

It is the **mission** of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

MANSFIELD PUBLIC SCHOOLS

2019

Development Plan Outcomes Report

2020



We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

DISTRICT FRAMEWORK



1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.



STATEMENT 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Establish Curriculum Teams in the four primary content areas

Curriculum teams met for two days of professional learning in August focused on defining the Mansfield definition of Student-Centered Learning. Teams worked throughout the year to complete the curriculum documents that define the overarching understandings and progression of skills to be taught throughout Prek-8 continuum. In February, curriculum leaders met again to examine assessment practices and to begin the process of designing performance-based assessment practices to accompany the curriculum documents.

Design and implement Summer Curriculum Writing Institute

Prior to school closing, the plan was to once again provide a summer institute focused on designing student-centered units of study. Given school closings brought on by the COVID-19 pandemic, the focus has shifted to providing a summer enrichment camp open to all students. Two, two week camp experiences will be offered. Each will use student-centered practices with a focus on the understandings and skills defined in Mansfield's Portrait of the Graduate.

Develop a shared understanding of the qualities and characteristics of 21st Century Student Work

The Mansfield Definition of Student-Centered Learning (completed 2019-20) defines how to instruct, the academic curriculum and Portrait of the Graduate (completed 2017-2020) defines what students are to learn, and the focus on designing tasks that meet the high standards of Authentic Intellectual Work (trained 2018-19) combine to create a complete and clear set of expectations for teachers. During the second half of this year we focused on creating a planning template to support teacher development of instructional units using the documents described. Exciting units of study were developed across the schools

Continue to develop school-based social skill programs

Under the direction of our Director of Student Services, the Social and Emotional Learning Task Force comprised of administrators, teachers, and parents adopted a framework for Social and Emotional Learning. As school closed, plans were underway to introduce this to teachers and support them with professional learning. In addition, the Framework elements were carefully mapped to Mansfield's Portrait of the Graduate.

ACTIONS & INITIATIVES

Establish Curriculum Teams in the four primary content areas

- The Curriculum team members will participate in two days of leadership training and action planning in August and an evening program mid-year to support attainment of the MPS Development Plan.
- Curriculum teams will work with all faculty to craft the beginnings of common performance assessments used to evaluate attainment of curricular outcomes.
- Curriculum teams will monitor the effectiveness of curriculum and instructional practices by regularly reviewing student performance data.

Design and implement Summer Curriculum Writing Institute

- Continue to develop design process for student-centered curriculum and assessment designed to meet the needs of the 21st century learner.
- Design summer curriculum development and instructional planning institute

Develop a shared understanding of the qualities and characteristics of 21st Century student work.

- Develop curriculum map for each of the Portrait of the Graduate skills that define goals, overarching understanding and skills for each.
- Work with teachers to develop and assess instructional practices that support attainment of the 21st Century skills defined in Mansfield's Portrait of the Graduate.
- Support implementation of student-centered instructional practices and project-based learning experiences throughout the schools including the introduction of a project-based planning template.
- Share newly developed definition of student-centered learning with staff and promote use when planning instruction.

Continue to develop school-based social skill programs

- Use data from 2018 student and parent surveys to extend the work of school climate initiatives in each school.
- Continue work of Social and Emotional Learning Task Force with a focus on defining a continuum of skill development and strategies to support development.

Statement 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Measurable Outcomes

90% of staff will indicate in school surveys that they have a clear understanding of the curriculum goals and expectations for students

Survey not conducted due to school closure due to COVID-19 pandemic.

Curriculum maps that define the goals, over-arching understandings, skills, learning progressions, and assessments in each content area and for each of the Portrait of the Graduate skills will be developed to support unit and lesson design.

Curriculum maps are complete in nearly every content area with some final work expected to be completed in the summer. This completion has been put off due to school closure. Assessments are still under development.

A progression of social and emotional skill development will be defined and utilized in classroom instruction

A Framework for Social and Emotional skill development has been adopted with a mapping to the Mansfield Portrait of the Graduate nearly complete when school closed in early March.

School behavioral data will show an increase in positive behaviors.

Unable to gather data due to school closure due to COVID 19 pandemic.



STATEMENT 2: *The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.*

Implement a student centered literacy program in grades K-6.

