September 28, 2015

2014-15 Performance Review

School Change 2.0 Goals

We are raising the bar for New Haven.
Every Student from every neighborhood in New Haven deserves a great school, great teachers, and a great education. Period.

PK-8 Success. By 2020…
- Functional reading by the end of first grade (85% of students at functional reading on internal benchmarks)
- Grade-level reading and math at the end of middle school (70% on track in Reading and 50% on track in Math on 8th grade Smarter Balanced assessments)

High School Success. By 2020…
- High School Completion: 85% four year graduation rate, 95% of students earning a diploma or GED within 6 years
- College Readiness: College readiness as measured by internal and external benchmarks (50% of students college ready on SAT)

College and Career Success. By 2020…
- More than 80% of each graduating class going to college and enrolling in a second year
- An additional 15% of graduating class enrolled in the military or a confirmed apprenticeship after graduation

NHPS School Change and Organizational Priorities

SCHOOL CHANGE PRIORITIES

Academic Learning
The knowledge and skills to succeed in college and career

Social Emotional & Physical Growth
The attitudes and behaviors to succeed in college, career, and life

Talented Educators
Educators engaged in purposeful, supportive, and meaningful teaching and learning

Portfolio of Schools
Schools supported on their own unique paths to success

Family & Community
Leveraging community and parent resources and partnerships for greater collective impact

Resource Stewardship
Wise investments that support student learning

2015-2016 Organizational Launch Initiatives

Reading
Reading is fundamental. Organizing to strengthen the instruction of reading across grades, across content areas, and across the community so that every graduate of New Haven Public Schools can succeed in post-high school education and life

Attendance & Engagement
In life, showing up is half the battle. Working with students, staff, families, and the community to ensure that chronic absenteeism is addressed, and that students are successfully restored, engaged – and reading – in school from the early grades through high school

School Support
The School is the unit that matters. Strengthening the support offered to schools, so that central office more fully reflects the priorities and needs of the diverse portfolio of schools
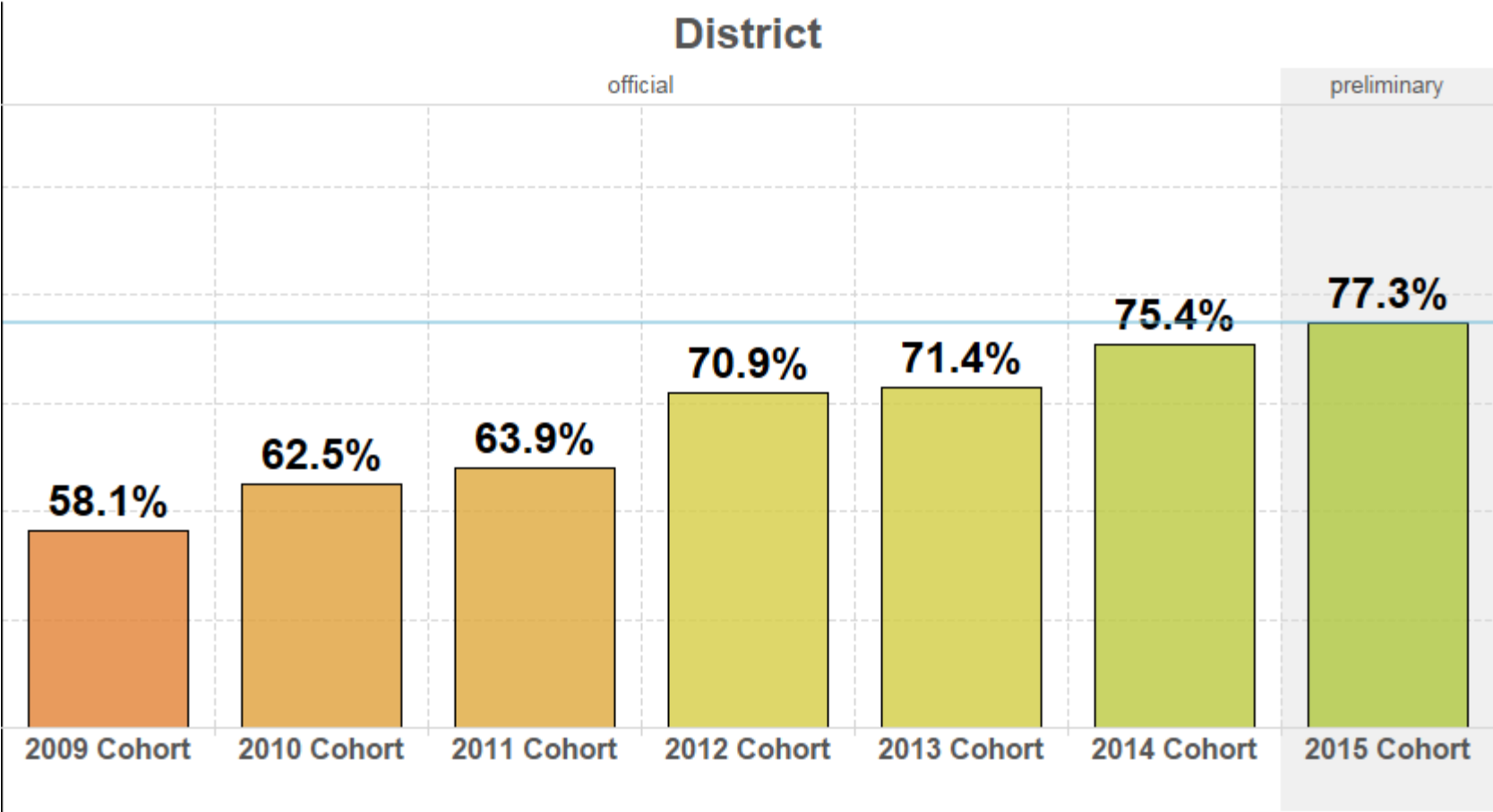
Educational Outcomes Over Time

