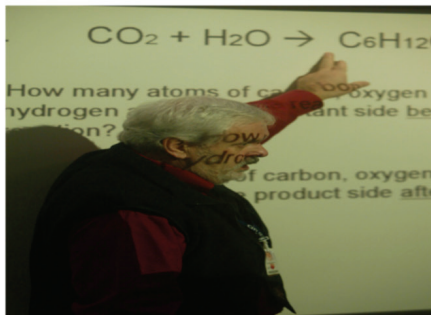




Stamford Public Schools  
2010-2011

Report to the Community





# Stamford Public Schools

**EXCELLENCE IS THE POINT.**

## Stamford Public Schools 2010-2011 School Year Report to the Community

Interim Superintendent  
Winifred Hamilton, Ph.D.

### Board of Education, 2010-2011

Polly Rauh, Ed.D., President

Jackie Heftman

Jerry Pia, Vice President

John Leydon, Jr.

Lorraine Olson, Secretary

Richard Lyons, II

Geoff Alswanger, Assistant Secretary

Steven Polo

Mayor Michael Pavia

Julia Wade

## INTERIM SUPERINTENDENT'S HIGHLIGHTS OF THE 2010-2011 SCHOOL YEAR



I am pleased to share with you the third annual Stamford Public Schools Report to the Community. In it, you will find many indicators of our system's successes during the 2010-2011 school year in the areas of student achievement, operational and fiscal improvements, and grant acquisitions.

I am particularly proud of our students' achievements in the area of college readiness.

More students than ever are taking four years of math and science. They are also taking and passing Advanced Placement courses in record numbers. At the middle school level, our efforts to add instructional time and standards-based curricula have led to substantial gains among multiple student groups in grade 7 reading, math, and writing. At the elementary level, the new standards-based math curriculum has been fully implemented in grades K-5, with a great deal of embedded professional development provided to staff. We are seeing steady improvement in math in the elementary grades with Stamford's gains in math outpacing the state on the Connecticut Mastery Tests (CMTs).

"You will see strong evidence that our students are motivated, engaged, and ready to accept the challenges of a rigorous course load."

These data points emerge from the extremely hard work of our teachers, paraprofessionals, and administrators. I am also profoundly grateful to the GE Foundation's Developing Futures™ Program for its multi-million dollar investment in curriculum, instruction, and professional development. These resources have enabled our educators to make a big difference in student outcomes.

As you read through these pages, you will see strong evidence that our students are motivated, engaged, and ready to accept the challenges of a rigorous course load. We are proud to provide them with this opportunity and fulfill our mission of preparing each and every student for higher education and success in the 21st century.

Sincerely,

A handwritten signature in black ink that reads "Winifred Hamilton". The signature is written in a cursive, flowing style.

Winifred Hamilton, Ph.D.  
Interim Superintendent of Schools  
Stamford Public Schools

## NOTES

This Report to the Community includes information related to the four areas of the Strategic District Improvement Plan (SDIP), as well as SPS college readiness indicators and operational efficiencies. The SDIP is a three year improvement plan, accepted by the Stamford Board of Education in October 2009 and approved by the State Board of Education in November 2009.

The Report to the Community is organized as follows:

## **PART I: STUDENT INDICATORS**

- A. College Readiness Indicators and Achievement on the Connecticut Academic Performance Test (CAPT)**
- B. Achievement on Connecticut Mastery Tests (CMTs), Grades 3-8**
- C. Achievement on Connecticut Mastery Tests (CMTs), by NCLB Group, Grade 7: Middle School Transformation**

## **PART II: SDIP ACTION AREAS**

- A. Curriculum, Instruction and Assessment**
- B. De-Tracking/Instructional Grouping**
- C. Professional Learning Communities and School Data Teams**
- D. School Culture**

## **PART III: GRANTS/PARTNERSHIPS AND OPERATIONAL EFFICIENCIES**

## **PART IV: MEASURABLE STUDENT ACADEMIC ACHIEVEMENT TARGETS, SMART GOALS 1, 2, and 3**

- A. Smart Goal 1**
- B. Smart Goal 2**
- C. Smart Goal 3**

## PART I: STUDENT INDICATORS

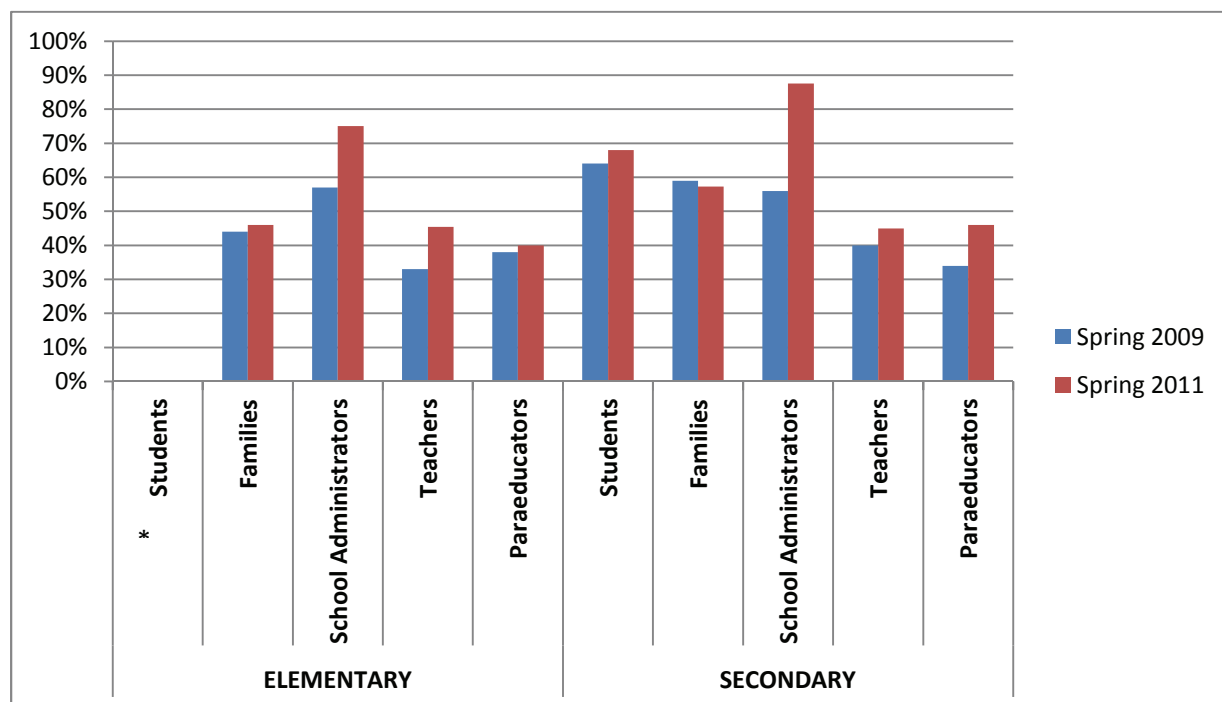
### A. COLLEGE READINESS INDICATORS AND ACHIEVEMENT ON THE CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

#### COLLEGE READINESS VIEWPOINTS

The mission of Stamford Public Schools is to prepare each and every student for higher education and success in the 21<sup>st</sup> century. Using a variety of data, including the SPS annual surveys, we measure students' college readiness by exploring: (a) student readiness to advance through the SPS K-12 pipeline; (b) student preparation to succeed in post-secondary education and plans to go to college; and (c) student and family knowledge about the college admissions and financing processes. We believe that the sum of SPS students' academic and developmental experiences in every grade level – even in kindergarten – are fundamental to success beyond high school graduation.

Annual surveys are conducted to measure stakeholder perceptions on key educational issues in SPS. Respondents include students, families, school administrators, teachers, and paraeducators. Presented below are results of the 2009 (prior to SDIP) and 2011 survey data in response to the question: Will students be prepared to go to college upon graduation from SPS? Approximately 45% of elementary families and 48% of secondary families believe their children will go to college. More than 80% of secondary school administrators and 45% of secondary teachers agree that students will go to college.

SPS SURVEY RESULTS: WILL STUDENTS BE PREPARED TO GO TO COLLEGE UPON GRADUATION FROM SPS?



\*Note: Surveys were not administered to elementary students.

## HIGH SCHOOL PREPARATION FOR COLLEGE READINESS

The College Board and other educational research institutions highlight the strong correlation between the following five high school measures and college readiness:

- Students completing four years of math
- Students completing four years of science
- Students enrolled in Advanced Placement courses
- Students taking the SAT
- Students eligible for college credit

Data tracking these indicators from 2005 through 2011, disaggregated by race/ethnicity, are presented graphically. Overall, the five indicators provide evidence that SPS students are increasingly prepared for success in college upon graduation.



### SPS Student Achievement Highlights:

#### Advanced Placement, Honors 2011

- More than 150 SPS students earned the title of AP Scholar for the 2010-11 school year for high achievement on AP exams.

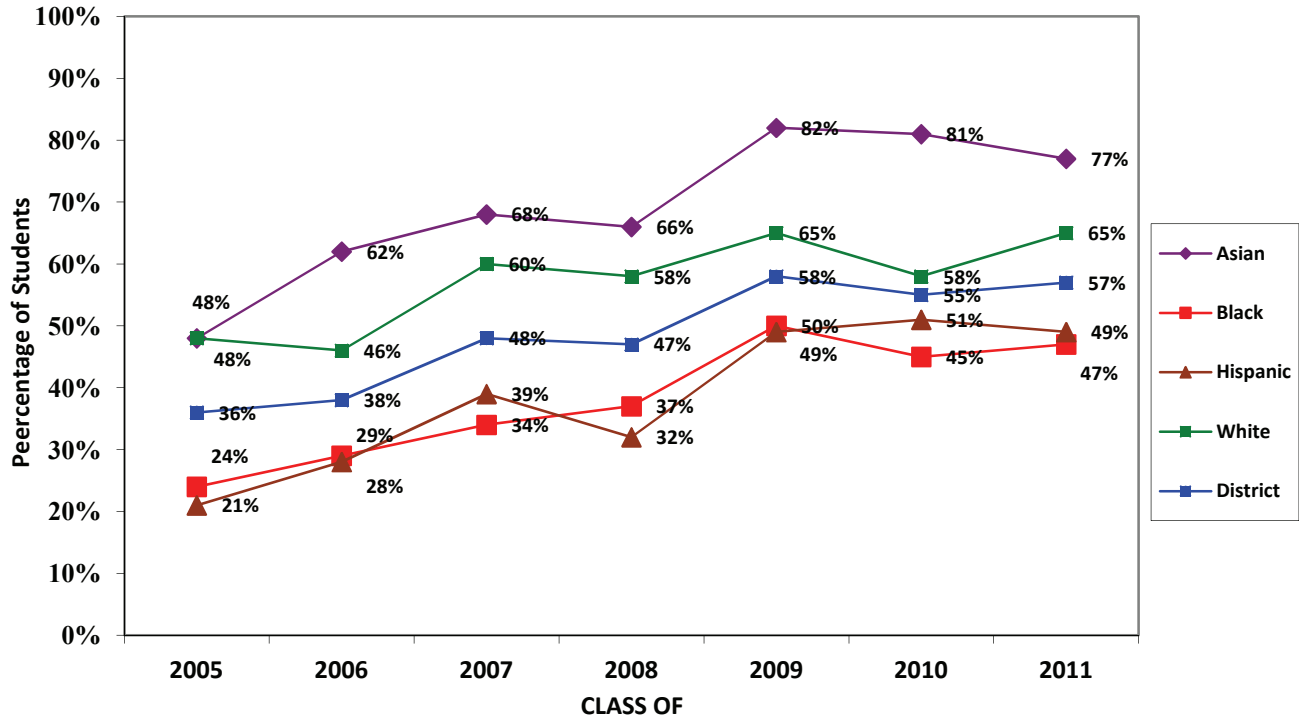
### SPS Student Achievement Highlights:

#### National Merit 2011

- Nine SPS students in the Class of 2011 were named Commended Students, placing them in the top 3% of students tested on the PSAT in Fall of 2009.



