



Stamford Public Schools
2009-2010 School Year
Report to the Community





Stamford Public Schools
EXCELLENCE IS THE POINT.

Stamford Public Schools 2009-2010 School Year Report to the Community

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SUPERINTENDENT'S HIGHLIGHTS OF THE 2009-2010 SCHOOL YEAR



I am pleased to share the third annual Stamford Public Schools Report to the Community for the 2009-2010 school year. Throughout this Report to the Community, there are many indicators of our system's successes and opportunities for growth. **Two areas of particular progress emerge from these data points that highlight the extremely hard work of students, teachers and administrators: achievement in math and early outcomes from our Middle School Transformation.** Given our investments in these areas, I am delighted to see real, sustainable progress. When we focus our resources and attention on areas of need and provide intensive supports to students and educators, we get results.

In math, achievement on Connecticut Mastery Tests (CMT) has increased steadily over the last several years. Using the CMT vertical scale, which was developed to measure growth of the same students over time, indicators of impressive growth are emerging. Nearly all SPS elementary schools demonstrated more growth than students statewide in math, and all No Child Left Behind categories of students demonstrated more growth in math than similar students statewide. These data points reinforce what we've heard and seen from elementary teachers: our Everyday Mathematics implementation has been strong and that embedded, ongoing professional development provides teachers with the tools they need to help all students progress.

“When we focus our resources and attention on areas of need and provide intensive supports to students and educators, we get results.”

Our Middle School Transformation efforts, which began in 2009-2010 with grade 6, are reforming the multiple, inflexible tracks that were once the norm at Cloonan, Dolan, Rippowam and Turn of River. As the Middle School Transformation components took root last school year, we saw that our grade 6 students made comparable or greater growth from grade 5 on the CMT than previous cohorts (see page 20).

At the heart of both math implementation and Middle School Transformation is world-class curriculum, instruction and assessment. I am extremely proud of the way teachers and administrators have wholeheartedly embraced the wide-scale curriculum reforms, particularly in math. I am also profoundly grateful to the GE Foundation's Developing Futures™ Program for its multi-million dollar investment in curriculum, instruction, and professional development. These resources have enabled our educators to make a big difference in student outcomes.

Finally, throughout this report in the shaded boxes are results from the SPS annual surveys. SPS administered surveys to all key stakeholder groups in 2009 and 2010: students (grades 7 and 10); teachers, educational assistants (paraeducators); school administrators and families. The perceptual data collected through surveys provide invaluable insight into what we're doing well and where we need to improve. The full SPS survey report can be accessed on our website, www.stamfordpublicschools.org. We take these results seriously and as always, welcome your feedback.



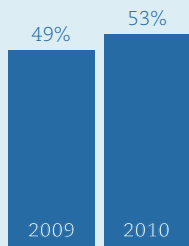
Joshua P. Starr, Ed.D.
Superintendent
Stamford Public Schools

STRATEGIC DISTRICT IMPROVEMENT PLAN

Stamford Public Schools (SPS) completed the first year of implementation of the Strategic District Improvement Plan (SDIP) in 2009-2010. The SDIP is a three-year improvement plan developed and monitored by the District Data Team, a representative group of teachers and administrators that meets monthly. The SDIP was accepted by the Stamford Board of Education in October 2009 and approved by the State Board of Education in November 2009. There are four areas of the SDIP, with two or three accompanying strategies for each area:

SPS SURVEY HIGHLIGHTS

SPS Families:
"I am satisfied with the information I receive about the District's Goals."



A CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Developing, implementing and monitoring district-wide standards-based curriculum in math, literacy/English language arts and science for all students
2. Developing and implementing District Benchmark Assessments
3. Creating a system of scientific research-based interventions (SRBI)

B DE-TRACKING/INSTRUCTIONAL GROUPING

1. Implementing more heterogeneous grouping in middle schools
2. Increasing small, flexible grouping in elementary schools
3. Increasing participation in AP and Honors courses and eliminating low-level coursework in high schools

C PROFESSIONAL LEARNING COMMUNITIES AND DATA TEAMS

1. Continuing Professional Learning Communities for teachers to collaborate around student progress and instructional change
2. Developing School Data Teams to monitor and guide school-wide improvement
3. Leveraging the District Data Team to monitor the SDIP

D SCHOOL CULTURE

1. Developing a system of positive behavior supports and interventions to enhance student achievement
2. Increasing schools' capacity to connect with all students and families

This Report to the Community includes information related to the four areas of the SDIP, as well as our college readiness indicators and operational efficiencies. The SDIP lays out clear action steps for each area and includes *results indicators*—measurable progress checks—for adult actions and student outcomes to be tracked at regular intervals. The SDIP also sets measurable targets to increase student achievement on the Connecticut Mastery Tests (CMT) in grades 3-8 and the Connecticut Academic Performance Test (CAPT) in grade 10 and to decrease achievement gaps. The three measurable student academic achievement targets, or SMART Goals, are as follows:

SMART GOAL 1: CMT in math, reading and writing: average grade-level gain in students at or above Proficient (CMT Levels 3, 4 and 5) of at least 12 percentage points over three years.¹

AVERAGE GRADE-LEVEL PERCENTAGE POINT CHANGE ON THE CMTs FROM 2009 TO 2010 (SDIP YEAR 1):

CONTENT AREA	GRADE	BASELINE YEARS % OF STUDENTS AT/ABOVE PROFICIENT				SDIP YEAR 1		SDIP YEAR 2		SDIP YEAR 3	
		2006	2007	2008	2009	2010	CHANGE FROM 2009	2011	CHANGE FROM 2010	2012 (TARGET MINIMUM)	CHANGE FROM 2011
MATH	3	73.5	77.0	75.3	75.6	78.8	3.2			87.6	
	4	75.0	74.4	77.7	80.0	80.4	0.4			92.0	
	5	79.7	80.3	82.1	84.6	86.9	2.3			96.6	
	6	70.2	76.9	77.6	82.1	84.0	1.9			94.1	
	7	70.8	71.7	77.6	80.9	80.4	-0.5			92.9	
	8	70.6	72.9	72.8	79.9	80.5	0.6			91.9	
Average percentage point change from 2009 to 2010 in math: 1.3											
READING	3	62.6	65.3	64.0	65.4	64.6	-0.8			77.4	
	4	69.3	61.8	62.1	69.0	64.3	-4.7			81.0	
	5	70.9	71.0	69.5	74.8	70.9	-3.9			86.8	
	6	70.3	69.3	70.0	72.2	81.7	9.5			84.2	
	7	74.2	71.5	76.1	81.4	77.4	-4.0			93.4	
	8	70.9	70.5	69.8	78.7	78.5	-0.2			90.7	
Average percentage point change from 2009 to 2010 in reading: -0.9											
WRITING	3	75.6	80.2	79.1	81.8	76.3	-5.5			93.8	
	4	82.6	80.5	83.3	83.0	85.4	2.4			95.0	
	5	83.3	87.2	83.8	84.0	86.6	2.6			96.0	
	6	80.4	83.4	83.0	80.0	82.5	2.5			92.0	
	7	78.2	77.8	79.9	79.2	71.6	-7.6			91.2	
	8	76.3	77.5	75.9	83.4	80.1	-3.3			95.4	
Average percentage point change from 2009 to 2010 in writing: -1.4											

¹ Science achievement targets will be developed in 2010-2011 based on Spring 2010 Science CMT data.

SMART GOAL 2: CAPT in math, reading, writing and science: gain in students at or above Proficient (CAPT Levels 3, 4 and 5) of at least 12 percentage points over three years.

PERCENTAGE POINT CHANGE ON THE GRADE 10 CAPT FROM 2009 TO 2010 (SDIP YEAR 1):

CONTENT AREA	GRADE	BASELINE YEARS* % OF STUDENTS AT/ABOVE PROFICIENT			SDIP YEAR 1		SDIP YEAR 2		SDIP YEAR 3	
		2007	2008	2009	2010	CHANGE FROM 2009	2011	CHANGE FROM 2010	2012 (TARGET MINIMUM)	CHANGE FROM 2011
MATH	10	63.3	71.5	69.3	67.7	-1.6			81.3	
	Average percentage point change from 2009 to 2010 in math: -1.6									
READING	10	75.6	78.8	77.8	78.7	0.9			89.8	
	Average percentage point change from 2009 to 2010 in reading: 0.9									
WRITING	10	71.1	71.9	70.8	71.9	1.1			82.8	
	Average percentage point change from 2009 to 2010 in writing: 1.1									
SCIENCE	10	72.5	85.3	85.5	80.9	-4.6			97.5	
Average percentage point change from 2009 to 2010 in science: -4.6										

*CAPT generation 3 administration began in 2007; 2006 data are not comparable with data from following years.

