MILFORD BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
Parsons Board Room
70 West River Street
Milford, CT 06460

March 23, 2026
7:00 - 9:00 p.m.

Live Streamed on YouTube
MGAT Edu Link on YouTube
Available on Optimum and Frontier Government Access Channels

The Public Comment portion of our agenda gives members of the public the opportunity to comment on matters that pertain to the Board of Education. Please keep in mind that the structure of our meeting does not allow for two-way dialogue during public comment or to answer questions, and we ask that you keep your comments limited to 3 minutes.

Citizens who only want to watch the meeting have the option to access the YouTube live stream: MGAT Edu Link on YouTube or one of the cable Government Access Channels.

Agenda

I. Call to Order

II. Roll Call

III. Next Generation Accountability Report - Mr. Steve Autieri

IV. Safety & Security Annual Update - Mr. Jeff Neilsen

V. Public Comment

Public Comment
Speakers may offer objective comments about school operations and programs. The Board encourages speakers not to express personal complaints or defamatory comments about the Milford Board of Education personnel or any person associated with the Milford Public School System. Security issues and matters relating to negotiations/grievances will not be permitted. Consistent with the principles of the Federal Education Right to Privacy Act, discussion of students is prohibited absent parental waiver. Public comment does not allow for two-way conversation between speakers and the Board. We welcome and appreciate your comments and opinions and all will be taken into consideration. Please note our meetings are televised and live-streamed on YouTube. We ask that you state your name and address for the record and limit your comments to three minutes. Public Comment is limited to agenda items only.

VI. Adjournment

Any individual with a disability who needs special assistance to participate in the meeting, should contact the Assistant Superintendent of Business & Operations at 783-3405, as soon as possible.

MILFORD BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting on: March 23, 2026

Prepared By: Mr. Steven Autieri **Presented by:** Mr. Steven Autieri

Subject: 2024-2025 Next Generation Accountability Report

Attachment: Video Introduction to CT's Next Generation Accountability System (2-minute and 18 seconds), Two-page FAQ (a brief, high-level overview), and the District Profile and Performance Report 2024-25

Connection to Milford Public Schools Commitments:

Commitment #4- We are committed to consistently engineering, supporting and celebrating high-quality Instruction that engages all learners in cultivating scholarship, personal development, citizenship, creativity, and innovation.

Commitment #7- We are committed to curricula that are rooted in high-quality learning experiences, are aligned to prioritized standards, and are grounded in Milford's Vision of the Learner. All learners will engage in authentic experiences that are embedded in scholarship, personal development, citizenship, creativity, and innovation.

Background:

Connecticut's Next Generation Accountability system represents a model of performance that looks at district performance as more than an aggregate of test scores. The accountability index incorporates a holistic range of indicators focused on academic growth, college and career readiness, the arts, and physical education. The tool serves as a guide to support school districts in guiding and tracking their improvement efforts.

Initially implemented in March 2016, the system was developed under Elementary and Secondary Education Act (ESEA) Flexibility and approved by the U.S. Department of Education (USDE) and has been included as part of Connecticut's state plan under the Every Student Succeeds Act (ESSA). Our school district's Profile and Performance Report will also be shared. This report provides detailed data and narrative information regarding the 12 indicators identified within the Next Generation Accountability system. The linked video and two page FAQ document may be referenced for additional background information.

This year, we will also share some of the many successes for our district since the last accountability update to the Board. Members of the Instructional Division will be present to answer any questions.

Status:

Mr. Autieri will provide a presentation of the district's Next Generation Accountability Report for the 2024-2025 school year.

RECOMMENDATION: No action is required. This report is for informational purposes only.

Recommended by the Superintendent: _____

Agenda Item # _____

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

CONNECTICUT Education

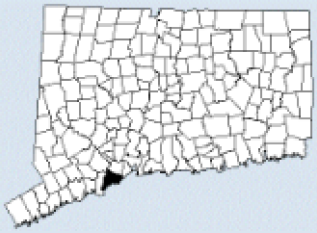
Milford School District

Anna Cutaia, Superintendent • 203-783-3402 • www.milforded.org/

District Information

Grade Range	**PK-12**
Number of Schools/Programs	**16**
Enrollment	**5,218**
Per Pupil Expenditures	**$25,639**
Total Expenditures	**$139,785,393**

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit https://public-edsight.ct.gov