Long term outcomes for students continue to improve, with more students graduating and more of those graduates progressing in college
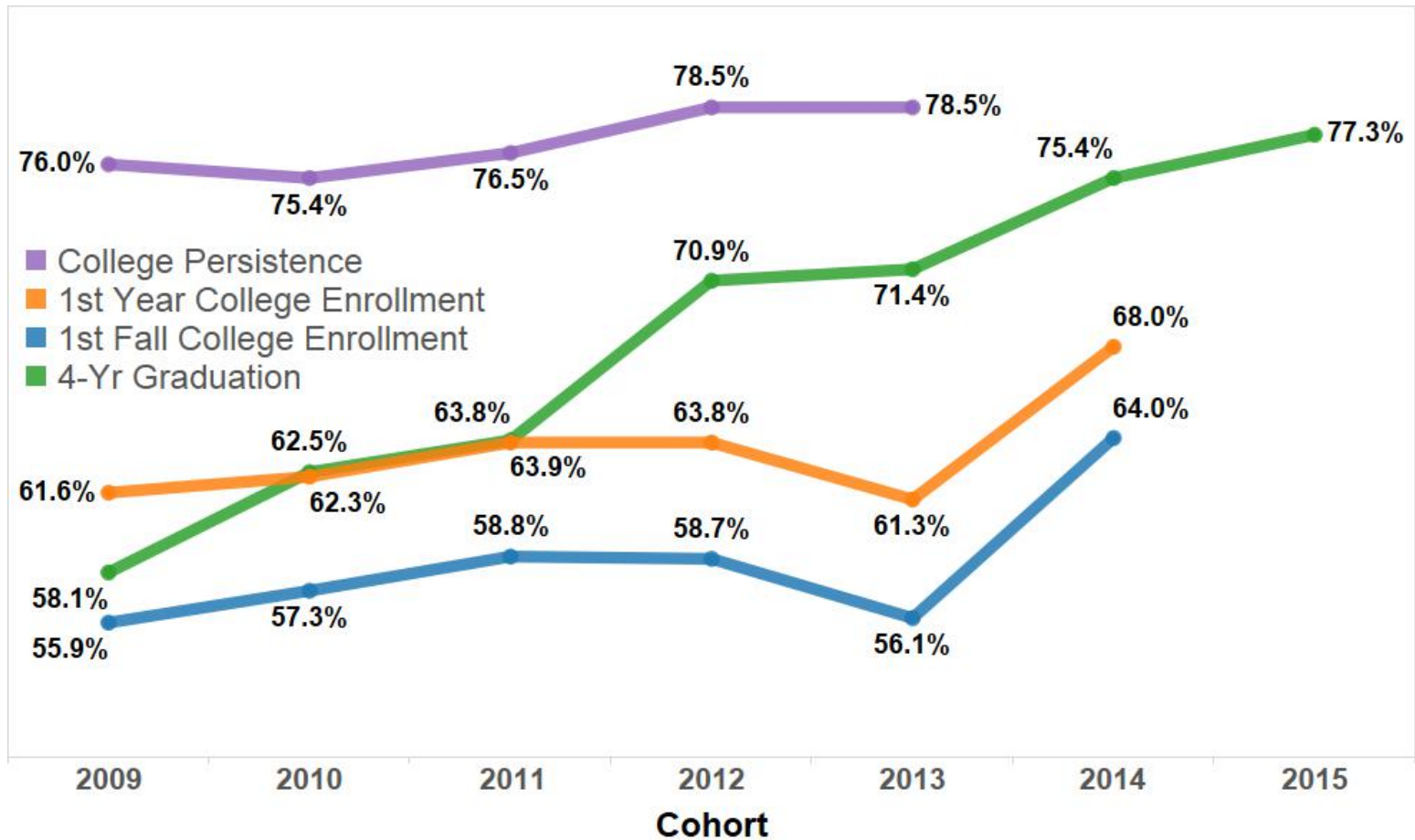
Graduation rates continue to rise

4-year cohort Graduation Rates: 2009 - 2015
District

Smarter Balanced is similar to CMT & CAPT, but has more power for Growth

SCORING

- CMT/CAPT scores were reported in 5 Achievement Levels:
  - Advanced, Goal, Proficient, Basic, Below Basic

- SBAC scores are reported as a scaled score, with an Achievement Level as a helpful guide.
  - The Scale Score ranges from 2000 to 3000
  - There are 4 Achievement Levels: Level 4: Exceeding, 3: Met, 2: Approaching, 1:Not Met (They are often referred to just by their numbers)

State Accountability

- In the old system, CSDE credited us for students who earned "Goal" on the state test
  - This incentivized schools and districts to focus supports on students who were close to the Goal cut score

- In the new accountability system, CSDE credits us for the scale score of each student.
  - A student score that is 80% of the Level 3 earns the district 80% of the credit
  - This incentivizes schools and districts to help all students grow!

Smarter Balanced Results Summary

Too few students are on-track for college and career success as indicated by the new Smarter Balanced tests

Summary SBAC Math Performance

Grade					At or Above
HS		9%	19%	70%	11.5%
8	6%	9%	22%	63%	15.0
7		9%	29%	59%	12.5
6		10%	33%	54%	13.7
5		8%	27%	61%	12.3
4		9%	29%	60%	11.3
3	5%	12%	26%	58%	16.9

13.5%
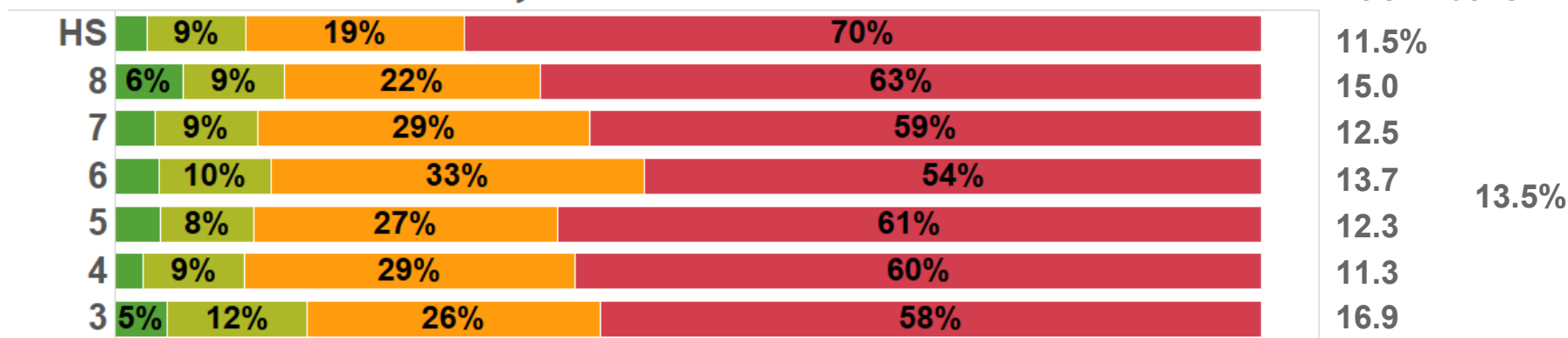
Summary SBAC ELA Performance

Grade					At or Above
HS	7%	20%	22%	52%	26.4%
8	7%	27%	32%	33%	34.6
7	6%	27%	30%	38%	32.3
6	6%	26%	34%	34%	32.1
5	10%	22%	24%	45%	31.3
4	8%	15%	22%	55%	22.9
3	10%	14%	28%	48%	24.0

29.1%
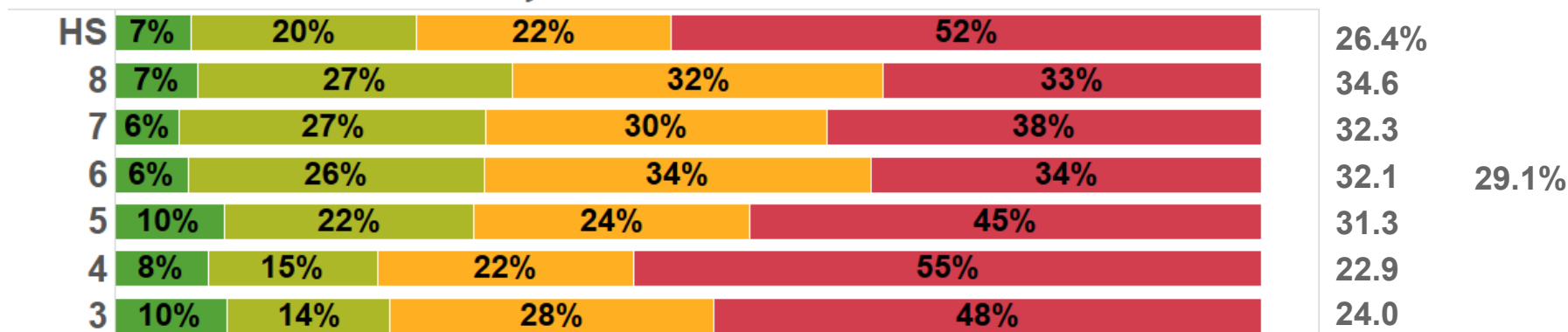
Understanding Smarter Balanced Results

