



**FAIRFIELD PUBLIC SCHOOLS**

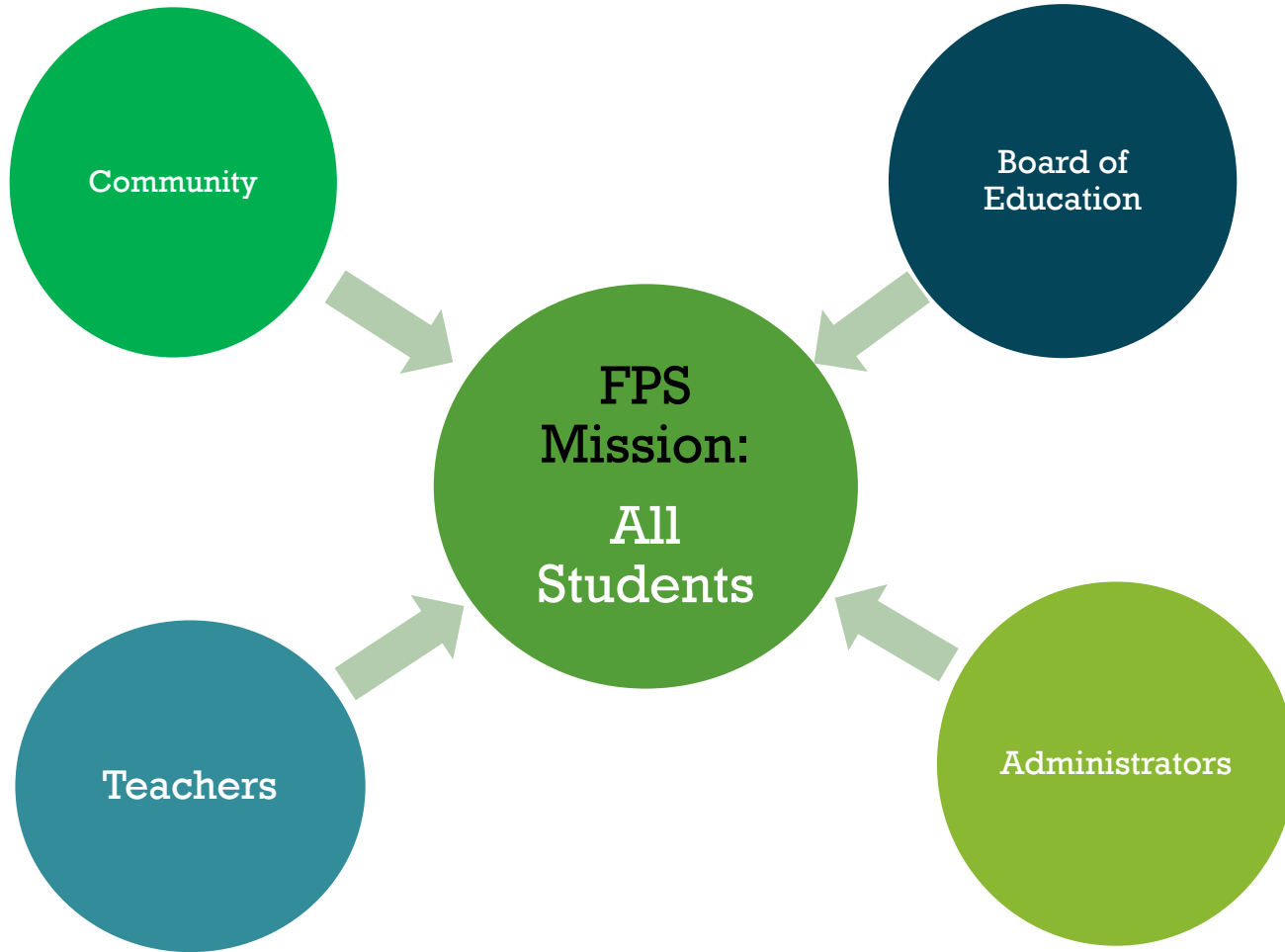
# Achievement Data Review

*How are we doing toward achieving our Mission?*



# FAIRFIELD PUBLIC SCHOOLS

*The mission of the Fairfield Public Schools is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program*





# Guiding Questions for this Presentation

**Essential Question: What is the status of our progress towards fulfilling the mission of the Fairfield Public Schools?**

*Guiding Questions:*

- 🔗 How are all FPS students doing on grade level expectations as evidenced on standardized measures?*
- 🔗 How are subgroups of students doing on grade level expectations across the various assessments and other indicators?*

*“Data collection and analyses can be enormously useful to districts that are seeking to improve educational equity. By examining data, we can get a closer look at students’ experiences and a more accurate a sense for how our systems are not yet serving all students, despite our best intentions”*  
(para. 1)

Stevens & Deussen (2016)



# Data Presented

🔗 Year-to-Year Trend Analysis

🔗 Smarter Balanced Assessment (SBA)

🔗 Subgroup Analysis

🔗 PSAT/SAT

🔗 High Needs

🔗 NGSS

🔗 Ethnicity

🔗 Attendance Data

🔗 Special Education

🔗 Suspension Rates

🔗 Definition:

🔗 High School Course Enrollment

✂ High Needs:

- Free Reduced Lunch

🔗 Accelerated Math Course Enrollment

- Special Education

- English Language Learner



# Delimitations of this Analysis

The goal of this presentation is to identify areas we need to work to improve as a system to help achieve our mission

Not intended to make any conclusions on individual teachers, specific schools and/or department.

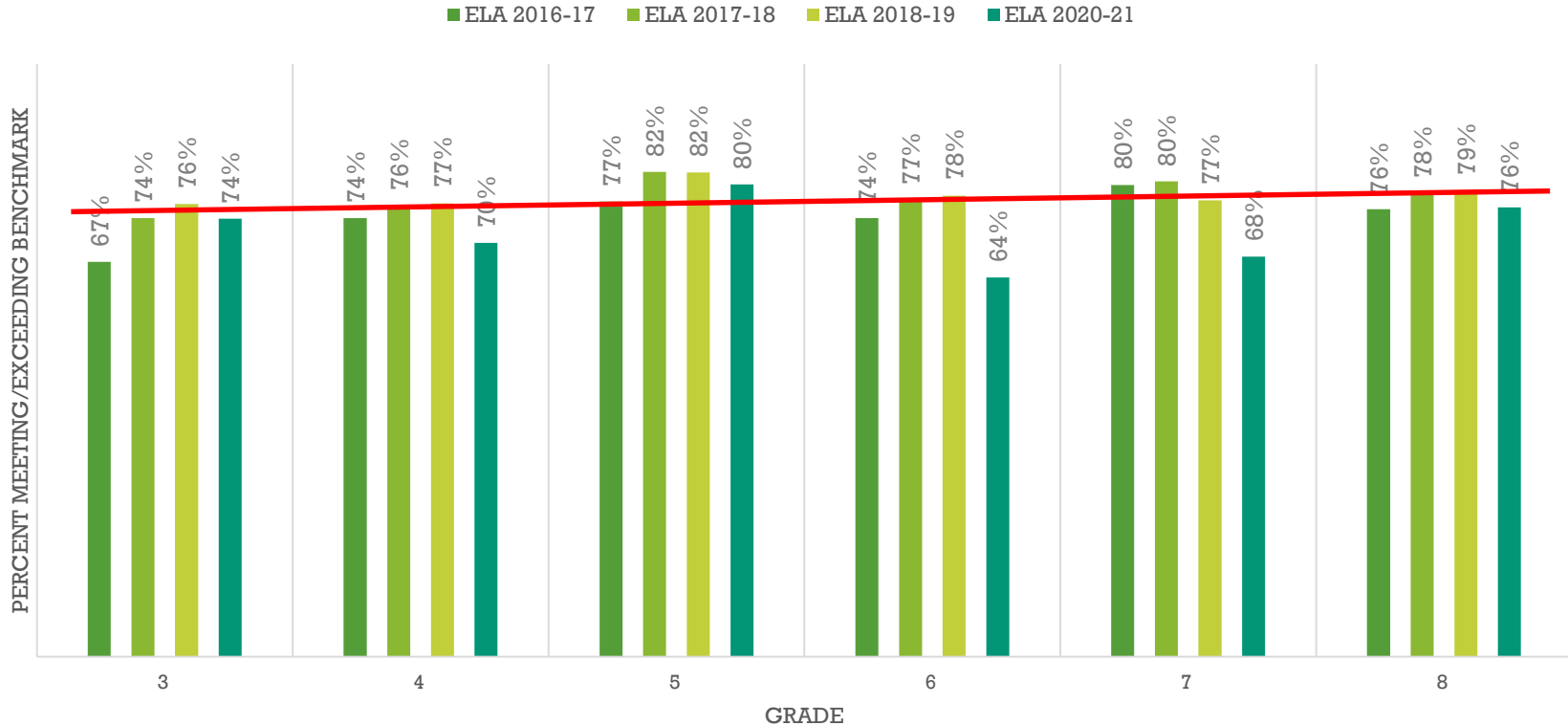
Not intended to make any conclusions about impacts on student learning via COVID-19.



