

Norwich Public Schools

Race Equity Plan

revised 7/19/21

What is Equity?



Definition of Race Equity:

In order to achieve race equity in the Norwich Public Schools, all educational stakeholders must: intentionally eliminate systemic racism by dismantling barriers and obstacles; expand equitable and inclusive access to educational, social and environmental opportunities; intentionally and strategically craft, implement, and routinely evaluate educational policy, staffing, curriculum and instructional programs; as such, every child will get precisely what they need to succeed and thrive. In the education system, BIPOC students and educators are empowered to be equal leaders and decision makers of their learning process.

Race Equity Committee Members:

- Cindy Beauregard, NPS Family Resource Coordinator, NPS Community Ambassador
- Kristie Bourdoulous, Moriarty Elementary Principal
- Leo Butler, Director of Diversity at Norwich Free Academy
- Carline Charmelus, Norwich Board of Education Member
- Sarah Duso, Equity Director
- Xylecia Gentry, Faith Based Leader
- Tamara Gloster, Assistant Superintendent
- Erin Haggan, LCSW, Youth & Family Services Director
- Beth Hanlon, Assistant Director of Student Services
- Sheila Hayes, President, NAACP Norwich Branch
- Swaranjit Singh Khalsa, Norwich Board of Education Member
- Suki Lagrito, Global City Norwich Liaison
- Karen Lau, President NAACP Youth Council, NFA
- Alexandria Lazzari, Principal Teachers Memorial Global Studies Magnet Middle School
- Jody Lefkowitz, Director of Norwich Adult Education
- Susan Lessard, Stanton Elementary Principal
- Brenda McDonald, NAACP Norwich Branch
- Lauren Mosca, TESOL Teacher
- Elizabeth Padilla, MLL Instructional Specialist
- Sarah Riley, Kindergarten Teacher
- Luz Rivera, Multilingual Learners Director
- Kristen Stringfellow, Superintendent
- Kristen Talley, MLL Instructional Specialist & Norwich Parent
- Cara-Lynn Turner, Vice President, Night Flight Basketball League, Inc.
- Derell Wilson, Alderman, City of Norwich

Sub-Committees:

**Please note that the invitation to join these work groups will be open to all staff and parents/community members in 21-22*

Race Equity Audit of Policy, Procedures & Important Documents

This committee will sunset after all policies are reviewed and revised using a racial equity lense. Then the work will be folded into the work of the already established Policy sub-committee with the understanding that all policies moving forward will be placed under scrutiny prior to publication.

Co-Chairs: Kristen Stringfellow, Superintendent & Sarah Duso, Equity Director

Committee Members:

- Kristen Talley
- Derell Wilson
- Carline Charmelus
- Sheila Hayes

Curriculum and Assessment

Curriculum, Instructional Materials, Resources & Course Offerings

Co-Chairs: Tamara Gloster, Assistant Superintendent & Sarah Duso, Equity Director

Committee Members:

- Susan Lessard
- Kristie Bourdoulous
- Elizabeth Padilla
- Beth Hanlon
- Alex Lazzari
- Sarah Riley
- Kristen Talley

Family Engagement, Community Partnerships & Communication

Family Engagement, Student Voice & Agency

Co-Chairs: Tamara Gloster, Assistant Superintendent & Sarah Duso, Equity Director

Committee Members:

- Brenda McDonald

- Jody Lefkowitz
- Cara-Lynn Turner
- Lauren Mosca
- Cindy Beauregard
- Leo Butler

Professional Development and Evaluation

Training/Professional Development for Administrators, Teachers, Staff, Parents, Students & Community

Co-Chairs: Sarah Duso, Equity Director & Luz Rivera, Multilingual Learner Director

Committee Members:

- Sarah Riley
- Kristen Talley
- Derell Wilson
- Elizabeth Padilla
- Tamara Gloster
- Carline Charmelus
- Brenda McDonald
- Laurent Mosca

Recruitment and Retention of Educators of Color*

Recruitment, Hiring, Mentoring, Induction & Retention of Educators & Administrators of Color

Internal Responsibilities: Superintendent, Assistant Superintendent & Equity Director
Recruitment, Hiring, Mentoring, Induction & Retention of Educators & Administrators of Color

*KES need to write an administrative plan for this

*Connecticut TRP Program, Alternative routes to certification

Current Barriers to Achieving Racial Equity:

Policy, Procedures & Important Documents (Systems)

- Institutional, systemic racism in educational systems
- De Facto segregation based on how we fund education (kids who need more should get more)
- Sync between institutions and community resources/supports/agencies
- **Microaggressions & Macroaggressions/** impact of implicit bias in the school system
(particularly but not exclusively among adults)
 - Generational divide-The gap in understanding curriculum, budget, current education and innovation is widened by generation
 - Deficit Mindset/rhetoric as we discuss diverse learners. This is present in documents, processes, and systems we use from the top down. Our students hear it too.
- **Resource Allocation**
 - Resource capacity
 - Neighborhood schools versus Choice Schools (Magnet, IB) - to allow students to attend different schools and increase diversity in classrooms and schools (as mentioned in PELP interview)
 - Ability to allocate resources rightfully based on student need
 - School facilities conditions need improvement-handicap accessibility/roof leaks/heating systems/ painting/ playground upgrades.
- **Data collection-** develop systems to collect the following data and to view it in real time
 - Break down each category AA/Black/2 or more races: a certain subset of students with cultural differences may influence learning, achievement, attendance and discipline. Example AA/Black includes students who identify as different ethnicities, such as Haitian, West Indian, Caribbean, ect.
 - Include category of student immigrant or refugee status in terms of impact on attendance (transiency rate in district, out of district, in homes and state and country)
 - Track multilingual households
 - Academic audit for failure rate as well as course assignment and placement in both middle and high school
 - Out of class referrals/Incident report tracking at the school and district level to prevent and intervene with disciplinary needs.
 - Any moment a child is out of the classroom should be tracked.
 - Reset on that data collection protocol-professional development
 - Going home early data collection (either the family choice or admin choice) that are not entered at ISS/OSS
 - Break down infractions by demographics (defiance, disrespect, non-compliance)

Curriculum and Assessment

- **Curriculum**
 - Lack of multicultural curriculum
 - Lack of rigorous curriculum
 - Interventions with fidelity and progress monitoring in Academics/SEL

