

# Coventry School District Next-Generation Accountability Report 2016-17

February 2018

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## 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

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# 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
- Allows schools to demonstrate progress on “outcome pre-cursors”
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts
- Developed by CT Department of Education with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others

## 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)

# Coventry District Report: 2016-17

No:	Indicator	Index/Rate <sup>1</sup>	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	75.5	75	50.0	50	100.0%	67.1
1b.	ELA Performance Index – High Needs Students	63.4	75	42.3	50	84.6%	55.9
1c.	Math Performance Index – All Students	69.9	75	46.6	50	93.3%	62.2
1d.	Math Performance Index – High Needs Students	57.2	75	38.2	50	76.3%	50.5
1e.	Science Performance Index – All Students	66.1	75	44.1	50	88.1%	55.3
1f.	Science Performance Index – High Needs Students	55.9	75	37.3	50	74.5%	45.2
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	64.3%	100	64.3	100	64.3%	55.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	59.0%	100	59.0	100	59.0%	49.8%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	74.3%	100	74.3	100	74.3%	61.7%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	65.8%	100	65.8	100	65.8%	53.7%
4a.	Chronic Absenteeism – All Students	10.1%	<=5%	39.9	50	79.8%	9.9%
4b.	Chronic Absenteeism – High Needs Students	17.1%	<=5%	25.7	50	51.4%	15.8%
5	Preparation for CCR – % taking courses	83.0%	75%	50.0	50	100.0%	70.7%
6	Preparation for CCR – % passing exams	55.2%	75%	36.8	50	73.6%	43.5%
7	On-track to High School Graduation	94.2%	94%	50.0	50	100.0%	87.8%
8	4-year Graduation All Students (2016 Cohort)	90.0%	94%	95.7	100	95.7%	87.4%
9	6-year Graduation - High Needs Students (2014 Cohort)	91.2%	94%	97.0	100	97.0%	82.0%
10	Postsecondary Entrance (Class of 2016)	69.2%	75%	92.2	100	92.2%	72.0%
11	Physical Fitness (estimated part rate) and (fitness rate)	94.8% 51.3%	75%	34.2	50	68.4%	92.0% 51.6%
12	Arts Access	56.4%	60%	47.0	50	93.9%	50.5%
	<b>Accountability Index</b>			<b>1090.4</b>	<b>1350</b>	<b>80.8%</b>	

• Indicator 3 is the participation rate.

# Coventry District Report: 2015-16 to 2016-17

No:	Indicator	Percentage of Points Earned	
		2015-2016	2016-2017
1a.	ELA Performance Index – All Students	99.3%	100.0%
1b.	ELA Performance Index – High Needs Students	86.6%	84.6%
1c.	Math Performance Index – All Students	89.2%	93.3%
1d.	Math Performance Index – High Needs Students	76.0%	76.3%
1e.	Science Performance Index – All Students	87.6%	88.1%
1f.	Science Performance Index – High Needs Students	73.7%	74.5%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	76.6%	64.3%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	70.9%	59.0%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	75.4%	74.3%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	72.2%	65.8%
4a.	Chronic Absenteeism – All Students	97.7%	79.8%
4b.	Chronic Absenteeism – High Needs Students	74.2%	51.4%
5	Preparation for CCR – % taking courses	100.0%	100.0%
6	Preparation for CCR – % passing exams	58.3%	73.6%
7	On-track to High School Graduation	97.5%	100.0%
8	4-year Graduation All Students	99.1%	95.7%
9	6-year Graduation - High Needs Students	86.6%	97.0%
10	Postsecondary Entrance	100.0%	92.2%
11	Physical Fitness (estimated part rate) and (fitness rate)	65.8%	68.4%
12	Arts Access	89.9%	93.9%
	<b>Accountability Index</b>	<b>83.6%</b>	<b>80.8%</b>

