

U.S. DEPARTMENT OF EDUCATION

RACE TO THE TOP

GRANT REVIEW

Phase I Tier 2 State Presentation

The State of Delaware

8:30 a.m.

Wednesday, March 16, 2010

Holiday Inn Capitol Hill

550 C Street S.W.
Washington, D.C.

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

2 GOVERNOR MARKELL: Well, on behalf of
3 125,000 students in Delaware and on behalf of the
4 885,000 Delawarians whose future totally depends
5 upon the quality of our schools, we are delighted
6 to be here today.

7 We own this plan, and in 90 minutes,
8 you are going to want to own it as well.

9 And with that, I would like to ask my
10 colleagues to introduce themselves.

11 MR. DOUGHERTY: Good afternoon. My
12 name is Merv Dougherty. I am the superintendent
13 of the Red Clay Consolidated School District. I
14 am honored to represent all 19 school district
15 superintendents as well as all 18 charter school
16 leaders who have committed to this plan.

17 In my 32 years of education, 16 in the
18 classroom and 16 as an administrator, I have had the
19 opportunity to work with students, teachers, and
20 administrators for school achievement. We are
21 proud of this plan, and we are strongly behind it
22 and promote it.

1 The leaders of Delaware, such as the
2 charter school leaders and the superintendents of
3 Delaware, are realizing the importance of this
4 plan, realize the commitment it is going to take
5 from each school district and each charter school,
6 and we believe that the positive impact of this
7 plan will promote us into the future for student
8 achievement. Thank you.

9 MS. DONOHUE: Hello. Thank you for
10 this opportunity today. I am Diane Donohue. I
11 have been a teacher in Delaware for the past 20
12 years. I have taught first and third grade, and I
13 have also writing to first through fifth graders.

14 I am currently serving as the President
15 of the Delaware State Education Association -- that
16 is the Teachers' Union in Delaware -- and I am
17 here today representing the 11,000 plus members of
18 the Teachers' Union because I know and our members
19 know how important it is to be part of this
20 education reform effort.

21 Every single local president in
22 Delaware has signed the memorandum of

1 understanding and is committed to providing the
2 best education for all of Delaware's children.
3 Thank you.

4 DR. LOWERY: Good afternoon. I am
5 Lilian Lowery, Secretary of Education.

6 Previously a classroom teacher, a high
7 school principal, and district superintendent, I
8 have never experienced the kind of focused reform
9 enterprise that this Race to the Top opportunity
10 affords us. Coupled with the flexibility that is
11 now included with the student improvement grant
12 opportunities.

13 Delaware has developed a plan for
14 systemic reform that will inform the national
15 conversation around improved student achievement.
16 And as secretary, I am anxious to begin working
17 with district superintendents in schools to
18 develop a model that can be a national model.

19 MR. SCHOENHALS: I am Skip
20 Schoenhals, Chairman of WSFS Financial
21 Corporation, which is one of the largest
22 independent banks in the state of Delaware. That

1 is Main Street banking, not Wall Street banking.

2 I am also a Chairman of Vision 2015, which
3 is a statewide plan that was developed over three
4 years ago to map the path to creating the best public
5 education system in the world by 2015. No
6 exception; no excuses.

7 That plan has been recognized by
8 national leaders as one of the most comprehensive
9 statewide plans for achieving that objective.

10 I represent the private sector of
11 Delaware which over the last 20 years has had a
12 catalytic impact on education reform in the state
13 of Delaware.

14 Besides the Vision 2015 initiative, we formed
15 the Innovative Schools Development Corporation,
16 which is a private sector effort which provides
17 back office and consultive work to charter schools
18 and most recently now traditional public schools.

19 In addition, we formed a consortium to
20 provide, again from the private sector, loan
21 guarantees to charter schools so that they could
22 finance their capital improvements, their new

1 buildings. We have done that with over half --
2 almost half -- of the charters in the state of
3 Delaware.

4 Delaware's private sector is probably
5 one of the, if not the most, engaged private sectors you
6 could find in the state of Delaware. Over the
7 last five years, we have invested over 30 million
8 dollars into education reform. And given the size
9 of Delaware, I can't overstate the relative
10 significance of that investment in public
11 education.

12 GOVERNOR MARKELL: I am Jack Markell.
13 I am the governor of Delaware. And implementing
14 these improvements is amongst the very highest
15 priorities I have as governor.

16 And what I said at the outset that we
17 own this plan, I'm not talking just about the
18 Department of Education. I'm talking about our
19 thousands and thousands of teachers -- including
20 the teachers' union -- I'm talking about the
21 business community. As Skip just said, so
22 incredibly engaged. I'm talking about all the

1 state superintendents and all the charter school
2 leaders, all of whom signed on to our plan.

3 So we begin our presentation today
4 exactly where we will end it and on the only thing
5 that really matters which is student achievement,
6 as you can see in these goals.

7 Let me just give you a sense of what
8 gets me here today and the passion that I have for
9 this. Several years ago I was the president of
10 the Metropolitan Limited Urban League. It is the only
11 urban league in the state of Delaware. And it
12 became incredibly clear to me that we as a state,
13 if we are going to thrive, we have to make sure
14 that every single student can achieve their
15 potential, which is why our goal is focused on
16 every single student in the state of Delaware.

17 We know that we can make this progress
18 because we have made progress before.

19 MR. DAUGHERTY: These bold new goals are on
20 the legacy of academic performance in Delaware, as you
21 can see on the chart, starting in 1983 with Delaware
22 developing data system with unique student identifiers.

1 Then you can see in 1988, Delaware developed a
2 statewide teacher evaluation system. Now, both of
3 these systems are extremely important for our plan
4 that you will see today. In 1995, Delaware passed
5 a robust charter for statewide school choice
6 regulations as well as implemented the statewide
7 standards. In 1997, the state implemented the
8 student testing program.

9 However, in 19 -- excuse me -- in 2009,
10 Delaware passed regulations to provide framework
11 to turn around low-achieving schools, and it
12 linked these regulations to evaluations of student
13 growth. Delaware was ahead of the curve in 1983,
14 and we believe Delaware is ahead of the curve in
15 2010.

16 MS. DONOHUE: Being ahead of the curve has
17 led to real results. We have done very well in
18 improving fourth and eighth grade reading scores.
19 We have ranked third and sixth nationally in
20 improved fourth and eighth grade math scores
21 respectively. And we are recognized as a leader
22 in closing the achievement gaps in both reading and

1 math. We are very proud of our results in
2 Delaware to date. But we know that there is more
3 work to be done, and we cannot rest on our
4 laurels.

5 DR. LOWERY: Our bold plan is a logical
6 extension of Delaware's history of success.
7 Because we believe that year over year of student
8 growth is the true measure of instructional
9 effectiveness. Next year, we will offer a
10 computer-based summative assessment grades 3
11 through 8, and we will replace the one-time high
12 school summative assessment within the core
13 test.

14 As you also know, based on the
15 information we have shared with you, we can now
16 tie student growth to teacher and leader
17 effectiveness, which means that we can identify
18 and incentivize our highly effective teachers to
19 move to our high-need schools.

20 Our new assessment system, which also
21 has three adaptive formative assessments, coupled
22 with the new performance appraisal systems, will

1 enable educators to make data-informed decisions
2 about professional development, models of
3 instruction, and employment considerations, such
4 as our goal to bring to scale STEM statewide in
5 our K to 12 curriculum.

6 By executive order, Governor Markell
7 has established a statewide STEM Council, a coordinating
8 council to work with our curriculum and
9 instruction staff to develop the curricula that will
10 really impact rigor and K-12 we want to focus
11 primarily on our underrepresented and underserved
12 populations, such as minorities and females.

13 We are also partnering with a graduate
14 school of education at the University of Delaware
15 to develop a STEM residency program, which will be
16 an alternative route to certification for about
17 100 teachers by 2014 to make sure that we have the
18 capacity to fill these courses and yield positive
19 results.

20 We are really excited about the
21 possibilities that going forward that Race to The
22 Top opportunity offers us, and we are going to

1 make sure that we demonstrate that with all of
2 our efforts.

3 MR. DAUGHERTY: We were one of the first
4 states to sign on to the Common Core Standards
5 Initiative, an effort that our governor cochairs.
6 We will be one of the first states to implement
7 the growth model assessment for students.
8 Beginning this summer, 2010 in August, we will be
9 providing professional development for teachers
10 and for administrators on the path forward on this
11 plan, as well as standards and assessments.

12 We believe that marrying high
13 standards with the cutting edge of assessment is
14 exactly where we should be and where we are going
15 to go. Thank you.

16 MR. SCHOENHALS: Delaware has universally
17 been recognized for its leadership in its
18 educational data system. However, it is clunky,
19 which is a technical term for not very user
20 friendly. The result is data -- the result is
21 that Delaware is data rich but not data driven in
22 our educational system. This plan changes that on

1 multiple levels. It includes all elements of the
2 America Competes Act. It will have customized
3 portals for different user groups, unique to their
4 individual needs. It will be -- have more
5 analysis of trends and analytical data. And most
6 importantly, our plan provides for data coaches
7 that go into every school in the state of
8 Delaware. And it is not just a one-time visit.
9 This is programmed over two years where the data
10 coaches will be in every school, meeting in a
11 collaborative mode, teaching the teachers how to
12 use the data, to interpret the data, and then use
13 it in their classrooms.

14 In our network schools, which was a
15 pilot program that was part of the Vision 2015
16 network, we devoted extensive coaching time to
17 using data. We have shown that it worked. This
18 enhanced system will supercharge that progress and
19 winning Race to the Top gets us there much faster.

