

MINUTES OF THE ANCHORAGE SCHOOL BOARD  
REGULAR MEETING OF OCTOBER 22, 2007

The Anchorage School Board met in Regular Session on Monday, October 22, 2007, at 6:30 p.m. in the Board Room, at the Anchorage School District Administration Building. President, Tim Steele, presided.

A. CALL TO ORDER, ROLL CALL, FLAG SALUTE, Tim Steele Presiding

Board Members Present: Tim Steele, John Steiner, Macon Roberts, Crystal Kennedy, Jeff Friedman, and Chris Tuck

Excused: Mary Marks

Others Present: Carol Comeau, Rhonda Gardner, Leslie Vandergaw, Mike Henry, Enid Silverstein, Jerry Sjolander, Jeff Wood, Eric Tollefsen, Michele Egan, Janet Stokesbary, George Vakalis, Lt. Col. Sonny Luu, Jose DelReal, Ray Amsden, Marie Laule, Chad Stiteler, Ophelia Dargon-Steed, Laurel Vorachek, Pam Chenier, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

Mr. Steele requested that agenda be amended such that ASD Memorandum #89, Student Membership Projections for September 30, 2008, be moved to the first item under the Superintendent's Report.

The agenda was approved by unanimous consent with the noted change.

C. ANNOUNCEMENTS

Ms. Comeau reminded the public that there are two forums on High Schools of the 21<sup>st</sup> Century scheduled for this week. One will be held at Dimond High School on Tuesday, October 23<sup>rd</sup> and one at Service High School on Wednesday, October 24<sup>th</sup>. The forums will begin at 7:00 p.m. and will conclude no later than 9:00 p.m. There will be five more forums held during November. Dates and locations for the November forums are currently on the District website and will be publicized in the newspaper as part of the monthly ad at the beginning of the month. Ms. Comeau encouraged anyone in the community, particularly students at all levels, to participate in these forums.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

The Eagle River Preschool, under the direction of Anna Bondarenko, performed a musical for the entertainment of the Board and other members of public.

ASD Memorandum # 68 - Recognition of Partners in Homeless Education

Mr. Roberts read that for the past 10 years the Anchorage School District's Partners in Homeless Education service has worked with community agencies to provide summer educational and recreational opportunities for homeless children in Anchorage.

Ongoing support from Campfire USA, the Alaska Center for the Environment's Trailside Discovery Camp program, and the Girls Scouts of America, Susitna Council, has provided a firm foundation for the PIHE services. These organizations have provided camp experiences for more than 75 homeless children and youth, just this year.

All three organizations are dedicated to the education of young people and providing safe, constructive places for children to discover their talents and interests both indoors and out. The district enjoys a true partnership with these agencies, meaning that together our efforts provide more opportunities for our area's homeless youth and strengthen our community safety net for children.

The Anchorage School Board recognized the Partners in Homeless Education for their outstanding contributions to the safety and education of students most in need of stability and encouragement.

ASD Memorandum # 77 - Recognition for 2007 H.U.G.S.S. and Coats for Kids

Mr. Steiner read that the weather has turned and school newsletters are full of advice from principals to break out coats and boots so children can keep warm at recess or on the school bus. But for many students in the Anchorage School District their summer gear is the same for winter. That's when an effort like HUGSS, Helping Us Give School Supplies, and the Coats for Kids project step in.

For seven years, Catholic Social Services, Salvation Army and Lutheran Social Services have worked with local agencies and the district to provide

school supplies and coats to children in our community. Their efforts have benefited some 30,000 students in Anchorage. Further assistance from TOTE, Carlile Transportation, 3M, Providence Alaska Medical Center, BP, ConocoPhillips, Anchorage Daily News, ATT Alascom and Wells Fargo Bank has also made HUGSS a success.

Barb Dexter with the ASD Title I department and Child in Transition/Homeless Project and Leah Hathaway, supervisor of the ASD Migrant Education Program, have helped spearhead the HUGSS effort in the district. They report that another 500 homeless and 100 more migrant students were identified this year during the distribution of HUGSS materials. Those students will now get the support they need through the CIT/H Project and Migrant Education Program.

