

Willington Public Schools
Data Outcomes and Action Steps
Board of Education Community Review

April 26, 2022



Comprehensive Student Success Data Sources

Standardized Testing

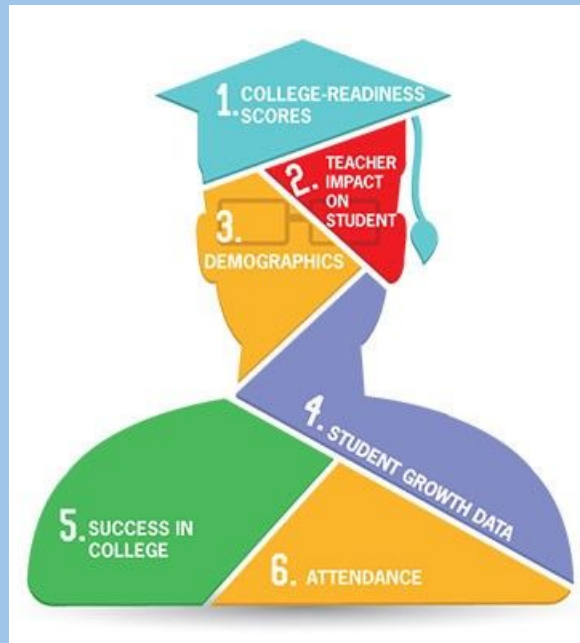
- Smarter Balanced Assessment Consortium (SBAC)
- Next Generation Science Standards (NGSS)
- i-Ready
- Physical fitness

Summative Testing

- Curriculum assessments

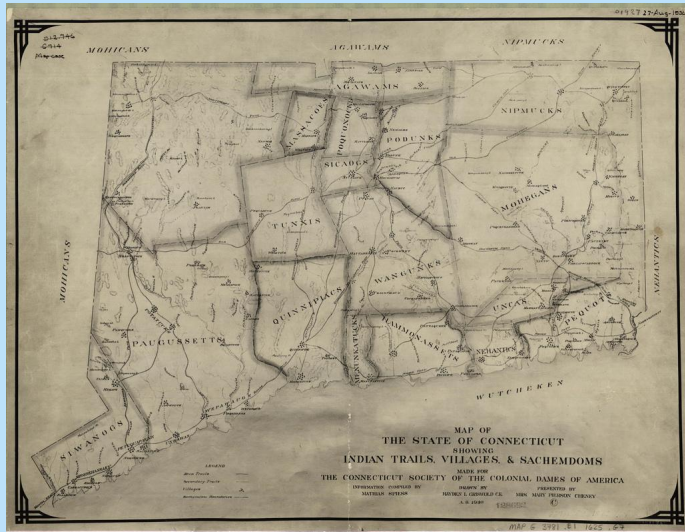
Other Data

- Climate surveys
- Student discipline
- Student attendance data
- Intervention data
- Special education data
- Participation in extracurricular activities
- 21st century skills (coming soon)



Overview:

District Reference Groups



District Reference Groups (DRG)

