

# Derby's Next Generation

## Accountability System

2018-19 State Report

- Track progress
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements
- Provides a more complete picture of a school or district
- Guards against a narrowing of the curriculum to the tested subjects
- Expands ownership of accountability to all staff
- Allows schools to demonstrate progress on “outcome pre-cursors”
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts
- Developed by the CT Department of Education with extensive feedback from district and school leaders, Connecticut

educators, state and national experts, CSDE staff, and many others.

**DERBY**

**Accountability Index**

2018-2019 Derby

Indicator	Index/Rat	Points	Max	% Points	Diff			
	e1	Target	Earned	Points	Earned	17/18-18/1	9	Derby
1a. ELA Performance Index - All Students	57.3	75	38.2	50	76.4	-1.2	▼	▲
1b. ELA Performance Index - High Needs Students	52.9	75	35.3	50	70.6	-1.5	▼	▲
1c. Math Performance Index - All Students	52.4	75	35	50	69.9	0.3	▲	▲
1d. Math Performance Index - High Needs Students	48	75	32	50	64	0.4	▲	▲
1e. Science Performance Index - All Students	54.2	75	36.2	50	72.3			
1f. Science Performance Index - High Needs Students	50.3	75	33.5	50	67			
2a. ELA Academic Growth - All Students	48.80%	100%	48.8	100	48.8	-1.50%	▼	▼
2b. ELA Academic Growth - High Needs Students	47.10%	100%	47.1	100	47.1	-0.90%	▼	▼
2c. Math Academic Growth - All Students	55.70%	100%	55.7	100	55.7	2.90%	▲	▲
2d. Math Academic Growth - High Needs Students	53.30%	100%	53.3	100	53.3	4.30%	▲	▼
2e. Progress Toward English Proficiency - Literacy	82.70%	100%	41.4	50	82.7			
2f. Progress Toward English Proficiency - Oral	75.70%	100%	37.8	50	75.7			
4a. Chronic Absenteeism - All Students	11.30%	<=5%	37.4	50	74.8	-0.20%	▲	▲
4b. Chronic Absenteeism - High Needs Students	13.40%	<=5%	33.2	50	66.4	-0.50%	▲	▲
5. Preparation for CCR - Percent Taking Courses	66.30%	75%	44.2	50	88.3	0.50%	▲	▲
6. Preparation for CCR - Percent Passing Exams	17.80%	75%	11.9	50	23.7	-8.40%	▼	▼
7. On-track to High School Graduation	85.50%	94%	45.5	50	91	2.60%	▲	▲
8. 4-year Graduation: All Students (2018 Cohort)	79.20%	94%	84.3	100	84.3	-6.70%	▼	▲

9. 6-year Graduation: High Needs Students (2016 Cohort)	80.60%	94%	85.7	100	85.7	-6.90%	▼	▲
10. Postsecondary Entrance (Graduating Class 2018)	57.10%	75%	76.2	100	76.2	-2.70%	▼	▶
11. Physical Fitness (estimated participation rate = 99.5% )	55.40%	75%	36.9	50	73.9	7.30%	▲	▲
12. Arts Access	63.10%	60%	50	50	100	0.00%	▶	▲
Accountability Index	.		999.5	1450	68.9	1.1	8	13


## DERBY

### Highlights

- The percentage of Derby's students enrolled in grades 3-8 who achieved growth on Math increased 2.90% percent in 2018-19 compared to the state average of 0.60%
- The percentage of Derby's high need students enrolled in grades 3-8 who achieved growth on Math 4.3% percent in 2018-19 compared to the state average of decrease of -.20%
- The percentage of All Derby students chronically absent decreased from 11.5 percent in 2017-18 to 11.3 percent in 2018-19
- The percentage of Derby's high need students chronically absent decreased from 13.09 percent in 2017-18 to 13.04

percent in 2018-19

- The percentage of Derby's students taking courses in Preparation for CCR increased from 65.80% to 66.30%
- The percentage of Derby's students on-track for graduation increased from 82.90% to 85.50% the state average increase of 1.30%.
- Derby achieved increased performance in 8 categories for all schools
- Derby achieved an overall increase of 1.1% in its accountability index score while the state experienced a decrease of .7%
- Derby achieved an overall increase of 1.1% in its accountability index score while the districts in our DRG (District Reference Group) Ansonia, Danbury, East Hartford, Meriden, Norwich, Norwalk, West Haven, Stamford, achieved an average increase in overall score of .3% with 5 of 9 decreasing on average of 1.1%

