

**V.B.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

March 1, 2017

**RESOLVED**, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, approves continued participation of Lincoln-Bassett Community School, New Haven in the Commissioner's Network for an additional year commencing July 1, 2017, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of \_\_\_\_\_, this first day of March, Two Thousand Seventeen.

Signed:

\_\_\_\_\_  
Dr. Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education

**DATE:** March 1, 2017

**SUBJECT:** Commissioner's Network Extension for Lincoln-Bassett Community School in New Haven

*Executive Summary*

**Introduction**

Public Act 12-116, in part, established the Commissioner's Network to provide new resources, increased flexibilities, and greater accountability to improve student achievement in some of the state's lowest performing schools. The purpose of the Commissioner's Network is to turn around chronically low-performing schools and improve outcomes for students who attend these schools. Network Turnaround Plans must include intensive and transformative strategies that are necessary to turn around schools that, to date, have been unsuccessful in their improvement efforts. These plans must reach beyond surface reforms to achieve dramatic and transformative outcomes, address past turnaround efforts, and provide an explanation as to how the proposed interventions will succeed where previous efforts have failed.

Schools are accepted into the Network for a minimum of three years. Subsection (h) of Connecticut General Statutes Section 10-223h establishes that the State Board of Education may allow schools to continue in the Commissioner's Network for an additional year, not to exceed two additional years, if necessary. For the reasons set forth below, I am recommending that the Lincoln-Bassett Community School in New Haven remain in the Network for an additional year.

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education to improve student achievement in up to 25 schools. There are 20 schools presently participating in the Network. Each school receives increased financial investments to assist in the implementation of its turnaround plan. For each year a school is in the Network, the funding level decreases in order to promote financial sustainability of its turnaround over time.

## **History/Background:**

Lincoln-Bassett Community School currently serves 381 students in Grades Pre-Kindergarten through six. Sixty percent of students are eligible for free or reduced-price meals. Eighteen percent of the students are identified as needing special education services, and 2.4 percent are English learners. Approximately 18 percent of the students are Hispanic and 85 percent are Black.

Lincoln-Bassett Community School entered the Commissioner's Network in the fall of 2014. Prior to receiving State Board approval to enter the Network, an Operations and Instructional Audit was conducted on January 23, 2014. The audit revealed a lack of a clear discipline policy, low level of instructional rigor, including higher-order thinking and questioning; high teacher absenteeism and tardiness, and the need for ongoing and job-embedded professional development for teachers and non-certified staff. Upon entering the Network, Lincoln Bassett Community School had declining test scores, with only 6.7 percent of 3<sup>rd</sup> graders reading at grade level on the Connecticut Mastery Test (CMT).

To move toward sustainability, Lincoln-Bassett Community School has received a decreased level of funding in each of the three years in the Commissioner's Network. New Haven Public Schools has absorbed the costs of members of the Leadership Team, and a portion of the cost of stipends for teachers' extended day, the Reading Interventionist, and the Behavior Interventionist. The school's Leadership Team has been a good steward of Network funds and has worked to ensure that spending is maximized for student benefit.

## **Improvements:**

- The percentage of Lincoln-Bassett students meeting or exceeding the achievement standard in English Language Arts (ELA) on the Smarter Balanced Assessment increased from 13 percent in 2014-15 to 19.6 percent in 2015-16.
- The percentage of students meeting or exceeding the achievement standards in mathematics on the Smarter Balanced Assessment increased from 5.5 percent in 2014-15 to 16.4 percent in 2015-16.
- The suspension rate has decreased from 11.2 percent in 2014-15 to 8.8 percent in 2015-16.
- The school's budget is prioritized for a direct impact on instruction and improved student outcomes. For example, Lincoln-Bassett has made structural changes to the school day, added extra staff in classrooms, and provided professional development to vertical teams.
- Once a month, family engagement activities are implemented which provide engaging opportunities for parents and their children.

## **Continued Areas of Focus:**

- The percentage of students who were chronically absent in 2015-16 was 19 percent.
- While Lincoln-Bassett Community School's family engagement events have historically been well attended, they have not focused on engaging parents and community partners in events aligned to student learning.

## **Next Steps:**

During the 2017-18 school year, Lincoln-Bassett Community School will continue strategies that have proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan will prioritize the following:

- Leadership Team members will continue to provide teachers with daily professional development in literacy and math instruction in order to meet the rigor of the Connecticut Core Standards and achieve double-digit growth in ELA and math assessments. Continuing a laser-like focus on ELA and math instruction is highly recommended.
- Continue to strengthen the data team and Scientific Research-Based Interventions (SRBI) process in order to collaboratively analyze student assessment data and plan interventions for students below grade level in reading and math.
- School staff will increase parent and community engagement aligned to Literacy and Mathematics. Parent input and assets will be mapped using the Aspire Survey Tool. Through workshops and professional development on effective utilization of the Aspire Survey Tool, staff will develop their capacity to connect stakeholders to Lincoln-Bassett Community School in purposeful and strategic ways.
- Continue to educate and intervene with families about the importance of regular school attendance. Partner with Attendance Works to offer intensive support for students facing the greatest challenges getting to school.