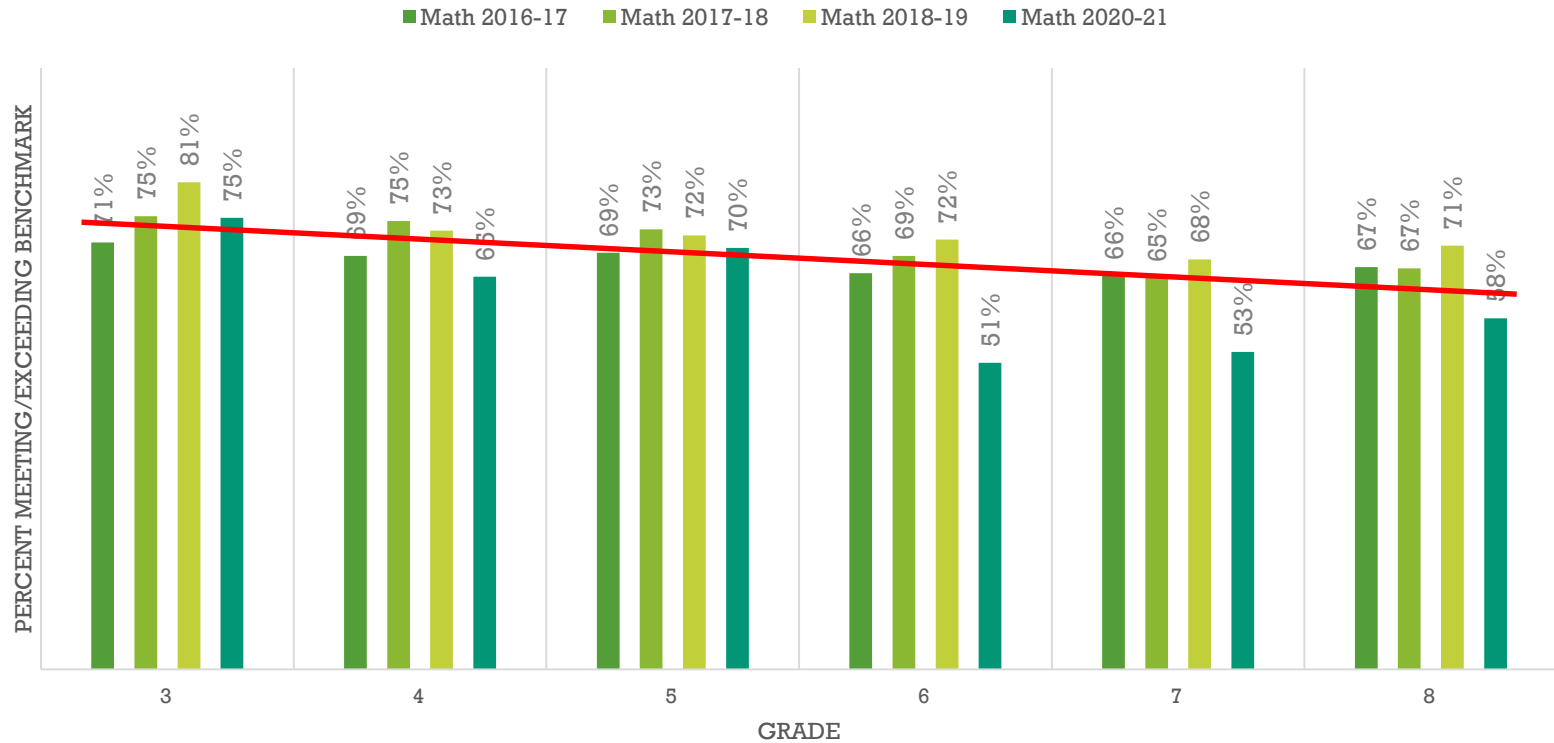
Smarter Balanced Assessment (SBA)



