

SUPERINTENDENT UPDATE



East Hartford Public Schools

Thomas Anderson

Superintendent Key Items

- Human Resources Update
- School Opening Update
- School Performance Data
- Strategic Plan Update
- Superintendent Goals



OPENING WEEK





OPENING WEEK



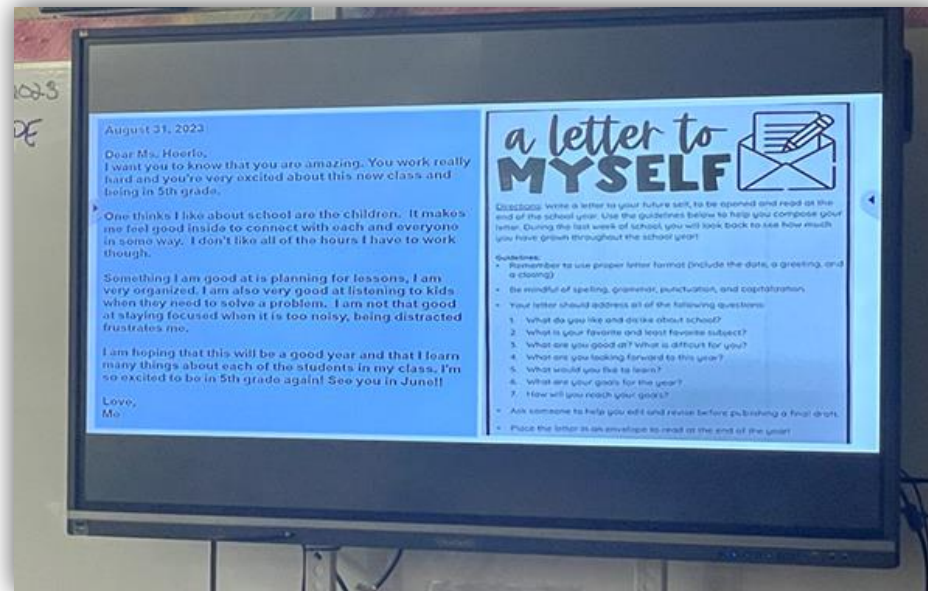
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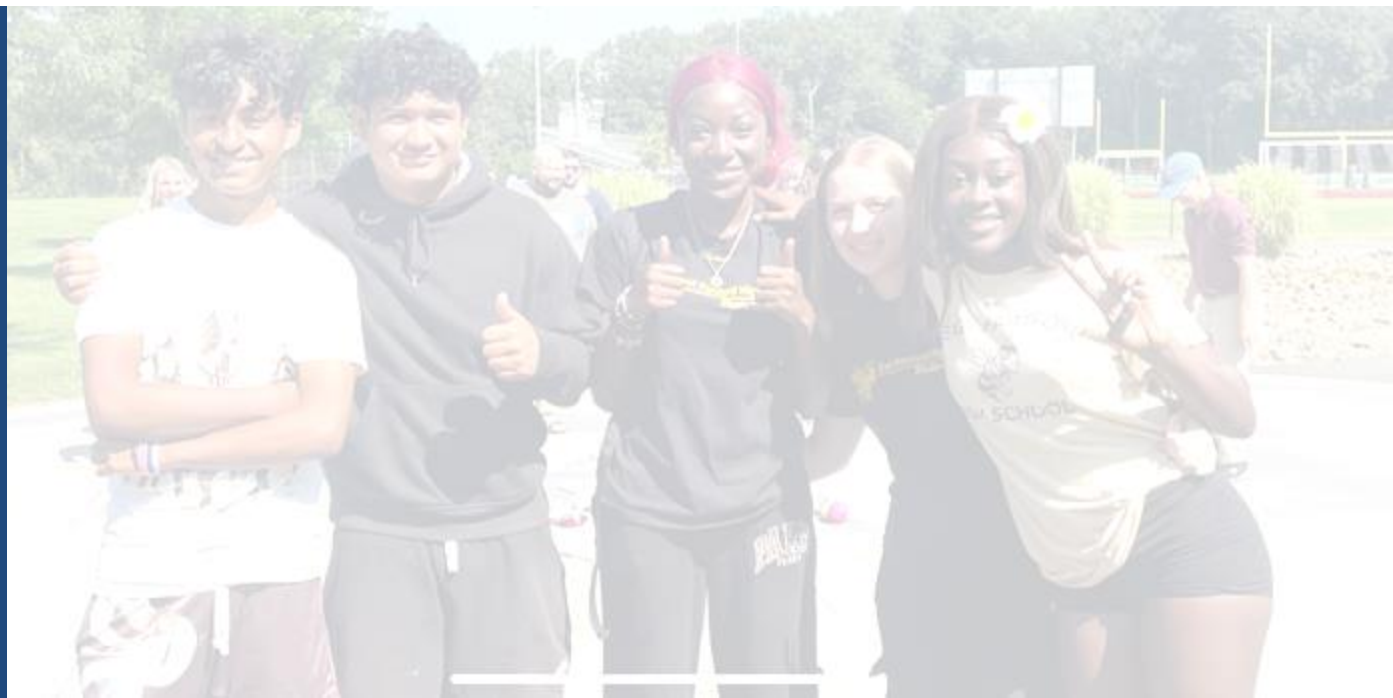
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A Visual Representation...



Student Performance Report SY 2022-2023



East Hartford Public Schools

*Elsie Torres, Assistant Superintendent
Anne Marie Mancini, Deputy Superintendent*

VISION

Schools that are the
Pride of our
Community

MISSION

To deliver a high quality
learning experience for
Every Child, Every Day

CORE BELIEFS



High Stakes Assessment Definitions and Summary

Purpose of High Stakes Assessments:

Assess district and school performance aligned to state and national benchmarks

Assessment	Content	Grade Level	Benchmark/Qualifying Scores
Smarter Balanced Assessments (SBA)	ELA and Mathematics	3, 4, 5 , 6, 7 and 8	3 and 4
Next Generation Science Standards (NGSS) Assessment	Science	5, 8 and 11	3 and 4
SAT	ELA (EBRW) Math	11	480 (Math) 530 (EBRW)
Advanced Placement (AP) Exams	** EHHS offers 17 AP courses in a variety of content areas	10-12	3, 4 or 5
International Baccalaureate (IB) Exams	Math, ELA, Science, WL, SS, PE, Visual Art	12	36

Performance Index Results

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

Category	EHPS ELA Performance	State ELA Performance	EHPS Math Performance	State Math Performance	EHPS Science Performance	State Science Performance
All Students	57.4	63.9	52.0	59.7	54.0	61.6
High Needs (EL, F/R Lunch, SPED)	53.4	54.1	48.2	48.9	49.6	51.1
Not High Needs	69.5	75.3	63.6	72.2	66.2	72.9
Black	57.3	53.3	50.8	45.8	52.3	48.3
Hispanic	55.0	54.1	50.1	48.8	52.1	50.9
White	65.7	70.9	60.2	67.7	63.8	69.3