20 MS. DONOHUE: We all know that the teachers
21 are in the classroom for one reason and that is
22 student growth. Our evaluation system now is

1 linked directly to that growth.

2 The Delaware performance appraisal
3 system too is a comprehensive statewide
4 comprehensive system based upon Charlotte
5 Danielson's, A Framework for Teaching. It has
6 been modified to meet Delaware's needs.
7 Originally, the student improvement component was
8 added to meet the needs of Senate Bill 260 in
9 Delaware, which at that time, required a component
10 solely directed to student improvement.
11 Delaware's newest regulations around evaluations
12 are pivotal to education reform in Delaware. It
13 is pivotal.

14 One critical change is related to the
15 student improvement component. Prior to the new
16 regulations, all five components were weighted
17 equally. Now in Delaware, however, no educator
18 can be rated effective or better unless all of
19 their students demonstrate satisfactory levels of
20 growth.

21 Additionally, no teacher will be rated
22 ineffective if their students are learning and

1 meeting satisfactory levels of growth.

2 When Delaware looked at the student
3 improvement component and was thinking about
4 increasing the weight to that, they decided that
5 they were not going to use a percentage.
6 Delaware's is a policy. We didn't pick a
7 percentage. We picked a policy. We believe that
8 this policy is stronger because now, simply put,
9 in Delaware teachers will not be rated effectively
10 unless their students are learning.

11 Another significant change is that a
12 highly effective rating has been added to the
13 summative evaluation. To be rated "highly
14 effective" teachers must demonstrate that their
15 students are achieving more than a year's growth.
16 To be rated "effective," teachers must demonstrate
17 sufficient student growth. Teachers who fail to
18 meet this criteria will be rated ineffective or
19 needs improvement. And those teachers who are
20 rated ineffective or needs improvement for two to
21 three years, can be removed from the classroom
22 even if they have tenure.

1 Additionally, the student improvement
2 component will be evaluated each year regardless
3 of the ratings in the other four components.

4 Defining student growth and the
5 measures used for determining teacher
6 effectiveness are paramount to this system. One
7 measure to be used will be the new Delaware
8 Comprehensive Assessment System. This is a
9 computer-based adaptive growth model test which
10 will provide teachers, students, schools, and
11 districts with timely data that will drive
12 and inform instruction. Other measures and
13 sufficient student growth will be defined over the
14 next 16 months with a statewide collaborative
15 effort set forth by Dr. Lowery. By July 2011, the
16 definition of "sufficient student growth" will be
17 defined as well as the multiple measures that are
18 rigorous and comparable across classrooms.

19 I know that this work will be
20 challenging. It won't be easy. I also know that
21 teachers want to be held accountable with a fair
22 and reliable measure and not single snapshots.

1 We are committed to this work because
2 we believe the Delaware plan offers us an
3 opportunity to change the culture in our schools
4 and classrooms. Linking student growth to
5 evaluation is the lynchpin to this reform plan.

6 DR. LOWERY: Currently, over 40,000 students, which
7 is one-third of Delaware's student population,
8 attend persistently low-achieving schools. That
9 it totally unacceptable, and we are going to
10 change that fact.

11 To that end, Delaware has created a
12 special zone that is comprised of our lowest
13 performing Title 1 and Title 1-eligible secondary
14 schools to aid them in turning these schools
15 around quickly. Our state has the authority to
16 require schools to choose a model from closure to
17 turn-around that will significantly improve
18 teaching and learning. And to reiterate, we now
19 have an assessment that strategically and
20 effectively ties student growth to
21 teacher and leadership effectiveness.

22 Delaware is one of six states to

1 partner with mass insight so that we can begin the
2 process of implementing statewide strategies to
3 turn these schools around. And we have signed
4 letters of intent with the New York City
5 Leadership Academy and the New Teacher Project to
6 recruit and develop highly qualified leaders and
7 teachers.

8 Our state will do everything in our
9 means to support and empower our districts and
10 schools to choose models and put into practice
11 those strategies that will yield positive results
12 for our students in two years because they don't
13 have time to wait.

14 Most important to that point is that we
15 are committed to holding each other accountable to
16 make certain that every decision, every strategy
17 is based on "what's in the best interests of our
18 students and our schools" and that is
19 non-negotiable.

20 I commit to you today that Delaware has a
21 plan for systemic change that will ensure that
22 those 40,000 students in two years are in

1 high-performing schools.

2 MR DAUGHERTY: Delaware's plan is
3 sustainable and it must be. The education leaders
4 of Delaware are committed to this plan and its
5 success on the state and local levels. We have
6 reviewed the budget, done the analysis line by
7 line. The Delaware plan requires an 8.5 million
8 dollar a year -- requires a commitment after the
9 Race to the Top funding ends. That is about 1
10 percent of our budget. The Race to the Top
11 ensures that we have the funding for the first
12 four years. And we, as educational leaders, are
13 committed to having the funding after that time
14 period ends.

15 MR. SCHOENHALS: Bold plan takes capacity:
16 Technical, organizational and process, and finally
17 leadership, which I believe is the most important.

18 Before talking about leadership, a
19 couple of brief comments on process and
20 organization.

21 You heard Diane talk about the new
22 teacher evaluation tool. As she said, that is a

1 lynchpin to our process of improving public
2 education in the state of Delaware.

3 With respect to organizational, our
4 staffing has people going into the schools. Data
5 coaches as I previously mentioned, developmental
6 coaches which is to help teach people how to do
7 effective performance evaluations. Those are
8 people are going into the schools to work directly
9 with teachers and leaders.

10 We also expand the Department of
11 Education with some new functions under Lillian's
12 leadership to help direct this plan. But,
13 frankly, a plan this big, no one knows for sure
14 all the resources that will be required. So we
15 built into the plan some flexibility. Over 2
16 million dollars of consulting dollars to help us
17 bring people in as needed at key points to make
18 sure we are not falling short on the subject of
19 technical capacity.

20 With respect to leadership, the people in
21 front of you probably represent the most dedicated
22 and engaged stakeholders that you could face with

1 respect to education reform.

2 Our Secretary of Education, who was
3 hired to be the superintendent of our largest
4 district in the state because of her commitment to
5 education reform. She was selected by our
6 governor to become Secretary of Education because
7 she had proved that commitment.

8 Diane, the president of the teachers'
9 union right next to me, actively campaigned
10 amongst her affiliates to have them endorse this
11 plan. As she mentioned, 100 percent of them did.
12 That took true leadership in the face of
13 not-universal acclaim.

14 You have heard from our
15 superintendents. They have endorsed this plan 100
16 percent, as has the business community, with the
17 comments I have made earlier.

18 And finally, our governor. He is
19 committed to doing what is essential for our
20 children to have a world-class education system,
21 even at the expense of his own political career.

22 GOVERNOR MARKELL: So Delaware is

1 ready to go. But I want to frame this plan in a
2 larger context.

3 Our country's standing when it comes to
4 educational results amongst developed countries is
5 falling. So this competition is about more than
6 securing resources for our state. It is about how
7 Delaware is best positioned -- positioned better
8 than any other state -- to drive a national
9 conversation on how we rethink public education,
10 even as our demographics mirror those of the rest
11 of the nation.

12 Now, there are more than 14,000 school
13 districts across this country. And to the best of
14 my knowledge, there is not a single one that
15 policy makers would credit with having all of the
16 right pieces in place. Not a single one. Great
17 programs, great schools exist throughout the
18 country. But we haven't developed the whole
19 package. The data infrastructure, the recruitment
20 and training models, the performance measurement,
21 and management from the schoolhouse to the
22 statehouse, we haven't developed all that that

1 will take these good ideas to scale. So Delaware
2 is best positioned not only to ensure excellence
3 at the district level but also to ensure
4 excellence at the state level.

5 We can do it faster, and we can do it for
6 less money than any other state in the nation.

7 Now, you have read our plan about how
8 we propose to get there, and we look forward to
9 during the next 60 minutes to digging into the
10 details with you.

11 But this state-level framing is
12 important because when we develop the
13 comprehensive proof point in Delaware, we are
14 going to dramatically accelerate the learning
15 curve for other states. That includes other
16 states many times our size. In the process, we
17 are going to save the nation hundreds of millions
18 of dollars of trial and error along the way.

19 Now, we welcome the possibility of being
20 a national partner. And when I ran for governor,
21 I ran on a platform of accountability and of
22 transparency. And I look forward to working with

1 Secretary Lowery and with the Department of
2 Education to share our successes and our failures
3 along the way. So while Job 1 is certainly
4 creating that proof point in Delaware, we are also
5 committed to playing a critical role in driving
6 that national conversation.

7 Now, what we propose is a strong plan,
8 and it is one that requires both courage and
9 capacity. I want to take a minute to address each
10 of those.

11 We know that we have got to make tough
12 decisions along the way, and it is going to take
13 courage on all of our parts. Diane will need to
14 work with her 11,000 members. Skip will need to
15 keep the business community engaged. Merv will
16 work with 18 other superintendents as well 18 charter
17 school leaders. All of us are going to have to
18 demonstrate courage and leadership. But the fact
19 that we were able to pass some of the boldest
20 policy reforms in the country when it comes to
21 evaluation and school turn-arounds, while at the
22 same time getting 100 percent buy-in from every

1 superintendent, every charter leader, every school
2 board, every affiliate of our teachers' union,
3 demonstrates not only a collective willingness to
4 embrace change but it also demonstrates the level
5 of trust and respect that we have built up and
6 that is needed to make that change stick.

