

V.A.

**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 Luis Munoz Marin School, Bridgeport, in the Commissioner's Network for an additional year commencing July 1, 2017, and directs the school to report to the State Board of Education Accountability and Support Committee on its priorities and progress in the 2017-18 school year; 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 Luis Munoz Marin School in Bridgeport

*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 Luis Munoz Marin School in Bridgeport 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:**

Luis Munoz Marin School currently serves 885 students in Grades Pre-Kindergarten through eight. Seventy-four percent of students are eligible for free or reduced-price meals. Thirteen percent of the students are identified as needing special education services, and 38 percent are English learners (ELs). Approximately 68 percent of the students are Hispanic and 25 percent are Black.

Luis Munoz Marin 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 7, 2014. The audit revealed that the leadership at the time did not communicate a clear vision to dramatically improve student achievement at the school. Teachers expressed that the professional development they received was disorganized and not helpful to improving their practice. The school also lacked an effective school-wide behavior management system. Classroom observations, student interviews, and teacher survey data revealed that there were a number of teachers who were struggling to control their classrooms and were failing to provide academically rigorous instruction.

For sustainability purposes, Luis Munoz Marin has received a decreased level of funding in each of its three years in the Commissioner’s Network.

**Achievement Data Table:**

Grade	Smarter Balanced Assessment English Language Arts Percentage of students at level 3 or above		Smarter Balanced Assessment Math Percentage of students at level 3 or above	
	2014-15	2015-16	2014-15	2015-16
3	2.3	5.9	0	*
4	3.6	*	*	0
5	3.3	*	0	0
6	8.7	*	0	0
7	5.1	7	*	*
8	4.2	6.8	0	*

\* suppressed to ensure student data privacy

**Improvements:**

- The suspension rate has decreased from 16.1 percent in 2014-15 to 12.9 percent in 2015-16.

**Continued Areas of Concern:**

- Luis Munoz Marin’s winter benchmark assessment data shows only a small percentage of students are proficient in reading and math. This data shows slight improvement over 2014-15, but is nowhere near expected gains for a Commissioner’s Network school.
- Professional development has not effectively addressed the specific needs areas of improvement in literacy and math instruction.

- There has been inconsistent implementation of differentiated instruction for students with disabilities and ELs.
- Chronic absenteeism has decreased from 25.8 percent in 2014-15 to 24.5 percent in 2015-16. This decrease also fails to meet the expected gains for a Commissioner's Network school.

**Next Steps:**

From February 2017 forward, Luis Munoz Marin School will continue strategies that have shown some improvement over the past three years, and abandon those that have not. The CSDE Turnaround Office will provide more intensive monitoring and supports as Marin enters Year 4 of the Commissioner's Network. The Year 4 plan will prioritize the following:

- Increased focus and sense of urgency on improvement of chronic absenteeism rate, literacy rates, and math achievement.
- Revised instructional leadership plan including a regular classroom walkthrough schedule submitted monthly to the Turnaround Office Point of Contact.
- Build internal capacity of leadership team using CSDE resources.
- End external supports that are not working.
- Plan specific and highly focused professional development for the 2017-18 school year.
- Continue Lab Classroom Model to build teacher capacity in Literacy instruction only in grades/classes that demonstrate substantial growth in literacy benchmark.

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  
Luis Munoz Marin School, Bridgeport  
Recommendation for a One-Year Extension**

**Desi D. Nesmith**

# Marin School Demographics

887 students, Grades PreK-8

74% Free/Reduced Lunch

13% Students with Disabilities

38% English Learners

25% Black

68% Hispanic



# Leading & Lagging Indicators

Luis Munoz Marin School

Chronic Absenteeism			Suspension Rate		
2014-2015	2015-2016	2016-2017 YTD*	2014-2015	2015-2016	2016-2017 YTD*
25.8%	24.5%	21%	16.1%	12.9%	3.5%
Smarter Balanced Assessment English Language Arts Percentage of Students at Level 3 or above			Smarter Balanced Assessment Mathematics Percentage of Students at Level 3 or above		
2014-2015		2015-2016	2014-2015		2015-2016
4.4%		5.3%	0.3%		1.8%
Smarter Balanced Assessment English Language Arts Growth Rate			Smarter Balanced Assessment Mathematics Growth Rate		
Matched Cohort	Growth Rate	Avg. % of Target Achieved	Matched Cohort	Growth Rate	Avg. % of Target Achieved
360	24.4%	49.8%	393	25.7%	47.8%



