Special Meeting

Tuesday, April 4, 2017 7:00 PM
LP Wilson Community Center, Board Room, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **Set Graduation Date for Class of 2017 (Action Anticipated)**
4. **Board Budget Reduction**
5. **District Data Team**
6. **Next Generation School and District Accountability Reports for 2015-2016**
7. **Announcements**
8. **Adjournment**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: April 4, 2017

PREPARED BY: Craig A. Cooke, Ph.D. **PRESENTED BY:** Craig A. Cooke, Ph.D.

ATTACHMENTS:

SUBJECT: Set Graduation Date for Class of 2017

BACKGROUND:

Each year the Board of Education must vote on the date for graduation. We are requesting the Board approve Wednesday, June 14th as the date for graduation. Graduation will be held at The Bushnell in Hartford. We are in compliance with Connecticut State law, which allows the graduation date be set on or after April 1st. Graduation cannot be held before the 180th day of the school year. June 14th is the 181st day of Windsor's school year.

The tentative last day of school for kindergarten through grade 11 will be Thursday, June 15, 2017 which is the 182nd day of the instructional school year.

RECOMMENDATION:

Move the Board of Education approve June 14, 2017 as the graduation date for the Class of 2017.

Recommended by the Superintendent: _____

Agenda Item # 3

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: April 4, 2017

PREPARED BY: Craig A. Cooke, Ph.D. **PRESENTED BY:** Craig A. Cooke, Ph.D.
Danielle Batchelder

ATTACHMENTS: 17/18 BOE Recommended Budget – Reduction Recommendation

SUBJECT: Board Budget Reduction

BACKGROUND:

At its February 22, 2017 Regular Meeting, the Board motioned to accept the proposed 2017-2017 budget as submitted by the Superintendent with a reduction of $150,000. Said reduction will be determined by the Superintendent along with the stipulation that it does not impact student instruction.

RECOMMENDATION:

For informational purposes only.

Recommended by the Superintendent: _____

Agenda Item # 4

17/18 BOE Recommended Budget - Reduction Recommendation			
16/17 Adopted Budget	$67,471,330		
17/18 Superintendent's Proposed Budget	$68,448,113		
*BOE Reduction 2.22.17	($150,000)		
17/18 BOE Recommended Budget	$68,298,113		
% Increase	1.23%		
Dollar Increase	$826,783		
$150,000 Reduction for Non-Instructional Services (per BOE Recommended Budget)*			
Chromebooks	($50,000)		
Insurance Consultant	($38,000)		
Fuel	($32,000)		
Transportation Reduction	($30,000)		
Balance	($150,000)		

Windsor Public Schools

Board of Education Report:

State Assessment Results

2015- 2016

Prepared by Santosha Oliver, Ph.D.

October 2016

Interpreting Data

The State Assessment presentation to the BOE focused on the change in standardized test scores from 2015 to 2016. While displaying data in this manner is standard practice, the Board was cautioned that changes in scores from year to year, e.g., 2015 to 2016, may reflect a change in student demographics, as well as academic achievement. As such, the follow-up report to the BOE provides a snapshot of student growth on the Smarter Balanced assessment in English Language Arts and Mathematics. In response to the BOE request, STAR and SAT School Day results are also included in the report.

A matched cohort is the same group of students moving through Windsor Public Schools over time. A non-matched cohort is roughly the same group of students moving through the system over time, i.e., the same grade level moving through the system over time. However, a non-matched cohort analysis does not control for student transience, i.e., students who move into the district or leave the district. As such, a non-matched cohort analysis may reflect changes in student demographics as well as academic achievement. Matched cohort data is the best measure of student growth as migration, i.e., movement in and out of Windsor Public Schools is controlled, and therefore represents the academic growth for the same group of students over time.

The Smarter Balanced Assessments in Mathematics and English Language Arts are reported with a total scale score and a corresponding achievement level for each content

area. "Scale scores are the basic unit of reporting. A scale score is derived from a total number of obtained score points that is statistically adjusted and converted into a consistent, standardized scale that permits direct and fair comparisons of scores from different forms of a test either within the same administration year or across years" (Tan & Michel, 2011). According the CSDE Interpretive Guide, "established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the test form. This allows for the fair comparison of scale scores from a computer adaptive test where different students are presented with different test questions. While scale scores are comparable across tests in a given content area, they are not comparable across content areas; a scale score on the mathematics test should not be compared to a scale score on the ELA test."

Smarter Balanced Achievement Levels

Content Area Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503
ELA						
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769
Level 3	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486

"The Smarter Balanced overall scale scores fall along a continuous vertical scale (from approximately 2000 to 3000) that increases across grade levels. The mathematics and ELA threshold scores are provided in the table above. These scores can be used to illustrate students' current level of achievement and their growth over time. When aggregated, these scores can also describe school- or district-level changes in performance on the tests and can be used to measure gaps in achievement among different groups of students" (CSDE Interpretive Guide).

Table 1. Smarter Balanced Mathematics Performance of Non-Matched Cohorts in Windsor from 2015 to 2016.

Grade	Windsor Public Schools 2015 Math Average Vertical Scale Score	Windsor Public Schools 2016 Math Average Vertical Scale Score
Grade 3	2430	
Grade 4	2465	2475
Grade 5	2481	2484
Grade 6	2505	2510
Grade 7	2524	2545
Grade 8		2518

Table 2. Smarter Balanced English Language Arts Performance of Non-Matched Cohorts in Windsor from 2015 to 2016.

Grade	Windsor Public Schools 2014-2015 ELA Average Vertical Scale Score	Windsor Public Schools 2015-2016 ELA Average Vertical Scale Score
Grade 3	2421	
Grade 4	2459	2469
Grade 5	2495	2489
Grade 6	2530	2527
Grade 7	2511	2546
Grade 8		2531

These tables compare the achievement of roughly the same group of students in Windsor from one grade in 2015 to the next higher grade in 2016. For example, academic growth in Mathematics and English Language arts was observed as our 3rd graders in 2015 advanced to 4th grade in 2016, as evidenced by the increase in the average vertical scale score (shown in grey).

Table 3. Smarter Balanced Mathematics Performance of Non-Matched Cohorts in Connecticut from 2015 to 2016.

"Rough Cohort" Growth - Math

Grade	2014-15 Math Average Vertical Scale Score	2015-16 Math Average Vertical Scale Score
Grade 3	2427	
Grade 4	2470	2478
Grade 5	2493	2501
Grade 6	2513	2521
Grade 7	2530	2538
Grade 8		2551

Table 4. Smarter Balanced English Language Arts Performance of Non-Matched Cohorts in Connecticut from 2015 to 2016.

"Rough Cohort" Growth - ELA

Grade	2014-15 ELA Average Vertical Scale Score	2015-16 ELA Average Vertical Scale Score
Grade 3	2430	
Grade 4	2474	2480
Grade 5	2510	2518
Grade 6	2530	2536
Grade 7	2550	2559
Grade 8		2574

These tables compare the achievement of roughly the same group of students in Connecticut from one grade in 2015 to the next higher grade in 2016.

Table 5. 2016 Smarter Balanced Performance At/Above Level 3 in English Language Arts and Mathematics.

Content Area	Grade Level	Windsor % Level 3 or Above	Connecticut % Level 3 or Above
ELA	3	44	54
	4	51	56
	5	45	59
	6	49	55
	7	50	55
	8	38	55
Content Area	**Grade Level**	**Windsor % Level 3 or Above**	**Connecticut % Level 3 or Above**
Math	3	49	53
	4	47	48
	5	31	41
	6	37	41
	7	46	41.9
	8	27	40

Table 6. 2015 -2016 STAR Early Literacy/Reading Performance At/Above 40th Percentile Rank.

	K (Early Lit)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
POQ	86	89	83						
OE	83	86	77						
CLO				67	67	60			
JFK				66	60	62			
Sage							62	48	43

Table 7. 2015 - 2016 STAR Math Performance At/Above 40th Percentile Rank.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
POQ		81	65						
OE		85	72						
CLO				76	75	65			
JFK				73	76	67			
Sage							56	73	55

Table 8. 2016 SAT School Day Results, Average Score in English Language Arts & Mathematics in Windsor and Connecticut.

Subject Area	Windsor	Connecticut
English Language Area	503*	520
Mathematics	483*	502

*Windsor High School

Reference

Connecticut Smarter Balanced Assessments for English Language Arts and Mathematics 2016 Interpretive Guide, Connecticut State Board of Education

Core Standards. "About the Standards." In Common Core State Standards Initiative. Accessed August 4, 2016. http://www.corestandards.org/about-the-standards/.

2016 State Assessment Report

October 4, 2016
Presented by:
Santosha Oliver, Ph.D.

Objective

To present an overview of the 2016 Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), Smarter Balanced Assessment (SBAC) and SAT School Day results.

Grade when tested Spring 2016	Grade in September 2016 i.e. "incoming"	Class of...
Grade 3	Grade 4	2025
Grade 4	Grade 5	2024
Grade 5	Grade 6	2023
Grade 6	Grade 7	2022
Grade 7	Grade 8	2021
Grade 8	Grade 9	2020

WINDSOR PUBLIC SCHOOLS

Part 1 – CMT & CAPT

Part 1: CMT/CAPT Science → Part 2: [illegible] → Part 3: [illegible]

Connecticut Mastery Test (CMT)

- All Connecticut public school students in grades 5 & 8 participated in the statewide science assessment in March.

