

**Arlington Public Schools
Advisory Council on Instruction
Evelyn Syphax Academic Center (Education Center Annex)
Wednesday, November 10, 2010**

Present were:

ACI Leadership: Donna Felipe and Tecla Murphy, ACI co-chairs; Judy Hadden, John Kaufhold, Betsy Morse, Theresa Schweser, ACI Vice Chairs; Mark Johnston, Assistant Superintendent, Instruction (Executive Secretary, ACI).

ACI Membership: Kathryn Scruggs (AAUW, alternate); Wanda Perkins (AEA); Julie Gugino (Civic Federation); Natalie Goldring (LWV); Dan Branch (Abingdon); Janice Bitetti (Arlington Science Focus); Kathy Rehill (Arlington Traditional); Matt Karush (Ashlawn); Ted Black (Barcroft); Barret Hildebrand (Barrett); Tracey Kretzer (Campbell, alternate); Breana Bayraktar (Claremont); Blaise Scinto (Drew); Jerry Murphy (Jamestown); Rebecca Hunter (Key); Maureen LaPiana (McKinley); Deborah Morone (Nottingham); Paula Kelso (Nottingham, alternate); Tracy Malone (Oakridge); Penelope Bender (Taylor); Michael Novak (Gunston); Pam Silberstein (Swanson); Edwin Yong (Williamsburg); Debbie Spiliotopoulous (H-B Woodlawn HS); Bob Trudel (Wakefield); Susan LeFande (Washington-Lee); Luann Moy (Washington-Lee); Martha Hermann (Yorktown); Karen Hunt (Yorktown).

The meeting was called to order by Donna Felipe, Co-Chair.

Donna Felipe: Our agenda tonight includes a quick overview of what has been happening recently in the Department of Instruction. Then there will be a Teacher Evaluation overview, including some interactive work in small groups. Our Vice-Chair John Kaufhold is meeting now with the Budget Advisory Committee, and he will be joining us later to give us an update on the budget.

Mark Johnston: I received a suggestion from Donna and Tecla that I provide an update on digital texts. I can provide an overview of this and where we are right now, the resources, etc.

Over time, there has been much discussion about digital texts. Last year we had a very different budget and it seemed that it might be the right time to move on this. Fairfax County had done it previously and we looked at how it worked there. Some things we do in Arlington made it challenging. For instance, we don't move in lockstep; we order texts by the course. In our textbook adoption process, we look at many publishers and could select a combination of materials from three different ones.

We learned that when we buy digital texts, we are buying the intellectual property. The cost is approximately 80 percent of the cost of print, so the savings are not that substantial.

One question was: How many digital and how many print to buy? We knew it couldn't be a ratio of one-to-one. We used a centrally controlled process and looked at every school's enrollment and bought according to what the schools reported on students' access to digital survey. Every school was different. We had schools reporting as high as 97 percent access and as low as 80 percent. We were reliant on each school managing its digital and print texts.

Overall, the survey results showed 90 percent of students had access to digital resources, and 10 percent had no access. We established a print quantity of the reported percentage plus 50 percent of that number.

This adoption presented some challenges. Our primary focus was to get the materials to the teachers and the students. Some things went smoothly and other things were challenging. There were technical glitches, but now the ITCs (Instructional Technology Coordinators), Social Studies Lead Teachers, and school principals are knowledgeable and are points of contact. We have placed extra print copies in school libraries.

An example of a challenge: For AP high school courses, the text is different from the college text, even though it is AP. The publishers provided only the college [digital] versions.

To clarify, if there are comments or concerns regarding these issues, and they are general school issues, talk with the schools' principals. They will talk with me if it is necessary. We did buy additional print recently based on needs.

In response to problems we've had, we have established a "Frequently Asked Questions" and help guide on the Social Studies website. (Used SmartBoard to show site.) Blackboard is the framework underpinning this; we chose Blackboard because all teachers and all students have access to it.

