

Hartford Board of Education

MINUTES

Special Meeting – March 5, 2013

Pursuant to notice filed with the Secretary of the State, the Hartford Board of Education (hereinafter “Board”) met on Tuesday, March 5, 2013. The meeting was held at Hartford Public High School, 55 Forest Street, Hartford, Connecticut 06105.

I. Call to Order

Mr. Poland called the meeting to order at 5:50 p.m. A quorum was present.

<u>Present:</u> Matthew Poland, Chair Cherita McIntye, Second Vice-Chair Robert Cotto, Jr., Secretary Honorable Mayor Pedro Segarra Jose Colon-Rivas Richard Wareing	<u>Absent:</u> Lori Hudson, Vice-Chair Elizabeth Brad Noel Luis Rodríguez-Dávila
Superintendent Christina Kishimoto	

II. Workshop Session

1. School Climate Report

Mr. Swan explained that during December 2012 and January 2013, the Hartford Public Schools administered for a second year in a row its new School Climate and Student Connectedness Survey, developed by the American Institutes for Research for the state of Alaska and adapted to Hartford.

The purpose of the survey is to gather perceptions of school climate from a variety of stakeholders and to measure the level of connectedness that students feel with their schools.

Ms. Frederick stated that the response rates increased over 2012 among all four surveyed groups, with the following gains:

- The 3rd to 4th grade average survey participation increased from 58% in 2012 to 95% in 2013.
- The 5th to 12th grade average survey participation increased from 63% in 2012 to 85% in 2013.
- The school staff average participation rate on average increased from 52% to 87% in 2013.
- The parent average survey participation rate grew from 29% in 2012 to 50% in 2013.

While only 11 schools achieved the minimum 30% threshold participation rate among all surveyed groups in 2012, this year 34 schools achieved this level, allowing for statistically significant analysis for the vast majority of all groups surveyed in 2013. This is particularly significant because it means that the second year of administering this particular survey instrument has provided the District with a strong baseline of results from which they can move forward.

Despite the significant increase in participation, significant room for improvement remains. Only 18 out of the 45 schools achieved a 90% participation rate with more than one survey group at their school; only two schools in the entire district achieved a 90% participation rate among all of the survey groups in their school.

Results Summary for Each Surveyed Group

Ms. Frederick explained that Grades 5-12 were scored on a 1-5 scale, with 5 being the highest; and the 3rd-4th grade survey results were scored on a different scale, with the figures indicating the average percent of students answering Yes, Sometimes, No or Don't Know to questions within each factor.

For Grades 5-12, the Parent and Community Involvement factor increased from 3.4 to 3.5, and Respectful Climate factors went from 3.6 to 3.7. Other factors scored the same: Caring for Adults 3.7, High Expectations 4.2, Peer Climate 3.0, School Safety 3.4, School Leadership & Student Involvement 3.6, and Social and Emotional learning 3.9. Students in Grades 3 and 4 rated questions in "Peer Climate" lower than all other questions and questions about "High Expectations" higher.

Both groups have the higher factor in "High Expectations", and the lowest factor in "Peer Climate".

Major Finding: School Safety is Still a Concern for Students

Out of seven categories of questions, the District's 3rd-4th grade students rated questions about school safety lower than all other questions except peer climate. Similar to last year, the entire category of school safety questions demonstrated an average YES response of 58%.

School safety was again a concern for 5th-12th grade students, who were asked questions about bullies and gangs at school, as well as general crime and violence in the community. The average response (on a 1-5 scale) to questions about safety for these students was once again 3.4.

Major Finding: High Expectations for Students Still Apparent

Survey responses from both students and parents show that these groups feel positively about the level of expectations being set for student achievement. Very similar to last year, 3rd-4th grade students strongly agreed with statements about whether they and others have high expectations for their achievement in school.

Among all eight factors, the 5th-12th grade survey results reveal that questions related to the High Expectations were by far the highest rated with an average rating of 4.2, the same as last year's result.

