

**DANBURY BOARD OF EDUCATION  
BOARD WORKSHOP MEETING MINUTES  
MARCH 6, 2019**

Present: Rachel Chaleski, Kate Conetta, Gladys Cooper, Patrick Johnston, Fred Karrat,  
David Metrena, Emanuela Palmares, Ralph Pietrafesa, Farley Santos,  
Amy Spallino

Absent: Richard Jannelli

Also Present: Sal Pascarella, Kevin Walston, Joe Martino, Kelly Truchsess, Kara Casimiro  
and Kara Wanzer

The Chair, Mr. Johnston, called the meeting to order at 6:00 p.m. Dr. Pascarella made opening remarks and turned the meeting over to Kara Wanzer and Kara Casimiro for a PowerPoint Presentation on the Mid-Year Data Update, 2018-2019 Fall & Winter (attached). Discussion ensued.

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Gladys Cooper, Secretary

Exhibit # 19-47

# Mid Year Data Update 2018-19 Fall & Winter

Board of Education Workshop  
March 6, 2019



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## 2018- 2019 Danbury Board of Education Superintendent Goals

### **Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students**

Continue efforts to ensure that all students are academically challenged; that they are given the maximum opportunity to reach their full potential and identify annual growth targets and student achievement measures that reflect 10% growth in achievement in all tested grades as measured by District Benchmark Assessments.

(Approved October 24, 2018)

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# DPS Data Process & Action Planning

## Data Wise Process

- Prepare
  - Organize for Collaborative Work
  - Build Assessment Literacy
- Inquire
  - Create Data Overview
  - Dig into Student Data
  - Examine Instruction
- Act
  - Develop Action Plan
  - Plan to Assess Progress
  - Act & Assess

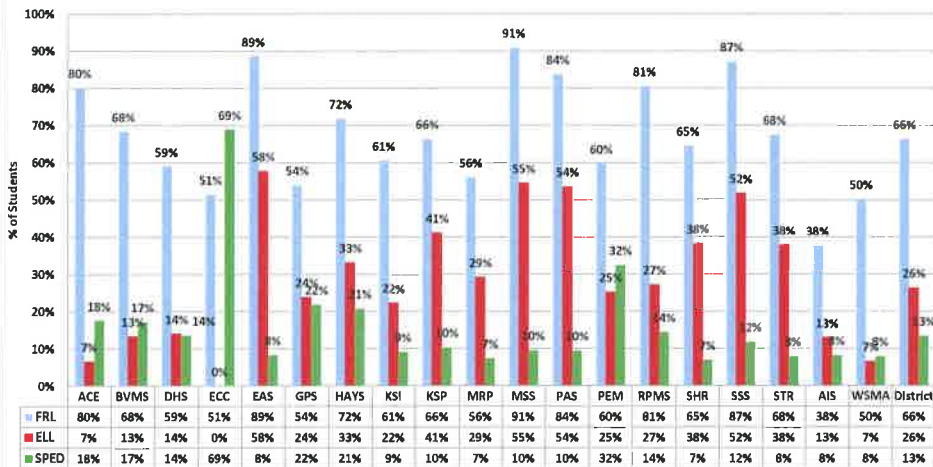
## District Action Planning

- District Goals & Strategic Planning using a lens of equity
  - Coherence Planning
  - Department Plans
  - School Improvement Plans
  - Teacher Growth Plans
- \* Quantitative & Qualitative Data and Feedback

Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*, Ed. K.P. Boudett, E.A. City, R.J. Murnane (Cambridge, MA: Harvard Education Press, 2013)  
<http://www.gse.harvard.edu/dawise>

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# Danbury Public Schools: K-12 October 2018 PSIS Collection



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## DPS October Collection 2018: Total Count K-12 by School

