

**ROCHESTER BOARD OF EDUCATION**  
**Excellence in Student Achievement Committee Meeting of the Whole**  
**November 10, 2015**

Attending: Malik Evans (Chair); Commissioners Adams, Elliott (arrived at 6:27PM), White (arrived at 6:09PM), and Campos (joined at 6:12PM).

Parent Representative: Toyin Anderson

District Staff: Dr. Christiana Otuwa, Deputy Superintendent for Teaching & Learning; Sylvia Cooksey, Principal on Assignment; Robin Hooper, Executive Director of Early Childhood Education; Adele Bovard, Deputy Superintendent of Administration; Michele Alberti, Executive Director of the Office of School Innovation; Ray Giamartino, Chief of School Transformation; and Jeremy Peters, Teacher Trainer.

Board Staff: Debra Flanagan

**I. Review Minutes of October 13, 2015 Excellence in Student Achievement Committee Meeting**

**Motion** by Commissioner Adams to approve the October 13, 2015 minutes of the Excellence in Student Achievement Committee meeting. **Adopted 2-0, with concurrence of Parent Representative.**

**II. Questions regarding Presentation on Strategies for Assisting Priority Schools to Meet Their Specific Targets in 2015-16**

Commissioner Evans noted that a presentation was prepared for the October 2015 Excellence in Student Achievement Committee meeting, but Committee members were not given an opportunity to review it in advance. He asked his colleagues about any questions or concerns they may have regarding the specific strategies to help each priority school reach their target for annual progress this year.

Commissioner Adams inquired whether documentation has been submitted to the NYS Education Department regarding the change in the configuration of School No. 9 from grades K-8 to grades K-6. Dr. Otuwa replied that information regarding these changes at School No. 9 has not yet been submitted to the NYS Education Department, and she asserted that the timing might not be advantageous because of pending approval of the School Comprehensive Education Plan.

Commissioner Evans stated that he has received a number of reports from parents, students and teachers at School Nos. 8, 9 and Edison High School about the school climate. He expressed serious concern about the apparent lack of control and management in these schools, noting that providing safety and structure for students are the essential foundations for learning. Commissioner Evans recommended monitoring the conditions at these schools through

unannounced visits. Dr. Otuwa responded that she has been working with staff at School No. 7, 8, and Edison High School to address these concerns, and that she has put processes in place to monitor school climate. She stated that school visits are her first priority this year, so that the problems can be recognized and addressed.

**Action Item: Dr. Otuwa will provide information to the members of the Excellence in Student Achievement Committee about the processes that have been established to monitor and address school climate issues this year.**

### **III. Update on Rochester Preschool Parenting Program (RPPP)**

Robin Hooper provided an update regarding enrollment, professional development, school sites, and parent contacts through the Rochester Preschool Parenting Program. She reported that sixteen schools currently have this program, with a total of 25 classrooms offering 27 sessions. She explained that School Nos. 23 and 52 have half-day programs. Ms. Hooper stated that 454 students were enrolled in the program on BEDS day in October, and the capacity is 486 students. She noted that most of the available seats are in the half-day sessions.

Ms. Hooper noted that the number of parent contacts recorded in the RPP program has declined substantially from last year:

- September 2014: 866  
September 2015: 197
- October 2014: 712  
October 2015: 169

She pointed out that parent contacts for the District as a whole have also declined significantly this year, as compared to last year:

- September 2014: 771  
September 2015: 276
- October 2014: 615  
October 2015: 205

Commissioner Evans requested further detail regarding the definition of “parent contact” used in the RPPP program. Mr. Hooper explained that phone calls, in-person parent conferences and meetings, home visits, written communications, and newsletters are all considered parent contacts.

Commissioner Evans expressed concern about the precipitous drop in the number of parent contacts this year, and questioned whether this may be indicative of a decline in parent engagement. He added that he does not want less attention paid to the parents of children in the RPPP program because of a decline in the number of contacts. Commissioner Evans encouraged Ms. Hooper to remind teachers to record all of their contacts with parents to ensure the adequacy and accuracy of documentation.

