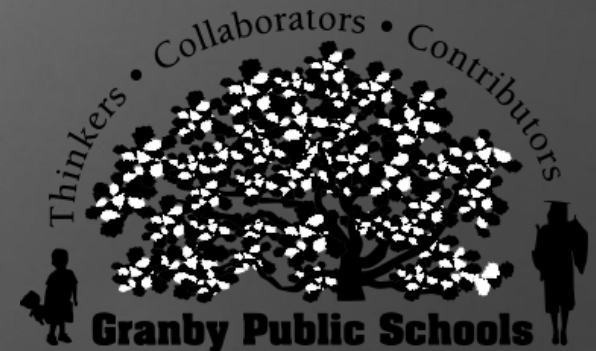


# Granby Public Schools Equity Update 2018-2019



# Granby Equity Taskforce

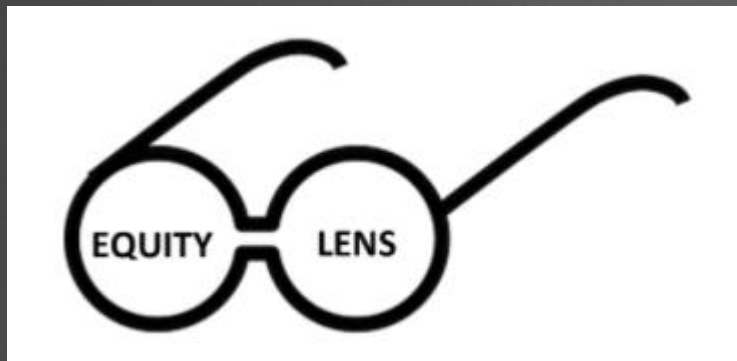


Granby Equity Team

# Statement of Equitable Practices

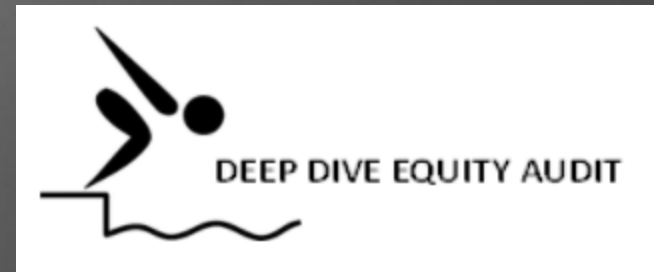
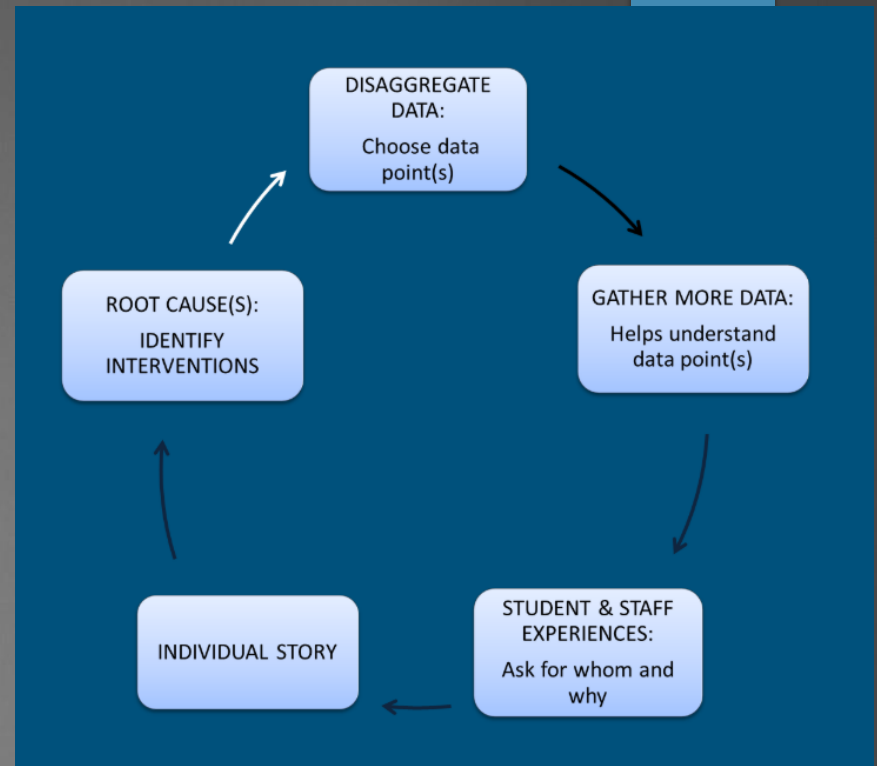


Equity in the Granby Public Schools ensures practices that allow all students to achieve at high levels, and that outcomes are not predicted by race, religion, ethnicity, socioeconomic status, gender, gender identity, or sexual orientation; and barriers are removed to meet the needs of students of all abilities and backgrounds; thereby realizing the district mission for all students to become powerful thinkers, effective collaborators, and compassionate contributors.



