

**ESSEX ELEMENTARY SCHOOL
BOARD OF EDUCATION REGULAR MEETING
EES MEDIA CENTER
THURSDAY, NOVEMBER 10, 2022 7:00pm**

F.O.I. Compliance – Subject to BOE approval at a future meeting

CALL TO ORDER

Mr. Seidman called the meeting to order at 7:00pm.

Attendance: Essex BOE

Lon Seidman

Justin Pillion

Mark Watson

Cassandra Sweet(Via Phone) Jennifer Tousignant

Nancy Johnston

Marjorie Russell

Administration:

Brian White

Bob Grissom

Sarah Brzozowy

Other attendees: Mary Ellen Barnes, Parks and Rec Director, Kelley Frazier, Clerk

ELECTION OF OFFICERS

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

A motion was made by Mark Watson to nominate Lon Seidman as the Chairman of the Essex Elementary Board of Education. Nancy Johnston seconded the motion. The motion passed unanimously.

Chairman Seidman opened the floor for the following nominations:

A motion made by Lon Seidman to nominate Mark Watson as the Vice Chair of the Essex Elementary Board of Education. Nancy Johnston seconded the motion. The motion passed unanimously.

A motion made by Lon Seidman to nominate Nancy Johnston as the Secretary of the Essex Elementary Board of Education. Mark Watson seconded the motion. The motion passed unanimously.

Supervision District Representatives: Lon Seidman, Nancy Johnston and Justin Pillion

CONSENT AGENDA

Upon a motion duly made by Mark Watson seconded by Nancy Johnston on the Essex Board of Education unanimously **VOTED** to approve the minutes from the regular meeting on September 8, 2022 and the Accounts Payable report as written.

PUBLIC COMMENT

No Comment

Superintendent's Report

District Update

No Update

Information and Communication

No Update

Assistant Superintendent's Report

General Update

No Update

Financial Status Updates

Current Year to Date Financial Status Update

Mr. Grissom gave an update on the financial status. All financial obligations are expected to be met.

Cafeteria Fund Update

There have been over 10,000 meals served. Smart funds were received from the state to extend the meal program. Free meals will be served until December 15th. Families who are eligible are still able to apply for free lunch. Pricing of meals were discussed. Our prices are in line with other districts. How to use surplus funds will continue to be discussed.

Medical Reserve Tracking

Net favorable results have been realized last year. The reserve is funded adequately. Mr. Grissom and Mr. White will meet with the insurance representative for a status and to plan for next year's budget.

Grants

No Update

ADM Calculation Methodology

Mr. Grissom discussed how ADM is measured. There have been no changes in the methodology. He discussed the allocations for each town.

Principal's Update

No Update

Other Items

Ms. Brzozowy discussed student achievement data for Essex Elementary. A plan of action was discussed. Essex Elementary data indicates they are bouncing back from COVID.

Enrollment Projections and Section Analysis

A high level overview was presented. Class sizes are in policy guidelines.

Presentation of Proposed Strategic Priorities

Mr. White discussed the Strategic Priorities developed at the Joint Board retreat. All Boards will have this information presented to them in their individual meetings. Please contact Mr. White if you have questions or comments. Discussion held regarding next steps for the process. This will be adopted at the Joint Board of Education.

Presentation of 2020-21 Performance Profile Reports for EES

Ms. Brzozowy highlighted the data. The Accountability Matrix will be reviewed further. Please contact her with any questions.

Possible VOTE to accept a Donation of Lenovo Laptop & Vmix HD License valued at \$1,700 from Lon Seidman.

Upon a motion made by Mark Watson and seconded by Marjorie Russell the Essex Elementary Board of Education unanimously **VOTED** to accept the donation of Lenovo Laptop & Vmix HD License valued at \$1,700 from Lon Seidman.

Possible VOTE to accept a Donation of no more than \$55,800 from the Essex Foundation to be Used at the Discretion of the Administration.

Upon a motion made by Nancy Johnston and seconded by Justin Pillion the Essex Elementary Board of Education unanimously **VOTED** to accept the donation of no more than \$55,800 from the Essex Elementary School Foundation to be used at the discretion of the Administration.