The Anchorage School Board recognized the volunteerism and dedication the agencies, businesses and district personnel have contributed to HUGSS to give a better sense of belonging to our children in need.

ASD Memorandum # 41 - Recognition of CASE Award for Outstanding Doctoral Dissertation Recipient Xiaogeng Sun

Mr. Friedman read that Xiaogeng Sun, assistant director of program evaluation for ASD, is the 2007 recipient of the H.S. Warwick Research Award for Outstanding Doctoral Dissertation. He was one of just six authors to receive the prestigious honor from the Council for Advancement and Support of Education.

Sun's dissertation, "A Multivariate Causal Model of Alumni Giving at a Midwest, Public University," presented a model that helps explain alumni donation behavior. Six characteristics are dissected in his paper: graduation year, gender, alumni motivation, alumni experience, student relations and student extracurricular activities.

Sun earned a cash prize of \$2,000 and was presented with the award at the CASE annual assembly July 8 in Chicago. The H.S. Warwick Research Awards encourage research in alumni relations. The annual awards recognize published books and doctoral dissertations in three categories: alumni relations, communications and marketing, and fundraising.

The award is the icing on the cake for Sun, who earned his doctorate from the University of Nebraska in December 2005.

The Anchorage School Board officially recognized Dr. Sun for his outstanding achievement and thanked him for his service to the district.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Jose DelReal reported that the Student Advisory Board has not met since the last board meeting. Their next meeting will be held on November 8, 2007.

2. Military Delegate

Lt. Col. Luu indicated that he had nothing to report at this time.

3. M.E.C.A.C.

Ms. Owen was unable to attend the meeting this evening. It was noted that the MECAC met on October 18, 2007. Their next meetings are scheduled for November 7, 2007 at 4:30 p.m. and November 15, 2007 at 12:00 p.m. in Conference Room 007.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

G. CONSENT AGENDA

Consent Agenda is attached. **All attachments referred to in memoranda Recommendations are on file in the Superintendent's office.**

1. Approval of Minutes

- a. Regular Meeting - May 14, 2007
- b. Regular Meeting - August 27, 2007
- c. Special Meeting - October 8, 2007

2. ASD Memorandum # 86 - Naming of the Mirror Lake Middle School Communications Studio in Honor of Augie Hiebert

It is the Superintendent's recommendation that the School Board approve the request of the Mirror Lake Middle School staff and the Mirror Lake PTSO to name the communications studio, "The Augie Hiebert Communications Studio" in honor of Augie Hiebert for his long-time mentorship and support of the students, staff, and families of Mirror Lake Middle School.

3. ASD Memorandum # 79 - Comprehensive Annual Financial Report (CAFR) Fiscal Year 2006-2007

It is the Administration's recommendation that the School Board approve the Comprehensive Annual Financial Report for the fiscal year ended June 30, 2007 and authorize the Superintendent to forward this report to the Commissioner of Education, State of Alaska, and the Anchorage Assembly.

4. ASD Memorandum # 69 - Resolution in Support of Alaska Native/American Indian Heritage Month

The Administration recommends the Anchorage School Board adopt the attached resolution in support of November 2007 being Alaska Native/American Indian Heritage Month.

5. ASD Memorandum # 111 - Resolution Opposing the Department of Education and Early Development's Mandated Alaska Reading Course

It is the recommendation of the Legislative Subcommittee that the School Board adopt the attached resolution opposing the State Board of Education and Early Development's proposed regulation regarding a mandated Alaska reading course.

6. ASD Memorandum # 94 - Prior Approval of Discretionary Grant: Social and Emotional Learning Research Grant

It is the Administration's recommendation that the Anchorage School Board approve and authorize the Superintendent to apply for a grant from the U.S. Department of Education's Institute of Education Sciences to create a social and emotional learning professional development program for principals.

7. ASD Memorandum # 90 - Professional Services for West High School HVAC Upgrades

It is the Administration's recommendation that the School Board approve the selection of PDC Inc. Engineers, as the Designer of Record for the HVAC Upgrades project at West High School, and authorize the Superintendent to negotiate and enter into a contract with PDC Inc. Engineers, for design services.