Prepared by:

Iris White, Education Consultant, Turnaround Office

Approved by:

Desi D. Nesmith, Chief Turnaround Officer



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Connecticut State Board of Education  
March 1, 2017**

**Commissioner's Network  
Lincoln-Bassett Community School, New Haven  
Recommendation for a One-Year Extension**

**Desi D. Nesmith**

# Lincoln-Bassett Demographics

381 students, Grades PreK-6

60% Free/Reduced Lunch

18% Students with Disabilities

2.4% English Learners

85% Black

18% Hispanic



# Leading & Lagging Indicators

## Lincoln-Bassett Community School

Chronic Absenteeism			Suspension Rate		
2014-2015	2015-2016	2016-2017*YTD	2014-2015	2015-2016	2016-2017*YTD
30%	19.5%	19%	11.2%	8.8%	7.6%
<b>Smarter Balanced Assessment English Language Arts Percentage of Students at Level 3 or above</b>			<b>Smarter Balanced Assessment Mathematics Percentage of Students at Level 3 or above</b>		
2014-2015		2015-2016	2014-2015	2015-2016	
13%		19.6%	5.5%	16.4%	
<b>Smarter Balanced Assessment English Language Arts Growth Rate</b>			<b>Smarter Balanced Assessment Mathematics Growth Rate</b>		
Matched Cohort	Growth Rate	Avg. % of Target Achieved	Matched Cohort	Growth Rate	Avg. % of Target Achieved
85	45.9%	78.5%	85	69.4%	94.6%



\* Self- reported data

CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Lincoln-Bassett Community School Reading

## Benchmark Assessment Results

### Percentage and Number of Students at Proficiency in Reading

Grade Level	Fall 2016 -2017	Winter 2016-2017
Kindergarten	37% (23)	71% (47)
1 <sup>st</sup> Grade	25% (14)	45% (24)
2 <sup>nd</sup> Grade	56% (27)	57% (27)
3 <sup>rd</sup> Grade	16% (8)	33% (17)
4 <sup>th</sup> Grade	15% (7)	17% (8)
5 <sup>th</sup> Grade	13% (6)	24% (11)
6 <sup>th</sup> Grade	31% (9)	47% (14)

# Lincoln-Bassett Community School Reading Benchmark Assessment Results

## Percentage and Number of Students at Proficiency in Math

Grade Level	Fall 2016 -2017	Winter 2016-2017
Kindergarten	0% (0)	63% (40)
1 <sup>st</sup> Grade	0% (0)	24% (13)
2 <sup>nd</sup> Grade	0% (0)	47% (21)
3 <sup>rd</sup> Grade	65% (34)	45% (24)
4 <sup>th</sup> Grade	37% (17)	5% (2)
5 <sup>th</sup> Grade	36% (13)	13% (5)
6 <sup>th</sup> Grade	92% (21)	22% (5)

# Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

New Haven School District

Lincoln-Bassett School\_0932011

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No:	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	51.0		75	68.1	100	68.1	67.9
1b.	ELA Performance Index – High Needs Students	49.7		75	66.3	100	66.3	56.7
1c.	Math Performance Index – All Students	42.1		75	56.1	100	56.1	59.3
1d.	Math Performance Index – High Needs Students	40.5		75	54.0	100	54.0	47.8
1e.	Science Performance Index – All Students	34.7		75	46.2	100	46.2	56.5
1f.	Science Performance Index – High Needs Students	33.6		75	44.8	100	44.8	45.9
4a.	Chronic Absenteeism – All Students	30.0%		<=5%	0.0	50	0.0	10.6%
4b.	Chronic Absenteeism – High Needs Students	31.8%		<=5%	0.0	50	0.0	17.3%
5	Preparation for CCR – % taking courses	N/A		75%	0.0	0	0.0	66.1%
6	Preparation for CCR – % passing exams	N/A		75%	0.0	0	0.0	37.3%
7	On-track to High School Graduation	N/A		94%	0.0	0	0.0	85.6%
8	4-year Graduation - All Students (2014 Cohort)	N/A		94%	0.0	0	0.0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	N/A		94%	0.0	0	0.0	77.6%
10	Postsecondary Entrance (Class of 2014)	N/A		75%	0.0	0	0.0	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	93.9%	46.8%	75%	31.2	50	62.4	87.6% 51.0%
12	Arts Access	N/A		60%	0.0	0	0.0	45.7%
Accountability Index					366.7	750	48.9	

These statistics are the first results from Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please see the document titled Using Accountability Results to Guide Improvement.

