

**DEEP RIVER ELEMENTARY SCHOOL
BOARD OF EDUCATION REGULAR MEETING
DRES LIBRARY
THURSDAY, NOVEMBER 17, 2022 7:00pm**

F.O.I. Compliance – Subject to BOE approval at a future meeting

CALL TO ORDER

Mr. White called the meeting to order at 7:02pm.

VERBAL ROLL CALL FOR BOE MEMBERS

Deep River BOE	Administration
Miriam Morrissey	Brian White
Pat Maikowski	Bob Grissom
Bob Ferretti	Sarah Brzozowy
Alyson Whelan	Josh Torchia
Lenore Grunko	
Nick Rioux (Arrival 7:06pm)	
Betsy Scholfield	
Melissa McIntyre	
Absent: Scott Hallden	
Other Attendees: Kelley Frazier, Clerk	

ELECTION OF OFFICERS

Mr. White opened the floor for the nominations for the office of chairman.

Upon a motion was made by Lenore Grunko to nominate Miriam Morrissey as the Chairman of the Deep River Elementary Board of Education. Pat Maikowski seconded the motion. The motion passed unanimously.

Chairman Morrissey opened the floor for the following nominations:

A motion made by Lenore Grunko to nominate Bob Ferretti as the Vice Chair of the Deep River Board of Education. Pat Maikowski seconded the motion. The motion passed unanimously.

A motion made by Melissa McIntyre to nominate Pat Maikowski as the Secretary of the Deep River Elementary Board of Education. Bob Ferretti seconded the motion. The motion passed unanimously.

Supervision District Representatives: Miriam Morrissey, Bob Ferretti, Pat Maikowski

CONSENT AGENDA

Upon a motion duly made by Pat Maikowski seconded by Lenore Grunko on the Deep River Board of Education unanimously **VOTED** to approve the minutes from the regular meeting on September 15, 2022 and the Accounts Payable report as written.

PUBLIC COMMENT

No Comment

Deep River Elementary Student Representatives

Lilly Farrell read her Veterans Day essay. The Board thanked her for coming.

Superintendent's Report

District Update

Mr. White gave a brief update. Union contracts are being worked on. This will be discussed further in the Joint Board of Education meeting. The Region 4 secretaries and nurses contract is in progress. In the Spring, para educators and net techs will be negotiated.

Information and Communication

No Additional Report

Assistant Superintendent's Report

General Update

No Update

Financial Status Updates

Current Year to Date Financial Status Update

Mr. Grissom gave an update on the financial status. All financial obligations are expected to be met. 91% of the budget is committed as of October 31, 2022.

Cafeteria Fund Update

There have been over 6,871 meals served. Smart funds were received from the state to extend the meal program. Free meals will be served until January 31, 2023. Families who are eligible are still able to apply for free lunch. Surplus funds were discussed. Capital requests will be considered.

Medical Reserve Tracking

Net favorable results have been realized last year. The reserve is funded adequately. Research is being done in how to manage the reserves.

Grants

No Update

ADM Calculation Methodology

Mr. Grissom discussed how ADM is measured. There have been no changes in the methodology. He discussed the allocations for each town.

Energy efficiencies will be reviewed at the next regular meeting or a budget workshop.

Principal's Update

No Update

Committee Reports

Finance

The audit was is ongoing. A policy or regulation will be developed for the reserves. Substitute teacher pay was discussed. This will be reviewed yearly to remain competitive. The gifts, grants and bequests policy is also being discussed.

Curriculum

The October Professional Development workshop focused on parent - teacher conferences. The teacher evaluation plan was reviewed. The newly developed elementary report cards are being completed. This will be paperless.

Policy

Several policies are being reviewed.

Supervision District:

A Calendar adjustment will be done. This will be discussed in a special meeting.

Facilities

The roof is done. Flooring is being finished. An RFP for the playground equipment purchase is being discussed.

Student Achievement Data

Ms. Brzozowy discussed student achievement data for Deep River Elementary. A plan of action was discussed.

Enrollment Projections and Section Analysis

A high level overview was presented. Class sizes are in policy guidelines.

Presentation of Proposed Strategic Priorities

Mr. White discussed the Strategic Priorities developed at the Joint Board retreat. All Boards will have this information presented to them in their individual meetings. Please contact Mr. White if you have questions or comments. Discussion held regarding next steps for the process. This will be adopted at the Joint Board of Education.

