

Unofficial Until Approved
Meeting Minutes 7/27/2017

The Governing Board of the Tanque Verde Unified School District #13, Pima County, Tucson, Arizona held a Regular Board meeting on July 27, 2017 in the Board Room, at Tanque Verde School District Administrative Office, 2300 N. Tanque Verde Loop Rd, Tucson, Arizona 85749. The meeting was called to order at 7:00 p.m.

1. ROLL CALL

Board Members present:

Mr. Carlos Ruiz, President

Ms. Susan Fry, Board Member

Mr. Jeffrey Neff, Board Clerk

Mr. Jeremy Schalk, Board Member (absent)

Mr. Steven Auslander, Board Member

Administrative Staff:

Dr. Scott Hagerman, visiting Superintendent

Mr. Adam Hamm, Business Manager

2. APPROVAL OF AGENDA

MOTION: Steven Auslander made a motion to approve the agenda. Jeff Neff seconded; the motion carried unanimously.

3. CONSENT AGENDA *(see attached personnel report)*

Ms. Place acknowledged the recent retirement of Mr. Benny Garcia, a 24 year District employee. In his 24 year career with the school district, Mr. Garcia worked primarily in Transportation as a Bus Maintenance Assistant. We wish him well in retirement and we will miss him.

MOTION: Susan Fry made a motion to approve the Consent Agenda. Jeff Neff seconded; the motion carried unanimously.

4. INFORMATION AND DISCUSSION ITEMS

A. A-F / CCRI Information – Dr. Scott Hagerman and Mr. A.J. Malis

Dr. Hagerman explained the basics on how the A-F system works. He explained that the new system was adopted at the very end of SY 2016-17. The new system uses multi-measures to identify the A-F grade of a district. The current proposed system is not yet approved by the Federal Government under ESSA. Please see attached presentation for additional information.

Mr. Malis explained the intricacies of the A-F grading system. Essentially there are two categories; “blue” and “red”. The “blue” category score system is designed to recognize college bound students and the “red” category is designed to recognize CTE students. Please see attached presentation, “CCRI Self-reporting Spreadsheet for Accountability Report”, for more information.

- B. High School credits – Mr. A.J. Malis
CTE and Fine Arts verse CTE or Fine Art
Sports/Athletics/Marching Band equivalent PE credits

Mr. Malis reported on his findings of six different Pima County school districts and their requirements for CTE and Fine Art(s) credits. Please see attached report “Graduation Requirement Report for CTE/FA and PE” for detailed information.

- C. Bond Refinance – Dr. Scott Hagerman and Mr. Adam Hamm

Dr. Hagerman and Mr. Hamm explained that the District has the option to refund bonds for savings purposes at lower rates. The District’s bond agents Stifel & Assoc. will be making a presentation in the late September to October timeframe to report on the best timing for the District, possible fees associated, and other recommendations for the Board to consider. It was also mentioned the importance of cash balances to help with the District’s bond rating for future planning. Mr. Hamm stated our current bond rating is AA-.

- D. MAP Summary Report – Dr. Scott Hagerman

Dr. Hagerman provided the following summary of the MAP Report:

Initial Plan

During a meeting in early April, the TVHS teachers engaged in a discussion about how they could motivate students to do their best when testing. A suggestion was made to include student performance on the MAP test in their grade. In general, the TVHS faculty supported this decision. They agreed to proceed in this direction by departments, and it would be up to each teacher how the MAP testing results would be factored into each student's grade.

Communication of Plan

This decision was communicated to students (but not to parents). It has since become clear that some teachers asked students to sign an 'agreement', to indicate an understanding of how the MAP test result could affect their grade.

Areas of Concern

On or about May 5, 2017, concerns began to emerge from the parents. In particular, questions asked included whether it was reasonable to include MAP scores in a student's grade.

Resolution

The final resolution was to give students a choice on whether or not to use the MAP assessment results in their course grade. This required our teachers to consult with each student individually.