School	FRL	ELL	SPED	Hispanic	Black	Asian	White	Pacific Island	Native American	Multi Racial	Total Students
ACE	73	6	16	44	10	3	30	0	1	3	91
BVMS	668	130	168	479	72	56	331	0	2	37	977
DHS	1823	434	419	1445	251	225	1076	1	5	81	3084
ECC	53	0	71	51	3	12	33	0	0	4	103
EAS	416	271	39	337	10	22	91	0	0	9	469
GPS	163	72	66	125	14	26	126	0	0	11	302
HAYS	338	156	98	253	28	53	121	0	1	14	470
KSI	225	83	34	178	29	13	141	0	0	10	371
KSP	300	186	47	248	22	17	156	0	2	7	452
MRP	211	110	28	165	34	23	141	0	1	12	376
MSS	302	181	32	235	15	12	56	0	0	14	332
PAS	537	343	61	402	28	24	168	1	0	18	641
PEM	206	87	112	157	21	32	122	0	0	13	345
RPMS	791	267	142	579	68	53	255	2	0	24	981
SHR	352	208	38	262	34	49	189	0	0	11	545
SSS	340	202	46	250	36	21	74	0	0	9	390
STR	347	195	41	248	34	21	193	0	1	17	514
AIS	142	49	31	111	39	36	185	0	1	4	376
WSMA	321	42	51	242	40	53	283	0	1	20	639
Total	7608	3022	1540	5811	788	751	3771	4	15	318	11458

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## What is STAR?

*"STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, they are easy to administer and yield the valid, reliable, actionable data educators need."*

Renaissance Learning

- A quick assessment tool used to track student progress and growth PK-12 in the areas of reading and math. Each assessment takes approximately 20 minutes.
- Used to analyze student trend data in order to provide additional supports such as teacher and administrator reports, scaled scores, links to common core, and tracks interventions linked to individual student data.
- Used to Empower teachers to make data driven instructional decisions.

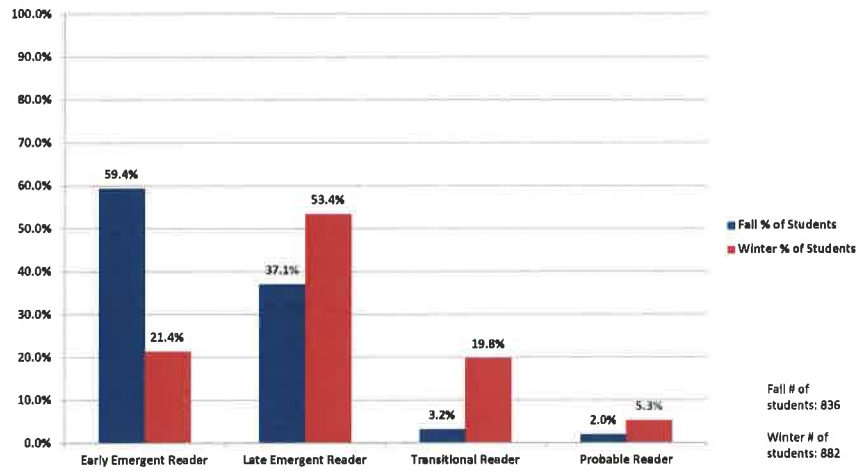
**District Benchmark:** 50<sup>th</sup> Percentile Rank

**Percentile Rank:** A student's percentile rank on a norm-referenced test will tell you how well that specific student performed compared to the performance of the norm group, but will not tell you whether the student met, exceeded, or fell short of proficiency or any other criterion.

Source: <https://www.renaissance.com/edwards/norm-referenced-test/>

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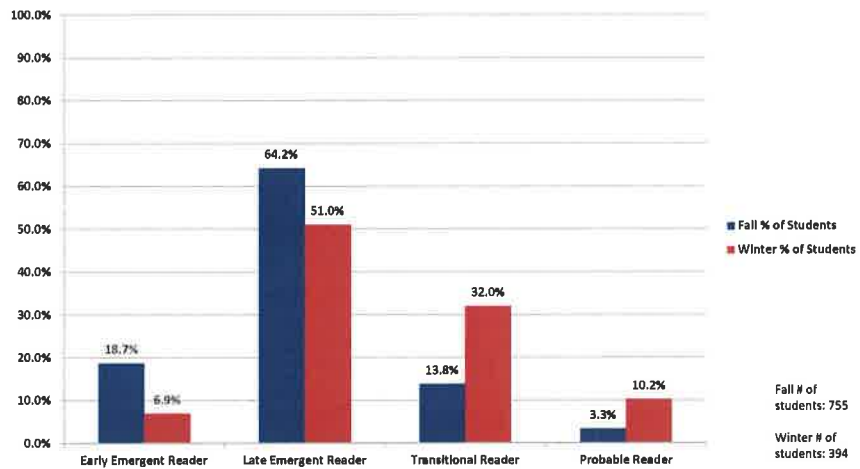
## STAR Early Literacy: Kindergarten Fall & Winter 2018-19



The goal is to move students towards the Transitional and Probable Reader categories. Thus reducing the number of Early and Late Emergent Readers and increasing the number of Transitional and Probable Readers.

