



Board Highlights

Frisco Independent School District

6942 Maple Street Frisco, Texas 75034

Board Members: Richard Beaver - Cindy DePaolantonio - Laura Ellison - Renee Ehmke - Dan Mossakowski - Buddy Minett - Brenda Polk

7:30 p.m., November 12, 2007
Regular Meeting of the Board

Recognitions

State Qualifiers –

The Board recognized the outstanding efforts of the 2007-2008 Centennial High School band students, which, under the direction of Tim Linley, along with Associate Director of Bands Jackie Hartenberger, Cluster Percussion Coordinator Derrick Logozzo, and Guard Instructor Brian Greenleaf, have excelled in marching band competition this year, advancing to the UIL 4A State Marching Contest for the first time in FISD.

Staff Honor

The Board recognized Liberty High School Social Studies Teacher Dodie Kasper for her national recognition as a teacher of the year through the American Lawyers Auxiliary, a national network of lawyers' spouses affiliated with the American Bar Association. The award honors three teachers nationally – at the elementary, junior high and high school levels – who have developed programs designed to further students' understanding of their rights, the courts, law enforcement and the legal profession.

Community Honor

The Board recognized volunteer Mike Roe, who has been named a Hero for Children by the State Board of Education. The local Allstate agent and Rotarian was nominated by the staff at Pioneer Heritage Middle School where he has served on the Campus Improvement Team for the past five years. His partnership and commitment to helping the school and the students is a wonderful model for how one person can make a difference.

Consent Agenda

These items are considered to be routine by the board and were approved under one motion: tax office reports; budget amendments; payments to vendors, architects and contractors, preferred approved vendor list; purchase of three vehicles; deductive change orders; agreement and continuance resolution for 4-H extracurricular status; special education/career and technical education software; job descriptions/evaluation forms; casting FISD votes for Collin Central Appraisal District Board of Directors and for Denton Central Appraisal District Board of Directors.

Preferred Plans for Attendance Rezoning for 2008-2009

Superintendent of Schools Rick Reedy reviewed the principles that guide the zoning decisions each year. Those are effective space utilization, stability of students, proximity to campus, maintaining diversity and unity of the community. When looking at potential zones, he also stated that lines are drawn in such a way that they will hold for the longest period of time possible.

With the opening of *Elliott Elementary* next year in Brookstone, relief will be given to Ogle and also Isbell Elementary. The [linked map](#) indicates the proposed zones.

The opening of *Tadlock Elementary* will relieve Sem Elementary. When the decision was made to open Tadlock in 2008, the projected enrollment in the area was quite a bit higher. FISD now allows elementary schools to reach 860 in enrollment before opening a new school to provide relief. The [map](#) shows the zones, with Hillcrest as the dividing street.

Smith Elementary zone is continuing to experience increased enrollment. It is being proposed to move Plantation Villa (The Marquee) apartments back to Curtsinger, which has more room at this time. The complex was in Curtsinger originally and moved to Smith due to capacity issues at Curtsinger a few years ago. This move would place those students at Wester instead of Clark for middle school.

Stafford Middle School is opening to provide relief for Griffin Middle School. The [map](#) shows ElDorado as the basic dividing line, with Marina Vista going to Stafford, as well.

Scoggins Middle School is opening to provide relief for Roach Middle School. The [map](#) shows Ogle, Elliott and Isbell attending Scoggins Middle School and Ashley, Mooneyham, Sem and Tadlock attending Roach. Additional middle schools will probably be needed in 2010.

The proposed zones will be posted on the FISD website at www.friscoisd.org and will be available at campuses for review. Those potentially impacted will receive communication regarding the proposed changes. Dennis Brent, the

internal demographer, will be taking input on the proposed zones. He can be contacted at brentd@friscoisd.org. A public hearing on the proposed zones will take place at the December 10 regular meeting of the Board, with a final decision to be made in January.

Analysis of Internal Controls Risk Assessment

Alyssa Martin of Weaver and Tidwell gave a detailed analysis of the evaluation process they are using in reviewing FISD's internal controls. As an example, they reviewed their evaluation of cash receipts and special activity funds. To evaluate internal controls, they conducted walkthroughs of the processes, documented the "as is" state, prepared risk and control matrices and documented segregation of duties. They have also recommended improvements for consideration. Because FISD has operated with a very lean staffing model, additional staff will have to be a consideration to segregate duties and provide additional monitoring as the district grows.

Student Data Analysis Software

Director of Student Improvement Kenny Chandler gave a presentation showing the capabilities of INOVA, which is used to analyze student academic performance and to prescribe remedies for deficiencies. See the [PowerPoint](#) for more information regarding this phenomenal tool.

District Dashboard/Scoreboard Development

Dr. Rick Bankston presented the updated version of this informational system that allows board members and key staff members to quickly assess where we are in areas of finance, student achievement, attendance, discipline and other indicators of importance. This tool will be placed on a password area of the website for review.

District /Campus Drug Education Efforts/Programs

Coordinator of Guidance, Counseling and Testing Brenda Russell and Athletic Director David Kuykendall presented a review of our drug and alcohol awareness and prevention initiatives. See the [PowerPoint](#) regarding this issue. FISD's random drug testing program for high school athletes has been successfully underway since 2000 and gives young people another reason to resist the pressure to try drugs.

Public Hearing regarding tangible personal property in transit and action on tax resolution

The Board adopted a resolution, which stated they believed it is in the best interest of the district to continue to tax goods-in-transit, as defined by the Texas Tax Code 11.252(a)(2) as amended by House Bill 621, enacted by the 80th Texas Legislature in Regular Session.

