R15 Data:
District Comparison

Joshua Smith & Carrie Chiappetta

Board of Education Meeting

November 9, 2025

Tonight's Presentation

- While the Smarter Balanced & School Day SAT data has been available since the summer, we will show:
  - the state & DRG comparisons
  - how R15 compares to select towns by grade
  - these inform school & district level work
- AP Data
- The State Accountability System
  - District & School Performance Indices
  - R15 School Categories & Reasons
- District Improvement Measures

ELA Smarter Balanced Assessment: 2026 R15 Compared to State, DRG, Select Towns

Percent of Students "Meets/Exceeds"

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
State	47.3	50.9	53.5		51.2	52.2	51.1
Region 15	**66.5**	**64.7**	**72.4**		**61.3**	**54.2**	**58.5**
DRG B	68.9	72.8	75.4		73.3	73.5	71.7

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
Avon	73.7	78.6	75.0		83.0	76.9	78.3
Brookfield	46.2	62.3	71.6		62.3	66.2	65.3
Cheshire	72.6	72.3	78.1		79.9	83.1	75.9
Monroe	73.7	65.5	64.9		72.1	76.4	70.9
Newtown	70.5	65.1	72.6		70.2	74.7	66.4
Region 14	67.3	66.3	58.9		60.4	63.5	58.9

R15 ELA Smarter Balanced Percentages For "Meets/Exceeds"
Spring 2022- Spring 2026

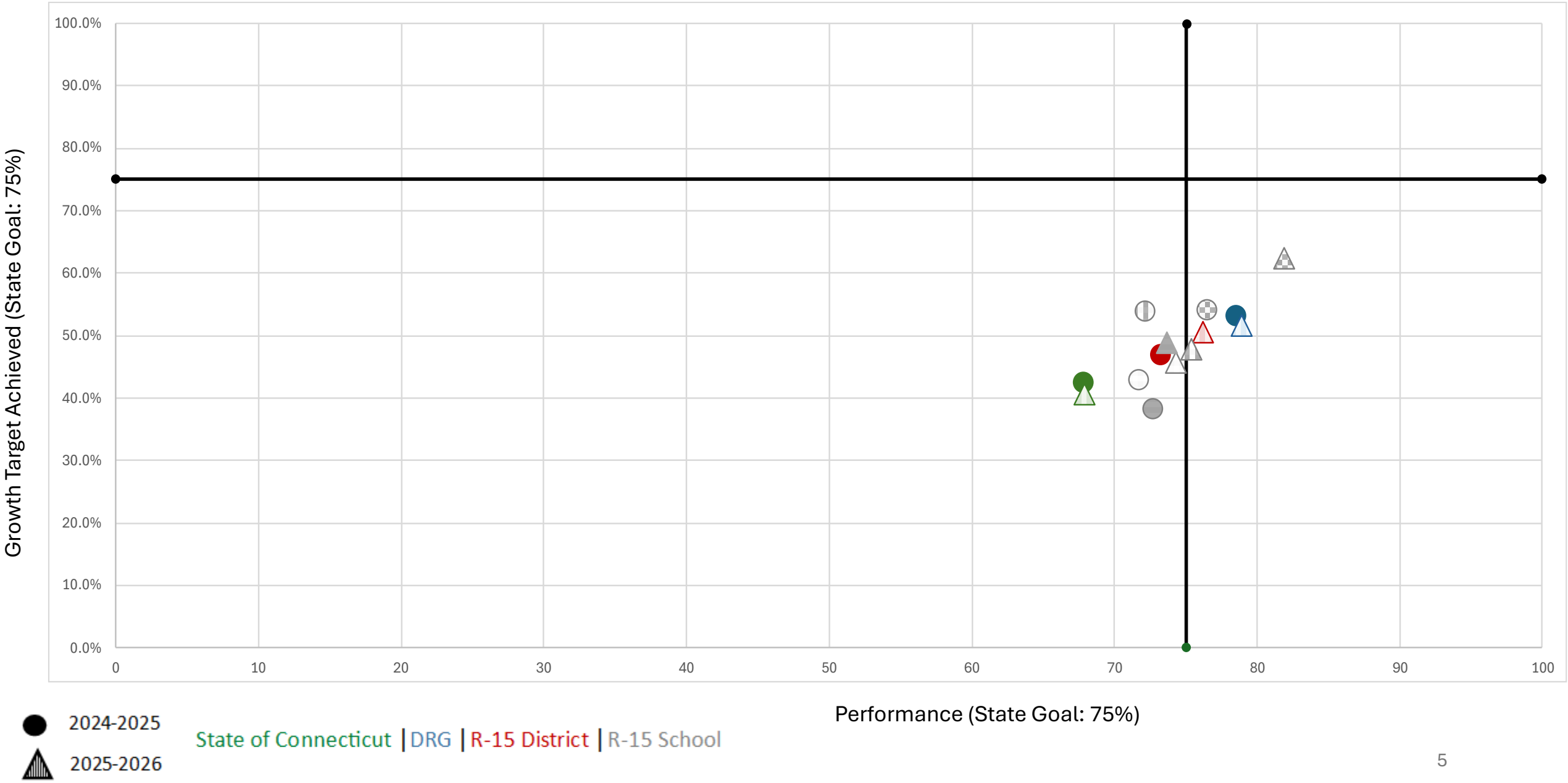
	2022	2023	2024	2025	2026
Grade 3	55%	61%	56%	55%	67%
Grade 4	61%	61%	62%	65%	65%
Grade 5	64%	68%	63%	64%	72%