- “Just follow the script”...sticking to the text of the teacher manual and not differentiating for student need (differentiation needs to occur)
- Current curriculum is written based on standards & skills which can be a barrier to students if not embedded in a theme or real world connection
- Lack of racial literacy or critical literacy framework
- Lack of access to high quality curriculum & coursework (Algebra I, World Language, the Arts, AP Courses, Music, CTE aligned courses, etc.)
- Public schools should build curricula that include authors and writers of color. Teachers should explore different historical perspectives such as Asian, African, Hispanic/Latino, and Indigenous history.
- Grades & homework
- Low expectations for students coupled with stereotyping - (i.e. not encouraging (implicit) - and even discouraging (explicit) students of color from participating in high level coursework, AP). “Oh my poor baby syndrome” to justify lower expectations.
- Access to quality early childhood and preschool programs (universal preschool)
- Individualized plans for each student based on their individual academic and social emotional needs.
- **Retention**
 - BIPOC students and students with disabilities are often retained in a grade level more than caucasian peers
 - District policy on retention and intervention to be reviewed by all staff and admin.
 - Opportunities for intervention, acceleration and enrichment for all students with a particular focus on students performing behind grade level.
- **Mental health training & support**
 - Faculty and staff need to be trained to be sensitive when responding to a situation regarding a student’s traumatic experiences.
 - Having a basic understanding that behavior equals communication (behavior 101). Our students are communicating their needs to adults through their behavior
 - Lack of access to therapeutics and professional learning for staff related to trauma.
 - Need to increase SRBI interventions for social and emotional learning (lunch bunch/playgroups/ skills groups/ individual or group CICO)
- **Technology**
 - Digital divide--- Students should not be penalized for lacking financial resources to pursue technology such as laptops, access to Wifi/Internet, and computers. Students without these resources have a more difficult time learning in a hybrid environment.

Family Engagement, Community Partnerships & Communications

- **Family Engagement**
 - Absence of effort on behalf of schools and staff to empower families
 - Lack of understanding of housing situations and transiency because some staff and families are not familiar with (Why are kids moving so much? Is it their choice?)
 - Lack of affordable and accessible childcare
 - Students' basic needs (food, sleep, housing) not being met - how to meet the basic needs prior to meeting their educational needs.
 - Family Services
 - Large generational divide (grandparents as parents...compared when they are in school)
- **Community Partnerships**
 - NPS is isolated from the greater Norwich community. The community doesn't know what is going on, nor how to engage, support, or celebrate our schools.

- Lack of a shared vision and pride for Norwich schools in the greater community, therefore including lack of pride in our schools' culture and diversity.
- Showing that you want the community to be included
- Leaders utilizing political agendas to benefit themselves
- School and city to speak the same language
- **Communication**
 - Access to health care (distance, funds, knowledge, previous trauma).
 - Lack of multiple means of communication: can't be written only!! School messenger or other ORAL/video disbursement of vital information (in multiple languages) is essential in order to include, engage, and provide equitable access for the significant percentage of low literacy families in Norwich. We envision immediate, positive student outcomes in the areas of attendance and achievement if this barrier is removed
 - Not enough going out to the community
 - Lack of messaging for community engagement
 - Misinformation in the community
 - Translation of the educational jargon for all families into multiple languages

Professional Development and Evaluation

- **Training/Professional Development**
 - Fixed Mindset
 - Low expectations
 - Understanding Implicit Bias
 - Variabilities of Diversity
 - Family Education (Example: Technology to support their children, How do I help my child?)
 - Faculty and staff need to be trained to be sensitive when responding to a situation regarding a student's traumatic experiences.
 - Faculty and staff should understand cultural norms and differences which would help them build stronger connections with students.
 - Access to knowledge and understanding about each other
 - Differentiated instruction, responsiveness to student need, UDL (Universal Design)
 - Staff members understanding the generational divide in technology
 - Unpacking the WHY when a student tardiness or discipline etc. occurs
 - Flexibility in teaching
 - Building on strengths rather than deficit mindset

Recruitment and Retention of Educators of Color

- **Staffing**
 - Minority teacher recruitment
 - Lack of diversity in staffing across all positions.
 - Schools should recruit more faculty and staff of color so that students can see role models in educators whose languages and cultures resonate with them. Educational leadership and administrations should also include people of color.
 - Pipeline Opportunities,
 - Access to high quality teachers in southeastern ct is difficult - candidate pool in comparison to other parts of the state.

Opportunities and Bridges to Ensure Racial Equity

Policy and Procedure	Curriculum, Resources & Assessment	Family Engagement, Community & Communication	Professional Development & Evaluation
Develop Equity Lens Framework for Policy audit and revisions	1:1 Technology	To help the child, help the family	Sense of Urgency around Race Equity
Audit Policies, Administrative Procedures & Important Documents	Magnet School---ALL neighborhood schools should offer the same opportunities to all students	A group of caring knowledgeable, committed individuals will take action	Teach restorative practices, empathy, ethnic studies, anti-racist lens, grit, persistence, forgiveness, humility, how to be a good human
Adopt new High Leverage Policy using an equity lense	Student agency, voice * choice	Partnership with NFA, Tech HS's and career programs	Foster a deep sense of belonging
Examine data to measure progress in race equity	Inquiry based, project based curriculum	Foster a deep sense of belonging	NPS staff commitment and expertise
Develop goals and accountability measures to drill down until all inequities are identified, differentiating between school populations and accounting for locally relevant sub-groups	Foster a deep sense of belonging	Two Gen Model -Multi-generational partnership to assist with housing, food scarcity etc.	Teachers showing their expertise and shine- valued as the expert; opportunity to formalize parent volunteerism;
Eliminate disparities within educational institutions that affect students' successes and resources. The policy must have measurable, feasible outcomes and define equity, achievement, and opportunity.	Teach restorative practices, empathy, ethnic studies, anti-racist lens, grit, persistence, forgiveness, humility, how to be a good human	Wealth of Parent Base-as speakers or Volunteers (COMPACT)	Help teachers support students of color and students of diverse cultural backgrounds by mandating professional development training sessions about anti-racism, equity, and implicit bias. Increase equitable opportunities, resources, and practices for both teachers and students.
Establishment of a code of conduct that does not tolerate racist, prejudiced, or any discriminatory behavior	Integrate & utilize EL Department-depth and expertise	Family Resource Model	Technology as opportunities to unite
	NFA Connections-Student based-Jodi Savage-Mentor Program	Committed Community Members (ie Mr. Singh)	Students having a voice and teachers working on their relationship building skills with students