Construction Projects

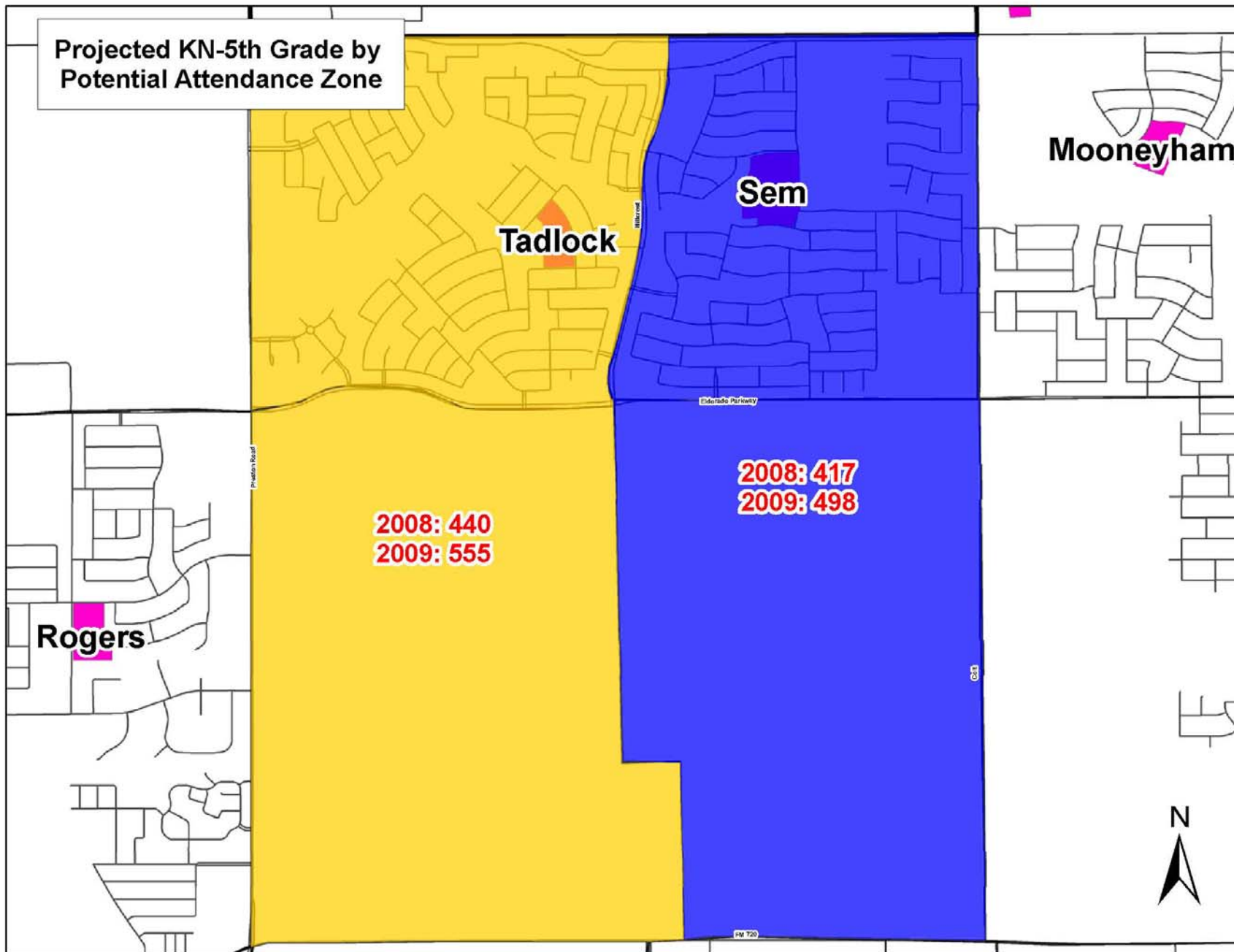
Richard Wilkinson, Assistant Superintendent for Facilities and Finance, updated the Board on a few of the current construction projects. He stated that Construction Services Coordinator Cecil Cypert had documented requirements that needed to be fulfilled by the contractor on the Scoggins Middle School project to make sure that it is completed on time. The Career and Technical Education Center (CTE) center will be substantially complete in June, with steel erection complete in November. At this time, after reviewing several options, the district is moving toward a centralized administrative facility to be located on the same site as the CTE, which also includes enough acreage for a future high school. Currently, the administrative offices are located at many different buildings in the district. It is felt that it would be more efficient to have a centralized facility, although some of the support areas will still be located in the service and satellite transportation/warehouse facilities. The annex will probably also still be the home of the technology division for the future. There is bond money that was earmarked for support/office buildings and there have been savings from a couple of construction projects that came in under budget that would allow this to be completed. This would probably not be accomplished before 2010.

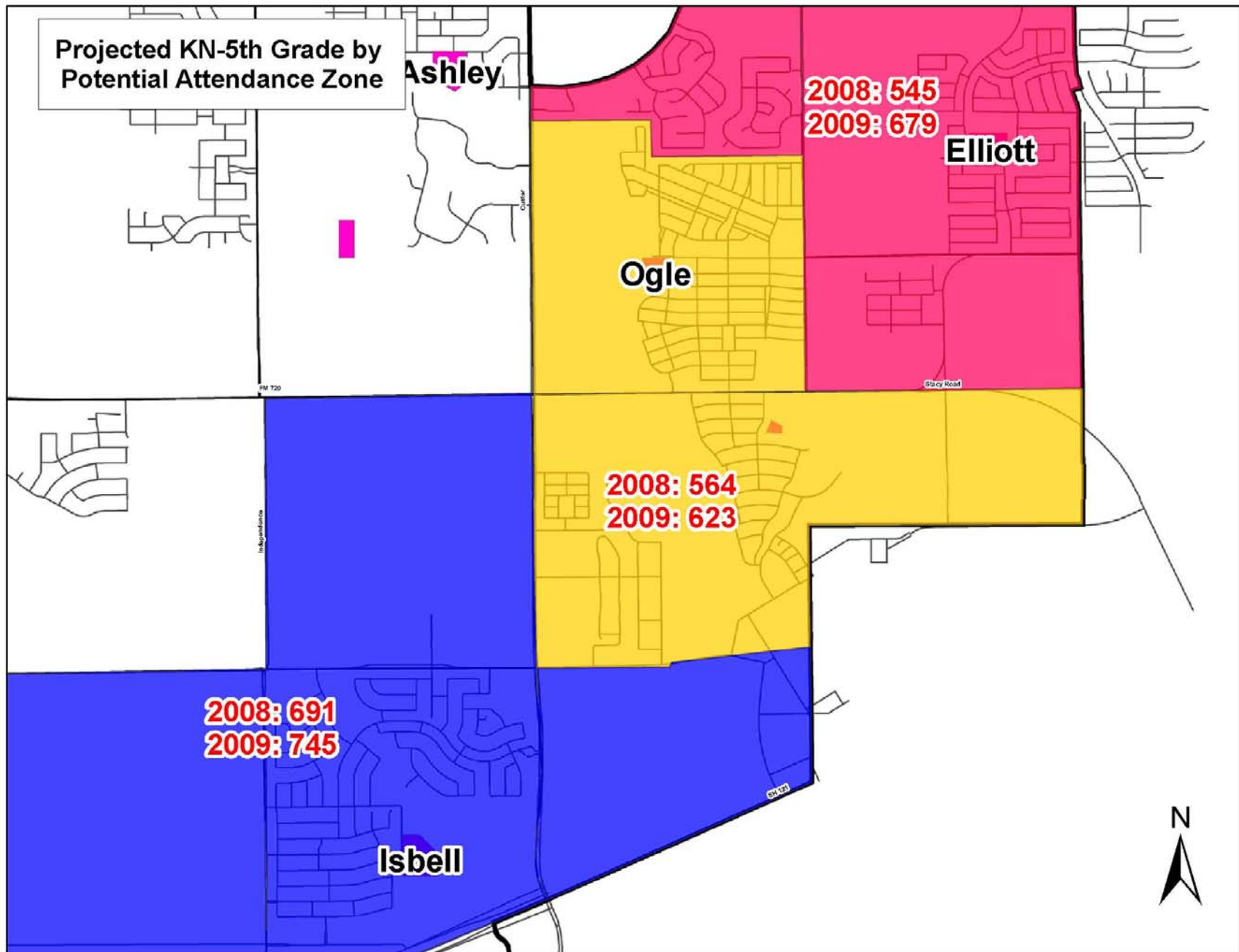
At this time, it was determined that the parking at Liberty high school is sufficient. There had been some concern with the location of parking as it relates to the competition fields.

