

<b>AISD DISTRICT ADVISORY COUNCIL</b> <b>Summary of Annual Retreat</b> <b>September 19, 2006</b>
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## ATTENDANCE

### **Member Attendance**

(See attached list)

### **Others in Attendance**

(See attached list)

## PROCEEDINGS

### **Call to Order**

Following attendee registration and breakfast, the retreat was called to order at 8:50 a.m. at the Norris Conference Center. The co-chairs provided a brief overview of the retreat agenda, and members proceeded to concurrent sessions of their choice.

### **Concurrent Sessions**

Concurrent sessions were offered in two rounds, as described below. DAC Executive Committee members served as session facilitators and notetakers.

#### *Round One*

- Introduction to the ASID Budget Process
- State and Federal Accountability: Requirements and Results
- Professional Development

#### *Round Two*

- Teacher and Principal Compensation and Retention
- Early Childhood and Special Education
- Educational Supports: Counseling, Discipline, Character Education, and More

### **Superintendent's Update and Dialogue**

- Dr. Forgione reported that the Assistance League was doing great work in providing clothing and backpacks to over 30,000 children.
- Dr. Forgione said that AISD is a relatively rare urban district in that it has not lost site of the importance of its schools, which has a lot to do with the community.
- Dr. Forgione reported that the 125<sup>th</sup> district anniversary parade was a great success.
- In regard to the school calendar, Dr. Forgione said he would like to see testing and the semester end by winter break.
- Dr. Forgione said that the district needed to work more on retaining teachers and principals, not just recruiting them.
- Dr. Forgione said that the Board approved a great budget, and that the two-year agreement with Education Austin would help us concentrate more on teaching and learning. He added that a healthy fund balance would be replenished.

- Dr. Forgione then went over his priorities for the next two years, in the areas of academics, operations, and community engagement. He said that the strategic plan was providing guidance and that his priorities aligned with the plan.

#### *Academic Priorities*

- Focus on at-risk and low-performing schools
- Effective identification of student needs and appropriate interventions
- Following through on the recommendations of the task forces on African American and Hispanic education and quality of life
- School redesign (the Gates Foundation is impressed with what we are doing and is continuing to provide significant funding; the school redesign task force is continuing its work)
- Early childhood education (the Lucy Read center is off and running and we need to continue this momentum; the early childhood task force will soon be providing recommendations)
- English Language Learners
- More effective use of approximately \$12 million spent on dropout prevention (considering a task force on completion and dropout prevention)

#### *Operational Priorities*

- Opening new schools
- Remaining vigilant in addressing gang activity and cooperating with other local authorities
- Approximately \$4 million will be set aside for performance-based pay (realizes that this is a touchy issue, and he will not push us past our readiness for it)
- Relatively small \$100 million to \$150 million bond election in November of 2007 to help with school redesign
- Making sure current and reliable technology is available in the classroom

#### *Community Engagement Priorities*

- Making PTAs and Campus Advisory Councils more effective
- Relying on several task forces (the strategic plan review task force will start meeting soon)

- Discussion points included:
  - How to stay on top of safety; every Campus Improvement Plan must address safety, first by addressing status and needs and then by providing strategies for action; the district does have resources to help, but campuses need to clearly define specific issues and problems
  - Recommendations of task forces on African American and Hispanic education and quality of life do address special education, as well as discipline
  - School redesign does address broader curriculum offerings, but they must maintain academic rigor, and each campus is addressing this differently; requirements for a fourth year of math and science will be a factor
  - Some campuses are really squeezed for room, and significant growth is continuing; we must maintain our schools; new schools and boundary adjustments will help, and more portables will be freed up

## **Dialogue with the Board of Trustees**

- Following lunch, DAC members had an opportunity to dialogue with members of the Board of Trustees. In attendance were Mark Williams, Johna Edwards, Robert Schneider, Cheryl Bradley, and Karen Dulaney Smith.
- Cheryl Bradley was recognized for her past year of service on the DAC, and Johna Edwards was welcomed back to the DAC as Board representative.
- Mark Williams thanked the DAC for all the good work that it does. He said that this Board was still fairly new and still learning how to work with each other.
- Board members were asked to say a little about themselves and share their perspectives on serving on the Board.
- Discussion points included:
  - In addition to closing the achievement gap, we need to not forget about keeping those students who are achieving
  - Take time to do middle school redesign right and not rush into it; we need to provide positive reinforcement to community members working on high school redesign; it is probably good that we are not getting Gates funding all at once so that we can learn what works well and help other schools to customize their structures and programs
  - Greater visibility of Board members out in the community would be really appreciated; Board members also need to be better listeners and more responsive
  - There needs to be a greater student voice in district decision-making
  - Generally, we need to see more action take on task force recommendations
  - Would like to see student advisory councils on every secondary campus, as well as a district-wide equivalent
  - Would like to see a task force on increasing parental involvement, especially parents of color
  - Diversity choice can result in a brain drain for some schools; we need to find more ways to make all schools attractive and vital to their communities; as appropriate, we need to be more involved in city and county revitalization efforts
  - Many non-Title I schools are lacking in the resources necessary to provide appropriate interventions for struggling learners
  - We need to find more ways to think outside the box, such as extended school hours
  - We need to ensure parents of color that what they say will be heard; we also need to better consider their work and family demands when scheduling meetings; more translation services are needed
  - Doing the same thing over and over again and expecting a different result does not work; the district's own processes set it up for persisting achievement gaps; we need to have more effective use of available funds to assist the neediest schools; schools need to be held accountable for how they use their dollars, and we must demand results
  - Board members need to have authentic not perfunctory recognition of stakeholder input, along with authentic visibility