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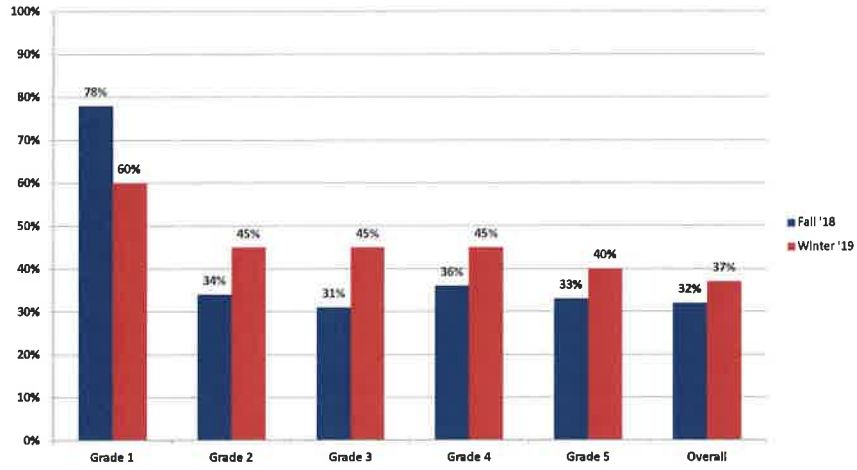
## STAR Early Literacy: Grade 1 Fall and Winter 2018-19



The goal is to move students towards the Transitional and Probable Reader categories. Thus reducing the number of Early and Late Emergent Readers and increasing the number of Transitional and Probable Readers.

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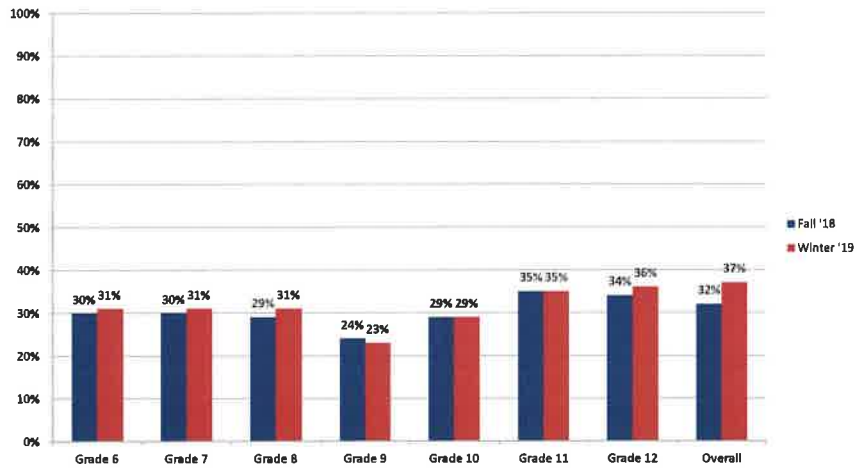
## STAR Reading Elementary: At or Above District Benchmark Fall & Winter 2018-19



The number of students taking STAR Reading in 1<sup>st</sup> grade increased from 128 in the Fall Benchmark to 553 in the Winter Benchmark.

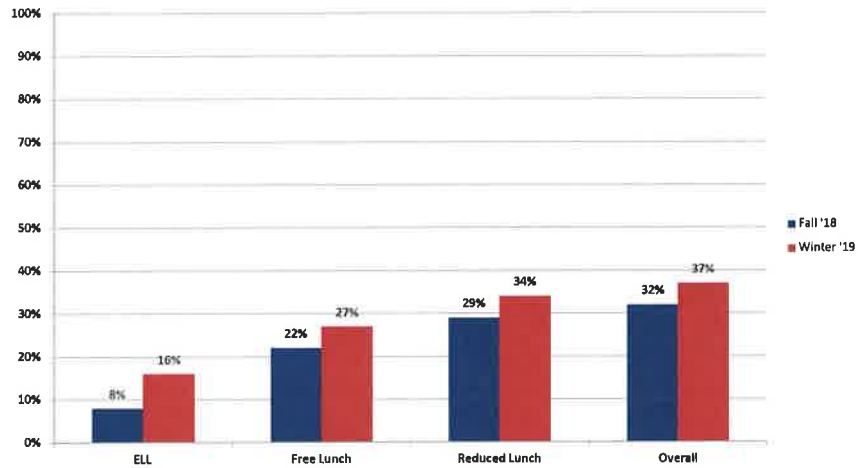
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## STAR Reading Secondary: At or Above District Benchmark Fall & Winter 2018-19