- Derby outperformed 6 of the 9 districts in our DRG.
- Due to achieving the highest growth for all students and high needs students in Math Irving School has been identified as a School of Distinction. 
- Due to scoring above the cutoff of 70 in overall index score Irving School moved from a level 3 to level 2 school.
- In the time since we first began using the Accountability Index Report Derby has seen overall growth of 1.1% while the state has seen a decrease of 2.1%.
- In the time since we first began using the Accountability Index Report Derby has outperformed 5 of the 8 other districts in our DRG in overall growth with 4 of them showing average decreases of 2.93%

# Accountability Index

DHS

Indicator	Index/Rate	Points				Diff 17/18-18/19	Derby	CT
		Target	Earned	Max Points	% Points Earned			
1a. ELA Performance Index - All Students	48.9	75	97.7	150	65.1	-1.9	▼	▲
1b. ELA Performance Index - High Needs Students	43.8	75	87.6	150	58.4	-2.2	▼	▲
1c. Math Performance Index - All Students	41.3	75	82.5	150	55	-3.4	▼	▲
1d. Math Performance Index - High Needs Students	37.1	75	74.2	150	49.5	-3.3	▼	▲
1e. Science Performance Index - All Students	41.3	75	55.1	100	55.1			
1f. Science Performance Index - High Needs Students	38.2	75	51	100	51			
2a. ELA Academic Growth - All Students	.	100%	.	.	.			
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.			
2c. Math Academic Growth - All Students	.	100%	.	.	.			
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.			
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.			
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.			
4a. Chronic Absenteeism - All Students	12.90%	<=5%	34.2	50	68.4	-7.60%	▲	▲
4b. Chronic Absenteeism - High Needs Students	16.10%	<=5%	27.8	50	55.7	-11.40%	▲	▲
5. Preparation for CCR - Percent Taking Courses	68.40%	75%	45.6	50	91.2	0.80%	▲	▼
6. Preparation for CCR - Percent Passing Exams	18.70%	75%	12.5	50	24.9	-8.80%	▼	▼
7. On-track to High School Graduation	83.80%	94%	44.5	50	89.1	2.40%	▲	▲
8. 4-year Graduation: All Students (2018 Cohort)	81.40%	94%	86.6	100	86.6	-8.00%	▼	▲
9. 6-year Graduation: High Needs Students (2016 Cohort)	86.40%	94%	91.9	100	91.9	-2.10%	▼	▲
10. Postsecondary Entrance (Graduating Class 2018)	57.10%	75%	76.2	100	76.2	-4.00%	▼	▶
11. Physical Fitness (estimated participation rate = 100.0%)	42.20%	75%	28.2	50	56.3	0.80%	▲	▲
12. Arts Access	63.50%	60%	50	50	100	-1.80%	▼	▲
Accountability Index	.		945.6	1450	65.2	-2.6	5	11

DHS

# Highlights

- Derby High School reduced its chronic absenteeism rate for all students by 7.6%
- Derby High School reduced its chronic absenteeism rate for high needs students by 11.4%
- The percentage of Derby High School students in grades 11 & 12 participating in at least one of the following during high school: two courses in AP/IB/dual enrollment; or two courses in one of seventeen CTE categories; or two workplace experience “courses” in any area increased by .8% (the state saw a decrease in this area)
- The percentage of 9th grade students at Derby High School earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies increased by 2.4%
- The percentage of Derby High School students



meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment increased by .8%

- Derby High school achieved increased performance in 5 categories for high schools

## Goals and Action Plan (DHS)

### ELA

Increase the percentage of Grade 11 students who performed at or above the goal on the English Language Arts (ELA) portion of the SAT from 48.9% in 2018-19 to 54.8% in 2019-20.

Increase the percentage of Grade 11 students (identified as high needs students) who performed at or above the goal on the English Language Arts (ELA) portion of the SAT from 43.8% in 2018-19 to 48.8% in 2019-20.