Presentation of 2020-21 Performance Profile Reports for DRES

Ms. Brzozowy highlighted the data. The Accountability Matrix will be reviewed further. Please contact her with any questions.

Possible VOTE to accept a Donation of Lenovo Laptop & Software License Valued at approximately \$1,500 from Lon Seidman.

Upon a motion made by Pat Maikowski and seconded by Lenore Grunko the Deep River Elementary Board of Education unanimously **VOTED** to accept the donation of Lenovo Laptop & Software License valued at \$1,500 from Lon Seidman.

Possible VOTE to accept a Donation of Materials Valued at \$139.34 funded through DonorsChoose to Fill a Teacher's Prize Bin for the Purpose of Providing Incentives for Demonstrating Appropriate Behavioral and Academic Expectations While Working in Small Groups

Upon a motion made by Pat Maikowski and seconded by Betsy Scholfield the Deep River Elementary Board of Education unanimously **VOTED** to accept the donation of materials valued at \$139.34 funded through DonorsChoose to fill a teacher's prize bin for the purpose of providing incentives for demonstrating appropriate behavioral and academic expectations while working in small groups.

PUBLIC COMMENT

No Comment

Please let Ms. Morrissey know if you prefer in person meetings or a hybrid option.

FUTURE AGENDA ITEMS

8.1 Joint BOE Meeting December 1, 2022 @ 7:00pm

8.2 DRES BOE Meeting next Regular meeting is January 19, 2023 @ 7:00pm

8.3 Joint BOE Retreat – Saturday, January 21, 2023 from 9:00am – Noon @ JWMS

ADJOURNMENT

On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 9:04pm.

