



Manchester Public Schools

Spring Data Update
2024-25

Board of Education Priorities

- All students in grades PK – 12 will demonstrate strong critical reading, writing, mathematics, and thinking skills.
- All students will attend school regularly and demonstrate appropriate behavior while engaged in school with enhanced monitoring, communication, and support from MPS staff.
- All members of the school community, particularly those from traditionally marginalized groups, will feel seen, heard, and valued AND empowered to work as partners to ensure students are successful (what should students know and be able to do? how are they doing? how can families help?)
- All staff members will feel heard, valued, supported, and empowered.
- All community members will understand and support the work of the Manchester Public Schools.

Board Priorities

Board Priority	Data Point
All students in grades PK – 12 will demonstrate strong critical reading, writing, mathematics, and thinking skills	ELA DIBELS and IXL Math IXL On Track Rate - Grade 9
All students will attend school regularly and demonstrate appropriate behavior while engaged in school with enhanced monitoring, communication, and support from MPS staff.	Chronic Absence Data Student Discipline Data
All members of the school community, particularly those from traditionally marginalized groups, will feel seen, heard, and valued AND empowered to work as partners to ensure students are successful (what should students know and be able to do? how are they doing? how can families help?)	Board of Education Surveys Parent Conference Data
All staff members will feel heard, valued, supported, and empowered.	Board of Education Surveys
All community members will understand and support the work of the Manchester Public Schools	Publications and Views Facebook Posts and big shares

Demographic Data

2024-25																			2018-19		2013-14	
	Bowers	Buckley	Highland	Keeney	Verplan	Waddell	Bennet	Illing	MHS	Presch	Head Start	MMA	Bentley	MRA	NH	MTC	District	Total	District	Total	District	Total
Total	372	282	302	369	469	496	879	772	1680	172	128	30	53	65	31	28		6146		6251		6256
Female	47.6%	46.4%	54.1%	44.3%	50.0%	46.0%	46.4%	49.5%	50.7%	37.0%	55.1%	41.2%	45.1%	43.6%	35.3%	38.5%	48.4%	2977	47.3%	2957	48.29%	3021
Male	52.4%	53.6%	45.9%	55.7%	50.0%	54.0%	53.6%	50.5%	49.2%	63.0%	44.9%	58.8%	54.9%	56.5%	64.7%	61.5%	51.5%	3170	52.7%	3294	51.71%	3235
Asian	4.3%	8.9%	7.6%	7.6%	6.5%	19.8%	7.1%	7.6%	8.1%	15.1%	11.0%	0.0%	0.0%	0.0%	0.0%	3.9%	8.2%	504	8.1%	509	8.12%	508
Black	20.9%	23.2%	21.1%	23.9%	23.5%	24.0%	24.1%	27.1%	24.7%	24.5%	32.2%	38.2%	23.5%	33.9%	35.3%	42.3%	24.4%	1501	24.2%	1510	22.04%	1379
Hispanic	46.0%	26.1%	34.0%	23.1%	49.6%	34.2%	36.8%	33.7%	37.0%	39.1%	45.7%	47.1%	45.1%	43.6%	52.9%	19.2%	36.6%	2250	28.9%	1809	25.00%	1564
White	22.7%	35.0%	32.3%	38.6%	14.1%	15.6%	27.7%	28.6%	26.0%	15.1%	5.5%	14.7%	19.6%	19.4%	8.8%	30.8%	25.9%	1592	35.3%	2208	40.12%	2510
F/R Meals	62.0%	47.5%	52.5%	49.2%	73.5%	59.2%	58.5%	53.0%	52.3%	68.8%	100.0%	73.5%	88.2%	72.6%	88.2%	61.5%	56.5*	3474	59.7%	3732	54.64%	3418
Not F/R Meals	38.0%	52.5%	47.5%	50.8%	26.5%	40.8%	41.5%	47.1%	47.7%	31.3%	0.0%	26.5%	11.8%	27.4%	11.8%	38.5%	43.5%	2676	40.3%	2519	45.36%	2838
Special Ed	20.6%	16.4%	10.6%	17.9%	16.2%	16.7%	18.4%	16.9%	15.0%	78.1%	8.7%	79.4%	51.0%	90.3%	44.1%	100.0%	18.1%	1111	16.0%	1001	13.38%	837
Not Special Ed	79.4%	83.6%	89.4%	82.1%	83.8%	83.3%	81.6%	83.1%	85.0%	21.9%	91.3%	20.6%	49.0%	9.7%	55.9%	0.0%	81.9%	5039	84.0%	5250	86.62%	5419
ML	10.4%	5.7%	6.9%	6.8%	12.4%	18.5%	9.5%	7.6%	8.6%	0.5%	0.0%	2.9%	7.8%	4.8%	14.7%	7.7%	9.5%	584	6.3%	393	5.63%	352
Not ML	89.6%	94.3%	93.1%	93.2%	87.6%	81.5%	90.6%	92.4%	91.4%	99.5%	100.0%	97.1%	92.2%	95.0%	85.3%	92.3%	90.5%	5566	93.7%	5858	94.37%	5904

Summary of Board of Education Meetings

Teaching and Learning	School Updates	Financial Management	Building Projects
Summer Programming Update Update on Humanities Update on STEAM Update on School Counseling Update on Special Education	Keeney Update Bennet Update MRA Update MTC Update MHS Update	Budget Workshops Superintendent's Proposed Budget Presentation Board of Education Proposed Budget Presentation Regular Budget Updates	MPS 2035 Presentation Keeney Update Bowers Update
Culture and Climate	Human Capital and Talent Development	Data and Accountability	Operations
Update on Family Partnerships Update on Phone Free Schools	Update on Human Capital and Talent Development Teacher of the Year Celebration	Spring Data Update Fall Data Update Winter Data Update	Opening of School Update

Board of Education Priority #1 - Reading

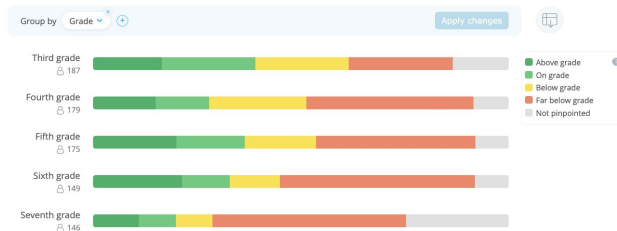
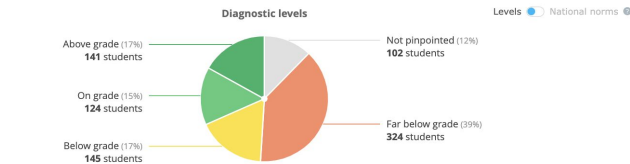
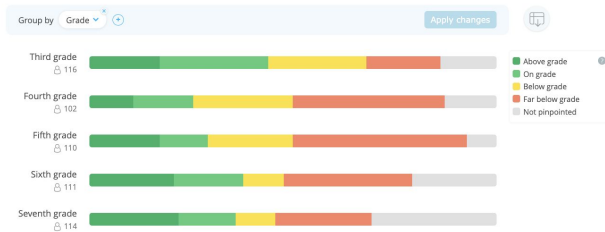
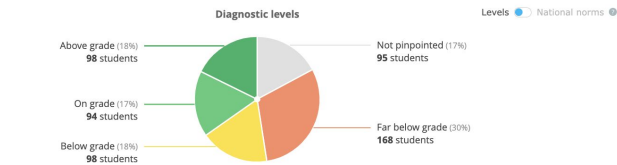
DIBELS Achievement Grades 1 - 3 ORF - All Students

