

**THESE MINUTES ARE SUBJECT TO BOARD APPROVAL AT THE NEXT  
BOARD OF EDUCATION MEETING  
ESSEX ELEMENTARY SCHOOL BOARD OF EDUCATION  
November 14, 2019 7:00pm**

The regular meeting of the Essex Board of Education was held on Thursday, November 14, 2019 in the EES Media Center. Lon Seidman, DG Fitton, Nancy Johnston, Cassandra Sweet, Mark Watson and Loretta McCluskey were in attendance. Also in attendance were Brian White, Superintendent of Schools, Kristina Martineau, Assistant Superintendent, Kim Allen, Business Manager and Jennifer Tousignant, Principal.  
Absent:

**CALL TO ORDER**

The meeting was called to order by Mr. White at 7:00p.m.

**ELECTION OF OFFICERS**

Mr. White opened the floor for the nominations for the office of chairman.

A motion was made by DG Fitton to nominate Lon Seidman as the Chairman of the Essex Elementary Board of Education. Loretta McCluskey seconded the motion. The motion passed unanimously.

Chairman Seidman opened the floor for the following nominations:

A motion made by Loretta McCluskey to nominate DG Fitton as the Vice Chair of the Essex Elementary Board of Education. Cassandra Sweet seconded the motion. The motion passed unanimously.

A motion made by Lon Seidman to nominate Loretta McCluskey as the Secretary of the Essex Elementary Board of Education. DG Fitton seconded the motion. The motion passed unanimously.

Committee appointments will be discussed after the new members are appointed.

**STUDENT REPORT**

Ms. Tousignant introduced the student leaders Gabby Sweet, James Collins, Justin Lenda, who discussed the Bully Free Rally and Move-A-Thon.

**EXECUTIVE SESSION –Interview – Candidates to fill BOE Vacancies**

Upon a motion duly made and seconded the Essex Elementary Board of Education unanimously **VOTED** to go into Executive Session at 7:10pm.

The Board came out of Executive Session at 7:25pm.

Action Item – Possible **VOTE** to Appoint Candidates to Fill 2 BOE Member Vacancies until the next municipal election in November 2021(for terms ending November 2023 & 2025).

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to appoint Mark Watson and Nancy Johnston to the Essex Elementary Board of Education.

### **CONSENT AGENDA**

Upon a motion duly made by DG Fitton seconded by Loretta McCluskey the Essex Board of Education unanimously **VOTED** to approve the minutes from the regular meeting of September 12, 2019 and the Accounts Payable report.

### **OTHER ITEMS:**

**Votes to be made from October 3, 2019 Joint BOE Meeting Where There was no Essex BOE quorum:**

**Possible VOTE to approve the Consent Agenda of the Minutes of the June 6, 2019 regular meeting of the Joint Board of Education and the minutes of the June 10, 2019 special meeting of the Joint Board**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to approve the consent agenda consisting of the minutes from the June 6, 2019 Special Meeting of the Joint Board of Education and the Minutes of the June 10, 2019 Special Meeting of the Joint Board

**Possible VOTE to Approve the Calendar of the BOE Meetings for Jan –Dec 2020 with the Removal of the Joint BOE Committee Schedule**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to Approve the Calendar of the BOE Meetings for Jan –Dec 2020 with the Removal of the Joint BOE Committee Schedule

**Possible VOTE to approve the following Policies as presented: #3453 Student Activity; #3300 Ordering Goods and Services; #5141.21 Administering Medicine**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to Approve the following Policies as presented: #3453 Student Activity; #3300 Ordering Goods and Services; #5141.21 Administering Medicine as presented.

### **PUBLIC COMMENT**

No Comment.

### **REPORTS AND OTHER ITEMS:**

**Superintendent's Report**

**District Update**

Mr. White discussed that our district had several wonderful Veteran's Day activities in all schools.

**Assistant Superintendent's Report****Presentation of 2017-18 Performance Profile Report for Essex Elementary**

Ms. Martineau discussed the Performance Profile Report. It is based on 2017-2018 data. She discussed the indicators and how data is gathered. This will continue to be discussed further in the Joint Board of Education meeting. Gap Indicators were discussed. There is more focus on growth over the course of one school year. This will continue to be discussed.