8. ASD Memorandum # 91 - Professional Services Selection for Mechanical Upgrades at Three Schools: Huffman Elementary, Inlet View Elementary, and Gruening Middle Schools

It is the Administration's recommendation that the School Board approve the selection of Uni-Group Engineers, as the Designer of Record for the Mechanical Upgrades at Huffman Elementary, Inlet View Elementary and Gruening Middle Schools, and authorize the Superintendent to negotiate and enter into a contract with Uni-Group Engineers, for design services.

9. ASD Memorandum # 72 - Personnel Report

It is the Administration's recommendation that the School Board approve the attached Personnel Report.

Mr. Steiner requested that ASD Memorandum #111, Resolution Opposing the Department of Education and Early Development's Mandated Alaska Reading Course, and ASD Memorandum #90, Professional Services for West High School HVAC Upgrades, be pulled for discussion.

Mr. Steele requested that ASD Memorandum #86, Naming of the Mirror Lake Middle School Communications Studio in Honor of Augie Hiebert, and ASD Memorandum #69, Resolution in Support of Alaska Native/American Indian Heritage Month, be pulled for discussion.

Mr. Steele noted that that ASD Memorandum #89, Student Membership Projections for September 30, 2008, and ASD Memorandum #70, Profile of Performance 2006-2007, both have presentations for the Board.

ACTION:

Moved by: Jeff Friedman  
Seconded by: Macon Roberts

To approve the minutes of the Regular Meeting of May 14, 2007, the Regular Meeting of August 27, 2007, and the Special Meeting of October 8, 2007 and Memoranda #79, #94, #91, and #72.

VOTE:

Ayes: Steiner, Kennedy,  
Roberts, Friedman,  
Tuck, Steele

Nays: None

Excused: Marks

MOTION PASSED

ASD Memorandum # 86 - Naming of the Mirror Lake Middle School Communications Studio in Honor of Augie Hiebert

It is the Superintendent's recommendation that the School Board approve the request of the Mirror Lake Middle School staff and the Mirror Lake PTSO to name the communications studio, "The Augie Hiebert Communications Studio" in honor of Augie Hiebert for his long-time mentorship and support of the students, staff, and families of Mirror Lake Middle School.

ACTION:

Moved by: John Steiner

Seconded by: Jeff Friedman

To approve the request of the Mirror Lake Middle School staff and the Mirror Lake PTSO to name the communications studio, "The Augie Hiebert Communications Studio" in honor of Augie Hiebert for his long-time mentorship and support of the students, staff, and families of Mirror Lake Middle School.

Ms. Emily Blahous, Video News Production coordinator at Mirror Lake Middle School, noted that Mr. Hiebert was a wonderful mentor and friend. She explained how he impacted the community, the school and the students at Mirror Lake. Mr. Hiebert provided vision, mentorship, and staunch support for the Mirror Lake radio station which was recently approved as the first radio station in the district. The station will carry the call letters KAUG in honor of Mr. Hiebert.

Augie Hiebert's daughters, Cathy Hiebert and Terry Puhr, shared the impact that Mirror Lake Middle School had on their father. They shared how working with the students at Mirror Lake made the last several years of his life bright and youthful. He derived so much joy in watching the progression and transformation of the students from the beginning of the broadcast year to the end.

Ms. Comeau shared a letter written May 8, 2007 from Mr. Hiebert to a young lady who had suggested his name for the new middle school, now called Nicholas Joseph Begich Middle School. Ms. Comeau noted how pleased she was to receive the request to name the Mirror Lake communications studio in honor of Mr. Hiebert and heartily recommended that the Board support the recommendation. It will

represent a real honor to him and provide a wonderful opportunity to talk to the students about Augie and his legacy.

VOTE:

Ayes: Steiner, Kennedy,  
Roberts, Friedman,  
Tuck, Steele

Nays: None

Excused: Marks

MOTION PASSED

ASD Memorandum # 69 - Resolution in Support of Alaska Native/American Indian Heritage Month

The Administration recommends the Anchorage School Board adopt the attached resolution in support of November 2007 being Alaska Native/American Indian Heritage Month.