<u>Action Step:</u>	<u>Owner:</u>	<u>Timeline (or) Frequency:</u>
Master schedule was reconfigured to provide common planning time for all teachers and also to provide monthly department meetings with the building principal.	Principal PowerSchool Consultant	Summer 2019 (Schedules revised) September 2019 - June 2020 (Instructional Support)
Practical English courses were eliminated from the Program of Studies. All students will be exposed to content that is standards based. Courses were “front loaded” to ensure student support was provided in English courses (paraeducator, special-education teacher, literacy interventionist)	Principal Classroom Teacher School Counselors Special Education Teachers	Summer 2019 (Schedules revised) September 2019 - June 2020 (Instructional Support)

Literacy interventionist will provide Tier II instructional support using a “pull-out” model for identified students during semester two.	Principal Literacy Interventionist	January 2020 - June 2020
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## **Math**

Increase the percentage of Grade 11 students who performed at or above the goal on the Math portion of the SAT from 41.3% in 2018-19 to 50.7% in 2019-20.

Increase the percentage of Grade 11 students (identified as high needs students) who performed at or above the goal on the Math portion of the SAT from 37.1% in 2018-19 to 42.0% in 2019-20.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Adopt State of Connecticut Model Curriculum for Algebra and Geometry.	Principal Classroom Teachers Director of Curriculum, Instruction and Assessment ACES Consultant	Summer 2019 - June 2020
Practical math and Pre-Algebra courses were removed from the Program of Studies. All students will be exposed to content that is standards based. Courses were “front loaded” to ensure student support was provided in math courses (paraeducator, special-education teacher, math interventionist)	Principal Classroom Teacher School Counselors Special Education Teachers	Summer 2019 (Schedules revised) September 2019 - June 2020 (Instructional Support)
Instructional coaching for math teachers provided by ACES consultant Anne Pember. Revised schedule allows for coaching to be with the entire department as well as individualized sessions.	Principal Consultant from ACES Math Teachers	August 2019 - May 2020

## **Science**

Increase the percentage of Grade 11 students who performed at or above the goal on the NGSS Assessment from 41.3% in 2018-19 to 46.3% in 2019-20.

Increase the percentage of Grade 11 students (identified as high needs students) who performed at or above the goal on the NGSS Assessment from 38.2% in 2018-19 to 43.2% in 2019-20.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Continued development and implementation of NGSS curriculum in Integrated Earth and Physical Science, Biology and Chemistry.	Science Teachers	August 2019 - June 2020
Master schedule was reconfigured to provide common planning time for all science teachers and also to provide monthly department meetings with the building principal.	Principal Science Teachers	Summer 2019 (Schedules revised) September 2019 - June 2020 (Instructional Support)

### **Health/Wellness**

Increase the percentage of Grade 10 students who performed at or above the goal on the CT Physical Fitness Assessment from 42.2% in 2018-19 to 47.2% in 2019-20.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Students were given fitness pretests to establish an achievement baseline.	PE Teachers	September 2019 and January 2020
Physical education teachers met with Director of Curriculum, Instruction and Assessment to clarify and better understand Indicator 11 from the Accountability Report	Director of Curriculum, Instruction and Assessment PE Teachers	January 2020
CT Physical Fitness Assessment criteria was explained to students. Tasks and standards were clarified for students.	PE Teachers	September 2019 and January 2020

DMS

# Accountability Index

Indicator	Index/Rate1	Points		Max Points	% Points Earned	Diff 17/18 -18/19	Derby CT	
		Target	Earned					
1a. ELA Performance Index - All Students	52.8	75	35.2	50	70.4	-3.3	▼	▲
1b. ELA Performance Index - High Needs Students	47.5	75	31.6	50	63.3	-4.8	▼	▲
1c. Math Performance Index - All Students	46.3	75	30.9	50	61.8	-1	▼	▲
1d. Math Performance Index - High Needs Students	41	75	27.3	50	54.6	-1.5	▼	▲
1e. Science Performance Index - All Students	55	75	36.7	50	73.4			
1f. Science Performance Index - High Needs Students	49.7	75	33.2	50	66.3			
2a. ELA Academic Growth - All Students	39.80%	100%	39.8	100	39.8	-9.80%	▼	▼
2b. ELA Academic Growth - High Needs Students	36.60%	100%	36.6	100	36.6	-11.50%	▼	▼
2c. Math Academic Growth - All Students	42.60%	100%	42.6	100	42.6	3.80%	▲	▲
2d. Math Academic Growth - High Needs Students	41.10%	100%	41.1	100	41.1	8.40%	▲	▼
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.			
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.			
4a. Chronic Absenteeism - All Students	12.60%	<=5%	34.9	50	69.7	-1.60%	▲	▲
4b. Chronic Absenteeism - High Needs Students	14.60%	<=5%	30.9	50	61.8	-4.50%	▲	▲
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.			
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.			
7. On-track to High School Graduation	92.70%	94%	49.3	50	98.6	5.70%	▲	▲
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.			
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.			
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.			
11. Physical Fitness (estimated participation rate = 88.3%)	54.60%	75%	18.2	50	36.4	1.40%	▲	▲
12. Arts Access	.	60%	.	.	.			

