

IX.D.

Connecticut State Board of Education Hartford

To Be Proposed:
May 4, 2022

Resolved, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, approves the continued participation of Theodore Roosevelt Elementary School, Bridgeport, in the Commissioner's Network for an additional year commencing July 1, 2022, 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 May, Two Thousand Twenty-Two.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: May 4, 2022

SUBJECT: Approval of Commissioner's Network Extension for Theodore Roosevelt Elementary 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, Theodore Roosevelt Elementary School in Bridgeport is recommended to remain in the Network for a fourth year.

Background:

Theodore Roosevelt Elementary School currently serves 508 students in grades Pre-Kindergarten through eight. One hundred percent of students are eligible for free or reduced-price meals. Seventeen percent of the students are identified as needing special education services, and 26 percent are multilingual learners (MLs). Approximately 57 percent of the students are Hispanic/Latino, 29 percent are Black, and 9 percent are White.

Theodore Roosevelt Elementary School entered the Commissioner's Network in the fall of 2019. Prior to receiving State Board approval to enter the Network, an Operations and Instructional Audit was conducted on October 3, 2018. The audit revealed that while leadership effectiveness was high, instructional leadership and targeted professional development were areas of growth.

Additionally, there were inconsistencies in rigorous and well-differentiated instruction across all grade levels.

On October 20, 2021, State Board of Education Vice-Chairperson Erin Benham joined the Turnaround Office on a site visit to Theodore Roosevelt School to observe its progress and engage in discussions around the next steps.

Improvements:

- Tier I instruction continues to improve through a student-centered instructional approach. Diagnostic results for English language arts (ELA) in the DIBBELS 8th Edition for Kindergarten through Grade 8 indicate that 99 percent of all students in a matched cohort showed an increase in their composite scale scores. Students at or above grade-level benchmarks increased to 23 percent and students below benchmark decreased to 17 percent. Sixty-seven percent of students showed growth in their Houghton Mifflin Harcourt Scaled Math Growth Measures.
- Tier II intervention has strengthened with the addition of grade-level interventionists and a more cohesive Scientifically Research-Based Interventions (SRBI) plan based upon data.
- Common planning sessions include data analysis. Progress monitoring updates are incorporated into planning sessions to inform literacy intervention implementation on an individual student basis.
- Creating family-school partnerships, such as before and after school programs for student academic and social support, providing translation/interpretation services during family engagement events and for educational material that is sent home to support learning, has strengthened.

Continued Areas of Focus:

- The chronic absenteeism rate increased from 14.7 percent in 2019-2020 to 32.8 percent in 2020-2021. The current chronic absenteeism rate is 26.6 percent, as of January 2022.
- Continue to provide teachers support to implement the curricular resources for both ELA and math with fidelity.
- Provide professional development and implementation of effective instructional strategies for ELA and math across all grade levels.
- Continue recruitment and retention plan of special education and multilingual learner teachers as it continues to be a challenge in meeting the needs of students with disabilities and MLs.

Next Steps:

During the 2022-23 school year, Theodore Roosevelt Elementary School will continue strategies that have shown steady improvement over the past three years, abandon those that have not, and target areas requiring further growth and development. The Connecticut State Department of Education (CSDE) Turnaround Office will provide intensive monitoring and support as Theodore Roosevelt Elementary School enters Year 4 of the Commissioner's Network. The Year 4 plan will prioritize the following:

- Utilize the CSDE Acceleration Cycle as a framework for developing and implementing an improvement plan to address learning acceleration, learning recovery, and student

enrichment as a result of the pandemic. Theodore Roosevelt Elementary School should convene a team to develop and monitor the implementation of a plan that intentionally addresses unfinished learning while focusing on the teaching of prioritized, essential content and maintaining a high level of rigor.

- Provide professional development that will improve teaching and learning with a focus on data-driven decision making, increase rigor and higher-order questioning and thinking, and implement evidence-based instructional strategies to support MLs in all classrooms.
- Monitor the implementation of professional learning and job-embedded coaching through weekly walkthroughs. The Turnaround Office consultant assigned to the school will also partner with school leadership to evaluate the impact of professional learning and coaching during regular site visits.
- Plan and implement data team protocols including evidenced-based action steps and measuring the impact of the interventions and strategies for ELA and math in six-week cycles.
- Develop a sustainability plan for the interventionists to implement a diagnostic-prescriptive approach for ELA and math intervention/small group instruction for all tiers including the progress monitoring to monitor the effectiveness of the interventions.
- Decrease chronic absenteeism rate through a multi-tiered systems approach. Attendance will continue to be monitored weekly through data and attendance team meetings. The CSDE will continue to provide targeted technical assistance to support the school in improving attendance including root cause analysis efforts.

Recommendation:

The CSDE recommends that the SBE approve an additional year commencing July 1, 2022.

Prepared by:

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Approved by:

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