



Trumbull Public Schools

Board of Education

April 5, 2016

**TPS 2014-15 Accountability/Assessment
Report & SB/CMT/CAPT
Standardized Testing Presentation**

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1) Accountability/Assessment Report

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

What Changes Were Made to the Accountability System?

- Added several new indicators including some focused on college- and career-readiness and others on arts and physical fitness to underscore the importance of a well-rounded education
- Emphasized academic growth on state tests, which allows us to acknowledge schools that may have low performing students but made significant strides to improve their performance and close the achievement gap
- Refined existing metrics and made subgroup metrics more impactful and actionable
- Adjusted the classification methodology to better represent overall school performance, target interventions and support, and refrain from “labels”

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
- Allow schools to demonstrate progress on “outcome precursors”
- 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 was sought by CSDE from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

Twelve Indicators of Accountability

Trumbull: 88.6

DRG B Average: 88.0

What are the 12 indicators?

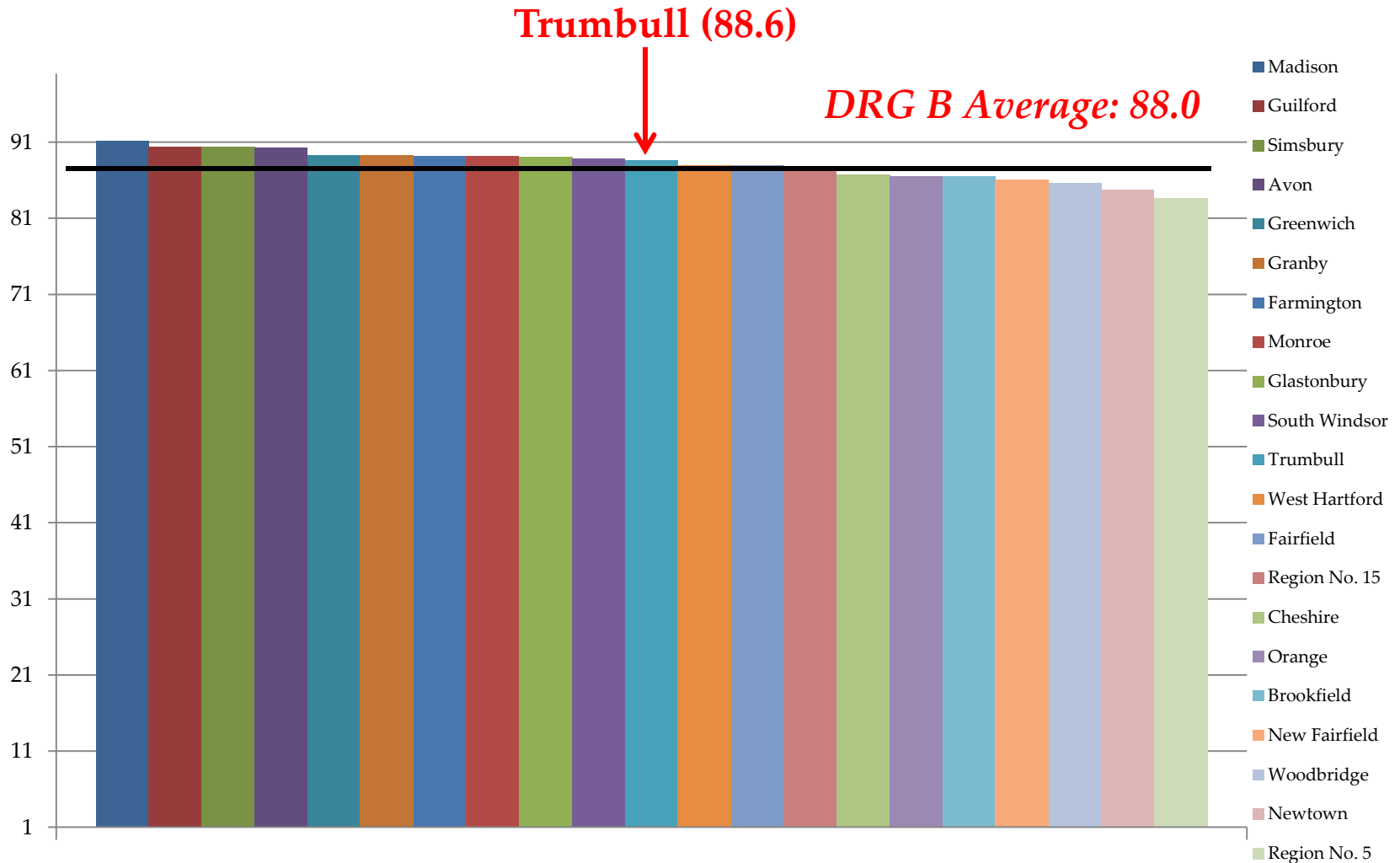
1. Academic achievement status measured by state assessments
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
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

Madison	91.2
Guilford	90.4
Simsbury	90.4
Avon	90.3
Greenwich	89.3
Granby	89.3
Farmington	89.2
Monroe	89.2
Glastonbury	89.0
South Windsor	88.8
Trumbull	88.6
West Hartford	87.9
Fairfield	87.9
Region 15	87.3
Cheshire	86.8
Orange	86.5
Brookfield	86.5
New Fairfield	86.1
Woodbridge	85.6
Newtown	84.8
Region 5	83.6

School Recognition

- Two elementary schools (Daniels Farm & Jane Ryan) recognized as 2014-15 Schools of Distinction, an honor given to only 84 schools statewide
- Over the past two years, three elementary schools, both middle schools, and Trumbull High School recognized as Schools of Distinction

Accountability Index, DRG B Comparison



2014-15 Accountability Index

Trumbull District Report, 2014-15 – Part 1

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/ Rate
1a	ELA Performance Index – All Students	75.8	75	100.0	100	100.0	67.9
1b	ELA Performance Index – High-Needs Students	61.7	75	82.2	100	82.2	56.7
1c	Math Performance Index – All Students	69.9	75	93.2	100	93.2	59.3
1d	Math Performance Index – High-Needs Students	56.1	75	74.8	100	74.8	47.8
1e	Science Performance Index – All Students	67.1	75	89.4	100	89.4	56.5
1f	Science Performance Index – High-Needs Students	52.8	75	70.4	100	70.4	45.9

Trumbull District Report, 2014-15 – Part 1

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1d	Math Performance Index – High-Needs Students	56.1	75	74.8	100	74.8	47.8
1e	Science Performance Index – All Students	67.1	75	89.4	100	89.4	56.5
1f	Science Performance Index – High-Needs Students	52.8	75	70.4	100	70.4	45.9

Conclusion: Continue developing strong teaching & learning for all K-12 students

Trumbull District Report, 2014-15 – Part 2

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/ Rate
4a	Chronic Absenteeism – All Students	3.4%	<=5%	50.0	50	100.0	10.6%
4b	Chronic Absenteeism – High-Needs Students	8.0%	<=5%	44.1	50	88.1	17.3%
5	Preparation for CCR – % taking courses	89.7%	75%	50.0	50	100.0	66.1%
6	Preparation for CCR – % passing exams	52.0%	75%	34.7	50	69.4	37.3%
7	On-track to High School Graduation	97.7%	94%	50.0	50	100.0	85.6%
8	4-year Graduation – All Students (2014 Cohort)	96.0%	94%	100	100	100.0	87/0%
9	6-year Graduation – High-Needs Stdnts. (2012 Cohort)	91.8%	94%	97.6	100	97.6	77.6%

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8	4-year Graduation – All Students (2014 Cohort)	96.0%	94%	100	100	100.0	87.0%
9	6-year Graduation – High-Needs Stdnts. (2012 Cohort)	91.8%	94%	97.6	100	97.6	77.6%

Conclusion: Continue focused improvement toward strong performance on SAT & AP

Trumbull District Report, 2014-15 – Part 3

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/ Rate
10	Postsecondary Entrance (Class of 2014)	86.8%	75%	100.0	100	100.0	72.8%
11	Physical Fitness (estimated part. rate & fitness rate)	91.9% / 65.5%	75%	43.7	50	87.3	87.6% / 51.0%
12	Arts Access	33.4%	60%	27.9	50	55.7	45.7%

Trumbull District Report, 2014-15 – Part 3

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11	Physical Fitness (estimated part. rate & fitness rate)	91.9% / 65.5%	75%	43.7	50	87.3	87.6% / 51.0%
12	Arts Access	33.4%	60%	27.9	50	55.7	45.7%

Conclusion: Continue focused improvement on strong programs in physical education / health and in the arts

2) Standardized Testing

The Legitimate Uses of Standardized Assessment Data

- Standardized assessment data provide pieces of snapshot evidence valuable to the District in terms of curriculum, instruction, and assessment, particularly in relation to the Connecticut Core Standards to which the assessments are aligned.