5th-12th grade students were asked whether they agreed with the following statements:

- I have given up on school (reverse scored).
- At this school, students are encouraged to work to the best of their abilities.
- If students like their school do they do better in their classes.
- I try hard to do well in school.
- I want very much to get more education after high school.
- Adults in my community encourage me to take school seriously.
- Teachers and other adults in this school believe all students can do good work.

In addition to the students, parents also responded favorably to the one question of "whether adults at this school have high expectations for my child", with an average rating of 4.3 out of 5.0, the same average response as last year.

Major Finding: Surveyed Parents Feel Positively Towards Schools

As a whole, those parents who participated in the School Climate and Connectedness Survey expressed very positive feelings about their child's school.

Parents of students in grades preK-12th had the opportunity to respond to 14 survey questions covering issues such as their satisfaction with school communication, whether their child is treated fairly, and whether the school demonstrates respect for cultural diversity. Across these 14 questions, parents in the district on average answered all questions with an average response of 4.3 out of 5 (where 4 = agree).

Whereas last year the relatively low and very inconsistent participation of parents allowed this parent data to be seen as not necessarily accurate in its representation of the entire District, this year's much higher participation makes the data more credible, and thus more puzzling.

At the District's three lowest performing elementary schools – Milner, Burns and America's Choice at SAND – average parent responses 4.2, 4.1 and 4.3, respectively.

Recommendations Going Forward

Ms. Frederick stated that the 2013 School Climate and Connectedness Survey in the Hartford Public Schools provided an invaluable opportunity to once again gather the opinions of the schools' most important stakeholders – the students in the classroom, their parents, and the school staff who diligently serve and teach these students. Looking forward, a number of steps can be taken to improve participation rates across all three surveyed groups, and to improve the use of survey results at the district level. These recommendations are captured in the bullets below:

To increase participation:

- Focus on sharing best practices – especially regarding parent engagement.
- Reduce unintended over-sampling among all survey groups.
- Focus on sharing the data throughout the school community.

To garner more from the district-level data:

- Conduct an analysis to determine any correlations between survey responses and certain demographic data.
- Examine survey results by grade.
- Dive deeper into the question of parent satisfaction.
- Dive into the qualitative survey feedback.
- Find correlations between survey data and school-level strategies.
- Tie the issue of High Expectations more closely to the Strategic Operating Plan.

A copy of the report can be found in the official file of this meeting.

Mr. Wareing asked for the factor related to parent satisfaction and expectations.

Mr. Swan stated that parents' responses may be based on information about the different things that are going on at the schools. Ms. Frederick added that parents may also be getting good performing cards and may not have many problems in the schools, so maybe parents do not perceive how well the child is being prepared.

Dr. Kishimoto stated that one step would be having targeted sessions to see how parents themselves are describing the quality of the schools and see what indicators they are using, also to see at which time of the year the schools are discussing with parents about student performance and in what level of detail, so we can look at the correlation between the two.

Dr. Colon-Rivas asked for disaggregated data regarding residency for students who live in Hartford versus the students who don't. He also asked if community partners were surveyed.

Ms. Frederick stated that the data can be disaggregated and provided to the Board.

Dr. Kishimoto stated that there is a separate community staff survey which is administered for partners in community schools, but not all partners get surveyed on school climate, only at community schools.

Mr. Poland asked for the difference between respectful climate and peer climate.

Mr. Swan explained that the questions around respectful climate seem to be more about the adult perception of the climate versus peer climate and student-to-student.

Mr. Poland stated that the differences in the results seem to show that some adults, somewhere, are missing something; parents are not communicating with their kids about the climate in the schools, and teachers are missing the fact that students are having a hard go about climate. He stated that this is an area that needs to be explored.

Dr. Kishimoto stated that there is also a vehicle for getting at the High School student voice which is the student representatives to the Board. They can take this data back to the student senate. The student senate can learn more deeply about the school climate issue, and they can report to the Board why the data looks as it is around student climate.

Mr. Poland stated that it would be great to hear from the students' voice, particularly around the school peer climate and having an understanding of what that means.

Mr. Cotto asked if teachers were surveyed.

