

<p>Duncan 2/9/24</p>	<p>E - 4925 Poplar Level. 1.5 acres costing \$338,993. Why is that so expensive? Who are we buying this from?</p>	<p>Kentucky law requires that school districts purchase properties at fair market value as established by a public auction or a certified appraisal. Properties in commercial business corridors tend to appraise higher than residential areas.</p> <p>The seller is Bernie Logistic Corporation.</p>
<p>Duncan 2/9/24</p>	<p>Q - How much money did we invest over four years to increase interest income from \$700,000 to \$11.6 mill? ESSER funds?</p>	<p>We have increased our investments of General Fund dollars over the past two years. Most of the interest income increases are a factor of the Federal Reserve increasing the fed funds rate from 0% to 5.25%. Cash we are holding in depository accounts earns a rate based on fed funds rate.</p> <p>ESSER and other federal grants reimburse our expenses rather than advancing grant funds to us, meaning that we earn no interest on those funds.</p>
<p>Duncan 2/9/24</p>	<p>T11 - Will all employees be granted free YMCA memberships? How about board members?! Who is paying for this?</p>	<p>The YMCA agreement on the agenda extends the length of the pilot that was started last spring. The contract will now end on 6/30/2024 rather than 12/31/2023. Per the contract, JCPS contributes \$25/month and the Y contributes \$15/month. The benefit is for employees.</p>
<p>Duncan 2/9/24</p>	<p>U - Will these goals for CSI and TSI schools change when what we want to know is the percent on grade level or above?</p>	<p>Schools set their own goals. Most schools use the KDE suggested goals for increasing proficiency, but schools can adjust as needed. If the accountability model changes, the goals will change accordingly.</p>

	<p>Looks like we'd list the percent proficient plus those on grade level and those below.</p> <p>Can we isolate the percent just on grade level and those below grade level to make new goals?</p>	
<p>Duncan 2/9/24</p>	<p>Where are we recruiting bus drivers? UPS is laying off drivers.</p>	<p>We recruit drivers from across the city and even out of state. UPS is not laying off union workers. The drivers are union workers.</p>
<p>Duncan 2/9/24</p>	<p>T5 - Will the purchase of a cutter help us keep more printing jobs in-house so our print shop will have fewer out-of-house jobs to clean up?</p>	<p>Yes. The large form cutter will allow Materials Production to produce more items in-house and more quickly. The items include yard signs, which are highly requested, but currently something that has to be given to an outside agency to produce.</p>
<p>Kolb</p>	<ol style="list-style-type: none"> 1. For goals 1-3, details of the JCPS Academic Readiness Measure (ARM). 2. For goals 1-3, dates by which we expect benchmark scores for the ARM. 	<ol style="list-style-type: none"> 1. The Academic Readiness Measure is a composite score of academic growth and defense of learning. Composite scores of 2.5 or higher are considered "ready." The academic growth score is based on MAP scores and the defense of learning score is based on a rubric used during defenses of learning focused on "effective communicator" and "prepared and resilient learner" success skills. The Defense requires referencing a minimum of Four Artifacts that represent varying Success Skills- One of which may be a personal artifact from their life or background outside of a school assignment. 2. JCPS will be piloting the defense of learning rubric in 11 schools this spring. Final revisions will be

	<ol style="list-style-type: none"> 3. For goals 4 and 5, what does “achievement benchmark” mean and how is it measured/determined? 4. For goals 4 and 5, what does “expected growth” mean and how is it measured/determined? 5. What is the significance of the 50th percentile? 6. How did we arrive at the percentages of students we are beginning and ending at? 7. Separate question for the board too consider with input from admin: Is there any merit to making modifications to goals that will incentivize the district to focus more on students in the lowest quartile? 	<p>made based on feedback from the pilot schools before training schools this summer. A larger pilot will be implemented in the 24-25 school year with a sufficient sample size to generate a baseline score in Summer 2025. The CGCS recommends using trend data to establish baseline scores where possible.</p> <ol style="list-style-type: none"> 3. “Achievement benchmark” for goals 4 and 5 is currently defined as reaching the 50th percentile in MAP. 4. “Expected Growth” for goals 4 and 5 is currently defined as students who met their growth goals. Growth goals are based on the average performance of students in NWEA’s national norm study, considering starting score, grade level, and when in the academic year the two tests used to estimate growth are administered. 5. The 50th percentile represents “average”, while the 60th percentile is generally correlated with scoring “proficient” on the Kentucky Summative Assessment 6. The beginning percentages were calculated using the Spring 2023 MAP results and the end percentages represents a 15 percentage point gain over 7 years. Using 2 points per year, this would be a larger increase than we’ve seen in the past 2 years. 7. One possible idea is to develop an interim goal that focuses on moving students out of the lowest quartile.
--	---	--

