

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Tuesday – October 9, 2012
Board of Education Conference Room
Mark T. Sheehan High School**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 7:10 p.m.

BOARD MEMBERS PRESENT

M. Brooder, J. Cei, C. Mansfield, J. Marrone, R. McKay, C. Miller

STAFF MEMBERS PRESENT

R. Backus, E. Cohn, J. Guarino, R. Kovi, R. Mancusi, B. McCully, S. Menzo

II. ACCEPTANCE OF MINUTES

The minutes of the September 4, 2012 Instructional Committee meeting were accepted as presented.

III. PRESENTATION

A. District Performance Index

Dr. Menzo stated there are new focus areas the State Department of Education has introduced related to District Improvement Plans – 1.) District Performance Index (DPI) targets which are based on a scale from 0 to 100, 2.) School Performance Index (SPI) targets which are based on a scale from 0 to 100, 3.) Subgroup Performance Index targets which are based on subject matter, 4.) High School Graduation Rate targets which are based on an Extended Graduation Rate or on a Four Year Graduation Rate, 5.) Common Core State Standards and 6.) Performance Tasks. The following is being phased out: Adequate Yearly Progress (AYP), Strand Analysis (which no longer correlates to the Common Core), Connecticut Mastery Test Prep (CMT) and Connecticut Academic Performance Test Prep (CAPT).

Key Facts – GOAL is now the target to reach instead of PROFICIENCY. Points are assigned for each score band for each student: 1.0 – Goal/Advanced, .67 – Proficient, .33 – Basic and 0.0 – Below Basic. The District and School Overall target is 88 index points. District and School subgroups need to be less than 10 index points from whole district and school measures. All Districts and Schools need to be half way to 88 by 2018 and the 2012-2013 Districts and Schools targets will be based on a 3 year average. Districts and Schools will be classified in the spring of 2013 based on achievement of targets. High Schools only need to meet a 4-year cohort Graduation target of 94% and need to meet an Extended Graduation Rate target of 96%.

Dr. Menzo continued explaining what this means at the district (grade 3-8) level. Our district baseline in 84.2 and our district target is 84.5. The challenge is this is not disaggregated by grade level; even the individual schools are not disaggregated by grade level. At the high school level the district graduation baseline is 78.1 and the district target is 78.9.

The high school graduation baseline for 4 – year Cohort is 87.7 and the district target is 88.2, for Students with Disabilities the graduation baseline is 74.5 and the target is 76.1, Free/Reduced graduation baseline is 72.3 and the district target is 74.1, for Black students graduation baseline is 71.9 and the target is 73.7, for Hispanic students graduation baseline is 72.8 and the district target is 74.5 and for ELL students graduation baseline is 81.7 and the district target is 82.7.

The high school extended graduation rate is 92.3 and the district target is 92.6, for Students with Disabilities the extended graduation rate is 92.1 and the district target is 92.4, for Free/Reduced the extended graduation rate is 84.4 and the district target is 85.4, for Black students the extended graduation rate is 86.5 and the district target is 87.3, for Hispanic students the extended graduation rate is 81.2 and the district target is 82.4 and for ELL students the extended graduation rate is 81.7 and the district target is 82.8.

The district focus will be on literacy skills and reading comprehension across all grade levels. K-2: Early literacy skills to include reading comprehension, Grades 3-5: Literacy skills to include reading comprehension, Grades 6-8: Reading comprehension will include a greater balance given to informational reading & greater text complexity and Grades 9-12: Reading comprehension will include a greater balance given to informational reading & greater text complexity.

The district focus will be on foundational mathematical skills (Common Core State Standards) across all grade levels. K-2: Early numeracy skills will be taught to mastery and applied to real world problems and situations. Grade 3-8: Re-assigned content and skills will be taught to mastery and applied to real world problems and situations and for Algebra 1 there will be rigorous content and skills taught to mastery and applied to real world problems and situations. The district focus on writing skills (Common Core State Standards) across all grade levels for Grades K-5: Opinion, informational and narrative writing will be taught and in Grades 6-12: Argument, informational and narrative writing will be taught. The district focus on science achievement across all grade levels for Grades 3-5: Improvement in conclusions/discussion will be tied to informational writing and in Grades 6-12: Improvement in conclusions/discussion will be tied to argument writing.

In November each school will provide the Board with an executive summary for review of progress made based on 2011-2012 SMART Goals, an analysis of recent data as related to Common Core State Standards, a brief statement of next steps for whole school and subgroups and a detailed plan for review by grade level. Dr. Menzo concluded his presentation stating the district is finally on the same road as every other district. We are living in two worlds – CMT/CAPT and Common Core Standards; one where school plans will look different and yet the same. Targets may be different based on specific data and strategies may be similar fostering fidelity and consistency of practice across the district.