Connecticut Academic Performance Test (CAPT)

- All Connecticut public school students in grade 10 participated in the statewide science assessment in March.

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Science Areas of Knowledge & Skills Measured

Life Science
Physical Science
Earth Science
Energy Transformations
Chemical Structures & Properties
Global Interdependence
Cell Chemistry & Biotechnology
Genetics, Evolution & Biodiversity
Scientific Inquiry, Literacy & Numeracy

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CMT & CAPT Performance Levels

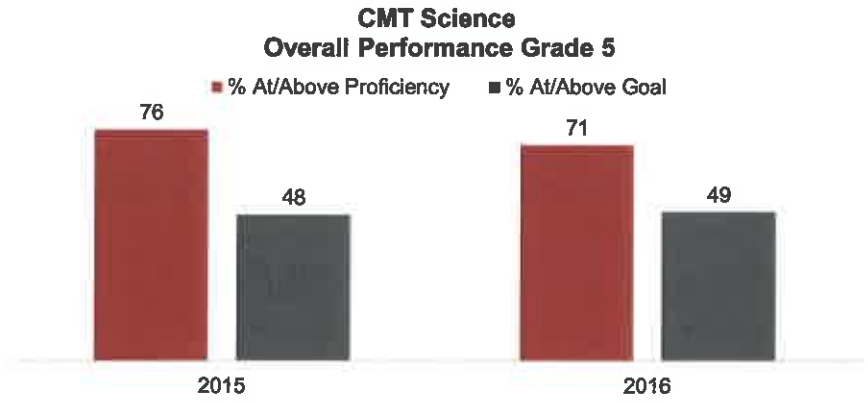
Science scores fall into performance levels from below basic (lowest) to advanced (highest).

Advanced
Goal
Proficient
Basic
Below Basic

Note: The performance levels have no relationship to SBAC.

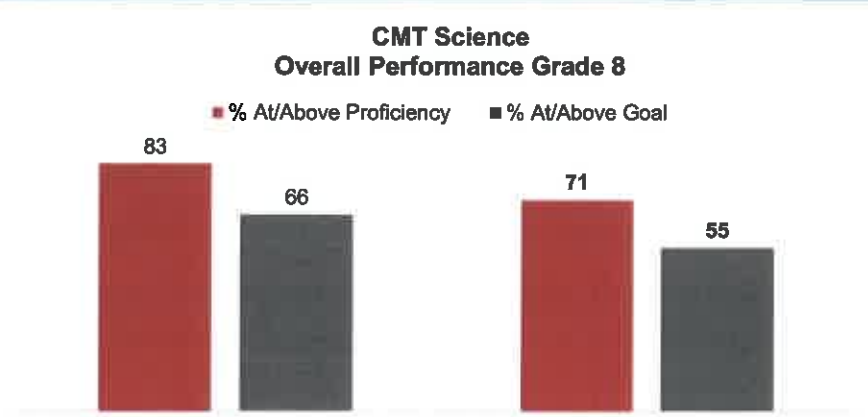
WINDSOR PUBLIC SCHOOLS

Science Grade 5



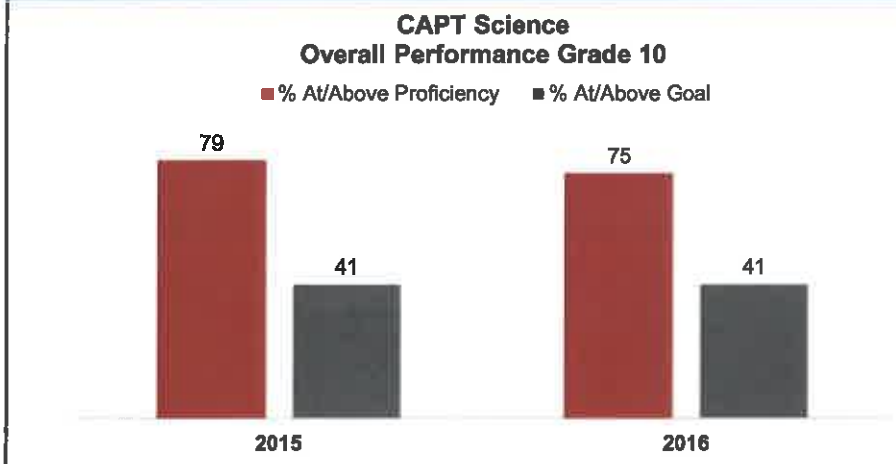
WINDSOR PUBLIC SCHOLS

Science Grade 8



WINDSOR PUBLIC SCHOLS

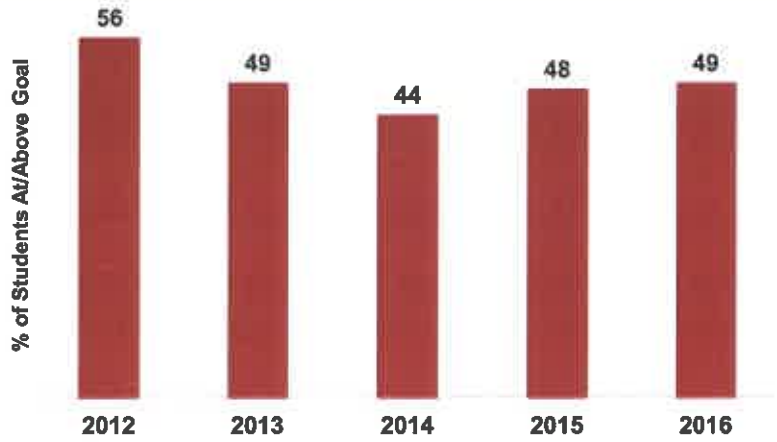
Science Grade 10



WINDSOR PUBLIC SCHOOLS

Note: Windsor High School

CMT Science Grade 5



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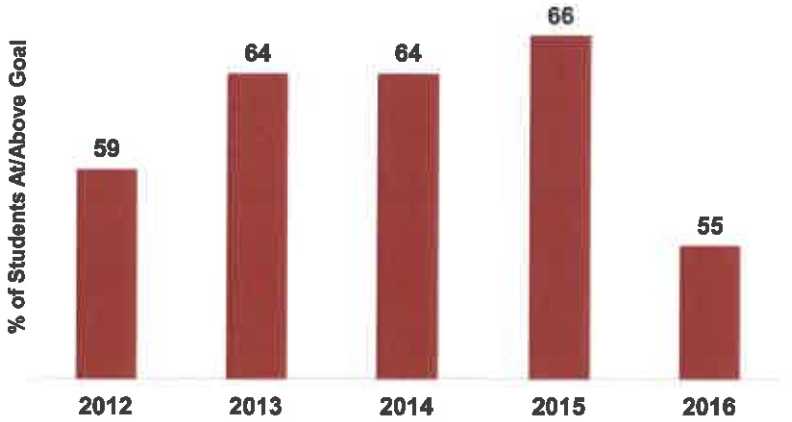
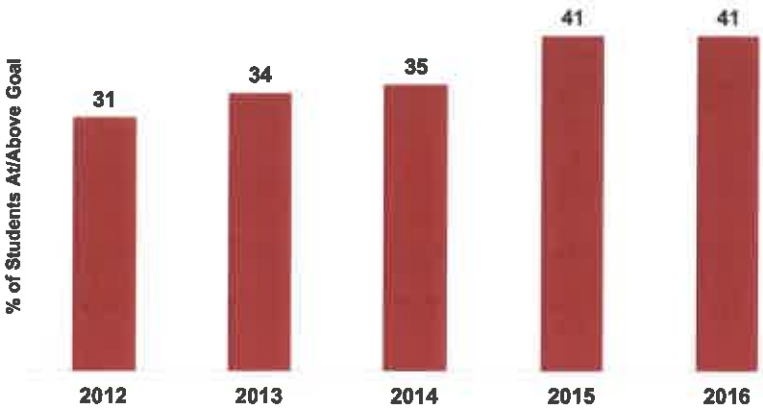
CMT Science Grade 8



WINDSOR PUBLIC SCHOOLS

CAPT Science Grade 10



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Note: Windsor High School

Implications/Next Steps

Next Generation Science Standards

Professional Development

Curriculum

WINDSOR PUBLIC SCHOOLS

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Part 2 – Smarter Balanced

Part 1: CMT/CAPT → **Part 2: Smarter Balanced Mathematics & English Language Arts** → Part 3: SAT School Day

Smarter Balanced Assessment (SBAC)

- All Connecticut public school students in grades 3-8 participated in the statewide assessment in Spring 2016.
- The test measures concepts and skills that students are expected to master in Mathematics and English Language Arts.
- The tests measures learning in two ways: computer adaptive tests & math performance tasks.

Smarter Balanced Achievement Levels

Smarter Balanced assessment scores fall into achievement levels from Level 1 (lowest) to Level 4 (highest).

Level 4
Level 3*
Level 2
Level 1

Note: *Goal is level 3 or higher. The performance levels have no relationship to CMT/CAPT.

