

*New Fairfield Public Schools*  
Next Generation  
Accountability Report  
2016-2017

# Accountability Systems Serve Important Purposes

- 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 System for Districts and Schools

- 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
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts

# What are the 12 Indicators?

1. Academic achievement (Performance Index) <sup>H</sup>
2. Academic growth <sup>H</sup>
3. Assessment participation rate <sup>H</sup>
4. Chronic absenteeism <sup>H</sup>
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 <sup>H</sup>
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

<sup>H</sup> Separate set of points allotted for “High Needs” (students from low-income families, English learners [ELs], or students with disabilities)

# New Fairfield Public Schools Report: 2016–2017

No:	Indicator	Index/Rate <sup>1</sup>		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a.	ELA Performance Index – All Students	73.6		75	49.1	50	98.2%	67.1	
1b.	ELA Performance Index – High Needs Students	60.2		75	40.1	50	80.3%	55.9	
1c.	Math Performance Index – All Students	69.6		75	46.4	50	92.8%	62.2	
1d.	Math Performance Index – High Needs Students	56.8		75	37.9	50	75.8%	50.5	
1e.	Science Performance Index – All Students	64.8		75	43.2	50	86.4%	55.3	
1f.	Science Performance Index – High Needs Students	53.5		75	35.7	50	71.4%	45.2	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	53.0%		100	53.0	100	53.0%	55.4%	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	44.3%		100	44.3	100	44.3%	49.8%	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	69.0%		100	69.0	100	69.0%	61.7%	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	53.3%		100	53.3	100	53.3%	53.7%	
4a.	Chronic Absenteeism – All Students	2.7%		<=5%	50.0	50	100.0%	9.9%	
4b.	Chronic Absenteeism – High Needs Students	6.0%		<=5%	48.0	50	95.9%	15.8%	
5	Preparation for CCR – % taking courses	97.1%		75%	50.0	50	100.0%	70.7%	
6	Preparation for CCR – % passing exams	57.4%		75%	38.2	50	76.5%	43.5%	
7	On-track to High School Graduation	100.0%		94%	50.0	50	100.0%	87.8%	
8	4-year Graduation All Students (2016 Cohort)	97.5%		94%	100.0	100	100.0%	87.4%	
9	6-year Graduation - High Needs Students (2014 Cohort)	91.8%		94%	97.7	100	97.7%	82.0%	
10	Postsecondary Entrance (Class of 2016)	80.2%		75%	100.0	100	100.0%	72.0%	
11	Physical Fitness (estimated part rate) and (fitness rate)	94.4%	56.4%	75%	37.6	50	75.2%	92.0%	51.6%
12	Arts Access	45.9%		60%	38.2	50	76.4%	50.5%	
	<b>Accountability Index</b>				<b>1081.7</b>	<b>1350</b>	<b>80.1%</b>		