	2022	2023	2024	2025	2026
Grade 6	60%	52%	55%	53%	61%
Grade 7	60%	57%	60%	59%	54%
Grade 8	51%	57%	65%	58%	59%

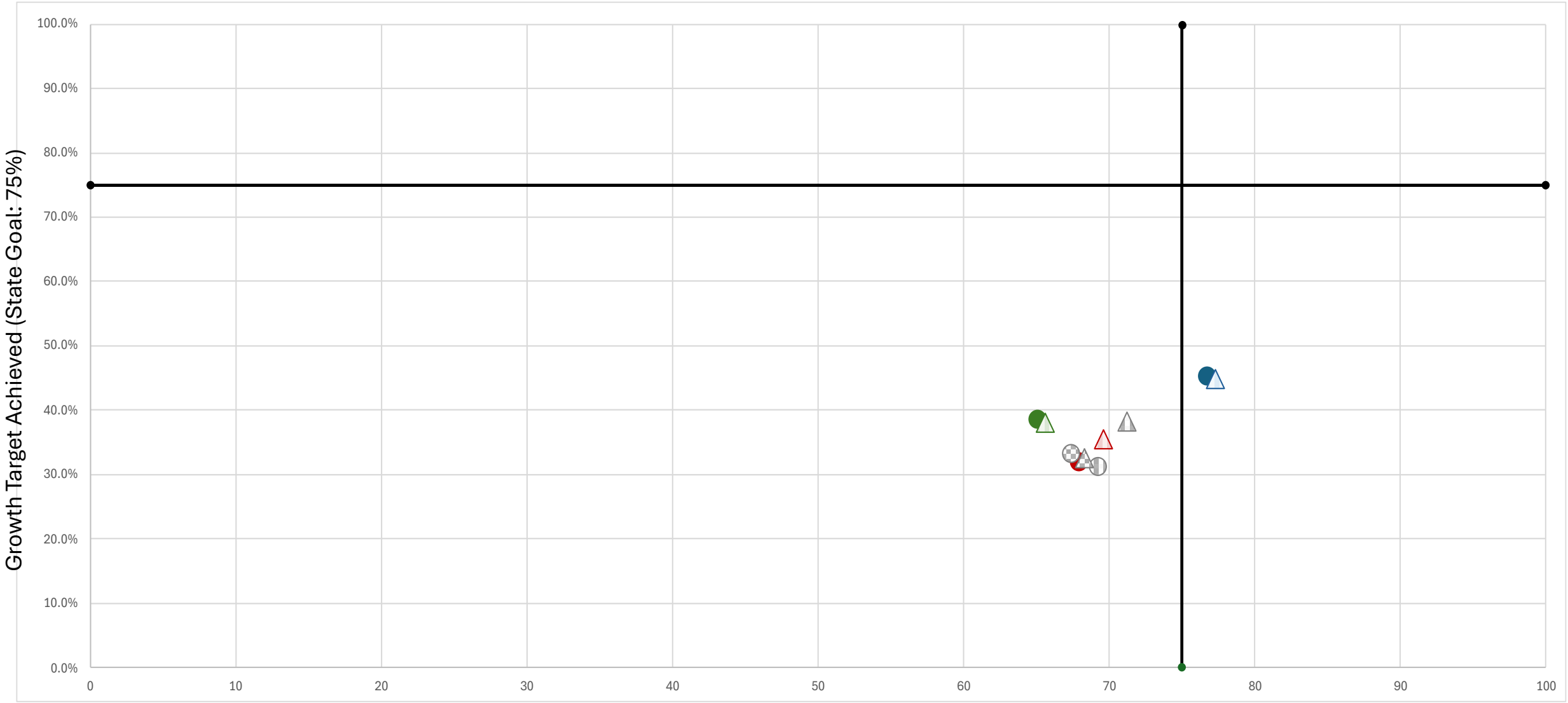


R15 is seeing increases in achievement by cohort and by grade level from the past 2 years and over the past 5 years.