- For the most part, Board members take opportunities to visit campuses and take part in activities, but need to be given plenty of advance notice
- It is often a balancing act between the Board and district administration when it comes to processes versus assessment of outcomes

### **DAC Planning and Discussion Session**

- The pros and cons of a later start time for regular DAC meetings were discussed. It was determined that the 4:00 p.m. start time would continue, but that the DAC needed to be a better time manager. For members who have to arrive later, other members can brief them on what has happened. Also, it is acceptable to bring children to the DAC meetings if needed.
- In discussing agenda procedures, the need for a member request form was identified. Although the DAC's statutory requirements are limited, its purview is still broad, and the Superintendent and Board may bring virtually any topic of issue to the DAC. To expedite meetings, purely informational items may not need to be placed on the agenda for discussion.
- Joey Crumley provided a brief update on the annual strategic plan review process. He invited members to look over the district's first "balanced scorecard," a report on the performance indicators included in the strategic plan. He reminded members that an online public survey on issues related to strategic plan implementation was still running on the district website. He said a Superintendent's task force on strategic plan review would begin its work soon, and would be relying on a considerable amount of stakeholder input.
- Mr. Crumley said he would be putting out a call for volunteers to serve on a committee to revise the bylaws for Campus Advisory Councils.

### **DAC Business Session**

- The minutes of the August 15, 2006 regular DAC meeting were approved.
- Julie Lyons brought several additional campus applications for Texas Educator Excellence Grants for DAC approval, pointing out that the DAC Executive Committee had previously reviewed the summaries and recommended approval. She said the applications would be going to the Board on September 25 and to TEA on October 5. She explained that the applications had all been approved by teacher committees and Campus Advisory Councils. She also pointed out that the applications had been prepared in a relatively short timeframe, so they were largely concentrated on the required elements. The DAC moved to approve the applications.
- A debrief was provided by DAC Executive Committee members on each of the concurrent sessions from the morning (summaries attached).

### **Adjourn**

The retreat was adjourned at 4:00 p.m.



District Advisory Council Member List and Attendance (Rev. 06/20/06)	2006					2007					
	6/20	8/15	9/19	10/17	11/21	1/16	2/20	3/20	4/17	5/15	6/19
Karen Stevens, Parent, Kealing JH (1/2)	✓	✓									
Pam Gonzalez, Teacher, Highland Park ES (1/2)			✓								
Mary Ghazinezhadiansh, Teacher, McCallum HS (1/1)		✓	✓								
<b>REAGAN VERTICAL TEAM</b>											
Shanntell Colvin, Parent, Norman ES (1/1)											
Audrey Cedillo, Parent, Graham ES (1/1*)											
Martha Dolman, Teacher, ALC (1/1)			✓								
Kathy Ryan, Teacher, Hart ES (1/1)	✓	✓	✓								
<b>TRAVIS VERTICAL TEAM</b>											
Ramon DeJesus, Parent, Travis HS (5/2*)	✓	✓	✓								
Adolphus Anderson, Parent, Rodriguez ES (2/2)	✓	✓	✓								
Marie Harpin, Teacher, Travis HS (1/1)		✓	✓								
Douglas Rhodenbaugh, Teacher, Fulmore MS (2/2)		✓	✓								
<b>ELEMENTARY SCHOOL PRINCIPALS</b>											
Pat Butler, Mills ES (2/1)		✓	✓								
Cornel Jones, Norman ES (1/2)											
Janie Ruiz, Gullett ES (2/2)			✓								
<b>MIDDLE SCHOOL PRINCIPALS</b>											
<b>Jane Ross, Pearce MS (4/1)</b>	✓	✓	✓								
Julia Fletcher, Bailey MS (2/1)		✓	✓								
<b>HIGH SCHOOL PRINCIPAL</b>											
Edmund Oropez, Lanier HS (1/1)		✓	✓								
<b>ACPTA REPRESENTATIVES</b>											
Pascual Piedfort, South (1/1)	✓	✓	✓								
<i>Vacancy, North</i>											
<b>COMMUNITY REPRESENTATIVES</b>											
Wayne Krause, Texas Civil Rights Project (1/1*)	✓	✓	✓								
Amy Averett, Austin Voices for Education & Youth (2/1*)	✓	✓	✓								
<b>BUSINESS REPRESENTATIVE</b>											
Linda Klar, Gilleland Creek Press Association Services (2/1*)		✓									
<b>CLASSIFIED EMPLOYEE REPRESENTATIVE</b>											
Sonia Conrad, Information Technology (1/1*)											
<b>DISTRICT-LEVEL PROFESSIONAL EMPLOYEE REPRESENTATIVE</b>											
Julie Lyons, Accountability (2/1)	✓		✓								
<b>AT-LARGE MEMBERS</b>											
Alberto Gonzalez, Parent, Fulmore MS (3/1*)	✓	✓	✓								
Dennis Petrash, Parent, Patton ES (1/1*)		✓	✓								
Vicki Baldwin, Principal, Garza HS (2/1*)	✓	✓									
<b>BOARD OF TRUSTEES REPRESENTATIVE (ex officio)</b>											
Johna Edwards		✓	✓								

