Stafford Public Schools
Next Generation Accountability Report to BOE 2018-19

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Purpose of Accountability Systems

- Track progress
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements
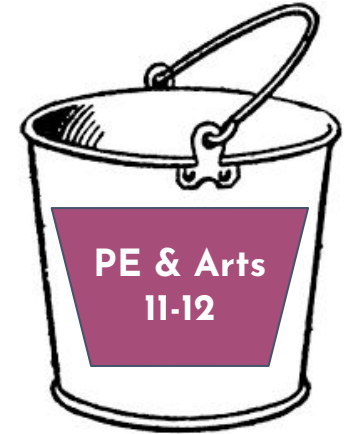
Connecticut Next Generation Accountability

- Provides a more complete picture of a school or district

- Guards against narrowing of the curriculum to the tested subjects

- Expands ownership of accountability to all staff

- Allows schools to demonstrate progress on "outcome pre-cursors"

- Encourages leaders to use accountability results as a guide to track improvement efforts

- Developed with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

What 12 Indicators Are Measured?

1. Academic achievement (Performance Index) [H]
2. Academic growth [H]
3. Assessment participation rate [H]
4. Chronic absenteeism [H]
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort [H]
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

[H] Separate set of points allotted for "High Needs" (students from low-income families, English Learners (ELs), or students with disabilities)

The Four Categories of Stafford's Success

Academic 1,2,3

Absenteeism 4

CCR 5-10

PE & Arts 11-12

Testing Participation	Chronic Absenteeism	Postsecondary	Postsecondary
Student Growth: ELA, Math	High Needs	Graduation: on track, 4yr, 6yr	Physical Fitness
Performance: ELA, Math, Science	All Students	Preparation for CCR: % taking courses % passing exams	Arts Access

2018-19 Comparison of District to State

No:	Indicator	Stafford District Index/Rate	State Avg Index/Rate	
	2018-2019 Composite Data			
1a.	ELA Performance Index – All Students	67.0	67.7	⬇
1b.	ELA Performance Index – High Needs Students	60.4	58.1	⬆
1c.	Math Performance Index – All Students	63.1	63.1	⬆
1d.	Math Performance Index – High Needs Students	56.4	52.7	⬆
1e.	Science Performance Index – All Students	66.0	63.8	⬆
1f.	Science Performance Index – High Needs Students	57.6	54.2	⬆
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	53.4%	59.9%	⬇
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	48.4%	55.1%	⬇
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	64.3%	61.7%	⬆
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	63.5%	55.2%	⬆
4a.	Chronic Absenteeism – All Students	7.8%	10.4%	⬆
4b.	Chronic Absenteeism – High Needs Students	11.5%	16.1%	⬆
5	Preparation for CCR – % taking courses	68.5%	80.0%	⬇
6	Preparation for CCR – % passing exams	44.0%	42.6%	⬆
7	On-track to High School Graduation	95.3%	88.0%	⬆
8	4-year Graduation - All Students (2018 Cohort)	90.8%	87.4%	⬆
9	6-year Graduation - High Needs Students (2016 Cohort)	88.1%	83.3%	⬆
10	Postsecondary Entrance (Class of 2018)	61.5%	70.9%	⬇
11	Physical Fitness (estimated participation rate)	46.9%	52.9%	⬇
12	Arts Access	44.9%	51.9%	⬇

- *Indicator 3 is the participation rate.*

Percentage of Points Earned Trends (2014-19)