School	DIBELS % Meets/Exceeds Gr 1			DIBELS % Meets/Exceeds Gr 2			DIBELS % Meets/Exceeds Gr 3		
	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23
Bowers	77.19%	61.22%	46.50%	41.18%	54.93%	45.40%	55.42%	39.71%	39.70%
Buckley	82.69%	74.07%	76.90%	55.77%	70.00%	72.90%	67.19%	65.96%	72.30%
Highland Park	78.00%	69.33%	48.40%	81.94%	61.33%	45.20%	63.38%	44.62%	41.80%
Keeney	75.76%	74.07%	32.70%	69.01%	58.06%	33.30%	70.97%	50.00%	43.20%
Verplanck	53.40%	60.00%	30.40%	52.87%	64.77%	30.90%	53.26%	28.57%	34.40%
Waddell	63.44%	56.00%	50.00%	53.76%	57.14%	39.60%	50.48%	43.90%	46.30%
District	68.88%	62.95%	45.90%	58.92%	59.91%	42.50%	58.70%	41.74%	46.00%

- Percentage of students meeting or exceeding the grade level goal on the DIBELS ORF (# of words read correctly in one minute) has increased significantly since 2022-23
- Increased focus on phonics and phonemic awareness K - 3
- ARC implemented in grades 1 and 2 this year

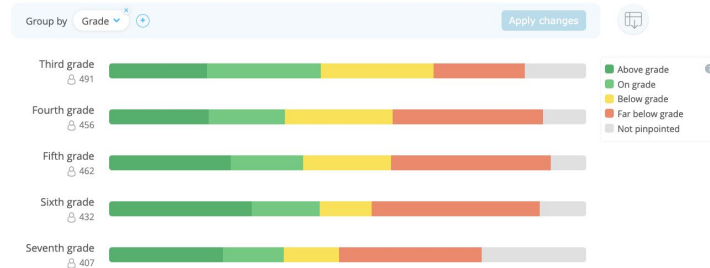
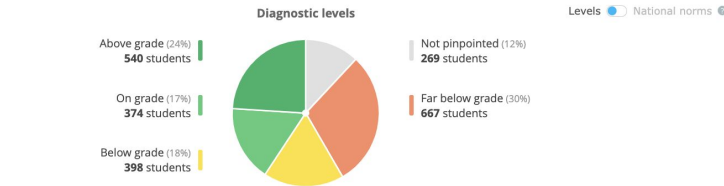


Board of Education Priority #1 - Reading



Reading IXL Achievement Grades 3 - 7

- 2025-26 is the first year we are using IXL ELA in Grades 3-4
- 42% of all students grades 3-4 at or above grade level
- 66 % of all students grades 3-4 approaching or above grade level
- Implementation of ARC in Grade 3 in 2025-26
- 35% of Black students and 32% of Hispanic students on or above grade level
- 61% of Black students and 56% of Hispanic students approaching or above grade level



Board of Education Priority #1 - Reading Next Steps

- ARC program to be implemented in grades K and 3
- ARC program implementation - year 2 in Grades 1 and 2
- EL curriculum implementation - year 2 in Grades 5 - 8
- IXL will continue to be used in Grades 3 - 7; Working to preserve time in Grade 3 with new curriculum implementation
- Continued focus on reading fluency based on DIBELS results
- Intentional scheduling of cusp reading students in Grades 2 and 3
- Maintain and grow Grade 3 cohort entering Grade 4
- Intentional scheduling of ELA students Grades 5 - 8
- Recapture WIN time Grades 7 and 8



Board of Education Priority #1 - Math



Math IXL Achievement Grades 2 - 8

- 49% of all students grades 2 - 8 on or above grade level compared to 46% in 2023-24
- 69% of all students grades 2 - 8 are approaching or above grade level compared to 66% in 2023-24
- Grade 6 broke the pattern of underperforming the previous grade level
- 42% of Black students grades 2 - 8 are on or above grade level compared to 36% in 2023-24
- 64% of Black students grades 2 - 8 are approaching or above grade level compared to 57% in 2023-24
- 40% of Hispanic students grades 2 - 8 are on or above grade level compared to 39% in 2023-24
- 63% of all students grades 2 - 8 are approaching or above grade level compared to 60% in 2023-24
- Hispanic students in grades 2-4 remained at 56% at or above grade level
- Hispanic students in grades 5-6 increased to 37% at or above grade level compared to 29% during 2023-24
- Hispanic students in grades 7-8 dipped compared to 23-24



Board of Education Priority #1 - Math Instruction

Table 1. Demographics

	National %	IXL %
Gender		
Female	48.8	48.9
Male	51.1	51.1
Race/ethnicity		
American Indian or Alaska Native	0.8	1.3
Asian	5.0	5.4
Black or African American	15.4	18.5
Hispanic or Latino	30.3	28.2
Native Hawaiian or Pacific Islander	0.3	0.2
White	48.5	46.6
Free or reduced-price lunch	50.1	48.0

The sample included IXL Diagnostic Snapshots administered to 734,064 students from 2,690 schools in 48 states and Washington D.C. during the 2022-23 academic year. School-level demographic data were obtained from the National Center for Education Statistics (NCES; <https://nces.ed.gov/ccd>).

After matching the IXL Diagnostic sample with school-level demographics, we were able to compare the IXL Diagnostic student demographics with the national averages. As seen in Table 1, the IXL Diagnostic sample is sufficiently representative of student demographics nationwide.