The publishers are not ready for us to go totally digital. We had thought we'd be using some portable readers, but the publishers are not keeping up—not at fourth grade, anyway. (Laughter)

I'm happy to respond to your questions. We can't afford to buy everyone both digital and print, but we tried to do the best we could.

Kathy Rehill: Does every student have both?

Mark Johnston: At fourth grade, every student got both, since for every print version purchased, we were given a free digital version. At fifth grade, we bought digital based on the survey and the fudge factor. We have bought additional fifth grade resources. At sixth grade, there are many publishers, and we did purchase extra prints. Schools determine access.

Bob Trudel: In terms of end users, do they have the digital and additional materials?

Mark Johnston: Some digital is static, and some is robust. The content is live and current; there are lots of benefits, including portability.

(Unidentified): I'm concerned about the disparity between those who do have access and those who don't. Does the digital format include additional materials? Are others limited if they only have print?

Mark Johnston: Through a state grant, we have received \$30,000 for I-Pad devices for ESOL/HILT kids at one grade level. That's at fourth grade at Drew. Washington-Lee and Drew are pilot sites for this. We have also received \$70,000 to expand that program, including digital readers as loaners for students.

At the School Board meeting last night, technology access was discussed. The system is able to purchase more using technology funds, including loaner laptops at high school. I was surprised at the positive response to our survey this past spring—the lowest access reported was 80 percent or so. There are other challenges, especially in families with more than one student and only one computer in the home.

Edwin Yong: Can the material be saved?

Mark Johnston: It's locked due to copyright access. We do have the fifth grade social studies also in Spanish and have stamped CDs. Some digital has multiple languages and multiple presentations.

So, if you're hearing something about this, tell the principal. If the Department of Instruction needs to do something, we need to know about it. We know a lot more than we did at first. Diana Hasuly, our Social Studies Supervisor, has worked in APS more than 40 years, and I think if she had known what this textbook adoption would be like...fortunately, though, she has another textbook adoption behind her. But please share your concerns with us.

Now I'll turn things over to Dr. Sue Sarber, Professional Development Supervisor, and Kerri Serrano, Teacher Evaluation Specialist. There is a lot of interest in the subject of teacher evaluation; they have crafted a presentation for you as parents to help us support teachers.

Sue Sarber: We're excited to give you a quick overview of the teacher evaluation process and the opportunity to look at it through the parents' lens.

In teacher evaluation, there are three top essential questions:

1. What is the basis for teacher evaluation in APS and what constitutes distinguished teaching?
2. How can parents and schools effectively communicate concerns about teaching and learning?

3. What evidence can parents/guardians see that demonstrates teaching and learning happening in the classroom?

As a parent, now that my kids are in school, I ask: How do you know what my child knows and doesn't know—and what do you plan to do about it?

After our presentation, if you have additional questions that didn't get answered tonight, you will find our contact information on the green handout.

Kerri Serrano: We're going to go through a quick overview of the evaluation process and the different stages that teachers go through:

- New teachers (in years 1-3) are in Performance Evaluation Plan (PEP), where the focus is on goal-setting combined with the formal observation cycle. New teachers are seen on a regular basis to determine how goals are being met.
- Once teachers have successfully passed their third year of teaching, they enter PDP. This is where they develop a year-long or multi-year Professional Development Plan (PDP) question. It can be collaborative, proven practice, or guided observations. The teacher must come up with strategies that are measurable.
- In the sixth year of teaching and every fourth year after that, teachers are in Professional Development Plan with Observation (PDPO), which is PDP with observation and the formal evaluation cycle.
- FIP is Formal Improvement Plan, where teachers will receive scaffolding and other help.
- Career Advancement Program (CAP) is the same framework, and the teacher is working toward the distinguished level of performance.

Rebecca Hunter: Does this mean that teachers are not observed until year six?

Kerri Serrano: The principals observe teachers at any time, this describes formal only.

Susan LeFande: What is a formal observation?