# 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

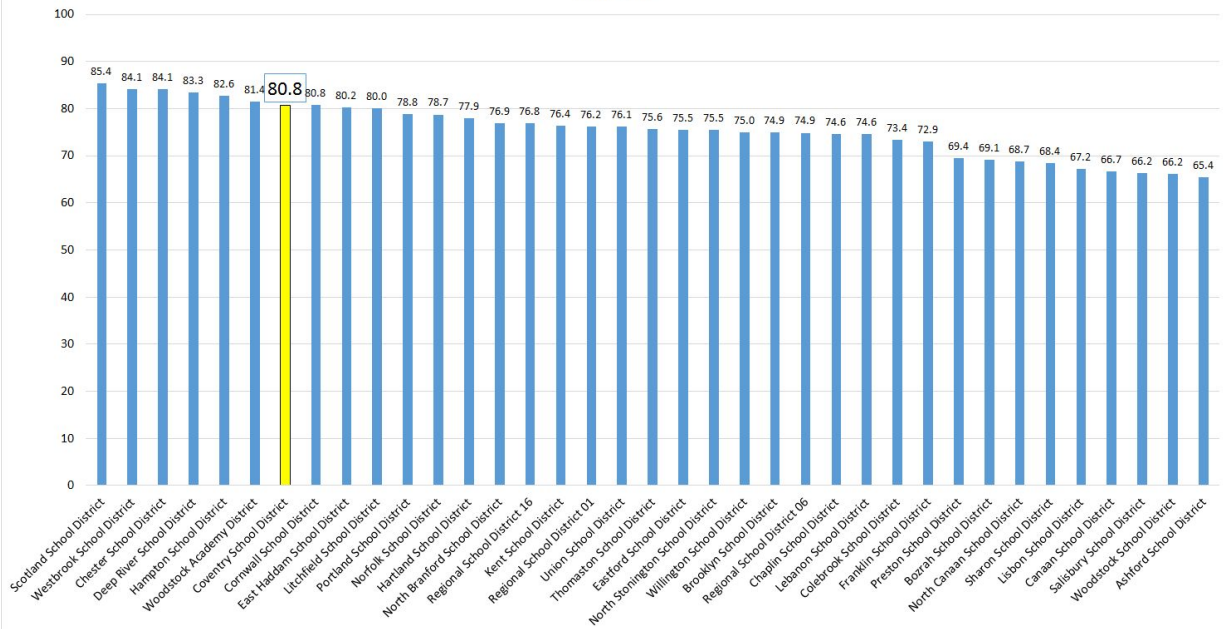
## Coventry Report, 2016-17 (continued)

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	63.4	11.6	16.7	
Math Performance Index Gap	74.5	57.2	17.3	18.7	
Science Performance Index Gap	69.8	55.9	13.9	16.6	
Six-Year Graduation Rate Gap (2014 Cohort)	94.0%	91.2%	2.8%	12.0%	N

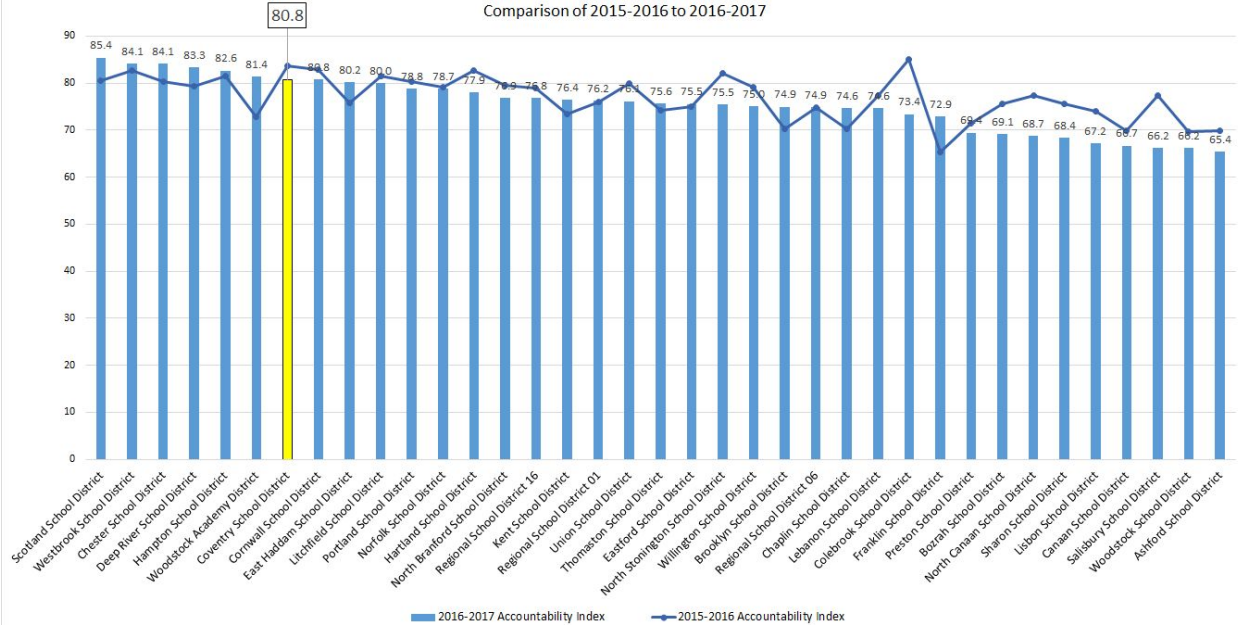
\*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. \*\*If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

