

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
MEETING

September 26, 2013

9:00 a.m.

Mabry Hall-Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 8648K(CC)

Page 2	Page 4
<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 MS. CAROLYN SHEARMAN, Chair</p> <p>4 MR. EUGENE GANT, Vice Chair</p> <p>5 MR. VINCE BERGMAN, Secretary</p> <p>6 MR. JEFF CARR, Member</p> <p>7 MR. GILBERT PERALTA, Member</p> <p>8 MS. CARMIE TOULOUSE, Member</p> <p>9 MR. JAMES CONYERS, Member</p> <p>10 STAFF:</p> <p>11 MR. TONY GERLICZ, Director, CSD/Options for Parents</p> <p>12 MS. KELLY CALLAHAN, General Manager,</p> <p>13 CSD/Options for Parents</p> <p>14 MS. ABBY LEWIS, Assistant Attorney General</p> <p>15 Counsel to PEC</p> <p>16 MS. BEVERLY FRIEDMAN, PIO, PED Liaison to PEC</p> <p>17 MS. JULIA BARNES, Attorney at Law/Consultant</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	<p>1 THE CHAIR: Good morning, everyone. I'd</p> <p>2 like to call to order this regularly scheduled</p> <p>3 meeting of the Public Education Commission.</p> <p>4 Mr. Secretary, may we have roll call?</p> <p>5 COMMISSIONER BERGMAN: Commissioner</p> <p>6 Toulouse.</p> <p>7 COMMISSIONER TOULOUSE: Present.</p> <p>8 COMMISSIONER BERGMAN: Commissioner Carr.</p> <p>9 COMMISSIONER CARR: Here.</p> <p>10 COMMISSIONER BERGMAN: Commissioner</p> <p>11 Conyers.</p> <p>12 COMMISSIONER CONYERS: Here.</p> <p>13 COMMISSIONER BERGMAN: Commissioner</p> <p>14 Peralta.</p> <p>15 COMMISSIONER PERALTA: Here.</p> <p>16 COMMISSIONER BERGMAN: Commissioner Gant.</p> <p>17 COMMISSIONER GANT: Here.</p> <p>18 COMMISSIONER BERGMAN: Commissioner</p> <p>19 Shearman.</p> <p>20 THE CHAIR: Here.</p> <p>21 COMMISSIONER BERGMAN: Commissioner</p> <p>22 Bergman is here. Commissioner Pogna is not present</p> <p>23 today, due to a death in her family. Madame Chair,</p> <p>24 you have seven members present. You do have a</p> <p>25 quorum.</p>
Page 3	Page 5
<p>1 INDEX TO PROCEEDINGS</p> <p>2 1 Call to Order 4</p> <p>3 2 Approval of Agenda 8</p> <p>4 3 Approval of Minutes 9</p> <p>5 4 A-F Grading System Presentation 13</p> <p>6 5 PED Presentation on NMTEACH 82</p> <p>7 Teacher/Principal Evaluations</p> <p>8 6 Report From The Secretary - Tabled</p> <p>9 7 Report From Deputy Secretary - Tabled</p> <p>10 8 McCurdy Charter School Report 127</p> <p>11 9a New America School Charter Amendment 174</p> <p>12 9b Coral Community Charter School 177</p> <p>13 9c Cien Aguas Charter School 184</p> <p>14 Charter Amendment</p> <p>15 9d The Albuquerque Sign Language Academy 188</p> <p>16 10 Village Academy Closure Procedures 163</p> <p>17 and Update</p> <p>18 11 Update on The Learning Community 194</p> <p>19 12 Update of Facility Status of 194</p> <p>20 School of Dreams Academy</p> <p>21 13 Carl D. Perkins Update on State Plan 198</p> <p>22 14 Report from Options for Parents and 209</p> <p>23 The Charter School Division</p> <p>24 15 Report on Southwest Learning Centers 228</p> <p>25 16 Closed Executive Session 232</p> <p>REPORTER'S CERTIFICATE 236</p>	<p>1 THE CHAIR: Thank you, Mr. Secretary. I</p> <p>2 do declare that we have an official quorum. We will</p> <p>3 proceed with business.</p> <p>4 Next item is the Pledge of Allegiance and</p> <p>5 the Salute. I will do the Pledge, and, Commissioner</p> <p>6 Bergman, if you will do the Salute.</p> <p>7 (Pledge of Allegiance and</p> <p>8 Salute to the New Mexico Flag.)</p> <p>9 THE CHAIR: Statement of Aspiration.</p> <p>10 Commissioner Peralta?</p> <p>11 COMMISSIONER PERALTA: Madame Chair,</p> <p>12 members of the Commission. Good morning to one and</p> <p>13 to all who are in attendance today. You may have</p> <p>14 read, or may have heard, that Secretary of</p> <p>15 Education, Arne Duncan, has concluded his</p> <p>16 Back-to-School tour. And, as you know, he made a</p> <p>17 pass through New Mexico and made a few stops.</p> <p>18 And I was fortunate that one of my</p> <p>19 elementary schools was picked by the Secretary to</p> <p>20 make a stop and visit and have a town hall meeting.</p> <p>21 And it was -- it was a very nice event.</p> <p>22 It was -- it was very well attended and very well</p> <p>23 appreciated by a very small rural community about</p> <p>24 seven miles north of Socorro. It's an elementary</p> <p>25 school, Midway Elementary. We have roughly around</p>

Page 6	Page 8
<p>1 90 students that attend that school there. 2 And, so, it was a big deal, probably the 3 biggest event happening ever in Povadera, next to 4 their fiestas. But it was a good town hall event 5 and it was a nice setting. 6 And, basically, he engaged the audience in 7 a conversation about education in rural areas, 8 talking about the use of technology to enhance 9 teaching and learning. And, of course, he also 10 talked about President Obama's Connected initiative, 11 and that was kind of his focus. 12 But one of the things that I want to share 13 today, and one of the statements that he made that I 14 kind of want to bring to this Commission meeting 15 today is that he stated that -- and these are his 16 words -- "The strength of America's economy is 17 completely linked to the strength of America's 18 education system," and that investments in education 19 are critical to our country's future. 20 And, so, I began to, you know, think about 21 that. And he went on to talk about -- more about 22 when he had his talks with Congress, that there were 23 often times that he was told that education is an 24 expense, and how we should be cutting back on 25 education funding.</p>	<p>1 make sure that we fund education, and that it is an 2 investment, and it is not an expense. 3 And I can say, with confidence, that this 4 Commission will work very hard in making sure that 5 our schools don't get shortchanged. Thank you. 6 THE CHAIR: Thank you, Commissioner 7 Peralta. And I certainly congratulate you on one of 8 the schools where you are principal was chosen by 9 the Secretary of Education, on the national level, 10 to showcase. Obviously, you're doing a great job 11 leading that school. So, we're very proud of that, 12 and thank you for those words. 13 Next item on the agenda is Approval of the 14 Agenda. Does anyone have corrections or any changes 15 to the agenda? 16 COMMISSIONER CARR: I move we approve the 17 agenda. 18 COMMISSIONER GANT: Second. 19 THE CHAIR: Motion and second to approve 20 the agenda, as presented. All those in favor, 21 please say "Aye." 22 (Commissioners so indicate.) 23 THE CHAIR: Any opposed, same sign? 24 Motion carries. Thank you. 25 Next item on the agenda is Approval of the</p>
Page 7	Page 9
<p>1 And, as you well know, our education here 2 in New Mexico is going through some reform ideas, 3 reform changes and what have you. And, you know, it 4 is my opinion and my feeling that "Nickleby" and the 5 ideas behind that -- one of the big reasons why it 6 didn't prosper -- or it failed -- was because it 7 wasn't properly funded. 8 And I'm kind of concerned about the reform 9 ideas that are going through our education system 10 today. And there are a lot of things coming down 11 the pike that pertain to students, schools, and 12 staff, et cetera. 13 And, so, my message today is that we need 14 to keep -- that I am asking all stakeholders, that 15 we need to keep pressure on our political leaders to 16 make sure that they know our message is that it's 17 important to invest in our education, and -- because 18 these reform ideas won't work if they're not 19 properly funded. 20 And, so, that is my challenge to those 21 people out there, that -- whether it's patients, 22 teachers, business leaders, whoever, you know, 23 constantly keep in touch with your political leaders 24 and let them know that, in order for things to work 25 including the best interests of our kids, that we</p>	<p>1 Minutes. And we have three separate groupings of 2 minutes. 3 First, we'll look at the minutes from the 4 June 6, 2013, meeting. Anyone have any corrections 5 to the June 6, 2013, minutes? That seems a lifetime 6 away, doesn't it? 7 I see no corrections or additions to the 8 minutes. May we have a motion to approve the June 6 9 minutes? 10 COMMISSIONER CARR: So move. 11 COMMISSIONER BERGMAN: Second. 12 THE CHAIR: Motion by Commissioner Carr, 13 second by Commissioner Bergman, to approve the 14 minutes of June 6th. All those in favor, please say 15 "Aye." 16 (Commissioners so indicate.) 17 THE CHAIR: All those opposed, same sign? 18 The June 6 minutes are approved. 19 Next are the July 29 and 30, 2013, 20 minutes. Any corrections on those? Let's do them 21 one at a time. 22 First, let's look at the July 29th 23 minutes. Any corrections or changes there? Well, I 24 do, but just a couple. And I'm very impressed with 25 our reporters for those meetings. Those were --</p>

Page 10	Page 12
<p>1 those were intense meetings that went on for a long 2 time, and a lot was said, and it was captured 3 correctly. 4 On Page 8 of the July 29th minutes, on 5 line 8 -- and let me just get to that in my book, 6 please -- Cindy, are these separated in some way? 7 Okay, I found the July -- I found the 8 July 29. Now, on Page 8, line 8, the sentence says 9 "The baseline for measuring the 50 points should be 10 the 2013-'14 school year." 11 I believe that should be the "5" points. 12 The baseline for measuring the 5-point -- we're 13 talking about the amount of increase in the school's 14 report card. And the agreement was that they 15 would -- would improve by 5 points, and, then, their 16 enrollment would be allowed to increase by 17 50 points. 18 So, I believe that should be "5" instead 19 of "50." Is that agreeable? 20 COMMISSIONER GANT: Yes. 21 THE CHAIR: Okay. My next correction is 22 on Page 23, on line 1. Oh, boy. I couldn't find 23 very many mistakes, so I'm getting real picky. 24 "As TLC," comma, "and we feel that that 25 time..." -- I believe the second "that" should be</p>	<p>1 the July 29, 2013, minutes as corrected. All in 2 favor, please say "Aye." 3 (Commissioners so indicate.) 4 THE CHAIR: Any opposed, same sign? The 5 July 29 minutes are approved. 6 Let's look at the July 30, 2013, minutes. 7 Any corrections? I saw one on Page 2, where the 8 list of participants was listed. Carla Lopez was 9 inadvertently listed. It should have been Millie 10 Pogna was in attendance that day. And that's the 11 only correction I saw. Does anyone see anything 12 else? 13 The Chair would entertain a motion. 14 COMMISSIONER TOULOUSE: Madame Chair, so 15 move. 16 COMMISSIONER CARR: Second. 17 THE CHAIR: Motion and second to approve 18 the July 30 minutes as corrected. All those in 19 favor, please say "Aye." 20 (Commissioners so indicate.) 21 THE CHAIR: Any opposed, same sign? The 22 July 30 minutes are approved. 23 Next are the public hearing minutes from 24 August 19 through 21, 2013. Do I hear any 25 corrections, changes, so forth? I have none.</p>
Page 11	Page 13
<p>1 "the," T-H-E. 2 Then, on Page 65 -- Page 65, lines 1 and 3 2. From the bottom of the stars, where it says, "I 4 do refer to sweetie and cutie always." 5 I didn't have the -- the evidence book in 6 front of me, but I believe the word "student" or 7 "students" has been left out of there. "I do refer 8 to students as sweetie and cutie always." 9 And I think the only way to verify that 10 would be to look in the evidence book. But I do 11 believe that's what it said. 12 Page 93, line 20: Again, I think the word 13 "students" should be in front of "cutie and 14 sweetie." 15 Then, on Page 124, line 22 -- I'm sorry -- 16 is -- I think I misread it when I questioned what 17 was there. Never mind. 18 That's the extent of my corrections -- 19 questions I had about the minutes. 20 COMMISSIONER GANT: Madame Chair, I move 21 that we accept those -- the 29th -- June 22 [verbatim] -- we accept those minutes as corrected. 23 THE CHAIR: Do I hear a second? 24 COMMISSIONER PERALTA: Second. 25 THE CHAIR: Motion and second to accept</p>	<p>1 The Chair will entertain a motion, if 2 you're ready. 3 COMMISSIONER TOULOUSE: Madame Chair, so 4 move. 5 COMMISSIONER BERGMAN: Second. 6 THE CHAIR: Motion and second to approve 7 the public hearing minutes of August 19 through 8 21st, 2013. All those in favor, please say "Aye." 9 (Commissioners so indicate.) 10 THE CHAIR: Any opposed, same sign? The 11 motion carries; the minutes are approved. Thank you 12 very much. And thank you, Madame Court Reporter. 13 Item No. 4 is PED Presentation on the 14 A-through-F Grading System. Leighann Lenti. Good 15 morning. 16 MS. LENTI: Good morning. 17 THE CHAIR: Mr. Director, do you have any 18 words of wisdom before she gets started? 19 MR. GERLICZ: Madame Chair, members of the 20 Committee, words of wisdom, I do have none. I do 21 have some introductory comments. 22 Thank you to Ms. Lenti for appearing. We 23 also have in attendance Ms. Cindy Gregory, who is 24 the chief statistician of the Public Education 25 Department. Cindy, could you please stand, just so</p>

<p style="text-align: right;">Page 14</p> <p>1 the Commissioners know who you are? Thank you for 2 attending this morning, too. Cindy is really our 3 go-to person when we have questions about the 4 A-through-F reporting. 5 So, I'm very thankful that both Ms. Lenti 6 and Ms. Gregory are here this morning to answer any 7 questions that the Commissioners may have. 8 THE CHAIR: Thank you very much, and 9 welcome. Thank you. Please, whenever you're ready. 10 MS. LENTI: Good morning, Commissioners. 11 I do have a presentation. And I am going to be 12 presenting on both school grades and educator 13 effectiveness. I have a handful of slides on both. 14 So I'll go through the A-to-F school grade slides, 15 pause, take any questions you have there. 16 As Tony mentioned, I asked Dr. Gregory to 17 join me, so, if you guys have questions that are 18 more technical in nature that I can't answer, Cindy 19 will definitely be able to answer them. 20 I will get started. It shouldn't take me 21 more than 10 or 15 minutes to go through my slides, 22 and, then, we'll open it up for questions to you 23 guys. 24 So, I just want to do a quick overview of 25 what School Grades is, why we structured it the way</p>	<p style="text-align: right;">Page 16</p> <p>1 decide. But we also are able to recognize growth 2 and progress. 3 So, if you do have a student in your 4 school that's very low-performing, which is not 5 uncommon in New Mexico, if that student makes growth 6 and progress every year, that gets recognized in the 7 School Grades, and that helps increase an overall 8 grade for our school. 9 Our school accountability system now 10 acknowledges different unique circumstances at 11 schools. For example, if you have a highly mobile 12 population, that's taken into account. If you have 13 a school where all of the students come every day, 14 all 180 days of the year, you're likely going to get 15 better outcomes with those students than in a school 16 where students are mobile. We can take that into 17 account. 18 So, we can really only hold you 19 accountable for what you are and aren't 20 contributing. And we're hoping that we can provide 21 incentives to continually improve performance across 22 the spectrum. 23 So, this was the data point I mentioned. 24 When we were calculating AYP, one of the things that 25 we discovered, as we were going through the waiver</p>
<p style="text-align: right;">Page 15</p> <p>1 it's structured, and, then, give you an update on 2 our latest round of results. 3 So, really, when we think about the 4 context of School Grades and what we're trying to 5 do, we want to have real accountability that lets 6 schools identify their strengths and weaknesses, 7 holds them accountable, and, also, gives them 8 supports to improve as they go through this process. 9 We also want to make sure that all schools 10 are being held accountable for all students 11 graduating college- and career-ready. I'll show you 12 some data, I think on either the next slide or the 13 slide after that. Under the previous system of AYP, 14 that wasn't actually happening in New Mexico. We 15 said we were holding ourselves accountable for all 16 schools, but that wasn't actually the case with the 17 way the system is structured. 18 A-to-F School Grades does a much better 19 job of that now. It also lets us measure student 20 performance across all of the levels. So, no longer 21 are we just worried about how many students are 22 getting proficient every year; we, of course, want 23 all of our kids to be on grade level to graduate 24 college-and-career-ready, to be able to either enter 25 the workforce or post-secondary, whatever they</p>	<p style="text-align: right;">Page 17</p> <p>1 development process back in 2011, two years ago now, 2 was that we had about 20,000 students in New Mexico 3 that were not counted as part of any accountability 4 at any school. And that happened for a couple of 5 reasons. That was largely because of the 6 requirement to have an end size under the AYP 7 system. 8 And what that meant is that if any 9 subgroup in a school didn't meet a certain number -- 10 so, let's say, the end size was 20. If you didn't 11 have 20 English Language Learners in your school, 12 that school wasn't held accountable for any of the 13 achievement of any of those students, which is 14 problematic. The law is nicknamed "No Child Left 15 Behind," when, in reality, we had 20,000 kids that 16 simply weren't accounted for in our accountability 17 system. 18 Now, because we can take into account 19 things like mobility -- full academic-year status -- 20 or prior performance, we can actually hold ourselves 21 accountable for all students in a real and rigorous 22 manner. 23 You guys probably know this. But our 24 school grading system was evaluated by both external 25 peer reviewers and the U.S. Department of Ed and</p>

<p style="text-align: right;">Page 18</p> <p>1 approved for use by the State of New Mexico. We're 2 pretty excited about that. It took a lot of work, 3 but we think the work was well worth it, and we have 4 a really robust accountability system in place now. 5 So, a little bit about what is in a school 6 grade. If you are an elementary or a middle school, 7 these are all of the components that are used to 8 calculate your grade. 9 The first thing that is considered is 10 current standing. That simply means how many of 11 your students are on grade level every year. We, of 12 course, factor in growth and progress across the 13 whole spectrum. But, at the end of the day, we want 14 to be sure that our students are leaving our schools 15 on grade level set up for success. So, it's still 16 pretty critical that we include that current 17 standard measure. 18 We also include a measure of school 19 growth. This lets us look at the school as a whole 20 to see how students perform year to year. So, it's 21 not a measure of individual growth. We do include 22 those as well. But this is a measure of the school 23 as a whole from one year to the next. 24 We also factor in individual student 25 growth for Q3 students. Those are students who are</p>	<p style="text-align: right;">Page 20</p> <p>1 basis, schools are growing these students faster, so 2 they can close those achievement gaps and get them 3 ready for graduating college and career-ready. 4 The last category on the zero-to-100 scale 5 that a school gets points under is the Opportunity 6 to Learn category. That includes both a measure of 7 attendance and participation in the State 8 assessment, but it also includes a survey that we 9 give to our students every year that asks students 10 questions about what is and isn't happening 11 instructionally in their school. This is modeled 12 off of surveys that are given as part of the PISA or 13 the TIMSS. Those are international assessments that 14 are used to compare achievement of students in 15 America to achievement of students across the world. 16 They're a really, really strong tool. 17 And, so, they're not asking questions to 18 you like, "Is your teacher -- is she nice to you?" 19 Of course, that's important. But they're asking 20 questions that really get at what's happening 21 instructionally in a classroom. So, things along 22 the lines of, "When your teacher introduces 23 something you haven't learned before, does she 24 connect it to something you already know?" 25 That's really important when you think</p>
<p style="text-align: right;">Page 19</p> <p>1 in the top 25 -- excuse me -- top 75 percent of the 2 school. And, what we look at, across our SBA, it is 3 graded on a scale of zero to 80; 40 means you're 4 proficient, and then the other bands go out from 5 that 40 mark. So, every year we look at how many 6 points students move on that scale, and, if they're 7 growing, a school is going to get credit for that. 8 Even if those students in Q3 are still 9 below that proficiency mark, if they're making gains 10 every year, that's going to be recognized and 11 rewarded in grade. 12 On the flip side, if students are losing 13 ground every year, that's going to be recognized, as 14 well, and will likely have a negative impact on 15 grade overall. 16 Our next category is Q1 growth. This is 17 the growth of our lowest performing students in a 18 school, or students in the bottom 25 percent. And 19 we actually triple-weight this category. These are 20 generally our students that are our lowest 21 performers. They are far below grade level, and 22 they have really big gaps when we compare them with 23 their peers who are on grade level and are in the Q3 24 category. 25 So, our expectation is that, on an annual</p>	<p style="text-align: right;">Page 21</p> <p>1 about learning for a student. Anytime you can make 2 that connection to, "And this is how this builds on 3 what you already know," you're setting your students 4 up for success. 5 The last category here isn't part of the 6 zero-to-100 scale, it's truly an addition of bonus 7 points. A school can get up to 5 points for 8 increasing both student and parental engagement. 9 Schools can get up to 3 points on the parent 10 engagement piece, and up to 2 points on the student 11 engagement piece. 12 This past year, we had over 13,000 13 individual bonus point submissions from schools. On 14 the one hand, great. On the other hand, when we 15 talk to our schools, and we talk about improving 16 their school grade, we really want them to focus on 17 their growth and their current standing before they 18 focus on bonus points. Bonus points are great. 19 They're really critical. 20 We know engaged parents make a difference 21 in student learning. We know students who are 22 engaged do better. But, at the core, if you're 23 going to move your grade, focus on those 100 points 24 before you focus on those 5, especially when you 25 think about current standing in individual student</p>

<p style="text-align: right;">Page 22</p> <p>1 growth. 2 So, that's what makes up an elementary or 3 a middle-school grade. 4 A high school grade is a little different. 5 It includes all the measures I just mentioned, and 6 it also includes measures of both graduation rate 7 and college-and-career readiness. For grad rate we 8 look at how many of your students graduate on time 9 in four years, and we also look at your growth in 10 that grad rate. So, from one year to the next, do 11 you have more students graduating on time? If you 12 do, that's a really good thing. 13 Last year, from 2011 to 2012, we saw 14 tremendous progress across our high schools in grad 15 rate. We hope that that continues. But as a 16 result, our high schools really improved their grade 17 in that component and overall, because they saw that 18 great growth on grad rate. 19 We also give partial credit for the five- 20 and six-year grad rate. We give more points for the 21 four-year grad rate. But when we were developing 22 the scale and the system, we had several 23 superintendents and districts say to us, "You know, 24 we have some kids that they graduate, meeting all 25 the requirements and fully proficient. They just</p>	<p style="text-align: right;">Page 24</p> <p>1 want to make sure they're putting the right students 2 into AP and setting them up for success. If you put 3 a student into an AP course that isn't ready, 4 they're likely not going to score a 3, 4, or 5 on 5 the exam. It could be something that discourages 6 them, when it's all said and done. 7 So, it's that balance of increasing 8 students accessing college-and-career-ready 9 coursework, but increasing the number of students 10 who are ready for success. So, with the AP example, 11 if you have a student who takes an AP course and 12 they score a 3 or higher on the exam, they're going 13 to get points, not only for participation, but, 14 also, points for that student's achievement, because 15 they met the criteria to be successful in that 16 indicator. 17 So, if you think about School Grades 18 versus AYP, this is just a little bit of comparison 19 about what we had under AYP, and what we have now. 20 With AYP, it was only ever based on one 21 year of test results. And, under School Grades, we 22 always include three years' worth of data whenever 23 we can. We think that gives a much richer picture 24 of how the school really is performing over the long 25 run. And when a school is making those steady gains</p>
<p style="text-align: right;">Page 23</p> <p>1 need a little bit of extra time." 2 Maybe, in that first year of high school, 3 they struggled, and they dropped out for a period of 4 time, but they've come back. There's different 5 scenarios. 6 So, we do give partial credit for that 7 five- and six-year grad rate, because when students 8 are graduating and meeting those requirements, that 9 should be recognized as well. 10 In terms of college-and-career readiness, 11 that really looks at if a school is preparing 12 students for success after graduation. So, we look 13 at measures like advanced placement courses or 14 participation in a career technical program of 15 study. 16 So, we look at how many students 17 participate in those measures, and we give you 18 points for that. So, if year over year, you're 19 increasing the number of students participating, 20 that's a great thing. But we give you more points 21 if you're increasing the number of students showing 22 success in those classes, or in those things like 23 the ACT or the PSAT or the WorkKeys. 24 We want schools to not only encourage more 25 students to take AP courses, for example, but we</p>	<p style="text-align: right;">Page 25</p> <p>1 with students, that's going to be reflected in their 2 School Grade. Under AYP, there was no way to 3 measure that. 4 AYP was also a static picture. It was 5 literally, "How many students in your school were 6 proficient this year?" That's it. 7 Under School Grades, we still take that 8 into account, but we look at growth over time. And 9 we value that just as much, because, as schools make 10 those gains and show those steady improvements, that 11 tells us they're on the right track, that what 12 they're doing instructionally is working for kids, 13 and we want to make sure that's taken into account. 14 Under AYP, you either met all the criteria 15 or, if you missed one, you missed it all. So, under 16 AYP, you had 37 ways to fail. 17 So, for example, we looked at individual 18 subgroup performance; we still do that in the School 19 Grade. If you haven't looked through the School 20 Grade report card -- hopefully, you have, but if you 21 haven't I encourage you to do so -- because, for 22 each of the indicators, we break down the 23 performance of the subgroups of students in that 24 school on each indicator. So, it gives a ton of 25 really helpful data to our schools.</p>

<p style="text-align: right;">Page 26</p> <p>1 But, under AYP, let's say in a school, 2 your students with disabilities weren't proficient. 3 As a result, the whole school would have missed AYP, 4 even if the other groups of students were performing 5 really well. 6 With School Grades, this lets us know 7 where we're doing well, where we're struggling. It 8 lets you work towards that continuous improvement. 9 But it doesn't -- if you -- if you do poorly on one 10 indicator, that doesn't automatically mean you're 11 going to fail under School Grades, like it would 12 have under AYP. 13 The other thing that's a big difference is 14 you always conduct partial credit for all indicators 15 under School Grades. So, even if you don't max your 16 points out for current standing -- I think you can 17 get 20 points on current standing? Am I remembering 18 that correctly? 19 DR. GREGORY: It depends on the model, 20 whether it's -- 21 MS. LENTI: For elementary and middle, you 22 can get up to 20 points for current standing. So, 23 even if not all of your kids are on grade level, but 24 some of them are, you'll still get a portion of 25 those points. So, it's not the all-or-nothing</p>	<p style="text-align: right;">Page 28</p> <p>1 disabilities, and any school did on that specific 2 indicator. 3 So, as a school is planning for the next 4 year for instruction for students, they can use that 5 data to say, which of my subgroups is struggling the 6 most, where am I going to maybe need to spend some 7 extra time and energy and effort in this next year, 8 and get really targeted in specifics, so, it's not 9 this, well, everybody sort of tanked, so, best of 10 luck next year; we're just going to focus on those 11 kids that are scoring a 38 on the SBA to get them 12 above the mark, which was what was happening under 13 AYP. 14 In terms of how our schools did this year, 15 this is a quick breakdown, from 2012 to 2013. 16 So, as you can see, we have more A schools 17 this year than we did last year. We actually have 18 more A and B schools overall than we do D and F 19 schools for the first time; not by much, but we do 20 have more A and B than D and F. We're pretty 21 excited about that. 22 And over 71 percent of our schools even 23 maintained their grade, or they actually increased 24 their grade. So, the whole shift is starting to 25 move, which is what we're really excited about.</p>
<p style="text-align: right;">Page 27</p> <p>1 nature, like it was with AYP, "you either meet it 2 all, or you miss it all." We think that's really 3 important. 4 So, this just shows you the front page of 5 a school grading report card. There's an elementary 6 school one on your right, and a high school one -- 7 excuse me -- on your left. Audience, you're the 8 same way as me. 9 And it shows you -- this is just the front 10 cover. It shows you how the school did with an 11 overall grade. So, you see the big final grade at 12 the top. And, then, it shows you how they did on 13 each one of the subcomponents. And, then, it shows 14 you their three-year average. 15 As you go into Pages 2 through 7 of the 16 report, we give you specific detail on each 17 indicator. We give you a little bit of a longer 18 description of what that indicator means, what we 19 take into account. And, then, we show you the 20 specific performance for the students in the school, 21 broken down by subgroup on current standing. 22 So, if you're looking at the current 23 standing component of the report card, you'll be 24 able to see how the Native American students, the 25 Hispanic students, the ELL, the students with</p>	<p style="text-align: right;">Page 29</p> <p>1 This is what the distribution of grades looked like 2 under 2012, so, it just shows you what the 3 distribution across the whole spectrum looked like. 4 And this is what it looked like under 2013. 5 So, we did see a little bit of shifting to 6 the right of the curve, which we're really excited 7 about. One thing that we get asked a lot is, "Are 8 schools always going to be on a normal curve under 9 School Grades?" 10 And the answer is, "No, we do not change 11 the scale every year." 12 If we changed the scale every year, then 13 that, very likely, could be the case. 14 So, grades are given on a scale of zero to 15 100, and from -- I don't actually recall the scale 16 off the top of my head. From 85 to 100 is an A for 17 elementary/middle? 18 DR. GREGORY: That sounds right. I'd have 19 to look -- 20 MS. LENTI: So, at 85 to 100, if you're 21 scoring those bands, you're an A school. If we 22 changed the scale every year, we probably would have 23 a normal curve. But we're not changing what that 24 means. So, as more schools increase their grade, 25 all schools have an opportunity to eventually be an</p>

<p style="text-align: right;">Page 30</p> <p>1 A or a B grade. 2 If that were to happen, first, that would 3 be awesome. But, second, that would tell us we're 4 ready to raise expectations here in the state. So, 5 we hope we get to that point someday. We're not 6 there yet; we're making progress in the right 7 direction. But we do expect to see more schools 8 sort of moving to the right of that curve over time. 9 When we implement the PARCC assessments in 10 the '14-'15 school year, we will have to make sure 11 that the way the system is structured is working and 12 taking into account growth and progress properly 13 with that new assessment. Those are things we're 14 talking through now. 15 But, for now, for when we give grades next 16 year, the scale is not changing. So, if it means 17 you have to have an 85 or higher this year to be a 18 school with a grade of A, it's going to be the same 19 for next year. We don't want to change those 20 expectations on schools every year. That's another 21 thing AYP did. Every year, the bar got a little bit 22 higher, so, schools were perpetually in a catch-up 23 mode. With School Grades, we keep the bar stable, 24 so, schools can really see their progress they're 25 making towards that endpoint.</p>	<p style="text-align: right;">Page 32</p> <p>1 they're going to do this year. We think they've put 2 themselves in a really great trajectory, and we 3 think that this is sort of their new floor, and 4 they're only going to continue to go up from there. 5 Unfortunately, our elementary -- this is 6 actually representing our elementary and middle 7 schools -- didn't have quite as strong of a year. 8 They saw a slight decrease; not slight, actually. A 9 relatively moderate decrease in the number of A and 10 B elementary and middle schools. 11 And when we dug into the data, what we 12 found was, our elementary schools, across the board, 13 did pretty strong in things like third-grade 14 reading. But, for the most part, in grades four, 15 five, and six, almost all of our elementary and 16 middle school students saw a decrease in the number 17 of students on grade level. That's simply not 18 acceptable. We need to have more kids on grade 19 level every year. When you see performance go down, 20 it is going to be reflected in the School Grade. 21 I know that that gives folks heartburn but 22 if a school isn't increasing student learning year 23 to year, we need to know why. We need to think 24 differently about how we support them. We need to 25 give them data that's painting a clear picture of</p>
<p style="text-align: right;">Page 31</p> <p>1 This shows our estimation of what would 2 have happened if we were still calculating AYP. 3 Approximately 99.6 percent of our schools would have 4 failed AYP. That tells us that about three of our 5 schools would have actually made it. We know we 6 have more than three high-performing schools in the 7 state. School Grades gives us a much more nuanced 8 and accurate picture. So, we're really excited that 9 we have the system in place, so that we were able to 10 get the waiver, so that we don't have to calculate 11 AYP anymore. 12 This is a breakdown of our high schools. 13 Our high schools did an amazing job this year. 14 There's no two ways around it. Not only did they 15 see great growth and progress on their grad rate, 16 but they saw amazing growth and progress on their 17 overall proficiency rates in their schools. All of 18 our high schools, with the exception of one high 19 school that got a grade of D, earned a grade of A, 20 B, or C. 21 And, again, that was a combination of that 22 strong increase in grad rate, as well as the strong 23 increase in the number of eleventh-graders that took 24 the SBA that were proficient. They really knocked 25 it out of the park. We're excited to see what</p>	<p style="text-align: right;">Page 33</p> <p>1 what is and isn't working so they can improvements 2 going forward. 3 I will pause there before I dive into 4 Educator Effectiveness, because I think they're two 5 separate items on the agenda, unless you want me to 6 do these slides -- I think I have only six or 7 seven -- or, we can pause here and do questions. 8 It's whatever the Chairwoman would like to do at 9 this point. 10 THE CHAIR: Do you want to move ahead and 11 do questions at the end? 12 COMMISSIONER GANT: Do School Grades now. 13 THE CHAIR: Do School Grades now? Okay. 14 School Grades now -- 15 MS. LENTI: Great. 16 THE CHAIR: -- please. Thank you. 17 COMMISSIONER BERGMAN: They're waiting for 18 us, Madame Chair. 19 THE CHAIR: I'm sorry? 20 COMMISSIONER BERGMAN: They're waiting for 21 us to ask questions. 22 THE CHAIR: All right. I'm ready to hear 23 somebody say they've got a question. Commissioner 24 Bergman? 25 COMMISSIONER BERGMAN: Thank you for your</p>

Page 34	Page 36
<p>1 presentation and your time today. 2 MS. LENTI: Absolutely. 3 COMMISSIONER BERGMAN: Now, right after 4 you guys rolled this system out, someone in this 5 state said something along the lines that only five 6 people in the state understood this process. And, 7 of course, the media jumped on that and rode it as 8 far as they could ride it. 9 I presume if -- and I say "if" -- that 10 statement were true, then you two were part of the 11 five that understood it. But how would you respond 12 to that, especially now that you have had -- 13 what? -- about two years to fine-tune it. 14 MS. LENTI: Sure. So, I will take the 15 first cut and then toss it to Cindy to see if she 16 has anything to add. That was actually said last 17 year at a committee hearing by my fellow deputy 18 secretary. And we have ribbed him for that over and 19 over again. He misspoke. 20 So, I think the way I would respond to 21 that is, I -- I am not a statistician. So, I 22 probably can't sit down at Cindy's computer and use 23 the code to do the fiscal calculation myself. But I 24 can explain what's in a School Grade, why it's in 25 the School Grade, and how a school should look at</p>	<p>1 and said, "Thank you so much. I now know -- I knew 2 what I needed to do instructionally, and that's what 3 made the difference for me." So, that's the place 4 where we approach it from. Cindy, I don't know if 5 you want to add anything on the technical piece. 6 DR. GREGORY: I might add a little bit to 7 that. I was here in the early days of AYP, as well. 8 And there was a lot of challenge and 9 misunderstanding of AYP in the early days. And I 10 think change is difficult. 11 We've learned, from my division, how to 12 make the reports a little more user-friendly. You 13 may remember, in 2011, it was one page. Then, in 14 2012, it went to five pages, and, now, it's eight 15 pages. There's an awful lot of very rich 16 information there, like Leighann said, that people 17 are beginning to understand that they can use very 18 productively. And we've also simplified some parts 19 of it that make it a little bit more understandable. 20 We started with something called a Growth 21 Index, and nobody understood what that meant. Now, 22 we're presenting growth as scale score points per 23 year over a three-year period, and people understand 24 that. 25 So, we are gathering information; we are</p>
Page 35	Page 37
<p>1 their data to make instructional changes for 2 students. 3 And I feel pretty confident with those 4 three things, and I'm okay with the fact that I 5 can't do the calculation with the code. That's not 6 my area of expertise. I chose to be a policy 7 person, not a statistician. So, for me, that's how 8 I think about it. 9 And when we spend time with schools, we 10 spend a lot of time with our schools that have a 11 grade of D or F. And we've really spent time with 12 them, having really rich conversations, I think, 13 more than ever before, about, "This is what your 14 data is telling us, and this is what it actually 15 means for kids from an instructional standpoint." 16 And what we found is that when we can have 17 those really rich databased conversations, they're 18 getting it, and they're understanding it. And the 19 schools that are invested -- we had a school last 20 year that, initially, the principal came to us and 21 said, "This is confusing; I don't understand it." 22 We spent time with that principal. She 23 came to our data training. She had an instructional 24 audit in her school, and her school went from a D to 25 a C. And she sent us an e-mail after that happened</p>	<p>1 adapting the report as we go. And we're actually 2 receiving very good feedback. I would say, in the 3 early days of AYP, we could not count the number of 4 appeals we had, because people didn't understand and 5 challenged what we were doing. Now, in our third 6 year, our number of appeals for school grading has 7 approached what it was in the seventh year of AYP. 8 So, now, it has rapidly declined. People 9 are understanding it. They're using it, and they're 10 finding it very valuable. 11 I would, again, point you towards the 12 latter part of the report, which I think is where 13 all the rich data is. And it takes a little bit 14 of -- you can't just pick it up and look at it over 15 dinner. You've got to kind of make your way through 16 it and understand what each part means. But once 17 you do that, you realize that each piece of the 18 report tells a very rich story for the school. 19 So, I think we're -- we're ahead of the 20 game here. 21 COMMISSIONER BERGMAN: Thank you. Thank 22 you very much. Thank you, Madame Chair. 23 THE CHAIR: Thank you. Commissioner Gant? 24 Commissioner Toulouse. 25 COMMISSIONER TOULOUSE: Madame Chair, I'm</p>

<p style="text-align: right;">Page 38</p> <p>1 coming from being much older, Madame Deputy 2 Secretary, than you are. And I had many years in 3 the State government. And I never got to be a 4 deputy secretary, but I certainly worked at a high 5 enough level that I'm going to differ with you a 6 little bit about your saying you don't need to 7 understand how this works, because, if you're the 8 only one out there doing it, somebody's still going 9 to ask you. 10 I'm very knowledgeable in statistics and 11 all. I worked in the Human Services Department, and 12 I did all kinds of stuff. And I could tell you how 13 all the programs went up and down and around, and 14 the differences in the policies and all. So, I 15 understand complexities. But I am concerned that I 16 can't begin to follow this. And I'm very good at 17 statistics and math. 18 What I need to understand is how this 19 applies, because I see small schools that are going 20 up and down and up and down, while the larger 21 schools are more even. How can you people factor 22 that in so that you don't give a culture shock to a 23 small school, where they don't have the same number 24 of kids, or where you have one or two children that 25 just aren't performing in certain areas, but do in</p>	<p style="text-align: right;">Page 40</p> <p>1 They had a hard row to hoe in AYP. 2 THE CHAIR: Pardon me for interrupting. 3 Would you use the mic, please? That way, everyone 4 can hear. 5 MR. GERLICZ: Push down. 6 MS. LENTI: You have to hold it down. 7 DR. GREGORY: I'm sorry. You make a very 8 good point. Small schools, statistically, are 9 difficult to deal with. We have some 10 unsophisticated ways of dealing with it, which is 11 what we did in AYP, which is what Leighann said, 12 basically discounting students in small groups or 13 small schools. 14 Now, we create a statistical adjustment 15 for the size of the school, which has the effect of 16 dampening some of those wide swings. And we also 17 use three years' worth of data, where possible, 18 which allows you to accumulate evidence on greater 19 than one year. 20 Even then, we know that we have a small 21 school issue. I would address the volatility that 22 you were talking about, about the bounciness of 23 school grades as actually being a good thing. If a 24 school implements a program in one year, they want 25 to see some effect of that in the following year.</p>
<p style="text-align: right;">Page 39</p> <p>1 others? 2 Do you get what I'm -- and I'm not trying 3 to be insulting or anything. I'm just asking, from 4 my many years in being an old lady now, and a 5 grandmother of lots of children in charter schools, 6 I'm asking a question. So, thank you. 7 MS. LENTI: I'm actually going to let 8 Cindy answer the small schools question. That's 9 something we've thought about. 10 You're right. A lot of our districts, for 11 example, when you look at proficiency rates, you see 12 pretty significant swings in those small districts. 13 We have districts with less than 50 students in 14 them. If a family with four kids moves in, that's a 15 very significant change for that district from year 16 to year. So, that's something we recognized could 17 impact School Grades and sort of create those big 18 shifts and swings. 19 From a policy standpoint -- and Cindy and 20 her team have worked hard to address that in how we 21 take that into account, so schools on an annual 22 basis aren't negatively impacted as they see those 23 swings. I'll let her explain the technical logic 24 behind it. 25 DR. GREGORY: Small schools are difficult.</p>	<p style="text-align: right;">Page 41</p> <p>1 And when you have these rules that discount that 2 volatility, the school's not able to see it, and the 3 State is not able to see it. 4 So, while it may look like it's a 5 statistical phenomenon that's not good, I would 6 actually argue that it is good, that it's -- you're 7 seeing evidence of short-term gain or short-term 8 loss, if that's the case. 9 So, School Grades are more volatile. I 10 think they're more truth-telling. I think they deal 11 with small schools better, much better than we did 12 with AYP. It isn't perfect. We understand 13 completely that it's not perfect. And we are a 14 state that has a lot of small schools in small rural 15 areas. We're doing our best to deal with that 16 statistically. 17 Unfortunately, that statistical treatment 18 is a little bit complicated, and it does -- it 19 does -- for those of you who want to understand the 20 math behind it, it's a little complex. But it's 21 well-recognized. It's nationally recognized. Our 22 statistical experts have approved what we do. And, 23 then, I just have to leave it at that. We are 24 trying to address it. School size is part of the 25 value adjustment for three out of our five</p>

<p style="text-align: right;">Page 42</p> <p>1 achievement indicators.</p> <p>2 THE CHAIR: Does that answer your question</p> <p>3 sufficiently?</p> <p>4 COMMISSIONER TOULOUSE: Madame Chair, it</p> <p>5 gives me an answer. I still have to think things</p> <p>6 through. And, again, I do really know statistics.</p> <p>7 Had to work with them for years. And I can tell</p> <p>8 you, having run very small welfare offices, where</p> <p>9 one case in error made me have a federal sanction</p> <p>10 come down on my office -- you know, this is where I</p> <p>11 come from.</p> <p>12 Plus, I also come from the -- I was in</p> <p>13 higher ed at the point that the previous</p> <p>14 presidential administration was trying to apply No</p> <p>15 Child Left Behind, or, as the colleges were calling</p> <p>16 it, Every Child Left Behind, to colleges, especially</p> <p>17 the community colleges.</p> <p>18 So, I understand a lot of how that went,</p> <p>19 too, and fought against it, because, to me, it</p> <p>20 didn't work in many settings. So, I applaud people</p> <p>21 trying for a different one. I just still have my</p> <p>22 concerns with what we're trying to do, when each</p> <p>23 child is so different, especially in the younger</p> <p>24 grades. I don't have a problem applying it to high</p> <p>25 school, where kids should have evened out, should</p>	<p style="text-align: right;">Page 44</p> <p>1 have been posted, there are high schools out there</p> <p>2 with a B, C, maybe an A, who failed graduation, who</p> <p>3 failed college readiness and career readiness. And</p> <p>4 I do not understand how a school can have a passing</p> <p>5 grade and cannot and did not do their mission.</p> <p>6 I understand the point system. I</p> <p>7 understand adding up. But not doing your primary</p> <p>8 mission, it's not logical.</p> <p>9 DR. GREGORY: Do you want me to take that</p> <p>10 one?</p> <p>11 MS. LENTI: Sure.</p> <p>12 DR. GREGORY: Well, first of all, the</p> <p>13 technical manual is what I was working on before I</p> <p>14 walked into this room, and I'll be working on it as</p> <p>15 soon as I leave. We are trying to get the new</p> <p>16 version out. And I apologize that we are late.</p> <p>17 We're doing the best we can.</p> <p>18 The new manual, I hope, will delight you</p> <p>19 in how understandable it is. We are taking great</p> <p>20 pains to make this -- and, especially, the</p> <p>21 mathematical part, the technical part, more</p> <p>22 understandable. And I hope it's out shortly.</p> <p>23 Now, to address your concern about</p> <p>24 career-college readiness. I think, probably, you're</p> <p>25 bringing up a point that I would make about the</p>
<p style="text-align: right;">Page 43</p> <p>1 have had different paths and all. But I have a</p> <p>2 problem where we start with some kids who don't even</p> <p>3 speak English when they start kindergarten or pre-K,</p> <p>4 and, you know, other kids that have been through</p> <p>5 high-priced schools and that -- you know.</p> <p>6 So, I have my concerns. But you did give</p> <p>7 me an answer, and I know you're addressing it. So,</p> <p>8 thank you.</p> <p>9 THE CHAIR: Thank you. Commissioner Gant?</p> <p>10 COMMISSIONER CARR: I'm going to be a long</p> <p>11 time. You might as well go.</p> <p>12 COMMISSIONER GANT: Commissioner -- Madame</p> <p>13 Chair, I understood -- maybe I got the wrong</p> <p>14 information, that a new technical manual was due out</p> <p>15 on the 20th and didn't make it? And some of these</p> <p>16 questions I'm going to ask may be in there. So, be</p> <p>17 patient, because I read the technical manual, the</p> <p>18 AC, the whole nine yards.</p> <p>19 And I've got to agree with others on the</p> <p>20 Commission and others out in the field who are very</p> <p>21 statistically savvy. They haven't got a clue.</p> <p>22 All right. As you know, the mission of</p> <p>23 high schools is graduation, career readiness,</p> <p>24 college readiness. You added it to the</p> <p>25 elementary-mid. So, if you look at the grades that</p>	<p style="text-align: right;">Page 45</p> <p>1 richness of school grading. It isn't enough to look</p> <p>2 at a school's overall grade. You never want to</p> <p>3 judge a school by whether they're an A, B, C, D, F.</p> <p>4 You really have to look at each of the individual</p> <p>5 components and judge them individually for what they</p> <p>6 contribute and don't contribute to that school's</p> <p>7 outcome.</p> <p>8 And it is possible that -- and it's very</p> <p>9 evident that some schools achieve greatly in some</p> <p>10 areas and are drastically underserving in others.</p> <p>11 I think that is the absolute joy, for me,</p> <p>12 of school grading, is that we now have diagnostic</p> <p>13 criterion that can help you, as the public,</p> <p>14 understand where a school is achieving and isn't</p> <p>15 achieving.</p> <p>16 I don't want to defend a school that is</p> <p>17 not making an A in graduation or CCR. I think you</p> <p>18 hold those schools accountable. The point system</p> <p>19 allows them to make a C. That's maybe something</p> <p>20 that -- that we could address as a policy.</p> <p>21 But it's very evident what -- how the</p> <p>22 points are distributed and what's contributing to</p> <p>23 their success and failure, based on the report. So,</p> <p>24 beyond that, I would just say I think we have a</p> <p>25 better model, much better than we've had in the</p>

<p style="text-align: right;">Page 46</p> <p>1 past.</p> <p>2 COMMISSIONER GANT: Madame Chair, I agree</p> <p>3 that No Child Left Behind was a total waste of time</p> <p>4 from the get-go. But, when the community looks at</p> <p>5 the grades -- the community, who doesn't understand</p> <p>6 all the stuff down in the weeds -- and they see an F</p> <p>7 for graduation, F for CCR, then, they question the</p> <p>8 grading system. That's just a comment from the</p> <p>9 field.</p> <p>10 Lets's look at some other things. Lets's</p> <p>11 look at the bonus points, okay? The technical</p> <p>12 manual says -- and I quote the one I have -- "A</p> <p>13 review committee comprised of three members with</p> <p>14 extensive background in classroom teaching and</p> <p>15 administration scores the proposal. Each member</p> <p>16 reviews, and then you do an average."</p> <p>17 Three people do over 800 schools in the</p> <p>18 State of New Mexico? That's what your tech manual</p> <p>19 says; is that correct?</p> <p>20 MS. LENTI: That was correct for last</p> <p>21 year. This year, we had, I believe, 27 staff</p> <p>22 members from PED that all worked on bonus point</p> <p>23 reviews. Everybody that helped review bonus points</p> <p>24 had a background as either being a classroom teacher</p> <p>25 or a school administrator, principal, or AP, so they</p>	<p style="text-align: right;">Page 48</p> <p>1 Oftentimes, when we're out and about talking about</p> <p>2 School Grades, the first question we get is, "I</p> <p>3 submitted bonus points, and I only got</p> <p>4 one-and-a-half points." So, we address that.</p> <p>5 At the end of the day, where you're going</p> <p>6 to see the most movement in your student grade is</p> <p>7 where you focus on school growth, especially for</p> <p>8 your lowest performing kids. So, we constantly</p> <p>9 remind our schools of that. We think it's really</p> <p>10 important that that reminder is there.</p> <p>11 Bonus points are things that went above</p> <p>12 and beyond. And that's another area where we've had</p> <p>13 some discrepancies. We have a lot of schools submit</p> <p>14 to us that they held parent teacher conferences.</p> <p>15 That should be happening anyway. That's not an</p> <p>16 above-and-beyond activity, to engage your parents.</p> <p>17 So, this year we did shift how the bonus</p> <p>18 point review went. We think it's going to be even</p> <p>19 better next year. We're going to give schools a</p> <p>20 much larger window to submit.</p> <p>21 This past year, I think they had about a</p> <p>22 three- to four-week window of submission. The prior</p> <p>23 year, they only had about a week.</p> <p>24 This year, they're going to have a</p> <p>25 multi-month submission window. So, as they do those</p>
<p style="text-align: right;">Page 47</p> <p>1 had deep knowledge of what does and doesn't work in</p> <p>2 schools.</p> <p>3 All bonus point submissions were reviewed</p> <p>4 by at least two reviewers. So, it was never just</p> <p>5 one person making a judgment. We always wanted to</p> <p>6 make sure that there were multiple sets of eyes.</p> <p>7 We had policies and procedures in place</p> <p>8 that, if Cindy and I were the reviewers, and she</p> <p>9 gave someone five, and I gave someone zero, that</p> <p>10 that automatically triggered another set of eyes to</p> <p>11 look at it, because there clearly was a large</p> <p>12 disparity, because we wanted to make it as fair as</p> <p>13 possible.</p> <p>14 So, we did shift this year. We also</p> <p>15 allowed schools to make their bonus point submission</p> <p>16 be an online system, versus paper-pencil, which is</p> <p>17 what happened the prior year. We literally had</p> <p>18 schools sending us reams of paper. So, it was a</p> <p>19 much easier review process this year.</p> <p>20 We are actually, right now working to, for</p> <p>21 lack of a better term, turn on the switch, so that</p> <p>22 everybody who submitted bonus points can go back in</p> <p>23 and look at the comments on each of their</p> <p>24 submissions.</p> <p>25 Back to my earlier point on bonus points.</p>	<p style="text-align: right;">Page 49</p> <p>1 truly engaging parent-and-student activities, they</p> <p>2 can send it to us; they can give us data and</p> <p>3 evidence; we can sort of look at them on an ongoing</p> <p>4 basis.</p> <p>5 In terms of, after staff reviews and makes</p> <p>6 a recommendation, the data then goes to Cindy and</p> <p>7 her team to do the final pieces of the final</p> <p>8 calculation, so that everything gets put on that</p> <p>9 zero-to-five scale for bonus points. I don't know</p> <p>10 if you have anything you want to add on that or not.</p> <p>11 DR. GREGORY: That's not changed.</p> <p>12 COMMISSIONER GANT: That's fine that you</p> <p>13 went to 27, and you have two people looking at each</p> <p>14 school, et cetera. But -- I understand the growth</p> <p>15 points and all that. But, there is a possibility,</p> <p>16 on the bonus points, one point will make you a D or</p> <p>17 a C, or a C or a B. And, that -- out there in the</p> <p>18 field, that's what the public sees. They see the D,</p> <p>19 and one point could have made that school a C. One</p> <p>20 point could have made it a B, and everybody gets</p> <p>21 happy, gets very happy.</p> <p>22 So, let's talk about your appeal process.</p> <p>23 It's not in the tech manual; no word at all in the</p> <p>24 tech manual about appeals; no word at all in the</p> <p>25 Administrative Code. So, where are these policies</p>

<p style="text-align: right;">Page 50</p> <p>1 and procedures for the public, for folks like myself 2 sitting up here, to read, so we understand the 3 appeals process? 4 MS. LENTI: We follow a similar process 5 that we followed under AYP, in that we communicate 6 the appeals time frame and process directly to 7 districts and schools. That's what we did under 8 AYP. It's what we continue to do under School 9 Grades. 10 They are given specific instructions, via 11 a guidance memo from the Secretary, districts and 12 schools, on, "This is what the appeal process looks 13 like. This is the time frame for when appeals need 14 to be submitted to PED, which is when we will 15 return -- when we will return a decision to you." 16 We kept that consistent from AYP to School 17 Grades. I suppose that's something we could include 18 as a section in the technical manual. But that 19 guidance is given directly to schools and districts, 20 and that's not something that's changed for them in 21 terms of the process from AYP to now. Is that 22 correct, Cindy? 23 DR. GREGORY: Correct. 24 COMMISSIONER GANT: Well, I would also 25 say, what's in the technical manual and</p>	<p style="text-align: right;">Page 52</p> <p>1 DR. GREGORY: I'll take this. You bring 2 up a very good point. We have had a lot of 3 difficulty with our testing schedule and trying to 4 move it earlier in the year, so that we can get 5 results out to the schools and the parents in a 6 timely way to prepare for the following year. 7 Our assessment, by necessity, has a lot of 8 human-graded components. It's actually been lauded 9 for that, because of the depth of knowledge. But 10 those human-graded components really compromise our 11 timeline a lot. 12 We have one more year of having to cope 13 with this with the SBA, and, then, once we go to the 14 PARCC assessments and the more online assessments, I 15 think we'll be in a better position to address the 16 timeliness of the assessment. We fully appreciate 17 your comment. It's a difficult -- it's like small 18 schools; it's just one of those necessary evils that 19 we've been trying to cope with. 20 COMMISSIONER GANT: Madame Chair, they 21 bring up the PARCC for the Common Core curriculum 22 assessment. Fall of 2014. Has that PARCC in the 23 State of New Mexico been piloted so it can be 24 normed? 25 MS. LENTI: Madame Chair, members of the</p>
<p style="text-align: right;">Page 51</p> <p>1 Administrative Code is also the same thing that you 2 give the schools. They should know -- the 3 principals, administrators -- should know what's 4 going on in those things. And, in my view, that 5 information should be either in the AC or the tech 6 manual. That's my comment on that. 7 Next point. The higher -- the High-Stakes 8 Test is usually done in March; is that correct? 9 MS. LENTI: End of March and beginning of 10 April. 11 COMMISSIONER GANT: Well, right now, I'm 12 looking at some calendars now. It's the second week 13 of March. That area ends up being -- break 14 around -- around Easter, et cetera, et cetera. 15 Okay. 16 So, you could possibly have seven to eight 17 weeks after the High-Stakes Test, where that 18 material appears on the test. So, teachers may not 19 have an opportunity -- this is an old problem that 20 nobody's fixed yet. There may be -- so this could 21 impact the school grade, the teacher evaluation. If 22 kids don't know the information because they haven't 23 been taught, they haven't had time to get it, 24 because it appears in late March, April, or May. 25 So, how does the school grading accommodate that?</p>	<p style="text-align: right;">Page 53</p> <p>1 Commission, PARCC has not been field-tested in any 2 of the 22 states that are participating. The field 3 test will happen in the spring of 2014 across the 4 nation. We will have a representative sample of 5 New Mexico schools taking aspects of the PARCC test 6 to make sure the items work the way the governing 7 board and the PARCC committee expects them to, that 8 we meet the criteria set forth in the federal grant. 9 So, that will be happening across the 10 nation for all PARCC states this coming spring. All 11 states will have the opportunity to field-test. 12 In addition to the field test, PARCC is 13 going to put up a sample portion of an assessment 14 online. So, if you're a school that wasn't selected 15 as part of the representative sample for field 16 testing, you will still be able to allow your 17 students to take a sample test, so they can get a 18 feel for what the items are going to be like and get 19 familiar with it. 20 The scale will not be developed based off 21 of the field test. The field test is really to 22 determine if items are working the way we expect 23 them to work, and if they are, in fact, capturing 24 the new standards. 25 After the full PARCC assessment is given</p>