Operational Changes

Due to the level of importance that grades have on a student's future, changes to the grading process need to be done in a systematic manner. This systematic process needs to include two key components. The first is to have a transparent formal process that allows input from all parties. The second component is that changes are made within a reasonable timeline to ensure students have notice about how they will be graded in a subject. The District intends that any future proposed changes follow this approach.

E. Health Services Policies Update – Dr. Scott Hagerman

Dr. Hagerman reported that the State is allowing more latitude in four categories of health services: EpiPens, inhalers, suntan lotion, and anti-opiate drugs. The first two categories are easily implemented into the District practices. Currently our nurses are researching the last two categories to determine whether the District needs to have formalized practices in place, and if so, how to best implement them.

F. Board / District Goals– Dr. Scott Hagerman and Mr. Carlos Ruiz

Dr. Hagerman and Mr. Ruiz reported on the District plans for the Board Goals. Dr. Hagerman spoke about the action plan moving forward in the coming months. Mr. Ruiz spoke to the recent Allovue Conference he attended in Baltimore and an action plan presented by the Indianapolis Public School District on their implementation of student-based funding. Please see the attached report for additional information.

5. ACTION ITEMS

A. Qualified Teacher Evaluator: Ms. Emma Batty – Dr. Scott Hagerman

TVES Assistant Principal, Ms. Emma Batty has completed the Qualified Evaluator training and Governing Board approval is required to participate in Teacher evaluations.

MOTION: Susan Fry made a motion to approve Ms. Emma Batty as a Qualified Teacher Evaluator. Jeff Neff seconded; the motion carried unanimously.

B. Policy Advisory Volume 29, Number 1 - Feb. 2017 – Dr. Scott Hagerman

JLCC Communicable/ Infectious Diseases

In January 2017 the Governing Board adopted 'new' JLCC policy language. The policy language was vetted by our nursing staff and they continue to support the current JLCC policy language which was adopted January 2017.

MOTION: Jeff Neff made a motion to decline JLCC Communicable/Infectious Diseases as presented by ASBA in policy Advisory Volume 29 Number 1 - Feb. 2017. Carlos Ruis seconded; the motion carried 3 to 1, with Ms. Fry voting against. Ms. Fry recognized that the CDC and Dept. of Public Health positions support our current policy; however, her personal experience did not allow her to support the motion.

6. ANNOUNCEMENTS

- A. The District Business Office received the GFOA Certificate of Achievement for Excellence in Financial reporting. Mr. Hamm recognized the entire Business Office staff stating their combined support is what made the award possible.
- B. Marching Band Performance is this Friday, July 28, 2017 at 7:30 PM.
- C. The Welcome Back Staff Event is Wednesday, August 2, 2017 at 8:00 AM and will be held at the Tanque Verde High School MPR. The Governing Board members are all invited to attend.

7. FUTURE BOARD AGENDA ITEMS

- AZ School Spending – August
- Secondary Schools capacity limits – August
- Climatec Update – August
- High School Class Size – August
- SFB Projects – August
- Open Enrollment Policy and Process - August
- TVHS Travel update Dublin / UK trip – September
- GCQE – Retirement of Professional / Support Staff Members – September
- GCCA - Professional / Support Staff Sick Leave – September
- Board Goals - September

8. ADJOURNMENT

Mr. Ruiz adjourned the meeting at 8:57 p.m.

Respectfully submitted by,
Adam Hamm, Business Manager


Carlos Ruiz, Board President

Susan Fry, Board Member

Jeffrey Neff, Board Clerk

ABSENT
Jeremy Schalk, Board Member

Steven Auslander, Board Member

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Arizona A-F Scoring System

Background

State Board of Education adopted a new A-F plan effective for the 2016-2017 school year.

The new plan adopted by the Board complies ESSA.

It uses multi measures.