Board of Education Priority #1 - Math Instruction

Content IXL National Norms Grades 2 - 8 - All Students



- 55% of All MPS students at or above IXL national average
 - 59% Grades 2 - 4
 - 57% Grades 5 - 6
 - 45% Grades 7 - 8



Board of Education Priority #1 - Math Instruction

Content IXL National Norms Grades 2 - 8 - Black Students



- 48% of Black students at or above IXL national average

- 53% Grades 2 - 4
- 48% Grades 5 - 6
- 40% Grades 7 - 8

Compared to

- 55% of All MPS students at or above IXL national average
- 59% Grades 2 - 4
- 57% Grades 5 - 6
- 45% Grades 7 - 8



Board of Education Priority #1 - Math Instruction

Content IXL National Norms Grades 2 - 8 - Hispanic Students



- 46% of Hispanic students at or above IXL national average
 - 53% Grades 2 - 4
 - 50% Grades 5 - 6
 - 29% Grades 7 - 8

Compared to

- 55% of All MPS students at or above IXL national average
 - 59% Grades 2 - 4
 - 57% Grades 5 - 6
 - 45% Grades 7 - 8

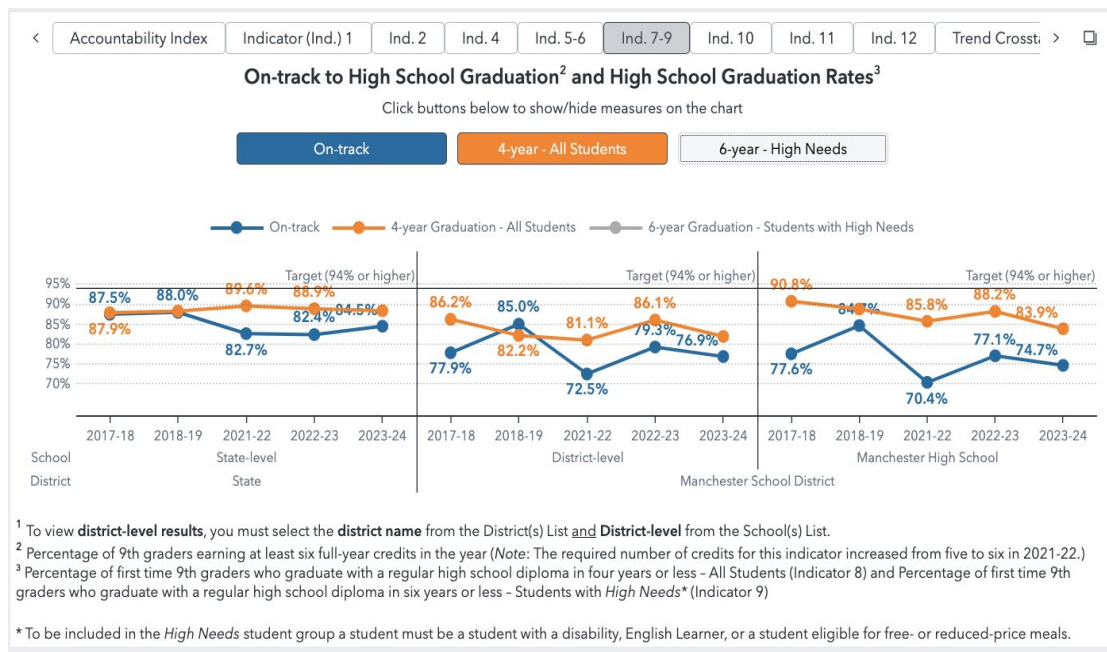


Board of Education Priority #1 - Math Next Steps

- Continue implementation of Building Thinking Classrooms in Mathematics - Vertical Surface Work at all schools
- Continue structured classroom visit protocol focused on BTC and IXL implementation
- Integrate successful models of IXLeration in targeted areas across the district
- Analyze Smarter Balanced Data compared to IXL Data to sharpen IXL predictive targets
- Continue High School tutor model implemented at Illing
- Intentional scheduling of Math students Grades 3 - 8
- Recapture WIN time Grades 7 and 8



Board of Education Priority #1 - On Track and Graduation



- 9th grade On-Track rate slipped at Manchester High School in 22-23
- RISE Dashboard returned to use for monitoring in 24-25 following the conversion to Infinite Campus
- 24-25 On-Track rates not yet available
- Graduation rates for the district and MHS both increased in released 23-24 data (MPS to 83.8% and MHS to 84.9%)

Board of Education Priority #1 - On Track and Graduation

School	Race/Ethnicity	Graduates				
		Four-Year Graduation Rate by Year				
		2019-20	2020-21	2021-22	2022-23	2023-24
Manchester High School	Asian	100.0	90.3	87.9	97.2	96.7
	Black	85.0	82.6	90.0	83.9	88.5
	Hispanic	85.4	83.0	85.6	76.8	80.4
	Indian or Alaska Native	*	*	*	*	N/A
	Two or More Races	*	*	*	*	*
	White	89.9	87.3	88.6	88.7	85.7
	Hawaiian or Pacific Islander	N/A	N/A	*	N/A	*

* The data are suppressed to ensure confidentiality.

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

- Graduation rates for the district and MHS both increased in released 23-24 data (MPS to 83.8% and MHS to 84.9%)
- Similar disparity between all students and Hispanic students as we have in other MPS data
- District five (5) year high for graduation rates of Black students

District	Race/Ethnicity	Graduates				
		Four-Year Graduation Rate by Year				
		2019-20	2020-21	2021-22	2022-23	2023-24
Manchester School District	Asian	100.0	87.5	85.3	97.2	93.5
	Black	75.2	76.7	85.1	82.8	86.9
	Hispanic	78.5	78.1	83.2	72.8	79.9
	Indian or Alaska Native	*	*	*	*	N/A
	Two or More Races	*	*	*	*	*
	White	83.7	83.0	88.6	87.3	84.8
	Hawaiian or Pacific Islander	N/A	N/A	*	N/A	*

* The data are suppressed to ensure confidentiality.

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

Board of Education Priority #1 - College and Career Next Steps

- Continue to reduce barriers to students accessing college credit bearing courses and internships
- Continue to strengthen MHS Flight Path / Senior Story programming at MHS
- Evaluate 9th grade on track programming once 9th grade on track rates are posted
- Evaluate MHS focus on cusp students once grades are posted
- Reevaluate MHS chronic absence strategies
- Continue to program for high school population that was in grades 4 - 8 during peak of COVID-19



Board of Education Priorities

- All students will attend school regularly and demonstrate appropriate behavior while engaged in school with enhanced monitoring, communication, and support from MPS staff



Board of Education Priority #2 - Attendance and Student Discipline

School Year Through Q3	Entries	Cell phone Events	Non-cell phone Events	Difference without phones
2024-25	4465	1963	2502	768 less referrals this year
2023-24	3285	15	3270	

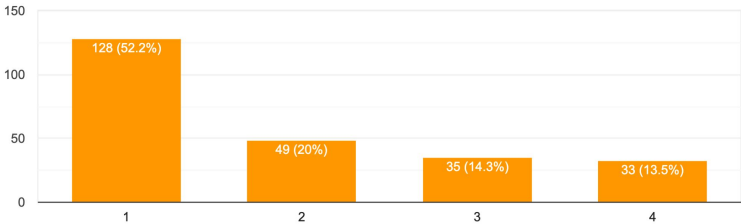
- The implementation of Yondr pouches is an innovative solution to the distractibility and other issues caused by cell phones. MPS was one of the first district to implement Yondr in Connecticut and implemented in all secondary schools this year



Board of Education Priority #2 - Attendance and Student Discipline

Cell phone are a distraction in my class. If this question is not applicable to your role, leave it blank and continue to the next question.

