

**MINUTES**  
OF THE  
**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**  
**BOARD OF TRUSTEES**  
**REGULAR BOARD MEETING**

**Board of Trustees**  
Joyce Dalessandro  
Linda Friedman  
Barbara Groth  
Beth Hergesheimer  
Deanna Rich  
  
**Superintendent**  
Ken Noah

**OCTOBER 21, 2010**

**OCTOBER 21, 2010**  
**6:30 PM**

**DISTRICT OFFICE BOARD ROOM 101**  
**710 ENCINITAS BLVD., ENCINITAS, CA. 92024**

**PRELIMINARY FUNCTIONS.....(ITEMS 1 – 6)**

1. President Groth called the meeting to order at 6:30 PM to receive public comments on Closed Session agenda items. No public comments were presented.
2. CLOSED SESSION .....(ITEM 2)  
The Board convened to Closed Session at 6:31 PM to:
  - A. Consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline/release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
  - B. Conference with Labor Negotiators, pursuant to Government Code Section 54957.8. Agency Negotiators: Superintendent & Associate Superintendents (3); Employee Organizations: San Dieguito Faculty Association and/or California School Employees' Association.
  - C. Conference with legal counsel to discuss current and/or potential litigation, pursuant to Government Code Sections 54956.9(b)(3)(A), (D), and (E)

**OPEN SESSION / ATTENDANCE**

**BOARD OF TRUSTEES**

Joyce Dalessandro	Taylor Bell, Sunset High School
Linda Friedman	Jordan Bernard, La Costa Canyon High School
Barbara Groth	Becca Golden, Canyon Crest Academy
Beth Hergesheimer	Shakila Guevara, San Dieguito Academy
Deanna Rich	Allison Yamamoto, Torrey Pines High School

**DISTRICT ADMINISTRATORS / STAFF**

Ken Noah, Superintendent  
 Rick Schmitt, Associate Superintendent, Educational Services  
 Terry King, Associate Superintendent, Human Resources  
 Brett Killeen, Principal, Torrey Pines High School  
 Becky Banning, Recording Secretary

3. RECONVENE REGULAR MEETING / CALL TO ORDER .....(ITEM 3)  
The regular meeting of the Board of Trustees was reconvened and called to order at 6:31 PM.
4. PLEDGE OF ALLEGIANCE .....(ITEM 4)  
Ms. Groth led the Pledge of Allegiance.
5. REPORT OUT OF CLOSED SESSION .....(ITEM 5)  
There was no action taken during closed session.
6. APPROVAL OF MINUTES, REGULAR BOARD MEETING, OCTOBER 7, 2010; BOARD WORKSHOP, OCTOBER 13, 2010 .....(ITEM 6)  
It was moved by Ms. Friedman, seconded by Ms. Hergesheimer, to approve the Minutes of October 7<sup>th</sup> and October 13<sup>th</sup>, as presented. Motion unanimously carried.

**NON-ACTION ITEMS .....(ITEMS 7 - 10)**

7. STUDENT BOARD REPRESENTATIVES .....(ITEM 7)  
All Student Board Representatives gave updates on events and activities at their schools.
8. BOARD OF TRUSTEES UPDATES AND REPORTS.....(ITEM 8)  
All Board members attended the Student Achievement Board Workshop prior to this meeting and the Sunset Back to School Night.  
  
Ms. Dalessandro attended the League of Women Voters Candidate Forum; a Mustang Magic Foundation Fundraiser for San Dieguito Academy; and a Schools for Sound Finance Regional Meeting.  
  
Ms. Groth attended a San Diego County School Boards Association Meeting; and announced a pending meeting, open for all board members, on November 3<sup>rd</sup>.  
  
Ms. Hergesheimer attended an Encinitas Community Advisory Committee Meeting; Schools for Sound Finance Regional Meeting; and was to attend the Red Ribbon Luncheon the following day.  
  
Ms. Rich discussed key points from an article she read in the Chicago Tribune, regarding student testing concerns. (See attached).
9. SUPERINTENDENT’S REPORTS, BRIEFINGS AND LEGISLATIVE UPDATES  
Superintendent Noah gave details about the Schools for Sound Finance Regional Meeting held earlier that month.
10. UPDATE, TORREY PINES HIGH SCHOOL.....BRETT KILLEEN, PRINCIPAL  
Principal Killeen conveyed the school’s vision and highlighted examples of their recent work towards that vision. He also celebrated recent accomplishments by students and staff, and updated the board on the school’s progress in student achievement for each student. He also gave examples of various new clubs at their school.