PERCENTAGE OF SPS STUDENTS TAKING FOUR YEARS OF MATH\*



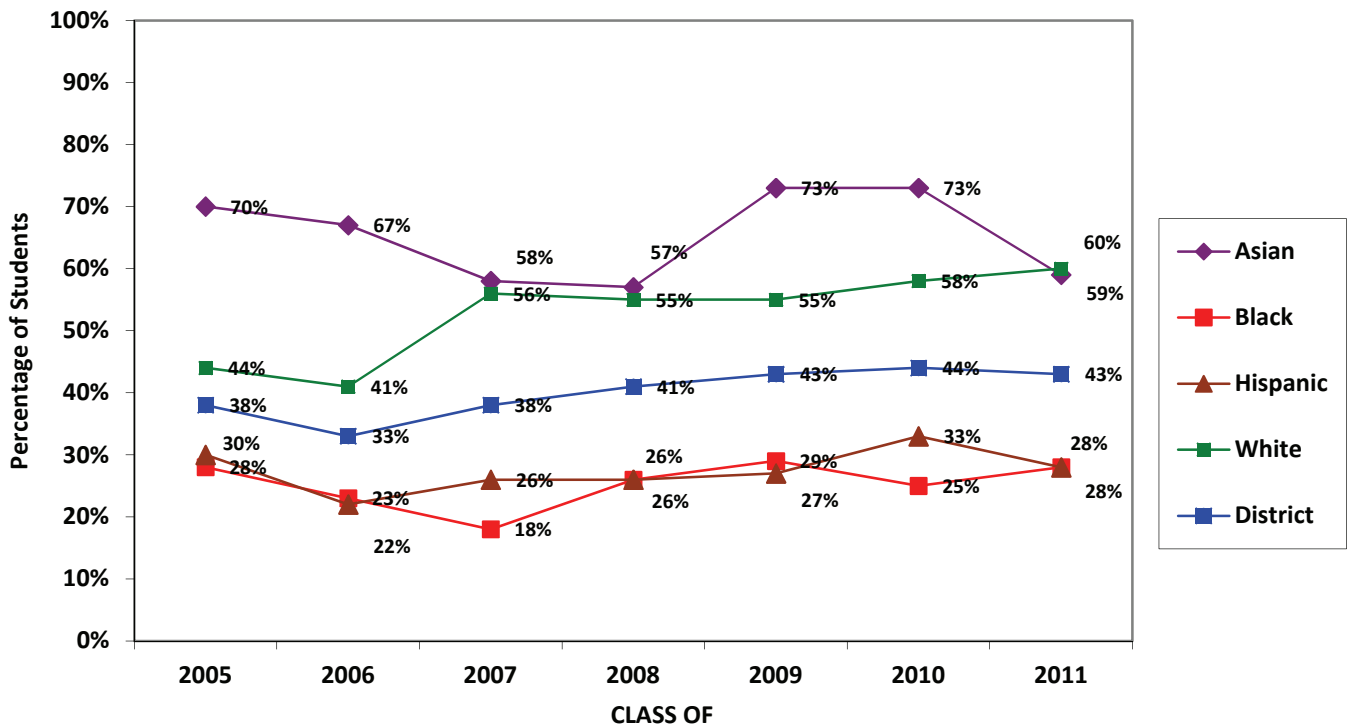
\*Includes students who passed four years of math. Current requirements for graduation include three years of math.

What Do the Data Tell Us?

- Overall, the percentage of SPS students taking four years of math increased from 36% in 2005 to 57% in 2011. Current requirements for graduation include three years of math.
- The overall increase in the percentage of SPS students taking four years of math is reflected in gains by students in all racial/ethnic groups.
- The percentage of Black students taking four years of math nearly doubled from 24% in 2005 to 47% in 2011.



### PERCENTAGE OF SPS STUDENTS TAKING FOUR YEARS OF SCIENCE\*

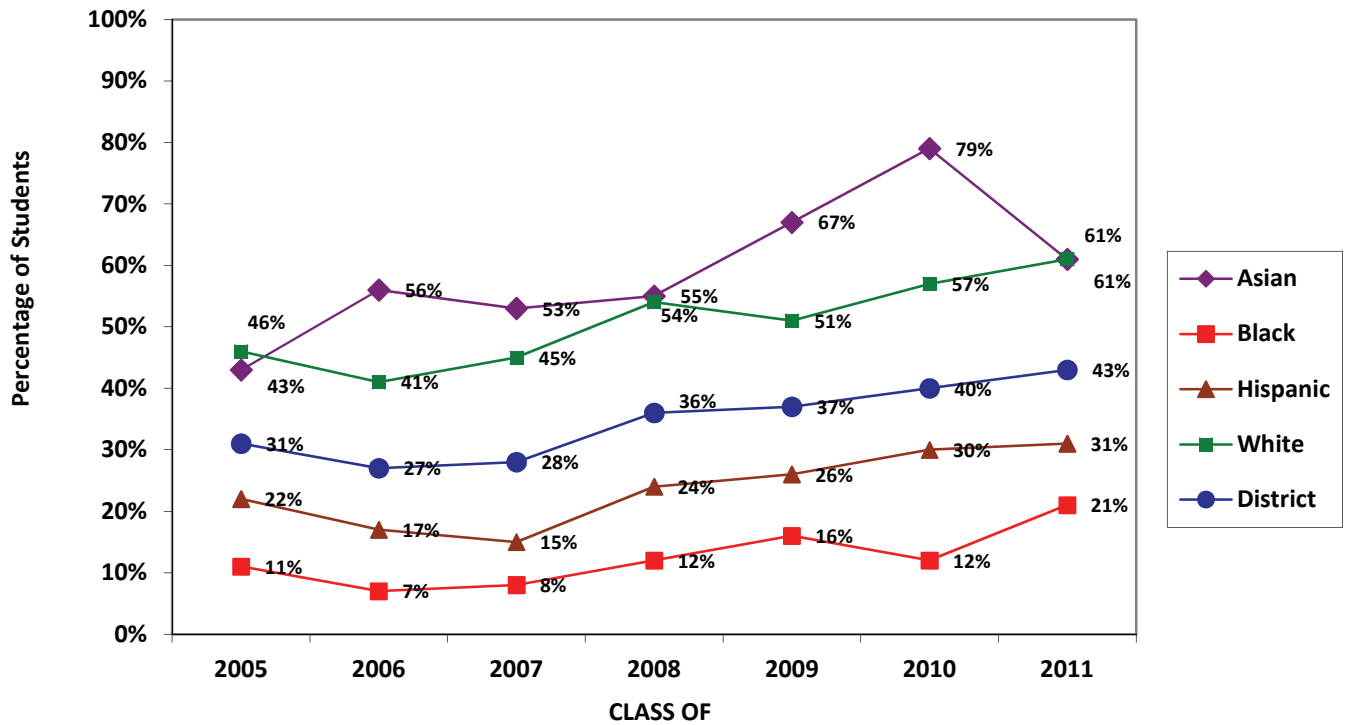


\*Includes students who passed four years of science. Current requirements for graduation include two years of science.

#### What Do the Data Tell Us?

- Overall, the percentage of SPS students taking four years of science increased from 38% in 2005 to 43% in 2011. Current requirements for graduation include two years of science.
- White students showed the greatest increase in the percentage of students taking four years of science, growing from 44% in 2005 to 60% in 2011.

PERCENTAGE OF SPS STUDENTS ELIGIBLE\* FOR COLLEGE CREDIT\*\*



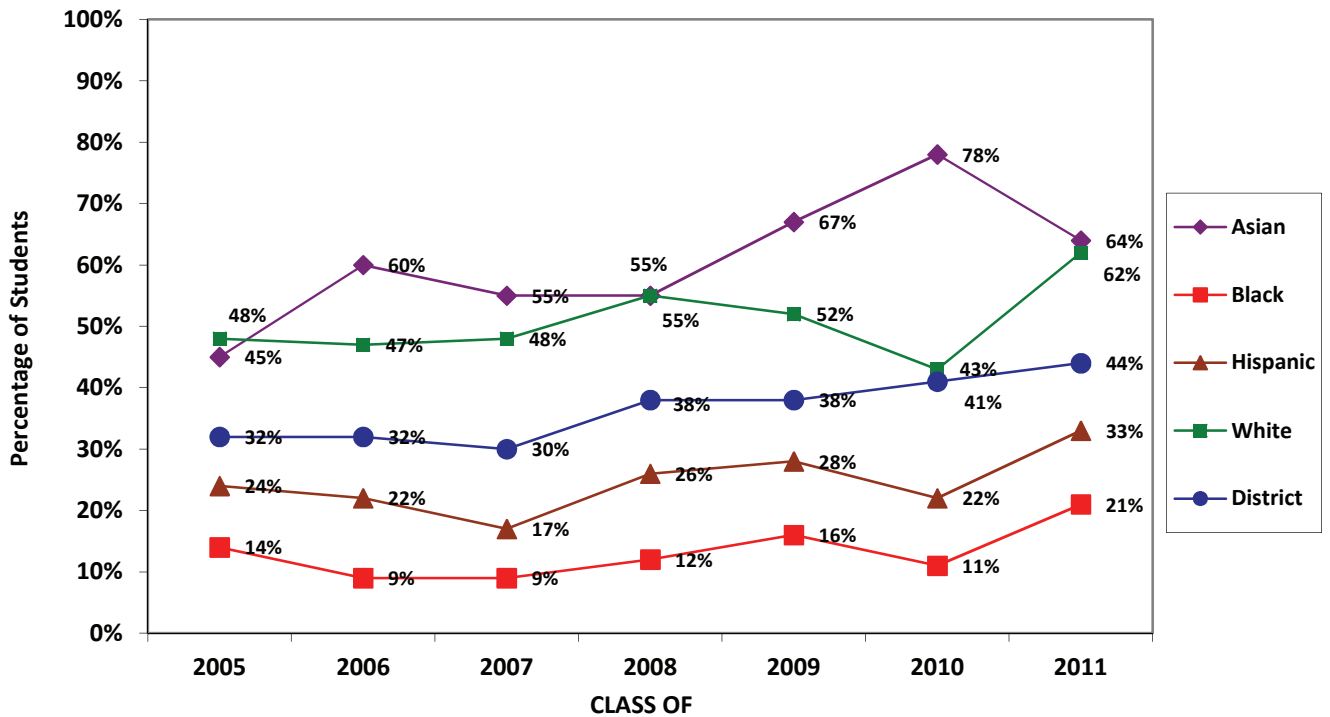
\*Requirements to receive credit vary by institution.

\*\*Data based on students who took one or more AP courses, one or more AP exams and passed one or more AP courses.

What Do the Data Tell Us?

- Overall, the percentage of SPS students eligible for college credit increased from 31% in 2005 to 43% in 2011.
- The percentage of SPS students eligible for college credit is highest for Asian and White students.
- The percentage of students eligible for college credit is lowest among Black students.