Joint Special Events Project Agreement

The board approved the agreement with the city and Hicks Sports Group regarding the expansion and use of the Deja Blue Arena. This will give FISD a venue for graduations and convocation, among other events. This approval was contingent based on clarification of the signature page and the financial commitment. FISD is contributing \$15 million of TIRZ funds to be amortized over 20-22 years.

**Projected KN-5th Grade by
Potential Attendance Zone**





**Projected KN-5th Grade by
Potential Attendance Zone**



Spears

Shawnee Trail

**2008: 774
2009: 795**

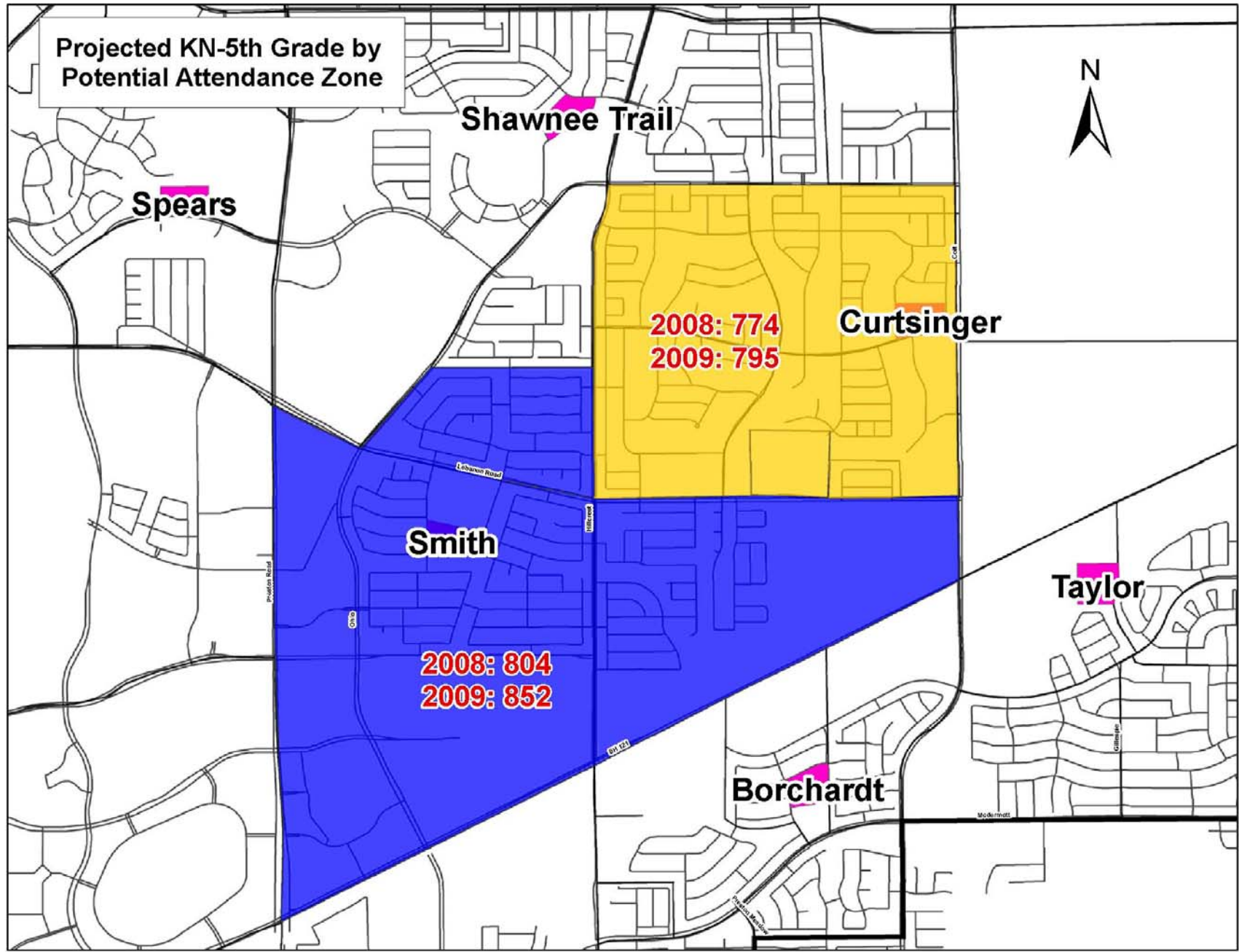
Curtsinger

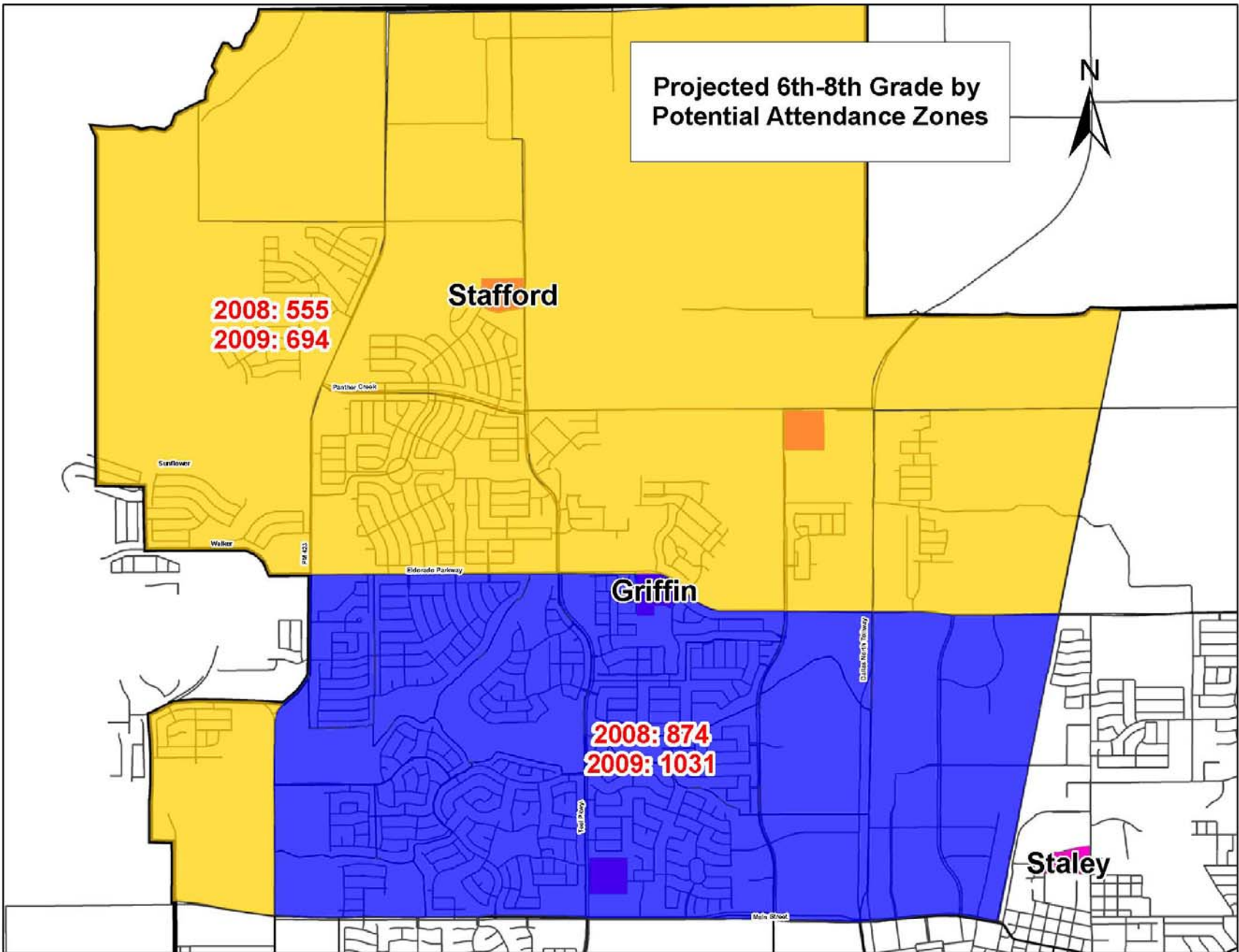
Smith

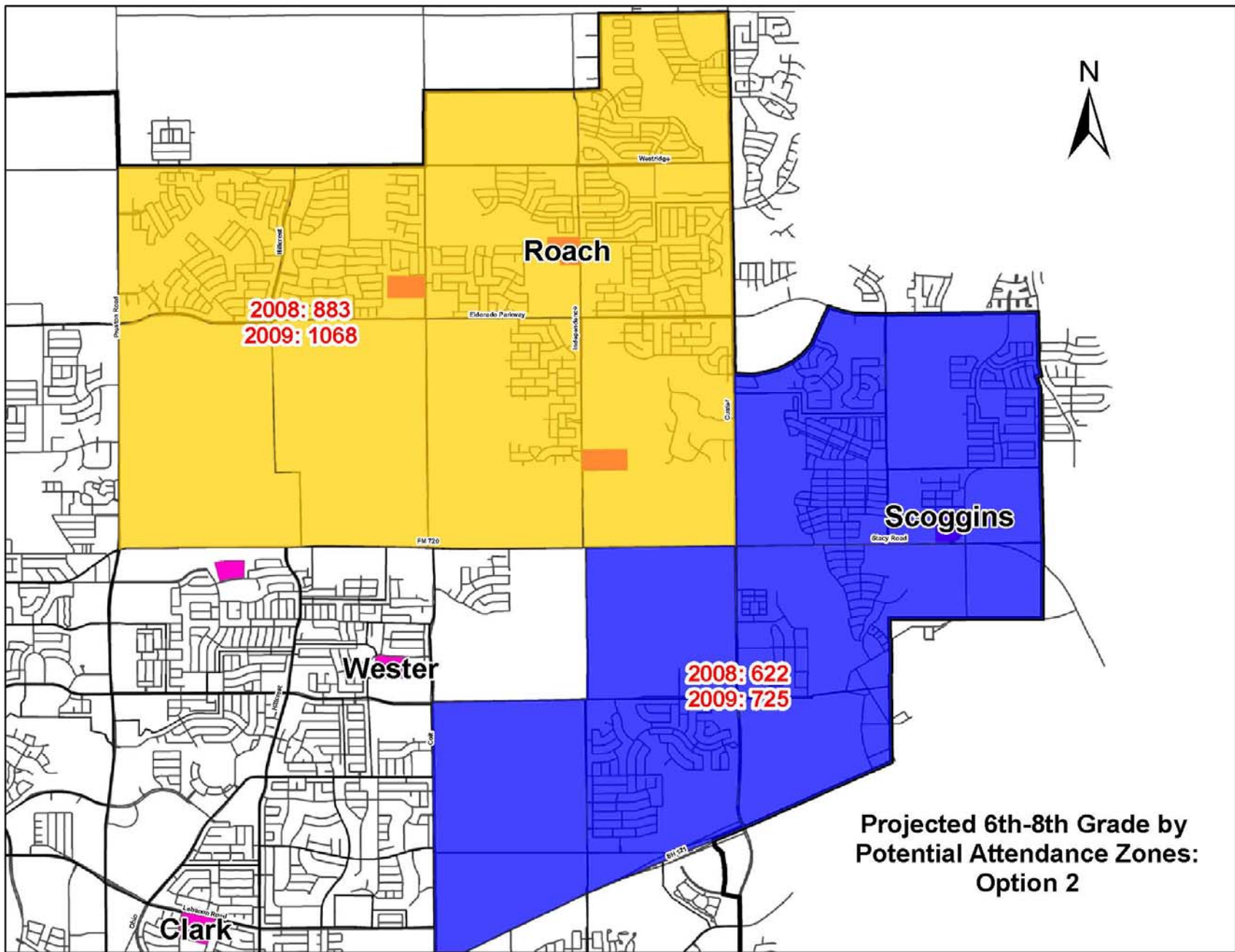
**2008: 804
2009: 852**

Taylor

Borchardt









Inova – A Different Perspective

