District Data Team
Meeting Minutes Agenda

Meeting Norms

Allow all people to be heard, begin and end on time, use an agenda, disseminate minutes, support all members, frank conversation, keep confidential information to yourself, practice problem solving, use protocols, arrive to meeting prepared with agenda, data, etc., build consensus, and take on the big issues.

Date of Meeting: February 27, 2017
Time: 1:00- 3:00 p.m.
Place: Middletown High School

Roles:
Facilitators: Enza Macri, Amy Mullen, Jen Phaiah, Julie Sheppard, Keri MacLean, Michelle Gohagon
Time-Keeper: Sue Shippee Lopez
Note-Taker: Katilin Ortiz
# Meeting Agenda

## Time Allotted

<table>
<thead>
<tr>
<th>Time Allotted</th>
<th>Agenda Item</th>
<th>Description</th>
<th>Expected Outcomes</th>
<th>Minutes</th>
</tr>
</thead>
</table>
| 1:00 - 1:20   | · Introductions  
                · Celebrations  
                · Review DDT Minutes from October 17, 2016  
                · Review Agenda | · Introductions  
                · Celebrations  
                · Review DDT minutes from October 17, 2016 meeting and provide clarification, if needed  
                · Review Agenda | - Reviewed all celebrations (district wide) lead by Keigwin School. See celebrations below.  
- District: Skills navigator needs to be utilized. More NWEA training will be coming. Curriculum team are available to help schools dig deeper into what NWEA and Skills Navigator has to offer.  
- Next year: Guided math is going to be an expectation. Utilizing NWEA/Skills Navigator will also be expected.  
- DDT reviewed minutes from October 17th meeting. |}

| 1:20 - 2:40   | · ELA, Math, and Climate sub-committees break-out group work | · Review of action research minutes from October 17th and provide clarification if needed.  
· Members will analyze Winter 2017 data and determine the effectiveness of strategies and make adjustments as | · Members will determine if the DDT strategies from 2016-2017 address the areas of need.  
· Members will have a common understanding of the Winter 2017 data and the effective strategies to be implemented.  
· DDT members will determine how this information will be shared | - DDT breaks out into groups: ELA, Math, Climate.  
- Break out groups reviewed action research minutes from October 17th meeting.  
- Reviewed NWEA data for successes and challenges  
- Developed Action Research Plans to support NWEA data |}

### Notes
- **Enza Macri and Keigwin School**

## District Data Team

- **Minutes**
<table>
<thead>
<tr>
<th>Time</th>
<th>Participants</th>
<th>Topic</th>
<th>Actions</th>
<th>Action Research (see Action Research plans):</th>
</tr>
</thead>
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| 2:40-2:50 | Amy, Jen, Julie, Keri | Debrief DDT of Data Analysis from Sub-Committees | - Facilitators will share strategy updates from sub-committee work.
- Members will understand district-wide focuses for improving student achievement.
- All principals and DDT members will understand what they must share at their next SDT. | - ELA K-12: Close reading seems to be inconsistent in each building. However, Close Reading lessons are imbedded within ELA units. We want to know are we doing these lessons consistently and are they effective/is it working? Elementary teachers will do 1 close reading lesson a month. Teachers will keep track of what they’ve done. Teachers will be given a survey (in May) to see how it is going and are we making an impact on learning with the close reading lessons.
- Math: Added additional growth goals for (F/R and black subgroup) will see the data for this goal in the spring. Guided math implementation and Power of Yet (math mindset) is the action research plan for math.
- Climate: Attendance has improved in the elementary level, wanted to replicate for secondary but it wouldn’t be the same. Want to use technology to notify parents to make them more aware of their children’s absences. Attendance liaison for the high school? What are schools that have a reduction in |
absenteeism doing? Are they PBIS schools?

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<tr>
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| 2:50-3:00 | Amy and Enza  
· DDT Rubric  
· Future Meetings  
· Complete DDT Rubric  
· May 30th from 1:00-3:00 at MHS  
· Team will complete DDT Rubric and assess our progress.  
| -      | DDT completed the rubric                        |
| 3:00   | Other  
· Adjourn                                        |

**Celebrations**

**Bielefield:**
Math: Grade 4 maintained their math NWEA scores.

Reading: The percentage of students meeting RIT goal on Reading NWEA in grade 4 increased from 55.8% in Fall to 68.6% in Winter due to: Use of Google classroom for all students: This aids in student comfort with technology, continued differentiated instruction and daily guided reading groups, a big push in Vocabulary instruction, and using goal setting and high interest books during independent reading.

Climate: The percentage of referrals in January 2017 decreased by 30% compared to referrals in January 2016. This decrease is due to the continued work with PBIS, and continued re-teaching of Second step lessons to Tier 2 and Tier 3 students.

