

Hamilton County Department of Education
Hamilton County Board of Education Board Meeting - Work Session
September 15, 2022 4:30 PM
3074 Hickory Valley Road
Chattanooga, TN 37421

I. Call to Order - Mrs. Robinson

II. Delegations

A. Karin Hawkins, School Secretary - speaking regarding the inequality of pay in regard to wage compression for those who have worked for the system for many years

B. Jeanette Omarkhail, HCEA speaking regarding what the teachers want from the board

C. Cindy Teppenpaw speaking regarding sub pay inequities

D. Scarlen Valderaz speaking regarding TN MOU School Climate Surveys

III. Presentation(s)

A. Opportunity and Access - Four Pillars of Work - Dr. Neelie Parker

B. Superintendent - Dr. Justin Robertson

1. Classified Pay Compensation

IV. Deputy Superintendent - Dr. Sonia Stewart

A. Handout, District Student Well-Being Survey

V. Board Agenda Discussion - Mrs. Robinson

VI. Adjourn

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TENNESSEE 37421**

MEMORANDUM

TO: Hamilton County Board of Education

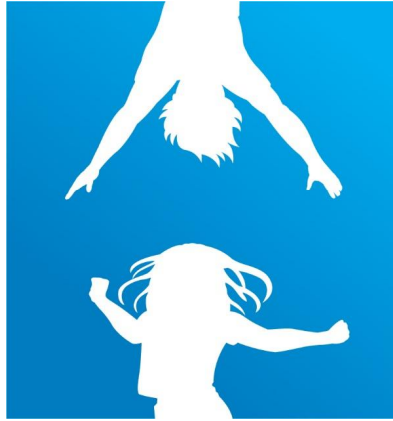
Dr. Justin Robertson
Superintendent

FROM: Shannon Moody
Chief Strategy Officer

DATE: September 15, 2022

RE: Opportunity and Access Presentation
Dr. Neelie Parker

The Office of the Chief Strategy Officer requests the opportunity to provide the Board with an update covering the 4 pillars of work within Opportunity and Access.



HAMILTON
COUNTY
SCHOOLS

HCS: Opportunities and Access

Board Presentation

September, 2022



All children thrive and experience a future without limits.

Future Ready 2023!