# Calculation of Performance Index from 3 tests

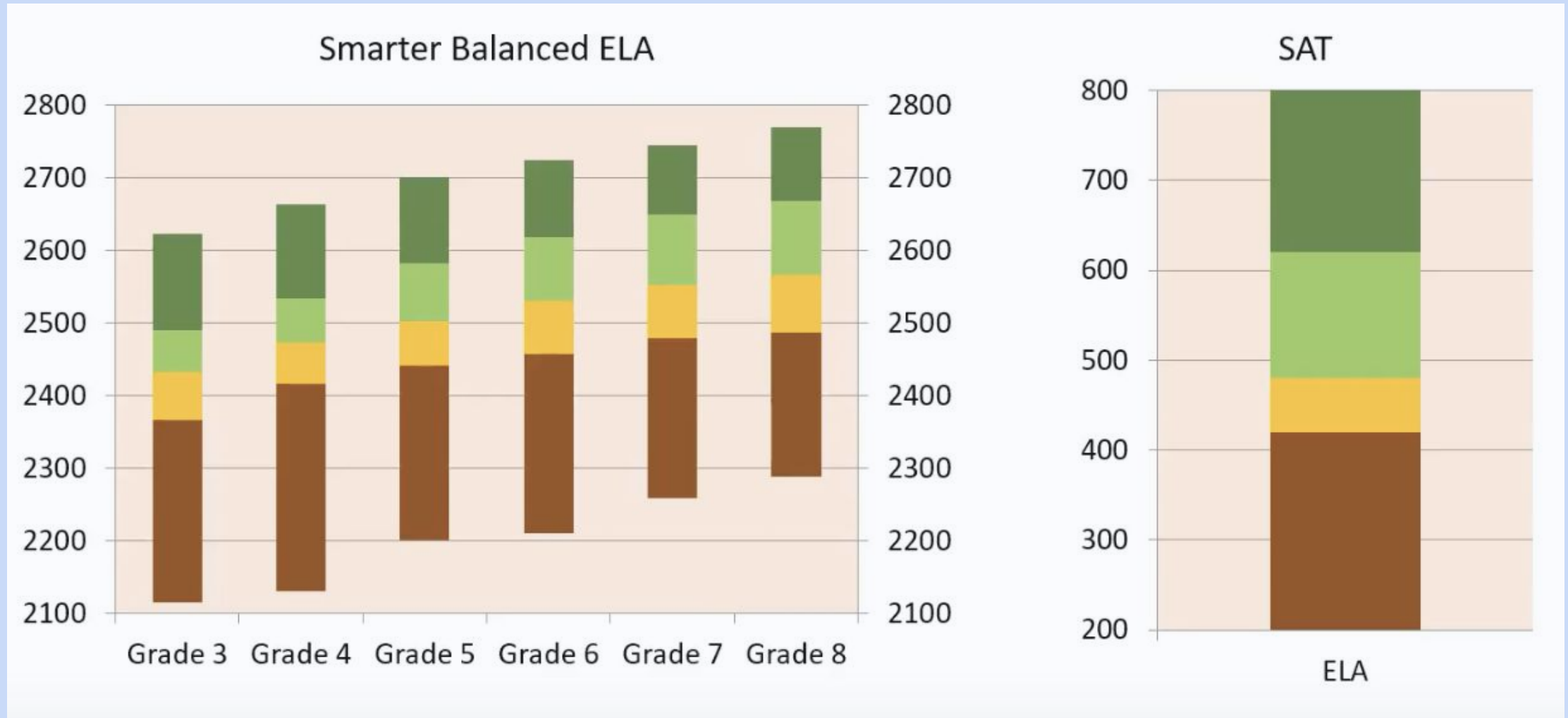


SAT<sup>®</sup>

CTAA

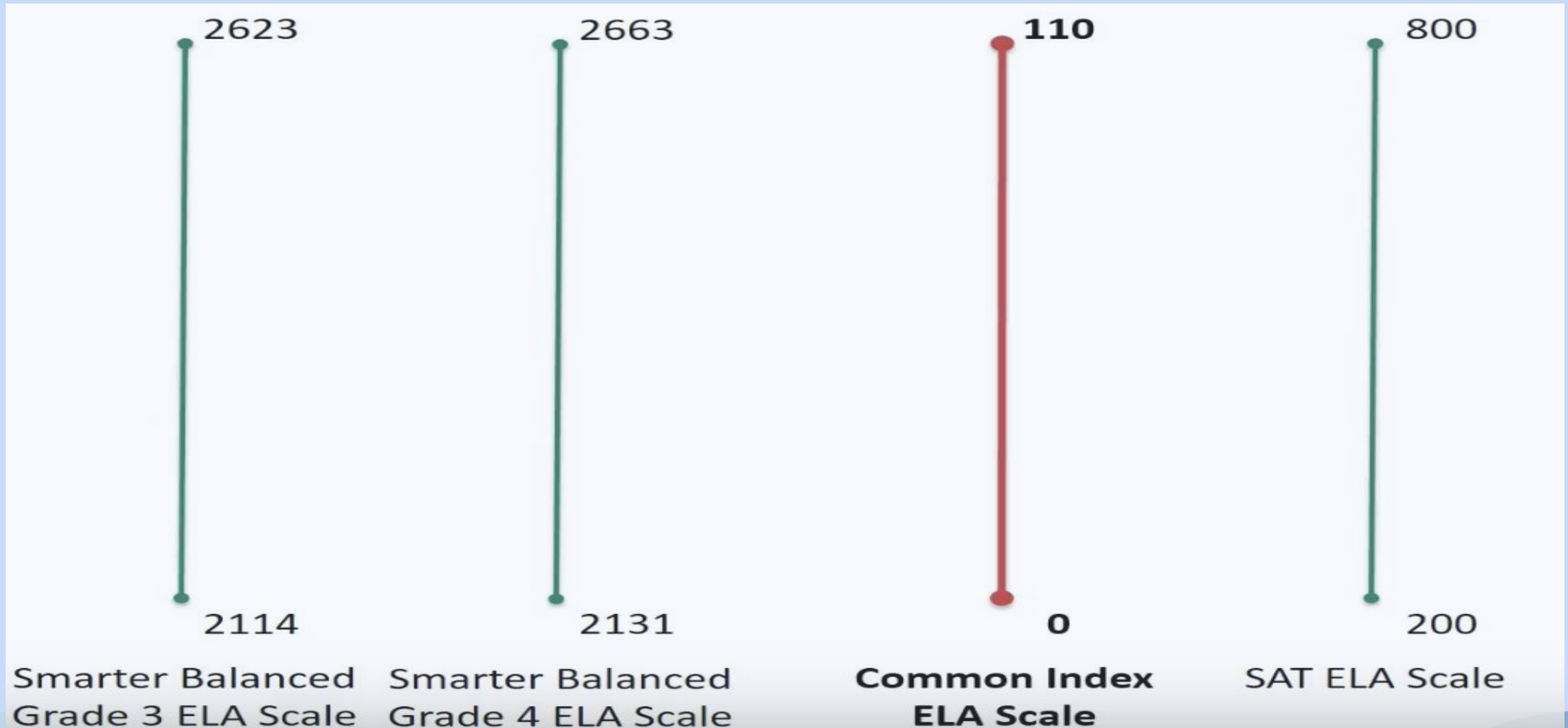
