

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**Retreat
Thursday, August 4, 2016
9:00 a.m. – 4:00 p.m.**

**Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105**

AGENDA

- 8:30 a.m. Coffee
- 9:00 a.m. Call to Order Allan Taylor
- Opening Comments, Objectives for the Day,
and Introduction of Retreat Facilitator Allan Taylor
Dianna Wentzell
- 9:15 a.m. Boardsmanship Robert Hull, NASBE
- State Board of Education scope of authority and responsibility
 - finding your leadership voice
 - leading for results
- Board's Work Concerning the Strategic Plan
- substrategies with measurable goals
 - timetable
 - clear direction to staff
 - collaboration with key constituencies
 - alignment of the Board's and committee agendas to strategies and goals
 - accountability/evaluation
- 10:30 a.m. Break
- 10:45 a.m. Board's Work Concerning the Strategic Plan (continued) Robert Hull
- 11:45 a.m. Lunch (with senior leadership team)

12:45 p.m. Reconvene

Introduce senior leadership team and areas of responsibility

Dianna Wentzell

Monitoring Progress and Reporting on the Board's Four Promises to Our Students*

Robert Hull

❖ Essential Questions

- What does success look like?
- How will we know when we get there?
- What are our touchpoints of success?
- How will we hold ourselves accountable?

2:15 p.m. Break

2:30 p.m. Future/Ongoing SBE/SDE Initiatives to Ensure Success of Plan

Dianna Wentzell
Allan Taylor

- Alignment of agenda with strategic plan
- Review of policies to support board's vision
- Structure of SBE standing and ad hoc committees to align with Comprehensive Plan

3:15 p.m. General Wrap-up and Reflections

Robert Hull

- Did we meet our objectives?
- Next Steps

4:00 p.m. Adjourn

***The Board's Four Promises to Students:**

1. Making sure students learn what they need to know to succeed in college, career, and life;
2. Giving students access to great teachers and school leaders;
3. Supporting schools and districts in staying on target with learning goals; and
4. Ensuring students' non-academic needs are met so they are healthy, happy, and ready to learn.

**SBE Retreat
August 4, 2016
Attendance List**

September 8, 2016 - 3:39 PM

Name	Arrival Time	Breakfast/Lunch
Robert Hull	8:30 a.m.	X/X
Dianna Wentzell	8:30 a.m.	X/X
Erin Benham	8:30 a.m.	X/X
Bill Davenport	8:30 a.m.	X/X
Theresa Hopkins-Staton	8:30 a.m.	X/X
Terry Jones	8:30 a.m.	X/X
Amina Lampkin	8:30 a.m.	X/X
Estela Lopez	8:30 a.m.	X/X
Maria Mojica	8:30 a.m.	X/X
Coral Ortiz	8:30 a.m.	X/X
Malia Sieve	PHONE IN	NO
Allan Taylor	8:30 a.m.	X/X
Robert Trefry	8:30 a.m.	X/X
Joseph Vrabely	8:30 a.m.	X/X
Stephen Wright	8:30 a.m.	X/X
Sarah Barzee	8:30 a.m.	X/X
Pamela Charland	8:30 a.m.	X/X
Ellen Cohn	8:30 a.m.	X/X
Kathy Demsey	8:30 a.m.	X/X
Kelly Donnelly	8:30 a.m.	X/X
Ajit Gopalakrishnan	11:30 a.m.-3:30 p.m.	0/X
Peter Haberlandt	11:30 a.m.	0/X
Isabelina Rodriguez	8:30 a.m.	X/X
Shannon Marimón	Meeting Conflict	0/0
Gloria McCree	8:30 a.m.	X/X
Glen Peterson	11:30 a.m.-3:30 p.m.	0/X
Desi Nesmith	8:30 a.m.	X/X
Charlene Russell-Tucker	11:30 a.m.	0/X
Abbe Smith	8:30 a.m.	X/X
Laura Stefon	Vacation	0/0
Nivea Torres	Vacation	0/0

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Charlene Russell-Tucker	11:30 a.m.	0/X
Abbe Smith	8:30 a.m.	X/X

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**Minutes
State Board of Education Retreat
August 4, 2016**

(approved September 7, 2016)

Pursuant to notice filed with the Secretary of the State and posted on the agency's Web site, the State Board of Education held a retreat session on August 4, 2016, at 39 Woodland Street, Hartford, Connecticut.

