

**SCHOOL DISTRICT NO. 17
NOTICE OF MEETING**

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, September 8, 2008** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the Office of the Superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

9-5-08

**THE DAILY RECORD
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } ss.

J. BOYD

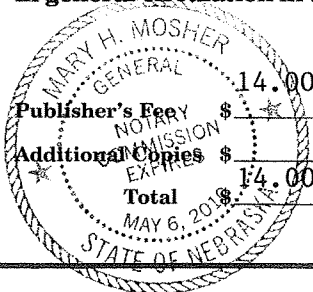
being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on _____

September 5, 2008

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.



Publisher's Fee \$ 14.00
Additional Copies \$
Total \$ 14.00

Subscribed in my presence and sworn to before me this 5th day of September 20 08
Notary Public in and for Douglas County, State of Nebraska

BOARD COMMITTEE OF THE WHOLE MEETING

SEPTEMBER 8, 2008

NAME:

REPRESENTING:

Jack Mitchell

Millard West

Erin O'Tool

Millard West

Stephanie Duncan

Millard West

Roger Swanson

S/A

Daeng Beard

MWHS

Molly Erickson

MEA

Alex Nekaramee

MWHS

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, September 8, 2008 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. 40 Assets
2. Achievement Gap
3. GPS Demonstration
4. 2008-2009 Budget

Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board Vice President before the meeting begins.

The members of the Board of Education met as a Committee of the Whole on Monday, September 8, 2008 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda included presentations on the 40 Developmental Assets, Achievement Gap, Edulog Program demonstration, and 2008-2009 Budget.

PRESENT: Brad Burwell, Mike Pate, Jean Stothert, Dave Anderson, and Linda Poole

ABSENT: Mike Kennedy

Kraig Lofquist explained the inclusion of the 40 Developmental Assets came out of the Strategic Plan Strategy 7. The Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. The assets have the power during critical elementary as well as adolescent years to influence choices young people make to help them become caring and responsible adults.

The assets are research based, and the research shows the more assets a student has, the better they will do in school and in life. These assets promote positive behaviors and also protect young people by increasing their resiliency.

The students take the survey in grades 7, 9, and 11. There are four internal and four external developmental assets. The internal assets include commitment to learning, positive values, social competencies, and positive identity; and the external assets are support, empowerment, boundaries and expectations, and construction use of time. The student average is 19 assets

Jon Lopez summarized his achievement report by saying Millard students aggregately score at or above the state and national averages on assessments given for AYP, nationally-normed tests, and aptitude tests such as the ACT or SAT exams. Although a gap in achievement exists in a number of areas between sub-groups, the gap is often relatively small, and in many cases does not have a consistent trend line of underachievement from one year to the next for most sub-groups. A small sample size, in some sub-groups significantly skew the data in either the positive or the negative direction. In a number of cases, students in sub-groups who are scoring lower than their Millard peers are scoring as well as or better than the general population of the state or the nationally-normed sample group of students.

Mr. Lopez said the key for Millard is to keep a rigorous complete assessment system in reading, math and writing.

In the areas of concern the Educational Services division makes every effort to identify the students and provide additional help in their particular subject area.

- Jon Lopez provided a brief review of how the Edulog program works as a transportation manager, and how it will help in being able to calculate enrollment projections, and boundary planning.

Ken Fossen reported to the board he received notification from OPPD that electrical rates are expected to go up 17%, so this would be an additional expenditure of \$400,000 in the budget. To avoid the one-cent increase of the tax levy three additional options were provided to the board to consider. First, was an additional reduction of the cash reserve by \$1.3 million, second, was a reduction in expenditures by \$1.3 million, and the third, an additional reduction in the Employee Benefits Fund by \$1.3 million.

Dr. Lutz recommended watching the budget month by month, and will look for expenditures that can be reduced before additional funds are borrowed from the Employees Benefit Fund. The board will be provided a financial report monthly.

Board members discussed the pros and cons of each of the three options, and agreed not to reduce the cash reserve anymore than it has been, and favored the combination of options two and three. The board still did not want any reductions that would affect the educational program for students. The board preferred monitoring the budget month by month, reducing expenditures, borrowing out of the Employees Benefit Fund if necessary, and not increase the tax levy by one-cent.


CHAIRMAN



40 Developmental Assets

Strategic Plan

External/Internal Assets

Developmental Asset Profile (DAP) Data

School Plans

Strategic Plan

■ Strategy #7

- *“In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning”.*

Developmental Assets (40)

- Developmental Assets are: *concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical elementary as well as adolescent years to influence choices young people make to help them become caring, responsible adults.*



Why Do We Build Assets?

- The Assets Are Research Based & Research Shows the More Assets a Student Has, the Better They Do In School and In Life

- Developmental Assets Do Two Things
 - Promote Positive Behaviors
 - Protect Young People
 - Increase Resiliency