Grades 3-5 ELA Performance vs. Growth



Grades 6-8 ELA Performance vs. Growth



2024-2025

2025-2026

State of Connecticut | DRG | R-15 District | R-15 School

Performance (State Goal: 75%)

K-8 ELA Resources

K-8 Literacy resources include:

- Phonics/Word Study,
- Reading,
- Writing.

As new versions of resources become available, we have updated the resources and provide professional development.

Region 15 has been fortunate to have been able to participate in the development of some of the updated resources, being able to provide feedback and suggestions.

Region 15's literacy approach falls within the Right to Read legislation and no longer needs a "waiver."

A deeper discussion of elementary and middle school literacy resources have been shared at Policy & Curriculum Committee Meetings last spring and this fall.

Math Smarter Balanced Assessment: 2026 R15 Compared to State, DRG, Select Towns

Percent of Students "Meets/Exceeds"

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
State	52.2	52.1	45.8		44.4	44.1	41.9
Region 15	**76.7**	**65.7**	**71.6**		**61.0**	**54.5**	**58.4**
DRG B	74.0	73.3	68.6		68.7	68.1	65.9

	Grade 3	Grade 4	Grade 5		Grade 6	Grade 7	Grade 8
Avon	72.3	70.0	66.1		79.7	73.9	69.7
Brookfield	48.6	62.7	46.0		65.5	61.8	58.5
Cheshire	77.1	75.0	72.1		78.3	75.9	70.7
Monroe	73.7	65.1	64.9		56.6	68.4	62.0
Newtown	75.5	74.6	69.8		75.5	74.7	67.4
Region 14	72.4	79.3	67.8		56.3	54.8	56.1

R15 Math Smarter Balanced Percentages For "Meets/Exceeds"
Spring 2022-2026

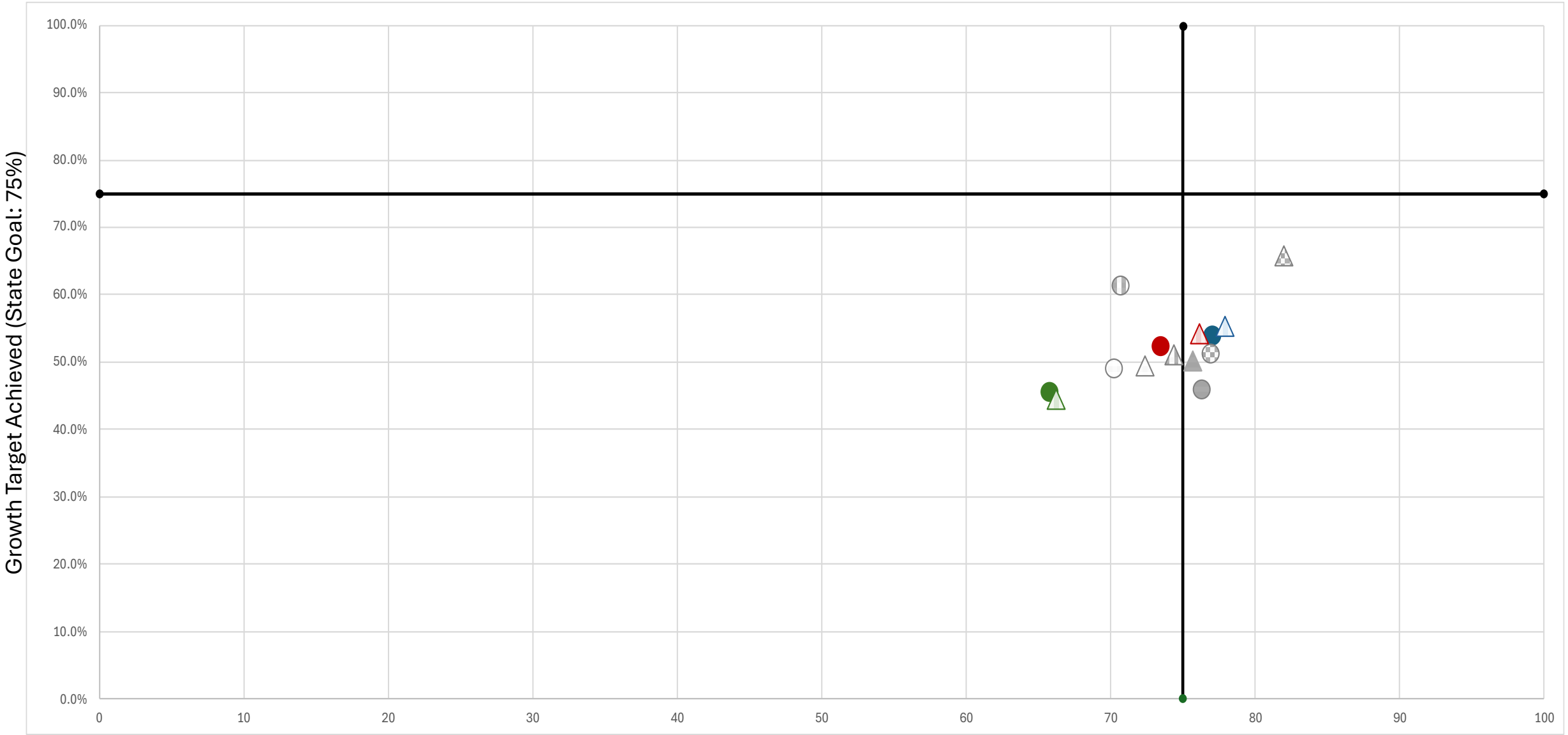
First full year of new elem math resource