Commissioner Adams inquired about the level of parent contact in prior years to obtain a more comprehensive view of this issue. She asked about the degree of variation due to reporting practices. Ms. Hooper replied that she has this data available, and will examine trends in reporting parent contact over the years. She noted that a significant increase in parent contacts arose with the expansion of PreK to a full day for four-year-old children, and this coincided with a substantial increase in enrollment.

**Action Item: Ms. Hooper will remind teachers to record all of their contacts with parents, and analyze data regarding parent contacts through the Rochester Preschool Parenting Program over the last several years to gain insight into factors possibly affecting these trends.**

Ms. Hooper discussed informational and training sessions provided to school principals, who will now be supervising the program classrooms in their schools. She stated that a series of training sessions are being provided to paraprofessionals, classroom teachers, parent group leaders/adult family educators, and staff in the Early Childhood Education Department.

Ms. Hooper reported that there is an incompatibility between the terms of the contract for evaluation of RPPP teachers and the shift to principal supervision of these teachers. She explained that a group assessment process has been used historically to evaluate RPPP teaching practices and recommend improvements. Ms. Hooper stated that the new Program Director, Rebecca Boyle, has drafted a plan to resolve this issue by sharing supervision and evaluation of RPPP teachers with the school principals. She reported that a number of principals have been amenable to delegating some of their evaluation authority to Ms. Boyle, but this plan would have to be approved by all parties and represents just one of the possible solutions to this issue.

Ms. Hooper discussed some of the challenges in the transition to school principals supervising the RPPP program, particularly due to the considerable amount of knowledge to be assimilated that is unique to the preschool program. For this reason, she suggested that this will have to be phased in over time. She stated that the focus of the Early Childhood Education Department has been to support students, parents, staff and administrators during this transition. Ms. Hooper reported that school principals and staff have been more concerned at this point with processes and guidance for handling specific situations than with the curriculum for the program.

Ms. Hooper noted that some of the issues affecting the RPPP program are due to its rapid growth, and school principals have largely been responsible for addressing these issues because they are the administrators on site. She expressed concern about the amount of time, attention and resources that school principals are able to devote to professional development and teacher evaluation for the RPPP program, particularly in light of their many other responsibilities and the current teacher evaluation model used in this program. Ms. Hooper stated that this is the impetus for exploring other options.

Commissioner Evans asked how the success of the RPPP program will be gauged this year. Ms. Hooper replied that students' COR Advantage scores should be compared to their scores from the previous year, as well as the scores of students in other programs and the average for the District. She also discussed the importance of reviewing classroom data from the independent evaluators, who observe the classroom for extended periods of time and look for specific

elements that reflect effective teaching practice. Ms. Hooper explained that the elements pertaining to instructional support are most illustrative of teaching practice, and it is helpful to compare this specific data among classrooms. She added that she does not advertise that these comparisons are made among different classrooms because low-stakes testing is the most beneficial approach at the preschool level in encouraging staff improvement. Ms. Hooper pointed out that the program has had a long history of success with this approach, and the evaluation scores of RPPP teachers were among the highest of any group in the District last year.

Commissioner White noted that school principals have not been in control of the PreK program in the past, but were held accountable for attendance at the PreK level. He asked whether this issue has been rectified. Ms. Hooper responded that there has been a significant increase in PreK attendance this year, but it cannot yet be determined whether this is due to school principal supervision or other factors, such as the balmy weather. She stated that this will become clearer in the months of December through February, when attendance tends to decline.

Commissioner White emphasized the importance of establishing consistent expectations of students, and of focusing on attendance at all grade levels.

Commissioner Adams advocated for different attendance standards at the PreK level, since PreK attendance is not mandatory and family concerns tend to take precedence for children at younger ages. She emphasized the importance of addressing obstacles to student attendance, particularly in the absence of family considerations.

