

TRANSCRIPT OF PROCEEDINGS

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OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

WEDNESDAY - AUGUST 24, 2011

5:00 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

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JOAN S. ROBERTS

COURT REPORTER

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(Off Record Discussion was held)

MR. FILLAUER: Mr. Green, are there any comments that you would like to make at this point in time?

MR. GREEN: Yes, that while there is a fairly sizeable packet that you have been given, it doesn't even represent a fraction of what exists and would be out there regarding year round schooling pros and cons. And so, what I've done at this level, as I understood the charge, was to give an overview of the examination of this calendar's pros and cons and some of the aspects related to it with anticipation of if we have enough information and decide to go forward we would do a much more indepth study. That study would likely have to include, first of all, probably much more of a scientific review of the literature as well as probably you would have to do an internal validated research of our existing 45-15 calendar schools, of which we have two. That would be an extensive process to do. And I think that we would have to, that would be something we would have to undergo if we were to try to make a decision on this as we move down the road. We'd be prepared to do that but that's not included in the material we have. We do have a good

option because it does provide for folks who are interested in that. That being said, we have, going through research it is difficult to sort through and actually come to a definitive conclusion. But that should not alarm us either because most things in education are difficult to come to definitive conclusions if you just want to take straight data from that because they tend to be polluted with other factors. For instance, political factors that would influence and are difficult to control for, and factors of student and demographics, population, implementation. A classic example would be one could read the research and conclude that the block schedule is better than the traditional school schedule. You could also research and walk away with the conclusion that the traditional day schedule is better than block. Well, a lot of that is riddled with opinion. But what also impacts that is if you go with a block schedule and you don't implement it well, you will not get benefits from a 90-minute block schedule. And so, the same thing can happen with your calendar. The data, the research on 45-15 versus the traditional calendar is almost a wash when you look at factors of student achievement or satisfaction rates and those

big of anecdotal information regarding the success and the overall satisfaction rate of our year round schools that we have in our community right now. And it would not be difficult to capture what the feelings are there. I think that, generally speaking, you will find that the 45-15 calendar in our district has been received very well. The teachers in those schools have been very positive about 45-15 and like the experience. I think the administration likes the experience, and I think that the students who are in those schools benefit from that experience. We certainly get, I would say, because I'm involved in it some, I would certainly say that there are more folks who, while none of the numbers are extremely high, there would be more folks who are requesting through the course of their movement around the district who would request into the 45-15 than request out of the 45-15. I think that was a concern. And Ms. Miller is here. She probably could confirm that anecdotally, too. I don't think that we see movement out because of the awkwardness of, or a sense of awkwardness of the calendar. We do get requests to go to the 45-15 school. That's an interesting scenario and it's an option that we have. We're fortunate to have that

types of things. That does not mean that one, one did very well, be better or more beneficial than another. It's just very hard to tease it out from the data. So, you're going to have a hard time looking at the data and drawing a conclusion pro or con for them. But you do need to keep in mind that there are factors that influence the quality of the experience. Case in point would be an area where the research is fairly clear is that students of poverty tend to benefit from 45-15 of year round schoolings in their similar examples. Students, middle class and up, you don't get the same benefit. So, why would that be? You can actually, the research actually speaks to why that's so. One of the reasons why that is so is that students of poverty do not tend to do activities of enrichment over the summer. And so what the research complains about is the summer loss, and the research is very clear on a summer loss. However, summer loss is not universal. The summer loss is not the same for middle class students as it is for students in poverty. That's because middle and upper middle class students tend to travel in the summer and they do activities that are enrichment activities. They do camp, they do travel, they do things that add to their

1 educational experience. That may give you some  
 2 insight into the fact that there are two camps within  
 3 this year round schooling debate. And the two camps  
 4 have interesting names. One has a name you might  
 5 expect, and that is the camp that is very much pro  
 6 year round schools and they are Association of Year  
 7 Round Education. National Association of Year Round  
 8 Education. The competing political group, an activist  
 9 group related to this topic, is called Save our  
 10 Summers. And they are an activist group who believe  
 11 strongly in the value of summers for families. But  
 12 that's public education, that's the world of American  
 13 education and you will see these competing groups.  
 14 Some of their arguments are based upon sound research  
 15 and some of their arguments are based on political  
 16 waves and feelings. Nevertheless, you have these  
 17 types of issues. So, just a quick review is the last  
 18 thing I'll do. Of the information provided, we  
 19 divided the information out. First, there is  
 20 information about the different types of year round  
 21 calendars. And narrowing them down because there are  
 22 probably more, but you have a 45-15 calendar. And the  
 23 smaller number usually refers to the great theory  
 24 between schooling. So, 45-15, 60-20, and 90-30.

1 pressures increase and we look at our traditional  
 2 calendar we know that that calendar was basically set  
 3 during a particular historical time, and it benefitted  
 4 that time period and for many years served as a  
 5 benefit. However, our economy and our culture has  
 6 changed significantly since that time. And a lot of  
 7 people are saying are we maximizing time in American  
 8 education. Are we using time the best way that we  
 9 can. Other countries have increased the amount of  
 10 time the kids are in school. We generally have not.  
 11 They have increased the length of the day as well as  
 12 the number of days in a year that we are in school.  
 13 We average 180, 190 days of school. Other countries  
 14 are up to 220 days of school. We do a six-hour  
 15 roughly school day, six and a half hour on average,  
 16 and other countries will do as much as 8 hours of  
 17 school in the course of a day. So, time and the use  
 18 of time to improve educational outcomes is one of the  
 19 main reasons why districts will consider year round  
 20 schooling. The other piece or aspect of year round  
 21 schooling that folks will consider is what I mentioned  
 22 earlier, that's a summer learning gap. And I think I  
 23 spoke to it already, but it is a factor that research,  
 24 while it is mixed, it does show that there is some

1 There's also a single track system for which those  
 2 fall under and then there's a multi-track system. The  
 3 multi-track year round system is really not one of the  
 4 issues that we are looking at but it exists. And the  
 5 reason why you have multi-track year round schoolings  
 6 is if you can think of some of the urban hubs where  
 7 schools are becoming very crowded and the dollars are  
 8 limited to do construction for schools what they will  
 9 do is create a multi-track and they will do school  
 10 year round but they will cycle in classes of students.  
 11 They don't all, they go in and another group rotates  
 12 in and that way they can actually use the building  
 13 more and serve more kids in that period of time. So,  
 14 that's kind of the two systems. So, we give you an  
 15 overview of what year round schooling is. And then,  
 16 of course, I wanted to make sure that I tried to pull  
 17 evenly from both camps is that to get some of the  
 18 politics of education and the year round schooling.  
 19 And so, there's some articles on the politics and  
 20 marketing of year round schooling and some of the  
 21 research around that. Then you get into the issue,  
 22 one of the primary issues in the research that has  
 23 caused folks to consider year round schooling, the  
 24 first one is the issue of time. That is simply as

