



Center for
Children's
Advocacy

RAISE THE GRADE

Closing the Education Gap

for Children in the Care or Custody of the State

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Center for Children's Advocacy

Who are our youth?



Marisol

- Entered DCF care 2002
- 41 different placements
- Profound history of victimization and abuse
- Underlying psychiatric disability



Marisol

- 10/02 Therapeutic Foster Home (DCF licensed)
- 01/03 VFC Safe Home
- 03/03 Therapeutic Foster Home (VFC licensed)
- 08/03 Therapeutic Foster Home (VFC licensed)
- 01/04 Therapeutic Foster Home (VFC licensed)
- 02/04 Therapeutic Foster Home (VFC licensed)
- 11/04 Therapeutic Foster Home (VFC respite care)
- 01/05 Relative Foster Home, Paternal Aunt
- 01/05 Foster Home (DCF licensed)
- 02/05 Wheeler Clinic, Crisis Stabilization
- 02/05 Sankofa (VFC) Permanency Diagnostic Ctr.
- 05/05 Mt. Sinai ABC Unit
- 06/05 Residential Treatment, Kids Inn

Marisol

- 08/06 Therapeutic Foster Care, Klingberg
- 04/07 STAR Home, The Bridge
- 04/07 Foster Home (DCF)
- 05/07 Short Term Assess/Respite, The Bridge
- 05/07 Short Term Assess/Respite, The Bridge
- 07/07 Juvenile Detention
- 08/07 Residential Treatment, CT Children's Place
- 06/08 Emergency Foster Care (DCF)
- 06/08 Foster Home (DCF)
- 01/09 Emergency Foster Care (DCF)

Marisol

- 02/09 Emergency Foster Care (DCF)
- 03/09 Short Term Assess/Respite, The Bridge
- 05/09 Adult Correctional (York)
- 07/09 Residential Treatment, CT Children's Place
- 09/09 Runaway Status
- 12/09 Adult Correctional (York)
- 01/10 Stepping Stone
- 05/10 Runaway Status
- 07/10 Adult Correctional (York)
- 09/10 Therapeutic Foster Home
- 09/10 Runaway Status
- 01/11 CHAP apartment
- 02/11 With friends
- 04/11 Motel
- 05/11 CHAP apartment

Theo

- 08/97 Removed from home to foster home
- 06/03 Klingberg Safe Home
- 04/04 Therapeutic foster home (1)
Therapeutic foster home (2)
Therapeutic foster home (3)
Therapeutic foster home (4)
- 06/07 CCMC
- 06/07 Institute of Living
- 07/07 Sankofa House
- 11/07 Therapeutic foster home
- 12/08 Institute of Living
- 06/09 Connecticut Children's Place
- 02/10 Foster home
- 05/11 Juvenile Detention



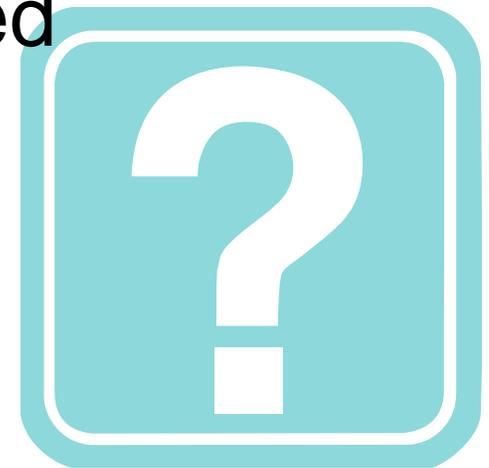
Theo

- 05/11 Foster home
- 06/11 Juvenile Detention
- 06/11 Connecticut Children's Place
- 08/11 Foster home
- 09/12 Emergency Placement
- 09/12 Solnit North
- 10/12 Rushford Center
- 11/12 Middlesex Hospital
- 11/12 Solnit North
- 11/12 Hartford Juvenile Detention
- 02/13 Solnit North
- 03/13 Hartford Juvenile Detention
- 05/13 Children's Center of Hamden
- 01/14 Entering Group Home

Angela

6 months into commitment, no adult knew

- What grade she was in
- How many credits she had
- Why she'd never been evaluated for special education
- Where her records were
- Where to get this information



