

TRANSCRIPT OF PROCEEDINGS

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

TUESDAY - JANUARY 3, 2012

7:00 p.m.

BOARD MEMBERS

MR. W. KEYS FILLAUER, CHAIRMAN

MS. ANGI AGLE

MR. DAN DIGREGORIO

MR. ROBERT EBY

MS. JENNIFER RICHTER

ALSO PRESENT:

DR. THOMAS BAILEY, SUPERINTENDENT OF SCHOOLS

MR. KEN GREEN, ASSISTANT SUPERINTENDENT OF SCHOOLS

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT
SERVICES

JOAN S. ROBERTS

COURT REPORTER

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1 MR. FILLAUER: I'd like to call to order
 2 the Oak Ridge Schools Board of Education regular
 3 meeting, Committee of the Whole. And, first, I'd like
 4 to recognize our Police Chief, Jim Alesgi, who is going
 5 to lead us in the Pledge to the Flag; if everyone
 6 would stand.

7 (Whereupon, the Pledge was
 8 recited.)

9 MR. FILLAUER: You may be seated. And
 10 thank you very much. Next under the Committee of the
 11 Whole is the Public Forum. The public forum is for
 12 anyone in the audience who would like to address the
 13 Board on a topic that is not on the Board agenda. The
 14 Board does not take action at this time but may have
 15 questions and then may direct the Superintendent to
 16 provide additional information or direct you to the
 17 appropriate staff member. If you choose to speak
 18 please sign your name and address at the podium and
 19 then state your name and address. You will have three
 20 minutes to speak. Is there anyone who wishes to
 21 address the Board at this time? Seeing no one, I will
 22 adjourn the Committee of the Whole and call to order
 23 our regular meeting. The first item on that agenda is
 24 the approval of the agenda. Any changes, additions,

1 staff does to prepare children for the successful work
 2 in school. And that's good news.

3 MR. FILLAUER: Ms. Agle.

4 MS. AGLE: From Woodland Elementary,
 5 Woodland was honored on November 17th by the Rural
 6 Health Association of Tennessee for their commitment
 7 to keeping children active and healthy by hosting and
 8 piloting a before-school fitness program called
 9 Mornings In Motion every Tuesday and Thursday before
 10 school for thirty minutes. Woodland Elementary also
 11 received a Fuel Up to Play 60 Grant, which includes a
 12 trainer from Next Level Training to assist in Mornings
 13 in Motion activities, monthly taste tastings and some
 14 new physical activity equipment.

15 MR. FILLAUER: My good news comes from
 16 an article that was written in the Cleveland Daily
 17 Banner, that's Tennessee, and it reads as follows:
 18 "The Cleveland Board of Education has backed up a
 19 couple of steps in its decision to adopt a formula for
 20 the annual evaluation of its director of schools. The
 21 School Board had previously settled on a couple of
 22 systems but has since changed direction. At the
 23 Tennessee School Board Convention in Nashville
 24 recently, the Cleveland Board sat in on a presentation

1 corrections to the agenda?

2 MR. DIGNEGORIO: I have a question. I
 3 have a couple questions to ask about the
 4 Superintendent's Evaluation. Would that be under Old
 5 Business or under a separate item, Items for
 6 Discussion?

7 MR. FILLAUER: Probably Old Business.

8 MR. DIGNEGORIO: Fine.

9 MR. FILLAUER: Then do I hear a motion
 10 for approval?

11 MS. RICHER: Move for approval.

12 MR. EBY: Second.

13 MR. FILLAUER: A motion has been made
 14 and seconded. All those in favor of approving the
 15 agenda as is signify by saying aye.

16 (Whereupon, all members voted aye)

17 MR. FILLAUER: Opposed? Motion carries.
 18 Next item on the agenda is our Good News segment. And
 19 even though school has not been in session, we still
 20 are having good news, right, Mr. Eby?

21 MR. EBY: Yes, Mr. Chairman. My good
 22 news comes from the preschool where Prestige Cleaners
 23 is going to make an annual donation to the Oak Ridge
 24 Preschool in recognition of the quality work that the

1 by the Oak Ridge Board of Education about its new
 2 evaluation system. With assistance from the Oak Ridge
 3 group the local Board has adopted this new formula by
 4 a unanimous vote. The previous selections included
 5 one that was used to evaluate former director, Dr.
 6 Rick Denny, and a second option being used by the
 7 McMinn County Board of Education. This new formula
 8 developed in Oak Ridge is described as qualitative and
 9 quantitative. Board Chair, Peggy Pesterfield, said
 10 new Director of Schools, Dr. Martin Ringstaff, has
 11 seen the new formula and he likes it. Board member
 12 and former chair, Dawn Robinson, said she likes the
 13 fact that this formula provides Board members with an
 14 opportunity to determine if they did their job in
 15 providing Ringstaff with the tools to do his job.
 16 You're accountable for what you write and the scores
 17 you give, said Board member Steve Morgan. Robinson
 18 said the Oak Ridge School Board used professionals
 19 from among it's members to compile the formula. These
 20 are people who have done these evaluations before in
 21 their career, she said. Pesterfield emphasized the
 22 committee was formed to recommend an evaluation
 23 process for the director. Morgan made a motion to
 24 approve the Oak Ridge model as a whole with a

1 recommendation from the committee. We have
2 expectations for our administrators and our teachers
3 and it should be the same for our director."

4 MS. RICHIER: My good news is from
5 Willow Brook and it involves one of our first graders,
6 Christian Gothart, who is cast as Tiny Tim in the
7 theater's production of A Christmas Carol. On
8 Tuesday, December 13th, the entire school went to the
9 Clarence Brown Theater for a performance and to
10 support Christian. So, congratulations, Willow Brook.

11 MR. DIGREGGIO: And my good news is
12 from Glenwood. Glenwood Elementary has been
13 designated as a reward school by the State of
14 Tennessee scoring the top 5% of the state ICAP tests.
15 Congratulations, Glenwood.

16 MR. FILLAER: And continuing on with
17 some good news, Dr. Bailey, next we're going to talk
18 about the Siemens competition winners.

19 DR. BAILEY: Absolutely. Now, you know,
20 not that I'm putting down your good news in any way of
21 the superintendent's evaluation or any of that, but
22 the best news is right now. I'd like to ask Bonita
23 Albert if she would step forward and walk us through
24 the National Competition of the Siemens contest. I'm

1 going to put you on the spot, Ms. Albert; right there
2 at the lectern. And talk about this recognition from
3 the vantage point of what it represents in a national
4 perspective, because having been in Virginia once one
5 of my students when I was a high school principal won
6 the individual category award of the Siemens
7 competition. And I remember just how important that
8 was to us as a faculty and, quite frankly, what it
9 represented to compete nationally in the caliber of
10 students that compete for that award. So, if you'd
11 walk us through that and we'd like to recognize you
12 and the students that were involved in that.

13 MS. ALBERT: Thank you. I'll give a
14 little history lesson first and say that the Siemens
15 competition a while back, for Board members and people
16 up to the late 90s, was the Westinghouse competition.
17 And actually then morphed into an interesting new
18 design, research design, where individual research
19 projects are considered for competition as well as
20 team research projects. And we were really thrilled
21 to see it move to the team aspect because that's the
22 world of work and that's the world of engineering
23 colleges now, to build teams and do project design,
24 whatever. So, the Siemens competition started in 1999

1 and Oak Ridge actually had a team at Nationals in
2 1999, a team of two, in the very first year. Then we
3 had sort of a dry spell while we got our feet under
4 ourselves to set, not just for this competition, but
5 to rethink and reset how we were bringing our students
6 along through the thesis program in Oak Ridge Schools.
7 So, we were back at the Nationals in 2005 with a team
8 of 3 students. They placed fourth in the Nation. In
9 2006 we were back again and placed first with a team
10 of 3. In 2011 back with a wonderful team of 2, whom
11 you're going to meet very quickly. They're the most
12 important people here. But you asked about the
13 process, and what I would like to say before they step
14 up here is that all the students who were recognized
15 by Siemens this year from Oak Ridge Schools, and in
16 fact, there were 11 recognized, the most in the Nation
17 this year, started their work the day school let out
18 last year. Worked all summer long. I know Cassie and
19 Zevan worked more than 40-hour weeks during the summer
20 in what they did to be ready. That sort of intense
21 immersion into the workplace at the Oak Ridge National
22 Lab with mentors who are well equipped to handle
23 inquisitive young minds is just a wonderful resource.
24 We are so thankful that we are in a community like