Presentation Regarding Pickle Ball Courts on EES Property

Mary Ellen Barnes, Director of Essex Parks and Recreation discussed having a pickle ball court where the tennis courts were previously. Her discussion is exploratory and her findings will be discussed at the January 2023 Parks and Rec Commission meeting.

Committee Reports

Finance

Substitute teacher pay was discussed. Gifts and the grants policy was also discussed.

Curriculum

The teacher evaluation plan was reviewed. ED reflect is being researched. Elementary report cards are being finished. How to move forward with Right to Read is being discussed.

Policy

Several policies are being reviewed

Supervision District:

A Calendar adjustment will be done. This will be discussed in a special meeting.

Committee Reports

LEARN Committee Report

No report at this time.

Discussion regarding Pending Policies

No Policies to discuss

PUBLIC COMMENT

No Comment

FUTURE AGENDA ITEMS

8.1 Joint BOE Meeting December 1, 2022 @ 7:00pm

8.2 Essex BOE Meeting next Regular meeting is January 12, 2023 @ 7:00pm

ADJOURNMENT

On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 9:12pm.

Respectfully Submitted,

Kelley Frazier, Secretary

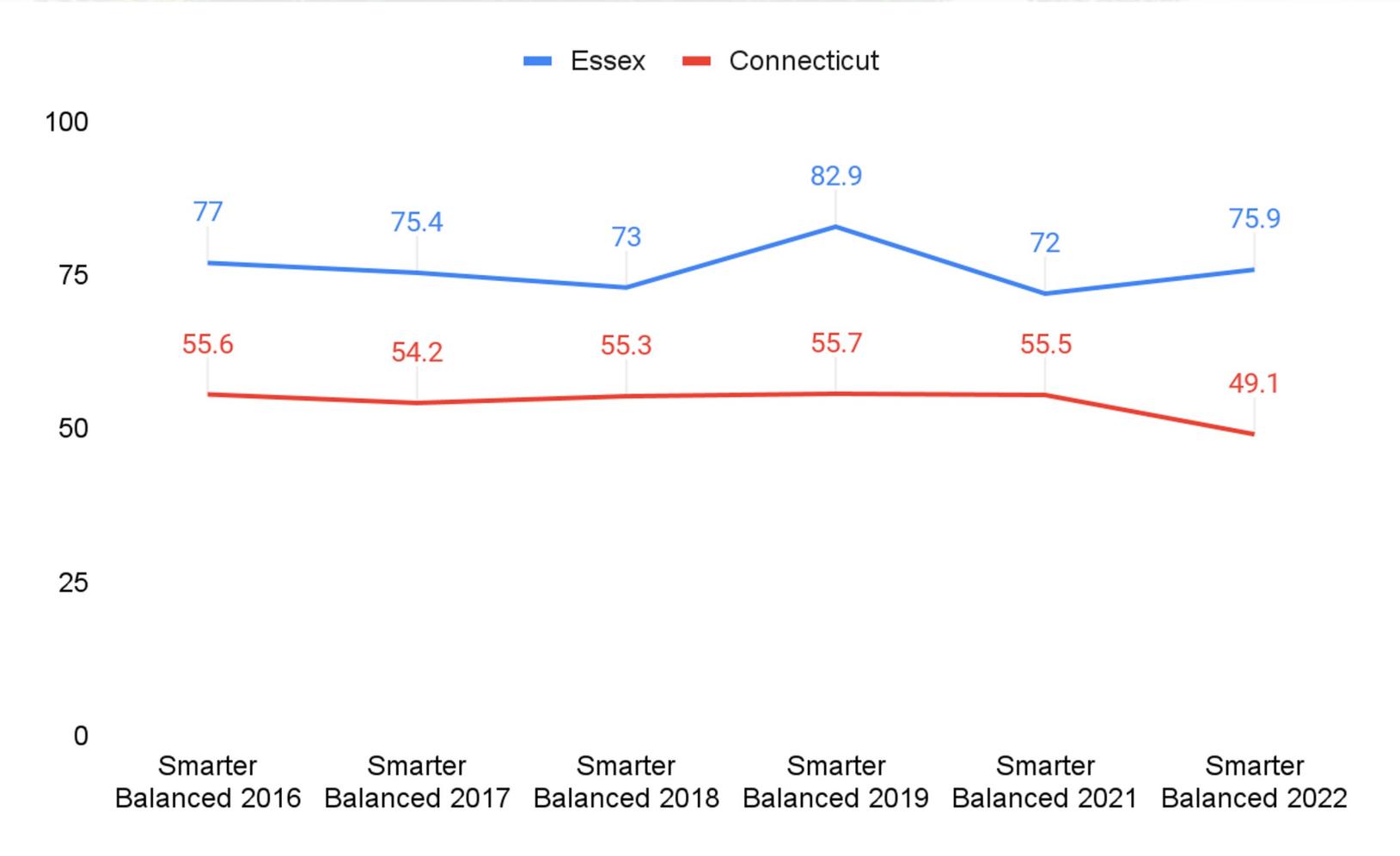


Essex Elementary School

Points of Consideration

- 2022 was the first year that the test was administered to students in Connecticut in a fully in-person format since 2019
- Smarter Balanced scores should be viewed as only one measure of a child's knowledge and skills.
- During the 2020-2021 school year, state assessments were administered in a hybrid format, yielding a different set of performance analyses.
- Because of this variance around testing over the last three years, it is unreliable to make year to year comparisons