Connecticut Alternate Assessment

# Different Scale for Different Tests: SBAC, SAT, CTAA



CTAA range 1200-1290

# Map scores to a common scale: Performance Index





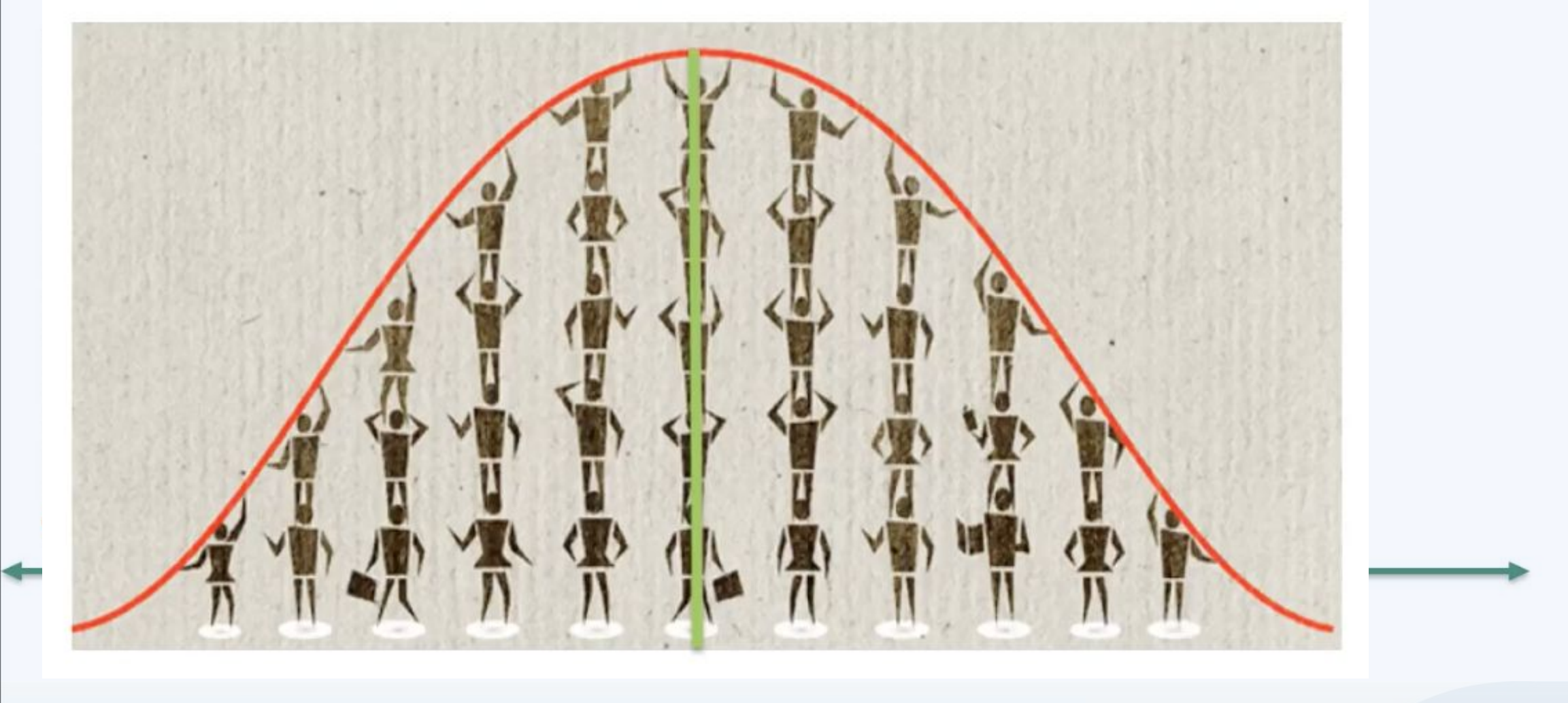
# Averaging all students on a common scale