- *This is not about DATA—this is a total change in paradigm*

- *Works with any Accountability System. “Value Added” is the new end goal.*

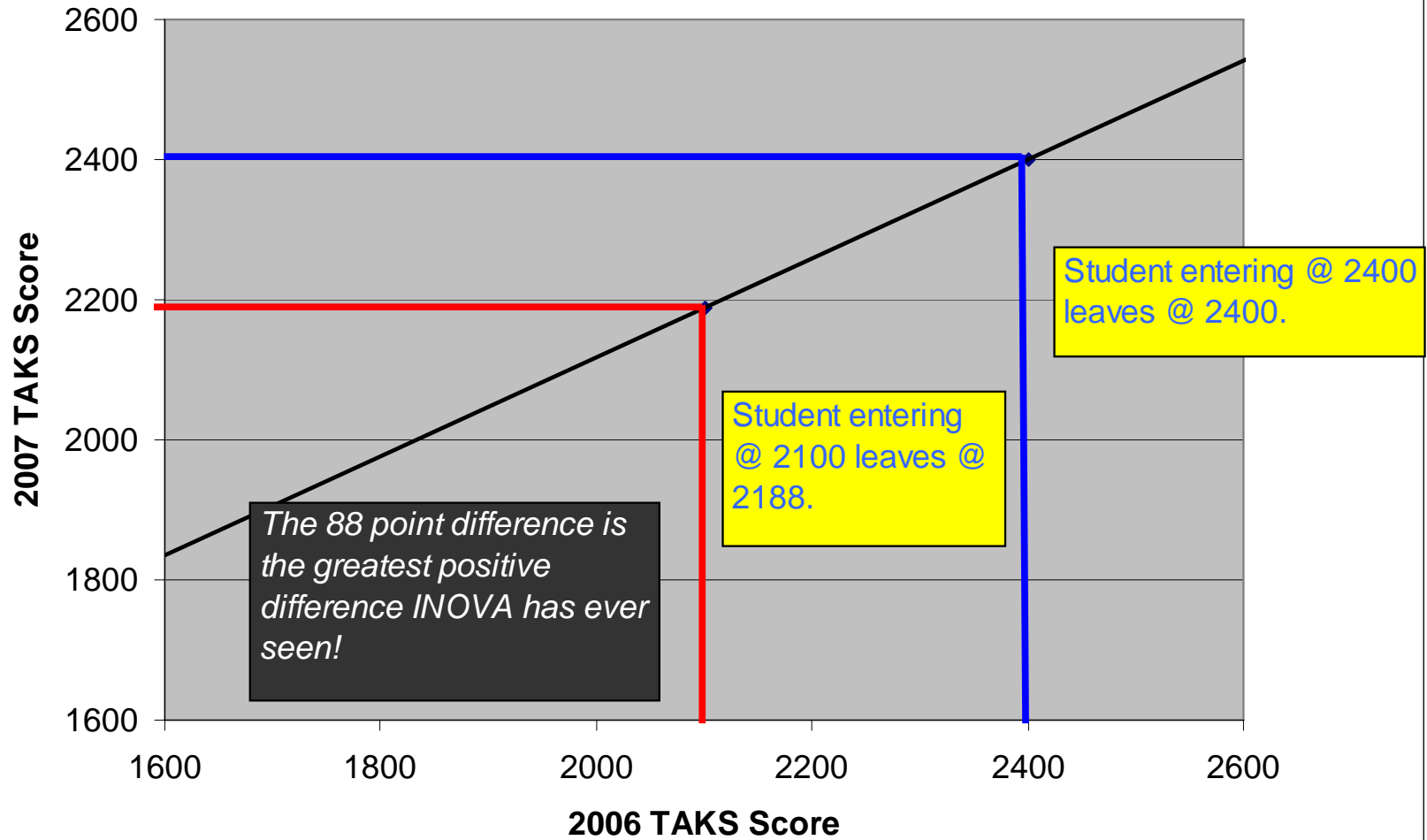
- *Long held data misconceptions are eliminated.*

A student can pass year after year and still be “losing value.” Schools can be rated “Exemplary” and actually be “losing value” with many of their students .