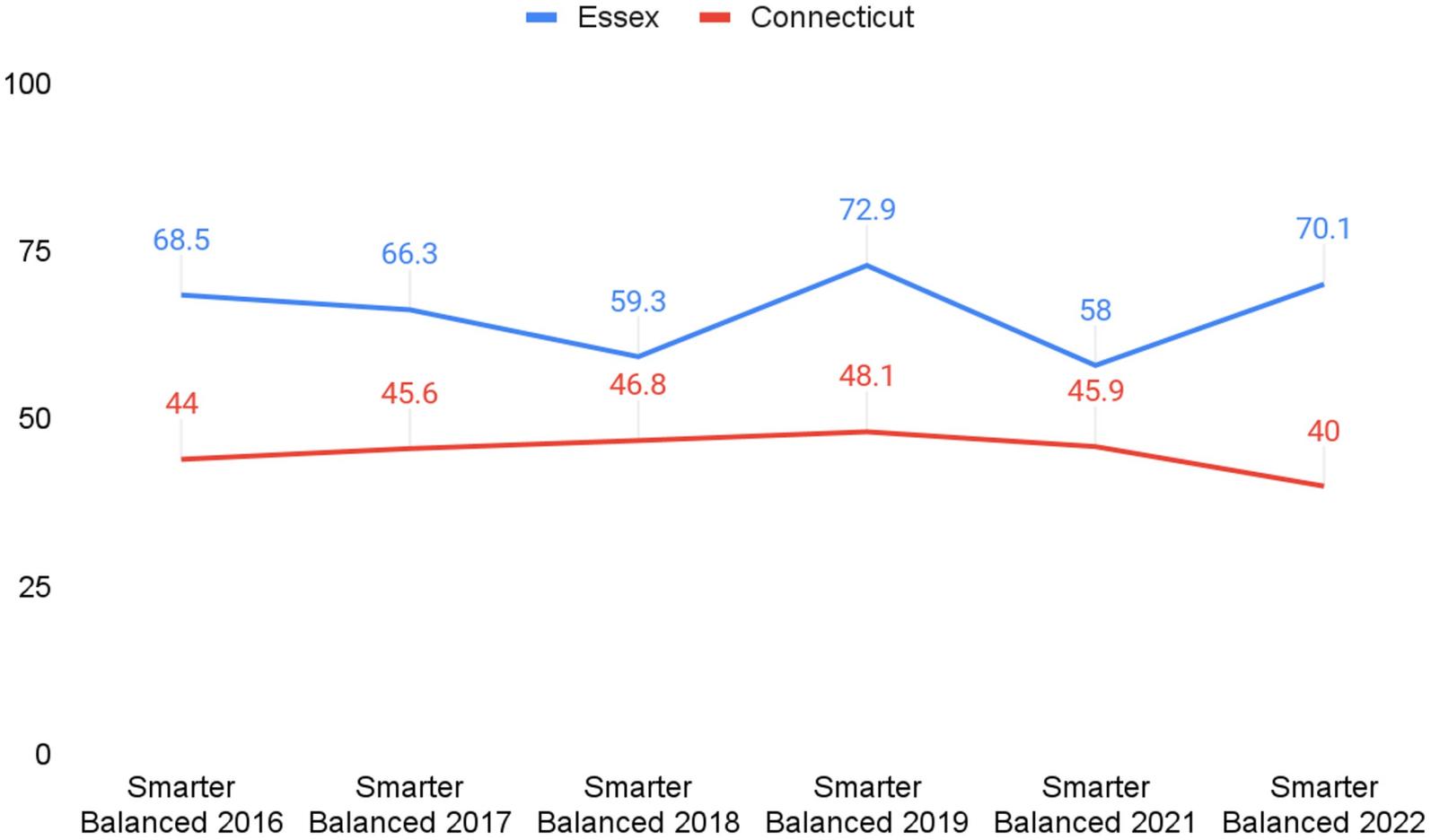
Essex Elementary- ELA Performance vs CT



Essex Elementary- ELA Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 3	65%	71%	74%	86%	54%	66%
Grade 4	72%	76%	61%	77%	71%	73%
Grade 5	81%	74%	87%	87%	86%	80%
Grade 6	84%	81%	75%	79%	76%	86%
School	77%	75%	73%	83%	72%	76%

Essex Elementary- Math Performance vs CT



Essex Elementary- Math Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 3	65%	79%	63%	86%	59%	68%
Grade 4	72%	65%	53%	72%	71%	64%
Grade 5	66%	56%	58%	69%	58%	62%
Grade 6	70%	67%	54%	64%	48%	86%
School	69%	66%	59%	73%	58%	70%

Next Generation Science Standards Performance

NGSS	2019	2021*	2022
Chester	*%	67%	74%
Deep River	*%	83%	66%
Essex	75%	82%	79%
JW	74%	43%	48%
Valley	55%	54%	56%

2023-2024 Teaching and Learning Budgeting Themes

- Tier I instruction: New ELA texts and resources
- Academic Intervention: EL Supports
- Academic Intervention: Assessment Audit and Screener
- Social Emotional Support: Staff
- Professional Development for Staff



ESSEX
ELEMENTARY SCHOOL
Growing Minds

Thank You



Enrollment Analysis

Chester– Deep River– Essex– Region 4

Board of Education Policy 6116.11: Class Size Guidelines

