

Regular Meeting Template

Wednesday, October 3, 2018 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1. **CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE***

2. **APPROVAL OF MINUTES - September 12, 2018**
Regular Meeting

3. **COMMITTEE REPORTS**

4. **STUDENT REPRESENTATIVE REPORT**

5. **CHAIRMAN REPORT**

6. **SUPERINTENDENT REPORT**

7. **CONSENT AGENDA**

7.1. Personnel

7.1.a. Administrator Resignations

7.1.b. Administrator Hire *

7.1.c. New Teacher Hires

7.1.d. A-2 Appointments

7.1.e. A-3 Appointment - Effective September 12, 2018

7.2. Grants

7.2.a. Alliance Grant

7.2.b. Bristol Adult Education Center

Presenter: Larry Covino

8. **PUBLIC COMMENT**

9. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

9.1. Secondary Summer School Reports

Presenter: Larry Covino

9.2. CT School Day SAT 2018 Board Update

Presenter: Carly Fortin

10. **OLD BUSINESS**

11. **NEW BUSINESS**

12. **INFORMATION**

13. **LIAISON REPORTS**

14. **ADJOURNMENT**

BOARD OF EDUCATION
Bristol, Connecticut
September 12, 2018 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, September 12, 2018 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, Tina Taylor, Karen Vibert and Christopher Wilson; Dr. Susan Kalt Moreau, Superintendent, Dr. Catherine Carbone, Assistant Superintendent, Dr. Sam Galloway, Director of Human Resources and Peter Kelley, Council Liaison

EXCUSED: Commissioner Kristen Giantonio

CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE

Chairman Wilson called the meeting to order at 7:03 p.m. and asked the audience to stand for the singing of the National Anthem by Bristol Central Student – Cody Rivenburg. The audience remained standing for the Pledge of Allegiance. Chairman Wilson called for a moment of silence for Gordan Losey a Teacher at Bristol Central from 1958 to 1964 and Elizabeth Perrotta a Teacher at Jennings School from 1971 to 1992.

APPROVAL OF MINUTES – August 15, 2018 – Regular Meeting Minutes

On motion by Commissioner Hintz and seconded by Commissioner Grabowski it was

VOTED: *That the Board of Education approve the August 15, 2018 Regular Meeting minutes as written.* Commissioners Dube abstained.

COMMITTEE REPORTS

Student Achievement – Commissioner Dube wanted remind to everyone that on Wednesday, September 26th there will be a Data Showcases by the K-8 and elementary schools from 6:30 to 8:30 and on Thursday, September 27th the middle and high schools will hold their showcases; both showcases will be held here at the Board of Education.

Operation – Commissioner Hintz reported that the committee met on August 21st, there were no decision items on the agenda, there was a discussion about shared services with IT.

Finance - Commissioner Vibert reported that the committee met briefly last night. It is still early for a detailed report. The committee is looking at other ways for district savings; one of which is analyzing overtime and hiring steps; going forward, on the hiring report any hire above Step 3 will be noted and a reason given.

STUDENT REPRESENTATIVE REPORTS

Students Logan Zdun and Lori Chen from Bristol Eastern and Abby Grant-Christie from Bristol Central reported on the start of the school year activities. Logan shared that the new phone policy took some getting used to, but students seemed to have adjusted to it and not having the classroom distraction is a good thing. There is also a new bathroom policy in place at Bristol Eastern; this has also resulted in a positive change. Abby shared that WFSB came to Bristol Central on the first day of school with their drone. Various teams, the band, color guard and students came out for the 5 a.m. event everyone had a good time despite the early hour. All classes seem to be fitting into their roles. The phone policy was not well received at first, but students have gotten used to it. The band and color guard will be walking in the Mum Parade. Lori shared that freshman orientation was conducted differently this year, and the students seem to really enjoy it; also

STUDENT REPRESENTATIVE REPORTS – Con't

administration has enacted a new traffic pattern which ensures the safety of students and helps with the school climate.

CHAIRMAN REPORT

Chairman Wilson shared information regarding the upcoming Business Education Foundation Trivia Night which is being held on October 19th at the Doubletree; the CABE/CAPSS Convention on November 16th and 17th in Mystic and an update on the Memorial Boulevard Interdistrict Arts Magnet School.

SUPERINTENDENT REPORT

Dr. Moreau took a moment to introduce Kristi Ricciardone, the newly appointed Dean of Students at Chippens Hill Middle School. Mrs. Ricciardone a former Goal teacher at Chippens Hill was appointed at the August Board of Education meeting. Mrs. Ricciardone was present in the audience and stood to be acknowledged. Dr. Moreau shared information regarding the August 27th Districtwide Convocation that was held at Bristol Central and how the start of the 2018-2019 school year has been thus far. Dr. Moreau also recognized Dr. Galloway for his new appointment with the Black Leader Association of Connecticut.

CONSENT AGENDA

On motion by Commissioner Vibert; seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the following Consent Agenda items:

PERSONNEL

New Teacher Hires

Baker, Lorenzo – CHMS – Wellness – effective 08/27/18
Burton, Shannon – Split: EPH & STAF – Art – effective 08/27/18
Euchalitto, Zachary – ID – Grade 4 – effective 08/27/18
Fisher, Jessica – CW – TESOL/Bilingual – effective 08/27/18
Gagnon, Lindsay – EPH – Grade 5 – effective 08/27/18
Gionfriddo, Jessica – GH – Kindergarten – effective 08/27/18
Gordon, Scott – SSS – Speech–Language Pathologist – effective 08/27/18
Hall, Erin – WB – Guidance Counselor – effective 08/27/18
Humphrey, Lauren – CHMS – SPED–GOAL – effective 09/24/18
Johnson, Danielle – CHMS – Social Studies, Grade 8 – effective 08/27/18
Marsella, Shea – ID – Speech–Language Pathologist – effective 08/27/18
Martin, Kristen – EPH – Grade 1 – effective 08/27/18
Oakes, Julie – SSS – Grade 1 – effective 08/27/18
Plante, Jacques – CHMS – 0.4 General Music – effective 08/27/18
Rehberg, Daniel – WB – K–5 Music – effective 08/27/18
Wood, Andrew – STAF – Physical Education – effective 09/24/18

A–1 Resignations

Cermola, Kathy – CHMS – Orange Team Co–Leader – effective August 14, 2018
Silva, Alyson – CHMS – Team Leader, Green – effective August 27, 2018

A–1 Appointments – Effective August 27, 2018

Dixon, Sharon – WB – Team Leader, 6th Grade
Gworek, Gary – NEMS – Team Leader, Yellow
McCormick, Mary – CHMS – Team Leader, Green
Reynolds, Michael – CHMS – Team Leader, Orange