# Smarter Balanced Assessment (SBA) - ELA All Students



# Smarter Balanced Assessment (SBA) - Math All Students

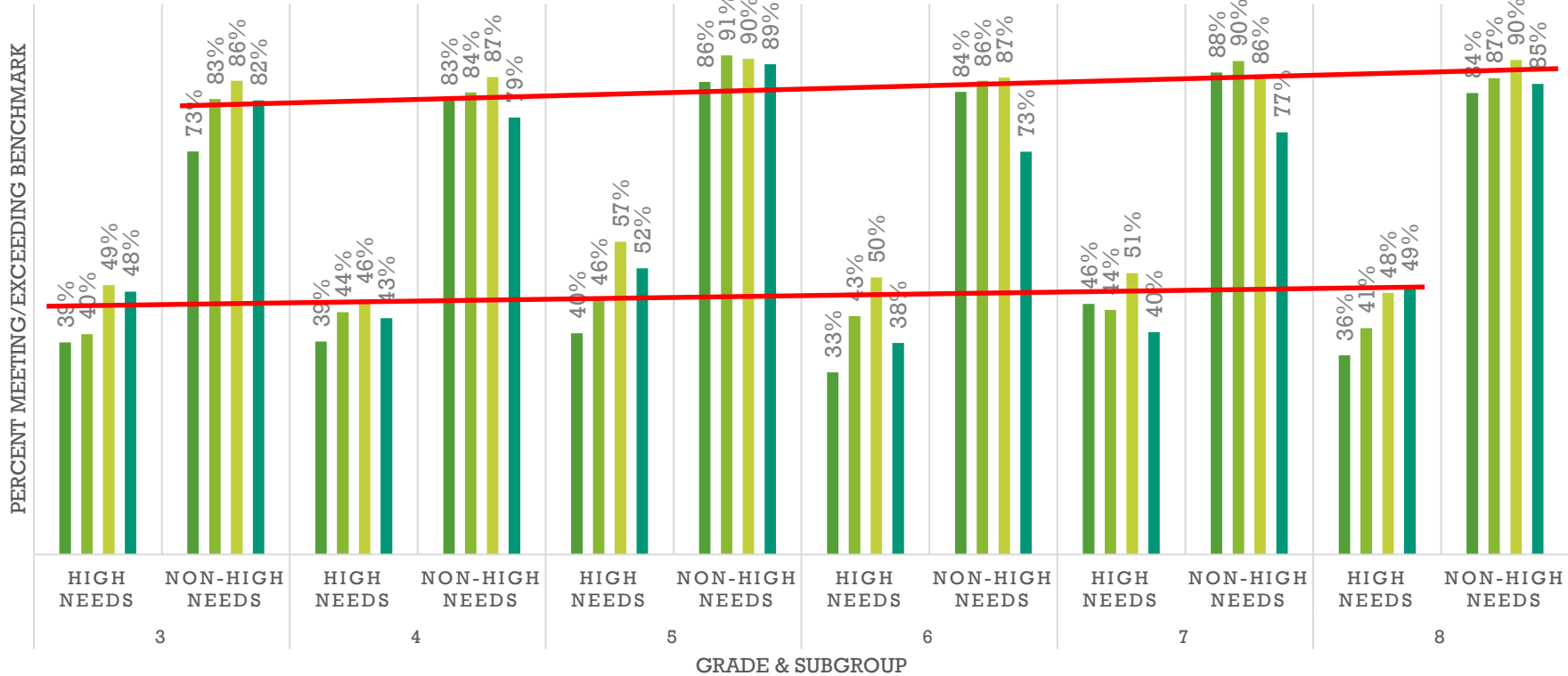


# Smarter Balanced Assessment (SBA) - ELA

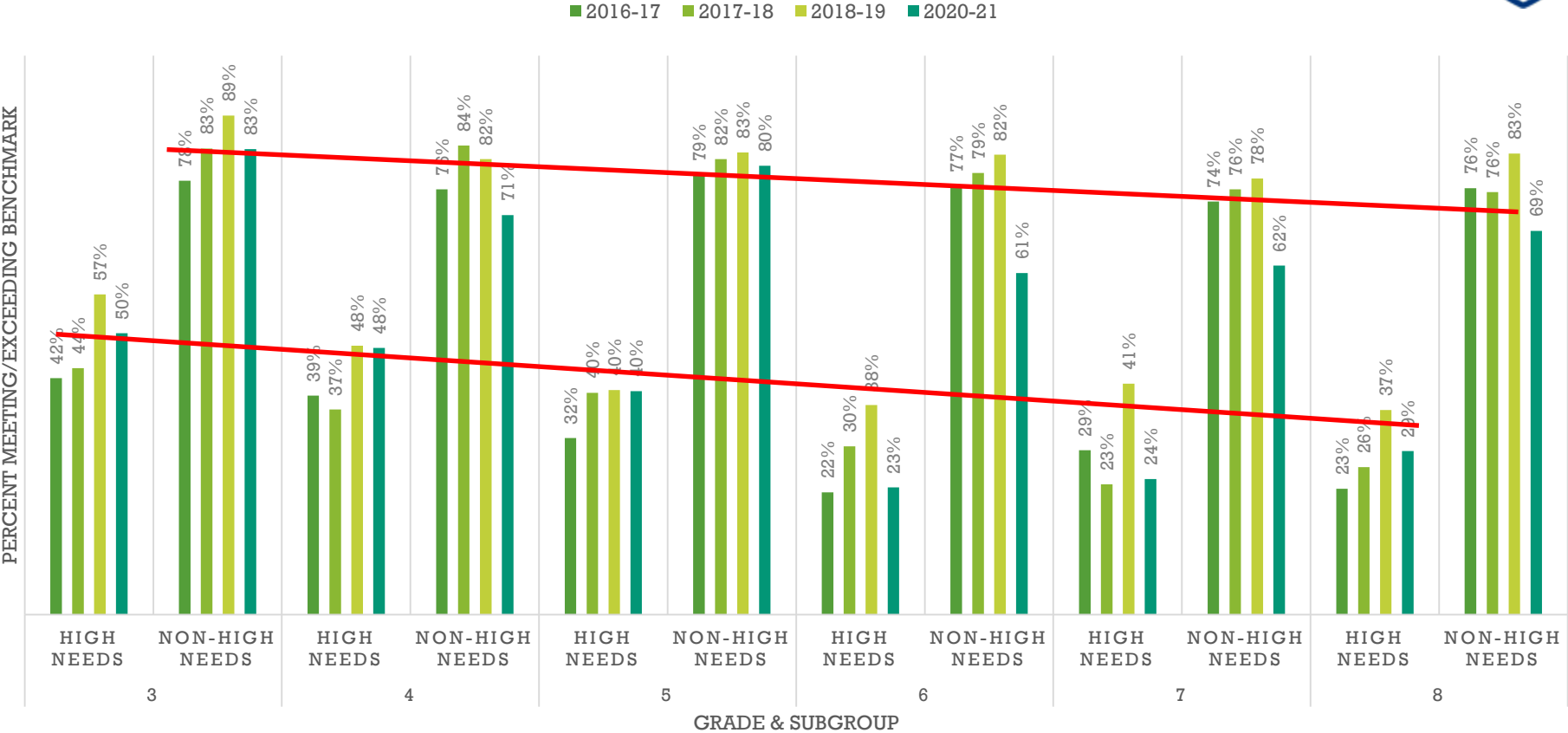
## High Needs vs. Non High Needs



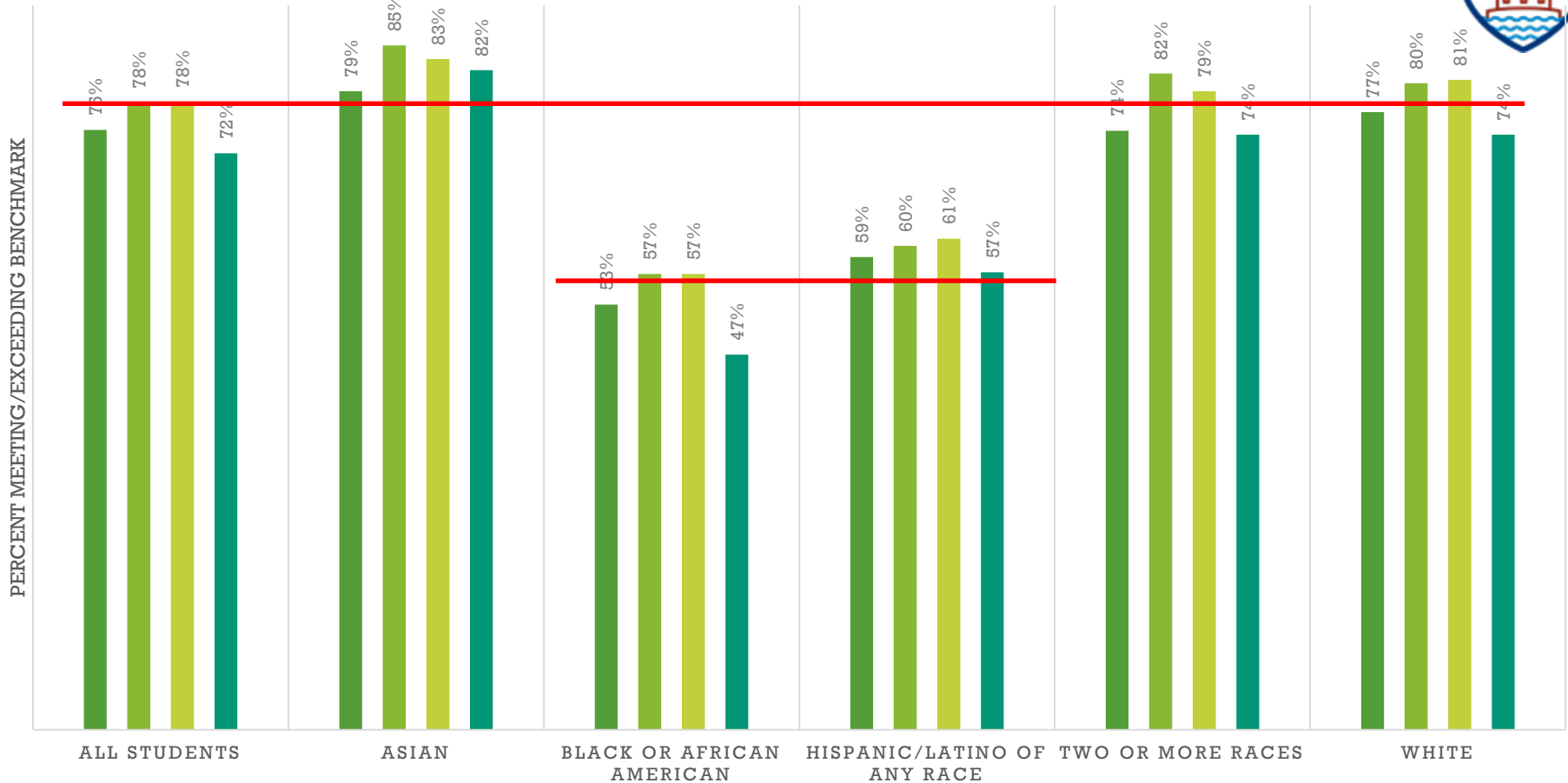
■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2020-21