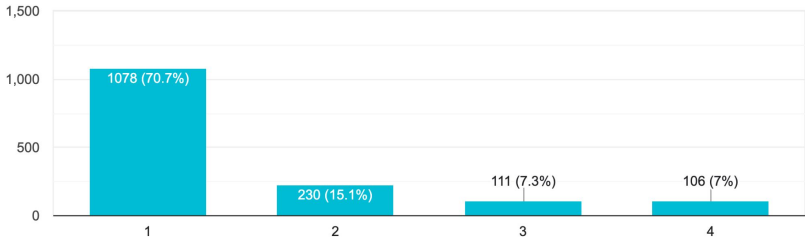
245 responses



Staff

Cell phone use is a distraction for me in class.

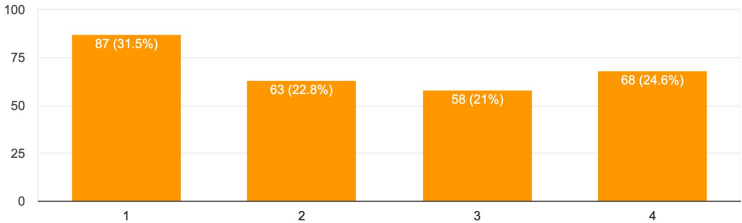
1,525 responses



Students

Cell phones are a distraction in this school. If this question is not applicable to your role, leave it blank and continue to the next question.

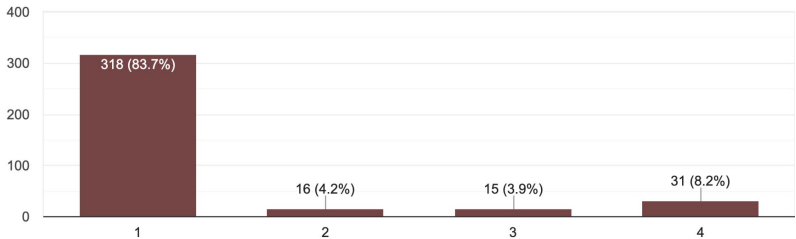
276 responses



Staff

I have gotten a phone call about my student's cell phone use this year.

380 responses



Families

Board of Education Priority #2 - Attendance and Student Discipline

% Chronically Absent 161 Days										
	Bowers	Buckley	Highland	Keeney	Verplanck	Waddell	Bennet	Illing	MHS	District
Female	19.1%	9.5%	7.5%	12.9%	19.7%	24.6%	16.9%	17.1%	25.2%	20.6%
Male	18.9%	18.6%	12.2%	11.5%	16.2%	19.9%	20.5%	18.9%	23.3%	20.9%
Asian	5.9%	11.5%	9.5%	0.0%	17.2%	21.9%	31.8%	18.3%	12.6%	17.1%
Black	17.3%	16.7%	6.4%	10.8%	12.0%	13.9%	13.0%	15.2%	22.0%	18.0%
Hispanic	21.4%	18.6%	18.6%	23.8%	21.0%	25.3%	25.2%	26.1%	32.0%	27.3%
White	14.3%	7.1%	2.2%	7.0%	17.7%	23.9%	10.9%	12.4%	18.8%	14.4%
F/R Meals	24.8%	22.0%	13.5%	17.8%	19.6%	26.4%	25.3%	23.5%	31.0%	26.6%
Not F/R Meals	9.0%	6.2%	5.2%	6.3%	12.3%	14.9%	8.3%	11.3%	15.6%	12.2%
Special Ed	26.0%	30.4%	5.6%	16.9%	20.0%	23.8%	27.7%	29.1%	38.7%	32.4%
Not Special Ed	17.2%	11.1%	10.2%	11.0%	17.4%	21.8%	16.8%	15.6%	21.9%	18.1%
ML	20.5%	18.2%	28.6%	18.5%	19.7%	15.1%	23.6%	15.4%	30.8%	23.6%
Not ML	18.8%	14.1%	8.1%	11.6%	17.6%	23.9%	18.3%	18.3%	23.7%	20.5%
Total	19.0%	14.4%	9.6%	12.1%	17.9%	22.1%	18.8%	18.0%	24.3%	20.8%

Board of Education Priority #2 - Attendance and Student Discipline

Range	Risk	Staff
Less than 7% Absent	No Risk	Attendance Secretary
8% - 9% Absent	At Risk	Attendance Secretary / Student Engagement Specialist / Attendance Staff
10% -15% Absent	High Risk	Student Engagement Specialist / Attendance Staff / Social Worker
More than 15% Absent	Very High Risk	Administrator / Social Worker / District Staff
More than 25% Absent	Severe Risk	District Staff



- Clarifying roles based on the % days absent is critical in successfully responding to students intentionally using attendance and climate data



Board of Education Priority #2 - Attendance and Student Discipline

Number of Students with 1 or More ISS/OSS 5-12 by School and Grade											
		Total	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 9*	Grade 10	Grade 11	Grade 12
Female	49.5%	39.1%	35.0%	26.0%	28.1%	37.3%	48.3%	37.9%	53.6%	46.5%	37.3%
Male	50.5%	60.7%	65.0%	74.0%	71.9%	62.7%	50.6%	62.1%	46.4%	53.5%	62.7%
Asian	8.2%	2.1%	0.0%	0.0%	3.5%	2.0%	4.6%	0.0%	2.1%	1.4%	1.7%
Black	24.7%	35.4%	30.0%	43.8%	36.0%	32.4%	36.8%	20.7%	33.0%	36.6%	40.7%
Hispanic	36.6%	45.1%	50.0%	42.5%	41.2%	50.0%	42.5%	58.6%	49.5%	42.3%	37.3%
White	25.9%	13.1%	15.0%	11.0%	15.8%	11.8%	12.6%	13.8%	9.3%	15.5%	15.3%
Special Ed	18.1%	34.2%	42.5%	34.2%	26.3%	36.3%	36.8%	41.4%	30.9%	33.8%	39.0%
Not Special Ed	81.9%	65.8%	57.5%	65.8%	73.7%	63.7%	63.2%	58.6%	69.1%	66.2%	61.0%
EL	9.50%	10.0%	2.5%	6.8%	6.1%	17.6%	8.0%	17.2%	9.3%	12.7%	10.2%
Not EL	90.50%	90.0%	97.5%	93.2%	93.9%	82.4%	92.0%	82.8%	90.7%	87.3%	89.8%