7 There are simply too many moving parts
8 in public education to drive systemic change from
9 the statehouse alone. All parts of the system are
10 inter-dependant. If the teacher in the classroom
11 doesn't want to buy in, she can just close her
12 door. If the business community leader isn't
13 interested any more, he or she can pull away. All
14 of us again are going to need to demonstrate that
15 kind of leadership.

16 And to that end, I think one of the
17 most important things that distinguishes our state
18 is that our executive leadership team is committed
19 to seeing this through. The fact that I am here
20 as governor from the outset --I am going to be
21 here for at least another three years, perhaps
22 seven -- which gives me not only the ability but

1 the responsibility to push this change. Because
2 if it doesn't happen, it is on my watch. And the
3 fact that my secretary of education and I are so
4 closely aligned is critically important. I
5 appoint her and that, of course, is very different
6 than in some other states.

7 Now, finally, to get this done, we are
8 not only going to have to have a great plan, we
9 not only need political courage, we need the
10 capacity to deliver. And given the economic
11 landscape in the traditional compliance role of a
12 state education agency, my guess is that most
13 states around the country are struggling or
14 dealing with this same issue. And again, I
15 believe that Delaware is better positioned than
16 other states to build the right capacity. And we
17 are not going to build that capacity simply to
18 perpetuate what it is that we have done before.
19 In fact, we are paring back state government to
20 cut costs. We are retooling our culture; we are
21 retooling delivery of government services. We are
22 creating, as you can see in the plan, a project

1 management office to oversee implementation
2 statewide. And that is a unit that has not
3 existed before because we are making that move
4 from the compliance-driven culture to a
5 performance-driven culture.

6 We are also creating two NIMBLE units
7 to build and manage our work on human capital and
8 on school turn-arounds. And these new staff
9 positions are really going to be the nucleus of
10 our effort to drive to the new performance-driven
11 culture.

12 And our intent is to build that
13 capacity with state partners and with national
14 partners as we begin -- and we going to begin to
15 do that work immediately.

16 Now the intangibles of this capacity
17 issue are resiliency and the respect that we need
18 to deliver and that we have for each other. We
19 are a functional family. That doesn't mean we
20 always get along. But it does mean that we get
21 the job done.

22 So for the children of Delaware and for

1 the children of this nation, I hope we have a
2 chance to partner with the U.S. Department of
3 Education and with the other lead states to
4 fundamentally rethink how we educate our children
5 and to prepare them for a future that neither they
6 nor we can yet imagine.

7 In Delaware, you don't have to choose
8 between bold and consensus. In Delaware, you get
9 both.

10 That wraps up our 30 minutes.

11 REVIEWER 1: Thank you very much. I
12 appreciate your overview and your timeliness.

13 The three areas that we are going to
14 focus on are areas that you touched on, and that
15 is using data, high quality teachers and
16 principals, and also low-performing schools.

17 GOVERNOR MARKELL: Right.

18 REVIEWER 1: I'm going to turn this over
19 to my colleague for the using data section.

20 GOVERNOR MARKELL: Right.

21 REVIEWER 3: So, our first question
22 concerns the area of student data. Please clarify

1 how student performance data gathered from
2 Delaware schools and classrooms will be used to
3 improve instructional practice by teachers
4 and foster greater student learning and
5 achievement. And there are three areas of
6 student performance data we would like you to
7 address: Student growth measure, longitudinal
8 student data, and formative assessment.

9 GOVERNOR MARKELL: Let me start with
10 that and then I am going to turn it over to our
11 secretary of education.

12 It is a great question, and it is
13 totally integrated into our entire plan. And if
14 you take a look at our budget, for instance, and
15 you see where we are spending money, a
16 considerable money we are spending is on the data
17 coaches. We really believe -- and I think that
18 Skip in the intro really said it well -- he said
19 we have long been data rich. We are recognized as
20 one of the states with the strongest data systems
21 in the country. But it is one thing to be data
22 rich, and it is something else to be data driven.

1 And so we are -- the purpose of all this data is
2 very much to inform what is going on in the
3 classroom.

4 So we have proposed 35 data coaches,
5 who will be going out into the schools, to be
6 working with teachers and to help inform how the
7 teachers should be using the data in the classroom. And
8 beyond that, we are actually providing time for
9 teachers to share with each other, collaboration
10 time, three 90-minute sessions each month.

11 We can talk about that in the teachers'
12 section as well, but it is -- although you are
13 going to ask about these things in three different
14 areas, really they are very much tied
15 together. The use of data in an intelligent way
16 is totally tied into how we are trying to
17 transform what happens in the classroom.

18 I'm going to ask our secretary to go
19 into the three specific areas.

20 REVIEWER 1: Okay.

21 SECRETARY LOWERY: Thank you,
22 Governor. One of the new arms of the Department

1 of Education is called the Teacher/Leader
2 Effectiveness Unit. And they have -- that
3 particular unit will have three principal
4 responsibilities. But one is the professional
5 development management system.

6 One thing we are going to do is tie all
7 of our professional development to targeted
8 student data, so no longer will federal or state
9 funds that come into the state be spent on
10 anything that is not targeted to student data.

11 They will work with our
12 -- for our instructional improvement systems.
13 Again, to reiterate, we will have data coaches in
14 all of our schools, especially around our
15 statewide assessment, our Delaware comprehensive
16 assessment system looking at English language arts, math
17 then, of course, science and social studies.

18 But they will be working with these
19 teachers to make sure that all these data that we
20 have -- and we have lots of data, as you have
21 heard before -- really do mean something around
22 student growth, how we know that our students are

1 learning.

2 Another piece around student growth is
3 a work in process.

4 If you take a look at our application,
5 we have 16 months built in from the time we go
6 forward, from August forward, because these are in
7 regulation now and it has to happen -- and we are
8 going to be working with national organizations
9 around professional development standards that they have
10 for all subject areas, because we recognize that not
11 every subject area and not every grade level is assessed
12 with our national and our state assessment.

13 So we will have to work with and in
14 collaboration with the teachers' union and our
15 leaders to figure that out.

16 But we also are joining many national
17 consortia around common assessments. And we will
18 be gleaning information from our friends there to
19 determine what growth is.

20 As far as the longitudinal data system,
21 we already have just a phenomenal longitudinal
22 data system. From the time our students enter

1 prekindergarten and every Delawarian who is
2 economically disadvantaged has at least one year
3 of school before going into kindergarten, they
4 have that unique student identifier. So we can
5 follow that student from the time they come into
6 any system in our state through graduate school,
7 we have memoranda of understanding with all five
8 of our institutions -- our institutes of higher
9 education, both public and private -- we can
10 already chart what -- which of our students need
11 remediation, which of our students who get into
12 college actually stay and what year do they come
13 out.

14 We can look at their core selection.
15 We can already share that broadly now.

16 Where we want to enhance the
17 longitudinal data system is so that it will be
18 more interactive. Right now when we share
19 transcripts, they are PDFs. We would like to make
20 that more robust so that our universities when
21 they get those transcripts can manipulate them
22 instead of re-inventing the wheel. And we can

1 also use their data more aggressively.

2 We also want to be able to look at
3 preservice programs, where are folks coming from
4 and what good services are we getting.

5 So the longitudinal data system is
6 really robust.

7 We are also looking at because we can
8 have those unique identifiers at early care is
9 building a data cube and coming up with readiness
10 assessments for our students when they enter
11 kindergarten and following cohorts to see how well
12 they do.

13 As far as formative assessment, when we
14 got ready to go out for our RFP, Request for
15 Proposal for this assessment -- and we are going
16 to test to this - and Merv can attest to this -- one of
17 the non-negotiable for our superintendents and our heads
18 of charters is that we had to have formative assessment.
19 And we are really excited because not only do we have
20 formative assessment, they are computer based and
21 they are adaptive. So when those data coaches go
22 into these classrooms and work with these

1 teachers, they know exactly the level on which
2 students are performing and can help them
3 differentiate instruction effectively.

4 GOVERNOR MARKELL: And that new test
5 will be starting in the next school year.

6 DR. LOWERY: Right.

7 MR.SCHOENHALS: An additional comment I
8 would like to make, Governor, is about data
9 driving student growth.

10 I mentioned what we call our Network
11 Schools, which came out of the Vision 2015
12 Initiative. And the core of those schools that
13 came into that program was about using data to
14 inform them about instructional strategies within
15 their building.

16 We are just finishing the third year
17 for the first cohort that went into that program.
18 And what we are beginning to see in the data is
19 where they identified from the data that perhaps
20 they had a particular issue with math. They came
21 back and made that their core instructional
22 strategy within their building, and the results

1 are now showing up in the student assessment
2 process.

3 That is the model that we are using
4 with respect to going ahead with having data
5 inform instructional leadership that leads
6 directly to student growth.

7 DR. DAUGHERTY: If I may also
8 comment, going down to the school and to the
9 classroom and the opportunity that this plan
10 provides, which is exciting, is that the data
11 coach is taking formative assessments, after the
12 formative assessments occur, drilling into the
13 student to where they are strong, where their
14 weaknesses occur and addressing those issues with
15 differentiation is a really important part of
16 this plan. I think important in the different
17 districts.

18 I think we have an opportunity to what
19 is called a single sign-on system that where
20 teachers and administrators can sign on because
21 they have a unique password and look at their
22 students in their classroom, in their school, and

1 in their district and look at the data that occurs
2 each time they are assessed. From all the way --
3 if you know the process of the school -- if you
4 look at the student data assessment but all the
5 data of the student, which is very powerful with
6 some of our students and all of our students.

