our students' ability

1936

01:23:03.125 --> 01:23:06.765
to finish high school, um, either by graduating across all

1937

01:23:06.765 --> 01:23:10.325
of our high schools and programs or, um, GED or equivalency.

1938

01:23:10.325 --> 01:23:11.445
So that's one data request.

1939

01:23:11.505 --> 01:23:15.885
The second is, um, much as you did through slides 27

1940

01:23:15.945 --> 01:23:18.805
and 30 where you had breakouts by student with disability,

1941

01:23:18.985 --> 01:23:22.445
by el, um, uh, and so forth.

1942

01:23:22.725 --> 01:23:24.005
I would love to get a breakout

1943

01:23:24.005 --> 01:23:26.925
that looks at our economically disadvantaged students, um,

1944

01:23:26.925 --> 01:23:28.085

similar kind of slide.

1945

01:23:28.145 --> 01:23:30.325

And so, um, if we could get that, that would be great.

1946

01:23:31.065 --> 01:23:33.125

So now I'll go to my first set of questions.

1947

01:23:33.905 --> 01:23:38.165

Um, I, uh, the, for me, the six, I'm gonna go straight

1948

01:23:38.165 --> 01:23:42.165

to my \$64 million question, which is the section, uh,

1949

01:23:42.215 --> 01:23:45.605

about supporting schools that starts on slide 47 forward.

1950

01:23:46.385 --> 01:23:50.005

Um, for me as a board member, a topic of discussion

1951

01:23:50.005 --> 01:23:53.125

that we've had my whole time on the board has been this

1952

01:23:53.325 --> 01:23:55.165

question of we're doing a lot.

1953

01:23:55.355 --> 01:23:56.525

Like, it's very clear to me

1954

01:23:56.525 --> 01:23:58.645

that you guys are not drinking pina coladas

1955

01:23:58.645 --> 01:24:00.245

and watching Love Island all the time.

1956

01:24:00.515 --> 01:24:02.685

Like there is, there's a lot of work happening here

1957

01:24:02.825 --> 01:24:05.245

and in our schools, and thank you to all of our staff

1958

01:24:05.265 --> 01:24:06.285
who do that hard work.

1959

01:24:07.235 --> 01:24:09.925
There's a lot of activities that these, this set

1960

01:24:09.925 --> 01:24:11.045
of slides describes.

1961

01:24:11.225 --> 01:24:14.605
And my question is, how do we tease out

1962

01:24:14.655 --> 01:24:17.725
among all those activities, the roles that we've created,

1963

01:24:17.985 --> 01:24:21.125
the resources we've invested in, the strategies we're using,

1964

01:24:21.825 --> 01:24:24.485
how do we know which of those are really moving the needle

1965

01:24:24.585 --> 01:24:29.125
and isolate those from sort of a larger cloud

1966

01:24:29.265 --> 01:24:30.325
of activities?

1967

01:24:30.985 --> 01:24:33.765
Um, you mentioned using the KickUp, um, uh,

1968

01:24:34.035 --> 01:24:35.285
sort of platform or tool.

1969

01:24:36.035 --> 01:24:39.565
What I'm curious about, what I saw in the slide is

1970

01:24:39.565 --> 01:24:41.685
that KickUp will let us know what kinds

1971

01:24:41.685 --> 01:24:43.165

of activities are taking place

1972

01:24:43.225 --> 01:24:44.765

and sort of a numerical value.

1973

01:24:44.835 --> 01:24:48.565

Like we've done this x number of times, what I don't see,

1974

01:24:48.565 --> 01:24:50.365

and maybe it's in there, but I just don't see it,

1975

01:24:50.745 --> 01:24:52.485

is the efficacy of those things.

1976

01:24:52.545 --> 01:24:55.885

So it's a question about how do we understand the efficacy

1977

01:24:55.885 --> 01:24:58.885

of our different, um, the different kinds

1978

01:24:58.885 --> 01:25:00.405

of supports we're trying to provide.

1979

01:25:01.105 --> 01:25:03.005

Um, one of those things that we had talked about

1980

01:25:03.005 --> 01:25:06.085

with Dr. Duran in the course of his annual evaluation

1981

01:25:06.945 --> 01:25:08.285

is this question of,

1982

01:25:08.505 --> 01:25:10.925

in academics particularly, how do we know what's working?

1983

01:25:11.385 --> 01:25:14.885

And we talked about that this, this year will begin sort

1984

01:25:14.925 --> 01:25:18.365

of a different new process for looking at different things,

1985

01:25:18.665 --> 01:25:19.885
not everything at once, but,

1986

01:25:20.305 --> 01:25:22.525
and I wonder if one of you could talk about that.

1987

01:25:22.785 --> 01:25:26.205
And then maybe just more generally my question, like,

1988

01:25:26.205 --> 01:25:27.365
what's your process for knowing

1989

01:25:27.365 --> 01:25:28.845
what works is the basic question?

1990

01:25:29.495 --> 01:25:32.565
Sorry. Uh, thank you, Ms. Cera.

1991

01:25:32.745 --> 01:25:37.005
The, um, I wish it was as, you know,

1992

01:25:37.345 --> 01:25:41.165
as simple as put this in, we get this out.

1993

01:25:41.545 --> 01:25:43.965
Um, one of the things that we are excited about

1994

01:25:43.965 --> 01:25:47.365
with KickUp is we do get to see who and what schools,

1995

01:25:47.625 --> 01:25:51.405
but we're also then working now to see what is the impact,

1996

01:25:51.705 --> 01:25:53.765
and this is something that's self-reported,

1997

01:25:53.825 --> 01:25:56.325
but now then circling back to our schools to see.

1998

01:25:56.345 --> 01:25:58.965

And so as we're, um, as we

1999

01:25:58.985 --> 01:26:01.645

and our district level teams at the school level teams,

2000

01:26:01.985 --> 01:26:03.365

but then we're also doing now,

2001

01:26:03.585 --> 01:26:05.045

and, um, Dan is helping us

2002

01:26:05.045 --> 01:26:08.125

with this part is looking at every SOL strand

2003

01:26:08.125 --> 01:26:09.445

that was taught every question

2004

01:26:09.505 --> 01:26:12.485

and then going, okay, so if we know, um,

2005

01:26:12.925 --> 01:26:15.365

a TS I'm just gonna call them out, has, um,

2006

01:26:15.765 --> 01:26:16.925

phenomenal data in certain areas.

2007

01:26:16.945 --> 01:26:20.405

And so now from our team, from especially our EL team,

2008

01:26:20.405 --> 01:26:21.405

what are they doing?

2009

01:26:21.625 --> 01:26:22.685

What's something that they did

2010

01:26:22.685 --> 01:26:24.045

with their students with disabilities?

2011

01:26:24.065 --> 01:26:26.845

Was there a strategy? Was it, what, what was it?

2012

01:26:26.945 --> 01:26:30.565

And so we're trying to leave everything.

2013

01:26:31.265 --> 01:26:33.805

Um, no stone unturned in answering

2014

01:26:33.805 --> 01:26:35.125

that question is what is working.

2015

01:26:35.505 --> 01:26:38.005

Um, as I mentioned, we do see in our math

2016

01:26:38.025 --> 01:26:40.885

and in ELA that some schools went up, um,

2017

01:26:41.105 --> 01:26:42.565

and some schools did go down

2018

01:26:42.565 --> 01:26:44.845

and some schools that went down were in the high nineties,

2019

01:26:44.865 --> 01:26:47.725

but we want to now, uh, really dig into

2020

01:26:47.905 --> 01:26:52.165

and visit some of their performance, um, CLTs PLCs, talk

2021

01:26:52.165 --> 01:26:54.685

to their principals, but we've also retooled our lead

2022

01:26:54.685 --> 01:26:57.885

meetings for our principals to share some of those ideas.

2023

01:26:58.425 --> 01:27:01.925

And so, um, it's not, as you, I know you know this,

2024

01:27:01.945 --> 01:27:03.845

but it's not as easy for us to say

2025

01:27:04.395 --> 01:27:05.965

this worked or this didn't.

2026

01:27:06.105 --> 01:27:09.245

Um, I know, um, I'm going to preempt one

2027

01:27:09.245 --> 01:27:10.725

of your questions you asked about, uh,

2028

01:27:10.725 --> 01:27:15.205

reading is this year we're evaluating, um, our core resource

2029

01:27:15.305 --> 01:27:18.685

for, um, CKLA is that actually working,

2030

01:27:18.945 --> 01:27:21.685

but then at the same time, we have reading data that show

2031

01:27:21.685 --> 01:27:23.965

for vows and our map growth

2032

01:27:24.265 --> 01:27:27.565

and that reading is, we are moving in the right direction.

2033

01:27:27.565 --> 01:27:29.365

So that's what we're trying to really make sure

2034

01:27:29.365 --> 01:27:30.725

before we throw anything out.

2035

01:27:31.025 --> 01:27:32.565

And I'm not looking at Ms. Turner right now,

2036

01:27:32.585 --> 01:27:35.125

but I know she always says to me, how do you know it works?

2037

01:27:35.905 --> 01:27:37.125

How do you know it works? Is

2038

01:27:37.125 --> 01:27:38.285

that's what we're trying to answer.

2039

01:27:38.345 --> 01:27:41.405

And so we are not only looking to our schools

2040

01:27:41.465 --> 01:27:43.645

and visiting them, but also asking our friends

2041

01:27:43.665 --> 01:27:45.845

and neighbors what are they doing to see?

2042

01:27:45.905 --> 01:27:48.685

And if full disclosure asked Mr. Stewart, I said,

2043

01:27:48.685 --> 01:27:50.205

please go talk to Loudoun County.

2044

01:27:50.635 --> 01:27:52.645

What are they doing? And certain areas,

2045

01:27:52.645 --> 01:27:54.565

because we need to figure out what's working.

2046

01:27:54.665 --> 01:27:56.205

Is there something that we're not doing?

2047

01:27:56.745 --> 01:28:00.005

And so at a high, at a, I wish I had a better answer

2048

01:28:00.025 --> 01:28:03.245

for you, but we really are looking at every single thing we

2049

01:28:03.245 --> 01:28:05.285

can to figure out what is working and what's not.

2050

01:28:06.355 --> 01:28:08.525

It's great to hear that you're looking at, uh, you know,

2051

01:28:08.885 --> 01:28:10.285

embedded in that question was my,

2052

01:28:10.405 --> 01:28:11.925

I have an interest in outliers.

2053

01:28:12.025 --> 01:28:15.365

So where we have schools that are really knocking it out

2054

01:28:15.365 --> 01:28:17.165

of the park for certain subgroups,

2055

01:28:17.845 --> 01:28:20.405

I have a strong curiosity on what's happening inside

2056

01:28:20.405 --> 01:28:22.965

that school, and like a curiosity that I hope all

2057

01:28:22.965 --> 01:28:26.205

of us share and can that be replicated at other schools.

2058

01:28:26.225 --> 01:28:28.445

So I'm glad to hear that you're teasing things apart.

2059

01:28:28.465 --> 01:28:29.605

I'm trying to look at it in that way.

2060

01:28:30.705 --> 01:28:33.685

My second question in this set, you alluded to it,

2061

01:28:33.745 --> 01:28:36.565

but I think one of the things that's really important is,

2062

01:28:36.665 --> 01:28:39.045

is acknowledging our principles as instructional leaders.

2063

01:28:39.585 --> 01:28:43.245

Our principles wear 72 different hats on every day,

2064

01:28:43.545 --> 01:28:45.245

and instructional leader, unfortunately,

2065

01:28:45.245 --> 01:28:48.005

it's the most important and only one of the 72 hats.

2066

01:28:48.505 --> 01:28:49.885

But what I was talking about

2067

01:28:49.885 --> 01:28:52.885

with Dr. Duran earlier today in our one-on-one meeting, um,

2068

01:28:52.905 --> 01:28:55.965

in which we had talked about earlier, is this time

2069

01:28:56.025 --> 01:28:57.805

for principals to come together in

2070

01:28:57.875 --> 01:29:00.805

what we call lead meetings, um, which serve a number

2071

01:29:00.805 --> 01:29:03.085

of different purposes, but instructional leadership is

2072

01:29:03.085 --> 01:29:04.645

certainly, I think first and foremost.

2073

01:29:04.865 --> 01:29:06.405

And I was really excited

2074

01:29:06.505 --> 01:29:09.125

and pleased to hear that there's a difference in

2075

01:29:09.125 --> 01:29:12.285

how those meetings are organized, um, who's leading them

2076

01:29:12.305 --> 01:29:13.765

and what, what you're hoping to get out of them.

2077

01:29:13.765 --> 01:29:14.845

And I'm hoping if one, one

2078

01:29:14.845 --> 01:29:16.325

of you could talk just for a minute about that,

2079

01:29:18.025 --> 01:29:19.025

Uh, I'll take it. Um,

2080

01:29:19.025 --> 01:29:23.445

so Dr. Duran, uh, challenged, uh, me and Mr.

2081

01:29:23.565 --> 01:29:25.405

Kapowski, our director of professional learning.

2082

01:29:25.745 --> 01:29:30.365

And, um, his charge was let's retool, um, our lead meetings.

2083

01:29:30.365 --> 01:29:31.445

And so, um,

2084

01:29:31.705 --> 01:29:33.685

and that meant lead meetings were following, uh,

2085

01:29:33.685 --> 01:29:35.245

following under the Office of Academics.

2086

01:29:35.345 --> 01:29:39.085

And so, uh, Corey, uh, took that work head on

2087

01:29:39.085 --> 01:29:42.365

and he had a two day kind of retreat with principals

2088

01:29:42.545 --> 01:29:46.125

and got the feelings out about how was lead in the past

2089

01:29:46.265 --> 01:29:48.525

and then what are their ideas for the future.

2090

01:29:48.665 --> 01:29:52.245

And so they asked for, um, a principal CLT

2091

01:29:52.245 --> 01:29:54.405

where they actually based on their action plan in the,

2092

01:29:54.415 --> 01:29:55.645

their needs of their schools,

2093

01:29:55.715 --> 01:29:57.765
that they would then get in groups.

2094

01:29:58.025 --> 01:30:00.285
And so Corey did the work of saying like, Hey,

2095

01:30:00.425 --> 01:30:02.245
how do we make this the new sausage?

2096

01:30:02.865 --> 01:30:06.845
But then Ms. Smith from uh, school support

2097

01:30:07.185 --> 01:30:08.405
and others came together.

2098

01:30:08.505 --> 01:30:11.205
And so what was different this last, uh, was

2099

01:30:11.205 --> 01:30:14.525
that last last week was the principals after Dr.

2100

01:30:14.525 --> 01:30:15.685
Durrone did his update.

2101

01:30:15.825 --> 01:30:17.645
And Ms. Graves and I said two

2102

01:30:17.645 --> 01:30:19.765
or three slides, the principals led the meeting.

2103

01:30:20.305 --> 01:30:23.645
And so they then spent the about 90 minutes really digging

2104

01:30:23.835 --> 01:30:25.005
into picking their groups,

2105

01:30:25.265 --> 01:30:27.045
no more than four or five principals.

2106

01:30:27.045 --> 01:30:30.485

And then the central office departments then came as,

2107

01:30:30.985 --> 01:30:32.045

um, add-on members.

2108

01:30:32.665 --> 01:30:35.005

And so then it was developing their, uh, problem

2109

01:30:35.025 --> 01:30:36.645

of practice, what they wanna focus on.

2110

01:30:36.865 --> 01:30:40.205

And so the power in that is that if, uh, all of us,

2111

01:30:40.785 --> 01:30:42.525

the school board decided that your problem

2112

01:30:42.525 --> 01:30:45.285

of practice was EL learners, you then dig into

2113

01:30:45.285 --> 01:30:46.365

what are we going to look at?

2114

01:30:46.745 --> 01:30:49.005

And so then also when we do our site

2115

01:30:49.005 --> 01:30:50.325

visits, they know where they're going.

2116

01:30:50.465 --> 01:30:51.925

So they're, those four

2117

01:30:51.925 --> 01:30:53.925

or five schools are going to see one or two.

2118

01:30:54.345 --> 01:30:56.245

Um, so this is gonna be powerful for us.

2119

01:30:56.265 --> 01:30:58.525

It was our first time we got feedback, uh,

2120

01:30:58.525 --> 01:31:00.205

we were just reviewing that with Mr.

2121

01:31:00.615 --> 01:31:02.605

Koski. The feedback has been positive

2122

01:31:02.985 --> 01:31:05.165

and I felt the energy in the room was different.

2123

01:31:05.265 --> 01:31:07.165

And Dr. Duran can speak for himself,

2124

01:31:07.165 --> 01:31:09.365

but he said he was on 10 leaving, 10 being good.

2125

01:31:09.905 --> 01:31:12.685

Um, and just the energy, um, and how it was.

2126

01:31:12.685 --> 01:31:14.205

And so we're excited about this work.

2127

01:31:14.265 --> 01:31:16.525

And so, um, it's gonna be important

2128

01:31:16.525 --> 01:31:17.725

for us to keep that going.

2129

01:31:18.185 --> 01:31:20.485

Um, and how do we continue to support our schools,

2130

01:31:20.675 --> 01:31:22.325

because that's why we're all here.

2131

01:31:24.675 --> 01:31:26.985

Thank you. I, um, during my time on the board,

2132

01:31:26.985 --> 01:31:29.145

I feel like I've been a broken record about the importance

2133

01:31:29.145 --> 01:31:31.145

of peer led professional learning.

2134

01:31:31.285 --> 01:31:34.265

And so I'm super happy to hear that this is happening

2135

01:31:34.325 --> 01:31:37.425

and that it's really like they're really able to choose

2136

01:31:37.425 --> 01:31:39.385

and hone in on their problem of practice.

2137

01:31:39.405 --> 01:31:40.905

That's really wonderful.

2138

01:31:41.485 --> 01:31:44.345

Um, I have one last question in this round, which is, uh,

2139

01:31:44.465 --> 01:31:46.665

I would love some help interpreting the quadrant

2140

01:31:46.665 --> 01:31:47.985

slides that you showed.

2141

01:31:48.805 --> 01:31:51.105

And you mentioned that there are a group of schools

2142

01:31:51.105 --> 01:31:53.665

that are listed as high achievement and low growth.

2143

01:31:54.485 --> 01:31:56.625

And one way to interpret that is

2144

01:31:56.625 --> 01:32:01.445

that if I am up at 97% achievement,

2145

01:32:02.105 --> 01:32:04.845

my growth can't go higher than a hundred.

2146

01:32:05.185 --> 01:32:06.565

But I may be thinking about that.

2147

01:32:06.865 --> 01:32:09.085

In other words, high achievement, low growth could not,

2148

01:32:09.085 --> 01:32:11.005

could be construed as not a negative thing,

2149

01:32:11.065 --> 01:32:13.045

but I may not be interpreting the slide correctly.

2150

01:32:13.345 --> 01:32:14.685

So if, if there's a different way

2151

01:32:14.685 --> 01:32:17.565

to think about high achievement, low growth, I would love

2152

01:32:17.645 --> 01:32:19.765

for you to, um, educate me about it.

2153

01:32:20.265 --> 01:32:21.405

So yes, you are correct.

2154

01:32:21.665 --> 01:32:24.485

We do have students who the achievement was

2155

01:32:24.485 --> 01:32:27.205

through the roof, but if I'm already high achieving my,

2156

01:32:27.385 --> 01:32:29.645

my growth may be six or seven points.

2157

01:32:30.185 --> 01:32:32.325

And so that's where you may not have,

2158

01:32:32.865 --> 01:32:34.285

you may not have met the target.

2159

01:32:34.545 --> 01:32:38.805

And so that's when you see the, uh, low growth piece there.

2160

01:32:38.915 --> 01:32:40.045

This is one of those slides

2161

01:32:40.045 --> 01:32:42.085

that we are constantly trying to figure out.

2162

01:32:42.085 --> 01:32:43.725

And again, Ms. Turner, thank you for like,

2163

01:32:43.865 --> 01:32:45.325

how do we make this simple?