# Smarter Balanced Assessment (SBA) - Math - High Needs vs. Non High Needs



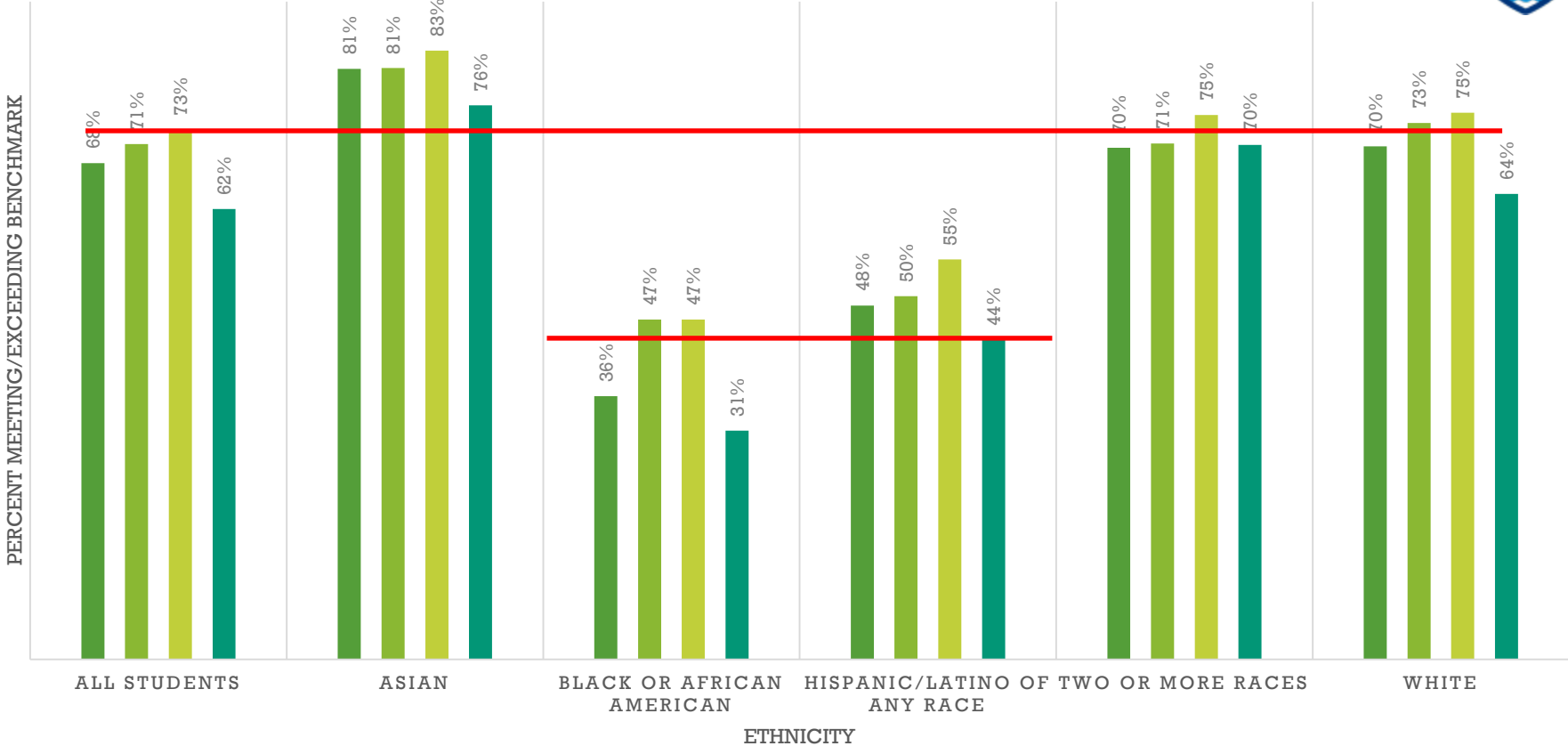
# Smarter Balanced Assessment (SBA) - ELA by Ethnicity



