

R15 Data Report

BOE Presentation

January 27, 2026



This Evening's Presentation

- Smarter Balanced Scores for ELA & Math
 - State, R15, DRG, Selected Towns for Comparison
 - R15 Trends
 - Scores by Student Group
- Next Generation Science Standard Score
 - State, R15, DRB, Selected Towns for Comparison
 - R15 Trends
 - Scores by Student Group
- School Day SAT
- Special Education Annual Performance Report
- Advanced Placement Data Summary
- CSDE Next Generation Accountability Index
 - District & Individual Schools
- Current Work

Comparison Set - District Reference Groups (DRGs)

From the School + State Finance Project:

"The District Reference Groups (DRGs) are a classification system that groups local and regional public school districts together based on the similar socioeconomic status of their students...The DRGs were not, however, created to rank districts and schools, or provide an indicator of school quality.

Although the DRGs provide a way for district leaders and policymakers to make comparisons between districts, they fail to account for the experience of students, and the barriers that lead to, and exacerbate, disparities in education opportunities and outcomes. The DRGs are part of the picture in understanding education in Connecticut but must be complemented with an understanding of segregation, resources, staffing, and outcomes."

DRG groups range from A through I, with DRG A being the highest socioeconomic group and DRG I being the lowest. Historically, academic achievement tends to mirror the socioeconomics of the DRG.



Spring 2025

ELA Smarter Balanced Assessment: 2025 R15 Compared to State, DRG, Select Towns

Percent of Students at “Meets/Exceeds”

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
State	47%	51%	53%		50%	50%	51%
Region 15	55%	65%	64%		53%	59%	58%
DRG B	62%	70%	71%		70%	71%	70%

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
Avon	65%	67%	75%		70%	76%	77%
Brookfield	48%	67%	68%		68%	71%	52%
Cheshire	69%	74%	83%		80%	80%	79%
Monroe	68%	70%	79%		78%	74%	75
Newtown	71%	75%	73%		69%	65%	69%
Region 14	55%	72%	63%		66%	61%	71%

Math Smarter Balanced Assessment: 2025 R15 Compared to State, DRG, Select Towns

Percent of Students at “Meets/Exceeds”

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
State	52%	51%	45%		43%	43%	41%
Region 15	65%	69%	64%		54%	64%	54%
DRG B	71%	71%	64%		65%	65%	61%

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
Avon	69%	63%	68%		71%	65%	72%
Brookfield	50%	61%	42%		65%	65%	44%
Cheshire	78%	73%	83%		78%	75%	73%
Monroe	70%	65%	63%		59%	61%	62%
Newtown	77%	76%	71%		72%	65%	68%
Region 14	58%	77%	54%		48%	44%	64%

NGSS Assessment Grades 5, 8, 11: 2025 R15 Compared to State, DRG, Select Towns Percent of Students at "Meets/Exceeds"

	Grade 5	Grade 8	Grade 11
State	52%	50%	48%
Region 15	67%	67%	56%
DRG B	73%	72%	68%

	Grade 5	Grade 8	Grade 11
Avon	74%	77%	77%
Brookfield	65%	60%	52%
Cheshire	83%	76%	65%
Monroe	76%	72%	72%
Newtown	70%	73%	54%
Region 14	70%	69%	59%

2025 SBAC ELA/Math Scores By Student Group

Grades 3-8 Combined

	ELA		Math	
	State Percent Meets/Exceeds	R15 Percent Meets/Exceeds	State Percent Meets/Exceeds	R15 Percent Meets/Exceeds
Special Education	17%	18%	14%	20%
High Needs	30%	31%	26%	33%
Race/Ethnicity				
Asian	72%	76%	73%	82%
Black/African American	31%	42%	23%	50%
Hispanic/Latino	31%	49%	27%	48%
Two or More Races	56%	58%	50%	66%
White	66%	56%	62%	62%

2025 **NGSS** Scores By Student Group

Grades 5, 8, 11 Combined

Student Group	State Percent at Meets/Exceeds	R15 Percent at Meets/Exceeds
Special Education	18%	25%
High Needs	30%	37%
Race/Ethnicity		
Asian	73%	81%
Black/African American	28%	42%
Hispanic/Latino	31%	48%
Two or More Races	54%	64%
White	66%	65%

R15 ELA Smarter Balanced Percentages For “Meets/Exceeds” Spring 2022-Spring 2025

Elementary

	2022	2023	2024	2025
Grade 3	55%	61%	56%	55%
Grade 4	61%	61%	62%	65%
Grade 5	64%	68%	63%	64%

Middle School

	2022	2023	2024	2025
Grade 6	60%	52%	55%	53%
Grade 7	60%	57%	60%	59%
Grade 8	51%	57%	65%	58%

Cohort data and growth over time is a stronger indicator for systemic improvement versus any one specific data point in time.