SMART GOAL 3: On the CMT and CAPT: achievement gaps in math, reading and writing for targeted No Child Left Behind (NCLB) categories (Black, Hispanic, Economically Disadvantaged, English Language Learner and Special Education students)² in relation to comparison categories will be reduced by at least one-third, with no loss in performance by any category, over three years. *The following table indicates the gaps in proficiency among target and comparison groups, not proficiency rates. Negative values in the last column indicate that the gap narrowed from 2009 to 2010. Cells shaded in green indicate gap narrowing by more than one percentage point from 2009 to 2010, with no loss in performance in target or comparison groups.*

² Students may belong to more than one NCLB category; only NCLB categories of race/ethnicity are mutually exclusive.

TARGET GROUP	COMPARISON GROUP	TEST	2009 GAP (PERCENTAGE POINTS)	2010 GAP (PERCENTAGE POINTS)	GAP INCREASE (+) OR DECREASE (-)*
BLACK	ASIAN & WHITE	CMT MATH	27.7	27.9	+0.2
		CMT READING	29.7	32.1	+2.4
		CMT WRITING	21.0	21.9	+0.9
		CAPT MATH	44.1	45.5	+1.4
		CAPT READING	27.3	28.6	+1.3
		CAPT WRITING	21.4	27.1	+5.7
ECONOMICALLY DISADVANTAGED	NOT ECONOMICALLY DISADVANTAGED	CMT MATH	22.9	22.6	-0.3
		CMT READING	28.7	29.9	+1.3
		CMT WRITING	19.0	19.1	+0.1
		CAPT MATH	32.7	31.4	-1.3
		CAPT READING	25.1	23.5	-1.6
		CAPT WRITING	21.3	20.6	-0.7
ENGLISH LANGUAGE LEARNERS	NOT ENGLISH LANGUAGE LEARNERS	CMT MATH	35.5	35.3	-0.2
		CMT READING	51.7	54.1	+2.4
		CMT WRITING	29.5	31.7	+2.2
		CAPT MATH	45.7	46.6	+0.9
		CAPT READING	43.1	37.5	-5.6
		CAPT WRITING	20.9	41.9	+21.0
HISPANIC	ASIAN & WHITE	CMT MATH	18.1	18.3	+0.3
		CMT READING	25.9	27.1	+1.2
		CMT WRITING	15.3	15.2	0.0
		CAPT MATH	32.3	28.3	-4.0
		CAPT READING	24.7	21.0	-3.7
		CAPT WRITING	17.4	18.3	+0.9
STUDENTS WITH DISABILITIES	NOT STUDENTS WITH DISABILITIES	CMT MATH	29.3	29.0	-0.2
		CMT READING	33.1	34.8	+1.7
		CMT WRITING	53.9	55.4	+1.4
		CAPT MATH	39.4	30.1	-9.3
		CAPT READING	31.4	27.5	-3.9
		CAPT WRITING	41.9	46.5	+4.6

*Negative values indicate that the gap narrowed from 2009 to 2010. Cells shaded in green indicate gap narrowing by more than one percentage point from 2009 to 2010, with no loss in performance in target or comparison groups.

CURRICULUM, INSTRUCTION AND ASSESSMENT

CURRICULUM IMPLEMENTATION

The SPS Plan for Curriculum Management, Design and Delivery standardizes the four phases of the curriculum development process:

Phase I: Assess and Review – Background Knowledge

Phase II: Write and Revise – Develop a Curriculum Guide

Phase III: Implement and Monitor the New Curriculum

Phase IV: Evaluate, Reflect, and Revise – Continue the Curriculum Cycle

CURRICULUM, INSTRUCTION AND ASSESSMENT IMPLEMENTATION

	MATH	LITERACY/ENGLISH LANGUAGE ARTS	SCIENCE
ELEMENTARY	PHASE: III	PHASE: II and III	PHASE: II and III
	<ul style="list-style-type: none"> Continue implementation of SPS math curriculum, grades K-4 Begin implementation of SPS math curriculum, grade 5 Math Liaison continues to support each school 	<ul style="list-style-type: none"> Begin implementation of new reading curriculum, grades K-5, all schools Begin implementation of Workshop Model in ten elementary schools Begin Leveled Literacy Intervention program and Scientifically Research-Based Interventions (grades 3-5), all schools 	<ul style="list-style-type: none"> Begin implementation of one new life science module per grade, grades 1 and 2 Continue implementation of all science modules, grades K-5 Four science educational assistants continue to support elementary teachers
MIDDLE	PHASE: II and III	PHASE: III	PHASE: II and III
	<ul style="list-style-type: none"> Continue implementation of SPS math curriculum, grades 6 and 7 Begin implementation of SPS math curriculum, grade 8 Math coach continues to support each school Extra period each day for acceleration in literacy or math, grade 6 	<ul style="list-style-type: none"> Implement English language arts curriculum, grades 6-8 Continue implementation of the Book Club model, grades 6-8 Extra period each day for acceleration and support in literacy or math in grade 6 Implement Scientifically Research-Based Interventions, all middle schools 	<ul style="list-style-type: none"> Continue implementation of new SPS science program, grade 6 Begin implementation of new SPS science program, grades 7 and 8 Science coach to support all schools Long Island Sound watershed studies with Soundwaters, grade 8
HIGH	PHASE: II and III	PHASE: III	PHASE: II and III
	<ul style="list-style-type: none"> Continue implementation of new district-wide curriculum in geometry and algebra II, all levels: Academic, College Prep and Honors Continue course-alike meetings for teachers 	<ul style="list-style-type: none"> Implement English language arts curriculum, grades 9-12 Continue implementation of the Literature Studies model, grade 9 Implement Scientifically Research-Based Interventions in grade 9, all schools 	<ul style="list-style-type: none"> Implement District syllabi for all core courses Continue implementation of biology, chemistry and Physics labs

PROFESSIONAL DEVELOPMENT

Professional learning for teachers and administrators has improved significantly in recent years in tandem with the changes and improvements to curriculum and instruction. The approach to ongoing education for educators has been redesigned; we strive to provide professional learning that is timely, job-embedded, frequent and comprehensive. SPS educators have provided important feedback about effective professional development through course evaluations, working groups, focus groups and surveys.

The SPS Professional Development Council, a collaborative team of teachers, paraeducators and administrators, developed and implemented a professional learning plan for the district as well as quality standards and behavior norms for all professional development. For the first time, an online professional development calendar was launched in 2009-2010 for all SPS teachers. In addition to professional development workshops and sessions, one important and regular opportunity for teachers to learn together is through Professional Learning Communities (see page 22).

DISTRICT BENCHMARK ASSESSMENTS

District Benchmark Assessments were implemented for the first time in 2009-2010 as part of a K-12 balanced assessment system. The purpose of these assessments is to collect formative information about students' achievement of curriculum standards throughout the school year. District Benchmark Assessments are administered two to four times a year, depending on grade and content area, beginning in the areas of math, science, and literacy/English language arts. The District Benchmark Assessments provide teachers with data to monitor teaching and learning as well as examine the impact of interventions for students in their own classroom or course. These assessments provide principals and school data teams with data to monitor student achievement at the school and classroom level as well as to evaluate the achievement of objectives in School Improvement Plans. Central Office staff use the data to monitor the achievement of student groups, identify professional needs of teachers, review programs, and monitor objectives in the SDIP. The results of District Benchmark Assessments will not be used for high stakes decisions like student placement, course marks, report cards or teacher evaluation.

CONNECTICUT MASTERY TESTS

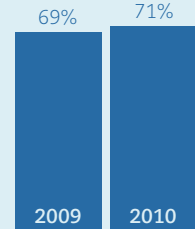
The SDIP achievement targets set annual goals to increase the rate of students at or above the Proficient Level (CMT Levels 3, 4 and 5). SPS also supports a higher standard of achievement for all students and has tracked the percent of students at or above the Goal Level (Levels 4 and 5) for many years. SPS students demonstrated many grade-level gains on the 2010 Connecticut Mastery Tests (CMTs) in the percent of students scoring at/above Goal (Levels 4 and 5), particularly in grade 6 in all content areas and in math in many tested grades, 3-8.



The number of schools making Adequate Yearly Progress (AYP) under No Child Left Behind in math at the Whole School level increased from 8 to 16. In math, the number of schools with Black students making AYP increased from 3 to 6; schools with Hispanic students making AYP increased from 6 to 14; schools with English Language Learner students making AYP increased from 1 to 3; and schools with Economically Disadvantaged students making AYP increased from 4 to 10.

