



State Reporting: Ashford School

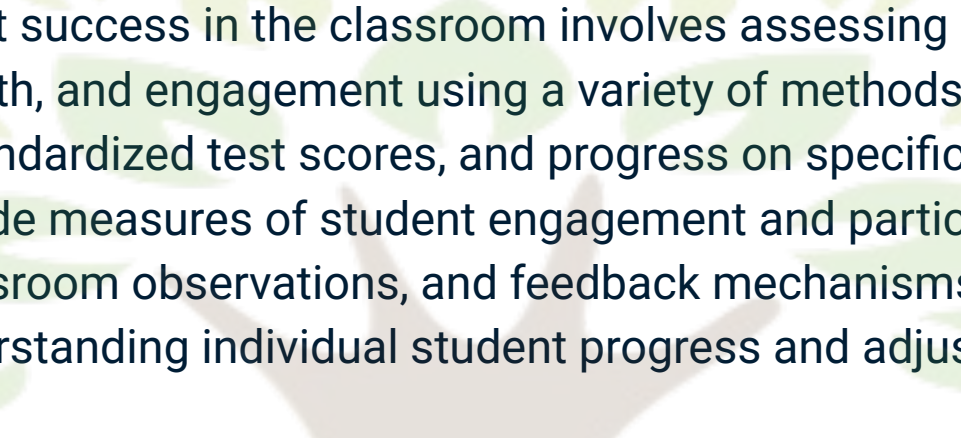
Presented by: Cynthia Ford, Superintendent



How to measure student success?

AI answer:

“Measuring student success in the classroom involves assessing academic performance, growth, and engagement using a variety of methods. Key metrics include grades, standardized test scores, and progress on specific learning objectives, alongside measures of student engagement and participation. Formative assessments, classroom observations, and feedback mechanisms also play a crucial role in understanding individual student progress and adjusting instruction accordingly.”



Comparison Data of Annual State Report: Index Score



Overall SBAC:

ELA:

**2023/
2024**

Below	Approaching	Met	Exceed
26.11%	23.45%	27.43%	23.01%

**2024/
2025**

Below	Approaching	Met	Exceed
23.45%	23.01%	31.86%	21.68%

Overall SBAC:

Math:

2023/
2024

Below	Approaching	Met	Exceed
25.66%	29.65%	22.57%	22.12%

2024/
2025

Below	Approaching	Met	Exceed
22.57%	26.99%	26.11%	24.34%

Overall Next Generation Science:

**2023/
2024**

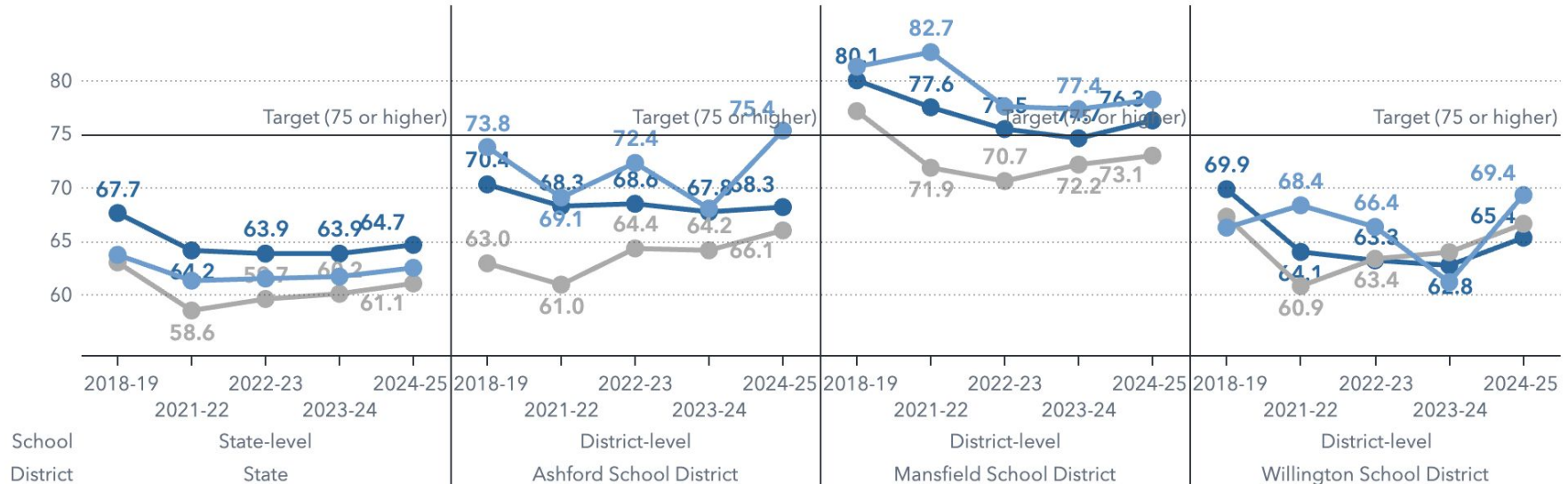
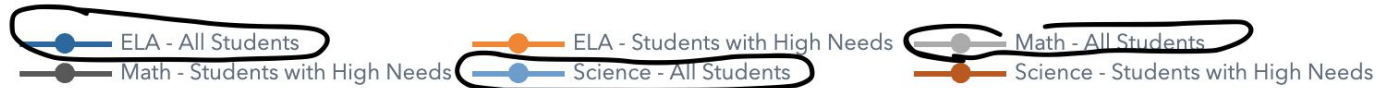
Below	Approaching	Met	Exceed
17.44%	25.58%	46.51%	10.47%

**2024/
2025**

Below	Approaching	Met	Exceed
8.33%	15.28%	56.94%	19.44%

Comparison Data of Annual State Report: Performance Index All Students

The **Performance Index** is the average performance of students in a subject area (i.e., English Language Arts (ELA), Mathematics, or Science) on the state summative assessments and ranges from 0 to 100.



Comparison Data of Annual State Report: Performance Index High Needs

The **Performance Index** is the average performance of students in a subject area (i.e., English Language Arts (ELA), Mathematics, or Science) on the state summative assessments and ranges from 0 to 100.