**PERCENTAGE OF SPS STUDENTS ENROLLED IN ADVANCED PLACEMENT (AP) COURSES\***



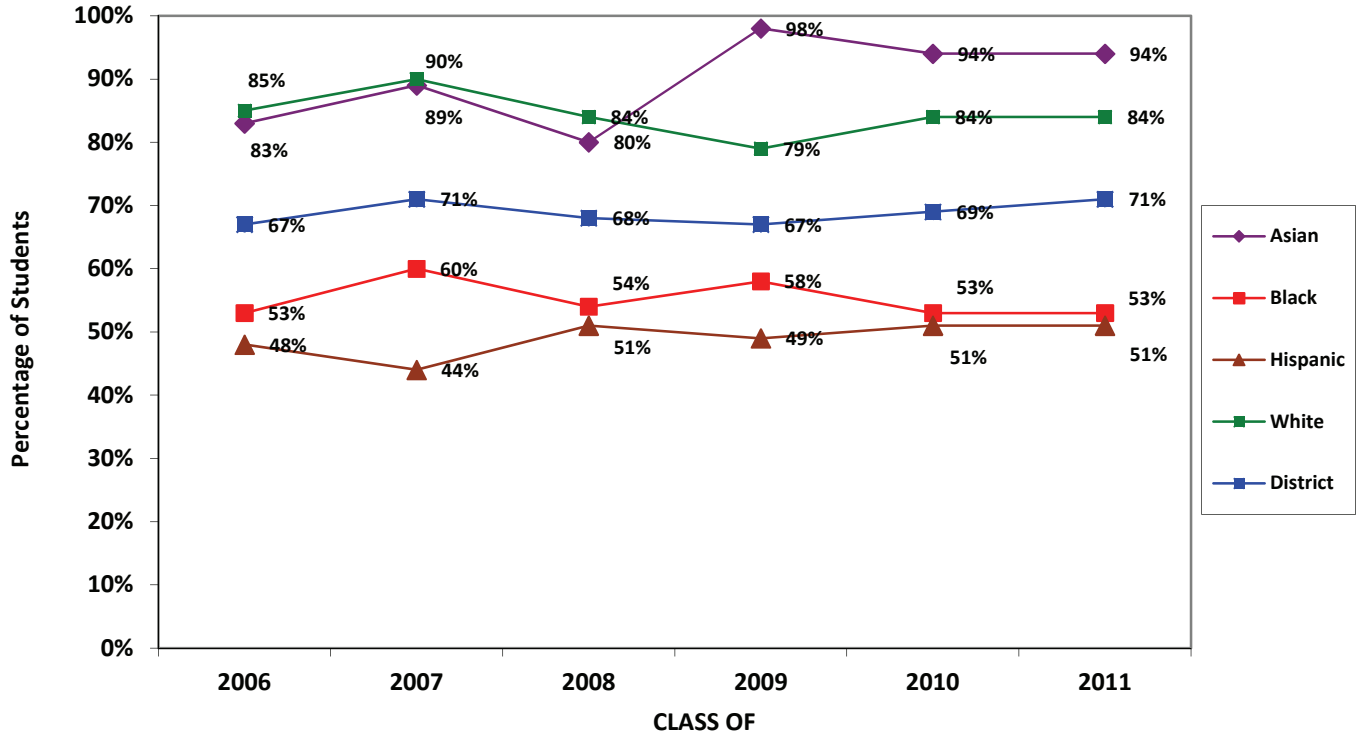
\*Includes all students who had an AP final grade recorded.

**What Do the Data Tell Us?**

- Overall, the percentage of SPS students enrolled in Advanced Placement courses has increased from 32% in 2005 to 44% in 2011.

SPS Student Achievement Highlights:	
AP Participation	AP Results
<ul style="list-style-type: none"> <li>• A total of 813 students in 2010-11 participated in one or more AP courses, up from 674 students in 2009-10.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students with AP scores of 3 or higher increased from 68.7% in 2009-10 to 69.7% in 2010-11.</li> </ul>

### PERCENTAGE OF SPS STUDENTS TAKING THE SAT\*



\*Includes grade 12 participation in the SAT among students who graduated.

#### What Do the Data Tell Us?

- Overall, the percentage of SPS students taking the SAT has remained relatively consistent, hovering around 70% between 2006 and 2011.
- More than 80% of Asian and White SPS students take the SAT, in comparison to approximately 50% of Black and Hispanic SPS students.

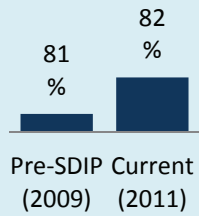
#### SPS Student Achievement Highlights:

##### SAT II Subject Exams

- On the SAT II Subject Exams, mean scores of SPS students in the class of 2011 exceeded state and/or national results in Literature, U.S. History, Math Level II, Biology (Ecological), Chemistry, and Spanish.

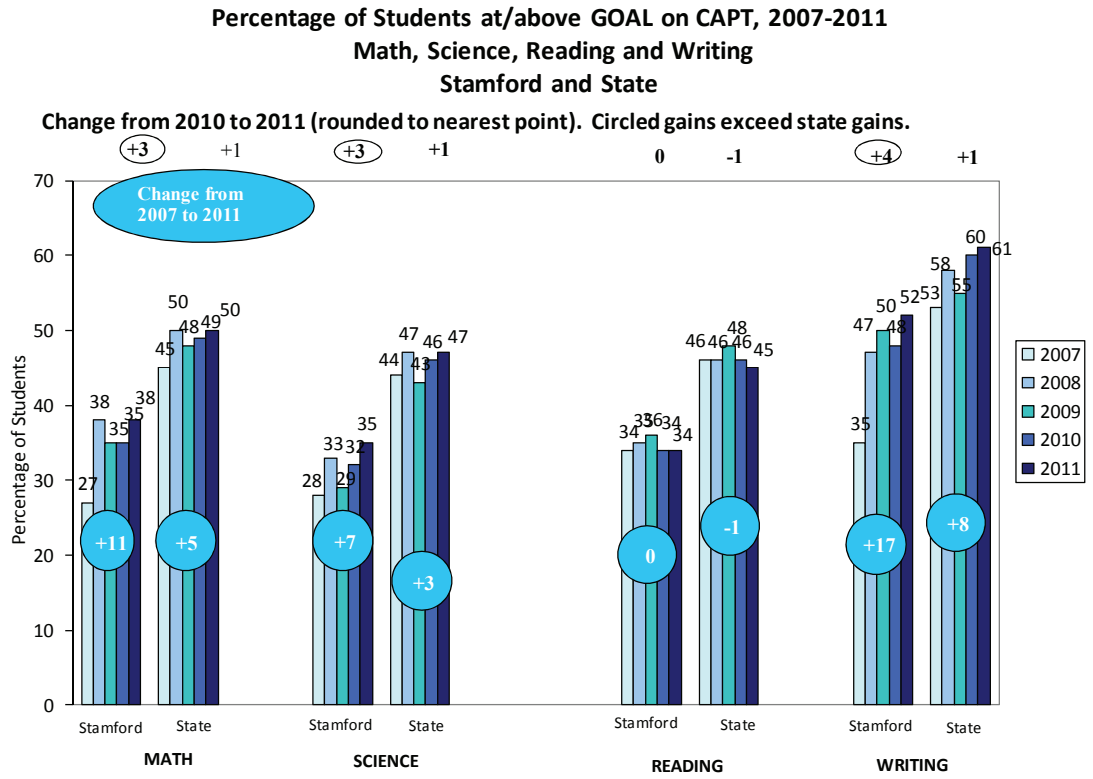
**SPS SURVEY HIGHLIGHTS**

■ SPS Families: I am welcome at school (% strongly agree or agree)



**CONNECTICUT ACADEMIC PERFORMANCE TEST**

On the Connecticut Academic Performance Test (CAPT) administered in grade 10 increases in the percentage of SPS students achieving at/above Goal from 2010 to 2011 exceeded state gains in math, science, and writing. From 2007-2011, SPS students posted double-digit gains in the percent achieving at/above Goal in math and writing.



**SPS Student Achievement Highlights:**

**CAPT 2011**

- A total of 53 SPS students achieved at Level 5 (Advanced) on all four sections of CAPT (math, science, reading, and writing). These students received letters of commendation from the Connecticut Commissioner of Education.

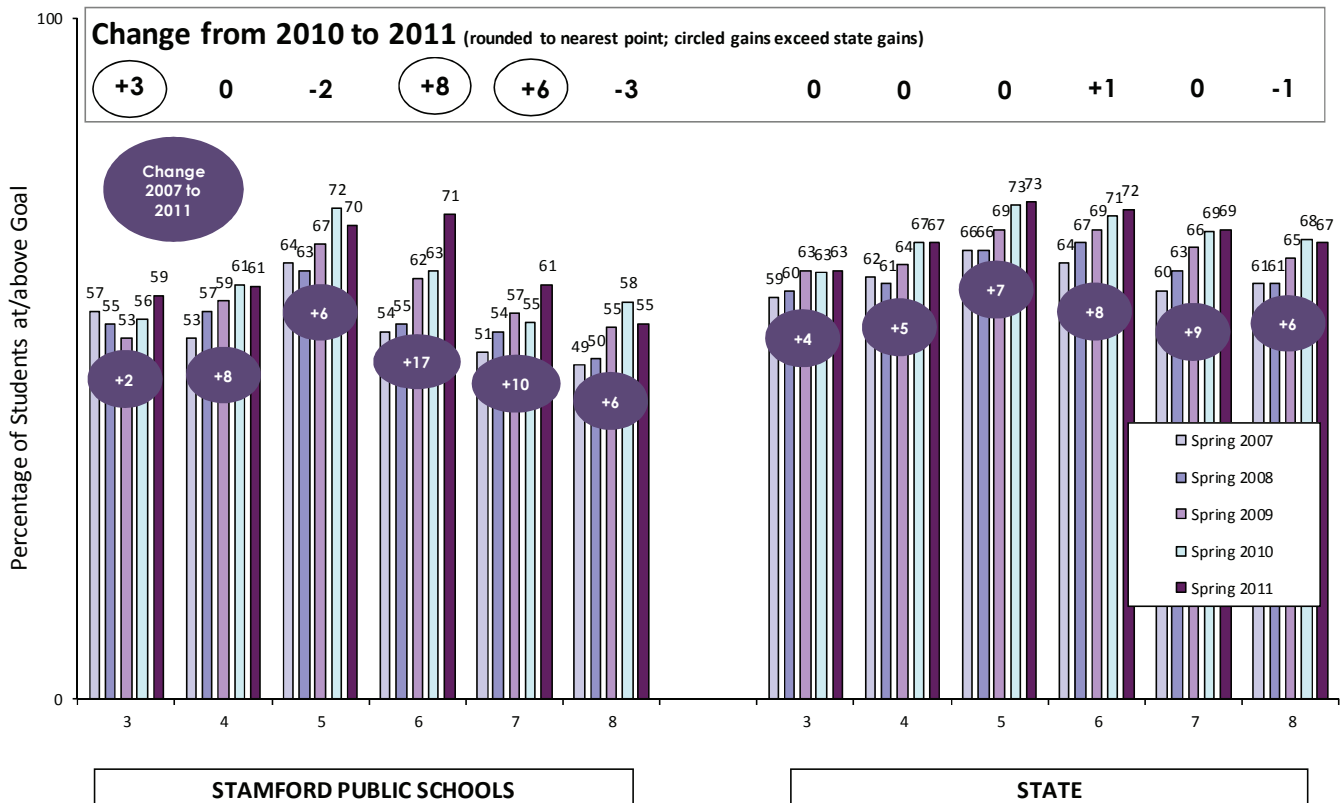
## B. ACHIEVEMENT ON CONNECTICUT MASTERY TESTS (CMTs), GRADES 3-8

The Connecticut Mastery Tests measure student achievement in math, reading, and writing in grades 3-8 and science in grades 5 and 8.

In math, over five years from 2007 to 2011, double digit increases in the percentage of SPS students scoring at/above Goal were achieved in grades 6 and 7; double digit gains in reading were achieved by students in grade 6.