7 But this is a great opportunity that we
8 have to have students -- take it all the way down
9 to each teacher to find out what specific areas
10 that they need to improve in to make them not only
11 successful but to achieve at a higher level.

12 I think this is very unique for our
13 state where we are headed because now it is not
14 just a superintendent worried about the data; it
15 is not just the principal. Now it comes down to
16 the teacher, which they are excited about because
17 now they want to be able to break their classrooms
18 down in this manner. These formative assessments
19 are extremely important, and as Dr. Lowery said,
20 the superintendents and chiefs really wanted that
21 in the RFP because it was extremely important as
22 you go through the years -- not just at the

1 beginning and the end -- but throughout the
2 course, that is a very unique thing that we have
3 in our state.

4 MS. DONOHUE: If I could also add just
5 another point to this.

6 The data coaches' idea is really
7 exciting for all of our teachers. In schools that
8 currently have what we call profession learning
9 communities and they are given their 90 minutes of
10 planning time to work together, to look at data
11 and analyze it, it has been very beneficial and
12 has been received very well by teachers.

13 Now I have to say in the beginning when
14 it first started, it wasn't necessarily received
15 very well because people really didn't know what
16 they were doing, okay. But once we were trained
17 on how to use data, how to analyze it and given
18 the time to do that, it really was beneficial.
19 And teachers and educators across the state where
20 it is in place now are loving it.

21 So this was one of the pieces of the
22 plan that our teachers really wanted to move

1 forward with and were excited about.

2 So it is really --

3 REVIEWER 4: Let me ask you about --

4 MS DONOHUE: Sure.

5 REVIEWER 2: When did the data
6 coaches, when did that begin?

7 MS DONOHUE: Well, we don't have what
8 we call data coaches currently.

9 REVIEWER 4: Yet.

10 MS.DONOHUE: But in our schools what we
11 have done, like for example, the school district
12 that I'm in, Indian River -- I work in the district Indian
13 River -- about nine years ago, we actually started
14 to look at what we called learning focus
15 strategies. And when we were doing that, the
16 first thing that we had to develop with our
17 learning focus strategy was this 90-minute block
18 time, this professional learning community time.

19 So we were given time -- as third
20 grade teachers -- that is what I was at the time
21 -- we were given time to get together with the
22 other third grade teachers in our building, along

1 with our principal. At that time, our district
2 brought in people to show us how to look at our
3 data, how to analyze it, how to drive our
4 instruction in our classroom, how to modify our
5 assessments, how to modify our instructions --

6 REVIEWER 4: I have to cut you off --
7 So the point I wanted to get at, you don't have
8 them officially yet?

9 DR. LOWERY: No. May I?

10 REVIEWER 2: Yes, yes.

11 DR. LOWERY: No, no, we do not. And
12 what has happened is because we are a small state
13 and we work so well and so collaboratively, Indian
14 River informed other districts so we are saying,
15 let's bring that to scale. If it is happening and
16 it is making measurable results -- let's bring it to scale.

17 REVIEWER 2: All right -- that is part
18 of this grant.

19 DR. LOWERY: Absolutely --

20 REVIEWER 2: What happens at the end
21 of the grant?

22 GOVERNOR MARKELL: Let me, if I could

1 -- and this is really the point that Merv was
2 making -- the sustainability side?

3 REVIEWER 4: Yeah.

4 GOVERNOR MARKELL: This is critically
5 important. We have gone through our budget line
6 by line. And so we have come up with a number
7 we believe at the end of the Race to the Top, we
8 are going to require eight and a half million
9 dollars annually. That was the figure, just under one
10 percent of our budget. We are committed to
11 maintain -- and so that means in some of the areas
12 where we propose to spend we are not going to, you
13 know, we think we will be to scale. We are going
14 to have to train the trainers. Other places we
15 are going to do different things. But we have
16 gone through them and we can share them with you
17 if you like. We have literally gone through line
18 by line. We can tell you exactly where that eight
19 and a half million dollars comes from.

20 REVIEWER 4: That is great. That
21 helps very much.

22 REVIEWER 1: Any other questions?

1 REVIEWER 2: Yeah. How quickly do you
2 anticipate the expansion of the professional
3 learning community data coach initiative?

4 DR. LOWERY: We intend to start that
5 in Fall '11. It is going -- because what we first
6 have to do is -- Skip's point -- is that we have
7 to set up that teacher/leader effectiveness unit.
8 So what we are going to be doing with the 16-month
9 planning period is actually building capacity. We are
10 actually going to be hiring the people who are
11 going to be running the offices in teacher/leader
12 effectiveness. And then we will be using them to
13 hire our data coaches and our development coaches
14 and train them. So we think we will need next
15 year as a planning and capacity building year so
16 that when the Fall of '11 comes, we have the data
17 coaches and development coaches ready to go.

18 REVIEWER 2: And those will be data
19 coaches for math? For ELA? For science and
20 social studies to --

21 DR. LOWERY: Right now, we are
22 focusing on English language arts, and

1 mathematics. But because they will be talking to
2 teachers one to six in a professional learning
3 community environment, like all third grade
4 teachers, that differentiated instruction can go
5 anywhere. Because what we are pushing is reading,
6 writing, math across the curriculum, that everyone
7 owns it. So if they are meeting with third grade
8 teachers, how do we integrate those same skill
9 sets in social studies, in math, in science, in
10 other elective courses.

11 REVIEWER 2: You may not mean this but
12 it sounded like we are talking about elementary
13 schools only.

14 DR. LOWERY: Oh, absolutely not. No,
15 no, no. Please, I'm sorry. No, that was --

16 MR.SCHOENHALS: It was a ratio of one to
17 six, one data coach for six teachers.

18 DR. LOWERY: And our -- and let me say
19 this -- when we talk about building on Delaware's
20 history of success, in most of our schools, we
21 already have those 90 minutes built in. We just
22 were not using them effectively. So people were

1 just struggling and trying to figure out where
2 there was visionary leadership, like in Indian
3 River. They got it right.

4 Nothing turns teachers off more than
5 anything else is to take their time and not be
6 able to effectively use it wisely. So even in our
7 high schools -- I would say at least two-thirds of
8 our high schools -- have common planning period
9 both vertically and horizontally. So ninth grade
10 English teachers and nine through twelve English
11 teachers. So professional learning communities
12 are very deep, in our state anyway. We just need
13 to make sure that we bring good practices to
14 scale.

15 REVIEWER 2: And the standard is --
16 this is it -- the standard is three times a month?

17 DR. LOWERY: Yeah.

18 REVIEWER 2: Across the K to 12
19 spectrum?

20 DR. LOWERY: About four to five hours a
21 month, yes.

22 REVIEWER 1: And that will segway to the

1 next section, which is about great teachers and
2 principals, and?

3 REVIEWER 4: Related to data, you had
4 mentioned that your graduation rate has remained
5 fairly flat at 82 percent? Is that be correct?

6 DR. LOWERY: Yes, correct.

7 REVIEWER 4: That has not moved?

8 DR. LOWERY: That is correct.

9 REVIEWER 4: You have answered
10 it, thank you.

11 REVIEWER 4: High quality teachers and
12 leaders. We want you -- and we have a series of
13 questions after the general question -- we want
14 you to provide greater detail to us -- we really
15 want to understand what you shared in your
16 application -- around how Delaware intends to
17 provide -- pathways to ensure more effective
18 leaders, both teachers but also principals.
19 Frankly, we felt that one of the things that was
20 not coming real clear in your proposal, your
21 application, was your pathways for your
22 principals.

1 So talk to us about that, if you would.

2 DR. LOWERY: Delaware has been
3 privileged to be a part of the Wallace Foundation
4 Grant around school leadership for the past six
5 years. And if one were to -- and we can certainly
6 provide further information if needed --
7 investigate the work we have done around
8 leadership. We are leading the nation in that.

9 We have a very strong succession plan as
10 far as growing our own, where we actually take
11 teachers who are interested in being
12 teachers leaders and/or administrators and give
13 them in-district training.

14 They go through the HR Department; they
15 go through curriculum instruction. They go
16 through all the functions of a district, but what
17 we focus on most of all with our curriculum
18 instruction is how does whatever we do feed back to
19 the classroom and impact instruction.

20 One of things we are looking to do in
21 particular, at all of our high-need schools and
22 with all of our novice principals, is bring in

1 external consultants -- right now, we are looking
2 at the National Institute of School Leadership --
3 to train them for 18 months. The reason we are
4 looking at them is because they actually come to
5 Delaware.

6 And what we -- what will happen because
7 it takes a different skill set -- instead of just
8 giving them the keys -- how does one use
9 distributive leadership among teachers and teacher
10 leaders so that that administrator can be in the
11 classroom observing teachers, giving feedback and
12 helping them work through their improvement plan.

13 As a part of our evaluation system, one
14 will notice that when teachers are rated highly
15 effective, that sets a career pathway for them.
16 And that we know that we have some teachers who are
17 not interested in being administrators. They are
18 interested in being teacher leaders. So they
19 would teach half day and they would be in the
20 consultant role for their -- embedded professional
21 development -- in their schools where the students
22 and the teachers and the data -- they would work

1 closely with our school administrators to glean
2 information needed --

3 REVIEWER 4: Is that in place now?

4 DR. LOWERY: No. That would be with
5 our Race to the Top funding. And that would be
6 not in effect until year '11-12 because
7 our new assessment goes into effect next year, '10-11.
8 And in fairness to the teachers' union, they wanted us
9 to just live through it for a year, make sure that
10 we are all comfortable with the data and give us
11 time to actually look at what growth measures are
12 we going to use to say that students are learning
13 or not learning and something that is consistently
14 fair with teachers. So in '11-12, we would start
15 that process.