Refinements to instructional practices were led primarily by our own teachers this year after several years of intensive training and support from outside experts. A significant focus was given to assessment practices and teachers were supported to plan individualized instruction that supports continuous attainment of skills as defined in the skill progressions within the curriculum document. The phonics program was extended to grade 2.

Support the transition to Next Generation Science Standards.

Science instruction aligned with NGSS continued in all grades with enrichment teachers at the elementary schools leading the way. Problem-based, inquiry rich, units are part of the science program across the grades with much integration of the Portrait of the Graduate skills.

Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.

This School at Home program expanded the use of digital tools exponentially. Thanks to a strong foundation, teachers across the grades were able to transition to virtual instruction using Learning Management Systems such as Google Classroom and See Saw and quickly learned to incorporate a host of other platforms and programs. Teachers supported each other, webinars and virtual training programs were offered by our staff, and exploration of new tools such as Zoom resulted in a rich array of technology supports for all. Learning programs to support individual learning were also in place prior to schools closing and were continued. Additional instructional programs will be piloted this summer to support students in our virtual summer school.

Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

Learning is monitored using a range of assessment tools including State assessments, computer adapted normative screening assessments, commercially developed monitoring tools, locally crafted assessments, and structured teacher observation. These data are reviewed regularly to identify students in need of additional supports. These supports are provided by classroom teachers, specialists, para-educators, and UCONN interns and continued throughout our School at Home period.



STATEMENT 2 continued...

Provide enrichment experiences to students to extend the curriculum and promote use of 21st century skills.

Support K-8 teachers in the related arts in the implementation of new national and state standards.

Enrichment teachers have an ever increasing role in providing experiences to all students. At the middle school robust student selected programs in robotics, science, history, and problem solving continue to attract a large number of students. The History Day program continued in a virtual format and Mansfield, once again, had several students who advanced to the national competition. Robotics programs are growing at the elementary level as well. In addition, collaboration with classroom teachers on problem-based learning experiences provide more opportunity to integrate enrichment experiences into the general curriculum. Advanced math classes continue as needed.

As schools closed, all related arts curriculum documents were nearing completion thanks to wonderful collaboration among all teachers in these departments. Mansfield will soon have completed, aligned, K-8 curriculum in every content area.

ACTIONS & INITIATIVES

Implement a student-centered literacy program in grades K-6.

- Build a common understanding of grade level performance expectations in language arts and implement a revised assessment plan.
- Continue to support teachers in the implementation of a workshop approach to developing reading and writing skills in grades K-6.

Support the transition to Next Generation Science Standards in grades 5-8.

- Pilot NGSS aligned units in grades 3-8
- Begin to craft assessment strategies consistent with NGSS in grades 3-8
- Build teacher understanding of NGSS Standards in grades K-4

Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.

- Implement use of digital tools that support individualized learning and enhance development of the skills defined in the Mansfield Portrait of the Graduate.
- Introduce use of new data management system to support monitoring of student performance.
- Utilize digital tools that provide intervention support to students.

Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

- Engage teachers in evidence-centered reviews of student performance to support planning for instruction.
- Conduct annual review of student performance for all students enrolled in intervention and special education programs.
- Continue to utilize teaching interns to supplement English Language Learner instructional programs.

Provide enrichment experiences to students to extend the curriculum and promote 21st century skills.

- Provide project-based and STEM learning experiences to students through the enrichment program at the elementary schools.
- Continue to provide NGSS aligned science instruction led by enrichment teachers to elementary classrooms throughout the district.
- Continue to integrate enrichment experiences in content area instruction throughout the middle school.
- Continue to provide enrichment in mathematics at MMS and as needed in the elementary schools

Support K-8 teachers in the related arts in the implementation of new national and state standards.

- Provide collaboration opportunities to support program development for teachers in the arts across the grades.
- Continue to support music and physical education teachers in the revision of curriculum.

Statement 2: The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Measurable Outcomes

Data not gathered due to school closure due to the COVID-19 pandemic.