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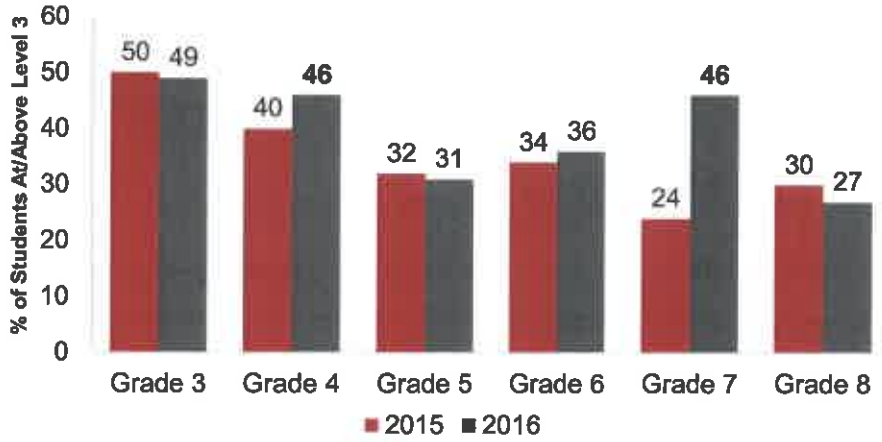
Overall Mathematics Performance Grades 3-8



WINDSOR PUBLIC SCHOOLS

Mathematics at a Glance Grades 3-8

SBAC Math			
Grade	Number of Students Tested in 2016	% At/Above Level 3	Change At/Above Level 3 2015-2016
3	247	49%	-1
4	209	46%	**+6**
5	234	31%	-1
6	212	36%	+2
7	206	46%	**+22**
8	244	27%	-3

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Implications/Next Steps

- Mathematics Curriculum
- Instructional Framework
- Multi-Tiered System of Supports (MTSS)
- Professional Development

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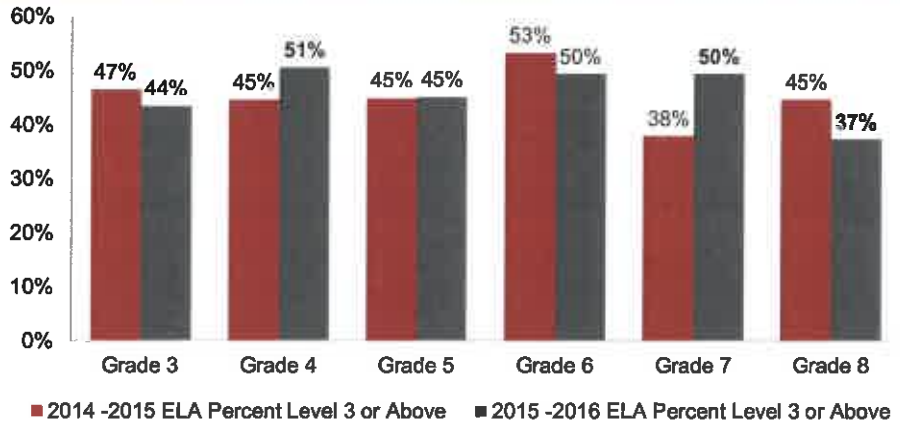
Overall ELA Performance Grades 3-8



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ELA At A Glance Grades 3-8

SBAC ELA/Literacy			
Grade	Number of Students Tested in 2016	% At/Above Level 3	Change At/Above Proficient 2015-2016
3	248	44%	-3
4	209	51%	+6
5	233	45%	0
6	210	50%	-3
7	207	50%	+12
8	246	37%	-8

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Implications/Next Steps

- English Language Arts Curriculum
- Instructional Framework
- Professional Development
- Multi-Tiered System of Supports (MTSS)

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Part 3 – SAT

WINDSOR PUBLIC SCHOOLS



WINDSOR PUBLIC SCHOOLS

SAT School Day

The new SAT is administered to students in Grade 11 during the school day.

- English Language Arts
- Mathematics

These results set a baseline year of data.

SAT School Day Results

Subject Area	Average Score
English Language Arts	503
Mathematics	483

Note: 2014-2015 SAT Verbal 468, Math 461, Total 929

Summary

- Continue curriculum work
- Continue to strengthen instructional practices
- Use data to inform practice

Resources

Santosha Oliver, Ph.D.
Assistant Superintendent for Instructional Services
email: soliver@windsorct.org

Windsor Public Schools



www.windsorct.org

CT Department of Education



http://www.sde.ct.gov

Next Generation Accountability Report: 2015-16

Choose a District

Windsor School District

No:	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a	ELA Performance Index – All Students	62.9		75	41.9	50	83.8%	*67.7*	
1b.	ELA Performance Index – High Needs Students	54.7		75	36.4	50	72.9%	*56.7*	
1c.	Math Performance Index – All Students	58.6		75	39.1	50	78.1%	*61.4*	
1d.	Math Performance Index – High Needs Students	50.0		75	33.3	50	66.6%	*49.9*	
1e.	Science Performance Index – All Students	55.5		75	37.0	50	74.0%	*57.5*	
1f.	Science Performance Index – High Needs Students	48.4		75	32.3	50	64.5%	*47.0*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	55.9%		100	55.9	100	55.9%	*63.8%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	52.6%		100	52.6	100	52.6%	*58.3%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	63.9%		100	63.9	100	63.9%	*65.0%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	59.0%		100	59.0	100	59.0%	*57.4%*	
4a	Chronic Absenteeism – All Students	8.7%		<=5%	42.5	50	85.1%	*9.6%*	
4b.	Chronic Absenteeism – High Needs Students	14.4%		<=5%	31.2	50	62.3%	*15.6%*	
5	Preparation for CCR – % taking courses	53.7%		75%	35.8	50	71.6%	*67.6%*	
6	Preparation for CCR – % passing exams	30.8%		75%	20.5	50	41.0%	*40.7%*	
7	On-track to High School Graduation	80.5%		94%	42.8	50	85.6%	*85.1%*	
8	4-year Graduation All Students (2015 Cohort)	88.1%		94%	93.7	100	93.7%	*87.2%*	
9	6-year Graduation - High Needs Students (2013 Cohort)	86.3%		94%	91.8	100	91.8%	*78.6%*	
10	Postsecondary Entrance (Class of 2015)	75.2%		75%	100.0	100	100.0%	*71.9%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	80.0%	42.7%	75%	14.2	50	28.4%	*89.2%*	*50.5%*
12	Arts Access	48.4%		60%	40.3	50	80.6%	*47.5%*	
	Accountability Index				964.3	1350	71.4%		

These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement which is available on the Next Generation Accountability Resources page of the CSDE Performance Office.

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

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	70.6	54.7	16.0	16.5	
Math Performance Index Gap	66.7	50.0	16.8	18.9	
Science Performance Index Gap	62.8	48.4	14.5	17.2	
Graduation Rate Gap (2013 Cohort)	94.0%	86.3%	7.7%	15.3%	N

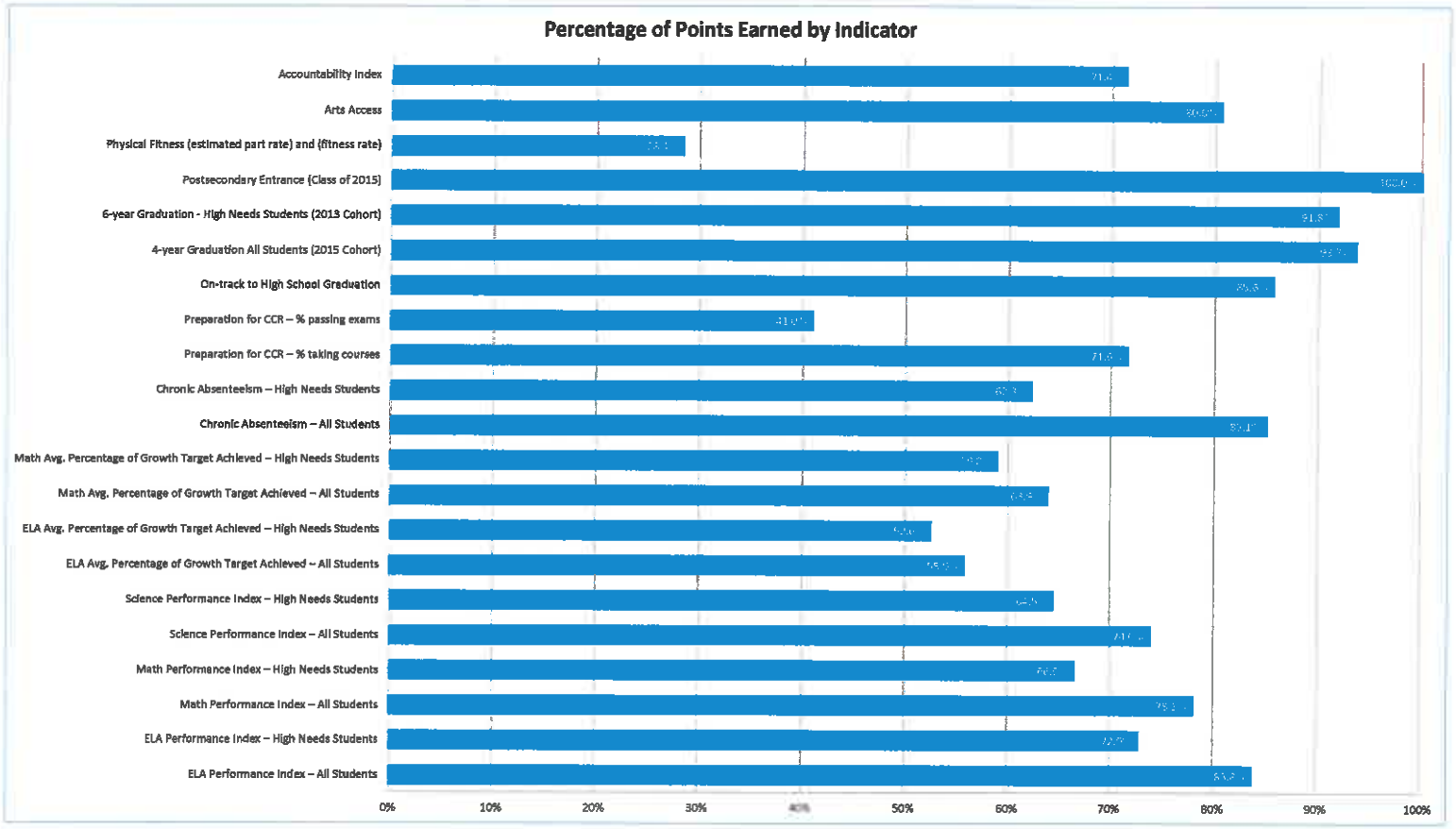
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	98.4%
ELA – High Needs Students	97.7%
Math – All Students	98.1%
Math – High Needs Students	97.1%
Science – All Students	97.9%
Science – High Needs Students	96.4%

