



Principal Ad Hoc Meeting Minutes
February 6, 2013
7:30-8:15 a.m.

WELCOME: Mark Smith greeted the committee.

ITEM PRESENTED

Early Notification/Early Hiring Process- Dr. Rodney Watson, Chief HR Officer

Dr. Watson stated that through the Early Hiring Initiative, 2013-14 teacher vacancies can now be filled. Principals can hire for positions for teachers that will be retiring or resigning. Principals can also hire for positions going through file review for termination if they meet the criteria. Dr. Watson stated that there are currently 150 Teach for America candidates going through the selection process with approximately 40 candidates ready for hire now.

Once teachers are hired Human Resources (HR) will work to develop and give support to new teachers. The Professional Development Department will offer training in the Spring for new hires.

The process for Early Notification has opened. HR has received 123 applications (66 elementary, 35 middle school, 14 high school). Once eligibility has been established, each principal affected will be notified.

Ulonda Crawford Eurey, Human Resource, provided the dates for the Teacher Transfer period:

- Open teacher transfer period will take place from March 25 thru April 19.
Teachers must secure their principals' signature as acknowledgment not an approval that they are looking for a transfer.
- Restricted teacher transfer period will take place from May 6-31. During this time, the teacher's current principal will be required to sign for release of the teacher.
- Transfer period closes on June 3, 2012. Transfers will not be approved after this date.

CONCERNS SUBMITTED

1. Teacher Appraisal System:

- I just finished Fall Observations. I wasted a month trying to make the Student Performance Goals work and I have no clue where that stands. Now it's time to start Mid-Year Progress Conference paperwork on top of Kindergarten Stanford testing (conference deadline is February 28th).
- In addition, we are being asked to complete the goal setting process, meet with the SSO regarding this process and attend budget meetings. Could we please have a revised timeline with some consideration of duties other than the Appraisal Process?
- There are still teachers who do not have class lists so that they can fill out the goal setting worksheets or their class lists are inaccurate (and have been from the beginning of the year). It was communicated with TNTP regarding the issue numerous times. Can we get some guidance as to how to handle this?
- I spent the weekend working on a PPA and then found out "there is a problem with the PPA form in the tool" after contacting Shelia Mason. When will the tech problems get resolved?

Response: An HR team is working with those individuals that are having problems. Many schools are not having any issues; however, if schools are still experiencing trouble, Dr. Watson stated that principals may contact him directly for assistance. He and his team will work with those individual schools.



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- Last year we brought up the issue of possibly reducing the number of Observations and Walk-through for master teachers. It is a waste to spend time in their rooms when we need to focus on teachers who need help.

Response: Walk-throughs of all teachers, including master teachers are designed to provide school leaders with the opportunity to provide feedback to teachers on how they can improve their practice. The expectation is that master teachers also benefit from feedback. The conversations held afterwards with master teachers should provide principals with a vehicle to celebrate, acknowledge, and validate their work.

- Fall Check-In Conversations - why do we need these? The requirement that we have these on top of the Observations and Walk-Through is a burden on principals who do not have much help in terms of Assistant Principals, Deans, Instructional Coordinators, etc.

Response: Fall Check-In is an opportunity for principals and SSOs to discuss where teachers were, what they scored last year, and the progress they have made this year. The Fall Check-In process is to help evaluate teachers in order to give principals support in the development of teachers and/or in preparation for File Review.

2. EVAAS:

- Need an explanation for teachers who score 90th percentile on Stanford and yet show negative growth by the magic EVAAS formula that converts 2nd grade Stanford to 3rd grade STAAR.

Response: This item was submitted, but not discussed at the meeting. Carla Stevens, Assistant Superintendent of Research and Accountability has provided the following response: Scoring at the 90th percentile is an achievement measure. EVAAS is a growth measure that indicates whether or not the teacher's class on average grew more than was expected given the students' own testing histories. Scoring in the 90th percentile on second grade Stanford does not automatically indicate that the teacher's students will show growth on the third grade STAAR compared to other students with similar testing histories, but it also does not preclude them from showing growth either.