R15 Math Smarter Balanced Percentages For “Meets/Exceeds” Spring 2022-Spring 2025

Elementary

	2022	2023	2024	2025*
Grade 3	64%	69%	69%	65%
Grade 4	65%	67%	67%	69%
Grade 5	54%	64%	62%	64%

*2024-2025 school year was first year of full implementation of math resource, K-5.

Middle School

	2022	2023	2024	2025
Grade 6	57%	51%	63%	54%
Grade 7	61%	58%	62%	64%
Grade 8	47%	53%	60%	54%

R15 NGSS

Percentage of “Meets/Exceeds”

Spring 2022-Spring 2025

	2022	2023	2024	2025
Grade 5	60%	69%	66%	67%
Grade 8	51%	55%	74%	67%
Grade 11	55%	51%	66%	56%



CONNECTICUT
SAT School Day

Spring 2025

School Day SAT: 2025 R15 Compared to State, DRG, Select Towns Percent of Student at “Meets/Exceeds” & Average Score

	ELA	Math*
State	58% (497)	31% (472)
Region 15	71% (527)	43% (515)
DRG B	79% (553)	51% (535)

	ELA	Math
Avon	85% (592)	62% (572)
Brookfield	76% (538)	43% (515)
Cheshire	80% (555)	55% (541)
Monroe	79% (544)	47% (523)
Newtown	78% (548)	47% (527)
Region 14	71% (515)	41% (504)

R15 School Day SAT : Percentage of “Meets/Exceeds” & Average Score Spring 2022-Spring 2025

	2022	2023	2024	2025
ELA	79% (550)	71% (533)	76% (540)	71% (527)
Math	61% (550)	54% (535)	57% (544)	43% (515)*

*2025 was a new digital adaptable math portion of the SAT.

**School Day SAT Data by Student Group Is
Not Included in This Presentation Due to the
Small Number of Students in Each Category
(Data could be identifiable)**

Special Education Annual Performance Report

2023-2024

Special Education Performance: State, R15, and Comparable Districts, 2023-2024

	Time w/Nondisabled Peers	State Identified Measurable Result	Prevalence Rate
State	68%	49.68 (state target is 48.5)	17.3%
R15	66.18%	57.04	18%
Avon	66.39%	50.92	11.8%
Brookfield	72.05%	52.43	14.5%
Cheshire	66.38%	56.2	14.2%
Monroe	71.67%	57.13	15.5%
Newtown	78.62%	54.26	15.5%
Region 14	74.43%	55.26	20.2%

Special Education Performance: State, R15, and Comparable Districts, 2023-2024

Continued

Proficiency Rate on Smarter Balanced/SAT

	ELA Grade 4 SWD Proficient	ELA Grade 8 SWD Proficient	ELA Grade 11 SWD Proficient	Math Grade 4 SWD Proficient	Math Grade 8 SWD Proficient	Math Grade 11 SWD Proficient
State	16.5%	15.25%	21%	15%	8.25%	8.5%
R15	30.77%	30.23%	39.53%	40.38%	30.95%	**
Avon	**	31.71%	**	**	14.63%	**
Brookfield	**	**	47.22%	**	**	19.44%
Cheshire	31.25%	25%	24.24%	43.75%	13.95%	**
Monroe	38.1%	42.5%	28.13%	42.86%	**	**
Newtown	22.22%	11.54%	20.59%	16.67%	**	**
Region 14	36%	**	24%	**	**	**

** means data cannot be displayed due to the low number of students in that category

AP[®]



CollegeBoard

Advanced Placement

Scores Report

	2021	2022	2023	2024	2025
Total AP Students	326	348	345	344	340
Number of Exams	646	666	730	788	788
AP Students With Scores of 3+	234	278	277	303	312
% of Total AP Students With Scores 3+	72%	80%	80%	88%	92%

AP Scholar Summary

	AP Scholar	AP Scholar with Honors	AP Scholar With Distinction	AP Capstone Diploma	AP Seminar & Research Certificate
Number of Scholars	46	36	67	9	3
Average Score	3.29	3.91	4.22	4.01	3.5