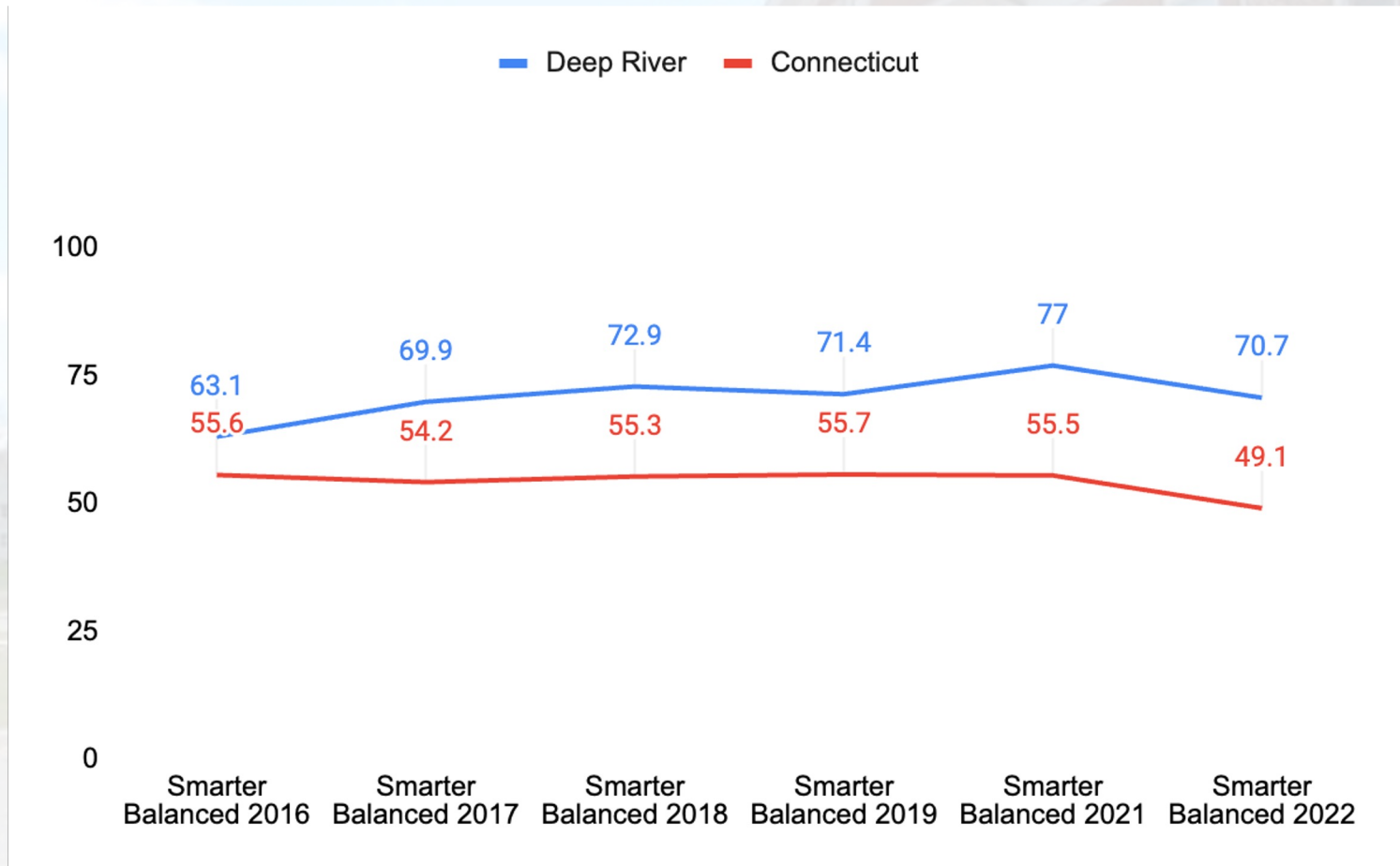
Respectfully Submitted,

Kelley Frazier, Secretary



Deep River Elementary School

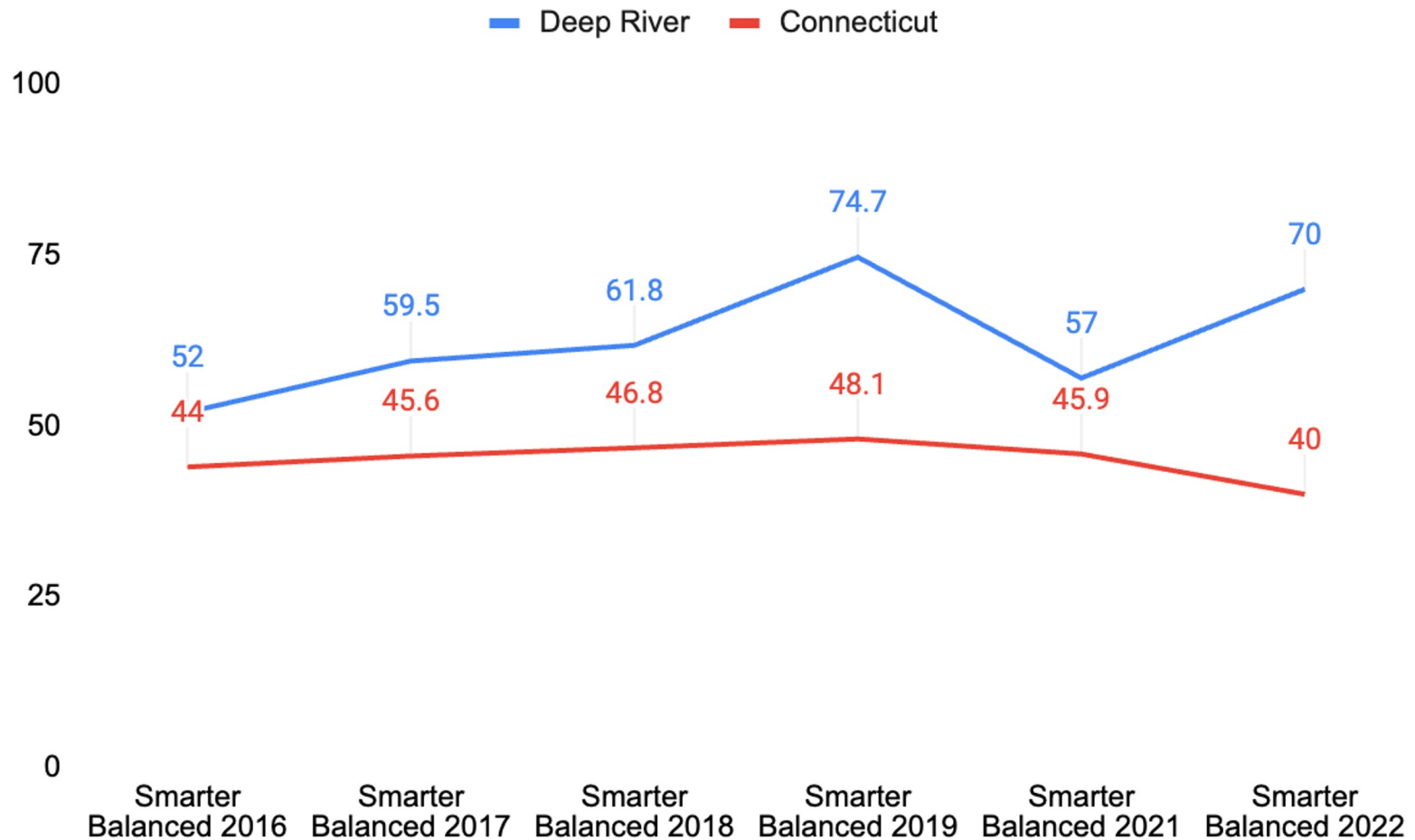
Deep River Elementary- ELA Performance vs CT