Kerri Serrano: That's coming...

Betsy Morse: I think the CAP includes National Boards—anything else?

Kerri Serrano: It's also local, based on Danielson's framework.

(Unidentified): FIP—why in one direction?

Kerri Serrano: The teacher is not receiving satisfactory evaluations and needs help.

Susan LeFande: How long can they stay on? How many teachers are there in APS?

Sue Sarber: Over 2,000. FIP could be as quick as one month, depending on the issue, or it could be more involved.

Susan LeFande: How often are teachers placed in FIP?

Sue Sarber: That information is covered by Dr. Hobbs in Personnel; we don't cover that in our office.

Bob Trudel: Who are the teachers' evaluators?

Sue Sarber: They are principals, assistant principals, curriculum supervisors; they conduct both formal and informal observations.

Bob Trudel: Do Instructional Lead Teachers participate? Other teachers?

Sue Sarber: Just administrators.

Susan LeFande: For the PDP question, is it the teachers' decision what they want to do? They could just go to a university.

Kerri Serrano: The teacher's PDP question should be student-centered, directed toward student learning. The teacher could take a class in a particular strategy and then implement it. The question must be discussed with the principal or assistant principal. It must be worthy of a year's work or more. The principal or assistant principal will look at the activity and determine if the evidence is measurable or not. The teacher may need and get guidance.

Susan LeFande: Are these questions public?

Mark Johnston: Some teachers may present their results at conferences. There are also multi-teacher groups, for instance at Washington-Lee, the principal asked for one.

Kerri Serrano: Some teachers are focusing on cultural competence; there are other common PDP questions as well as teaming.

Jerry Murphy: I'm confused. We have a third-grade teacher who teaches math, English, reading. That's measurable; it sounds like a research project.

Kerri Serrano: The question may not cover all.

Jerry Murphy: Is there evaluation in all?

Mark Johnston: On the end-of-year PDP form, there is room for additional information. The principal must sign off on four domains: planning and preparation, instruction, classroom environment, and professional responsibilities.

Jerry Murphy: But we don't measure all?

Mark Johnston: No, we don't have a system in place to measure. It is a summary rating.

Jerry Murphy: Why not?

Kerri Serrano: The evaluation is based on Danielson's framework. The administrators have the form; they look for evidence. The principals also take in account other things.

The PDP questions and CAP are based on four domains, with 22 components and 76 elements. It is a very detailed framework. Teachers are rated Basic, Proficient, or Distinguished.

Sue Sarber: Now we started out with a high-up view of all the pieces; now we're going to look at the details where we can see the 76 elements. Look at the handout which shows these elements from Basic to Proficient to Distinguished. You can get a sense from this of the complexity of teaching and see the range of what goes on.

During the first three years of probation, we look at the teacher and ask ourselves: do we want this teacher in APS? If yes, the teacher goes to PDP.

Penelope Bender: There is lots of assessment going on, including tying teacher evaluation to student performance. Is conversation about that going on in Arlington?

Mark Johnston: Much of this is being driven through the federal government on educational policy and state. Sue is attending a meeting on this next week. Soon we will be reporting to the state; we need more details.

Susan LeFande: What is our standard?

Mark Johnston: Danielson's domains.

...Then we'll report performance data and the state will link it—we're not sure how. One concern: if you're in a situation where improvement is needed, the principal might worry about the reflection on him or her. The unintended consequences could be negative.

Susan LeFande: The principal's performance should be related to student performance.

Mark Johnston: We don't know the state's intent. The state is not asking for interventions.

Bob Trudel: What performance? Arlington's? SOL? PSAT?

Mark Johnston: Every school division in Virginia has its own evaluation system, and they will be reporting how many are and aren't. Also, is there a reporting mechanism for exceeds?

Bob Trudel: The state takes a division's evaluation and weds it to the SOL results?

