October 6, 2014 Staples High School

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:
6:30 p.m., Staples High School, Room 333, Pupil Services Conference Room

ANTICIPATED EXECUTIVE SESSION: Administrative Personnel Matter

RESUME PUBLIC SESSION

PLEDGE OF ALLEGIANCE: Staples High School, Cafeteria B (Room 301), 7:30 p.m.

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: September 22, 2014

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

DISCUSSION/ACTION:

1.	National Executive Service Corps – Proposal for Scope of Study for Productivity and Efficiency in School Operating Budget		Dr. Landon Ms. Kleine Ms. Aronow
2.	Policy P3400 and Regulation R3400: Capital Projects	(Encl.)	Dr. Landon

INFORMATION:

1.	Standardized Testing Results: 2013-14 School Year	(Encl.)	Ms. Carrignan Mr. D'Amico Ms. Droller
2.	Modifications to Social Skills Curriculum	(Encl.)	Ms. Droller Dr. Babich Megan Clarke
3.	Enrollment and Staffing 2014-15 School Year	(Encl.)	Dr. Landon Ms. Cion
4.	School Bus Arrival and Departure Times	(Encl.)	Mr. Longo Ms. Evangelista

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.
The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Policy P3400 and Administrative Regulation R3400 – Capital Projects

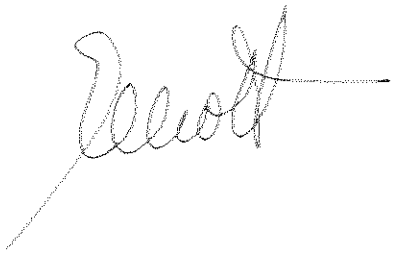
Date: October 6, 2014

The above-referenced Policy and Administrative Regulation was presented to the Board of Education for review and discussion at our meetings of September 8 and September 22, 2014 and both have been amended to include recommendations from individual members of the Board at that meeting and in subsequent correspondence to me. This final draft of the two documents is being presented to the Board at the meeting of October 6 for discussion and possible approval.

Should the Board elects to approve P3400 and R3400 at the meeting of October 6, I have prepared a Resolution for Board approval.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves Policy P3400 and Administrative Regulation R3400, Business and Non-Instructional Operations, Capital Projects, said policy and regulation to be included with the Minutes of the Meeting of October 6, 2014.



Business and Non-Instructional Operations

Capital Projects

Purpose

The Westport Board of Education recognizes the importance of the need for sound business practices in spending public funds for required capital projects. To ensure that capital projects are completed in a timely fashion within approved financial guidelines as determined by the Board of Education, the Board of Finance and the RTM without sacrificing quality or educational purpose, all capital projects undertaken must comply with federal, state, town, and Westport Public Schools requirements, as well as generally accepted business practices.

Definition

Capital projects are those necessitated by a need for the improvement or purchase of a fixed asset classified as property, plant or equipment for which the Board of Education has been granted a special appropriation by the Board of Finance and the Representative Town Meeting (RTM) in an amount of $100,000 or more.

Authority

The expenditure of funds for capital projects shall be centralized under the Director of School Business Operations who shall be responsible for all capital projects for the district. In accordance with the Westport Town Charter, the Director of School Business Operations is the designated representative of the Board of Education to act with the Finance Director of the Town in accounting for all capital project expenditures.

Bidding

For capital projects meeting the definitional threshold, formal bid(s) must be sought.

Reference: Connecticut General Statutes

10-220 Duties of boards of education

Policy adopted:

Business and Non-Instructional Operations
Capital Projects

Purpose
To ensure that capital projects are completed in a timely fashion within approved financial guidelines as determined by the Board of Education, the Board of Finance and the RTM without sacrificing quality or educational purpose and comply with federal, state, town, and Westport Public Schools requirements, as well as generally accepted business practices.

Procedures

With the initiation of an approved capital project, the Director of School Business Operations shall initiate the following:

1. Issue to the Board of Education quarterly tracking reports with project timelines that include:
    - 1.a. Town Capital Budget, Actual to Date, Balance and Variances
    - 1.b. Board of Education Operating Budget Expenditures
        - 1.b.i. Operating Budget Total
        - 1.b.ii. Actual to Date
        - 1.b.iii. Encumbrances to Date
        - 1.b.iv. Object Codes
        - 1.b.v. Operating Budget Balances, both Positive and Negative
    - 1.c. Town Capital Budget/Board of Education Operating Budget Expenditures Combined Budget, Actual to Date, and Balance

2. Town Purchase Order Number, Vendor Name, Fiscal Year, Purchase Order Amount, and Item Description
    - 2.a. Sample item descriptions to include: Construction documents, Prequalify bidders, Bid and Negotiation, Construction administration, Reimbursable expenses, and Change Orders
    - 2.b. Date, Invoice Number, and Payment

3. Short Narrative Pertaining to Project Status

Where it may be necessary to supplement funds designated for capital expenditures with budgeted operating funds, the Superintendent is authorized to apply funds from the operating budget to a capital project in an amount not to exceed $10,000 under normal conditions and in an amount not to exceed $25,000 in emergency situations. If the urgent need for the application of such funds prevents the Board from meeting in a timely fashion to consider such application, all applications made in such instances shall be announced at the next regularly scheduled meeting of the Board.

All capital projects are to include a sum for contingency overruns in the range of 10% - 15%.

Reporting

During the project, the Superintendent of Schools shall, on a monthly basis, proactively alert the Board of Education if projected expenses of the project are anticipated to exceed the approved amount. The Board of Education will make a determination as to whether to seek a supplemental appropriation from the Town of Westport or utilize its operating budget to fund unanticipated overruns in expenditures.

Should the Board determine that it cannot fund the capital project with a supplemental appropriation from its operating budget, the chairperson of the Board shall notify the Board of Finance and shall submit a request for additional funds in the same manner as is provided for departments, boards or agencies of the Town of Westport and no additional funds shall be expended unless such supplemental appropriation shall be granted. No supplemental expenditures shall be made in excess of those granted through the appropriating authority that cannot be accommodated through the Board of Education's operating budget and the capital appropriation.

Upon completion of the project, the Director of School Business Operations shall prepare an end-of-project report similar to the required monthly reports.

Legal Reference: Connecticut General Statutes
§10-222, Appropriations and Budget

Regulation adopted:

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Standardized Testing Report

Date: October 6, 2014

To be found as an attachment to this memorandum is the annual Standardized Testing Report of the Westport Public Schools for the 2013-14 school year. This report has been prepared by Natalie Carrignan who serves both as District Director of Technology and District Testing Coordinator.

This is a comprehensive testing report that presents results on all standardized tests administered within our schools during the past school year, including those taken by students on an elective basis.

Ms. Carrignan has prepared a summary PowerPoint presentation (also included attached to this memorandum) to accompany the full report. At our meeting of October 6, Ms. Carrignan will be joined by Julie Droller, Director of Elementary Education and James D'Amico, Director of Secondary Education to respond to any questions raised by the Board with regard to the information contained within the report.

STANDARDIZED TESTING REPORT

Westport Public Schools

October 2014

Natalie Carrignan

Director of Technology/

District Testing Coordinator

Table of Contents

Introduction

This report contains information about the Westport Schools' standardized testing program and Westport students' performance on these tests. Although we report district performance on each specific test to the Board of Education, and individuals' test results to parents and students, this is a comprehensive standardized testing report presenting results on all the tests we administer as well as the college-related tests our high school students take on an individual elective basis.

While this report focuses on standardized testing, one must remember that student assessment in the Westport schools includes both classroom assessment and standardized testing. Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.

The format of this report includes:

- An introductory section from our assessment brochure outlining our standardized testing program
- Information and score reports on five standardized tests

While standardized tests provide very useful information, it is important to view results over time and to include many other indicators of success in evaluating our students' and schools' overall performance.

Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.

Student assessment in the Westport schools includes both classroom assessment and standardized testing. While in some minds, "standardized testing" is synonymous with "student assessment" in fact, student assessment incorporates much more.

Dr. Elliott Landon
Superintendent of Schools

James D'Amico
Director of Secondary Education, Research and Professional Development

Julie Droller
Director of Elementary Education

CLASSROOM ASSESSMENTS

Student assessments begin in the classroom. Each teacher evaluates students informally, everyday, observing their responses to questions, classroom contributions, interactions with other students, and their acquisition of basic skills. The teacher uses these informal observations to answer the questions "Are the students learning the basic skills? Have the students understood the concept I was planning to communicate?" If the answer is "No" the good teacher looks for another way to illuminate the concept, either for the class as a whole, or for individual students. If the answer is "Yes" then the teacher can move on to new information and new concepts.
Periodically, teachers augment these informal student assessments with more formal measures. Teachers use two types of formal assessment:

One type of assessment measures the students' ability to answer well-structured, unconditional questions (e.g., true/false, multiple-choice, short-answer or short essay questions, and math problems).
An alternative type of assessment evaluates students using a variety of indicators and sources of evidence, for example:

Performance Assessment is a teacher's evaluation of both the process students use to answer a question demonstrating their knowledge and skills, as well as the evaluation of the product they create.
Portfolio Assessment involves teacher evaluation of a collection of samples of an individual student's work showing progress over time.

CONNECTICUT PHYSICAL FITNESS ASSESSMENT

Physical fitness is an important component of Connecticut's overall educational program goals. All students in Grades 4, 6, 8 and 10 participating in physical education during the physical fitness testing period must be tested. The test is broken up into four components: the modified sit and reach, the partial curl-up, the right angle push-up, and the one-mile run/walk

STANDARDIZED TESTING

A standardized test is one that is administered and scored under the same conditions for all students. Through such tests, students in Westport are evaluated in relationship to students regionally, statewide, and nationally through our annual program of standardized testing.

These tests serve a variety of purposes:

They provide additional information to teachers, counselors, parents, and students on students' progress with basic skills.
They assist teachers in identifying students in need of additional support.
They provide information to administrators and teachers about curriculum and instruction.
They provide information about the performance of Westport students relative to students in the state and nation.
Some are required by state mandate.

STUDENTS ARE GIVEN TWO BASIC TYPES OF STANDARDIZED TESTS:

Norm-referenced Tests: (e.g., Otis Lennon School Ability Test (OLSAT)) provide a score that compares a student's performance to that of students in a "norm" group.

Criterion-referenced Tests: (e.g. the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)), provide a score that compares a student's performance to specific standards.

(CMT GENERATION IV)

The CMT is a criterion-referenced test given to students in the third, fourth, fifth, sixth, seventh and eighth grades each year. Required by the State of Connecticut, it tests mathematics, reading, writing, and science.

READING:
The reading tests measure students' ability to interpret text by responding to multiple-choice and open-ended questions.

WRITING:
Students in grades 3 and 4 will write to different narrative prompts. Students in grades 5 and 6 will address different expository prompts and students in grades 7 and 8 will select a point of view based on different persuasive prompts.

MATHEMATICS:
Test questions are organized by the following five standards:
Numerical and Proportional Reasoning
Geometry and Measurement
Working with Data; Probability and Statistics
Algebraic Reasoning; Patterns and Functions
Integrated Understandings

SCIENCE:
The science tests measure both content knowledge and science process skills. Students in grades 3, 4, and 5 complete open-ended lab activities and answer related questions on the 5th grade test. Students in grades 6, 7, and 8 complete open-ended lab activities and answer related questions on the 8th grade test.

THE CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

The CAPT is a criterion-referenced test given in tenth grade to assess student achievement in four areas: Math, Science, Reading and Writing.

The **Math** test focuses on mathematical reasoning and the application of key concepts. Content areas include numbers and quantities; measurement and geometry; statistics, probability and discrete mathematics; algebra and functions. Because the test's focus is reasoning and analysis, students are permitted to use calculators.

The **Science** test measures students' understanding of important scientific concepts and their application to realistic problems. There are five content strands comprising a major focus of the test (Energy Transformations; Chemical Structures and Properties; Global Interdependence; Cell Chemistry and Biotechnology; and Genetics, Evolution and Biodiversity). Each content strand includes an open-ended lab experiment and a Science Technology and Society (STS) activity.

The **Reading** test is divided into two sections:

Reading & Information: measures students' ability to read a variety of reading passages and answer related questions focused on developing an interpretation and demonstrating a critical stance.
Response to Literature: students read a short story and write short answers to open-ended questions.

The **Writing** test is divided into two sections:

Interdisciplinary Writing: students are given source material representing several perspectives on two different topics and are asked to respond to each separately in the persuasive writing mode.
Editing & Revising: students answer multiple choice questions based on short passages; focused on grammar/usage skills and composing /revising skills.