# Smarter Balanced Assessment (SBA) - Math by Ethnicity



■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2020-21

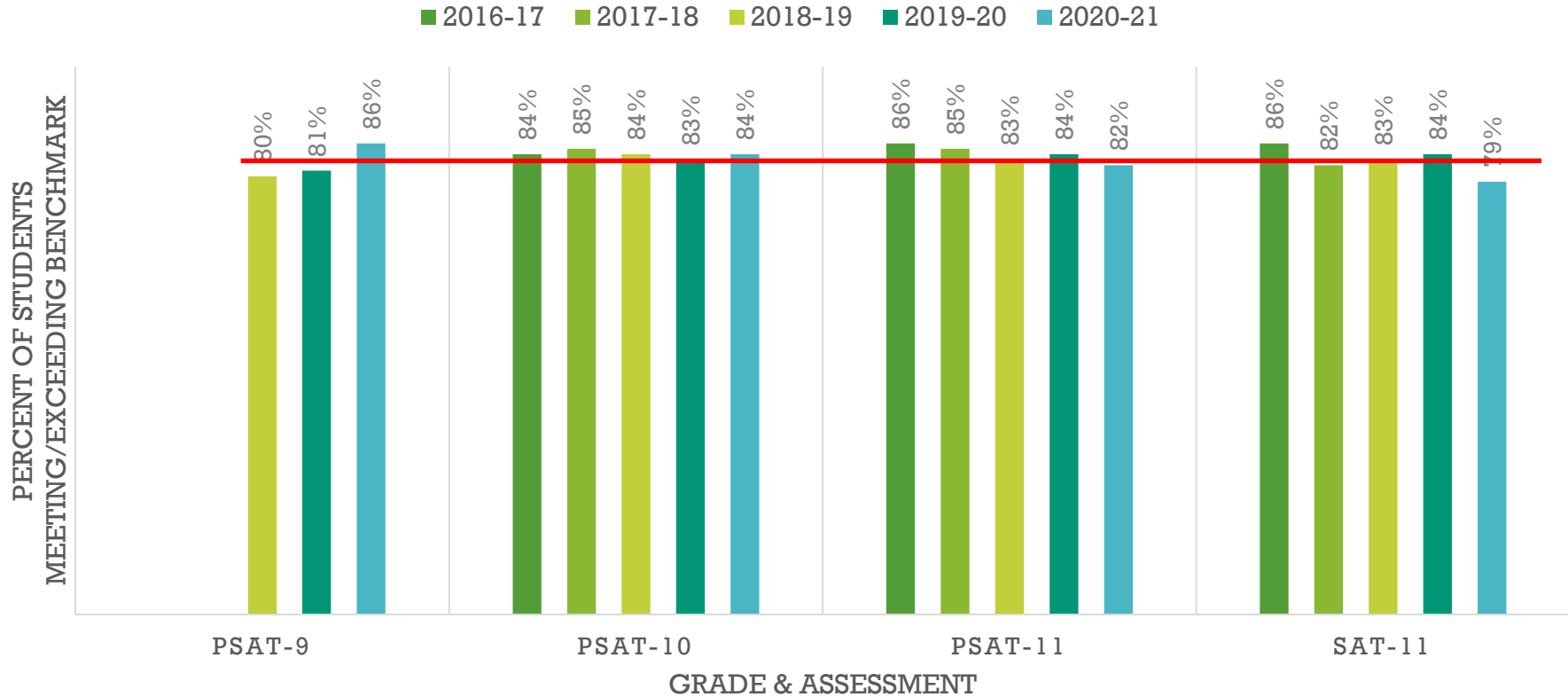




PSAT & SAT



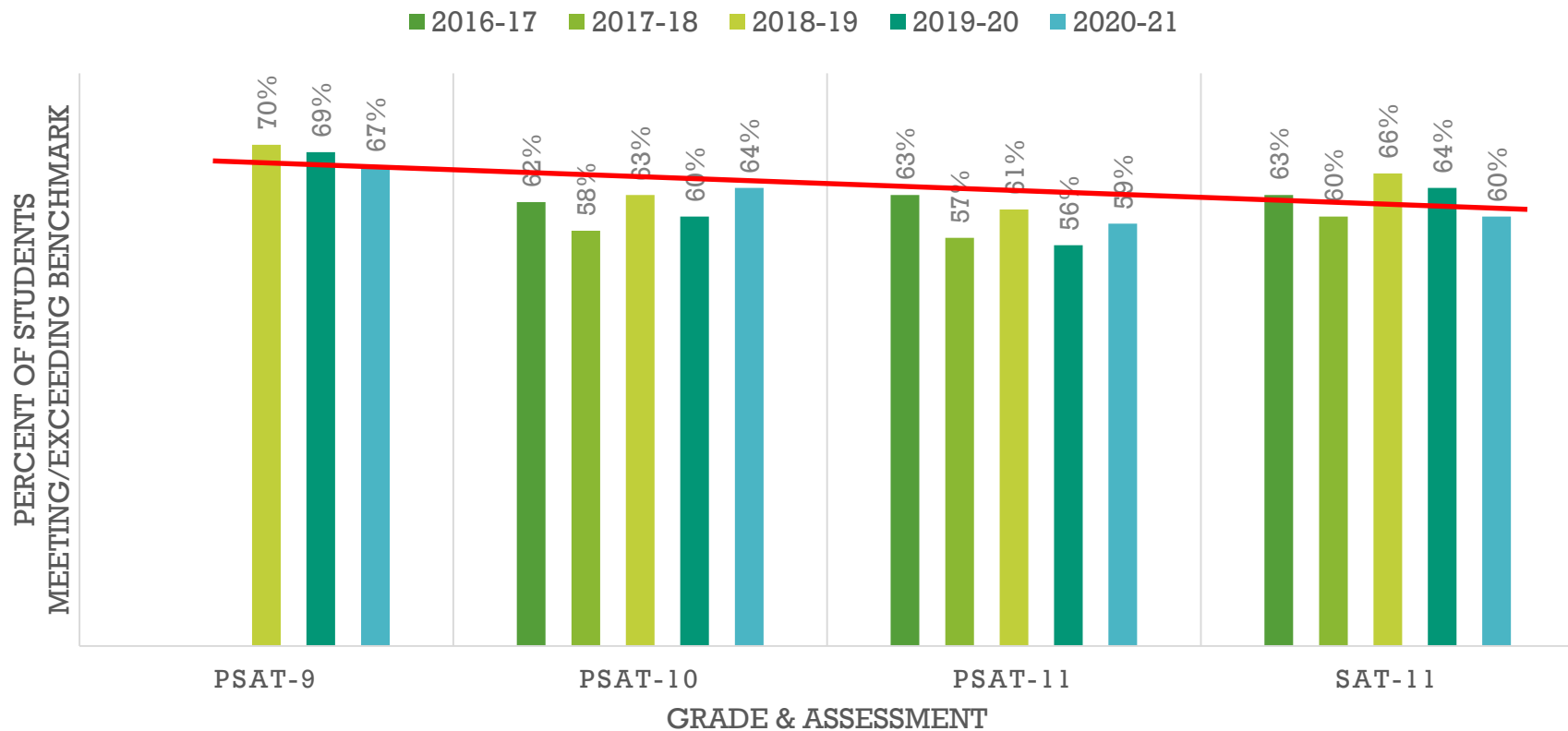