Board of Education Priority #2 - Attendance and Student Discipline

- 2024-25 Chronic Absence ticked down to 20.8% after 161 days
- Chronic Absence was 20.7% after 161 days during 2023-24
- Overall, disproportionality of suspensions remained the same as in 2022-23 with a decrease in disproportionality between students with disabilities and their peers in 2024-25
- Saturday detention and Saturday Catch up programs still running grades 7-12
- Day Flight program running alongside Ecredit
- CHR Counseling and School Based Health Center (Illing) providing support for students K - 12



BOE Priority #2 - Attendance and Student Discipline Next Steps

- Continue focus on decreasing chronic absence 9 - 12 and in alternative spaces with revised tiers for interventions
- Reassign Student Engagement Specialist from elementary to Manchester High School to support attendance intervention
- Continue to review disproportionate suspensions of students with disabilities and develop interventions
- Review and revise cell phone free school plans with a focus on hallways and common areas
- Refocus on Tiers 1 and 2 Behavioral Supports and Interventions
- Continue CHR Counseling and School Based Health Centers providing support for students K - 12



Board of Education Priorities

- All members of the school community, particularly those from traditionally marginalized groups, will feel seen, heard, and valued AND empowered to work as partners to ensure students are successful (what should students know and be able to do? how are they doing? how can families help?)



Board of Education Priority #3 - Family Partnership

- Family Resource Centers
 - Play Groups
 - Family Engagement
 - Positive Youth Development
 - Outreach
 - Resource and Referral Provided
- Welcome Center
 - Registration - 2,130 registrations
 - Food Pantry
 - Diaper Bank
 - Clothing and School Supplies

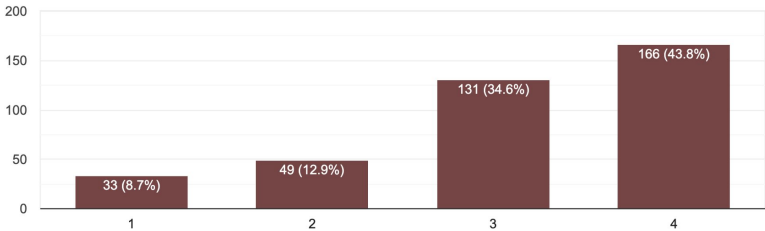
Over 3,000 total students and families served



Board of Education Priority #3 - Family Partnership (Families)

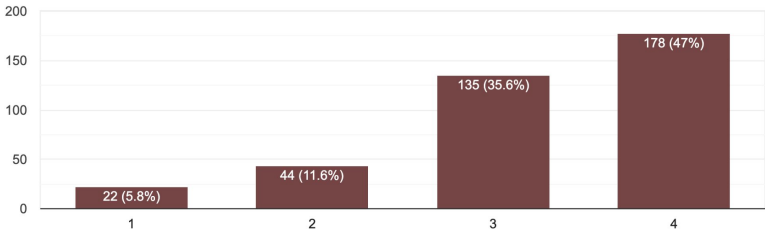
My child feels like they are a part of this school community.

379 responses



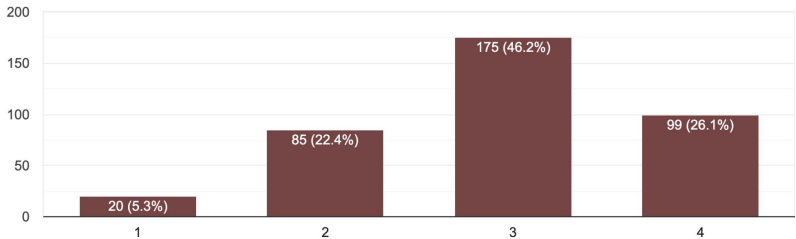
My child's teacher/teachers have high expectations for them in class.

379 responses



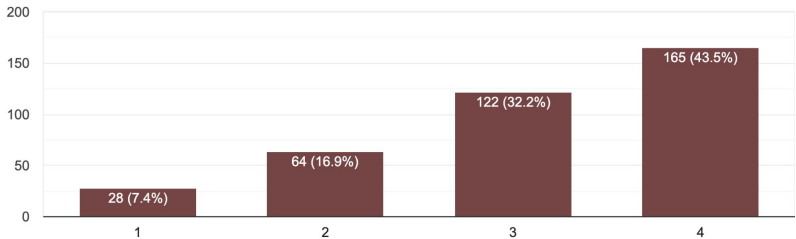
My child is challenged in their class/classes.

379 responses



I know how my child is doing academically at all times.

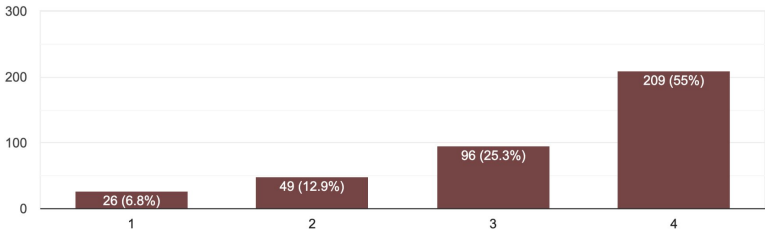
379 responses



Board of Education Priority #3 - Family Partnership (Families)

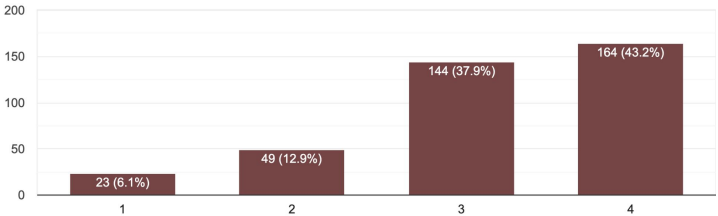
I receive positive feedback about my child from their teacher/teachers.

380 responses



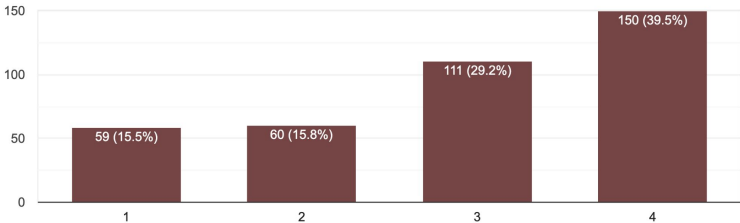
My child is learning about the contributions, history, and or experiences of people from a wide range of social identities (people from various racial and e...dentities, religious or spiritual backgrounds, etc.).