 - The Average Student Has:
 - 19 Assets

The Categories of Developmental Assets

External Assets

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

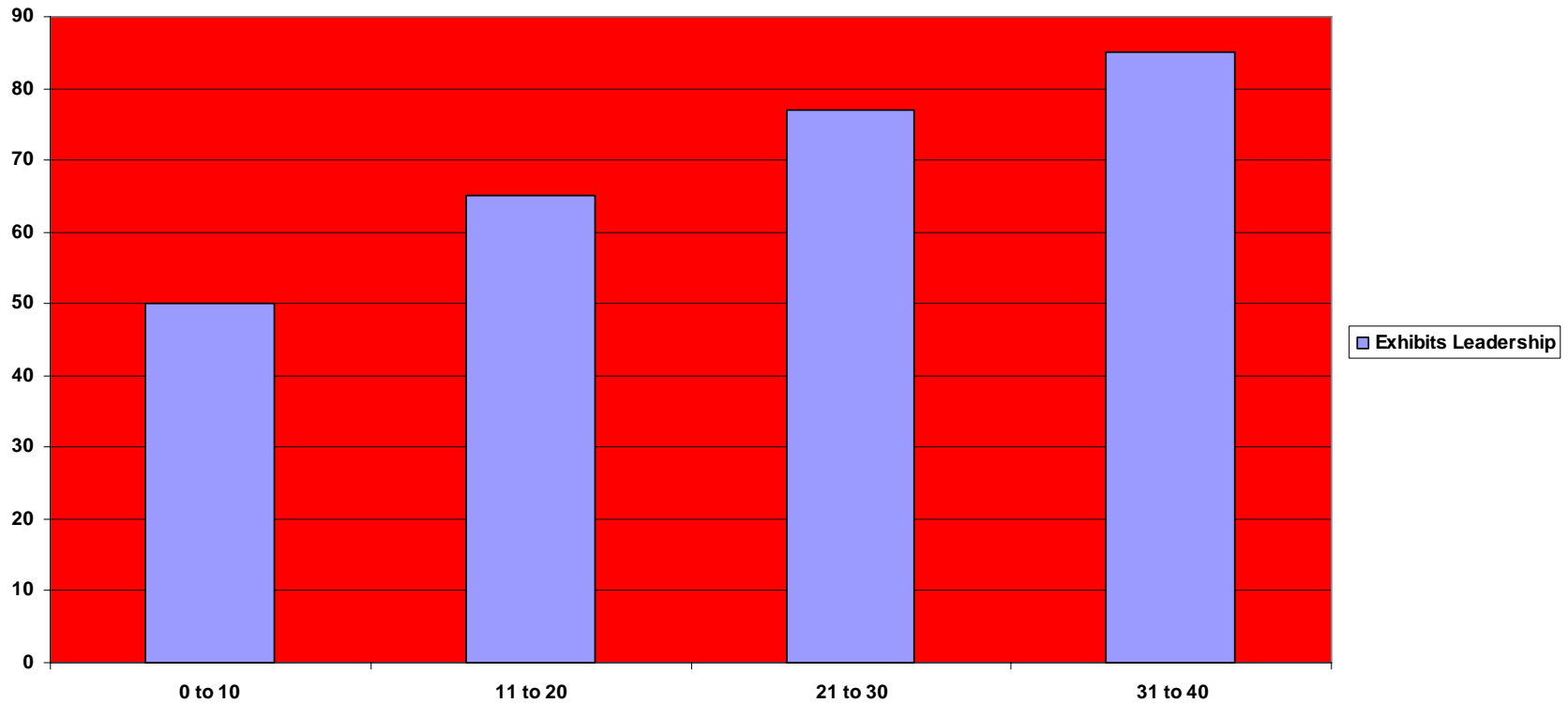
Internal Assets

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

Promoting Positive Behaviors and Attitudes

National Data

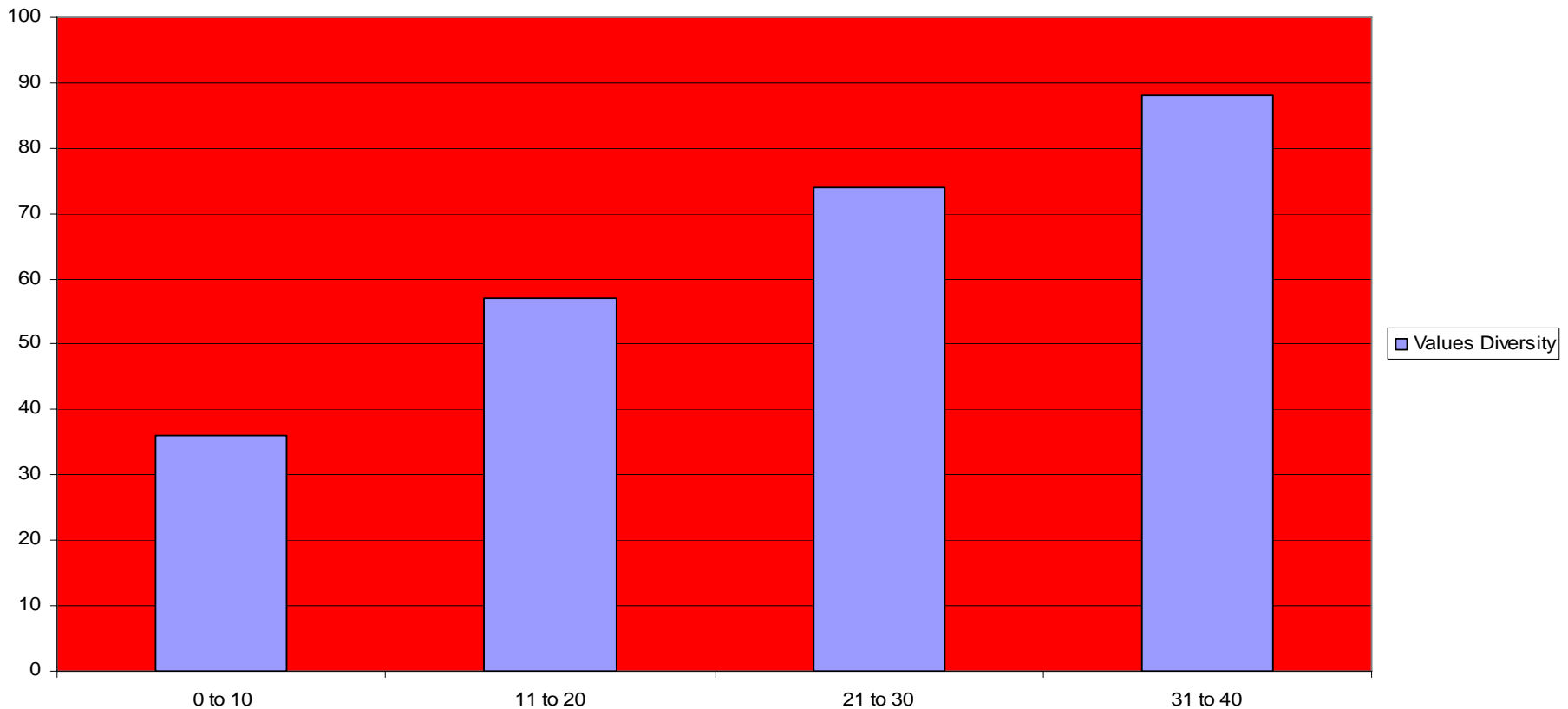
Exhibits Leadership



Promoting Positive Behaviors and Attitudes

National Data

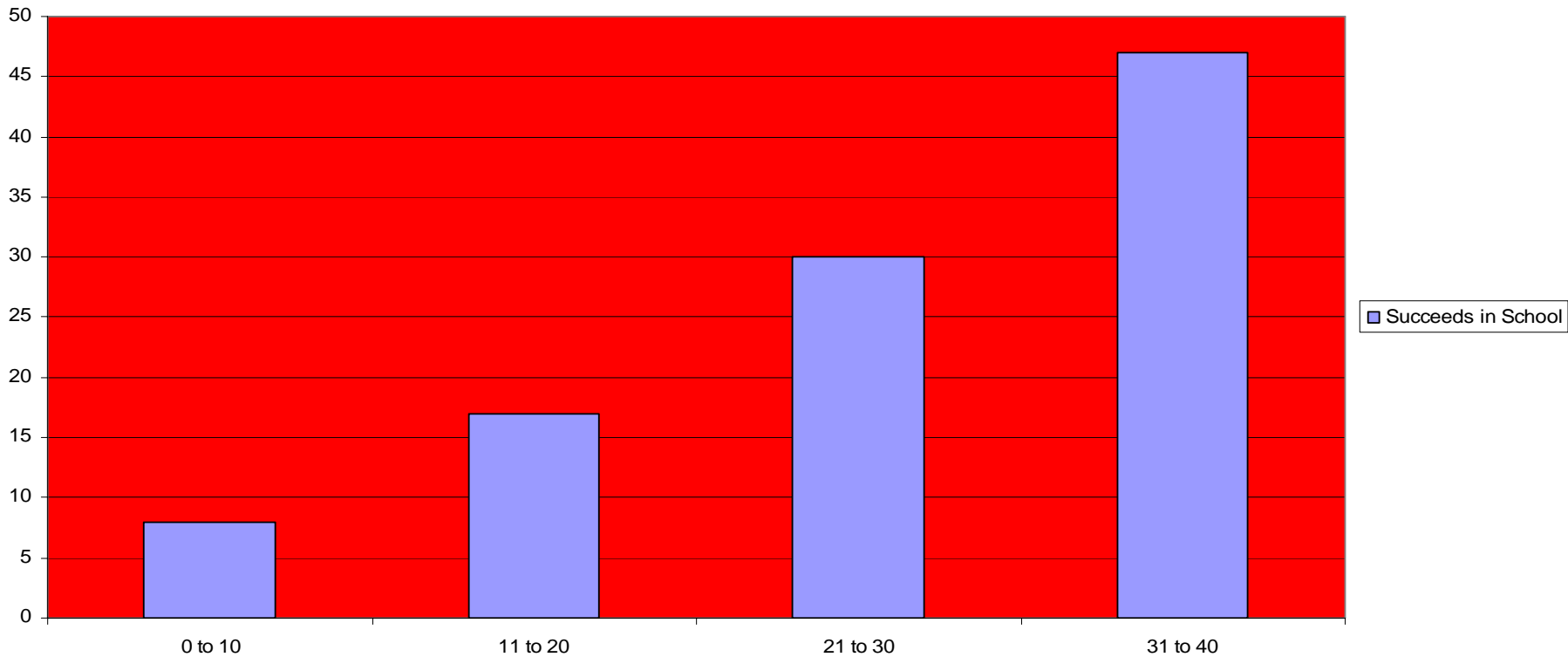
Values Diversity



Promoting Positive Behaviors and Attitudes

National Data

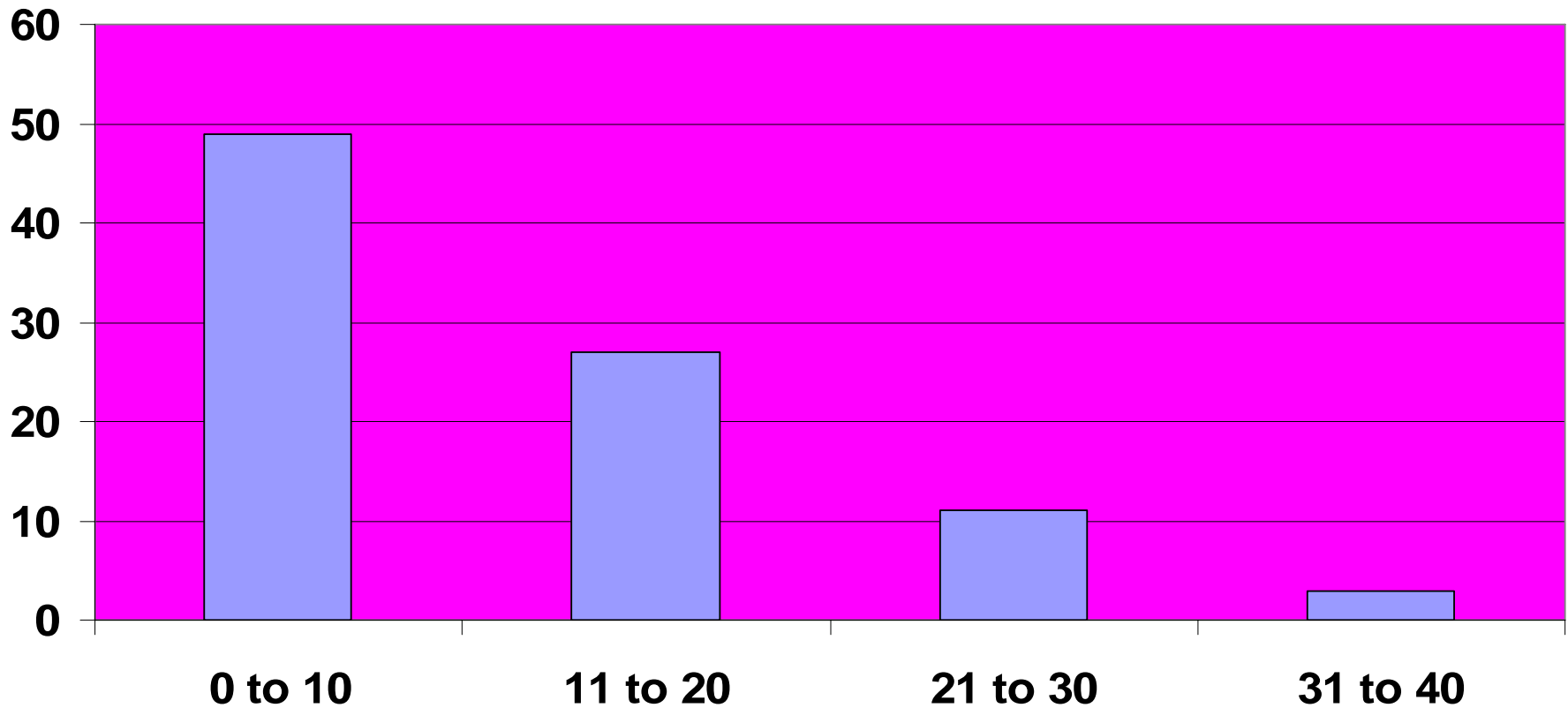
**Succeeds in School
Mostly A's**



Protecting Youth From High-Risk Behaviors

National Data

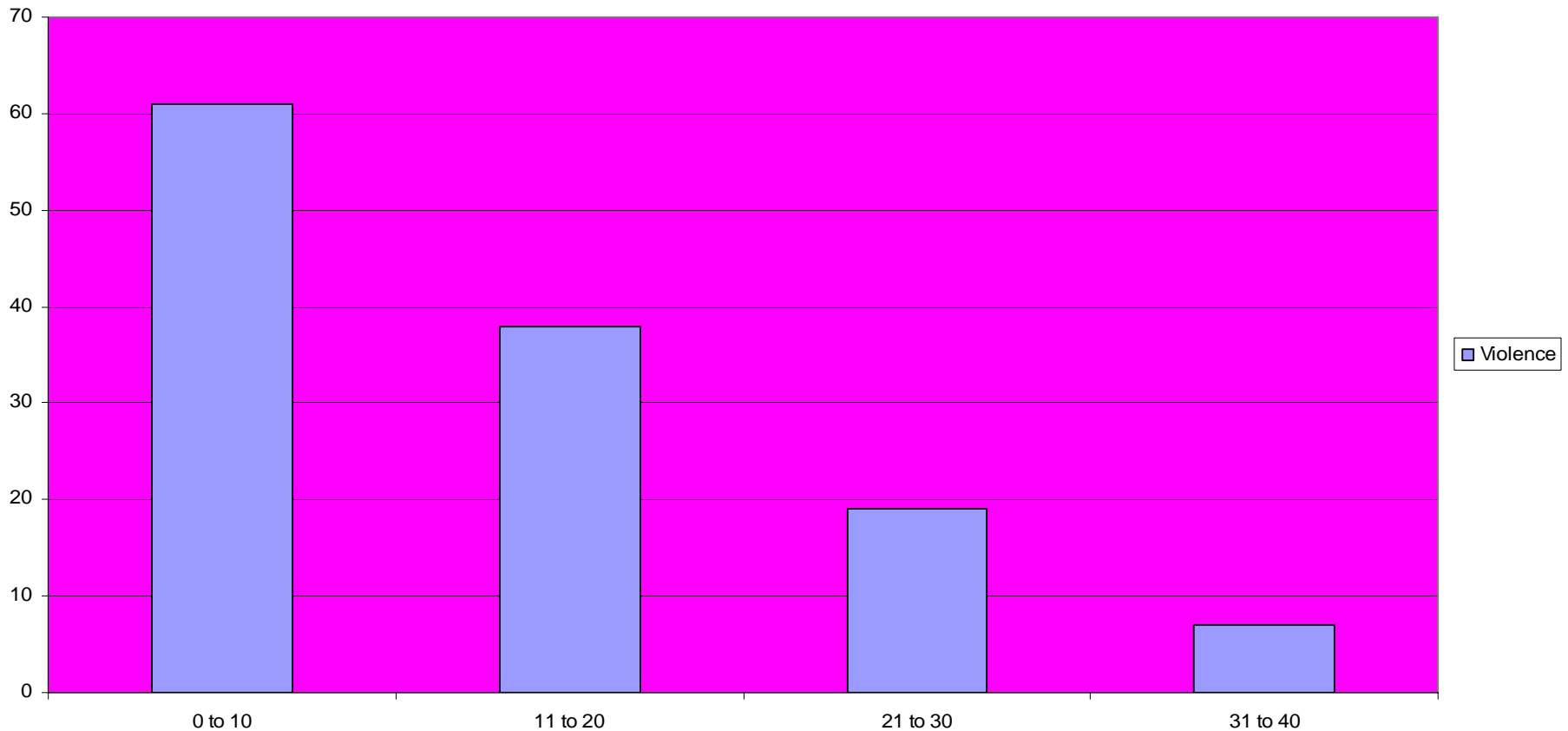
Problem Alcohol Use



Protecting Youth From High-Risk Behaviors

National Data

