



S u p e r i n t e n d e n t M e m o r a n d u m

To: Board of Finance Members
From: Michael Cummings
Date: March 22, 2022
Re: Response to 3-15-2022 Budget Questions

Please see below in response to questions raised at the 3-15-2022 BoF Budget Hearing:

1. How are the test scores over the past few years? What are the numbers of students taking AP classes?

Please see attached district data presentation from October 2021.

2. What are the college persistence rates?

In this report, the year listed refers to the school year for that graduating class. College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school. College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

District	2015-16		2016-17		2017-18		2018-19		2019-20	
	Entrance	Persistence								
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Fairfield School District	88.8	95.6	85.1	95.4	85.4	94.1	84.7	92.6	82.7	N/A

3. What is the reason for having high school courses that are under-enrolled, and why isn't this included in the reduction list?

Please see the attached memo to BoE.

4. What are the legal fees related to settlements?

Legal fees are budgeted at \$200,000 and can vary from year to year depending on the nature of the cases. This year we are on track for the estimated spending. The average mediation and development of a Settlement Agreement takes approximately 8-10 hours at an hourly rate of approximately \$400.

Please see the attached information on Special Education.

5. How much has been spent to date on the Director of Communications position?

FY21-22 Paid to date, as of 3/16/22, for the Director of Communications position is \$52,488.92, total for this year is \$70,142.72. The Board of Education budget book on p. 55 is an accurate projection.

6. Why did the Health and Welfare reimbursement request only increase by 0.36%?

FY22-23 is a lower projected amount. The Social Worker position, reimbursed from the town at 20 percent, experienced turnover and the new position was hired at a lower rate. The requested amount includes the contractual amounts for each of the positions.

[Click Here to watch the presentation on YouTube](#)



FAIRFIELD PUBLIC SCHOOLS

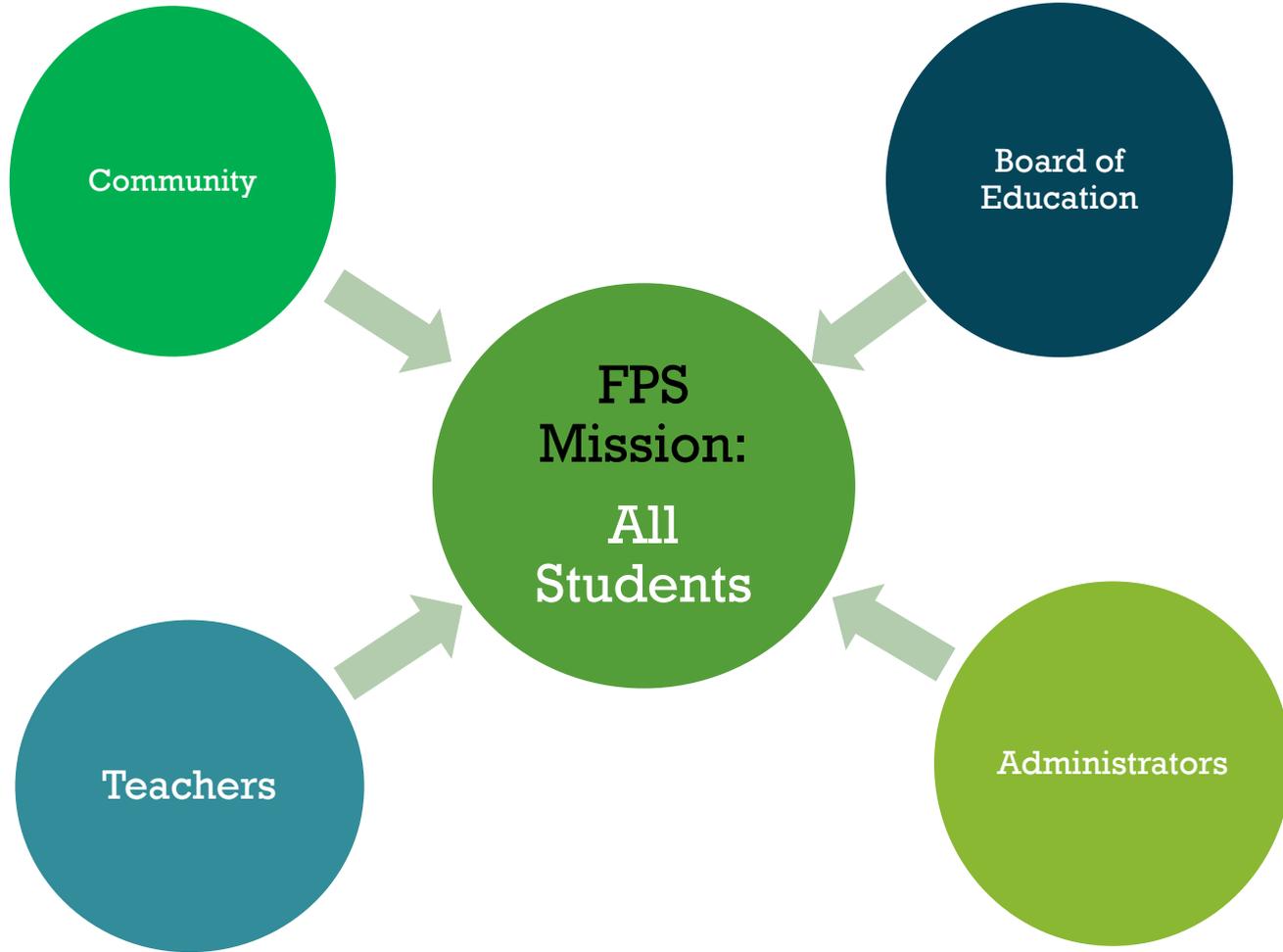
Achievement Data Review

How are we doing toward achieving our Mission?



FAIRFIELD PUBLIC SCHOOLS

The mission of the Fairfield Public Schools is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program





Guiding Questions for this Presentation

Essential Question: What is the status of our progress towards fulfilling the mission of the Fairfield Public Schools?

Guiding Questions:

- 🔗 How are all FPS students doing on grade level expectations as evidenced on standardized measures?*
- 🔗 How are subgroups of students doing on grade level expectations across the various assessments and other indicators?*

“Data collection and analyses can be enormously useful to districts that are seeking to improve educational equity. By examining data, we can get a closer look at students’ experiences and a more accurate a sense for how our systems are not yet serving all students, despite our best intentions”
(para. 1)

Stevens & Deussen (2016)



Data Presented

🌀 Year-to-Year Trend Analysis

🌀 Smarter Balanced Assessment (SBA)

🌀 Subgroup Analysis

🌀 PSAT/SAT

🌀 High Needs

🌀 NGSS

🌀 Ethnicity

🌀 Attendance Data

🌀 Special Education

🌀 Suspension Rates

🌀 Definition:

🌀 High School Course Enrollment

🌀 High Needs:

- Free Reduced Lunch

🌀 Accelerated Math Course Enrollment

- Special Education

- English Language Learner



Delimitations of this Analysis

The goal of this presentation is to identify areas we need to work to improve as a system to help achieve our mission

Not intended to make any conclusions on individual teachers, specific schools and/or department.

Not intended to make any conclusions about impacts on student learning via COVID-19.

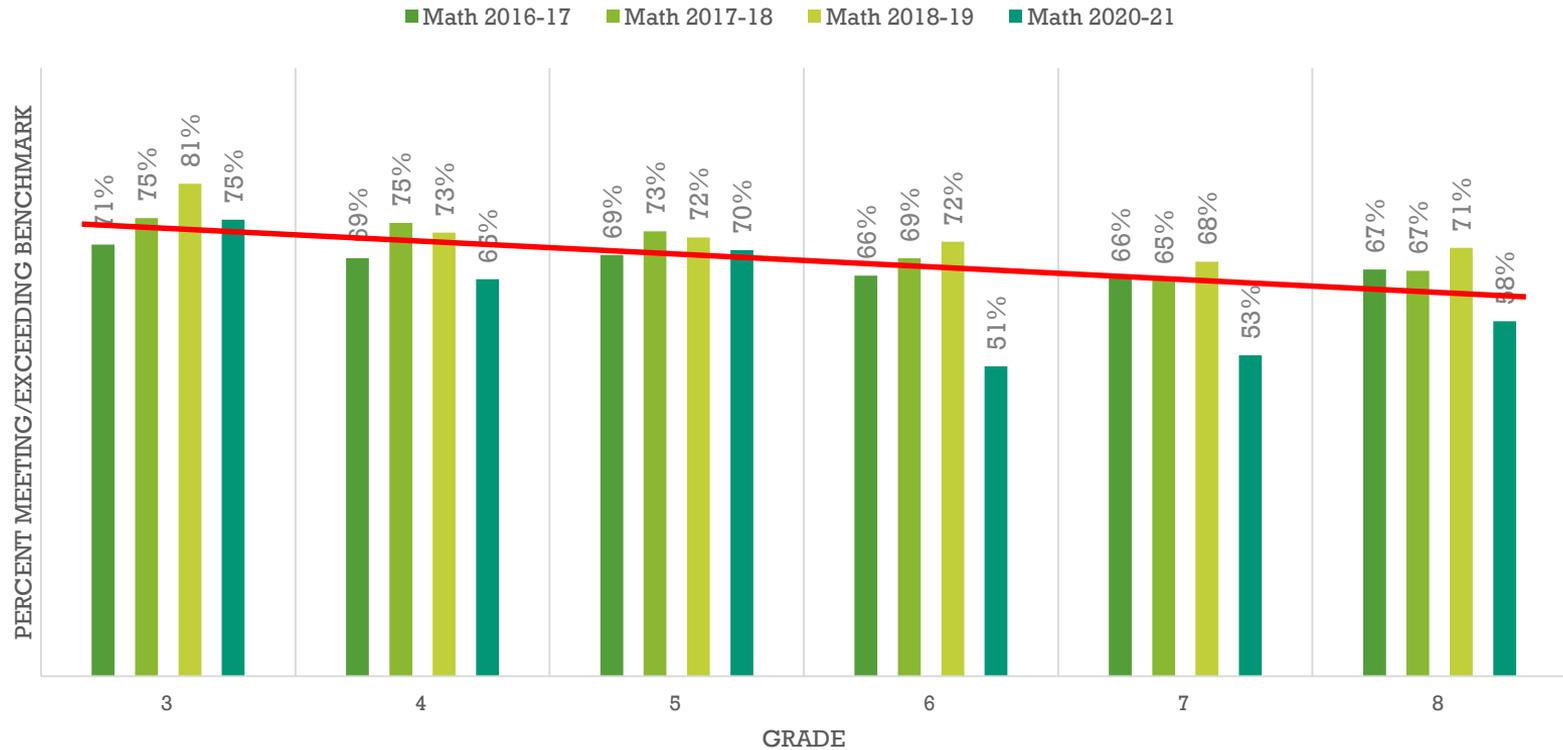


Smarter Balanced Assessment (SBA)