Commissioner White expressed concern about children entering the District already behind in learning and in being unprepared for the environment and expectations of school. He noted that PreK can be a critical opportunity to help level these gaps. Commissioner White also discussed the importance of having continuity in terms of the expectations of students and families in the District, particularly since so many children enter the school system already behind and their early learning affects their future educational achievement.

Parent Representative Toyin Anderson discussed the importance of establishing expectations for attendance and preparation for school as an essential aspect of parental responsibilities. She also asserted that too many children enter school in the District without the skills or foundation to be ready to learn, such as the ability to exert self-control or to focus their attention.

Commissioner Adams emphasized that she shares these concerns, but goals will not be attained by adopting a punitive approach.

Ms. Hooper noted that the federal Head Start program has an attendance standard of 85%, and this standard was used last year for the community-based programs.

Commissioner Evans discussed the importance of contacting and communicating with RPPP parents to prepare their children for school, and in understanding the basic skills and knowledge required (e.g. the child's first and last name, familiarity with colors, etc.). He requested that Ms. Hooper report her recommendations for PreK attendance standards to the members of the Excellence in Student Achievement Committee in a future meeting.

**Action Item: Ms. Hooper will present recommendations regarding PreK attendance standards in an upcoming Excellence in Student Achievement Committee meeting.**

Ms. Hooper reported that a PreK Attendance Assistant has just been hired to manage the paperwork and to monitor attendance to alleviate parent group leaders from having to assume responsibility for this task. She emphasized the importance of these staff members focusing on developing relationships with parents and families.

**IV. Review of Resolution for Contracts with Community-Based Providers for Expansion of PreK Program to Three-Year-Old Children (Resolution No. 2015-16: 357)**

Ms. Hooper explained that the funding for expansion of the PreK program to three-year-old children is through a targeted grant. For this reason, student enrollment is limited to 1011 students and priority given to students who qualify for free or reduced-price lunch, English-Language learners, and in need of Special Education. Ms. Hooper estimated that 85-90% of three-year-old children in Rochester would be eligible under these criteria.

Ms. Hooper noted that despite the fact that many families in the District are struggling, their income is just enough to make them ineligible for day care subsidies. She pointed out that the grant will allow additional children to be served, if capacity remains after accommodating all eligible children. She stated that this is unlikely because approximately 3200 three-year-old children reside in the District, the majority of whom are eligible under the grant criteria. Ms. Hooper stated that the expanded PreK program may not have sufficient capacity to accommodate all of the eligible children.

Ms. Hooper reported that the program will be for six hours per day, with one hour of non-instructional time for meals and rest. This is the maximum non-instructional time allowed under the NYS grant.

Ms. Hooper described planning efforts for expansion of the PreK program, which began in the spring of 2015. She stated that community-based providers were surveyed about their capacity, and she collaborated with Facilities staff over the summer to identify capacity for school-based sites. Ms. Hooper noted that this process led to six schools being identified for the program.

The NYS Education Department released guidelines for Requests for Proposal for PreK expansion on June 30, 2015, and the proposals were due by August 11, 2015. The District was notified of the grant award on September 20, 2015, which has not allowed much time for implementation by January 2016.

Ms. Hooper emphasized concern for equity in the placement process for the PreK program, particularly in light of capacity constraints. She reported that a school-based site was not found initially in the South zone, leading to an inequitable geographic distribution of available seats in the program. Ms. Hooper noted that agreements have since been made to locate at least one PreK classroom at School No. 44 in the South zone. As a result, the expanded PreK program will begin with at least one school-based site in each zone (School Nos. 8, 15, 17, 33, 44 and 45),

which is especially important because the District will not be providing transportation.

Ms. Hooper explained that applicants to the expanded PreK program will be able to select any community-based provider or school-based program, regardless of zone. As an incentive to encourage parents to select a site within their zone, Ms. Hooper noted that PreK students at school-based sites will be given preference for placement in an elementary school of their choice within their zone in the placement lottery.