Essential Caveat

- Standardized assessment data cannot and do not paint a full picture of student performance for a variety of reasons, including:
 - that all tests contain measurement error; and
 - that standardized tests cannot capture the complexity of teaching and learning in a rich environment.



SB/CMT/CAPT 2015: Trumbull & CT

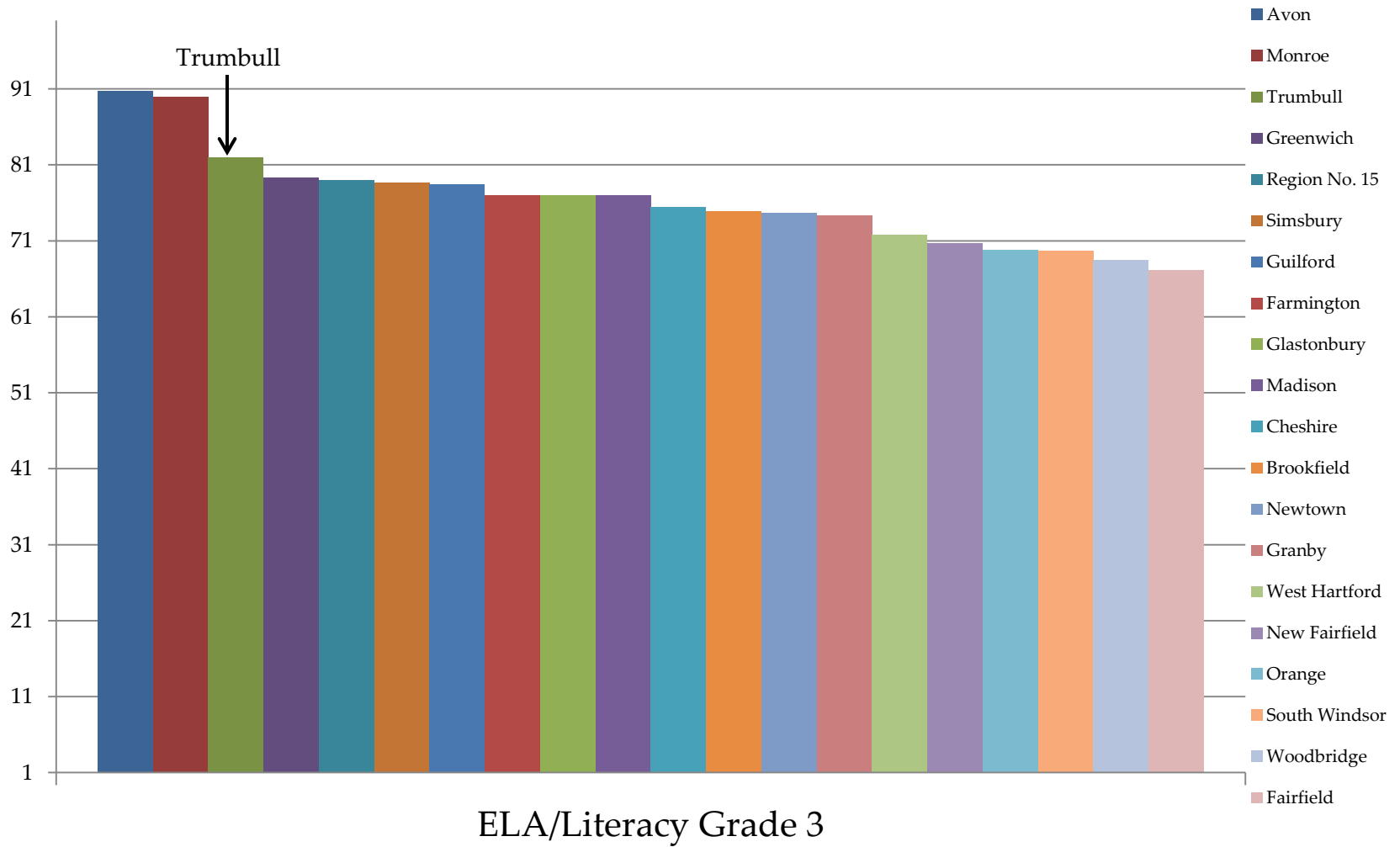
- In English language arts / literacy, mathematics, & science in grades 3-8, as well as science in grade 10, Trumbull students outperformed students statewide based on the percentage of students judged to be meeting or exceeding the achievement standards.

** Conclusions re: grade 11 performance in ELA/literacy & mathematics impossible due to low participation rates in DRG B districts.*

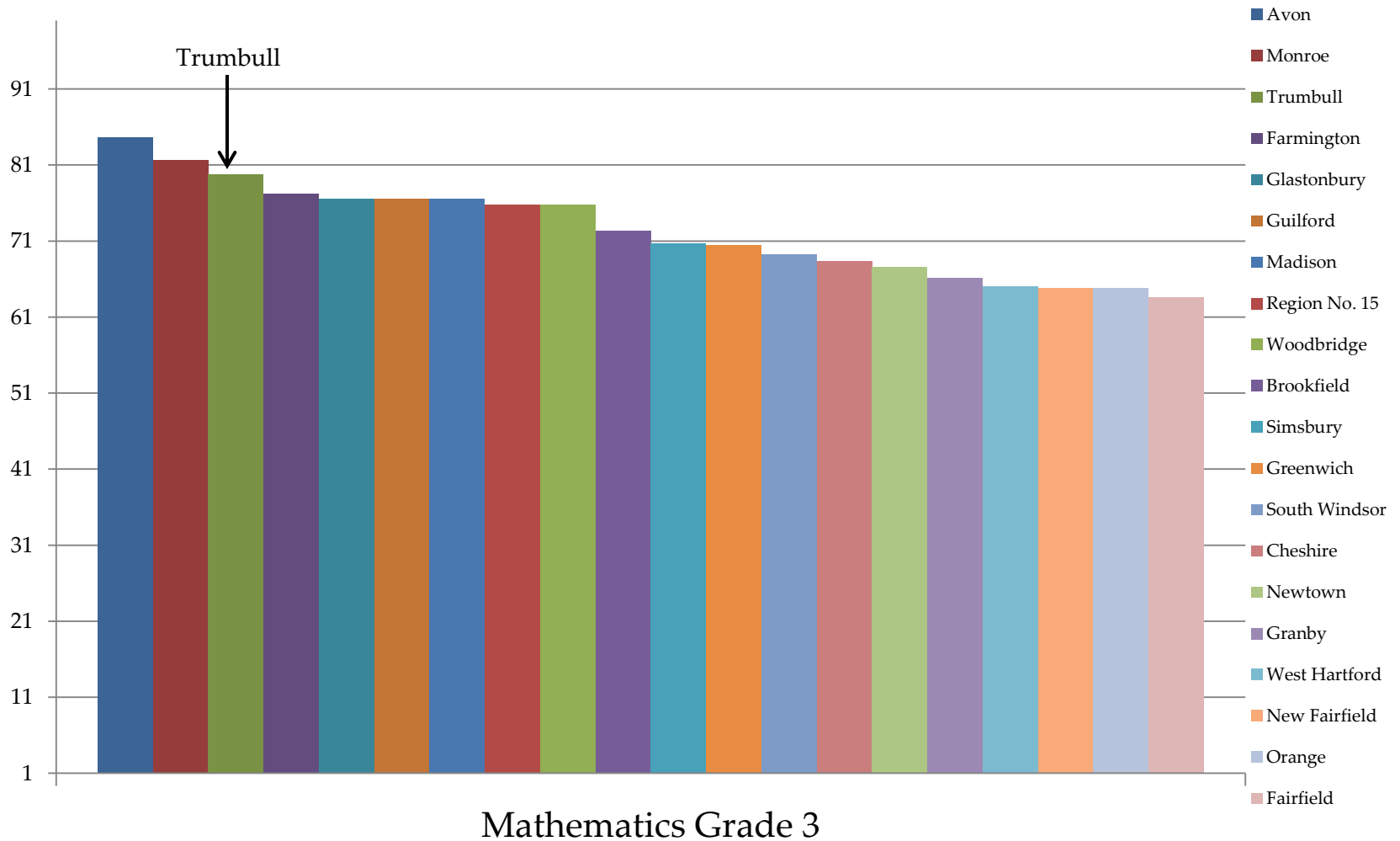
SB/CMT/CAPT 2015: Trumbull & DRG B

- Trumbull students' performance relative to DRG B was strongest in grades 3-5, where students have benefitted from full-day kindergarten and inclusion of Core Standards from their earliest TPS years.