Smarter Balanced Assessment (SBA) - ELA All Students



Smarter Balanced Assessment (SBA) - Math All Students



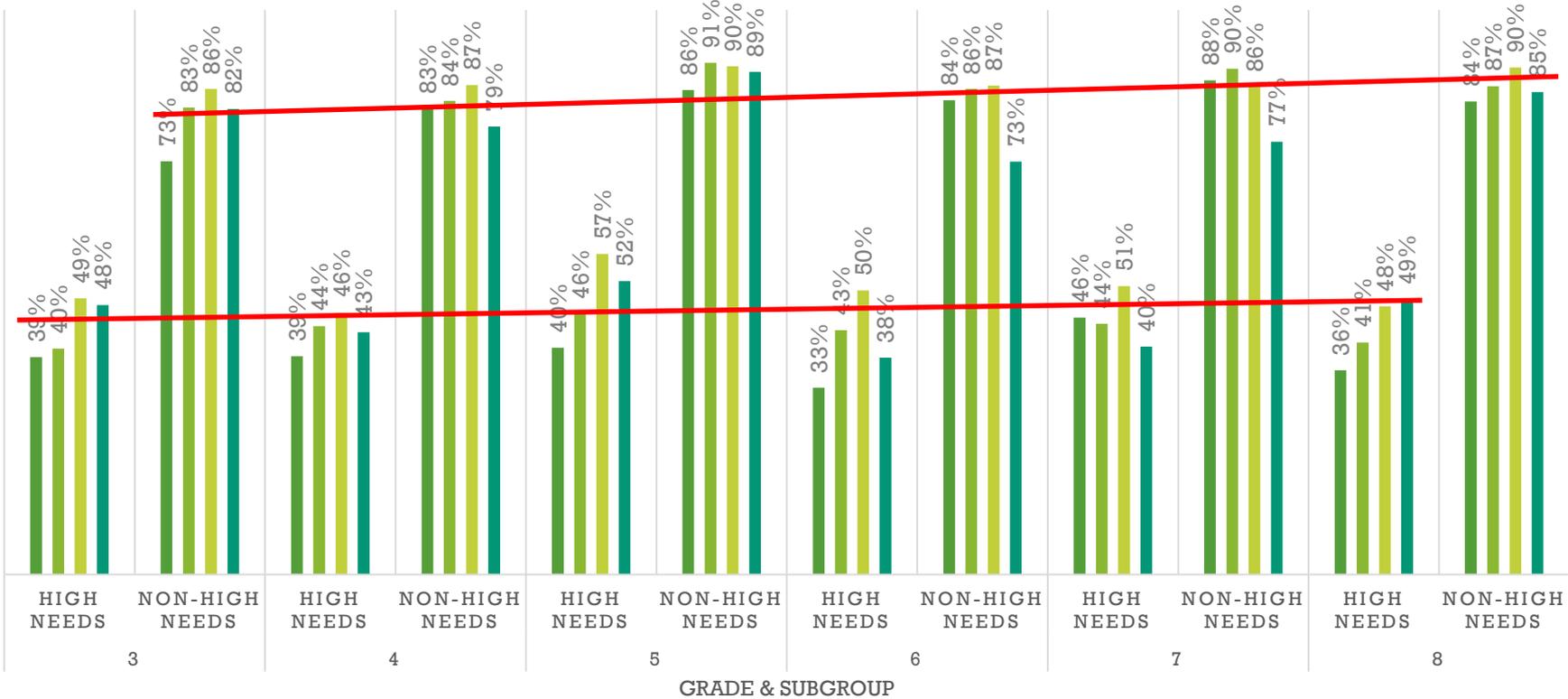
Smarter Balanced Assessment (SBA) - ELA

High Needs vs. Non High Needs

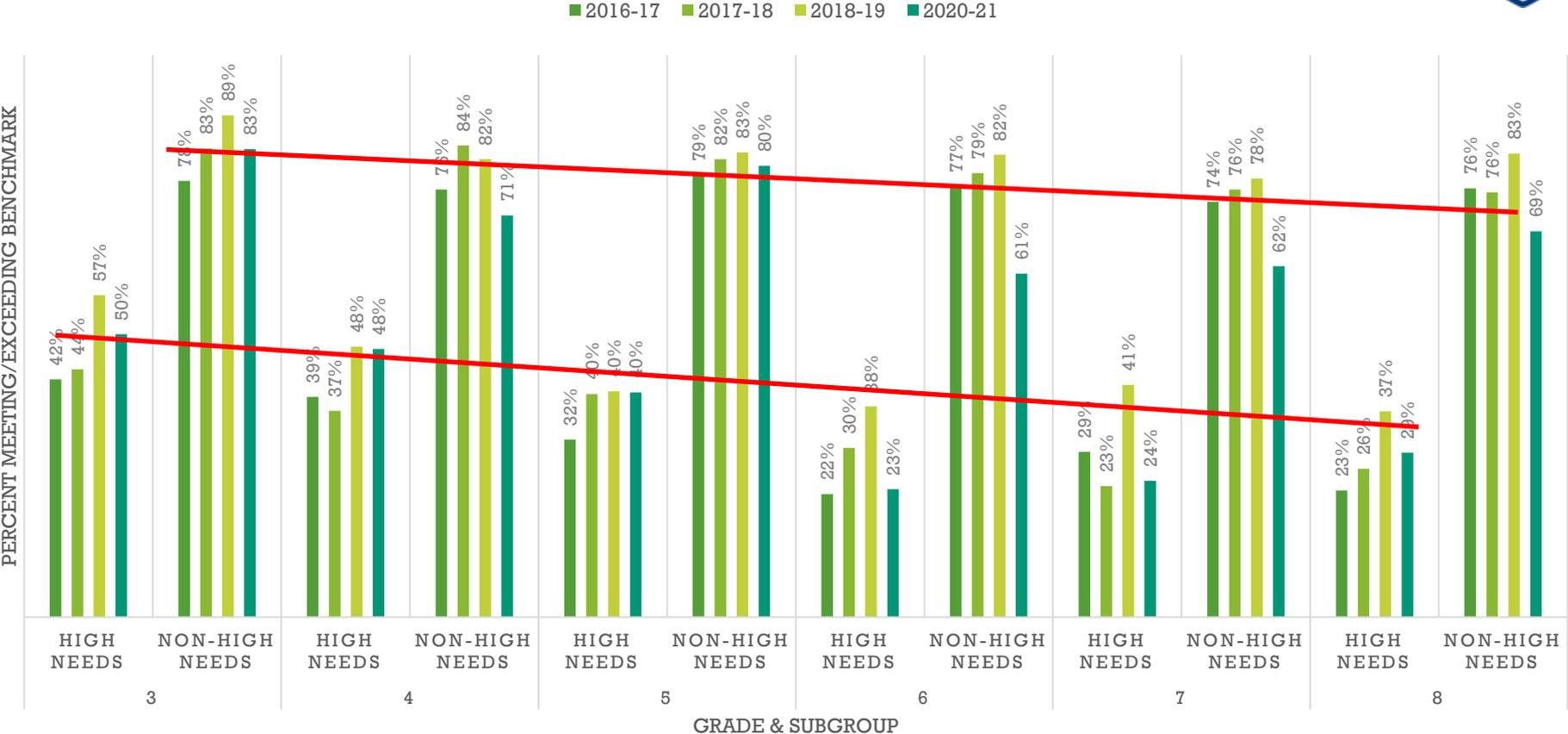