\*Self-reported data

# Luis Munoz Marin School Reading Benchmark Assessment Results

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

Grade Level	Fall 2016-2017	Winter 2016-2017
Kindergarten	16% (14)	17% (15)
1 <sup>st</sup> Grade	4% (3)	4% (3)
2 <sup>nd</sup> Grade	0% (0)	7% (7)
3 <sup>rd</sup> Grade	2% (2)	14% (12)
4 <sup>th</sup> Grade	3% (3)	7% (7)
5 <sup>th</sup> Grade	3% (3)	6% (6)
6 <sup>th</sup> Grade	4% (3)	3% (2)
7 <sup>th</sup> Grade	4% (4)	3% (3)
8 <sup>th</sup> Grade	4% (4)	10% (10)





# Luis Munoz Marin Math Benchmark Assessment Results

## Percentage of and Number of Students at or above Proficiency in Math

Grade Level	Fall 2016-2017	Winter 2016-2017
Kindergarten	4% (4)	1% (1)
1 <sup>st</sup> Grade	0% (0)	1% (1)
2 <sup>nd</sup> Grade	0% (0)	0% (0)
3 <sup>rd</sup> Grade	0% (0)	1% (1)
4 <sup>th</sup> Grade	2% (2)	5% (5)
5 <sup>th</sup> Grade	1% (1)	1% (1)
6 <sup>th</sup> Grade	0% (0)	1% (1)
7 <sup>th</sup> Grade	0% (0)	2% (2)
8 <sup>th</sup> Grade	<1% (0)	5% (5)





# Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

Bridgeport School District	Luis Munoz Marin School_0151011
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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	39.1		75	52.1	100	52.1	67.9	
1b.	ELA Performance Index – High Needs Students	39.1		75	52.1	100	52.1	56.7	
1c.	Math Performance Index – All Students	30.1		75	40.1	100	40.1	59.3	
1d.	Math Performance Index – High Needs Students	30.1		75	40.1	100	40.1	47.8	
1e.	Science Performance Index – All Students	32.1		75	42.9	100	42.9	56.5	
1f.	Science Performance Index – High Needs Students	32.1		75	42.9	100	42.9	45.9	
4a.	Chronic Absenteeism – All Students	25.8%		<=5%	8.4	50	16.8	10.6%	
4b.	Chronic Absenteeism – High Needs Students	25.8%		<=5%	8.4	50	16.8	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	75.0%		94%	39.9	50	79.8	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)	81.0%	6.8%	75%	2.3	50	4.6	87.6%	51.0%
12	Arts Access	N/A		60%	0.0	0	0.0	45.7%	
<b>Accountability Index</b>					<b>329.1</b>	<b>800</b>	<b>41.1</b>		

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 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	N/A	39.1	N/A	16.8	
Math Performance Index Gap	N/A	30.1	N/A	19.5	
Science Performance Index Gap	N/A	32.1	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	99.1%
ELA – High Needs Students	99.1%
Math – All Students	99.8%
Math – High Needs Students	99.8%
Science – All Students	100.0%
Science – High Needs Students	100.0%

School Code: 0151011



# Benefits of Network participation for Luis Munoz Marin:

- Implemented Lab Classrooms to build teacher skill in Literacy instruction and provide opportunities for teachers to observe colleagues and reflect on their own practice.
- Provided teachers job-embedded professional development and coaching to improve instructional practice in Literacy and Math.
- Decreased suspension rates by implementing RULER and Restorative Practices.



## **Under the close monitoring and supervision of the Turnaround Office, Luis Munoz Marin's next steps for 2017-18 are:**

- Increased focus and sense of urgency on improvement of chronic absenteeism rate, literacy rates, and math achievement.
- Revised instructional leadership plan including a regular classroom walkthrough schedule submitted monthly to the Turnaround Office Point of Contact.
- Build internal capacity of leadership team using CSDE resources.
- Continue the Lab Classroom Model to build teacher capacity in Literacy Instruction only in grades that demonstrate substantial growth in literacy benchmark.
- End external supports that are not working.
- Plan specific and highly focused professional development for the 2017-18 school year.



