

THE DANBURY ENHANCEMENT COLLABORATION COMMITTEE MEETING

May 7, 2009

Present: S. Pascarella, B. Glass, M. Martins, K. Wedge, A. Lindenmeyer, A. Rocco, S. Morris, L. Mead, E. Costello, M. Brenning, C. Mirochine, K. Haddad, D. Stence, E. Alberts, R. Janelli, J. Rodrigues, R. Taborsak, J. Forzani, M. Tran, M. Arconti-Gregory, K. Casimiro, L. Michael-Duncan, C. Harris, P. Bartoli, E. Meyer, J. Hills

M. Martins- tells the group that today we will be working with the Cambridge report to develop the tier 2 strategies.

K Wedge-Discussed refining the goals.

K. Casimiro explained that two goal were being combined due to overlapping by her team.

All students will be respectful and responsible citizens globally and within their own Community, and All students will value education. The new goal is,

All students will be respectful, socially responsible citizens, who value education.

As indicated by:

- * Successful completion of a service learning project in grades 5, 8 and 11.
- * A 15% decrease over 3 years in the number of students suspended from school at the secondary level.
- * A 15% over 3 yrs in the number of students with 10 or more absences from school.

In Ian Strever's absence Josiah Hills reported on the outcomes of their team:

All students will demonstrate INQUIRY, advocacy, and wellness skills for the 21st century

More data is needed for the following Tier 1 indicators:

- * All students in grades 4-10 have proficient problem solving skills indicated by a rubric designed for the purpose.
- * By 2012 there will be an increase from 19% to 30% of students passing all four health standard tests.
- * 2012 reduce at risk behavior as indicated by the at risk behavior survey

Laura Mead reported the status of her team's work as follows:

All Students Will Demonstrate Academic Success

All students in the Danbury Public Schools will increase achievement in literacy as measured by:

Grades K-2

* 70% of students will meet the grade level standard, as determined by the state DRA2, at the end of each academic year.

Grades 3-8: (Based upon raw data)

- * The percentage of students in grades 3 to 8 scoring proficient or higher in literacy, as measured by the annual Reading CMT, will increase from 65% to 80% by 2012.
- * The percentage of black students in grades 3 to 8 scoring proficient or higher in literacy, as measured by the annual Reading CMT, will increase from 58% to 78% by 2012.

* The percentage of Economically Disadvantaged students in grades 3 to 8 scoring proficient or higher in literacy as measured by the annual Reading CMT, will increase from 49% to 69%.

* The percentage of Hispanic students in grades 3 to 8 scoring proficient or higher in literacy, as measured by the annual Reading CMT, will increase from 47% to 67%.

* The percentage of ELL students in grades 3 to 8 scoring basic or below basic in literacy, as measured by the annual Reading CMT, will be reduced by 10% annually through 2012.

* The percentage of Students with Disabilities in grades 3 to 8 scoring basic or below basic in literacy, as measured by the annual Reading CMT, will be reduced by 10% annually through 2012.

Grade 10

* The percentage of students in grade 10 scoring proficient or higher in literacy, as measured by the annual Reading CAPT, will increase from 75% to 85% by 2012.

* The percentage of Economically Disadvantaged students in grade 10 scoring proficient or higher in LITERACY, as measured by the annual Reading CAPT, will increase from 56% to 71% by 2012.

* The percentage of Hispanic students in grade 10 scoring proficient or higher in literacy, as measured by the annual Reading CAPT, will increase from 51% to 66% by 2012.

* The percentage of ELL students in grade 10 scoring basic or below basic in literacy, as measured by the annual Reading CAPT, will be reduced by 10% annually through 2012.

* The percentage of Students with Disabilities in grade 10 scoring basic or below basic in literacy, as measured by the annual Reading CAPT, will be reduced by 10% annually through 2012.

The academic achievement team still needs Literacy Goals for 11 & 12

All students in the Danbury Public Schools will increase achievement in mathematics as measured by:

Grades K – 2:

* Current Available Data

* Kindergarten Pre-Post Test

* Grade 1: Quarterly Cumulative Topic Assessments

* Grade 2: Quarterly Cumulative Topic Assessments

Grades 3 – 5:

* The percentage of students in grades 3 to 5 scoring proficient or higher in mathematics as measured by the annual Mathematics CMT will increase from 83% to 92% by 2012.