**Farm Hill:**
Math:
On the NWEA math assessment the Non-Hispanic/Hispanic subgroup gap decreased from fall to winter:
Grade 3: Fall (41.7% gap) Winter (23% gap)= 18.5% gap decrease
Grade 4: Fall (41.7% gap) Winter (21.3% gap)= 20.4% gap decrease
Grade 5: Fall (28.2% gap) Winter (14.9% gap)= 13.3% gap decrease
Overall 2-5: Fall (41.6% gap) Winter (29.4% gap) = 12.2% gap decrease
due to the full implementation of guided math, NWEA student reports to guide instruction and SRBI math support.

Reading: On the NWEA ELA assessment the Non-Hispanic/Hispanic subgroup gap decreased from fall to winter:
Grade 5: Fall (17.9% gap) Winter (-7.2% gap) = 25.1% gap decrease
due to the utilization of accountable talk to promote student discourse, varying levels of DOK, NWEA student reports to guide instruction and SRBI support.

Climate: We participated in "Start With Hello" week - which is an initiative to support the Sandy Hook Promise. Each day of the week we planned ways to focus on strategies to decrease social isolation.

**Tuesday** – "Tolerant Tuesday" – students will be making posters and signs for our school with messages of kindness.

**Wednesday** – “Welcoming Wednesday” - students and staff can wear green and bring something special to class to share and deepen connections with other students.

**Thursday** – “Thoughtful Thursday” – students will be performing random acts of kindness by writing notes for other students and signing a giant pledge banner that will be posted in the cafeteria.

**Friday** – “Inclusion Friday” – students and staff are asked to wear red, pink or hearts to promote inclusion and kindness to others.

Additionally, teachers prepared various activities for their own classrooms during the week.

**Keigwin:**
Math: Although the overall proficiency decreased in our Math NWEA from fall to winter - the percent of students making their winter banded goals ranged from 62-68% overall and in the Black, Hispanic, and F/R subgroups.

We are also note that the gaps between White/Black at proficiency decreased by 1%, Special Education/Regular Education decreased by 2% and ELL and Non ELL decreased by 2%.

Reading: On the Winter NWEA benchmarks, we showed a 6% increase of students who were at or above proficiency from 53% in Fall 2016 to 59% in January 2017. We also decreased our gap between F/R and Not F/R by 1%.

Climate: Climate survey (tracking student attendance) 6/9 students have not received a warning letter in the last 3 months due to proving students and families solutions.

**Lawrence:**
Math: On the math NWEA from fall to winter 2017:
Grade 4: 33/37 students (89%) improved their scores
Grade 5: 37/40 students (93%) improved their scores

In addition, for the free/reduced subgroup:
Grade 4: Of the 7 students who took both the NWEA math Fall and Winter Test, 100% improved their scores (the range was +2 to +17); no one declined
Grade 5: Of the 12 students who took both the NWEA math Fall and Winter Test, 100% improved their scores (the range was +3 to +17); no one declined.
The factors that contributed to this success are:

- Small group targeted instruction and intervention
- Implementation of Guided Math framework
- Double math block

Reading:
For the Fountas and Pinnell winter 2017 assessment 231/284 students are at goal which is 81%. This data is a result of fidelity to the CCSS ELA units as well as IDTs. Other factors that support this goal are targeted intervention through SRBI, independent reading supports such as vacation reading challenge and Reading Counts program, and student selections of just right books.

Climate:
Lawrence school has a low percentage of chronic absenteeism. As of January, 2017 Lawrence has 5% chronically absent. This low rate is due to the work of Kindergarten liaison, PBS, and home visits.

Macdonough:
Math: As a result of focused intervention groups, 29 out of 30 students receiving tier 2 and tier 3 intervention support increased their understanding of fractions through the effective strategy ‘use of manipulatives’. Students needing intensive support decreased from 6 students to 1 student. Students close to goal decreased from 22 to 8 students. Students at goal increased from 7 students to 28 students.

Reading: 92.5% of Macdonough Kindergarten students scored at or above proficiency on AIMSweb Letter Naming Fluency due to implementing Fundations with fidelity and effective SRBI interventions.

Climate: Our office referral rate for the past month decreased from the previous 5-month average of 2.7 per day to 1.56. We believe this is due to relationship building strategies combined with well-integrated support services.

MHS:
Math: In Grade 10, the Black subgroup increased by approximately 10% and the gap between White and Black students decreased by approximately 9%.

Reading: Hispanic 6-11 grew by 3.7% and closed the gap by 2.2%
SPED 6-11 grew by 2.9% and closed the gap by .9%
Grade 9-11 Hispanic grew 2.6% and closed the gap by 2%
Grade 9 Hispanic grew by 12.9% and closed the gap by 8.9%
### Climate:

### Moody:

**Math:**
Moody's school achievement gap decreased in three subgroups areas. We attribute this to rigorous SRBI meetings to determine intervention focus and specific strategies that will be used. We also feel guided math has allowed teachers to meet with students in small groups which has supported all students needs being met through differentiation.