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

- Weekly school visits to conduct classroom walkthroughs specifically focused on reading and math in order to provide feedback and technical assistance.
- Utilize the CSDE Cross Divisional Team to provide Marin with technical assistance to improve literacy, math, and Scientific Research-Based Interventions (SRBI) implementation.
- Connect Luis Munoz Marin with schools that demonstrate a high level of SRBI implementation.
- Assist with the analysis of Smarter Balanced Assessment growth results and new accountability index in order to improve instructional practice.





# COMMISSIONER'S NETWORK FAST FACTS

**LUIS MUNOZ MARIN SCHOOL**  
**GRADES PK-8**  
 COHORT III- ENTERED NETWORK FALL 2014  
 Bridgeport Public Schools

## SUCCESS

A focus on job-embedded professional development and coaching in Readers and Writers Workshop and math resulted in modest gains in English language arts and math on the Smarter Balanced Assessment. Marin School continues to focus on building the capacity of its Leadership Team to provide support to teachers. Marin School's commitment to implementation of Positive Behavioral Intervention and Supports and a positive school climate and culture has resulted in a decrease in both in-school and out-of-school suspensions.



## COMMISSIONER'S NETWORK FUNDING

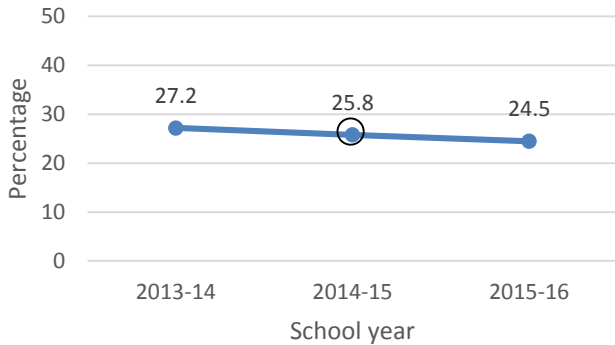
Year 1	Year 2	Year 3
\$1,201,940	\$1,000,000	\$770,000

## PRIORITIES

<b>Talent</b>	<ul style="list-style-type: none"> <li>• Provide teachers with embedded professional development in Readers and Writers Workshop and Singapore Math curriculum.</li> <li>• Implement peer coaching cycles to improve teacher instructional practice.</li> </ul>
<b>Academics</b>	<ul style="list-style-type: none"> <li>• Provide interventionists to support growth in reading and math.</li> </ul>
<b>Climate/Culture</b>	<ul style="list-style-type: none"> <li>• Continue to provide training to teachers in classroom management strategies and restorative practices to decrease in-school and out-of-school suspensions.</li> <li>• Offer enrichment activities such as musical theatre and learning expeditions to engage students and decrease chronic absenteeism.</li> </ul>
<b>Operations</b>	N/A

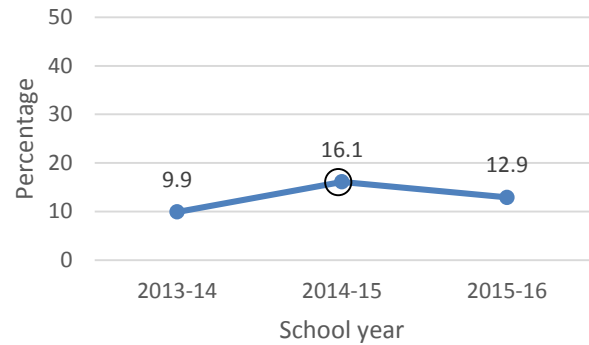
**LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT**

**Chronic Absenteeism**



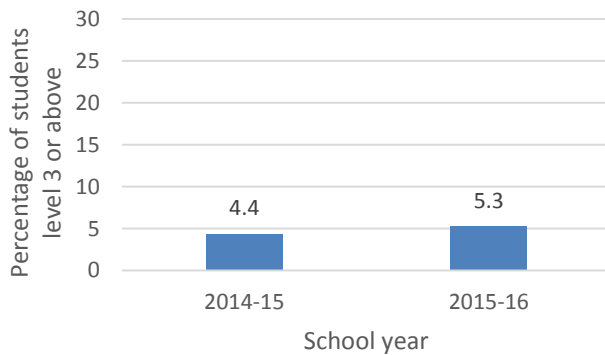
Chronic absenteeism decreased by 2.7 percentage points from the 2013-14 baseline year to 2015-16.