1 this where people are willing to work with our
2 students and contribute in such an important way to
3 our students. What we know from the many, many, many
4 students we've had in Siemens competitions over the
5 years is that they will go ahead and pursue important
6 programs, important degree programs in science, in
7 mathematics, in engineering, and that's what we wanted
8 it to be and that's what it's proving to be. So, you
9 know, it's a thrill to tell you that Timmy Carmine and
10 Jessica Williams are in the classroom every day with
11 17 of our wonderful thesis students. And so, Cassie
12 and Zevan's is not the only project ongoing. Cassie
13 and Zevan's we're glad won the National competition,
14 but probably some of their fiercest competition sits
15 right there in that classroom daily. So, we're
16 crossing our fingers every year hoping the project is
17 just right to meld with the teams, that the timeline
18 can be met, and it's pretty tight, because they had to
19 submit their papers October 3rd. So, from June 1st to
20 October 3rd this miracle was accomplished, along with
21 a few other miracles. If you happen to drop by Oak
22 Ridge High School you'll find out what other research
23 was going on. Once they submit papers they are —
24 let's see, this year, someone will have to help me

1 with the numbers, is it 1900 papers, is that right, or
 2 1900 students, 1900 students, 1500 papers, roughly —
 3 a committee of experts reads for several days to
 4 narrow it down to the top 300 in the Nation. Those
 5 become semi-finalists in the Siemens competition.
 6 They are then combed again for the top 30 team project
 7 papers and the top 30 individual papers. And being in
 8 the top 30 allows those students to advance to the
 9 regional competition. Oak Ridge High School had two
 10 teams in the regional competition at Georgia Tech. At
 11 each region, an individual regional winner is selected
 12 and those winners from the six regions then proceed to
 13 Nationals. So, Cassie and Zewan did compete in two
 14 tough competitions, the second one being at Nationals
 15 in Washington, DC, in December and up against five
 16 other wonderful research teams they proved that
 17 they're good, they're really good, to walk out of that
 18 with a first place win. We are just so incredibly
 19 proud of them. The way they have represented Oak
 20 Ridge High School since, if you have heard them on NER
 21 or on TV, NER was last week, or wherever else they're
 22 going to be in the future, they just make us
 23 incredibly, incredibly proud. So, I'd like to bring
 24 Cassie and Zewan up; that's who you really want to

1 hear from. And I would like for them to also
 2 introduce their very proud parents who are here.
 3 DR. BAILEY: Step forward guys, ladies,
 4 gentlemen.
 5 CASSIE KANE: Well, as Ms. Albert
 6 introduced us, I'm Cassie Kane.
 7 ZEWAN LU: I'm Zewan Lu.
 8 CASSIE KANE: And my parents are here
 9 with me. My mom, Mary Cooper, and my father, Vincent
 10 Kane. They have been huge support to us both.
 11 DR. BAILEY: How about a hand for the
 12 parents.
 13 ZEWAN LU: And my father, please, stand
 14 up, and he has helped a lot with our research as well.
 15 CASSIE KANE: Our project that we
 16 completed over the summer and submitted to the Siemens
 17 competition used the Kinect for Xbox 360 and computer
 18 vision to analyze the way that people move and walk
 19 and, essentially, we created a portable and affordable
 20 system that can help virtually anybody who is affected
 21 by movement-impairing conditions, such as joint
 22 replacements, amputation, anything along those lines.
 23 MR. FILLAUER: In doing some Email back
 24 and forth, and I think with Carla Mullins I think is

1 who this is with, she made a statement that really
 2 caught my attention. And I don't know if you all
 3 realize you have done this or not, but I think it's so
 4 very true. And she said to me, you know, because of
 5 what you all have done it has made the value of the
 6 diploma from Oak Ridge High School much more valuable.
 7 And I think that in itself is just a tremendous thing
 8 that we have had here in the Oak Ridge Schools. So,
 9 my congratulations for that point as well. Other
 10 Board members or Dr. Bailey?

11 DR. BAILEY: I want to make a couple of
 12 comments because I'm going to reference some things
 13 that you guys said and also some things said about in
 14 the newspaper about some of the things. It's one
 15 thing to compete, it's another thing when young people
 16 step forward and what they do research on has an
 17 actual value to society at large. And one of the
 18 things in reading the articles in the paper and
 19 actually looking at your position of what you took in
 20 doing the Xbox 360 was the fact that it could be
 21 applied later. The goal is to create a system that
 22 evaluates the gait of people who walk differently and
 23 collect meaningful data to aid in physical therapy.
 24 And people went on, your judges, the people that know

1 what you're talking about, actually made comments that
 2 an understanding of that motion and prescribing
 3 treatment for people with illnesses or injuries that
 4 affected their movements that your work could, in
 5 fact, ultimately contribute to prosthesis design. I
 6 mean, think about that. Young people before us with
 7 their intellect, and I think I heard a commitment out
 8 of school time, you know, through the summer. My
 9 gosh, who in the world would give up their summer.
 10 Mr. Green has always, you know, I don't want to say
 11 anything, but would he give up his summer? Maybe.
 12 And the reality is that they responded really well in
 13 talking about you guys in terms when Mrs. Albert, the
 14 teacher, say you represent us well. I remember about
 15 a month ago, and you may remember this, you asked to
 16 come see me in my office, right?
 17 ZEWAN LU: Yes.
 18 DR. BAILEY: And you wanted to explore
 19 continuation of studying solar cells in energy related
 20 to how that could contribute to reducing the cost to
 21 the school system in supplying lighting and energy
 22 effects in the school system. And I'm going to let
 23 this young man take over as Superintendent, you know,
 24 and save us some money and help, you know, Mark, I

1 think he could help us in the city with all kinds of
2 things, and both of them together. But I want to end
3 by saying this, that when asked if they had anything
4 else to say, ok, Kane said we want to thank Oak Ridge
5 National Laboratory and all of Oak Ridge really for
6 being so supportive in math and science. We are
7 really lucky that we live in a community that supports
8 us in our research and is excited to hear about what
9 we've done. She added that is definitely awesome to
10 have a national lab just down the street from their
11 homes. And their mentors and the scientists and the
12 opportunity for our students to have that opportunity
13 and the national lab serving us from that perspective
14 is good for them and it's good for our students and
15 it's absolutely a great opportunity for you. Go
16 forth. You will do great things in the future for our
17 country and just remember we're not going to forget
18 you. We're going to hold you accountable to do great
19 things. How about another hand for these fine young
20 people.

21 MR. FILLAER: Mr. Eby.

22 MR. EBY: Don't leave. I'm not sure. I
23 mean, most people probably know, but I'm not sure that
24 everybody in the wide TV audience here, what did you

1 We appreciate you very much. And thank you, Ms.
2 Albert and ladies. Well, the next item under Special
3 Report is certainly not good news, but in the terms of
4 recognition this person certainly deserves recognition
5 for his contributions to the Oak Ridge School System.
6 Dr. Bailey.

7 DR. BAILEY: I'd like to at this time
8 ask Mike Baker to step forward up at the lectern so we
9 can get you on TV land here one more time before you
10 get behind that other podium, so to speak.

11 MR. BAKER: I've always wanted to sing.
12 Can I sing tonight?

13 DR. BAILEY: No, I'm sorry, I've heard
14 you sing. You're almost as pitiful as I am. First of
15 all, I'd like to introduce you all to Michael Todd
16 Baker. I want to share a couple of personal things.
17 Forgive me for doing this, Mike. Mike and I have the
18 same major and credentials. He's got one up on me
19 because he has a professional license in Tennessee and
20 I have a beginner administrator license. But other
21 than that, our credentials are very much similar in
22 terms of general science, biology, and administrative
23 endorsements. I got my BS degree from East Tennessee
24 State University and you got your Masters in

1 win and what are you going to do with that? Where are
2 you going from here?

3 CASSIE KANE: Zewan and I together won
4 \$100,000 scholarship and we get to split that 50/50.
5 So, we are both walking away with \$50,000. And, of
6 course, we hope to use that to go to college as
7 college is so expensive now a day. So, neither one of
8 us are certain which college we are interested in
9 going to yet, but we definitely have some big plans in
10 the future and we both hope to continue in the science
11 and research field no matter where we go.

