

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



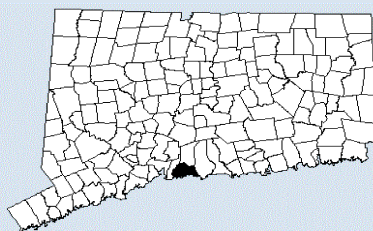
## Branford School District

Mr. Hamlet Hernandez, Superintendent • 203-488-7276 • [www.branfordschools.org](http://www.branfordschools.org)

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 7            |
| Enrollment                          | 2,918        |
| Per Pupil Expenditures <sup>1</sup> | \$18,513     |
| Total Expenditures <sup>1</sup>     | \$56,817,507 |

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2017 Enrollment

|  | District |                      | State                |
|--|----------|----------------------|----------------------|
|  | Count    | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 1,430    | 49.0                 | 48.4                 |
| Male                                     | 1,488    | 51.0                 | 51.6                 |
| American Indian or Alaska Native         | 8        | 0.3                  | 0.3                  |
| Asian                                    | 214      | 7.3                  | 5.1                  |
| Black or African American                | 115      | 3.9                  | 12.8                 |
| Hispanic or Latino                       | 302      | 10.3                 | 24.8                 |
| Pacific Islander                         | 0        | 0.0                  | 0.1                  |
| Two or More Races                        | 86       | 2.9                  | 3.3                  |
| White                                    | 2,193    | 75.2                 | 53.6                 |
| English Learners                         | 119      | 4.1                  | 7.2                  |
| Eligible for Free or Reduced-Price Meals | 803      | 27.5                 | 36.7                 |
| Students with Disabilities <sup>1</sup>  | 405      | 13.9                 | 14.8                 |

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

|  | Chronic Absenteeism <sup>2</sup> |          | Suspension/Expulsion <sup>3</sup> |          |
|--|----------------------------------|----------|-----------------------------------|----------|
|  | Count                            | Rate (%) | Count                             | Rate (%) |
| Female                                   | 133                              | 9.8      | 52                                | 3.6      |
| Male                                     | 129                              | 9.1      | 119                               | 7.9      |
| Black or African American                | 14                               | 12.8     | 17                                | 14.8     |
| Hispanic or Latino                       | 28                               | 9.6      | 29                                | 9.3      |
| White                                    | 201                              | 9.7      | 115                               | 5.2      |
| English Learners                         | 6                                | 4.8      | *                                 | *        |
| Eligible for Free or Reduced-Price Meals | 146                              | 15.7     | 90                                | 9.0      |
| Students with Disabilities               | 63                               | 17.1     | 55                                | 12.5     |
| District                                 | 262                              | 9.5      | 171                               | 5.9      |
| State                                    |                                  | 10.7     |                                   | 6.8      |

Number of students in 2016-17 qualified as truant under state statute: 96

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 216.9 |
| Paraprofessional Instructional Assistants                 | 42.6  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 31.7  |
| Paraprofessional Instructional Assistants                 | 87.3  |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 6.0   |
| School Level  | 13.9  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 5.0   |
| Support Staff   | 3.5   |
| Instructional Specialists Who Support Teachers            | 20.6  |
| Counselors, Social Workers and School Psychologists       | 17.9  |
| School Nurses   | 8.5   |
| Other Staff Providing Non-Instructional Services/Support  | 152.2 |

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

|                                  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0     | 0.0                                 | 0.1                              |
| Asian                            | 1     | 0.3                                 | 1.1                              |
| Black or African American        | 1     | 0.3                                 | 3.7                              |
| Hispanic or Latino               | 9     | 2.9                                 | 3.7                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.1                              |
| White                            | 304   | 96.2                                | 91.0                             |

#### Classroom Teacher Attendance: 2016-17

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 15.1     | 10.5  |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | *     | *        | *     | *        |
| Hispanic or Latino                       | 20    | 90.9     | 15    | *        |
| White                                    | 159   | 90.9     | 172   | 95.6     |
| English Learners                         | *     | *        | 0     | 0.0      |
| Eligible for Free or Reduced-Price Meals | 61    | 82.4     | 59    | 88.1     |
| Students with Disabilities               | 35    | 81.4     | 40    | 93.0     |
| District                                 | 204   | 89.5     | 213   | 94.7     |
| State                                    |       | 69.3     |       | 80.1     |

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 13    | 34.2     |
| Emotional Disturbance      | 19    | 44.2     |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 71    | 65.7     |
| Other Health Impairment    | 66    | 74.2     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 41    | 69.5     |
| District                   | 217   | 59.0     |
| State                      |       | 68.6     |