District Code:1640011

Next Generation Accountability Report: 2015-16

Windsor School District



Next Generation Accountability Report: 2015-16

Choose a District	Choose a School
Windsor School District	Windsor High School_1646111

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No:	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a.	ELA Performance Index – All Students	55.8		75	74.4	100	74.4%	*67.7*	
1b.	ELA Performance Index – High Needs Students	47.5		75	63.3	100	63.3%	*56.7*	
1c.	Math Performance Index – All Students	52.1		75	69.5	100	69.5%	*61.4*	
1d.	Math Performance Index – High Needs Students	43.4		75	57.9	100	57.9%	*49.9*	
1e.	Science Performance Index – All Students	57.7		75	77.0	100	77.0%	*57.5*	
1f.	Science Performance Index – High Needs Students	49.2		75	65.6	100	65.6%	*47.0*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	N/A		100				*63.8%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A		100				*58.3%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	N/A		100				*65.0%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A		100				*57.4%*	
4a.	Chronic Absenteeism – All Students	12.2%		<=5%	35.6	50	71.2%	*9.6%*	
4b.	Chronic Absenteeism – High Needs Students	21.1%		<=5%	17.7	50	35.5%	*15.6%*	
5	Preparation for CCR – % taking courses	56.4%		75%	37.6	50	75.3%	*67.6%*	
6	Preparation for CCR – % passing exams	32.8%		75%	21.8	50	43.7%	*40.7%*	
7	On-track to High School Graduation	78.8%		94%	41.9	50	83.9%	*85.1%*	
8	4-year Graduation - All Students (2015 Cohort)	92.5%		94%	98.4	100	98.4%	*87.2%*	
9	6-year Graduation - High Needs Students (2013 Cohort)	86.6%		94%	92.2	100	92.2%	*78.6%*	
10	Postsecondary Entrance (Class of 2015)	77.0%		75%	100.0	100	100.0%	*71.9%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	56.3%	41.0%	75%	6.8	50	13.7%	*89.2%*	*50.5%*
12	Arts Access	49.0%		60%	40.8	50	81.7%	*47.5%*	
	Accountability Index				**900.5**	**1250**	**72.0%**		

These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement which is available on the Next Generation Accountability Resources page of the CSDE Performance Office.

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

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	62.3	47.5	14.9	16.6	
Math Performance Index Gap	59.0	43.4	15.6	19.1	
Science Performance Index Gap	65.5	49.2	16.3	17.3	
Graduation Rate Gap (2013 Cohort)	94.0%	86.6%	7.4%	13.0%	N

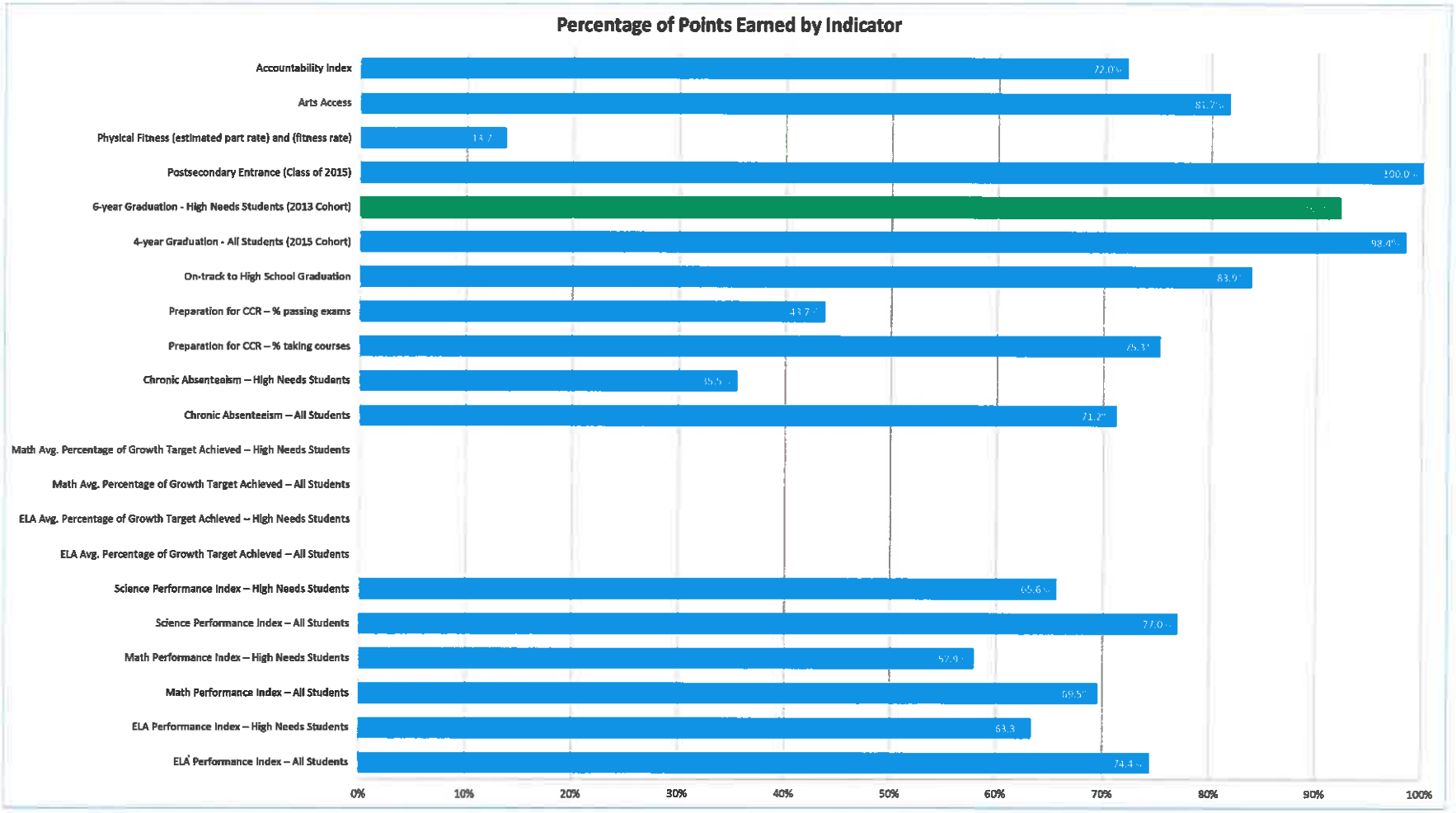
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	96.4%
ELA – High Needs Students	93.7%
Math – All Students	96.4%
Math – High Needs Students	93.7%
Science – All Students	95.7%
Science – High Needs Students	91.4%

School Code: 1646111

Next Generation Accountability Report: 2015-16

Windsor School District **Windsor High School 1646111**



Next Generation Accountability Report: 2015-16

Choose a District	Choose a School
Windsor School District	Sage Park Middle School_1645311

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No:	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a.	ELA Performance Index – All Students	62.8		75	41.8	50	83.7%	67.7	
1b.	ELA Performance Index – High Needs Students	54.2		75	36.2	50	72.3%	56.7	
1c.	Math Performance Index – All Students	57.8		75	38.5	50	77.1%	61.4	
1d.	Math Performance Index – High Needs Students	48.7		75	32.5	50	65.0%	49.9	
1e.	Science Performance Index – All Students	57.2		75	38.1	50	76.2%	57.5	
1f.	Science Performance Index – High Needs Students	52.5		75	35.0	50	70.1%	47.0	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	51.8%		100	51.8	100	51.8%	63.8%	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.9%		100	49.9	100	49.9%	58.3%	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	64.2%		100	64.2	100	64.2%	65.0%	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	58.1%		100	58.1	100	58.1%	57.4%	
4a.	Chronic Absenteeism – All Students	8.2%		<=5%	43.6	50	87.2%	9.6%	
4b.	Chronic Absenteeism – High Needs Students	11.8%		<=5%	36.4	50	72.7%	15.6%	
5	Preparation for CCR – % taking courses	N/A		75%				67.6%	
6	Preparation for CCR – % passing exams	N/A		75%				40.7%	
7	On-track to High School Graduation	83.6%		94%	44.5	50	89.0%	85.1%	
8	4-year Graduation - All Students (2015 Cohort)	N/A		94%				87.2%	
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A		94%				78.6%	
10	Postsecondary Entrance (Class of 2015)	N/A		75%				71.9%	
11	Physical Fitness (estimated part rate) and (fitness rate)	89.3%	37.5%	75%	12.5	50	25.0%	89.2%	50.5%
12	Arts Access	N/A		60%				47.5%	
	Accountability Index				**583.1**	**900**	**64.8%**		