Deep River Elementary- ELA Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 3		80.0%	65.9%	71.1%	75.0%	60.0%
Grade 4	60.8%	57.4%	87.1%	76.2%	77.0%	66.0%
Grade 5			68.9%	84.8%	80.0%	66.0%
Grade 6	68.4%	81.0%	73.6%		76.0%	80.0%
School	63.1%	69.9%	72.9%	71.4%	77.0%	70.7%

Deep River Elementary- Math Performance vs CT



Deep River Elementary- Math Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 3	48.9%		78.0%	86.8%	65.0%	60.0%
Grade 4			74.2%	85.7%	71.0%	66.0%
Grade 5		53.7%	46.7%	75.8%	66.0%	66.0%
Grade 6	52.6%	81.0%	73.6%		38.0%	80.0%
School	52.0%	59.5%	61.8%	74.7%	57.0%	69.9%

Next Generation Science Standards Performance

NGSS	2019	2021*	2022
Chester	*%	67%	74%
Deep River	*%	83%	66%
Essex	75%	82%	79%
JW	74%	43%	48%
Valley	55%	54%	56%

2023-2024 Teaching and Learning Budgeting Themes

- Tier I instruction: New ELA texts and resources
- Academic Intervention: EL Supports
- Academic Intervention: Assessment Audit and Screener
- Social Emotional Support: Staff
- Professional Development for Staff



Thank You



Enrollment Analysis

Chester– Deep River– Essex– Region 4

Board of Education Policy 6116.11: Class Size Guidelines

Class size guidelines for the schools of Chester, Deep River, Essex, and Region 4 are anchored in educational research and best practices. The research overwhelmingly demonstrates the long-term benefit of smaller class sizes, especially in kindergarten through grade three. Best practice supports progressively larger class sizes in grades four through twelve. In addition, other factors leading to positive student outcomes include sound instructional strategies, positive school climate, excellent student/teacher/parent relationships, and quality teacher professional development.

Historical K-12 Enrollment (10 Years)

Year	Chester	Deep River	Essex	John Winthrop	Valley Regional	Total Enrollment
2014-2015	219	312	407	333	630	1901
2015-2016	211	304	362	316	599	1792
2016-2017	206	285	334	333	607	1765
2017-2018	205	276	313	327	609	1730
2018-2019	194	242	299	289	608	1632
2019-2020	186	235	298	257	582	1558
2020-2021	201	221	279	244	595	1538
2021-2022	209	208	269	244	545	1495
2022-2023	222	192	263	236	489	1413
2023-2024*	216	189	272	228	492	1397
Change	-3	-123	-135	-105	-138	-504

*Projected

Source: New England School Development Council, 2022
John Winthrop data prior to 2015-16 from EdSight, CSDE
Valley Regional data prior to 2015-16 from EdSight, CSDE

Elementary Schools



Elementary Schools

<u>Elementary School</u>	<u>Class Size</u>
Grades K-3	14-16
Grades 4-5	16-18
Grade 6	16-20

Elementary class size may vary from the above guidelines by two students as dictated by the needs of the students and the considerations listed previously.

