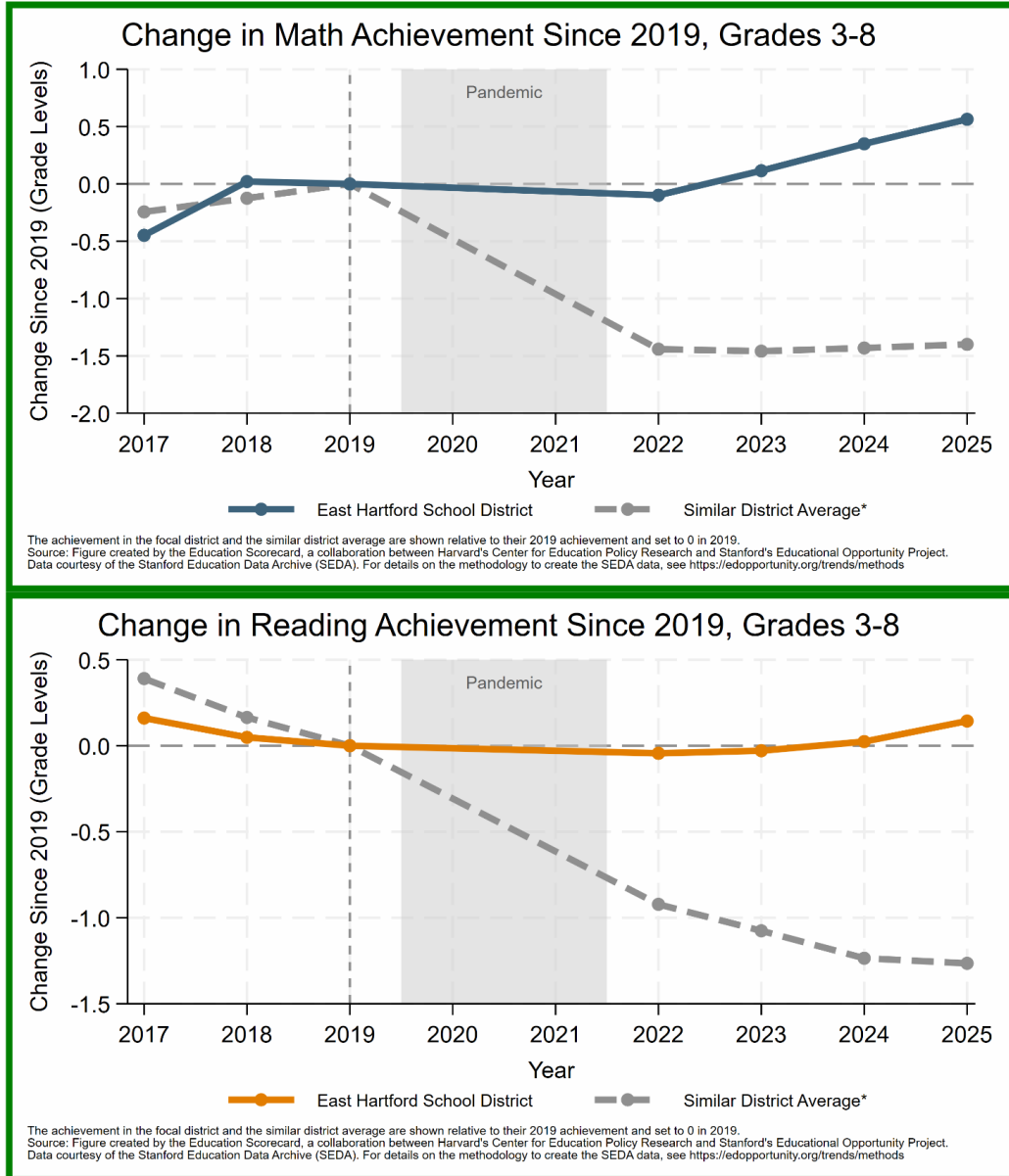


EDUCATION RECOVERY SCORECARD

East Hartford Public Schools
East Hartford, Connecticut

East Hartford School District, CT Rising Faster than Similar Districts in Math & Reading



*Similar Districts: Norwich School District, New London School District, New Haven School District, Middletown School District, Danbury School District

Student Demographics:

Total student population: 6,504

Economically disadvantaged: 61.1%

Three largest racial demographics:

Hispanic/Latino: 53.1%

Black/African-American: 30%

White: 9.4%

Thomas Anderson, Superintendent

Laura Roberts, Chief Communications and Marketing Officer, roberts.ll@easthartford.org

- “Our work is centered around the coherence of clarity, accountability, and measurement. We believe that accountability isn't a negative term; it's a commitment we make to the students and families we serve every day.”