80% of students will meet expectations in English/Language Arts as measured by State and local assessments

	Smarter Balanced Assessment	STAR Early Literacy Spring Benchmark	STAR Reading Spring Benchmark
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
OVERALL			

End of Year Text Level Achievement Percent of Students Meeting or Exceeding Expectations

Grade	Percent
K	
1	
2	
3	
4	
Overall	

75% of students will meet expectations in mathematics as measured by State and local assessments

	Smarter Balanced Assessment	STAR Math
Kindergarten	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
OVERALL		N/A

90% of students will meet expectations in science as measured by State and local assessments

	Smarter Balanced Science Assessment
Grade 5	
Grade 8	



STATEMENT 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.

Curriculum teams in each content area are nearing completion of curriculum maps that define the transfer goals, over-arching understandings, skills, and learning progressions grades Prek-8. Much attention this year was given to assessment practices and the development of student-centered, performance-based tasks that measure student progress along the continuum of skills found in the curriculum. This work was abruptly suspended with school closures in March and will be resumed to the extent possible next fall.

Map backwards to define expectations for each grade in the content areas listed above and begin to identify assessment strategies that include 21st Century skills to measure student progress toward these expectations.

A unit planning guide that integrates academic skills and the Portrait of the Graduate skills with the Mansfield definition of student-centered instruction has been developed and has been piloted in several grades. This guide includes authentic assessment practices that allow for measurement of skills against curriculum expectations. Additional training and application of this work was planned for the summer of 2020. It will be implemented in a modified manner to support the virtual summer camp being provided by the schools.

Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas.

Much attention was given to utilizing formative assessment practices during job embedded professional learning sessions. Collaborative review of student performance data from a variety of sources was the focus of many teams' work and was reinforced by the revised educator evaluation system. A new data management system was implemented this year and staff training begun.

ACTIONS & INITIATIVES

Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.

- Curriculum teams, working with all faculty, will develop curriculum maps that define goals, over-arching understandings skills, learning progressions, and assessments in each content area.
- Begin development of cornerstone tasks designed to support attainment of curriculum goals and evaluate student performance across content areas and Portrait of the Graduate skills.

Map backwards to define expectations for end of each grade in various content areas and identify assessment strategies that include 21st century skills to measure student progress toward these expectations.

- Use Portrait of the Graduate benchmarks as criteria for evaluating student performance in 21st century skills.
- Define multiple strategies and practices for evaluating Portrait of the Graduate skills and consider reporting mechanisms.

Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas. Review current collection process and data management tools.

- Promote formative assessment practices which allow teachers to evaluate student performance during instruction along a progression of skill development in order to provide “just in time” instruction.
- Implement new data management system for collecting and reviewing student performance data.
- Engage teachers in the analysis of data from State and local assessments and classroom evaluation practices to be used in instructional planning.

Statement 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Measurable Outcomes

75% of students will demonstrate expected growth as measured by STAR assessments in reading.

Data not gathered due to school closure due to the COVID-19 pandemic.

75% of students will demonstrate expected grade level performance and growth as measured by STAR assessments in reading.

Data not gathered due to school closure due to the COVID-19 pandemic.

Star Growth Performance (SGP)

	STAR Early Literacy	STAR Reading	STAR Math
Kindergarten		Not applicable	Not applicable
Grade 1		Not applicable	Not applicable
Grade 2	Not applicable		
Grade 3	Not applicable		
Grade 4	Not applicable		
Grade 5	Not applicable		
Grade 6	Not applicable		
Grade 7	Not applicable		
Grade 8	Not applicable		

80% of students will demonstrate attainment of end of grade expectations in reading as measured by commercial and locally developed assessments as defined in the district assessment plan.

Data not gathered due to school closure due to the COVID-19 pandemic.

Teachers will utilize performance assessments to measure application of content knowledge and 21st century skills.

Students have been challenged to engage in self-assessment of the 21st century skills as defined in the Mansfield Portrait of the Graduate. Teachers have created rubrics to assess these skills in problem-based learning experiences.

School teams will meet 3 or more times per year to review assessment data to both monitor student performance and plan future instruction.

Each school has provided regular collaboration time (no less than once a month) for teachers to examine student performance data and develop plans to ensure continuous learning. These collaboration times include structures for monitoring and supporting individual students.



STATEMENT 4: The district supports embedded professional development that advances the goals of the district and engages staff in continuous improvement.