OLSAT

The Otis-Lennon School Ability Test (OLSAT) is a group-administered test of verbal and nonverbal reasoning ability. It is administered to all students in second grade. In addition, it is one of the assessments used by school personnel to identify students as gifted.

The Limits of Standardized Test

Parents (and educators) must use caution when interpreting standardized test scores. They should not be the sole evaluation of student achievement or an educational program because:

The tests are concerned only with certain basic skills and abilities and are not intended to measure total achievement for each subject and grade.

The best assessment of a student's achievement is still classroom performance as judged by a teacher who sees the student's work in a variety of situations over the course of a year.

I. Otis-Lennon School Ability Test (OLSAT)

The Otis-Lennon School Ability Test (OLSAT), Eighth Edition, is designed to measure those verbal, quantitative, and figural reasoning skills that are most closely related to school learning ability. This complex set of abilities is assessed through performance on such tasks as detecting similarities and differences, solving analogies and matrixes, classifying, and determining sequence.

This test is administered to second graders in the Westport schools.

National Grade Percentile Rank Summary, March 2014

National Percentile Range	Number of Westport Students	Percentage of Westport Students
76 – 99%	197	52%
51 – 75%	96	25%
26 – 50%	56	15%
1 – 25%	29	8%

Number of students tested: 378

Otis Lennon School Ability Test, Eighth Edition
Winter of 2007 – 2014

The chart on this page shows Westport students performance on the Otis-Lennon School Ability Test (OLSAT) over the past eight years. It shows the percentage of Westport students at each band level in both percentiles and school ability index.

Percentage of Westport Students at Each Band Level

National Percentile Range	2007	2008	2009	2010	2011	2012	2013	2014
76 – 99%	44%	47%	45%	39%	44%	42%	46%	52%
51 – 75%	26%	27%	27%	34%	28%	28%	27%	25%
26 – 50%	18%	18%	16%	17%	19%	19%	16%	15%
1 – 25%	11%	9%	12%	10%	10%	11%	11%	8%

II. Connecticut Mastery Tests (CMT) –Fourth Generation

The State of Connecticut sets a goal for students' performance in four areas: Reading, Writing, Mathematics, and Science (for grade 5 and 8). The year 2000 marked the first administration of the third generation of the CMT. The year 2006 marked the first administration of the fourth generation of the CMT. The year 2006 also marked the change of administration from the fall to the spring of each school year, thus there are no scores for 2005. The year 2008 marked the first administration of the science section of the CMT to grades 5 and 8.

The following chart shows Westport students' performance.. Also shown are the percentages of students at or above the state goal in our District Reference Group A (DRG A) and statewide in science. The mastery tests assess different topics at each grade level and measure the cumulative effect of schooling.

Percent of Students at or Above Goal, March 2014

Percent of Students at or Above Goal	2014	2014	2014	2014	2014	2014
MATH:	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Westport	85.2	88.4	91.7	93.4	93.3	93.2
READING:						
Westport	78.7	85.2	87.8	90.4	92.7	88.6
WRITING:						
Westport	79.7	84.7	89.9	87.8	90.2	89.1
SCIENCE:						
Westport			86.0			86.2
DRG A Average			87.5			82.2
State Average			59.6			62.5

Note:

District Reference Group (DRG) refers to division of the state's school districts into nine groups based on socioeconomic status, indications of student need, and enrollment. The state updated the groups in 2006. Each group has similar student and family backgrounds. DRG A school districts are:

Darien Easton New Canaan Redding Ridgefield Weston Westport Wilton

2013- 2014 CMT District Results – Cohort Comparison

In a basic cohort score analysis, for example comparing the 2013 grade three students' scores in mathematics with 2014 grade four students' scores in mathematics, the number of students who achieved goal or higher increased by 0.5%. Since improvement in a cohort's score is achieved by the cumulative effect of the improved performance of individuals within the group, it is a compelling indicator of the beneficial effect of the instructional program Westport teachers and administrators provide.

When comparing 2013 CMT results with the 2014 CMT results, the percentage of Westport students achieving a CMT level of goal or higher remained steady or improved year over year in thirteen of the fifteen score categories reported.

Math	2013	2014	Difference
Grade 3 to 4	87.9	88.4	0.5
Grade 4 to 5	90.9	91.7	0.8
Grade 5 to 6	91.6	93.4	1.8
Grade 6 to 7	92.2	93.3	1.1
Grade 7 to 8	93.4	93.2	-0.2

Reading	2013	2014	Difference
Grade 3 to 4	82.8	85.2	2.4
Grade 4 to 5	89.1	87.8	-1.3
Grade 5 to 6	89.1	90.4	1.3
Grade 6 to 7	90.9	92.7	1.8
Grade 7 to 8	91	88.6	-2.4

Writing	2013	2014	Difference
Grade 3 to 4	76.8	84.7	7.9
Grade 4 to 5	84	89.9	5.9
Grade 5 to 6	86.7	87.8	1.1
Grade 6 to 7	90.6	90.2	-0.4
Grade 7 to 8	86.5	89.1	2.6

When looking at the full longitudinal range of the current 8th grade students, the percentage of Westport students achieving a CMT level of goal or higher significantly increases.

Grade	Year	Mathematics Number Tested	Mathematics % Below Basic	Mathematics % Basic	Mathematics % Proficient	Mathematics % At or Above Goal
3	2009	454	0.7	1.3	7.3	90.7
4	2010	453	0.7	1.3	7.7	90.3
5	2011	441	1.1	1.6	5.7	91.6
6	2012	453	1.8	1.5	4.4	92.3
7	2013	455	0.7	1.5	4.4	93.4
8	2014	455	0.4	1.8	4.6	93.2

Grade	Year	Reading Number Tested	Reading % Below Basic	Reading % Basic	Reading % Proficient	Reading % At or Above Goal
3	2009	453	4	6	11.9	78.1
4	2010	451	4.9	5.3	8.4	81.4
5	2011	441	5	2.3	8.6	84.1
6	2012	453	2.6	2.2	5.7	89.4
7	2013	456	0.7	2.6	5.7	91
8	2014	455	2.4	4	5.1	88.6

Grade	Year	Writing Number Tested	Writing % Below Basic	Writing % Basic	Writing % Proficient	Writing % At or Above Goal
3	2009	462	1.9	5.2	13.9	79
4	2010	456	0.9	3.5	12.3	83.3
5	2011	443	0.9	3.2	12.9	83.1
6	2012	456	0.9	2.9	5.5	90.8
7	2013	459	0.9	2.2	10.5	86.5
8	2014	458	0	2.4	8.5	89.1

Connecticut Mastery Tests 2006-2014

The charts on the next two pages show Westport students' performance by grade level for each of the last eight years.

In comparing a particular grade's performance in subsequent years, one must remember that for each higher grade the state sets a higher goal and includes different test items and emphasis in content, and that, as a result of student mobility, the group of students tested in the higher grade is not the identical group of students as those from the prior grade.

Westport Elementary CMT Scores 2007-Present								
Grade 3	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
MATH	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	16.6/18	16.6/18	17.1/18	16.7/18	16.7/18	16.9/18	16.6/18	16.6/18
% At or Above Goal	78.70%	85.00%	90.70%	85.30%	83.80%	88.80%	87.90%	85.20%
READING								
DRP Score	57	57.2	57.7	56.7	56.3	56.3	55.4	57.4
% At or Above Goal	74.70%	79.00%	78.10%	76.30%	77.80%	84.20%	82.80%	78.70%
WRITING								
Avg. D.A.W. Score	8.7	8.5	8.5	8.8	8.8	8.9	8.5	9.0
% At or Above Goal	79.10%	80.80%	79.00%	76.30%	76.70%	83.20%	76.80%	79.7%

Grade 4	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
MATH	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	19/21	19/21	19.5/21	19.2/21	19.4/21	19.5/21	19.5/21	19.4/21
% At or Above Goal	88.90%	85.70%	88.20%	90.30%	91.30%	90.80%	90.90%	88.40%
READING								
DRP Score	67.7	67.2	67.9	63.8	63.2	62.8	66.1	66.5
% At or Above Goal	81.90%	82.50%	84.00%	81.40%	85.00%	83.30%	89.10%	85.20%
WRITING								
Avg. D.A.W. Score	9.2	9.3	9	9.4	9.3	9	9.1	9.1
% At or Above Goal	87.30%	85.70%	81.90%	83.30%	89.00%	84.20%	84.00%	84.70%

Grade 5	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
MATH	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	20.9/23	20.9/23	21.1/23	21.2/23	21/23	21.4/23	21.3/23	21.1/23
% At or Above Goal	91.30%	92.00%	91.50%	94.90%	91.60%	93.40%	91.60%	91.7%
READING								
DRP Score	70.4	67.2	67.7	66.5	66	66.1	66	70.8
% At or Above Goal	85.60%	87.40%	87.60%	90.20%	84.10%	89.00%	89.10%	87.80%
WRITING								
Avg. D.A.W. Score	8.8	8.9	8.2	8.4	8.4	8.8	8.7	9.0
% At or Above Goal	86.00%	92.40%	82.50%	86.10%	83.10%	89.10%	86.70%	89.9%
SCIENCE								
Avg. Raw Score	not tested	31.2	32.2	32.9	32.9	34.6	34.5	33.2
% At or Above Goal		80.00%	82.10%	83.70%	84.90%	86.80%	86.70%	86.0%

Definitions: DRP = Degrees of Reading Power; DAW = Direct Assessment of Writing

Westport Middle School CMT Scores 2007-Present								
Grade 6	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
MATH	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	20.4/23	20.7/23	20.9/23	20.6/23	20.3/23	20.3/23	20.5/23	20.7/23
% At or Above Goal	92.20%	94.60%	95.00%	92.70%	91.50%	92.30%	92.20%	93.4%
READING								
DRP Score	76.2	75	75.4	73.1	71.6	71.8	72.1	72.9
% At or Above Goal	87.00%	90.70%	92.50%	94.00%	93.90%	89.40%	90.90%	90.4%
WRITING								
Avg. D.A.W. Score	8.5	8.9	8.9	9	8.8	9	8.9	8.7
% At or Above Goal	89.40%	91.90%	88.30%	90.20%	85.70%	90.80%	90.60%	87.80%

Grade 7	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
MATH	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	19.9/23	20.8/23	20.5/23	20.7/23	20.4/23	20/23	19.8/23	20.3/23
% At or Above Goal	91.80%	95.00%	95.60%	96.40%	93.30%	92.10%	93.40%	93.30%
READING								
DRP Score	75.3	76.2	75.3	73.8	74	72.8	71.7	75.5
% At or Above Goal	91.80%	92.00%	94.50%	96.80%	94.30%	93.40%	91.00%	92.70%
WRITING								
Avg. D.A.W. Score	9.4	9.3	9.1	8.9	8.9	8.7	8.7	9.3
% At or Above Goal	91.30%	88.90%	89.70%	90.90%	87.20%	88.20%	86.50%	90.20%

Grade 8	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
MATH	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)	(Gen 4)
Objectives Mastered	17.6/21	17.6/21	18.1/21	17.9/21	18.3/21	18.4/21	17.4/21	17.9/21
% At or Above Goal	92.20%	91.30%	94.20%	93.20%	95.00%	94.20%	90.80%	93.20%
READING								
DRP Score	81.9	78.2	78.8	76.4	76.6	79.6	77.8	78.0
% At or Above Goal	91.40%	90.10%	91.70%	91.40%	94.30%	93.80%	93.90%	88.60%
WRITING								
Avg. D.A.W. Score	9.6	9.7	9.6	9.3	9.3	9.6	9.1	9.8
% At or Above Goal	93.20%	93.20%	92.10%	88.70%	95.40%	94.90%	90.90%	89.10%
SCIENCE								
Avg. Raw Score	not tested	not tested	39.1	39.4	39.5	40.6	39.8	39.7
% At or Above Goal			85.60%	87.80%	90.30%	92.70%	84.30%	86.20%

Definitions: DRP = Degrees of Reading Power; DAW = Direct Assessment of Writing

The table below shows the percentage of students scoring at the proficiency level or higher on the March 2014 CMT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

CMT March 2014 Percent of Students at or Above Proficiency Level						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	95.2	96.1	98.5	98.6	97.3	97.8
Reading	89.5	93.2	94.3	95.9	97.1	93.6
Writing	93.6	94.8	98.3	97.7	97.3	97.6
Science			97.4			95.2