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 40       | 1.4      | 1.8      |
| Emotional Disturbance      | 43       | 1.5      | 1.1      |
| Intellectual Disability    | 11       | 0.4      | 0.5      |
| Learning Disability        | 108      | 3.8      | 5.2      |
| Other Health Impairment    | 90       | 3.1      | 3.1      |
| Other Disabilities         | 31       | 1.1      | 1.1      |
| Speech/Language Impairment | 69       | 2.4      | 1.8      |
| All Disabilities           | 392      | 13.7     | 14.5     |

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 19       | 4.8      | 8.3      |
| Private Schools or Other Settings | 19       | 4.8      | 5.2      |

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 32,129,823 | 10,836        | 9,847      |
| Instructional Supplies and Equipment                      | 941,591    | 318           | 287        |
| Improvement of Instruction and Educational Media Services | 3,689,070  | 1,244         | 589        |
| Student Support Services                                  | 2,625,348  | 885           | 1,120      |
| Administration and Support Services                       | 5,798,368  | 1,956         | 1,905      |
| Plant Operation and Maintenance                           | 4,605,797  | 1,553         | 1,648      |
| Transportation  | 3,147,641  | 1,004         | 904        |
| Costs of Students Tuitioned Out                           | 2,784,052  | N/A           | N/A        |
| Other   | 1,095,817  | 370           | 208        |
| Total   | 56,817,507 | 18,513        | 16,535     |

#### Additional Expenditures

|                                   |           |       |       |
|-----------------------------------|-----------|-------|-------|
| Land, Buildings, and Debt Service | 5,042,893 | 1,701 | 1,393 |
|-----------------------------------|-----------|-------|-------|

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

|                            | District   |                      | State                |
|----------------------------|------------|----------------------|----------------------|
|                            | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel        | 4,222,853  | 35.6                 | 33.8                 |
| Noncertified Personnel     | 1,611,034  | 13.6                 | 14.5                 |
| Purchased Services         | 559,267    | 4.7                  | 5.5                  |
| Tuition to Other Schools   | 2,655,007  | 22.4                 | 23.4                 |
| Special Ed. Transportation | 853,469    | 7.2                  | 8.7                  |
| Other Expenditures         | 1,975,289  | 16.6                 | 14.1                 |
| Total Expenditures         | 11,876,919 | 100.0                | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 92.4                          | 91.8                          |
| State           | 5.8                           | 6.2                           |
| Federal         | 1.5                           | 1.7                           |
| Tuition & Other | 0.3                           | 0.3                           |

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

|  | English Language Arts(ELA) |      | Math  |      |
|--|----------------------------|------|-------|------|
|  | Count                      | DPI  | Count | DPI  |
| American Indian or Alaska Native             | *                          | *    | *     | *    |
| Asian  | 120                        | 72.6 | 120   | 75.7 |
| Black or African American                    | 54                         | 56.7 | 54    | 53.4 |
| Hispanic or Latino                           | 157                        | 59.9 | 157   | 56.6 |
| Native Hawaiian or Other Pacific Islander    | 0                          | N/A  | 0     | N/A  |
| Two or More Races                            | 27                         | 66.9 | 27    | 61.9 |
| White  | 1112                       | 67.9 | 1110  | 66.3 |
| English Learners                             | 101                        | 60.7 | 101   | 62.4 |
| Non-English Learners                         | 1373                       | 67.5 | 1371  | 65.7 |
| Eligible for Free or Reduced-Price Meals     | 490                        | 59.9 | 490   | 58.3 |
| Not Eligible for Free or Reduced-Price Meals | 984                        | 70.5 | 982   | 69.1 |
| Students with Disabilities                   | 196                        | 44.9 | 194   | 41.6 |
| Students without Disabilities                | 1278                       | 70.4 | 1278  | 69.1 |
| High Needs                                   | 615                        | 57.9 | 613   | 56.6 |
| Non-High Needs                               | 859                        | 73.5 | 859   | 71.8 |
| District                                     | 1474                       | 67.0 | 1472  | 65.5 |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2017 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 43%       | 44%     | 50%       |
| National Public | 35%       | 35%     | 36%       |
| <b>MATH</b>     |           |         |           |
| Connecticut     | 40%       | 36%     | 32%       |
| National Public | 40%       | 33%     | 25%       |