<p style="text-align: right;">Page 54</p> <p>1 in the 2014-'15 school year, not just for 2 New Mexico, but for our other states and the 3 consortium, then the whole consortium will have to 4 go through the process of setting the scale. 5 We've signaled this to districts. As a 6 result of that, School Grades will have to come a 7 little bit later that year. After the test is 8 given, you have to go through the norming process 9 and the scaling process to determine what really is 10 proficient. You need your full sample to do that 11 properly. 12 Our schools know grades will come a little 13 bit late that year. That's part of what we're 14 taking into account as we develop different 15 transition policies. We're still finalizing what 16 those policies will look like. Our Secretary and 17 our PARCC team were actually just back from a 18 governing board meeting yesterday. These issues 19 were discussed. We haven't gotten the whole report 20 out. 21 But as those policies get built, and we 22 learn more, we're actively sharing them with our 23 districts. If you haven't had a chance to look at 24 our New Mexico PARCC Web site, I encourage you to do 25 so. There is a wealth of information there about</p>	<p style="text-align: right;">Page 56</p> <p>1 No one is taking a PARCC assessment in the spring. 2 A representative sample will take a field test to -- 3 but there's no accountability connected to those 4 items or to that field test. It's simply to make 5 sure the items work the way the consortia expects 6 them to, that kids can get logged in. 7 There's no accountability associated with 8 the field test items that will be given to 9 New Mexico students or any students in the PARCC 10 consortium this spring. I want to make sure that's 11 clear. It's simply just to field-test to ensure 12 that, as we get ready to roll PARCC out statewide, 13 things work the way we say they're going to work. 14 So, there's no accountability associated with the 15 field-test items that will be given with PARCC in 16 the spring of 2014. 17 COMMISSIONER GANT: Madame Chair, I did 18 understand that. But you're going to field it in 19 the fall; is that correct? 20 MS. LENTI: No, sir. The first PARCC 21 assessment that will be given in the '14-'15 school 22 year that will be used for any sort of 23 accountability will not happen till the winter. The 24 way the PARCC test is structured is, at about the 25 75-percent point of the school year, students will</p>
<p style="text-align: right;">Page 55</p> <p>1 how we've engaged with the development, what schools 2 can expect, tools to determine their technology 3 readiness. So, if you go to the NM page Home page, 4 and you go to the A-to-Z Directory, and "PARCC" 5 under "P," I think a lot of information that's there 6 will be helpful, as you all think about PARCC in the 7 context of charter schools and moving forward. 8 COMMISSIONER GANT: Madame Chair, this is 9 just a comment on my part. Based on many years of 10 work, I was never in a business of any kind who 11 fielded, instituted stuff like PARCC and grading 12 systems and teacher evaluation until everything was 13 in place and fully tested. 14 Right now, you're going to do PARCC in the 15 spring. We don't know what the results are going to 16 be. We don't know what the norm is. And you've got 17 teachers and principals sitting out there -- "Here 18 we go again. Here we go again." And they're 19 worried that their teacher evaluations and their 20 school grades are going to suffer, because we have 21 not taken -- the leadership has not taken time to 22 put the total package together and make sure it 23 works correctly before it is fielded to the schools. 24 And that's what I hear out there. 25 MS. LENTI: One point of clarification.</p>	<p style="text-align: right;">Page 57</p> <p>1 take a portion of the PARCC assessment that measures 2 their learning to date. And those are the 3 constructive response portions of the PARCC test, 4 the ones that take a little bit longer to score, 5 which is why -- part of what we've struggled with in 6 New Mexico. 7 So, those will get scored then. It will 8 be based on student learning to date. And, then, at 9 the very end of the school year, really, at the 90- 10 95-percent mark, students will take the remaining 11 portion of the PARCC assessment that measures the 12 rest of their learning. That's a computer-based 13 assessment. It can be scored much more quickly. 14 Results can be returned, not quite instantly, but 15 pretty darn close. 16 And, so, there are going to be components 17 of the PARCC assessment that come online later down 18 the road, short-cycle assessments. But those will 19 not be used for any sort of stakes attached to them 20 in terms of the school grade. Those are still under 21 development. Right now, the only portion of PARCC 22 that's going to be rolled out in '14-'15 are the 23 summative portions, and those will not get rolled 24 out -- the first piece, we anticipate to come right 25 around February.</p>

<p style="text-align: right;">Page 58</p> <p>1 COMMISSIONER GANT: My last question, 2 Madame Chair. You say you're going to get a 3 representative sample of schools. How are you going 4 to select those schools, and are charter schools 5 going to be part of that selection? 6 MS. LENTI: Madame Chair, members of the 7 Committee, one of the vendors that's working with 8 the PARCC consortium that was selected through an 9 RFP process has done the work of determining how 10 many students in each PARCC state would need to 11 participate to get the type of results needed to be 12 generated to make those final changes to the 13 assessment that will come during the '14-'15 school 14 year. 15 The districts, charter schools, are -- 16 have the opportunity to field-test. Districts and 17 charters that were selected have already had contact 18 from that field-test item provider. Some districts 19 that were reached out to said, "No, thank you, we 20 don't want to participate." Totally fine. It's not 21 required; it's volunteering. Same with some of the 22 charter schools. 23 The final list is not complete by the 24 vendor. We, as a state, don't even have it, because 25 each district or charter school gets to decide</p>	<p style="text-align: right;">Page 60</p> <p>1 want to make a statement that I think the current 2 staff is doing a pretty outstanding job, based on 3 what they have to do. I think you guys are doing 4 your job, as it's been given to you, to the best of 5 your ability, with the limited staff that you have, 6 especially. So, please don't be hurt by anything 7 I'm going to say. 8 I -- the Eisenhower administration -- 9 President Eisenhower, in his farewell address to our 10 country, warned us about the military industrial 11 complex. You know, you -- we have become so 12 enamored -- and all of that has come true. We've 13 become so enamored with the military, in that we 14 spend \$.55 of every dollar on our military. 15 I think, as a growing result of that, you 16 can make arguments about whether we needed to do 17 that or not, whether we continue to do that or not. 18 I'm going to make a comparison. AYP was 19 the darling of almost the exact same political 20 forces that also are supporting, now, the 21 A-through-F grading program. So, excuse me if I 22 have a lot of doubts and a lot of consternation 23 about the same people coming to people across this 24 country, "We got the newest, greatest thing going, 25 man."</p>
<p style="text-align: right;">Page 59</p> <p>1 individually if they want to participate. But 2 that's all being finalized now. And we're hoping -- 3 in terms of how much of that will be made public, I 4 don't know. I was -- I haven't been at the last 5 several PARCC governing board meetings. That's 6 covered by our PARCC program manager. 7 But we will know, generally, how many 8 students in the state were partic- -- participated, 9 their breakdown in terms of how many of them are 10 Hispanic versus Native American. That's all really 11 important as part of the field-test process to make 12 sure this works for all of our students. 13 But districts and charter schools are 14 included. They always have the opportunities to opt 15 out if they choose. We have had a few charters and 16 districts that have done so. That's based on my 17 knowledge of what our PARCC manager, Lynn Vasquez, 18 has told me. But it's representative of both 19 traditional schools and charter schools, as well. 20 COMMISSIONER GANT: Thank you, Madame 21 Chair. 22 THE CHAIR: Thank you. Commissioner Carr? 23 COMMISSIONER CARR: Madame Chair, I'm 24 going to -- it's going to appear that I'm going to 25 be very way off the topic, but I'm not. And I also</p>	<p style="text-align: right;">Page 61</p> <p>1 And No Child Left Behind sounded 2 wonderful. Even Senator Kennedy got behind it. 3 Everybody, it seemed like, "God, that sounds 4 wonderful." Huh. You know, we had our doubts. 5 A lot of people, most educators, realized 6 that, for the last century, we have been dealing 7 with an ongoing reform movement (indicates) that has 8 resulted in making our education system worse, in 9 most cases. 10 AYP did everything possible to drag our 11 education system down to the dirt. I supported one 12 aspect of it. And it was based on data that we 13 should have educators that are highly qualified. 14 Amen to that. 15 We have charter schools in our states who 16 now would like to waive a college education for 17 teachers. We -- we've had charter schools -- there 18 was a charter school that applied in Taos that 19 wanted to have a Level 3 teacher and two or three 20 teacher aides doing most of the teaching. Thank God 21 we didn't let them come in. 22 I teach my history students constantly -- 23 you know, you hear this all the time, how people try 24 the same thing the same way, over and over again. 25 And you can try the same thing the same way. You</p>

<p style="text-align: right;">Page 62</p> <p>1 can call it by a different name, and, maybe, it is a 2 great improvement. 3 A-through-F, obviously, is an improvement 4 to AYP; almost anything would be. I think a 5 fifth-grader could come up with a better plan than 6 AYP. You know, everybody knows that when we get to 7 the ninth failure, and when we got to the point 8 where everybody was going to fail, politically, that 9 is not going to work. We've got to come up with 10 something else. 11 Then, we're going to start -- I don't know 12 if everybody's going to fail from this A-through-F 13 program. It's set up differently. 14 And, so, excuse me if I have a lot of 15 doubts. And most educators still have a tremendous 16 amount of doubts when you bring in something new. 17 And there have been constant problems -- there have 18 been numerous problems with the A-through-F in other 19 states. You can just simply go through the news and 20 countless stories. 21 Moving on. And, so -- and I'm also going 22 to make a reference, then, to the military 23 industrial complex. We have now come to a point 24 where we have an education industrial -- "industrial 25 educational complex," if I can make a phrase.</p>	<p style="text-align: right;">Page 64</p> <p>1 Now, getting down to the nitty-gritty, 2 when you look at data, data has to be valid. I 3 don't think the data has been that valid from almost 4 any of the standardized tests we've had. 5 Commissioner Gant brought up a point about 6 we're testing kids on things they have not been 7 taught. We are also testing kids on things they 8 will never be taught. Algebra 2, for instance; all 9 of our kids don't take it. There's a -- there's a 10 lot -- and a lot of things in that -- you know, that 11 make the test invalid. 12 And it narrows the curriculum. Many of 13 the people who supported AYP -- and a lot of people 14 supported it for very good reasons, not because 15 there was money involved; they really thought it was 16 a good thing. Diane Ravitch, for instance, who 17 wrote a pretty good, lengthy book on why this 18 process that we've gone through with AYP, and even 19 why the A-through-F grading program is maybe not 20 going to be as successful as we'd like. 21 What we've found is that all the 22 standardized testing has narrowed our curriculum. 23 Our kids are not getting the wide range of 24 curriculum that they once did. 25 Now, if you look at the schools in</p>
<p style="text-align: right;">Page 63</p> <p>1 People are making a ton of money off of selling test 2 materials. And they have been since AYP was 3 instituted. PARCC is going to make a fortune off of 4 this. Pearson is making a fortune. There's a lot 5 of people making a lot of money on this. 6 And it's okay to make money. That's part 7 of the American dream, to make money. But that's 8 making money off of kids and my tax dollars, unless 9 I know you're going to be doing a good job, and 10 you're going to be doing a better job. That's why 11 we need to have all the information on it. 12 So, I'm going to go -- so, another issue 13 on that, if there's money involved, the old phrase 14 about money being the root of all evil -- people do 15 a lot of things for money, a lot of things they 16 shouldn't do. Hopefully, they do a lot of things 17 they should do as well. 18 People do a lot of things they shouldn't 19 do if they think their kid's not going to get 20 through school because of a test. There are 21 teachers out there that are going to be tempted to 22 cheat. We've already caught them, administrators, 23 both the charter, and public. So, there's going to 24 be a lot of reason to see that, especially as we 25 bring in more and more high-stakes testing.</p>	<p style="text-align: right;">Page 65</p> <p>1 Massachusetts, which are doing extremely well, which 2 spend an awful lot of money per child, more money 3 than most; they're doing well. And they have not 4 narrowed their curriculum. They continue with their 5 music and their art and sports and everything that 6 makes for a full education, things that are always 7 included in private schools, things that -- "Hey, we 8 don't have time for that. We have to study for this 9 test." 10 Last year we had to drop everything to 11 study for that end-of-course assessment in U.S. 12 History. And, you know, high school teachers are 13 very good at getting kids to regurgitate facts, 14 names, dates; we can do that. That doesn't address 15 higher level learning and citizenship and a 16 well-rounded, educated citizen of this country. 17 You guys -- I know you guys recognize -- 18 you guys know a lot of the problems with 19 standardized testing. You guys are smart; you're 20 educated. You know that. And a lot -- you know, 21 when we look at things, we don't always get to look 22 at the big picture. 23 Our kids aren't going to graduate if they 24 don't pass this test. We care about kids. We're 25 going to do whatever it takes to make sure they have</p>

<p style="text-align: right;">Page 66</p> <p>1 the knowledge they need that's specific to that 2 test. And we're going to teach to that test, 3 because we want those kids to do well. We want them 4 to have every opportunity to do well. And when 5 we're teaching to the test, again, we're narrowing 6 the curriculum. 7 I'm going to make a -- I look at things 8 and say, you know, if you're teaching kids math, you 9 tell them, "Look at the answer. Does that look 10 right? Does it look way off base? Is it obviously 11 wrong?" 12 You know, I -- when I -- I look at this, 13 I -- I just say, "God, there's problems. I know we 14 can do a lot better than this." 15 I have a list. I -- when you talked about 16 AP, screening kids for coming into AP -- I've taught 17 AP for about eight years. AP College does not allow 18 the screening of kids coming in. And you didn't -- 19 maybe this is a criticism on this particular 20 statement -- and I don't like to criticize too much. 21 But the -- it's important that we -- we're 22 challenging kids -- right? -- but don't challenge 23 them to the point where they're being discouraged. 24 We have -- I have had countless kids who 25 came in extremely low in reading and writing. And</p>	<p style="text-align: right;">Page 68</p> <p>1 that, you know. 2 So, does that make a difference? I'll be 3 interested to see what happens this year. Are they 4 just going to get better and better at taking the 5 test and fulfilling the criteria, or are they really 6 doing anything that's really going to improve the 7 knowledge base of these students? It's hard to say. 8 You know, data is a tricky thing. And 9 there's a lot of variables involved. Math is easy. 10 Two plus two is four. When you start talking about 11 economics, then there's a tremendous number of 12 variables that are involved that you can't always -- 13 you can't take account of. 14 When you're talking about a complex 15 institution of education, with all the different 16 students from all the various backgrounds, that we 17 have to try to narrow things into small cubbyholes 18 becomes increasingly difficult. You can't -- it's 19 very difficult to stick people into cubbyholes and 20 say, "You do this, and you do that, and you're to 21 perform at this level" on a very -- on very narrow 22 strands of criteria. 23 And here's a point that I constantly bring 24 up. The ninth time you fail AYP, you've got to 25 reduce your class size. Your teacher-pupil ratio</p>
<p style="text-align: right;">Page 67</p> <p>1 I've been able to bring them up -- if they were 2 willing to put in the work -- able to bring them up. 3 I've had kids drop out because it was too 4 challenging. But we can't -- we can't not -- not 5 allow them to come in. 6 On the other hand, if you want to use that 7 same example for our High-Stakes testing, these kids 8 are constantly challenged to the point where they 9 think, "Oh, I'm never going to make it. I'm going 10 to drop out," you know. Something's going to 11 happen. Then, that -- you know, I guess that 12 applies to that, as well, if we're over- -- if we 13 over-challenge kids. But the point is, we need to 14 continue to challenge kids. I think it's important 15 to do that. But, in challenging them, we have to 16 give them the nurturing help that they -- they need 17 to get to where they're going. 18 And when we get to the teacher 19 evaluations, we can talk about this -- as a matter 20 of fact, same things with that. Oh. And the 21 statement I was going to make about the high schools 22 making a huge improvement, high school teachers 23 found out what they needed to do to do well on that 24 test and to -- to -- for the schools to score 25 higher. And they did what was necessary to get</p>	<p style="text-align: right;">Page 69</p> <p>1 was reduced. That should have been the first thing 2 that was done. We never got to get to that ninth 3 one. I couldn't wait to get to the ninth failure, 4 because I wanted to actually see that. We know what 5 really works. 6 And providing less and less money per 7 pupil, less extracurricular activities, less art and 8 music, and not providing the technological education 9 that these kids really need right now are the things 10 that we know that works. If you go to any good 11 private school in this country, guess what? The 12 teacher-pupil ratio is very low. They've got all 13 the resources they need. They can take dance; they 14 can take singing; they can take anything they want. 15 It's all there. And those kids do really well. 16 What's the problem with that? It costs a 17 lot of money to do that. 18 And what it comes to -- and the same 19 people who say, "Throw money at the problem" don't 20 have any problem at all throwing thousands of 21 dollars at educating their kids. But educating poor 22 kids? "That's okay. They don't need as much." 23 I think I probably ended up with one 24 question for you. And I'll stop my tirade, because 25 everybody's looking at me saying, "Shut up"; right?</p>

<p style="text-align: right;">Page 70</p> <p>1 The -- how many challenges resulted in a 2 change of grade, AYP and otherwise, and after AYP? 3 DR. GREGORY: If, by "challenges," I 4 assume you mean appeals? 5 COMMISSIONER CARR: Yeah, appeals. 6 DR. GREGORY: We have -- I'm sorry. I 7 don't have the number on the top of my head. We had 8 something, like, estimated -- and I could give you 9 an exact figure later -- about 42 appeals, which is 10 relatively what we had at the later years of AYP: 11 Of those 42 appeals, some of them resulted in better 12 data, better reporting, but they did not result in a 13 grade change. These are districts that failed to 14 submit certain data that they should have submitted, 15 or invalidated tests that they should not have 16 invalidated. But they wanted their data to be 17 reported correctly. 18 So, we granted those appeals. It resulted 19 in some data changes, but not a grade change. I 20 believe grade changes occurred in something like 21 five to seven schools, primarily, because they were 22 docked on the participation rate. They got a 23 participation penalty. They were able to prove that 24 they did test the right proportion of their 25 students, and, so, we removed that penalty. There</p>	<p style="text-align: right;">Page 72</p> <p>1 The statute required it. Everything else has 2 remained the same. 3 COMMISSIONER CARR: Okay. And, then, I'll 4 just -- it's difficult for people to look at this. 5 And one of the problems with it being so simplistic, 6 in that people just see the A, B, C, D, or F -- but, 7 as a teacher, I'm going to automatically go in and 8 look at all -- look at everything, you know. But 9 the average citizen isn't going to do that. 10 And there were other schools that did 11 that. And I use Taos as an example, because that's 12 the one I'm familiar with. We went from an A, to -- 13 the preliminary grade, to a C, to two points from an 14 A this last year. I guess the test scores -- and 15 there were some other -- there were things that 16 improved. 17 But the overall operation of the school, I 18 think, we -- basically, I think what we learned is 19 that -- is that we learned what we needed to do to 20 get a better grade, yes. And if kids learn more, 21 that's great. But, it also doesn't, you know, tell 22 you that the school truly changed. 23 We concentrated on areas that would 24 actually improve our score. And here's something 25 else that I'll add. And I think there's probably</p>
<p style="text-align: right;">Page 71</p> <p>1 were really no grade changes because of any kind of 2 calculation failure. 3 So, this is really -- appeals were working 4 the way they should. They should be for extenuating 5 circumstances. Someone found a mistake at their -- 6 on their side, or we found a mistake on our side. 7 And this is -- now I think we're on an even keel 8 with the challenges. 9 COMMISSIONER CARR: And I lied. I have a 10 couple of more questions -- and they're probably 11 short -- that I've written down that I forgot. 12 Has there been -- I think you kind of said 13 this, but it's kind of hard to believe that this 14 isn't true. 15 Has the criteria changed at all since the 16 implementation of A-through-F? 17 MS. LENTI: From last year's calculation, 18 which was the first year schools received official 19 grades to this year, there was one change made. And 20 it was contemplated in the regulation, and districts 21 have known about it. 22 We added individual student growth as part 23 of the high school calculation. Everything else 24 stayed the same. That was discussed in the rule. 25 We said as soon as we could, we would add it in.</p>	<p style="text-align: right;">Page 73</p> <p>1 more out there. I would love to do a survey. There 2 are many teachers who are completely indifferent to 3 this. They think it's a crock. I mean, I've been 4 told that. I wouldn't use that kind of language. 5 But they think this whole thing is just a crock. 6 And, so, "I'm not going to cooperate with any of 7 this. I'm just going to continue to teach how I 8 always teach." 9 And, of course, then that'll bring us to 10 the evaluations, you know. And those same 11 teachers -- and some of those teachers that have 12 told me that are outstanding teachers. And along 13 with this -- and one of the reasons why they were so 14 upset was because they had to give an end-of-course 15 assessment on writing. And instead of teaching -- 16 they had to not teach a novel because they had to 17 throw that novel out because they had to actually 18 give this test and prepare for this test that they 19 were going to give. 20 And I wonder how many teachers out there 21 are totally indifferent to this whole process and 22 say, "You know, the heck with it. I'm just going to 23 go in my classroom and do what I always do." 24 I'm through, Madame Chair. 25 COMMISSIONER TOULOUSE: Madame Chair?</p>

Page 74	Page 76
<p>1 THE CHAIR: Commissioner Toulouse? 2 COMMISSIONER TOULOUSE: I just want to 3 make one follow-up statement to Commissioner Carr. 4 So, it's not a question; it's a statement. 5 And, again, coming from the higher 6 education background and community colleges -- I 7 know I've been off the CNM Board for two years, and 8 off the Association for Community College Trustees 9 national board for two years, but I doubt it's done 10 anything but continued, that, as the change in 11 community colleges come in, more and more students 12 are going to community colleges directly out of high 13 school. Rather than going back later to make up a 14 deficit or learn new skills or learn a career, 15 they're doing their first two years of college 16 there. 17 There is a problem of students coming out 18 of schools who have been taught to the test. You 19 have to go back and teach them things that, a 20 generation ago, they would have learned as well as 21 that test. And they also have -- the ones who did 22 the best on tests tend to have lost a lot of 23 critical thinking skills that have to be given back 24 to them. 25 So, when I look at you're talking about</p>	<p>1 returning dropouts or returning adults, as well as 2 schools that have a mission of serving high 3 special-ed populations. We have fewer of those and 4 more of the former, which, I think, in earlier days, 5 might have been called an "alternative" high school; 6 now, we're using the term "SAM school." 7 These schools have to qualify with 8 criteria. And we've had other schools petition to 9 become a SAM school. And if the school can show 10 that they have a primary mission of serving 11 high-risk students -- that can be students that have 12 dropped out, students that are in gangs, or various 13 and sundry things -- then we are allowing them to 14 enter that model. It adjusts some of their school 15 grading so that they're dealing with high turnover 16 and high mobility that doesn't penalize them as 17 much, so their participation rates are relaxed a 18 little bit for taking the assessment. 19 They have a supplemental graduation rate 20 that allows them to use their non-cohort members in 21 an additional graduation rate for that year; same 22 with career college readiness. 23 So, it recognizes the fact that their 24 students are more mobile; they're high risk. And 25 they receive some reward for dealing with these</p>
Page 75	Page 77
<p>1 students being college- or career-ready on test 2 scores, that doesn't begin to tell you whether those 3 students are ready for that or not. So, that's just 4 my comment. 5 THE CHAIR: Thank you, Commissioner. Any 6 other questions? Mr. Gerlicz. 7 MR. GERLICZ: Madame Chair, members of the 8 Committee, I don't have a question. But I would 9 like to take this opportunity, since we have 10 Leighann and Cindy here, to talk about SAM schools 11 as a nuance to our A-through-F reporting. 12 As Commissioners may or may not know, we 13 have a group of schools, both charter and 14 traditional public schools, that fall into a 15 different category. They have a Supplemental 16 Accountability Measures system. And I think it 17 would be important for the Commissioners to 18 understand that difference and how the A-through-F 19 reporting addresses SAM schools, if you want to -- 20 DR. GREGORY: SAM -- "SAM" stands for 21 Supplemental Accountability. And what we do for 22 these schools that qualify is provide supplemental 23 means by which they can show that they are achieving 24 their mission. A SAM -- the -- originally, we 25 looked at SAM schools as being schools that serve</p>	<p>1 students. 2 I will say that schools must declare this 3 their mission. And if we don't have ready-made 4 measures for giving them a grade or a supplemental 5 accountability to what they're getting, then they 6 have to supply that. We are in the process, right 7 now, of working with a special ed school that is 8 giving us some supplemental materials that pertains 9 to their particular population. That happens to be 10 the Sign Language Academy. 11 So, it is recognizing these schools that 12 are doing a great service to a very difficult 13 population of students. 14 THE CHAIR: Thank you for that. Ladies 15 and gentlemen, it's 10:30. We've been at this since 16 9:00, and I think perhaps now would be a good time 17 to take a break. Would that work for you ladies? 18 Can you stay for a few more minutes? 19 MS. LENTI: Yes. I do have a hard stop at 20 noon. I have a series of calls that I can't move. 21 So, I just want to make sure we have ample time for 22 the educator effectiveness discussion. 23 THE CHAIR: I hope we'll be done long 24 before that. Lets's take ten minutes and come back 25 at twenty till 11:00, please.</p>

Page 78	Page 80
<p>1 (Recess taken, 10:28 a.m. to 10:40 a.m.)</p> <p>2 THE CHAIR: If everyone's ready, we will</p> <p>3 continue with the meeting. I was remiss at the</p> <p>4 beginning of the meeting -- I tend to forget things.</p> <p>5 But I have not introduced our new attorney. Abby</p> <p>6 Lewis comes to us from the Attorney General's</p> <p>7 Office. And we're very happy to welcome her.</p> <p>8 We've already been working with her, and</p> <p>9 she's doing a fabulous job. So, we very much</p> <p>10 appreciate you --</p> <p>11 MS. LEWIS: Thank you.</p> <p>12 THE CHAIR: -- and would like for everyone</p> <p>13 to know who she is.</p> <p>14 MS. LEWIS: Thank you.</p> <p>15 THE CHAIR: Thank you.</p> <p>16 All right. As soon as our presenters get</p> <p>17 back, we will continue with Teacher/Principal</p> <p>18 Evaluations.</p> <p>19 COMMISSIONER CONYERS: Madame Chair, we</p> <p>20 didn't finish questions on the other one. I had</p> <p>21 some questions.</p> <p>22 THE CHAIR: Oh, I'm sorry. Yes, we'll do</p> <p>23 that.</p> <p>24 MS. LENTI: Dr. Gregory will not be</p> <p>25 joining this portion of the presentation. She is</p>	<p>1 Grade levels, I'm guessing we probably use</p> <p>2 it in the context of an A, B, C, D, F, or</p> <p>3 third-grade, fourth-grade, fifth-grade, sixth-grade.</p> <p>4 But the proficiency levels are not ever referred to</p> <p>5 as grade levels. You're either beginning step,</p> <p>6 nearing proficient, proficient, or advanced. Those</p> <p>7 are the different proficiency levels you can be on</p> <p>8 the Standards-Based Assessment, and, then, students</p> <p>9 in the grade levels 3 through 8, 10 and 11, take the</p> <p>10 SBA.</p> <p>11 COMMISSIONER CONYERS: Okay. But you're</p> <p>12 saying -- there was reference to "grade level." I'm</p> <p>13 not understanding that.</p> <p>14 MS. LENTI: I apologize. I don't think</p> <p>15 I'm quite understanding your question.</p> <p>16 COMMISSIONER CONYERS: In the initial</p> <p>17 presentation, there was some reference to schools or</p> <p>18 students being "on grade level."</p> <p>19 MS. LENTI: Oh. Got you. So, we would --</p> <p>20 that is sort of -- if a student is proficient, that</p> <p>21 means they are on level for their grade. Thank you</p> <p>22 for that clarification. I apologize. I wasn't</p> <p>23 understanding, Commissioner.</p> <p>24 COMMISSIONER CONYERS: Okay.</p> <p>25 Second question is the -- the model uses a</p>
Page 79	Page 81
<p>1 the lead on School Grades from a statistical</p> <p>2 standpoint. Dr. Goldschmidt is the lead on teacher</p> <p>3 evaluation. He is back in Washington, D.C, actually</p> <p>4 working on PARCC-related items, so, he's not able to</p> <p>5 be here. So, if you do have more technical</p> <p>6 questions, we'll have to take them down in writing</p> <p>7 and respond.</p> <p>8 So, I'm ready to get started when you are.</p> <p>9 THE CHAIR: We do have one more question</p> <p>10 from Commissioner Conyers on the previous</p> <p>11 presentation.</p> <p>12 MS. LENTI: Okay.</p> <p>13 COMMISSIONER CONYERS: Actually, there are</p> <p>14 two questions. The first one relates to, maybe,</p> <p>15 terminology, the use of "grade level." And,</p> <p>16 historically, we've used that when we use norm-based</p> <p>17 assessments. Now, with the standards-based and so</p> <p>18 on, it's "criterion level." So when you say "grade</p> <p>19 level," what does that mean? Is that referring to</p> <p>20 proficiency levels, or --</p> <p>21 MS. LENTI: So, if we use the term "grade</p> <p>22 level," proficiency levels, we wouldn't use that</p> <p>23 terminology. Our assessment is a criterion</p> <p>24 referenced assessment, not a norm-referenced</p> <p>25 assessment.</p>	<p>1 growth model. And I like that idea. And that works</p> <p>2 well for low performing schools. But what about</p> <p>3 schools that are already at the top, and it's much</p> <p>4 more of a challenge for them to grow? If I'm</p> <p>5 already at the top, am I penalized for that?</p> <p>6 MS. LENTI: That's a great question.</p> <p>7 Thank you for asking it.</p> <p>8 There has been some concern that, as a</p> <p>9 school continues to perform better and better, and</p> <p>10 more and more students are in grade level, that</p> <p>11 they're not going to be able to continue to show</p> <p>12 growth and gain those points. Unfortunately, that's</p> <p>13 not quite yet a true statement in New Mexico.</p> <p>14 As you look across our performance on the</p> <p>15 Standards-Based Assessment, particularly in math,</p> <p>16 the students who are proficient, on average, are</p> <p>17 only scoring a 43 on an 80-point scale. So, they</p> <p>18 still have quite a bit of room that they continue to</p> <p>19 grow and show progress.</p> <p>20 So, while we would love for that to be the</p> <p>21 case, it's just not the reality quite yet in</p> <p>22 New Mexico. Our hope is that, as more students grow</p> <p>23 and move from being proficient to advanced, that</p> <p>24 does become a problem, because that tells us that</p> <p>25 we're, A, knocking it out of the park, and it lets</p>

<p style="text-align: right;">Page 82</p> <p>1 us raise our expectations even more. 2 So, while that is a concern, that isn't a 3 concern that's been founded yet. And even though we 4 do have schools with an overall grade of A, the 5 scale is structured that most of our schools that 6 are an A still have quite a bit of room to go on the 7 scale, so they can continue to grow year to year. 8 COMMISSIONER CONYERS: Okay. Thank you. 9 MS. LENTI: Absolutely. 10 THE CHAIR: Other questions, 11 Commissioners? Thank you, all. Please proceed. 12 MS. LENTI: Great. Thank you. So, I'm 13 going to take the next few minutes to walk you 14 through. First, sort of, what's some of the 15 research and data behind teacher and principal 16 evaluation? What have we learned? What does it 17 tell us? And, then, what is the State framework 18 that we've put in place? 19 And, then, I have a little bit of data to 20 share based on our pilot from last year, that we're 21 really excited about the data and what we're seeing. 22 So, first and foremost, why are we doing 23 this, when you think what a school can control for 24 and what they can influence in terms of achievement. 25 A school can't force a parent to sit down and do</p>	<p style="text-align: right;">Page 84</p> <p>1 matter. And research and data has also told us 2 that, in a single year, your effective teachers 3 increase achievement by an additional six to 4 12 months of learning, compared with your 5 ineffective teachers. 6 So, when we're talking about schools that 7 have a large number of students who aren't where 8 they need to be in terms of grade-level 9 expectations, giving them that extra increase in 10 learning is going to make a huge difference for them 11 closing their achievement gaps, graduating college- 12 and -- career-ready. 13 We also know that, under our current 14 evaluation system, it's binary; you either meet 15 competence, or you don't. Doesn't tell you a whole 16 lot about your performance. Over 99 percent of our 17 teachers are meeting competence. However, in a lot 18 of our grades across the state -- fourth grade, for 19 example, less than 50 percent of students are 20 reading on the level they should be. So there's a 21 disconnect there. 22 And since 2003, we in the State of New 23 Mexico have spent over \$400 million on the 24 three-tiered salary system. We have not seen a 25 corresponding increase in student achievement. So,</p>
<p style="text-align: right;">Page 83</p> <p>1 homework with a student at night or make sure that 2 every kiddo gets good, eight or nine hours of sleep 3 and has breakfast in the morning. Those are things 4 beyond their control. 5 But when you look at the research and data 6 about what impacts student learning in a school, 7 things that they can influence, study after study 8 tells us, more than anything else, the most 9 important in-school factor that influences school 10 achievement are teachers, more so than class size 11 reduction. The data and research on class size 12 reduction that shows that it works shows that you 13 have to get class sizes usually down below 17. 14 When states have tried to do that, it's 15 been hugely costly, and it's ended up creating 16 unintended consequences. 17 California, for example, when they went 18 through their huge class size reduction initiative 19 in the late '90s more than doubled the number of 20 teachers teaching with an emergency credential. 21 Teachers who weren't actually prepared, that 22 actually ended up having a negative impact on 23 achievement. 24 So, one of the reasons we're doing this is 25 because we know teachers really, really, really</p>	<p style="text-align: right;">Page 85</p> <p>1 we've advanced teachers based on credentials and 2 years of service, but we haven't seen the output of 3 that in terms of increased student achievement. So, 4 it's a little bit about why we're doing it and what 5 we know. 6 I'm going to fill in this whole side 7 quickly, because going through it point by point 8 will take too long. This is research that was done 9 by Marzano. 10 And, basically, it looked at, if you have 11 students entering in at the 50th percentile, and 12 they're either with a teacher that's average or 13 above in a school that's average or above, what's 14 really going to make the difference? 15 And, so, what they found was, the best 16 scenario is when you have a kid in a school that is 17 a high-performing school, and you have a kid with a 18 teacher that's a high-performing teacher. Seems 19 pretty intuitive, but when you actually look at this 20 data, the data is really compelling that 21 high-performing schools, highly effective teachers, 22 make a huge long difference for a student. Students 23 who are entering at that 50th percentile, having 24 those effective teachers in those effective schools 25 are really going to make a difference for them in</p>

<p style="text-align: right;">Page 86</p> <p>1 the long run. 2 This is a study that came out of Ed 3 Trust-West. You guys may be familiar with Kati 4 Haycock. They do tremendous work around the nation 5 looking at poor and minority students and their 6 educational attainment, what is and isn't working 7 for them. So, this study was done in Los Angeles 8 Unified School District. And what they did was they 9 looked at students who were either paired with 10 teachers who were considered effective for multiple 11 years, or ineffective for multiple years. 12 And I'll show you what the findings 13 actually were on the next slide. But one point on 14 this slide that's really important is, when they 15 looked at training and experience for teachers, 16 those actually weren't great indicators of 17 effectiveness. 18 Obviously, we want to make sure our 19 teachers know how to manage classrooms, that they 20 know their content really well. Those are 21 critically important. But in terms of the 22 evaluation and looking at effectiveness, they 23 weren't actually predictive of how teacher 24 performance actually happened in the classroom. 25 So, what they found was, they looked at</p>	<p style="text-align: right;">Page 88</p> <p>1 I'll tell you about our own research and data at the 2 end, but this is our framework. 3 This is based on, in 2012, we worked to 4 get a piece of legislation passed, implement teacher 5 evaluation. It passed the House side, ran out of 6 time in the Senate. But the framework that was laid 7 out in that legislation was adopted by the State for 8 implementation. This has also been peer-reviewed by 9 the U.S. Department of Education as part of our ESCA 10 waiver. 11 The ESCA waiver had three components to 12 it. The first was that we implement 13 college-and-career-ready standards with online 14 assessments. 15 The second was that we implemented 16 differentiated accountability and recognition 17 system, which is our School Grades. 18 And the third was we transition to a 19 teacher evaluation system based on effectiveness. 20 Right now, prior to this, under NCLB, everything was 21 based on "highly qualified" status, which was based 22 on credentials and years of service. Data is 23 telling us that's probably not the best proxy in 24 terms of determining teacher effectiveness. So, 25 this is a shift that New Mexico, along with -- I</p>
<p style="text-align: right;">Page 87</p> <p>1 students who entered in 2007 as second-graders, and 2 they looked at students who were paired, either with 3 teachers in the top quartile for the three years 4 after that initial baseline year in 2007, versus 5 students who were paired with teachers in the bottom 6 three performing quartiles for three consecutive 7 years. 8 And the change in achievement was very, 9 very, very significant for students. Students who 10 were paired with the highest performing teachers 11 increased their achievement pretty rapidly -- that's 12 a pretty significant increase. Versus students who 13 were not with teachers that were at the highest 14 level, actually saw a decrease in their proficiency. 15 They saw a little tick up, and then it ended up 16 going back down, essentially, growing their 17 achievement gaps. 18 If you haven't had a chance to look at the 19 Ed Trust-West study, it's called "Learning Denied." 20 It's really, really interesting. It's got a lot of 21 really rich data in it, and it's very compelling. I 22 would recommend, if you haven't had a chance to take 23 a look at it, that you do so. 24 In terms of -- so that's just a little bit 25 about what national research and data is telling us.</p>	<p style="text-align: right;">Page 89</p> <p>1 think 38 states have waivers now, or are all moving 2 towards. 3 The Feds did put forth a couple of 4 criteria for states when they develop their 5 evaluation systems. First and foremost, the 6 achievement of all students in the state had to be 7 included, like it is for your accountability system. 8 Second, where you have a state 9 standards-based assessment, you have to use that 10 data as part of the teachers' evaluation measure. 11 Those were very clear parameters that the U.S. 12 Department of Ed gave not only to New Mexico, but to 13 all states as well. 14 So, for our teacher evaluation framework, 15 50 percent of it is based on student achievement 16 growth. So, that growth piece is really important. 17 It's not just how many kids in your class were on 18 grade level this year. It's how many students in 19 your class made progress. That might mean some kids 20 went from being nearing proficient to proficient, 21 from beginning step to nearing proficient. Some 22 students might have been really low in that 23 beginning-step phase. They might have been scoring 24 a 7 or an 8 on the SBA, but moved to a 9 or a 10. 25 That's growth and progress. That's a good thing.</p>

Page 90	Page 92
<p>1 That's what we want to see. So it's based on growth 2 and progress.</p> <p>3 If you are teaching in a grade or subject 4 that has an SBA, 35 percent of your evaluation is 5 based on growth and progress on the SBA. And the 6 remaining 15 percent is based on other measures of 7 student achievement growth.</p> <p>8 Districts that submitted their frameworks 9 to us, some of them decided to use group measures. 10 So, for all their third-grade teachers, they look at 11 third-grade growth as a whole for that remaining 12 15 percent. Some of them chose to use short-cycle 13 assessment measures. Some of them, particularly at 14 the middle of high-school level, chose to use 15 end-of-course exams in the corresponding grades and 16 subjects.</p> <p>17 If you're a teacher in a non-tested grade 18 and subject, your evaluation is still based 50 19 percent on student achievement and growth, but we're 20 not going to base it on the SBA. If you don't teach 21 those grades and subjects, that's not fair.</p> <p>22 Some districts did choose to use 23 group-based measures for a portion of that 24 50 percent for those teachers. So, for example, 25 there is a district that made the argument that if a</p>	<p>1 feedback about what they're doing well and areas 2 they can improve, we're going to see instruction, as 3 a whole, improve.</p> <p>4 The rubric is based on the Charlotte 5 Danielson framework. We worked with our NMTEACH 6 committee. They gave input and feedback on areas 7 where they thought adaptation needed to be made. 8 The rubric is available on the PED Web site. This 9 summer, we trained all principals on the rubric how 10 to do an observation with fidelity, how to provide 11 feedback that's meaningful for a teacher, so that 12 they can make improvements as they move forward.</p> <p>13 The remaining 25 percent is based on 14 locally adopted PED-approved multiple measures.</p> <p>15 The way the observation rubric was 16 structured, there are four domains. Domains 2 and 3 17 are your really strong teaching and learning 18 domains. Those are the ones that when teachers go 19 in -- or excuse me -- principals go in to do the 20 actual observations, those are the things they're 21 looking for.</p> <p>22 Domains 1 and 4 deal more with things like 23 planning and professionalism. You might be able to 24 observe some of those things in a formal 25 observation, but you also might be able to observe</p>
Page 91	Page 93
<p>1 social studies teacher is really adopting the new 2 instructional shifts on the Common Core, they're 3 going to impact a student's ability to comprehend 4 complex text. So, they are using a small portion in 5 some districts of, for example, tenth-grade SBA 6 measures for that group. They don't have to; that 7 was their choice.</p> <p>8 But we're seeing a lot of work around 9 end-of-course exams at the secondary level. If 10 you're a K-through-2 teacher, most districts are 11 using short-cycle assessments that are already given 12 to K-through-2 students to measure progress on 13 becoming a proficient reader or becoming proficient 14 in mathematics.</p> <p>15 Twenty-five percent is always based on 16 observations. This part of the evaluation, I 17 actually think is really exciting. When we rolled 18 out our pilot last year, we had teachers that came 19 to the staff that was working on the pilot 20 implementation, and said to us, "This is great. My 21 principal came in. They observed me, and they 22 actually gave me feedback on what they saw in my 23 classroom. That hasn't happened in four years." 24 It gave us a lot of heartburn that we were 25 hearing that. But when teachers get regular</p>	<p>1 them when you look at a lesson plan or you observe a 2 teacher in a PLC. So Domains 1 and 4 are part of 3 the multiple measures.</p> <p>4 And, then, other measures are things like 5 student surveys. Some districts are using parent 6 surveys for their teachers that teach in grades K 7 through 2. Some districts are using indicators of 8 things like college-and-career readiness for their 9 teachers at the secondary level.</p> <p>10 But this is an area where, if a district 11 had a unique need they wanted met in their context, 12 that this is where we saw some really interesting 13 things come forward.</p> <p>14 Santa Fe Public Schools, for example, did 15 a really good job sort of thinking outside the box 16 in this piece, potentially more so than every other 17 district, but still staying within the State 18 framework, to sort of capture their unique needs of 19 their district, make sure there was a direct link to 20 other reform efforts they were making, and allow it 21 to be captured as part of teacher eval.</p> <p>22 In terms of the principal evaluation 23 framework, 50 percent is still based on student 24 achievement growth. And that is going to be based 25 on improvement within the school grade. So, not</p>

<p style="text-align: right;">Page 94</p> <p>1 just moving from an F to a D, but, on the 100-point 2 scale, how many points do you move? 3 If your Q1 students were really low, did 4 you move them, and, if so, that should be reflected 5 in part of your evaluation score. 6 Twenty-five percent is based on the 7 fidelity of teacher observation. This is the notion 8 of are principals observing teachers regularly and 9 providing timely feedback in a way that's actionable 10 for teachers. That's really important, as teachers 11 seek to improve and grow their craft and their 12 practice. 13 And, then, 25 percent is, again, multiple 14 measures that are locally adopted and PED-approved. 15 In terms of what we're seeing in 16 New Mexico, this is some of our data. There was a 17 report that came out of, I believe, the New Teacher 18 Project back in 2009 or -8, called the "widget 19 effect." What they found was that when you look 20 across state licensing systems, states that had 21 differentiated licenses -- so here, in New Mexico, 22 we have Level I, Level II and Level III licenses -- 23 there was really no discernible difference in the 24 performance of a teacher at the lowest level of a 25 license, versus a teacher at the highest level of a</p>	<p style="text-align: right;">Page 96</p> <p>1 credentials and years of service isn't really 2 getting the job done. And our own pilot data sort 3 of proved that point here in New Mexico. 4 Two more pieces of data from our pilot. 5 This is our predicted student performance by 6 teacher, by school grade, of teachers that were in 7 the pilot. In terms of what we thought their 8 performance would be on a value-added model in terms 9 of student achievement -- these are just teachers in 10 English language arts and mathematics in tested 11 grades and subjects. 12 So this is how we thought things would 13 maybe look a little bit different, by teacher, by 14 school grade. And, then, this is the actual average 15 scores by teacher by school grade. And what we 16 found was, kids in the highest performing schools 17 had teachers that were performing better across our 18 pilot sites. 19 We've sort of run this data inside and 20 out, every which way, and the results have been 21 consistent, and the findings have been consistent. 22 We're actually kind of excited about this data. 23 First and foremost, it tells us that we 24 need to support teachers differently, and we need to 25 support them better. It's not enough to go in and</p>
<p style="text-align: right;">Page 95</p> <p>1 license. 2 And what they did is they dug into the 3 data -- and this is another study; in all your free 4 time, it's a good one -- is they found that when 5 teachers progressed based on credentials and years 6 of experience, there's no incre- -- corresponding 7 increase in student achievement. So, when we rolled 8 out our pilot last year -- this is just data on the 9 observation piece -- we actually found something 10 very similar, our own widget effect. 11 The yellow lines are Domains 2 and 3 of 12 the observation; the blue lines are Domains 1 and 4. 13 And what we found is that teachers at the Level I 14 licensure level versus the Level III licensure 15 level, there was really no discernible difference in 16 their classroom performance. 17 Teachers at the Level I level were 18 performing just as well as teachers at Level III. 19 So, to us, that reinforces what we thought might be 20 the case, but sort of puts a punctuation mark on the 21 LFC report that came out, the three-tiered system, 22 great for advancing teacher salaries. Teachers 23 should have the ability to increase their salaries 24 as they grow their craft and profession. 25 But just moving people through based on</p>	<p style="text-align: right;">Page 97</p> <p>1 say, "Sorry you had a rough year; best of luck next 2 year." 3 We need to say, "These are your areas 4 where you're knocking it out of the park." Because 5 even with our teachers who are struggling, there 6 might still be areas that they're doing a great job 7 on. And when that's the case, it needs to be 8 recognized, and they need to be told that. 9 But when they're struggling, we also need 10 to know what they're struggling with and provide 11 them structure and professional development, so that 12 they can improve and grow and get better. 13 All of the research around teacher 14 professional development it's getting better and 15 better, and we're learning that, one, you can be 16 explicit and targeted in terms of providing support. 17 That's where you're going to see a return, and 18 you're going to see a corresponding increase in 19 achievement. 20 Our new teacher evaluation system is going 21 to help us do that better. Right now, we tell you 22 you need competency, and you continue on a path. We 23 sort of have a PD model now, where there's a little 24 bit of PD on maybe some Common Core instruction 25 shifts, a little bit of PD on data, and maybe a</p>

Page 98	Page 100
<p>1 little bit of PD on strategies for ELL students.</p> <p>2 In a particular case of a teacher, that</p> <p>3 teacher might know her instructional shifts inside</p> <p>4 and out, but she's struggling with one particular</p> <p>5 subgroup of her students. So, rather than sort of</p> <p>6 death-by-survey PD, let's focus in on, really,</p> <p>7 where you need support, do it in a way that's</p> <p>8 aligned and strategic, so you can improve, and,</p> <p>9 really, we can see those outcomes as you improve.</p> <p>10 So, I'm going to stop there. I -- we're</p> <p>11 rolling out implementation. We're really excited.</p> <p>12 Our eval team is actually on the road today doing</p> <p>13 calibration work in schools and districts on our</p> <p>14 observation protocol. What that means is that we</p> <p>15 want to make sure that, as observations are</p> <p>16 happening -- so, if I'm a principal, and I'm</p> <p>17 observing the teacher, and I go in, and I score a</p> <p>18 teacher at the highest level on the observation,</p> <p>19 but, then, achievement data comes back, and it shows</p> <p>20 that a teacher is really struggling, that there's</p> <p>21 not that disconnect, that principals really know</p> <p>22 what they need to be looking for, that they know the</p> <p>23 data points that are the most critical, that they're</p> <p>24 reflecting that properly, and that they're providing</p> <p>25 that data back to teachers.</p>	<p>1 teachers were given explicit and direct feedback.</p> <p>2 They knew what they needed to spend time working on,</p> <p>3 and that was reflected in the student achievement</p> <p>4 gains.</p> <p>5 So, with that, I will pause and answer any</p> <p>6 questions that you all may have.</p> <p>7 THE CHAIR: Thank you very much. Do we</p> <p>8 have questions? Commissioner Bergman?</p> <p>9 COMMISSIONER BERGMAN: Let me start,</p> <p>10 because I know some of my colleagues have -- want to</p> <p>11 really get into this that are actually involved in</p> <p>12 it, and I know we have a time deadline.</p> <p>13 But I want to tell you that, last week, I</p> <p>14 was at the LESC in Clovis. And there was one</p> <p>15 superintendent that was presenting and there were</p> <p>16 five superintendents sitting in the audience from</p> <p>17 mostly small school districts in the Clovis area.</p> <p>18 And their comments -- or the one comment,</p> <p>19 and he asked for them, kind of a voice vote, and</p> <p>20 they were all unanimous in their support of what he</p> <p>21 was saying -- was that they felt like this program</p> <p>22 was being rushed out. It was -- it was just coming</p> <p>23 out too fast. And I know that's just a matter of</p> <p>24 opinion. I didn't know if you were aware that the</p> <p>25 superintendents are thinking that out there,</p>
Page 99	Page 101
<p>1 So, our team is on the road doing all that</p> <p>2 today. I know that it's been a lot of work for our</p> <p>3 principals and teachers as this has rolled out. But</p> <p>4 at the end of the day, because we know teachers are</p> <p>5 the most important in-school factor in terms of</p> <p>6 impacting student achievement, our team here at PED</p> <p>7 feels very strongly that this is the right time to</p> <p>8 roll this out, that we have learned a lot from the</p> <p>9 states that went before us, Tennessee, as an</p> <p>10 example.</p> <p>11 In their first year of implementation --</p> <p>12 they're about two years ahead of us -- they really</p> <p>13 struggled between that disconnect between</p> <p>14 performance and observations on actual student</p> <p>15 achievement performance. So, we took those lessons</p> <p>16 learned, brought them here to New Mexico, structured</p> <p>17 our training specifically to address things like</p> <p>18 that. But even though Tennessee had those</p> <p>19 struggles, that first year of implementation and</p> <p>20 eval, they actually had their largest increase in</p> <p>21 student performance ever as a state in that first</p> <p>22 year. And their Commissioner, and most people in</p> <p>23 their state on their Board, they will tell you they</p> <p>24 think the reasoning behind that is because of the</p> <p>25 implementation of the evaluation system, because</p>	<p>1 because, as I heard them say that, the first thing I</p> <p>2 thought of was, I wonder if there's a communication</p> <p>3 disconnect somewhere.</p> <p>4 But I wanted you to be aware that that's</p> <p>5 the thinking out there.</p> <p>6 My question was, on your graphic there, on</p> <p>7 that survey, you said -- or Ed West said; maybe</p> <p>8 you're just repeating it -- that training and</p> <p>9 experience are poor predictors of effective</p> <p>10 teachers. Now, if I was a principal, and you walked</p> <p>11 into my office and said that to me, then, my first</p> <p>12 question would be, to you, "If experience and</p> <p>13 training are not the operating force, what am I</p> <p>14 supposed to look for?"</p> <p>15 What are the predictors of effective</p> <p>16 teachers? Would you care to address that?</p> <p>17 MS. LENTI: Sure. So, we have heard our</p> <p>18 superintendents are not shy about sharing their</p> <p>19 opinions with us. Some of them have expressed that</p> <p>20 they feel like this is coming too quickly, so we are</p> <p>21 aware of that.</p> <p>22 In terms of, as principals move forward</p> <p>23 with maybe bringing on new staff, I would look at,</p> <p>24 now that we're going to have this rich data on how</p> <p>25 students in a teacher's class actually performed,</p>

<p style="text-align: right;">Page 102</p> <p>1 that's the first thing I would look at. 2 If year over year, students with a 3 particular teacher are growing and learning more and 4 more, that's awesome. I want that teacher in my 5 school. And when you look at it -- this data piece 6 from New Mexico, that teachers in A and B schools, 7 their performance is much higher than D and F 8 schools right now, that's reinforcing that notion. 9 In terms of that training and experience 10 piece, the statement from the Ed Trust-West study 11 was, as teachers advance through a licensing system 12 like we have in New Mexico, Level I, Level II, 13 Level III, advancement should not be based on 14 training and experience, like it is now; the longer 15 you teach, the more you can advance, the more money 16 you can make. 17 They're making the argument that 18 advancement should be based on actual performance by 19 teachers in classrooms. Last year, we ran a teacher 20 advancement bill. It unfortunately did not make it 21 all the way through the process to the Governor's 22 desk for signature. It's one we're hoping to bring 23 back this year. And it would change the way a 24 teacher would advance through a three-tiered 25 licensure, not based on training and experience, but</p>	<p style="text-align: right;">Page 104</p> <p>1 and not a teacher. 2 And, so, in order for him to have access 3 to the program, just to get, you know, started, and 4 what have you, I guess the problem supposedly got 5 fixed. And, so, when he went back in, after talking 6 to technical support, he was put in as 7 superintendent. So, when he opened and logged in 8 and got everything, he had access to every teacher 9 in the state, which there were some litigious 10 concerns in that aspect. 11 So, that's kind of a big flaw, in my 12 opinion, were some things that -- I mean, we're 13 supposed to be -- like, Mr. Bergman says, here we 14 are, being rushed into this whole system, and we've 15 still got a vendor here that the State has paid for 16 that's supposed to be a -- an accountable system. 17 And here are, in almost October, and we're seeing 18 some major problems here. 19 I, as an administrator and the principal 20 of two elementaries -- one elementary, I'm 21 recognized as a principal, but at the other 22 elementary, I'm recognized as a teacher. 23 And we can't -- I can't -- or I should 24 say, they can't -- NMTEACH can't fix the problem, 25 where I'm supposed to be a principal at the other</p>
<p style="text-align: right;">Page 103</p> <p>1 based on actual performance in classrooms with 2 students. 3 COMMISSIONER BERGMAN: Thank you. Thank 4 you, Madame Chair. 5 THE CHAIR: Thank you. Commissioner 6 Peralta? 7 COMMISSIONER PERALTA: I've got a couple 8 of concerns, a couple -- basically stemming from our 9 school district, and me, as a school 10 administrator/principal, at elementary schools. 11 The first window for the evaluation piece 12 on teachers has been -- back; is that correct? I 13 think that's November 1st, as opposed to October -- 14 MS. LENTI: Yes, sir. October 15th, 15 uh-huh. 16 COMMISSIONER PERALTA: And we've been, 17 going through the New Mexico TEACH Web site and what 18 have you, went through the training this summer and 19 what have you. Our superintendent, when he first 20 dabbled into the Web site to get logged in, had his, 21 you know, sign-in and password and so forth, he was 22 first put in as a teacher. And, so, he went to the 23 technical support online or made some calls or what 24 have you and explained -- explained his concern 25 about that he's the superintendent of the schools</p>	<p style="text-align: right;">Page 105</p> <p>1 elementary school. So, here I am trying to start to 2 get the ball rolling and assure my staff that, 3 "Don't worry, it'll be okay," but, you know, had you 4 guys not pushed back that date to November 1st, you 5 know, that would be two weeks scrambling, trying to 6 get the first evaluations done, you know. And we're 7 talking, you know, 20, 25 teachers in the building, 8 as the lone administrator. 9 So, again, I feel the same sentiment that 10 his superintendents are saying, that this thing -- 11 just take the ball and run and good luck, you know. 12 So that's just one concern that I have. 13 The other thing is, is -- my question to 14 you is, PDPs for teachers at the 40th day; is that 15 still part of this evaluation system? 16 MS. LENTI: Madame Chair, members of the 17 Committee, nothing has shifted in terms of PDPs. 18 Right now, the professional development, there's a 19 couple of things that haven't shifted yet as part of 20 the evaluation system. You still advance in the 21 same way, through the three-tiered licensure. That 22 hasn't changed. 23 The guidance we've given to school 24 districts on the PDP is the NMTEACH evaluation 25 system is the evaluation system. In terms of</p>