16 GOVERNOR MARKELL: And we have go, I think we
17 got about 2.8 million dollars in the budget specifically
18 in this area, almost 2 million for a novice in a
19 high-need principal training and another 800,000
20 for the school administration manager training.

21 REVIEWER 4: You have an alternative
22 pathway for leaders --

1 DR. LOWERY: We do. We have -- we are
2 going to have to develop that. Our alternative
3 pathway for leaders right now is not as strong as
4 our alternative pathway for teachers --

5 REVIEWER 4: Talk a little bit about
6 that. What do you want to do with that?

7 DR. LOWERY: What we want to be able
8 to do with that is be able to recruit alternative
9 -- for example, we have a person who contacted me
10 who has just recently been downsized from one of
11 our companies, phenomenal leader, I mean excellent
12 reputation -- could come in and really compel,
13 motivate people to surround himself with strong,
14 instructional people. We have nothing that we can
15 do for him. That is just horrible, because here
16 is a great mind who really does know about
17 systemic change and how to motivate folks to do
18 good work with folks and we can't do anything for
19 him.

20 There are instances where the Secretary
21 could actually sign off on some of these leaders,
22 but they would almost have to already be in the

1 pipeline and that doesn't give us what we need.

2 So in working with the New York City
3 School Leadership Academy and with the New Teacher
4 Project, we feel that we can help develop those
5 very quickly, those alternatives. And we have a
6 governor who has already signed into law since he
7 has been in there alternative routes for our
8 teachers to teach for America and the teacher
9 residency and who is a strong supporter of
10 alternative routes for strong leadership.

11 REVIEWER 4: So you are committed very
12 clearly that if you were to receive these funds
13 that there would be an alternative pathway for
14 leaders around the New York City Leadership
15 Academy?

16 DR. LOWERY: Absolutely.

17 GOVERNOR MARKELL: Let me just make a
18 point that I think is important for you to
19 understand.

20 We unveiled our education agenda
21 several months before the Race to the Top
22 application came out. So when you say we commit

1 because of these funds, we have committed to a
2 plan.

3 The Race to the Top funds would very
4 much facilitate all the things we talked about in
5 the plan. We are committed to a plan.

6 DR. LOWERY: What this will enable us
7 to do is to bring to scale quickly. And we really
8 are focused on that two years of positive results
9 for our students and our schools.

10 REVIEWER 4: How will you encourage
11 differentiated compensation systems based on
12 student growth measures at the ELA level? What are
13 you going to do with this whole compensation
14 system differentiation?

15 DR. LOWERY: One of the things that we
16 are trying to model as a state through a
17 teacher/leader concept in the highly effective
18 teachers we are, Number 1, is we are going to give
19 transfer bonuses to teachers who are rated highly
20 effective to go into our high need schools. And
21 if they stay after getting there, we will give
22 them retention bonuses anywhere from 85,000 plus

1 15 --

2 GOVERNOR MARKELL: \$8,500 ---

3 DR. LOWERY: I'm sorry -- 8,500 to
4 stay there in those schools, and they have to give
5 us a commitment of at least two years. And plus
6 1500 additional in our hard-to-staff subjects. So
7 we are modeling that for them.

8 We are also looking at the Teacher
9 Residency Program around STEM, paying a stipend of
10 \$11,000 to each of them.

11 When our students -- when our schools
12 are in our Partnership Zones where they get the
13 additional funds, we are hoping that they will
14 then use the model that we are setting forth as
15 the state to advise teachers to come.

16 Merv actually had a conversation
17 about retooling one of his schools and recruiting
18 teachers and how it would make a difference for
19 them to get those teachers there. Would you like
20 -- care to --

21 DR DOUGHERTY: We looked at multiple ways
22 to look at our schools. And we went into the

1 schools and said, we need to make a change. And
2 we provided -- one of the incentives was; we
3 talked about it -- was to pay a city wage tax.
4 And the incentive would be that we would pay their
5 city wage tax because the difference in the city
6 and outside the city. So there was a difference
7 in salaries because of this reduction of funding.
8 And it is a small incentive, but one of the
9 teachers have come to us and said, can you help us
10 with that? And a fair process, this would be an excellent
11 opportunity for us to look at this and say what an
12 outside-the-box thinking that we could help all
13 the teachers that are in the city schools with
14 something they have asked us for and we have never
15 really had the funding to do. And it would -- as
16 I was talking to Dr. Lowery -- it would be an
17 opportunity to think outside the box and to see if
18 it would work and how effective it would be
19 because many times, our teachers will leave
20 because of that issue -- not all of the reasons --
21 but one of the reasons because they are just going
22 to get a pay increase just by moving outside the

1 city.

2 So we thought it was a good idea to
3 think outside the box.

4 DR. LOWERY: And may I please make the
5 point and underscore our major goal is to get
6 highly effective teachers in our high-needs schools
7 so they can make a change. So these retention
8 bonuses are dependant upon the fact that they
9 maintain that level of growth among their students
10 so that we know their students are --

11 GOVERNOR MARKELL: I'm not sure --
12 The other thing to add on -- because
13 the question was very much targeted on the
14 link between compensation and these evaluations.

15 So the other areas I'm not sure the
16 Secretary mentioned is to the extent that these
17 teachers are rated highly effective, then they
18 have the opportunity to serve in these teacher
19 leader roles.

20 The other important thing -- and Diane
21 talked about this a bit in the introduction -- we
22 have just made such a fundamental change in the

1 linkage between evaluation and student growth.
2 So, for example, as she mentioned, even if a
3 teacher has tenure protections, if for two or
4 three years, they get either a "needs improvement"
5 or "ineffective," they could actually override the
6 tenure protections and there are links to the
7 compensation in there as well.

8 REVIEWER 1: And I think one of the
9 things that we were wondering about to push a
10 little bit harder is that you did talk about you
11 were going to apply for one of the Teacher
12 Incentive Funds and the language of encouraging
13 differentiated compensation systems was not as
14 definitive as it could have been. And we wondered
15 if Delaware was going to take a more pro-active
16 approach in some of the districts to have a
17 formal differentiated compensation system.

18 DR LOWERY: And we will. But that is
19 going to be -- and our superintendents signed on
20 to it in scope of work that they will look at
21 differentiated models and are committed to doing
22 that and working with their local affiliate of the

1 Teachers' Union. I can tell you already -- and
2 Diane maybe can speak to this a little more -- we
3 have already something called Extra Pay for Extra
4 Responsibilities. So teachers are -- have some
5 differentiation already. How do we use those
6 funds now, to the Governor's point, to link it to
7 highly effective teachers repurposing, retooling
8 the funds we are using now to actually target
9 highly effective teachers.

10 REVIWER 2: I have a couple -- go
11 ahead.

12 MS DONOHUE: I was just going to add
13 that also when you will look at our plan, we talk
14 about developing a career path. An opportunity
15 for Delaware would be to link the compensation
16 along with the career path, so it is differentiated -
17 that is a possibility for the districts to develop as well.

18 REVIEWER 2: I have two questions in
19 this area. The first one is to go back to ---
20 question about principals.

21 What I didn't quite get out of that --
22 and you can respond as you think will be most

1 helpful -- was with regard to the principals with
2 regard to the New York City Leadership Academy,
3 I still didn't get a picture of what are they
4 going to bring to you that you don't already --
5 what is the vision for an alternate path for the
6 person who came out of the business concern in
7 Delaware who is so -- such a shining star but
8 cannot get into the system?

9 DR. LOWERY: In --

10 REVIEWER 2: How are you going to
11 address that?

12 DR. LOWERY: If you will note in the
13 application under the teacher leader effectiveness
14 unit, the preparation manager -- there are three
15 branches and one is under preparation -- they will
16 be working with these external consultants,
17 including Mass Insights, New York City Leadership
18 Academy, to actually come up with the protocols
19 around our code and working with the Governor's
20 policy people to see what do we have in code that
21 already exists and what do we need to have in code
22 that will allow us to move forward? Because we

1 are 100 percent committed to it.

2 We will also, by the way, be
3 incentivizing those highly effective
4 administrators with the same kind of incentives we
5 will be with the teachers. They will be paid
6 \$10,000 extra per year to go into these high-need
7 schools. So we are committed to working with the
8 Governor's policy analysts and with our external
9 consultants to come up with ways that we can write
10 into our code the freedom and the flexibility to
11 certify --

12 REVIEWER 2: Now, the incentive or the
13 differentiated compensation. Please understand
14 that I don't mean any disrespect --

15 DR. LOWERY: Right.

16 REVIEWER 2: -- but extra pay for
17 extra time is an old thing.

18 DR. LOWERY: Right.

19 REVIEWER 2: It is not really about
20 being highly effective and therefore, being paid.
21 Also, granted that merit pay or anything like that
22 is an extraordinarily sensitive issue and credit

1 to the teacher's union for having signed on to the
2 Race to the Top philosophy, if you will. Tell us
3 more about differentiated compensation and
4 opportunity for being highly effective.

5 GOVERNOR MARKELL: Well, I think that
6 the main thing there is for those highly effective
7 teachers that go into the high-needs schools, there
8 is the opportunity to earn up to an additional
9 \$8,500 annually plus another \$1,500 based on
10 subject matter expertise. So \$10,000 in total.
11 So that is one.