Next Generation Accountability Information



Region 15 District View

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	69.0	75	46.0	50	92.1	86.3
1b. ELA Performance Index - High Needs Students	56.2	75	37.5	50	75.0	73.2
1c. Math Performance Index - All Students	69.0	75	46.0	50	92.0	81.5
1d. Math Performance Index - High Needs Students	55.3	75	36.8	50	73.7	67.5
1e. Science Performance Index - All Students	70.0	75	46.7	50	93.3	83.5
1f. Science Performance Index - High Needs Students	55.3	75	36.8	50	73.7	69.5
2a. ELA Academic Growth - All Students	54.7%	100%	54.7	100	54.7	60.6
2b. ELA Academic Growth - High Needs Students	49.3%	100%	49.3	100	49.3	55.7
2c. Math Academic Growth - All Students	60.9%	100%	60.9	100	60.9	62.3
2d. Math Academic Growth - High Needs Students	52.3%	100%	52.3	100	52.3	55.9
2e. Progress Toward English Proficiency - Literacy	66.3%	100%	33.2	50	66.3	58.7
2f. Progress Toward English Proficiency - Oral	72.1%	100%	36.1	50	72.1	55.7
4a. Chronic Absenteeism - All Students	8.6%	<=5%	42.9	50	85.8	51.3
4b. Chronic Absenteeism - High Needs Students	13.0%	<=5%	34.1	50	68.2	20.8
5. Preparation for CCR - Percent Taking Courses	82.7%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	62.8%	75%	41.9	50	83.7	62.9
7. On-track to High School Graduation	95.6%	94%	50.0	50	100.0	91.4
8. 4-year Graduation: All Students (2024 Cohort)	97.0%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2022 Cohort)	96.4%	94%	100.0	100	100.0	92.9
10. Postsecondary Entrance (Graduating Class 2024)	86.1%	75%	100.0	100	100.0	89.3
11. Physical Fitness (estimated participation rate = 96.4%)	64.1%	75%	42.7	50	85.4	65.4
12. Arts Access	75.3%	60%	50.0	50	100.0	91.9
Accountability Index			1147.9	1450	79.2	71.8

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.1	56.2	17.9	16.9	Y
Math Performance Index Gap	74.5	55.3	19.2	18.4	Y
Science Performance Index Gap	75.0	55.3	19.7	18.2	Y
Graduation Rate Gap (2022 Cohort)	94.0	96.4	0.0	8.6	N

1% gap

0.8% gap

1.5% gap

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

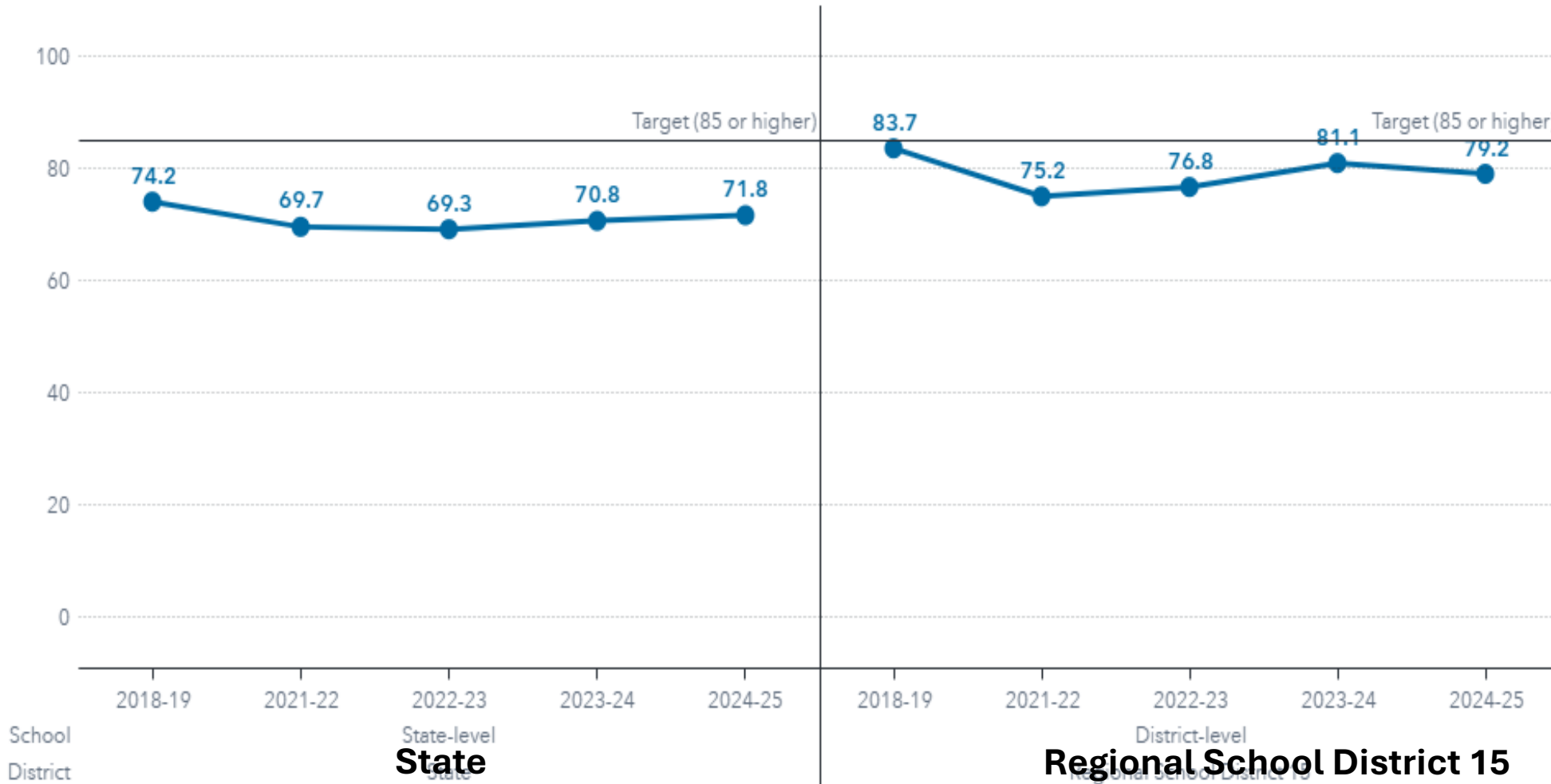
Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.2
ELA - High Needs Students	98.2
Math - All Students	99.0
Math - High Needs Students	98.2
Science - All Students	99.2
Science - High Needs Students	98.6