<p style="text-align: right;">Page 106</p> <p>1 providing professional development support to your 2 teachers, that absolutely should still be happening. 3 Their PDPs should be reflecting what's working well 4 for them, what isn't working well for them. In 5 terms of dictating what components you specifically 6 have to include in specifically a PDP or a PGP, 7 we're not telling you that. That is still a local 8 school and district-level decision. 9 The evaluation rating at the end of this 10 school year, we hope will inform PGPs, that is, the 11 expectation that if a teacher gets an overall 12 evaluation rating of minimally effective, what's put 13 into place for a growth plan for them should be 14 reflecting the areas they're struggling in, so those 15 can be addressed. But in terms of forms and timing 16 for PDPs, what you are familiar with is the same for 17 this year. That's not shifting or changing. 18 I do want to say I apologize that there 19 has been some frustration with the online Teachscape 20 system. That is the system where you do things like 21 input your data from your observations. However, 22 you can still do an observation without Teachscape 23 being fully function for you, and we have given 24 teachers and districts that direct guidance. 25 Sure, if you have an iPad, it might be</p>	<p style="text-align: right;">Page 108</p> <p>1 THE CHAIR: Other questions. 2 Commissioner Carr? 3 COMMISSIONER CARR: Madame Chair, I'll do 4 my best to keep this short. 5 I know, in the last five years -- and I 6 haven't got the latest data -- but we've gone from 7 27 in teacher pay to about 39. It may be worse than 8 that now. 9 The three-tiered data that you came up 10 with, the -- before I bring that up, the Governor 11 and Secretary Designate had come out in support of 12 the three-tier system a few years ago. Now, all of 13 a sudden, it's -- it's not effective. 14 I always question the data. We get a wide 15 range of data today from many different sources that 16 are highly questionable. "Learning Denied," 17 Education Trust-West? Who supports them? And 18 that's a rhetorical question. There's a great deal 19 of data. 20 Next, you bring up effective teachers are 21 the most important part of the education process. 22 That makes sense. It makes common sense. And all 23 the data supports that. 24 The data also supports, in deference to 25 some of the other data that you gave, that teachers</p>
<p style="text-align: right;">Page 107</p> <p>1 easier, because you're not going to have to go back 2 and put the data in. But when we did training on 3 the observation rubric, it was even before the 4 Teachscape program was in place. So, even though 5 Teachscape, we have struggled with the technological 6 aspect of it, you can still be doing your 7 observations, you can still be doing your 8 walk-throughs, you can still be having conversations 9 with your teachers based on the data you see after 10 observation and walk-throughs. 11 We do have our team here at PED working 12 very closely with the team at Teachscape to try to 13 resolve those conflicts. A few of those conflicts 14 out of the gate were that when districts input their 15 data, there was some ambiguity about what data 16 pieces we did and didn't need, and not all of the 17 data came to us correctly on the front end. 18 So, as we've developed, notice that we've 19 gone through to make those corrections. But we 20 appreciate the patience of schools and districts 21 with Teachscape. It's something we're working with 22 on, on a daily basis. Teachscape knows this is a 23 high priority for this, and we hope to resolve those 24 conflicts here in the next several days for teachers 25 and principals.</p>	<p style="text-align: right;">Page 109</p> <p>1 with a wide range of experience in higher education 2 do a better job with kids in the classroom. So, 3 there is conflicting data on that. It doesn't make 4 sense. 5 You have a student -- you could have a 6 teacher right out of college do a great job. We've 7 got one this year at Taos High School, first-year 8 teacher, outstanding. She also has a master's 9 degree already, and I think she's probably an 10 exception to the rule of a first-year teacher. 11 Most people would look at it and just take 12 the example, you get arrested for murder. Who are 13 you going to hire? The lawyer right out of law 14 school who's cheaper, when your life is at stake, or 15 are you going to hire that experienced lawyer with a 16 great reputation for winning cases? 17 And the criteria for winning cases, and 18 when you compare that to school, the criteria for 19 evaluations has to be adequate. The testing has to 20 be based on real criteria that's -- that really 21 means something. 22 I'm going to just quickly -- I'm going to 23 put the rest of this on the record. And this comes 24 from one source. There are many different sources 25 to back this up. The National Center for Fair and</p>

<p style="text-align: right;">Page 110</p> <p>1 Open Testing. 2 "To win Federal Race to the Top, grants or 3 waivers from No Child Left Behind, most states have 4 adopted teacher and principal evaluation systems 5 based largely on student test scores. Many 6 educators have resisted these unproven policies. 7 Researchers from 16 Chicago area universities" -- 8 and we include Chicago University; it has a great 9 reputation -- "and more than 1,500 New York state 10 principals signed statements against such practices. 11 Chicago teachers even struck over these issues, 12 among others, and they give some of the reasons why. 13 Value-added measures are not effective nor fair." 14 And I'll touch on a couple of them. 15 "Test-based teacher evaluation methods too 16 often reflect the students teachers have, not how 17 well they teach. Researchers calculate teacher 18 influence in student test scores ranges from as 19 little as 7.5 to 20 percent. That's according to 20 Education Week 2011." 21 "Out-of-school factors are the most 22 important. As a result, test scores are greatly 23 dependent on a student's class, race, disability 24 status, and knowledge of English. Some value-added 25 measures claim to take account of students'</p>	<p style="text-align: right;">Page 112</p> <p>1 teachers are already being judged as inadequate. 2 Some are leaving the profession. Teachers working 3 with the most needy students are put at risk because 4 of their students' background characteristics. 5 Ironically, students who score highest on state 6 tests are also likely to show little growth, 7 endangering their teachers." 8 I have a lot of AP students. They always 9 do well. In fact, I -- you know, I know they would 10 do well, even if I wasn't there. But I hope they do 11 better because I'm there. 12 "Many independent researchers conclude 13 these methods are inadequate and will cause harm. 14 Value-added measures' defenders claim that the 15 current teacher evaluation system is weak and must 16 be changed. At a minimum, they say that VAM will be 17 better than what now exists. However, based on" -- 18 excuse me. "However, the Board, on testing and 19 assessment of the National Research Council 20 concluded, VAM" -- V-A-M -- "estimates of effective 21 teacher effectiveness should not be used to make an 22 operational decision because such estimates are far 23 too unstable to be considered fair or reliable." 24 "To measure teacher quality and 25 effectiveness, use multiple measures based on school</p>
<p style="text-align: right;">Page 111</p> <p>1 backgrounds through statistical techniques. But the 2 techniques do not adequately adjust for different 3 populations or for the impact of things like 4 grouping and tracking students. So the measures 5 remain inaccurate. Darwin Hammond 2012." 6 To add to that -- well, darn it, I lost my 7 train of thought, now. I was going to add something 8 to that. 9 Another one: 10 "Because of unreliable and erratic 11 results, many teachers are incorrectly labeled as 12 effective or ineffective. One study found that 13 among teachers ranked in the top 20 percent of 14 effectiveness in the first year, fewer than a third 15 were in that group the next year. Another third 16 moved all the way down to the bottom 40 percent. 17 And a Rand study found that using different math 18 subtests resulted in large variations in teachers' 19 ratings, suggesting the measure, not the teacher, 20 was the cause of the difference." 21 The measure has to be important. The 22 measure has to be reliable. 23 I'm moving. "The use of value-added 24 growth models drives good teachers away from needy 25 students or out of the profession. Excellent</p>	<p style="text-align: right;">Page 113</p> <p>1 classroom evidence. The fair and accurate way to 2 determine a teacher's quality is with an array of 3 different measures. Granted, there is an array, but 4 it's heavily based on testing. These would include 5 observations by principals and school educators and 6 the reviews of students, classroom work. States and 7 districts should use techniques that do not rely on 8 test scores, such as peer -- such as peer assistants 9 and review models. Evidence from districts such as 10 Montgomery Count, Maryland, and Toledo, Ohio, show 11 that peer review systems can be fair and accepted by 12 educators." 13 We -- teachers have had a decrease in 14 their pay over the last five years. We've gone way 15 down in compensation. When the three-tier was -- 16 when it was actually implemented, years ago, and it 17 was implemented over time, teachers were simply 18 getting a level of pay that was middle of the road 19 and barely adequate at the time. 20 Now, it's even less adequate. And we do 21 have teachers who are leaving. I have a student who 22 wants to be a history teacher. She will not teach 23 in New Mexico because of how teachers are treated, 24 and because how teachers are paid. 25 If we had a study on how teachers were</p>

<p style="text-align: right;">Page 114</p> <p>1 treated, if they weren't beaten down every day of 2 every year by numerous people, I wonder how much 3 better they would do. If we beat our students down 4 the way we're beaten down every day, I don't think 5 my students would do very well. It's a miracle that 6 teachers are doing as well as they're doing, given 7 the tools and the lack of money that they're given. 8 I think you should wait for legislation to 9 come up with something and not just steamroll 10 something over on the rest -- on the education 11 system in this state that they're not ready for, 12 they're not prepared for, have not been adequately 13 trained for. 14 So let's stop, take a breath, take a good 15 look at it, before we just move full-steam ahead. 16 Thank you. 17 THE CHAIR: Thank you, Commissioner. 18 Other questions? Commissioner Gant? 19 COMMISSIONER GANT: Madame Chair, thank 20 you. All right. You've heard from three people, 21 Commissioner Bergman, Commissioner Peralta, and 22 Commissioner Carr, about how fast this system is 23 being thrown -- now, let's ask the basic question. 24 And I think this is what many people in the field 25 believe.</p>	<p style="text-align: right;">Page 116</p> <p>1 after that bill didn't pass, which is why -- which 2 is why we are where we are today. 3 Frankly, the same thing happened with 4 School Grades. The same thing happened with Common 5 Core. Common Core was adopted in 2010. The State 6 joined the consortium before the waiver was even 7 ever discussed by the U.S. Department of Education. 8 So, all of these initiatives were already 9 moving before the waiver became an option. Frankly, 10 we saw it as an opportunity to have symmetry between 11 our state accountability systems and what our 12 federal requirements were. Had the waiver not 13 become an option, we would still be calculating both 14 AYP and School Grades, not an awesome proposition to 15 say to a school, "You're an A or a B under this 16 system, but you're failing under this system." 17 And, so, the waiver has given us a great 18 opportunity to create that alignment. But this 19 isn't happening because of the waiver. This was 20 under way before the waiver came to be. 21 Frankly, I might be -- I know there are 22 folks in the room who will disagree with the PED's 23 opinion. But, ultimately, this is going to be the 24 right thing to do by students, which is why we're 25 all here. We want to see achievement for our kids</p>
<p style="text-align: right;">Page 115</p> <p>1 Are we putting this system on the field in 2 such a hurry, before it's really ready, because we 3 took a waiver in No Child Left Behind, and we did 4 the Road to -- Race to the Top -- because we made 5 promises we would get an evaluation system in the 6 field as fast as possible, if we were given a 7 waiver, and got the Road to the -- Race to the Top? 8 MS. LENTI: Commissioner Gant, sorry. I'm 9 just locking my computer because my computer is 10 about to die because of the battery. We had already 11 started the work on teacher evaluation before the 12 waiver was even something that was being discussed. 13 The State of New Mexico has only ever received one 14 Race to the Top grant. It is an early learning 15 challenge grant. It is for impacting the school 16 readiness for children birth to age 5, so it does 17 not have any effect on teacher evaluation. So no on 18 Race to the Top and no on the waiver. 19 Governor Martinez, when she -- she talked 20 about the importance of teachers when she was 21 running for governor. And, in 2011, during her 22 first legislative session, before waivers were even 23 discussed, the Martinez administration did introduce 24 a bill to revamp the way teacher evaluation was done 25 in the State of New Mexico. We continued that work</p>	<p style="text-align: right;">Page 117</p> <p>1 in New Mexico increase. We want to see them reach 2 their full potential. We want to see them graduate 3 college- and career-ready and go on to do great 4 things. 5 In order to do that, we have to make sure 6 that we're holding ourselves accountable for their 7 outcomes. So, the waiver is not the reason this is 8 happening. 9 COMMISSIONER GANT: I agree that the 10 outcome may be good. And folks have told me the 11 right things are being put into the evaluation. 12 It's not the evaluation. It's how it's being done. 13 That is the rub. That is the rub. 14 And what I am hearing from what you 15 said -- and Commissioner Peralta said -- that you've 16 moved stuff back a month. In other words, it wasn't 17 completely vetted and ready to go to the field; is 18 that correct? 19 MS. LENTI: All we moved back was we had 20 initially given guidance -- and it's not in the 21 regulation. We said, "Ideally, you'll have your 22 first formal observations of teachers completed and 23 their data inputted to the Teachscape system by 24 October 15th." That was guidance we gave. There is 25 no penalty if they put it in on October 17th. We</p>

<p style="text-align: right;">Page 118</p> <p>1 just said, that, "In theory, you want to have it 2 done by that time frame, so that you can give 3 feedback, and there's an opportunity for teachers to 4 maybe do something a little bit different so, on 5 their next observation, you can see that improvement 6 and growth." 7 The Teachscape system, itself, which is 8 the system that you log into and you put the data 9 into, doesn't impact you going into the classroom to 10 do the observation. You can do the observation 11 without it. 12 We did say that guidance has now been 13 extended, "Because this system has had some hiccups 14 in terms of the logistical technical pieces of it, 15 we would like to see all that data in by November 16 1." 17 Again, that is guidance. If a school 18 continues to struggle, and they can't get their data 19 in until November 5th or 6th or 7th, there is no 20 penalty for that. That's really just giving them a 21 timeline to carry out these best practices so that 22 there is ample time for a teacher to take the 23 results of their observation and make changes and 24 improvements based on that, so you can measure them 25 over the course of the school year.</p>	<p style="text-align: right;">Page 120</p> <p>1 So, that's under works. Again, I'll need 2 to check with my colleagues who aren't here who took 3 the lead on that piece of the Web site as to whether 4 it's going live tomorrow or early next week. But 5 all of the materials have been reviewed and 6 finalized. We did vet them with some teachers and 7 principals in the field, as well, some of those 8 documents, to make sure they made sense, they were 9 user-friendly. So that revamp is coming here in 10 short order. 11 COMMISSIONER GANT: You brought up Teacher 12 Tech [verbatim]. Commissioner Peralta brought it 13 up, also. I understand an RFP went out earlier in 14 the year for this, which was big bucks, big 15 taxpayers' dollars, and a firm was selected for it. 16 This was, like, in June, I believe. And we're still 17 waiting for it to come online? 18 They're getting big money, and this thing 19 should have been online before school started, 20 should it not? 21 MS. LENTI: So, it is online. And the 22 majority of teachers and principals in New Mexico 23 have full access to it, and are using it, and are 24 working with it. We did have some instances where, 25 initially, we didn't get data on time from</p>
<p style="text-align: right;">Page 119</p> <p>1 So, there have been issues with the system 2 in terms of making sure people have their proper 3 user names and logins, and they're seeing the right 4 information when they get there. But that doesn't 5 prevent them from being able to still go do their 6 formal observations. 7 And, again, it was guidance. There's 8 not -- there's not a penalty if that data still 9 isn't there by November 1, because maybe you're 10 continuing to struggle with getting access to the 11 online system. 12 COMMISSIONER GANT: Is there a technical 13 manual yet? Are there administrative codes online 14 where we can go read them? 15 MS. LENTI: Commissioner Gant, the 16 administrative code is online. We are actually 17 doing a full revamp of the NMTEACH Web site, which, 18 I need to check with my colleagues who couldn't be 19 here today, that we are -- I think, should be going 20 live either tomorrow or early next week. That will 21 have full technical information, FAQs, direct 22 information on where you can register for additional 23 training and support, sort of a comprehensive redo 24 of all materials and teacher eval that will be 25 available.</p>	<p style="text-align: right;">Page 121</p> <p>1 districts, so, that, when teachers logged in, the 2 switch could, quote, be flipped for them. 3 We provided as much data as we could to 4 get it set up, but there was some data that we 5 needed directly back from schools and districts. As 6 we've gotten that data, we have provided access to 7 teachers and principals. 8 As we heard from Commissioner Peralta, 9 there have been a few hiccups with that. But, 10 frankly, whenever you're rolling out user names and 11 passwords to more than 15,000 teachers, no matter 12 who the provider is, even when we do it here in 13 New Mexico with things like SOPE [ph], there are 14 always challenges that arise that maybe are 15 unexpected in terms of the dollar amounts. 16 We have a very strict contract in place 17 with Teachscape. If they meet the deliverables, 18 then they will be reimbursed for their cost. If 19 they don't, we can terminate the contract. We could 20 not pay them. But, at this point, we feel confident 21 we'll be able to partner with them over the school 22 year to get those pieces right and working 23 correctly. 24 COMMISSIONER GANT: Two more pieces. One 25 is real quick. Is attendance part of the</p>

Page 122	Page 124
<p>1 evaluation?</p> <p>2 MS. LENTI: Commissioner Gant it can be</p> <p>3 part of an evaluation, as one of the multiple</p> <p>4 measures. That decision was made based on research</p> <p>5 that came out of Duke University earlier this year</p> <p>6 that was pretty compelling around how important</p> <p>7 teachers being there regularly is for student</p> <p>8 performance.</p> <p>9 There have -- there's been some</p> <p>10 misinformation in the field around teacher</p> <p>11 attendance that, for example, if a teacher has a</p> <p>12 baby midway through the school year and goes on</p> <p>13 maternity leave, they will be penalized. That is</p> <p>14 not the case. Obviously they are covered by the</p> <p>15 Family Medical Leave Act and provisions. That</p> <p>16 would, of course, not penalize them.</p> <p>17 If someone has a child, maybe, that gets</p> <p>18 very ill and they have to take an extended leave of</p> <p>19 absence to care for a child or a parent, that would</p> <p>20 not be counted against them. All of that is</p> <p>21 contemplated and taken into account. But teacher</p> <p>22 attendance can be one of your multiple measures.</p> <p>23 Some districts have chosen that; some districts have</p> <p>24 not.</p> <p>25 COMMISSIONER GANT: Thank you. I don't</p>	<p>1 teachers do need to have feedback on their formal</p> <p>2 observations within ten days. But in terms of</p> <p>3 measuring fidelity for school administrators, we're</p> <p>4 looking at, first and foremost, "Did you complete</p> <p>5 your observations?"</p> <p>6 "Yes."</p> <p>7 And, then, "Did you complete feedback in a</p> <p>8 timely manner?"</p> <p>9 "Yes."</p> <p>10 If you've done those two things in the</p> <p>11 first year, you're on the right track into that</p> <p>12 component of your observation. Again, those dates</p> <p>13 were based on, we want to give teachers an</p> <p>14 opportunity to show their growth and progress. And</p> <p>15 if observations aren't happening until -- if that</p> <p>16 first observation, a lot of times, right now -- or</p> <p>17 previously -- isn't happening until January or</p> <p>18 February, and, then, your final observation is</p> <p>19 happening in March or April, that doesn't really</p> <p>20 give you a lot of time to show your growth and</p> <p>21 progress.</p> <p>22 So, if we can get in there sooner and see</p> <p>23 multiple times over the course of the year, that's</p> <p>24 really going to give you that chance to show growth</p> <p>25 and progress. So, again, that's why the dates were</p>
Page 123	Page 125
<p>1 want to frustrate us, so I'll just pass.</p> <p>2 THE CHAIR: Other questions,</p> <p>3 Commissioners? Commissioner Peralta?</p> <p>4 COMMISSIONER PERALTA: Just one now</p> <p>5 that -- I'm just going to build off Mr. Gant's</p> <p>6 questions and something you stated.</p> <p>7 But you mentioned that with the deadlines</p> <p>8 and how that's been moved back, and how, if</p> <p>9 November 1st was the time that reports, if they came</p> <p>10 in on the 3rd, 4th, 5th, whatever, but these were</p> <p>11 just guidelines, and there was no penalty -- but my</p> <p>12 understanding is that if the administrators don't</p> <p>13 meet the deadline, and that first evaluation report</p> <p>14 is not in on that date, then they're dinged on their</p> <p>15 evaluation as an administrator. Is that true or</p> <p>16 not?</p> <p>17 MS. LENTI: That's not correct. What we</p> <p>18 look at in terms of principals, completing</p> <p>19 observations with fidelity is, first and foremost,</p> <p>20 did you observe your teachers; that's the first</p> <p>21 thing we look for. And, then, did you return</p> <p>22 feedback to your teachers in a timely manner?</p> <p>23 We didn't say, "Did you observe your</p> <p>24 teachers by October 15th and give them feedback by</p> <p>25 October 27th," for example. We did say that</p>	<p>1 structured the way they were, so you could see that</p> <p>2 progression over the course of a year.</p> <p>3 THE CHAIR: Commissioner Conyers?</p> <p>4 COMMISSIONER CONYERS: Madame Chair, I</p> <p>5 know the new system now -- now, there's a statewide</p> <p>6 database that has information in it. Do you</p> <p>7 think -- is there any plan or expectation that that</p> <p>8 will lead to PED having a more active role in</p> <p>9 relicensure or hiring or rehiring practices at the</p> <p>10 local level?</p> <p>11 MS. LENTI: Commissioner Conyers, PED is</p> <p>12 already the entity that grants licenses and</p> <p>13 determines if a teacher moves their license from</p> <p>14 Level I or II. We will not have any role in terms</p> <p>15 of hiring or firing at the local level. That is all</p> <p>16 still a locally based decision.</p> <p>17 We do hope that, as districts implement</p> <p>18 evaluations and they have different and more better</p> <p>19 data on their teachers, that that helps inform maybe</p> <p>20 if they have a school that continues to struggle</p> <p>21 with achievement for ELL students, and, maybe, they</p> <p>22 have a teacher in their district that, year after</p> <p>23 year, their ELL kids are performing at the highest</p> <p>24 level, go to that teacher and say, "What are you</p> <p>25 doing differently? Can you help other teachers in</p>

Page 126	Page 128
<p>1 our district that are struggling?"</p> <p>2 So we hope the data helps districts in</p> <p>3 that way. But this is not going to impact -- or,</p> <p>4 let me rephrase. The PED will not be using this</p> <p>5 data to tell districts who they can and can't hire.</p> <p>6 That is still completely a local decision and will</p> <p>7 remain.</p> <p>8 COMMISSIONER CONYERS: Okay.</p> <p>9 THE CHAIR: Other questions?</p> <p>10 Leighann, we thank you very much for your</p> <p>11 very informative presentations, and we got you out.</p> <p>12 MS. LENTI: No, I appreciate it. Thank</p> <p>13 you. And I hope the rest of your meeting today and</p> <p>14 tomorrow goes well and is productive for you all.</p> <p>15 And, if other questions come up, you can</p> <p>16 share them with Bev or Tony or Kelly, and they can</p> <p>17 share them it back to our team, and we'll be happy</p> <p>18 to respond accordingly.</p> <p>19 THE CHAIR: Thank you. We appreciate</p> <p>20 that.</p> <p>21 Item No. 6 on our agenda is Report from</p> <p>22 the Secretary. And I understand Madame Secretary</p> <p>23 will not be able to be with us.</p> <p>24 Item No. 7 is Report from the Deputy</p> <p>25 Secretary. And I talked with Deputy Secretary</p>	<p>1 School Governance Board.</p> <p>2 MS. ARCHULETA: Good morning. I'm Janette</p> <p>3 Archuleta, the director of McCurdy Charter School.</p> <p>4 THE CHAIR: Please go ahead.</p> <p>5 MS. ANDERSON: And I believe that</p> <p>6 Director Gerlicz had some opening comments, please.</p> <p>7 MR. GERLICZ: Yes, Madame Chair, members</p> <p>8 of the Committee. The Chair of the Governing</p> <p>9 Council, Ms. Anderson, and the head of the school,</p> <p>10 Ms. Archuleta, came to visit us sometime ago with a</p> <p>11 problem, a glitch that they had in surrounding the</p> <p>12 ownership of some components of their campus,</p> <p>13 necessitating a request for an extension to -- it</p> <p>14 wasn't exactly to file the Facilities Master Plan --</p> <p>15 but the deadline on which to meet the weighted</p> <p>16 New Mexico Index, as they were committed to. And</p> <p>17 they have an 18-month time period to do that.</p> <p>18 The glitch that emerged, and why I asked</p> <p>19 Ms. Anderson and Ms. Archuleta to appear this</p> <p>20 morning, has to do with some title that they have</p> <p>21 discovered recently. There is a bit of a conflict</p> <p>22 in the title between two entities that they will</p> <p>23 clear up. It's not a question of if they will clear</p> <p>24 it up. It's a question of yes, they will clear it</p> <p>25 up.</p>
Page 127	Page 129
<p>1 Aguilar last week at the LESC meeting, and he let me</p> <p>2 know he will not be able to be here today. He is</p> <p>3 out of town. There is a possibility he might be</p> <p>4 able to be with us tomorrow and asked, if he just</p> <p>5 showed up, could we move that item and let him</p> <p>6 report. And I certainly agreed that we would do</p> <p>7 that. So, I hope that's agreeable with everybody.</p> <p>8 We'll move on to Item No. 8, Vote on</p> <p>9 McCurdy Charter School Request for Extension of</p> <p>10 18-Month Plan of Facility Corrective Actions.</p> <p>11 Deborah Anderson, Chair of the McCurdy Charter</p> <p>12 School Governing Council, if you would please come</p> <p>13 forward to the table. And I understand also Martica</p> <p>14 is here. Come up to the table, or, if you are</p> <p>15 seated wherever you want to be, I'm sure we'll have</p> <p>16 some questions for you as well. So, please come up</p> <p>17 to the table or stay back there, wherever you're</p> <p>18 more comfortable.</p> <p>19 MS. CASIAS: Thank you.</p> <p>20 THE CHAIR: Good morning to both of you.</p> <p>21 If you'd please introduce yourselves so that the</p> <p>22 court reporter will get your names correctly,</p> <p>23 please?</p> <p>24 MS. ANDERSON: I am Deborah Bennett</p> <p>25 Anderson, the chairperson for the McCurdy Charter</p>	<p>1 We immediately contacted PSFA and Bob</p> <p>2 Gorrell and Martica. And I thank Martica for being</p> <p>3 here today, as well. And they are fully apprised of</p> <p>4 the situation, fully supportive of any decision that</p> <p>5 the authorizer makes in this situation.</p> <p>6 Upon analysis of all of the documents, and</p> <p>7 in the conversation, it's our recommendation that</p> <p>8 this extension be approved. And I asked</p> <p>9 Ms. Anderson to briefly give the Commissioners a</p> <p>10 very short synopsis of what that title delay -- the</p> <p>11 reason for that is, so that you have an</p> <p>12 understanding of what exactly is at stake here.</p> <p>13 Thank you. Ms. Anderson?</p> <p>14 MS. ANDERSON: Thank you. All right. So,</p> <p>15 I have to hold -- thank you.</p> <p>16 To begin with, I'd really like to thank</p> <p>17 the Charter Schools Division for being our advocate</p> <p>18 in this request. And thanks to the PSFA, thanks to</p> <p>19 Martica, and Director Gorrell, for cooperating in</p> <p>20 facility assessments that they performed for McCurdy</p> <p>21 Charter School, and, finally, to the Public</p> <p>22 Education Commission, as our charter authorizer, for</p> <p>23 considering our request.</p> <p>24 The request is easy. It's that we are</p> <p>25 requesting a 12-month extension to the 18-month plan</p>

Page 130	Page 132
<p>1 of facility corrective actions that was submitted to 2 PSFA last June. The Charter School Division, I 3 know, provided you with some read-ahead materials, 4 and we have some notebooks here that have got 5 additional documentation that focuses on the 6 activities of the past 18 months. Certainly, the 7 PEC is welcome to these, if they would like to have 8 them.</p> <p>9 As a background, the Public Education 10 Commission approved the McCurdy Charter School in 11 the fall of 2011. And one of our conditions, 12 Condition 3, which was the result of House Bill 283, 13 was to meet the weighted New Mexico Condition Index. 14 And we contacted PSFA a month -- well, less than a 15 month -- after our charter approval to come and 16 evaluate the buildings that McCurdy Charter School 17 was considering leasing from the 501(c)(3) McCurdy 18 that was occupying the 44-acre campus.</p> <p>19 PSFA came in and looked at 15 buildings, 20 originally. We reduced that somewhat later to seven 21 buildings. And their report that came out in 22 December of 2011 basically said that the buildings 23 we were proposing had a weighted New Mexico 24 Condition Index of over 77 percent, while the 25 weighted New Mexico Condition Index for New Mexico</p>	<p>1 in January of 2012, and -- that discussion. And 2 after much discussion, the 501 -- the Board of 3 Trustees for the 501(c)(3) McCurdy decided to 4 contact HighMark, which is a corporation that has 5 built school buildings all across the country for 6 several years. And they would be able to come in 7 with 100-percent financing.</p> <p>8 And in support of this activity -- I have 9 to backtrack for a second -- the 44-acre campus that 10 the 501(c)(3) McCurdy occupies is owned by the 11 General Board of Global Ministries of the United 12 Methodist Church. So, the property is owned by the 13 United Methodist Church.</p> <p>14 But the activities that the 501(c)(3) 15 McCurdy had performed with the private school for a 16 hundred years, they ran the school. They were not 17 run by the United Methodist Church. It was nothing 18 of that variety.</p> <p>19 But, in support of the idea of McCurdy 20 Charter School leasing some of the property, the 21 General Board of Global Ministries issued a 22 resolution in March of 2012, which was 18 months, 23 almost, ago, that said, "We will enter into a land 24 lease with HighMark organization, so that they have 25 control of part of the property, that the 501(c)(3)</p>
Page 131	Page 133
<p>1 was on the order of 20 percent.</p> <p>2 And, if you recall, the lower is better -- 3 all right? -- because the ratio is basically the 4 cost to renovate facilities divided by the cost to 5 replace facilities. So the buildings that we were 6 proposing, as McCurdy Charter School, to lease, they 7 were estimating that it was going to cost us 8 \$12 million to repair those buildings, versus a 9 \$15 million price tag to replace said buildings.</p> <p>10 Immediately after we got hold of PSFA's 11 report, we contacted Director Gorrell, and talked 12 with Martica, also, about what was necessary for us 13 to do to meet the weighted New Mexico Condition 14 Index and the submittal of an 18-month plan.</p> <p>15 And what he said to us was that we had to 16 submit our 18-month plan, and it had to be approved 17 by PSFA before we could even start up school in 18 August of 2012, that we had to have an established 19 funding stream to do the corrective actions, and, 20 that, in the meantime, all life safety systems had 21 to be in compliance, even though we didn't have to 22 do a lot of the actual corrections before school 23 started up. So, he was very specific in terms of 24 what we had to have for an 18-month plan.</p> <p>25 So, after -- and, so, that event happened</p>	<p>1 McCurdy organization would own the building that 2 HighMark would have, and that McCurdy Charter School 3 would lease the said buildings from the 501(c)(3) 4 McCurdy."</p> <p>5 So, they issued a resolution in March of 6 last year -- and I must mention that this board only 7 meets -- it's an international board; it only meets 8 twice a year, in March and in October of each year.</p> <p>9 So GBGM issued this resolution, as the 10 owner of the property, and they said that they 11 supported that.</p> <p>12 Based on that -- that proposition of those 13 three parties, we wrote up our 18-month plan and 14 submitted it to the Public School Facilities 15 Authority, and it was approved by Martica and 16 company on July 2nd of last year.</p> <p>17 So, summer of 2012 was really important to 18 us. We got our Planning Year Checklist approved as 19 McCurdy Charter School. Our 18-month plan was 20 approved by PSFA, and PEC approved our start-up, as 21 such.</p> <p>22 And through the year of 2012 and '13, 23 there's been a lot of activities that have been 24 going on, primarily, McCurdy Charter School went up 25 through the myriad of start-up issues that any</p>

<p style="text-align: right;">Page 134</p> <p>1 school has got to go through. And, for that, I have 2 to give a lot of congratulations and applause to 3 Director Janette Archuleta. She really brought the 4 school up in a fine manner. 5 We had a starting MEM of 6 513 students, which I think speaks a lot for, you 7 know, an older school that had had less than 8 200 students as a private institution. 9 We've had extensive negotiations with 10 501(c)(3) McCurdy, the property owner, GBGM, 11 HighMark, McCurdy Charter School. There have been 12 drafts of leases, all of these entities, reciprocal 13 easement agreements, just all kinds of activity 14 that's been going on for, especially, like, the past 15 12 months. 16 A very important piece, though, was that 17 in January, HighMark contracted with a surveyor, 18 Santa Fe Surveying Company, as such, to perform a 19 complete survey of the 44-acre campus, of which 20 McCurdy Charter School was only intending to occupy 21 a small portion, and to try to clarify and verify 22 any lot-line issues that may have arisen, or 23 anything, because you need to understand that this 24 44-acre campus is truly a quilt of properties that 25 were donated by -- by people over a hundred-year</p>	<p style="text-align: right;">Page 136</p> <p>1 was always, with all of these activities, was to 2 comply with the 18-month plan, until the General 3 Board of Global Ministries started really reviewing 4 the survey results. 5 And they have concluded, at the end of 6 July, which was just a little over, you know, six 7 weeks ago -- they have concluded that the 501(c)(3) 8 McCurdy actually owns the property; not the General 9 Board of Global Ministries, but the 501(c)(3) 10 McCurdy. 11 Well, the impact of that is that the title 12 company will not -- will not issue title insurance 13 on the property until the General Board of Global 14 Ministries passes a second resolution that declares 15 that the 501(c)(3) McCurdy owns the property. 16 The issue becomes that they do not meet 17 again until October of this year. And, hence, we 18 have come in requesting a 12-month extension to our 19 18-month Plan of Corrective Facility Actions. It is 20 truly a case of the GBGM had the information; 21 they've had it since early spring. But, I guess, 22 for whatever their reasons, they did not review the 23 property ownership, which has got to be cleared 24 before the HighMark piece can be embarked on. They 25 didn't make their conclusion until the end of July.</p>
<p style="text-align: right;">Page 135</p> <p>1 period to make up a 44-acre campus. 2 And, again, we were only intending to 3 occupy a very small portion of that. But we 4 succeeded through the first year. We graduated our 5 first class of 31 seniors in May and, as reluctant 6 as I am to almost mention it in this body, we did 7 get a school grade of B for our very first year as 8 McCurdy Charter School. 9 And while our timeline in the 18-month 10 plan was shifting a bit, we had been in contact with 11 PSFA, and we had said, "You know, if we're late by a 12 month or two, who do we need to contact?" Because 13 the idea was that, you know, Director Gorrell had 14 told us that the 18-month plan would start the day 15 the school started, which would have been basically 16 the middle of August of 2012, and that we would have 17 18 months, which would have gotten us to the middle 18 of February of 2014. 19 And, so, we were just -- we were 20 getting -- we were trying to make sure that 21 everybody understood what was going on. 22 So, we tried to be in contact with PSFA. 23 And I asked several questions with Director Gorrell, 24 and he answered them, and we have a subsequent 25 e-mail conversation with Martica. But the intent</p>	<p style="text-align: right;">Page 137</p> <p>1 And, as evidence of how far we are -- can 2 I get you to pass those around? -- we've got 3 50-percent design review drawings available for PSFA 4 to look at. 5 What Janette has passed out is basically 6 the diagram of -- I only copied the first couple of 7 pages, because we're talking about a 51-page 8 document that has got the design -- the design of 9 the building that we're talking about. It has got 10 another 160-page document of all of the design 11 specs. I didn't think you wanted me to kill any 12 more trees than I've already killed. 13 We are ready to go into PSFA. It was -- 14 you know, it was a matter of GBGM decided that the 15 property ownership is different. And, again, 16 McCurdy Charter School leases the property. Again, 17 what you will see in the handout that is going out, 18 what will happen is that, of the 44-acre campus, we 19 are only looking at occupying 5.28 acres as McCurdy 20 Charter School. We will only lease that amount. 21 The 501(c)(3) McCurdy will retain 22 ownership of the remainder of the property. The 23 leases are all ready to be signed as soon as we get 24 the new resolution in place. I believe I put in 25 your packet literally the diagram of the facility,</p>

Page 138	Page 140
<p>1 the floor plan of the facility, and, again, a small 2 diagram of the -- the property, the 5.28 acres that 3 McCurdy Charter School will lease. 4 One other clarification: It's interesting 5 to note that when we originally started looking at 6 facilities, we had gone to PSFA with 15 proposed 7 buildings that we would use on the campus. That was 8 reduced, by the time the PSFA report was issued, 9 down to seven buildings. We are down now to two 10 existing buildings, the Pringle Student Center and 11 the Memorial Gymnasium, and the new building that 12 HighMark will be building for the 501(c)(3) McCurdy. 13 So we are open to questions. 14 THE CHAIR: Thank you for that 15 presentation. 16 Commissioners, if you won't mind, I have a 17 couple of questions, if I might go ahead and ask 18 those? 19 You said the present 18-month plan goes 20 from August 2012 to February 2014. 21 MS. ANDERSON: That's correct. That's 22 correct. 23 THE CHAIR: And the holdup is this 24 resolution by this group that only meets twice a 25 year, and they meet in October?</p>	<p>1 complete all that process well within that time 2 period. But it's really to make sure that, you 3 know, everything is covered. 4 THE CHAIR: Are you saying this building 5 will be built in six months? 6 MS. ANDERSON: Yes, ma'am. HighMark has 7 an established building construction methodology. 8 Originally, they were associated with a company 9 called "Balma Construction." This particular 10 building will be constructed by Canyon Builders out 11 of Arizona. But they're using the same kind of 12 construction methodology. 13 One part to understand here is that the 14 footprint and a lot of the specifications required 15 for the building are -- are copy-catted from other 16 schools that they have previously done, so that the 17 construction methodology is well-known. So, it's 18 not like bringing in a private architect and a 19 builder, you know, for one given building. HighMark 20 brings in a technology to where they've constructed 21 well over -- with a history of well over 22 300 buildings across the country for schools, to 23 where they know what they're going to be facing. 24 The biggest unknown that we've got is are 25 there any unknown utility lines or something like</p>
Page 139	Page 141
<p>1 MS. ANDERSON: That is correct. 2 THE CHAIR: Okay. That's next month -- 3 right? -- October? 4 MS. ANDERSON: Yes, ma'am. 5 THE CHAIR: That's within your current 18 6 months. Why is that not enough time to get this -- 7 pardon me -- to get this done? 8 MS. ANDERSON: Two reasons: One, because 9 we still have to do the closing after the resolution 10 comes in. And, then, there is still the six-month 11 period for construction. There are three buildings 12 that have got to be demolished, for which the 13 Phase One environmental assessment has already been 14 completed. But it takes us six months to complete 15 the demolition and construction of the new building. 16 We -- which would tend to put us probably until the 17 end of the school year of 2014. 18 My concern, if I may share it, is that 19 there is a chance that the General Board of Global 20 Ministries may decide that they need to think about 21 this until their March meeting. So, to avoid the 22 necessity of needing to come back to the PEC a 23 second time, where we're trying to say, "Give us a 24 12-month extension," with the anticipation that we 25 will be able to complete the new building and</p>	<p>1 that, something that we're not aware of. But the 2 actual construction period is anticipated to be six 3 months. 4 THE CHAIR: Okay. That's very 5 interesting. But this 18-month plan, I thought that 6 was just a plan of the facilities, rather than the 7 actual facilities themselves. And I hear you saying 8 that would -- this extension of 12 months would 9 include the actual construction of the facility. 10 MS. ANDERSON: I have to refer back to 11 what PSFA directed us. And they said that we had to 12 complete -- we had to meet the weighted New Mexico 13 Condition Index by whatever means within the 14 18 months. 15 THE CHAIR: Okay. Martica, maybe you 16 could weigh in on that as well, please, and give us 17 a little bit more clarification? 18 MS. CASIAS: Madame Chair, members, when 19 Deborah first came to us -- 20 THE CHAIR: Pull up a chair. There's one 21 right here at the end of the table, please. That 22 way, you'll have access to the microphone. 23 MS. CASIAS: Madame Chair, members, the 24 18-month plan of correction, when Ms. Bennett first 25 came to us, was from the day that she submitted the</p>

Page 142	Page 144
<p>1 plan, that within 18 months, they would be ready to 2 open the doors to the students. So that's what the 3 18-month plan of correction included. 4 So, what she submitted to us was a 5 timeline, some proposed buildings that we were able 6 to generate a weighted NMCI off of, if those 7 buildings were to be built. 8 So, the plan that she submitted was 9 complete and accurate. And it did show what the 10 future school was intended to be. 11 And, Chairman Shearman, was that the 12 question that you asked me? Did I answer it 13 properly? 14 THE CHAIR: Yes, I believe you did. But 15 while you have the microphone, would you answer one 16 more question for me, please? 17 I'm looking at a latter from you to 18 Director Gerlicz, dated September 17. And it 19 says -- I'm just basically not really sure of the 20 terminology. I would like you to explain it to me. 21 "In a discussion PSFA had with Ms. Deborah 22 Bennett Anderson of McCurdy Charter School on 23 September 4, 2013, McCurdy Charter School is 24 basically in the same functional condition, this 25 includes life safety, as when we originally</p>	<p>1 will get to review it today, or have it submitted by 2 her and be able to review the plans, see if it meets 3 adequacy, if there's enough space intended -- from 4 listening to Ms. Deborah Bennett Anderson, I 5 understand there's classrooms on the plans and 6 whatnot? Is that correct? 7 THE CHAIR: You're talking about this 8 handout that we've just received? 9 MS. ANDERSON: It's all in the first three 10 pages. 11 MS. CASIAS: So we would, Chairwoman 12 Shearman, be able to review those plans. And, 13 normally, when a plan is submitted, we'll review it. 14 We state if there's things that we still need, 15 what's missing, where it's going to go, and we give 16 that letter back to the person who has submitted it. 17 And, then, we get another set at 100 percent, and we 18 review that as well. 19 THE CHAIR: Thank you for that 20 clarification. 21 Other questions, Commissioners? 22 Commissioner Gant? 23 COMMISSIONER GANT: Madame Chair, members. 24 This is a 50-percent drawing, which Martica, from 25 PSFA has not seen, or her staff.</p>
Page 143	Page 145
<p>1 inspected. We understand that the 50-percent plans 2 are expected shortly, and, upon submission, we will 3 review." 4 Would you basically tell me what that 5 says? 6 MS. CASIAS: Madame Chair, members, the -- 7 the letter you have in front of you was to convey 8 that the school had not seen any improvement since 9 the first assessment that we did back in 2011, I 10 believe. So, we wanted you to understand that the 11 school was in the same condition. We understood 12 that life, health, and safety issues had been met. 13 But it did not come up to the average weighted NMCI 14 as of the time of assessment. 15 When we get to review the 50-percent 16 documents, we can kind of tell if it's going to 17 be -- meet or exceed the average weighted NMCI at 18 that time. But the letter was to let you know we 19 were -- where we had originally started, and we were 20 waiting for progression. 21 THE CHAIR: And, so, you have not seen 22 progress? 23 MS. CASIAS: Madame Chair, members, we 24 haven't yet seen the plan that Ms. Deborah Bennett 25 Anderson handed out to you. But I'm sure that we</p>	<p>1 How long did it take to get 50 percent? 2 MS. ANDERSON: That's a very good 3 question. Fifty percent has to rely on our requests 4 for how many classrooms and the minimum amount of 5 space that PSFA requires in the Ed Spec to be able 6 to service a full complement of 584 students, which 7 is our projected MEM. 8 Knowing those conditions and teaching 9 grades K through 12, with 584 students, they have 10 proposed a design -- HighMark has proposed a 11 design -- that, in conjunction with the other two 12 buildings, we believe will satisfy PSFA's 13 understanding, or need, for understanding to meet 14 their requirements. 15 The only reason that we had not submitted 16 this information to PSFA was that Martica and I have 17 had a couple of e-mail exchanges trying to set up a 18 time when we could come in and talk to them. But 19 then it was all kind of pushed aside when we 20 realized that GBGM was walking in and saying, "No, 21 we can't do a resolution until October." 22 So, we had just not gotten the information 23 to PSFA. That is our fault. We didn't do that. 24 But there is no reason to believe that there is 25 anything that they would be dissatisfied with.</p>

Page 146

1 Did that answer your question,
 2 commissioner Gant?
 3 COMMISSIONER GANT: Sort of, kind of. But
 4 my next question would be, it's taken all this time.
 5 You've had from when we approved your school back in
 6 '11 up till now, and all we're getting is the
 7 50 percent. And I would have thought you -- when
 8 are we going to get to the 100 percent?
 9 MS. ANDERSON: What we need to be able to
 10 do is complete the closing, which cannot occur until
 11 after the resolution comes from GBGM. All of the
 12 paperwork for the interaction between what was GBGM
 13 ownership with HighMark, if the property indeed
 14 changes to the 501(c)(3) McCurdy ownership, that has
 15 got to be established, and then we can have a legal
 16 closing between 501(c)(3) McCurdy and HighMark.
 17 We still remain just the lessee, we, as
 18 the McCurdy Charter School. They've got to finish
 19 their negotiations. But, I mean, the leases, the
 20 subleases, the reciprocal easement agreements, we
 21 have gone round and round on all the terms and
 22 conditions for all of those pieces of contracting
 23 for several months, for quite a number of months, I
 24 assure you.
 25 And we had anticipated that 501(c)(3)

Page 147

1 McCurdy and HighMark would close in first of July.
 2 And we started getting hints that there might be an
 3 issue. But until they -- until 501(c)(3) McCurdy
 4 can complete their contracting and close on the
 5 contract with HighMark, we will not see
 6 100 percent -- right now, we're running off of a
 7 letter of intent -- or I should say 501(c)(3)
 8 McCurdy is running off a letter of intent.
 9 McCurdy Charter School is still running on
 10 a lease that was signed with the 501(c)(3) McCurdy
 11 as of July 1 of 2012.
 12 COMMISSIONER GANT: Who's doing your
 13 drawings?
 14 MS. ANDERSON: HighMark does the drawings,
 15 in cooperation with Canyon Builders.
 16 COMMISSIONER GANT: So HighMark says,
 17 "Whoa, we're not going to give you 100 percent until
 18 we get all the documentation," which may not be
 19 until next March; is that correct?
 20 MS. ANDERSON: Until we have a closing,
 21 there is no contractual obligation on the part of
 22 HighMark or any other organization, until you close
 23 the contract, to provide more than what they've
 24 provided.
 25 COMMISSIONER GANT: It'll take six

Page 148

1 months -- this could be in December of next year,
 2 from what you said. If they decide not to make a
 3 decision till March, we're talking -- then you have
 4 to do the drawings, you have to get RFPs out, all
 5 this other stuff that goes with construction, and
 6 you're wanting just 12 months?
 7 MS. ANDERSON: HighMark, as the
 8 contractor, in cooperation with Canyon Builders out
 9 of Arizona, takes care of all of the RFPs and all of
 10 the subcontracts and so forth that are required to
 11 construct the new building. I would imagine -- and
 12 this is speculation, but having dealt with HighMark
 13 for well into 18 months now -- that once the
 14 contract is completed, once the deal is closed, we
 15 will see the 100-percent drawings pretty quickly.
 16 Now, whether or not GBGM chooses to do the
 17 resolution in October or March is the wild card. I
 18 don't believe the construction methodology, nor the
 19 closing of the deal with HighMark -- that's pretty
 20 much -- you know, it's in place. We've got all of
 21 the legal documents in place.
 22 Our attorney, Susan Fox, has been working
 23 with the attorneys for HighMark and their financing
 24 corporation, as well as the attorney for the
 25 501(c)(3) McCurdy. The paperwork is in place. But

Page 149

1 we cannot get the title insurance -- or 501(c)(3)
 2 McCurdy cannot get the title insurance until this
 3 resolution is submitted -- or passed -- by GBGM,
 4 hopefully, in October.
 5 We believe that all the paperwork is
 6 prepared for them to pass it in October. But it's
 7 probably better for us to say, if they don't pass it
 8 this time, that the next meeting would be in March.
 9 I thoroughly expect them to pass the
 10 resolution in October. We have been in contact with
 11 the attorney for GBGM, who was the creator and the
 12 backbone behind the resolution of last March in
 13 2012, who is also an attorney. And, you know, he
 14 does all of the legwork for GBGM to come in and have
 15 a weeklong meeting addressing issues from all across
 16 the world for the United Methodist Church. He does
 17 all of the legwork so that those meetings can be
 18 successful.
 19 And he's the one who's getting everything
 20 together for that GBGM resolution. I'm just saying
 21 I want to be prepared. If GBGM says, "No, we can't
 22 make a resolution until March" -- no, wrong year --
 23 October -- no, March of next year. I'm sorry. I'm
 24 getting my Marches and Octobers mixed up.
 25 COMMISSIONER GANT: Madame Chair? Refresh

Page 150	Page 152
<p>1 me. Who is actually going to own this new building? 2 MS. ANDERSON: 501(c)(3) McCurdy. We are 3 the lessee. 4 COMMISSIONER GANT: I guess another 5 question. And how are they going to pay it off? 6 MS. ANDERSON: To be honest, that's not my 7 problem. All I am is the lessee. We have a rent 8 structure, a lease structure, for how we use our 9 lease reimbursement monies. And we will -- you 10 know, there's -- in the lease structure, it spells 11 out -- and that is in one of these documents, 12 actually, about the payments that we will make to 13 lease the -- the new building, plus the two existing 14 buildings on the 5.28 acres, how we will lease that 15 property from the 501(c)(3) McCurdy. 16 COMMISSIONER GANT: In other words, right 17 now, you are just the passee -- or pass through you, 18 the school, the \$300-and-something thousand you're 19 getting each year for lease assistance for the State 20 of New Mexico; is that correct? 21 MS. ANDERSON: If I may, I would prefer 22 not to use that terminology in terms of 23 "pass-through." We -- there is an established lease 24 payment that we will have with 501(c)(3) McCurdy in 25 order to be able to lease a new building, plus two</p>	<p>1 MS. ANDERSON: That will -- I'm getting 2 little whispers behind me, and I've got to 3 concentrate. 4 THE CHAIR: And if that's not an 5 appropriate question, I'll withdraw it. It 6 absolutely has nothing to do with what we're talking 7 about. I'm just curious. 8 MS. ANDERSON: It's probably going to 9 be -- well, it's not probably -- it is, in the long 10 run, contingent upon what the building actually 11 costs us -- or costs the 501(c)(3) McCurdy. The 12 lease payment structure is tied to what the actual 13 lease payment rate will be to HighMark. 14 The operational funds, right now, 15 considering maintenance and security and everything 16 else, will probably run us on the order of \$100,000, 17 maybe up to \$150,000, out of our operational funds. 18 But the first two years, it is basically limited to 19 \$75,000 above our lease reimbursement payment, as an 20 effort -- a good will effort on the part of 21 501(c)(3) McCurdy to help make sure that we achieve 22 our 584 MEM before the full effect of the lease 23 payment structure comes into force. 24 THE CHAIR: Thank you. Is that lease 25 payment structure something that PSFA reviews,</p>
Page 151	Page 153
<p>1 existing buildings, on 5.2 acres. 2 COMMISSIONER GANT: But to be clear for my 3 fellow Commissioners, you are getting \$300-and-some 4 thousand a year for lease payments; correct? 5 MS. ANDERSON: That is correct, at the 6 current MEM. We anticipate that once we get up to 7 584 students, assuming the same rate at \$233.35 per 8 student, that that will get up to about \$430,000 per 9 year, once we get our full MEM. 10 COMMISSIONER GANT: Thank you. 11 THE CHAIR: That just pops a question into 12 my mind, if I might ask it? Is that going to be 13 sufficient -- the lease reimbursement funds, will 14 that be sufficient to pay your lease, or will you 15 need to use some operational funds to supplement? 16 MS. ANDERSON: The schedule of the way it 17 is -- it is configured, is, we will have to use part 18 of our operational funds, just like every other -- 19 well, I shouldn't say "every other" -- many other 20 charter schools in the state have to use part of 21 their operational funds to make -- but not the total 22 lease payment. 23 THE CHAIR: Could you give us an idea 24 what -- how much additional funding you'll need to 25 use out of your operational fund to augment?</p>	<p>1 Martica? 2 MS. CASIAS: Madame Chair, members, I 3 would defer that question to Tim Barry [ph]. But I 4 don't believe so. 5 THE CHAIR: Then perhaps my question is, 6 does anybody? Is that something that is reviewed, 7 part of your budget, or -- Tony, maybe you would 8 have -- that question just popped into my mind. 9 MS. ANDERSON: Okay. I think a fair 10 answer to that is a great deal is tied up in terms 11 of the lease reimbursement payment. There is a 12 whole form that we have to submit every year that 13 talks about, you know, the square footage that 14 students are occupying, how many students do you 15 have in your MEM from the preceding year -- I mean, 16 there is a whole form that we have to submit every 17 single year. The -- for the lease reimbursement. 18 The additional amount that comes out of 19 operational funds, I think, has to be the purview of 20 any charter school's governing council or governance 21 board, as to what they think that they can afford. 22 To my knowledge, there is no official organization 23 within State government that reviews it. 24 MR. GERLICZ: Madame Chair, members of the 25 Committee, it seems to me that that question would</p>

<p style="text-align: right;">Page 154</p> <p>1 be taken care of in our shop, through the budget 2 review process that happens every year with all 3 schools, charters included. 4 MS. ANDERSON: That's a very good point. 5 THE CHAIR: Thank you very much. 6 Mr. Gant? 7 COMMISSIONER GANT: Madame Chair, let me 8 add something to that. Every year -- and, as you 9 may not know, I sit on the PSCOC, who makes the 10 blessing on lease assistance -- we do not -- PSFA 11 does not -- although they get a copy of your 12 lease -- I believe you'll have a copy, Martica, in 13 your file of their lease. At this point in time, 14 until it changes, we hope, in the near future, they 15 really don't bless those leases. They have no 16 contractual reason to do it. 17 You say you want this much for your lease, 18 based on MEM, that's what you get. And, of course, 19 on the spreads we get, we know how much you're going 20 to pay in lease and out of operational dollars. 21 So, PSFA, PED, nobody has any control over 22 the leases. So, between you and the lessor, you can 23 put anything in there you want. 24 MS. ANDERSON: If I may add to 25 Commissioner Gant's comment, we want to be totally</p>	<p style="text-align: right;">Page 156</p> <p>1 we have -- it's too small -- 538. And what we're 2 finding is that it's in the upper grades that we're 3 still lacking students. It's like a roll into the 4 higher grades. Juniors and seniors are just not 5 willing to make a change the last couple of years of 6 high school. 7 So, we're rolling into what we anticipate 8 a full complement of 584 students. 9 COMMISSIONER BERGMAN: Madame Chair, a 10 follow-up, if I may? 11 THE CHAIR: Yes, sir. 12 COMMISSIONER BERGMAN: I have something I 13 just thought of. This print is so small, I can't 14 read it. How large is this new building? And is it 15 being built with the thought that, if you ever 16 needed to increase your enrollment and came to us to 17 increase it, would this building accommodate that? 18 MS. ANDERSON: Those are wonderful 19 questions. The proposed new building has got about 20 30,000 square feet in it. And that, in combination 21 with the other two buildings, we believe will more 22 than satisfy PSFA requirements. But we'll certainly 23 go through that with Martica and the PSFA. 24 And, yes, HighMark always builds their 25 buildings with the anticipation that they could be</p>
<p style="text-align: right;">Page 155</p> <p>1 transparent. In fact, that's why we provided these 2 notebooks. The proposed sublease and the lease 3 structure payments are included in these notebooks. 4 You're more than welcome to have them. 5 But there's -- there's no attempt 6 whatsoever to not give you the full information. It 7 was just when -- when Chairwoman Shearman asked me 8 how much, it was kind of, like -- sometimes you just 9 have a brain moment, and -- you know. But it will 10 be somewhere on the order of \$100,000 to \$150,000 11 out of operational funds, excluding the first two 12 years, which are only \$75,000, in an effort to allow 13 the McCurdy Charter School to get up to the full 14 complement of 584 students. 15 THE CHAIR: Thank you. Other questions, 16 Commissioners? 17 Commissioner Bergman? 18 COMMISSIONER BERGMAN: I -- I -- I've got 19 that age thing, too. What is your enrollment cap? 20 Is it 584? Is that what we gave you? 21 MS. ANDERSON: Yes, sir. 22 COMMISSIONER BERGMAN: Okay. Thank you. 23 MS. ANDERSON: And as a point of 24 clarification to that, our first year, we had a MEM 25 of 513 students in grades K through 12. And, now,</p>	<p style="text-align: right;">Page 157</p> <p>1 expanded at some point in the future. 2 And we haven't come to you guys to ask for 3 an increase on our 584. But you never can tell; we 4 might. We're finding that the school is being 5 sought after and well respected within our 6 community. 7 COMMISSIONER BERGMAN: Thank you. Thank 8 you, Madame Chair. 9 THE CHAIR: Thank you. Anyone else? If 10 there are no more questions, the Chair would 11 entertain a motion? 12 COMMISSIONER CARR: Madame Chair? 13 THE CHAIR: Commissioner Carr? 14 COMMISSIONER CARR: I move to accept the 15 McCurdy Charter School request for a 12-month 16 extension for a deadline to the -- 17 I move that we accept the proposed request 18 from the McCurdy Charter School for a 12-month 19 extension to the deadline for meeting the weighted 20 New Mexico Condition Index, wNMCI, committed to the 21 document, "McCurdy Charter School, An 18-month Plan 22 of Facility Correction Actions." 23 THE CHAIR: You've heard the motion. Do 24 we have a second? 25 COMMISSIONER BERGMAN: I will second it,</p>