Develop a common understanding of “embedded professional development” and use these practices when defining professional learning experiences for staff.

A collection of embedded professional learning experiences are available to staff due to training and support over the past four years. Teachers regularly engage in such practices as observing in classrooms, planning together, analyzing student performance data, conducting collaborative teaching labs, and participating in instructional rounds with administrators. In addition, all schools provide collaboration time that is directed by teams of teachers to learn together to address the continuous growth of students.

Develop a district professional learning plan for the Board of Education, administrators, teachers, and para-educators that advances the goals of the district.

The Professional Learning Plan for 2019-20 focused on “knowing all students” through the advancement of the curriculum and instruction initiatives including student-centered instructional practices and assessment. The plan was revised in the late fall due to a series of events within the schools and wider community that highlighted the need for more attention to understanding issues of racism and equity. A robust plan was developed and implemented for all staff beginning in February. The plan included two full days of experiences and learning together, reading and studying collaboratively, and several focused faculty meeting discussions. This work began with developing personal awareness and knowing and then moved on to understanding others. The final step was to support students’ understanding of others. This plan also, was not completed due to school closure. Feedback gathered after the first full day of professional learning was very positive.

Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

The revised Mansfield Educator Evaluation Plan was implemented this year. The roll-out was planned to occur over two to three years. However, the plan proved so popular that 90% of staff elected to participate in year one. The new plan begins with using data to identify an area of student performance that needs attention. Goals are developed that reflect school and district goals. Teachers then engage in an action research process to understand the need, identify effective practices to address the need, and develop a rapid cycle of intervention and evaluation. The plan allowed for self-directed professional learning and supported job-embedded practices. Unfortunately, teachers did not have the opportunity to complete the full evaluation cycle due to school closure.

ACTIONS & INITIATIVES

Develop a common understanding of “embedded professional development” and use these practices when defining professional learning experiences for staff.

- Time will be provided for collaboration across grade levels within schools and departments and across schools and departments.
- Professional learning practices that place teachers in classrooms learning from and with each other during the implementation of instruction will be used throughout the district.
- Teachers and administrators will participate in Instructional Rounds to build common understanding of effective school and classroom practices.

Develop a district professional learning plan for the Board of Education, administrators, teachers, and para-educators that advances the goals of the district.

- Identify the professional learning experiences necessary to advance the work of the district and successfully address district and school priorities.
- Seek feedback from teachers regarding the quality of the professional learning experience and the effect of the experience on their practice.

Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

- Each school and district department will create a professional learning plan designed to provide the support needed to advance the goals of the district and schools.
- Teacher evaluation goals will reflect the goals of the school and district and include teacher identified professional learning activities to support individual professional growth.
- A revised teacher evaluation plan which included action research designed to promote professional learning and improved student performance will be implemented.

Statement 4: The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

Measurable Outcomes

85% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.

Data not gathered due to school closure due to the COVID-19 pandemic.

85% of staff will respond positively to staff survey questions about the quality of the professional growth experiences throughout the year.

Data not gathered due to school closure due to COVID-19 pandemic.



STATEMENT 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Enhance communications with Mansfield families.

Newsletters continued this school year with the second newsletter nearly ready to be printed when schools closed. Members of the Parent Advisory Committee were invited to two meetings with the superintendent to review current news and issues. A webpage to provide information to families during school closure was developed and updated regularly during the school closure period. The School Building webpage continued to be updated after the successful referendum appropriated funds to build a new elementary school. Participation in the Mansfield branding project continued and the new brand was implemented across the school system.

In addition, school personnel became active participants in a grass roots effort by community members to address issues of racism within the community. A full slate of family and community programs was planned and about to kick-off when the pandemic sent everyone into their homes. Events were planned nearly monthly from March through September through a cooperative effort among the Mansfield Public Schools, Region 19 Schools, the Mansfield Public Library, and Mansfield CoR.

Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.

Many of the rich sharing experiences that are so important in our schools were not able to take place this spring. Concerts, art shows, project nights, and even Trestle Tree family events were all cancelled. Elementary virtual art shows did occur and throughout our closure period there was a tremendous amount of outreach to families.