SPS SURVEY HIGHLIGHTS

SPS Families:
"Teachers have high expectations for my child's performance."
(percent of families who strongly agree or agree)



MATH

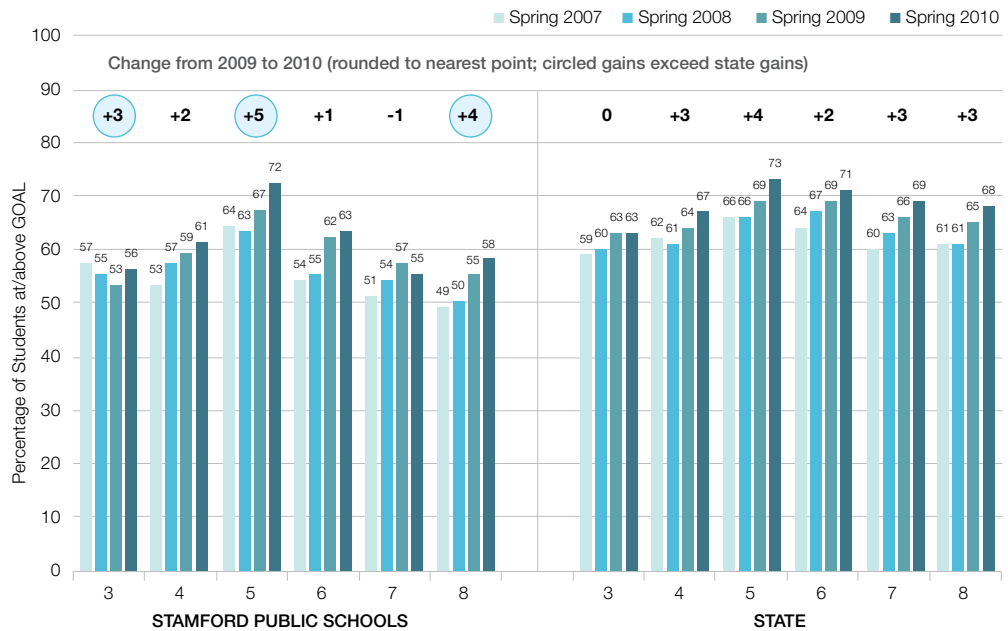
SPS and State CMT Results, Grades 3-8 in Math, 2007 through 2010

Percent of Students at/above Goal and Percentage Point Change from 2009 to 2010

Grade 6

From 2009 to 2010 four NCLB categories posted greater gains than students statewide:

- Asian+7
- Black+8
- Economically Disadvantaged.....+3
- White+2



READING

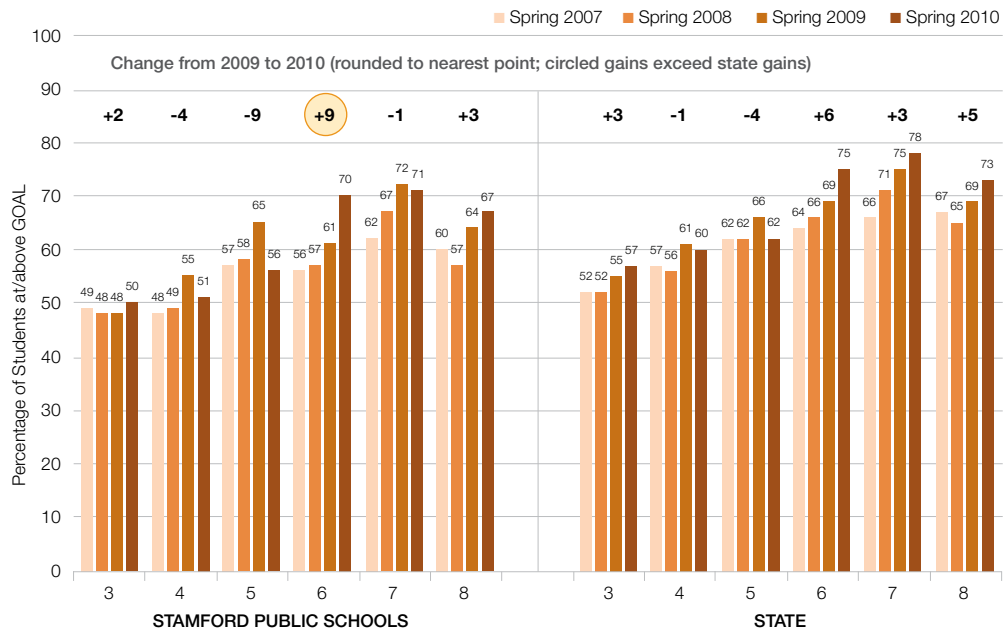
SPS and State CMT Results, Grades 3-8 in Reading, 2007 through 2010

Percent of Students at/above Goal and Percentage Point Change from 2009 to 2010

Grade 6

From 2009 to 2010 all NCLB categories (except for Students with Disabilities) posted substantial gains:

- Asian+14
- Black+14
- Economically Disadvantaged.....+12
- English Language Learners+10
- Hispanic.....+10
- White+6



For complete 2010 CMT results, please visit our website, www.stamfordpublicschools.org.

VERTICAL SCALE SCORE ANALYSIS

The CMT vertical scale scores in math and reading enable longitudinal analysis across grades 3-8 and measurement of growth—both the growth of individual students and the growth of groups of students—over time. Analysis of vertical scale scores is one additional tool that educators and community members should use to assess student, school and district progress. The following figures show the average two-year growth (i.e., average change in vertical scale score) for each SPS elementary and middle school from 2008 to 2010, for math and reading. For SPS schools and the district average, only students who were tested in the same school in all three years—2008, 2009 and 2010—are included in the analysis. This approach isolates the students who remained in each SPS elementary and middle school over time but does not mean that the school was the only factor related to students’ growth. Average vertical scale scores for students in the state include all students who were tested in the same school in 2008 and 2010.³ Results are displayed most to least by amount of growth, including the district and state averages.

- In both math and reading, the SPS (district) average growth exceeds the corresponding average growth statewide at the elementary and middle school levels.
- In elementary math, the district vertical scale score in 2010 (535) slightly exceeds the state vertical scale score (534). This indicates that the level of achievement in math in SPS is on par with the achievement of students statewide.

MATH

Average Vertical Scale Score Growth, 2008 to 2010
SPS Elementary and Middle Schools Compared to District and State*



* State growth values may calculate differently than SPS school and district growth values due to rounding. State data were obtained through the state data application as whole numbers.

** Vertical scale scores for Rogers include grade 5 students in 2010 who were also enrolled in Rogers in grade 3 in 2008. Students enrolled in Rogers in grade 6 in 2010 are not included in this analysis.

³ For the first time, in 2010, it was possible to restrict state vertical scale scores and growth to students who were in the same school in the first and last years of the analysis. Previous Reports to the Community included the state vertical scale scores and growth for all students who were tested anywhere in the state in the first and last year of the analysis.

READING

Average Vertical Scale Score Growth, 2008 to 2010
SPS Elementary and Middle Schools Compared to District and State*



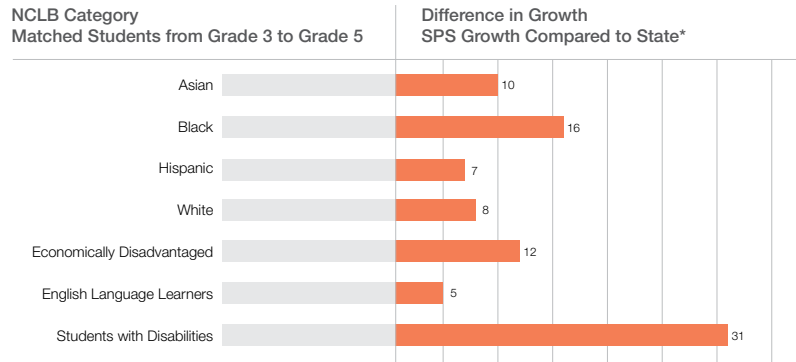
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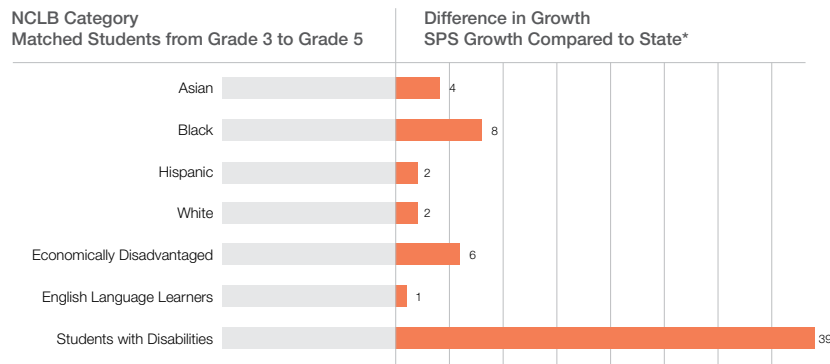
An analysis of student growth by No Child Left Behind (NCLB) category indicates several encouraging findings:

- At the elementary level, SPS students' growth exceeds the growth of similar students in the state for all NCLB categories, in both reading and math.
- In elementary math, SPS growth exceeds the growth of similar students in the state for all NCLB categories by at least five points for all NCLB categories.
- At the middle school level, SPS students' growth exceeds the growth of similar students in the state for most NCLB categories, in both reading and math. Growth among Asian students was higher statewide in both math and reading, and growth among White students was comparable in SPS and the state in both math and reading.