**CONSENT ITEMS..... (ITEMS 11 - 15)**

It was moved by Ms. Dalessandro, seconded by Ms. Rich, that consent items 11 through 15, be approved as presented below. Motion unanimously carried.

**11. SUPERINTENDENT**

- A. GIFTS AND DONATIONS  
Accept the Gifts and Donations, as presented.
- B. FIELD TRIP REQUESTS  
Approve all Field Trip Requests submitted, as presented.

**12. HUMAN RESOURCES**

- A. PERSONNEL REPORTS

Approve matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services:

1. Certificated and/or Classified Personnel Reports, as presented.

### **13. EDUCATIONAL SERVICES**

- A. APPROVAL/RATIFICATION OF AGREEMENTS  
(None Submitted)

### **14. PUPIL SERVICES**

- A. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS

Approve entering into the following non-public school/non-public agency master contracts, to be funded by the General Fund/Restricted 06-00, and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents pertaining to this contract, contingent upon receipt of the signed documents and verification of insurance coverage:

1. C.A.R.E.S. - Center for Autism Research, Evaluation & Service, during the period October 1, 2010 through June 30, 2011.

- B. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Christina M. Bennett, Eric R. Dill, or Ken Noah to execute the agreements:

1. Network Interpreting Service, LLC to provide interpreting services for hearing impaired students and/or their parents/guardians, during the period July 1, 2010 through June 30, 2011, at the rate of \$70.00 per hour, to be expended from General Fund/Restricted 06-00.
2. Solana Beach Physical Therapy to provide physical therapy assessments and treatments, during the period July 1, 2010 through June 30, 2011, at the rate of \$105.00 per hour, to be expended from the General Fund/Restricted 06-00.
3. Catalyst Therapy, Inc. to provide occupational therapy assessments and therapy, during the period September 28, 2010 through June 30, 2011, at the rate of \$150.00 per hour, to be expended from the General Fund/Restricted 06-00.
4. San Marcos Unified School District to provide classroom support and an Instructional Aide, during the period July 1, 2010 through June 30, 2011, for an estimated amount of \$40,129.04, to be expended from the General Fund/Restricted 06-00.

- C. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

Approve/ratify the following Parent Settlement and Release Agreements, to be funded by the General Fund 06-00/Special Education, and authorize the Executive Director of Pupil Services to execute the agreements:

1. Student ID #688798, in the amount of \$16,200.00
2. Student ID #688799, in the amount of \$16,200.00
3. Student ID #710523, in the amount of \$2,000.00

### **15. BUSINESS**

- A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Christina M. Bennett, Eric R. Dill, or Ken Noah to execute the agreements:

1. Fairbank, Maslin, Maullin, Metz & Associates, Inc. (FM3) to conduct survey research regarding the District's Facilities Action Plan, during the period October 22, 2010 through June 30, 2011, for an amount not to exceed \$30,330.00, to be expended from the Capital Facilities Fund 25-19.
2. Mobile Construction Sweeping to provide construction sweeping services to all district parking lots as directed, during the period July 1, 2010 through June 30, 2011, at the rate of

\$287.50 per two and one half hours of sweeping and \$57.50 per each additional half hour thereafter, to be expended from the General Fund 03-00.

- 3. Carmel Valley Recreation Center for lease of facilities for Carmel Valley Middle School off-campus PE classes, during the period September 7, 2010 through December 16, 2010, for an amount not to exceed \$1,732.50, to be expended from the General Fund 03-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS  
(None Submitted)

C. AWARD/RATIFICATION OF CONTRACTS  
(None Submitted)

D. APPROVAL OF CHANGE ORDERS

Approve Change Order No. 1 to the following projects, and authorize Christina M. Bennett or Eric R. Dill to execute the change orders:

- 1. LED Marquee for Canyon Crest Academy ASB project B2011-01, contract entered into with Signtech Electrical Advertising, Inc., extending the contract time by 36 days.

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

Accept the following construction projects as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Recorders' Office:

- 1. LED Marquee for Canyon Crest Academy ASB project B2011-01, contract entered into with Signtech Electrical Advertising, Inc.