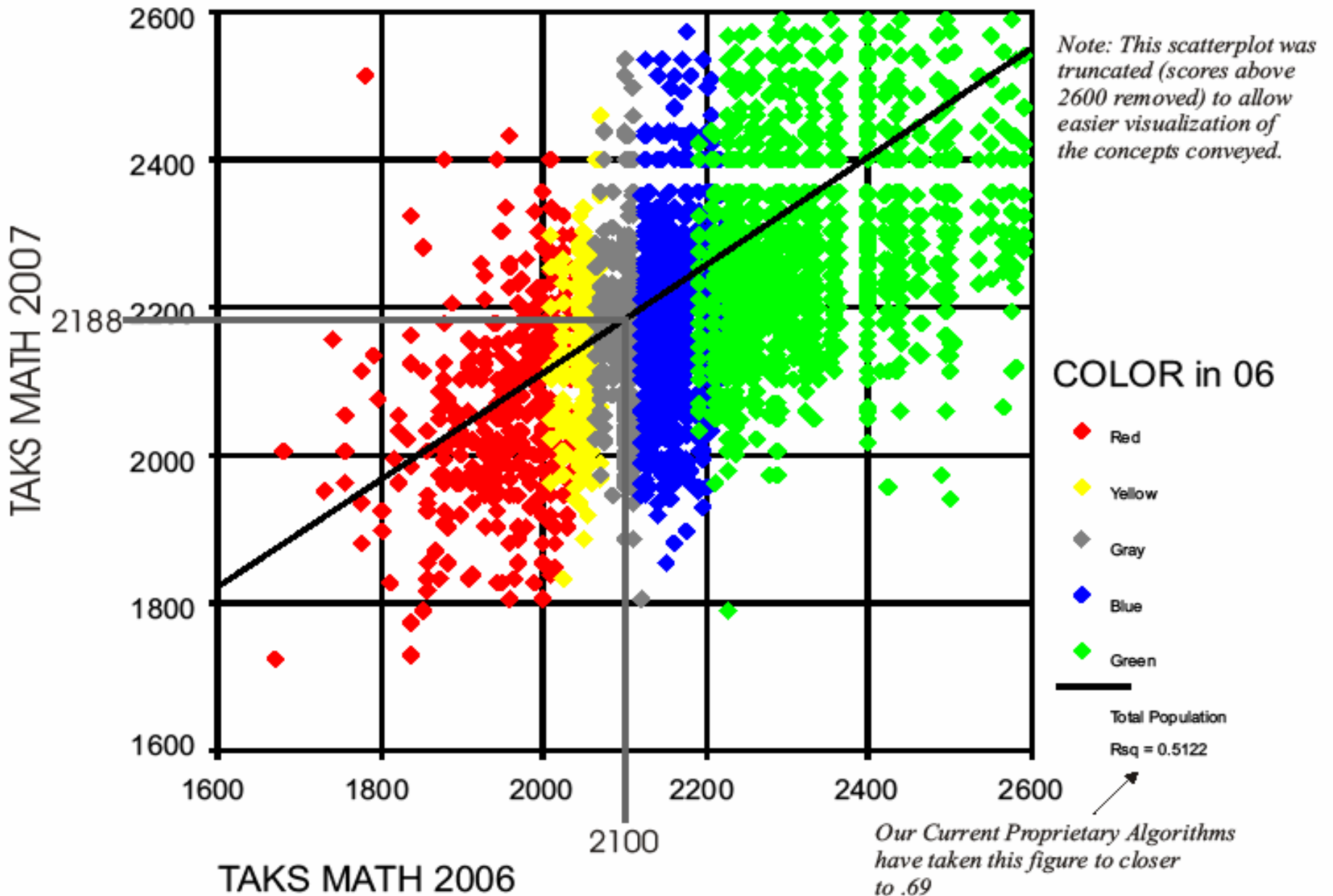
- *Reconnects teachers with their passion for teaching*

- *Demonstrates to students their importance.*

FISD Math Composite 2006 to 2007



Frisco - Math Composite by 2006 Color Code





7th Grade TAKS Needs Assessment Profile

What the student left with.

NOTE! Student failed to pass Reading on the 04/06 TAKS administration.

STUDENT: Michael CAMPUS 2006-2007: Texas Middle School
Date of Administration: 04/06 ID: 999999999 Date of Birth: 02/18/1993 Sex: Male Ethnicity: White not Hispanic LEP: No
Program Participation: Title I: No Migrant: No Bilingual: No ESL: No G/T: No Special Ed: No

CURRENT AND HISTORICAL PERFORMANCE INDICATORS

Test	2003	2004	2005	2006	Anticipated 2006 Scale Score	TAKS Outcome	
	SS	SS	SS	SS		Mark'06-	Mark'05-
Math	2158	2100	2110	2109	2125	Mark'06-	Passed
Reading	2116	2067	2290	2082	2168	Mark'05-	Passed

Lexile® Measure ~ 835L
Typical reader measures for 7th graders are expected to fall within the range of 735L to 1065L.

What the student came in with.

OBJECTIVE	Score	Campus Reading
INSTRUCTIONAL AREAS Within Strike Zone		
Mark		
Obj. 3 Geometry and Spatial Reasoning	71.4% Correct	
Obj. 4 Concepts and Uses of Measurement	60.0% Correct	
Reading		
Obj. 2 Applying Knowledge of Literary Elements	80.0% Correct	
ABERRANT Objectives		
Student's objective performance was at least 1 standard deviation below campus performance on the following objectives:		
Mark		
Obj. 1 Numbers, Operations, and Quantitative Reasoning	50.0% Correct	
Reading		
Obj. 3 Using Strategies to Analyze	60.0% Correct	

Strongest Objectives

Instructional strategy must change.

RELATIVE PERFORMANCE ANALYSIS

Mathematics

Mark score is close to predicted value.
Mark Residual is -0.15

Performed like other students with similar entry scores
Initial Mark DATA BASED ASSESSMENT ~ GRAY

INTERPRETIVE ANALYSIS (Confidence Level Relatively High)

- CONCERN LEVEL MODERATE--scored consistently at this level--possible Neutral Banding
- Regression to MEAN NOT A FACTOR--current performance is likely STASIS
- Check current performance to verify STASIS
- Scenario Recommendation: Psycho/Social & Instructional/ Consider Reconceptualizing
- Refer to school response to Scenario #13

Reading

Reading score is slightly below predicted value.

Performed slightly lower than other students with similar entry scores

INTERPRETIVE ANALYSIS (Confidence Level Relatively High)

- CONCERN LEVEL MODERATE--scored consistently at this level--possible Neutral Banding
- Regression to MEAN NOT A FACTOR--current performance is likely STASIS
- Check current performance to verify STASIS
- Scenario Recommendation: Psycho/Social & Instructional/ Consider Reconceptualizing
- Refer to school response to Scenario #13

Performance data normed against other FISD students "most like them."

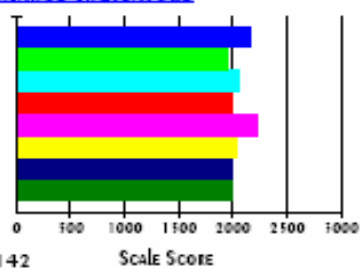


7th Grade TAKS Needs Assessment Profile

STUDENT: Ananda **CAMPUS:** 2006-2007 Texas Middle School
DATE of Administration: 04/06 **ID:** 999999999 **DATE of Birth:** 09/15/1992 **Sex:** Female **Ethnicity:** Hispanic **LEP:** Yes
PROGRAM Participation: Title I - No **Migrant:** No **Bilingual:** No **ESL:** Yes **G/T:** No **Special Ed:** No

CURRENT AND HISTORICAL PERFORMANCE INDICATORS

Test	2003 SS	2004 SS	2005 SS	2006 SS	Anticipated 2006 Scale Score	TAKS Outcome
Math	2013	2069	1962	2178	2065	Mark'06- Passed Mark'05- Failed Mark'04- Passed Mark'03- Passed
Reading	1996	1994	2048	2247	2069	Reading'06- Passed Reading'05- Failed Reading'04- Failed Reading'03- Failed



Level 2 Measure ~1050L
 Typical reader measures for 7th graders are expected to fall within the range of 750L to 1065L

Writing'06- Passed / 2142 Scale Score

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone	Campus Response
Math Obj. 3 Geometry and Spatial Reasoning Obj. 4 Concepts and Uses of Measurement Obj. 6 Mathematical Processes and Tools	85.79% Correct 80.09% Correct 66.79% Correct
Reading Obj. 3 Using Strategies to Analyze	80.09% Correct

Aberrant Objectives
 Student's objective performance was at least 1 standard deviation below campus performance on the following objectives:
Math
 No Objectives in this Category.
Reading
 No Objectives in this Category.

