

CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM BOARD

Minutes of Meeting of January 16, 2018 Subcommittee on Quality and Policy

Pursuant to notice filed with the Secretary of State, the Connecticut Technical Education and Career System Board Subcommittee on Quality and Policy met on January 16, 2018 at Ella T. Grasso Technical High School, 189 Fort Hill Road, Grasso, CT.

I. Call to Order

Ms. Keavney called the meeting to order at 9:30AM.

Present: Patricia Keavney-Maruca, Chairperson of the Subcommittee on Quality and Policy

Robert J. Trefry, Chairperson of the CTECS Board

Karen Eichstaedt, Member of the Subcommittee on Quality and Policy

Jeffrey Wihbey, Interim Superintendent of Schools

Nichola Bankuty, CTECS Education Consultant

James Chasse, CTECS Education Consultant

Jennifer Clement, Ella T. Grasso THS Social Worker

Mindy Daria, Emmett O'Brien THS Social Worker

James Mindek, Bureau Chief

Mary Moran, Eli Whitney Principal

Alex Pitsas, CTECS Education Consultant

Donna Risolo, CTECS Education Consultant

Barbara St. Onge, CTECS Education Consultant

Bea Tinty, CTECS Education Consultant

Karen Zimmerman, CTECS Education Consultant

Absent: Peter Hoecklin, Member of the Subcommittee on Quality and Policy

Daisy Cocco De Filippis, Member of the Subcommittee on Quality and Policy

II. Public Participation

There was no public participation

III. Consideration of Minutes of the December 12, 2017 Meeting

The Committee voted unanimously that the minutes of the December 12, 2017 meeting be approved.

Vote: In Favor: Eichstaedt, Keavney-Maruca, Trefry

Opposed: 0

Abstained: 0

Absent: De Filippis, Hoecklin,

Motion carried unanimously.

IV. Strategic Planning for the Connecticut Technical Education and Career System (CTECS)

A. SAT Update

Background: At the October 17, 2017 Subcommittee meeting, the Committee members received an update on the SAT results that were just released and still under review by staff.

Interim Superintendent Wihbey introduced CTECS Education Consultants: Mr. Alex Pitsas, Dr. Risolo, and Ms. Nichola Bankuty to the Committee members.

Mr. Pitsas spoke to Committee members on how the math curriculum is currently supporting student performance on student SAT Math. He shared research materials on test prep classes and reviewed a sample SAT test. Mr. Pitsas' talking points included curriculum alignment.

Questions/discussion included: if the test shared in the committee packets is an actual test, assess mathematical thinking (stretching), do the questions get harder and where would students have to be in order to do well on the test and be fully prepared, geometry diminished to 10% of the test, and would students need to know the content of the SAT to do well in college.

Dr. Risolo introduced the document entitled, "Crosswalk of the CTECS Curriculum and SAT Evidence Based Reading and Writing Tests" and explained the purpose of the document which is to outline the commonalities between the CTECS curriculum and the skills measured by the SAT Evidence Based Reading and Writing Tests. Dr. Risolo pointed out that this needs to be the starting point for any conversation in the district around, what are we doing to help prepare students for the SAT Evidence Based Reading and Writing Tests. The document outlines which units of study in the English, social studies, and science curriculum support the teaching of each specific skill measured by the SAT Evidence Based Reading and Writing Test. The intended audience for the document includes all internal organization stakeholders: members of the board of directors, superintendents, managers, consultants, school administrators, and teachers. The intended use of the document is to provide a starting point for ongoing conversation within the organization regarding the SAT Evidence Based Reading and Writing Tests and the CTECS curriculum. The document should be regarded as the seminal document to inform further conversation within the system pertaining to SAT Evidence Based Reading and Writing Tests and the CTECS curriculum.

The document was created by small working teams comprised of the subject area consultants, school leaders and teachers. Timeline for completion of the document: ELA, December 2017; Social Studies and Science is February 2018.

Questions/Discussion included: does the SAT still measure vocabulary, questions on the test won't feel unfamiliar, it's the level of the material the students are being presented with often present a challenge, and is there a correlation of the language arts grades to the STAR scores to the SAT scores in order to identify early students that may need help.

Nichola Bankuty gave a summary of 2017 Fall PSAT scores. The analysis focused on a cohort of students (Fall 2016 10th graders and Fall 2017 11th graders). The data showed the average mean scores for ELA and

Math for each school, district and state as well as the percent of students that met the benchmark in both areas. Highlights included samples of why CTECS can't just look at average or % at benchmark.

Cohort from 2016 Fall PSAT testing to 2017 Fall PSAT

- 100% of school increased ELA Mean scores
- 16 out of 17 schools decreased % of students meeting benchmark
- 14 out of the 17 schools increased or remained the same in Math Mean scores
- 100% of schools decreased % of students meeting benchmark
- The District increased in both math and ELA mean scores
- The District decreased in both math and ELA with % of students meeting benchmark

Ms. Bankuty spoke about a resource to improve test scores, Khan Academy. Khan Academy is imbedded in the College Board accounts and students are required to have College Board accounts in the district. She explained when the students take the PSAT and SAT their scores link to Khan Academy—an individualized practice. Khan Academy will break down the scores and show what areas the students are weak in and offer instruction in those areas.

The Committee members thanked Mr. Pitsas, Dr. Risolo and Ms. Bankuty for their presentations.