1 loss in different demographics of learning for kids  
 2 over the course of the summer when they are dormant or  
 3 inactive. And so, that's another reason why folks  
 4 will consider a 45-15 calendar. The last of the  
 5 points that are causing folks to consider year round  
 6 schooling has to do with the overall push for greater  
 7 accountability and better outcomes from schools. And  
 8 one of the natural assumptions would be if we increase  
 9 the amount of time, it's difficult to raise the rigor  
 10 and the expectations and the outcomes without  
 11 examining the issue of time. And so, as the  
 12 accountability increases across the country and in  
 13 different states more and more states and more and  
 14 more districts are considering year round schooling or  
 15 lengthening their school day in order to address  
 16 meeting higher standards and getting better outcomes.  
 17 There's an overview of districts that have tried year  
 18 round schooling. Some of them have tried and been  
 19 very successful; others tried it and decided later not  
 20 to do it, and others are considering it. And there's  
 21 an overview of their consideration in your packet that  
 22 you have reviewed already. Different models of that.  
 23 You will also find, and probably already read, the  
 24 conflicting research, and I tried to include some of

1 that in there, that simply addresses the fact that  
2 there's a lot of research going on on it. Some of the  
3 research is concluding that there is a boost in  
4 student achievement. Other research suggests there is  
5 no boost in that achievement. It's probably a 50/50  
6 split and, again, it's muddled with other things that  
7 impact educational outcomes that I think it's  
8 difficult to say, to draw a conclusion that it doesn't  
9 impact student learning because a lot of times it's  
10 the factor of implementation and whether or not  
11 teachers and the school orients itself and changes  
12 other practices to go along with the year round school  
13 and change, which happens also in block scheduling as  
14 well. If you just switch to block scheduling but you  
15 teach like you did when you have fifty-five minutes  
16 all you've done is increased the pain for folks, nor  
17 did you change their educational experience. So, the  
18 data is very mixed on what block scheduling produces.

19 DR. BAILEY: You mean pain for the  
20 teachers?

21 MR. GREEN: Both. The pain for the  
22 teacher and pain for the students. Now, that leads us  
23 to the last point. I said that the data is not very  
24 clear and doesn't speak very loudly on the educational

1 questions and comments and then we'll move around for  
2 anyone else. These are not in any particular order of  
3 importance or in any particular order at all. Let me  
4 say first to the Board members, if you haven't had an  
5 opportunity to look at the information that's in this  
6 folder this is some information that Allen has put  
7 together regarding maintenance costs and some other  
8 costs in regard to food service and transportation  
9 that are in that particular packet if you haven't had  
10 a chance to look at that yet. Mr. Green or Dr.  
11 Bailey, this is a question to either of you. Due to  
12 the fact that we do have two schools that are on 45-15  
13 schedule, have we seen an increase, a decrease,  
14 remains the same, of number of families that apply for  
15 their students to attend those schools?

16 MR. GREEN: I would say it has remained  
17 the same. But, as I said at the beginning, I would  
18 also say that requests into year round schools are  
19 larger than requests out of the year round school.  
20 And so, for families who are here already in Oak Ridge  
21 and say are zoned for Willow Brook, they would have  
22 the opportunity to select, as part of how Willow Brook  
23 was established, they would have the opportunity to  
24 select a different school if they did not want the

1 outcomes necessarily of year round schooling. The  
2 data does speak fairly clearly on the issue of  
3 economics. And that is in most of the reports that  
4 you find you will find that year round schooling is  
5 generally more expensive on average than doing a  
6 traditional calendar. There can be a lot of reasons  
7 for that. The best report that I found was a report  
8 by the Center for American Progress who, incidentally,  
9 is very much in favor of examining the time issue as  
10 it relates to education. And so, they would not be an  
11 anti or a pro in that regard. But they estimate that  
12 the cost for year round schooling for a district will  
13 increase per student on average somewhere between \$280  
14 per student to \$720 per student. That is a report  
15 that was published in July 2008 and it is called  
16 "Taking Stock of the Fiscal Costs of Expanded Learning  
17 Time." And I should add that they did not just  
18 examine year round schooling; they examined extending  
19 learning time in general. So, they also looked at  
20 extending the school day. And so, that should be a  
21 consideration as well. And that, in essence, is an  
22 overview of what was out there in the literature on  
23 year round schooling.

24 MR. FILLAUER: I've got a couple

1 year round school. They generally select to stay at  
2 Willow Brook. And you don't generally get a lot of  
3 requests during the school year or between school  
4 years for families who want to move out of that year  
5 round school. There are more requests of individuals  
6 in a traditional school who might want to try the year  
7 round school. But none of those numbers are huge or  
8 particularly high but I would say the requests in are  
9 higher than requests out.

10 DR. BAILEY: I would also add that  
11 Willow Brook has a tremendous mobility but it's not  
12 directly related, from what I can see and talking with  
13 the principal and also the data, is because people  
14 want to leave the 45-15; it's for other factors,  
15 movement of parents, etcetera, etcetera.

16 MR. FILLAUER: On one of the documents  
17 that was in that handout down at the bottom it makes  
18 this statement, it says, "Ten days of intercession  
19 expenses for all schools, \$50,000. \$50,000 includes  
20 operational expenses and lost state, federal meal  
21 reimbursements." Do we lose state meal reimbursements  
22 because we're in a 45-15 schedule?

23 DR. BAILEY: I think it was November of  
24 last year, I believe, State Department of Education --

1 we had never received reimbursement for free and  
2 reduced meals -- but the State Department sent out a  
3 memo, I want to say, around October or November, I  
4 brought it to the Board's attention that time period,  
5 it was new to us, that no longer would they accept  
6 free and reduced lunch meal during intercession time  
7 stating that it equated to a summer school type  
8 situation, not instructional time per se, that we  
9 choose to do that.

10 MR. EBY: Can you define intercessional  
11 time because I think it's important that people  
12 understand that's not part of the normal 186 days.

13 DR. BAILEY: That's correct.

14 MR. EBY: I think people need to  
15 understand that.

16 DR. BAILEY: Exactly.

17 MR. GREEN: And it is a distinguishing  
18 factor. If you ran a 45-15 calendar and you did not  
19 do intercession you might as well not do 45-15. The  
20 benefit of a year round calendar is the opportunity  
21 and, for instance, at Willow Brook is the opportunity  
22 to do both remediation and enrichment for those  
23 students. That occurs during that 15-day break from  
24 the 45-15. So, what you get is a much more structured

1 break, which not only identifies it from the possible  
2 summer loss but also provides an opportunity for kids  
3 who might not otherwise have the opportunity to  
4 experience things that they wouldn't have resources to  
5 experience if they were at home.

6 DR. BAILEY: In terms of that cost, and  
7 I could be wrong, but I'm just going by memory.  
8 Karen, if you recall something different, correct me,  
9 but I believe it was somewhere around \$8,000 of  
10 reimbursement that we would have normally gotten. So,  
11 it means we pick up that cost.

12 MR. FILLAUER: And, I think, Mr. Green,  
13 you kind of pointed this out, as I read through this  
14 information there were a couple of things that seemed  
15 to jump out at me. One, you alluded to, and that  
16 would be depending on which side of this issue I took,  
17 whether I was supportive of say the 45-15 calendar or  
18 the traditional calendar, I could arm myself with  
19 sufficient information to be supportive of either one  
20 of them.

21 MR. GREEN: Yes. If this were a, it is  
22 a great topic to do student debate on. If you were  
23 to, if you wanted to make the argument one way or  
24 another, you could find adequate information to make

1 your case.