	2022	2023	2024	2025	2026
Grade 3	64%	69%	69%	65%	77%
Grade 4	65%	67%	67%	69%	66%
Grade 5	54%	64%	62%	64%	72%

	2022	2023	2024	2025	2026
Grade 6	57%	51%	63%	54%	61%
Grade 7	61%	58%	62%	64%	55%
Grade 8	47%	53%	60%	54%	58%

R15 is seeing increases in achievement for some cohorts and by grade level from the past 2 years and over the past 5 years.

Grades 3-5 Math Performance vs. Growth

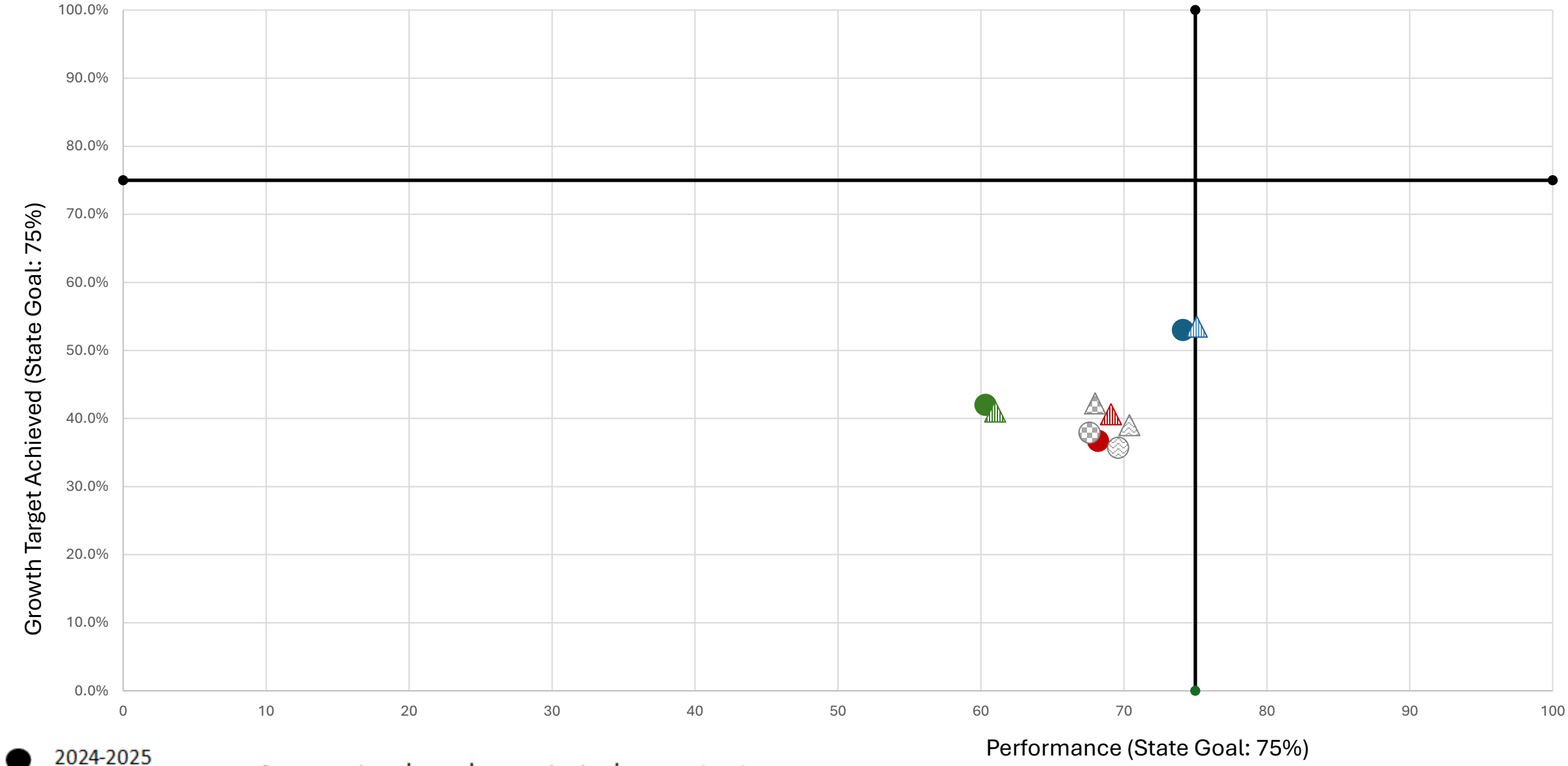


2024-2025

2025-2026

State of Connecticut | DRG | R-15 District | R-15 School

Grades 6-8 Math Performance vs. Growth



2024-2025

2025-2026

State of Connecticut | DRG | R-15 District | R-15 School

NGSS Assessment Grade 5, 8,11: 2026 R15 Compared to State, DRG, Select Towns

Percent of Students "Meets/Exceeds"

	Grade 5	Grade 8	Grade 11
State	52.9	50.9	50.5
Region 15	76.7	74.5	57.2
DRG B	74.7	72.3	72.7

	Grade 5	Grade 8	Grade 11
Avon	77.5	72.2	70.6
Brookfield	65.3	66.3	57.9
Cheshire	74.9	76.7	69.7
Monroe	65.9	72.6	69.9
Newtown	66	66.4	71.1
Region 14	75.6	56.1	77

R15 NGSS Percentages For “Meets/Exceeds”

Spring 2022-Spring 2026

	2022	2023	2024	2025	2026
Grade 5	60%	69%	66%	67%	77%
Grade 8	51%	55%	74%	67%	75%
Grade 11	55%	51%	66%	56%	57%



R15 is seeing increases in achievement for cohorts and by grade level (from the past year and over the past 5 years).


