Fairfield Public Schools
2016-2017 Data Analysis:
Determining Areas of Growth
and Continuing Need

Board of Education
November 28, 2017
Presentation Objectives

• Review Related District Improvement Plan Goals and Action Steps
• Communicate Guiding Principles of Instructional Improvement
• Describe the Instructional Improvement Process
• Highlight Areas of Growth as They Relate to Past and Current Actions
• Highlight Areas of Continuing Need as They Relate to Past and Future Actions
Focus Questions

• What is the work of the Fairfield Public Schools instructional staff to continually improve student achievement?

• What have we learned from areas of growth? What have we learned from areas of continued need?

• Where do we need to work next and what is needed to support growth in those areas?

Please hold your questions to the end.
District Improvement Plan: Priorities

- Each staff member will support well-rounded academic success including expressive, personal, physical, civic, and social development for all students. Each staff member will support all students in developing an appreciation and understanding of global issues.

- Student achievement and performance shall rank among the best in the state and the nation.

- Leadership will support, design, and implement a comprehensive educational program for PK-21+.

- Improve resources through human staffing, time, and materials.
Guiding Principles of Instructional Improvement

• ALL students must learn to mastery content and skill levels
• All efforts must improve the lesson-specific interactions of student-teacher-content/skills
• Identify a finite but powerful PK-12 set of learning expectations in content and skills
• Collaboratively build curriculum and implementation guides that achieve the learning expectations in content and skills
• Identify the needs in professional learning for all staff to support best practices in every school, every classroom
• Monitor and adjust implementation and supports in response to identified areas of growth and continuing need
Challenges to the Principles of Instructional Improvement

• Variability
  • Size of the District
  • Staffing Changes
  • Needs of Students and Staff

• Budget Priorities

• State and National Expectations
The Improvement Process

What School Improvement Looks Like

- Performance
- School Progress
- AYP

Source: R.F. Elmore
FIGURE 1. How many teachers does a student see through the years?

K
Ms. King - Reading, Writing, Math, Science, and Social Studies + Homeroom

1
Ms. Reid - Reading, Writing, Math, Science, and Social Studies + Homeroom

2
Mr. Wilding - Reading, Writing, Math, Science, and Social Studies + Homeroom

3
Miss Roche - Reading, Writing, Math, Science, and Social Studies + Homeroom

4
Ms. Simms - Reading, Writing, Math, Science, and Social Studies + Homeroom

5
Mr. Hastings - Reading, Writing, Math, Science, and Social Studies + Homeroom

6
Math + HR
Social studies
Science
English
World lang.
Phys Ed
Music
Art
Drama
Tech

7
English + HR
World lang.
Math
Social studies
Science
Drama
Tech
Phys Ed
Music
Art

8
Social studies + HR
Science
English
World lang.
Math
Music
Tech
Art
Phys Ed
Drama

9
Biology + advisory
Algebra
World Hist.
Spanish
English
Occupational
Phys Ed
Health

10
Geometry + advisory
World Hist.
English
Elective
Spanish
Phys Ed
Health
Earth science

11
English + advisory
Chemistry
Algebra II
Spanish
U.S. History
Phys Ed
Health
Elective

12
Civics + advisory
Latin
English
Phys Ed
Health
Elective
Pre-calculus
Physics
FIGURE 2.
Each year, each teacher teaches about 900 lessons. Each square represents one lesson.
“The key to improved student learning is to ensure more good teaching in more classrooms more of the time.”

Richard DuFour and Mike Mattos (2013)
Overall Headlines

• Prior district and school initiatives demonstrate increased student achievement
• Work still must be done
• The use of data helps identify and guide our work; it is not the end in itself
• How do the examples presented this evening demonstrate the principles of instructional improvement?
Data Analysis: What Do We Look For?