3. Hiring Process:

- I have an hourly tutor trying to get through the HR process. She is now dealing with AppliTrack, She is getting conflicting and confusing information, and is having difficulty contacting a human in HR. It seems as if the HR process gets more difficult instead of easier... is this why the applicant pool is so shallow?

Response: Dr. Watson stated that those principals/individuals experiencing problems should contact HR or Dr. Watson directly. Additionally, Ulonda stated that an online tutorial is available for AppliTrack which will assist principals navigating the system. She will send link back out to the Principals.

- We tend to throw out new technology and systems without thoroughly field-testing them. As an example, we still have problems with the online system for the Teacher Appraisal. Additionally, many of the new systems we launch are implemented before all the bugs are worked out of the system. It creates a lot of extra time (that we don't have), frustration, and ultimately, impacts morale.

Response: Lenny Schad, Chief Technology Information Officer, stated that a core team from his department and HR meeting weekly to take care of TAD tool issues. They have a working



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list of fixes. His team will generate a list to update principals of current issues.

- It is great that principals are now being given 2 and 3 year contracts. Is the district considering the same for teachers?

Response: Not at this time; however, HR is actively looking at teacher retention initiatives.

4. Custodial Issues:

- Custodial staffing: Principals should be allowed to add more custodians out of their decentralized budgets if their school needs more staff.

Response: Principals can utilize their school's budget to pay overtime to individual employees as one option, with a second option being that they can contact the district's vendor, McLemore Building Services, at 713-528-7775. Principals may speak to Terri Powers to request a full-time or part-time custodian at the district's contracted rate of \$13.97 per hour. The invoice for the contract employee would go to the school and payment can be processed through SAP.

- Attached are the changes discussed with regards to Custodial Overtime. (See attachment.)

5. Calendar/PD

- Can we limit/eliminate meetings where principals are off campus for the remainder of the year?

Response: There will not be a March Principals' meeting. The need for principals to be pulled from their building for meetings will continued to be scrutinized.

- Not an issue, but thanks for reinstating the five staff development days! It will certainly help get our teachers prepared for 2013-2014.
- We need PD dates so we can arrange on campus training. Will there be specific district trainings we will need to cover? Schools need to control 95% of the PD topics that meet our individual needs.
- Summer Leadership Institute - We need now so we can plan the remainder of the year.

Response: The plans and schedules are being finalized with an anticipated release of information as an Academic Services Item in late March.

6. Summer School:

- There are a multitude of rumors circulating. We're planning now for summer and next year. We need to know dates, times, criteria for student selection, etc. as soon as possible.

Response: Ms. Hinojosa informed the group that an Academics Services Item would be posted with information regarding the 2012-2013 Summer School program. She explained that schools will be given the flexibility to set up the summer school dates and hours to meet their needs. However, schools must observe the following:

- The district will observe the July 4th holiday and be closed on July 5th as well.
- Schools must observe a minimum of 120 hours of summer school instruction.
- Elementary Schools must make provisions for complying with state TEC 29.060 which mandates a bilingual summer program for limited English Proficient (LEP) students entering kindergarten or first grade in the fall.

Ms. Hinojosa said that the funding for summer school has not been finalized at this time. She also explained that the qualifiers for summer school are the same as in the past:



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- Pre-K/K LEP
- Extended School Year Services (ESY)
- Promotion/Retention
- Students scoring below standard on STAAR Reading & Math in grades 3-8
- EOC STAAR Re-test
- Credit Recovery
- Enrichment- funded by school's budget

7. HISD Service Pins:

- Last year schools had the option of paying for service pins for our faculty members who are completing a milestone year. I'm sure most principals will want to do this again this year. Can we get the ordering information from HR or should we contact the Brandt Company in Fort Worth independently? Since this could be time sensitive in terms of placing an order, I thought we should know early if schools want to recognize their people.

Response: J. Brandt Recognition will offer service award pins again this year. Principals will have until Monday, April 1st at 5:30 PM CST to order their pins from the J. Brandt website. Please visit www.jbrandt.com. The attachment outlines ordering instructions and prices. Mary Lehnartz, General Manager, in HR Business Services will generate the "Years in Service" reports for campuses. – See March 4th Academic Services Item for more information.

