

DPS Data Presentation: 2018-2019 School Year

Danbury Board of Education

October 23, 2019



Evidence Based Decision Making & Response to 2017-18 School Year Data

2018-2019

K-5 Literacy

- Foundational Literacy Skills Focus
- Intervention & Support
ESL/ELD Focus - Core Visit

Departmentalization Pilots (AIS & SSS)

- Grade 4 and 5 (Grade 3 AIS only)
- Data Tracking and Monitoring

College Courses at DHS

- NVCC
- WCSU

ELA Program Grades 6-8

- Second year Implementation
- Related Professional Development & Monitoring
- Focus on Grade Level Text & Close Reading

Interventions

- Consistency across schools
- WIN, “What I Need” Intervention Block
- Lexia, Imagine Learning, System 44, Read 180, Math 180, Bridges

Math Curriculum

- Investigations Roll out
- Interim Assessment Blocks (IABs)
- Professional Development Illustrative Math 6-8
- Reorder High School Math Sequence

EL: Instructional Approach

- EAS Newcomers Program Pilot
- Units of Study & ELL Standards
- Alignment across schools

Danbury Public Schools

Goal 1: Growth In Student Learning and Achievement and College and Career Readiness for All Students

2019-20 Focus:

Increase equity and access to rigorous curriculum and programming, while reducing the academic achievement gap in literacy and mathematics for our high needs students.

Testing Report update:

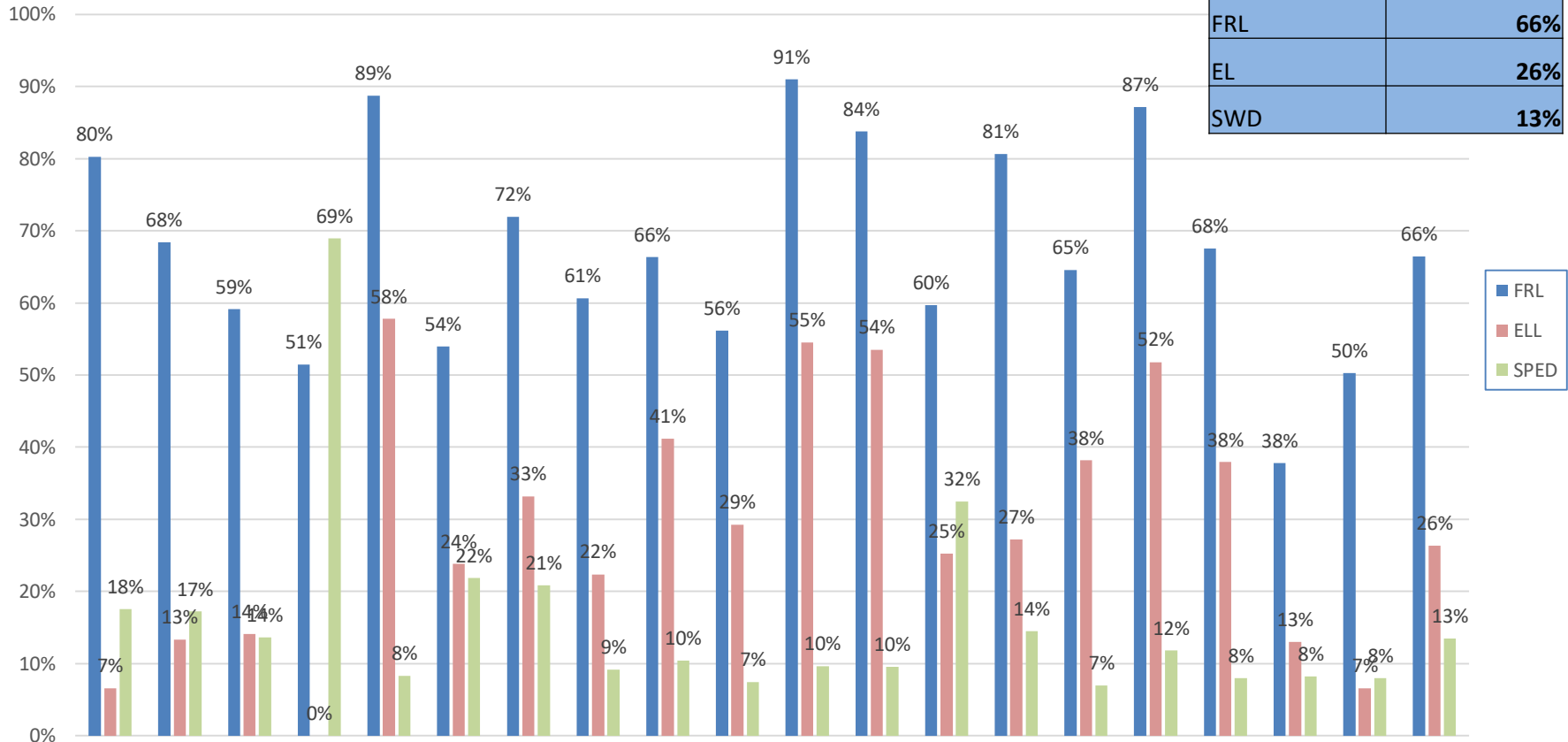
SBAC Achievement, SBAC Growth Scores, SAT Achievement
NGSS (Next Generation Science Standards) Assessment results will be released when data is public.

Note: High Needs Supergroup Membership: economically-disadvantaged students, English learners (ELs), or students with disabilities (SWD)

Danbury Public Schools: PreK-12

October 2018

District Total %	
FRL	66%
EL	26%
SWD	13%



	ACE	BVMS	DHS	ECC	EAS	GPS	HAYS	KSI	KSP	MRP	MSS	PAS	PEM	RPMS	SHR	SSS	STR	AIS	WSMA	Total
FRL	80%	68%	59%	51%	89%	54%	72%	61%	66%	56%	91%	84%	60%	81%	65%	87%	68%	38%	50%	66%
EL	7%	13%	14%	0%	58%	24%	33%	22%	41%	29%	55%	54%	25%	27%	38%	52%	38%	13%	7%	26%
SWD	18%	17%	14%	69%	8%	22%	21%	9%	10%	7%	10%	10%	32%	14%	7%	12%	8%	8%	8%	13%

DPS Fall 2018: Total Count PreK-12

School	FRL	EL	SWD	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

Smarter Balanced Assessment (SBA) Overview

What Do the English Language Arts/Literacy (ELA) Tests Measure?

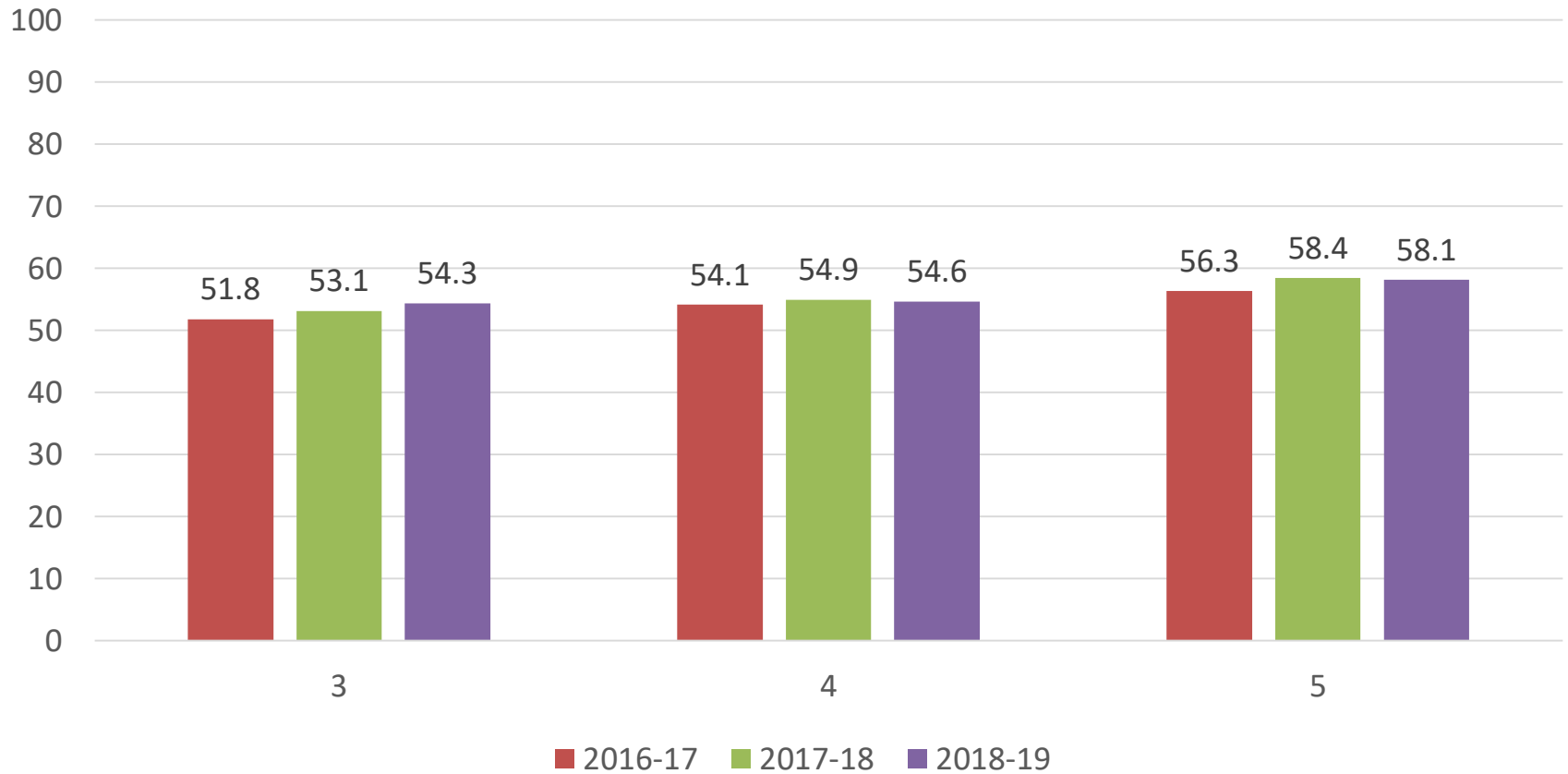
- Can students **read closely** to understand different types of texts?
- Can students **write effectively** for multiple purposes and audiences?
- Can students **listen effectively** for different purposes?
- Can students use **research skills** to investigate topics, and analyze, integrate, and present information?