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	2,679	51.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	402	7.7	5.2
Black or African American	253	4.8	12.4
Hispanic or Latino of any race	883	16.9	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	263	5.0	4.8
White	3,408	65.3	45.1
English Learners/Multilingual Learners	149	2.9	11.3
Eligible for Free or Reduced-Price Meals	1,599	30.6	44.8
Students with Disabilities	1,017	19.5	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).
Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	364	14.9	53	2.0
Male	*	*	185	6.7
Non-Binary	*	*	0	*
Black or African American	28	11.6	19	7.3
Hispanic or Latino of any race	175	20.7	57	6.2
White	422	12.9	135	3.9
English Learners/Multilingual Learners	26	16.7	6	3.5
Eligible for Free or Reduced-Price Meals	361	23.8	118	7.3
Students with Disabilities	246	24.3	81	6.9
All Students - District	725	14.5	238	4.4
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.
A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 1,078
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25
Milford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	405.3
General Education Paraprofessionals	28.7
Special Education Teachers and Instructors	80.6
Special Education Paraprofessionals	137.0
District Central Office Administrators	20.7
School Level Administrators	33.0
Library/Media Specialists (Certified)	13.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	48.8
Counselors, Social Workers and School Psychologists	52.5
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	337.2

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	2	0.3	1.4
Black or African American	9	1.4	4.9
Hispanic or Latino of any race	2	0.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	645	97.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	51	7.8	6.8
Teachers	32	6.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.
All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.
Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	24	92.3	18	*
Hispanic or Latino of any race	40	80.0	62	91.2
White	233	87.6	286	96.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	107	84.3	137	92.6
Students with Disabilities	49	79.0	84	88.4
All Students - District	340	86.5	416	94.8
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	60	39.2
Emotional Disability	30	46.9
Intellectual Disability	*	*
Learning Disability	271	84.4
Other Health Impairment	159	76.8
Other Disabilities	*	*
Speech/Language Impairment	114	86.4
All Disabilities - District	651	69.5
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2024-25
Milford School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	165	3.2	2.9
Emotional Disability	64	1.2	1.1
Intellectual Disability	17	0.3	0.6
Learning Disability	322	6.3	6.5
Other Health Impairment	211	4.1	3.6
Other Disabilities	67	1.3	1.1
Speech/Language Impairment	154	3.0	2.0
All Disabilities	1,000	19.5	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	32	3.2	8.2
Private Schools or Other Settings	63	6.3	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total ($)	District Per Pupil ($)	State Per Pupil ($)
Instruction	$96,119,632	$17,630	$13,471
Support services - students	$4,452,117	$845	$1,826
Support services - instruction	$1,873,078	$356	$972
Support services - general administration	$2,783,042	$528	$568
Support services - school based administration	$11,767,504	$2,234	$1,274
Central and other support services	$279,120	$53	$761
Operation and maintenance of plant	$12,986,004	$2,465	$2,125
Student transportation services	$7,080,938	$1,691	$1,695
Food services	$736,423	$140	$10
Enterprise operations	$1,707,537	$324	$219
Total	$139,785,393	$25,639	$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total ($)	District Percent (%)	State Percent (%)
Teacher Salaries	$10,428,797	29.9	26.4
Instructional Aide Salaries	$3,736,020	10.7	10.1
Other Salaries	$1,774,529	5.1	10.5
Employee Benefits	$6,828,325	19.6	13.3
Purchased Services Other Than Transportation	$560,655	1.6	6.8
Special Education Tuition	$7,887,183	22.6	22.8
Supplies	$80,059	0.2	0.6
Property Services	$2,784	0.0	0.4
Purchased Services For Transportation	$3,486,484	10.0	8.7
Equipment	$105,127	0.3	0.2
All Other Expenditures	$33,270	0.1	0.1
Total	$34,923,234	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	88.6
State	8.4
Federal	2.9
Tuition & Other	0.1

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25
Milford School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	197	73.6	197	76.0	100	74.3
Black or African American	*	*	*	*	68	53.7
Hispanic or Latino of any race	431	61.6	432	59.7	187	59.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	143	72.8	143	73.3	*	*
White	1,662	70.3	1,662	69.5	702	65.6
English Learners/Multilingual Learners	106	55.3	106	58.1	39	54.8
Non-English Learners/Non-Multilingual Learners	2,459	69.3	2,460	68.4	1,077	65.1
Eligible for Free or Reduced-Price Meals	807	61.5	809	60.4	358	58.7
Not Eligible for Free or Reduced-Price Meals	1,758	72.0	1,757	71.5	758	67.6
Students with Disabilities	526	52.2	529	49.9	213	47.4
Students without Disabilities	2,039	73.0	2,037	72.7	903	68.8
High Needs	1,142	60.1	1,145	58.9	490	56.8
Non-High Needs	1,423	75.7	1,421	75.3	626	71.0
All Students - District	2,565	68.7	2,566	68.0	1,116	64.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at https://tinyurl.com/CTNAEP2024