SPS and State CMT Comparison, Grades 3-8 in MATH, 2007 through 2011  
Percentage of Students AT/ABOVE GOAL

## MATH

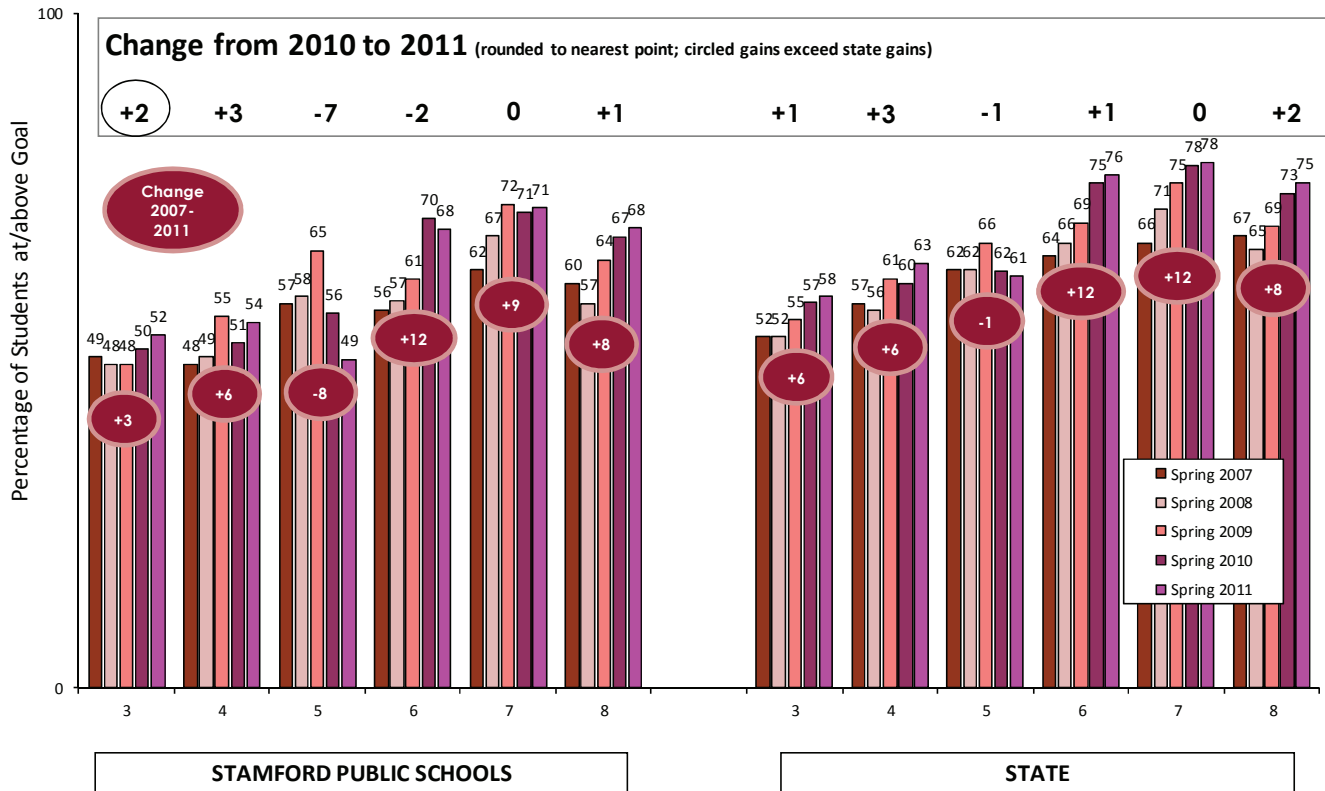


### What Do the Data Tell Us?

- In math, increases in the percentage of SPS students achieving at/above Goal from 2010 to 2011 exceeded the state in grades 3, 6, and 7.
- Over five years, the percent of SPS students achieving at/above Goal in grades 6 and 7 increased by double digits.

SPS and State CMT Comparison, Grades 3-8 in READING, 2007 through 2011  
 Percentage of Students AT/ABOVE GOAL

READING

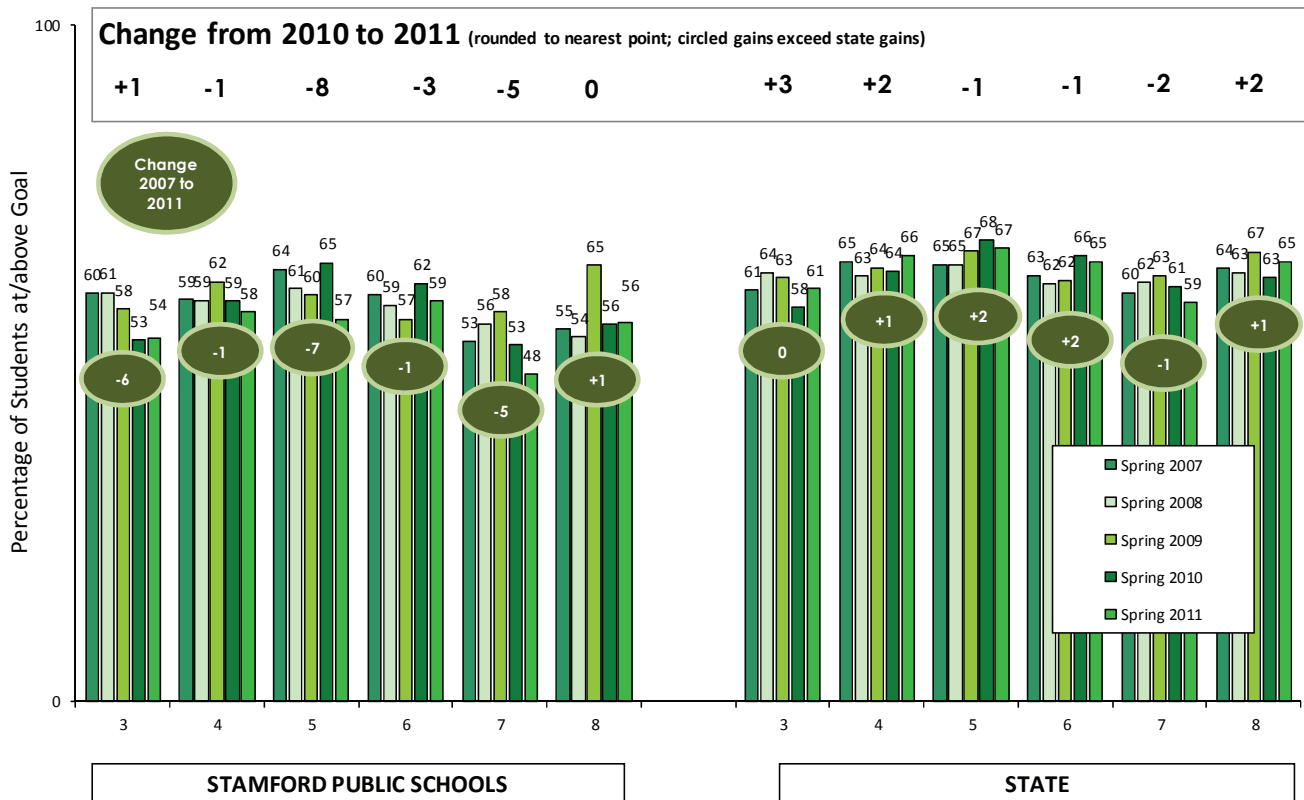


What Do the Data Tell Us?

- In reading, increases in the percentage of SPS students achieving at/above Goal from 2010 to 2011 exceeded the state in grade 3.
- Over five years, the percent of SPS students achieving at/above Goal in grade six increased by double digits.

SPS and State CMT Comparison, Grades 3-8 in WRITING, 2007 through 2011  
 Percentage of Students AT/ABOVE GOAL

# WRITING



### What Do the Data Tell Us?

- In writing, the percentage of SPS students achieving at/above Goal declined in most grades from 2010 to 2011; state results are relatively unchanged.
- Over five years, the percentage of SPS students achieving at/above Goal similarly declined across grades 3-8; state results are relatively unchanged.

### SPS Student Achievement Highlights:

#### English Achievement Award, 2011

- A SHS student in the Class of 2011 won a National Council of Teachers of English Achievement Award in Writing, one of six winners in Connecticut.





SPS and State CMT Comparison Grades 5 & 8 in SCIENCE, 2008 through 2011  
 Percentage of Students AT/ABOVE GOAL

**SCIENCE**



**What Do the Data Tell Us?**

- The percentage of SPS students achieving at/above Goal in science is unchanged from 2010 to 2011.
- Over four years, from 2008 to 2011, the percentage of SPS students in grades 5 and 8 scoring at/above Goal trended upward, as did state results.

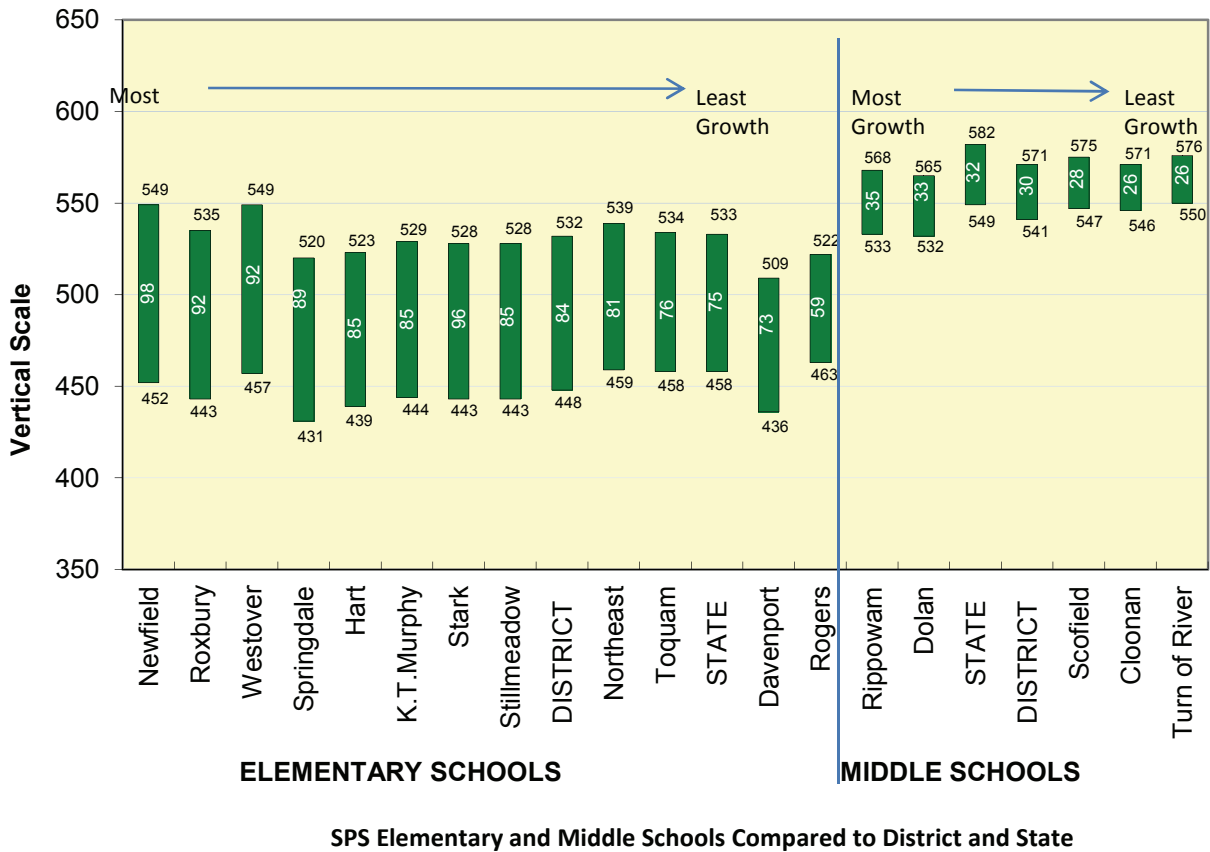
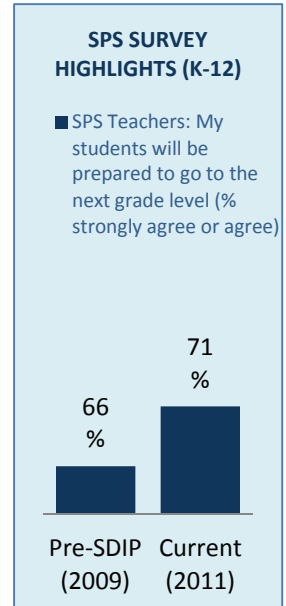
### VERTICAL SCALE SCORE ANALYSIS

The CMT vertical scale scores in math and reading enable longitudinal analysis across grades 3-8 and measurement of growth – both the growth of individual students and the growth of groups of students – over time. Analysis of vertical scale scores is one additional tool that educators and community members should use to assess student, school and district progress. The following figures show the average two-year growth (i.e., average change in vertical scale score) for each SPS elementary and middle school from 2009 to 2011, for math and reading. For SPS schools and the district average, only students who were tested in the same school in all three years—2009, 2010 and 2011—are included in the analysis. This approach isolates the students who remained in each SPS elementary and middle school over time but does not mean that the school was the only factor related to students’ growth. Average vertical scale scores for students in the state include all students who were tested in the same school in 2009 and 2011. Results are displayed most to least by amount of growth, including the district and state averages.