Smarter Balanced Performance: ELA

Reading	SBA 2015	SBA 2016	SBA 2017	SBA 2018	SBA 2019	2020 (no testing)	2021 (hybrid)*	SBA 2022	SBA 2023
Grade 3	27%	29%	28%	34%	35%		<i>In-person and virtual testing</i>	33%	32%
Grade 4	33%	32%	29%	31%	39%			31%	35%
Grade 5	33%	41%	32%	36%	40%			35%	35%
Grade 6	32%	33%	34%	31%	30%			35%	42%
Grade 7	25%	30%	30%	38%	36%			43%	38%
Grade 8	30%	27%	30%	38%	37%			34%	38%
District	29%	32%	30%	35%	36%			35%	36%

Smarter Balanced Performance: Math

Math	SBA 2015	SBA 2016	SBA 2017	SBA 2018	SBA 2019	2020 (no testing)	2021 (hybrid)*	SBA 2022	SBA 2023
Grade 3	27%	26%	24%	32%	30%		<i>In-person and virtual testing</i>	36%	32%
Grade 4	25%	27%	21%	23%	31%			27%	35%
Grade 5	11%	14%	20%	15%	21%			23%	35%
Grade 6	12%	12%	11%	21%	15%			20%	42%
Grade 7	12%	12%	17%	22%	20%			21%	38%
Grade 8	10%	10%	9%	22%	18%			20%	38%
District	16%	17%	17%	22%	22%			23%	29%

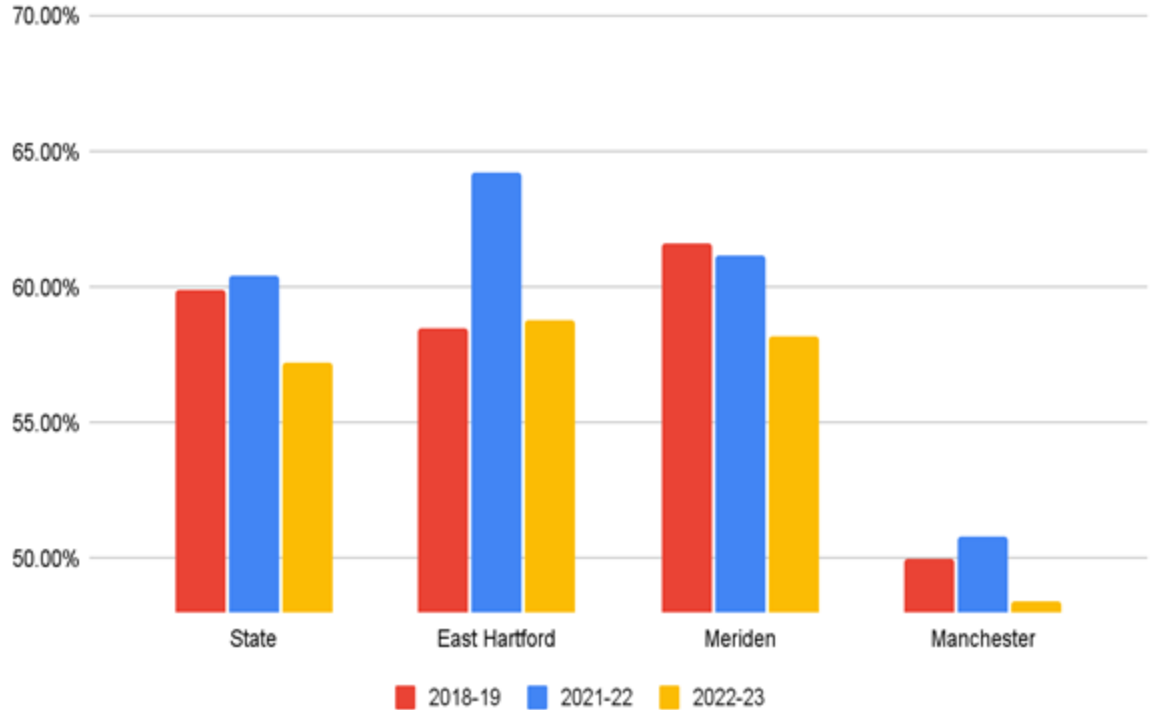
NGSS Assessment Performance: Science

Science	NGSS 2019	NGSS 2020	NGSS 2021	NGSS 2022	NGSS 2023
Grade 5	30%	<i>No Testing</i>	<i>Hybrid: In-person and online testing</i>	34%	36%
Grade 8	31%			36%	41%
Grade 11	34%			31%	31%
District	32%	N/A	N/A	34%	36%

ELA

	2018-19	2021-22	2022-23
State	59.90%	60.40%	57.20%
East Hartford	58.50%	64.20%	58.80%
Meriden	61.60%	61.20%	58.20%
Manchester	50.00%	50.80%	48.40%

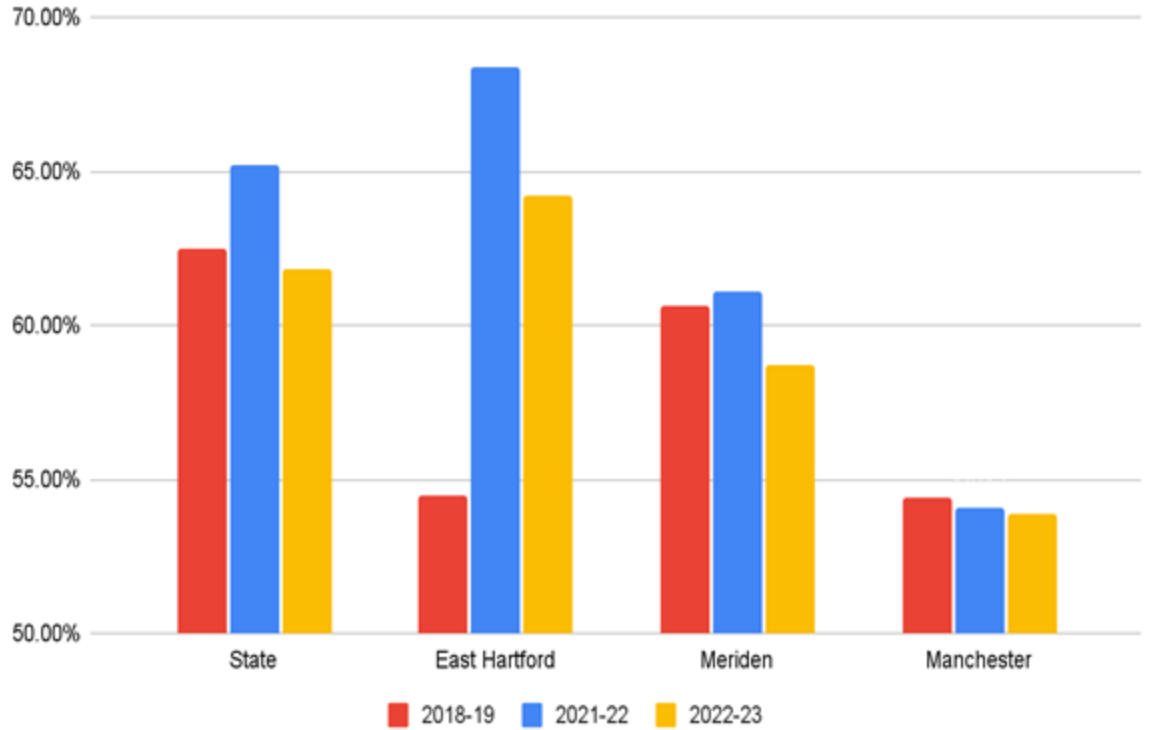
Average Percentage of Target Achieved in ELA