**Director of Pupil Services Report**

Ms. Smalley was not present.

**Financial Status Report – Ms. Allen**

Ms. Allen gave a brief update on the financial status for Essex Elementary School. Trends indicate a surplus of approximately \$31,000. All line items are on target. Ms. Allen will remain vigilant of any unforeseen circumstances and we will keep the Board informed of any developments as they arise.

**Cafeteria Report – Ms. Allen**

Ms. Allen noted that the reporting has changed. This includes actual costs. There will also be a projected budget for tracking purposes. The cafeteria will also have a budget in the upcoming budget cycle.

**Discussion and Possible VOTE to Approve Current Year Transfer of Funds**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to approve the current year transfer of funds as presented by Ms. Allen.

Mr. Fitton discussed reviewing providers for service contracts going forward. Due diligence needs to be done. This will continue to be reviewed.

**Principal's Update**

Ms. Tousignant gave a brief update. She discussed the programs that have taken place this fall.

**Possible VOTE to accept \$500 donation from Valley Soccer to be used at the Principal's discretion.**

Upon a motion made by DG Fitton and seconded by Loretta McCluskey the Essex Elementary Board of Education unanimously **VOTED** to accept a \$500 donation from Valley Soccer to be used at the Principal's discretion and to also accept the donation of Strong for Girls which was donated by She's Speaking with a value of under \$25.

Upon a motion made by Loretta McCluskey and seconded by Cassandra Sweet the Essex Elementary Board of Education unanimously **VOTED** to add an item to the agenda to discuss appointment of Board member to the Cable Advisory Board.

Upon a motion made by Loretta McCluskey and seconded by Lon Seidman, the Essex Elementary Board of Education unanimously **VOTED** to appoint DG Fitton to the Cable Advisory Board.

### **Report on Grants**

Ms. Martineau discussed the funding grants provide for EES. There is a decrease from what has been received in the previous years. This will need to be considered when budgeting for next year. Connecticut Coastal Academy grant share was discussed.

### **Student Achievement Assessment Data**

Ms. Martineau discussed the Student Balanced Achievement Assessment data. How the data is collected and analyzed was discussed. Students are showing yearly growth. These data points will be important for future planning. This data does identify areas where professional development would be beneficial. Ms. Tousignant discussed the Action Plan and Strategies. The Math coach has been beneficial. The English Language Arts results were discussed. Ms. Tousignant discussed the plan to analyze the data further to improve instruction for additional student growth.

### **Committee Reports**

#### **Assignments:**

**Curriculum:** Nancy Johnston, Cassandra Sweet

**Policy:** Loretta McCluskey

**Finance:** Lon Seidman, Mark Watson

**Negotiations:** DG Fitton and Mark Watson

**Supervision District:** DG Fitton, Loretta McCluskey and Lon Seidman

On November 18<sup>th</sup> there will be a joint meeting with the finance and policy committees

**Finance** - Next meeting is November 18, 2019.

**Curriculum** – Next meeting is November 19, 2019.

**Policy** – Next meeting is November 18, 2019.

### **Other Committee Reports**

#### **LEARN**

Members should let Mr. Seidman know if there is interest in being on this committee.

### **Joint BOE Ad hoc School Security Advisory Committee**

DG Fitton will stay on this committee.

### **Discussion regarding and Pending Policies**

**The first reading of this policy were held at Oct. 3<sup>rd</sup> Joint BOE meetings – the second reading and possible VOTE to approve will be at the December 7<sup>th</sup> Joint BOE Meeting**

#### **Policy #5114 Suspension/Due Process**

Let your policy committee know if you have any issue with this. Mr. Fitton noted that pepper spray should be discussed as a possible weapon and included in our policy.

## **PUBLIC COMMENT**

No Comment.

## **FUTURE AGENDA ITEMS**

- Next Joint BOE meeting December 5, 2019 at 7:00pm
- New BOE Member Orientation is Thurs. December 19, 2019 at 6:00 in Central Office
- Next Essex BOE Meeting is January 9, 2019 @ 7:00pm
- Essex Budget Workshop I is Tues Jan 21, 2020 @ 6:00pm @EES Media Center
- Essex Budget Workshop II is Wed Feb 12, 2020 @ 6:00pm @EES Media Center
- Essex Budget Workshop III is Tues Feb 25, 2020 @ 6:00pm @EES Media Center
- BOE Self-evaluation (TBD)

## **ADJOURNMENT**

On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 8:56p.m.