**Suspension Rate**



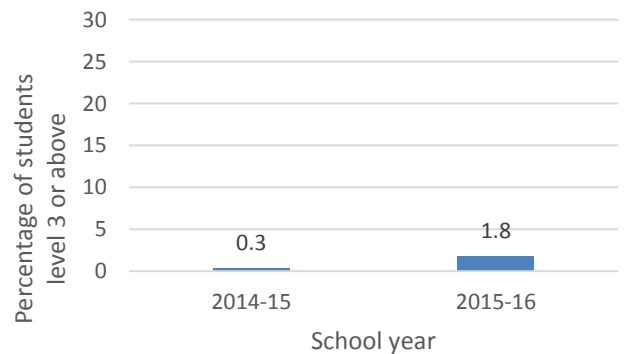
The suspension rate increased by 3 percentage points from the 2013-14 baseline year to 2015-16.

**Smarter Balanced Assessment  
 ELA**



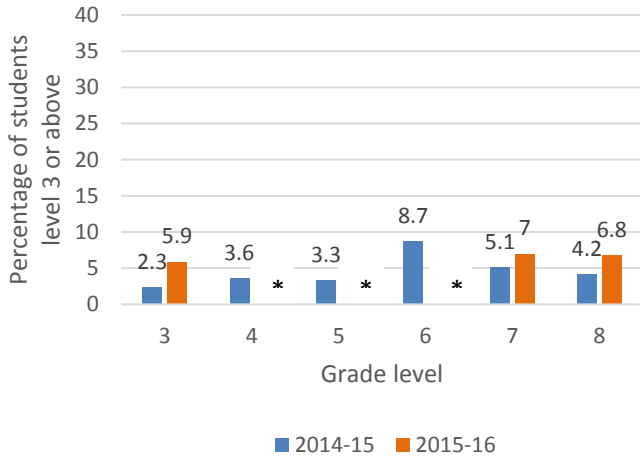
The percentage of students at level 3 or above in ELA increased by 0.9 percentage points.

**Smarter Balanced Assessment  
 Math**

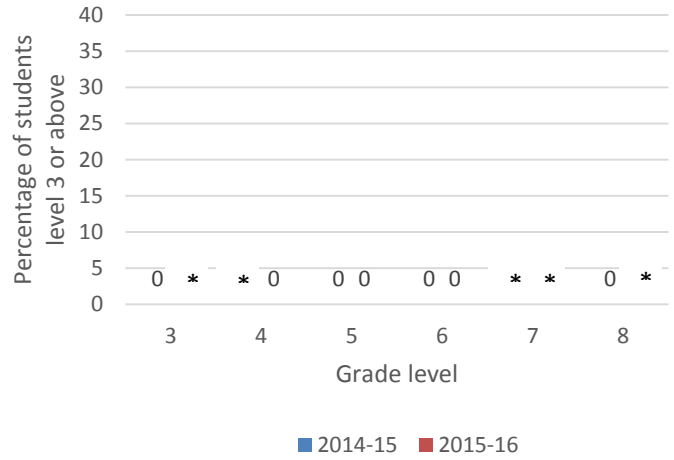


The percentage of students at level 3 or above in math increased by 1.5 percentage points.

**Smarter Balanced Assessment  
 ELA**



**Smarter Balanced Assessment  
 Math**



\* Data suppressed to ensure student data privacy.

**NEXT STEPS**

- Build capacity of the leadership team to provide professional development to teachers once Commissioner's Network funding has ended.
- Continued implementation of Positive Behavioral Interventions and Supports and RULER.
- Provide workshops for families on how they can support student learning at home.