

Stafford Public Schools
Next Generation Accountability
BOE Data Presentation
2021-2022

February 27, 2023

Steven Autieri, Chief Academic Officer



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

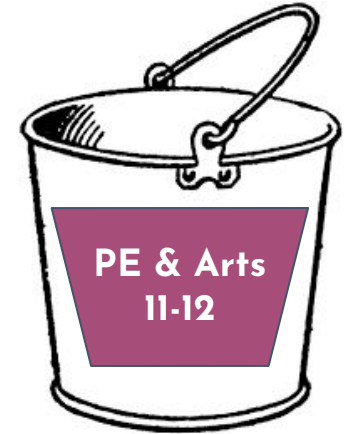
- Provides a more complete picture of a school or district
- Guards against narrowing of the curriculum to the tested subjects
- Expands ownership of accountability to all staff
- Allows schools to demonstrate progress on “outcome pre-cursors”
- Encourages leaders to use accountability results as a guide 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–ELA, Mathematics, Science
2. Academic growth ^H–ELA, Mathematics, English Language Proficiency (Oral/Literacy)
3. Assessment participation rate ^H
4. Chronic absenteeism ^H
5. Preparation for postsecondary and career readiness – Percent taking coursework
6. Preparation for postsecondary and career readiness – Percent meeting passing benchmarks on 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



Testing Participation

Student Growth:
ELA, Math

Performance:
ELA, Math, Science

Chronic Absenteeism

High Needs

All Students

Postsecondary

Graduation:
on track, 4yr, 6yr

Preparation for CCR:
% taking courses
% passing exams

Postsecondary

Physical Fitness

Arts Access

2021-2022 Comparison of District to State

2021-2022 Composite Data			
No:	Indicator	Stafford District Index/Rate	State Avg Index/Rate
1a.	ELA Performance Index – All Students	65.3	64.2
1b.	ELA Performance Index – High Needs Students	58.8	54.2
1c.	Math Performance Index – All Students	60.1	58.6
1d.	Math Performance Index – High Needs Students	52.8	47.7
1e.	Science Performance Index – All Students	62.2	61.4
1f.	Science Performance Index – High Needs Students	55.5	51.3
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	60.2%	60.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	57.0%	56.2%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	66.4%	65.2%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	58.6%	59.1%
4a.	Chronic Absenteeism – All Students	18.6%	23.7%
4b.	Chronic Absenteeism – High Needs Students	26.1%	34.0%
5	Preparation for CCR – % taking courses	84.8%	84.8%
6	Preparation for CCR – % passing exams	34.8%	41.5%
7	On-track to High School Graduation	87.4%	82.7%
8	4-year Graduation - All Students (2018 Cohort)	95.5%	89.6%
9	6-year Graduation - High Needs Students (2016 Cohort)	96.3%	85.2%
10	Postsecondary Entrance (Class of 2018)	64.4%	66.1%
11	Physical Fitness (estimated participation rate)	48.4%	45.7%
12	Arts Access	40.9%	52.4%