CMT Scores Disaggregated

The tables on the next few pages show CMT scores both aggregated and disaggregated to enable comparisons of the performance of Special Education students. Comparisons of CMT scores within our DRG in science may be misleading because of the large variation in the number of Special Education students (SPED) tested. If one compares scores without disaggregating them, districts that have large numbers of special education students are at a disadvantage when being compared with districts with low numbers of special education students. The following comparison tables show districts' results for all students, non-special education students, and only special education students. **The state does not report results for groups of less than 20 students.**

Grade 3- Westport	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	438	85.2	437	78.7	439	79.7
Special Ed.	42	38.1	42	26.2	43	20.9
Not Special Ed.	396	90.2	395	84.3	396	86.1

Grade 4- Westport	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	439	88.4	439	85.2	443	84.7
Special Ed.	38	44.7	38	36.8	43	27.9
Not Special Ed.	401	92.5	401	89.8	400	90.8

Grade 5- Westport	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	460	91.7	459	87.8	464	89.9	464	86
Special Ed.	45	66.7	44	52.3	49	61.2	49	49
Not Special Ed.	415	94.5	415	91.6	415	93.3	415	90.4

Grade 6- Westport	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	438	93.4	437	90.4	441	87.8
Special Ed.	36	55.6	35	42.9	38	52.6
Not Special Ed.	402	96.8	402	94.5	403	91.1

Grade 7- Westport	Mathematics		Reading		Writing	
	Total Math		Total Reading		Total Writing	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	479	93.3	478	92.7	482	90.2
Special Ed.	39	51.3	38	55.3	42	50
Not Special Ed.	440	97	440	95.9	440	94.1

Grade 8- Westport	Mathematics		Reading		Writing		Science	
	Total Math		Total Reading		Total Writing		Total Science	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	455	93.2	455	88.6	458	89.1	457	86.2
Special Ed.	62	61.3	63	52.4	65	56.9	65	49.2
Not Special Ed.	393	98.2	392	94.4	393	94.4	392	92.3

Grade 5	Science	
	Total Science	
District/School- All Inclusive	Number Tested	%Goal Range
Darien	371	79.8
Easton	98	89.8
New Canaan	363	93.7
Redding	122	84.4
Ridgefield	426	88.7
Weston	189	89.4
Westport	464	86
Wilton	368	88.6

Grade 8	Science	
	Total Science	
District/School- All Inclusive	Number Tested	%Goal Range
Darien	383	89.8
Easton	121	89.3
New Canaan	317	88.3
Redding	132	86.4
Ridgefield	436	88.8
Weston	209	88
Westport	457	86.2
Wilton	365	89

Grade 5	Science	
	Total Science	
District/School- Special Ed.	Number Tested	%Goal Range
Darien	55	47.3
Easton	-	-
New Canaan	28	57.1
Redding	-	-
Ridgefield	40	47.5
Weston	-	-
Westport	49	49
Wilton	59	45.8

Grade 8	Science	
	Total Science	
District/School- Special Ed.	Number Tested	%Goal Range
Darien	39	64.1
Easton	-	-
New Canaan	39	43.6
Redding	-	-
Ridgefield	43	51.2
Weston	-	-
Westport	65	49.2
Wilton	61	63.9

Grade 5	Science	
	Total Science	
District/School- Not Special Ed.	Number Tested	%Goal Range
Darien	316	85.4
Easton	92	93.5
New Canaan	335	96.7
Redding	108	91.7
Ridgefield	386	93
Weston	180	92.2
Westport	415	90.4
Wilton	309	96.8

Grade 8	Science	
	Total Science	
District/School- Not Special Ed.	Number Tested	%Goal Range
Darien	344	92.7
Easton	111	91.9
New Canaan	278	94.6
Redding	116	91.4
Ridgefield	393	92.9
Weston	199	89.4
Westport	392	92.3
Wilton	304	94.1

2014 CMT Gender Comparison

The following tables show the CMT scores (percentage of students at or above goal) disaggregated by gender for Westport and, in science, for the districts in DRG A.

Grade 3	Math	Reading	Writing	Science
Westport	85.2	78.7	79.7	
Male	87.4	77.8	70.5	
Female	82.9	79.6	89.3	
Grade 4	Math	Reading	Writing	Science
Westport	88.4	85.2	84.7	
Male	88.6	82.5	79.1	
Female	88.1	88.1	90.6	
Grade 5	Math	Reading	Writing	Science
Westport	91.7	87.8	89.9	86
Male	92.2	86.1	86.8	84.3
Female	91.3	89.5	93	87.8
Grade 6	Math	Reading	Writing	Science
Westport	93.4	90.4	87.8	
Male	93.4	87.7	83.9	
Female	93.3	93.3	91.9	
Grade 7	Math	Reading	Writing	Science
Westport	93.3	92.7	90.2	
Male	92.6	90.5	85.2	
Female	94.1	94.9	95.4	
Grade 8	Math	Reading	Writing	Science
Westport	93.2	88.6	89.1	
Male	93.4	88.5	86.5	
Female	92.9	88.7	92.1	

Town	Science Grade 5	
	Male	Female
Darien	84.3	73.9
Easton	94	85.4
New Canaan	95.2	92
Redding	83.3	85.7
Ridgefield	92.2	85.1
Weston	86.2	92.6
Westport	84.3	87.8
Wilton	90	86.8

Town	Science Grade 8	
	Male	Female
Darien	88.6	91.2
Easton	90.6	87.7
New Canaan	87.3	89.2
Redding	87.1	85.5
Ridgefield	87.5	90.1
Weston	87.4	88.7
Westport	88.1	84
Wilton	92.2	85.9

III. Connecticut Academic Performance Test (CAPT) - Third Generation

In the spring of 1995, the Connecticut Academic Performance Test (CAPT) was administered to tenth graders for the first time *officially*, i.e., with scores that counted. The state set high standards of excellence and expected only about one third of students to achieve this level of excellence the first year. The state believes that this percentage will rise as educators, students, and parents concentrate on students' mastering new skills. In 2001 the state released the second generation of the test. In 2008 the state released the third generation of the test.

The State of Connecticut sets a goal for students' performance in four areas: Reading, Writing, Mathematics and Science. The following chart shows Westport students' performance. Also shown are the percentages of students at or above the state goal in our District Reference Group A (DRG A) and statewide in science.

Grade 10 District CAPT Results for 2014
Percent of Students at or above Goal

	MATH	SCIENCE	Reading Across the Disciplines	Writing Across the Disciplines
Westport	87.5	84.4	85	93.6
State		46.8		
DRG A Avg.		80.9		

DRG A = WESTON, WILTON, DARIEN, REGIONAL DISTRICT #9, WESTPORT, NEW CANAAN, RIDGEFIELD

The table below shows the percentage of students scoring at the proficiency level or higher on the March 2014 CAPT. This percent is used to determine a district's Annual Yearly Progress (AYP) for the No Child Left Behind act.

CAPT March 2014 Percent of Students at or Above Proficiency Level				
	Math	Science	Reading	Writing
Grade 10 District	97.2	98.1	99.4	99.6

This table shows the percent of Staples High School 10th graders scoring at or above goal over the past nine years.

2007-2014 CAPT Results for Staples High School
Percent at or above Goal

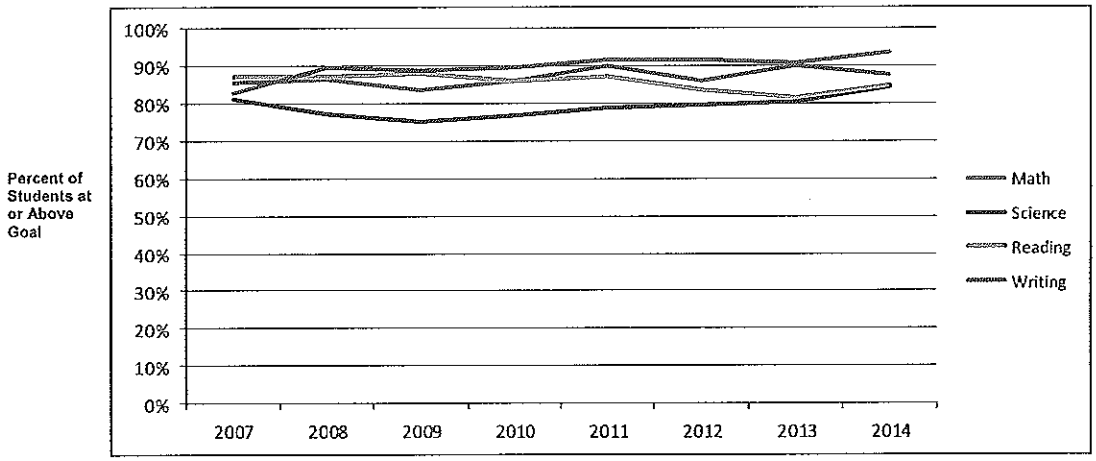
	Math	Science	Reading	Writing
2007	85.7%	81.1%	87.2%	82.9%
2008	86.3%	77.4%	87.4%	89.7%
2009	83.6%	75.2%	87.9%	88.7%
2010	86.2%	77%	86.2%	89.6%
2011	90.2%	79%	87.3%	91.5%
2012	86.1%	79.6%	83.7%	91.5%
2013	90.2%	80.5%	81.8%	90.7%
2014	87.5%	84.4%	85%	93.6%

CAPT Third Generation Average for Staples High School

2008-2014*	87.16%	79.01%	85.61%	90.76%

*2007 scores are from a previous generation and are not included in the average

CAPT Score Trend Line for Staples High School (2007-2014)



2014 DRG A CAPT Scores Disaggregated

	Mathematics		Science		Reading		Writing	
	Total Math		Total Science		Total Reading		Total Writing	
Westport	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
All Inclusive	464	87.5	467	84.4	467	85	469	93.6
Special Ed.	46	37	49	46.9	47	59.6	49	65.3
Not Special Ed.	418	93.1	418	88.8	420	87.9	420	96.9

	Science		Science		Science	
	All Inclusive		Special Ed		Not. Special Ed.	
District/School-	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	328	76.5	39	33.3	289	82.4
New Canaan	281	81.5	34	47.1	247	86.2
Ridgefield	427	80.6	29	27.6	398	84.4
Weston	195	81.5	--	--	188	83
Westport	467	84.4	49	46.9	418	88.8
Wilton	330	77.3	--	--	326	77.6
Region # 09	257	84.4	--	--	251	84.5

2014 CAPT Gender Comparison

The following tables show the CAPT scores (percentage of students at or above goal) disaggregated by gender and, in science, for the districts in DRG A.

Westport	Math % at Goal	Science % at Goal	Reading % at Goal	Writing % at Goal
Male	87.7	83	82	91.3
Female	87.3	85.7	87.9	95.8

District	Science % at Goal
Darien	
Male	80.3
Female	72
New Canaan	
Male	79.9
Female	83.3
Ridgefield	
Male	81.2
Female	79.9
Weston	
Male	87.6
Female	76.4
Westport	
Male	83
Female	85.7
Wilton	
Male	79.8
Female	74.5
Region # 9	
Male	88.5
Female	80.7

IV. ACT College Entrance Exam

The ACT® test is a college entrance exam administered nationally by ACT, Inc. and is generally taken by juniors and seniors. It assesses high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science. In February 2005, an optional Writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphasis on the ACT and SAT scores as well as GPA, etc. Nationally, just fewer than 50% of all students take the exam; in Connecticut approximately 25% take the exam; in Westport approximately 20% of our students take the exam. The main four tests are scored individually on a scale of 1-36, and a composite score is provided which is the average of the four scores. The benchmark scores for each area are: English, 18; math, 22; reading, 21; science, 24.