Class size guidelines for the schools of Chester, Deep River, Essex, and Region 4 are anchored in educational research and best practices. The research overwhelmingly demonstrates the long-term benefit of smaller class sizes, especially in kindergarten through grade three. Best practice supports progressively larger class sizes in grades four through twelve. In addition, other factors leading to positive student outcomes include sound instructional strategies, positive school climate, excellent student/teacher/parent relationships, and quality teacher professional development.

Historical K-12 Enrollment (10 Years)

Year	Chester	Deep River	Essex	John Winthrop	Valley Regional	Total Enrollment
2014-2015	219	312	407	333	630	1901
2015-2016	211	304	362	316	599	1792
2016-2017	206	285	334	333	607	1765
2017-2018	205	276	313	327	609	1730
2018-2019	194	242	299	289	608	1632
2019-2020	186	235	298	257	582	1558
2020-2021	201	221	279	244	595	1538
2021-2022	209	208	269	244	545	1495
2022-2023	222	192	263	236	489	1413
2023-2024*	216	189	272	228	492	1397
Change	-3	-123	-135	-105	-138	-504

*Projected

Source: New England School Development Council, 2022
 John Winthrop data prior to 2015-16 from EdSight, CSDE
 Valley Regional data prior to 2015-16 from EdSight, CSDE

Elementary Schools



Elementary Schools

<u>Elementary School</u>	<u>Class Size</u>
Grades K-3	14-16
Grades 4-5	16-18
Grade 6	16-20

Elementary class size may vary from the above guidelines by two students as dictated by the needs of the students and the considerations listed previously.