A-1 Appointments – Effective August 27, 2018 – con’t

Tinker, Tom – NEMS – Team Leader, Red

A-2 Appointments – Effective August 27, 2018

Bagley, Kenneth – BEHS – Band Advisor and Jazz Band Advisor

Jennetta, Vince – NEMS – Middle School Athletic Director

Coaching Appointments

Salvatore Cintorino – Asst. Football Coach – BCHS – effective 8/13/18

Juan Quintero – Asst. Girls Soccer Coach – BCHS – effective 8/23/18

Alasia Griebel – .5 Cross Country Coach – BCHS – effective 8/23/18

Kyle Phelan – Asst. Boys Soccer Coach – BEHS – effective 8/23/18

Jenna Rodjenski – Asst. Volleyball Coach – BEHS – effective 8/23/18

Paul Ryskowski – Cross Country Coach – CHMS – effective 8/30/18

Anthony Lowell – Asst. Football Coach – BEHS – effective 8/13/18

Michael Gissas – Volunteer Football Coach – BCHS – effective 8/13/18

Danielle Kriscenski – Volunteer Girls Soccer Coach – BEHS effective 8/23/18

Alyson Phelan – Interim Head Girls Swim Coach – BEHS effective 8/23/18

Eric Henne – Volunteer Boys Soccer Coach – BCHS – effective 8/23/18

A-3 Appointment – Effective August 27, 2018

Patti, Ellen – CW – Speech–Language Pathologist Coordinator

Teacher on Special Assignment for Science Curriculum and Professional Development

Schwartz, Rochelle – CW – Effective Date TBD

PUBLIC COMMENT – No one from the public wished to address the board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

New Teacher Hiring Overview

Dr. Galloway presented the 2018-2019 New Teacher Hiring Overview. Commissioners were provided a copy of the report to follow along with Dr. Galloway’s presentation.

POLICY REVISION

Policy 3520.13: – Business and Non–Instructional Operations – Data Privacy – New

On motion by Commissioner Hintz; seconded by Commissioner Grabowski it was unanimously

VOTED: That the Board of Education approve the inclusion of Policy 3520.13 – Business and Non–Instructional Operations – Data Privacy in the Board of Education policy manual.

Policy 5144.4: – Physical Exercise and Discipline of Students – New

On motion by Commissioner Hintz; seconded by Commissioner Grabowski it was unanimously

VOTED: That the Board of Education approve the inclusion of Policy 5144.4 – Physical Exercise and Discipline of Students in the Board of Education policy manual.

Policy 6114: – Emergencies and Disaster Preparedness – Revised

On motion by Commissioner Hintz; seconded by Commissioner Caggiano it was unanimously

Policy 6114: – Emergencies and Disaster Preparedness – Revised – con't

VOTED: That the Board of Education approve the revision to Policy 6114 – Emergencies and Disaster Preparedness.

Policy 6145.6: – Travel and Exchange Programs – Revised

On motion by Commissioner Hintz; seconded by Commissioner Caggiano it was unanimously

VOTED: That the Board of Education approve the revisions to Policy 6145.6 – Travel and Exchange Programs.

Policy 6172: – Alternative Education Programs – New

On motion by Commissioner Hintz; seconded by Commissioner Grabowski it was unanimously

VOTED: That the Board of Education approve the inclusion of Policy 6172 – Alternative Education Programs in the Board of Education policy manual.

OLD BUSINESS – There was no Old Business to come before the Board.

NEW BUSINESS – There was no New Business to come before the Board.

INFORMATION – Commissioner Caggiano inquired about the diversity and equity conversation planning committee and if it had been established; he had not heard anything and he will plans to be on the committee. It has not been established yet; the administration is in the process of reaching out to people now.

LIAISON REPORTS – Commissioner Dube shared activities that are happening at West Bristol School.

ADJOURNMENT

There being no other business to come before the board, the meeting was adjourned. (7:53 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Bristol Secondary Summer School 2018 Final Report

The summer of 2018 was a very successful year for the Bristol Secondary Summer School. We revamped the structure of the summer middle school program. First off, the social studies and science courses were still held at Bristol Central, but they were completed through the Edgenuity online program with the guidance of our technology teacher Mr. Gerard Plourde. The second change was that we added a special education teacher, Alasia Greibel to help plan with the core teachers and guide our students who needed extra help in middle school language arts and math. In the high school program, we replaced three teachers from the previous year and all three turned out to be outstanding additions to our staff. Another success was the number of students that took advantage of only having to take a semester courses opposed to taking full year increased dramatically.

The combination of experienced teaching professionals and increased academic rigor, allowed the program to continue to be a model for the state. The social studies, math, science and English curriculums were modified in order to bring them into alignment with the regular school year's curriculum. Once again this year we were host to 9 education interns from Central Connecticut State University's Teaching Program. These interns were with us for 4 weeks and provided valuable assistance working with our students while learning from our academic professionals. Both CCSU and I feel that this program was a tremendous success and recommend its continuance next summer. Because of the cooperation of the staff at Bristol Central and the Summer School faculty, students were able to achieve to their highest potential.

We continued using our outstanding online program Edgenuity for Senior English and civics. It proved to be successful again this year. It might make sense to increase the classes offered online in the future especially seeing that our summer school enrollment is dropping dramatically over the past couple of years (even though our enrollment for high school students increased by 29% from 2016.). I would recommend that this service be reviewed further before next summer. Also, with the number of Bristol students attending summer school declining over the years, I also believe that we should investigate possibly adding sections for Spanish 1 and Spanish 2. This may attract more students that need to take Spanish and that will hopefully lead to them taking another course that they might not have originally registered for.

Once again this summer continued to be a safe and productive atmosphere for our students. However, one major issue that caused many distractions throughout the summer was the chronic use of e-cigarettes (vapes) in the boy's bathroom and outside on school grounds. With the help of Youth Officer M. J. Warner, the program continued our tradition of providing a safe learning environment for students from 11 different school systems. Secretary Sheryl Elliot offered parents, students, and faculty professional assistance, while Outreach Worker Steve Elliot provided students and parents with a safe learning environment. Mr. Elliot also managed our textbooks resulting in a smooth transfer of materials with no lost textbooks for both the middle and high school programs.

Despite the very smooth summer there are always improvements that can be made. Our biggest concern involves the large number of students with habitual attendance issues during the regular school year who are not attending summer school either. We need to work with guidance counselors to entice these students to attend summer school, even possibly pre-enrolling the students before the regular school year is over. With the summer school curriculum being condensed into 5 weeks, it is imperative that these students realize they might be more successful attending summer school then they would be during the regular school year. Finally, once again I feel we need to look at the possibility of providing some sort of transportation for students attending summer school in Bristol.