2164

01:32:45.465 --> 01:32:47.645

But the reason Dr. Duran and I

2165

01:32:47.645 --> 01:32:49.885

and others wanted to make sure we highlight this is this is

2166

01:32:49.885 --> 01:32:53.005

how we really can focus on knowing every student

2167

01:32:53.105 --> 01:32:54.245

by name, strength, and need.

2168

01:32:54.345 --> 01:32:56.445

And how do we also support our advanced learners,

2169

01:32:56.625 --> 01:32:58.125

our students who may not.

2170

01:32:58.125 --> 01:32:59.925

And so this is an important piece for us

2171

01:32:59.925 --> 01:33:03.085

because every student should grow from their writ.

2172

01:33:03.085 --> 01:33:05.685

So whether they have a lot of room to grow

2173

01:33:05.785 --> 01:33:07.085

or they actually have a little,

2174
01:33:07.145 --> 01:33:09.245
but you're right, it's some students are not going to have

2175
01:33:09.945 --> 01:33:11.245
200 points to grow.

2176
01:33:12.285 --> 01:33:14.085
I will add, this is another important slide

2177
01:33:14.085 --> 01:33:16.485
because as we look at our SOLs

2178
01:33:16.485 --> 01:33:18.045
and we see students who are proficient,

2179
01:33:18.705 --> 01:33:21.685
and then we're even having now a new distinguished category

2180
01:33:22.275 --> 01:33:23.765
that just because you're proficient,

2181
01:33:23.905 --> 01:33:24.965
we still wanna see growth.

2182
01:33:25.145 --> 01:33:27.645
And so this is an opportunity of us to see where many

2183
01:33:27.645 --> 01:33:28.925
of the high achieving would be.

2184
01:33:28.925 --> 01:33:30.725
They, they're proficient on our s so L

2185
01:33:31.305 --> 01:33:33.325
but are they getting advanced pass?

2186
01:33:33.625 --> 01:33:34.645
Are they moving forward?

2187
01:33:34.745 --> 01:33:36.405

Are their cut scores, you know, moving higher?

2188

01:33:36.745 --> 01:33:38.605

So it's a combination of what you asked

2189

01:33:38.605 --> 01:33:40.405

because it's not just you're already high

2190

01:33:40.405 --> 01:33:41.565

and you don't have much higher to go.

2191

01:33:42.115 --> 01:33:43.325

It's also you're proficient

2192

01:33:43.745 --> 01:33:45.685

and you're scoring at a high level in that way,

2193

01:33:45.685 --> 01:33:47.125

but are you continuing to grow within

2194

01:33:47.125 --> 01:33:49.005

that particular content area?

2195

01:33:49.385 --> 01:33:50.605

And that's important to see.

2196

01:33:50.625 --> 01:33:54.045

And it's been something that why I've argued for many years

2197

01:33:54.045 --> 01:33:55.885

and why I was on the state board, I worked very hard

2198

01:33:55.885 --> 01:33:58.165

to include growth and why our board has,

2199

01:33:58.165 --> 01:34:01.725

even the legislative package included growth as a measure

2200

01:34:01.945 --> 01:34:03.085

of why we need

2201
01:34:03.085 --> 01:34:05.805
to see our SOL scores looked at in a comparative way.

2202
01:34:05.805 --> 01:34:07.085
It's not just about proficiency.

2203
01:34:07.865 --> 01:34:11.085
Growth is a critical piece to show that students who are,

2204
01:34:11.105 --> 01:34:14.445
and, and we saw this years ago when we did some studies at

2205
01:34:14.445 --> 01:34:16.045
the state level, not necessarily in Arlington,

2206
01:34:16.255 --> 01:34:17.765
where there were many, many students

2207
01:34:17.785 --> 01:34:19.965
who were proficient in regressing within their,

2208
01:34:19.965 --> 01:34:21.885
even their cut scores within that level.

2209
01:34:22.345 --> 01:34:24.005
And when we added the growth measure in,

2210
01:34:24.005 --> 01:34:26.805
that was another variable to say, okay, you're proficient,

2211
01:34:26.865 --> 01:34:29.165
but are you, are your cut scores increasing?

2212
01:34:29.265 --> 01:34:31.165
Are you improving higher in your assessment?

2213
01:34:31.345 --> 01:34:33.805
And so that's the SOL, this is not the SOL,

2214
01:34:33.805 --> 01:34:36.285

this is a MAP assessment, but it's still a conceptual way

2215

01:34:36.785 --> 01:34:39.245

to understand students who are performing high in

2216

01:34:39.245 --> 01:34:41.045

that content area and whether they're growing or not.

2217

01:34:43.555 --> 01:34:44.705

Thank you. I'm gonna go straight

2218

01:34:44.705 --> 01:34:45.985

to Ms. Turner who has a follow

2219

01:34:46.005 --> 01:34:47.005

Up question. Thank

2220

01:34:47.005 --> 01:34:49.745

you. Um, I was gonna ask a similar question,

2221

01:34:50.205 --> 01:34:51.665

um, to Ms.

2222

01:34:51.925 --> 01:34:55.985

Cadres. Uh, I I I want to ask how the,

2223

01:34:56.125 --> 01:34:58.285

the growth metric is calculated.

2224

01:34:58.345 --> 01:35:01.725

And because we have spent so much time on, uh, how

2225

01:35:01.725 --> 01:35:04.045

to interpret writ scores and the, like, my assumption,

2226

01:35:04.705 --> 01:35:07.285

and you should tell me if I this is wrong, is that, um,

2227

01:35:07.505 --> 01:35:09.805

as I understand it, each student gets a writ score

2228

01:35:10.225 --> 01:35:12.045
and each student gets a writ projection,

2229

01:35:12.255 --> 01:35:16.165
which is based on their own personal progress to date

2230

01:35:16.225 --> 01:35:17.685
and the anticipated growth

2231

01:35:17.685 --> 01:35:20.925
that they will make in the next measurement period, right?

2232

01:35:21.385 --> 01:35:23.565
Yes. Okay. So is the growth

2233

01:35:24.925 --> 01:35:28.765
quadrant chart based on whether a student meets their writ

2234

01:35:28.765 --> 01:35:31.885
projection or doesn't meet or surpasses it

2235

01:35:31.885 --> 01:35:34.205
or doesn't meet it, is that where we're getting growth?

2236

01:35:36.655 --> 01:35:38.715
Can I, can I phone a

2237

01:35:38.715 --> 01:35:39.715
Friend? Is that right,

2238

01:35:39.715 --> 01:35:42.035
Stephanie? Is that right? Okay. Alright.

2239

01:35:42.055 --> 01:35:43.515
So year long projection.

2240

01:35:44.665 --> 01:35:46.355
Okay, projection,

2241

01:35:46.895 --> 01:35:50.995

Please come to the mic so we can, you can go

2242

01:35:50.995 --> 01:35:52.635

to the mic at the chair there or the podium.

2243

01:35:52.705 --> 01:35:53.705

It's up to you.

2244

01:36:00.245 --> 01:36:03.455

Good evening. When we are looking at the growth projection

2245

01:36:03.675 --> 01:36:06.695

in this case, we're looking at growth projections over the

2246

01:36:06.695 --> 01:36:08.415

course of what was projected for the year.

2247

01:36:08.835 --> 01:36:11.815

So you can also look at pro growth projections at a

2248

01:36:11.815 --> 01:36:12.935

shorter period of time.

2249

01:36:13.075 --> 01:36:14.815

So for like beginning of year to midyear,

2250

01:36:14.815 --> 01:36:16.735

but this is over the course of the year.

2251

01:36:17.045 --> 01:36:19.055

Okay. So, but it's personal to each student

2252

01:36:19.195 --> 01:36:21.975

and it's based on their body of progress to date.

2253

01:36:22.395 --> 01:36:24.135

We would project that they would continue

2254

01:36:24.135 --> 01:36:27.255

to grow at this pace to yield this writ projection.

2255

01:36:27.835 --> 01:36:32.535

And schools overall that are in the low growth quadrant,

2256

01:36:32.625 --> 01:36:35.415

their students on the whole are not meeting their own

2257

01:36:35.515 --> 01:36:36.815

own personal projections.

2258

01:36:36.815 --> 01:36:39.095

Correct. Regardless of whether their projection would be

2259

01:36:39.375 --> 01:36:41.735

continue to excel or continue to, you know,

2260

01:36:41.795 --> 01:36:43.495

be somewhere else, right.

2261

01:36:44.215 --> 01:36:46.495

Compared to students nationally. Sure, I understand.

2262

01:36:46.515 --> 01:36:47.975

At the same grade, yes.

2263

01:36:48.165 --> 01:36:50.175

With the same numbers of instructional weeks.

2264

01:36:52.875 --> 01:36:54.055

That's how the norms are.

2265

01:36:54.595 --> 01:36:57.415

And so the low growth is again, is it

2266

01:36:58.165 --> 01:37:00.815

like we're low growth if our school has

2267

01:37:01.725 --> 01:37:05.535

less than 50th percentile nationally of the student body,

2268

01:37:05.535 --> 01:37:07.615

that's the general average feeding their growth.

2269

01:37:07.815 --> 01:37:09.695

I mean, do we control for weeks of instruction?

2270

01:37:09.695 --> 01:37:12.215

Do we have material? We do fewer weeks of instruction?

2271

01:37:12.235 --> 01:37:15.815

We do. So every norm that we use is based on the number

2272

01:37:15.815 --> 01:37:16.815

of weeks of instruction.

2273

01:37:17.355 --> 01:37:18.535

So we're the

2274

01:37:18.655 --> 01:37:19.655

National. Okay, so that shouldn't make a difference

2275

01:37:19.655 --> 01:37:19.775

2276

01:37:19.775 --> 01:37:21.135

to our national norming, right?

2277

01:37:21.435 --> 01:37:23.015

No. 'cause we're being compared against students

2278

01:37:23.015 --> 01:37:25.175

who had the same weeks of instruction. Okay. So

2279

01:37:25.175 --> 01:37:26.375

We're, we're normed.

2280

01:37:26.755 --> 01:37:29.695

We are normed. Yep. We set the window for the whole year.

2281

01:37:30.205 --> 01:37:31.205

Okay. Yep.

2282

01:37:32.125 --> 01:37:34.225

Is that count as my one? I'm gonna double check.

2283

01:37:34.225 --> 01:37:36.265

Does anybody have any additional questions on this

2284

01:37:36.265 --> 01:37:38.465

particular slide topic?

2285

01:37:40.075 --> 01:37:41.255

Talked about a lot of slides.

2286

01:37:41.885 --> 01:37:43.935

Okay. Growth. Can I just confirm this growth,

2287

01:37:44.035 --> 01:37:46.775

The, the growth, um, achievement charts.

2288

01:37:47.235 --> 01:37:50.255

Can I confirm based on this exchange that

2289

01:37:50.255 --> 01:37:52.295

what I'm understanding is we're measuring growth.

2290

01:37:52.755 --> 01:37:55.685

The question that we're measuring is what percent

2291

01:37:55.685 --> 01:37:59.485

of students actually met their personal growth projection at

2292

01:37:59.485 --> 01:38:02.605

that school compared to other

2293

01:38:03.185 --> 01:38:04.565

normed against other schools

2294

01:38:04.595 --> 01:38:06.205

with the same number instructional weeks?

2295

01:38:06.625 --> 01:38:09.925

Is that the definition of growth on the map? On the map?

2296

01:38:10.155 --> 01:38:12.285

Yeah. On the map. Excellent. Thank you.

2297

01:38:13.515 --> 01:38:15.285

Okay. Um, Ms. Turner, would you like

2298

01:38:15.285 --> 01:38:17.405

to, you wanna continue? Okay, sure.

2299

01:38:17.905 --> 01:38:21.525

Um, alright, thank you. So that was just a follow up.

2300

01:38:22.185 --> 01:38:23.485

I'm not sure yet if it counts,

2301

01:38:26.625 --> 01:38:28.565

But the only reason I say that is

2302

01:38:28.565 --> 01:38:32.925

because I was going to be begin by saying, um, thank you

2303

01:38:33.265 --> 01:38:34.365

to Dr. Mann and Dr.

2304

01:38:34.605 --> 01:38:37.085

Geron and the team because I, I agree

2305

01:38:37.085 --> 01:38:40.485

and I see that there is I think, more information

2306

01:38:41.025 --> 01:38:42.965

in these slides than we have historically

2307

01:38:43.035 --> 01:38:44.085

presented in public.

2308

01:38:44.725 --> 01:38:47.605

I think that there is, um, a degree of transparency

2309

01:38:47.755 --> 01:38:51.005
that comes with that and I'm very appreciative of it

2310
01:38:51.005 --> 01:38:54.885
because I think it's important to be transparent, not

2311
01:38:55.105 --> 01:38:56.205
for any negative reason,

2312
01:38:56.225 --> 01:38:58.885
but rather for the most important reason, which is to see

2313
01:38:59.215 --> 01:39:03.285
where we need to further support our students in order

2314
01:39:03.385 --> 01:39:05.445
to achieve to their potential.

2315
01:39:06.105 --> 01:39:08.845
Um, so I wanted to say that to begin with.

2316
01:39:09.625 --> 01:39:14.165
Um, I also am

2317
01:39:14.165 --> 01:39:17.245
appreciative of the information in the slides about what

2318
01:39:17.865 --> 01:39:19.885
the academics department actually does.

2319
01:39:20.365 --> 01:39:22.285
I knew some of it from meetings

2320
01:39:22.345 --> 01:39:25.285
and the, like, some of it I think has been presented before.

2321
01:39:26.265 --> 01:39:28.405
My question is a little bit of a follow on

2322
01:39:28.705 --> 01:39:30.405
to Mary's, uh, sorry to Ms.

2323

01:39:30.775 --> 01:39:32.405

Ceras. Uh, first one,

2324

01:39:32.865 --> 01:39:36.205

and I, I mean, I think from, from sitting here for a couple

2325

01:39:36.205 --> 01:39:39.005

of years, from knowing what I know, we have seen

2326

01:39:39.345 --> 01:39:42.205

and heard about the importance of school action plans,

2327

01:39:42.305 --> 01:39:43.845

the resources and support menu.

2328

01:39:43.955 --> 01:39:45.605

I've seen that slides specifically

2329

01:39:45.925 --> 01:39:48.925

before, um, writing curriculum

2330

01:39:48.925 --> 01:39:51.405

that goes on in this building, SEL

2331

01:39:51.425 --> 01:39:53.965

and the conditions in place to learn all of that.

2332

01:39:55.725 --> 01:39:59.725

I think we have had that and it's all very important.

2333

01:40:00.705 --> 01:40:05.165

And what I am wondering is what are the things that we want

2334

01:40:05.165 --> 01:40:07.445

to see in an action plan

2335

01:40:07.745 --> 01:40:11.085

or elsewhere that actually tell us like,

2336

01:40:11.385 --> 01:40:13.965
are we doing instruction with fidelity?

2337
01:40:14.385 --> 01:40:16.845
Are we doing the things that Dr. Duran has said are

2338
01:40:16.845 --> 01:40:19.125
important, like strengthening tier one instruction.

2339
01:40:19.625 --> 01:40:20.845
Are we providing direct

2340
01:40:20.905 --> 01:40:24.085
and explicit instruction, which was one of the, for moving

2341
01:40:24.105 --> 01:40:26.365
to the science of reading in the first place.

2342
01:40:26.945 --> 01:40:29.725
Are we providing enough instructional time

2343
01:40:30.345 --> 01:40:32.445
in a school day and in a school year?

2344
01:40:33.025 --> 01:40:35.965
Are we giving practice with homework?

2345
01:40:36.345 --> 01:40:39.325
Are we interfering with consistency of instruction

2346
01:40:39.325 --> 01:40:40.845
with the use of block scheduling?

2347
01:40:41.425 --> 01:40:44.085
Do we have massive variation by school?

2348
01:40:44.635 --> 01:40:48.445
Like, I don't know that I can understand whether any

2349
01:40:48.445 --> 01:40:53.005
of those things are encompassed within what is in the slides

2350

01:40:53.555 --> 01:40:56.325

that the academic department is doing in terms

2351

01:40:56.325 --> 01:40:57.725

of the school action plans

2352

01:40:58.305 --> 01:41:00.685

and the support menus and the school visits.

2353

01:41:01.995 --> 01:41:05.525

What are the actual things that you all are looking for

2354

01:41:06.035 --> 01:41:07.125

that are either happening

2355

01:41:07.145 --> 01:41:08.765

or not happening that are telling you

2356

01:41:08.765 --> 01:41:10.365

that we can make some progress here?

2357

01:41:10.635 --> 01:41:13.485

Because I am not currently gonna pick on the charts

2358

01:41:13.485 --> 01:41:15.565

and the data, but we've not seen a lot

2359

01:41:15.565 --> 01:41:17.005

of post COVID improvement.

2360

01:41:17.025 --> 01:41:21.045

And I think there are significant subgroups of populations

2361

01:41:21.065 --> 01:41:23.845

who have not fully recovered from the dips

2362

01:41:25.495 --> 01:41:27.715

during COVID and they are

2363

01:41:30.085 --> 01:41:31.905
moving forward in our school system

2364
01:41:32.245 --> 01:41:34.425
and we do not have infinite time with them.

2365
01:41:38.315 --> 01:41:43.295
Questions? You said

2366
01:41:43.335 --> 01:41:44.455
a lot there, um,

2367
01:41:45.035 --> 01:41:47.215
and you also answered part of your question.

2368
01:41:47.235 --> 01:41:49.415
So part of you are, you are correct,

2369
01:41:49.515 --> 01:41:51.935
we have shown you the support menu before and

2370
01:41:51.935 --> 01:41:53.695
but this time we were more explicit in

2371
01:41:53.695 --> 01:41:55.855
how all three offices are supporting schools.

2372
01:41:56.635 --> 01:41:58.695
One thing that we are go are looking for

2373
01:41:58.955 --> 01:42:00.375
and Comey through the data,

2374
01:42:00.515 --> 01:42:02.135
as I mentioned, I think from, uh, Ms.

2375
01:42:02.445 --> 01:42:04.935
RA's question is where are we seeing

2376
01:42:05.165 --> 01:42:06.695
that strong to run instruction?

2377

01:42:06.695 --> 01:42:08.655

That's goes back to the data, whether that's

2378

01:42:08.655 --> 01:42:13.295

with our vows data with map with, uh, based on the SOLs.

2379

01:42:13.595 --> 01:42:17.735

And then also we are doing a thorough scrub of did we, um,

2380

01:42:18.125 --> 01:42:20.095

have good alignment in our curriculum documents?

2381

01:42:20.155 --> 01:42:22.455

Are we seeing places where SL standards where

2382

01:42:22.455 --> 01:42:25.735

as a district we just fell down and did not do well?

2383

01:42:26.195 --> 01:42:28.095

And then what are those supports to go back

2384

01:42:28.195 --> 01:42:30.015

and then make sure that, are we teaching those,

2385

01:42:30.115 --> 01:42:31.375

are they in our, uh,

2386

01:42:31.375 --> 01:42:33.615

doing updated curriculum unit a document?

2387

01:42:34.195 --> 01:42:36.255

And then lastly is really, uh,

2388

01:42:36.435 --> 01:42:37.935

the professional learning piece.

2389

01:42:37.995 --> 01:42:40.455

Um, you, I didn't mention it in my talking points,

2390

01:42:41.035 --> 01:42:44.735
but uh, next week on the 25th, we have our first, uh, zero

2391
01:42:44.795 --> 01:42:47.455
to three year for teachers with zero

2392
01:42:47.455 --> 01:42:49.495
to three years experience in special ed, uh,

2393
01:42:49.695 --> 01:42:50.735
professional learning.

2394
01:42:51.155 --> 01:42:53.855
The Yale department is doing, uh, something similar.

2395
01:42:54.515 --> 01:42:56.455
And so we're really thinking through,

2396
01:42:56.595 --> 01:42:58.615
and I know you're gonna ask me about math,

2397
01:42:59.035 --> 01:43:01.815
but one of the things that we are also going back

2398
01:43:01.815 --> 01:43:03.775
through is we have the former math

2399
01:43:04.595 --> 01:43:06.895
is the executive director in our department.

