Milford Board of Education Committee of the Whole Meeting September 27, 2010

Board members present:

David Amendola
Tracy Casey
Suzanne DiBiase
Josip Jukic
Diane Kruger-Carroll
Jack O'Connell
Greg Oliver
Jay Tranquilli
Mark Stapleton
Robert White

Administration present:

Michael Cummings Susan Kelleher Wendy Kopazna

I. CALL TO ORDER

The Milford Board of Education held a Committee of the Whole meeting on Monday, September 27, 2010, in the Board Room at the Parsons Complex. Chairman Stapleton called the meeting to order at 7:35 p.m. with the reciting of the Pledge of Allegiance immediately following.

II. DISTRICT STUDENT ACHIEVEMENT DATA REPORT:

Mr. Cummings navigated a presentation that contained the states assessment results, comparative data and the district's action plan. (See the attached presentation.) He then explained the five levels of performance. They are below basic, basic, proficient, goal and advanced goal. While the state requires that the district's students be at the proficient level, the district's goal is to be at "goal." The state has grouped districts in DRG's for the purpose of comparisons. The DRG is categorized by the family income, demographics, size of the students etc.

Mr. Cummings then told the board the CMT and CAPT test are seven months old by the time they release the results. The tests are a helpful for long term planning. He then told the board that there is an alignment gap between the curriculum and the state exam materials.

Mr. Amendola asked if Milford had a higher amount of special education students than other districts.

Mr. O'Connell would like to see a demographic comparison. He also asked how the high school rating system is calculated in relation to other schools. Is it apples to apples?

Mr. Cummings then told the board the district's goals are to have 5% of each grade level, per subject area, advance one performance level on the CMT and CAPT. Special education students would advance by 10%. He then said that the Theory of Action is not new. However, a monitoring system has been added. The common core comes from the "No Child Left Behind."

III. PUBLIC COMMENT

Cathy Berni – 96 Centennial Drive – We need to get kids ready for the future. She will be curious to see the impact of the Response to Intervention (RTI) system. Every kid is entitled to a free and good education. The mandates came about because it wasn't being done right.

Mike Taylor – 340 Wolf Harbor Road – The superintendent's goals are tied to common goals. What curriculum are they using? Why can't we use the same? Proficiency is what we set our goals to be. Why not set our bar higher? There are ways around it. It is the board's job to set those goals. How many AP classes are offered? Are you prepared as a board to make it happen?

DRAFT

You cannot support education without supporting every child. Milford should refrain from criticizing scores. An increased amount of students have learning disabilities. It is not just a special education issue.

Mr. Simoncek – Governor's Way – He said that he personally does everything he can to educate his children. He tries to prepare them for tests. The parent's need to be held accountable too. It should be a team effort. He then asked where the new parking lot at Orange Avenue School will be installed.

Susan Reed – Ms. Reed would like to know when parents will receive the CMT scores.

Mr. Cummings explained that the information will be sent within two weeks. The administration has been working on a common narrative.

V. ACTION

Mr. White made a motion to approve the 2011-2014 Milford Education Association contract. Mr. Amendola seconded.

Mr. O'Connell said that he believes the contract will serve the students, teachers and parents well. He thanked the bargaining team. He said at all times the dialog was polite and professional. This is the first time in 20 years that the contract did not go to arbitration. He then thanked management team which consisted of Mr. Dugas, Mr. Cummings, Mr. Russell and Mrs. Kopazna.

Motion passed unanimously.

VI. BOARD COMMENT

Mrs. Kruger-Carroll requested to have a board retreat in the week or two. Specifically, to prepare the board for the superintendent search; to define leadership's role and how it affects the board as a whole, identify goals and the mission of the board.

Any information that has been gathered thus far from the youth league, parent input and anything else for the Lacrosse program and have it presented to the board at the October Committee of the Whole.

Mrs. Kruger-Carroll asked for clarification of the decrease of one enrichment teacher for the district. Mr. Cummings told her that the position was cut from the original budget the board approved.

Mrs. Kruger-Carroll asked what would happen when the CMT test go away and was told the district would then use the current assessment test.