ACT Average Test Scores: 2007 to 2014

		2007	2008	2009	2010	2011	2012	2013	2014
Number of Students Tested	Westport	163	220	254	234	242	226	261	**248**
	Connecticut	6,651	8,159	9,240	10,453	10,809	11,192	11,551	**12,044**
	Nation	1.3 mil	1.4 mil	1.4 mil	1.5 mil	1.6 mil	1.6 mil	1.8 mil	**1.8 mil**
English	Westport	26.5	26.5	27.3	27.2	27.8	28.7	28.4	**28.5**
	Connecticut	23.2	23.2	23.6	23.8	24.0	23.9	24.0	**24.2**
	Nation	20.7	20.6	20.6	20.5	20.6	20.5	20.2	**20.3**
Mathematics	Westport	26.1	26.9	26.8	26.5	27.1	27.9	27.9	**27.6**
	Connecticut	23.2	23.3	23.5	23.5	23.9	23.8	23.9	**24.1**
	Nation	21.0	21.0	21.0	21.0	21.1	21.1	20.9	**20.9**
Reading	Westport	26.3	26.7	27.0	26.6	26.8	27.7	28.0	**27.6**
	Connecticut	23.6	23.6	24.0	23.9	24.1	23.9	24.4	**24.5**
	Nation	21.5	21.4	21.4	21.4	21.3	21.3	21.1	**21.3**
Science	Westport	24.8	25.2	25.1	25.3	26.0	26.8	26.8	**26.8**
	Connecticut	22.4	22.3	22.6	22.9	23.1	23.2	23.3	**23.6**
	Nation	21.0	20.8	20.9	20.9	20.9	20.9	20.7	**20.8**
Composite	Westport	26.0	26.4	26.7	26.5	27.0	27.9	27.9	**27.7**
	Connecticut	23.2	23.3	23.5	23.7	23.9	23.8	24.0	**24.2**
	Nation	21.2	21.1	21.1	21.0	21.1	21.1	20.9	**21.0**

V. SAT Reasoning Test

The SAT Reasoning Test (formerly known as the SAT 1) is a college entrance exam administered nationally by The College Entrance Examination board and is generally taken by juniors and seniors. It tests verbal, mathematical, and writing skills. The writing component was added in 2006. Nationally, approximately 40% of all students take the exam; in Connecticut approximately 80% take the exam; in Westport over 90% of our students take the exam. The range of possible scaled scores is from 200 – 800.

SAT Reasoning Test Results Class of 2014

Mean Scores	Westport	Connecticut	USA
Critical Reading	583	507	497
Math	593	510	513
Writing	591	508	487

Westport's SAT scores are very strong. We are well above the Connecticut and national averages in spite of the fact that we have a much higher participation rate.

SAT Reasoning Test Scores: 2007 to 2014 Senior Classes

		Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Critical Reading Score	Westport	583	586	596	584	581	589	585	583
	Connecticut	510	509	509	509	509	506	508	507
	Nation	502	502	501	501	497	496	496	497
Math Score	Westport	592	596	606	597	599	599	604	593
	Connecticut	512	513	513	514	513	512	512	510
	Nation	515	515	515	516	514	514	514	513
Writing Score	Westport	582	602	605	596	595	597	599	591
	Connecticut	511	513	512	513	513	510	512	508
	Nation	494	494	493	492	489	488	488	487

2012 SAT Reasoning Test Gender Comparison

	Critical Reading		Mathematics		Writing	
	Male	Female	Male	Female	Male	Female
Westport	578	587	599	587	581	603
State	509	506	525	496	502	515
Nation	499	495	530	499	481	492

SAT Subject Tests (previously known as the SAT II)

WESTPORT STUDENTS
Class of 2014

Sat II Subject Test Scores	Number of Students	Mean Score	National Mean Score
Math 1	60	648	621
Math II	92	721	691
Biology - E	10	678	627
Biology - M	32	728	653
Chemistry	35	721	668
Physics	40	689	665
U.S. History	28	681	643
World History	18	620	626
Literature	62	652	619
Chinese/Listening	1	*	758
French	3	*	635
Latin	2	*	626
Spanish	19	657	651

**Notes:*

- Students are not required to take these tests
- Students pay for these exams
- Students may cancel or withhold a score ("score choice")
- These tests may be taken at any grade during high school
- On Math 1C and Math 2C, students may use a calculator
- Mean scores are reported when there are 5 or more test takers

VI. Advanced Placement Tests

Advanced Placement Tests are administered to students as they complete an Advanced Placement course at Staples. (Taking the formal AP exam is voluntary on the part of students.) Staples offered Advanced Placement classes in Biology, Calculus AB, Calculus BC, Chemistry, Economics, English Language & Comp, English Lit. & Comp, Environmental Science, Modern European History, French Language, French Literature, German Language, Government and Politics, Multivariable Calculus, Physics, Spanish, Statistics, and US History. Students are scored on a five-point scale, five being high. A three is generally considered a score for awarding college credit.

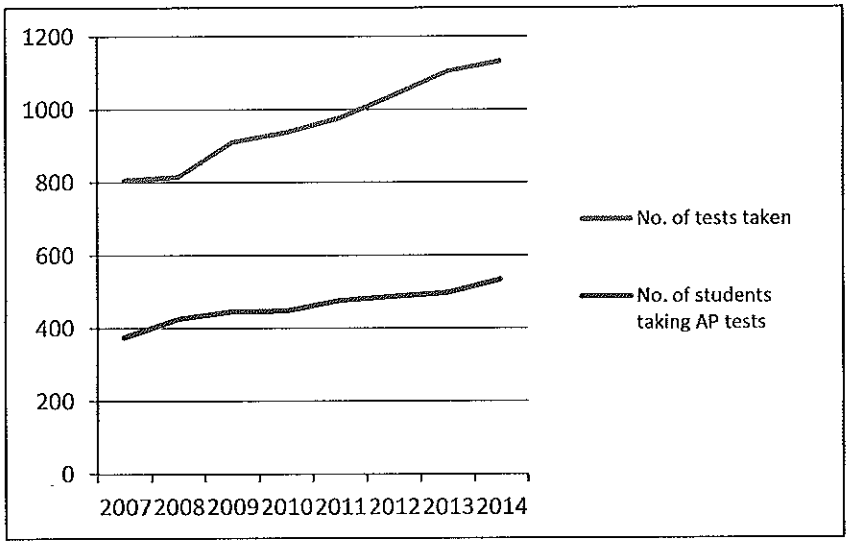
Advanced Placement Test History, 2007 – 2014

Year	% Scoring 3 or Higher	Number of Test Grades Reported	Total Number of Students Tested
2007	90%	806	375
2008	92%	814	425
2009	92%	910	445
2010	89%	937	447
2011	91%	977	476
2012	93%	1,039	487
2013	94%	1,105	497
2014	92%	1,133	533

Notes:

* Students who take an AP class are not required to take the AP test
* Students pay for the exam(s).
* Students may cancel a test score after they take the test
* Many students take multiple tests

AP Test Trends (2007-2014)



AP Test Participation 2007-2014

Year	# Students taking AP test	# Tests Taken	# Enrolled in SHS	% of Enrolled who took one or more AP tests
2007	375	806	1,600	**23%**
2008	425	814	1,724	**25%**
2009	445	910	1,765	**25%**
2010	447	937	1,786	**25%**
2011	476	977	1,837	**26%**
2012	487	1,039	1,829	**27%**
2013	497	1,105	1,882	**26%**
2014	533	1,133	1,858	**29%**

AP Course Participation by Graduating Class 2007-2014

Year of Graduation	Number of students attending Staples for all four years	Number of students earning credit in at least one Advanced Placement course while at Staples	%
2007	345	224	64.9%
2008	358	227	63.4%
2009	389	285	73.2%
2010	366	235	64.2%
2011	423	287	67.8%
2012	433	283	65.3%
2013	428	300	70.1%
2014	405	262	64.7%

Eight Year History of the AP Exam

AP EXAM	2007		2008		2009		2010		2011		2012		2013		2014	
	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3
Eng. Lang. & Comp.	65	100	75	100	59	98	57	98	69	99	89	100	98	99	78	95
English Lit. & Comp.	48	94	46	91	52	98	34	94	33	91	16	100	23	100	43	98
Calc. AB	88	81	82	84	103	85	81	72	84	80	90	85	105	89	122	94
Calc. BC	31	97	24	100	43	100	41	89	45	93	44	98	64	94	56	100
Statistics	51	96	39	100	59	97	71	99	72	96	66	100	62	90	47	100
Biology	42	95	81	95	42	98	36	90	81	90	39	98	81	96	65	92
Chemistry	38	95	34	100	56	98	35	100	36	100	57	100	40	98	77	98
Environ. Sci	46	59	56	86	99	85	114	86	83	90	73	76	66	80	115	81
Physics B	17	94	13	92	14	86	9	100	13	69	15	94	28	93	14	100
Physics C E. & M.	36	88	21	100	21	90	17	94	27	93	23	100	40	88	21	100
Physics C Mech.	37	97	55	100	15	100	24	96	41	93	29	100	42	100	23	100
Computer Science A															3	67
Econ. Mac.	87	93	81	90	92	96	81	88	90	96	98	93	95	92	88	91
Econ. Mic.	53	85	44	93	74	96	67	97	77	95	83	98	92	98	75	91
Europ. History	31	84	60	80	96	90	1	100							56	79
Govt. & Pol. Comp.	5	100									2	100	1	100		
Govt. & Pol. U.S.	43	95	32	100	13	100	19	100	65	94	104	90	163	93	142	94
Human Geography									2	100					1	100
Psychology			3	100			2	100	3	100			2	100	1	100
U.S. History	34	85	35	80	37	76	26	87	52	81	52	88	43	93	40	75
World History							85	80	60	77	49	96	27	81	8	100
Chinese Lang./Culture							1	100			1	100	1	100	3	100
French Lang.	8	100	7	100	8	88	8	100	10	80	14	94	5	100	9	100
German Lang.	4	75			3	100			9	100	1	100				
Italian Lang.											2	100			2	100
Japanese Lang/Culture							1	100			1	100	1	100	1	100
Latin													6	100	6	33
Spanish Lang.	27	100	13	100	16	100	15	100	23	100	14	100	17	100	25	100
Spanish Lit	6	100	7	100	2	100	2	100			1	100	3	100	5	80
Studio Art															7	93
Totals	801	90	810	92	909	92	831	89	977	91	1,039	93	1,105	94	1,133	92

POWERPOINT

PRESENTATION

2014 Standardized Testing Report

October 6, 2014 BOE Presentation

Natalie Carrignan
James D'Amico
Julie Droller

In General . . .

- Longitudinal growth rates are especially good in all tested categories.
- We have one of the smallest gaps between the genders in science in grade 11 compared to our DRG
- On the ACT, SAT, and AP tests, which students opt-in to, we continue to follow a positive trend line.
- Each year more students take these exams and our students score well above the state and national averages.
- For the AP exams 533 students took over 1,300 tests and scored at least a 3 or above on 92% of those exams.

Longitudinal Comparison
CMT Math

Grade	Year	Mathematics Number Tested	Mathematics % Below Basic	Mathematics % Basic	Mathematics % Proficient	Mathematics % At or Above Goal
3	2009	**454**	**0.7**	**1.3**	**7.3**	**90.7**
4	2010	**453**	**0.7**	**1.3**	**7.7**	**90.3**
5	2011	**441**	**1.1**	**1.6**	**5.7**	**91.6**
6	2012	**453**	**1.8**	**1.5**	**4.4**	**92.3**
7	2013	**455**	**0.7**	**1.5**	**4.4**	**93.4**
8	2014	**455**	**0.4**	**1.8**	**4.6**	**93.2**

Longitudinal Comparison
CMT Reading

Grade	Year	Reading Number Tested	Reading % Below Basic	Reading % Basic	Reading % Proficient	Reading % At or Above Goal
3	2009	453	4	6	11.9	78.1
4	2010	451	4.9	5.3	8.4	81.4
5	2011	441	5	2.3	8.6	84.1
6	2012	453	2.6	2.2	5.7	89.4
7	2013	456	0.7	2.6	5.7	91
8	2014	455	2.4	4	5.1	88.6

Longitudinal Comparison
CMT Writing

Grade	Year	Writing Number Tested	Writing % Below Basic	Writing % Basic	Writing % Proficient	Writing % At or Above Goal
3	2009	**462**	**1.9**	**5.2**	**13.9**	**79**
4	2010	**456**	**0.9**	**3.5**	**12.3**	**83.3**
5	2011	**443**	**0.9**	**3.2**	**12.9**	**83.1**
6	2012	**456**	**0.9**	**2.9**	**5.5**	**90.8**
7	2013	**459**	**0.9**	**2.2**	**10.5**	**86.5**
8	2014	**458**	**0**	**2.4**	**8.5**	**89.1**

CAPT Longitudinal Trends

	Math % At or Above Goal	Science % At or Above Goal	Reading % At or Above Goal	Writing % At or Above Goal
2008	**86.3**	**77.4**	**87.4**	**89.7**
2009	**83.6**	**75.2**	**87.9**	**88.7**
2010	**86.2**	**77**	**86.2**	**89.6**
2011	**90.2**	**79**	**87.3**	**91.5**
2012	**86.1**	**79.6**	**83.7**	**91.5**
2013	**90.2**	**80.5**	**81.8**	**90.7**
2014	**87.5**	**84.4**	**85**	**93.6**

What's Coming Next

- The CMT and CAPT science test will still be given in grades 5, 8, and 10
- The new SBAC tests, aligned with the Common Core State Standards for reading, writing, and math will be administered to grades 3-8 and 11 online
- Grade 11 testing will happen after AP exams
- A full presentation to the BOE will be in December
- We will have Parent Informational Workshops in January

Questions?

