

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
Regular Meeting – September 10, 2019  
Long Hill Administration Building  
Lorraine R. Smith Assembly Room

The Trumbull Board of Education convened in the Auditorium in the Long Hill Administration Building for a Regular Meeting.

Members present:

L. Chory, Chairman

L. Timpanelli, Vice Chair

J. Norcel, Secretary

J. Donofrio

K. Fearon

M. Petitti

M. Ward

Agenda Item I—Call to Order

The meeting was called to order at 7:00 p.m.

Agenda Item II—Preliminary Business

A. Pledge of Allegiance - The Public Session began with a salute to the Flag.

B. Correspondence - Mrs. Norcel reported that ten concerned parents of 3<sup>rd</sup> graders at Middlebrook asked the BOE to add another 3<sup>rd</sup> grade section, citing that large class size inhibits student learning and the student to teacher ratio; Catherine Martini wrote to the BOE in support of later school start times and cited the petition on Change.org with 370 signatures; Kevin Smith thanked the Board for adding 3<sup>rd</sup> and 5<sup>th</sup> grade sections at Frenchtown; Kristine Saccone asked to lower the threshold for class size in our elementary schools and two parents wrote about their student's class placement and our policy to promote nondiscrimination.

C. Public Comments - There were no public comments at this evening's meeting.

D. Board Chairman Report – There was no report at this evening's meeting.

E. Superintendent Report – Dr. Cialfi reported:

- Opening day of the 2019-2020 school year went smoothly in all of our 10 schools with bus transportation drivers all in place.
- To date, we have not encountered any significant bus delays caused by the Strobel Road construction project and continue to be in contact with the project manager so that an alert can be sent out to the community, if need be.
- Approximately 100 parents/guardians of grades 4 and 5 students identified as gifted attended information sessions on August 28-29, 2019.
- Smarter Balanced results have been released and show that we continue to be within the cluster of highest performing school districts throughout the state. The percentage of our students meeting or exceeding the math goal is 76.5%, which is higher than 3 of the 7 DRG A districts and higher than 18 DRG B districts. The ELA/Literacy results reveal that the percentage of our students meeting or exceeding goal is 80.1% which is higher than 2 of the 7 DRG A districts and higher than 14 DRG B districts.

- F. Student Board Representatives Report – Mrs. Chory introduced our new student reps Nancy Lee and Anushka Sharma who reported on events at THS: Back to School night and senior class photos are scheduled for September 12 and students gave an update on our sports programs including the first football game scheduled for Friday, September 13.

There was a motion (Petitti) and seconded (Donofrio) to move the Approval/Curriculum Guides Item 1. K-5 Balanced Literacy: Reading & Writing Curriculum Guide to this portion of the meeting. Vote: Unanimous in favor.

There was a motion (Petitti) and seconded (Norcel) to approve the Curriculum Guides K-5 Balanced Literacy: Reading & Writing Curriculum Guides as presented. Vote: Unanimous in favor.

### Agenda Item III—Reports/Action Items

A. 2019 Standardized Assessment Results

Dr. Budd presented the 2019 Smarter Balanced and SAT Assessment results in literacy and mathematics for students in grades 3-8 and in grade 11. The data shows the continued progress of our students; Dr. Budd explained our future goals to continue to develop strong instructional and assessment practices across schools (see attached presentation).

B. 2020-2021 THS Master Schedule Update

THS Principal Marc Guarino presented the process currently underway to examine a new bell schedule for the 2020-2021 school year that will focus on the best outcomes for our THS students. The bell schedule committee solicited feedback from teachers, students and parents through surveys and focused group sessions to align with the following initiatives:

- Support the time for deeper thinking and reflection across all disciplines
- Increase embedded professional learning opportunities
- Maximize instructional time and minimize non-academic, non-engaging time
- Support student health and well-being: time allocation/distribution to support student wellness
- Guarantee lunch for each student that does not impact access to core academic or elective choices
- Provide time to further develop student-teacher connections in a meaningful way
- Provide all students opportunities to obtain necessary credits in the identified credit groups and making sure all graduation requirements are met

C. 2019-2020 Enrollment Update

Dr. Cialfi presented a breakdown of enrollment numbers as of September 1, 2019.

D. Approval/Minutes, Regular Meeting 8/27/2019

It was moved (Norcel) and seconded (Donofrio) to approve the August 27, 2019 minutes as presented. Vote: Unanimous in favor.

E. Personnel – Dr. Cialfi

Dr. Cialfi presented the following certified appointment:

Williams, Clay; BA/4 (\$53,657) English teacher at Trumbull High School.