Mrs. Casey requested that the board take into consideration of everyone's schedule before scheduling the meeting. She then said that she travels far and would appreciate

Chairman Stapleton reported that the board is moving forward with the superintendent search. He told the public focus groups have been schedule for October 5th. Invitations were sent to many groups i.e. parent, business, civic, teachers, administrators and city officials. He also said the website will offer

Mrs. Kruger-Carroll recommended that the people who did not receive invitations have the opportunity to participate another way. Chairman Stapleton told her that invitations were sent to many, many individuals. However, should a board member wish to add to the list, they could.

Mrs. Kruger-Carroll then said she had already communicated her additions to Mrs. Griffin. However, the board did not select the groups of people, leadership did. She then said again, that the public should have the opportunity to give their feedback.

Mr. O'Connell spoke up and said that he recalled the groups were selected by the board during the meeting with the superintendent search consultants.

Mrs. Kruger-Carroll agreed. However, she said the lists had changed.

Chairman Stapleton told her the board agreed to the lists.

DRAFT

Mrs. Kruger-Carroll said that "we" as a group did not agree to the lists.

Mr. White then said that no one person was selected. Leadership agreed to the various groups and then administration selected the names.

Mrs. Casey then said that is a good reason why a retreat is needed. Decisions are being made by leadership without notifying other board members. She would have appreciated it if the board could have reviewed the list prior to the invitations being sent out.

Chairman Stapleton said that the groups were agreed upon.

Mrs. Kruger-Carroll then told the board that if a parent is not a member of a PTA, then they were not given the opportunity to speak. She also said that she brought that up at the meeting to prevent that from happening.

Mr. O'Connell told her he thought that could be repaired. Mrs. Kruger-Carroll agreed.

Mr. White then said the entire public will be able to offer their feedback via a questionnaire that has been uploaded to the website.

Chairman Stapleton also said that a ConnectEd message will be sent to the entire parent community advising the public of the questionnaire.

Mrs. Casey then asked that the leadership meetings be forwarded to her. The board secretary will forward those dates to Mrs. Casey.

VII. ADJOURNMENT

<u>Mr.</u>	White made a	motion t	to adjourn.	Мт	<u>Amendola</u>	seconded	the motion.	The motion	passed	unanimously	
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Robert White	
Corresponding Secretary	

The meeting adjourned at 10:10 p.m.

Milford Public Schools Committee of the Whole September 27, 2010

State Assessments and District Goals, 2010

Presentation Overview

- State Assessment Results
 Review
 Growth data
- 2. Comparative Data
- 3. District Theory of Action

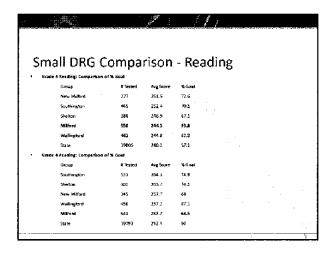
The Use of Data

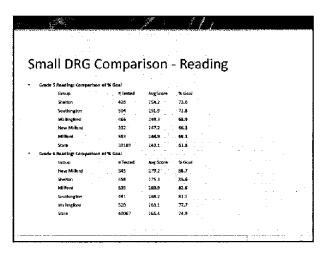
Data from State Assessments
Summative
Informs district and school long term planning goals
Data from District Benchmarks and Common
Formative Assessments
Formative
Informs daily classroom instructional goals

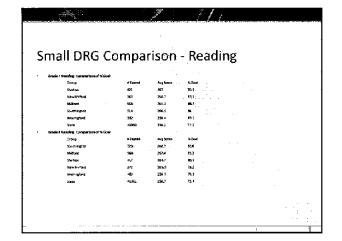
Data Comparisons

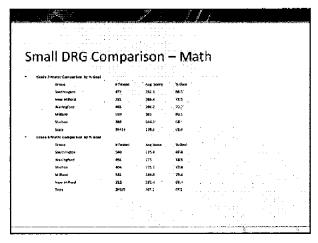
DRG
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Year to Year
Cohort

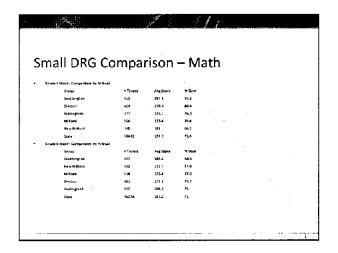
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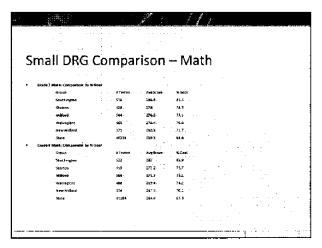