Commissioner Campos cautioned about clarifying the placement process for parents, and distinguishing between a *guarantee* and a *preference* for student placement in a chosen school. She explained that since enrollment in kindergarten is mandatory, placement in the neighborhood elementary school is guaranteed for children residing within 0.5 miles of the school. Since PreK attendance is voluntary, children attending PreK at the school may be given *preference* – but not a *guarantee*.

Ms. Hooper acknowledged the importance of assisting parents with the placement process, and stated that the Early Childhood Education Department will be managing the lottery and student placement for the PreK program because of the complexity and the need to accommodate existing students.

Ms. Hooper described efforts to publicize the PreK expansion: through media releases, the District website, evening and Saturday registration events for parents, and collaboration with Monroe County to conduct direct mailings to homes.

Ms. Anderson also emphasized the importance of providing a clear explanation of the PreK placement process to parents, particularly since the program is only offered at six schools and PreK students will have preference in being placed at the school at the elementary level.

Ms. Hooper explained that the lottery will be based on parents' top three choices among PreK programs at school sites or among community-based providers. She stated that random numbers will be assigned to each PreK student, and then the students will be randomly selected for placement at their first-choice program. This process will be repeated for the second and then third choices, until all available seats have been filled. Ms. Hooper acknowledged that all students and families still may not be accommodated using the top three choices because of capacity limitations. She noted that 903 seats will be needed in addition to the school-based sites, yet the community-based providers only have a total of 835 seats available. In addition, students currently enrolled in the PreK program have to be accommodated, which will further limit capacity. Ms. Hooper stated that waiting lists will need to be created, and that efforts will be made to maximize program capacity through the NYS grant in the fall of 2016.

Ms. Hooper reported that she is currently screening staff for the school-based PreK programs, and school principals will make the final selection. She stated that community providers must be licensed by January 4, 2016 to enter into contracts with the District, and this presents another source of uncertainty in terms of actual program capacity.

Commissioner Adams noted that the School Improvement Grant (SIG) for School No. 44 is at least partially based on early childhood education and establishing stronger links with the

elementary program. She expressed the hope that capacity in the PreK program at this school will be maximized because of this grant, the geographic location of this school-based program, and the school also being a site for the Rochester Preschool Parenting program.

Ms. Hooper pointed out that the District will be revisiting the process for expanding capacity and contracting with community-based organizations in the fall of 2016. For the expanded PreK program beginning in January, she stated that the classrooms at the six schools will be set up over the December 2015 holiday break.

**V. Review Resolutions referred to Excellence in Student Achievement Committee in October 22, 2015 Board Business Meeting**

1. Agreement with McKay Consulting, LLC – provide targeted training for all building level leaders on the essential skills and understanding needed to improve the quality of teaching and learning across the District using the Framework for Teaching – Resolution No. 2015-16: 303

Adele Bovard explained that Annual Professional Performance Review (APPR) training is required under NYS law, and McKay Consulting provides the most meaningful, in-depth training available. She reported a number of efforts to improve the teacher evaluation process: 1) conducting calibration walks to ensure inter-rater reliability; 2) involvement of the Career in Teaching Office in training peer reviewers; 3) re-certifying evaluators on a regular basis; and 4) submitting observations for review by evaluators to ensure alignment with standards.

Ms. Bovard clarified that evaluators review observations with respect to objectivity, alignment of evidence with evaluation components, preponderance of evidence representing teacher and student actions, and accuracy of scores as supported by the evidence. She reported that two cohorts completed the McKay training last year, and their observations were submitted to the evaluators. The findings show that RCSD principals generally performed better in terms of the objectivity of evidence and alignment with evaluation components. Ms. Bovard stated that improvement is needed regarding providing a preponderance of evidence and accuracy of the scores based on the evidence. Meetings were held with school principals to discuss these findings to promote understanding of the scoring and specific areas in need of improvement.

