

In The Matter Of:
*BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL*

December 13, 2016

*Sharon Hill Court Reporting
4021 Robinwood Cr.
Bryant, AR 72022
(501) 847-0510*

Original File CAP - 12-13-16.prn

Min-U-Script® with Word Index

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL

DECEMBER 13, 2016
8:30 A.M.

A P P E A R A N C E S

PANEL MEMBERS:

MS. DEBORAH COFFMAN	Chairman/Chief of Staff
DR. MARK GOTCHER	Vice Chairman/Deputy Commissioner
MS. IVY PFEFFER	Asst. Commissioner - HR/Educator Effectiveness & Licensure
DR. ERIC SAUNDERS	Asst. Commissioner - Fiscal & Administrative Services
MS. ANNETTE BARNES	Asst. Commissioner - Public School Accountability
MR. GREG ROGERS	Asst. Commissioner - Fiscal & Admin. Services
MS. STACY SMITH	Asst. Commissioner - Learning Services
MR. BOBBY LESTER	Director of Federal Programs

ALSO APPEARING:

MS. ALEXANDRA BOYD	Public School Program Coordinator
MS. KELLY McLAUGHLIN	Public School Program Advisor
MR. FREDDIE SCOTT	Learning Services Operations Mgr.

ADE LEGAL COUNSEL:

MS. JENNIFER DAVIS	ADE Staff Attorney
--------------------	--------------------

ARKANSAS DEPARTMENT OF EDUCATION
#4 CAPITOL MALL
LITTLE ROCK, AR 72201

I N D E X

	Page
Preliminary Matters	3
Chair's Report	4
Consent Agenda	4
A-1: Fayetteville Virtual Academy	5
A-2: Badger Academy, Beebe	21
A-3: Cabot Academic Center of Excellence.	28
A-4: Cross County Elementary Tech. Academy	57
Adjournment	113
Court Reporter's Certificate	116

E X H I B I T S

A-3: CABOT ACADEMIC CENTER OF EXCELLENCE

EXHIBIT ONE (1)
 PowerPoint Presentation

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

P R O C E E D I N G S

CHAIRPERSON COFFMAN: Good morning, Ladies and Gentlemen. The December 13, 2016 meeting of the Charter Authorizing Panel is called to order. I'd like to welcome everyone to the Arkansas Department of Education and ask that you please silence all electronic devices. We will facilitate a fair and responsible hearing today and I request that each person speaking please state your name and title for the record. I ask that you continue to speak clearly into the microphone for the benefit of the Panel, the audience, and the viewing audience. This entire meeting is being live-streamed and recorded and will be posted on the ADE website. In addition, our court reporter Ms. Hill will be providing a transcript of the meeting and it too will be posted on the ADE website.

And we'd like to start with Ms. Jennifer Davis, if you want to come up and explain the hearing process, and then we'll get started on our agenda.

MS. DAVIS: Sure. Good morning. Jennifer Davis, Staff Attorney for the Department. Is this on? Can you hear me?

DR. GOTCHER: Yes, but barely.

MS. DAVIS: Okay. I can't hear.

1 Okay. So the procedures that you're going to
2 follow today will be that all persons wishing to
3 provide testimony outside the attorneys will need to
4 be sworn in. The applicant will have 20 minutes to
5 make its presentation to you, followed by 20 minutes
6 collectively for any opposition that there may be.
7 The applicant will then have an additional 5 minutes
8 to respond to any opposition or make any closing
9 statements that they may like. At that point you may
10 ask any questions of the applicant, of ADE staff, or
11 anyone that you may have questions of, and you can
12 then make your final decision. You can make it today
13 or make it at a later date, but if you make it today
14 you have a Google doc that you can record your
15 answers for your vote. Any questions?

16 CHAIRPERSON COFFMAN: Thank you, Ms. Davis.

17 CHAIR'S REPORT

18 CHAIRPERSON COFFMAN: Okay. The first item is a
19 Chair's Report. I don't have a Chair's Report, other
20 than to wish Dr. Gotcher a Happy Birthday.

21 DR. GOTCHER: Thank you.

22 CHAIRPERSON COFFMAN: Hopefully everybody will
23 join me in that celebration.

24 CONSENT AGENDA

25 CHAIRPERSON COFFMAN: Then our next item is the

1 Consent Agenda for approval of October 19, 20, and 21
2 minutes.

3 DR. GOTCHER: Move to approve.

4 MS. SMITH: Second.

5 CHAIRPERSON COFFMAN: Motion has been made by
6 Dr. Gotcher, seconded by Ms. Smith to approve the
7 minutes for October 19, October 20, and October 21.

8 Any discussion?

9 All those in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRPERSON COFFMAN: Any opposed?

12 Minutes are approved.

13 A-1: REQUEST FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
14 AMENDMENT: FAYETTEVILLE VIRTUAL ACADEMY

15 CHAIRPERSON COFFMAN: Ms. McLaughlin, our first
16 action item is Request for District Conversion Public
17 Charter School Amendment for Fayetteville Virtual
18 Academy.

19 MS. McLAUGHLIN: Yes. Today we have
20 Fayetteville Virtual Academy here to ask for an
21 amendment request and Dr. Kim Garrett, the associate
22 superintendent for Administrative Services, will
23 begin the presentation. And she will have several
24 speakers here today: Joanna Lever, Dr. Steven Weber,
25 and Holly Johnson. They will probably all need to be

1 sworn in before they begin speaking.

2 CHAIRPERSON COFFMAN: If all representatives
3 from the Fayetteville Virtual Academy would please
4 stand, and anyone speaking in opposition please
5 stand; raise your right hand. Do you affirm or -- do
6 you swear or affirm that the testimony you're about
7 to give shall be the truth, the whole truth, and
8 nothing but the truth?

9 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

10 CHAIRPERSON COFFMAN: Dr. Garrett, if you'll
11 state your name and your title for the record.

12 DR. GARRETT: My name is Kim Garrett; I'm the
13 associate superintendent for Administrative Services
14 for Fayetteville Public Schools. And we would like
15 to wish Dr. Gotcher a Happy Birthday today.

16 DR. GOTCHER: Thank you very much.

17 DR. GARRETT: Dr. Wendt, our new superintendent,
18 was recently appointed to the National
19 Superintendents Advisory Council of College Board and
20 their first meeting is this week in New York. So he
21 sends his personal thank-you for giving us this
22 hearing opportunity today and he wanted us to make
23 sure that we told you he looks forward to meeting
24 each of you in the future and he looks forward to
25 working with you as we continue to offer more kids

1 more opportunities.

2 As we have worked on our expansion plans for the
3 17-18 school year for Fayetteville Virtual Academy we
4 realized two things:

5 First of all, as we started analyzing moving
6 into the high school level we realized that we have a
7 lot of students who can benefit from this
8 opportunity, not just 9th grade and 10th graders for
9 next year. But we really started realizing that we
10 wanted to go ahead and offer our expansion to all
11 high school students next year and one of the
12 reasons, besides it just being what's good for kids,
13 is the idea that as you start analyzing high school
14 courses you realize that we have many students who
15 are on accelerated pathways. We will have freshmen
16 who are taking junior level math classes; we will
17 have sophomores possibly taking senior level math
18 courses. Science, our students can choose from a
19 variety. They can go into AP biology as early as
20 10th grade or they can save AP biology until their
21 senior year. History, we have students who take that
22 at a variety of levels. Some students move in taking
23 economics in 9th grade. At Fayetteville Public
24 Schools we offer economics in 12th grade. And so we
25 started realizing the high school experience is much

1 more fluid than what we initially were thinking
2 about.

3 And really the only two courses that we have to
4 add this year, instead of waiting later, are junior
5 English and senior English. All of the other
6 courses, we need to go ahead and get our course
7 approvals. We need to have trained teachers who are
8 able to teach those courses. And with that
9 understanding, and understanding how this can benefit
10 all high school students, we decided to move forward
11 with this amendment.

12 And we thank you for granting us this exception
13 to come before you today to ask for an amendment so
14 that we can expand 9th through 12th grade for next
15 year, which means the following year we would not be
16 expanding grade levels; we would only be expanding in
17 numbers at that point. We are not asking for this
18 coming 17-18 school year to add additional numbers of
19 students. We feel that we are growing at a very good
20 rate and we feel that that allows us to really focus
21 on the quality of what we're doing and making sure
22 that we're meeting the needs of our students.

23 Today we have Joanna Lever, who is our director
24 of Fayetteville Virtual Academy, who is also here
25 should you have any questions for us or should you

1 want to hear anything about how the virtual academy
2 is going to date. But at this point we are ready to
3 answer any of your questions.

4 CHAIRPERSON COFFMAN: Thank you. Is there
5 anyone here to speak in opposition?

6 MS. McLAUGHLIN: No, ma'am.

7 CHAIRPERSON COFFMAN: Thank you. Any final
8 words before we start our questions?

9 DR. GARRETT: No, ma'am. Thank you.

10 CHAIRPERSON COFFMAN: Panel Members, any
11 questions? Dr. Saunders.

12 DR. SAUNDERS: So in looking at this amendment
13 request, all you're looking at is just to increase
14 the grade levels and the number of students; is that
15 correct?

16 DR. GARRETT: It is just to increase the grade
17 levels. We were already authorized to expand to 225
18 students for the 17-18 school year. The number would
19 remain the same.

20 DR. SAUNDERS: Okay. I know that in our
21 previous discussions one thing that you had mentioned
22 was the desire to start off with a small population,
23 to try to control it to see what needed done to be
24 successful. Now what have you learned in that
25 process that you could share with us?

1 DR. GARRETT: Absolutely. And then I'm probably
2 going to let Mrs. Lever even address that. One of
3 the things that we've learned is really exactly what
4 the research states, and that is the student contact
5 points with students and teachers is very important.
6 And one of the things that we've done is bring in a
7 consultant from Nashville Virtual Academy who has
8 worked with our teachers and program in creating
9 deeper opportunities for kids to come in. We have
10 our field experiences which are working wonderfully.
11 Our students and teachers are really enjoying that
12 opportunity to go into the community and to develop
13 deeper partnerships with our business community than
14 typically we have time to do and really understand
15 more about the purpose of education. But our kids
16 are social beings, we are all social beings, and so
17 that's one of the lessons that we've learned is we
18 need those student contact points. And so Joanna and
19 her team are doing a great job in creating those and
20 even as we get ready to go into the second semester
21 increasing those and making them more worthwhile.

22 DR. SAUNDERS: Okay.

23 CHAIRPERSON COFFMAN: Dr. Gotcher? Anyone else?
24 Ms. Smith.

25 MS. SMITH: Just a curiosity question. Where

1 are your students coming from? Are they students
2 that were previously Fayetteville students or are
3 they homeschool students? Are they coming from other
4 -- I mean, what's your typical pool of kids?

5 DR. GARRETT: Mrs. Lever has that broken down,
6 so I'm going to let her go over that.

7 MS. SMITH: Great. Thank you.

8 MS. LEVER: Good morning. My name is Joanna
9 Lever and I'm the director of Fayetteville Virtual
10 Academy. Currently, we have -- 17% of our students
11 came from homeschool, 70% of them came from
12 traditional schools, and 9% came from other online
13 schools, and then 4% of our students came from
14 private school.

15 CHAIRPERSON COFFMAN: Follow-up?

16 MS. SMITH: No. Thank you.

17 CHAIRPERSON COFFMAN: Ms. Pfeffer.

18 MS. PFEFFER: Good morning.

19 DR. GARRETT: Good morning.

20 MS. PFEFFER: I was just looking at the
21 enrollment numbers and looking at the demographic
22 information and looking at how is that compared to
23 your overall student population. And it does seem
24 that there isn't as much diversity within the charter
25 this time as there is within your school as a whole.

1 So do you have any thoughts as you move forward into
2 -- you know -- do you see this as a way to pull in
3 some students that maybe are not right now taking
4 advantage of that? And I just -- I know you all as
5 you move forward want a successful charter and want
6 it to be representative for opportunities for all
7 students. So can you talk a little bit about that?

8 DR. GARRETT: Exactly. And with this our first
9 year, you know, really it's a lot of learning your
10 first year and getting the information out there.
11 And we feel very good that the students we have who
12 are being very successful will be able to talk with
13 other students. And one of the reasons, when we look
14 at the high school expansion in going 9-12 in one
15 year, is really that we feel that we have more
16 diversity there who may realize that this is a very
17 good fit for them. And so we do believe that it will
18 continue to grow and reflect our overall diversity in
19 Fayetteville.

20 CHAIRPERSON COFFMAN: Dr. Saunders.

21 DR. SAUNDERS: Yeah. Currently, how many
22 teachers do you have assigned?

23 DR. GARRETT: We have three teachers.

24 DR. SAUNDERS: Three teachers. And what is -- I
25 know you had a waiver on the licensure. Are any of

1 those licensed or are any of those working towards
2 that?

3 DR. GARRETT: All three of them are licensed.
4 We have a -- our math teacher has his doctorate; he
5 was a math coach before coming in to teach math. Our
6 English teacher, she teaches English and social
7 studies; she was an instructional facilitator. So
8 both of those -- she also has her masters degree.
9 And then we have another teacher who came in from
10 online, had worked previously with an online school.
11 And so they are all licensed teachers. And in fact,
12 we've been -- one of the reasons we went after the
13 depth of their experience is, again, we want this to
14 be successful and we feel like these teachers need to
15 have a very deep understanding of curriculum and the
16 progressions of learning so that when students
17 struggle they understand how to get in and really
18 help kids.

19 DR. SAUNDERS: Okay.

20 CHAIRPERSON COFFMAN: I have two questions.
21 I'll kind of put them together and let you answer
22 them. Other schools that are trying something
23 similar are expressing that they may have teachers
24 within their system that are uncertain what this new
25 charter opportunity means to them. And so would you

1 talk about how you are -- what your ongoing
2 communication is with your entire staff? And then
3 taking that a little broader, what is your
4 communication with other schools that are attempting
5 similar endeavors? And then kind of expand that: how
6 are we going to tell the story?

7 DR. GARRETT: Okay. To begin with on how we are
8 communicating with staff members, that is something
9 we're preparing for. As we go into the spring we'll
10 be doing a lot more of that and, of course, we'll be
11 using our teachers who have learned it through trial-
12 and-error. And one of the things that I believe our
13 teachers and our students say is that this is harder
14 than you think; this is not an easy out. When you
15 are having to demonstrate mastery and you're having
16 to sometimes read deeply in order to learn something
17 it can be more difficult, and so it's definitely not
18 for those who think that it's an easier pathway than
19 the traditional school. So that's one of the ways
20 we're going to be communicating to staff members.

21 I'm going to let Mrs. Lever address the
22 specifics of the other schools because I think she's
23 been doing more work there.

24 MS. LEVER: We have had a number of school
25 districts visit our campus to learn about how we got

1 started, the charter application process that we went
2 through as a district, and just what we're doing now
3 and what we've learned since we've gotten started.
4 And Dr. Garrett was right on target when she said,
5 you know, this is not an easier pathway; it's a
6 different pathway. And so being able to communicate
7 that to them and how we've done that with the parents
8 and our students I think has been most beneficial.

9 CHAIRPERSON COFFMAN: And then how are we going
10 to tell the story across the state?

11 MS. LEVER: Right now, we are working with our
12 communications department in our district to create
13 some different videos. We have a series that we're
14 putting together where we'll show several of our
15 students in their home settings and show the reasons
16 why Fayetteville Virtual Academy is beneficial to
17 them. For example, we have a student who's in 6th
18 grade and he lives on a sheep farm and he helps on
19 the farm, and he travels to Springfield, Missouri one
20 day a week for pipe organ lessons. And so he needs
21 the opportunity to have a more flexible schedule that
22 works with the demands of his life, and so the video
23 series will be able to capture that. And then we're
24 also putting together a panel of parents and students
25 to talk about their experience their first year in a

1 virtual online learning setting.

2 CHAIRPERSON COFFMAN: Great. Thank you. We're
3 very focused on our vision of student-focused
4 education, so we're always interested in how we begin
5 to tell these stories from the beginning, including
6 the part where it's hard work.

7 DR. GARRETT: Absolutely.

8 CHAIRPERSON COFFMAN: Ms. Barnes.

9 MS. BARNES: Thank you. Good morning and thank
10 you for being here. I just wanted to go back to make
11 sure I understood. I believe you said you have three
12 teachers currently?

13 DR. GARRETT: Yes.

14 MS. BARNES: And all three are licensed
15 teachers?

16 DR. GARRETT: Yes.

17 MS. BARNES: And so since you're looking at
18 adding 10th, 11th and 12th, moving all the way up,
19 and you're currently serving 4, 5, 6, 7, 8, are they
20 licensed across grade levels?

21 DR. GARRETT: Right now, I'm trying to think of
22 how far up they go. They are not going to be able to
23 handle all of the new students and we did not hire
24 them expecting them to be able to do that. What
25 we're doing -- in fact, our superintendent is going

1 to be meeting with high school faculty and he has
2 experience in this. And also our new other associate
3 superintendent for Teaching and Learning, Dr. Steven
4 Weber, coming out of North Carolina, has experience
5 in working with online education. And so really what
6 we want to do is to look at who is available in our
7 community. Right now, we have a University of
8 Arkansas professor who is very interested in teaching
9 Latin. So if we do not have a teacher who comes out
10 from the high school who may be interested in
11 teaching one of our courses, then we want to be able
12 to look at those other experts in our area who could
13 do that.

14 MS. BARNES: Okay. Thank you. I think you
15 answered my second question, and that was basically
16 what is your plan to make the adjustments to
17 accommodate the students at the grade levels that
18 they come to you with the needs that they'll have. I
19 think you answered that.

20 DR. GARRETT: Thank you.

21 CHAIRPERSON COFFMAN: Ms. Smith.

22 MS. SMITH: So are you using another outside
23 virtual provider at all for --

24 DR. GARRETT: Yes.

25 MS. SMITH: Okay. I thought --

1 DR. GARRETT: Yes.

2 MS. SMITH: I thought so.

3 DR. GARRETT: Yes. We are using Fuel Education.
4 Our goal is -- and we supplement with Fayetteville
5 curriculum as we need to. We are eventually wanting
6 to write our own so that -- in fact, as we've talked
7 with other schools, specifically the Nashville
8 Virtual Academy which has a very high success rate,
9 one of the things that they are doing is using that
10 curriculum not just online in a fulltime setting but
11 their classroom teachers then have access to that for
12 remediation or enrichment. And so we see the value
13 of eventually bringing that in to be our own
14 curriculum.

15 MS. SMITH: So your high school students have
16 the opportunity to take all the courses that are
17 offered by Fuel Education and then possibly courses
18 within your own high school?

19 DR. GARRETT: If they are a Fayetteville Virtual
20 student, then, yes, they will have the opportunity to
21 take any of the online courses. In addition, in our
22 charter we allow students to take face-to-face
23 courses at the high school. For example, this year
24 we have a student in band, we have a student in
25 football, just a variety of different opportunities,

1 and we feel like that that's really something that
2 adds to our charter and really strengthens the
3 education that our students are getting.

4 MS. SMITH: Thank you.

5 CHAIRPERSON COFFMAN: Any additional questions?
6 Then if you're ready for a motion --

7 DR. SAUNDERS: I'll make a motion to approve.

8 MS. SMITH: Second.

9 CHAIRPERSON COFFMAN: A motion has been made by
10 Dr. Saunders and seconded by Ms. Smith to approve the
11 amendment for Fayetteville Virtual Academy. Any
12 discussion?

13 All those in favor?

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRPERSON COFFMAN: Any opposed?

16 Motion passes.

17 DR. GARRETT: Thank you.

18 CHAIRPERSON COFFMAN: If you'll wait just a
19 moment, we'll have written comment.

20 (A FEW MOMENTS OF SILENCE)

21 CHAIRPERSON COFFMAN: Mr. Lester.

22 MR. LESTER: I voted for the amendment. The
23 district has a good plan for adding additional grade
24 levels. I have no concerns.

25 CHAIRPERSON COFFMAN: Mr. Lester, if you'll use

1 your microphone.

2 MR. LESTER: I'm sorry. I voted for the
3 amendment. The district has a good plan for adding
4 additional grade levels. I have no concerns.

5 CHAIRPERSON COFFMAN: Ms. Pfeffer.

6 MS. PFEFFER: I voted for the amendment. The
7 district is ready to expand and this gives them the
8 opportunity to do so.

9 CHAIRPERSON COFFMAN: Mr. Rogers.

10 MR. ROGERS: Sounds like a logical transition.
11 I have no concerns.

12 CHAIRPERSON COFFMAN: Dr. Saunders.

13 DR. SAUNDERS: I voted in favor. I have no
14 concerns.

15 CHAIRPERSON COFFMAN: Ms. Smith.

16 MS. SMITH: No concerns. In fact, I think the
17 inclusion of additional grades makes sense.

18 CHAIRPERSON COFFMAN: Ms. Barnes.

19 MS. BARNES: I voted in favor. I believe the
20 charter offers the type of academic flexibility that
21 is responsive to student needs and this amendment
22 appears to be an appropriate response at this time.

23 CHAIRPERSON COFFMAN: Dr. Gotcher.

24 DR. GOTCHER: I also voted for. I continue to
25 be impressed with this model of learning and with

1 this leadership team. I have no concerns having them
2 move forward a year ahead of schedule.

3 CHAIRPERSON COFFMAN: Congratulations. We look
4 forward to hearing from your communications team and
5 seeing those videos of student-focused learning in
6 Fayetteville.

7 DR. GARRETT: Thank you very much.

8 CHAIRPERSON COFFMAN: Thank you.

9 A-2: REQUEST FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
10 RENEWAL: BADGER ACADEMY, BEEBE

11 CHAIRPERSON COFFMAN: All right. Ms.
12 McLaughlin, action item 2 is a Request for District
13 Conversion Public Charter School Renewal from Badger
14 Academy, Beebe.

15 MS. McLAUGHLIN: Yes. Action item 2, Badger
16 Academy is here to present their renewal application.
17 Dr. Belinda Shook, superintendent, will begin the
18 presentation. Also, Dr. Scott Embrey, assistant
19 superintendent for Curriculum and Instruction, and
20 Mr. Keith Madden, principal, will be speaking as
21 well.

22 CHAIRPERSON COFFMAN: If all the representatives
23 from Beebe Academy -- Badger Academy in Beebe would
24 please stand and raise your right hand, and anyone
25 speaking in opposition. Do you swear or affirm that

1 the testimony you're about to give shall be the
2 truth, the whole truth, and nothing but the truth?

3 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

4 CHAIRPERSON COFFMAN: Dr. Shook, you're
5 recognized.

6 SUPT. SHOOK: Good morning, everyone. I'm truly
7 happy to be here after driving through the traffic
8 this morning. I have utmost admiration for everyone
9 who tackles the Little Rock traffic. I do have Dr.
10 Scott Embrey, assistant superintendent for Curriculum
11 and Instruction, and Mr. Keith Madden, the director
12 of Badger Academy. We are asking for a charter
13 renewal. We are into our tenth year with Badger
14 Academy; this is our second renewal request. Last
15 year we asked for an amendment and was granted that
16 amendment and we moved Badger Academy onto the main
17 campus and it's now located in the high school north
18 building. We think that has been a good move and
19 we've seen lots of success from Badger Academy. It's
20 an alternative learning environment. We believe the
21 flexibility that has been granted through the charter
22 has allowed us to help students achieve success who
23 would not have been able to otherwise.

24 Since the school is a conversion charter school
25 of course it operates under the Beebe School

1 District's school board of directors and it does of
2 course have its own LEA number. Since the amendment
3 last year, as I mentioned, it's located in the north
4 building and this has given our students more access
5 to things on the main campus and has just integrated
6 the program more completely with our district.

7 The goals for Badger Academy are dropout
8 prevention, increased graduation rate, and college
9 and career readiness. And we're asking for renewal
10 with very few changes because, like I said, we do
11 believe the model that we have we've seen some
12 success.

13 Dr. Embrey has some specific information as far
14 as data about Badger Academy over the last years, and
15 Mr. Madden has some specific real-life examples. So
16 with that being said, we are ready to answer your
17 questions.

18 CHAIRPERSON COFFMAN: Is there anyone speaking
19 in opposition?

20 MS. McLAUGHLIN: (Shaking head from side to
21 side.)

22 CHAIRPERSON COFFMAN: Okay. Dr. Shook, any
23 additional comments before we begin questioning?

24 SUPT. SHOOK: I don't think so.

25 CHAIRPERSON COFFMAN: All right. Panel Members?

1 Dr. Saunders.

2 DR. SAUNDERS: I noticed that you have selected
3 in SIS that you have before or after school programs
4 and a summer program attached to this at Badger
5 Academy. I'm just curious what those are?

6 SUPT. SHOOK: I'm going to let Dr. Embrey
7 address that.

8 DR. SAUNDERS: All right.

9 DR. EMBREY: Yes. We have a --

10 CHAIRPERSON COFFMAN: If you'll --

11 DR. EMBREY: -- Second Chance -- oh, I'm sorry.

12 CHAIRPERSON COFFMAN: If you'll state your name
13 and title.

14 DR. EMBREY: Yeah. Scott Embrey, assistant
15 superintendent. We have -- we do have an afterschool
16 program that we call our Second Chance program and we
17 do that. It's three hours per night, Monday through
18 Thursday, and it's for students to come in and work
19 on credit recovery and those type things. They also
20 have some opportunities for tutoring in the mornings.

21 DR. SAUNDERS: Is there summer programs -- are
22 there?

23 DR. EMBREY: No, there's not. And I'm --

24 DR. SAUNDERS: Okay.

25 DR. EMBREY: And I'm sure we -- we do have

1 summer school through our regular setting and we do
2 have Badger Academy students that take advantage of
3 that.

4 DR. SAUNDERS: Oh, okay.

5 DR. EMBREY: So that would be our summer
6 program.

7 DR. SAUNDERS: That makes sense. Thank you.

8 CHAIRPERSON COFFMAN: Other questions?

9 Well, I'll ask a similar question. How are you
10 communicating to other staff members about your
11 charter? How are you communicating -- are you
12 communicating with other charter schools or other
13 similar schools? And then, how are you telling your
14 story to the state?

15 If you'll state your name and title please.

16 MR. MADDEN: I'm Keith Madden; I'm the principal
17 at Badger Academy. You know, us moving over to the
18 high school has really helped with communicating
19 better with the teachers. They can kind of see more
20 what we really do and what we're really about. You
21 know, being an ALE also, you know, sometimes comes
22 with -- you know, they really don't know what's going
23 on at our school. But integrating us with the high
24 school, the teachers that are just -- probably never
25 even been around Badger Academy they actually can see

1 it. You know, we do use Twitter and we're on the
2 school's webpage. Last year, you know, we went down
3 to ACE at Cabot and looked at their program and their
4 online program.

5 CHAIRPERSON COFFMAN: And how are you telling
6 your story to the state?

7 MR. MADDEN: Well, you know, every year we
8 always put something in our local Beebe newspaper
9 and, you know, work through Dr. Gardenhire, you know,
10 through the State with the ALE part. And we've been
11 recognized I guess four times with the Alternative
12 Ed. program in the state. He does a lot of -- I have
13 a girl this year that, you know, I'm trying to --
14 hopefully she'll get a scholarship through
15 Alternative Ed. But I guess communicating more with
16 him, that's how we get a lot of ours out to the
17 state.

18 CHAIRPERSON COFFMAN: Any additional questions?
19 Then I'll accept a motion.

20 DR. SAUNDERS: Motion to approve.

21 MS. PFEFFER: Second.

22 CHAIRPERSON COFFMAN: Motion has been made by
23 Dr. Saunders and seconded by Ms. Pfeffer to approve
24 the renewal request for Badger Academy Beebe. Any
25 discussion?

1 All those in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRPERSON COFFMAN: Any opposed?

4 Motion passes.

5 If you'll give us just a moment.

6 (A FEW MOMENTS OF SILENCE)

7 CHAIRPERSON COFFMAN: Ms. Barnes.

8 MS. BARNES: I voted in favor of the motion. I
9 have no immediate concerns at this time.

10 CHAIRPERSON COFFMAN: Mr. Lester.

11 MR. LESTER: I have no concerns.

12 CHAIRPERSON COFFMAN: Ms. Pfeffer.

13 MS. PFEFFER: The charter has met their goals
14 and outlined new goals. Their recent changes are
15 proving to be successful.

16 CHAIRPERSON COFFMAN: Mr. Rogers.

17 MR. ROGERS: I didn't have any concerns with it.

18 CHAIRPERSON COFFMAN: Dr. Saunders.

19 DR. SAUNDERS: I voted in favor. I have no
20 concerns.

21 CHAIRPERSON COFFMAN: Ms. Smith.

22 MS. SMITH: I have no concerns. The only
23 comment I would like to make is I think your numbers
24 are in line with having an ALE for your total
25 district population. I think if you did shoot up to

1 170 students within this ALE program I would have a
2 concern about disproportionality. But I think what
3 you have actually in place fits with what your needs
4 are in your district. So that was just the only
5 comment I made.

6 CHAIRPERSON COFFMAN: Dr. Gotcher.

7 DR. GOTCHER: I also voted for the renewal. I'm
8 excited to see a third renewal for this academy. I
9 would encourage you, as Ms. Coffman said, to tell
10 your story and continue to showcase your successful
11 students.

12 CHAIRPERSON COFFMAN: Congratulations.

13 SUPT. SHOOK: Thank you.

14 DR. GOTCHER: Congratulations.

15 SUPT. SHOOK: Thank you.

16 CHAIRPERSON COFFMAN: Are y'all ready for number
17 three or you want a break?

18 Number three it is.

19 A-3: REQUEST FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
20 RENEWAL: CABOT ACADEMIC CENTER OF EXCELLENCE

21 CHAIRPERSON COFFMAN: Ms. McLaughlin, action
22 item number three is a Request for District
23 Conversion Public School Charter Renewal from the
24 Cabot Academic Center of Excellence.

25 MS. McLAUGHLIN: Can we take just a little

1 break? They have had one member have a wreck and
2 they will be here in just a few minutes.

3 SUPT. THURMAN: She's almost here.

4 MS. McLAUGHLIN: Almost here.

5 SUPT. THURMAN: She's what caused Dr. Shook to
6 have a problem this morning. She's about four
7 minutes out.

8 CHAIRPERSON COFFMAN: We will happily give her

9 --

10 SUPT. THURMAN: Sorry.

11 CHAIRPERSON COFFMAN: We'll take a break.

12 SUPT. THURMAN: Thank you.

13 MS. McLAUGHLIN: Thank you so much.

14 (BREAK: 9:05 - 9:15 a.m.)

15 CHAIRPERSON COFFMAN: Ms. McLaughlin, you're
16 recognized.

17 MS. McLAUGHLIN: Thank you. We have Cabot ACE
18 here today to present their renewal application. Dr.
19 Tony Thurman, superintendent, will begin the
20 presentation. Also we have Michele Evans, principal;
21 Georgia Chastain, administrator for ACE; and Dr.
22 Tammy Tucker, assistant superintendent for Curriculum
23 and Instruction.