Page 158	Page 160
<p>1 if no one else will.</p> <p>2 THE CHAIR: Motion by Commissioner --</p> <p>3 Commissioner Carr, second by Commissioner Bergman,</p> <p>4 to approve the request by McCurdy Charter School for</p> <p>5 a 12-month extension. May we have a roll-call vote?</p> <p>6 COMMISSIONER GANT: Discussion, please?</p> <p>7 THE CHAIR: Oh, I'm sorry. I call for</p> <p>8 discussion, if there is any.</p> <p>9 COMMISSIONER GANT: Madame Chair, because</p> <p>10 this has gone on so long, and I still see problems</p> <p>11 that we didn't even discuss, with agreement of the</p> <p>12 Commissioners, I would like to add a caveat to the</p> <p>13 motion that the -- through the -- through the CSD,</p> <p>14 we get a monthly report of the status of what's</p> <p>15 going on with this school.</p> <p>16 MS. ANDERSON: May I ask for a</p> <p>17 clarification of the "status" in terms of the</p> <p>18 building, is that or performance? I just want a</p> <p>19 clarification of what kind of status.</p> <p>20 COMMISSIONER GANT: Madame Chair, the</p> <p>21 status I'm referring to is everything -- not the</p> <p>22 performance of the school itself, for educational</p> <p>23 purposes, but the status of the building and where</p> <p>24 you are with agreements and 100-percents and all</p> <p>25 this other stuff that goes with the building.</p>	<p>1 folks will -- with things like septic tanks that</p> <p>2 have been there for 100 years or more. Because I</p> <p>3 know, building in the South Valley for the Central</p> <p>4 New Mexico campus, we had two months delay because</p> <p>5 we found 30 of them in an acre-and-a-half area that</p> <p>6 had to all be cleared out, decontaminated -- so, I'm</p> <p>7 just warning you, and for people to understand that</p> <p>8 when construction starts, you may have that kind of</p> <p>9 problem. Thank you.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 MS. ANDERSON: If I may add a point to</p> <p>12 this, we are very, very sensitive to exactly the</p> <p>13 points that you are bringing up. And, in fact, one</p> <p>14 of the buildings that we had proposed to use</p> <p>15 originally, there are -- there are perhaps some</p> <p>16 pueblo ownership concerns -- lets's just put it that</p> <p>17 way. And, so, we've refused to deal with that</p> <p>18 particular portion of the campus.</p> <p>19 And, yes, that was a part of the reason</p> <p>20 that, actually, GBGM required us to do a Phase One</p> <p>21 environmental assessment, and, in some cases, go</p> <p>22 even beyond the Phase One activities.</p> <p>23 COMMISSIONER TOULOUSE: Thank you.</p> <p>24 THE CHAIR: Thank you for that further</p> <p>25 discussion. We have an amended motion on the floor</p>
Page 159	Page 161
<p>1 MS. ANDERSON: We would concur with that.</p> <p>2 COMMISSIONER CARR: Madame Chair, I'm open</p> <p>3 to amending my motion to Commissioner Gant's</p> <p>4 suggestion.</p> <p>5 THE CHAIR: Commissioner Bergman, do you</p> <p>6 agree to the amendment to the motion?</p> <p>7 COMMISSIONER BERGMAN: Yes, I will</p> <p>8 continue my second.</p> <p>9 THE CHAIR: All right. Any further</p> <p>10 discussion?</p> <p>11 COMMISSIONER TOULOUSE: Madame Chair, I</p> <p>12 have just one point, based on what my background is,</p> <p>13 not my education background, but my -- as part of</p> <p>14 the history of New Mexico and all of that, I would</p> <p>15 hope that, with -- my family's been here a long,</p> <p>16 long time, and I know that the area where you're</p> <p>17 built -- there may be archeological material where</p> <p>18 you're going to build. I would hope that your</p> <p>19 builders in your contract would be sensitive to that</p> <p>20 and pay attention to any historical remains, whether</p> <p>21 from the American period, the Spanish period, or the</p> <p>22 Native American period, when you do it.</p> <p>23 And the other thing I'll give you as a</p> <p>24 caveat, as long as those buildings have been there,</p> <p>25 you may run into a real construction problem, where</p>	<p>1 to approve the 12-month extension with monthly</p> <p>2 reports to the CSD. Are we ready to vote?</p> <p>3 Commissioner Bergman, roll-call vote,</p> <p>4 please.</p> <p>5 COMMISSIONER BERGMAN: Commissioner</p> <p>6 Toulouse?</p> <p>7 COMMISSIONER TOULOUSE: Yes.</p> <p>8 COMMISSIONER BERGMAN: Commissioner Carr?</p> <p>9 COMMISSIONER CARR: Yes.</p> <p>10 COMMISSIONER BERGMAN: Commissioner</p> <p>11 Conyers?</p> <p>12 COMMISSIONER CONYERS: Yes.</p> <p>13 COMMISSIONER BERGMAN: Commissioner</p> <p>14 Peralta?</p> <p>15 COMMISSIONER PERALTA: Yes.</p> <p>16 COMMISSIONER BERGMAN: Commissioner Gant?</p> <p>17 COMMISSIONER GANT: Yes.</p> <p>18 COMMISSIONER BERGMAN: Commissioner</p> <p>19 Shearman?</p> <p>20 THE CHAIR: Yes.</p> <p>21 COMMISSIONER BERGMAN: Commissioner</p> <p>22 Bergman votes "Yes." Madame Chair, by a</p> <p>23 seven-to-zero vote, that motion carries.</p> <p>24 THE CHAIR: Thank you, Mr. Secretary. The</p> <p>25 motion passes unanimously to grant the 12-month</p>

Page 162	Page 164
<p>1 extension with the request for monthly updates. 2 Thank you all very much. 3 Martica, thank you for coming over. Thank 4 you all. 5 MS. ANDERSON: Are you interested in the 6 notebooks? 7 THE CHAIR: I don't think so. Anybody 8 want -- 9 MS. ANDERSON: It's, just, my husband will 10 be very disappointed that my briefcase will come 11 back as heavy as it left the house this morning. 12 THE CHAIR: That's the husband's job. 13 COMMISSIONER CARR: Just digitize all of 14 that. 15 THE CHAIR: Commissioners, it's now 12:30. 16 We have a very lengthy agenda. And I know we're 17 trying to move through it as quickly as possible. 18 But I do think we probably need to take a little 19 break for lunch. Would 30 minutes be sufficient? 20 Could we come back at 1:00? Is that okay with 21 everybody? 22 Then we are recessed for lunch until 1:00. 23 (A recess was taken at 12:30 p.m., and 24 reconvened at 1:01 p.m., as follows:) 25 THE CHAIR: Now, ladies and gentlemen, we</p>	<p>1 Finance responsibilities from Village Academy 2 Charter School. The reason for that is the 3 finance -- the final financial reporting 4 documentation audits still need to be complete. 5 And, so, we have contracted with Deanna Gomez, who 6 worked with us in the spring as kind of my adviser. 7 She's now going to take over as the contractor to 8 complete the final documentation that the Village 9 Academy needs to do to complete their closure. 10 And, so, they are scheduled to audit in 11 November. So, they will have a financial audit. 12 They will have their final, year-end reports 13 completed, as soon as the transfer goes from the 14 schooling to the PED in the bank transactions. And 15 the taxes that need to be -- the W-2s for the 16 employees, those need to be -- that report and the 17 submission of the actual W-2s needs to take place. 18 So that will happen toward the end of the year. 19 So the closure -- although effective 20 June 30th, 2013, the school quit operations at that 21 time, they still have to play out the rest of the 22 financial obligations. So, there's plenty of money 23 in their bank account to cover any of the expenses. 24 In fact, there will be money left to return to the 25 General Fund.</p>
Page 163	Page 165
<p>1 are ready to move ahead with the meeting. Let's 2 please move ahead to -- to Item No. 9, which is 3 Action on Charter School Amendments. 4 And, now, we need Mr. Gerlicz. 5 (A discussion was held off the record.) 6 THE CHAIR: If we could just move ahead to 7 Update on Village Academy with Ms. Callahan, and 8 we'll come back to Item No. 9? Can we do that? 9 MS. CALLAHAN: Oh, okay. 10 THE CHAIR: Thank you. 11 MS. CALLAHAN: Madame Chair, 12 Commissioners, I submitted an Executive Summary 13 regarding Village Academy Charter School. VACS was 14 a school that was not renewed in December of 2012. 15 Throughout the spring of 2013, and actually, to this 16 time, we were going through the process of closure 17 with the school. 18 You all received updated reports 19 throughout the spring. The last report that I gave 20 and shared at the last meeting, which I wasn't at, 21 but the last spreadsheet, basically, of the work 22 hasn't changed significantly. So, the Executive 23 Summary is the most updated information. 24 And the biggest change is that the Public 25 Education Department has now taken over the Board of</p>	<p>1 They did not spend -- sometimes, the 2 tendency is to spend everything down, and they did 3 not. And, so, there's plenty in there to cover the 4 expenses of the consultant, as well as any of the 5 expenses around the audit. And, so, we should be in 6 really good shape, as far as that's concerned. 7 The records for the school -- the student 8 records, special ed records, old business records, 9 now reside at Bernalillo Public Schools. They are 10 in their records office. They have a warehouse at 11 their central office that's designated an area for 12 the Village Academy Charter School. 13 We have their most current -- obviously, 14 their most current financial records and the 15 personnel records that are applicable to 2012-'13 16 secured here at the PED. And, so -- so, all of 17 those records have been accounted for. 18 All of their assets have been accounted 19 for and are at Bernalillo Public Schools, and, so, 20 computers, desks, supplies, textbooks, everything 21 went back to Bernalillo Public Schools, which makes 22 sense, because a majority of the students are going 23 back into the Bernalillo Public Schools. There's a 24 few going into a couple of charter schools. As you 25 recall, there were only 28 students when they</p>

Page 166	Page 168
<p>1 finally closed, so it wasn't a great many. 2 So, all of the assets have been accounted 3 for. All of the records have been accounted for. 4 The one lingering thing that may go beyond the end 5 of the school year -- and I mentioned it in the 6 Executive Summary -- is a personnel lawsuit that is 7 against Village Academy. They have -- the folks at 8 Poms & Associates and NMSIA are handling that on 9 behalf of the school. 10 We do have the records that they need 11 applicable to that particular lawsuit. So, if the 12 need comes, where they have to get records, we do 13 have access to them. And -- but that is completely 14 in NMSIA's realm. We don't have an attorney 15 involved. We would just simply be an access port to 16 the records of the current -- there's no obligation 17 to the PEC in terms of the -- it all goes through 18 the NMSIA -- New Mexico Public School Insurance 19 Authority, as far as any obligations, as such. 20 And, so, currently, the records are taken 21 care of. We're working on ending the financial 22 reporting that needs to happen. And, so, I think 23 the process itself, just as a comment, it is a 24 very -- it's a very hard process, and we've 25 mentioned it at, probably, every meeting. It's very</p>	<p>1 So, I really -- I think it would be 2 beneficial. And I don't know, Madame Chair, if 3 that's something that we want to discuss sometime in 4 the near future, that we could perhaps get some 5 written procedures that we could then put into the 6 NMAC for -- to meet the requirements of the statute. 7 And, Ms. Lewis, I'd be happy to work with 8 you. We've discussed that. We spent a lot of time 9 reviewing the template. So, thank you to you. It 10 was well [verbatim] for helping us kind of through 11 the legal hurdles. So, I think we have a good base 12 from which we can work on any future school closures 13 that we'll have to deal with. And, at this point, 14 I'll entertain any questions about the update or 15 closures. 16 THE CHAIR: Questions, Commissioners? 17 Commissioner Bergman? 18 COMMISSIONER BERGMAN: Kelly, I was going 19 to ask, after you've gone through the process from 20 start to finish, what did you learn from it? You've 21 already kind of touched on that. And you've said 22 you're going to tweak the template. We, of course, 23 would like to see the template after you tweak it, 24 and go and review that. 25 But what -- if you had to characterize it,</p>
Page 167	Page 169
<p>1 difficult when you close down a school to deal with 2 parents and students and teachers and community 3 members and the associated school district. There's 4 a lot of communication that needs to be followed. 5 And so I think the template that we've 6 developed really gave us a good roadmap. There's 7 some things that I'm going to tweak a little bit for 8 the future. But I would submit that maybe we could, 9 at some point, discuss putting that into a procedure 10 and policy that's designed in the statute. They're 11 supposed to -- we're supposed to put together the 12 procedures for a closure. 13 And I would submit that this would be a 14 fairly good roadmap to put into the Administrative 15 Code as sort of a model of what needs to happen. 16 And, again, I need to acknowledge Albuquerque Public 17 Schools and NACSA as resources that we used to 18 create that template. And we also took some of the 19 things that the Public Education Department 20 requires. So, it's a hybrid of many different 21 things. 22 And I think that the formatting worked. 23 It was a great tool to give to the stakeholders, so 24 they had a way to monitor and account for actions 25 that needed to happen.</p>	<p>1 what was -- was there anything specific that really 2 jumped out at you as you went through the process? 3 MS. CALLAHAN: Madame Chair, Commissioner 4 Bergman, the biggest thing I think that really hit 5 home for all of us is timing. It's -- we did a very 6 compressed timeline to get those things done. 7 I would definitely like to get 8 communication to the community from the authorizer 9 out sooner to the -- the school did a good job of 10 communicating. But I think it's incumbent upon us 11 to communicate, as the authorizer, to the community, 12 because of the fact that the closing is a result of 13 either revocation or non-renewal. And, so, I 14 would -- I would look at the letters of 15 communication that we would do, and, as soon as 16 there was an appropriate time, get those out. 17 I think, communication, communication, 18 communication; ultimately, you can't do too much. 19 So, that would be probably the biggest 20 thing that I learned. I knew it was going to be 21 compressed. But this was a small school with a very 22 cooperative team, their board and their 23 administrative team. If you have maybe a less than, 24 you know, amicable situation, it could -- you need 25 to account for that time.</p>

Page 170	Page 172
<p>1 And, so, I would -- I would like to redo 2 the template; not much. There's really not a whole 3 lot I would change, other than timing of 4 notifications, I think, would be the biggest thing 5 that I learned. 6 COMMISSIONER BERGMAN: But, then, would 7 you please make a note on that and be thinking about 8 what you think we could have done better in that 9 kind of a communication situation? Whenever we do 10 sit down again as a group to discuss those kind of 11 issues, you'll be sure to remind us to think about 12 that kind of thing. Thank you. 13 MS. CALLAHAN: Madame Chair, Commissioner 14 Bergman, thank you. I definitely will do that. 15 THE CHAIR: Other questions or comments? 16 Commissioners? 17 COMMISSIONER GANT: Yes. 18 THE CHAIR: Commissioner Gant? 19 COMMISSIONER GANT: Madame Chair, members, 20 just to comment, that I assume, since it was such a 21 small school, there was no fixed assets that were -- 22 buildings or whatever? 23 MS. CALLAHAN: (Indicates.) 24 COMMISSIONER GANT: Go ahead. 25 MS. CALLAHAN: Madame Chair, Commissioner</p>	<p>1 because, you know, we will have to probably, at some 2 point, keep some files and keep some things. So, we 3 need a place where we can access transcripts and 4 cume files and all of those things, and -- and 5 designate a records custodian, because you need to 6 have a registrar who can take care of those things. 7 So, those are the infrastructure 8 recommendations that we're going to have to make at 9 this end, as we look, perhaps, at other -- you know, 10 other closures or means that we have to store and 11 keep track of the records that are -- 12 COMMISSIONER GANT: Madame Chair, just in 13 passing -- and Mark can correct me if I'm wrong -- 14 but Mark Tolley in Albuquerque has offered, I 15 believe, on time to help -- because they went 16 through a high school; right, Mark? He's offered. 17 MS. CALLAHAN: Madame Chair and 18 Commissioner Gant, Mr. Tolley is on my speed dial. 19 You don't know that yet, but you are. 20 THE CHAIR: And, certainly, Kelly, we want 21 to thank you and the people that worked with you for 22 the great job you've done. We very much appreciate 23 it. And, of course, we would like for you to bring 24 this whole procedure back to us when you feel like 25 it's ready for unveiling, and let's see about</p>
Page 171	Page 173
<p>1 Gant, the school was over ten years old. And, so, 2 most of the assets that were over the \$5,000 limit 3 had depreciated. So, no, they didn't have any 4 assets over \$5,000. The building was a lease. 5 There wasn't any significant -- it was mostly small 6 equipment. 7 COMMISSIONER GANT: Your next big hurdle 8 will be a high school. And you've just got -- you 9 just got the concrete slab right now. But to build 10 the house is going to be interesting, for closure of 11 a high school. 12 MS. CALLAHAN: Madame Chair, Commissioner 13 Gant, absolutely. There's -- you know, anytime that 14 you have to close -- but when you have additional 15 stakeholders, such as college transcript -- or high 16 school transcripts for college, testing for college, 17 and those kinds of things, the consultant that we 18 have -- just as a side note, Deanna Gomez, was 19 involved in the -- military academy up in Espaqola, 20 when it closed. And they're still getting 21 transcript requests. And this was eight years ago. 22 So, it's -- it is something that -- the 23 infrastructure of records-keeping is something that 24 needs to be addressed and something that we will 25 bring up with the -- the Public Ed Department,</p>	<p>1 making it a formal process. 2 Certainly, you don't want to have to go 3 through all this reinventing the wheel again. So, 4 whenever you're ready to do that, we'd love to put 5 it on the agenda. 6 MS. CALLAHAN: Madame Chair, absolutely. 7 I'll definitely take a look at it over the next 8 couple of months. 9 THE CHAIR: Great. Thank you very much. 10 COMMISSIONER BERGMAN: Madame Chair? 11 THE CHAIR: Commissioner? 12 COMMISSIONER BERGMAN: I'm sorry. 13 Something just occurred, in Commissioner Gant's 14 conversation there. Actually, the bit about the 15 transcripts, high school transcripts? There are 16 students that wait 20 years to go to college. So, 17 those transcripts are going to have to be kept in 18 perpetuity somewhere safe, because it may be 19 20 years before you get a request for them. We need 20 to be sure we factor that into our request. Thank 21 you. 22 MS. CALLAHAN: Madame Chair, Commissioner 23 Bergman, absolutely. The records have to be kept 24 for 90 [verbatim] years. So, there has to be an 25 accessible place. Coming from a school that was a</p>

Page 174	Page 176
<p>1 dropout recovery school that I led, I frequently had 2 to ask people to go into their back dinky storage 3 areas to go get transcripts for 28-, 30-year-old 4 students. And, so, absolutely, those -- that kind 5 of infrastructure would be closing that loop. 6 We have the process in place. But the 7 after -- after the doors close, what are the things 8 that have to be considered are the things that I 9 need to close the loop before I bring that back to 10 you. 11 THE CHAIR: Great, great. We appreciate 12 that. Commissioners, lets's move back to Item 13 No. 9, Action on Charter School Amendments. And, 14 Mr. Gerlicz, we'll ask you to take over, please. 15 COMMISSIONER TOULOUSE: Madame Chair? 16 THE CHAIR: Oh, I'm sorry. 17 COMMISSIONER TOULOUSE: Because we're at 18 the beginning of an item, one of these schools, I 19 need to recuse myself from voting on, Cien Aguas, 20 because I have a grandson who attends that school. 21 Thank you. 22 THE CHAIR: So noted. Thank you very 23 much. Tony? 24 MR. GERLICZ: Madame Chair, members of the 25 Committee, first on the list for amendments is the</p>	<p>1 the New America School, New Mexico. 2 THE CHAIR: And for me, too. "Mathis." I 3 apologize for mispronouncing. 4 Commissioners, do you have questions? 5 Comments? 6 Seeing none, the Chair will entertain a 7 motion. 8 By the way, I would direct your attention 9 to your notebooks. There are possible suggested 10 wordings for motions, if you would care to use that. 11 If not, you certainly can come up with your own 12 wording, should you choose to. 13 Commissioner Bergman? 14 COMMISSIONER BERGMAN: I would move that 15 the PEC approve the amendment request presented by 16 New America School, Albuquerque, to add additional 17 language to their approved mission. 18 COMMISSIONER PERALTA: Second. 19 THE CHAIR: Motion and second by 20 Commissioners Bergman and Peralta. Any discussion? 21 Seeing none, we will have a roll-call 22 vote. Mr. Secretary? 23 COMMISSIONER BERGMAN: Commissioner 24 Toulouse? 25 COMMISSIONER TOULOUSE: Yes?</p>
Page 175	Page 177
<p>1 New America School in Albuquerque. This request is 2 to modify; so, additional language to their mission 3 statement. 4 If the Commission will recall, this is 5 identical to the same amendment that we had for the 6 New America School in Las Cruces earlier in the 7 year, to add the "academically underserved students" 8 language into their mission statement. 9 We do have Ms. LaTricia Mathis here, if 10 you have any questions of her. But the Charter 11 School Division recommends approval of this 12 amendment. Thank you. 13 THE CHAIR: Thank you, Mr. Gerlicz. You 14 said Ms. Matthews is here for -- as the attorney for 15 the school? 16 MR. GERLICZ: No, Ms. Mathis, the head of 17 the school. I'm sure Ms. Matthews would love to be 18 the head of a school. 19 THE CHAIR: That's what happens when you 20 make assumptions. It doesn't work out very well. 21 Would you please come down to the table, 22 in case Commissioners do have questions? 23 And if you'd state your name for the 24 recorder, please? 25 MS. MATHIS: LaTricia Mathis, principal of</p>	<p>1 COMMISSIONER BERGMAN: Commissioner Carr? 2 COMMISSIONER CARR: Yes. 3 COMMISSIONER BERGMAN: Commissioner 4 Conyers? 5 COMMISSIONER CONYERS: Yes. 6 COMMISSIONER BERGMAN: Commissioner 7 Peralta? 8 COMMISSIONER PERALTA: Yes. 9 COMMISSIONER BERGMAN: Commissioner Gant? 10 COMMISSIONER GANT: Yes. 11 COMMISSIONER BERGMAN: Commissioner 12 Shearman? 13 THE CHAIR: Yes. 14 COMMISSIONER BERGMAN: Commissioner 15 Bergman votes "Yes." That is a seven-to-zero vote. 16 The motion carries, Madame Chair. 17 THE CHAIR: Thank you. By unanimous vote, 18 the amendment for the New America School, 19 Albuquerque, is approved. Thank you very much. 20 MS. MATHIS: Thank you. 21 THE CHAIR: Mr. Gerlicz? 22 MR. GERLICZ: Madame Chair, members of the 23 Committee, the next is an amendment from the Choral 24 Community Charter School, who will be relocating 25 into an approved location by the PSFA on Balloon</p>

Page 178	Page 180
<p>1 Park Road.</p> <p>2 We have with us the Chair of the</p> <p>3 Governing, Ms. Tania Triolo. I apologize if I</p> <p>4 mispronounce that. What you don't have in your</p> <p>5 packets, but I would like to pass around, is the</p> <p>6 approval letter from the PSFA for this move. It's</p> <p>7 the Charter School Division's recommendation that</p> <p>8 this amendment be approved.</p> <p>9 THE CHAIR: And if you would state your</p> <p>10 name and position with the school for the reporter,</p> <p>11 please?</p> <p>12 MS. TRIOLO: Tania, T-A-N-I-A, Triolo,</p> <p>13 T-R-I-O-L-O. And I am the Chair of the Governance</p> <p>14 Council.</p> <p>15 THE CHAIR: So this is a change of</p> <p>16 address; correct?</p> <p>17 MS. TRIOLO: Yes, ma'am.</p> <p>18 THE CHAIR: Commissioners, do you have</p> <p>19 questions?</p> <p>20 Commissioner Gant?</p> <p>21 COMMISSIONER GANT: Madame Chair, members,</p> <p>22 the only question I have, when is this move</p> <p>23 anticipated?</p> <p>24 MS. TRIOLO: The move took place at the</p> <p>25 beginning of this school year.</p>	<p>1 of a building being available, knowing that it was</p> <p>2 PSFA-approved. Coral Community, prior to that, had</p> <p>3 been living in a -- in a church, as I recall, where</p> <p>4 they had to pack up all of their materials on a</p> <p>5 daily basis, get there early in the morning, open</p> <p>6 them up the next morning.</p> <p>7 So, when this opportunity availed itself,</p> <p>8 they took advantage. But this is one of our</p> <p>9 situations where this occurs from time to time</p> <p>10 during the summer. And that is why we're bringing</p> <p>11 it now to the PSFA [verbatim] at our first</p> <p>12 opportunity.</p> <p>13 THE CHAIR: Thank you for that</p> <p>14 clarification. Commissioners, are there other</p> <p>15 questions?</p> <p>16 Seeing none, the Chair would entertain a</p> <p>17 motion. Commissioner Bergman?</p> <p>18 COMMISSIONER BERGMAN: I will do it. I</p> <p>19 move that the Public Education Commission approve</p> <p>20 the amendment presented by Coral Community Charter</p> <p>21 School to approve their move into a different</p> <p>22 facility.</p> <p>23 THE CHAIR: Do I hear a second?</p> <p>24 COMMISSIONER TOULOUSE: Second.</p> <p>25 THE CHAIR: You've heard the motion by</p>
Page 179	Page 181
<p>1 COMMISSIONER GANT: So we're playing</p> <p>2 catch-up?</p> <p>3 MR. GERLICZ: Madame Chair, members of the</p> <p>4 Committee, recall that we sometimes get into this</p> <p>5 bind over the summer, when a school has to move and</p> <p>6 the Commission does not meet until September. So,</p> <p>7 that is why we ask PSFA to approve that the move of</p> <p>8 this school to this address and building is</p> <p>9 approved, and bring it to the PSFA's [verbatim]</p> <p>10 attention at the next possible meeting.</p> <p>11 THE CHAIR: Are you sharing facilities</p> <p>12 with another school?</p> <p>13 MS. TRIOLO: No, ma'am. Previous school</p> <p>14 was in this building, and moved, and we moved in.</p> <p>15 THE CHAIR: And what was that school?</p> <p>16 MR. GERLICZ: Madame Chair, members of the</p> <p>17 Committee, it was the New Mexico International</p> <p>18 School. And, prior to that, it was the Alice King</p> <p>19 School.</p> <p>20 THE CHAIR: Thank you. So, this is one of</p> <p>21 those schools that somehow was not absolutely aware</p> <p>22 that they needed to come to PEC prior to a move?</p> <p>23 MR. GERLICZ: Madame Chair, members of the</p> <p>24 Committee, that is correct. This is a -- this was</p> <p>25 an example of a school that seized the opportunity</p>	<p>1 Commissioner Bergman, second by Commissioner</p> <p>2 Toulouse. Do we have discussion?</p> <p>3 COMMISSIONER CARR: I just -- I guess I</p> <p>4 have --</p> <p>5 THE CHAIR: Commissioner Carr?</p> <p>6 COMMISSIONER CARR: Sorry, Madame Chair.</p> <p>7 Just a legal question, I guess, is -- and we don't</p> <p>8 have to answer it right now. Are we violating the</p> <p>9 laws or procedures by accepting a school's move</p> <p>10 after the fact?</p> <p>11 MS. LEWIS: I would need to take a look at</p> <p>12 their original charter application before I could</p> <p>13 answer that question. But it is very concerning</p> <p>14 when a school moves without asking permission. It</p> <p>15 could be a violation of their charter. And once we</p> <p>16 get everybody under the contract, it absolutely will</p> <p>17 be.</p> <p>18 But, now, we've got, unfortunately, some</p> <p>19 that are older, so they're with their original</p> <p>20 charter, and, so, that are under the contract. So</p> <p>21 it would have to be a specific analysis.</p> <p>22 THE CHAIR: Commissioner Bergman?</p> <p>23 COMMISSIONER BERGMAN: Well, then, I think</p> <p>24 I probably raised this issue before. When we set</p> <p>25 our calendar for next year, I suggest we better have</p>

<p style="text-align: right;">Page 182</p> <p>1 at least one meeting in the middle of the summer, at 2 some point, so that when things like this come up, 3 that we're not put in this position, where it's 4 September, and we're doing something like this. I'd 5 just, for future reference, think about that when we 6 discuss next year's calendar. Thank you. 7 THE CHAIR: That's a very good 8 observation, Commissioner. 9 Commissioner Gant? 10 COMMISSIONER GANT: Madame Chair, members 11 of the E.C., per our discussion yesterday with Tony, 12 I suggest that, in the future, when someone -- when 13 a charter comes and says, "We want to move, but we 14 can't get to a meeting prior to our need to move," 15 that we be notified. 16 MR. GERLICZ: Madame Chair, Commissioner 17 Gant, so noted. 18 THE CHAIR: Thank you. Any further 19 discussion? Mr. Secretary, roll call, please? 20 COMMISSIONER BERGMAN: Commissioner 21 Toulouse? 22 COMMISSIONER TOULOUSE: Yes, in order to 23 remediate a situation that's occurred. I said, 24 "Yes, but in order to remediate the situation that's 25 occurred."</p>	<p style="text-align: right;">Page 184</p> <p>1 THE CHAIR: Director Gerlicz? 2 MR. GERLICZ: Madame Chair, members of the 3 Committee, the next amendment on our agenda is the 4 Cien Aguas International School. Their current 5 address is -- or their proposed move is to 2000 6 Randolph Street, Southeast. In your package, you 7 will see the approval letter from PSFA as well. 8 Cien Aguas has currently been operating on 9 two separate campuses. This move will allow them to 10 consolidate their school under one roof. 11 Michael Rodriguez, the head of the school, 12 is present to answer any questions that you have. 13 And it's the Charter Schools Division's 14 recommendation to approve this amendment. 15 THE CHAIR: Thank you. Welcome. 16 Commissioners, you've heard the 17 recommendation. You see the documentation on this 18 request. Do you have any questions or issues? 19 COMMISSIONER CARR: This move hasn't 20 already taken place; right? 21 THE CHAIR: No. 22 COMMISSIONER CARR: Okay. 23 THE CHAIR: My question will be, when is 24 your proposed move? 25 MR. RODRIGUEZ: Madame Chair, our proposed</p>
<p style="text-align: right;">Page 183</p> <p>1 THE CHAIR: Commissioner Carr? 2 COMMISSIONER CARR: I'm going to say "No." 3 COMMISSIONER BERGMAN: Commissioner 4 Conyers? 5 COMMISSIONER CONYERS: Yes. 6 THE CHAIR: Commissioner Peralta? 7 COMMISSIONER PERALTA: No. 8 COMMISSIONER BERGMAN: Commissioner Gant? 9 COMMISSIONER GANT: Yes. 10 COMMISSIONER BERGMAN: Commissioner 11 Shearman? 12 THE CHAIR: Yes. 13 COMMISSIONER BERGMAN: Commissioner 14 Bergman votes "Yes." That is -- Madame Chairman, 15 that is a five-to-two vote in favor of the motion. 16 THE CHAIR: By a five-two vote, the 17 Commission approves the move of the Coral Community 18 Charter School. But I would hope that the word is 19 going to continue to filter to other charters that 20 are under -- not yet under contract, that they do 21 need to seek the approval of this body prior to the 22 move. 23 We understand your situation. Thank you 24 very much for coming. 25 MS. TRIOLO: Thank you very much.</p>	<p style="text-align: right;">Page 185</p> <p>1 move is January 1st of 2014. 2 THE CHAIR: 2014. Thank you. 3 Commissioner Bergman? 4 COMMISSIONER BERGMAN: Well, I will note 5 that the southeast area of Albuquerque is 6 under-represented with charter schools. So, I would 7 see that as a positive. Any school operating in two 8 separate locations, that always brings up certain 9 issues, too. So, that's also a positive when they 10 can move into one facility. 11 That's just kind of my opinion. Thank 12 you. 13 COMMISSIONER TOULOUSE: Madame Chair? 14 THE CHAIR: Commissioner? 15 COMMISSIONER TOULOUSE: While I will not 16 be voting, and I have only one comment -- since this 17 is in my area and I live not very far away, I am a 18 little concerned about the dropoff-pickup access on 19 a very busy road, which is part of -- to the parking 20 for the airport. It's on the way to the back road 21 down to the South Valley. The Southeast welfare 22 office is close, and there are several hotels close. 23 So, I just have a concern, but I won't 24 know how that -- out, until I go pick up a grandson 25 in January. But I have gone out and looked at the</p>

Page 186	Page 188
<p>1 facility, and that's my concern is that 2 dropoff-pickup on that corner there. Thank you. 3 MR. RODRIGUEZ: Madame Chair, Commissioner 4 Toulouse we, too, are concerned, you know, not 5 knowing the ins-and-outs of what that'll look like 6 at this point. We've made a plan to study that, 7 look at traffic patterns at different times, so we 8 can adjust our start time, if needed, one way or 9 another to make that as efficient as possible. 10 THE CHAIR: Thank you for that 11 explanation. 12 Any other questions? 13 Seeing none, the Chair would entertain a 14 motion. 15 COMMISSIONER PERALTA: I'll make a motion. 16 THE CHAIR: Commissioner Peralta? 17 COMMISSIONER PERALTA: I move to approve 18 the amendment presented by Cien Aguas Charter School 19 to approve the move of the school. 20 COMMISSIONER CARR: Second. 21 THE CHAIR: Motion and second to approve 22 the amendment requesting to move to a new location 23 by Cien Aguas International School. 24 Any discussion, Commissioners? 25 Seeing none, Mr. Secretary, can we have a</p>	<p>1 very much, and we look forward to working with you 2 through the renewal process, which we just submitted 3 our application yesterday. 4 THE CHAIR: Terrific. Thank you. Motion 5 carries unanimously, six to zero, with one 6 abstention, to approve the amendment of Cien Aguas 7 International School. Thank you. Mr. Gerlicz? 8 MR. GERLICZ: Madame Chair, members of the 9 Committee, the last amendment on the agenda today is 10 from the Albuquerque Sign Language Academy. 11 You can see on our update in the 12 Director's Report, this is one of our more unique 13 charter schools, serving a very unique population. 14 they have a current enrollment cap of 80 students, 15 and they are requesting to increase that enrollment 16 cap to 100. 17 Mr. Raph Martinez, the head of the school, 18 is here to answer any questions you have. The 19 building has been approved already for a hundred 20 students by PSFA, and they are requesting an 21 increase of that enrollment cap. And the Charter 22 School Division recommends approval of this 23 amendment. 24 THE CHAIR: Thank you, Mr. Gerlicz. 25 Mr. Martinez?</p>
Page 187	Page 189
<p>1 roll call, please? 2 COMMISSIONER BERGMAN: Before I start, 3 Commissioner Toulouse, this is the one you're 4 abstaining on? 5 COMMISSIONER TOULOUSE: Yes, Madame Chair, 6 Mr. Secretary, I am abstaining on this one. 7 COMMISSIONER BERGMAN: Commissioner Carr? 8 COMMISSIONER CARR: Yes. 9 COMMISSIONER BERGMAN: Commissioner 10 Conyers? 11 COMMISSIONER CONYERS: Yes. 12 COMMISSIONER BERGMAN: Commissioner 13 Peralta? 14 COMMISSIONER PERALTA: Yes. 15 COMMISSIONER BERGMAN: Commissioner Gant? 16 COMMISSIONER GANT: Yes. 17 COMMISSIONER BERGMAN: Commissioner 18 Shearman? 19 THE CHAIR: Yes. 20 COMMISSIONER BERGMAN: Commissioner 21 Bergman votes "Yes." 22 Madame Chair, by a six-to-zero vote, with 23 one abstention, that motion carries. 24 THE CHAIR: Thank you. 25 MR. RODRIGUEZ: Madame Chair, thank you</p>	<p>1 MR. MARTINEZ: Yes. 2 THE CHAIR: Would you give your name to 3 the reporter, and your position at the school, 4 please? 5 MR. MARTINEZ: Certainly. Raphael 6 Martinez. I'm the Executive Director of The 7 Albuquerque Sign Language Academy. 8 THE CHAIR: Commissioners, do you have 9 questions? 10 COMMISSIONER CARR: Commissioner Bergman? 11 COMMISSIONER BERGMAN: Not so much a 12 question. But I specifically remember that I asked 13 this school quite a few years ago why they weren't 14 going for more students, because, at that time, I 15 think there was an indication of something like 16 200 students that might be possible for this school. 17 So, maybe I was prophetic at this time. 18 MR. MARTINEZ: Can I respond to that? 19 That's a great question. So, besides being just the 20 Executive Director, I was on the founding team, and 21 I remember that conversation, actually. 22 When we sat around my kitchen table trying 23 to create -- thinking about what this school could 24 be, we were trying to figure out if we could get 25 20 kids to show up, just knowing the deaf population</p>

Page 190	Page 192
<p>1 in the very small community circles that we ran in. 2 When we built it, it was unbelievable the response, 3 as to now, we're sitting, where we are, at capacity, 4 with about a 40-person waiting list. There is -- 5 there is a need for our school. 6 THE CHAIR: Other questions? 7 I, too, remember when this school came 8 before us for -- with your initial application. And 9 you brought several of your children with you that 10 would attend this school. And they were delightful. 11 MR. MARTINEZ: Thank you. 12 THE CHAIR: Any questions or concerns? 13 All right. Seeing none, the Chair will 14 entertain a motion. 15 COMMISSIONER CARR: I'll make a motion. 16 THE CHAIR: Commissioner Carr? 17 COMMISSIONER CARR: I move that we approve 18 the amendment presented by Albuquerque Sign Language 19 Academy to approve an increase in the enrollment 20 cap. 21 THE CHAIR: Do I hear a second? 22 COMMISSIONER PERALTA: Second. 23 THE CHAIR: Commissioner Peralta, second. 24 You've heard the motion and second to approve the 25 amendment of the American -- pardon me -- The</p>	<p>1 state and the country. So, right now, we're working 2 with the bilingual department to create bilingual 3 certification for teachers in ASL, American Sign 4 Language, and English. We're the first and only 5 ASL-English bilingual school in the nation that's 6 State-certified. 7 We're working to develop an assessment 8 with Cindy and her team to be recognized statewide 9 to assess those -- that population of students that 10 falls in between the NMAPA, the alternative 11 assessment kids, and those that take the SBA. 12 There's a group that just aren't well served and 13 well measured. 14 So, we're in that work. We want to be the 15 leaders, where we stand. And, so far, we're 16 connected to the right people to do that nationally. 17 During Secretary Duncan's tour, we did get 18 a personal visit from one of his assistants because 19 of a recommendation from Tony and his department 20 about the work that we're involved in. 21 COMMISSIONER BERGMAN: Excellent. Thank 22 you. 23 MR. MARTINEZ: Thank you. 24 THE CHAIR: Any further discussion? 25 Seeing none, Mr. Secretary, roll call,</p>
Page 191	Page 193
<p>1 Albuquerque Sign Language Academy. Is there any 2 discussion? 3 Commissioner Bergman? 4 COMMISSIONER BERGMAN: Just thinking about 5 all this here, lets's revisit this again. I think 6 you said this facility you're in now will limit you 7 to the 100 students. 8 MR. MARTINEZ: Yes, sir. 9 COMMISSIONER BERGMAN: Yet you said you 10 had a waiting list of 40. That would have actually 11 exceeded 100, would it not? 12 MR. MARTINEZ: Yes, sir. 13 COMMISSIONER BERGMAN: So, do you have 14 expansion plans, or are you just going to stay like 15 this for a while? 16 MR. MARTINEZ: Well, we're staying until 17 we can figure out a way to expand. That brings up a 18 great question, because, as we found, there is a 19 need for our school, both not just in the deaf ed 20 arena, but in the special ed arena. And we have 21 done some things, I think, that have national impact 22 when it comes to curriculum development, assessment. 23 I stated earlier, with Cindy Gregory and 24 Leighann Lenti, we're working with the PED to 25 develop a few new things that are brand new to the</p>	<p>1 please. 2 COMMISSIONER BERGMAN: Commissioner 3 Toulouse? 4 COMMISSIONER TOULOUSE: Yes. 5 COMMISSIONER BERGMAN: Commissioner Carr? 6 COMMISSIONER CARR: Yes. 7 COMMISSIONER BERGMAN: Commissioner 8 Conyers? 9 COMMISSIONER CONYERS: Yes. 10 COMMISSIONER BERGMAN: Commissioner 11 Peralta? 12 COMMISSIONER PERALTA: Yes. 13 COMMISSIONER BERGMAN: Commissioner Gant? 14 COMMISSIONER GANT: Yes. 15 COMMISSIONER BERGMAN: Commissioner 16 Shearman? 17 THE CHAIR: Yes. 18 COMMISSIONER BERGMAN: Commissioner 19 Bergman votes "Yes." 20 Madame Chair, by a seven-to-zero vote, 21 that motion carries. 22 THE CHAIR: By a unanimous vote, the 23 amendment of The Albuquerque Sign Language Academy 24 to increase their enrollment cap to 100 students is 25 passed. Congratulations.</p>

Page 194	Page 196
<p>1 MR. MARTINEZ: Thank you. 2 THE CHAIR: Thank you. 3 That concludes Item No. 9. We have 4 already covered Item No. 10. 5 Mr. Gerlicz, we're back to you for Item 6 No. 11, Update on The Learning Community Charter 7 School. 8 MR. GERLICZ: Madame Secretary and members 9 of the Committee, the update that I had for you is 10 that a date for the hearing on the appeal for the 11 revocation of the charter has been set. It is 12 October 28th, 9:00 to 12:00. 13 The only other piece of news would be that 14 the Public Education Department School Budget Bureau 15 has taken over the finances for The Learning 16 Community in the meantime. That's my update. Thank 17 you, Chair. 18 THE CHAIR: Thank you. Any questions? 19 Thank you for that update, Mr. Director. 20 Let's move on to Item No. 9 -- pardon me, 21 that's a "12." 22 Item No. 12, Update of Facility Status of 23 School of Dreams Academy. Mr. Gerlicz? 24 MR. GERLICZ: Madame Chair, members of the 25 Committee, the School of Dreams is one of our</p>	<p>1 you please give your name and position at the 2 school, please? 3 MR. OGAS: Yes, ma'am. Michael Ogas. I 4 am the founder of the School of Dreams Academy. 5 THE CHAIR: Thank you. Commissioners, do 6 you have questions? We're a non-questioning bunch 7 all of a sudden, aren't we? Commissioner Bergman? 8 COMMISSIONER BERGMAN: Just out of 9 curiosity, is this a larger facility? Is it a newer 10 facility? 11 MR. OGAS: Yes, sir. Just to give a 12 little bit of history, if I have a couple of 13 minutes? We are moving into our fifth year as a 14 charter. We're up for renewal now in October. 15 We began the process of looking at a 16 permanent type of situation for the school almost 17 immediately after we were awarded the charter five 18 years ago. 19 We've been working on this for a number of 20 years already. We have -- with the 2015 deadline in 21 mind. So, we have studied our various options and 22 have come upon an option where our school has 23 established a 501(c)(3) nonprofit arm of the school 24 that will be the actual vehicle that will buy and, 25 you know, build a school that School of Dreams will</p>
Page 195	Page 197
<p>1 schools that's up for renewal this year. They are 2 located in the Los Lunas School District. 3 This matter does not have any urgency, 4 but, again, to make sure that we are on top of any 5 moves and any new building constructions and that 6 sort of thing, we want to bring this to the 7 attention of the PEC, that the School of Dreams 8 Academy in Los Lunas will be moving into a brand new 9 facility. And the head of that school, Michael 10 Ogas, is here and will be happy to answer any of 11 your questions, as well as to talk about what that 12 new building will be like and what it can do for his 13 school. 14 So, there's nothing to vote on, no action 15 item. This is just merely an update. Thank you. 16 THE CHAIR: Let me just ask for a point of 17 clarification here. You say there is a planned 18 facility; they will be moving. Will they be coming 19 to the PEC with an amendment for that move? 20 MR. GERLICZ: Madame Chair, members of the 21 Committee, at the appropriate time, that is correct. 22 THE CHAIR: Okay. Closer to the move? 23 MR. GERLICZ: Closer to the move. That is 24 a year away, so -- 25 THE CHAIR: Thank you very much. Would</p>	<p>1 then actually lease from. 2 COMMISSIONER BERGMAN: So, this will be 3 actually a brand new construction, then? 4 MR. OGAS: Yes, Commissioner, from the 5 ground up. We're extremely excited. 6 We're the only charter school in Valencia 7 County. We've seen phenomenal growth over the last 8 four and five years. And when Commissioner Carr 9 was, you know, talking about schools losing at and 10 having to compromise STEM -- we are in the middle of 11 a fantastic arts program. We offer dance daily. We 12 offer digital film-making and media arts daily, 13 strong music program taught by an Emmy Award-winning 14 musician, plus one of the best STEM programs in this 15 part of the country. 16 COMMISSIONER BERGMAN: And, if you'll give 17 me, just as a matter of curiosity -- what is your 18 enrollment this year? 19 MR. OGAS: We are right around 370 right 20 now, sir. Our cap is 525. 21 COMMISSIONER BERGMAN: Thank you. Thank 22 you, Madame Chair. 23 THE CHAIR: Thank you. Any other 24 questions or comments? 25 Thank you very much. This is not an</p>

<p style="text-align: right;">Page 198</p> <p>1 action item. We appreciate your being here. 2 MR. OGAS: Thank you. 3 THE CHAIR: Item 13, Carl D. Perkins 4 Update on the State Plan. Eric Spencer, Director. 5 Welcome. It's nice to see you again. 6 MR. SPENCER: Good afternoon. Good 7 afternoon, members of the Commission. It's a 8 pleasure to be here, as well. 9 THE CHAIR: Please proceed, whenever 10 you're ready. 11 MR. SPENCER: Thank you. So on your 12 agenda is an Update for the Carl D. Perkins Career 13 Technical Education Act. What we currently said is, 14 in July, or back on July 1, the State received its 15 planning award, or a tentative award, for the 16 allocations that can be made to school districts in 17 the current 2013-2014 school year. And the final 18 award, we anticipate to receive on October the 1st. 19 And, so, in your packet that you had 20 received prior to the meeting, you had seen the 21 grant award notification and the performance 22 measures that were attached to that award. And, 23 just in summary, you may have seen that the current 24 cumulative amount for the Perkins award for school 25 year '13-'14 is just over \$2 million. And,</p>	<p style="text-align: right;">Page 200</p> <p>1 I think was great work of the Bureau and people 2 working in the Bureau to make that happen. 3 You would have seen, in your Board packet, 4 the list of the districts and institutions, if you 5 will, that receive those awards. You might identify 6 some that might be on the list, but have no grant 7 assigned to them in place of an award amount. In 8 some cases, we just didn't receive the grant. But 9 we typically receive a grant from the institution. 10 For whatever reason, they chose to not submit that 11 in the current year. 12 And, then, also, we have two institutions 13 that were "Pending" status. Our grantees are able 14 to establish budget authority on July 1 for a 15 planning amount. The amounts that you see within 16 this allocation sheet were actually 90 percent of 17 their prior year awards. Not knowing exactly what 18 would happen on the October 1 allocation, we want to 19 make sure that there's a little bit of room to make 20 sure we don't over-obligate and then have to redact 21 the funds from the district. We'd rather give them 22 an increase than a decrease. 23 And, so, as a result there's minimum 24 funding thresholds that institutions must meet. On 25 the secondary side, an institution, based on a</p>
<p style="text-align: right;">Page 199</p> <p>1 typically, we receive an \$8 million allocation. 2 Just keep in mind that this is approximately 3 26 percent of what we anticipate receiving on 4 October 1. Okay? 5 So, the allocation on October 1 that we 6 anticipate to receive would be \$8,017,442. We don't 7 anticipate that there is going to be a change to 8 that amount. But the final award would be the 9 determining factor there. 10 In your Board packet, as well, you were 11 able to see the institutions that had submitted an 12 application for funding. Recall that, back in 13 January of 2013, we hosted a statewide meeting, 14 where we released the application, provided 15 professional development to secondary and 16 post-secondary institutions, State-authorized 17 charter schools that were in attendance, and other 18 district-authorized charter schools as well. 19 Those applications were received back in 20 April. We conducted reviews of these applications 21 within a ten-day turnaround time, which is the most 22 significant progress that I think we've made in 23 reviewing those applications from the past. So, to 24 get those turned around in ten days rather than, you 25 know, a month or two months, in historical context,</p>	<p style="text-align: right;">Page 201</p> <p>1 formula, has to achieve a \$15,000 award allocation. 2 And on the post-secondary side, the minimum 3 threshold is \$50,000. 4 And we had two situations on the 5 post-secondary component, one being Western 6 New Mexico University, who usually applies in a 7 consortia application with Luna Community College in 8 order to achieve a \$50,000 funding threshold, lost 9 the Luna partnership. And, so, they applied on 10 their own. So, we've held that grant, not knowing 11 whether they're going to make the \$50,000 threshold. 12 So no obligations have been made there. 13 And, then, with regard to New Mexico State 14 University-Carlsbad, based on historical funding 15 formulas, they haven't been eligible to meet the 16 \$50,000 threshold. But they did join a consortia 17 with University of New Mexico grants, and we 18 anticipate, on October 1, we will make a final 19 determination that they have met the funding 20 threshold to receive the allocation. So, 21 institutions are encumbering those dollars. Budgets 22 have been approved, and activities are well underway 23 in those schools. 24 With regard to the performance measures 25 that you saw in the award that was provided to you,</p>

<p style="text-align: right;">Page 202</p> <p>1 you will see, on the left-hand side indicator, 2 something called a "Core" indicator. And, so, for 3 example, the first one in your Performance section, 4 would be 1S1, Academic Attainment, Reading, and 5 Language Arts. Anytime you see an "S," that 6 references a secondary school. And anytime you see 7 a "P," that would indicate a post-secondary school, 8 or entities.</p> <p>9 So, whereby, on Page 1 of 14, 1S1 academic 10 attainment would be the performance targets that are 11 secondary LEAs, whether it's a district charter, 12 local charter, standard district, would have to 13 achieve.</p> <p>14 Recall that prior to seeking your approval 15 on submitting the revision to the State plan earlier 16 this spring, I had come to you and indicated that I 17 had some concerns with regard to some of the 18 performance targets that the Fed was holding the 19 State to, specifically around the areas of 20 non-traditional participation and non-traditional 21 completion. Whereby, in the secondary set-aside or 22 the secondary indicators -- and that would be noted 23 as 6S1 and 6S2, Page 7 of 14, our non-traditional 24 participation, the Fed was asking for an increased 25 target to exceed 60 percent, where the actual level</p>	<p style="text-align: right;">Page 204</p> <p>1 we do so in a fair and equitable way and ensure that 2 the opportunity exists for all of those students who 3 are interested in partaking in a career, whether 4 it's traditional or a non-traditional.</p> <p>5 And, so, anywhere you would see -- in the 6 Year 6 column, we were already tied to that level of 7 performance. So, for example, in 6S1 this year, for 8 school year '12/'13 -- we're analyzing the data 9 now -- we have to achieve that 60-percent target. 10 The renegotiation of this 50 percent would not come 11 about until the end of the performance period of 12 school year 2013-2014.</p> <p>13 So, with that said, you have the data that 14 was shared with you. We'll continue to provide the 15 technical assistance. And I stand for questions.</p> <p>16 THE CHAIR: Commissioners? Commissioner 17 Bergman?</p> <p>18 COMMISSIONER BERGMAN: I notice there are 19 just a few schools on the "Schools" list that says, 20 "No grant." Does that mean that they didn't apply, 21 or does that mean the pie wasn't big enough?</p> <p>22 MR. SPENCER: Madame Chair, Commissioner, 23 that just means that they did not apply.</p> <p>24 COMMISSIONER BERGMAN: Thank you.</p> <p>25 THE CHAIR: Okay. Commissioner Gant?</p>
<p style="text-align: right;">Page 203</p> <p>1 of performance of our institutions was at just over 2 50 percent.</p> <p>3 And recall the argument that I was going 4 to have in negotiations with the Fed about the 5 denial of access to a career technical education 6 program, because, as I look at this to say that we 7 have to have a 60-percent participation rate in 8 non-traditional would mean that I would have to seek 9 to enroll four boys to six girls in a cosmetology 10 program, for example. And how, then, do we deny 11 access or not deny access?</p> <p>12 So, I had the arguments ready to go, 13 shared with you the levels of performance that we 14 were going to put forth. In final analysis, the 15 federal government went ahead and accepted our 16 negotiated levels of performance at the secondary 17 and post-secondary levels -- or categories. And 18 what I find quite compelling was that they never had 19 a discussion about it. They were just accepted.</p> <p>20 And, so, it's still good information to 21 have in terms of the compelling arguments that we 22 have, because, as we provide the support and the 23 technical assistance to institutions about how do we 24 ensure that we have appropriate access in career 25 vocational education programs across the state, that</p>	<p style="text-align: right;">Page 205</p> <p>1 COMMISSIONER GANT: Good morning. 2 Madame Chair, members, in years past, through 3 discussions with you all and -- there's been an 4 indication that I heard that other states were not 5 fulfilling their requirements, and it was -- it was 6 causing problems for -- for the Carl Perkins, I 7 mean, the legislators and all that, saying, "Well, 8 we need to cut it" and all that.</p> <p>9 And, then, you go up this year, and with 10 changes and et cetera, and the Feds just say, 11 "Okay."</p> <p>12 To me, that is an indication that, in the 13 State of New Mexico -- and the Feds know it -- that 14 we're doing -- you are, and the schools are doing 15 exactly what we're supposed to be doing to be 16 successful, and they've recognized it. So, they 17 just turn you on to do -- and that's an impression 18 I'm getting.</p> <p>19 Other states are fumbling along, as I've 20 heard in the past. But, currently, New Mexico is 21 the shining star in the Carl Perkins business. Am I 22 correct?</p> <p>23 MR. SPENCER: Well, I would like to just 24 agree with that and say no more.</p> <p>25 However, I do have to say that I think,</p>

Page 206	Page 208
<p>1 Madame Chair, Commissioner Gant, that I think that 2 you're assessment has some validity. The feedback 3 that we receive from the federal government, based 4 on their response to the Consolidated Annual Report 5 that New Mexico submitted back in December of 2012, 6 notations back to the State were that they saw 7 significant improvements in the report for the 8 state, and that they were -- and I'm going to 9 paraphrase -- but that they were impressed with the 10 fact that the State was taking a look at the data to 11 make performance-driven decisions in order to effect 12 change in the following year. 13 COMMISSIONER GANT: Thank you. 14 THE CHAIR: Commissioner Toulouse? 15 COMMISSIONER TOULOUSE: Madame Chair, I 16 have just a question on this first page of your 17 chart. Down here, under the Independent Community 18 Colleges, and the last line just says "College," is 19 that Luna? 20 MR. SPENCER: The one line that says 21 "College" -- let me just take a quick digression. 22 The eligibility for a post-secondary institution to 23 be a part to the Perkins system is that they have to 24 have a career or vocational education program and 25 issue an associate's degree.</p>	<p>1 being on the community college board. And CNM has a 2 full time coordinator for Carl Perkins grants, along 3 with a staff. So -- and I lobbied, year after year 4 in D.C. to keep Carl Perkins grants going there. So 5 I was just curious what that one was. Thank you. 6 THE CHAIR: Thank you. Other questions? 7 COMMISSIONER CARR: Comment, Madame Chair? 8 No, it's just -- I'd like to -- I love the Perkins 9 grant. The Perkins grant has done a great deal of 10 good for the state of New Mexico, and, I'm sure, for 11 other states across the country. It's like, to 12 equate military spending and education spending. I 13 think this is about the equivalent of five Tomahawk 14 Cruise missiles, you know, just to kind of put 15 things in perspective, which we could just blow up 16 without even thinking about it. 17 So, when you're talking to those people in 18 the federal government, it's, like, "Come on. Give 19 us a little more. You can do it." 20 THE CHAIR: Thank you. Further questions 21 or comments? 22 Thank you, Mr. Spencer. Good report. We 23 always appreciate having you come before us. 24 MR. SPENCER: Thank you. It is a 25 pleasure.</p>
Page 207	Page 209
<p>1 Western New Mexico University and Northern 2 New Mexico College are the only two four-year 3 institutions that issue an associate's degree in the 4 CTE area. 5 COMMISSIONER TOULOUSE: No, I was aware of 6 that. I was just asking, though, because there's a 7 line that just says "College." Where is that 8 \$150,000, if that isn't Luna, under the Independent 9 Community Colleges? 10 MR. SPENCER: Madame Chair, is this the 11 document you're referring to, Commissioner? 12 COMMISSIONER TOULOUSE: Yes, uh-huh. And 13 it says "San Juan College," and under it, mine just 14 says "College," with \$150,554. 15 MR. SPENCER: I believe that the line 16 there was probably truncated in the Excel 17 spreadsheet. And that would be Santa Fe Community 18 College missing from the list. 19 COMMISSIONER TOULOUSE: Santa Fe. Okay. 20 So Luna does not have its own -- 21 MR. SPENCER: That is correct. Luna did 22 not submit an application, nor did they join the 23 consortia Western had been in the last few years. 24 COMMISSIONER TOULOUSE: I'm more 25 interested in that, because that's what I know about</p>	<p>1 THE CHAIR: Item 14, Report from Options 2 for Parents and the Charter School Division. 3 Mr. Gerlicz? 4 MR. GERLICZ: Madame Chair, members of the 5 Committee, you have, in your packet, my report. So, 6 I certainly will not read it. I will just endeavor 7 to point out what I consider to be some of our 8 highlights. 9 In No. 6, I want to thank Ms. Julia Barnes 10 and Susan Coates. They, as well as others, are 11 putting together an annual report that we are 12 required to submit to the Governor. And in that 13 annual report, we've compiled the academic results, 14 per the A-through-F grading of charter schools 15 versus traditional schools, and that is also located 16 in your packet, the same slides that were presented 17 at the LESC meeting in Clovis. 18 Charter Schools continue to do very well, 19 outperforming, in many ways, traditional public 20 schools, and we're pleased by those results. 21 I also included in the packet the keynote 22 address by Secretary of Education Arne Duncan when 23 he was here in New Mexico. He highlighted charter 24 schools, as well as successful traditional public 25 schools. It was great to have him in our sector.</p>