• Grade-to-Grade (Cross-Sectional Analysis)
• Cohort growth (Longitudinal Analysis)
• Disaggregation by populations
• District comparative performances
Secondary Mathematics

Dr. Paul Rasmussen
Director of Secondary Mathematics and Student Achievement
Secondary Mathematics

• Provided PD on how to use assessment data (e.g., SBA Online Reporting System) and identified areas of need

• Worked with teacher teams to provide interventions to students based on the results identified in the data

• Used research-based instructional approaches to provide interventions with students

• Provided feedback to teachers on implementation of approaches
Grade 8 SBA Math: 2015-2017

- **2015**
  - Level 1: 19%
  - Level 2: 26%
  - Level 3: 24%
  - Level 4: 31%

- **2016**
  - Level 1: 14%
  - Level 2: 23%
  - Level 3: 27%
  - Level 4: 36%

- **2017**
  - Level 1: 13%
  - Level 2: 20%
  - Level 3: 25%
  - Level 4: 42%

Percentages by SBA Year:
- **2015**
  - Percent of Students: 55%

- **2016**
  - Percent of Students: 65%

- **2017**
  - Percent of Students: 67%
Moving Forward: Secondary Mathematics

• Build teacher capacity to support struggling learners

• Continue to implement researched-based instructional strategies to teachers and support school-based administrators in monitoring effectiveness
Elementary Mathematics

Walter Wakeman
Director of Elementary Mathematics, Science, & Enrichment
Elementary Mathematics

- Analyzed formative and summative assessment data
- Provided consistent embedded Professional Development with teachers
- Ensured commitment and follow-through – Program Director, Principal, classroom teachers, and Math Science Teacher (MST)
- Reviewed student work to differentiate and plan targeted core instruction
- Reflected on and shared effective instructional strategies
Elementary School Grade 3 SBA Math: 2015-2017

Grade 3 SBA by Year

- **2015**
  - Level 1: 24%
  - Level 2: 37%
  - Level 3: 4%
  - Level 4: 36%
  - District Avg.: -25%

- **2016**
  - Level 1: 15%
  - Level 2: 57%
  - Level 3: 18%
  - Level 4: 40%
  - District Avg.: +3%

- **2017**
  - Level 1: 22%
  - Level 2: 42%
  - Level 3: 28%
  - Level 4: 75%
  - District Avg.: -1%
Elementary School Cohort: 2016 to 2017

- **Grade 3 (2016)**
  - Level 1: 11%
  - Level 2: 30%
  - Level 3: 38%
  - Level 4: 21%
  - **Total**: 90%

- **Grade 4 (2017)**
  - Level 1: 3%
  - Level 2: 21%
  - Level 3: 27%
  - Level 4: 48%
  - **Total**: 100%

**District Averages**
- **Grade 3**: -13 District Avg.
- **Grade 4**: +7 District Avg.
Moving Forward: Elementary Mathematics

• Build Math Science Teacher (MST) and classroom teacher capacity to support all learners

• Continue to implement researched-based instructional strategies to teachers and support school-based administrators in monitoring effectiveness
Science

Patrice Faggella
Director of K-12 STEAM & 6-12 Science
Secondary Science

• Identified that student performance declined from grade 8 to grade 10 on the content knowledge portion of the state assessment. Focused on the Cell Chemistry and Biotechnology strand in grade 9 and 10 (in Biology courses)

• Provided Professional Development on specific instructional and assessment strategies related to both standard specific content along with general problem solving

• Worked with teacher teams to examine local assessment data and provide interventions to specific students based on the results
FPS Grade 5 CMT

- 2015: 76% (FPS) vs. 56% (State)
- 2016: 80% (FPS) vs. 60% (State)
- 2017: 77% (FPS) vs. 55% (State)

Improvement:
- +20 from State (2015)
- +20 from State (2016)
- +22 from State (2017)
# 2017 CAPT Science DRG A Performance

<table>
<thead>
<tr>
<th>District</th>
<th>District Reference Group (DRG)</th>
<th>Percent At or Above Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional School District 09</td>
<td>A</td>
<td>73%</td>
</tr>
<tr>
<td>New Canaan School District</td>
<td>A</td>
<td>72%</td>
</tr>
<tr>
<td>Ridgefield School District</td>
<td>A</td>
<td>71%</td>
</tr>
<tr>
<td>Westport School District</td>
<td>A</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Fairfield School District</strong></td>
<td><strong>B</strong></td>
<td><strong>64%</strong></td>
</tr>
<tr>
<td>Weston School District</td>
<td>A</td>
<td>62%</td>
</tr>
<tr>
<td>Wilton School District</td>
<td>A</td>
<td>61%</td>
</tr>
<tr>
<td>Darien School District</td>
<td>A</td>
<td>60%</td>
</tr>
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</table>
## 2017 CAPT Science DRG B Performance