380 responses



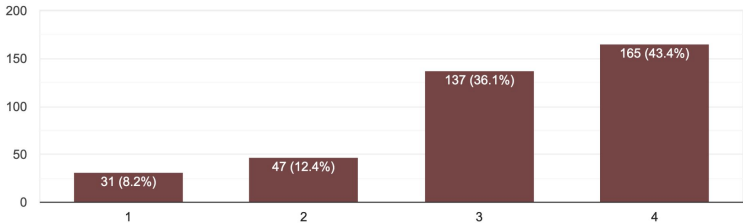
If my child needs extra help with school work, adults at school offer them additional support before or after the school day.

380 responses



If my child needs extra help with school work, adults at school offer them small group or individual support during the school day.

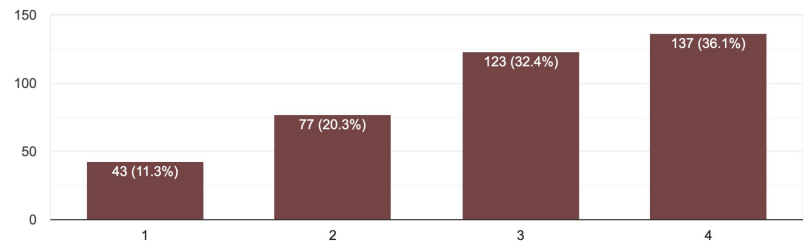
380 responses



Board of Education Priority #3 - Family Partnership (Families)

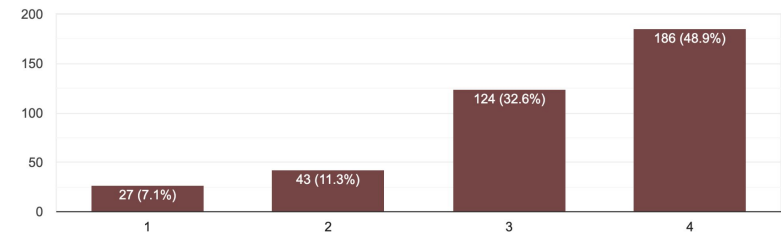
I am given the tools and support I need to help my child learn at home.

380 responses



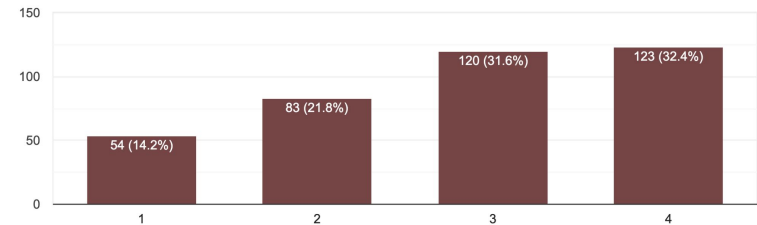
Adults at my child's school get to know my child as an individual.

380 responses



I am familiar with appropriate individual and small group wellness supports for students and families through district staffing (social workers, psychologists) and outside agencies.

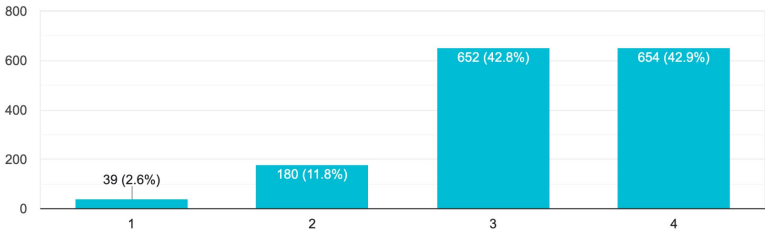
380 responses



Board of Education Priority #3 - Family Partnership (Students)

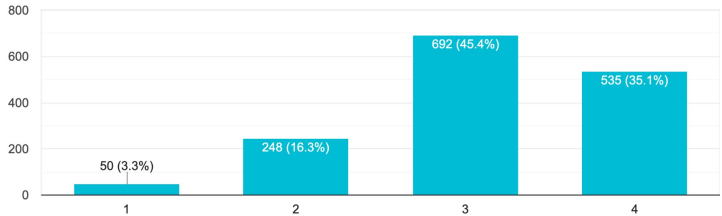
I receive positive feedback from my teacher/teachers.

1,525 responses



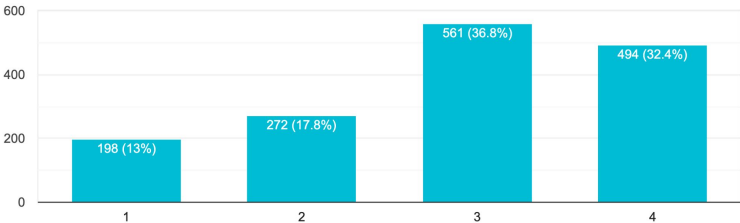
I am learning about the contributions, history, and experiences of people from various racial and ethnic backgrounds, class backgrounds, religious or spiritual backgrounds, etc.

1,525 responses



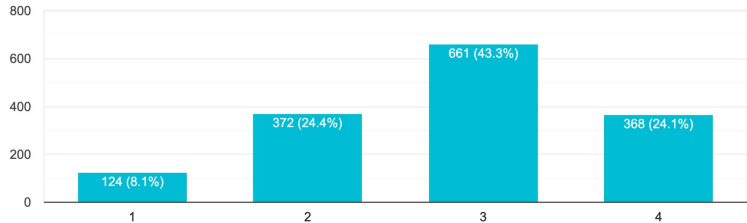
If I need extra help with school work, adults at my school offer me small group or individual support before or after the school day.

1,525 responses



If I need extra help with school work, adults at my school offer me small group or individual support during the school day.

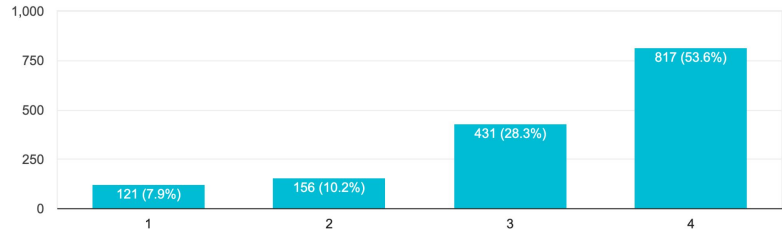
1,525 responses



Board of Education Priority #3 - Family Partnerships (Students)

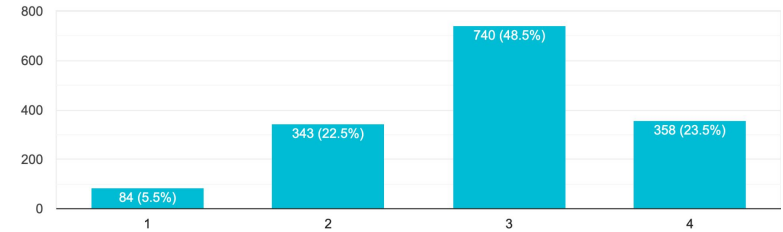
There is at least one adult in this school I can go to if I have a problem.

