

AOC Metrics Subcommittee: January 9, 2014

Present: Oscar Arana, Stan Penkin, Alina Harway, Carol Smith, Mark Wubbold, Patt Komar (David Douglas), David Wynde (PPS), Patrick Rodeman (Riverdale), Craig Gibbons (TSCC), Jenny Kalez (Commissioner Fish's office)

Not Present: Jim Cox (excused)

I. Metrics discussion, review, and changes

Metrics committee began meeting by reminding all of the committees' goals and the context/purpose of framework. The committee aims to collect data to ensure that the arts levy funds are used as intended by voters. To do so, the AOC has chosen to build a framework that includes student-teacher ratio as well as additional teacher staffing, budget, and enrollment information to provide context for observed changes and trends over the years. The frame has been shaped by many discussions, including input from school administrators and full committee discussions. The committee acknowledges that the frame may continue to shift over the years.

The committee discussed the following revisions:

1. *Defined "FTE teachers"*

Committee and school districts discussed need for definition around "FTE teachers" to ensure reliable and consistent data across schools and in the future. Group agrees on the following:

For purposes of the AOC matrix, "FTE teachers" will be defined as: Paid FTE with teaching credentials working with students in a classroom setting. Includes librarians, Instructional specialists, counselors, PE teachers.

2. *Amended request of General Fund budget*

PPS shares that budget by school is not possible to breakdown for their district. After discussion, committee decides to remove request for general fund at school level and ask only at the district level. Oscar reminds schools and committees that the purpose of the context at the school level was to ensure that there are not schools being overlooked in the breakdown. Committee acknowledges that this is significant and that the school-level budget information may need to be delineated in the future.

Craig Gibbons (TSCC) suggests that General Fund dollars may not be the figure the committee needs to draw context desired. Notes that the raw general fund budget includes line items that are not expenditures. Suggests "Net General Fund," to be defined as: *Total Requirements minus Ending Fund Balance minus Contingency minus Transfers Out*. (See "Net Gen Fund (TSCC)" attachment for illustration of the math and the outcome for the subject school districts for 2013-14 (current fiscal year,) as emailed on 1/10/14.)

School districts observe that this figure may change throughout the school year.

3. *Requested “FTE Arts Teachers, paid by Arts Levy Funds”*

School representatives suggest that arts teachers should be broken down further, to show “Arts teachers paid by arts levy.” Jenny Kalez acknowledges that Commissioners and Mayor will likely want this information broken down. Committee decides to add to matrix.

4. *Other clarifications and Discussion*

School districts ask for clarification on the “K-5 arts teacher, if different” column on Elementary School tracker. Committee explains that this is to inform staffing for K-5 students when an elementary school spans K-8 and will include a footnote on spreadsheet.

Clarified definition of “enrollment” figures. Districts should use total enrollment (As opposed to ADM (average daily membership, or total time actually spent in school.)

School district representatives asked about the purpose of the MS/HS data requests. The committee pointed to the IGA requirement that school districts aim to achieve a sequential course of study for students.

PPS expressed concern about this reporting, as the districts likely to find challenge in improve funding for MS/HS arts without receiving art levy funds to do so. Committee acknowledges the funding challenge for the schools, but agree that that information will need to be presented in report.

Carol reminds group that diversity in hiring was philosophically important to statute and included in the IGA. Committee agrees that this is significant and expect this to be incorporated into the committee’s oversight purview as a future function.

II. **Collecting Data**

Committee recognized that not all districts have submitted data. Further, including changes recommended today, all districts will need to, at minimum, make some revisions to data submitted.

Baseline established as beginning with SY 2012-2013.

Revenue states that they already have collected enrollment and average teacher salary data, but working to confirm with state (by February.) Total arts fund distribution numbers also now available.

Group agrees that this this updated framework will be sent to districts ASAP and schools requested to respond by **January 31, 2014.**

III. **Qualitative Data Discussion**

Alina gave update on conversation with RACC and Right Brain, held in November. RACC and Right Brain shared many materials they use to track arts education impact. Committee discusses differences between data collected for RACC programs and the needs for this levy.

Discuss some options. It would be possible to use the Right Brain schools as a sample and extrapolate. Also acknowledge that Right Brain is currently having conversations with PSY about future data collection. Question whether RACC's role may evolve to include data examination for the arts levy, specifically.

Note that, at this point, qualitative data for all schools is not available and committee does not have capacity to organization, conduct, review. Move to continue further conversations with RACC, CAN, and others at a later date.

Stan notes that the committee will want to broaden investigation and review to include quantitative data showing arts education impact, including arts impact on drop-out rates and student achievement.