Page 210	Page 212
<p>1 And what is interesting about his keynote 2 address -- and I'd like to point your attention to a 3 couple of phrases in his keynote address. And it 4 would not be of merit if it's not coming from the 5 top education officer in the United States. 6 And that would be on Page 5 of his keynote 7 address, in the paragraph that says, "In 8 closing... ." 9 And Secretary Duncan says, "In closing, 10 I'd like to highlight three areas that I believe are 11 essentially ripe for innovation in charters over the 12 next two decades. They are, first, developing and 13 assessing non-cognitive skills; second, expanding in 14 the early learning space, and, finally, using 15 findings from the learning sciences to better drive 16 instruction." 17 It's interesting that the Secretary of 18 Education would highlight non-cognitive skills as an 19 area that needs a lot of attention in education. 20 What is meant by "non-cognitive skills" is that 21 domain that includes perseverance, resilience, grit, 22 problem-finding, problem-solving, all of those 23 things that are so essential for the workplace, but, 24 oftentimes, are not included in any state's 25 A-through-F accountability system, as they tend to</p>	<p>1 So, we are working to analyze and to construct ways 2 that we can align all of those things and eliminate 3 duplication wherever we can. 4 So, in months to come, I will be reporting 5 on the progress of that initiative. But that's got 6 us excited. 7 Another initiative that we're excited 8 about is that we are working closely with the 9 New Mexico Coalition of Charter Schools to ramp up 10 our work with governing councils. Charter schools 11 are the only schools, other than private schools, in 12 education that are governed by governing councils. 13 We know in our site visits, and in research, and in 14 our practical experience, that successful schools 15 have successful governing councils. And we need to 16 ramp up our work in governing councils. And, 17 together with the Coalition of Charter Schools, we 18 have some significant ideas to implement a tiered 19 structure of trainings that governing councils will 20 engage in. 21 I also wanted to pass out the calendar 22 that shows all of our liaisons' travel schedules in 23 the next month of October and November. This is the 24 busy season for us, as we have 12 current State 25 charter schools that are up for renewal. One</p>
Page 211	Page 213
<p>1 focus on language arts and mathematics. 2 I found that very, very interesting that 3 the Secretary would highlight that as an area of 4 growth and innovation for charter schools. 5 "Cognitive science," he says, "tells us 6 that 30 percent or more of learning performance 7 comes from motivation. We are badly in need of 8 practical, scalable guidance for what teachers 9 parents, school leaders, and students themselves can 10 do to boost student innovation." 11 So we hope that our charter sector 12 continues to provide that innovation, and it was 13 great to hear that from the Secretary. 14 The other highlight that I would like to 15 point out is that the three of us here, Kelly, 16 Julia, and myself, are working on a proposal to take 17 to the Secretary, in addition to all of the 18 requirements that traditional public schools have to 19 do with respect to A-through-F grading, teacher 20 evaluation, principal evaluation, Web EPPS, charters 21 have an additional requirement, especially those 22 that come up for renewal, and that's to do an 23 exhaustive charter school renewal process. 24 In addition, charters have site visits 25 every year, which traditional public schools do not.</p>	<p>1 school, Dolores Huerta, in Las Cruces, is migrating 2 to the state. So, that will be 13 schools that we 3 will engage in a renewal process. So, this calendar 4 tells you what that schedule is. 5 And we encourage you -- in fact, we invite 6 you, as you look over this calendar, to see where, 7 in your schedule, you may be able to plug in. It's 8 always great when Commissioners visit schools, as 9 well. It helps align all of our work, as well. 10 You'll see on there that the New Mexico 11 Coalition of Charter Schools' annual fall conference 12 is in October. I believe it's the 24th and 25th. 13 Prior to that is the NACSA conference, which Kelly 14 and I and another liaison, Ron Christopherson, will 15 be attending, along with Commissioner Conyers. 16 Those will be the highlights of my report. 17 I do want to point out to the Commission, in our 18 school summaries -- I won't repeat what's already in 19 the packet, except to give an update on the 20 La Jicarita Charter School. 21 And we have some concerns about 22 La Jicarita, currently. Remember, this was a school 23 that had received two years of planning, a one-year 24 extension of their planning. They appeared in front 25 of the Commission in June. The Commission approved</p>

Page 214	Page 216
<p>1 the "commence operations" with the condition that 2 they not occupy any facilities unless all the 3 conditions of E-Occupancy were met. 4 And we were assured that everything was 5 going fine, that they would occupy in time for the 6 opening of school after Labor Day, and did not hear 7 from the school for quite some time. 8 So, we did go up for a site visit, and we 9 found, indeed, that construction was going on. The 10 site was not yet completed. 11 It is an expeditionary learning school. 12 School had opened. They were engaged in learning 13 expeditions. They had attracted 37 students. Their 14 cap was 52. Students were engaged. The feedback 15 from the educational side of it was positive. The 16 learning expeditions were happening. They were -- 17 they were supposed to happen later, but the school 18 had moved those forward, since they were not 19 permitted to move into the buildings unless all of 20 the conditions of E-Occupancy were met. 21 After that site visit, we requested a 22 detailed accounting of why the delay. And we do 23 have that detailed accounting, and we do have 24 members of La Jicarita Charter School here, should 25 the Commissioners have any questions for them.</p>	<p>1 operations. 2 And I propose that we set the date of 3 September 27th as that date. If everything -- and 4 what that means is -- what I'm proposing is that if 5 everything is not in place by September 27th, that 6 the learning expeditions and other educational 7 things that the school is engaged in, all of that 8 stop, until, now, we finally get all of the 9 buildings in place. 10 So, that's my Director's Update, 11 Madame Chair, members of the Commission, and my 12 report on that particular school. 13 THE CHAIR: Thank you. 14 MR. GERLICZ: Thank you. 15 THE CHAIR: Just a clarification question. 16 Are you asking for a vote from us on this 17 September 27th date? Or is -- 18 MR. GERLICZ: Madame Chair, members of the 19 Commission, I'll defer to your attorney on the 20 procedure on that. What I, as director of this 21 division, and in support of the children of 22 New Mexico -- we have allowed this school to engage 23 in educational activities. And our analysis is that 24 they seem to be going well. But I do not want them 25 to continue, unless we can be assured that</p>
Page 215	Page 217
<p>1 That accounting includes numerous 2 difficulties in the month of June, including river 3 rocks and ground rocks that were unanticipated that 4 caused a delay. The Peqasco fiesta caused a delay 5 in permitting. Rio Rancho contributed to some 6 delay. The transporters contributed to a delay. 7 There were numerous contributions to delays 8 throughout July. August, the rains came. They were 9 incommunicado for about three days, due to 10 lightening and flooding, and on and on and on. 11 And the report that I have here details, 12 quite nicely, all of the instances that have caused 13 the school to ascertain some delay. 14 And I did not make copies of that for you, 15 but I'm happy to share any of those delays, as I'm 16 sure the representatives of the school are, as well. 17 What I'd like to propose to the Commission 18 is the following: They are engaged in learning 19 expeditions. Our liaisons report that students are 20 engaged; parents are engaged. The reports seem to 21 be going well. But I find that we cannot continue 22 this way in perpetuity. 23 So, we need to put a final date of when 24 this kind of an operation cease until everything is 25 completed, and, then, the school can resume</p>	<p>1 everything related to moving into facilities is 2 completed, because we've had assurances before that 3 certain dates would come, and they've gone. 4 And we have an assurance again, and I 5 don't want to go beyond any date. And I'm setting 6 that date as Friday. 7 So, whatever the mechanism here at this 8 meeting, I am not sure, but that is my desire. 9 Thank you, Madame Chair. 10 THE CHAIR: Thank you. 11 MS. LEWIS: Commissioners, you won't be 12 able to vote on that. It hasn't been noticed on the 13 agenda at all, so -- 14 THE CHAIR: Let me just ask Abby one 15 question, while she's -- but it is within the 16 Director's purview to make that call and to set that 17 date and to have it stand; is that correct? 18 MS. LEWIS: I'm -- don't feel comfortable 19 answering that question. I'm not quite sure I'm 20 following the conditions here. I don't really 21 understand how they've started school without a 22 facility, and where in the timeline the facility 23 requirement lives. 24 MR. GERLICZ: Madame Chair, members of the 25 Commission, we actually have the head of the school,</p>

Page 218	Page 220
<p>1 Mr. Wes Clarkson. Is the chair of the Board here 2 today? She's on her way. We also have Attorney 3 Matthews present.</p> <p>4 The conditions, as stated, did not have a 5 timeline stated in it. But they did say that the 6 school cannot occupy a facility -- those were the 7 exact words -- until all the conditions of the 8 E-Occupancy are met.</p> <p>9 MS. LEWIS: So, they were approved to 10 begin classes but not to be in a facility, Patti? 11 because I'm confused.</p> <p>12 MS. MATTHEWS: Madame Chair, members of 13 the Commission, Ms. Lewis. I can read to you the 14 language out of the transcript from your decision.</p> <p>15 MS. LEWIS: Thank you.</p> <p>16 MS. MATTHEWS: Okay? And it says, 17 "Therefore, be it resolved that La Jicarita 18 Community School is granted to commence full 19 operation, as stated, as a State-chartered school. 20 However, the school cannot occupy a facility with 21 students until the Charter School Division receives 22 written notification that the school building has 23 been approved for E-Occupancy." 24 So, I think, as written, it didn't 25 preclude the school from commencing operations. It</p>	<p>1 THE CHAIR: Well, I'm no lawyer. But it 2 would certainly seem to me that, if the parties 3 agree, we don't really need to be involved.</p> <p>4 MS. MATTHEWS: Madame Chair, members of 5 the Commission, and Mr. Gerlicz, I believe that's 6 correct. We can stipulate with the Charter Schools 7 Division that we will follow Mr. Gerlicz's 8 directive.</p> <p>9 MR. GERLICZ: Madame Chair, I would 10 certainly concur with that notion.</p> <p>11 THE CHAIR: Could I have just a moment to 12 confer, please? 13 (Chair confers with counsel.) 14 MS. LEWIS: It wasn't the CSD's -- it 15 wasn't the CSD's condition; it was the PEC's 16 condition. So the PEC would need to stipulate with 17 the school for whatever date, not CSD.</p> <p>18 MS. MATTHEWS: Well, Madame Chair, members 19 of the Commission, the bottom line is that there's 20 nothing you have the right to do under the Open 21 Meetings Act and take action right now. We're 22 trying to cooperate. And I think that's the bottom 23 line, is that we're willing to say -- you know, this 24 conundrum -- I don't disagree with Ms. Lewis that 25 you cannot take action.</p>
Page 219	Page 221
<p>1 precluded them from occupying the facility. 2 I would like to say, to just sort of 3 resolve this issue of the 27th, and whether or not 4 we have authority to make a decision -- or have 5 to -- under the notice requirements of the Open 6 Meetings Act, the school would stipulate to 7 Mr. Gerlicz's recommendation, Madame Chair. So, 8 that it wouldn't be an issue.</p> <p>9 We have, actually, information from the 10 architect that all of the things required, the 11 inspections, et cetera, are in place for this Friday 12 to obtain the E-Occupancy.</p> <p>13 So, you know, I understand Mr. Gerlicz's 14 concern about saying, "Yeah, yeah, yeah," and I 15 agree with him. "lets's just set the date." 16 We're willing to do that. We think we are 17 this close.</p> <p>18 MS. LEWIS: Okay.</p> <p>19 MS. MATTHEWS: And, so, we would stipulate 20 to that.</p> <p>21 MS. LEWIS: I'm sorry. I still think that 22 that needed to have been noticed. Whether or not 23 you vote on it, that needed to have been more 24 specific in the agenda, that that was something that 25 was going to happen.</p>	<p>1 We're just -- we're agreeing to do what we 2 need to do to get done with what Mr. Gerlicz 3 requires. I don't know that we need to be that 4 formal about the situation.</p> <p>5 I would assume, by the time your next 6 board meeting -- or your Commission meeting -- comes 7 forward that you'd want to have the possibility to 8 vote "No" in case something goes wrong that we're 9 not ready to go by your next meeting.</p> <p>10 But I don't know that you can take action 11 today. I think we're just representing to 12 Mr. Gerlicz that we'll do what he tells us to do.</p> <p>13 THE CHAIR: Commissioner Gant? 14 COMMISSIONER GANT: Madame Chair, members, 15 I'm just trying to think of a way that we can work 16 with the Open Meetings Act. We are adviser -- the 17 Commission's -- we are an adviser to the Secretary. 18 And maybe there's a legal way for the Secretary to 19 work with you all with the stipulation; therefore, 20 we're not violating the Open Meetings Act.</p> <p>21 I don't know if this is possible. It's 22 the only thing I can think of, that they -- she take 23 the advice that we need to not allow this school to 24 remain as it is until everything is in place. 25 Now, we can't vote on it. But maybe she</p>

Page 222	Page 224
<p>1 can take the action on advice from us to do so. 2 THE CHAIR: Ms. Barnes? 3 MS. BARNES: Madame Chair, I'm just, 4 again, wondering about some practical procedures 5 here. 6 Abby, how -- I can think of two things. 7 One is Mr. Gerlicz can withdraw his request, and 8 then there's nothing for you to necessarily take any 9 action on, or not. 10 The second, Abby, is how would you suggest 11 doing an emergency meeting that would be posted -- 12 how quickly could that be done? And could we do 13 something that -- you know, next week, if needed, 14 and Mr. Gerlicz can let you know if that's not 15 needed? 16 MS. LEWIS: I don't believe this would 17 fall into the "emergency meeting" exception. 18 MS. MATTHEWS: Madame Chair, members of 19 the Commission, I think Mr. Gant hit it on the head. 20 I think the Secretary of Education has it within her 21 purview to make a decision regarding the health and 22 safety of children, and she could give that 23 directive to Mr. Gerlicz to implement. So, I think 24 Mr. Gant's idea is correct. 25 THE CHAIR: If that is the path we choose</p>	<p>1 This is a four-day school. So, you know, they have 2 their Fridays -- and I agree with you. We certainly 3 had no intention of cutting school days off or all 4 that. But I -- yes, that was one of my first 5 questions is what happens in this. 6 THE CHAIR: Thank you. Commissioner Gant? 7 COMMISSIONER GANT: Ms. Lewis, 8 Ms. Matthews, does it require a vote if the 9 Commission consents to the -- making a 10 recommendation to the Secretary to do what we're 11 suggesting we do? 12 MS. MATTHEWS: Madame Chair, members of 13 the Commission, Commissioner Gant, I think, 14 actually, the chain would be as follows, because 15 what I understood you to say, isn't it the 16 Secretary's authority to take action within the 17 Department, which would be over Mr. Gerlicz, as the 18 Director of the Charter Schools Division, to say, 19 effectively, "Mr. Gerlicz, this school cannot 20 operate until I give you the directive to do so." 21 I don't think the Commission, necessarily, 22 has to be involved in that action. 23 COMMISSIONER GANT: I would appreciate 24 that. So, Mr. Gerlicz would take the recommendation 25 to the Secretary and then work through that way?</p>
Page 223	Page 225
<p>1 to follow, then how do we do that? 2 MR. GERLICZ: Madame Chair, members of the 3 Commission, I'm willing to withdraw the request and 4 just act accordingly, within the rights, 5 responsibilities, and power of the Public Education 6 Commission, per the Secretary's directive. 7 THE CHAIR: Okay. All right. Thank you. 8 Commissioner Bergman? 9 COMMISSIONER BERGMAN: I'm not sure now -- 10 I was just thinking there seems to be more 11 implications to this than what we're thinking about 12 today. If they've been funded for these students, 13 and they've been doing this for several weeks, what 14 happens if they stop -- the students stop being 15 students? What happens to the funding? 16 That's not for us to determine. I just 17 thought of that. Thank you. 18 MR. GERLICZ: Madame Chair, Commissioner 19 Bergman, should that occur, should the directive go 20 through, and they are still not ready, they will 21 clearly need to make up all academic days, hours, 22 whatever is required. That is not a concern, nor an 23 issue. That will happen. 24 MS. MATTHEWS: Madame Chair and members of 25 the Commission, Mr. Bergman. And that can be done.</p>	<p>1 THE CHAIR: Ms. Lewis? 2 MS. LEWIS: I'm not sure how I see the 3 Commission doesn't need to be involved. 4 MS. MATTHEWS: I think it's within the 5 purview of the Secretary of Education to take 6 whatever action she needs to take with regard to the 7 health and safety of all public school students in 8 this state. That's the authority that I would be 9 looking at. 10 THE CHAIR: Well, are we not, in our 11 capacity as adviser to the Secretary, advising that 12 this matter go to the Secretary? 13 MR. GERLICZ: And, Madame Chair, members 14 of the Commission, our role is to provide that 15 information to the PEC in order to advise. And that 16 is really the function that we're doing here today. 17 MS. LEWIS: The issue here, for me, 18 doesn't hinge on whether or not there's a vote. 19 It's -- even -- even what we're discussing was not 20 noticed on the agenda. So, I leave it to you as, 21 ultimately, your decision. 22 However, I do have pause to take this 23 action -- or whatever you want to label it -- 24 without having it be specifically noticed on the 25 agenda for the public.</p>

Page 226

1 THE CHAIR: Commissioner Gant?
 2 COMMISSIONER GANT: Madame Chair,
 3 Ms. Lewis, Ms. Matthews, if we don't take any action
 4 at all, we don't discuss it any further, but
 5 Mr. Gerlicz, in his professional judgment, does what
 6 he needs to do, then are we out of the loop?
 7 COMMISSIONER CARR: Madame Chair, I --
 8 THE CHAIR: Commissioner Carr?
 9 COMMISSIONER CARR: I think we're treading
 10 on thin ice right now, and possibly violating the
 11 Open Meetings Act right now. And I think we need to
 12 cease and desist any more talk. That's my
 13 recommendation. I don't want us to get into any
 14 more problems with that, or any issues with that.
 15 That's what I would like to see.
 16 COMMISSIONER PERALTA: Madame Chair, I
 17 would concur, and I would leave the matter in the
 18 hands of the Director of the Charter School
 19 Division.
 20 THE CHAIR: Any further discussion?
 21 MS. LEWIS: I'm sorry. I'm not trying to
 22 make anything more difficult. But I think even
 23 doing what you're doing right now, directing
 24 Director Gerlicz to do something, was not noticed on
 25 the agenda.

Page 227

1 THE CHAIR: Okay. Let me make this
 2 comment. I heard Director Gerlicz say he withdrew
 3 his recommendation, okay? Director Gerlicz's
 4 recommendation has been withdrawn. Ms. Matthews
 5 says she is merely informing us that the school
 6 will, as of the 27th, cease not occupying buildings,
 7 and, when school begins on Monday, the school will
 8 be occupying buildings with an E-Occupancy
 9 certification; is that correct?
 10 MS. MATTHEWS: Madame Chair, members of
 11 the Commission, I just want to be clear. If, by
 12 Monday, we have the E-occupancy certificate. But we
 13 will not occupy or continue school operations
 14 without it.
 15 THE CHAIR: But you expect -- it is your
 16 expectation?
 17 MS. MATTHEWS: The architect's report says
 18 we expect that.
 19 THE CHAIR: I think if we leave it there,
 20 we're all more comfortable with that? Lets's leave
 21 it right there, then.
 22 Thank you all so very much for your help.
 23 MS. MATTHEWS: Thank you all.
 24 THE CHAIR: I would like to take about a
 25 ten-minute break here, please. Lets's be back here

Page 228

1 at 2:30.
 2 (Recess taken, 2:20 p.m. to 2:30 p.m.)
 3 THE CHAIR: If everyone is ready, lets's
 4 move on to Item No. 15, Report on Southwest Learning
 5 Centers. Mr. Gerlicz?
 6 MR. GERLICZ: Madame Chair, members of the
 7 Committee, I was asked to give an update on
 8 Southwest Learning Centers.
 9 My update comprises, really, the fact that
 10 we conducted a site visit to the school last April.
 11 We found a dynamic educational operation in
 12 practice. It was a very, very enjoyable visit. We
 13 saw some unique educational practices going on.
 14 As we are all aware, there are questions
 15 around buildings and that sort of thing with
 16 Southwest Learning Center. Post the site visit, had
 17 more than one conversation with the head of the
 18 school, Mr. Glasrud, who runs an impressive
 19 operation with those four schools in Albuquerque,
 20 and to put some of those concerns in a letter
 21 drafted by Ms. Lewis and I, copied to Mr. Glasrud
 22 and Ms. Matthews, stating some concerns that the PED
 23 had about their operations, one including finance
 24 and audit committees, and the fact that what we saw
 25 was one audit and finance committee, and our people

Page 229

1 here in the audit bureau suggested that they go back
 2 to what they had before, which was four audit
 3 finance committees.
 4 Mr. Glasrud, subsequent to that letter,
 5 which was sent in June of this summer, corresponded
 6 to me that they would go back to having four audit
 7 and finance committees. And I include that for your
 8 information. And that's -- that's about as much of
 9 an update as -- as I can have.
 10 Now, since this was on the agenda, I know
 11 that Ms. Matthews has provided some substantial
 12 additional information. But as far as the PED is
 13 concerned, that is our update on Southwest Learning
 14 Centers.
 15 I do see that Mr. Glasrud and other
 16 members of the Southwest Learning Centers, along
 17 with Ms. Matthews, are here, happy to answer
 18 whatever questions you have.
 19 THE CHAIR: Representatives of Southwest,
 20 if you would like to come up to the table and
 21 perhaps visit with the Commission or any of us,
 22 you're welcome to do so. Please introduce
 23 yourselves and your position with the school.
 24 MS. MATTHEWS: Madame Chair, members of
 25 the Commission, I'm the attorney for the school.

Page 230

1 And I'll let Mr. Kennedy introduce himself.
 2 MR. KENNEDY: Madame Chair, Commissioners,
 3 I am Larry Kennedy. I am president of the governing
 4 council for SAMS Academy, Southwest Aeronautics,
 5 Aviation, Mathematics, and Science Academy. There
 6 was one extra "A" in there, wasn't there?
 7 MR. GERLICZ: "Academic."
 8 MR. KENNEDY: There you go.
 9 THE CHAIR: All right. Commissioners, do
 10 you have questions of either Mr. Gerlicz or the
 11 representative from Southwest?
 12 COMMISSIONER GANT: Not at this time.
 13 THE CHAIR: Not at this time? Would you
 14 all like to -- do you have any comments you would
 15 like to make?
 16 MS. MATTHEWS: Madame Chair, members of
 17 the Commission, it's not actually a question. It's
 18 just sort of a comment in protocol.
 19 Certainly, members of -- representatives
 20 of all the governing bodies of the Southwest
 21 Learning Center group are here today of their
 22 boards. And I would like -- and I would -- in the
 23 past, this has been the protocol. But I think it's
 24 really important that the relationship with the
 25 Commission, when there could be an issue that

Page 231

1 arises -- I'm just -- this is a sort of a suggestion
 2 of protocol -- is that it is addressed to the bodies
 3 that govern, and they are the employer of any
 4 particular individual of that school.
 5 And if there's issues about Dr. Glasrud,
 6 or if -- then, those should be addressed to the
 7 governing bodies of the school first, and, then, let
 8 us respond back to you, as body to body. And that's
 9 just a request, that that should happen, going
 10 forward.
 11 THE CHAIR: Thank you for that suggestion.
 12 If those folks are here, would you like to introduce
 13 them?
 14 MS. MATTHEWS: Absolutely, Commissioner
 15 Shearman. Thank you very much. With us, we have a
 16 Ms. Jeffrey, who is representative from the
 17 Southwest Secondary Learning Center; correct?
 18 Unfortunately, the chair -- the co-chairs of that
 19 board had to work today, so they couldn't come on
 20 such short notice.
 21 We have Ms. Meredith Winter, who is a
 22 representative from Southwest Inter- --
 23 Intermediate?
 24 MS. WINTER: Primary.
 25 MS. MATTHEWS: Primary. I'm sorry. I'll

Page 232

1 get them straight.
 2 And, of course, we have Ms. Lujan, who is
 3 their business manager, present. And Dr. Glasrud is
 4 present. Mr. Geri Duran, who was the Chair of the
 5 primary, had to leave prematurely, and Ms. Judith
 6 Chapman, who is the chair of the intermediate, had
 7 to also leave, as well. They were here this
 8 morning.
 9 THE CHAIR: Thank you very much. Again, I
 10 ask for any questions or comments from
 11 Commissioners? I see none. We thank you very much
 12 for your time --
 13 MS. MATTHEWS: Thank you.
 14 THE CHAIR: -- and your participation.
 15 We thank you for your report, Director
 16 Gerlicz. And, at this point we are to Item 16 on
 17 the agenda, which is a Closed Executive Session
 18 under NMSA 10-15-1(H)(2), to discuss consideration
 19 of complaints against a charter school employee.
 20 Commissioners, we need a motion to go into
 21 closed session under those circumstances.
 22 COMMISSIONER PERALTA: So move.
 23 THE CHAIR: Is that sufficient?
 24 MS. LEWIS: Can you just, please, read the
 25 agenda item?

Page 233

1 COMMISSIONER PERALTA: I move -- I move
 2 that we move into executive session under NMSA
 3 10-15-1(H)(2), to discuss consideration of a
 4 complaint against a charter school employee with a
 5 report by Director Tony Gerlicz.
 6 THE CHAIR: Thank you for the motion. Do
 7 I hear a second?
 8 COMMISSIONER GANT: Second.
 9 THE CHAIR: Motion and second to go into
 10 closed executive session.
 11 Secretary Bergman, roll call vote, please?
 12 COMMISSIONER BERGMAN: Commissioner
 13 Toulouse?
 14 COMMISSIONER TOULOUSE: Yes.
 15 COMMISSIONER BERGMAN: Commissioner Carr?
 16 COMMISSIONER CARR: Yes.
 17 COMMISSIONER BERGMAN: Commissioner
 18 Conyers?
 19 COMMISSIONER CONYERS: Yes.
 20 COMMISSIONER BERGMAN: Commissioner
 21 Peralta?
 22 COMMISSIONER PERALTA: Yes.
 23 COMMISSIONER BERGMAN: Commissioner Gant?
 24 COMMISSIONER GANT: Yes.
 25 COMMISSIONER BERGMAN: Commissioner

Page 234

1 Shearman?
 2 THE CHAIR: Yes.
 3 COMMISSIONER BERGMAN: Commissioner
 4 Bergman votes "Yes."
 5 Madame Chair, by a seven-to-zero vote, we
 6 are approved to move into executive session.
 7 THE CHAIR: Motion to go into executive
 8 session is passed unanimously. We would ask members
 9 of the audience to please step outside. As soon as
 10 the executive session is completed, we will -- we'll
 11 send for you, we'll let you know and ask you to
 12 return. Thank you very much.
 13 (Off-the-record Executive Session.
 14 conducted.)
 15 THE CHAIR: We are out of Executive
 16 Session. Only those items listed on the agenda were
 17 discussed. No votes were taken. No decisions were
 18 made.
 19 Ladies and gentlemen, due to the late
 20 hour, and because we have five applications for new
 21 charter schools to consider, and we certainly don't
 22 want to rush through any of them -- we want to give
 23 due consideration, take all the input, and give all
 24 the consideration that is necessary to make the best
 25 decision possible -- we're going to adjourn -- are

Page 235

1 we adjourning or recessing?
 2 COMMISSIONER CARR: Recessing.
 3 THE CHAIR: We are recessing today's
 4 meeting, and we will resume this meeting beginning
 5 with Item 17 in the morning at 9:00. Do I have a
 6 motion to that effect, please?
 7 COMMISSIONER CARR: So move.
 8 COMMISSIONER BERGMAN: Second.
 9 THE CHAIR: Motion and a second that the
 10 Public Education Commission be recessed for the
 11 remainder of today, and we will resume the meeting
 12 at 9:00 in the morning, with Item No. 17 on the
 13 agenda.
 14 Thank you all.
 15 We didn't vote. I'm sorry. I'm so tired.
 16 Take all that back. Could we -- all those in favor,
 17 please say "Aye."
 18 (Commissioners so indicate.)
 19 THE CHAIR: Any opposed? We are in
 20 recess. Thank you.
 21 (Proceedings in recess at 3:53 p.m.)
 22
 23
 24
 25

Page 236

1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
 3
 4
 5
 6 REPORTER'S CERTIFICATE
 7 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 8 Court Reporter in the State of New Mexico, do hereby
 9 certify that the foregoing pages constitute a true
 10 transcript of proceedings had before the said New
 11 Mexico Public Education Commission, held in the State
 12 of New Mexico, County of Santa Fe in the matter
 13 therein stated.
 14 In testimony whereof, I have hereunto set my
 15 hand on October 11, 2013.
 16
 17
 18
 19 _____
 20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 21 BEAN & ASSOCIATES, INC.
 22 201 Third Street, NW, Suite 1630
 23 Albuquerque, New Mexico 87102
 24
 25 Job No.: 8648K

Page 237

1 RECEIPT
 2 JOB NUMBER: 8648K CC Date: 9/26/13
 3 PROCEEDINGS: PUBLIC MEETING, VOL. 1
 4 CASE CAPTION: NM PUBLIC EDUCATION COMMISSION
 5 *****
 6 ATTORNEY: MS. BEVERLY FRIEDMAN
 7 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 8 DATE DELIVERED: _____ DEL'D BY: _____
 9 REC'D BY: _____ TIME: _____
 10 *****
 11 ATTORNEY:
 12 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 13 DATE DELIVERED: _____ DEL'D BY: _____
 14 REC'D BY: _____ TIME: _____
 15 *****
 16 ATTORNEY:
 17 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 18 DATE DELIVERED: _____ DEL'D BY: _____
 19 REC'D BY: _____ TIME: _____
 20 *****
 21 ATTORNEY:
 22 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 23 DATE DELIVERED: _____ DEL'D BY: _____
 24 REC'D BY: _____ TIME: _____
 25

A

Abby 2:9 78:5 217:14 222:6,10
ability 60:5 91:3 95:23
able 14:19 15:24 16:1 27:24 31:9
 41:2,3 53:16 67:1,2 70:23 79:4
 81:11 92:23,25 119:5 121:21
 126:23 127:2,4 132:6 139:25
 142:5 144:2,12 145:5 146:9
 150:25 199:11 200:13 213:7
 217:12
above-and-beyond 48:16
absence 122:19
absolute 45:11
absolutely 34:2 82:9 106:2 152:6
 171:13 173:6,23 174:4 179:21
 181:16 231:14
abstaining 187:4,6
abstention 187:23 188:6
AC 43:18 51:5
academic 202:4,9 209:13 223:21
 230:7
academically 175:7
academic-year 17:19
academy 3:14,16,19 77:10 163:7
 163:13 164:1,9 165:12 166:7
 171:19 188:10 189:7 190:19
 191:1 193:23 194:23 195:8
 196:4 230:4,5
accept 11:21,22,25 157:14,17
acceptable 32:18
accepted 113:11 203:15,19
accepting 181:9
access 104:2,8 119:10 120:23
 121:6 141:22 166:13,15 172:3
 185:18 203:5,11,11,24
accessible 173:25
accessing 24:8
accommodate 51:25 156:17
account 16:12,17 17:18 25:8,13
 27:19 30:12 39:21 54:14 68:13
 110:25 122:21 164:23 167:24
 169:25
accountability 15:5 16:9 17:3,16
 18:4 56:3,7,14,23 75:16,21 77:5
 88:16 89:7 116:11 210:25
accountable 15:7,10,15 16:19
 17:12,21 45:18 104:16 117:6

accounted 17:16 165:17,18 166:2
 166:3
accounting 214:22,23 215:1
accumulate 40:18
accurate 31:8 113:1 142:9
achieve 45:9 152:21 201:1,8
 202:13 204:9
achievement 17:13 20:2,14,15
 24:14 42:1 82:24 83:10,23 84:3
 84:11,25 85:3 87:8,11,17 89:6
 89:15 90:7,19 93:24 95:7 96:9
 97:19 98:19 99:6,15 100:3
 116:25 125:21
achieving 45:14,15 75:23
acknowledge 167:16
acknowledges 16:10
acres 137:19 138:2 150:14 151:1
acre-and-a-half 160:5
act 23:23 122:15 198:13 219:6
 220:21 221:16,20 223:4 226:11
action 163:3 174:13 195:14 198:1
 220:21,25 221:10 222:1,9
 224:16,22 225:6,23 226:3
actionable 94:9
actions 127:10 130:1 131:19
 136:19 157:22 167:24
active 125:8
actively 54:22
activities 49:1 69:7 130:6 132:14
 133:23 136:1 160:22 201:22
 216:23
activity 48:16 132:8 134:13
actual 92:20 96:14 99:14 102:18
 103:1 131:22 141:2,7,9 152:12
 164:17 196:24 202:25
adaptation 92:7
adapting 37:1
add 34:16 36:5,6 49:10 71:25
 72:25 111:6,7 154:8,24 158:12
 160:11 175:7 176:16
added 43:24 71:22
adding 44:7
addition 21:6 53:12 211:17,24
additional 76:21 84:3 119:22
 130:5 151:24 153:18 171:14
 175:2 176:16 211:21 229:12
additions 9:7

address 39:20 40:21 41:24 44:23
 45:20 48:4 52:15 60:9 65:14
 99:17 101:16 178:16 179:8
 184:5 209:22 210:2,3,7
addressed 106:15 171:24 231:2,6
addresses 75:19
addressing 43:7 149:15
adequacy 144:3
adequate 109:19 113:19,20
adequately 111:2 114:12
adjourn 234:25
adjourning 235:1
adjust 111:2 186:8
adjustment 40:14 41:25
adjusts 76:14
administration 42:14 46:15 60:8
 115:23
administrative 49:25 51:1 119:13
 119:16 167:14 169:23
administrator 46:25 104:19 105:8
 123:15
administrators 51:3 63:22 123:12
 124:3
administrator/principal 103:10
adopted 88:7 92:14 94:14 110:4
 116:5
adopting 91:1
adults 76:1
advance 102:11,15,24 105:20
advanced 23:13 80:6 81:23 85:1
advancement 102:13,18,20
advancing 95:22
advantage 180:8
advice 221:23 222:1
advise 225:15
adviser 164:6 221:16,17 225:11
advising 225:11
advocate 129:17
Aeronautics 230:4
afford 153:21
afternoon 198:6,7
age 115:16 155:19
agenda 3:3 8:13,14,15,17,20,25
 33:5 126:21 162:16 173:5 184:3
 188:9 198:12 217:13 219:24
 225:20,25 226:25 229:10 232:17
 232:25 234:16 235:13

<p>ago 17:1 74:20 108:12 113:16 128:10 132:23 136:7 171:21 189:13 196:18</p> <p>agree 43:19 46:2 117:9 159:6 205:24 219:15 220:3 224:2</p> <p>agreeable 10:19 127:7</p> <p>agreed 127:6</p> <p>agreeing 221:1</p> <p>agreement 10:14 158:11</p> <p>agreements 134:13 146:20 158:24</p> <p>Aguas 3:13 174:19 184:4,8 186:18 186:23 188:6</p> <p>Aguilar 127:1</p> <p>ahead 33:10 37:19 99:12 114:15 128:4 138:17 163:1,2,6 170:24 203:15</p> <p>aides 61:20</p> <p>airport 185:20</p> <p>Albuquerque 1:22 3:14 167:16 172:14 175:1 176:16 177:19 185:5 188:10 189:7 190:18 191:1 193:23 228:19 236:20</p> <p>Algebra 64:8</p> <p>Alice 179:18</p> <p>align 212:2 213:9</p> <p>aligned 98:8</p> <p>alignment 116:18</p> <p>Allegiance 5:4,7</p> <p>allocation 199:1,5 200:16,18 201:1,20</p> <p>allocations 198:16</p> <p>allow 53:16 66:17 67:5 93:20 155:12 184:9 221:23</p> <p>allowed 10:16 47:15 216:22</p> <p>allowing 76:13</p> <p>allows 40:18 45:19 76:20</p> <p>all-or-nothing 26:25</p> <p>alternative 76:5 192:10</p> <p>amazing 31:13,16</p> <p>ambiguity 107:15</p> <p>Amen 61:14</p> <p>amended 160:25</p> <p>amending 159:3</p> <p>amendment 3:10,12,13,15 159:6 175:5,12 176:15 177:18,23 178:8 180:20 184:3,14 186:18 186:22 188:6,9,23 190:18,25</p>	<p>193:23 195:19</p> <p>amendments 163:3 174:13,25</p> <p>America 3:10 20:15 175:1,6 176:1 176:16 177:18</p> <p>American 27:24 59:10 63:7 159:21,22 190:25 192:3</p> <p>America's 6:16,17</p> <p>amicable 169:24</p> <p>amount 10:13 62:16 137:20 145:4 153:18 198:24 199:8 200:7,15</p> <p>amounts 121:15 200:15</p> <p>ample 77:21 118:22</p> <p>analysis 129:6 181:21 203:14 216:23</p> <p>analyze 212:1</p> <p>analyzing 204:8</p> <p>Anderson 127:11,24,25 128:5,9 128:19 129:9,13,14 138:21 139:1,4,8 140:6 141:10 142:22 143:25 144:4,9 145:2 146:9 147:14,20 148:7 150:2,6,21 151:5,16 152:1,8 153:9 154:4,24 155:21,23 156:18 158:16 159:1 160:11 162:5,9</p> <p>Angeles 86:7</p> <p>annual 19:25 39:21 206:4 209:11 209:13 213:11</p> <p>answer 14:6,18,19 29:10 39:8 42:2,5 43:7 66:9 100:5 142:12 142:15 146:1 153:10 181:8,13 184:12 188:18 195:10 229:17</p> <p>answered 135:24</p> <p>answering 217:19</p> <p>anticipate 57:24 151:6 156:7 198:18 199:3,6,7 201:18</p> <p>anticipated 141:2 146:25 178:23</p> <p>anticipation 139:24 156:25</p> <p>anybody 153:6 162:7</p> <p>anymore 31:11</p> <p>anytime 21:1 171:13 202:5,6</p> <p>anyway 48:15</p> <p>AP 23:25 24:2,3,10,11 46:25 66:16,16,17,17 112:8</p> <p>Apodaca 1:11</p> <p>apologize 44:16 80:14,22 106:18 176:3 178:3</p> <p>appeal 49:22 50:12 194:10</p>	<p>appeals 37:4,6 49:24 50:3,6,13 70:4,5,9,11,18 71:3</p> <p>appear 59:24 128:19</p> <p>appeared 213:24</p> <p>appearing 13:22</p> <p>appears 51:18,24</p> <p>applaud 42:20</p> <p>applause 134:2</p> <p>applicable 165:15 166:11</p> <p>application 181:12 188:3 190:8 199:12,14 201:7 207:22</p> <p>applications 199:19,20,23 234:20</p> <p>applied 61:18 201:9</p> <p>applies 38:19 67:12 201:6</p> <p>apply 42:14 204:20,23</p> <p>applying 42:24</p> <p>appreciate 52:16 78:10 107:20 126:12,19 172:22 174:11 198:1 208:23 224:23</p> <p>appreciated 5:23</p> <p>apprised 129:3</p> <p>approach 36:4</p> <p>approached 37:7</p> <p>appropriate 152:5 169:16 195:21 203:24</p> <p>approval 3:3,4 8:13,25 130:15 175:11 178:6 183:21 184:7 188:22 202:14</p> <p>approve 8:16,19 9:8,13 12:17 13:6 158:4 161:1 176:15 179:7 180:19,21 184:14 186:17,19,21 188:6 190:17,19,24</p> <p>approved 9:18 12:5,22 13:11 18:1 41:22 129:8 130:10 131:16 133:15,18,20,20 146:5 176:17 177:19,25 178:8 179:9 188:19 201:22 213:25 218:9,23 234:6</p> <p>approves 183:17</p> <p>approximately 31:3 199:2</p> <p>April 51:10,24 124:19 199:20 228:10</p> <p>archeological 159:17</p> <p>architect 140:18 219:10</p> <p>architect's 227:17</p> <p>Archuleta 128:2,3,10,19 134:3</p> <p>area 35:6 48:12 51:13 93:10 100:17 110:7 159:16 160:5</p>
--	---	---

165:11 185:5,17 207:4 210:19
211:3
areas 6:7 38:25 41:15 45:10 72:23
92:1,6 97:3,6 106:14 174:3
202:19 210:10
arena 191:20,20
argue 41:6
argument 90:25 102:17 203:3
arguments 60:16 203:12,21
arisen 134:22
arises 231:1
Arizona 140:11 148:9
arm 196:23
Arne 5:15 209:22
array 113:2,3
arrested 109:12
art 65:5 69:7
arts 96:10 197:11,12 202:5 211:1
ascertain 215:13
aside 145:19
asked 14:16 29:7 100:19 127:4
128:18 129:8 135:23 142:12
155:7 189:12 228:7
asking 7:14 20:17,19 39:3,6 81:7
181:14 202:24 207:6 216:16
asks 20:9
ASL 192:3
ASL-English 192:5
aspect 61:12 104:10 107:6
aspects 53:5
Aspiration 5:9
assess 192:9
assessing 210:13
assessment 20:8 30:13 52:7,16,22
53:13,25 56:1,21 57:1,11,13,17
58:13 65:11 73:15 76:18 79:23
79:24,25 80:8 81:15 89:9 90:13
112:19 139:13 143:9,14 160:21
191:22 192:7,11 206:2
assessments 20:13 30:9 52:14,14
57:18 79:17 88:14 91:11 129:20
assets 165:18 166:2 170:21 171:2
171:4
assigned 200:7
assistance 150:19 154:10 203:23
204:15
Assistant 2:9

assistants 113:8 192:18
associated 56:7,14 140:8 167:3
Associates 1:20 166:8 236:19
associate's 206:25 207:3
Association 74:8
assume 70:4 170:20 221:5
assuming 151:7
assumptions 175:20
assurance 217:4
assurances 217:2
assure 105:2 146:24
assured 214:4 216:25
attached 57:19 198:22
attainment 86:6 202:4,10
attempt 155:5
attend 6:1 190:10
attendance 5:13 12:10 13:23 20:7
121:25 122:11,22 199:17
attended 5:22
attending 14:2 213:15
attends 174:20
attention 159:20 176:8 179:10
195:7 210:2,19
attorney 2:9,11 78:5,6 148:22,24
149:11,13 166:14 175:14 216:19
218:2 229:25 237:6,11,16,21
attorneys 148:23
attracted 214:13
audience 6:6 27:7 100:16 234:9
audit 35:24 164:10,11 165:5
228:24,25 229:1,2,6
audits 164:4
augment 151:25
August 12:24 13:7 131:18 135:16
138:20 215:8
authority 133:15 166:19 200:14
219:4 224:16 225:8
authorizer 129:5,22 169:8,11
automatically 26:10 47:10 72:7
available 92:8 119:25 137:3 180:1
availed 180:7
average 27:14 46:16 72:9 81:16
85:12,13 96:14 143:13,17
Aviation 230:5
avoid 139:21
award 198:15,15,18,21,22,24
199:8 200:7 201:1,25

awarded 196:17
awards 200:5,17
Award-winning 197:13
aware 100:24 101:4,21 141:1
179:21 207:5 228:14
awesome 30:3 102:4 116:14
awful 36:15 65:2
Aye 8:21 9:15 12:2,19 13:8 235:17
AYP 15:13 16:24 17:6 24:18,19
24:20 25:2,4,14,16 26:1,3,12
27:1 28:13 30:21 31:2,4,11 36:7
36:9 37:3,7 40:1,11 41:12 50:5,8
50:16,21 60:18 61:10 62:4,6
63:2 64:13,18 68:24 70:2,2,10
116:14
A-F 3:5
A-through-F 13:14 14:4 60:21
62:3,12,18 64:19 71:16 75:11,18
209:14 210:25 211:19
A-to-F 14:14 15:18
A-to-Z 55:4
a.m 1:10 78:1,1

B

B 28:18,20 30:1 31:20 32:10 44:2
45:3 49:17,20 72:6 80:2 102:6
116:15 135:7
baby 122:12
back 6:24 17:1 23:4 47:22,25
54:17 74:13,19,23 77:24 78:17
79:3 87:16 94:18 98:19,25
102:23 103:12 104:5 105:4
107:1 109:25 117:16,19 121:5
123:8 126:17 127:17 139:22
141:10 143:9 144:16 146:5
162:11,20 163:8 165:21,23
172:24 174:2,9,12 185:20 194:5
198:14 199:12,19 206:5,6
227:25 229:1,6 231:8 235:16
backbone 149:12
background 46:14,24 74:6 112:4
130:9 159:12,13
backgrounds 68:16 111:1
backtrack 132:9
Back-to-School 5:16
badly 211:7
balance 24:7

ball 105:2,11	143:24 144:4	98:1 118:4 128:21 135:10
Balloon 177:25	Bergman 2:4 4:5,8,10,13,16,18,21	141:17 167:7 173:14 196:12
Balma 140:9	4:22 5:6 9:11,13 13:5 33:17,20	200:19
bands 19:4 29:21	33:24,25 34:3 37:21 100:8,9	bless 154:15
bank 164:14,23	103:3 104:13 114:21 155:17,18	blessing 154:10
bar 30:21,23	155:22 156:9,12 157:7,25 158:3	blow 208:15
barely 113:19	159:5,7 161:3,5,8,10,13,16,18,21	blue 95:12
Barnes 2:11 209:9 222:2,3	161:22 168:17,18 169:4 170:6	board 32:12 53:7 54:18 59:5 74:7
Barry 153:3	170:14 173:10,12,23 176:13,14	74:9 99:23 112:18 128:1 132:2
base 66:10 68:7 90:20 168:11	176:20,23 177:1,3,6,9,11,14,15	132:11,21 133:6,7 136:3,9,13
based 24:20 45:23 53:20 55:9 57:8	180:17,18 181:1,22,23 182:20	139:19 153:21 163:25 169:22
59:16 60:2 61:12 82:20 85:1	183:3,8,10,13,14 185:3,4 187:2	199:10 200:3 208:1 218:1 221:6
88:3,19,21,21 89:15 90:1,5,6,18	187:7,9,12,15,17,20,21 189:10	231:19
91:15 92:4,13 93:23,24 94:6	189:11 191:3,4,9,13 192:21	boards 230:22
95:5,25 102:13,18,25 103:1	193:2,5,7,10,13,15,18,19 196:7,8	Bob 129:1
107:9 109:20 110:5 112:17,25	197:2,16,21 204:17,18,24 223:8	bodies 230:20 231:2,7
113:4 118:24 122:4 124:13	223:9,19,25 233:11,12,15,17,20	body 135:6 183:21 231:8,8
125:16 133:12 154:18 159:12	233:23,25 234:3,4 235:8	bonus 21:6,13,18,18 46:11,22,23
200:25 201:14 206:3	Bernalillo 165:9,19,21,23	47:3,15,22,25 48:3,11,17 49:9
baseline 10:9,12 87:4	best 7:25 28:9 41:15 44:17 60:4	49:16
basic 114:23	74:22 85:15 88:23 97:1 108:4	book 10:5 11:5,10 64:17
basically 6:6 40:12 72:18 85:10	118:21 197:14 234:24	boost 211:10
103:8 130:22 131:3 135:15	better 15:18 16:15 21:22 41:11,11	bottom 11:3 19:18 87:5 111:16
137:5 142:19,24 143:4 152:18	45:25,25 47:21 48:19 52:15 62:5	220:19,22
163:21	63:10 66:14 68:4,4 70:11,12	bounciness 40:22
basis 20:1 39:22 49:4 107:22	72:20 81:9,9 96:17,25 97:12,14	box 93:15
180:5	97:15,21 109:2 112:11,17 114:3	boy 10:22
battery 115:10	125:18 131:2 149:7 170:8	boys 203:9
Bean 1:20 236:19	181:25 210:15	brain 155:9
beat 114:3	Bev 126:16	brand 191:25 195:8 197:3
beaten 114:1,4	BEVERLY 2:10 237:6	break 25:22 51:13 77:17 162:19
becoming 91:13,13	beyond 45:24 48:12 83:4 160:22	227:25
began 6:20 196:15	166:4 217:5	breakdown 28:15 31:12 59:9
beginning 36:17 51:9 78:4 80:5	big 6:2 7:5 19:22 26:13 27:11	breakfast 83:3
89:21 174:18 178:25 235:4	39:17 65:22 104:11 120:14,14	breath 114:14
beginning-step 89:23	120:18 171:7 204:21	briefcase 162:10
begins 227:7	biggest 6:3 140:24 163:24 169:4	briefly 129:9
behalf 166:9	169:19 170:4	bring 6:14 52:1,21 62:16 63:25
believe 10:11,18,25 11:6,11 46:21	bilingual 192:2,2,5	67:1,2 68:23 73:9 102:22 108:10
70:20 71:13 94:17 114:25	bill 102:20 115:24 116:1 130:12	108:20 171:25 172:23 174:9
120:16 128:5 137:24 142:14	binary 84:14	179:9 195:6
143:10 145:12,24 148:18 149:5	bind 179:5	bringing 44:25 101:23 140:18
153:4 154:12 156:21 172:15	birth 115:16	160:13 180:10
207:15 210:10 213:12 220:5	bit 18:5 23:1 24:18 27:17 29:5	brings 140:20 185:8 191:17
222:16	30:21 36:6,19 37:13 38:6 41:18	broken 27:21
beneficial 168:2	54:7,13 57:4 76:18 81:18 82:6	brought 64:5 99:16 120:11,12
Bennett 127:24 141:24 142:22	82:19 85:4 87:24 96:13 97:24,25	134:3 190:9

bucks 120:14
budget 153:7 154:1 194:14 200:14
Budgets 201:21
build 123:5 159:18 171:9 196:25
builder 140:19
builders 140:10 147:15 148:8
 159:19
building 1:11 105:7 133:1 137:9
 138:11,12 139:15,25 140:4,7,10
 140:15,19 148:11 150:1,13,25
 152:10 156:14,17,19 158:18,23
 158:25 160:3 171:4 179:8,14
 180:1 188:19 195:5,12 218:22
buildings 130:16,19,21,22 131:5,8
 131:9 132:5 133:3 138:7,9,10
 139:11 140:22 142:5,7 145:12
 150:14 151:1 156:21,25 159:24
 160:14 170:22 214:19 216:9
 227:6,8 228:15
builds 21:2 156:24
built 54:21 132:5 140:5 142:7
 156:15 159:17 190:2
bunch 196:6
bureau 194:14 200:1,2 229:1
business 5:3 7:22 55:10 165:8
 205:21 232:3
busy 185:19 212:24
buy 196:24

C

C 1:20 2:1 31:20 35:25 44:2 45:3
 45:19 49:17,17,19 72:6,13 80:2
 236:7,18
calculate 18:8 31:10 110:17
calculating 16:24 31:2 116:13
calculation 34:23 35:5 49:8 71:2
 71:17,23
calendar 181:25 182:6 212:21
 213:3,6
calendars 51:12
calibration 98:13
California 83:17
call 3:2 4:2,4 62:1 158:7 182:19
 187:1 192:25 217:16 233:11
Callahan 2:8 163:7,9,11 169:3
 170:13,23,25 171:12 172:17
 173:6,22

called 36:20 76:5 87:19 94:18
 140:9 202:2
calling 42:15
calls 77:20 103:23
campus 128:12 130:18 132:9
 134:19,24 135:1 137:18 138:7
 160:4,18
campuses 184:9
Canyon 140:10 147:15 148:8
cap 155:19 188:14,16,21 190:20
 193:24 197:20 214:14
capacity 190:3 225:11
CAPTION 237:4
capture 93:18
captured 10:2 93:21
capturing 53:23
card 10:14 25:20 27:5,23 148:17
care 65:24 101:16 122:19 148:9
 154:1 166:21 172:6 176:10
career 23:14 43:23 44:3 74:14
 76:22 198:12 203:5,24 204:3
 206:24
career-college 44:24
career-ready 15:11 20:3 75:1
 84:12 117:3
Carl 3:20 198:3,12 205:6,21 208:2
 208:4
Carla 12:8
CARMIE 2:5
CAROLYN 2:3
Carr 2:4 4:8,9 8:16 9:10,12 12:16
 43:10 59:22,23 70:5 71:9 72:3
 74:3 108:2,3 114:22 157:12,13
 157:14 158:3 159:2 161:8,9
 162:13 177:1,2 181:3,5,6 183:1
 183:2 184:19,22 186:20 187:7,8
 189:10 190:15,16,17 193:5,6
 197:8 208:7 226:7,8,9 233:15,16
 235:2,7
carries 8:24 13:11 161:23 177:16
 187:23 188:5 193:21
carry 118:21
case 15:16 29:13 41:8 42:9 81:21
 95:20 97:7 98:2 122:14 136:20
 175:22 221:8 237:4
cases 61:9 109:16,17 160:21 200:8
CASIAS 127:19 141:18,23 143:6

143:23 144:11 153:2
catch-up 30:22 179:2
categories 203:17
category 19:16,19,24 20:4,6 21:5
 75:15
caught 63:22
cause 111:20 112:13
caused 215:4,4,12
causing 205:6
caveat 158:12 159:24
CC 237:2
CCR 1:20 45:17 46:7 236:7,18
cease 215:24 226:12 227:6
Center 109:25 138:10 228:16
 230:21 231:17
Centers 3:23 228:5,8 229:14,16
central 160:3 165:11
century 61:6
certain 17:9 38:25 70:14 185:8
 217:3
certainly 8:7 38:4 127:6 130:6
 156:22 172:20 173:2 176:11
 189:5 209:6 220:2,10 224:2
 230:19 234:21
certificate 3:25 227:12 236:6
certification 192:3 227:9
Certified 236:7
certify 236:9
cetera 7:12 49:14 51:14,14 205:10
 219:11
chain 224:14
chair 2:3,3 4:1,20,23 5:1,9,11 8:6
 8:19,23 9:12,17 10:21 11:20,23
 11:25 12:4,13,14,17,21 13:1,3,6
 13:10,17,19 14:8 33:10,13,16,18
 33:19,22 37:22,23,25 40:2 42:2
 42:4 43:9,13 46:2 52:20,25 55:8
 56:17 58:2,6 59:21,22,23 73:24
 73:25 74:1 75:5,7 77:14,23 78:2
 78:12,15,19,22 79:9 82:10 100:7
 103:4,5 105:16 108:1,3 114:17
 114:19 123:2 125:3,4 126:9,19
 127:11,20 128:4,7,8 138:14,23
 139:2,5 140:4 141:4,15,18,20,20
 141:23 142:14 143:6,21,23
 144:7,19,23 149:25 151:11,23
 152:4,24 153:2,5,24 154:5,7