A copy of the following documents are included in the official file of this meeting:

Talking Points for Math Outline;

Math Test – No Calculator;

Resource Materials:

WWC Intervention Report;

The Impact of shadow education on student academic achievement; and

Closing the Achievement Gap on ACT & SAT

“Crosswalk of the CTECS Curriculum and SAT Evidence Based Reading and Writing Tests is included in the official file of this meeting;

Comparison of the Class of 2019 – Fall PSAT 2016 and 2017

B. Chronic Absenteeism

Interim Superintendent Wihbey opened the discussion. If Committee members recall, on October 27, 2017, they had a discussion and received an update on CTECS progress regarding Chronic Absenteeism at their subcommittee meeting. Interim Superintendent Wihbey has called into action, a Districtwide Chronic Absenteeism Steering Committee.

Background: A memo dated April 19, 2017 from Commissioner Dianna Wentzell was sent to Superintendents of Schools regarding Reducing Chronic Absence in CT Schools. “Chronic Absence is defined as missing 10 percent or more of days of school for any reason, including all absences, excuse, unexcused, and disciplinary. Being chronically absent has a significant impact on a student’s ability to read at grade level, perform academically, and graduate on time.”

Interim Superintendent Wihbey introduced Ms. Jennifer Clement, Ella T. Grasso THS Social Worker and Mindy Daria, Emmett O’Brien THS Social Worker to the Committee members. Ms. Clement and Ms.

Daria provided an update in the form of a PowerPoint on the progress of the Chronic Absenteeism Committee. A comprehensive interactive document is in development which will include action research based interventions at each level of SRBI to address chronic absenteeism. Components of the documents were shared with the Committee members.

Interim Superintendent Wihbey introduced Dr. Mary Moran, Eli Whitney Principal to the Committee members who spoke to the Committee members regarding interventions and goals to address Chronic Absenteeism at Eli Whitney. These goals are set and monitored every month so discussions can occur with students to discover the root cause and focus on the individual students and in some cases make home visits.

Interim Superintendent Wihbey felt it important to note that CTECS monitors what student's needs are based on their behavior and implement action based on that. Interim Superintendent Wihbey pointed out the beauty of this committee is the sharing of District Process and Protocol that everyone will use – tapping into all of the schools best practices.

Discussion included: Students are being taken out of their regular homeroom and put into a special intervention support homerooms and recognizing students who have good attendance.

The Committee members thanked Ms. Clement, Ms. Daria and Dr. Moran for their presentations and expressed how impressed they are with their work.

A copy of the following hand-outs are included in the official file of this meeting:

PowerPoint entitled, "Chronic Absence Progress Update", handouts entitled "Sample -Grasso's Attendance Homerooms—Guidelines for Homeroom Teachers, Sample – CTECS Scientific Research Based Interventions for Attendance, and Tier 1 General Ed Classroom for ALL Students

C. Profile of a Graduate

Interim Superintendent Wihbey opened the discussion. In recent months, a small committee including teachers, administrators, central office staff, Interim Superintendent Wihbey and Mr. Trefry participated in a series of workshops entitled "Systemic Transformation Series of Workshops for District Leaders" hosted by the CT Association of Public School Superintendents. "One activity that this group completed was to define a portrait of a graduate. That work contributes to today's presentation on the Profile of a Graduate.

If Committee members recall, last December, Dr. St. Onge presented on the Work Ready component of the Life Ready continuum--a copy of which is included in their board packets.

Interim Superintendent Wihbey introduced Dr. Barbara St. Onge, Education Consultant to the Committee members. Dr. St. Onge presented a PowerPoint on the four components of the Student Profile including: Work Ready, Job Ready, College Ready and Career Ready. She provided examples of requirements and attributes for each component. In the Work Ready component, she shared the

completion requirements for that component including the employability assessment. She continued to provide examples of the skills students would need to demonstrate proficiency to profess work readiness. She also discussed the requirements for a student to be Job Ready, including participating in work-based learning and receiving two certificates: one in their trade, the other a high school diploma with opportunities for credentials. Dr. St. Onge continued to elaborate on the requirements for a student to be College Ready in meeting academic benchmarks in Math and Reading and Career Ready which reinforces 21st Century Skills aligned with the national *Career Ready Practices*. In conclusion, Dr. St. Onge, presented a slide which displayed all of the attributes of a high school graduate which were represented throughout her presentation which validated the district's efforts.

Dr. St. Onge responded to questions the Committee members raised. The Committee members thanked Dr. St. Onge for her presentation.

A copy of the CTECS Student Profile and Profile of a Graduate PowerPoint presentation is included in the official file of this meeting.

D. Alternative Expulsion Pilot

Interim Superintendent Wihbey introduced Eli Whitney Principal Dr. Mary Moran and Ms. Karen Zimmerman, Education Consultant to the Committee members who presented a proposal of a pilot program as a Coordinated School Option for an Alternative Education to better support expelled students. This program will be housed at Eli Whitney THS and could also serve students from Emmett O'Brien and Platt Technical High Schools who are unable to attend school for some reason.

The proposal included: Program design, facility and layout, resource requirements including human resources, and other considerations. This program will be piloted at the start of the fourth quarter (April 1, 2018).

Dr. Moran and Ms. Zimmerman responded to questions the Committee members raised about the pilot. Dr. Moran felt it important to note that she reviewed this pilot program concept with her building representatives and they were very enthusiastic about it and did not see any conflicts. During this pilot, trade instruction will be explored as to how to incorporate. Also discussed was shared funding costs amongst the district.

The Committee members endorsed the idea and felt it was a great concept. Interim Superintendent Wihbey will keep the Committee updated on the progress of the pilot.

A copy of the Eli Whitney Alternative Education Proposal PowerPoint is included in the official file of this meeting.

V. Adjourn

The meeting was adjourned at 11:20AM.

Prepared by: Diane Curtis, Administrative Assistant