

Meeting Minutes
CT Kids Report Card Leadership Committee Meeting:
Monday, December 8th, 2014 Quarterly Meeting
1:00PM in Room 2B of the LOB
Meeting Minutes

1. Welcome and Co-Chairs Remarks
 - a. The meeting was convened at 1:12PM.
 - b. Lt. Governor Nancy Wyman provided opening remarks. David Nee provided opening remarks regarding a meeting of the Working Group to go over the project's progress, which will be presented at today's meeting.
2. Project Status Report
 - a. Website Developments
 - i. Rep. Urban noted that a number of interns from DCF, as well as special projects assistant to the Committee on Children Alessandra Burgett have been working to update data.
 - ii. Jill Jensen provided an overview for the current iteration of the CT Kid's Report Card website layout, domains, indicators, and other relevant information with Alessandra Burgett.
 - b. Working Group Reports
 - i. Brian Hill, Team Leader, Future Success, provided an update on the Future Success Domain subgroup's meeting. He stated data on reading proficiency will be changing due to the transition from the Connecticut Mastery Tests (CMTs) to the Smarter Balanced Assessment Consortium (SBAC) tests. Additional discussion was had at the working group meeting regarding secondary indicators for graduation rates in high school, such as five or six-year graduation rates. Brian Hill indicated data on "kindergartners needing substantial instructional support" would no longer be collected by SDE. He also noted there has been active discussion about producing two-generational data for the report card.
 - ii. Erica Bromley, Team Leader, Stable Domain, provided an update regarding their subgroup's meeting, noting the definition of stability and identifying appropriate indicators was a primary topic. She stated the group believes stability goes beyond the child and must consider indicators that highlight the stability of the parent and community. They also discussed condensing indicators and changing language, specifically they proposed combining "owners spending more than 30% of their income on housing" and "renters spending more than 30% of their income on housing" into one indicator that identifies housing insecurity for families with disaggregations. Erica Bromley indicated that language revisions were proposed for "Children with Unemployed Parents" to "Families where Neither Parent is has Employment Full-time Year Round" to match existing data. The group has also decided "children eligible for Free/Reduced lunch" is a more effective indicator than "children who receive SNAP". Another topic of discussion was whether data would be readily available to understand the number of families where neither parent has a high school degree or beyond a high school degree. Erica Bromley stated it was found to be feasible and easy to get long-term trends on. She also noted a data development agenda item proposed was the prevalence of school transiency. They will be coordinating with the State Department of Education (SDE) to find out if this data is available. Erica Bromley went on to state on a broader level the subgroup would explore the need for disaggregations by indicator and which disaggregations are most valuable.
 - iii. Anne McIntyre-Lahner, Team Leader, Safe Domain, noted new members of the subgroup and their desire to delve into the available data and disaggregations. The headline indicator, "Abuse and Neglect", had the majority of the conversation at their meeting. She stated their subgroup discussed whether to separate abuse and neglect into two indicators. Anne McIntyre-Lahner went on to discuss the indicator for "children who don't feel safe", noting they were unable to get disaggregations for the indicator. She reached out to SDE to find appropriate individuals to discuss the data because their surveys produce these results and SDE has sent more information to their subgroup. They will be making recommendations after reviewing all that information. A final discussion that was had was a new member to the group who is a representative of the CT Kid's Count and the Connecticut Association for Human Services (CAHS) offered to use her services and expertise to study if it would be feasible to establish an indicator that would identify safe streets or safe neighbors in Connecticut based on population data and crime data. They expect to have an update on this proposal in a couple weeks.
 - iv. Christine Dauser, Team Leader, Healthy Domain, indicated the headline indicator, "low birthweight babies", was a topic of lengthy discussion regarding whether the indicator should be flipped to identify "children who are born at a healthy birthweight". She reached out to their partners at DPH to study whether a shift is appropriate to best explain the situation at a broader level. Regarding "children with health insurance", they are seeking to change the source of this indicator from a phone survey to a new source on "percentage of children who are uninsured" to allow the report card to compare it's data on the a national level through the Administration of Children's Services (ACS). She then discussed "two-year old's with appropriate immunizations", which currently faces a two-year lag in reporting. Other indicators were noted by Christine Dauser as having lags in reporting and the disaggregations are lacking. They are currently seeking to ensure disaggregation gaps are filled and consistent throughout. She stated a mental/behavioral health indicator continues to be a top data development item, as do the yellow/blue forms used by schools to identify and track the Body Mass Index (BMI) of children.
 - v. Lt. Governor Nancy Wyman asked Christine Dauser what their primary sources for data are and the challenges faced when identifying children with or without health insurance. Christine Dauser responded that they are exploring ACS as an option because it would be more comparable to how the data is collected in a number of states as well as a national rate.
3. ConnCAN Report Cards
 - a. Presentation
 - i. Jennifer Alexander discussed ConnCAN's interest in providing the Student Performance Index (SPI) as a report card indicator. Yam Menon provided an overview of the report cards they have developed from data collected by the State Department of Education (SDE). She noted in her presentation that the data is published on their website and the