SAT®
School
Day
CollegeBoard

School Day SAT:
2026 R15 Compared to State, DRG, Select Towns
Percent of Students “Meets/Exceeds”

	ELA	Math
State	55.3 (494)	31.1 (472)
Region 15	**74.6 (535)**	**48 (518)**
DRG B	77.2 (555.7)	53.6 (537)

	ELA	Math
Avon	82.4 (584)	58.4 (566)
Brookfield	71 (538)	41 (511)
Cheshire	77.2 (553)	46.3 (527)
Monroe	72.6 (538)	48 (528)
Newtown	80.3 (553)	55.2 (536)
Region 14	69.9 (535)	52.2 (525)

R15 School Day SAT:
Percentages of “Meets/Exceeds” & Average Score
Spring 2022-Spring 2026

	2022	2023	2024	2025	2026
ELA	79% (550)	71% (533)	76% (540)	71% (527)	75% (535)
Math	61% (550)	54% (535)	57% (544)	*43% (515)	48% (518)

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

Advanced Placement



Scores Report

	2022	2023	2024	2025	2026
Total AP Students	348	345	344	340	365
Number of Exams	666	730	788	788	802
AP Students with Scores of 3+	278	277	303	312	355
% of Total AP Students with Scores of 3+	80%	80%	88%	92%	92%

AP Scholar Summary

	AP Scholars	AP Scholars with Honors	AP Scholars with Distinction	AP Capstone Diploma	AP Seminar & Research Certificate	All Awards
Number of Scholars	44	42	80	3	8	177
Average Score	3.49	3.84	4.2	4.05	3.28	3.98