Elementary School Comparison Data

DRG F Elementary School Comparison	DRG	Accountability Index- % of	Accountability Index- % of	Accountability Index- % of
Canterbury	F	73.6	76.5	71.5
E. Windsor (Broad Brook El)	F	77.8	69.4	70.4
Enfield (E.H Parkman)	F	72.3	80.1	77.7
Enfield (Eli Whitney)	F	72.7	79.6	81.2
Enfield (Prudence Crandall)	F	63.3	68.1	69.8
Griswold	F	69.8	66.2	47.0
Montville (Mohegan Elem)	F	83.8	79.1	74.8
Montville (Oakdale Elem)	F	93.6	92.2	82.2
North Canaan (PK-8)	F	69.3	78.1	76.0
Plainville (Wheeler Elem)	F	74.1	67.3	63.5
Plainville (Linden St. Elem)	F	72.8	74.2	64.9
Plainville (Toffolon Elem)	F	82.0	79.0	65.3
Plymouth (Fisher Elem)	F	70.9	71.5	60.5
Seymour (Bungay Elem)	F	73.8	80.0	76.1
Seymour (Chatfield Elem)	F	77.3	77.7	72.9
Sprague (PK-8)	F	69.0	57.6	59.6
Stafford	F	64.4	71.1	65.1
Sterling (PK-8)	F	69.5	61.3	52.8
Thompson	F	62.3	67.5	57.9
Voluntown (PK-8)	F	76.6	82.8	78.3
Windsor Locks	F	75.8	71.0	70.0
Wolcott (Alcott Elem)	F	82.5	78.4	79.1
Wolcott (Frisbie Elem)	F	91.9	85.8	84.4
Wolcott (Wakelee Elem)	F	84.7	81.3	79.3
DRG F Rank (24)		21	15	17

SES Accountability Data

Stafford Elementary		2017-2018 Accountability Data					2018-2019 Accountability Data					2021-2022 Accountability Data				
No:	Indicator	Rate	Target	Earned	Max	% Earned	Rate	Target	Earned	Max	% Earned	Rate	Target	Earned	Max	% Earned
1a.	ELA Performance Index – All Students	68.8	75	91.7	50	91.7	70.7	75	47.1	50	94.3	67.4	75	44.9	50.0	89.8
1b.	ELA Performance Index – High Needs Students	63.7	75	85.0	50	85.0	65.8	75	43.9	50	87.7	61.3	75	40.9	50.0	81.7
1c.	Math Performance Index – All Students	62.8	75	83.7	50	83.7	66.3	75	44.2	50	88.4	62.5	75	41.6	50.0	83.3
1d.	Math Performance Index – High Needs Students	57.3	75	76.4	50	76.4	61.3	75	40.8	50	81.7	55.2	75	36.8	50.0	73.6
1e.	Science Performance Index – All Students						65.7	75	43.8	50	87.6	63.8	75	42.5	50.0	85.0
1f.	Science Performance Index – High Needs Students						60.3	75	40.2	50	80.4	58.9	75	39.3	50.0	78.5
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	52.0%	100%	52.0	100	52.0	60.7%	100	60.7	100	60.7	60.4%	100%	60.4	100.0	60.4
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	50.3%	100%	50.3	100	50.3	51.7%	100	51.7	100	51.7	56.1%	100%	56.1	100.0	56.2
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	53.4%	100%	53.4	100	53.4	65.7%	100	65.7	100	65.7	62.4%	100%	62.4	100.0	65.2
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	46.2%	100%	46.2	100	46.2	62.4%	100	62.4	100	62.4	52.9%	100%	52.9	100.0	59.1
4a.	Chronic Absenteeism – All Students	6.7%	<=5%	93.1	50	93.1%	6.3%	<=5%	47.3	50	94.7	12.1%	<=5%	35.8	50.0	71.6
4b.	Chronic Absenteeism – High Needs Students	8.1%	<=5%	87.8	50	87.8%	10.1%	<=5%	39.8	50	79.7	10.1%	<=5%	23.2	50.0	46.3
11	Physical Fitness (estimated part. rate)	33.3%	75%	44.4	50	44.4%	26.2%	75%	17.4	50	34.9%	25.5%	75%	17	50.0	34.0%
	Accountability Index			483.0	750	64.4%			605.1	850	71.2%			553.7	850.0	65.1%

Percentage of Points Earned Trends (2016-2022)