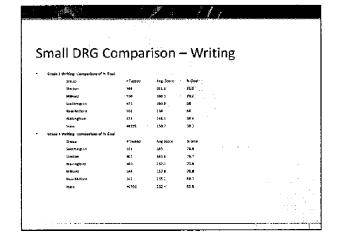


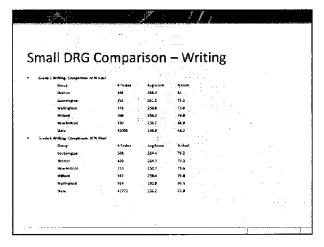


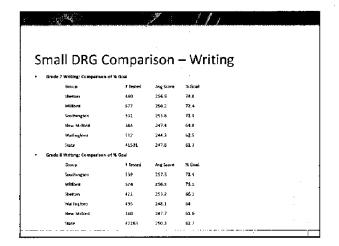


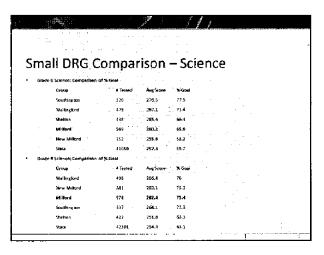


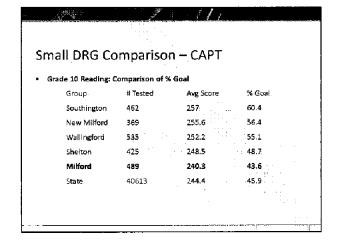


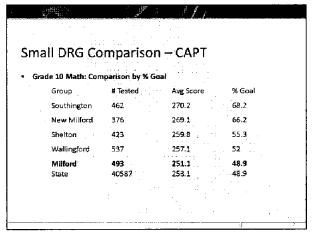


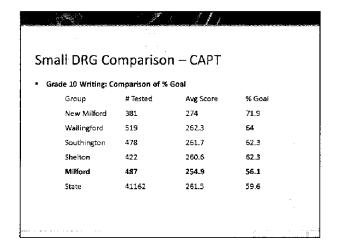


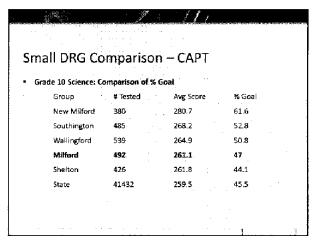


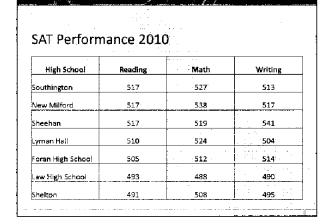




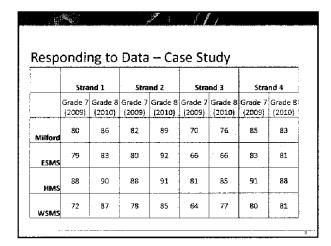


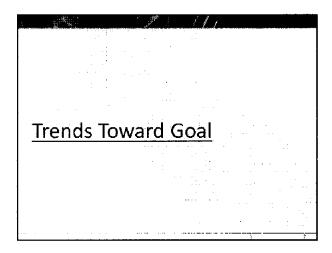


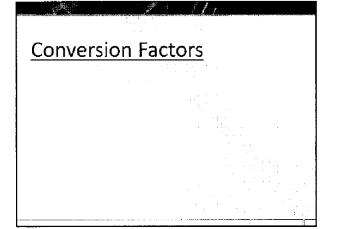




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	Strai	nd 1	Strand 2		Stra	nd 3	Strand 4	
		Grade 7 (2010)	Grade6 (2009)	Grade 7 (2010)		Grade 7 (2010)	Grade6 (2009)	Grade 7 (2010)
Milford	88	94	87	91	45	72	38	93
ESMS	94	96	91	92	44	69	88	93
HMS	89	95	90	92	38	78	90	97
WSMS	82	92	80	- 88	52	68	87	90