<p>Kolb</p> <p>2/7/24</p>	<p>Questions and comments regarding the school calendar:</p> <p>One major practical concern I have is that the format of the calendar we disseminate to the public can be confusing. If you look at the images below from the current 2023-24 calendar, “No School for Students” is signified by a solid red block. However, unless I am mistaken, students also do not have school on Non-Flex In-Service days (gray/red block), Professional-Development Flex Days (green block), Professional-Development Gold Days (gold block), and Family Teacher Conferences (blue/red block). The red in the Non-Flex In-Service days and Family Teacher Conferences would seem to indicate that there is no school for students, but this is contradicted by the fact that the Family Teacher Conferences explicitly says no school for students whereas the Non Flex In-Service day does not explicitly say so and the fact that the only block clearly labeled as No School for Students is solid red. In addition, as a parent I have never been clear if there is school for students on green and gold days until those days approach and we get notes from school that explicitly say whether or not school is in session for students on those days. Can we please eliminate any ambiguity in this?</p> <p>Regarding the proposed 2024-25 calendar, please let me know if there are in fact substantial and/or research-based reasons that we structure things the way that we do.</p> <p>My main question is whether or not there is a reason we begin school so early (Aug 8)? Are we attempting to shorten the summer break to prevent “summer slide”? If so, is there research that shows this is effective? Are there other research-based reasons for beginning so early?</p> <p>Of course, we have to have school for a certain number of hours and on a certain number of days. However, I don’t believe we need</p>	<p>Regarding the format: The large pink box contains all non-student days. We see how the red rectangle at the top could lead to confusion. We will work to ensure that the non-student day header is clear for that pink box, then all the types can be clearly represented within the box.</p> <p>The 2024-2025 calendar was approved in the fall of 2022. Planning for the next school year has already begun based on the approved calendar. The only change being presented is to account for an error (5/20/25 is not an election day). In the fall of 2022, the Calendar Committee worked through options and proposals that reflected input from each stakeholder group (including a Board member).</p>
---------------------------	--	---

a full week off the first week of October as this is very close to the beginning of the school year. Could we perhaps shorten this week off to just two days off (either Mon and Tues or Thur and Fri)?

Is there any way to eliminate the day off for students on March 28 (the Friday before the week of spring break)? I know this is being used as a PD flex day. Could that be moved elsewhere (e.g., November 5)?

Can the last day for students be May 23 instead of May 22? This is still before Memorial Day and would allow us to shift the start date back one more day. Or, going further, could we have school the week after Memorial Day, allowing us to shift the calendar back 3 or 4 more days?

I assume we still build four extra days into the calendar. I understand that this provides some flexibility, however I wonder if we really need to do this and we could instead push the start of school back to later in August. When we do “forgive days,” many people seem ok with it but I also often receive feedback that we shouldn’t be doing this.

Perhaps part of the reason we begin school early in August is that, in the past, schools have focused on state testing and therefore we have wanted to have as many school days as possible before students take these tests. However, with the board shifting the district more toward defenses of learning and MAP testing, it seems like this rationale might not carry as much weight.

I realize it may not be possible to do everything I ask about above, but if we did shift the calendar in these ways I think we would be able to move the start of school back to as late as August 27, which I would be in favor of.

	<p>Again, there may be good reasons we have decided to structure things the way we have, but a start date of August 8 seems way too early to me.</p>	
--	--	--