Respectfully submitted,

Steven Gaudet
Director, Bristol Secondary Summer School

Bristol Secondary Summer School
2018 High School Report

2018 High School Statistics	Bristol	Out of Town	Total	Compared To 2017
Total Attending	144	5	149	24↓
Course Taken @BC	206	6	212	28↓
Academic Failures	20	0	20	233↑
Attendance Failures	10	0	10	No Change
On-line Courses	22	0	22	47↑
2017 High School Statistics	Bristol	Out of Town	Total	Compared To 2016
Total Attending	187	8	195	29↑
Course Taken @BE	286	8	294	72↑
Academic Failures	6	0	6	16↓
Attendance Failures	10	0	10	11↓
On-line Courses	15	0	15	7↓
2016 High School Statistics	Bristol	Out of Town	Total	Compared To 2015
Total Attending	157	9	166	39↓
Course Taken @BC	210	12	222	44↓
Academic Failures	24	1	25	22↓
Attendance Failures	21	0	21	17↑
On-Line Courses	20	1	21	22↓
2015 High School Statistics	Bristol	Out of Town	Total	Compared To 2014
Total Attending	259	17	276	1.7↓
Course Taken @BE	368	30	398	1.3↑
Academic Failures	30	2	32	27↓
Attendance Failures	30	0	30	14↓
On-line Courses	27	0	27	3.8↑

Bristol Secondary Summer School
2018 Middle School Report

2018 Middle School Statistics	Bristol	Out of Town	Total	Compared To 2017
Total Attending	40	2	42	No Change
Course Taken @BC	69	2	71	10↓
Academic Failures	2	0	2	100↑
Attendance Failures	4	0	4	20↓
2017 Middle School Statistics	Bristol	Out of Town	Total	Compared To 2016
Total Attending	40	2	42	25↓
Course Taken @BC	77	2	79	22↓
Academic Failures	1	0	1	94↓
Attendance Failures	5	0	5	17↓
2016 Middle School Statistics	Bristol	Out of Town	Total	Compared To 2015
Total Attending	51	5	56	29↓
Course Taken @BE	93	8	101	22↓
Academic Failures	15	1	16	25↑
Attendance Failures	6	0	6	600↑
2015 Middle School Statistics	Bristol	Out of Town	Total	Compared To 2014
Total Attending	72	1	79	No Change
Course Taken @BC	128	2	130	3↓
Academic Failures	12	0	12	20↓
Attendance Failures	0	0	90	100↓
2014 Middle School Statistics	Bristol	Out of Town	Total	Compared To 2013
Total Attending	76	3	79	8↓
Course Taken @BE	128	6	134	25↑
Academic Failures	10	0	10	40↓
Attendance Failures	2	0	2	22↓

High School Financial Report 2018

	Bristol	Out-of-Town	Total	
In person Registration	\$3,150.00	\$112.50	\$3,262.50	
Online Registration	\$7,048.01	\$225.00	\$7,273.01	Needs to be transferred from Adult Ed account
	\$10,158.01	\$337.50	\$10,535.51	

Middle School Financial Report 2018

	Bristol	Out-of-Town	Total	
In person Registration	---	\$225	\$225	
Online Registration	---	\$225	\$225	Needs to be transferred from Adult Ed account
	\$0	\$450	\$450	

2018 Total Summer Revenue

	Bristol	Out-of-Town	Total	
In person Registration	\$3,150.00	\$337.50	\$3,487.50	
Online Registration	\$7,048.01	\$450.00	\$7,498.01	Needs to be transferred from Adult Ed account
Total Summer School Revenue	\$10,158.01	\$787.50	\$10,985.51	

Bristol Public Schools
CT School Day SAT, March 2018
Student Achievement Committee Update

Executive Summary:

1. Background

- CT School Day SAT is a required State of Connecticut Achievement test for all juniors.
- Student performance on the SAT contributes to two indicators in the Next Generation Accountability System for the State of CT.

2. Overall results

- Student performance in the past three years has been variable by test (Critical Reading or Math) and by school.
- Students are making the expected growth in a year as defined by the College Board.

3. Special Populations

- We closed the achievement gap in both high schools among our EL population.
- The largest achievement gaps exist for populations of students who are not accessing the regular core curriculum as it is written due to their individualized needs (English learners and students with special needs).

4. District comparisons

- We did remain as one of the top performers when comparing our performance on the math test with similar districts.

5. Test-specific findings

- Evidence-based Reading and Writing: Area of strength was students' knowledge of words in context (23.8%). Among the four subtests, we had a greater number of students who scored below standard in their understanding and application of English conventions (28.3%) followed by students command of evidence (25.3%).
- Mathematics: We had the greatest number of students who scored goal in problem-solving (10.4%) and at the same time, the greatest number of students who were not meeting expectations (35.9%).
- Eighty percent of our students are meeting or are approaching the standard on the cross test scores in social studies and science.

6. Action Plan for Improvement

- There are four targeted areas for improvement: 1) Strengthening the foundation within middle school; 2) Accelerated achievement while in high school; 3) Engage stakeholders with available actionable data; 3) Bolster special populations.

Part One: Background

In March 2018, 95.3% of juniors took the SAT. The CT School Day SAT is one of two required State of Connecticut Achievement tests for juniors. Many of the juniors will use their results on the SAT when applying for colleges, however, that is not the primary purpose of the CT School Day SAT. The CT School Day SAT is aligned to the Common Core Standards for English and

Mathematics, allowing Connecticut and school districts to use the SAT results to determine how well they are preparing students to achieve high school standards. Thus, all students are now required to take the CT School Day SAT. For comparison purposes, on average, only 66% of Bristol high school juniors were taking the SAT prior to the SAT becoming a required state achievement test.

Additionally, the CT School Day SAT can indicate a student's readiness for success in college. The College Board has established benchmarks of performance based on their historical data of college freshmen success and students' SAT scores. The benchmark for Critical Reading is 480 and the benchmark for Mathematics is 530. Based on College Board data, when students achieve a 480 in Critical Reading and a 530 in Mathematics they are likely to successfully complete their first year in college.

Student performance on the CT School Day SAT is used in the State of CT Next Generation Accountability System in two ways:

- 1) **Academic Indicators 1a, 1b, 1c, 1d:** The district and school index scores for all students and high needs students are determined by students' scores on both the Critical Reading and Math SAT. When students achieve a higher score, the district and school index increases using a formula that provides a greater point value to those who score higher within the score range.

- 2) **Indicator 6: College and Career Readiness, Students Meeting Benchmark.** When students meet the benchmarks for both Critical Reading (480) and Mathematics (530), they contribute to the percentage of students demonstrating that they are college and career ready. Students can demonstrate that they are college and career ready by additional factors as well such as performance in dual-enrollment classes and/or on Advanced Placement tests.

Given both of these indicators, as a district, we want to see individual students have the highest SAT scores, up to 800 on each test, and have the highest percent of students who meet or exceed the benchmarks (480 Critical Reading, 530 Mathematics). Increases in both SAT mean scores AND percent of students meeting the benchmarks mean that a greater percentage of students are achieving our standards. Increases in SAT averages without increasing the percent of students meeting benchmark can reflect a smaller percentage of students achieving our standards.