## = Total number of terms appointed/Year of current term

\* = Appointed by DAC Executive Committee

Name in Bold = Co-Chair

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**Others in Attendance**

Joan Altobelli, Special Education  
Cheryl Bradley, Trustee  
Ariel Cloud, Early Childhood Education  
Joey Crumley, Planning & Community Relations  
Karen Dulaney Smith, Trustee  
Dr. Pat Forgione, Superintendent  
Dr. Janis Guerrero, Planning & Community Relations  
Jerry Hopkins, Professional Development  
Michael Houser, Human Resources Development & Information Systems  
Dr. Brenda Hummel, Student Support Services  
Maria-Elena Ramon, Planning & Community Relations  
Robert Schneider, Trustee  
Gloria Sullivan, Professional Development  
Larry Throm, Chief Financial Officer  
Dr. Maria Whitsett, Accountability  
Mark Williams, Trustee

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**Summaries of Concurrent Sessions**

**Introduction to the ASID Budget Process**

Larry Throm, Chief Financial Officer

AISD has a budget of about \$700 million dollars, 400 school buses, and 80,000 students, with about 50,000 meals served from food service. The beginning teacher salary ranges from \$38,000 to \$57,000.

The budget calendar is set in January of each year. There is usually a two-day work session where the Board will develop the staffing guidelines, priorities, and assumptions for the next year's budget.

Schools are about labor costs, teachers, and staff. Once those guidelines are established then the budget is set in motion; 85% of the budget is basically set at this point for the most part. Once the staffing ratios are established, that will set the HR department in motion. The district usually has about a 12-14% turnover, which most districts around the state have.

The district has gained approximately 1,000 students this year, as of the 24<sup>th</sup> class day of 2006-2007.

Basic Table of Organization (BTO) is a campus/building total expenditure for each year.

Meet with Education Austin/AAPSA during the budget calendar process. There are certain meetings with staff and community throughout the first eight months of the calendar year to develop the budget.

The assumptions are things that have to be accounted for each year. They are divided into three different categories: Fund Balance, Revenue, and Expenditures.

There was a question about the guidelines for school size: there is a boundary task force established by the district to address these questions.

What is the system by which questions/concerns are addressed for the budget? It is an ongoing process through the different groups that are representatives to the board, department heads, community groups, etc.

**State and Federal Accountability: Requirements and Results**

Dr. Maria Whitsett, Executive Director, Office of Accountability

Julie Lyons, Director, State and Federal Accountability

The speakers provided an overview of state and federal accountability requirements, highlighting the areas of similarity and difference. Areas of difference include the criteria used to establish the accountability rating, rating categories, assessments used, passing standards, subjects included, student groups, cell size requirements (including

test participation, completion rate, annual dropout rates, and attendance rate), evaluation of alternative campuses, sanctions imposed for failing to meet the standard, and the appeals procedure. Both accountability systems require schools and districts to gradually improve performance in order to meet the standard.

There was extensive discussion about the NCLB requirement that a maximum of 3% of students in the district can be tested below grade level and how those students are apportioned to local campuses. Copies of the PowerPoint slides were made available to all interested DAC members.