12 MR. FILLAER: Mr. DiGregorio.

13 MR. DIGREGORIO: I heard you give your
14 presentation at the Pollard Auditorium. I heard it
15 again on television through one of the online things,
16 and it's pretty really very impressive. And I just
17 think back a little bit, I was in high school once, I
18 didn't know any of those words, which made it even
19 more impressive. I don't even know what an Xbox, and
20 I still don't know what an Xbox is. It's very, very
21 impressive. And about the only thing I can think of
22 is; kids these days, what are they coming to.
23 Congratulations.

24 MR. FILLAER: And thank you very much.

1 Administration there. Got that other university, what
2 is it? UT Knoxville. We talked about that as well.
3 The other thing I want to say is that one of the first
4 times when I met Mike, and I remember talking with
5 your superintendent from Kingsport, Richard Itsmiller,
6 and he didn't want to lose you. I don't know how much
7 he offered you under the table to try to stay and so
8 forth.

9 MR. BAKER: Not enough.

10 DR. BAILEY: Not enough, that's right.
11 And the good news that we got you at the high school
12 at that time as an assistant principal. The other
13 thing is I remember, and you can kind of recall the
14 situation, it was either Alex, it was one of the
15 children, that was in the grandstands at a football
16 game, my wife was a first grade teacher, as you know,
17 and you and I were watching the game and discussing
18 the game and my wife was focused on one of the boys
19 that was playing I think with some creatures or toys
20 of some type. And there appeared to be a person, a
21 fan, that was being a little aggressive with one of
22 the children, right, and I remember my wife going down
23 there and kind of taking over and defending your son.
24 Do you remember that?

1 MR. BAKER: She stood up for him. Yes,
2 I do remember that. I remember it well.
3 DR. BAILEY: See, that was that first
4 grade teacher coming out, you know. Here's this
5 person that was trying to move a child out of the way
6 playing with his toys. My wife is not an aggressive
7 person but she will definitely step forward and take
8 care of children. So, that was kind of her first
9 engagement with you. I want to share something with
10 you because I think it speaks to the heart of this
11 gentleman that stands before us and our loss. For the
12 past five years Mike writes that he had the wonderful
13 opportunity to serve alongside some of the finest
14 educators in the nation. When he was assistant
15 principal at Oak Ridge High School he writes
16 considering a potential future as a principal at
17 Robertsville Middle School was the school at the top
18 of my list of places that I could want to work. And I
19 remember in the interview when he was referred to me
20 for acceptance as a principal, I asked him what in the
21 world would make anyone want to go and deal with 5th,
22 6th, 7th, and 8th graders, the sea of pubescence is
23 what I call it. They're at different sizes, shapes,
24 emotional, and I mean, it's just constant, constant

1 activity. He said, that's my love; that's where I
2 want to be. "I've never been able, I have never been
3 to a school where people care for the students and
4 each other like the staff at Robertsville. Since I
5 have been here I have been amazed at the lengths that
6 this staff goes to take care of our students, our
7 families, and each other. We have accomplished some
8 incredible things and we have gone through some really
9 tough times. I cannot ask for a finer group of
10 educators and professionals to serve with. For
11 several years I have known that at some point in my
12 life I would return to work in full-time ministry."
13 Because Mike was in ministry before. "I thought it
14 would be years down the road or even after I retire
15 from public education. I never dreamed that it would
16 be now. About two months ago I was approached by the
17 pastoral leadership at Faith Promise where my family
18 attends church. I was asked to prayerfully consider a
19 job at the church as campus pastor for a new satellite
20 campus in the north Knoxville area. After a period of
21 fasting and prayer, it became clear to me that I was
22 to become the pastor of the north campus. I can't
23 reiterate enough what an honor it has been to serve
24 alongside with such a wonderful staff and faculty at

1 Robertsville Middle School. I will remain on staff at
2 Robertsville until the end of December and come back
3 as needed to assist with the transition. Dr. Bailey
4 and Mr. Green have asked Mrs. Campbell" — and so I
5 want her to step forward at this time and go to the
6 right arm of Mr. Baker, because she's going to step in
7 as the interim principal to finish out the school
8 year. And Mrs. Julia Kirk, Mrs. Kirk, if you would
9 come forward at this time, and I want you on the left
10 arm — you notice that symbolism, right and left arm
11 type of thing. And she will assist as assistant
12 principal now for the remainder of the school year.
13 And I know that you will do all that you can to
14 support and follow Mrs. Campbell as she leads
15 Robertsville through the remainder of the school year.
16 And I have every confidence that both Ms. Kirk and Ms.
17 Campbell will contribute to the excellent tradition at
18 Robertsville. Mike, I want to say to you, thank you
19 for your service to the city of Oak Ridge, to the
20 students that you've served. You've been a fine
21 example for students and all of us. I've learned some
22 things from you. And, Lori, Julie, you've got to step
23 in, take it over, and I know you will. We have total
24 confidence and faith in you. And anything we can do

1 to help you. But I wanted to call you up here tonight
2 just to say how appreciative we are for your service
3 to Oak Ridge and we wish you the best, Mike, in the
4 future.

5 MR. BAKER: Thank you.

6 MR. FILLAUER: Any comments from any of
7 the other Board members? I think, Dr. Bailey, you did
8 a great job there of putting into words, I think, what
9 not only you said but what this Board and what the
10 school system feels about your efforts, and we greatly
11 appreciate that. The next item on the agenda is
12 recognition of the school crossing guards. The men
13 and women who serve in these positions are true
14 servants for the children and citizens of Oak Ridge.
15 They endure all of the weather elements and face
16 situations that would be considered dangerous. But
17 because of their dedication to their position, they
18 never complain about the adversities they face. They
19 are not highly paid but give an immeasurable amount of
20 safety to our students day in and day out. We'd like
21 to take the opportunity to recognize those people who
22 serve in those capacities, two of which are here. And
23 I'm going to call you, that's why I came up here,
24 because I'm going to call you up here in just a few

1 minutes. But I'd like to recognize all of those.
 2 They are Bobby Peters at Linden Elementary; Tiffany
 3 White at Willow Brook Elementary; Robert Stevens at
 4 North Illinois Avenue at Robertsville Road; Donald
 5 Miller, Illinois Avenue at Oak Ridge Turnpike; Rhonda
 6 Ashburn at Oak Ridge High School, Oak Ridge Turnpike
 7 at the Civic Center; Linda Gregg at Woodland
 8 Elementary School; and Marion Forbes at Jefferson
 9 Middle School. I would like to ask at this time Mr.
 10 Donald Miller and Ms. Rhonda Ashburn. She didn't make
 11 it. Well, Mr. Miller, you have center stage tonight.
 12 And this certificate reads: Oak Ridge Schools Board
 13 of Education hereby recognizes Donald Miller for his
 14 support, dedication, and service as a school crossing
 15 guard for the Oak Ridge Schools, January the 3rd,
 16 2012. Thank you very much.

17 DR. BAILEY: Excuse me, Don, before you
 18 sit down, if you'd stand there just a minute. I want
 19 to share a couple of comments. When I lived on the
 20 west end, I just moved recently, Don came up tonight,
 21 he said, Dr. Bailey, you driving a different car? I
 22 don't see you now coming by and harassing me in the
 23 morning like you used to. He didn't say that; he said
 24 saying hello. Because every morning I'd come by

1 next item on the agenda is the Consent Agenda. Do I
 2 hear a motion?

3 MS. AGLE: Move for approval.

4 MR. DIGREGORIO: Second.

5 MR. FILLAUER: Any discussion? Motion
 6 has been made and seconded. ALL in favor of approving
 7 the Consent Agenda signify by saying aye.

8 (Whereupon, all members voted aye)

9 MR. FILLAUER: Opposed? Motion carries.
 10 Next under Items for Action under Curriculum and
 11 Instruction is approval of recommendation for new
 12 courses at Oak Ridge High School, 2012-2013. Dr.
 13 Bailey.

14 DR. BAILEY: Thank you, Mr. Chairman.
 15 At this time, I'd like to ask for approval of
 16 recommendation of new courses at Oak Ridge High School
 17 for 2012-2013 year. And I would recommend approval of
 18 the new courses as follows: The Integrated Math I,
 19 Integrated Math II, Integrated Math III, and the AP
 20 Human Geography.