24 CHAIRPERSON COFFMAN: If all the representatives
25 from Cabot Academic Center of Excellence would stand

1 and raise your right hand, and anyone speaking in
2 opposition. Do you swear or affirm that the
3 testimony you're about to give shall be the truth,
4 the whole truth, and nothing but the truth?

5 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

6 CHAIRPERSON COFFMAN: Dr. Thurman, you're
7 recognized.

8 SUPT. THURMAN: Thank you for the short break,
9 and Ms. Evans did make it just then and she will tell
10 you she's doing well; her car is not so well. So I
11 do see a new vehicle in her future, so
12 congratulations to her for Christmas. So we're just
13 glad that she's okay, and thank you for working with
14 us.

15 Yes, we are asking for renewal of our
16 application for ACE. And two years ago we came
17 forward and asked for an expansion to ACE North, and
18 our original ACE program started in 2004. I heard
19 some of the presentations earlier and they're trying
20 to get started and trying to get their feet wet.
21 Well, our feet are soaked and we really understand
22 what this is all about. And I will absolutely tell
23 you, I would invite anyone to come see what's
24 happening at this location because there's some
25 amazing things happening at the Academic Center of

1 Excellence and at the Academic Center of Excellence
2 North that -- I'll explain in just a few moments
3 about how we decided to move with ACE North, because
4 we wanted to compliment our ALE program to provide
5 some transitional programs for kids to move back into
6 the regular population. But before I do so, Ms.
7 Coffman, one of the questions that we've heard you
8 ask all morning is how do you tell your story. We're
9 very fortunate in our district to have a very
10 advanced radio -- television studio and we ask them
11 to do a lot of work for us and presentations. And we
12 also have been given a cable access channel on our
13 local network, so we run a lot of promos and things
14 to kind of help our staff and our community know what
15 -- kind of what this is all about. And now after all
16 these years I think it's pretty well known what it
17 does there and the facility is absolutely beautiful.

18 I think that it's -- I'm extremely proud of what
19 we've been able to accomplish in both of these
20 locations. But before I go any further in telling
21 that story I'd like you to see our story in a video
22 package, if you could allow us to do so please.

23 While I'm letting them get that ready I'll just
24 go ahead and explain -- I want to explain ACE North
25 and the transitional program that we developed two

1 years ago. We started ACE as an option for kids that
2 just didn't fit into the normal school atmosphere.
3 And at Cabot, Cabot High School is over 2,000 kids
4 and just some kids just don't do well in that large
5 of a population. So we started ACE when I was
6 actually the principal at Cabot High School. I've
7 been superintendent 10 years and we've evolved the
8 program over that time. But it's not only for kids
9 who may be challenged in that environment. A lot of
10 them have -- we bring in a lot of homeschooling kids;
11 we have a lot of kids with medical challenges; we
12 have a lot of kids with families already; we have a
13 lot of kids that have jobs of their own. And then we
14 expanded into ACE North.

15 I'll let you watch the video and I'll finish
16 this later.

17 (COURT REPORTER'S NOTE: The video began playing
18 for the Panel but due to technical difficulties had
19 to be stopped. The video may be viewed on the ADE
20 website.)

21 SUPT. THURMAN: I'm afraid you're going to be
22 really confused after you hear all this overlap, so
23 that's all right. And if it doesn't -- if it won't
24 work, that's fine. We can continue on.

25 With the ACE program, the -- when I was talking

1 earlier, there's a lot of children with challenges
2 that attend ACE. But what we've also seen is we have
3 a lot of kids that are really advanced that decide
4 they want to expedite their educational career so
5 they actually can attend ACE as well. And with me
6 today I have Ms. Evans and she's the principal of ACE
7 and been with ACE since it started years ago; and Dr.
8 Tucker is our assistant superintendent; and Ms.
9 Chastain, who just took over as principal at ACE
10 North this last year.

11 Okay. One more try and then we'll just go ahead
12 without that.

13 (COURT REPORTER'S NOTE: The video was played in
14 its entirety for the Panel. The video may be viewed
15 on the ADE website.)

16 SUPT. THURMAN: All right. Thank you for
17 allowing us to show that because I think it kind of
18 tells the students' story. And the way we did that
19 is -- we've done several videos on the program and we
20 put out a call to kids and told them, "If you'd like
21 to tell your story." So all of them wanted to tell
22 their story and they're actually excited about where
23 they are now because of ACE and ACE North.

24 We do have a PowerPoint and I think we have a
25 copy. I passed that around.

1 (WHEREUPON, A3 Exhibit One (1), the PowerPoint
2 presentation, was marked for identification and
3 entered into evidence.)

4 SUPT. THURMAN: And just real quick I'll go
5 through this, ACE and ACE North, to understand the
6 two differences.

7 ACE -- most students attend three days a week
8 for three hours each. An example would be seniors.
9 You see they may go Monday, Wednesday and Friday.
10 It's mastery-based learning. It's a flexible
11 schedule. Most work is done at home. We provide bus
12 transportation morning and afternoon, so if a student
13 has to have bus transportation they usually stay all
14 day, and Ms. Evans and her staff will modify that
15 schedule. The student-advisor relationship is the
16 primary focus. Every student has an advisor that
17 goes through the admission process and they stay with
18 that student all the way through. And, of course,
19 the program opened in the fall of 2004.

20 I'll just let you advance if you'd like, but I'm
21 just going to keep going.

22 ACE North -- we saw ACE-North -- we have kids
23 that were doing fine. The flexible schedule was not
24 great for them. And now, remember, we have kids in
25 ALE and they're placed in ALE; that's not always an

1 option. All right? But when they do get to come out
2 what we saw was putting them right back into the
3 population a lot of times they went right back to
4 that peer group. That is not what they needed. So
5 we felt like we needed something there -- okay -- not
6 back to your peer group or to a flexible schedule,
7 because we use the same academic program in our ALE
8 as we do in ACE. So we thought, well, we need a
9 buffer piece, so that's where Ms. Chastain came into
10 the picture. We had a building on our campus, so I
11 moved out people and we opened a building there
12 called ACE-North and that's what we did two years ago
13 with our expansion. ACE-North is an all-day program,
14 and blended, and the kids can do math, science,
15 English, and social studies in that setting, but they
16 have access to all the electives on the school
17 campus. So they're in that building all day. They
18 can go out and eat lunch at the high school cafeteria
19 if they'd like to. A lot of these kids don't like to
20 be around the large group, so we bring lunch over to
21 them. Ms. Chastain and her staff do whatever it
22 takes to make sure those kids are comfortable as
23 well. If a student needs direct instruction, then
24 they can work the schedule. They'll actually go out
25 maybe for a math class at Cabot High School and the

1 other three classes can be -- basically what I'm
2 telling you is we make it work for every kid's needs
3 in that program. So now we have the flexible day and
4 we have the full day. The program full-day, a lot of
5 kids like those electives. We have electives in ACE
6 as well, but again those are all online. Our most
7 popular elective at ACE, of course, is going to be
8 our jobs program. So a lot of our kids need to go
9 out because a lot of those have -- they're paying the
10 bills and taking care of their own families. So
11 those are the unique features of both programs. And,
12 of course, our ultimate goal is to succeed and we
13 provided some numbers there. You can see our current
14 senior enrollment, 66, and ACE is 39; 26 and 1. Our
15 ALE program, this has been a nice transition and we
16 highly recommend to our students coming out of ALE
17 that they let us transition them instead of going
18 back onto the regular campus setting. So this has
19 provided the seats we need to make that transition
20 happen.

21 One of the things that you asked in your
22 feedback on our program was what about individual
23 students and I think we've shown that in terms of the
24 rigor and their performance what we have expectations
25 for. I think if you look at our past data what

1 you're going to see in our ALE program and ACE is
2 though it may be one of our more challenging
3 performing schools in our district it's actually one
4 of the -- it's very competitive statewide, and these
5 are our at-risk kids. So we're very proud of that,
6 though we want to increase that level of rigor. And
7 we expect growth for all of our students and at ACE
8 and ACE-North as well and in our ALE program.

9 Now I did want Ms. Evans real quickly just to
10 touch on what do we do, because you did mention that
11 in terms of individual student programming, what does
12 that look like in terms of the expectation for them
13 to be successful academically as well.

14 MS. EVANS: The video shows very well how we
15 work with a lot of different kinds of kids, but I did
16 kind of pick three or four that are currently -- that
17 I've been working on this week to kind of get them to
18 graduation. I picked a little girl that she's
19 actually classified a junior but she's going to
20 graduate one full year early and her whole reason for
21 coming to ACE is her dad is military and she wants to
22 get graduation done before he deploys. And so she's
23 like got 10 classes this semester and she's going to
24 have a similar load next semester. But her current
25 grade point average --

1 CHAIRPERSON COFFMAN: Ms. Evans, if you'll state
2 your name and title for the record.

3 MS. EVANS: Sorry. Michele Evans. Thank you.

4 CHAIRPERSON COFFMAN: And your title.

5 MS. EVANS: ACE Principal.

6 CHAIRPERSON COFFMAN: Thank you.

7 MS. EVANS: She's currently got a 3.76 grade
8 point average, so not all of our kids are struggling.
9 They come for a hodgepodge of reasons.

10 Then we have another senior that graduated like
11 last week. He has joined the military. He was in
12 our ALE as a 9th grader, had some drug addictions,
13 got back on track, and he's graduating. And he did
14 eight full classes this semester, so we're very proud
15 of him.

16 Then one of our kids that would count against
17 us, she dropped out her senior year from another
18 small district in the state. She applied to come to
19 ACE. She actually received special education
20 services and she only needed two classes to graduate,
21 but she dropped out her second semester of her senior
22 year. She came back and just worked on those two
23 classes through our special ed. program and got her
24 diploma a couple of weeks ago. So we had that
25 extreme too.

1 Then last week we had a little girl that had a
2 baby. She's a sophomore and she was at school all
3 day Thursday, brought her pillow, sat there, went to
4 the hospital that night and had her baby, was at
5 school Monday, and has been there all week getting
6 her credits. So she's still on track to graduate.

7 Then we have -- most of our kids are in the
8 secondary level, but we have several 7th through 9th
9 graders. One of those is a little boy that has
10 extreme autism, and I kind of pulled his records and
11 started looking at him. He's a 9th grader now; he
12 started with us last year. In the traditional campus
13 he had so much social anxiety that it was really
14 getting to him and he had three Ds and four Fs in his
15 7th grade transcript. Last year when he came to us
16 he moved up to no Fs and only one D. So we're making
17 that kind of progress too with him and he's able to
18 socialize some. He'll stay all day now, where we had
19 to build him up in increments that he could just make
20 it through the day. So they come for a hodgepodge of
21 reasons and we look at their individual schedule.
22 When they come in and meet with their advisor they
23 map out a plan to get them to graduation. If they
24 can only handle two to three classes this semester,
25 that's what we do. If they can handle eight to ten,

1 we can do that too. Where at a traditional campus
2 they're tied to just seven periods a day, we're able
3 to be flexible with them. Our ultimate goal is for
4 them not to drop out, however long it takes for them
5 to stay in school. Even if they don't graduate with
6 their cohort, we still keep them and get them across
7 that stage come May. So it's very rewarding.

8 SUPT. THURMAN: One of the -- and you did a good
9 job of explaining the individuality, and let me
10 explain some of the individuality we're doing at ACE-
11 North as well. One of my challenges to Ms. Chastain
12 -- and she can answer questions, if you have
13 specifics -- but I saw an increasing number of kids
14 at our schools that they would go over the attendance
15 days that they had to be at school. So they were
16 sitting in classrooms and they weren't getting
17 anything accomplished. So what we've challenged Ms.
18 Chastain to work through -- and she's got it rolling
19 now -- is as kids reach that point in the semester,
20 instead of just sitting in school or not going and
21 have truancy filed and all those kinds of things,
22 she's actually enrolling them in our program at ACE-
23 North. We're bringing them over and some of these
24 kids they may only do English all day. It depends on
25 when they're enrolling as to what they can get. But

1 at least they're going to get an English credit being
2 in this setting and the next semester they can
3 individualize it for what that kid needs. So she may
4 have some that are getting a full load. You know,
5 Michele said that she has some that's taking seven,
6 eight, nine courses; we have some with only one or
7 two. You also noticed that we had a National Merit
8 Semi-Finalist at ACE, but we also have students with
9 IEPs and we adapt the IEPs to the curriculum. And
10 one of the neat features of this program that -- I
11 know I hear a lot of new schools that are starting
12 these types of programs. One of the things that I
13 like about ours is we have certified teachers,
14 including special service teachers, available for the
15 students. They have to see these teachers and
16 they're available at all times, and when students
17 aren't on track we monitor them using APEX. When
18 they're not on track then they're going to spend more
19 time with us than they ever wanted to, so it's not
20 their choice on their flexible time. They take
21 advantage of their flexible time as long as they're
22 academically performing and staying up on their
23 assignments and they're making adequate progress. If
24 they don't -- the parents understand this -- those
25 students will be assigned to come back and they have

1 to spend more time with us. So there's openings in
2 the schedule for those who aren't getting where they
3 need to be. So it's just not a free-for-all in terms
4 of "hey, I'm going to go to ACE and have all this
5 free time;" if you take advantage of the situation
6 and you're not doing what you're supposed to do, then
7 you're going to be spending basically most of your
8 time at ACE. And, of course, the ACE-North program
9 provides the full-day program with the option for
10 electives on the campus.

11 Can I answer any questions?

12 CHAIRPERSON COFFMAN: Ms. McLaughlin, is there
13 anyone to speak in opposition?

14 MS. McLAUGHLIN: No, ma'am.

15 CHAIRPERSON COFFMAN: Thank you. Any final
16 words before we start questions, Dr. Thurman?

17 SUPT. THURMAN: You know, regardless of your
18 outcome here today I'd love for you to come see this
19 program. I know there's -- you asked earlier do
20 people come and see this. We host a lot of visitors
21 in our program and also with APEX it's a national
22 curriculum and we're a national curriculum site. We
23 were their Program of the Year a few years ago. So
24 we host a lot of visitors, showing them how you can
25 use online curriculum, but yet we still have the

1 monitoring piece which still keeps it individualized.

2 So --

3 CHAIRPERSON COFFMAN: Dr. Gotcher.

4 DR. GOTCHER: I believe, Ms. Smith, we're
5 scheduled for January 19th with the Commissioner; is
6 that correct?

7 SUPT. THURMAN: Yes, you're having lunch with
8 us, sir.

9 DR. GOTCHER: Oh, good. Well, good.

10 SUPT. THURMAN: Yes, sir.

11 DR. GOTCHER: I'll be there.

12 SUPT. THURMAN: Absolutely.

13 CHAIRPERSON COFFMAN: Dr. Saunders.

14 DR. SAUNDERS: Yes. In looking through the
15 application and looking at the data I had two
16 concerns I wanted to give you the opportunity to
17 address. In looking at -- I know you have a
18 nontraditional population. In looking at the
19 performance the 9th grade math really stood out to
20 me; it was at 12.5%. And ACT stood out to me. And
21 the reason ACT stood out to me when I was digging
22 through some other data -- and I may be wrong and
23 stand for correction, but it appeared to me that,
24 doing some rough calculations, approximately in the
25 junior and senior level you have around 140 students

1 total enrollment in a given year, something right
2 around that range. And the total number of students
3 taking the ACT was eight, which meant about 6% of the
4 students. So I have those concerns and so I just
5 kind of wanted to open it up for that.

6 SUPT. THURMAN: Right. And good questions and
7 I'll let Ms. Evans reply to that as well. I will
8 tell you that our math scores -- not only at ACE,
9 we're not happy with our math scores anywhere in
10 Cabot Schools this last year especially. What we do
11 see is a lot of our students do struggle especially
12 in the area of mathematics. So what we do is we have
13 a lot of direct instruction days to help compensate
14 for that. I can't make excuses on why they didn't do
15 well. We didn't do well in a lot of places in math.
16 So for this specifically what we're doing to address
17 that need is some of the kids who are really
18 struggling in the math content is, instead of coming
19 in and working on their online curriculum, they're
20 actually having direct instruction days where they're
21 going through concepts over and over, those type
22 things. So, yes, math was a concern. Do we
23 understand this is something we have to address? We
24 are. We have that direct instruction component
25 coming in now. But it's also something I can tell

1 you -- I'm glad you didn't look at the rest of our
2 math scores, to be honest with you, because none of
3 them satisfied me this last year.

4 In terms of our ACT scores -- I'll let you talk
5 about ACT.

6 MS. EVANS: Okay. I'm going to add-in on the
7 math just real quick too. Also, since we're mastery-
8 based learning sometimes they have to take the test
9 before they've covered that material because we -- if
10 they get stuck on something we stay on that topic
11 until they do master it. So that's kind of something
12 we do get into trouble sometimes because we haven't
13 covered that material yet with them due to the
14 mastery learning.

15 On the ACT, we did have about eight in the past
16 that took the ACT. And we were thrilled last year
17 when the 11th graders, all of them, were required to
18 take the ACT because a lot of them just did not
19 believe they could go to college. And now in March
20 they -- all juniors get to take that. Every student
21 got the opportunity to see how they really could do
22 on that test, and I've seen where many of them are
23 now registering to take that test again to bump that
24 score up one or two points to go to college. So even
25 though in the past we haven't had a lot that thought

1 they were college material, now I do believe that
2 they're going to see that they really can go to
3 college and take that their junior year and then work
4 toward college ACT scores their senior year.

5 DR. SAUNDERS: So would it be reasonable to
6 assume from -- I guess you said last year and this
7 year approximately 90% or greater of those students
8 will be taking the ACT?

9 MS. EVANS: Yes.

10 DR. SAUNDERS: Okay.

11 MS. EVANS: This last spring we probably had
12 around 50 juniors that took the ACT. So, I mean, it
13 was a lot more data to cover there, so I was pleased
14 with that.

15 DR. SAUNDERS: All right. Thank you.

16 MS. EVANS: You're welcome.

17 CHAIRPERSON COFFMAN: Ms. Pfeffer.

18 MS. PFEFFER: Good morning. I guess my question
19 kind of follows with Dr. Saunders'. But I'm looking
20 at the page where you're outlining your goals for the
21 future and one of the things that I'm thinking about,
22 all the things that we saw in the video and that you
23 talk about that are making the school a success very
24 little of that is really captured in the goals. And
25 so I'm wondering whether or not -- you know --

1 whether you've thought about could you add some
2 goals. Because, you know, as I listened to that I
3 think just students attending regularly; you know,
4 these are students that if their health allows, you
5 know, for their regular attendance then they should
6 be there, and their credit attainment. You know, I'm
7 sitting here thinking about the student taking 10
8 classes. You know, so I would just encourage you in
9 terms of your goals and looking at how you measure it
10 to really look at those more personalized goals for
11 this school because you may not always realize it
12 with the more generalized goals just based on one
13 summative assessment. And so I think I'm just
14 wanting -- I would encourage you to think more
15 broadly with your goals beyond a summative
16 assessment. And so that was what I thought of --

17 SUPT. THURMAN: Absolutely.

18 MS. PFEFFER: -- as I looked at this. And I
19 don't know whether you all discussed it and you just
20 feel so compelled to think narrowly as far as what
21 we're looking at, but I would encourage you to look
22 at it more broadly.

23 SUPT. THURMAN: We have. And in this we do keep
24 that laser-like focus on this piece. But any type --
25 not just in Cabot, but anybody that offers programs

1 like this you're doing so many other things to
2 support kids. You know, you're having -- you're
3 helping them understand how to be -- a lot of them to
4 be parents them-self. In our ALE we've started a
5 therapy team; we're partnering with some of our
6 groups in town and that's been great. So, yes,
7 there's an academic component but a lot of times
8 these kids bring so much baggage and issues to school
9 that it's hard to work beyond -- it's hard to focus
10 on the academics till you help with some of those
11 challenges as well and that's a key piece of these
12 kids being successful. And I think you could see it
13 in their heart in the video is this is an environment
14 where when you walk into this place you feel it. You
15 can feel what's happening there and that is something
16 that you can't measure and it's hard to put on paper.
17 But I certainly understand exactly what you mean by
18 that and we'll look at that as a goal as well because
19 we feel like we're being very successful in those
20 areas.

21 MS. PFEFFER: I would like for you to get credit
22 for meeting goals --

23 SUPT. THURMAN: Thank you.

24 MS. PFEFFER: -- you know, more expanded goals.

25 CHAIRPERSON COFFMAN: That would also be helpful

1 for the state as we're moving forward with our -- not
2 only our submission for accountability and ESSA this
3 time, but in future times. We certainly want to
4 really redefine what student-focused education looks
5 like, and it's more than just academics. Academics
6 is huge but as you said, there's a whole lot that
7 comes with that. Ms. Smith.

8 MS. SMITH: Yeah, just kind of following up on
9 that too. I mean, I really think that was kind of
10 the intent of Act 1272, that we kind of paused on as
11 far as -- because this would be a standalone ALE with
12 its own LEA number who are looking at different
13 accountability measures. So I think everyone is
14 right here. I mean, I think when you're talking
15 about what are those other measures that we could
16 look at, that's what you're encouraging them to do,
17 which is what that legislation was kind of -- the
18 premise of that.

19 Just a follow-up question -- and I'll tell you,
20 if you do go visit Cabot Schools you will get Dr.
21 Thurman to be your personal tour guide and he'll take
22 you everywhere.

23 Quick question on APEX, okay, because I know
24 that's your district's choice of curriculum. Just
25 with all the different revisions of standards that

1 we've had in the last year -- we've had a lot with
2 science, math and literacy -- what kind of alignment
3 work are you doing within the district? And then
4 within that process of students working independently
5 through those APEX courses how do we then supplement
6 standards that are not covered in the APEX to
7 guarantee students are getting all of the standards,
8 and just following up with hands-on science and where
9 we're going in this state with science? I will say
10 though I could see when I visited that this was a
11 passion project for the Cabot School District and
12 that was evident, so -- but those are my questions.

13 SUPT. THURMAN: Yes. Thank you. And I'll talk
14 -- Ms. Evans and Dr. Tucker can talk about alignment
15 because we do -- we have a lot of kids that may not
16 stay in this program, so that they transition back.
17 We have to have some continuity there. So we'll
18 explain how this is coming together.

19 MS. EVANS: On the APEX part of the question,
20 they do correlate. And we have the lady coming from
21 APEX in January and we're going to sit down with her
22 and go over the standards. But they have
23 automatically aligned them, but then our teachers
24 will get together and make sure and then pull
25 anything -- we also do project-based learning, so

1 it's not strictly online. So our teachers will pull
2 and add little projects to add supplements to those
3 APEX classes. And then on the science lab, we have a
4 full science lab in our building that we use. And
5 our science teacher he schedules -- like if they're
6 doing a lab on something he tells them all to come in
7 at that time and they cover that material together as
8 a group, so he does direct instruction in there. Is
9 that everything?

10 MS. SMITH: Yes.

11 MS. EVANS: Okay.

12 CHAIRPERSON COFFMAN: Dr. Saunders, did you have
13 a follow-up question?

14 DR. SAUNDERS: No.

15 CHAIRPERSON COFFMAN: Anyone else? Ms. Barnes.

16 MS. BARNES: I don't have a question, but Dr.
17 Thurman and I are well acquainted with one another
18 and I recall the initial steps as well. I do want to
19 say that I applaud the district for continuing to
20 work toward a successful program that meets students'
21 needs. And Dr. Saunders did make mention of the math
22 proficiency and of course he picked out 7th grade
23 which is quite a bit higher than the overall. And
24 that is a major concern that I did look at in trying
25 to determine how the district is going to be very

1 aggressive and rigorously attack the needs that
2 students have because math is very critical, but we
3 know that it's across the state. I understand that.
4 And we also know that with at-risk students it
5 becomes even more challenging. But I just encourage
6 you to, you know, continue to push and never be
7 satisfied with good enough, as our Commissioner has
8 said, or adequate; we're shooting for excellence.
9 But I am very concerned about that math overall
10 proficiency level. But I appreciate you all coming
11 and I appreciate the presentation.

12 SUPT. THURMAN: Thank you.

13 CHAIRPERSON COFFMAN: Any other questions? Then
14 I'll accept a motion.

15 DR. SAUNDERS: I make a motion to approve.

16 DR. GOTCHER: I think Ms. McLaughlin had
17 something.

18 CHAIRPERSON COFFMAN: Oh, I'm sorry.

19 MS. McLAUGHLIN: Can I confirm something right
20 quick?

21 CHAIRPERSON COFFMAN: Yes.

22 MS. McLAUGHLIN: Can we confirm that the goal
23 that "ACE students will develop an individualized
24 learning plan to support college and career
25 readiness, plus keep them on track to earn their high

1 school diploma" is going to be part of their plan?

2 CHAIRPERSON COFFMAN: Dr. Thurman?

3 SUPT. THURMAN: Can you walk back so I can read
4 over your shoulder again?

5 MS. McLAUGHLIN: Right here.

6 SUPT. THURMAN: "ACE students will develop an
7 individualized learning plan to support college and
8 career readiness, plus keep them on track to earn
9 their high school diploma" -- yes. And we'll do that
10 as part of the CAPS process and the advisor-advisee
11 process and we can add in that component.
12 Absolutely.

13 MS. BOYD: We need you to say what's going to --
14 what will demonstrate --

15 SUPT. THURMAN: You need us to show how we're
16 going to measure -- how we achieve the goal?

17 MS. BOYD: Yes. That's all.

18 SUPT. THURMAN: Okay. Yes.

19 CHAIRPERSON COFFMAN: Any other concerns?

20 Okay. I have a motion by Dr. Saunders.

21 DR. GOTCHER: Second.

22 CHAIRPERSON COFFMAN: A second by Dr. Gotcher.
23 Any discussion?

24 All those in favor?

25 (UNANIMOUS CHORUS OF AYES)

1 CHAIRPERSON COFFMAN: Any opposed?

2 The motion is carried.

3 If you'll give us just a second.

4 (A FEW MOMENTS OF SILENCE)

5 CHAIRPERSON COFFMAN: Dr. Gotcher.

6 DR. GOTCHER: I voted for the renewal. I'm
7 impressed with their continued story of student
8 success and happy to see them moving forward with
9 this renewal.

10 CHAIRPERSON COFFMAN: Mr. Lester.

11 MR. LESTER: I voted for the renewal. The
12 charter offers the academic flexibility that can
13 serve a variety of students' needs. I believe that
14 the district understands the charters' needs moving
15 forward and has a plan for improvement. I have no
16 concerns.

17 CHAIRPERSON COFFMAN: Ms. Pfeffer.

18 MS. PFEFFER: I voted for the renewal. The
19 district has created a program to meet the needs of
20 students and has plans to continue moving forward.

21 CHAIRPERSON COFFMAN: Mr. Rogers.

22 MR. ROGERS: I voted for it. It sounds like a
23 solid program and I don't have any concerns at this
24 time.

25 CHAIRPERSON COFFMAN: Dr. Saunders.

1 DR. SAUNDERS: I voted for it. I thought
2 dealing with the nontraditional population -- I was
3 encouraged by the opportunities provided by the Cabot
4 School District.

5 CHAIRPERSON COFFMAN: Ms. Smith.

6 MS. SMITH: I have no concerns regarding the
7 renewal of the charter.

8 CHAIRPERSON COFFMAN: And Ms. Barnes.

9 MS. BARNES: I voted in favor of the motion. I
10 believe this charter continues to be responsive to
11 the challenges that cause students to be at risk and
12 I believe it meets the criteria for granting its
13 renewal.

14 CHAIRPERSON COFFMAN: We encourage you to stay in
15 contact with us and to provide that feedback to us
16 about how do we hold ALEs accountable in that -- in a
17 way that lifts up this idea of serving all the needs
18 of kids. So we really -- we want to learn from you.

19 SUPT. THURMAN: And Dr. Gotcher mentioned --
20 sometimes people invite you and they're thinking
21 "don't really come," but I'm not really doing that.
22 I know that you hear a lot about charters and what's
23 happening out there, but Dr. Gotcher is coming to
24 have -- and Mr. Key is coming to have lunch with us
25 here in January. And we have -- we did a Legislator

1 Day, had our legislators come in. And Ms. Evans did
2 it different: we didn't do it; the kids did it and
3 they told their story and we had their data packages
4 together as they went through their stories. And it
5 was extremely powerful and it really kind of brings
6 you back down to earth in what these kids are dealing
7 with and coming to school. So we're going to do the
8 same thing in January, and you have that date, and we
9 would absolutely -- if you'd like to get out of
10 Little Rock and come to Cabot we'd love to host you
11 for about an hour-and-a-half and let you actually see
12 what this looks like and what's happening out there
13 in the field. So you're more than welcome to attend.
14 We'd love to have you.

15 MS. SMITH: And I think that goes back to
16 exactly what Ms. Pfeffer said a second ago about we
17 have got to figure out what is it -- what are the
18 other measures to show that this is successful, not
19 just on a test score. And so as you're putting
20 together those packages about students we really need
21 to start honing in on what is it that we made a
22 difference, where is the success that we can measure,
23 that we can look at for all schools. I mean, I think
24 her point was right-on on what are the other goals
25 that we can establish. And as a district your size

1 and as a program for as long as its been established
2 I think it's a great place for us to start figuring
3 out where are these things that are measurable.

4 SUPT. THURMAN: I understand.

5 MS. SMITH: Thank you.

6 CHAIRPERSON COFFMAN: Thank you.

7 SUPT. THURMAN: Thank you.

8 DR. SAUNDERS: Can we take a break?

9 CHAIRPERSON COFFMAN: You need a break?

10 DR. SAUNDERS: Yes.

11 CHAIRPERSON COFFMAN: All right. We'll take
12 another quick break and then come back for action
13 item number four.

14 (BREAK: 9:52-10:02 A.M.)

15 A-4: REQUEST FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
16 RENEWAL: CROSS COUNTY ELEMENTARY TECHNOLOGY ACADEMY

17 CHAIRPERSON COFFMAN: Ms. McLaughin, you're
18 recognized for action item 4, a Request for District
19 Conversion Public Charter School Renewal for Cross
20 County Elementary Technology Academy.

21 MS. McLAUGHLIN: Thank you. We have Cross
22 County Elementary here for their renewal application.
23 Carolyn Wilson, superintendent, will begin the
24 presentation. We also have Mindy Searcy, the
25 elementary principal; Data Otterpohl, a master

1 teacher; and Stephen Prince, the high school
2 principal.

3 CHAIRPERSON COFFMAN: If all the representatives
4 from the Cross County Elementary Technology charter
5 will please stand and raise your right hand, and
6 anyone speaking in opposition. Do you swear or
7 affirm that the testimony you're about to give shall
8 be the truth, the whole truth, and nothing but the
9 truth?

10 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

11 CHAIRPERSON COFFMAN: Ms. Wilson, you're
12 recognized. And if you'll please state your name and
13 title as you come to the microphone and speak
14 directly into the microphone for our viewing
15 audience.

16 SUPT. WILSON: Okay. Good morning. I'm Carolyn
17 Wilson, superintendent of Cross County School
18 District. Before we start, Dr. Gotcher, Happy
19 Birthday.