What Do the Mathematics Tests Measure?

- Can students explain and use math **concepts** to solve problems?
- Can students solve math problems using their knowledge of concepts and **problem solving** strategies?
- Can students **explain, justify, illustrate, or defend** their reasoning about a solution to a problem and be able to look at other solutions to do the same?
- Can students solve problems by using math **models** to represent a situation and interpret information from the problem to solve the problem?

CT SBA ELA Grades 3-5

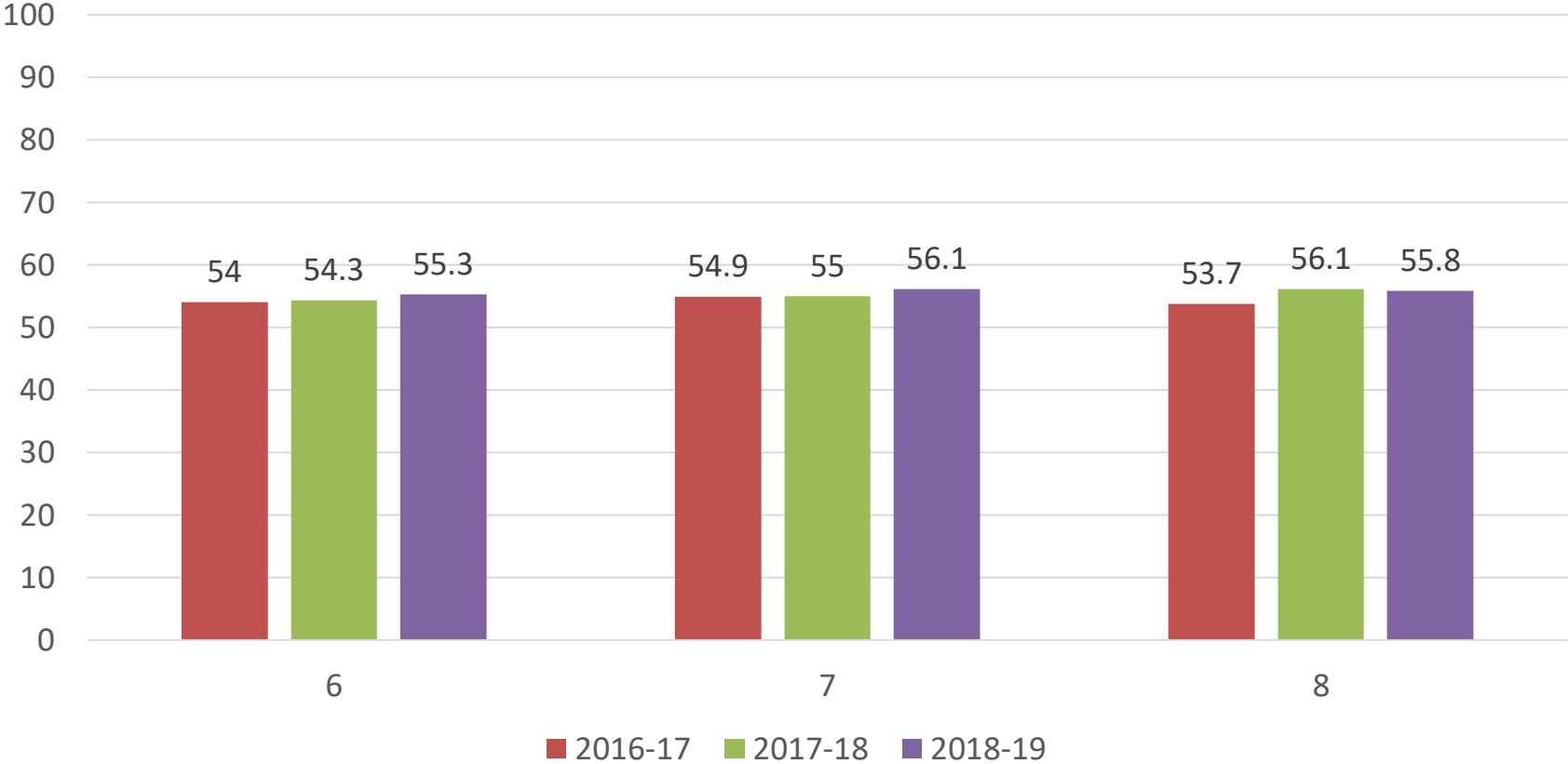
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 3, 4, 5

CT SBA ELA Grades 6-8

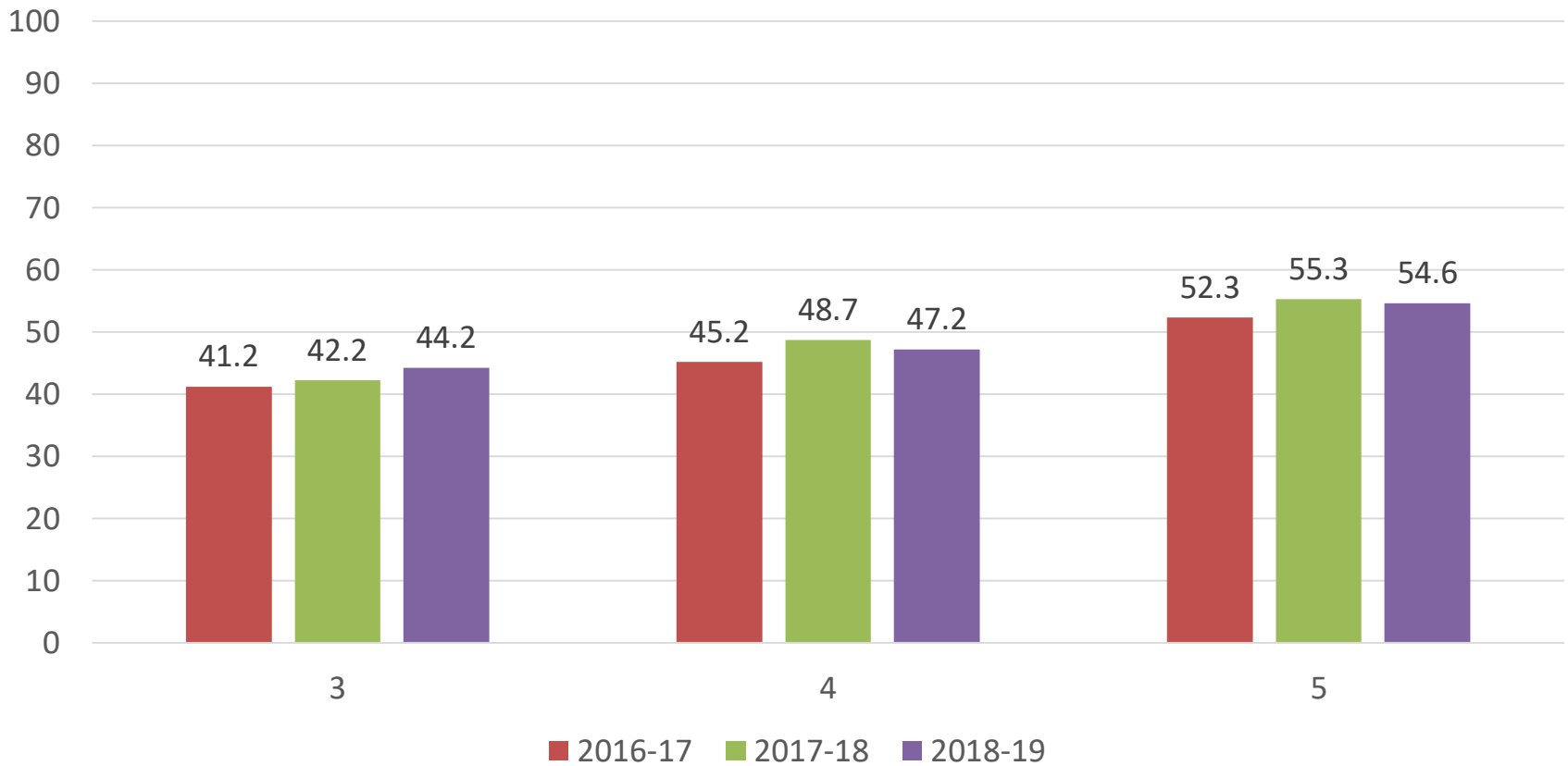
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 6, 7, 8