MATH

	2018-19	2021-22	2022-23
State	62.50%	65.20%	61.80%
East Hartford	54.50%	68.40%	64.20%
Meriden	60.60%	61.10%	58.70%
Manchester	54.40%	54.10%	53.90%

Average Percentage of Target Achieved in MATH



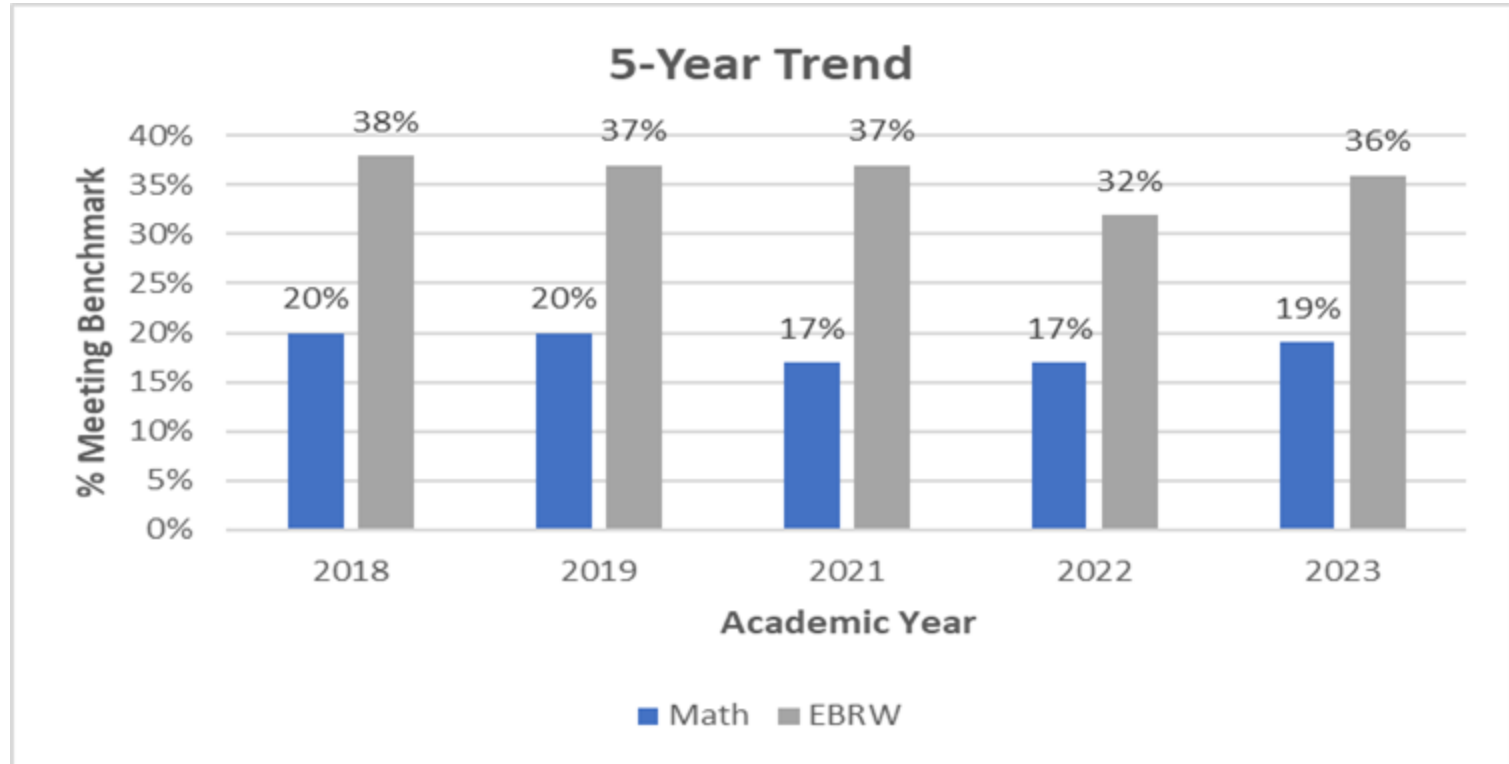
Ranking of the Difference in Performance Index in Priority Districts from 2021-22 to 2022-2023

District Name	Student Group	Subject	2018-19 Performance Index	2021-22 Performance Index	2022-2023 Performance Index	Difference from 2022 to 2023	Pandemic Recovery 2019 to 2023
East Hartford PS	All Students	Mathematics	50	49	52	+3	+2
Meriden PS	All Students	Mathematics	57.9	53.3	55.6	+2.3	-2.3
New Britain PS	All Students	Mathematics	42.8	37.6	39.9	+2.3	-2.9
WindhamPS	All Students	Mathematics	55.3	46.9	49	+2.1	-6.3
Waterbury PS	All Students	Mathematics	48.6	42.3	43.8	+1.5	-4.8
Manchester PS	All Students	Mathematics	53.5	47.7	49.1	+1.4	-4.4
Norwich PS	All Students	Mathematics	53.1	45.5	46.9	+1.4	-6.2
Danbury PS	All Students	Mathematics	58.8	51.6	52.9	+1.3	-5.9
New London PS	All Students	Mathematics	49.7	41.1	42.2	+1.2	-7.5
New Haven PS	All Students	Mathematics	50.6	42	43	+1	-7.6
Ansonia PS	All Students	Mathematics	53.6	44.8	45.6	+0.8	-8
Norwalk PS	All Students	Mathematics	60.7	54.9	55.4	+0.5	-5.3
Hartford PS	All Students	Mathematics	47.3	41.5	41.8	+0.3	-5.5
Stamford PS	All Students	Mathematics	61.1	54.3	54.4	+0.1	-6.7
Bridgeport PS	All Students	Mathematics	46.4	42.1	41.8	-0.3	-4.6