Policy and Procedure	Curriculum, Resources & Assessment	Family Engagement, Community & Communication	Professional Development & Evaluation
Incorporates evidence-based practices into policies and procedures that guide the selection and hiring of a diverse educator workforce.	Extended Learning Program: Enrichment opportunities beyond school hours similar to the AllStar Program Lifefaq-mentor program (Global)	Two Rivers Mentor Program, Grants-funding sources, Otis Library, Sikh Art Gallery Norwich Youth and family Services Norwich Parks and Rec Global City Food Pantry, Families Learning English together	Different perspectives on both sides - valuing different things - understanding barriers - like homework completion is not that important.
Solicits input to examine and ensure employees' beliefs and assumptions align with the district mission and vision and reflect an equity mindset.	An improved student self-image and resulting in a positive prophecy	Parent as Teachers-Birth to..... (volunteer model)	Prepare teachers to have a cultural understanding of Black and Latino history and language barriers.
Connects the value of racially, ethnically, and linguistically diverse educators for all students to the mission and vision.	Implement Choose Love with fidelity across the district as tier 1 SEL	Family members as an expert and as partners in school	Strength and Depth of Support Staff (Social Workers etc.)
Has a visible profile that articulates goals for increasing the racial, ethnic, and linguistic diversity of the workforce.	Measure how many students can matriculate out of E-L-L classes into higher-level courses. Revise fair grading policies for E-L-L student	Access to resources for basic human needs and provide resources through partnerships with families	PD for admin on how to include parents in the educational process in regards to student behavior.
Partners with, and recruits from, educator preparation programs (EPPs) with a proven record of preparing and certifying racially diverse educators.	Auditing Instructional materials. Getting books that mirror student identities and backgrounds..	Parents as an equal partner from the start by providing flexibility of the virtual; parents can volunteer and go into the classroom, parents communicating what they need to help for their student learning	Student training
Develops job descriptions that attract racially, ethnically, and linguistically diverse candidates by incorporating the need to demonstrate	Updated & aligned instructional materials that promote race equity	Alongside the NFA alliance idea... Community College partnerships to provide opportunities not just for students, but also for parents.	Community Training

understanding of culturally responsive pedagogy as a required qualification.			
Policy and Procedure	Curriculum, Resources & Assessment	Family Engagement, Community & Communication	Professional Development & Evaluation
Adopts policies and procedures that ensure hiring practices prioritize candidates who demonstrate high levels of cultural responsiveness.	Increase opportunities for course selection.	Foster a deep sense of belonging	How and when to include parents when a student receives an ISS/OSS- in order to discover root causes and build partnerships with parents in order to support the whole child.
	Encourage teachers and staff to support cultural clubs and student choice clubs and activities both during and after school.	Welcoming Schools Framework-Walkthrough Protocol	Prioritizes a continuous improvement process that values and advances racial, ethnic, and linguistic diversity of educators.
	Assess how many students of each background perform well in Courses (algebra 1 and pre-algebra courses, success rates of English-Language-Learner students.	Make sure families are given communication choice preferences at least twice a year Explore (Ical link) add to calendar option for events and social media connection	

Norwich Public Schools Baseline Data

SWD=Students with Disabilities

AA=African American

PI=Pacific Islander

LEP=English Language Learner

AI=American Indian

**This is the way CSDE categorizes race and ethnicity. These are also the categories students can self-identify within, but Hispanic is not a Race.*

STUDENT RACE/ETHNICITY DATA

Student Race/ Ethnicity 2020-21

	American Indian or Alaskan	Asian	Black or African - American	Hispanic	Native Hawaiian/ Other Islander	2 or more races	White	Unclassified	Total
%	0.5%	6.7%	18.8%	34.1%	0.4%	11.1%	28.3%	0.7%	100%
#	16	235	655	1191	13	386	993	25	3,516

BIPOC Students	White Students	Unclassified	Total
71.54%	28.46%	0.7%	100%
2496	993	25	3,516

EDUCATORS OF COLOR DATA

**This data is self-identified at the point of hire through form EDS in CSDE. CSDE shows all certified positions. Certified positions include teachers, admin, and central office staff.*

Over the past several decades, there has been much concern over shortages of minority school teachers. Numerous scholars have argued that there is a growing mismatch between the degree of racial/ethnic diversity in the nation's student population and the degree of diversity in the nation's elementary and secondary teaching force. Typically, critics have held that as the nation's population, and in turn the nation's student body, has grown more diverse, the teaching force has not kept pace.

There are currently three related arguments for why this mismatch is detrimental and why increasing the racial/ethnic diversity of the teaching force is critical. The first focuses on demographic parity. This argument holds that minority teachers are important as role models for both BIPOC and White students. The underlying assumption is that the racial/ethnic makeup of the teaching force should reflect that of the student population, and that of the larger society. A second related argument focuses on what is often called "cultural synchronicity" (Irvine, 1988, 1989). This view holds that minority students benefit from being taught by minority teachers, because minority teachers are likely to have similar life experiences and cultural backgrounds in which they build instructional experiences from. A third related argument concerns teacher shortages in general. Minority teachers not only are likely to be well suited to teach minority students, this view holds, but they are also likely to be motivated by a "humanistic commitment" to making a difference in the lives of disadvantaged students. In turn, minority teachers are more likely than nonminority candidates to seek employment in schools serving predominantly minority student populations, often in low-income, urban school districts (Quiocho & Rios, 2000).

Educators of Color Data 2020-21

Alaska Native/ American Indian	Asian	Black or African American	Hispanic or Latino	2 or more races	White	Unclassified (Did Not Respond)	Total
.016%	2.96%	3.45%	6.09%	2.80%	74.51%	10.03%	≈ 100%
1	18	21	37	17	453	61	608

BIPOC	White	Unclassified (DNR)	Total
15.46%	74.51%	10.03%	100%
94	453	61	608

Educators of Color Data 2019-20

Alaska Native/ American Indian	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	2 or more races	White	Total Responded
0%	1.8%	1.5%	0.6%	0.3%	0.3%	95.4%	<i>≈ 100%</i>
0	6	5	2	1	1	314	329

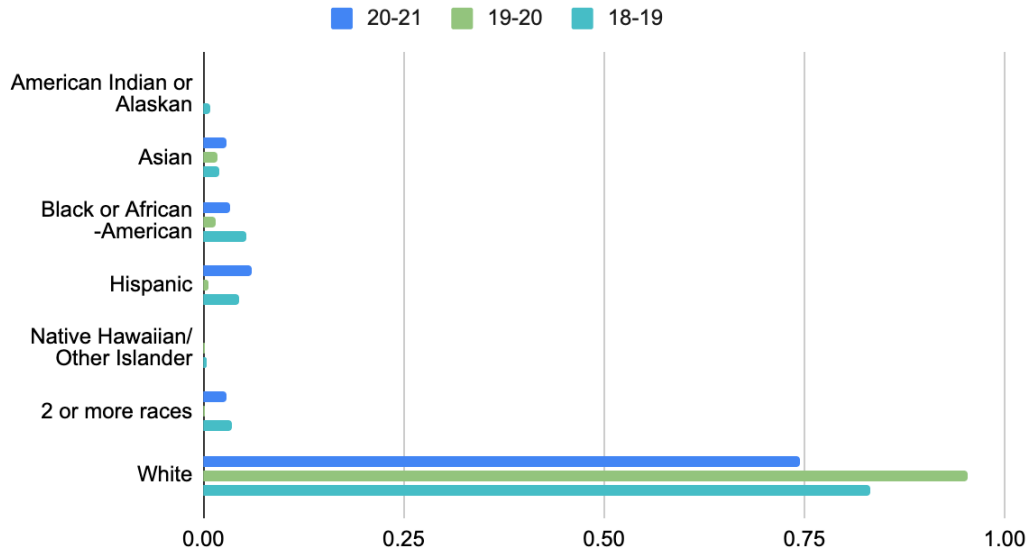
BIPOC	White	Total
4.5%	95.4%	100%
15	314	329