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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?					Y
ELA Performance Index Gap	71.5	54.2	17.3	16.6	
Math Performance Index Gap	67.1	48.7	18.4	19.1	
Science Performance Index Gap	62.9	52.5	10.4	17.3	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

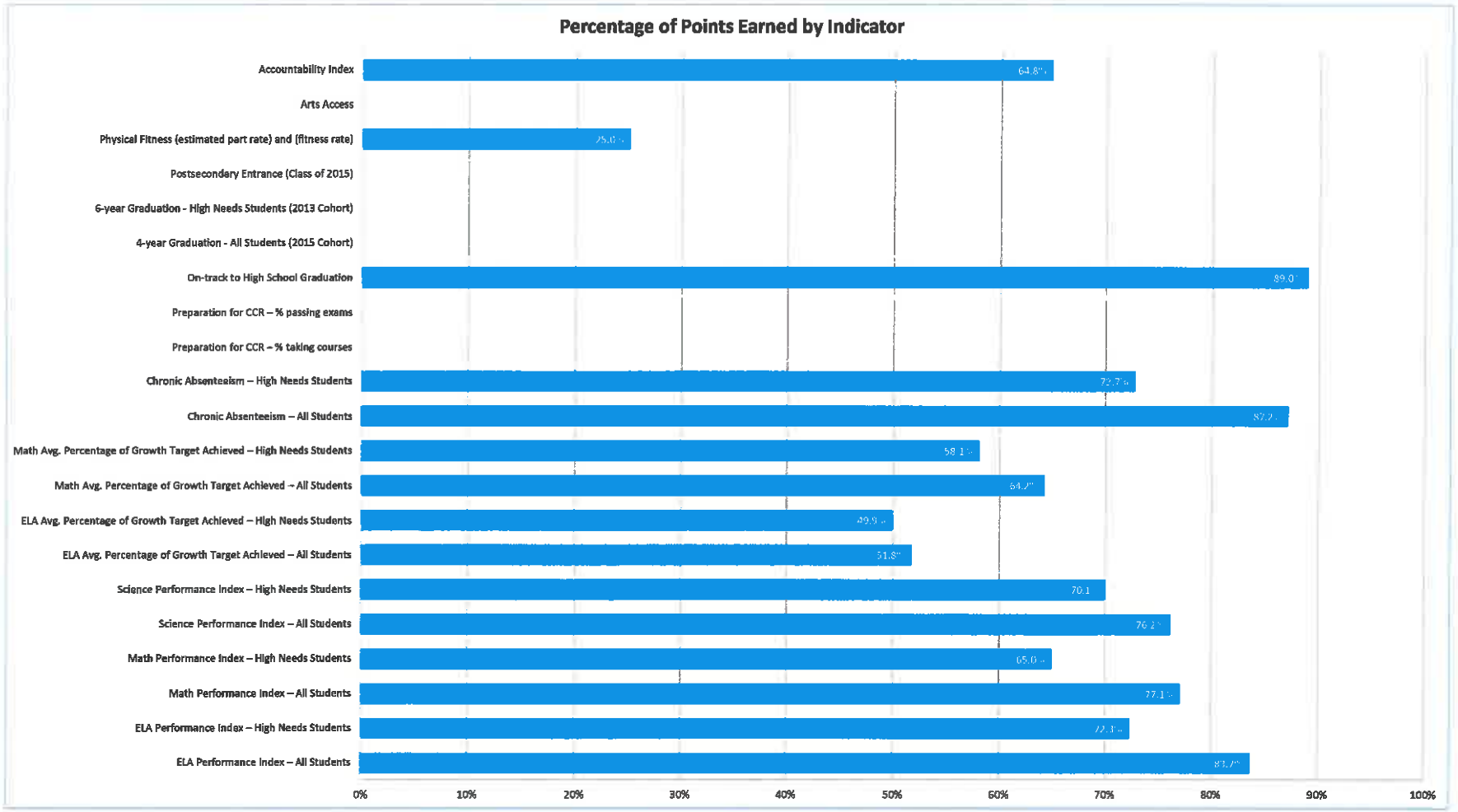
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	98.8%
ELA – High Needs Students	98.5%
Math – All Students	98.5%
Math – High Needs Students	98.0%
Science – All Students	99.2%
Science – High Needs Students	99.3%

School Code: 1645311

Next Generation Accountability Report: 2015-16

Windsor School District **Sage Park Middle School 1645311**



Next Generation Accountability Report: 2015-16

Choose a District	Choose a School
Windsor School District	Oliver Ellsworth School_1640911

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a	ELA Performance Index – All Students	N/A	75				67.7
1b.	ELA Performance Index – High Needs Students	N/A	75				56.7
1c	Math Performance Index – All Students	N/A	75				61.4
1d.	Math Performance Index – High Needs Students	N/A	75				49.9
1e	Science Performance Index – All Students	N/A	75				57.5
1f.	Science Performance Index – High Needs Students	N/A	75				47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	100				63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100				58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	N/A	100				65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100				57.4%
4a.	Chronic Absenteeism – All Students	4.4%	<=5%	50.0	50	100.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	6.9%	<=5%	46.2	50	92.3%	15.6%
5	Preparation for CCR – % taking courses	N/A	75%				67.6%
6	Preparation for CCR – % passing exams	N/A	75%				40.7%
7	On-track to High School Graduation	N/A	94%				85.1%
8	4-year Graduation - All Students (2015 Cohort)	N/A	94%				87.2%
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A	94%				78.6%
10	Postsecondary Entrance (Class of 2015)	N/A	75%				71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	N/A N/A	75%				89.2% 50.5%
12	Arts Access	N/A	60%				47.5%
	Accountability Index			96.2	100	96.2%	

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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/A
ELA Performance Index Gap	N/A	N/A	N/A	N/A	
Math Performance Index Gap	N/A	N/A	N/A	N/A	
Science Performance Index Gap	N/A	N/A	N/A	N/A	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

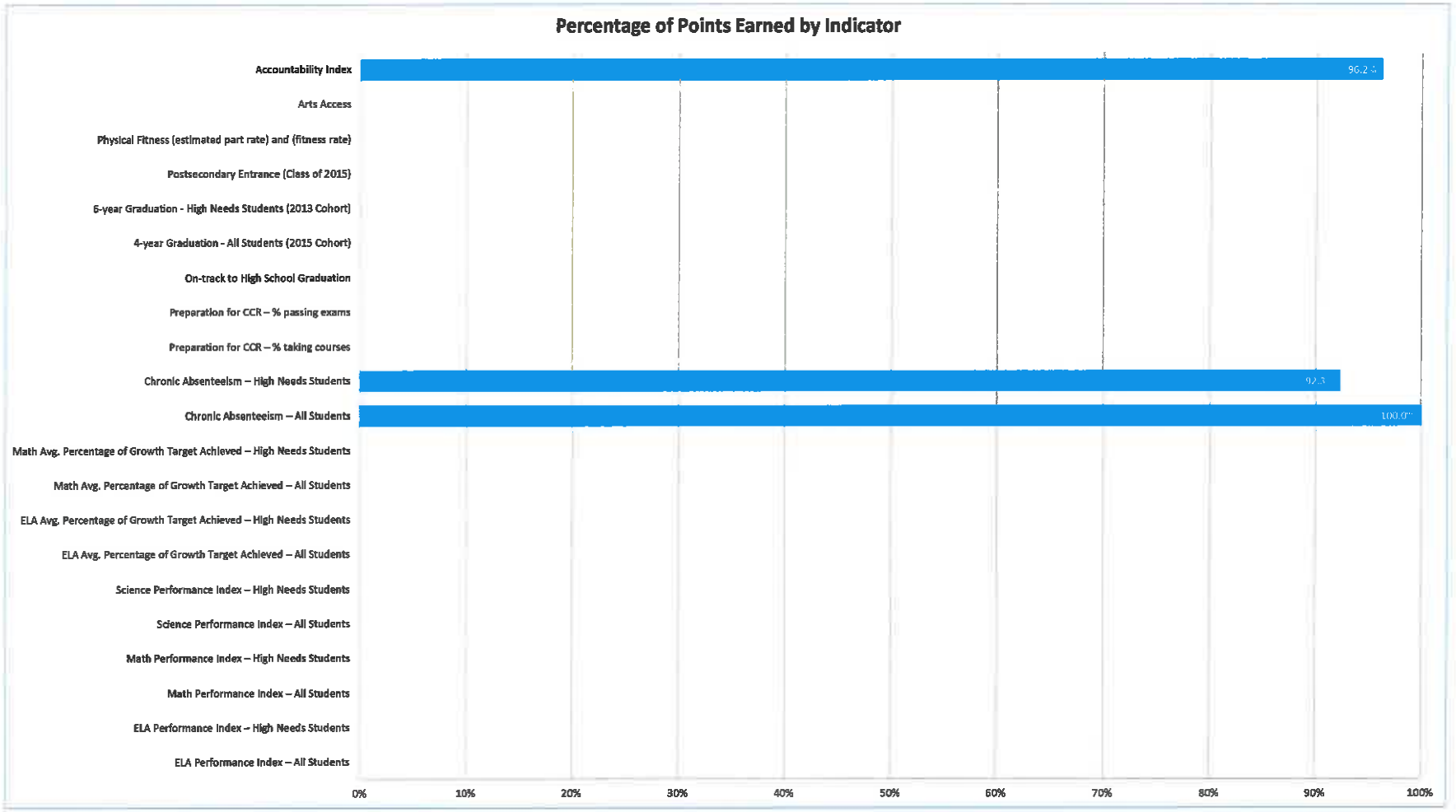
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	N/A
ELA – High Needs Students	N/A
Math – All Students	N/A
Math – High Needs Students	N/A
Science – All Students	N/A
Science – High Needs Students	N/A