District SBA ELA Grades 3-5

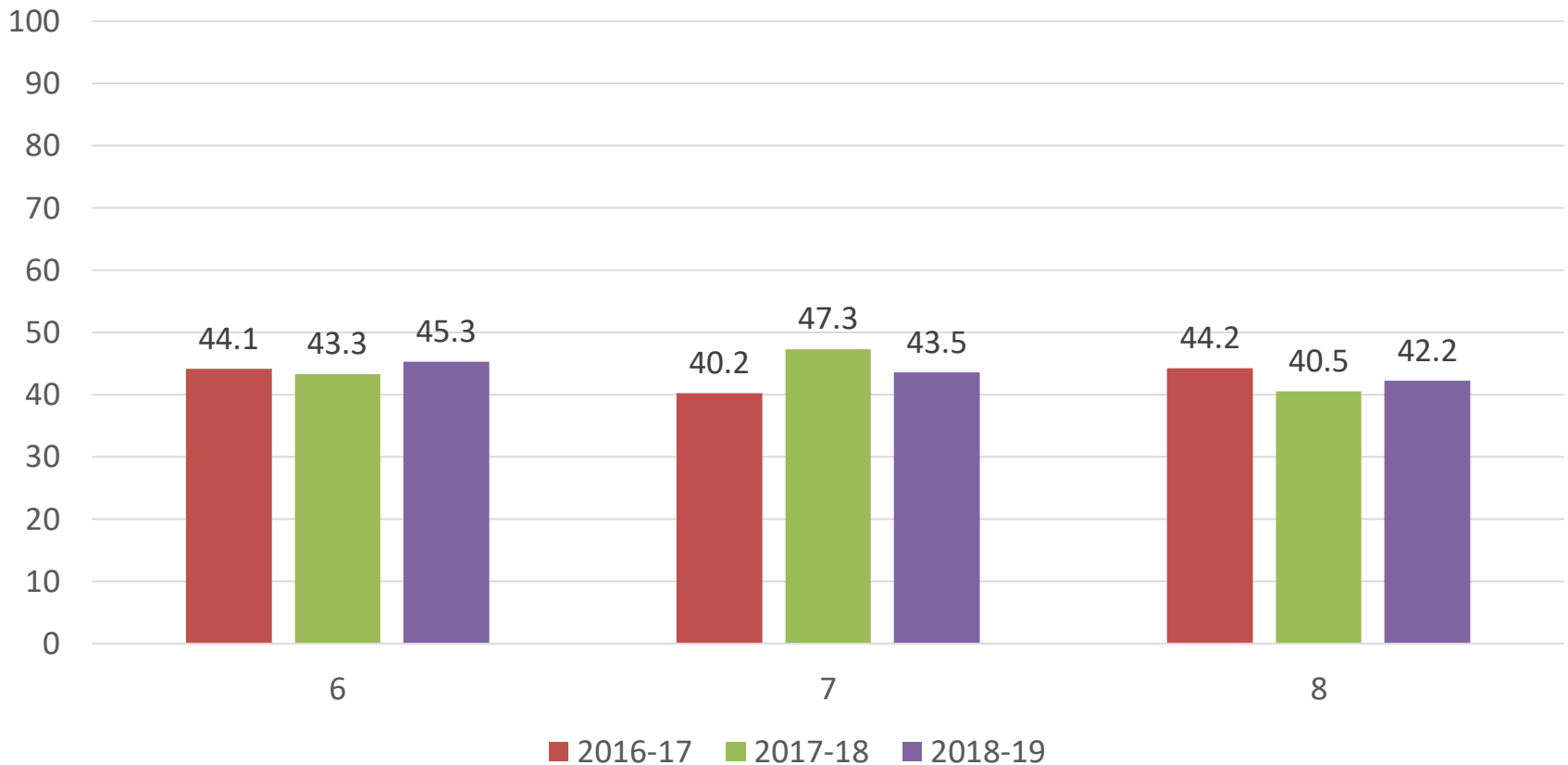
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 3, 4, 5

District SBA ELA Grades 6-8

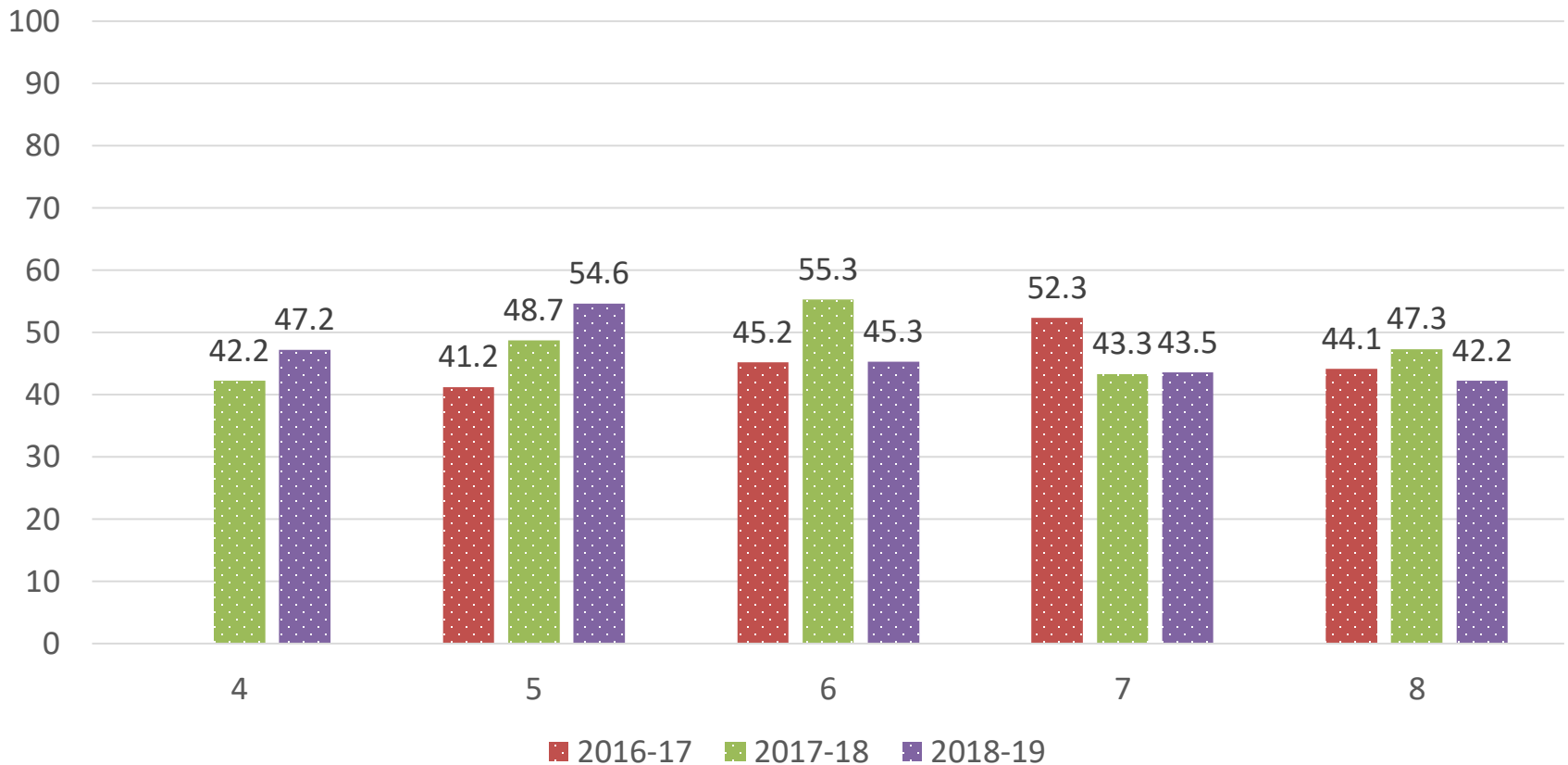
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 6, 7, 8