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>West Hartford School District</td>
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<td>71%</td>
</tr>
<tr>
<td>Trumbull School District</td>
<td>B</td>
<td>69%</td>
</tr>
<tr>
<td>Farmington School District</td>
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<td>68%</td>
</tr>
<tr>
<td>Greenwich School District</td>
<td>B</td>
<td>68%</td>
</tr>
<tr>
<td>Regional School District 05</td>
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</tr>
<tr>
<td>Granby School District</td>
<td>B</td>
<td>67%</td>
</tr>
<tr>
<td>Monroe School District</td>
<td>B</td>
<td>66%</td>
</tr>
<tr>
<td>Regional School District 15</td>
<td>B</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Fairfield School District</strong></td>
<td><strong>B</strong></td>
<td><strong>64%</strong></td>
</tr>
<tr>
<td>Avon School District</td>
<td>B</td>
<td>64%</td>
</tr>
<tr>
<td>Newtown School District</td>
<td>B</td>
<td>63%</td>
</tr>
<tr>
<td>New Fairfield School District</td>
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</tr>
<tr>
<td>Guilford School District</td>
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<td>South Windsor School District</td>
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<tr>
<td>Cheshire School District</td>
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</tr>
<tr>
<td>Madison School District</td>
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<td>44%</td>
</tr>
</tbody>
</table>
Moving Forward: Secondary Science

• Identified NGSS Science and Engineering Practices as an area in need of further growth

• Provide Professional Development to continue to support teachers and administrators on the transition to NGSS
Program Evaluation

Dr. Gregg Pugliese
Director of PK-12 Social Studies & Student Centered Learning
Program Evaluation

• Use of Data to Improve Curriculum and Instruction
• Classroom Observations
• Feedback from Teachers, Students, and Families
• Adapt to Changing Standards, Laws and Community Expectations
  • Graduation Requirement Changes
  • NEASC evaluation
  • Portrait of a Graduate
## Advanced Placement Five-Year Summary

<table>
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<tr>
<th>Year</th>
<th>Total AP Students</th>
<th>Number of Exams</th>
<th>% of Total AP Students with Scores 3+</th>
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<tbody>
<tr>
<td>2012-2013</td>
<td>600</td>
<td>1196</td>
<td>90.5%</td>
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<tr>
<td>2013-2014</td>
<td>642 (+72 Students)</td>
<td>1220</td>
<td>90.0%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>679</td>
<td>1333 (+165 Exams)</td>
<td>87.6%</td>
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<tr>
<td>2015-2016</td>
<td>698</td>
<td>1336</td>
<td>89.4%</td>
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<tr>
<td>2016-2017</td>
<td>672</td>
<td>1361</td>
<td>90.3%</td>
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AP Course Redesigns by Year

2011-2012
AP French Language and Culture

2012-2013
AP Biology, AP Latin

2013-2014
AP Chemistry, AP Spanish Language and Culture

2014-2015
AP Physics 1, AP Physics 2, AP U.S. History

2015-2016
AP European History

2016-2017
AP Calculus AB, AP Calculus BC, AP Computer Science

2018-2019
AP U.S. Government and Politics
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Number of Exams</th>
<th>% of Students with Score 3+</th>
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<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>*</td>
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<td>20</td>
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<tr>
<td>2014-2015</td>
<td>76</td>
<td>49</td>
<td>90%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>145</td>
<td>90</td>
<td>81%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>108</td>
<td>71</td>
<td>90%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>180</td>
<td>*</td>
<td>*</td>
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Moving Forward: Program Evaluation

- Continue professional learning to adapt to changing standards and instructional practices
  - Revised High School Graduation Requirements
  - Revisions to the Curriculum Renewal Cycle

- Provide Professional Development and communication to support staff and community through changes