- SPS (district) average vertical scale growth exceeds the corresponding average growth statewide in elementary math and middle school reading.

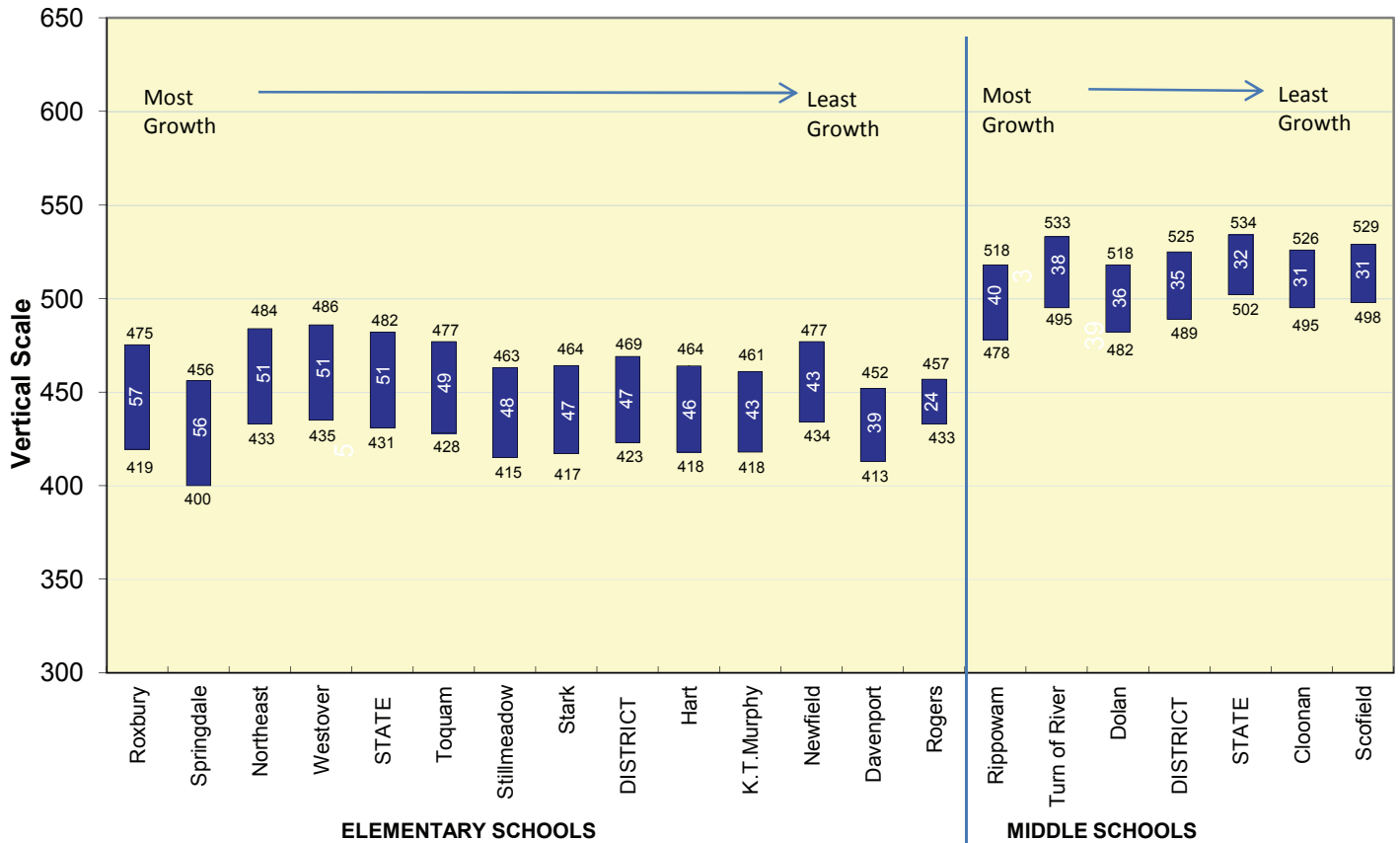
### MATH - Average Vertical Scale Score Growth, 2009 to 2011\*

\* The difference between 2011 and 2009 vertical scale scores has been rounded



**READING - Average Vertical Scale Score Growth, 2009 to 2011\***

\* The difference between 2011 and 2009 vertical scale scores has been rounded



**SPS Elementary and Middle Schools Compared to District and State**

**SPS SURVEY HIGHLIGHTS**

- SPS Families: Families of diverse cultures are respected for their presence and contribution to the school community (% strongly agree or agree)

Year	Percentage
Pre-SDIP (2009)	66%
Current (2011)	67%

**SPS SURVEY HIGHLIGHTS**

- SPS Teachers: I would recommend Stamford Public Schools as a good place to work (% strongly agree or agree)

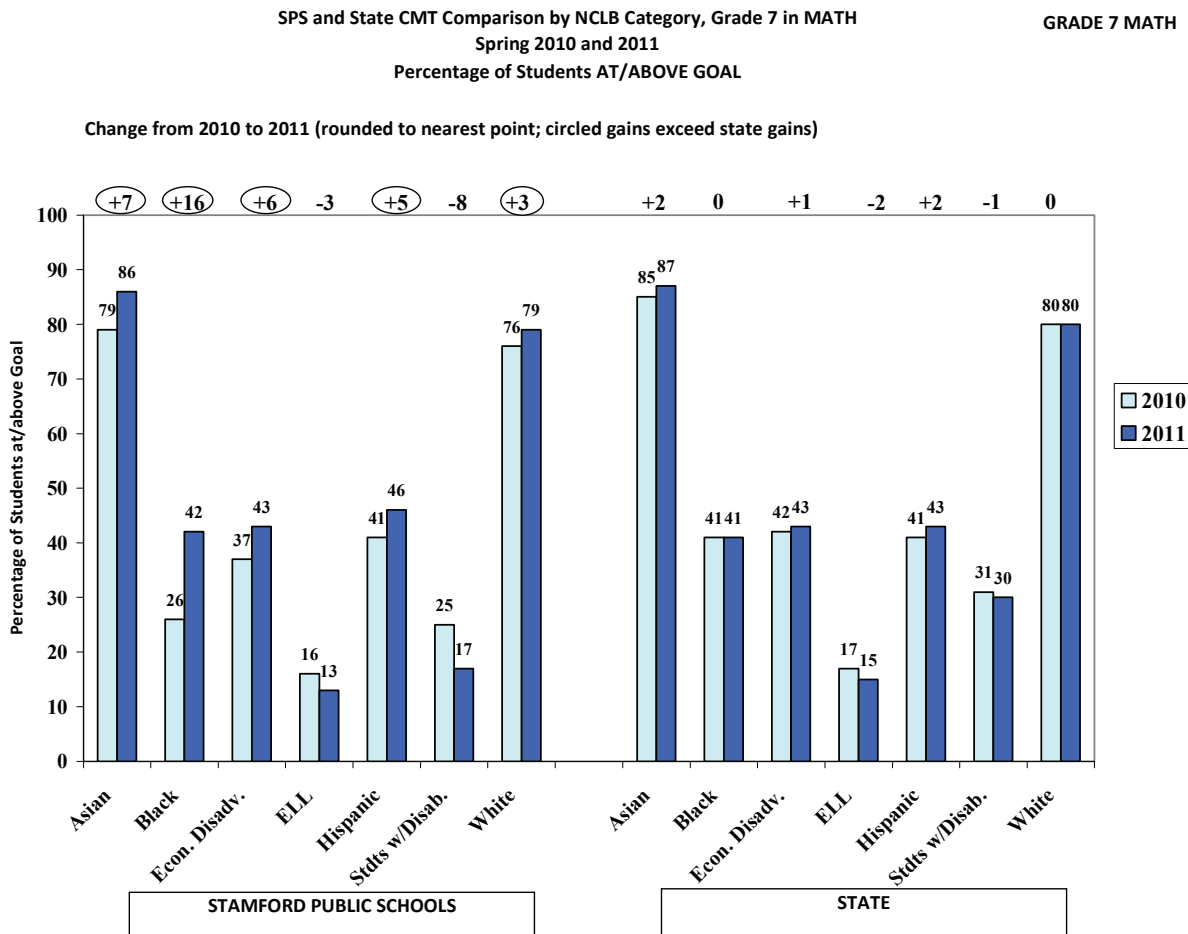
Year	Percentage
Pre-SDIP (2009)	57%
Current (2011)	66%

## C. ACHIEVEMENT ON CONNECTICUT MASTERY TESTS (CMTs), BY NCLB GROUP, GRADE 7: MIDDLE SCHOOL TRANSFORMATION

**MIDDLE SCHOOL TRANSFORMATION** - Middle School Transformation was initiated with grade 6 in 2009-10, extended to grade 7 in 2010-11, and to grade 8 in 2011-12. Components of the Middle School Transformation initiative include:

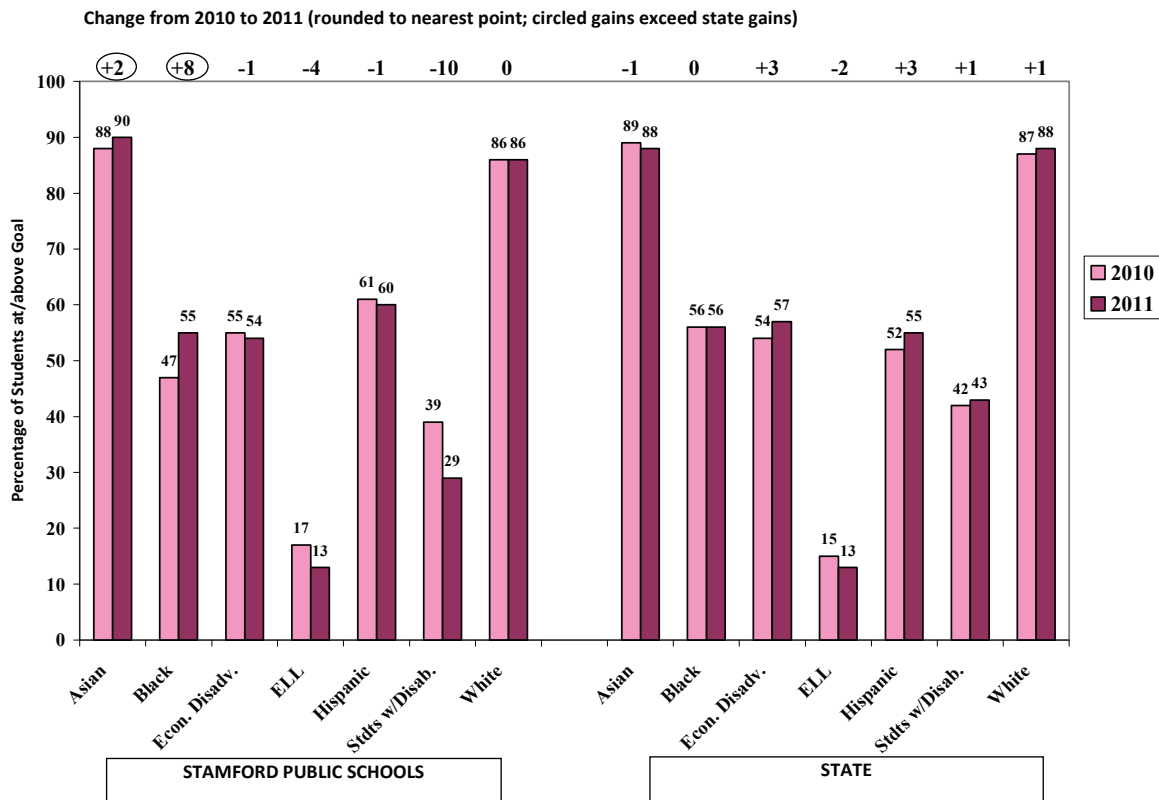
- Increased instructional time
- Standards-based, high-level curriculum instruction and assessment
- Professional development for teachers
- Academic enrichment period for students
- Efficacy training for teachers and students
- Advisory period for students
- Standard criteria for placement into College Prep and Honors classes

In math, increases in the percentage of SPS seventh graders scoring at/above Goal from 2010 to 2011 exceeded state gains for Asian, Black, Economically Disadvantaged, Hispanic and White students.