K-8 Model Weight Indicators

- 30% Proficiency, Statewide Assessment
- 50% Growth, Statewide Assessment
- 10% Proficiency and Growth, English Language Learners
- 10% Acceleration / Readiness Measures

9-12 Model Weight Indicators

- 30% Proficiency, Statewide Assessment
- 20% Growth, Statewide Assessment
- 10% Proficiency and Growth, English Language Learners
- 20% Graduation Rate
- 20% College and Career Readiness

Growth Model

- SGP - Student Growth Percentile
- SGT – Student Growth to Target

Growth Model

- SGP for ELA is worth 12.5%
- SGP for Math is worth 12.5%
- SGT for ELA is worth 12.5%
- SGT for Math is worth 12.5%

Additional Information

- FAY students (Full Academic Year)
- Weighting for Student History
- Required Number of Students

Timeline

August 4 – Arizona Board of Ed. convenes to consider business rules regarding stability model and n-counts for graduation rates and CCR data

August 18 – Arizona Board of Ed. convenes to set cut scores

Week of August 28 – Letter grades issued to traditional LEAs and charter schools subject to embargo

September 18 – Embargo lifted

CCRI SELF-REPORTING SPREADSHEET FOR ACCOUNTABILITY REPORT

July 27, 2017

REVIEW WORKSHEET

SCHOOL DATA: GENERAL INFO

- All students in the graduating class of 2017 earn a score: **17**, **15**, **7.5**, or **0**.
 - Score of **17**: > 2 combined score (blue and red)
 - Score of **15**: ≤ 2 combined score
 - Score **7.5**: ≤ 2 to ≤ 1 combined score
 - Score **0**: < 1 combined score

SCHOOL DATA: **BLUE POINTS**

- BOR: 109 students (85.8%)
- Passing Score on AZ Merit: 79 students (62.2%)
- ACT Cut Scores: 9 students (7.1%)
- SAT Cut Scores: 80 students (63%)
- AP Cut Scores: 27 students (21.3%)
- DE Credits: 30 students (23.6%)

SCHOOL DATA: **RED POINTS**

- CTE Course Outside Sequence: 103 students (81.1%)
- Industry Certification: 1 student (0.8%)
- CTE Sequence/Passed Assessment: 50 students (39.4%)
- ASVAP Benchmark Score: 5 students (3.9%)
- Work Based Learning of 120 hrs: 1 student (0.8%)

SCHOOL DATA: ADDITIONAL

- **Red** or **Blue** Point
 - Submitted the FAFSA: 73 students (57.5%)
- Bonus point for 85% of students college or military bound:
 - 110 Students (86.6%*)

SCHOOL DATA TRENDS

- Average Scores By Ranking
 - Top 25: 15.88
 - 25-50: 15.52
 - 50-75: 14.46
 - 75-100: 13.25
 - 100-127: 9.17
- Score Reported to ADE: 14.6 (with bonus point)

SCHOOL DATA RE-CALCULATION

- Score Reported to ADE: 14.6
- Score if half of students don't take CTE stand alone class: 14.2
- Score if half don't take CTE stand alone class and Sequence: 13.2
 - All scores above include the bonus point

GRADUATION REQUIREMENT REPORT FOR CTE/FA AND PE

July 27, 2017

COMPARISON

- Compared TVUSD graduation requirements to 6 other local districts
 - TUSD
 - Vail
 - Amphitheater
 - Catalina Foothills
 - Marana
 - Sahuarita

FINE ARTS/CTE REQUIREMENT

- Of the districts examined, all of the districts had the graduation requirement stated as a credit in Fine Arts **OR** CTE.
- TVUSD was the only district requiring both credits for graduation.

PHYSICAL EDUCATION REQUIREMENT

- Of the districts examined:
 - One district had a 1 year PE requirement with an alternative method of earning credit (TUSD). This method involved pre-approval, logging hours involved, and the passing of a written and performance exam.
 - One district had a 1 year PE requirement with no alternative method of earning credit (CF)
 - The four other districts have NO PE credit graduation requirement.