Educators of Color Data 2018-19

Alaska Native/ American Indian	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	2 or more races	White	Total Responded
.87%	1.92%	5.4%	4.36%	.52%	3.66%	83.28%	<i>≈ 100%</i>
5	11	31	25	3	21	478	574

BIPOC	White	Total
16.72%	83.28%	100%
96	478	574

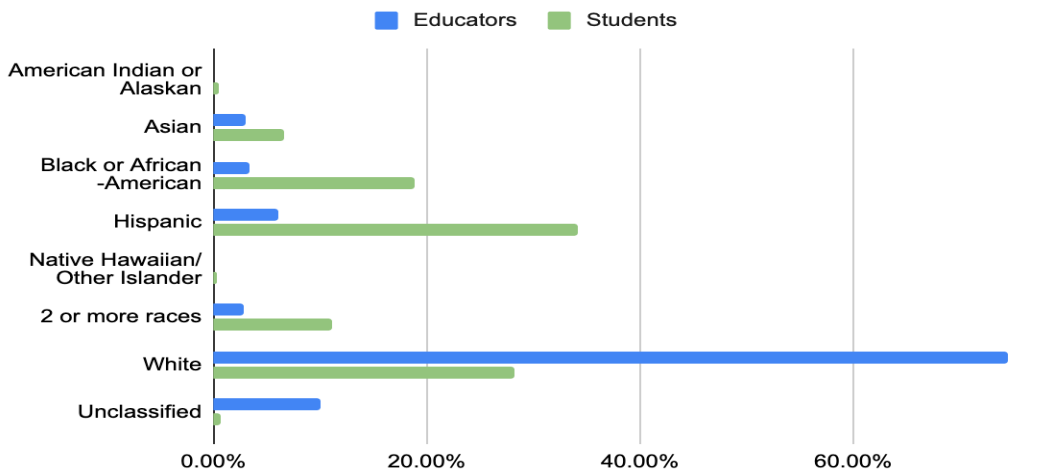
Educators of Color Data 2018-2021



Student/ Educators of Color Comparison Data 2020-2021

	America n Indian or Alaskan	Asian	Black or African - American	Hispanic	Native Hawaiian/ Other Islander	2 or more races	White	Unclassified	Total
Students	0.5%	6.7%	18.8%	34.1%	0.4%	11.1%	28.3%	0.7%	100%
Educators	.016%	2.96%	3.45%	6.09%	0%	2.80%	74.51%	10.03%	100%

Demographic Comparison 2020-2021 (Educators/ Students)



PreSchool Enrollment Data

Preschool Enrollment 2017-2021 by Location					
	2017-2018	2018-2019	2019-2020	2020-2021	4-Year Avg.
Mahan PreK	14	12	19	9	13.5
Bishop PreK	187	173	179	112	162.75
Case Street PreK	61	62	62	28	53.25
Total PreK Students	262	247	260	149	229.5

Preschool Enrollment by Race/Ethnicity 2017-2021

Preschool Enrollment Data by Race/Ethnicity 2017-2021								
	(I) American Indian or Alaskan Native	(A) Asian	(B) Black or African American	(P) Native Hawaiian / Other Pac Islander	(W) White	Hispanic/Latino	Two or More Race Categories	Unspecified
2017-2018	1	26	57	2	82	68	26	0
2018-2019	2	22	52	1	73	78	21	1
2019-2020	1	24	55	1	61	87	23	3
2020-2021	1	10	32	0	37	50	17	2

Student Achievement Data

Educational institutions use multiple data points to analyze student performance. The results of this data collection often reveals evidence of achievement, opportunity and learning gaps.

An achievement gap refers to outputs—the unequal or inequitable distribution of educational results and benefits—while opportunity gap refers to inputs—the unequal or inequitable distribution of resources and opportunities. Learning gap often refers to relative performance of individual students—i.e., the disparity between what students have actually learned and what they were expected to learn at a particular age or grade level.

To transform our systems, we need a framework for thinking about data. (Safir, 2021). Based on the research of W. James Popham and Shane Safir there are three levels of data that are typically collected and each level, like an onion, reveals another layer of both barriers and opportunities. State assessment data is satellite data. This is data that shows the big picture and can point schools and districts in a general direction. An example of a satellite data point would be state assessment data from tests such as SBA, NGSS and other standardized tests administered once a year. In-District assessments that are administered by teachers, enrollment data, discipline data and attendance data is considered map level data. Map level data helps us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions), as well as instructional skills gaps teachers need additional professional learning around. Street level data is the third tier of data and the data point that often guides us to the exact root cause. Street level data helps us to understand student, staff, and parent experiences as well as specific misconceptions and mindsets. This level of data is not usually

collected through assessments, but rather is collected through surveys, feedback comments on social media streams, conversations and observations. Street level data is data that truly informs and shapes our next moves.

I-Ready Reading Fall 2020-2021

I-Ready Reading	Fall 2020-21		
	Above level	On level	Below level
All students	28%	34%	38%
SWD	10%	21%	69%
LEP	14%	28%	58%
Male	27%	32%	41%
Female	29%	36%	35%
African American/Black	22%	38%	40%
American Indian/ Alaskan Native	14%	29%	57%
Asian	45%	31%	23%
Caucasian	33%	35%	32%
Hawaiian/Pacific Islander	9%	36%	55%

Hispanic	23%	31%	46%
Multi-Racial (2 or more races)	30%	37%	33%
Unknown	30%	30%	40%

I-Ready Reading	Fall 2020-21	
	On or Above Level	Below level
All students	57%	18%
SWD	28%	72%
LEP	42%	58%
Male	55%	44%
Female	58%	42%
African American/ Black	49%	51%
AI	57%	43%
Asian	83%	17%
Caucasian	66%	34%
Hawaiian/PI	55%	45%
Hispanic	48%	52%

Multi-Racial	59%	41%
Unknown	53%	47%

I-Ready Reading	Fall 2020-21		
	On or Above Level	Equity Gap compared to ALL students	Equity compared to Caucasian
All students	57%	0%	9%
African American/ Black	49%	8%	17%
American Indian/ Alaskan Native	57%	0%	11%
Asian	83%	+26%	+17%
Caucasian	66%	9%	0%
Hawaiian/PI	55%	2%	11%
Hispanic	48%	9%	18%
Multi-Racial	59%	+2%	+7%