The Connecticut Next Generation
ACCOUNTABILITY SYSTEM
CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

The District/School Performance Index is Based on 12 Indicators

- The index is the percentage of total points earned on all available indicators :
  - Indicator 1. Performance (Max points = 50) (Includes CTAA)
    - a)ELA - All students
    - b) ELA -High Needs
    - c)Math - All students
    - d)Math -High Needs
    - e)Science – All Students
    - f)Science – High Needs
  - Indicator 2. Academic Growth (Max points = 100)
    - a)ELA - All students
    - b)ELA -High Needs
    - c)Math - All students
    - d)Math -High Needs
    - e)Progress towards English Proficiency – literacy
    - f)Progress towards English Proficiency – Oral
  - Indicator 3. Participation (Includes CTAA)
    - Need at least 95% participation to receive all points
  - Indicator 4. Chronic Absenteeism, <=5% (Max points 50)
    - All Students
    - High needs Students
- **Indicator 5. Preparation for College Career Readiness – Percent Taking Courses (Max points = 50)
- **Indicator 6. Preparation for College Career Readiness – Percent Passing Exams (Max points = 50)
- *Indicator 7. On Track to High School Graduation (Max points = 50)
- **Indicator 8. 4-year Graduation (Max points = 100)
  - All students (2025 Cohort)
- **Indicator 9. 6-year Graduation (Max points = 100)
  - High Needs Students (2023 Cohort)
- **Indicator 10. Postsecondary Entrance (Max points = 100)
  - Graduating Class 2025)
- Indicator 11. Physical Fitness (Max points = 50)
  - Estimated participation rate = 85.6%
- **Indicator 12. Arts Access (Max points = 50)

* Included in the district, high school, and middle school reports

** Included in the district and high school reports

Schools Earn Points on Available Indicators

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a-d: Academic Growth	400	400	N/A	400
Indicator 2e-f: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Postsecondary Preparation	N/A	N/A	50	50
Indicator 6: Postsecondary Readiness	N/A	N/A	50	50
Indicator 7: On-track to High School Graduation	N/A	50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation	N/A	N/A	100	100
Indicator 9: 6-year Adjusted Cohort Graduation	N/A	N/A	100	100
Indicator 10: Postsecondary Entrance	N/A	N/A	100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access	N/A	N/A	50	50
Total Possible Points	**950**	**1000**	**1550**	**1450**

Why Use the District & School Performance Index?

- The District Performance Index (DPI) and School Performance Index (SPI) are how the state and federal government evaluate, measure, and monitor districts and schools
  - Federally mandated categories include academic achievement, academic growth, graduation rates, progress for ML students, and at least 1 measure such as chronic absenteeism or postsecondary readiness
- Looks beyond a single end of the year test which can be a “lagging indicator” and includes growth over time, chronic absenteeism, graduation rates, etc.
- Ensures that progress for ***every*** student counts

R15 District View

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	71.3	75	47.5	50	95.0	86.7
1b. ELA Performance Index - High Needs Students	59.3	75	39.5	50	79.0	73.9
1c. Math Performance Index - All Students	70.5	75	47.0	50	94.0	82.2
1d. Math Performance Index - High Needs Students	56.9	75	38.0	50	75.9	68.4
1e. Science Performance Index - All Students	72.0	75	48.0	50	96.0	84.2
1f. Science Performance Index - High Needs Students	58.6	75	39.1	50	78.2	70.1
2a. ELA Academic Growth - All Students	62.1%	100%	62.1	100	62.1	59.3
2b. ELA Academic Growth - High Needs Students	54.6%	100%	54.6	100	54.6	54.8
2c. Math Academic Growth - All Students	64.3%	100%	64.3	100	64.3	60.9
2d. Math Academic Growth - High Needs Students	50.7%	100%	50.7	100	50.7	54.0
2e. Progress Toward English Proficiency - Literacy	75.0%	100%	37.5	50	75.0	59.0
2f. Progress Toward English Proficiency - Oral	73.7%	100%	36.8	50	73.7	53.9
4a. Chronic Absenteeism - All Students	9.0%	<=5%	42.0	50	83.9	54.5
4b. Chronic Absenteeism - High Needs Students	15.8%	<=5%	28.4	50	56.8	24.6
5. Preparation for CCR - Percent Taking Courses	88.1%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	62.3%	75%	41.5	50	83.0	66.5
7. On-track to High School Graduation	94.5%	94%	50.0	50	100.0	93.3
8. 4-year Graduation: All Students (2025 Cohort)	97.1%	94%	100.0	100	100.0	97.0
9. 6-year Graduation: High Needs Students (2023 Cohort)	92.1%	94%	98.0	100	98.0	91.3
10. Postsecondary Entrance (Graduating Class 2025)	84.3%	75%	100.0	100	100.0	89.8
11. Physical Fitness (estimated participation rate = 85.6%)	60.5%	75%	20.2	50	40.3	67.3
12. Arts Access	75.7%	60%	50.0	50	100.0	94.0
Accountability Index	.		1145.2	1450	79.0	72.2