2 MR. FILLAUER: Another thing that seemed  
3 to jump out at me was it discussed different states  
4 that had tried this. Some had backed away from it,  
5 some continued with it, etcetera. One of the things  
6 that seemed to jump out at me, I think this would be  
7 certainly true, is that not only if you change to a  
8 45-15 calendar, one of the critical aspects is the  
9 re-educating of the community to support or deal with  
10 that type of calendar change.

11 MR. GREEN: Yeah. And I think that's  
12 important to note because, especially for our own  
13 community. The amount of time that you would do to do  
14 that process is not small. If you decided today we  
15 want to go 45-15 all across this district, you're  
16 probably looking at a three-year process by the time  
17 you've done all the research, all the surveys, built  
18 the will within the community to get that level of  
19 support. How long did Willow Brook study and then do  
20 the 45-15?

21 MR. DIEMER: Two years.

22 MR. GREEN: Two years. So, and I would  
23 say that that one place, I promise you you would have  
24 more than two years worth of stuff to work through to

1 go district wide. So, it wouldn't be fast because if  
2 you want it to be successful you want the community to  
3 be fully educated on it so that they would take  
4 advantage of the pieces of the 45-15. You set up  
5 45-15 and the families decide, you know, okay, fine,  
6 we're going that way but now we're not doing  
7 intercession. Well, now they don't show up for  
8 intercession and you are going out trying to knock on  
9 doors to get kids to come in because you need them,  
10 you know, you need them there to do that. That, in  
11 essence, is your summer intervention. And so, if they  
12 decided not to, it would weaken your efforts to reap  
13 the benefits from the 45-15 calendar.

14 MR. FILLAUER: One other thing and then  
15 I'll go to whomever. This may be an opinion that I  
16 have that I'm focusing on, or it may be something that  
17 was planted in my mind as I read through this, but it  
18 talked a lot about, or it seemed to me it talked a lot  
19 about success with the 45-15 calendar in poverty areas  
20 like you talked about, but also it seemed to be more  
21 of a focus on elementary schools. And when the  
22 transition was made from elementary schools 45-15 into  
23 middle schools or high schools it seemed as if those  
24 middle schools or high schools were becoming more

1 specialized high schools or middle schools, which  
2 would even lead to a couple of situations into charter  
3 schools, where they could dictate more specifically  
4 what their schedule was, what their time frame was.  
5 It mentioned in a couple of places the bill, Melinda  
6 Gates Foundation, and their efforts to fund those  
7 schools, which are devoted toward certain curriculum.

8 MR. GREEN: They tend to have the  
9 secondary level, they tend to be magnet or specialized  
10 schools. That, too, ironically, is not likely a  
11 research-based decision or a decision because of the  
12 nature of secondary school or academic. It has to do  
13 with paying homage to the gods. And the god you must  
14 pay homage to in secondary is called athletics. And  
15 if you are a secondary school and you are a 45-15  
16 calendar you now have a different calendar than the  
17 schools you compete against and you're setting up an  
18 athletic schedule. And so, if you read the research,  
19 it will sound like there's a whole lot of academic  
20 reasons why we wouldn't do it at a secondary level,  
21 etcetera. The truth of the matter is football.

22 DR. BAILEY: That wouldn't happen in  
23 Tennessee.

24 MR. GREEN: No. No.

1 elementary school that does see some benefit. Those  
2 who are learning English as a second language, those  
3 who are coming from poverty do see gains. And those  
4 are documented even from sources that are not for the  
5 year round education. But the problem is you're  
6 weighing that against, okay, you're helping this  
7 group, you're harming this group. And I really and  
8 truly mean harming because the high school students  
9 are most adversely impacted with minimal benefit. And  
10 that's kind of what troubles me about this all or  
11 none. One of the things that Oak Ridge is fortunate  
12 to have is choice for those families that this works  
13 for. We have a preschool and elementary school with  
14 liberal exchange policies. If we have a whole lot  
15 more families wanting it than we can accommodate,  
16 would it be worth having two on the 45-15 and two on  
17 the traditional calendar. But to move everything to  
18 one calendar, you're going to short change somebody.

19 DR. BAILEY: But it also begs the  
20 discussion, and I think it's a healthy discussion, of  
21 whether or not other aspects such as summer school or  
22 alternative education are viewed in different ways in  
23 different structures also can be restructured to offer  
24 different learning opportunities that Ken refers to in

1 MR. FILLAUER: I think one of the  
2 specifics pointed out with that situation was in  
3 Texas.

4 MR. GREEN: That would be true.

5 MR. FILLAUER: Other Board members? Ms.  
6 Agle.

7 MS. AGLE: And in addition to the sports  
8 question, which I guess didn't weigh as heavy on my  
9 mind, but our high school students do a lot of other  
10 things in the summer in this community in particular.  
11 We have kids who go to Governor School. We have kids  
12 who take jobs over the summer. Some of those are  
13 because they need to earn the money; their going to  
14 college depends on earning money. Some of them are  
15 jobs that are really more internships where they're  
16 working in the kind of environment of something they  
17 want to major in. So, they're extending their  
18 education in that way. Or they're in band camp. So,  
19 we have high school students involved in a whole lot  
20 of different things over the summer, all of which  
21 would be impacted by moving to the 45-15. And that  
22 was one of the things that stuck with me is the  
23 benefits are unevenly distributed. You have a certain  
24 segment of population geared primarily toward

1 summer school, either enrichment and catch up. I  
2 mean, we've already seen that in credit recovery. And  
3 certainly blended education today on virtual schools  
4 of online learning along with other factors could be  
5 something that may be a direction too that would be  
6 worth further discussion.

7 MR. FILLAUER: Ms. Richter.

8 MS. RICHTER: I guess I've got questions  
9 about your fairly definitive statement that lower  
10 socioeconomic groups or poverty groups are helped by  
11 it. Because some of the information I've read in here  
12 indicated that they were actually harmed by it.

13 MR. GREEN: That's a good point that I  
14 should qualify. The only place where the research,  
15 where you can find on the academic side where the  
16 research tends to move toward a positive correlation  
17 is with students of poverty. There would certainly be  
18 ample research that would conflict with that. And so,  
19 it continues to be a mixed bag. But if you're really  
20 trying to tease out where is there difference between  
21 this debate where we find some achievement, you find  
22 it in examples where it tends to be in impoverished  
23 settings.