- Continue to improve functioning of data teams and collaborative planning teams
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
<th>20-21</th>
<th>21-22</th>
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<tr>
<td>Music</td>
<td>PK-5</td>
<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
<td>Implement</td>
<td>Implement</td>
<td>Implement</td>
<td>Status Update</td>
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<td>Review</td>
<td>Revise / Approve</td>
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<td>Implement</td>
<td>Implement</td>
<td>Status Update</td>
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<td>6-12</td>
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<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
<td>Implement</td>
<td>Implement</td>
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<td>Revise / Approve</td>
<td>Implement</td>
<td>Implement</td>
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<td>Health</td>
<td>PK-12</td>
<td>Implement</td>
<td>Implement</td>
<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
<td>Implement</td>
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<td>Implement</td>
<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
<td>Implement</td>
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<td>Implement</td>
<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
<td>Implement</td>
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<td>Implement</td>
<td>Implement</td>
<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
<td>Implement</td>
<td>Implement</td>
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<tr>
<td>English / Lang. Arts</td>
<td>PK-12</td>
<td>Implement</td>
<td>Status Update</td>
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<td>Implement</td>
<td>Implement</td>
<td>Review</td>
<td>Revise / Approve</td>
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<tr>
<td>Business</td>
<td>9-12</td>
<td>Implement</td>
<td>Implement</td>
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<td>Implement</td>
<td>Review</td>
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<tr>
<td>Technology Ed.</td>
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<td>Implement</td>
<td>Implement</td>
<td>Status Update</td>
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<td>Implement</td>
<td>Implement</td>
<td>Review</td>
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<tr>
<td>Library Media Sci.</td>
<td>K-12</td>
<td>Implement</td>
<td>Implement</td>
<td>Status Update</td>
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<td>Implement</td>
<td>Implement</td>
<td>Implement</td>
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<tr>
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<tr>
<td>Computer App.</td>
<td>6 &amp; 8</td>
<td>Revise / Approve</td>
<td>Implement</td>
<td>Implement</td>
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<td>Implement</td>
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<td>Implement</td>
<td>Status Update</td>
<td>Implement</td>
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Secondary Language Arts

John Chiappetta
Director of Secondary Literacy & Learning
Secondary Language Arts

• Consistent Growth in Grade 8
• Strength of MS curriculum
• Analyzed assessment data and identified areas for growth
• Teacher teams designed instructional tasks and assessments targeting needs identified in the data
• Continued focus on question types and patterns.
Grade 8 SBA ELA: 2015-2017

- 2015: 22% Level 2, 46% Level 1, 25% Level 3, 8% Level 4
- 2016: 19% Level 2, 46% Level 1, 29% Level 3, 7% Level 4
- 2017: 18% Level 2, 45% Level 1, 31% Level 3, 6% Level 4

SBA Years: 2015, 2016, 2017

Percent of Students: 0% to 100%
## Grade 8 Regional ELA SBA Scores

<table>
<thead>
<tr>
<th>District</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change 15 to 17</th>
</tr>
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<tbody>
<tr>
<td>Fairfield</td>
<td>70%</td>
<td>74%</td>
<td>76%</td>
<td>6%</td>
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<tr>
<td>Greenwich</td>
<td>76%</td>
<td>77%</td>
<td>78%</td>
<td>1%</td>
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<tr>
<td>Ridgefield</td>
<td>79%</td>
<td>81%</td>
<td>74%</td>
<td>-5%</td>
</tr>
<tr>
<td>Westport</td>
<td>85%</td>
<td>81%</td>
<td>73%</td>
<td>-12%</td>
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<tr>
<td>Weston</td>
<td>72%</td>
<td>78%</td>
<td>73%</td>
<td>1%</td>
</tr>
<tr>
<td>Wilton</td>
<td>87%</td>
<td>82%</td>
<td>73%</td>
<td>-14%</td>
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<tr>
<td>West Hartford</td>
<td>69%</td>
<td>67%</td>
<td>71%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Moving Forward:
Secondary Language Arts

• Utilize SRBI for early intervention in Reading and Writing

• Analyze assessment data to individualize instruction

• Continue professional development of teachers
Elementary Language Arts

Pamela Khairallah
Director of Primary Literacy & Learning, ELL, and SRBI
Elementary Language Arts

• Steady Growth from grades 3 to 5
• Strengths in grade 4-5 core curriculum
• Efficacy of peer to peer coaching in grades 4 and 5
• Focus of interventions in grades 3-5 results in gains
• Streamlined data collection tools and process
Grade 3 SBA: 2015-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>12%</td>
<td>21%</td>
<td>27%</td>
<td>40%</td>
</tr>
<tr>
<td>2016</td>
<td>10%</td>
<td>21%</td>
<td>25%</td>
<td>43%</td>
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<tr>
<td>2017</td>
<td>12%</td>
<td>22%</td>
<td>28%</td>
<td>39%</td>
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# Grade 3 Regional ELA SBA Scores