Elementary Classroom Teacher Staffing

	Chester		Deep River		Essex	
	Enrollment	Classroom Teachers	Enrollment	Classroom Teachers	Enrollment	Classroom Teachers
2017-2018	205	19.5	276	23.6	313	26.9
2018-2019	194	17.5	242	20.5	299	25.3
2019-2020	186	17.5	235	20.0	298	25.3
2020-2021	201	16.5	221	20.0	279	24.3
2021-2022	209	16.5	208	18.5	269	24.8
2022-2023	222	16.5	192	18.5	263	24.8
Change	-17	-3	-84	-5.1	-50	-2.1

*Projected

Source: CT Department of Education, EdSight
2021-2022 PowerSchool/ Human Resources

Class Size Analysis (October 1 Reporting):

	Chester		Deep River		Essex	
	Enrollment	Average Class Size	Enrollment	Average Class Size	Enrollment	Average Class Size
Pre-K	0	NA	0	NA	32	11
Kindergarten	32	16	27	13.5	37	12
Grade 1	33	16.5	30	15	35	17
Grade 2	27	13.5	26	13	35	12
Grade 3	38	19	27	13.5	41	14
Grade 4	26	13	24	12	42	14
Grade 5	37	18.5	22	11	37	12
Grade 6	29	14.5	36	18	41	14
School	222	15.8	192	13.7	300	13



Questions?





5 Year Strategic Planning Process

Chester, Deep River, Essex and
Region 4 Schools

Fall 2022





Development Timeline

- Winter 2022 - Joint BOE Retreat
- Spring 2022 - Stakeholder Feedback Gathered (DLT, Faculty Meetings, Stakeholder Surveys, Stakeholder Focus Groups)
- Fall 2022
 - Joint BOE Retreat
 - Individual BOE Meeting Presentations



Strategic Planning Considerations

- The BOE strategic priorities should recognize and honor the current work and strengths of our districts.
- The strategic priorities should build on existing efforts ensuring continuity in teaching and learning practices for students and faculty.
- Strategic priorities should support increased coherence among individual districts.
- Strategic priorities should provide clear throughlines for district initiatives, while providing autonomy at the school level to address local needs and concerns.



Strategic Priority Development





Identified Strategic Priorities



Teaching
and
Learning



Climate and
Culture



Finance
and
Operations





Strategic Priority #1: Teaching and Learning

High Leverage Strategies

*To provide each student
with high quality
classroom instruction to
promote successful
student outcomes.*

- Provide a standards aligned curriculum in all grades Pre-K - 12
- Operationalize a unified focus – Pre-K - 12 – on critical and creative thinking for solving difficult problems and to focus and align the districts' goal setting processes with these priorities across towns, building and grades.
- Utilize school, district, and state data to create meaningful instructional opportunities for each learner.
- Ensure equal access to intervention and enrichment opportunities for all students.



Strategic Priority #1: Teaching and Learning

High Leverage Strategies

*To provide each student
with high quality
classroom instruction to
promote successful
student outcomes.*

- Develop district-wide approach to implementing best instructional practices for all grades Pre-K -12.
- Implement a universal screening assessment for Mathematics, Literacy, and Social Emotional Learning K-12).
- Develop and implement multi-tiered systems of academic support and intervention.
- Conduct and complete an audit of curriculum, instruction, and assessment practices for each grade level and content area, Pre-K -12.
- Develop and implement a 5 year curriculum cycle review.
- Develop a plan of professional development for all teachers Pre-K -12 to support best instructional practices.



Strategic Priority #1: Teaching and Learning

*To provide each student
high quality classroom
instruction to promote
successful student
outcomes.*

Measures of Success

- SBAC (Grades 3-8)
- SAT (Grades 11)
- AP Exams
- IB Exams
- Internal Academic Assessments
- College/Career Readiness
- High School Graduation Rate



Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning environment where every child is successful.

High Leverage Strategies

- Develop Communication Plan
- Celebrate all student accomplishments in all areas of education including academic, athletics, and the arts.
- Implement social emotional programming through instruction, curriculum model, instruction, and supports to ensure the safety and engagement of all students
- Engage faculty, staff, students, and families in accessible, frequent, and friendly communication
- Promote the importance of daily school attendance
- Revise and refine the Teacher Evaluation system to promote focused growth opportunities and leverage professional expertise across schools and the districts
- Develop and implement Professional Development opportunities to promote growth and expertise
- PreK -12 Behavioral Intervention Model



Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning environment where every child is successful.