I-Ready Math Achievement Data 2020-2021

I-Ready Math	Fall 2020-21		
	Above level	On level	Below level

All students	18%	39%	18%
SWD	6%	22%	72%
LEP	12%	30%	58%
Male	19%	36%	44%
Female	17%	41%	42%
AA	14%	35%	51%
AI	0%	57%	43%
Asian	41%	42%	17%
Caucasian	20%	46%	34%
Hawaiian/PI	0%	55%	45%
Hispanic	15%	33%	52%
Multi-Racial	17%	42%	41%
Unknown	16%	37%	47%

I-Ready Math	Fall 2020-21	
	On or Above	Below level
All students	82%	18%
SWD	28%	72%

LEP	42%	58%
Male	55%	44%
Female	58%	42%
AA	49%	51%
AI	57%	43%
Asian	83%	17%
Caucasian	66%	34%
Hawaiian/PI	55%	45%
Hispanic	48%	52%
Multi-Racial	59%	41%
Unknown	53%	47%

I-Ready Math	Fall 2020-21		
	On or Above Grade Level	Equity Gap compared to ALL	Equity Gap compared to Caucasian
African American/ Black	49%	8%	9%
American Indian/ Alaskan Native	57%	0%	7%
Asian	83%	+26%	+17%
Caucasian	66%	+9%	0%

Hawaiian/PI	55%	2%	11%
Hispanic	48%	9%	18%
Multi-Racial (2 or more races)	59%	2%	7%

CSDE Data 2018-2021

State assessment data can also be viewed by DRG (District Reference Group) which is based on Social and Economic Status and other considerations. NPS is considered DRG “H”. CT Districts in DRG H consist of Ansonia, Danbury, Derby, Meriden, Norwich, West Haven, East Hartford, Norwalk, Stamford.

Since 1996, the Connecticut State Department of Education has divided school districts into nine groups called District Reference Groups. These nine groups are determined according to socio-economic status and other factors. The nine groups, labeled A through I, were recently reclassified District Reference Groups (DRGs) using updated data but the same formula.ii Seven data indicators are used to classify similar districts into a DRG: three indicators of socioeconomic status (median family income, parental education and parental occupation), three indicators of need (percentage of children living in families with a single parent, the percentage of public school children eligible to receive free or reduced-price meals and percentage of children whose families speak a language other than English at home) and enrollment (the number of students attending schools in that district)

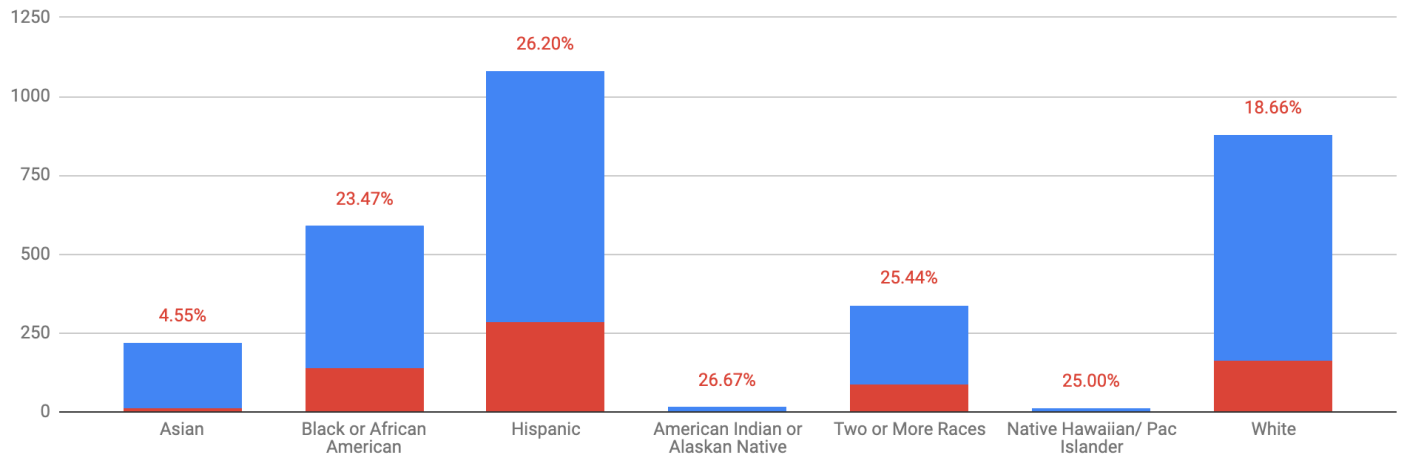
	2018-19	2019-20	2020-21	3 year ave	Gap compared to white
Asian	4.46%	3.35%	3.64%	3.81%	+7.99%
African American/Black	5.82%	7.28%	14.02%	9.04%	+2.04%
Hispanic	13.05%	13.31%	19.41%	15.25%	-3.45%
American Indian/Alaskan Native	5.26%	9.52%	30.77%	15.18%	-3.38%
2 or more races	12.81%	17.26%	20.58%	16.88	-5.08%
NH/PI	9.09%	15.38%	15.38%	13.28	+1.48%
White	9.66%	11.15%	14.60%	11.8	

AA=African American AI/AN=American Indian or Alaskan Native NH/PI=Native Hawaiian/Pacific Islander

ATTENDANCE DATA

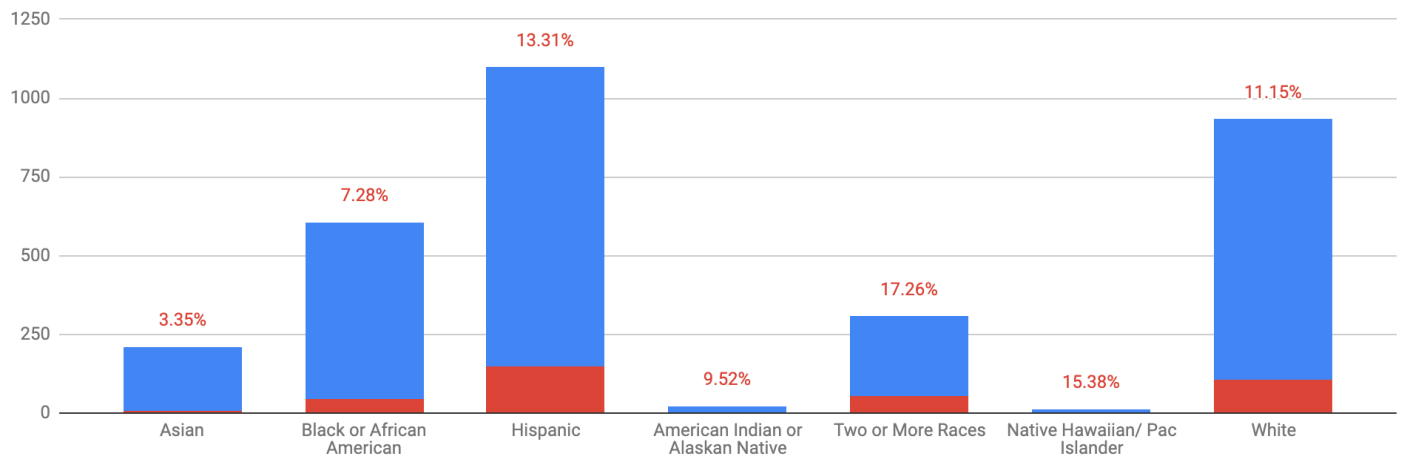
2020-2021 Chronic Absenteeism by Ethnicity/Race