Ms. Bovard described the process of examining teachers' ratings with respect to the different domains in the Danielson rubric. She noted that the specific areas RCSD teachers have the greatest need for improvement are:

- Using questioning and discussion techniques
- Using assessment in instruction
- Designing student assessments
- Setting instructional outcomes
- Managing student behavior

Ms. Bovard stated that the training has been designed to focus on these specific elements in the next scope of work in the contract with McKay Consultants. She reported that the training will

be provided to two more cohorts, which will complete the APPR training effort. These two cohorts consist of 122 administrators, 141 teacher leaders, and 50 Career in Teaching peer reviewers. Teams from each school building will come together for the training sessions: 185 teachers and administrators have signed up for training regarding student engagement strategies, and 111 for setting learning targets in the classroom. Ms. Bovard added that the first two cohorts will also receive follow-up professional development to ensure inter-rater reliability and that their coaching is effectively promoting improvement. She explained that there have been many discussions regarding methods for building coaching into the role of school administrators because the feedback they provide to teachers is an essential aspect of teachers' professional learning and ability to modify their instructional practices effectively.

Jeremy Peters described his experience as a teacher trainer under the McKay model, pointing out that school administrators can specify aspects of instruction in need of improvement and model effective practices to support teachers. He pointed out that this is possible because administrators have received the training. Mr. Peters asserted that school administrators tend to point out areas in need of improvement, but their ability to recommend or model ways in which teaching practice can be improved is limited without this training. He also noted that he now understands the basis on which he is evaluated as a teacher, and the constructive feedback provided in the evaluation process helps him to improve.

Commissioner Adams announced that she is opposed in principle to contracting with external organizations to perform work that is fundamental to the function of the school district. She objected to the large expenditures that have already been made for this training.

Ms. Bovard noted that the previous APPR training through Teachscape was also more costly than that offered by McKay Consulting (\$1.06M v. \$962K), despite the fact that the McKay training has a greater impact and scope of work. She described the Teachscape training as using a series of pre-programmed videos and then having participants complete an assessment. Ms. Bovard reported that the McKay training model is conducted face-to-face and personalized to the needs of teachers to enable them to incorporate effective practices into their instruction. She explained that the plan is to provide this training internally in the future, after all teachers and administrators have completed the training with McKay Consulting. Ms. Bovard stated that the District has the infrastructure to support this in-house training in the future.

Commissioner Adams urged her colleagues to consider the additional expense for a continuation of basic work on APPR in the District. She objected to the additional customized sessions that have been proposed because providing feedback and having discussions about work performance is fundamental to supervision, and does not necessitate contracting with an outside consultant. Commissioner Adams contended that these resources could be used to have outstanding RCSD teachers assist their peers in terms of student engagement and improving instructional practices, with their own students. She advocated for using resources to model administrative and teaching practices, and to provide coverage with substitute teachers. Commissioner Adams stated that the expertise within the District can be utilized to provide training, although this would require effort in terms of scheduling and arranging coverage in the classroom.

Commissioner Adams also pointed out that the APPR contract approved by the NYS Education Department refers to Teachscape as the provider, and that in-person, interactive and personalized

training is also offered by Teachscape. Ms. Bovard replied that this was not the approach the District used with the Teachscape training, and noted that APPR training must be completed with all cohorts for the District to be re-certified by the NYS Education Department.

Commissioner Elliott observed that the resolution for the proposed contract with McKay Consultants does not seem to include the cost of providing coverage by substitute teachers while the regular classroom teachers attend training. Ms. Bovard clarified that the training would be provided to classroom teachers after the school day and on Saturdays, so that substitute teachers would not be needed.

Commissioner Elliott inquired about overtime pay for teachers to attend training sessions outside of the regular school day. Ms. Bovard replied that the teachers would receive professional development credit, rather than being paid overtime to attend the training.