District SBA ELA Rough Cohort Trend Data

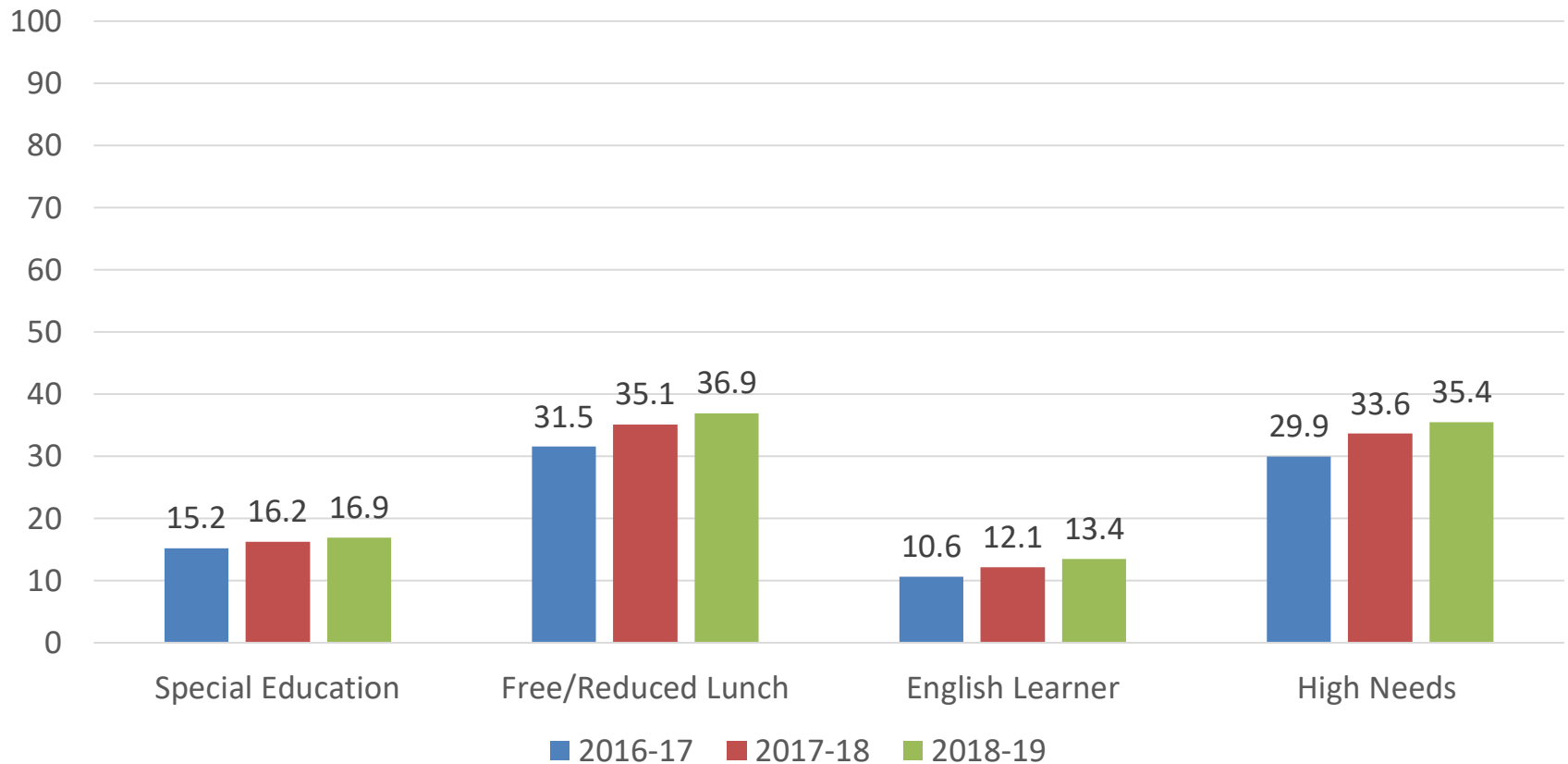
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Current Grades 3, 4, 5, 6, 7, 8

CT SBA ELA by Subgroup

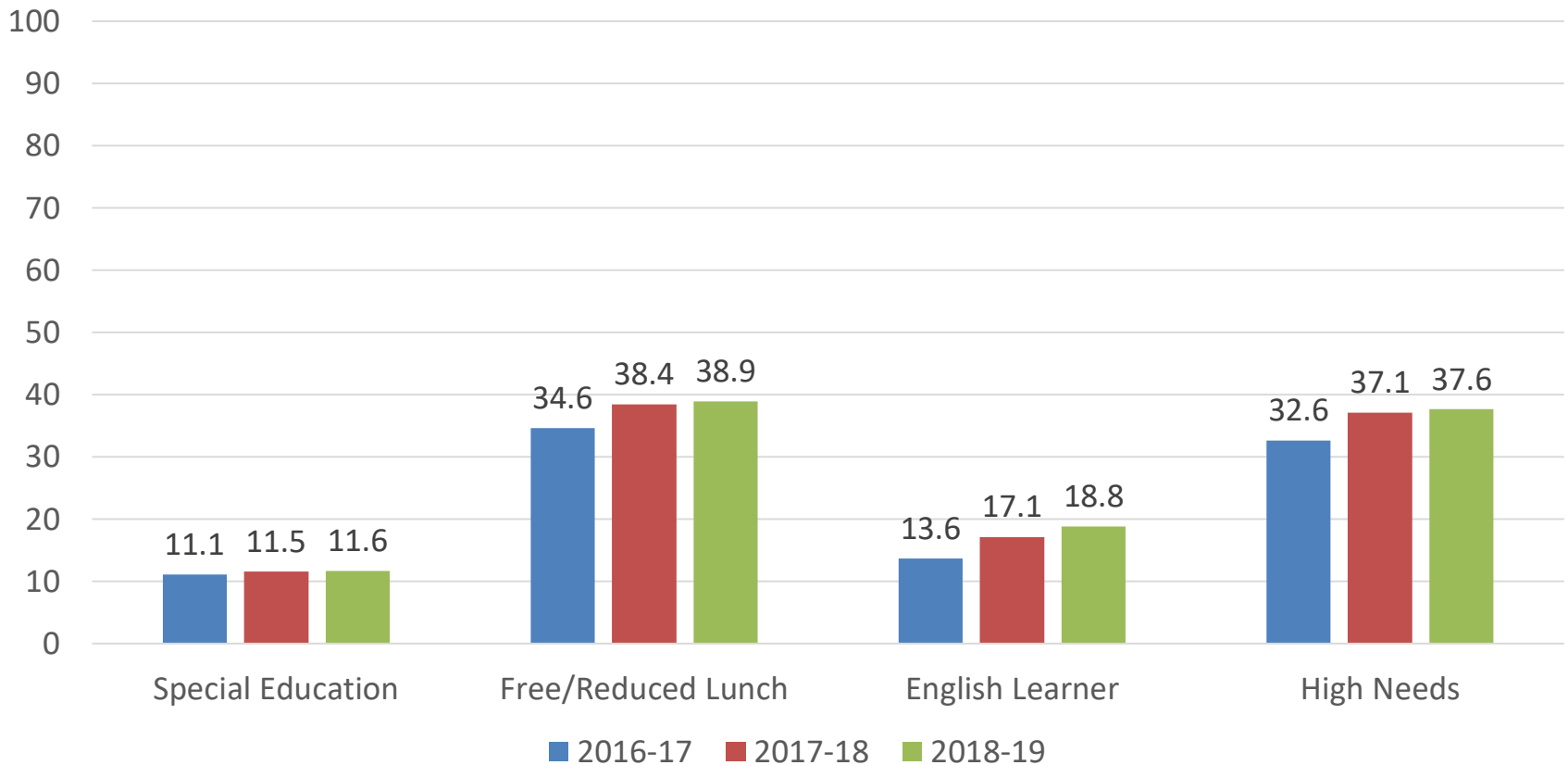
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for All Tested Grades

District SBA ELA by Subgroup

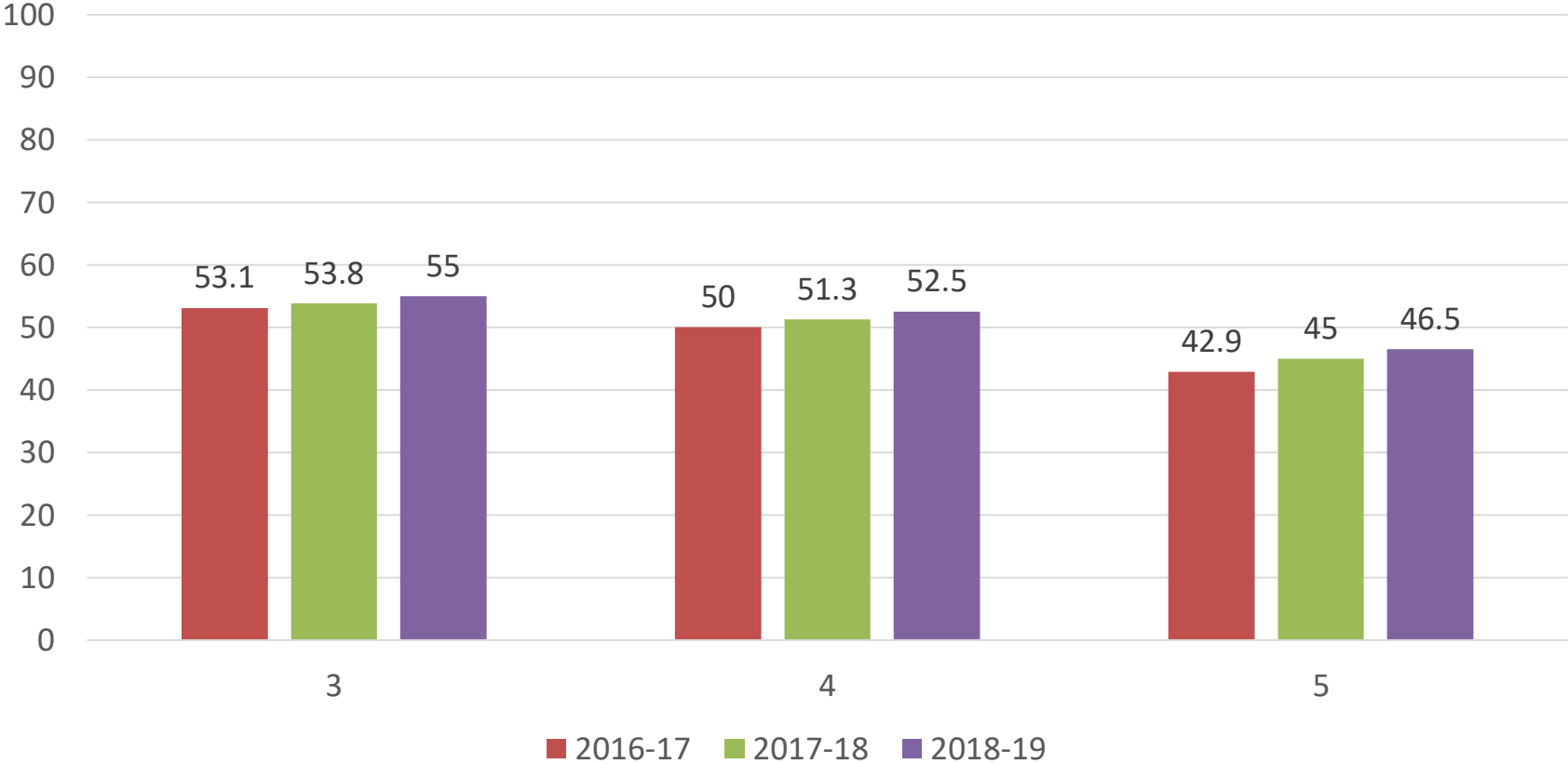
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for all Tested Grades