2400
01:43:06.915 --> 01:43:08.735
And what were the things we were doing back

2401
01:43:08.735 --> 01:43:09.815
when we were in the high eighties?

2402
01:43:09.815 --> 01:43:11.975
We know that tests change and cut scores change,

2403
01:43:12.435 --> 01:43:13.655
but what were those things

2404

01:43:13.655 --> 01:43:16.615

that we did when we were consistently in the mid

2405

01:43:16.615 --> 01:43:18.815

to high eighties that we need to go back and revisit?

2406

01:43:19.195 --> 01:43:21.935

And so I've already tasked, um, Mr. Stewart

2407

01:43:21.995 --> 01:43:24.375

to start developing content academies.

2408

01:43:24.395 --> 01:43:25.455

We wanted to then look,

2409

01:43:25.455 --> 01:43:28.775

do we need content academies even in ELA and I, you

2410

01:43:28.775 --> 01:43:31.015

and I have spent the last couple weeks many meetings

2411

01:43:31.175 --> 01:43:34.415

together and making sure we have to get this right.

2412

01:43:34.835 --> 01:43:36.575

We know this past year for ELA

2413

01:43:36.575 --> 01:43:40.175

and math, uh, we had a tremendous time writing curriculum,

2414

01:43:40.195 --> 01:43:42.495

no crosswalk year, but those kids

2415

01:43:42.755 --> 01:43:45.175

who were in eighth grade don't get to do eighth grade again.

2416

01:43:45.175 --> 01:43:47.935

And so now this being almost a baseline year

2417

01:43:47.955 --> 01:43:51.095
for the entire state, um, is now moving forward.

2418
01:43:51.305 --> 01:43:55.965
And so that is the, um, imperative, uh, for us

2419
01:43:56.225 --> 01:43:58.165
to make sure that we can say,

2420
01:43:58.165 --> 01:44:00.365
this is good high quality tier one instruction.

2421
01:44:00.425 --> 01:44:02.165
Here's what good support looks like

2422
01:44:02.165 --> 01:44:03.565
for our students with disabilities.

2423
01:44:03.705 --> 01:44:05.285
Here's what good co-teaching looks like,

2424
01:44:05.745 --> 01:44:07.245
sounds like should be.

2425
01:44:07.825 --> 01:44:10.405
Um, and then also what is good scaffolding, uh,

2426
01:44:10.645 --> 01:44:12.445
language supports look like for our EL students?

2427
01:44:12.745 --> 01:44:17.165
And we know that if we have, um, rigor challenge

2428
01:44:17.225 --> 01:44:20.445
for all students, um, we will hit all three of those groups.

2429
01:44:20.705 --> 01:44:22.165
Um, but your point is well taken.

2430
01:44:22.165 --> 01:44:23.765
That's why I said you answered part of your question.

2431

01:44:23.765 --> 01:44:26.285

That's what we're doing now is to say, okay,

2432

01:44:27.145 --> 01:44:29.445

the data's telling us this now let's go see it.

2433

01:44:29.445 --> 01:44:30.445

And I mentioned going

2434

01:44:30.445 --> 01:44:31.885

and visiting schools

2435

01:44:31.885 --> 01:44:34.085

that have high performance with those subgroups.

2436

01:44:34.305 --> 01:44:37.365

Um, that's, um, our challenge, and it's not just my office,

2437

01:44:37.505 --> 01:44:40.325

but also, um, diversity, equity, inclusion

2438

01:44:40.545 --> 01:44:42.725

and student services, their things for attendance,

2439

01:44:42.785 --> 01:44:46.165

but also, um, what they're doing with their, um,

2440

01:44:46.675 --> 01:44:48.485

morning meetings if it's elementary

2441

01:44:48.505 --> 01:44:49.725

in the climate that they're building.

2442

01:44:49.785 --> 01:44:52.485

And then how do we work with Ms. Graves and Ms. Smith?

2443

01:44:57.145 --> 01:44:58.145

I realize I said a lot.

2444

01:44:58.425 --> 01:45:00.905
I I I'm hearing a lot of the things that we,

2445
01:45:01.255 --> 01:45:04.185
that we have the curriculum, the resources, the, you know,

2446
01:45:04.935 --> 01:45:06.625
welcoming our students in morning

2447
01:45:06.625 --> 01:45:08.145
meeting, SEL and all of that.

2448
01:45:08.455 --> 01:45:10.585
What I'm trying to put my finger on is this concept,

2449
01:45:10.845 --> 01:45:14.985
you know, another context of like dose response.

2450
01:45:15.685 --> 01:45:16.905
You have a sufficient dose,

2451
01:45:16.965 --> 01:45:18.625
you can expect a certain response.

2452
01:45:19.205 --> 01:45:21.505
And, and the things that are being described

2453
01:45:21.925 --> 01:45:25.505
to my ear are more along the lines of, oh, we have this,

2454
01:45:26.415 --> 01:45:29.265
this offering, this curriculum, written this, you know,

2455
01:45:29.505 --> 01:45:32.145
workbook, this CKLA and

2456
01:45:32.405 --> 01:45:34.225
and how much are our students getting?

2457
01:45:34.485 --> 01:45:36.625
How consistently, what is the dose?

2458

01:45:37.725 --> 01:45:41.265

Is it instructional, you know, time?

2459

01:45:42.405 --> 01:45:45.025

Is it quality? You know, we've talked about homework,

2460

01:45:45.925 --> 01:45:49.905

but like where is that piece?

2461

01:45:51.885 --> 01:45:54.505

So we to answer, I think if I am hearing you

2462

01:45:54.525 --> 01:45:57.305

of understanding you correctly, that's the part

2463

01:45:57.305 --> 01:45:59.945

that we don't have a definite

2464

01:45:59.945 --> 01:46:02.425

that I can say if I give you x that you get.

2465

01:46:02.885 --> 01:46:05.905

And so that's where we now really making sure

2466

01:46:06.045 --> 01:46:07.345

as to have that answer.

2467

01:46:07.445 --> 01:46:10.145

Not just me, but all of us that we can say, okay,

2468

01:46:10.205 --> 01:46:13.145

so if we see EL performance at X school

2469

01:46:13.455 --> 01:46:14.825

that they're knocking out of the park,

2470

01:46:15.525 --> 01:46:17.665

are they doing small group?

2471

01:46:17.885 --> 01:46:19.825
Are they doing just a little bit of whole group?

2472
01:46:20.205 --> 01:46:23.385
Is it they're still getting the 90 minutes of the ELA block?

2473
01:46:23.605 --> 01:46:25.945
Please don't anyone beat me up if I got the minutes

2474
01:46:25.965 --> 01:46:27.305
or I'm just pick 90 minutes.

2475
01:46:27.925 --> 01:46:31.065
But if they're getting the whole thing, are they included in

2476
01:46:31.065 --> 01:46:32.825
that entire time or they're just pulled out

2477
01:46:32.825 --> 01:46:33.905
just for that little piece?

2478
01:46:34.205 --> 01:46:35.585
And those, to answer your question,

2479
01:46:35.585 --> 01:46:37.265
that's the devil in the details for us.

2480
01:46:37.605 --> 01:46:40.945
And that's a piece that we haven't, um, been able

2481
01:46:40.945 --> 01:46:42.545
to articulate effectively.

2482
01:46:42.765 --> 01:46:44.505
And now really going in

2483
01:46:44.505 --> 01:46:46.665
and saying, okay, what has been working?

2484
01:46:47.175 --> 01:46:48.225
What are you all doing?

2485

01:46:48.375 --> 01:46:51.445

Because now we need to replicate this to your point to say,

2486

01:46:51.475 --> 01:46:55.125

okay, we've consistently seen at X school that their data

2487

01:46:55.685 --> 01:46:57.325

continue to be at high rates.

2488

01:46:57.755 --> 01:47:00.325

What are they doing? And now we need to then say, okay,

2489

01:47:00.385 --> 01:47:02.725

at X school we need to start, um,

2490

01:47:03.955 --> 01:47:06.005

helping you do something differently

2491

01:47:06.005 --> 01:47:07.925

because we do actually see that

2492

01:47:07.955 --> 01:47:10.365

with a PS students, this has been working.

2493

01:47:20.215 --> 01:47:24.995

Uh, so the things that I'm hearing out

2494

01:47:24.995 --> 01:47:28.715

of this presentation, um, is that we're, we're doing a lot

2495

01:47:29.015 --> 01:47:31.075

and for the consistency for students,

2496

01:47:31.885 --> 01:47:34.995

we're doing a tremendous amount to standardize terminology,

2497

01:47:35.805 --> 01:47:37.635

speak common language, not only at the schools,

2498

01:47:37.895 --> 01:47:38.995
but through academics.

2499
01:47:39.095 --> 01:47:42.155
And then like mirroring, truly mirroring that

2500
01:47:42.155 --> 01:47:44.795
and partnering to ensure that our kids are getting,

2501
01:47:45.615 --> 01:47:47.555
um, what they need.

2502
01:47:48.735 --> 01:47:51.235
Um, I wonder, um,

2503
01:47:51.535 --> 01:47:53.635
I'm always curious about students with disabilities.

2504
01:47:53.695 --> 01:47:55.435
I'm a special education parent.

2505
01:47:56.535 --> 01:48:00.875
Uh, so I'm curious whether in looking at the data,

2506
01:48:01.155 --> 01:48:04.515
I know there wasn't a, a big change in students

2507
01:48:04.515 --> 01:48:06.555
with disabilities and their performance

2508
01:48:07.135 --> 01:48:10.755
or the number of students taking the exams, the SOLs

2509
01:48:10.755 --> 01:48:13.035
between 2010 and present.

2510
01:48:13.935 --> 01:48:17.315
My questions are more around pullouts and push-ins.

2511
01:48:18.495 --> 01:48:20.435
Do we have a good understanding in the schools

2512
01:48:20.435 --> 01:48:24.635
where we have the higher, um, uh, rate

2513
01:48:24.635 --> 01:48:25.915
of students that aren't passing?

2514
01:48:26.815 --> 01:48:28.675
Um, do we do more pullouts?

2515
01:48:29.095 --> 01:48:31.755
Do we do more push-ins for services so

2516
01:48:31.755 --> 01:48:33.555
that the students are actually in their seats?

2517
01:48:33.655 --> 01:48:34.955
We talk a lot about attendance,

2518
01:48:35.655 --> 01:48:37.275
but attendance also means present

2519
01:48:37.455 --> 01:48:38.595
and accessible for lessons.

2520
01:48:39.375 --> 01:48:43.955
And I think that is a really, um, important aspect for, um,

2521
01:48:44.055 --> 01:48:46.035
us to think about in terms of this is

2522
01:48:46.035 --> 01:48:47.995
because kids need to be accessible for learning.

2523
01:48:48.495 --> 01:48:49.755
And I know from my students

2524
01:48:50.305 --> 01:48:53.675
that accessibility can depend on a whole lot of things,

2525

01:48:53.675 --> 01:48:55.755
including a tag and a t-shirt, right?

2526
01:48:56.255 --> 01:48:58.635
It is different. And that's where

2527
01:49:00.265 --> 01:49:02.315
what I would like us to think through are

2528
01:49:02.375 --> 01:49:03.555
how, how we're doing this.

2529
01:49:03.655 --> 01:49:05.835
So pull in versus push out.

2530
01:49:06.255 --> 01:49:08.355
I'd love to know some of the suspension data

2531
01:49:08.935 --> 01:49:12.635
or, um, at those schools, um,

2532
01:49:12.815 --> 01:49:14.155
if the kids are in class

2533
01:49:14.535 --> 01:49:17.515
or out of class, not just from an attendance perspective.

2534
01:49:18.415 --> 01:49:21.875
Um, do we have the right IEP accommodations in place

2535
01:49:21.935 --> 01:49:25.715
to support testing in the right areas, facilities, um,

2536
01:49:26.055 --> 01:49:28.795
you know, parts, times of day matter

2537
01:49:29.095 --> 01:49:30.275
for many of our students.

2538
01:49:31.175 --> 01:49:33.115
Um, and then whether

2539

01:49:33.135 --> 01:49:37.075

or not, um, you know, one

2540

01:49:37.075 --> 01:49:41.515

of the things I noticed in middle school is when my son had

2541

01:49:42.545 --> 01:49:44.995

math every single day, which is his hardest subject.

2542

01:49:46.055 --> 01:49:50.405

Uh, he excelled in math because of the consistency,

2543

01:49:51.385 --> 01:49:52.925

but we don't have that everywhere.

2544

01:49:52.925 --> 01:49:54.365

That was his fifth period.

2545

01:49:55.105 --> 01:49:56.925

We don't have that when you get to high school.

2546

01:49:57.065 --> 01:49:59.325

So when we start looking at those numbers for the students

2547

01:49:59.325 --> 01:50:01.925

with disabilities as they progress,

2548

01:50:02.315 --> 01:50:04.525

that consistency matters,

2549

01:50:06.305 --> 01:50:07.485

uh, in the day.

2550

01:50:07.745 --> 01:50:10.165

And then I guess for behavior,

2551

01:50:10.465 --> 01:50:12.125

oh yeah, behavior specialists.

2552

01:50:12.185 --> 01:50:13.605
So one of the things that I learned

2553
01:50:14.185 --> 01:50:17.805
having a behavior specialist work with our, our family was

2554
01:50:17.805 --> 01:50:20.925
that, um, how to break down lessons, right?

2555
01:50:21.225 --> 01:50:23.005
And how to support his learning at home.

2556
01:50:24.065 --> 01:50:27.245
And I'm never ever, ever gonna say that this,

2557
01:50:27.305 --> 01:50:29.845
the education piece needs to be on parents, right?

2558
01:50:29.845 --> 01:50:31.205
Like this is what school's for.

2559
01:50:31.825 --> 01:50:33.725
But I also recognize very much

2560
01:50:34.195 --> 01:50:36.365
that there might be opportunity here for

2561
01:50:36.515 --> 01:50:38.525
that parent training, which I say time

2562
01:50:38.525 --> 01:50:40.765
and time again is to how do we help our,

2563
01:50:41.325 --> 01:50:42.525
reinforce this at home?

2564
01:50:42.875 --> 01:50:45.805
Because the language I used at home had to mirror

2565
01:50:46.275 --> 01:50:48.685
what my son was getting at school so

2566

01:50:48.685 --> 01:50:50.605

that he had this consistency

2567

01:50:50.625 --> 01:50:53.365

and reinforcement that was happening around the clock.

2568

01:50:54.065 --> 01:50:55.925

And that's how we helped him develop the skills

2569

01:50:55.925 --> 01:50:57.645

that he needed to be able to attend in class.

2570

01:50:58.425 --> 01:51:01.605

It also helped with his confidence,

2571

01:51:02.225 --> 01:51:06.245

and his confidence was a huge key in him being able

2572

01:51:06.245 --> 01:51:07.285

to access learning.

2573

01:51:07.865 --> 01:51:09.565

So I'd like for us to think about that in terms

2574

01:51:09.565 --> 01:51:13.045

of the growth mindset and being able to, to do that.

2575

01:51:13.825 --> 01:51:16.245

Um, and then I'm curious, yeah, well,

2576

01:51:16.355 --> 01:51:17.605

just the parent support piece.

2577

01:51:17.655 --> 01:51:19.525

Where, where can we help parents

2578

01:51:20.305 --> 01:51:22.645

better support their learners at home for

2579

01:51:22.645 --> 01:51:23.845
that continuous piece?

2580
01:51:23.845 --> 01:51:26.085
And I don't think this just applies to our students

2581
01:51:26.085 --> 01:51:28.125
with disabilities, I think this applies

2582
01:51:28.125 --> 01:51:30.005
to the broader groups where our students are

2583
01:51:30.005 --> 01:51:31.165
continuously struggling.

2584
01:51:31.745 --> 01:51:33.805
So maybe somewhat of a question, maybe somewhat

2585
01:51:33.805 --> 01:51:36.765
of a statement is, you know, as we're doing those explorers,

2586
01:51:36.765 --> 01:51:39.925
those individual schools, I think it'd be really helpful

2587
01:51:40.545 --> 01:51:42.925
to come to come back to the board with some

2588
01:51:42.925 --> 01:51:46.245
of this information and data points as to what this looks

2589
01:51:46.305 --> 01:51:48.605
and feels like because it could look different school

2590
01:51:48.625 --> 01:51:51.725
to school, and this may be some of the underlying factor

2591
01:51:52.985 --> 01:51:55.565
And some of the data that you requested, we can follow up

2592
01:51:55.565 --> 01:51:59.205
with, um, to get in a Friday letter to the board.

2593

01:51:59.585 --> 01:52:02.445

Um, we do know, um, when our students are included

2594

01:52:02.445 --> 01:52:05.085

with students with disabilities that they are two to three,

2595

01:52:06.475 --> 01:52:08.925

they perform, the students who are included perform two

2596

01:52:08.925 --> 01:52:10.685

to three times higher than their students

2597

01:52:10.685 --> 01:52:11.805

who are in a self-contained class.

2598

01:52:12.265 --> 01:52:15.325

And so we will follow up with, um, some of the data requests

2599

01:52:15.565 --> 01:52:18.725

that you had there, and then also work with, um, diversity,

2600

01:52:18.725 --> 01:52:19.805

equity, inclusion, and student

2601

01:52:20.045 --> 01:52:21.165

services on the suspension data.

2602

01:52:21.675 --> 01:52:26.435

Okay. I'm good.

2603

01:52:26.745 --> 01:52:27.745

Okay.

2604

01:52:28.135 --> 01:52:30.715

Ms. Tapia Hadley. Thank you.

2605

01:52:31.045 --> 01:52:32.795

Thank you Dr. Mann and the team for,

2606

01:52:32.895 --> 01:52:34.435
for such a thorough presentation.

2607
01:52:34.735 --> 01:52:35.995
And, um, just to highlight,

2608
01:52:36.115 --> 01:52:38.715
I was actually at the National School Board Association's

2609
01:52:38.715 --> 01:52:40.115
Cube conference this past weekend

2610
01:52:40.335 --> 01:52:41.835
and got to see a range

2611
01:52:41.835 --> 01:52:45.285
of presentations from school systems all over the country.

2612
01:52:45.745 --> 01:52:48.285
And I'm just so proud, um, of our system.

2613
01:52:48.375 --> 01:52:49.725
Thank you for this incredible work

2614
01:52:49.725 --> 01:52:52.605
because school systems across the country are struggling

2615
01:52:52.635 --> 01:52:54.525
with these same issues, but really we are,

2616
01:52:54.865 --> 01:52:57.125
we are just doing such wonderful work.

2617
01:52:57.145 --> 01:52:59.205
So thank you for that. I, I recognize that and,

2618
01:52:59.585 --> 01:53:02.725
and appreciate the level of detail and the thoroughness and,

2619
01:53:02.745 --> 01:53:04.645
and we are all aware of how much you've been working

2620

01:53:04.645 --> 01:53:06.325

with our, with each, with each of our schools.

2621

01:53:06.505 --> 01:53:07.965

So I wanna thank you for that.

2622

01:53:08.185 --> 01:53:11.085

Um, I also appreciate the further clarification

2623

01:53:11.085 --> 01:53:14.005

and disaggregation of data, not just on race and ethnicity,

2624

01:53:14.105 --> 01:53:16.565

but, uh, giving other additional context.

2625

01:53:16.705 --> 01:53:19.085

So extrapolating the Hispanic demographic out of like, um,

2626

01:53:19.615 --> 01:53:22.725

accounting for economic, um, differences in, in,

2627

01:53:23.145 --> 01:53:24.565

in economic disadvantages

2628

01:53:24.565 --> 01:53:26.125

and situations that impact students'

2629

01:53:26.125 --> 01:53:27.845

lives, thus their performance.

2630

01:53:27.865 --> 01:53:30.725

So appreciate that. Um, that also clarification.