Group A				
035 DARIEN	090 NEW CANAAN	118 RIDGEFIELD	158 WESTPORT	209 DISTRICT NO. 9
046 EASTON	117 REDDING	157 WESTON	161 WILTON	
Group B				
004 AVON	054 GLASTONBURY	076 MADISON	107 ORANGE	155 WEST HARTFORD
018 BROOKFIELD	056 GRANBY	085 MONROE	128 SIMSBURY	167 WOODBRIDGE
025 CHESHIRE	057 GREENWICH	091 NEW FAIRFIELD	132 SOUTH WINDSOR	205 DISTRICT NO. 5
051 FAIRFIELD	060 GUILFORD	097 NEWTOWN	144 TRUMBULL	215 DISTRICT NO. 15
052 FARMINGTON				
Group C				
001 ANDOVER	031 CORNWALL	092 NEW HARTFORD	139 SUFFIELD	212 DISTRICT NO. 12
005 BARKHAMSTED	048 ELLINGTON	108 OXFORD	142 TOLLAND	213 DISTRICT NO. 13
008 BETHANY	050 ESSEX	112 POMFRET	204 DISTRICT NO. 4	214 DISTRICT NO. 14
012 BOLTON	067 HEBRON	121 SALEM	207 DISTRICT NO. 7	217 DISTRICT NO. 17
023 CANTON	078 MANSFIELD	127 SHERMAN	208 DISTRICT NO. 8	218 DISTRICT NO. 18
030 COLUMBIA	079 MARLBOROUGH	129 SOMERS	210 DISTRICT NO. 10	219 DISTRICT NO. 19
Group D				
007 BERLIN	033 CROMWELL	084 MILFORD	119 ROCKY HILL	152 WATERFORD
009 BETHEL	040 EAST GRANBY	094 NEWINGTON	126 SHELTON	153 WATERTOWN
014 BRANFORD	042 EAST HAMPTON	096 NEW MILFORD	131 SOUTHINGTON	159 WETHERSFIELD
027 CLINTON	045 EAST LYME	101 NORTH HAVEN	137 STONINGTON	164 WINDSOR
028 COLCHESTER	072 LEDYARD	106 OLD SAYBROOK	148 WALLINGFORD	
Group E				
003 ASHFORD	032 COVENTRY	068 KENT	113 PORTLAND	154 WESTBROOK
013 BOZRAH	036 DEEP RIVER	071 LEBANON	114 PRESTON	160 WILLINGTON
019 BROOKLYN	039 EASTFORD	073 LISBON	122 SALISBURY	169 WOODSTOCK
021 CANAAN	041 EAST HADDAM	074 LITCHFIELD	123 SCOTLAND	201 DISTRICT NO. 1
024 CHAPLIN	053 FRANKLIN	098 NORFOLK	125 SHARON	206 DISTRICT NO. 6
026 CHESTER	063 HAMPTON	099 NORTH BRANFORD	140 THOMASTON	216 DISTRICT NO. 16
029 COLEBROOK	065 HARTLAND	102 NORTH STONINGTON	145 UNION	903 WOODSTOCK ACADEMY
Group F				
022 CANTERBURY	086 MONTVILLE	111 PLYMOUTH	134 STAFFORD	147 VOLUNTOWN
047 EAST WINDSOR	100 NORTH CANAAN	124 SEYMOUR	136 STERLING	165 WINDSOR LOCKS
049 ENFIELD	110 PLAINVILLE	133 SPRAGUE	141 THOMPSON	166 WOLCOTT
058 GRISWOLD				211 DISTRICT NO. 11
Group G				
011 BLOOMFIELD	062 HAMDEN	083 MIDDLETOWN	116 PUTNAM	146 VERNON
017 BRISTOL	069 KILLINGLY	088 NAUGATUCK	138 STRATFORD	162 WINCHESTER
044 EAST HAVEN	077 MANCHESTER	109 PLAINFIELD	143 TORRINGTON	901 NORWICH FREE ACAD.
059 GROTON				902 GILBERT SCHOOL
Group H				
002 ANSONIA	037 DERBY	080 MERIDEN	104 NORWICH	156 WEST HAVEN
034 DANBURY	043 EAST HARTFORD	103 NORWALK	135 STAMFORD	
Group I				
015 BRIDGEPORT	089 NEW BRITAIN	093 NEW HAVEN	095 NEW LONDON	151 WATERBURY
064 HARTFORD				163 WINDHAM



SBAC

Cohort Analysis in Math

In percentage of students at level 3 or above

2020-2021 Grade	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
3	--	--	--	--	COVID	38
4	--	--	--	--	COVID	41
5	--	--	--	66	COVID	24
6	--	--	68	53	COVID	30
7	--	51	53	49	COVID	39
8	53	61	48	57	COVID	44

SBAC

Cohort Analysis in Language Arts in percentage of students at level 3 or above

2020-2021 Grade	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
3	--	--	--	--	COVID	35
4	--	--	--	--	COVID	54
5	--	--	--	49	COVID	56
6	--	--	66	47	COVID	55
7	--	46	50	51	COVID	47
8	53	45	71	64	COVID	62

The Connecticut Growth Model: A New Way of Monitoring Student Progress

Purpose: to identify the average percentage of student growth based upon the each student's scale score growth from year to year.

