

Subject: Next Generation Accountability Report 2018-2019
Date: March 5, 2020

Overview

This is the 3rd year in which the state has given districts and schools this report. It shows both student performance and student growth. Please see the included 2018-2019 reports for CES, DHBMS, and our district.

A school receives a classification from 1-5 with 1 being the highest score. Both CES and DHBMS received a score of 2, which reflects an increase for DHBMS from last's year score of a 3.

Our participation rates are strong in the district for 2018-2019. Each factor is important in determining the overall score for a district and school.

Certain numbers on the report do not apply to Canterbury because they pertain to high schools: numbers 2e, 2f, 5, 6, 8, 9, 10 and 12.

Data Analysis

We viewed this year's report in comparison to last year's report and we note the following strengths:

1a: ELA Performance Index: All students

	2017-2018 Percentage of Points Earned	2018-2019 (state % = 90.2)
District	91.8	93.5
DHBMS	91.4	92.5
CES	92.7	96.6

1b: ELA Performance Index: High Need Students

	2017-2018	2018-2019 (state % =77.5)
District	85.8	85.4
DHBMS	84.0	83.6
CES	89.5	91.2

1e: Science Performance Index- All students:

	2018-2019	State Average
District (DHBMS & Gr. 10)	88.9	85
CES	N/A	N/A
DHBMS	89.5	85

1e: Science Performance Index- High needs students:

	2018-2019	State Average
District (DHBMS & Gr. 10)	79.1	72.2
CES	N/A	N/A
DHBMS	80.1	72.2

4a: Chronic Absenteeism: All students

	2017-2018	2018-2019 (state % =78.3)
District	98.9	94
DHBMS	90.3	89.1
CES	100	96.9

4b: Chronic Absenteeism: High Needs

	2017-2018	2018-2019 (state % =55.7)
District	91.3	91.4
DHBMS	73.2	93.3
CES	100	88

Gap Indicators: ELA Performance Index

	2018-2019 All students	2018-2019 High Needs	Gap Size	State Gap Mean
District	74.6	64.1	10.5	15.4
DHBMS	74.1	62.7	11.4	15.3
CES	75	68.4	6.6	15.3

Gap Indicators: Math Performance

	2018-2019 All students	2018-2019 High Needs	Gap Size	State Gap Mean
District	67.6	58.2	9.4	17.6
DHBMS	66.7	55.7	11.0	17.4
CES	69.4	64.3	5.2	17.4

Gap Indicators: Science Performance

	2018-2019 All students	2018-2019 High Needs	Gap Size	State Gap Mean
District	72	59.3	12.7	16.1
DHBMS	72	60.3	11.9	16.3
CES	n/a	n/a	n/a	n/a

We viewed this year's report in comparison to last year's report and we note the following weaknesses:

2a: ELA Academic Growth: All students

	2017-2018	2018-2019 (state % =59.9)
District	57.7	56.4
DHBMS	58.1	55.6
CES	56.2	61.4

2c: Math Academic Growth: All students

	2017-2018	2018-2019 (state % = 62.5)
District	46.5	60.4
DHBMS	44.3	58.4
CES	54.6	64.6

11: Physical Fitness

	2017-2018	2018-2019 (state % =70.6)
District	55.6	56
DHBMS	65.8	63.1
CES	38.5	41.5

Summary of Next Steps

1. Further data analysis by principals on the questions of student growth. We are completing the MAP testing currently, and the overall District Goal for this year is for each student to make 80% of their projected growth, Winter 2019 to Winter 2020.
2. Faculty data analysis regarding specific indicators and teacher reflection to make sure that these areas of needs are being addressed.

3. Proposed use of Interim Block Assessments as embedded curricular items for next year.

4. Use of “Vision of a Learner” work to guide further learning improvements. This work will be presented to the Board in April. It is the work of the Strategic Planning Committee.

5. Continued focus on climate and social emotional learning. Research clearly indicates that student performance and growth increases in direct correlation to positive school climate.

- District-wide focus on restorative practices
- K-8 SEL curriculum
- Use of staff, student, parent survey to guide climate work