155:15 156:9,11 157:8,9,10,12
 157:13,23 158:2,7,9,20 159:2,5
 159:9,11 160:10,24 161:20,22
 161:24 162:7,12,15,25 163:6,10
 163:11 168:2,16 169:3 170:13
 170:15,18,19,25 171:12 172:12
 172:17,20 173:6,9,10,11,22
 174:11,15,16,22,24 175:13,19
 176:2,6,19 177:13,16,17,21,22
 178:2,9,13,15,18,21 179:3,11,15
 179:16,20,23 180:13,16,23,25
 181:5,6,22 182:7,10,16,18 183:1
 183:6,12,16 184:1,2,15,21,23,25
 185:2,13,14 186:3,10,13,16,21
 187:5,19,22,24,25 188:4,8,24
 189:2,8 190:6,12,13,16,21,23
 192:24 193:17,20,22 194:2,17
 194:18,24 195:16,20,22,25
 196:5 197:22,23 198:3,9 204:16
 204:22,25 205:2 206:1,14,15
 207:10 208:6,7,20 209:1,4
 216:11,13,15,18 217:9,10,14,24
 218:1,12 219:7 220:1,4,9,11,13
 220:18 221:13,14 222:2,3,18,25
 223:2,7,18,24 224:6,12 225:1,10
 225:13 226:1,2,7,8,16,20 227:1
 227:10,15,19,24 228:3,6 229:19
 229:24 230:2,9,13,16 231:11,18
 232:4,6,9,14,23 233:6,9 234:2,5
 234:7,15 235:3,9,19
Chairman 142:11 183:14
chairperson 127:25
Chairwoman 33:8 144:11 155:7
challenge 7:20 36:8 66:22 67:14
 81:4 115:15
challenged 37:5 67:8
challenges 70:1,3 71:8 121:14
challenging 66:22 67:4,15
chance 54:23 87:18,22 124:24
 139:19
change 29:10 30:19 36:10 39:15
 70:2,13,19 71:19 74:10 87:8
 102:23 156:5 163:24 170:3
 178:15 199:7 206:12
changed 29:12,22 49:11 50:20
 71:15 72:22 105:22 112:16
 163:22

changes 7:3 8:14 9:23 12:25 35:1
 58:12 70:19,20 71:1 118:23
 146:14 154:14 205:10
changing 29:23 30:16 106:17
Chapman 1:20 232:6 236:7,18
characteristics 112:4
characterize 168:25
Charlotte 92:4
chart 206:17
charter 3:9,10,11,12,13,13,15,18
 3:22 39:5 55:7 58:4,15,22,25
 59:13,19 61:15,17,18 63:23
 75:13 127:9,11,25 128:3 129:17
 129:21,22 130:2,10,15,16 131:6
 132:20 133:2,19,24 134:11,20
 135:8 137:16,20 138:3 142:22
 142:23 146:18 147:9 151:20
 153:20 155:13 157:15,18,21
 158:4 163:3,13 164:2 165:12,24
 174:13 175:10 177:24 178:7
 180:20 181:12,15,20 182:13
 183:18 184:13 185:6 186:18
 188:13,21 194:6,11 196:14,17
 197:6 199:17,18 202:11,12
 209:2,14,18,23 211:4,11,23
 212:9,10,17,25 213:11,20
 214:24 218:21 220:6 224:18
 226:18 232:19 233:4 234:21
charters 58:17 59:15 154:3
 183:19 210:11 211:20,24
cheaper 109:14
cheat 63:22
check 119:18 120:2
Checklist 133:18
Chicago 110:7,8,11
chief 13:24
child 17:14 42:15,16,23 46:3 61:1
 65:2 110:3 115:3 122:17,19
children 38:24 39:5 115:16 190:9
 216:21 222:22
choice 91:7
choose 59:15 90:22 176:12 222:25
chooses 148:16
Choral 177:23
chose 35:6 90:12,14 200:10
chosen 8:8 122:23
Christopherson 213:14

church 132:12,13,17 149:16 180:3
Cien 3:13 174:19 184:4,8 186:18
 186:23 188:6
Cindy 10:6 13:23,25 14:2,18
 34:15 36:4 39:8,19 47:8 49:6
 50:22 75:10 191:23 192:8
Cindy's 34:22
circles 190:1
circumstances 16:10 71:5 232:21
citizen 65:16 72:9
citizenship 65:15
claim 110:25 112:14
clarification 55:25 80:22 138:4
 141:17 144:20 155:24 158:17,19
 180:14 195:17 216:15
clarify 134:21
Clarkson 218:1
class 68:25 83:10,11,13,18 89:17
 89:19 101:25 110:23 135:5
classes 23:22 218:10
classroom 20:21 46:14,24 73:23
 86:24 91:23 95:16 109:2 113:1,6
 118:9
classrooms 86:19 102:19 103:1
 144:5 145:4
clear 32:25 56:11 89:11 128:23,23
 128:24 151:2 227:11
cleared 136:23 160:6
clearly 47:11 223:21
close 20:2 57:15 147:1,4,22 167:1
 171:14 174:7,9 185:22,22
 219:17
closed 3:24 148:14 166:1 171:20
 232:17,21 233:10
closely 107:12 212:8
Closer 195:22,23
closing 84:11 139:9 146:10,16
 147:20 148:19 169:12 174:5
 210:8,9
closure 3:16 163:16 164:9,19
 167:12 171:10
closures 168:12,15 172:10
Clovis 100:14,17 209:17
clue 43:21
CNM 74:7 208:1
Coalition 212:9,17 213:11
Coates 209:10

code 34:23 35:5 49:25 51:1 119:16
167:15
codes 119:13
Cognitive 211:5
colleagues 100:10 119:18 120:2
college 15:11 20:3 43:24 44:3
61:16 66:17 74:8,15 75:1 76:22
84:11 109:6 117:3 171:15,16,16
173:16 201:7 206:18,21 207:2,7
207:13,14,18 208:1
colleges 42:15,16,17 74:6,11,12
206:18 207:9
college-and-career 22:7 23:10
93:8
college-and-career-ready 15:24
24:8 88:13
column 204:6
combination 31:21 156:20
come 16:13 23:4 42:10,11,12 54:6
54:12 57:17,24 58:13 60:12
61:21 62:5,9,23 67:5 74:11
77:24 93:13 108:11 114:9
120:17 126:15 127:12,14,16
130:15 132:6 136:18 139:22
143:13 145:18 149:14 157:2
162:10,20 163:8 175:21 176:11
179:22 182:2 196:22 202:16
204:10 208:18,23 211:22 212:4
217:3 229:20 231:19
comes 69:18 78:6 98:19 109:23
139:10 146:11 152:23 153:18
166:12 182:13 191:22 211:7
221:6
comfortable 127:18 217:18
227:20
coming 7:10 38:1 53:10 60:23
66:16,18 74:5,17 100:22 101:20
120:9 162:3 173:25 183:24
195:18 210:4
comma 10:24
commence 214:1 218:18
commencing 218:25
comment 46:8 51:6 52:17 55:9
75:4 100:18 154:25 166:23
170:20 185:16 208:7 227:2
230:18
comments 13:21 47:23 100:18

128:6 170:15 176:5 197:24
208:21 230:14 232:10
Commission 1:1 4:3 5:12 6:14 8:4
43:20 53:1 129:22 130:10 175:4
179:6 180:19 183:17 198:7
213:17,25,25 215:17 216:11,19
217:25 218:13 220:5,19 221:6
222:19 223:3,6,25 224:9,13,21
225:3,14 227:11 229:21,25
230:17,25 235:10 236:1,11
237:4
commissioner 4:5,5,7,8,8,9,10,10
4:12,13,13,15,16,16,17,18,18,21
4:21,22 5:5,10,11 8:6,16,18 9:10
9:11,12,13 10:20 11:20,24 12:14
12:16 13:3,5 33:12,17,20,23,25
34:3 37:21,23,24,25 42:4 43:9
43:10,12,12 46:2 49:12 50:24
51:11 52:20 55:8 56:17 58:1
59:20,22,23 64:5 70:5 71:9 72:3
73:25 74:1,2,3 75:5 78:19 79:10
79:13 80:11,16,23,24 82:8 99:22
100:8,9 103:3,5,7,16 108:2,3
114:17,18,19,21,21,22 115:8
117:9,15 119:12,15 120:11,12
121:8,24 122:2,25 123:3,4 125:3
125:4,11 126:8 144:22,23 146:2
146:3 147:12,16,25 149:25
150:4,16 151:2,10 154:7,25
155:17,18,22 156:9,12 157:7,12
157:13,14,25 158:2,3,3,6,9,20
159:2,3,5,7,11 160:23 161:3,5,5
161:7,8,8,9,10,10,12,13,13,15,16
161:16,17,18,18,21,21 162:13
168:17,18 169:3 170:6,13,17,18
170:19,24,25 171:7,12 172:12
172:18 173:10,11,12,13,22
174:15,17 176:13,14,18,23,23,25
177:1,1,2,3,3,5,6,6,8,9,9,10,11
177:11,14,14 178:20,21 179:1
180:17,18,24 181:1,1,3,5,6,22,23
182:8,9,10,16,20,20,22 183:1,2,3
183:3,5,6,7,8,8,9,10,10,13,13
184:19,22 185:3,4,13,14,15
186:3,15,16,17,20 187:2,3,5,7,7
187:8,9,9,11,12,12,14,15,15,16
187:17,17,20,20 189:10,10,11

190:15,16,17,22,23 191:3,4,9,13
192:21 193:2,2,4,5,5,6,7,7,9,10
193:10,12,13,13,14,15,15,18,18
196:7,8 197:2,4,8,16,21 204:16
204:18,22,24,25 205:1 206:1,13
206:14,15 207:5,11,12,19,24
208:7 213:15 221:13,14 223:8,9
223:18 224:6,7,13,23 226:1,2,7
226:8,9,16 230:12 231:14
232:22 233:1,8,12,12,14,15,15
233:16,17,17,19,20,20,22,23,23
233:24,25,25 234:3,3 235:2,7,8
Commissioners 2:2 8:22 9:16
12:3,20 13:9 14:1,7,10 75:12,17
82:11 123:3 129:9 138:16
144:21 151:3 155:16 158:12
162:15 163:12 168:16 170:16
174:12 175:22 176:4,20 178:18
180:14 184:16 186:24 189:8
196:5 204:16 213:8 214:25
217:11 230:2,9 232:11,20
235:18
Commission's 221:17
committed 128:16 157:20
committee 13:20 34:17 46:13 53:7
58:7 75:8 92:6 105:17 128:8
153:25 174:25 177:23 179:4,17
179:24 184:3 188:9 194:9,25
195:21 209:5 228:7,25
committees 228:24 229:3,7
common 52:21 91:2 97:24 108:22
116:4,5
communicate 50:5 169:11
communicating 169:10
communication 101:2 167:4
169:8,15,17,17,18 170:9
community 3:11,17 5:23 42:17
46:4,5 74:6,8,11,12 157:6 167:2
169:8,11 177:24 180:2,20
183:17 190:1 194:6,16 201:7
206:17 207:9,17 208:1 218:18
company 133:16 134:18 136:12
140:8
compare 19:22 20:14 109:18
compared 84:4
comparison 24:18 60:18
compelling 85:20 87:21 122:6

203:18,21
compensation 113:15
competence 84:15,17
competency 97:22
compiled 209:13
complaint 233:4
complaints 232:19
complement 145:6 155:14 156:8
complete 58:23 124:4,7 134:19
139:14,25 140:1 141:12 142:9
146:10 147:4 164:4,8,9
completed 117:22 139:14 148:14
164:13 214:10 215:25 217:2
234:10
completely 6:17 41:13 73:2
117:17 126:6 166:13
completing 123:18
completion 202:21
complex 41:20 60:11 62:23,25
68:14 91:4
complexities 38:15
compliance 131:21
complicated 41:18
comply 136:2
component 22:17 27:23 124:12
201:5
components 18:7 45:5 52:8,10
57:16 88:11 106:5 128:12
comprehend 91:3
comprehensive 119:23
compressed 169:6,21
comprised 46:13
comprises 228:9
compromise 52:10 197:10
computer 34:22 115:9,9
computers 165:20
computer-based 57:12
concentrate 152:3
concentrated 72:23
concern 44:23 81:8 82:2,3 103:24
105:12 139:18 185:23 186:1
219:14 223:22
concerned 7:8 38:15 165:6 185:18
186:4 229:13
concerning 181:13
concerns 42:22 43:6 103:8 104:10
160:16 190:12 202:17 213:21

228:20,22
conclude 112:12
concluded 5:15 112:20 136:5,7
concludes 194:3
conclusion 136:25
concrete 171:9
concur 159:1 220:10 226:17
condition 130:12,13,24,25 131:13
141:13 142:24 143:11 157:20
214:1 220:15,16
conditions 130:11 145:8 146:22
214:3,20 217:20 218:4,7
conduct 26:14
conducted 199:20 228:10 234:14
confer 220:12
conference 213:11,13
conferences 48:14
confers 220:13
confidence 8:3
confident 35:3 121:20
configured 151:17
conflict 128:21
conflicting 109:3
conflicts 107:13,13,24
confused 218:11
confusing 35:21
congratulate 8:7
congratulations 134:2 193:25
Congress 6:22
conjunction 145:11
connect 20:24
connected 6:10 56:3 192:16
connection 21:2
consecutive 87:6
consents 224:9
consequences 83:16
consider 209:7 234:21
consideration 232:18 233:3
234:23,24
considered 18:9 86:10 112:23
174:8
considering 129:23 130:17 152:15
consistent 50:16 96:21,21
consolidate 184:10
Consolidated 206:4
consortia 56:5 201:7,16 207:23
consortium 54:3,3 56:10 58:8

116:6
constant 62:17
constantly 7:23 48:8 61:22 67:8
68:23
consternation 60:22
constitute 236:9
construct 148:11 212:1
constructed 140:10,20
construction 139:11,15 140:7,9,12
140:17 141:2,9 148:5,18 159:25
160:8 197:3 214:9
constructions 195:5
constructive 57:3
consultant 165:4 171:17
contact 58:17 132:4 135:10,12,22
149:10
contacted 129:1 130:14 131:11
contemplated 71:20 122:21
content 86:20
context 15:4 55:7 80:2 93:11
199:25
contingent 152:10
continually 16:21
continue 32:4 50:8 60:17 65:4
67:14 73:7 78:3,17 81:11,18
82:7 97:22 159:8 183:19 204:14
209:18 215:21 216:25 227:13
continued 74:10 115:25
continues 22:15 81:9 118:18
125:20 211:12
continuing 119:10
continuous 26:8
contract 121:16,19 147:5,23
148:14 159:19 181:16,20 183:20
contracted 134:17 164:5
contracting 146:22 147:4
contractor 148:8 164:7
contractual 147:21 154:16
contribute 45:6,6
contributed 215:5,6
contributing 16:20 45:22
contributions 215:7
control 82:23 83:4 132:25 154:21
conundrum 220:24
conversation 6:7 129:7 135:25
173:14 189:21 228:17
conversations 35:12,17 107:8

convey 143:7
Conyers 2:6 4:11,12 78:19 79:10
 79:13 80:11,16,24 82:8 125:3,4
 125:11 126:8 161:11,12 177:4,5
 183:4,5 187:10,11 193:8,9
 213:15 233:18,19
cooperate 73:6 220:22
cooperating 129:19
cooperation 147:15 148:8
cooperative 169:22
coordinator 208:2
cope 52:12,19
copied 137:6 228:21
copies 215:14
copy 154:11,12
copy-catted 140:15
Coral 3:11 180:2,20 183:17
core 21:22 52:21 91:2 97:24 116:5
 116:5 202:2
corner 186:2
corporation 132:4 148:24
correct 46:19,20 50:22,23 51:8
 56:19 103:12 117:18 123:17
 138:21,22 139:1 144:6 147:19
 150:20 151:4,5 172:13 178:16
 179:24 195:21 205:22 207:21
 217:17 220:6 222:24 227:9
 231:17
corrected 11:22 12:1,18
correction 10:21 12:11 141:24
 142:3 157:22
corrections 8:14 9:4,7,20,23 11:18
 12:7,25 107:19 131:22
corrective 127:10 130:1 131:19
 136:19
correctly 10:3 26:18 55:23 70:17
 107:17 121:23 127:22
corresponded 229:5
corresponding 84:25 90:15 95:6
 97:18
cosmetology 203:9
cost 121:18 131:4,4,7
costly 83:15
costs 69:16 152:11,11
council 112:19 127:12 128:9
 153:20 178:14 230:4
councils 212:10,12,15,16,19

counsel 2:10 220:13
count 37:3 113:10
counted 17:3 122:20
countless 62:20 66:24
country 60:10,24 65:16 69:11
 132:5 140:22 192:1 197:15
 208:11
country's 6:19
County 197:7 236:12
couple 9:24 17:4 71:10 89:3 103:7
 103:8 105:19 110:14 137:6
 138:17 145:17 156:5 165:24
 173:8 196:12 210:3
course 6:9 15:22 18:12 20:19 24:3
 24:11 34:7 73:9 118:25 122:16
 124:23 125:2 154:18 168:22
 172:23 232:2
courses 23:13,25
coursework 24:9
court 1:21 13:12 127:22 236:8
cover 27:10 164:23 165:3
covered 59:6 122:14 140:3 194:4
co-chairs 231:18
craft 94:11 95:24
create 39:17 40:14 116:18 167:18
 189:23 192:2
creating 83:15
creator 149:11
credential 83:20
credentials 85:1 88:22 95:5 96:1
credit 19:7 22:19 23:6 26:14
criteria 24:15 25:14 53:8 68:5,22
 71:15 76:8 89:4 109:17,18,20
criterion 45:13 79:18,23
critical 6:19 18:16 21:19 74:23
 98:23
critically 86:21
criticism 66:19
criticize 66:20
crook 73:3,5
Cruces 175:6 213:1
Cruise 208:14
CSD 158:13 161:2 220:17
CSD's 220:14,15
CSD/Options 2:8,9
CTE 207:4
cubbyholes 68:17,19

culture 38:22
cume 172:4
cumulative 198:24
curiosity 196:9 197:17
curious 152:7 208:5
current 18:10,16 21:17,25 26:16
 26:17,22 27:21,22 60:1 84:13
 112:15 139:5 151:6 165:13,14
 166:16 184:4 188:14 198:17,23
 200:11 212:24
currently 166:20 184:8 198:13
 205:20 213:22
curriculum 52:21 64:12,22,24
 65:4 66:6 191:22
curve 29:6,8,23 30:8
custodian 172:5
cut 34:15 205:8
cutie 11:4,8,13
cutting 6:24 224:3
Cynthia 1:20 236:7,18

D

D 3:20 28:18,20 31:19 35:11,24
 45:3 49:16,18 72:6 80:2 94:1
 102:7 198:3,12
dabbled 103:20
daily 107:22 180:5 197:11,12
dampening 40:16
dance 69:13 197:11
Danielson 92:5
darling 60:19
darn 57:15 111:6
Darwin 111:5
data 15:12 16:23 24:22 25:25 28:5
 32:11,25 35:1,14,23 37:13 40:17
 49:2,6 61:12 64:2,2,3 68:8 70:12
 70:14,16,19 82:15,19,21 83:5,11
 84:1 85:20,20 87:21,25 88:1,22
 89:10 94:16 95:3,8 96:2,4,19,22
 97:25 98:19,23,25 101:24 102:5
 106:21 107:2,9,15,15,17 108:6,9
 108:14,15,19,23,24,25 109:3
 117:23 118:8,15,18 119:8
 120:25 121:3,4,6 125:19 126:2,5
 204:8,13 206:10
database 125:6
databased 35:17

date 57:2,8 105:4 123:14 194:10
 215:23 216:2,3,17 217:5,6,17
 219:15 220:17 237:2,8,13,18,23
dated 142:18
dates 65:14 124:12,25 217:3
day 12:10 16:13 18:13 48:5 99:4
 105:14 114:1,4 135:14 141:25
 214:6
days 16:14 36:7,9 37:3 76:4
 107:24 124:2 199:24 215:9
 223:21 224:3
deadline 100:12 123:13 128:15
 157:16,19 196:20
deadlines 123:7
deaf 189:25 191:19
deal 6:2 40:9 41:10,15 92:22
 108:18 148:14,19 153:10 160:17
 167:1 168:13 208:9
dealing 40:10 61:6 76:15,25
dealt 148:12
Deanna 164:5 171:18
death 4:23
death-by-survey 98:6
Deborah 127:11,24 141:19 142:21
 143:24 144:4
decades 210:12
December 130:22 148:1 163:14
 206:5
decide 16:1 58:25 139:20 148:2
decided 90:9 132:3 137:14
decision 50:15 106:8 112:22 122:4
 125:16 126:6 129:4 148:3
 218:14 219:4 222:21 225:21
 234:25
decisions 206:11 234:17
declare 5:2 77:2
declares 136:14
declined 37:8
decontaminated 160:6
decrease 32:8,9,16 87:14 113:13
 200:22
deep 47:1
defend 45:16
defenders 112:14
defer 153:3 216:19
deference 108:24
deficit 74:14

definitely 14:19 169:7 170:14
 173:7
degree 109:9 206:25 207:3
delay 129:10 160:4 214:22 215:4
 215:4,6,6,13
delays 215:7,15
delight 44:18
delightful 190:10
deliverables 121:17
DELIVERED 237:8,13,18,23
DEL'D 237:8,13,18,23
demolished 139:12
demolition 139:15
denial 203:5
Denied 87:19 108:16
deny 203:10,11
department 13:25 17:25 38:11
 88:9 89:12 116:7 163:25 167:19
 171:25 192:2,19 194:14 224:17
dependent 110:23
depends 26:19
depreciated 171:3
depth 52:9
deputy 3:8 34:17 38:1,4 126:24,25
description 27:18
design 137:3,8,8,10 145:10,11
designate 108:11 172:5
designated 165:11
designed 167:10
desire 217:8
desist 226:12
desk 102:22
desks 165:20
detail 27:16
detailed 214:22,23
details 215:11
determination 201:19
determine 53:22 54:9 55:2 113:2
 223:16
determines 125:13
determining 58:9 88:24 199:9
develop 54:14 89:4 191:25 192:7
developed 53:20 107:18 167:6
developing 22:21 210:12
development 17:1 55:1 57:21
 97:11,14 105:18 106:1 191:22
 199:15

diagnostic 45:12
diagram 137:6,25 138:2
dial 172:18
Diane 64:16
dictating 106:5
die 115:10
differ 38:5
difference 21:20 26:13 36:3 68:2
 75:18 84:10 85:14,22,25 94:23
 95:15 111:20
differences 38:14
different 16:10 22:4 23:4 42:21,23
 43:1 54:14 62:1 68:15 75:15
 80:7 96:13 108:15 109:24 111:2
 111:17 113:3 118:4 125:18
 137:15 167:20 180:21 186:7
differentiated 88:16 94:21
differently 32:24 62:13 96:24
 125:25
difficult 36:10 39:25 40:9 52:17
 68:18,19 72:4 77:12 167:1
 226:22
difficulties 215:2
difficulty 52:3
digital 197:12
digitize 162:13
digression 206:21
dinged 123:14
dingy 174:2
dinner 37:15
direct 93:19 100:1 106:24 119:21
 176:8
directed 141:11
directing 226:23
direction 30:7
directive 220:8 222:23 223:6,19
 224:20
directly 50:6,19 74:12 121:5
director 2:8 13:17 128:3,6 129:19
 131:11 134:3 135:13,23 142:18
 184:1 189:6,20 194:19 198:4
 216:20 224:18 226:18,24 227:2
 227:3 232:15 233:5
Directory 55:4
Director's 188:12 216:10 217:16
dirt 61:11
disabilities 26:2 28:1

disability 110:23
disagree 116:22 220:24
disappointed 162:10
discernible 94:23 95:15
disconnect 84:21 98:21 99:13
 101:3
discount 41:1
discounting 40:12
discouraged 66:23
discourages 24:5
discovered 16:25 128:21
discrepancies 48:13
discuss 158:11 167:9 168:3 170:10
 182:6 226:4 232:18 233:3
discussed 54:19 71:24 115:12,23
 116:7 168:8 234:17
discussing 225:19
discussion 77:22 132:1,2 142:21
 158:6,8 159:10 160:25 163:5
 176:20 181:2 182:11,19 186:24
 191:2 192:24 203:19 226:20
discussions 205:3
Disks 237:7,12,17,22
disparity 47:12
dissatisfied 145:25
distributed 45:22
distribution 29:1,3
district 39:15 58:25 86:8 90:25
 93:10,17,19 103:9 125:22 126:1
 167:3 195:2 200:21 202:11,12
districts 22:23 39:10,12,13 50:7
 50:11,19 54:5,23 58:15,16,18
 59:13,16 70:13 71:20 90:8,22
 91:5,10 93:5,7 98:13 100:17
 105:24 106:24 107:14,20 113:7
 113:9 121:1,5 122:23,23 125:17
 126:2,5 198:16 200:4
district-authorized 199:18
district-level 106:8
dive 33:3
divided 131:4
division 3:22 36:11 129:17 130:2
 175:11 188:22 209:2 216:21
 218:21 220:7 224:18 226:19
Division's 178:7 184:13
docked 70:22
document 137:8,10 157:21 207:11

237:7,12,17,22
documentation 130:5 147:18
 164:4,8 184:17
documents 120:8 129:6 143:16
 148:21 150:11
doing 8:10 25:12 26:7 37:5 38:8
 41:15 44:7,17 60:2,3 61:20 63:9
 63:10 65:1,3 68:6 74:15 77:12
 78:9 82:22 83:24 85:4 92:1 97:6
 98:12 99:1 107:6,7 114:6,6
 119:17 125:25 147:12 182:4
 205:14,14,15 222:11 223:13
 225:16 226:23,23
dollar 60:14 121:15
dollars 63:8 69:21 120:15 154:20
 201:21
Dolores 213:1
domain 210:21
domains 92:16,16,18,22 93:2
 95:11,12
Don 1:11
donated 134:25
doors 142:2 174:7
doubled 83:19
doubt 74:9
doubts 60:22 61:4 62:15,16
Dr 14:16 26:19 29:18 36:6 39:25
 40:7 44:9,12 49:11 50:23 52:1
 70:3,6 75:20 78:24 79:2 231:5
 232:3
drafted 228:21
drafts 134:12
drag 61:10
drastically 45:10
drawing 144:24
drawings 137:3 147:13,14 148:4
 148:15
dream 63:7
Dreams 3:19 194:23,25 195:7
 196:4,25
drive 210:15
drives 111:24
drop 65:10 67:3,10
dropoff-pickup 185:18 186:2
dropout 174:1
dropouts 76:1
dropped 23:3 76:12

due 4:23 43:14 215:9 234:19,23
dug 32:11 95:2
Duke 122:5
Duncan 5:15 209:22 210:9
Duncan's 192:17
duplication 212:3
Duran 232:4
dynamic 228:11
D.C 79:3 208:4

E

E 2:1,1
earlier 47:25 52:4 76:4 120:13
 122:5 175:6 191:23 202:15
early 36:7,9 37:3 115:14 119:20
 120:4 136:21 180:5 210:14
earned 31:19
easement 134:13 146:20
easier 47:19 107:1
Easter 51:14
easy 68:9 129:24
economics 68:11
economy 6:16
ed 17:25 42:13 77:7 86:2 87:19
 89:12 101:7 102:10 145:5 165:8
 171:25 191:19,20
educated 65:16,20
educating 69:21,21
education 1:1,11 4:3 5:15 6:7,18
 6:18,23,25 7:1,9,17 8:1,9 13:24
 61:8,11,16 62:24 65:6 68:15
 69:8 74:6 88:9 108:17,21 109:1
 110:20 114:10 116:7 129:22
 130:9 159:13 163:25 167:19
 180:19 194:14 198:13 203:5,25
 206:24 208:12 209:22 210:5,18
 210:19 212:12 222:20 223:5
 225:5 235:10 236:1,11 237:4
educational 62:25 86:6 158:22
 214:15 216:6,23 228:11,13
educator 14:12 33:4 77:22
educators 61:5,13 62:15 110:6
 113:5,12
effect 40:15,25 94:19 95:10
 115:17 152:22 206:11 235:6
effective 84:2 85:21,24,24 86:10
 101:9,15 106:12 108:13,20

110:13 111:12 112:20 164:19
effectively 224:19
effectiveness 14:13 33:4 77:22
 86:17,22 88:19,24 111:14
 112:21,25
efficient 186:9
effort 28:7 152:20,20 155:12
efforts 93:20
eight 36:14 51:16 66:17 83:2
 171:21
Eisenhower 60:8,9
either 15:12,24 25:14 27:1 46:24
 51:5 80:5 84:14 85:12 86:9 87:2
 119:20 169:13 230:10
elementaries 104:20
elementary 5:19,24,25 18:6 22:2
 26:21 27:5 32:5,6,10,12,15
 103:10 104:20,22 105:1
elementary-mid 43:25
elementary/middle 29:17
eleventh-graders 31:23
eligibility 206:22
eligible 201:15
eliminate 212:2
ELL 27:25 98:1 125:21,23
embarked 136:24
emerged 128:18
emergency 83:20 222:11,17
Emmy 197:13
employee 232:19 233:4
employees 164:16
employer 231:3
enamored 60:12,13
encourage 23:24 25:21 54:24
 213:5
encumbering 201:21
endangering 112:7
endeavor 209:6
ended 69:23 83:15,22 87:15
endpoint 30:25
ends 51:13
end-of-course 65:11 73:14 90:15
 91:9
energy 28:7
engage 48:16 212:20 213:3 216:22
engaged 6:6 21:20,22 55:1 214:12
 214:14 215:18,20,20 216:7

engagement 21:8,10,11
engaging 49:1
English 17:11 43:3 96:10 110:24
 192:4
enhance 6:8
enjoyable 228:12
enroll 203:9
enrollment 10:16 155:19 156:16
 188:14,15,21 190:19 193:24
 197:18
ensure 56:11 203:24 204:1
enter 15:24 76:14 132:23
entered 87:1
entering 85:11,23
entertain 12:13 13:1 157:11
 168:14 176:6 180:16 186:13
 190:14
entities 128:22 134:12 202:8
entity 125:12
environmental 139:13 160:21
EPPS 211:20
equate 208:12
equipment 171:6
equitable 204:1
equivalent 208:13
Eric 198:4
erratic 111:10
error 42:9
ESCA 88:9,11
Española 171:19
especially 21:24 34:12 42:16,23
 44:20 48:7 60:6 63:24 134:14
 211:21
essential 210:23
essentially 87:16 210:11
establish 200:14
established 131:18 140:7 146:15
 150:23 196:23
estimated 70:8
estimates 112:20,22
estimating 131:7
estimation 31:1
et 7:12 49:14 51:14,14 205:10
 219:11
EUGENE 2:3
eval 93:21 98:12 99:20 119:24
evaluate 130:16

evaluated 17:24
evaluation 51:21 55:12 79:3 82:16
 84:14 86:22 88:5,19 89:5,10,14
 90:4,18 91:16 93:22 94:5 97:20
 99:25 103:11 105:15,20,24,25
 106:9,12 110:4,15 112:15 115:5
 115:11,17,24 117:11,12 122:1,3
 123:13,15 211:20,20
evaluations 3:6 55:19 67:19 73:10
 78:18 105:6 109:19 125:18
evened 42:25
event 5:21 6:3,4 131:25
eventually 29:25
everybody 28:9 46:23 47:22 49:20
 61:3 62:6,8 127:7 135:21 162:21
 181:16
everybody's 62:12 69:25
everyone's 78:2
evidence 11:5,10 40:18 41:7 49:3
 113:1,9 137:1
evident 45:9,21
evil 63:14
evils 52:18
exact 60:19 70:9 218:7
exactly 128:14 129:12 160:12
 200:17 205:15
exam 24:5,12
example 16:11 23:25 24:10 25:17
 39:11 67:7 72:11 83:17 84:19
 90:24 91:5 93:14 99:10 109:12
 122:11 123:25 179:25 202:3
 203:10 204:7
exams 90:15 91:9
exceed 143:17 202:25
exceeded 191:11
Excel 207:16
Excellent 111:25 192:21
exception 31:18 109:10 222:17
exchanges 145:17
excited 18:2 28:21,25 29:6 31:8,25
 82:21 96:22 98:11 197:5 212:6,7
exciting 91:17
excluding 155:11
excuse 19:1 27:7 60:21 62:14
 92:19 112:18
executive 3:24 163:12,22 166:6
 189:6,20 232:17 233:2,10 234:6

234:7,10,13,15
exhaustive 211:23
Exhibits 237:7,12,17,22
existing 138:10 150:13 151:1
exists 112:17 204:2
expand 191:17
expanded 157:1
expanding 210:13
expansion 191:14
expect 30:7 53:22 55:2 149:9
 227:15,18
expectation 19:25 106:11 125:7
 227:16
expectations 30:4,20 82:1 84:9
expected 143:2
expects 53:7 56:5
expeditionary 214:11
expeditions 214:13,16 215:19
 216:6
expense 6:24 8:2
expenses 164:23 165:4,5
experience 86:15 95:6 101:9,12
 102:9,14,25 109:1 212:14
experienced 109:15
expertise 35:6
experts 41:22
explain 34:24 39:23 142:20
explained 103:24,24
explanation 186:11
explicit 97:16 100:1
expressed 101:19
extended 118:13 122:18
extension 127:9 128:13 129:8,25
 136:18 139:24 141:8 157:16,19
 158:5 161:1 162:1 213:24
extensive 46:14 134:9
extent 11:18
extenuating 71:4
external 17:24
extra 23:1 28:7 84:9 230:6
extracurricular 69:7
extremely 65:1 66:25 197:5
eyes 47:6,10
e-mail 35:25 135:25 145:17
E-Occupancy 214:3,20 218:8,23
 219:12 227:8,12
E.C 182:11

F

F 28:18,20 35:11 45:3 46:6,7 72:6
 80:2 94:1 102:7
fabulous 78:9
facilities 128:14 131:4,5 133:14
 138:6 141:6,7 179:11 214:2
 217:1
facility 3:19 127:10 129:20 130:1
 136:19 137:25 138:1 141:9
 157:22 180:22 185:10 186:1
 191:6 194:22 195:9,18 196:9,10
 217:22,22 218:6,10,20 219:1
facing 140:23
fact 35:4 53:23 67:20 76:23 112:9
 155:1 160:13 164:24 169:12
 181:10 206:10 213:5 228:9,24
factor 18:12,24 38:21 83:9 99:5
 173:20 199:9
factors 110:21
facts 65:13
fail 25:16 26:11 62:8,12 68:24
failed 7:6 31:4 44:2,3 70:13
failing 116:16
failure 45:23 62:7 69:3 71:2
fair 47:12 90:21 109:25 110:13
 112:23 113:1,11 153:9 204:1
fairly 167:14
fall 52:22 56:19 75:14 130:11
 213:11 222:17
falls 192:10
familiar 53:19 72:12 86:3 106:16
family 4:23 39:14 122:15
family's 159:15
fantastic 197:11
FAQs 119:21
far 19:21 34:8 112:22 137:1 165:6
 166:19 185:17 192:15 229:12
farewell 60:9
fast 100:23 114:22 115:6
faster 20:1
fault 145:23
favor 8:20 9:14 12:2,19 13:8
 183:15 235:16
Fe 1:12 93:14 134:18 207:17,19
 236:12
February 57:25 124:18 135:18
 138:20

Fed 202:18,24 203:4
federal 42:9 53:8 110:2 116:12
 203:15 206:3 208:18
Feds 89:3 205:10,13
feedback 37:2 91:22 92:1,6,11
 94:9 100:1 118:3 123:22,24
 124:1,7 206:2 214:14
feel 10:24 35:3 53:18 101:20
 105:9 121:20 172:24 217:18
feeling 7:4
feels 99:7
feet 156:20
fellow 34:17 151:3
felt 100:21
fewer 76:3 111:14
fidelity 92:10 94:7 123:19 124:3
field 43:20 46:9 49:18 53:2,12,15
 53:21,21 56:2,4,8,18 114:24
 115:1,6 117:17 120:7 122:10
fielded 55:11,23
field-test 53:11 56:11,15 58:16,18
 59:11
field-tested 53:1
fiesta 215:4
fiestas 6:4
fifth 196:13
fifth-grade 80:3
fifth-grader 62:5
Fifty 145:3
figure 70:9 189:24 191:17
file 128:14 154:13
files 172:2,4
fill 85:6
film-making 197:12
filter 183:19
final 27:11 49:7,7 58:12,23 124:18
 164:3,8,12 198:17 199:8 201:18
 203:14 215:23
finalized 59:2 120:6
finalizing 54:15
finally 129:21 166:1 210:14 216:8
finance 164:1,3 228:23,25 229:3,7
finances 194:15
financial 164:3,11,22 165:14
 166:21
financing 132:7 148:23
find 10:22 203:18 215:21

finding 37:10 156:2 157:4
findings 86:12 96:21 210:15
fine 49:12 58:20 134:4 214:5
fine-tune 34:13
finish 78:20 146:18 168:20
firing 125:15
firm 120:15
first 9:3,22 18:9 23:2 28:19 30:2
 34:15 44:12 48:2 56:20 57:24
 69:1 71:18 74:15 79:14 82:14,22
 88:12 89:5 96:23 99:11,19,21
 101:1,11 102:1 103:11,19,22
 105:6 111:14 115:22 117:22
 123:13,19,20 124:4,11,16 135:4
 135:5,7 137:6 141:19,24 143:9
 144:9 147:1 152:18 155:11,24
 174:25 180:11 192:4 202:3
 206:16 210:12 224:4 231:7
first-year 109:7,10
fiscal 34:23
five 22:19 23:7 32:15 34:5,11
 36:14 41:25 47:9 70:21 100:16
 108:5 113:14 196:17 197:8
 208:13 234:20
five-to-two 183:15
five-two 183:16
fix 104:24
fixed 51:20 104:5 170:21
Flag 5:8
flaw 104:11
flip 19:12
flipped 121:2
flooding 215:10
floor 32:3 138:1 160:25
focus 6:11 21:16,18,23,24 28:10
 48:7 98:6 211:1
focuses 130:5
folks 32:21 50:1 116:22 117:10
 160:1 166:7 231:12
follow 38:16 50:4 220:7 223:1
followed 50:5 167:4
following 40:25 52:6 206:12
 215:18 217:20
follows 162:24 224:14
follow-up 74:3 156:10
footage 153:13
footprint 140:14

force 82:25 101:13 152:23
forces 60:20
foregoing 236:9
foremost 82:22 89:5 96:23 123:19
 124:4
forget 78:4
forgot 71:11
form 153:12,16
formal 92:24 117:22 119:6 124:1
 173:1 221:4
formatting 167:22
former 76:4
forms 106:15
formula 201:1
formulas 201:15
forth 12:25 53:8 89:3 103:21
 148:10 203:14
fortunate 5:18
fortune 63:3,4
forward 33:2 55:7 92:12 93:13
 101:22 127:13 188:1 214:18
 221:7 231:10
fought 42:19
found 10:7,7 32:12 35:16 64:21
 67:23 71:5,6 85:15 86:25 94:19
 95:4,9,13 96:16 111:12,17 160:5
 191:18 211:2 214:9 228:11
founded 82:3
founder 196:4
founding 189:20
four 22:9 32:14 39:14 68:10 91:23
 92:16 197:8 203:9 228:19 229:2
 229:6
fourth 84:18
fourth-grade 80:3
four-day 224:1
four-week 48:22
four-year 22:21 207:2
Fox 148:22
frame 50:6,13 118:2
framework 82:17 88:2,6 89:14
 92:5 93:18,23
frameworks 90:8
frankly 116:3,9,21 121:10
free 95:3
frequently 174:1
Friday 217:6 219:11

Fridays 224:2
FRIEDMAN 2:10 237:6
front 11:6,13 27:4,9 107:17 143:7
 213:24
frustrate 123:1
frustration 106:19
fulfilling 68:5 205:5
full 17:19 53:25 54:10 65:6 117:2
 119:17,21 120:23 145:6 151:9
 152:22 155:6,13 156:8 208:2
 218:18
fully 22:25 52:16 55:13 106:23
 129:3,4
full-steam 114:15
fumbling 205:19
function 106:23 225:16
functional 142:24
fund 8:1 151:25 164:25
funded 7:7,19 223:12
funding 6:25 131:19 151:24
 199:12 200:24 201:8,14,19
 223:15
funds 151:13,15,18,21 152:14,17
 153:19 155:11 200:21
further 159:9 160:24 182:18
 192:24 208:20 226:4,20
future 6:19 142:10 154:14 157:1
 167:8 168:4,12 182:5,12

G

gain 41:7 81:12
gains 19:9 24:25 25:10 100:4
game 37:20
gangs 76:12
Gant 2:3 4:16,17 8:18 10:20 11:20
 33:12 37:23 43:9,12 46:2 49:12
 50:24 51:11 52:20 55:8 56:17
 58:1 59:20 64:5 114:18,19 115:8
 117:9 119:12,15 120:11 121:24
 122:2,25 144:22,23 146:2,3
 147:12,16,25 149:25 150:4,16
 151:2,10 154:6,7 158:6,9,20
 161:16,17 170:17,18,19,24
 171:1,7,13 172:12,18 177:9,10
 178:20,21 179:1 182:9,10,17
 183:8,9 187:15,16 193:13,14
 204:25 205:1 206:1,13 221:13

221:14 222:19 224:6,7,13,23
 226:1,2 230:12 233:8,23,24
Gant's 123:5 154:25 159:3 173:13
 222:24
gaps 19:22 20:2 84:11 87:17
Gaspar 1:11
gate 107:14
gathering 36:25
GBGM 133:9 134:10 136:20
 137:14 145:20 146:11,12 148:16
 149:3,11,14,20,21 160:20
General 2:8,9 132:11,21 136:2,8
 136:13 139:19 164:25
generally 19:20 59:7
General's 78:6
generate 142:6
generated 58:12
generation 74:20
gentlemen 77:15 162:25 234:19
Geri 232:4
Gerlicz 2:8 13:19 40:5 75:6,7
 128:6,7 142:18 153:24 163:4
 174:14,24 175:13,16 177:21,22
 179:3,16,23 182:16 184:1,2
 188:7,8,24 194:5,8,23,24 195:20
 195:23 209:3,4 216:14,18
 217:24 220:5,9 221:2,12 222:7
 222:14,23 223:2,18 224:17,19
 224:24 225:13 226:5,24 227:2
 228:5,6 230:7,10 232:16 233:5
Gerlicz's 219:7,13 220:7 227:3
getting 10:23 15:22 35:18 64:1,23
 65:13 77:5 96:2 97:14 113:18
 119:10 120:18 135:20 146:6
 147:2 149:19,24 150:19 151:3
 152:1 171:20 205:18
get-go 46:4
GILBERT 2:5
girls 203:9
give 15:1 20:9 22:19,20 23:6,17,20
 27:16,17 30:15 32:25 38:22 43:6
 48:19 49:2 51:2 67:16 70:8
 73:14,18,19 110:12 118:2
 123:24 124:13,20,24 129:9
 134:2 139:23 141:16 144:15
 147:17 151:23 155:6 159:23
 167:23 189:2 196:1,11 197:16

200:21 208:18 213:19 222:22
 224:20 228:7 234:22,23
given 20:12 29:14 50:10,19 53:25
 54:8 56:8,15,21 60:4 74:23
 91:11 100:1 105:23 106:23
 114:6,7 115:6 116:17 117:20
 140:19
gives 15:7 24:23 25:24 31:7 32:21
 42:5
giving 77:4,8 84:9 118:20
Glasrud 228:18,21 229:4,15 231:5
 232:3
glitch 128:11,18
Global 132:11,21 136:3,9,13
 139:19
go 14:14,21 15:8 19:4 27:15 32:4
 32:19 37:1 43:11 47:22 52:13
 54:4,8 55:3,4,18,18 62:19 63:12
 69:10 72:7 73:23 74:19 82:6
 92:18,19 96:25 98:17 107:1
 117:3,17 119:5,14 125:24 128:4
 134:1 137:13 138:17 144:15
 156:23 160:21 166:4 168:24
 170:24 173:2,16 174:2,3 185:24
 203:12 205:9 214:8 217:5 221:9
 223:19 225:12 229:1,6 230:8
 232:20 233:9 234:7
God 61:3,20 66:13
goes 49:6 122:12 126:14 138:19
 148:5 158:25 164:13 166:17
 221:8
going 7:2,9 14:11 16:14,25 19:7
 19:10,13 21:23 24:4,12 25:1
 26:11 28:6,10 29:8 30:18 32:1,4
 32:20 33:2 38:5,8,19 39:7 43:10
 43:16 48:5,18,19,24 51:4 53:13
 53:18 55:14,15,20 56:13,18
 57:16,22 58:2,3,5 59:24,24,24
 60:7,18,24 62:8,9,11,12,21 63:3
 63:9,10,12,19,21,23 64:20 65:23
 65:25 66:2,7 67:9,9,10,17,21
 68:4,6 72:7,9 73:6,7,19,22 74:12
 74:13 81:11 82:13 84:10 85:6,7
 85:14,25 87:16 90:20 91:3 92:2
 93:24 97:17,18,20 98:10 101:24
 103:17 107:1 109:13,15,22,22
 111:7 116:23 118:9 119:19

120:4 123:5 124:24 126:3 131:7
 133:24 134:14 135:21 137:17
 140:23 143:16 144:15 146:8
 147:17 150:1,5 151:12 152:8
 154:19 158:15 159:18 163:16
 164:7 165:22,24 167:7 168:18
 168:22 169:20 171:10 172:8
 173:17 183:2,19 189:14 191:14
 199:7 201:11 203:3,14 206:8
 208:4 214:5,9 215:21 216:24
 219:25 228:13 231:9 234:25
Goldschmidt 79:2
Gomez 164:5 171:18
good 4:1 5:12 6:4 13:14,16 14:10
 22:12 37:2 38:16 40:8,23 41:5,6
 52:2 63:9 64:14,16,17 65:13
 69:10 77:16 83:2 89:25 93:15
 95:4 105:11 111:24 114:14
 117:10 127:20 128:2 145:2
 152:20 154:4 165:6 167:6,14
 168:11 169:9 182:7 198:6,6
 203:20 205:1 208:10,22
Gorrell 129:2,19 131:11 135:13
 135:23
gotten 54:19 121:6 135:17 145:22
govern 231:3
governance 128:1 153:20 178:13
governed 212:12
governing 53:6 54:18 59:5 127:12
 128:8 153:20 178:3 212:10,12
 212:15,16,19 230:3,20 231:7
government 38:3 153:23 203:15
 206:3 208:18
governor 108:10 115:19,21
 209:12
Governor's 102:21
go-to 14:3
grad 22:7,10,14,18,20,21 23:7
 31:15,22
grade 14:14 15:23 16:8 18:6,8,11
 18:15 19:11,15,21,23 21:16,23
 22:3,4,16 25:2,19,20 26:23
 27:11,11 28:23,24 29:24 30:1,18
 31:19,19 32:17,18,20 34:24,25
 35:11 44:5 45:2 48:6 51:21
 57:20 70:2,13,19,20 71:1 72:13
 72:20 77:4 79:15,18,21 80:1,5,9

80:12,18,21 81:10 82:4 84:18
 89:18 90:3,17 93:25 96:6,14,15
 135:7
graded 19:3
grades 14:12,25 15:4,18 16:7
 24:17,21 25:7 26:6,11,15 29:1,9
 29:14 30:15,23 31:7 32:14 33:12
 33:13,14 39:17 40:23 41:9 42:24
 43:25 46:5 48:2 50:9,17 54:6,12
 55:20 71:19 79:1 84:18 88:17
 90:15,21 93:6 96:11 116:4,14
 145:9 155:25 156:2,4
grade-level 84:8
grading 3:5 13:14 17:24 27:5 37:6
 45:1,12 46:8 51:25 55:11 60:21
 64:19 76:15 209:14 211:19
graduate 15:23 22:8,24 65:23
 117:2
graduated 135:4
graduating 15:11 20:3 22:11 23:8
 84:11
graduation 22:6 23:12 43:23 44:2
 45:17 46:7 76:19,21
grandmother 39:5
grandson 174:20 185:24
grant 53:8 115:14,15 161:25
 198:21 200:6,8,9 201:10 204:20
 208:9,9
granted 70:18 113:3 218:18
grantees 200:13
grants 110:2 125:12 201:17 208:2
 208:4
graphic 101:6
great 8:10 21:14,18 22:18 23:20
 31:15 32:2 33:15 44:19 62:2
 72:21 77:12 81:6 82:12 86:16
 91:20 95:22 97:6 108:18 109:6
 109:16 110:8 116:17 117:3
 153:10 166:1 167:23 172:22
 173:9 174:11,11 189:19 191:18
 200:1 208:9 209:25 211:13
 213:8
greater 40:18
greatest 60:24
greatly 45:9 110:22
Gregory 13:23 14:6,16 26:19
 29:18 36:6 39:25 40:7 44:9,12

49:11 50:23 52:1 70:3,6 75:20
 78:24 191:23
grit 210:21
ground 19:13 197:5 215:3
group 75:13 90:9 91:6 111:15
 138:24 170:10 192:12 230:21
grouping 111:4
groupings 9:1
groups 26:4 40:12
group-based 90:23
grow 81:4,19,22 82:7 94:11 95:24
 97:12
growing 19:7 20:1 60:15 87:16
 102:3
growth 16:1,5 18:12,19,21,25
 19:16,17 21:17 22:1,9,18 25:8
 30:12 31:15,16 36:20,22 48:7
 49:14 71:22 81:1,12 89:16,16,25
 90:1,5,7,11,19 93:24 106:13
 111:24 112:6 118:6 124:14,20
 124:24 197:7 211:4
guess 67:11 69:11 72:14 104:4
 136:21 150:4 181:3,7
guessing 80:1
guidance 50:11,19 105:23 106:24
 117:20,24 118:12,17 119:7
 211:8
guidelines 123:11
guys 14:17,23 17:23 34:4 60:3
 65:17,17,18,19 86:3 105:4 157:2
Gymnasium 138:11

H

hall 5:20 6:4
Hall-Jerry 1:11
Hammond 111:5
hand 21:14,14 67:6 236:15
handed 143:25
handful 14:13
handling 166:8
handout 137:17 144:8
hands 226:18
happen 30:2 53:3 56:23 67:11
 137:18 164:18 166:22 167:15,25
 200:2,18 214:17 219:25 223:23
 231:9
happened 17:4 31:2 35:25 47:17

86:24 91:23 116:3,4 131:25
happening 6:3 15:14 20:10,20
 28:12 48:15 53:9 98:16 106:2
 116:19 117:8 124:15,17,19
 214:16
happens 68:3 77:9 154:2 175:19
 223:14,15 224:5
happy 49:21,21 78:7 126:17 168:7
 195:10 215:15 229:17
hard 8:4 39:20 40:1 68:7 71:13
 77:19 166:24
harm 112:13
Haycock 86:4
head 29:16 70:7 128:9 175:16,18
 184:11 188:17 195:9 217:25
 222:19 228:17
health 143:12 222:21 225:7
hear 11:23 12:24 33:22 40:4 55:24
 61:23 141:7 180:23 190:21
 211:13 214:6 233:7
heard 5:14 101:1,17 114:20 121:8
 157:23 180:25 184:16 190:24
 205:4,20 227:2
hearing 12:23 13:7 34:17 91:25
 117:14 194:10
heartburn 32:21 91:24
heavily 113:4
heavy 162:11
heck 73:22
held 15:10 17:12 48:14 163:5
 201:10 236:11
help 45:13 67:16 97:21 125:25
 152:21 172:15 227:22
helped 46:23
helpful 25:25 55:6
helping 168:10
helps 16:7 125:19 126:2 213:9
hereunto 236:14
Hey 65:7
hiccups 118:13 121:9
high 22:4,14,16 23:2 27:6 31:12
 31:13,18,18 38:4 42:24 43:23
 44:1 65:12 67:21,22 71:23 74:12
 76:2,5,15,16,24 107:23 109:7
 156:6 171:8,11,15 172:16
 173:15
higher 24:12 30:17,22 42:13 51:7

65:15 67:25 74:5 102:7 109:1
156:4
highest 87:10,13 94:25 96:16
98:18 112:5 125:23
highlight 210:10,18 211:3,14
highlighted 209:23
highlights 209:8 213:16
highly 16:11 61:13 85:21 88:21
108:16
HighMark 132:4,24 133:2 134:11
134:17 136:24 138:12 140:6,19
145:10 146:13,16 147:1,5,14,16
147:22 148:7,12,19,23 152:13
156:24
high-performing 31:6 85:17,18
85:21
high-priced 43:5
high-risk 76:11
high-school 90:14
high-stakes 51:7,17 63:25 67:7
hinge 225:18
hints 147:2
hire 109:13,15 126:5
hiring 125:9,15
Hispanic 27:25 59:10
historical 159:20 199:25 201:14
historically 79:16
history 61:22 65:12 113:22 140:21
159:14 196:12
hit 169:4 222:19
hoe 40:1
hold 16:18 17:20 40:6 45:18
129:15 131:10
holding 15:15 117:6 202:18
holds 15:7
holdup 138:23
home 55:3 169:5
homework 83:1
honest 150:6
hope 22:15 30:5 44:18,22 77:23
81:22 106:10 107:23 112:10
125:17 126:2,13 127:7 154:14
159:15,18 183:18 211:11
hopefully 25:20 63:16 149:4
hoping 16:20 59:2 102:22
hosted 199:13
hotels 185:22

hour 234:20
hours 83:2 223:21
house 88:5 130:12 162:11 171:10
Huerta 213:1
huge 67:22 83:18 84:10 85:22
hugely 83:15
Huh 61:4
Human 38:11
human-graded 52:8,10
hundred 132:16 188:19
hundred-year 134:25
hurdle 171:7
hurdles 168:11
hurry 115:2
hurt 60:6
husband 162:9
husband's 162:12
hybrid 167:20

I

ice 226:10
idea 81:1 132:19 135:13 151:23
222:24
Ideally 117:21
ideas 7:2,5,9,18 212:18
identical 175:5
identify 15:6 200:5
II 94:22 102:12 125:14
III 94:22 95:14,18 102:13
ill 122:18
imagine 148:11
immediately 129:1 131:10 196:17
impact 19:14 39:17 51:21 83:22
91:3 111:3 118:9 126:3 136:11
191:21
impacted 39:22
impacting 99:6 115:15
impacts 83:6
implement 30:9 88:4,12 125:17
212:18 222:23
implementation 71:16 88:8 91:20
98:11 99:11,19,25
implemented 88:15 113:16,17
implements 40:24
implications 223:11
importance 115:20
important 7:17 20:19,25 27:3