Accountability Index	.		488.2	900	54.2	-0.3	6	9
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DMS

## Highlights

- Derby Middle School reduced its chronic absenteeism rate for all students by 1.6% to 12.6%.
- Derby Middle School reduced its chronic absenteeism rate for high needs students by 4.5% to 14.6%.
- The average Math Academic Growth percentage for all DMS 6-8th graders increased by 3.8%.
- The average Math Academic Growth percentage for high need students at DMS in grades 6-8th increased by 8.4%.
- The percentage of students who passed the physical fitness requirements grew from 53.2% to 54.6%, an increase of 1.4%.
- The percentage of students On-track to High School Graduation increased by 5.7%.

# Goals and Action Plan (DMS)

## **ELA**

Increase the percentage of Grade 6-8 students who performed at or above goal on the English Language Arts portion of the SBAC Growth model. Derby Middle School will increase the English Language Arts Performance Index percentage from 52.8 % in 2018-19 to 59.9 % in 2019-2020.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Implement Expeditionary Learning curriculum in Grades 6-8.	Principal Reading/Writing Teachers	August 2019- June 2020
Master schedule was examined to provide common team planning time for all grade level teachers to support curriculum instruction and understanding	English Teachers/ Reading Teachers	August 2019- June 2020

## **Math**

Increase the percentage of Grade 6-8 students who performed at or above the goal on the Math portion of the SBAC Growth Model. Derby Middle School will increase it's Math Performance Index from 46.3 % in 2018-18 to 53.9 % in 2019-2020.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Implement Illustrative Math curriculum in Grades 6-8.	Principal Math Teachers	August 2019- June 2020

Master schedule was examined to provide common team planning time for all grade level teachers to support curriculum instruction and understanding	Math Teacher	August 2019- June 2020
Instructional coaching for Math teachers provided by ACES consultant. Coaching Model is observation and debrief.	Principal Consultant from ACES Math teachers	August 2019- June 2020

### **Science**

Increase the percentage of Grade 8 students who performed at or above the goal on the Science NGSS Assessment from 55% in 2018-19 to 58% in 2019-20.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Continued implementation and development of NGSS curriculum in grade 6-8.	Principal Science Teachers	August 2019- June 2020
Master schedule was examined to provide common team planning time for all grade level teachers to support curriculum instruction and understanding	Science Teachers	August 2019- June 2020

### **Health/Wellness**

Increase the percentage of Grade 6-8 students who performed at or above the goal on the CT Physical Fitness Assessment from 54.6% in 2018-19 to 56 % in 2019-20.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Physical Education teacher met with Director of Curriculum, Instruction and Assessment to develop a deeper understanding of Indicator 11 from Accountability Report	PE Teacher	August 2019- June 2020

Attended PD related to Physical Fitness Assessment and ways to increase participation

PE Teacher  
Health Teacher

November 2019



Irving

## Accountability Index

Indicator	Index/Rate	Points					Diff		Derby	CT
		Target	Earned	Max Points	% Points Earned	16/17-17/18	8			
1a. ELA Performance Index - All Students	62.5	75	41.7	50	83.4	3.4		▲	▲	
1b. ELA Performance Index - High Needs Students	60.1	75	40.1	50	80.1	3.2		▲	▲	
1c. Math Performance Index - All Students	59.4	75	39.6	50	79.2	6.7		▲	▲	
1d. Math Performance Index - High Needs Students	56.1	75	37.4	50	74.8	5.7		▲	▲	
1e. Science Performance Index - All Students	57.5	75	38.4	50	76.7					
1f. Science Performance Index - High Needs Students	55.4	75	36.9	50	73.9					
2a. ELA Academic Growth - All Students	66.60%	100%	66.6	100	66.6	13.90%		▲	▼	
2b. ELA Academic Growth - High Needs Students	64.90%	100%	64.9	100	64.9	12.30%		▲	▼	
2c. Math Academic Growth - All Students	85.30%	100%	85.3	100	85.3	22.30%		▲	▲	
2d. Math Academic Growth - High Needs Students	82.10%	100%	82.1	100	82.1	18.40%		▲	▼	
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.					