ELA - All Students

ELA - High Needs

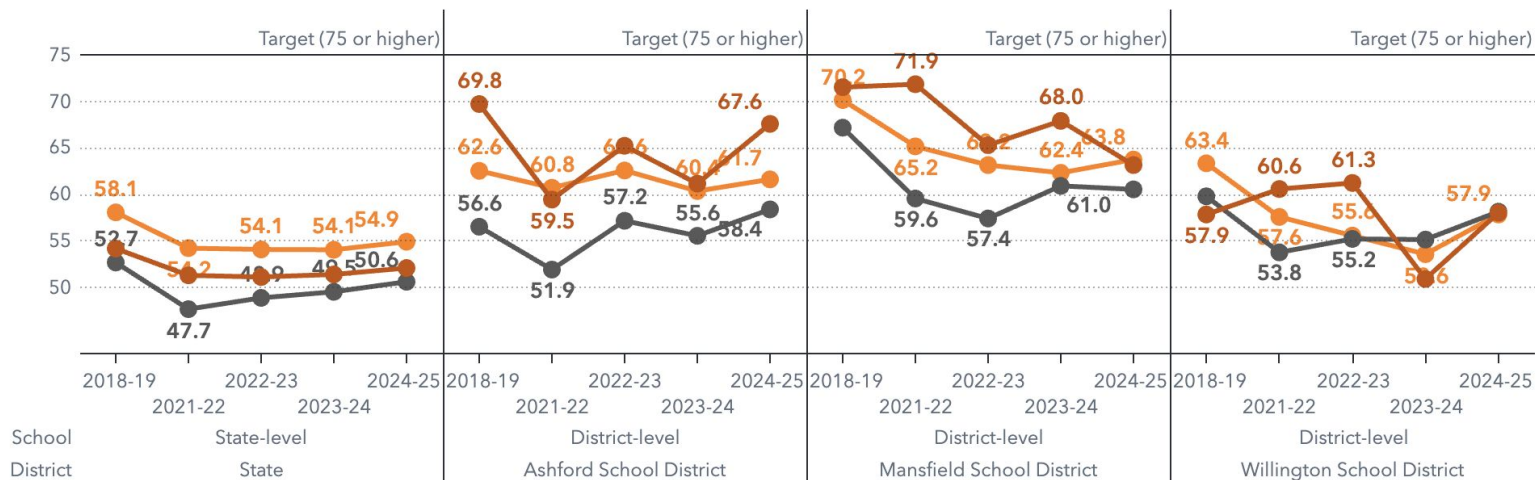
Math - All Students

Math - High Needs

Science - All Students

Science - High Needs

ELA - All Students
 Math - Students with High Needs
 ELA - Students with High Needs
 Science - All Students
 Math - All Students
 Science - Students with High Needs

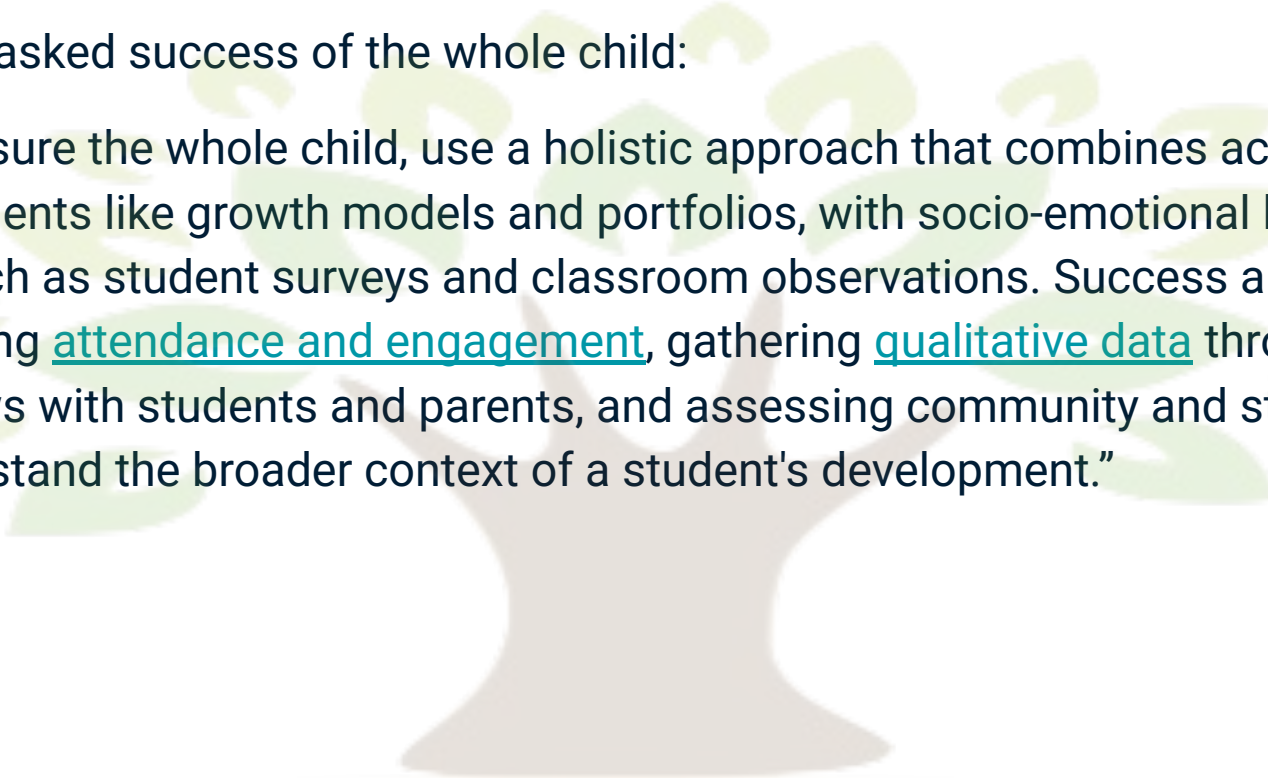


To be included in the High Needs student group a student must be a student with a disability, English Learner, or a student eligible for free- or reduced-price meals.