Call to Order

Chairperson Allan B. Taylor called the meeting to order at 9:22 a.m.

Present: Allan B. Taylor, Chairperson
 Theresa Hopkins-Staton, Vice Chairperson
 Erin D. Benham
 William P. Davenport
 Terry H. Jones
 Amina Lampkin, student member
 Estela Lopez
 Maria I. Mojica
 Coral Ortiz, student member
 Malia K. Sieve (via telephone)
 Robert J. Trefry, ex officio
 Joseph J. Vrabely, Jr.
 Stephen P. Wright

Absent: Erik M. Clemons
 Mark Ojakian, ex officio

Welcome

Chairperson Taylor and Commissioner Dianna Wentzell welcomed the Board members and Commissioner's team members. Mr. Taylor introduced the retreat facilitator, Dr. Robert Hull, from the National Association of State Boards of Education.

Dr. Hull led the Board through a slide presentation on effective boardsmanship, focusing his remarks on the "leadership voice" as individual members of the Board, and the power of the collective voice of the Board as a whole. He discussed with the Board the power of the collective voice through the Board's authority to set policy, raise questions, and the power to convene. Discussion ensued regarding the structures necessary for an effective governance body that remains focused on learning standards, including the relationship between the policy setting role of the Board and the leadership role and support structures provided by the Department.

The Board then reviewed the four promises to Connecticut students contained in its recently adopted five-year strategic plan, "Ensuring Equity and Excellence for All Connecticut Students."

1. Making sure students learn what they need to know to succeed in college, career, and life;
2. Giving students access to great teachers and school leaders;
3. Supporting schools and districts in staying on target with learning goals; and
4. Ensuring students' non-academic needs are met so they are healthy, happy, and ready to learn.

Dr. Hull reviewed with the Board the outcomes listed under each of the Board's three goal areas: (1) high expectations for every student; (2) great teachers and learners; and (3) great schools.

Dr. Hull led the Board through an exercise to consider what actions are necessary in order for the Board to realize each of the outcomes it has listed. As it reviewed each of the three goal areas, the Board engaged in a discussion with staff members about:

- o levers for action;
- o the need to review statutes, regulations, policies and position statements in terms of whether they are enabling, inadequate, or impede the Board's ability to achieve its goals;
- o appropriate metrics/measurements are needed to assess progress;
- o how to evaluate progress and at what intervals.

Discussion ensued regarding the three goals.

Governor Dannel P. Malloy joined the meeting at 10:30 a.m. Governor Malloy commended the Board on its five-year comprehensive plan for education and areas of progress. He expressed his commitment to PK-12 education and the importance of working together and directing resources to areas most in need.

High Expectations: efficiencies that could be achieved if districts collaborated together and shared resources, as well as financial and other incentives that would encourage districts to partner together; the need for courageous conversations about race and equity; disparities in the effectiveness of educators within and across districts; "grow your own" programs; the value of showcasing successful practices and models, both within Connecticut and from other states; the benefit of removing barriers that impede progress; the value of requiring in accountability plans measures such as chronic absenteeism; the need to focus on gender and students of color when reviewing graduation rates and dropout rates, and remediation needed once students are accepted to a college; the value of bringing students together through extracurricular activities; the need for diversity in the classroom – in urban, suburban and rural areas; and personalized learning. The Board reviewed the need to measure what it considers important and the value of having the Legislation and Policy Committee review some of these issues and reporting to or making recommendations to the full Board.