2631

01:53:31.505 --> 01:53:34.445

Um, one thing, this is actually something that it,

2632

01:53:34.505 --> 01:53:36.485

it occurred to me as I was listening to the presentation,

2633

01:53:36.705 --> 01:53:37.925
and it goes in line with what Ms.

2634
01:53:37.925 --> 01:53:40.045
Clark's comment to parent training.

2635
01:53:40.665 --> 01:53:42.325
My mind went to student training

2636
01:53:42.715 --> 01:53:45.325
because one thing I've noticed both in my professional life

2637
01:53:45.345 --> 01:53:48.725
as well as as a parent, is the role that executive function

2638
01:53:48.745 --> 01:53:51.685
and study skills play in impacting student per

2639
01:53:51.795 --> 01:53:52.925
stamina and performance.

2640
01:53:53.585 --> 01:53:56.085
Um, so in addition to the instructional piece,

2641
01:53:56.985 --> 01:53:59.805
are there things that we're doing, especially in middle

2642
01:53:59.875 --> 01:54:02.245
with middle schoolers and high schoolers at that level

2643
01:54:02.345 --> 01:54:06.045
to build essential sort of study and learning practices?

2644
01:54:09.155 --> 01:54:12.245
There's not necessarily a class on study skills. Mm-hmm.

2645
01:54:12.325 --> 01:54:14.885
Um, we do have, if students needed via their IEP,

2646
01:54:14.885 --> 01:54:17.365
that they have that type of support.

2647

01:54:17.785 --> 01:54:20.405

Um, you're not, that's not the first time we've heard that.

2648

01:54:20.475 --> 01:54:23.405

It's just the, I think, uh, Ms. Turner mentioned time in one

2649

01:54:23.405 --> 01:54:25.365

of her, um, in her statement.

2650

01:54:25.715 --> 01:54:26.765

It's just a matter of time.

2651

01:54:26.835 --> 01:54:29.885

Like what, what, what do we give up Right. Um, to do that.

2652

01:54:30.305 --> 01:54:32.965

Um, and it is, we all know that it,

2653

01:54:32.965 --> 01:54:34.525

especially at middle school, um,

2654

01:54:34.525 --> 01:54:36.045

being a former middle school principal

2655

01:54:36.045 --> 01:54:38.765

and you're sitting next to one like that is a huge piece of,

2656

01:54:38.765 --> 01:54:40.565

cannot be organized to get everything done.

2657

01:54:41.225 --> 01:54:43.005

Um, that's a challenge for us.

2658

01:54:43.145 --> 01:54:45.725

And that's something we, as we bring, look at the program

2659

01:54:45.785 --> 01:54:47.605

of studies, if that's something we need to offer

2660

01:54:48.105 --> 01:54:50.605
as an elective, it would be a staffing request probably.

2661
01:54:50.605 --> 01:54:52.325
But that's just, if we think about ideas is

2662
01:54:52.325 --> 01:54:54.845
that a full class is, that's something we try to weave in.

2663
01:54:55.305 --> 01:54:56.845
Um, but there are options

2664
01:54:56.865 --> 01:54:58.525
and we can, um, give back to the board

2665
01:54:58.525 --> 01:55:00.605
and bring a recommendation for the superintendent if

2666
01:55:00.605 --> 01:55:02.565
there's, um, some ideas and also talk to our,

2667
01:55:02.705 --> 01:55:03.885
our middle school principals

2668
01:55:03.885 --> 01:55:06.005
and staff to get their thoughts. Mm-hmm.

2669
01:55:06.085 --> 01:55:08.725
Appreciate that. Um, I get a couple more,

2670
01:55:09.265 --> 01:55:11.285
uh, in your set.

2671
01:55:11.345 --> 01:55:13.965
One thing that stands out to me, of course, is the data, uh,

2672
01:55:14.355 --> 01:55:16.085
related to English language learners.

2673
01:55:16.825 --> 01:55:19.405
In your assessment, given the recent changes in Virginia

2674

01:55:19.405 --> 01:55:21.045

State law, will there be more

2675

01:55:21.065 --> 01:55:24.205

or less opportunity for, for EL students to be assessed

2676

01:55:24.825 --> 01:55:26.085

in their native language?

2677

01:55:26.385 --> 01:55:27.645

And do you think that that has a role

2678

01:55:27.905 --> 01:55:29.285

in the results that we're seeing?

2679

01:55:30.555 --> 01:55:32.045

When you mean native language, like

2680

01:55:32.305 --> 01:55:34.685

As in non-English, if they're learning English,

2681

01:55:34.705 --> 01:55:37.205

can they take the standardized tests in like, you know,

2682

01:55:37.205 --> 01:55:39.525

in languages that are their native languages?

2683

01:55:39.665 --> 01:55:41.125

No, we, we wish, um,

2684

01:55:41.625 --> 01:55:42.965

and I think there was, may have been a school,

2685

01:55:42.990 --> 01:55:44.820

a school board meeting last year, we talked about this.

2686

01:55:45.105 --> 01:55:47.325

Um, we would love to be able to administer

2687

01:55:47.835 --> 01:55:49.205
SOLs in different languages.

2688
01:55:49.205 --> 01:55:51.525
But yes, that will continue to take, um,

2689
01:55:51.665 --> 01:55:52.725
the SOLs in English.

2690
01:55:52.985 --> 01:55:55.325
And that's something working with, um, Ms.

2691
01:55:55.525 --> 01:55:57.125
Er, sut and Ms. Turner on the legislative package

2692
01:55:57.125 --> 01:55:59.165
that will continue to remain as one of our advocacy.

2693
01:55:59.505 --> 01:56:00.965
And I want to thank publicly Barbara,

2694
01:56:01.045 --> 01:56:02.965
Senator Volla, who did push forward.

2695
01:56:02.965 --> 01:56:05.605
That bill did not make it all the way through yet.

2696
01:56:05.705 --> 01:56:06.765
Um, but we do believe

2697
01:56:06.765 --> 01:56:08.325
that there will continue to fight for that.

2698
01:56:08.625 --> 01:56:11.125
And it's really important, focusing, particularly in math

2699
01:56:11.125 --> 01:56:14.205
and science, is the area that we were looking at for, um,

2700
01:56:14.205 --> 01:56:16.045
being able to take assessments in the native language.

2701

01:56:16.065 --> 01:56:18.725

So we hope to continue that fight. We'll continue it.

2702

01:56:18.765 --> 01:56:20.125

I think next board meeting, Ms.

2703

01:56:20.285 --> 01:56:22.965

Secretary Sutton is the info item on legislative package,

2704

01:56:23.065 --> 01:56:24.205

and you'll see it show up there.

2705

01:56:24.775 --> 01:56:27.285

Thank you. And one more question.

2706

01:56:27.475 --> 01:56:30.845

Have we, um, surveyed also, in addition

2707

01:56:30.845 --> 01:56:32.805

to the information you've gotten from principals and

2708

01:56:32.905 --> 01:56:34.925

and faculty, have we surveyed parents

2709

01:56:34.945 --> 01:56:38.565

and families of students who are maybe falling behind

2710

01:56:38.865 --> 01:56:42.325

or not meeting the growth targets that we're, we're aiming

2711

01:56:42.325 --> 01:56:45.525

for, um, to just delve into the challenges that they're,

2712

01:56:45.875 --> 01:56:47.285

that they're seeing or,

2713

01:56:47.825 --> 01:56:50.205

or how do we take in that kind of data information

2714

01:56:50.345 --> 01:56:51.925
We haven't surveyed, um, them.

2715
01:56:52.665 --> 01:56:54.445
And so that's, I mean, that, that that's something

2716
01:56:54.445 --> 01:56:56.125
that the board would like us to look at.

2717
01:56:56.145 --> 01:56:57.365
We, we could,

2718
01:56:59.485 --> 01:57:00.485
Yeah. Great. Thank

2719
01:57:00.485 --> 01:57:00.865
you.

2720
01:57:03.195 --> 01:57:06.655
Um, I think it's my turn. Mm-hmm. I'm gonna have 18.

2721
01:57:06.845 --> 01:57:07.375
Just kidding.

2722
01:57:10.595 --> 01:57:12.015
Um, okay.

2723
01:57:12.135 --> 01:57:16.315
I wanted to, um, I have one question

2724
01:57:16.315 --> 01:57:17.915
that's really just a clarification.

2725
01:57:17.935 --> 01:57:19.435
So slide 36.

2726
01:57:20.495 --> 01:57:23.595
Um, I think I need, I just need you to repeat what it is

2727
01:57:23.595 --> 01:57:25.755
that this, uh, that this slide is telling us.

2728

01:57:26.375 --> 01:57:30.275

Oh, this one? Yes. Um, It,

2729

01:57:30.375 --> 01:57:31.915

so when you think about map,

2730

01:57:31.935 --> 01:57:35.995

and if, if Ms. McIntyre, if I get it wrong, please, uh, uh,

2731

01:57:36.615 --> 01:57:39.635

but it does tell us that our students are performing, uh,

2732

01:57:39.885 --> 01:57:42.155

quite well when the tests are combined in achievement.

2733

01:57:42.155 --> 01:57:45.355

And so to be 43, I think it's 43 18, sorry,

2734

01:57:45.635 --> 01:57:48.635

18 percentage points higher, um, than the national average.

2735

01:57:48.935 --> 01:57:52.035

So we know we, our high performing district in certain

2736

01:57:52.045 --> 01:57:53.115

areas, um,

2737

01:57:53.135 --> 01:57:56.115

but when we look at the, the, the bumper sticker there being

2738

01:57:56.115 --> 01:57:59.875

that in higher achievement when all sub tests are combined.

2739

01:57:59.875 --> 01:58:01.195

So when we look at reading and math,

2740

01:58:01.655 --> 01:58:05.595

and so that's again, highlighting that we are,

2741

01:58:05.855 --> 01:58:08.155
our students are achieving at high levels.

2742
01:58:08.815 --> 01:58:11.675
The next piece to that, if you'd want to flip to the math

2743
01:58:11.685 --> 01:58:14.475
where we weren't high achievement, high growth, that's

2744
01:58:14.475 --> 01:58:16.675
where we, we have our kids are high flying,

2745
01:58:16.675 --> 01:58:18.035
but we've gotta be able to make sure

2746
01:58:18.035 --> 01:58:20.635
that we're also then combining that with the growth piece.

2747
01:58:22.405 --> 01:58:23.635
Thank You. And that's the, remember,

2748
01:58:23.635 --> 01:58:24.675
this is a national test,

2749
01:58:25.015 --> 01:58:26.875
and that's why we wanted to just highlight, we have,

2750
01:58:27.315 --> 01:58:30.155
I can't remember how many pages it is, but, uh, MAP

2751
01:58:30.375 --> 01:58:33.475
or NWA gives us all types of data on

2752
01:58:33.475 --> 01:58:34.835
how our boys and girls are doing.

2753
01:58:35.055 --> 01:58:38.235
Are we college ready? Right. Compared, like, so it's a,

2754
01:58:39.175 --> 01:58:40.955
So I think what you're saying is when we say high

2755

01:58:41.045 --> 01:58:43.445

achievement, we, we really mean high achievement. We

2756

01:58:43.445 --> 01:58:44.685

Really mean high achievement. Okay.

2757

01:58:45.145 --> 01:58:46.445

Um, okay. Thank you.

2758

01:58:46.665 --> 01:58:51.125

Um, I wanted to, um, you just spoke a moment ago,

2759

01:58:51.125 --> 01:58:54.925

and I just wanted to go back to, um, the point about, um,

2760

01:58:56.075 --> 01:58:59.805

absenteeism and, and academic performance.

2761

01:59:00.025 --> 01:59:03.925

And I think we have had, we have some data that's available

2762

01:59:04.025 --> 01:59:07.605

or some, some data points that correlate

2763

01:59:08.625 --> 01:59:10.125

not no, no causation,

2764

01:59:10.185 --> 01:59:14.125

but correlation between, uh, uh, chronic absenteeism

2765

01:59:14.345 --> 01:59:15.445

and academic performance.

2766

01:59:15.445 --> 01:59:16.605

And I wonder if you could just kind of go

2767

01:59:16.605 --> 01:59:19.045

through a little bit of that information, um, just

2768

01:59:19.105 --> 01:59:22.045

for the general, general understanding on that.

2769

01:59:24.485 --> 01:59:25.965

I wanna make sure I'm referring to the,

2770

01:59:26.165 --> 01:59:28.925

I don't wanna misspeak on which data you're referring to.

2771

01:59:28.985 --> 01:59:31.965

So if I, Dr. Crawford, if you may, um,

2772

01:59:32.035 --> 01:59:33.165

help me on this one. Thank you.

2773

01:59:33.875 --> 01:59:38.165

Sure. Um, the general chronic absenteeism, as you saw,

2774

01:59:38.225 --> 01:59:39.885

and I'm sorry, I'm trying to pull up the slide.

2775

01:59:40.185 --> 01:59:44.405

Um, lots of work and, um, good progress being made thanks

2776

01:59:44.405 --> 01:59:46.405

to the hard work of our schools and the different teams.

2777

01:59:46.785 --> 01:59:49.045

But yes, to your point, you, you will see

2778

01:59:49.465 --> 01:59:54.005

as student absenteeism increases, many times you see a, a

2779

01:59:54.765 --> 01:59:56.685

decrease in their grades as well

2780

01:59:56.685 --> 01:59:57.765

as their testing performance.

2781

01:59:57.765 --> 01:59:59.245

That's not always the case, which is one

2782

01:59:59.245 --> 02:00:01.085
of the struggles when, um, you're trying

2783

02:00:01.085 --> 02:00:02.085
to do attendance planning

2784

02:00:02.265 --> 02:00:04.645
and incentivize a student to come in their passing.

2785

02:00:04.815 --> 02:00:07.285
We're still doing well, um, in their high achievement

2786

02:00:07.285 --> 02:00:10.205
below attendance, um, on some of their coursework.

2787

02:00:10.225 --> 02:00:12.685
But absolutely, you do see a relationship

2788

02:00:12.685 --> 02:00:14.085
between not being in school.

2789

02:00:14.145 --> 02:00:17.085
And we can provide that data actually in response to,

2790

02:00:17.165 --> 02:00:18.725
I can't remember if it was Ms. Turner or Ms.

2791

02:00:18.755 --> 02:00:21.885
Clark's question, um, that as, as a follow up,

2792

02:00:22.105 --> 02:00:25.765
we can look at our data that you've seen tonight, um,

2793

02:00:25.825 --> 02:00:28.125
and compare chronic absenteeism data

2794

02:00:28.425 --> 02:00:30.445
and side by side some of our discipline data.

2795

02:00:30.785 --> 02:00:33.965

So you have a picture of a school profile as well as,

2796

02:00:34.345 --> 02:00:35.445

um, a grade profile.

2797

02:00:36.495 --> 02:00:37.525

Thank you. I appreciate that.

2798

02:00:37.525 --> 02:00:39.765

And I just think for the benefit of the community, um,

2799

02:00:39.905 --> 02:00:41.965

the amount of investment that we're putting into chronic

2800

02:00:41.995 --> 02:00:44.245

absenteeism when you, you know, we need some

2801

02:00:44.245 --> 02:00:46.565

of the basic data points out there in, in terms of sort of

2802

02:00:46.565 --> 02:00:49.325

how does it impact graduation rate, how does it impact some

2803

02:00:49.325 --> 02:00:52.605

of the, um, some of the sort of baseline expectations

2804

02:00:52.605 --> 02:00:53.725

that we have for our students,

2805

02:00:53.745 --> 02:00:57.285

and that we want to always keep, um, um, doing, really

2806

02:00:57.895 --> 02:00:59.285

doing really well as a system.

2807

02:00:59.585 --> 02:01:01.045

Um, so I appreciate that. Um,

2808

02:01:01.155 --> 02:01:02.765

Like I said, I'm not gonna add to that.

2809

02:01:03.145 --> 02:01:06.245

So the information we've put out, we have, um, a PS data

2810

02:01:06.245 --> 02:01:10.925

that we use from 20 23, 20 1% lower pass rate for students

2811

02:01:10.925 --> 02:01:12.605

that are chronically absent in third grade,

2812

02:01:12.865 --> 02:01:16.685

20% lower pass rate in grades three through 12 on reading

2813

02:01:17.265 --> 02:01:19.765

26% lower pass rate in math,

2814

02:01:19.985 --> 02:01:23.205

and 94% not enrolled in algebra one by eighth grade.

2815

02:01:23.505 --> 02:01:26.125

And a 1.19 point lower GPA

2816

02:01:26.465 --> 02:01:28.245

and 15 times less likely

2817

02:01:28.305 --> 02:01:31.965

to graduate on time was our 2023 data that we had,

2818

02:01:32.155 --> 02:01:33.925

that we shared in a flyer with our,

2819

02:01:34.065 --> 02:01:36.085

our families about chronic absenteeism.

2820

02:01:36.825 --> 02:01:39.005

Um, thank you. That's helpful. That is, that is the kind,

2821

02:01:39.005 --> 02:01:40.765

kind of data that I think is compelling and,

2822

02:01:40.865 --> 02:01:43.645
and helps to make the case for the investments that we need

2823
02:01:43.645 --> 02:01:46.525
to make and the focus that we need to continue to have on,

2824
02:01:46.625 --> 02:01:48.085
on chronic absenteeism.

2825
02:01:48.625 --> 02:01:51.965
Um, and I agree there's this correlation between, um,

2826
02:01:52.565 --> 02:01:54.325
a whole lot of other things related, um,

2827
02:01:54.585 --> 02:01:56.045
to why students are absent.

2828
02:01:56.705 --> 02:01:59.805
Um, do you wanna do a follow up on that? I have a

2829
02:01:59.805 --> 02:02:01.485
Chronic absenteeism Up there.

2830
02:02:01.595 --> 02:02:04.245
Okay. Well, why don't we move to Ms. Clark then. Uh,

2831
02:02:04.385 --> 02:02:08.005
So regarding chronic absenteeism, I know that each

2832
02:02:08.005 --> 02:02:11.045
of our schools, I think has one dedicated resource,

2833
02:02:11.225 --> 02:02:12.445
at least right?

2834
02:02:12.465 --> 02:02:14.205
In the high schools and middle schools.

2835
02:02:14.265 --> 02:02:17.605
We have a dedicated resource to helping support that.

2836

02:02:18.505 --> 02:02:22.925

Um, but the rates between schools vary.

2837

02:02:23.905 --> 02:02:25.885

So do all schools need one

2838

02:02:26.145 --> 02:02:29.485

or do we need to have more support at schools

2839

02:02:29.485 --> 02:02:31.325

where the chronic absenteeism is higher?

2840

02:02:31.745 --> 02:02:33.125

Dr. Crawford wanna talk a little about the

2841

02:02:33.325 --> 02:02:34.525

resources then? Sure. Your

2842

02:02:34.525 --> 02:02:35.525

Thoughts on that. Um,

2843

02:02:35.525 --> 02:02:36.445

yes, absolutely.

2844

02:02:36.465 --> 02:02:39.045

So it, it'll vary on the level depending on

2845

02:02:39.045 --> 02:02:40.725

what the positions, um, are

2846

02:02:40.725 --> 02:02:43.645

that support your bureaucratic absentees.

2847

02:02:43.705 --> 02:02:46.245

We started a tier one, not unlike academics

2848

02:02:46.245 --> 02:02:48.405

with your first resource should be your classroom teacher

2849

02:02:48.425 --> 02:02:51.485
who helps to really build that relationship, communicate

2850
02:02:51.485 --> 02:02:53.965
with the teachers, but then our social workers take the

2851
02:02:53.965 --> 02:02:56.405
lead, um, as our tier two and our tier three.

2852
02:02:56.405 --> 02:02:58.965
When you get to our secondary schools,

2853
02:02:59.025 --> 02:03:01.085
we have other attendance specialists, et cetera.

2854
02:03:01.305 --> 02:03:05.045
Um, a push, as you heard Dr. Mann reference is making sure

2855
02:03:05.045 --> 02:03:06.365
that each of our teams has an,

2856
02:03:06.385 --> 02:03:08.205
or each of our schools has an attendance team,

2857
02:03:08.745 --> 02:03:11.765
and then last year they had point people specifically

2858
02:03:12.165 --> 02:03:14.605
assigned from student services to support that.

