

**V.C.**

**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 Luis Munoz Marin School, Bridgeport, in the Commissioner's Network for an additional year commencing July 1, 2018, and directs the school to report to the State Board of Education Accountability and Support Committee on its priorities and progress in the 2018-19 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 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 Luis Munoz Marin School, 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 (SBE) 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, the Luis Munoz Marin School in Bridgeport 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 (CSDE) 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.

**History/Background:**

Luis Munoz Marin School currently serves 845 students in grades pre-Kindergarten through eight. One hundred percent of students are eligible for free or reduced-price meals. Thirteen percent of the students are identified as needing special education services, and 42 percent are English learners (ELs). Approximately 67 percent of the students are Hispanic and 23 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 four years in the Commissioner's Network.

**Improvements:**

- Chronic absenteeism has decreased from 24.5 percent in 2015-16 to 22.2 percent in 2016-17.
- The suspension rate has decreased from 13.0 percent in 2015-16 to 7.8 percent in 2016-17.
- The Performance Index for ELA increased from 38.5 in 2015-16 to 40.2 in 2016-17, and in Math from 30.6 in 2015-16 to 34.4 in 2016-17. While there was improvement, it also fails to meet the expected levels for a Commissioner's Network School.
- The Average Percentage of Target Achieved for ELA increased from 49.8 in 2015-16 to 51.6 in 2016-17, and in Math from 47.8 in 2015-16 to 52 in 2016-17. While there was improvement, it also fails to meet the expected levels for a Commissioner's Network School.

**Continued Areas of Concern:**

- Instructional leadership, supervision, and feedback is insufficient, with the majority of teachers surveyed expressing that a common vision of effective instruction isn't well understood. Classroom observations by the Turnaround Office consultants also reveal inconsistent or weak instructional practice across teachers.
- Professional development and insufficient coaching for teachers has not effectively addressed the specific needed areas of improvement in literacy and math instruction.
- There has been inconsistent implementation of differentiated instruction for students with disabilities and for ELs. The needs of ELs have increased because Marin has absorbed

79 new students from Puerto Rico since the hurricane (with a net of 64 students who are still attending), straining existing EL supports in the classroom.

- Chronic absenteeism has decreased from 24.5 percent in 2015-16 to 22.2 percent in 2016-17. While the chronic absenteeism trend continues to improve each year, it also fails to meet the expected levels set forth for a Commissioner's Network school.

### **Next Steps:**

The CSDE Turnaround Office will provide more intensive monitoring and supports as Marin enters Year 5 of the Commissioner's Network. The Year 5 plan will restrict areas of focus in order to prioritize the following:

- Leveraging SDE cross-divisional team support targeting the areas of ELA and Math at Marin School.
- Developing an increased focus and sense of urgency on improvement of chronic absenteeism rates, literacy rates, and math achievement.
- Revising the instructional leadership plan in collaboration with the Turnaround Office including a regular classroom walkthrough schedule submitted monthly to the Turnaround Office Point of Contact.
- With district leadership and superintendent involvement, building internal capacity of the school leadership team utilizing available CSDE support and resources.

### **Recommendation**

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

Prepared by:

Mike Kent, 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?