# PSAT/SAT - ELA All Students







# PSAT/SAT - Math All Students

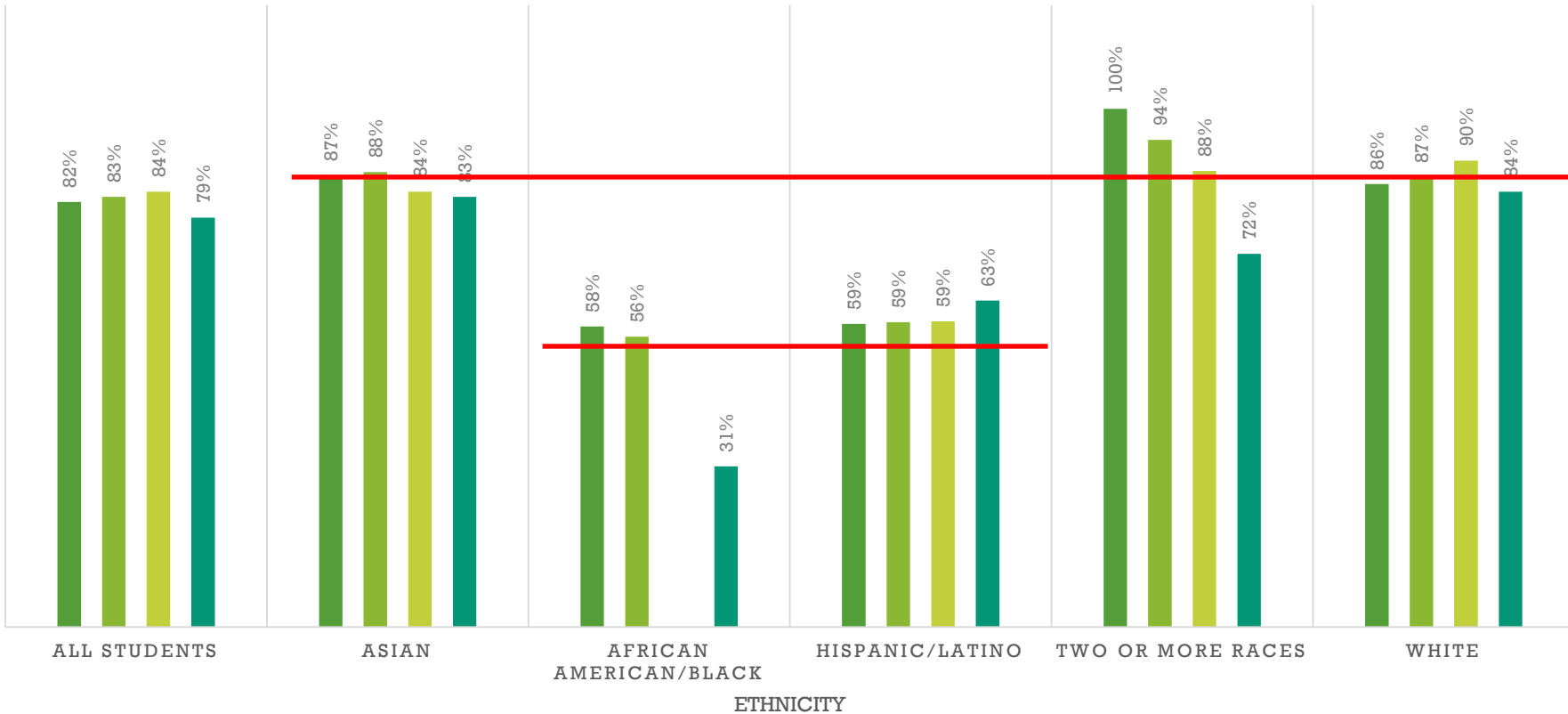


# SAT - ELA Ethnicity



■ 2017-18 ■ 2018-19 ■ 2019-20 ■ 2020-21

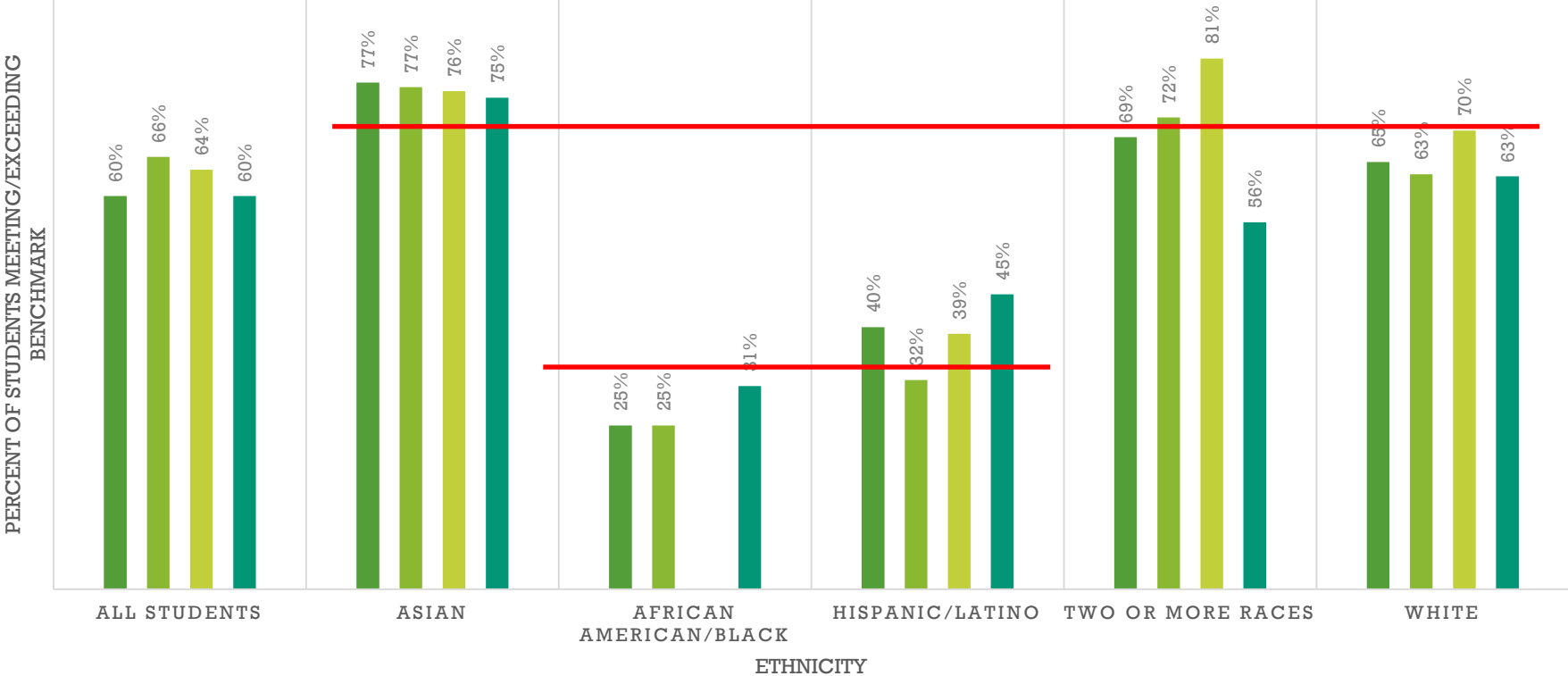
PERCENT OF STUDENTS MEETING/EXCEEDING BENCHMARK