Mark Johnston: That's unfolding now. Dr. Hobbs just learned about this a month ago; we think it's coming from Race to the Top. Even though the Commonwealth of Virginia is not participating in that, it seems to be coming from the educational policy.

Bob Trudel: That's the trend.

Susan LeFande: Who decides who meets and does not meet expectations?

Mark Johnston: The principal.

Susan LeFande: Based on Danielson?

Mark Johnston: The principal decides based on Danielson's framework and standards.

(Unidentified): The principal says what the rating is; what about weighted scoring?

Mark Johnston: We don't have weighted scoring, so I'm not so familiar with it.

Sue Sarber: Would you like to look at the evaluation forms? On the APS webpage, you will see the Teacher Evaluation Handbook and other forms.

Jerry Murphy: Overall, do we keep track of how many Basic, Proficient, and Distinguished teachers we have?

Sue Sarber: Personnel sees that; we do not track it.

Susan LeFande: It's not reported now?

Mark Johnston: No; it is not a state requirement.

Jerry Murphy: You must know how many.

Mark Johnston: The papers go to Personnel, where they are scanned. We don't know.

Sue Sarber: This goes to local control, where it is the principal's responsibility. At each school, the principal knows their staff's own strengths. The principals are in the

classrooms a lot; often when I call a principal, I am told that he or she is in the classroom.

Matt Karush: The evaluation structure is on a cycle – and there are also annual observations? Apart from the PDP question, is there a separate observation?

Mark Johnston: There can be observations at any time.

Karen Hunt: This sounds like a career development process rather than a description of teacher evaluation.

Sue Sarber: The Policy Implementation Procedure (PIP) on Professional Development is concerned with ensuring quality teaching and professional growth.

Karen Hunt: And this shows the process.

Kerri Serrano: And the handout also shows the timeline.

Penelope Bender: I'm curious as to how you design professional development if you don't know who your target is.

Sue Sarber: The person doing the work must be a teacher. One perspective is that teachers do self-evaluations. There are partnerships and all are based on student needs. Principals and teachers are looking at their student data.

Susan LeFande: Not always.

Sue Sarber: It is my belief as the Supervisor of Professional Development that everything must be based on student needs.

Natalie Goldring: I'm concerned about professional development not addressing those students who are performing above expectations if you don't have the information. Unless the school system includes adaptive testing, you will never have the information.

Sue Sarber: We leave this to the principal and teacher to keep moving forward. There are assessments; we need evidence of student learning; I never said SOLs, it is their responsibility to do that, and it needs to be done. Danielson says we should be doing that.

Bob Trudel: Regarding student needs—what can be shared with the teacher? Standardized test scores, psychological evaluations? If we're not in the forefront, we're going to be steam-rolled. Student performance is coming into the picture. The more data available to teachers, the more useful.

Betsy Morse: I think we need to remember that teachers are trained professionals. For the most part, they have their Masters in Education. Most schools have moved away

from hiring teachers with just a Bachelor's. Usually, it's a Bachelor's in a particular field and a Masters in Education. Without it, they are doing coursework their whole career. Teachers may not be professional biologists, but all are professional. They are not the dullest. Teachers know at a visceral level what their students need. They look at scores and almost subconsciously adjust for various reasons. Did the student have enough food to eat? Did he or she have to babysit while the parents went to their third job? Teachers know all of this.

Sue Sarber: We can group all the elements into six categories—what we call “Big Ideas”—we've written these on the large sheets around the room. We'd like to ask you to look at the Danielson elements and write on these sheets what evidence of these you would see as parents.

Susan LeFande: I'm sorry; I don't want to do this. I want to know more about how the school system uses this.

Mark Johnston: This is our system. It's important to remember that these types of conversations are reflected in curriculum development, in the PDP.

Susan LeFande: But professional development comes up in every recommendation. It is our responsibility to report to the School Board. Are we really, truly understanding? There are many opportunities being missed with no system collection.

Mark Johnston: Tonight is not the forum. This year, you'll hear many reports including professional development.

