Agenda Review and a Work Session of the Maricopa County Community College District Governing Board was scheduled to be held beginning at 6:00 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to ARS §38-431.02, notice having been duly given.

GOVERNING BOARD
- Tracy Livingston, President
- Johanna Haver, Secretary
- Doyle Burke, Member
- Alfredo Gutierrez, Member
- John Heep, Member
- Jean McGrath, Member
- Dana Saar, Member

ADMINISTRATION (AGENDA REVIEW)
- Rufus Glasper
- María Harper-Marinick
- Debra Thompson
- LaCoya Shelton-Johnson
- Ed Kelty
- Lee Combs
- Linda Lujan
- Steven Gonzales
- Irene Kovala
- Casandra Kakar

ADMINISTRATION (WORK SESSION)
- Rufus Glasper
- María Harper-Marinick
- Lee Combs
- Steven Gonzales
- Casandra Kakar

AGENDA REVIEW
Agenda Review began at 6:00 p.m. Board President Tracy Livingston then took the assembly through the proposed agenda for the September 29, 2015 Regular Board Meeting. Clarification was asked on a few items as they were presented; below are requests made by Board Members for additional information.

CONSENT AGENDA
- **ITEM 13.5 APPROVAL OF RIO SALADO COLLEGE A COUNTYWIDE ADULT BASIC EDUCATION PROGRAM FY15-16**
  - What other costs does MCCCD need to cover? (A report will be provided to the Board.)
- **ITEMS 13.7 AND 13.8 DUAL ENROLLMENT AGREEMENTS**
  - How will the accreditation requirement for faculty qualifications affect this? (We are waiting for the final recommendation; colleges have reached out to high schools and we have two years to get into compliance.)

NON-CONSENT AGENDA
- **ITEM 15.1 APPROVAL OF CONCEPTUAL APPROVAL FOR VETERANS SERVICES CENTER REMODELING AND EXPANSION AT GLENDALE COMMUNITY COLLEGE**
  - Why budget $1M? (There is significant remodeling needed; current space is overcrowded and 30-40 years old from original construction. Total includes site work, technology, and furniture, in addition to construction.)
• ITEM 15.3 APPROVAL OF CONTRACT AWARD FOR CAMPUS-WIDE CARD ACCESS CONTROL IMPROVEMENTS AT SOUTH MOUNTAIN COMMUNITY COLLEGE
  
  o Are there consistent card access programs across the district? (The current systems have evolved over time so they are not the same system.) Should this be considered for the district? (Yes, perhaps with future bond sources.)

  **ADJOURNMENT**
  
  Agenda Review was adjourned at 6:56 p.m.

  **CALL TO ORDER**
  
  The Work Session was called to order at 7:08 p.m.

  **CHARTER HIGH SCHOOL OVERVIEW**
  
  President Livingston introduced Dr. Maria Harper-Marinick, Executive Vice Chancellor and Provost, to discuss the two charter high schools overseen by the Board, GateWay Early College High School (GWECHS) and Phoenix College Preparatory Academy (PCPA). Dr. Harper-Marinick thanked the Board and reminded the Board it has asked for two presentations by the Charter Schools each year (one fall, one spring). She then introduced Mr. Keith Brown, Principal, PCPA to provide some data and demographics. Following Mr. Brown would be Ms. Lisa Smith, Principal, GWECHS, to do the same. A copy of the data and presentation are attached in the appendix.

  **ADJOURNMENT**
  
  The Work Session was adjourned at 8:08 p.m.

______________________________
Johanna Haver
Governing Board Secretary
Appendix
Phoenix College Preparatory Academy Charter Update
GateWay Early College High School Charter Update
Phoenix College Prep Academy

- Class of 2015
  - 17 Graduates
  - 3 Associates degrees
  - 700 college credits
  - $70,000 in scholarships

- AzMerit scores are pending.
  - Originally expected them in September now in late October

- 88% of class of 2015 enrolled in Community College or University
Accomplishments

- 6 cohort College classes (PSY 101, SPA 101, COM 100, MHL 153, CPD 150-two)
- 2nd Computer Lab
- Galileo testing shows great growth by cohort
- New Breakfast Program
- All juniors and seniors signed up for ACT
- Hired two more great teachers
- Off Campus lunch only for seniors with 15 college credits
- Any D, F, or Withdraw in college class after Withdraw Date no future college funding
- ACE Lunch Detention program for any missed homework, late to class, or discipline issue
Goals

Every PCPA graduate have 1 year (32 college credits) upon Graduation from high school.

15-20% of PCPA graduates earn their AA degree (64 college credits) upon high school graduation.