CONSIDERATIONS MOVING FORWARD

- CTE/Fine Arts question:
 - CTE **and** FA
 - CTE **or** FA
- Physical Education question:
 - Stay with the same PE requirement
 - Develop an alternative to the PE credit as an option for students
 - Eliminate the PE credit requirement all together

ADDITIONAL INFORMATION REQUESTED BY THE BOARD

- ***How many students would be affected by a credit change?***
- After reviewing all of the 2018 transcripts (120 students)
 - 12 students still need a CTE credit but have already earned a fine arts credit.
 - 4 students still need a fine arts credit but have already earned a CTE credit.
 - 10 students need to earn a 0.5 credit in PE in order to graduate that may qualify for alternate credit (1.5 PE needed to graduate for this cohort)



2017-2018
Board Goals

Draft

Student Achievement

“ Support students so they demonstrate academic growth across content areas.

Fiscal Responsibility

“ Maintain financial effectiveness and transparency to ensure support of student learning.

High Quality Professionals

“ Retain and recruit high performing staff.

School Culture

“ Enhance school educational climates by building on each school’s safe, nurturing and welcoming environment.

Community Engagement

“ Collaborate with parents and the community to gather input and to develop partnerships.

Board Goals

17-18 Action Steps
(Superintendent
Objectives)



Additional Consideration

Carlo's reflection on Conference

STUDENT BASED: ALLOCATION:101

Starting in the 2017-2018 school year, IPS will be using Student-Based Allocation as our funding model. Student based allocation funding formulas, also known as weighted student funding, distribute district funds equitably across schools based on the educational needs of each student type.

SBA is a system of distributing funding to schools on the basis of student needs. Each individual student receives funding based upon their weighted characteristics, and each school receives funding based upon the students within their building.

Traditional Funding Formulas



Keep most funds – both school and district level – under district control



Budget funds for special programs, not for student types



Limit principals' budgetary authority



Distribute staff to schools based on enrollment counts

Inherent Flaws:

- Uneven funding distribution within districts



- Similar schools may receive different funding
- Lack of autonomy for school administrators and leaders

A Student Based Allocation Model



Dollars are distributed to schools based on student needs



Objective, deliberate, measurable characteristics of each student are weighted in dollar terms; 2017 weights will be:

- K-2
- Grades 7 & 9
- Poverty

Primary Benefits of SBA



Equity

Funds are distributed based on student need

Transparency

Clear and easily understood rules for where, how and why dollars flow

Flexibility

Schools have some flexibility to individualize resources to match their staff and students' strengths and needs



- Determine the most fair and equitable distribution of funds across the district
- Weighted student formula created & explained to school leaders

