

IX.D.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

April 4, 2018

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 and final year commencing July 1, 2018, 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 fourth day of April, Two Thousand Eighteen.

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: April 4, 2018

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, Lincoln-Bassett Community School in New Haven is recommended to 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 15 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.

Background:

Lincoln-Bassett Community School currently serves 381 students in grades Pre-Kindergarten through six. Seventy-two percent of students are eligible for free or reduced-price meals. Twenty-two percent of the students are identified as needing special education services, and 2 percent are English learners. Approximately 21 percent of the students are Hispanic and 75 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 3rd graders reading at grade level on the Connecticut Mastery Test (CMT).

To move toward greater sustainability, Lincoln-Bassett Community School has received a decreased level of funding in each of the four years in the Commissioner's Network. New Haven Public Schools has absorbed the costs of two members of the Leadership Team (Director of Operations and Data/Technology Coach) and a portion of the cost for the Director of Culture and Climate. In order to sustain consistent professional development and collaboration time, the school utilized additional school-day minutes allocated by the teacher's union contract to continue weekly morning professional development and collaboration. The school's Leadership Team has been a good steward of Commissioner Network funds and has worked to ensure that all spending and resources are maximized for student benefit.

Improvements:

- The suspension rate has decreased since its entrance in the Commissioner's Network from 21.1 percent in 2013-14, to 11.2 percent in 2014-15, to 8.8 percent in 2015-16, to 8.9 percent in 2016-17.
- The percentage of Lincoln-Bassett students meeting or exceeding the achievement standard in English Language Arts (ELA) on the Smarter Balanced Assessment increased from 19.6 percent in 2015-16 to 22.8 percent in 2016-17.
- The percentage of students meeting or exceeding the achievement standards in mathematics on the Smarter Balanced Assessment increased from 16.4 percent in 2015-16 to 28.7 percent in 2016-17.
- The school's budget is prioritized for a direct impact on instruction and improved student outcomes. For example, Lincoln-Bassett added additional teaching staff in classrooms to increase small group instruction and individualized support in order to strengthen the critical foundational skills in grades K-2. In addition, professional development is provided to vertical teams in order to sustain and strengthen best practices.
- Once a month, family engagement activities are implemented which provide engaging opportunities for parents and their children.

Continued Areas of Focus:

- The 2016-17 Smarter Balanced Growth Model reports Lincoln-Bassett's growth rate for ELA as 27.5 percent and math as 35.8 percent, and average percentage of target achieved for ELA as 35.8 percent and math as 63.7 percent, all below the state average. Lincoln-Bassett staff should examine why their students are not growing as expected in ELA and math. Achievement lags cannot be closed if growth is below the state average.
- Although chronic absenteeism rates have improved since its first year in the Commissioner's Network, the percentage of students who were chronically absent in 2016-17 was 13.7 percent, which is above the state average of 10 percent.
- While monthly family engagement opportunities are present, through the use of the ASPIRE Survey, Lincoln-Bassett Community School will focus on increasing engagement opportunities aligned to school improvement goals.

Next Steps:

During the 2018-19 school year, Lincoln-Bassett Community School will continue strategies that have proven effective over the past four years, and target areas requiring improvement. The Year 5 plan will prioritize the following:

- Continue to provide teachers with professional development in literacy and math instruction in order to meet the rigor of the Connecticut Core Standards. Professional development shall include a focus on lesson design and lesson delivery that incorporates differentiation.
- Monitor the impact of professional development through continued instructional walkthroughs, focused observations and feedback, and analysis of authentic student work and portfolio review with support from the Turnaround Office consultant.
- Build capacity of grade-level data teams to analyze data, plan and implement targeted instructional strategies to improve all students' outcomes with support from the Turnaround Office consultant.
- Continue to strengthen the Scientific Research-Based Interventions (SRBI) process for students below grade level in reading and math by collaboratively analyzing the impact of implemented strategies and interventions on student outcomes. This will support the seamless movement of students through various levels of intervention, adjusting instruction based upon evaluations of progress.
- Increase parent and community engagement aligned to Literacy and Mathematics. Parent input and assets will be mapped using the ASPIRE Survey Tool, and utilized to connect stakeholders to Lincoln-Bassett Community School in purposeful and strategic ways.

Recommendation:

The CSDE recommends that the SBE approve an additional fifth and final year of participation in the Commissioner's Network for Lincoln-Bassett Community School at a funding level to be determined by CSDE, within state budget appropriations.