- Stakeholder surveys
- Discipline data
- Attendance data/ Chronic Absenteeism Rate
- Participation Rate for Student Recognition Programs
- Participation rates for extra-curricular sports, clubs and activities.



Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

High Leverage Strategies

- Promote efficiency, eliminate operational silos, and enhance collaborative systems across schools and boards of education.
- Develop electronic, paperless systems for central office administrative processes.
- Develop a Facilities Master Plan for all schools across our districts.
- Develop multi-year capital plans for each district to implement recommendations of 2022 building study.



Strategic Priority #3: Finance and Operations

Measures of Success

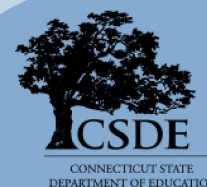
- TBD

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

Next Steps for Our Strategic Planning Process

- Review Draft Strategic Priorities with all BOEs for Feedback (Nov)
- Present Finalized Strategic Priorities to Joint BOE for Approval (Dec 1st)
- Joint BOE Retreat to Discuss Performance Measure and Building- Based, Continuous Improvement Planning (January 21st)
- Develop Building- Based Goals and Plans (Spring 2023)

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



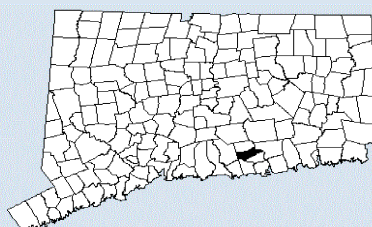
Deep River School District

Mr. Brian White, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	218
Per Pupil Expenditures ¹	\$21,310
Total Expenditures ¹	\$5,348,818

¹ Expenditure data reflect the 2019-20 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2020-21 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	104	47.7	48.4
Male	114	52.3	51.5
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	12	5.5	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	6.0	4.0
White	185	84.9	49.9
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	86	39.4	42.7
Students with Disabilities ³	31	14.2	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	10	5.5	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	8.2	*	*
Students with Disabilities	*	*	*	*
District	10	4.7	*	*
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2020-21

Deep River School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	3.6
Special Education	
Teachers and Instructors	3.8
Paraprofessional Instructional Assistants	7.2
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	15.2

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	2	5.4	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	35	94.6	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	7.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	14	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	24	82.8
State		67.9

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2020-21

Deep River School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	16	7.2	5.8
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.2
Speech/Language Impairment	*	*	1.9
All Disabilities	32	14.5	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	N/A	N/A	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,143,816	\$12,525	\$11,205
Support services - students	\$394,429	\$1,678	\$1,346
Support services - instruction	\$78,397	\$334	\$698
Support services - general administration	\$459,680	\$1,956	\$464
Support services - school based administration	\$452,229	\$1,924	\$1,037
Central and other support services	\$172,851	\$736	\$691
Operation and maintenance of plant	\$413,542	\$1,760	\$1,692
Student transportation services	\$145,510	\$619	\$1,159
Food services	\$88,363	\$376	\$21
Enterprise operations	.	.	\$151
Total	\$5,348,818	\$21,310	\$17,838

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$261,030	36.7	29.6
Instructional Aide Salaries	\$224,396	31.5	11.1
Other Salaries	\$86,380	12.1	9.5
Employee Benefits	\$80,400	11.3	13.5
Purchased Services Other Than Transportation	.	.	5.4
Special Education Tuition	\$49,352	6.9	22.5
Supplies	\$9,471	1.3	0.5
Property Services	\$520	0.1	0.3
Purchased Services For Transportation	.	.	7.2
Equipment	\$182	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$711,731	100.0	100.0
Percent of Total Expenditures Used for Special Education		13.3	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	84.2
State	13.7
Federal	2.1
Tuition & Other	.