24 DR. BAILEY: Where it was offered in the

1 summer and that regression that Ken talks in that  
 2 summer --  
 3 MS. RICHTER: We were talking about a  
 4 lot of California schools that had negative effects  
 5 for the poverty students. So, I'm not sure. And  
 6 California is the primary example of year round  
 7 schools, too.  
 8 MR. GREEN: Yes.  
 9 MS. RICHTER: My next question --  
 10 MR. EBY: Excuse me. Do you know what  
 11 kind of schools, I mean, those were not multi-track  
 12 schools, do you know or not?  
 13 MS. RICHTER: They were multi-track  
 14 schools.  
 15 MR. EBY: Yeah, but we're not talking  
 16 about multi-track schools here.  
 17 MS. RICHTER: No, but they were also  
 18 talking about why that happens, too, and the move for  
 19 the year round schools in the California system having  
 20 to do so much with the over crowding and the fact that  
 21 there was failure to plan ahead to build more schools  
 22 and take care of the population.  
 23 MR. EBY: But that's not the year round  
 24 school we're looking at. The multi-track schools are

1 and it was not necessarily in the classroom. It might  
 2 be in experiences outside of the classroom, outside of  
 3 the school building, and so on, and so forth. So, I  
 4 thought that article was really very interesting  
 5 because they were pushing for longer school days, more  
 6 time, and even Saturday school days.  
 7 MR. GREEN: Yeah, the time that we are  
 8 going to see, we've only seen the beginning of it,  
 9 time is going to be challenged in American education  
 10 everywhere. And that's because of the increased  
 11 accountability and the desire to have better outcomes.  
 12 And the only thing that we can manipulate, control,  
 13 without, you know, that we haven't already tinkered  
 14 with is this issue of time. So, I think we're going  
 15 to see a lot of that down the road. So, we're not  
 16 done with the question, I think.  
 17 DR. BAILEY: No, we're going to see  
 18 comparing ourselves to global and other nations and  
 19 countries that go 228 days or more.  
 20 MR. FILLAUER: Mr. Eby.  
 21 MR. EBY: I've got several questions.  
 22 First, and I want to, you know, I'm just trying to  
 23 gather up all the best that we can to try to decide  
 24 whether we want to move forward on this or not. With

1 a totally different educational philosophy --  
 2 MS. RICHTER: I understand, except that  
 3 it still keeps the children in school year round. So,  
 4 it may be a different system but they're still being  
 5 educated on a daily basis.  
 6 MR. EBY: But does it keep the children  
 7 in school year round or do they stay on a nine-month  
 8 cycle and they're just --  
 9 MR. GREEN: There are both examples in  
 10 the California model. And so, you'll see some of it  
 11 as -- and they're not, they're not actually on the  
 12 year round calendar at all, and in other cases where  
 13 they're actually doing both.  
 14 MS. RICHTER: Also, with the Center for  
 15 American Progress it was interesting, their piece was  
 16 interesting. And, by the way, I might also say that  
 17 it was kind of interesting that so many of these  
 18 articles were written by non-educators, which bothers  
 19 me. One very sort of firm study was written by a  
 20 couple of sociologists, for instance, who probably  
 21 never taught in a classroom. But that's beside the  
 22 point, I guess. But the Center for American Progress  
 23 seemed to not so much focus on year round schools.  
 24 They seemed to be focused on the issue of more time

1 regard, Ms. Agle was talking about the high school  
 2 students are more harmed. Do we, it's my  
 3 understanding there are some schools in the area, high  
 4 schools in the area, that are on year round schools or  
 5 moving in that direction.  
 6 DR. BAILEY: I think we have a couple  
 7 now. And I want to say, I would probably misspeak,  
 8 but I think in one county, perhaps Aleo, that all of  
 9 their schools have recently shifted to year round,  
 10 fairly recently. I don't know what data they gathered  
 11 on that.  
 12 MR. DIGREGORIO: High school also?  
 13 MR. GREEN: High school.  
 14 MR. EBY: Their athletic program doesn't  
 15 seem to be hurting right now.  
 16 MR. GREEN: Yeah, I don't know that it  
 17 is. I would just tell you that I guarantee you if  
 18 they stumble over whether they would go or not, it  
 19 would have been because of athletics, and that is the  
 20 secondary --  
 21 MR. EBY: Right. So, to me, you know,  
 22 what we need to do is get as much information as we  
 23 can to make, you know, this harms more because of the  
 24 athletic program. I don't know those answers. I

1 don't think until we get the data, I'm not sure.  
2 Also, you mentioned the greatest benefit was to the  
3 poverty, people in poverty, are the ones who are, the  
4 middle class, upper class, are they harmed by it or is  
5 it just they just don't get the benefit? What does  
6 the data show there?

7 MR. GREEN: The data there is that it's  
8 simply inconclusive. They don't see a hump or a  
9 decline; it's just inconclusive. So, I didn't see  
10 data that indicated a particular harm. I will tell  
11 you, and even our own examples support this as well as  
12 the example that we just mentioned in Alcoa, we are  
13 talking about scenarios where the social economic and  
14 demographics of the communities being served are of  
15 lower socioeconomic. So, even in our district that is  
16 the case as we opted for the schools to have that.

17 MR. EBY: Is there for enrichment or  
18 remediation periods are there grants that we can apply  
19 for during those periods?

20 MR. GREEN: There are probably, and I  
21 would suspect there would be a number of potential  
22 ones out there and where you don't have them  
23 specifically labeled that way there would be grants  
24 that would support such a thing.

1 simply say that you would have to decide, if the Board  
2 directed us to do that, that task would be done. But  
3 the Board would have to decide that that was a  
4 priority. To go back to talking about the \$2.2  
5 million. \$2.2 million is not a question of whether  
6 that's a lot of money or a little bit of money. It's  
7 like \$50 million, it's not a question of whether it's  
8 a lot of money. The question is is that where you  
9 want to spend the \$2.2 million to get what you would  
10 get. And if that becomes the question then, yes, I  
11 think it would be a healthy debate because I think it  
12 would be a long list of things for which I could point  
13 to immediate educational benefits and student  
14 achievement benefits that if we had \$2.2 million we  
15 would spend it there before we would spend it on  
16 something where research is far less conclusive.

17 MR. EBY: Sure. Sure. I think that's a  
18 very good point. One other point, we talked about  
19 possibly having, you know, more elementary schools  
20 opened up to it if there was a demand for that and,  
21 certainly, I think is something we might want to  
22 consider. But do we make it clear to the parents of  
23 the other school districts that if we make it easy for  
24 them, obviously not so from the transportation

1 MR. EBY: So, if, you know, what you're  
2 saying is between \$280 and \$720 a student, obviously,  
3 we don't have all the costs in this stuff right here,  
4 but represented here it appears to be a wash, it looks  
5 like in pluses or minuses. So, the data, this \$280 to  
6 \$720 a student, I just multiplied that by 4,600  
7 students, that's about \$2.3 million a year, which is  
8 about 4% of our budget. So, you know, I mean, two  
9 million dollars is not anything to sneeze at for sure  
10 but for a 4% investment, if we can get an improvement.  
11 And if you read the article, like I said, there's  
12 plenty of pluses, there's plenty of minuses, depends  
13 on who you're talking about. Clearly, we do have a  
14 school system, two schools that are on that, and I  
15 think we would be remiss if we didn't, you know, get  
16 data from them. And you say it would be very  
17 extensive and take some time to do that. My feeling  
18 is that if we put the students first the amount of  
19 time it would have to do that, if that's the right  
20 thing to do, that's the right thing that we ought to  
21 do rather than just dismiss it and say it's too hard  
22 to do.