ACTION:

Moved by: Jeff Friedman                      To adopt the attached resolution in  
Seconded by: John Steiner                   support of November 2007 being  
Alaska Native/American Indian  
Heritage Month.

The Board read the resolution into the record:

Whereas, celebrating the Alaska Native and American Indian cultures and "Sharing the Spirit" of their traditions and contributions benefits Anchorage School District students, their families and employees; and

Whereas, the goal of Alaska Native and American Indian Month is to educate and inform others of the diverse Alaska Native and American Indian groups, their ways of life and historical importance to our society; and

Whereas, it is the goal of the Anchorage School District to support cultural awareness, education and on-going initiatives to increase cultural understanding in our community; and

Whereas, since 2001, volunteers have planned annual activities to commemorate the month of November as Alaska Native and American Indian Month;

Now, therefore, be it resolved that the Anchorage School Board hereby proclaims November 2007 as Alaska Native/American Indian Heritage Month in the Anchorage School District, and urges all students, employees and families to join in the festivities.

Ms. Brandy Niclai, chairman of the Alaska Native/American Indian Heritage month, thanked the Board for their support. She noted that there is a group of volunteers who, over the past few years, have worked hard to coordinate events throughout the Anchorage community and in the school district. She shared a catalogue which provides a list of artists and speakers that are available to go into the schools during the month of November. She noted that the major sponsors for the school programs are the CIRI Foundation and the Alaska Native Heritage Center.

VOTE:

Ayes: Steiner, Kennedy,  
Roberts, Friedman,  
Tuck, Steele

Nays: None

Excused: Marks

MOTION PASSED

ASD Memorandum # 111 - Resolution Opposing the Department of Education and Early Development's Mandated Alaska Reading Course

It is the recommendation of the Legislative Subcommittee that the School Board adopt the attached resolution opposing the State Board of Education and Early Development's proposed regulation regarding a mandated Alaska reading course.

ACTION:

Moved by: Jeff Friedman  
Seconded by: John Steiner

To adopt the attached resolution opposing the State Board of Education and Early Development's proposed regulation regarding a mandated Alaska reading course.

Mr. Robert Taylor noted that he has taught high school science for 23 of last 24 years. He explained that he has taken reading in the content area coursework in his science teacher preparation courses, in multiple inservices, and in multiple units of graduate-level classes. He believed that he is qualified to teach reading within his content area, as are the vast majority of his colleagues. He spoke in support of the resolution in opposition to the unfunded, mandated, one-size-fits-all reading course for teachers that the State DEED is trying to impose on all of Alaska. This mandate intends to force teachers to take a reading course which has no research to back its efficacy. It forces teachers to take the course, regardless of whether they have already taken courses in reading, in the hopes of improving student reading scores. Mr. Taylor believed that this is the easy way out for the State because they bear none of the burden of cost or implementation. The State has avoided research proven programs which virtually guarantee improved reading scores. For example, state-funded pre-kindergarten programs show an approximate 31% increase in student performance on vocabulary assessments. Quality public pre-school programs consistently show broad gains in student learning and development. The State seeks to improve reading scores in the various disaggregated groups but a growing body of research suggests that any serious effort to eliminate disparities at the primary and secondary school levels must also address what some researchers call the "school readiness gap." By advocating to have every teacher take a state mandated reading course in the hope that it will affect student performance in reading shows that the State is not serious about improving the reading and math capabilities of our children. Instead, he believes that the State seeks to pass the buck and the bill to local governance and taxpayers. He thanked the Board for opposing the reading course mandate.

Mr. Ron Fuhrer, AEA president, thanked the Board for taking a position of opposition on the unfunded DEED mandated Alaska Reading Course. He was pleased that the resolution addresses many concerns that teachers collectively and individually share. He was especially pleased that the resolution addressed the ever-declining amount of classroom time in teaching the required course content and the effect of this increased requirement on the very real issue of recruitment and retention of highly qualified classroom professionals. He agreed that the Anchorage School District in general, and individual schools in particular, have and are continuing to address strategies to improve reading scores with documented positive results. Mr. Fuhrer identified this resolution as yet another step in building a mutual trust and respect between the teachers and the district. He requested that the Board pass the resolution by unanimous consent.