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | HS   | Count             | Rate (%) |
| Sit & Reach          | 87.0  | 70.7 | 81.3 | 82.2 | 805               | 79.8     |
| Curl Up              | 73.0  | 82.6 | 85.3 | 87.3 | 805               | 82.0     |
| Push Up              | 63.0  | 64.5 | 69.3 | 73.2 | 805               | 67.3     |
| Mile Run/PACER       | 75.5  | 74.4 | 85.3 | 54.0 | 805               | 71.3     |
| All Tests - District | 44.0  | 38.0 | 42.7 | 44.1 | 805               | 42.0     |
| All Tests - State    | 53.2  | 51.4 | 50.5 | 45.6 |                   | 50.1     |

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### Cohort Graduation: Four-Year<sup>1</sup>

|  | 2016-17                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | *                         | *        |
| Hispanic or Latino                       | 26                        | 100.0    |
| English Learners                         | 6                         | *        |
| Eligible for Free or Reduced-Price Meals | 75                        | 89.3     |
| Students with Disabilities               | 54                        | 85.2     |
| District                                 | 258                       | 94.2     |
| State                                    |                           | 87.9     |

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

|  | Participation <sup>4</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 99.2                       | 104               | 43.3     |
| Male                                     | 96.2                       | 91                | 42.7     |
| Black or African American                | *                          | *                 | *        |
| Hispanic or Latino                       | 95.0                       | 10                | 25.0     |
| White                                    | 98.3                       | 156               | 43.9     |
| English Learners                         | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 98.6                       | 43                | 30.5     |
| Students with Disabilities               | 88.4                       | *                 | *        |
| District                                 | 97.8                       | 195               | 43.0     |
| State                                    | 96.3                       |                   | 44.8     |

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

|  | Class of 2017         | Class of 2016            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>5</sup> | Persistence <sup>6</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 78.7                  | 87.8                     |
| Male                                     | 62.1                  | 85.7                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino                       | 46.2                  | *                        |
| White                                    | 71.8                  | 86.6                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 50.0                  | 78.4                     |
| Students with Disabilities               | 44.4                  | *                        |
| District                                 | 69.4                  | 86.8                     |
| State                                    | 70.9                  | 88.3                     |

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator   |                     | Index/Rate    | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                                     | All Students        | 67.0          | 75     | 44.7          | 50          | 89.3            | 67.6                     |
|   | High Needs Students | 57.9          | 75     | 38.6          | 50          | 77.2            | 57.5                     |
| Math Performance Index                                    | All Students        | 65.5          | 75     | 43.7          | 50          | 87.3            | 62.7                     |
|   | High Needs Students | 56.6          | 75     | 37.8          | 50          | 75.5            | 52.0                     |
| ELA Academic Growth                                       | All Students        | 49.5%         | 100%   | 49.5          | 100         | 49.5            | 60.7%                    |
|   | High Needs Students | 43.7%         | 100%   | 43.7          | 100         | 43.7            | 55.6%                    |
| Math Academic Growth                                      | All Students        | 61.3%         | 100%   | 61.3          | 100         | 61.3            | 61.9%                    |
|   | High Needs Students | 52.7%         | 100%   | 52.7          | 100         | 52.7            | 55.4%                    |
| Chronic Absenteeism                                       | All Students        | 9.5%          | <=5%   | 41.0          | 50          | 82.1            | 10.7%                    |
|   | High Needs Students | 14.4%         | <=5%   | 31.2          | 50          | 62.4            | 16.6%                    |
| Preparation for CCR                                       | % Taking Courses    | 92.1%         | 75%    | 50.0          | 50          | 100.0           | 74.8%                    |
|   | % Passing Exams     | 43.0%         | 75%    | 28.7          | 50          | 57.4            | 44.8%                    |
| On-track to High School Graduation                        |                     | 91.7%         | 94%    | 48.8          | 50          | 97.5            | 87.5%                    |
| 4-year Graduation All Students (2017 Cohort)              |                     | 94.2%         | 94%    | 100.0         | 100         | 100.0           | 87.9%                    |
| 6-year Graduation - High Needs Students (2015 Cohort)     |                     | 86.5%         | 94%    | 92.0          | 100         | 92.0            | 81.8%                    |
| Postsecondary Entrance (Class of 2017)                    |                     | 69.4%         | 75%    | 92.5          | 100         | 92.5            | 70.9%                    |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 91.2%   42.0% | 75%    | 28.0          | 50          | 56.0            | 96.6%   50.1%            |
| Arts Access   |                     | 57.5%         | 60%    | 47.9          | 50          | 95.9            | 51.2%                    |
| <b>Accountability Index</b>                               |                     |               |        | <b>932.1</b>  | <b>1250</b> | <b>74.6</b>     |                          |

| Gap Indicators                | Non-High Needs Rate <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                      | N                               |
| ELA Performance Index Gap     | 73.5                             | 57.9            | 15.6        | 15.9                                 |                                 |
| Math Performance Index Gap    | 71.8                             | 56.6            | 15.2        | 18.2                                 |                                 |
| Science Performance Index Gap | .                                | N/A             | .           | .                                    |                                 |
| Graduation Rate Gap           | 94.0%                            | 86.5%           | 7.5%        | 12.7%                                | N                               |