20 DR. GOTCHER: Thank you.

21 SUPT. WILSON: We took off our party hats
22 outside when we realized no one in here had them on,
23 so -- but whatever time the celebration starts we're
24 ready.

25 DR. GOTCHER: All day long.

1 SUPT. WILSON: Okay. We've been operating --
2 Cross County School District has operated a
3 conversion charter for the last five years. I know
4 you remember I was before you last year asking for an
5 approval for the high school and we were very pleased
6 to get that. Today we're here again to ask for
7 approval for the elementary school.

8 The high school may have blazed the trail with
9 what's going on at Cross County, but the elementary
10 school is now setting the pace and preparing students
11 for their future successes. We're accomplishing
12 long-term plans and constantly adding new goals. The
13 elementary, like the high school, is a TAP school.
14 I've been working at Cross County for 30 years and
15 TAP is definitely the most -- has made the most
16 impact of every -- any program we've ever
17 implemented. I am amazed at the results we're
18 getting and the changes we're making for students --
19 for teachers and students. It focuses on teacher
20 effectiveness and student performance, and as you all
21 know the teacher is what sets the pace in that
22 classroom. If the teacher is not effective the
23 students will not perform as well as they need to,
24 and that is the premise of TAP.

25 The elementary school has all of the support it

1 needs to make the system work. It includes mentor
2 and master teachers, career teachers, administrators,
3 school board members, and parents. We recently
4 received a \$4,000,000 grant to continue and expand
5 our work with TAP and that's going to include a plan
6 for recruitment and retention of teachers. The
7 elementary, unlike the high school, is not a New Tech
8 school but they do implement a lot of the New Tech
9 components, the project and project-based learning
10 and other components that we feel that the students
11 need in order to transition from the elementary to
12 the high school and make that transition smoothly.

13 In our efforts to meet the needs of the whole
14 child, we've partnered with Arkansas A-Plus to
15 include the arts, ARcare to provide physical health
16 with the school-based health clinic, and Mid-South
17 Health Systems to provide mental health counseling.

18 As I've said before, a lot of great things are
19 happening at Cross County and many of those things we
20 feel we can attribute to the charter itself. It
21 allows us the flexibility to put the right resources
22 in the right places to accomplish our mission and
23 vision. We try to stay abreast of the skills our
24 students need to be successful and Cross County
25 Elementary Technology Academy is definitely striving

1 toward excellence.

2 MS. SEARCY: Hello. I'm Mindy Searcy; I'm the
3 elementary principal. I've had some big shoes to
4 fill since taking on this role but Mr. Prince is
5 always by my side, so he's made this transition
6 really great. I graduated from Cross County High
7 School in 1997. I began my teaching career in Cross
8 County as a 3rd grade teacher. When our district
9 began taking on these new initiatives I was in the
10 classroom, so I know firsthand how the commitment and
11 determination that it took to move from direct
12 instruction to project-based learning was difficult
13 -- but we did it. A few years later I became a
14 master teacher at the start-up of implementing the
15 TAP system. Before becoming principal I was the
16 district executive master teacher for both campuses.
17 This experience allowed me to see firsthand how
18 important it is for the elementary school to better
19 prepare our students for the innovative instruction
20 at the high school, which would in turn better
21 prepare our students for the real world.

22 I'm going to talk about a lot of great things
23 happening in our school, but first I want to address
24 some of the things in writing this renewal we have
25 been reflecting on and thinking about and pushing

1 ourselves to do better. We are a really reflective
2 school at all levels, so when we responded to the
3 question about our goals in the renewal application
4 we realized that the goal regarding 80% mastery on
5 each SLE using TLI assessments was particularly
6 difficult to attain. In the area -- in the era of No
7 Child Left Behind it was expected that 100% of
8 students were to be proficient in 2014. Setting the
9 goal at 80% seemed reasonable, not knowing the
10 changes in testing and standards. However, after
11 reviewing our PARCC data and most recently our ACT
12 Aspire data we have demonstrated new proficiencies as
13 compared to the state in many areas. For example, we
14 are 17 percentage points above the state average in
15 math for 2016, and even scored 7 percentage points
16 above the state average on the PARCC exam in math in
17 2015. Since the beginning of our charter we have
18 always met our AMO or state averages in literacy.

19 To get us to where we are today the journey has
20 been successful. We knew we wanted our school to be
21 innovative and provide a more engaging environment
22 for our students; project problem-based learning has
23 provided this environment for our students. Our
24 school has made it a primary goal for our students to
25 not only learn the content but to learn how it is

1 applied to their everyday lives. Through technology
2 our students have had the -- had their -- I'm sorry
3 -- have had the world at their fingertips. In every
4 classroom nearly every day technology is used to
5 enrich student learning. Students are learning how
6 to build presentations, publish their first pieces of
7 writing, and explore the world around them at CCETA.
8 We hear from teachers at the high school how much
9 this helps with getting students up-to-speed for the
10 rigor of their classrooms. Further, technology
11 allows students ample opportunities to go on virtual
12 fieldtrips and research places that they may never
13 get to see on their own. It has leveled the playing
14 field for our students who come from a rural area, as
15 compared to students who have access to more
16 resources. Instead of students learning about
17 science exclusively from a science textbook, students
18 are able to explore the subject through teacher
19 created projects that may include being able to Skype
20 with real-world biologists. This type of learning
21 provides our students instruction that imparts skills
22 such as creative thinking, problem-solving,
23 collaboration, and communication skills.

24 Project problem-based learning has been the
25 driving force for educational change within the Cross

1 County School District since 2007, and the elementary
2 was the first to begin the process of implementing
3 one-to-one technology in projects. Each kindergarten
4 through 2nd grade student has their own iPad and each
5 -- and all 3rd through 6th grade students have
6 MacBook Airs. The district has provided a multitude
7 of in-service and training in PBL to insure staff is
8 more comfortable with the change and able to
9 implement with fidelity. We have been able to travel
10 to see PBL happening in other schools in other
11 states. It is more powerful to see it in action than
12 just to hear about it. Our most recent partnership
13 with the New Tech network has proven to be valuable.

14 I would like to share a couple of examples that
15 our students have done that demonstrates their
16 proficiency level at these skills. Our 3rd graders
17 just completed a project that focused on famous
18 Arkansans. Each student chose an Arkansan that
19 interested them and spent a lot of time researching
20 about their life. Each child dressed up like their
21 person and had to make a presentation to their class
22 about them. After their presentation they had to be
23 prepared to answer impromptu questions about their
24 particular person. Another project our 6th graders
25 are currently involved in right now is that they are

1 all taking on the role of zoologist. Their job is to
2 take an animal from its current habitat that is being
3 damaged by a fictitious force. They have to re-
4 introduce the animal into a new environment. The
5 students are comparing both habitats, including food,
6 resources, predators, temperatures, and seasons.
7 Next, they will describe in detail any changes the
8 animals must undergo to be able to survive in their
9 new conditions. This type of learning where students
10 are applying their content knowledge in real-world
11 scenarios creates deeper connections between the
12 learning that students are doing today and the world
13 around them.

14 You are probably wondering how we assess
15 projects such as the ones that I just mentioned.
16 Assessment is key to making sure our students are
17 successful in applying 21st century skills. Our
18 students are assessed in many areas. The New Tech
19 Network focuses on content and 21st century skills.
20 The elementary school has adopted school-wide
21 learning outcomes to assess in an effort to create an
22 easier transition to our New Tech high school. At K3
23 we assess content, oral and written communication,
24 and problem-solving, while adding collaboration at
25 grades 4 through 6. All school-wide learning

1 outcomes are assessed using common rubrics. These
2 learning outcomes assure that all students have
3 effective oral communication, written communication,
4 problem-solving, and collaboration skills which
5 employers have indicated as important.

6 While having this conversion charter for the
7 past five years has given us the flexibility and the
8 opportunity to do what is best for kids and teachers,
9 one of the most important components of continuing
10 our charter status is to be certain we are able to
11 continue to prepare our elementary students for Cross
12 County High School, a New Tech school, and be able to
13 continue to be an innovative leader in academics.
14 Thank you.

15 MS. OTTERPOHL: Good morning. My name is Dana
16 Otterpohl and I'm a master teacher at Cross County
17 Elementary. I have been with the district since
18 1999. I lead the ongoing weekly professional
19 development provided through the TAP system. TAP is
20 a comprehensive educator effectiveness model that
21 provides powerful opportunities for career
22 advancement, professional growth, instructionally
23 focused accountability, and competitive compensation
24 for educators. Through the implementation of four
25 interrelated key elements teachers are improving

1 their instruction and the achievement of their
2 students. The four elements are: multiple career
3 paths, ongoing applied professional growth,
4 instructionally focused accountability, and
5 performance-based compensation. TAP provides us with
6 the opportunity to provide our teachers with a unique
7 system of support that includes modeling, co-
8 teaching, conferencing, and planning. Individual
9 teacher support is determined during each weekly
10 cluster meeting. Just like a teacher gives students
11 differentiated support, the leadership team provides
12 teachers with differentiated support to meet their
13 individual needs in order to grow them as teachers.
14 This support has increased teacher effectiveness and
15 rapport among the staff. One such example is a time
16 when I modeled a guided reading group for a
17 struggling teacher and the principal sat with her and
18 whisper-coached her, pointing out things I was doing
19 and how they connected to the instructional rubric.
20 Another element [sic] is a comment made by a teacher
21 during a post-conference at the beginning of our
22 second year of TAP. She told me of her reluctance
23 and how she thought all this TAP stuff was useless
24 and then she expressed how she could see that the
25 evaluations and the reflections had actually made her

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

grow as a teacher.

This growth is also evidenced through our value-added data. While we do not have our data for last year as yet, we do have value-added data for 2011 through 2015. Value-added data is figured by using annual achievement scores from standardized tests to measure an entire year's learning as compared to other schools that are similar to ours. We are so excited to have -- we were so excited to have a 4 for the 2014-15 school year. This was the first year our students took the PARCC exam. A 4 means that we grew our students one standard deviation above a year's growth. This showed us that our determination and our passion for growth is continuing to impact students and we are seeing this in both quantitative and qualitative indicators.

Our teachers are provided weekly professional development during the school day that is data driven and focuses on raising student achievement through increasing teacher effectiveness. Each year when our test scores come in, the leadership team analyzes the results and identifies the area our students struggled in the most. After researching best practices and successful strategies, a strategy is chosen and developed that targets the area of

1 greatest need. That strategy is then field tested
2 with a random sample of our own students. This
3 process allows us to see what works and what doesn't
4 work with our students. It adds another layer of
5 research that is personally meaningful and relevant.
6 The results are shared and then the strategy is
7 modeled for the teachers during our weekly cluster
8 meeting.

9 Over the past five years our strategies have
10 focused on both math and literacy. We have targeted
11 areas including fractions and place value in math and
12 reading comprehension and writing in literacy. TAP's
13 school-wide strategy approach allows us to be agile
14 and responsive to our students' needs and what we see
15 in our data. For example, in the 2013-14 school year
16 we did not meet our AMO in math and we fell below the
17 state average. Meeting the AMO goal was one of our
18 charter goals. Upon not meeting that goal, we
19 implemented a fraction sense math strategy to
20 directly target that identified weakness. We were
21 excited to see that our work paid off with the PARCC
22 math data; we were seven percentage points above the
23 state average. We feel that our data-driven
24 decision-making helped fill once unknown gaps in our
25 students' skills and knowledge. Without TAP and our

1 school-wide goals this growth would be unlikely.
2 This year's strategy is writing. It has been
3 developed from the text Powerful Writing Strategies
4 for All Students by Karen Harris, Steve Graham, Linda
5 Mason, and Barbara Friedlander and Step Up to Writing
6 by Maureen Auman. With the Plan and Write strategy
7 we will be able to give our students a specific
8 instructional strategy to use which will provide
9 structure and support for their writing. We are
10 eagerly anticipating an increase in this year's ACT
11 Aspire. We have been blessed with many successes
12 over the years, including receiving the TAP
13 Ambassador's Award for our effort to represent the
14 principles of TAP which includes student achievement
15 and teacher performance. In 2015, we were awarded
16 the TAP Award of Distinction for dedication and
17 commitment to student achievement. While we're very
18 proud of these awards, what we are most proud of is
19 the success and the growth of our students. We are
20 committed to seeking the best for our students so
21 that they can become lifelong learners, responsible
22 citizens, and are able to compete in an ever-changing
23 global society. Thank you.

24 MR. PRINCE: Good morning. I'm Stephen Prince,
25 the high school principal, and I've been with the

1 district since 2005. I had the privilege to stand
2 before you earlier this semester and last year as we
3 presented the high school renewal. I will talk to
4 you a little bit about parent involvement at Cross
5 County Elementary School and provide a short closing
6 for our presentation.

7 Parent involvement is a top priority at Cross
8 County Elementary Technology Academy. Doesn't that
9 name just roll off the tongue? Our school and
10 community is a team where everyone knows each other
11 and supports each other. Parents, community members,
12 and partners are always happy to volunteer at the
13 school. We have volunteers that read to classes,
14 help decorate for events, and even just come up to
15 see how we're doing. Around the holidays everyone
16 knows CCETA will put on a massive music program that
17 packs the house. We host many events like these and
18 ones that promote learning at home. We host math and
19 literacy nights, always with a theme; we put on a
20 community health fair with the help of our school-
21 based health center partners; an internet safety
22 night; and many other events throughout the year to
23 engage our parents, students, and community. Just
24 walking into CCETA there is a feeling that this is a
25 place where all students need to be and where all

1 parents are welcome.

2 As I close out this presentation, I want to
3 provide a little context. I had the honor of leading
4 the elementary school for six years before moving to
5 the high school last year. When thinking about this
6 closing I thought about my experience with the
7 elementary school but also how our two schools work
8 together to make sure we meet the mission and vision
9 of the district. We are a team at Cross County
10 School District and it's my privilege to be able to
11 collaborate with the elementary school on a regular
12 basis. As with all schools, Cross County Elementary
13 has seen its share of ups and downs. It has had
14 years with great successes and years where we just
15 missed the mark. I'm here to tell you we celebrate
16 hard with our successes and we cry hard when we do
17 not succeed. Our goal is to be successful and teach
18 all students to be successful, even during the tough
19 times. We never lose sight of where we're going and
20 the innovation that we offer at CCETA. Our charter
21 has allowed us the flexibility to provide our
22 students with the best teachers possible in every
23 classroom. We know it's necessary to insure that all
24 our students leave us as great readers, writers,
25 thinkers, and leaders. And we acknowledge that we

1 still need to improve and grow, but we are confident
2 that we are doing what is best for kids. We truly
3 feel we are preparing our students to be 21st century
4 learners and they will be proficient in those skills,
5 so when they walk across the parking lot to the high
6 school they are ready and excited for the next
7 chapter in their development and academic futures.
8 Thank you.

9 CHAIRPERSON COFFMAN: Ms. McLaughlin, is there
10 anyone here to speak in opposition?

11 MS. McLAUGHLIN: I don't believe so.

12 CHAIRPERSON COFFMAN: Ms. Wilson or Mr. Prince,
13 any final words?

14 SUPT. WILSON: He didn't explain that last
15 slide. That was Toy Story day. The entire staff,
16 cafeteria, custodians, all the teachers, the
17 administration were Toy Story characters. I don't
18 know if you could see that or not.

19 CHAIRPERSON COFFMAN: Thank you. Dr. Saunders,
20 do you have questions?

21 DR. SAUNDERS: Yes, I have two questions off-
22 the-bat. The first one is kind of clean-up. I know
23 you had mentioned earlier performance pay; is that
24 correct? Could you expand on that just a little?

25 MS. SEARCY: Yes. Each of our teachers that --

1 we have two different pools that our teachers are put
2 into. So the teachers that test -- or teach a tested
3 area are put into a pool together. And our teachers
4 -- like our art, music, all that, they're in a
5 separate pool. And their performance pay is
6 determined on school performance school-wide, so
7 according to their observations that they receive.
8 Our teachers receive three observations a year from
9 the principal, master teachers, and mentor teachers,
10 and how their students perform on the standardized
11 test, which is the value-added scores that we
12 receive. It's a big formula that is used. But they
13 do receive performance pay based on their performance
14 and their students' performance. Just this past year
15 we had a range from a \$7,400 payout to \$12,000. So
16 you can see the -- our teachers that really work hard
17 and really stand out they get compensated for it.

18 DR. SAUNDERS: In the list of waivers I noticed
19 that you do not have a waiver on the alternative pay
20 program, the 6-17-119 in the Arkansas Code. So are
21 you meeting that or do you need that waiver?

22 MR. PRINCE: We do have a waiver. One of the
23 waivers I do know that we have that's not listed in
24 here -- one of the waivers that we do have is a
25 waiver from TESS; it allows us to do the TAP model.

1 Now in terms of the payout guide I think Ms. Carolyn
2 may be able to elaborate a little bit on that.

3 MS. SEARCY: I really think under that TESS
4 waiver all of that falls under there because we
5 adopted the TAP system.

6 DR. SAUNDERS: Right. And the 6-17-119 is not
7 TESS; it's any time there's performance pay.

8 MR. PRINCE: Yeah. But if it's bonus pay do we
9 need that waiver?

10 DR. SAUNDERS: That's what that law addresses.

11 MR. PRINCE: Okay.

12 DR. SAUNDERS: If there's bonus pay given it has
13 criteria. And so I guess my question is --

14 MR. PRINCE: We do not have a waiver for that.

15 DR. SAUNDERS: -- are you meeting that or do you
16 need that waiver?

17 MR. PRINCE: We may need that. I don't know the
18 answer to that.

19 SUPT. WILSON: I'm not familiar with that one
20 and I don't remember seeing it.

21 CHAIRPERSON COFFMAN: Ms. Davis?

22 MS. DAVIS: You're going to have to talk in the
23 microphone.

24 SUPT. WILSON: I'm sorry. Yeah, we might need
25 that waiver, Dr. Saunders. I'm not sure. When I

1 took it over that was already in place and I assumed
2 it was okay. So I'm not sure; we may be seeking that
3 waiver also.

4 DR. SAUNDERS: Okay.

5 CHAIRPERSON COFFMAN: Ms. Davis, if you and Mr.
6 Walter will give us advice?

7 MS. DAVIS: Yeah. And I think it's going to
8 come down to whether or not they are following this
9 law. If -- I mean, I don't know exactly how their
10 plan is structured. They're going to have to read it
11 and we will look through that and let you know here
12 in a moment. We'll get back to you on that one, so
13 if we could go on to the next question in the
14 meantime.

15 CHAIRPERSON COFFMAN: Other questions?

16 DR. SAUNDERS: Yeah. The other thing that I had
17 a question about -- and it concerned the goals. And
18 in particular I was looking at your performance
19 compared to the state and I think I counted eight
20 different grades and categories, math -- just looking
21 at math and literacy 3rd grade through 6th grade.
22 And of those eight categories you are above the state
23 in seven of those. But your goals are actually at a
24 rate -- the way that I'm interpreting your goals it's
25 at a rate lower than that?

1 MR. PRINCE: That is true. That is true.

2 You're referring to the 50% rate?

3 DR. SAUNDERS: Yeah. But it would only be 50%.

4 So would that be taking a step backwards?

5 MR. PRINCE: Right. When we developed these
6 goals initially we wanted to set a baseline for our
7 district and we looked at the state averages first.
8 And one of the state averages in math I think was 43,
9 give or take some percentage points, but I think it
10 was 43. So we started there with a baseline. We did
11 look at our school numbers and we wanted to take into
12 account this was our first year with the ACT Aspire.
13 And we wanted to really make sure that we're going to
14 be able to identify some trend data as we continue
15 that testing, and then as we start identifying that
16 trend data make some adjustments and amendments to
17 our goals to better up the rigor for our school
18 district, or for our school in particular, and to
19 make sure that it's also attainable. I hope that
20 answered your question.

21 DR. SAUNDERS: Yeah. I'm concerned about the
22 rigor on that goal.

23 MR. PRINCE: Yes, absolutely.

24 CHAIRPERSON COFFMAN: Do you want to be a little
25 more specific? You're expecting the percentage to be

1 higher?

2 DR. SAUNDERS: Yes. Well, right now they're
3 approximately 80 -- or would it be 88% and the future
4 goal would be 50%.

5 MR. PRINCE: And obviously we do want to exceed
6 that every year --

7 DR. SAUNDERS: Right.

8 MR. PRINCE: -- to keep what we're doing. But I
9 think if we had some good trend data to help us make
10 some informed decisions we can make amendments to
11 those as we need to, to increase those numbers.

12 CHAIRPERSON COFFMAN: Other questions? Ms.
13 Pfeffer.

14 MS. PFEFFER: I have a couple of questions. One
15 goes back to in looking at the 14-15 school letter
16 grade, and it was quite a bit lower than the previous
17 year. One area that I couldn't help noticing, and
18 especially in light of what you all were telling us,
19 it seems to be that it's a mixed message here. So
20 the data I'm looking at on your letter grade are the
21 possible challenge points that show whether or not
22 your school is performing at or above expected levels
23 based on poverty. So it's controlling for that
24 poverty. And on both ELA and math you all -- your --
25 this school was scoring at or below expected -- it

1 was actually scoring below the expected performance,
2 given that level of challenge. And in several cases
3 you all talked about your -- the growth and the data
4 that you're looking at and outperforming. So I just
5 -- I wanted to get your thoughts on that and know
6 have you all looked at this data and used this data
7 in some of your discussions?

8 MR. PRINCE: We did. And when we talked about
9 some of the data points that we put in here, our
10 value-add, which is our senior growth data that we
11 did receive for 14-15, indicated that -- that was the
12 year we received the 4 based on our calculations from
13 STAT -- well, not on our calculations; on STAT's
14 calculations in comparative schools -- so we took
15 that as a success. And, yes, we were very
16 disappointed in that letter grade in 14-15 to say the
17 least. And a lot of things that we've done to help
18 address that was I know some of our -- the TAGG group
19 and those students, we really stepped up our
20 intervention programs and what we're offering for
21 individual students to help address some of those
22 needs in some of those areas of concern. So I hope
23 that answers that question. I lost my train of
24 thought there for a second. Sorry.

25 MS. PFEFER: And I think that I just -- what I

1 want to caution is that I know you're using the STAT
2 model of growth, which is a little bit different than
3 the state's growth model, which is a longitudinal
4 growth model, and STAT is a layered model.

5 MR. PRINCE: Yes.

6 MS. PFEFFER: And that's about as far as I can
7 go in discussing that, but there are some -- there
8 are going to be some differences. And so having this
9 waiver and utilizing the TAPP program I think we just
10 -- I would -- I have a few concerns about are we
11 really looking at both sets of data and making sure
12 that if they're telling different stories that you
13 all are really looking at where you need to go with
14 that.

15 And then I think -- so let me jump into the
16 other point. I think some of the others may want to
17 follow-up with questions. And we talked about with
18 the previous charter this morning: on your goals you
19 have some specific things inherent to your charter --
20 for example, on the written communication, oral
21 communication, problem-solving, and content. And at
22 the elementary level you want to build those up
23 because those are I think the same goals for the high
24 school; is that correct?

25 MR. PRINCE: Yes. Those are the same things we

1 assess at the high school and then we add a couple
2 more things when they get there. So we're trying --

3 MS. PFEFFER: Yeah.

4 MR. PRINCE: -- to start that off there.

5 MS. PFEFFER: But I don't see anywhere in your
6 application that you have very explicit goals set for
7 that. And you may have those and you may have a very
8 formalized way that it's very measurable and
9 concrete.

10 MR. PRINCE: Yes.

11 MS. PFEFFER: So I think for us what's going to
12 be helpful -- because if this is part of your
13 charter, if this is part of what makes you unique it
14 needs to be part of what you use to demonstrate the
15 success of your charter and I didn't see that
16 anywhere in the application. And therefore, the
17 goals that you have in there don't necessarily show
18 you being that successful, where maybe these other
19 measures could show some -- so I think that's where
20 sometimes it gets difficult for us as we're looking
21 at things and then listening to your presentation.

22 MR. PRINCE: Yeah.

23 MS. PFEFFER: So I'm going to let some of the
24 others go ahead and you can comment on that.

25 MR. PRINCE: So to comment on the first thing

1 about the two growth models, we're hoping to -- when
2 all the accountability and all those things come out
3 and it's all good-to-go with ACT Aspire and with all
4 the new subpopulation expectations and all those
5 things and the new accountability system, we're
6 hoping to do a better job of finding -- I don't want
7 to say a happy medium, but finding a good balance in
8 the state's growth model and also the model that we
9 use for growth. And so we can kind of mesh -- not
10 mesh them together, but find commonalities between
11 them and then identify from both sides of it and then
12 start putting some things in place, such as our
13 strategies and those different things.

14 With our goals, I absolutely agree with you. I
15 do think that including some of those school-wide
16 learning outcomes is definitely a great idea to help
17 see where our students are going and kind of how
18 we're growing those students in those areas.

19 CHAIRPERSON COFFMAN: Stand-off. Ms. Barnes.

20 MS. BARNES: Okay. And I was listening to what
21 Ms. Pfeffer was discussing and that was one of the
22 concerns I had with respect to listening to the
23 presentation and reviewing some of the data. When I
24 looked back at the 14-15 letter grade and I looked at
25 the reasons that the grade was substantially lower

1 than the previous year I was very concerned about
2 your gap, and for you to lose the maximum points
3 meaning that your gap is large.

4 MR. PRINCE: Yes.

5 MS. BARNES: And so my question was -- I was
6 listening, trying to determine what goals did you put
7 into place to address how you plan to close this
8 achievement gap. And part of that had to do with
9 some of the things that Ms. Pfeffer was also
10 discussing with you.

11 MS. SEARCY: Well, we have a really strong RTI
12 committee and an intervention team. We meet monthly
13 and we keep track of our students using their DIBELS
14 data and our interventionists make a plan for them.
15 They meet with the teachers, you know, to target
16 those students that really are struggling. They go
17 to intervention several times a week. We have a
18 Barton program that we are using that -- our art
19 teacher right now she pulls in our struggling readers
20 and she does a phenomenal job with them. We just
21 purchased a new program, a Mind Play program, for our
22 5th and 6th graders to help with their reading. And
23 we knew that our reading scores were low this past
24 year on the ACT Aspire also, so we have implemented
25 that to try to help those students. We have lots of

1 programs in place -- I'm going blank -- but a really
2 strong intervention program at our school with really
3 great interventionists.

4 MS. BARNES: And I -- you know -- and I'm sure
5 that you are also looking at the measurements along
6 the way to determine whether you need to ramp it up
7 or --

8 MS. SEARCY: Yes.

9 MS. BARNES: -- or move it back. But I was just
10 concerned about the challenge points, lack thereof,
11 along with the large gap. So I appreciate the
12 discussion. Thank you.

13 CHAIRPERSON COFFMAN: Ms. Davis, do you have a
14 resolution for us?

15 MS. DAVIS: I do. Okay. So they follow 6-17-
16 119 for the most part. However, they want to amend
17 their application to request a waiver of this in lieu
18 of. They do have their alternative pay plan that
19 they've been using, written policies that they will
20 continue to use, so that way the teachers don't have
21 any confusion about what the procedures are. So they
22 do want to amend it to add 6-17-119 to their
23 requested waivers.

24 CHAIRPERSON COFFMAN: Okay. And, Tripp, you
25 want to add to that conversation?

1 MR. WALTER: If I may. Thank you, Madam Chair.
2 Tripp Walter, Staff Attorney, APSRC. One thing to
3 add in the mix, it seems as if it might be a good
4 idea to get this for flexibility and clarity
5 purposes. And I don't know, perhaps Dr. Saunders can
6 help with this. My understanding -- pardon me --
7 6-17-119 talks about salary. And my understanding of
8 what they're doing, as described I think by Mr.
9 Prince, is providing an opportunity for bonuses for
10 performance. In other words, this isn't a salary
11 amount; it doesn't go on their standard salary from
12 year to year. So if that indeed -- and to me the law
13 is kind of unclear if that kind of situation is
14 covered. If it is, then certainly we would want to
15 ask for a waiver for flexibility purposes and
16 obviously for compliance purposes.

17 DR. SAUNDERS: And I think from my point of view
18 with the interpretation being outside of us on that
19 final decision that a waiver may be what's needed.

20 MR. WALTER: Okay. Then we would make that
21 request. And thanks to the Panel and Ms. Davis and
22 Dr. Saunders.

23 CHAIRPERSON COFFMAN: Ms. Boyd, do you need
24 anything else from them regarding that waiver
25 request?

1 MS. BOYD: No, ma'am.

2 CHAIRPERSON COFFMAN: Okay. Additional comments
3 or questions? Ms. Smith.

4 MS. SMITH: Okay. So most of your presentation,
5 things that I heard, were not things you needed
6 waivers for. It was the practice teaching,
7 curriculum choices, not things you need waivers for
8 to make a difference in your school. So my question
9 is: when I'm looking at your list of waivers, are you
10 using the waivers? Do you really need the waivers?
11 And is it -- and I'm parroting what Ms. Barnes and
12 Ms. -- what you said about your test scores and what
13 I was looking at didn't always match up to me,
14 especially when it came to growth and how you were
15 performing, to school districts who are like yours.
16 So what I need help with right now is -- we've had
17 this for how many years, and the idea of having
18 waivers is to give you the flexibility to do things
19 that others can't do so that you can. So I need -- I
20 guess that's where I need some clarification on the
21 waivers and why do you -- which ones do you -- are
22 you really, really using? And how is it making a
23 difference, whereas if you didn't have it how would
24 it impact your students academically?

25 MR. PRINCE: Yeah. So the waiver with the

1 school year dates we definitely use that one. We do
2 start earlier, and that's in line with the high
3 school's start date as well, so that's a must.

4 MS. SMITH: So let me ask a clarifying question.

5 MR. PRINCE: Go ahead. I'm sorry.

6 MS. SMITH: You start earlier. Are you -- do
7 you have more student days or you just have a
8 different start date?

9 MR. PRINCE: We have the same number of student
10 days.

11 MS. SMITH: So same number of student days, just
12 an earlier start date?

13 MR. PRINCE: Yes.

14 MS. SMITH: Okay. Duty-free lunch?

15 MR. PRINCE: Yes. The duty-free lunch is
16 flexibility for the teachers just for their duty. If
17 they want to do a lunch duty instead of say the
18 afternoon duty it just gives them the flexibility to
19 have that option, and so that option is offered to
20 the teachers each year whenever we look at the duty
21 schedules.

22 And teacher certification and licensure waivers,
23 we do use that one. That is probably our heaviest
24 used waiver.

25 MS. SMITH: In the elementary school?

1 MR. PRINCE: We use it in both buildings, yes.

2 MS. SMITH: Well, tell me more about the
3 elementary one and the waivers.

4 MR. PRINCE: So if there is -- so, for instance,
5 right now we have a 6th grade teacher who is 7-12
6 licensed in social studies and he's teaching at 6th
7 grade. And he is highly qualified; he meets the
8 highly qualified things. But he's a great fit; he's
9 a great role model for those students in 6th grade
10 and he's done a phenomenal job. But without the
11 waiver, you know, he'd have to be --

12 MS. SMITH: Right.

13 MR. PRINCE: -- on an ALP or something like that
14 or get those additional --

15 MS. SMITH: Anybody in lower grades with that
16 waiver --

17 MR. PRINCE: No.

18 MS. SMITH: -- besides that 6th/7th grade?

19 MS. SEARCY: We have more of K-4 applicants than
20 we do for 5-6. So it really helps more so for the
21 5th and 6th grade.