The Board read the resolution into the record:

Whereas, proposed changes to 4 AAC 12.305(b) and 4 AAC 12.405 would require all teachers to successfully complete the Alaska Reading course or pass assessments to measure their ability to teach reading to receive or renew their certification; and

Whereas, this requirement will also apply to all administrators who choose to retain their teaching certificate, and

Whereas, time and money available for professional development is limited and should be directed towards each teacher's and school district's unique needs rather than a one size fits all model; and

Whereas, the logistics of administering the reading course and assessments to all of our certificated staff will require an onerous commitment of time and money by teachers, school districts, and the Department that could be better spent elsewhere; and

Whereas, required school and district improvement plans already address strategies to improve reading scores where appropriate; and

Whereas, a one-size-fits-all approach to reading instruction does not honor a district's right to choose the scientifically-based curriculum that best meets its students' needs nor does it recognize the substantial investment in curricula and professional development districts have already invested or the results obtained; and

Whereas, the theoretical possibility that all teachers will have opportunities to teach reading will likely fall victim to the practical reality of the daily demands of teaching the required course content in an ever declining amount of classroom time; and

Whereas, teacher recruitment and retention is a serious problem that will only be increased by a requirement that for many teachers will be of little or no relevance to their individual professional development needs;

Now, therefore, be it resolved, that the Anchorage School Board strongly opposes the proposed regulation changes that would

require taking the Alaska Reading course or passing the proposed reading assessments.

Mr. Steiner believed that it was very important that the record show that the board members have given this consideration and are, by no means, opposed to the goal of having all teachers know how to help students learn reading. However, the district has adopted a reading curriculum which is different from the State proposal. The district does not see what benefit this mandate would provide to our students. In addition, the cost would be counterproductive to making the gains being seen in reading scores using resources in the efficient manner they are currently being used. He believed that the State really does want to see improvement but that this mandate is a misplaced manner to seek that improvement, particularly for our district. He noted that he supports the resolution as it reflects the desire to see the best results for reading rather than using a one-size-fits-all approach that will not result in the improvement desired.

Mr. Friedman added that, as elected officials, board members are often reminded that there is a limited amount of money available and that it is necessary to prioritize wants and needs with an eye to monitoring expenditures. While some teachers may want to take a three-credit-hour course in reading they may have higher priority needs in terms of their own professional development. He indicated that it appears that teachers would be bearing the brunt of the cost of this requirement and he felt that it would be presumptuous to say that every teacher should prioritize this course over other needs they might have.

Mr. Steele pointed out that teachers have a limited amount of contact time with students. There is a substantial level of professional development and training already required. He added that the district has an outstanding, proven reading program with measurable results that is having tremendous success.

Ms. Comeau noted that there has been an effort to identify and assess the impediments to getting enough teachers to come into the education system. Adding another requirement on top of those already in place will deter new teachers from coming into the system. The requirement will also discourage current teachers from staying in education because they can't focus on teaching. She noted that it is her intention to attach this resolution to the comments that the administration will be sending to the State Board of Education and Early Development for their December 7, 2007 meeting.

VOTE:

Ayes: Steiner, Kennedy,  
Roberts, Friedman,  
Tuck, Steele

Nays: None

Excused: Marks

MOTION PASSED

ASD Memorandum # 90 - Professional Services for West High School HVAC Upgrades

It is the Administration's recommendation that the School Board approve the selection of PDC Inc. Engineers, as the Designer of Record for the HVAC Upgrades project at West High School, and authorize the Superintendent to negotiate and enter into a contract with PDC Inc. Engineers, for design services.

ACTION:

Moved by: John Steiner  
Seconded by: Macon Roberts

To approve the selection of PDC Inc. Engineers, as the Designer of Record for the HVAC Upgrades project at West High School, and authorize the Superintendent to negotiate and enter into a contract with PDC Inc. Engineers, for design services.

Mr. Steiner explained that he had pulled this memorandum for discussion in order to ask a question relating the relationship of this work to other upgrade problems in the future that may be occurring at West High School. He wanted to make sure that consideration has been given to the sizing and timing of this upgrade in light of the planning process for future renovations for that location to assure that this is an efficient use of resources. He wondered if waiting for a couple of years to take action would allow better decisions to be made regarding the size and placement of equipment.