**Accelerating
Student
Achievement**



**Future Ready
Students**



**Great Teachers
& Leaders**



**Engaged
Community**



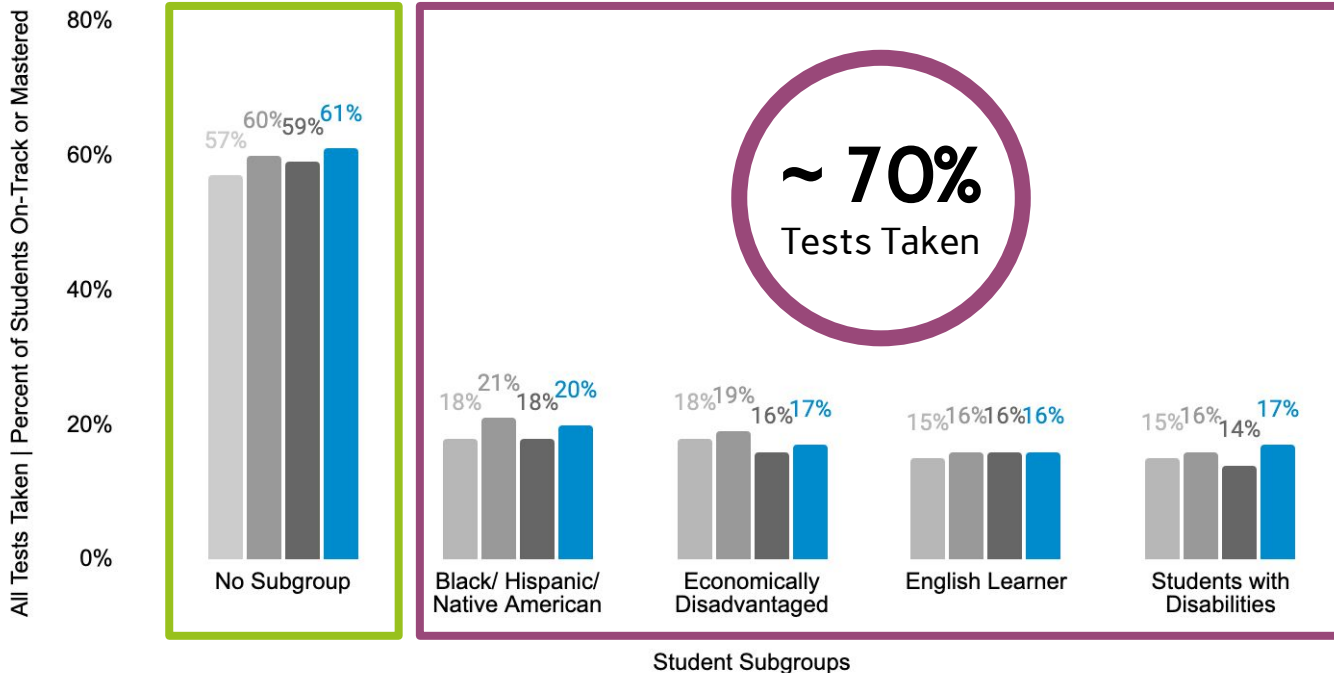
**Efficient &
Effective
Operations**

We will not be able to reach our FR2023 goals without increasing the performance of our student groups

Hamilton County Schools - State Test Proficiency Rate

All tests taken | Percent met or exceeded expectations by student group

■ 17-18 ■ 18-19 ■ 20-21 ■ 21-22



~ 30% Tests Taken



Underserved Student Group Numbers

All Students in Super Subgroup
In the District:

~26,000

Learning Communities NOT
MidTown and Missionary Ridge:

~16,000

Almost two-thirds of students in an underserved student group are not in our highest needs schools.

Opportunity and Access

Opportunity and Access is committed to providing opportunities for students to access rigorous learning by ensuring that student schedules, staffing supports, and resources are aligned to meet the needs of each and every child.



Academic Press & Personalization Framework

*All Students Thrive & Experience a Future
without Limits*

All HCS students will experience school communities committed to **academic press** and **personalization** leading to success.

Opportunity and Access

Exceptional Education

- Specially designed learning
- Evaluation and Eligibility
- Behavior
- Compliance
- Related Services

Access

- Magnet Schools
- Open Enrollment
- Charter School

Opportunity and Gap Closure

- Community Literacy
- Early Learning
- RTI
- Gap Closure
- Reach STEP

English as a New Language

- Asset Based Learning
- Compliance
- Programming and Resource
- Newcomer Center

Opportunity and Access

We will create **pathways for access to opportunities** in our community by equipping students with the **skills, knowledge and supports** required to **realize their full potential**.

We will have:

- **high expectations for all students**
- **sacrificial leadership**
- **asset based thinking**
- **consistent and proactive stakeholder engagement**

Opportunity and Access: Initiative Goals

Pillar	Initiative	Goal
Pillar 1: Improve Access to Tier 1 Instruction and Supports	<i>Tier 1 Access</i>	Provide supports to schools that will help to bridge gaps impacting tier movement across schools.
	<i>Gap Closure</i>	Adjust policies, systems, and structures to prioritize access to tier 1 instruction and gap closure.
	<i>Scheduling</i>	Provide professional development for school leaders, school schedulers and central office Staff and equip the central office with knowledge, skills, tools and templates to provide meaningful and insightful help to schools.
Pillar 2: Increase Leader and Teacher Capacity	<i>Professional Development Trainings</i>	Build capacity at the district and school levels that will contribute to mindset shifts that will positively impact learning environments.
	<i>Inclusive Instruction</i>	Provide resources and support to school level staff that will positively impact inclusive instruction that is personalized, meet the unique needs of all students, and fosters collaborative learning environments.
	<i>Staffing</i>	Build an internal understanding of current staffing strategies that exist to support EE/EL students and develop ways to improve the current staffing model to better support all students, especially students in underrepresented subgroups.