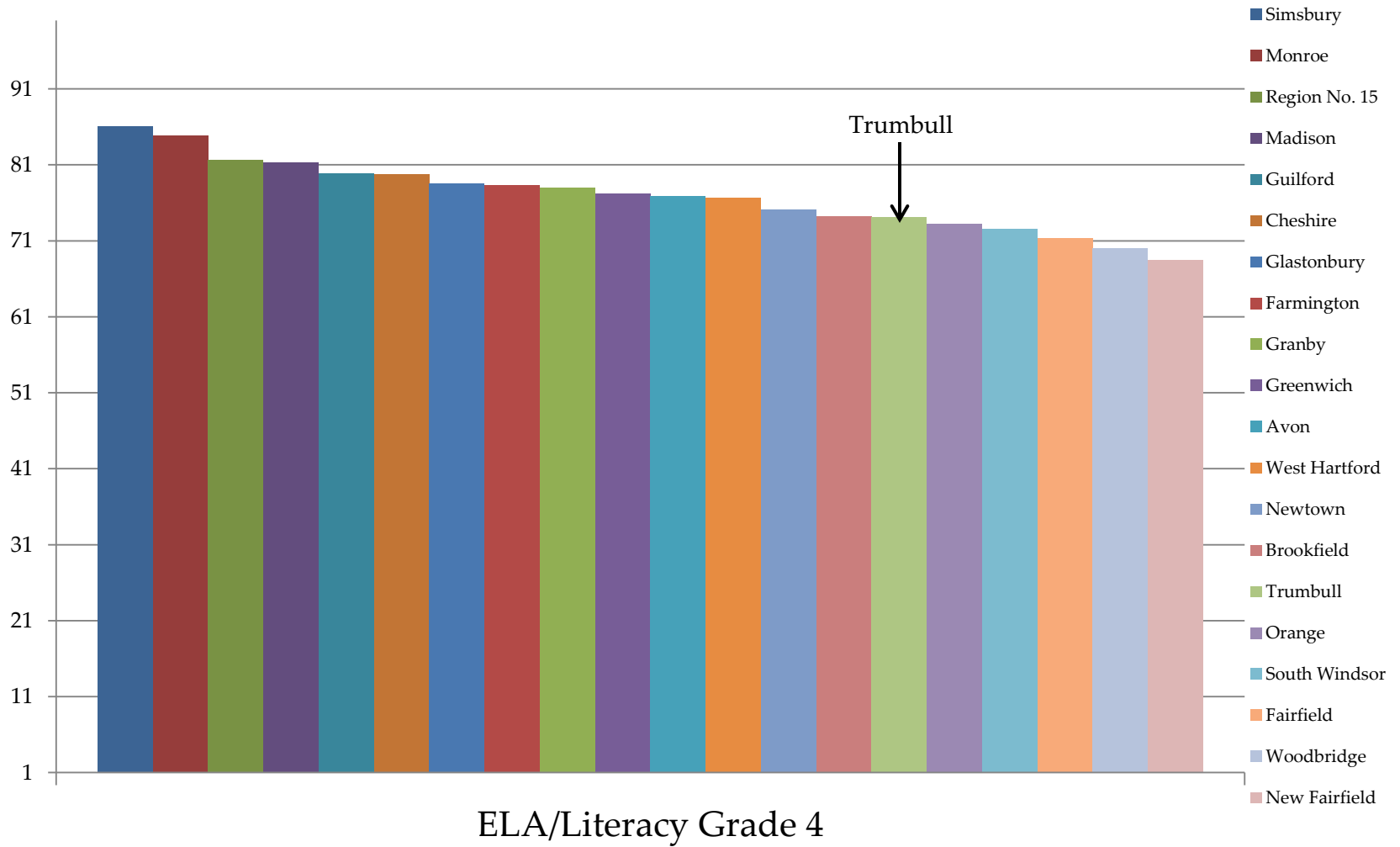
SB 2015, DRG B Comparison



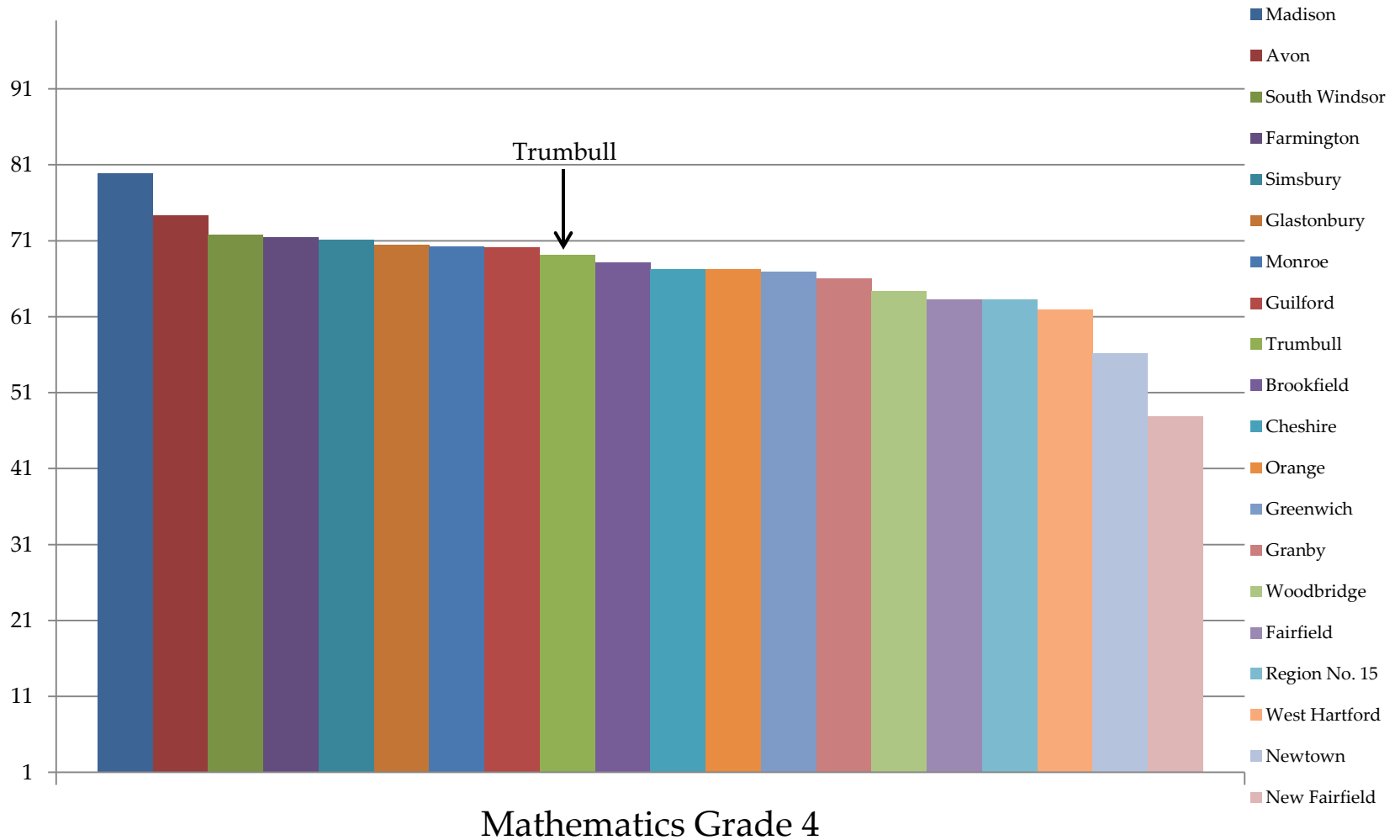
SB 2015, DRG B Comparison



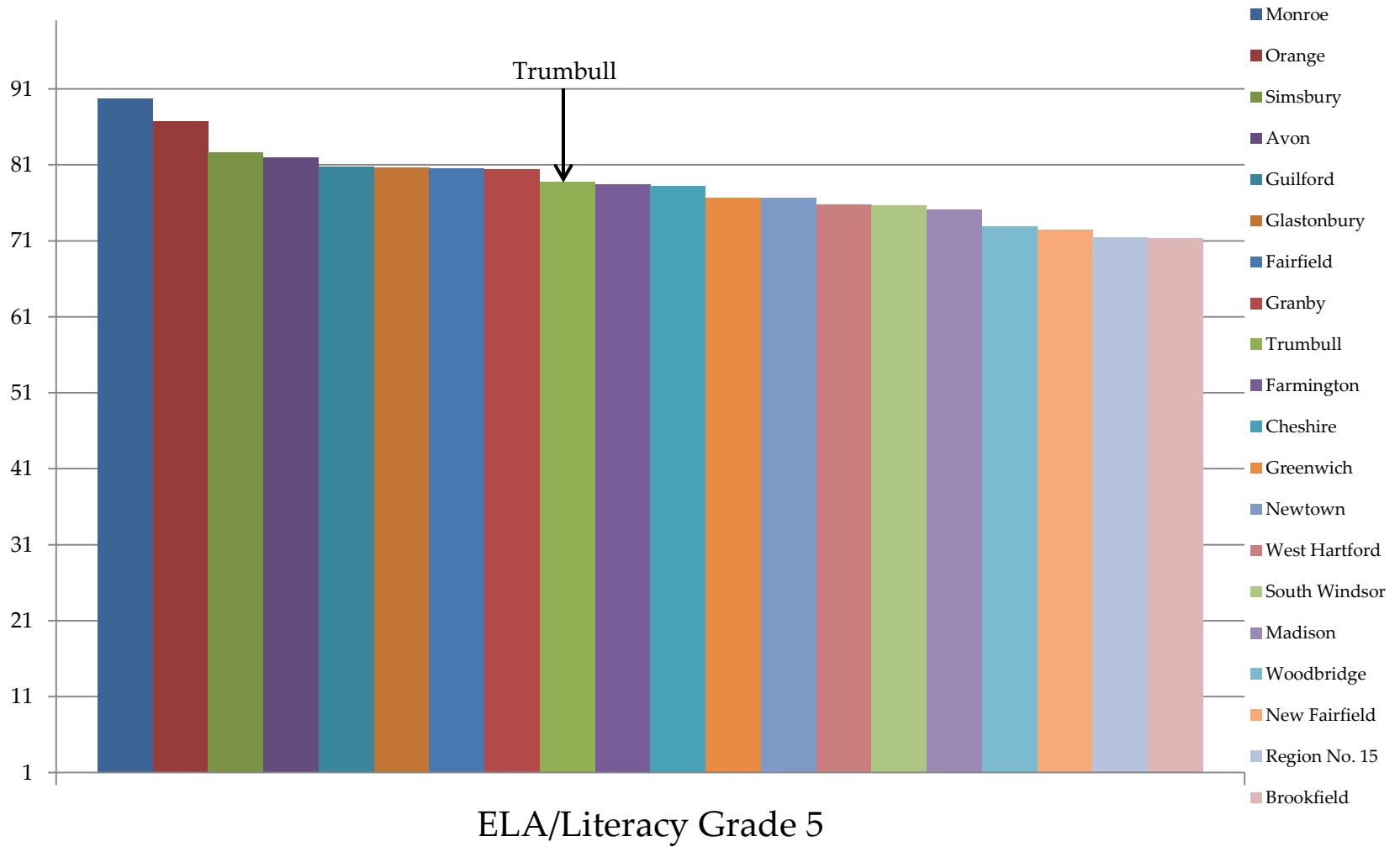
SB 2015, DRG B Comparison



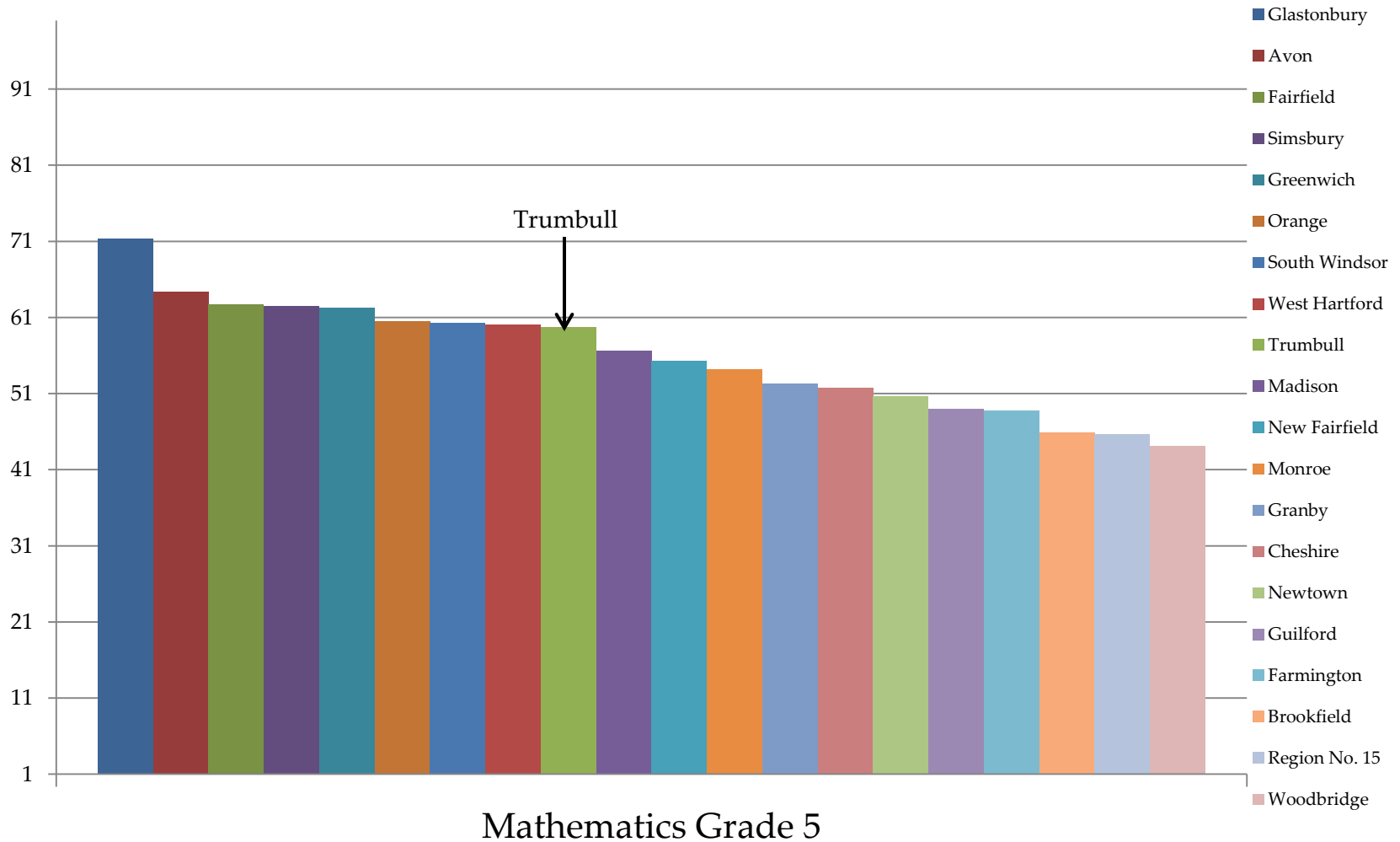
SB 2015, DRG B Comparison



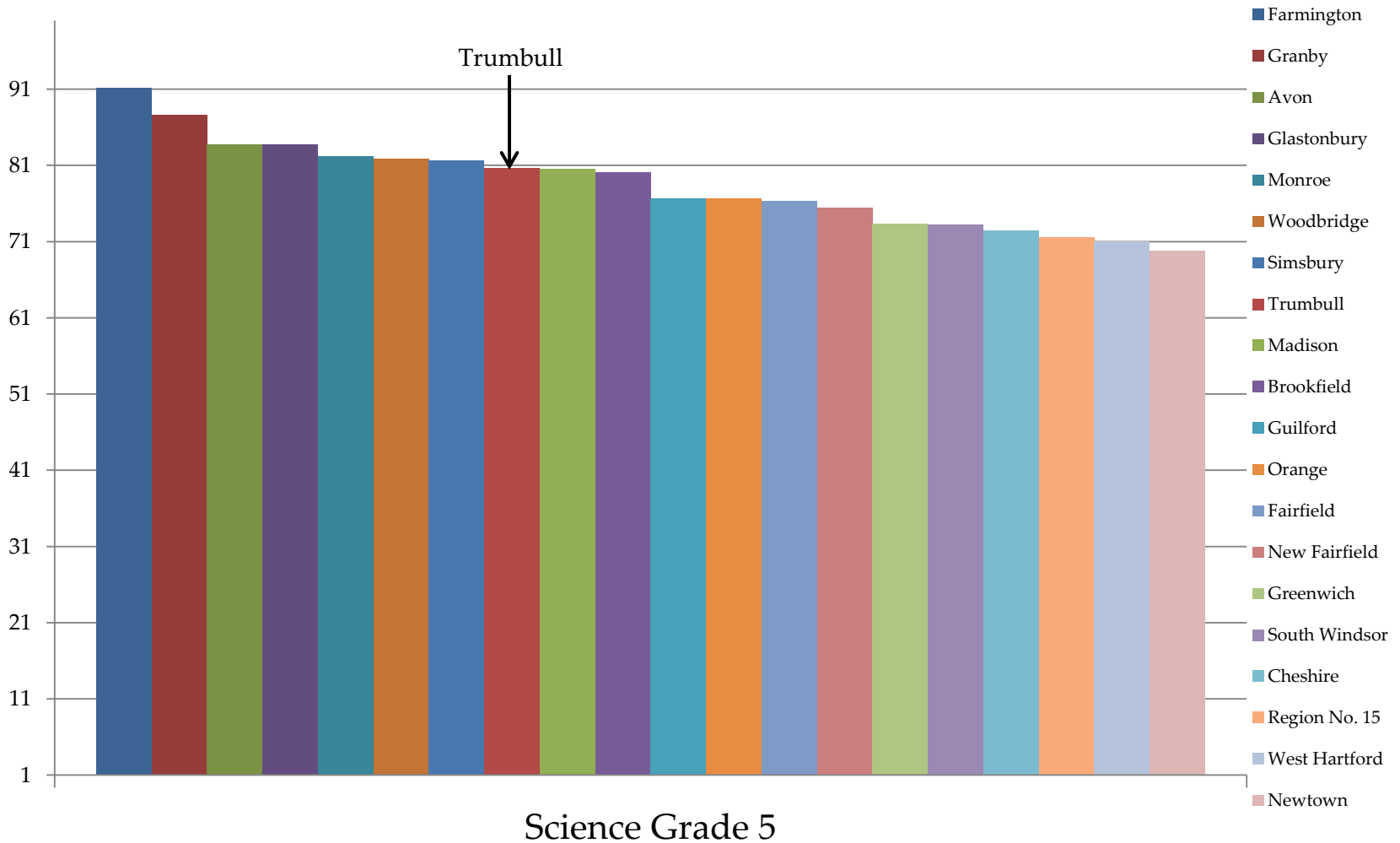
SB 2015, DRG B Comparison



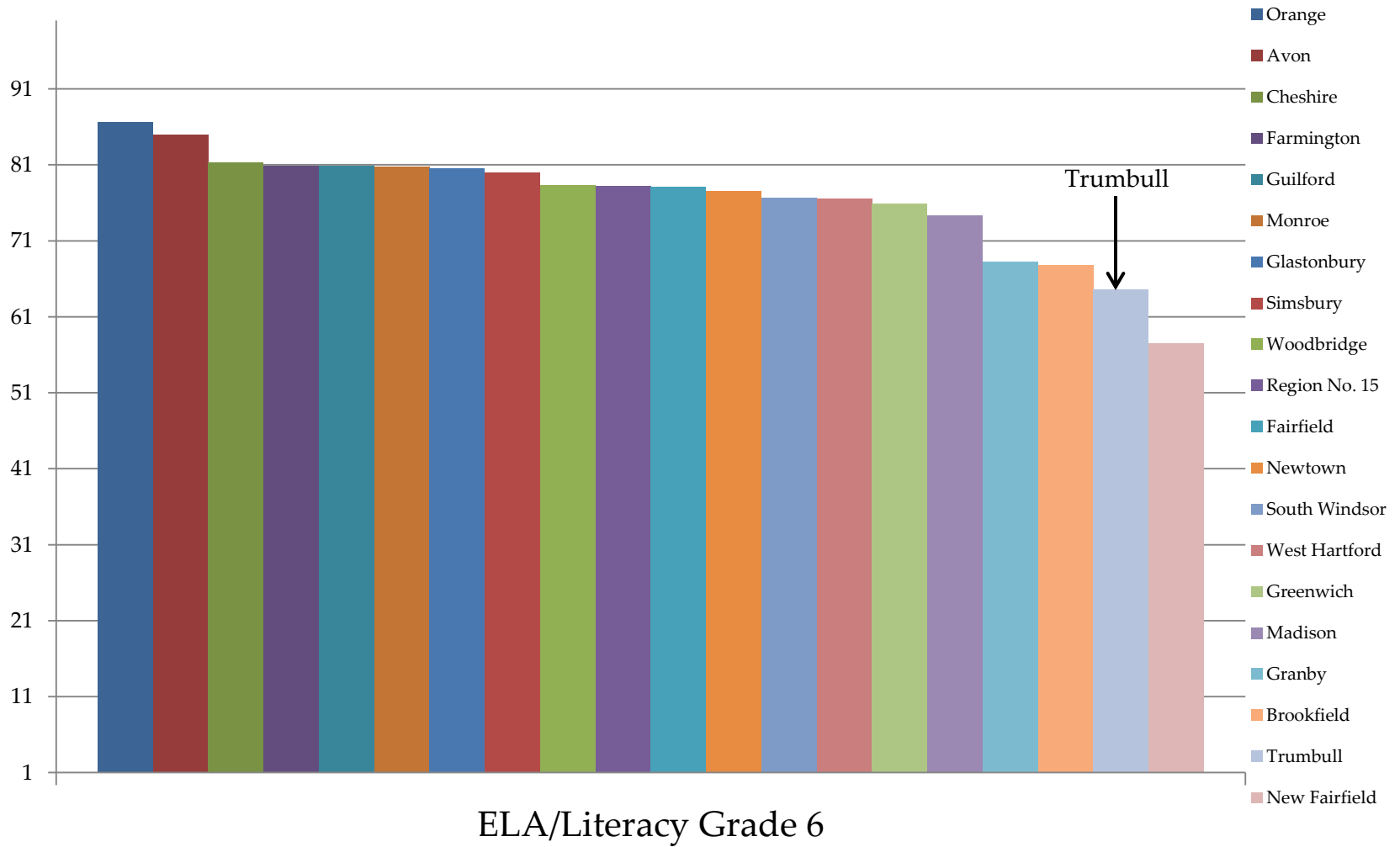