B. ELL District Improvement Plan

Ellen Cohn, Assistant Superintendent for Curriculum and Instruction, informed the Board the district receives federal dollars for language instruction for English Language Learners (ELL). The No Child Left Behind (NCLB) federal law requires the Connecticut State Department of Education to annually review the performance of each school district that receives funds under the Title III Grant. We must provide an annual district improvement plan when our students fail to make AYP (Adequate Yearly Progress). Our students do quite well on English proficiency and making progress in this area. Where the district struggles is getting students up and over the proficiency mark on CMT's. ELL students must meet the following three targets – 1.) 78% of ELLs must make progress in acquiring English language proficiency; 2.) 28% of ELLs must attain English language proficiency; and 3.) the ELL subgroup must achieve AYP. Wallingford Public Schools did not meet all three targets and the results are as follows: 1.) 87.6% of ELLs made progress in acquiring English language proficiency; 2.) 62.7 % of ELLs attained English language proficiency; and 3.) the ELL subgroup did not meet AYP in reading and mathematics. An action plan for increasing achievement for English Language Learners along with the 2013-2014 continuing Annual Measurable Achievement Objectives were distributed to the Board.

The unanimous consensus of the Board to send the proposed ELL District Improvement Plan to the Board of Education for action at its next meeting.

C. BYOD (Bring Your Own Device) Update

Rob Kovi, InfoTech teacher from Sheehan High School, spoke about e-resources available to students in the last five years - PowerSchool, eLibrary, various databases and the internet are all sources accessible to our students. 62% of students get their news about current events and politics online. Currently 88% of the 2,346 Wallingford students (grades 6 -11) surveyed own a device that browses the internet using WI-Fi, 88% of students in grades 6-11 own a cell phone, 94% have internet access at home they can use for school, 76% report owning a laptop computer, 6% report bringing their laptop to school and 65% reported a willingness to bring their laptop to school if it could be used in class. Of the 770 Wallingford parents surveyed 53% support BYOD in schools – 32% would like more information, and 74% of parents would allow their student to bring their personally owned device to school if it were used for educational purposes. The biggest concern of parents is theft, loss or breakage of personally owned devices.

Dr. Menzo asked the Board what they would need from the administration to help make an informed decision regarding a potential pilot at the high schools after January 1st. Mrs. McKay stated she is worried about theft of student's devices and she would like to see the contents of a pilot program before it is executed. Mrs. Mansfield added there are lots of questions which still need to be answered before she could feel comfortable approving a pilot program. The consensus of the Board was to receive a proposal from Dr. Menzo after January 1st so they can make informed decisions regarding BYOD.

IV. DISCUSSION

A. Consideration of Purchase of IT Direct Software

Dr. Menzo stated during the budget process last year he presented a proposal to purchase another component of School Dude. Currently the district has School Dude Maintenance and School Dude Scheduler. This software package (IT Direct) is for the IT Department and allows elimination of the redundancy when requesting help through the IT Help desk. The cost is \$2,988.00 and would automate all requests received by the IT Help desk. Dr. Menzo noted this is a reoccurring expense. The Board unanimously approved the purchase of the IT Direct Software package.

B. Teacher and Administrator Evaluation Planning

Jan Guarino, Assistant Superintendent for Personnel, stated in June 2012 the State Department of Education rolled out with a new system for educator evaluation and development. Teacher evaluation will now be closely connected to tenure and student performance and administrator evaluations will also be closely connected to student performance. Ms. Guarino noted she does not intend to review the SEED (System for Educator Evaluation and Development) document at this meeting; but requested Board members to bring it with them to all future Instructional Committee meetings where it will be an agenda item for review and discussion.

V. POLICY

A. Proposed Adoption of New Policy – Responsible Use for Students – 6141.321

The unanimous consensus of the Board was to send the proposed adoption of new policy: Responsible Use for Students - 6141.321 to the Board of Education for action at its next meeting.

B. Proposed Approval of New Regulation – Responsible Use for Students – 6141.321a

The unanimous consensus of the Board was to send the proposed approval of new regulation: Responsible Use for Students - 6141.321a to the Board of Education for action at its next meeting.

C. Proposed Adoption of New Policy – Social Networking for Students – 6141.326

The unanimous consensus of the Board was to send the proposed adoption of new policy: Social Networking for Students - 6141.326 to the Board of Education for action at its next meeting.

D. Proposed Approval of New Regulation – Social Networking for Students – 6141.326a

The unanimous consensus of the Board was to send the proposed approval of new regulation: Social Networking for Students - 6141.326a to the Board of Education for action at its next meeting.

VI. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:35 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary