

**EASTON, REDDING AND REGION 9 SCHOOL DISTRICTS  
EASTON AND REDDING, CONNECTICUT**

**ER9 METRICS AND MEASUREMENTS INITIATIVE:  
ASSESSING THE QUALITY OF OUR SCHOOLS**

Dear Parents and Members of the School Community:

The mission of the Easton, Redding, and Region 9 School Districts is to nurture and to inspire all students to realize their potential and to become self-sustaining members of a society that is increasingly diverse and continuously changing. The ER9 Strategic Plan guides the boards of education, administrators, and staff members in their work to realize the mission of the school districts. A central focus of the plan is to inform members of both the school community and the broader community about the status of our schools and, by doing so, to recognize their achievements and to facilitate their improvement.

**METRICS AND MEASUREMENTS COMMITTEE**

Providing comprehensive and timely information about our schools to parents and to the public is a complex undertaking, requiring the perspectives of many people. For that reason, a thirty-member ER9 Metrics and Measurements Committee was convened in November, 2007. The committee is comprised of students, parents, board members, teachers, school administrators, and central-office administrators. It worked throughout the 2007-2008 school year to identify diverse metrics and measurements that are used or could be used to assess and to communicate the quality of the culture, programs, and services of our schools. The names and affiliations of the members of the ER9 Metrics and Measurement Committee are listed in Appendix A below. The list of metrics and measurements developed by the committee appears in Appendix B below.

**VARIETY OF INDICATORS**

From the inception of the Metrics and Measurements Committee, virtually all of its members shared the opinion that standardized tests, like the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), have an important role in determining the level of our students' proficiency in core curriculum and in comparing the level of our students' proficiency with that of students in schools located in communities comparable to Easton and Redding in affluence and funding. Members of the committee expressed caution, however, about overemphasizing the CMT and CAPT results to the detriment of other metrics and measurements that are essential to capturing the characteristics of our students and the quality of our schools. One sees, therefore, on the list of metrics and measurements in Appendix B indicators that pertain to many dimensions of our students and schools. The indicators range from the number of altruistic activities in which students engage to the mean grades in midyear and final examinations; they range from per-pupil expenditures in the school-district budgets to the number of high school students enrolled in internet-based courses.

## INITIAL REPORTS

The first phase of the ER9 Metrics and Measurements Initiative includes links on this Web site to reports and related executive summaries that pertain to several aspects of the ER9 School Districts. The reports, for example, provide information about curriculum development, school-based technology, special education, programs of study, and school discipline. They also provide information about student physical fitness, school resources, standardized tests results, college admissions, and education foundations. The links to these reports and their executive summaries are displayed on the navigation bar located on the right side of the main page of the Metrics and Measurements Section of this Web site.

We encourage you to read the broad range of information provided in the first phase of the ER9 Metrics and Measurements Initiative. We solicit your comments for improving the format, content, and navigation of the Web pages.

Thank you for your interest in our students and in our schools.

Sincerely,



Dr. Allen Fossbender, Co-Chair  
ER9 Metrics and Measurement Committee  
Superintendent of Schools



Dr. Jess Gaspar, Co-Chair  
ER9 Metrics and Measurement Committee  
Member of the Redding Board of Education

## **APPENDIX B** **STUDENT ACHIEVEMENT**

### **Academic Performance**

SAT Scores  
CAPT Scores  
CMT Scores  
ERB Scores  
RAI Scores  
NWEA Scores  
AP Scores  
SAT I Scores  
PSAT Scores  
ACT Scores  
Mean grades: midyear/final examinations  
No./ percent students on the honor roll  
No./ percent students: honor society  
No./ percent students: postsecondary education by category  
No./ percent students: GPA spectrum  
Mean grades: individual courses  
No./ percent students: retained  
No./percent students: National Merit Commended Scholars

### **Character Development**

No. of incidents: bullying  
No. of incidents: plagiarism  
No. of incidents: sexual harassment  
No./percent students: suspended  
No./percent students: expelled  
No./percent students: bus incidents  
No./percent students: behavior commendations  
No. of altruistic activities

### **Wellness**

No./percent students: school lunches  
Average days sick: students  
Average days sick: Days sick: teachers  
No. of school-related injuries  
No. of suspensions: substance use/abuse  
No. of expulsions: substance use/abuse  
No./percent students: State Fitness Standard  
No./percent students: sports teams  
Time/week: physical education  
No./percent: late arrivals  
No./percent: early departures

## **PEOPLE**

### **Personnel**

No./percent teachers: summer curriculum work  
Percent retention: five or more years  
Average CEUs/year  
No./percent: BEST mentors  
No./percent: portfolio evaluators  
No./percent: professional leadership (associations)  
No./percent: student mentors  
No./percent: Master's Degrees and beyond  
Median score: evaluated each year  
No./percent: trained Tri-State evaluations  
No./percent teachers: holding dual certifications

### **Support Services**

School counselor/student ratios  
Social worker/student ratios  
Psychologist/student ratios  
No. of referrals to outside agencies

### **Communications**

No./percent parents: Listserv  
No./percent parents: Xpedito voicemail  
No. of school newsletters/year  
No. of visits: school/district Web sites  
No. of budget referendum pamphlets  
No. of visits: homework Web sites  
No. of PTA newsletters/year  
No. of scheduled teacher/parent conferences  
No./percent parents: grade 10 conferences  
No. of high school convocations/year

### **Partnerships**

Grants: Redding Education Foundation  
Grants: Easton Learning Foundation  
Magnet school enrollment  
No. of interns/practice teachers  
No. of school-outside agency partnerships  
No./percent parent members in the PTA  
No. of parent coffees  
No. of students in Open Choice Program (Easton)

## INSTRUCTION

### Curriculum

Hours of instruction per year  
Number of interdisciplinary opportunities  
Number of courses: common assessments  
Number of AP courses  
Class sizes  
Teacher/student load  
Number of standards-based curricula  
Talented and gifted: no. of grades (RES)  
Enrichment: no. of grades (RES)  
Pacing guides: no. of courses

### Personalized Learning

No./percent: students in enrichment (elementary) programs  
No./percent: students served by specialists  
No./percent: students participating extracurricular activities  
No./percent: students in special education  
No./percent: students who have identified learning goals  
No./percent: students served by intervention programs (SAT, CST)  
No./percent: students in honor courses  
No./percent: students in AP courses  
No./percent: students using high school writing lab  
No./percent: middle school students enrolled in high school courses  
No./percent: students in band  
No./percent: students in chorus  
No./percent: students enrolled in internet-based courses  
No./percent students participating in Odyssey of the Mind  
Most recent student satisfaction survey  
Most recent parent satisfaction survey

## RESOURCES

### Finance

Per-pupil expenditure  
Amount of money in insurance reserve  
Bond ratings (Region 9)  
Amount of money in capital reserve  
Level of debt burden (Region 9)

### Operations

No. of purchase consortiums  
No. of "green initiatives"  
Indoor air quality index  
Custodian/square foot ratio  
Level of water quality  
Average ambient room temperature

### Resources

No. of computers/student  
Average class size  
No. of SMART Boards/student  
Average replacement cycle: technology  
No. of library books  
No. of internet research sites  
No. of extracurricular clubs  
No. of SMART Boards/school