Past Pe	arfor	manc	Δ - M:	ath			
Math	2005	2007	2008	2009	2010	Grawth 2009 - 2010	Growth 2006 2010
Militeral	67	69	68	71	75	4	8
Black	41	42	40	53	53	0	12
Hispanid	52	.45	48	56	62	- 6	10
White	69	71	70	72	75.	3	6
Aulan	81	82	80	87	88	1	: - 7
Special Education	23	24	-29	33	35	2	12
Mot Special Education	73	75	74	76	79	3	- 6
ius ius	42	34	36	26	. 33	7	-9
Not But	67	69	69	71	. 75	4	8
Title E	50	50	50	57	58	1	. 8
Not Title 8	71	72	72.	73	78	5	7

Past Performance - Reading

Reading	2006	2007	2008	2009	2016	Growth 2009 - 2010	Growth 2006 2010
Willerd	72	6 9	69	73	74	1	2
Black	47	46	45	53	58	5	11
Hispanic	51	51	- 51	53	58	5	7
White	74	71	71	75	76	1	2
Asian	74	72	76	84	80	4	6
Special Education	28	22	24	30	37	7	9
Not Special Education	78	76	75	78	79	1	1
FLE	29	11	39	21	29	8	0
Not ELL	73	70	70	74	75	1	2
Title	54	51	49	56	61	5	7
Not Title I	76	73	73	76	77	1	1

District Goals

- 5% of each grade level, per subject area, will advance one performance level on the CMT and CAPT
- 10% of special education students, per subject area, will advance one performance level on the CMT and CAPT
- Every data team will advance 5% of its students per performance level, per subject

District Goals and Actions

A coherent and committed system of educational professionals working together have the transformative power to positively impact the lives of all children. Such a learning collaborative, ever mindful of continual improvement towards the goal of every learner becoming a success, will develop and maintain rigorous and engaging curriculum, lessons, and assessments, powerful informative data systems, and a supportive learning climate and culture.

District Goals and Actions

- If we strengthen and align our organizational systems, particularly those closest to the instructional core at the school level, then student learning will incrementally and notably improve. Changes in the systems of curriculum and assessment infrastructure, data driven decision making and school climate will positively impact the practice of our staff to improve instructional practice and support learning achievement for all students.
- If we design and execute rigorous and engaging district curriculum that are linked across grades and levels by uniformly, understood and applied standards, if department and course unit plans exemplify the best practices of Understanding by Design, and if we develop rigorous and pervasive assessment tasks that provide staff with reliable nieasures of student progress towards standards and district Ends Policies then we will be able to provide timely and effective interventions that ensure success for all students.

District Goals and Actions

We will

- Use the Common Core of Standards as the basis for the development of district curriculum.
- Use Board of Education approved Ends Policies to Identify targets of performance expected of all Militard Public Schools graduates
- Use Understanding by Design as the essential curriculum development tool
- Develop a variety of assessments aligned to the instructional objective and reflective of a K-12 continuum.
- Use the principles and practices of SRBI to monitor and support the instructional needs of our challenged learners
- Link learning expectations horizontally and vertically across classrooms, grades, schools, and grade levels and measure student progress through an aligned assessment system.

Evidence

- Local, state, and national student assessment results
- Data tracking of student performance pre-kindergarten to post-graduate
- A collection of integrated curriculum and lessons which serves as frames for the delivery of proven instructional and desired.

District Goals and Actions

If we focus all instructional efforts through the lens of consistency, rigor, and engagement and monitor instructional practices through data driven accountability systems and student work then we will develop district capacity and sustainability to increase learning achievement for all

District Goals and Actions

We will

- Identify the learning needs of individual staff through evaluative and data derived means and develop individual professional development paths for each
- Expect the implementation of district developed curriculum in each classroom
- Develop and support professional learning communities who continually and effectively develop lessons aligned to district curriculum, understand and apply the principles of best assessment strategies, and who can use data to continually improve their work.
- Create and support horizontal and vertical teams of teachers and principals to monitor and support district curricular consistency
- Non-renew underperforming non-tenured staff and aggressively remediate underperforming tenured staff to excellence and nothing less

Evidence

Portfolios of individual teacher professional development plans Walkthrough and evaluation data collection

District Goals and Actions

If we develop and sustain a professionally collaborative school culture which places primary importance on the needs of all students, develops trust among all school staff, and utilizes the entire school community to address the needs of the school, then we will maximize the best learning environment for all students.