Prepared by:

Lisa Lamenzo, Education Consultant, Turnaround Office

Approved by:

Desi D. Nesmith, Chief Turnaround Officer



Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
New Haven School District	Lincoln-Bassett School_0932011	4	Turnaround	No
<i>Choose a District, then Choose a School. To refresh the District List, clear the School name.</i>		Grade Range: PK - 6		

No.	Indicator	IndexRate ¹	Target	Points Earned	Max Points	% Points Earned	State Avg IndexRate	
1a.	ELA Performance Index - All Students	56.0	75	37.4	50	74.7%	67.1	
1b.	ELA Performance Index - High Needs Students	55.0	75	36.7	50	73.4%	55.9	
1c.	Math Performance Index - All Students	53.8	75	35.9	50	71.7%	62.2	
1d.	Math Performance Index - High Needs Students	53.0	75	35.3	50	70.6%	50.5	
1e.	Science Performance Index - All Students	35.1	75	23.4	50	46.8%	55.3	
1f.	Science Performance Index - High Needs Students	35.5	75	23.7	50	47.4%	45.2	
2a.	ELA Avg. Percentage of Growth Target Achieved - All Students	49.6%	100	49.6	100	49.6%	55.4%	
2b.	ELA Avg. Percentage of Growth Target Achieved - High Needs Students	48.9%	100	48.9	100	48.9%	49.8%	
2c.	Math Avg. Percentage of Growth Target Achieved - All Students	63.7%	100	63.7	100	63.7%	61.7%	
2d.	Math Avg. Percentage of Growth Target Achieved - High Needs Students	64.6%	100	64.6	100	64.6%	53.7%	
4a.	Chronic Absenteeism - All Students	13.7%	<=5%	32.6	50	65.2%	9.9%	
4b.	Chronic Absenteeism - High Needs Students	14.8%	<=5%	30.4	50	60.9%	15.8%	
5	Preparation for CCR - % taking courses		75%	0.0	0		70.7%	
6	Preparation for CCR - % passing exams		75%	0.0	0		43.5%	
7	On-track to High School Graduation		94%	0.0	0		87.8%	
8	4-year Graduation All Students (2016 Cohort)		94%	0.0	0		87.4%	
9	6-year Graduation - High Needs Students (2014 Cohort)		94%	0.0	0		82.0%	
10	Postsecondary Entrance (Class of 2016)		75%	0.0	0		72.0%	
11	Physical Fitness (estimated part rate) and (fitness rate)	96.0%	31.9%	75%	21.3	42.6%	92.0%	51.6%
12	Arts Access		60%	0.0	0		50.5%	
Accountability Index				503.4	850	59.2%		

These statistics represent the results from the third year of 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 consult 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 originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

¹ Unrounded index rates are used in calculations. Values rounded to 1 decimal are displayed.

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		55.0		16.6	
Math Performance Index Gap		53.0		18.5	
Science Performance Index Gap		35.5		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					NA

^{*} 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	99.4%
ELA - High Needs Students	99.4%
Math - All Students	99.4%
Math - High Needs Students	99.4%
Science - All Students	97.8%
Science - High Needs Students	97.7%



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, on-going professional learning and support for teachers, as well as a comprehensive technology program, contributed to Lincoln-Bassett's gains on the Smarter Balanced Assessment. In its third year in the Network, Lincoln-Bassett Community School's continued attention to strengthening school climate and culture, has resulted in a decrease in chronic absenteeism and in-school suspensions.



COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
\$764,998	\$650,000	\$465,000	\$440,000

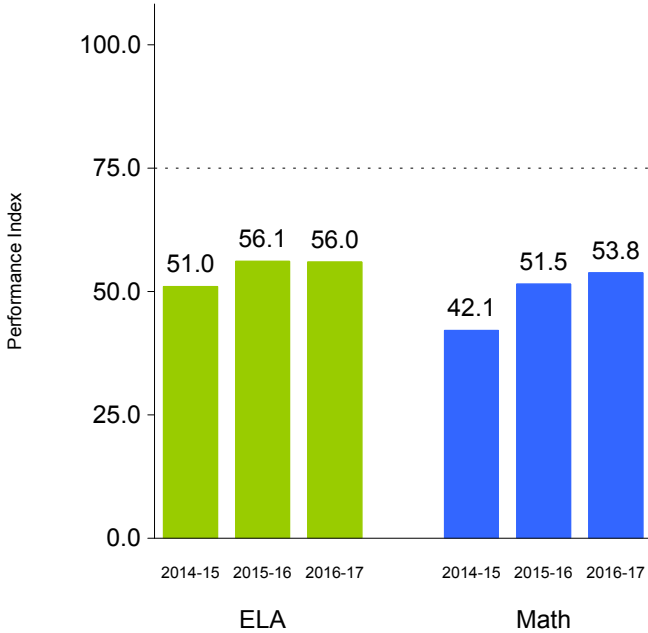
PRIORITIES

Talent	<ul style="list-style-type: none"> • Build paraeducator capacity to support teachers in delivering instruction. • Provide professional learning for teachers in the areas of literacy, math, lesson planning/implementation, Scientific Research-Based Interventions, technology, and operational support.
Academics	<ul style="list-style-type: none"> • Continue with intervention blocks to provide academic and behavioral supports to students.
Climate/Culture	<ul style="list-style-type: none"> • Utilize behavior interventionist to implement the restorative practices framework.
Operations	<ul style="list-style-type: none"> • Offer 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.