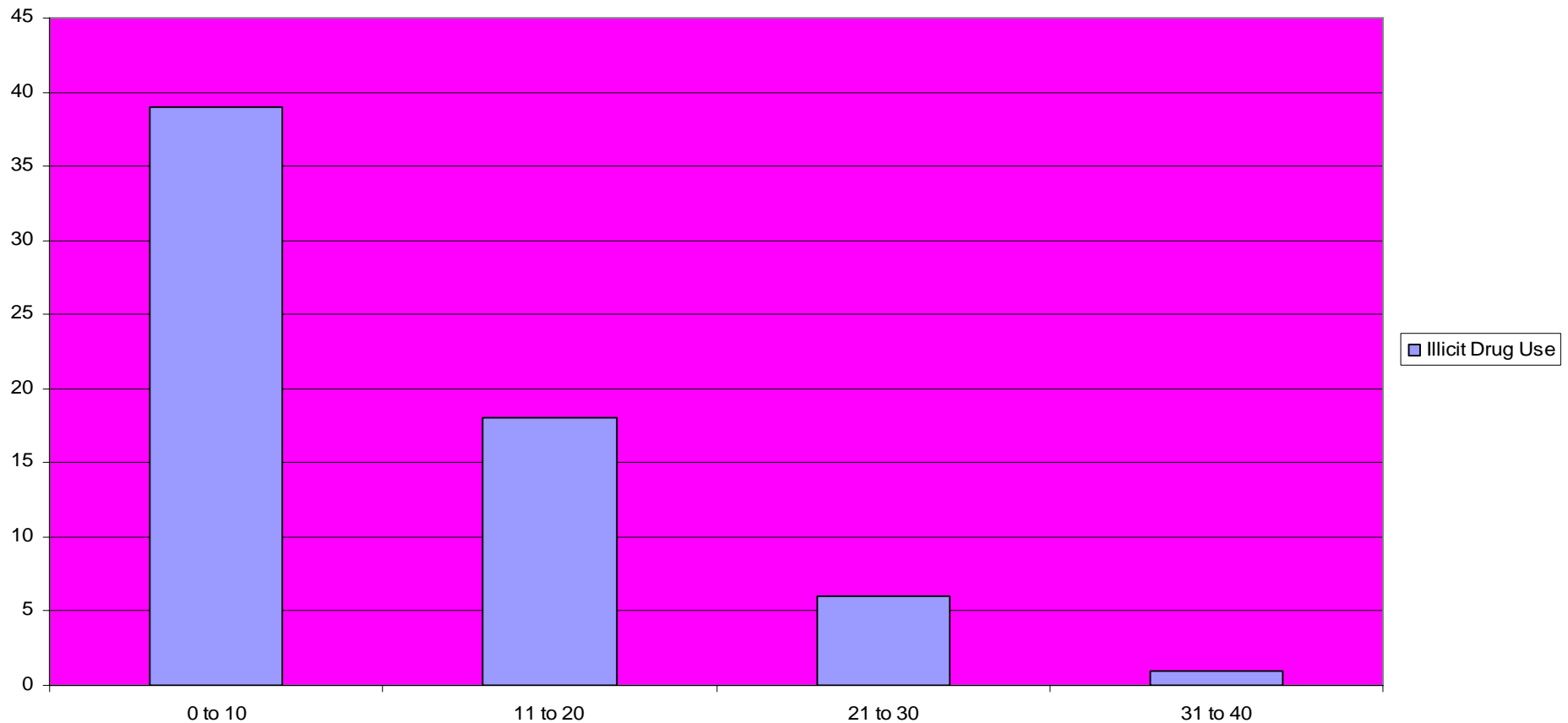
Violence



Protecting Youth From High-Risk Behaviors

National Data

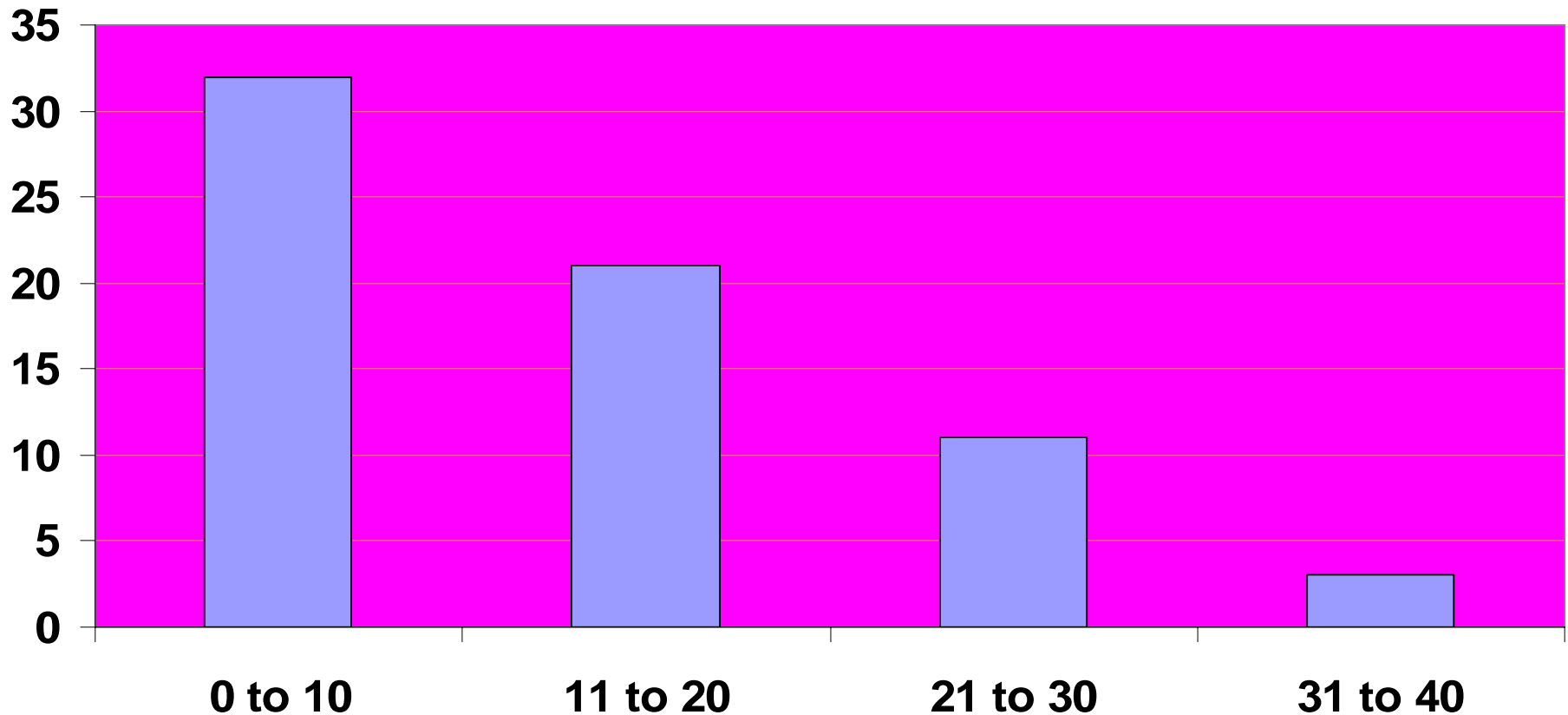
Illicit Drug Use



Protecting Youth From High-Risk Behaviors

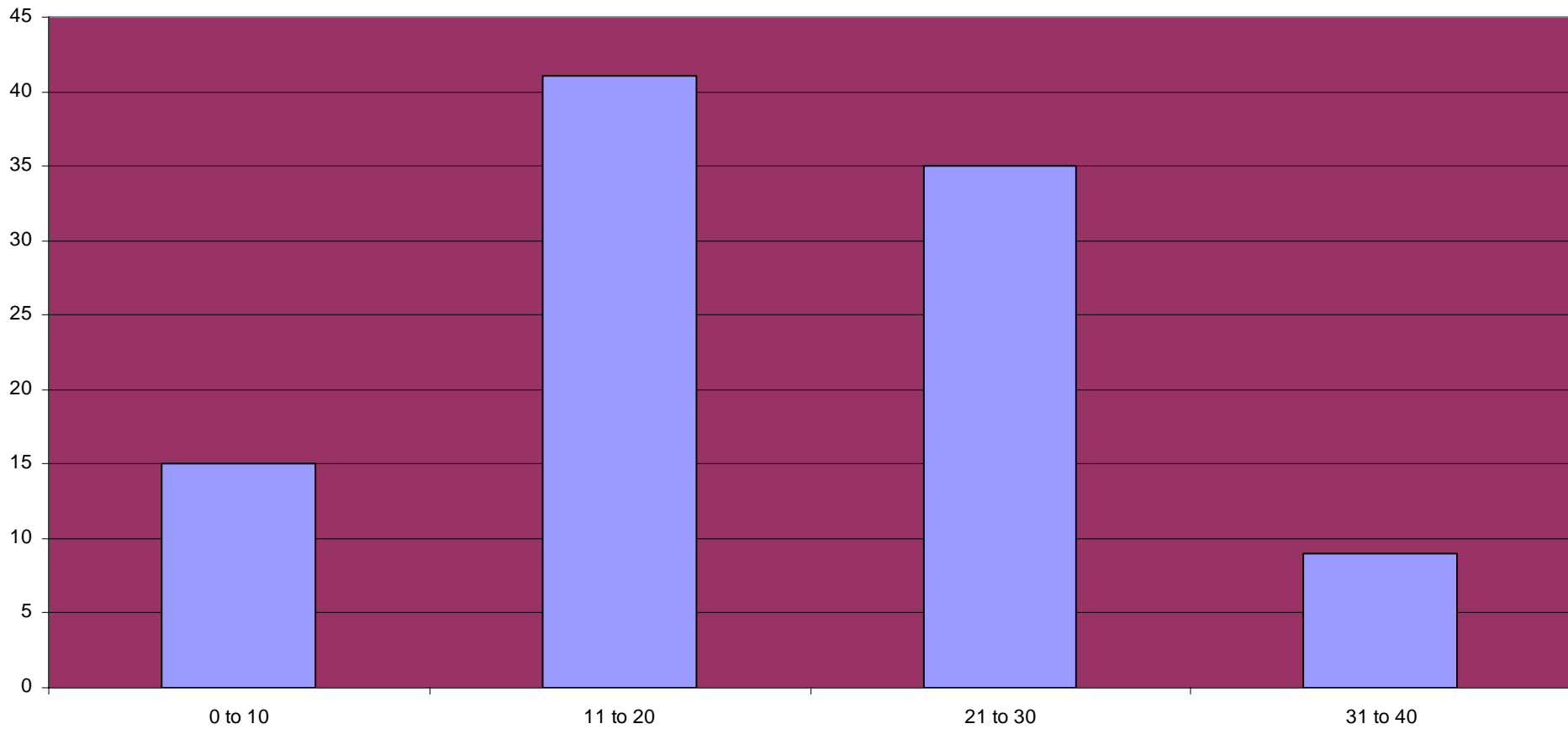
National Data

Sexual Activity



Asset Distribution

Asset Distribution



Developmental Assets Profile (DAP)

- The (DAP) provides a quick and easy way of obtaining **reliable and valid** self-reported information pertaining to Developmental Asset categories among youth **ages 11-18**.
- Assessing assets is relevant to **all youth**, not just those considered to be at risk for negative outcomes. *We assess every student in grades 7, 9 and 11.*
- The DAP has **eight (8) asset categories**
- The quantitative indices derived from the DAP can be useful to schools when **developing goals for students**.