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

- 1. Purchase Orders
2. Instant Money
3. Membership Listing

**DISCUSSION / ACTION ITEMS ..... (ITEM 16)**

16. ADOPTION OF BOARD POLICY, #4216.3-04.2, *DIRECTOR OF PURCHASING & RISK MANAGEMENT, RECLASSIFICATION*

It was moved by Ms. Dalessandro, seconded by Ms. Rich, to adopt the Board Policy #4216.3-04.2, *Director of Purchasing & Risk Management*, as presented. Motion unanimously carried.

**INFORMATION ITEMS..... (ITEMS 17 - 27)**

17. BOARD POLICY REVISION PROPOSALS, (3), #5131, "CONDUCT"; #5131.7, "WEAPONS AND DANGEROUS INSTRUMENTS"; #5111.1/AR-1, "DISTRICT RESIDENCY"(STUDENTS SERIES)

This item was being submitted for first read and will be resubmitted for board action on November 18, 2010.

18. DATE OF ORGANIZATIONAL MEETING, BOARD OF TRUSTEES, DECEMBER 9, 2010

This item was being submitted for first read and will be resubmitted for board action on November 18, 2010.

19. START SMART TEEN DRIVING PROGRAM

Associate Superintendent Rick Schmitt gave an informational update for the proposed requirement for SDUHSD High School students and parents to complete the SDUHSD Start Smart Teen Driving Program in order to be eligible to purchase an on campus parking permit in 2011-12.

- 20. BUSINESS SERVICES UPDATE..... ERIC DILL, ASSOCIATE SUPERINTENDENT  
(No report given; Mr. Dill was not present.)
- 21. HUMAN RESOURCES UPDATE.....TERRY KING, ASSOCIATE SUPERINTENDENT  
Ms. King gave an update on the Salute to Teachers, where our Teacher of the Year, Kasey Galik, was selected as one of the top 10 finalists.
- 22. EDUCATIONAL SERVICES UPDATE.....RICK SCHMITT, ASSOCIATE SUPERINTENDENT  
No more updates to report.
- 23. PUBLIC COMMENTS - (None presented)
- 24. FUTURE AGENDA Items - (None discussed)
- 25. ADJOURNMENT TO CLOSED SESSION – (No Closed Session required)
- 26. REPORT OUT OF CLOSED SESSION – No further action was taken by the Board.
- 27. ADJOURNMENT OF MEETING - Meeting adjourned at 7:28 PM.

Joyce Dalessandro  
Joyce Dalessandro, Board Clerk

11 / 18 / 2010  
Date

Ken Noah  
Ken Noah, Superintendent

11 / 18 / 2010  
Date

APPROVED IN PUBLIC MEETING OF THE  
BOARD OF TRUSTEES OF THE SAN DIEGUITO  
UNION HIGH SCHOOL DISTRICT 11-18-10  
Becky Banning  
BECKY BANNING RECORDING SECRETARY  
BOARD OF TRUSTEES

# Chicago Tribune



MONDAY, OCTOBER 18, 2010 | Questions? Call 1-800-TRIBUNE | 24 hours at [chicagotribune.com](http://chicagotribune.com)

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## ELECTION 2010



Democrat Pat Quinn and Republican Bill Brady square off recently.  
NANCY STONE/TRIBUNE PHOTO

### Ethics issues taking

# ISATs let kids pass with more wrong answers

**TRIBUNE WATCHDOG:** Test experts question point decline, but state officials stand by method

By **Diane Rado**  
TRIBUNE REPORTER

Illinois has been cutting the number of points required to pass annual achievement exams, allowing children to flub more questions but still be deemed "proficient."

Back in 2006, it took 36 of 56 points — about 64 percent — to pass the fifth-grade reading test. Now, it's 31 points, or 55 percent.

The third- and fourth-grade reading tests used to require 61 percent of possible points. This year, it's 54 percent.

Compared with 2006, fewer correct answers are required to pass 11 of 12 Illinois Standards Achievement Tests in reading and math, state data show, raising questions about how much students really have to know.

Meanwhile, passing rates on the exams have risen, assuring

parents and the public that schoolchildren are making gains.

State education officials attribute the declines in points required to pass to routine statistical practices, but testing experts question the changes, which come as schools face mounting pressure to get more students to pass exams.