R15 District Performance Index (continued)

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	75.0	59.3	15.7	16.6	N
Math Performance Index Gap	75.0	56.9	18.1	17.8	Y
Science Performance Index Gap	75.0	58.6	16.4	18.6	N
Graduation Rate Gap (2023 Cohort)	94.0	92.1	1.9	10.7	N

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	99.1
ELA - High Needs Students	97.6
Math - All Students	99.0
Math - High Needs Students	97.6
Science - All Students	98.3
Science - High Needs Students	94.6

Minimum participation standard is 95%.

R15 Accountability Index Over the Last Six Years

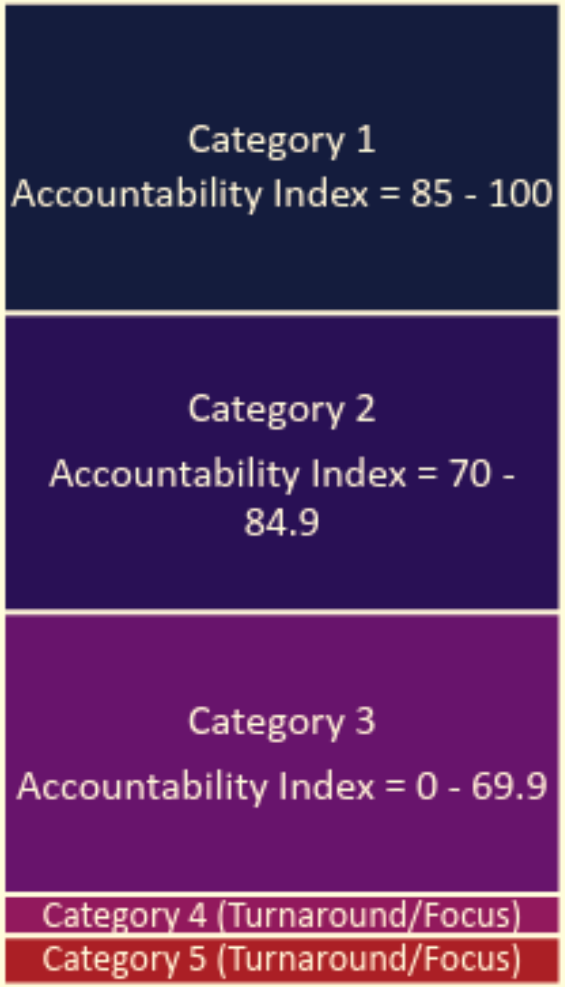
School	*2018-2019*	*2021-2022*	2022-2023	2023-2024	2024-2025	2025-2026
Gainfield Elem	90.3	74.6	79.1	85.6	82.5	87.5
Long Meadow Elem	84	68.3	80.1	74.2	84.1	82.2
Middlebury Elem	80.2	72.7	82.6	74	76.5	82.8
Pomperaug Elem	84.7	71.4	78.7	78.2	73.5	78.7
Memorial Middle	70.8	61	63	73.3	65.7	65.8
Rochambeau Middle	80.1	64.5	65	70.7	66.1	70.3
Pomperaug High	86.3	80	78.3	82.6	80.6	78
District Level	83.7	75.2	76.8	81.1	79.2	79

* interruption in years due to Covid

PHS School Performance Index (SPI)