Grade	Student	2019-2020 Scale Score	Target Growth	2020-2021 Scale Score	Actual Growth	Percentage of Target Achieved
4	Student A	2420	69	2470	50	72%
4	Student B	2131	82	2210	79	96%
4	Student C	2540	49	2545	5	10%
Average						59%

ELA Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2704+



Source: Connecticut State Department of Education

Math Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2189-2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2526	2527+
	Target	77	61	59	60	59	57	56	47/maintain
4	Range	2204-2381	2382-2410	2411-2447	2448-2484	2485-2516	2517-2548	2549-2574	2575+
	Target	51	38	40	44	46	47	43	37/maintain
5	Range	2219-2419	2420-2454	2455-2491	2492-2527	2528-2553	2554-2578	2579-2605	2606+
	Target	43	46	45	44	42	41	41	44/maintain
6	Range	2235-2434	2435-2472	2473-2512	2513-2551	2552-2580	2581-2609	2610-2639	2640+
	Target	49	41	38	36	36	36	38	31/maintain
7	Range	2250-2438	2439-2483	2484-2525	2526-2566	2567-2600	2601-2634	2635-2664	2665+
	Target	58	35	31	31	36	37	38	35/maintain
8	Range	2265-2456	2457-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+

Source: Connecticut State Department of Education

2018-2019 District Accountability Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	69.9	75	46.6	50	93.2	90.2
1b. ELA Performance Index - High Needs Students	63.4	75	42.3	50	84.5	77.5
1c. Math Performance Index - All Students	67.4	75	44.9	50	89.8	84.1
1d. Math Performance Index - High Needs Students	59.8	75	39.9	50	79.8	70.2
1e. Science Performance Index - All Students	66.3	75	44.2	50	88.5	85.0
1f. Science Performance Index - High Needs Students	57.9	75	38.6	50	77.2	72.2
2a. ELA Academic Growth - All Students 	46.6%	100%	46.6	100	46.6	59.9
2b. ELA Academic Growth - High Needs Students	39.5%	100%	39.5	100	39.5	55.1
2c. Math Academic Growth - All Students 	62.5%	100%	62.5	100	62.5	62.5
2d. Math Academic Growth - High Needs Students	58.9%	100%	58.9	100	58.9	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	7.7%	<=5%	44.7	50	89.3	78.3
4b. Chronic Absenteeism - High Needs Students	10.4%	<=5%	39.2	50	78.4	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	95.7%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 98.0%)	63.9%	75%	42.6	50	85.2	70.6
12. Arts Access	.	60%	.	.	.	86.5
Accountability Index	.	.	640.4	900	71.2	74.2

School and District Accountability



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 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.

Notes:



-items 1a through 2d are directly linked to high stakes standardized tests

-certain items on the *District Accountability Index* do not apply to elementary and middle schools