The Board recessed for lunch at 12:15 p.m. and reconvened at 1:00 p.m. Present were Allan B. Taylor, Chairperson, Theresa Hopkins-Staten, Vice Chairperson, Erin D. Benham, William P. Davenport, Terry H. Jones, Amina Lampkin, student member, Estela Lopez, Maria I. Mojica, Robert J. Trefry, ex officio, Joseph J. Vrabely, Jr., and Stephen P. Wright. Ms. Ortiz, Ms. Sieve, Mr. Clemons, and Mr. Ojakian were absent.

Discussion continued regarding the three goals.

Great Teachers and Leaders: how growth information over time will assist the Department and Board in determining educator effectiveness; the need to ensure that we have an adequate supply of effective teachers and leaders, including minority candidates; the Board's role in approving educator preparation programs; soliciting feedback from stakeholders regarding their personal experiences and providing support systems for minority teachers; district-level "grow your own" programs; holding those responsible for minority teacher recruitment initiatives accountable for results; achieving results through our accountability system; increasing success of attracting and retaining minority candidates by leveling the playing field; encouraging students at early ages to consider teaching as a career; how to engage families and parents; and teacher-leaders.

Great Schools: parental engagement initiatives in Alliance Districts (e.g., Parent tracker) and discussions at the state and national levels (i.e., via the Annenberg Institute); school governance councils; the potential for collecting graduate follow-up data to assess how well schools have done; reporting data on remedial education as an important factor in assessing quality of schools (available for public higher education institutions in Connecticut); looking at the physical state of school buildings as an indicator; the potential of educating parents about how to complete the FAFSA form and sources of financial aid; considering the potential of the FAFSA completion rate as an indicator; and exposing students to personal finance as part of the curriculum.

Data and Monitoring Progress

Mr. Hull noted the importance of reviewing the plan on a regular basis and making modifications as necessary, taking into consideration the capacity of the Board, state, and districts/schools to support the plan. He asked the retreat participants to reflect on four questions when monitoring and reporting progress related to the five-year plan:

- What does success look like?
- How will we know when we get there?
- What are our touchpoints of success?
- How will we hold ourselves accountable?

Discussion ensued regarding data that would respond to Board inquiries. Members suggested potential themes around which to organize progress reports (e.g., student and parent engagement; minority educator recruitment; data disaggregated to better understand and address the achievement gap; etc.) and asked that the Department make recommendations to the Board based on its findings after reviewing the data.

Initiatives to Ensure Success of the Plan and Next Steps

Commissioner Wentzell summarized the Department’s ongoing initiatives to ensure the success of the Board’s plan. She noted that Board meeting agendas in the coming year will be aligned with the Board’s strategic plan, and that the Board’s four promises to Connecticut’s students will be included on each agenda as a reference point. She stated that the Department will review the Board’s existing position statements, and make recommendations to the Board (via the standing committees) regarding any changes. She also noted that she will extend an invitation to the Board to join her and other senior SDE leaders when making presentations to districts and stakeholders. Dr. Hull noted that NASBE is convening four stakeholder engagement sessions on ESSA, and will extend an invitation to Board members to participate.

The Board thanked Dr. Hull for facilitating today’s retreat.

Adjourn

By unanimous consent, the meeting was adjourned at 3:45 p.m.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

Lens for Focus/Content

- Outcomes
- Equity
- Capacity of Board Conditions
- Capacity of State
- Capacity of Districts/Schools Conditions

Board's Role

- Levers for Action
- Regulation/Policy
 - Enabling
 - Inadequate
 - Barrier
- Measurement/Metrics
- Evaluation

Board inputs on influencing successful Outcomes for Objective #1 (High Expectations for EVERY student)