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015.

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 StdDev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	56.9	49.7	7.2	16.8	
Math Performance Index Gap	49.1	40.5	8.6	19.5	
Science Performance Index Gap	N/A	33.6	N/A	17.3	
Graduation Rate Gap (2012 Cohort)	N/A	N/A	N/A	N/A	N

\*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

\*\*If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Participation Rate	Rate
ELA – All Students	98.8%
ELA – High Needs Students	99.2%
Math – All Students	98.8%
Math – High Needs Students	98.5%
Science – All Students	100.0%
Science – High Needs Students	100.0%

# Benefits of Network Participation for Lincoln-Bassett Community School:

- Increase in the percentage of students exceeding the achievement standard in English Language Arts and math on the Smarter Balanced Assessment.
- Extended teacher day to provide daily professional development focused on designing instruction to meet the rigors of Connecticut Core Standards.
- Offered before-and-after-school programming to provide academic supports and build parental and community engagement.
- Decreased suspension rates by implementing Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices.



## Lincoln-Bassett Community School's next steps for 2017-18:

- Leadership Team members continue to provide teachers with daily professional development in literacy and math instruction in order to meet the rigor of the Connecticut Core Standards and achieve double-digit growth in ELA and math assessments.
- Continue to strengthen data team and Scientific Research-Based Interventions process in order to collaboratively analyze student assessment data and plan interventions for students below grade level in reading and math.
- School staff will increase parent and community engagement aligned to Literacy and Mathematics. Parent input and assets will be mapped using the Aspire Survey Tool.
- Continue to educate and intervene with families about the importance of regular school attendance. Partner with Attendance Works to offer intensive support for students facing the greatest challenges getting to school.



## The Turnaround Office's next steps for 2017-18:

- Bi-weekly school visits to conduct classroom walkthroughs and provide feedback and to assist in the implementation of a positive school climate and restorative practices.
- NetStat professional development conference for Network Schools to share best practices.
- Provide guidance to school as they address their growth areas.
- Assistance with analysis of Smarter Balanced Assessment growth results and new accountability index in order to improve instructional practice.





# COMMISSIONER'S NETWORK FAST FACTS

## LINCOLN-BASSETT COMMUNITY SCHOOL GRADES PK-6 COHORT III - ENTERED NETWORK FALL 2014 New Haven Public Schools

### SUCCESS

Weekly analysis of student data, ongoing professional development and support for teachers, as well as a comprehensive technology program contributed to Lincoln-Bassett's gains on the Smarter Balanced Assessment. In its second year in the Commissioner's Network, Lincoln-Bassett Community School showed significant growth in both English language arts and math. Lincoln-Bassett Community School's continued attention to strengthening school climate and culture has resulted in a decrease in chronic absenteeism.



### COMMISSIONER'S NETWORK FUNDING

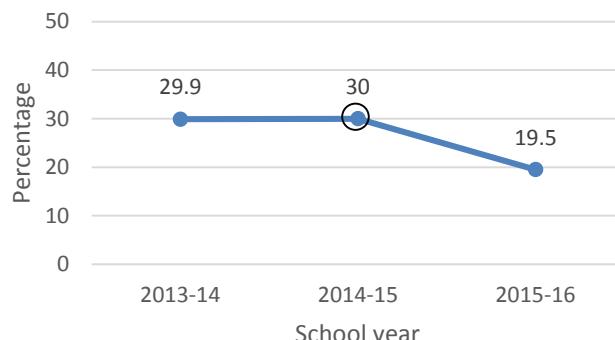
Year 1	Year 2	Year 3
\$764,998	\$625,000	\$465,000

### PRIORITIES

Talent	<ul style="list-style-type: none"><li>Effective paraprofessional support and development.</li><li>Professional development for teachers in the areas of literacy, math, lesson planning/implementation, Scientific Research-Based Interventions, technology, and operational support.</li></ul>
Academics	<ul style="list-style-type: none"><li>Continue with intervention blocks to provide academic and behavioral supports to students.</li></ul>
Climate/Culture	<ul style="list-style-type: none"><li>Use behavior interventionist to support the development of students' ability to articulate their feelings, deescalate, and return to their classrooms ready to learn.</li></ul>
Operations	<ul style="list-style-type: none"><li>Before- and after-school programming to provide additional academic supports and build parental and community engagement to supply families with a safe place for students to work.</li></ul>