Respectfully Submitted,

Kelley Frazier, Secretary



# **Spring 2019 Assessment Results**

## **Grades 3-6**

**Essex Board of Education Meeting**  
**November 14, 2019**

# Smarter Balanced Assessment Overview

<b>English Language Arts</b>	<p><b>Claim #1 Reading:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p><b>Claim #2 Listening:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p><b>Claim #3 Writing and Research/Inquiry:</b> Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and research.</p>
<b>Mathematics</b>	<p><b>Claim #1 Concepts and Procedures:</b> Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p><b>Claim #2 Problem Solving, Modeling, and Data Analysis:</b> Student can solve a range of complex, well-posed problems in pure and applied mathematics, making use of problem-solving strategies. They can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p> <p><b>Claim #3 Communicating Reasoning:</b> Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>

# Smarter Balanced Assessment Score System

Achievement Level	Achievement Level Descriptor
Level 4	<b><i>Exceeds the Achievement Standard</i></b> The student has exceeded the achievement standard for this grade and has demonstrated advanced mastery of knowledge and skills.
Level 3	<b><i>Meets the Achievement Standard</i></b> The student has met the achievement standard for this grade and has demonstrated progress toward mastery of knowledge and skills.
Level 2	<b><i>Approaching the Achievement Standard</i></b> The student has nearly met the achievement standard expected for this grade and requires further development toward mastery of knowledge and skills.
Level 1	<b><i>Does Not Meet the Achievement Standard</i></b> Students performing at this achievement level need substantial support.



# **Academic Performance-How is it Measured?**

**In the context of Smarter Balance, academic performance is measured two ways:**

## **ACHIEVEMENT:**

A one-time snapshot measurement of a student's academic performance

## **GROWTH:**

Change in achievement score for the same student between two or more points in time

# **What is Growth?**

## **How is it Different From Achievement?**

All growth counts. Growth is measured for each student beyond whether or not they have achieved a level band (Level 1, 2, 3, or 4).

### **Why is this important?**

It supports our belief that student growth is important and growth over time is important (provides additional information beyond a one-time snapshot)

# English Language Arts

Scale Score

Lexile Measure


Performance Level

ELA Claims Performance:

Reading

Listening

Writing and Research/Inquiry

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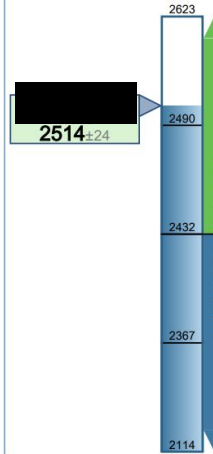
### Individual Student Report

How did my student perform on the ELA/Literacy test?  
Test: Smarter Summative ELA/Literacy Grade 3  
Year: 2018-2019  
Name: [REDACTED]

**Overall Performance on the Smarter Summative ELA/Literacy Grade 3 Test**

Name	SSID	Scale Score	Achievement Level	Reported Lexile® Measure
[REDACTED]	[REDACTED]	2514 $\pm$ 24	Level 4	840L

**Scale Score and Performance on the Smarter Summative ELA/Literacy Grade 3 Test**



The graph shows a vertical scale from 2114 to 2623. A green arrow points upwards from 2114 to 2623. A black line indicates the student's score of 2514. A green rectangle highlights the range from 2490 to 2514.

**Level 4: Exceeds the Achievement Standard** - The student has exceeded the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 3: Meets the Achievement Standard** - The student has met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 2: Approaching the Achievement Standard** - The student has nearly met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.