CAP Increase to 400 by 2016-17 (apply to Charter Board in January.)
Accuplacer Test Results for Seniors in Fall 2015

Test Results (May 2015)

46% College English 101

54% English 091
Accuplacer Test Results for Seniors in Fall 2015

Test Results (May 2015)

- 67% College Readiness
- 45% Algebra Readiness
- 7% MAT 090 Not Ready
Data Analyzed

- 50% of our seniors tested into MA 151, 43% MA 120.
- 46% of our seniors tested into ENG 101 and 54% are taking ENG 091 at the high school level with our high school teacher using the ENG 091 curriculum.
- 7 of our sophomores have already taken and passed ENG 101.
- 19 Sophomores are in accelerated Math and will complete Geometry and Algebra 3/4 this year then will take the Accuplacer.
Gateway Early College High School

Charter Update
GateWay Early College High School  Academic Progress

Class of 2015

47 graduates
13 associates degrees – 28%
$370,000 in scholarships
1538 college credits earned
98.8% of students completed at least 1 college class

Current enrollment is 258. Our goal is 268 or higher.
We will enroll additional students at the nine week and semester marks. We will enroll 11th graders as well as 10th & 9th graders.
GateWay Early College High School  Academic Progress

• We are still waiting on our AzMerit scores. Originally expected them in September – the current state-estimated delivery is late October

• Accuplacer for English & Math was administered to all 10th and 11th graders at the end of the 2015 school year (except some ELL and special education students)
English Accuplacer
10th going into 11th grade

- English 101: 49%
- English 081: 4%
- English 091: 47%
Math Accuplacer
11th going into 12th

- College Algebra: Math 150 (20%)
- Alg. III: Math 120 (27%)
- Alg. I & II: Math 91 (24%)
- 8th Grade: Math 81 (29%)
What is the issue with math?

Accuplacer assesses math skills in a linear fashion

- Starts with basic skills such as division of fractions and percentages of fractions
- Ends the test if the basic skills are not at mastery level
- High School Math includes multiple skills that are not assessed on the Accuplacer including geometry and some trigonometry. This means that there are no exact equivalencies

What are we going to do to improve college readiness?

- We have instituted a math "boot camp" that will refresh students’ memories and improve math placement score
State Educational Funding

<table>
<thead>
<tr>
<th>Each student is given additional “weight***”</th>
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<tbody>
<tr>
<td>*High school weight in 2016 varies depending on your school size</td>
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</table>

The published interpretation that schools with less that 400 students enrolled would not be effected by the small schools cut was incorrect. The legislation stair-stepped the cuts, increasing the amount cut as enrollment went up.

This resulted in a reduction of $52,000 for GWECHS & $4,341.00 for PCPA

Governor Ducey has proposed selling some of the holdings of the state land trust (1.8 billion) to help recover the current cuts and cover the inflationary increases required by law that have not been fully funded.

Reaction to this has been mixed. It would require a legislative & public vote and it would reduce the capital of the trust, putting future income in question.
Federal Educational Funding & Requirements*

The House and Senate passed separate versions of the Education Reauthorization bill. Members now need to find common ground. According to the National Alliance for Public Charter Schools, the chart below is the best estimation of where each component of Elementary & Secondary Education Act (ESEA, a.k.a. No Child Left Behind) falls.

<table>
<thead>
<tr>
<th>Almost sure to be eliminated</th>
<th>Up in the air</th>
<th>Will survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adequate Yearly Progress</td>
<td>• Annual testing in reading and math in grades 3–8</td>
<td>• Title I money and formula</td>
</tr>
<tr>
<td>• The &quot;cascade of sanctions&quot; (mandatory public school choice, supplemental services)</td>
<td>• Testing in science</td>
<td>• Standards and assessments</td>
</tr>
<tr>
<td>• Highly qualified teachers</td>
<td>• Prescriptions around school ratings</td>
<td>• Disaggregated data</td>
</tr>
<tr>
<td>• Reading First</td>
<td>• Interventions in low-performing schools</td>
<td>• School ratings</td>
</tr>
<tr>
<td>• Race to the Top</td>
<td>• Requirements that students take grade-level tests</td>
<td>• Supplement not supplant</td>
</tr>
<tr>
<td>• Teacher evaluations</td>
<td>• Maintenance of Effort</td>
<td>• Comparability as written</td>
</tr>
<tr>
<td>• Mandate to adopt college- and career-ready standards</td>
<td>• School Improvement Grants</td>
<td>• State participation in NAEP</td>
</tr>
<tr>
<td>• Equitable distribution of teachers</td>
<td>• Most small competitive grant programs</td>
<td>• Charter school grants</td>
</tr>
<tr>
<td>• Investing in Innovation</td>
<td></td>
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