22 MS. SMITH: So most of your teachers in the K-4
23 building are licensed K-4 teachers?

24 MS. SEARCY: Yes.

25 MS. SMITH: So it's really only hitting at maybe

1 that one or two 6th/7th grade slots?

2 MR. PRINCE: Those middle school slots.

3 MS. SMITH: And some flexibility there?

4 MR. PRINCE: Yes, absolutely.

5 MS. SEARCY: Yes.

6 MS. SMITH: Okay.

7 MR. PRINCE: And the library time waiver, that
8 provides the librarian or our media specialist the
9 flexibility to include some keyboarding classes with
10 our upper level. Because we do have a waiver on the
11 high school with our CBA, and so we pushed
12 keyboarding down to help kind of fill in some of
13 those gaps. She's also a teacher leader in the
14 building. It gives some flexibility from that
15 standpoint for her to go observe classes and do post-
16 conferences and some teacher supports in the
17 classroom.

18 MS. SMITH: Okay. What about with K-6, I mean,
19 are the kids going to library?

20 MR. PRINCE: Yes.

21 MS. SEARCY: Yes.

22 MR. PRINCE: They still have their library time.

23 MS. SMITH: So K-6 --

24 MR. PRINCE: It's not required for them to have
25 library time necessarily.

1 MS. SMITH: But they have a -- so, I mean, it's
2 not impacting --

3 MR. PRINCE: We still have a media center that's
4 open and everything. Yes.

5 MS. SMITH: Right. So really, the waiver really
6 for the library time is affecting the high school
7 with the keyboarding classes; right?

8 MR. PRINCE: That's the biggest impact, I would
9 say.

10 MS. SEARCY: Our 4th grade begins with
11 keyboarding.

12 MS. SMITH: And the librarian is the one who
13 does that?

14 MR. PRINCE: Yes.

15 MS. SEARCY: Yes.

16 MS. SMITH: Okay. What about class size with
17 kindergarten? You had that down here as a waiver.

18 MR. PRINCE: We do have that down there, but if
19 I recall a couple of years into our charter that was
20 added on as a temporary. I think that was only
21 awarded to us on a temporary basis. I believe when
22 we asked for that amendment for that waiver I think
23 we got it for just a two-year period and I don't
24 think that is one that we can actively use anymore.
25 So I had that same question about why that was listed

1 on there if it was just a temporary waiver.

2 MS. SMITH: Okay.

3 MR. PRINCE: Yeah.

4 MS. SMITH: So that's not a waiver we're asking
5 for?

6 MR. PRINCE: That's not one we use anymore.
7 That was just one that was a temporary.

8 MS. SMITH: What about your ratios with 1st
9 through 3rd grade?

10 MR. PRINCE: That was all the same.

11 MS. SMITH: So all those were temporary?

12 MR. PRINCE: It was all that temporary for that
13 class size and those ratios. Yes, ma'am. So we
14 currently use -- stay within those -- the confines of
15 those rules.

16 MS. SMITH: Okay. And then the one for
17 licensure and renewal?

18 MR. PRINCE: That's the one we just spoke about
19 with the certifications and all.

20 MS. SMITH: Okay. That goes with the one --

21 MR. PRINCE: Yes, ma'am, it goes with that.
22 Yes, ma'am.

23 MS. SMITH: Okay.

24 CHAIRPERSON COFFMAN: Ms. Davis.

25 MS. DAVIS: I'm sorry. We have it listed that

1 they do currently have those waivers; they were not
2 necessarily time-limited. But they do have the class
3 size waivers for the TAP program. So if the
4 applicants would wish to amend their application to
5 rescind those three because they're not using them we
6 just need them to let us know if that's what they
7 want to do.

8 CHAIRPERSON COFFMAN: Ms. Wilson?

9 SUPT. WILSON: Well, we were under the
10 understanding that we only had those for two years,
11 so we haven't used them since. You know, it would be
12 a nice waiver to have because of our location and the
13 size of our building. There's occasion that we will
14 get -- because of our children's home we get a
15 fluctuation of numbers, and it's short-term;
16 sometimes they're there for three weeks, sometimes
17 they're there for eight weeks. And it'll put us over
18 the number for just a few weeks occasionally but not
19 on a long-term basis because those kids aren't there
20 for long-term.

21 MS. SEARCY: Also, when we had those waivers we
22 were in the process of building onto our building, so
23 we did not have classroom space to have a larger --
24 another classroom. And so once that was finished
25 we've not used that waiver since because we have

1 added two classrooms.

2 SUPT. WILSON: Yeah. And we've stayed under the
3 confines of that. This last year we were worried and
4 really watched closely our 5th grade because of the
5 children's home kids, but we stayed in it. It was
6 just kind of one of those fluke things that someone
7 moved and gave us -- you know -- but that was one of
8 the things that we worried about at the time is --
9 because occasionally the children's home kids, where
10 we're right there on the border, will throw us over
11 and it's hard to stay within that with those short-
12 term kids.

13 CHAIRPERSON COFFMAN: So you're requesting to
14 keep the waiver request for class size?

15 SUPT. WILSON: I would like to keep that because
16 of the children's home and our population moving in
17 and out as it does. It usually only affects one
18 grade but we never know which grade that might be, so
19 --

20 CHAIRPERSON COFFMAN: What about the ratio for
21 1st through 3rd grade?

22 SUPT. WILSON: Well, at the time we did that we
23 had bigger classes. They're not as big as they were.
24 We would hope they grow right back.

25 MS. SEARCY: They are now in the 5th grade.

1 SUPT. WILSON: Yeah. Those kids are up in the
2 5th grade now, so -- it was a problem then but it's
3 not right now. It's definitely one of those things
4 we won't use unless we have to, but it is a safety-
5 net for us.

6 CHAIRPERSON COFFMAN: So you're asking to keep
7 the waiver?

8 SUPT. WILSON: Yes.

9 CHAIRPERSON COFFMAN: Okay. Dr. Gotcher.

10 DR. GOTCHER: I struggle with the class size,
11 just as a former administrator, so I'm actually okay
12 with the request of maintaining the waivers because
13 every district has an anomaly like a children's home
14 or high mobility. And so if they haven't been using
15 it, but you're understanding and if you'd like to
16 keep them, I personally am okay with them
17 maintaining, Ms. Wilson, so --

18 SUPT. WILSON: It does provide us that -- like I
19 said, that safety-net for those children that we
20 can't claim and can't plan for, so --

21 CHAIRPERSON COFFMAN: Other questions or
22 comments?

23 Ms. Davis, any additional clarification? Or,
24 Mr. Walter, any additional clarification?

25 MR. WALTER: No.

1 MS. DAVIS: I have one. And I just started to
2 look it up and so I haven't looked at it exactly.
3 And I don't know; this is my fault for not catching
4 this. I'm not sure if I -- what I was doing when I
5 was doing their review. But the waivers of the rules
6 governing parental notification of an unlicensed
7 teacher to teach one of the 38, those rules are
8 actually no longer; they have been incorporated --
9 and I'm not sure exactly when they were incorporated
10 -- into the licensure rules. So I was just going to
11 go -- I started to pull those up to find out what
12 section, because if they still need this then they'll
13 need to request that waiver of that particular
14 section. If you'll give me one second?

15 CHAIRPERSON COFFMAN: We will. Or two.

16 SUPT. WILSON: And she was speaking about the
17 sending out the letter? Is that --

18 DR. GOTCHER: Yes.

19 SUPT. WILSON: Okay. We've never not done that;
20 we've always done that. So that one is one we can
21 let go because we don't mind sending that letter out
22 because we try to keep our parents informed and be
23 transparent about those kinds of things anyway.

24 MS. DAVIS: Okay. That was perfect then. So
25 they will -- that one is rescinded just by lieu of

1 the fact that they do not exist anymore. But I don't
2 have any other questions.

3 CHAIRPERSON COFFMAN: Dr. Saunders, any
4 additional questions or comments?

5 DR. SAUNDERS: I do. And it's just coming back
6 on the goals; I'm just not comfortable with the 50%.
7 To say 50%, going to meet or exceed 50% essentially
8 means you're right back at the average. I'd be more
9 comfortable with say a 75% or something of that
10 nature. So I'll turn it over to you.

11 MR. PRINCE: If the Panel is making the
12 suggestion that we really look at those again and
13 make some amendments, I think we're open to that.

14 MS. BARNES: I have a slight concern. As a
15 panel member I do agree with Dr. Saunders. But as a
16 panel member if I feel that you have as a district
17 and a team set a goal, which I do feel is too low,
18 and then we suggest that you make -- you know -- we
19 would be more comfortable with 75, say, I don't know
20 what you have to present to me to show me that you
21 felt that was a good goal or if you just said, "Okay,
22 if that's what it's going to take to" -- you
23 understand what I'm -- where I'm coming from? That
24 concerns me. If you could easily say it right now,
25 it should've been something that would've been

1 contemplated and placed as a goal that was doable in
2 the first place. That made me just a little
3 uncomfortable and I just need to register that.

4 SUPT. WILSON: You put the key word in there,
5 the "doable" goal. Because we've only given the
6 Aspire one year, we don't have any trend data to base
7 where we are. What if we were lucky the first time
8 and what if it's -- you know -- so we were kind of
9 trying to be a little bit cautious, maybe too
10 cautious. But we definitely could revisit it. I
11 would like to have the leeway of waiting a year
12 before we revisit that, raise that goal. But I do
13 think -- and that's what I told -- we discussed this
14 time and time and time again; 50% sounds really low,
15 but we're not sure how the bar fits when we go across
16 there. So I guess it was a safety thing. We do
17 think it shows that we are performing okay. But I
18 can say that we would like for that trend to be
19 better than that, but I want it to be doable.

20 CHAIRPERSON COFFMAN: Dr. Gotcher.

21 DR. GOTCHER: Madam Chair, I have a thought.
22 Ms. Wilson, I don't disagree with my panel members,
23 but I do agree with the statement that the 50% may
24 appear to be less rigorous than it should be, while I
25 understand we're in the middle of a transition with

1 assessment. So just a thought that I have: take this
2 back to your parents and stakeholders, let them know
3 the concern that was presented. And maybe you
4 wouldn't have to necessarily present to us; maybe
5 present some feedback after a couple of stakeholder
6 meetings to the Charter Office. It's not a deal-
7 breaker for me personally to move forward; however, I
8 do think it's worthy of addressing because if you do
9 have an issue of we may be demonstrating to our
10 stakeholders a less rigorous goal, we've got to
11 address the letter grade. So maybe present this to
12 your stakeholders and get their feedback and maybe
13 respond to them, just as one panel member's thought.

14 SUPT. WILSON: That, I agree with. We did want
15 to see how those state guidelines pan out too. We're
16 not sure exactly how all of those guidelines are
17 going to be either, so I don't want to set us up for
18 failure. It would've been easier probably next year
19 to set those goals than it is this year. So we're
20 open to what we need to do on that. And I agree,
21 that sounds -- I mean, that's definitely a doable
22 thing for us to have stakeholder meetings.

23 MS. SMITH: Okay. So if I'm reading the report
24 correctly, 48% of your students met readiness on
25 English Language Arts and 45% met readiness on math

1 last year on ACT Aspire? And I guess this is where I
2 get confused because we said something about -- so
3 we're about a point higher than the state average on
4 ELA and two points higher than the state average on
5 math.

6 SUPT. WILSON: And what are you asking?

7 MS. SMITH: I'm just saying, is that where we
8 are? We're at 48 and 45 percent, and so our goal is
9 50%?

10 SUPT. WILSON: I don't see where you're getting
11 your numbers.

12 MS. SMITH: Well, what was y'all's -- what was
13 your English Language Arts proficiency last year?

14 MR. PRINCE: So the report we got from ACT
15 Aspire, it breaks it down English, math, science,
16 reading and writing. And so if we average the
17 English, reading, and writing, it's about 45%. And
18 the math is at --

19 SUPT. WILSON: Okay.

20 MR. PRINCE: -- yeah, 60%, yeah, from the report
21 that we got from ACT Aspire.

22 SUPT. WILSON: Our writing was the low point in
23 that because, if you looked at our report -- in our
24 first glance at it we thought, wow, this looks good,
25 but then our English was 75%. But then when we got

1 to our writing and reading it was much lower, and so
2 we averaged that out. It brought that down and that
3 was one of the reasons that we still had a hard time
4 setting that goal.

5 DR. SAUNDERS: I think I don't know if it helps,
6 Ms. Smith; I was looking at page 16 of the large
7 application, the 185-page document.

8 MS. SMITH: I'm looking at the 2016 ESSA
9 District Report. But that's district, so it's not
10 breaking it down to -- I'm looking to see if this has
11 the elementary, just the elementary, or if this is
12 high school. But this is the district, so this is
13 everybody.

14 MR. LESTER: Keep going.

15 MS. SMITH: Keep going down? Okay.

16 DR. SAUNDERS: I was looking at page 16, I
17 believe 15 and 16. There's a 185-page document
18 that's part of the application and the verbiage
19 starts off "in literacy," and then the other one is
20 "in math 50% of grade levels."

21 MS. SMITH: What was it?

22 DR. SAUNDERS: Page 16, for example, is a math.
23 And so, "In math 50% of grade levels will maintain or
24 exceed the state average of student performance on
25 the state-mandated assessment," and it continues on.

1 MS. SMITH: Okay.

2 CHAIRPERSON COFFMAN: Mr. Lester, what did you
3 say?

4 MR. LESTER: I think she was looking for
5 percentages on ESEA.

6 DR. GOTCHER: It's further down, is it not?

7 MR. LESTER: Yeah, on down.

8 DR. GOTCHER: Right. It's actually horizontal.
9 I can't turn it but --

10 MR. LESTER: English Language Arts, 49.17.

11 MS. McLAUGHLIN: The ESEA report is also an
12 attachment on the BoardBook. That might be a little
13 easier to find.

14 DR. GOTCHER: Are you looking at this, Ms.
15 Smith?

16 MS. SMITH: I've got it. I had them all printed
17 out, too. I'm done with my questions.

18 CHAIRPERSON COFFMAN: Okay. Other questions or
19 comments?

20 Okay. So where did we land with our goal? Ms.
21 Wilson, that's your decision.

22 SUPT. WILSON: I'm not comfortable with 75% at
23 this point. I really would like to bring that back
24 every year, if I need to, when we start getting this
25 data back. I'm a little concerned with the milestone

1 component that the state is putting in and what if we
2 don't meet that. And I see what you're saying about
3 it does look low, but I'm hesitant to put us in over
4 our head right now.

5 CHAIRPERSON COFFMAN: Okay. Ms. Pfeffer.

6 MS. PFEFFER: So as I'm sitting here listening,
7 the goal piece to me is very important. But I think
8 right now we all realize in a time of transition, as
9 the state's comprehensive accountability plan is
10 developed, there likely -- there will likely be
11 changes. Because if a more comprehensive
12 accountability system includes additional measures
13 beyond a summative test score and if it includes
14 other indicators of school or student success I would
15 think that probably -- you know -- many of our
16 charters would be submitting amendments or updating
17 their goals and things like that going forward. I
18 know Ms. Barnes mentioned, you know, while maybe
19 you're not comfortable with the goal, we're not in a
20 place where we need to intervene too far in
21 determining what that goal is. And I think Dr.
22 Gotcher made a very good point of getting that input,
23 you know, from your district and I know you all have
24 been working with this. So I'm just thinking aloud
25 that maybe there may be an opportunity for this

1 school to come back after the flexibility plan -- not
2 the flexibility, but the accountability plan is
3 established and we have some additional data, not
4 only from just summative assessments but some
5 opportunities for other measures to be included. I
6 don't know. I don't know what the school or the
7 district thinks or what my colleagues think, so --

8 DR. GOTCHER: I believe it does bring up a
9 question for our future because with the new
10 accountability I think it's going to cause all of our
11 districts to have to respond differently. So I don't
12 know if it would be -- I'm kind of resting on my
13 charter team over here. I'm not sure that we can
14 make any demands on a particular district right now.
15 I think my point of just taking this back to the
16 stakeholders -- it just gives an opportunity for any
17 district just to be transparent; "There's some
18 concerns; stakeholders, what do you think? Let's set
19 a goal" -- excuse me -- "and then we can look forward
20 to more stability as our consolidated plan is
21 established." So I'd rather leave it in the hands of
22 the district to make this decision, in my opinion.

23 CHAIRPERSON COFFMAN: Ms. McLaughlin.

24 MS. McLAUGHLIN: I just wanted to share that the
25 schools -- the charter schools can come back at any

1 time and add goals through the amendment request
2 forum at any point. So I'm just throwing that out
3 there.

4 CHAIRPERSON COFFMAN: Also, that our Charter
5 Office stays in touch with schools and monitors their
6 progress.

7 MS. McLAUGHLIN: Yes. Yes.

8 CHAIRPERSON COFFMAN: So you would be monitoring
9 that as we're moving closer.

10 I would add to that that we would certainly
11 encourage your school, your community to provide
12 feedback on our state accountability plan as we're
13 developing that under ESSA. So every school finds
14 itself in a very unique situation; that's why it's
15 so, so very important that we have stakeholder
16 feedback from all across our state and from every
17 community. So I encourage you to follow what's going
18 on and provide feedback and make it very personal
19 feedback because you have a personal situation to
20 address in that work. So it's very important that
21 you're providing feedback.

22 Any additional questions or comments?

23 DR. GOTCHER: Can I get clarification? Ms.
24 McLaughlin, I'm thinking of how to frame my question.
25 Thinking of the time that it could present -- Ms.

1 Boyd is still here, as well -- the time that it could
2 present for a large amount of reports, is it possible
3 that if your office sees a concern then that could be
4 brought to an agenda or to -- I'm trying to think.
5 I'm trying to avoid 55 reports if they're all meeting
6 their goal and being successful; that's what I'm
7 trying to avoid. But if there's some concerns --
8 maybe I could just get some procedural advice: what
9 would we do if one particular charter was not
10 receiving -- thinking outside of Cross County, of
11 course -- how would we -- procedurally, what would
12 that look like, Ms. Boyd?

13 MS. BOYD: Yeah. I think that would be where
14 being a part of the Division of Learning Services,
15 and I would communicate that to my assistant
16 commissioner Stacy Smith and then she could present
17 it to the other panel members. And you guys could
18 discuss how you want to handle it, if you want to
19 call that charter before you or not. So is that what
20 you're looking for?

21 DR. GOTCHER: That's -- yeah, that's what I'm
22 exploring.

23 MS. DAVIS: At any point if there is a concern,
24 whether it's, you know, about a goal or whatever, if
25 there was a concern about a charter any one of the

1 members can bring it up to the other members during a
2 meeting and then decide whether or not we want to
3 call them up.

4 DR. GOTCHER: Okay.

5 CHAIRPERSON COFFMAN: Ms. Davis, any other
6 clarification?

7 MS. DAVIS: No.

8 CHAIRPERSON COFFMAN: Okay. Then I'll accept a
9 motion regarding Cross County Elementary Technology
10 Academy.

11 DR. GOTCHER: Motion to approve renewal.

12 CHAIRPERSON COFFMAN: Do I have a second?
13 Motion dies for lack of a second. Do I have a new
14 motion?

15 MR. LESTER: I'll second it.

16 CHAIRPERSON COFFMAN: Oh, we do have a second.
17 Okay. So I have a motion by Dr. Gotcher, a second by
18 Mr. Lester to approve the renewal request for Cross
19 County Elementary Technology Academy. Any
20 discussion?

21 MS. SMITH: How many years? Is this the five-
22 year? Is this what the original was that was
23 submitted?

24 CHAIRPERSON COFFMAN: Five years.

25 MS. SMITH: Thank you.

1 CHAIRPERSON COFFMAN: Any other discussion?

2 DR. GOTCHER: My only discussion point, Ma'am --

3 CHAIRPERSON COFFMAN: Go ahead.

4 DR. GOTCHER: Yeah. I didn't know if I was
5 cutting off Dr. Saunders. The only discussion point
6 I'd like to make is because we have the luxury of
7 bringing a school district in at any time that's why
8 I'm actually in favor of the full five-year renewal.
9 But should performance with any of our districts
10 demonstrate subpar we can bring them in. So I'm in
11 favor of the five-year renewal.

12 CHAIRPERSON COFFMAN: Dr. Saunders.

13 DR. SAUNDERS: I still have concerns over the
14 goals. I think if you look how the goals are worded
15 -- let me give an example -- in Year Three following
16 the renewal, which is the first year that there's
17 actual -- a comparison there, it says that 40% of
18 grade levels will meet or exceed the state average.
19 And so, you know, to me the disparities between this
20 school district and the state are not great. There
21 are some -- they do have a higher free-and-reduced
22 population, but they also have a zero-percent on ELL
23 compared to 8% across the state. So it's almost like
24 a balancing effect. So to be shooting for, in my
25 opinion, the 50% in Year Five is right back to an

1 average performance. And I would be supportive of
2 the renewal I think if we could attach some
3 requirement of a revisiting of the goals with new
4 goals within the next year.

5 CHAIRPERSON COFFMAN: Ms. Pfeffer.

6 MS. PFEFFER: Ms. Barnes, remind me of our data
7 and what data we have and what they have had to look
8 at in terms of developing goals. Data from the 2015
9 assessment; correct? The school data from that?
10 Have we --

11 MS. BARNES: Well, but they already had the 2015
12 assessment data. They have the 2016 --

13 MS. PFEFFER: Okay.

14 MS. BARNES: -- assessment data. They have
15 their own internal assessment data and previous
16 trends of poverty and performance in that respect.
17 But not anything to compare yet with respect to the
18 last assessment, which was ACT Aspire.

19 MS. PFEFFER: Right.

20 MS. BARNES: So, you know, they have the same
21 type of data that any other would have.

22 MS. PFEFFER: I think what kind of sticks in my
23 mind, there was such a difference between the letter
24 grade of a B in the -- based on the 13-14 data and
25 then the D from the 14-15. I'm just trying to think

1 through, you know, the longitudinal data as far as
2 what -- for them to really look at and establish
3 goals. I think I can see how that is difficult, so
4 -- and Dr. Saunders, you know, did mention, you know,
5 once we have data from this year's test
6 administration they would have three years on which
7 to look, to base some decisions. So just thinking
8 through, it might be good if there could be a way for
9 them to come back sooner, you know, more of a
10 designated way for them to come back and possibly do
11 an amendment to goals.

12 CHAIRPERSON COFFMAN: Dr. Gotcher, would you
13 like to amend your motion to include a reporting
14 time? You don't have to but you can.

15 DR. GOTCHER: I don't think so. I think I want
16 the district to take the information that's been
17 given, along with their own stakeholders, because --
18 and maybe I'm just missing something but --

19 CHAIRPERSON COFFMAN: Come back when it's
20 appropriate?

21 DR. GOTCHER: Come back when it's appropriate.
22 I think -- I just feel like this is a local decision.
23 And they are certainly feeling the sense of urgency
24 from this panel today, and I think it's justifiable,
25 and I think they're going to respond. So I don't

1 know that we need to put a calendar on it. So I'd
2 like to allow my motion to stand.

3 CHAIRPERSON COFFMAN: All right. Any additional
4 questions before we take a vote?

5 I think we're going to do a roll-call vote. Dr.
6 Gotcher has made a motion, seconded by Mr. Lester to
7 approve the renewal for Cross County Elementary
8 Technology Academy. And a roll-call vote: Ms.
9 Barnes.

10 MS. BARNES: I'm going to vote against. I was
11 going to abstain, but I'm voting against because I'm
12 uncomfortable with potentially penalizing this
13 charter for being realistically cautious. And I
14 would like to defer for a broader conversation in the
15 event that the State Board chooses to review it.

16 CHAIRPERSON COFFMAN: So you're voting against
17 the renewal?

18 MS. BARNES: Yes.

19 CHAIRPERSON COFFMAN: Okay.

20 MS. BARNES: At this time.

21 CHAIRPERSON COFFMAN: Dr. Gotcher.

22 DR. GOTCHER: For the renewal.

23 CHAIRPERSON COFFMAN: For the renewal.

24 Mr. Lester.

25 MR. LESTER: For the renewal.

1 CHAIRPERSON COFFMAN: Ms. Pfeffer.
2 MS. PFEFFER: For the renewal.
3 CHAIRPERSON COFFMAN: Mr. Rogers.
4 MR. ROGERS: Against.
5 CHAIRPERSON COFFMAN: Dr. Saunders.
6 DR. SAUNDERS: For.
7 CHAIRPERSON COFFMAN: Ms. Smith.
8 MS. SMITH: Against.
9 CHAIRPERSON COFFMAN: My final count is 4-3. Is
10 that --
11 COURT REPORTER: (Nodding head up and down.)
12 CHAIRPERSON COFFMAN: Then, according to my
13 count the motion would carry.
14 If you'll take a moment to fill in your reasons.
15 (A FEW MOMENTS OF SILENCE)
16 CHAIRPERSON COFFMAN: Ms. Barnes.
17 MS. BARNES: I guess I jumped the gun a few
18 moments ago. I did vote against the current motion,
19 but it's primarily because I am uncomfortable with
20 pushing or being in a position of pushing the
21 district to set some realistically -- for being
22 realistically cautious with their goals. But I also
23 feel that with time they would have the opportunity
24 for a broader discussion should the State Board
25 decide to do a review of this Panel's decision.

1 CHAIRPERSON COFFMAN: Dr. Gotcher.

2 DR. GOTCHER: I voted for the renewal. This
3 district certainly has much to consider in this
4 regard. I recognize and agree with the concerns of
5 my panel members, but I'm confident that they will
6 engage their community stakeholders and revisit their
7 goals and report back to this panel at an appropriate
8 time that fits their local timeline.

9 CHAIRPERSON COFFMAN: Mr. Lester.

10 MR. LESTER: I voted for the renewal. I believe
11 the district understands the Panel's concerns and has
12 a plan for improvement moving forward. I have no
13 concerns for renewal.

14 CHAIRPERSON COFFMAN: Ms. Pfeffer.

15 MS. PFEFFER: I voted for the renewal. The
16 district has an opportunity to move forward with its
17 current charter and understands the Panel's concern
18 with the goals set. The Panel and school have the
19 opportunity to revisit the goals in the future as a
20 new accountability system is established.

21 CHAIRPERSON COFFMAN: Mr. Rogers.

22 MR. ROGERS: I voted against the motion because
23 I would've liked to have seen a designated time for
24 the charter to come back before us to show -- to
25 either defend or amend the 50% goal.

1 CHAIRPERSON COFFMAN: Dr. Saunders.

2 DR. SAUNDERS: I voted for it. I had concerns
3 over the rigor of the future goals, but past
4 performance is outperforming the state.

5 CHAIRPERSON COFFMAN: And Ms. Smith.

6 MS. SMITH: I voted against. I have concerns
7 regarding the success of the charter and the goals
8 set. Charters should have a mission that is
9 innovative and different than traditional schools,
10 and most of the discussion today that -- I felt it
11 was just good practice of what we expect of all
12 general schools and I didn't see a different mission;
13 I didn't hear it.

14 CHAIRPERSON COFFMAN: So the motion passes. I
15 hope that you'll take this information and use it to
16 your advantage in your preparation for future
17 reporting.

18 Any additional issues before the Panel today,
19 Ms. McLaughlin or Ms. Boyd?

20 MS. McLAUGHLIN: No. We will see you in the
21 morning.

22 CHAIRPERSON COFFMAN: All right. Then I will
23 accept a motion to adjourn.

24 MS. BARNES: So moved.

25 DR. SAUNDERS: Second.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CHAIRPERSON COFFMAN: And all those in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON COFFMAN: All right. Meeting is
adjourned. Thank you everyone.

(The meeting was adjourned at 11:20 a.m.)