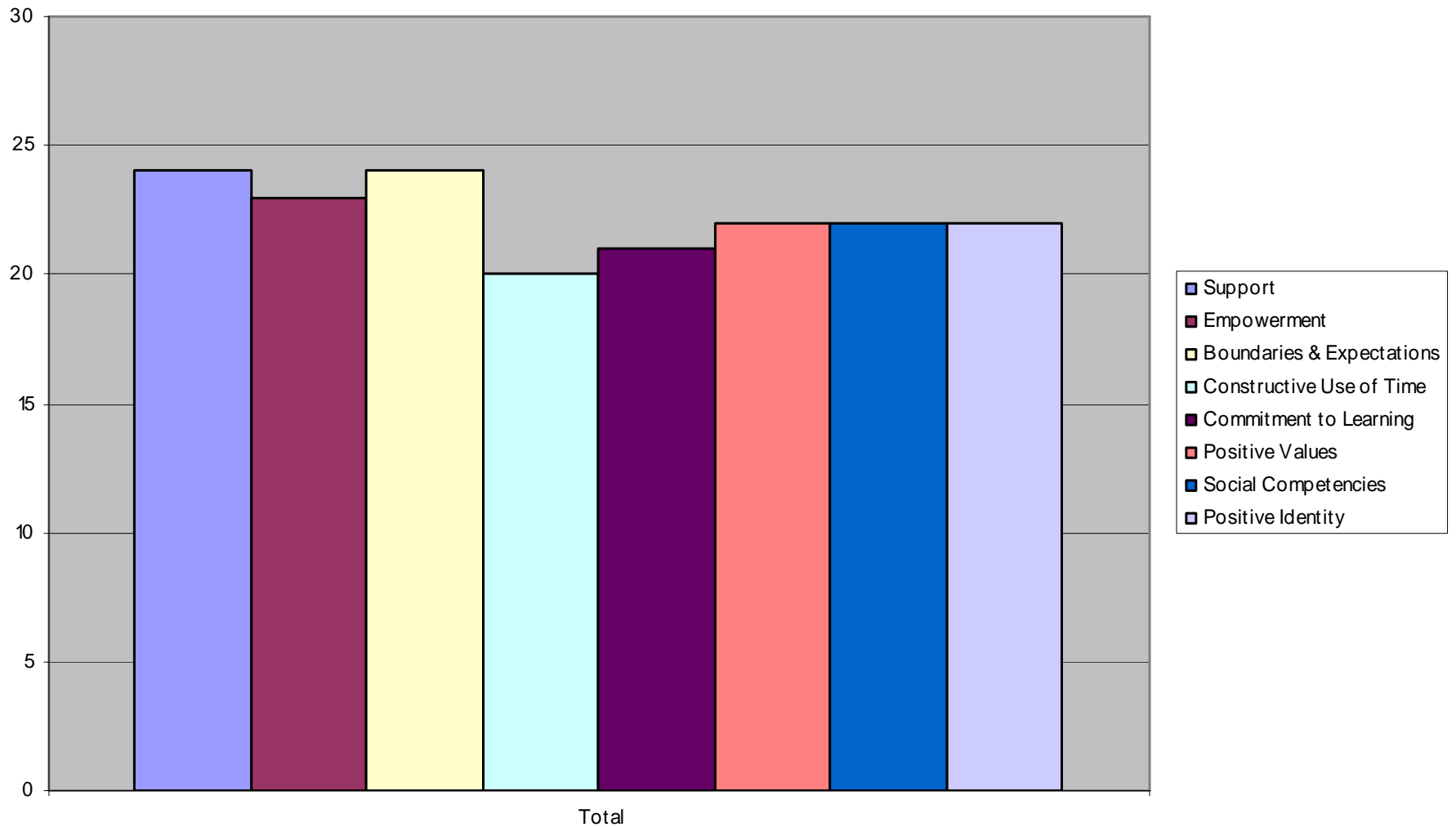
Personal Learning Plan (PLP)

- According to my Developmental Asset Profile (DAP) my strengths are:
- According to my Developmental Asset Profile (DAP) I can improve:
- There are three to five activities that I can do to build assets in my life and they are:

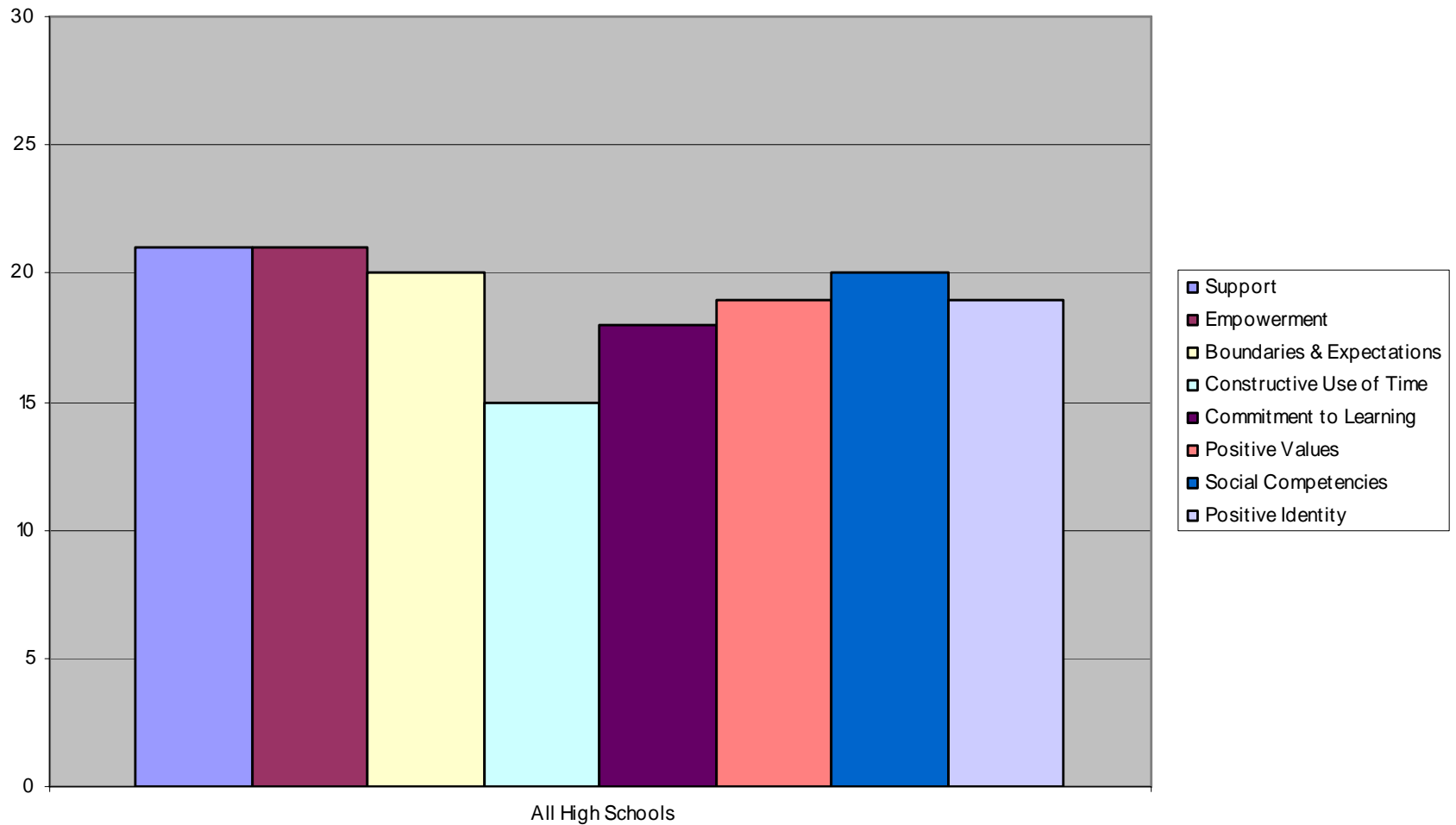
Important Note

- DAP Scale
 - 0-30
- Low=0-14
- Fair=15-20
- Good=21-25
- Excellent=26-30

Aggregate MPS Middle School DAP Data



Aggregate High School DAP Data



Asset Builders

- There are a minimum of two (2) “Trained” Asset Builders in Each School Building.
- Each Building Received an Asset In-Service During 2007-08.
- How Was Your Day at School? (November 12)
 - Administrator Follow Up Training
 - How Teachers Can Better Implement Assets

Elementary School Highlights

■ Rockwell

□ Rock Time

- Lesson plan and staff can pick from several Asset building activities that connect to the lesson to do with the kids during the 30 minute session (The Kids Love This).
- **K-Kids** The goal of this club is to teach and get students involved in **community and school volunteerism**. They do school projects and community projects throughout the school year.

Middle School Highlights

■ Central Middle School

- Asset Category Per Month (disseminated throughout)
- “SPARK Plugs”-Students Promoting Assets and Responsible Kids
 - Students (15) Meet and Then Work With About 100 Other Students to Have an Asset Rich School
- *Giraffe Heroes-Stick Your Neck Out For Somebody.*
 - Service to others-simultaneously builds **numerous** developmental assets. Each home room chooses an issue or topic to research and then plans how they can make a difference. A project to assist in resolving the issue is then discussed and implemented. Reflections are put in writing.

High School Highlights

- Working with Project Paybac Partners
 - Project Bite Size
 - MSHS-with AMS & CMS Students
 - MWHS-with BMS & RMS Students
 - Service Learning Emphasis
- Student Summit (MS and HS)
 - Asset Related Activities and Action Plans
 - Mayor Involvement & Guest Speaker



In Partnership With Our Community

- October 7 Conference-Creighton University
 - Five County Area (Greater Omaha Area)
- Lunch & Learn Series
 - Other Schools-Elkhorn/OPS/Papillion-LaVista
 - Mayor's Office/Probation/Juvenile Justice-Judge Larry Gendler
 - Health/Mental Health-Alegent Representation
 - Faith Based-Dr. Curt Barr
 - BBF



Questions

A Comparison of Student Achievement in the Millard Public Schools Based on Identified Subgroups



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Student Subgroups Identified by No Child Left Behind

- Free or Reduced Lunch
- English Language Learners
- Students in Special Education Programs
- White Not Hispanic
- Asian/Pacific Islanders
- Hispanic
- Black Not Hispanic
- American Indian/Alaskan Native

	2005-2006	2006-2007	2007-2008
4 th Free/Reduced	160	191	191
4 th SPED	244	319	301
4 th Asian/Pac. Isl.	59	71	69
4 th Black	47	56	53
4 th Hispanic	52	50	57
4 th Caucasian	1392	1365	1405
4 th Amer. Ind./Alask.	4	7	7
7 th Free/Reduced	136	167	163
7 th SPED	194	212	209
7 th Asian/Pac. Isl.	39	57	68
7 th Black	45	38	64
7 th Hispanic	37	65	67
7 th Caucasian	1388	1391	1398
7 th Amer. Ind./Alask.	4	4	5
8 th Free/Reduced	138	172	186
8 th SPED	209	197	196
8 th Asian/Pac. Isl.	32	38	64
8 th Black	33	54	45
8 th Hispanic	49	47	72
8 th Caucasian	1450	1411	1397
8 th Amer. Ind./Alask.	3	6	7

	2005-2006	2006-2007	2007-2008
9 th Free/Reduced	99	139	160
9 th SPED	161	196	172
9 th Asian/Pac. Isl.	46	39	45
9 th Black	36	36	54
9 th Hispanic	49	67	58
9 th Caucasian	1520	1538	1453
9 th Amer. Ind./Alask.	4	4	5
10 th Free/Reduced	117	124	144
10 th SPED	183	156	188
10 th Asian/Pac. Isl.	51	50	47
10 th Black	35	41	37
10 th Hispanic	53	71	69
10 th Caucasian	1592	1534	1536
10 th Amer. Ind./Alask.	6	6	4
11 th Free/Reduced	79	121	121
11 th SPED	160	183	143
11 th Asian/Pac. Isl.	57	54	54
11 th Black	26	39	41
11 th Hispanic	34	69	70
11 th Caucasian	1458	1584	1549
11 th Amer. Ind./Alask.	1	4	6

Millard Adequate Yearly Progress For Math and Reading, as well as Writing for grades 4 & 8, and Graduate Rate for Grade 12

	2005-2006	2006-2007
Free/Reduced Lunch	Met	Met
English Language Learners	Met (Safe Harbor Reading)	Met
Special Education	Met	Met (Confidence Interval)
White Not Hispanic	Met	Met
Asian Pacific Islanders	Met	Met
Hispanic	Met	Met
Black Not Hispanic	Met	Met
American Ind. Alaskan Native	*	*

Safe Harbor: Group makes AYP due to a minimum 10% improvement over 1 year.