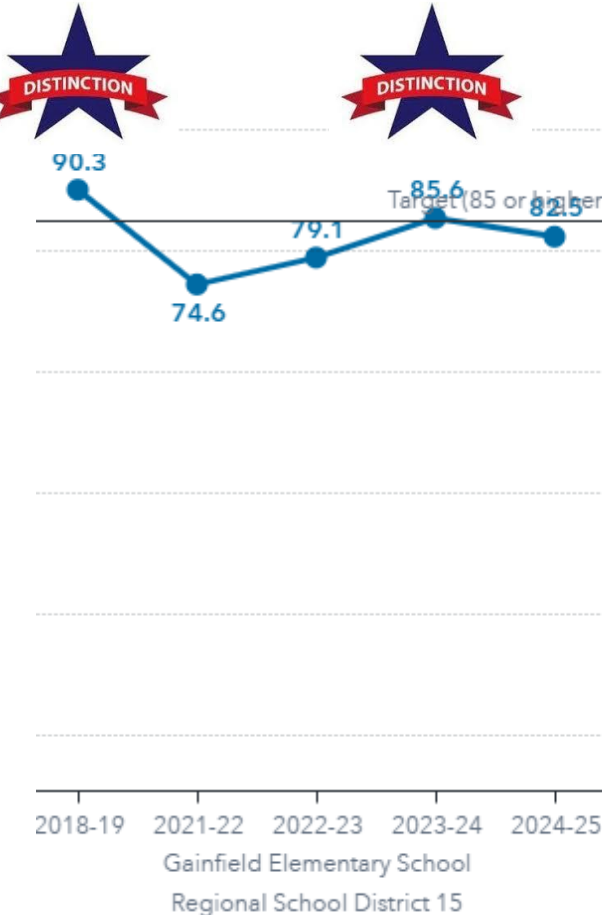
Minimum participation standard is 95%.

Accountability Index: State of CT Compared to Region 15

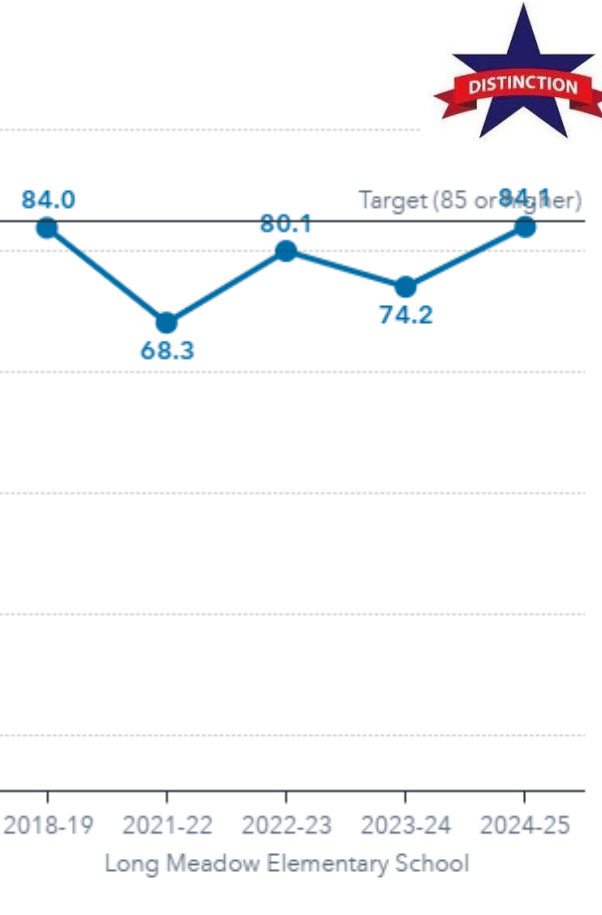
The overall **Accountability Index** is the percentage of total possible points earned on all available indicators.