Background:

Situated across the Connecticut River from the state capital of Hartford, East Hartford Public Schools (EHPS) has established a trajectory of significant academic momentum. In the 2024-2025 school year, the district saw overall performance increases in ELA, math, and science for all students, including those within high-needs student groups. This progress is highlighted by two EHPS schools being [named](#) Connecticut “Schools of Distinction,” a recognition awarded to the top 10% of schools statewide for high academic achievement or growth. Led by Superintendent Thomas Anderson, a hometown native who returned to lead the district in 2023, EHPS has institutionalized intentional data systems and routines and scaled strategies to drive growth across nearly every grade level.

Strategies for Success:

Transparency and data-driven accountability:

- Inspired by the NYPD's “CompStat” model and previous work in Montgomery County Public Schools in Maryland, Superintendent Anderson holds roughly five to seven STAT Meetings per year. These meetings convene all school and department leaders as the central office team presents system-level data transparently, allowing schools to identify shared challenges, avoid siloed efforts, and adopt successful strategies from their peers.
- Schools also host and lead three Student Achievement Meetings per year, which are data-intensive reviews with central office staff. Schools discuss aligned systems and local assessments and analyze progress monitoring efforts. They are able to identify high-leverage actions that improve student growth and achievement. Superintendent Anderson participates in every meeting to emphasize that analyzing data is a district-wide priority.
- The district conducts monthly district leadership team meetings to calibrate instructional expectations. Administrators discuss specific look-fors to ensure that feedback given during learning walks is meaningful, targeted, and consistent across the district.
- Superintendent Anderson emphasizes that sustainable growth must often be “no-cost,” focusing on educator strengths and refined practices rather than costly new programs. District strategic planning prioritizes professional learning for educators, student-centered coaching systems, ongoing data analysis, and strong curriculum, assessment, and instructional protocols to improve educators' ability to meet students' needs and accelerate progress. This involves being disciplined about stopping initiatives that aren't working and doubling down on fundamental instructional supports.

Strategic math and literacy interventions:

- EHPS has tightened the alignment of its curriculum and restructured its personnel to provide more flexible, specialized support for teachers and students. This includes aligning curriculum and assessment practices that have a strong research and learning strategy base for all levels. Core work at the elementary and middle grades has been to expand knowledge, application, and programming aligned with the science of reading and problem-based learning math approaches. Connecting quality curriculum and instructional materials across all content areas, along with professional development to meet the needs of all learners, allows for improvement in student growth and achievement. The district has a comprehensive assessment system that allows teams to track student progress that is ultimately measured by state accountability assessments. This local assessment system allows educators to remain focused on high quality instruction for all students.
- Instructional coaches were recently shifted from being elementary building-based only, to supporting buildings across the district from PreK- grade 8. This focus on a district instructional coach team allows teachers and students to get proactive support, training, and instruction in a more aligned way. This innovation ensures that all schools maintain a common through line in instruction, assessment, and needs-analysis.
- Primarily focused at the middle school level, the district builds tutoring blocks into the school day, using formative assessment data and teacher observations to form small Math Lab classes of eight to ten students at a time.

Tackling chronic absenteeism:

- The district has participated in the state-funded [Learner Engagement and Attendance Program \(LEAP\)](#), which supported paying staff to conduct home visits to re-engage students who are chronically absent. Launched in early 2021, an [analysis](#) of LEAP statewide found that attendance rates increased by 4% in the month immediately following the first LEAP visit and continued to grow over time. Nine months after the first LEAP visit, PK-5 students experienced an 8-percentage point increase in attendance, and students in grades 6-12 experienced a 16-percentage point increase over students who were not served during the same period.
- Most EHPS schools are staffed with a dedicated Bilingual Family Support Specialist to build bridges between the school and families and address non-academic barriers to attendance. The Family Support Specialists also connect families to a variety of resources, including food banks, health centers, and other services offered through town offices and community organizations.
- STAT meetings revealed that while automated calls had minimal impact on attendance, personal phone calls from staff—spending just 10 minutes a day to call five families—resulted in a measurable difference in student attendance.