RELATIVE PERFORMANCE ANALYSIS

Mathematics
 Mark score is above predicted value.
 Mark Residual is 1.11

Performed much higher than other students with similar entry scores
 Initial Mark Data Based Assessment ~~~~**BLUE**

Interpretive Analysis (Confidence Level Relatively High)

- CONCERN LEVEL LOW - however there's a probability student could slip backward
- NOTE: Regression to mean is now likely working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL FOCUS (student likely inner directed)
- Refer to school response to Scenario #10

Reading
 Reading score is above predicted value.
 Reading Residual is 1.59

Performed much higher than other students with similar entry scores

Interpretive Analysis (Confidence Level Relatively High)

- CONCERN LEVEL LOW - however there's a probability student could slip backward
- NOTE: Regression to mean is now likely working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL FOCUS (student likely inner directed)
- Refer to school response to Scenario #5



7th Grade TAKS Needs Assessment Profile

STUDENT: LAURA CAMPUS 2006-2007: Texas Middle School
 Date of Administration: 04/06 ID: 99999999 Date of Birth: 04/15/1993 Sex: Female Ethnicity: White not Hispanic LEP: No
 Program Participation: Title I: No Migrant: No Bilingual: No ESL: No G/T: No Special Ed: No

CURRENT AND HISTORICAL PERFORMANCE INDICATORS

Test	2003 SS	2004 SS	2005 SS	2006 SS	Anticipated 2006 Scale Score
Math	2400	2336	2677	2243	2386
Reading	2267	2153	2653	2134	2309

Level: Measure -- 900L
 Typical range measures for 7th graders are expected to fall within the range of 7551 to 10651

Writing'06- Passed / 2266 SCALE SCORE

TAKS Percentages

Mark'06-	Passed
Mark'05-	Passed
Mark'04-	Passed
Mark'03-	Passed
Reading'06-	Passed
Reading'05-	Passed
Reading'04-	Passed
Reading'03-	Passed

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone

Math

- Obj. 1 Numbers, Operations, and Quantitative Reasoning: 80.0% Correct
- Obj. 2 Patterns, Relationships, and Algebraic Reasoning: 80.0% Correct
- Obj. 5 Probability and Statistics: 85.7% Correct

Reading

- Obj. 4 Applying Critical Thinking Skills: 81.3% Correct

Absent Objectives

Student's objective performance was at least 1 standard deviation below campus performance on the following objectives.

Math

- No Objectives in this Category.

Reading

- Obj. 1 Basic Understanding: 75.0% Correct
- Obj. 3 Using Strategies to Analyze: 60.0% Correct

Campus Response

RELATIVE PERFORMANCE ANALYSIS

Math score is below predicted value.

Mark Residual is -1.41

Performed much lower than other students with similar entry scores

Initial Mark Data Based Assessment --- **GREEN**

Mathematics

Interpretive Analysis (Confidence Level Relatively High)

- CONCERN LEVEL LOW - student is scoring much lower than projections predicted
- Moderate gain probability, regression to mean in your favor
- Gain more likely if previous STASIS can be established
- Scenario Recommendation: PSYCHO/SOCIAL
- Refer to school response to Scenario #1

Reading score is below predicted value.

Reading Residual is -1.57

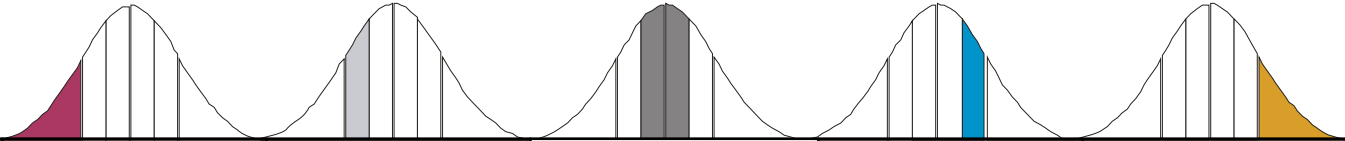
Performed much lower than other students with similar entry scores

Reading

Interpretive Analysis (Confidence Level Relatively High)

- CONCERN LEVEL LOW - student is scoring much lower than projections predicted
- Moderate gain probability, regression to mean in your favor
- Gain more likely if previous STASIS can be established
- Scenario Recommendation: PSYCHO/SOCIAL
- Refer to school response to Scenario #6