21 MR. FILLAUER: You've heard the
 22 Superintendent's recommendation. Do I hear a motion?

23 MR. DIGREGORIO: Move for approval.

24 MS. AGLE: Second.

1 there. This gentleman is always there at Illinois and
 2 the Turnpike. That is not a particularly, well,
 3 that's a very interesting intersection, to say the
 4 least. I don't care whether it's rain, snow, ice,
 5 he's there. And I have been thinking about buying a
 6 Harley Davidson but now watching you on the Vespa
 7 Scooter I'm really thinking that I want that Vespa
 8 Scooter.

9 MR. MILLER: That's the right decision.

10 DR. BAILEY: Right decision, okay, good.

11 But, Don, I just want to say thank you for what you're
 12 doing and total commitment, we couldn't ask for
 13 anything more from you and we appreciate it. Thank
 14 you.

15 MR. EBY: Yeah, I also would like to say
 16 Don actually used to be a scout master in the scouts
 17 many, many years and is really dedicated to working
 18 with young people. And I think serving as a crossing
 19 guard is something else, Dr. Bailey you say, too, he's
 20 there every day, morning and night, early, late, rain,
 21 sleet, snow, and we appreciate that, and appreciate
 22 all the crossing guards, because that is a great
 23 service for the community.

24 MR. FILLAUER: Okay. Moving on, the

1 MR. FILLAUER: Discussion. Dr. Bailey?
 2 DR. BAILEY: Well, I'm going to look to
 3 my right arm in the curriculum and the leadership and
 4 Mr. Green will walk us through the rationale of each
 5 of the courses. They're tied in, obviously, to the
 6 State and common core requirements. But, Ken, if
 7 you'd walk us through that.

8 MR. GREEN: I will look to my right arm
 9 — kidding. The hard questions we will pass to you.
 10 You'll see three courses in a sequence in order to
 11 maximize opportunities for kids to take advantage of
 12 higher levels of mathematics. And this is something
 13 that really we have been encouraging and the high
 14 school has been really moving toward for some time.
 15 As things have changed in sequences and State
 16 requirements, it has become difficult to make sure
 17 that every student has an opportunity to access the
 18 higher levels of mathematics. We can oftentimes
 19 spread our attention between low and high and we've
 20 got pockets of kids who sit in the middle who have
 21 opportunities to move into other levels of mathematics
 22 if we sequence courses appropriately. So, if you look
 23 at the sequence that's in front of you, between
 24 Integrated Math I, which you can see addresses State

1 and common core Algebra I topics, as well as common
 2 core geometry topics, students would be part of a
 3 team-taught environment with both teachers and
 4 students looping to the next course, the AGATE II.
 5 Students would take Tennessee End-of-Course exam in
 6 Algebra I at the end of the AGATE I, with the exam
 7 score figured as a part of the student's final grade
 8 in the course. The rationale for that course, again,
 9 is it allows students to progress through a year and a
 10 half of high school math their freshman year. The
 11 course is designed to provide appropriate support and
 12 instructional time for students to be successful. So,
 13 it's a different way for us to look at moving kids
 14 through our math sequence and I think is really
 15 commendable in that the goal is to allow kids to have
 16 easier access to upper level mathematics that in the
 17 past, because of the way it was sequenced, they might
 18 not have an opportunity to get there. And you can
 19 follow that rationale straight through to the
 20 Integrated Math III that leads then to Algebra II and
 21 Trigonometry. So, I'll answer any questions related
 22 to the math portion and then I'll speak to the AP
 23 Human Geography.

24 MR. FILLAUER: Ms. Richter,

1 MS. RICHTER: You may have answered part
 2 of my question. When I read this material I was
 3 wondering what students you were seeking to assist.

4 MR. GREEN: It's a pocket of kids who,
 5 and Christopher, if you want to elaborate feel free,
 6 but it's a pocket of kids that would, in many cases,
 7 because of how they sequence through the middle school
 8 the number of years it would have taken them to get to
 9 this upper level math they would not have been able to
 10 do it in that time. So, these are, for lack of a
 11 better word, these would be average math students who
 12 certainly are capable of gaining access. But because
 13 they didn't do the math sequence in middle school,
 14 it's going to be harder for them to get there without
 15 changing sequence.

16 DR. BAILEY: To add to that, you may
 17 recall — and Ken is right on the right track with
 18 that — you may recall when we sat down recently and
 19 looked at the goals, the Superintendent goals that we
 20 spoke about earlier, and the algebra goals themselves.
 21 We had 100% of the students passing in the 8th grade,
 22 in the middle schools, the algebra, but we also had a
 23 very high level of 9th graders at the advanced level.
 24 And those students targeted in this sequence can now

1 progress to get through Calculus by their senior year
 2 and may have just not started in the 8th grade. And
 3 so, there's part of that using the data. And see, I
 4 applaud the staff for looking at the data and saying
 5 one thing we control in life is the time and the
 6 sequence and some students can move faster and so why
 7 not afford that opportunity for that. And so, that
 8 really moves them up higher. And if you're moving up
 9 higher in the sequence of mathematics it also opens
 10 doors for other ventures as well.

11 MS. RICHTER: Is the math department —
 12 well, I take it that they are. But is everyone quite
 13 comfortable that the students will be able to take on
 14 the volume of information that they're going to be
 15 taking on? And how is that going to be addressed?
 16 Will the class be longer?

17 MR. SCOTT: Yes. Each of these classes
 18 is a period and a half. So, over a two-year period a
 19 student would be spending approximately the same
 20 amount of class time as if they took those courses
 21 over a three-year period, because it will be a full
 22 period and then half of the next period will be spent
 23 in the class. The same way that our hybrid block
 24 courses are done. That extends the amount of class

1 time for the students. Also, what needs to be taken
 2 into consideration is how much thought goes into how
 3 to sequence the different skills throughout the
 4 course. Our math department has given considerable
 5 consideration and are still planning on how to do that
 6 in a way that really makes good sense for a student
 7 and where those skills are learned, how you introduce
 8 them. Doing it with team teaching also needs to be
 9 looked at as a factor of the intensity of instruction.
 10 When you have two teachers in the room you get more
 11 out of that hour and a half, just the same way that if
 12 a single teacher taught 25 students and the next
 13 teacher only taught 12 those 12 students are going to
 14 get a much more intensive educational experience. So,
 15 by team teaching, the students are going to get more
 16 juice out of that piece of fruit during that half an
 17 hour, in essence. So, that's how you can take a
 18 student who would normally come to us and take Algebra
 19 I and leave their sophomore year with Algebra
 20 II/Trigonometry. A lot of very deliberate things were
 21 put into the planning on this course by our math
 22 department.

23 MS. RICHTER: One last question then.
 24 Is this being tried anywhere else in the state that

1 we're aware of?
 2 MR. SCOTT: Integrated math is used
 3 throughout the country. Especially considering our
 4 state is predominantly a block schedule state. For
 5 schools that use integrated math, it's done over a
 6 three-semester period. So, a student would take
 7 Algebra one semester, Geometry the next semester,
 8 Algebra II the third semester if they ran then back to
 9 back to back in a block setting. So, most schools in
 10 Tennessee have the capacity, whether they choose to or
 11 not, you know, where those courses come.
 12 Unfortunately, often they will skip half the year and
 13 have a student out of math and then come back to it.
 14 But many schools run integrated math in that the
 15 geometry and the algebra are mixed together where it
 16 makes good sense for them to be together.
 17 DR. BAILEY: The school system that I
 18 left, Henrico in Virginia, we had it and we focused on
 19 an integrated math in the algebra/geometry sect and
 20 then mixed it also with Algebra II so that in two
 21 years you completed those courses in two years instead
 22 of three.
 23 MR. SCOTT: So, in essence, there are
 24 schools doing it in less time. I would propose that

1 credits will be accrued over the two years with one
 2 being an elective.
 3 MR. EBY: Will there be any classes that
 4 will be given up as a result of this?
 5 MR. SCOTT: No, that's what's nice. A
 6 student can be free during their year-long classes to
 7 be in orchestra all four years.
 8 MR. EBY: Good.
 9 MR. FILLAUER: Okay. You want to move
 10 us on to AP Human Geography?
 11 MR. GREEN: (tape turns) students who
 12 are enrolled in Senior English classes. It's a
 13 college level introductory course. You study patterns
 14 and processes that have shaped human understanding,
 15 use, and alteration of the earth surfaces. This course
 16 uses spatial concepts, analysis of landscapes to
 17 understand human geography and the consequences in our
 18 environment. The students taking this course would be
 19 prepared to take AP exam and should have above average
 20 reading levels and they earn three hours of college
 21 credit if they successfully complete the AP exam.
 22 Human Geography came along in recent years in the AP
 23 sequence of courses. And part of that process is part
 24 of the growth of AP and the importance of what the