# SAT – Math by Ethnicity

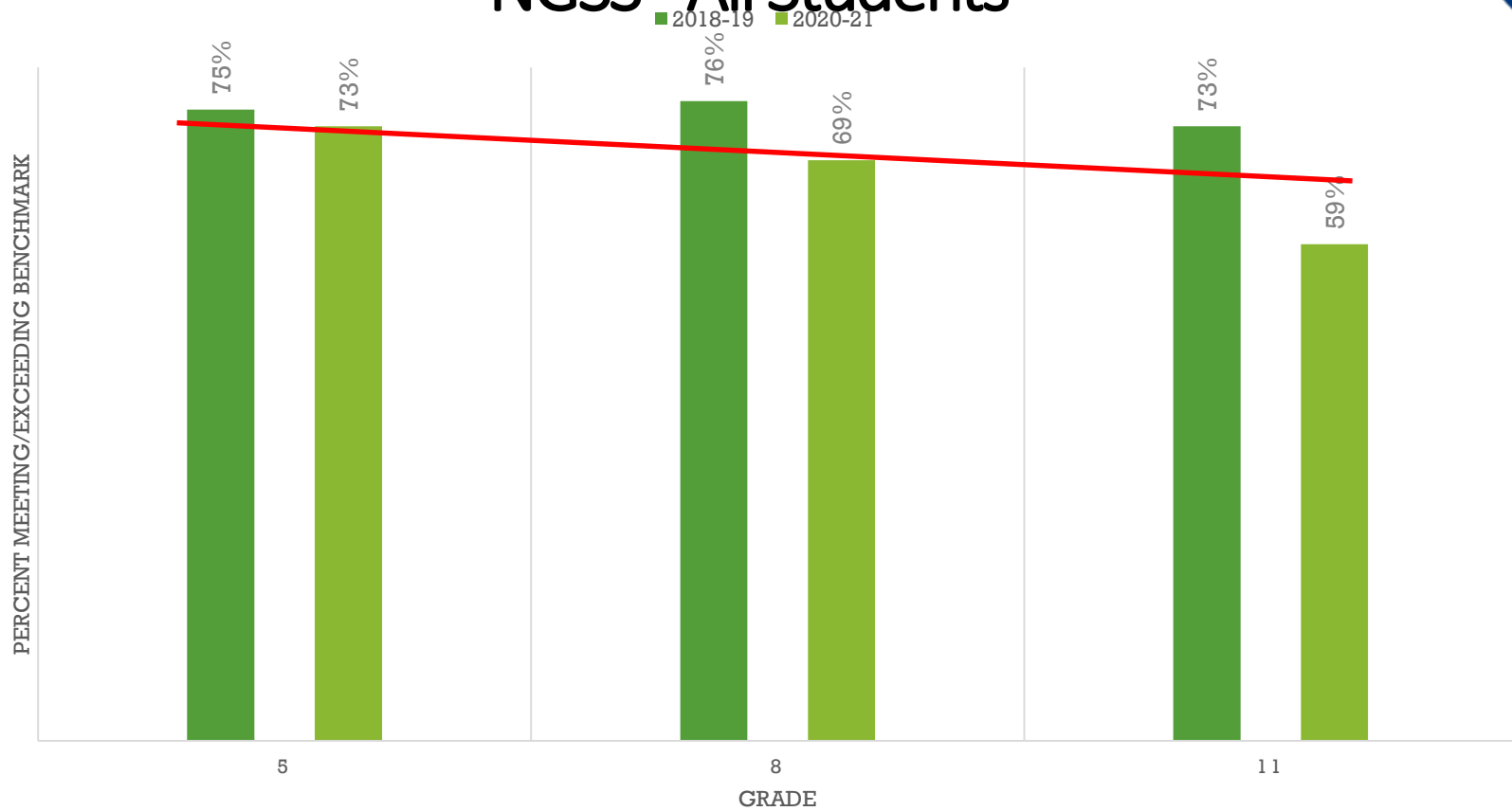
■ 2017-18 ■ 2018-19 ■ 2019-20 ■ 2020-21



# Next Generation Science Standards (NGSS)



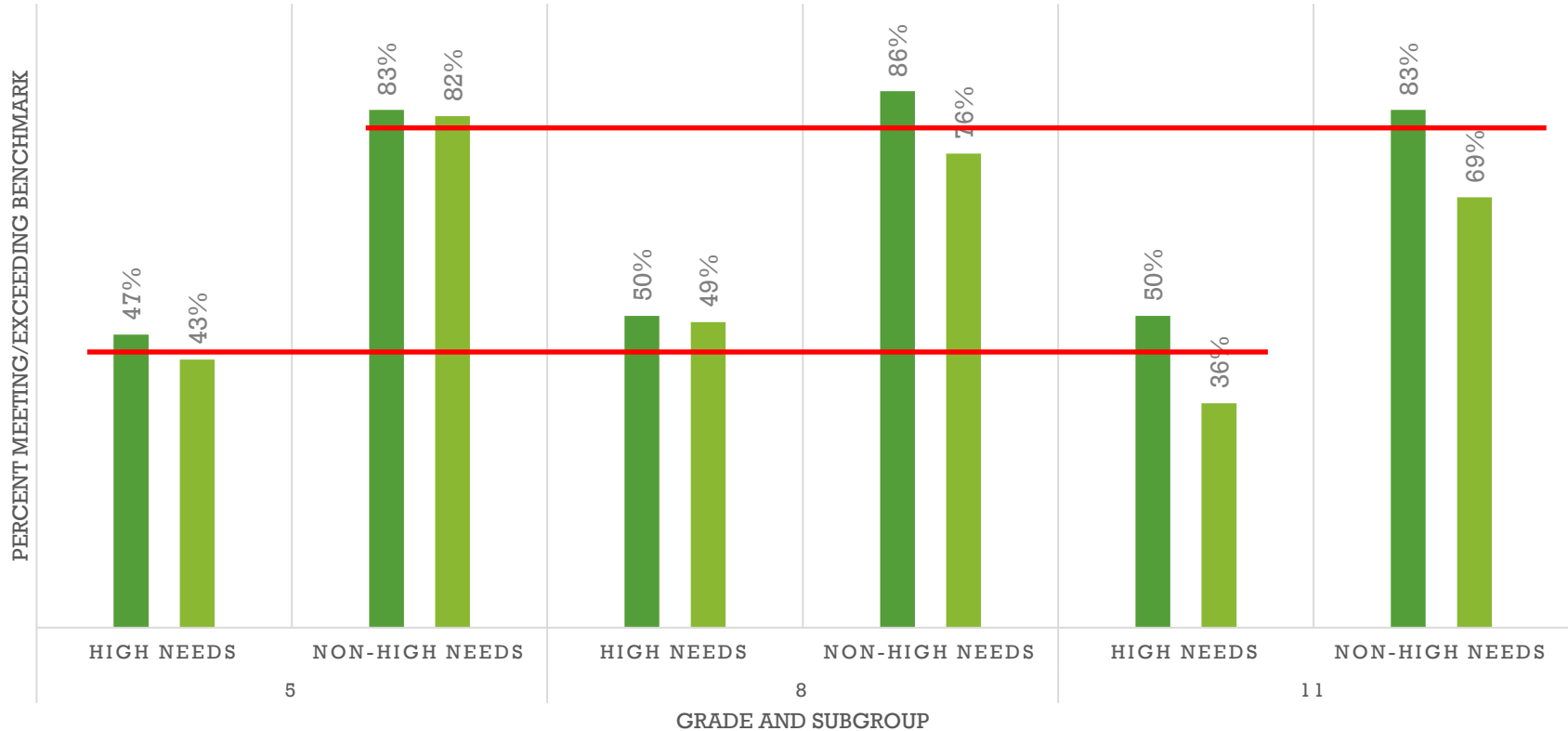
# NGSS - All Students



# NGSS – High Needs vs. Non-High Needs



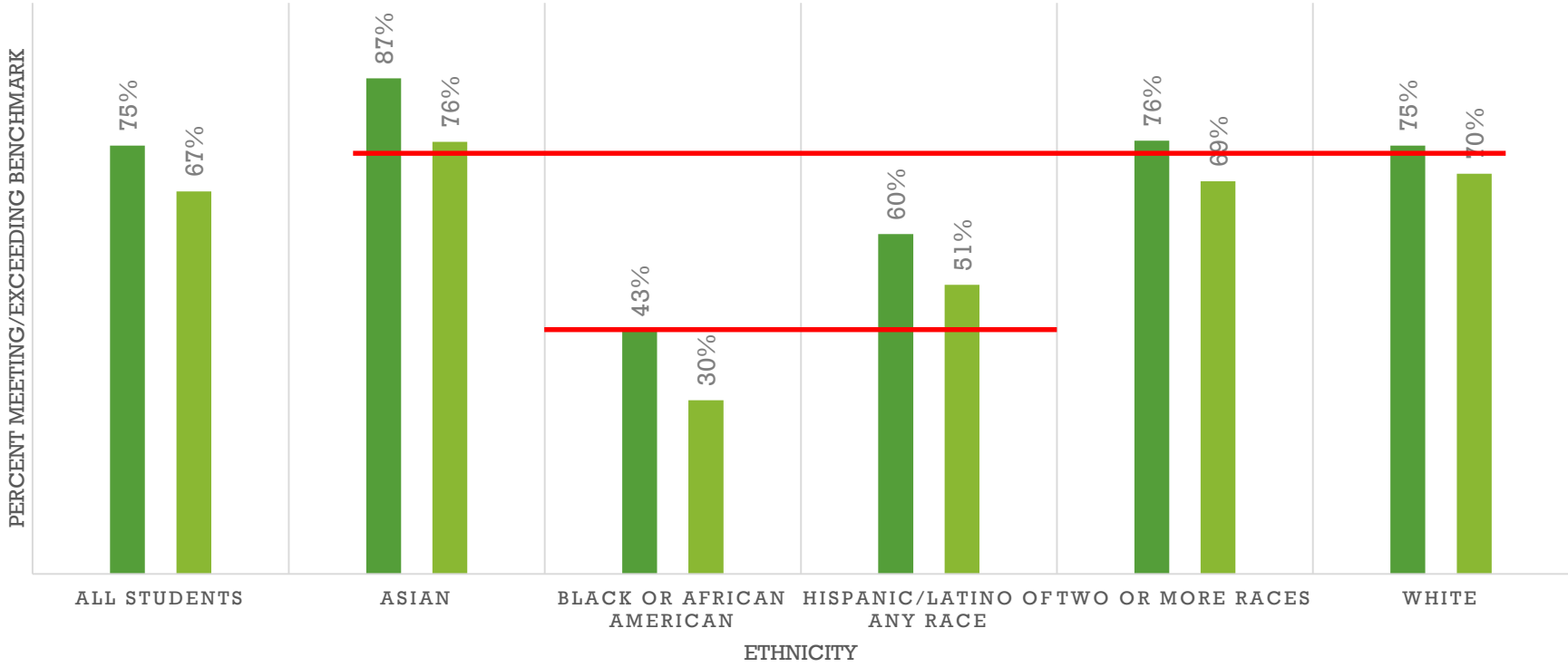
■ 2018-19 ■ 2020-21





# NGSS by Ethnicity

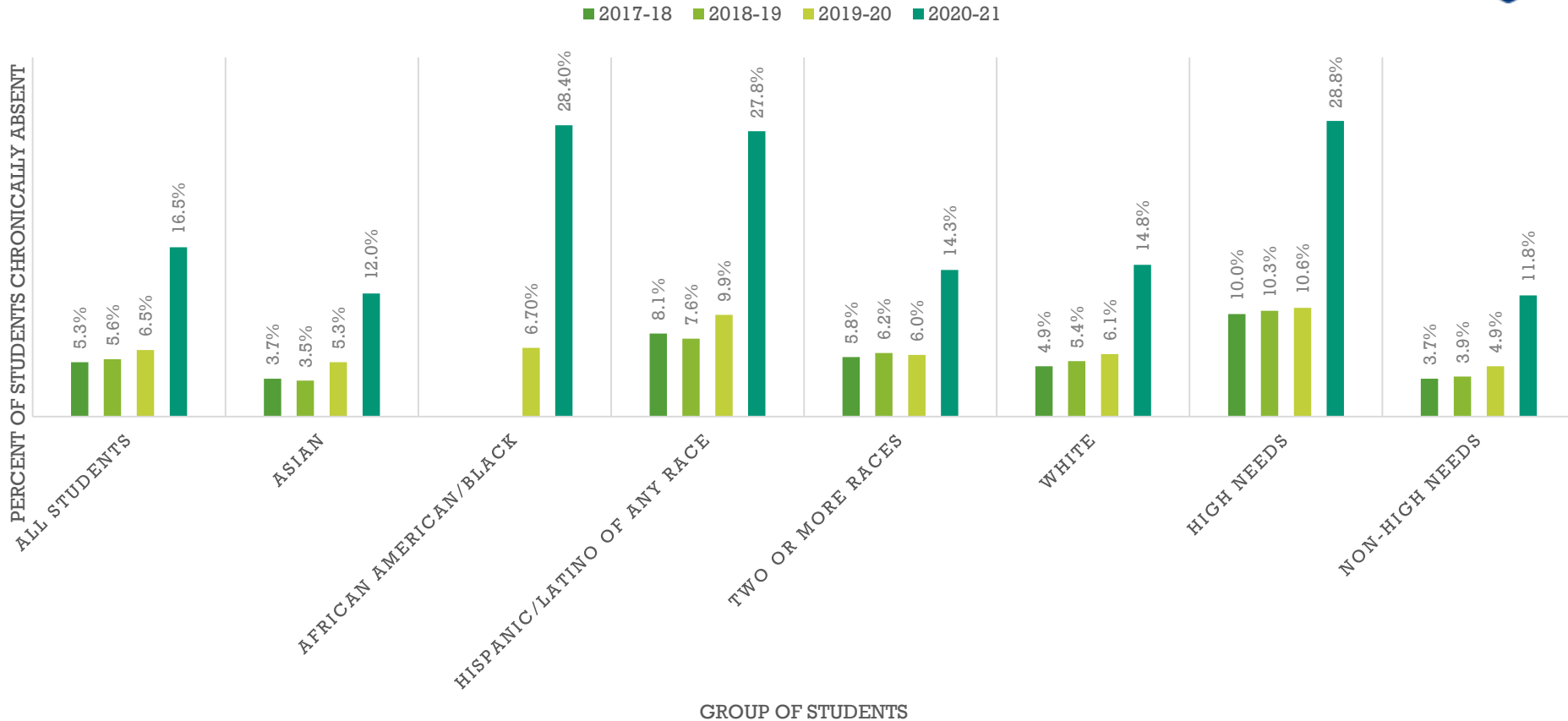
■ 2018-19 ■ 2020-21



# Other Student Metrics

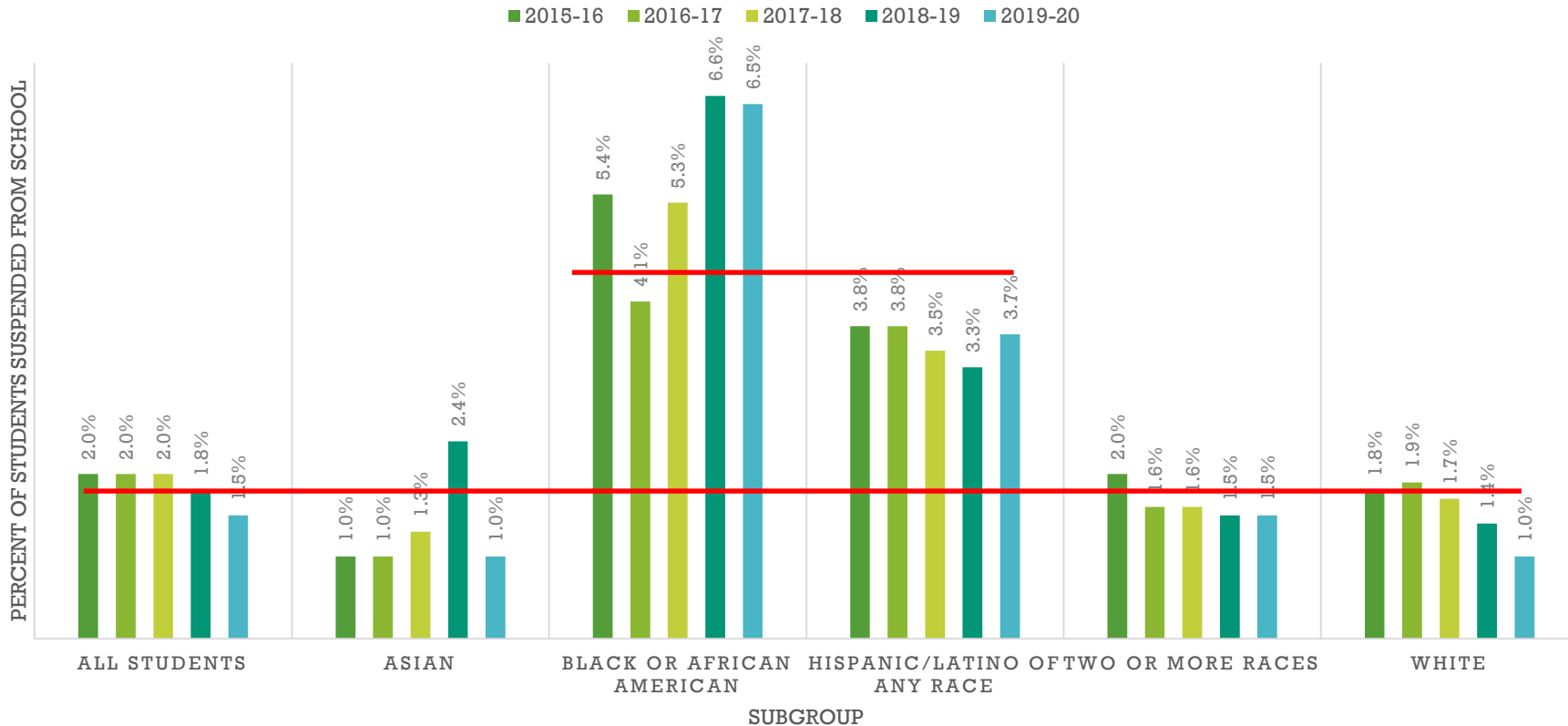


# Attendance by Subgroup – All Grades





# Suspension Rates – All Grades





# High School Enrollment by Subgroup

	African American	Asian	Caucasian/ White	Two or more races	Hispanic/Latino	High Needs	Non-High Needs
<b>HS Population</b>	<b>2.63%</b>	<b>6.23%</b>	<b>74.23%</b>	<b>4.01%</b>	<b>12.90%</b>	<b>29.81%</b>	<b>70.19%</b>
Course Enrollment	African American	Asian	Caucasian/ White	Two or more races	Hispanic/Latino	High Needs	Non-High Needs
<b>English</b>							
College Prep	3.4%	5.2%	71.5%	3.7%	16.2%	37.6%	62.4%
Honors	1.3%	8.1%	78.4%	4.1%	8.1%	11.4%	88.6%
AP	1.4%	6.0%	84.4%	2.8%	5.5%	10.1%	89.9%
<b>Math</b>							
College Prep	3.4%	4.8%	69.7%	4.3%	17.7%	39.1%	60.9%
Honors	0.6%	9.8%	78.2%	4.2%	7.2%	10.9%	89.1%
AP	1.3%	13.0%	74.6%	4.0%	7.1%	8.9%	91.1%
<b>Science</b>							
College Prep	4.2%	3.7%	71.0%	4.3%	16.9%	40.1%	59.9%
Honors	0.6%	10.0%	78.7%	3.7%	7.0%	9.7%	90.3%
AP	0.4%	10.3%	80.2%	2.9%	6.2%	8.7%	91.3%
<b>Social Studies</b>							
College Prep	3.8%	4.5%	70.0%	3.7%	18.0%	40.9%	59.1%
Honors	1.0%	8.0%	80.4%	4.0%	6.7%	10.3%	89.7%
AP	0.6%	6.4%	82.3%	4.0%	6.7%	9.4%	90.6%



# Accelerated Mathematics by Subgroup

	African-American/Black	Asian	Caucasian/White	Two or more Races	Hispanic/Latino	High Needs	Non-High Needs