Mr. Ray Amsden explained that the options are more diminished than Mr. Steiner realized. Mr. Amsden did not believe that the district can wait for two years even if he thought that the process would provide information that would impact the decision. He noted that the visioning process will eventually lead to master planning that will eventually lead to a real project. He noted that it will be some time before that project will be able

to be funded. He noted that the selected components of that school are on their last legs today. The district has specifically selected areas that would not be, in any reasonable expectation, affected in the future work.

Mr. Steiner noted that his concern was whether the community planning group that has been looking at the future needs of West High School was involved in this process. He noted that that group may agree that the areas in question would not need to be changed but he did not want this to be used as a reason to tell them that changes can not be made because of the money invested in HVAC. He explained that he would be more comfortable with this recommendation if he knew that there had been a discussion with that group. Mr. Steiner further questioned whether such a discussion could be incorporated into the process of doing this design even once the designer has been selected.

Ms. Comeau noted that the HVAC upgrades are immediate needs. The \$80,000 allocated for the initial visioning is a very small piece of the big West/Romig effort. At this time there are no additional resources behind that effort in terms of planning or construction money. She believed that it would be very foolish to delay approval of this service selection and to postpone moving ahead to get the HVAC system up and running in this part of the West High School building. She added that the district is very conscious of bringing the appropriate people into the discussion in the future when the planning process moves forward.

Mr. Steele noted that the West/Romig planning committee is considering a number of different issues other than the physical plant. His understanding was that the recommendation addressed more of the HVAC mechanical system rather than the distribution system and asked whether some of the distribution system will need to be replaced as well. Mr. Amsden explained that the specific needs are yet to be determined but, if the distribution system is included it will be a very minor portion of the work.

VOTE:

Ayes: Steiner, Kennedy,  
Roberts, Friedman,  
Tuck, Steele

Nays: None

Excused: Marks

MOTION PASSED

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 67 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of September 28, 2007 through October 11, 2007.

2. ASD Memorandum # 89 - Student Membership Projections for September 30, 2008

The attached document presents the fall forecast for the September 30, 2008 Anchorage School District student membership. Table I compares the projections, by program, with the actual totals for September 28, 2007.

Ms. Comeau noted that these are the projections that will be used to develop next year's budget. She noted that there is a projected decrease in enrollment of 513 students which is a significant decline. At the same time the special education population, both pre-school and special needs, is increasing.

Ms. Dargon-Steed noted that these projections are conservative but, at the same time, optimistic. She noted that the district is hopeful that the number of military students will increase. The largest anticipated increase is in special education. The projection is for 167 students to move out of the elementary, middle, and high school areas and into special education.

Ms. Comeau pointed out that enrollment over the past ten years has been extremely close to projections. She noted that the municipality is forecasting a slight decline in growth and that enrollment across the state is seeing a decline. Ms. Comeau noted that this projection will also impact the CIP. The revised CIP will be coming to the Board in February.

Mr. Roberts noted that, due to the reputation of our special education program, the district is somewhat of a magnet which draws families with special needs students into Anchorage. He asked whether the projected increase in special education students reflects new students or a change in the status of current students. Ms. Dargon-Steed indicated that those numbers reflect students who are currently Level 2 students and are projected move into Level 3 status. Mr. Sjolander

added that additional internal auditing has revealed that the district had been under-claiming students for intensive services.

The Board went into recess at 7:38 p.m. and was called back to order at 7:52 p.m.

3. ASD Memorandum # 70 - Profile of Performance 2006-2007

The *Profile of Performance* is the Anchorage School District (ASD) report to the School Board and the community on the academic achievement of Anchorage students and schools. The report is divided into two parts. Each part is described briefly below:

Part I provides an overview of the district and the success of the district in meeting the school board goals for the 2006-2007 school year. It also provides a summary of performance across the entire district on a variety of indicators used in the identification and analysis of achievement gaps among the student groups designated by the federal No Child Left Behind Act and related Alaska state regulations.