- Each student achieves an scale score between 2000 and 3000, on a scale that carries through all grades
- Those scale scores are separated into Achievement Level, indicated by color
- An 8th grader must earn a higher scale score than a 3rd grader to have "met the standard"
- GROWTH IS THE KEY – specifically, for students who are behind, growth that *accelerates* students over multiple years to be at or above grade level achievement
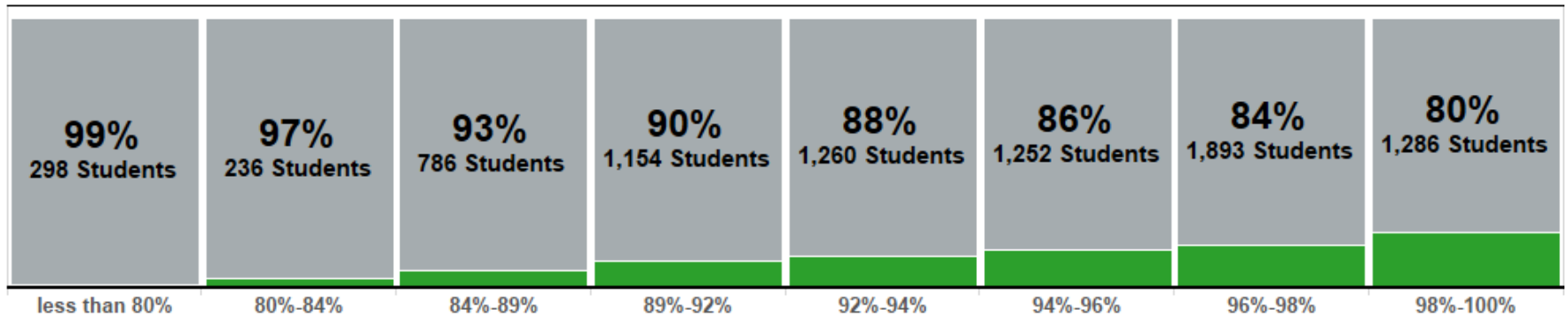

G8 SBAC Math Scale Scores
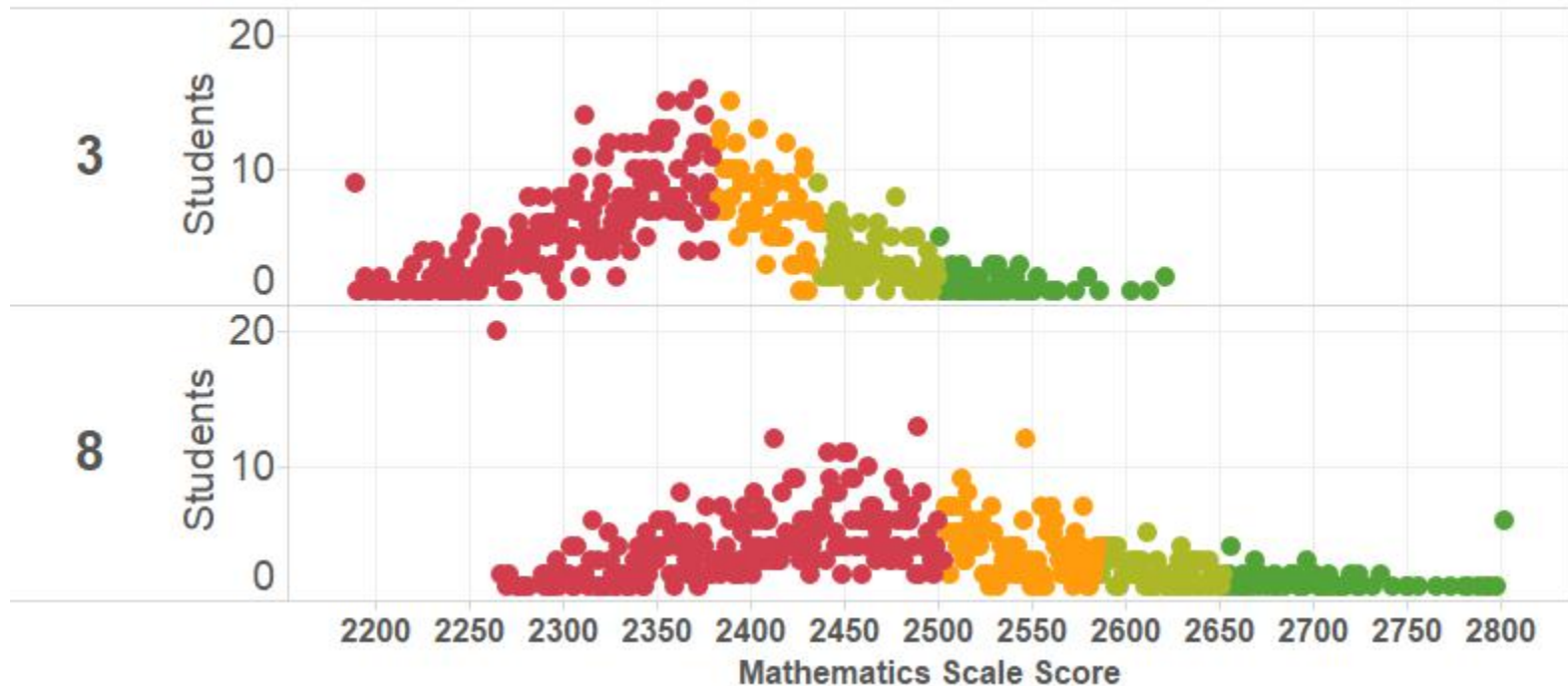
Attendance Matters, But Isn't Enough

Students with higher attendance did better on SBAC – But students with good attendance still fall far short

% Meeting the Math SBAC standard by attendance band

less than 80%	80%-84%	84%-89%	89%-92%	92%-94%	94%-96%	96%-98%	98%-100%
99% 298 Students	97% 236 Students	93% 786 Students	90% 1,154 Students	88% 1,260 Students	86% 1,252 Students	84% 1,893 Students	80% 1,286 Students

% Meeting the ELA SBAC standard by attendance band

less than 80%	80%-84%	84%-89%	89%-92%	92%-94%	94%-96%	96%-98%	98%-100%
92% 278 Students	86% 211 Students	84% 710 Students	76% 977 Students	72% 1,028 Students / 28% 405 Students	72% 1,043 Students / 28% 412 Students	66% 1,482 Students / 34% 767 Students	63% 1,012 Students / 37% 604 Students
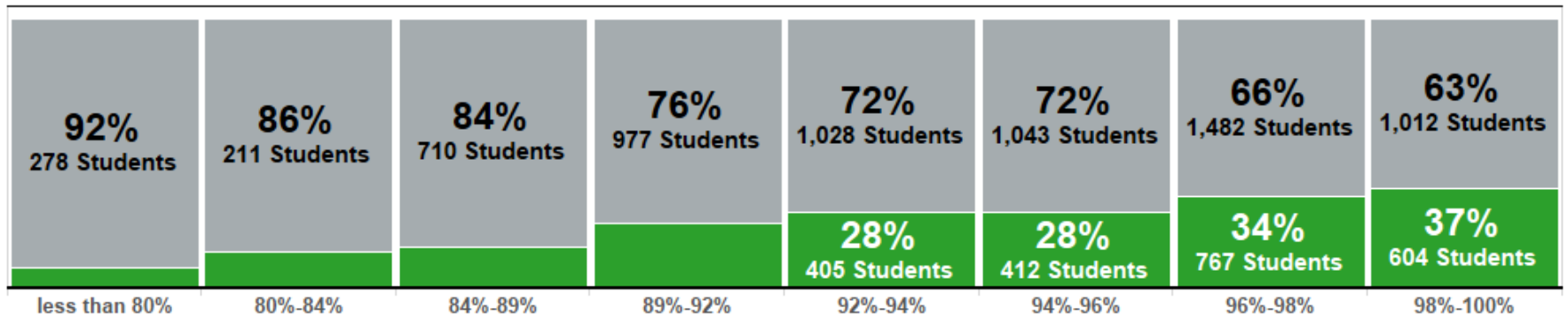
Smarter Balanced: DRG Comparison