F. Curriculum Committee Report – Mrs. Petitti

Mrs. Petitti reported that the Curriculum Committee of the Board of Education met on August 22, 2019 and reviewed several curriculum guides and new course text proposals.

Approval/Curriculum Guides – Dr. Budd

2. Inquiry into Contemporary Texts and Issues Curriculum Guide

It was moved (Petitti) and seconded (Timpanelli) to approve the above curriculum guide as presented. Vote: Unanimous in favor.

Approval/New Course Text Proposals – Dr. Budd

3. *Evicted: Poverty and Profit in the American City* (Supplemental: Inquiry into Contemporary Texts and Issues)
4. *Nickel and Dimed: On (Not) Getting By in America* (Supplemental: Inquiry into Contemporary Texts and Issues)
5. *Locking Up Our Own: Crime and Punishment in Black America* (Supplemental: Inquiry into Contemporary Texts and Issues)
6. *Savage Inequalities: Children in America's Schools* (Supplemental: Inquiry into Contemporary Texts and Issues)
7. *Dopesick: Dealers, Doctors, and the Drug Company that Addicted America* (Supplemental: Inquiry into Contemporary Texts and Issues)
8. *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother* (Supplemental: Inquiry into Contemporary Texts and Issues)
9. *The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives* (Supplemental: Inquiry into Contemporary Texts and Issues)
10. *Just Mercy: A Story of Justice and Redemption* (Supplemental: Inquiry into Contemporary Texts and Issues)

It was moved (Petitti) and seconded (Ward) to approve the above new course text proposals as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:36 p.m.



Trumbull Public Schools  
Board of Education  
September 10, 2019

## **2019 Smarter Balanced & SAT Results: An Analysis**

*Jonathan S. Budd, Ph.D.  
Assistant Superintendent of Curriculum, Instruction, & Assessments*

**Exceptional Student Achievement  
+  
Exceptional Student Growth =**



## The Legitimate Uses of Standardized Assessment Data

- Standardized assessment data provide pieces of snapshot evidence valuable to the District in terms of curriculum, instruction, and assessment, particularly in relation to the Connecticut Core Standards to which the assessments are aligned.

## Essential Caveat

- Standardized assessment data cannot and do not paint a full picture of student performance for a variety of reasons, including:
  - that all tests contain measurement error; and
  - that standardized tests cannot capture the complexity of teaching and learning in a rich environment.

## TPS: Students Meeting or Exceeding Goal

<b>Grade 3 Literacy</b>	74.6%
<b>Grade 3 Mathematics</b>	83.7%
<b>Grade 4 Literacy</b>	82.1%
<b>Grade 4 Mathematics</b>	81.4%
<b>Grade 5 Literacy</b>	84.2%
<b>Grade 5 Mathematics</b>	73.0%
<b>Grade 6 Literacy</b>	81.7%
<b>Grade 6 Mathematics</b>	79.3%
<b>Grade 7 Literacy</b>	81.1%
<b>Grade 7 Mathematics</b>	74.6%
<b>Grade 8 Literacy</b>	76.8%
<b>Grade 8 Mathematics</b>	68.2%
<b>Grade 11 Literacy</b>	79.6%
<b>Grade 11 Mathematics</b>	67.1%

## Key SB Takeaways

1. Trumbull continues to have robust student testing participation.

## TPS: Robust Student Testing Participation

Grade	% of students tested
3	99.6%
4	99.8%
5	99.7%
6	99.2%
7	99.0%
8	98.0%

## Key SB Takeaways

1. Trumbull continues to have robust student testing participation.
2. Trumbull continues to have superior performance compared to the State of Connecticut as a whole.

## TPS: Superior Performance Compared to State of CT

Grade & Subject	Differential between TPS & State of CT
Grade 3 Literacy	+ 20.3%
Grade 3 Mathematics	+ 28.7%
Grade 4 Literacy	+ 27.5%
Grade 4 Mathematics	+ 28.9%
Grade 5 Literacy	+ 26.1%
Grade 5 Mathematics	+ 26.5%
Grade 6 Literacy	+ 26.4%
Grade 6 Mathematics	+ 33.9%
Grade 7 Literacy	+ 25.0%
Grade 7 Mathematics	+ 28.5%
Grade 8 Literacy	+ 21.0%
Grade 8 Mathematics	+ 24.7%

## Key SB Takeaways

1. Trumbull continues to have robust student testing participation.
2. Trumbull continues to have superior performance compared to the State of Connecticut as a whole.
3. Trumbull has continued its top-tier performance.



