

Brookfield Public Schools  
OFFICE OF THE SUPERINTENDENT



Summary of the Brookfield Public Schools  
Next-Generation Accountability Report  
for  
Academic Year 2014-2015

The information reported at the September 2, 2015 Brookfield Board of Education meeting, regarding the SBAC assessment results from the 2014-2015 academic year, have now been codified in the first-time release of the new Connecticut Next-Generation Accountability System.

In Connecticut Next-Generation Accountability System, each school that participates in state testing is given an Accountability Index and a Performance Index. The Accountability Index is comprised of 12 indicators (see below). The Performance Index is comprised of index scores derived from state assessment results. The results for Connecticut's districts were announced by Commissioner Wentzel yesterday.

The Connecticut Next-Generation Accountability System is designed to measure school and district success toward the goal of providing every student a quality education. In essence, the state's accountability system is focused on closing the achievement gap between high need students and non-high need students. A High Needs "super group" is defined as students who belong to at least one of the Elementary and Secondary Education Act (ESEA) sub-groups (low income, ELL, and students with disabilities). Index scores are reported for all student-sub groups individually; however, the High Needs Supergroup is used in the state's accountability calculations. Thus, the intent of the Connecticut Next Generation Accountability System is to hold schools accountable for sub-group performance. Additionally, the sub-group N size for calculations has been lowered from previous years' number of 40 students to 20 students. Recently arrived English Language Learners in grades 3 - 8, who have attended schools in the US for less than two years, are exempt from calculations for their performance in English Language Arts (ELA) and Math. However, these students are all assessed each year and their growth is measured and tracked by the State Department of Education.

A school district is identified as having an achievement gap if the size of the index score gap between the high needs sub-group and the non-high need-sub group is significantly different as determined by state calculations.

Results:

Brookfield High School, Whisconier Middle School and Huckleberry Hill Elementary School students participated in the SBAC last year. Based upon the assessment results, two of our schools were categorized in accordance with Connecticut's School Classification System, which is defined and required in state law.

- Brookfield High School is categorized as a *Focus School* for English Language Arts. *Focus School* indicates that there was a statistically significant gap between the high needs and non-high needs index scores in math, science or ELA. Brookfield High School was categorized for English

***The sole reason for the existence of our profession is the student***

Language Arts. Newly identified *Focus Schools* will begin implementing interventions by the 2016-17 school year as outlined under Connecticut General Statutes Section 10-223e.

- Huckleberry Hill is categorized as a Distinction School. Distinction Schools are identified based upon overall high performance or high need student sub-group performance relative to this year's state targets. Huckleberry Hill Elementary School was identified based upon the overall performance category.
- Schools that do not have a large gap between high need and non-high needs students and did not perform significantly below state targets were not categorized this year. Whisconier was not categorized this year.

**Twelve Indicators included in the Accountability Index:**

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

It is important to emphasize that these scores and results are based upon the 2014-2015 district data set. These data are a launching point. The District Improvement Plan, School Improvement Plans, Professional Learning Initiatives, Curriculum and Assessment Development, and Strategic Coherence Planning that are currently in progress are proactively targeting the twelve indicators cited above.