Confidence Interval: Mathematical formula by which a subgroup can make AYP based on standard error of measure.

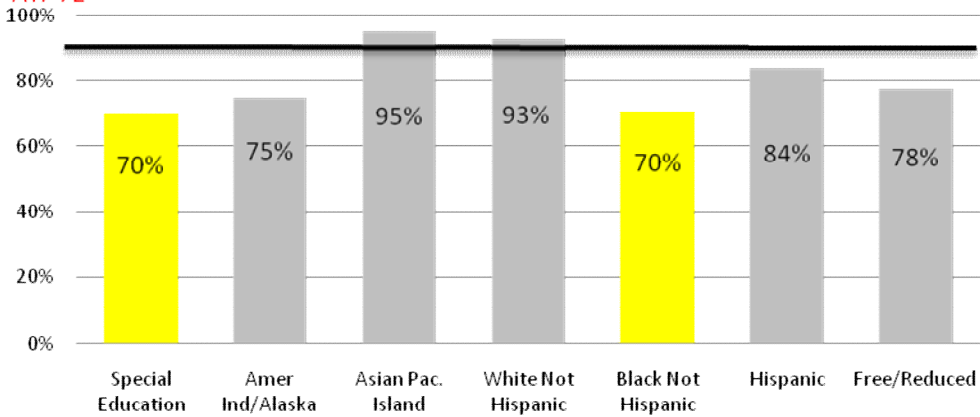
Insufficient Population: Some subgroups may not reach the state/federal AYP goal, but have too few students in that subgroup to be considered not met (N < 30).

* = Fewer than 10 students in a subgroup are not reported due to confidentiality.

Measures used to
Determine Adequate Yearly
Progress

4th Grade Reading ELO Scores by Percent Mastery 2005-2006

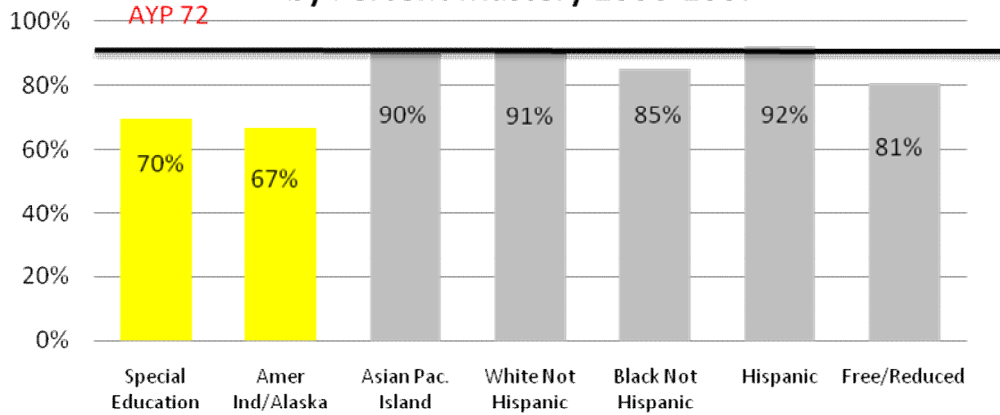
District Average 92
AYP 72



4th grade Reading ELO Scores by Percent Mastery 2006-2007

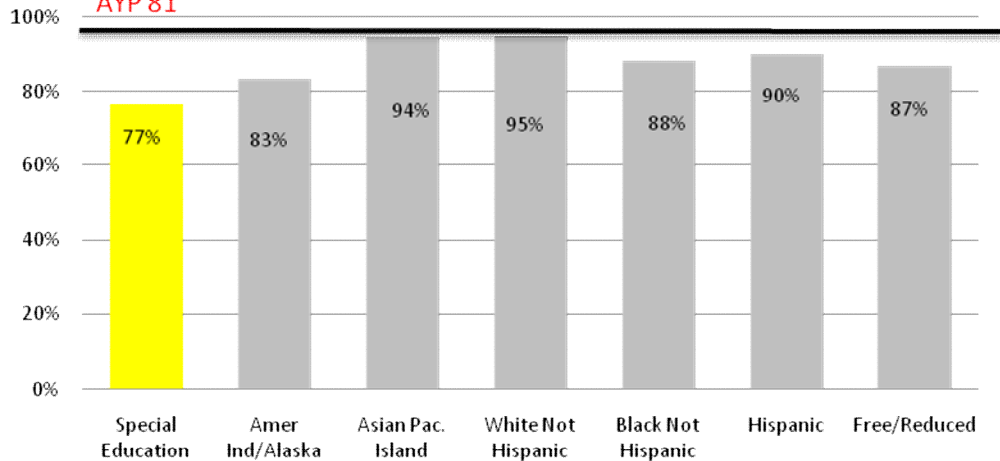
District Average 92

AYP 72



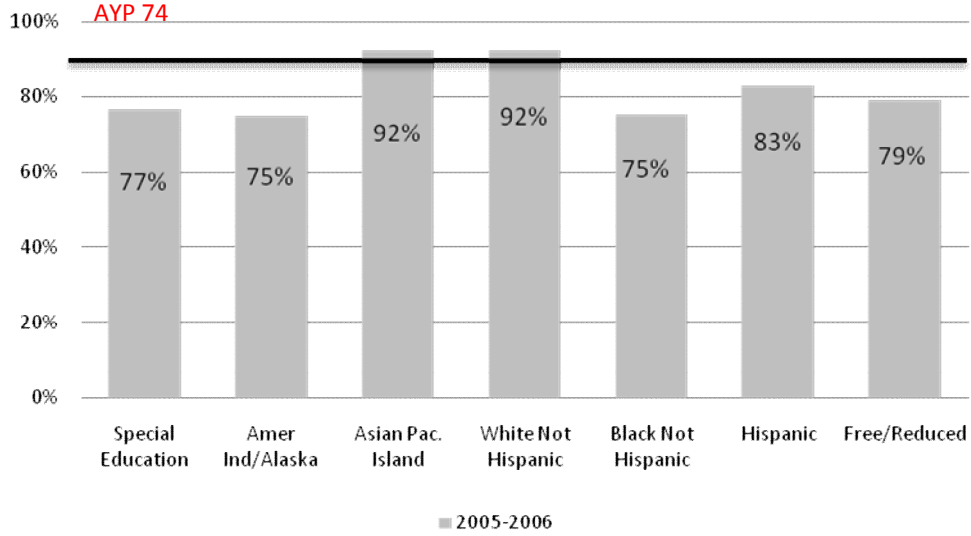
4th Grade Reading ELO Scores by Percent Mastery 2007 - 2008

District Average 94%
AYP 81



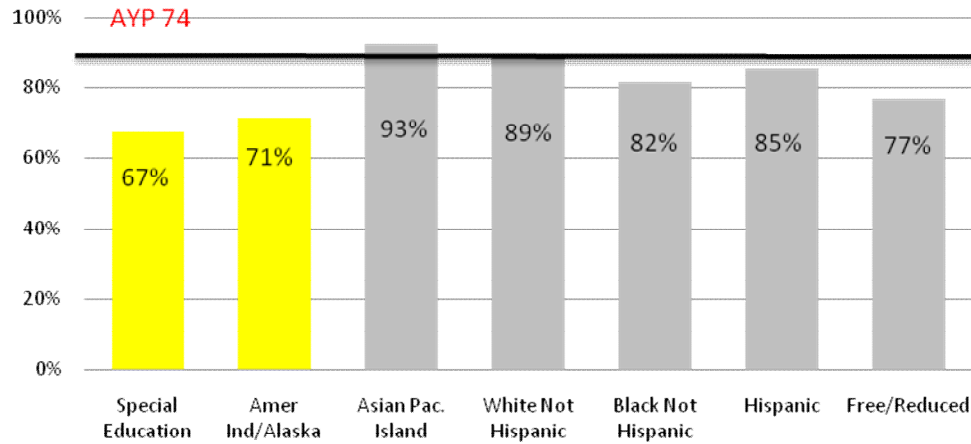
4th Grade Math ELO Scores by Percent Mastery 2005 - 2006

District Average
91%



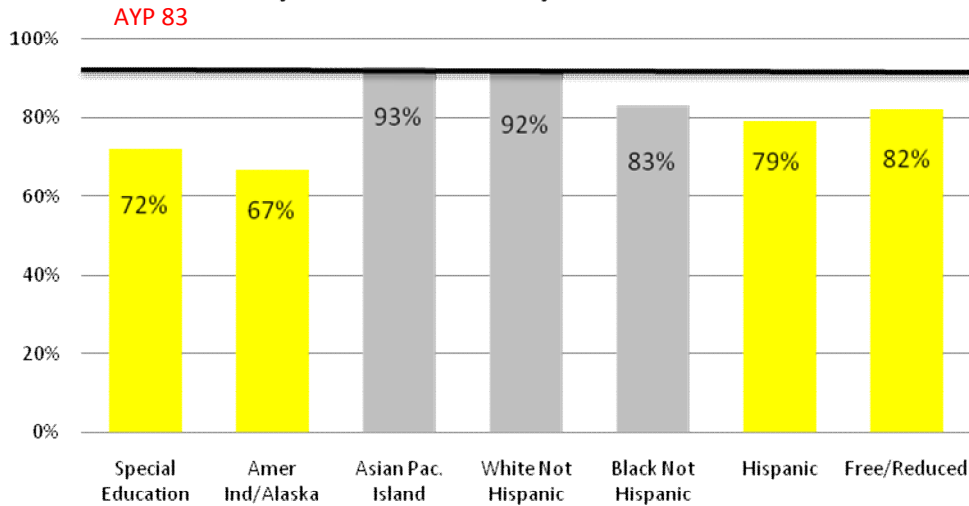
4th Grade Math ELO Scores by Percent Mastery 2006-2007