CT SBA Math Grades 3-5

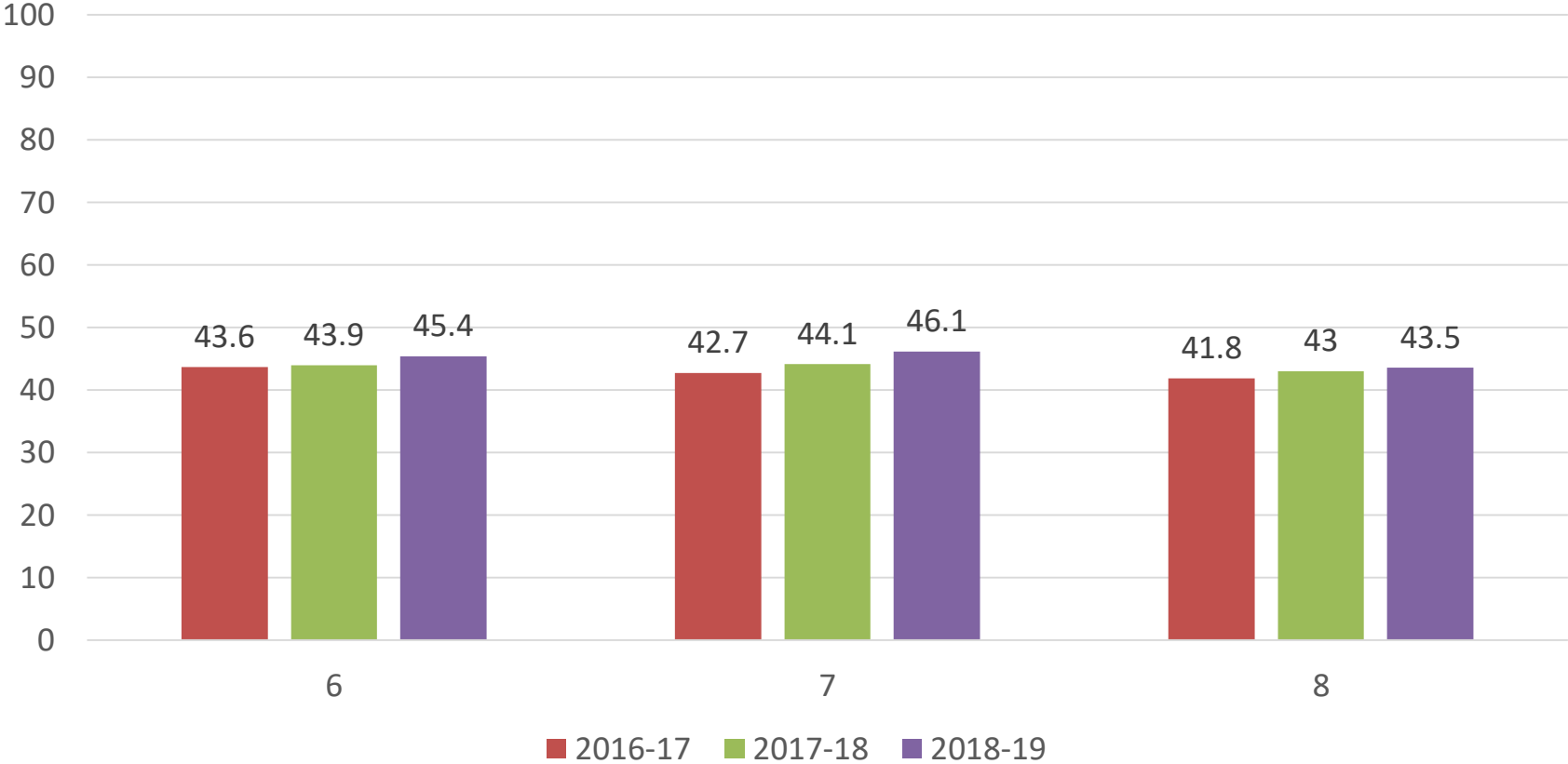
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 3, 4, 5

CT SBA Math Grades 6-8

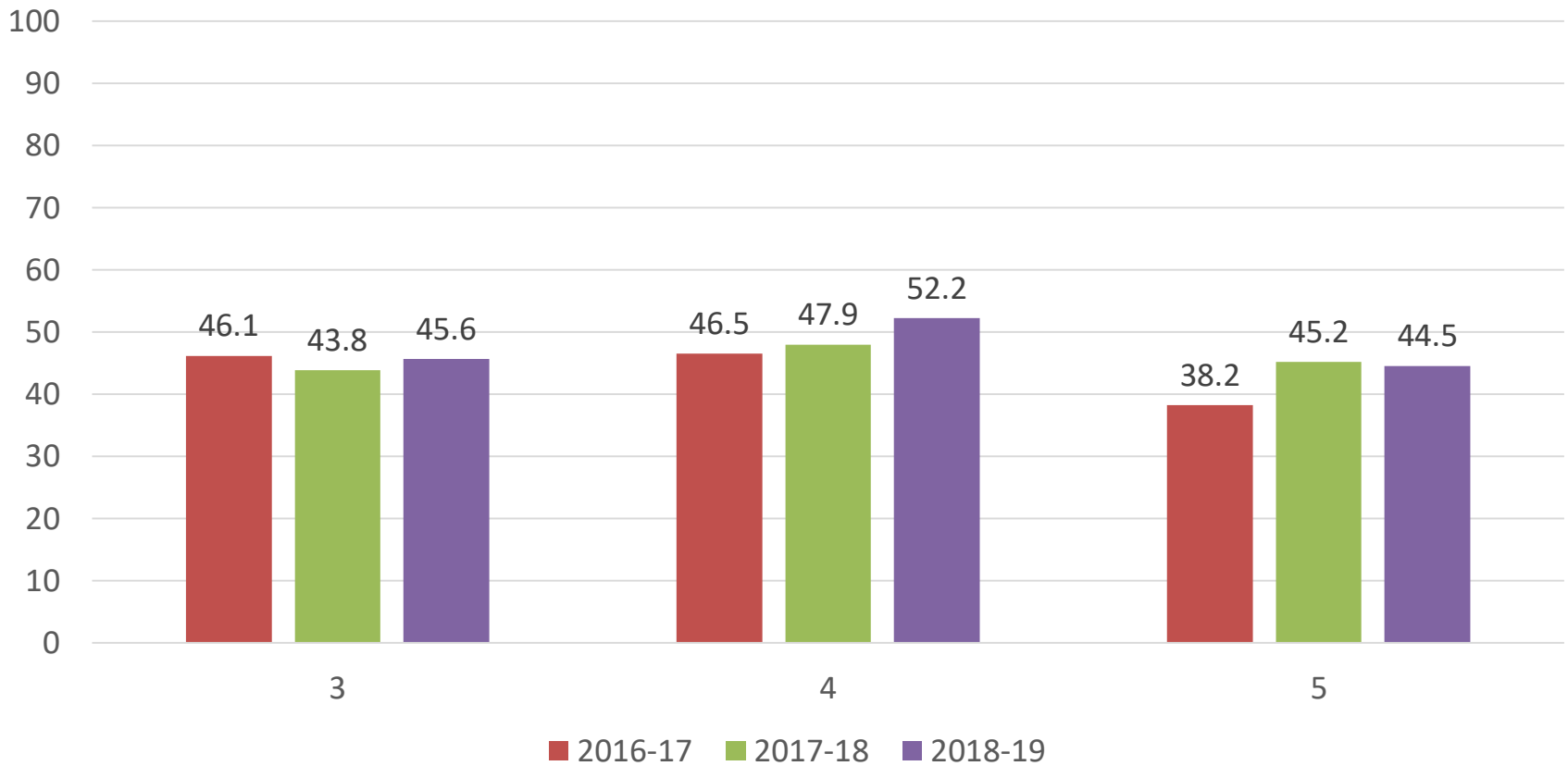
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 6,7,8