Academic Failure



Raise the Grade



2011-2012
School Year

HARTFORD PUBLIC SCHOOLS



School

Dr. Christina Kishomoto,
Superintendent of School

Principal

Student:

Grade: 7

Homeroom

	Trimester 1		Trimester 2		Trimester 3		Final Grade
	G	C	G	C	G	C	
Language Arts	D 60%	2	D 61%	2	D 63%	2	D
Math	D 63%	1	C- 70%	2	F 48%	1	D- 60%
Science	N/A		N/A				
Humanities	D 60%	2	F 48%	1	F 50%	1	F
Art	F	1	F	1	F	5	F
Music	C	2	D+	2	D	2	D+
Physical Education	B+ 89%	3	B 85%	3	B	3	B
Library	N/A		F	1	F	2	F

EXPLANATION:

Grade (G)
 Excellent **A** 90-100
 Good **B** 80-89
 Fair **C** 70-79
 Poor **D** 60-69
 Failure **F** Below 60

Conduct (C)
 5 - Outstanding
 4 - Above Average
 3 - Average
 2 - Below Average
 1 - Unsatisfactory

	1	2	3	Total
Days Absent	9	4	5	18
Times Late	0	0	0	0

"Strong Traditional Academics for Responsible Students"



Principal

3rd TRIMESTER

Dr. Christina Kishomoto, Superintendent

NAME: _____ Homeroom: _____ Grade: 7

Class/Teacher	Comments
Language Arts	_____ has made strong academic strides this year. He needs to focus on behavioral goals for his eighth grade school year. Lexile Score: 151
Wilson Mathematics	_____ is capable of doing more in Math. He finds it difficult to stay focused during instruction. He has many missing assignments.
Harger	
Science	N/A
J Tucker	
Humanities	To do well next year, _____ needs to focus on improving his behavior.
Simpson	

Attendance Information

Attendance continues to be a problem. Late arrival continues to be a problem.

Promotion Information

Your child is in danger of not being promoted.
 Your child has been promoted to grade 8.
 Your child will repeat this grade in room _____ with _____.

Class Average/Grade Equivalency

"Strong Traditional Academics for Responsible Students"

Hartford Public Schools
 Report Card - Grades (6)7 - 8
 School Year - 2011 to 2012

Student Name: [REDACTED] School Name: [REDACTED]
 Student Grade Level: 7 Home Room Teacher: [REDACTED] Room #: 6
 SUBJECT _____ TRIMESTER MARKING PERIOD

		T1 / NOV	T2 / FEB	T3 / JUNE	FINAL	Teacher Initials	TEACHERS' COMMENTS
MATH	GRADE/CONDUCT	F ₃	D ₄	F ₄	F		T1 Too much socializing in school. Need to take school more serious. Work's need to be completed and handed in.
Trimester Assessments							
Numerical & Proportional Reasoning							
Geometry & Measurement							
Working with data/Probability & Statistics							
LANGUAGE	GRADE/CONDUCT	F ₄	F ₄	D ₄	F		T2 Little work being done in class - also her assignments are not being handed in. TO
Reading Level							
Uses strategies to:							
Read and respond							
Develop an interpretation							
ARTS	GRADE/CONDUCT	F ₄	F ₄	D ₄	F		T3 Much socializing going on. This stops the learning process. [REDACTED] is in danger of repeating 7th grade next year. She needs to start working. She needs to attend summer school.
Reading Level							
Uses strategies to:							
Read and respond							
Develop an interpretation							
WRITING	GRADE/CONDUCT	F ₄	F ₄	D ₄	F		T3 danger of repeating 7th grade next year. She needs to start working. She needs to attend summer school.
Prompt Score							
speaks and writes using standard English							
uses all aspects of the writing process							
makes reading/writing connections							
SCIENCE	GRADE/CONDUCT	F ₄	D ₄	D ₄	D ₄		
Demonstrates knowledge of specific content standards							
Design & conduct experiments to answer identified questions.							
Use appropriate tools to gather & interpret data							
Read, interpret & communicate science knowledge							
SOCIAL STUDIES	GRADE/CONDUCT	D ₃	F ₄	F ₄	F		
World History							
Geography							
Civics							
ART		B ₁	B ₂	B	B		
MUSIC		C ₂	C ₂	D ₃	C ₂		
FAMILY CONSUMER SCIENCE							
PHYSICAL EDUCATION / HEALTH		A ₂	A ₂				