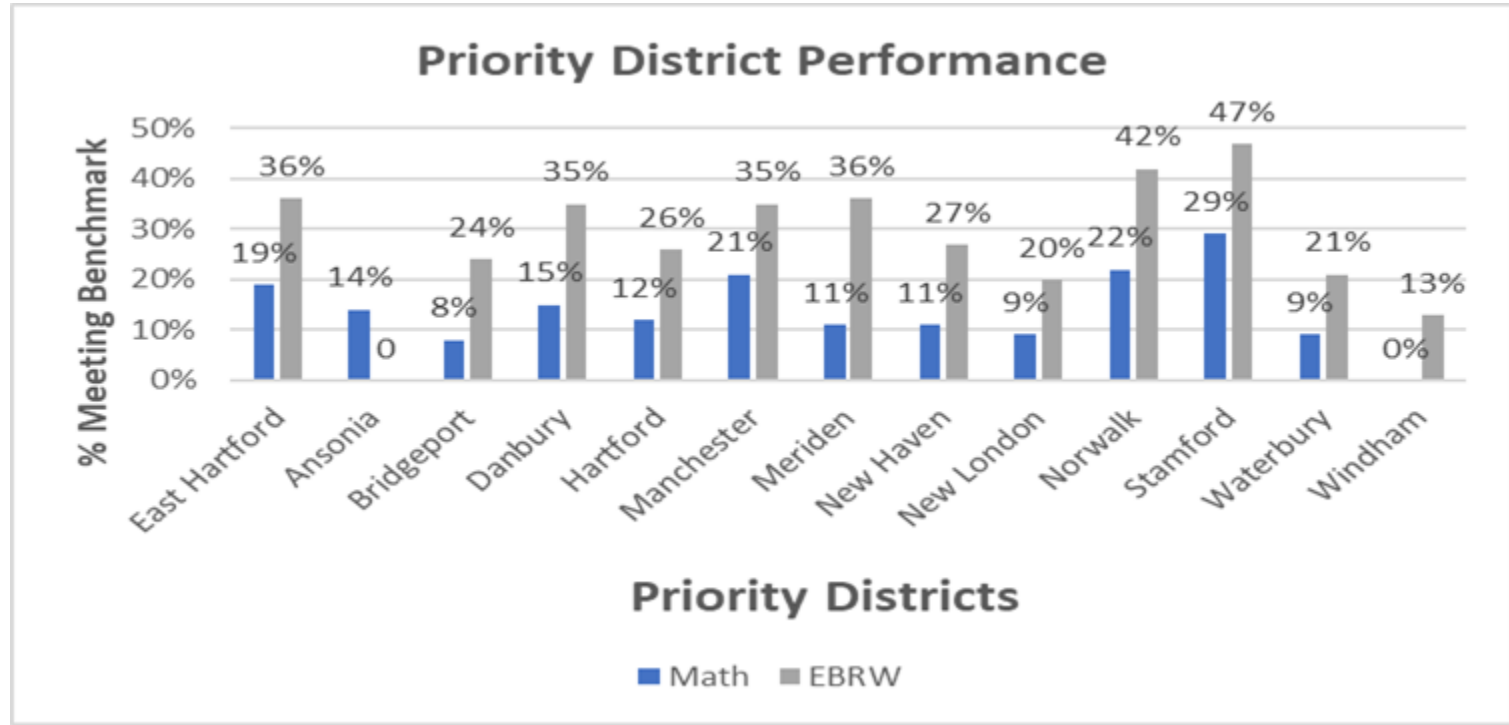
Ranking of the Difference in Performance Index in Priority Districts from 2021-22 to 2022-2023

District Name	Student Group	Subject	2018-19 Performance Index	2021-22 Performance Index	2022-23 Performance Index	Difference 2021-22 to 2022-23	Pandemic Recovery 2019 to 2023
East Hartford PS	All Students	ELA	58.1	56.4	57.4	1	-0.7
Meriden PS	All Students	ELA	63.1	60.8	61.5	0.7	-1.6
New London PS	All Students	ELA	55.7	49	49.1	0.1	-6.6
Danbury PS	All Students	ELA	64.3	57.9	57.8	-0.1	-6.5
Manchester PS	All Students	ELA	58	53.5	53.1	-0.4	-4.9
New Haven PS	All Students	ELA	57.8	51.3	50.8	-0.5	-7
Bridgeport PS	All Students	ELA	54.3	50.1	49.5	-0.6	-4.8
Waterbury PS	All Students	ELA	55.6	51.3	50.7	-0.6	-4.9
New Britain PS	All Students	ELA	50.6	47.1	46.4	-0.7	-4.2
Windham PS	All Students	ELA	59.5	52.5	53.2	-0.7	-6.3
Norwich PS	All Students	ELA	58.3	53.4	52.6	-0.8	-5.7
Hartford PS	All Students	ELA	52.7	48.3	47.4	-0.9	-5.3
Norwalk PS	All Students	ELA	65	60.3	59.4	-0.9	-5.6
Stamford PS	All Students	ELA	65	60.4	58.5	-1.9	-6.5
Ansonia PS	All Students	ELA	59	51.7	49.8	-1.9	-9.2