2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	.	.	.
4a. Chronic Absenteeism - All Students	9.20%	<=5%	41.5	50	83.1	6.40%	▼	▲
4b. Chronic Absenteeism - High Needs Students	10.00%	<=5%	39.9	50	79.9	7.40%	▼	▲
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	.	.	.
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	.	.	.
7. On-track to High School Graduation	.	94%	.	.	.	.	.	.
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	.	.	.
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	.	.	.
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	.	.	.
11. Physical Fitness (estimated participation rate = 95.2%)	73.30%	75%	48.9	50	97.8	30.4	▲	▲
12. Arts Access	.	60%	.	.	.	.	.	.
Accountability Index	.		663.4	850	78	10.6	9	8

## Irving

### Highlights

- The percentage of Irving 3-5 graders average performance increased on the ELA and Math portions of the SBAC (performance index)
- The average growth percentage of Irving's 3-5 graders increased by double digits in both ELA and Math (growth target)
- Irving High Needs students scored above the State Average in ELA, Math, and Science performance. Irving scored above the

## State Average for growth in all academic areas.

- The percentage of students who passed the physical fitness requirements grew from 40.8% to 73.3%, an increase of 32.5%.
- Irving's overall Accountability Index increased from 67.4 in 2017-2018 to 78.0 in 2018-2019 moving us from a Category 3 to a Category 2 school.
- Recognized as a School of Distinction for Growth in Math.

### **Goals and Action Plan (Irving)**

#### **ELA**

Continue to increase the performance index of Grade 3-5 students on the English Language Arts (ELA) portion of the SBAC to 65.2 in 2019-2020. Current SPI for ELA is 62.5, an increase from 59.1 in the 17-18 SY.

Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for all students in ELA to 66.8% which is the ESSA target for 2019-2020. Our current growth is 66.6%, which exceeded our 18-19 target of 63.5%.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Individual reading plans (IRP) for every student who ended their grade- level specific benchmark sub-assessment in intensive (high risk) and is not identified as special education. Students progress is tracked through individual action plans, progress monitoring and coaching meetings.	Instructional coaches Classroom Teachers	SY19-20
School-wide Data Team reviewed multiple sources of student data and curriculum gaps as identified by teachers and developed a school-wide comprehension strategy with ongoing implementation and monitoring	SWDT Classroom Teachers	November 2019-June 2020
Support for all staff on the new i-Ready reading assessment	Director of Curriculum, Instruction and Assessment Principal Building data coordinator Classroom teachers	SY 19-20
Using grade-level IABs to help guide instruction and as an instructional tool to help prepare students for taking the Smarter Balanced ELA assessment online	Classroom teachers Instructional coaches	SY 19-20

### **Math**

Continue to increase the performance index of Grade 3-5 students on the Math portion of the SBAC to 57.5 in 2019-2020. Current SPI for Math is 59.4, an increase from 52.7 in the 17-18 SY, currently exceeding our ESSA target.

Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for all students in ELA to 66.3% which is the ESSA target for 2019-2020. Our current growth is 85.3%, which exceeded our 18-19 target of 63%.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Support for all staff on the new i-Ready math assessment	Director of Curriculum, Instruction and Assessment Principal Building data coordinator Classroom teachers	SY 19-20
Math instructional coach splits time 50/50 between providing targeted interventions and in class coaching support to teachers	Classroom teachers Principal Instructional coach	SY 19-20
School-wide Data Team reviewed multiple sources of student data and curriculum gaps as identified by teachers and developed a school-wide number sense strategy with ongoing implementation and monitoring (K-3 Number Talks, 4-5 Number Bios)	Classroom teachers Math coach Principal/SWDT	Jan 2020 - June 2020
Using grade-level IABs to help guide instruction and as an instructional tool to help prepare students for taking the Smarter Balanced Math assessment online	Classroom teachers Instructional coaches	SY 19-20

### **Science**

This year was our first year receiving a performance index for Science. This year our Science Performance Indicator is 57.5. The CSDE has not yet released ESSA targets for Science.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
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Implementation of FOSS Science curriculum in all K-5 classrooms. 4 hands-on Investigations completed per unit	Classroom Teachers	Yearly
Online NGSS-aligned videos and lessons through Generation Genius for K-5	Classroom Teachers Principal	Began Jan. 2019
Master school schedule and grade level schedules to ensure a total of 90 minutes of science instruction a week	Principal Classroom Teachers	Beginning 2017
Use focused Science IABs to plan instruction and familiarize students with online test process	Grade 5 teachers	February 2020

### **Health/Wellness**

We increased our Physical Fitness score/pass rate from 40.8% to 73.3% earning us almost full credit. Our goal for the 19-20 SY will be a score of 75%, which is the goal set by the CSDE.