Part II of the report provides summary profiles for each of the ASD schools. Part II includes information on the attainment of school goals, staff and student demographics and student academic achievement at the school level.

Ms. Comeau extended her thanks to all of the staff who had a hand in putting together this data. There is a huge amount of data available in this report. The Profile will be posted on the district website tomorrow, October 23<sup>rd</sup>, so that anyone who has an interest, either in districtwide data or data on individual schools, will have access to the information.

Ms. Vorachek introduced her staff and thanked them for their efforts to pull together this data and prepare the report. She noted that the report includes information from several data reporting points including the Fall OASIS, the Participation File, the NCLB Summer Data Collection, the Report Card Data Submission, and the SMS Year-End.

Ms. Vorachek reviewed demographic data, pointing out that the district is continuing to become more and more diverse. The

percentage of students of color continues to increase and the percentage of white students continues to decrease each year. In addition, the number of families with English as a Second Language is increasing.

Another background factor to look at while interpreting the indicators is the socio-economic status of students. Ms. Vorachek explained how children are identified as Economically Disadvantaged (EDS) in this district and reported that 37.3% of current students were identified as EDS in 2006-2007. This number has continued to increase over the past few years.

Ms. Vorachek highlighted several special programs which have an impact on interpreting the data. In the Special Education program there are three categories where there have been great increases in the number of students. These categories are Autism, Early Childhood Developmental Delay and Other Health Impairment. While there has been a slight decrease in overall Special Education numbers each year, students who require more intensive services are increasing.

Ms. Vorachek also reviewed the data from the Bilingual program in light of the changes in the reporting elements for Bilingual every year for the last three years. She noted the challenges those changes present in terms of being able to compare the data. One of the most significant changes to the Bilingual program is the change to the regulations regarding how students are exited from the program. These changes will result in a significant increase in the number of students determined to be proficient and moved into the category of Monitor Year 1. Students in Monitor Years 1 and 2 do not qualify to receive services but can be included in the LEP group for accountability.

Ms. Vorachek reviewed the Board Goal Indicator data with particular attention to strengths and challenges identified in the data. She noted that some goals are reported looking at a status comparison while others look at growth or a sequential cohort. Each Goal and Indicator was reviewed.

Ms. Comeau noted that the Profile of Performance is a reflection of the efforts that are being made to meet the goals set by the Board. In addition, the Profile gives good direction to each of the schools to help them focus their school improvement plans on the right areas.

Mr. Friedman noted that it is important for the public to know that this data is used not only on a districtwide level but is also used by the instructional levels and by individual schools to determine what, if any, changes need to be made instructionally and how to best allocate resources. He emphasized that it is important to help people understand that the district is using the data, not just collecting it.

Mr. Steiner explained that, while there is so much data in this report that it is difficult for any one individual to digest all of it all at once, the data is broken down into pieces that are easy to find and very meaningful for particular segments of the district such as information on individual schools, particular grade levels, or specific programs. He voiced particular appreciation for the analysis and the identification of the challenges facing different subgroups in the district as well as the district as a whole.

Mr. Roberts added his appreciation for the work that went in to providing this very important data. It is his belief that the information will be used to make a positive impact on the education of every district student.

Mr. Steele noted that the district is in a new era of data-driven decision-making and voiced his appreciation for all of the efforts made to gather and analyze the data. He pointed out the importance of being able to review the data, identify trends, and weigh the significance of the information in order to make good decisions going forward.

Ms. Comeau encouraged everyone to spend some additional time reviewing the Overall Summary of the Profile, found on pages 350-352 of the District Overview. She noted that the strengths that have been identified are very impressive and encouraging. The challenges that have been identified provide a means to focus on areas that need attention.

Ms. Gardner noted that the Instructional Division has already been using the data. While this report is a finished product for presentation to the Board and to the public, the data has been coming in since this past summer. Instructional leadership has been analyzing the data and working with their teams and their schools since the data started coming in and will continue to do that. Ms. Gardner indicated that specific concerns about writing have been identified. A series of

meetings using the Profile data have already been held to develop plans to address the identified concerns.