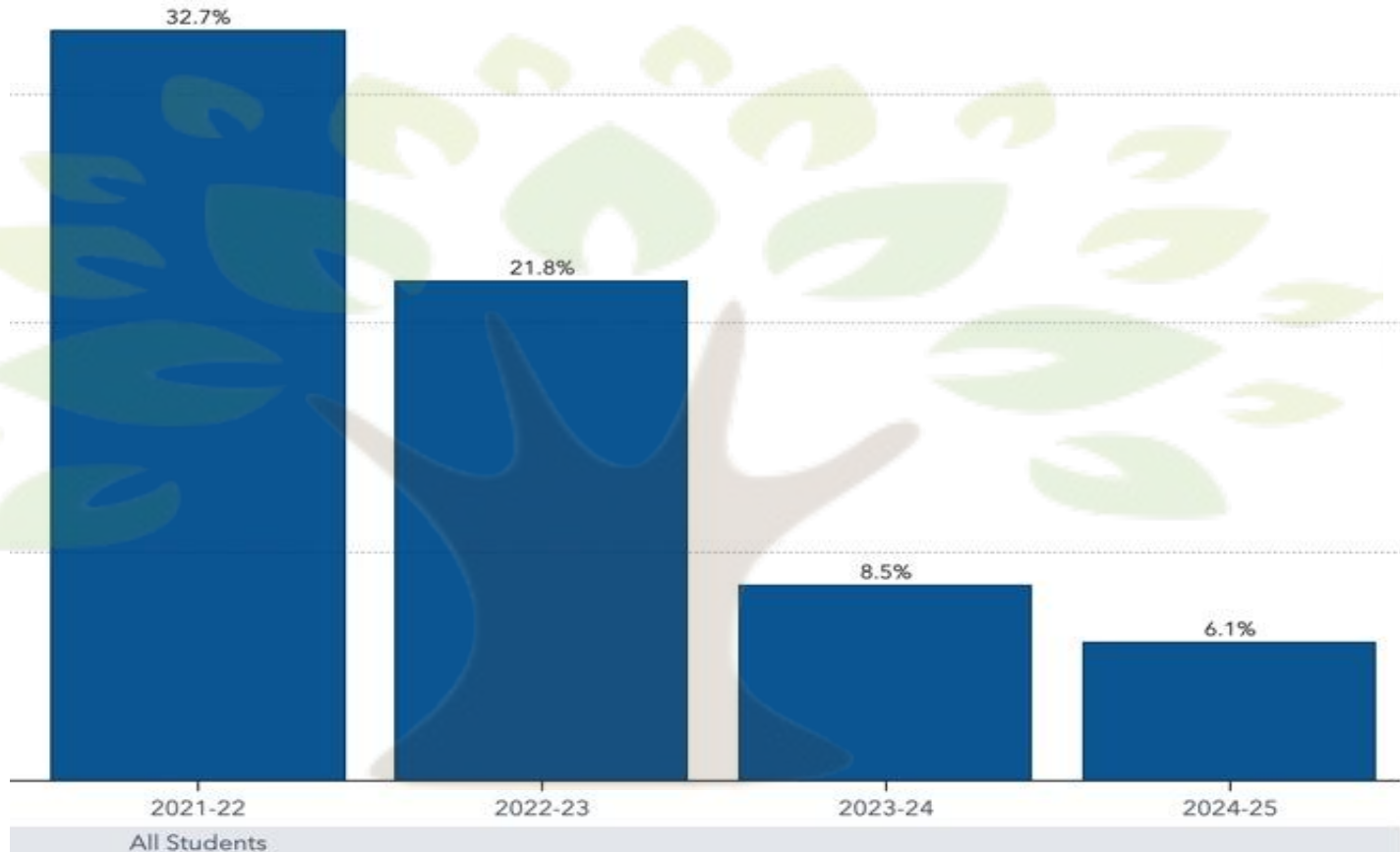
How to measure student success?