slides would provide screenshot examples of what they cover in their research by school, school district, or town to cover multiple schools. Yam Menon then detailed their 'Success Story' schools section of the site as a way to highlight schools with low-income communities and communities of color that have provided substantial improvement to all education topics (Mathematics, Reading, Writing, and Science) and achieved a C grade or higher. Yam Menon went on to discuss their 'Top 10' schools as those schools identified in Connecticut as having the highest overall performance, greatest improvement, and best outcomes for each student group. She noted these schools must enroll more students than the state average for each subgroup and receive a grade higher than a C. She discussed how the website allows for an individual to compare schools over time within a district or between districts with disaggregations of subgroups, overall improvements, and improvement trends. Based on this data collection and disaggregation, ConnCAN was able to present key findings at the statewide aggregate level by subgroup for the SPI. Yam Menon stated that, based on their data, many schools are succeeding, but 63 schools (representing roughly 40,000 students) were identified as failing and notably concentrated in cities. She identified an overarching area of improvement is meeting the educational needs of English Language Learners statewide.

b. Questions/Comments

- i. David Nee asked whether their organization has seen any positive growth trends or patterns in low-economic areas. Yam Menon responded that they do not have enough data at this time to provide that kind of analysis, but they are hoping to do so once they have more than two school years of data collected. David Nee asked how many years they would feel comfortable with the data before producing that analysis. Yam Menon they would require at least four reported school years of data. Jennifer Alexander added that even with the current measures available to them to develop this trend analysis, they would recommend the SDE expand the number of growth measures in their accountability system.
- ii. Martha Stone asked if their data analysis compared Alliance District schools and Commissioner's Network schools' outcomes to magnet/charter schools where additional state dollars have been traditionally been invested. Yam Menon responded they do have specific data for the Alliance Districts and Commissioner's Network that can be provided with additional analysis. Jennifer Alexander added that the data for the Commissioner's Network and Alliance Districts are not the most recent data available. Martha Stone noted that this data may become more challenging to provide trend analysis on with the state's transition from the CMT's to the SBAC testing models. She asked if their organization plans to establish a methodology to substitute during the transition years. Jennifer Alexander responded that they are currently exploring options to have a substitute, but would defer to SDE.
- iii. Ellen Shemitz commented on the benefits the report card site they have produced has, but stated it could have unintended consequences if the data doesn't provide the whole story. She noted a lack of data on economic opportunity and the resources allocated to districts per-student. Jennifer Alexander responded that their Success Stories school list is an attempt to get at that challenge, but agreed at the school level they do not have the data. They're keeping in touch with SDE as they move to a common accounts system that would make access to per-pupil spending data more accessible. Jennifer Alexander added that they could try to look at some of the success story schools for per-pupil spending and where their focus on spending is by district. Ellen Shemitz reiterated the need to compare success based on resources available for schools with similar demographics.
- iv. Judith Meyers asked how the Leadership Committee seeks to utilize this partnership or the tools ConnCAN for the Report Card. Rep. Urban responded that the purpose of the presentation was to get feedback from leadership committee members. She stated thus far the feedback has been positive and has appreciated the openness members have provided to establish direction.
- v. Lt. Governor Wyman asked if they could restate the parameters of being identified by their organization as a success school. Yam Menon responded that the three criteria they established were that at least one of the subgroups performed at or above the state average (low-income, black/African American, Hispanic, or ELL), both minority and low-income enrollments were above the state average, and schools had to receive an overall grade level of C or greater for the SPIs. Lt. Governor Wyman asked if the schools they highlight as success stories had previously been in a failing category according to their analysis or if any of these schools shifted in success because of demographic changes. Jennifer Alexander responded that success story schools are established on annual basis and shifted based on those factors. She indicated Yam Menon could provide a historical trend of individual schools that have either previously or continue to be on the success story schools.
- vi. Stephen Hernandez asked if the success stories are being impacted by schools that have the ability to accept or enroll the cream of the crop for at-risk subgroups. Jennifer Alexander stated that they could provide data and lists for schools that have consistently improved over time.
- vii. Ellen Shemitz stated that she believes the data provided today would be important for parents and districts, but believes there are unintended consequences when the profile of community resources are not fully established in concert with the data. Jennifer Alexander noted that there are a number of schools that can overall perform better than most schools but still have an achievement gap with certain subgroups.
- viii. Charlene Russell-Tucker asked if there is an opportunity to hear from SDE about the Accountability System being updated at this time in relation to their presentation and some of the challenges mentioned by ConnCAN. David Nee agreed to suggest to the staff that be on the agenda at the next quarterly meeting. He went on to discuss the purpose of data at a higher level, noting that we need to understand what is going on in relation to the data prior to making assumptions or statements from certain aspects of the data.