Ms. Vorachek indicated that if there is one goal that she is not real comfortable with it is the indicator related to increasing the percentage of students taking the PSAT test. She noted that the district is looking at a variety of ways to measure student's college or work readiness. She proposed that consideration be given to moving the PSAT indicator to a reporting direction as the district explores all of the different options that are available to students. As an example she explained that, with all of the options available, it may be more meaningful to look at what percent of twelfth graders leave the system having taken at least one type of assessment to give them feedback on their college readiness, without specifying a particular tool.

Ms. Comeau suggested that Ms. Vorachek, Ms. Gardner, and the Instructional team continue the discussion regarding the PSAT indicator and bring any recommended changes back to the Board for action.

Ms. Kennedy noted that she, too, had some concern with that indicator and wondered what the results of the level of PSAT test participation actual tell us. She believed that if taking AP classes and PSAT tests are indicators of how successful a student might be in terms of getting them to graduation or having them better prepared to go on to post-secondary training or school, then there should probably also be an indicator that would reflect participation in vocational courses. She based that on recent information that indicates a direct correlation between those students who are involved in some kind of vocational course and their likelihood of graduating. She questioned what is gained from the information derived from tracking the number of students who take AP courses and those who take the PSAT. She hoped that there would be a conversation regarding these indicators to make sure that they are providing meaningful information. Ms. Vorachek noted that both of these indicators fall under the goal of increasing the number of students completing higher-level courses.

Mr. Steiner asked for some additional clarification regarding the difference between how the dropout rate is determined by the DEED and the ASD. Ms. Vorachek explained that the DEED uses the total number of dropouts through the entire year, from June 1 to July 30, but uses the enrollment from one specific date, October 1. The district uses the total number of dropouts through the entire year and uses the total

enrollment from the same period of time. She explained that what can happen with schools such as McLaughlin where students come and go throughout the school year is that there could be more students reported as dropping out than are actually enrolled. Ms. Gardner noted that this issue, along with supporting data from the Profile, will be taken to DEED to help explain why their calculations do not work.

4. ASD Memorandum # 71 - Conflict of Interest Report - First Quarter Report FY 2007-2008

The attached listing of employee Conflict of Interest Waiver and Disclosure actions is forwarded in accordance with School Board Policy Section 725.44. This information is provided as the first quarter report for the FY 2007-2008 school year.

5. ASD Memorandum # 73 - Facility Contract Modification Report and Completed Projects for the Month of September 2007

The monthly Facility Contract Modification Report for the month of September 2007 is attached. There are no exceptions to report this month.

6. ASD Memorandum #75 - Operating Budget Transfers - July/August/September Monthly Report FY 2007-2008

The attached report of budget transfers for the time period of July, August, and September 2007 that were processed in the Integrated Financial Accounting System (IFAS) includes the following:

Attachment A: Report of Budget Transfers Over \$5,000 – Report for individual transfers of more than \$5,000, which includes summarized justifications.

The schedule of monthly budget transfers processed for the months of July, August and September 2007 and related information are available in the Budget Department office for review by the School Board and members of the public.

7. ASD Memorandum # 76 - Out-of-District Travel - First Quarter Report FY 2007-2008

The attached Travel Report summarizes the travel taken by District employees and School Board members during the first quarter of FY 2007-2008 for both in-state and out-of-state travel.

8. ASD Memorandum # 84 - Treasurer's Report/Financial Recap: September 30, 2007

The attached report consists of three parts: the Graphic Overview, the Treasurer's Report and the Financial Recap. The Graphic Overview is presented on a quarterly basis and the Treasurer's Report and the Financial Recap are presented on a monthly basis. The Treasurer's report and Financial Recap are year-to-date information as of September 30, 2007.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

Ms. Kennedy reminded the Board that the Policy Subcommittee will meet this Thursday, October 25, 2007 at 8:30 a.m. in Conference Room 150.

K. EXECUTIVE SESSION - PERSONNEL/FINANCE/NEGOTIATIONS LITIGATION

L. ADJOURNMENT

The Regular Meeting of October 22, 2007, was adjourned by unanimous consent at 9:25 p.m.

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Tim Steele, President

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Crystal Kennedy, Clerk

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Johanna Lee, Recording Secretary

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Date Minutes Approved