

Superintendent's Report
Hampton Board of Education
December 15, 2021
Written 12/8/21

This report contains two attachments. The first is the annual report to the Town of Hampton for the year 2020-2021. The second is a report of the year-to-year academic performance of our students, as reported by the CSDE's assessment tool known as the NWEA (NorthWest Evaluation Association) that is given to all students attending Connecticut public schools.

Attachment #1:
Report to the Town of Hampton

The Hampton Elementary School Annual Report for 2020-2021 covers how the HES community was able to develop a plan to reopen our school in a manner that kept everyone safe during the Covid pandemic.

As you all know, HES's reopening plan set a goal of:

Every student, Every day, for 183 days

I am pleased to report that we were able to accomplish our goal. As the report indicates, HES was one of only 3.8% of all of Connecticut's schools that accomplished that goal of remaining open for a complete academic year. In fact, many of those schools included in the 3.8% were actually open for a modified academic year as short as 170 days. HES was able to be open for its full 183 days.

Attachment #2:
Student Academic Performance

This attachment shows the academic impact on our students of the Covid pandemic and how the HES Reopening Plan that kept our students in their classrooms impacted student learning.

The NWEA is a nationally recognized student skill assessment tool that the Connecticut State Department of Education uses statewide to assess student performance in mathematics and reading at their grade level.

After the four month shut down of all schools from March 2020 through June, 2020 and the use of virtual learning, the fear was that the loss of academic progress for all students from Pre-K through high school would be profound.

At the start of the shut down, HES did not have a robust technology base that would allow an easy transitioning from in classroom learning to virtual learning. Some students did not have access to the internet and many had slow and inconsistent internet connections.

Parents also had no real experience with sitting with their children to help them with their classroom activities. Some of our students experienced emotional stress as parents had to make their own critically difficult transitions during the shut down.

Teachers had to quickly learn and then implement classroom lessons using Google Classroom. Beverly Danielson, RN was confronted with learning about the CDC and State of Connecticut's health department's mandates and the Governor's Executive Orders. With all of that, the HES Reopening Plan was developed through the efforts of the Reopening Discussion Group that was composed of HES staff and administrators, town representatives, parents and citizens. A reopening plan was developed and it was mailed out to every household in Hampton.

The tension, the uncertainty, and the changes that were required, our key concern was: How did all of this impact student learning? It is that question that is addressed by Attachment #2.

What does Attachment #2 contain?

1. The NWEA results over four years are documented in the graphs.
2. The graphs are only from Team C /grade 6 students (Other Team reports are available). The Team C student data was used since they have the longest record of NWEA data points; therefore, progress over time is more apparent.
4. The Team C results are for Math performance as of June, 2021.
5. All student names or identifying marks have been removed.

6. The X axis has the testing dates and the Y axis has the students' overall results.

7. The graphs are color coded: yellow represents the expected level of performance at the time of the test with colors above and below reflecting higher or lower than expected performance.

What do Attachment #2 graphs mean?

1. Students progress in their skill-development at different rates; therefore, the data points do not create a straight line of progress over time.

2. Students have different overall levels of performance; therefore, the data lines for each student will be different from other students with some in the average range of skill-development, some lower, and some above the expected skill performance at the time of testing

3. All testing was completed in classrooms, under teacher supervision, and all tests were online. (This is not a traditional paper and pencil test).

4. I have penciled in a line indicating the time of the lockdown. To the right of that line shows student performance during the time we fully opened HES from August 2020 to June 2021.

5. The key is to look at the progress over time especially post lockdown. Most of HES students in Team C have a slight down turn post lock down and then continue their upward progress in their skill development once they were fully back in school.

What conclusions can be drawn from these graphs?

1. HES students have continued their upward progress regarding the development of their math skills.

NOTE: There are graphs that indicate students who have most likely been placed into SRBI (our tutoring program implemented by Mr. Gervase) There are graphs that indicate students who are likely IEP'ed into Special Education support

What is the key take-away concerning student skill-development over time?

1. Our students have not shown large drops in their skills post lock down and our students show no long term negative impacts of either the lock down nor long term social or emotional Covid related loss of learning.

2. The HES Reopening Plan has worked well in keeping Covid's impact on the HES community under control

3. The efforts at keeping HES open all of 2020-2021 has been well worth the effort and cost as our students' skill development has not suffered any lasting negative impact from the impact of Covid. The Team C grade 6 students are well prepared and ready for their move up to Parish Hill Middle School.

I welcome any comments either in writing or verbal discussions with any BoE member.