Commissioner Elliott asked about the capacity to provide this training in-house at this point, particularly since many staff members have already completed the training with McKay Consultants. Ms. Bovard responded that the District is working toward building in-house capacity by completing the training with the two remaining cohorts.

Commissioner White pointed out that his colleagues have presented compelling arguments, and that many different professional development models and approaches have been conducted over the years with questionable results. He contended that the Administration has engaged in an overly complex analysis of teaching and instruction, contributing to the inclination to contract with outside “experts”. Commissioner White stated that he is not convinced that a different vendor or approach will yield results.

Commissioner Campos agreed that an in-person, interactive approach to training enhances the transfer of learning to a much greater extent than online or pre-programmed videos. She asked about the plans for the McKay training: 1) how the training will be customized with approximately 600 employees participating; and 2) the amount of time involved in interactive training sessions. Ms. Bovard replied that McKay Consulting will involve 42 hours of in-person sessions with trainers and colleagues. She offered to schedule a meeting for Committee members with representatives from the Association for Supervisors and Administrators (ASAR) to discuss the training in greater detail.

Commissioner Elliott voiced concern about funding restrictions and the projected budget gap for 2016-17. She asserted that similar expenditures have been made in the past without results, and the District cannot afford to continue this practice.

Commissioner White acknowledged that it would be helpful to speak with administrators who have completed the McKay training to learn of its impact. He explained that Board members have heard reports under three different District administrations about the broken system, which has been used as a rationale for substantial expenditures – yet the underlying problems remain.

Dr. Otuwa suggested that Board members examine the actions taken by members of the administration, noting that she has made many changes in the Teaching & Learning Division to build in-house capacity.

**Action Item: Dr. Otuwa will report to the members of the Excellence in Student Achievement Committee in an upcoming meeting the specific actions that have been taken during her tenure to build in-house expertise and capacity to improve school performance.**

Commissioner Campos asked about the 42 hours of in-person training, and the period of time for which this is to be provided under the contract with McKay Consulting. Ms. Bovard replied that this personalized training would be provided over the course of one year, since adult learning has to be incorporated over time to be put into practice.

Commissioner Evans stated that he is not opposed to contracting with outside vendors for professional development, but encouraged use of local expertise.

Commissioner Campos pointed out that the descriptions of various professional development programs have appeared very similar over the years, which has created difficulties in assessing the need for a particular training program and in evaluating its effectiveness. She suggested using targeted questions in training evaluations, such as:

- “How has this training helped you learn elements that will affect your approach with students?”
- “How will your instruction or overall approach with students change as a result of this training?”

Commissioner Campos also recommended using a rating scale (e.g. 1-5) and examining the percentage of participants indicating that it was useful to their teaching or administrative practice.

Commissioner White noted that the cynicism on the part of Board members arises from years of experience in being pitched many different ideas for professional development that were supposed to transform the District, but to no avail.

Commissioner Campos discussed a related problem in terms of a lack of consistency and constant changes in programs and initiatives in the District. She stated that the District historically has not allowed sufficient time or opportunity for initiatives to demonstrate results, and continual changes have only created a great deal of disruption. Commissioner Campos emphasized the need to provide a clear directive and commitment to an approach to analyze its effectiveness over time.

Commissioner Evans contended that the success of the District depends on initiatives/reforms that are integrated into the system – it cannot come from an external organization. He discussed the need to ensure that professional development is effective and that it will result in enhanced internal capacity. Commissioner Evans emphasized the importance of ensuring the cost effective use of resources, even if funding is provided through a grant.

Commissioner Adams pointed out that grant funds could be used for other purposes that may be more cost effective.

Commissioner Elliott inquired about the process of selecting McKay Consultants for this APPR training. Ms. Bovard reported that only three vendors perform this type of professional development, and McKay Consulting was chosen because it was the most meaningful and the least cost.

Commissioner White suggested that the Superintendent and members of the Administration reach out to Board members to present evidence regarding the effectiveness of the training approach used by McKay Consulting before the next business meeting on November 19, 2015.