Elementary Classroom Teacher Staffing

	Chester		Deep River		Essex	
	Enrollment	Classroom Teachers	Enrollment	Classroom Teachers	Enrollment	Classroom Teachers
2017-2018	205	19.5	276	23.6	313	26.9
2018-2019	194	17.5	242	20.5	299	25.3
2019-2020	186	17.5	235	20.0	298	25.3
2020-2021	201	16.5	221	20.0	279	24.3
2021-2022	209	16.5	208	18.5	269	24.8
2022-2023	222	16.5	192	18.5	263	24.8
Change	-17	-3	-84	-5.1	-50	-2.1

*Projected

Class Size Analysis (October 1 Reporting):

	Chester		Deep River		Essex	
	Enrollment	Average Class Size	Enrollment	Average Class Size	Enrollment	Average Class Size
Pre-K	0	NA	0	NA	32	11
Kindergarten	32	16	27	13.5	37	12
Grade 1	33	16.5	30	15	35	17
Grade 2	27	13.5	26	13	35	12
Grade 3	38	19	27	13.5	41	14
Grade 4	26	13	24	12	42	14
Grade 5	37	18.5	22	11	37	12
Grade 6	29	14.5	36	18	41	14
School	222	15.8	192	13.7	300	13



Questions?





5 Year Strategic Planning Process

Chester, Deep River, Essex and
Region 4 Schools

Fall 2022





Development Timeline

- Winter 2022 - Joint BOE Retreat
- Spring 2022 - Stakeholder Feedback Gathered (DLT, Faculty Meetings, Stakeholder Surveys, Stakeholder Focus Groups)
- Fall 2022
 - Joint BOE Retreat
 - Individual BOE Meeting Presentations



Strategic Planning Considerations

- The BOE strategic priorities should recognize and honor the current work and strengths of our districts.
- The strategic priorities should build on existing efforts ensuring continuity in teaching and learning practices for students and faculty.
- Strategic priorities should support increased coherence among individual districts.
- Strategic priorities should provide clear throughlines for district initiatives, while providing autonomy at the school level to address local needs and concerns.



Strategic Priority Development





Identified Strategic Priorities



**Teaching
and
Learning**



**Climate and
Culture**



**Finance
and
Operations**





Strategic Priority #1: Teaching and Learning

High Leverage Strategies

To provide each student with high quality classroom instruction to promote successful student outcomes.

- Provide a standards aligned curriculum in all grades Pre-K - 12
- Operationalize a unified focus – Pre-K - 12 – on critical and creative thinking for solving difficult problems and to focus and align the districts’ goal setting processes with these priorities across towns, building and grades.
- Utilize school, district, and state data to create meaningful instructional opportunities for each learner.
- Ensure equal access to intervention and enrichment opportunities for all students.



Strategic Priority #1: Teaching and Learning

*To provide each student
with high quality
classroom instruction to
promote successful
student outcomes.*

High Leverage Strategies

- Develop district-wide approach to implementing best instructional practices for all grades Pre-K -12.
- Implement a universal screening assessment for Mathematics, Literacy, and Social Emotional Learning (K-12).
- Develop and implement multi-tiered systems of academic support and intervention.
- Conduct and complete an audit of curriculum, instruction, and assessment practices for each grade level and content area, Pre-K -12.
- Develop and implement a 5 year curriculum cycle review.
- Develop a plan of professional development for all teachers Pre-K -12 to support best instructional practices.



Strategic Priority #1: Teaching and Learning

To provide each student high quality classroom instruction to promote successful student outcomes.

Measures of Success

- SBAC (Grades 3-8)
- SAT (Grades 11)
- AP Exams
- IB Exams
- Internal Academic Assessments
- College/Career Readiness
- High School Graduation Rate



Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning environment where every child is successful.

High Leverage Strategies

- Develop Communication Plan
- Celebrate all student accomplishments in all areas of education including academic, athletics, and the arts.
- Implement social emotional programming through instruction, curriculum model, instruction, and supports to ensure the safety and engagement of all students
- Engage faculty, staff, students, and families in accessible, frequent, and friendly communication
- Promote the importance of daily school attendance
- Revise and refine the Teacher Evaluation system to promote focused growth opportunities and leverage professional expertise across schools and the districts
- Develop and implement Professional Development opportunities to promote growth and expertise
- PreK -12 Behavioral Intervention Model



Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning environment where every child is successful.