Scenarios by Description



<p>Green</p>	<p>Scored much lower than they did in the past but likely will still pass. Need to know that we expect more from them. They've scored higher before and can do it again. Their effort will result in higher success.</p>	<p>Scored lower than they did in the past. They need to know that we expect success. They've done it before, can do it again. Their effort will result in higher success.</p>	<p>These S's have done consistently well. We wish a lot more of our students were in this cell. Don't let new skills throw them off.</p>	<p>These S's did a little better on TAKS this year than was anticipated. Make sure they know all the current TAKS objectives and insure that they don't slip back.</p>	<p>These S's did MUCH better on TAKS this year than was anticipated. Make sure they know all the current TAKS objectives and insure that they don't slip back.</p>
<p>Blue</p>	<p>Scored much lower than they did in the last. They need to know that we expect success. They've done it before and can do it again. Their effort will result in higher scores.</p>	<p>Scored lower than they did in the past. They need to know that we expect success. They've done it before, can do it again. Their effort will result in higher success.</p>	<p>These S's scored much like they did last year. ___% of these students generally pass next year in our district. Make sure this student scores at least 5% higher next year. Identify and address any weak objectives.</p>	<p>These S's did a little better on TAKS this year than was anticipated. Identify and address any weak objectives. Don't let them slip back.</p>	<p>These S's did MUCH better on TAKS this year than was anticipated. Identify and address any weak objectives. Don't let them slip back.</p>
<p>Gray</p>	<p>Scored much lower than they did in the past. They need to know that we expect success. They've done it before, can do it again. Their effort will result in success. Identify and address their weak objectives. Strike zone first.</p>	<p>Scored lower than they did in the past. They need to know that we expect success, they've done it before, can do it again. Identify and address weak objectives. Strike zone first.</p>	<p>The S's have consistently scored near the "bubble" and if they passed it was with a minimum score. They may not know if they can raise their scores. Hit strike zone objectives first. Teach, test, reteach.</p>	<p>These S's did a little better on TAKS this year than was anticipated. However, they have some weak objective areas. Teach, test, reteach. Don't let them slip back.</p>	<p>These S's did MUCH better on TAKS this year than was anticipated. However, they have some weak objective areas. Teach, test, reteach. Don't let them slip back.</p>
<p>Yellow</p>	<p>Scored MUCH lower than they did in the past. They need to know exactly which skills will result in future success. Identify and master strike zone objectives. An interested mentor can make the difference.</p>	<p>Scored lower than they did in the past. They need to know exactly which skills will result in future success. Identify and master strike zone objectives first. An interested mentor can make the difference.</p>	<p>These S's have consistently scored poorly and if they passed it was with a minimum score and great effort. The odds are they will fail without continued effort and a positive attitude. This child may feel defeated and may be a slower learner.</p>	<p>The S's did a little better on TAKS this year than was anticipated. However, they have many weak objective areas. Encourage them. Point out their past success. Teach, test, reteach. Don't let them slip back.</p>	<p>These S's did MUCH better on TAKS this year than was anticipated. However, they have a number of weak objective areas. Teach, test, reteach. Don't let them slip back. Encourage them. Point out their past success.</p>
<p>Red</p>	<p>Scored MUCH lower than in previous years. We know who they are. A dedicated effort CAN move them. Start with strike zone and provide constant attention. Of the REDS these have the best chance of passing.</p>	<p>Scored lower than they did in previous years. These students have many weak objectives but can do better (they've done it before). Start with strike zone and provide constant attention. Of the REDS these have the next best chance of passing.</p>	<p>These S's have a very small chance of passing TAKS. They have consistently scored poorly. This child feels unlucky, acts unmotivated, and may be a slow learner. Try varied strategies while working on all objectives. Strike zone first.</p>	<p>These S's did a little better on TAKS this year than was anticipated based on their past scores. However, they have many weak objective areas. Encourage them. Point out their past success. Teach, test, reteach. Don't let them slip back.</p>	<p>These S's did MUCH better on TAKS this year than was anticipated. However, they have many weak objective areas. Teach, test, reteach. Don't let them slip back. Encourage them. Point out their past success.</p>

Conversion Rates

(Students in each group who perform at standard or above for the next administration)

Student Cohort Groups	State Conversion Rate	FISD Conversion Rate
Green	95%	99%
Blue	75%	86%
Gray	50%	72%
Yellow	35%	63%
Red	15%	39%

The Conversion Rates for FISD are the highest the INOVA staff have ever seen. – Great commitment by everyone; teaching staffs, administrative teams and the board.



Inova – A Different Perspective

- *Works with any Accountability System. The focus is growth and improvement in learning – not chasing arbitrary numbers.*
- *INOVA yields information and perspectives into data that are not available through any a traditional data analysis tool.*
- *The district and each school receives hard copies and cd's of the data analysis information along with all the transparencies and training diagrams.*
- *Cost effectiveness: INOVA is probably one of the most cost effective services we purchase. A district wide purchase or a minimum of 15 schools costs us a little over two dollars per student.*

“The tail should never wag the dog.”

The philosophy promoted by INOVA should be the ultimate goal of all schools and educators, improve every student's learning the best we can. “How much difference did we make from the time they walked in the door in August to the time they left our care in June?”



Drug Awareness 2007

FRISCO ISD

Survey

- **Region 10 Safe & Drug Free Schools Survey**
 - **Grades 7 – 10 (4,823 students)**
 - **Principals received campus specific information**



ChooseToCare

- **Our school district subscribes to ChooseToCare to encourage a safe school environment.**
- **Students can report information anonymously through the website or by calling a toll free number.**
- **Information is sent to our Security Director who refers information on to campus administration as needed.**



Dog Searches

- **Unannounced search**
 - **Drugs, alcohol, tobacco**
 - **Middle schools and high schools**
 - **Lockers**
 - **Vehicles**
 - **Consequences:**
 - **Alternative school**
 - **Arrest**
 - **Expulsion**



Collin County Substance Abuse Program

- **Free alcohol/drug assessments**
- **The staff will help parents and/or students with their questions over the phone, via e-mail, or an office visit.**
- **Students that are sent to alternative school for a drug or alcohol offense are required to get an assessment.**



Frisco Family Counseling

- **Provided by CITY House Family Center and Frisco ISD.**
- **Five one-hour sessions are provided at no cost to the family.**
- **After school and evening sessions at the FISD Maple Street Complex.**



Drug Education for Students

- **Classroom Guidance**
- **RADD – Raccoons Against Destructive Decisions**
- **SADD – Students Against Destructive Decisions**
- **Science Curriculum**
- **Health Curriculum**



Drug Education for Students

- **D.A.R.E. - Drug Abuse Resistance Education**
- **L.E.T.S. - Law Enforcement Teaching Students**
 - 10 week program
 - All FISD 6th graders
 - Targets communication and refusal skills
 - Teaches decision-making skills throughout lessons



Drug Education for Students

- **Red Ribbon Week Activities**
 - RADD presentation to middle school students
 - Art classes designed anti-drug posters
 - Pamphlets with drug related statistics/stories
 - Essay contest
 - Door decoration contest
 - MADD provided a car that had been wrecked by a drunk driver.



Drug Education for Students

- **Motivational speakers**
 - Keith Davis
 - Glen Kopaski
 - Glen Sanders
 - Dennis Lee
 - TDCJ Women's Prison Program
 - The Morris Brothers
 - High Flying Assembly
 - Pressure Points by Motivational Productions



Parent Education

- **Frisco ISD Drug Forum**
- **Brown bag meetings**
- **Coffee with the counselors**
- **PowerPoint on school website**
- **Pamphlets in counseling centers and nurse clinics**



Staff Development

- **Presentations**
 - **Collin County Substance Abuse program director**
 - **School Resource Officers**
 - **Counselors**