Part Two: Overall results

CT School SAT Day, March 2018					
		MATH		CRITICAL READING	
		Mean	% Meeting benchmark	Mean	% meeting benchmark
State of CT	March 2018	502	40%	513	61%
	April 2017	507	41.3%	524	65.4%
Bristol Public Schools	March 2018	482	33%	495	55%
	April 2017	484	31%	509	63%
Bristol Central High School	March 2018	488	36%	495	54%
	April 2017	476	29%	501	59%
Bristol Eastern High School	March 2018	477	31%	501	58%
	April 2017	497	34%	522	68%

Image 1

Mean scores and the percent of students meeting the benchmark in Math and Critical Reading were lower across the state of CT in 2018 when compared to the results in 2017. Bristol, too, had lower mean scores and percent of students meeting the benchmark in both areas. What is most noticeable when reviewing this data is the variability in Bristol students’ performance at our high schools over the past years. Data shared later in the report will indicate that students’ performance is more reflective of the content and skills students had as a foundation when entering high school rather than the growth they made while in high school. The variability in the results from year to year require us to examine a multitude of factors that could be influencing performance. We are continuing to improve our curriculum alignment to the standards as assessed by the CT School Day SAT and improve our vertical alignment of curriculum from middle school to high school. From research conducted last year, we did find strong alignment between students’ performance on midterm exams and their PSAT or SAT performance, showing us some good alignment between our curriculum and the SAT. Additionally, both here in Bristol and across the state, they have found a strong alignment between students’ SBA performance in eighth grade to students’ PSAT performance in grade nine, again pointing to an alignment between the assessments. Notably, our results are telling us that we need to examine the rigor of our curriculum and access for students to our most rigorous classes at the high school.

SAT Math Growth-Mean Score Historical View

		BEHS				BCHS				District			
		PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT
			Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20		Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20		Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20
MEAN MATH SECTION SCORE													
CT School Day 2016	Class of 2017			462	482			476	500			469	489
CT School Day 2017	Class of 2018		449	483	497		433	465	476		442	473	485
CT School Day 2018	Class of 2019	422	439	459	477	412	448	466	488	417	442	462	482
CT School Day 2019	Class of 2020	430	443			424	443			427	443		
CT School Day 2020	Class of 2021	412				421				417			

Image 2

SAT Critical Reading Growth-Mean Score Historical View

		BEHS				BCHS				District			
		PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT
			Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20		Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20		Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20
MEAN EBRW SECTION SCORE													
CT School Day 2016	Class of 2017			484	511			490	516			487	512
CT School Day 2017	Class of 2018		462	508	522		448	487	501		455	496	509
CT School Day 2018	Class of 2019	437	452	483	501	421	461	481	495	429	455	482	495
CT School Day 2019	Class of 2020	444	464			434	452			436	458		
CT School Day 2020	Class of 2021	431				429				430			

Image 3

The College Board shares that a typical year's growth is equivalent to a 30 point score increase between years of PSAT. Since the PSAT 11 (October) and SAT 11 (April) is given within the same year, the College Board would expect a 20 point increase between the PSAT 11 and SAT 11. The data within Images 2 and 3 shows that as a district students are improving at the rate we would expect in most cases, improving their scores by 30 points from each administration of the PSAT and by the 20 points between the PSAT 11 and SAT 11 as indicated by the colored text. These results also show that as we continue to align the middle school and high school curricula to the standards as assessed by the SAT we can expect that our student achievement data will

steady and climb. You can see in the data above that students’ performance on the PSAT 8/9 is still quite variable since we’ve begun administering the PSAT in 2016 to all students. Last spring, we delved deeply into the data to examine the growth of students between the SBA administration in the spring of students’ eighth grade year and the administration of the PSAT in October of students’ ninth grade year, wanting to determine the impact of the two months of instruction on students’ PSAT performance. Looking at results district-wide, we’ve learned that the two months of instruction in ninth grade had a significant impact on students’ growth from their SBA performance to their PSAT performance. This learning will allow us to examine the instructional practices of our grade nine teachers to learn from those whose students show the most significant growth.

SAT Critical Reading Growth-Mean Score Historical View

		BEHS				BCHS				District			
		PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT
			Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20		Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20		Points Growth: Math-30 EBRW-20	Points Growth: 30	Points Growth: 20
MEAN EBRW SECTION SCORE													
CT School Day 2016	Class of 2017			484	511			490	516			487	512
CT School Day 2017	Class of 2018		462	508	522		448	487	501		455	496	509
CT School Day 2018	Class of 2019	437	452	483	501	421	461	481	495	429	455	482	495
CT School Day 2019	Class of 2020	444	464			434	452			436	458		
CT School Day 2020	Class of 2021	431				429				430			

Image 4

SAT Math Meeting or Exceeding Benchmark Historical View

	BEHS				BCHS				District				State			
	PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT	PSAT 8/9	PSAT 10	PSAT 11	SAT
	Math: 450 EBRW: 410	Math: 480 EBRW: 430	Math: 510 EBRW: 460	Math: 530 EBRW: 480	Math: 450 EBRW: 410	Math: 480 EBRW: 430	Math: 510 EBRW: 460	Math: 530 EBRW: 480	Math: 450 EBRW: 410	Math: 480 EBRW: 430	Math: 510 EBRW: 460	Math: 530 EBRW: 480	Math: 450 EBRW: 410	Math: 480 EBRW: 430	Math: 510 EBRW: 460	Math: 530 EBRW: 480
% MEETING MATH BENCHMARK																
Class of 2017			25%	31%			34%	37%			30%	33%			36%	38%
Class of 2018		34%	38%	34%		29%	28%	29%		32%	32%	31%		39%	40%	41%
Class of 2019	37%	32%	27%	31%	35%	37%	33%	36%	36%	34%	30%	33%	27%	38%	37%	40%
Class of 2020	47%	30%			36%	30%			40%	30%			33%	36%		
Class of 2021	32%				37%				34%				37%			

Image 5

Considering the importance of increasing the readiness of students entering high school as freshmen, one might wonder if it would make sense to administer the PSAT 8/9 to eighth grade students. At the same time, we want to be cognizant of instructional time being used for assessment purposes and the value of the assessments being given as drivers for curricular and instructional improvement. Currently, eighth grade students take the Smarter Balanced Assessment (SBA) in the spring. The Office of Teaching and Learning has analyzed the data to determine whether a correlation exists between students' performance on the SBA and their PSAT performance. We did find that the SBA does provide predictive value for freshmen students at the highest and lowest achievement levels and fairly reliable information regarding students scoring at level two and three. For this reason, we do not feel that we need to have our eighth graders take an additional assessment in the fall.