The work of the Social and Emotional Learning (SEL) Task Force continued this year and they ended their work in March with a clear Framework, the beginning of plans for professional learning, and an examination of how SEL integrates into our academics and 21st Century Learning expectations. This work will be integral to returning to school.

Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

Our food services department continues to partner with local farmers to grow fresh produce that is processed and used throughout the school year. We have held special events such as the Apple Challenge in October to highlight local orchards. Community dinners have continued and a team from Mansfield was selected to attend a four day training in Vermont this summer to support the development of a comprehensive strategic plan to continue these efforts.

ACTIONS & INITIATIVES

Enhance communications with Mansfield families.

- Work collaboratively with the Board of Education to develop and distribute a district newsletter to families 3 times per year and contribute to town publications as invited.
- Meet with district Parent Advisory Committee 4 times per year.
- Maintain special topic webpages to share detailed information on such topics as the facilities planning study, budget, and more.
- Work with town administration to implement a Mansfield branding project.

Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.

- Continue to sponsor family events in the schools that celebrate the young child and the diversity of our community.
- Hold Learning Exhibitions in each school to celebrate student learning with parents and the community.
- Engage families in surveys and other input experiences throughout the school year.
- Invite parents and community members into the schools to support student and adult learning and to collaborate on such work as the Social and Emotional Learning Task Force.

Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

- Continue vegetable processing program to provide local foods to Mansfield children throughout the year.
- Promote local agriculture in our cafeterias during Farm to School month (October).
- Support Community Dinner program through Taste of Mansfield and Mansfield Food Services.

Statement 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Measurable Outcomes

In parent surveys, 90% of families will respond positively to questions focused on communication practices.

Parent surveys were conducted to gather feedback on the School at Home experience about six weeks into the program. Questions related to this outcome include:

Elementary

- School staff have been responsive to our needs during this time: 97% Agree or Strongly Agree
- The amount of time my children have direct connection with their teachers is:
Just Right = 69.1% Too Little =27.9% Too Much = 3%

Middle School

- My child's teachers are accessible to answer questions and offer support: 94.9% Agree or Strongly Agree
- The amount of contact with teachers is meeting my child's needs: 73% Agree or Strongly Agree

80% of families will respond positively to feedback sought after parent support programs.

Efforts to support parent continued with personal contacts throughout the School at Home period. Feedback has been very favorable.



Work in collaboration with the Town of Mansfield School Building Committee to plan for the building of a new elementary school.

Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

STATEMENT 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Following a successful referendum, much work has been undertaken in the design of a new elementary school. Visits to other recently constructed schools, work with the Net-Zero consultants, and continued collaboration with the architects has brought us to the Design Development phase of the work in which final details of the building will be determined. Meeting with each elementary school faculty to review the plans for consolidating schools occurred late in the winter.

Efforts to address the middle school needs include the creation of a building committee for a new roof and solar energy system and the continuation of updates and repairs to the building including a significant amount of work that has been completed by district staff during the school closure period.

Careful financial management focused on district goals and initiatives, a change in employee health benefits, and a detailed long-range plan for addressing facility needs has resulted in the ability to maintain all services to students while reducing operating costs. The 2020-21 budget is a 0.7% reduction over the current year.

ACTIONS & INITIATIVES

Engage the community in a school facility planning process that focuses on the educational desires and goals of the school system.

- Continue with planning for elementary facilities pending outcome of referendum.
- Develop comprehensive plan to address needs of the middle school.

Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

- Engage administrators in a budget development process that examines all expenditures in light of current priorities and goals.
- Prepare presentations and communications to share with the public that provide detailed information about the budget proposal.
- Work with parent groups to promote understanding and support of the budget.

Statement 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Measurable Outcomes

Create a plan for the future of all school facilities.

Work on a new elementary school is well on its way as is a process for constructing a new roof and adding solar energy to Mansfield Middle School.