2859
02:03:15.065 --> 02:03:18.605
So they may not have specific attendant per positions per

2860
02:03:18.605 --> 02:03:21.365
se, but we do allocate resources.

2861
02:03:21.385 --> 02:03:24.285
It may be a partnership, um, something like aduro

2862
02:03:24.285 --> 02:03:26.645
who supports with chronic absenteeism at a school

2863

02:03:26.645 --> 02:03:28.605
that has a very high rate

2864

02:03:28.905 --> 02:03:30.645
or a rate we want to see come down.

2865

02:03:31.015 --> 02:03:33.645
It'll also depend on what we think the cause is.

2866

02:03:33.665 --> 02:03:37.085
If we have a school that has perhaps chronic absenteeism,

2867

02:03:37.425 --> 02:03:41.125
um, due to some medical medically complex cases, we want

2868

02:03:41.125 --> 02:03:43.245
to make sure that we have our school health coordinator

2869

02:03:43.245 --> 02:03:45.085
providing direct assistance to that school

2870

02:03:45.345 --> 02:03:48.245
and planning for those, um, those cases.

2871

02:03:48.425 --> 02:03:50.565
So it is school, it's reason dependent,

2872

02:03:50.905 --> 02:03:53.165
but our social workers take the lead as well

2873

02:03:53.165 --> 02:03:54.925
as our intervention counselors

2874

02:03:54.945 --> 02:03:56.885
or other, uh, student support teams.

2875

02:03:57.915 --> 02:03:58.205
Okay.

2876

02:04:03.865 --> 02:04:04.395

Back to me,

2877

02:04:04.505 --> 02:04:05.505

Back to Ms. Cera,

2878

02:04:05.505 --> 02:04:06.185

I believe.

2879

02:04:06.985 --> 02:04:11.075

Alright, um, three more questions and then I'm done.

2880

02:04:11.655 --> 02:04:13.555

Um, I had a question.

2881

02:04:13.935 --> 02:04:18.135

Uh, uh, if we can pull up slide 10 in the,

2882

02:04:18.135 --> 02:04:19.895

this is in the set of questions about reading.

2883

02:04:21.995 --> 02:04:26.015

Um, this is a curiosity kind of devil's advocate question,

2884

02:04:26.195 --> 02:04:27.775

but when we look at the slide,

2885

02:04:29.085 --> 02:04:32.295

someone could create a headline for the slide that says,

2886

02:04:32.315 --> 02:04:35.415

if we look back at 20 10, 20 11, 20 11, 12,

2887

02:04:35.955 --> 02:04:39.005

the left hand side, someone could create a headline

2888

02:04:39.005 --> 02:04:41.845

that says, our reading achievement now is significantly

2889

02:04:41.935 --> 02:04:45.285

lower than it was at that on the left.

2890

02:04:45.345 --> 02:04:46.365

If you read left to right.

2891

02:04:47.585 --> 02:04:50.005

My question is, it's a bigger question.

2892

02:04:50.025 --> 02:04:52.605

My question is, number one, what would we say about the

2893

02:04:53.085 --> 02:04:55.005

accuracy or inaccuracy of that headline?

2894

02:04:56.105 --> 02:05:00.965

And then the related question is, um, as a board member,

2895

02:05:01.105 --> 02:05:02.965

my first year on the board, I think was the year

2896

02:05:02.965 --> 02:05:06.245

that we really dug into reading and literacy instruction.

2897

02:05:06.345 --> 02:05:09.965

And we wanted to, for example, um, we wanted

2898

02:05:10.025 --> 02:05:12.845

to make a switch to using DIBELS instead of PALS

2899

02:05:12.845 --> 02:05:14.205

for our reading screener.

2900

02:05:14.465 --> 02:05:15.765

We wanted to switch the science

2901

02:05:15.785 --> 02:05:17.925

of literacy instruction instead

2902

02:05:17.925 --> 02:05:19.365

of some of the previous methods.

2903

02:05:19.825 --> 02:05:23.285

We invested millions of dollars in CKLA curriculum

2904

02:05:23.345 --> 02:05:25.765

and a lot of professional learning time for our staff.

2905

02:05:26.625 --> 02:05:29.405

So part of the story is some of those changes.

2906

02:05:30.785 --> 02:05:33.125

It has been now three years since we

2907

02:05:33.125 --> 02:05:34.245

made some of those changes.

2908

02:05:35.025 --> 02:05:38.765

And so the question I have is number one about the accuracy

2909

02:05:38.765 --> 02:05:41.005

of the headline over, you know, the 15 years

2910

02:05:41.505 --> 02:05:43.045

and then over the past three years,

2911

02:05:43.265 --> 02:05:45.605

having made these changes in these investments,

2912

02:05:46.675 --> 02:05:49.805

what would we say about things being relatively flat

2913

02:05:50.375 --> 02:05:52.445

still over those past three years

2914

02:05:52.825 --> 02:05:55.125

and understanding that change,

2915

02:05:55.305 --> 02:05:57.205

we wouldn't see change overnight, right?

2916

02:05:57.235 --> 02:05:59.925

Like it takes time sometimes for these things to bear fruit.

2917

02:06:00.715 --> 02:06:03.685

What, what would your, what was your analysis of that be?

2918

02:06:06.945 --> 02:06:10.805

So, going back to 2010 to now 15 years,

2919

02:06:11.305 --> 02:06:13.555

um, very simple.

2920

02:06:13.815 --> 02:06:17.315

The one SOLs have changed a lot, um, whether cut scores

2921

02:06:17.415 --> 02:06:19.395

or the tests going from computer adaptive

2922

02:06:19.895 --> 02:06:23.075

and what, um, used to be able to do many different things.

2923

02:06:23.135 --> 02:06:25.715

So we've gotten, most students now have to take the SOL,

2924

02:06:25.715 --> 02:06:29.475

where before we had ways for, um, Virginia

2925

02:06:29.495 --> 02:06:30.675

and grade level assessments

2926

02:06:30.675 --> 02:06:31.995

and other ways that students

2927

02:06:31.995 --> 02:06:33.195

could demonstrate their learning.

2928

02:06:33.615 --> 02:06:36.435

And so that's not, that's just part of the context as

2929

02:06:36.455 --> 02:06:39.115

how we talk about SOLs from 2010 to now.

2930

02:06:39.895 --> 02:06:43.755

The, um, we do know, as you mentioned, that we want

2931

02:06:43.755 --> 02:06:44.755

to see change overnight.

2932

02:06:45.295 --> 02:06:48.315

We, um, are seeing that from map.

2933

02:06:48.695 --> 02:06:51.155

We had 22 schools with high growth and high achievement

2934

02:06:51.155 --> 02:06:54.635

and our vows data that things are working, what our team,

2935

02:06:54.655 --> 02:06:57.355

and if I can't see their faces right now, we spent probably

2936

02:06:57.935 --> 02:07:01.115

two or three hours this week talking about what is, how,

2937

02:07:01.115 --> 02:07:03.915

what, what's going on with our SOL performance

2938

02:07:03.915 --> 02:07:05.035

and why we haven't moved.

2939

02:07:05.135 --> 02:07:07.635

Yes, we know we had no crosswalk year and those things,

2940

02:07:07.695 --> 02:07:10.995

but three years in a row now is like, okay, what's,

2941

02:07:10.995 --> 02:07:12.595

what's happening with SOLs

2942

02:07:12.625 --> 02:07:14.835

that we're not seeing that change?

2943

02:07:14.935 --> 02:07:16.835

We do know we're evaluating CKLA,

2944

02:07:16.835 --> 02:07:19.475

and I'm not blaming CKLA, it's not just elementary,

2945

02:07:19.855 --> 02:07:22.595

but really trying to figure out is it something that

2946

02:07:23.535 --> 02:07:24.555

we haven't provided,

2947

02:07:24.555 --> 02:07:26.755

something we're not doing instructionally.

2948

02:07:27.295 --> 02:07:29.395

Um, but we see in certain data points

2949

02:07:29.425 --> 02:07:32.355

that students are learning to read that the science

2950

02:07:32.355 --> 02:07:34.075

of reading is working, especially based off

2951

02:07:34.075 --> 02:07:35.525

of one year right now with vows.

2952

02:07:35.945 --> 02:07:37.645

Um, but now it's really trying

2953

02:07:37.645 --> 02:07:40.205

to figure out what's happening in our SOL performance.

2954

02:07:40.665 --> 02:07:44.045

And that's, um, that's not just work here at central office,

2955

02:07:44.105 --> 02:07:45.885

but as we go back to our schools

2956

02:07:45.945 --> 02:07:48.445

and say what worked, what didn't work, as I mentioned,

2957

02:07:48.445 --> 02:07:50.925
we had some schools go up and some schools go down.

2958
02:07:51.105 --> 02:07:52.605
And so what did they do differently?

2959
02:07:53.145 --> 02:07:55.165
And so really trying to, back to Ms.

2960
02:07:55.165 --> 02:07:57.445
Turner's question is to be able to pinpoint,

2961
02:07:58.065 --> 02:08:00.485
my hope is next year is to say like, we know

2962
02:08:00.555 --> 02:08:03.045
that if you do X, Y, and Z, this has worked.

2963
02:08:03.665 --> 02:08:07.405
Um, but I would not say that our students in Arlington, um,

2964
02:08:08.105 --> 02:08:10.245
are failing by any stretch of the imagination.

2965
02:08:10.365 --> 02:08:11.725
'cause we do have other data points to,

2966
02:08:11.985 --> 02:08:13.165
to demonstrate that they're not.

2967
02:08:14.335 --> 02:08:18.085
Thank you. I think, um, I would suggest that in addition

2968
02:08:18.085 --> 02:08:21.045
to all of the school-based factors that we could dig in

2969
02:08:21.045 --> 02:08:23.165
and talk about, and I agree with Ms. Clark

2970
02:08:23.195 --> 02:08:26.805
that it is the job of schools to, um, to, uh,

2971

02:08:26.805 --> 02:08:28.685

advance literacy and to teach reading.

2972

02:08:29.985 --> 02:08:32.925

It is not however, the case that the things that happen

2973

02:08:32.925 --> 02:08:34.245

outside of schools and the things

2974

02:08:34.245 --> 02:08:37.525

that families do at home are, are not important at all.

2975

02:08:37.865 --> 02:08:40.205

And I would say to our parents, um, and,

2976

02:08:40.225 --> 02:08:43.725

and caregivers who we be watching this, um,

2977

02:08:44.205 --> 02:08:46.885

I would stress the importance of reading at home, um,

2978

02:08:46.885 --> 02:08:49.845

and reading with your child, um, reading to your child,

2979

02:08:49.845 --> 02:08:51.205

asking your child to read to you.

2980

02:08:51.665 --> 02:08:53.565

Um, hugely, hugely important.

2981

02:08:53.825 --> 02:08:57.485

Um, and so I would say that the out of school factors

2982

02:08:58.025 --> 02:09:00.325

are something that when we, we should think about as well.

2983

02:09:00.825 --> 02:09:03.965

And we think I would hypothesize from 2010 to, to now,

2984

02:09:04.375 --> 02:09:06.965
there are some societal things that have changed in terms

2985
02:09:06.965 --> 02:09:08.525
of screen time and other factors

2986
02:09:08.595 --> 02:09:12.125
that may also be factoring into these, uh, these results.

2987
02:09:12.945 --> 02:09:16.325
Um, my part, my second question, um,

2988
02:09:16.745 --> 02:09:18.165
is again, reading related.

2989
02:09:18.865 --> 02:09:22.165
Um, as a former teacher myself, um, of English,

2990
02:09:22.445 --> 02:09:23.685
I was teaching at the high school level,

2991
02:09:24.185 --> 02:09:28.205
but one of my big beliefs, um, was at that time

2992
02:09:28.225 --> 02:09:30.725
and still is about the importance of reading for pleasure

2993
02:09:31.225 --> 02:09:33.165
and choice in your reading material.

2994
02:09:33.825 --> 02:09:35.605
And there is huge value, no doubt,

2995
02:09:35.605 --> 02:09:37.965
and direct explicit instruction and phonics

2996
02:09:38.025 --> 02:09:39.445
and the skills of reading.

2997
02:09:39.945 --> 02:09:42.925
Um, there's value in everybody reading the same text so

2998

02:09:42.925 --> 02:09:45.245

that you can have discussions and unpack it together.

2999

02:09:45.665 --> 02:09:49.165

But there's also, and research demonstrates real value in

3000

02:09:49.525 --> 02:09:51.245

students being able to choose what they read

3001

02:09:51.425 --> 02:09:52.525

to read for pleasure.

3002

02:09:53.025 --> 02:09:55.605

Um, and it may be a follow up question for Ms. Cruz,

3003

02:09:55.785 --> 02:09:59.605

but the curiosity I have is in our, in our schools today,

3004

02:09:59.605 --> 02:10:03.005

and particularly at the elementary level, to what extent

3005

02:10:03.745 --> 02:10:05.485

is reading for pleasure happening, to

3006

02:10:05.485 --> 02:10:07.125

what extent do students have choice

3007

02:10:07.225 --> 02:10:08.445

in their reading materials?

3008

02:10:08.665 --> 02:10:10.925

Um, and that may be a follow up request.

3009

02:10:11.985 --> 02:10:14.005

We can follow up on that. Great. Okay.

3010

02:10:14.005 --> 02:10:15.765

Then my last question, and this might be one

3011

02:10:15.765 --> 02:10:17.365
for Ms. Murphy, is about English learners.

3012
02:10:18.105 --> 02:10:20.805
Um, and I was interested in the slide where we looked at,

3013
02:10:21.065 --> 02:10:24.365
um, English learner achievement, um, and,

3014
02:10:24.385 --> 02:10:26.485
and proficiency in English specifically.

3015
02:10:26.785 --> 02:10:30.205
We had a dip at the middle school level, um, in, uh,

3016
02:10:30.205 --> 02:10:31.685
achievement in English learning.

3017
02:10:32.185 --> 02:10:35.525
Um, uh, I think it was the purple, sorry,

3018
02:10:35.525 --> 02:10:37.045
It's the line graph on the Wida

3019
02:10:37.625 --> 02:10:39.205
On the wida, it's the WIDA slide.

3020
02:10:39.205 --> 02:10:40.645
Sorry, I didn't write down the slide number. Sorry.

3021
02:10:40.645 --> 02:10:44.405
There are a lot of slides. Um, at the middle school level.

3022
02:10:44.705 --> 02:10:47.285
Um, I'm interested the purple line, I believe it is.

3023
02:10:47.515 --> 02:10:49.525
When we look at that dip, um, what we,

3024
02:10:49.795 --> 02:10:51.925
what we hypothesize about what's going on,

3025

02:10:53.585 --> 02:10:56.245

Um, looking at the middle school population

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02:10:56.515 --> 02:11:00.725

between those two years in particular, um, a lot of

3027

02:11:00.725 --> 02:11:02.965

that is driven by population changes.

3028

02:11:03.505 --> 02:11:08.405

Um, in order to reach proficiency on WIDA access,

3029

02:11:08.405 --> 02:11:10.365

you have to score 4.4.

3030

02:11:11.145 --> 02:11:13.805

So that means that if you're a level four student,

3031

02:11:14.145 --> 02:11:16.245

you're much more likely to become proficient.

3032

02:11:16.375 --> 02:11:19.085

Those are the students by and large who become proficient.

3033

02:11:19.625 --> 02:11:23.405

So when we look from year to year, um, the prior year,

3034

02:11:23.425 --> 02:11:25.005

we had a significant number of,

3035

02:11:25.725 --> 02:11:28.365

a significantly higher number of L fours

3036

02:11:28.955 --> 02:11:30.405

than we did the following year.

3037

02:11:30.475 --> 02:11:32.605

It's like the ones in the fours switch places.

3038

02:11:33.545 --> 02:11:35.405

Now, having said that, um,

3039

02:11:36.315 --> 02:11:39.765

when we look at within each group, the percentage

3040

02:11:39.765 --> 02:11:41.685

of students who reached proficiency,

3041

02:11:42.265 --> 02:11:43.445

it didn't shift dramatically.

3042

02:11:43.445 --> 02:11:45.205

They had a lot of gains this year,

3043

02:11:45.205 --> 02:11:48.605

however, with their 1 threes, the percentage of 1 threes

3044

02:11:48.605 --> 02:11:49.645

who reach proficiency.

3045

02:11:50.465 --> 02:11:52.365

So proficiency is a tricky measure.

3046

02:11:53.065 --> 02:11:56.605

And what I would say is the closer you are to being a four,

3047

02:11:56.745 --> 02:12:00.005

the more likely you are to exit or be proficient.

3048

02:12:00.505 --> 02:12:01.885

And when you have an influx

3049

02:12:01.945 --> 02:12:04.525

or a shift in the numbers towards 1 ones,

3050

02:12:05.155 --> 02:12:06.205

then it's gonna be,

3051

02:12:06.315 --> 02:12:08.605

it's gonna impact your overall proficiency rate.

3052

02:12:08.915 --> 02:12:11.285

That makes sense. So it depends if I'm just restating,

3053

02:12:11.515 --> 02:12:13.125

depends on the cohort of students

3054

02:12:13.195 --> 02:12:16.165

that are in middle school at that particular period of time

3055

02:12:16.185 --> 02:12:17.605

and what their L level is.

3056

02:12:18.125 --> 02:12:21.365

I guess a follow up data request would be if,

3057

02:12:22.195 --> 02:12:25.325

what I'm wondering is if in middle school when we look at

3058

02:12:25.325 --> 02:12:27.525

people who are at WIDA level one

3059

02:12:27.985 --> 02:12:30.285

and we were trying to compare apples to apples,

3060

02:12:30.575 --> 02:12:33.125

could we look at the gains that are made just by folks

3061

02:12:33.125 --> 02:12:35.645

that are in WIDA level one or two or three

3062

02:12:35.665 --> 02:12:37.925

or four in middle school year?

3063

02:12:38.115 --> 02:12:39.925

Like compare those things year over year.

3064

02:12:40.585 --> 02:12:42.005

Um, if we unpack it just

3065

02:12:42.085 --> 02:12:43.485
A little bit more Yeah. Kind of disaggregate

3066
02:12:43.485 --> 02:12:44.485
It. Yeah. If we could get

3067
02:12:44.485 --> 02:12:44.765
that

3068
02:12:44.765 --> 02:12:45.885
data, that would be super helpful.

3069
02:12:46.075 --> 02:12:47.485
Yeah, we could disaggregate it.

3070
02:12:47.485 --> 02:12:49.845
And the only other thing I would add is that keep in mind

3071
02:12:49.845 --> 02:12:53.885
that once those students who are 1 fours or L threes

3072
02:12:53.885 --> 02:12:55.765
or whatever level, once they reach proficiency,

3073
02:12:56.385 --> 02:12:57.645
we don't test them anymore.

3074
02:12:57.705 --> 02:13:01.525
So you're kind of pulling out your high flyers

3075
02:13:01.575 --> 02:13:02.885
every year in a sense.

3076
02:13:03.145 --> 02:13:05.565
Um, and logically we don't test them again,

3077
02:13:05.585 --> 02:13:08.605
but we can certainly get you a more disaggregated view.

3078
02:13:08.665 --> 02:13:09.665
Mm-hmm.

3079

02:13:13.685 --> 02:13:13.905

Mr.

3080

02:13:18.585 --> 02:13:20.265

I would just like to point out that Ms.

3081

02:13:20.555 --> 02:13:22.705

Ceras suggestion of the importance of reading at home

3082

02:13:22.975 --> 02:13:25.865

with which I align myself is fundamentally about

3083

02:13:26.615 --> 02:13:28.985

more time spent doing the thing.

3084

02:13:30.705 --> 02:13:31.805

I have a question about math.

3085

02:13:34.945 --> 02:13:38.285

So my general understanding of

3086

02:13:39.905 --> 02:13:42.085

the board's and Dr.