We are pleased that more students are on track in ELA the further they are in our grade sequence to 8th grade – but we are still far short of aspirations in 8th grade, and our drop off in high school is concerning

English Language Arts
Percent at Level 3 & 4: Meets or Exceeds the Achievement Level

Grade	Bridgeport	Hartford	New Britain	New Haven	New London	Waterbury	Windham
03	21.4%	24.1%	23.9%	24.0%	28.9%	26.2%	29.3%
04	19.5%	22.2%	23.0%	22.9%	32.6%	28.8%	22.3%
05	21.6%	29.2%	25.1%	31.3%	37.5%	29.1%	37.2%
06	26.3%	26.4%	16.9%	32.1%	18.7%	20.5%	30.9%
07	27.4%	30.4%	20.2%	32.3%	26.9%	27.9%	28.3%
08	26.9%	25.9%	21.3%	34.6%	22.6%	21.9%	19.9%
11	25.7%	32.1%	32.4%	26.4%	44.0%	28.4%	17.7%
All Grades	23.8%	26.8%	23.0%	29.1%	30.6%	26.1%	27.6%

Smarter Balanced: DRG Comparison

Our math results are highly concerning

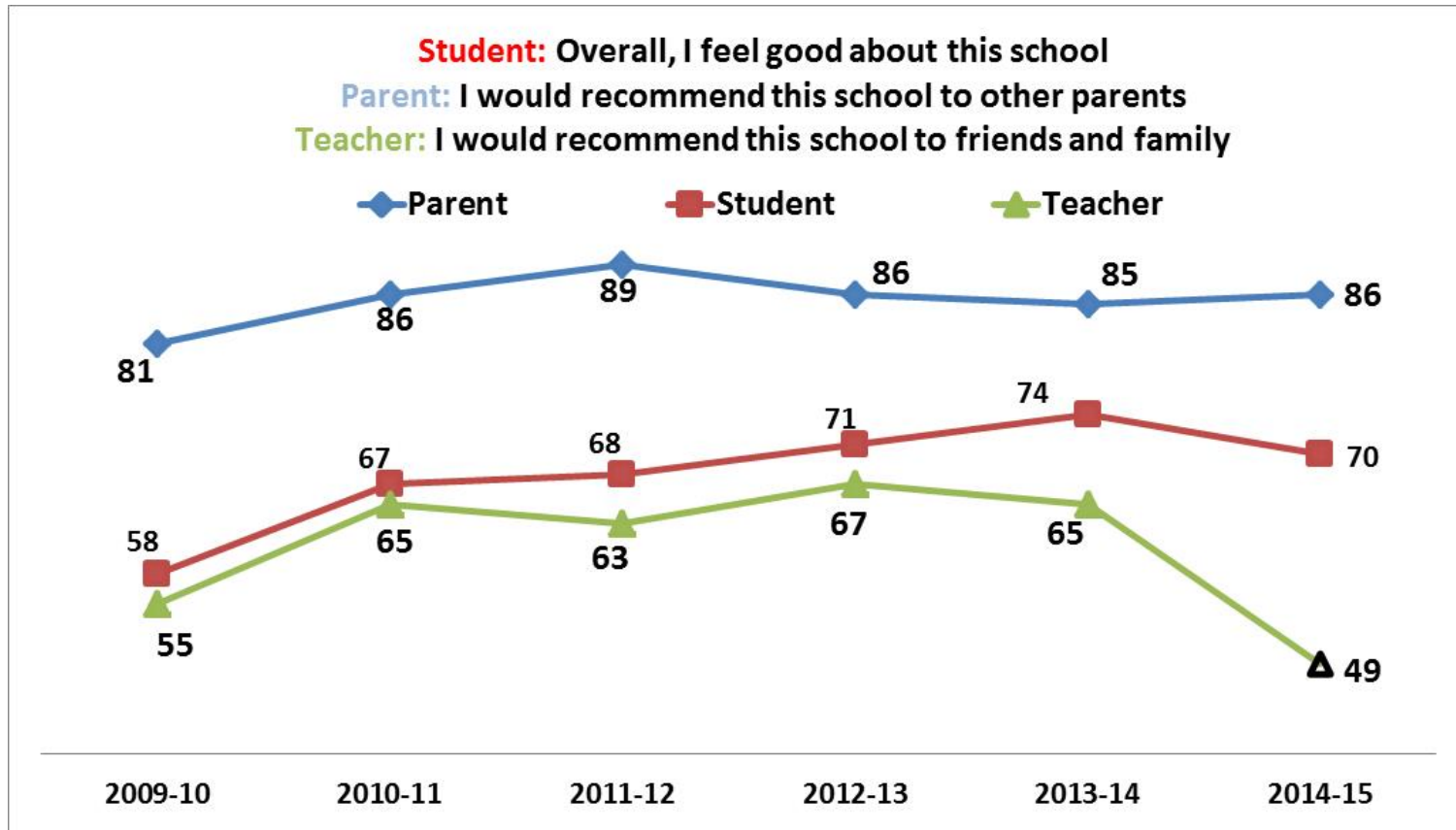|	**Mathematics**						
	Percent at Level 3 & 4: Meets or Exceeds the Achievement Level						
Grade	**Bridgeport**	**Hartford**	**New Britain**	**New Haven**	**New London**	**Waterbury**	**Windham**
03	15.0%	18.6%	21.5%	16.9%	34.9%	17.7%	25.6%
04	7.2%	13.7%	15.6%	11.3%	24.2%	22.1%	19.0%
05	5.0%	13.3%	13.4%	12.3%	12.0%	11.9%	15.1%
06	8.5%	12.3%	10.9%	13.7%	13.4%	10.7%	20.0%
07	11.6%	16.3%	13.6%	12.5%	12.1%	14.0%	18.5%
08	8.3%	11.9%	11.8%	15.0%	8.3%	7.3%	13.3%
11	6.0%	12.6%	13.7%	11.5%	19.8%	6.9%	9.8%
All Grades	9.1%	14.2%	14.6%	13.5%	18.7%	13.3%	18.1%