SPS and State CMT Comparison by NCLB Category, Grade 7 in READING  
 Spring 2010 and 2011  
 Percentage of Students AT/ABOVE GOAL

GRADE 7 READING



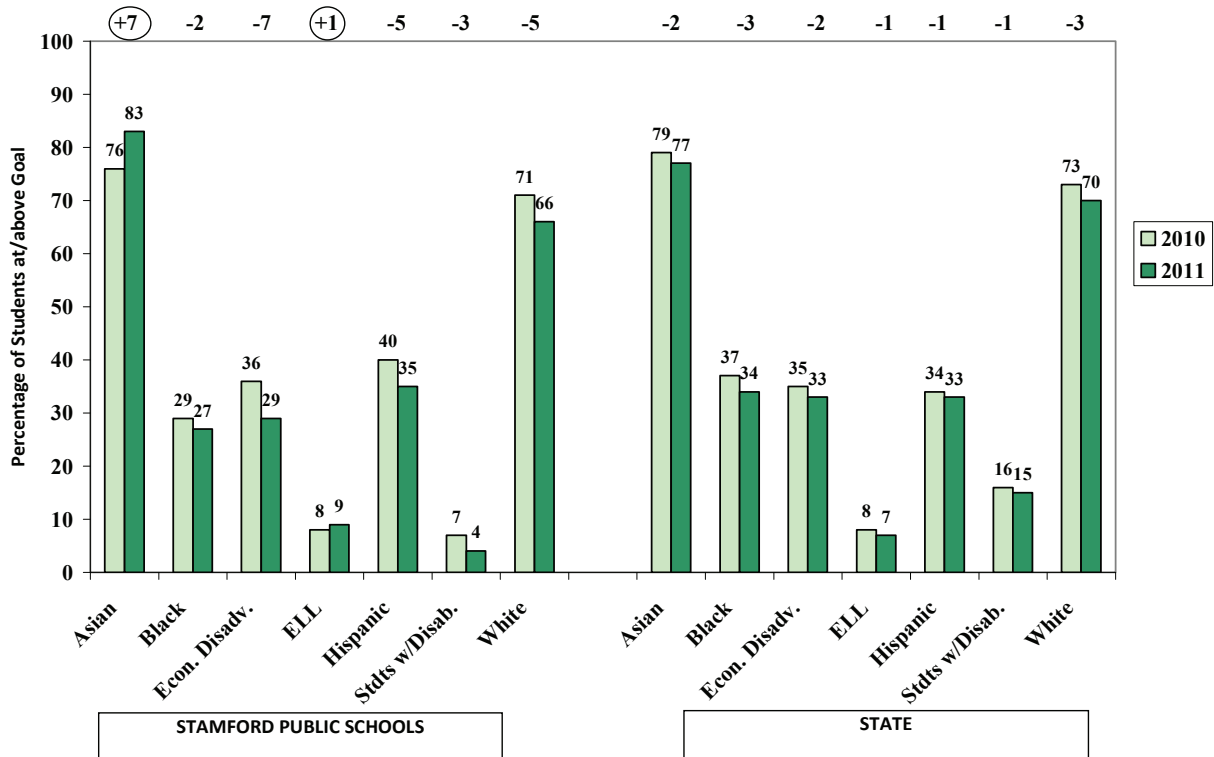
**What Do the Data Tell Us?**

- In reading, increases in the percentage of Asian and Black students achieving at/above Goal from 2010 to 2011 exceed gains by their peers statewide.
- Across NCLB groups, percentages of SPS students scoring at/above Goal in reading in 2011 mirror statewide results.

SPS and State CMT Comparison by NCLB Category, Grade 7 in WRITING  
 Spring 2010 and 2011  
 Percentage of Students AT/ABOVE GOAL

GRADE 7 WRITING

Change from 2010 to 2011 (rounded to nearest point; circled gains exceed state gains)

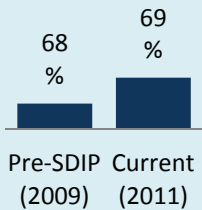


**What Do the Data Tell Us?**

- In writing, increases in the percentage of Asian and ELL students achieving at/above Goal from 2010 to 2011 exceed gains by their peers statewide.
- Across NCLB groups, the percentage of SPS students scoring at/above Goal in writing mirror statewide results in 2011.

**SPS SURVEY HIGHLIGHTS**

■ SPS Families: My child receives adequate instruction in the basic skills in all content areas (% strongly agree or agree)



## PART II: SDIP ACTION AREAS

### A. CURRICULUM, INSTRUCTION, AND ASSESSMENT

#### CURRICULUM, INSTRUCTION AND ASSESSMENT IMPLEMENTATION

The SPS Plan for Curriculum Management, Design and Delivery standardizes the four phases of the curriculum development process:

**Phase I:** Assess and Review – Background Knowledge

**Phase II:** Write and Revise – Develop a Curriculum Guide

**Phase III:** Implement and Monitor the New Curriculum

**Phase IV:** Evaluate, Reflect, and Revise – Continue the Curriculum Cycle

	MATH	LITERACY/ENGLISH LANGUAGE ARTS (ELA)	SCIENCE
<b>ELEMENTARY</b>	<p><b>PHASE: III</b></p> <ul style="list-style-type: none"> <li>Completed implementation of math curriculum in grades K-5</li> <li>Implemented mid-year and end of the year assessments</li> <li>Math Liaison continued to support each school</li> </ul>	<p><b>PHASE: II and III</b></p> <ul style="list-style-type: none"> <li>Completed implementation of new standards-based reading and writing curriculum, grades K-5, all schools</li> <li>Completed implementation of the Readers and Writers Workshop Model in ten elementary schools and provided professional development and technical assistance to teachers</li> <li>Continued the alignment of the Common Core State Standards (CCSS) within the new reading and writing curriculum</li> <li>Implemented scientifically research-based interventions (SRBI) in all schools</li> </ul>	<p><b>PHASE: III and IV</b></p> <ul style="list-style-type: none"> <li>Completed implementation of physical, life, and earth science modules in grades K-5</li> <li>Continued implementation of district-wide unit and cumulative science assessments in grades 3-5</li> <li>Continued support to elementary teachers by four science educational paraeducators</li> </ul>
<b>MIDDLE</b>	<p><b>PHASE: III and IV</b></p> <ul style="list-style-type: none"> <li>Continued implementation of math curriculum and assessments in grades 6 and 7</li> <li>Began implementation of math curriculum and assessments in grade 8</li> <li>Continued support to the middle school math teachers by the Math Coach</li> <li>Extra period each day for acceleration or support in math for grade 6; extra period each day for support in math for grades 7 and 8</li> <li>Piloted Math/Science integration in three middle schools</li> <li>Implemented a web-based platform to collect and analyze assessment data</li> </ul>	<p><b>PHASE: III</b></p> <ul style="list-style-type: none"> <li>Continued to align assessments to CMT Reading Comprehension and Direct Assessment of Writing</li> <li>Continued to support the middle school ELA teachers with Literacy Coaches</li> <li>Continued implementation of the Book Club model, grades 6-8</li> <li>Provided professional development in Laying The Foundations modules 1-4</li> <li>Provided an extra period each day for acceleration and support in literacy or math in grade 6</li> <li>Implemented SRBI in all schools</li> </ul>	<p><b>PHASE: III</b></p> <ul style="list-style-type: none"> <li>Continued implementation of the science curriculum and assessment in grade 6</li> <li>Began implementation of science curriculum and assessment in grades 7 and 8</li> <li>Continued Long Island Sound watershed studies with SoundWaters in grade 8</li> <li>Piloted math/science integration in three middle schools</li> <li>Implemented a web-based platform to collect and analyze assessment data</li> <li>Provided new support to middle school science teachers by the district-wide science coach</li> </ul>
<b>HIGH</b>	<p><b>PHASE: III and IV</b></p> <ul style="list-style-type: none"> <li>Continued implementation of revised district-wide curriculum and assessments in algebra I, geometry, algebra II in all levels: Academic, College Prep, and Honors</li> <li>Began implementation of revised pre-calculus curriculum (College Prep and Honors)</li> <li>Began implementation of web-based platform to collect and analyze assessment data in grades 9 and 10</li> </ul>	<p><b>PHASE: III</b></p> <ul style="list-style-type: none"> <li>Continued the implementation of a standards-based ELA curriculum and the Literature Studies model in grades 9-12</li> <li>Continued the alignment of the CCSS and Laying The Foundations within the ELA curriculum</li> <li>Began implementation of the Reading and Writing Requirements and Skills Progression Charts in grades 9-12</li> <li>Implemented SRBI in all schools</li> <li>Continued to align Common Assessments in grades 9 and 10 to CAPT</li> </ul>	<p><b>PHASE: III and IV</b></p> <ul style="list-style-type: none"> <li>Continued implementation of district curriculum and assessment for all core courses</li> <li>Began implementation of web-based platform to collect and analyze assessment data in grades 9 and 10</li> <li>Implemented research-based Interventions in all middle schools</li> </ul>

## PROFESSIONAL DEVELOPMENT

Professional learning for teachers and administrators has improved significantly in recent years in tandem with the changes and improvements to curriculum and instruction. The approach to ongoing education for educators has been redesigned; we strive to provide professional learning that is timely, job-embedded, frequent, and comprehensive. SPS educators have provided important feedback about effective professional development through course evaluations, working groups, focus groups and surveys.

In 2010-11, all teachers participated in professional development workshops in math, science, literacy and efficacy.

Key topics are noted below:

- Implementing the Readers/Writers Workshop model in grades K-5
- Differentiating instruction in literacy/math classrooms
- Teaching the Connected Math Program, grades 6-8
- Activities for the Academic/Enrichment Classroom, grades 6-8
- Motivating urban educators
- Inquiry in the core novel: A different type of questioning
- Training on science modules, including Body Works, Cell Biology, Genetics, and Erosion/Deposition as examples
- Efficacy in the middle school classroom: smart is not what you are, it is what you become

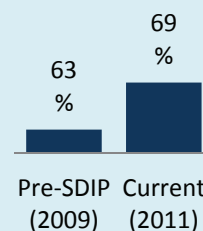
## DISTRICT BENCHMARK ASSESSMENTS

District Benchmark Assessments were implemented for the first time in 2009-2010 as part of a K-12 balanced assessment system. The purpose of these assessments is to collect formative information about students' achievement of curriculum standards throughout the school year. District Benchmark Assessments are administered two to four times a year, depending on grade and content area, beginning in the areas of math, science, literacy/English Language Arts. The District Benchmark Assessments provide teachers with data to monitor teaching and learning as well as examine the impact of interventions for students in their own classroom or course. These assessments provide principals and school data teams with data to monitor student achievement at the school and classroom level as well as to evaluate the achievement of objectives in School Improvement Plans. Central Office staff use the data to monitor the achievement of student groups, identify professional needs of teachers, review programs, and monitor objectives in the SDIP. The results of District Benchmark Assessments will not be used for high stakes decisions like student placement, course marks, report cards or teacher evaluation.