EXPLANATION

GRADES	CONDUCT
A-90 to 100, Excellent	1-Outstanding
B-80 to 89, Good	2-Above Average
C-70 to 79, Fair	3-Average
D-60 to 69, Poor	4-Below Average
F-Below to 60, Failure	5-Unsatisfactory

Bridgeport Public Schools

Principal: [Signature]

Grade 5 Report Card
2010-2011

Teacher: [Signature]

Dear Parents,
During the school year, you will receive this report card four times a year. It is designed to give you a profile of your child's academic and social progress including effort and work habits. This report card will provide important information to further support the collaboration between school and home communities. We encourage you to participate in a conference with your child's teacher whenever you have questions or concerns regarding his/her academic growth.

If the student has an IEP, the grades are reflective of his/her progress toward the IEP goals and objectives.

Grade Scale	
A 90-100	Excellent
B 80-89	Good
C 70-79	Average
D 65-69	Passing Grade
U Below 65	Unsatisfactory

Effort
1 - Good
2 - Satisfactory
3 - Needs Improvement
4 - Unsatisfactory

Subheadings
An "X" indicates an area of concern

	1st	2nd	3rd	4th	Final
LITERACY					
Vocabulary	X	X	X	X	
Reading Comprehension	X	X	X	X	
Effort	4	4	4	4	
WRITTEN EXPRESSION					
Composing	X	X	X	X	
Editing & Revising	X	X	X	X	
Handwriting	X	X	X	X	
Effort	4	4	4	4	
SOCIAL STUDIES					
Content Knowledge	X	X	X	X	
History/Social Studies Literacy	X	X	X	X	
Application	X	X	X	X	
Effort	4	4	4	4	
MATHEMATICS					
Numbers, Computations and Operations	X	X	X	X	
Measurement & Geometry			X	X	
Patterns			X	X	
Data and Statistics			X	X	
Problem Solving	X	X	X	X	
Effort	4	4	4	4	
SCIENCE					
Understands/Applies Scientific Concepts	X	X	X	X	
The Scientific Method	X	X			
Effort	4	4	4	3	
SPECIAL SUBJECT AREAS					
VISUAL ARTS					
Effort	2	2	3	2	2
MUSIC					
Effort	3	1		2	4
PHYSICAL EDUCATION					
Effort	3	3	4	4	4
LIBRARY					
Effort					
ESL					
Effort					

Have a great Summer

	1st	2nd	3rd	4th	Final
SOCIAL / EMOTIONAL DEVELOPMENT					
Personal Behavior					
Works to best effort	X	X	X	X	
Observes rules of school and classroom	X	X	X	X	
Shows self-control	X	X	X	X	
Displays positive attitude	X	X	X	X	
Accepts and implements suggestions	X	X	X	X	
Listens attentively	X	X	X	X	
Respects personal and community property	X	X	X	X	
Group Behavior					
Participates in new experiences	X	X	X	X	
Collaborates with peers	X	X	X	X	
Contributes to discussion	X	X	X	X	
Respects feelings and opinions of others	X	X	X	X	
Work Habits					
Organizes time and materials	X	X	X	X	
Completes class work in reasonable time	X	X	X	X	
Uses time constructively	X	X	X	X	
Changes easily from one activity to another	X	X	X	X	
Works independently	X	X	X	X	
Does work neatly	X	X	X	X	
Completes homework assignments	X	X	X	X	
Instructional Level					
Reading	Below	Below	Below	On	
Math	Below	Below	Below	Below	
1st Quarter Comments:					
[Student] has the ability to do his work but he does not get his work done because his behavior needs to be changed. He needs to focus during instructions and also apply himself.					
2nd Quarter Comments:					
[Student] has to change his attitude toward school if he is going to be successful in his education. [Student] has a wonderful personality which is very playful and this gets him in trouble a lot if the stop being so playful then this time can be put into his learning. Also whenever [Student] is working in a small group he diverts to talking and therefore throws off his team mates off task. He needs to try much harder to focus since he has a very hard time concentrating on a given task.					
3rd Quarter Comments:					
[Student] needs to focus more. He has a very difficult time getting his work done. He spends a lot of time arguing and teasing students in his class. This takes away time from what he is learning and is disruptive to the learning environment.					
4th Quarter Comments:					
[Student] behavior is a big contributing factor to him not learning as he should. [Student] is often extremely talkative during a lesson and is extremely disruptive to other children's learning. [Student] develops some organizational skills I am sure that [Student] will do a lot better in school. He needs to be prepared for school each day, that means he is equipped with notebooks and pencils. During the year [Student] has never done his homework and never comes to school ready to work. [Student] should be encouraged to stop getting other students to do what he does.					
ATTENDANCE					
Quarter	1st	2nd	3rd	4th	Final
Days Present	40	32	31	27	130
Days Absent	5	Parent/Guardian Signature	4	24	52
Times Tardy	4	3	5	5	17