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

A-3: CABOT ACADEMIC CENTER OF EXCELLENCE

EXHIBIT ONE (1)

	26:24;28:8;57:16,20; 60:25;71:8;106:10, 19;110:8	108:18	Administrative (2) 5:22;6:13	56:16;111:18
§		action (7) 5:16;21:12,15; 28:21;57:12,18; 64:11	administrator (2) 29:21;94:11	agree (6) 82:14;96:15;97:23; 98:14,20;112:4
\$12,000 (1) 74:15	accelerated (1) 7:15	actively (1) 90:24	administrators (1) 60:2	ahead (8) 7:10;8:6;21:2; 31:24;33:11;81:24; 87:5;107:3
\$4,000,000 (1) 60:4	accept (4) 26:19;52:14;106:8; 113:23	actual (1) 107:17	admiration (1) 22:8	Airs (1) 64:6
\$7,400 (1) 74:15	access (5) 18:11;23:4;31:12; 35:16;63:15	actually (19) 25:25;28:3;32:6; 33:5,22;35:24;37:3, 19;38:19;40:22; 44:20;56:11;67:25; 76:23;79:1;94:11; 95:8;101:8;107:8	admission (1) 34:17	ALE (15) 25:21;26:10;27:24; 28:1;31:4;34:25,25; 35:7;36:15,16;37:1, 8;38:12;48:4;49:11
[accommodate (1) 17:17	adapt (1) 41:9	adoption (2) 65:20;75:5	ALEs (1) 55:16
[sic] (1) 67:20	accomplish (2) 31:19;60:22	add (12) 8:4,18;47:1;51:2,2; 53:11;81:1;84:22,25; 85:3;104:1,10	advance (1) 34:20	aligned (1) 50:23
A	accomplished (1) 40:17	added (3) 68:3;90:20;93:1	advanced (2) 31:10;33:3	alignment (2) 50:2,14
A-1 (1) 5:13	accomplishing (1) 59:11	additions (1) 38:12	advancement (1) 66:22	all-day (1) 35:13
A-2 (1) 21:9	according (2) 74:7;111:12	add-in (1) 45:6	advantage (5) 12:4;25:2;41:21; 42:5;113:16	allow (3) 18:22;31:22;110:2
A3 (1) 34:1	account (1) 77:12	adding (5) 16:18;19:23;20:3; 59:12;65:24	advisor (2) 34:16;39:22	allowed (3) 22:22;61:17;72:21
A-3 (2) 28:19;115:24	accountability (12) 49:2,13;66:23; 67:4;82:2,5;102:9, 12;103:2,10;104:12; 112:20	address (12) 10:2;14:21;24:7; 43:17;44:16,23; 61:23;79:18,21;83:7; 98:11;104:20	advisor-advisee (1) 53:10	allowing (1) 33:17
A-4 (1) 57:15	accountable (1) 55:16	addresses (1) 75:10	Advisory (1) 6:19	allows (7) 8:20;47:4;60:21; 63:11;69:3,13;74:25
able (23) 8:8;12:12;15:6,23; 16:22,24;17:11; 22:23;31:19;39:17; 40:2;63:18,19;64:8, 9;65:8;66:10,12; 70:7,22;72:10;75:2; 77:14	ACE (38) 26:3;29:17,21; 30:16,17,18;31:3,24; 32:1,5,14,25;33:2,5, 6,7,9,23,23;34:5,5,7, 22;35:8;36:5,7,14; 37:1,7,21;38:5,19; 41:8;42:4,8;44:8; 52:23;53:6	additional (18) 4:7;8:18;19:5,23; 20:4,17;23:23;26:18; 86:2;88:14;94:23,24; 96:4;102:12;103:3; 104:22;110:3;113:18	affirm (5) 6:5,6;21:25;30:2; 58:7	allmost (3) 29:3,4;107:23
above (6) 62:14,16;68:12; 69:22;76:22;78:22	ACE- (2) 40:10,22	addressing (1) 98:8	AFFIRMATIVELY (4) 6:9;22:3;30:5; 58:10	aloud (1) 102:24
abreast (1) 60:23	ACE-North (5) 34:22;35:12,13; 37:8;42:8	adds (2) 19:2;69:4	afraid (1) 32:21	ALP (1) 88:13
Absolutely (11) 10:1;16:7;30:22; 31:17;43:12;47:17; 53:12;56:9;77:23; 82:14;89:4	achieve (2) 22:22;53:16	ADE (5) 3:14,16;4:10; 32:19;33:15	afternoon (2) 34:12;87:18	alternative (5) 22:20;26:11,15; 74:19;84:18
abstain (1) 110:11	achievement (6) 67:1;68:6,19; 70:14,17;83:8	addresses (1) 75:10	afterschool (1) 24:15	always (10) 16:4;26:8;34:25; 47:11;61:5;62:18; 71:12,19;86:13; 95:20
academic (11) 20:20;28:20,24; 29:25;30:25;31:1; 35:7;48:7;54:12; 73:7;115:24	acknowledge (1) 72:25	addressing (1) 98:8	again (7) 13:13;36:6;45:23; 53:4;59:6;96:12; 97:14	amazed (1) 59:17
academically (3) 37:13;41:22;86:24	acquainted (1) 51:17	adds (2) 19:2;69:4	against (9) 38:16;110:10,11, 16;111:4,8,18; 112:22;113:6	amazing (1) 30:25
academics (4) 48:10;49:5,5;66:13	across (8) 15:10;16:20;40:6; 52:3;73:5;97:15; 104:16;107:23	adequate (2) 41:23;52:8	agenda (4) 3:20;4:24;5:1; 105:4	Ambassador's (1) 70:13
ACADEMY (36) 5:14,18,20;6:3;7:3; 8:24;9:1;10:7;11:10; 15:16;18:8;19:11; 21:10,14,16,23,23; 22:12,14,16,19;23:7, 14;24:5;25:2,17,25;	ACT (21) 43:20,21;44:3; 45:4,5,15,16,18;46:4, 8,12;49:10;62:11; 70:10;77:12;82:3; 83:24;99:1,14,21;	adjourn (1) 113:23	aggressive (1) 52:1	amend (5) 84:16,22;92:4; 109:13;112:25
		adjourned (2) 114:4,7	agile (1) 69:13	AMENDMENT (17) 5:14,17,21;8:11, 13;9:12;19:11,22; 20:3,6,21;22:15,16; 23:2;90:22;104:1; 109:11
		adjustments (2) 17:16;77:16	ago (8) 30:16;32:1;33:7; 35:12;38:24;42:23;	
		administration (2) 73:17;109:6		

<p>amendments (4) 77:16;78:10;96:13; 102:16 AMO (3) 62:18;69:16,17 among (1) 67:15 amount (2) 85:11;105:2 ample (1) 63:11 analyzes (1) 68:21 analyzing (2) 7:5,13 and-error (1) 14:12 animal (2) 65:2,4 animals (1) 65:8 annual (1) 68:6 anomaly (1) 94:13 ANSWERED (7) 6:9;17:15,19;22:3; 30:5;58:10;77:20 anticipating (1) 70:10 anxiety (1) 39:13 anymore (3) 90:24;91:6;96:1 AP (2) 7:19,20 APEX (8) 41:17;42:21;49:23; 50:5,6,19,21;51:3 A-Plus (1) 60:14 appear (1) 97:24 appeared (1) 43:23 appears (1) 20:22 applaud (1) 51:19 applicant (3) 4:4,7,10 applicants (2) 88:19;92:4 application (13) 15:1;21:16;29:18; 30:16;43:15;57:22; 62:3;81:6,16;84:17; 92:4;100:7,18 applied (3) 38:18;63:1;67:3 applying (2) 65:10,17 appointed (1)</p>	<p>6:18 appreciate (3) 52:10,11;84:11 approach (1) 69:13 appropriate (4) 20:22;109:20,21; 112:7 approval (3) 5:1;59:5,7 approvals (1) 8:7 approve (10) 5:3,6;19:7,10; 26:20,23;52:15; 106:11,18;110:7 approved (1) 5:12 approximately (3) 43:24;46:7;78:3 APSRC (1) 85:2 ARcare (1) 60:15 area (8) 17:12;44:12;62:6; 63:14;68:22,25;74:3; 78:17 areas (6) 48:20;62:13;65:18; 69:11;79:22;82:18 Arkansan (1) 64:18 Arkansans (1) 64:18 Arkansas (4) 3:5;17:8;60:14; 74:20 around (9) 25:25;33:25;35:20; 43:25;44:2;46:12; 63:7;65:13;71:15 art (2) 74:4;83:18 arts (4) 60:15;98:25;99:13; 101:10 Aspire (10) 62:12;70:11;77:12; 82:3;83:24;97:6; 99:1,15,21;108:18 assess (4) 65:14,21,23;81:1 assessed (2) 65:18;66:1 assessment (10) 47:13,16;65:16; 98:1;100:25;108:9, 12,14,15,18 assessments (2) 62:5;103:4 assigned (2) 12:22;41:25</p>	<p>assignments (1) 41:23 assistant (6) 21:18;22:10;24:14; 29:22;33:8;105:15 associate (3) 5:21;6:13;17:2 assume (1) 46:6 assumed (1) 76:1 assure (1) 66:2 atmosphere (1) 32:2 at-risk (2) 37:5;52:4 attach (1) 108:2 attached (1) 24:4 attachment (1) 101:12 attack (1) 52:1 attain (1) 62:6 attainable (1) 77:19 attainment (1) 47:6 attempting (1) 14:4 attend (4) 33:2,5;34:7;56:13 attendance (2) 40:14;47:5 attending (1) 47:3 Attorney (2) 3:22;85:2 attorneys (1) 4:3 attribute (1) 60:20 audience (3) 3:12,12;58:15 Auman (1) 70:6 authorized (1) 9:17 Authorizing (1) 3:4 autism (1) 39:10 automatically (1) 50:23 available (3) 17:6;41:14,16 average (13) 37:25;38:8;62:14, 16;69:17,23;96:8; 99:3,4,16;100:24;</p>	<p>107:18;108:1 averaged (1) 100:2 averages (3) 62:18;77:7,8 avoid (2) 105:5,7 Award (2) 70:13,16 awarded (2) 70:15;90:21 awards (1) 70:18 AYES (5) 5:10;19:14;27:2; 53:25;114:2</p>	<p>base (2) 97:6;109:7 based (7) 45:8;47:12;71:21; 74:13;78:23;79:12; 108:24 baseline (2) 77:6,10 basically (3) 17:15;36:1;42:7 basis (3) 72:12;90:21;92:19 beautiful (1) 31:17 became (1) 61:13 become (1) 70:21 becomes (1) 52:5 becoming (1) 61:15 BEEBE (7) 21:10,14,23,23; 22:25;26:8,24 began (3) 32:17;61:7,9 begin (9) 5:23;6:1;14:7; 16:4;21:17;23:23; 29:19;57:23;64:2 beginning (3) 16:5;62:17;67:21 begins (1) 90:10 Behind (1) 62:7 beings (2) 10:16,16 Belinda (1) 21:17 below (3) 69:16;78:25;79:1 beneficial (2) 15:8,16 benefit (3) 3:11;7:7;8:9 besides (2) 7:12;88:18 best (5) 66:8;68:23;70:20; 72:22;73:2 better (7) 25:19;61:18,20; 62:1;77:17;82:6; 97:19 beyond (3) 47:15;48:9;102:13 big (3) 61:3;74:12;93:23 bigger (1) 93:23 biggest (1)</p>
B				
<p>baby (2) 39:2,4 back (34) 16:10;31:5;35:2,3, 6;36:18;38:13,22; 41:25;50:16;53:3; 56:6,15;57:12;76:12; 78:15;82:24;84:9; 93:24;96:5,8;98:2; 101:23,25;103:1,15, 25;107:25;109:9,10, 19,21;112:7,24 backwards (1) 77:4 BADGER (15) 21:10,13,15,23; 22:12,13,16,19;23:7, 14;24:4;25:2,17,25; 26:24 baggage (1) 48:8 balance (1) 82:7 balancing (1) 107:24 band (1) 18:24 bar (1) 97:15 Barbara (1) 70:5 barely (1) 3:24 Barnes (32) 16:8,9,14,17; 17:14;20:18,19;27:7, 8;51:15,16;55:8,9; 82:19,20;83:5;84:4, 9;86:11;96:14; 102:18;108:6,11,14, 20;110:9,10,18,20; 111:16,17;113:24 Barton (1) 83:18</p>				

<p>90:8 bills (1) 36:10 biologists (1) 63:20 biology (2) 7:19,20 Birthday (3) 4:20;6:15;58:19 bit (7) 12:7;51:23;71:4; 75:2;78:16;80:2;97:9 blank (1) 84:1 blazed (1) 59:8 blended (1) 35:14 blessed (1) 70:11 Board (5) 6:19;23:1;60:3; 110:15;111:24 BoardBook (1) 101:12 bonus (2) 75:8,12 bonuses (1) 85:9 border (1) 93:10 both (11) 13:8;31:19;36:11; 61:16;65:5;68:15; 69:10;78:24;80:11; 82:11;88:1 boy (1) 39:9 BOYD (8) 53:13,17;85:23; 86:1;105:1,12,13; 113:19 break (9) 28:17;29:1,11,14; 30:8;57:8,9,12,14 breaker (1) 98:7 breaking (1) 100:10 breaks (1) 99:15 bring (8) 10:6;32:10;35:20; 48:8;101:23;103:8; 106:1;107:10 bringing (3) 18:13;40:23;107:7 brings (1) 56:5 broader (3) 14:3;110:14; 111:24 broadly (2)</p>	<p>47:15,22 broken (1) 11:5 brought (3) 39:3;100:2;105:4 buffer (1) 35:9 build (3) 39:19;63:6;80:22 building (11) 22:18;23:4;35:10, 11,17;51:4;88:23; 89:14;92:13,22,22 buildings (1) 88:1 bump (1) 45:23 bus (2) 34:11,13 business (1) 10:13</p> <p style="text-align: center;">C</p> <p>cable (1) 31:12 Cabot (16) 26:3;28:20,24; 29:17,25;32:3,3,6; 35:25;44:10;47:25; 49:20;50:11;55:3; 56:10;115:24 cafeteria (2) 35:18;73:16 calculations (4) 43:24;79:12,13,14 calendar (1) 110:1 call (4) 24:16;33:20; 105:19;106:3 called (2) 3:4;35:12 came (10) 11:11,11,12,13; 13:9;30:16;35:9; 38:22;39:15;86:14 campus (9) 14:25;22:17;23:5; 35:10,17;36:18; 39:12;40:1;42:10 campuses (1) 61:16 Can (64) 3:23;4:11,12,14; 7:7,18,19,20;8:9,14; 12:7;14:17;25:19,25; 28:25;32:24;33:5; 35:14,18,24;36:1,13; 39:24,25;40:1,12,25; 41:2;42:11,24;44:25; 46:2;48:15;50:14; 52:19,22;53:3,3,11;</p>	<p>54:12;56:22,23,25; 57:8;60:20;70:21; 74:16;78:10;80:6; 81:24;82:9;85:5; 86:19;90:24;95:20; 97:18;103:13,19,25; 104:23;106:1; 107:10;109:3,14 CAPS (1) 53:10 capture (1) 15:23 captured (1) 46:24 car (1) 30:10 care (1) 36:10 career (8) 23:9;33:4;52:24; 53:8;60:2;61:7; 66:21;67:2 Carolina (1) 17:4 Carolyn (3) 57:23;58:16;75:1 carried (1) 54:2 carry (1) 111:13 cases (1) 79:2 catching (1) 95:3 categories (2) 76:20,22 cause (2) 55:11;103:10 caused (1) 29:5 caution (1) 80:1 cautious (4) 97:9,10;110:13; 111:22 CBA (1) 89:11 CCETA (4) 63:7;71:16,24; 72:20 celebrate (1) 72:15 celebration (2) 4:23;58:23 CENTER (8) 28:20,24;29:25; 30:25;31:1;71:21; 90:3;115:24 century (3) 65:17,19;73:3 certain (1) 66:10 certainly (6)</p>	<p>48:17;49:3;85:14; 104:10;109:23;112:3 certification (1) 87:22 certifications (1) 91:19 certified (1) 41:13 Chair (2) 85:1;97:21 CHAIRPERSON (157) 3:2;4:16,18,22,25; 5:5,11,15;6:2,10;9:4, 7,10;10:23;11:15,17; 12:20;13:20;15:9; 16:2,8;17:21;19:5,9, 15,18,21,25;20:5,9, 12,15,18,23;21:3,8, 11,22;22:4;23:18,22, 25;24:10,12;25:8; 26:5,18,22;27:3,7,10, 12,16,18,21;28:6,12, 16,21;29:8,11,15,24; 30:6;38:1,4,6;42:12, 15;43:3,13;46:17; 48:25;51:12,15; 52:13,18,21;53:2,19, 22;54:1,5,10,17,21, 25;55:5,8;57:6,9,11, 17;58:3,11;73:9,12, 19;75:21;76:5,15; 77:24;78:12;82:19; 84:13,24;85:23;86:2; 91:24;92:8;93:13,20; 94:6,9,21;95:15; 96:3;97:20;101:2,18; 102:5;103:23;104:4, 8;106:5,8,12,16,24; 107:1,3,12;108:5; 109:12,19;110:3,16, 19,21,23;111:1,3,5,7, 9,12,16;112:1,9,14, 21;113:1,5,14,22; 114:1,3 CHAIRPRSON (1) 55:14 CHAIR'S (3) 4:17,19,19 challenge (3) 78:21;79:2;84:10 challenged (2) 32:9;40:17 challenges (5) 32:11;33:1;40:11; 48:11;55:11 challenging (2) 37:2;52:5 Chance (2) 24:11,16 change (2) 63:25;64:8 changes (6) 23:10;27:14;59:18;</p>	<p>62:10;65:7;102:11 channel (1) 31:12 chapter (1) 73:7 characters (1) 73:17 Charter (49) 3:4;5:13,17;11:24; 12:5;13:25;15:1; 18:22;19:2;20:20; 21:9,13;22:12,21,24; 25:11,12;27:13; 28:19,23;54:12;55:7, 10;57:15,19;58:4; 59:3;60:20;62:17; 66:6,10;69:18;72:20; 80:18,19;81:13,15; 90:19;98:6;103:13, 25;104:4;105:9,19, 25;110:13;112:17, 24;113:7 charters (3) 55:22;102:16; 113:8 charters' (1) 54:14 Chastain (6) 29:21;33:9;35:9, 21;40:11,18 child (3) 60:14;62:7;64:20 children (2) 33:1;94:19 children's (5) 92:14;93:5,9,16; 94:13 choice (2) 41:20;49:24 choices (1) 86:7 choose (1) 7:18 chooses (1) 110:15 CHORUS (5) 5:10;19:14;27:2; 53:25;114:2 chose (1) 64:18 chosen (1) 68:25 Christmas (1) 30:12 citizens (1) 70:22 claim (1) 94:20 clarification (5) 86:20;94:23,24; 104:23;106:6 clarifying (1) 87:4</p>
---	--	---	---	--

<p>clarity (1) 85:4</p> <p>class (7) 35:25;64:21;90:16; 91:13;92:2;93:14; 94:10</p> <p>classes (14) 7:16;36:1;37:23; 38:14,20,23;39:24; 47:8;51:3;71:13; 89:9,15;90:7;93:23</p> <p>classified (1) 37:19</p> <p>classroom (8) 18:11;59:22;61:10; 63:4;72:23;89:17; 92:23,24</p> <p>classrooms (3) 40:16;63:10;93:1</p> <p>clean-up (1) 73:22</p> <p>clearly (1) 3:10</p> <p>clinic (1) 60:16</p> <p>close (2) 72:2;83:7</p> <p>closely (1) 93:4</p> <p>closer (1) 104:9</p> <p>closing (3) 4:8;71:5;72:6</p> <p>cluster (2) 67:10;69:7</p> <p>co- (1) 67:7</p> <p>coach (1) 13:5</p> <p>Code (1) 74:20</p> <p>COFFMAN (160) 3:2;4:16,18,22,25; 5:5,11,15;6:2,10;9:4, 7,10;10:23;11:15,17; 12:20;13:20;15:9; 16:2,8;17:21;19:5,9, 15,18,21,25;20:5,9, 12,15,18,23;21:3,8, 11,22;22:4;23:18,22, 25;24:10,12;25:8; 26:5,18,22;27:3,7,10, 12,16,18,21;28:6,9, 12,16,21;29:8,11,15, 24;30:6;31:7;38:1,4, 6;42:12,15;43:3,13; 46:17;48:25;51:12, 15;52:13,18,21;53:2, 19,22;54:1,5,10,17, 21,25;55:5,8,14;57:6, 9,11,17;58:3,11;73:9, 12,19;75:21;76:5,15; 77:24;78:12;82:19;</p>	<p>84:13,24;85:23;86:2; 91:24;92:8;93:13,20; 94:6,9,21;95:15; 96:3;97:20;101:2,18; 102:5;103:23;104:4, 8;106:5,8,12,16,24; 107:1,3,12;108:5; 109:12,19;110:3,16, 19,21,23;111:1,3,5,7, 9,12,16;112:1,9,14, 21;113:1,5,14,22; 114:1,3</p> <p>cohort (1) 40:6</p> <p>collaborate (1) 72:11</p> <p>collaboration (3) 63:23;65:24;66:4</p> <p>colleagues (1) 103:7</p> <p>collectively (1) 4:6</p> <p>College (9) 6:19;23:8;45:19, 24;46:1,3,4;52:24; 53:7</p> <p>comfortable (7) 35:22;64:8;96:6,9, 19;101:22;102:19</p> <p>coming (17) 8:18;11:1,3;13:5; 17:4;36:16;37:21; 44:18,25;50:18,20; 52:10;55:23,24;56:7; 96:5,23</p> <p>comment (6) 19:19;27:23;28:5; 67:20;81:24,25</p> <p>comments (6) 23:23;86:2;94:22; 96:4;101:19;104:22</p> <p>Commissioner (3) 43:5;52:7;105:16</p> <p>commitment (2) 61:10;70:17</p> <p>committed (1) 70:20</p> <p>committee (1) 83:12</p> <p>common (1) 66:1</p> <p>commonalities (1) 82:10</p> <p>communicate (2) 15:6;105:15</p> <p>communicating (7) 14:8,20;25:10,11, 12,18;26:15</p> <p>communication (8) 14:2,4;63:23; 65:23;66:3,3;80:20, 21</p> <p>communications (2)</p>	<p>15:12;21:4</p> <p>community (11) 10:12,13;17:7; 31:14;71:10,11,20, 23;104:11,17;112:6</p> <p>comparative (1) 79:14</p> <p>compare (1) 108:17</p> <p>compared (6) 11:22;62:13;63:15; 68:7;76:19;107:23</p> <p>comparing (1) 65:5</p> <p>comparison (1) 107:17</p> <p>compelled (1) 47:20</p> <p>compensate (1) 44:13</p> <p>compensated (1) 74:17</p> <p>compensation (2) 66:23;67:5</p> <p>compete (1) 70:22</p> <p>competitive (2) 37:4;66:23</p> <p>completed (1) 64:17</p> <p>completely (1) 23:6</p> <p>compliance (1) 85:16</p> <p>compliment (1) 31:4</p> <p>component (4) 44:24;48:7;53:11; 102:1</p> <p>components (3) 60:9,10;66:9</p> <p>comprehension (1) 69:12</p> <p>comprehensive (3) 66:20;102:9,11</p> <p>concepts (1) 44:21</p> <p>concern (10) 28:2;44:22;51:24; 79:22;96:14;98:3; 105:3,23,25;112:17</p> <p>concerned (6) 52:9;76:17;77:21; 83:1;84:10;101:25</p> <p>concerns (28) 19:24;20:4,11,14, 16;21:1;27:9,11,17, 20,22;43:16;44:4; 53:19;54:16,23;55:6; 80:10;82:22;96:24; 103:18;105:7; 107:13;112:4,11,13; 113:2,6</p>	<p>concrete (1) 81:9</p> <p>conditions (1) 65:9</p> <p>conferences (1) 89:16</p> <p>conferencing (1) 67:8</p> <p>confident (2) 73:1;112:5</p> <p>confines (2) 91:14;93:3</p> <p>confirm (2) 52:19,22</p> <p>confused (2) 32:22;99:2</p> <p>confusion (1) 84:21</p> <p>Congratulations (4) 21:3;28:12,14; 30:12</p> <p>connected (1) 67:19</p> <p>connections (1) 65:11</p> <p>CONSENT (2) 4:24;5:1</p> <p>consider (1) 112:3</p> <p>consolidated (1) 103:20</p> <p>constantly (1) 59:12</p> <p>consultant (1) 10:7</p> <p>contact (3) 10:4,18;55:15</p> <p>contemplated (1) 97:1</p> <p>content (6) 44:18;62:25;65:10, 19,23;80:21</p> <p>context (1) 72:3</p> <p>continue (13) 3:10;6:25;12:18; 20:24;28:10;32:24; 52:6;54:20;60:4; 66:11,13;77:14; 84:20</p> <p>continued (1) 54:7</p> <p>continues (2) 55:10;100:25</p> <p>continuing (3) 51:19;66:9;68:14</p> <p>continuity (1) 50:17</p> <p>control (1) 9:23</p> <p>controlling (1) 78:23</p> <p>conversation (2)</p>	<p>84:25;110:14</p> <p>CONVERSION (11) 5:13,16;21:9,13; 22:24;28:19,23; 57:15,19;59:3;66:6</p> <p>copy (1) 33:25</p> <p>correction (1) 43:23</p> <p>correctly (1) 98:24</p> <p>correlate (1) 50:20</p> <p>Council (1) 6:19</p> <p>counseling (1) 60:17</p> <p>count (3) 38:16;111:9,13</p> <p>counted (1) 76:19</p> <p>COUNTY (23) 57:16,20,22;58:4, 17;59:2,9,14;60:19, 24;61:6,8;64:1; 66:12,16;71:5,8;72:9, 12;105:10;106:9,19; 110:7</p> <p>couple (6) 38:24;64:14;78:14; 81:1;90:19;98:5</p> <p>course (10) 8:6;14:10;22:25; 23:2;34:18;36:7,12; 42:8;51:22;105:11</p> <p>courses (12) 7:14,18;8:3,6,8; 17:11;18:16,17,21, 23;41:6;50:5</p> <p>court (4) 3:14;32:17;33:13; 111:11</p> <p>cover (2) 46:13;51:7</p> <p>covered (4) 45:9,13;50:6;85:14</p> <p>create (2) 15:12;65:21</p> <p>created (2) 54:19;63:19</p> <p>creates (1) 65:11</p> <p>creating (2) 10:8,19</p> <p>creative (1) 63:22</p> <p>credit (4) 24:19;41:1;47:6; 48:21</p> <p>credits (1) 39:6</p> <p>criteria (2) 55:12;75:13</p>
--	--	--	---	---

<p>critical (1) 52:2</p> <p>CROSS (23) 57:16,19,21;58:4, 17;59:2,9,14;60:19, 24;61:6,7;63:25; 66:11,16;71:4,7;72:9, 12;105:10;106:9,18; 110:7</p> <p>cry (1) 72:16</p> <p>curiosity (1) 10:25</p> <p>curious (1) 24:5</p> <p>current (5) 36:13;37:24;65:2; 111:18;112:17</p> <p>Currently (9) 11:10;12:21;16:12, 19;37:16;38:7;64:25; 91:14;92:1</p> <p>curriculum (14) 13:15;18:5,10,14; 21:19;22:10;29:22; 41:9;42:22,22,25; 44:19;49:24;86:7</p> <p>custodians (1) 73:16</p> <p>cutting (1) 107:5</p>	<p>day (15) 15:20;34:14;35:17; 36:3,4;39:3,18,20; 40:2,24;56:1;58:25; 63:4;68:18;73:15</p> <p>days (7) 34:7;40:15;44:13, 20;87:7,10,11</p> <p>deal- (1) 98:6</p> <p>dealing (2) 55:2;56:6</p> <p>December (1) 3:3</p> <p>decide (3) 33:3;106:2;111:25</p> <p>decided (2) 8:10;31:3</p> <p>decision (6) 4:12;85:19;101:21; 103:22;109:22; 111:25</p> <p>decision-making (1) 69:24</p> <p>decisions (2) 78:10;109:7</p> <p>decorate (1) 71:14</p> <p>dedication (1) 70:16</p> <p>deep (1) 13:15</p> <p>deeper (3) 10:9,13;65:11</p> <p>deeply (1) 14:16</p> <p>defend (1) 112:25</p> <p>defer (1) 110:14</p> <p>definitely (8) 14:17;59:15;60:25; 82:16;87:1;94:3; 97:10;98:21</p> <p>degree (1) 13:8</p> <p>demands (2) 15:22;103:14</p> <p>demographic (1) 11:21</p> <p>demonstrate (4) 14:15;53:14;81:14; 107:10</p> <p>demonstrated (1) 62:12</p> <p>demonstrates (1) 64:15</p> <p>demonstrating (1) 98:9</p> <p>Department (3) 3:5,22;15:12</p> <p>depends (1) 40:24</p>	<p>deploys (1) 37:22</p> <p>depth (1) 13:13</p> <p>describe (1) 65:7</p> <p>described (1) 85:8</p> <p>designated (2) 109:10;112:23</p> <p>desire (1) 9:22</p> <p>detail (1) 65:7</p> <p>determination (2) 61:11;68:13</p> <p>determine (3) 51:25;83:6;84:6</p> <p>determined (2) 67:9;74:6</p> <p>determining (1) 102:21</p> <p>develop (3) 10:12;52:23;53:6</p> <p>developed (5) 31:25;68:25;70:3; 77:5;102:10</p> <p>developing (2) 104:13;108:8</p> <p>development (3) 66:19;68:18;73:7</p> <p>deviation (1) 68:12</p> <p>devices (1) 3:7</p> <p>DIBELS (1) 83:13</p> <p>dies (1) 106:13</p> <p>difference (4) 56:22;86:8,23; 108:23</p> <p>differences (2) 34:6;80:8</p> <p>different (15) 15:6,13;18:25; 37:15;49:12,25;56:2; 74:1;76:20;80:2,12; 82:13;87:8;113:9,12</p> <p>differentiated (2) 67:11,12</p> <p>differently (1) 103:11</p> <p>difficult (5) 14:17;61:12;62:6; 81:20;109:3</p> <p>difficulties (1) 32:18</p> <p>digging (1) 43:21</p> <p>diploma (3) 38:24;53:1,9</p> <p>direct (6) 35:23;44:13,20,24; 51:8;61:11</p> <p>directly (2) 58:14;69:20</p> <p>director (3) 8:23;11:9;22:11</p> <p>directors (1) 23:1</p> <p>disagree (1) 97:22</p> <p>disappointed (1) 79:16</p> <p>discuss (1) 105:18</p> <p>discussed (2) 47:19;97:13</p> <p>discussing (3) 80:7;82:21;83:10</p> <p>discussion (11) 5:8;19:12;26:25; 53:23;84:12;106:20; 107:1,2,5;111:24; 113:10</p> <p>discussions (2) 9:21;79:7</p> <p>disparities (1) 107:19</p> <p>disproportionality (1) 28:2</p> <p>Distinction (1) 70:16</p> <p>DISTRICT (56) 5:13,16;15:2,12; 19:23;20:3,7;21:9, 12;23:6;27:25;28:4, 19,22;31:9;37:3; 38:18;50:3,11;51:19, 25;54:14,19;55:4; 56:25;57:15,18; 58:18;59:2;61:8,16; 64:1,6;66:17;71:1; 72:9,10;77:7,18; 94:13;96:16;100:9,9, 12;102:23;103:7,14, 17,22;107:7,20; 109:16;111:21; 112:3,11,16</p> <p>districts (4) 14:25;86:15; 103:11;107:9</p> <p>District's (2) 23:1;49:24</p> <p>diversity (3) 11:24;12:16,18</p> <p>Division (1) 105:14</p> <p>doable (4) 97:1,5,19;98:21</p> <p>doc (1) 4:14</p> <p>doctorate (1) 13:4</p> <p>document (2) 100:7,17</p>	<p>done (12) 9:23;10:6;15:7; 33:19;34:11;37:22; 64:15;79:17;88:10; 95:19,20;101:17</p> <p>down (15) 11:5;26:2;50:21; 56:6;76:8;89:12; 90:17,18;99:15; 100:2,10,15;101:6,7; 111:11</p> <p>downs (1) 72:13</p> <p>DR (174) 3:24;4:20,21;5:3,6, 21,24;6:10,12,15,16, 17,17;9:9,11,12,16, 20;10:1,22,23;11:5, 19;12:8,20,21,23,24; 13:3,19;14:7;15:4; 16:7,13,16,21;17:3, 20,24;18:1,3,19;19:7, 10,17;20:12,13,23, 24;21:7,17,18;22:4,9; 23:13,22;24:1,2,6,8, 9,11,14,21,23,24,25; 25:4,5,7;26:9,20,23; 27:18,19;28:6,7,14; 29:5,18,21;30:6; 33:7;42:16;43:3,4,9, 11,13,14;46:5,10,15, 19;49:20;50:14; 51:12,14,16,21; 52:15,16;53:2,20,21, 22;54:5,6,25;55:1,19, 23;57:8,10;58:18,20, 25;73:19,21;74:18; 75:6,10,12,15,25; 76:4,16;77:3,21;78:2, 7;85:5,17,22;94:9,10; 95:18;96:3,5,15; 97:20,21;100:5,16, 22;101:6,8,14; 102:21;103:8; 104:23;105:21; 106:4,11,17;107:2,4, 5,12,13;109:4,12,15, 21;110:5,21,22; 111:5,6;112:1,2; 113:1,2,25</p> <p>dressed (1) 64:20</p> <p>driven (1) 68:18</p> <p>driving (2) 22:7;63:25</p> <p>drop (1) 40:4</p> <p>dropout (1) 23:7</p> <p>dropped (2) 38:17,21</p>
D			
<p>dad (1) 37:21</p> <p>damaged (1) 65:3</p> <p>Dana (1) 66:15</p> <p>data (42) 23:14;36:25;43:15, 22;46:13;56:3;57:25; 62:11,12;68:3,3,4,5, 18;69:15,22;77:14, 16;78:9,20;79:3,6,6, 9,10;80:11;82:23; 83:14;97:6;101:25; 103:3;108:6,7,8,9,12, 14,15,21,24;109:1,5</p> <p>data-driven (1) 69:23</p> <p>date (6) 4:13;9:2;56:8;87:3, 8,12</p> <p>dates (1) 87:1</p> <p>Davis (20) 3:18,21,22,25; 4:16;75:21,22;76:5, 7;84:13,15;85:21; 91:24,25;94:23;95:1, 24;105:23;106:5,7</p>			