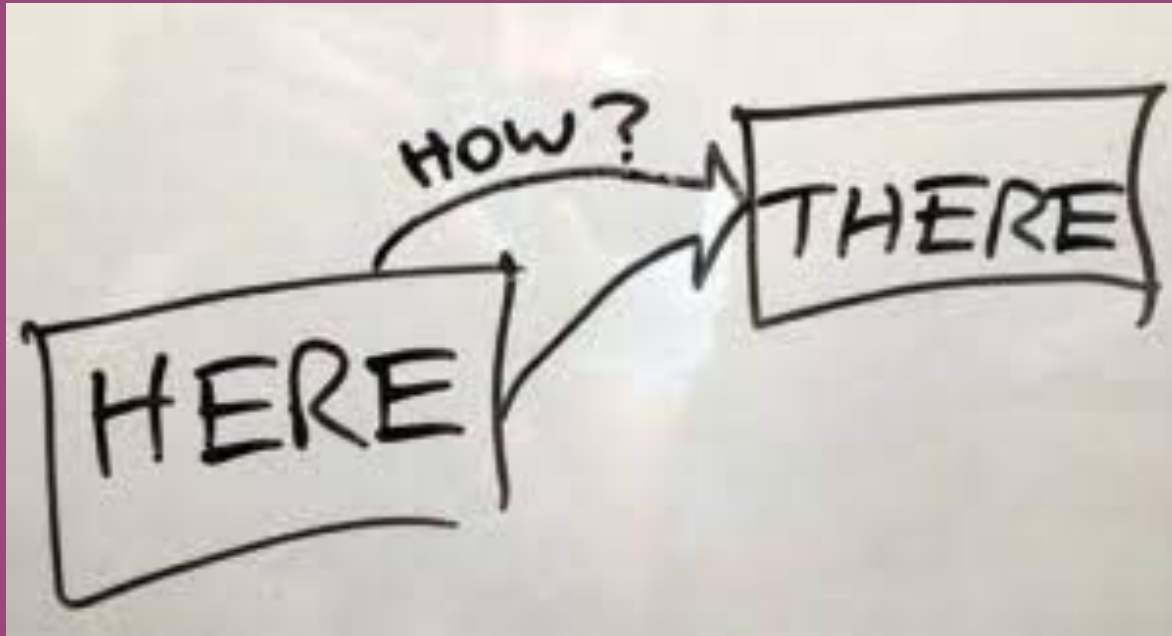


Opportunity and Access: Initiative Goals

Pillar	Initiative	Goal
Pillar 3: Expand and Improve School Choice Options	<i>Define School Choice Vision and Approach</i>	Gain a better understanding of the school choice landscape and define ways that HC can support schools in creating learning environments that work for all students.
	<i>School Choice Transparency and Accountability</i>	Ensure that choice schools are providing high-quality instruction and programming for all students.
Pillar 4: Cultivate Partners in Learning	<i>Profile of a Student</i>	Capturing the skills, gaps, assets, and interests unique to each student to ensure schools are effectively creating the ideal learning environment for students to thrive, <i>rooted in SSP student profiles, leveraging partnerships to service the personas.</i>
	<i>Family Engagement Portal</i>	Work in in partnership with families by providing them with the necessary supports that will increase family engagement.



What got us here, will not get us there.





All children thrive and experience a future without limits.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TENNESSEE 37421**

MEMORANDUM

TO: Hamilton County Board of Education

FROM: Dr. Justin Robertson
Superintendent

DATE: September 15, 2022

RE: Classified Pay Compensation Presentation

I respectfully request the opportunity to provide the Board information on the competitive pay of our employees. This presentation will focus on our current classified pay schedule and continued updates to our competitive pay plan in order to continue reaching outstanding talent for our district.



FAQs - Classified Compensation

How was I placed on the scale?

- Per the recommendation of the compensation consultant, current classified employees with similar steps on the old scale were grouped and placed together on the new scale. This may look like to an employee that they are going down on the scale, when in fact, their salary increased. With these groupings and placements, we ensured that classified employees received at least their 2.5% increase.

I am experienced and am making only x more than a new employee. / Why am I not higher on the scale?

- All employees received an increase for 2022-2023
- The new salary schedule for classified employees is just a starting point and did not fix all classified pay issues, nor would Hamilton County have the budget to do so in one fiscal year. Going forward, our department will review job descriptions, placement on the scale, and market rate for all positions, with a schedule to have all positions reviewed every three years.

Please explain the new classified pay scale:

- The old scale had 40 pay grades and 26 steps. The percentage between steps was .5% to 1.0%. There were no increases in steps 20-24
- The improved scale has 16 pay grades and 16 levels. There is a 2.5% increase between levels. There are no static levels.
- Grades A-J contain 16 levels
- Grades K-R consist of pay bands

What are the long-term plans for the classified pay scale?

- HCS will review each job and compensation with the consultant every 3 years, and make recommendations to the board for addressing any issues related to pay inequities or compression
- HCS will request the board consider a percent of salary increase for employees every year
- HCS will maintain a compensation structure which aligns with our competitive market

It looks like my salary went down. Why is this?

- For individuals who were on expanded pay, last year payroll used holdback pay to fund the summer checks. Employees saw 1/22 of their gross pay on their checks during 2021-2022 and now they see 1/26 of gross pay.