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	62.8	75	125.6	150	83.8	86.7
1b. ELA Performance Index - High Needs Students	51.2	75	102.4	150	68.3	73.9
1c. Math Performance Index - All Students	59.5	75	118.9	150	79.3	82.2
1d. Math Performance Index - High Needs Students	47.2	75	94.4	150	62.9	68.4
1e. Science Performance Index - All Students	64.4	75	85.8	100	85.8	84.2
1f. Science Performance Index - High Needs Students	49.3	75	65.7	100	65.7	70.1
2a. ELA Academic Growth - All Students	.	100%	.	.	.	59.3
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	54.8
2c. Math Academic Growth - All Students	.	100%	.	.	.	60.9
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	54.0
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	59.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	53.9
4a. Chronic Absenteeism - All Students	13.3%	<=5%	33.5	50	67.0	54.5
4b. Chronic Absenteeism - High Needs Students	24.5%	<=5%	10.9	50	21.9	24.6
5. Preparation for CCR - Percent Taking Courses	89.0%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	64.9%	75%	43.3	50	86.5	66.5
7. On-track to High School Graduation	94.1%	94%	50.0	50	100.0	93.3
8. 4-year Graduation: All Students (2025 Cohort)	97.9%	94%	100.0	100	100.0	97.0
9. 6-year Graduation: High Needs Students (2023 Cohort)	97.5%	94%	100.0	100	100.0	91.3
10. Postsecondary Entrance (Graduating Class 2025)	84.1%	75%	100.0	100	100.0	89.8
11. Physical Fitness (estimated participation rate = 39.2%)	56.2%	75%	0.0	50	0.0	67.3
12. Arts Access	76.9%	60%	50.0	50	100.0	94.0
Accountability Index	.		1130.5	1450	78.0	72.2

School Category Assignment Per State Law



- Assignment to categories 1-3 based on Accountability Index. Criterion-referenced cut scores rather than relative performance (i.e. quartiles) implemented for the first time in 2017-18 reporting. Criterion-referenced cut scores provide consistent targets for schools and districts.
- Schools eligible for Category 1 or Category 2 status with an outlier achievement gap, or graduation rate gap, or a participation rate less than 95% will be dropped one category.
- Assignment to categories 1-3 occurs annually.
- All schools identified for state support (Turnaround/Focus) are classified in Category 4 or 5.

R15 School Categories & Reason

School	Category	Reason
Gainfield Elementary	Category 1	SPI Between 85-100
Long Meadow Elementary	Category 2	SPI Between 70-84.5
Middlebury Elementary	Category 2	SPI Between 70-84.5
Pomperaug Elementary	Category 2	SPI Between 70-84.5
Memorial Middle	Category 3	ELA and Math Gap
Rochambeau Middle	Category 3	Math Gap
Pomperaug High	Category 3	Science Gap, Participation for high needs students in ELA, Math, Science

DRG & Comparison Group District Performance Index

	DPI
Region 15	79
DRG	81.97
Avon	83
Brookfield	82.5
Cheshire	83.3
Monroe	81.4
Newtown	81.3
Region 14	82.3

- Smarter Balanced/School Day SAT/NGSS Assessments
  - Give information at the grade level, school levels for those content areas
  - Are assessments taken one point in time
  - Are used to develop school improvement plans (as described at the last board meeting)
  - Provide more granular data for educators and families
- DPI/SPI
  - Used by the state and federal government as a way to evaluate and monitor schools and school systems
  - Gives a broader picture of a school and school system
  - Ensures that all students “count”

District Improvement Measures

- Summaries of strategies from each building's school improvement plans were shared by administrators at the last BOE Meeting
  - Data work
    - specifically looking at each and every student and what they need to learn grade level standards
      - Region 15's greatest potential for DPI/SPI improvement lies in Indicator 2 which is Academic Growth
    - While both achievement and growth are important for all students, on the Performance Index, growth is prioritized
  - Continued work on Tier 1 instruction
    - Example: ensuring that work is not over-scaffolded
  - Ensuring students have exposure to the type of rigorous questions that they will be encountering on state and national assessments
    - IAB/FIAB work and high school work on SAT-type questions
      - Scheduled, intentional, using the data from these
  - Strengthening internal monitoring of data that is sent to the state to ensure accuracy, including participation rate (at least 95% per the state).
  - Calibration of grade level standards
    - Is everyone speaking the same language and does everyone have the same, consistent expectations?

- School Improvement Plan Summaries: https://resources.finalsite.net/images/v1793632183/region15org/ayfefkvadzz11phoubdo/Oct26BOEPresentation.pdf

Based on the Data in This Presentation, What is the Evidence That What is Being Done is Working?

- Student improvement year to year and across years.
- The number of AP students has increased over time with the percent of students receiving a 3+ increasing.
- Each of the elementary schools over the course of the last few years has been listed as a “School of Distinction” by the state, with GES being recognized this year and among the highest achieving elementary schools in the state.
- Reaching “pre-covid” levels of SPI are within reach, with MES exceeding pre-covid SPI this past spring.