


A presentation to the Board of Education
Goals and Evaluation Committee

October 3, 2019



Progress on Attainment of District Goals



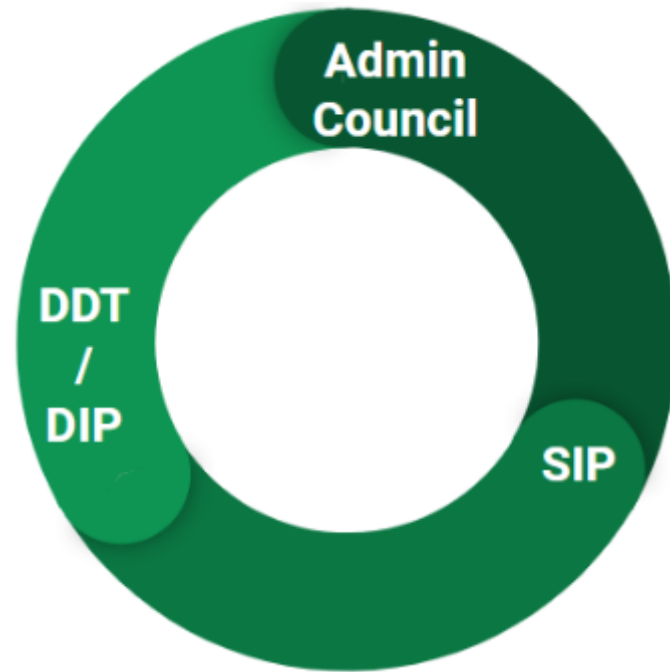
Rigorous Goals + Focus on Goals --- Progress and Results

“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”

~ Michelangelo

District and School Improvement Plans

Our District Improvement Plan (DIP) includes our goals and action steps for accomplishing them. In addition, each school creates a School Improvement Plan (SIP), centered on district goals as well as specific school needs.



We set 5 goals last spring:

1
3rd Grade
Reading
Proficiency

2
8th Grade
Algebra
Readiness

3
Increase
Student
Achievement
Grades 9-12

4
Reduce
Chronic
Absenteeism

5
Increase
Equity

3rd Grade Reading Proficiency

All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three

Major Efforts 2018-19

- Explicit Phonics Instruction in K-1: Began using *Foundations* program in K and 1. Provided multiple PD sessions on phonics instruction districtwide
- Began to examine data to determine lower performing classes in K and provided support for these classes in assessment and other areas
- Literacy Specialists worked with lower performing K, 1 and 2 students individually and in small groups. To build teacher capacity, they discussed with teachers their reasoning for groupings as well as specific strategies used
- Literacy Specialists focused on small group instruction at all grades, including providing PD that was school-based as well as districtwide (Focus: K)
- ELA department began tracking curriculum pacing and shared information with principals.
- The EL (English Language) department aligned its Tier #1 pull-out instruction to the skills imparted in the ELA classroom
- SRBI Coordinators implemented new Standard Treatment Protocols (STPs) to address skills in typically weak areas (STPs do not use programs, rather they rely on effective instructional practices, such as immediate, specific feedback, to meet the needs of individual students)

All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three

K-3 Reading Proficiency - NWEA

Grade	K	1	2	3
-------	---	---	---	---

Percentage of All Students At/Above Proficiency

Baseline:	50.1%	56.7%	61.7%	62%
Goal:	53%	60%	66%	67%
June 2019:	46.2%	58.4%	64.7%	41.6%

Percentage of Black Students At/Above Proficiency

Baseline:	31.4%	33%	37.0%	51%
Goal:	37%	38%	41%	53%
June 2019:	48.2%	50%	60.8%	33.8%

Percentage of Hispanic Students At/Above Proficiency

Baseline:	44.9%	50%	49%	46.1%
Goal:	47%	52%	55%	54%
June 2019:	37.1%	58.3%	60%	38.2%

All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three

NWEA Reading

% of Non-Proficient Students Who Met or Exceeded their Target Growth

Benchmark	K	1	2	3
	1 point beyond mid-to-end of year growth target	2 points beyond beginning-to-end of year growth target	1 point beyond beginning-to-end of year growth target	1 point beyond beginning-to-end of year growth target
2018-2019	28.4%	41.2%	42.7%	50%

Every student is assigned an individual Growth Benchmark score, based on his/her current score and grade level. We have set a benchmark that is one or two points beyond the expected growth benchmark.

The results above indicate the percentage of students who achieved one or two points (or more) beyond their growth targets.

All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three

SBAC 3rd Grade Reading Proficiency

Percentage Meeting or Exceeding Benchmark – DRG G

2015-16 Level 3 or 4 (% Met or Exceeded)		2016-17 Level 3 or 4 (% Met or Exceeded)		2017-18 Level 3 or 4 (% Met or Exceeded)		2018-19 Level 3 or 4 (% Met or Exceeded)	
Plainfield School District	62	Plainfield School District	55.6	Putnam School District	61.3	Groton School District	59.7
Middletown School District	53.3	Groton School District	55.3	Groton School District	59.5	Killingly School District	57.9
Bloomfield School District	52.4	Vernon School District	54.1	Naugatuck School District	55	Plainfield School District	57.8
Groton School District	50.7	Hamden School District	52.1	Killingly School District	53.8	Naugatuck School District	54.9
Hamden School District	49.6	Torrington School District	51.5	Bloomfield School District	53.3	Vernon School District	53.3
Torrington School District	49.4	Killingly School District	48.8	Winchester School District	53.1	Putnam School District	52
Bristol School District	48.9	East Haven School District	48.4	Middletown School District	50.7	Middletown School District	50.9
Naugatuck School District	47.9	Bristol School District	47.7	Hamden School District	50	Hamden School District	49
Vernon School District	46.1	Middletown School District	45.1	Torrington School District	48.7	Winchester School District	48.6
Killingly School District	45.3	Naugatuck School District	45	Vernon School District	48.3	Stratford School District	48.4
Winchester School District	43.3	Putnam School District	44.3	Bristol School District	45.9	Bristol School District	48.3
East Haven School District	42.9	Stratford School District	43.5	Stratford School District	45.2	East Haven School District	46.4
Putnam School District	41.9	Manchester School District	35.5	Plainfield School District	41.6	Torrington School District	44.3
Stratford School District	40.9	Winchester School District	32.9	East Haven School District	40	Bloomfield School District	40.9
Manchester School District	39.4	Bloomfield School District	30.3	Manchester School District	39.5	Manchester School District	35.2
State of Connecticut	55.6	State of Connecticut	54.2	State of Connecticut	55.3	State of Connecticut	55.7

All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three

SBAC 3rd Grade Reading Proficiency

Percentage of Students Meeting or Exceeding Benchmark - Alliance Districts

2015-16 Level 3 or 4 (% Met or Exceeded)		2016-17 Level 3 or 4 (% Met or Exceeded)		2017-18 Level 3 or 4 (% Met or Exceeded)		2018-19 Level 3 or 4 (% Met or Exceeded)	
Middletown School District	53.3	Thompson School District	57.7	Windsor Locks School District	62.9	Groton School District	59.7
West Haven School District	52.8	Groton School District	55.3	Putnam School District	61.3	Killingly School District	57.9
Bloomfield School District	52.4	Vernon School District	54.1	Groton School District	59.5	Naugatuck School District	54.9
Norwalk School District	51.7	Derby School District	52.2	Naugatuck School District	55	Vernon School District	53.3
Groton School District	50.7	Hamden School District	52.1	Thompson School District	54.8	Putnam School District	52
Derby School District	49.6	Torrington School District	51.5	Killingly School District	53.8	Middletown School District	50.9
Hamden School District	49.6	Norwalk School District	50.1	Bloomfield School District	53.3	Hamden School District	49
Torrington School District	49.4	Killingly School District	48.8	Winchester School District	53.1	Windsor Locks School District	48.8
Stamford School District	49.2	Windsor Locks School District	48.5	Middletown School District	50.7	Winchester School District	48.6
Bristol School District	48.9	East Haven School District	48.4	Hamden School District	50	West Haven School District	48.5
Danbury School District	47.9	Bristol School District	47.7	Torrington School District	48.7	Bristol School District	48.3
Naugatuck School District	47.9	Middletown School District	45.1	Vernon School District	48.3	Norwalk School District	48.2
Vernon School District	46.1	Naugatuck School District	45	Stamford School District	47.1	Stamford School District	47.8
Windsor Locks School District	45.5	Stamford School District	44.5	Ansonia School District	46.6	Meriden School District	47.6
Killingly School District	45.3	Putnam School District	44.3	Bristol School District	45.9	East Haven School District	46.4
Windsor School District	43.5	Ansonia School District	44	Norwalk School District	45.8	Danbury School District	46.2
Winchester School District	43.3	West Haven School District	43.3	West Haven School District	45.2	Windsor School District	45.9
East Haven School District	42.9	Meriden School District	41.8	Derby School District	44.9	Torrington School District	44.3
East Windsor School District	42.9	Windsor School District	41.3	Meriden School District	44.4	Bloomfield School District	40.9
Putnam School District	41.9	Danbury School District	41.2	Danbury School District	42.2	Thompson School District	39.3
Meriden School District	40.1	East Windsor School District	41.2	Norwich School District	41	East Windsor School District	38.8
Ansonia School District	40	Norwich School District	38.8	East Haven School District	40	Ansonia School District	36.9
Manchester School District	39.4	Manchester School District	35.5	Manchester School District	39.5	Windham School District	36.7
Thompson School District	38.4	Windham School District	34.4	Windsor School District	38.2	East Hartford School District	36.4
Windham School District	34.2	Winchester School District	32.9	New London School District	36.6	Derby School District	36.1
Norwich School District	33.1	Bloomfield School District	30.3	East Hartford School District	34	Manchester School District	35.2
East Hartford School District	28.9	New London School District	29.9	Windham School District	33.5	Norwich School District	35.1
New Haven School District	28.9	New Haven School District	28.2	East Windsor School District	30.6	New Haven School District	34.4
Waterbury School District	28.9	East Hartford School District	27.9	New Haven School District	30.4	New London School District	31.5
New London School District	27.7	Waterbury School District	26.6	Waterbury School District	27.9	Waterbury School District	30.3
New Britain School District	25.1	Bridgeport School District	23.9	Bridgeport School District	24	Bridgeport School District	27.4
Hartford School District	24.4	New Britain School District	20	Hartford School District	22.2	Hartford School District	24.5
Bridgeport School District	19.7	Hartford School District	18.3	New Britain School District	19.6	New Britain School District	20.2

All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three

New Efforts 2019-20

- Increased focus on Phonics in grade 2 (*Foundations*), continuation of program in grades K-1
- Literacy Specialists did individual assessments on all new students in grades 1-3 and phonological and phonemic awareness testing in K, to determine individual needs. They will use the information to help teachers plan for whole class or small group cycles to address needs and to build added supports as needed
- ELA Director, in conjunction with specialists and principals, is working to build greater supports for underperforming 1st grade students
- ELA Director is making monthly visits to classrooms at each school to observe ELA practices and curriculum implementation and speaking with each elementary principal to discuss observations and school ELA data
- Literacy Specialists are meeting monthly with SRBI and math specialists, and plan to also meet with EL and PPS team members, to review and plan strategies for students who are not making adequate progress
- ELA department is reviewing curriculum in all grades, focusing on 3rd grade
- EL department aligned its Tier #1 pull-out instruction to regular classroom content/skills
- English Learners will use daily a web-based program called *Imagine Learning* to work on their individual literacy skill needs
- SRBI Coordinators will begin needed interventions in K as early as November 2019

Major Efforts 2018-19

- Updated and implemented units of study at elementary level that targeted gaps in fractions, place value understanding, and algebraic reasoning
- Completed second review of Grades 6-8 math progression with curriculum team to ensure alignment to priority math standards, implemented new units of study with partial pilot of Illustrative Math in Grades 7 and 8
- Redistributed existing resources in order to place two math specialists at HMS to provide teachers and students with high quality, school-based instructional support (i.e. implementation of regular and ongoing co-teaching model as well as individual and small group pull-out support for targeted students)
- Strategic use of Math Specialist role in each elementary building to provide targeted curriculum and instructional support for teachers new to district or content area
- Reviewed the effectiveness of current Math Workshop Model in collaboration with all stakeholders and implemented alternative models of Math Workshop model where appropriate
- English Language Department provided PD to all HMS Teachers on 'best practices' and differentiated instruction for English Learners

All students will demonstrate accelerated growth in math, with the goal of achieving Algebra I readiness by the end of grade eight

All Students

Percentage of Students At/Above Proficiency on NWEA Math

	K	1	2	3	4	5
Baseline	43.9%	45%	46.1%	48.1%	49.8%	49%
2018-2019 Goal	46%	48%	50%	52%	54%	55%
2018-2019 Actual	47.8%	46.9%	69%	48.7%	48.6%	46.7%

Percentage of Students At/Above RIT Score of 235 (Algebra-Ready)

	6	7	8
Baseline	28%	30.6%	35.1%
2018-2019 Goal	31%	34%	38%
2018-2019 Actual	29%	33.6%	39.3%

All students will demonstrate accelerated growth in math, with the goal of achieving Algebra I readiness by the end of grade eight

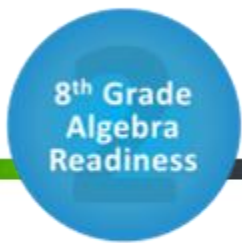
Subgroup: Black Students

Percentage of Students At/Above Proficiency on NWEA Math

	K	1	2	3	4	5
Baseline	30.2%	27.8%	47.2%	25.4%	28.9%	26.2%
2018-2019 Goal	35%	35%	42%	54%	36%	40%
2018-2019 Actual	41.1%	30.3%	46.4%	29.5%	29.4%	19.7%

Percentage of Students At/Above RIT Score of 235 (Algebra-Ready)

	6	7	8
Baseline	9.1%	12.1%	17.7%
2018-2019 Goal	15%	17%	20%
2018-2019 Actual	13.9%	15%	18.4%



All students will demonstrate accelerated growth in math, with the goal of achieving Algebra I readiness by the end of grade eight

Subgroup: Hispanic Students

Percentage of Students At/Above Proficiency on NWEA Math

	K	1	2	3	4	5
Baseline	32.6%	38.4%	51.7%	32.9%	31.1%	35.5%
2018-2019 Goal	38%	37%	53%	59%	43%	42%
2018-2019 Actual	41.1%	37.3%	57.5%	43.9%	35.3%	33.3%

Percentage of Students At/Above RIT Score of 235 (Algebra-Ready)

	6	7	8
Baseline	11.2%	14%	22.1%
2018-2019 Goal	17%	19%	22%
2018-2019 Actual	13.3%	20.2%	26.7%

All students will demonstrate accelerated growth in math, with the goal of achieving Algebra I readiness by the end of grade eight

SBAC Math Proficiency Districtwide

Percent Meeting or Exceeding Benchmark

DRG G Comparison

2015-16 Level 3 or 4 (% Met or Exceeded)		2016-17 Level 3 or 4 (% Met or Exceeded)		2017-18 Level 3 or 4 (% Met or Exceeded)		2018-2019 Level 3 or 4 (% Met or Exceeded)	
Groton School District	44.9	Groton School District	46.1	Naugatuck School District	49	Winchester School District	53.7
Plainfield School District	42.3	Plainfield School District	44.3	Winchester School District	46.9	Groton School District	49
Middletown School District	38.6	Hamden School District	42.9	Groton School District	46.5	Naugatuck School District	48.9
Bristol School District	38.5	Vernon School District	41.8	Plainfield School District	46	Vernon School District	47.1
Hamden School District	38.1	Naugatuck School District	41.2	Hamden School District	41.9	Hamden School District	45
Putnam School District	36.3	Bristol School District	39.5	Vernon School District	41.7	Killingly School District	42.1
Killingly School District	35.3	Middletown School District	38.9	Bristol School District	41	Plainfield School District	43.8
Vernon School District	33.1	Putnam School District	37.9	Putnam School District	39.2	Middletown School District	40.5
Naugatuck School District	32.1	East Haven School District	32.6	Middletown School District	38.3	Putnam School District	39.8
East Haven School District	30.8	Stratford School District	31.1	Killingly School District	37.9	Bristol School District	38.3
Stratford School District	30.2	Manchester School District	30.5	Stratford School District	32.5	East Haven School District	34.2
Manchester School District	29.7	Killingly School District	29.2	East Haven School District	31.7	Stratford School District	35.8
Winchester School District	29.4	Winchester School District	28.5	Torrington School District	30.8	Bloomfield School District	31.2
Torrington School District	26.4	Torrington School District	27.3	Bloomfield School District	28.7	Torrington School District	31.1
Bloomfield School District	25.7	Bloomfield School District	26.8	Manchester School District	27.5	Manchester School District	28.7
State of Connecticut	44	State of Connecticut	45.6	State of Connecticut	46.8	State of Connecticut	48.1

All students will demonstrate accelerated growth in math, with the goal of achieving Algebra I readiness by the end of grade eight

SBAC Math Proficiency Districtwide

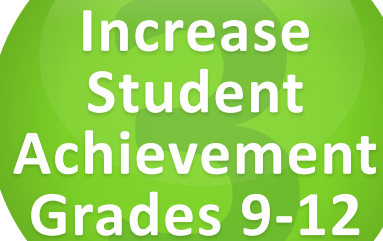
Alliance District Comparison

2015-16 Level 3 or 4 (% Met or Exceeded)		2016-2017 Level 3 or 4 (% Met or Exceeded)		2017-18 Level 3 or 4 (% Met or Exceeded)		2018-19 Level 3 or 4 (% Met or Exceeded)	
Groton School District	44.9	Groton School District	46.1	Naugatuck School District	49	Winchester School District	53.7
Stamford School District	41	Stamford School District	43.9	Winchester School District	46.9	Groton School District	49
Windsor School District	39.1	Hamden School District	42.9	Groton School District	46.5	Naugatuck School District	48.9
Middletown School District	38.6	Windsor School District	42.3	Hamden School District	41.9	Vernon School District	47.1
Bristol School District	38.5	Vernon School District	41.8	Stamford School District	41.8	Hamden School District	45
Hamden School District	38.1	Naugatuck School District	41.2	Vernon School District	41.7	Windsor School District	43.7
Windsor Locks School District	37.1	Windsor Locks School District	40.8	Norwalk School District	41.1	Stamford School District	42.8
West Haven School District	36.9	Bristol School District	39.5	Bristol School District	41	Killingly School District	42.1
Putnam School District	36.3	Norwalk School District	39.3	Windsor Locks School District	40.5	West Haven School District	41.8
Killingly School District	35.3	West Haven School District	39.3	West Haven School District	39.9	Windsor Locks School District	41.4
Danbury School District	34.2	Middletown School District	38.9	Windsor School District	39.7	Norwalk School District	40.6
Norwalk School District	33.9	Putnam School District	37.9	Putnam School District	39.2	Middletown School District	40.5
Vernon School District	33.1	Danbury School District	35.8	Middletown School District	38.3	Putnam School District	39.8
Naugatuck School District	32.1	East Haven School District	32.6	Killingly School District	37.9	Meriden School District	38.3
East Windsor School District	31.4	Manchester School District	30.5	Danbury School District	36.4	Bristol School District	38.3
East Haven School District	30.8	Thompson School District	30.5	Meriden School District	34.9	Danbury School District	37.6
Manchester School District	29.7	Meriden School District	29.7	East Haven School District	31.7	East Haven School District	34.2
Winchester School District	29.4	Killingly School District	29.2	Thompson School District	31.4	Derby School District	32.1
Torrington School District	26.4	Winchester School District	28.5	Torrington School District	30.8	Windham School District	31.7
Thompson School District	26	East Windsor School District	28	Ansonia School District	30	Bloomfield School District	31.2
Bloomfield School District	25.7	Windham School District	27.4	Windham School District	29.1	Torrington School District	31.1
Meriden School District	25.6	Torrington School District	27.3	Bloomfield School District	28.7	Thompson School District	30.6
Windham School District	25.2	Bloomfield School District	26.8	East Windsor School District	28.2	Ansonia School District	29.9
Ansonia School District	24.2	Norwich School District	24.6	Derby School District	27.8	Manchester School District	28.7
Derby School District	22.4	Derby School District	24.3	Manchester School District	27.5	Norwich School District	27
Norwich School District	21.1	Ansonia School District	23.7	Norwich School District	24.9	East Windsor School District	26.3
New Haven School District	18.5	New Haven School District	20.8	East Hartford School District	22.3	New London School District	23
New London School District	17.8	New London School District	17.6	New London School District	21.5	New Haven School District	22.5
East Hartford School District	17	Waterbury School District	17.6	New Haven School District	21.3	East Hartford School District	22.2
Hartford School District	16	East Hartford School District	17.1	Waterbury School District	19.2	Waterbury School District	20.2
Waterbury School District	16	Hartford School District	15.5	Hartford School District	18.6	Hartford School District	18.2
New Britain School District	12.6	Bridgeport School District	13.4	Bridgeport School District	14.9	Bridgeport School District	15.7
Bridgeport School District	9.9	New Britain School District	12.2	New Britain School District	13.7	New Britain School District	11.3

All students will demonstrate accelerated growth in math, with the goal of achieving Algebra I readiness by the end of grade eight

New Efforts 2019-20

- Continue evaluating effectiveness of current math curriculum in collaboration with Math Specialists and teachers. Review, revise, and supplement as needed throughout the year with a specific focus on Grades 6-8 (expansion of Illustrative Math pilot)
- Increase focus on improving Fluency instruction in Grades K-3
- Improve effectiveness of math instruction to address range of students' math abilities in collaboration with Principals, Math Specialists, and math teachers (Math Workshop model at Elementary level, small-group instruction at Secondary level)
- Reorganize existing programmatic, curricular and/or instructional supports for students who receive Special Education or EL services who are identified as not making sufficient progress
- Continue to engage the services of CCSU professor, Dr. Shelly Jones, to provide math teachers with professional learning related to culturally responsive math curriculum in alignment with Board's goal to ensure equity
- Provide math teachers with additional professional learning on effective math instructional strategies
- Increase recent efforts as a department to create positive learning opportunities for students to view math as accessible, meaningful and fun
- Where resources are available in schools, more time will be given for math interventions

A green circular graphic with a gradient, containing the text 'Increase Student Achievement Grades 9-12' in white.

Increase Student Achievement Grades 9-12

Increase student achievement in grades 9-12

Major Efforts 2018-19

- Instructional Rounds to emphasize instructional focus and encourage teaching practices that promote cognitive engagement
- Increased Student Voice
- Principal/Director/AP teacher meetings to discuss AP scores and possible strategies to improve scores and increase participation
- Offered remedial Math and Literacy classes with intentional smaller class sizes to allow for more 1:1 and collaborative work
- Offered sections of two period enriched, remedial English in 9th grade and 10th grade
- Worked to create standards-based common midterms and finals in tenth grade
- SAT Content-based readings were used in science and social studies and reflected in Teacher Practice goals, SAT items aligned to current math curriculum
- New Science course for 11th and 12th grade students involves greater problem solving and engineering design experiences
- English Learner Specialist has 'pushed in' to ESOL ELA, ESOL Math, and ESOL Social Studies classes to support 'newcomers' and level 1 & 2 proficiency students. All ELs have a Language Development Plan and ELs who have 'exited' the program are monitored for 2 years
- World Language (WL) curricula grades 7-12 spirals AP themes to best prepare students for advanced learning and the CT Seal of Biliteracy
- WL department increased the number of Spanish Heritage/Native Learners enrolled in courses designed to build their academic vocabulary and prepare them for the Seal of Biliteracy

NWEA ELA Performance (Grades 9-10)

**Met Growth Target (number of students) and
Percentage of Growth Target Met**

All Students	Target Met	% of Growth Target Met
2016-17	51.9% (620)	98.6%
2017-18	44.9% (573)	19.91%
Goal	50%	100%
2018-19	54.4%	105.9%

Black Students	Target Met	% of Growth Target Met
2016-17	53.3% (184)	82.6%
2017-18	46.4% (153)	27.6%
Goal	50%	100%
2018-19	53.5%	104.6%

Hispanic Students	Target Met	% of Growth Target Met
2016-17	65.3% (101)	169.6%
2017-18	41.8% (110)	-8.7%
Goal	50%	100%
2018-19	57.3%	120.4%

NWEA Math Performance (Grades 9-10)

**Met Growth Target (number of students) and
Percentage of Growth Target Met**

All Students	Target Met	% of Growth Target Met
2016-17	60.9% (514)	142.4%
2017-18	49.9% (563)	89%
Goal	55%	110%
2018-19	57.2%	122.6%

Black Students	Target Met	% of Growth Target Met
2016-17	61.3% (163)	149.1%
2017-18	46.8% (158)	63.2%
Goal	54%	110%
2018-19	54.7%	83.9%

Hispanic Students	Target Met	% of Growth Target Met
2016-17	54.8% (93)	106.5%
2017-18	41.8% (106)	81.5%
Goal	50%	100%
2018-19	52.4%	96.4%

Advanced Placement Exams

Student Scores 3/4/5

	All Students	Black Students	Hispanic Students
Exam Score →	3,4,5	3,4,5	3,4,5
2016-17	43.5% (241)	32.6% (17)	36.6% (34)
2017-18	50.1% (236)	43.4% (23)	32.8% (19)
Goal	55%	49%	40%
2018-19	51.2% (275)	42.6% (20)	40.0% (28)

(Number in parentheses is the number of tests taken.)

SAT – Standards-Based Reading & Writing

Percentage Meeting Benchmark – CT SAT Day

	All Students	High Needs Students	Black Students	Hispanic Students
2016-17	58.9% (229)	35.0% (64)	35.7% (46)	53.9% (35)
2017-18	56.2% (191)	33.3% (55)	33.3% (38)	47.4% (27)
Goal	58%	37%	38%	51%
2018-19	53.5% (202)	37.9% (76)	30.5% (40)	46.8% (36)

*** High Needs Includes Special Education, English Learners, and/or F/RL Students
(Number in parentheses is the number of students who made benchmark.)**

SAT – Mathematics

Percentage Meeting Benchmark – CT SAT Day

	All Students	High Needs Students	Black Students	Hispanic Students
2016-17	28.4% (110)	13.2% (24)	12.5% (16)	15.4% (10)
2017-18	28.5% (97)	12.1% (20)	11.4% (13)	12.3% (7)
Goal	31%	15%	14.5%	15%
2018-19	31.2% (117)	18.2% (36)	11.9% (15)	23.4% (18)

*** High Needs Includes Special Education, English Learners, and/or F/RL Students
(Number in parentheses is the number of students who made benchmark.)**

Next Generation Accountability Report – 2017-18

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	55.9	75	74.5	100	74.5	90.1
1b. ELA Performance Index - High Needs Students	47.2	75	62.9	100	62.9	76.7
1c. Math Performance Index - All Students	51.3	75	68.3	100	68.3	83.6
1d. Math Performance Index - High Needs Students	43.7	75	58.3	100	58.3	69.3
1e. Science Performance Index - All Students	-	75	-	-	-	-
1f. Science Performance Index - High Needs Students	-	75	-	-	-	-
2a. ELA Academic Growth - All Students	-	100%	-	-	-	60.7
2b. ELA Academic Growth - High Needs Students	-	100%	-	-	-	55.6
2c. Math Academic Growth - All Students	-	100%	-	-	-	61.9
2d. Math Academic Growth - High Needs Students	-	100%	-	-	-	55.4
4a. Chronic Absenteeism - All Students	16.1%	<=5%	27.8	50	55.7	77.2
4b. Chronic Absenteeism - High Needs Students	21.8%	<=5%	16.5	50	33.0	53.6
5. Preparation for CCR - Percent Taking Courses	66.1%	75%	44.1	50	88.2	99.7
6. Preparation for CCR - Percent Passing Exams	34.8%	75%	23.2	50	46.4	59.7
7. On-track to High School Graduation	92.4%	94%	49.1	50	98.3	93.1
8. 4-year Graduation: All Students (2017 Cohort)	93.7%	94%	99.7	100	99.7	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	89.4%	94%	95.1	100	95.1	87.0
10. Postsecondary Entrance (Graduating Class 2017)	75.5%	75%	100.0	100	100.0	94.5
11. Physical Fitness (estimated participation rate = 92.0%)	35.5%	75%	23.7	50	47.4	66.8
12. Arts Access	64.4%	60%	50.0	50	100.0	85.3
Accountability Index			793.2	1050	75.5	74.9

Next Generation Accountability Report

ELA Performance (11th Grade)

	All Students	High Needs Students
2017-18	74	62.9
Goal 2018-19	75.2	64.1
2018-19	Not yet available	Not yet available

This indicator produces performance indices for ELA based on results from the SAT for Grade 11, and the Connecticut Alternate Assessments (CTAA).

*** High Needs Includes Special Education, English Learners, and/or F/RL Students**

Next Generation Accountability Report

Math Performance (11th Grade)

	All Students	High Needs Students
2017-18	68.3	58
Goal 2018-19	69.1	59
2018-19	Not yet available	Not yet available

This indicator produces performance indices for Math based on results from the SAT for Grade 11, and the Connecticut Alternate Assessments (CTAA).

In the 2018-19 report, Science performance will also be included.

* High Needs Includes Special Education, English Learners, and/or F/RL Students

Next Generation Accountability Report

High School Indicators

Indicator 5: Percentage of students in grades 11 & 12 participating in at least one of the following during high school:

- Two courses in AP/IP/dual enrollment
- Two courses in CTE Categories
- Two workplace experience courses

	Points earned out of 50
2017-18	44.1
Goal 2018-19	45.6
Actual 2018-19	Not yet available

Indicator 6: Percentage of students in grades 11 & 12 achieving CCR benchmark on at least one of the following:

- SAT
- ACT
- AP
- IB

	Points earned out of 50
2017-18	23.2
Goal 2018-19	24.2
Actual 2018-19	Not yet available

New Efforts for 2019-20

- Offering AP English to 11th graders to allow for increased non-fiction reading and college-level instruction and assessment. This also means more kids can take TWO AP English classes in high school
- Offer two-period enrichment/remediation classes for 9th and 10th grade English
- Continue to develop 10th grade English common assessments; begin work with 11th grade classes
- Shifting criteria for recommending/placing students in honors and AP classes
- Increase interdisciplinary efforts in all English, social studies and science classes and focus on literacy integration to align with SAT rigor
- Provide additional course pathways for English Learners
- Student Ambassadors, teachers and administrators work with ADL (Anti-Defamation League)
- Monthly meetings with Math Specialist, Literacy Specialist and Principal at each school to review data
- Literacy Specialist and Math Specialists will work with teachers to implement SAT questions and strategies into routine assessment tasks
- Math Department will infuse SAT content into daily activities, lessons and common assessment tasks, team of math teachers attending professional learning to connect math instruction to Math SAT
- Provide math teachers with professional learning and collaboration time to implement effective small-group instruction
- Encourage students to link Khan Accounts with PSAT scores for individualized practice and instruction
- Pursue adding additional resources to the budget for supports at HHS in 2020-21 (tutors and additional Literacy classes)

4 Reduce Chronic Absenteeism

Reduce student chronic absenteeism districtwide

Major Efforts 2018-19

- District letters to parents of elementary students with >10% absences
- Truancy Committee - revised and refined the truancy protocol schools will use to identify and work with students needing “intervention”
- *School Messenger* phone calls to parents when children are not in school and no parental notice has been provided
- Bi-lingual Family Outreach Coordinator at Church Street connected regularly with parents on importance of regular attendance
- Increased efforts to enroll students in School Lunch Program and make available food for families to take home
- Reduced the number of early dismissal days in HPS calendar



Reduce Student Chronic Absenteeism Districtwide

Chronic Absenteeism Rate

By District, Grade Grouping and Subgroup

By District and Grade Grouping

	District	K-6	7-12
2017-18	15%	11.5%	18.5%
2018-19 Goal	14.4%	10.9%	17.9%
2018-19 Actual	14.7%	10.9%	18.4%

By Subgroup (All Grades)

	High Needs*	Black	Hispanic
2017-18	20.9%	17.00%	18.40%
2018-19 Goal	18.6%	16.00%	17.10%
2018-19 Actual	20.3%	15.9%	20.1%

* High Needs Includes Special Education, English Learners, and/or F/RL Students



New Efforts for 2019-20

- *Right at School* and YMCA before and after school programs
- Bus “hubs” for high school students
- Tiered System of Interventions:
 - Tier 1: Communication about attendance and its importance—posters in our schools, Open House meetings, report cards (We can do better at Tier 1)
 - Tier 2: Targeted communication from *InClass Today*
 - Tier 3: Attendance Works Student Success Plans for top 15% of chronically absent by school
- Change of bus arrival time at HMS creates better start for many students, more positive school experience
- Increase food availability to students and families (summer meals, farmer’s market, increased enrollment in School Lunch Program)
- HHS Staff has been assigned an attendance duty, with specific responsibilities to create student success attendance plans
- Implement PBIS (Positive Behavioral Interventions and Supports) district-wide

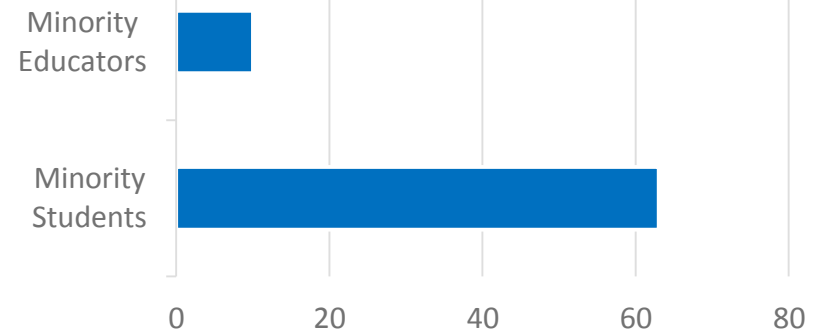
Major Efforts 2018-19

- **Formed Board of Education Equity Committee**
- **Planned and received BOE and LC support for program to prepare existing staff members who are persons of color to become teachers in Hamden**
- **Pursued ways to encourage a more diverse candidate pool for job openings in Hamden Public Schools. 30% of new hires are persons of color**
- **Added books from a diverse set of authors to libraries and classrooms/courses**
New ELA unit at HMS focusing on authors of color
- **Changed 7th grade ELA placement criteria**
- **Changed to more inclusionary practices for purchasing of books in ELA**
- **Began collaboration with *The Diverse and Equitable Schools Project* (Harvard) to work with high school students and staff on promoting equity at HHS**
- **PD for teachers and administrators on culturally responsive classrooms, inclusionary practices, building relationships with students**
- **District participates in the Connecticut Center for School Change Equity Collaborative, including Strategic Planning for equitable access**
- **Developed the 3R plan**

Staff Diversity

Of the nearly 2,500 students enrolled in CT teacher-preparation programs during the 2016-17 school year, 82% were white, 4% were black, and 8% were Hispanic.