School Code: 1640911

Next Generation Accountability Report: 2015-16

Windsor School District **Oliver Ellsworth School 1640911**



Next Generation Accountability Report: 2015-16

Choose a District	Choose a School
Windsor School District	Poquonock Elementary School_1640511

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No.	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a.	ELA Performance Index – All Students	N/A		75				67.7	
1b.	ELA Performance Index – High Needs Students	N/A		75				56.7	
1c.	Math Performance Index – All Students	N/A		75				61.4	
1d.	Math Performance Index – High Needs Students	N/A		75				49.9	
1e.	Science Performance Index – All Students	N/A		75				57.5	
1f.	Science Performance Index – High Needs Students	N/A		75				47.0	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	N/A		100				63.8%	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A		100				58.3%	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	N/A		100				65.0%	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A		100				57.4%	
4a.	Chronic Absenteeism – All Students	10.0%		<=5%	39.9	50	79.8%	9.6%	
4b.	Chronic Absenteeism – High Needs Students	18.8%		<=5%	22.4	50	44.8%	15.6%	
5	Preparation for CCR – % taking courses	N/A		75%				67.6%	
6	Preparation for CCR – % passing exams	N/A		75%				40.7%	
7	On-track to High School Graduation	N/A		94%				85.1%	
8	4-year Graduation - All Students (2015 Cohort)	N/A		94%				87.2%	
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A		94%				78.6%	
10	Postsecondary Entrance (Class of 2015)	N/A		75%				71.9%	
11	Physical Fitness (estimated part rate) and (fitness rate)	N/A	N/A	75%				89.2%	50.5%
12	Arts Access	N/A		60%				47.5%	
	Accountability Index				62.3	100	62.3%		

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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/A
ELA Performance Index Gap	N/A	N/A	N/A	N/A	
Math Performance Index Gap	N/A	N/A	N/A	N/A	
Science Performance Index Gap	N/A	N/A	N/A	N/A	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

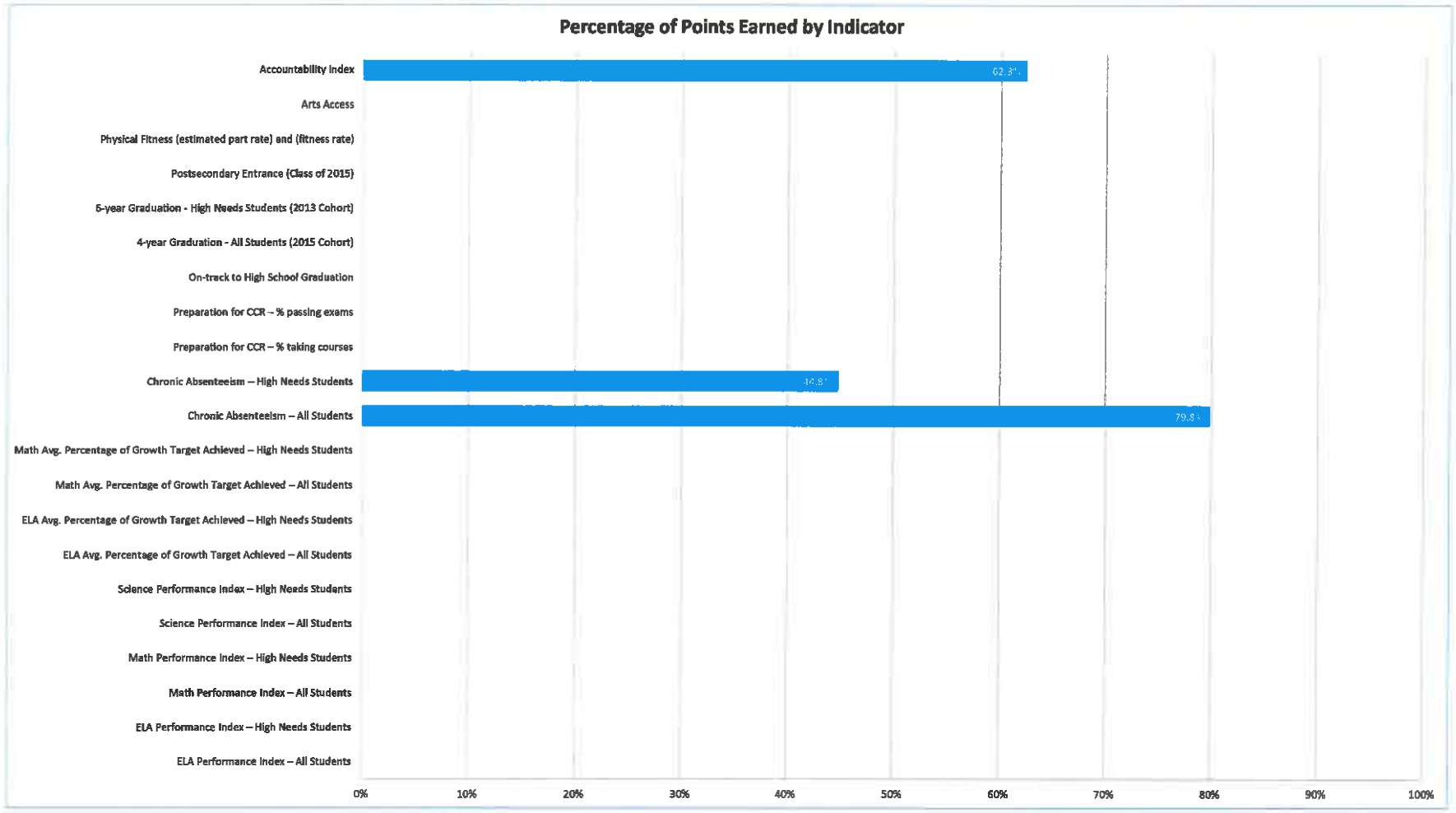
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	N/A
ELA – High Needs Students	N/A
Math – All Students	N/A
Math – High Needs Students	N/A
Science – All Students	N/A
Science – High Needs Students	N/A

School Code: 1640511

Next Generation Accountability Report: 2015-16

Windsor School District **Poquonock Elementary School 1640511**



Next Generation Accountability Report: 2015-16

Choose a District	Choose a School
Windsor School District	Clover Street School_1640111

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No.	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a	ELA Performance Index – All Students	69.3		75	46.2	50	92.3%	*67.7*	
1b.	ELA Performance Index – High Needs Students	63.4		75	42.2	50	84.5%	*56.7*	
1c.	Math Performance Index – All Students	64.5		75	43.0	50	86.0%	*61.4*	
1d.	Math Performance Index – High Needs Students	58.4		75	39.0	50	77.9%	*49.9*	
1e.	Science Performance Index – All Students	56.1		75	37.4	50	74.7%	*57.5*	
1f.	Science Performance Index – High Needs Students	48.4		75	32.3	50	64.6%	*47.0*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	63.2%		100	63.2	100	63.2%	*63.8%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	56.8%		100	56.8	100	56.8%	*58.3%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	60.9%		100	60.9	100	60.9%	*65.0%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	58.8%		100	58.8	100	58.8%	*57.4%*	
4a.	Chronic Absenteeism – All Students	3.4%		<=5%	50.0	50	100.0%	*9.6%*	
4b.	Chronic Absenteeism – High Needs Students	6.4%		<=5%	47.1	50	94.3%	*15.6%*	
5	Preparation for CCR – % taking courses	N/A		75%				*67.6%*	
6	Preparation for CCR – % passing exams	N/A		75%				*40.7%*	
7	On-track to High School Graduation	N/A		94%				*85.1%*	
8	4-year Graduation - All Students (2015 Cohort)	N/A		94%				*87.2%*	
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A		94%				*78.6%*	
10	Postsecondary Entrance (Class of 2015)	N/A		75%				*71.9%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	95.7%	55.6%	75%	37.0	50	74.1%	*89.2%*	*50.5%*
12	Arts Access	N/A		60%				*47.5%*	
	Accountability Index				**614.0**	**850**	**72.2%**		

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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	74.8	63.4	11.4	16.6	
Math Performance Index Gap	70.2	58.4	11.8	19.1	
Science Performance Index Gap	63.2	48.4	14.7	17.3	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