48:10 59:11 66:21 67:14 75:17
83:9 86:14,21 89:16 94:10 99:5
108:21 110:22 111:21 122:6
133:17 134:16 230:24
impressed 9:24 206:9
impression 205:17
impressive 228:18
improve 10:15 15:8 16:21 68:6
72:24 92:2,3 94:11 97:12 98:8,9
improved 22:16 72:16
improvement 26:8 62:2,3 67:22
93:25 118:5 143:8
improvements 25:10 33:1 92:12
118:24 206:7
improving 21:15
inaccurate 111:5
inadequate 112:1,13
inadvertently 12:9
incentives 16:21
include 18:16,18,21 24:22 50:17
106:6 110:8 113:4 141:9 229:7
included 59:14 65:7 89:7 142:3
154:3 155:3 209:21 210:24
includes 20:6,8 22:5,6 142:25
210:21 215:1
including 7:25 215:2 228:23
incommunicado 215:9
incorrectly 111:11
incre 95:6
increase 10:13,16 16:7 29:24
31:22,23 84:3,9,25 87:12 95:7
95:23 97:18 99:20 117:1 156:16
156:17 157:3 188:15,21 190:19
193:24 200:22
increased 28:23 85:3 87:11
202:24
increasing 21:8 23:19,21 24:7,9
32:22
increasingly 68:18
incumbent 169:10
independent 112:12 206:17 207:8
Index 3:1 36:21 128:16 130:13,24
130:25 131:14 141:13 157:20
indicate 8:22 9:16 12:3,20 13:9
202:7 235:18
indicated 202:16
indicates 61:7 170:23

indication 189:15 205:4,12
indicator 24:16 25:24 26:10 27:17
 27:18 28:2 202:1,2
indicators 25:22 26:14 42:1 86:16
 93:7 202:22
indifferent 73:2,21
individual 18:21,24 21:13,25
 25:17 45:4 71:22 231:4
individually 45:5 59:1
industrial 60:10 62:23,24,24
ineffective 84:5 86:11 111:12
influence 82:24 83:7 110:18
influences 83:9
inform 106:10 125:19
information 36:16,25 43:14 51:5
 51:22 54:25 55:5 63:11 119:4,21
 119:22 125:6 136:20 145:16,22
 155:6 163:23 203:20 219:9
 225:15 229:8,12
informative 126:11
informing 227:5
infrastructure 171:23 172:7 174:5
initial 80:16 87:4 190:8
initially 35:20 117:20 120:25
initiative 6:10 83:18 212:5,7
initiatives 116:8
innovation 210:11 211:4,10,12
input 92:6 106:21 107:14 234:23
inputted 117:23
inside 96:19 98:3
inspected 143:1
inspections 219:11
instance 64:8,16
instances 120:24 215:12
instantly 57:14
instituted 55:11 63:3
institution 68:15 134:8 200:9,25
 206:22
institutions 199:11,16 200:4,12,24
 201:21 203:1,23 207:3
instruction 28:4 92:2 97:24
 210:16
instructional 35:1,15,23 91:2 98:3
instructionally 20:11,21 25:12
 36:2
instructions 50:10
insulting 39:3

insurance 136:12 149:1,2 166:18
ins-and-outs 186:5
intended 142:10 144:3
intending 134:20 135:2
intense 10:1
intent 135:25 147:7,8
intention 224:3
Inter 231:22
interaction 146:12
interested 68:3 162:5 204:3
 207:25
interesting 87:20 93:12 138:4
 141:5 171:10 210:1,17 211:2
interests 7:25
intermediate 231:23 232:6
international 20:13 133:7 179:17
 184:4 186:23 188:7
interrupting 40:2
introduce 115:23 127:21 229:22
 230:1 231:12
introduced 78:5
introduces 20:22
introductory 13:21
intuitive 85:19
invalid 64:11
invalidated 70:15,16
invest 7:17
invested 35:19
investment 8:2
investments 6:18
invite 213:5
involved 63:13 64:15 68:9,12
 100:11 166:15 171:19 192:20
 220:3 224:22 225:3
in-school 83:9 99:5
iPad 106:25
Ironically 112:5
issue 40:21 63:12 136:12,16 147:3
 181:24 206:25 207:3 219:3,8
 223:23 225:17 230:25
issued 132:21 133:5,9 138:8
issues 54:18 110:11 119:1 133:25
 134:22 143:12 149:15 170:11
 184:18 185:9 226:14 231:5
item 5:4 8:13,25 13:13 58:18
 126:21,24 127:5,8 163:2,8
 174:12,18 194:3,4,5,20,22

195:15 198:1,3 209:1 228:4
 232:16,25 235:5,12
items 33:5 53:6,18,22 56:4,5,8,15
 79:4 234:16
ithey 188:14
it'll 105:3 147:25

J

JAMES 2:6
Janette 128:2 134:3 137:5
January 124:17 132:1 134:17
 185:1,25 199:13
JEFF 2:4
Jeffrey 231:16
Jicarita 213:20,22 214:24 218:17
job 1:25 8:10 15:19 31:13 60:2,4
 63:9,10 78:9 93:15 96:2 97:6
 109:2,6 162:12 169:9 172:22
 236:25 237:2
join 14:17 201:16 207:22
joined 116:6
joining 78:25
joy 45:11
Juan 207:13
judge 45:3,5
judged 112:1
judgment 47:5 226:5
Judith 232:5
Julia 2:11 209:9 211:16
July 9:19,22 10:4,7,8 12:1,5,6,18
 12:22 133:16 136:6,25 147:1,11
 198:14,14 200:14 215:8
jumped 34:7 169:2
June 9:4,5,8,14,18 11:21 120:16
 130:2 164:20 213:25 215:2
 229:5
Juniors 156:4

K

K 93:6 145:9 155:25
Kati 86:3
keel 71:7
keep 7:14,15,23 30:23 108:4 172:2
 172:2,11 199:2 208:4
Kelly 2:8 126:16 168:18 172:20
 211:15 213:13
Kennedy 61:2 230:1,2,3,8

kept 50:16 173:17,23
keynote 209:21 210:1,3,6
kid 85:16,17
kiddo 83:2
kids 7:25 15:23 17:15 22:24 25:12
 26:23 28:11 32:18 35:15 38:24
 39:14 42:25 43:2,4 48:8 51:22
 56:6 63:8 64:6,7,9,23 65:13,23
 65:24 66:3,8,16,18,22,24 67:3,7
 67:13,14 69:9,15,21,22 72:20
 89:17,19 96:16 109:2 116:25
 125:23 189:25 192:11
kid's 63:19
kill 137:11
killed 137:12
kind 6:11,14 7:8 37:15 55:10 71:1
 71:12,13 73:4 96:22 100:19
 104:11 140:11 143:16 145:19
 146:3 155:8 158:19 160:8 164:6
 168:10,21 170:9,10,12 174:4
 185:11 208:14 215:24
kindergarten 43:3
kinds 38:12 134:13 171:17
King 179:18
kitchen 189:22
knew 36:1 100:2 169:20
knocked 31:24
knocking 81:25 97:4
know 5:16 6:20 7:1,3,16,22,24
 14:1 17:23 20:24 21:3,20,21
 22:23 26:6 31:5 32:21,23 36:1,4
 40:20 42:6,10 43:4,5,7,22 49:9
 51:2,3,22 54:12 55:15,16 59:4,7
 60:11 61:4,23 62:6,11 63:9
 64:10 65:12,17,18,20,20 66:8,12
 66:13 67:10,11 68:1,8 69:4,10
 72:8,21 73:10,22 74:7 75:12
 78:13 83:25 84:13 85:5 86:19,20
 97:10 98:3,21,22 99:2,4 100:10
 100:12,23,24 103:21 104:3
 105:3,5,6,7,11 108:5 112:9,9
 116:21 125:5 127:2 130:3 134:7
 135:11,13 136:6 137:14 140:3
 140:19,23 143:18 148:20 149:13
 150:10 153:13 154:9,19 155:9
 159:16 160:3 162:16 168:2
 169:24 171:13 172:1,9,19

185:24 186:4 196:25 197:9
 199:25 205:13 207:25 208:14
 212:13 219:13 220:23 221:3,10
 221:21 222:13,14 224:1 229:10
 234:11
knowing 145:8 180:1 186:5
 189:25 200:17 201:10
knowledge 47:1 52:9 59:17 66:1
 68:7 110:24 153:22
knowledgeable 38:10
known 71:21
knows 62:6 107:22
K-through-2 91:10,12

L

La 213:20,22 214:24 218:17
label 225:23
labeled 111:11
Labor 214:6
lack 47:21 114:7
lacking 156:3
ladies 77:14,17 162:25 234:19
lady 39:4
laid 88:6
land 132:23
language 3:14 17:11 73:4 77:10
 96:10 175:2,8 176:17 188:10
 189:7 190:18 191:1 192:4
 193:23 202:5 211:1 218:14
large 47:11 84:7 111:18 156:14
largely 17:5 110:5
larger 38:20 48:20 196:9
largest 99:20
Larry 230:3
Las 175:6 213:1
late 44:16 51:24 54:13 83:19
 135:11 234:19
latest 15:2 108:6
LaTricia 175:9,25
lauded 52:8
law 17:14 109:13
laws 181:9
lawsuit 166:6,11
lawyer 109:13,15 220:1
Law/Consultant 2:11
lead 79:1,2 120:3 125:8
leaders 7:15,22,23 192:15 211:9

leadership 55:21
leading 8:11
learn 20:6 54:22 72:20 74:14,14
 168:20
learned 20:23 36:11 72:18,19
 74:20 82:16 99:8,16 169:20
 170:5
Learners 17:11
learning 3:17,23 6:9 21:1,21
 32:22 57:2,8,12 65:15 83:6 84:4
 84:10 87:19 92:17 97:15 102:3
 108:16 115:14 194:6,15 210:14
 210:15 211:6 214:11,12,16
 215:18 216:6 228:4,8,16 229:13
 229:16 230:21 231:17
LEAs 202:11
lease 131:6 132:24 133:3 137:20
 138:3 147:10 150:8,9,10,13,14
 150:19,23,25 151:4,13,14,22
 152:12,13,19,22,24 153:11,17
 154:10,12,13,17,20 155:2 171:4
 197:1
leases 134:12 137:16,23 146:19
 154:15,22
leasing 130:17 132:20
leave 41:23 44:15 122:13,15,18
 225:20 226:17 227:19,20 232:5
 232:7
leaving 18:14 112:2 113:21
led 174:1
left 11:7 17:14 27:7 42:15,16 46:3
 61:1 110:3 115:3 162:11 164:24
left-hand 202:1
legal 146:15 148:21 168:11 181:7
 221:18
legislation 88:4,7 114:8
legislative 115:22
legislators 205:7
legwork 149:14,17
Leighann 13:14 36:16 40:11
 75:10 126:10 191:24
lengthy 64:17 162:16
Lenti 13:14,16,22 14:5,10 26:21
 29:20 33:15 34:2,14 39:7 40:6
 44:11 46:20 50:4 51:9 52:25
 55:25 56:20 58:6 71:17 77:19
 78:24 79:12,21 80:14,19 81:6

82:9,12 101:17 103:14 105:16
 115:8 117:19 119:15 120:21
 122:2 123:17 125:11 126:12
 191:24
LESC 100:14 127:1 209:17
lessee 146:17 150:3,7
lesson 93:1
lessons 99:15
lessor 154:22
lets's 46:10,10 77:24 98:6 114:14
 114:23 160:16 163:1 172:25
 174:12 191:5 219:15 227:20,25
 228:3
letter 143:7,18 144:16 147:7,8
 178:6 184:7 228:20 229:4
letters 169:14
let's 9:20,22 12:6 17:10 26:1 49:22
 194:20
level 8:9 15:23 18:11,15 19:21,23
 26:23 32:17,19 38:5 61:19 65:15
 68:21 79:15,18,19,22 80:12,18
 80:21 81:10 84:20 87:14 89:18
 90:14 91:9 93:9 94:22,22,22,24
 94:25 95:13,14,14,15,17,17,18
 98:18 102:12,12,13 113:18
 125:10,14,15,24 202:25 204:6
levels 15:20 79:20,22 80:1,4,5,7,9
 203:13,16,17
Lewis 2:9 78:6,11,14 168:7 181:11
 217:11,18 218:9,13,15 219:18
 219:21 220:14,24 222:16 224:7
 225:1,2,17 226:3,21 228:21
 232:24
LFC 95:21
liaison 2:10 213:14
liaisons 212:22 215:19
license 94:25 95:1 125:13
licenses 94:21,22 125:12
licensing 94:20 102:11
licensure 95:14,14 102:25 105:21
lied 71:9
life 109:14 131:20 142:25 143:12
lifetime 9:5
lightening 215:10
limit 171:2 191:6
limited 60:5 152:18
line 10:5,8,22 11:12,15 206:18,20

207:7,15 220:19,23
lines 11:2 20:22 34:5 95:11,12
 140:25
lingering 166:4
link 93:19
linked 6:17
list 12:8 58:23 66:15 174:25 190:4
 191:10 200:4,6 204:19 207:18
listed 12:8,9 234:16
listening 144:4
literally 25:5 47:17 137:25
litigious 104:9
little 18:5 22:4 23:1 24:18 27:17
 29:5 30:21 36:6,12,19 37:13
 38:6 41:18,20 54:7,12 57:4
 76:18 82:19 85:4 87:15,24 96:13
 97:23,25 98:1 110:19 112:6
 118:4 136:6 141:17 152:2
 162:18 167:7 185:18 196:12
 200:19 208:19
live 119:20 120:4 185:17
lives 217:23
living 180:3
lobbied 208:3
local 106:7 125:10,15 126:6
 202:12
locally 92:14 94:14 125:16
located 195:2 209:15
location 177:25 186:22
locations 185:8
locking 115:9
log 118:8
logged 56:6 103:20 104:7 121:1
logic 39:23
logical 44:8
logins 119:3
logistical 118:14
lone 105:8
long 10:1 24:24 43:10 77:23 85:8
 85:22 86:1 145:1 152:9 158:10
 159:15,16,24
longer 15:20 27:17 57:4 102:14
look 9:3,22 11:10 12:6 18:19 19:2
 19:5 22:8,9 23:12,16 25:8 29:19
 34:25 37:14 39:11 41:4 43:25
 45:1,4 46:10,11 47:11,23 49:3
 54:16,23 64:2,25 65:21,21 66:7

66:9,9,10,12 72:4,8,8 74:25
 81:14 83:5 85:19 87:18,23 90:10
 93:1 94:19 96:13 101:14,23
 102:1,5 109:11 114:15 123:18
 123:21 137:4 169:14 172:9
 173:7 181:11 186:5,7 188:1
 203:6 206:10 213:6
looked 25:17,19 29:1,3,4 75:25
 85:10 86:9,15,25 87:2 130:19
 185:25
looking 27:22 49:13 51:12 69:25
 86:5,22 92:21 98:22 124:4
 137:19 138:5 142:17 196:15
 225:9
looks 23:11 46:4 50:12
loop 174:5,9 226:6
Lopez 12:8
Los 86:7 195:2,8
losing 19:12 197:9
loss 41:8
lost 74:22 111:6 201:8
lot 7:10 10:2 18:2 29:7 35:10 36:8
 36:15 39:10 41:14 42:18 48:13
 52:2,7,11 55:5 60:22,22 61:5
 62:14 63:4,5,15,15,16,18,24
 64:10,10,13 65:2,18,20 66:14
 68:9 69:17 74:22 84:16,17 87:20
 91:8,24 99:2,8 112:8 124:16,20
 131:22 133:23 134:2,6 140:14
 167:4 168:8 170:3 210:19
lots 39:5
lot-line 134:22
love 73:1 81:20 173:4 175:17
 208:8
low 66:25 69:12 81:2 89:22 94:3
lower 131:2
lowest 19:17,20 48:8 94:24
low-performing 16:4
luck 28:10 97:1 105:11
Lujan 232:2
Luna 201:7,9 206:19 207:8,20,21
Lunas 195:2,8
lunch 162:19,22
Lynn 59:17

M

Mabry 1:11

Madame 4:23 5:11 11:20 12:14
 13:3,12,19 33:18 37:22,25 38:1
 42:4 43:12 46:2 52:20,25 55:8
 56:17 58:2,6 59:20,23 73:24,25
 75:7 78:19 103:4 105:16 108:3
 114:19 125:4 126:22 128:7
 141:18,23 143:6,23 144:23
 149:25 153:2,24 154:7 156:9
 157:8,12 158:9,20 159:2,11
 161:22 163:11 168:2 169:3
 170:13,19,25 171:12 172:12,17
 173:6,10,22 174:15,24 177:16
 177:22 178:21 179:3,16,23
 181:6 182:10,16 183:14 184:2
 184:25 185:13 186:3 187:5,22
 187:25 188:8 193:20 194:8,24
 195:20 197:22 204:22 205:2
 206:1,15 207:10 208:7 209:4
 216:11,18 217:9,24 218:12
 219:7 220:4,9,18 221:14 222:3
 222:18 223:2,18,24 224:12
 225:13 226:2,7,16 227:10 228:6
 229:24 230:2,16 234:5
maintained 28:23
maintenance 152:15
major 104:18
majority 120:22 165:22
making 8:4 19:9 24:25 30:6,25
 45:17 47:5 61:8 63:1,4,5,8 67:22
 93:20 102:17 119:2 173:1 224:9
man 60:25
manage 86:19
manager 2:8 59:6,17 232:3
manner 17:22 123:22 124:8 134:4
manual 43:14,17 44:13,18 46:12
 46:18 49:23,24 50:18,25 51:6
 119:13
March 51:8,9,13,24 124:19
 132:22 133:5,8 139:21 147:19
 148:3,17 149:8,12,22,23
Marches 149:24
mark 19:5,9 28:12 57:10 95:20
 172:13,14,16
Martica 127:13 129:2,2,19 131:12
 133:15 135:25 141:15 144:24
 145:16 153:1 154:12 156:23
 162:3

Martinez 115:19,23 188:17,25
 189:1,5,6,18 190:11 191:8,12,16
 192:23 194:1
Maryland 113:10
Marzano 85:9
Massachusetts 65:1
Master 128:14
master's 109:8
material 51:18 159:17
materials 63:2 77:8 119:24 120:5
 130:3 180:4
maternity 122:13
math 38:17 41:20 66:8 68:9 81:15
 111:17
mathematical 44:21
mathematics 91:14 96:10 211:1
 230:5
Mathis 175:9,16,25,25 176:2
 177:20
matter 67:19 84:1 100:23 121:11
 137:14 195:3 197:17 225:12
 226:17 236:12
Matthews 175:14,17 218:3,12,16
 219:19 220:4,18 222:18 223:24
 224:8,12 225:4 226:3 227:4,10
 227:17,23 228:22 229:11,17,24
 230:16 231:14,25 232:13
max 26:15
ma'am 139:4 140:6 178:17 179:13
 196:3
McCurdy 3:9 127:9,11,25 128:3
 129:20 130:10,16,17 131:6
 132:3,10,15,19 133:1,2,4,19,24
 134:10,11,20 135:8 136:8,10,15
 137:16,19,21 138:3,12 142:22
 142:23 146:14,16,18 147:1,3,8,9
 147:10 148:25 149:2 150:2,15
 150:24 152:11,21 155:13 157:15
 157:18,21 158:4
mean 26:10 70:4 73:3 79:19 89:19
 104:12 146:19 153:15 203:8
 204:20,21 205:7
meaningful 92:11
means 18:10 19:3 27:18 29:24
 30:16 35:15 37:16 75:23 80:21
 98:14 109:21 141:13 172:10
 204:23 216:4

meant 17:8 36:21 210:20
measure 15:19 18:17,18,21,22
 20:6 25:3 89:10 91:12 111:19,21
 111:22 112:24 118:24
measured 192:13
measures 22:5,6 23:13,17 57:1,11
 75:16 77:4 90:6,9,13,23 91:6
 92:14 93:3,4 94:14 110:13,25
 111:4 112:14,25 113:3 122:4,22
 198:22 201:24
measuring 10:9,12 124:3
mechanism 217:7
media 34:7 197:12
Medical 122:15
meet 17:9 27:1 53:8 84:14 121:17
 123:13 128:15 130:13 131:13
 136:16 138:25 141:12 143:17
 145:13 168:6 179:6 200:24
 201:15
meeting 1:9 4:3 5:20 6:14 9:4
 22:24 23:8 54:18 78:3,4 84:17
 126:13 127:1 139:21 149:8,15
 157:19 163:1,20 166:25 179:10
 182:1,14 198:20 199:13 209:17
 217:8 221:6,6,9 222:11,17 235:4
 235:4,11 237:3
meetings 9:25 10:1 59:5 149:17
 219:6 220:21 221:16,20 226:11
meets 133:7,7 138:24 144:2
MEM 134:5 145:7 151:6,9 152:22
 153:15 154:18 155:24
member 2:4,5,5,6 46:15
members 4:24 5:12 13:19 46:13
 46:22 52:25 58:6 75:7 76:20
 105:16 128:7 141:18,23 143:6
 143:23 144:23 153:2,24 167:3
 170:19 174:24 177:22 178:21
 179:3,16,23 182:10 184:2 188:8
 194:8,24 195:20 198:7 205:2
 209:4 214:24 216:11,18 217:24
 218:12 220:4,18 221:14 222:18
 223:2,24 224:12 225:13 227:10
 228:6 229:16,24 230:16,19
 234:8
memo 50:11
Memorial 138:11
mention 133:6 135:6

mentioned 14:16 16:23 22:5 123:7 166:5,25	minutes 3:4 9:1,2,3,5,8,9,14,18,20 9:23 10:4 11:19,22 12:1,5,6,18 12:22,23 13:7,11 14:21 77:18,24 82:13 162:19 196:13	235:5,12
Meredith 231:21	miracle 114:5	motion 8:19,24 9:8,12 11:25 12:13 12:17 13:1,6,11 157:11,23 158:2 158:13 159:3,6 160:25 161:23 161:25 176:7,19 177:16 180:17 180:25 183:15 186:14,15,21 187:23 188:4 190:14,15,24 193:21 232:20 233:6,9 234:7 235:6,9
merely 195:15 227:5	misinformation 122:10	motions 176:10
merit 210:4	mispronounce 178:4	motivation 211:7
message 7:13,16	mispronouncing 176:3	move 8:16 9:10 11:20 12:15 13:4 19:6 21:23 28:25 33:10 52:4 77:20 81:23 92:12 94:2,4 101:22 114:15 127:5,8 157:14,17 162:17 163:1,2,6 174:12 176:14 178:6,22,24 179:5,7,22 180:19 180:21 181:9 182:13,14 183:17 183:22 184:5,9,19,24 185:1,10 186:17,19,22 190:17 194:20 195:19,22,23 214:19 228:4 232:22 233:1,1,2 234:6 235:7
met 24:15 25:14 93:11 143:12 201:19 214:3,20 218:8	misread 11:16	moved 89:24 111:16 117:16,19 123:8 179:14,14 214:18
Methodist 132:12,13,17 149:16	missed 25:15,15 26:3	movement 48:6 61:7
methodology 140:7,12,17 148:18	missiles 208:14	moves 39:14 125:13 181:14 195:5
methods 110:15 112:13	missing 144:15 207:18	moving 30:8 55:7 62:21 89:1 94:1 95:25 111:23 116:9 195:8,18 196:13 217:1
Mexico 1:2,12,22 5:8,17 7:2 15:14 16:5 17:2 18:1 46:18 52:23 53:5 54:2,24 56:9 57:6 81:13,22 84:23 88:25 89:12 94:16,21 96:3 99:16 102:6,12 103:17 113:23 115:13,25 117:1 120:22 121:13 128:16 130:13,23,25,25 131:13 141:12 150:20 157:20 159:14 160:4 166:18 176:1 179:17 201:6,13,17 205:13,20 206:5 207:1,2 208:10 209:23 212:9 213:10 216:22 236:2,8,11,12,20	mission 43:22 44:5,8 75:24 76:2 76:10 77:3 175:2,8 176:17	multiple 47:6 86:10,11 92:14 93:3 94:13 112:25 122:3,22 124:23
mic 40:3	misspoke 34:19	multi-month 48:25
Michael 184:11 195:9 196:3	mistake 71:5,6	murder 109:12
microphone 141:22 142:15	mistakes 10:23	music 65:5 69:8 197:13
middle 18:6 26:21 32:6,10,16 90:14 113:18 135:16,17 182:1 197:10	misunderstanding 36:9	musician 197:14
middle-school 22:3	mixed 149:24	myriad 133:25
midway 5:25 122:12	mobile 16:11,16 76:24	
migrating 213:1	mobility 17:19 76:16	
miles 5:24	mode 30:23	
military 60:10,13,14 62:22 171:19 208:12	model 26:19 45:25 76:14 80:25 81:1 96:8 97:23 167:15	
Millie 12:9	modeled 20:11	
million 84:23 131:8,9 198:25 199:1	models 111:24 113:9	
mind 11:17 138:16 151:12 153:8 196:21 199:2	moderate 32:9	
mine 207:13	modify 175:2	
minimally 106:12	moment 155:9 220:11	
minimum 112:16 145:4 200:23 201:2	Monday 227:7,12	
Ministries 132:11,21 136:3,9,14 139:20	money 63:1,5,6,7,8,13,14,15 64:15 65:2,2 69:6,17,19 102:15 114:7 120:18 164:22,24	
minority 86:5	monies 150:9	
	monitor 167:24	
	Montgomery 113:10	
	month 117:16 130:14,15 135:12 139:2 199:25 212:23 215:2	
	monthly 158:14 161:1 162:1	
	months 84:4 130:6 132:22 134:15 135:17 139:6,14 140:5 141:3,8 141:14 142:1 146:23,23 148:1,6 148:13 160:4 173:8 199:25 212:4	
	morning 4:1 5:12 13:15,16 14:2,6 14:10 83:3 127:20 128:2,20 162:11 180:5,6 205:1 232:8	
		N
		N 2:1
		NACSA 167:17 213:13
		name 62:1 175:23 178:10 189:2 196:1
		names 65:14 119:3 121:10 127:22
		narrow 68:17,21
		narrowed 64:22 65:4
		narrowing 66:5
		narrows 64:12

nation 53:4,10 86:4 192:5
national 8:9 74:9 87:25 109:25
 112:19 191:21
nationally 41:21 192:16
Native 27:24 59:10 159:22
nature 14:18 27:1
NCLB 88:20
near 154:14 168:4
nearing 80:6 89:20,21
necessarily 222:8 224:21
necessary 52:18 67:25 131:12
 234:24
necessitating 128:13
necessity 52:7 139:22
need 7:13,15 23:1 28:6 32:18,23
 32:23,24 38:6,18 50:13 54:10
 58:10 63:11 66:1 67:13,16 69:9
 69:13,22 84:8 93:11 96:24,24
 97:3,8,9,22 98:7,22 107:16
 119:18 120:1 124:1 134:23
 135:12 139:20 144:14 145:13
 146:9 151:15,24 162:18 163:4
 164:4,15,16 166:10,12 167:16
 169:24 172:3,5 173:19 174:9,19
 181:11 182:14 183:21 190:5
 191:19 205:8 211:7 212:15
 215:23 220:3,16 221:2,3,23
 223:21 225:3 226:11 232:20
needed 36:2 58:11 60:16 67:23
 72:19 92:7 100:2 121:5 156:16
 167:25 179:22 186:8 219:22,23
 222:13,15
needing 139:22
needs 93:18 97:7 164:9,17 166:22
 167:4,15 171:24 210:19 225:6
 226:6
needy 111:24 112:3
negative 19:14 83:22
negatively 39:22
negotiated 203:16
negotiations 134:9 146:19 203:4
never 11:17 38:3 45:2 47:4 55:10
 64:8 67:9 69:2 157:3 203:18
new 1:2,12,22 3:10 5:8,17 7:2
 15:14 16:5 17:2 18:1 30:13 32:3
 43:14 44:15,18 46:18 52:23 53:5
 53:24 54:2,24 56:9 57:6 62:16

74:14 78:5 81:13,22 84:22 88:25
 89:12 91:1 94:16,17,21 96:3
 97:20 99:16 101:23 102:6,12
 103:17 110:9 113:23 115:13,25
 117:1 120:22 121:13 125:5
 128:16 130:13,23,25,25 131:13
 137:24 138:11 139:15,25 141:12
 148:11 150:1,13,20,25 156:14
 156:19 157:20 159:14 160:4
 166:18 175:1,6 176:1,1,16
 177:18 179:17 186:22 191:25,25
 195:5,8,12 197:3 201:6,13,17
 205:13,20 206:5 207:1,2 208:10
 209:23 212:9 213:10 216:22
 234:20 236:2,8,10,12,20
newer 196:9
newest 60:24
news 62:19 194:13
nice 5:21 6:5 20:18 198:5
nicely 215:12
Nickleby 7:4
nicknamed 17:14
night 83:1
nine 43:18 83:2
ninth 62:7 68:24 69:2,3
nitty-gritty 64:1
NM 1:20 55:3 236:18 237:4
NMAC 168:6
NMAPA 192:10
NMCI 142:6 143:13,17
NMSA 232:18 233:2
NMSIA 166:8,18
NMSIA's 166:14
NMTEACH 3:6 92:5 104:24
 105:24 119:17
nobody's 51:20
nonprofit 196:23
non-cognitive 210:13,18,20
non-cohort 76:20
non-questioning 196:6
non-renewal 169:13
non-tested 90:17
non-traditional 202:20,20,23
 203:8 204:4
noon 77:20
norm 55:16
normal 29:8,23

normally 144:13
normed 52:24
norming 54:8
norm-based 79:16
norm-referenced 79:24
north 5:24
Northern 207:1
notations 206:6
note 138:5 170:7 171:18 185:4
notebooks 130:4 155:2,3 162:6
 176:9
noted 174:22 182:17 202:22
notice 107:18 204:18 219:5
 231:20
noticed 217:12 219:22 225:20,24
 226:24
notification 198:21 218:22
notifications 170:4
notified 182:15
notion 94:7 102:8 220:10
novel 73:16,17
November 103:13 105:4 118:15
 118:19 119:9 123:9 164:11
 212:23
nuance 75:11
nuanced 31:7
number 17:9 23:19,21 24:9 31:23
 32:9,16 37:3,6 38:23 68:11 70:7
 83:19 84:7 146:23 196:19 237:2
numerous 62:18 114:2 215:1,7
nurturing 67:16
NW 1:21 236:19

O

Obama's 6:10
obligation 147:21 166:16
obligations 164:22 166:19 201:12
observation 92:10,15,25 94:7 95:9
 95:12 98:14,18 106:22 107:3,10
 118:5,10,10,23 124:12,16,18
 182:8
observations 91:16 92:20 98:15
 99:14 106:21 107:7 113:5
 117:22 119:6 123:19 124:2,5,15
observe 92:24,25 93:1 123:20,23
observed 91:21
observing 94:8 98:17

obtain 219:12
obviously 8:10 62:3 66:10 86:18
 122:14 165:13
occupies 132:10
occupy 134:20 135:3 214:2,5
 218:6,20 227:13
occupying 130:18 137:19 153:14
 219:1 227:6,8
occur 146:10 223:19
occurred 70:20 173:13 182:23,25
occurs 180:9
October 103:13,14 104:17 117:24
 117:25 123:24,25 133:8 136:17
 138:25 139:3 145:21 148:17
 149:4,6,10,23 194:12 196:14
 198:18 199:4,5 200:18 201:18
 212:23 213:12 236:15
Octobers 149:24
offer 197:11,12
offered 172:14,16
office 42:10 78:7 101:11 165:10
 165:11 185:22
officer 210:5
offices 42:8
official 5:2 71:18 153:22
Off-the-record 234:13
oftentimes 48:1 210:24
Ogas 195:10 196:3,3,11 197:4,19
 198:2
Oh 10:22 67:9,20 78:22 80:19
 158:7 163:9 174:16
Ohio 113:10
okay 10:7,21 33:13 35:4 46:11
 51:15 63:6 69:22 72:3 79:12
 80:11,24 82:8 105:3 126:8 139:2
 141:4,15 153:9 155:22 162:20
 163:9 184:22 195:22 199:4
 204:25 205:11 207:19 218:16
 219:18 223:7 227:1,3
old 39:4 51:19 63:13 165:8 171:1
older 38:1 134:7 181:19
once 37:16 52:13 64:24 148:13,14
 151:6,9 181:15
ones 57:4 74:21 92:18
one-and-a-half 48:4
one-year 213:23
ongoing 49:3 61:7

online 47:16 52:14 53:14 57:17
 88:13 103:23 106:19 119:11,13
 119:16 120:17,19,21
open 14:22 110:1 138:13 142:2
 159:2 180:5 219:5 220:20
 221:16,20 226:11
opened 104:7 214:12
opening 128:6 214:6
operate 224:20
operating 101:13 184:8 185:7
operation 72:17 215:24 218:19
 228:11,19
operational 112:22 151:15,18,21
 151:25 152:14,17 153:19 154:20
 155:11
operations 164:20 214:1 216:1
 218:25 227:13 228:23
opinion 7:4 100:24 104:12 116:23
 185:11
opinions 101:19
opportunities 59:14
opportunity 20:5 29:25 51:19
 53:11 58:16 66:4 75:9 116:10,18
 118:3 124:14 179:25 180:7,12
 204:2
opposed 8:23 9:17 12:4,21 13:10
 103:13 235:19
opt 59:14
option 116:9,13 196:22
options 3:21 196:21 209:1
order 3:2 4:2 7:24 104:2 117:5
 120:10 131:1 150:25 152:16
 155:10 182:22,24 201:8 206:11
 225:15
organization 132:24 133:1 147:22
 153:22
original 181:12,19
originally 75:24 130:20 138:5
 140:8 142:25 143:19 160:15
outcome 45:7 117:10
outcomes 16:15 98:9 117:7
outperforming 209:19
output 85:2
outside 93:15 234:9
outstanding 60:2 73:12 109:8
Out-of-school 110:21
overall 16:7 19:15 22:17 27:11

28:18 31:17 45:2 72:17 82:4
 106:11
overview 14:24
over-challenge 67:13
over-obligate 200:20
owned 132:10,12
owner 133:10 134:10
ownership 128:12 136:23 137:15
 137:22 146:13,14 160:16
owns 136:8,15

P

P 2:1,1 55:5 202:7
pack 180:4
package 55:22 184:6
packet 137:25 198:19 199:10
 200:3 209:5,16,21 213:19
packets 178:5
page 10:4,8,22 11:2,2,12,15 12:7
 27:4 36:13 55:3,3 202:9,23
 206:16 210:6
pages 27:15 36:14,15 137:7
 144:10 236:9
paid 104:15 113:24
pains 44:20
painting 32:25
paired 86:9 87:2,5,10
paper 47:18
paperwork 146:12 148:25 149:5
paper-pencil 47:16
paragraph 210:7
parameters 89:11
paraphrase 206:9
PARCC 30:9 52:14,21,22 53:1,5,7
 53:10,12,25 54:17,24 55:4,6,11
 55:14 56:1,9,12,15,20,24 57:1,3
 57:11,17,21 58:8,10 59:5,6,17
 63:3
PARCC-related 79:4
pardon 40:2 139:7 190:25 194:20
parent 21:9 48:14 82:25 93:5
 122:19
parental 21:8
parents 2:8,9 3:21 21:20 48:16
 52:5 167:2 209:2 211:9 215:20
parent-and-student 49:1
park 31:25 81:25 97:4 178:1

parking 185:19
part 17:3 20:12 21:5 32:14 34:10
 37:12,16 41:24 44:21,21 53:15
 54:13 55:9 57:5 58:5 59:11 63:6
 71:22 88:9 89:10 91:16 93:2,21
 94:5 105:15,19 108:21 121:25
 122:3 132:25 140:13 147:21
 151:17,20 152:20 153:7 159:13
 160:19 185:19 197:15 206:23
partaking 204:3
partial 22:19 23:6 26:14
partic 59:8
participants 12:8
participate 23:17 58:11,20 59:1
participated 59:8
participating 23:19 53:2
participation 20:7 23:14 24:13
 70:22,23 76:17 202:20,24 203:7
 232:14
particular 66:19 77:9 98:2,4
 102:3 140:9 160:18 166:11
 216:12 231:4
particularly 81:15 90:13
parties 133:13 220:2
partner 121:21
partnership 201:9
parts 36:18
pass 5:17 65:24 116:1 123:1 137:2
 149:6,7,9 150:17 178:5 212:21
passed 88:4,5 137:5 149:3 193:25
 234:8
passee 150:17
passes 136:14 161:25
passing 44:4 172:13
password 103:21
passwords 121:11
pass-through 150:23
path 97:22 222:25
paths 43:1
patience 107:20
patient 43:17
patients 7:21
patterns 186:7
Patti 218:10
pause 14:15 33:3,7 100:5 225:22
pay 108:7 113:14,18 121:20 150:5
 151:14 154:20 159:20

payment 150:24 151:22 152:12,13
 152:19,23,25 153:11
payments 150:12 151:4 155:3
PD 97:23,24,25 98:1,6
PDP 105:24 106:6
PDPs 105:14,17 106:3,16
Pearson 63:4
PEC 2:10,10 130:7 133:20 139:22
 166:17 176:15 179:22 195:7,19
 220:16 225:15
PEC's 220:15
PED 2:10 3:6 13:13 46:22 50:14
 92:8 99:6 107:11 125:8,11 126:4
 154:21 164:14 165:16 191:24
 228:22 229:12
PED's 116:22
PED-approved 92:14 94:14
peer 17:25 113:8,8,11
peers 19:23
peer-reviewed 88:8
penalize 76:16 122:16
penalized 81:5 122:13
penalty 70:23,25 117:25 118:20
 119:8 123:11
Pending 200:13
people 7:21 34:6 36:16,23 37:4,8
 38:21 42:20 46:17 49:13 60:23
 60:23 61:5,23 63:1,5,14,18
 64:13,13 68:19 69:19 72:4,6
 95:25 99:22 109:11 114:2,20,24
 119:2 134:25 160:7 172:21
 174:2 192:16 200:1 208:17
 228:25
Peqasco 215:4
Peralta 2:5 4:14,15 5:10,11 8:7
 11:24 103:6,7,16 114:21 117:15
 120:12 121:8 123:3,4 161:14,15
 176:18,20 177:7,8 183:6,7
 186:15,16,17 187:13,14 190:22
 190:23 193:11,12 226:16 232:22
 233:1,21,22
percent 19:1,18 28:22 31:3 84:16
 84:19 89:15 90:4,6,12,19,24
 91:15 92:13 93:23 94:6,13
 110:19 111:13,16 130:24 131:1
 144:17 145:1,3 146:7,8 147:6,17
 199:3 200:16 202:25 203:2

204:10 211:6
percentile 85:11,23
perfect 41:12,13
perform 18:20 68:21 81:9 134:18
performance 15:20 16:21 17:20
 25:18,23 27:20 32:19 81:14
 84:16 86:24 94:24 95:16 96:5,8
 99:14,15,21 102:7,18 103:1
 122:8 158:18,22 198:21 201:24
 202:3,10,18 203:1,13,16 204:7
 204:11 211:6
performance-driven 206:11
performed 101:25 129:20 132:15
performers 19:21
performing 19:17 24:24 26:4
 38:25 48:8 81:2 87:6,10 95:18
 96:16,17 125:23
period 23:3 36:23 128:17 135:1
 139:11 140:2 141:2 159:21,21
 159:22 204:11
Perkins 3:20 198:3,12,24 205:6,21
 206:23 208:2,4,8,9
permanent 196:16
permission 181:14
permitted 214:19
permitting 215:5
perpetually 30:22
perpetuity 173:18 215:22
perseverance 210:21
person 14:3 35:7 47:5 144:16
personal 192:18
personnel 165:15 166:6
perspective 208:15
pertain 7:11
pertains 77:8
petition 76:8
PGP 106:6
PGPs 106:10
ph 121:13 153:3
phase 89:23 139:13 160:20,22
phenomenal 197:7
phenomenon 41:5
phrase 62:25 63:13
phrases 210:3
pick 37:14 185:24
picked 5:19
picky 10:23

picture 24:23 25:4 31:8 32:25
 65:22
pie 204:21
piece 21:10,11 36:5 37:17 57:24
 88:4 89:16 93:16 95:9 102:5,10
 103:11 120:3 134:16 136:24
 194:13
pieces 49:7 96:4 107:16 118:14
 121:22,24 146:22
pike 7:11
pilot 82:20 91:18,19 95:8 96:2,4,7
 96:18
piloted 52:23
PIO 2:10
PISA 20:12
place 18:4 31:9 36:3 47:7 55:13
 82:18 106:13 107:4 121:16
 137:24 148:20,21,25 164:17
 172:3 173:25 174:6 178:24
 184:20 200:7 216:5,9 219:11
 221:24
placement 23:13
plan 3:20 62:5 93:1 106:13 125:7
 127:10 128:14 129:25 131:14,16
 131:24 133:13,19 135:10,14
 136:2,19 138:1,19 141:5,6,24
 142:1,3,8 143:24 144:13 157:21
 186:6 198:4 202:15
planned 195:17
planning 28:3 92:23 133:18
 198:15 200:15 213:23,24
plans 143:1 144:2,5,12 191:14
play 164:21
playing 179:1
PLC 93:2
please 8:21 9:14 10:6 12:2,19 13:8
 13:25 14:9 33:16 40:3 60:6
 77:25 82:11 127:12,16,21,23
 128:4,6 141:16,21 142:16 158:6
 161:4 163:2 170:7 174:14
 175:21,24 178:11 182:19 187:1
 189:4 193:1 196:1,2 198:9
 220:12 227:25 229:22 232:24
 233:11 234:9 235:6,17
pleased 209:20
pleasure 198:8 208:25
Pledge 5:4,5,7

plenty 164:22 165:3
plug 213:7
plus 42:12 68:10 150:13,25
 197:14
Pogna 4:22 12:10
point 16:23 21:13 30:5 33:9 37:11
 40:8 42:13 44:6,25 45:18 46:22
 47:3,15,25 48:18 49:16,19,20
 51:7 52:2 55:25 56:25 62:7,23
 64:5 66:23 67:8,13 68:23 85:7,7
 86:13 96:3 121:20 154:4,13
 155:23 157:1 159:12 160:11
 167:9 168:13 172:2 182:2 186:6
 195:16 209:7 210:2 211:15
 213:17 232:16
points 10:9,11,15,17 19:6 20:5
 21:7,7,9,10,18,18,23 22:20
 23:18,20 24:13,14 26:16,17,22
 26:25 36:22 45:22 46:11,23
 47:22,25 48:3,4,11 49:9,15,16
 72:13 81:12 94:2 98:23 160:13
policies 38:14 47:7 49:25 54:15,16
 54:21 110:6
policy 35:6 39:19 45:20 167:10
political 7:15,23 60:19
politically 62:8
Poms 166:8
poor 69:21 86:5 101:9
poorly 26:9
popped 153:8
pops 151:11
population 16:12 77:9,13 188:13
 189:25 192:9
populations 76:3 111:3
port 166:15
portion 26:24 53:13 57:1,11,21
 78:25 90:23 91:4 134:21 135:3
 160:18
portions 57:3,23
position 52:15 178:10 182:3 189:3
 196:1 229:23
positive 185:7,9 214:15
possibility 49:15 127:3 221:7
possible 40:17 45:8 47:13 61:10
 115:6 162:17 176:9 179:10
 186:9 189:16 221:21 234:25
possibly 51:16 226:10

Post 228:16
posted 44:1 222:11
post-secondary 15:25 199:16
 201:2,5 202:7 203:17 206:22
potential 117:2
potentially 93:16
Povadera 6:3
power 223:5
practical 211:8 212:14 222:4
practice 94:12 228:12
practices 110:10 118:21 125:9
 228:13
preceding 153:15
preclude 218:25
precluded 219:1
predicted 96:5
predictive 86:23
predictors 101:9,15
prefer 150:21
preliminary 72:13
prematurely 232:5
prepare 52:6 73:18
prepared 83:21 114:12 149:6,21
preparing 23:11
present 4:7,22,24 138:19 184:12
 218:3 232:3,4
presentation 3:5,6 13:13 14:11
 34:1 78:25 79:11 80:17 138:15
presentations 126:11
presented 8:20 176:15 180:20
 186:18 190:18 209:16
presenters 78:16
presenting 14:12 36:22 100:15
president 6:10 60:9 230:3
presidential 42:14
pressure 7:15
presume 34:9
pretty 18:2,16 28:20 32:13 35:3
 39:12 57:15 60:2 64:17 85:19
 87:11,12 122:6 148:15,19
prevent 119:5
previous 15:13 42:13 79:10
 179:13
previously 124:17 140:16
pre-K 43:3
price 131:9
primarily 70:21 133:24

primary 44:7 76:10 231:24,25
232:5
principal 8:8 35:20,22 46:25
82:15 91:21 93:22 98:16 101:10
104:19,21,25 110:4 175:25
211:20
principals 51:3 55:17 92:9,19
94:8 98:21 99:3 101:22 107:25
110:10 113:5 120:7,22 121:7
123:18
Pringle 138:10
print 156:13
prior 17:20 47:17 48:22 88:20
179:18,22 180:2 182:14 183:21
198:20 200:17 202:14 213:13
priority 107:23
private 65:7 69:11 132:15 134:8
140:18 212:11
probably 6:2 17:23 29:22 34:22
44:24 69:23 71:10 72:25 80:1
88:23 109:9 139:16 149:7 152:8
152:9,16 162:18 166:25 169:19
172:1 181:24 207:16
problem 42:24 43:2 51:19 69:16
69:19,20 74:17 81:24 104:4,24
128:11 150:7 159:25 160:9
problematic 17:14
problems 62:17,18 65:18 66:13
72:5 104:18 158:10 205:6
226:14
problem-finding 210:22
problem-solving 210:22
procedure 167:9 172:24 216:20
procedures 3:16 47:7 50:1 167:12
168:5 181:9 222:4
proceed 5:3 82:11 198:9
proceedings 1:9 3:1 235:21
236:10 237:3
process 15:8 17:1 34:6 47:19
49:22 50:3,4,6,12,21 54:4,8,9
58:9 59:11 64:18 73:21 77:6
102:21 108:21 140:1 154:2
163:16 166:23,24 168:19 169:2
173:1 174:6 188:2 196:15
211:23 213:3
productive 126:14
productively 36:18

profession 95:24 111:25 112:2
professional 1:21 97:11,14 105:18
106:1 199:15 226:5
professionalism 92:23
proficiency 19:9 31:17 39:11
79:20,22 80:4,7 87:14
proficient 15:22 19:4 22:25 25:6
26:2 31:24 54:10 80:6,6,20
81:16,23 89:20,20,21 91:13,13
program 23:14 40:24 59:6 60:21
62:13 64:19 100:21 104:3 107:4
197:11,13 203:6,10 206:24
programs 38:13 197:14 203:25
progress 16:2,6 18:12 22:14 30:6
30:12,24 31:15,16 81:19 89:19
89:25 90:2,5 91:12 124:14,21,25
143:22 199:22 212:5
progressed 95:5
progression 125:2 143:20
Project 94:18
projected 145:7
promises 115:5
proper 119:2
properly 7:7,19 30:12 54:11 98:24
142:13
properties 134:24
property 132:12,20,25 133:10
134:10 136:8,13,15,23 137:15
137:16,22 138:2 146:13 150:15
prophetic 189:17
proportion 70:24
proposal 46:15 211:16
propose 215:17 216:2
proposed 138:6 142:5 145:10,10
155:2 156:19 157:17 160:14
184:5,24,25
proposing 130:23 131:6 216:4
proposition 116:14 133:12
prosper 7:6
protocol 98:14 230:18,23 231:2
proud 8:11
prove 70:23
proved 96:3
provide 16:20 75:22 92:10 97:10
147:23 203:22 204:14 211:12
225:14
provided 121:3,6 130:3 147:24

155:1 199:14 201:25 229:11
provider 58:18 121:12
providing 69:6,8 94:9 97:16 98:24
106:1
provisions 122:15
proxy 88:23
PSAT 23:23
PSCOC 154:9
PSFA 129:1,18 130:2,14,19
131:17 133:20 135:11,22 137:3
137:13 138:6,8 141:11 142:21
144:25 145:5,16,23 152:25
154:10,21 156:22,23 177:25
178:6 179:7 180:11 184:7
188:20
PSFA's 131:10 145:12 179:9
PSFA-approved 180:2
public 1:1 4:3 12:23 13:7,24 45:13
49:18 50:1 59:3 63:23 75:14
93:14 129:21 130:9 133:14
163:24 165:9,19,21,23 166:18
167:16,19 171:25 180:19 194:14
209:19,24 211:18,25 223:5
225:7,25 235:10 236:1,11 237:3
237:4
pueblo 160:16
Pull 141:20
punctuation 95:20
pupil 69:7
purposes 158:23
purview 153:19 217:16 222:21
225:5
Push 40:5
pushed 105:4 145:19
put 24:2 32:1 49:8 53:13 55:22
67:2 82:18 89:3 103:22 104:6
106:12 107:2 109:23 112:3
117:11,25 118:8 137:24 139:16
154:23 160:16 167:11,14 168:5
173:4 182:3 203:14 208:14
215:23 228:20
puts 95:20
putting 24:1 115:1 167:9 209:11
p.m 162:23,24 228:2,2 235:21

Q

qualified 61:13 88:21

qualify 75:22 76:7
quality 112:24 113:2
quartile 87:3
quartiles 87:6
question 33:23 39:6,8 42:2 46:7
 48:2 58:1 69:24 74:4 75:8 79:9
 80:15,25 81:6 101:6,12 105:13
 108:14,18 114:23 128:23,24
 142:12,16 145:3 146:1,4 150:5
 151:11 152:5 153:3,5,8,25
 178:22 181:7,13 184:23 189:12
 189:19 191:18 206:16 216:15
 217:15,19 230:17
questionable 108:16
questioned 11:16
questions 11:19 14:3,7,15,17,22
 20:10,17,20 33:7,11,21 43:16
 71:10 75:6 78:20,21 79:6,14
 82:10 100:6,8 108:1 114:18
 123:2,6 126:9,15 127:16 135:23
 138:13,17 144:21 155:15 156:19
 157:10 168:14,16 170:15 175:10
 175:22 176:4 178:19 180:15
 184:12,18 186:12 188:18 189:9
 190:6,12 194:18 195:11 196:6
 197:24 204:15 208:6,20 214:25
 224:5 228:14 229:18 230:10
 232:10
quick 14:24 28:15 121:25 206:21
quickly 57:13 85:7 101:20 109:22
 148:15 162:17 222:12
quilt 134:24
quit 164:20
quite 32:7 57:14 80:15 81:13,18
 81:21 82:6 146:23 189:13
 203:18 214:7 215:12 217:19
quorum 4:25 5:2
quote 46:12 121:2
Q1 19:16 94:3
Q3 18:25 19:8,23

R

R 2:1
race 110:2,23 115:4,7,14,18
rains 215:8
raise 30:4 82:1
raised 181:24

ramp 212:9,16
ran 88:5 102:19 132:16 190:1
Rancho 215:5
Rand 111:17
Randolph 184:6
range 64:23 108:15 109:1
ranges 110:18
ranked 111:13
Raph 188:17
Raphael 189:5
rapidly 37:8 87:11
rate 22:6,7,10,15,18,20,21 23:7
 31:15,22 70:22 76:19,21 151:7
 152:13 203:7
rates 31:17 39:11 76:17
rating 106:9,12
ratings 111:19
ratio 68:25 69:12 131:3
Ravitch 64:16
reach 117:1
reached 58:19
read 5:14 43:17 50:2 119:14
 156:14 209:6 218:13 232:24
reader 91:13
readiness 22:7 23:10 43:23,24
 44:3,3,24 55:3 76:22 93:8
 115:16
reading 32:14 66:25 84:20 202:4
ready 13:2 14:9 20:3 24:3,10 30:4
 33:22 56:12 75:3 78:2 79:8
 114:11 115:2 117:17 137:13,23
 142:1 161:2 163:1 172:25 173:4
 198:10 203:12 221:9 223:20
 228:3
ready-made 77:3
read-ahead 130:3
real 10:23 15:5 17:21 109:20
 121:25 159:25
reality 17:15 81:21
realize 37:17
realized 61:5 145:20
really 14:2 15:3 16:18 18:4 19:22
 20:16,16,20,25 21:16,19 22:12
 22:16 23:11 24:24 25:25 26:5
 27:2 28:8,25 29:6 30:24 31:8,24
 32:2 35:11,12,17 42:6 45:4 48:9
 52:10 53:21 54:9 57:9 59:10

64:15 68:5,6 69:5,9,15 71:1,3
 82:21 83:25,25,25 85:14,20,25
 86:14,20 87:20,20,21 89:16,22
 91:1,17 92:17 93:12,15 94:3,10
 94:23 95:15 96:1 98:6,9,11,20
 98:21 99:12 100:11 109:20
 115:2 118:20 124:19,24 129:16
 133:17 134:3 136:3 140:2
 142:19 154:15 165:6 167:6
 168:1 169:1,4 170:2 217:20
 220:3 225:16 228:9 230:24
realm 166:14
reams 47:18
reason 63:24 117:7 129:11 145:15
 145:24 154:16 160:19 164:2
 200:10
reasoning 99:24
reasons 7:5 17:5 64:14 73:13
 83:24 110:12 136:22 139:8
recall 29:15 131:2 165:25 175:4
 179:4 180:3 199:12 202:14
 203:3
RECEIPT 237:1
receive 76:25 198:18 199:1,6
 200:5,8,9 201:20 206:3
received 71:18 115:13 144:8
 163:18 198:14,20 199:19 213:23
receives 218:21
receiving 37:2 199:3
recess 78:1 162:23 228:2 235:20
 235:21
recessed 162:22 235:10
recessing 235:1,2,3
reciprocal 134:12 146:20
recognition 88:16
recognize 16:1 65:17
recognized 16:6 19:10,13 23:9
 39:16 41:21 97:8 104:21,22
 192:8 205:16
recognizes 76:23
recognizing 77:11
recommend 87:22
recommendation 49:6 129:7
 178:7 184:14,17 192:19 219:7
 224:10,24 226:13 227:3,4
recommendations 172:8
recommends 175:11 188:22

reconvened 162:24
record 109:23 163:5
recorder 175:24
records 165:7,8,8,8,10,14,15,17
 166:3,10,12,16,20 172:5,11
 173:23
records-keeping 171:23
recovery 174:1
recuse 174:19
REC'D 237:9,14,19,24
redact 200:20
redo 119:23 170:1
reduce 68:25
reduced 69:1 130:20 138:8
reduction 83:11,12,18
refer 11:4,7 141:10
reference 62:22 80:12,17 182:5
referenced 79:24
references 202:6
referred 80:4
referring 79:19 158:21 207:11
reflect 110:16
reflected 25:1 32:20 94:4 100:3
reflecting 98:24 106:3,14
reform 7:2,3,8,18 61:7 93:20
Refresh 149:25
refused 160:17
regard 201:13,24 202:17 225:6
regarding 163:13 222:21
register 119:22
registrar 172:6
regular 91:25
regularly 4:2 94:8 122:7
regulation 71:20 117:21
regurgitate 65:13
rehiring 125:9
reimbursed 121:18
reimbursement 150:9 151:13
 152:19 153:11,17
reinforces 95:19
reinforcing 102:8
reinventing 173:3
related 217:1
relates 79:14
relationship 230:24
relatively 32:9 70:10
relaxed 76:17

released 199:14
reliable 111:22 112:23
relicensure 125:9
relocating 177:24
reluctant 135:5
rely 113:7 145:3
remain 111:5 126:7 146:17
 221:24
remainder 137:22 235:11
remained 72:2
remaining 57:10 90:6,11 92:13
remains 159:20
remediate 182:23,24
remember 36:13 189:12,21 190:7
 213:22
remembering 26:17
remind 48:9 170:11
reminder 48:10
remiss 78:3
removed 70:25
renegotiation 204:10
renewal 188:2 195:1 196:14
 211:22,23 212:25 213:3
renewed 163:14
renovate 131:4
rent 150:7
repair 131:8
repeat 213:18
repeating 101:8
rephrase 126:4
replace 131:5,9
report 3:7,8,9,21,23 10:14 25:20
 27:5,16,23 37:1,12,18 45:23
 54:19 94:17 95:21 123:13
 126:21,24 127:6 130:21 131:11
 138:8 158:14 163:19 164:16
 188:12 206:4,7 208:22 209:1,5
 209:11,13 213:16 215:11,19
 216:12 227:17 228:4 232:15
 233:5
reported 1:20 70:17
reporter 13:12 127:22 178:10
 189:3 236:8
reporters 9:25
REPORTER'S 3:25 236:6
reporting 1:21 14:4 70:12 75:11
 75:19 164:3 166:22 212:4

reports 36:12 123:9 161:2 163:18
 164:12 215:20
representative 53:4,15 56:2 58:3
 59:18 230:11 231:16,22
representatives 215:16 229:19
 230:19
representing 32:6 221:11
reputation 109:16 110:9
request 127:9 128:13 129:18,23
 129:24 157:15,17 158:4 162:1
 173:19,20 175:1 176:15 184:18
 222:7 223:3 231:9
requested 214:21
requesting 129:25 136:18 186:22
 188:15,20
requests 145:3 171:21
require 224:8
required 58:21 72:1 140:14
 148:10 160:20 209:12 219:10
 223:22
requirement 17:6 211:21 217:23
requirements 22:25 23:8 116:12
 145:14 156:22 168:6 205:5
 211:18 219:5
requires 145:5 167:20 221:3
research 82:15 83:5,11 84:1 85:8
 87:25 88:1 97:13 112:19 122:4
 212:13
researchers 110:7,17 112:12
reside 165:9
resilience 210:21
resisted 110:6
resolution 132:22 133:5,9 136:14
 137:24 138:24 139:9 145:21
 146:11 148:17 149:3,10,12,20
 149:22
resolve 107:13,23 219:3
resolved 218:17
resources 69:13 167:17
respect 211:19
respected 157:5
respond 34:11,20 79:7 126:18
 189:18 231:8
response 57:3 190:2 206:4
responsibilities 164:1 223:5
rest 57:12 109:23 114:10 126:13
 164:21

result 22:16 26:3 54:6 60:15 70:12 110:22 130:12 169:12 200:23	227:21 230:9	safe 173:18
resulted 61:8 70:1,11,18 111:18	rights 223:4	safety 131:20 142:25 143:12 222:22 225:7
results 15:2 24:21 52:5 55:15 57:14 58:11 96:20 111:11	rigorous 17:21	salaries 95:22,23
118:23 136:4 209:13,20	Rio 215:5	salary 84:24
resume 215:25 235:4,11	ripe 210:11	Salute 5:5,6,8
retain 137:21	risk 76:24 112:3	SAM 75:10,19,20,20,24,25 76:6,9
return 50:15,15 97:17 123:21 164:24 234:12	river 215:2	sample 53:4,13,15,17 54:10 56:2 58:3
returned 57:14	RMR 236:7	SAMS 230:4
returning 76:1,1	RMR-CRR 1:20 236:18	San 207:13
revamp 115:24 119:17 120:9	road 57:18 98:12 99:1 113:18 115:4,7 178:1 185:19,20	sanction 42:9
review 46:13,23 47:19 48:18 113:9,11 136:22 137:3 143:3,15	roadmap 167:6,14	Santa 1:12 93:14 134:18 207:17 207:19 236:12
144:1,2,12,13,18 154:2 168:24	robust 18:4	sat 189:22
reviewed 47:3 120:5 153:6	rocks 215:3,3	satisfy 145:12 156:22
reviewers 17:25 47:4,8	rode 34:7	savvy 43:21
reviewing 136:3 168:9 199:23	Rodriguez 184:11,25 186:3 187:25	saw 12:7,11 22:13,17 31:16 32:8 32:16 87:14,15 91:22 93:12 116:10 201:25 206:6 228:13,24
reviews 46:16,23 49:5 113:6 152:25 153:23 199:20	role 125:8,14 225:14	saying 38:6 69:25 80:12 100:21 105:10 140:4 141:7 145:20 149:20 205:7 219:14
revision 202:15	roll 4:4 56:12 99:8 156:3 182:19 187:1 192:25 233:11	says 10:8 11:3 46:12,19 104:13 142:19 143:5 147:16 149:21 182:13 204:19 206:18,20 207:7 207:13,14 210:7,9 211:5 218:16 227:5,17
revisit 191:5	rolled 34:4 57:22,23 91:17 95:7 99:3	SBA 19:2 28:11 31:24 52:13 80:10 89:24 90:4,5,20 91:5 192:11
revocation 169:13 194:11	rolling 98:11 105:2 121:10 156:7	scalable 211:8
reward 76:25	roll-call 158:5 161:3 176:21	scale 19:3,6 20:4 21:6 22:22 29:11 29:12,14,15,22 30:16 36:22 49:9 53:20 54:4 81:17 82:5,7 94:2
rewarded 19:11	Ron 213:14	scaling 54:9
RFP 58:9 120:13	roof 184:10	scenario 85:16
RFPs 148:4,9	room 44:14 81:18 82:6 116:22 200:19	scenarios 23:5
rhetorical 108:18	root 63:14	schedule 52:3 151:16 213:4,7
ribbed 34:18	rough 97:1	scheduled 4:2 164:10
rich 35:12,17 36:15 37:13,18 87:21 101:24	roughly 5:25	schedules 212:22
richer 24:23	round 15:2 146:21,21	school 3:9,10,11,13,18,19,22 5:25 6:1 8:11 10:10 14:12,14,25 15:4 15:18 16:4,7,8,9,13,15 17:4,9,11 17:12,24 18:5,6,18,19,22 19:2,7 19:18 20:5,11 21:7,16 22:4 23:2 23:11 24:17,21,24,25 25:2,5,7 25:18,19,24 26:1,3,6,11,15 27:5
richness 45:1	row 40:1	
ride 34:8	rub 117:13,13	
right 24:1 25:11 27:6 29:6,18 30:6 30:8 33:22 34:3 39:10 43:22 47:20 51:11 55:14 57:21,24 66:10,22 69:9,25 70:24 77:6 78:16 88:20 97:21 99:7 102:8 105:18 109:6,13 114:20 116:24 117:11 119:3 121:22 124:11,16 129:14 131:3 139:3 141:21 147:6 150:16 152:14 159:9 171:9 172:16 181:8 184:20 190:13 192:1,16 197:19,19 220:20,21 223:7 226:10,11,23	rubric 92:4,8,9,15 107:3	
	rule 71:24 109:10	
	rules 41:1	
	run 24:25 42:8 86:1 96:19 105:11 132:17 152:10,16 159:25	
	running 115:21 147:6,8,9	
	runs 228:18	
	rural 5:23 6:7 41:14	
	rush 234:22	
	rushed 100:22 104:14	
	<hr/> S <hr/>	
	S 2:1 202:5	