SB 2015, DRG B Comparison



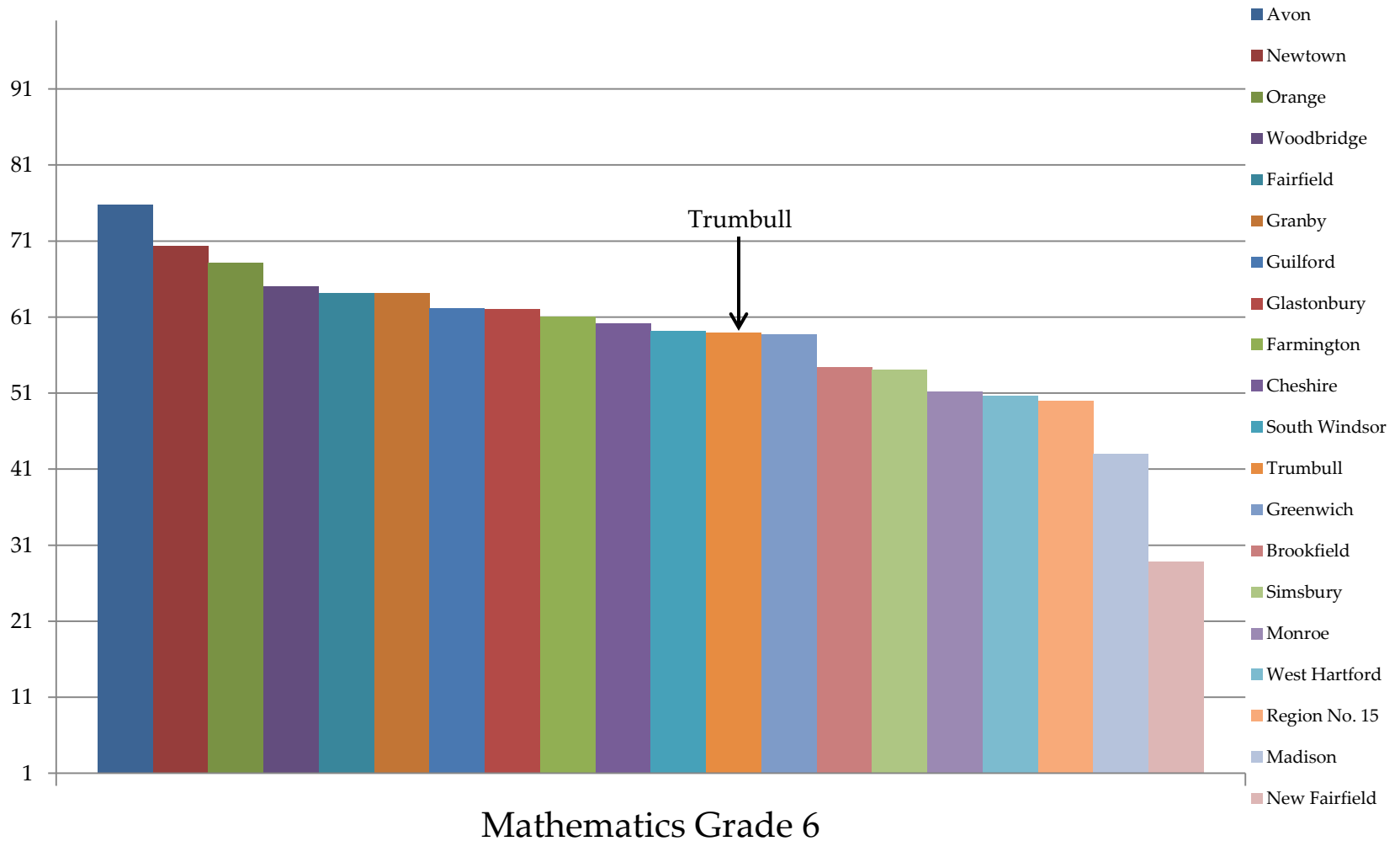
CMT Science 2015, DRG B Comparison



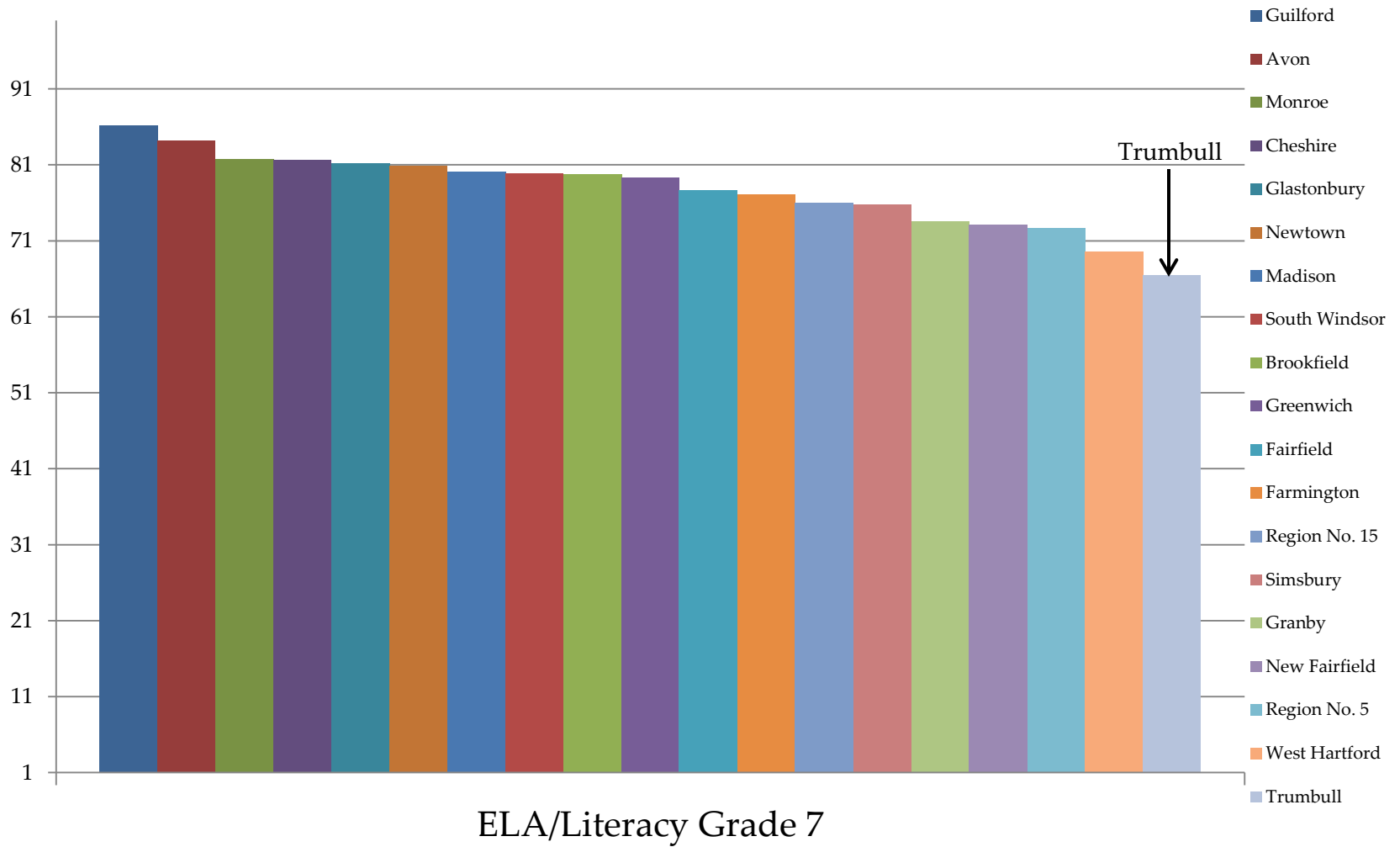
SB 2015, DRG B Comparison



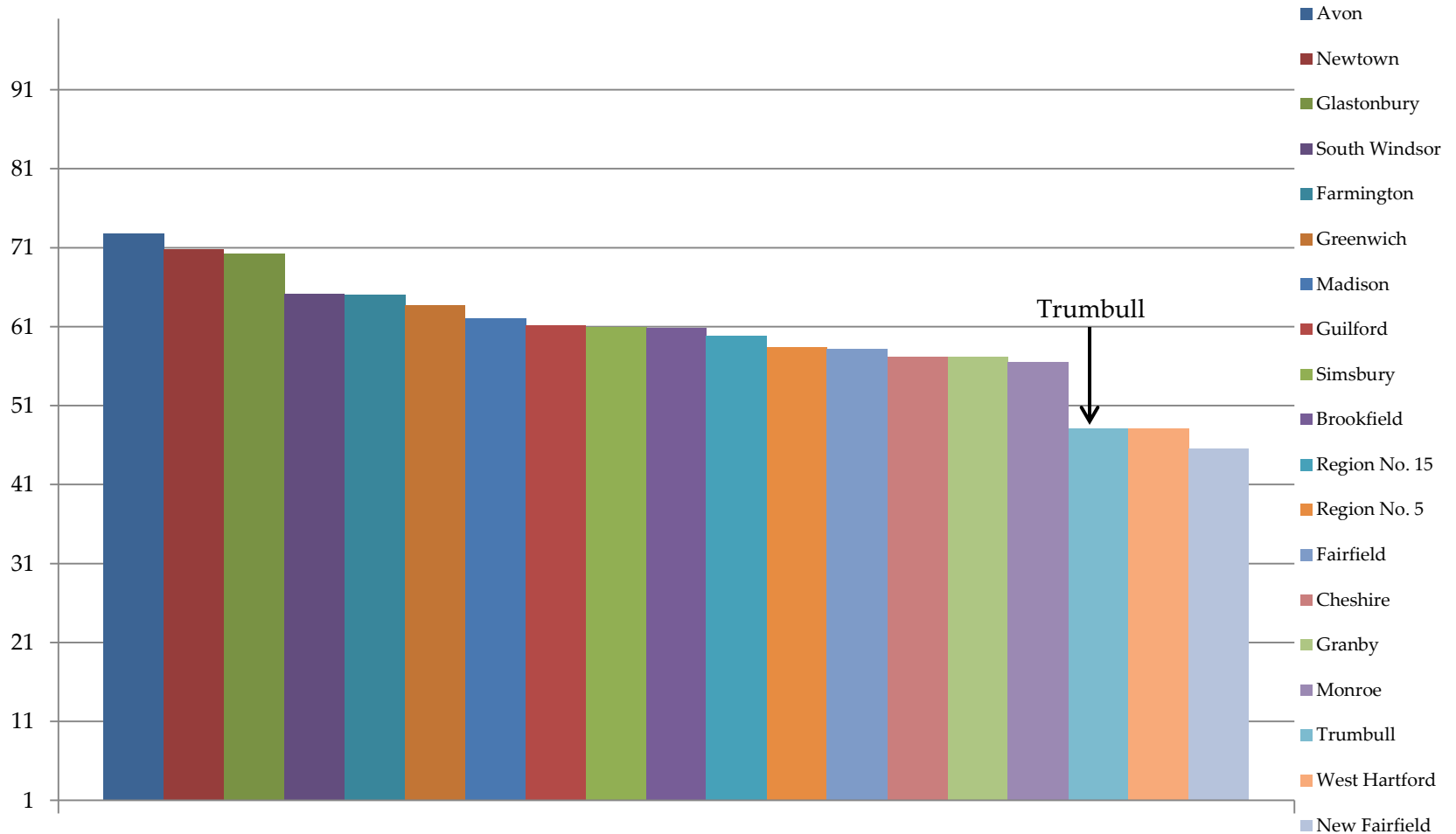
SB 2015, DRG B Comparison



SB 2015, DRG B Comparison

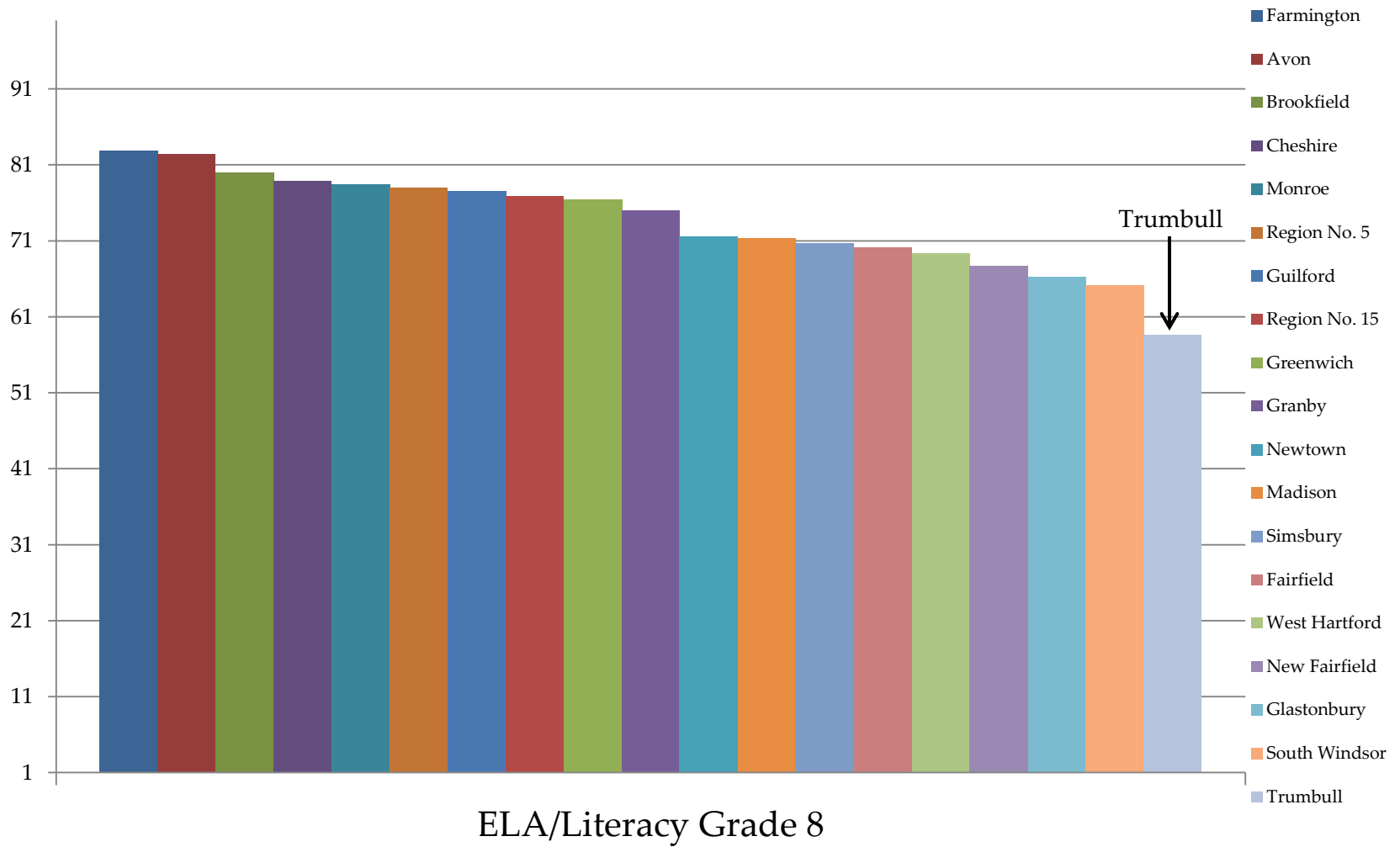


SB 2015, DRG B Comparison

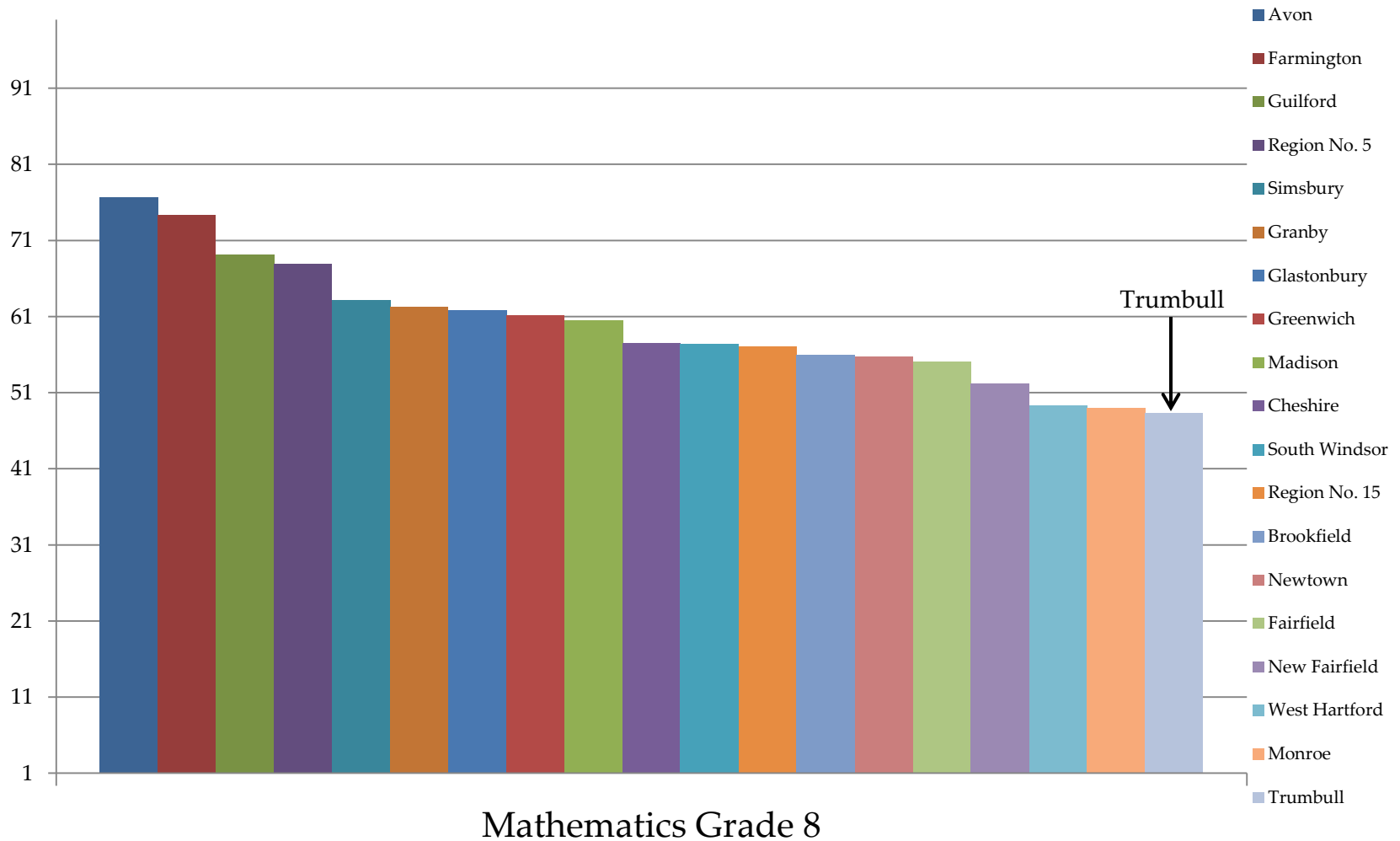


Mathematics Grade 7