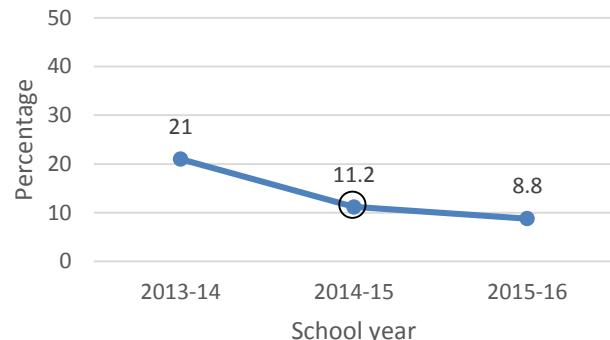
## LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

### Chronic Absenteeism



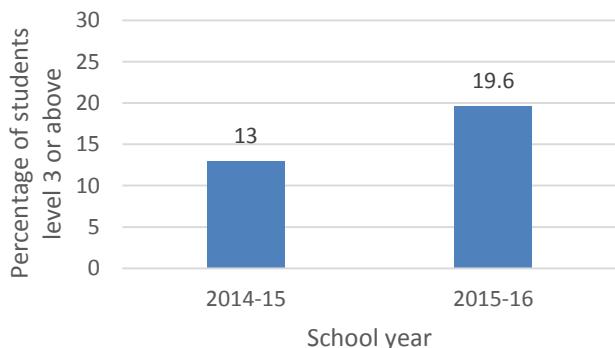
Chronic absenteeism decreased by 10.4 percentage points from the 2013-14 baseline year to 2015-16.

### Suspension Rate



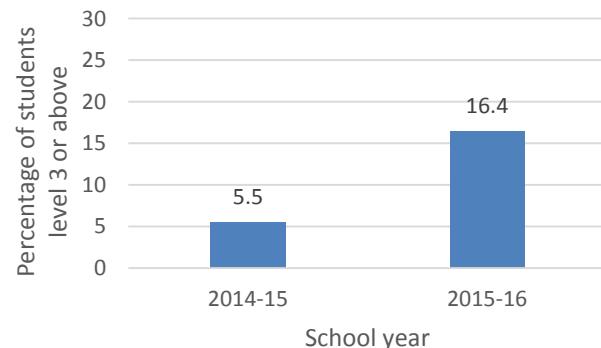
The suspension rate decreased by 12.2 percentage points from the 2013-14 baseline year to 2015-16.

### Smarter Balanced Assessment ELA



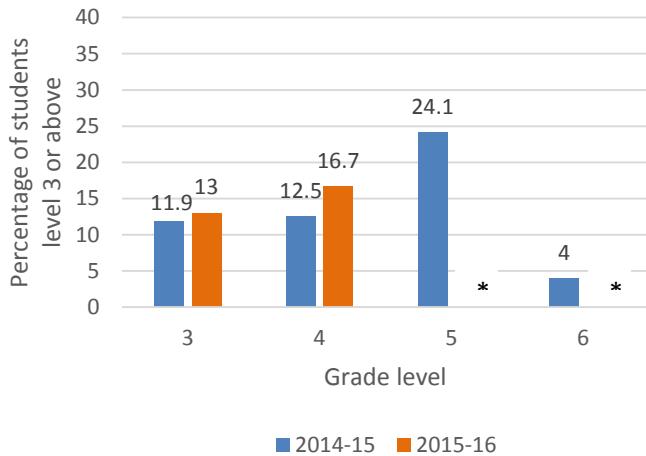
The percentage of students at level 3 or above in ELA increased by 6.6 percentage points.

### Smarter Balanced Assessment Math

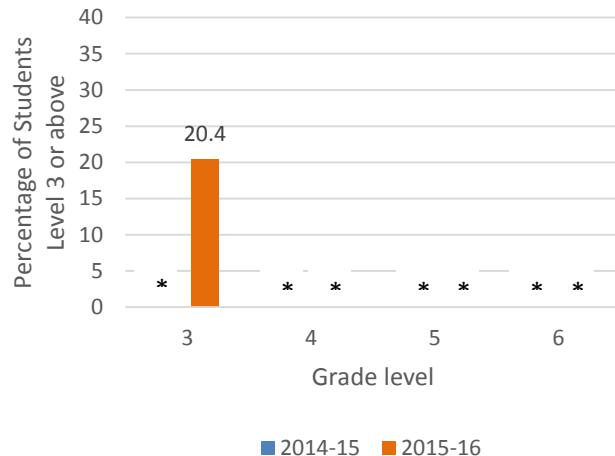


The percentage of students at level 3 or above in math increased by 10.9 percentage points.

### Smarter Balanced Assessment ELA



### Smarter Balanced Assessment Math



\* Data suppressed to ensure student data privacy.

### NEXT STEPS

- Investigate ways to sustain programming once Commissioner's Network funding ends.
- Raise standards of classroom instruction with a focus on higher order questioning and thinking skills.
- Continue discussions around culturally responsive education.