2016-17 2017-18 2018-19 2020-21

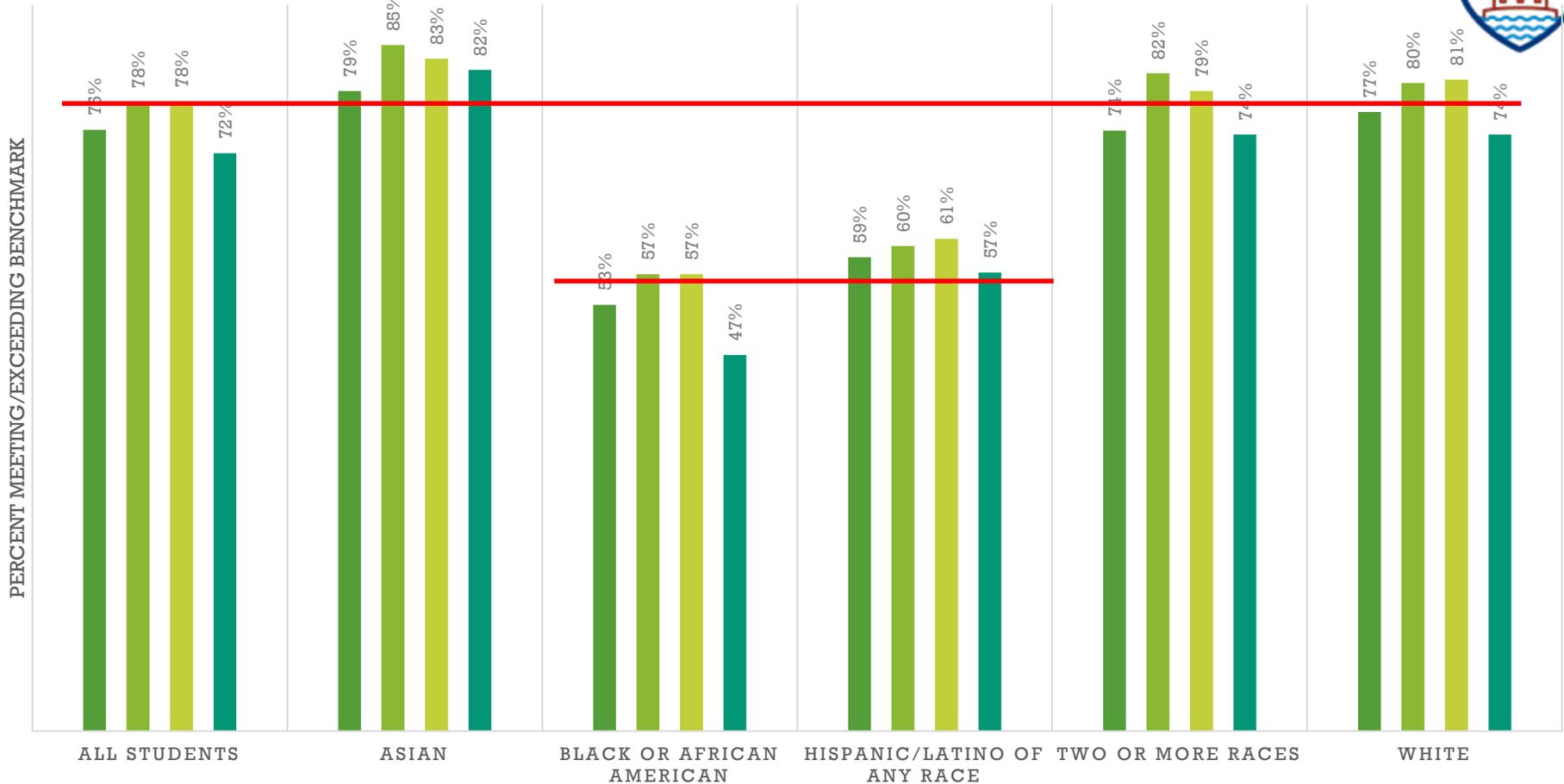
PERCENT MEETING/EXCEEDING BENCHMARK



Smarter Balanced Assessment (SBA) - Math - High Needs vs. Non High Needs



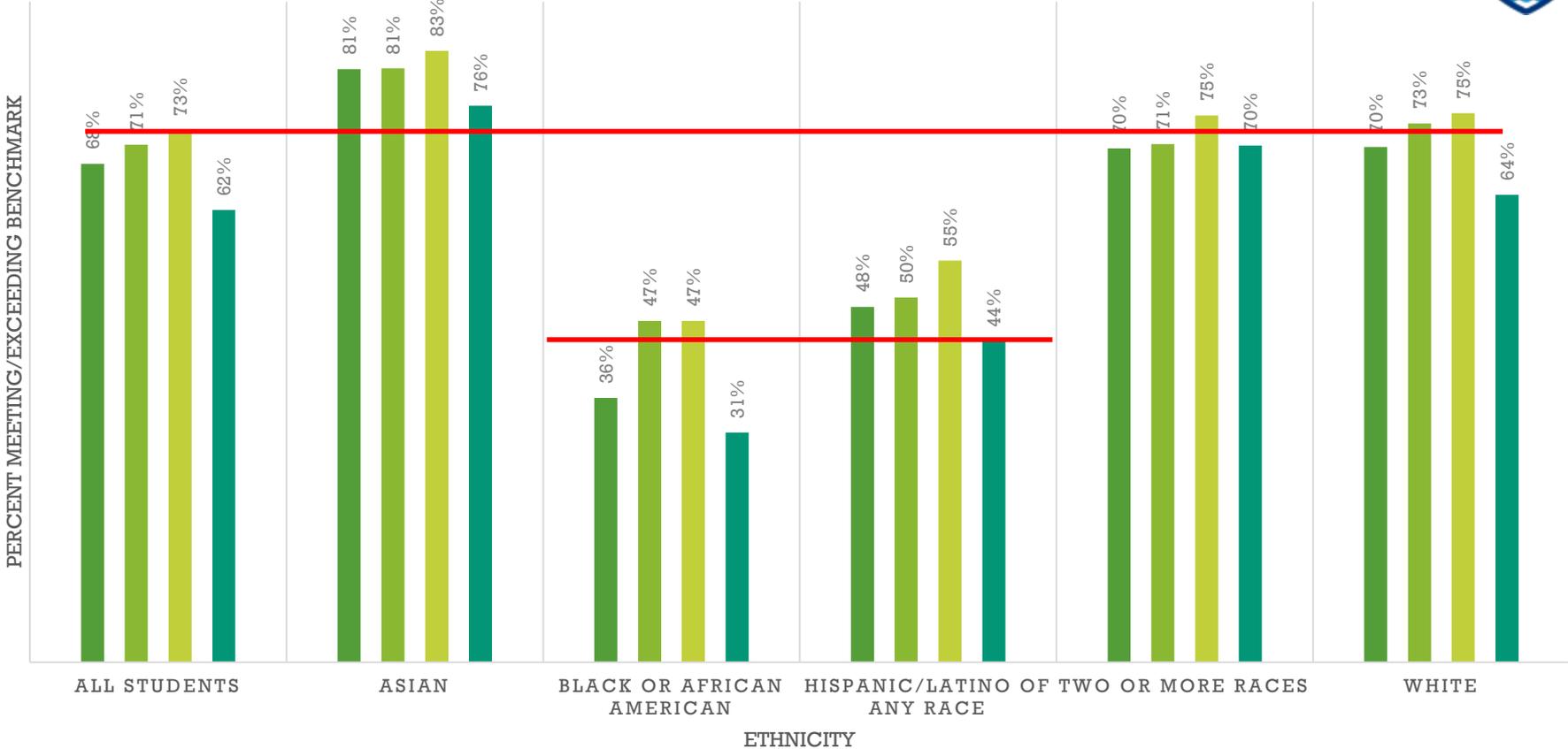
Smarter Balanced Assessment (SBA) - ELA by Ethnicity