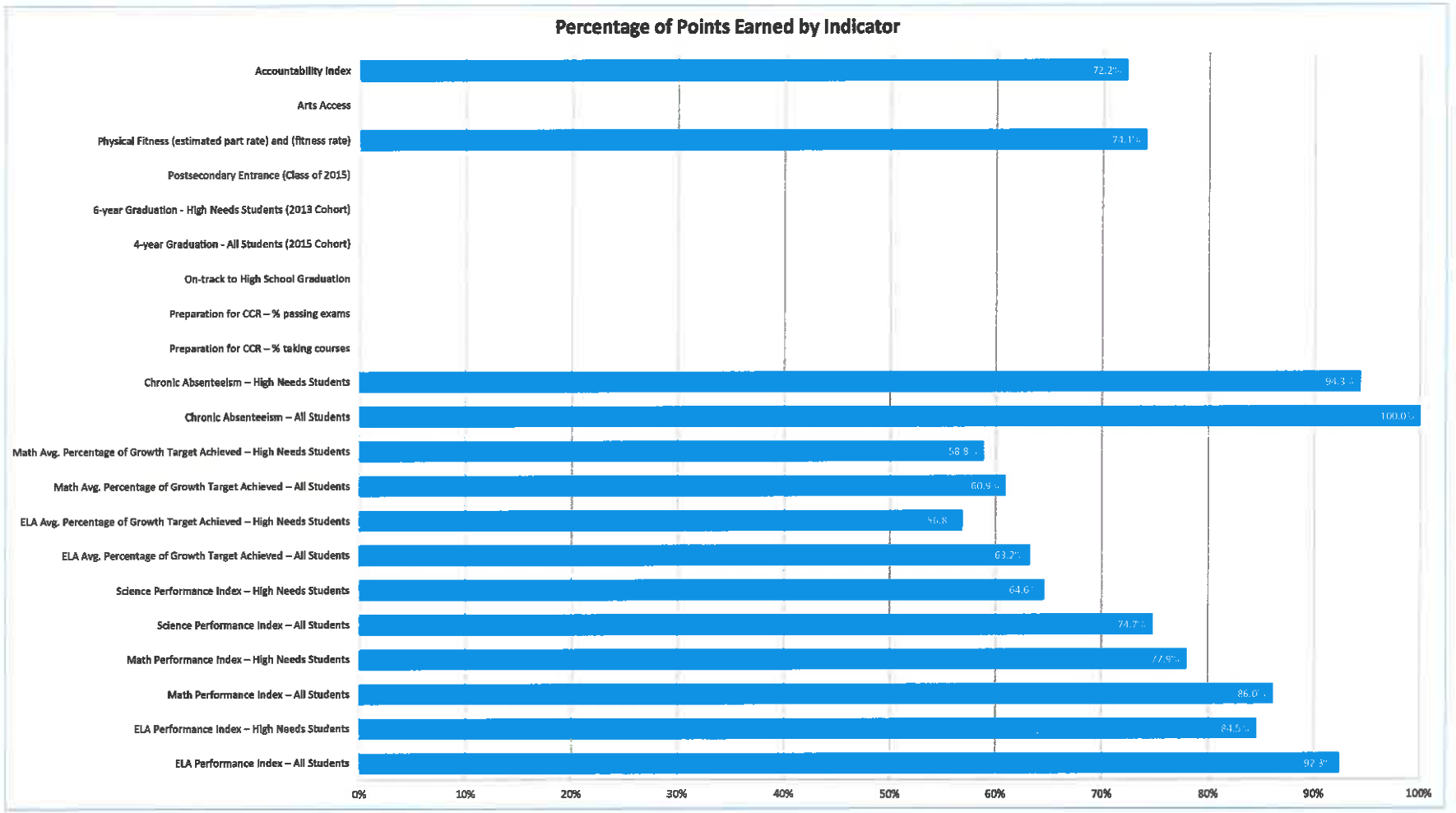
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	100.0%
Science – High Needs Students	100.0%

School Code: 1640111

Next Generation Accountability Report: 2015-16

Windsor School District **Clover Street School 1640111**



Next Generation Accountability Report: 2015-16

Choose a District	Choose a School
Windsor School District	John F. Kennedy School_1640811

Choose a District, then Choose a School. To refresh the District List, clear the School name.

No.	Indicator	Index/ Rate		Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	
1a.	ELA Performance Index – All Students	64.0		75	42.7	50	85.3%	*67.7*	
1b.	ELA Performance Index – High Needs Students	54.5		75	36.3	50	72.6%	*56.7*	
1c.	Math Performance Index – All Students	60.8		75	40.5	50	81.0%	*61.4*	
1d.	Math Performance Index – High Needs Students	51.1		75	34.1	50	68.1%	*49.9*	
1e.	Science Performance Index – All Students	49.4		75	32.9	50	65.8%	*57.5*	
1f.	Science Performance Index – High Needs Students	41.0		75	27.3	50	54.7%	*47.0*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	61.0%		100	61.0	100	61.0%	*63.8%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	56.5%		100	56.5	100	56.5%	*58.3%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	65.5%		100	65.5	100	65.5%	*65.0%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	62.4%		100	62.4	100	62.4%	*57.4%*	
4a.	Chronic Absenteeism – All Students	4.0%		<=5%	50.0	50	100.0%	*9.6%*	
4b.	Chronic Absenteeism – High Needs Students	6.5%		<=5%	47.1	50	94.1%	*15.6%*	
5	Preparation for CCR – % taking courses	N/A		75%				*67.6%*	
6	Preparation for CCR – % passing exams	N/A		75%				*40.7%*	
7	On-track to High School Graduation	N/A		94%				*85.1%*	
8	4-year Graduation - All Students (2015 Cohort)	N/A		94%				*87.2%*	
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A		94%				*78.6%*	
10	Postsecondary Entrance (Class of 2015)	N/A		75%				*71.9%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	96.7%	54.3%	75%	36.2	50	72.4%	*89.2%*	*50.5%*
12	Arts Access	N/A		60%				*47.5%*	
	Accountability Index				592.5	850	69.7%		

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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?					Y
ELA Performance Index Gap	72.2	54.5	17.8	16.6	
Math Performance Index Gap	69.1	51.1	18.0	19.1	
Science Performance Index Gap	57.1	41.0	16.1	17.3	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

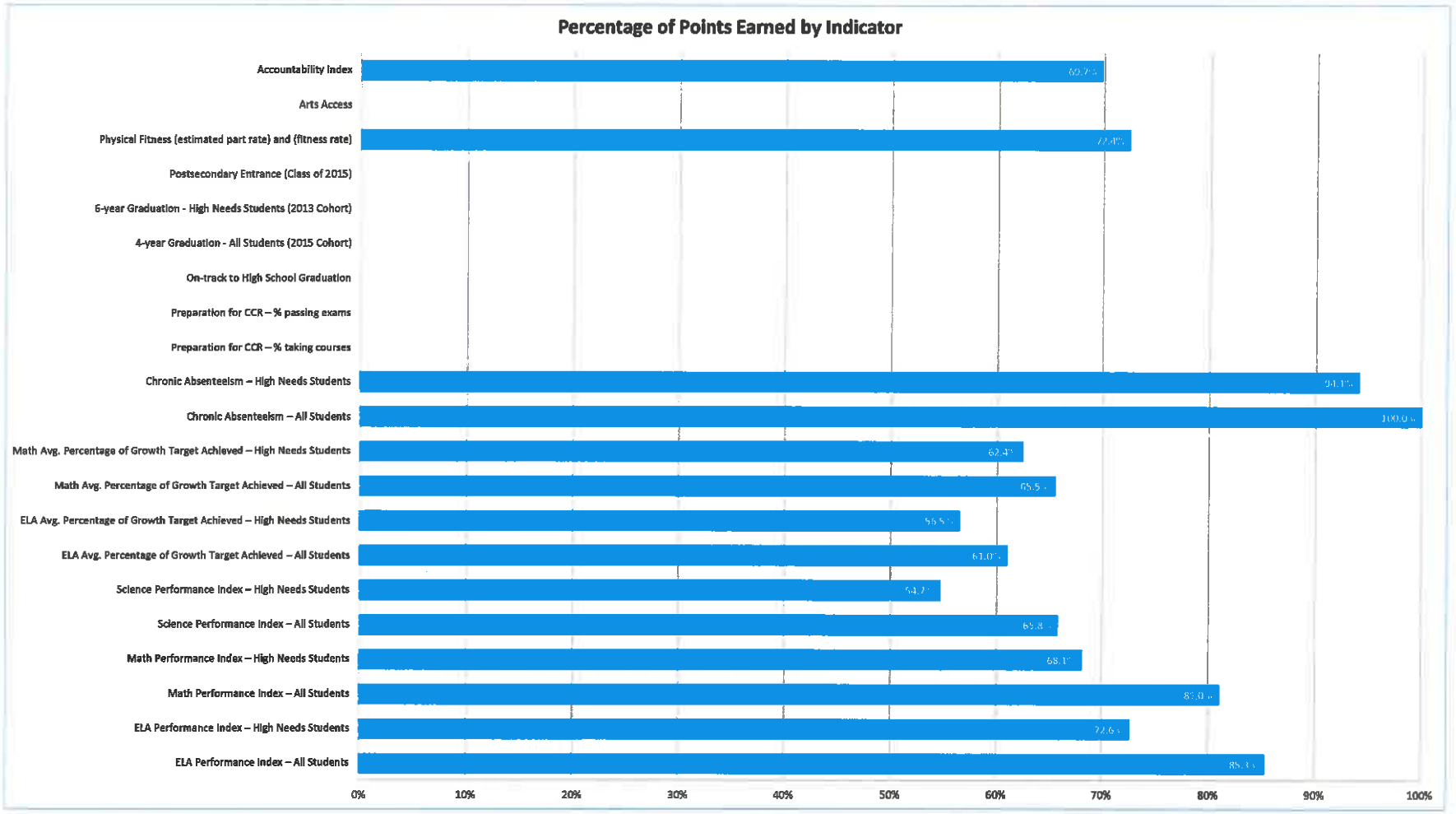
**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	98.5%
ELA – High Needs Students	98.4%
Math – All Students	98.0%
Math – High Needs Students	97.4%
Science – All Students	99.3%
Science – High Needs Students	100.0%

School Code: 1640811

Next Generation Accountability Report: 2015-16

Windsor School District **John F. Kennedy School 1640811**



The Connecticut Next Generation ACCOUNTABILITY SYSTEM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

In Connecticut, we believe all students have the ability to learn, grow and rise to the challenge of high expectations. The Connecticut Next Generation Accountability System helps us deliver on our promise of a high quality education for all by creating a more comprehensive, holistic picture of how our students and schools are performing.