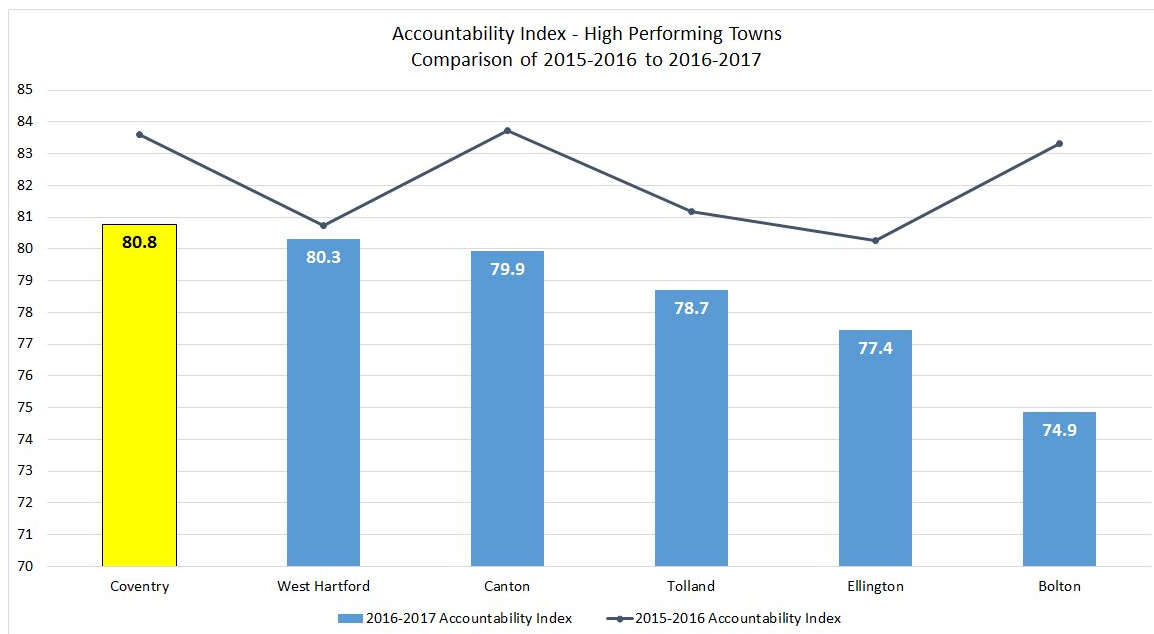
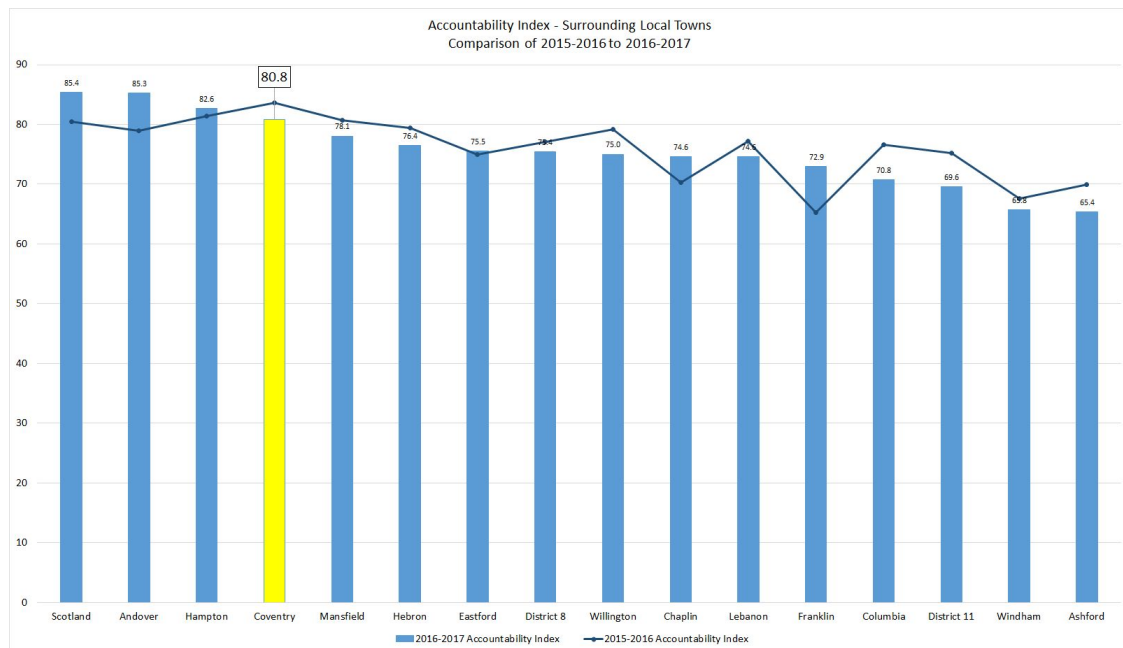
Participation Rate	Rate
ELA – All Students	98.6%
ELA – High Needs Students	98.3%
Math – All Students	98.0%
Math – High Needs Students	97.1%
Science – All Students	99.4%
Science – High Needs Students	99.0%