Part Three: Special populations

Achievement by disaggregated populations Students by Lunch Status

LUNCH STATUS			LUNCH STATUS		
	Bristol Eastern High School	Bristol Central High School		Bristol Eastern High School	Bristol Central High School
	Math			Critical Reading	
Free	447	443	Free	471	450
Reduced	453	480	Reduced	493	484
Full Price	498	524	Full Price	518	530
Gap Free 2018	51	81	Gap Free 2018	47	80
Gap Free 2017	54	59	Gap Free 2017	53	76
Gap Reduced 2018	45	44	Gap Reduced 2018	25	46
Gap Reduced 2017	16	15	Gap Reduced 2017	27	28

Image 6

Achievement by disaggregated populations Special Education Status

SPECIAL EDUCATION STATUS			SPECIAL EDUCATION STATUS		
	Bristol Eastern High School	Bristol Central High School		Bristol Eastern High School	Bristol Central High School
	Math			Critical Reading	
Students with Special Needs	401	383	Students with Special Needs	425	390
Non Special Education Students	493	514	Non Special Education Students	516	520
GAP 2018	92	131	GAP 2018	91	130
GAP 2017	113	109	GAP 2017	121	113

Image 7

Achievement by disaggregated populations English Language Learner Status

English Language Learners			English Language Learners		
	Bristol Eastern High School	Bristol Central High School		Bristol Eastern High School	Bristol Central High School
	Math			Critical Reading	
Non-ELL	480	491	Non-ELL	500	494
ELL	379	394	ELL	358	366
GAP 2018	101	97	GAP 2018	142	128
GAP 2017	127	111	GAP 2017	146	155

Image 8

Achievement by disaggregated populations Ethnicity

Math					Critical Reading				
	Asian	Black	Hispanic	White		Asian	Black	Hispanic	White
Bristol Central	566.36	471.15	448.81	502.9	Bristol Central	537.27	472.69	450.9	512.73
Bristol Eastern	556	437.14	432.55	494.77	Bristol Eastern	560	457.14	466.73	514.26
	563	456	441	499		544	466	458	513

Image 9

Achievement by disaggregated populations

Gender

GENDER			GENDER		
	Bristol Eastern High School	Bristol Central High School		Bristol Eastern High School	Bristol Central High School
	Math			Critical Reading	
Female	480	486	Female	519	504
Male	472	491	Male	483	487

Image 10

With regard to special populations, Bristol Eastern High School reduced the achievement gap for students who qualify for free lunch and special education students, and both schools reduced the achievement gap for English language learners. One of our strategic efforts has been to ensure that students who receive special services and students who are English learners are receiving core instruction from our Bristol curriculum and additional instruction that is individualized. To meet the needs of English language learners, many students are enrolled in courses that are specialized to address the need to learn the core skills within our curricula in a way that supports their language acquisition growth. A potential area for continued growth for this group of students is to review and strengthen the curricula of these courses so that our English learner students have greater exposure to the on-grade level content and skills that is in the non-modified curricula. An additional challenge to note is that many of our English learner students were new to the district from their middle to high school years so their progression through our curricula may need to be tailored dependent upon when they enter our schools.

Similarly, through discussions at planning and placement team meetings, it can be decided that our students with specialized educational needs require modifications to the curriculum they learn. These students may be enrolled in coursework in which the standards have been modified to be appropriate for the learners. To continue to close the gap, we need to look at multiple factors that include the decision-making of planning and placement teams in terms of their recommendations for modifications made to the standards the students need to achieve. Additionally, for each of these students their goals are individualized through the student's individualized educational plans. To ensure that students are making progress toward achieving on-grade level standards as best and timely as possible, we need to review how goals are being determined in the development of the IEP. Finally, we need to provide greater support to the development of the curricula for the courses taught by our special education teachers.

Part Four: District Comparisons

The achievement of our Bristol students was compared to three sets of districts: 1) those districts who are identified as Alliance districts, 2) those within the District Reference Group, and 3) contiguous towns. It is important to analyze this data carefully since there are a variety of factors that can influence achievement, including demographic information and per pupil allocation, that are not equal among the districts within the comparisons. For example, 35% of Bristol’s student population is economically disadvantaged, while only 9% of student population in Southington or Farmington is economically disadvantaged. As another example, 16.5% of Bristol’s student population are students with special needs, while 10% of the students served in Wolcott or Plainville are students with special needs.

When comparing districts within the district reference groups, it is important to note that these groupings are over ten years old. The CT State Department of Education classified schools in 2006 based on similar socioeconomic statuses of their students, and given the changes in our economic climate, these reference groups would change significantly if reexamined today. This grouping does not consider other demographic factors such as the size of the community, percent of English-learners or percent of students with special needs.

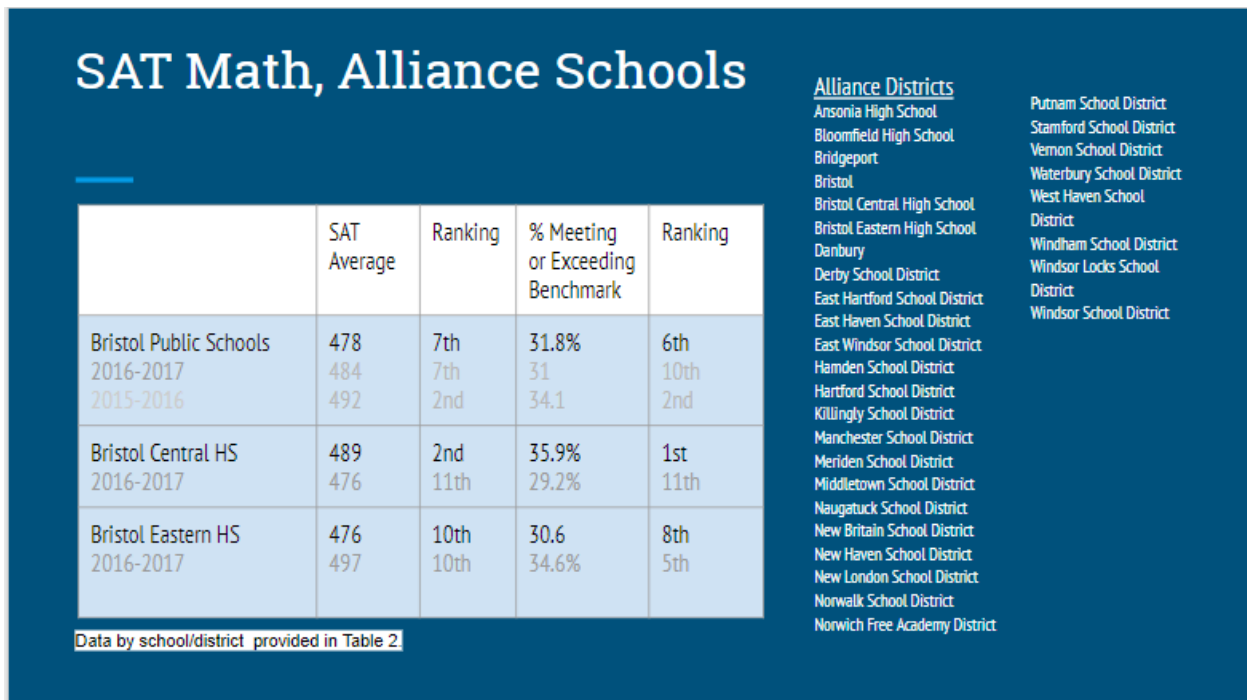


Image 10

SAT Critical Reading, Alliance Schools

	SAT Average	Ranking	% Meeting or Exceeding Benchmark	Ranking	
Bristol Public Schools	2016-2017	492	11th	53.7	10th
	2016-2017	508	4th	62.1	4th
	2015-2016	515	3rd	68.6	2nd
Bristol Central HS	2016-2017	495	9th	54.1	8th
	2016-2017	501	8th	59.1	5th
Bristol Eastern HS	2016-2017	499	5th	58.1	5th
	2016-2017	523	1st	68	2nd

Data by school/district provided in Table 3.