Julie Droller
Director, Elementary Education
Telephone: 203-341-1213
Email: jdroller@westport.k12.ct.us

TO: Elliott Landon
FROM: Julie Droller
SUBJECT: K-5 Social Skills Curriculum Revisions
DATE: October 6, 2014

Last spring, based on feedback from our building administrators, psychologists and third grade teachers, Cyndy Gilchrest shared with the Board that it was necessary to more effectively align the K2BK program with our Westport social skills curriculum, in order to send a consistent message at each grade level about pro-social behavior and bullying prevention.

The Westport social skills curriculum is grounded in research and best practices, based on the Responsive Classroom approach to social and emotional learning. Effective teaching requires that we pay close attention to our language, using carefully chosen words, tone and pacing, to help build a classroom where students feel safe, respected, and excited about learning. We are delighted that our high school students will serve as role models and work collaboratively with elementary teachers to implement lessons on pro-social behaviors and bullying prevention in a way that is aligned and consistent with our existing social skills curriculum.

After extensive planning throughout the spring and summer, we believe we have been successful in capturing and incorporating the most positive components of K2BK into our social skills program in an authentic manner that will benefit both our third graders and high school students. Below are the measures we have taken to achieve this goal:

- As part of our ongoing process of curriculum review and revision, this past summer, a group of teachers, administrators and psychologists worked on revising our 2nd and 3rd grade social skills curriculum. The third grade curriculum included four lessons that would be co-facilitated by teachers and members of the K2BK Club. High school students were invited to collaborate with the curriculum writing team. Although only one student was available, she provided an important perspective that helped shape these lessons and actively engage high school students in a meaningful way.

- Planning and coordination occurred throughout the summer involving WPS staff and Elaine Daignault (Department of Human Services, Community Outreach Counselor) to assure that the K2BK Club at SHS would be up and running prior to the opening of school. This included:
    - Ongoing communication with SHS students to discuss changes in students' responsibilities, securing K2BK Club membership, scheduling training and meeting dates, and responding to questions. Club has 55 members, all of whom have been previous K2BK participants.
    - Securing Club Advisor: Ms. Nicole Ross (SHS Health Teacher)
    - Coordinating six training sessions:

    - WPS Social Skills and the Responsive Classroom Approach to Social and Emotional Learning, led by Jessica Carey (KHS Literacy Teacher and Responsive Classroom Trainer)
    - ADL Facilitator Training, led by Marji Shapiro-Lipshez and Derek Hall
    - Safe School Climate and Bullying Prevention, led by Jo Ann Freiberg, Educational Consultant with the Connecticut State Department of Education in the areas of Bullying, Improving School Climate and Character Education.
    - Three sessions to prepare for upcoming lessons, led by Ms. Ross, Ms. Daignault, and member of WPS District Social Skills Committee.
- Scheduling additional meetings for high school students to plan activities to align with third grade lesson focus.
- Communicating curriculum and program changes to third grade teachers, including change in teacher involvement in the K2BK lessons.
- Securing specific K2BK lesson dates at each elementary school; planning for transportation and liaison to greet high school students at each elementary school.

Several high school students have already shared that they are excited to be able to contribute their ideas and develop activities, drawing on both their training and their personal experiences, to guide our elementary students.

The last collaborative lesson will take place at the end of March. Although there is no formal report to the Board this spring, we will gather and share feedback from K2BK club members and third grade teachers regarding the program changes.

Responsive Classroom

K2BK Club Training
SHS LMC ~ September 15, 2014
Jessica Carey, Presenter

What is Responsive Classroom?

Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate.

Guiding Principles

1. Social curriculum = academic curriculum
2. How children learn = what they learn
3. Greatest cognitive growth occurs through social interaction
4. CARES (Cooperation, Assertion, Responsibility, Empathy, Self Control)
5. Knowing the children = knowing the content
6. Knowing families is essential to children's education
7. How adults work together = individual competence

What does RC look like in our classrooms?

- Morning Meeting
- Creating Rules
- Interactive Modeling
- Teacher Language
- Logical Consequences
- Guided Discovery
- Academic Choice
- Classroom Organization
- Working with Families
- Collaborative Problem-Solving

Basic Needs

- Belonging
- Significance
- Fun

Goals of Morning Meeting

- Meet basic needs
- Model & practice social skills
- Merge social, emotional, & academic learning

Characteristics of Effective Language

- Clear, simple, direct
- Genuine and respectful
- Specific
- Focused on actions, not character
- Descriptive—Avoids personal judgment
- Shows faith in children's abilities & potential

Examples of Language

Believe in Children.

Compare:

(a) Shayna, don't even think about running to your classroom this morning. I'm watching you!

(b) Good morning, Shayna! I'm so glad you're here today. I see you're remembering to walk safely in the hall.

Examples of Language

Be direct.

- It's time to listen.
- Joe, stop. Walk to your seat. I'll watch from here.

Examples of Language

Notice the Positive.

- **Name concrete, specific behaviors.** "Your illustrations show so much detail."
- **Use a warm but professional tone.** "Lamar, I noticed that you invited Eric into your game when you saw him standing alone. You really remembered our rule about including everyone!"

Examples of Language

Notice the Positive.

- **Emphasize description over personal approval.** "You were friendly and safe on the bus today. When you stay in your seats and talk to your seatmates, the ride is more pleasant for everyone."
- **Find positives to name in all students.**
- **Name progress.** "Billy, you caught yourself and stopped talking when Jackson was sharing. You're getting better at holding on to your ideas until it's your turn to talk."

Video

[Video clip of classroom where teacher uses positive teacher language and guided discovery (Responsive Classroom practices.]

- What do you notice?

Questions?

KOOL 2 BE KIND
RETURNING STUDENT LEADERSHIP TRAINING

Anti-Defamation League
A WORLD OF DIFFERENCE® Institute

September 22, 2014
Marji Lipshez-Shapiro and Derek Hall

6:30 – 8:30 PM

PURPOSE: Reflection, continued teambuilding, leadership skill development

I. WELCOME BACK

- *Opening Remarks : Marji, Elaine*
- *Themes this year include: collaboration, perseverance and managing feelings, friendship, communication*
- *Ground Rules for our work together*

II. ICEBREAKER: *PAIR SHARES*

The purpose of this activity is to provide a structure for participants to reflect on their experiences as K2BK facilitators and identify the value of the experience to themselves as leaders as well s to the 3rd graders. Because responses are quick and partners keep changing, students have the opportunity to make a personal connection with a number of other members of the K2BK team.

Sample Questions:

- *What did you learn from your K2BK experience?*
- *Why did you decide to stay involved this year?*
- *Best moment from your experience with the 3rd graders*
- *What did your K2BK experience teach you about the need for kids to feel they belong?*

III. TEAM-BUILDING: *GROUP JUGGLE*

The purposes of this quick-paced interactive activity are to

- Demonstrate how important it is for student leaders to learn to manage several challenges at once
- Develop strategies for working as an effective team
- Demonstrate the need for effective communication and problem-solving

IV. SKILL-BUILDING: *PROBLEM-SOLVING CAROUSEL*

The purpose of this activity is to provide participants with an opportunity to brainstorm strategies for situations they may face in their role as K2BK facilitators. The goal is to generate as many creative ideas as possible in a short amount of time. This technique allows participants to learn from the experiences of other students and to discover what strategies have worked well for their peers. An outcome of this activity is that participants will recognize as valuable their own and others' expertise.

Issues to Be Addressed:

- How to best engage the 3rd graders
- What to do if a group member is not showing up to practice
- How to best prepare for lessons
- Balancing K2BK with your other responsibilities
- Strategies for doing role plays with 3rd graders
- Messages about making and keeping friends that you will share with the 3rd graders

V. CLOSING and EVALUATION

(The following are comments from the students' evaluations:)

What did you like most about today's program?

- Coming up with skills and strategies for potentially difficult situations that we could run into
- It was really engaging
- I liked how we were engaged and having fun while learning

What did you learn?

- You have to be enthusiastic and collaborate to have a good lesson
- It is important to have everyone involved and help them feel that they belong
- The effect we have on children
- Better teaching skills
- Everyone in a group is important
- The importance of collaboration and focus

Principles and Practices of Responsive Classroom

The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Classroom Practices

The *Responsive Classroom* is a general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom*approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs.

These classroom practices are the heart of the *Responsive Classroom* approach:

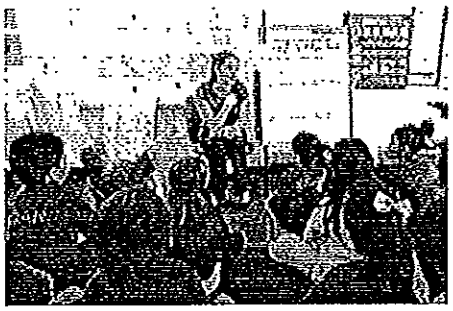
- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

Reinforcing, Reminding, and Redirecting

The "3 Rs" of Teacher Language

Responsive Classroom Newsletter:
Winter 2014



Adapted from the new 2nd edition of *The Power of Our Words*

Language—our words, tone of voice, and pacing— is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning. We cannot engage children in learning, welcome a student into the room, or handle a classroom conflict without using words. Students cannot do a science observation or a reading assignment without listening to and interpreting their teacher's words. And what they hear and interpret—the message they get from their teacher—has a huge impact on how they think and act, and ultimately how they learn.

In this age of the Common Core, when students are being challenged with rigorous standards, it's vitally important for teachers to use language deliberately, as a tool to support children's learning. Skillful communication with students will be the linchpin that allows teachers to get the most out of whatever other instructional techniques they use.

One way for teachers to harness the power of their language is to pay attention to the "3 Rs"—reinforcing language, reminding language, and redirecting language—that are part of the *Responsive Classroom* approach to teacher language.

Reinforcing Language

Children build on their strengths, not their weaknesses. This is one of the most important things to keep in mind when teaching. It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning.

It can take time to shift your language to focus more on what students are doing well than on what they need to improve. But once you've gotten comfortable with this powerful tool, you'll find yourself consistently acknowledging students' positives.

Keys to Effective Reinforcing Language

Name concrete and specific behaviors. Rather than saying a global "Good job!" or "Nice work," tell students what they specifically did well so they know what to keep doing and build upon.

- **Instead of:** "Your spelling shows progress."
- **Try:** "You remembered to change the 'y' to 'i' when adding 'ed.' "

De-emphasize your personal approval. Emphasize what the student did. Otherwise, students may focus more on pleasing you than on improving their skills.

- **Instead of:** "I'm so pleased with the way you added key details to your main point."
- **Try:** "You added key details to your main point. That helps your audience understand and be persuaded."

Avoid holding one student up as an example for others. The student held up may feel triumphant, but the others are likely to feel devalued or criticized. And the student held up may even feel embarrassed.

- **Instead of:** "Notice how Glenda used four sources for her research project. Let's see all of you do that."
- **Try:** To Glenda privately: "You used at least three sources as we learned to do. That makes your research credible."

Find positives to reinforce in all students. Every child has strengths. Over time, every child should feel that we see and appreciate their positive actions and attitudes.

- **Instead of:** Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the "best"
- **Try:** To a student who struggles but made a strong effort: "You read three pages during readers' workshop today. What helped you concentrate?"

Reminding Language

Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe.

Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. That's why it's so important to give reminders early, before students' behavior has gone on long enough for frustration to build.

Keys to Effective Reminding Language

Prompt children to remember for themselves what they should be doing. This shows faith in their competence and builds their autonomy.

- **Instead of:** "Sit alone or next to someone you won't be tempted to talk to. Put away everything you don't need. If your mind wanders, take a few deep breaths and tell your mind to come back to your reading."
- **Try:** "Think about what you can do to help yourself concentrate."

Use neutral tone and body language. Giving a reminder as a matter-of-fact piece of guidance shows respect for the student. It also helps her focus on what she needs to do rather than on what we think of her.