Chronically Absent by Ethnicity



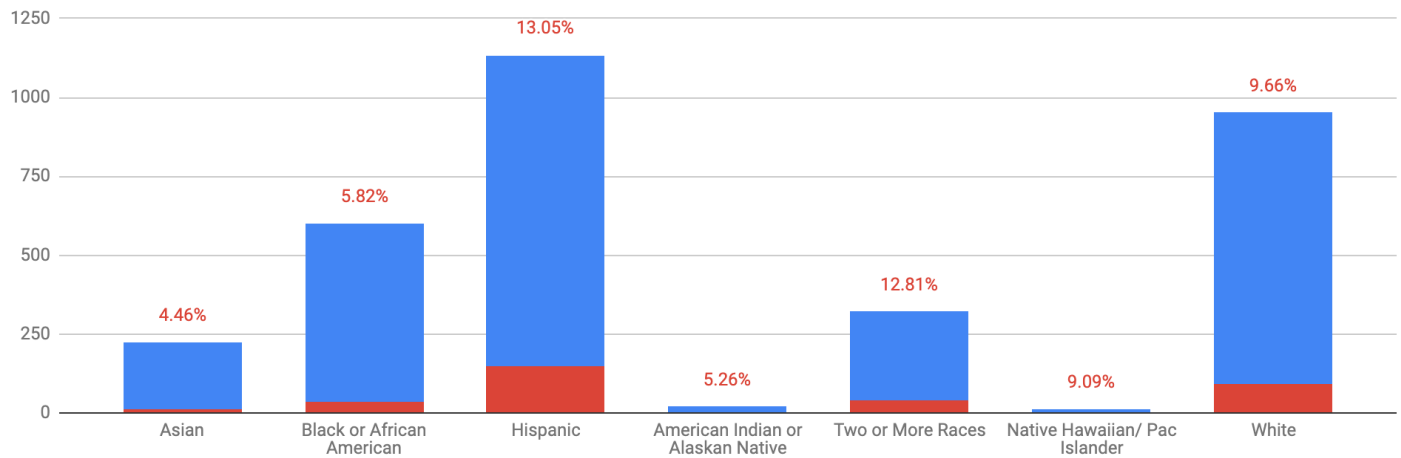
2019-2020 Chronic Absenteeism by Ethnicity/Race

Chronically Absent by Ethnicity



2018-2019 Chronic Absenteeism by Ethnicity/Race

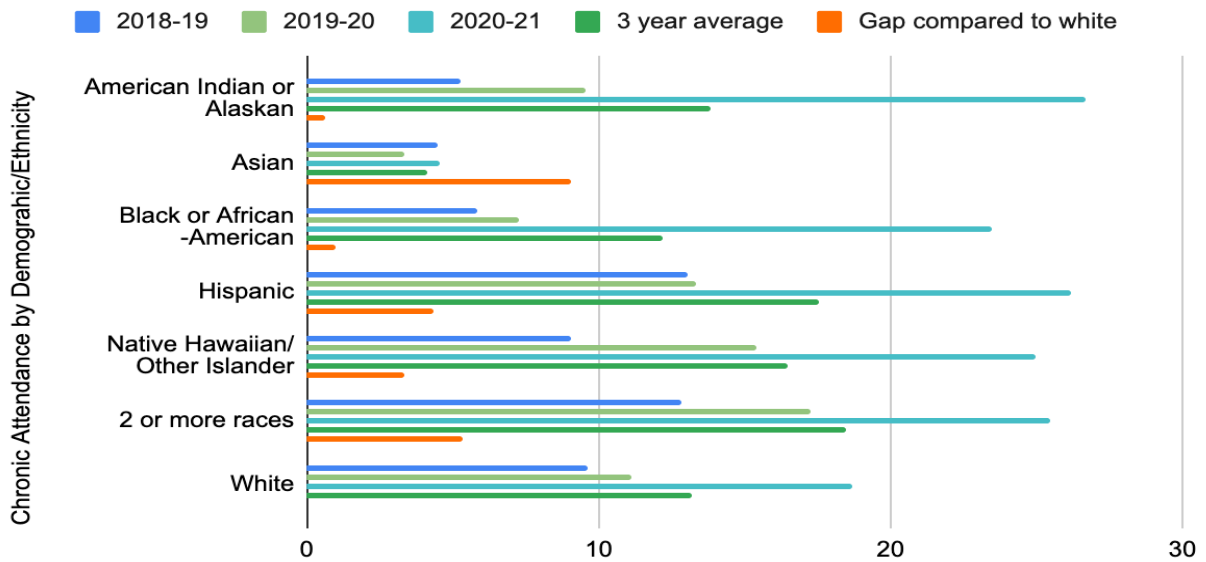
Chronically Absent and Non Chronic



3- Year Average of Chronic Absenteeism by Ethnicity/Race

Chronic Attendance by Race/Ethnicity					
	2018-19	2019-20	2020-21	3 year average	Gap compared to white
American Indian or Alaskan	5.26	9.52	26.67	13.82	0.66
Asian	4.46	3.35	4.55	4.12	9.04
Black or African - American	5.82	7.28	23.47	12.19	0.97
Hispanic	13.05	13.31	26.2	17.52	4.36
Native Hawaiian/ Other Islander	9.09	15.38	25	16.49	3.33
2 or more races	12.81	17.26	25.44	18.5	5.34
White	9.66	11.15	18.66	13.16	