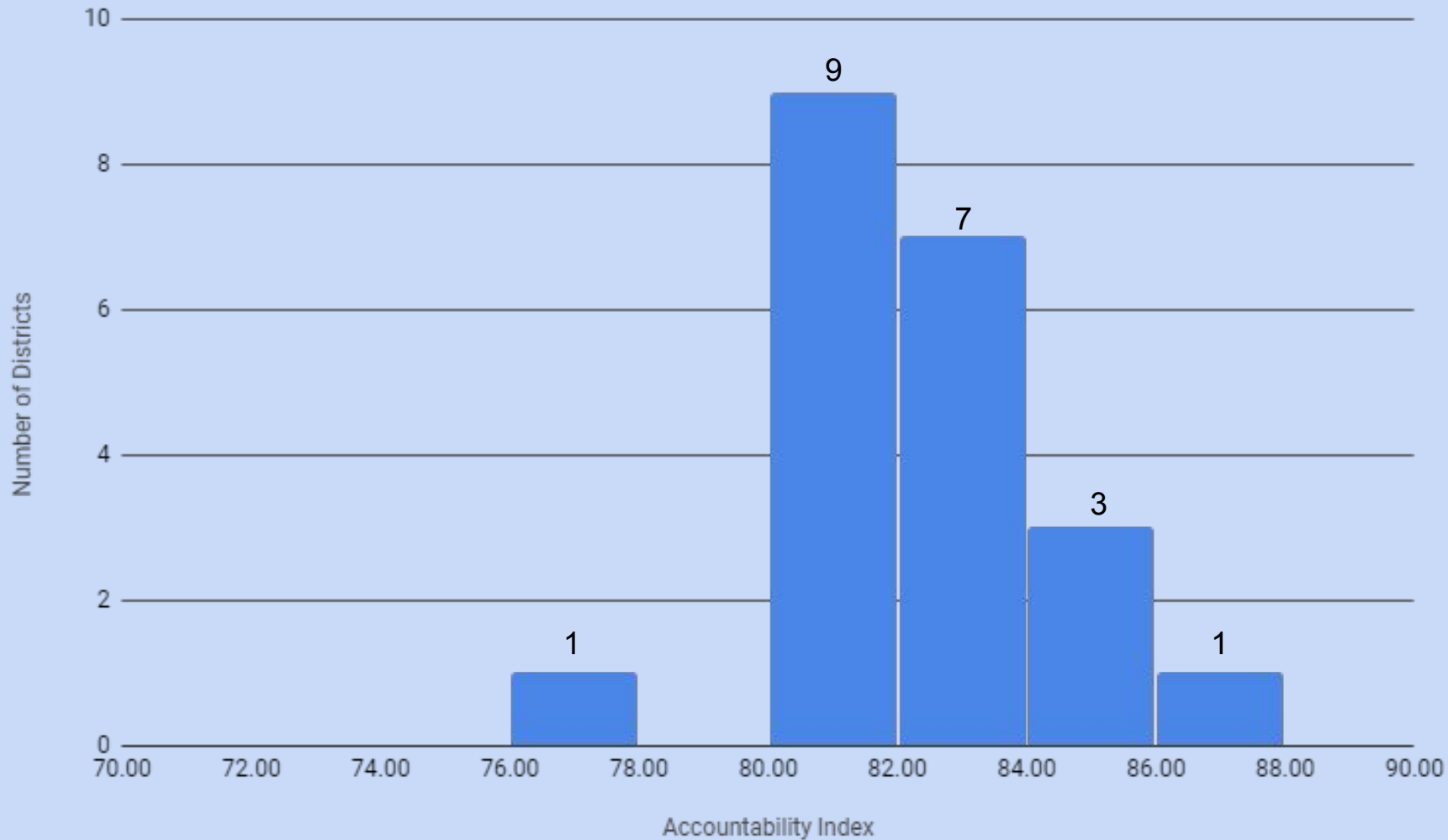
$$\frac{82.0 + 75.2 + 62.2 + 41.6 + 30.4 + 13.2}{6} = 50.8$$



# Why use the Performance Index versus Percentage at Level 3-4



# DRG Accountability Indices



## DISTRICTS

- 1 Greenwich (86.4)
- 3 Glastonbury (84.6)  
Guilford (84.2)  
Farmington (84.1)
- 7 Trumbull (83.6)  
Simsbury (83.2)  
Fairfield (83)  
Brookfield (83)  
Region 15 (82.4)  
South Windsor (82.1)  
Cheshire (82)
- 9 Avon (81.9)  
Region 5 (81.1)  
Orange (81)  
Granby (80.7)  
Madison (80.7)  
Monroe (80.6)  
Newtown (80.3)  
West Hartford (80.3)  
New Fairfield (80.1)
- 1 Woodbridge (77)

# District Report: 2015-2016 to 2016-2017

The last column with the arrows indicates the change between scores from 2015-2016 to 2016-2017.