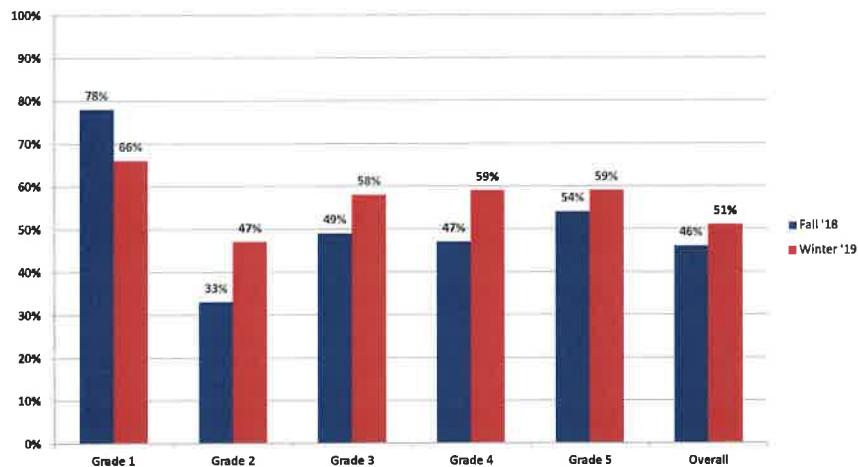
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## STAR Reading Subgroups: At or Above District Benchmark Fall & Winter 2018-19



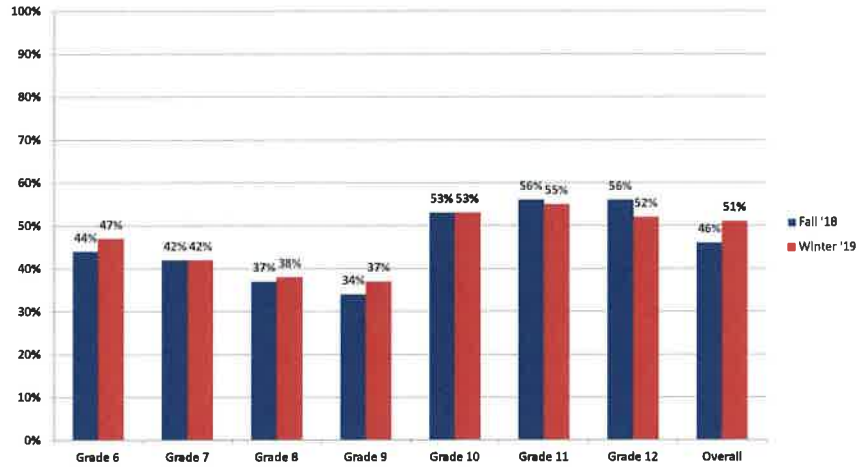
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## STAR Math Elementary: At or Above District Benchmark Fall & Winter 2018-19



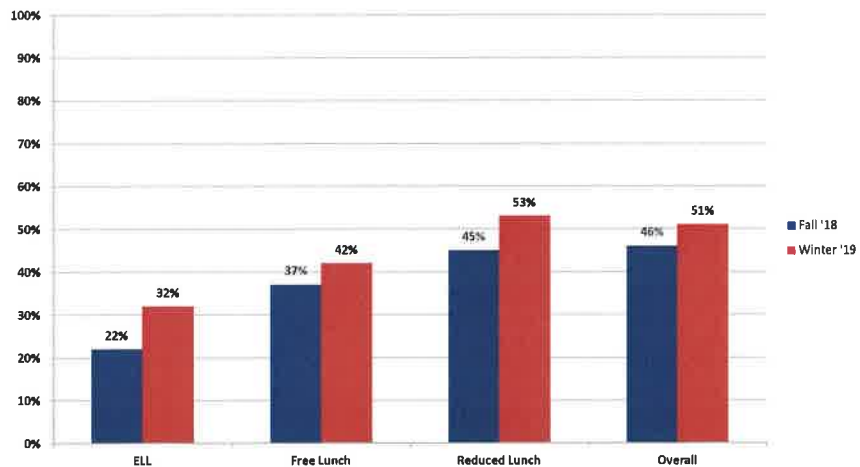
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## STAR Math Secondary: At or Above District Benchmark Fall & Winter 2018-19



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## STAR Math Subgroups: At or Above District Benchmark Fall & Winter 2018-19



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# SGP: Student Growth Percentile

Student Growth Percentile provides context to understand how a student has grown by comparing their growth with their academic peers' growth.