2018-19 Hamden Public Schools Minority Student and Teacher Percentage of Total Population



HPS Hiring for the 2019-20 School Year

Certified Staff

- 8 minority teachers out of 30 hired (27%)

Non-certified Staff

- 20 minority non-certified staff hired out of 35 (57%)

New Efforts 2019-20

- Equity Committee gathering community input, discussions and recommendations
- Continue collaboration with *The Diverse and Equitable Schools Project* (Harvard) to work with high school students and staff on promoting equity at HHS
- Began implementing *Change From Within: Building Capacity for Educational Justice* program at HMS
- Began program to assist existing non-teaching HPS staff to become teachers
- Use College Board Early ID system to enroll more students of color in Honors and AP classes
- Use NWEA data as part of class recommendation criterion at secondary level
- Integrate strategies into PD related to equity and diversity that positively impact classroom environment, planning and instruction
- Implement and expand *School Ambassadors* program at HHS
- Continue to pursue candidates who are persons of color to apply for jobs at HPS
- Pilot American Literature class that balances authors of color and white authors
- Change practices to encourage more inclusive participation in higher level classes/courses in HMS and HHS
- HHS added “Respect for Student Diversity” to this years’ Instructional Focus

When can we expect new testing and other data?

Next Generation
Accountability Report



LAS Links
(EL Proficiency)



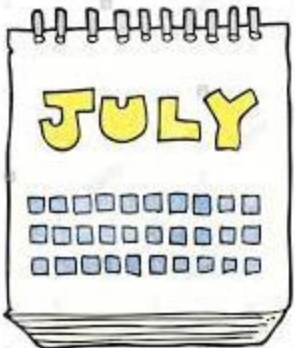
DMG Data and
Action Plan



NWEA Growth
and Proficiency



AP Scores



SAT Scores



Chronic Absenteeism
Rates

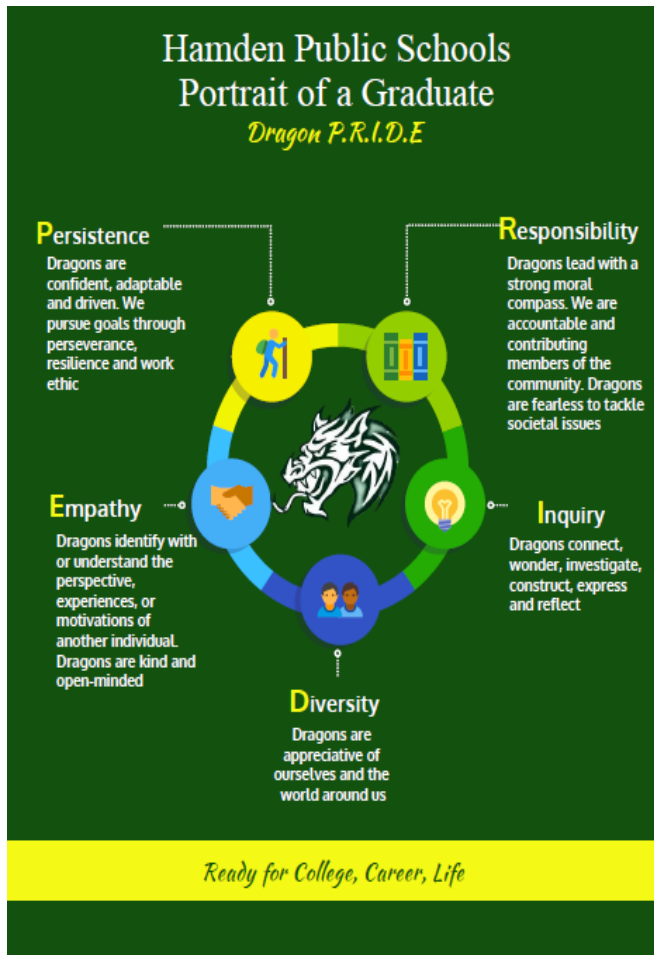


SBAC Scores and
District Comparisons



Note: Exact timing can vary, depending on a variety of factors outside of our control.

Where do we go from here?



Ongoing efforts to impact our outcomes:

- Collaborative administrative meetings monthly to review data and goal progress.
- ADL Training/Certification at HHS
- Use of data to find high leverage practices and replicate throughout the district through Professional learning, observations and collaborative discussions
- Use of School Improvement Plans (SIPs) and teacher evaluation process to advance achievement of goals
- Seeking input from stakeholders on goals and progress
- Updated benchmarks and action plans to reflect current progress and needs
- *Portrait of a Graduate* work