12 The second piece has the teachers who
13 were rated highly effective -- and that is going to
14 be determined based on the student growth -- they
15 can qualify for these teacher/leader positions,
16 which also have the opportunity for additional
17 compensation.

18 So I think in terms of the direct
19 linkage to primary --

20 DR. LOWERY: And the same kind of
21 revised regulation that we have for teachers, we
22 have for principals. So the \$10,000 for those

1 to incentivized those leaders who are also rated highly
2 effective to go into our high-needs schools is
3 there, too.

4 REVIEWER 2: Okay, thank you.

5 REVIEWER 3: One quick follow-up
6 question. Can you speak briefly a little bit about what
7 sort of, what your vision is about what you think highly
8 effective principal leadership is as far as what is it you are
9 striving for as far as what you want to promote as they get
10 trained more to see more in schools.

11 DR. LOWERY: One of the things that we
12 believe is most important is that the students are
13 going to be only led and taught as well as the
14 people who stand in front of them. So having
15 highly qualified people in the classroom is huge.

16 We have to have leaders who understand
17 the growth measure, who understand how to use
18 longitudinal data, who understand how to go out
19 and recruit highly qualified people and retain
20 highly qualified people.

21 So the development coaches, just like
22 the data coaches, will be working with teachers,

1 the development coaches will be working with our
2 leaders, our administrators, to make sure that they
3 understand the nuances of the new evaluation
4 system, that they are giving people good feedback
5 around the evaluation system and that they are
6 sitting with teachers and helping them write
7 improvement plans targeted to their areas of
8 needed improvement that will enable the schools to
9 move forward.

10 We would expect that highly qualified
11 leaders would be able to show significant growth
12 within two years.

13 GOVERNOR MARKELL: Let me put a
14 finer point on it. Either the second or third
15 slide we put up there has to do with our goals, we
16 are going to be tracking those goals. We are
17 going to be doing so in a very public way. We
18 have got people whose responsibility will be to
19 track those goals to get a sense if we are not
20 making the progress, whether some kind of
21 intervention is going to be required. So at the
22 end of the day, all the things the Secretary of

1 Education just talked about are going to be very
2 important input.

3 So we believe, I mean, this whole plan
4 we think is important to achieving those goals.
5 But in the end, the answer to your question, in
6 terms of our vision for, you know, effective
7 principal leadership are people who are going to
8 be making concrete, tangible -- who are going to be
9 able to demonstrate tangible evidence of getting
10 towards those goals.

11 REVIEWER 1: Final question.

12 DR. LOWERY: Go ahead.

13 REVIEWER 1: Thank you very much. The
14 third area we would like to talk about is your
15 approach to improving low-performing schools and
16 --?

17 REVIEWER 2: In your application, you
18 described your history with turning around schools
19 to date. Given that history, what will the state
20 do differently with the Race to the Top funds than
21 it has been doing in the past that will garner
22 better results?

1 DR. LOWERY: One of the things that we
2 know we can change immediately is there are always
3 five options from the federal government, of models
4 for reform. Delaware always used the other
5 restructuring model, which meant that they pretty
6 much wrote a success plan -- data informed -- but
7 a success plan. And every year that a school
8 didn't make the data points, they wrote -- they
9 added another bullet or did what they were doing
10 longer and it was just kind of a vicious cycle.

11 What the new regulations has done
12 our 103 accountability regulation has done is
13 compelled them -- I mean, now we are required to
14 choose one of those other four models, close the
15 school and send the children to another school
16 that is performing, restart the school close it
17 and restart it as a charter, transform the school by getting
18 the kind of leadership the governor just described
19 in there that will motivate people to really make
20 sure that people are following the benchmark for
21 success or turn the school around. Those options
22 have never been on the table in Delaware; they

1 just haven't.

2 REVIEWER 3: And the results show it.

3 DR. LOWERY: Right.

4 GOVERNOR MARKELL: When the Secretary
5 gave one of the slides in the presentation, the
6 first words out of her mouth was that 40,000 kids
7 in Delaware, which is about a third of our kids,
8 are in these schools that are persistency
9 underperforming.

10 So one of the reasons we are here is
11 because that hasn't worked, which is why we spent
12 so much time on thinking through these other
13 models, as difficult as they will be.

14 REVIEWER 4: You cited Mass Insight as
15 your provider, contracted with these schools. How
16 will bringing in Mass Insight result in
17 dramatically different outcomes?

18 DR. LOWERY: What it does is
19 immediately is bring us capacity. We have never
20 done this before, as I said, we have used that
21 other restructuring model, so incremental around
22 the edges changed. Mass Insight was brought in by

1 the business community as part of that 30 million
2 to which he spoke.

3 Early this summer, to actually review
4 all of our code, all of our policies to see what
5 we could do and what we couldn't do. And then
6 they actually, when we wrote our goal in our
7 section on turning around persistency
8 low-achieving schools, they worked in coordination
9 with us, including meeting with our teachers'
10 union.

11 So the thing about it is they came in
12 early on in the planning so they know Delaware.
13 They know what we -- what our policies are; they
14 know where they are strong. They know where we
15 need to improve them. And they have developed a
16 relationship with our state leadership.

17 So -- and -- but we didn't just bring
18 them in lightly. We did research, and they have a
19 really strong reputation for research and
20 data-based activity around turning around
21 persistently low-performing schools. We actually
22 have someone in the state working at one of our

1 charter schools. He is an external management
2 person, working with one of our schools who used to
3 be on the board of Mass Insight. So there was already
4 that kind of history or experience.

5 REVIEWER 4: So you are very pleased
6 today?

7 DR. LOWERY: Very pleased.

8 REVIEWER 4: Next question, very
9 specific. You are asking for \$8.2 million to work
10 with how many low-performing schools?

11 DR. LOWERY: We are going to do ten.
12 We are going to three in the first year and seven
13 in the next year.

14 REVIEWER 4: And then this struck us
15 as being an awful lot of money for that number of
16 schools.

17 DR. LOWERY: Right. What we want to
18 do -- most of the schools with which we are going to
19 be working are really --- and I'm sure this is
20 national -- in impoverished neighborhoods -- so
21 one of the things we are doing, in particular in
22 one district, is community schools. We are really

1 looking at elongating the school day. So we are
2 looking at keeping children in some of these
3 schools until 7 -8:00 at night to make sure -- and
4 we are bringing in all kinds of community
5 organizations. They will have homework; they will
6 have enrichment activities.

7 We need to bring people in who can run
8 those programs too, because when a lot of our
9 students leave at the end of the day, they kind of
10 fall off. And as long as we can keep them there,
11 give them a structured environment and have
12 supports around them, we believe the more it will
13 benefit them.

14 But what we are for also some of those
15 schools looking at elongating the school year. Do
16 our students really need to have two months off,
17 or do we need them there with us, continuing their
18 quality education?

19 GOVERNOR MARKELL: So it's about
20 \$200,000 per school per year.

21 DR. LOWERY: Right, right.

22 REVIEWER 2: I have the next couple of

1 follow-ups. But one is just about the community.
2 There was a term of art that cropped up in the
3 application several times, and you came
4 close to using it or just used it, Dr. Lowery. Is there anything
5 more than what you have now described to the
6 community school model such as it is? I hear
7 longer day, possibly longer year. Is there any
8 more that is part of the denotation/connotation of
9 community schools?

10 DR. LOWERY: Let me give you an
11 example of one of the initiatives we had in the
12 Christina schools districts with one of our city
13 schools.

14 We hired someone, his name was Victor
15 Young, who works with community schools. And what
16 he actually did was spent days in the school
17 training the teachers around community engagement,
18 cultural awareness. And then what he did was
19 researched all of the community organizations --
20 the Boys and Girls Club, the YMCA -- any kind of
21 neighborhood affiliates where our students spent a
22 lot of their time after school. And he sat down

1 with those teachers -- to Skip's point -- he came
2 up with a targeted focus and a plan to go out into
3 the neighborhood. He took all those teachers
4 around those two schools that we dealt with at
5 that point to those community centers. We took
6 books to those community centers so when those
7 students go there after school, they have books;
8 they don't have to take their books from home.

9 He set up meetings, monthly meetings,
10 with the directors of these community -- including
11 churches and other organizations, wherever there
12 were after-school programming. And they were
13 amazed. When he started the work with them, the
14 people in the community said, I don't believe
15 this; it's not going to happen. They have given
16 it lip service for years and it never follows
17 through.

18 So for the last two years around those
19 two schools, it has been a really robust
20 engagement in that not only are we just saying
21 that the children can stay longer but we are
22 actually going out into the communities. Our

1 teachers are actually going there some nights
2 after school so they can be where the children
3 live instead of expecting the children and the
4 parents to always come to us. We are -- so that
5 is another model that we are looking at.

6 REVIEWER 2: Okay.

7 MR. SCHOENHALS: I am the least technical
8 person up here. But, Lillian, doesn't -- when we
9 have used community schools in the application,
10 doesn't that also refer to where we put health
11 centers in some of our schools and those kind of
12 resources that --

13 DR. LOWERY: That is what we are
14 planning to do with some schools on the east side
15 of the city of Wilmington, and that is Poetry in
16 Motion. And we have hired a coordinator there who
17 is going -- we have targeted three of our schools
18 in one of our most impoverished kind of
19 challenging areas in the city of Wilmington with
20 -- in collaboration with JP Morgan and Chase.
21 They pay for the coordinator. They are kind of
22 supporting the external with the Children's Aid

1 Society from New York. We visited there and
2 investigated that.

3 So we have three elementary schools
4 where those kinds of things will be happening.

5 We visited a school that is sponsored
6 by the University of Pennsylvania that does have a
7 health clinic there because the point is not -- we
8 take care of the family and the community and
9 bring them in, We get more support around the
10 child. So thank you, Skip. That is a concept
11 that we are developing.