Promoted to/in grade 6. *(Based on the fact that he was retained before)*

Teacher's Signature: [Signature]
Date: 6/21/11

Abysmal Test Scores



CMT CAPT 2013 State Level Scores of Children in DCF Foster Care

READING LEVELS

GRADE	Advanced	Goal	Proficient	Basic	Below Basic	Invalid	Grand Total
03	3	13	9	7	26	24	82
04	3	21	5	7	20	22	78
05	1	20	13	10	16	31	91
06	5	24	12	6	15	33	95
07	2	33	9	12	32	25	113
08	9	25	15	21	34	47	151
10	2	21	55	40	46	65	229
Grand Total	25	157	118	103	189	247	839

WRITING LEVELS

GRADE	Advanced	Goal	Proficient	Basic	Below Basic	Invalid	Grand Total
03	4	15	20	16	18	9	82
04	2	19	17	15	12	13	78
05	5	19	27	17	9	14	91
06	2	23	16	24	20	10	95
07	3	18	26	26	25	15	113
08	6	29	31	30	35	20	151
10	12	27	55	47	37	51	229
Grand Total	34	150	192	175	156	132	839

Source: Department of Children and Families

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CMT CAPT 2013 State Level Scores of Children in DCF Foster Care

MATH LEVELS

GRADE	Advanced	Goal	Proficient	Basic	Below Basic	Invalid	Grand Total
03	4	15	14	11	17	21	82
04	4	16	19	6	14	19	78
05	4	17	17	11	14	28	91
06	6	14	20	16	10	29	95
07	6	6	24	28	25	24	113
08	6	17	26	25	24	53	151
10	1	19	45	31	64	69	229
Grand Total	31	104	165	128	168	243	839

SCIENCE LEVELS

GRADE	Advanced	Goal	Proficient	Basic	Below Basic	Invalid	Not a Tested Grade	Grand Total
03							82	82
04							78	78
05	4	17	21	22	16	11		91
06							95	95
07							113	113
08	3	21	18	20	72	17		151
10	4	22	48	46	67	42		229
Grand Total	11	60	87	88	155	70	368	839

Source: Department of Children and Families

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CAP Test USD 2 2012-13 Report

Grade 10

		Math		
Group	Year	Avg Score	% Goal	% Proficient
State	2012	255.3	49.3	78.8
State	2013	254.8	52.6	78.6
USD #2	2012	182.4	2.3	22.7
USD #2	2013	190.1	2.9	17.6

		Science		
		Avg Score	% Goal	% Proficient
State	2012	260.3	47.3	80.2
State	2013	263.4	49	81.7
USD #2	2012	196.8	8.6	25.9
USD #2	2013	192.8	2	15.7

		Reading		
		Avg Score	% Goal	% Proficient
State	2012	245.8	47.5	80.9
State	2013	246.6	48.5	81
USD #2	2012	178.6	4.3	21.7
USD #2	2013	178.6	2.6	21.1

		Writing		
		Avg Score	% Goal	% Proficient
State	2012	266.7	63.1	88.8
State	2013	266.7	62.1	88.9
USD #2	2012	195.3	1.8	30.9
USD #2	2013	185.3	2	28

<http://solutions1.emetric.net/CAPTPublic/CAPTCode/Report.aspx>

13-Jan-14

2014 Recommended Additions to Raise the Grade Legislation

1. Educational Surrogates
2. Child Find Obligations
3. Reading Remediation Plans
4. Strategic School Profiles
5. Access to Information
6. Access to Magnet Schools and other out-of-district opportunities
7. Quality Pre-School for Children in DCF
8. Alternative Schools

Raise the Grade. Close the Gap.

Ensure equal opportunity