Susan LeFande: Professional development is a key request from all the subcommittees. What can we do to make change?

Mark Johnston: In consideration of the recommendations, we were asked to share information on the teacher evaluation system.

Bob Trudel: We hope that the end result of evaluations has an instructional purpose—to help the teacher and keep the teacher. How are people acting upon the information? We get many general recommendations for professional development, which are often a waste of time and money. I want to ask how do you know it's beneficial? Increasingly research is showing that non-targeted development is not effective.

Mark Johnston: It is important to have discussions and to give consideration.

Karen Hunt: There is a lot of interest in the topic of teacher evaluation at the state level and how aggregate data may have changed. To use as a closing point, there is interest in getting the data back to the citizenry, and we're a subgroup of that. Could ACI send a message to Personnel and ask them to report back aggregate, comparative data? We lack the data we're interested in.

Ted Black: I'm seeing passionate interest, not necessarily great interest. If Teacher Evaluation in APS is decentralized, done by the principal, and is not collated. That's a lot of responsibility with the principals.

Mark Johnston: The topic is about teacher evaluation. Principals are also evaluated on their evaluations of teachers. It is not a database system. It is hard copies that are scanned. (We saw this also on the issue of differentiation. There was a proposal to show where differentiation was exhibited, but we don't have an electronic system to identify a way to do this.) I hear your points—I'm not refuting them—but it would require a hired person to count by hand to show how many teachers do and do not meet standards. We are taking guidance from the state, and this is unfolding.

Susan LeFande: That could go into an Excel document and fix that. We could go back through ACI records for the last six or seven years and ask for all professional development. If she doesn't know how to access the information, how can she know what to offer? It's so huge and has an impact on quality of instruction and satisfaction of teachers.

Natalie Goldring: There's no record for teachers from year one. I teach a grad course and get feedback from Georgetown.

Mark Johnston: We do not have an automated system in Personnel.

Sue Sarber: We do have the expertise of principals; they're in charge. They direct what happens; they guide teachers. The Central Office works with principals to bring individual professional development into their schools. We also provide centrally offered, based on need. Danielson is multi-layered. We ask at each school what they need and what needs to be provided centrally.

Would you like a walk-through on the evaluation process or to the interactive activity?
We are flexible.

Bob Trudel: With the evaluation system decentralized, who decides if the principal provides a robust evaluation?

Sue Sarber: Principals' evaluations are based on the teacher evaluation process.

Michael Novak: What was to be the purpose of the interactive activity we're not doing?

Sue Sarber: It would show you as a parent what a good teacher is. You would take what you know and what you hear from your students and make a connection. For example, "Clarity of Purpose" – if you hear from your student, "I don't know why we're doing this," that is a lack of clarity of purpose.

(Unidentified): When you say the PDP question must be worth a year of study and show student evidence, that's new to me.

Natalie Goldring: Worth a year of work? Is there a sense of scale? Number of hours?

Sue Sarber: That's at the discretion of the teacher and the evaluator.

Wanda Perkins: When we did our PDP on team teaching, we met for three hours every Monday, in addition to other hours. I would estimate we spent 15-20 hours per month, and there are also meetings with sub-groups.

Jerry Murphy: There's a team of teachers addressing a question at one school—is it possible that there is another team at another school doing the same thing?

Sue Sarber: It is not an automated system. The questions are developed with the evaluator and a copy of that form comes to our office by October 15. Conversations can take place about the questions by principals talking or by teachers talking. This is especially true at the secondary level where teachers meet with their Content Supervisors once per month. Some groups are directed.

Michael Novak: There are similarities, then what?

Sue Sarber: Sometimes the groups meet together.

Michael Novak: Who decides?

Sue Sarber: It varies; we don't have an automated system.

Michael Novak: I don't care what kind of system you have.

Sue Sarber: She could tell her Lead Teacher or her principal.

Michael Novak: Say that five years ago, I worked on something. Wanda discovered it; could she use the body of evidence?