<b><u>Action Step:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Use stations as part of daily warm up throughout the school year to include push ups, sit and reach, curl up and running	Christine Ortiz, PE teacher	Ongoing
Review student IEP and 504 plans to determine appropriate modifications and/or testing waivers for chronic health conditions based on SDE guidelines	Case managers, PE teacher	Ongoing
Gr. 4 rotates daily for an extra 15 minutes of physical fitness activity first thing in the morning with a focus on test components	Gr. 4 teachers, PE teacher	Began Sept 2018, ongoing
Students set individual goals and monitor their progress	PE/Health Teacher	SY19-20
Continue to partner with Griffin Hospital, Valley Safe Kids, and VITHALS to make health and	VITHALS Team	Quarterly

wellness a priority and increase access to programming

Bradley

## Accountability Index

Indicator	Index/Rat	Points	Max	% Points	Diff		
	e1	Target	Earned	Points	Earned	16/17-17/1	Derby CT
1a. ELA Performance Index - All Students	71	75	47.4	50	94.7	2.1	▲ ▲
1b. ELA Performance Index - High Needs Students	66.2	75	44.1	50	88.2	3.4	▲ ▲
1c. Math Performance Index - All Students	69	75	46	50	92.1	2.2	▲ ▲
1d. Math Performance Index - High Needs Students	63.9	75	42.6	50	85.3	2.4	▲ ▲
1e. Science Performance Index - All Students	72.2	75	48.2	50	96.3		
1f. Science Performance Index - High Needs Students	68.4	75	45.6	50	91.2		
2a. ELA Academic Growth - All Students	61.80%	100%	61.8	100	61.8	7.70%	▲ ▼
2b. ELA Academic Growth - High Needs Students	61.80%	100%	61.8	100	61.8	14.50%	▲ ▼
2c. Math Academic Growth - All Students	69.60%	100%	69.6	100	69.6	-16.20%	▼ ▲
2d. Math Academic Growth - High Needs Students	58.30%	100%	58.3	100	58.3	-26.90%	▼ ▼
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.		

2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	.	.	.
4a. Chronic Absenteeism - All Students	7.40%	<=5%	45.2	50	90.5	1.40%	▼	▲
4b. Chronic Absenteeism - High Needs Students	9.80%	<=5%	40.5	50	81	2.30%	▼	▲
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	.	.	.
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	.	.	.
7. On-track to High School Graduation	.	94%	.	.	.	.	.	.
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	.	.	.
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	.	.	.
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	.	.	.
11. Physical Fitness (estimated participation rate = 100.0%)	72.20%	75%	48.1	50	96.3	96.3%	▲	▲
12. Arts Access	.	60%	.	.	.	.	.	.
Accountability Index	.	.	659.4	850	77.6	2	7	8

Bradley

## Highlights

- Bradley School exceeded the state average in 8/11 indicators.
- Bradley School improved in 7/11 indicators from 2017-18 to 2018-19.
- Bradley 3rd-5th grade performance increased in both the ELA and Math portions of the SBAC from 2017-18 to 2018-19.
- The average performance on the SBAC for Bradley 3rd-5th

graders in ELA increased 2.1 for all students and 3.4 for high needs students.

- The average performance on the SBAC for Bradley 3rd-5th graders in Math increased 2.2 for all students and 2.4 for high needs students.
- The average growth percentage of Bradley 3rd-5th graders on the ELA portion of the SBAC increased 7.7% for all students and 14.5% for high-needs students.
- The percentage of Bradley School fourth-grade students meeting the standard for all four components of the Physical Fitness Assessment improved from 42.6% in 2017-18 to 72.2% in 2018-19.
- The Bradley School overall accountability index score has increased from 59.8 in 2016-17 to 75.6 in 2017-18 to 77.6 in 2018-19. Bradley School is a category 2 school for consecutive years.