District SBA Math Grades 3-5

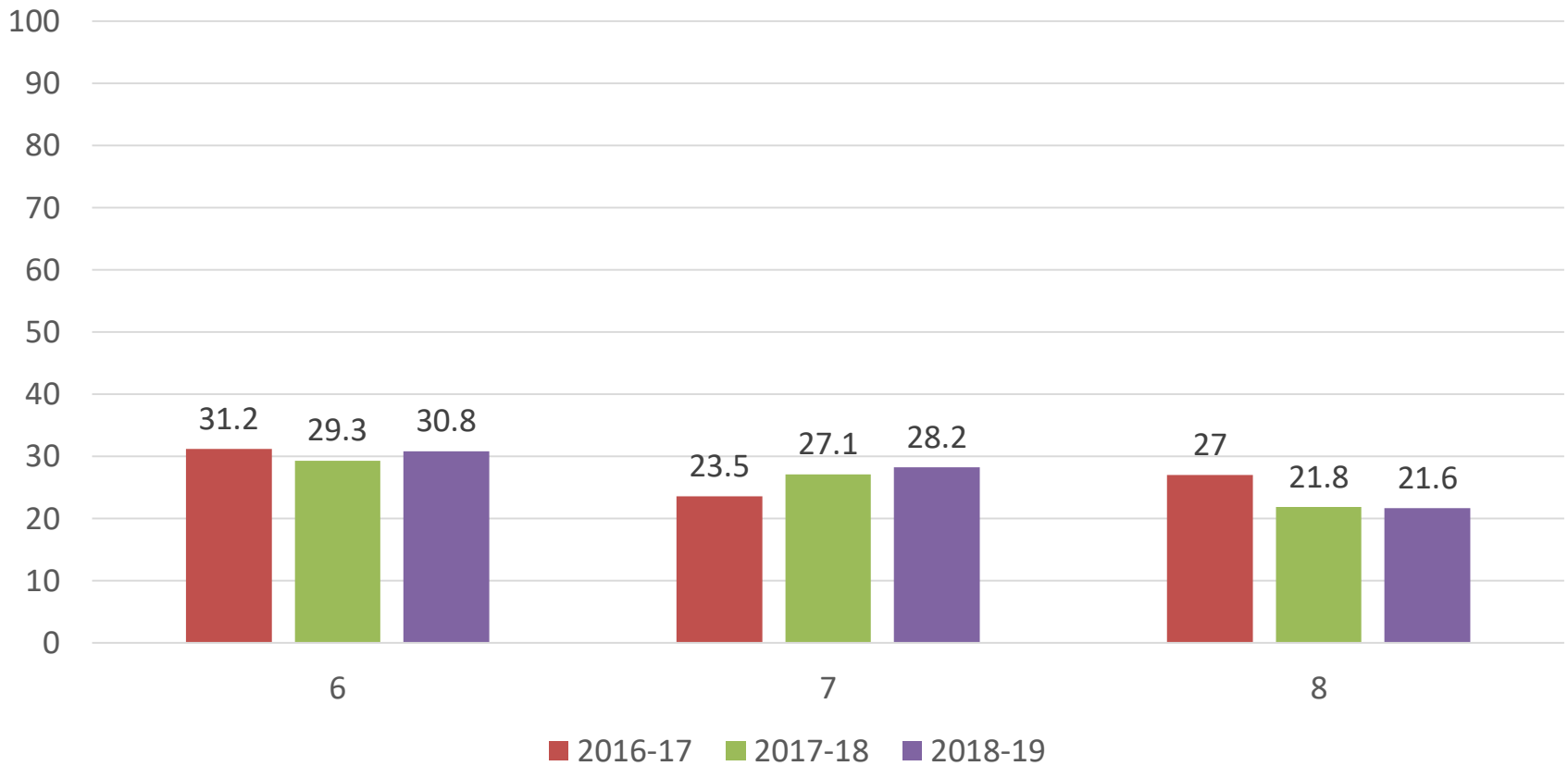
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 3, 4, 5

District SBA Math Grades 6-8

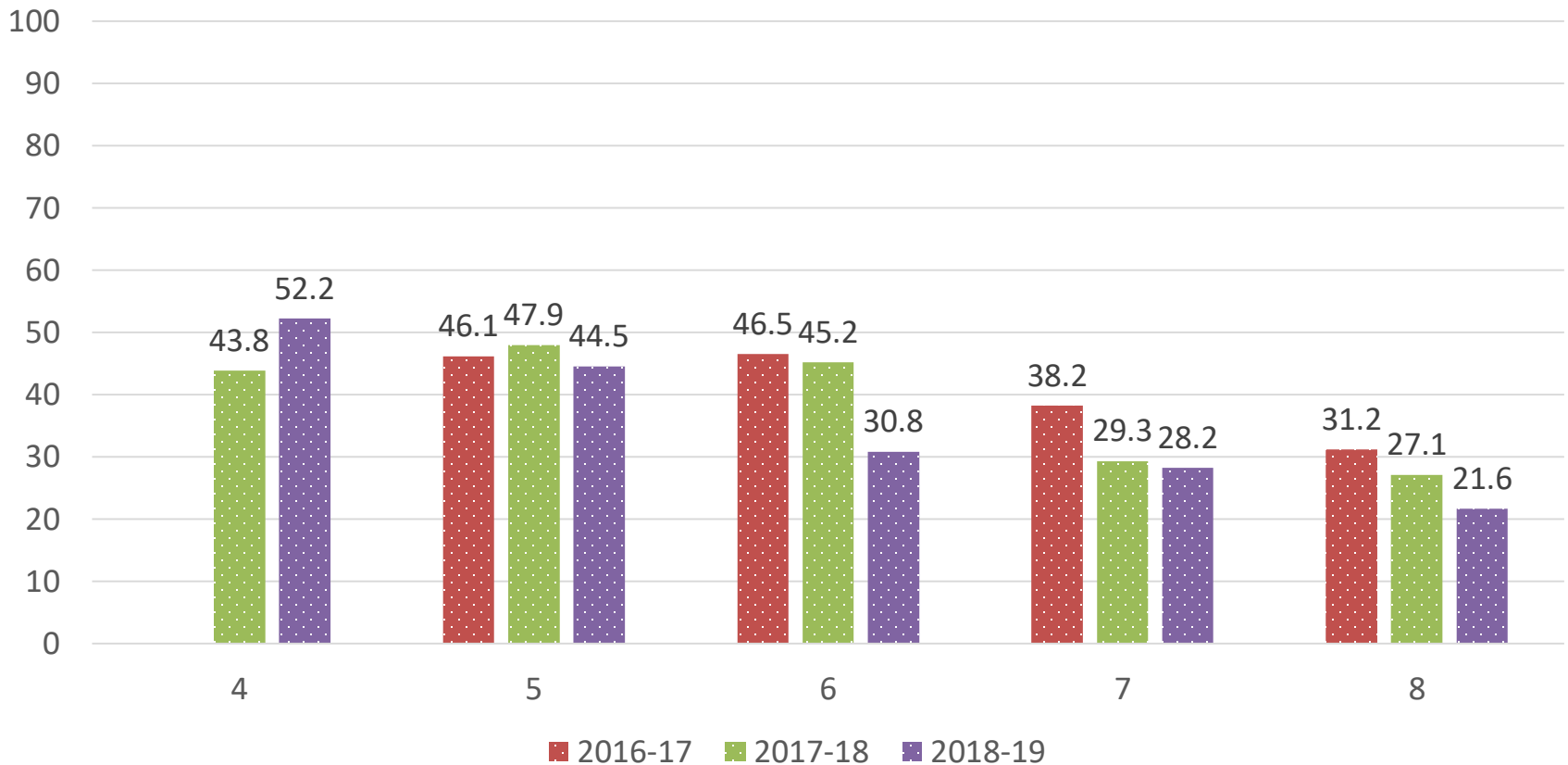
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Grades 6,7,8