These peers include students in the same grade, and those who started with a similar scaled score and history of performance.

On the Star Growth Report, teachers can compare individual students' growth and achievement with peers.

## How is Student Growth Percentile determined?

Student Growth Percentile (SGP) is determined by first calculating growth between current test scores and up to two previous scores, then comparing that calculation to the growth of academic peers.

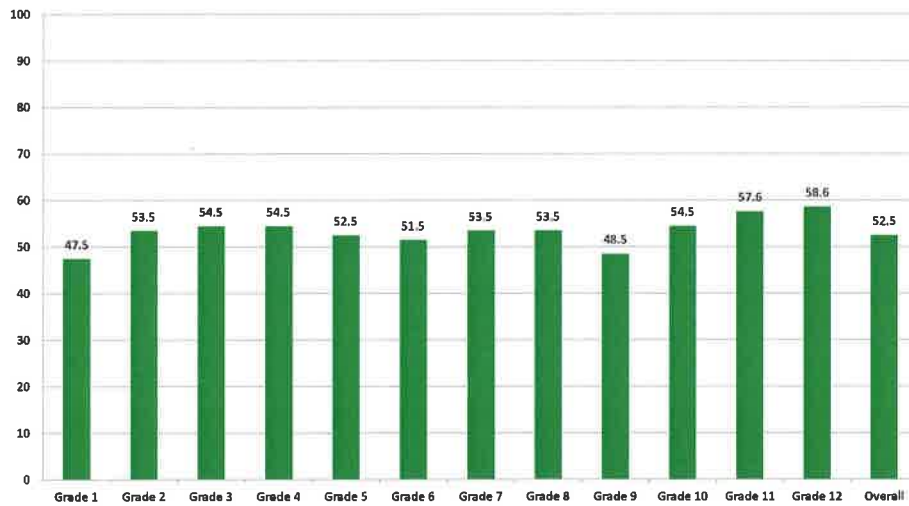
Each time a student completes a Star assessment, an SGP is generated. Many districts adhere to similar testing windows in fall, winter, and spring.



Source: Renaissance Learning  
<https://www.renaissance.com/resources/student-growth-percentile>

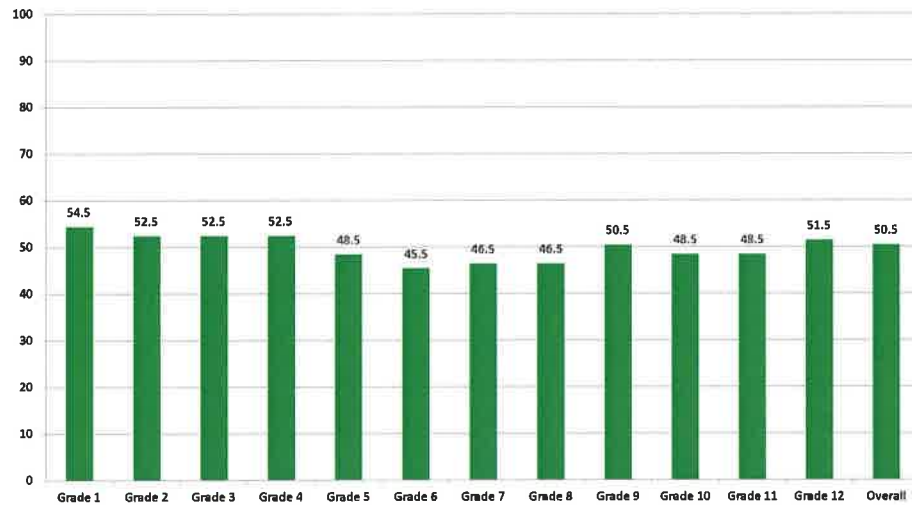
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# Reading SGP: Fall to Winter 2018-19



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## Math SGP: Fall to Winter 2018-19



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### Accountability Systems Serve Important Purposes:

- Track progress
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements

Source: EdSight <http://edsight.ct.gov/SASPortal/main.do>

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## Connecticut Next Generation Accountability System for Districts and Schools

- Provides a more complete picture of a school or district
- Guards against narrowing of the curriculum to the tested subjects
- Expands ownership of accountability to all staff
- Allows schools to demonstrate progress on “outcome precursors”
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts
- Developed by CT Department of Education with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

Source: EdSight <http://edsight.ct.gov/SASPortal/main.do>

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## What are the 12 Indicators?