**Level 1: Does Not Meet the Achievement Standard** - The student has not yet met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level in require substantial improvement toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

**Average Scale Scores on the Smarter Summative ELA/Literacy Grade 3 Test:**




Name	Average Scale Score
[REDACTED] School District	2486 $\pm$ 13
[REDACTED] (1)	2486 $\pm$ 13

**Information on Standard Error of Measurement**

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

**Performance on the Smarter Summative ELA/Literacy Grade 3 Test, by Claim**

Claim	Claim Performance	Claim Description
Reading	 Above Standard	Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening	 Above Standard	Student can employ effective listening skills for a range of purposes and audiences.
Writing and Research/Inquiry	 Above Standard	Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

# **ELA Grades 3-6 (Essex)**

**Achievement Score:** percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>
<b>Grade 3</b>	64.9%	70%	71.8%	86%
<b>Grade 4</b>	71.7%	75.7%	61.4%	75%
<b>Grade 5</b>	81.5%	74.1%	84.6%	86.9%
<b>Grade 6</b>	83.5%	79.2%	75%	76.9%

# Growth Rate: ELA Grades 3-6

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 4	55.8%	47.2%	50%	59%
Grade 5	48.1%	43.4%	60.5%	63.8%
Grade 6	50%	51%	64.8%	57.9%

# Grades 3-6: English Language Arts

**Achievement Score:** percentage of students in grades 3-6 combined at each performance level.

	Spring 2018	Spring 2019
<b>Level 4 (Exceeds)</b>	47.6%	49.7%
<b>Level 3 (Meets)</b>	24.6%	32.2%
<b>Level 2 (approaching)</b>	17.3%	12%
<b>Level 1</b>	10.5%	6%

# **Grade 3 Middlesex County Comparison: Achievement Results**

## **ELA: Spring 2018**

Chester	81%
Region 13	73.6%
<b>Essex</b>	<b>72%</b>
Region 17	68.1%
Deep River	66%
Portland	65.9%
East Haddam	65.6%
Westbrook	61.5%
East Hampton	61.5%
Old Saybrook	59.2%
Clinton	53.3%
Cromwell	51.2%
Middletown	50.7%

## **ELA: Spring 2019**

<b>Essex</b>	<b>86%</b>
Chester	80%
Westbrook	78.1%
Deep River	71.1%
Region 17	69%
Cromwell	68.7%
East Hampton	66.7%
Region 13	64.3%
Portland	62.9%
Old Saybrook	60.9%
Clinton	53.2%
Middletown	51.1%
East Haddam	Unknown

# **Grade 4 Middlesex County Comparison: Achievement Results**

## **ELA: Spring 2018**

Deep River	87%
Region 17	80.4%
Chester	77%
East Haddam	69.7%
Old Saybrook	69.6%
East Hampton	67.1%
Portland	64.4%
Westbrook	62.7%
Essex	61%
Region 13	60.9%
Clinton	59.6%
Cromwell	55.8%
Middletown	47%

## **ELA: Spring 2019**

Region 17	79.1%
Chester	77%
Deep River	76%
Essex	75%
Old Saybrook	73%
Region 13	72.6%
East Haddam	69.1%
East Hampton	61.5%
Portland	58.6%
Westbrook	55.8%
Clinton	54.6%
Cromwell	54.5%
Middletown	49.7%



# Grade 5 Middlesex County Comparison: Achievement Results

## ELA: Spring 2018

Essex	85%
Chester	83%
Region 13	75.2%
Portland	73.1%
Region 17	72.1%
East Hampton	70.7%
Deep River	69%
Westbrook	68.6%
East Haddam	68.1%
Clinton	67.7%
Old Saybrook	66.3%
Cromwell	63.2%
Middletown	55.6%

## ELA: Spring 2019

Essex	87%
Deep River	85%
Chester	84%
Region 17	75.6%
Region 13	75.2%
East Hampton	73.2%
Westbrook	72.9%
Old Saybrook	72.9%
East Haddam	70.3%
Clinton	67.6%
Cromwell	64.6%
Portland	58.8%
Middletown	56.7%

# **Grade 6 Middlesex County Comparison: Achievement Results**

## **ELA: Spring 2018**

Chester	87%
Essex	75%
Region 17	73.8%
Region 13	72.6%
Deep River	72%
Westbrook	71.2%
Cromwell	69%
Old Saybrook	67.7%
Portland	65.9%
East Hampton	62.1%
Clinton	60.6%
Middletown	49.3%
East Haddam	Unknown