3087

02:13:42.355 --> 02:13:45.965

Duran's decision to switch to the science of reading is

3088

02:13:45.965 --> 02:13:48.685

that it was driven by things, uh,

3089

02:13:48.875 --> 02:13:53.045

that we thought were compelling, like science, systematic,

3090

02:13:53.365 --> 02:13:55.085

explicit instruction, um,

3091

02:13:55.485 --> 02:13:59.085

I think a knowledge rich curriculum, those sorts of things

3092

02:13:59.105 --> 02:14:01.325
or phrases that I've, I've heard tossed

3093
02:14:01.325 --> 02:14:03.685
around My question is what is the equivalent

3094
02:14:03.755 --> 02:14:07.485
that we have in terms of a framework for looking at math?

3095
02:14:08.425 --> 02:14:10.765
And I am not an educator,

3096
02:14:11.065 --> 02:14:13.125
but I am a person with access to the internet.

3097
02:14:13.745 --> 02:14:18.125
And I believe that there are some specifics available

3098
02:14:18.905 --> 02:14:22.365
on the Department of Education website dating back some

3099
02:14:22.365 --> 02:14:26.805
years that suggest that for struggling readers, um,

3100
02:14:27.245 --> 02:14:30.365
evidence really supports systematic instruction, um,

3101
02:14:30.685 --> 02:14:33.205
mathematical language, um,

3102
02:14:33.255 --> 02:14:37.085
deliberate instruction on word problems, timed activities,

3103
02:14:37.085 --> 02:14:38.725
which is actually a thing that I've seen before.

3104
02:14:38.725 --> 02:14:41.645
And it surprised me that it was part of one of my child's,

3105
02:14:41.745 --> 02:14:44.085
um, math instruction.

3106

02:14:44.225 --> 02:14:48.485

But it was, so to you, an actual educator,

3107

02:14:49.555 --> 02:14:52.685

what are the things we look at when we try to evaluate

3108

02:14:52.685 --> 02:14:57.445

what we are doing with our math curriculum on the thought

3109

02:14:57.445 --> 02:15:00.605

that we might have something that works consistent

3110

02:15:00.605 --> 02:15:02.845

with the approach that we took with science of reading?

3111

02:15:05.145 --> 02:15:08.875

So from the, I just wanna make sure I clarify from the

3112

02:15:08.875 --> 02:15:11.555

curriculum standpoint or resource standpoint from

3113

02:15:12.385 --> 02:15:15.595

What is the, So I just wanna make sure.

3114

02:15:15.615 --> 02:15:18.235

So like, our team gets the, the standards from the state,

3115

02:15:18.255 --> 02:15:19.355

we then write curriculum.

3116

02:15:19.355 --> 02:15:20.755

We have a resource that we adopt.

3117

02:15:21.335 --> 02:15:23.795

Um, we actually gonna be doing a math resource

3118

02:15:24.155 --> 02:15:25.315

adoption, um, this year.

3119

02:15:25.695 --> 02:15:28.315
Um, so that's, so when we think about like CKLA,

3120
02:15:28.975 --> 02:15:30.995
we adopted CKA, that's our resource.

3121
02:15:31.025 --> 02:15:33.955
It's not our curriculum. So I just wanted to, wanted to,

3122
02:15:39.535 --> 02:15:40.535
Ms. Putnam, our former

3123
02:15:40.535 --> 02:15:42.435
math supervisor, now executive director.

3124
02:15:42.555 --> 02:15:43.555
I can share some

3125
02:15:46.505 --> 02:15:47.505
Good evening.

3126
02:15:47.975 --> 02:15:51.235
Um, I think the, the question is very nuanced,

3127
02:15:51.235 --> 02:15:53.515
but the, where my brain went initially,

3128
02:15:53.585 --> 02:15:55.875
when you look at the things that perhaps that you Googled

3129
02:15:56.535 --> 02:15:59.275
foundationally, students need to start

3130
02:15:59.275 --> 02:16:00.835
with the conceptual understanding.

3131
02:16:00.895 --> 02:16:04.395
And I think if you jump to procedural knowledge,

3132
02:16:04.495 --> 02:16:05.755
hey, memorize these facts.

3133

02:16:06.135 --> 02:16:07.715

It, it works for many students,

3134

02:16:07.895 --> 02:16:09.475

but it does not work for the students

3135

02:16:09.475 --> 02:16:10.915

that we talked about tonight.

3136

02:16:10.915 --> 02:16:13.995

Where there are significant gaps in certain populations,

3137

02:16:14.415 --> 02:16:15.835

we need to back up and make sure

3138

02:16:15.835 --> 02:16:17.675

that we're building their conceptual understanding.

3139

02:16:18.585 --> 02:16:21.195

When you think about in the early grades, it starts

3140

02:16:21.225 --> 02:16:25.555

with something called we, um, concrete, abstract,

3141

02:16:25.975 --> 02:16:28.075

and then representational, if you jump to

3142

02:16:28.075 --> 02:16:30.525

that representational, it'll go over their head.

3143

02:16:30.585 --> 02:16:32.925

So we really do need to start with the things

3144

02:16:32.925 --> 02:16:34.005

that they can touch and see,

3145

02:16:34.425 --> 02:16:37.125

and then we can move into some pictures, representations,

3146

02:16:37.125 --> 02:16:39.645
drawings, and then you can get to like the algorithm.

3147
02:16:39.905 --> 02:16:43.445
So if we are not teaching math in that way, um,

3148
02:16:43.445 --> 02:16:46.165
where students can make sense of why does

3149
02:16:46.165 --> 02:16:49.885
that algorithm work, then we are seeing

3150
02:16:49.935 --> 02:16:51.205
where students would fall down.

3151
02:16:51.825 --> 02:16:53.205
Is that how we've been teaching math

3152
02:16:53.225 --> 02:16:54.245
in the past several years?

3153
02:16:55.705 --> 02:16:57.765
That's how I've taught math my whole career.

3154
02:16:57.955 --> 02:16:59.005
It's not anything new.

3155
02:16:59.905 --> 02:17:01.005
Um, and I think

3156
02:17:01.005 --> 02:17:04.685
that in certain resources it is driven that way.

3157
02:17:05.585 --> 02:17:08.885
Uh, you can look at the ones that we most recently adopted,

3158
02:17:09.705 --> 02:17:12.405
and it, it does build on that model.

3159
02:17:12.865 --> 02:17:16.845
Um, you'll see in any good math resource

3160
02:17:16.995 --> 02:17:20.405
that you will want to start in those primary grades with

3161
02:17:20.675 --> 02:17:23.045
that concrete, um, models.

3162
02:17:23.265 --> 02:17:24.765
And we're not skipping over those.

3163
02:17:24.985 --> 02:17:28.405
So I think you could go back to 2017 and we were using them.

3164
02:17:29.185 --> 02:17:32.525
Dr. Mann mentioned, uh, the need to maybe go back to

3165
02:17:32.525 --> 02:17:34.565
that content academy piece for teachers

3166
02:17:35.055 --> 02:17:37.925
where if you don't know the content well,

3167
02:17:38.405 --> 02:17:40.005
I think we are all math people.

3168
02:17:40.065 --> 02:17:41.765
You see Carl wears those t-shirts,

3169
02:17:42.025 --> 02:17:43.365
but we have many teachers

3170
02:17:43.365 --> 02:17:44.885
who will say, I'm not a math person.

3171
02:17:44.945 --> 02:17:47.845
It is not the subject. I think you have, you have said that

3172
02:17:47.845 --> 02:17:49.285
to us as well, that

3173

02:17:49.505 --> 02:17:50.505
I'm a lawyer. So,

3174
02:17:50.505 --> 02:17:51.185

3175
02:17:51.825 --> 02:17:52.965
Um, but we want people

3176
02:17:52.985 --> 02:17:54.525
to be comfortable with that content.

3177
02:17:55.225 --> 02:17:58.485
Um, and so going back to, hey, here's how you teach it.

3178
02:17:58.485 --> 02:18:02.005
Here's why the math is the way it is,

3179
02:18:02.195 --> 02:18:04.925
helping teachers make sense of it first so

3180
02:18:04.925 --> 02:18:06.125
that then they can break it down

3181
02:18:06.125 --> 02:18:07.845
and help students make sense of it as well.

3182
02:18:07.945 --> 02:18:11.165
So I think we really do need to get back, back to that.

3183
02:18:11.255 --> 02:18:12.685
We've, we saw great gains,

3184
02:18:12.685 --> 02:18:16.245
and that was in the late 2000, um, two thousands.

3185
02:18:16.945 --> 02:18:18.645
And as a follow up, 19, 20 18.

3186
02:18:19.425 --> 02:18:21.725
Pardon? That was the time the cut score was

3187

02:18:21.725 --> 02:18:22.845
lowered. Also, there was big

3188

02:18:22.905 --> 02:18:23.905
Pop, right. Um, Ms.

3189

02:18:23.905 --> 02:18:25.605
Putnam thinking about the new standards

3190

02:18:25.605 --> 02:18:28.685
that just went in place in 20 24, 20 25 that were adopted.

3191

02:18:29.925 --> 02:18:31.285
I have seen some concerns with that.

3192

02:18:31.305 --> 02:18:34.605
Can you talk a little bit about how those new standards d in

3193

02:18:34.605 --> 02:18:36.925
some ways have been a challenge with what you just described

3194

02:18:37.385 --> 02:18:40.285
as the best approach to your many years of teaching math?

3195

02:18:40.325 --> 02:18:41.965
I was not a math teacher, which is why I'm asking you.

3196

02:18:43.265 --> 02:18:46.125
Um, I think obviously the rigor

3197

02:18:46.225 --> 02:18:49.685
of the new standards is there, and I think our, our teachers

3198

02:18:49.705 --> 02:18:52.365
and even our curriculum writers are still making sense

3199

02:18:52.365 --> 02:18:53.565
of those, um,

3200

02:18:53.705 --> 02:18:57.085

and making sure that we are building sense making, uh,

3201

02:18:57.805 --> 02:19:00.645
routines into those, uh, lessons.

3202

02:19:01.865 --> 02:19:04.785
And that's just tier one instruction.

3203

02:19:05.585 --> 02:19:07.145
I think we also are going back

3204

02:19:07.145 --> 02:19:08.745
to the other interventions, right?

3205

02:19:08.745 --> 02:19:13.145
When we see students who have gaps, we see the A MVR, the

3206

02:19:13.695 --> 02:19:16.105
math recovery resource that we've been using

3207

02:19:16.125 --> 02:19:17.665
for interventions when we,

3208

02:19:17.665 --> 02:19:19.185
we know we have students that have gaps.

3209

02:19:19.645 --> 02:19:21.985
And we have, when you keep asking questions about

3210

02:19:21.985 --> 02:19:24.705
what do we see that are making the gains, students

3211

02:19:24.805 --> 02:19:25.865
who are going through

3212

02:19:25.865 --> 02:19:28.885
that systematic intervention are making gains.

3213

02:19:29.305 --> 02:19:32.525
So we're examining that model, making sure more

3214
02:19:32.525 --> 02:19:35.005
and more schools have access to it so that we can put

3215
02:19:35.005 --> 02:19:38.765
that resource with highly trained educators in front

3216
02:19:38.765 --> 02:19:39.965
of the students that need it most.

3217
02:19:42.095 --> 02:19:43.615
I guess Dr. Duran, we've talked about

3218
02:19:43.715 --> 02:19:48.575
how word heavy math is late lately, which I,

3219
02:19:48.775 --> 02:19:50.655
I can only imagine must be a particular

3220
02:19:50.655 --> 02:19:52.055
challenge for our English learners.

3221
02:19:52.635 --> 02:19:55.655
And to me, one of the, the response I, you know,

3222
02:19:55.695 --> 02:19:59.415
I have varying, uh, degrees of success

3223
02:19:59.415 --> 02:20:00.815
with my math students at home.

3224
02:20:01.435 --> 02:20:04.575
Um, some I think do benefit from the algorithm.

3225
02:20:04.725 --> 02:20:07.095
Some are, are very good with the con the conceptual.

3226
02:20:07.575 --> 02:20:10.655
I guess I'm trying to reconcile the fact that our math

3227
02:20:11.555 --> 02:20:15.375

scores and growth on map don't indicate

3228

02:20:16.125 --> 02:20:18.975

very much progress over the past number of years

3229

02:20:18.985 --> 02:20:20.815

where it sounds like we've been employ

3230

02:20:21.205 --> 02:20:23.135

employing this approach.

3231

02:20:23.915 --> 02:20:27.495

Um, and, and I, I realize some of this does come

3232

02:20:28.165 --> 02:20:29.655

from the state, um,

3233

02:20:30.035 --> 02:20:33.255

but it's, um, it's obviously something

3234

02:20:34.165 --> 02:20:35.735

that requires some attention

3235

02:20:35.735 --> 02:20:38.495

because I've also heard you say we can't intervene our way

3236

02:20:38.595 --> 02:20:43.255

out of an issue like the one that we have with our

3237

02:20:43.765 --> 02:20:46.175

math scores and our tier one instruction.

3238

02:20:48.245 --> 02:20:49.485

Absolutely. And I, and I think, um,

3239

02:20:49.985 --> 02:20:52.645

to your initial question about what would be the equivalent

3240

02:20:52.645 --> 02:20:54.405

with regards to the shift we did with the science

3241

02:20:54.405 --> 02:20:56.085
of reading, I think this is a question

3242

02:20:56.085 --> 02:20:58.125
that we are going to be undertaking this year

3243

02:20:58.145 --> 02:20:59.565
as we think about new resources.

3244

02:20:59.625 --> 02:21:01.525
Dr. Madden mentioned that Ms.

3245

02:21:01.545 --> 02:21:03.805
Putnam, I know you, you are an expert in thinking about

3246

02:21:03.805 --> 02:21:04.805
that in the new standards.

3247

02:21:04.805 --> 02:21:06.285
So I think we have to impact that some more.

3248

02:21:06.885 --> 02:21:08.845
I, my personal, and I'm not a math educator,

3249

02:21:08.905 --> 02:21:11.805
but in a, as an educator, my concern has been

3250

02:21:11.805 --> 02:21:13.805
around the heaviness with the language for math

3251

02:21:13.825 --> 02:21:18.565
and how we are assessing students through language in math

3252

02:21:18.585 --> 02:21:21.005
and what we need to do to shift to help our teachers

3253

02:21:21.005 --> 02:21:22.525
and our students to be able

3254

02:21:22.525 --> 02:21:24.445

to apply the conceptual knowledge that Ms.

3255

02:21:24.465 --> 02:21:27.765

Putnam was talking about on an assessment that's in reading

3256

02:21:27.825 --> 02:21:29.245

and what's asked of them.

3257

02:21:29.245 --> 02:21:32.845

Right? And in fact, looking at some sample SOL um, questions

3258

02:21:32.845 --> 02:21:36.925

that I reviewed last summer, looking at the math question,

3259

02:21:36.925 --> 02:21:39.285

there's like really two answers that are very close to

3260

02:21:39.285 --> 02:21:41.485

what it could be based on how you read it.

3261

02:21:41.605 --> 02:21:43.245

I have had arguments in my, and how do you interpret it,

3262

02:21:43.245 --> 02:21:47.685

Household, like between two lawyers who took calculus

3263

02:21:47.985 --> 02:21:50.365

and were like, I don't know, could be this could be that

3264

02:21:50.425 --> 02:21:52.285

How six, it's all how you interpret the language, right?

3265

02:21:52.725 --> 02:21:54.445

Supposed to answer this. If you interpret the language

3266

02:21:54.505 --> 02:21:56.405

one way, you might answer one of the choices,

3267

02:21:56.415 --> 02:21:58.325

which was clear, interpret it another way.

3268

02:21:58.325 --> 02:22:00.925

So I think it's a little more work that we need to do

3269

02:22:00.925 --> 02:22:02.765

as the new standards were just put in place.

3270

02:22:02.835 --> 02:22:04.525

Last year there was a shift

3271

02:22:04.545 --> 02:22:07.245

and that is something that we have to work with our teachers

3272

02:22:07.265 --> 02:22:09.965

and, and ourselves and our curriculum office did not have a

3273

02:22:09.965 --> 02:22:11.565

walk a year to look at those.

3274

02:22:11.585 --> 02:22:13.605

We had to implement 'em right away, which is something

3275

02:22:13.605 --> 02:22:15.805

that we were not happy about.

3276

02:22:16.065 --> 02:22:18.605

And it has had implications as well. And Mr.

3277

02:22:18.745 --> 02:22:20.685

Uh, za, top of your head Lee's, um,

3278

02:22:20.925 --> 02:22:21.925

question about being able

3279

02:22:21.925 --> 02:22:23.845

to assess students in the native language in math.

3280

02:22:24.065 --> 02:22:26.285

So you're already asking students who are English learners

3281

02:22:26.385 --> 02:22:28.885

to assess in math via language,

3282

02:22:28.885 --> 02:22:30.045

and then it's not in their own language.

3283

02:22:30.065 --> 02:22:31.765

You got a double whammy there in a sense.

3284

02:22:31.825 --> 02:22:34.045

But it's not just English learners, it's even students.

3285

02:22:34.115 --> 02:22:36.685

Most of the math terminology as you were describing, you,

3286

02:22:36.995 --> 02:22:39.805

your, would you say your husband, your, your partner for

3287

02:22:39.805 --> 02:22:42.565

what you mentioned having this conversation at your house.

3288

02:22:42.795 --> 02:22:46.165

Your house. So that whole conversation there is

3289

02:22:46.165 --> 02:22:49.125

for individuals who are lawyers who have knowledge

3290

02:22:49.125 --> 02:22:51.725

of language, and this is a whole other one.

3291

02:22:52.305 --> 02:22:55.005

So my point in this is that even those of us

3292

02:22:55.105 --> 02:22:57.845

who have the ability to really understand academic language,

3293

02:22:58.035 --> 02:22:59.325

math is its own language too.

3294

02:22:59.385 --> 02:23:00.765

So we have to be thoughtful about that.

3295

02:23:08.995 --> 02:23:09.855

We just took one.

3296

02:23:14.565 --> 02:23:16.095

Okay. I am declaring Ms. Turner Dunn

3297

02:23:16.095 --> 02:23:17.655

for the evening on the academic update. I, unless

3298

02:23:17.735 --> 02:23:18.735

Somebody wants to see me their time.

3299

02:23:18.875 --> 02:23:21.775

No, no, we don't do that. Nope. Ms. Clark,

3300

02:23:25.195 --> 02:23:28.375

Uh, regarding, I'm thinking specifically

3301

02:23:29.175 --> 02:23:32.575

probably high school here, when did we make the switch from,

3302

02:23:34.475 --> 02:23:37.175

was it block the block schedule with anchor days

3303

02:23:37.475 --> 02:23:39.575

to doing the ab time?

3304

02:23:41.035 --> 02:23:43.495

Do you guys remember when that switch was made?

3305

02:23:43.615 --> 02:23:45.175

I know Yorktown was most recent.

3306

02:23:46.095 --> 02:23:47.495

I can't remember the exact date,

3307

02:23:47.495 --> 02:23:50.535

but we can definitely, uh, follow up to get you

3308

02:23:50.535 --> 02:23:51.575

that and I think it's,

3309

02:23:52.155 --> 02:23:53.155

Yes. Yeah,

3310

02:23:53.155 --> 02:23:55.095

I was just gonna say with, with respect to our data

3311

02:23:55.195 --> 02:23:57.815

and the, and the numbers for the consistency, one

3312

02:23:57.815 --> 02:24:00.575

of the things that I hear most frequently from my friends

3313

02:24:00.605 --> 02:24:04.095

that are, I have several that are math teachers, they say

3314

02:24:04.365 --> 02:24:05.895

that, you know, consistency

3315

02:24:05.895 --> 02:24:08.655

of the kids in class makes a huge difference.

3316

02:24:09.475 --> 02:24:13.535

And so when we have, um, when kid, you know,

3317

02:24:13.595 --> 02:24:16.575

it could be five days, especially in a day with a, a week

3318

02:24:16.575 --> 02:24:18.455

with a holiday, it could be five days

3319

02:24:18.455 --> 02:24:19.855

between when you see these kids

3320

02:24:19.855 --> 02:24:21.455

and their, their ability to practice.