1 we're doing it in the right amount of time.
 2 MR. FILLAUER: Mr. Eby.
 3 MR. EBY: So, do the students get credit
 4 for three courses in a two-year time period,
 5 basically?
 6 MR. SCOTT: It's a great question.
 7 They'll actually come out of the course with 4
 8 credits. A credit in Algebra I -- it is integrated
 9 math, which there's a State code for; it's an official
 10 course in Tennessee and it counts toward algebra for
 11 graduation purposes. It's also recognized by every
 12 college in America. They know --
 13 DR. BAILEY: And still sit for the
 14 end-of-course test.
 15 MR. SCOTT: Yes. And they will sit for
 16 the ECC. Integrated Math II counts toward Geometry in
 17 graduation and Integrated Math III toward Algebra II
 18 for graduation. So, those three credits will be
 19 accrued at the end of the two-year period. There will
 20 also be an additional credit of the math elective.
 21 That's important considering the credit compression
 22 that so many high schools around our state feel right
 23 now, and we feel. So, when we introduce new courses
 24 we have to take that into consideration. So, four

1 research shows if a student has access to these
 2 introductory college level courses. And I think an
 3 important thing to note is that, and some of the AP
 4 teachers in the room can attest to it, these courses
 5 are actually -- I have to say this carefully -- better
 6 than the college introductory courses in that the
 7 students are able to work at a very high level but
 8 they have access to their teacher that they don't
 9 generally have in an introductory college course. So,
 10 they actually are able to do much better in these
 11 courses. The research shows when they have compared
 12 students who took an AP introductory, so, let's just
 13 say English 101, so they took the equivalent of that
 14 in high school via an AP course and then opted out of
 15 that course as a result when they got to college.
 16 They wanted to test the students in the second year
 17 college course and see if students who went through
 18 the college sequence or students who went through the
 19 high school sequence fared better. And the students
 20 who went through the high school sequence actually
 21 fared better than the students who went through the
 22 college sequence of courses. And that speaks to the
 23 rigor of what an AP course actually represents when
 24 it's taught well. But the growth of AP and the push

1 for AP, because of the research that's out there, has
 2 brought with it some other consequences, some
 3 unintended consequences. So, because the research
 4 shows that AP improves students' first year, improves
 5 the chances of them graduating in four years, it
 6 improves the chances that they will complete and
 7 actually earn a degree from a university. And because
 8 of that you're seeing a great push for more and more
 9 AP. There are two ways to grow an AP program and we
 10 talk about that all the time. You can get a bunch of
 11 kids in AP and they don't test, or if they do test,
 12 they don't fare well. Your AP program grows but the
 13 quality of the program goes down. Or you can do a
 14 better job of matching students to AP courses. In
 15 other words, not every kid needs to take AP Calculus.
 16 They may not be matched well for AP Calculus. That
 17 doesn't mean, however, that they're not an AP student
 18 or couldn't take an AP course. They might take, as
 19 opposed to AP Calculus, they might take a math course
 20 like AP Stats and fair very well. What this does is
 21 it diversifies the AP offerings at the high school,
 22 provides an opportunity. And, incidentally, AP Human
 23 Geography is one of the more common first-time AP
 24 courses. And so, for schools that have set the goals

1 and around the country, schools are setting goals like
 2 making sure that every college bound student takes at
 3 least one AP course. They don't do that by putting a
 4 bunch of kids in AP Calculus or AP Psych or AP, they
 5 look at how many offerings can we have and where can
 6 we match students, because the experience for them is
 7 beneficial. So, AP Human Geography is one of those
 8 courses that's been very successful for first time AP
 9 students as well. So, it's a great offering to
 10 diversify the offerings at the high school.

11 MR. FILLAUER: Mr. Eby,

12 MR. EBY: Yeah, Mr. Green, in the
 13 write-up it says that the Oak Ridge Schools, some
 14 tests shows that it has the greatest potential for Oak
 15 Ridge High School. What do you mean by that?

16 MR. GREEN: There is a program that the
 17 college board put together a few years ago now,
 18 probably actually more than a few years now. We're
 19 probably talking about fifteen years. Where what they
 20 did was simply take the statistics from the PSAT. So,
 21 they had all this data of kids who were taking the
 22 PSAT and what they realized was that they had enough
 23 data to actually start running some correlations and
 24 start predicting success for students via looking at

1 how students scored on PSAT and then looking at the
 2 success rate that those students had in advanced
 3 placement courses. Very similar to what the ACT does
 4 when it says college readiness standard. If the
 5 student scores this on the ACT they have this
 6 percentage chance of completing college, those types
 7 of things. What they've done is created a program out
 8 of that called AP Potential. It is a computer-based
 9 statistical program. What it does is crunch the
 10 numbers that we could not crunch manually. It takes
 11 your PSAT performance, which right now what's our
 12 number of kids taking PSAT?

13 MR. SCOTT: PSAT? It's between 100 and
 14 150, depending on the year.

15 MR. GREEN: So, we can take from that
 16 then and it will give you a printout of in your
 17 population, in your district, here are the courses
 18 that your students, your demographics, seem to
 19 correlate well if you add these courses to your
 20 offerings that you don't already have. You would pick
 21 up say twenty, twenty-five, thirty, fifty more kids
 22 who are not currently taking AP who would fare well in
 23 this particular course. So, when they say that's the
 24 best one statistically to use, it's using that data to

1 do that.

2 DR. BAILEY: It's the one Johns-Hopkins
 3 uses.

4 MR. GREEN: It's been very successful.

5 MR. FILLAUER: Ms. Richter and then Ms.
 6 Agle.

7 MS. RICHTER: What will we do to prepare
 8 a staff member to teach this?

9 MR. SCOTT: We've already recruited our
 10 staff member assigned to this course. He will attend
 11 a Human Geography Institute. Hopefully, it will be
 12 here in Oak Ridge next year. But if not, he will
 13 travel to either Nashville or Atlanta or a neighboring
 14 state where they have Human Geography offered in a
 15 workshop. Those workshops, we offer a fantastic
 16 institute here at Oak Ridge High School. They employ
 17 consultants to train new teachers or even veteran
 18 teachers in the AP curriculum, best practices for
 19 teaching an AP course. Basically, it's a boot camp
 20 for teaching, in this case, AP Human Geography.

21 DR. BAILEY: You know what's
 22 interesting, I've said this several times, but I look
 23 over at Bonita, and she may remember this, but twelve,
 24 thirteen years ago I asked college board to give me

1 the best teachers to bring to Henrico School System
2 for 8 high schools and train AP teachers. And who
3 showed up but three people from Oak Ridge; Bonita
4 being one. Jerry Lynn was there, and others in
5 chemistry and English. I'm glad you all turned me
6 down. I think I talked to them about increasing their
7 salary and giving them computers and tried to attract
8 them and steal them away from Oak Ridge, not that I'm
9 capable of doing that at all. They turned me down and
10 later I'm glad they did.

11 MR. SCOTT: They turn people down every
12 year.

13 DR. BAILEY: Yeah. But the reality is
14 to have that kind of power, you know, and pedigree, if
15 you will, the skill level of teachers coming here to
16 be trained, and even having people that want to train
17 other people want to take the people from Oak Ridge to
18 train others. And so, that summer institute is really
19 valuable now and it's serving pretty much the
20 southeast. And so, that's how that training is going
21 to occur.

22 MR. FILLAER: Ms. Agle.

23 MS. AGLE: What I'm seeing, I think,
24 correct me if I'm mistaken, is it looks like what

1 students for this past month. But at the same time, I
2 will tell you -- where is Dr. Henderson -- at 11:00 or
3 so I was walking down the hall and it was like, man,
4 we had just an influx of parents coming in today
5 registering students. So, it's kind of like some
6 leave and sure go and, you know, employment issues and
7 so forth and things. So, it's kind of an up and down
8 type of thing.

9 MR. FILLAER: Next under Items for
10 Information is the financial report. Questions? Mr.
11 Eby.

12 MR. EBY: Yes. I notice 42% of the
13 budget year and like 32% of the expenditures and 31%
14 of the revenues. How do things look overall with
15 regard to getting revenues in? It looks like we're
16 just slightly overspent. Do we have any problems
17 there?