Science CMT/CAPT reflects state patterns

NHPS vs State Science CMT/CAPT: % Scoring Goal
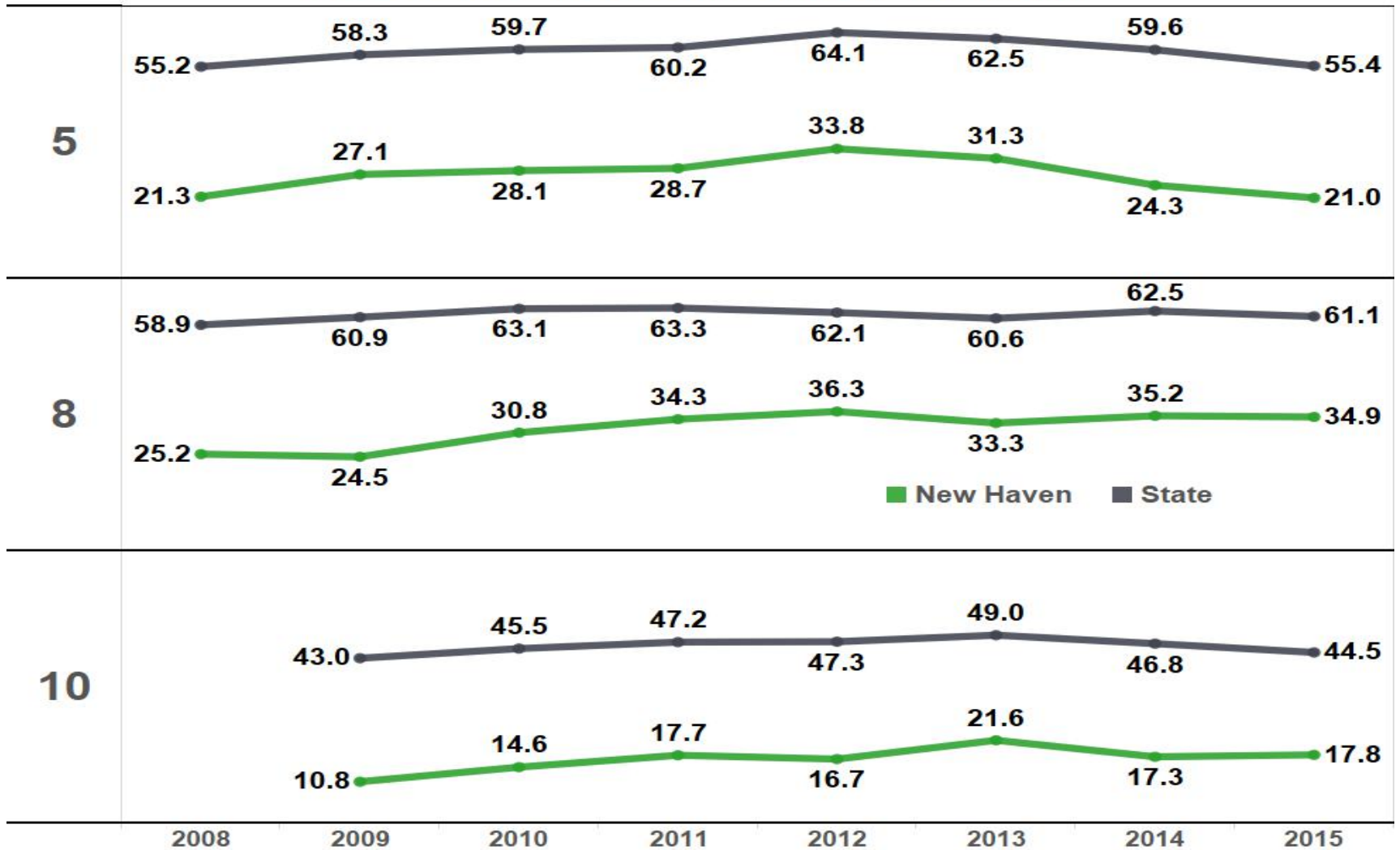
School Climate Survey

Although survey participation fell off last year, we still expect schools to attend to the results

Student: **Overall, I feel good about this school**
Parent: **I would recommend this school to other parents**
Teacher: **I would recommend this school to friends and family**

◆ Parent ■ Student ▲ Teacher

Year	Student			Parent			Teacher		
	Total	# Completed	%Completed	Total	# Completed	%Completed	Total	# Completed	%Completed
2012-13	11113	9667	87%	17160	5633	33%	1897	1471	78%
2013-14	11336	10009	88%	17325	5429	31%	1886	1481	79%
2014-15	11404	7776	68%	16454	3574	22%	1856	506	27%

2015 Building Leader Survey of Central Office Support to Schools

Percent Positive Responses

Participation also dropped for this survey, from 100 respondents to 55 respondents. The Superintendent, his team, and the central office are nonetheless implementing and developing plans, like last year, to address the feedback – decisions this summer and other initiatives reflect the feedback.

Highlights

- **96%** My work contributes to the direction of the district

- **80%** Overall, the district is headed in the right direction,

- **81%** Providing workshops to parents

- **79%** providing guidance & support on school improvement (up12%)

- **78%** would recommend the district to friends and colleagues (down 10%)

Challenges

- **53%** Building a culture of trust, openness and teamwork (down 3%)

- 57% Supporting schools in achieving schools goals (stable)

- **38%** Developing appropriate policies and procedures around discipline

- **39%** Ensuring safety and security of buildings and schools

- **46%** Providing appropriate professional development opportunities for veteran teachers

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2015-2016 Organizational Launch Initiatives

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School Support
The School is the unit that matters. Strengthening the support offered to schools, so that central office more fully reflects the priorities and needs of the diverse portfolio of schools

Overview of Literacy Initiatives – Under Development

Curriculum

Curriculum will be monitored and modified as need to reflect the demands of the rigorous standards presented in the Common Core. This curriculum will reflect the distribution on informational and literacy passages – and therefore include other content areas. (Gr. 4 50/50, Gr. 8 45/55, Gr. 12 30/70)

Student Tracking

Tracking of students reading level in grades 3 to 8 and extending from 8th grade into high school for all remedial readers, using Scholastic Reading Inventory – with information provided to both students and parents on progress

Focusing Role of Coaches

50% of the coaches' time will be utilized to support teachers through focused coaching cycles; 50% of the coaches' time will be leading meetings that support academic growth in the area of literacy (Team Meetings, Data Meetings, Leadership Meetings)

Professional Development

CIA (Curriculum in Action) by Content Area, 6 times per year; Professional Development on Interim Assessments; SRBI/RTI Roundtable; K-3 Running Record Training; Curriculum support for new teachers; School based curriculum and instruction support; Intervention Training (LLI, READ 180, Achieve 3000, System 44, Lexia Core 5, SRBI)

Cross Curriculum Literacy

Reading (and writing!) across the disciplines: Understanding skills required to unlock meaning in texts within disciplines (World History, Geography, etc.); Providing source material to promote inquiry driven research; Collaboration with content area teachers to support content literacy- questioning strategies, research processes, communicating ideas with tech, etc.