In 2010-11, District Benchmark Assessments were expanded to include assessments in reading, math, and writing from the Connecticut Benchmark Assessment System.

### SPS SURVEY HIGHLIGHTS

■ SPS Teachers: My students are acquiring skills needed to be successful in the 21st century (% strongly agree or agree)





## SCIENTIFICALLY RESEARCH-BASED INTERVENTIONS

Scientifically Research-Based Interventions (SRBI) are an important new component of SPS curriculum, instruction and assessment programs, required by the State of Connecticut as of July 1, 2009. SRBI programs are research-based and use proven assessment techniques to ensure that students are making progress. SRBI strategies are in development and implementation in reading, math and social and emotional development. All students are supported by SRBI through a three-tiered model:

- Tier I supports all students in core academic curriculum in a system of academic, social-emotional learning and behavioral supports;
- Tier II supports students short-term with academic, behavioral or social-emotional difficulties, who need more than Tier I supports; and
- Tier III supports students who need more intensive interventions who have not progressed sufficiently with Tier II interventions.

The Scholastic Reading program was implemented in all elementary and middle schools in 2010-11. Approximately 1200 students in grades 3-8 participated in a three part reading program, including online instruction and assessment for one hour each day. Preliminary results indicate growth levels of one year or more for the majority of students.

In 2011-12, SRBI interventions will be expanded to include math, using the Fast Math and Fractionation programs.

### ANALYSIS OF 2010-2011 SRBI Results

- All NCLB categories achieved average growth levels of over 1 year.

School	Grade Range	# Students with Analysis Data	Mean Change in Lexile	Mean School Level Growth	% Students with 1+ Year's Gain
Asian	3 to 8	45	200	1.7	71%
Black	3 to 9	339	133	1.2	59%
Hispanic	3 to 11	494	141	1.4	59%
White	3 to 9	216	145	1.4	60%
<b>Grand Total</b>	<b>3 to 11</b>	<b>1094</b>	<b>142</b>	<b>1.4</b>	<b>59%</b>

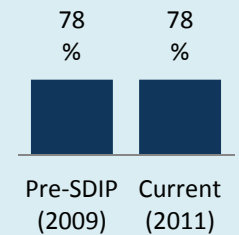
Bilingual	4 to 8	8	154	1.5	63%
ESL	3 to 11	275	145	1.4	60%
Fluent in English	3 to 11	841	138	1.3	59%

Free & reduced lunch (FRL)	3 to 11	775	142	1.4	60%
Not FRL	3 to 11	349	135	1.3	56%

Not Special Ed.	3 to 11	907	147	1.4	60%
Special Ed.	3 to 11	217	108	1.2	55%

### SPS SURVEY HIGHLIGHTS

■ SPS Teachers: "Teachers at my school provide regular communication to families about students' progress." (percent of teachers who strongly agree)



## B. DE-TRACKING/INSTRUCTIONAL GROUPING

The De-tracking/Instructional grouping strategies in the SDIP include the following:

- Implement more heterogeneous grouping through differentiated placement in English Language Arts/Social Studies and Math/Science in all SPS middle schools;
- Eliminate/reduce traditional ability grouping and increase small, flexible grouping in grades K-5; and
- Reduce number of low-level high school courses and increase participation of all students in AP and Honors courses.

Work is progressing on all three strategies. In middle school, two instructional groups – College Prep and Honors – have replaced four or more instructional groups, beginning with grade 6 in 2009-10, extended to grade 7 in 2010-11, and to grade 8 in 2011-12. In the elementary grades, flexible grouping whereby students are grouped and regrouped based upon specific instructional needs, has replaced tracked classes.

In high school, low level classes in math, science, English and social studies have been eliminated along with a number of unified arts classes.

## C. PROFESSIONAL LEARNING COMMUNITIES AND SCHOOL DATA TEAMS

- Professional Learning Communities (PLCs) are operative in all Stamford schools. Teachers meet at least once a week and use data to monitor student achievement.
- A PLC Reflection Guide has been developed and is used by schools to monitor progress toward meeting Gold Standards for PLCs, as defined by the Connecticut State Department of Education.
- A total of 65 teachers were trained in the Six Step PLC process in 2010-11; 76 teachers were trained to be trainers of the Six Step PLC process.
- School Data Teams were initiated in all SPS in 2010-11. Trainers from the Connecticut State Department of Education will support this work in 2011-12.

## D. SCHOOL CULTURE

- The process for reporting and recording Out of School Suspensions was refined in 2010-11 such that incidents are entered within 48 hours.
- A Behavior Incidents Recording Form was developed and piloted to monitor infractions that do not result in suspensions.
- Naviance Succeed, a college readiness computer program was launched in Fall 2010 to enable students and parents to track the college application process.
- Second Step, a school counseling curriculum, grades K-8, was provided to elementary and middle school social workers and guidance counselors.

## PART III: GRANTS/PARTNERSHIPS AND OPERATIONAL EFFICIENCIES

### GRANTS AND PARTNERSHIPS

Stamford Public Schools collaborates with community partners to pursue State, Federal and foundational funding to prepare each and every student for higher education and success in the 21st century. In 2010-11, SPS began implementing literacy support through another unprecedented award from the GE Foundation of nearly \$10.4 million over a period of three years.

SPS maintained funding for 2010-11 after school programming to benefit Stamford's students at the elementary, middle and high school level. Federal 21st Century Community Learning Center (21st CCLC) grants provided programs focused on helping children in high-need schools to succeed academically through the use of scientifically-based practice and extended learning time at the following schools with their partnering community organizations: Springdale (CTE), Hart (ROSCCO), Rippowam (Stamford YMCA) and Dolan (ROSCCO). Aspiring Leadership Through Action (ALTA) Academy, funded through the State After School Grant and partnered with The Yerwood Center, benefited Hispanic students at Westhill and Stamford High Schools through academic enrichment and parent engagement activities throughout the year. State funded Extended School Hours and Priority School District Grants funded afterschool at all other school sites.

In 2010-2011, SPS was awarded the Primary Mental Health Program Grant at Roxbury and Stillmeadow schools for the prevention of behavioral problems. The Education Credit Management Corporation (ECMC) mentoring grant awarded to Stamford High School benefits juniors who meet with mentors throughout the year to discuss college plans. Upon graduation, each ECMC Scholar receives a \$4,000 award for their first year of college, and \$2,000 for their second year.

SPS continues to partner with the Panasonic foundation and the Connecticut Center for School Change to increase instructional leadership capacity and achievement for all students.

#### SPS GRANT FUNDING

The following chart shows grant awards in 2009-10, 2010-2011 and estimated awards for 2011-12.

	2009-2010	2010-2011	Estimated 2011-2012*
<b>Total Grants Revenue</b>	\$29,579,361	\$27,629,139	\$23,169,708**
<b>Number of Grants</b>	42	38	40

\* Latest estimate, may be subject to change due to the availability of grant opportunities related to the Strategic District Improvement Plan (SDIP).

\*\* The 2011 reduction in revenue reflects the expiration of the American Reinvestment and Recovery Act (ARRA) funding and the end of the 5 year cycle for the G.E. Developing Futures Math/Science Grant.

## OPERATIONAL EFFICIENCIES

The following operational and fiscal improvements represent considerable savings realized during the 2010-2011 school year.

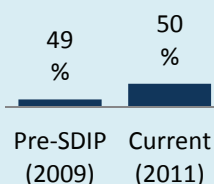
OPERATIONAL AND FISCAL IMPROVEMENTS, 2010-2011	
FISCAL	
<ul style="list-style-type: none"> <li>• Hired a Special Ed Management analyst, which produced an increase in grant revenue of \$251,000 and a reduction of 10 positions.</li> <li>• Updated district policies on Student Activity Accounts, Budget Transfers, School Building Use Fund, and Transportation.</li> <li>• Produced upgrades to Position Control System to assist with managing 2,097 positions.</li> <li>• With assistance from District Community Partners, assembled a task force to review all areas of Special Education to produce long-term structural changes and cost reductions.</li> <li>• Increased lunch program participation by 2% and profitability by 76%.</li> <li>• Settled Administrator (SAU) contract with 0% increase (year 1) and phase-out of “pre-normal retirement” payout.</li> <li>• Reduced retiree insurance enrollment by 90 members, producing budgetary savings of \$500,000 in 2011-12 and \$1 M in 2012-13 plus reductions in Post Retirement Benefit (OPEB) liability.</li> <li>• Assembled the 2011-2012 operating budget with an increase of 2.64% with assistance from the Citizen Budget Advisory Committee.</li> </ul>	
TRANSPORTATION	
<ul style="list-style-type: none"> <li>• Maintained a 99% on-time rate for district bus service.</li> </ul>	

## PART IV: MEASURABLE STUDENT ACADEMIC ACHIEVEMENT TARGETS, SMART GOALS 1, 2, and 3

### STRATEGIC DISTRICT IMPROVEMENT PLAN

#### SPS SURVEY HIGHLIGHTS

■ SPS Families: I am satisfied with the information I receive about the District's Goals (% very satisfied or satisfied)



Stamford Public Schools (SPS) completed the second year of implementation of the Strategic District Improvement Plan (SDIP) in 2010-2011. The SDIP is a three-year improvement plan developed and monitored by the District Data Team, a representative group of teachers and administrators that meets monthly.

The SDIP lays out clear action steps for each area and includes *results indicators*—measurable progress checks—for adult actions and student outcomes to be tracked at regular intervals. The SDIP also sets measurable targets to increase student achievement on Connecticut Mastery Tests (CMT) in grades 3-8 and the Connecticut Academic Performance Test (CAPT) in grade 10 and to decrease achievement gaps. Results for SMART Goals 1, 2, and 3 are presented in tables below.

The SDIP was accepted by the Stamford Board of Education in October 2009 and approved by the State Board of Education in November 2009. There are four areas of the SDIP, with two or three accompanying strategies for each area:

#### CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Developing, implementing and monitoring district-wide standards-based curriculum in math, literacy/English language arts and science for all students
2. Developing and implementing District Benchmark Assessments
3. Creating a system of scientific research-based interventions (SRBI)

#### DE-TRACKING/INSTRUCTIONAL GROUPING

1. Implementing more heterogeneous grouping in middle schools
2. Increasing small, flexible grouping in elementary schools
3. Increasing participation in AP and Honors courses and eliminating low-level coursework in high schools

#### PROFESSIONAL LEARNING COMMUNITIES AND DATA TEAMS

1. Continuing Professional Learning Communities for teachers to collaborate around student progress and instructional change
2. Developing School Data Teams to monitor and guide school-wide improvement
3. Leveraging the District Data Team to monitor the SDIP

#### SCHOOL CULTURE

1. Developing a system of positive behavior supports and interventions to enhance student achievement
2. Increasing schools' capacity to connect with all students and families

**A. SMART GOAL 1:** CMT in math, reading and writing: average grade-level gain in students at or above Proficient (CMT Levels 3, 4 and 5) of at least 12 percentage points over three years.