23 MR. GREEN: No, and I would not  
24 interpret my comments as dismissing it. I would

1 standpoint, that if their students wanted to go into a  
2 year round program that they have that opportunity and  
3 that option, do we advertise that --

4 MR. GREEN: Yes, that information is  
5 found readily available in here but I'd be very  
6 cautious with that. Right now we have a balance that  
7 we can handle at Willow Brook now. If you increase 50  
8 kids, 50 families to Willow Brook now you've got a  
9 different question because now I need to hire teachers  
10 and I need to, we have things that will create more  
11 costs, we have size issues at Willow Brook. So, we  
12 can't just increase. But I think right now we have a  
13 steady, we have what we can handle with the size of  
14 Willow Brook. And Ms. Miller probably lets me know  
15 every year, Ken, if I get any more kids or if I get  
16 ten more families we're in trouble because I'm out of  
17 space. So, we would have some construction issues as  
18 well.

19 MR. EBY: Well, my point being is that  
20 if we made that clear to people that's been thinking  
21 there is a demand for a second school to be on a year  
22 round so how do you know that you have a survey that  
23 it's possible. I'm just trying to think of ways, you  
24 know, again, what's best for the student and what



1 might we do to stimulate the economy in this town.  
 2 What is the greatest asset in this town? It's clear  
 3 the school systems. And looking at, from an  
 4 educational standpoint, the demands that are going to  
 5 be placed on our teachers, on our system, to increase  
 6 education, you know, the state will come in and take  
 7 the schools away from us if we don't make grades. So,  
 8 is there something that we can do to increase our  
 9 opportunity to make the grade or is there something we  
 10 can do to stimulate people to want to move into Oak  
 11 Ridge because maybe that's -- maybe it's not. I don't  
 12 know. I'm just trying to get all this information.

13 MR. GREEN: I think it was a very valid  
 14 point. The number one thing that causes people to  
 15 choose an educational system, to move or pay dollars  
 16 to select an educational system, before anything else  
 17 is student achievement. And anything you can do to  
 18 increase your student achievement numbers would serve  
 19 the Oak Ridge Schools and Oak Ridge community well.  
 20 And I think that issue of time is one of the factors  
 21 that must be considered in improving your educational  
 22 outcomes. That might mean 45-15. That might mean  
 23 looking at extending the learning day. It might mean  
 24 changing what happens in the summer for a more

1 there's better ways to spend \$2.2 million, that's one  
 2 of the questions we've got to ask ourselves, but what  
 3 is it that will assure that we have the quality and  
 4 strategy to have the teachers that we need. And is it  
 5 some other educational approach? I don't know. I  
 6 mean, obviously, hearing from the teachers would be a  
 7 great thing.

8 DR. BAILEY: Bob raised the question and  
 9 it just triggered a thought. It was a quote I was  
 10 using recently from Mark Twain that literally said  
 11 that it's not progress that we adapt to, it's the  
 12 change, that there can be no progress without change.  
 13 So, I think that from a perspective of me going back  
 14 when I was a teacher, assistant principal, principal,  
 15 director, and watching the movement that Ken just  
 16 referred to and, you know, the Center for American  
 17 Progress. In those days, looking at all of those  
 18 reports, the scan report, the nation at risk, and  
 19 whatever, and studying the extended day. We went a  
 20 six period day when I started in the seventies, six  
 21 periods, you know, x number of credits. And then we  
 22 went to a seven period day, then we went to an eight  
 23 period day, then we went to a flexible schedule, which  
 24 we have fifty-four models of flexible scheduling,

1 formalized summer school or summer learning  
 2 opportunity. And those would be questions around  
 3 time. Outside of the questions of time, and, of  
 4 course, I'm still intrigued by \$2.2 million; if you  
 5 have \$2.2 million that you are willing to release our  
 6 way there are some other educational things that we  
 7 would probably implement before we got to the time  
 8 issue. There are things that if we can do and are  
 9 doing that will improve educational outcomes. And,  
 10 again, going from a research sense, there are  
 11 certainly schools who are increasing their educational  
 12 outcomes by not changing their time and changing  
 13 instructional habits during the school day. And there  
 14 are schools who can increase their educational  
 15 outcomes by changing time. Bottom line is the only  
 16 thing we know, we know for sure changes educational  
 17 outcomes, is the quality and strategies of the  
 18 classroom teacher. And that's the only thing that  
 19 research definitively says will impact student  
 20 achievement. Shortly following after that and close  
 21 second is the leadership and administration that  
 22 happens at the building and district and Board level.

23 MR. EBY: And the problem on that, and I  
 24 totally agree with everything you said, and maybe

1 ended up going to a (indiscernible) off then ninety  
 2 minute eight classes a day. Then there was the four  
 3 by four that I think (indiscernible) came to the high  
 4 school five or six years ago and talked about the  
 5 flexible scheduling. So, part of the 45-15 is  
 6 literally looking what are those things that really  
 7 make for learning and what are those strategies that  
 8 will engage kids. So, we went to an early morning  
 9 class, we went to a late afternoon class, we opened up  
 10 classes at 7 to 8 for some students. But we also  
 11 increased summer school tremendously for students and  
 12 enrichment primarily for that gap that you're talking  
 13 about, Ken was referring to, the kids that have a gap  
 14 literally came in in four-week sessions and specific  
 15 identified learning gaps to embrace those over the  
 16 summer. We could keep them, deal with those gaps and  
 17 have them back, you know, when school started. So,  
 18 this debate is good because what it does it forces us  
 19 to say what are those things that we should be  
 20 considering. And I am going to put this back on our  
 21 principals as well and the teachers because one of the  
 22 things that I'm pleased to see is that in Oak Ridge is  
 23 that there's a lot of discussion at the school level.  
 24 And that's probably, I would imagine, why 45-15 came

1 about at Willow Brook, because staff and community and  
 2 principal said we'd like to embrace that and see, and  
 3 I think it's a pilot and some other things. So,  
 4 that's healthy. And we're seeing the same thing at  
 5 Glenwood and at Woodland and at others that they're  
 6 looking at different strategies and the intervention  
 7 of now going to formative assessment and trying to say  
 8 what are those interventions that work. Is it looking  
 9 at the time? Because the time we do control, we can  
 10 have thirty minutes for this, an hour for this, and we  
 11 can also extend the day. But as we discuss it,  
 12 whether it be transportation or food costs or any  
 13 other thing, paying teachers to come back in that  
 14 intercession, because that's done with extended  
 15 contract money or other grants or we end up picking up  
 16 the tab and that's why you see that price tag anywhere  
 17 from \$248 to \$790, depending on models. As you read  
 18 this, there's a number of models that spoke to that.  
 19 So, it's a healthy debate but it's also us looking at  
 20 how can we truly look at the accountability, what can  
 21 we do to enhance our educational program and the best  
 22 means with the dollars we have, and maybe even asking  
 23 for additional dollars if we feel we need to.