1,525 responses



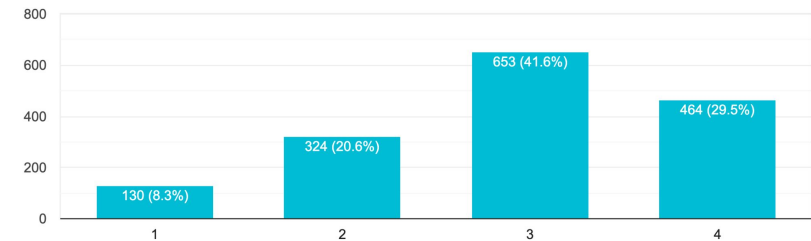
I am challenged in my class/classes.

1,525 responses



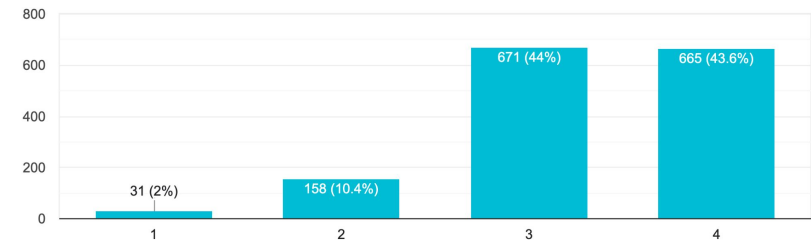
I feel like I am a part of this school community.

1,571 responses



My teacher/teachers have have high expectations for me.

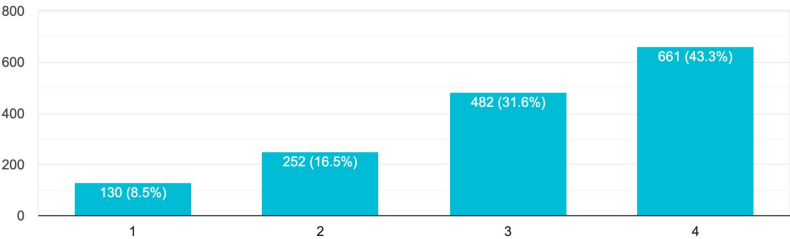
1,525 responses



Board of Education Priority #3 - Family Partnerships (Students)

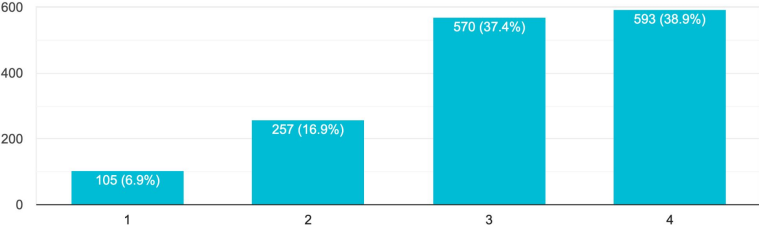
I know who I can talk to if I ever need help with my behavior or feelings.

1,525 responses



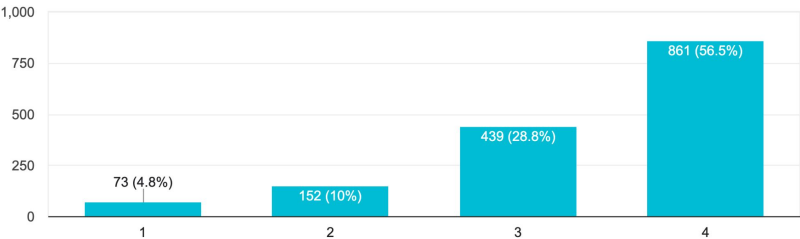
My family supports my learning at home with materials provided by my teacher.

1,525 responses



My family talks to me about how I am doing in school.

1,525 responses



Board of Education Priority #3 - Family Partnership

- Overall, students report being challenged in class (71%), receiving positive feedback (85%), having adults they can go to for support (80%) and feeling part of the school community (70%)
- Overall, families report their students are being challenged in class (72%), have adults they can go to for support (80%) and feeling part of the school community (77%)
- Families also reports that they are receiving positive feedback about their students (80%) and know how their students are doing academically (75%)
- Only 63% of families report knowing about individual or group wellness supports
- Note - Low parent response rate (about 10%)



Board of Education Priority #3 - Family Partnership

- Work with families on supporting high academic and behavioral expectations for students
- Ensure families are aware of individual and small group wellness options for student
- Increase family engagement in the survey or other methods of feedback (Nellie Mae focus group process)



Board of Education Priorities

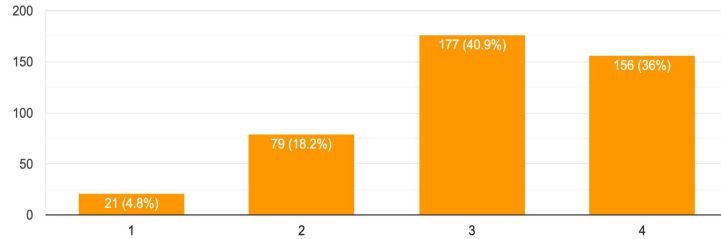
- All staff members will feel heard, valued, supported, and empowered



Board of Education Priorities - Staff

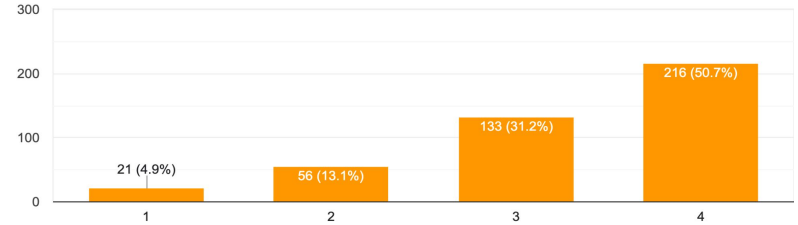
I feel like a valued member of the MPS team.

433 responses



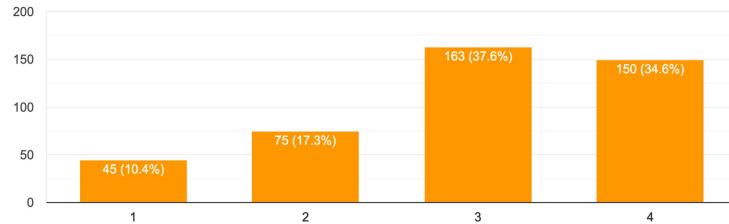
The principal sets high expectations and progress toward goals.