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2020-21

Deep River School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Deep River School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	4.7%	<=5%	19.0%
	High Needs Students	7.5%	<=5%	30.2%
Preparation for CCR	% Taking Courses	.	75%	80.6%
	% Passing Exams	N/A	75%	36.0%
On-track to High School Graduation		.	94%	84.5%
4-year Graduation All Students (2020 Cohort)		.	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		.	75%	67.4%
Arts Access		.	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Deep River School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2020-2021 school year continued to be on the alignment of curriculum and its implementation as it relates to the Common Core State Standards with an emphasis on Critical and Creative Problem Solving. In connection with these efforts, the special education staff participated in the planning and implementation of goals with their respective grade level teams.

Grade level teams met weekly as a Professional Learning Community to discuss progress toward goals, student outcomes, and instructional strategies with a focus on differentiation. The Deep River Elementary School's front office staff worked with building administration to keep track of and monitor student attendance in an effort to avoid instances of truancy. At Deep River Elementary School, communication with parents is a high priority and occurs at district, school, and classroom levels.

The DRES website is updated regularly with important school information. It includes links to teacher web pages, student resource pages, newsletters, and the PTO pages. A weekly email is sent out to families to keep them informed as to what is happening in the school. The school library catalog may be accessed from home through the website. Additionally, the website is fully integrated with the district website and contains links to district calendars, school lunch menus, our Strategic Vision Statement, Board of Education minutes, District Policies, and School Climate Plans.

Electronic signs within the school and a landscaped sign in front of the school inform parents and the community of up-coming events. An automated calling system is used to inform parents of school emergencies and closings. Classroom teachers communicate with parents frequently via classroom newsletters, daily assignment books, the school website, and email. To help support all stakeholders, a Parent Information Night is held in early September to provide teachers an opportunity to share with parents their instructional objectives and expectations for attaining student success. Parent Teacher Conferences are held twice annually, allowing teachers, parents, and students to discuss progress, concerns, and effective ways in which to collaborate.

Grade level activities, field trips, and celebrations are events in which parent support is appreciated and welcome. The PTO plays a critical role in the school community by providing opportunities for parental involvement through a variety of events, facilitating communication and generously providing educational programs for our students that enrich their learning experiences.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Deep River Elementary School has participated in a variety of school-wide programs and opportunities to support the school and greater town community. These included the fall food drive for the local food pantry and the Mitten Tree initiative, an annual schoolwide collection of mittens, gloves and hats that are donated to TriTown Youth Services. Deep River Elementary School's social worker worked with the Town of Deep River to organize a backpack food program, providing weekly support for families. In kindergarten, students participated in a cultural Bread Share and greeted classmates using different languages. First grade students compare and contrast family life with that of other cultures around the world. Second grade students compare and contrast different cultural versions of well-known fairy tales; Third grade students read multiple informational texts about modern lifestyles and diverse cultural history. In fourth grade, The Algonquin culture, both past and present, was explored through research projects, class discussions. The DRES fifth grade incorporated literature written by authors with diverse backgrounds and historical perspectives. Sixth grade teachers focused on how all students are unique and can make a difference. Students engaged in a research unit on Malala Yousafzai and discussed cultural and gender biases. Whole-school Town Meetings were used to reinforce character themes and the Choose Love code of conduct which explicitly teaches kindness, respect, tolerance, and appreciation of all members of the school community. Our school has adopted the Jesse Lewis Choose Love social development program to frame lessons and activities with a focus on courage, forgiveness, compassion, and gratitude. Additionally, a parent information night was held in order to provide education and resources to parents on the Choose Love Program. An information night was also held for area preschool programs, extending the promotion of the core values to the youngest members of the community.

District Profile and Performance Report for School Year 2020-21

Deep River School District

Equitable Allocation of Resources among District Schools

The Deep River town and school budget allocates resources to ensure equity and address needs each year, primarily during the budget process. The budget development process for Deep River Elementary School ensures equitable allocation of resources based on student needs across the school. School and central office administrators develop a proposed budget for the school collaboratively. Specifically, the process begins with a student enrollment projection to determine instructional needs to support student instruction, including but not limited to, staffing, textbooks, instructional supplies, and library media supplies. Analyses of expenditures from the previous school year are conducted. The analyses include a review of instructional versus non-instructional costs, the study of budgeted vs. actual expenditures, impact on facilities, etc. The budget is reviewed to ensure that it corresponds with requirements of statutes, educational goals, district policies, and collective bargaining agreements. The school budgets are combined to develop a budget that is presented to the citizens of the town for approval.