Sue Sarber: We have PDP convocations where teachers share their findings. Centrally, schools do this school-wide and department-wide. These are pieces of the puzzle. There is currently no systematic way to track common themes over time.

There are mid-year checkups where adjustments may be made. At the end of the year, PDP Form B is completed together by the teacher and evaluator. A reflection portion is completed by each participant.

Susan LeFande: Looking at the PDPO form...

Jerry Murphy: How long is the period of observation?

Sue Sarber: It must be at least 30 minutes or one period, but it could be longer.

Penelope Bender: Are they announced?

Sue Sarber: For probationary teachers, there are at least three official observations, and there could be two unannounced. For the PDPO, it is announced. A teacher can also use Form B for self-reflection at the end of the observation to write down his or her thoughts on what went well and what didn't. This way, when the teacher meets with the evaluator, there are two views.

(Unidentified): Is Danielson's framework also used in years when the teacher is not observed.

Sue Sarber: We look at the PDP Form B, addressed by the evaluation and the reflection summary.

Michael Novak: The PDPO is systematic, driven by the observer who writes up and completes the form. The principal and teacher keep the record. If the teacher moves, the new principal would be blind to performance issues. Personnel would see...

Susan LeFande: Future managers wouldn't know it? New managers?

Mark Johnston: The end-of-year observation is not part of the personnel file. The end-of-year evaluation is.

Pam Silberstein: You don't want the supervisor to know?

Wanda Perkins: There are at least three observations each of the first three years. But the Supervisors can also come, so there are a lot more observations. I understand that teachers must have a lesson plan ready.

Sue Sarber: Nothing requires it.

Kerri Serrano: I conduct PDP and PDPO workshops — we talk about sharing with administrators.

Matt Karush: I'm interested in a teacher's perspective. Wanda?

Wanda Perkins: I came from an administrative background back into the classroom, and I've also trained teachers. I've always told teachers: you need to overprepare. When you think you've got enough prepared for the week, you don't. I'm always prepared months in advance; I know where I am and what I'm going to be teaching. I've had supervisors who've also known where I should be and when and have come into the classroom expecting to see it.

Matt Karush: Do you think the current program could be improved?

Wanda Perkins: Anything can be improved. It depends on what you want to evaluate and how hard you want to work at it. I also want to say that many teachers are involved with cultural competence which is important in dealing with our diverse students and with students with disabilities.

Pam Silberstein: Observation results are kept at the school, they don't follow the teacher, they don't go to Personnel, they're only used by the principal.

Sue Sarber: And the summary end-of-year is on the form. This would also show a teacher's growth.

(Unidentified): Are evaluations tied to compensation?

Sue Sarber: No.

(Unidentified): Is compensation based on tenure?

Sue Sarber: The salary schedule for teachers is based on several factors, including level of education and years in the district. This pay scale is available on the Personnel website.

Pam Silberstein: So Basic and Distinguished teachers receive the same pay?

Sue Sarber: Teachers who are distinguished can voluntarily opt into the CAP, which is a different salary schedule.

Penelope Bender: So CAP happened?

Sue Sarber: Yes.

Penelope Bender: When observations are done, are relationships with professional associations related to compensation?

Kathryn Scruggs: There is no collective bargaining for public employees in Virginia.

Sue Sarber: I think you are speaking of the Arlington Education Association (AEA). We work collaboratively with AEA. AEA is part of the Advisory Committee which reviews the Teacher Evaluation Handbook annually, recommending changes in big or small issues. This committee has been in place for two or three years. AEA was also involved in creating the CAP.

Kathy Rehill: Where do parent or student complaints or compliments factor in?

Sue Sarber: Parents with concerns should contact the teacher and explain the concern. If the concern is not resolved, then work with the principal. The principal uses lots of pieces of evidence for teacher evaluations: one piece could be interactions with parents.

Penelope Bender: What's the step after that?