Accountability Index DRG E  
2016-2017



Accountability Index DRG E  
Comparison of 2015-2016 to 2016-2017





## Coventry District: District Strategic Plan

	Strengths	Opportunities
<b>Academics:</b> Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.	Utilizing disaggregated SBAC data, SAT data, MAP data, and the SBAC IAB modules to identify student skill gaps, redesign formative and performance based assessments, develop assessments aligned to standards of emphasis, inform curricular revision and pedagogy, and interventions.	Implementing the newly designed model for interventions for reading and math K-12, implementing research based instructional materials, and developing and implementing district protocols for RTI. Establishing procedures to build the capacity of interventionists including collaborative time for special educators and general educators.
<b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	Employing attendance at top quality recruitment fairs as well as partnerships with local universities to attract candidates. Developing programs to refine leadership skills and enhance leadership capacity in current leaders and teachers.	Evaluating protocols for hiring process including approaches to paper screening, interviewing, and engaging prospective teachers in modeling a lesson.

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## Coventry District: District Strategic Plan

	Strengths	Opportunities
<b>Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.	Involving students in setting standards based goals, tracking their progress on learning, and communicating with parents, families, and teachers through the implementation of Student Led Conferences.	Utilizing community resources to develop parent seminars on topics developmentally related to students.  Involving school and district leadership in collaboration on the development and enhancement of social emotional learning practices, restorative practices, and trauma informed practices.
<b>Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.	Creating a through-line from Board of Education Goals to the Superintendent's Goals, the Strategic Plan, and School Improvement Plans to ensure budgetary resources and use of time are aligned to district priorities.	Creating a conservative Board of Education proposed budget that is aligned to district goals and priorities.

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