Overview of Math Initiatives – Under Development
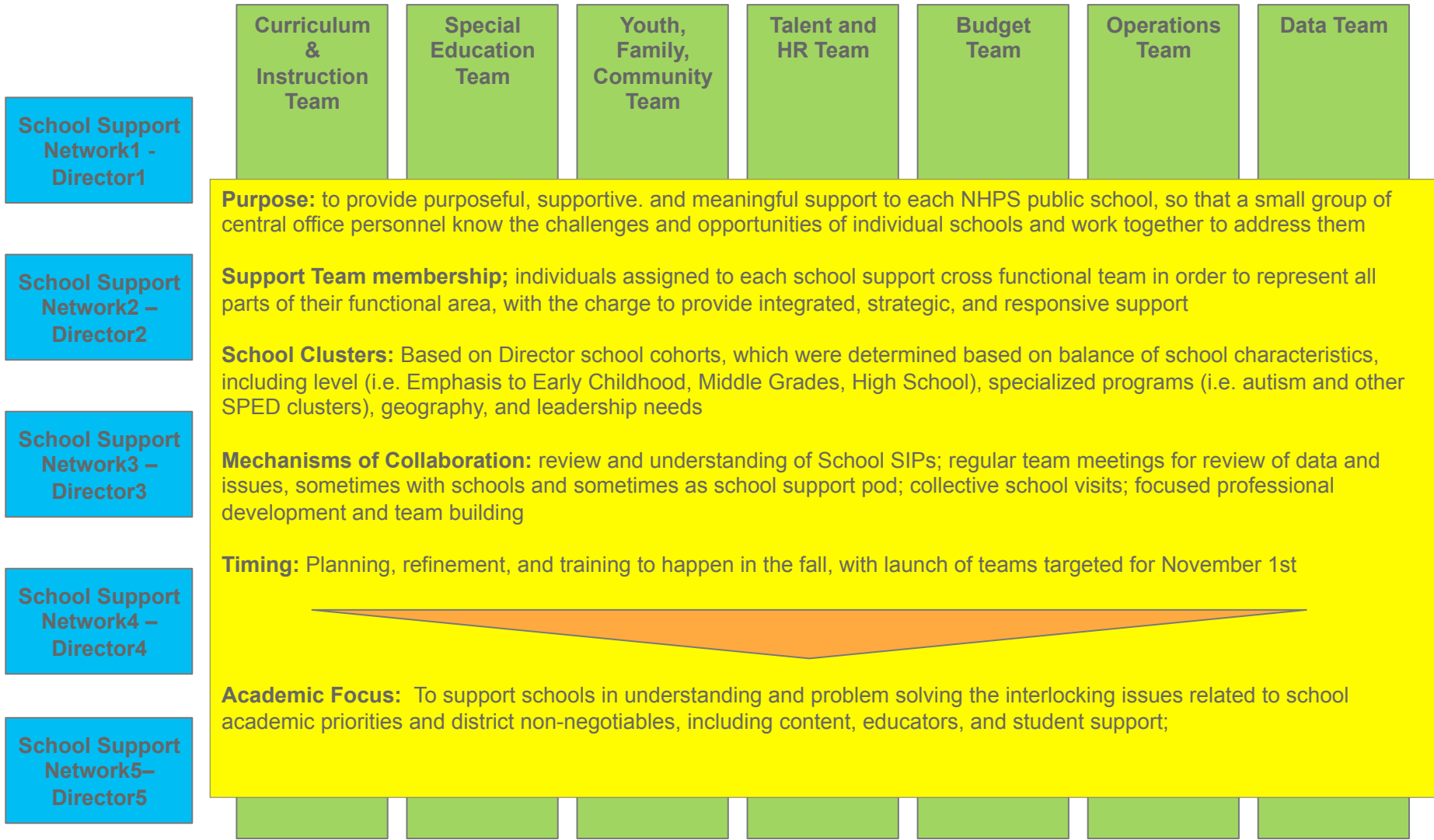
Strengthening Math Teaching

- Strive for one hour, uninterrupted, protected math block, in all schools and grades K-8
- Develop content knowledge instrument for teachers of grades 3 -6, and support systems
- Conduct Grade level/Course data meetings twice per month
- Post Standards for Mathematical Practice in all math classrooms

Focusing Role of Coaches

- 50% of the coaches' time will be utilized to support teachers through observing and providing feedback, modeling lessons, and conducting cognitive coaching;
- 30% will be facilitation of grade meetings and otherwise participating in leadership structure of the school;
- 20% will be organizing, conducting, and synthesizing information from Instructional Manager walkthroughs
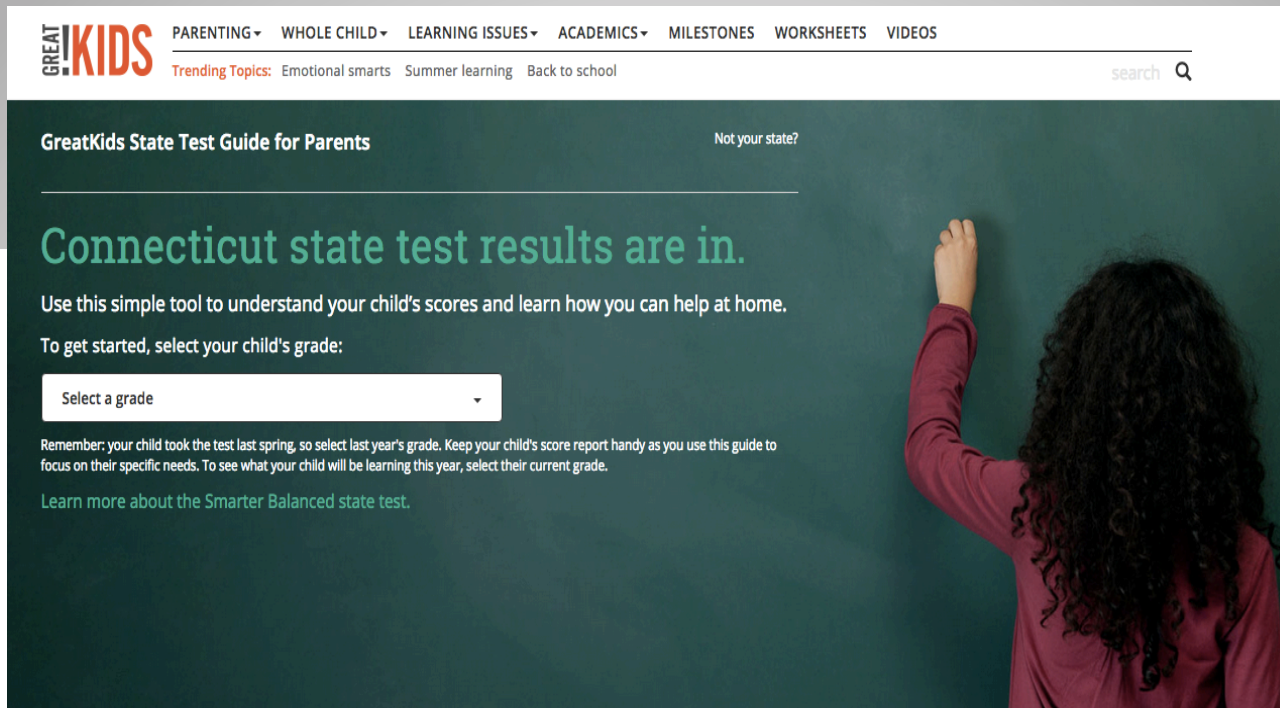
Smarter Balanced Emphasis

- Analyze and respond to Target data in the Claims section of Smarter Balanced data
- Implementation of Smarter Balanced Interim Assessment Blocks, rather than district assessments

Curriculum & Instruction Team	Special Education Team	Youth, Family, Community Team	Talent and HR Team	Budget Team	Operations Team	Data Team

School Support Network1 - Director1

School Support Network2 – Director2

School Support Network3 – Director3

School Support Network4 – Director4

School Support Network5– Director5

Purpose: to provide purposeful, supportive. and meaningful support to each NHPS public school, so that a small group of central office personnel know the challenges and opportunities of individual schools and work together to address them

Support Team membership; individuals assigned to each school support cross functional team in order to represent all parts of their functional area, with the charge to provide integrated, strategic, and responsive support

School Clusters: Based on Director school cohorts, which were determined based on balance of school characteristics, including level (i.e. Emphasis to Early Childhood, Middle Grades, High School), specialized programs (i.e. autism and other SPED clusters), geography, and leadership needs

Mechanisms of Collaboration: review and understanding of School SIPs; regular team meetings for review of data and issues, sometimes with schools and sometimes as school support pod; collective school visits; focused professional development and team building

Timing: Planning, refinement, and training to happen in the fall, with launch of teams targeted for November 1st

Academic Focus: To support schools in understanding and problem solving the interlocking issues related to school academic priorities and district non-negotiables, including content, educators, and student support;