Please turn to **Page 4**

### A lower bar?

Points needed out of 56 to pass the fifth-grade reading exam:

2006 .....	<b>36</b>
2007 .....	<b>31</b>
2008 .....	
2009-2010 .....	

See how your school performs and compare it with others at our Illinois school report card Web site.

# Fewer points for 'proficient' test score

Continued from Page 1

Passing requirements have dipped most dramatically on reading tests for third- through eighth-graders, which help parents gauge how well their children know vocabulary and understand what they have read. But math tests also have seen declines in correct answers required.

It took 36 of 76 points to pass the fifth-grade math exam in 2006. That dropped to 35 points in 2008; to 33 in 2009 and to 32 this year.

"It absolutely does not make sense," said Sherry Rose-Bond, a Columbus, Ohio, school testing official on the board of directors of the National Council on Measurement in Education. She also is a past president of the National Association of Test Directors. While slight variations can be expected in correct answers required year by year, she said, "You're not going to have this steady downward tangent."

Robert Linn, a professor emeritus of education and past president of the American Educational Research Association, agreed that a steady or big drop in passing requirements "would not be typical unless the state is intentionally trying to do that."

But Illinois State Board of Education officials said the changes stem from a standard statistical process in testing called "equating," which is used to ensure tests are comparable across years, even when the difficulty of questions varies.

When test questions are easier, more correct answers can be required to pass. When test questions are harder, fewer correct answers can meet the passing bar.

Equating is not simple or error-free, according to test experts, and Illinois changed the method it used for reading and math tests in 2008, in favor of what officials call a more precise model.

"We are now using the model used throughout the industry," said Rense Lange, a psychometrician at the state board. "We find that the new model fits well, and we have no reason to think there is anything wrong."

He and other state officials dispute that there's been an ongoing, downtrend trend in correct answers required, stressing that between 2008 and 2010, passing requirements remained virtually flat. That conclusion is based on comparing average points required to pass across all grades rather than focusing on what happened in particular grades.

Using that same approach, state officials said average passing requirements declined by 2.5 points in reading between 2006 and 2010, and by 2.3 points in math.

Psychometrician John Wick, a testing consultant and former testing adviser for the state board, is very familiar with equating, and he senses something amiss.

Wick has highlighted declines in ISAT passing requirements in a study posted on his Web site, including the steady drops in fifth-grade reading since 2006.

State testing consultants may attribute the changes to "an innocent equating issue," Wick

# More wrong answers OK on ISATs

The state has reduced the number of correct answers required to pass Illinois Standards Achievement Tests, with the biggest drops in elementary reading tests compared with 2006.

## Number of correct answers needed to pass ISAT

### READING

Grade	Year	Points	% to pass
Third grade	2006	34	60.7%
	2007	33	58.9
	2008	30	53.6
	2009	28	50.0
	2010	30	53.6
Fourth grade	2006	34	60.7
	2007	32	57.1
	2008	29	51.8
	2009	30	53.6
	2010	30	53.6
Fifth grade	2006	36	64.3
	2007	34	60.7
	2008	32	57.1
	2009	31	55.4
	2010	31	55.4
Sixth grade	2006	31	55.4
	2007	31	55.4
	2008	31	55.4
	2009	31	55.4
	2010	32	57.1
Seventh grade	2006	33	58.9
	2007*	32	58.2
	2008	31	55.4
	2009	30	53.6
	2010	31	55.4
Eighth grade	2006	32	57.1
	2007	34	60.7
	2008	30	53.6
	2009	29	51.8
	2010	31	55.4

\*Total of 55 points possible

SOURCE: Tribune analysis of data from the Illinois State Board of Education

### MATHEMATICS

Grade	Year	Points	% to pass
Third grade	2006	39	51.3%
	2007	38	50.0
	2008	35	46.1
	2009	34	44.7
	2010	35	46.1
Fourth grade	2006	36	47.4
	2007	38	50.0
	2008	34	44.7
	2009**	33	44.0
	2010	35	46.1
Fifth grade	2006	36	47.4
	2007	36	47.4
	2008	35	46.1
	2009**	33	44.0
	2010	32	42.1
Sixth grade	2006	35	46.1
	2007	34	44.7
	2008	34	44.7
	2009	35	46.1
	2010	33	43.4
Seventh grade	2006	34	44.7
	2007	33	43.4
	2008**	33	44.0
	2009**	32	42.7
	2010	32	42.1
Eighth grade	2006	31	40.8
	2007	30	39.5
	2008	30	39.5
	2009	30	39.5
	2010	30	39.5

\*\*Total of 75 points possible

TRIBUNE

wrote, but equating should involve small changes "usually driven by randomness." The drops he's seeing "do not look random to me."