Bridgeport School District Luis Munoz Marin School_0151011	<b>5</b> <small>Grade Range: PK - 8</small>	<b>Turnaround</b>	<b>No</b>
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No:	Indicator	Index/Rate <sup>1</sup>	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	40.2	75	26.8	50	53.6%	67.1
1b.	ELA Performance Index – High Needs Students	38.9	75	25.9	50	51.8%	55.9
1c.	Math Performance Index – All Students	34.4	75	22.9	50	45.8%	62.2
1d.	Math Performance Index – High Needs Students	33.5	75	22.3	50	44.7%	50.5
1e.	Science Performance Index – All Students	32.9	75	21.9	50	43.9%	55.3
1f.	Science Performance Index – High Needs Students	32.3	75	21.5	50	43.0%	45.2
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	51.6%	100	51.6	100	51.6%	55.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	51.2%	100	51.2	100	51.2%	49.8%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	52.0%	100	52.0	100	52.0%	61.7%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	51.3%	100	51.3	100	51.3%	53.7%
4a.	Chronic Absenteeism – All Students	22.2%	<=5%	15.7	50	31.4%	9.9%
4b.	Chronic Absenteeism – High Needs Students	22.2%	<=5%	15.7	50	31.4%	15.8%
5	Preparation for CCR – % taking courses		75%	0.0	0	0	70.7%
6	Preparation for CCR – % passing exams		75%	0.0	0	0	43.5%
7	On-track to High School Graduation	70.3%	94%	37.4	50	74.8%	87.8%
8	4-year Graduation All Students (2016 Cohort)		94%	0.0	0	0	87.4%
9	4-year Graduation - High Needs Students (2014 Cohort)		94%	0.0	0	0	82.0%
10	Postsecondary Entrance (Class of 2016)		75%	0.0	0	0	72.0%
11	Physical Fitness (estimated part rate) and (fitness rate)	95.0%	8.7%	5.8	50	11.7%	92.0%
12	Arts Access		60%	0.0	0	0	50.5%
<b>Accountability Index</b>				<b>422.1</b>	<b>900</b>	<b>46.9%</b>	

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.

Participation Rate	Rate
ELA – All Students	99.7%
ELA – High Needs Students	99.6%
Math – All Students	99.3%
Math – High Needs Students	99.2%
Science – All Students	99.5%
Science – High Needs Students	99.5%

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	50.5	38.9	11.6	16.6	
Math Performance Index Gap	41.1	33.5	7.6	18.5	
Science Performance Index Gap	38.1	32.3	5.9	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

<sup>1</sup> Unrounded index/rates are used in calculations. Values rounded to 1 decimal are displayed.

\*\*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.



# COMMISSIONER'S NETWORK FAST FACTS

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

## SUCCESS

Marin School continues to focus on building the capacity of its Leadership Team to provide support to teachers. Marin School's commitment to the implementation of Positive Behavioral Intervention and Supports and Restorative Practices has resulted in a reduction in in-school and out-of-school suspensions. These efforts have also resulted in a decrease in chronic absenteeism.



## COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
\$1,201,940	\$1,000,000	\$770,000	\$400,000

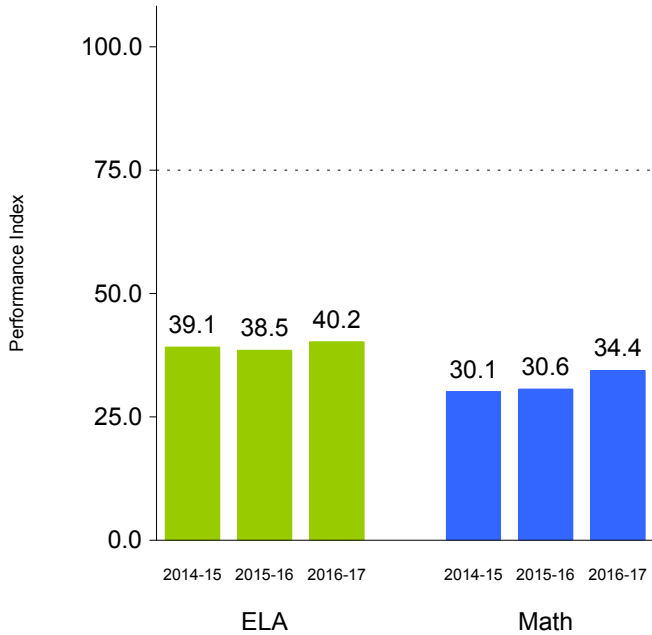
## PRIORITIES

<b>Talent</b>	<ul style="list-style-type: none"> <li>• Provide teachers with embedded professional learning 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**