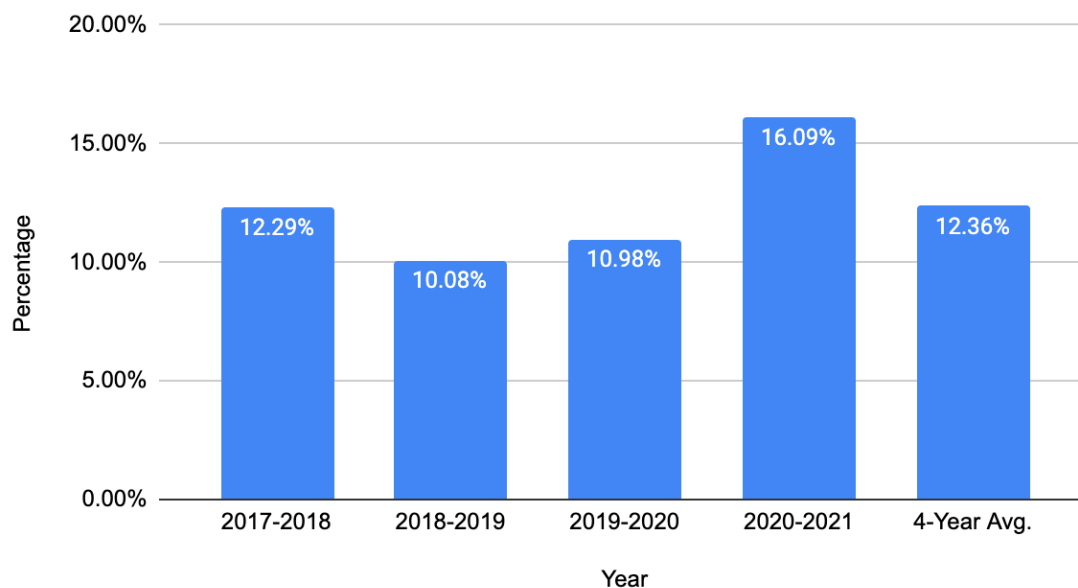
Chronic Attendance by Race/Ethnicity



4- Year Average of Chronic Absenteeism All Students

Chronic Absenteeism by Year 2017-2020			
Year	# Chronic Students	Total # Students	Percentage
2017-2018	397	3229	12.29%
2018-2019	329	3263	10.08%
2019-2020	350	3189	10.98%
2020-2021	504	3132	16.09%
4-Year Avg.	395	3,203.25	12.36%

Chronic Absenteeism Percentage by Year 2017-2021



Students Who are Homeless 20-21 by Race/Ethnicity

Students who were Homeless in 2020-2021 by Race/Ethnicity		
	# of Students	% of Enrollment
Asian	0	0.00%
African American/Black	16	2.44%
White/Caucasian	15	1.51%
2 or more races	22	5.70%
American Indian/Alaskan Native	3	18.00%
Native Hawaiian/Pacific Islander	0	0.00%

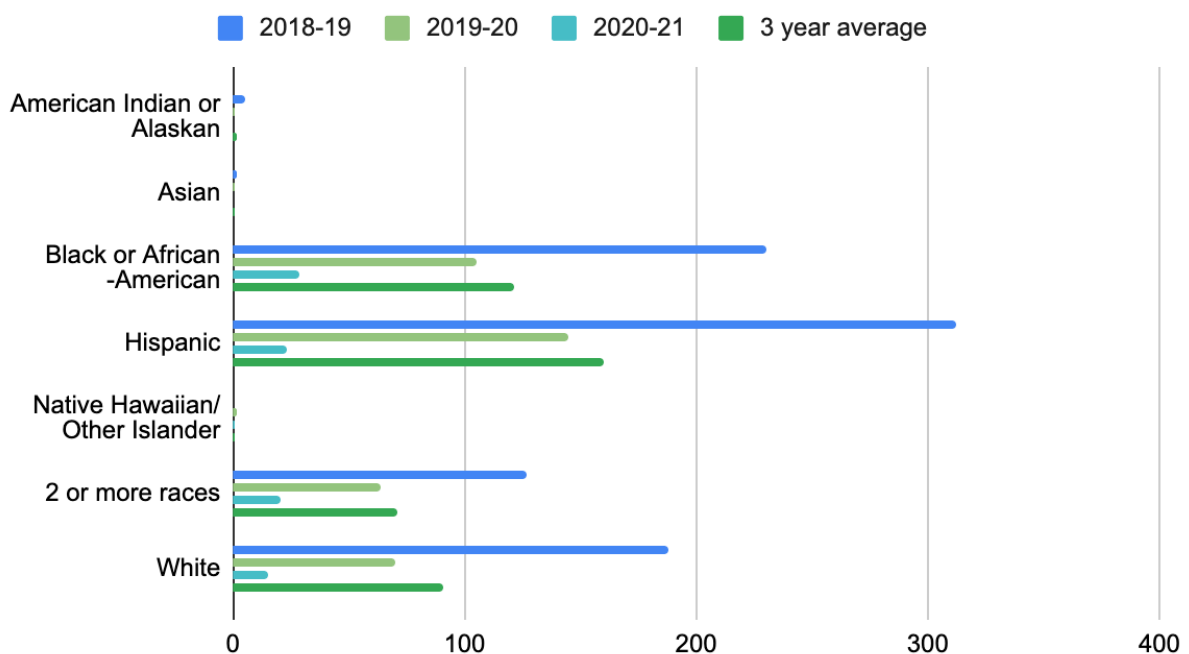
STUDENT DISCIPLINE DATA

of Suspensions by Race/Ethnicity Three-Year Trend

	2018-19	2019-20	2020-21	3 year ave	Equity compared to White/Caucasian
American Indian or Alaskan	5	1	0	2	+89

Asian	2	1	0	1	+90
Black or African -American	230	105	29	121.33	-30.33
Hispanic	312	145	23	160	-69
Native Hawaiian/ Other Islander	0	2	1	1	+90
2 or more races	127	64	21	70.66	-20.34
White	188	70	15	91	

of Suspensions by Race/Ethnicity Three-Year Trend



Total Days Sanctioned by Race/ Ethnicity Three-Year Trend

	2018-19	2019-20	2020-21	3 year average	Equity compared to white
American Indian or Alaskan	13.5	1	0	4.83	+167.5
Asian	1.5	2	0	1.16	+171.17
Black or African -American	389.25	196.75	66.25	217.41	45.08
Hispanic	508.5	247.25	46.75	267.5	95.2
Native Hawaiian/ Other Islander	0	20	4	8	164.33

2 or more races	205.75	112.5	65.75	128	44.33
White	342.5	145	29.5	172.33	

Average Days Sanctioned Per Incident

	2018-19	2019-20	2020-21	Average	Equity Gap compared to white
AI/AN	2.70	1.00	NA	1.23	.72
Asian	.75	2.00	NA	.91	1.04
African American/Black	1.69	1.87	2.28	1.94	.001
Hispanic	1.63	1.71	2.03	1.79	.16
NH/PI	NA	10	4	4.6	2.65
White	1.82	2.07	1.97	1.95	
2 or more Races	1.62	1.76	3.13	2.17	.22

Accountability

All data points (Bi-annual assessment of access, academics, assessment, absenteeism, truancy, disciplinary data and other measures) will be presented annually at the Board of Education Annual Summer Retreat.