## Goals and Action Plan (Bradley)

### English Language Arts (ELA)

Increase the percentage of Grade 3-5 students who performed at or above the goal on the English Language Arts (ELA) portion of the SBAC from 71% in 2018-19 to 73.3% in 2019-20. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for all students in ELA from 61.8% in 2018-19 to 63.6% in 2019-20.

<b>Action Steps:</b>	<b>Owner:</b>	<b>Timeline (or) Frequency:</b>
Individual reading plans (IRP) for every student who ended their grade- level specific benchmark sub-assessment in intensive (high risk) and is not identified as special education. Students progress is tracked through individual action plans, progress monitoring and coaching meetings.	Reading Specialists	SY19-20
Literacy Data Team reviews multiple sources of student data and curriculum gaps as identified by teachers and develops a school-wide comprehension strategy with ongoing implementation and monitoring	Reading Specialists Classroom teachers	SY19-20
Bradley School will be implementing a daily 30 minute literacy intervention block in each grade level, during which reading teachers will pull TIII students for their respective grade levels, the reading tutor will pull ECRI groups for each grade level, and classroom teachers and paraeducators will deliver TII services to students that need additional support or enrichment for students performing at or above goal.	Reading Specialists Classroom Teachers Reading tutor Paraeducators	SY19-20
Support for all staff on the new i-Ready reading assessment.	Director of Curriculum, Instruction and Assessment Principal	SY19-20

	Building data coordinator Classroom teachers	
Using grade-level IABs to help guide instruction and as an instructional tool to help prepare students for taking the Smarter Balanced ELA assessment online.	School data coordinator Reading coaches Grades 3-5 classroom teachers	SY19-20

**Mathematics**

Increase the percentage of Grade 3-5 students who performed at or above the goal on the Math portion of the SBAC from 69% in 2018-19 to 71% in 2019-20. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for all students in Math from 69.6% in 2018-19 to 71.7% in 2019-20.

<b><u>Action Steps:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Math instructional coach splits time 50/50 between providing targeted interventions and in class coaching support to teachers. Math tutor also provides targeted interventions for at-risk students.	Math coach Classroom teachers Math tutor	SY19-20
Math Data Team reviews multiple sources of student data and curriculum gaps as identified by teachers and develops grade level and school-wide common instructional practices.	Classroom teachers Math coach Principal/SWDT	SY19-20
Support for all staff on the new i-Ready math assessment	Director of Curriculum, Instruction and Assessment Principal Building data coordinator Classroom teachers	SY19-20
Using grade-level IABs to help guide instruction and as an instructional tool to help prepare students for taking the Smarter Balanced Math assessment online	School data coordinator Math specialist Grades 3-5 classroom teachers	SY19-20

**Science**

The percentage of Grade 5 students performing at or above the goal on the NGSS assessment will increase from 72.2% in 2018-19

to 74.4% in 2019-20.

<b><u>Action Steps:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Utilize the Delta Education/FOSS Science materials during dedicated science class periods	Classroom teachers	SY19-20
Use focused Science IABs to plan instruction and familiarize students with online test process	Grade 5 Teachers	SY19-20
Online NGSS-aligned videos and lessons through Mystery Science for K-5	Classroom Teachers	SY19-20
<b><u>Health/Wellness</u></b>		
Increase the percentage of Grade 3-5 students who performed at or above the goal on the CT Physical Fitness Assessment from 72.2% in 2018-19 to 74.4% in 2019-20.		
<b><u>Action Steps:</u></b>	<b><u>Owner:</u></b>	<b><u>Timeline (or) Frequency:</u></b>
Teaching fitness concepts in physical education and health classes	PE/Health Teacher	SY19-20
Demonstration (videos and adult modeling) of proper techniques/form for what is measured on the physical fitness assessment	PE/Health Teacher	September 2019
Administer the assessment 3x per year in grades 3, 4, and 5	PE/Health Teacher	Sept 2019, January 2020, May 2020
Students set individual goals and monitor their progress	PE/Health Teacher	SY19-20
District meeting with central office and colleagues from all schools to collaborate and align practices	Director of C/I/A PE/Health Teachers	Jan 2020
Implementing fitness based warm-ups and instant activities	PE/Health Teacher	SY19-20
Sharing a monthly health and wellness calendar with all families (grades K-5)	PE/Health Teacher School social worker	SY19-20