District SBA Math Rough Cohort Trend Data

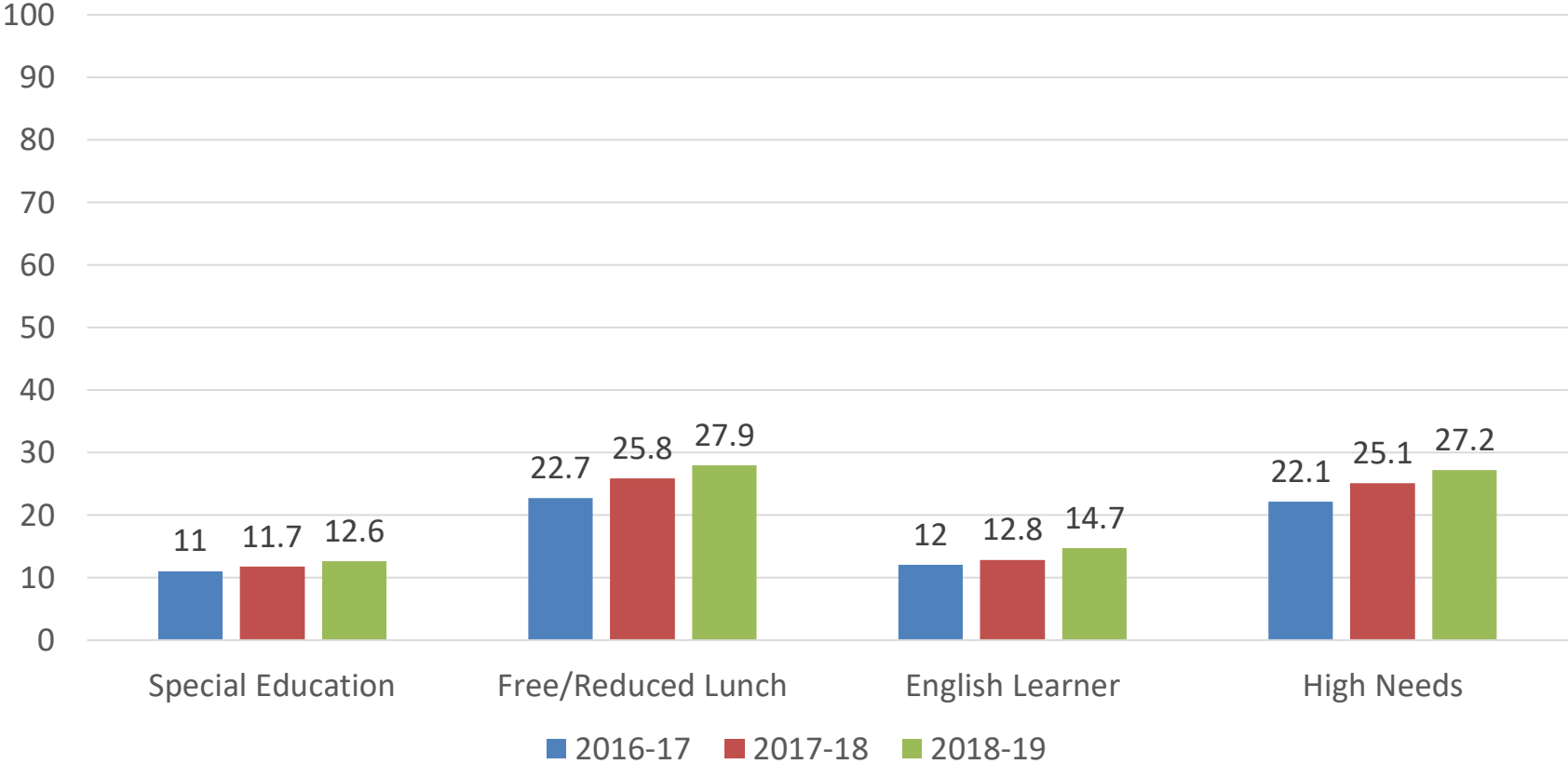
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for Current Grades 3, 4, 5, 6, 7, 8

CT SBA Math by Subgroup

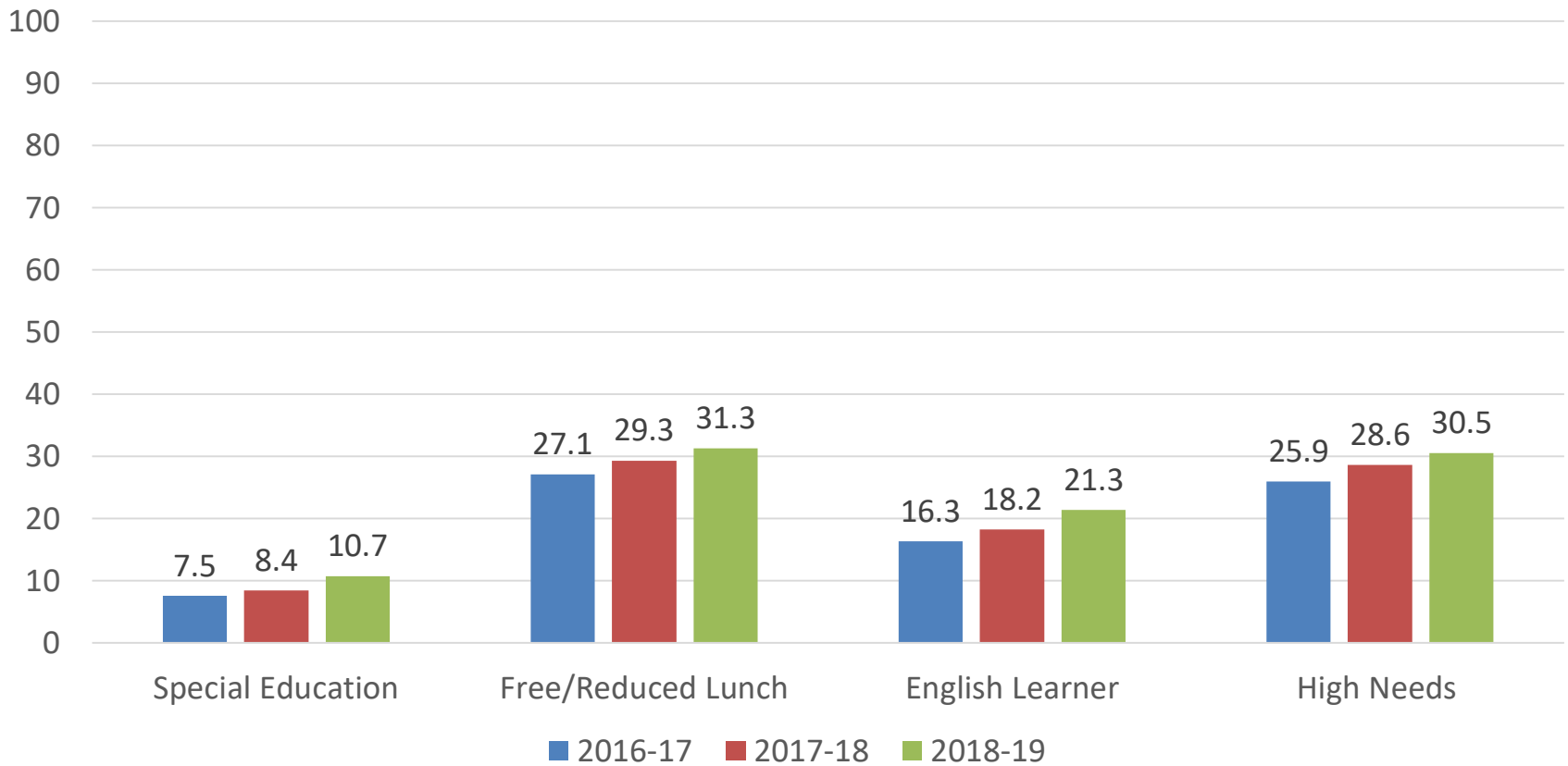
Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for All Tested Grades

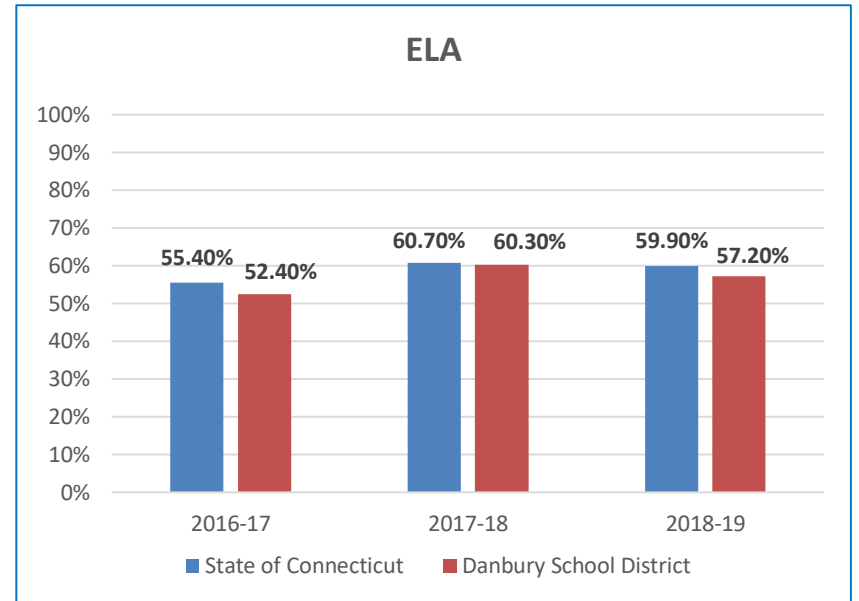
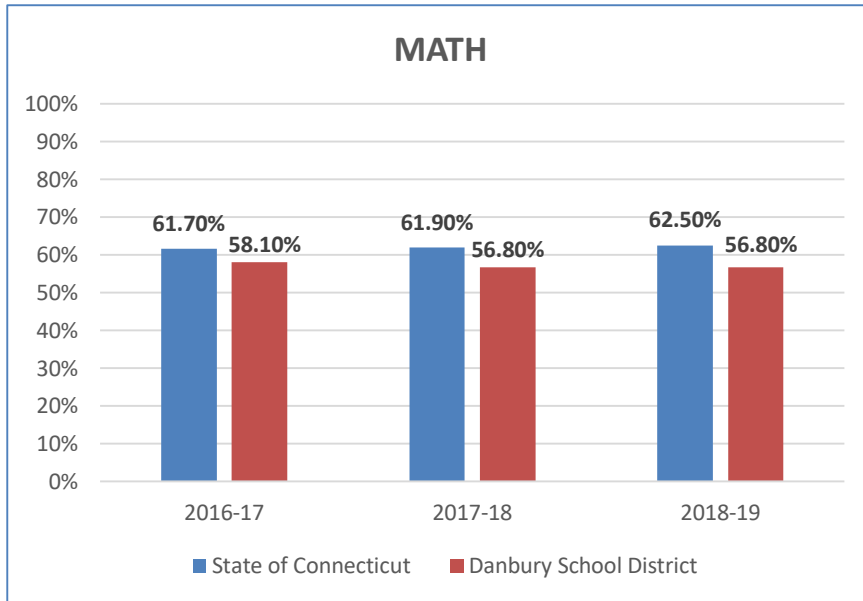
District SBA Math by Subgroup