- Stakeholder surveys
- Discipline data
- Attendance data/ Chronic Absenteeism Rate
- Participation Rate for Student Recognition Programs
- Participation rates for extra-curricular sports, clubs and activities.



Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

High Leverage Strategies

- Promote efficiency, eliminate operational silos, and enhance collaborative systems across schools and boards of education.
- Develop electronic, paperless systems for central office administrative processes.
- Develop a Facilities Master Plan for all schools across our districts.
- Develop multi-year capital plans for each district to implement recommendations of 2022 building study.



Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

Measures of Success

- TBD

Next Steps for Our Strategic Planning Process

- Review Draft Strategic Priorities with all BOEs for Feedback (Nov)
- Present Finalized Strategic Priorities to Joint BOE for Approval (Dec 1st)
- Joint BOE Retreat to Discuss Performance Measure and Building- Based, Continuous Improvement Planning (January 21st)
- Develop Building- Based Goals and Plans (Spring 2023)

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



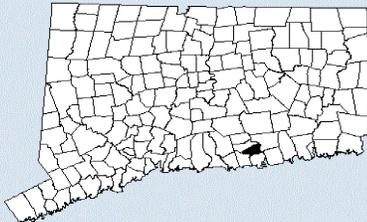
Essex School District

Mr. Brian White, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	313
Per Pupil Expenditures ¹	\$21,649
Total Expenditures ¹	\$7,274,003

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	152	48.6	48.4
Male	161	51.4	51.5
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	25	8.0	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	4.2	4.0
White	267	85.3	49.9
English Learners	6	1.9	8.3
Eligible for Free or Reduced-Price Meals	63	20.1	42.7
Students with Disabilities ³	55	17.6	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino of any race	0	0.0	0	0.0
White	11	4.5	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	13	4.6	0	0.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2020-21

Essex School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	24.3
Paraprofessional Instructional Assistants	0.4
Special Education	
Teachers and Instructors	7.5
Paraprofessional Instructional Assistants	21.2
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	17.3

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	1	2.1	4.1
Hispanic or Latino of any race	1	2.1	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	45	95.7	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	7.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	20	51.3
State		67.9

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2020-21

Essex School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	3.5	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	10	3.5	5.8
Other Health Impairment	8	2.8	3.3
Other Disabilities	*	*	1.2
Speech/Language Impairment	7	2.5	1.9
All Disabilities	41	14.5	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,552,831	\$13,550	\$11,205
Support services - students	\$407,198	\$1,234	\$1,346
Support services - instruction	\$90,060	\$273	\$698
Support services - general administration	\$474,661	\$1,438	\$464
Support services - school based administration	\$585,605	\$1,775	\$1,037
Central and other support services	\$173,680	\$526	\$691
Operation and maintenance of plant	\$643,093	\$1,949	\$1,692
Student transportation services	\$273,486	\$829	\$1,159
Food services	\$73,388	\$222	\$21
Enterprise operations	.	.	\$151
Total	\$7,274,003	\$21,649	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$275,532	20.7	29.6
Instructional Aide Salaries	\$475,293	35.6	11.1
Other Salaries	\$82,658	6.2	9.5
Employee Benefits	\$244,062	18.3	13.5
Purchased Services Other Than Transportation	\$20,560	1.5	5.4
Special Education Tuition	\$175,587	13.2	22.5
Supplies	\$6,529	0.5	0.5
Property Services	\$3,560	0.3	0.3
Purchased Services For Transportation	\$49,671	3.7	7.2
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$1,333,452	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.3	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	97.5
State	1.2
Federal	1.4
Tuition & Other	.