Smarter Balanced Assessment (SBA) - Math by Ethnicity



■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2020-21

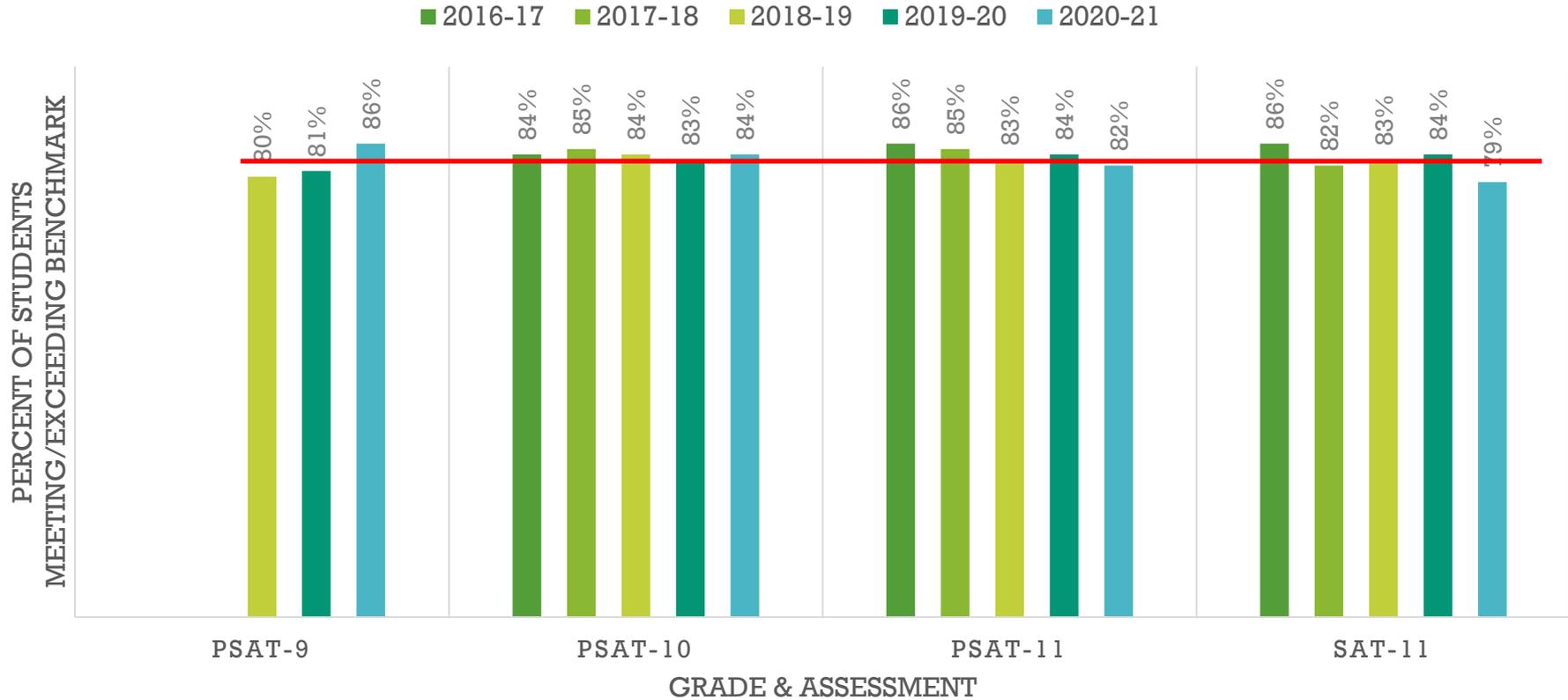




PSAT & SAT

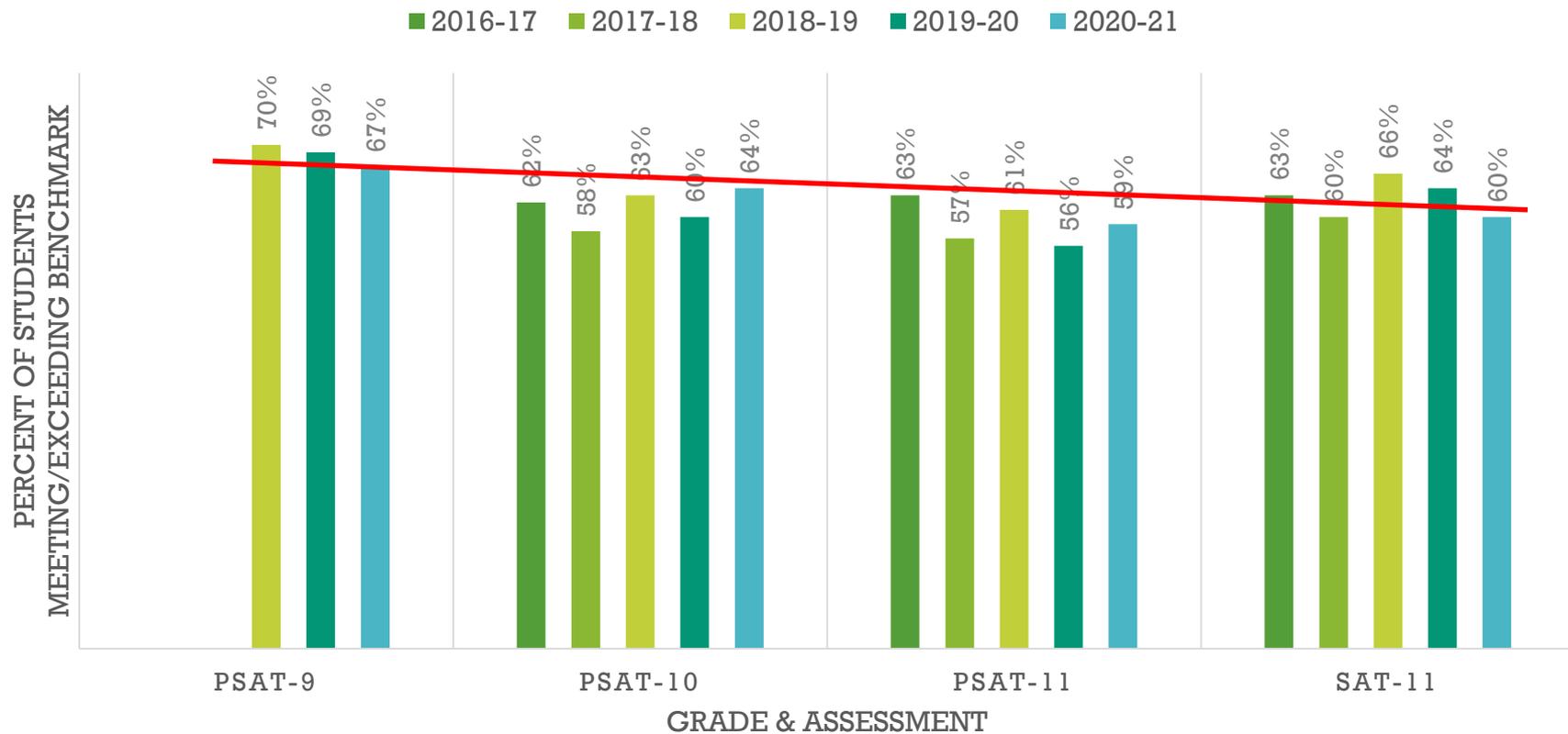


PSAT/SAT - ELA All Students





PSAT/SAT - Math All Students

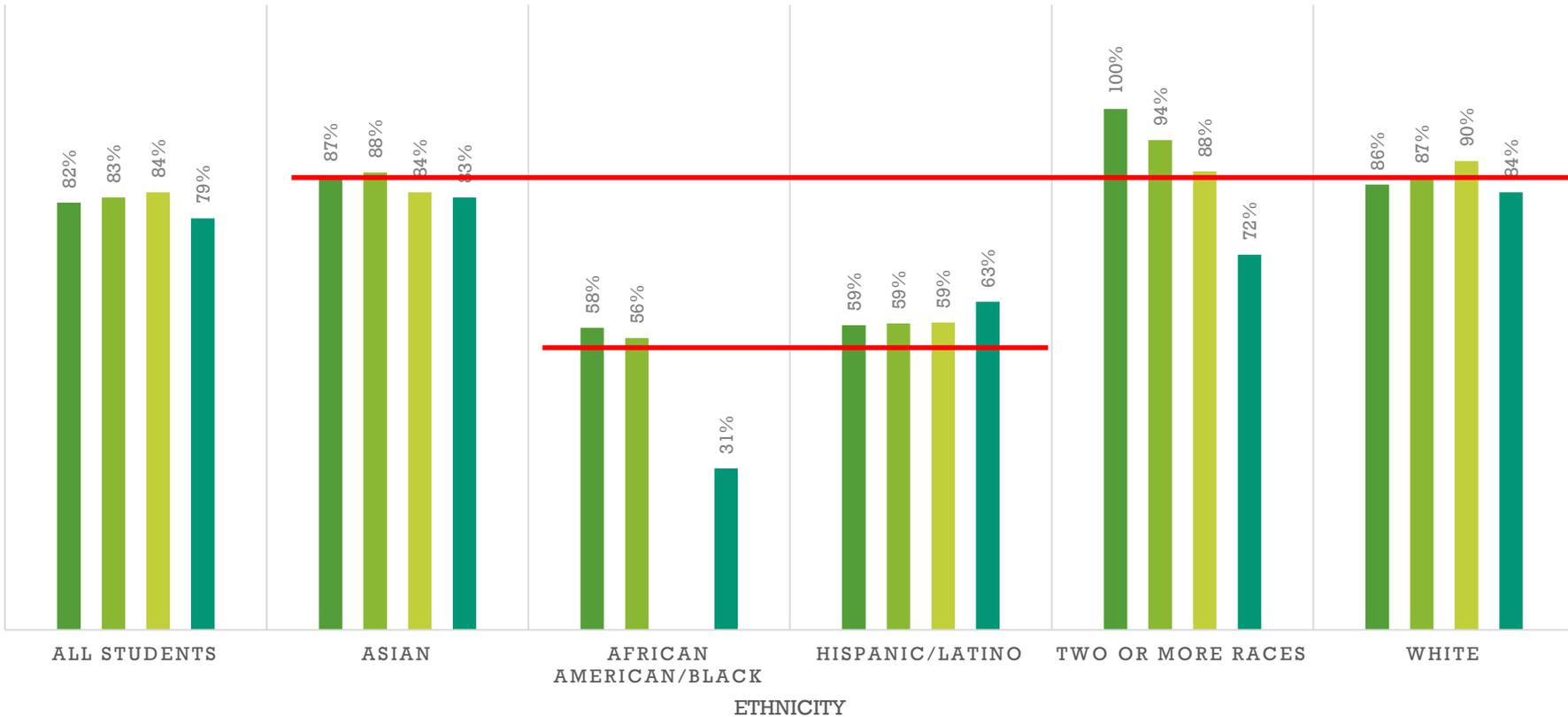


SAT - ELA Ethnicity



■ 2017-18 ■ 2018-19 ■ 2019-20 ■ 2020-21