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MEMORANDUM

TO: Hamilton County Board of Education

Dr. Justin Robertson
Superintendent

FROM: Dr. Sonia Stewart
Deputy Superintendent

Patricia Russell
Executive Director of Social, Emotional, and Academic Development

DATE: September 15, 2022

RE: Handout, District Student Well-Being Survey

The office of the Deputy Superintendent requests the opportunity to provide the Board with documents from the Executive Director of SEAD summarizing Hamilton County School's student well-being process and timeline.

Hamilton County Schools

District Student Well-Being Survey

Student Well-being

A Student Well-being approach supports the whole child through a process in which children learn how to manage their behaviors, maintain healthy relationships, make responsible & respectful decisions, and achieve goals.

What is the survey?

Our district well-being survey is a **tool for checking in with all student's** social, emotional, and academic development. The well-being survey serves to reflect student well-being trends within a school community in order to provide better insight to school staff on what additional academic or social supports the student community may need in order to succeed in school. The information provided by the survey is invaluable for school teams as they develop and implement strategic plans to serve the needs of their students.

The survey consists of six student well-being competencies that encompass skills, habits, and mindsets related to school. The well-being survey is not a clinical tool – it does not diagnose students or suggest a definitive assessment of their mental health.

Parents can opt-out of this survey by completing the opt-out form in their PowerSchool [Parent Portal](#) or by printing a [paper copy](#), [\(Spanish\) paper copy](#), and returning it to the student's school office. Full instructions on how to access the form in the Parent Portal can be found [here](#).

How does the survey process work?

The survey is completed twice during the school year: once in the fall, and once in the spring. Participation in the survey is voluntary.

Students in grades K-2 are assessed by their teachers. Students in grades 3-12 complete the survey themselves. Students complete this survey in a classroom setting on a computer

or other device. The survey takes approximately 10-20 minutes to complete, and the process is facilitated by a member of school staff. Accommodations are available for ESL students and Exceptional Education students.

During the survey, students can ask questions about the survey items, and if a student does not feel like they have enough information to answer a question, they will be able to skip the item altogether.

What does the survey measure?

The survey measures the following six competencies. Questions from the survey are included as examples of each competency.

- **Self-Management:** Regulating your emotions & behavior
 - *During the past 30 days, how often did you come to class prepared?*
- **Emotion Regulation:** Managing feelings & emotional states
 - *How often are you able to pull yourself out of a bad mood?*
- **Social Awareness:** Understanding the perspectives & feelings of others
 - *During the past 30 days, when others disagreed with you, how respectful were you of their views?*
- **Self-Efficacy:** Believing you have the ability to succeed
 - *How sure are you that you can complete all the work that is assigned in your class?*
- **Grit:** Persevering through challenges & achieving goals
 - *If you fail at an important goal, how likely are you to try again?*
- **Growth Mindset** (3-12 students only): Believing you have the potential to change things about yourself
 - *In school, how possible is it for you to change the amount of effort you give?*

To review a full list of questions, select one of the following links:

- [K-2 Teacher Perception](#)
- [3-5 survey content](#)
- [6-12 survey content](#)

- [\(Spanish\) K-2 Teacher Perception](#)
- [\(Spanish\) 3-5 survey content](#)
- [\(Spanish\) 6-12 survey content.](#)

How are the results of the survey used?

Responses to these surveys are completely confidential and are restricted in who sees the answers. They are not public. At a school level, responses to the survey will provide school staff with insights into individual student experiences and well-being and will be used to help support student's academic achievement by connecting them to in-school resources and supports.

Can parents get a copy of their student's results?

Yes, upon request. Student results can be provided by your school's counselor or administrator.



Hamilton County Schools

K-2 Grade Teacher Perception



Hamilton County Schools

Student Well-being Survey

Survey Competencies

Topic Description

Emotion Regulation

How well students regulate their emotions.

Grit

How well students are able to persevere through setbacks to achieve important long-term goals.

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

Social Awareness

How well students consider the perspectives of others and empathize with them.



Hamilton County Schools

Student Well-being Survey

How often is this student able to control his/her emotions when s/he needs to?

If this student fails to reach an important goal, how likely is s/he to try again?

How often does this student stay focused on the same goal for several months at a time?

How confident is this student in his or her ability to learn all the material presented in your class?

Overall, how focused is this student in your class?

During the past 30 days, how considerate was this student of his/her classmates' feelings?



Hamilton County Schools

Grades 3-5



Survey Competencies

Topic Description

Emotion Regulation

How well students regulate their emotions.