1. Academic achievement (Performance Index) <sup>H</sup>
2. Academic growth <sup>H</sup>
3. Assessment participation rate <sup>H</sup>
4. Chronic absenteeism <sup>H</sup>
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort <sup>H</sup>
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

<sup>H</sup> Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)

Source: EdSight <http://edsight.ct.gov/SASPortal/main.do>

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## Next Generation Accountability Danbury Public Schools 2017-18

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average & Points Earned
1a. ELA Performance Index - All Students	64.2	75	42.3	50	85.6	80.1
1b. ELA Performance Index - High Needs Students	62.4	75	42.2	50	80.5	76.7
1c. Math Performance Index - All Students	59.1	75	39.2	50	78.3	83.6
1d. Math Performance Index - High Needs Students	55.1	75	35.8	50	73.5	69.3
1e. Science Performance Index - All Students		75				
1f. Science Performance Index - High Needs Students		75				
2a. ELA Academic Growth - All Students	60.3%	100%	60.3	100	60.3	60.7
2b. ELA Academic Growth - High Needs Students	59.5%	100%	59.5	100	59.5	55.6
2c. Math Academic Growth - All Students	50.3%	100%	50.3	100	50.3	61.9
2d. Math Academic Growth - High Needs Students	46.4%	100%	46.4	100	46.4	55.4
4a. Chronic Absenteeism - All Students	7.3%	48%	45.5	50	91.0	77.2
4b. Chronic Absenteeism - High Needs Students	8.2%	48%	43.9	50	87.2	53.6
5. Preparation for CCR - Percent Taking Courses	61.5%	70%	43.0	50	81.5	99.7
6. Preparation for CCR - Percent Passing Exams	32.3%	75%	21.5	50	43.0	59.7
7. On track to High School Graduation	62.5%	94%	43.0	50	87.8	93.1
8. 4-year Graduation: All Students (2017 Cohort)	75.5%	94%	63.5	100	83.5	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	50.3%	94%	45.1	100	54.4	87.0
10. Postsecondary Entrance (Graduating Class 2017)	63.8%	75%	45.2	100	55.2	94.5
11. Physical Fitness (estimated participation rate = 90.1%)	40.2%	75%	28.8	50	53.6	66.8
12. Arts Access	43.5%	60%	26.0	50	72.6	85.3
<b>Accountability Index</b>			<b>904.5</b>	<b>1350</b>	<b>72.4</b>	<b>78.9</b>

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## Next Generation Accountability Danbury Public Schools 2017-18

Indicator	Non High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.3	60.4	13.4	15.9	N
Math Performance Index Gap	67.3	55.1	12.7	16.2	N
Science Performance Index Gap					
Graduation Rate Gap (2015 Cohort)	94.0	80.3	13.7	12.7	Y

If the Non-high Needs Rate exceeds the ultimate target (75 for Performance Index) and 94% for Graduation Rate, the ultimate target is used for gap calculations.  
If the size of the gap exceeds the state mean plus one standard deviation, the gap is an outlier.

Indicator	Participation Rate (%)
ELA - All Students	99.2
ELA - High Needs Students	99.3
Math - All Students	99.1
Math - High Needs Students	99.2
Science - All Students	98.2
Science - High Needs Students	98.4

Minimum participation standard is 95%.

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## Next Generation Accountability Danbury Public Schools: 2016-17 & 2017-18

Indicator	2016-17 % Points Earned	2017-18 % Points Earned	Difference
1a. ELA Performance Index - All Students	84.9	85.6	↔
1b. ELA Performance Index - High Needs Students	78.5	80.5	↑
1c. Math Performance Index - All Students	78.1	78.3	↔
1d. Math Performance Index - High Needs Students	72.4	73.5	↑
1e. Science Performance Index - All Students	64.2	-	-
1f. Science Performance Index - High Needs Students	58	-	-
2a. ELA Academic Growth - All Students	52.4	60.3	↑
2b. ELA Academic Growth - High Needs Students	51.3	59.5	↑
2c. Math Academic Growth - All Students	58.1	56.8	↓
2d. Math Academic Growth - High Needs Students	56.3	56.4	↔
4a. Chronic Absenteeism - All Students	91.1	91.0	↔
4b. Chronic Absenteeism - High Needs Students	85.4	87.2	↑
5. Preparation for CCR - Percent Taking Courses	72.9	81.5	↑
6. Preparation for CCR - Percent Passing Exams	41.3	43.0	↑
7. On-track to High School Graduation	87	87.8	↔
8. 4-year Graduation: All Students (2016 Cohort)	81.9	83.5	↑
9. 6-year Graduation: High Needs Students (2014 Cohort)	84.1	85.4	↑
10. Postsecondary Entrance (Graduating Class 2016)	91.7	85.2	↓
11. Physical Fitness (estimated participation rate = 93.1%)	53.7	53.6	↔
12. Arts Access	77.3	72.6	↓
Accountability Index	70.3	72.4	↑

↔ Changes between ±1 percentage point is indicated with a sideways arrow.