New Haven, A City of Great Schools

Introducing the GreatKids Connecticut Test Guide for Parents

Help parents adopt a problem-solving mindset in response to their child's performance on new state tests, and give them concrete ways to support their child's learning
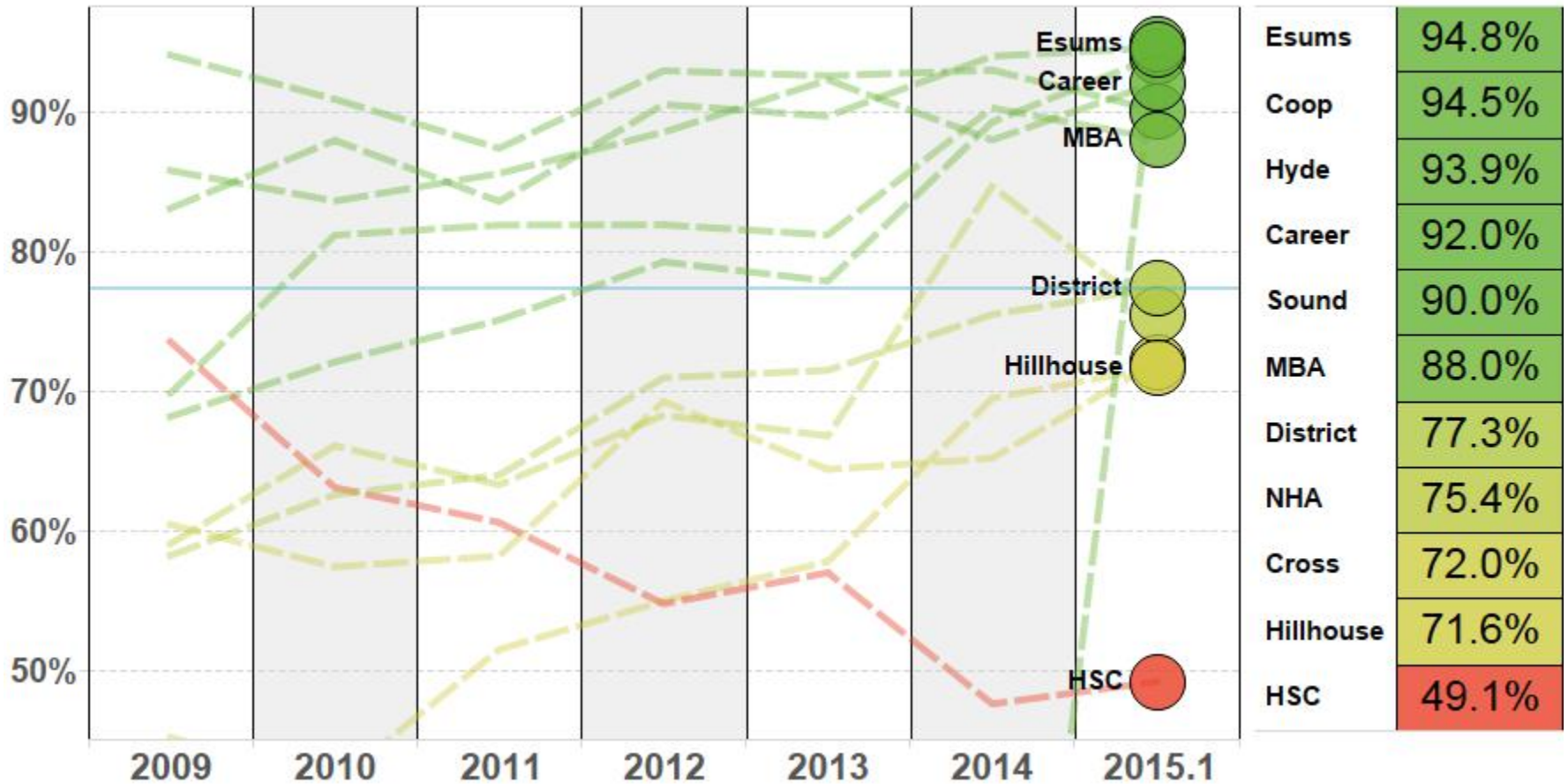

A powerful new tool designed to help parents understand the new Smarter Balanced tests and use the results to help their children

Appendix

Graduation rates continue to rise

4-year cohort Graduation Rates: 2009 - 2015

School	Rate
Esums	94.8%
Coop	94.5%
Hyde	93.9%
Career	92.0%
Sound	90.0%
MBA	88.0%
District	77.3%
NHA	75.4%
Cross	72.0%
Hillhouse	71.6%
HSC	49.1%

	PERCENT SCORING IN THE ACHIEVEMENT LEVELS: MATH				
	Mathematics Achievement Level				
	3+4	1	2	3	4
DISTRICT	13.6%	59.0%	27.4%	9.5%	4.1%
AL Troup	3.1%	73.4%	23.4%	1.7%	1.4%
Barnard Env Magnet	8.8%	66.5%	24.8%	7.2%	1.6%
Benjamin Jepson	15.1%	54.7%	30.2%	12.6%	2.5%
Betsy Ross Arts	16.6%	53.4%	29.9%	13.1%	3.5%
Bishop Woods	12.5%	59.8%	27.7%	9.1%	3.4%
Brennan-Rogers	6.1%	65.8%	28.1%	6.1%	
Celentano	10.1%	70.4%	19.6%	9.0%	1.1%
Clemente	6.6%	67.1%	26.2%	6.1%	.6%
Clinton Ave	6.3%	66.2%	27.5%	5.8%	.5%
Columbus	5.7%	57.6%	36.6%	5.0%	.8%
Conte-West Hills	11.7%	58.2%	30.1%	9.3%	2.4%
Davis St	19.0%	47.0%	34.0%	13.4%	5.7%
Domus Academy	2.9%	91.4%	5.7%	2.9%	
East Rock	15.4%	56.3%	28.3%	13.3%	2.2%
Edgewood	19.6%	54.0%	26.5%	10.0%	9.6%
Engineering & Sci	44.0%	28.4%	27.6%	22.2%	21.8%
Fair Haven	3.5%	84.1%	12.3%	3.0%	.6%
Hill Central	8.7%	57.6%	33.7%	7.3%	1.4%
JC Daniels	16.9%	49.6%	33.5%	13.8%	3.1%
JS Martinez	8.3%	67.0%	24.8%	7.7%	.6%
King-Robinson	12.8%	57.4%	29.7%	8.8%	4.1%
Lincoln-Bassett	5.5%	73.3%	21.2%	5.5%	
LW Beecher	10.9%	54.4%	34.7%	8.1%	2.8%
Mauro-Sheridan	18.2%	48.6%	33.1%	14.2%	4.1%
Nathan Hale	25.0%	40.8%	34.2%	17.7%	7.3%
Quinnipiac K-4	7.5%	61.2%	31.3%	4.5%	3.0%
Ross Woodward	10.3%	57.8%	31.9%	9.5%	.8%
Strong	10.7%	64.1%	25.2%	9.9%	.8%
Truman	4.9%	75.3%	19.9%	4.2%	.7%
W Hooker	64.7%	16.2%	19.2%	25.2%	39.5%
West Rock	0	72.1%	27.9%		
Wexler-Grant	9.0%	60.7%	30.3%	6.8%	2.1%