12 REVIEWER 2: My next question is this
13 one: You had rapid/ dramatic growth in
14 charter schools in Delaware. What, if anything,
15 have you learned from this growth in charter
16 schools that is going to inform you in your
17 efforts with the low-performing
18 schools, your lower -- or your habitually or your
19 chronically low-performing schools given --

20 GOVERNOR MARKELL: Let me just start with
21 that and then I will turn it over to the Secretary.

22 One of the things that we have learned

1 from charter schools is that the best ideas
2 don't always come from the state level.

3 So what we have seen is that in many
4 cases it has worked exactly the way it was
5 intended. I mean, the idea obviously behind
6 charter schools originally was to inject some new
7 ideas into education and then some of the
8 traditional schools react accordingly.

9 So you can visit a number of
10 traditional schools in Delaware who have developed
11 new programs to try to keep kids or to attract new
12 kids. In fact, one in Merv's district, one of the
13 reasons that Merv is here is because he has
14 several charters that are actually authorized by
15 his district. And so he has got some strong
16 charters in his district, and one of the schools
17 is -- one of the traditional schools -- is now
18 creating an IB program and some other things as
19 well to try to respond.

20 So I think the idea here is just let's
21 always remember that the State's role in many
22 cases is to create the climate where this kind of

1 academic innovation can thrive. It doesn't work
2 every single time and that is why do, you know, we
3 have to be paying attention to that. But that is
4 one of the things we have learned.

5 We want to take it specifically to the
6 high -- turn-around schools.

7 DR. LOWERY: We have some examples of
8 some really high-need schools. One is -- I will
9 call by name -- Kumba Academy, which is in the
10 city, 100 percent minority and very high poverty
11 rates. They have experimented with Singapore math,
12 made huge differences. I mean, because they have
13 so much more freedom. With the traditional public
14 schools, about 70 percent of their monies are
15 prescriptively assigned according to
16 appropriations, and charters only have about 10
17 percent of theirs. And so they have the academic
18 freedom to kind of choose their curriculum and
19 experiment as they will. And that is one example
20 of where they have worked in tandem with some
21 nonprofit groups and brought in some really
22 exciting curriculum. And those students are doing

1 well. The school is one of our high-performing
2 elementary schools.

3 So to the Governor's point, there are
4 charter schools that are doing really, really
5 well, and there are charter schools that we work
6 with very closely to ensure that students will get
7 benefit --

8 GOVERNOR MARKELL: How about trying to
9 that to the question in terms of how we then
10 use what we have learned in the charter schools
11 to affect what is going on in the high-needs schools.

12 DR. LOWERY: Well, the -- we meet with
13 our charter schools once a month. We meet with
14 the superintendents once a month. We meet all of
15 our charter directors once a month. There is
16 every year sponsored a sharing opportunity with
17 our charter schools and our traditional schools.
18 But they talk to each other. I mean, the charter
19 schools come and they have presented to a
20 superintendents around their curriculum and
21 sometimes there are joint meetings. So because
22 Delaware is small, and pretty collaborative. That

1 is kind of par for the course. We talk and share
2 broadly.

3 MR. SCHOENHALS: I would like to add one
4 thing. What I have seen and have been directly
5 involved in that comes out of the charters is --
6 and the Secretary made mention of it -- is the
7 need for flexibility in dealing with high-needs
8 students. And so starting last year, the Governor
9 introduced legislation to begin to open up the
10 flexibility in our traditional schools, and there
11 is an additional proposal to go further with that with several
12 districts this year. That came directly out of the
13 experience of charter schools in high-needs areas.
14 The need for flexibility, as the Secretary made
15 mention.

16 REVIEWER3: Follow-up question relates a
17 little bit to what was raised earlier about about
18 graduation rates. Can you give me a sense of as
19 far as low-performing high school age kids as to
20 what your vision is what you want to create differently
21 either from a charter school or other (inaudible).

22 DR. LOWERY: You will see in our

1 application we started working with the regional
2 educational laboratories to look at indicators that
3 would be precursors to a student dropping out of
4 school. We are looking at dropout prevention.
5 We actually held a conference last month in our state
6 for our laboratory region so that we can look at
7 indicators of starting as early as elementary school
8 attendance, discipline, grades, proficiencies with
9 math, English language arts, reading, and we are
10 going to share those. We have -- we are making a
11 data cube on our data system, on our longitudinal
12 data system, so that superintendents and teachers
13 can go in and check with the history of the
14 student to determine if these indicators persist.
15 Because what we are trying to determine -- and
16 what we have found -- that it varies from school to
17 school.

18 So while there is a cadre of possible
19 indicators that would imply that a student is not
20 going to graduate from high school, it depends
21 from school to school what those will be.

22 That work is ongoing. It is a part of our

1 P20 Council work. We did at the University of
2 Delaware kind of do some research around that, and
3 our P20 Council asked us to pursue that more
4 aggressively. And that is why we are working with
5 the regional educational laboratory to look at
6 those indicators that would indicate that students
7 are not going to be successful unless there are
8 some interventions taken.

9 GOVERNOR MARKELL: Let me also address
10 this slightly differently. Diane and I and
11 sometimes the Secretary, we visit lots of schools
12 in Delaware. And when we do, we spend typically
13 an hour with students and an hour with teachers.
14 And when I go to high schools, and in some cases
15 middle schools, we actually talk about this issue
16 with the kids, about how we reduce the dropout
17 rate.

18 And one of the things that we hear over
19 and over again from kids and teachers alike is the
20 necessity of making sure that we do a better job
21 of convincing kids that the education that they
22 are receiving will actually have an

1 impact on what they are going to do for the rest
2 of their lives.

3 I was at a school yesterday morning,
4 Dell Council high school, a wonderful school, I
5 met a number of kids who are in that school
6 because they are engaged; they are busy. They are
7 learning great skills. And in that case --

8 REVIEWER 1: Governor, I hate to cut you
9 off --

10 GOVERNOR MARKELL: Not part of the
11 application -- okay.

12 REVIEWER 1: Thank you.

13 REVIEWER 4: Question related to --
14 you mentioned something about 30 million dollars
15 that could have gone to the schools and part of
16 that was related to charter funding --

17 MR. SCHOENHALS: Yes.

18 REVIEWER 4: -- for facilities.

19 MR. SCHOENHALS: Yes.

20 REVIEWER 4: Talk about that just a
21 minute, if you would.

22 MR. SCHOENHALS: We --

1 REVIEWER 4: I hate to say this but
2 for just a minute.

3 MR. SCHOENHALS: We set up a revolving fund
4 that was funded by the private sector. And since
5 I run a bank, I can talk about this.

6 We have had charter schools that come
7 to us and they need financing. But their finances
8 are not real strong. This fund will guarantee a
9 portion of that debt so that we, as a bank,
10 looking at that say, okay, we know the top 25
11 percent of this loan is absolutely assured because
12 there is collateral behind that fund.

13 So, as a result, we are willing to make
14 some loans that we otherwise would not have made.

15 REVIEWER 4: That is very interesting.

16 MR. SCHOENHALS: And there are -- and it is
17 a revolving fund so there is that guarantee is
18 worked off can go and now fund another school.

19 REVIEWER 4: And is it correct that
20 the state of Delaware does not fund facilities for
21 charters?

22 DR. LOWERY: We do give them minor

1 capital improvement.

2 REVIEWER 4: Okay. Thank you.

3 REVIEWER 1: Anything further on
4 low-performing schools. Okay. Thank you.

5 The final question is sort of closure,
6 if you will, from where you began. I would like
7 you talk a little bit about how you think
8 Delaware's schools will look in Delaware's
9 classrooms and Delaware's students at the end of
10 the RTT grant, and also why you think Delaware
11 should receive these funds.

12 We have heard you already in terms of
13 their being a quitner and comprehensive proof
14 point, so touch on some new things, if you will,
15 and bring us back to where Delaware is going to be
16 in five years.

17 GOVERNOR MARKELL: Sure. Do you want to
18 take that a stab at that from a teacher's perspective?

19 MS DONOHUE: If I understand your
20 question correctly, you want me to tell you what
21 teachers envision happening and what
22 classrooms look like in the future in Delaware if

1 we receive Race to the Top?

2 REVIEWER 1: Right.

3 DR. LOWERY: I wanted to make sure I
4 understand the question.

5 Our hope, as I said earlier, when we
6 look at Delaware's plan -- when the educators of
7 Delaware looked at Delaware's plan -- and I
8 traveled the state, sharing the plan with our
9 educators -- and when we looked at the plan, what
10 really excited us were several things.

11 We were very excited about the
12 opportunity to have a career path. There are many
13 educators in schools who don't necessarily want to
14 leave the classroom but they want to advance in
15 their career. This plan offers us an opportunity
16 to perhaps look at some of those potential
17 programs. So we are excited about that.

18 Many of our educators are very excited
19 about our new Delaware comprehensive assessment
20 system. It is, as we mentioned earlier, it is a
21 computer-based test -- it is a growth-model test
22 -- and it is adaptive to children. We have been

1 screening in Delaware for years for an assessment
2 system for our students that is fair. One, if we
3 are going to be measured on our effectiveness,
4 related to a test, we want to ensure that it is a
5 fair and reliable measure. So we are excited
6 about that part of the plan.