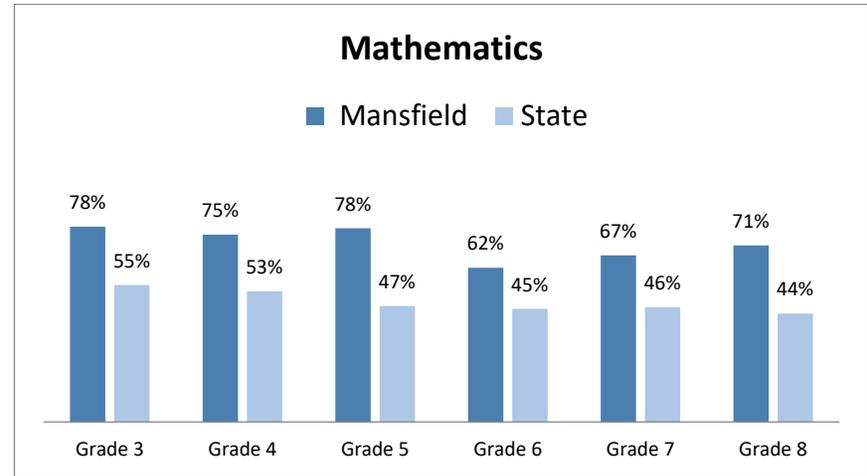
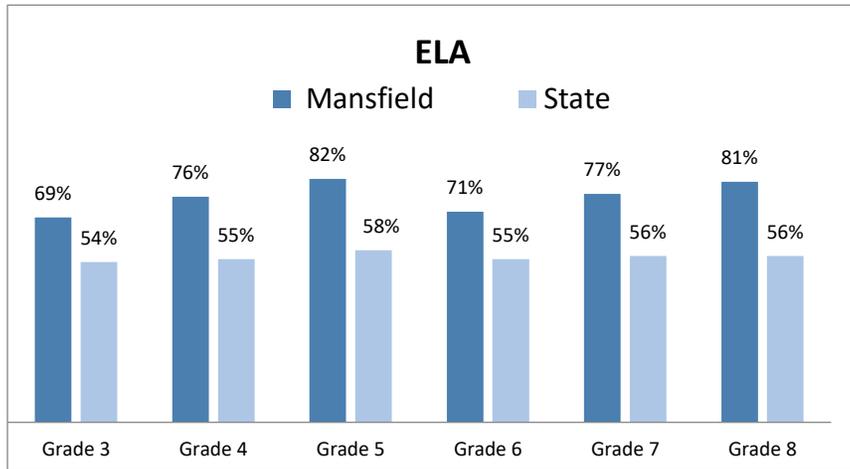
Contain operating costs to an average increase over five years of 3% or less.

2020-2021 Budget decrease = (0.7%)

5 year average 2017-2021 = 1.3%

Year	Approved Budget	% Increase/(Decrease)
2016-2017	\$22,980,500	4.35%
2017-2018	\$23,460,160	2.09%
2018-2019	\$23,460,160	0%
2019-2020	\$23,637,850	0.8%
2020-2021	\$23,467,540	(0.7)%

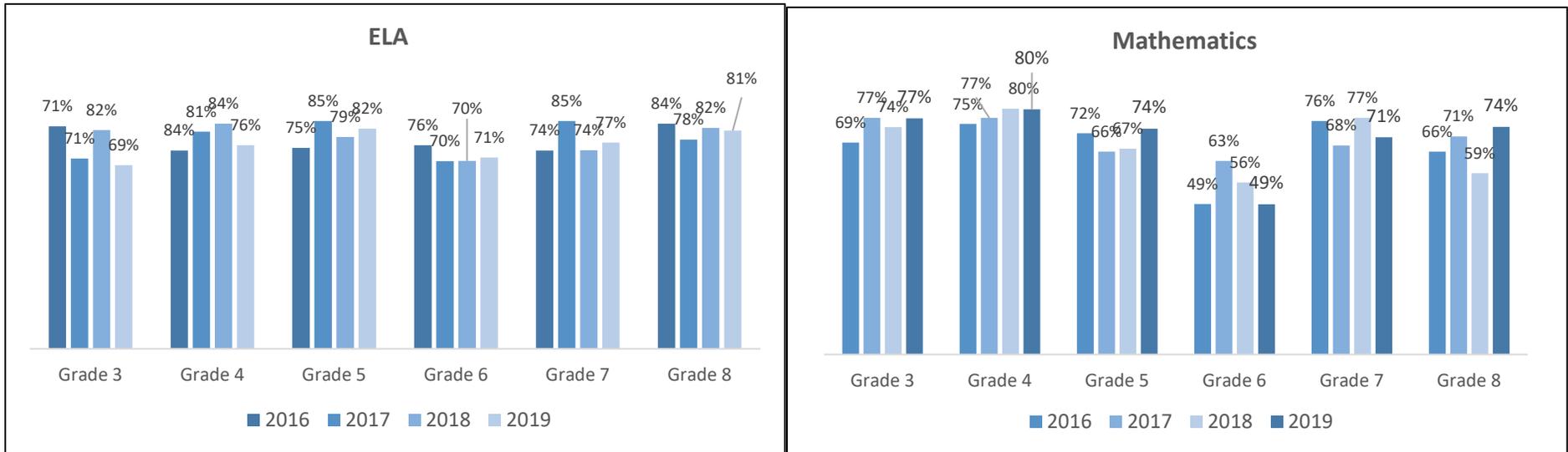
Smarter Balanced Assessment Percentage of Students Goal or Above 2019