PERCENT SCORING IN THE ACHIEVEMENT LEVELS: ELA				
	Levels 3-4	1	2	3	4
DISTRICT	29.3%	42.4%	28.3%	21.5%	7.8%
AL Troup	12.8%	56.4%	30.8%	10.7%	2.1%
Barnard Env Magnet	18.8%	50.8%	30.4%	15.4%	3.4%
Benjamin Jepson	32.4%	36.7%	30.9%	23.4%	9.0%
Betsy Ross Arts	44.2%	26.7%	29.1%	31.6%	12.6%
Bishop Woods	26.5%	43.9%	29.6%	20.4%	6.1%
Brennan-Rogers	25.4%	39.9%	34.6%	17.5%	7.9%
Celentano	19.9%	50.8%	29.3%	15.2%	4.7%
Clemente	17.1%	56.3%	26.6%	15.5%	1.6%
Clinton Ave	19.3%	55.4%	25.3%	16.3%	3.0%
Columbus	25.8%	35.2%	39.1%	20.3%	5.5%
Conte-West Hills	30.6%	35.4%	34.0%	21.5%	9.0%
Davis St	38.3%	32.7%	29.0%	25.0%	13.3%
Domus Academy	0	82.9%	17.1%		
East Rock	33.5%	37.4%	29.1%	25.9%	7.6%
Edgewood	39.7%	36.2%	24.1%	23.8%	15.9%
Engineering & Sci	58.5%	15.1%	26.4%	42.6%	15.9%
Fair Haven	11.2%	65.2%	23.7%	9.9%	1.3%
Hill Central	22.4%	47.2%	30.4%	18.2%	4.2%
JC Daniels	37.1%	35.9%	27.1%	29.9%	7.2%
JS Martinez	20.4%	51.0%	28.6%	18.3%	2.1%
King-Robinson	29.7%	40.2%	30.1%	23.6%	6.1%
Lincoln-Bassett	13.7%	60.2%	26.1%	11.8%	1.9%
LW Beecher	26.8%	42.5%	30.7%	20.9%	5.9%
Mauro-Sheridan	42.2%	28.7%	29.1%	32.4%	9.8%
Nathan Hale	49.1%	22.8%	28.2%	36.4%	12.7%
Quinnipiac K-4	19.4%	62.7%	17.9%	13.4%	6.0%
Ross Woodward	32.6%	38.4%	28.9%	24.5%	8.2%
Strong	16.9%	60.0%	23.1%	15.4%	1.5%
Truman	11.7%	60.4%	27.9%	9.5%	2.1%
W Hooker	76.8%	9.5%	13.7%	27.8%	49.0%
West Rock	16.3%	69.8%	14.0%	14.0%	2.3%
Wexler-Grant	25.8%	43.3%	30.9%	22.7%	3.0%

Smarter Balanced G11 Literacy	Percentage in Each Achievement Level				
	3+4	1	2	3	4
DISTRICT	26	51	22	20	7
Cooperative High School	50	23	27	40	10
Engineering - Science University Magnet School	67	10	23	46	21
High School In The Community	32	32	37	24	7
Hill Regional Career High School	8	68	24	6	2
Hyde Leadership School	24	41	34	24	0
James Hillhouse High School	5	84	11	5	1
Metropolitan Business High School	41	50	9	23	18
New Haven Academy	20	55	24	18	2
New Horizons High School	0	100	0	0	0
Riverside Education Academy	0	90	10	0	0
Sound School	36	38	26	22	14
Wilbur Cross High School	25	54	21	18	7

Smarter Balanced G11 Math	Percentage in Each Achievement Level				
	3+4	1	2	3	4
DISTRICT	11	70	19	9	3
Cooperative High School	6	64	30	4	2
Engineering - Science University Magnet School	55	18	27	45	10
High School In The Community	7	79	14	5	2
Hill Regional Career High School	12	64	24	9	2
Hyde Leadership School	5	80	15	5	0
James Hillhouse High School	5	87	8	5	0
Metropolitan Business High School	19	65	15	15	4
New Haven Academy	4	70	26	2	2
Riverside Education Academy	0	100	0	0	0
Sound School	26	57	16	18	9
Wilbur Cross High School	4	80	17	2	2
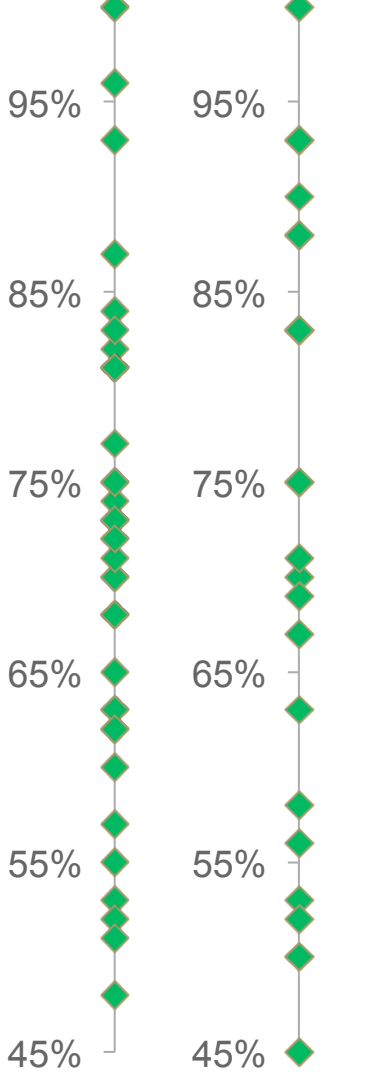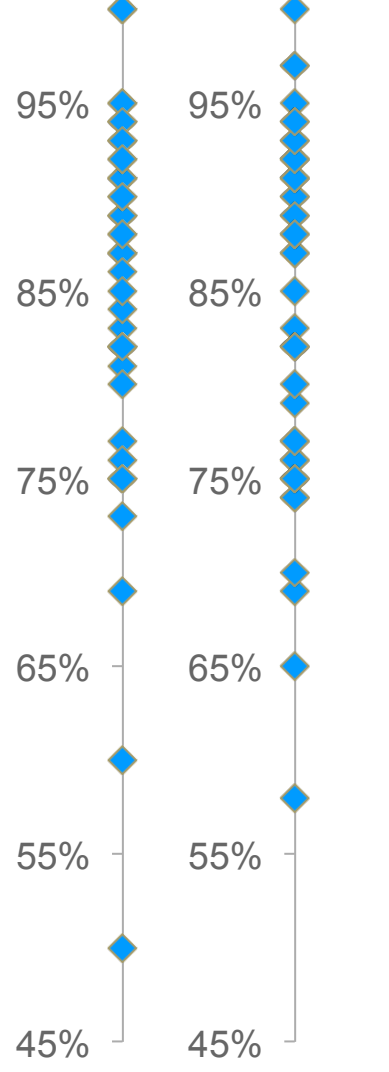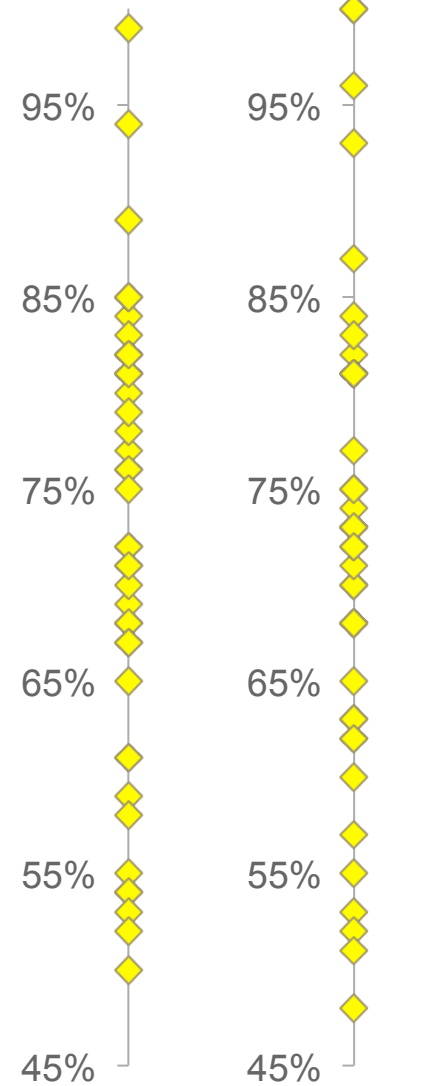
HS Students on Track

We are improving our ability to find off track students early, and get them back on track