7 We are excited that students in the
8 future in Delaware won't be rated according to one
9 test. It is nor fair to them, so we are excited
10 that it is going to be formative in nature as
11 well.

12 We are also excited about professional
13 development being something that is more
14 meaningful and ties directly to what we do every
15 day in the classroom. So we are excited about
16 that part of our plan.

17 We see that our professional
18 development in the future won't be -- the single
19 workshops sometimes aren't things what we can use
20 in the classroom. Sometimes, they are. I mean,
21 sometimes one-day workshops are very beneficial,
22 so I am not saying all professional development

1 have been poorly done in the past.

2 But we are excited that we are going to
3 be using data and learning how to use data to
4 inform and drive our instruction.

5 Another part of Delaware's plan that we
6 were very excited about was the 90 minutes, the
7 professional community learning time. As I said
8 earlier, that is happening in many schools across
9 Delaware, but it is not happening across the
10 state. And it is very exciting to know that in
11 the future teachers will have time to collaborate
12 and really discuss things with each other.

13 So to just touch on those -- I mean,
14 that we see the environment being more positive,
15 being more collaborative. We look forward to an
16 environment where -- that we have always wanted
17 where there are -- that we are respected, the
18 teachers' opinions are respected. And working
19 together with our administrators and our
20 superintendents, that is all we have wanted to do.
21 We want our voice heard.

22 Now that is not to say there aren't

1 challenges. You know, there are challenges around
2 implementing this. But -- so I would be naive to
3 think there wasn't. But you all know what those
4 are.

5 But we are excited about the future and
6 the possible changes in Delaware because it really
7 is about a culture change in Delaware; it really
8 and truly is about learning how to -- as adults --
9 how we work together to provide the best possible
10 education that we can for all of our students. If
11 we can do that, that makes our environment as
12 educators more positive. So we are excited about
13 it.

14 GOVERNOR MARKELL: Let me try to answer
15 that without using the word "proof point."

16 I mean, here is the point: There are a
17 number of different ways to define it. Certainly
18 we started with goals and there is -- we started
19 there intentionally because it is about kids and
20 it is about numbers. But it is about more than
21 that.

22 It is about -- I mean, one of the

1 things we very much appreciate about the chance to
2 go through Race to the Top, as well as the process
3 we went through earlier today that Secretary
4 Lowery led about developing our education agenda,
5 this is a holistic approach. When you asked
6 earlier about Mass Insight and what difference are
7 they going to make, you know, I almost want to
8 jump in and say, one consultant is not going to
9 make the difference. It's just not.

10 And so we think the way that this has
11 been set up is there is very significant overlap
12 between the Race to the Top and our education own
13 agenda. It is starting with high standards, which
14 is why I took on the responsibility with Governor
15 Purdue of Georgia to be the cochair of that -- is
16 to use the data intelligently. It is about great
17 teachers.

18 When you move up those low-performing
19 schools, when you take those 40,000 kids and you
20 improve the performance of those low-performing
21 schools, that has an unbelievable impact on
22 everybody else.

1 And so in the end, what this is about
2 for me, is it is about families in Delaware
3 choosing to stay in Delaware and send their kids
4 in public schools, as opposed to sending them to
5 private school or having them to move over a state
6 line. It is about having a business community who
7 says, we are willing to keep investing because we
8 are getting a great return on our investments. It
9 is about having teachers who, you know, who are
10 engaged.

11 So I just think this is, as Diane said,
12 it is a change of culture. But it goes beyond
13 that because it is culture driving systemic
14 changes, including at the statehouse, but also
15 from the classroom. We are going to meet this
16 both ways. It is not just coming from on top; it
17 is not just coming from where the real work is
18 done, which is in the classroom. It is everybody
19 engaged in the process. And I really think we
20 have a great opportunity to prove that.

21 DR. LOWERY: I agree. It is
22 distributive leadership. One leader can't do this

1 all by him or herself. There -- we have strong
2 teachers who know what needs to be done, who are
3 subject-area experts. And to Diane's point, why
4 would we not bring them along and make them
5 partners. The most critical relationship in the
6 school is that one between the teacher and the
7 student.

8 So those teacher/leaders who are there,
9 those instructional leaders who are learning that
10 it is important that they use data to target their
11 ideas, to target their funds, to target their
12 personnel decisions and do that in collaboration
13 with the people who are going to get the job done,
14 the teachers.

15 When we talked about community, we have
16 got to find ways to make sure that all of our
17 community -- not just our business community --
18 and they are vitally important -- but all members
19 of our community surround the schools and their
20 community with support so that children understand
21 that it is the wish of everyone who touches their
22 lives that they have an improved opportunity for

1 success.

2 DR. DAUGHERTY: As a
3 superintendent, this conversation comes up a great
4 deal. Everyone is working extremely hard with
5 their children. We are fighting every day for
6 funding. We are dealing with the issues that are
7 out there.

8 This is an opportunity for our state
9 and our board of education, State Board of
10 Education, to go from compliance issue to an
11 implementation issue, which is systemic. I can go
12 to another district in our state, and we are
13 working on the same issues. We are dealing with
14 the same funding choices. And we are working with
15 the problems in our schools.

16 We deal with a lot of our students who
17 are in low-poverty (sic) schools. And a great
18 opportunity to move forward with this plan is the
19 data coaching. We talked about the data issue,
20 looking at the data. When we look at our data, we
21 just don't look at it from the point of the
22 assessment but the overall data, which is

1 important. The opportunity that this plan gives
2 us for the support to help our districts and down
3 to the classrooms is a once in a lifetime
4 opportunity that we believe will make a
5 difference.

6 And what will those schools look like
7 in five years? Our schools, we do not have
8 low-performing schools that because we take our
9 children and they come out of elementary school
10 and they are above-grade level. That means when
11 they get into are our middle schools they are
12 above-grade level. When it comes to our high
13 schools, how do you want to stop -- drop-out
14 prevention? You go through a systemic plan like
15 this. This plan gets us out of this -- it is not
16 called drop-out prevention, calling it graduation
17 rates that have excelled. I think it is a model
18 for this country that will occur -- that people
19 will want to replicate down the road.

20 REVIEWER 1: We have, like, five minutes
21 so if --

22 MR. SCHOENHALS: The comment I made was you

1 asked why should we receive these funds? I want
2 to express it from the point of view that I have
3 that we don't have much left to say that we have
4 not said.

5 We came in here with a goal. However,
6 Delaware has been at education reform for a
7 number of years. And while we are in the middle
8 of the pack with respect to the rest of the states
9 in terms of student achievement, we have got a long
10 ways to go both within this country, as the
11 Governor said, by international standards.

12 But the fact that we have been at this,
13 we have learned from some of the things that have
14 not worked. We are very well positioned to learn
15 from some of those things. We talked about
16 flexibility a few minutes ago.

17 We have a business community that has
18 been engaged, and let me tell you one of the
19 things we learned. We engaged really aggressively
20 in the early '90s. I wasn't part of it at that
21 time. And frankly, the business community
22 thought, well, we have kind of done education

1 reform because some things happened in the
2 mid-90's that were a direct result of the
3 catalytic input of the business community. And we
4 have kind of backed off. And we now realize that
5 that was a mistake.

6 We are not backing off again. We
7 understand our role.

8 There is a very specific example of
9 what we learned from the past, that the business
10 community has a responsibility to engage with the
11 community -- the education community and be
12 supportive of it. But at the same time, we are an
13 outside agent, so we can bring a unique pressure
14 to bear that all organizations need if they are
15 going to change, because all organizations tend to
16 stay where they are.

17 So we know we have got a sweet spot to find and
18 to be part of that. We have learned that from
19 history. And there are lots of other stories lie
20 that.

21 GOVERNOR MARKELL: Let me just -- I
22 guess I will wrap it up. There is a lot that we talk

1 about doing in this plan that has not been done
2 before. Some of the work around the turn-around
3 schools and the partnernship zones, it is going to
4 be hard. And I think to some extent, as you all
5 -- and the Secretary decides which states to award
6 this grant to -- some of it beyond the written
7 word -- I mean, I think the fact that we are here
8 and the fact that these other 15 states are here
9 would suggest what was on paper was strong enough
10 to at least merit this interview.

11 But beyond that, it really does come
12 down to is you all taking a look across the table
13 and making a decision about whether or not you
14 believe we can get it done. I mean, that is
15 really what matters. The kids could care less
16 what is on the paper; they really couldn't. I mean,
17 what they care about is whether we have got the
18 passion, and the conviction, and the willingness
19 to work together despite our differences, to do
20 what we have to do.

21 And I don't know how much stronger I
22 can put it. We are going to make this happen. We

1 have seated at the table the head of the teachers'
2 union with 11,000 members, the head of the
3 business community -- you know, most states, they
4 don't necessarily sit next to each other. They
5 don't. And that doesn't mean they agree on
6 everything either. But I'm telling you between
7 them or the secretary of education and the
8 superintendant and everyone else, this is a major
9 focus. This is my major focus.

10 And I don't know how many other
11 governors you are talking to over these couple
12 days who are going to be here for three years
13 who are going to be here for seven years. We are
14 going to make this happen. We very much
15 appreciate the chance to be here.

16 REVIEWER 1: Thank you, thank all of you.
17 We very much appreciate your time.

18 --END OF PROCEEDINGS--

19

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22