2. Agreement with PLC Associates, Inc. – provide *The School Performance Scan* and *The Student Voice* (electronic surveys) to students and staff in each school to establish baselines, SMART goals, monitor progress and create data dashboards – Resolution No. 2015-16: 307

Michele Alberti explained that all focus school districts in New York State are required to conduct a survey of schools as part of the Diagnostic Tool for School and District Effectiveness (DTSDE) process. She noted that the survey conducted by PLC Associates is the only one not associated with annual performance reviews and approved by the NYS Education Department. Ms. Alberti pointed out that associating the school survey with staff evaluation would likely skew the responses received. She stated that the District will be able to conduct student and staff surveys internally in future years.

Commissioner Adams pointed out that the New York City survey is on the list approved by the NYS Education Department. She asked whether this model could be used by other school districts, or only by New York City.

**Action Item: Ms. Alberti will obtain information about the New York City survey and its potential use in other school districts, and report her findings to the members of the Excellence in Student Achievement Committee.**

Commissioner Adams asserted that students and parents should be required to provide consent to participate in these surveys. She noted that this has not been done in the past, but it is vital to protect student information and privacy.

Dr. Ray Giamartino discussed plans for developing an Institutional Review Board (IRB) in the District to protect student confidentiality and ensure consent, particularly with external contractors conducting surveys.

Commissioner Evans asked whether the District is required to obtain parental consent for student surveys. Ms. Alberti responded that this is not required, but is vital to protecting student confidentiality and informing parents of the focus within the District.

3. Agreement with Daniel Roller (dba “Acris Consulting, LLC”) – provide support and assistance to the community and District to draft a new Code of Conduct – Resolution No. 2015-16: 308

Commissioner Elliott stated that she had understood that the costs for the proposed contract with

Daniel Roller were to be amended. She expressed concern about the proposed expenditure of \$72,500 for a few months of service, from October 2015 to January 2016. Dr. Otuwa replied that the January 2016 timeframe is incorrect, and the District plans to use services under this proposed contract until April 2016.

Commissioner Adams concurred that Daniel Roller is an excellent service provider, but stated that she cannot justify paying \$72,500 to have him fly here from Chicago occasionally.

Commissioner Campos stated that information is needed of the scope of work and the deliverables under the proposed contract with Daniel Roller.

**Action Item: Dr. Otuwa will provide additional information to the members of the Excellence in Student Achievement Committee regarding the scope of work and deliverables under the proposed contract with Daniel Roller (dba “Acris Consulting, LLC”).**

Commissioner White inquired about the how the amount of payment under the proposed contract was derived. Dr. Otuwa replied that the contractual costs were calculated according to Mr. Roller’s daily rate of \$1785 and the amount of time for which his services are to be provided.

4. Agreement with Janice Barclay (dba “BKL & Associates, LLC”) – provide professional coaching for School Chiefs, Principals, and Administrative leaders to develop common expectations for supervision and evaluation of principals – Resolution No. 2015-16: 309

Commissioner Campos noted that the proposed contract with Janice Barclay would involve training for approximately 68 staff members. She asked about the time commitment and frequency with which Ms. Barclay would interact and/or meet with these staff members. Dr. Otuwa replied that Janice Barclay would be directly coaching principals and school chiefs, as well as collaborating with directors from the Teaching & Learning Division.

Commissioner Campos inquired about the amount of time that Janice Barclay would meet with each group, and the scope of work involved under this proposed contract.

**Action Item: Dr. Otuwa will provide information to the members of the Excellence in Student Achievement Committee of the scope of work and the amount of time that Janice Barclay would meet with each group under the proposed contract for professional development.**

**Motion** by Commissioner Adams to adjourn. Seconded by Commissioner Elliott. **Adopted 3-0, with concurrence of Parent Representative.**

Meeting adjourned at 8:45PM.