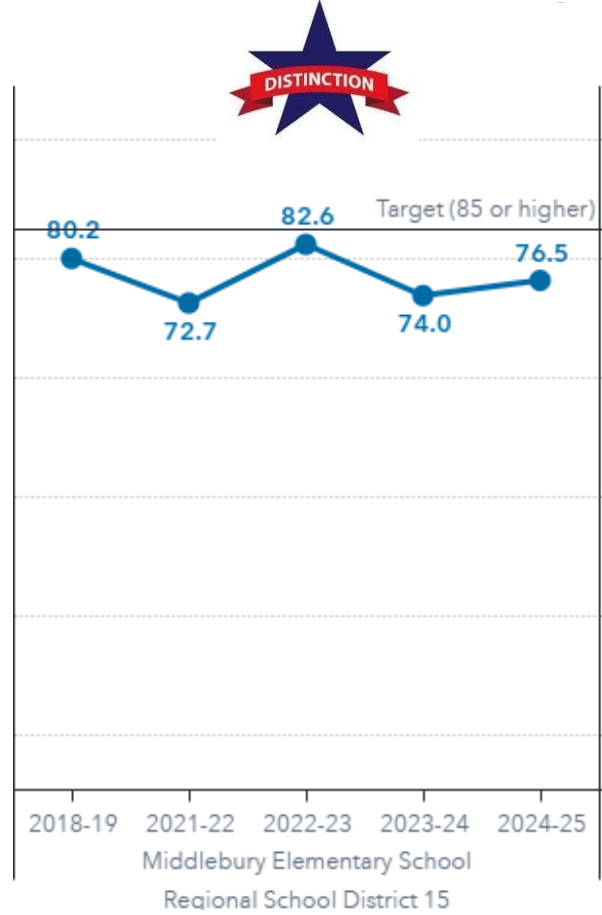
Accountability Index: Region 15 Elementary Schools