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## CSDE Schools of Distinction

### Criteria for Identifying Schools of Distinction:

For complete details, see Using Accountability Results to Guide Improvement (fourth edition) pages 79-82. Cutoffs for each category are available on the "Cutoffs" tab.

**High Performing:** Elementary/middle and high schools are evaluated separately for the Highest Performing distinction. For each school type, the full list of Category 1-5 schools is sorted based on the Accountability Index from highest to lowest. The top 10% become eligible for distinction status. To be named a School of Distinction in the Highest Performing category, an eligible school:

- must have data reported for Indicator 1 (Academic Achievement);
- must be in Categories 1, 2, or 3;
- must NOT have an outlier achievement gap in ELA or Math;
- must NOT have an outlier graduation rate gap based on the six-year graduation rate; and
- must NOT have an assessment participation rate below 95% for the All Students group or the High Needs subgroup in ELA, Math, or Science.

**High Growth:** Schools with Indicator 2 (Academic Growth) values are evaluated separately from schools without Indicator 2. In 2017-18, the approach to identifying Highest Growth schools has been modified. This year there are four Highest Growth distinction categories:

- Highest Growth for All Students—ELA;
- Highest Growth for All Students—Math;
- Highest Growth for Students with High Needs—ELA; and
- Highest Growth for Students with High Needs—Math.

In each case, the percentage of possible points earned for the corresponding category of Indicator 2 will be sorted from highest to lowest, and the top 10% of schools will become eligible for distinction status in that category. To be named a School of Distinction in any of the growth categories, an eligible school:

- must be in Categories 1, 2, or 3;
- must NOT have an outlier achievement gap;
- must NOT have an outlier graduation rate gap based on the six-year graduation rate; and
- must NOT have an assessment participation rate in 2017-18 or 2016-17 below 95% for the All Students group or the High Needs subgroup in ELA, Math, or Science.

**Greatest Improvers:** Schools without Indicator 2 (academic growth) are evaluated separately for the "Greatest Improvers" distinction. These schools have shown the greatest percentage improvement in their Accountability Index. Percentage improvement is calculated for every school by subtracting the 2016-17 Accountability Index from the 2017-18 Accountability Index and dividing the difference by the 2016-17 Accountability Index. Then all of these schools are sorted from highest to lowest based on the percentage improvement in Accountability Index. Schools in the top 10% of percentage improvement in Accountability Index are eligible for the Greatest Improver distinction. To be named a School of Distinction in this category, an eligible school:

- must have data reported for Indicator 1 (Academic Achievement);
- must be in Category 1, 2, or 3;
- must NOT have an outlier achievement gap in 2017-18 or 2016-17 in ELA, Math, or Science (science not available in 2017-18);
- must NOT have an outlier graduation rate gap in the two most recent six-year cohorts; and
- must NOT have an assessment participation rate in 2017-18 or 2016-17 below 95% for the All Students group or the High Needs subgroup in ELA, Math, or Science.

Source: EdSight <http://edsight.ct.gov/SASPortal/main.do>

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## DPS Schools of Distinction