Q: What is the Connecticut Next Generation Accountability System?

A: Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The new system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Q: What has changed since the previous accountability system?

A: There are two main differences with the new accountability system. First, in addition to measuring academic achievement, the new system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. The second big change is that the new accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access. Research tells us that students who attend school on a daily basis and maintain a healthy lifestyle are more likely to graduate and succeed in college. Access to an engaging arts curriculum creates a more well-rounded educational experience.

Q: What are the 12 indicators?

A:
1. Academic achievement status measured by state assessments
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
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 graduation rate – all students
9. Graduation – six-year adjusted cohort graduation rate – high needs
10. Postsecondary entrance rate – all students (college enrollment)
11. Physical fitness
12. Arts access

Q: How do we use the accountability system?

A: The Next Generation Accountability System will help us measure school and district success toward the goal of providing every student a quality education that prepares him or her for success down the road. Each school will receive a score calculated using a formula that incorporates the accountability system indicators. There will be a tiered system of resources and supports for

continued on next page

schools based on their score. Schools with low student performance and a low accountability score could be designated turnaround schools, meaning they would have to create and implement a plan for accelerating school improvement.

Q: Will the new accountability system help Connecticut close its achievement gap?

A: Yes. A key feature of the new accountability system is that it separates data for high-needs subgroups of students. That will give us a better idea of how students living in poverty, students who have disabilities and students learning English are performing in school and how we can better support them on the path to success.

Q: How does the new accountability system strengthen transparency in school performance?

A: As part of the Next Generation Accountability System, schools will receive a report that provides a picture of how the school measures up on all 12 of the indicators. The data will be easily searchable and will provide a more comprehensive, holistic picture of student and school performance.

Q: Who created the new accountability system? Was it a collaborative process?

A: For two years, the Connecticut State Department of Education actively sought feedback regarding the accountability system from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The "next generation" system is a direct result of this extensive consultation process.

Q: Since Congress passed and the president signed a new federal education bill, the Every Student Succeeds Act, does that mean Connecticut's accountability system will have to change?

A: We created the Connecticut Next Generation Accountability System through a highly collaborative process and with an eye to the future. In fact, Connecticut's new accountability system is well aligned to the requirements for accountability indicators under ESSA. We are still awaiting guidelines from the federal government on exactly what the new legislation means for Connecticut once the state's Elementary and Secondary Education Act waiver expires and the new law takes effect.

Q: Where can I get more information?

A: To learn more about the Connecticut Next Generation Accountability System, visit the Performance and Accountability section of the State Department of Education's website.

Next-Generation Accountability

October 4, 2016

State's Accountability System is intended to:

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

Source: CSDE

Why were these changes made?

- Provide a more complete picture of a school or district
- Guard against narrowing of the curriculum to the tested subjects
- Expand ownership of accountability to all staff
- Encourage leaders to view accountability results not as a "gotcha" but as a tool to guide and track improvement efforts
- Extensive feedback on these changes were sought

Source: CSDE

Indicators Measured are:

- ELA Performance - All students
- ELA Performance - High needs students
- Math Performance - All Students
- Math Performance - High needs students
- Science Performance - All students
- Science Performance - High needs students
- Growth Measures
- Chronic Absenteeism - All students
- Chronic Absenteeism - High needs students
- Preparation for CCR - % taking courses
- Preparation for CCR - % passing exams
- On-track to High School Graduation
- 4-year Graduation - All students
- 6-year Graduation - High needs students
- Postsecondary Entrance
- Physical Fitness (participation) and (fitness rate)
- Art Access

ELA, Math, and Science Indicators

Subject performance index in ELA, Math, and Science

- All Students
- Students in High Needs Subgroup

Measured by SBAC for Grades 3-8
CMT Science Grades 5 and 8
CAPT Science Grade 10
SAT for Grade 11

Academic Growth (Longitudinal)

Percentage of students in Grades 4 through 8 meeting growth targets
(½ Smarter Balance - ELA, ½ Smarter Balance - Math)

All Students

Students in High Needs Subgroup

Chronic Absenteeism Indicator

Percentage of students chronically absent

- All Students
- Students in High Needs Subgroup

Preparation for Postsecondary and Career Readiness - Coursework

- Percentage of students in Grades 11 & 12 participating in at least one of the following during high school:

  Two courses in Advanced Placement/IB/dual enrollment; or Two courses in one of seven CTE categories; or Two workplace experience courses in any area.

  Note: An example of dual enrollment would be the UConn Early College Experience program.

Preparation for Postsecondary and Career Readiness - Exams

Percentage of students in Grades 11 & 12 achieving College and Career Readiness (CCR) benchmark on at least one of the following:

- Smarter Balance 11th
- SAT
- ACT
- Advanced Placement
- International Baccalaureate (IB)

Graduation - On-Track in 9th Grade

Percentage of 9th graders earning at least five, full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.

Graduation - Four Year Adjusted Cohort Graduation Rate - All Students

Percentage of first time 9th graders who graduate with a regular high school diploma in four years or less - All students

Note: Ultimate target for all students remains 94%. WHS's was 92.5% in 2014/15

Graduation - Six Year Adjusted Cohort Graduation Rate - High Needs

Percentage of first time 9th graders who graduate with a regular high school diploma in six years or less - High Needs Subgroup

Postsecondary Entrance Rate - All Students

Percentage of graduating class who enrolled in a 2- or 4-year postsecondary institution any time during the first year after high school graduation.

Physical Fitness

Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of the CT Physical Fitness Assessment.

Note: Participation rate is also a factor. Student participation under 90% causes a reduction in points awarded.

Arts Access

Percentage of students in Grades 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year.

Next-Generation Accountability
April 2017

State's Accountability System is intended to:	
Track progress	Promote transparency
Help schools and districts make improvements	Satisfy federal and state requirements
Recognize successes	Source: CSDE
Why were these changes made?	
Provide a more complete picture of a school or district	Encourage leaders to view accountability results not as a "gotcha" but as a tool to guide and track improvement efforts
Guard against narrowing of the curriculum to the tested subjects	Extensive feedback on these changes were sought
Expand ownership of accountability to all staff	Source: CSDE
Indicators Measured are:	
ELA Performance - All students	Preparation for CCR - % taking courses
ELA Performance - High needs students	Preparation for CCR - % passing exams
Math Performance - All students	On-track to High School Graduation
Math Performance - High needs students	4-year Graduation - All students
Science Performance - All students	6-year Graduation - High needs students
Science Performance - High needs students	Postsecondary Entrance

Next-Generation Accountability
April 2017

Growth Measures	Physical Fitness (participation) and (fitness rate)
Chronic Absenteeism - All students	Art Access
Chronic Absenteeism - High needs students	
ELA, Math and Science Indicators	
Subject performance index in ELA, Math, and Science	
• All Students	
• Students in High Needs Subgroup	
Measured by SBAC for Grades 3-8	
CMT Science Grades 5 and 8	
CAPT Science Grade 10	
SAT for Grade 11	
Academic Growth (Longitudinal)	
Percentage of students in Grades 4 through 8 meeting growth targets (½ Smarter Balance - ELA, ½ Smarter Balance - Math)	
• All Students	
• Students in High Needs Subgroup	

Next-Generation Accountability
April 2017

Chronic Absenteeism Indicator
Percentage of students chronically absent
• All Students
• Students in High Needs Subgroup
Preparation for Postsecondary and Career Readiness - Coursework
• Percentage of students in Grades 11 and 12 participating in at least one of the following during high school:
• Two courses in Advanced Placement/IB/dual enrollment; or Two courses in one of seven CTE categories; or Two workplace experience courses in any area.
Note: An example of dual enrollment would be the UCONN Early College Experience Program
Preparation for Postsecondary and Career Readiness - Exams
• Percentage of students in Grades 11 and 12 achieving College and Career Readiness (CCR) benchmark on at least one of the following:
• Smarter Balance 11 th
• SAT
• ACT
• Advanced Placement
• International Baccalaureate (IB)

Next-Generation Accountability
April 2017

Graduation - On-Track in 9th Grade
• Percentage of 9th graders earning at least five, full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies
Graduation - Four Year Adjusted Cohort **Graduation Rate - All Students**
• Percentage of first time 9th graders who graduate with a regular high school diploma in four years or less - All students
Note: Ultimate target for all students remains 94%. WHS's was 92.5% in 2014-2015 and 92.9% in 2015-2016
Graduation -Six Year Adjusted Cohort **Graduation Rate - High Needs**
• Percentage of first time 9th graders who graduate with a regular high school diploma in six years or less - High Needs Subgroup
Postsecondary Entrance Rate - All Students
• Percentage of graduating class who enrolled in a 2- or 4-year postsecondary institution any time during the first year after high school graduation
Physical Fitness
• Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of the CT Physical Fitness

Next-Generation Accountability
April 2017

Assessment
Note: Participation rate is also a factor. Student participation under 90% causes a reduction in points awarded.
Arts Access
• Percentage of students in Grades 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year.