- **Instead of:** "What did we say is the next step in making these kinds of graphs?" said with a singsong voice, arms crossed, and rolling eyes. (Even if meant to be humorous, implies the student isn't very smart.)
- **Try:** "What did we say is the next step in making these kinds of graphs?" said with a matter-of-fact voice, neutral body position, and a neutral gaze. (Implies student can remember and directs his attention to doing so.)

Be brief. Students tend to tune out of long strings of words.

- **Instead of:** "I'm hearing people starting to sound disrespectful when they disagree. Everyone, remember to say 'I hear your point, but I have a different idea' or ask a clarifying question the way we learned. If we interrupt and say things like 'No, that's not true,' or 'You're wrong,' we'll shut down discussion."
- **Try:** "What did we learn about disagreeing honestly and respectfully?"

Watch for follow-through. After giving a reminder, take a moment to see if the child acts. If we don't do this, children may learn that we don't mean what we say.

- **Instead of:** Giving a reminder and then turning away immediately to tend to something else
- **Try:** Watching, and then acknowledging the child's action with a nod or a smile. No words are needed.

Redirecting Language

A third grade class is working on an art project. Macy waves her scissors in the air, the point coming perilously close to a tablemate's face. Down the hall, a class of fifth graders is doing some science experiments when a small group starts playing games with the materials, games that quickly have the children laughing and scuttling about, the science experiment completely forgotten.

When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they're supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them.

As with reminding language, it's important to be brief and to use a neutral tone and neutral body language when giving a redirection. Here are other essentials to keep in mind.

Keys to Effective Redirecting Language

Be direct and specific. When children are far enough into a mistake to need a redirection, they need to hear exactly what you want them to do differently.

- **Instead of:** "Casey, you need to work harder."
- **Try:** "Casey, put your watch away and continue with your assignment right now."

Say what *to* do, instead of what not to do. Saying what not to do may sound like a complaint or an attack on students' character, and many students may miss what we're wanting them to do. Naming the desired behavior is clear and respectful of children.

- **Instead of:** "Class, stop wasting everyone's time."
- **Try:** "Freeze. Everyone return to your seat with your folder. Then we'll start."

State a redirection as a statement, not a question. A question gives the illusion of choice and can confuse children. It's more respectful to calmly give a statement that tells children exactly what we want them to do.

Instead of: "Anna, could you refocus on your math?"

Try: "Anna, refocus on your math."

Follow up with action if necessary. Watch to see if the student follows your redirection. If not, give a clearer redirection or take action that helps her return to positive behavior.

- **Instead of:** Redirecting Anna and then turning away immediately to tend to something else
- **Try:** Directing Anna to move to a seat close to you (if sitting near classmates seemed to be pulling her off task).

  or

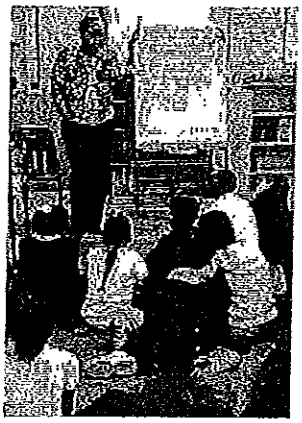
  Directing Anna to "take a break" (take a positive time-out) in a place away from the action so she can regain her focus.

Pick an R and Start Practicing

Changing our language can be challenging. It helps to take it one step at a time. Choose one aspect of teacher language described above, whichever speaks to you the most, and work on that aspect. When you've made progress, take on one more change. In time, your new language will feel more natural. Sticking to it brings great rewards—for you, and more importantly, for your students.

Teacher Skill Drives Common Core Success

How Responsive Classroom® Helps



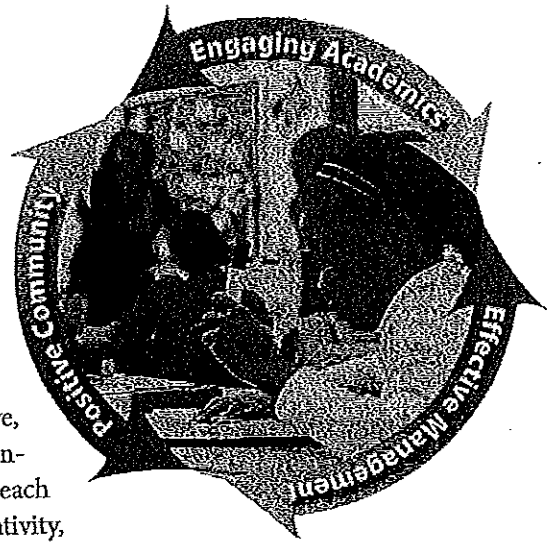
Effective implementation of the Common Core State Standards calls for essential changes to teacher practice. Mapping curriculum content to the standards is just half of the work of implementing the Common Core. The second crucial half is providing teachers with the high-quality, sustained professional development that enables them to shift their instructional practices as needed so that students learn in the ways intended by the Common Core.

"Without dispute, the single most important factor in achieving the standards is teachers with instructional prowess," says Lora Hodges, executive director of Northeast Foundation for Children (NEFC), developer of the *Responsive Classroom* approach to teaching. "We need teachers who engage all students, lift them to high levels of content mastery, provoke critical thinking and deep analysis, and coach students into becoming strong communicators and collaborators."

Among U.S. teachers, there is no shortage of passion for helping every child succeed. The Common Core makes it clear, Hodges notes, that there must also be no shortage of professional development in helping teachers translate this passion into practice. "What a teacher believes, knows, and does has a major influence on how students learn," she says. "Teachers are at their best when they have not just passionate beliefs but also knowledge of how students learn best, and a body of evidence-based practices that enable them to deliver high-quality instruction."

Since 1981, teachers have been turning to the *Responsive Classroom* approach to increase their knowledge of teaching and their capacity to deliver high-quality instruction. When they use this approach, students experience academic gains while building vital social and emotional competencies—competencies such as a calm focus that enables deep thinking, interpersonal skills for collaborating with diverse classmates, and a stick-to-itiveness that helps them persist in the face of difficulty. These are among the crucial skills students need to achieve the rigor inherent in the Common Core and to successfully navigate our increasingly complex world.

What Is the Responsive Classroom Approach?



Responsive Classroom is a research-based approach to elementary education that gives teachers highly practical strategies for developing competencies in three crucial domains:

- **Engaging Academics:** Offering lessons and assignments that are active and interactive, appropriately challenging, purposeful, and connected to students' interests so that students reach higher levels of motivation, skill mastery, creativity, critical thinking, and problem-solving.
- **Effective Management:** Establishing and teaching behavior expectations, handling behavior mistakes, managing the schedule, and organizing physical spaces in ways that enable students to work with autonomy and focus.
- **Positive Community:** Creating an environment in which every child feels safe and fully included, teacher and students share a common purpose, and a sense of joy envelops hard work, which together enable children to take the risks necessary for learning.

Some examples of *Responsive Classroom* practices are starting each day with a whole-class Morning Meeting to set the tone for learning, giving students meaningful choices in their learning, and using positive teacher language to support maximum student growth.

As schools and districts increasingly recognize that developing students' social and emotional competencies is key to improving academic outcomes, they are providing *Responsive Classroom* professional development for their teachers.

As a result, an estimated one million students each year are impacted by *Responsive Classroom* practices. School leaders report that after staff receive *Responsive Classroom* training, their school sees increased teacher effectiveness, higher student achievement, and an improved school climate.

RESEARCH: Responsive Classroom Increases Teachers' Use of Standards-Based Practices

Research shows that the *Responsive Classroom* approach strengthens teachers' ability to help students meet Common Core standards. A 2013 study by the University of Virginia's Curry School of Education found that teachers who use the *Responsive Classroom* approach used higher levels of standards-based mathematics teaching practices than non-*Responsive Classroom* teachers. As a result, researchers studying their classrooms observed:

- Higher levels of mathematical discourse
- More skill in representing mathematical concepts and problems
- Greater cognitive depth within lessons
- Greater coherence and accuracy of mathematical content

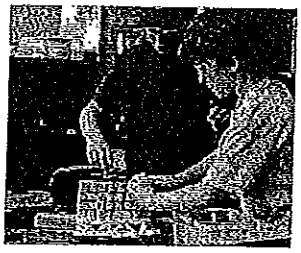
For details, see the research brief, "The Responsive Classroom Approach Increases the Use of Standards-Based Mathematics Teaching Practices," by Erin R. Ottmar, Sara E. Rimm-Kaufman, Robert Q. Berry, and Ross A. Larsen. http://bit.ly/rc_math

For other research on the Responsive Classroom *approach, visit www.responsiveclassroom.org/research.*

A CLOSER LOOK: How Responsive Classroom Aligns With the Common Core

All *Responsive Classroom* practices help teachers create the conditions that enable students to do the higher-order learning called for by the Common Core. Especially important are the *Responsive Classroom* solutions that address the following Common Core challenges:

Common Core Challenge: A Climate of Learning All Day, Every Day



All the Common Core–aligned tools and techniques being offered to teachers will go only so far without one linchpin: the use of positive and effective teacher language.

Language—word choice, tone of voice, and pacing—is perhaps the most powerful tool available to teachers. It permeates every aspect of teaching. Teachers can't give a lesson, welcome a student into the room, coach students on a math assignment, or guide a language arts project without using language.

And how a teacher uses language has a huge impact on how students think, feel, and learn. Skillful teacher language creates a climate of joyful, rigorous learning and lights a fire in each child; unskillful teacher language can create a climate of frustration or fear and tear

children down. If teachers are going to help students reach the high bar set by the Common Core, they need to pay attention to this most potent item in their teacher toolkit.

Every adult can probably name a time when a mentor's words inspired them to go for something big, or when an especially encouraging comment kept them going when they were tired or scared. The question is, What exactly was it that made those utterances so inspiring and encouraging? How can teachers become conscious of those elements of language and use them deliberately when they speak to students?

Responsive Classroom solution: Using effective teacher language

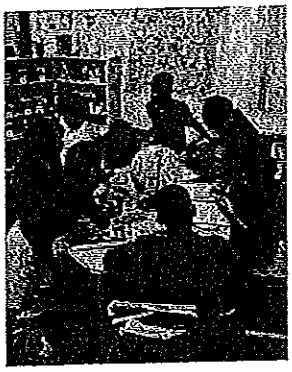
Responsive Classroom trainings and resources break successful teacher language down into its building blocks and teach them to educators systematically. For example, teachers learn these four types of language that are especially crucial for helping students reach Common Core standards:

- **Envisioning language**—language that inspires students to imagine themselves achieving beyond their current reality
- **Open-ended questions**—questions that encourage inquisitiveness and connection-making by drawing on students' own thoughts, knowledge, and feelings
- **High-quality feedback**—feedback that names what students are specifically doing well so they know what to build on as they progress toward learning goals
- **Reminders and redirections**—brief words and phrases that keep children's behavior on track while building their autonomy, sense of competence, and self-discipline

For each type of language, teachers learn not only the how's (which words and what tone of voice have the most impact), but also the when's (in what situations to use each type of language).

This conscious use of language brings out the best in children, inspiring hard work and enabling profound growth in students' academic engagement and achievement.

Common Core Challenge: Rich Academic Conversations



The Common Core's Speaking and Listening standards reflect a vision of students engaged in rich academic conversations and oral presentations that open minds and deepen learning.

"This is a worthy vision because it's this kind of high-quality communication that allows students to reap the full benefit of school," says NEFC's Hodges.

To succeed in academic conversations and presentations, students need to use a certain language—the language of learning. As Hodges puts it, "The language of learning is much more than ordinary speech. It is a set of concrete skills and strategies for listening, then

thinking; for thinking, then speaking; for translating curiosity into well-thought-out questions and arguments; for building on others' ideas and taking a conversation and train of thought to a higher and higher level."

Students don't come to school automatically knowing how to speak this language. Nor can we expect them to gradually pick it up by themselves. Instead, we need to deliberately teach the language of learning to students from the earliest grades onward, guiding them in the specific skills, words, and social conventions that make up this language.

But just as students don't automatically know this language, teachers may not automatically know how to teach it. Many may think there's nothing to this language, and so there's nothing to teach. Others might think the opposite—that the language of learning can't be taught, that some people just think and communicate in this way and some just don't. "Both would be dangerous assumptions," says Hodges. "Speaking, listening, reasoning, and intellectual curiosity are proficiencies that students must have as they work on curriculum that's mapped to the Common Core. When they come to the table without this set of proficiencies, or come with any of these proficiencies underdeveloped, teachers can and must teach them what they need to know."