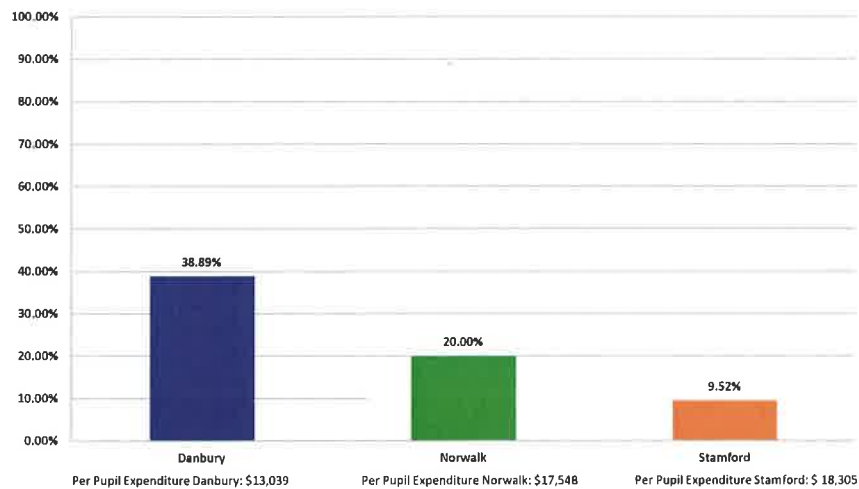
School Name	Final Category	High Perform	Grow ELA All	Grow Math All	Grow ELA HN	Grow Math HN	Description
Hayestown Avenue School	2					Yes	High Growth (High Needs Students) - Math
Mill Ridge Primary School	1	Yes					High Performance
Morris Street School	2				Yes		High Growth (High Needs Students) - ELA
Great Plain School	2			Yes		Yes	High Growth (All Students) - Math and High Growth (High Needs Students) - Math
Shelter Rock School	1	Yes	Yes	Yes	Yes	Yes	High Performance and High Growth (All Students) - ELA & Math and High Growth (High Needs Students) - ELA & Math
Ellsworth Avenue School	2				Yes		High Growth (High Needs Students) - ELA
AIS Magnet School	1	Yes					High Performance

HN= High Needs  
Source: <http://edsight.ct.gov/SASPortal/main.do>

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## Schools of Distinction in DRG F

% of Schools of Distinction Compared Overall # of Schools



Per Pupil Expenditure 2015-16: Most recent information published on EdSight by CSDE

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## District DRG Comparison

Only CT Districts with 7 Schools of Distinction (Growth & Performance)	Per Pupil Expenditure (2015-16)	DRG
Danbury	\$13,039	<p style="text-align: center;"><b>F</b></p> <ul style="list-style-type: none"> <li>3 large districts with 2<sup>nd</sup> highest enrollment</li> <li>Highest rate of Non-English Households</li> <li>3<sup>rd</sup> highest rate of Low Income Students</li> <li>Higher than DRG E in education attainment &amp; management professional rates</li> </ul>
Greenwich	\$ 21,518	<p style="text-align: center;"><b>A</b></p> <ul style="list-style-type: none"> <li>Affluent Fairfield County</li> <li>Significantly higher than other DRGs in:                             <ul style="list-style-type: none"> <li>Median Household Income</li> <li>Education Attainment</li> <li>Management Professionals</li> </ul> </li> </ul>

Sources: EdSight <http://edsight.ct.gov/SASPortal/main.do>  
CT School Finance Project, May 2016

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### Danbury High School

- Category 3 School, formerly a Focus School according to the Accountability Index
- Increased Graduation Rates over time
- Preparation for College & Career Readiness Increase

Category	2013 4-Year DHS Graduation Rate	2014 4-Year DHS Graduation Rate	2015 4-Year DHS Graduation Rate	2016 4-Year DHS Graduation Rate	2017 4-Year DHS Graduation Rate	2018 4-Year DHS Graduation Rate
All Students	78.9	82.4	79.5	80.2	81.4	83.0
Hispanic	61.3	72.7	69.6	65.6	70.9	74.2
Non-Hispanic	N/A	87.3	85.9	88.6	87.9	90.5
Asian	N/A	86.1	93.1	95.6	88.7	92.0
Black	N/A	79.5	68.1	85.7	85.5	88.9
White	98.2	89.6	89.3	89.1	88.4	90.8
Two or More Races	N/A	85.7	60.0	69.2	85.7	86.7
Male	74.4	78.4	73.2	74.2	76.2	77.3
Female	83.5	86.7	86.1	86.3	87.2	89.6
ELL	50.0	54.5	47.8	51.2	57.0	50.8
Non-ELL	85.3	85.8	86.9	86.6	87.2	89.1
Eligible for Lunch	N/A	75.9	70.9	72.7	74.9	79.6
Eligible For Free Lunch	63.0	71.9	70.2	71.2	71.0	78.2
Eligible For Reduced Lunch	85.7	85.9	73.3	78.9	83.2	87.5
Not Eligible For Lunch	86.3	88.9	90.6	88.4	89.7	86.3
Special Education	50.7	53.4	66.3	56.8	68.3	66.7
Non-Special Education	81.9	85.7	81.1	83.5	83.4	84.9

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