<p>drug (1) 38:12</p> <p>Ds (1) 39:14</p> <p>due (2) 32:18;45:13</p> <p>during (6) 67:9,21;68:18; 69:7;72:18;106:1</p> <p>duty (4) 87:16,17,18,20</p> <p>Duty-free (2) 87:14,15</p>	<p>44:3;45:15;76:19,22; 92:17</p> <p>either (2) 98:17;112:25</p> <p>ELA (2) 78:24;99:4</p> <p>elaborate (1) 75:2</p> <p>elective (1) 36:7</p> <p>electives (4) 35:16;36:5,5;42:10</p> <p>electronic (1) 3:7</p> <p>element (1) 67:20</p> <p>ELEMENTARY (32) 57:16,20,22,25; 58:4;59:7,9,13,25; 60:7,11,25;61:3,18; 64:1;65:20;66:11,17; 71:5,8;72:4,7,11,12; 80:22;87:25;88:3; 100:11,11;106:9,19; 110:7</p> <p>elements (2) 66:25;67:2</p> <p>ELL (1) 107:22</p> <p>else (3) 10:23;51:15;85:24</p> <p>Embrey (11) 21:18;22:10;23:13; 24:6,9,11,14,14,23, 25;25:5</p> <p>employers (1) 66:5</p> <p>encourage (8) 28:9;47:8,14,21; 52:5;55:14;104:11, 17</p> <p>encouraged (1) 55:3</p> <p>encouraging (1) 49:16</p> <p>endeavors (1) 14:5</p> <p>engage (2) 71:23;112:6</p> <p>engaging (1) 62:21</p> <p>English (13) 8:5,5;13:6,6;35:15; 40:24;41:1;98:25; 99:13,15,17,25; 101:10</p> <p>enjoying (1) 10:11</p> <p>enough (1) 52:7</p> <p>enrich (1) 63:5</p> <p>enrichment (1)</p>	<p>18:12</p> <p>enrolling (2) 40:22,25</p> <p>enrollment (3) 11:21;36:14;44:1</p> <p>entered (1) 34:3</p> <p>entire (4) 3:12;14:2;68:7; 73:15</p> <p>entirety (1) 33:14</p> <p>environment (6) 22:20;32:9;48:13; 62:21,23;65:4</p> <p>era (1) 62:6</p> <p>ESEA (2) 101:5,11</p> <p>especially (4) 44:10,11;78:18; 86:14</p> <p>ESSA (3) 49:2;100:8;104:13</p> <p>essentially (1) 96:7</p> <p>establish (2) 56:25;109:2</p> <p>established (4) 57:1;103:3,21; 112:20</p> <p>evaluations (1) 67:25</p> <p>Evans (20) 29:20;30:9;33:6; 34:14;37:9,14;38:1,3, 3,5,7;44:7;45:6;46:9, 11,16;50:14,19; 51:11;56:1</p> <p>even (9) 10:2,20;25:25; 40:5;45:24;52:5; 62:15;71:14;72:18</p> <p>event (1) 110:15</p> <p>events (3) 71:14,17,22</p> <p>eventually (2) 18:5,13</p> <p>ever-changing (1) 70:22</p> <p>everybody (2) 4:22;100:13</p> <p>everyday (1) 63:1</p> <p>everyone (7) 3:5;22:6,8;49:13; 71:10,15;114:4</p> <p>everywhere (1) 49:22</p> <p>evidence (1) 34:3</p> <p>evidenced (1)</p>	<p>68:2</p> <p>evident (1) 50:12</p> <p>evolved (1) 32:7</p> <p>exactly (8) 10:3;12:8;48:17; 56:16;76:9;95:2,9; 98:16</p> <p>exam (2) 62:16;68:11</p> <p>example (9) 15:17;18:23;34:8; 62:13;67:15;69:15; 80:20;100:22;107:15</p> <p>examples (2) 23:15;64:14</p> <p>exceed (4) 78:5;96:7;100:24; 107:18</p> <p>EXCELLENCE (8) 28:20,24;29:25; 31:1,1;52:8;61:1; 115:24</p> <p>exception (1) 8:12</p> <p>excited (6) 28:8;33:22;68:9,9; 69:21;73:6</p> <p>exclusively (1) 63:17</p> <p>excuse (1) 103:19</p> <p>excuses (1) 44:14</p> <p>executive (1) 61:16</p> <p>Exhibit (2) 34:1;115:25</p> <p>exist (1) 96:1</p> <p>expand (6) 8:14;9:17;14:5; 20:7;60:4;73:24</p> <p>expanded (2) 32:14;48:24</p> <p>expanding (2) 8:16,16</p> <p>expansion (5) 7:2,10;12:14; 30:17;35:13</p> <p>expect (2) 37:7;113:11</p> <p>expectation (1) 37:12</p> <p>expectations (2) 36:24;82:4</p> <p>expected (4) 62:7;78:22,25;79:1</p> <p>expecting (2) 16:24;77:25</p> <p>expedite (1) 33:4</p>	<p>experience (7) 7:25;13:13;15:25; 17:2,4;61:17;72:6</p> <p>experiences (1) 10:10</p> <p>experts (1) 17:12</p> <p>explain (7) 3:19;31:2,24,24; 40:10;50:18;73:14</p> <p>explaining (1) 40:9</p> <p>explicit (1) 81:6</p> <p>explore (2) 63:7,18</p> <p>exploring (1) 105:22</p> <p>expressed (1) 67:24</p> <p>expressing (1) 13:23</p> <p>extreme (2) 38:25;39:10</p> <p>extremely (2) 31:18;56:5</p>
E				
<p>eagerly (1) 70:10</p> <p>earlier (8) 30:19;33:1;42:19; 71:2;73:23;87:2,6,12</p> <p>early (2) 7:19;37:20</p> <p>earn (2) 52:25;53:8</p> <p>earth (1) 56:6</p> <p>easier (5) 14:18;15:5;65:22; 98:18;101:13</p> <p>easily (1) 96:24</p> <p>easy (1) 14:14</p> <p>eat (1) 35:18</p> <p>economics (2) 7:23,24</p> <p>Ed (3) 26:12,15;38:23</p> <p>Education (9) 3:6;10:15;16:4; 17:5;18:3,17;19:3; 38:19;49:4</p> <p>educational (2) 33:4;63:25</p> <p>educator (1) 66:20</p> <p>educators (1) 66:24</p> <p>effect (1) 107:24</p> <p>effective (2) 59:22;66:3</p> <p>effectiveness (4) 59:20;66:20;67:14; 68:20</p> <p>effort (2) 65:21;70:13</p> <p>efforts (1) 60:13</p> <p>eight (8) 38:14;39:25;41:6;</p>	<p>element (1) 67:20</p> <p>ELEMENTARY (32) 57:16,20,22,25; 58:4;59:7,9,13,25; 60:7,11,25;61:3,18; 64:1;65:20;66:11,17; 71:5,8;72:4,7,11,12; 80:22;87:25;88:3; 100:11,11;106:9,19; 110:7</p> <p>elements (2) 66:25;67:2</p> <p>ELL (1) 107:22</p> <p>else (3) 10:23;51:15;85:24</p> <p>Embrey (11) 21:18;22:10;23:13; 24:6,9,11,14,14,23, 25;25:5</p> <p>employers (1) 66:5</p> <p>encourage (8) 28:9;47:8,14,21; 52:5;55:14;104:11, 17</p> <p>encouraged (1) 55:3</p> <p>encouraging (1) 49:16</p> <p>endeavors (1) 14:5</p> <p>engage (2) 71:23;112:6</p> <p>engaging (1) 62:21</p> <p>English (13) 8:5,5;13:6,6;35:15; 40:24;41:1;98:25; 99:13,15,17,25; 101:10</p> <p>enjoying (1) 10:11</p> <p>enough (1) 52:7</p> <p>enrich (1) 63:5</p> <p>enrichment (1)</p>	<p>18:12</p> <p>enrolling (2) 40:22,25</p> <p>enrollment (3) 11:21;36:14;44:1</p> <p>entered (1) 34:3</p> <p>entire (4) 3:12;14:2;68:7; 73:15</p> <p>entirety (1) 33:14</p> <p>environment (6) 22:20;32:9;48:13; 62:21,23;65:4</p> <p>era (1) 62:6</p> <p>ESEA (2) 101:5,11</p> <p>especially (4) 44:10,11;78:18; 86:14</p> <p>ESSA (3) 49:2;100:8;104:13</p> <p>essentially (1) 96:7</p> <p>establish (2) 56:25;109:2</p> <p>established (4) 57:1;103:3,21; 112:20</p> <p>evaluations (1) 67:25</p> <p>Evans (20) 29:20;30:9;33:6; 34:14;37:9,14;38:1,3, 3,5,7;44:7;45:6;46:9, 11,16;50:14,19; 51:11;56:1</p> <p>even (9) 10:2,20;25:25; 40:5;45:24;52:5; 62:15;71:14;72:18</p> <p>event (1) 110:15</p> <p>events (3) 71:14,17,22</p> <p>eventually (2) 18:5,13</p> <p>ever-changing (1) 70:22</p> <p>everybody (2) 4:22;100:13</p> <p>everyday (1) 63:1</p> <p>everyone (7) 3:5;22:6,8;49:13; 71:10,15;114:4</p> <p>everywhere (1) 49:22</p> <p>evidence (1) 34:3</p> <p>evidenced (1)</p>	<p>68:2</p> <p>evident (1) 50:12</p> <p>evolved (1) 32:7</p> <p>exactly (8) 10:3;12:8;48:17; 56:16;76:9;95:2,9; 98:16</p> <p>exam (2) 62:16;68:11</p> <p>example (9) 15:17;18:23;34:8; 62:13;67:15;69:15; 80:20;100:22;107:15</p> <p>examples (2) 23:15;64:14</p> <p>exceed (4) 78:5;96:7;100:24; 107:18</p> <p>EXCELLENCE (8) 28:20,24;29:25; 31:1,1;52:8;61:1; 115:24</p> <p>exception (1) 8:12</p> <p>excited (6) 28:8;33:22;68:9,9; 69:21;73:6</p> <p>exclusively (1) 63:17</p> <p>excuse (1) 103:19</p> <p>excuses (1) 44:14</p> <p>executive (1) 61:16</p> <p>Exhibit (2) 34:1;115:25</p> <p>exist (1) 96:1</p> <p>expand (6) 8:14;9:17;14:5; 20:7;60:4;73:24</p> <p>expanded (2) 32:14;48:24</p> <p>expanding (2) 8:16,16</p> <p>expansion (5) 7:2,10;12:14; 30:17;35:13</p> <p>expect (2) 37:7;113:11</p> <p>expectation (1) 37:12</p> <p>expectations (2) 36:24;82:4</p> <p>expected (4) 62:7;78:22,25;79:1</p> <p>expecting (2) 16:24;77:25</p> <p>expedite (1) 33:4</p>	<p>experience (7) 7:25;13:13;15:25; 17:2,4;61:17;72:6</p> <p>experiences (1) 10:10</p> <p>experts (1) 17:12</p> <p>explain (7) 3:19;31:2,24,24; 40:10;50:18;73:14</p> <p>explaining (1) 40:9</p> <p>explicit (1) 81:6</p> <p>explore (2) 63:7,18</p> <p>exploring (1) 105:22</p> <p>expressed (1) 67:24</p> <p>expressing (1) 13:23</p> <p>extreme (2) 38:25;39:10</p> <p>extremely (2) 31:18;56:5</p>
F				
				<p>face-to-face (1) 18:22</p> <p>facilitate (1) 3:7</p> <p>facilitator (1) 13:7</p> <p>facility (1) 31:17</p> <p>fact (5) 13:11;16:25;18:6; 20:16;96:1</p> <p>faculty (1) 17:1</p> <p>failure (1) 98:18</p> <p>fair (2) 3:7;71:20</p> <p>fall (1) 34:19</p> <p>falls (1) 75:4</p> <p>familiar (1) 75:19</p> <p>families (2) 32:12;36:10</p> <p>famous (1) 64:17</p> <p>far (7) 16:22;23:13;47:20; 49:11;80:6;102:20; 109:1</p> <p>farm (2) 15:18,19</p> <p>fault (1)</p>

95:3 favor (12) 5:9;19:13;20:13; 19:27:1,8,19;53:24; 55:9;107:8,11;114:1 FAYETTEVILLE (16) 5:14,17,20;6:3,14; 7:3,23;8:24;11:2,9; 12:19;15:16;18:4,19; 19:11;21:6 features (2) 36:11;41:10 feedback (9) 36:22;55:15;98:5, 12;104:12,16,18,19, 21 feel (18) 8:19,20;12:11,15; 13:14;19:1;47:20; 48:14,15,19;60:10, 20;69:23;73:3;96:16, 17;109:22;111:23 feeling (2) 71:24;109:23 feet (2) 30:20,21 fell (1) 69:16 felt (3) 35:5;96:21;113:10 FEW (12) 19:20;23:10;27:6; 29:2;31:2;42:23; 54:4;61:13;80:10; 92:18;111:15,17 fictitious (1) 65:3 fideliity (1) 64:9 field (4) 10:10;56:13;63:14; 69:1 fieldtrips (1) 63:12 figure (1) 56:17 figured (1) 68:5 figuring (1) 57:2 filed (1) 40:21 fill (4) 61:4;69:24;89:12; 111:14 final (6) 4:12;9:7;42:15; 73:13;85:19;111:9 find (3) 82:10;95:11; 101:13 finding (2) 82:6,7	finds (1) 104:13 fine (2) 32:24;34:23 fingertips (1) 63:3 finish (1) 32:15 finished (1) 92:24 first (19) 4:18;5:15;6:20; 7:5;12:8,10;15:25; 61:23;63:6;64:2; 68:10;73:22;77:7,12; 81:25;97:2,7;99:24; 107:16 firsthand (2) 61:10,17 fit (3) 12:17;32:2;88:8 fits (3) 28:3;97:15;112:8 five (5) 59:3;66:7;69:9; 106:24;107:25 five- (1) 106:21 five-year (2) 107:8,11 flexibility (16) 20:20;22:21;54:12; 60:21;66:7;72:21; 85:4,15;86:18;87:16, 18;89:3,9,14;103:1,2 flexible (8) 15:21;34:10,23; 35:6;36:3;40:3; 41:20,21 fluctuation (1) 92:15 fluid (1) 8:1 fluke (1) 93:6 focus (4) 8:20;34:16;47:24; 48:9 focused (5) 16:3;64:17;66:23; 67:4;69:10 focuses (3) 59:19;65:19;68:19 follow (3) 4:2;84:15;104:17 followed (1) 4:5 following (5) 8:15;49:8;50:8; 76:8;107:15 follows (1) 46:19 Follow-up (4)	11:15;49:19;51:13; 80:17 food (1) 65:5 football (1) 18:25 force (2) 63:25;65:3 formalized (1) 81:8 former (1) 94:11 formula (1) 74:12 fortunate (1) 31:9 forum (1) 104:2 forward (17) 6:23,24;8:10;12:1, 5;21:2,4;30:17;49:1; 54:8,15,20;98:7; 102:17;103:19; 112:12,16 four (7) 26:11;29:6;37:16; 39:14;57:13;66:24; 67:2 fraction (1) 69:19 fractions (1) 69:11 frame (1) 104:24 free (1) 42:5 free-and-reduced (1) 107:21 free-for-all (1) 42:3 freshmen (1) 7:15 Friday (1) 34:9 Friedlander (1) 70:5 Fs (2) 39:14,16 Fuel (2) 18:3,17 full (6) 36:4;37:20;38:14; 41:4;51:4;107:8 full-day (2) 36:4;42:9 fulltime (1) 18:10 further (3) 31:20;63:10;101:6 future (10) 6:24;30:11;46:21; 49:3;59:11;78:3; 103:9;112:19;113:3,	16 futures (1) 73:7 G gap (4) 83:2,3,8;84:11 gaps (2) 69:24;89:13 Gardenhire (1) 26:9 Garrett (26) 5:21;6:10,12,12, 17;9:9,16;10:1;11:5, 19;12:8,23;13:3; 14:7;15:4;16:7,13,16, 21;17:20,24;18:1,3, 19;19:17;21:7 gave (1) 93:7 general (1) 113:12 generalized (1) 47:12 Gentlemen (1) 3:3 Georgia (1) 29:21 gets (1) 81:20 girl (3) 26:13;37:18;39:1 given (8) 23:4;31:12;44:1; 66:7;75:12;79:2; 97:5;109:17 gives (5) 20:7;67:10;87:18; 89:14;103:16 giving (1) 6:21 glad (2) 30:13;45:1 glance (1) 99:24 global (1) 70:23 goal (30) 18:4;36:12;40:3; 48:18;52:22;53:16; 62:4,9,24;69:17,18; 72:17;77:22;78:4; 96:17,21;97:1,5,12; 98:10;99:8;100:4; 101:20;102:7,19,21; 103:19;105:6,24; 112:25 goals (45) 23:7;27:13,14; 46:20,24;47:2,9,10, 12,15;48:22,24; 56:24;59:12;62:3;	69:18;70:1;76:17,23, 24;77:6,17;80:18,23; 81:6,17;82:14;83:6; 96:6;98:19;102:17; 104:1;107:14,14; 108:3,4,8;109:3,11; 111:22;112:7,18,19; 113:3,7 goes (5) 34:17;56:15;78:15; 91:20,21 Good (31) 3:2,21;7:12;8:19; 11:8,18,19;12:11,17; 16:9;19:23;20:3; 22:6,18;40:8;43:9,9; 44:6;46:18;52:7; 58:16;66:15;70:24; 78:9;82:7;85:3; 96:21;99:24;102:22; 109:8;113:11 good-to-go (1) 82:3 Google (1) 4:14 GOTCHER (52) 3:24;4:20,21;5:3,6; 6:15,16;10:23;20:23, 24;28:6,7,14;43:3,4, 9,11;52:16;53:21,22; 54:5,6;55:19,23; 58:18,20,25;94:9,10; 95:18;97:20,21; 101:6,8,14;102:22; 103:8;104:23; 105:21;106:4,11,17; 107:2,4;109:12,15, 21;110:6,21,22; 112:1,2 governing (1) 95:6 grade (47) 7:8,20,23,24;8:14, 16;9:14,16;15:18; 16:20;17:17;19:23; 20:4;37:25;38:7; 39:15;43:19;51:22; 61:8;64:4,5;76:21, 21;78:16,20;79:16; 82:24,25;88:5,7,9,18, 21;89:1;90:10;91:9; 93:4,18,18,21,25; 94:2;98:11;100:20, 23;107:18;108:24 grader (2) 38:12;39:11 graders (6) 7:8;39:9;45:17; 64:16,24;83:22 grades (4) 20:17;65:25;76:20; 88:15 graduate (4)
--	---	--	---	--

37:20;38:20;39:6; 40:5 graduated (2) 38:10;61:6 graduating (1) 38:13 graduation (4) 23:8;37:18,22; 39:23 Graham (1) 70:4 grant (1) 60:4 granted (2) 22:15,21 granting (2) 8:12;55:12 great (16) 10:19;11:7;16:2; 34:24;48:6;57:2; 60:18;61:6,22;72:14, 24;82:16;84:3;88:8, 9;107:20 greater (1) 46:7 greatest (1) 69:1 grew (1) 68:11 group (6) 35:4,6,20;51:8; 67:16;79:18 groups (1) 48:6 grow (5) 12:18;67:13;68:1; 73:1;93:24 growing (2) 8:19;82:18 growth (17) 37:7;66:22;67:3; 68:2,13,14;70:1,19; 79:3,10;80:2,3,4; 82:1,8,9;86:14 guarantee (1) 50:7 guess (9) 26:11,15;46:6,18; 75:13;86:20;97:16; 99:1;111:17 guide (2) 49:21;75:1 guided (1) 67:16 guidelines (2) 98:15,16 gun (1) 111:17 guys (1) 105:17	habitat (1) 65:2 habitats (1) 65:5 hand (4) 6:5;21:24;30:1; 58:5 handle (4) 16:23;39:24,25; 105:18 hands (1) 103:21 hands-on (1) 50:8 happen (1) 36:20 happening (8) 30:24,25;48:15; 55:23;56:12;60:19; 61:23;64:10 happily (1) 29:8 Happy (8) 4:20;6:15;22:7; 44:9;54:8;58:18; 71:12;82:7 hard (9) 16:6;48:9,16; 72:16,16;74:16; 93:11;100:3 harder (1) 14:13 Harris (1) 70:4 hats (1) 58:21 head (3) 23:20;102:4; 111:11 health (7) 47:4;60:15,16,17, 17;71:20,21 hear (9) 3:23,25;9:1;32:22; 41:11;55:22;63:8; 64:12;113:13 heard (3) 30:18;31:7;86:5 hearing (4) 3:8,19;6:22;21:4 heart (1) 48:13 heaviest (1) 87:23 Hello (1) 61:2 help (17) 13:18;22:22;31:14; 44:13;48:10;71:14, 20;78:9,17;79:17,21; 82:16;83:22,25;85:6; 86:16;89:12 helped (2)	25:18;69:24 helpful (2) 48:25;81:12 helping (1) 48:3 helps (4) 15:18;63:9;88:20; 100:5 hesitant (1) 102:3 hey (1) 42:4 high (43) 7:6,11,13,25;8:10; 12:14;17:1,10;18:8, 15,18,23;22:17; 25:18,23;32:3,6; 35:18,25;52:25;53:9; 58:1;59:5,8,13;60:7, 12;61:6,20;63:8; 65:22;66:12;70:25; 71:3;72:5;73:5; 80:23;81:1;87:2; 89:11;90:6;94:14; 100:12 higher (5) 51:23;78:1;99:3,4; 107:21 highly (3) 36:16;88:7,8 Hill (1) 3:15 hire (1) 16:23 History (1) 7:21 hitting (1) 88:25 hodgepodge (2) 38:9;39:20 hold (1) 55:16 holidays (1) 71:15 Holly (1) 5:25 home (8) 15:15;34:11;71:18; 92:14;93:5,9,16; 94:13 homeschool (2) 11:3,11 homeschooling (1) 32:10 honest (1) 45:2 honing (1) 56:21 honor (1) 72:3 hope (4) 77:19;79:22;93:24; 113:15	Hopefully (2) 4:22;26:14 hoping (2) 82:1,6 horizontal (1) 101:8 hospital (1) 39:4 host (5) 42:20,24;56:10; 71:17,18 hour-and-a-half (1) 56:11 hours (2) 24:17;34:8 house (1) 71:17 huge (1) 49:6	improvement (2) 54:15;112:12 improving (1) 66:25 include (5) 60:5,15;63:19; 89:9;109:13 included (1) 103:5 includes (5) 60:1;67:7;70:14; 102:12,13 including (6) 16:5;41:14;65:5; 69:11;70:12;82:15 inclusion (1) 20:17 incorporated (2) 95:8,9 increase (5) 9:13,16;37:6; 70:10;78:11 increased (2) 23:8;67:14 increasing (3) 10:21;40:13;68:20 increments (1) 39:19 indeed (1) 85:12 independently (1) 50:4 indicated (2) 66:5;79:11 indicators (2) 68:16;102:14 individual (6) 36:22;37:11;39:21; 67:8,13;79:21 individuality (2) 40:9,10 individualize (1) 41:3 individualized (3) 43:1;52:23;53:7 information (5) 11:22;12:10;23:13; 109:16;113:15 informed (2) 78:10;95:22 inherent (1) 80:19 initial (1) 51:18 initially (2) 8:1;77:6 initiatives (1) 61:9 innovation (1) 72:20 innovative (4) 61:19;62:21;66:13; 113:9
H			I	
			idea (5) 7:13;55:17;82:16; 85:4;86:17 identification (1) 34:2 identified (1) 69:20 identifies (1) 68:22 identify (2) 77:14;82:11 identifying (1) 77:15 IEPs (2) 41:9,9 immediate (1) 27:9 impact (4) 59:16;68:14;86:24; 90:8 impacting (1) 90:2 imparts (1) 63:21 implement (2) 60:8;64:9 implementation (1) 66:24 implemented (3) 59:17;69:19;83:24 implementing (2) 61:14;64:2 important (7) 10:5;61:18;66:5,9; 102:7;104:15,20 impressed (2) 20:25;54:7 impromptu (1) 64:23 improve (1) 73:1	

input (1) 102:22	issue (1) 98:9	key (5) 48:11;55:24;65:16; 66:25;97:4	32:4;35:20;83:3; 84:11;100:6;105:2	49:17
in-service (1) 64:7	issues (2) 48:8;113:18	keyboarding (4) 89:9,12;90:7,11	larger (1) 92:23	Legislator (1) 55:25
instance (1) 88:4	item (8) 4:18,25;5:16; 21:12,15;28:22; 57:13,18	kid (1) 41:3	laser-like (1) 47:24	legislators (1) 56:1
instead (6) 8:4;36:17;40:20; 44:18;63:16;87:17		kids (48) 6:25;7:12;10:9,15; 11:4;13:18;31:5; 32:1,3,4,8,10,11,12, 13;33:3,20;34:22,24; 35:14,19,22;36:5,8; 37:5,15;38:8,16; 39:7;40:13,19,24; 44:17;48:2,8,12; 50:15;55:18;56:2,6; 66:8;73:2;89:19; 92:19;93:5,9,12;94:1	Last (25) 22:14;23:3,14; 26:2;33:10;38:11; 39:1,12,15;44:10; 45:3,16;46:6,11; 50:1;59:3,4;68:3; 71:2;72:5;73:14; 93:3;99:1,13;108:18	less (2) 97:24;98:10
Instruction (12) 21:19;22:11;29:23; 35:23;44:13,20,24; 51:8;61:12,19;63:21; 67:1	J			lessons (2) 10:17;15:20
instructional (3) 13:7;67:19;70:8	January (4) 43:5;50:21;55:25; 56:8			Lester (20) 19:21,22,25;20:2; 27:10,11;54:10,11; 100:14;101:2,4,7,10; 106:15,18;110:6,24, 25;112:9,10
instructionally (2) 66:22;67:4	Jennifer (2) 3:18,21			letter (8) 78:15,20;79:16; 82:24;95:17,21; 98:11;108:23
insure (2) 64:7;72:23	Joanna (4) 5:24;8:23;10:18; 11:8	kid's (1) 36:2	later (4) 4:13;8:4;32:16; 61:13	letting (1) 31:23
integrated (1) 23:5	job (6) 10:19;40:9;65:1; 82:6;83:20;88:10	Kim (2) 5:21;6:12	Latin (1) 17:9	level (11) 7:6,16,17;37:6; 39:8;43:25;52:10; 64:16;79:2;80:22; 89:10
integrating (1) 25:23	jobs (2) 32:13;36:8	kind (29) 13:21;14:5;25:19; 31:14,15;33:17; 37:16,17;39:10,17; 44:5;45:11;46:19; 49:8,9,10,17;50:2; 56:5;73:22;82:9,17; 85:13,13;89:12;93:6; 97:8;103:12;108:22	law (3) 75:10;76:9;85:12	leveled (1) 63:13
intent (1) 49:10	Johnson (1) 5:25	kindergarten (2) 64:3;90:17	layer (1) 69:4	levels (13) 7:22;8:16;9:14,17; 16:20;17:17;19:24; 20:4;62:2;78:22; 100:20,23;107:18
interested (4) 16:4;17:8,10;64:19	join (1) 4:23	kinds (3) 37:15;40:21;95:23	layered (1) 80:4	Lever (9) 5:24;8:23;10:2; 11:5,8,9;14:21,24; 15:11
internal (1) 108:15	joined (1) 38:11	knew (2) 62:20;83:23	LEA (2) 23:2;49:12	librarian (2) 89:8;90:12
internet (1) 71:21	journey (1) 62:19	knowing (1) 62:9	lead (1) 66:18	library (5) 89:7,19,22,25;90:6
interpretation (1) 85:18	jump (1) 80:15	knowledge (2) 65:10;69:25	leader (2) 66:13;89:13	licensed (7) 13:1,3,11;16:14, 20;88:6,23
interpreting (1) 76:24	jumped (1) 111:17	known (1) 31:16	leaders (1) 72:25	licensure (4) 12:25;87:22;91:17; 95:10
interrelated (1) 66:25	junior (5) 7:16;8:4;37:19; 43:25;46:3	knows (2) 71:10,16	leadership (3) 21:1;67:11;68:21	lieu (2) 84:17;95:25
intervene (1) 102:20	juniors (2) 45:20;46:12		leading (1) 72:3	life (2) 15:22;64:20
intervention (4) 79:20;83:12,17; 84:2	justifiable (1) 109:24		learn (5) 14:16,25;55:18; 62:25,25	lifelong (1) 70:21
interventionists (2) 83:14;84:3			learned (5) 9:24;10:3,17; 14:11;15:3	lifts (1) 55:17
into (26) 3:11;7:6,19;10:12, 20;12:1;14:9;22:13; 31:5;32:2,14;34:3; 35:2,9;45:12;48:14; 58:14;65:4;71:24; 74:2,3;77:11;80:15; 83:7;90:19;95:10	K		learners (2) 70:21;73:4	light (1) 78:18
introduce (1) 65:4	K3 (1) 65:22		learning (30) 12:9;13:16;16:1; 17:3;20:25;21:5; 22:20;34:10;45:8,14; 50:25;52:24;53:7; 60:9;61:12;62:22; 63:5,5,16,20,24;65:9, 12,21,25;66:2;68:7; 71:18;82:16;105:14	liked (1) 112:23
invite (2) 30:23;55:20	K-4 (3) 88:19,22,23		least (2) 41:1;79:17	likely (2) 102:10,10
involved (1) 64:25	K-6 (2) 89:18,23	lab (3) 51:3,4,6	leave (2) 72:24;103:21	Linda (1) 70:4
involvement (2) 71:4,7	Karen (1) 70:4	lack (2) 84:10;106:13	leeway (1) 97:11	
iPad (1) 64:4	keep (14) 34:21;40:6;47:23; 52:25;53:8;78:8; 83:13;93:14,15;94:6, 16;95:22;100:14,15	Ladies (1) 3:2	Left (1) 62:7	
	keeps (1) 43:1	land (1) 101:20	legislation (1)	
	Keith (3) 21:20;22:11;25:16	Language (3) 98:25;99:13; 101:10		
		large (6)		
		L		