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	65.0	81.4	76.6	90.9	1,441	78.2
Curl Up	78.4	91.7	84.3	92.7	1,442	86.5
Push Up	78.4	81.7	70.9	92.2	1,445	80.5
Mile Run/PACER	69.5	75.9	45.7	80.1	1,441	67.2
All Tests - District	44.4	61.3	37.0	76.2	1,439	54.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25
Milford School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	26	96.2
Hispanic or Latino of any race	64	90.6
White	287	91.6
English Learners/Multilingual Learners	8	*
Eligible for Free or Reduced-Price Meals	171	88.3
Students with Disabilities	79	72.2
All Students - District	432	92.1
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	250	62.0
Male	*	*
Non-Binary	*	*
Black or African American	20	45.5
Hispanic or Latino of any race	48	40.7
White	329	58.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	114	41.5
Students with Disabilities	23	14.6
All Students - District	474	57.0
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.
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ACT® statistics derived from data provided by ACT, Inc.
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IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	73.6	93.8
Male	70.8	90.6
Non-Binary	N/A	N/A
Black or African American	61.5	*
Hispanic or Latino of any race	62.9	90.3
White	74.0	91.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61.7	84.8
Students with Disabilities	40.8	76.2
All Students - District	72.1	92.3
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2024-25
Milford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.7	75	45.8	50	91.6	64.7
ELA Performance Index	High Needs Students	60.1	75	40.0	50	80.1	54.9
Math Performance Index	All Students	68.0	75	45.3	50	90.7	61.1
Math Performance Index	High Needs Students	58.9	75	39.3	50	78.6	50.6
Science Performance Index	All Students	64.7	75	43.2	50	86.3	62.6
Science Performance Index	High Needs Students	56.8	75	37.8	50	75.7	52.1
ELA Academic Growth	All Students	61.4%	100%	61.4	100	61.4	60.6%
ELA Academic Growth	High Needs Students	55.8%	100%	55.8	100	55.8	55.7%
Math Academic Growth	All Students	74.7%	100%	74.7	100	74.7	62.3%
Math Academic Growth	High Needs Students	72.3%	100%	72.3	100	72.3	55.9%
Progress Toward English Proficiency	Literacy	74.7%	100%	37.4	50	74.7	58.7%
Progress Toward English Proficiency	Oral	66.3%	100%	33.1	50	66.3	55.7%
Chronic Absenteeism	All Students	14.5%	<=5%	31.0	50	62.0	17.2%
Chronic Absenteeism	High Needs Students	22.3%	<=5%	15.5	50	31.0	24.8%
% Taking CCR Courses	All Students	90.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	57.0%	75%	38.0	50	76.0	47.2%
On-track to High School Graduation	All Students	91.7%	94%	48.8	50	97.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.1%	94%	98.0	100	98.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.9%	94%	97.7	100	97.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	72.1%	75%	96.1	100	96.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	54.1%	75%	36.0	50	72.1	49.0%
Arts Access	All Students	49.0%	60%	40.8	50	81.7	55.1%
Accountability Index				**1138.3**	**1450**	**78.5**	

Physical Fitness Estimated Participation Rate - District: 97.5% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.1	14.9	16.9	N
Math Performance Index Gap	75.0	58.9	16.1	18.4	N
Science Performance Index Gap	71.0	56.8	14.2	18.2	N
Graduation Rate Gap	94.0%	91.9%	2.1%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.5
ELA	High Needs Students	95.3
Math	All Students	97.6
Math	High Needs Students	95.6
Science	All Students	97.2
Science	High Needs Students	94.9

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 59.9 **State: 50.2**

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

In Milford Public Schools, we utilize a core set of four anchoring frameworks to guide, support, and sustain progress and growth across the district. The MPS model for High Quality Instruction (HQI), Vision of the Learner (VoL), Developmental Relationships Framework (DRF), and MPS Equity Framework work in support of the Board of Education's Goals and Commitments. A continued focus on ensuring a safe and supportive climate that promotes high-quality instructional experiences and opportunities for each student is central to our core beliefs. Our district professional learning opportunities are intentionally aligned to the singular district improvement strategy of implementing high-quality instruction in every classroom for every student through embedded professional learning experiences for staff and leaders.

The district has continued to evolve its systems of support for learners. Our Multi-Tiered Systems of Support (MTSS) plan provides opportunities for instructional coaches to push in to support small group instruction during an Academic Support and Acceleration block across all eight elementary schools. Building-based attendance and truancy teams work closely with families to support improvement in student attendance. Our strong transition program provides students ages 18-22 job-embedded work and life skill development experiences. The Parsons Perks coffee stand is one example of the excellence of this program. Our district-wide Social Emotional Learning Guiding Coalition focused on themes of belonging, building community in the classroom, and building community with families.