District Average 89%



4th Grade Math ELO Scores by Percent Mastery 2007-2008

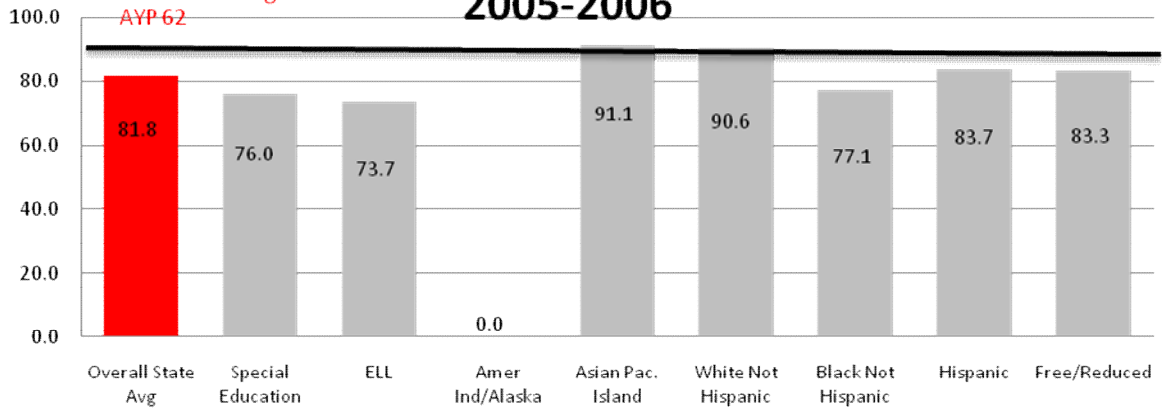
District Average 91%



4th Grade State Writing by Percent Mastery

District Average 89.9
AYP 62

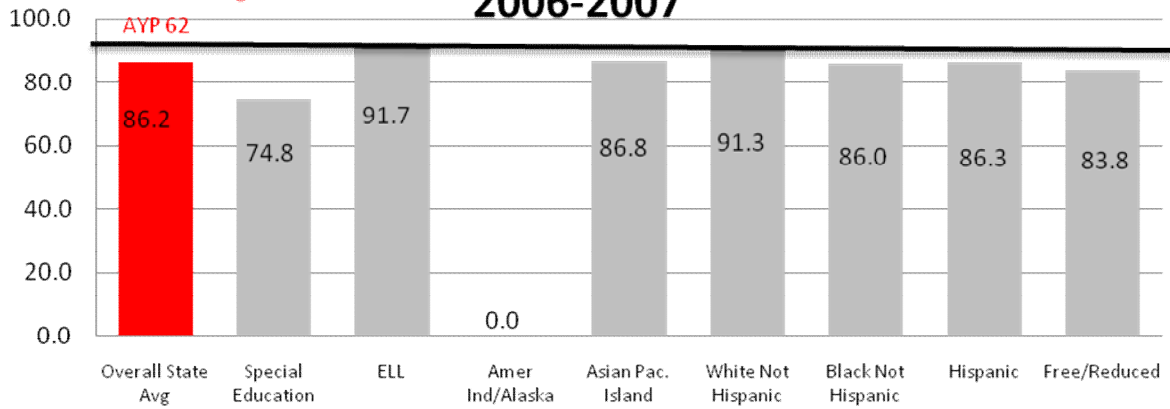
2005-2006



4th Grade State Writing by Percent Mastery

District Average 90.7
AYP 62

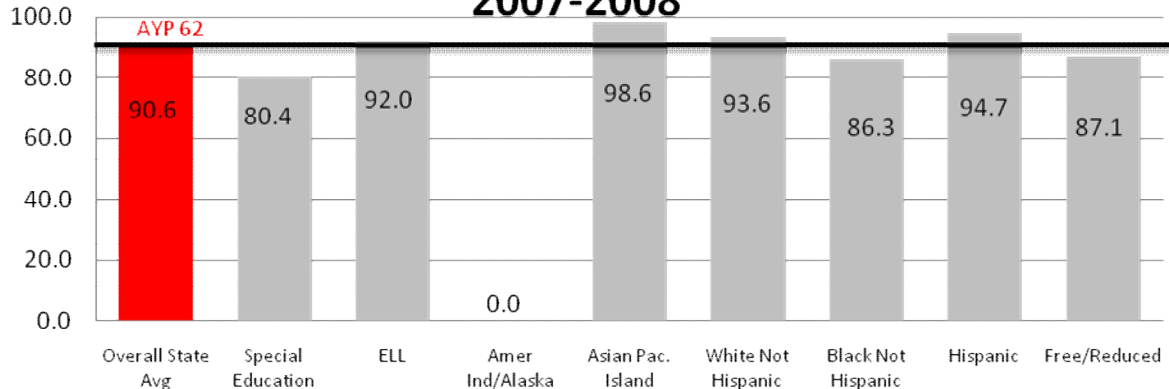
2006-2007



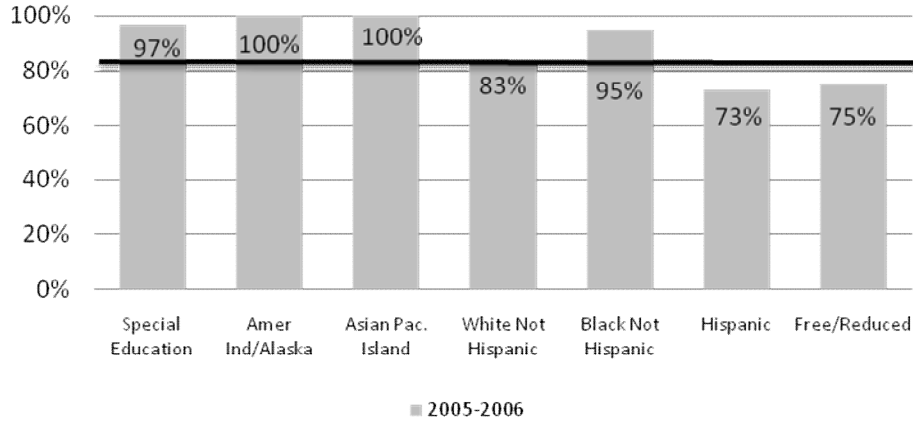
4th Grade State Writing by Percent Mastery

District Average 90.7
AYP 62

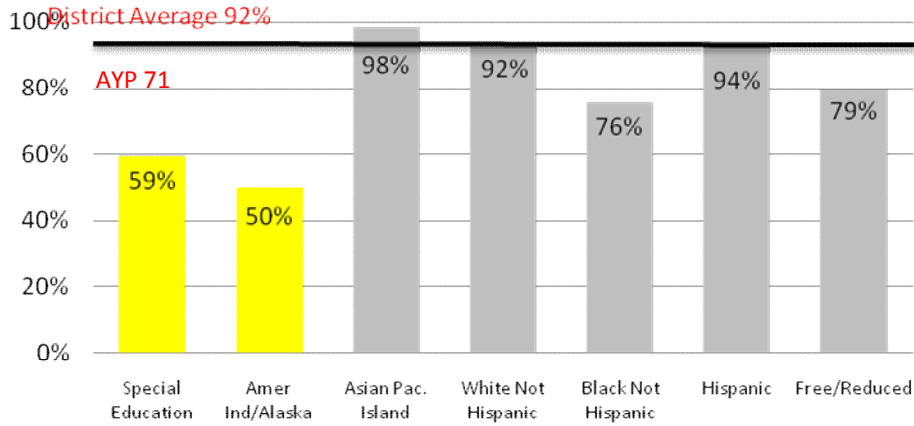
2007-2008



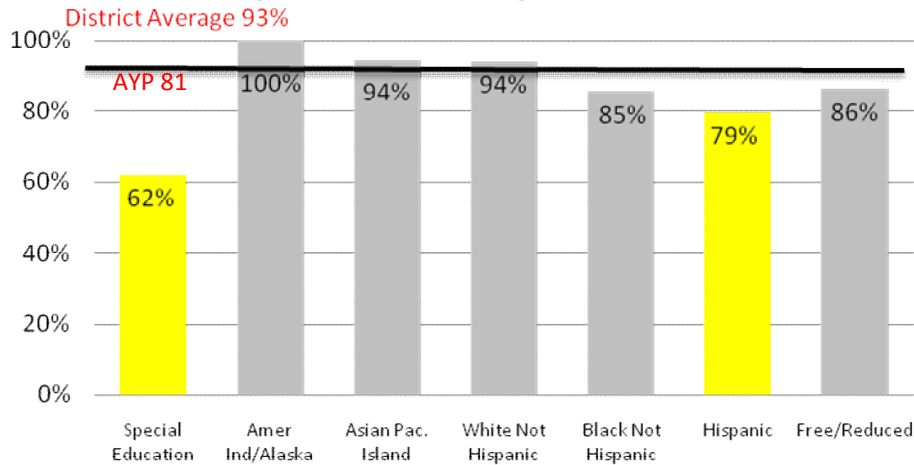
**7th Grade Reading ELO Scores
by Percent Mastery 2005-2006**
District Average 83%
AYP 71