No:	Indicator	Percentage of Points Earned			
		2014-2015	2015-2016	2016-2017	
1a.	ELA Performance Index – All Students	96.3%	100.0%	98.2%	↓
1b.	ELA Performance Index – High Needs Students	79.5%	83.8%	80.3%	↓
1c.	Math Performance Index – All Students	84.8%	91.5%	92.8%	↑
1d.	Math Performance Index – High Needs Students	68.9%	75.4%	75.8%	↑
1e.	Science Performance Index – All Students	85.3%	84.3%	86.4%	↑
1f.	Science Performance Index – High Needs Students	67.8%	67.5%	71.4%	↑
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students		71.1%	53.0%	↓
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students		63.7%	44.3%	↓
2c.	Math Avg. Percentage of Growth Target Achieved – All Students		79.4%	69.0%	↓
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students		71.9%	53.3%	↓
4a.	Chronic Absenteeism – All Students	100.0%	100.0%	100.0%	→
4b.	Chronic Absenteeism – High Needs Students	82.8%	92.9%	95.9%	↑
5	Preparation for CCR – % taking courses	100.0%	100.0%	100.0%	→
6	Preparation for CCR – % passing exams	68.5%	75.3%	76.5%	↑
7	On-track to High School Graduation	100.0%	100.0%	100.0%	→
8	4-year Graduation All Students	100.0%	100.0%	100.0%	→
9	6-year Graduation - High Needs Students	98.6%	95.2%	97.7%	↑
10	Postsecondary Entrance	100.0%	100.0%	100.0%	→
11	Physical Fitness	69.3%	70.5%	75.2%	↑
12	Arts Access	68.4%	66.3%	76.4%	↑

# Norm Referenced Tests and Data

- Student achievement results are based on how the student ranks based on a “norming group”, which shares characteristics with the student, such as age, grade, etc.
- Results are usually reported as percentiles ranking (the percentage of the norm group less than or equal to the student’s results).
- The average rank of the norm group is the 50th percentile.
- Sample assessments: SAT, IQ, STAR

# Criterion Referenced Tests and Data

- Student achievement results are based on how well the student meets established criteria.
- Criteria are often established by standards based on age or grade.
- Data is often reported as a percentage met and may be divided into proficiency categories.
- Sample assessments: Smarter Balanced, unit tests, essays

# Growth Targets - Method

- Students across the state took 2013–2014 SBAC and 2014–2015 SBAC.
- Growth between the two years was normed by achievement band.
- The state chose a growth target for each band based on 40% of the norm group achieving this growth target by achievement band.
- This growth target became a growth criterion for future assessments.

# Growth Targets - Results

- Growth targets are a combination of norm-referenced and criterion-referenced data. The norm growth will be recalculated periodically and results can change drastically as a result.
- Growth targets were determined from first to second years of test administration. Achievement is generally lower in the first year of implementation making the second year appear to have unusually large growth.
- Growth targets are based on 40% of students achieving the growth target. The goal is set at 100% of students achieving the growth target.
- Growth becomes more difficult at higher achievement levels.



# 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

# New Fairfield Schools District Report, 2016–2017

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.2	14.8	16.7	
Math Performance Index Gap	72.4	56.8	15.5	18.7	
Science Performance Index Gap	67.5	53.5	13.9	16.6	
Six-Year Graduation Rate Gap (2014 Cohort)	94.0%	91.8%	2.2%	12.0%	N

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

Participation Rate	Rate
ELA – All Students	95.9%
ELA – High Needs Students	94.6%
Math – All Students	95.5%
Math – High Needs Students	93.7%
Science – All Students	99.0%
Science – High Needs Students	95.9%

# New Fairfield Schools Reports, 2016-2017

School Name	Accountability Index	Any Participation below 95%?	Achievement Gap Outlier?	Graduation Rate Gap?	Category
CONS Elementary School	100	N/A	N/A	N/A	N/A
MHHS Intermediate School	76.0	Yes	No	N/A	3
NF Middle School	70.7	Yes	Yes	N/A	3
NF High School	83.6	No	Yes	No	2

MHHS and the middle school each dropped a category due to a participation rate lower than 95%. The high school dropped a category due to the ELA performance index gap.

# Needs Assessment

	Strengths	Opportunities
<b>Curriculum:</b> Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels.	The focus on the math curriculum has produced gains.	<u><a href="#">Continue the focus on student reading</a></u> , especially in the secondary schools. The work of the curriculum implementer has been especially helpful for this opportunity.
<b>Professional Development:</b> Employ systems and strategies to develop, evaluate, and retain staff.	The plan for professional development includes focused training to meet individual teacher needs.	Continue creating benchmark assessments in English and math at the secondary level, including staff calibration.