<table>
<thead>
<tr>
<th>District</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change 15 to 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfield</td>
<td>67%</td>
<td>68%</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td>Darien</td>
<td>83%</td>
<td>83%</td>
<td>79%</td>
<td>-4%</td>
</tr>
<tr>
<td>Greenwich</td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
<td>-1%</td>
</tr>
<tr>
<td>Westport</td>
<td>86%</td>
<td>83%</td>
<td>80%</td>
<td>-6%</td>
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<tr>
<td>West Hartford</td>
<td>72%</td>
<td>72%</td>
<td>71%</td>
<td>-1%</td>
</tr>
<tr>
<td>Monroe</td>
<td>90%</td>
<td>73%</td>
<td>81%</td>
<td>-9%</td>
</tr>
<tr>
<td>Trumbull</td>
<td>82%</td>
<td>81%</td>
<td>75%</td>
<td>-7%</td>
</tr>
</tbody>
</table>
Moving Forward: Elementary Language Arts

• Focus on SRBI as early intervention
• Provide teachers in grades K-2 professional development in phonics and reading foundations
• Continue professional development of coaches and teachers
• Integration of Social Studies, Library and Media and Language Arts curriculum and instruction to provide more digital reading and writing experiences
Special Education

Rob Mancusi
Executive Director of SPED and Special Programs
Special Education

• Continue focus of ongoing improvement to the District’s SRBI procedures
• Continue to provide appropriate professional development opportunities to special education staff
• Continue collaboration between general education and special education staff
• Continue to analyze delivery of services models (push in, pull out, co-teaching)
# Students with Disabilities Grade 3 ELA SBA: 2016-2017

Percentage of Students with Disabilities performing at each level of SBA

<table>
<thead>
<tr>
<th>SBA Levels</th>
<th>Fairfield</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Exceeding</td>
<td>12.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Level 3: Meeting</td>
<td>11.1%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Level 2: Approaching</td>
<td>30.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Level 1: Not Meeting</td>
<td>45.8%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>
## Students with Disabilities Grade 3 ELA SBA: 2016-2017

Percentage of Students with Disabilities performing at each level of SBA

<table>
<thead>
<tr>
<th>SBA Levels</th>
<th>Fairfield</th>
<th>Greenwich</th>
<th>Trumbull</th>
<th>West Hartford</th>
<th>Westport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Exceeding</td>
<td>12.5%</td>
<td>9.1%</td>
<td>16.7%</td>
<td>14.7%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>23.6%</td>
<td>36.4%</td>
<td>33.4%</td>
<td>26.5%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Level 3: Meeting</td>
<td>11.1%</td>
<td>27.3%</td>
<td>16.7%</td>
<td>11.8%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>21.2%</td>
<td>36.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: Approaching</td>
<td>30.6%</td>
<td>28.8%</td>
<td>33.3%</td>
<td>22.1%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Level 1: Not Meeting</td>
<td>45.8%</td>
<td>34.8%</td>
<td>33.3%</td>
<td>51.5%</td>
<td>42.4%</td>
</tr>
</tbody>
</table>
Students with Disabilities Grade 3-5 Cohort
ELA SBA: 2015-2017

Percentage of Students with Disabilities performing at each level of SBA

<table>
<thead>
<tr>
<th>SBA Levels</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Exceeding</td>
<td>7.7%</td>
<td>12.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td></td>
<td>25.6%</td>
<td>29.6%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Level 3: Meeting</td>
<td>17.9%</td>
<td>17.3%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Level 2: Approaching</td>
<td>32.1%</td>
<td>27.2%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Level 1: Not Meeting</td>
<td>42.3%</td>
<td>43.2%</td>
<td>44.9%</td>
</tr>
</tbody>
</table>
Areas of Focus Moving Forward continued

• Continue to strengthen capacity of special education and related services staff on the administration of comprehensive literacy assessments to inform targeted instruction in this area

• Continue to strengthen analysis and interpretation of student progress monitoring data on IEP goals and objectives to promote mastery and to inform targeted instruction
English Learners

John Chiappetta
Director of Secondary Literacy & Learning
# English Learners

<table>
<thead>
<tr>
<th>Number of countries of origin: 52</th>
<th>Number of languages spoken: 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>India, Syria, Russia, Egypt, Guatemala, Mexico, Columbia, Korea</td>
<td>Germany, Brazil, Bulgaria, Hungary, China, Nepal, Pakistan, Turkey, Chad</td>
</tr>
<tr>
<td>India, Syria, Russia, Egypt, Guatemala, Mexico, Columbia, Korea</td>
<td>Urdu, Spanish, Russian, German, Hungarian, Bulgarian, Arabic, Bengla, Farsi</td>
</tr>
<tr>
<td>India, Syria, Russia, Egypt, Guatemala, Mexico, Columbia, Korea</td>
<td>Mandarin, Kurdish, Turkish, Telegu, Hausa, Pashto, Khmer, Tagalog</td>
</tr>
</tbody>
</table>
Fairfield English Learner Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>214</td>
</tr>
<tr>
<td>2014-2015</td>
<td>229</td>
</tr>
</tbody>
</table>
| 2015-2016  | 221                        | +47
| 2016-2017  | 251                        | 22.0% Increase
| 2017-2018  | 261                        |