## Focus Areas

1. underrepresentation of minority students in college readiness courses
2. overrepresentation of black male students receiving referrals/discipline
3. overrepresentation of black male students receiving special education services
4. underrepresentation of minority teachers

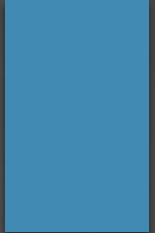


# Achievement Gap Report Overview



- ▶ Framework created as a result of BOE and administrator feedback from fall of 2015 and spring of 2016
- ▶ Indicators closely mirror the Connecticut Next Generation Accountability System
- ▶ Data is reported by Program (General/Special Education) and Residence (Granby/Hartford/Hartland)
- ▶ Selected indicators promote a narrow/deep focus

# Equity Indicators



## Graduation:

- ▶ Graduation Rate: % of 12<sup>th</sup> grade students graduating in 4 years or less (as a ninth grade cohort)

## College Readiness:

- ▶ College Course Completion: % of 12<sup>th</sup> grade students enrolled in at least 1 college level/credit course (AP, ECE, Pathways) during their HS years
- ▶ College Course Success: % of 12<sup>th</sup> grade students successfully completing at least 1 college level/credit course during their HS years: AP='C' or higher, ECE='C' or higher, Pathways='B' or higher
- ▶ College Readiness Exams: % of 12<sup>th</sup> grade students scoring 1050 or better on the SAT (super scoring), 3 or higher on AP exam, or meeting benchmark on 3 of 4 exams on ACT

## Student Achievement 3-10:

- ▶ Science Performance: % 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> graders at/above goal on NGSS
- ▶ Literacy Performance: % students in gr. 3-8 meeting/exceeding goal on SBAC
- ▶ Numeracy Performance: % students in gr. 3-8 meeting/exceeding goal on SBAC

## School Engagement:

- ▶ Activities: % students in gr. 3-12 with at least one extra-curricular activity or interscholastic sport
- ▶ Attendance: % students gr. K-12 attending at least 90% of school days
- ▶ Discipline: % students gr. K-12 with no in-school or out-of-school suspension

# Graduation



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
Graduation	12	100%	136	95.2%	21	-4.8

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
Graduation	12	99.3%	145	100.0%	5	0.7	100%	7	0.7

Graduating students on time persists as a district strength.

# College Readiness



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
College Course Completion	12	91.7%	145	65.2%	23	-26.5
College Course Success	12	77.9%	145	17.4%	23	-60.5
College Readiness Exams	12	74.5%	145	17.4%	23	-57.1

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
College Course Completion	12	90.1%	151	66.7%	6	-23.4	72.7%	11	-17.3
College Course Success	12	72.8%	151	0%	6	-72.8	63.6%	11	-9.2
College Readiness Exams	12	69.5%	151	16.7%	6	-69.5	63.6%	11	-5.9

Narrowing of achievement gap between general education and special education students.

There is no representation of Hartford resident students with college course success in 2019.



# Grade Level Testing



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
Science Performance	5,8,10	NA	NA	NA	NA	NA
Literacy Performance	3-8	83.6%	677	36.9%	130	-46.7
Math Performance	3-8	70.3%	676	25.2%	127	-45.1

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
Science Performance	5,8,10	NA	NA	NA	NA	n/a	NA	NA	n/a
Literacy Performance	3-8	78.3%	769	28.2%	39	-50.1	NA	NA	21.7
Math Performance	3-8	65.2%	765	17.9%	39	-47.3	NA	NA	34.8

Overall district performance remains stable in literacy and math while there are individual areas of strength and weakness.

Wide achievement gaps persist by program and residence consistently.

# School Engagement



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
Activities	3-12	72.2%	1247	60.1%	213	-12.1
Attendance	K-12	96%	1556	90.5%	252	-5.5
Discipline	K-12	97.9%	1556	93.3%	252	-4.6

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
Activities	3-12	70.8%	1358	76.2%	63	5.4	47.4%	38	-23.4
Attendance	K-12	95.7%	1692	83.1%	77	-12.6	97.4%	38	1.6
Discipline	K-12	95.7%	1692	88.3%	77	-9.4	94.7%	38	-3.0

Strong overall student school engagement with attendance and discipline when comparing programs and residences. Relatively small gap across all areas.

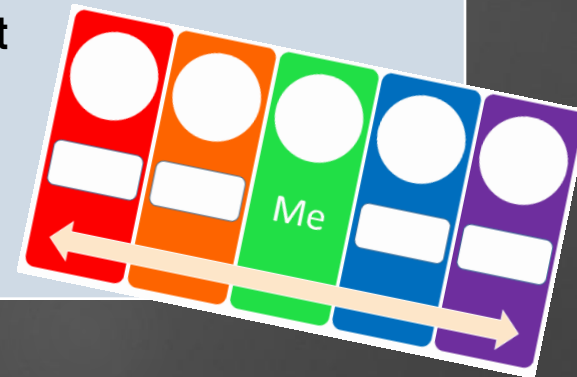
Participation in activities for Hartland students requires individualized and targeted attention.

# Next Steps:

- ▶ Strategically allocate resources to support areas of greatest need
- ▶ Courageously embrace recommendations of the Granby Equity Team
- ▶ Continue using metrics from district equity report to develop strategic school improvement plans with measurable goals
- ▶ Collaborate with the CT Center for School Change in an equity focused Community of Practice (CoP) and school leader coaching sessions
- ▶ Expand student ownership through NCCJ with *Bridges* and *Anytown*
- ▶ Increase representation minority teachers and leaders across the district

# 2019-2020 Action

Professional Capacity	Achievement
<ul style="list-style-type: none"><li>• Professional Development</li><li>• Granby Equity Team (GET)</li><li>• MTR Consortium</li><li>• Minority Teacher Onboarding Plan</li></ul>	<ul style="list-style-type: none"><li>• Leverage Leadership</li><li>• Explore Program Offerings</li><li>• Collect Information from Students &amp; Parents</li><li>• Examine Course Selection/Recommendation Practices</li></ul>
Climate	Program Participation
<ul style="list-style-type: none"><li>• Partnership with NCCJ</li><li>• CPS Core Team</li><li>• Efforts to Diversify Curriculum</li><li>• Survey Staff</li><li>• Standardize Data Practices</li></ul>	<ul style="list-style-type: none"><li>• <i>Generations</i> Mentoring</li><li>• SRBI Revision</li><li>• Program Audit</li></ul>



# Questions