3321

02:24:22.215 --> 02:24:25.095

I know we had the discussion at a school board meeting

3322

02:24:25.095 --> 02:24:27.135
earlier or towards the end

3323

02:24:27.135 --> 02:24:30.255
of last year about potentially going back to

3324

02:24:30.435 --> 02:24:34.535
and looking at, um, you know, whether there is some, uh,

3325

02:24:35.245 --> 02:24:38.855
benefit to going back to sort of an anchor day approach.

3326

02:24:39.915 --> 02:24:44.455
Um, and I wonder if this may not be a huge benefit

3327

02:24:44.845 --> 02:24:47.735
because people are gonna get that consistency.

3328

02:24:48.715 --> 02:24:51.135
So we do have a work group that's being formed this year

3329

02:24:51.155 --> 02:24:52.575
to look at the high school schedule

3330

02:24:52.715 --> 02:24:55.295
for any potential changes that may happen.

3331

02:24:55.515 --> 02:24:56.615
Um, it wouldn't be next year.

3332

02:24:56.815 --> 02:24:58.295
'cause the working group's gonna work this year.

3333

02:24:58.705 --> 02:25:00.615
We'll have to prepare master schedules well

3334

02:25:00.615 --> 02:25:01.975
before that working group is over.

3335

02:25:02.355 --> 02:25:03.815

So if there are any potential changes,

3336

02:25:03.815 --> 02:25:06.855

those might go into place in the 27 28 school year.

3337

02:25:07.075 --> 02:25:08.255

But we are gonna look at that question

3338

02:25:08.275 --> 02:25:09.375

and to understand that deeper

3339

02:25:09.475 --> 02:25:11.295

and we really need to hear from our teachers.

3340

02:25:11.295 --> 02:25:12.455

So that's why we put together the work

3341

02:25:12.575 --> 02:25:13.615

group and understand that more.

3342

02:25:13.715 --> 02:25:14.715

Can I ask,

3343

02:25:17.465 --> 02:25:19.285

Can we also include middle school there though?

3344

02:25:19.385 --> 02:25:20.485

Uh, Dr. John,

3345

02:25:20.485 --> 02:25:22.685

because so much of what, of the math

3346

02:25:22.715 --> 02:25:25.525

that students take in middle school dictates, dictates

3347

02:25:25.525 --> 02:25:27.485

what they can or even eligible for in high school.

3348

02:25:27.505 --> 02:25:30.245

So I I really think we should include middle school in that.

3349

02:25:31.035 --> 02:25:31.725

Sure. Mm-hmm.

3350

02:25:40.005 --> 02:25:43.045

I, I think, I think middle school's already on the anchor

3351

02:25:43.155 --> 02:25:44.885

Dave, right?

3352

02:25:45.455 --> 02:25:47.165

Block schedule. Oh, they have block schedule. They

3353

02:25:47.165 --> 02:25:48.165

Have block schedule. They have

3354

02:25:48.165 --> 02:25:49.005

block schedule. But there

3355

02:25:49.005 --> 02:25:50.085

is an anchor day, right?

3356

02:25:51.465 --> 02:25:54.805

One, one class. Oh, that's right. It's only one class. Yeah.

3357

02:25:54.805 --> 02:25:57.325

Yeah. Okay. So we have to look at it holistically.

3358

02:25:57.325 --> 02:25:58.205

There's a different issue

3359

02:25:58.205 --> 02:25:59.245

at middle school than high school.

3360

02:25:59.245 --> 02:26:01.485

Yeah. But in terms of the, the specifics,

3361

02:26:01.485 --> 02:26:04.285

but the conceptual piece about when and how

3362

02:26:04.405 --> 02:26:06.605

and which time is dedicated to classes is what we

3363

02:26:06.605 --> 02:26:07.605

Can look at. Right.

3364

02:26:07.605 --> 02:26:07.965

Okay.

3365

02:26:14.715 --> 02:26:16.285

Okay. Hadley,

3366

02:26:17.405 --> 02:26:18.405

Thank you. I'll close with

3367

02:26:18.405 --> 02:26:19.835

just the one of the data requests

3368

02:26:19.835 --> 02:26:21.155

that you all received.

3369

02:26:21.455 --> 02:26:24.435

Um, for me, just, yeah, that's slide slide five.

3370

02:26:24.795 --> 02:26:26.875

I would love, um, that's all great data

3371

02:26:26.975 --> 02:26:29.515

and would love to see that maybe broken down, um,

3372

02:26:30.695 --> 02:26:31.795

by different student groups.

3373

02:26:31.975 --> 02:26:34.995

Uh, the graduation rate broken down by Demogra

3374

02:26:35.255 --> 02:26:36.755

to Mary's point is what, to Ms.

3375

02:26:37.025 --> 02:26:40.555

RA's point of all across all high schools demographics,

3376
02:26:40.865 --> 02:26:45.155
high graduation, uh, those who students who were graduating,

3377
02:26:45.155 --> 02:26:48.275
going onto post-secondary education, those

3378
02:26:48.275 --> 02:26:50.155
who are advanced studies diplomas.

3379
02:26:50.295 --> 02:26:51.755
Yes. So, um, all

3380
02:26:51.755 --> 02:26:54.315
that would be incredibly helpful. Thank you. And

3381
02:26:54.315 --> 02:26:55.755
Hopeful to get the official data.

3382
02:26:55.915 --> 02:26:57.395
I think that, uh, next week. Yeah.

3383
02:26:57.395 --> 02:27:00.795
So then we can follow up in a Friday letter to the board.

3384
02:27:00.845 --> 02:27:03.765
Thank you. That's all I have. Get us going.

3385
02:27:04.995 --> 02:27:07.725
Okay. 18. I have one question.

3386
02:27:08.345 --> 02:27:10.765
And so if we started with the possibility

3387
02:27:10.765 --> 02:27:13.765
that we were gonna have 30 questions, I think we're down

3388
02:27:13.785 --> 02:27:15.005
to something much lower.

3389
02:27:15.845 --> 02:27:17.445

I have more. Oh, you think 35.

3390

02:27:18.385 --> 02:27:19.965

If we add in all the sub questions,

3391

02:27:20.185 --> 02:27:23.365

if we add the sub questions, you know, um, okay.

3392

02:27:23.785 --> 02:27:26.445

My one remaining question, um,

3393

02:27:26.945 --> 02:27:30.845

and this I believe is a somewhat rhetorical question.

3394

02:27:31.845 --> 02:27:36.445

I also think it's for Ms. Graves, uh, and, and,

3395

02:27:36.465 --> 02:27:37.565

and all of the chiefs.

3396

02:27:37.665 --> 02:27:40.045

But really it is this, um,

3397

02:27:40.205 --> 02:27:44.005

I appreciate tremendously the interest of, of the principles

3398

02:27:44.265 --> 02:27:47.725

and the, and the, the role of being instructional leaders.

3399

02:27:48.665 --> 02:27:51.765

And it strikes me that I think we need to think about

3400

02:27:53.385 --> 02:27:55.645

how do we lighten their load in other ways

3401

02:27:57.035 --> 02:28:01.095

because, um, they, they cannot do it all.

3402

02:28:02.155 --> 02:28:06.655

And, um, I agree that as the building level leadership is

3403
02:28:06.655 --> 02:28:10.175
so critical for how instruction plays out.

3404
02:28:10.835 --> 02:28:13.815
And so then looking at what are the array

3405
02:28:14.355 --> 02:28:16.335
of responsibilities of a principal

3406
02:28:16.995 --> 02:28:19.975
and where, just like we look at at teachers

3407
02:28:20.115 --> 02:28:21.965
and their workload and their, you know,

3408
02:28:22.065 --> 02:28:23.525
and what everything they have to juggle

3409
02:28:23.625 --> 02:28:26.805
and the increasing demands that we see placed on teachers,

3410
02:28:27.345 --> 02:28:31.045
um, I would want us to, um, give the same consideration

3411
02:28:31.045 --> 02:28:32.485
to principals, um,

3412
02:28:33.105 --> 02:28:36.605
and ask them, you know, what they would like, uh, in terms

3413
02:28:36.605 --> 02:28:38.805
of landing their load, if there is anything that we could do

3414
02:28:38.865 --> 02:28:41.645
for them in the, in light of the fact that they want

3415
02:28:41.665 --> 02:28:44.525
to really be instructional leaders. So sure

3416
02:28:45.005 --> 02:28:46.805

Couldn't, um, couldn't agree more.

3417

02:28:47.485 --> 02:28:49.285

I think that, uh, that the responsibility

3418

02:28:49.285 --> 02:28:51.365

that principals hold as the instructional leaders

3419

02:28:51.825 --> 02:28:53.725

for their schools is paramount.

3420

02:28:53.785 --> 02:28:55.165

And oftentimes the management

3421

02:28:55.165 --> 02:28:59.885

of other other task can sometimes, um, create a,

3422

02:29:00.085 --> 02:29:02.765

a challenge with being able to address those things.

3423

02:29:02.785 --> 02:29:05.285

And I, and I know that that is an area of focus

3424

02:29:05.285 --> 02:29:07.445

that they're really very intentional about.

3425

02:29:07.585 --> 02:29:09.685

Um, and even listening and preparing

3426

02:29:09.685 --> 02:29:12.525

and helping to support Dr. Mann and his team with this work.

3427

02:29:12.865 --> 02:29:15.645

You know, we think about all of the things that, um,

3428

02:29:16.385 --> 02:29:18.645

you all have discussed, you know, um,

3429

02:29:18.655 --> 02:29:20.765

there being just not a singular

3430
02:29:21.025 --> 02:29:23.965
or monolithic approach to addressing some of the challenges

3431
02:29:24.065 --> 02:29:26.245
or the gaps that we're seeing with our instruction.

3432
02:29:26.625 --> 02:29:29.645
And it being more of a pronged approach about understanding

3433
02:29:29.645 --> 02:29:31.365
that family engagement is critical.

3434
02:29:31.705 --> 02:29:33.085
You know, we have families

3435
02:29:33.085 --> 02:29:36.005
who are highly engaged in other families

3436
02:29:36.175 --> 02:29:38.805
where the students are very dependent upon the school

3437
02:29:38.865 --> 02:29:40.645
for accessing the things that they need.

3438
02:29:41.105 --> 02:29:45.285
Um, really being able to, um, understand, you know,

3439
02:29:45.285 --> 02:29:47.725
there was some comments and questions about being able

3440
02:29:47.745 --> 02:29:50.845
to determine which approach is working with what student

3441
02:29:50.905 --> 02:29:53.125
and doing the best, um, result.

3442
02:29:53.225 --> 02:29:56.925
It, it's really being able to, um, you know, analyze

3443
02:29:56.925 --> 02:29:58.405

what is it that the student needs

3444

02:29:58.465 --> 02:30:01.685

and being able to match it with the appropriate, um, um,

3445

02:30:02.005 --> 02:30:03.805

resource and all of those things.

3446

02:30:03.805 --> 02:30:05.005

Even just those things

3447

02:30:05.005 --> 02:30:07.045

that I've mentioned take quite a bit of time.

3448

02:30:07.225 --> 02:30:10.765

So, um, Mrs. Smith, myself, um, are looking really, uh,

3449

02:30:10.765 --> 02:30:13.085

forward to helping to continue the work

3450

02:30:13.085 --> 02:30:14.805

that the academics team is doing

3451

02:30:14.805 --> 02:30:17.525

because the resources, the curriculum,

3452

02:30:17.585 --> 02:30:19.125

the content they are, it's there.

3453

02:30:19.555 --> 02:30:20.725

It's helping our schools

3454

02:30:20.825 --> 02:30:23.125

and our teachers, um, who are highly dedicated,

3455

02:30:23.585 --> 02:30:26.525

who have the intentions to do right by our students

3456

02:30:26.525 --> 02:30:28.885

and want to do that work, to have the resources

3457
02:30:28.885 --> 02:30:30.925
that they need and the right ones and the time.

3458
02:30:31.565 --> 02:30:33.485
'cause there are very true, clear factors

3459
02:30:33.515 --> 02:30:35.965
that we know from research that's done over the past,

3460
02:30:36.545 --> 02:30:39.205
you know, 20, 30, 40 years of elements

3461
02:30:39.205 --> 02:30:41.205
that we know are going to move students ahead

3462
02:30:41.505 --> 02:30:44.845
and we can, we can plo p them into any, um, period

3463
02:30:44.845 --> 02:30:46.245
of time in American history

3464
02:30:46.265 --> 02:30:48.605
and understanding that those factors remain the same.

3465
02:30:49.025 --> 02:30:51.845
We just have to find the ways to be able to ensure

3466
02:30:51.845 --> 02:30:53.805
that we're drilling down on those things directly.

3467
02:30:53.865 --> 02:30:57.645
So really looking forward to supporting this work, um,

3468
02:30:57.785 --> 02:31:00.245
and ensuring that the, um, opportunities

3469
02:31:00.275 --> 02:31:03.245
that we know our students are able to demonstrate, um,

3470
02:31:03.245 --> 02:31:04.485

are gonna be presented.

3471

02:31:04.585 --> 02:31:07.085

Um, and they'll be able to shine and show that work

3472

02:31:07.545 --> 02:31:09.645

and helping our principals to, to do

3473

02:31:09.645 --> 02:31:11.365

that work even more, um, effectively.

3474

02:31:15.655 --> 02:31:16.675

And we have a follow up

3475

02:31:16.805 --> 02:31:17.805

Quick. No, I just,

3476

02:31:17.805 --> 02:31:19.850

this is a legitimate follow up to your question,

3477

02:31:20.415 --> 02:31:23.365

which is I just would want to encourage us to remember,

3478

02:31:23.475 --> 02:31:26.525

like when I hear your question, I 200% agree with you.

3479

02:31:27.165 --> 02:31:29.565

I think I look at it within the overall context

3480

02:31:29.785 --> 02:31:32.205

of administrative responsibility in a school.

3481

02:31:32.465 --> 02:31:35.405

And when I think about that, we have made investments

3482

02:31:35.405 --> 02:31:38.565

during my time on the board to try to look at

3483

02:31:39.525 --> 02:31:42.005

reconfiguring administrative responsibility in order

3484
02:31:42.025 --> 02:31:44.445
to do some of what you're describing in

3485
02:31:44.445 --> 02:31:47.645
that we funded positions like deans, we have, uh,

3486
02:31:47.775 --> 02:31:49.725
added testing coordinators so

3487
02:31:49.725 --> 02:31:52.125
that our assistant principals didn't have to do as much

3488
02:31:52.145 --> 02:31:54.925
of their time testing, which means they have time

3489
02:31:54.925 --> 02:31:57.085
to pull some of the weight off of principals.

3490
02:31:57.085 --> 02:32:00.005
So my point is just I think we've looked at sort

3491
02:32:00.005 --> 02:32:03.165
of different arrays of administrative staffing in our

3492
02:32:03.165 --> 02:32:05.805
schools to try to help answer that question.

3493
02:32:06.555 --> 02:32:09.085
What I heard you say, Ms. Graves, that I agree with is that

3494
02:32:09.835 --> 02:32:12.485
what I think we need to think about is

3495
02:32:12.485 --> 02:32:15.525
that within each school community, the different kinds

3496
02:32:15.525 --> 02:32:16.685
of needs that students

3497
02:32:16.745 --> 02:32:19.525

and families in those different school communities have

3498

02:32:20.185 --> 02:32:22.245

may have different demands placed on

3499

02:32:22.255 --> 02:32:23.685

principles because of that.

3500

02:32:24.305 --> 02:32:25.925

The other thing I would layer in

3501

02:32:25.925 --> 02:32:28.125

that I think we've been talking about this year,

3502

02:32:28.385 --> 02:32:29.485

and we've heard in public comment

3503

02:32:29.485 --> 02:32:31.965

before, are raw numbers of students, right?

3504

02:32:32.025 --> 02:32:34.205

If I'm a principal of an elementary school

3505

02:32:34.205 --> 02:32:35.365

with 700 students,

3506

02:32:36.235 --> 02:32:39.405

does my responsibility look different than I'm an elementary

3507

02:32:39.405 --> 02:32:41.005

principal with 400 students?

3508

02:32:41.225 --> 02:32:45.285

And so I think that might also be part of this discussion of

3509

02:32:45.545 --> 02:32:46.845

how we support principals

3510

02:32:46.905 --> 02:32:48.445

as instructional leaders if they're

3511
02:32:49.285 --> 02:32:50.605
planning factor kinds of questions.

3512
02:32:50.905 --> 02:32:51.905
That's all.

3513
02:32:54.975 --> 02:32:58.515
Uh, thank you Dr. Mann. Thank you Graves.

3514
02:32:58.815 --> 02:33:02.155
Dr. Crawford, the team, Dan, wherever he is.

3515
02:33:03.095 --> 02:33:07.235
Um, uh, we appreciate tremendously all of the work

3516
02:33:07.235 --> 02:33:11.235
that goes into, uh, this report, which reflects

3517
02:33:11.755 --> 02:33:14.435
a tremendous amount of work that has done all year long.

3518
02:33:14.695 --> 02:33:16.315
Um, so thank you.

3519
02:33:16.415 --> 02:33:18.355
Um, thank you for the many things that you're getting back

3520
02:33:18.355 --> 02:33:21.515
to us on and, uh, we look forward to, um,

3521
02:33:21.655 --> 02:33:23.035
the quarterly reports and,

3522
02:33:23.095 --> 02:33:24.555
and the ways that we're gonna continue

3523
02:33:24.555 --> 02:33:26.675
to carry this conversation through the year.

3524
02:33:27.175 --> 02:33:28.315

And your Nike new rivalry

3525

02:33:28.315 --> 02:33:29.395

with Loudoun, don't forget that. And

3526

02:33:29.395 --> 02:33:31.075

Our new rivalry with Loudon.

3527

02:33:31.075 --> 02:33:31.555

That's right.

3528

02:33:43.265 --> 02:33:45.075

Okay. Uh,

3529

02:33:47.095 --> 02:33:48.635

we are now at action items.

3530

02:33:48.795 --> 02:33:50.915

I know I'm trying to find my place tonight.

3531

02:33:50.915 --> 02:33:52.675

We have one, uh, action item,

3532

02:33:52.775 --> 02:33:56.515

the FY 25 26 internal audit work plan.

3533

02:33:56.735 --> 02:33:58.155

I'm going to turn it over to Ms. Turner

3534

02:33:58.295 --> 02:34:00.915

who chairs the school board audit committee, uh,

3535

02:34:00.935 --> 02:34:02.355

to share more about this item.

3536

02:34:06.305 --> 02:34:10.475

Okay. Are there slides?

3537

02:34:12.195 --> 02:34:13.835

Excellent. Yes. I need the clicker. Okay.

3538
02:34:16.885 --> 02:34:19.045
Changes. This is going, this is gonna be good.

3539
02:34:19.635 --> 02:34:22.205
It's just gonna go really well. Okay.

3540
02:34:24.315 --> 02:34:25.565
What think I do with this? There are no

3541
02:34:25.565 --> 02:34:27.925
changes. Is that correct? There are

3542
02:34:27.925 --> 02:34:28.925
No changes. Okay.

3543
02:34:28.925 --> 02:34:33.125
So, um, Alice presented this at our last meeting.

3544
02:34:33.515 --> 02:34:34.925
Yeah, right. There are no changes.

3545
02:34:35.665 --> 02:34:39.965
As you all will recall, I emailed you to clarify that part

3546
02:34:39.965 --> 02:34:41.855
of this scope, um,

3547
02:34:44.155 --> 02:34:48.455
for consulting contracts is going to be inclusive of those

3548
02:34:48.455 --> 02:34:52.015
that are current in enforce now, including possibly ERP.

3549
02:34:53.105 --> 02:34:54.935
Other than that, there are no changes.

3550
02:34:59.045 --> 02:35:00.175
This clearer is pretty fun.

3551
02:35:00.355 --> 02:35:02.735

All right, one clarification, clarification question.