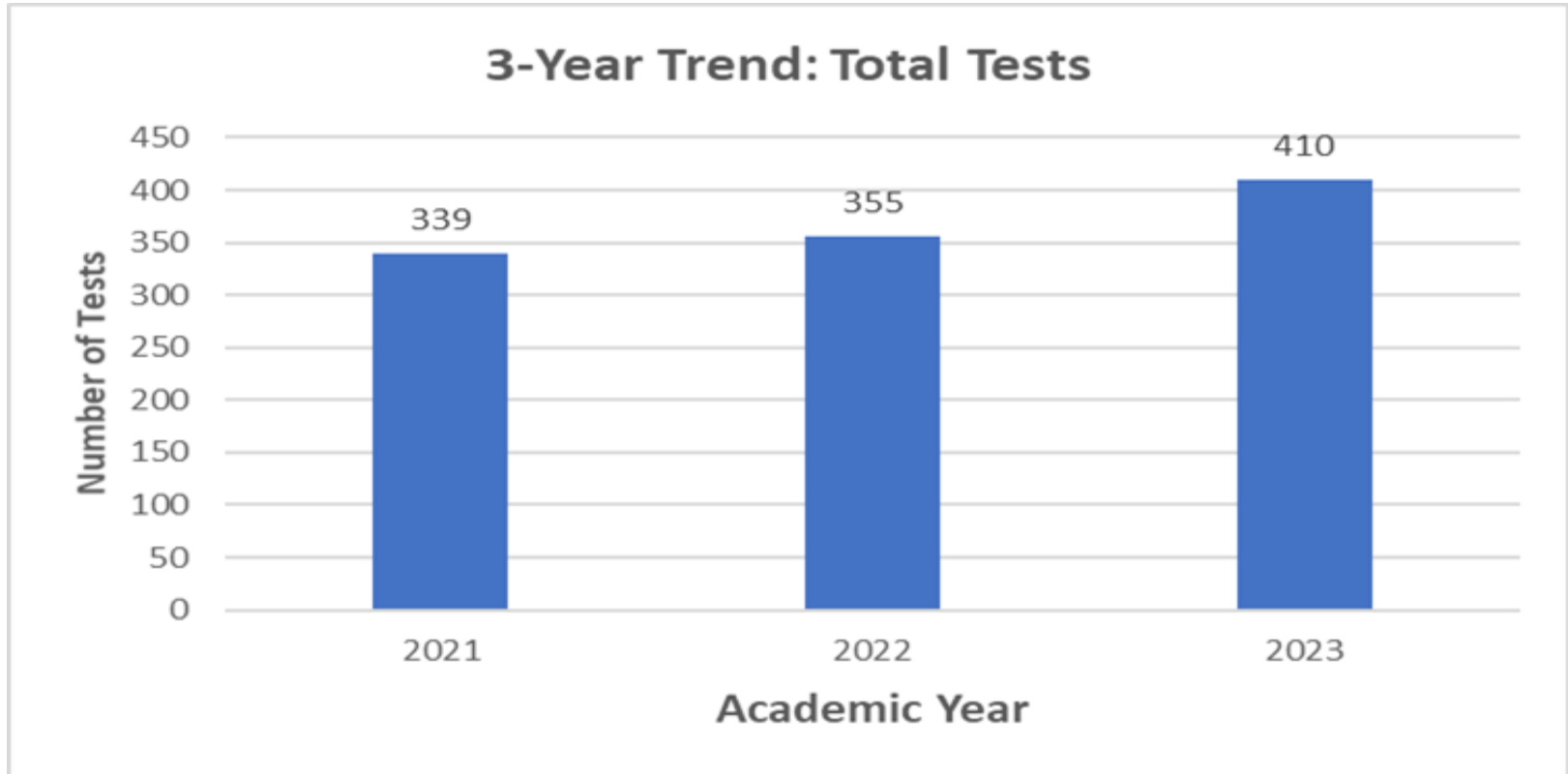
SAT Performance



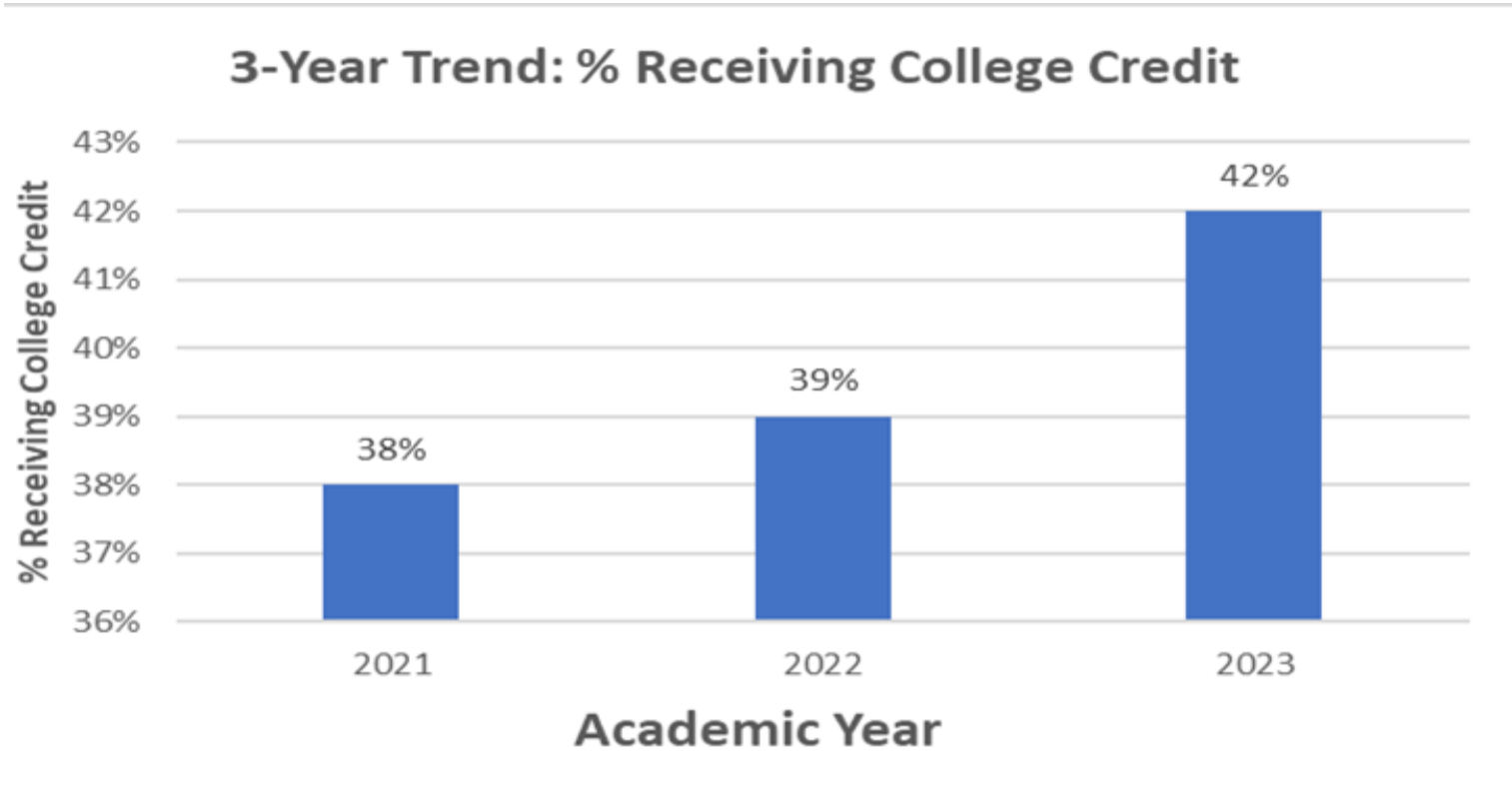
SAT Performance



Advanced Placement Exams

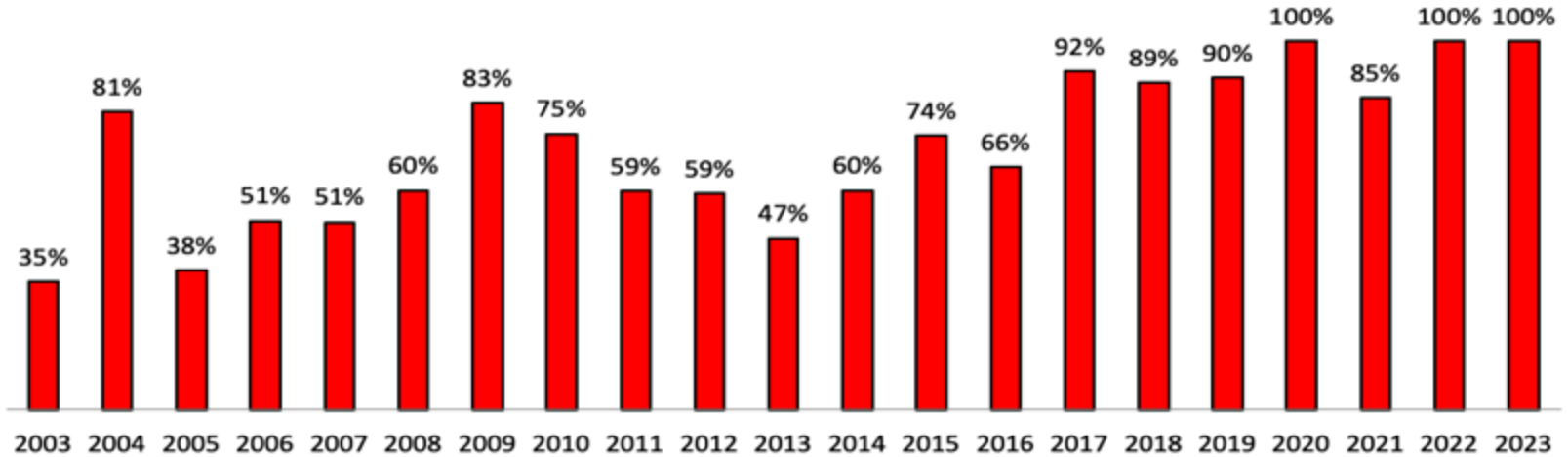


Advanced Placement Exams



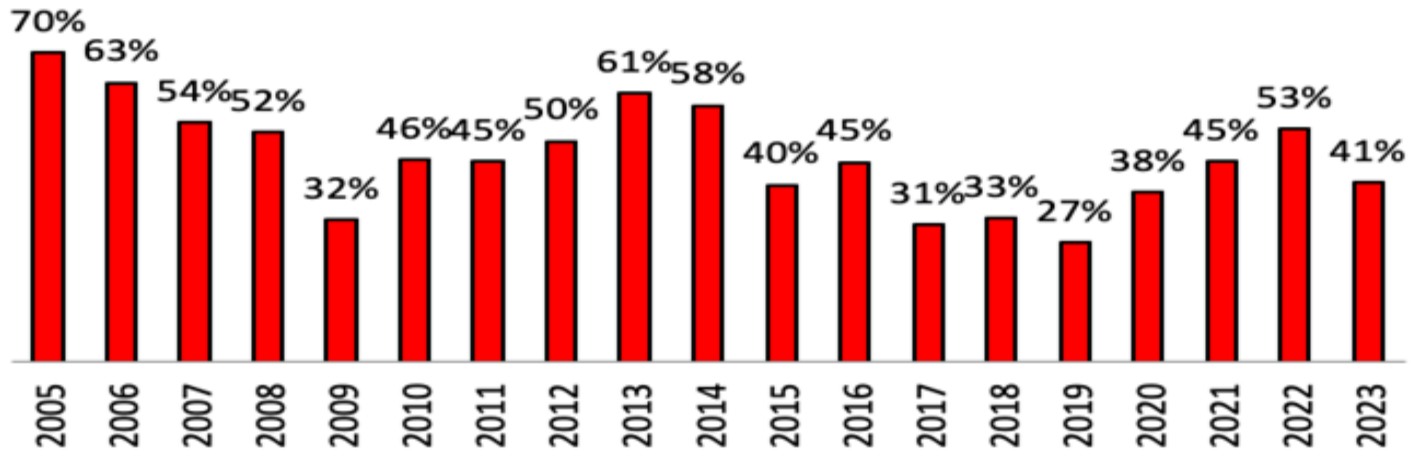
IB Exams

Percentage of CIBA Seniors Registered as Diploma Candidates



IB Exams

Percent of Candidates Who Earned the IB Diploma



Questions or Comments

Strategic Plan – Pride in 5



- 1 Accelerate Achievement for Every Child*
- 2 Weave Webs of Caring and Empowering Supports*
- 3 Transform Structures and Systems*
- 4 Diversify and Grow Our Talented Workforce*
- 5 Expand Opportunities and Options for Success*



Project: Implement Culturally Responsive Teaching Plan (Year 3 of UDL - Middle & High School Classrooms)

Priority Alignment: Diversify and Grow Our Talented Workforce

Project Description: As a next step in a dedicated pathway to culturally responsive, student-centered teaching and learning for students, EHPS will lead a professional development series on Universal Design for Learning (UDL) for EHMS and SSR staff. The book study will consist of three half-day sessions on UDL Instructional design and planning, and four 1-hour staff meetings dedicated to key chapters in the *Equity by Design* text. High school staff will receive professional learning on UDL during half-day sessions that support their transition to planning and delivering instruction in the “block” or extended learning model. Lastly, mathematics teachers will take part in a series of professional development sessions on the *Building Thinking Classrooms* model. This set of high-leverage and culturally responsive strategies has been shown to increase student engagement and aligns with the larger vision of UDL.



STRATEGIC PLAN

Project: Improve Student Attendance

Priority Alignment: Weave Webs of Caring and Empowering Supports

Project Description: This project will focus on emphasizing the importance of attendance to engage students and families in the teaching and learning process. The foundational strategies will include promoting whole-school, positive conditions for learning that celebrate attendance and engagement. Additionally, school teams will participate in multiple weekly attendance meetings geared