<b>Overall MS Population</b>	<b>3.67%</b>	<b>6.40%</b>	<b>72.26%</b>	<b>5.10%</b>	<b>12.57%</b>	<b>27.3%</b>	<b>72.7%</b>
MS Math Class	African-American/Black	Asian	Caucasian/White	Two or more Races	Hispanic/Latino	High Needs	Non-High Needs
Math 6	8.9%	4.1%	62.7%	3.1%	21.2%	37.7%	62.3%
Trans to Pre-Algebra	1.7%	8.9%	76.5%	5.0%	7.8%	13.1%	86.9%
Math 7	5.4%	1.9%	69.0%	5.1%	18.5%	44.4%	55.6%
Pre-Algebra 7	2.0%	7.8%	76.5%	5.3%	8.5%	12.0%	88.0%
Pre-Algebra	6.1%	2.0%	68.8%	4.9%	18.2%	38.4%	61.6%
Algebra I	0.9%	8.9%	77.3%	6.3%	6.5%	13.5%	86.5%
Geometry H	0.00%	20.9%	64.2%	6.0%	9.0%	7.5%	92.5%

# Special Education Prevalence Rates – Grades 1-12

<b>Ethnicity</b>	<b>All Grades</b>
<b>Black or African American</b>	26.09%
<b>Asian</b>	10.18%
<b>White</b>	15.45%
<b>Two or More Races</b>	13.73%
<b>Hispanic/Latino of any race</b>	20.69%



Conclusions from the Data

# Observations from the Data

Achievement gaps in High Needs and by Ethnic Groups continue to persist.

Achievement gaps persisted before and during COVID.



# Action Steps

- 🔗 Data analysis with the District Improvement Committee/Development of DIP action steps to address disparities
- 🔗 Develop equity PD from the data for various stakeholders
- 🔗 SRBI Improvements
- 🔗 BOE reflect and review policies that impact equity
  - 🌿 Challenging Curriculum Policy
  - 🌿 Equitable Access to Advanced Level Coursework Policy
  - 🌿 Grading Policy
- 🔗 Budget Planning and Adoption





# Additional Questions

🔗 What can the teachers do to fulfill the Mission?

🔗 What can the administration do to fulfill the Mission?

🔗 What can the community do to fulfill the Mission?

🔗 What can the BOE do to fulfill the Mission?





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