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

| Subject/Subgroup |                     | Participation Rate (%) <sup>3</sup> |
|------------------|---------------------|-------------------------------------|
| ELA              | All Students        | 98.5                                |
|                  | High Needs Students | 97.9                                |
| Math             | All Students        | 98.5                                |
|                  | High Needs Students | 97.9                                |
| Science          | All Students        | 97.2                                |
|                  | High Needs Students | 97.3                                |

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 50      State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The Branford Public Schools' Strategic Success Plan (SSP) guides the district's annual work to ensure that all students graduate college- and career-ready and focuses on systems development and the continuous growth of students as measured both qualitatively and quantitatively. Feedback on progress is provided through monitoring of select data points and structures such as the Superintendent's Advisory Committee.

In 2017-18 a curriculum redesign of math, ELA, and science to align to the CCSS and NGSS neared completion. To support implementation of the new curriculum, job-embedded coaches in ELA (k-12), math (k-12), and science (5-12) provided professional learning, individual coaching cycles, and other growth opportunities for colleagues. Also in 2017-18, teachers investigated pedagogies aligned to ACTFL recommendations to prepare for the development of a comprehensive world language program. The district continued to build capacity around using qualitative and quantitative data to inform instructional decision-making. The intermediate school overhauled its RTI system to better align with practice at the elementary schools and meet the needs of all students. To support students' social and emotional learning, the district continued to build teachers' capacity in responsive classroom and restorative practices.

The Student Services Department continued to use student performance data and intervention research to drive all instruction decisions and professional learning choices. The Department now maintains 17 Level-1 and two Level-2 Certified Wilson instructors as well as one Wilson Language Systems In-District Trainer. An additional seven teachers are being trained toward Level-1 certification. The Department also employs three certified CPI trainers, one BCBA, two PATHs facilitators, and a trained Neurocognitive Evaluator. These high leverage professionals are the keys to developing and managing effective intervention protocols for our students and staff members. The Pre-K and K-4 programs for students with developmental disabilities have been streamlined with strong inter-program vertical articulation and data-driven instructional frameworks. The Department initiates and implements transition-related activities (under the IDEA) for students beginning in Grade 6 as opposed to age 15, with positive responses and outcomes resulting from this change.

Truancy efforts focused on reviewing policies to ensure accurate reporting and working with the local juvenile review board to address truancy-related concerns. All schools view parents and families as partners in children's learning and host family-focused events to both engage and support their work. The elementary schools are in the process of creating parent-friendly rubrics designed to better help families understand and support their child's academic learning. The schools' library collections have been infused with story picture-books designed to support all families, including those with primary languages other than English, in developing their children's early literacy skills. School leaders communicate regularly with families through email, select social media outlets, and the district website, and work with PTA to ensure that schools are welcoming and supportive of all students.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Branford continuously strives to increase representation of minority staff members through informal outreach and recruitment and collaboration with our area RESC. However, despite these efforts, minority representation remains low within the district. Currently 60 Branford students are enrolled in schools of choice, including magnet and charter schools, representing a 10% decline in that total from the previous year. The number of Open Choice students in the district has grown by 25% to a total of 53 completing school this past year. Branford Public Schools continue to raise awareness of and support efforts to celebrate diversity. Schools' PTAs, at both the elementary level and the middle school level, support and provide multicultural events throughout the school year, and the staff at both levels incorporate cultural sensitivity into their responsive classroom practices. The high school continued to raise awareness and decrease racial and ethnic isolation through its course offerings and through extracurricular clubs, including the Diversity Action Council.

# District Profile and Performance Report for School Year 2017-18

## Branford School District

### **Equitable Allocation of Resources among District Schools**

The Branford School District has incorporated a budget development process that includes requests from each schools and departments in the district. Teacher leaders and school principals generate a budget request that is considered by the central office staff through the lens of equity in allocation of resources, and with consideration for the district's emerging needs. As the budget process unfolds, there is additional scrutiny to ensure parity across the levels. Reasonable class size continues to be a priority for the district, which allows for optimal opportunities for all students particularly in light of emerging needs. This type of budget development enables each school and department to anticipate and plan for long-term needs and to prepare options for future budgets.