line (2) 27:24;87:2	9:12,13;11:20,21, 22;16:17;39:11; 43:14,15,17,18; 46:19;47:9,21;49:12; 76:18,20;78:15,20; 79:4;80:11,13;81:20; 84:5;86:9,13;100:6,8, 10,16;101:4,14; 105:20	major (1) 51:24	47:11;50:15;59:8; 63:12,19;75:2,17; 76:2;80:16;81:7,7; 85:1,19;97:23;98:9; 102:25	98:6,22
list (2) 74:18;86:9	looks (5) 6:23,24;49:4; 56:12;99:24	makes (3) 20:17;25:7;81:13	maybe (13) 12:3;35:25;81:18; 88:25;97:9;98:3,4,11, 12;102:18,25;105:8; 109:18	meets (3) 51:20;55:12;88:7
listed (3) 74:23;90:25;91:25	lose (2) 72:19;83:2	making (10) 8:21;10:21;39:16; 41:23;46:23;59:18; 65:16;80:11;86:22; 96:11	McLaughin (1) 57:17	member (3) 29:1;96:15,16
listened (1) 47:2	lost (1) 79:23	many (13) 7:14;12:21;45:22; 48:1;60:19;62:13; 65:18;70:11;71:17, 22;86:17;102:15; 106:21	McLaughlin (28) 5:15,19;9:6;21:12, 15;23:20;28:21,25; 29:4,13,15,17;42:12, 14;52:16,19,22;53:5; 57:21;73:9,11; 101:11;103:23,24; 104:7,24;113:19,20	Members (12) 9:10;14:8,20; 23:25;25:10;60:3; 71:11;97:22;105:17; 106:1,1;112:5
listening (5) 81:21;82:20,22; 83:6;102:6	lot (41) 7:7;12:9;14:10; 26:12,16;31:11,13; 32:9,10,11,12,13; 33:1,3;35:3,19;36:4, 8,9;37:15;41:11; 42:20,24;44:11,13, 15;45:18,25;46:13; 48:3,7;49:6;50:1,15; 55:22;60:8,18;61:22; 64:19;73:5;79:17	map (1) 39:23	mean (10) 11:4;46:12;48:17; 49:9,14;56:23;76:9; 89:18;90:1;98:21	member's (1) 98:13
literacy (7) 50:2;62:18;69:10, 12;71:19;76:21; 100:19	lots (2) 22:19;83:25	March (1) 45:19	meaning (1) 83:3	mental (1) 60:17
little (20) 12:7;14:3;22:9; 28:25;37:18;39:1,9; 46:24;51:2;56:10; 71:4;72:3;73:24; 75:2;77:24;80:2; 97:2,9;101:12,25	love (3) 42:18;56:10,14	mark (1) 72:15	meaningful (1) 69:5	mention (3) 37:10;51:21;109:4
lives (2) 15:18;63:1	low (5) 83:23;96:17;97:14; 99:22;102:3	marked (1) 34:2	means (4) 8:15;13:25;68:11; 96:8	mentioned (6) 9:21;23:3;55:19; 65:15;73:23;102:18
live-streamed (1) 3:13	lower (5) 76:25;78:16;82:25; 88:15;100:1	Mason (1) 70:5	meant (1) 44:3	mentor (2) 60:1;74:9
load (2) 37:24;41:4	lucky (1) 97:7	massive (1) 71:16	measurement (1) 84:5	Merit (1) 41:7
local (4) 26:8;31:13;109:22; 112:8	lunch (7) 35:18,20;43:7; 55:24;87:14,15,17	master (7) 45:11;57:25;60:2; 61:14,16;66:16;74:9	measurable (2) 57:3;81:8	mesh (2) 82:9,10
located (2) 22:17;23:3	luxury (1) 107:6	masters (1) 13:8	measure (5) 47:9;48:16;53:16; 56:22;68:7	message (1) 78:19
location (2) 30:24;92:12	M	mastery (3) 14:15;45:14;62:4	measurements (1) 84:5	met (4) 27:13;62:18;98:24, 25
locations (1) 31:20	ma'am (8) 9:6,9;42:14;86:1; 91:13,21,22;107:2	mastery- (1) 45:7	measures (6) 49:13,15;56:18; 81:19;102:12;103:5	Michele (3) 29:20;38:3;41:5
logical (1) 20:10	MacBook (1) 64:6	mastery-based (1) 34:10	media (2) 89:8;90:3	microphone (5) 3:11;20:1;58:13, 14;75:23
long (4) 40:4;41:21;57:1; 58:25	Madam (2) 85:1;97:21	match (1) 86:13	medical (1) 32:11	middle (2) 89:2;97:25
longer (1) 95:8	Madden (6) 21:20;22:11;23:15; 25:16,16;26:7	material (4) 45:9,13;46:1;51:7	medium (1) 82:7	Mid-South (1) 60:16
longitudinal (2) 80:3;109:1	main (2) 22:16;23:5	math (38) 7:16,17;13:4,5,5; 35:14,25;43:19;44:8, 9,15,18,22;45:2,7; 50:2;51:21;52:2,9; 62:15,16;69:10,11, 16,19,22;71:18; 76:20,21;77:8;78:24; 98:25;99:5,15,18; 100:20,22,23	meet (11) 39:22;54:19;60:13; 67:12;69:16;72:8; 83:12,15;96:7;102:2; 107:18	might (5) 75:24;85:3;93:18; 101:12;109:8
long-term (3) 59:12;92:19,20	maintain (1) 100:23	mathematics (1) 44:12	meeting (18) 3:3,13,16;6:20,23; 8:22;17:1;48:22; 67:10;69:8,17,18; 74:21;75:15;105:5; 106:2;114:3,7	Mind (3) 83:21;95:21; 108:23
look (26) 12:13;17:6,12; 21:3;36:25;37:12; 39:21;45:1;47:10,21; 48:18;49:16;51:24; 56:23;76:11;77:11; 87:20;95:2;96:12; 102:3;103:19; 105:12;107:14; 108:7;109:2,7	maintaining (2) 94:12,17	Maureen (1) 70:6	meetings (2)	Mindy (2) 57:24;61:2
looked (8) 26:3;47:18;77:7; 79:6;82:24,24;95:2; 99:23		maximum (1) 83:2		minutes (8) 4:4,5,7;5:2,7,12; 29:2,7
looking (33)		may (32) 4:6,9,9,11;12:16; 13:23;17:10;32:9,19; 33:14;34:9;37:2; 40:7,24;41:3;43:22;		missed (1) 72:15

<p>mix (1) 85:3</p> <p>mixed (1) 78:19</p> <p>mobility (1) 94:14</p> <p>model (11) 20:25;23:11;66:20; 74:25;80:2,3,4,4; 82:8,8;88:9</p> <p>modeled (2) 67:16;69:7</p> <p>modeling (1) 67:7</p> <p>models (1) 82:1</p> <p>modify (1) 34:14</p> <p>moment (4) 19:19;27:5;76:12; 111:14</p> <p>MOMENTS (6) 19:20;27:6;31:2; 54:4;111:15,18</p> <p>Monday (3) 24:17;34:9;39:5</p> <p>monitor (1) 41:17</p> <p>monitoring (2) 43:1;104:8</p> <p>monitors (1) 104:5</p> <p>monthly (1) 83:12</p> <p>more (42) 6:25;7:1;8:1;10:15, 21;12:15;14:10,17, 23;15:21;23:4,6; 25:19;26:15;33:11; 37:2;41:18;42:1; 46:13;47:10,12,14, 22;48:24;49:5;52:5; 56:13;62:21;63:15; 64:8,11;77:25;81:2; 87:7;88:2,19,20;96:8, 19;102:11;103:20; 109:9</p> <p>morning (17) 3:2,21;11:8,18,19; 16:9;22:6,8;29:6; 31:8;34:12;46:18; 58:16;66:15;70:24; 80:18;113:21</p> <p>mornings (1) 24:20</p> <p>most (17) 15:8;34:7,11;36:6; 39:7;42:7;59:15,15; 62:11;64:12;66:9; 68:23;70:18;84:16; 86:4;88:22;113:10</p> <p>Motion (28) 5:5;19:6,7,9,16;</p>	<p>26:19,20,22;27:4,8; 52:14,15;53:20;54:2; 55:9;106:9,11,13,14, 17;109:13;110:2,6; 111:13,18;112:22; 113:14,23</p> <p>Move (13) 5:3;7:22;8:10;12:1, 5;21:2;22:18;31:3,5; 61:11;84:9;98:7; 112:16</p> <p>moved (5) 22:16;35:11;39:16; 93:7;113:24</p> <p>moving (11) 7:5;16:18;25:17; 49:1;54:8,14,20; 72:4;93:16;104:9; 112:12</p> <p>Mrs (3) 10:2;11:5;14:21</p> <p>much (10) 6:16;7:25;11:24; 21:7;29:13;39:13; 48:8;63:8;100:1; 112:3</p> <p>multiple (1) 67:2</p> <p>multitude (1) 64:6</p> <p>music (2) 71:16;74:4</p> <p>must (2) 65:8;87:3</p>	<p>56:20;57:9;59:23; 60:11,24;69:1;71:25; 73:1;74:21;75:9,16, 17,24;78:11;80:13; 84:6;85:23;86:7,10, 16,19,20;92:6;95:12, 13;97:3;98:20; 101:24;102:20;110:1</p> <p>needed (6) 9:23;35:4,5;38:20; 85:19;86:5</p> <p>needs (20) 8:22;15:20;17:18; 20:21;28:3;35:23; 36:2;41:3;51:21; 52:1;54:13,14,19; 55:17;60:1,13;67:13; 69:14;79:22;81:14</p> <p>net (1) 94:5</p> <p>network (3) 31:13;64:13;65:19</p> <p>new (26) 6:17,20;13:24; 16:23;17:2;27:14; 30:11;41:11;59:12; 60:7,8;61:9;62:12; 64:13;65:4,9,18,22; 66:12;82:4,5;83:21; 103:9;106:13;108:3; 112:20</p> <p>newspaper (1) 26:8</p> <p>next (11) 4:25;7:9,11;8:14; 37:24;41:2;65:7; 73:6;76:13;98:18; 108:4</p> <p>nice (2) 36:15;92:12</p> <p>night (3) 24:17;39:4;71:22</p> <p>nights (1) 71:19</p> <p>nine (1) 41:6</p> <p>Nodding (1) 111:11</p> <p>none (1) 45:2</p> <p>nontraditional (2) 43:18;55:2</p> <p>normal (1) 32:2</p> <p>North (14) 17:4;22:17;23:3; 30:17;31:2,3,24; 32:14;33:10,23;34:5, 22;40:11,23</p> <p>NOTE (2) 32:17;33:13</p> <p>noticed (3) 24:2;41:7;74:18</p>	<p>noticing (1) 78:17</p> <p>notification (1) 95:6</p> <p>number (14) 9:14,18;14:24; 23:2;28:16,18,22; 40:13;44:2;49:12; 57:13;87:9,11;92:18</p> <p>numbers (9) 8:17,18;11:21; 27:23;36:13;77:11; 78:11;92:15;99:11</p>	<p>7,17;94:3;95:1,7,14, 20,20,25;97:6;98:13; 100:3,19;105:9,25; 115:25</p> <p>ones (3) 65:15;71:18;86:21</p> <p>one-to-one (1) 64:3</p> <p>ongoing (3) 14:1;66:18;67:3</p> <p>online (12) 11:12;13:10,10; 16:1;17:5;18:10,21; 26:4;36:6;42:25; 44:19;51:1</p> <p>only (22) 8:3,16;27:22;28:4; 32:8;38:20;39:16,24; 40:24;41:6;44:8; 49:2;62:25;77:3; 88:25;90:20;92:10; 93:17;97:5;103:4; 107:2,5</p> <p>onto (3) 22:16;36:18;92:22</p> <p>open (4) 44:5;90:4;96:13; 98:20</p> <p>opened (2) 34:19;35:11</p> <p>openings (1) 42:1</p> <p>operated (1) 59:2</p> <p>operates (1) 22:25</p> <p>operating (1) 59:1</p> <p>opinion (2) 103:22;107:25</p> <p>opportunities (9) 7:1;10:9;12:6; 18:25;24:20;55:3; 63:11;66:21;103:5</p> <p>opportunity (18) 6:22;7:8;10:12; 13:25;15:21;18:16, 20;20:8;43:16;45:21; 66:8;67:6;85:9; 102:25;103:16; 111:23;112:16,19</p> <p>opposed (4) 5:11;19:15;27:3; 54:1</p> <p>opposition (10) 4:6,8;6:4;9:5; 21:25;23:19;30:2; 42:13;58:6;73:10</p> <p>option (5) 32:1;35:1;42:9; 87:19,19</p> <p>oral (3) 65:23;66:3;80:20</p>
	N		O	

<p>order (4) 3:4;14:16;60:11; 67:13</p> <p>organ (1) 15:20</p> <p>original (2) 30:18;106:22</p> <p>others (3) 80:16;81:24;86:19</p> <p>otherwise (1) 22:23</p> <p>Otterpohl (3) 57:25;66:15,16</p> <p>ours (3) 26:16;41:13;68:8</p> <p>ourselves (1) 62:1</p> <p>out (38) 12:10;14:14;17:4; 9;26:16;29:7;33:20; 35:1,11,18,24;36:9; 16;38:17,21;39:23; 40:4;43:19,20,21; 51:22;55:23;56:9,12, 17;57:3;67:18;72:2; 74:17;82:2;93:17; 95:11,17,21;98:15; 100:2;101:17;104:2</p> <p>outcome (1) 42:18</p> <p>outcomes (4) 65:21;66:1,2;82:16</p> <p>outlined (1) 27:14</p> <p>outlining (1) 46:20</p> <p>outperforming (2) 79:4;113:4</p> <p>outside (5) 4:3;17:22;58:22; 85:18;105:10</p> <p>over (23) 11:6;23:14;25:17; 32:3,8;33:9;35:20; 40:14,23;44:21,21; 50:22;53:4;69:9; 70:12;76:1;92:17; 93:10;96:10;102:3; 103:13;107:13;113:3</p> <p>overall (4) 11:23;12:18;51:23; 52:9</p> <p>overlap (1) 32:22</p> <p>own (12) 18:6,13,18;23:2; 32:13;36:10;49:12; 63:13;64:4;69:2; 108:15;109:17</p>	<p>59:10,21</p> <p>package (1) 31:22</p> <p>packages (2) 56:3,20</p> <p>packs (1) 71:17</p> <p>page (4) 46:20;100:6,16,22</p> <p>paid (1) 69:21</p> <p>pan (1) 98:15</p> <p>Panel (19) 3:4,11;9:10;15:24; 23:25;32:18;33:14; 85:21;96:11,15,16; 97:22;98:13;105:17; 109:24;112:5,7,18; 113:18</p> <p>Panel's (3) 111:25;112:11,17</p> <p>paper (1) 48:16</p> <p>PARCC (4) 62:11,16;68:11; 69:21</p> <p>pardon (1) 85:6</p> <p>parent (2) 71:4,7</p> <p>parental (1) 95:6</p> <p>parents (10) 15:7,24;41:24; 48:4;60:3;71:11,23; 72:1;95:22;98:2</p> <p>parking (1) 73:5</p> <p>parroting (1) 86:11</p> <p>part (12) 16:6;26:10;50:19; 53:1,10;81:12,13,14; 83:8;84:16;100:18; 105:14</p> <p>particular (6) 64:24;76:18;77:18; 95:13;103:14;105:9</p> <p>particularly (1) 62:5</p> <p>partnered (1) 60:14</p> <p>partnering (1) 48:5</p> <p>partners (2) 71:12,21</p> <p>partnership (1) 64:12</p> <p>partnerships (1) 10:13</p> <p>party (1) 58:21</p>	<p>passed (1) 33:25</p> <p>passes (3) 19:16;27:4;113:14</p> <p>passion (2) 50:11;68:14</p> <p>past (8) 36:25;45:15,25; 66:7;69:9;74:14; 83:23;113:3</p> <p>paths (1) 67:3</p> <p>pathway (3) 14:18;15:5,6</p> <p>pathways (1) 7:15</p> <p>paused (1) 49:10</p> <p>pay (8) 73:23;74:5,13,19; 75:7,8,12;84:18</p> <p>paying (1) 36:9</p> <p>payout (2) 74:15;75:1</p> <p>PBL (2) 64:7,10</p> <p>peer (2) 35:4,6</p> <p>penalizing (1) 110:12</p> <p>people (3) 35:11;42:20;55:20</p> <p>per (1) 24:17</p> <p>percent (1) 99:8</p> <p>percentage (5) 62:14,15;69:22; 77:9,25</p> <p>percentages (1) 101:5</p> <p>perfect (1) 95:24</p> <p>perform (2) 59:23;74:10</p> <p>performance (19) 36:24;43:19;59:20; 70:15;73:23;74:5,6, 13,13,14;75:7;76:18; 79:1;85:10;100:24; 107:9;108:1,16; 113:4</p> <p>performance-based (1) 67:5</p> <p>performing (5) 37:3;41:22;78:22; 86:15;97:17</p> <p>perhaps (1) 85:5</p> <p>period (1) 90:23</p> <p>periods (1)</p>	<p>40:2</p> <p>person (3) 3:9;64:21,24</p> <p>personal (4) 6:21;49:21;104:18, 19</p> <p>personalized (1) 47:10</p> <p>personally (3) 69:5;94:16;98:7</p> <p>persons (1) 4:2</p> <p>PFEFER (1) 79:25</p> <p>Pfeffer (37) 11:17,18,20;20:5, 6;26:21,23;27:12,13; 46:17,18;47:18; 48:21,24;54:17,18; 56:16;78:13,14;80:6; 81:3,5,11,23;82:21; 83:9;102:5,6;108:5,6, 13,19,22;111:1,2; 112:14,15</p> <p>phenomenal (2) 83:20;88:10</p> <p>physical (1) 60:15</p> <p>pick (1) 37:16</p> <p>picked (2) 37:18;51:22</p> <p>picture (1) 35:10</p> <p>piece (5) 35:9;43:1;47:24; 48:11;102:7</p> <p>pieces (1) 63:6</p> <p>pillow (1) 39:3</p> <p>pipe (1) 15:20</p> <p>place (11) 28:3;48:14;57:2; 69:11;71:25;76:1; 82:12;83:7;84:1; 97:2;102:20</p> <p>placed (2) 34:25;97:1</p> <p>places (3) 44:15;60:22;63:12</p> <p>plan (21) 17:16;19:23;20:3; 39:23;52:24;53:1,7; 54:15;60:5;70:6; 76:10;83:7,14;84:18; 94:20;102:9;103:1,2, 20;104:12;112:12</p> <p>planning (1) 67:8</p> <p>plans (3) 7:2;54:20;59:12</p>	<p>Play (1) 83:21</p> <p>played (1) 33:13</p> <p>playing (2) 32:17;63:13</p> <p>please (9) 3:6,9;6:3,4;21:24; 25:15;31:22;58:5,12</p> <p>pleased (2) 46:13;59:5</p> <p>plus (2) 52:25;53:8</p> <p>point (18) 4:9;8:17;9:2; 37:25;38:8;40:19; 56:24;80:16;85:17; 99:3,22;101:23; 102:22;103:15; 104:2;105:23;107:2, 5</p> <p>pointing (1) 67:18</p> <p>points (12) 10:5,18;45:24; 62:14,15;69:22;77:9; 78:21;79:9;83:2; 84:10;99:4</p> <p>policies (1) 84:19</p> <p>pool (3) 11:4;74:3,5</p> <p>pools (1) 74:1</p> <p>popular (1) 36:7</p> <p>population (10) 9:22;11:23;27:25; 31:6;32:5;35:3; 43:18;55:2;93:16; 107:22</p> <p>position (1) 111:20</p> <p>possible (3) 72:22;78:21;105:2</p> <p>possibly (3) 7:17;18:17;109:10</p> <p>post- (1) 89:15</p> <p>post-conference (1) 67:21</p> <p>posted (2) 3:14,16</p> <p>potentially (1) 110:12</p> <p>poverty (3) 78:23,24;108:16</p> <p>powerful (4) 56:5;64:11;66:21; 70:3</p> <p>PowerPoint (2) 33:24;34:1</p> <p>practice (2)</p>
P				
pace (2)				

86:6;113:11 practices (1) 68:24 predators (1) 65:6 premise (2) 49:18;59:24 preparation (1) 113:16 prepare (3) 61:19,21;66:11 prepared (1) 64:23 preparing (3) 14:9;59:10;73:3 present (9) 21:16;29:18;96:20; 98:4,5,11;104:25; 105:2,16 presentation (14) 4:5;5:23;21:18; 29:20;34:2;52:11; 57:24;64:21,22;71:6; 72:2;81:21;82:23; 86:4 presentations (3) 30:19;31:11;63:6 presented (2) 71:3;98:3 pretty (1) 31:16 prevention (1) 23:8 previous (5) 9:21;78:16;80:18; 83:1;108:15 previously (2) 11:2;13:10 primarily (1) 111:19 primary (2) 34:16;62:24 Prince (52) 58:1;61:4;70:24, 24;73:12;74:22;75:8, 11,14,17;77:1,5,23; 78:5,8;79:8;80:5,25; 81:4,10,22,25;83:4; 85:9;86:25;87:5,9,13, 15;88:1,4,13,17;89:2, 4,7,20,22,24;90:3,8, 14,18;91:3,6,10,12, 18,21;96:11;99:14,20 principal (14) 21:20;25:16;29:20; 32:6;33:6,9;38:5; 57:25;58:2;61:3,15; 67:17;70:25;74:9 principles (1) 70:14 printed (1) 101:16 priority (1)	71:7 private (1) 11:14 privilege (2) 71:1;72:10 probably (8) 5:25;10:1;25:24; 46:11;65:14;87:23; 98:18;102:15 problem (2) 29:6;94:2 problem-based (2) 62:22;63:24 problem-solving (4) 63:22;65:24;66:4; 80:21 procedural (1) 105:8 procedurally (1) 105:11 procedures (2) 4:1;84:21 process (10) 3:20;9:25;15:1; 34:17;50:4;53:10,11; 64:2;69:3;92:22 professional (4) 66:18,22;67:3; 68:17 professor (1) 17:8 proficiencies (1) 62:12 proficiency (4) 51:22;52:10;64:16; 99:13 proficient (2) 62:8;73:4 program (48) 10:8;23:6;24:4,16, 16;25:6;26:3,4,12; 28:1;30:18;31:4,25; 32:8,25;33:19;34:19; 35:7,13;36:3,4,8,15, 22;37:1,8;38:23; 40:22;41:10;42:8,9, 19,21,23;50:16; 51:20;54:19,23;57:1; 59:16;71:16;74:20; 80:9;83:18,21,21; 84:2;92:3 programming (1) 37:11 programs (8) 24:3,21;31:5; 36:11;41:12;47:25; 79:20;84:1 progress (3) 39:17;41:23;104:6 progressions (1) 13:16 project (6) 50:11;60:9;62:22;	63:24;64:17,24 project-based (3) 50:25;60:9;61:12 projects (4) 51:2;63:19;64:3; 65:15 promos (1) 31:13 promote (1) 71:18 proud (5) 31:18;37:5;38:14; 70:18,18 proven (1) 64:13 provide (15) 4:3;31:4;34:11; 55:15;60:15,17; 62:21;67:6;70:8; 71:5;72:3,21;94:18; 104:11,18 provided (7) 36:13,19;55:3; 62:23;64:6;66:19; 68:17 provider (1) 17:23 provides (6) 42:9;63:21;66:21; 67:5,11;89:8 providing (3) 3:15;85:9;104:21 proving (1) 27:15 PUBLIC (10) 5:13,16;6:14;7:23; 21:9,13;28:19,23; 57:15,19 publish (1) 63:6 pull (4) 12:2;50:24;51:1; 95:11 pulled (1) 39:10 pulls (1) 83:19 purchased (1) 83:21 purpose (1) 10:15 purposes (3) 85:5,15,16 push (1) 52:6 pushed (1) 89:11 pushing (3) 61:25;111:20,20 put (15) 13:21;26:8;33:20; 48:16;60:21;71:16, 19;74:1,3;79:9;83:6;	92:17;97:4;102:3; 110:1 putting (6) 15:14,24;35:2; 56:19;82:12;102:1 Q qualified (2) 88:7,8 qualitative (1) 68:16 quality (1) 8:21 quantitative (1) 68:15 quick (5) 34:4;45:7;49:23; 52:20;57:12 quickly (1) 37:9 quite (2) 51:23;78:16 R radio (1) 31:10 raise (5) 6:5;21:24;30:1; 58:5;97:12 raising (1) 68:19 ramp (1) 84:6 random (1) 69:2 range (2) 44:2;74:15 rapport (1) 67:15 rate (6) 8:20;18:8;23:8; 76:24,25;77:2 rather (1) 103:21 ratio (1) 93:20 ratios (2) 91:8,13 re- (1) 65:3 reach (1) 40:19 read (4) 14:16;53:3;71:13; 76:10 readers (2) 72:24;83:19 readiness (5) 23:9;52:25;53:8; 98:24,25 reading (8)	67:16;69:12;83:22, 23;98:23;99:16,17; 100:1 ready (9) 9:2;10:20;19:6; 20:7;23:16;28:16; 31:23;58:24;73:6 real (4) 34:4;37:9;45:7; 61:21 realistically (3) 110:13;111:21,22 realize (4) 7:14;12:16;47:11; 102:8 realized (4) 7:4,6;58:22;62:4 realizing (2) 7:9,25 real-life (1) 23:15 really (58) 7:9;8:3,20;10:3,11, 14;12:9,15;13:17; 17:5;19:1,2;25:18,20, 20,22;30:21;32:22; 33:3;39:13;43:19; 44:17;45:21;46:2,24; 47:10;49:4,9;55:18, 21,21;56:5,20;61:6; 62:1;74:16,17;75:3; 77:13;79:19;80:11, 13;83:11,16;84:1,2; 86:10,22,22;88:20, 25;90:5,5;93:4; 96:12;97:14;101:23; 109:2 real-world (2) 63:20;65:10 reason (2) 37:20;43:21 reasonable (2) 46:5;62:9 reasons (9) 7:12;12:13;13:12; 15:15;38:9;39:21; 82:25;100:3;111:14 recall (2) 51:18;90:19 receive (5) 74:7,8,12,13;79:11 received (3) 38:19;60:4;79:12 receiving (2) 70:12;105:10 recent (2) 27:14;64:12 recently (3) 6:18;60:3;62:11 recognize (1) 112:4 recognized (6) 22:5;26:11;29:16;
--	--	--	--	---

<p>30:7;57:18;58:12 recommend (1) 36:16 record (4) 3:10;4:14;6:11; 38:2 recorded (1) 3:13 records (1) 39:10 recovery (1) 24:19 recruitment (1) 60:6 redefine (1) 49:4 referring (1) 77:2 reflect (1) 12:18 reflecting (1) 61:25 reflections (1) 67:25 reflective (1) 62:1 regard (1) 112:4 regarding (5) 55:6;62:4;85:24; 106:9;113:7 regardless (1) 42:17 register (1) 97:3 registering (1) 45:23 regular (5) 25:1;31:6;36:18; 47:5;72:11 regularly (1) 47:3 relationship (1) 34:15 relevant (1) 69:5 reluctance (1) 67:22 remain (1) 9:19 remediation (1) 18:12 remember (3) 34:24;59:4;75:20 remind (1) 108:6 RENEWAL (42) 21:10,13,16;22:13, 14;23:9;26:24;28:7, 8,20,23;29:18;30:15; 54:6,9,11,18;55:7,13; 57:16,19,22;61:24; 62:3;71:3;91:17;</p>	<p>106:11,18;107:8,11, 16;108:2;110:7,17, 22,23,25;111:2; 112:2,10,13,15 reply (1) 44:7 REPORT (10) 4:17,19,19;98:23; 99:14,20,23;100:9; 101:11;112:7 reporter (2) 3:15;111:11 REPORTER'S (2) 32:17;33:13 reporting (2) 109:13;113:17 reports (2) 105:2,5 represent (1) 70:13 representative (1) 12:6 representatives (4) 6:2;21:22;29:24; 58:3 request (21) 3:8;5:13,16,21; 9:13;21:9,12;22:14; 26:24;28:19,22; 57:15,18;84:17; 85:21,25;93:14; 94:12;95:13;104:1; 106:18 requested (1) 84:23 requesting (1) 93:13 required (2) 45:17;89:24 requirement (1) 108:3 rescind (1) 92:5 rescinded (1) 95:25 research (3) 10:4;63:12;69:5 researching (2) 64:19;68:23 resolution (1) 84:14 resources (3) 60:21;63:16;65:6 respect (3) 82:22;108:16,17 respond (4) 4:8;98:13;103:11; 109:25 responded (1) 62:2 response (1) 20:22 responsible (2)</p>	<p>3:8;70:21 responsive (3) 20:21;55:10;69:14 rest (1) 45:1 resting (1) 103:12 results (3) 59:17;68:22;69:6 retention (1) 60:6 review (3) 95:5;110:15; 111:25 reviewing (2) 62:11;82:23 revisions (1) 49:25 revisit (4) 97:10,12;112:6,19 revisiting (1) 108:3 rewarding (1) 40:7 right (51) 6:5;12:3;15:4,11; 16:21;17:7;21:11,24; 23:25;24:8;30:1; 32:23;33:16;35:1,2, 3;44:1,6;46:15; 49:14;52:19;53:5; 57:11;58:5;60:21,22; 64:25;75:6;77:5; 78:2,7;83:19;86:16; 88:5,12;90:5,7;93:10, 24;94:3;96:8,24; 101:8;102:4,8; 103:14;107:25; 108:19;110:3; 113:22;114:3 right-on (1) 56:24 rigor (6) 36:24;37:6;63:10; 77:17,22;113:3 rigorous (2) 97:24;98:10 rigorously (1) 52:1 risk (1) 55:11 Rock (2) 22:9;56:10 Rogers (10) 20:9,10;27:16,17; 54:21,22;111:3,4; 112:21,22 role (3) 61:4;65:1;88:9 roll (1) 71:9 roll-call (2) 110:5,8</p>	<p>rolling (1) 40:18 rough (1) 43:24 RTI (1) 83:11 rubric (1) 67:19 rubrics (1) 66:1 rules (4) 91:15;95:5,7,10 run (1) 31:13 rural (1) 63:14</p>	<p>scenarios (1) 65:11 schedule (9) 15:21;21:2;34:11, 15,23;35:6,24;39:21; 42:2 scheduled (1) 43:5 schedules (2) 51:5;87:21 scholarship (1) 26:14 SCHOOL (124) 5:13,17;7:3,6,11, 13,25;8:10,18;9:18; 11:14,25;12:14; 13:10;14:19,24;17:1, 10;18:15,18,23;21:9, 13;22:17,24,24,25; 23:1;24:3;25:1,18,23, 24;28:19,23;32:2,3,6; 35:16,18,25;39:2,5; 40:5,15,20;46:23; 47:11;48:8;50:11; 53:1,9;55:4;56:7; 57:15,19;58:1,17; 59:2,5,7,8,10,13,13, 25;60:3,7,8,12;61:7, 18,20,23;62:2,20,24; 63:8;64:1;65:20,22; 66:12,12;68:10,18; 69:15;70:25;71:3,5,9, 13;72:4,5,7,10,11; 73:6;74:6;77:11,17, 18;78:15,22,25; 80:24;81:1;84:2; 86:8,15;87:1,25;89:2, 11;90:6;100:12; 102:14;103:1,6; 104:11,13;107:7,20; 108:9;112:18 school- (1) 71:20 school-based (1) 60:16 Schools (26) 6:14;7:24;11:12, 13;13:22;14:4,22; 18:7;25:12,13;37:3; 40:14;41:11;44:10; 49:20;56:23;64:10; 68:8;72:7,12;79:14; 103:25,25;104:5; 113:9,12 school's (2) 26:2;87:3 school-wide (6) 65:20,25;69:13; 70:1;74:6;82:15 Science (11) 7:18;35:14;50:2,8, 9;51:3,4,5;63:17,17; 99:15</p>
S				
			<p>safety (2) 71:21;97:16 safety- (1) 94:4 safety-net (1) 94:19 salary (3) 85:7,10,11 same (10) 9:19;35:7;56:8; 80:23,25;87:9,11; 90:25;91:10;108:20 sample (1) 69:2 sat (2) 39:3;67:17 satisfied (2) 45:3;52:7 Saunders (69) 9:11,12,20;10:22; 12:20,21,24;13:19; 19:7,10;20:12,13; 24:1,2,8,21,24;25:4, 7;26:20,23;27:18,19; 43:13,14;46:5,10,15; 51:12,14,21;52:15; 53:20;54:25;55:1; 57:8,10;73:19,21; 74:18;75:6,10,12,15, 25;76:4,16;77:3,21; 78:2,7;85:5,17,22; 96:3,5,15;100:5,16, 22;107:5,12,13; 109:4;111:5,6;113:1, 2,25 Saunders' (1) 46:19 save (1) 7:20 saw (4) 34:22;35:2;40:13; 46:22 saying (2) 99:7;102:2</p>	