- | | CONSTRAINTS |
|---------------------------------------------------------------------------------|-------------------------------------------------------|
| ➤ Encourage/incentivize/require regional collaborations and efficiencies | |
| ➤ Start a conversation about race, equity, inclusion | • Local control 170 LEAs |
| ➤ Remove barriers, begin <u>PILOTS</u> of regional collaborations | • Resource inequity |
| ➤ Explore structures, policy, potential of RESCs to accomplish a regional model | • Varied degrees of leadership effectiveness |
| ➤ Identify models that work in other states | • Is there collective belief? |
| ➤ Follow court cases and identify opportunities | • Not using market forces |
| ➤ Think Long Term but act with urgency | • Fears of consolidation |
| | • Let districts feel the pinch to <u>drive</u> change |

Short Term Goals/Strategies for Objective #1

- Measure success in reducing dropout rates and graduation rates for males and race and SWD and EL
- Engage students of color
- Engage boys
- Exposure to extracurricular activities for students of color and
- Maintain balance
- Learn from Alliance Districts
- Increase diversity in teaching force to reflect world' diverse population

How can SBE Use Its Levers? (for Objective #1)

- Measure what matters (critical factors)
- Policy - use committee structure
- Stakeholder engagement
- Identify critical data, information and stakeholders (use CSDE Leaderships resources to access)
- Learn from Success Areas
 - Companion Schools or Districts
- Connect successful districts with struggling districts on measured outcomes?



Increase Role of SBE in Funding . . . (ECS) Dilemma

- Evaluation of Programs – Did Strategies work? (ex. Instruct. Coaches)
 - “Education return on investment”
 - *Must disaggregate data by race, gender, and SES

SBE Leverage Points and Roles on Objective #2 (Great Teachers and Leaders)

- Measure of 4/5 indicators of Teacher Effectiveness in the aggregate? How do we impact this?
- Leadership at all levels – how do we measure this?
 - Growth (academic) will start to be available this year
- MTR, access to great teachers, what can we do?

- Measures of IHE Teacher Prep – data dashboard
- Educator Preparation Program Approval is a Powerful SBE power
- MTR – RESC program
- Focused conversation on MTR, Minority Teacher Prep,
 - *Consequential request of Prep Programs
- Barriers? To Cert – Reciprocity, Testing, Burdensome Process
- Are there untapped resources?
- Need report from CSDE on barriers to MTR recruit, induction; prep; retention
- Legislative Proposal on increasing Minority Teachers by reducing barriers
- Practical approach: Listen to minority teachers about their experiences in schools (isolation, cultural insensitivity)
- Support innovative programs of teacher prep
- Engage families in school to increase interest in teaching

? Teacher-Leader Track for Retention

SBE Leverage Points and Roles on Objective #3 (Great Schools)

- Parent engagement measure as part of Accountability Index?
 - Parent tracker in Alliance Districts
 - Annenberg Institute on Parent Engagement
- School Governance Councils
 - Review evaluation from student supports office
- Explore post-grad surveys from high school occurring across state
- Number of students needing remedial courses
 - Need data on direct entry into workplace and training programs
 - Public institutions (Board of Regents and University of

Connecticut – not privates)

- Publicizing data
- Concerns about physical environment
- Part of CCR is to educate parents around Financial Aid “ASK”
FAFSA completion rate from IHE and Teacher Prep programs
- Connecting organizations that help
- Personal finance/financial literacy
 - high school requirement?

SBE Accountability to the Comprehensive Plan

- Four promises on every SBE agenda with (*) next to each agenda item that is aligned to one of four promises
- Action plan document with dates, person responsible, etc.
- Supplemental report to SBE Five-year Plan
- Occasional highlights at SBE meetings of SBE priorities in action by companion districts/other partners
- Recognition is a huge SBE power
- Metrics of Plan?
 - Data about students
 - Data about educators and leaders
 - Data about schools and districts
 - Information (some data) about programs
- Policy Lever – need actionable data and not just “interesting” data
- Crosswalk four promises with
 - 1) Accountability Indicators
 - 2) Other data reports
- Report data in a “connected” way – a report/table/chart to update on the SBE Comprehensive Plan