to proactively impact student attendance while preventing chronic absenteeism and its impacts on achievement. The Tier II strategies include school teams developing personalized plans to support improvements in attendance and engagement, conducting regular home visits, and meeting 1-1 with students and families. As a supplement to the EHPS' program, CSDE's LEAP (Learner Engagement Attendance Program) supports the district in responding to absences with care and support and on building trusting relationships that promote belonging and supporting safe, connected schools through a data-driven, problem-solving approach that identifies personal and systemic barriers to attendance and engagement.





Project: Improve the customer service experience for families

Priority Alignment: Transform Structures and Systems

Project Description: Assess how EHPS collectively prioritizes the “customer” experience. Determine which strategies to implement that will positively impact the customer service experience for students, families, and employees. Analyze and provide clarity on expectations for district and building leadership to ensure all team members adhere to protocols. Implement monitoring structures to support the improvement of customer service. To be more efficient and fiscally responsible, we will assess and employ strategies that positively impact the data collection and analysis process. Lead the work to collectively work more strategically for a greater impact in all areas of the organization with a sense of controlled urgency.





Project: Modernize Food Service Infrastructure and Programs to Increase Participation

Priority Alignment: Transform Structures and Systems

Project Description: The focus on equipment replacement in FY23 allows the Food Service program to now concentrate on planning and executing larger infrastructure projects, including the Woodland Serving Line Replacement, developing the EHHS Café Serving area for summer 25 execution, and refreshing the EHMS café with improved marketing and menu plans. Modernizing the “look, feel, and tastes” of the program will help to recruit and restore staff levels (including supervisory staff, and ultimately increase student enjoyment and participation- leading to higher meal counts.