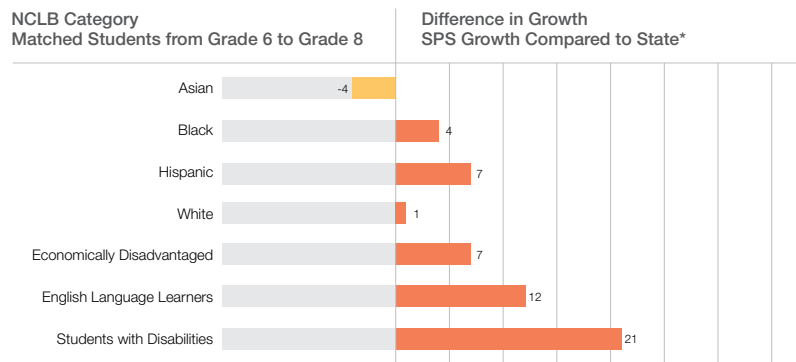
ELEMENTARY MATH



ELEMENTARY READING



MIDDLE SCHOOL MATH

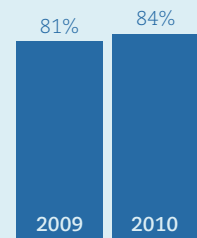


* Students may belong to more than one NCLB category; only NCLB categories of race/ethnicity are mutually exclusive. This analysis compares the growth of SPS students against the growth of similar students in the state. All student groups by NCLB category demonstrated growth from 2008 to 2010; negative values for the difference in growth mean that the growth of SPS students was less than the growth of similar students statewide.

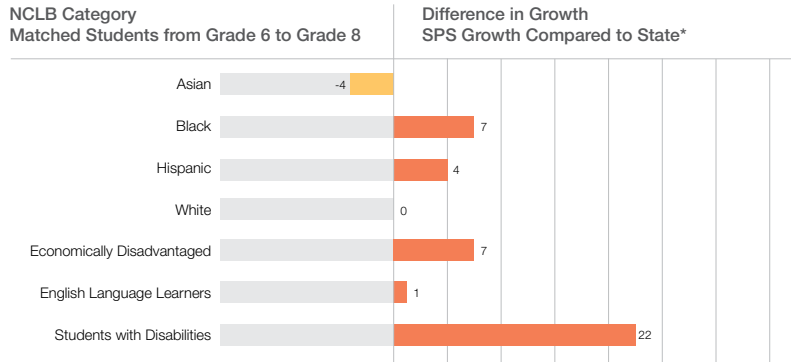
SPS SURVEY HIGHLIGHTS

SPS Families:

"I am welcome at my child's school."
(percent of families who strongly agree or agree)



MIDDLE SCHOOL READING

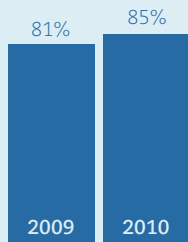


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SPS SURVEY HIGHLIGHTS

SPS Families:

"My child's school uses a variety of communication methods (e.g., individual notes or letters, class newspapers, school newspapers, web-sites and e-mail.)" (percent of families who strongly agree or agree)

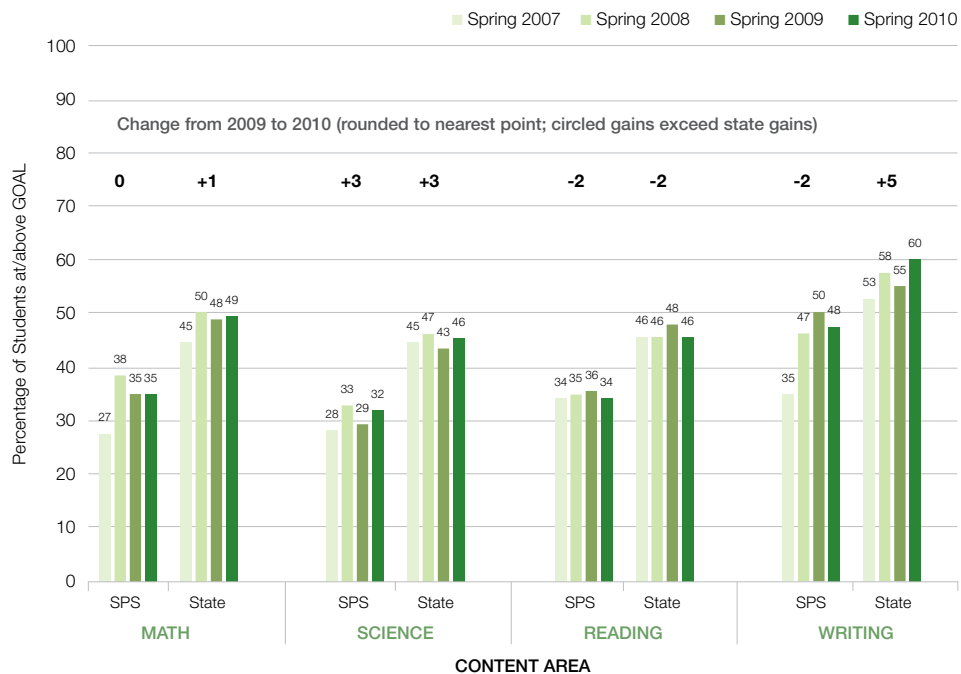


CONNECTICUT ACADEMIC PERFORMANCE TEST

On the Connecticut Academic Performance Test (CAPT) administered in grade 10, SPS students maintained similar achievement from 2009 to 2010 in the percent of students at/above Goal. By comparison, trends statewide were similar except in writing. The percent of Students with Disabilities at/above Goal increased in math and writing by four percentage points, which outpaced gains made at the state level. The percent of Black students at/above Goal increased in math by two percentage points, compared to one percentage point for students statewide. The need for additional and intensive supports at the high school level is clear; interventions in reading in grade 9 reading are underway in 2010-2011 and will expand in other content areas and grade levels.

SPS AND STATE CAPT COMPARISONS FOR MATH, SCIENCE, READING AND WRITING

Percent of Students at/above Goal, 2007 through 2010



SCIENTIFICALLY RESEARCH-BASED INTERVENTIONS

Scientifically Research-Based Interventions (SRBI) are an important new component of SPS curriculum, instruction and assessment programs, required by the State of Connecticut as of July 1, 2009. SRBI programs are research-based and use proven assessment techniques to ensure that students are making progress. SRBI strategies are in development and implementation in reading, math and behavior. All students are supported by SRBI through a three-tiered model:

- Tier I supports all students in core academic curriculum in a system of academic, social-emotional learning and behavioral supports;
- Tier II supports students short-term with academic, behavioral or social-emotional difficulties, who need more than Tier I supports; and
- Tier III supports students who need more intensive interventions who have not progressed sufficiently with Tier II interventions.

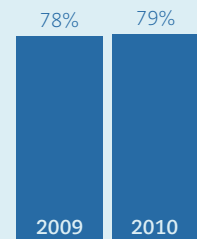
SRBI was piloted in select schools in literacy and in one elementary and one middle school in math in 2009-2010. Most students in participating schools were assessed with a reading inventory, and students requiring support participated in the Read 180 and System 44 programs to improve comprehension and decoding skills. Programs will be expanded in all schools for 2010-2011.

The SRBI Working Group was convened in 2009-2010 to oversee implementation and progress monitoring of students participating in SRBI assessments and programs and to develop a multi-year plan. The SRBI Working Group will continue to meet in 2010-2011.