24 MR. DIGREGORIO: Ken, I heard everything

1 I don't know why are we even having the discussion.  
 2 MR. GREEN: I am not suggesting and  
 3 won't suggest that we make our decision based on the  
 4 god of athletics. Only that as you experienced  
 5 yourself it is what gets axed and what gets  
 6 considered, which is why you've got so many questions  
 7 on it. So, it simply proves the point that those  
 8 things influence. And it really doesn't matter  
 9 whether it actually influences or affects athletics at  
 10 all. It only matters whether people perceive it does.  
 11 It only matters if people think it might. Because  
 12 then it becomes as a question you have to deal with.  
 13 It's not a question that the Board needs to consider  
 14 or has to consider at all. There's no doubt in my  
 15 mind that athletics will continue and go on whether  
 16 you're on a 45-15 or you're on year around because it  
 17 is a god and it will survive any change that you make  
 18 in the schedule. I'm not worried about whether that  
 19 would happen. And I won't have to answer those  
 20 questions as much; those will be questions that will  
 21 come to the Board. So, I'm quite comfortable with the  
 22 issue of athletics and --

23 MR. FILLAUER: We'll say you need to  
 24 call Mr. Green.

1 you said, especially the part about athletics. I will  
 2 stop and ask the question that I've got; what are you  
 3 going to do about sports. That's been the most often  
 4 asked question. Just like when we do the calendar.  
 5 You're not going to get rid of fall break, are you?  
 6 Well, no. But right now we have athletics and we have  
 7 fall break and athletics continue right through fall  
 8 break. They don't take a break through fall break.  
 9 As a matter of fact, fall break does not apply to our  
 10 athletics. They continue to play, they continue to  
 11 practice, and it covers two weekends and a full week.  
 12 I'm going to ask the question about whether or not  
 13 this is really affecting the athletic program,  
 14 especially the football and the girls soccer, girls  
 15 volleyball, etcetera. I mean, you can argue that  
 16 right now at almost every high school athletic, one  
 17 sport, lasts all year long. Every sport is year  
 18 round. You can argue this. And I think it does. So,  
 19 I'm not really sure that when we consider this that  
 20 athletics should be the god that we worship on this.  
 21 I think still what we need to consider is what I  
 22 stated a long, long time ago, does this, if we change  
 23 to a 45-15, is there a real academic benefit to our  
 24 kids. If there isn't an academic benefit to the kids,

1 DR. BAILEY: I will tell you there are  
 2 basketball players - right now winter break is  
 3 probably doing basketball.

4 MR. DIGREGORIO: Two tournaments the  
 5 entire time.

6 DR. BAILEY: It's one thing when you do  
 7 basketball during winter break and you know you have a  
 8 summer break. It's one thing. It's another thing  
 9 when you do basketball and a family schedules a  
 10 vacation because they can't schedule it in the summer,  
 11 not to even schedule it at the time they have. And  
 12 so, they scheduled it during the 15 period and you  
 13 have summer, you have your break. Now, those families  
 14 will again make a decision, my guess, to cancel the  
 15 vacation and go to the practice. However, if you ask  
 16 them what do they want to do, they will likely argue  
 17 on the athletics side to keep it where it is  
 18 convenient for the families to function right now.  
 19 And that's only because right now, you see, even  
 20 people who want 45-15 who struggle with the athletics  
 21 piece many who argue if everybody goes with 45-15  
 22 we've got no problem. But if we're the only ones who  
 23 go 45-15 and we've got to juggle our athletics  
 24 schedule now we've got an issue because we're trying

1 to figure out whether we can fit in on this, get our  
2 schedule to align with these schedules.  
3 MR. DIGREGORIO: That's the part that I  
4 don't understand. Why does the athletic schedule need  
5 to be juggled. Once it's set, it's set.

6 MR. GREEN: You can't make sense out of  
7 an emotional argument. It is not an object; it's just  
8 emotions. Please don't try to make sense out of it.  
9 I don't know why we don't schedule events or weddings  
10 on the third weekend in October but you don't. Now,  
11 that's not logical but it is reality.

12 MR. FILLAUER: Ms. Richter.

13 MS. RICHTER: And I do believe that this  
14 issue has a lot of emotion tied to it.

15 MR. GREEN: It does.

16 MS. RICHTER: We've got three quarters  
17 of our schools right now who are not on that calendar  
18 and three quarters of the school population who have  
19 not contacted me and requested that we do some kind of  
20 change like this. I think that if we did want to look  
21 further into this change, and as I understand, that's  
22 all we're talking about, if we wanted to look further  
23 into the change I think we'd be hearing from a lot of  
24 people before it was over. But my question had to do

1 include different options, some of which had certified  
2 staff in intercessions, others just paraprofessionals.  
3 It meant the actual number of days in intercession, so  
4 the number of factors, so it was giving a range of  
5 what it could cost.

6 MR. EBY: And when we're talking about  
7 cost because I read every one of these things and I  
8 just pulled out one. Here's one. A school district  
9 had 6,500 students, 17 schools, that's when it's year  
10 round educational cost the district \$100,000. There's  
11 another article in there that says \$30 a student.  
12 There's another article -- so, I mean, I think the  
13 dollars are all over the map. You know, I'm not sure  
14 where the \$220, I never saw the \$220 to \$720.

15 MR. GREEN: It's in the last study and  
16 it is probably the more, it's the more of the  
17 scientific study in this article. It's the last  
18 article in the packet. But, again, I think that you  
19 will find that the costs are all over the place and  
20 much like the research and the conclusions are all  
21 over the place. It's a difficult thing to try to  
22 hammer down and really get to an exact.

23 DR. BAILEY: One article in there said  
24 if you actually hire new staff, in other words, just

1 with when you mentioned, and I know it's just a  
2 general figure, \$2.2 million to cover the costs, does  
3 that cover the costs of the intercessions?

4 MR. GREEN: No, that wasn't my number,  
5 but I believe what Mr. Eby was calculating was if you  
6 said that the cost range was \$280 to \$730 that if you  
7 added that in per pupil to our district it would be  
8 \$2.2 million. We don't know that as being a fact.

9 MS. RICHTER: So, just sort of  
10 generalizing then using that data, do you have any  
11 idea whether that information, that \$200 to \$700  
12 range, includes the cost of intercessions?

13 MR. GREEN: I don't know that for sure.  
14 I think that there would be factors that probably, no,  
15 would not consider. But to get to a \$700 something  
16 increase per pupil you're probably talking about some  
17 of those personnel halts because that's a big jump.  
18 My guess is the range from \$200 something to \$700  
19 something covers the whole gamut of are you having to  
20 pay extra teacher salary costs and intercession costs  
21 and food service and transportation. And pieces of  
22 that when you add it all up you would get to a maximum  
23 somewhere of \$700 something more per kid.

24 DR. BAILEY: Because it did actually

1 staff to take care of the intercession, new staff, it  
2 would cost you somewhere around \$1,200, if you could  
3 find staff that were available for part-time. So, it  
4 depends on the model.

5 MS. RICHTER: Well, and then taking this  
6 further, if what we're looking at are ways to increase  
7 student achievement and the data or the information  
8 and research is pretty wishy washy as to whether or  
9 not it helps or harms and, certainly, the middle  
10 income, higher income students it doesn't seem to be  
11 clear at all that it's helpful. Could you run a  
12 quality structured summer program for \$2.2 million?