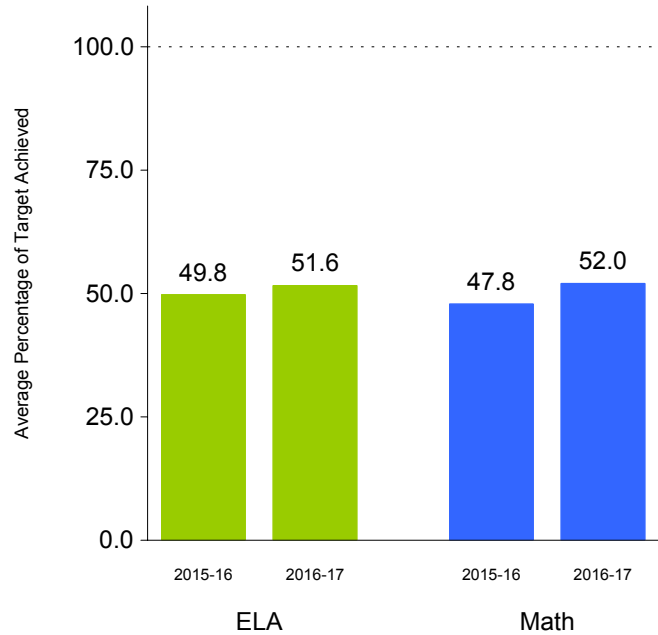
**Academic Achievement**

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.



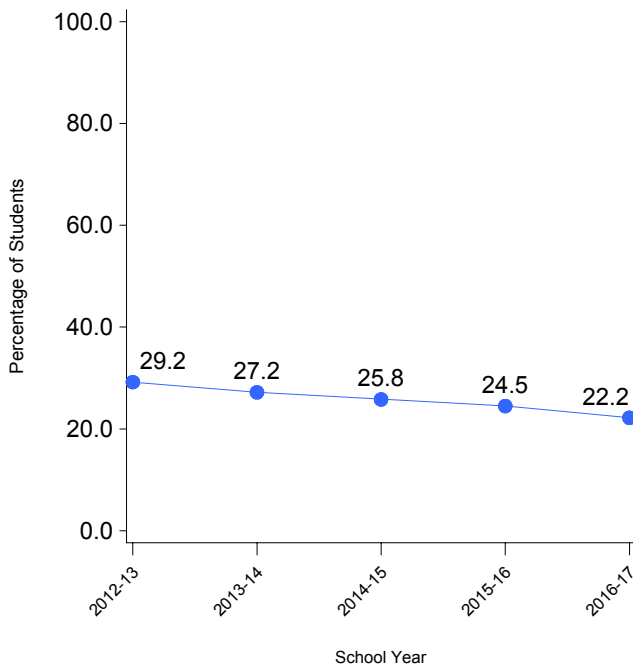
**Academic Growth (Matched Students)**

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.



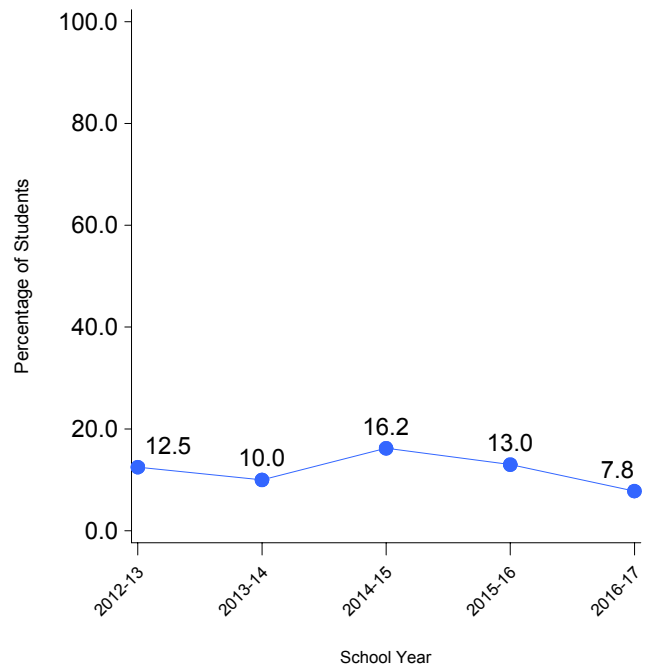
**Chronic Absenteeism**

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.*