<p>score (3) 45:24;56:19; 102:13</p> <p>scored (1) 62:15</p> <p>scores (10) 44:8,9;45:2,4;46:4; 68:6,21;74:11;83:23; 86:12</p> <p>scoring (2) 78:25;79:1</p> <p>Scott (3) 21:18;22:10;24:14</p> <p>Searcy (15) 57:24;61:2,2; 73:25;75:3;83:11; 84:8;88:19,24;89:5, 21;90:10,15;92:21; 93:25</p> <p>seasons (1) 65:6</p> <p>seats (1) 36:19</p> <p>Second (22) 5:4;10:20;17:15; 19:8;22:14;24:11,16; 26:21;38:21;53:21, 22;54:3;56:16;67:22; 79:24;95:14;106:12, 13,15,16,17;113:25</p> <p>secondary (1) 39:8</p> <p>seconded (4) 5:6;19:10;26:23; 110:6</p> <p>section (2) 95:12,14</p> <p>seeing (3) 21:5;68:15;75:20</p> <p>seeking (2) 70:20;76:2</p> <p>seem (1) 11:23</p> <p>seemed (1) 62:9</p> <p>seems (2) 78:19;85:3</p> <p>sees (1) 105:3</p> <p>selected (1) 24:2</p> <p>semester (9) 10:20;37:23,24; 38:14,21;39:24; 40:19;41:2;71:2</p> <p>Semi-Finalist (1) 41:8</p> <p>sending (2) 95:17,21</p> <p>sends (1) 6:21</p> <p>senior (10) 7:17,21;8:5;36:14;</p>	<p>38:10,17,21;43:25; 46:4;79:10</p> <p>seniors (1) 34:8</p> <p>sense (4) 20:17;25:7;69:19; 109:23</p> <p>separate (1) 74:5</p> <p>series (2) 15:13,23</p> <p>serve (1) 54:13</p> <p>service (1) 41:14</p> <p>Services (4) 5:22;6:13;38:20; 105:14</p> <p>serving (2) 16:19;55:17</p> <p>set (9) 77:6;81:6;96:17; 98:17,19;103:18; 111:21;112:18;113:8</p> <p>sets (2) 59:21;80:11</p> <p>setting (9) 16:1;18:10;25:1; 35:15;36:18;41:2; 59:10;62:8;100:4</p> <p>settings (1) 15:15</p> <p>seven (4) 40:2;41:5;69:22; 76:23</p> <p>several (6) 5:23;15:14;33:19; 39:8;79:2;83:17</p> <p>Shaking (1) 23:20</p> <p>shall (4) 6:7;22:1;30:3;58:7</p> <p>share (4) 9:25;64:14;72:13; 103:24</p> <p>shared (1) 69:6</p> <p>sheep (1) 15:18</p> <p>shoes (1) 61:3</p> <p>Shook (9) 21:17;22:4,6; 23:22,24;24:6;28:13, 15;29:5</p> <p>shoot (1) 27:25</p> <p>shooting (2) 52:8;107:24</p> <p>short (2) 30:8;71:5</p> <p>short- (1) 93:11</p>	<p>short-term (1) 92:15</p> <p>shoulder (1) 53:4</p> <p>show (10) 15:14,15;33:17; 53:15;56:18;78:21; 81:17,19;96:20; 112:24</p> <p>showcase (1) 28:10</p> <p>showed (1) 68:13</p> <p>showing (1) 42:24</p> <p>shown (1) 36:23</p> <p>shows (2) 37:14;97:17</p> <p>side (3) 23:20,21;61:5</p> <p>sides (1) 82:11</p> <p>sight (1) 72:19</p> <p>silence (5) 3:6;19:20;27:6; 54:4;111:15</p> <p>similar (6) 13:23;14:5;25:9, 13;37:24;68:8</p> <p>SIS (1) 24:3</p> <p>sit (1) 50:21</p> <p>site (1) 42:22</p> <p>sitting (4) 40:16,20;47:7; 102:6</p> <p>situation (4) 42:5;85:13;104:14, 19</p> <p>six (1) 72:4</p> <p>size (7) 56:25;90:16;91:13; 92:3,13;93:14;94:10</p> <p>skills (9) 60:23;63:21,23; 64:16;65:17,19;66:4; 69:25;73:4</p> <p>Skype (1) 63:19</p> <p>SLE (1) 62:5</p> <p>slide (1) 73:15</p> <p>slight (1) 96:14</p> <p>slots (2) 89:1,2</p> <p>small (2)</p>	<p>9:22;38:18</p> <p>SMITH (71) 5:4,6;10:24,25; 11:7,16;17:21,22,25; 18:2,15;19:4,8,10; 20:15,16;27:21,22; 43:4;49:7,8;51:10; 55:5,6;56:15;57:5; 86:3,4;87:4,6,11,14, 25;88:2,12,15,18,22, 25;89:3,6,18,23;90:1, 5,12,16;91:2,4,8,11, 16,20,23;98:23;99:7, 12;100:6,8,15,21; 101:1,15,16;105:16; 106:21,25;111:7,8; 113:5,6</p> <p>smoothly (1) 60:12</p> <p>soaked (1) 30:21</p> <p>social (6) 10:16,16;13:6; 35:15;39:13;88:6</p> <p>socialize (1) 39:18</p> <p>society (1) 70:23</p> <p>solid (1) 54:23</p> <p>someone (1) 93:6</p> <p>sometimes (8) 14:16;25:21;45:8, 12;55:20;81:20; 92:16,16</p> <p>sooner (1) 109:9</p> <p>sophomore (1) 39:2</p> <p>sophomores (1) 7:17</p> <p>sorry (10) 20:2;24:11;29:10; 38:3;52:18;63:2; 75:24;79:24;87:5; 91:25</p> <p>Sounds (4) 20:10;54:22;97:14; 98:21</p> <p>space (1) 92:23</p> <p>speak (5) 3:10;9:5;42:13; 58:13;73:10</p> <p>speakers (5) 5:24;6:9;22:3; 30:5;58:10</p> <p>speaking (9) 3:9;6:1,4;21:20,25; 23:18;30:1;58:6; 95:16</p> <p>special (3)</p>	<p>38:19,23;41:14</p> <p>specialist (1) 89:8</p> <p>specific (5) 23:13,15;70:7; 77:25;80:19</p> <p>specifically (2) 18:7;44:16</p> <p>specifics (2) 14:22;40:13</p> <p>spend (2) 41:18;42:1</p> <p>spending (1) 42:7</p> <p>spent (1) 64:19</p> <p>spoke (1) 91:18</p> <p>spring (2) 14:9;46:11</p> <p>Springfield (1) 15:19</p> <p>stability (1) 103:20</p> <p>Stacy (1) 105:16</p> <p>Staff (13) 3:22;4:10;14:2,8, 20;25:10;31:14; 34:14;35:21;64:7; 67:15;73:15;85:2</p> <p>stage (1) 40:7</p> <p>stakeholder (3) 98:5,22;104:15</p> <p>stakeholders (7) 98:2,10,12;103:16, 18;109:17;112:6</p> <p>stand (9) 6:4,5;21:24;29:25; 43:23;58:5;71:1; 74:17;110:2</p> <p>standalone (1) 49:11</p> <p>standard (2) 68:12;85:11</p> <p>standardized (2) 68:6;74:10</p> <p>standards (5) 49:25;50:6,7,22; 62:10</p> <p>Stand-off (1) 82:19</p> <p>standpoint (1) 89:15</p> <p>start (17) 3:18;7:13;9:8,22; 42:16;56:21;57:2; 58:18;77:15;81:4; 82:12;87:2,3,6,8,12; 101:24</p> <p>started (17) 3:20;7:5,9,25;15:1,</p>
--	--	--	--	--

3;30:18,20;32:1,5; 33:7;39:11,12;48:4; 77:10;95:1,11	108:22	24;16:23;17:17; 18:15,22;19:3;22:22; 23:4;24:18;25:2; 28:1,11;34:7;36:16, 23;37:7;41:8,15,16, 25;43:25;44:2,4,11; 46:7;47:3,4;50:4,7; 52:2,4,23;53:6; 54:20;55:11;56:20; 59:10,18,19,23; 60:10,24;61:19,21; 62:8,22,23,24;63:2,5, 9,11,14,15,16,17,21; 64:5,15;65:5,9,12,16, 18;66:2,11;67:2,10; 68:11,12,15,22;69:2, 4;70:4,7,19,20;71:23, 25;72:18,22,24;73:3; 74:10;79:19,21; 82:17,18;83:13,16, 25;86:24;88:9;98:24	96:18	60:17
starting (1) 41:11	still (11) 39:6;40:6;42:25; 43:1;73:1;89:22; 90:3;95:12;100:3; 105:1;107:13	suggestion (1) 96:12	T	
starts (2) 58:23;100:19	stood (3) 43:19,20,21	summative (4) 47:13,15;102:13; 103:4	tackles (1) 22:9	
start-up (1) 61:14	stopped (1) 32:19	summer (4) 24:4,21;25:1,5	TAGG (1) 79:18	
STAT (3) 79:13;80:1,4	stories (3) 16:5;56:4;80:12	superintendent (15) 5:22;6:13,17; 16:25;17:3;21:17,19; 22:10;24:15;29:19, 22;32:7;33:8;57:23; 58:17	talk (11) 12:7,12;14:1; 15:25;45:4;46:23; 50:13,14;61:22;71:3; 75:22	
state (39) 3:9;6:11;15:10; 24:12;25:14,15;26:6, 10,12,17;38:1,18; 49:1;50:9;52:3; 58:12;62:13,14,16, 18;69:17,23;76:19, 22;77:7,8;98:15; 99:3,4;100:24;102:1; 104:12,16;107:18,20, 23;110:15;111:24; 113:4	story (15) 14:6;15:10;25:14; 26:6;28:10;31:8,21, 21;33:18,21,22;54:7; 56:3;73:15,17	Superintendents (1) 6:19	talked (4) 18:6;79:3,8;80:17	
state-mandated (1) 100:25	strategies (4) 68:24;69:9;70:3; 82:13	supplement (2) 18:4;50:5	talking (2) 32:25;49:14	
statement (1) 97:23	strategy (8) 68:24;69:1,6,13, 19;70:2,6,8	supplements (1) 51:2	talks (1) 85:7	
statements (1) 4:9	strengthens (1) 19:2	support (10) 48:2;52:24;53:7; 59:25;67:7,9,11,12, 14;70:9	Tammy (1) 29:22	
states (2) 10:4;64:11	strictly (1) 51:1	supportive (1) 108:1	TAP (17) 59:13,15,24;60:5; 61:15;66:19,19;67:5, 22,23;69:25;70:12, 14,16;74:25;75:5; 92:3	
state's (3) 80:3;82:8;102:9	striving (1) 60:25	supports (2) 71:11;89:16	TAPP (1) 80:9	
statewide (1) 37:4	strong (2) 83:11;84:2	supposed (1) 42:6	TAP's (1) 69:12	
STAT's (1) 79:13	structure (1) 70:9	SUPT (53) 22:6;23:24;24:6; 28:13,15;29:3,5,10, 12;30:8;32:21;33:16; 34:4;40:8;42:17; 43:7,10,12;44:6; 47:17,23;48:23; 50:13;52:12;53:3,6, 15,18;55:19;57:4,7; 58:16,21;59:1;73:14; 75:19,24;92:9;93:2, 15,22;94:1,8,18; 95:16,19;97:4;98:14; 99:6,10,19,22;101:22	target (3) 15:4;69:20;83:15	
status (1) 66:10	structured (1) 76:10	sure (20) 3:21;6:23;8:21; 16:11;24:25;35:22; 50:24;65:16;72:8; 75:25;76:2;77:13,19; 80:11;84:4;95:4,9; 97:15;98:16;103:13	targeted (1) 69:10	
stay (10) 34:13,17;39:18; 40:5;45:10;50:16; 55:14;60:23;91:14; 93:11	struggle (3) 13:17;44:11;94:10	supported (1) 50:13;52:12;53:3,6, 15,18;55:19;57:4,7; 58:16,21;59:1;73:14; 75:19,24;92:9;93:2, 15,22;94:1,8,18; 95:16,19;97:4;98:14; 99:6,10,19,22;101:22	targets (1) 68:25	
stayed (2) 93:2,5	struggled (1) 68:23	surely (1) 65:8	teach (5) 8:8;13:5;72:17; 74:2;95:7	
staying (1) 41:22	struggling (5) 38:8;44:18;67:17; 83:16,19	swear (4) 6:6;21:25;30:2; 58:6	teacher (28) 13:4,6,9;17:9;51:5; 58:1;59:19,21,22; 61:8,14,16;63:18; 66:16;67:9,10,14,17, 20;68:1,20;70:15; 83:19;87:22;88:5; 89:13,16;95:7	
stays (1) 104:5	stuck (1) 45:10	sworn (2) 4:4;6:1	teachers (50) 8:7;10:5,8,11; 12:22,23,24;13:11, 14,23;14:11,13; 16:12,15;18:11; 25:19,24;41:13,14, 15;50:23;51:1;59:19; 60:2,2,6;63:8;66:8, 25;67:6,12,13;68:17; 69:7;72:22;73:16,25; 74:1,2,3,8,9,9,16; 83:15;84:20;87:16, 20;88:22,23	
Step (2) 70:5;77:4	student (28) 10:4,18;11:23; 15:17;18:20,24,24; 20:21;34:12,16,18; 35:23;37:11;45:20; 47:7;54:7;59:20; 63:5;64:4,18;68:19; 70:14,17;87:7,9,11; 100:24;102:14	system (9) 13:24;60:1;61:15; 66:19;67:7;75:5; 82:5;102:12;112:20	teaches (1) 13:6	
Stephen (2) 58:1;70:24	student-advisor (1) 34:15	Systems (1)		
stepped (1) 79:19	student-focused (3) 16:3;21:5;49:4			
steps (1) 51:18	students (122) 7:7,11,14,18,21,22; 8:10,19,22;9:14,18; 10:5,11;11:1,1,2,3, 10,13;12:3,7,11,13; 13:16;14:13;15:8,15,			
Steve (1) 70:4				
Steven (2) 5:24;17:3				
sticks (1)				

Teaching (7) 17:3,8,11;61:7; 67:8;86:6;88:6	theme (1) 71:19	26:11;35:3;41:16; 48:7;49:3;72:19; 83:17	training (1) 64:7	two-year (1) 90:23
team (11) 10:19;21:1,4;48:5; 67:11;68:21;71:10; 72:9;83:12;96:17; 103:13	them-self (1) 48:4	title (7) 3:9;6:11;24:13; 25:15;38:2,4;58:13	transcript (2) 3:15;39:15	type (7) 20:20;24:19;44:21; 47:24;63:20;65:9; 108:21
Tech (6) 60:7,8;64:13; 65:18,22;66:12	therapy (1) 48:5	TLI (1) 62:5	transition (11) 20:10;36:15,17,19; 50:16;60:11,12;61:5; 65:22;97:25;102:8	types (1) 41:12
technical (1) 32:18	therefore (1) 81:16	today (19) 3:8;4:2,12,13;5:19, 24:6;15,22;8:13,23; 29:18;33:6;42:18; 59:6;62:19;65:12; 109:24;113:10,18	transitional (2) 31:5,25	typical (1) 11:4
TECHNOLOGY (12) 57:16,20;58:4; 60:25;63:1,4,10; 64:3;71:8;106:9,19; 110:8	thereof (1) 84:10	together (11) 13:21;15:14,24; 50:18,24;51:7;56:4, 20;72:8;74:3;82:10	transparent (2) 95:23;103:17	typically (1) 10:14
television (1) 31:10	thinkers (1) 72:25	told (5) 6:23;33:20;56:3; 67:22;97:13	transportation (2) 34:12,13	U
telling (6) 25:13;26:5;31:20; 36:2;78:18;80:12	thinking (12) 8:1;46:21;47:7; 55:20;61:25;63:22; 72:5;102:24;104:24, 25;105:10;109:7	tongue (1) 71:9	travel (1) 64:9	ultimate (2) 36:12;40:3
tells (2) 33:18;51:6	third (1) 28:8	Tony (1) 29:19	travels (1) 15:19	UNANIMOUS (5) 5:10;19:14;27:2; 53:25;114:2
temperatures (1) 65:6	though (4) 37:2,6;45:25;50:10	took (8) 33:9;45:16;46:12; 58:21;61:11;68:11; 76:1;79:14	trend (5) 77:14,16;78:9; 97:6,18	uncertain (1) 13:24
temporary (6) 90:20,21;91:1,7,11, 12	thought (14) 17:25;18:2;35:8; 45:25;47:1,16;55:1; 67:23;72:6;79:24; 97:21;98:1,13;99:24	touch (2) 37:10;104:5	trends (1) 108:16	unclear (1) 85:13
ten (1) 39:25	thoughts (2) 12:1;79:5	tough (1) 72:18	trial- (1) 14:11	uncomfortable (3) 97:3;110:12; 111:19
tenth (1) 22:13	three (20) 12:23,24;13:3; 16:11,14;24:17; 28:17,18,22;34:7,8; 36:1;37:16;39:14,24; 74:8;92:5,16;107:15; 109:6	tour (1) 49:21	Tripp (2) 84:24;85:2	under (6) 22:25;75:3,4;92:9; 93:2;104:13
term (1) 93:12	thrilled (1) 45:16	toward (3) 46:4;51:20;61:1	trouble (1) 45:12	undergo (1) 65:8
terms (8) 36:23;37:11,12; 42:3;45:4;47:9;75:1; 108:8	throughout (1) 71:22	towards (1) 13:1	truancy (1) 40:21	understands (3) 54:14;112:11,17
TESS (3) 74:25;75:3,7	throw (1) 93:10	town (1) 48:6	true (2) 77:1,1	understood (1) 16:11
test (10) 45:8,22,23;56:19; 68:21;74:2,11;86:12; 102:13;109:5	throwing (1) 104:2	Toy (2) 73:15,17	truly (2) 22:6;73:2	unique (4) 36:11;67:6;81:13; 104:14
tested (2) 69:1;74:2	THURMAN (32) 29:3,5,10,12,19; 30:6,8;32:21;33:16; 34:4;40:8;42:16,17; 43:7,10,12;44:6; 47:17,23;48:23; 49:21;50:13;51:17; 52:12;53:2,3,6,15,18; 55:19;57:4,7	track (7) 38:13;39:6;41:17, 18;52:25;53:8;83:13	truth (12) 6:7,7,8;22:2,2,2; 30:3,4,4;58:8,8,9	University (1) 17:7
testimony (5) 4:3;6:6;22:1;30:3; 58:7	Thursday (2) 24:18;39:3	traditional (5) 11:12;14:19;39:12; 40:1;113:9	try (5) 9:23;33:11;60:23; 83:25;95:22	unknown (1) 69:24
testing (2) 62:10;77:15	tied (1) 40:2	traffic (2) 22:7,9	trying (13) 13:22;16:21;26:13; 30:19,20;51:24;81:2; 83:6;97:9;105:4,5,7; 108:25	unless (1) 94:4
tests (1) 68:6	till (1) 48:10	trail (1) 59:8	Tucker (3) 29:22;33:8;50:14	unlicensed (1) 95:6
textbook (1) 63:17	time-limited (1) 92:2	train (1) 79:23	turn (3) 61:20;96:10;101:9	unlike (1) 60:7
thanks (1) 85:21	timeline (1) 112:8	trained (1) 8:7	tutoring (1) 24:20	unlikely (1) 70:1
thank-you (1) 6:21	times (7)		Twitter (1) 26:1	up (28) 3:19;16:18,22; 27:25;39:16,19; 41:22;44:5;45:24; 49:8;50:8;55:17; 64:20;70:5;71:14; 77:17;79:19;80:22; 84:6;86:13;94:1; 95:2,11;98:17;103:8; 106:1,3;111:11
the-bat (1) 73:22			two (22) 7:4;8:3;13:20; 30:16;31:25;34:6; 35:12;38:20,22; 39:24;41:7;43:15; 45:24;72:7;73:21; 74:1;82:1;89:1; 92:10;93:1;95:15; 99:4	updating (1) 102:16

<p>Upon (1) 69:18</p> <p>upper (1) 89:10</p> <p>ups (1) 72:13</p> <p>up-to-speed (1) 63:9</p> <p>urgency (1) 109:23</p> <p>use (17) 19:25;26:1;35:7; 42:25;51:4;70:8; 81:14;82:9;84:20; 87:1,23;88:1;90:24; 91:6,14;94:4;113:15</p> <p>used (6) 63:4;74:12;79:6; 87:24;92:11,25</p> <p>useless (1) 67:23</p> <p>using (16) 14:11;17:22;18:3, 9;41:17;62:5;66:1; 68:5;80:1;83:13,18; 84:19;86:10,22;92:5; 94:14</p> <p>usually (2) 34:13;93:17</p> <p>utilizing (1) 80:9</p> <p>utmost (1) 22:8</p>	<p>viewing (2) 3:12;58:14</p> <p>VIRTUAL (16) 5:14,17,20;6:3;7:3; 8:24;9:1;10:7;11:9; 15:16;16:1;17:23; 18:8,19;19:11;63:11</p> <p>vision (3) 16:3;60:23;72:8</p> <p>visit (2) 14:25;49:20</p> <p>visited (1) 50:10</p> <p>visitors (2) 42:20,24</p> <p>volunteer (1) 71:12</p> <p>volunteers (1) 71:13</p> <p>vote (6) 4:15;110:4,5,8,10; 111:18</p> <p>voted (21) 19:22;20:2,6,13,19, 24;27:8,19;28:7; 54:6,11,18,22;55:1,9; 112:2,10,15,22; 113:2,6</p> <p>voting (2) 110:11,16</p>	<p>93:4</p> <p>way (11) 12:2;16:18;33:18; 34:18;55:17;76:24; 81:8;84:6,20;109:8, 10</p> <p>ways (1) 14:19</p> <p>weakness (1) 69:20</p> <p>Weber (2) 5:24;17:4</p> <p>webpage (1) 26:2</p> <p>website (4) 3:14,17;32:20; 33:15</p> <p>Wednesday (1) 34:9</p> <p>week (8) 6:20;15:20;34:7; 37:17;38:11;39:1,5; 83:17</p> <p>weekly (4) 66:18;67:9;68:17; 69:7</p> <p>weeks (4) 38:24;92:16,17,18</p> <p>welcome (4) 3:5;46:16;56:13; 72:1</p> <p>Wendt (1) 6:17</p> <p>weren't (1) 40:16</p> <p>wet (1) 30:20</p> <p>what's (12) 7:12;11:4;25:22; 30:23;48:15;53:13; 55:22;56:12;59:9; 81:11;85:19;104:17</p> <p>whenever (1) 87:20</p> <p>whereas (1) 86:23</p> <p>WHEREUPON (1) 34:1</p> <p>whisper-coached (1) 67:18</p> <p>whole (8) 6:7;11:25;22:2; 30:4;37:20;49:6; 58:8;60:13</p> <p>who's (1) 15:17</p> <p>Wilson (30) 57:23;58:11,16,17, 21;59:1;73:12,14; 75:19,24;92:8,9;93:2, 15,22;94:1,8,17,18; 95:16,19;97:4,22; 98:14;99:6,10,19,22;</p>	<p>101:21,22</p> <p>wish (3) 4:20;6:15;92:4</p> <p>wishing (1) 4:2</p> <p>within (11) 11:24,25;13:24; 18:18;28:1;50:3,4; 63:25;91:14;93:11; 108:4</p> <p>without (3) 33:12;69:25;88:10</p> <p>wonderfully (1) 10:10</p> <p>wondering (2) 46:25;65:14</p> <p>word (1) 97:4</p> <p>worded (1) 107:14</p> <p>words (4) 9:8;42:16;73:13; 85:10</p> <p>work (22) 14:23;16:6;24:18; 26:9;31:11;32:24; 34:11;35:24;36:2; 37:15;40:18;46:3; 48:9;50:3;51:20; 60:1,5;69:4,21;72:7; 74:16;104:20</p> <p>worked (4) 7:2;10:8;13:10; 38:22</p> <p>working (11) 6:25;10:10;13:1; 15:11;17:5;30:13; 37:17;44:19;50:4; 59:14;102:24</p> <p>works (2) 15:22;69:3</p> <p>world (4) 61:21;63:3,7;65:12</p> <p>worried (2) 93:3,8</p> <p>worthwhile (1) 10:21</p> <p>worthy (1) 98:8</p> <p>wow (1) 99:24</p> <p>wreck (1) 29:1</p> <p>write (2) 18:6;70:6</p> <p>writers (1) 72:24</p> <p>writing (11) 61:24;63:7;69:12; 70:2,3,5,9;99:16,17, 22;100:1</p> <p>written (5) 19:19;65:23;66:3;</p>	<p>80:20;84:19</p> <p>wrong (1) 43:22</p>
Y				
<p>y'all (1) 28:16</p> <p>y'all's (1) 99:12</p> <p>year (72) 7:3,9,11,21;8:4,15, 15,18;9:18;12:9,10, 15;15:25;18:23;21:2; 22:13,15;23:3;26:2,7, 13;33:10;37:20; 38:17,22;39:12,15; 42:23;44:1,10;45:3, 16;46:3,4,6,7;50:1; 59:4;67:22;68:4,10, 10,20;69:15;71:2,22; 72:5;74:8,14;77:12; 78:6,17;79:12;83:1, 24;85:12,12;87:1,20; 93:3;97:6,11;98:18, 19;99:1,13;101:24; 106:22;107:15,16,25; 108:4</p> <p>years (23) 23:14;30:16;31:16; 32:1,7;33:7;35:12; 42:23;59:3,14;61:13; 66:7;69:9;70:12; 72:4,14,14;86:17; 90:19;92:10;106:21, 24;109:6</p> <p>year's (5) 68:7,12;70:2,10; 109:5</p> <p>York (1) 6:20</p>				
Z				
<p>zero-percent (1) 107:22</p> <p>zoologist (1) 65:1</p>				
1				
<p>1 (3) 34:1;36:14;115:25</p> <p>10 (3) 32:7;37:23;47:7</p> <p>100% (1) 62:7</p> <p>10th (3) 7:8,20;16:18</p> <p>11:20 (1) 114:7</p> <p>119 (1) 84:16</p>				

<p>11th (2) 16:18;45:17 12.5% (1) 43:20 1272 (1) 49:10 12th (3) 7:24;8:14;16:18 13 (1) 3:3 13-14 (1) 108:24 140 (1) 43:25 14-15 (5) 78:15;79:11,16; 82:24;108:25 15 (1) 100:17 16 (4) 100:6,16,17,22 17 (1) 62:14 17% (1) 11:10 170 (1) 28:1 17-18 (3) 7:3;8:18;9:18 185-page (2) 100:7,17 19 (2) 5:1,7 1997 (1) 61:7 1999 (1) 66:18 19th (1) 43:5 1st (2) 91:8;93:21</p>	<p>68:10 2015 (5) 62:17;68:5;70:15; 108:8,11 2016 (4) 3:3;62:15;100:8; 108:12 21 (2) 5:1,7 21st (3) 65:17,19;73:3 225 (1) 9:17 26 (1) 36:14 2nd (1) 64:4</p>	<p>46:12 50% (13) 77:2,3;78:4;96:6,7, 7:97:14,23;99:9; 100:20,23;107:25; 112:25 55 (1) 105:5 5-6 (1) 88:20 5th (5) 83:22;88:21;93:4, 25;94:2</p>	<p>9</p> <p>9% (1) 11:12 9:05 (1) 29:14 9:15 (1) 29:14 9:52-10:02 (1) 57:14 90% (1) 46:7 9-12 (1) 12:14 9th (7) 7:8,23;8:14;38:12; 39:8,11;43:19</p>
<p>2</p>	<p>3</p> <p>3.76 (1) 38:7 30 (1) 59:14 38 (1) 95:7 39 (1) 36:14 3rd (6) 61:8;64:5,16; 76:21;91:9;93:21</p>	<p>6</p> <p>6 (2) 16:19;65:25 6% (1) 44:3 60% (1) 99:20 6-17- (1) 84:15 6-17-119 (4) 74:20;75:6;84:22; 85:7 66 (1) 36:14 6th (9) 15:17;64:5,24; 76:21;83:22;88:5,6,9, 21 6th/7th (2) 88:18;89:1</p>	
<p>2 (2) 21:12,15 2,000 (1) 32:3 20 (4) 4:4,5;5:1,7 2004 (2) 30:18;34:19 2005 (1) 71:1 2007 (1) 64:1 2011 (1) 68:4 2013-14 (1) 69:15 2014 (1) 62:8 2014-15 (1)</p>	<p>4</p> <p>4 (6) 16:19;57:18;65:25; 68:9,11;79:12 4% (1) 11:13 40% (1) 107:17 43 (2) 77:8,10 4-3 (1) 111:9 45 (1) 99:8 45% (2) 98:25;99:17 48 (1) 99:8 48% (1) 98:24 49.17 (1) 101:10 4th (1) 90:10</p>	<p>7</p> <p>7 (2) 16:19;62:15 70% (1) 11:11 7-12 (1) 88:5 75 (1) 96:19 75% (3) 96:9;99:25;101:22 7th (3) 39:8,15;51:22</p>	
	<p>5</p> <p>5 (2) 4:7;16:19 50 (1)</p>	<p>8</p> <p>8 (1) 16:19 8% (1) 107:23 80 (1) 78:3 80% (2) 62:4,9 88% (1) 78:3</p>	