AI when asked success of the whole child:

“To measure the whole child, use a holistic approach that combines academic assessments like growth models and portfolios, with socio-emotional learning (SEL) tools such as student surveys and classroom observations. Success also involves monitoring [attendance and engagement](#), gathering [qualitative data](#) through interviews with students and parents, and assessing community and staff well-being to understand the broader context of a student's development.”

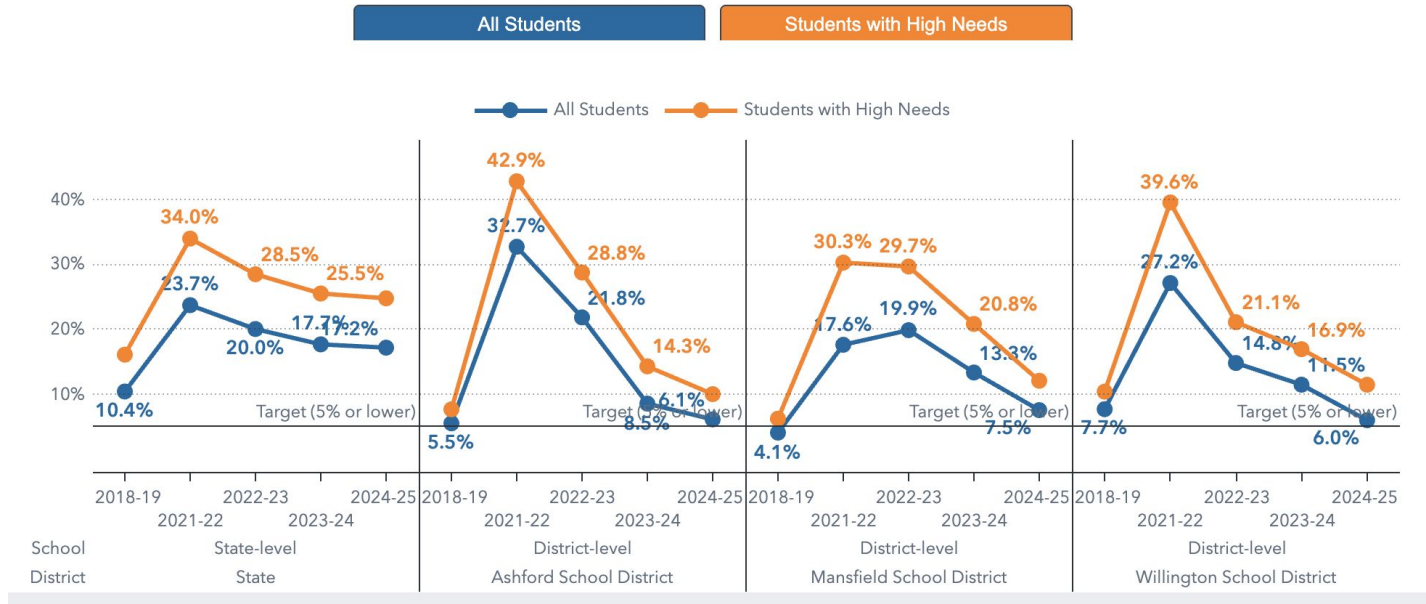


Chronic Absenteeism:



Comparison Data of Annual State Report: Chronic Absenteeism

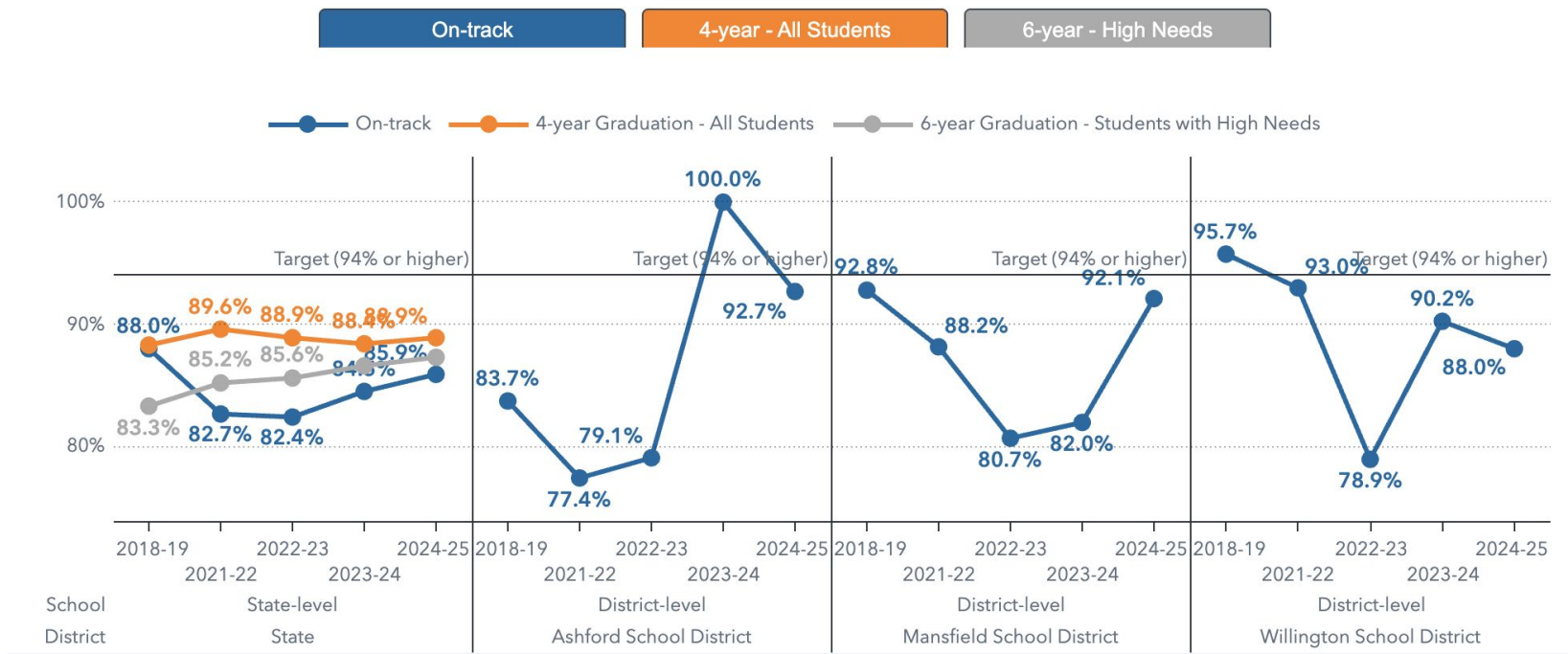
A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. This chart shows the percentage of students who were chronically absent.



To be included in the High Needs student group a student must be a student with a disability, English Learner, or a student eligible for free- or reduced-price meals.