Alliance Districts

Ansonia High School
 Bloomfield High School
 Bridgeport
 Bristol
 Bristol Central High School
 Bristol Eastern High School
 Danbury
 Derby School District
 East Hartford School District
 East Haven School District
 East Windsor School District
 Hamden School District
 Hartford School District
 Killingly School District
 Manchester School District
 Meriden School District
 Middletown School District
 Naugatuck School District
 New Britain School District
 New Haven School District
 New London School District
 Norwalk School District
 Norwich Free Academy District
 Putnam School District
 Stamford School District
 Vernon School District
 Waterbury School District
 West Haven School District
 Windham School District
 Windsor Locks School District
 Windsor School District

Image 11

SAT Math, DRG Schools

	SAT Average	Ranking	% Meeting or Exceeding Benchmark	Ranking	
Bristol Public Schools	2016-2017	478	4th	31.8%	6th
	2016-2017	484	4th	31%	6th
	2015-2016	492	3rd	34.1%	3rd
Bristol Central HS	2016-2017	489	2nd	35.9%	3rd
	2016-2017	476	8th	29.2%	7th
Bristol Eastern HS	2016-2017	476	6th	30.6%	8th
	2016-2017	497	2nd	34.6%	4th

Data by school/district provided in Table 1.

DRG Districts:

Bloomfield
 Bristol
 East Haven
 Groton
 Hamden
 Killingly
 Manchester
 Middletown
 Naugatuck
 Plainfield
 Putnam
 Stratford
 Torrington
 Vernon
 Norwich Free Academy

Image 12

SAT Critical Reading, DRG Schools

	SAT Average	Ranking	% Meeting or Exceeding Benchmark	Ranking
Bristol Public Schools	492	9th	53.7	9th
2016-2017	508	3rd	62.1	3rd
2015-2016	515	4th	68.6	2nd
Bristol Central HS	495	8th	54.1%	8th
2016-2017	501	6th	59.1%	5th
Bristol Eastern HS	499	6th	58.1%	5th
2016-2017	523	1st	68%	1st

Data by school/district provided in Table 1.

DRG Districts:

Bloomfield
 Bristol
 East Haven
 Groton
 Hamden
 Killingly
 Manchester
 Middletown
 Naugatuck
 Plainfield
 Putnam
 Stratford
 Torrington
 Vernon
 Norwich Free Academy

Image 13

SAT Math, Contiguous Towns

	SAT Average	Ranking	% Meeting or Exceeding Benchmark	Ranking
Bristol Public Schools	478	6th	31.8	6th
2015-2016	484	6th	31	6th
	492		34.1	

Data by school/district provided in Table 4.

Towns

Bristol School District
 --Bristol Eastern High School
 --Bristol Central High School
 Farmington School District
 Plainville School District
 Plymouth School District
 Southington School District
 Wolcott School District

Image 14

SAT Critical Reading, Contiguous Towns

	SAT Average	Ranking	% Meeting or Exceeding Benchmark	Ranking
Bristol Public Schools	492	6th	53.7	6th
2016-2017	508	6th	62.1	6th
2015-2016	515		68.6	

Towns

Bristol School District
 --Bristol Eastern High School
 --Bristol Central High School
 Farmington School District
 Plainville School District
 Plymouth School District
 Southington School District
 Wolcott School District

Data by school/district provided in Table 5.

Image 15

Bristol's SAT scores in math in March 2018 have kept us as one of the top schools among Alliance districts and districts in our reference group. While we are still in the top half of Alliance districts and districts within our reference group for Critical Reading, we have slid back based on this year's results.