2018-2019 CES Accountability Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	70.2	75	46.8	50	93.6	90.2
1b. ELA Performance Index - High Needs Students	63.7	75	42.5	50	84.9	77.5
1c. Math Performance Index - All Students	66.6	75	44.4	50	88.8	84.1
1d. Math Performance Index - High Needs Students	62.1	75	41.4	50	82.8	70.2
2a. ELA Academic Growth - All Students 	47.6%	100%	47.6	100	47.6	59.9
2b. ELA Academic Growth - High Needs Students	32.0%	100%	32.0	100	32.0	55.1
2c. Math Academic Growth - All Students 	46.3%	100%	46.3	100	46.3	62.5
2d. Math Academic Growth - High Needs Students	50.9%	100%	50.9	100	50.9	55.2
4a. Chronic Absenteeism - All Students	6.2%	<=5%	47.6	50	95.1	78.3
4b. Chronic Absenteeism - High Needs Students	11.4%	<=5%	37.2	50	74.4	55.7
11. Physical Fitness (estimated participation rate = 97.9%)	56.5%	75%	37.7	50	75.4	70.6
Accountability Index			474.3	750	63.2	74.2

2018-2019 HMS Accountability Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	70.2	75	46.8	50	93.6	90.2
1b. ELA Performance Index - High Needs Students	64.1	75	42.8	50	85.5	77.5
1c. Math Performance Index - All Students	68.1	75	45.4	50	90.8	84.1
1d. Math Performance Index - High Needs Students	59.4	75	39.6	50	79.1	70.2
1e. Science Performance Index - All Students	66.6	75	44.4	50	88.8	85.0
1f. Science Performance Index - High Needs Students	58.2	75	38.8	50	77.5	72.2
2a. ELA Academic Growth - All Students 	46.8%	100%	46.8	100	46.8	59.9
2b. ELA Academic Growth - High Needs Students	42.9%	100%	42.9	100	42.9	55.1
2c. Math Academic Growth - All Students 	66.9%	100%	66.9	100	66.9	62.5
2d. Math Academic Growth - High Needs Students	61.8%	100%	61.8	100	61.8	55.2
4a. Chronic Absenteeism - All Students	9.4%	<=5%	41.3	50	82.5	78.3
4b. Chronic Absenteeism - High Needs Students	9.7%	<=5%	40.6	50	81.1	55.7
7. On-track to High School Graduation	95.7%	94%	50.0	50	100.0	93.6
11. Physical Fitness (estimated participation rate = 100.0%)	67.3%	75%	44.9	50	89.8	70.6
Accountability Index			652.7	900	72.5	74.2

Next Generation Science Standards Assessment

In percentage of students at level 3 or above

Grade	2018-2019	2019-2020	2020-2021
5	63%	COVID	44%
8	52%	COVID	58%

* Cohort data unavailable as students only test in grades 5 and 8 (testing started 18-19)

Next Generation Science Standards (NGSS): Grade 5

Total		
Average Scale Score	Performance Distribution	Percent Proficient
496 ± 4	<p>Percent Count: 13% (6), 42% (19), 33% (15), 11% (5)</p>	44%

Legend

Proficient?

- ✓ Above the Proficiency Standard
- At/Near Proficiency Standard
- ✗ Below the Proficiency Standard

Weak or Strong?

- ✚ Area of Strengths
- = Performance is similar to performance on the test as a whole
- Area of Weakness

Average Scale Score	Performance Distribution	EarthAndSpaceScience					
		DCI ESS1		DCI ESS2		DCI ESS3	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
492 ± 6	<p>Percent Count: 27% (12), 58% (26), 16% (7)</p>	✗	—	✗	—	○	✚

Practices and Concepts in Earth/Space Sciences

EarthAndSpaceScience

DCI ESS1

ESS1 Earth's Place in the Universe

DCI ESS2

ESS2 Earth's Systems

DCI ESS3

ESS3 Earth and Human Activity

Average Scale Score	Performance Distribution	LifeScience							
		DCI LS1		DCI LS2		DCI LS3		DCI LS4	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
498 ± 6	<p>Percent Count: 20% (9), 62% (28), 18% (8)</p>	○	=	○	=	○	=	○	=