4. Selected Indicator updates

a. Chronic Absenteeism SAG Progress Report

- i. Charlene Russell-Tucker provided an overview of the SAG's efforts and meetings since the last update. She then highlighted the new data that is available to the public, their efforts to establish an e-newsletter, and a slowly developing action plan. She stated much of their focus in regards to the issue itself have been focused on Alliance Districts where the rate is much higher than the state average. SDE has tracked those schools within the Alliance Districts that are making progress and have made a point to actively follow up with those districts with in person

meetings to understand how they've improved their attendance and hear why they think the trend is moving in a positive direction. They then chronicle their efforts for review and discussion towards policy recommendations or revisions through their Best Practices subgroup. She also noted they have been working actively with the Governor's Prevention Partnership to establish attendance mentors. Charlene Russell-Tucker noted the data itself has been updated and transmitted for publication on the CT Kid's Report Card website. She went on to discuss the new accountability system briefly, noting this accountability system will measure chronic absenteeism and attendance overall and by subgroup.

b. School Based Health Center (SBHC) SAG Progress Report

- i. Christine Dauser provided a brief summary of their SAG's first official meeting. She and Mark Keenan of the Department of Public Health (DPH) are co-chairs. They identified their primary goal at this time is to provide guidance on a formal definition of SBHCs. She detailed out the different ways in which SBHCs are financed, their general operations, distinct operations, and licensing status. Christine Dauser went on to discuss the need to do a demonstration project to test the feasibility and technical aspect of a SBHC working with their Local Education Agency (LEA) to link the data of services provided and academic results. The SBHCs chosen are in New Haven (private funding) and New London (public funding). She noted they established two subgroups for the SAG: Data Demonstration (overseeing and determining the basis of the demonstration project, then interpreting/analyzing the results) and Systems Barriers (working to think about the barriers to opening SBHCs, where need is highest, and barriers to licensing/operation).

1. Martha Stone made note that there should be a function for the various SAGs and working groups to interact with one another so as not to become silos from the main project. Christine Dauser stated that she agreed and have representatives from each SAG or working group advising the other and proposed holding joint meetings on a regular basis with breakout sessions for both SAGs. David Nee agreed with this proposal.

5. Next Steps for Leadership Committee

a. Select Strategy and Program Update topics for next quarterly meeting

- i. David Nee indicated some of the next steps have been identified by the Working Group team leaders in their presentations. He also noted that SDE's Accountability System 3.0 would also be featured at the next meeting. Jill Jensen added any final recommendations for the data by the working group should be decided upon by the leadership committee. David Nee clarified this would be an RBA Turning the Curve Exercise for the next meeting.
- ii. Ellen Shemitz asked what was the process is for incorporating or not incorporating some of the report cards from the schools and offered to be a volunteer for that work if needed. David Nee responded that he would have to confer with Rep. Urban, but would take note Ellen's desire to volunteer. David Nee stated he is very interested in the natural history of the progress for the schools identified as Top 10 or Success Stories by ConnCAN, especially for those schools with notable populations of English Language Learning students.
- iii. Judith Meyers stated it may be worthwhile for the leadership committee to actively discuss the purpose and goals of this group and the intent of the quarterly meetings. She said a number of regular topics surrounding the data and the indicators for the report card site are important constants, but we may be at risk of a mission drift and bumping into other groups and their missions. Clarity beyond the basic setup of the report card would be useful as we get into strategies and programs. David Nee agreed, saying these kinds of enterprises have a tendency to think about 'one more thing' and going off on those, however the working groups have thus far been fairly strict in their charges. He committed to having that discussion with Co-Chair Lt. Governor Wyman and the legislative co-chairs as well. David Nee recommended members come to this topic at the next meeting with a spirit of inquiry.

6. Other Business

- a. Marilyn Calderon noted whether it may be worthwhile to review the report cards created by CT Voices for Children regarding access to education. Ellen Shemitz stated she would take up the issue with CT Kid's Report Card staff.
- b. Judith Meyers added that she brought in a resource from CHDI for the group regarding a maternal mental health report and screening for depression. She indicated it would be left for members to pick up after the meeting.

7. Adjournment

- a. The meeting was adjourned at 2:42PM.