Part Five: Math and Critical Reading Subtests

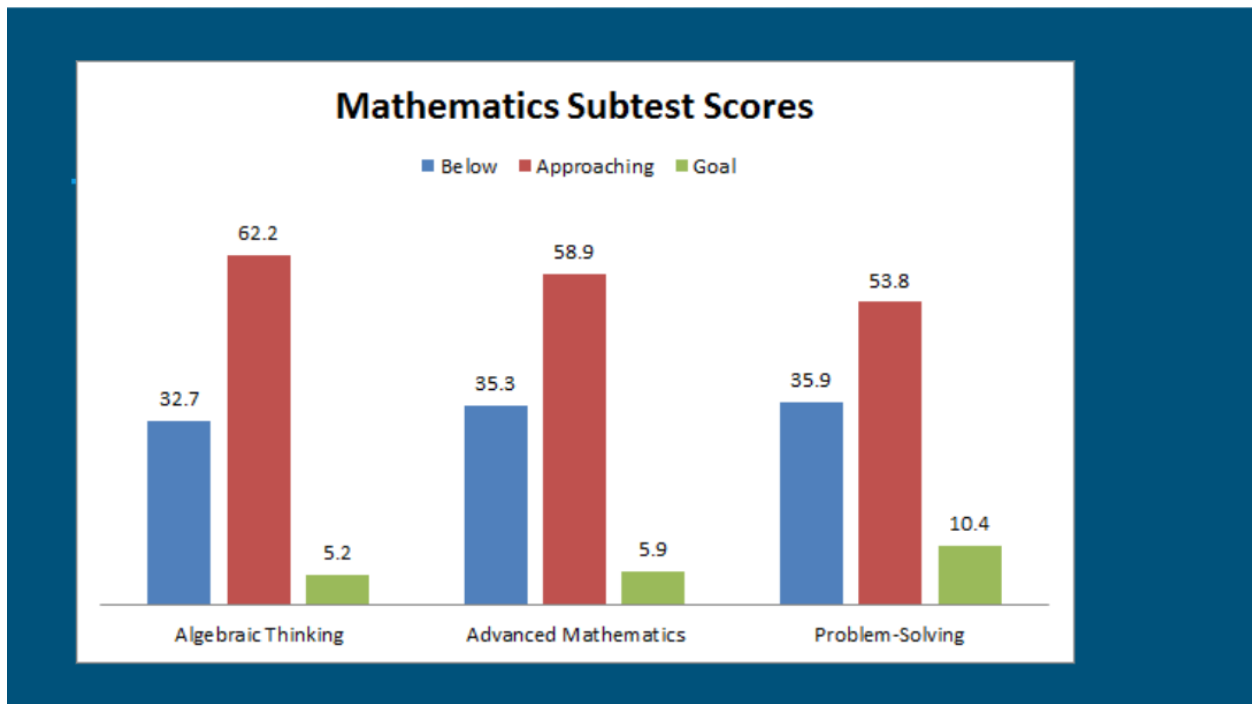


Image 16

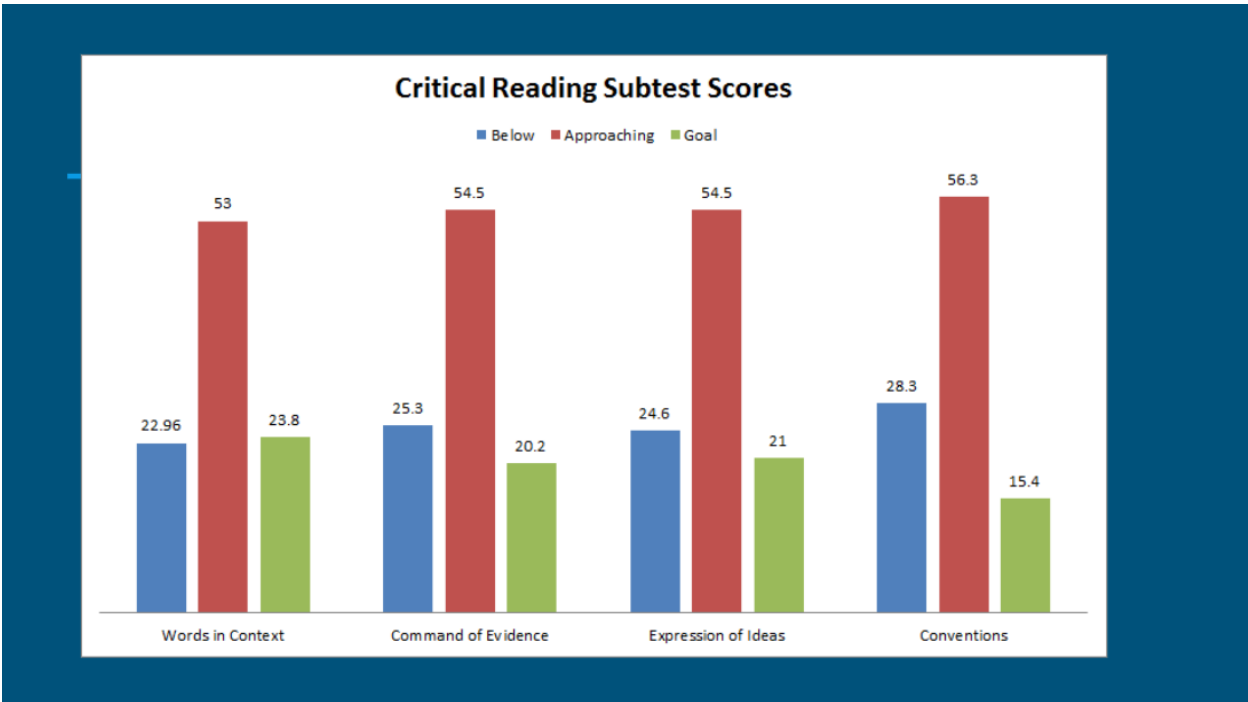


Image 17

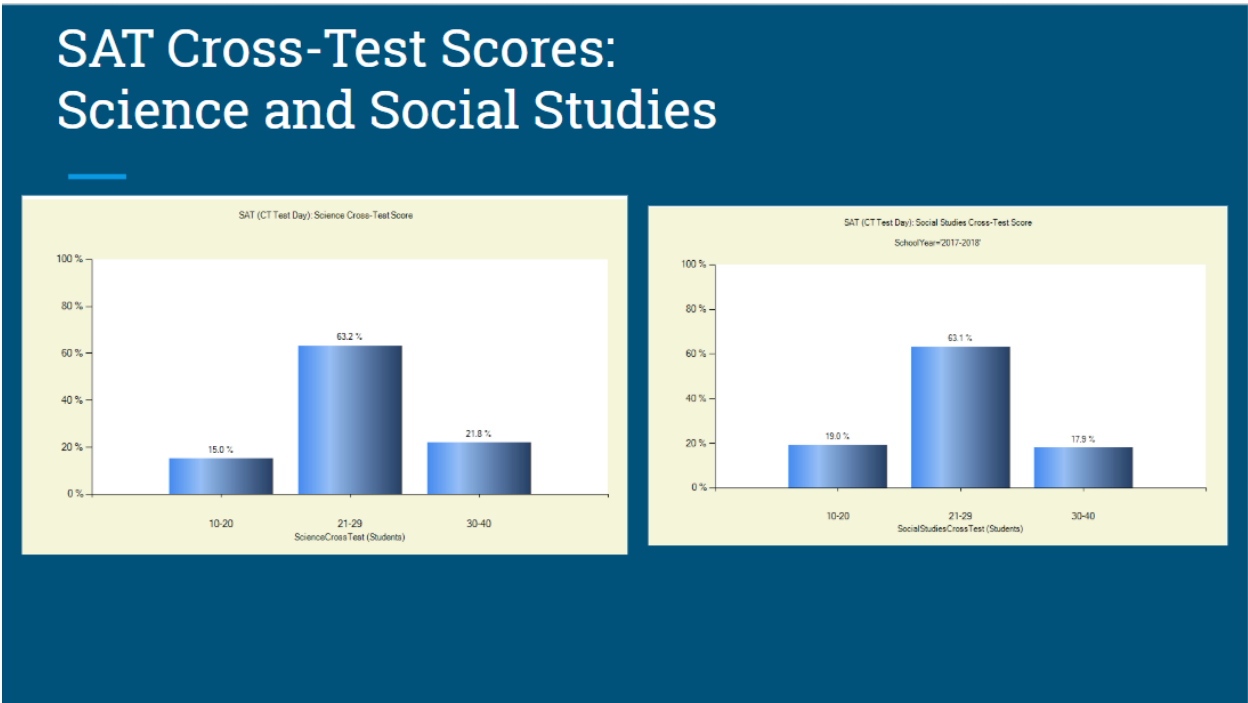


Image 18

When examining student performance by subtest for Critical Reading, our area of strength was students' knowledge of words in context (23.8%). Among the four subtests, we had a greater number of students who scored below standard in their understanding and application of English conventions (28.3%) followed by students command of evidence (25.3%).

Among the three subset scores for the Mathematics test, we had the greatest number of students who scored goal in problem-solving (10.4%) and at the same time, the greatest number of students who were not meeting expectations (35.9%).

Eighty percent of our students are meeting or are approaching the standard on the cross test scores in social studies and science. These results do indicate that we should focus some of our professional learning on the SAT for teachers of EL and AIM social studies and science courses.