Science

	At/Above Goal
Grade 8	80.7%
Grade 5	79.2%

**Longitudinal Data
2015-2019**

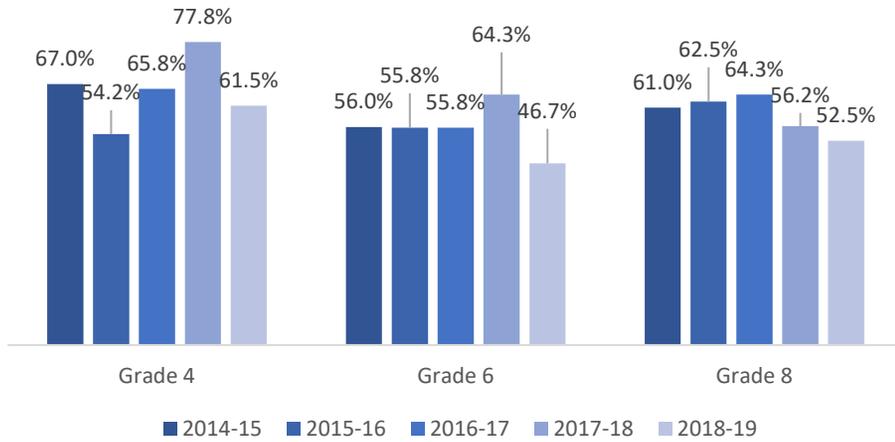


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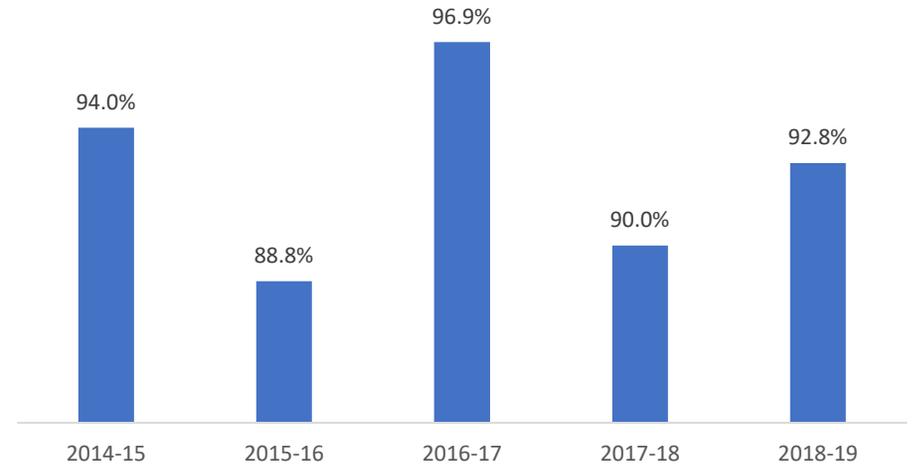
**DRG C Rankings
(Comparison to 26 DRG C districts)**

	2015-16	2016-17	2017-18	18-19
ELA	4/26	5/26	2/26	5/26
Math	4/26	6/26	4/26	5/26

Physical Fitness Tests



% Students on Track to High School Graduation



Chronic Absenteeism (Percent of Students)



Behavior (Number of Suspensions)