* The percentage of black students in grades 3 to 5 scoring proficient or higher in Mathematics as measured by the annual Mathematics CMT will increase from 74% to 86% by 2012.

* The percentage of Economically Disadvantaged students in grades 3 to 5 scoring proficient or higher in mathematics as measured by the annual Mathematics CMT will increase from 76% to 88% by 2012.

* The percentage of Hispanic students in grades 3 to 5 scoring proficient or higher in mathematics as measured by the annual mathematics CMT will increase from 77% to 90% by 2012.

* The percentage of ELL students in grades 3 to 5 scoring basic or below basic in mathematics measured by the annual mathematics CMT will decrease by 10% annually through 2012.

* The percentage of Students with Disabilities in grades 3 to 5 scoring basic or below basic in mathematics as measured by the annual mathematics CMT will decrease by 10% annually through 2012.

Grades 6 – 8

- * The percentage of students in grades 6 to 8 scoring proficient or higher in MATHEMATICS as measured by the annual Mathematics CMT will increase from 80% to 91% by 2012.
- * The percentage of black students in grades 6 to 8 scoring proficient or higher in mathematics as measured by the annual mathematics CMT will increase from 71% to 85% by 2012.
- * The percentage of Economically Disadvantaged students in grades 6 to 8 scoring proficient or higher in mathematics as measured by the annual Mathematics CMT will increase from 69% to 84% by 2012.
- * The percentage of Hispanic students in grades 6 to 8 scoring proficient or higher in mathematics as measured by the annual mathematics CMT will increase from 69% to 84% by 2012.
- * The percentage of ELL students in grades 6 to 8 scoring basic or below in mathematics as measured by the annual Mathematics CMT will decrease by 10% annually through 2012.
- * The percentage of Students with Disabilities in grades 6 to 8 scoring basic or below in mathematics as measured by the annual Mathematics CMT will decrease by 10% annually through 2012.

Grade 10

- * The percentage of students in grade 10 scoring proficient or higher in mathematics as measured by the annual mathematics CAPT will increase from 67% to 77%
- * The percentage of black students in grade 10 scoring proficient or higher in mathematics as measured by the annual CAPT will increase from 62% to 77%
- * The percentage of Economically Disadvantaged students in grade 10 scoring proficient or higher in mathematics as measured by the annual CAPT will increase from 41% to 56%
- * The percentage of Hispanic students in grade 10 scoring proficient or higher in mathematics as measured by the annual CAPT will increase from 40% to 55%
- * The percentage of ELL students in grade 10 scoring basic or below in mathematics as measured by the annual CAPT will decrease by 10% annually through 2012.
- * The percentage of Students with Disabilities in grade 10 scoring basic or below in mathematics as measured by the annual CAPT will decrease by 10% annually through 2012.
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Grade 11 and Grade 12

- * Increase math achievement as measured by CAPT, SAT, AP

M. Martins asks for results indicators for each group.

J. Hill reports on results indicators for his group.

- * 90% of students will have access to the Student Based Health Center
- * A statistical increase in the number of students who feel connected to an adult in their building.
- * Have statistical increase in number of students who access after school help.(more data is needed)

L. Mead and K. Casimiro are not ready to report on results indicators; both groups will meet prior to the next session to formulate them.

M. Martins asks the groups to think about data collected that is collected. She says we need to start with what we have and then address any lack of information. This is the most difficult part, deciding where we want to end up. Dealing with obstacles and what structural things are in place that will prevent you where you want to go

The committee broke out into groups to identify obstacles and discuss how they will be imbedded in Tier 2 indicators (adult action indicators).

The groups then looked at the Cambridge Report focusing on improvement needs to see how it relates to our goals.

Dr. Pascarella discussed the Community Focus Groups.

Dr. Glass reminded the group members that they need to be good Communication Ambassadors and to make sure that they provide timely and accurate information to as many people as possible. He also asked the group to let others know that the minutes are posted on our website, that the proceedings are being videotaped for cable TV and that Michele Tran is provided periodic newsletter regarding the work of TDEC so please get the word out.

Concerns were raised on the speed at which team is proceeding, resulting in the addition of an additional meeting on May 22, from 12-3 at the BBAC. It was reiterated that the Commissioner of Education has given Danbury the time line to follow and we are not allowed to deviate from it.