Mark Johnston: Continue to work with the principal; he or she can bring in what and who is necessary.

We appreciate Sue's and Kerri's time this evening.

Sue Sarber: You have our contact information.

Tecla Murphy: Now we will hear from John Kaufhold, who is ACI's liaison to the Budget Advisory Committee, which has also been meeting tonight. He will bring us a budget update.

John Kaufhold: First, some background. Arlington has 210,000 people. Of that number, about 15 percent are parents of current students, and about 10 percent are students. So parents and students represent about 25 percent of Arlington residents.

The APS budget is about \$440 million. The County's Revenue Sharing agreement with APS means that the County gives about half of its budget to the schools.

The WABE (Washington Area Boards of Education) guide lists APS with a per-pupil expenditure of about \$17,000, which is above the national average of \$11,000. If you divide the entire APS budget by its 21,000 students, you get about \$21,000 per student per year.

Last year at this point in the budget cycle, we were looking at a combined County/schools estimated shortfall of \$80-\$100 million. The schools' portion of this was estimated to be \$47 million.

This year, at this point in the budget cycle, we are looking at an estimated combined shortfall of \$25-\$35 million, with the schools representing an estimated \$13 million.

So we can see that we're about one-third as bad as last year. Cuts were made last year, and it will be hard again to make cuts. Talks so far do not include a step increase for employees. I should also say that the estimated \$47 million estimate from last year at this point in the budget cycle turned out to be \$10 million at the end of the cycle.

Carryover funds this year are about \$30 million. Allocations of carryover were presented to the School Board on November 9. There will be a vote on December 2, at which time there will also be a presentation on the Foreign Language in Elementary School (FLES) program.

Jerry Murphy: The \$30 million in carryover funds—how does that compare with other years? Last year it was \$12 million.

John Kaufhold: I don't know the history. Last year, in order to balance the state's budget, VRS didn't fund it entirely, saving Arlington \$6 million, in addition to other prudent decision-making.

Mark Johnston: That Virginia Retirement System (VRS) "holiday"—we were told we must pay that back with interest.

John Kaufhold: One allocation being made is for that purpose—a reserve is being set up so we're not caught off balance when the state wants its VRS money.

Pam Silberstein: Classroom size—is that being regarded as a budget or a capacity issue?

John Kaufhold: I don't know.

Pam Silberstein: Is classroom size on the block?

John Kaufhold: There have been some budget forums where this has been discussed.

Donna Felipe: There was something about this in School Talk.

Natalie Goldring: The new projections for student enrollment through 2016 are dramatic.

Mark Johnston: Tuckahoe and Nottingham are not allowed to look. (Laughter)

Natalie Goldring: And other schools, too.

John Kaufhold: There are 1,000 more students in APS this year than last year. The revenue sharing agreement for next year will be adjusted for the new students.

Kathy Rehill: Arlington gives APS 48 percent—based on enrollment?

John Kaufhold: In the past, the County had given the schools more than they needed, and the schools spent it. Then the County went to enrollment.

Mark Johnston: The year is in arrears—the 1,000 additional students were not part of the current transfer. Next year, they will be counted. There is an annual review of the agreement—it may not remain at the same level.

Kathy Rehill: So it never bounces up?

Mark Johnston: It's in arrears, always counting new arrivals the next year.

Tecla Murphy: John, you did a fabulous job representing us and reporting back.

I want to take a few minutes to bring you up to date on the Committee's Coffee which was held a few weeks ago. It was valuable but not as successful as we had hoped in bringing in new members. It was valuable because committee chairs talked with each other—some cross-fertilization as they discussed joint recommendations, etc. There was also interest in student members and bringing in more representation from communities, schools, and other groups who are currently under-represented. I will lead a Task Group on membership; you are welcome to join. We have heard some valuable ideas.

The meeting was adjourned at 9:33 p.m.

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Next Meeting: December 8, 2010

Education Center Annex / Large Conference Room

1439 N. Quincy Street

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