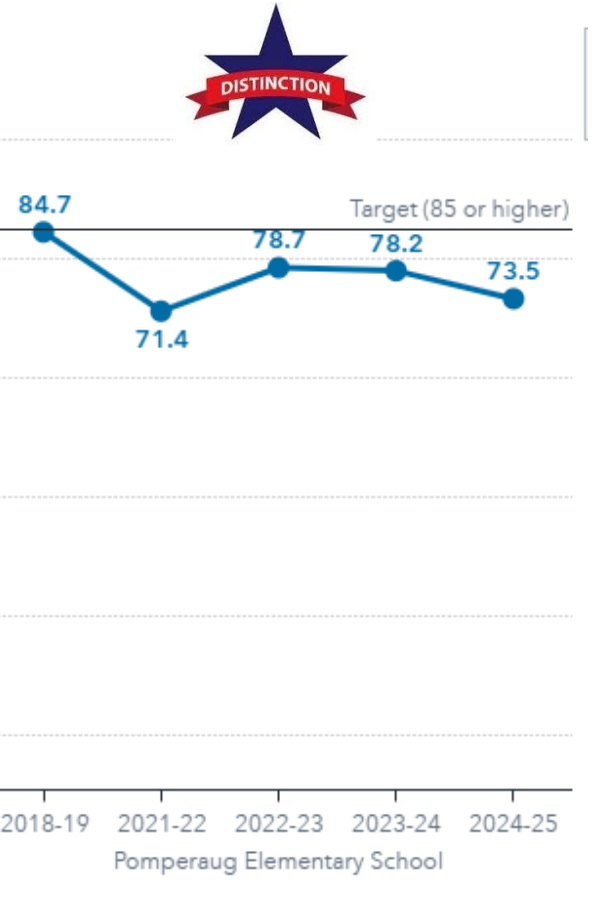
GES



LMES

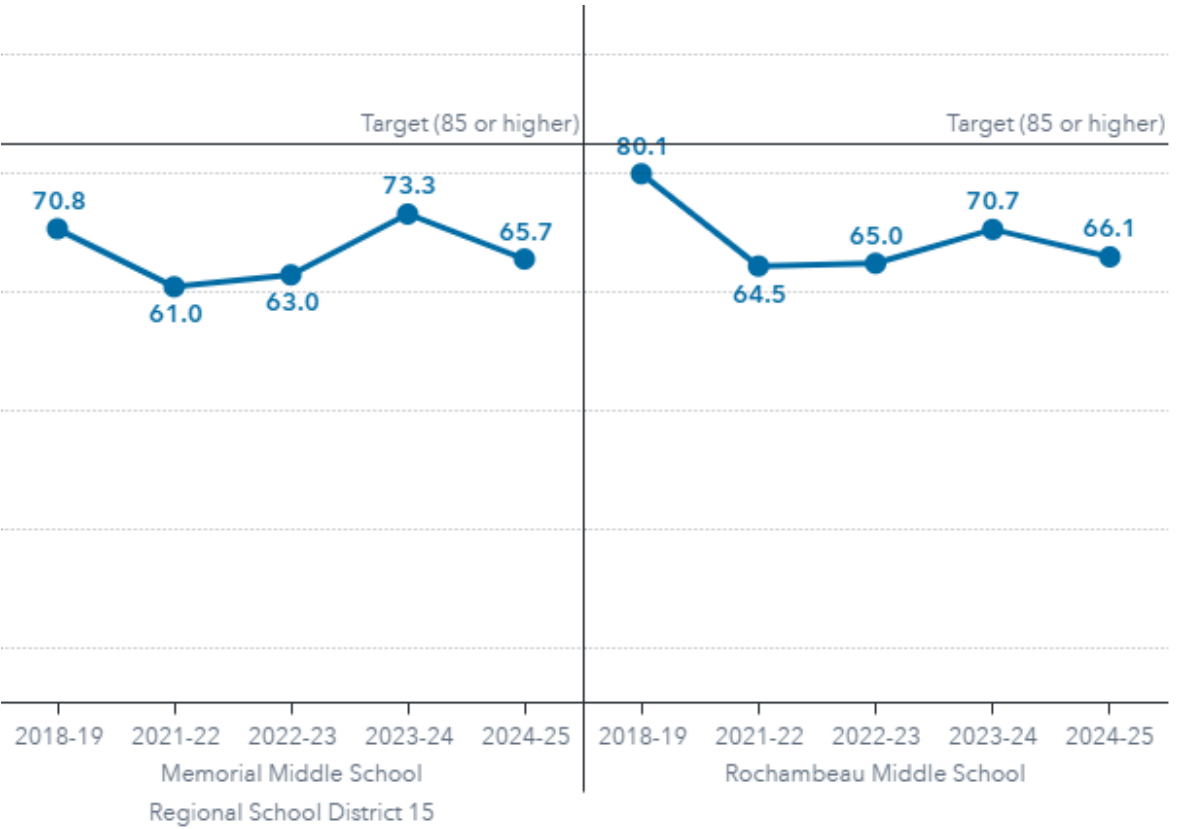


MES



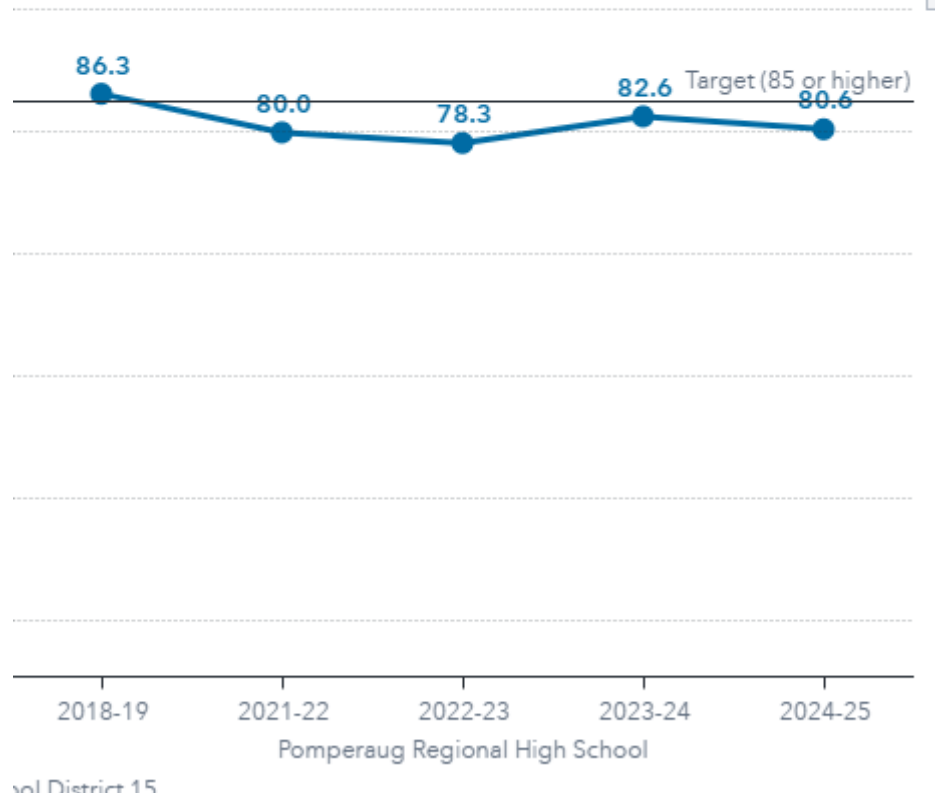
PES

Accountability Index: Region 15 Secondary Schools



MMS

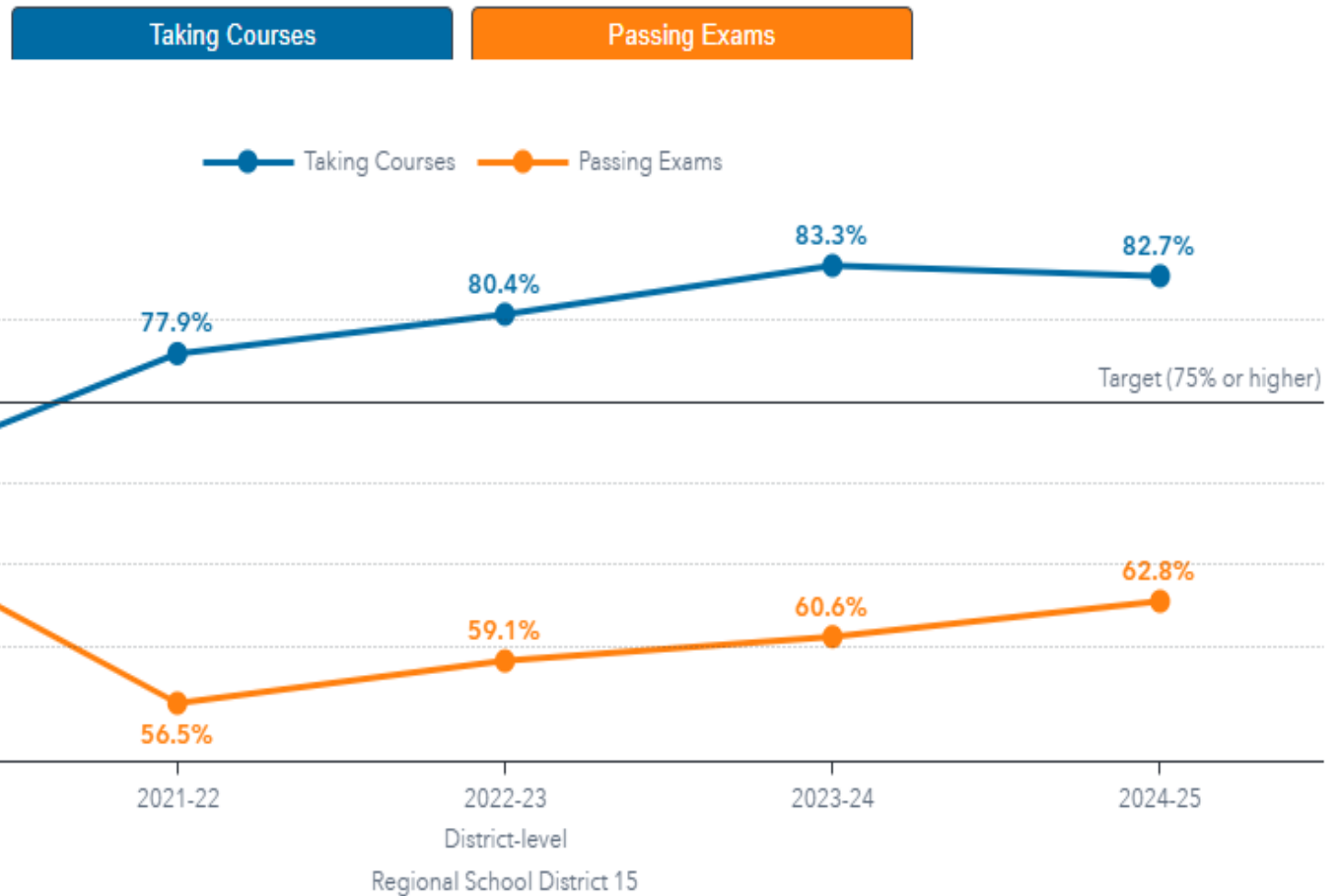
RMS



PHS

College and Career Readiness: Taking Courses & Passing Exams

Percentag...



Taking Courses is the percentage of students in grades 11 & 12 participating in at least one of the following during high school: Two courses in AP/IB/dual enrollment; or Two CTE courses in one of 17 career clusters; or Two workplace experience "courses" in any area.

Passing Exams is the percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more dual enrollment credits.