18 MS. GAGLIANO: I don't think there's any
19 problems. I think what we're looking at is November's
20 numbers. So, we have December and January for
21 property tax collection is our big months, and then
22 also sales tax from the Christmas holiday. So, I'm
23 sure it will pick up some. We're so close that I'm
24 not worried.

1 we're doing with all of these courses is opening the
2 door for more kids to take college-level course work,
3 which we know better prepares them to succeed in
4 college. Because it looks like they will have access
5 to higher level math than they otherwise would.
6 Here's an additional AP course that does not require
7 quite as much rigor in the earlier years. They don't
8 have to be on a particular track. By the time they
9 get to senior English they're ready for this. And
10 that's very encouraging. I think that these are
11 wonderful things to add to our curriculum.

12 MR. FILLAER: Any other comments? The
13 motion on the floor is the approval of recommendation
14 for new courses at Oak Ridge High School, 2012-2013.
15 All those in favor signify by saying aye.

16 (Whereupon, all members voted aye)

17 MR. FILLAER: Opposed? Motion carries.
18 Next item on the agenda are Items for Information.
19 First is the workforce utilization analysis. Any
20 comments or questions? Next is the enrollment report.
21 Any comments or questions there?

22 DR. BAILEY: Just a comment. I hope
23 this form has helped in terms of having a more quick
24 way to look at that. You'll see a reduction in 14

1 MR. FILLAER: Next item is under Old
2 Business. This is not really business but I just
3 thought this would be a good place to interject this.
4 In the audience you've already met our Police Chief,
5 Jim Akagi, who is here tonight; we appreciate that;
6 along with our City Manger, Mark Watson; we appreciate
7 that; and Sergeant Shana Newman, from the Oak Ridge
8 Police Department. We greatly appreciate the
9 involvement that the police department is taking with
10 the Oak Ridge Schools and the team work that we're
11 developing. I've already given him top billing one
12 night. Right? And I couldn't get him to come up and
13 speak though. He just stayed back there. And,
14 certainly, last but not least, our School Resource
15 Officer, who I get great reports on, that's doing
16 great things in our school system, Officer McPhee.
17 And we appreciate all of you being here and appreciate
18 the job you're doing. And we probably can't tell you
19 enough how much we appreciate it but we'll continue
20 doing that anyway. And there was some other old
21 business?

22 MR. DIGREGGIO: Yeah, I have a question
23 on the Superintendent's Evaluation. We had our
24 meeting, our work session, at the beginning of, or

1 sure time in December, and we went through a lot of
2 the data that both Ken and Tom shared with us. And we
3 have it kind of in a form that we can look at it
4 because I think the Superintendent is going to present
5 his self-evaluation to us some time next week if
6 possible. And as we look at it, looking at the same
7 data that Ken and Tom presented to us, but I tabulated
8 it just a little bit differently. And as opposed to
9 looking across in grade levels, I was looking at it
10 from one year to the next to where we follow the kids
11 from like, for example, third grade to fourth grade as
12 opposed to third grade and then next year's third
13 grade where we're really looking at two different sets
14 of kids with the same perhaps test or looking at the
15 kids from third grade to fourth grade with a slightly
16 more difficult test and a different teacher. My
17 question now is do you have the table that I sent you
18 on email? Do you have that, Tom?

19 DR. BAILEY: Yes.

20 MR. DIGREGORIO: I'll look at it here.
21 And my question here is basically, in addition to
22 looking at the data to evaluate the Superintendent the
23 way that we examined it during our work session,
24 shouldn't we also be looking at it the way I have it

1 tabulated from one year to another? That's basically
2 my question. I understand there's a gillion ways that
3 you can look at the data. And, you know, we should
4 probably look at all the data the best way we can as
5 often as we can; I understand all that. To me,
6 however, when we're looking at it across grade levels
7 the fact that we're looking at two different sets of
8 kids is probably not, doesn't mean the same thing as
9 looking at it from one year to the next. Like, how
10 did they do in third grade? How did the same kids do
11 in fourth grade with a maybe slightly more difficult
12 test? How clear am I making myself?

13 MR. FILLAER: Let me respond to that by
14 asking back a question. And I'm agreeable that there
15 are upteen gillion ways that we can look at the data
16 and we should investigate in different areas. But if
17 we, just based on the premise that we're looking at
18 here, are we going from a third grade student to a
19 third grade student being, even though they are
20 different students, they are being tested with the
21 same third grade testing mechanism. If we go from the
22 third grade student to the fourth grade student
23 they're being tested with a different testing
24 mechanism. So, are we getting a clear-cut picture?

1 We are seeing progress that those students are making
2 across the grade levels, but are we getting a clear
3 picture of the focus on just what students are doing
4 in the third grade? Do you follow me?

5 MR. DIGREGORIO: I follow you, and
6 that's part of my problem, because the fact that we
7 have two different sets of kids. And you and I both
8 know that different classes take on their own
9 personalities. And what you have one year you may not
10 have another year.

11 MR. GREEN: I think it may be taken care
12 of. And I saw an Email exchange and I think that Mr.
13 Eby has already pointed out the particular issue.
14 What you're describing can be done manually with less,
15 I'll say, statistical strength than what's already
16 being done. I think we have both of your bases
17 covered. By using the achievement data from year to
18 year, which is the way that we've spent most of our
19 time presenting that information, achievement data
20 from year to year, which you are correct, is
21 different, different groups of kids. And even in some
22 cases, different sets of teachers. But what the State
23 of Tennessee has already done and has gotten a great
24 deal of notoriety for doing it is creating the value

1 added system, which does what you're describing, only
2 it does it with a greater degree of statistical
3 strength in that it takes the individual student's
4 trajectory from year to year and does a prediction of
5 where that student should be over a course of time
6 given reasonable growth for that student. So, it does
7 it individually and then it takes it collectively and
8 can look at the whole grade or the whole class and
9 solve or answer the question that you're asking, which
10 is simply how are the students growing, how are they
11 progressing, from year to year looking at that same
12 group. Take that further, we have not done this with
13 the Board, but we can take, we can go into the TVAAS
14 or the Tennessee Value Added Site, the restricted
15 site, and a principal or I can or Dr. Bailey can look
16 at an individual student's report. And it will show
17 every test that student has taken in the state of
18 Tennessee, whether he took it at Oak Ridge Schools or
19 he took it in some other school, transferred in from
20 somewhere. It tracks every test that student takes,
21 along with TCAP tests, as well as the school plan and
22 ACT. And it will give you a prediction, a trajectory,
23 first of all, for that student. How is that student
24 tracking. And you can see how they're tracking. And

1 you can see where things happen, whether that student
2 has a blip and something happened, circumstances in
3 his life changes or something happens instructionally
4 and he takes a dip or he takes a climb. We can see
5 all of that information. But we can track all of that
6 growth, whether it be from the individual student or a
7 group of students, class of students, and it does it
8 with a greater degree of strength. So, I think we can
9 do what you're asking.

10 MR. DIGREGORIO: I'm not expecting that
11 what I presented is a Nobel Prize winning statistical
12 analysis. And if I inadvertently broached the subject
13 of value added, I guess I will apologize at this point
14 because I certainly didn't mean to do that.

15 MR. GREEN: You did a poor man's value
16 added.

17 MR. DIGREGORIO: I apologize. I'm
18 sorry. I didn't mean to do it.

19 DR. BAILEY: We thought maybe you were
20 trying to (inaudible).

21 MR. DIGREGORIO: No, sorry, I didn't
22 mean to do that. It was ignorance on my part.

23 DR. BAILEY: No, it was an excellent
24 question.

1 individual schools, grade levels, etcetera.

2 MR. DIGREGORIO: I think it's important
3 to point out, I think we've done it about 125 times
4 probably by now, but we're working with students.
5 Each one brings a unique set of stuff and we're not
6 dealing with nuts and bolts and automobile tires and
7 widgets and what not.