Practices and Concepts in Life Sciences

LifeScience

DCI LS1

LS1 From Molecules to Organisms: Structures and Processes

DCI LS2

LS2 Ecosystems: Interactions, Energy, and Dynamics

DCI LS3

LS3 Heredity: Inheritance and Variation of Traits

DCI LS4

LS4 Biological Evolution: Unity and Diversity

Average Scale Score	Performance Distribution	PhysicalScience							
		DCI PS1		DCI PS2		DCI PS3		DCI PS4	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
499 ± 4	<p>Percent Count: 13% (6), 67% (30), 20% (9)</p>	○	=	✓	✚	○	=	○	=

Practices and Concepts in Physical Sciences

PhysicalScience

DCI PS1

PS1 Matter and Interactions

DCI PS2

PS2 Motion and Stability: Forces and Interactions

DCI PS3

PS3 Energy

DCI PS4

PS4 Waves and Their Applications in Technologies for Information Transfer

Next Generation Science Standards (NGSS): Grade 8

Total		
Average Scale Score	Performance Distribution	Percent Proficient
801 ± 4	<p>Percent Count: 15% (8), 26% (14), 53% (28), 6% (3)</p>	58%

Legend

Proficient?

- ✓ Above the Proficiency Standard
- At/Near Proficiency Standard
- ✗ Below the Proficiency Standard

Weak or Strong?

- ⊕ Area of Strengths
- = Performance is similar to performance on the test as a whole
- ⊖ Area of Weakness

Average Scale Score	Performance Distribution	EarthAndSpaceScience					
		DCI ESS1		DCI ESS2		DCI ESS3	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
797 ± 4	<p>Percent Count: 17% (9), 68% (36), 15% (8)</p>	○	=	○	-	○	=

Practices and Concepts in Earth/Space Sciences

EarthAndSpaceScience

DCI ESS1

ESS1 Earth's Place in the Universe

DCI ESS2

ESS2 Earth's Systems

DCI ESS3

ESS3 Earth and Human Activity

Average Scale Score	Performance Distribution	LifeScience							
		DCI LS1		DCI LS2		DCI LS3		DCI LS4	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
800 ± 5	<p>Percent Count: 19% (10), 62% (33), 19% (10)</p>	○	=	○	=	○	-	○	=

Practices and Concepts in Life Sciences

LifeScience

DCI LS1

LS1 From Molecules to Organisms: Structures and Processes

DCI LS2

LS2 Ecosystems: Interactions, Energy, and Dynamics

DCI LS3

LS3 Heredity: Inheritance and Variation of Traits

DCI LS4

LS4 Biological Evolution: Unity and Diversity

Average Scale Score	Performance Distribution	PhysicalScience							
		DCI PS1		DCI PS2		DCI PS3		DCI PS4	
		Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
805 ± 4	<p>Percent Count: 11% (6), 66% (36), 23% (12)</p>	○	=	✓	=	○	=	○	=

Practices and Concepts in Physical Sciences

PhysicalScience

DCI PS1

PS1 Matter and Interactions

DCI PS2

PS2 Motion and Stability: Forces and Interactions

DCI PS3

PS3 Energy

DCI PS4

PS4 Waves and Their Applications in Technologies for Information Transfer

Math i-Ready Data - Grades 2-8 Cohort Analysis

School Year 2020-2021										School Year 2021-2022									
Gr	Fall			Winter			Spring			Gr	Fall			Winter			Spring		
										2	22%	59%	20%	7%	62%	31%	%	%	%
2	13%	72%	15%	7%	58%	35%	2%	46%	52%	3	20%	64%	16%	16%	44%	40%	%	%	%
3	18%	70%	12%	6%	75%	19%	11%	49%	40%	4	44%	38%	19%	17%	63%	20%	%	%	%
4	19%	60%	21%	12%	51%	37%	12%	35%	53%	5	26%	41%	33%	20%	20%	61%	%	%	%
5	21%	50%	29%	21%	36%	43%	13%	35%	52%	6	32%	45%	23%	20%	49%	31%	%	%	%
6	17%	36%	40%	8%	47%	47%	17%	38%	45%	7	27%	44%	29%	10%	44%	46%	%	%	%
7	27%	38%	35%	19%	31%	50%	23%	31%	46%	8	45%	18%	38%	27%	37%	37%	%	%	%

Note: In 21-22, all grades improved in the *at or above grade level* classification from fall to winter, except grade 8. Grades 4 and 8 had a slight increase/decrease in the *at or exceeding grade level* category, but had significant improvement in the *below grade level* category.