3552

02:35:02.995 --> 02:35:05.535

Um, I had one quick clarification before we do our motion

3553

02:35:05.595 --> 02:35:08.575

and vote, which is, uh, uh, the,

3554

02:35:08.715 --> 02:35:10.175

the Waste and Fraud Hotline.

3555

02:35:10.355 --> 02:35:13.175

Um, I wanted to clarify that, um, Mr.

3556

02:35:13.285 --> 02:35:15.215

Full, my friend who came to public comment

3557

02:35:15.755 --> 02:35:17.495

did in fact advocate for a waste

3558

02:35:17.495 --> 02:35:18.695

and fraud hotline last year,

3559

02:35:18.755 --> 02:35:20.135

and it was very much appreciated.

3560

02:35:20.755 --> 02:35:24.375

Um, and I do wanna say that, uh, the audit committee, which,

3561

02:35:24.395 --> 02:35:25.775

uh, I was chairing at the time,

3562

02:35:26.155 --> 02:35:27.375

had a lot of discussion about this.

3563

02:35:27.395 --> 02:35:29.255

And we all agree that we thought it was a fantastic

3564

02:35:29.405 --> 02:35:30.455

idea and that Mr.

3565

02:35:30.535 --> 02:35:32.415
Stockton in a role he had

3566

02:35:32.415 --> 02:35:35.655
during his hiatus from us in Montgomery County, had, uh,

3567

02:35:35.835 --> 02:35:38.255
shared his knowledge of what Montgomery County was doing.

3568

02:35:39.415 --> 02:35:40.815
I wanna say this is in the works.

3569

02:35:41.555 --> 02:35:45.655
The first, uh, our first inclination was that we would, uh,

3570

02:35:45.915 --> 02:35:47.095
we would kind of go it alone

3571

02:35:47.095 --> 02:35:49.935
and look for a contractor that we would work with,

3572

02:35:50.585 --> 02:35:53.215
which is an activity that we, uh, spent some number

3573

02:35:53.215 --> 02:35:55.455
of months on early in 2025.

3574

02:35:56.075 --> 02:35:57.455
We ultimately made the decision

3575

02:35:57.455 --> 02:35:58.975
that it made more sense financially

3576

02:35:59.035 --> 02:36:01.375
and logistically for us to partner with the county

3577

02:36:01.835 --> 02:36:05.015
and to work with the vendor that they use for their waste,

3578

02:36:05.015 --> 02:36:06.215

fraud, and abuse hotline.

3579

02:36:06.645 --> 02:36:11.015

They were in the process of re, um, rebidding this contract

3580

02:36:11.035 --> 02:36:12.455

and they had an RFP out.

3581

02:36:13.115 --> 02:36:16.295

Our interest in doing this, uh, sort of in partnership

3582

02:36:16.295 --> 02:36:19.495

with the county meant that we were following their process

3583

02:36:19.675 --> 02:36:22.095

of evaluating, evaluating potential vendors.

3584

02:36:22.595 --> 02:36:24.135

The county selected theirs.

3585

02:36:24.315 --> 02:36:27.215

We are now in the process of standing that up.

3586

02:36:27.635 --> 02:36:29.495

So I wanna assure folks that, uh,

3587

02:36:29.565 --> 02:36:31.455

that heard our public comment this morning

3588

02:36:31.455 --> 02:36:32.815

that we take this seriously.

3589

02:36:33.355 --> 02:36:36.015

We are as delighted as Mr. Fold. This is in the works.

3590

02:36:36.195 --> 02:36:38.415

Um, and it will be one of our internal auditor's,

3591

02:36:38.435 --> 02:36:40.055

big activities for the school year.

3592
02:36:40.235 --> 02:36:43.135
Um, so just wanted to clarify that that was part of the set

3593
02:36:43.135 --> 02:36:45.055
of activities that she will be doing this year.

3594
02:36:45.355 --> 02:36:46.935
Yes. And now that you reminded me, um,

3595
02:36:46.945 --> 02:36:48.975
we're really knocking it out of the park with respect

3596
02:36:48.975 --> 02:36:51.175
to public comment, because I believe we had a Mr.

3597
02:36:51.255 --> 02:36:53.455
Glassner, um, discuss some issues

3598
02:36:53.455 --> 02:36:54.815
with emergency preparedness

3599
02:36:54.815 --> 02:36:55.855
and we're looking at that as well.

3600
02:36:56.595 --> 02:36:57.595
So there you go.

3601
02:36:58.755 --> 02:37:01.695
Um, okay. Colleagues, any clarifying questions, um,

3602
02:37:01.835 --> 02:37:03.015
on the audit work plan?

3603
02:37:05.245 --> 02:37:07.455
Okay, seeing none, we're ready for a motion. I think

3604
02:37:07.455 --> 02:37:08.455
Motion. I have a motion.

3605
02:37:08.455 --> 02:37:10.575

This part's written down.

3606

02:37:11.135 --> 02:37:14.695

I move that the school board approve the FY 20 25 26

3607

02:37:15.125 --> 02:37:16.165

internal audit work plan

3608

02:37:16.185 --> 02:37:19.525

as posted on board docs in the September 18 meeting agenda,

3609

02:37:19.615 --> 02:37:21.765

which will be made part of the official record.

3610

02:37:22.385 --> 02:37:24.085

Is there a second? Second.

3611

02:37:25.775 --> 02:37:27.765

Would anyone like to comment on the motion?

3612

02:37:30.325 --> 02:37:31.325

I think we're ready for a vote.

3613

02:37:31.705 --> 02:37:32.885

All in favor? Please say yes.

3614

02:37:33.665 --> 02:37:36.405

Yes, yes, yes. Any opposed? Please say no.

3615

02:37:37.065 --> 02:37:38.565

Motion passes. Five to zero.

3616

02:37:39.545 --> 02:37:41.845

Uh, on behalf of the board, I would like to thank Ms.

3617

02:37:42.045 --> 02:37:45.205

Blo Finney and her work on this year's audit plans.

3618

02:37:45.625 --> 02:37:48.005

We, we miss you, Ms. Blo Finney, wherever you are out there.

3619

02:37:48.665 --> 02:37:50.965

Um, okay. We are now at information items.

3620

02:37:51.345 --> 02:37:52.805

Um, she's gonna need the clicker.

3621

02:37:53.145 --> 02:37:55.525

Um, and tonight we have two information items.

3622

02:37:55.985 --> 02:37:58.525

Uh, the first is the right of way agreement

3623

02:37:58.525 --> 02:38:00.805

with Dominion Energy for the Grace Hopper Center.

3624

02:38:01.145 --> 02:38:02.565

Dr. Durham, will you please introduce the

3625

02:38:02.565 --> 02:38:03.645

staff who will present this item?

3626

02:38:04.025 --> 02:38:05.285

Yes. We have Ms. Kathy Lynn,

3627

02:38:05.565 --> 02:38:06.605

director of Facilities and Operations.

3628

02:38:06.625 --> 02:38:07.845

And it's not 10 o'clock,

3629

02:38:07.985 --> 02:38:10.805

but we'll almost there. Turn it to you.

3630

02:38:11.495 --> 02:38:12.765

Thank you, Dr. Duran.

3631

02:38:12.835 --> 02:38:15.485

Good evening, Madam Chair, members of the school board.

3632

02:38:15.715 --> 02:38:17.965

It's my pleasure to present to you our right

3633

02:38:17.965 --> 02:38:19.645

of way agreement with Dominion Energy.

3634

02:38:19.705 --> 02:38:22.045

For the Grace Hopper Center construction project.

3635

02:38:24.085 --> 02:38:26.685

Dominion Energy has requested a right of way of agreement

3636

02:38:27.775 --> 02:38:30.645

about 12,793 square feet

3637

02:38:31.075 --> 02:38:34.605

that spans from seventh Street South through our campus,

3638

02:38:35.265 --> 02:38:36.965

all the way along Highland Street.

3639

02:38:37.265 --> 02:38:41.085

And then connecting to the MPSA transformer.

3640

02:38:41.345 --> 02:38:43.565

The right of way is about 15 feet wide.

3641

02:38:45.145 --> 02:38:47.005

The reason for this right of way is

3642

02:38:47.005 --> 02:38:50.125

to provide electrical equipment, um, underground

3643

02:38:51.025 --> 02:38:52.765

for the Grace Hopper Center Project,

3644

02:38:52.985 --> 02:38:56.325

and also to provide a primary tie in from the new

3645

02:38:56.325 --> 02:39:00.085

Grace Hopper transformer to the existing MPSA transformer

3646
02:39:02.375 --> 02:39:06.445
staff recommends to consent to Dominion's Energy's right

3647
02:39:06.445 --> 02:39:09.245
of way request at the Grace Hopper Center.

3648
02:39:09.865 --> 02:39:11.605
It is required for the maintenance

3649
02:39:11.745 --> 02:39:14.605
and repair of electrical equipment maintained

3650
02:39:14.605 --> 02:39:15.645
by Dominion Energy.

3651
02:39:16.185 --> 02:39:18.165
And then at the next school board meeting,

3652
02:39:18.185 --> 02:39:20.605
we will provide it for the school board chair's signature.

3653
02:39:20.775 --> 02:39:21.775
Thank you

3654
02:39:25.695 --> 02:39:26.695
Colleagues. Do we

3655
02:39:26.695 --> 02:39:28.845
have any questions? Yes, Ms. Tapia Hadley.

3656
02:39:29.375 --> 02:39:31.685
Thank you. Just to confirm, is there a cost associated

3657
02:39:31.685 --> 02:39:33.485
with this or is this No, it's not a cost,

3658
02:39:33.755 --> 02:39:36.325
it's just a pretty much granting an easement so

3659
02:39:36.325 --> 02:39:39.045

that Dominion folks can come onto property when they need

3660

02:39:39.045 --> 02:39:40.165

to, to check out their equipment.

3661

02:39:41.495 --> 02:39:42.495

Thank you.

3662

02:39:42.995 --> 02:39:44.445

Okay. And I had a question.

3663

02:39:44.505 --> 02:39:48.165

Is this, um, this is for the construction period

3664

02:39:48.265 --> 02:39:50.125

or is this for, um,

3665

02:39:50.585 --> 02:39:52.165

for the functioning of the building? When it is

3666

02:39:52.245 --> 02:39:53.685

Complete, it's for the function of the whole building.

3667

02:39:53.945 --> 02:39:56.085

So the bank has been actually constructed

3668

02:39:56.185 --> 02:39:57.245

by a construction team,

3669

02:39:57.505 --> 02:39:59.725

and then in the bank, they'll put their conduit,

3670

02:39:59.725 --> 02:40:01.365

their equipment in there and then tie it

3671

02:40:01.565 --> 02:40:02.645

into their transformer.

3672

02:40:02.985 --> 02:40:06.005

So it's for the, it's for the life of our parcel, you know,

3673

02:40:06.005 --> 02:40:07.485
when we need power on site.

3674

02:40:10.745 --> 02:40:13.525
Uh, and so then I think I would then have a follow up

3675

02:40:13.685 --> 02:40:16.485
question, which would be, um, um,

3676

02:40:18.425 --> 02:40:22.245
the existing MPSA transformer will that remain in place if

3677

02:40:22.275 --> 02:40:26.205
that building is, um, demolished as is in the current,

3678

02:40:26.385 --> 02:40:27.525
uh, site plan,

3679

02:40:27.905 --> 02:40:29.485
It remains in place currently.

3680

02:40:30.025 --> 02:40:33.205
If there's new, if there's going to be a new project on

3681

02:40:33.205 --> 02:40:36.605
that site with a new use permit, then that will be worked

3682

02:40:36.625 --> 02:40:38.205
and coordinated with Dominion Energy.

3683

02:40:38.595 --> 02:40:40.125
Okay. Okay. Thank you.

3684

02:40:40.305 --> 02:40:42.855
Um, colleagues, any other questions?

3685

02:40:48.415 --> 02:40:51.905
Okay. Um, so thank you Ms. Lynn.

3686

02:40:51.965 --> 02:40:54.105

Uh, the school board will act on this item at the

3687

02:40:54.105 --> 02:40:55.345

October 9th meeting.

3688

02:40:56.325 --> 02:40:58.865

And the second information item is the school board FY

3689

02:40:58.865 --> 02:41:00.345

27 budget direction.

3690

02:41:00.485 --> 02:41:01.825

You need a clicker? I need the

3691

02:41:01.825 --> 02:41:05.825

clicker juggling all this.

3692

02:41:06.895 --> 02:41:09.465

Just second clicker. Whatcha guys think I know, right?

3693

02:41:09.555 --> 02:41:13.795

Thank you. Okay, gimme one second here.

3694

02:41:17.975 --> 02:41:20.505

Okay, so, um, I just wanna introduce this

3695

02:41:20.525 --> 02:41:24.225

by saying at this time each year the board crafts our budget

3696

02:41:24.225 --> 02:41:25.905

direction to provide the superintendent

3697

02:41:25.925 --> 02:41:28.265

and leadership, um, with priorities

3698

02:41:28.265 --> 02:41:30.305

and guardrails for the annual budget process.

3699

02:41:31.045 --> 02:41:33.745

Um, we appreciated having a very, um,

3700
02:41:34.225 --> 02:41:36.425
collaborative conversation a few weeks ago in a community

3701
02:41:36.425 --> 02:41:37.705
of the whole, in which the board

3702
02:41:37.705 --> 02:41:40.665
and cabinet were able to discuss, um, some thoughts

3703
02:41:40.665 --> 02:41:42.345
and ideas for the upcoming budget cycle.

3704
02:41:42.765 --> 02:41:45.585
Um, and I'll just walk us very quickly through the, um,

3705
02:41:45.845 --> 02:41:48.745
the elements of our draft budget direction, um,

3706
02:41:48.755 --> 02:41:51.705
which is also posted, uh, on board docs.

3707
02:41:52.605 --> 02:41:55.585
Um, so we always begin with our mission

3708
02:41:56.405 --> 02:41:59.345
and, um, with directing the superintendent to, um,

3709
02:41:59.495 --> 02:42:00.785
prepare a needs based budget.

3710
02:42:01.325 --> 02:42:04.185
Um, and we're asking, um, as we did last year with some

3711
02:42:04.705 --> 02:42:07.345
scenarios, um, through which we can achieve a balanced

3712
02:42:07.345 --> 02:42:11.265
budget, um, based on the assumption that we may have needs

3713
02:42:11.265 --> 02:42:14.065

that will not be fully funded, um, with projected

3714

02:42:14.165 --> 02:42:15.425

by the projected revenues.

3715

02:42:16.045 --> 02:42:19.385

Um, so then there are four main points that we go to,

3716

02:42:19.385 --> 02:42:23.945

which is that the FY seven FFY 27 budget should align

3717

02:42:24.135 --> 02:42:27.105

with our, um, strategic plan performance objectives

3718

02:42:27.105 --> 02:42:28.265

and pri and strategies.

3719

02:42:28.845 --> 02:42:31.905

Um, it should prioritize recruiting, supporting

3720

02:42:31.905 --> 02:42:32.945

and retaining a high quality

3721

02:42:33.005 --> 02:42:35.905

and diverse workforce with a focus on compensation

3722

02:42:35.905 --> 02:42:37.265

and benefits that are competitive

3723

02:42:37.265 --> 02:42:38.745

within the regional market.

3724

02:42:38.765 --> 02:42:43.745

For specific roles, um, we would, um,

3725

02:42:44.085 --> 02:42:47.105

direct to have, uh, to restrict new funding requests

3726

02:42:47.105 --> 02:42:49.905

to items that directly advance performance objectives,

3727

02:42:50.335 --> 02:42:52.505
including plan planning factor changes

3728

02:42:52.505 --> 02:42:55.385
that address the urgency of improving educational outcomes

3729

02:42:55.525 --> 02:42:57.225
for students with disabilities, English learners

3730

02:42:57.325 --> 02:42:59.305
and economically disadvantaged students.

3731

02:43:00.645 --> 02:43:03.265
Um, and the fourth item is to identify opportunities

3732

02:43:03.365 --> 02:43:06.785
for cost savings via equity based reductions, efficiencies,

3733

02:43:06.885 --> 02:43:08.145
and realignment of funds

3734

02:43:08.545 --> 02:43:10.665
whenever possible, rather than across the board

3735

02:43:10.665 --> 02:43:11.790
percentage cuts.

3736

02:43:13.345 --> 02:43:15.525
Uh, we further direct the superintendent,

3737

02:43:15.665 --> 02:43:17.445
I'm not gonna read all of these in detail,

3738

02:43:17.505 --> 02:43:20.645
but, um, to provide de detailed rationale

3739

02:43:20.785 --> 02:43:24.645
for budget investments to provide detailed rationale

3740

02:43:24.705 --> 02:43:27.725

for budget reductions, um,

3741

02:43:28.345 --> 02:43:32.405

to present the budget with greater accessibility for readers

3742

02:43:34.295 --> 02:43:37.675

and to minimize the use of general reserve funds

3743

02:43:37.855 --> 02:43:41.315

for operating expenses, which is in keeping with a principle

3744

02:43:41.315 --> 02:43:44.315

that we, um, have with principles I should say,

3745

02:43:44.315 --> 02:43:47.115

that we have established in the past few years, um,

3746

02:43:47.585 --> 02:43:51.315

that one-time funds should be used only for one time costs.

3747

02:43:51.895 --> 02:43:54.435

And that, um, we wanna set a percentage.

3748

02:43:54.615 --> 02:43:56.675

Um, in this year we are saying, um,

3749

02:43:56.775 --> 02:43:58.395

in this draft we were saying 15%

3750

02:43:58.395 --> 02:44:00.795

of the reverse funds reserve funds used in the budget.

3751

02:44:01.335 --> 02:44:02.635

Um, no, excuse me.

3752

02:44:02.635 --> 02:44:06.595

No more than 15% will go towards any ongoing operating

3753

02:44:06.875 --> 02:44:08.915

expenses, um, with the exception

3754
02:44:08.915 --> 02:44:11.835
of the compensation reserve funds, um, which are only used

3755
02:44:11.855 --> 02:44:13.395
for compensation purposes.

3756
02:44:14.175 --> 02:44:17.075
Um, that reaches the end of it.

3757
02:44:17.075 --> 02:44:18.115
I'll go back to the beginning.

3758
02:44:18.655 --> 02:44:22.275
Um, uh, in terms of process, um,

3759
02:44:22.455 --> 02:44:25.075
our next board meeting is on October 9th.

3760
02:44:25.415 --> 02:44:26.715
So over the next two weeks

3761
02:44:26.815 --> 02:44:29.275
or so, we have the opportunity to hear from members

3762
02:44:29.295 --> 02:44:31.755
of the public advisory committees and parent

3763
02:44:31.775 --> 02:44:33.475
or community groups who would like

3764
02:44:33.475 --> 02:44:35.875
to provide their perspective on our budget direction.

3765
02:44:36.335 --> 02:44:37.515
You are welcome to reach out

3766
02:44:37.515 --> 02:44:41.235
to us at school dot board@apsva.us with,

3767
02:44:41.615 --> 02:44:42.675

uh, your input.

3768

02:44:43.855 --> 02:44:46.795

Um, we will review community input

3769

02:44:46.815 --> 02:44:48.515

and continue to make our own edits

3770

02:44:48.515 --> 02:44:51.875

and amendments, um, to the budget direction in anticipation

3771

02:44:51.875 --> 02:44:54.675

of our approval of the final version on October 9th.

3772

02:44:55.335 --> 02:44:57.435

Um, so colleagues, are there any additional comments

3773

02:44:57.465 --> 02:45:00.915

that anyone would like to make about our budget direction?

3774

02:45:04.935 --> 02:45:05.935

Not at this time.

3775

02:45:07.015 --> 02:45:08.075

Should keep that open.

3776

02:45:08.875 --> 02:45:12.635

I can't. Um, we are now at new business board members.

3777

02:45:12.895 --> 02:45:16.315

Is there any other new business? Seeing none.

3778

02:45:16.315 --> 02:45:18.515

This meeting is adjourned. I.