In the high-stakes world of state testing, it's not unusual for suspensions to arise.

Across the nation, passing state tests is critical for schools and districts.

Under the federal No Child Left Behind Act, schools face sanctions if too many kids flunk math or reading tests. And the percentage of students required to pass has been rising, putting more pressure on educators. This year in Illinois, 77.5 percent of students had to pass the exams, up from 70 percent in 2009. By 2013-14, all students must pass in Illinois and other states.

Children who pass state exams are considered proficient, but what it means to be proficient is called into question when passing requirements go down, Wick said.

"How much 'excellence' is shown when an 8th grader, in math, scores 40 percent correct on the test and is declared 'proficient'?" Wick wrote. The state lowered the passing bar on the eighth-grade math test in 2006, part of a revamp of ISAT exams.

In Texas this year, school administrators and lawmakers were skeptical of gains on state exams, and newspapers reported that the state had required fewer correct answers to pass most tests. Texas, too, cited standard statistical methods as an explanation.

In New York, state education officials acknowledged that state tests had become too easy, inflating scores, so they increased the number of right answers required this year. Passing rates plummeted.

Illinois officials announced last month another year of achievement gains, with higher passing rates across most tests given last spring. Local results will be made

public this month, though many parents have been given their child's results.

The reports that were sent home break out the number of questions a student answered correctly in each area, with comparisons to the average number correct at the child's school and district, and the state.

The Tribune began reviewing that data and found that today's students were getting more wrong answers in several test areas compared with five years ago. Even so, passing rates statewide had risen.

The newspaper then requested information showing how many points have been required to pass the 14 ISAT tests in reading, math and science for the last five years, and was provided the data by the State Board of Education.

On half the ISAT exams, the Tribune found, students can get less than 50 percent of total points and still pass.

Testing officials caution that a state achievement exam is not like a test at school, when a 90 percent usually means an A, an 80 percent a B, and at least 60 percent, or a D, means you pass.

The passing threshold may dip lower on a state achievement exam, which tends to have harder questions compared with a regular classroom test, said Linn, past president of the American Educational Research Association.

Linn said the states he works with require about 55 percent to 60 percent of correct answers to pass. Only four ISAT exams in Illinois are in that range now.

On ISAT exams, points are based largely on multiple-choice questions, with scores on a few longer-response items blended in to create a weighted raw score.

Joyce Zurkowski, the board of education's chief testing administrator, said she encourages parents not to look at raw scores because the difficulty of questions varies across years.

The state converts raw scores to commonly-used "scale scores," which determine if a child passes. Scale scores haven't changed since 2006, but the correct answers required to meet most of them has gone down. That information is not readily available to the public.

Of all reading and math exams, sixth-grade reading is the only test that requires more correct points — one more — compared with 2006. Children also take science exams, which don't matter when it comes to facing sanctions under the federal law. Those passing requirements have barely budged.

It still takes 36 of 75 points to pass the seventh-grade science test, the same as in 2006, and the fourth-grade science test requires one more point to pass compared with five years ago.

Still, Illinois students can be considered proficient in science even if they answer roughly half the questions wrong.

Whether children know — or don't know — the concepts tested is critical for districts, and educators rely on ISAT scores to help determine classroom strategies.

Elgin-based School District U-46 brought in outside reviewers last year to assess reading performance and instruction, including analyzing test data to see where children were having the most difficulties.

They found that "word analysis" — a vocabulary skill that helps build reading comprehension — was the biggest challenge. The district this year began new reading programs to address it, said Susan Ali, U-46's director of literacy instruction and learning.

In Naperville Community Unit School District 203, educators do in-depth analysis of performance on each area of the state tests, said David Chiszar, director of research and assessment.

He was skeptical about any implication that ISAT tests have been made easier to pass, calling it a "conspiracy theory."

"You'd have to overtly say, 'I want to make the test easier,'" Chiszar said. "The state would have to be monkeying around with the data behind the scenes and lying to us."

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