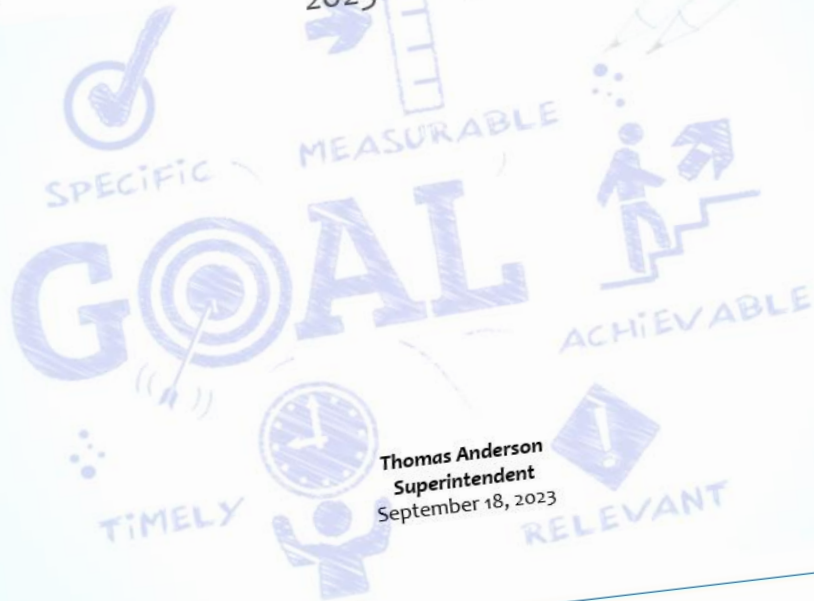


East
Hartford
Public
Schools

Every Child Every Day

SUPERINTENDENT GOALS

2023 - 2024



Thomas Anderson
Superintendent
September 18, 2023



East
Hartford
Public
Schools

Every Child Every Day



Pride IN 5

SUPERINTENDENT GOALS 2023 - 2024

THOMAS ANDERSON

SELF-ASSESSMENT FRAME: In accordance with the Superintendent's Evaluation Procedures and Plan, this Self-Assessment frame is designed to provide the Superintendent with an opportunity to present to the East Hartford Board of Education on the progress made towards the original goals set for the annual process. For more detail, please consult the Strategic District Plan/Accountability Process.

EVALUATION KEY: The following key provides a description of the headers/components of the Superintendent's evaluation. Please use this for reference only.

- **ASSESSMENT CATEGORIES:** The Assessment Categories and descriptions are the required components of the Superintendent's evaluation. The bulleted descriptions below each category signify examples of work the Superintendent may do in relation to each category.
- **ACTION STEPS:** Action Steps provide a detailed listing of the work the Superintendent will accomplish within an Assessment Category. Action Steps focus on a limited number of high priority work areas often reflected in the District Improvement Plan. This process demonstrates alignment to Board Goals and District Improvement Plans.
- **PROGRESS/RESULTS/REFLECTIONS:** Progress/Results/Reflections signify the work that the Superintendent has completed in relation to the Assessment Category. Please note that for the sake of this document, this list has been annotated and is not comprehensive of all district work. For further details, please contact the Superintendent.
- **ASSOCIATED DOCUMENTS:** As a part of this evaluation, several key documents have been provided as evidentiary pieces that provide the rich detail and associated metrics of work that has been completed. In addition, significant documentation has been posted at www.easthartford.org aligned to the Performance and Accountability Department. Please let me know if you need further documentation.

SUPERINTENDENT GOALS 2023 - 2024

THOMAS ANDERSON

Priority Alignment: Expand Opportunities for Success

Project: Provide Access and Opportunity for Career-based Experiences

Project Description: EHPS will continue its work with ReadyCT to provide work-based learning experiences to students aligned with career instruction focused on the following industry sectors: manufacturing, nursing and health occupations, and public safety. The targeted goal for this program is to engage and place between 50-75 students annually from EHHS and Synergy in consultation with ReadyCT and its affiliate, CBIA. Students will also be given the opportunity to earn industry-recognized credentials. As a part of this initiative, Synergy will begin to implement a manufacturing program this year using funds it received from a federal grant (DP #26)

Pride in 5 District Strategic Plan
BOE Report October 16, 2023

Priority Alignment: Diversify and Grow Our Talented Workforce

Project: Implement Culturally Responsive Teaching Plan (Year 3 of UDL- Middle & High School Classrooms)

Project Description: As a next step in a dedicated pathway to culturally responsive, student-centered teaching and learning for students, EHPS will lead a professional development series on Universal Design for Learning (UDL) for EHMS and SSR staff. The book study will consist of three half-day sessions on UDL Instructional design and planning, and four 1-hour staff meetings dedicated to key chapters in the *Equity by Design* text. High school staff will receive professional learning on UDL during half-day sessions that support their transition to planning and delivering instruction in the “block” or extended learning model. Lastly, mathematics teachers will take part in a series of professional development sessions on the *Building Thinking Classrooms* model. This set of high-leverage and culturally responsive strategies has been shown to increase student engagement and aligns with the larger vision of UDL (dp#21)

Pride in 5 District Strategic Plan
BOE Report November 13, 2023

B. PROFESSIONAL LEADERSHIP AND PERSONAL QUALITIES

- Develops and effectively implements the District Strategic plan reflecting the district’s comprehensive needs (i.e., academic, operational and climate).
- Effectively empowers staff through delegation of responsibility, authority and accountability as appropriate.
- Maintains visibility throughout the district while being personable and collaborative in leadership.
- Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- Effectively communicates in writing and verbally in a clear, concise manner that is appropriate for various audiences.
- Provides actionable constructive feedback to staff in preparation for evaluating their performance.

SUPERINTENDENT GOALS 2023 - 2024

THOMAS ANDERSON

ASSESSMENT CATEGORIES:

A. EDUCATIONAL PROGRAMS

- Demonstrates overall educational leadership for the East Hartford Public Schools while creating and reinforcing high expectations across the district.
- Works to increase access and equity to increase student opportunities to raise student achievement levels in all schools.
- Ensures the District Strategic Plan is intentional and projects focus to strengthen effective areas while eliminating disparities in student achievement.
- Implements effective strategies and monitors progress toward meeting the Board's approved academic and operational goals.
- Promotes a positive school culture by providing an effective instructional program and designing a comprehensive professional development plan for staff.
- Ensures the implementation and administration of sound staff professional development and evaluation plans.
- Promotes and supports best practices in teaching and learning, social development, organizational structures, and data analysis and management.
- Participates in data meetings and learning walks to stay informed of all aspects of the educational programs.