## **Professional Development**

Gloria Sullivan, Director, Professional Development

A football theme was used to present the information. High points included:

- Building a Dream Team on Every Campus
- Goal and Score – Success for All Students
- What Will Move the Ball – Teacher Quality
- Long Range Professional Framework – Novice Teacher and Master Teacher
- Three Moves That Will Move Us Closer to the Line
  1. Support campus learning
  2. Create formal structures to develop school community facilitation which focuses teachers on evidence of their students' performance. (McLaughlin & Talbert, 2006)
  3. Ensure that all team members are aware of and acquire the knowledge, skills, and behavior needed to ensure that an equitable and quality education is provided for all students.
- 7 Points to Score
  1. Involve all stakeholders
  2. Focus on leadership development
  3. Make explicit the theory of change
  4. Emphasize the school and team level
  5. Review and reflect on the research
  6. Monitor progress
  7. Advocate for quality professional development

A draft of the Comprehensive Long Range Professional Learning Framework was provided.

The presentation was well attended and there was lively conversation as to what should be considered for Professional Learning Days. Some of the comments:

- Make Professional Development worthwhile for teachers to attend
- Teachers leave PD days due to poor content
- What is a quality teacher?
- University should set the stage for new teachers so they have a better understanding as to what teaching involves
- PD days should be organized and efficient

## **Teacher and Principal Compensation and Retention**

Michael Houser, Assistant Superintendent, Human Resources Development and Information Services

Attrition rate is about 13-14%, or 700-800 teachers each year; 18-22% for principal's in the district. It is a revolving door with urban districts.

875 teachers are new to AISD, about 50% are first year teachers; 23 administrators are new to their position in the district.

The teacher compensation committee works to create a more positive working environment for staff. This committee proposed a 5.5% increase, but the teachers received a 7.5% increase.

Pay-for-performance/incentives; don't create until you have a firm foundation with pay. \$4 million can be used for this program. Student performance improves and retention improves; these two things must happen for an incentive program to work.

Governor's Education Excellence Award for performance. Schools are receiving awards for success that are being used to do a variety of things to improve student performance.

Denver Public Schools has a good system working.

Pay-for-performance for principals is a new program that is being investigated.

AISD has looked at things such as climate, pay, and schools to determine success of the compensation committee.

There is a misconception that more pay equals better performance and happiness. There has to be a balance between pay and climate.

What can the DAC do to get more on board with the idea for pay-for-performance? The plan needs to be performance based, leadership, and other issues. There should be different venues for earning money.

The Houston ISD plan is a bit short sighted; they seemed to rush forward with their plan. Denver Public Schools plan has a 6-7 year track record.

Seemed to be quite a voice for not calling it performance pay plan, but an incentive pay plan.

Question was raised about why we've kept saying we need to do something about the "east/west" discussion and nothing has been done for a number of years.

### **Early Childhood and Special Education**

Ariel Cloud, Director of Early Childhood Education  
Joan Altobelli, Director of Special Education

The presenters shared the criteria and eligibility for students in the Preschool Program for Children with Disabilities (PPCD) and Pre-kindergarten (Pre-K). Students qualify if they are limited in English proficiency, low income, homeless, or parent in active military service. They must be 4 years old on or before September 1st of the current school year and enrollment is optional but once enrolled, compulsory attendance laws apply. Also, there is no retention of placement of under/over age students.

If a student enters through the PPCD program, they must have a disability that meets the requirements of Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA). There are 11 categories that describe the disabilities and there must be an educational need.

Currently, AISD is one of the few urban districts that serve children with an all-day pre-K program. There are 4,500+ students, 295 teachers and 66 campuses that house a program, in pre-K. The state funds 1/2 day and the district uses local dollars for 1/2. There is also an expansion grant from the state and federal dollars from IDEIA.

The largest number of classrooms for one campus is 10 and they are located at Linder Elementary. The ratios for these classes are fluid around 15.4 students. There is a demonstration school for pre-K at Lucy Read and they have 23 classes with 4 being PPCD and bilingual based.

Other initiatives include collaborative partnerships with community childcare centers, such as, Mt. Sinai, Open Door, Child Inc., Circle C Child Development Center, Peer Volunteer Inclusion Program and on campus daycare programs, Superintendent's Task Force on Early Childhood Education, Texas Early Education Model (TEEM) and Inquiry-Based Science Instruction.

### **Educational Supports: Counseling, Discipline, Character Education, and More**

Dr. Brenda Hummel, Director, Student Support Services

Dr. Hummel reviewed the Student Support Services new web page, located at <http://www.austinisd.org/academics/sss/>. She briefly discussed the primary function of each program within the department.

There was discussion about Positive Behavior Intervention and Support and its role in reducing discretionary referrals, especially among over-represented groups.

There was additional discussion about reaching out to populations who do not have Internet access but have need to access the department's services. It was recommended that Dr. Hummel be invited to make a presentation to DAC at a future meeting about how the department can be more effective in reaching its target populations.