Responsive Classroom solution: Teaching the language of learning

The *Responsive Classroom* approach gives teachers ways to explicitly teach the language of learning. It addresses core speaking and listening competencies such as:

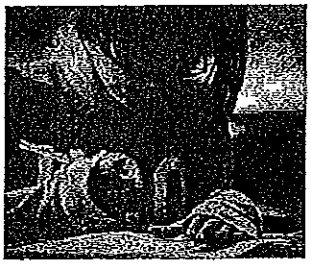
- Listening with respect and to fully understand
- Speaking clearly, concisely, and confidently
- Asking purposeful questions and answering others' questions thoughtfully
- Backing up assertions with sound evidence
- Agreeing and disagreeing respectfully to advance powerful exchanges of ideas

All *Responsive Classroom* teaching practices help build children's speaking and listening skills, and teachers receiving training in the approach learn how to use these practices in concert to introduce the skills, give students multiple opportunities to practice, offer meaningful feedback, and address common mistakes.

Importantly, teachers learn how to integrate this teaching and practice into activities throughout the school day—during math and language arts and other academic lessons, in Morning Meeting, during recess and lunch, and at dismissal—rather than treating them as an add-on to the teaching of academic content.

When teachers systematically teach the language of learning in this way, classroom discussions and presentations take on new depth and nuance. Not only does this mean meeting the Common Core standards, it also means that students get practice in the speaking and thinking skills they need for navigating life outside of school.

Common Core Challenge: More Complex Content and Skills



The Common Core is asking students to master harder content and skills. To name just a few examples, certain content and skills are being taught a grade earlier than before; students are being asked not only to solve math problems, but also to explain to others how they solved those problems; and in reading and writing, students are expected not only to draw conclusions, but to cite evidence to justify those conclusions.

"Teachers might feel a bit overwhelmed by these expectations," says *Responsive Classroom* program developer Mike Anderson. "But by thinking through what skills their students are missing and then teaching students these skills, they'll make the prospect of reaching these standards manageable for themselves and their students."

Before every assignment, says Anderson, teachers should think about the prerequisite skills students need. "If students are being asked to explain to each other how they solved a problem, do they know how to take turns talking? Do they know how to respectfully show that they aren't (or are) following a classmate's explanation? If they're to cite evidence to back up a conclusion, do they know how to mark important information in a text so they can find it later? Do they know how to think about whether information is important in the first place?"

By asking such questions and then specifically modeling each missing skill, Anderson notes, teachers will be able to scaffold children toward succeeding at more complex tasks.

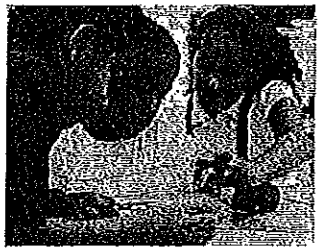
Responsive Classroom solution: Interactive Modeling

When teachers receive *Responsive Classroom* training, another practice they learn is Interactive Modeling, a simple yet highly effective technique for teaching these prerequisite skills. In conventional modeling, teachers show students what a procedure, task, or thinking process looks like. Interactive Modeling goes beyond that in three important ways:

- **Active observation by students**—Teachers using Interactive Modeling do little to no narrating and explaining during their modeling. Instead, they prompt students themselves to notice details about what the teacher demonstrated.
- **Immediate practice**—Interactive Modeling has built-in steps for students to immediately practice the skill the teacher demonstrated.
- **Immediate feedback**—Teachers using Interactive Modeling observe students' practice carefully and take the time to give high-quality feedback in the moment.

"This combination of active noticing, immediate practice, and immediate feedback is so powerful," Anderson comments. "It gets students to engage more deeply, learn more, and remember more. And that means they build a firmer and more logical staircase of competencies that enables them to tackle harder content and skills."

Common Core Challenge: Genuine Student Engagement



The cognitive tasks the Common Core is asking students to do—analyze texts and data, evaluate arguments, interpret words from context, integrate information from diverse sources, apply methods learned in one context to another—require mental stamina and will feel like hard work to many children.

To motivate children to keep trying when the work gets hard, teachers need to ensure that the work is engaging. One of the best ways to do that is to give students some choice in their learning.

Teachers have always built choice into their lessons: *Choose six of the following ten questions to answer* or *Choose a partner to work with.* But these sorts of choices aren't motivating enough for students to truly stretch themselves.

So what kind of choice will do the job? And how can teachers structure choice so that students meet important learning goals, their own work stays manageable, and the classroom remains calm and orderly?

Responsive Classroom solution: Academic Choice

The *Responsive Classroom* practice of Academic Choice meets all these criteria. Students are invited to choose, within teacher-set boundaries, what they learn, how they learn, or both.

- **What to learn**—For example, to meet a particular learning goal, a teacher may allow students to decide which book to read, which animal to study, which community issue to research, and so forth.
- **How to learn**—For example, after students read a nonfiction text about the American Revolution, a teacher may give them three choices for how to analyze and summarize the text: write an essay, create a graphic representation, or write a song.

Meaningful choices such as these are highly motivating. If a child can choose a topic that sparks her, she'll be more willing to do the difficult text analysis being asked of her. If a student can select a research presentation method that matches his learning style or that he feels competent with, he'll go into the research with more confidence and energy.

In addition to giving meaningful choices, teachers using *Responsive Classroom* Academic Choice lead students through three activity phases:

- **Planning**—Teachers present available choices for meeting a learning goal and then help students choose and plan their work responsibly.
- **Working**—Students follow through on their plan. As students work, teachers observe, offer support, and extend students' thinking.

❋ **Reflecting**—Teachers guide children in answering questions such as *What about my work surprised or excited me?* and *How does this work change the way I think about this topic?* Such questions help children assimilate what they've learned.

Giving truly meaningful choices and taking children through these three phases of academic work improves children's thinking and problem-solving skills, decreases problem behaviors, and builds their social interaction skills. These outcomes are vitally important if students are to succeed with the Common Core.

Keeping the Focus on Teacher Skill

"We need common training and common resources," one teacher tweeted in response to a news commentary asking how our nation is to effectively implement the Common Core. This teacher was exactly right. If we give teachers the appropriate training and resources, they'll transform their teaching from good to great, enabling children to soar to new heights. *Responsive Classroom* professional development is one way to ensure that teachers have the skills they need to help children meet the Common Core State Standards.

Responsive Classroom®

Northeast Foundation for Children, Inc.
85 Avenue A, P.O. Box 718
Turners Falls, MA 01376-0718

800-360-6332 Fax 877-206-3952
www.responsiveclassroom.org

This white paper is available
on the *Responsive Classroom* website at
http://bit.ly/rcwhitepaper2

The Collaborative

News from CASEL and Our Partners in the Field of Social and Emotional Learning

Recent Research

CASEL Guide Online Effective Social and Emotional Learning Programs

The Missing Piece A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools

A Leading SEL Program Gets Positive Results—But Only if It's Used

by Sara Rimm-Kaufman

In March 2014 the American Educational Research Journal (AERJ) *published results from a large, rigorous, three-year study of the Responsive Classroom approach. Responsive Classroom is one of 23 exemplary evidence-based social and emotional learning programs identified in the* 2013 CASEL Guide. *The study, funded by the Institute of Education Sciences in the U.S. Department of Education and the National Science Foundation, was conducted by Sara Rimm-Kaufman and colleagues at the University of Virginia Center for the Advanced Study of Teaching and Learning (CASTL). In addition to being a national leader in the SEL field, in 2007 Rimm-Kaufman was the first scholar to receive CASEL's Joseph E. Zins Award for Action Research on Social and Emotional Learning. In this blog entry, Rimm-Kaufman describes the origins of the study, its method, and its findings.*

In 2000 I began research on the Responsive Classroom approach. I've conducted two studies—one from 2001 to 2004 and a second from 2008-2011. My goal has been to conduct research and share findings that provide guidance for administrators and teachers making decisions about daily practice in classrooms. There has been a consistent, single thread present in both studies—my team and I wrestle with key questions about *how* the Responsive Classroom creates change. The focus on "mechanism" speaks to a need we have in educational and psychological

research to understand how children's personal attributes and their experiences in classrooms influence their self-control, engagement in learning, and achievement. Recently we have been examining this issue in math classrooms in the presence of the new, challenging mathematics standards.

I was initially drawn to Responsive Classroom because of the intent of its developers. The approach was created by a group of wise educators who wanted schools to feel like caring, safe communities. Upon examining the principles and practices, I could see they were based on strong developmental theory. They didn't just focus on improving a set of social and emotional skills in children. They also focused on enhancing the capacity of teachers to be able to interact with children effectively. For example, teachers learned strategies to facilitate warm and responsive interactions with children, use proactive approaches to handling behavior problems, utilize language effectively, and foster children's development of self-control and autonomy.

The study described in the *AERJ* article examined the efficacy of the Responsive Classroom approach over three years. Twenty-four schools were assigned randomly to intervention or comparison conditions. We studied 2,000 students and their teachers from the end of second grade to the end of fifth grade to examine the effects of exposure to the Responsive Classroom approach on math and reading achievement. We paid careful attention to the interactions that occurred when teachers were using Responsive Classroom practices. We watched and coded seven hours of video footage for the 300 teachers. Each video was coded between two and three times with different coding systems. We measured use of Responsive Classroom practices in one set of observations and utilized the Classroom Assessment Scoring System in another. For math classrooms we used the M-Scan measure to assess teachers' use of standards-based mathematics.

These observations expanded our understanding of classroom and teaching practices. We have published papers in the *Journal of School Psychology, School Psychology Quarterly, Prevention Science, School Psychology Review,* and the *Elementary School Journal* that shed light on Responsive Classroom practices and teacher effectiveness. The findings

we report in the recent *AERJ* paper showed that exposure to Responsive Classroom practices produced 11-12%-ile gains in student math and reading achievement over three years. Gains were larger for students who were in the lowest quartile (below 25%-ile) in math achievement in second grade. However, the findings show that simply receiving training in the Responsive Classroom approach did not improve student achievement. Achievement gains were only evident when teachers *adopted* the Responsive Classroom practices and *used* them regularly in the classroom.

Focus groups with teachers revealed experiences that were important in helping them adopt Responsive Classroom practices. Principal support for Responsive Classroom practices was critically important. So were efforts by school leaders to create a psychologically safe environment that allowed teachers to take the risk of learning and using new methods.

To read the AERJ article go to:
http://aer.sagepub.com/content/early/2014/02/21/0002831214523821.abstract

For more information about research conducted by Sara Rimm-Kaufman see:
http://www.socialdevelopmentlab.org/

For short informative article summaries from the Center for Advanced Study of Teaching and Learning see:
http://curry.virginia.edu/research/centers/castl/projects/castl-research-briefs

For information about doctoral and masters programs that teach about SEL at the Curry School of Education, see:
http://curry.virginia.edu/academics/areas-of-study/educational-psychology

For information about the Responsive Classroom approach, see
www.responsiveclassroom.org

The New York Times

March 11, 2013

Defining Bullying Down

By EMILY BAZELON
NEW HAVEN

THE March 3 death of Bailey O'Neill, a 12-year-old boy in Darby Township, Pa., was widely attributed to bullying, based on allegations that a classmate hit the boy in the face in January. He suffered a concussion, his family said, and eventually seizures.

Bullying was also the headline in the death of Amanda Todd, a 15-year-old Canadian girl who committed suicide after making a viral video in which she described being seduced, stalked and blackmailed online, probably by an adult.

Were these instances of actual bullying? It's hard to say. But what's notable is that observers automatically assumed they were, even though we know that "bullying" isn't the same as garden-variety teasing or a two-way conflict. The word is being overused — expanding, accordionlike, to encompass both appalling violence or harassment and a few mean words. State laws don't help: a wave of recent anti-bullying legislation includes at least 10 different definitions, sowing confusion among parents and educators.

All the misdiagnosis of bullying is making the real but limited problem seem impossible to solve. If every act of aggression counts as bullying, how can we stop it? Down this road lies the old assumption that bullying is a rite of childhood passage. But that's wrong.

Bullying is a particular form of harmful aggression, linked to real psychological damage, both short and long term. There are concrete strategies that can succeed in addressing it — and they all begin with shifting the social norm so that bullying moves from being shrugged off to being treated as unacceptable. But we can't do that if we believe, and tell our children, that it's everywhere.