**7th Grade Reading ELO Scores
by Percent Mastery 2006-2007**

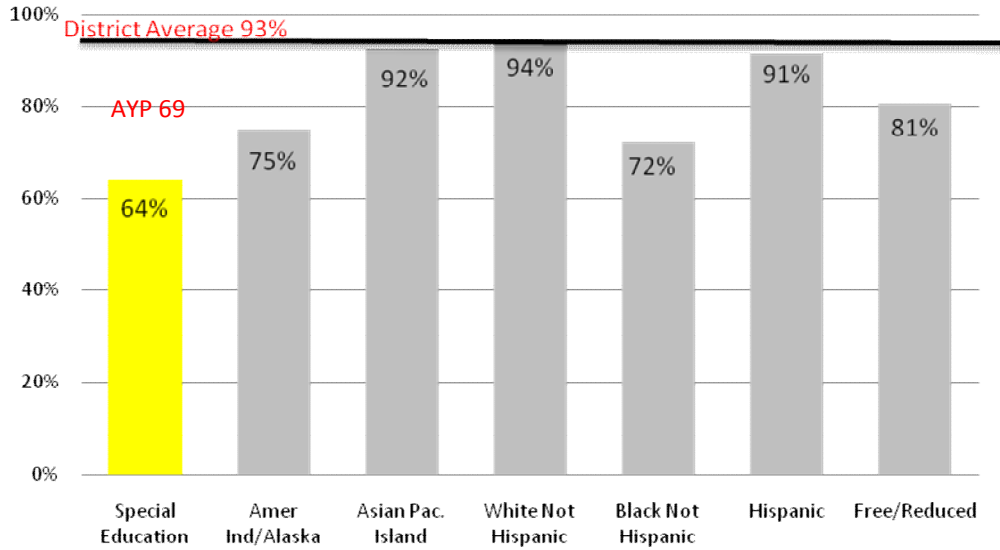


**7th Grade Reading ELO Scores
by Percent Mastery 2007-2008**

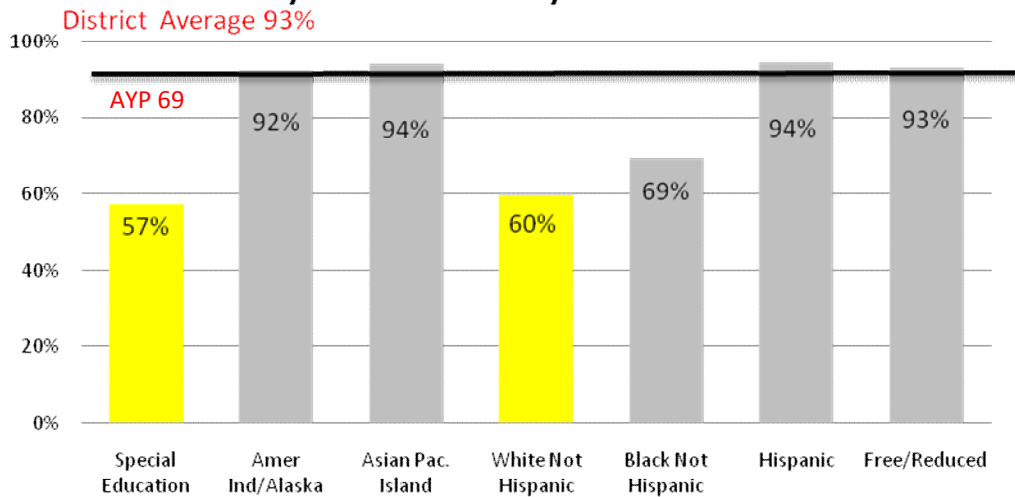


2007-2008

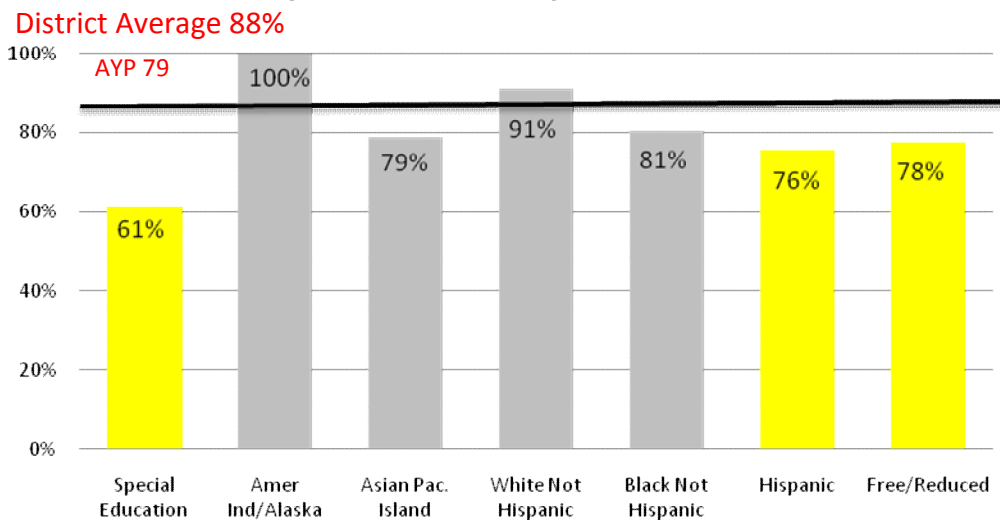
7th Grade Math ELO Scores by Percent Mastery 2005-2006



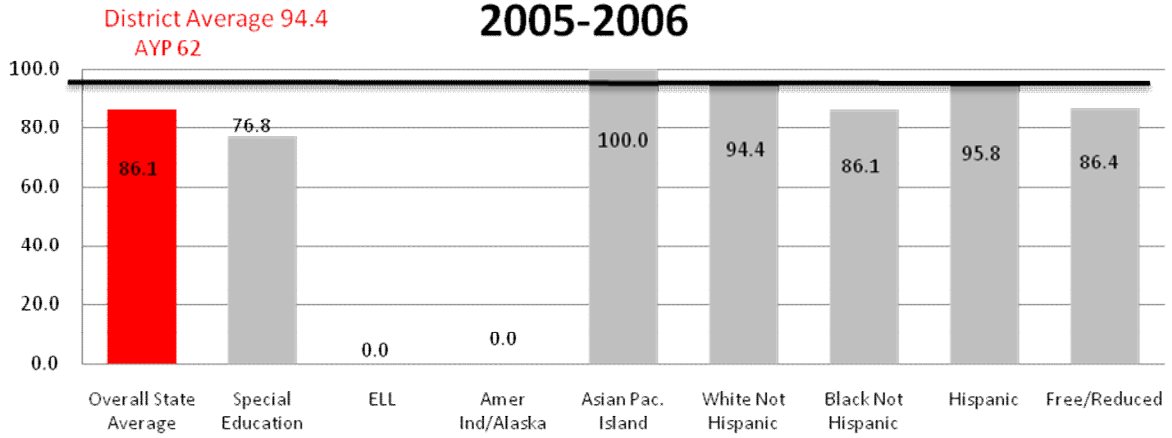
7th Grade Math ELO Scores by Percent Mastery 2006-2007



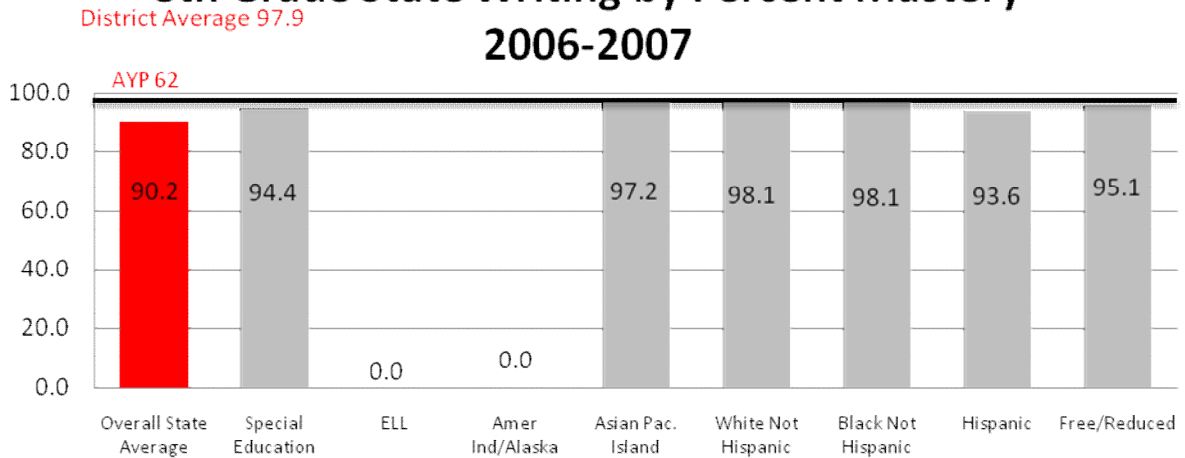
7th Grade Math ELO Scores by Percent Mastery 2007-2008



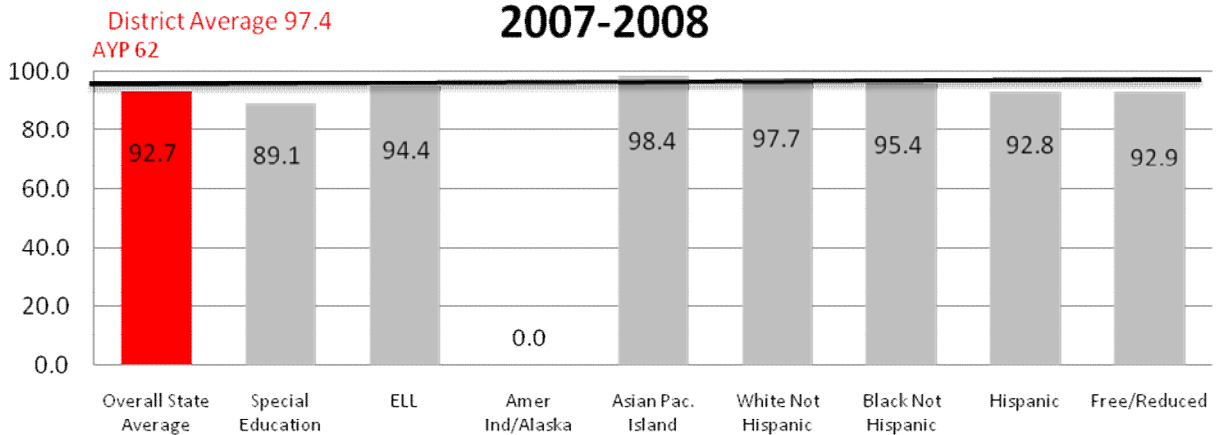
8th Grade State Writing by Percent Mastery 2005-2006



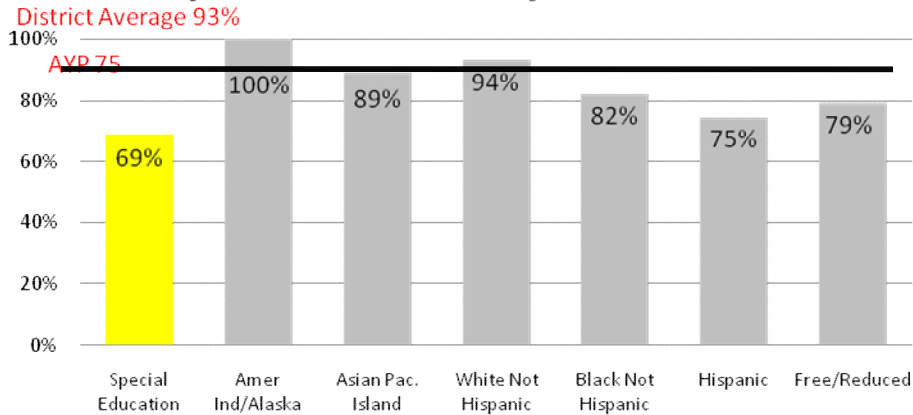
8th Grade State Writing by Percent Mastery 2006-2007



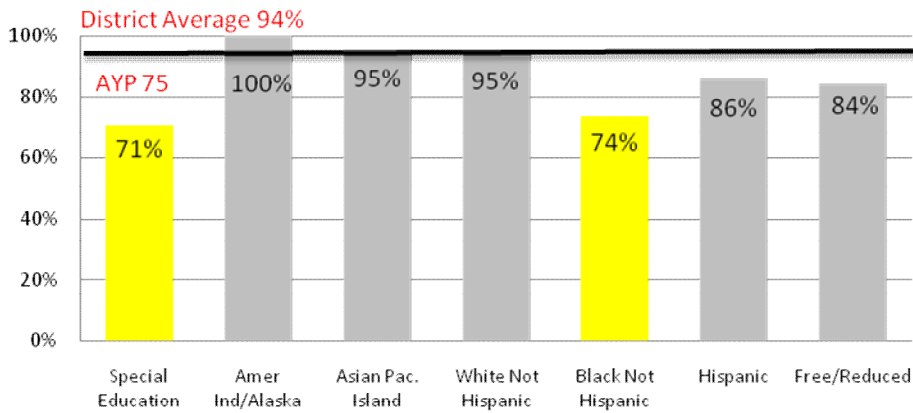
8th Grade State Writing by Percent Mastery 2007-2008



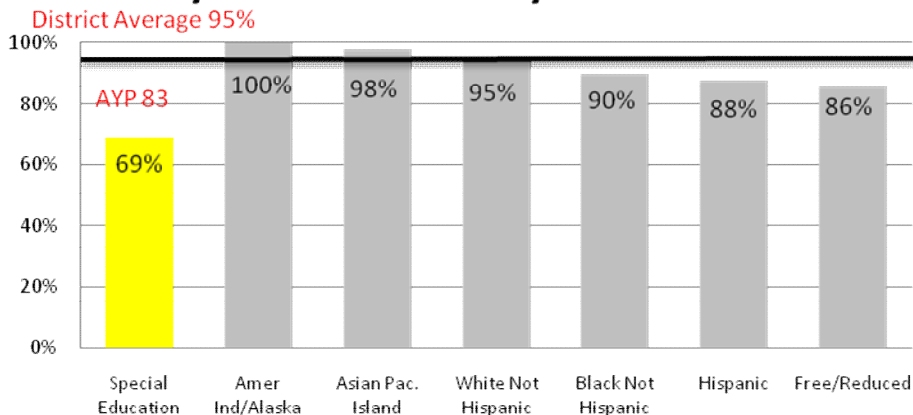
9th Grade Reading ELO Scores by Percent Mastery 2005-2006