8 DR. BAILEY: Absolutely.

9 MR. DIGREGORIO: It's just different.

10 DR. BAILEY: And we need to keep that in
11 mind always.

12 MR. GREEN: I think the greater
13 transparency will be helpful for everyone involved in
14 decision making, and I think balancing out achievement
15 and value added as opposed to emphasizing one over the
16 other in great degrees I think will be helpful. I
17 think we've seen a lot of misuse of value added. I
18 think we're finally starting to see its, some of its
19 benefits by using it the way it was intended to be
20 used. And the value added piece of it really is best
21 used internally to make decisions about trends and
22 patterns of achievement in your district, and to be
23 able to make decisions about course selections and
24 courses that kids need to have access to. And it

1 MR. FILLAER: And I think, again, we go
2 back, and this is one of the things that these new
3 evaluations should get us to be doing is to be
4 thinking about these things and laying them out and
5 having this discussion to understand them, to know
6 where we're going, and how we're going to get there.
7 I think it's certainly very appropriate.

8 DR. BAILEY: Yeah, if you remember in
9 that discussion, Dan, when I got your Email I was
10 going, gosh, it's nice to see that School Board
11 members are thinking about it in different ways for
12 that very point. The other aspect, if you remember,
13 it could be a goal that we meet; then it's almost like
14 a batting average. You know, one or two members on
15 the team are batting 500 or 600 and the others are
16 batting 100 or whatever, so you say I'm really proud
17 of these two but we've got to pull all of the group up
18 because it is about that. So, you may meet a goal
19 with two high performing second, third, or fourth
20 grade teams but you may have some concern as well
21 that, well, while that's true I'm not going to ignore
22 the fact that we have some work to do in another area.
23 It may be a group of students. Because, remember,
24 we're dealing with subgroups here as well as well as

1 gives you a good barometer on how students are
2 achieving over time in your district. But what's
3 happened, unfortunately, is we use value added and
4 achievement to our advantage or disadvantage. If we
5 have high value added, we want to talk about value
6 added. If we have low value added, we want to talk
7 about achievement.

8 MR. DIGREGORIO: Well, I wasn't
9 suggesting value added.

10 MR. GREEN: You were. You did. You
11 just didn't realize it. You were.

12 DR. BAILEY: You were.

13 MR. DIGREGORIO: I'm sorry.

14 DR. BAILEY: We're not letting you off
15 the hook, Dan. You were.

16 MR. DIGREGORIO: I'm not going to hear
17 the end of this, am I? But I'm also, I never
18 suggested also, Ken, and I know you don't, I meant to
19 use one as opposed to the other, hoping to use one in
20 addition to the other. And I think if we do this one
21 more year then we'll see that any change in patterns
22 over a three-year period as opposed to a two-year
23 period.

24 DR. BAILEY: I think the very experience

1 that we're going to go through with each other is
2 going to be a growth period for everybody. And
3 therein lies the very heart of the evaluation system,
4 which I'm really pleased with, is that it does the
5 same thing that we're asking teachers and
6 administrators. It's let's look at ourselves, what
7 direction, where are we headed, what does the trend
8 data say, and where are the things that we need to
9 emphasize and put greater resources to if we're
10 really, truly talking about students achieving at the
11 level we want them to. Bottom line.

12 MR. FILLADER: Mr. Eby.

13 MR. EBY: This is a different subject.
14 Dr. Bailey, Mr. Green, as you recall, for the last
15 year and a half or something we've talked about
16 alternate school schedules. We were going to do a
17 survey on that. I'm just curious to know the status
18 of that.

19 DR. BAILEY: There are two types of
20 surveys and I want to go back and -- K-12 Insight was
21 a group that we put in our Race to the Top and have
22 used already. We had, I had a phone call conversation
23 with them, and don't hold me to the exact date but it
24 was right at the beginning of December, right in that

1 DR. BAILEY: Oh, it was a 25% on the
2 TCAP score for the grading aspect.

3 MR. GREEN: Yeah.

4 DR. BAILEY: And that recommendation we
5 put before the Board that night, the survey from the
6 staff supported that. Now, I don't think you all have
7 seen that data, but that was done. I know that may be
8 the question that you raised.

9 MR. GREEN: It will be a screen survey,
10 the year round school survey. This company does
11 multiple year round surveys around the country. And
12 so, in the time frame that we had between our events
13 and where we would fit a city-wide survey because this
14 will be a fairly extensive survey, that was the time
15 period that we selected.

16 MR. EBY: I guess it just bothers me
17 that we, I mean, we've been talking about this for
18 almost two years and it always seems that we're going
19 to do something about it six months from now, nine
20 months from now, a year from now. Now, we're talking
21 about Spring again. I mean, this Board will be gone
22 before, you know, we're able to decide whether we want
23 to do anything or not. So, I am disappointed that
24 nothing has been done a little quicker.

1 time period, to request them to construct a draft for
2 our review, which I'm going to bring to the Board
3 probably in the later stage of January or early
4 February for the purpose of looking at two venues.

5 One is an assessment survey of where we stand in
6 technology for the district. And it's a pretty
7 comprehensive survey. They're the experts. I mean,
8 for me to make one or staff to make one, we would do
9 one, but they're the ones that do the actual surveys
10 for the American Association of Secondary
11 Administrators, the AASA. So, I mean, they're hired
12 to do that; that's their forte. The other is to take
13 a look at getting some definite survey information on
14 really some of the questions that we have raised in
15 terms of year round school. So, I have requested them
16 to entertain doing both of those. We've got them
17 under contract. They're willing to do them and not at
18 any cost to us, so that makes it helpful as well. And
19 I think we'll get greater reliability and validity out
20 of that company doing the surveys. The second part of
21 that dealt with Survey Monkey and how it stood on one
22 of the aspects of input from faculty members, if I
23 remember, on year round.

24 MR. GREEN: It was for --

1 DR. BAILEY: Mr. Eby, I hear that
2 disappointment but I also want to say that there was a
3 very extensive research presented on year round school
4 to this Board in the last meeting. And from that
5 discussion, the direction that I felt that I received
6 was if we're going to go further into that it would
7 take more than just that; we wanted a very
8 comprehensive type of thing. So, to do that, to do it
9 well, I think is what we're trying to do for you all.

10 MR. EBY: Well, I think you're exactly
11 right. I think there was an extensive discussion. We
12 had, I think, a separate meeting on the discussion.
13 And what came out of that, and I don't think it was
14 the last meeting, I think it was several months, was
15 that we were going to talk about getting a survey
16 because I think Ms. Agle brought up a couple of
17 options that we talked about, some other alternatives,
18 is that we wanted to do a survey. So, if we're moving
19 in that direction, that's great. It just seems to me,
20 seems like to me almost a year ago, a little more than
21 a year ago, at that point in time I was disappointed
22 that we weren't moving faster on looking at various
23 options, how we can save money, how we can be more
24 efficient, how we can be more effective, and we're

1 just not taking, doesn't seem like we're taking it as
2 seriously as I think that we ought to look at all
3 these options to see how we can be more efficient at
4 what we're doing. So, go back and look at the minutes
5 of that meeting and see what we did say and let's get
6 a survey on that.

7 DR. BAILEY: And I stand corrected, if
8 I'm misreading the Board in terms of the urgency of
9 that. But, obviously, the question of looking at
10 whether or not year round school would save dollars
11 and the studies related to that were all --

12 MR. EBY: Well, that discussion, year
13 round school is what we started at, but during that
14 discussion we came up with three or four different
15 options, as I recall, Mr. Green.

16 MR. GREEN: I believe that's accurate.
17 I don't, the only place where I'm struggling is I
18 don't recall a time line being set in the Fall for the
19 survey piece. I recall us answering some of the
20 essential questions about finances and those types of
21 things and then the follow-up questions regarding,
22 okay, well, let's look at one more time the calendar
23 options and those types of things. As we sequenced
24 what we would have to do, where we were in the Fall

1 MR. GREEN: No, I don't think you would
2 have heard of it because I don't think it was an item
3 that we were currently discussing. But the meeting
4 with K-12 Insight was not prompted by the Board in
5 terms of the question. We had that on the agenda to
6 meet with K-12 Insight and request those surveys.

7 MR. EBY: I thought the Board, though,
8 and, like I say, I want to go back and look at the
9 minutes, I thought the Board had directed, and I
10 thought the last thing that was said of that was that
11 we were going to go back and look at setting up a
12 survey. And I think this was several months ago.

13 MR. GREEN: I understood that as a
14 calendar option survey. I don't recall a direction,
15 because my understanding was we had taken the year
16 round question pretty much off the table. We were now
17 looking at other calendar options.