## **ELA: Spring 2019**

Chester	87%
Essex	77%
Old Saybrook	76.7%
Westbrook	75.5%
Cromwell	71.6%
East Haddam	70.7%
Region 13	68.6%
Clinton	60.9%
East Hampton	58.9%
Region 17	58.7%
Portland	58.1%
Deep River	56%
Middletown	51.6%

# English Language Arts Highlights

## **SBA~Achievement results...**

All grades combined ELA: EES is **12th in state**

**82% of students met or exceeded expectations in 2018-19**

Grade 3 ELA: EES is **#2 in state**

Grade 5 ELA: EES is **#10 in state**

# Action Plan and Strategies~ELA Grades 3-6

- Building stamina and volume of reading
- Interactive read aloud and note-taking
- Interim Assessment Blocks begin in Oct to build familiarity with testing language, and students' familiarity with universal tools and close-reading strategies.
- Teaching students to code-switch: they will need to generalize their many writing strategies across genres and content areas.
- Pre-teaching high leverage grammar moves before writing units. (instead of just waiting until the “editing” portion of the writing process)
- Individual conferring sessions with students to meet their specific needs.
- Deep dive into data: Looking closely at those who met and did not meet their growth targets and how to improve instruction for ALL

# Mathematics


## Scale Score

## Quantile Measure

## Performance Level

## Math Claims Performance:

Concepts and Procedures  
Problem Solving and Modeling & Data Analysis  
Communicating Reasoning

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### Individual Student Report

How did my student perform on the Mathematics test?  
Test: Smarter Summative Mathematics Grade 3  
Year: 2018-2019  
Name: [REDACTED]

#### Overall Performance on the Smarter Summative Mathematics Grade 3 Test

Name	SSID	Scale Score	Achievement Level	Reported Quantile® Measure
[REDACTED]	9445046389	2553±20	Level 4	945Q

#### Scale Score and Performance on the Smarter Summative Mathematics Grade 3 Test

Scored **2553±20**

**Level 4: Exceeds the Achievement Standard** - The student has exceeded the achievement standard for Mathematics expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 3: Meets the Achievement Standard** - The student has met the achievement standard for Mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

**Level 2: Approaching the Achievement Standard** - The student has nearly met the achievement standard for Mathematics expected for this grade. Students performing at this level require further development toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.

**Level 1: Does Not Meet the Achievement Standard** - The student has not yet met the achievement standard for Mathematics expected for this grade. Students performing at this level in require substantial improvement toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

#### Average Scale Scores on the Smarter Summative Mathematics Grade 3 Test

Comparison Groups, 2018-2019







Name	Average Scale Score
[REDACTED] School District	2509±15
[REDACTED] School Elementary	2509±15

#### Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

#### Performance on the Smarter Summative Mathematics Grade 3 Test, by Claim:

Claim	Claim Performance	Claim Description
Concepts and Procedures		 Above Standard Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis		 Above Standard Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning		 Above Standard Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

# Math Grades 3-6

**Achievement Score:** percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
<b>Grade 3</b>	64.9%	77.2%	61.5%	86%
<b>Grade 4</b>	71.7%	62%	63%	70%
<b>Grade 5</b>	64.8%	55.6%	56.4%	68.9%
<b>Grade 6</b>	69.6%	66%	53.6%	64%

# Math Achievement Scores: Grades 3-6

**Achievement Score:** percentage of students in grades 3-6 combined at each performance level.

	Spring 2018	Spring 2019
<b>Level 4</b>	28.3%	44.8%
<b>Level 3</b>	30.4%	27.3%
<b>Level 2</b>	28.3%	20.2%
<b>Level 1</b>	13.1%	7.7%

# Growth Rate: Math Grades 3-6

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 4	43.4%	19.4%	24.1%	71.8%
Grade 5	67.3%	52.8%	47.4%	65.5%
Grade 6	62.8%	49%	44.4%	68.4%



# **Grade 3 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Chester	85%
Westbrook	82.1%
Deep River	78%
Region 17	77.2%
East Haddam	70.3%
Region 13	64.5%
Essex	62%
Portland	61.4%
Cromwell	57.8%
East Hampton	56.6%
Old Saybrook	47.6%
Middletown	47.3%
Clinton	43.4%