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

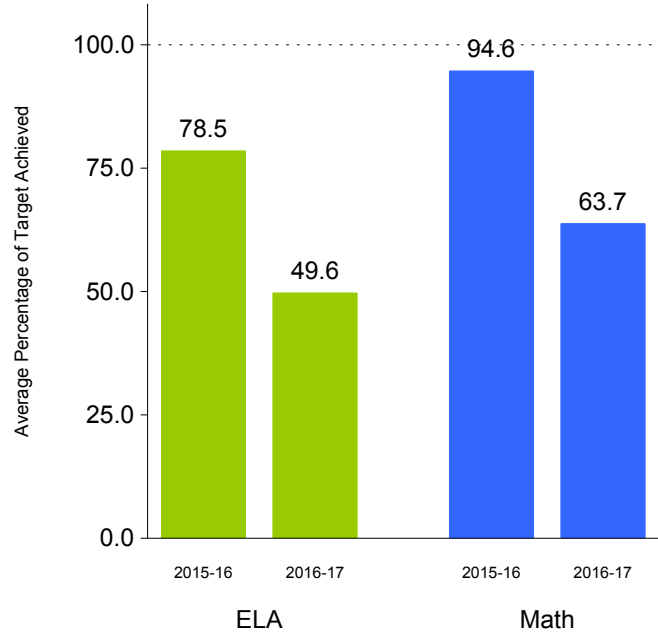
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



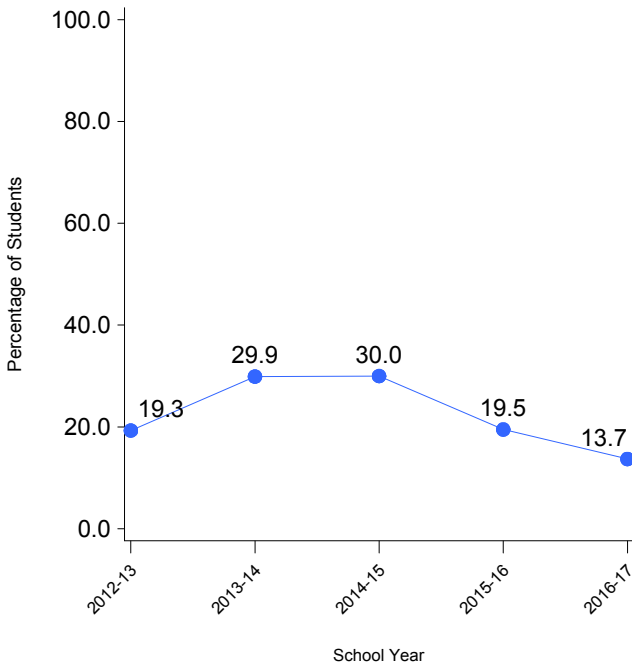
Academic Growth (Matched Students)

The Average Percentage of Target Achieved is a percentage of the individualized growth target achieved by students on average. The target for 2029-30 is 100% as indicated by the dotted line in the chart.



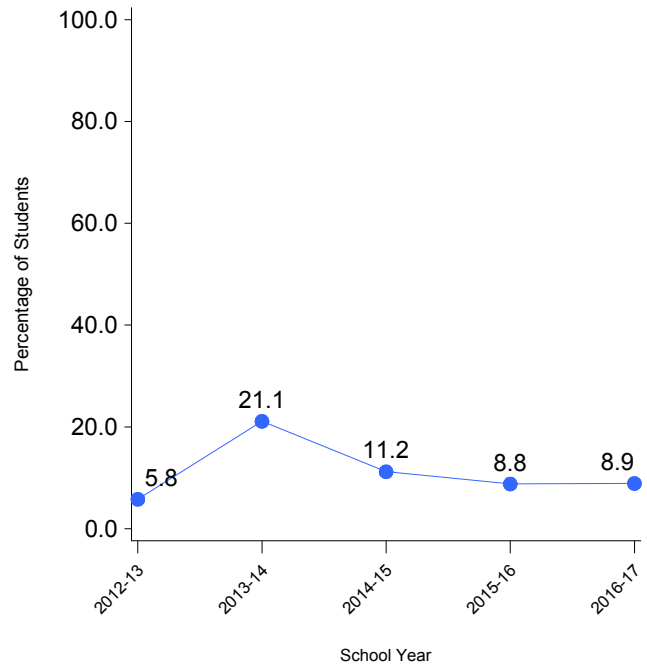
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



Note: Some data are suppressed to protect student confidentiality. Only data that are not suppressed are shown in the charts.