27:6,6,10,20 28:1,3 29:9,21
 30:10,18,23 31:7,19 32:16,20,22
 33:12,13,14 34:24,25,25 35:19
 35:24,24 37:6,18 38:23 39:17
 40:15,21,23,24 41:9,24 42:25
 44:4 45:1,3,12,14,16 46:25 48:2
 48:7 49:14,19 50:8,16 51:21,25
 53:14 54:1,6 55:20 56:21,25
 57:9,20 58:13,25 61:18 63:20
 65:12 67:22 69:11 71:23 72:17
 72:22 74:13 76:5,6,9,9,14 77:7
 79:1 81:9 82:23,25 83:6,9 85:13
 85:16,17 86:8 88:17 93:25 96:6
 96:14,15 100:17 102:5 103:9,9
 105:1,23 106:8,10 109:7,14,18
 112:25 113:5 115:15 116:4,14
 116:15 118:17,25 120:19 121:21
 122:12 124:3 125:20 127:9,12
 128:1,3,9 129:21 130:2,10,16
 131:6,17,22 132:5,15,16,20
 133:2,14,19,24 134:1,4,7,11,20
 135:7,8,15 137:16,20 138:3
 139:17 142:10,22,23 143:8,11
 146:5,18 147:9 150:18 155:13
 156:6 157:4,15,18,21 158:4,15
 158:22 163:3,13,14,17 164:2,20
 165:7,12 166:5,9,18 167:1,3
 168:12 169:9,21 170:21 171:1,8
 171:11,16 172:16 173:15,25
 174:1,13,20 175:1,6,11,15,17,18
 176:1,16 177:18,24 178:7,10,25
 179:5,8,12,13,15,18,19,25
 180:21 181:14 183:18 184:4,10
 184:11 185:7 186:18,19,23
 188:7,17,22 189:3,13,16,23
 190:5,7,10 191:19 192:5 194:7
 194:14,23,25 195:2,7,9,13 196:2
 196:4,16,22,23,25,25 197:6
 198:16,17,24 202:6,7 204:8,12
 209:2 211:9,23 213:1,18,20,22
 214:6,7,11,12,17,24 215:13,16
 215:25 216:7,12,22 217:21,25
 218:6,18,19,20,21,22,25 219:6
 220:17 221:23 224:1,3,19 225:7
 226:18 227:5,7,7,13 228:10,18
 229:23,25 231:4,7 232:19 233:4
schooling 164:14

schools 5:19 7:11 8:5,8 15:6,9,16
 16:11 18:14 20:1 21:9,13,15
 22:14,16 23:24 25:9,25 28:14,16
 28:18,19,22 29:8,24,25 30:7,20
 30:22,24 31:3,5,6,12,13,17,18
 32:7,10,12 35:9,10,19 38:19,21
 39:5,8,21,25 40:8,13 41:11,14
 43:5,23 44:1 45:9,18 46:17 47:2
 47:15,18 48:9,13,19 50:7,12,19
 51:2 52:5,18 53:5 54:12 55:1,7
 55:23 58:3,4,4,15,22 59:13,19
 59:19 61:15,17 64:25 65:7 67:21
 67:24 70:21 71:18 72:10 74:18
 75:10,13,14,19,22,25,25 76:2,7,8
 77:2,11 80:17 81:2,3 82:4,5 84:6
 85:21,24 93:14 96:16 98:13
 102:6,8 103:10,25 107:20 121:5
 129:17 140:16,22 151:20 154:3
 165:9,19,21,23,24 167:17
 174:18 179:21 184:13 185:6
 188:13 195:1 197:9 199:17,18
 201:23 204:19,19 205:14 209:14
 209:15,18,20,24,25 211:4,18,25
 212:9,10,11,11,14,17,25 213:2,8
 213:11 220:6 224:18 228:19
 234:21
school's 10:13 41:2 45:2,6 153:20
 181:9
science 211:5 230:5
sciences 210:15
score 24:4,12 36:22 57:4 67:24
 72:24 94:5 98:17 112:5
scored 57:7,13
scores 46:15 72:14 75:2 96:15
 110:5,18,22 113:8
scoring 28:11 29:21 81:17 89:23
scrambling 105:5
screening 66:16,18
season 212:24
seated 127:15
second 8:18,19 9:11,13 10:25
 11:23,24,25 12:16,17 13:5,6
 30:3 51:12 80:25 88:15 89:8
 132:9 136:14 139:23 157:24,25
 158:3 159:8 176:18,19 180:23
 180:24 181:1 186:20,21 190:21
 190:22,23,24 210:13 222:10

233:7,8,9 235:8,9
secondary 91:9 93:9 199:15
 200:25 202:6,11,21,22 203:16
 231:17
second-graders 87:1
secretary 2:4 3:7,8 4:4 5:1,14,19
 8:9 34:18 38:2,4 50:11 54:16
 108:11 126:22,22,25,25 161:24
 176:22 182:19 186:25 187:6
 192:17,25 194:8 209:22 210:9
 210:17 211:3,13,17 221:17,18
 222:20 224:10,25 225:5,11,12
 233:11
Secretary's 223:6 224:16
section 50:18 202:3
sector 209:25 211:11
secured 165:16
security 152:15
see 9:7 12:11 18:20 27:11,24
 28:16 29:5 30:7,24 31:15,25
 32:19 34:15 38:19 39:11,22
 40:25 41:2,3 46:6 48:6 49:18
 63:24 68:3 69:4 72:6 90:1 92:2
 97:17,18 98:9 107:9 116:25
 117:1,2 118:5,15 124:22 125:1
 137:17 144:2 147:5 148:15
 158:10 168:23 172:25 184:7,17
 185:7 188:11 198:5 199:11
 200:15 202:1,5,6 204:5 213:6,10
 225:2 226:15 229:15 232:11
seeing 41:7 82:21 91:8 94:15
 104:17 119:3 176:6,21 180:16
 186:13,25 190:13 192:25
seek 94:11 183:21 203:8
seeking 202:14
seen 84:24 85:2 143:8,21,24
 144:25 197:7 198:20,23 200:3
sees 49:18
seized 179:25
select 58:4
selected 53:14 58:8,17 120:15
selection 58:5
selling 63:1
Senate 88:6
Senator 61:2
send 49:2 234:11
sending 47:18

seniors 135:5 156:4
sense 108:22,22 109:4 120:8
 165:22
sensitive 159:19 160:12
sent 35:25 229:5
sentence 10:8
sentiment 105:9
separate 9:1 33:5 184:9 185:8
separated 10:6
September 1:10 142:18,23 179:6
 182:4 216:3,5,17
septic 160:1
series 77:20
serve 75:25
served 192:12
service 1:21 77:12 85:2 88:22 96:1
 145:6
Services 38:11
serving 76:2,10 188:13
session 3:24 115:22 232:17,21
 233:2,10 234:6,8,10,13,16
set 18:15 47:10 53:8 62:13 121:4
 144:17 145:17 181:24 194:11
 216:2 217:16 219:15 236:14
sets 47:6
setting 6:5 21:3 24:2 54:4 217:5
settings 42:20
set-aside 202:21
seven 4:24 5:24 33:7 51:16 70:21
 130:20 138:9
seventh 37:7
seven-to-zero 161:23 177:15
 193:20 234:5
shape 165:6
share 6:12 82:20 126:16,17
 139:18 215:15
shared 163:20 203:13 204:14
sharing 54:22 101:18 179:11
Shearman 2:3 4:19 142:11 144:12
 155:7 161:19 177:12 183:11
 187:18 193:16 231:15 234:1
sheet 200:16
shift 28:24 47:14 48:17 88:25
shifted 105:17,19
shifting 29:5 106:17 135:10
shifts 39:18 91:2 97:25 98:3
shining 205:21

shock 38:22
shop 154:1
short 71:11 108:4 120:10 129:10
 231:20
shortchanged 8:5
shortly 44:22 143:2
short-cycle 57:18 90:12 91:11
short-term 41:7,7
show 15:11 25:10 27:19 75:23
 76:9 81:11,19 86:12 112:6
 113:10 124:14,20,24 142:9
 189:25
showcase 8:10
showed 127:5
showing 23:21
shows 27:4,9,10,12,13 29:2 31:1
 83:12,12 98:19 212:22
Shut 69:25
shy 101:18
side 19:12 71:6,6 85:6 88:5 171:18
 200:25 201:2 202:1 214:15
sign 3:14 8:23 9:17 12:4,21 13:10
 77:10 188:10 189:7 190:18
 191:1 192:3 193:23
signaled 54:5
signature 102:22
signed 110:10 137:23 147:10
significant 39:12,15 87:9,12 171:5
 199:22 206:7 212:18
significantly 163:22
sign-in 103:21
similar 50:4 95:10
simplified 36:18
simplistic 72:5
simply 17:16 18:10 32:17 56:4,11
 62:19 113:17 166:15
singing 69:14
single 84:2 153:17
sir 56:20 103:14 155:21 156:11
 191:8,12 196:11 197:20
sit 34:22 82:25 154:9 170:10
site 54:24 92:8 103:17,20 119:17
 120:3 211:24 212:13 214:8,10
 214:21 228:10,16
sites 96:18
sitting 50:2 55:17 100:16 190:3
situation 129:4,5 169:24 170:9

182:23,24 183:23 196:16 221:4
situations 180:9 201:4
six 32:15 33:6 84:3 136:6 139:14
 140:5 141:2 147:25 188:5 203:9
sixth-grade 80:3
six-month 139:10
six-to-zero 187:22
six-year 22:20 23:7
size 17:6,10 40:15 41:24 68:25
 83:10,11,18
sizes 83:13
skills 74:14,23 210:13,18,20
slab 171:9
sleep 83:2
slide 15:12,13 86:13,14
slides 14:13,14,21 33:6 209:16
slight 32:8,8
small 5:23 38:19,23 39:8,12,25
 40:8,12,13,20 41:11,14,14 42:8
 52:17 68:17 91:4 100:17 134:21
 135:3 138:1 156:1,13 169:21
 170:21 171:5 190:1
smart 65:19
social 91:1
Socorro 5:24
somebody 33:23
somebody's 38:8
someday 30:5
Something's 67:10
somewhat 130:20
soon 44:15 71:25 78:16 137:23
 164:13 169:15 234:9
sooner 124:22 169:9
SOPE 121:13
sorry 11:15 33:19 40:7 70:6 78:22
 97:1 115:8 149:23 158:7 173:12
 174:16 181:6 219:21 226:21
 231:25 235:15
sort 28:9 30:8 32:3 39:17 49:3
 56:22 57:19 80:20 82:14 93:15
 93:18 95:20 96:2,19 97:23 98:5
 119:23 146:3 167:15 195:6
 219:2 228:15 230:18 231:1
sought 157:5
sounded 61:1
sounds 29:18 61:3
source 109:24

<p>sources 108:15 109:24 South 160:3 185:21 southeast 184:6 185:5,21 Southwest 3:23 228:4,8,16 229:13 229:16,19 230:4,11,20 231:17 231:22 space 144:3 145:5 210:14 Spanish 159:21 speak 43:3 speaks 134:6 Spec 145:5 special 77:7 165:8 191:20 special-ed 76:3 specific 27:16,20 28:1 50:10 66:1 131:23 169:1 181:21 219:24 specifically 99:17 106:5,6 189:12 202:19 225:24 specifications 140:14 specifics 28:8 specs 137:11 spectrum 16:22 18:13 29:3 speculation 148:12 speed 172:18 spells 150:10 Spencer 198:4,6,11 204:22 205:23 206:20 207:10,15,21 208:22,24 spend 28:6 35:9,10 60:14 65:2 100:2 165:1,2 spending 208:12,12 spent 35:11,22 84:23 168:8 sports 65:5 spreads 154:19 spreadsheet 163:21 207:17 spring 53:3,10 55:15 56:1,10,16 136:21 163:15,19 164:6 202:16 square 153:13 156:20 stable 30:23 staff 2:7 7:12 46:21 49:5 60:2,5 91:19 101:23 105:2 144:25 208:3 stake 109:14 129:12 stakeholders 7:14 167:23 171:15 stakes 57:19 stand 13:25 192:15 204:15 217:17 standard 18:17 202:12 standardized 64:4,22 65:19 standards 53:24 88:13</p>	<p>standards-based 79:17 80:8 81:15 89:9 standing 18:10 21:17,25 26:16,17 26:22 27:21,23 standpoint 35:15 39:19 79:2 stands 75:20 star 205:21 stars 11:3 start 43:2,3 62:11 68:10 100:9 105:1 131:17 135:14 168:20 186:8 187:2 started 13:18 14:20 36:20 79:8 104:3 115:11 120:19 131:23 135:15 136:3 138:5 143:19 147:2 217:21 starting 28:24 134:5 starts 160:8 start-up 133:20,25 state 1:2 3:20 18:1 20:7 30:4 31:7 34:5,6 38:3 41:3,14 46:18 52:23 58:10,24 59:8 82:17 84:18,22 88:7 89:6,8 93:17 94:20 99:21 99:23 104:9,15 110:9 112:5 114:11 115:13,25 116:5,11 144:14 150:19 151:20 153:23 175:23 178:9 192:1 198:4,14 201:13 202:15,19 203:25 205:13 206:6,8,10 208:10 212:24 213:2 225:8 236:2,8,11 stated 6:15 123:6 191:23 218:4,5 218:19 236:13 statement 5:9 34:10 60:1 66:20 67:21 74:3,4 81:13 102:10 175:3 175:8 statements 6:13 110:10 states 53:2,10,11 54:2 61:15 62:19 83:14 89:1,4,13 94:20 99:9 110:3 113:6 205:4,19 208:11 210:5 statewide 56:12 125:5 192:8 199:13 state's 210:24 State-authorized 199:16 State-certified 192:6 State-chartered 218:19 static 25:4 stating 228:22</p>	<p>statistical 40:14 41:5,17,22 79:1 111:1 statistically 40:8 41:16 43:21 statistician 13:24 34:21 35:7 statistics 38:10,17 42:6 status 3:19 17:19 88:21 110:24 158:14,17,19,21,23 194:22 200:13 statute 72:1 167:10 168:6 stay 77:18 127:17 191:14 stayed 71:24 staying 93:17 191:16 steady 24:25 25:10 steamroll 114:9 STEM 197:10,14 stemming 103:8 step 80:5 89:21 234:9 stick 68:19 stipulate 219:6,19 220:6,16 stipulation 221:19 stop 5:20 69:24 77:19 98:10 114:14 216:8 223:14,14 stops 5:17 storage 174:2 store 172:10 stories 62:20 story 37:18 straight 232:1 strands 68:22 strategic 98:8 strategies 98:1 stream 131:19 Street 1:21 184:6 236:19 strength 6:16,17 strengths 15:6 strict 121:16 strong 20:16 31:22,22 32:7,13 92:17 197:13 strongly 99:7 struck 110:11 structure 97:11 150:8,8,10 152:12 152:23,25 155:3 212:19 structured 14:25 15:1,17 30:11 56:24 82:5 92:16 99:16 125:1 struggle 118:18 119:10 125:20 struggled 23:3 57:5 99:13 107:5 struggles 99:19</p>
---	--	---

struggling 26:7 28:5 97:5,9,10
98:4,20 106:14 126:1

student 11:6 15:19 16:3,5 18:24
21:1,8,10,21,25 24:3,11 32:22
48:6 57:8 71:22 80:20 83:1,6
84:25 85:3,22 89:15 90:7,19
93:5,23 95:7 96:5,9 99:6,14,21
100:3 109:5 110:5,18 113:21
122:7 138:10 151:8 165:7
211:10

students 6:1 7:11 11:7,8,13 15:10
15:21 16:13,15,16 17:2,13,21
18:11,14,20,25,25 19:6,8,12,17
19:18,20 20:1,9,9,14,15 21:3,21
22:8,11 23:7,12,16,19,21,25
24:1,8,9 25:1,5,23 26:2,4 27:20
27:24,25,25 28:4 32:16,17 35:2
39:13 40:12 53:17 56:9,9,25
57:10 58:10 59:8,12 61:22 68:7
68:16 70:25 74:11,17 75:1,3
76:11,11,12,24 77:1,13 80:8,18
81:10,16,22 84:7,19 85:11,22
86:5,9 87:1,2,5,9,9,12 89:6,18
89:22 91:12 94:3 98:1,5 101:25
102:2 103:2 110:16,25 111:4,25
112:3,4,5,8 113:6 114:3,5
116:24 125:21 134:6,8 142:2
145:6,9 151:7 153:14,14 155:14
155:25 156:3,8 165:22,25 167:2
173:16 174:4 175:7 188:14,20
189:14,16 191:7 192:9 193:24
204:2 211:9 214:13,14 215:19
218:21 223:12,14,15 225:7

student's 24:14 91:3 110:23

studied 196:21

studies 91:1

study 23:15 65:8,11 83:7,7 86:2,7
87:19 95:3 102:10 111:12,17
113:25 186:6

stuff 38:12 46:6 55:11 117:16
148:5 158:25

subcomponents 27:13

subcontracts 148:10

subgroup 17:9 25:18 27:21 98:5

subgroups 25:23 28:5

subject 90:3,18

subjects 90:16,21 96:11

sublease 155:2

subleases 146:20

submission 47:15 48:22,25 143:2
164:17

submissions 21:13 47:3,24

submit 48:13,20 70:14 131:16
153:12,16 167:8,13 200:10
207:22 209:12

submittal 131:14

submitted 47:22 48:3 50:14 70:14
90:8 130:1 133:14 141:25 142:4
142:8 144:1,13,16 145:15 149:3
163:12 188:2 199:11 206:5

submitting 202:15

subsequent 135:24 229:4

substantial 229:11

subtests 111:18

succeeded 135:4

success 18:15 21:4 23:12,22 24:2
24:10 45:23

successful 24:15 64:20 149:18
205:16 209:24 212:14,15

sudden 108:13 196:7

suffer 55:20

sufficient 151:13,14 162:19
232:23

sufficiently 42:3

suggest 181:25 182:12 222:10

suggested 176:9 229:1

suggesting 111:19 224:11

suggestion 159:4 231:1,11

Suite 1:21 236:19

summaries 213:18

summary 163:12,23 166:6 198:23

summative 57:23

summer 92:9 103:18 133:17 179:5
180:10 182:1 229:5

sundry 76:13

superintendent 100:15 103:19,25
104:7

superintendents 22:23 100:16,25
101:18 105:10

supplement 151:15

supplemental 75:15,21,22 76:19
77:4,8

supplies 165:20

supply 77:6

support 32:24 96:24,25 97:16
98:7 100:20 103:23 104:6 106:1
108:11 119:23 132:8,19 203:22
216:21

supported 61:11 64:13,14 133:11

supporting 60:20

supportive 129:4

supports 15:8 108:17,23,24

suppose 50:17

supposed 101:14 104:13,16,25
167:11,11 205:15 214:17

supposedly 104:4

sure 7:16 8:1,4 15:9 18:14 24:1
25:13 30:10 34:14 44:11 47:6
53:6 55:22 56:5,10 59:12 65:25
77:21 83:1 86:18 93:19 98:15
101:17 106:25 117:5 119:2
120:8 127:15 135:20 140:2
142:19 143:25 152:21 170:11
173:20 175:17 195:4 200:19,20
208:10 215:16 217:8,19 223:9
225:2

surrounding 128:11

survey 20:8 73:1 101:7 134:19
136:4

Surveying 134:18

surveyor 134:17

surveys 20:12 93:5,6

Susan 148:22 209:10

sweetie 11:4,8,14

swings 39:12,18,23 40:16

switch 47:21 121:2

symmetry 116:10

synopsis 129:10

system 3:5 6:18 7:9 13:14 15:13
15:17 16:9 17:7,17,24 18:4
22:22 30:11 31:9 34:4 44:6
45:18 46:8 47:16 61:8,11 75:16
84:14,24 88:17,19 89:7 95:21
97:20 99:25 102:11 104:14,16
105:15,20,25,25 106:20,20
108:12 112:15 114:11,22 115:1
115:5 116:16,16 117:23 118:7,8
118:13 119:1,11 125:5 206:23
210:25

systems 55:12 89:5 94:20 110:4
113:11 116:11 131:20

T

table 127:13,14,17 141:21 175:21
189:22 229:20

Tabled 3:7,8

tag 131:9

take 14:15,20 16:16 17:18 23:25
25:7 27:19 34:14 39:21 44:9
52:1 53:17 56:2 57:1,4,10 64:9
68:13 69:13,14,14 75:9 77:17,24
79:6 80:9 82:13 85:8 87:22

105:11 109:11 110:25 114:14,14
118:22 122:18 145:1 147:25
162:18 164:7,17 172:6 173:7
174:14 181:11 192:11 206:21
211:16 220:21,25 221:10,22
222:1,8 224:16,24 225:5,6,22
226:3 227:24 234:23 235:16

taken 16:12 25:13 55:21,21 78:1
122:21 146:4 154:1 162:23
163:25 166:20 184:20 194:15
228:2 234:17

takes 24:11 37:13 65:25 139:14
148:9

talk 6:21 21:15,15 49:22 67:19
75:10 145:18 195:11 226:12

talked 6:10 66:15 115:19 126:25
131:11

talking 6:8 10:13 30:14 40:22
48:1 68:10,14 74:25 84:6 104:5
105:7 137:7,9 144:7 148:3 152:6
197:9 208:17

talks 6:22 153:13

Tania 178:3,12

tanked 28:9

tanks 160:1

Taos 61:18 72:11 109:7

target 202:25 204:9

targeted 28:8 97:16

targets 202:10,18

taught 51:23 64:7,8 66:16 74:18
197:13

tax 63:8

taxes 164:15

taxpayers 120:15

teach 61:22 66:2 73:7,8,16 74:19
90:20 93:6 102:15 103:17
110:17 113:22

teacher 20:18,22 46:24 48:14
51:21 55:12,19 61:19,20 67:18
72:7 79:2 82:15 85:12,18,18
86:23 88:4,19,24 89:14 90:17
91:1,10 92:11 93:2,21 94:7,17
94:24,25 95:22 96:6,13,15 97:13
97:20 98:2,3,17,18,20 102:3,4
102:19,24 103:22 104:1,8,22
106:11 108:7 109:6,8,10 110:4
110:15,17 111:19 112:15,21,24
113:22 115:11,17,24 118:22
119:24 120:11 122:10,11,21
125:13,22,24 211:19

teachers 7:22 51:18 55:17 61:17
63:21 65:12 67:22 73:2,11,11,12
73:20 83:10,20,21,25 84:2,5,17
85:1,21,24 86:10,15,19 87:3,5
87:10,13 89:10 90:10,24 91:18
91:25 92:18 93:6,9 94:8,10,10
95:5,13,17,18,22 96:6,9,17,24
97:5 98:25 99:3,4 100:1 101:10
101:16 102:6,11,19 103:12
105:7,14 106:2,24 107:9,24
108:20,25 110:11,16 111:11,13
111:18,24 112:1,2,7 113:13,17
113:21,23,24,25 114:6 115:20
117:22 118:3 120:6,22 121:1,7
121:11 122:7 123:20,22,24
124:1,13 125:19,25 167:2 192:3
211:8

teacher's 101:25 113:2

teacher-pupil 68:25 69:12

Teacher/Principal 3:6 78:17

teaching 6:9 46:14 61:20 66:5,8
73:15 83:20 90:3 92:17 145:8

Teachscape 106:19,22 107:4,5,12
107:21,22 117:23 118:7 121:17

team 39:20 49:7 54:17 98:12 99:1
99:6 107:11,12 126:17 169:22
169:23 189:20 192:8

tech 46:18 49:23,24 51:5 120:12

technical 14:18 23:14 36:5 39:23
43:14,17 44:13,21 46:11 50:18
50:25 79:5 103:23 104:6 118:14
119:12,21 198:13 203:5,23
204:15

techniques 111:1,2 113:7

technological 69:8 107:5

technology 6:8 55:2 140:20

tell 30:3 38:12 42:7 66:9 72:21
75:2 82:17 84:15 88:1 97:21
99:23 100:13 126:5 143:4,16
157:3

telling 35:14 87:25 88:23 106:7

tells 25:11 31:4 37:18 81:24 83:8
96:23 211:5 213:4 221:12

template 167:5,18 168:9,22,23
170:2

tempted 63:21

ten 77:24 124:2 171:1 199:24

tend 74:22 78:4 139:16 210:25

tendency 165:2

Tennessee 99:9,18

tentative 198:15

tenth-grade 91:5

ten-day 199:21

ten-minute 227:25

term 47:21 76:6 79:21

terminate 121:19

terminology 79:15,23 142:20
150:22

terms 23:10 28:14 49:5 50:21
57:20 59:3,9 82:24 84:8 85:3
86:21 87:24 88:24 93:22 94:15
96:7,8 97:16 99:5 101:22 102:9
105:17,25 106:5,15 118:14
119:2 121:15 123:18 124:2
125:14 131:23 146:21 150:22
153:10 158:17 166:17 203:21

Terrific 188:4

test 24:21 51:8,17,18 53:3,5,12,17
53:21,21 54:7 56:2,4,8,24 57:3
63:1,20 64:11 65:9,24 66:2,2,5
67:24 68:5 70:24 72:14 73:18,18
74:18,21 75:1 110:5,18,22 113:8

tested 55:13 96:10

testimony 236:14

testing 52:3 53:16 63:25 64:6,7,22
65:19 67:7 109:19 110:1 112:18
113:4 171:16

tests 64:4 70:15 74:22 112:6

Test-based 110:15

text 91:4

textbooks 165:20

thank 5:1 8:5,6,12,24 13:11,12,22
 14:1,8,9 33:16,25 36:1 37:21,21
 37:22,23 39:6 43:8,9 58:19
 59:20,22 61:20 75:5 77:14 78:11
 78:14,15 80:21 81:7 82:8,11,12
 100:7 103:3,3,5 114:16,17,19
 122:25 126:10,12,19 127:19
 129:2,13,14,15,16 138:14
 144:19 151:10 152:24 154:5
 155:15,22 157:7,7,9 160:9,10,23
 160:24 161:24 162:2,3,3 163:10
 168:9 170:12,14 172:21 173:9
 173:20 174:21,22 175:12,13
 177:17,19,20 179:20 180:13
 182:6,18 183:23,25 184:15
 185:2,11 186:2,10 187:24,25
 188:4,7,24 190:11 192:21,23
 194:1,2,16,18,19 195:15,25
 196:5 197:21,21,23,25 198:2,11
 204:24 206:13 208:5,6,20,22,24
 209:9 216:13,14 217:9,10
 218:15 223:7,17 224:6 227:22
 227:23 231:11,15 232:9,11,13
 232:15 233:6 234:12 235:14,20

thankful 14:5
thanks 129:18,18
theory 118:1
thin 226:10
thing 18:9 22:12 23:20 26:13 29:7
 30:21 40:23 51:1 60:24 61:24,25
 64:16 68:8 69:1 73:5 89:25
 101:1 102:1 105:10,13 116:3,4
 116:24 120:18 123:21 155:19
 159:23 166:4 169:4,20 170:4,12
 195:6 221:22 228:15

things 6:12 7:10,24 16:24 17:19
 20:21 23:22 30:13 32:13 35:4
 42:5 46:10 48:11 51:4 56:13
 63:15,15,16,18 64:6,7,10 65:6,7
 65:21 66:7 67:20 68:17 69:9
 72:15 74:19 76:13 78:4 83:3,7
 92:20,22,24 93:4,8,13 96:12
 99:17 104:12 105:19 106:20
 111:3 117:4,11 121:13 124:10
 144:14 160:1 167:7,19,21 169:6
 171:17 172:2,4,6 174:7,8 182:2
 191:21,25 208:15 210:23 212:2

216:7 219:10 222:6

think 6:20 11:9,12,16 15:3,12
 18:3 20:25 21:25 24:17,23 26:16
 27:2 32:1,3,23 33:4,6 34:20 35:8
 35:12 36:10 37:12,19 41:10,10
 42:5 44:24 45:11,17,24 48:9,18
 48:21 52:15 55:5,6 60:1,3,15
 62:4 63:19 64:3 67:9,14 69:23
 71:7,12 72:18,18,25 73:3,5
 75:16 76:4 77:16 80:14 82:23
 89:1 91:17 99:24 103:13 109:9
 114:4,8,24 119:19 125:7 134:6
 137:11 139:20 153:9,19,21
 162:7,18 166:22 167:5,22 168:1
 168:11 169:4,10,17 170:4,8,11
 181:23 182:5 189:15 191:5,21
 199:22 200:1 205:25 206:1
 208:13 218:24 219:16,21 220:22
 221:11,15,22 222:6,19,20,23
 224:13,21 225:4 226:9,11,22
 227:19 230:23

thinking 74:23 93:15 100:25
 101:5 170:7 189:23 191:4
 208:16 223:10,11

third 1:21 37:5 88:18 111:14,15
 236:19

third-grade 32:13 80:3 90:10,11

thoroughly 149:9

thought 39:9 64:15 92:7 95:19
 96:7,12 101:2 111:7 141:5 146:7
 156:13,15 223:17

thousand 150:18 151:4

thousands 69:20

three 9:1 24:22 31:4,6 35:4 40:17
 41:25 46:13,17 48:22 61:19 87:3
 87:6,6 88:11 114:20 133:13
 139:11 144:9 210:10 211:15
 215:9

three-tier 108:12 113:15

three-tiered 84:24 95:21 102:24
 105:21 108:9

three-year 27:14 36:23

threshold 201:3,8,11,16,20

thresholds 200:24

throw 69:19 73:17

throwing 69:20

thrown 114:23

tick 87:15

tied 152:12 153:10 204:6

tiered 212:18

till 56:23 77:25 146:6 148:3

Tim 153:3

time 9:21 10:2,25 22:8,11 23:1,4
 25:8 28:7,19 30:8 34:1 35:9,10
 35:11,22 43:11 46:3 50:6,13
 51:23 55:21 61:23 65:8 68:24
 77:16,21 88:6 95:4 99:7 100:2
 100:12 113:17,19 118:2,22
 120:25 123:9 124:20 128:17
 138:8 139:6,23 140:1 143:14,18
 145:18 146:4 149:8 154:13
 159:16 163:16 164:21 168:8
 169:16,25 172:15 180:9,9 186:8
 189:14,17 195:21 199:21 208:2
 214:5,7 221:5 230:12,13 232:12
 237:9,14,19,24

timeline 52:11 118:21 135:9 142:5
 169:6 217:22 218:5

timeliness 52:16

timely 52:6 94:9 123:22 124:8

times 6:23 124:16,23 186:7

timing 106:15 169:5 170:3

TIMSS 20:13

tirade 69:24

tired 235:15

title 128:20,22 129:10 136:11,12
 149:1,2

TLC 10:24

today 4:23 5:13 6:13,15 7:10,13
 34:1 98:12 99:2 108:15 116:2
 119:19 126:13 127:2 129:3
 144:1 188:9 218:2 221:11
 223:12 225:16 230:21 231:19
 235:11

today's 235:3

told 6:23 59:18 73:4,12 84:1 97:8
 117:10 135:14

Toledo 113:10

Tolley 172:14,18

Tomahawk 208:13

tomorrow 119:20 120:4 126:14
 127:4

ton 25:24 63:1

Tony 2:8 14:16 126:16 153:7

174:23 182:11 192:19 233:5
tool 20:16 167:23
tools 55:2 114:7
top 19:1,1 27:12 29:16 70:7 81:3,5
 87:3 110:2 111:13 115:4,7,14,18
 195:4 210:5
topic 59:25
toss 34:15
total 46:3 55:22 151:21
totally 58:20 73:21 154:25
touch 7:23 110:14
touched 168:21
Toulouse 2:5 4:6,7 12:14 13:3
 37:24,25 42:4 73:25 74:1,2
 159:11 160:23 161:6,7 174:15
 174:17 176:24,25 180:24 181:2
 182:21,22 185:13,15 186:4
 187:3,5 193:3,4 206:14,15 207:5
 207:12,19,24 233:13,14
tour 5:16 192:17
town 5:20 6:4 127:3
track 25:11 124:11 172:11
tracking 111:4
traditional 59:19 75:14 204:4
 209:15,19,24 211:18,25
traffic 186:7
train 111:7
trained 92:9 114:13
training 35:23 86:15 99:17 101:8
 101:13 102:9,14,25 103:18
 107:2 119:23
trainings 212:19
trajectory 32:2
transactions 164:14
transcript 1:9 171:15,21 218:14
 236:10 237:7,12,17,22
transcripts 171:16 172:3 173:15
 173:15,17 174:3
transfer 164:13
transition 54:15 88:18
transparent 155:1
transporters 215:6
travel 212:22
treading 226:9
treated 113:23 114:1
treatment 41:17
trees 137:12

tremendous 22:14 62:15 68:11
 86:4
tricky 68:8
tried 83:14 135:22
triggered 47:10
Triolo 178:3,12,12,17,24 179:13
 183:25
triple-weight 19:19
true 34:10 60:12 71:14 81:13
 123:15 236:9
truly 21:6 49:1 72:22 134:24
 136:20
truncated 207:16
Trustees 74:8 132:3
Trust-West 86:3 87:19 102:10
 108:17
truth-telling 41:10
try 61:23,25 68:17 107:12 134:21
trying 15:4 39:2 41:24 42:14,21
 42:22 44:15 52:3,19 105:1,5
 135:20 139:23 145:17 162:17
 189:22,24 220:22 221:15 226:21
turn 47:21 205:17
turnaround 199:21
turned 199:24
turnover 76:15
tweak 167:7 168:22,23
twenty 77:25
Twenty-five 91:15 94:6
twice 133:8 138:24
two 17:1 31:14 33:4 34:10,13
 38:24 47:4 49:13 61:19 68:10,10
 72:13 74:7,9,15 79:14 96:4
 99:12 104:20 105:5 121:24
 124:10 128:22 135:12 138:9
 139:8 145:11 150:13,25 152:18
 155:11 156:21 160:4 184:9
 185:7 199:25 200:12 201:4
 207:2 210:12 213:23 222:6
type 58:11 196:16
typically 199:1 200:9
T-A-N-I-A 178:12
T-H-E 11:1
T-R-I-O-L-O 178:13

 U

uh-huh 103:15 207:12

ultimately 116:23 169:18 225:21
unanimous 100:20 177:17 193:22
unanimously 161:25 188:5 234:8
unanticipated 215:3
unbelievable 190:2
uncommon 16:5
underserved 175:7
underserving 45:10
understand 35:21 36:17,23 37:4
 37:16 38:7,15,18 41:12,19 42:18
 44:4,6,7 45:14 46:5 49:14 50:2
 56:18 75:18 120:13 126:22
 127:13 134:23 140:13 143:1,10
 144:5 160:7 183:23 217:21
 219:13
understandable 36:19 44:19,22
understanding 35:18 37:9 80:13
 80:15,23 123:12 129:12 145:13
 145:13
understood 34:6,11 36:21 43:13
 135:21 143:11 224:15
underway 201:22
under-represented 185:6
unexpected 121:15
unfortunately 32:5 41:17 81:12
 102:20 181:18 231:18
Unified 86:8
unintended 83:16
unique 16:10 93:11,18 188:12,13
 228:13
United 132:11,13,17 149:16 210:5
universities 110:7
University 110:8 122:5 201:6,17
 207:1
University-Carlsbad 201:14
unknown 140:24,25
unproven 110:6
unreliable 111:10
unsophisticated 40:10
unstable 112:23
unveiling 172:25
update 3:16,17,19,20 15:1 163:7
 168:14 188:11 194:6,9,16,19,22
 195:15 198:4,12 213:19 216:10
 228:7,9 229:9,13
updated 163:18,23
updates 162:1

upper 156:2
upset 73:14
urgency 195:3
use 6:8 18:1 28:4 34:22 36:17 40:3
 40:17 67:6 72:11 73:4 76:20
 79:15,16,21,22 80:1 89:9 90:9
 90:12,14,22 111:23 112:25
 113:7 138:7 150:8,22 151:15,17
 151:20,25 160:14 176:10
user 119:3 121:10
user-friendly 36:12 120:9
uses 80:25
usually 51:8 83:13 201:6
utility 140:25
U.S 17:25 65:11 88:9 89:11 116:7

V

VACS 163:13
Valencia 197:6
valid 64:2,3
validity 206:2
Valley 160:3 185:21
valuable 37:10
value 25:9 41:25
value-added 96:8 110:13,24
 111:23 112:14
VAM 112:16,20
variables 68:9,12
variations 111:18
variety 132:18
various 68:16 76:12 196:21
Vasquez 59:17
vehicle 196:24
vendor 58:24 104:15
vendors 58:7
verbatim 11:22 120:12 168:10
 173:24 179:9 180:11
verify 11:9 134:21
version 44:16
versus 24:18 47:16 59:10 87:4,12
 94:25 95:14 131:8 209:15
vet 120:6
vetted 117:17
Vice 2:3
view 51:4
Village 3:16 163:7,13 164:1,8
 165:12 166:7

VINCE 2:4
violating 181:8 221:20 226:10
violation 181:15
visit 5:20 128:10 192:18 213:8
 214:8,21 228:10,12,16 229:21
visits 211:24 212:13
vocational 203:25 206:24
voice 100:19
VOL 237:3
volatile 41:9
volatility 40:21 41:2
volunteering 58:21
vote 100:19 127:8 158:5 161:2,3
 161:23 176:22 177:15,17 183:15
 183:16 187:22 193:20,22 195:14
 216:16 217:12 219:23 221:8,25
 224:8 225:18 233:11 234:5
 235:15
votes 161:22 177:15 183:14
 187:21 193:19 234:4,17
voting 174:19 185:16
V-A-M 112:20

W

wait 69:3 114:8 173:16
waiting 33:17,20 120:17 143:20
 190:4 191:10
waive 61:16
waiver 16:25 31:10 88:10,11
 115:3,7,12,18 116:6,9,12,17,19
 116:20 117:7
waivers 89:1 110:3 115:22
walk 82:13
walked 44:14 101:10
walking 145:20
walk-throughs 107:8,10
want 6:12,14 14:24 15:5,9,22
 18:13 21:16 23:24 24:1 25:13
 30:19 33:5,10 36:5 40:24 41:19
 44:9 45:2,16 49:10 56:10 58:20
 59:1 60:1 66:3,3 67:6 69:14 74:2
 75:19 77:21 86:18 90:1 98:15
 100:10,13 102:4 106:18 116:25
 117:1,2 118:1 123:1 124:13
 127:15 149:21 154:17,23,25
 158:18 162:8 168:3 172:20
 173:2 182:13 192:14 195:6

200:18 209:9 213:17 216:24
 217:5 221:7 225:23 226:13
 227:11 234:22,22
wanted 47:5,12 61:19 69:4 70:16
 93:11 101:4 137:11 143:10
 212:21
wanting 148:6
wants 113:22
warehouse 165:10
warned 60:10
warning 160:7
Washington 79:3
wasn't 7:7 15:14,16 17:12 53:14
 80:22 112:10 117:16 128:14
 163:20 166:1 171:5 204:21
 220:14,15 230:6
waste 46:3
way 10:6 11:9 14:25 15:17 25:2
 27:8 30:11 34:20 37:15 40:3
 52:6 53:6,22 56:5,13,24 59:25
 61:24,25 66:10 71:4 92:15 94:9
 96:20 98:7 102:21,23 105:21
 111:16 113:1,14 114:4 115:24
 116:20 125:1 126:3 141:22
 151:16 160:17 167:24 176:8
 185:20 186:8 191:17 204:1
 215:22 218:2 221:15,18 224:25
ways 25:16 31:14 40:10 209:19
 212:1
weak 112:15
weaknesses 15:6
wealth 54:25
Web 54:24 92:8 103:17,20 119:17
 120:3 211:20
weeds 46:6
week 48:23 51:12 100:13 110:20
 119:20 120:4 127:1 222:13
weeklong 149:15
weeks 51:17 105:5 136:7 223:13
weigh 141:16
weighted 128:15 130:13,23,25
 131:13 141:12 142:6 143:13,17
 157:19
welcome 14:9 78:7 130:7 155:4
 184:15 198:5 229:22
welfare 42:8 185:21
well-known 140:17

well-recognized 41:21
well-rounded 65:16
went 6:21 10:1 35:24 36:14 38:13
 42:18 48:11,18 49:13 72:12
 83:17 89:20 99:9 103:18,22
 104:5 120:13 133:24 165:21
 169:2 172:15 203:15
weren't 17:16 26:2 83:21 86:16,23
 114:1 189:13
Wes 218:1
West 101:7
Western 201:5 207:1,23
we'll 9:3 14:22 52:15 77:23 78:22
 79:6 121:21 126:17 127:8,15
 144:13 156:22 163:8 168:13
 174:14 204:14 221:12 234:10,11
we're 8:11 10:12 15:4 16:20 18:1
 26:7,7 28:10,20,25 29:6,23 30:3
 30:5,6,13 31:8,25 36:22 37:1,19
 37:19 41:15 42:22 44:17 48:1,19
 54:13,15,22 59:2 62:11 64:6
 65:24 66:2,5,5,21 67:12 71:7
 76:6 78:7 81:25 82:20,21 83:24
 84:6 85:4 90:19 91:8 92:2 94:15
 96:22 97:15 98:10,11 101:24
 102:22 104:12,17 105:6 106:7
 107:21 114:4 116:24 117:6
 120:16 124:3 135:11 137:7,9
 139:23 141:1 146:6 147:6,17
 148:3 152:6 156:1,2,7 157:4
 162:16 166:21 167:11 172:8
 174:17 179:1 180:10 182:3,4
 190:3 191:16,24 192:1,4,7,14,15
 192:20 194:5 196:6,14 197:5,6
 204:8 205:14,15 209:20 212:7
 219:16 220:21,23 221:1,1,8,11
 221:20 223:11 224:10 225:16,19
 226:9 227:20 234:25
we've 35:11 36:11,18 39:9 45:25
 48:12 52:19 54:5 55:1 57:5
 60:12 61:17 62:9 63:22 64:4,18
 64:21 76:8 77:15 78:8 79:16
 82:18 85:1 96:19 103:16 104:14
 105:23 107:18,18 108:6 109:6
 113:14 121:6 134:9 137:2
 140:24 144:8 148:20 160:17
 166:24 167:5 168:8 181:18

186:6 196:19 197:7 199:22
 201:10 209:13 217:2
whatnot 144:6
whatsoever 155:6
wheel 173:3
whereof 236:14
whispers 152:2
Whoa 147:17
wide 40:16 64:23 108:14 109:1
widget 94:18 95:10
wild 148:17
willing 67:2 156:5 219:16 220:23
 223:3
win 110:2
window 48:20,22,25 103:11
winning 109:16,17
winter 56:23 231:21,24
wisdom 13:18,20
withdraw 152:5 222:7 223:3
withdrawn 227:4
withdrew 227:2
wNMCI 157:20
wonder 73:20 101:2 114:2
wonderful 61:2,4 156:18
wondering 222:4
word 11:6,12 49:23,24 183:18
wording 176:12
wordings 176:10
words 6:16 8:12 13:18,20 117:16
 150:16 218:7
work 7:18,24 8:4 18:2,3 26:8 42:7
 42:20 47:1 53:6,23 55:10 56:5
 56:13,13 58:9 62:9 67:2 77:17
 86:4 91:8 98:13 99:2 113:6
 115:11,25 163:21 168:7,12
 175:20 192:14,20 200:1 212:10
 212:16 213:9 221:15,19 224:25
 231:19
worked 38:4,11 39:20 46:22 88:3
 92:5 164:6 167:22 172:21
workforce 15:25
working 25:12 30:11 33:1 44:13
 44:14 47:20 53:22 58:7 71:3
 77:7 78:8 79:4 86:6 91:19 100:2
 106:3,4 107:11,21 112:2 120:24
 121:22 148:22 166:21 188:1
 191:24 192:1,7 196:19 200:2

211:16 212:1,8
WorkKeys 23:23
workplace 210:23
works 38:7 55:23 59:12 69:5,10
 81:1 83:12 120:1
world 20:15 149:16
worried 15:21 55:19
worry 105:3
worse 61:8 108:7
worth 18:3 24:22 40:17
wouldn't 73:4 79:22 219:8
writing 66:25 73:15 79:6
written 71:11 168:5 218:22,24
wrong 43:13 66:11 149:22 172:13
 221:8
wrote 64:17 133:13
W-2s 164:15,17

Y

yards 43:18
yeah 70:5 219:14,14,14
year 10:10 15:22 16:6,14 18:11,20
 18:20,23 19:5,10,13 20:9 21:12
 22:10,13 23:2,18,18 24:21 25:6
 28:4,7,10,14,17,17 29:11,12,22
 30:10,16,17,19,20,21 31:13 32:1
 32:7,19,22,23 34:17 35:20 36:23
 37:6,7 39:15,16 40:19,24,25
 46:21,21 47:14,17,19 48:17,19
 48:21,23,24 52:4,6,12 54:1,7,13
 56:22,25 57:9 58:14 65:10 68:3
 71:18,19 72:14 76:21 82:7,7,20
 84:2 87:4 89:18 91:18 95:8 97:1
 97:2 99:11,19,22 102:2,2,19,23
 106:10,17 109:7 111:14,15
 114:2 118:25 120:14 121:22
 122:5,12 124:11,23 125:2,22,23
 133:6,8,8,16,18,22 135:4,7
 136:17 138:25 139:17 148:1
 149:22,23 150:19 151:4,9
 153:12,15,17 154:2,8 155:24
 164:18 166:5 175:7 178:25
 181:25 195:1,24 196:13 197:18
 198:17,25 200:11,17 204:6,7,8
 204:12 205:9 206:12 208:3,3
 211:25
years 17:1 22:9 24:22 34:13 38:2

39:4 40:17 42:7 55:9 66:17 70:10 74:7,9,15 85:2 86:11,11 87:3,7 88:22 91:23 95:5 96:1 99:12 108:5,12 113:14,16 132:6 132:16 152:18 155:12 156:5 160:2 171:1,21 173:16,19,24 189:13 196:18,20 197:8 205:2 207:23 213:23 year's 71:17 182:6 year-end 164:12 yellow 95:11 yesterday 54:18 182:11 188:3 York 110:9 younger 42:23	198:18 1S1 202:4,9 1,500 110:9 1:00 162:20,22 1:01 162:24 10 3:16 14:21 80:9 89:24 194:4 10-15-1(H)(2) 232:18 233:3 10:28 78:1 10:30 77:15 10:40 78:1 100 21:23 29:15,16,20 144:17 146:8 147:6,17 160:2 188:16 191:7,11 193:24 100-percent 132:7 148:15 100-percents 158:24 100-point 94:1 11 3:17 80:9 146:6 194:6 236:15 11:00 77:25 12 3:19 84:4 134:15 141:8 145:9 148:6 155:25 194:21,22 204:8 212:24 12-month 129:25 136:18 139:24 157:15,18 158:5 161:1,25 12:00 194:12 12:30 162:15,23 124 11:15 127 3:9 13 3:5,20 133:22 165:15 198:3,25 204:8 213:2 13,000 21:12 14 3:21 10:10 30:10 56:21 57:22 58:13 198:25 202:9,23 209:1 15 3:23 14:21 30:10 54:1 56:21 57:22 58:13 90:6,12 130:19 138:6 228:4 15th 103:14 117:24 123:24 15,000 121:11 16 3:24 110:7 232:16 160-page 137:10 163 3:16 1630 1:21 236:19 17 83:13 142:18 235:5,12 17th 117:25 174 3:10 177 3:11 18 130:6 132:22 135:17 139:5 141:14 142:1 148:13	18-month 127:10 128:17 129:25 131:14,16,24 133:13,19 135:9 135:14 136:2,19 138:19 141:5 141:24 142:3 157:21 180 16:14 184 3:13 188 3:14 19 12:24 13:7 194 3:17,19 198 3:20
Z		2
zero 19:3 29:14 47:9 188:5 zero-to-five 49:9 zero-to-100 20:4 21:6		2 3:3 11:3 12:7 21:10 27:15 64:8 92:16 93:7 95:11 2nd 133:16 2:20 228:2 2:30 228:1,2 20 11:12 17:10,11 26:17,22 105:7 110:19 111:13 131:1 173:16,19 189:25 20th 43:15 20,000 17:2,15 200 134:8 189:16 2000 184:5 2003 84:22 2007 87:1,4 2009 94:18 201 1:21 236:19 2010 116:5 2011 17:1 22:13 36:13 110:20 115:21 130:11,22 143:9 2012 22:13 28:15 29:2 36:14 88:3 111:5 131:18 132:1,22 133:17 133:22 135:16 138:20 147:11 149:13 163:14 165:15 206:5 2013 1:10 9:4,5,19 10:10 12:1,6,24 13:8 28:15 29:4 142:23 163:15 164:20 199:13 236:15 2013-2014 198:17 204:12 2014 52:22 53:3 54:1 56:16 135:18 138:20 139:17 185:1,2 2015 196:20 209 3:21 21 12:24 21st 13:8 22 11:15 53:2 228 3:23
\$		
\$100,000 152:16 155:10 \$12 131:8 \$15 131:9 \$15,000 201:1 \$150,000 152:17 155:10 207:8 \$150,554 207:14 \$2 198:25 \$233.35 151:7 \$300-and-some 151:3 \$300-and-something 150:18 \$400 84:23 \$430,000 151:8 \$5,000 171:2,4 \$50,000 201:3,8,11,16 \$75,000 152:19 155:12 \$8 199:1 \$8,017,442 199:6		
#		
#219 1:20 236:7,18		
1		
1 3:2 10:22 11:2 92:22 93:2 95:12 118:16 119:9 147:11 198:14 199:4,5 200:14,18 201:18 202:9 237:3 1st 103:13 105:4 123:9 185:1		

23 10:22
232 3:24
236 3:25
24th 213:12
25 19:1,18 92:13 94:13 105:7
25th 213:12
26 1:10 199:3
27 46:21 49:13 108:7
27th 123:25 216:3,5,17 219:3
 227:6
28 165:25 174:3
28th 194:12
283 130:12
29 9:19 10:8 12:1,5
29th 9:22 10:4 11:21

3

3 3:4 21:9 24:4,12 61:19 80:9
 92:16 95:11 130:12
3rd 123:10
3:53 235:21
30 9:19 12:6,18,22 160:5 162:19
 211:6
30th 164:20
30,000 156:20
30-year-old 174:3
300 1:11 140:22
31 135:5
35 90:4
37 25:16 214:13
370 197:19
38 28:11 89:1
39 108:7

4

4 3:2,5 13:13 24:4 92:22 93:2
 95:12 142:23
4th 123:10
40 19:3,5 111:16 191:10
40th 105:14
40-person 190:4
42 70:9,11
43 81:17
44-acre 130:18 132:9 134:19,24
 135:1 137:18

5

5 3:6 10:11,15,18 21:7,24 24:4
 115:16 210:6
5th 118:19 123:10
5-point 10:12
5.2 151:1
5.28 137:19 138:2 150:14
50 10:9,17,19 39:13 84:19 89:15
 90:18,24 93:23 145:1 146:7
 203:2 204:10
50th 85:11,23
50-percent 137:3 143:1,15 144:24
501 132:2
501(c)(3) 130:17 132:3,10,14,25
 133:3 134:10 136:7,9,15 137:21
 138:12 146:14,16,25 147:3,7,10
 148:25 149:1 150:2,15,24
 152:11,21 196:23
51-page 137:7
513 134:6 155:25
52 214:14
525 197:20
538 156:1
55 60:14
584 145:6,9 151:7 152:22 155:14
 155:20 156:8 157:3

6

6 3:7 9:4,5,8,18 126:21 204:6
 209:9
6S1 202:23 204:7
6S2 202:23
6th 9:14 118:19
60 202:25
60-percent 203:7 204:9
65 11:2,2

7

7 3:8 27:15 89:24 126:24 202:23
7th 118:19
7.5 110:19
71 28:22
75 19:1
75-percent 56:25
77 130:24

8

8 3:3,9 10:4,5,8,8 80:9 89:24

94:18 127:8
80 19:3 188:14
80-point 81:17
800 46:17
82 3:6
85 29:16,20 30:17
8648K 236:25 237:2
8648K(CC) 1:25
87102 1:22 236:20

9

9 3:4 89:24 163:2,8 174:13 194:3
 194:20
9a 3:10
9b 3:11
9c 3:13
9d 3:14
9/26/13 237:2
9:00 1:10 77:16 194:12 235:5,12
90 6:1 57:9 173:24 200:16
90s 83:19
93 11:12
95-percent 57:10
99 84:16
99.6 31:3