Mr. Swan answered that all staff were surveyed, not only teachers.

Mr. Poland asked for disaggregated data to see the difference between leadership of the schools and the teachers, etc.

Ms. Frederick stated that the data is available for classroom teachers, administrators, certified staff and non-certified staff.

Mr. Poland asked if the HPOC or the SGC's have goals or participate on collecting the data and having parents engaged in getting this work done. Community organizations such Achieve Hartford should also be engaged to collect and analyzed data.

Discussion followed.

2. Office of Talent Management

Ms. Allen, Chief Talent Officer, stated that October of 2010, the charge was to move from Human Resources to Office of Talent Management. She stated that Human resources functions are extremely important and if they are not run smoothly, it shows right away. The work goes beyond the human resources function. We look at the life of a teacher, educator, from recruitment to induction, to the first three or five years within a career and then offering up opportunities to growth and retaining people.

Recruitment

Screen/Select Highly Talented Educators:

- Build strong relationships with prospects
- Create compelling HPS selling points
- Connect external prospects with various HPS stakeholders
- Build talent database for future opportunities
- Know prospects' motivation/barrier and use as leverage

Convince Highly Talented Educators to Apply

- Streamline principal selection by revamping application/interview process
- Create tools to increase principals' capacity as human capital managers
- Clearly define screening process for transparency and fidelity
- Train interview teams on effective interviewing

Head Hunt/Identify Highly Talented Educators:

- Build strong relationships with various connector sources * solicit referrals from internal employees
- Utilize various sourcing tactics to identify high quality educators
- Design specific recruitment plans for hard to staff areas (diversity, administration, math, science, SLH, etc.) extensive networking

Attract highly Talented Educators:

- Increased HPS brand awareness
- Increased HOS social media presence
- Host series of outreach events that expose prospects to HPS students, teachers, principals, community
- Build strong relationships with teachers and administration programs (locally/nationally)
- Attend career fairs and other events with high educator attendance.

Staffing

The Staffing Department of the Office of Talent Management is charged with providing outstanding service to our Human Capital Managers, building and central office administrators. Staffing helps to drive agendas for school and systematic improvement through: Identification of Quality Staff/On-Boarding, Employee Relations, Supervision and Evaluation of Staff with a focus on Career Advancement and Essential Legal and Regulatory Matters.

- Identification of quality staff /ON-boarding
- Employee relations
- Supervision and evaluation of staff and career advancement
- Essential legal and regulatory matters

Staffing's role is to assist in facilitating the full cycle of the recruitment, selection, and hiring process for all employees in collaboration with human capital managers, recruitment information and professional learning.

Guidance and support with performance management, retention, and career path development is another part of the mission of the Office of Talent Management. The role of Staffing revolves around this work and the Staffing team supports these efforts through continued follow-up and communication.

Professional Development:

Professional Learning will be provided for Hartford Public Schools teachers and administrators to ensure:

- The implementation of an instructional core that is supported by a rigorous curriculum aligned with the CCSS, delivered using research based instructional strategies and assessed with valid tools of measurements.
- The implementation of targeted interventions that address the needs of the diverse learners within the Hartford Public Schools.
- The development and retention of effective teachers and leaders who can deliver and support high quality education programs in order to increase student achievement and close the achievement gap.

Performance Management:

Frameworks:

- Measure employee performance through evaluation systems
- Align employee evaluation results with professional learning needs
- Provide individual support for employee evaluation to central office and building administration

Performance Management Measures:

- Increase the number of classroom observations District-wide
- Achieve 100% pass rate for HPSA administration of the Teachscape framework for teaching proficiency test
- Establish a baseline for teacher effectiveness
- Measure principal satisfaction rate regarding support with teacher evaluation process

Information Management:

OTM Information serves the school leaders and employees of the district by overseeing employee information and working with stakeholders to provide the necessary information to engage in strategic decision making and to ensure legal compliance.