Grit

How well students are able to persevere through setbacks to achieve important long-term goals.

Growth Mindset

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

Social Awareness

How well students consider the perspectives of others and empathize with them.



**HAMILTON
COUNTY
SCHOOLS**

Hamilton County Schools

Student Well-being Survey

How often are you able to pull yourself out of a bad mood?

How often are you able to control your emotions when you need to?

When things go wrong for you, how calm are you able to remain?

Once you get upset, how often can you calm yourself or relax?

When everybody around you gets angry, how relaxed can you?

How often do you stay focused on the same goal for more than 3 months at a time?

If you fail at an important goal, how likely are you to try again?

When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

In school, how possible is it for you to change: Being talented

In school, how possible is it for you to change: Giving a lot of effort

In school, how possible is it for you to change: Behaving well in class

In school, how possible is it for you to change: Liking the subjects you are studying

In school, how possible is it for you to change: How easily you give up

In school, how possible is it for you to change: Your level of intelligence

How sure are you that you can complete all the work that is assigned in your class?



When complicated ideas are discussed in class, how sure are you that you can understand them?

How confident are you that you can complete all the work that is assigned in your classes?

How sure are you that you can learn all the topics taught in your class?

How sure are you that you can do the hardest work that is assigned in your class?

How sure are you that you will remember what you learned in your current class, next year?

During the past 30 days...How often were you polite to adults?

During the past 30 days...How often did you come to class prepared?

During the past 30 days...How often did you follow directions in class?

During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?

During the past 30 days...How often did you pay attention and ignore distractions?

During the past 30 days...When you were working independently, how often did you stay focused?

During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?

During the past 30 days...How often did you allow others to speak without interrupting them?

During the past 30 days...How often were you polite to other students?

During the past 30 days...How often did you keep your temper under control?



During the past 30 days...How well did you get along with students who are different from you?

During the past 30 days...How clearly were you able to describe your feelings?

During the past 30 days...When others disagreed with you, how respectful were you of their views?

During the past 30 days...To what extent were you able to stand up for yourself without putting others down?

During the past 30 days...To what extent were you able to disagree with others without starting an argument?

During the past 30 days...How often did you compliment others' accomplishments?



Hamilton County Schools

Grades 6-12



Survey Competencies

Topic Description

Emotion Regulation

How well students regulate their emotions.

Grit

How well students are able to persevere through setbacks to achieve important long-term goals.

Growth Mindset

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

Social Awareness

How well students consider the perspectives of others and empathize with them.



Hamilton County Schools

Student Well-being Survey

When you are feeling pressured, how easily can you stay in control?

How often are you able to pull yourself out of a bad mood?

How often are you able to control your emotions when you need to?

When things go wrong for you, how calm are you able to remain?

Once you are upset, how often can you calm yourself or relax?

When everybody around you gets angry, how relaxed can you?

How often do you stay focused on the same goal for several months at a time?

If you fail at an important goal, how likely are you to try again?

When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?

In school, how possible is it for you to change: Being talented

In school, how possible is it for you to change: Giving a lot of effort

In school, how possible is it for you to change: Behaving well in class

In school, how possible is it for you to change: Liking the subjects you are studying

In school, how possible is it for you to change: How easily you give up



In school, how possible is it for you to change: Your level of intelligence

How sure are you that you can complete all the work that is assigned in your class?

When complicated ideas are discussed in class, how sure are you that you can understand them?

How confident are you that you can complete all the work that is assigned in your classes?

How sure are you that you can learn all the topics taught in your class?

How sure are you that you can do the hardest work that is assigned in your class?

How sure are you that you will remember what you learned in your current class, next year?

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During the past 30 days...How often did you come to class prepared?

During the past 30 days...How often did you follow directions in class?

During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?

During the past 30 days...How often did you pay attention and resist distractions?

During the past 30 days...When you were working independently, how often did you stay focused?

During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?

During the past 30 days...How often did you allow others to speak without interrupting them?



During the past 30 days...How often were you polite to other students?

During the past 30 days...How well did you get along with students who are different from you?

During the past 30 days...How clearly were you able to describe your feelings?

During the past 30 days...When others disagreed with you, how respectful were you of their views?

During the past 30 days...To what extent were you able to stand up for yourself without putting others down?

During the past 30 days...To what extent were you able to disagree with others without starting an argument?

During the past 30 days...How often did you compliment others' accomplishments?

During the past 30 days...How often did you keep your temper under control?