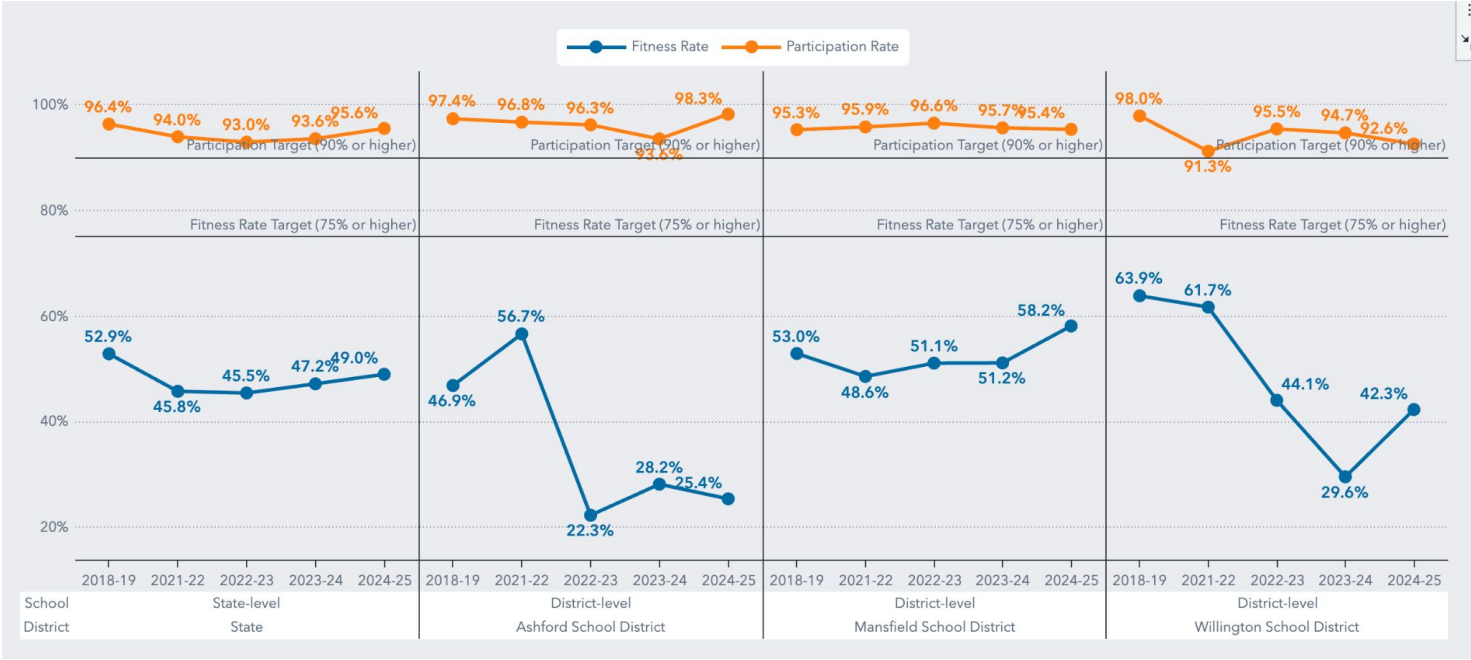
Comparison Data of Annual State Report: Performance Index On Track Graduation

On-track to High School Graduation is the percentage of 9th graders earning at least six full-year credits in the year (*Note: The required number of credits for this indicator increased from five to six in 2021-22.*)



Comparison Data of Annual State Report: Physical Fitness

Fitness Rate is the percentage of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment.



Participation Rate is the percentage of students assessed in all four areas of the CT Physical Fitness Assessment.

Annual Performance Report: IDEA Determination 2023

Needs Assistance 1: 3 Areas to look at out of 14

This score for us is just a warning, there is no enforcement action from the state.

Indicator 5A: Time with non-disabled Peers: 61.36%

Target is 68%

5B: Separate class placement: 11.36%

Target is 7.2%

To Improve: Working with staff to ensure students are spending more time with non-disabled peers while ensuring we are meeting students where they are. It is important our students are as independent as possible, working with kids to challenge themselves without over stressing them. With such a small school the percentages can be affected by a student moving in or out of the district.

Annual Performance Report: IDEA Determination 2023

Needs Assistance 1: 3 Areas to look at out of 14

Indicator 11: Determine Eligibility in Accordance with the State Established Timelines: **87.6%** **Target is 100%**

To Improve: Working as a team to ensure the testing is not only complete but the IEP is implemented within the 45 school day timeline. We set PPT dates earlier to give a full 5 days for the team to work on the goals and objectives so we can finalize the IEP and send it to the family for review prior to implementation. The staff put a lot of effort into their IEPs, time can be challenging. This was also the first year the new IEP model was fully implemented. We have done a lot of work and training to fix some of these concerns.

Annual Performance Report: IDEA Determination 2023

Needs Assistance 1: 3 Areas to look at out of 14

Indicator 14: Alternate Assessment Participation: **1.77% in ELA and 1.33% in Math** **Target is 1.00%**

To Improve: This is a very easy number to not meet because it represents such a small number of students. Because we are a small school our percentages are very easily affected. This really depends on how many students we have that meet the very strict criteria.