**AVERAGE GRADE-LEVEL PERCENTAGE POINT CHANGE ON THE CMTs FROM 2010 TO 2011 (SDIP YEAR 2):**

CONTENT AREA	GRADE	BASELINE YEARS % OF STUDENTS AT/ABOVE PROFICIENT				SDIP YEAR 1		SDIP YEAR 2		SDIP YEAR 3	
		2006	2007	2008	2009	2010	CHANGE FROM 2010	2011	CHANGE FROM 2010	2012 (TARGET MINIMUM)	CHANGE FROM 2011
<b>MATH</b>	3	73.5	77.0	75.3	75.6	78.8	3.2	80.4	1.6	87.6	N/A
	4	75.0	74.4	77.7	80.0	80.4	0.4	81.3	0.9	92.0	N/A
	5	79.7	80.3	82.1	84.6	86.9	2.3	87.4	0.5	96.6	N/A
	6	70.2	76.9	77.6	82.1	84.0	1.9	86.9	2.9	94.1	N/A
	7	70.8	71.7	77.6	80.9	80.4	-0.5	82.6	2.2	92.9	N/A
	8	70.6	72.9	72.8	79.9	80.5	0.6	80.9	0.4	91.9	N/A
	Average percentage point change from 2009 to 2011 in math: 2.7										
<b>READING</b>	3	62.6	65.3	64.0	65.4	64.6	-0.8	67.7	3.1	77.4	N/A
	4	69.3	61.8	62.1	69.0	64.3	-4.7	67.0	2.7	81.0	N/A
	5	70.9	71.0	69.5	74.8	70.9	-3.9	64.2	-6.7	86.8	N/A
	6	70.3	69.3	70.0	72.2	81.7	9.5	82.2	0.5	84.2	N/A
	7	74.2	71.5	76.1	81.4	77.4	-4.0	81.5	4.1	93.4	N/A
	8	70.9	70.5	69.8	78.7	78.5	-0.2	78.0	-0.5	90.7	N/A
	Average percentage point change from 2009 to 2011 in reading: -0.2										
<b>WRITING</b>	3	75.6	80.2	79.1	81.8	76.3	-5.5	77.1	0.8	93.8	N/A
	4	82.6	80.5	83.3	83.0	85.4	2.4	82.6	-2.8	95.0	N/A
	5	83.3	87.2	83.8	84.0	86.6	2.6	85.7	-0.9	96.0	N/A
	6	80.4	83.4	83.0	80.0	82.5	2.5	82.7	0.2	92.0	N/A
	7	78.2	77.8	79.9	79.2	71.6	-7.6	73.6	2.0	91.1	N/A
	8	76.3	77.5	75.9	83.4	80.1	-3.3	76.7	-3.4	95.4	N/A
	Average percentage point change from 2009 to 2011 in writing: -2.2										

**B. SMART GOAL 2:** CAPT in math, reading, writing and science: gain in students at or above Proficient (CAPT Levels 3, 4, and 5) of at least 12 percentage points over three years.

**AVERAGE GRADE-LEVEL PERCENTAGE POINT CHANGE ON THE CAPT FROM 2010 TO 2011 (SDIP YEAR 2):**

CONTENT AREA	GRADE	BASELINE YEARS* % OF STUDENTS AT/ABOVE PROFICIENT			SDIP YEAR 1		SDIP YEAR 2		SDIP YEAR 3	
		2007	2008	2009	2010	CHANGE FROM 2009	2011	CHANGE FROM 2010	2012 (TARGET MINIMUM)	TOTAL CHANGE FROM 2009-2011
MATH	10	63.3	71.5	69.3	67.7	-1.6	68.9	1.2	81.3	-.4
	Overall percentage point change from 2009 to 2011 in math: -0.4									
READING	10	75.6	78.8	77.8	78.7	0.9	79.2	0.5	89.8	1.4
	Overall percentage point change from 2009 to 2011 in reading: 1.4									
WRITING	10	72.5	85.3	85.5	80.9	-4.6	87.3	6.4	82.8	1.8
	Overall percentage point change from 2009 to 2011 in writing: 1.8									
SCIENCE	10	71.1	71.9	70.8	71.9	1.1	75.5	3.6	97.5	4.7
	Overall percentage point change from 2009 to 2011 in science: 4.7									

**SMART GOALS 1 AND 2: What Do the Data Tell Us?**

☑ In math, a cross sectional review (same grades, different students) indicates an increase of 2.7 percentage points in the percent of students, grades 3-8, scoring at/above Proficient on the CMTs from 2009 to 2011. The percent of tenth graders scoring at/above Proficient on CAPT decreased by .4 percentage points from 2009 to 2011.

☑ In math, a cohort comparison review, (same students, different grades) indicates an increase of 11 percentage points in the percent of third graders in 2009 scoring at/above Proficient as fifth graders in 2011; an increase of five percentage points in the percent of fourth graders in 2009 scoring at/above Proficient as sixth graders in 2011; a decrease of four percentage points in the percent of fifth graders in 2009 scoring at/above Proficient as seventh graders in 2011; and a decrease of one percentage point in the percent of sixth graders in 2009 scoring at/above Proficient as eighth graders in 2011.

☑ In reading, a cross sectional review (same grades, different students) indicates a decrease of .2 percentage points in the percent of students grades 3-8, scoring at/above Proficient on the CMTs from 2009 to 2011. The percent of tenth graders scoring at/above Proficient on CAPT increased by 1.4 percentage points from 2009 to 2011.

☑ In reading, a cohort comparison review (same students, different grades) indicates a decrease of one percentage point in the percent of third graders in 2009 scoring at/above Proficient as fifth graders in 2011; an increase of 11 percentage points in the percent of fourth graders in 2009 scoring at/above Proficient as sixth graders in 2011; an increase of five percentage points in the percent of fourth graders in 2009 scoring at/above Proficient as seventh graders in 2011; and an increase of six percentage points in the percent of sixth graders in 2009 scoring at/above Proficient as eighth graders in 2011.

**C. SMART GOAL 3:** On the CMT and CAPT: achievement gaps in math, reading and writing for targeted No Child Left Behind (NCLB) categories (Black, Hispanic, Economically Disadvantaged, English Language Learner and Special Education students) in relation to comparison categories will be reduced by at least one-third, with no loss in performance by any category, over three years. *The following table indicates the gaps in proficiency among target comparison groups, not proficiency rates. Negative values in the last column indicate that the gap narrowed from 2009 to 2011. Cells shaded in green indicate the gap narrowing by more than one percentage point from 2009 to 2011, with no loss in performance in target or comparison groups.*

\*Student may belong to more than one NCLB category; only NCLB categories of race/ethnicity are mutually exclusive.

TARGET GROUP	COMPARISON GROUP	TEST	2009 GAP (PERCENTAGE POINTS)	2011 GAP (PERCENTAGE POINTS)	GAP INCREASE (*) OR DECREASE (-)*
BLACK	ASIAN & WHITE	CMT MATH	27.7	27.6	-0.1
		CMT READING	29.7	32.9	3.2
		CMT WRITING	21.0	22.9	1.9
		CAPT MATH	44.1	40.2	-3.9
		CAPT READING	27.3	28.2	0.9
		CAPT WRITING	21.4	17.3	-4.1
ECONOMICALLY DISADVANTAGED	NOT ECONOMICALLY DISADVANTAGED	CMT MATH	22.9	21.4	-1.5
		CMT READING	28.7	30.9	2.2
		CMT WRITING	19.0	20.7	1.7
		CAPT MATH	32.7	28.4	-4.3
		CAPT READING	25.1	21.5	-3.6
		CAPT WRITING	21.3	12.4	-8.9
ENGLISH LANGUAGE LEARNERS	NOT ENGLISH LANGUAGE LEARNERS	CMT MATH	35.5	33.4	-2.1
		CMT READING	51.7	55.3	3.6
		CMT WRITING	29.5	33.5	4.0
		CAPT MATH	45.7	56.9	11.2
		CAPT READING	43.1	54.5	11.4
		CAPT WRITING	20.9	38.1	17.2
HISPANIC	ASIAN & WHITE	CMT MATH	18.1	17.4	-0.7
		CMT READING	25.9	25.2	-0.7
		CMT WRITING	15.3	19.1	3.8
		CAPT MATH	32.3	30.2	-2.1
		CAPT READING	24.7	20.2	-4.5
		CAPT WRITING	17.4	15.2	-2.2
STUDENTS WITH DISABILITIES	NOT STUDENTS WITH DISABILITIES	CMT MATH	29.3	22.9	-6.4
		CMT READING	33.1	26.9	-6.2
		CMT WRITING	53.9	56.7	2.8
		CAPT MATH	39.4	37.8	-1.6
		CAPT READING	31.4	28.6	-2.8
		CAPT WRITING	41.9	41.8	-0.1

**SMART GOAL 3: What Do the Data Tell Us?**

☑ In math, reduction in the achievement gap from 2009 to 2011 occurred on the CMTs for ELL and Students with Disabilities; on the CAPT, the achievement gap narrowed for Black, Economically Disadvantaged, and Hispanic students as well as for Students with Disabilities.

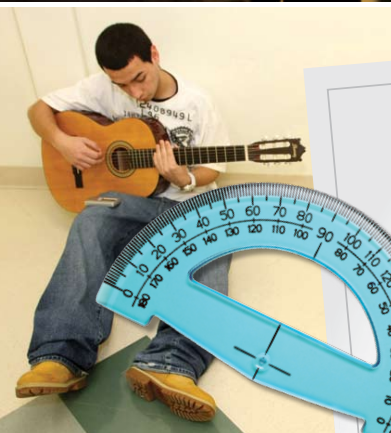
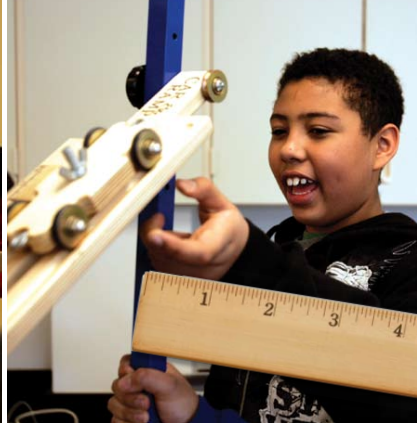
☑ In reading, reduction in the achievement gap from 2009 to 2011 occurred on the CMTs for Students with Disabilities; on the CAPT, the achievement gap narrowed for Economically Disadvantaged, Hispanic, and Students with Disabilities.



### Profile of Stamford Public Schools, 2010-11

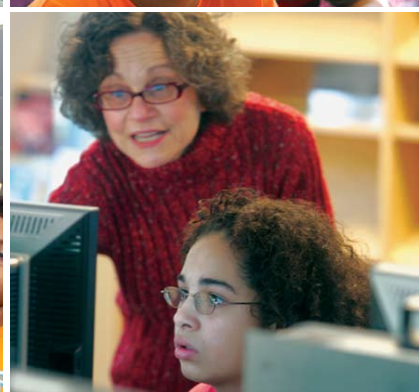
Profile of Stamford Public Schools, 2010-11			
Elementary Schools		Middle Schools	
	<b>Enrollment:</b>		<b>Enrollment:</b>
Davenport	559	Cloonan	598
Hart	505	Dolan	552
K.T. Murphy	541	Rippowam	642
Newfield	644	Rogers International	174
Northeast	729	Scofield	631
Rogers International	574	Turn of River	573
Roxbury	659	<b>Middle School Total:</b>	<b>3170</b>
Springdale	587		
Stark	533	<b>High Schools</b>	
Stillmeadow	647		<b>Enrollment:</b>
Toquam	624	Stamford High	1778
Westover	720	Westhill High	2248
Pre-K Services	23	Academy of Information Technology and Engineering (AITE)	678
<b>Elementary School Total:</b>	<b>7345</b>	<b>High School Total:</b>	<b>4704</b>
Program Information			
<ul style="list-style-type: none"> <li>- Rogers International and Rippowam are International Baccalaureate (IB) Schools.</li> <li>- Rogers International and AITE are inter-district magnet schools. Both schools are required to accept 25% of the student population from outside Stamford.</li> </ul>			
Fun Fact			
- There are over 50 languages spoken in the homes of students attending SPS			

## NOTES



OUR MISSION

The Stamford  
Public Schools  
prepares  
each and every  
student for  
higher education  
and success  
in the 21<sup>st</sup> century.





**Stamford Public Schools**

EXCELLENCE IS THE POINT.

**Administrative Offices**

Stamford Government Center

888 Washington Boulevard

Phone: (203) 977-4105

[www.stamfordpublicschools.org](http://www.stamfordpublicschools.org)