PERCENT OF STUDENTS MEETING/EXCEEDING BENCHMARK

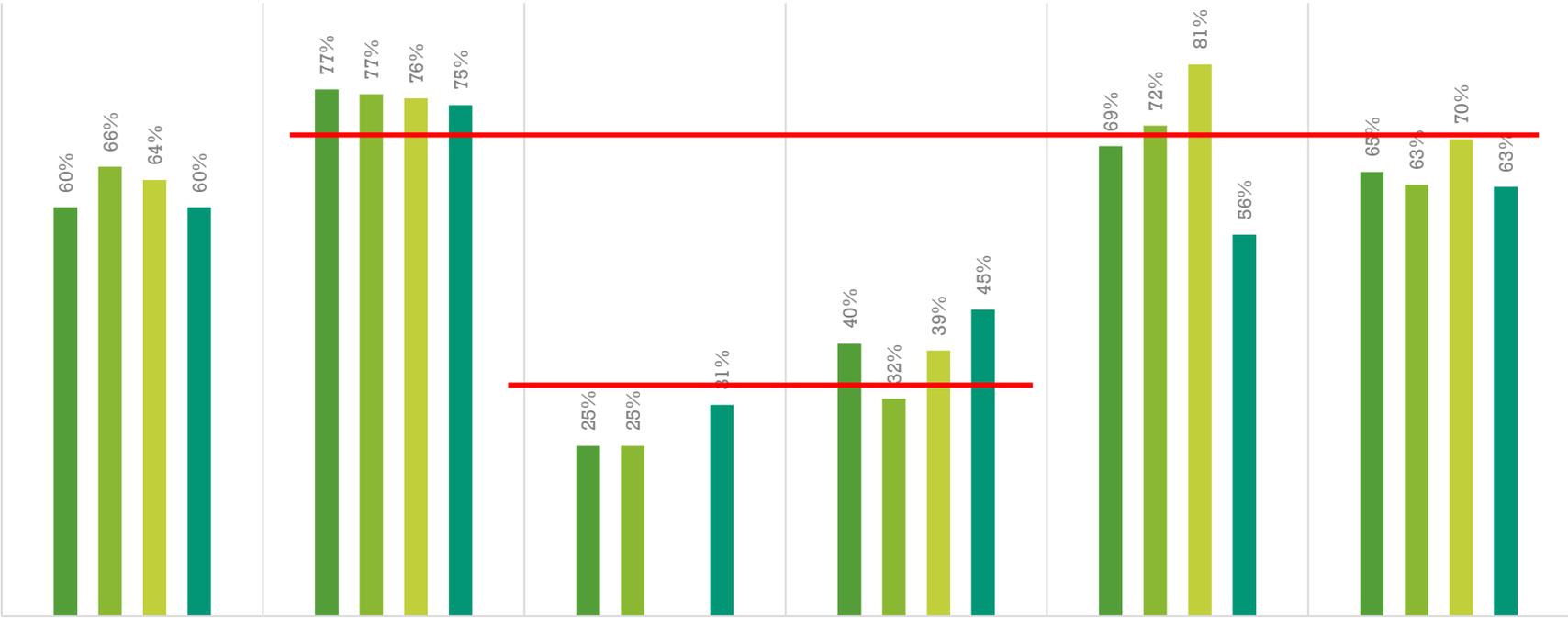




SAT – Math by Ethnicity

■ 2017-18 ■ 2018-19 ■ 2019-20 ■ 2020-21

PERCENT OF STUDENTS MEETING/EXCEEDING BENCHMARK



ALL STUDENTS

ASIAN

AFRICAN AMERICAN/BLACK

HISPANIC/LATINO

TWO OR MORE RACES

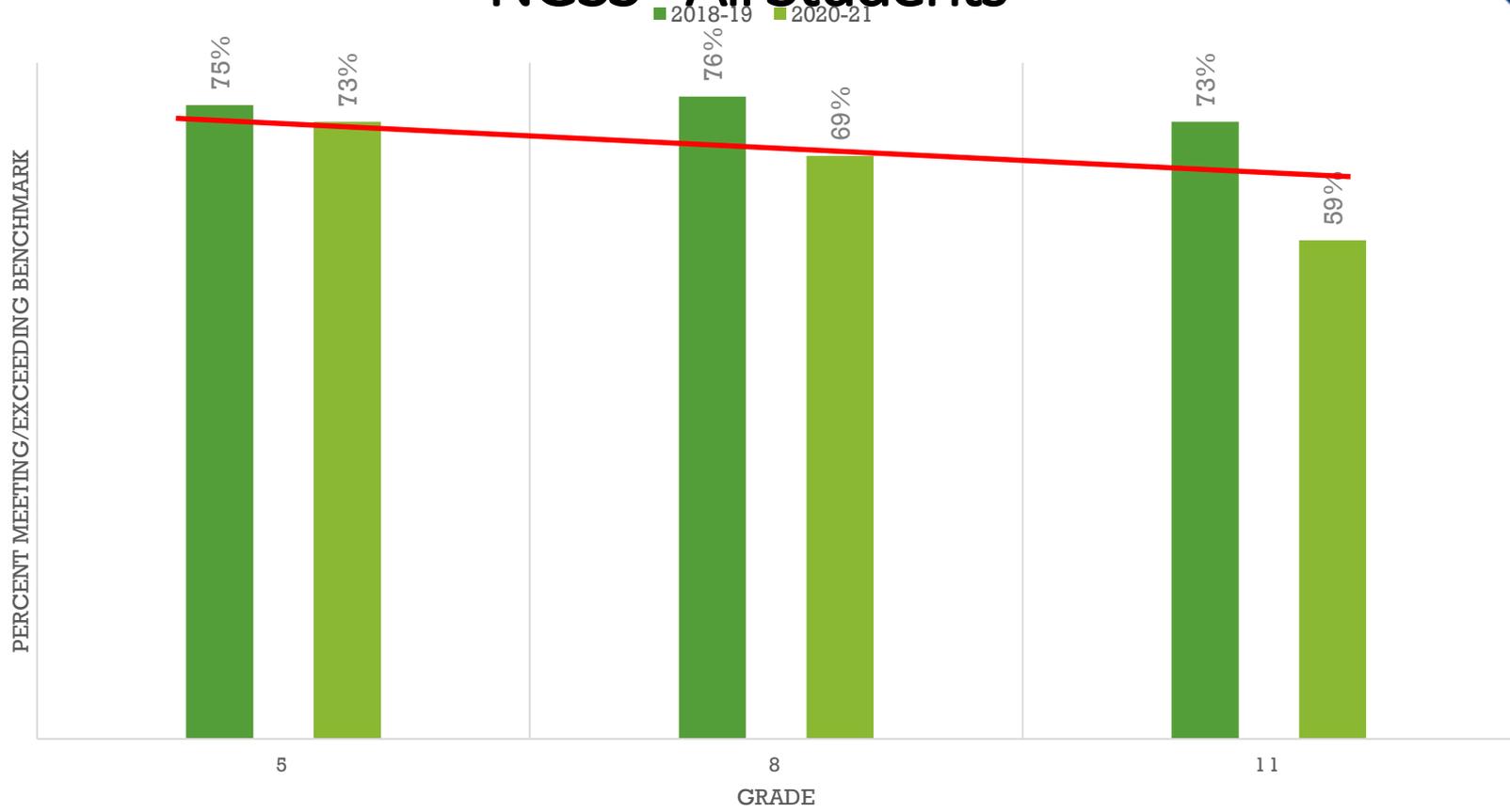
WHITE

ETHNICITY

Next Generation Science Standards (NGSS)