8. Student Assessment:

- The new testing system that will replace campus online eduplan, not as effective as campus online. We are going backwards instead of forward.

Response: The EdPlan system is part of the formative assessment initiative in HISD. The vision for this initiative is to provide teachers with tools to develop formative assessments for evaluating the learning of their students and to reflect upon and modify instruction. The EdPlan system allows teachers to log into their unique account, populated with their student rosters, and begin the process of developing a formative assessment. In EdPlan, teachers select a grade, content, learning standards (TEKS), and the desired level of rigor. Then the system produces items aligned to those filters for the teacher to select and build an assessment. The EdPlan system accesses the NWEA item bank of over 60,000 items in Reading, Math, Science, and Social Studies. The EdPlan system also allows teachers to input their own resources and items. After the test is administered, the assessment is scored in the EdPlan system. This scoring provides teachers with reports for the purpose of evaluating learning and reflecting upon instruction.

9. District Benchmark Testing:

- There are many problems with our benchmarks, don't see support from curriculum department. For example 3rd grade math test.

Response: This question is a repeat from the previous meeting. The Curriculum Department has provided a response; however, principals are urged to reach out to the appropriate curriculum department managers to discuss any questions or concerns.

- Many principals have expressed a concern that we went from way too many district benchmark tests to just one. They feel strongly that we need BOY, MOY, and EOY test to help us track the



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students and growth. Many schools are creating their own test but we need data that compares us to other schools in the district.

Response: Last year, district-level benchmarks were administered twice, with one window in November and one in February. This year the district decided to limit the benchmark administration window to November in an effort to reduce the number of days lost to instruction due to excessive testing. Ed Plan was purchased for the express purpose of allowing campuses to design their own short formative assessments to measure student growth. A decision as to the number of district-level benchmarks that will be approved for 2013-2014 has not been made at this time.

- Another concern is monitoring our ELL's and their acquisition of English. A district benchmark has also been requested that could be given before TELPAS.

Response: This question was submitted, but not addressed during the meeting. Dr. Gracie Guerrero, Assistant Superintendent for Multilingual Programs, has provided the following response: Regarding assessments to progress monitor ELL English proficiency prior to the Reading on-line TELPAS administration:

1) Schools have access to a released TELPAS assessment on the TEA website by following the link <http://www.tea.state.tx.us/student.assessment/ell/telpas/released-tests/> Answer keys are also posted on the same web page.

2) The REACH ESL adoption includes formative assessments for students that can be administered throughout the year, at the school's discretion.

For the 2013-2014 school year, there are plans to regularly schedule these assessments, as part of the REACH ESL curriculum so that schools are able to follow the English proficiency progress of each student throughout the year at set intervals.

10. Safety and Security:

- I would also like to know what HISD is doing to improve security. Security has been a priority for us and we will have successfully secured our buildings and grounds by collaborating with various departments in the district within the next month. This includes key card entries, additional fencing, a new receptionist window, and a security door. These additions to our campus have been made through our Renovations' 2007 Bond Money and through Safety and Security Bond Funds, but were never part of the original plans for our campus renovations. These are all things that I have pressed to add, and were measures that resulted in parent push back. However, in light of the tragedy at Sandy Hook, I feel HISD should develop standards for security for all schools. A school principal can certainly be the visionary and advocate for security, but a district wide standard that is backed by funds and labor in a timely manner would secure all schools. I look forward to district response and guidance as to how to best be prepared and preventive.

Response: Chief Dotson stated that HISD police is putting greater emphases on patrols around the elementary schools. In addition, the police department has all of their Officers participating in the “**Kids with Character**” initiative. This initiative provides more of a uniform presence on all of the elementary campuses thought the day. Principals are reminded to continue to practice safety measures on their campuses. Chief Dotson challenged principals to conduct more “**Intruder Drills**” so that everyone would know what to do in case there is an active shooter on their campuses. Chief Dotson also stated that the district has a District Preparedness Response Team which meets monthly to address districtwide safety and security issues.