Equity

- Distribute resources based on student need

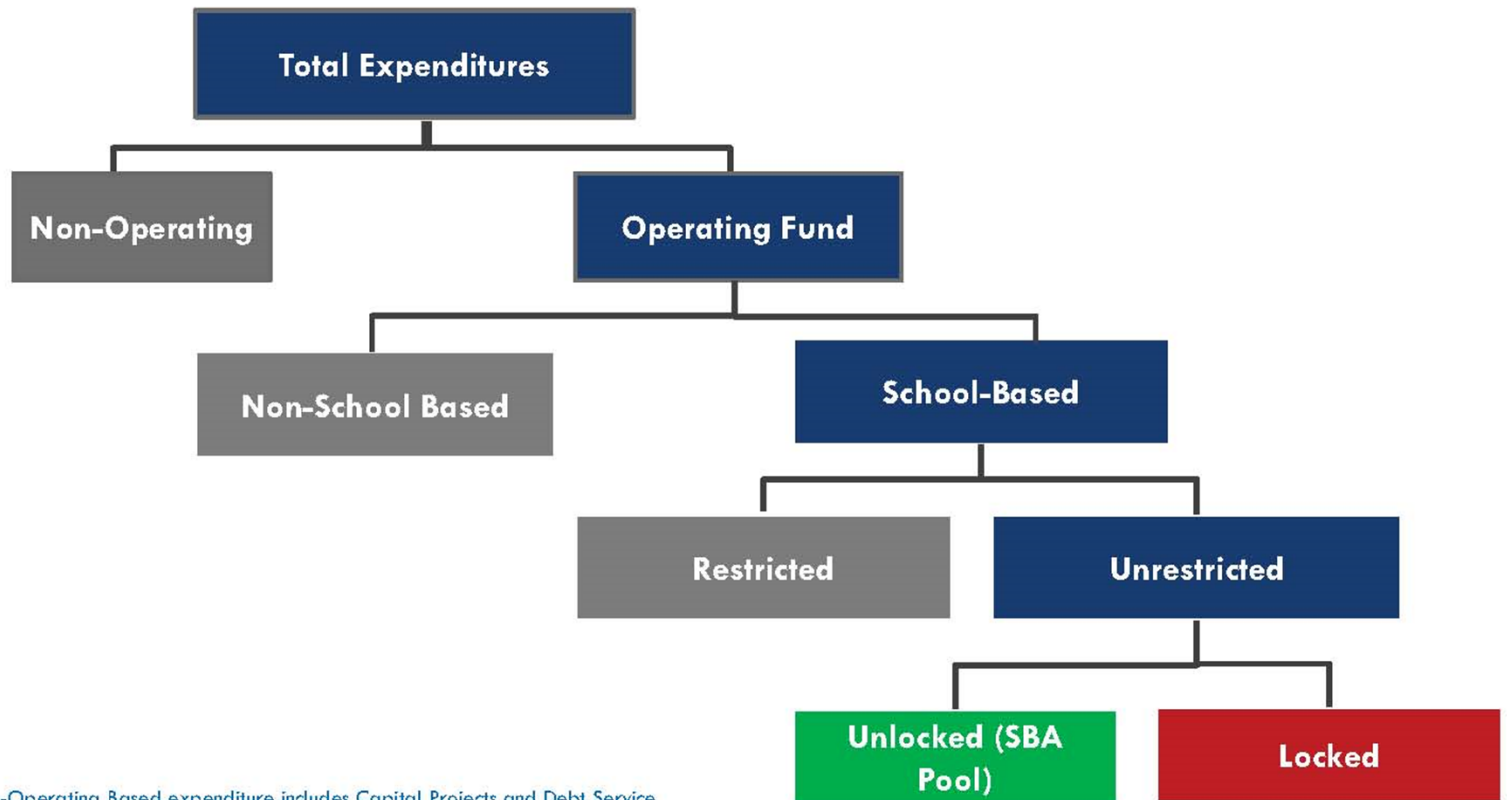
Transparency

- Use clear and easily understood rules for where, how and why dollars flow

Flexibility

- Empower principals to make smart decisions based on school-level academic priorities

**SBA
enables
school
leadership
to be more
strategic
with
resources.**



*Non-Operating Based expenditure includes Capital Projects and Debt Service

**Non-School Based expenditure includes Leadership & Management, Food Services, and Student Transportation

***Restricted expenditure includes Title and Federal Special Ed Grant Programming

Board Policy 6222 governs SBA and requires annual Board action on weights and 'implementation parameters' including:

Fall Adjustments

- Adjust budget allocations after the Fall student enrollment count
- True-up budgets to reflect actual enrollment vs. projected

Salary Accounting

- Charge school budgets the district average teacher salary for each position (instead of the actual teacher salary amount)

Transition/Hold-harmless

- Limit individual school gains and losses in a given year
- Cap gains at 4% & cap losses at 6% or \$130,000 (whichever is smaller)

Draft

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Discussion