## TPS: Continued Top-Tier Performance in Student Achievement

- ELA/Literacy, Grades 3-8 inclusive:
  - 7<sup>th</sup> of the 21 DRG\* B districts
  - also exceeded 2 DRG A districts
- Mathematics, Grades 3-8 inclusive:
  - 3<sup>rd</sup> of the 21 DRG B districts
  - also exceeded 3 DRG A districts

*\* DRG = District Reference Group*

## Key SB Takeaways

1. Trumbull continues to have robust student testing participation.
2. Trumbull continues to have superior performance compared to the State of Connecticut as a whole.
3. Trumbull has continued its top-tier performance.
4. Trumbull's superior performance extends to "high-needs" students.

## “High-Needs” Students

- Special Education Students +
- English Language Learners +
- Students Receiving Free or Reduced Lunch

## “High-Needs” Students in Trumbull

<b>Classification</b>	<b>% of TPS Testing Population</b>
<b>Special Education Students*</b>	11.5%
<b>English Language Learners</b>	2.4%
<b>Students Receiving Free or Reduced Lunch</b>	16.8%

*\* small # of special education students excluded from this chart based on their participation in alternate testing based on significant cognitive disability*

## TPS: Continued Top-Tier Performance in “High-Needs” Student Achievement

- ELA/Literacy, Grades 3-8 inclusive:
  - 3<sup>rd</sup> of the 21 DRG B districts
  - also exceeded all DRG A districts
- Mathematics, Grades 3-8 inclusive:
  - 2<sup>nd</sup> of the 21 DRG B districts
  - also exceeded 7 DRG A districts



## Key SB Takeaways

1. Trumbull continues to have robust student testing participation.
2. Trumbull continues to have superior performance compared to the State of Connecticut as a whole.
3. Trumbull has continued its top-tier performance.
4. Trumbull’s superior performance extends to “high-needs” students.
5. Trumbull’s students continue to grow *from one year to the next*.

### Rough Cohort Growth, ELA 2014-15 to 2018-19

Grade	2014-15 ELA Average Vertical Scale Score	2015-16 ELA Average Vertical Scale Score	2016-17 ELA Average Vertical Scale Score	2017-18 ELA Average Vertical Scale Score	2018-19 ELA Average Vertical Scale Score
3	2490				
4					
5					
6					
7					
8					

### Rough Cohort Growth, ELA 2014-15 to 2018-19

Grade	2014-15 ELA Average Vertical Scale Score	2015-16 ELA Average Vertical Scale Score	2016-17 ELA Average Vertical Scale Score	2017-18 ELA Average Vertical Scale Score	2018-19 ELA Average Vertical Scale Score
3	2490				
4		2550			
5					
6					
7					
8					

### Rough Cohort Growth, ELA 2014-15 to 2018-19

Grade	2014-15 ELA Average Vertical Scale Score	2015-16 ELA Average Vertical Scale Score	2016-17 ELA Average Vertical Scale Score	2017-18 ELA Average Vertical Scale Score	2018-19 ELA Average Vertical Scale Score
3	2490				
4		2550			
5			2580		
6					
7					
8					

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3	2490				
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5			2580		
6				2597	
7					
8					

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3	2490				
4		2550			
5			2580		
6				2597	
7					2624
8					

### Rough Cohort Growth, ELA 2014-15 to 2018-19

Grade	2014-15 ELA Average Vertical Scale Score	2015-16 ELA Average Vertical Scale Score	2016-17 ELA Average Vertical Scale Score	2017-18 ELA Average Vertical Scale Score	2018-19 ELA Average Vertical Scale Score
3	2490				
4	2524	2550			
5	2561	2575	2580		
6	2558	2600	2595	2597	
7	2579	2621	2627	2617	2624
8		2639	2638	2642	2631

### Rough Cohort Growth, Math 2014-15 to 2018-19

Grade	2014-15 Math Average Vertical Scale Score	2015-16 Math Average Vertical Scale Score	2016-17 Math Average Vertical Scale Score	2017-18 Math Average Vertical Scale Score	2018-19 Math Average Vertical Scale Score
3	2484				
4	2515	2539			
5	2538	2558	2573		
6	2566	2602	2606	2602	
7	2560	2614	2619	2619	2620
8		2640	2647	2650	2633