SPS SURVEY HIGHLIGHTS

SPS Teachers:

"Teachers at my school provide regular communication to families about students' progress." (percent of teachers who strongly agree or agree)

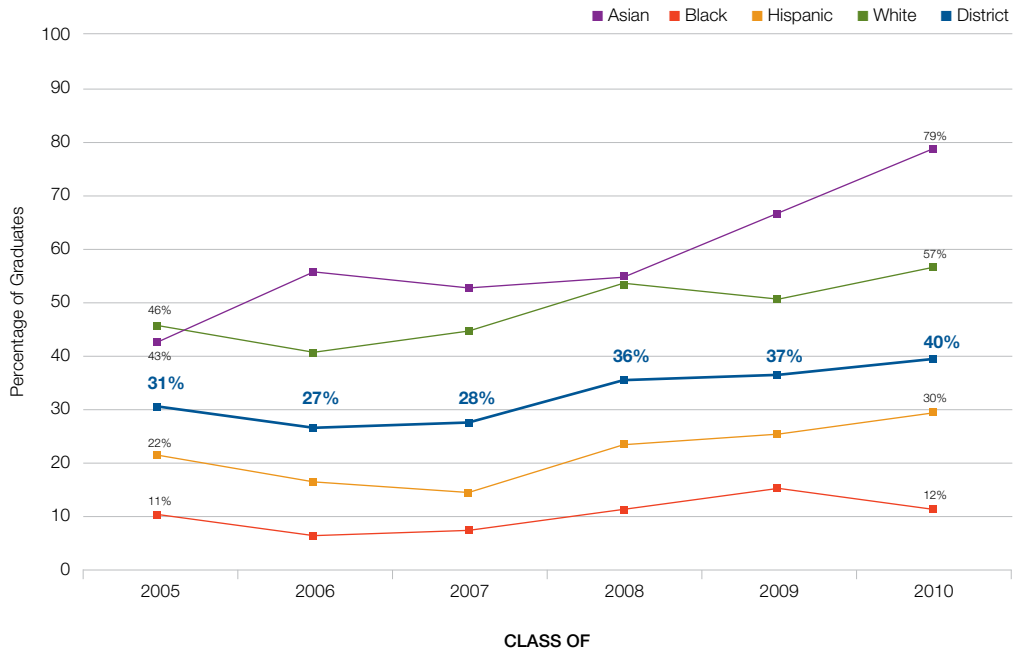


COLLEGE READINESS FOR ALL STUDENTS

COLLEGE READINESS INDICATORS

SPS has been tracking measures of high school students' readiness for college over time. Recognizing that preparing students to be college ready upon graduation begins as early as kindergarten, there are many indicators of college readiness—academic, financial and emotional—that we have begun to measure systematically to prepare all students for academic, vocational and professional success after high school. The following five indicators provide some evidence about whether SPS students will be prepared for success in college upon graduation.

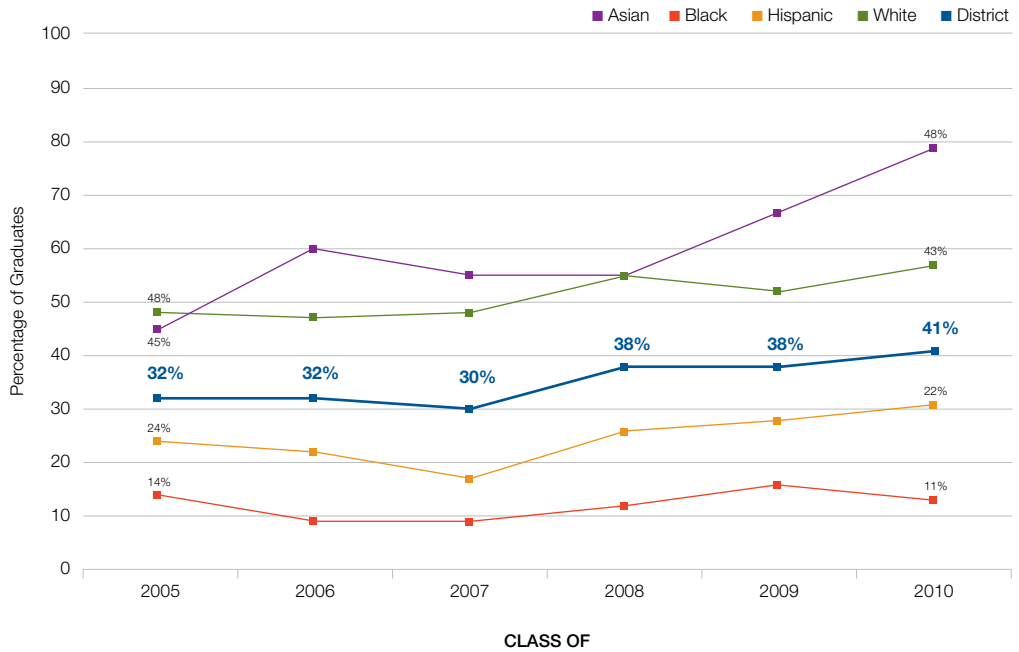
PERCENT OF SPS GRADUATES ELIGIBLE* FOR COLLEGE CREDIT**



* Requirements to receive credit vary by institution

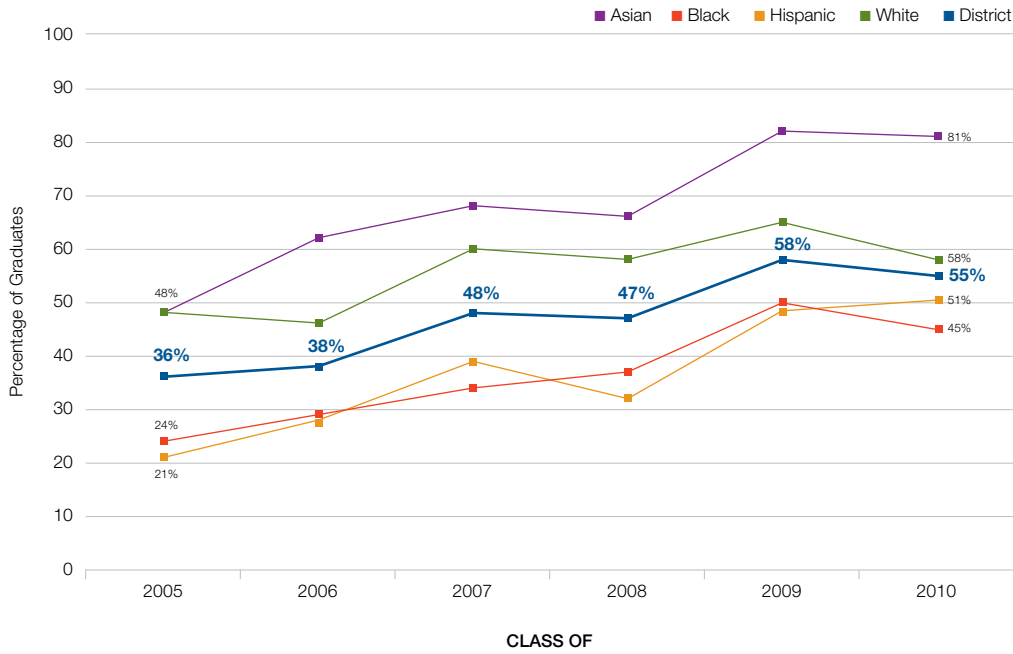
** Data based on students who took one or more AP course, one or more AP exam and passed one or more AP course

PERCENT OF SPS GRADUATES ENROLLED IN ADVANCED PLACEMENT (AP) COURSES*



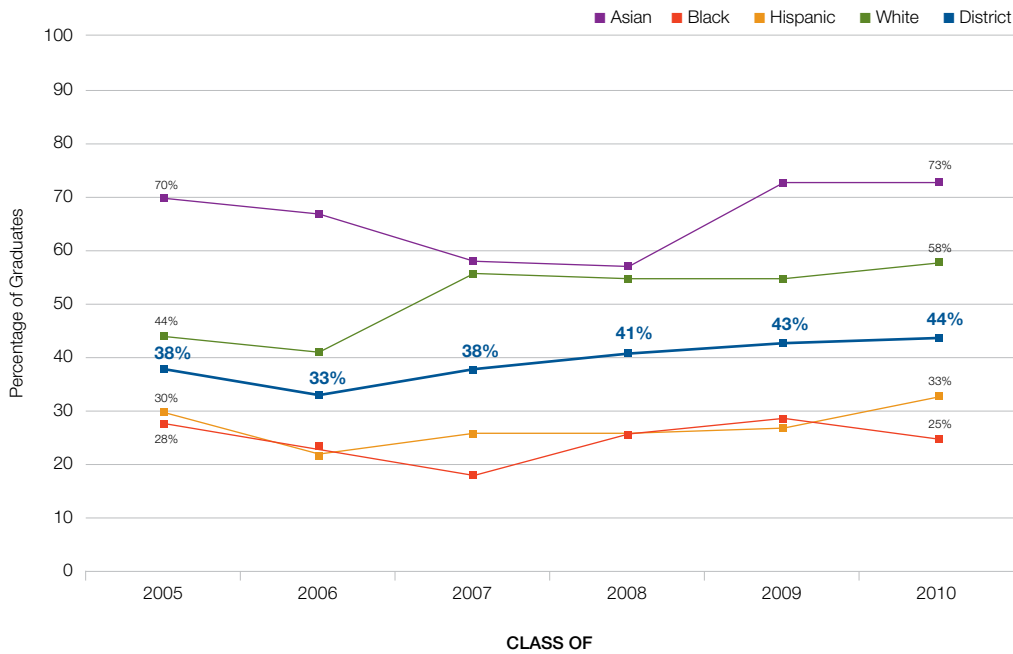
*Includes all graduates who had an AP final grade recorded