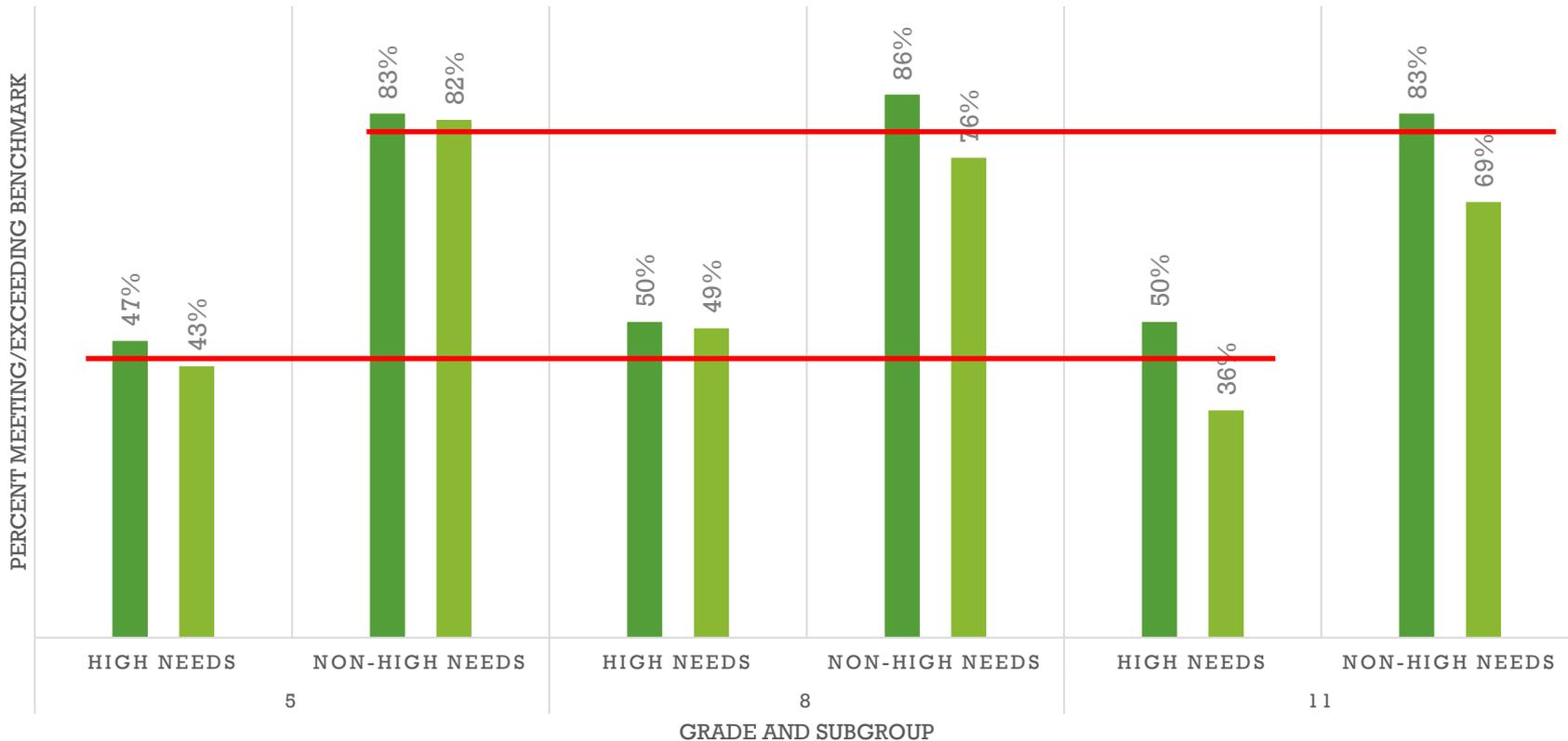
NGSS - All Students





NGSS – High Needs vs. Non-High Needs

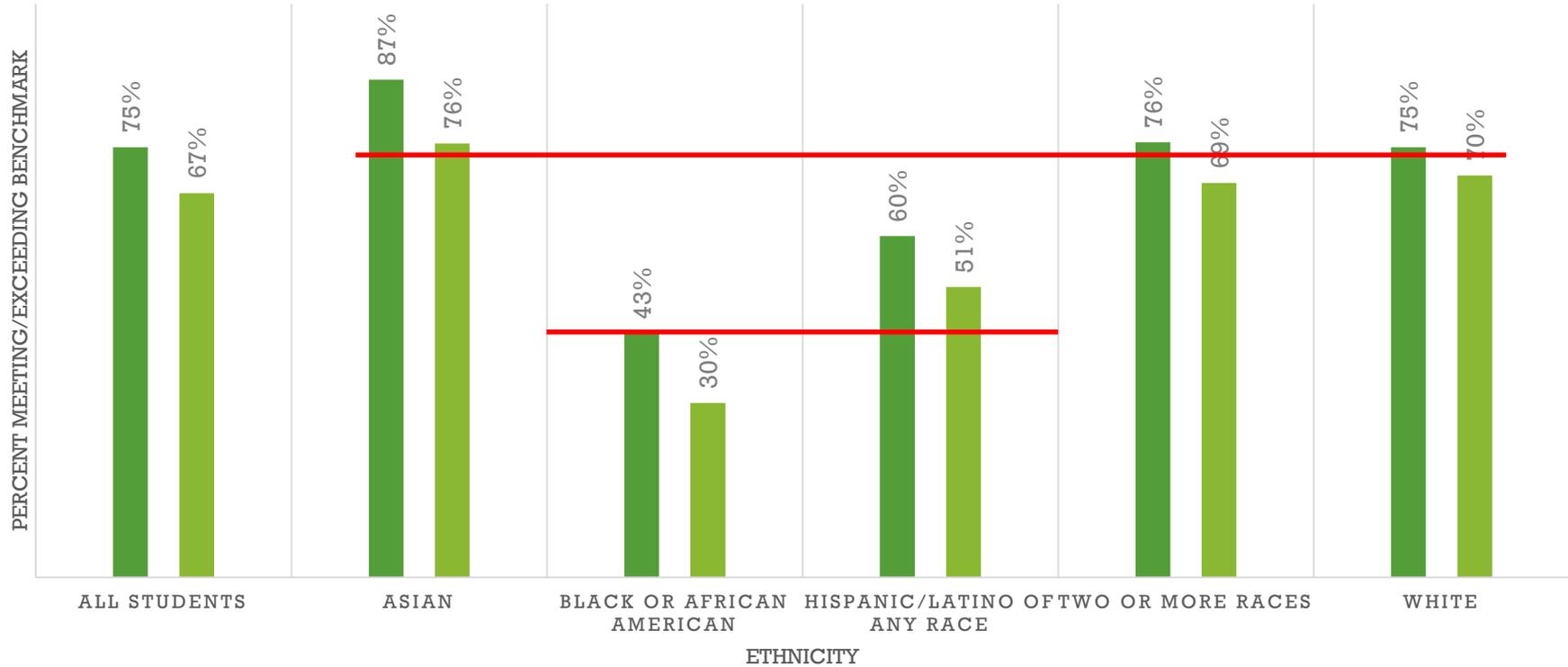
■ 2018-19 ■ 2020-21





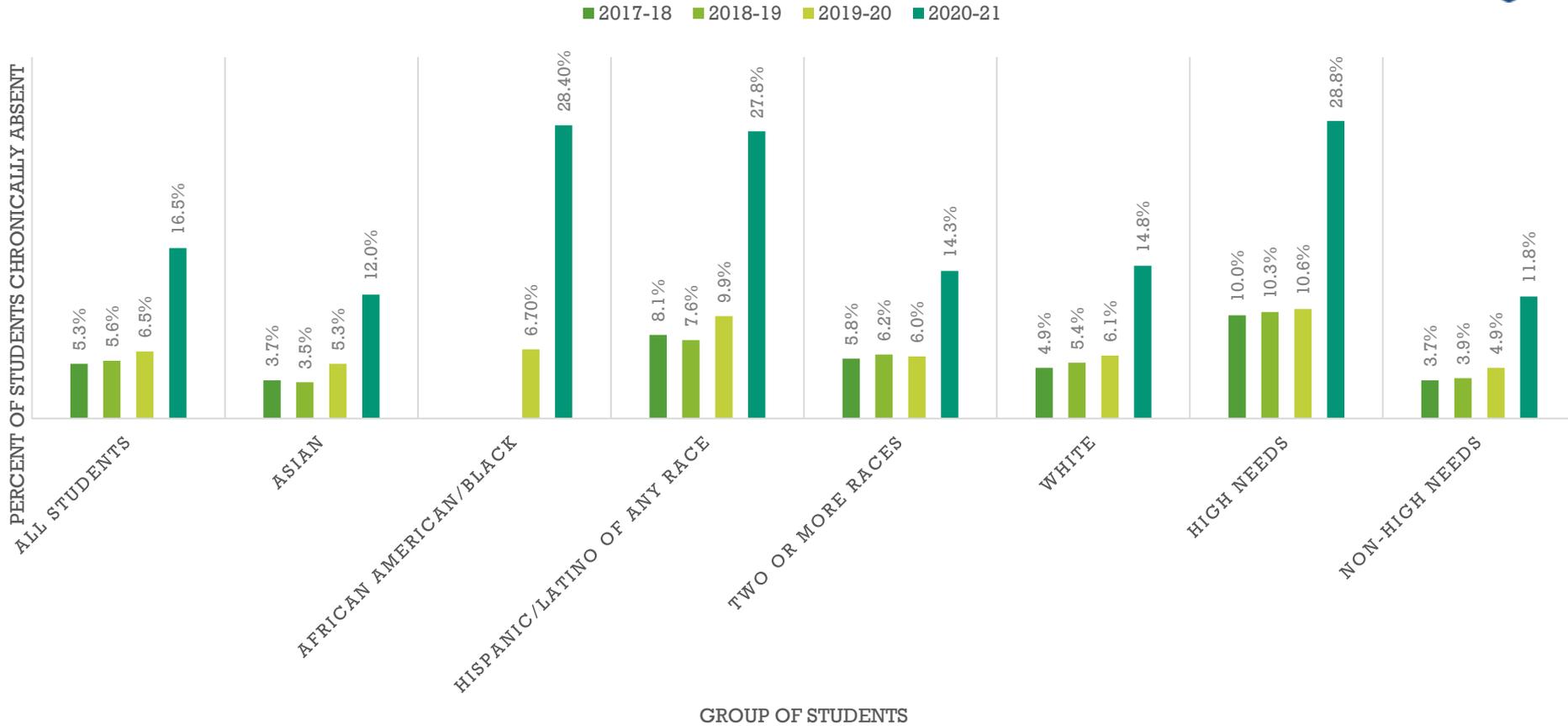
NGSS by Ethnicity

■ 2018-19 ■ 2020-21



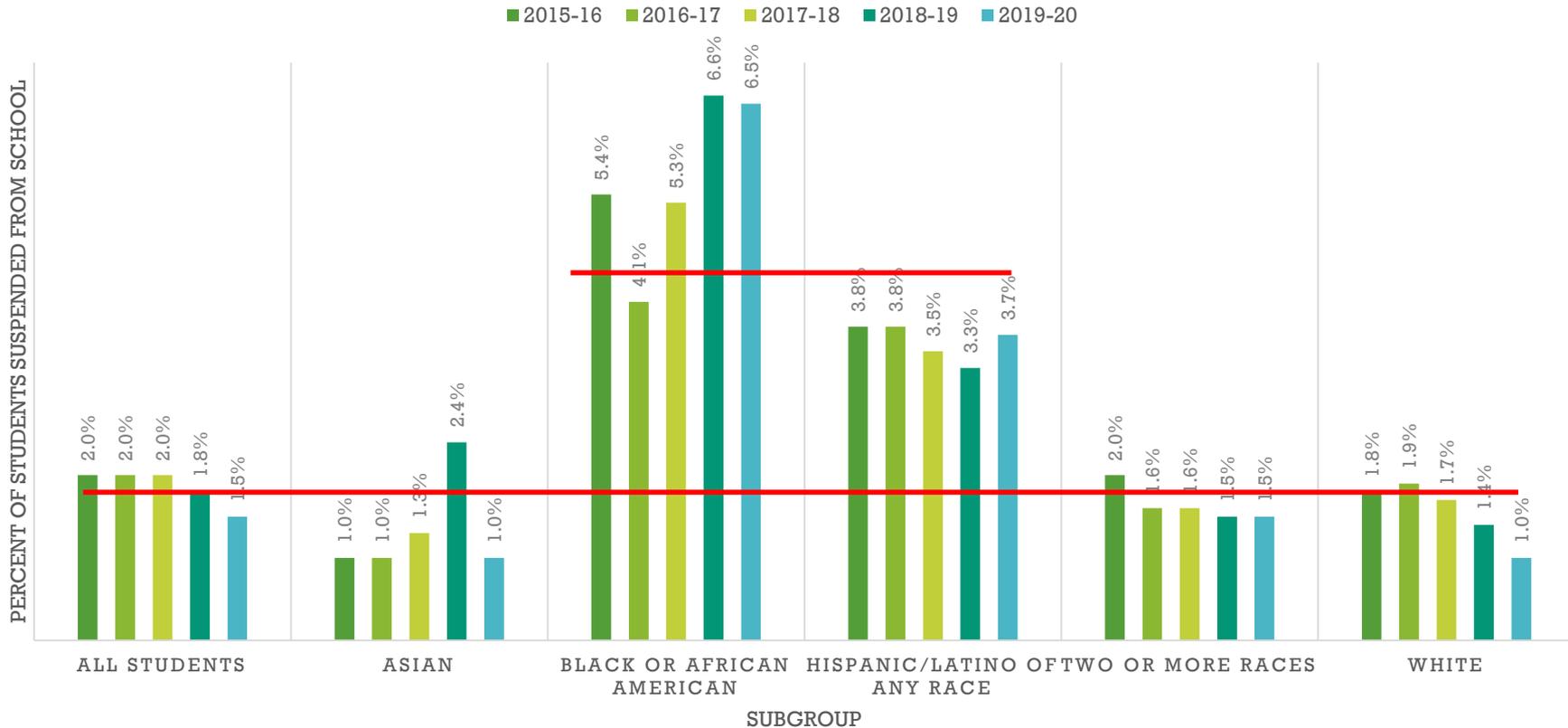
Other Student Metrics

Attendance by Subgroup – All Grades





Suspension Rates – All Grades





High School Enrollment by Subgroup

	African American	Asian	Caucasian/ White	Two or more races	Hispanic/Latino	High Needs	Non-High Needs
HS Population	2.63%	6.23%	74.23%	4.01%	12.90%	29.81%	70.19%
Course Enrollment	African American	Asian	Caucasian/ White	Two or more races	Hispanic/Latino	High Needs	Non-High Needs
English							
College Prep	3.4%	5.2%	71.5%	3.7%	16.2%	37.6%	62.4%
Honors	1.3%	8.1%	78.4%	4.1%	8.1%	11.4%	88.6%
AP	1.4%	6.0%	84.4%	2.8%	5.5%	10.1%	89.9%
Math							
College Prep	3.4%	4.8%	69.7%	4.3%	17.7%	39.1%	60.9%
Honors	0.6%	9.8%	78.2%	4.2%	7.2%	10.9%	89.1%
AP	1.3%	13.0%	74.6%	4.0%	7.1%	8.9%	91.1%
Science							
College Prep	4.2%	3.7%	71.0%	4.3%	16.9%	40.1%	59.9%
Honors	0.6%	10.0%	78.7%	3.7%	7.0%	9.7%	90.3%
AP	0.4%	10.3%	80.2%	2.9%	6.2%	8.7%	91.3%
Social Studies							
College Prep	3.8%	4.5%	70.0%	3.7%	18.0%	40.9%	59.1%
Honors	1.0%	8.0%	80.4%	4.0%	6.7%	10.3%	89.7%
AP	0.6%	6.4%	82.3%	4.0%	6.7%	9.4%	90.6%



Accelerated Mathematics by Subgroup

	African-American/Black	Asian	Caucasian/White	Two or more Races	Hispanic/Latino	High Needs	Non-High Needs
Overall MS Population	3.67%	6.40%	72.26%	5.10%	12.57%	27.3%	72.7%