426 responses



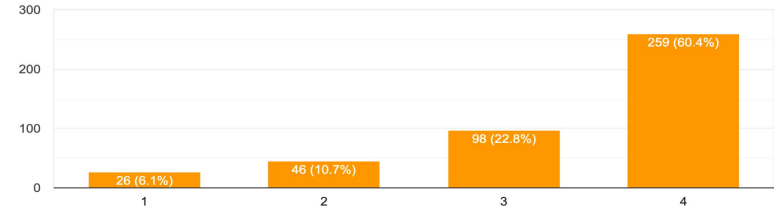
I feel supported by district administration.

433 responses



I feel comfortable going to at least one member of this school's/department's administrative team if I have a problem.

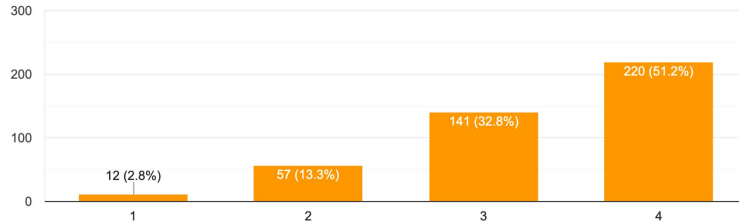
429 responses



Board of Education Priorities - Staff

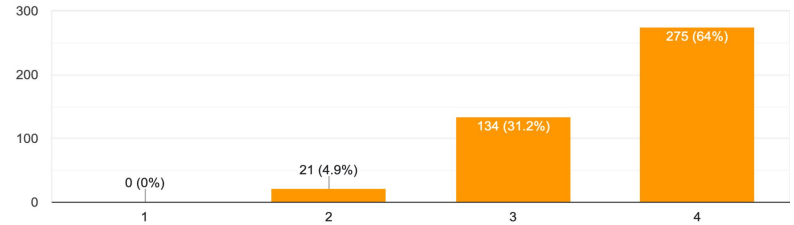
Staff in this school/department support each other.

430 responses



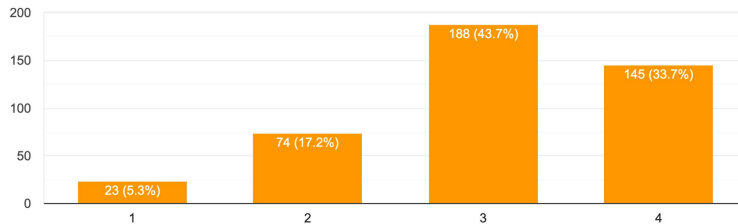
I know what is expected of me in my role.

430 responses



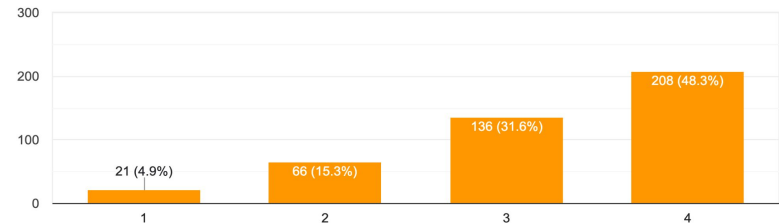
Staff at this school/department hold each other accountable for meeting expectations.

430 responses



I feel like I am a part of this school's/department's community.

431 responses



Board of Education Priorities

- Overall, staff report feeling like a member of the MPS team (76%), feeling supported by district administration (72%), going to and least one member of the school's administrative team if they have a problem (82%) and knowing what is expected of them (95%)
- Staff also feel supported by their colleagues (84%), held accountable by each other (77%) and a part of their school community (79%)
- Staff response rate 30%



Board of Education Priorities

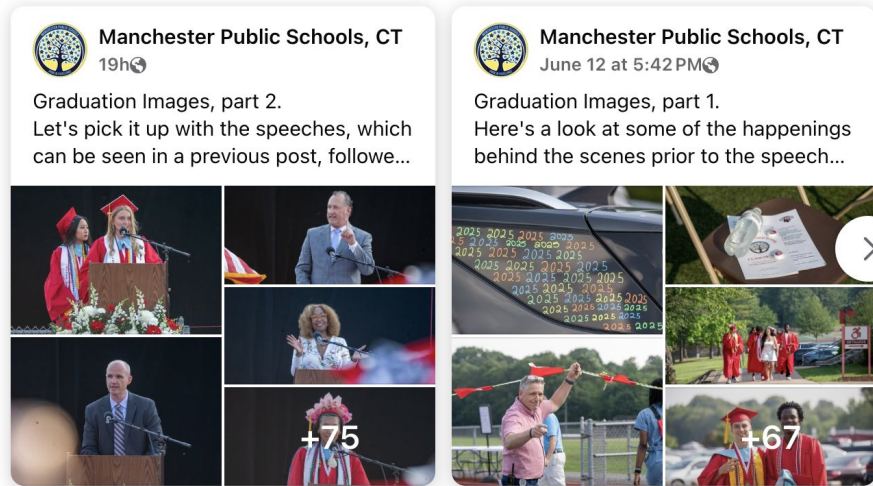
- Disaggregate data by school and demographics
- Revisit *“Staff in this school hold each other accountable for meeting expectations”*
- Review staff attendance and process for monitoring and supporting improved attendance
- Develop staff support plan for 2025-26



Board of Education Priorities

- All community members will understand and support the work of the Manchester Public Schools

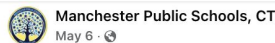
Featured



Community Engagement



Dozens of volunteers -- including local business people and other professionals from throughout the area -- have spent time at MHS this week, interviewing juniors and t... [See more](#)



Last week the Waddell Elementary School Family Resource Center hosted a breakfast and a lunch for moms and significant female figures in student's lives. We have a few... [See more](#)



Wednesday's Department of Public Works Day Celebration included a chance for youngsters to check out some cool trucks, plus six Manchester High School students were rec... [See more](#)



5 Year Priorities - Initial Thoughts

- High Expectations
 - Hold the cohorts
 - SB improvement
 - Reading - Early Elementary
- College and Career
- Renovate Illing and MHS
- Artificial Intelligence
- Engage Hispanic students and families
- Stabilize staffing at schools where there has been turnover



A Note on Artificial Intelligence

- District working group comprised of administrators and Technology Integration Specialists
- Small pilots underway at MHS
- AI Fundamentals infographic in draft form
- AI Guidelines document coming soon
- All administrators engaged in professional learning on AI on June 18
- Follow up professional learning planned for department leaders
- Implementation is still a work in progress