Math i-Ready Data

Annual Typical & Stretch Growth

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 2	62%	17%	40%	5%	29%
Grade 3	48%	13%	31%	2%	44%
Grade 4	37%	16%	23%	3%	38%
Grade 5	89%	41%	53%	16%	64%
Grade 6	67%	27%	29%	7%	31%
Grade 7	125%	64%	65%	21%	51%
Grade 8	78%	40%	34%	18%	55%

Typical Growth: the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.

Individual students:

Aim to exceed 100% of their Typical Growth measure by the end of the academic year.

Groups of students:

Aim to exceed 100% median progress toward Typical Growth by the end of the academic year.

Stretch Growth: the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve proficiency.

Aim to meet their Stretch Growth measure by the end of the academic year. In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets.

Aim for as many students as possible reaching Stretch Growth. *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Reading i-Ready Data - Grades 2-8 Cohort Analysis

School Year 2020-2021										School Year 2021-2022									
Gr	Fall			Winter			Spring			Gr	Fall			Winter			Spring		
										2	10%	58%	32%	2%	38%	60%	%	%	%
2	30%	42%	28%	12%	45%	43%	5%	33%	63%	3	33%	27%	40%	27%	20%	53%	%	%	%
3	25%	28%	47%	28%	28%	44%	20%	26%	54%	4	44%	41%	16%	29%	34%	37%	%	%	%
4	20%	35%	45%	17%	37%	46%	14%	29%	57%	5	30%	28%	41%	26%	24%	50%	%	%	%
5	31%	40%	29%	33%	24%	43%	21%	30%	49%	6	40%	28%	32%	22%	27%	51%	%	%	%
6	27%	23%	49%	22%	26%	52%	26%	15%	59%	7	40%	27%	33%	33%	21%	46%	%	%	%
7	38%	25%	38%	43%	23%	34%	32%	24%	45%	8	39%	27%	34%	46%	10%	44%	%	%	%

Notes: In 21-22, all grades improved in the *at or above grade level* category from fall to winter.

Reading i-Ready Data

Annual Typical & Stretch Growth

Grade	Annual Typical Growth ⁱ		Annual Stretch Growth® ⁱ		% Students with Improved Placement [∧]
	Progress (Median) [∨]	% Met [∨]	Progress (Median) [∨]	% Met [∨]	
Grade 2	67%	22%	47%	10%	51%
Grade 3	81%	38%	48%	13%	44%
Grade 4	59%	28%	30%	6%	47%
Grade 5	70%	40%	30%	22%	42%
Grade 6	126%	62%	47%	32%	62%
Grade 7	140%	58%	44%	16%	51%
Grade 8	122%	56%	32%	8%	41%

Typical Growth: the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.

Individual students:

Aim to exceed 100% of their Typical Growth measure by the end of the academic year.

Groups of students:

Aim to exceed 100% median progress toward Typical Growth by the end of the academic year.




Stretch Growth: the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve proficiency.

Aim to meet their Stretch Growth measure by the end of the academic year. In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets.