	2015- 2016	2016-2017	2017-2018	2018-2019	2021-2022
DRG F Districts					
Canterbury	75.1	67.3	68.4	72.5	72.0
East Windsor	70.3	70.2	71.3	66.7	68.2
Enfield	74.3	70.5	69.5	72.4	69.6
Griswold	76.3	72.8	75.2	75.9	65.9
Montville	78.6	76.8	78.0	77.9	71.6
North Canaan	77.3	68.7	69.3	78.1	76.0
Plainville	77.6	75.2	80.8	76.4	70.3
Plymouth	75.6	72.2	72.6	78.4	70.0
Seymour	76.1	77.0	77.7	76.1	74.7
Sprague	71.4	64.5	67.8	56.2	59.7
Stafford	74.5	69.5	73.2	75.9	72.7
Sterling	72.8	54.3	67.6	61.1	52.7
Thompson	68.0	71.9	66.1	66.6	65.4
Voluntown	76.8	75.9	75.2	79.6	77.3
Windsor Locks	74.1	71.7	71.7	71.7	70.7
Wolcott	79.4	77.6	83.3	80.3	77.2
State Average	73.1	73.2	74.9	74.2	69.9
DRG AVG	74.9	71.0	73.0	72.9	69.6
DRG F Rank (16)	10	12	8	8	5

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	70.3	58.8	11.5	16.6	N
Math Performance Index Gap	65.6	52.8	12.8	18.2	N
Science Performance Index Gap	66.3	55.5	10.8	17.4	N
Graduation Rate Gap (2019 Cohort)	94.0	96.3	-2.3	10.2	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.

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%.

2021-22

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.1
ELA - High Needs Students	98.1
Math - All Students	98.9
Math - High Needs Students	97.8
Science - All Students	98.3
Science - High Needs Students	96.6

Minimum participation standard is 95%.

School Comparison Report 2021-2022

School Name	Accountability Index	Any Participation below 95%?	Achievement Gap Present?	Category
Stafford High School	72.2	YES	No	3
Stafford Middle School	65.8	No	No	3
Stafford Elementary School	65.1	No	No	3
West Stafford School	7.5	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 through the PLC process.
- b) Refine literacy practices to ensure intentional and explicit instruction in the areas of best practice for the Science of Reading, expanding phonemic awareness supports in 2022-23.
- c) Develop structured menu of literacy and numeracy interventions to target skill growth for struggling learners including Dibels screenings through Grade 3.
- d) Expand the delivery of supplemental student support programs including BOOST Academic Support, Homework Club, and SAT Preparatory Academy.
- e) Provide teachers with coaching and professional learning aligned to supporting engaging math practices that are student-centered.
- f) Remain focused on providing instructional staff with immediate access to key data on achievement using Performance Matters data dashboard.

II. Chronic Absenteeism (*Indicator 4*):

- a) School administrative home visits to support families where pertinent.
- b) Connections through the work of the Social Emotional Supports Committee to strengthen systems of support for student wellness—focus on “whole child”.
- c) Supporting related services staff with strategies to support individual students identified through DESSA screener.

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

- a) Analytic report to examine aggregate trends related to skill growth aligned to the SPS Portrait of the Graduate with linkages to curriculum documents.
- b) Work with Perkins Advisory Committee to collaborate with business partners to drive opportunities for career development.
- c) Expansion of the Comprehensive School Counseling Curriculum Framework and targeted lessons at SES, SMS, and SHS with a focus on student skill, career development, and course planning.
- d) Increase functionality of Naviance software for student goal setting and college planning commencing at SMS.
- e) Examine opportunities to expand access for students to complete rigorous and challenging coursework through access to Advanced Placement, ECE, and dual enrollment courses.

Data Next Steps: Strategic Priorities

IV. Physical Education/Arts:

- a) Connect staff goal setting to the elements of the Connecticut Physical Fitness Test for muscular strength and endurance, flexibility, and cardiovascular fitness through modeling and support of skills during instruction.
- b) Shifting health curriculum PK-12 to meet the new curricular guidelines for a skills-based health curriculum.
- c) Expanding resources in courses to promote student interest and engagement in the arts.
- d) Availability of Art of Education University professional learning and curriculum materials to promote design shifts to the curriculum framework in the visual arts.

Questions & Comments?