MS Math Class	African-American/Black	Asian	Caucasian/White	Two or more Races	Hispanic/Latino	High Needs	Non-High Needs
Math 6	8.9%	4.1%	62.7%	3.1%	21.2%	37.7%	62.3%
Trans to Pre-Algebra	1.7%	8.9%	76.5%	5.0%	7.8%	13.1%	86.9%
Math 7	5.4%	1.9%	69.0%	5.1%	18.5%	44.4%	55.6%
Pre-Algebra 7	2.0%	7.8%	76.5%	5.3%	8.5%	12.0%	88.0%
Pre-Algebra	6.1%	2.0%	68.8%	4.9%	18.2%	38.4%	61.6%
Algebra I	0.9%	8.9%	77.3%	6.3%	6.5%	13.5%	86.5%
Geometry H	0.00%	20.9%	64.2%	6.0%	9.0%	7.5%	92.5%

Special Education Prevalence Rates – Grades 1-12

Ethnicity	All Grades
Black or African American	26.09%
Asian	10.18%
White	15.45%
Two or More Races	13.73%
Hispanic/Latino of any race	20.69%



Conclusions from the Data

Observations from the Data

Achievement gaps in High Needs and by Ethnic Groups continue to persist.

Achievement gaps persisted before and during COVID.



Action Steps

- 🔗 Data analysis with the District Improvement Committee/Development of DIP action steps to address disparities
- 🔗 Develop equity PD from the data for various stakeholders
- 🔗 SRBI Improvements
- 🔗 BOE reflect and review policies that impact equity
 - 🌿 Challenging Curriculum Policy
 - 🌿 Equitable Access to Advanced Level Coursework Policy
 - 🌿 Grading Policy
- 🔗 Budget Planning and Adoption



Additional Questions

🔗 What can the teachers do to fulfill the Mission?

🔗 What can the administration do to fulfill the Mission?

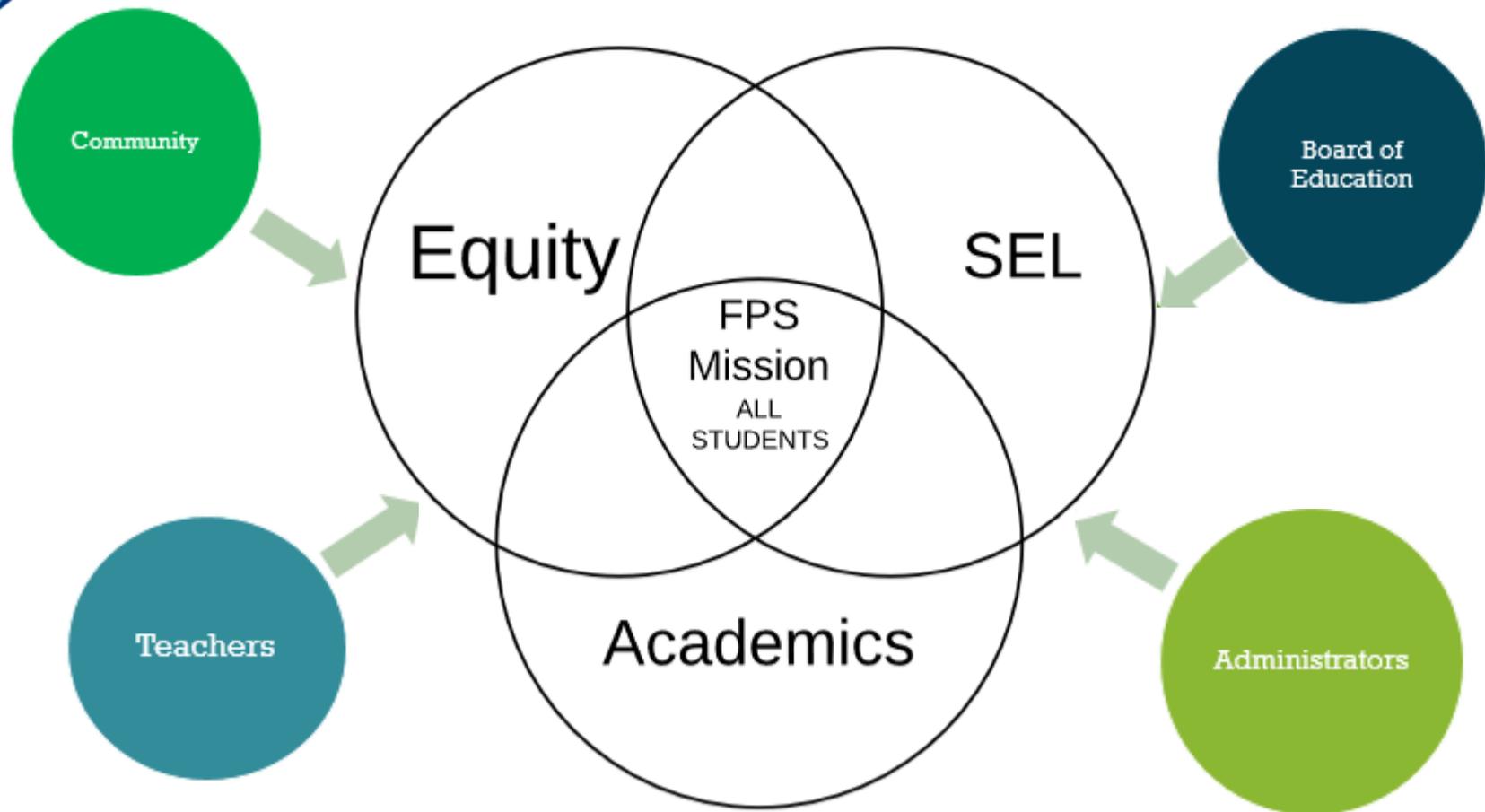
🔗 What can the community do to fulfill the Mission?