Percentage of Students at Level 3 & 4



Level 3 & 4: Met or Exceeded Proficiency for All Tested Grades

SBA Growth: Average % Target Achieved



Percentage of Target Achieved CSDE: Ed Sight	
Measure	Average percentage of growth target achieved for all students
Precision	Based on scale score
Continuous	Students get "credit" for any growth up to and beyond the target
Uses	Reporting and district/school accountability

District	Subject	2016-17	2017-18	2018-19
State of Connecticut	ELA	55.40%	60.70%	59.90%
	Math	61.70%	61.90%	62.50%
Danbury School District	ELA	52.40%	60.30%	57.20%
	Math	58.10%	56.80%	56.80%

SBAC Growth Trend Comparison: State & Alliance 2015-2018

	State			Alliance Districts			Danbury		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
ACHIEVEMENT: Percent of Students in Level 3 and 4									
ELA	54.2%	55.3%	55.7%	35.6%	37.2%	42.5%	44.5%	46.4%	46.2%
Mathematics	45.6%	46.7%	48.1%	27.0%	28.3%	34.1%	35.8%	36.3%	37.6%
GROWTH: Average Percentage of Target Achieved									
ELA	55.4%	60.7%	59.9%	51.0%	56.8%	55.6%	52.4%	60.3%	57.2%
Mathematics	61.7%	61.4%	62.5%	55.5%	55.8%	56.0%	58.1%	56.8%	56.8%

District Comparison: Trend Data

SBA Achievement

% of Students at 3 or Above

District	Subject	2016-17	2017-18	2018-19
Danbury School District	ELA	44.5	46.4	46.2
Danbury School District	Math	35.8	36.4	37.6
Norwalk School District	ELA	48.4	48.3	48.2
Norwalk School District	Math	39.3	41.1	40.6
Stamford School District	ELA	48.1	48.4	47.8
Stamford School District	Math	43.9	41.8	42.8
Stratford School District	ELA	48.1	48.7	48.4
Stratford School District	Math	31.1	32.5	35.8
New Britain School District	ELA	19.4	22	20.2
New Britain School District	Math	12.2	13.7	11.3
East Hartford School District	ELA	30.3	34.7	36.4
East Hartford School District	Math	17.1	22.3	22.2
Middletown School District	ELA	48.4	46.7	50.9
Middletown School District	Math	38.9	38.3	40.5
Bristol School District	ELA	50.9	52.6	48.3
Bristol School District	Math	39.5	41	38.3
Meriden School District	ELA	37.9	43.9	47.6
Meriden School District	Math	29.7	34.9	38.3

District Comparison: Trend Data

SBA Growth: Average % Target Achieved

District	Subject	Average Percentage of Target Achieved		
		2016-17	2017-18	2018-19
Danbury School District	ELA	52.40%	60.30%	57.20%
Danbury School District	Math	58.10%	56.80%	56.80%
Norwalk School District	ELA	58.50%	58.80%	60.40%
Norwalk School District	Math	64.60%	61.30%	60.90%
Stamford School District	ELA	57.30%	59.70%	57.00%
Stamford School District	Math	65.50%	58.20%	59.20%
Stratford School District	ELA	54.40%	55.90%	56.90%
Stratford School District	Math	53.20%	55.90%	58.60%
New Britain School District	ELA	42.20%	54.90%	48.80%
New Britain School District	Math	44.90%	55.10%	44.20%
East Hartford School District	ELA	52.10%	60.70%	58.50%
East Hartford School District	Math	51.50%	58.40%	54.50%
Middletown School District	ELA	53.50%	53.70%	61.90%
Middletown School District	Math	57.70%	56.30%	54.80%
Bristol School District	ELA	54.90%	60.40%	53.90%
Bristol School District	Math	58.40%	59.30%	54.80%
Meriden School District	ELA	49.60%	62.40%	61.60%
Meriden School District	Math	56.20%	63.70%	60.60%

SAT Overview

Category	Description
Total Testing Time	3 hours (plus 50 minutes for the Essay [optional])
Components	1. Evidence-Based Reading and Writing
	Reading Test
	Writing and Language Test
	2. Math
	3. Essay (optional)
Important Features	Focus on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success
	Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact
	Rights-only scoring (no penalty for guessing)
Essay	Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the Essay for admission
	50 minutes to write the essay
	Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text
Score Reporting	Scale ranging from 400 to 1600
	Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay
	Essay results reported separately
Sub-score Reporting	Sub-scores for every test, providing added insight for students, parents, admission officers, educators, and counselors

SAT Results: School Day

SAT Data																
SAT	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
	ELA Mean Score	ELA Mean Score	ELA Mean Score	ELA Mean Score	ERW % BM	ERW % BM	ERW % BM	ERW % BM	Math Mean Score	Math Mean Score	Math Mean Score	Math Mean Score	Math % BM	Math % BM	Math % BM	Math % BM
Whole Group	485	494	480	482	51%	57%	50%	50%	462	466	460	454	25%	25%	21%	22%
Black or African American	461	493	463	464	38%	53%	47%	41%	431	446	443	421	9%	20%	17%	7%
Asian	529	525	521	545	75%	71%	67%	72%	544	536	502	527	51%	53%	35%	46%
Hispanic/Latino	437	453	446	441	31%	40%	35%	32%	424	430	430	419	9%	11%	11%	10%
White	522	534	507	522	66%	73%	62%	69%	486	497	486	488	36%	36%	30%	34%
ELL	379	372	389	370	2%	2%	7%	2%	372	384	390	367	0%	1%	2%	2%

SAT: State & District Comparison 2018-19

				Level 1 Not Met		Level 2 Approaching		Level 3 Met		Level 4 Exceeded		Level 3 & 4 Met or Exceeded		Average Score
				Count	%	Count	%	Count	%	Count	%	Count	%	
	Subject	CT School Day SAT Participation Rate	Total Number with Scored Tests											
State of Connecticut	ELA	96.4	37400	7761	20.8	6606	17.7	16872	45.1	6161	16.5	23033	61.6	514
State of Connecticut	Math	96.4	37344	9874	26.4	12300	32.9	10635	28.5	4535	12.1	15170	40.6	500
Danbury School District	ELA	96.4	712	215	30.2	144	20.2	290	40.7	63	8.8	353	49.6	482
Danbury School District	Math	96.4	711	260	36.6	296	41.6	130	18.3	25	3.5	155	21.8	454

Conclusions & Considerations

- Overall Danbury students demonstrated an increase in SBA Average Percent Target Achieved in growth from 52.4 % in 2016-17 to 57.2% in 2018-19 in ELA, but we lack a similar pattern of growth overall in our Math scores. The Math Average Percentage Target Achieved is consistent with the previous year at 56.8%.
- In Math achievement for the SBA, Danbury was 37.6% overall, but the Average Percent of Target growth was 56.8%. We had a slight increase in math proficiency over the past three years, as new math programming has rolled out across the tested grade levels.
- SBA Achievement in Danbury's high needs population increased in proficiency from 25.9% in 2016-17 to 30.5% in 2018-19 in Math. In ELA, the achievement of the high need population increased from 32.6% in 2016-17 to 37.6% in 2018-19. Both ELA and Math high needs achievement levels are above the state average.
- Danbury Public School students who qualified for Free and Reduced Lunch also outperformed the CT average achievement in both ELA and Math. This is also true for English Learners in the Danbury Public Schools compared to the State achievement scores.
- According to the trend data, Danbury Public Schools exceeded the Alliance SBA Achievement and Growth Average in both ELA & Math over the past 3 years.

Next Steps

- On-going stakeholder feedback collected as a part of the Nellie Mae Equity grant will be examined and analyzed for relevant data, as a part of our instructional and programmatic planning, as well as addressing opportunity gaps.
- The Director of Curriculum and Instruction will lead a series of school reviews and instructional rounds that includes critical district leaders to increase support, monitoring, and greater fidelity to implementation of curricula.
- The PSAT will be administered in 8th, 9th & 10th grades in order to support students in accessing Khan Academy and decisions regarding course selection needs.
- Imagine Learning is implemented at the kindergarten level in the selected schools in effort to close the achievement gap at the earliest intervention point. Schools were selected based on the percentage of English Language Learners.
- The K-5 WIN Intervention block is being implemented to increase proficiency in students significantly below grade level.
- Elementary Math and Literacy Coaches continue to support teachers and students at the elementary level.
- Continued professional development on standards based teaching and learning and support for second language learners in the core. Implement a high-quality comprehensive English Language Development Program K-5.