ACTION STEPS	PROGRESS/RESULTS/REFLECTIONS
<p>Priority Alignment: Accelerate Academic Achievement for Every Child</p> <p>Project: Implement, train, and further develop common instructional practices aligned with the Science of Reading, and research-based literacy practices in grades PreK-5 for Literacy success, growth and achievement.</p> <p>Project Description: EHPS will focus on aligning all literacy practices for curriculum, assessment and instruction to the Science of Reading (SoR) in PreK-Grade 5 to ensure that all readers are skilled, fluent, and strategic readers and writers. This efficacy of literacy skills makes success in all content areas possible. Aligning instruction, intervention, and meaningful practice based on priority literacy skills and a framework for acquisition of reading skills is central to the work of building the whole reader. Through comprehensive Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning, supporting district SoR PD, and aligned instruction and assessment practices, we will increase the ability for educators to follow science-aligned reading practices, as well as targeted data analysis and planning to improve student outcomes in literacy. Elevating educator knowledge, tools, and practices will directly impact student outcomes in reading, writing and spelling.</p>	<p>Pride in 5 District Strategic Plan BOE Report March 11, 2023</p>

SUPERINTENDENT GOALS 2023 - 2024

THOMAS ANDERSON

- Engages in ongoing personal and professional learning by reading, conference attendance, professional committee participation, district collaboration, personal coursework, and participation in local, regional and national organizations, with other superintendents

ACTION STEPS-	PROGRESS/RESULTS/REFLECTIONS
<ul style="list-style-type: none"> • Update and implement District Strategic Plan 2024 • Support the enhancement of district leadership capacity including executive leadership team • Participates in key district and partner meetings and events throughout the district and region. • Establish effective communication practices with the staff, families, BOE, and stakeholders through multiple modalities • Participate in multiple professional learning opportunities aligned with personal skill and leadership development including presenting and participating in small, select Superintendent meetings <ul style="list-style-type: none"> ○ Local and Regional Superintendent Meetings: <ul style="list-style-type: none"> ▪ Hartford Area Superintendent's Association (HASA) ▪ CT Association of Public Schools (CAPSS) ▪ CT Association of Urban Superintendents ○ National and Regional Conferences <ul style="list-style-type: none"> ▪ Renaissance Superintendent Meeting (select invitations): Washington, DC (October 2023) ▪ NABSE National Conference: New Orleans, LA (November 2023) ▪ Other conferences and workshops that align with my growth and are feasible ○ Enroll in at least 1 advanced level course in Spring 2024 	P1524 District Strategic Plan Monthly Updates BOE Report: Sept 18, 2023, February 12, 2024, June 10, 2024

C. SUPERINTENDENT – BOARD OF EDUCATION RELATIONS

- Assists BOE in the development and achievement of strategic goals and objectives.
- Provides professional advice and keeps the BOE informed and updated on relevant educational issues including system needs, and EHPS operations by providing appropriate recommendations and supporting data.
- Maintains a cooperative working relationship with the BOE through consistent, effective communication.
- Attends BOE meetings and actively engages in BOE deliberations relevant to the Superintendent leadership role.
- Interprets and executes the intent of BOE policies while also preparing, maintaining and recommending updates as appropriate.
- Engages in respectful, impartial and balanced communication with BOE members that is reciprocal. The Superintendent, as the liaison between the BOE and all EHPS staff, will efficiently ensure information is appropriately evaluated and shared.

ACTION STEPS	PROGRESS/RESULTS/REFLECTIONS
<ul style="list-style-type: none"> • Implement BOE/Superintendent Goal Setting Process <ul style="list-style-type: none"> ○ Development and Implementation of Annual District Strategic Plan/BOE Goals aligned to Pride in 5 ○ Informational Reports/Develop annual calendar of reports on district work • Actively invite and encourage BOE participation and inclusion in district events • Establish practice of sharing pertinent information with the BOE via memos and reports 	BOE Informational Report BOE Calendar of Events

SUPERINTENDENT GOALS 2023 - 2024

THOMAS ANDERSON

- Implement the decisions of the BOE with fidelity

D. COMMUNITY RELATIONSHIPS

- Effectively engages students, staff and families to establish two-way communication and stronger partnerships
- Builds cooperative relationships with media outlets to enhance positive media coverage of District work.
- Provides timely responses and communicates effectively with staff and community, as appropriate, and ensures adherence and appropriate response through the chain of command and keeps the BOE informed, as appropriate.
- Provides the community with timely and pertinent information regarding the District via emails, video, social and print media.
- Cultivates and maintains a cooperative working relationship with key partners, community organizations and local, state, and federal government agencies.
- Actively engages in community life and affairs as they pertain to EHPS.

ACTION STEPS

PROGRESS/RESULTS/REFLECTIONS

Priority Alignment: Transform Structures and Systems

BOE Report December 18, 2023

Project: Improve the customer service experience for families

Project Description: Assess how EHPS collectively prioritizes the “customer” experience. Determine which strategies to implement that will positively impact the customer service experience for students, families, and employees. Analyze and provide clarity on expectations for district and building leadership to ensure all team members adhere to protocols. Implement monitoring structures to support the improvement of customer service. To be more efficient and fiscally responsible, we will assess and employ strategies that positively impact the data collection and analysis process. Lead the work to collectively work more strategically for a greater impact in all areas of the organization with a sense of controlled urgency

Develop and publish annual legislative agenda

BOE Report January 22, 2024

Create a strategic plan to strengthen and refine all EHPS outreach as a collective organization and individual schools as it impacts staff (hiring, retention, and recruitment), community outreach (creating pride through accurate stories and testimonials about our schools), leverage alumni (access current employees and other to raise the EHPS profile by highlighting success stories), and high-quality media relationships (frequent communication for print, video and social media) to enhance all public relations efforts.

EHPS District Website
EHPS social media (Facebook, Instagram, etc.)

E. BUSINESS MATTERS

- Collaborates to develop and advocate for a fiscally responsible annual budget with broad participation aligned with Board policy and goals.
- Provides the Board and school community with timely budget information to facilitate in-depth engagement around its priorities.
- Implements the approved budget while staying knowledgeable and monitoring the complete financial status of EHPS.
- Ensures financial controls are aligned and support the fiscal responsibility of expending funds.
- Evaluates the fluidity and trends and patterns of financial needs to makes necessary recommendations for financial adjustments.

ACTION STEP

PROGRESS/RESULTS/REFLECTIONS

SUPERINTENDENT GOALS 2023 - 2024

THOMAS ANDERSON

District Resources

- Effectively manage the FY24 Budget with focus on long term strategy
 - Work closely with Town Finance Office to address Insurance Reserves/OPEB contributions
- Collaboratively develop the FY25 budget process with Board of Education and Town leadership with through effective communication and advocacy

BOE Budget
Development/Workshop Process
TBD

Priority Alignment: Transform Structures and Systems

Project: Manage Construction Phase of Major Projects

Project Description: The massive amount of planning conducted in FY22 to develop bid-ready projects transitioned to the execution phase in FY23. The largest CapEx spend in recent years is occurring, with close to \$48M of projects in the final aspects of the construction phase. The team continues to address external challenges including supply chain difficulties, labor shortages, and inflation, these combined with the routine internal challenges of scheduling and minimizing customer impact to meet the always-present goal of value maximization.

Facility Report
Capital Improvement Plan (CIP)
BOE Report October 16, 2023,
January 22, 2024

Thomas Anderson
Superintendent

Date

THANK YOU