

# CONNECTICUT STATE BOARD OF EDUCATION Hartford

## Accountability and Support Committee

Monday, September 26, 2016  
State Office Building, 165 Capitol Avenue, Room 307A  
Hartford, Connecticut

### Draft Minutes

#### I. Call to Order

Pursuant to notice filed with the Secretary of the State, Chairperson López called meeting to order at 3.00 p.m.

Committee Members Present: Dr. Estela López, Chairperson  
Erin Benham  
Malia Sieve

Committee Members Absent: William P. Davenport  
Robert J. Trefry

Other Board Member Present: Theresa Hopkins-Staton

Staff Present: Kimberly Audet  
Dr. Sarah Barzee  
Pamela Charland  
Shondel Edwards  
Ajit Gopalakrishnan  
Lisa Lamenzo  
Shannon Marimón  
Desi Nesmith  
Kaylan Ricciardi  
Iris White

Guests Present: Frances Rabinowitz, Interim Superintendent, Bridgeport Public Schools  
Brett Gustafson, Principal, James J. Curiale School, Bridgeport  
Dyrene Newton, Executive Director of Elementary Education, Bridgeport Public Schools  
Dr. Beth Schiavino-Narvaez, Superintendent, Hartford Public Schools  
Karen Lott, Principal, Thirman L. Milner School, Hartford  
Jonathan Swan, Chief School Improvement Officer, Hartford Public Schools  
Carol Birks, Assistant Superintendent for Instructional Leadership, Hartford Public Schools

#### II. Approval of May 23, 2016 Minutes

On a motion by Dr. López, seconded by Ms. Sieve, the Committee voted unanimously to approve the minutes of the May 23, 2016, meeting of the Accountability and Support Committee.

### **III. James J. Curiale School, Bridgeport**

Frances Rabinowitz, Superintendent of Bridgeport Public Schools, and Brett Gustafson, Principal of James J. Curiale School, reported to the Board reasons for the school's decline in the Smarter Balanced Assessment results and efforts being taken to address the decline, including implementing professional development for teachers on how to ask higher-order questions in the classroom and using vocabulary that is aligned with the Smarter Balanced Assessment. Superintendent Rabinowitz noted that students have the capability to reach higher standards.

Desi Nesmith, Chief Turnaround Officer, reviewed two documents in the Committee members' packets, the Fast Fact Sheet, which includes the school's most recent academic and discipline data and the Year 5 Budget and Priorities. The data from EdSight was used to populate the Network School Profile on the first page of the Budget and Priorities document. Mr. Nesmith noted that at one of last year's NetStat professional development sessions, a workshop was offered to help familiarize administrators and teachers with the skills and tools to help students perform on the Smarter Balanced Assessment. The Academic Office staff will conduct follow up sessions.

Mr. Gustafson expressed that through professional development and planning, common formative assessments have been created, and some growth is expected this year.

Superintendent Rabinowitz stated that a tremendous decrease in chronic absenteeism was shown, as well as growth in basic skills in literacy and math.

Mr. Gustafson added that planning and delivering instruction to meet the rigors of the Connecticut Core Standards is occurring.

Dr. Lopez emphasized the need to continue to build on what is working to ensure results are achieved.

### **IV. Thirman L. Milner, Hartford**

Dr. Beth Schiavino-Narvaez, Superintendent of Hartford Public Schools and Karen Lott, Principal of Thirman L. Milner School, summarized the district's difficulty in hiring and retaining teachers. The focus is on retaining teachers who have been provided with professional development and building an experienced staff. Mr. Nesmith encouraged positive working relationships with the districts, schools, students and the Connecticut State Department of Education (CSDE), stating we need to help and work with the districts.

**V. Update on Minority Teacher Recruitment**

Dr. Sarah Barzee, Chief Talent Officer, presented updates on the minority teacher recruitment efforts, initiatives, and partnerships being supported and advanced by the CSDE. She highlighted that this is not just a state issue unique to our state, but it is also an issue nationwide. Dr. Barzee provided a brief summary of certification reform efforts that have begun in earnest since July 1, 2016, when she assumed the day-to-day management of the Bureau of Educator Standards and Certification. She also provided a summary of the highlights of Public Act 16-41, An Act Concerning the Recommendations of the Minority Teacher Recruitment Taskforce. The CSDE is directly involved in most of the activities outlined in PA 16-41, including convening the CSDE Minority Recruitment Policy Oversight Council. Dr. Barzee mentioned that the Talent Office has been conducting a review of a new educator preparation program, the Relay Graduate School of Education, which is new and innovative and has been known to have success in recruiting candidates of color for their campuses in other states. While Relay is going through the new program approval process with the Talent Office, they are currently offering a professional development workshop series in partnership with a number of Connecticut school districts, and have demonstrated that they are able to attract, recruit and educate disproportionate educators of color.

Dr. Estela López requested that the CSDE do more to track and publicly report on data related to educators. Dr. Barzee reported that there have been preliminary discussions about this as part of the Supporting Excellent Educators section of CT's Every Student Succeeds Act (ESSA) state plan. Dr. Barzee and her team will work with Mr. Ajit Gopalakrishnan, Chief Performance Officer, to develop educator profile reports by district. Mrs. Hopkins-Staten also suggested that the CSDE tap into the retired educator pool since these individuals would be happy to share their experiences in the profession and they could speak specifically to prospective candidates of color.

**VI. Matched Student Cohort Growth Model**

Mr. Gopalakrishnan, Chief Performance Officer, presented an update on the Cohort Growth Model for the Smarter Balanced Summative Assessments in English Language Arts and Mathematics. He presented an overview of the definition of growth, how it differs from achievement, and Connecticut's approach to measuring growth. He noted that in the model, a student's growth is evaluated against a criterion and does not depend on how others do. All growth counts and growth is achievable. Growth above target is incented.

**VII. Adjournment**

By unanimous consent, Dr. Lopez adjourned the meeting at 5:25 p.m.