DRG F Districts	2014- 2015	2015- 2016	2016-2017	2017-2018	2018-2019
	Accountability Index-Percent Points Earned				
Canterbury	83.5	75.1	67.3	68.4	72.5
East Windsor	77.5	70.3	70.2	71.3	66.7
Enfield	76.2	74.3	70.5	69.5	72.4
Griswold	78.4	76.3	72.8	75.2	75.9
Montville	80.3	78.6	76.8	78.0	77.9
North Canaan	78.5	77.3	68.7	69.3	78.1
Plainville	82.1	77.6	75.2	80.8	76.4
Plymouth	77.2	75.6	72.2	72.6	78.4
Seymour	82.2	76.1	77.0	77.7	76.1
Sprague	77.6	71.4	64.5	67.8	56.2
Stafford	76.6	74.5	69.5	73.2	75.9
Sterling	73.9	72.8	54.3	67.6	61.1
Thompson	70.7	68.0	71.9	66.1	66.6
Voluntown	81.8	76.8	75.9	75.2	79.6
Windsor Locks	73.6	74.1	71.7	71.7	71.7
Wolcott	83.2	79.4	77.6	83.3	80.3
State Average	76.1	73.1	73.2	74.9	74.2
DRG AVG	78.2	74.9	71.0	73.0	72.9
DRG F Rank (16)	12	10	12	8	8

↑TREND 6.4%

Achievement and Graduation Rate Gaps

- A district/school is identified as having an "achievement gap" if its gap size is substantially different from the average statewide gap in any subject area

- A district/school is identified as having a "graduation gap" if its gap size is substantially different from the average statewide gap

District Achievement Gap Trends

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	72.7	60.4	12.3	15.4	N
Math Performance Index Gap	68.9	56.4	12.5	17.6	N
Science Performance Index Gap	71.3	57.6	13.7	16.1	N
Graduation Rate Gap (2016 Cohort)	94.0	88.1	5.9	11.1	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.

2017-18

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	96.4
ELA - High Needs Students	94.5
Math - All Students	96.3
Math - High Needs Students	94.2
Science - All Students	96.0
Science - High Needs Students	94.3

Minimum participation standard is 95%.

2018-19

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.6
ELA - High Needs Students	97.4
Math - All Students	98.6
Math - High Needs Students	97.4
Science - All Students	98.0
Science - High Needs Students	97.1

Minimum participation standard is 95%.

School Comparison Report 2018-19

School Name	Accountability Index	Any Participation below 95%?	Achievement Gap Present?	Category
Stafford High School	77.7 ⬆	No	Science	3
Stafford Middle School	71.4 ⬆	No	ELA	3
Stafford Elementary School	71.2 ⬆	No	None	2
West Stafford School	91.5 ⬆	N/A	N/A	N/A
Staffordville School	100.0 ⬆	N/A	N/A	N/A

Data Next Steps: Strategic Priorities

I. Academic Performance (*Indicators 1-2*):

    a) Link assessment data to classroom instruction through the use of Smarter Balanced Interim Block Assessments (IABs) to target instructional focus areas in literacy, mathematics, and science.

    b) Continue to refine content and skill progressions in mathematics for Grades K-9 and literacy through updates to district balanced literacy plan.

    c) Expand resources for academic support specialists with Wilson Reading and Bridges Mathematics to provide intervention supports to struggling students.

    d) Provide teachers with PD workshops aligned to literacy and authentic math practices.

    e) Remain focused on providing instructional staff with key data on students using PowerSchool Performance Matters Analytics.

II. Chronic Absenteeism (*Indicator 4*):

    a) Continue attendance monitoring plan implemented 2018-2019.

    b) Strengthen communications between home and school to increase attendance.

III. Postsecondary/College and Career Readiness (*Indicators 5-10*):

    a) Increase performance on PSAT/SAT through embedded curriculum-based assessments.

    b) Continue to promote strong linkages to Khan Academy for SAT preparation resources.

    c) Development of a Comprehensive School Counseling Curriculum Framework at SHS.

    d) Increase functionality of Naviance software for student goal setting and college planning commencing at SMS.

    e) Examine opportunities to expand teacher training and program offerings for Advanced Placement coursework.

Data Next Steps: Strategic Priorities

IV. Physical Education/Arts:

a) Develop targeted formative assessments and rubrics to track elements of the Connecticut Physical Fitness Test for muscular strength and endurance, flexibility, and cardiovascular fitness.

b) Strengthening curriculum connections between physical education and health to promote real world understanding of health and fitness.

c) Development of course in wellness at SHS to meet new graduation requirements.

d) Showcase opportunities available to students in art and music elective courses at SHS.

Questions?