## **MATH: Spring 2019**

Deep River	86.8%
Essex	86%
Chester	85%
Westbrook	75%
Region 17	74.3%
Cromwell	70.1%
East Haddam	68.4%
East Hampton	68%
Portland	66.7%
Region 13	64.3%
Old Saybrook	62.3%
Clinton	51.4%
Middletown	52.3%

# **Grade 4 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Region 17	75.3%
Deep River	74%
Old Saybrook	70.6%
East Hampton	68.5%
<b>Essex</b>	<b>63%</b>
East Haddam	63%
Chester	62%
Region 13	61.8%
Cromwell	54.3%
Portland	46.5%
Clinton	46.1%
Middletown	45.8%
Westbrook	Unknown

## **MATH: Spring 2019**

Deep River	86%
Westbrook	83.7%
Chester	81%
Region 17	71.9%
<b>Essex</b>	<b>70%</b>
East Haddam	69.1%
Region 13	67%
Old Saybrook	66%
East Hampton	63.8%
Clinton	56.5%
Cromwell	56.4%
Middletown	47.6%
Portland	44.8%

# **Grade 5 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Old Saybrook	73.3%
Portland	64.1%
Region 17	61.9%
Region 13	58.1%
Essex	56%
Chester	55%
Westbrook	54.9%
Clinton	51.9%
Cromwell	51.3%
Deep River	47%
East Hampton	46.1%
East Haddam	39.4%
Middletown	38.9%

## **MATH: Spring 2019**

Deep River	76%
Essex	69%
Region 17	66.9%
Chester	60%
Region 13	59%
East Hampton	55.6
Clinton	55.4
Cromwell	52.8%
Portland	52%
East Haddam	49.3%
Middletown	41.4%
Westbrook	unknown
Old Saybrook	unknown

# **Grade 6 Middlesex County Comparison: Achievement Results**

## **MATH: Spring 2018**

Chester	77%
Portland	75.8%
Westbrook	67.3%
Region 13	61.5%
Region 17	59.9%
Essex	54%
Deep River	54%
Old Saybrook	52.2%
Clinton	51.1%
Cromwell	50.7%
East Haddam	49.4%
Middletown	43.9%
East Hampton	43.1%

## **MATH: Spring 2019**

Chester	71%
Old Saybrook	70.9%
Portland	66.7%
Region 13	65%
Essex	64%
Westbrook	57.1%
Cromwell	54.2%
Region 17	54%
Deep River	51%
Clinton	47.7%
East Hampton	44.3%
East Haddam	42.7%
Middletown	33.8%

# Math Highlights

## **SBA~Achievement results...**

All grades combined Math: EES is **26th in state**

**72.1% of students met or exceeded expectations in 2018-19  
compared to 58.6% the year before**

Grade 3 Math: EES is **#8 in state**

# Action Plan and Strategies~Math Grades 3-6

- Ongoing implementation of the Workshop Model in Mathematics to meet small group and individual student needs.
- Written response instruction for communicating reasoning in mathematics and practice typing written responses via Google Classroom.
- Use of open-ended questioning.
- Building “note-taking” strategies. What does it look like in math? Showing work!
- Interim Assessment Blocks to build familiarity with testing language and universal tools.
- Continued monitoring scope and sequence as well as pacing of instruction related to the Smarter Balanced Assessment.
- Analyzing growth rates, especially with high needs population.
- Weekly “Writing In Math” problems provided.
- Coaches have aligned “SBA-Like” practice problems in Bridges.
- Deep dive into data: Looking closely at those who met and did not meet their growth targets and how to improve instruction for ALL students.
- Time allocated to analyze data of high needs populations and plan appropriate intervention
- Increased focus on differentiating instruction for ALL students (enrichment and intervention).
- Daily early intervention in K-2.

# **Next Steps**

## **Professional Development Areas**

- Student Growth Model
- Differentiation
- High Quality Instruction for All Students
- Using data to inform instructional practices and to improve student learning

## **Instructional Support Models**

- Intervention and Support Model grades K-6
- Instructional Coaching grades K-6

## **Assessments**

- Smarter Balanced Interim Assessments
- Progress Monitoring Assessment Pilot