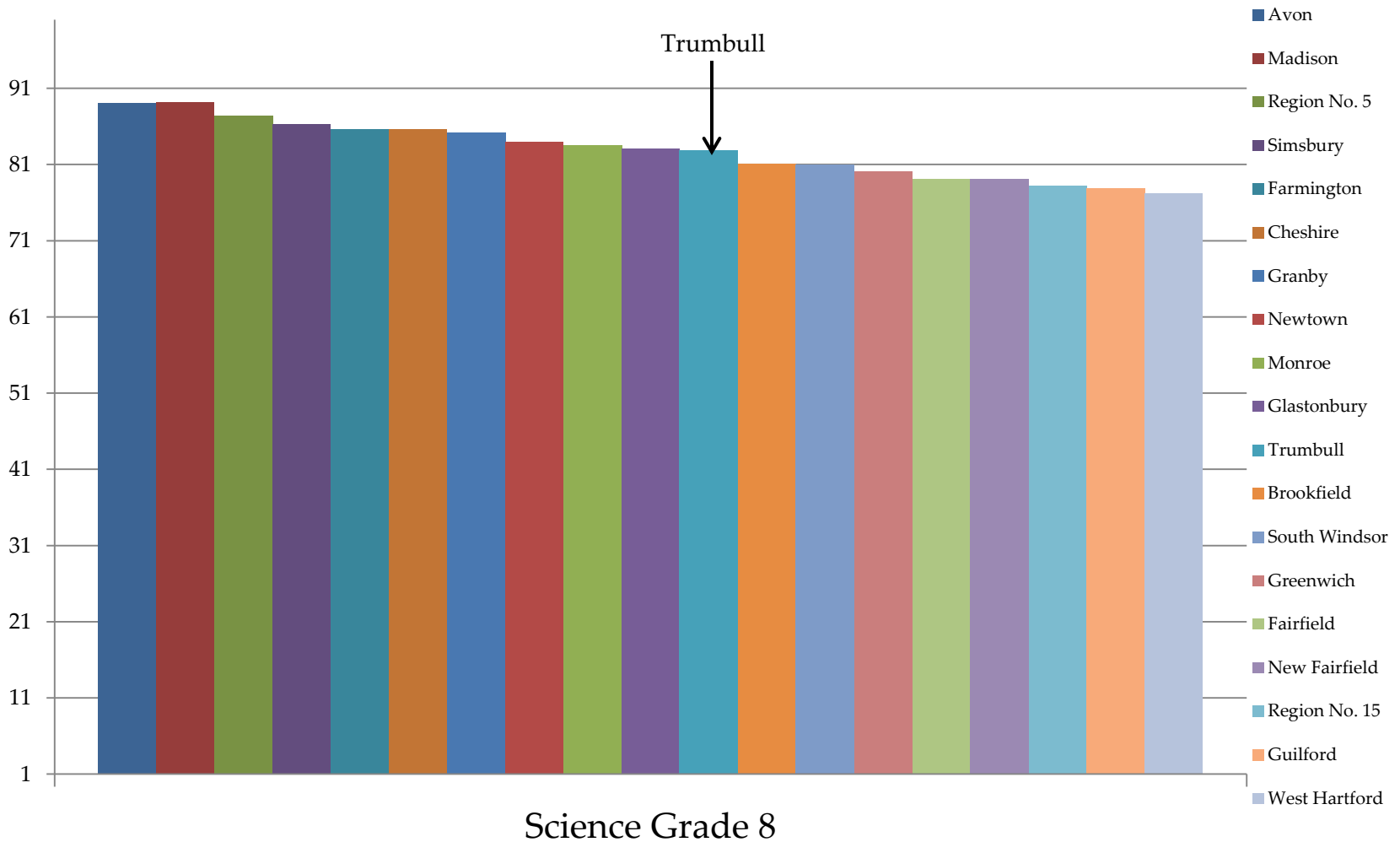
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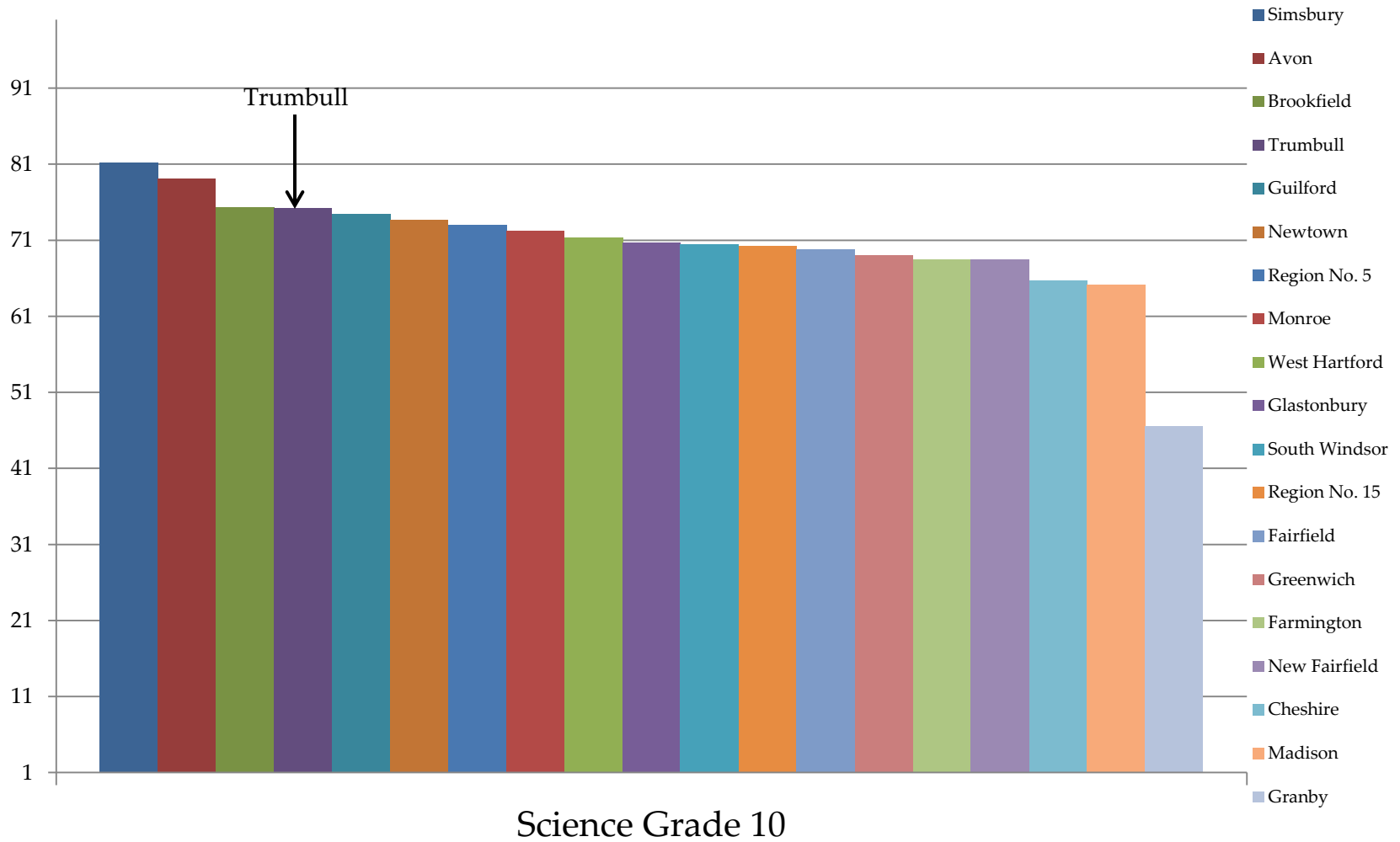
SB 2015, DRG B Comparison



CMT Science 2015, DRG B Comparison



CAPT Science 2015, DRG B Comparison



Key Question

- What do these results suggest about areas for continued growth in TPS curriculum, instruction, and assessment?

The District remains engaged in continuous improvement of . . .

Curriculum	What are students being asked to learn?
Instruction	How are students being asked to learn?
Assessment	How are students receiving information on how well they have learned?

Areas of Focus 2015-16

- Sustained K-5 professional development in literacy, mathematics, & science
- Sustained 6-8 professional development in literacy across the curriculum, mathematics, & science
- Adjustment of strong CMT teaching & learning to new depth of knowledge demands

Areas of Focus 2015-16

- Classroom walkthroughs by central office administrators, building-level administrators, & instructional specialists
- Focused cadre sessions based on walkthroughs and instructional needs
- Enhanced instructional coaching of classroom teachers
- Enhanced active proctoring of assessments

Planned Areas of Focus Summer 2016

- Curriculum development and professional development based on writers' workshop model K-5
- Curriculum development and professional development in strategic areas including reading, mathematics, language arts, & social studies 6-8
- Middle school schedule adjustments based on maximizing instructional time and providing sustained support for all learners