🔗 What can the BOE do to fulfill the Mission?





FAIRFIELD PUBLIC SCHOOLS





S u p e r i n t e n d e n t M e m o r a n d u m

To: Board of Education
From: Michael Cummings
Date: March 18, 2022
Re: High School Courses with Lower Enrollment and Review of Causes

Please see below for a review of causes regarding high school courses with lower enrollment:

1. Cumulative Courses
When it is a cumulative course (last course in a sequence), it runs (and generally with a combination course).
2. Senior Electives
If needed for graduation, the senior elective courses will run (e.g.: if there are 14 students in a class and the class does not “run,” there is no place for them to go to earn credit for graduation).
3. Aquaculture Courses
AQ (from Aquaculture) courses are not taught by FPS and are on the schedule for students to earn credits.
4. Class Space Limitations
 - Art - maximum of 18 in some courses (e.g.: number of students able to work with the potter wheel)
 - Child Development Lab - scheduled around the students’ schedules. There are 7 sections at FLHS but covered by a 0.2 FTE (teacher works around the students’ schedules; 38 students are covered by 0.2 FLHS)
 - Food Services - all meet at the same time based on student availability and covered by the same teacher (0.4 FTE FLHS and 7 courses for the year)
 - Piano - 8 students maximum
 - Vocal Studio - 10 students maximum
 - Science cap of 24
 - Tech ed classes (some have maximum of 18 due to equipment) and many are combined with other sections.
5. Overflow Classes and Ratios
 - Physics courses have 68 students in 4 sections (overflow); Biology (overflow - average class is 21 with all sections)

- Health Courses - a graduation requirement and needs to be offered every mini period so it fits alongside mini courses. Some health classes are 26/27 students and balanced by sections that are lower in enrollment. Overflow cannot be put into other classes.
 - Pre Calc - 14 students - overflow from other sections
 - PE - some individual classes (Lifetime Games with 10 students) would need to go to a regular class and would then have to open another section of PE 11/12 if they (including yoga) did not exist.
6. Contractual Limitations/Potential Impact on Overflow Classes
- WL has a maximum of 21 in a class (or 110 total students per contract)
7. Support Classes
- Algebra Workshop A (Sem I) and B (Sem II) and Geometry Workshop (mini period)
 - Algebra Workshop 1 (8 sections for the year combined = 0.4 FTE);
 - Algebra 2 Workshop has a 0.2 FTE assigned (4 sections);
 - Geometry has a 0.2 FTE assigned with 4 sections
 - Math Course (7 students) (26650) - is an IEP Direct Math Class
 - PE IEP - Small Group CLC or Learning Center and where it fits with services (rostered for 2-3 students)
 - Reading Strategies (25 sections for the school year) covered by 1.25 FTE (could be categorized as a mini course; semester; or grade level)
8. New Courses and Graduation Requirements
- Music Tech II - Arts access indicator - was run so that students in the track continue to populate the arts courses at the lower levels and see a path forward (5 students)
 - AP Physics C – New course with 12 students

SPECIAL EDUCATION DATA COLLECTION-SEPTEMBER 2021											
PPT Meetings Held		2016-17	2017-18	2018-19	2019-20	2020-21					
		5560	6182	6392	5928	7044					
<i>**Information Collected from Frontline IEP Direct</i>											
Evaluations PPT/IEP		2016-17	2017-18	2018-19	2019-20	2020-21					
Total Evaluations		583	611	764	651	836					
Initial Referral		307	348	362	291	409					
Eligible		216	261	266	228	314					
Ineligible		91	87	96	63	95					
<i>**Information Collected from CSDE Evaluation Timelines & Frontline IEP Direct</i>											
IEP's/Student Count by Level		2016-17	2017-18	2018-19	2019-20	2020-21					
Preschool		158	165	183	175	183					
Elementary School		541	573	628	640	663					
Middle School		306	341	365	360	387					
High School		415	405	401	503	480					
Community Partnership Program		10	6	5	15	14					
Transition Year (18-21/22)		18	15	2	1	1					
Total Students with Disabilities		1448	1505	1584	1694	1728					
<i>**Information Collected from Frontline IEP Direct **Includes Pre-K thru age 22 IN ADDITION TO Non-Public Students Evaluated by FPS, IEP Outplacements & Settlements</i>											
Students by Disability Grades K-12		2016-17	2017-18	2018-19	2019-20	2020-21					
		Count	%	Count	%	Count	%	Count	%	Count	%
Learning Disabilities		352	34.51%	378	31.55%	386	30.73%	425	31.30%	427	31.37%
Intellectually Disabled		32	2.86%	33	2.75%	31	2.47%	26	1.91%	23	1.69%
Emotional Disturbance		69	6.18%	81	6.67%	85	6.77%	82	6.04%	89	6.54%
Sppech/Language Impairment		207	18.53%	216	18.03%	219	17.44%	244	17.97%	245	18.00%
Other Health Impairment (OHI)		277	24.80%	278	23.21%	316	25.16%	337	24.82%	340	24.98%
Visual Impairment		0	0.00%	0	0.00%	1	0.08%	1	0.07%	1	0.07%
Orthopedic Impairment		1	0.09%	1	0.08%	1	0.08%	1	0.07%	1	0.07%
Deaf-Blindness		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hearing Impairment		7	0.63%	8	0.67%	6	0.48%	6	0.44%	5	0.37%
Traumatic Brain Injury (TBI)		3	0.27%	2	0.17%	2	0.16%	0	0.00%	0	0.00%
Autism		129	11.55%	134	11.19%	138	10.99%	150	11.05%	150	11.02%
Multiple Disabilities		28	2.51%	25	2.09%	29	2.31%	31	2.28%	35	2.57%
Developmental Delay		12	1.07%	42	3.51%	42	3.34%	55	4.05%	45	3.31%
Total Students with Disabilities		1117		1198		1256		1358		1361	
<i>**Information Collected from SEDAC</i>											
Year to Year Comparisons		2016-17	2017-18	2018-19	2019-20	2020-21					
Fairfield SPED Students (K-12)		1117	1198	1256	1358	1361					
Fairfield SPED Students (3-21)		1208	1303	1357	1464	1462					
Fairfield Prevalence Rate		11.20%	12.10%	12.90%	14.20%	14.50%					
State Prevalence Rate		13.90%	14.50%	15%	15.60%	15.90%					
<i>**Information Collected from Edsight</i>											
504		2016-17	2017-18	2018-19	2019-20	2020-21					
Initial Referral		216	235	250	236	259					
Eligible		191	210	217	219	232					
Ineligible		12	19	18	8	14					
Pending		13	6	15	9	13					
<i>**Information Collected from Frontline 504 Direct</i>											
IEP Outplaced Tuition		2016-17	2017-18	2018-19	2019-20	2020-21					
		Tuition	Students	Tuition	Students	Tuition	Students	Tuition	Students	Tuition	Students
September				\$635,764.00	56	\$563,208.00	60	\$650,366.00	71	\$705,777.00	75
October				\$625,245.00	56	\$558,511.00	60	\$673,262.00	73	\$702,638.00	75
November				\$672,698.00	60	\$548,553.00	60	\$670,959.00	76	\$701,425.00	77
December				\$653,010.00	40	\$562,018.00	62	\$646,336.00	75	\$693,160.00	77
January				\$663,644.00	59	\$600,934.00	64	\$674,041.00	74	\$744,360.00	78
February				\$648,902.00	59	\$590,243.00	65	\$665,278.00	70	\$725,055.00	79
March				\$659,811.00	59	\$610,005.00	66	\$665,893.00	71	\$751,243.00	80
April				\$660,089.00	60	\$516,204.00	65	\$644,998.00	70	\$736,686.00	80
May				\$846,724.00	62	\$620,805.00	65	\$683,606.00	70	\$739,366.00	79
June				\$666,520.00	62	\$615,343.00	65	\$609,781.00	70	\$731,238.00	88
<i>**Does not include ESY July & August</i>											
PPT Outplaced Students											
						September 2019		June 2020			
Outplaced Total						71		84			
Elementary School						12		15			
Middle School						6		8			
High School						53		61			
						September 2020		June 2021			
Outplaced Total						75		88			
Elementary School						12		15			
Middle School						6		8			
High School						57		65			
						September 2021		June 2022			
Outplaced Total						80		88			
Elementary School						8		15			
Middle School						13		8			
High School						59		65			
<i>**Information tracked by Special Ed. Dept.</i>											
Settlements		2018-19	2019-20	2020-21							
		Payment	Students	Payment	Students	Payment	Students				
Elementary School		\$54,362.00	3	\$110,000.00	2	\$342,780.25	9				
Middle School		\$273,277.00	8	\$494,105.00	12	\$556,977.76	18				
High School		\$1,007,645.38	28	\$1,638,069.42	42	\$1,420,600.53	35				
Total		\$1,335,284.38	39	\$2,242,174.42	56	\$2,320,358.54	62				
<i>**Information tracked by Special Ed. Dept.</i>											
Outside Evaluations/Consultations											
		2019-20	2021-22	**2021-22**							
Evaluation Type		Elementary	Middle/High	Elementary	Middle/High	Elementary	Middle/High				
Psychiatric		17	52	19	55	2	13				
Neuropsych/Psych		24	11	20	10	4	5				
Literacy		22	14	12	6	6	5				
Communication/AT		17	5	17	6	1	12				
Other		7	11	1	23	0	7				
Total		180		169		55					
<i>**Information tracked by Special Ed. Dept. **as of 10/15**</i>											