13 MR. GREEN: Less than, but if you give  
14 me the \$2.2 million I will give it a shot but I can do  
15 it for less than \$2.2. So, why don't we spend  
16 \$500,000 --

17 MS. RICHTER: But, realistically, what  
18 would a quality structured summer program cost?

19 MR. GREEN: You incorporate more  
20 schools. You incorporate -- and, actually, you're  
21 talking over a million. You incorporate a program  
22 that would be probably district wide. And so, it  
23 would be far more tied to academic standards and a  
24 chance for remediation. You would then ask if you

1 wanted a really, you know, really strong program you  
 2 would add to that the aspects of enrichment, an  
 3 extension of learning, so that you could do some of  
 4 those things to move kids further down the road and  
 5 not just address the issue of catching kids up, but  
 6 moving kids further. You would have an enrichment  
 7 that was science related, math related, language arts  
 8 related, that were extensions of learning, not just  
 9 remediation. You would have programs, and you could  
 10 put a really fine program together that was research  
 11 based and gathered data on the progress and you were  
 12 very targeted in those approaches and kids who needed  
 13 remediation got remediation and kids that needed  
 14 extension got extension, and kids who needed both got  
 15 both. We would incorporate, you know, a higher  
 16 quality staff and we would pay in such a way that you  
 17 attracted your better teachers to stay and do summer  
 18 school. There would be a number of things that you  
 19 could do, and I'm just throwing things out, but there  
 20 would be a number of things that you could do that  
 21 would impact the quality of a summer program and add  
 22 some bang for your buck to the program that you have.  
 23 DR. BAILEY: And you would offer it as  
 24 sessions so that not one whole span of the summer

1 MR. GREEN: You not only have to pay,  
 2 you have to fail.  
 3 MR. FILLAUER: Or fail. I didn't want  
 4 to use that.  
 5 MR. GREEN: Our summer school is not an  
 6 enrichment for -- it is not enrichment summer school,  
 7 it's remediation summer school and it's not for new  
 8 credit, it is for recovery of credit. It's for when  
 9 you fail during the school year. So, you would change  
 10 all of those types of things and that would be, and I  
 11 will be honest with you, Dr. Bailey and I, and Dr.  
 12 Bailey more so than I, have been eyeing summer school  
 13 and what it is in Oak Ridge apart from this  
 14 discussion, because it needs addressing. We need to  
 15 capitalize on that time. I would also say to you that  
 16 that same money that we spend there, that we spend  
 17 district wide, would also enhance the 45-15  
 18 intercession because there would be dollars to spend  
 19 to beef up what happens in 45-15 as well. So, you  
 20 could reap some benefit, and I would suggest to you  
 21 that that is a shorter cycle benefit in terms of  
 22 immediacy if we devoted efforts and energy to that.  
 23 So, it would certainly be on the list of things that I  
 24 would say has some impact on student outcomes. It is

1 would take place. You would have different segments  
 2 so that people would still have some vacation time,  
 3 some work time, or whatever.

4 MR. FILLAUER: Let me follow up on that  
 5 because I am intrigued by this possibility. To me, I  
 6 think it makes sense for a lot of reasons. If you  
 7 talk about academic, we're looking at a calendar and  
 8 its affect on academic achievement, as you said, then  
 9 this offers that opportunity, as the conversation just  
 10 led to, to not only to work toward improvement or  
 11 remediation but to work toward advancement as well.  
 12 It offers the solution, one of the things it talked  
 13 about in here, and I think Allen said in his document,  
 14 the demands. When do you work on the other buildings,  
 15 and so forth. It relieves that issue. It puts the  
 16 student in a situation where he or she knows that they  
 17 need additional work, whether it's credit recovery or  
 18 whatever it's for, plus it gives those who are so  
 19 directed an opportunity to advance. To me, that seems  
 20 like a logical answer for academic improvement to  
 21 qualify all of those things that may be problems on  
 22 the outside of this. Now, currently, to go to summer  
 23 school, if I am a student wanting to go to summer  
 24 school, I've got to pay.

1 a consideration.

2 MR. FILLAUER: Dan, did you have  
 3 questions?

4 MR. DIGREGORIO: Going back to student  
 5 achievement a little bit. I think it's probably  
 6 really, really hard to do a controlled experiment to  
 7 see which one is better. School A may do better than  
 8 school B one year and maybe the next year it's  
 9 something else, but it's not the same kids. If they  
 10 were the same kids that you could test and see, we  
 11 might be able to, you know, kind of guess a little  
 12 bit. I think it would be kind of hard right now. As  
 13 an active employee, I sure did want the year round  
 14 schedule for all the reasons that have been mentioned.  
 15 That nine trade-off plus to use that kind of for  
 16 remediation or whatever. Plus, the summer, I thought,  
 17 five weeks was probably plenty truthfully. Most  
 18 people were excited about getting back. At the high  
 19 schools this is a wee bit different. We've got  
 20 students doing Governor school, summer jobs, etcetera,  
 21 staff working, and all the rest of that stuff.  
 22 Talking about Maryville, I think over at Alcoa whether  
 23 it's going year round, I think if they started at one  
 24 point and went every other day for 365 days I still

1 think they would do very well athletically. Right uow  
2 out of the eommeuts that I've had, there is very  
3 little support for moving toward year round education,  
4 at least for a complete change. More likely, they are  
5 just leave things alone, don't mess with it, and if  
6 there's a choice let the ones that want to go ahead  
7 but don't make it for everybody.

8 MR. GREEN: I think we'd have similar  
9 feedback and I think you'd have similar feedback if  
10 you attempted to close or change one of your year  
11 round schools. I think there is strong support for  
12 those year round schools in Oak Ridge and I think it  
13 would be very difficult, even on a cost factor, to go  
14 back from that because, again, you don't find  
15 educational systems right now trying to limit choice.  
16 You see them trying to find ways to add choice,  
17 options, possibilities, different scenarios for  
18 student learning. And I think that, as Ms. Agle  
19 pointed out, we mauage to introduce a level at least  
20 of choice at one level in our distriect and I think  
21 that has been received very well in the district.

22 MR. FILLAUER: I think you also have to  
23 be a little careful here, and I'll probably get  
24 slapped on the wrist for saying this, but it won't be

1 need to ask her about that. I don't know if she's the  
2 root, but it does - and there are --

3 DR. BAILEY: But it's a valid question  
4 because there is some of that.

5 MR. FILLAUER: And I'm speaking for  
6 myself. I thiuk there are two questions though that  
7 out of this discussion that have come to my mind that  
8 I think I personally, I can't speak for the rest of  
9 the Board, maybe them too, but I would like to have  
10 some additional information. One is the issue of the  
11 45-15 and onr request by parents to get into the 45-15  
12 that are not able to get there. What is that number?  
13 I think that was the question that you asked earlier.  
14 Do we have -- would there be a lengthy waiting list?  
15 Is there a reason to look at maybe another elementary  
16 school? I don't know the answer to that question,  
17 whether it is. But I would like to know as we begin  
18 registration do people opt for that issue. That's the  
19 first thing. The second thing, and at least for Ms.  
20 Richter as well, I'd like to see us pursue this summer  
21 school change. I think, to me, that offers a lot of  
22 possibility. It offers a lot of answers to questious  
23 maybe that we're asking about aademic achievement. I  
24 would just like to have some more information and

1 the first time, I think you have to be very careful  
2 sometimes, too, as you look at the benefits of a 45-15  
3 schedule if those parents who opt for their students  
4 to be there are selecting that calendar for the right  
5 reasons. And I would say that, and that would be true  
6 I guess in any case of whatever your school system  
7 does, you have to be careful, I think, that you look  
8 at that and investigate and ask the question do you  
9 support it or do you not, and is the support you're  
10 getting for the right reasons. I hope it is but I  
11 think it may not always be.