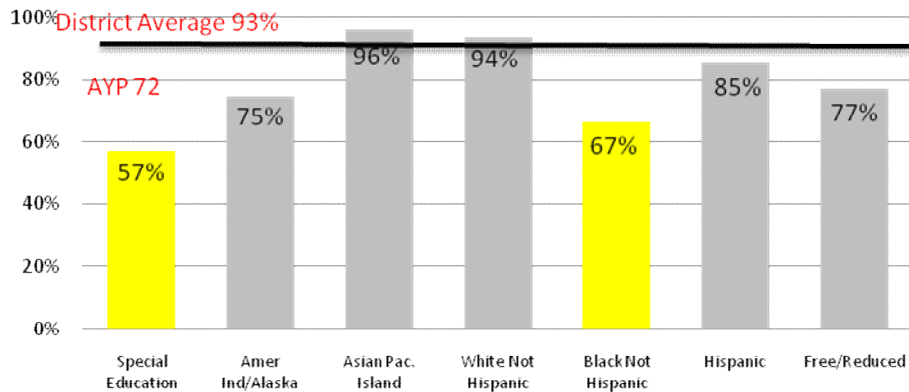
9th Grade Reading ELO Scores by Percent Mastery 2006-2007



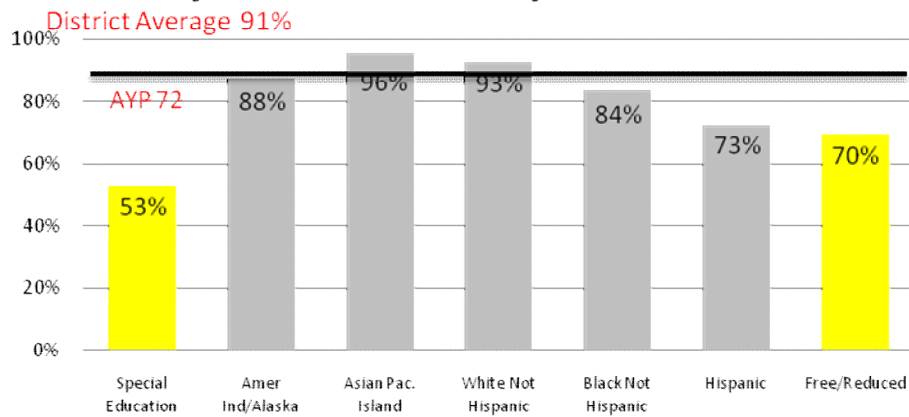
9th Grade Reading ELO Scores by Percent Mastery 2007-2008



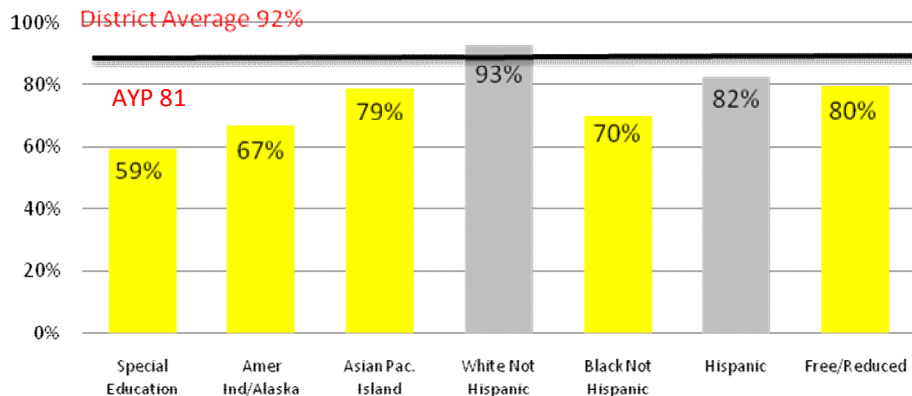
10th Grade Math ELO Scores by Percent Mastery 2005-2006



10th Grade Math ELO Scores by Percent Mastery 2006-2007



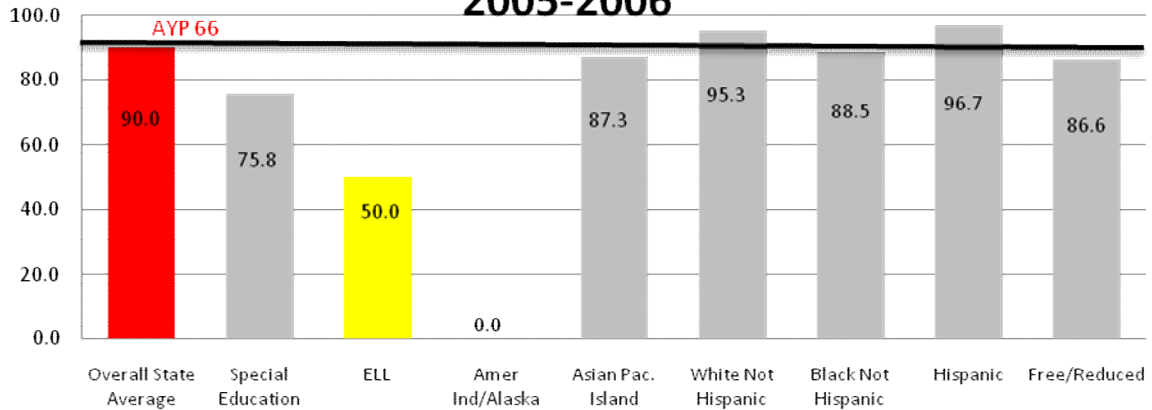
10th Grade Math ELO Scores by Percent Mastery 2007-2008



11th Grade State Writing by Percent Mastery

District Average 94.9

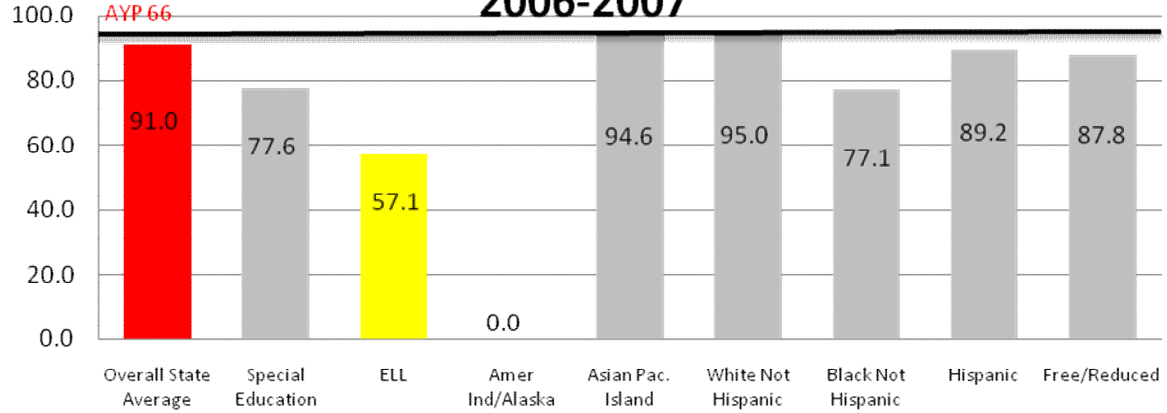
2005-2006



11th Grade State Writing by Percent Mastery

District Average 94.4

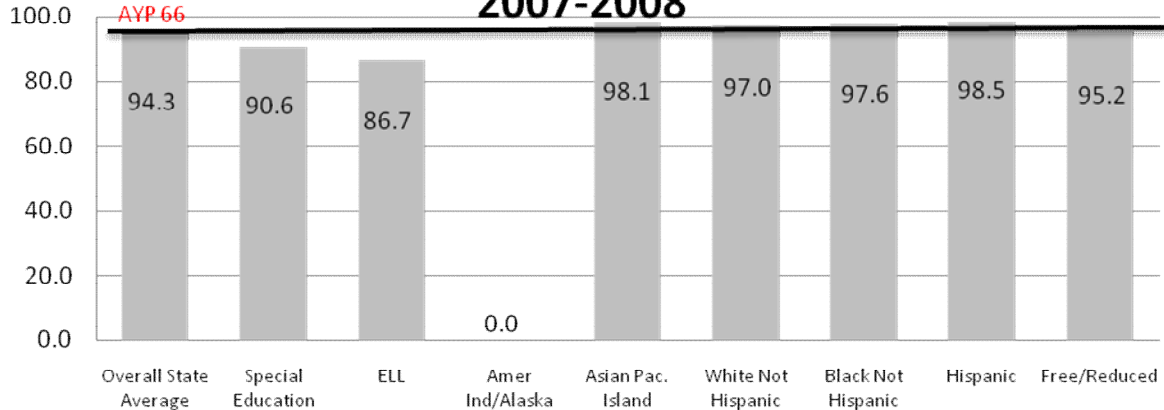
2006-2007



11th Grade State Writing by Percent Mastery

District Average 97.2

2007-2008



Summary

- Millard Students aggregately score at or above the state and national averages on assessments given for AYP, nationally-normed tests, and aptitude tests such as the ACT or SAT exams.
- Although a gap in achievement exists in a number of areas between sub-groups, the gap is often relatively small, and in many cases does not have a consistent trend line of underachievement from one year to the next for most sub-groups.
- Small sample size in some subgroups significantly skew the data in either the positive or the negative direction.
- **In a number of cases, students in sub-groups who are scoring lower than their Millard peers are scoring as well as or better than the general population of the state or the nationally-normed sample group of students.**
- The following table provides a representation the frequency of failure to either meet AYP or to score at the state average on measures used for AYP by subgroups in Millard over the past three years:

	4 th Reading	4 th Math	4 th Writing	7 th Reading	7 th Math	8 th Writing	9 th Reading	10 th Math	11 th Writing	3 year Failure Rate
Special Education	X X X	X X		X X	X X X		X X X	X X X		59%
American Indian/ Alaskan Native	X	X X		X				X		19%
Asian/ Pacific Isl.								X		4%
White Not Hispanic					X					4%
Black Not Hispanic	X						X	X X		15%
Hispanic		X		X	X					11%
Free or Reduced Lunch		X			X			X X		15%
English Language Learner		X X							X X	15%

MILLARD PUBLIC SCHOOLS

'09 Budget Revisions

Board Committee Meeting

September 8, 2008

Kenneth J. Fossen, J.D.

Associate Superintendent

General Administration

OTHER PROVISIONS

- Reduce Cash Reserve (\$3.0 m)
- Recapture of EBF Start Up (\$1.5 m)
- Reduce Summer Projects (\$2.0 m)
- Remaining Projects to Depreciation (\$1.0 m)
- **Increase Tax Levy \$0.01 (\$0.9 m)**
- **Electrical Rate Increase (17%) \$0.4 m**
 - Option 1: Reduce Cash Reserve \$1.3 m
 - Option 2: Reduce Expenditures \$1.3 m
 - Option 3: Reduce EBF Payments \$1.3 m