We continue to explore opportunities to strengthen school, family and community partnership across all levels, elementary, middle school and high school. Our district hosts transition events for students advancing from elementary to middle school and middle to high school. The Pupil Personnel Department (PPS) continues to offer virtual and in-person IEP/504 meetings to review student progress towards meeting academic and social-emotional goals and objectives. Schools offered a variety of workshops to families across the district to support access to the arts and music, college financial planning, and post high school planning. Weekly school-based newsletters continue to provide families with pertinent resources and information. In collaboration with the Milford Prevention Council, our high schools offered an opportunity for families to learn from experts on the influences teens face daily through our Freshmen Forum. Each of our fourteen campuses offers opportunities for families to become involved through PTA, PTO, Booster Clubs, or other parent groups. Families in our Ready to Learn (RTL) programs were introduced to the Sparkler application. This free program offered by the Connecticut State Office of Early Childhood Education supports families with engaging learning activities in the home environment. The district administers an annual survey to all families regarding school climate and garners feedback on communication and programming. We continue to explore how to best leverage technology and social media platforms to share information with our MPS families and wider city community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Milford Public Schools continues to explore opportunities to reduce inequity and isolation across our district and in partnership with local organizations. Our Board of Education affirmed its commitment to advocating for equity and inclusivity through its support of the launch of our Equity Framework. This framework provides key direction in six key areas ranging from building authentic student relationships to developing staff capacity, and centering family engagement and voice.

Leading with the research that demonstrates the impact of student achievement that can result from a diverse educator workforce, the district established a working group to develop a plan to increase educator diversity. This work began with our commitment to "being an inclusive, nurturing, equitable and anti-racist learning environment, where every student, teacher, support professional, parent and school community member is treated with dignity and respect." The district continues to support the Teacher in Residency program to recruit and retain educators from a variety of backgrounds.

Our schools remain committed to a variety of programs, learning experiences, and opportunities for belonging and inclusivity. This included the Black Student Union, Asian Pacific Islander Club, Unified Sports, Buddy Bench Program, and Gay-Straight Alliance. Student equity coalitions reinforce students as co-creators in building inclusive school communities. Our schools continue to support students with personalized FAFSA assistance and fee waivers for SAT and AP testing. At the middle school level, world language programming continues to be expanded. The district continues to host students through the Open Choice program. Partnerships with local community organizations continue to reduce economic hardships for families. The YMCA and Boys and Girls Club ensured affordable before and after school childcare for families. The Salvation Army's Backpack Program continues to provide "new backpacks full of school supplies" for students in need. Partnership with Milford's Food to Kids provided nutritional resources to families. Mittens for Kids, clothing pantries, and food closets help to support families with valuable resources throughout the school year.

Equitable Allocation of Resources among District Schools

We continue to prioritize equitable distribution of resources across our fourteen campuses. Using a zero-based budgeting approach, our district budget represents the true need of every classroom, school, and district program. Budgets are developed utilizing the four district pillars as a foundation: Vision of the Learner, model for HQI, Developmental Relationships Framework, and MPS Equity Framework. Our school district supports access to technology for all learners through its 1:1 program. Our Information Systems Department continues to collaborate with the Teaching and Learning Department to ensure that families have resources and support to promote continued learning at home through the use of technology. Our staffing model includes a school counselor at each of our elementary schools to offer comprehensive school counseling and related support services for students and families. We are proud to support world language instruction beginning at the elementary level across all eight elementary schools. Our PK-8 instructional coaching model continues to support student and staff learning and our elementary STEM labs support science education at all eight elementary schools.

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	2	5.4	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	3	8.1	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	2.7	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	8	21.6	32.0
Retired	8	21.6	23.7
Teach/Admin in Other CT Dist	15	40.5	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	37		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.

MILFORD BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 23, 2026

Prepared By: Mr. Sean Brennan **Presented By:** Mr. Jeffrey Nielsen

Attachments: None (Report will be shared at the meeting)

Subject: School Safety and Security Report

Connection to Milford Public Schools Commitments:
Commitment #3: We are committed to creating and maintaining a safe and secure climate that promotes a supportive academic, social, emotional and physical learning environment.

Background: The Milford Public Schools administration and the entire district staff, in coordination with city and state public safety agencies, takes this commitment extremely seriously. The district has made significant infrastructure, operational and personnel investments in the safety and security of our schools.

Status: Information will be shared highlighting measures used every day to ensure the safety of our students, staff and visitors. These will include the work of the School Safety and Security Working Group; school safety assessments; School Incident Management plans; continuous training; school-based committees; equipment and infrastructure upgrades; partnerships with local, state and federal agencies; and CT safety and security mandates.

RECOMMENDATION: None – for informational purposes only.

Recommended by the Superintendent:_____

Agenda Item # _____