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2020-21

Essex 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Essex 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	4.6%	<=5%	19.0%
	High Needs Students	6.6%	<=5%	30.2%
Preparation for CCR	% Taking Courses	.	75%	80.6%
	% Passing Exams	N/A	75%	36.0%
On-track to High School Graduation		.	94%	84.5%
4-year Graduation All Students (2020 Cohort)		.	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		.	75%	67.4%
Arts Access		.	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Essex School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Essex Elementary School continues to focus on our mission to ensure that all students are achieving at high levels. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and public participation in planning, are critical factors for our continuous growth. The School Improvement Plan for 2020-21 provided the focus for our staff in developing goals in the area of Social Emotional Learning. The School Improvement Committee met to analyze assessment data to determine strengths and areas of concern. All certified staff developed goals directly aligned with school goals. Each goal included instructional strategies and progress monitoring strategies to measure student growth and achievement throughout the year. Efforts are coordinated to provide seamless instruction between all professionals in the building for a continuum of instructional support for student growth. The Principal updates the public on progress being made on our goals. An early intervention process, SRBI, supports teacher and specialist collaboration for effective use of instructional resources and to monitor student progress. A core team, including reading specialists, math coach, support staff and administration, meet weekly to actively identify strategies to meet the needs of identified learners and progress monitor their interventions. Students with attendance issues are monitored through the SRBI process. Students in need of special education services are supported through an inclusion and co-teaching model. Additional behavior supports and other research-based interventions are also provided for students with specialized educational needs.

Parents and community members are important partners in our school. Parents are part of the Social Development Core Team, EES Foundation and the PTO. Professional staff support families in a variety of ways. All families receive an electronic student handbook listing and describing important policies and procedures for the school. A Curriculum Night is held for families each year where teachers share their grade level curriculum to foster a strong home-school partnership. Parent-Teacher conferences are held to inform parents of their child's academic progress, twice per year. The EES Stakeholder Goal embraced by all staff provided opportunities and support to partner with families and strengthen the home-school connections. Each month a multi-page school newsletter is sent home to parents and each week an email "blast" is sent home. Teachers post homework and other information on their webpages, Google Classrooms and use phone and email communication to keep families informed of their child's educational program. Board of Education meeting minutes, District Goals, Mission Statement, Core Beliefs, Strategic Goals and Action Statements, Board Policies and a calendar of events are also posted and updated on the district and school website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Essex Elementary School continues its work to reduce its relative racial, ethnic and economic isolation. The PTO provides a strong cultural arts program for K-6 students. The Cultural Arts program focuses content on the visiting performers by exposing students to a variety of cultures and traditions through dance, music, puppetry and storytelling. In various performances throughout the year, performers represented different cultures. The EES Foundation typically sponsors the World Cultures program for students in grade 2 with guests from Haiti, India and China who share their culture's music, art, food and historical activities. EES provides a weekly experience in Spanish for students in grades three-six (FLES-Foreign Language in the Elementary School) in which students develop their vocabulary and conversational skills, as well as learn about the traditions and current practices of Spanish-speaking cultures around the world. Students in grades one and two also enjoy Spanish lessons by our certified Spanish teacher. Our Social Development Program promotes a school culture, climate, and curriculum that fosters social, emotional, and behavioral development and wellness of students. A major focus of the program and curriculum is to develop students' tolerance for others, to regulate their own emotions, and to celebrate differences among all people. Our Book of the Month program embeds our core values into the general curriculum in each classroom as part of our Social Development Program, school wide.

District Profile and Performance Report for School Year 2020-21

Essex School District

Equitable Allocation of Resources among District Schools

The Essex town and school budget allocates resources to ensure equity and address needs each year, primarily during the budget process. The budget development process for Essex Elementary School ensures equitable allocation of resources based on student needs across the school. School and central office administrators develop a proposed budget for the school collaboratively. Specifically, the process begins with a student enrollment projection to determine instructional needs to support student instruction, including but not limited to, staffing, textbooks, instructional supplies, and library media supplies. Analyses of expenditures from the previous school year are conducted. The analyses include a review of instructional versus non-instructional costs, the study of budgeted vs. actual expenditures, impact on facilities, etc. The budget is reviewed to ensure that it corresponds with requirements of statutes, educational goals, district policies, and collective bargaining agreements. The school budgets are combined to develop a budget that is presented to the citizens of the town for approval.