12 MR. GREEN: It's not always. There's  
13 some gamesmanship that goes on when you have the  
14 option of a 45-15 and the local staff is oh, so  
15 familiar with the gamesmanship where you don't show up  
16 at school when it starts and then as the regular  
17 school starts then you select to go to Willow Brook  
18 and as you miss the first part of school at Willow  
19 Brook and you get the 45-15, your breaks are about to  
20 come and you just had summer break and you enjoy the  
21 whole summer and now you're going 45 days and you're  
22 going to get another break. And that kind of  
23 gamesmanship goes on. It clearly seems to be in the  
24 minority but it does go on. You know, Dr. Bailey, we

1 pursue that further.

2 MR. GREEN: We will do that.

3 MR. FILLAUER: Mr. Eby.

4 MR. EBY: Yeah, I think this has been a  
5 really healthy disecussion and I agree with the  
6 Chairman with understanding the summer school options  
7 for enrichment in addition to remediation. I know,  
8 you know, getting additional monies whether we go on a  
9 45-15 or anything else is going to be difficult to do.  
10 But if we can show the city that what we're doing is  
11 we're bringing an opportunity for educational  
12 improvements to meet requirements and provide unique  
13 opportunities for our students, you know, that's the  
14 only way we're going to get it back from the City.  
15 So, I like that idea. With regard to the other school  
16 system and getting additional information, again, I go  
17 back, one of the reasons I brought this up originally  
18 is what does the community want to do with this  
19 Service Monkey, or whatever it is, Survey Monkey.

20 MR. GREEN: Survey Monkey. There are  
21 surfing monkeys as well. This is Survey Monkey.

22 MR. EBY: That actually is the name of a  
23 company that cleans out my chimney. If you ask the  
24 elementary school parents or something like that, if

1 you had the opportunity for a 45-15, is that something  
2 that would be of interest to you. You know, it  
3 doesn't cost us anything to ask that just to see what  
4 kind of response we get.

5 MR. FILLAUER: Ms. Agle.

6 MS. AGLE: I think out of all the  
7 research that we received, and then some more that  
8 I've done in addition to that, the results on academic  
9 achievement for calendars is inconclusive. What is  
10 clearly conclusive is that more time works. And so, I  
11 concur, too, that pretty well to continue your  
12 exploration of the summer school or you even look at  
13 what if you tacked on an extra sixty minutes a day for  
14 those students who were not meeting expectations. If  
15 they're not achieving proficiency or advanced in any  
16 subject, what if you did extensive work with them for  
17 an hour. So, you're not dealing with the entire  
18 population, just a subset, which would take some staff  
19 but not as many. But I think we really should look  
20 into those options. Where can we get more time? The  
21 other part would be how to compel students to attend.  
22 I know that I read somewhere today that in Tennessee  
23 we may not require students to attend more than 180  
24 days. So, you could make summer school available but

1 training with the administrators, the training that  
2 the administrators have to attend. So, I think as  
3 long as you're not saying do another big step, are  
4 you?

5 MR. FILLAUER: No. No.

6 MS. RICHTER: Okay. I'd be for that as  
7 long as it's not going to interfere with all of the  
8 things that are new this year that are already  
9 underway.

10 MR. FILLAUER: And I would leave that to  
11 your discretion on what can be and what cannot be  
12 completed during that amount of time from not until  
13 October, whatever it is in October.

14 MR. DIGREGORIO: I want a full study.  
15 Actually, Mr. Chairman, what are the four topics that  
16 you have?

17 MR. FILLAUER: I had the 45-15 request  
18 of how many families request that that we cannot  
19 accommodate.

20 MR. DIGREGORIO: The Survey Monkey?

21 DR. BAILEY: No, just the stats on how  
22 many we turn down.

23 MR. DIGREGORIO: Oh, yeah.

24 DR. BAILEY: That was to do a survey of

1 for those who need it most; will they come. If you're  
2 adding time to the day you might actually be able to  
3 enforce that and make it mandatory. But those are  
4 just some things to think about.

5 MR. FILLAUER: Anyone else?

6 MR. EBY: And that's a good point. And  
7 maybe that's another question that could go on that  
8 survey is that, you know, how do you feel about adding  
9 an hour to the school system or school day or  
10 something like that. Just think about that in the  
11 survey process.

12 MR. FILLAUER: I would like to, not  
13 asking you to do all this by tomorrow, but later on  
14 tonight would be fine. But I think it would be  
15 valuable to kind of set some time structure with this  
16 that when we have our retreat in October that if we're  
17 able to come back and have some additional discussion  
18 on these four topics and/or information already  
19 obtained. What does the Board think?

20 MS. RICHTER: If you're not talking  
21 about some kind of extensive undertaking. I know that  
22 the administration has quite a bit to implement this  
23 year with the way that teachers are going to be  
24 evaluated, the way that they are going out to do

1 existing parents.

2 MR. FILLAUER: Yeah. And then the  
3 second was a Survey Monkey to ask the parents about  
4 their interest in that type of calendar. The third  
5 would be to begin looking at a different use of summer  
6 school. And the fourth would be to also be reviewing  
7 and looking at different opportunities for time  
8 management. Maybe time management is not the right  
9 word; time usage.

10 DR. BAILEY: We're doing that now  
11 anyway.

12 MR. GREEN: We will likely use not  
13 Survey Monkey this time, which does handle quick  
14 surveys very easily, but as a result of Race to the  
15 Top, we have a contract with a company called K12  
16 Insight that is their whole business is doing  
17 scientific community-wide surveys or district-wide,  
18 school-wide surveys. And we've used them already in  
19 the past. We'll be using them again. And they have  
20 already asked us, in fact, they were aware that we  
21 were looking at this and said let us know if you want  
22 a survey along those lines. They have the specialists  
23 capable of making sure that you address issues of bias  
24 and such in your survey so that you can actually

1 validate it. And so, we will certainly use that  
2 resouree.

3 MR. DIGREGORIO: How many responses are  
4 necessary to be valid?

5 MR. GREEN: Depends on your population.  
6 They get that information as well and what you're  
7 trying to get to. I will let them give us the answer  
8 to that. And they usually give me a number that now I  
9 can shoot for and I keep forgetting that number.

10 DR. BAILEY: 321.

11 MR. FILLAUER: According to my time  
12 piece, if I hear from no one else, it's 6:27. That's  
13 pretty close to what we said. Thank each of you for  
14 being in attendance tonight. And we're adjourned.

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*W. Keys Fillauer*

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Oak Ridge Board of Education

W. Keys Fillauer, Chairman

*Thomas E. Bailey*

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Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

11/28/11

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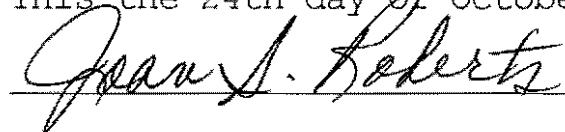
Date Approved



## 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 (54) pages are a true and correct transcript of the proceedings taken by me in this cause on the 24th day of August, 2011.

This the 24th day of October, 2011.

  
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Joan S. Roberts, Court Reporter