PERCENT OF SPS STUDENTS TAKING FOUR YEARS OF MATH*



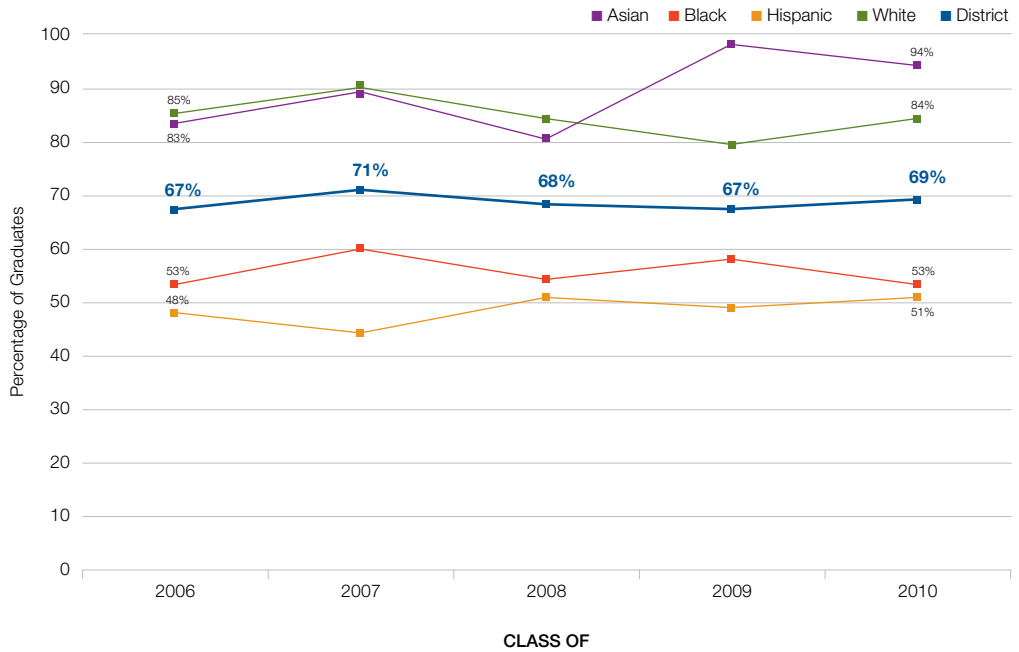
*Includes students who passed four years of math. Current requirements for graduation include three years of math.

PERCENT OF SPS STUDENTS TAKING FOUR YEARS OF SCIENCE*



*Includes students who passed four years of science. Current requirements for graduation include two years of science.

PERCENT OF SPS STUDENTS TAKING THE SAT*



*Includes grade 12 participation in the SAT among students who graduated.



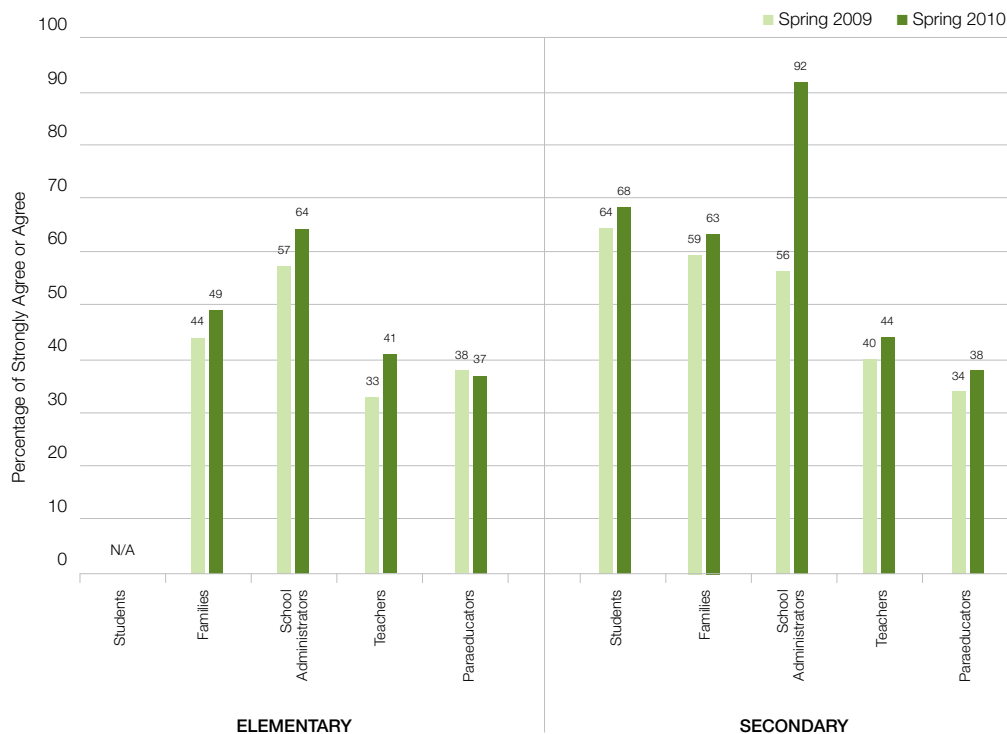
SAT scores for the SPS Class of 2010 increased in all three sections, compared to the Class of 2009. Mean Critical Reading scores increased by nine points to 496, mean math scores rose by 15 points to 505 and mean writing scores increased by 12 points to 499. The score range for each section is 200 to 800. Statewide and nationally, mean SAT scores were relatively flat.

COLLEGE READINESS VIEWPOINTS

The mission of Stamford Public Schools is to prepare each and every student for higher education and success in the 21st century. Using a variety of data, including the SPS annual surveys, we measure students' college readiness by exploring: (a) student readiness to advance through the SPS K-12 pipeline; (b) student preparation to succeed in post-secondary education and plans to go to college; and (c) student and family knowledge about the college admissions and financing processes. We believe that the sum of SPS students' academic and developmental experiences in every grade level—even in kindergarten—are fundamental to success beyond high school graduation.

All survey groups—students, families, school administrators, teachers and paraeducators—were asked whether students will be prepared to go to college upon graduation from SPS. Overall, about 61% of SPS families believe their child will be prepared for college, up from 52% last year. Approximately 57% of elementary families agree that their child will be prepared to go to college, compared to 44% in 2009. School administrators, particularly at the secondary level, agreed at much higher rates in 2010 that students will be prepared for college. All respondent groups reported higher rates in 2010 than in 2009:

STUDENT SURVEY HIGHLIGHT: WILL STUDENTS BE PREPARED TO GO TO COLLEGE?



* Includes students who reported they will have the skills needed to succeed in college. Nearly one-third (30%) reported being unsure about whether they will have the skills to succeed in college. Results were similar when disaggregated by school level (middle and high).

On the SAT II Subject Tests, the Class of 2010 continued a record of excellence:

- The SPS mean scores in Literature, U.S. History, Math Level II, Biology (Ecological), Biology (Molecular) scores exceeded the national mean.
- The SPS mean scores in Math Level I, Chemistry, Physics, Spanish, and Spanish with Listening exceeded the state and national mean.

DE-TRACKING/INSTRUCTIONAL GROUPING

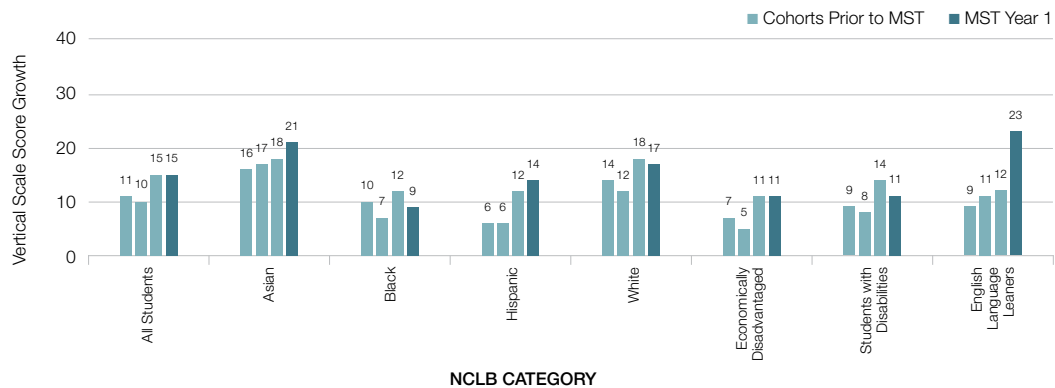
SPS began implementation of system-wide de-tracking strategies with Middle School Transformation in grade 6 in 2009-2010. For the first time, all grade 6 students in SPS middle schools⁵ were placed according to standard criteria according to their strengths and needs, with systems in place to challenge and support all students academically, socially and emotionally. The seven components of Middle School Transformation include:

1. Increased instructional time
2. Standards-based, high-level curriculum, instruction and assessment
3. Professional development for teachers
4. Academic enrichment period for students
5. Efficacy training for teachers and students
6. Advisory period for students
7. Standard criteria for placement into College Prep and Honors classes

The Middle School Transformation components and strategies are being closely monitored to ensure that all students have opportunities to succeed. A review of students' growth from grade 5 to grade 6 in math and reading for years prior to Middle School Transformation and Year 1 of Middle School Transformation (2009-2010) suggest that grade 6 students in College Prep and Honors courses demonstrated similar or greater growth than in prior years. The figures below show CMT vertical scale score growth from grade 5 to grade 6. Students overall and most NCLB categories of students maintained or increased growth during Year 1 of Middle School Transformation.