Aim for as many students as possible reaching Stretch Growth. *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

District	Category	Student Group	2016-17			2017-18			2018-19		
			ELA Performance Index	Math Performance Index	Science Performance Index	ELA Performance Index	Math Performance Index	Science Performance Index	ELA Performance Index	Math Performance Index	Science Performance Index
Willington School District	All Students	District	69.5	66.3	57.4	73.1	68.3	N/A	69.9	67.4	66.3
	English Language Learners (EL)	English Learners	*	*	*	*	*	N/A	*	*	N/A
		Not English Learners	*	*	*	*	*	N/A	*	*	66.3
	Gender	Female	72.9	66.3	57.6	76.2	68.2	N/A	73.4	67.3	68.7
		Male	66.6	66.3	57.2	70.4	68.4	N/A	66.7	67.4	64.4
	Grade	03	66.8	61.5	N/A	74.3	71.4	N/A	68.5	64.9	N/A
		04	71.4	72.0	N/A	72.0	68.0	N/A	70.9	67.6	N/A
		05	72.0	67.1	61.5	74.7	70.3	N/A	69.2	68.7	72.1
		06	74.1	66.0	N/A	76.1	67.1	N/A	74.6	68.8	N/A
		07	72.0	66.4	N/A	72.2	65.8	N/A	70.8	65.6	N/A
		08	61.1	62.8	53.6	67.8	66.6	N/A	62.3	69.0	61.2
	High Needs (F/R, EL or SWD)	High Needs	63.3	57.9	54.1	65.8	60.2	N/A	63.4	59.8	57.9
		Not High Needs	72.7	70.6	59.1	76.6	72.3	N/A	74.1	72.2	72.0
	Free/Reduced Price Meal Eligibility (2-level)	Eligible For Free Or Reduced Price Meals	64.4	59.8	55.9	67.4	61.4	N/A	64.8	60.1	58.5
		Not Eligible For Free Or Reduced Price Meals	71.0	68.2	57.9	74.8	70.4	N/A	72.0	70.3	69.5
	Race/Ethnicity	Asian	*	*	N/A	*	*	N/A	*	*	N/A
		Black or African American	*	*	N/A	*	*	N/A	*	*	N/A
		Hispanic or Latino	*	*	*	*	*	N/A	*	*	*
		Two or More Races	*	*	*	*	*	N/A	*	*	*
		White	69.0	65.9	56.7	73.1	68.5	N/A	70.0	67.8	67.2
	Special Education Status (SWD)	Students with Disabilities	58.6	52.0	*	59.3	52.0	N/A	55.8	53.9	*
Students without Disabilities		71.7	69.2	57.8	75.6	71.3	N/A	72.7	70.0	68.4	

Historical Data Information

- Typically, females outscore males in ELA while science and math are relatively balanced 
- Students identified as *High Needs* scored lower than students not identified as *High Needs* 
- Students requiring special education perform significantly lower on standardized assessments 

Climate Survey

May 2021

Staff

- COVID has negatively impacted staff morale
- Need to provide more SEL support to staff
- Students need a comprehensive SEL program

Students

- CES student comments very positive, few comments mention mean behavior
- HMS students feel safe in their building and majority feel happy in school

Parents

- Looking for greater alignment between expectations from teachers and staff
- Majority of answers for *My child likes to come to school each day* were all of the time (remainder were most of the time)
- Some responses noted students being treated unfairly at school because of their academic level

Priorities	Action Step(s)
Curriculum and instruction	<ul style="list-style-type: none"> ● Development and revision of ELA and math curriculum, including formative assessments.
Targeted instruction for all students	<ul style="list-style-type: none"> ● Improve the utilization of WIN block and Learning Lab (intervention) across all grades in ELA and math (to decrease number of students receiving intervention). ● Update district intervention plan
High quality professional development	<ul style="list-style-type: none"> ● Provide LETRS training to improve reading instruction ● Rollout of updated curriculum ● Finalization of Portrait of a Graduate
Climate	<ul style="list-style-type: none"> ● Implement Second Step as our districtwide SEL program ● Improve outcomes on climate surveys (students, parents and staff) ● Connect Second Step curriculum with behavioral supports (PBIS, Responsive Classroom, Restorative Practices) and Portrait of a Graduate skills