The definition of bullying adopted by psychologists is physical or verbal abuse, repeated over time, and involving a power imbalance. In other words, it's about one person with more social status lording it over another person, over and over again, to make him miserable.

But when every bad thing that happens to children gets called bullying, we end up with misleading narratives that obscure other distinct forms of harm. In the case of Bailey, the district attorney has said he has found no evidence of bullying as he properly defines it: a

history of intimidation over time. It's a tragedy if the evidence ends up showing that he died from head injuries caused by another child's punches, but it's a different kind of tragedy if that child was known for bullying, and that his parents and his school failed to stop him.

In the video Amanda Todd made before her death, her account of online seduction, stalking and blackmail cries out for condemnation and police investigation. Yet because she also reported conflicts with kids at her school, her death was mostly ascribed simply to bullying.

On the other extreme of the spectrum, overly broad legal definitions of bullying — for example, ones that leave out the factors of repetition or power imbalance — can lead parents to cry bully whenever their child has a conflict with another child.

Sorting through the accusations is a burden for schools, especially when state laws straitjacket their response to a bullying accusation, rather than allowing them to use their judgment and take account of context. And the "bully" label carries a stigma that's hard for a child to escape. It makes a child seem permanently heartless, rather than capable of feeling empathy, which almost all are.

Crying wolf about bullying isn't good for the children who play the victim, either. Those who hold onto that identity are less likely to recover from adversity. Bullying victims need sympathy; they also need help learning to be resilient.

One way to better identify real bullying is to listen to how teenagers themselves describe their interpersonal conflicts. Most teenagers can identify bullying, but they can also distinguish it from what they often call "drama," which, the researchers Danah Boyd and Alice Marwick have shown, is an accurate and common name for the ordinary skirmishes that mark most children's lives. In fact, it's drama that's common, and bullying, properly defined, that's less so.

Understanding what bullying means to children is integral to the success of every smart bullying prevention effort, because it harnesses the power of the majority. One effective strategy is for schools to survey their own students about bullying, and then broadcast the results to students. When they see evidence of what most of them know intuitively — that bullying is outlier behavior — they're even less likely to engage in it.

It's also crucial for the adults in the school to set the tone. They have to understand what bullying is and what it's not, respond when they see a domineering child going after a victim, and foster the strong ties with students that make all the difference for children's sense of belonging and decisions about where to turn when they need help.

Adults can also often do more good by asking questions that push children to come up with their own strategies than by dictating solutions themselves. By many measures, teenagers today are faring better than they were a generation ago. The rates of teenage pregnancy, binge drinking and drunken driving are down. So is violent juvenile crime and even fighting on school property.

Those heartening developments help explain why bullying is holding our national attention: as a society, we have the wherewithal now to attend to a psychological harm that has long deeply affected kids, but which adults used to mostly ignore. Bullying is a problem we can and should address. But not if we're wrongly led to believe that it's everything and everywhere.

Emily Bazelon is a senior editor at Slate and the author of "Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy."

This article has been revised to reflect the following correction:

Correction: March 18, 2013

An Op-Ed essay on Tuesday about the widening definition of bullying misidentified the hometown of Bailey O'Neill, a 12-year-old boy whose death was widely attributed to bullying. It was Darby Township, Pa., not Upper Darby.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Enrollment Report: October 1, 2014

Date: October 6, 2014

Appended to this memorandum may be found the report entitled **Westport Public Schools – October 1, 2014 – Official Registered Enrollment and Class Size.**

1. Number of students by grade and by school, K – 5
2. Number of class sections by grade and by school, K – 5
3. Average class size by grade and by school, K – 5
4. Comparisons between 2014 – 2015 actual enrollments/numbers of class sections and 2014 – 2015 budget projections of enrollments/numbers of class sections, by grade and by school, K – 5
5. Numbers of students by grade and by school, Bedford Middle School and Coleytown Middle School
6. Comparisons between 2014 – 2015 actual enrollments and 2014 – 2015 budget enrollment projections, Bedford Middle School and Coleytown Elementary School
7. Numbers of students by grade, Staples High School
8. Comparison between 2014 – 2015 actual enrollments and 2014 – 2015 budget enrollment projections, Staples High School

Of interest to note is the fact that, despite the loss of two sections at the elementary level compared to budget projections, total enrollment at the elementary level decreased by only 6 students and the total actual enrollment, K – 12 is up by 9 students compared to the projections.

WESTPORT PUBLIC SCHOOLS
OCTOBER 1, 2014 - OFFICIAL REGISTERED ENROLLMENT AND CLASS SIZE

	GRADE														*ACTUAL*	PROJ	ACT TO
		MAX 22			MAX 25										*14-15*	14-15	*PROJ*
School	**PRE K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**K-12**	**K-12**	
Coleytown Elem	51	51	64	60	66	84	85								410	439	(29)
# sections		3	4	3	3	4	4								21	22	(1)
estimated class size		17.00	16.00	20.00	22.00	21.00	21.25								19.52	19.95	
Green's Farms Elem		57	77	72	79	82	88								455	449	6
# sections		3	4	4	4	4	4								23	24	(1)
estimated class size		19.00	19.25	18.00	19.75	20.50	22.00								19.78	18.71	
Kings Highway Elem		79	80	85	92	83	79								498	482	16
# sections		4	4	4	4	4	4								24	24	-
estimated class size		19.75	20.00	21.25	23.00	20.75	19.75								20.75	20.08	
Long Lots Elem		70	93	94	89	110	104								560	576	(16)
# sections		4	5	5	4	5	5								28	29	(1)
estimated class size		17.50	18.60	18.80	22.25	22.00	20.80								20.00	19.86	
Saugatuck Elem		86	76	97	86	90	83								518	501	17
# sections		5	4	5	4	4	4								26	25	1
estimated class size		17.20	19.00	19.40	21.50	22.50	20.75								19.92	20.04	
Pre-K-5 Total	**51**	**343**	**390**	**408**	**412**	**449**	**439**								**2,441**	**2,447**	(6)
# sections		19	21	21	19	21	21								122	124	(2)
estimated class size		18.05	18.57	19.43	21.68	21.38	20.90								20.01	19.73	
Bedford Middle								282	275	297					854	841	13
Coleytown Middle								186	170	192					548	549	(1)
6-8 Total								**468**	**445**	**489**					**1,402**	**1,390**	12
Staples High School											472	442	478	463	**1,855**	1862	(7)
Total K-12															5,698	5,699	(1)
Pre-K															51	43	8
Placed Out (K-12)															30	30	-
Grand Total Students															**5,779**	**5,772**	**7**

WESTPORT PUBLIC SCHOOLS

MARJORIE CION
Director of Human Resources

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-10004
FAX: (203) 341-1024

To: Elliott Landon

From: Marge Cion

Subject: Staffing Report

Date: October 6, 2014

At this time, the District is fully staffed for the 2013 – 2014 school year. This year we hired a total of 44 new certified staff members, up slightly from the 38 certified staff members that we hired a year ago. Two of the new certified staff members are administrators. Thomas Scavone was hired as the District's K – 12 Music Supervisor and Jeffrey Golubchick was hired as an Assistant Principal at Saugatuck Elementary School. For the 2014 – 2015 school year several of our staff members are in new administrative positions: James D'Amico, Director of Secondary Education, Julie Droller, Director of Elementary Education, Beth Messler, Principal of Saugatuck Elementary School, Kim Ambrosio, Assistant Principal at Coleytown Elementary School, Lauren Francese, Social Studies Department Chair, and John Wetzel, Math Department Chair.

In addition to these administrators, we hired 42 new teachers, 16 at the elementary level, 10 at the middle schools and 16 at the high school. Our new teachers have an average of 3.4 years of previous teaching experience down significantly from last year's average of 4.9 years. While we continue to attract much of our certified staff from local universities, our expanded recruiting efforts have attracted teachers from Fordham University, Hunter College, Carnegie Mellon University, Northeastern University, Boston College, Columbia University, Vanderbilt University, New York University and Syracuse University.

The vacancies in the District for certified staff occurred for a variety of reasons including acceptance of teaching positions closer to home (6), retirements (12), promotions within Westport (5), promotions in other districts (1), long term leaves (2), enrollment (5), and the increase in STEM offerings (2). Sadly this year, several teachers left us due to serious illness and two teachers passed away.

This year, due to a decrease in enrollment at the elementary level, we began the year with two fewer teachers than were reflected in our budget. This decrease was offset, in part, by an increase of 0.6 FTE at Staples High School due to the need for additional sections in science courses. Despite the decrease in enrollment at the elementary level, special area teachers increased by 0.6 FTE because of the addition of class sections in some of the upper grades.

In addition to our certified personnel, we hired 25 non certified staff members, including two secretaries, a technology assistant, and 21 paraprofessionals. In addition, Theodore Hunyadi joined our staff as Director of Security and Facilities.

WESTPORT PUBLIC SCHOOLS

SANDRA EVANGELISTA
Coordinator of Transportation
and Other Business Services

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1754

To: Members of the Board of Education

From: Sandra Evangelista, Elio Longo

Subject: School Bus Arrival and Departure Times

Date: October 6, 2014

As we began the 2014-15 school year, we did so with new bus schedules and new starting and ending times for four of our elementary schools and Coleytown Middle School. When the year started we had added three buses and one van to our school bus fleet so as to maintain our "three tier" system and change Coleytown Elementary School starting and ending times to permit an earlier end of day departure.

With a change of this dimension, there was a "domino effect" affecting all of the schools with the exception of Staples High School, Bedford Middle School and Long Lots School. Concurrently, adjustments were made to pre-existing routes.

Consistent with the stated objective of the Board of Education, our foremost priority was ensuring that all buses would arrive at their assigned schools in sufficient time to enable all students to arrive at the start of the school day. "First stop of the day" for all school buses, therefore, was adjusted on all routes to be certain that all buses would arrive at their assigned schools prior to the start of the school day for all students.

For the five week period beginning August 25 and ending September 26, the following occurred during the scheduled morning arrival times:

- Staples High School: All buses on time
- Bedford Middle School: All buses on time, with the exception of one bus during the first week of school.
- Coleytown Middle School: All buses on time, with the exception of one bus which arrived late on seven occasions during the first two weeks of school.
- Coleytown Elementary School: All buses on time, with the exception of one bus which was late on only one occasion for reasons related to mechanical difficulties.
- Green's Farms School: Five buses were late by one to five minutes during the first two weeks of school. All other buses arrived on time.
- King's Highway School: During the first week of school six buses were late from one to fifteen minutes; second week – three buses late from one to eleven minutes; third week – three buses late from one to seven minutes; fourth week – one bus late twice during the week by 5-10 minutes; fifth week – four buses late by one to seven minutes (milling and paving of King's Highway North).
- Long Lots School: All buses on time, with the exception of one bus on the first day of school.
- Saugatuck Elementary School: All buses on time every day.

For the five week period beginning August 25 and ending September 26, the following occurred during the scheduled afternoon departure times:

- •Staples High School: All buses arrived on time
- •Bedford Middle School: All buses arrived within a fifteen minute window of dismissal
- •Coleytown Middle School: All buses present at dismissal with the exception of five buses that arrived between one to eight minutes after dismissal window during the first week of school. During weeks two and three, only one bus was arriving after dismissal window. Beginning with week four, all buses arrived on time.
- •Coleytown Elementary School: Eight buses have been consistently late with six of them being one to five minutes late and two being one to twelve minutes late.
- •Green's Farms School: Seven buses were late by one to ten minutes during the first through third weeks of school. Lateness in five of the buses has been reduced to one to five minutes.
- •King's Highway School: Seven buses were late from one to ten minutes during the first two weeks of school. That number was reduced to five buses being one to five minutes late during weeks three and four. All buses beginning with week five were arriving within the dismissal time window (with the exception of two days when paving and milling of roads interfered with all traffic movement).
- •Long Lots School: All buses consistently on time with the exception of three buses which were arriving one to six minutes late through week four, less so by week five.
- •Saugatuck Elementary School: All buses arrived on time.

Those factors that have had an influence upon bus arrival and departure times have been the following:

1. Driver shortage, absence and turn over.
2. Road construction, milling and paving during startup period.
3. Increased traffic on local roads.
4. Delayed exit for buses from Coleytown Middle School.
5. Thirty minute tier for dismissal period.

Possible remedies include:

1. Continue to work with Dattco to better train all drivers servicing Westport.
2. Request traffic officer be stationed at bus exit for Coleytown Middle School at dismissal time only.