MATH

Vertical Scale Growth from Grade 5 to Grade 6
SPS Students Prior to Middle School Transformation (2006 to 2007, 2007 to 2008, 2008 to 2009) and Year 1 Students (2009 to 2010)*



* MST Year 1 growth values include grade 6 students tested in Cloonan, Dolan, Rippowam, Rogers, Scofield and Turn of River in 2010 who also had a valid 2009 grade 5 CMT test score. Cohorts Prior to MST include all grade 6 students tested in Cloonan, Dolan, Rippowam, Scofield and Turn of River in 2009, 2008, 2007 or 2006 with a valid 2009 grade 5 CMT test score in the prior year.

⁵ Students at Cloonan, Dolan, Rippowam and Turn of River middle schools were placed in instructional groups according to standard criteria. Students in the International Baccalaureate program at Rippowam and students in Scofield are not grouped.

SPS SURVEY HIGHLIGHTS

SPS Families:

"The way students are grouped for instruction is appropriate."
(percent of families who strongly agree or agree)

Elementary



Middle



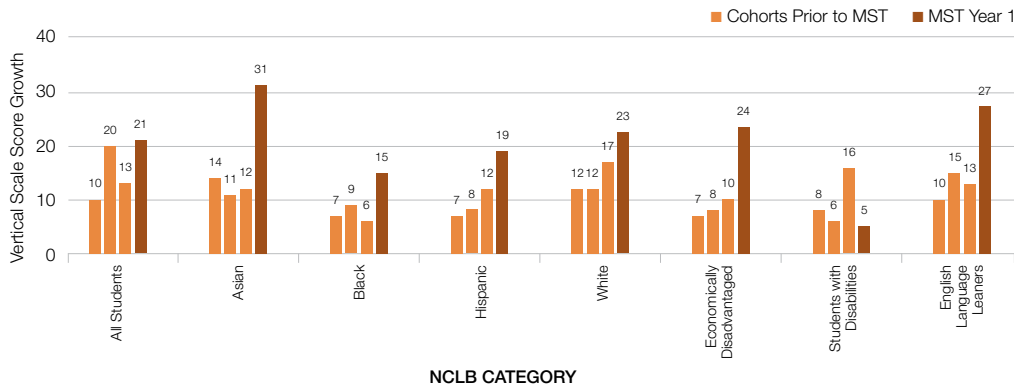
High



■ 2009 ■ 2010

READING

Vertical Scale Growth from Grade 5 to Grade 6
SPS Students Prior to Middle School Transformation (2006 to 2007, 2007 to 2008, 2008 to 2009)
and Year 1 Students (2009 to 2010)*



* MST Year 1 growth values include grade 6 students tested in Cloonan, Dolan, Rippowam, Rogers, Scofield and Turn of River in 2010 who also had a valid 2009 grade 5 CMT test score. Cohorts Prior to MST include all grade 6 students tested in Cloonan, Dolan, Rippowam, Scofield and Turn of River in 2009, 2008, 2007 or 2006 with a valid 2009 grade 5 CMT test score in the prior year.

More comprehensive Middle School Transformation status reports and the Middle School Reference Guide are available on our website, www.stamfordpublicschools.org.

At the elementary level, implementation of programs such as Everyday Mathematics, Readers and Writers Workshops, embedded, frequent professional development for teachers and hands-on science modules in all grades, have improved instruction substantially. Strategies to differentiate instruction based on the need of each and every student are part of all professional learning for teachers. High school courses of study have been revised in recent years to eliminate low-level courses that do not increase students' college readiness. The high school program of studies reflects high-level, relevant coursework for all students and the elimination of many "general" level classes. Initiatives like the Project Opening Doors program at Westhill High School further increase access to college-level coursework by offering incentives to students and teachers to increase participation and achievement in AP classes and exams. The Advancement Via Individual Determination (AVID) program has helped students to succeed in college-level coursework as the first in their families to pursue college. SPS educators use data about all student groups to improve college readiness among all students, such as the SPS college readiness indicators.

SPS SURVEY HIGHLIGHTS

SPS Families:

"My child is provided with challenging work in all classes."
(percent of families who strongly agree or agree)

Elementary



Middle



High



■ 2009 ■ 2010

SPS SURVEY HIGHLIGHTS

SPS Families:

"The way students are grouped for instruction is appropriate."
(percent of families who strongly agree or agree)

Elementary



Middle



High



■ 2009 ■ 2010

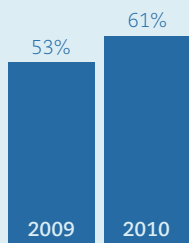
PROFESSIONAL LEARNING COMMUNITIES AND DATA TEAMS

Professional Learning Communities (PLCs) and Data Teams are the structures that allow SPS educators to meet regularly to engage in the six-step data decision making cycle to improve student achievement at the instructional level, school level and district level.

SPS SURVEY HIGHLIGHTS

SPS Teachers:

"Members of my PLC reflect on our teaching together." (percent of teachers indicating almost always or often)

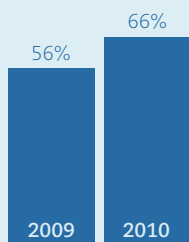


SPS SURVEY HIGHLIGHTS

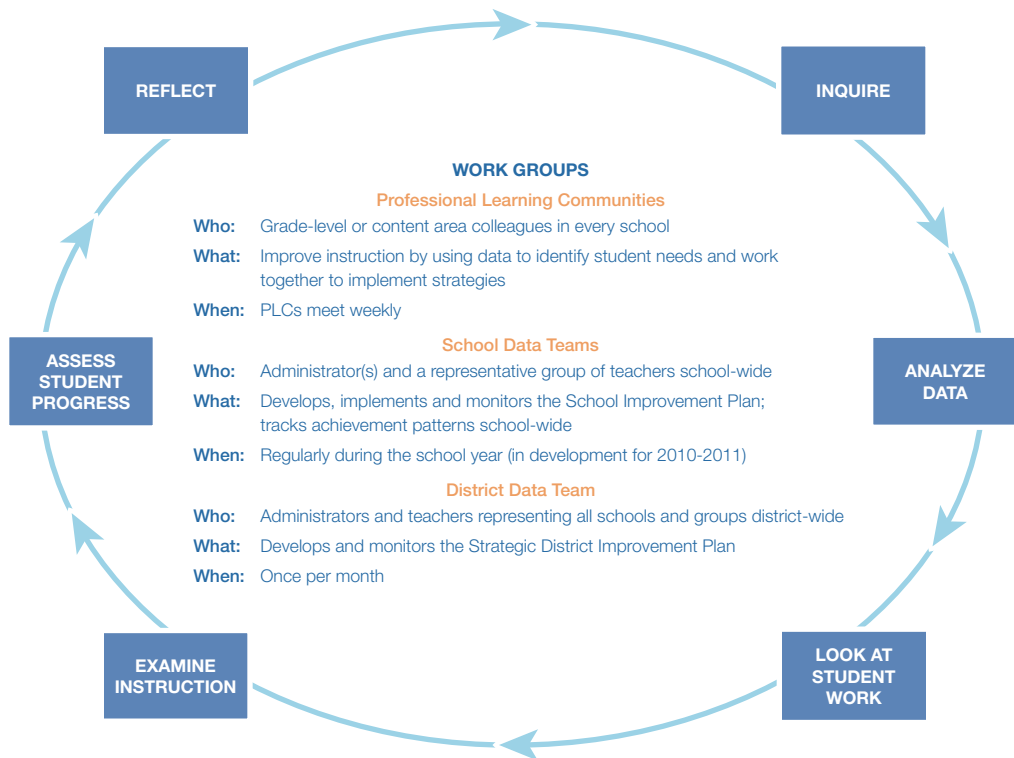
SPS Teachers:

"I am familiar with the six steps of the PLC process."

1. Inquire
2. Analyze data
3. Look at student work
4. Examine instruction
5. Assess student progress
6. Reflect



SPS DATA DRIVEN DECISION MAKING CYCLE



PLCs are organized generally by grade at the elementary level and by grade and/or instructional area at middle and high schools (with specialists represented across PLCs). PLCs were launched in 2007-2008 and provide regular opportunities for teachers to meet and address student needs through analysis of data and/or student work. In PLCs, teachers develop instructional strategies, implement differentiated instruction and review results to look for student progress. SPS developed a customized professional development series for teachers to learn about high-functioning PLCs and to develop PLC facilitation and leadership skills. Over 300 SPS teachers have participated in PLC training.