Over the past year:
Added 52 Students, while 42 left the district
English Learners: Proficiency Levels

Level 1 & 2: **44%**
- **Level 1 - Basic**
  - Students at this level have very limited or no understanding of English
- **Level 2 - Low Intermediate**
  - These students can understand short conversations on simple topics

Level 3 & 4: **56%**
- **Level 3 - High Intermediate**
  - At this level students can understand standard speech delivered in most settings with some repetition and rewording
- **Level 4 - Proficient**
  - Students at this level have adequate language skills for day-to-day communication
# LAS Links Proficiency Level by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>29%</td>
<td>23%</td>
<td>39%</td>
<td>10%</td>
</tr>
<tr>
<td>Middle School</td>
<td>14%</td>
<td>17%</td>
<td>46%</td>
<td>23%</td>
</tr>
<tr>
<td>High School</td>
<td>16%</td>
<td>18%</td>
<td>51%</td>
<td>16%</td>
</tr>
<tr>
<td>District</td>
<td>24%</td>
<td>21%</td>
<td>42%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Moving Forward: English Learner Program

• Consider a *Newcomer Academy* for Level 1 and Level 2 ELs
• Provide cultural awareness training for all staff
• Integrate ELs into the SRBI process
• Identify social and emotional needs of EL students
• Provide family support programs, possibly with community collaboration
• Support general education teachers with professional development
STAR Math & Reading

Darla Miner
Executive Director of Innovation, Curriculum and Programs
## STAR Reading Baseline 2016-2017

**Grade Equivalent (GE)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.7</td>
<td>3.8</td>
<td>+1.1</td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>4.8</td>
<td>+1.1</td>
</tr>
<tr>
<td>4</td>
<td>5.1</td>
<td>6.2</td>
<td>+1.1</td>
</tr>
<tr>
<td>5</td>
<td>6.2</td>
<td>7.4</td>
<td>+1.2</td>
</tr>
<tr>
<td>6</td>
<td>7.3</td>
<td>8.3</td>
<td>+1.0</td>
</tr>
<tr>
<td>7</td>
<td>8.1</td>
<td>9.0</td>
<td>+0.9</td>
</tr>
<tr>
<td>8</td>
<td>9.4</td>
<td>10.1</td>
<td>+0.7</td>
</tr>
<tr>
<td>9</td>
<td>9.7</td>
<td>10.2</td>
<td>+0.5</td>
</tr>
</tbody>
</table>
### STAR Math Baseline 2016-2017

#### Grade Equivalent (GE)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.3</td>
<td>2.5</td>
<td>+1.2</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>3.6</td>
<td>+1.3</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>5.0</td>
<td>+1.5</td>
</tr>
<tr>
<td>4</td>
<td>4.8</td>
<td>6.7</td>
<td>+1.9</td>
</tr>
<tr>
<td>5</td>
<td>6.3</td>
<td>9.2</td>
<td>+2.8</td>
</tr>
<tr>
<td>6</td>
<td>8.2</td>
<td>10.0</td>
<td>+1.8</td>
</tr>
<tr>
<td>7</td>
<td>9.6</td>
<td>10.8</td>
<td>+1.2</td>
</tr>
<tr>
<td>8</td>
<td>10.5</td>
<td>11.5</td>
<td>+1.0</td>
</tr>
</tbody>
</table>
SRBI Practices

• We use consistent tools to screen all students

• Students who are identified as needing more help, get more help
SRBI Cohort Example: At Risk Students

Elementary School: Students Below Benchmark F & P

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Winter 2017</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>47%</td>
<td>22%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

F & P Administration
Before we go . . .

• We use data to identify instructional strengths and growth goals and to drive professional learning for school leaders, teachers and support staff

• We prioritize resources to maximize student learning under an SRBI framework

• The most important work we do is to engage students and teachers in joyful learning as we improve daily instruction
Thank you!

Questions?