GOALS/OBJECTIVES

Due to the pandemic there is not one clear baseline year for 2019-2021 so a 3 year avg. will be used to determine baseline data at this time.

Educators of Color

Baseline Data: 2020-2021 BIPOC Students 71.54% White Students 28.46%
BIPOC Certified Staff 25.49% White 74.51%

Goal is to significantly increase BIPOC certified educators to mirror student rates

Goal by Summer 2022: increase by 10%=27.5	15%=29.31
Goal by Summer 2023: increase by 10%=30.25	15%=33.70
Goal by Summer 2024: increase by 10%=33.25	15%=38.75
Goal by Summer 2025: increase by 10%=36.57	15%=42.05
Goal by Summer 2026: increase by 10%=40.22	15%=48.35

Attendance

Baseline Data: Overall high chronic absenteeism. 4-year avg. of 12.36% chronically absent to establish baseline data. The CSDE sets the benchmark of less than 10% chronically absent as a goal.

Goal by Summer 2022: Decrease district by 10%=11.12%	15%=10.51%
Goal by Summer 2023: Decrease district by 10%=10.01%	15%=8.94%
Goal by Summer 2024: Decrease district by 10%=9.01%	15%=7.6%
Goal by Summer 2025: Decrease district by 10%=8.11%	15%=6.46%
Goal by Summer 2026: Decrease district by 10%=7.3%	15%=5.5%

Individual School Goals to Reduce Chronic Absenteeism by 10-15% per year									
	Huntington	Mahan	Moriarty	Stanton	Uncas	Veterans	Wequonnoc	Kelly STEAM	Global Studies
Goal by Summer 2022:	8.73-8.24%	7.67-7.24%	10.53-9.94%	7.52-7.11%	5.78-5.46%	12.54-11.84%	8.43-7.96%	15.83-14.95%	11.92-11.26%
Goal by Summer 2023:	7.86-7.0%	6.9-6.15%	9.48-8.45%	6.77-6.04%	5.2-4.64%	11.29-10.06%	7.59-6.77%	14.25-12.71%	10.73-9.57%
Goal by Summer 2024:	7.07-5.95%	6.21-5.23%	8.53-7.18%	6.09-5.13%	>5%	10.16-8.55%	6.83-5.75%	12.82-10.80%	9.66-8.13%
Goal by Summer 2025:	>5%	>5%	7.7-6.1%	>5%	>5%	9.14-7.27%	>5%	11.53-9.18%	8.69-6.91%
Goal by Summer 2026:	>5%	>5%	6.93-5.18%	>5%	>5%	8.23-6.18%	>5%	10.38-7.8%	7.82-5.88%

Goals to Reduce Chronic Absenteeism by 10-15% per year based on Ethnicity/Race							
	Asian	Black or African -American	Hispanic	American Indian or Alaskan	2 or more races	Native Hawaiian/ Other Islander	White
Goal by Summer 2022:	>5%	10.97-10.37%	15.77-14.89%	12.44-11.75%	16.65-15.73%	14.85-14.02%	11.84-11.19%
Goal by Summer 2023:	>5%	9.87-8.81%	14.19-12.66%	11.2-9.99%	14.98-13.37%	13.36-11.92%	10.66-9.51%
Goal by Summer 2024:	>5%	8.88-7.49%	12.77-10.76%	10.08-8.5%	13.48-11.36%	13.02-10.13%	9.6-8.08%
Goal by Summer 2025:	>5%	7.99-6.37%	11.49-9.15%	9.07-7.22%	12.13-9.66%	11.72-8.61%	8.64-6.87%
Goal by Summer 2026:	>5%	7.19-5.41%	10.34-7.78%	8.16-6.14%	10.92-8.21%	10.12-7.31%	7.78-5.84%

Reading Achievement

Baseline Data: Equity Gap African American to White=17% Hispanic to White=18%

Goal by Summer 2022: 14%= no gap
 Goal by Summer 2023: 12%
 Goal by Summer 2024: 10%
 Goal by Summer 2025: 8%
 Goal by Summer 2026: 6%

Math Achievement

Baseline Data: Equity Gap Hispanic to White=18%

Goal by Summer 2022: 16%
 Goal by Summer 2023: 14%= no gap
 Goal by Summer 2024: 12%
 Goal by Summer 2025: 10%
 Goal by Summer 2026: 8%

Discipline

Baseline Data: The goal is to reduce the overall number of suspensions while also reducing the number of suspensions in each racial/ethnic group by 10-15% per year. The three year average shows that 446.99 suspensions occur on average annually.

Goals to reduce **overall** suspensions (using three-year average as baseline):

Goal by Summer 2022: Decrease district by 10%=402< 15%=380<
 Goal by Summer 2023: Decrease district by 10%=362< 15%=323<
 Goal by Summer 2024: Decrease district by 10%=326< 15%=274<
 Goal by Summer 2025: Decrease district by 10%=293< 15%=233<
 Goal by Summer 2026: Decrease district by 10%=264< 15%=198<

Goals to reduce suspensions **by school**:

Goals to Reduce Suspensions by 10-15% per year by School									
	Huntington	Mahan	Moriarty	Stanton	Uncas	Veterans	Wequonnoc	Kelly STEAM	Global Studies
3 Year Average	25	6	49	13	11	8	25	279	215
Goal by Summer 2022:	<22-21	<5	<44-42	<12-10	<10-8	<7-5	<22-21	<251-237	<193-183
Goal by Summer 2023:	<20-18	<5	<40-36	<11-9	<9-7	<5	<20-18	<226-200	<174-156
Goal by Summer 2024:	<18-15	<5	<36-31	<10-8	<8-6	<5	<18-16	<203-170	<157-133

Goal by Summer 2025:	<16-13	<5	<32-26	<9-7	<7-5	<5	<16-14	<183-144	<141-113
Goal by Summer 2026:	<14-11	<5	<29-21	<8-6	<5	<5	<14-12	<165-123	<127-96

Goals to reduce suspensions **by racial/ethnicity group:**

Goals to Reduce Suspensions by 10-15% per year based on Ethnicity/Race							
	Asian	Black or African - American	Hispanic	American Indian or Alaskan	2 or more races	Native Hawaiian/ Other Islander	White
3 year avg # suspensions	1	121.33	160	2	70.66	1	91
Goal by Summer 2022:	>5	109-103	144-136	>5	64-55	>5	82-78
Goal by Summer 2023:	>5	99-88	130-116	>5	58-47	>5	74-67
Goal by Summer 2024:	>5	89-75	117-99	>5	52-40	>5	67-57
Goal by Summer 2025:	>5	80-64	105-84	>5	47-34	>5	60-48
Goal by Summer 2026:	>5	72-55	94-72	>5	42-29	>5	54-41

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