Information Life Cycle:

- i. Collection
- ii. Processing
- iii. Maintenance
- iv. Dissemination (reporting and Analytics)
- v. Archiving

Employee Life Cycle:

- i. Recruitment
- ii. Hiring and Onboarding
- iii. Performance
- iv. Professional Development
- v. Transition (assignment changes; retirement/resignation)

OTM Information (Finance and Payroll-OTM and Labor, School and District Leaders, Employees, CT State and Federal Departments, MHIS)

- Increased access to information
- Increased data accuracy
- Increased reporting capabilities
- Increased integration information

Principal as Human Capital Manager

- Recruitment and Selection
- Assignment and Staffing

- Induction
- Compensation and Benefits
- Performance Management
- Professional Development
- Differentiation and Career management
- Preparation and Licensure

Mayor Segarra asked for the increased number of principals leaving and also asked for data around the number of teachers leaving. He asked for the factors why the leaders are leaving. He recommended that the exit component is used as a system to understand why principals and administrators leave.

Dr. Kishimoto concurred with Mayor Segarra and stated that the data can be linked with policy to link the voice of the staff leaving in terms of making policy decisions.

Ms. McIntye asked for the rate of attrition and the areas that are found troublesome or in need.

Ms. Allen stated that in terms of principals, they are interviewed one-on-one and they are administered a lengthy survey. The information shows patterns where there are internal and external factors. It is less about the conditions here and more about the opportunities out there. We need to provide opportunities within the principal ranks so we can retain them.

Ms. McIntye asked for the rate of attrition, she also asked for the teacher population.

Ms. Allen stated that the rate of attrition is 11% which is not unusual in urban settings. The attrition rate for teachers is 20%.

Discussion followed.

A full copy of the report can be found in the official file of this meeting.

III. Business Agenda

1. Contract Approval: Parent Academy, LLC \$79,166 (Supt. et al)

Mr. Poland moved, Mr. Wareing seconded, that the Hartford Board of Education authorizes the Superintendent to execute a contract between Hartford Public Schools and the Parent Academy, LLC, for the operation of the Parent Academy beginning February 1, 2013 and ending June 30, 2013 in the amount of \$79,166.

Furthermore, that the Hartford Board of Education also authorizes the Superintendent to make the necessary reductions should the State of Connecticut reduce its commitment to the Parent Academy.

Dr. Kishimoto stated that some of the changes on the contract include the term "contractor and partner" that have been replaced by: "Parent Academy LLC", at the request of the Parent Academy, also the responsibilities of the Parent Academy and Hartford Public Schools have been clearly delineated in the scope of services and a payment schedule has been delineated in agreement with both parties. The rest of the contract remains the same as presented at the February 19 Board of Education meeting.

VOTE:

In favor: Colon-Rivas, Cotto, Poland, McIntye, Mayor Segarra, Wareing

Opposed: 0

Abstained: 0
Absent: Hudson, Noel, Rodriguez-Davila

The motion passed unanimously by voice vote.

IV. Executive Session

Mr. Poland accepted a motion from Mayor Segarra to enter into executive session to review the responsibilities and performance of Cabinet members: Jennifer Allen, Paula Altieri, Carole Collins-Ayanlaja, Jill Cutler-Hodgman, Alexander Nardone, Kelvin Roldan, Donald Slater, and Jonathan Swan. Mr. Wareing seconded.

VOTE:
In favor: Colon-Rivas, Cotto, Poland, McIntye, Mayor Segarra, Wareing
Opposed: 0
Abstained: 0
Absent: Hudson, Noel, Rodriguez-Davila

The motion passed unanimously by voice vote.

The Executive Session started at 8:05 p.m. A quorum was present.

<u>Present:</u> Matthew Poland, Chair Cherita McIntye, Second Vice-Chair Robert Cotto, Jr., Secretary Honorable Mayor Pedro Segarra Jose Colon-Rivas Richard Wareing	<u>Absent:</u> Lori Hudson, Vice-Chair Elizabeth Brad Noel Luis Rodríguez-Dávila
Superintendent Christina Kishimoto	

The executive session adjourned at 8:30 p.m.

V. Adjournment

The meeting adjourned at 8:30 p.m.