## TPS: Students Meeting or Exceeding Growth Goal

Grade 4 Literacy	79.8%
Grade 4 Mathematics	84.9%
Grade 5 Literacy	75.6%
Grade 5 Mathematics	72.5%
Grade 6 Literacy	57.9%
Grade 6 Mathematics	79.2%
Grade 7 Literacy	66.7%
Grade 7 Mathematics	64.4%
Grade 8 Literacy	64.4%
Grade 8 Mathematics	64.9%

## TPS: Continued Top-Tier Performance in Student Growth

- ELA/Literacy, Grades 3-8 inclusive:
  - 8<sup>th</sup> of the 20 DRG B districts
  - also exceeded 4 DRG A districts
- Mathematics, Grades 3-8 inclusive:
  - 12<sup>th</sup> of the 20 DRG B districts
  - also exceeded 2 DRG A districts



## Key SB Takeaways

1. Trumbull continues to have robust student testing participation.
2. Trumbull continues to have superior performance compared to the State of Connecticut as a whole.
3. Trumbull continues its top-tier performance
4. Trumbull's superior performance extends to "high-needs" students.
5. Trumbull's students continue to grow *from one year to the next*.

## Broader SB Implications

1. Strong curricular and programmatic changes in literacy and mathematics have paid dividends.

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2. Individual school-based action plans will be developed, where necessary, to continue to develop strong instructional and assessment practices across schools.
3. Growth of all students will be pursued based on specific actionable best practice strategies.

## Comparing SB & SAT

	Smarter Balanced	CT SAT School Day
Connection to Curriculum	Directly aligned to Connecticut Core Standards, and thus TPS curriculum	Indirectly aligned to Connecticut Core Standards, and thus TPS curriculum
Sources of Student Preparation	Curriculum-based learning	Curriculum-based learning + Out-of-school preparation

## Key SAT School Day Takeaways

1. Trumbull continues to have robust student testing participation.
  - 98.8% of Grade 11 students participated

## Key SAT School Day Takeaways

2. Trumbull continues to have superior performance compared to the State of Connecticut as a whole.
  - Grade 11 Literacy: + 18.0%
  - Grade 11 Mathematics: + 26.5%

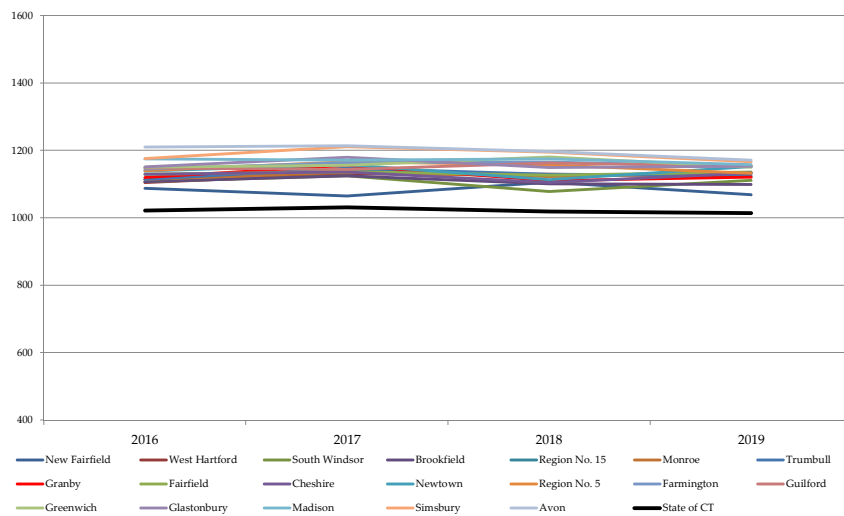
## Key SAT School Day Takeaways

3. Trumbull has continued its top-tier performance.
  - Grade 11 Literacy: 14 of 19 in DRG B
  - Grade 11 Mathematics: 12 of 19 in DRG B

## Key SAT School Day Takeaways

4. Trumbull's superior performance extends to "high-needs" students.
  - Grade 11 Literacy: 13 of 19 in DRG B
  - Grade 11 Mathematics: 8 of 19 in DRG B

## SAT School Day 2019, DRG B



## **Broader SAT Implications**

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1. Strong curricular and programmatic changes in literacy and mathematics have paid dividends, particularly in cohort growth.
2. Additional embedded strong instructional and assessment practices will continue to be facilitated.
3. Mathematics levelling will continue to be analyzed for adjustments as necessary.

## Key Concept

**“We cannot become what we need to be by remaining what we are.”**



~ Max De Pree

(CEO of Herman Miller,  
author of *Leadership Is an Art*)

**Exceptional Student Achievement**  
**+**  
**Exceptional Student Growth =**