School Data Teams are in the process of being designed and implemented in a standard way across the district. The District Data Team is leading the development of School Data Teams by developing standards for practice, guidelines for membership and a calendar of key activities. Ultimately, School Data Teams will be responsible for developing, implementing and monitoring the School Improvement Plan, supporting PLCs and sharing results with the District Data Team.

The District Data Team met monthly during 2009-2010 to implement and monitor the SDIP. Members of the CT State Department of Education participated in the monthly meetings and conducted the first official monitoring visit in May 2010. SPS is on-track in the implementation and monitoring of all SDIP strategies.

SCHOOL CULTURE

Positive and supportive cultures support the highest quality of teaching and learning in schools. Although there are many approaches to developing ideal school culture, the SDIP focuses attention on improved data collection, reporting and response to student behavior incidents, creating an environment that fosters positive student behavior and working with all SPS families as partners in students' success. During the 2009-2010 school year, SPS established a district-wide Positive Behavior Support Leadership Team, comprised of teachers and administrators, to lead the development and implementation of consistent practices across schools. Five SPS schools piloted strategies, used a behavior data collection and response tool and underwent a school-wide culture evaluation to identify strengths and opportunities for growth. Additional schools will be evaluated in 2010-2011. The Positive Behavior Support Leadership Team will continue to identify, develop and provide ongoing professional development in positive behavior strategies, school climate and bullying prevention.

SPS acquired online planning tools through Naviance, which assesses students' level of college and career readiness in several dimensions. SPS will continue to:

- Develop a consistent counseling curriculum and individual student planning strategies for all secondary students;
- Collaborate with community groups and members to align efforts and develop strategies to reach all students and families; and
- Expand successful programs such as mentoring, mediation, Aspiring Leadership Through Action (ALTA) and ParentLink to engage families and the community.

SPS FAMILY SURVEY HIGHLIGHT

Likelihood of recommending a friend to send their children to my child's school⁶

Least Likely → Most Likely										
0	1	2	3	4	5	6	7	8	9	10
3%	2%	3%	4%	4%	8%	6%	11%	18%	14%	26%
29%							69%			

*Totals do not add to 100% because of missing data

⁶ Mirrors the Net Promoter Score evaluation tool developed by General Electric (GE), which approximates families' overall satisfaction with the education their child receives by determining the likelihood that they would recommend a friend send their child to SPS on a scale of zero to ten, with '0' being least likely and '10' being most likely. 69% of families indicated seven or higher.

SPS SURVEY HIGHLIGHTS

SPS Students:

"There is at least one adult in my school who knows me well."

Asian



Black



Hispanic



White



■ 2009 ■ 2010

GRANTS AND PARTNERSHIPS

SPS increased the level of federal, state and corporate grant funding in 2009-2010 during a time of severe economic constraints. Funding through the American Recovery and Reinvestment Act added over \$5 million, along with new grants including the 21st Century Learning Grant at Dolan Middle School (a community learning center program in partnership with the YMCA that enables students to meet after school and on Saturdays to facilitate academic, physical, and social-emotional achievement), the federal Computer Assisted Writing Grant (a program for teachers to use an online writing program to help students learn to write more effectively) and the Fresh Fruit and Vegetable Program at KT Murphy, Stark and Rogers elementary schools (a program that provides students all-day access to fresh fruit and vegetables).

SPS received another unprecedented award from the GE Foundation, nearly \$10.4 million over three years, to support literacy implementation beginning in 2010-2011, as we complete implementation of our Developing Futures™ in Education programs—a \$15.3 million award over five years. SPS continues to partner with the Panasonic Foundation and the Connecticut Center for School Change (PF/CCSC) to increase instructional leadership capacity towards increased achievement for all students. PF/CCSC partners provide ongoing on-site technical assistance with curriculum and other district leaders to align strategic and sustainable systems of support for improving student achievement.

SPS GRANT FUNDING

Grant Awards in 2008-2009, 2009-2010 and Estimated Awards in 2010-2011

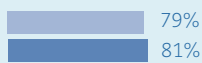
	2008-2009	2009-2010*	ESTIMATED 2010-2011*
Total Grants Revenue	\$22,596,131	\$29,128,093	\$21,898,166
Number of Grants	35	37	41

*Latest estimate, may be subject to change.

SPS SURVEY HIGHLIGHTS

SPS Students—
percent strongly
agree or agree

**I try as hard as I can
to do my best work**



**Teachers at my school
push me to be the best
I can be**



**My parents push me
to be the best I can be**



■ 2009 ■ 2010

OPERATIONAL EFFICIENCIES

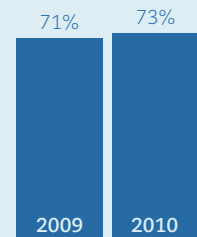
The following operational and fiscal improvements represent considerable savings realized during the 2009-2010 school year.

OPERATIONAL AND FISCAL IMPROVEMENTS, 2009-2010	
FISCAL	
✓	Fiscal Year surplus of \$170,795 due to fiscal “belt tightening” and 4% reduction in discretionary spending. Additional conservation efforts resulted in \$393,343 in energy-related cost savings.
✓	Negotiated three-year teacher contract with 6.97% salary increase including (0% increase in 2010-2011), resulting in the lowest district budget request (1.81%) in at least 12 years.
✓	Low health insurance increase (2.8%) due to conservative financial practices and management of Board of Education claims reserve.
✓	Significant efficiencies derived from internal audits: transportation, cell phones, overtime, special education, and purchasing.
✓	Continued focus on Special Education reimbursement grants with good results (such as Medicaid reimbursement in the amount of \$83,725 (25.3%)).
✓	Initiated online credit card payment system “Pay Pams” for families to pay for student lunches.
✓	Early retirement incentive plan for teachers and paraeducators saved \$482,000 over the next five years.
TRANSPORTATION	
✓	Bus “on-time” arrival rate of 99.0%.
✓	Successfully implemented redistricting with no interruption in service.
✓	Negotiated a 1.5% prepayment discount with the vendor saving the district \$145,000.
✓	Planning of additional cameras and GPS tracking for 2010-11 rollout.
MAINTENANCE	
✓	Target ratio for allocation of PTO related custodial overtime saving the district over \$100,000 annually.
✓	Continued improvements in School Building Use Fund billing and collections processes increased revenue by \$93,622 (14.3%).
✓	Board of Education Energy Saving Initiatives (and relatively mild heating season) resulting in over \$411,000 (23.1%) in gas heat savings. Additional energy cost savings through reduction of consumption will continue to generate savings.
✓	Through contract negotiation, implemented part-time custodial cleaning crew of 44 employees with five-year savings of over \$2.8 million.
✓	All schools have been converted to our new “Green Cleaning” program one year in advance of the new state mandate. Results show cleaner schools for less money.
SAFETY	
✓	Increased school fire/emergency drills by ≈5% over 2008-2009.
✓	Safety meetings remained constant averaging three meetings per school per school year.
✓	A banner year in safety training in 2008-2009 led to a 3% reduction in incidents and a 61% reduction in claims costs. In 2009-2010 the cost of claims was reduced by an additional \$30,000.
✓	Over 2,000 employees received CPR, first aid, or “slip, trip, fall” prevention training in 2009-2010.

SPS SURVEY HIGHLIGHTS

SPS Families:

"I am satisfied with the cleanliness of my child's school and school grounds."



TEACHERS OF COLOR IN SPS SCHOOLS

SPS has tracked the percent of teachers of color over several years as a result of our longstanding commitment to developing diversity in our workforce.

SCHOOL	PERCENTAGE OF TEACHERS OF COLOR			
	2006-2007	2007-2008	2008-2009	2009-2010
Davenport	4%	6%	4%	4%
Hart	14%	13%	11%	11%
KT Murphy	16%	9%	14%	16%
Newfield	12%	13%	15%	18%
Northeast	13%	12%	15%	11%
Rogers	19%	17%	31%	20%
Roxbury	11%	22%	2%	2%
Springdale	10%	8%	14%	14%
Stark	9%	8%	9%	9%
Stillmeadow	13%	9%	13%	12%
Toquam	8%	15%	7%	8%
Westover	8%	6%	5%	6%
Cloonan	13%	11%	16%	15%
Dolan	7%	7%	17%	12%
Rippowam	11%	12%	9%	7%
Scofield	11%	16%	20%	9%
Turn of River	9%	8%	13%	8%
Stamford High School	11%	12%	14%	11%
Westhill High School	16%	18%	18%	15%
AITE	22%	26%	36%	26%
Adult Education	0%	13%	0%	25%
Hillandale	7%	0%	8%	7%
ARTS	13%	5%	0%	7%
Central Office*	27%	14%	25%	18%
DISTRICT TOTAL	12%	12%	14%	12%

* Central Office rates include teachers and administrators



Stamford Public Schools

EXCELLENCE IS THE POINT.

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