Part Five: Action Plan for School and District Improvement specific to SAT

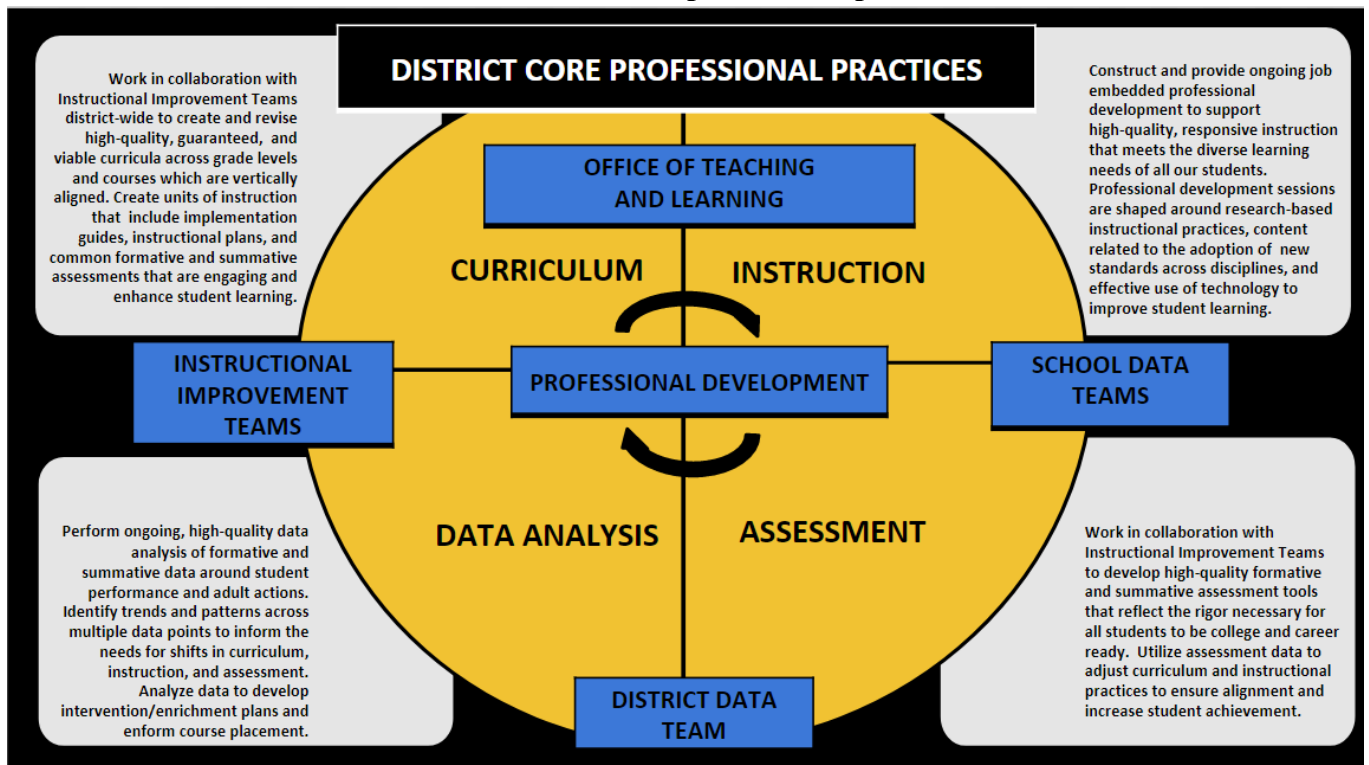


Image 15

Research shows that when schools have a guaranteed and viable curriculum, challenging, engaging, and purposeful instruction, a system for measuring student achievement through assessment, and collaboration centered around student learning, student achievement is greater. For that reason, our improvement plan for all schools centers around these core practices.

In addition to these four core areas, in order to improve student achievement on the SAT, we have four targets for improvement: 1) strengthen the foundation with a focus on the middle school population; 2) accelerate growth for students within high school; 3) engage stakeholders with data that is available regarding students' strengths and areas for improvement; and 4)

bolster special populations. For each targeted area, the Office of Teaching and Learning in conjunction with the high school administration has identified numerous action steps that will be accomplished throughout this school year.

Data shows that PSAT results in grade nine have varied from year to year. Based on our SBA results from our current ninth graders, I would anticipate higher PSAT results than those of students who are now sophomores. We will continue to improve our work ensuring curricular pathways to success and strengthening purposeful and engaging instruction while also taking targeted action steps to improve student achievement at the middle school level, a contributing factor to high school performance. We developed new guidelines for college and career readiness to be implemented during REACH and are piloting that program at Chippens Hill Middle School this year. Our action steps this year include examining the impact of the pilot schedule on student achievement, provide professional learning to eighth grade teachers on the SAT so they can begin to think about assessment designs that are aligned to the SBA and PSAT. Additionally, we will build upon current practices for developing students' vocabulary and accurate use of English conventions.

We can see in our data that once in high school students are generally making the year's worth of growth as measured by performance between PSAT administrations. That means, if we seek to improve our performance overall, our students need to achieve more than one year's expected growth in one year's time. In the 2017-2018 school year, we no longer had a literacy coach in our high schools and we had one fewer school counselor. These losses coupled with other reductions impacted our results. While we reexamined curriculum and pacing in mathematics and attempted to increase students' time with Khan Academy by building it into study halls and offering independent study credit, it wasn't enough to impact our results. This year, we need to work more closely with individual students, engaging students in their own progress by having them set goals and enact strategies to reach their goals. We also will strengthen teachers' knowledge of skills assessed on the SAT, particularly in social studies, EL and AIM courses. We will also analyze the impact of SAT development classes that began in 2016-2017.

Engaging stakeholders, including families, is an important action step we can take to enhance the achievement of our students, particularly with the SAT. Since many students can use the SAT as their college entrance examination, many students and families have a vested interest in improving their scores. By showing families tools students can utilize to practice and increase their SAT score, we could potentially see students using time outside of our regular school day to improve their skills. Additionally, because the PSAT provides us with actionable data in the middle of the school year, our teachers can take strategic actions to improve student performance both embedded into their regular instruction and by providing supplemental instruction in development classes that could be available. The College Board has shared the statistic that students scores on the SAT can increase by at least thirty points by spending at least twenty hours working on Khan Academy. 69% of the Bristol Central High School students and 48% of students at Bristol Eastern High School who will take the SAT this year have linked their College Board account to Khan Academy. Our goal is to have ninety percent of students have a linked account so that they can individually practice the skills assessed on the SAT.

Our fourth targeted action area is to bolster special populations. To do so, we need to examine the curricula, resources, and assessment tools available to teachers of students with special populations, collaborate with special education supervisors to better align individualized educational plans to on-grade level curricular standards, examine what can be provided to students new to the district and provide professional development to our high school teachers of EL students so teachers' understanding of the content and skills within our curricula is deep and rich.