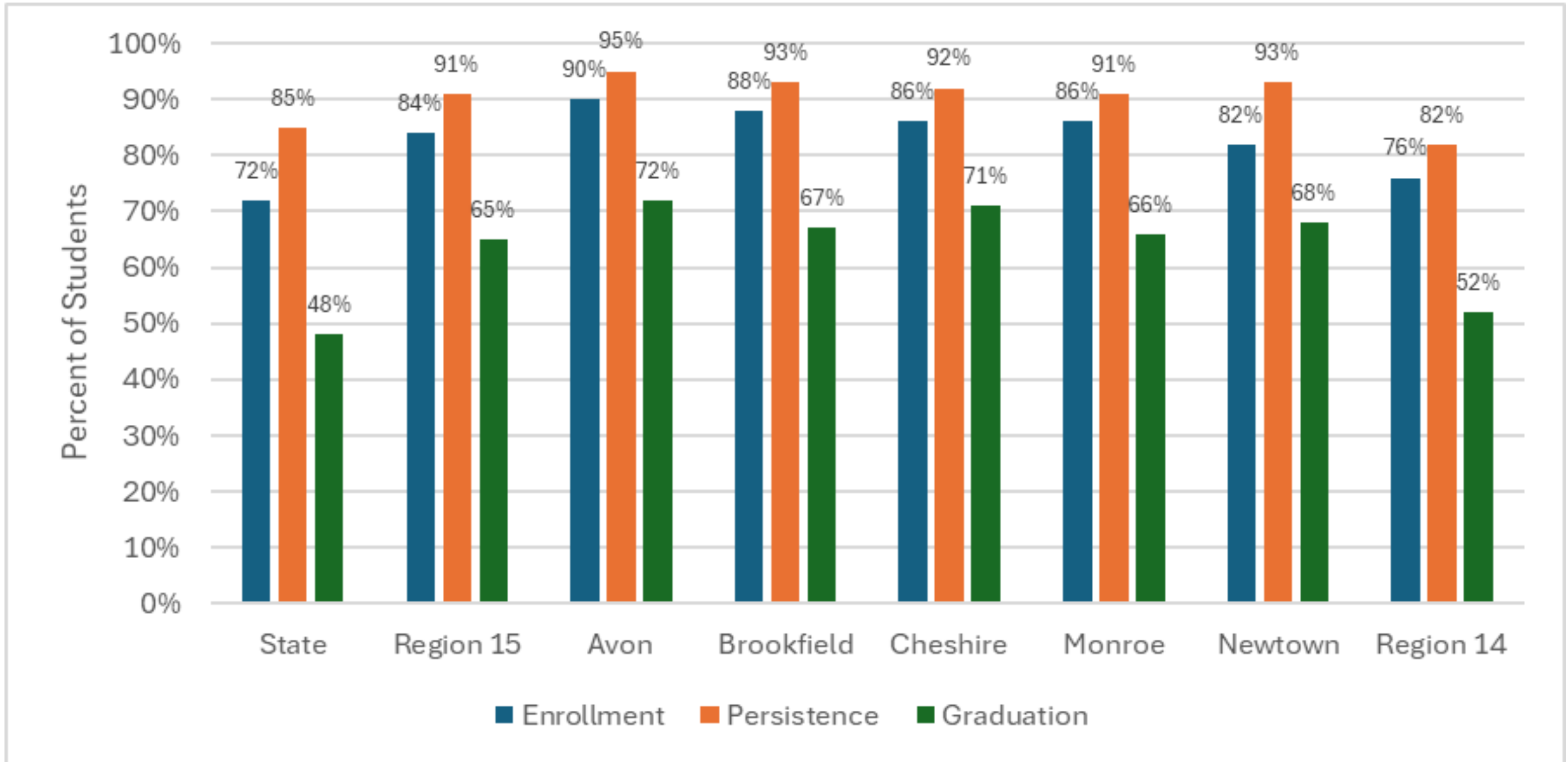
School District

District-level
Regional School District 15

PHS Dual Credit Courses Completed: Comparing 2024 to 2025

	2024	2025
Students Enrolled in Dual Credit Courses	49	100
Dual Credit Course Subject(s)	<ul style="list-style-type: none">• World Language	<ul style="list-style-type: none">• World Language,• PE/Health/Safety,• Information Technology,• Business & Marketing
Dual Credit Courses Completed by University/College	UCONN	UCONN

College Enrollment, Persistence, College Graduation



*This data is based on the HS graduating class of 2019



Current Work

District Focus on Tier 1 +

- Use of data

- “Naming student names”
 - At the district level w/coaches & interventionists and at the school level
- Analysis of data, including formative, NWEA, SBAC, EasyCBM, and PSAT data
 - Tailoring intervention based on student needs supported by coaches and interventionists
 - Using new, updated NWEA norms which include updated SBAC correlations
 - Use of common Interim Assessment Blocks (IABs)
 - To establish “What I Need” (WIN) groups at the elementary level based on specific skills
- Data meetings with discussion of specific strategies, data points, progress monitoring
 - Regularly scheduled and systemic

- MS meetings with MS administrators, Department Chairs, Superintendent, Assistant Superintendent

- Review/planning of professional learning
- Review of curriculum work
- Monitoring of instructional goals related to planning and implementation

- Professional Learning

- Full PD days, Purposeful Planning, Wrap Time, PLC time, team time, additional time per request, summer mini-institutes
 - Grade level standards/priority standards
 - Teaching strategies for *all* learner
 - Teachers visits to other teachers' classrooms
 - Example: MS ELA lab sites focused on small group instruction, collection/use of data, and read alouds
 - Small group instruction
 - Formative assessments & progress monitoring
 - Modeling language used on state assessments
 - Teaching vocabulary at the secondary level
 - Use of AI to support teachers in scaffolding tasks, differentiating support, and ensuring grade-level rigor for diverse learners
 - Summer ELA institutes focusing on Tier 1 strategies facilitated by our coaches (last summer, this coming summer)



- Review of IEPs and Collaboration Between Special Education and General Education Teachers
 - Working to increase the time With Non-Disabled Peers
 - Latest report shows R15 is at 66.18% and state goal is 68%
 - Teacher collaboration to ensure use of common vocabulary, instructional strategies, standards
 - Review and analysis of programs
- Development of Opportunities for HS Students
 - Continue to explore and expand ECE class offerings
 - More students to take at least 1 college-bearing course
 - Curriculum alignment in "Essentials" classes



Thank You