18 MR. EBY: Right. Exactly.

19 MR. GREEN: And other things that --

20 MR. EBY: Yeah, I agree. That's what I
21 said. Ms. Agle had brought up a couple of options.
22 We said, well, let's look and see what the community,
23 what the staff, what the public, what the students
24 preferred and what were the advantage and

1 after that report, what things were on the plate
2 already where would that fall, we felt like the best
3 time to get that information would be a Spring survey.
4 So, it wasn't a deliberate delay as much as it was a
5 sense of if we're going to survey the community, if
6 we're going to take the time to develop a survey of
7 that magnitude and cover that many points, we're going
8 to need to engage someone to do that.

9 MR. EBY: And, again, I'd like to go
10 back and look at the minutes, too, because if I recall
11 correctly, the conversation had something to do with,
12 yeah, first if we were going to have any change, you
13 know, we were looking at the cycle of when we could
14 get the change. And the earliest cycle it would be
15 would be a year and a half from then, which would have
16 been next fall, I believe. But, now, if we're not
17 even going to do the survey until this Spring then I
18 think that sets it back another year after that. So,
19 my only concern is with which, you know, I was under
20 the impression that we were going to go back and begin
21 the survey process. I really question whether if I
22 had not brought this up whether we would have heard
23 anything about it at this meeting or the next meeting
24 or any other meeting.

1 disadvantages of both.

2 MR. GREEN: So, it's only the urgency
3 that I'm questioning as to when that was to be done.
4 And in the life cycle of the district we did feel like
5 of the surveys we were doing and the things that were
6 on the plate that we would do that as a Spring survey.

7 MR. FILLAUER: Ms. Richter.

8 MS. RICHTER: I think it might be
9 helpful if all of us took a look at those old minutes
10 because I do not think that the Board, I know you're
11 saying we, but I don't think that the Board conveyed
12 the sense of urgency to the administration that I'm
13 sensing I'm hearing now. So, not that you didn't, but
14 I'm not sure that they got that direction from us.

15 MR. EBY: Well, let's just look and see
16 what the minutes said and what the direction of the
17 Board asked.

18 MR. FILLAUER: Ms. Agle.

19 MS. AGLE: I recall what Ms. Richter
20 does, that there was not an immediate we need to look
21 at year round school in the Fall. I don't remember
22 that at all. What I do remember is we need to look at
23 other options for accelerating student learning, which
24 is happening by the new courses that we just approved

1 tonight. That's some of the kind of thing of using
2 our time differently, even if it's using time within
3 the existing day, using our time differently. We were
4 going to look at is there a way to add summer school
5 courses that students could take not as a repeat but
6 they wanted to accelerate a little bit so take a class
7 in the summer so they could start one ahead in the
8 Fall.

9 DR. BAILEY: That's really part of what
10 our discussion.

11 MR. GREEN: And that's in the works.

12 MS. AGLE: That's what I remember as
13 being this is what we need to look at. And,
14 obviously, it's in the works because we've just
15 approved a piece of it.

16 MR. GREEN: It's happening from building
17 to building and it's certainly been the attention of
18 the administration to look at those types of things
19 and we have clearly on our agenda to re-examine and
20 evaluate the summer school. I do recall the survey
21 request. Again, I'm not suggesting that there wasn't
22 a survey request; I just didn't recall it being a
23 request that would happen before the Winter break.
24 And so, that's my only thing. But I think we're

1 talking about examining the same things. I think
2 we're remembering the same things that we would look
3 at.

4 DR. BAILEY: And I just want to bring to
5 the Board's attention, and that's that I did not
6 ignore it from the perspective or put it on the back
7 burner, because we engaged K-12 Insight in an actual
8 meeting, by email, then a conference call by phone
9 with their people in Boston and Ken and I in my office
10 and had about a two-hour conversation on the different
11 types of things that would address the things that
12 you're expressing, Bob.

13 MR. EHLER: It seems that the
14 direction is to go back, review the minutes to see
15 what the direction of the Board was at that point in
16 time. And as we are moving forward with some of these
17 items after we've done that, and we do have another
18 meeting this month, and at that point in time, based
19 on that review, if we need to come back and have a
20 discussion that would put us in the direction that we
21 need to be going in that, to me, would seem to be the
22 appropriate time to do that once we've discovered
23 that. Okay. Under Communications; received
24 information from Mr. Cinnamon that our Focus on

1 Education programs will kick back up this month. Mr.
2 DiGregorio will be doing the January Focus on
3 Education and then we'll be having one in February,
4 March, April, and May. I will be sending those dates
5 out to the Board, the other Board members, for your
6 review to see when we can get you plugged in so you
7 can be working on your program and I can get that
8 information to Mr. Cinnamon. So, I'll get that
9 information to you tomorrow. Any other
10 communications? Mr. Watson.

11 MR. WATSON: The Superintendent and I
12 have been in discussions and City Council did adopt
13 the proposed joint budget calendar for the coming
14 year. I'm sure that information has been conveyed to
15 you. But our next meeting, joint meeting with the
16 School Board and the City Council, will be February
17 the 2nd, I believe, that first Monday is what we've
18 targeted. And I think at that point in time the
19 Superintendent and I will be getting together for
20 developing an agenda. If you have some thoughts on
21 anything that needs to be discussed at that meeting,
22 please, tell Dr. Bailey. I will be doing the same
23 with City Council. And we kind of picked that first
24 Monday because we figured Mondays everybody is in town

1 and I know that our meetings and work sessions are
2 basically on the same nights. And so, this would be
3 our first meeting and I know you're anxious to get a
4 response to the legal opinion that was sent to us.
5 And I know the City Attorney is preparing that and
6 we'll have that. That will be a topic of discussion
7 on February 2nd.

8 DR. BAILEY: February 6th.

9 MR. WATSON: February 6th. I'm sorry.
10 First Monday.

11 DR. BAILEY: The update on the Willow
12 Brook issues, which the Board will hear from us the
13 status of that in a report at the next January
14 meeting. I mean Woodland. I'm sorry. And CIP issues
15 and the tax issue.

16 MR. WATSON: Right. So, I think it will
17 be a roll-up-your sleeves and really, you know, really
18 talk about some of the issues so we can get a total
19 picture. And I think one exciting thing that we did
20 with that budget calendar is to at the time that Dr.
21 Bailey gives his State of the District presentation to
22 you that would be a joint meeting where the City
23 Council will be in the audience, hear that, we'll
24 adjourn, and then go back to our City Council for

1 regular deliberations. So, we'll look forward to
 2 that. We'll all kind of get the same information at
 3 the same time that night. So, I'm pleased with that
 4 and I know Dr. Bailey is back in town and myself, too,
 5 and we'll be working on agendas.

6 MR. FILLAUER: And I would just say, we
 7 as a Board, too, are looking forward to a new
 8 transition as we move into this budget process. And
 9 this calendar, I think, is going to give both the
 10 School Board and Council some options that we've been
 11 hoping for that are going to make a difference.

12 MR. WATSON: Well, I think, you know, as
 13 we look at just community impacts, I mean, we're
 14 moving forward on some great additions for sales tax
 15 to, you know, the community and then we have a
 16 setback. And so, it's give and take and we look
 17 forward to going through that.

18 DR. BAILEY: Mark, before you leave, I
 19 want to make a comment. One of the things that I
 20 appreciate that we agreed to do as well is set up
 21 three actual meetings of you and I and tears, your
 22 staff, my staff, just to sit down in that budget
 23 process along the way and share information as well.
 24 So, I think that's critical and I appreciate that

1 opportunity.

2 MR. WATSON: Thank you. It's nice being
 3 here with you tonight.

4 DR. BAILEY: Thank you.

5 MR. EBY: We appreciate you coming
 6 tonight and also taking note of all the good things
 7 that are going on in the schools.

8 MR. FILLAUER: And we stand adjourned.

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W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Thomas E. Bailey

Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

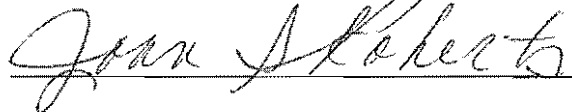
2/27/12

Date Approved

C E R T I F I C A T E

I, Joan S. Roberts, Notary Public at Large for the State of Tennessee, and Licensed Court Reporter do hereby acknowledge that the foregoing 64 pages are a true and correct transcript of the proceedings taken by me in this cause on the 3rd day of January, 2012.

This the 9th day of February, 2012

A handwritten signature in cursive script, reading "Joan S. Roberts", is written over a horizontal line.

Joan S. Roberts, Court Reporter