*Fall to Winter subgroup data:*
- **Black** (-7.5% decrease in gap)
- **Hispanic** (-12.9% decrease in gap)
- **F/R** (-9.1% decrease in gap)

**Reading:**
In grade 5, 86% (33/39) students are at or above the RIT cut score for NWEA reading. We feel this is due to rigorous guided reading groups, independent reading and consistent differentiation.

**Climate:**
Moody School Staff and Students participated in nationwide "Start With Hello" initiative to support Sandy Hook. Students made friendship links that connected to every staff and student. Classrooms teamed up to do activities to promote friendship and kindness. The fifth grade teachers and students joined us one morning to participate in fun 'getting to know you'' activities in order to make new friendships prior to transitioning to Keigwin.

### Snow:

**Math:** Grade 5 had 78.26% of their students meet their winter growth band math goals for NWEA. Strategies that supported this growth were conferencing with students about scores, growth and areas of focus; in addition to cooperative learning and peer teaching.

**Reading:** Special Education sub group (2-5) went from 7.7% at or above proficiency to 14.3% at or above proficiency.

**Climate:** 100% of the staff completed the panorama climate survey with out follow up reminders.

### Spencer:

**Math:**
NWEA Math: 80% of our 2nd graders have made their winter RIT band goals and are on track to make the projected growth for the year. Strategies that have helped with this accomplishment include the teachers making the students aware of their fall scores, talking with them about their winter /spring goals and having the students identify strategies that would help them reach the goal. One teachers has created data binders for students where they have the printouts of their performance graphs from NWEA in addition to math fact quizzes and other progress monitoring tools to help students see the progress they are making. Both teachers sent home detailed personal letters to each family explaining the students baseline scores in the fall and will be sending out similar letters in the winter to inform parents of the progress.
**Reading:** NWEA Reading: 83% of third graders have made their winter RIT band goals and are on track to make their spring goals. Strategies that have supported this growth include a strong instructional team who meet frequently to analyze student achievement data, plan differentiated lessons, and find new resources to support student growth. In addition, strong interventionists who have provided outstanding instructional support to students needing tier II and III instruction have help too.

Climate: 100% participation in adopting restorative practices within our building. Teachers facilitate a community building circle at least once a week to practice the circle protocols with students. The school social worker, school psychologist, Icare team, and Principal have been implementing restorative circles in order to help resolve conflicts between students and with students and adults in the building. We are very proud of the strides we have made this year to implement restorative approach to Spencer!

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<th>Wesley:</th>
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| **Math:** 73.2% of 5th graders scored at or above proficiency on the winter 2016 math NWEA test. This is 18.9% above the district’s 5th grade average of 54.3%.  
53.2% of 3rd graders scored at or above proficiency on the winter 2016 math NWEA test. This is 8.4% above the district’s 3rd grade average of 44.8%.  
52.5% of 2nd graders scored at or above proficiency on the winter 2016 math NWEA test. This is 6.2% above the district’s 2nd grade average of 46.3%.  |
| **Reading:** 50% of free/reduced students in grades 2-5 scored at or above proficiency on the winter 2016 reading NWEA test. This represents a 4.1% improvement from fall 2016 to winter 2016.  |
| Climate: Wesley School is continuing to work on Growth Mindset with students, staff, and parents. All students are learning about growth mindset in the classroom and we are sharing a weekly Growth Mindset video to discuss with the students and quotes to promote discussion. These are mentioned on our daily morning announcements. We have also had 2 parent presentations on Growth Mindset before and after school.  |

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<thead>
<tr>
<th>Woodrow:</th>
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<td><strong>Math:</strong> The students in Grades 7-8 receiving Special Education services increased their proficiency by 4.3% and decreased the gap by approximately 7%.</td>
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| **Reading:** All grades 7-8 +1.3%  
Hispanic 7-8 grew 4.9% and closed the gap by 4.8%  |
| Climate: 82% of staff support the new schedule for WWMS next year.  
During the second quarter interim report time, 86% of students were able to participate in the PBIS Block Party. They earned this reward by passing classes and having no referrals.  |
Central Office:
Math: Math District wide: Grade 2 students increased from fall to winter by 1.2%
Math Grades 2-11: Decreased gap between hispanic and not hispanic by 1%
    Decreased gap between special education and regular ed by 2%

Reading: Hispanic 6-11 grew by 3.7% and closed the gap by 2.2%
SPED 6-11 grew by 2.9% and closed the gap by .9%

Climate:

PPS:
Reading
Total students identified as special education making growth from fall to winter in reading = 88% (88% of students made growth)
In grades 2-5 students in special education when compared to their general education peers closed the gap by 7.28 (fall to winter)

Math
Total students identified as special education making growth from fall to winter in math = 83% (83% of students made growth)
In grades 2-5 students in special education when compared to their general education peers closed the gap by 3.1 (fall to winter)