2025-2026 WPS Summative Data Presentation
Board of Education Meeting
September 10, 2026

Connecticut Accountability System

Key Measures, Definitions and What They Mean for Our Schools

A Shared Commitment to Every Student's Success

Academic Growth

Two Related but Different Measures

Average Percent of Target Achieved

Shows how much of each student's individual growth target was achieved on average.

Percent of Students Who Met or Exceeded Their Growth Goals

Shows the percentage of students who met or exceeded their individual growth goal.

Chronic Absenteeism

Any student for any reason excused or unexcused who misses 10 percent or more of the school year.

If the school year is a full year this equals 18 days.

For accountability scoring only 5 percent or fewer of students can miss 10 percent or more of the year in grades Kindergarten through 8.

High Needs Subgroup

Includes students who are

- Students with disabilities
- English language learners
- Students who qualify for free or reduced lunch

Students are double counted in the accountability system.

A student who qualifies for more than one high needs category is counted once in the high needs group but is also included in the all students group.

SBAC and NGSS Performance Levels

Met Standard or Proficiency

Level 1	Did Not Meet Standard
Level 2	Approaching Standard
Level 3	Met Standard
Level 4	Exceeded Standard

Performance Index Score

Uses each student's scale score to calculate a performance index.

The performance index is more stable than a simple met standard rate and is not as easily influenced by year to year fluctuations.

It captures the performance of every student not just whether they met the standard or not.

Participation Rate and Test Refusal

If a school fails to meet a 95 percent **participation rate** for all students in math ELA and science and for the high needs subgroup in math ELA and science the school is not eligible for School of Distinction recognition.

In Connecticut opting out is called test refusal and it has real consequences.

Achievement Gap Outlier

If the performance of high needs students is more than 1 standard deviation and at least 1 performance level below non high needs students that is considered an achievement gap outlier.

Schools identified as gap outliers are not eligible for School of Distinction recognition.

What a Gap Outlier Looks Like

Example using Performance Index



A school may be identified as a gap outlier when the gap between Non High Needs and High Needs is unusually large compared with the state.

Connecticut compares the gap to the statewide gap distribution.

Together we use data to support learning celebrate progress and create opportunities for every student.

Accountability Data Look Beyond the Single Number

The same headline percentage can represent very different student outcomes.

Academic Growth

Same Students Two Different Measures

Five runners start at different places and set individual finish line goals.



Average Percent of Target Achieved shows how much of the goal did students achieve.

Growth Rate shows how many students met or exceeded their goal.

Average Percent of Target Achieved

81%

Growth Rate

40%

2 out of 5 students

Performance Index vs. Percent Proficient

Same 50 Percent Proficient Very Different Performance

Grade 3 Reading

Group A
Higher Overall Performance

Student	Scale Score	Level	Index
1	2600	4	105.0
2	2485	3	80.2
3	2425	2	67.2
4	2370	2	55.3

2 of 4 Met Standard 50%

Performance Index **76.9**

Same 50 Percent Proficient

40.6 Point

Difference in Performance Index

Group B
Lower Overall Performance

Student	Scale Score	Level	Index
1	2120	1	1.3
2	2140	1	5.6
3	2432	3	68.7
4	2435	3	69.4

2 of 4 Met Standard 50%

Performance Index **36.3**

What This Shows

Both groups have the same percent of students who met the standard.

The performance index gives a more complete picture because it uses every student's scale score.

Group A has students who are approaching or exceeding the standard while Group B has students near the bottom of Level 1.

The 40.6 point difference matters.

Look deeper See the whole picture. Support every student.

Academic Growth: A Crucial Driver of School Accountability

Woodstock Elementary School

750 total accountability points available



Academic growth: 400 points

All other measures: 350 points

Woodstock Middle School

900 total accountability points available



Academic growth: 400 points

All other measures: 500 points

The 400-point growth core at both schools

Four growth measures, each worth up to 100 points

ELA growth	ELA growth	Math growth	Math growth
All students	High-needs students	All students	High-needs students
100 points	100 points	100 points	100 points

Excelling in student growth is crucial: it drives more than half of WES's available points and nearly half of WMS's.

The Make or Break Accountability Metric for Schools and Districts

CT CSDE GROWTH: A SPRINT ANALOGY

Same runners. Same results. Two different ways to describe growth.

AVERAGE PERCENTAGE OF TARGET ACHIEVED (APTA)

Each runner receives proportional credit for how far they progress toward the individualized target.



APTA floor: 0% • APTA ceiling: 110% • Progress below the target still receives proportional credit.

APTA = PROPORTIONAL AVERAGE

(25 + 50 + 90 + 100 + 110) ÷ 5 = 75%

How much of the targets did the runners achieve, on average?

GROWTH RATE = YES OR NO

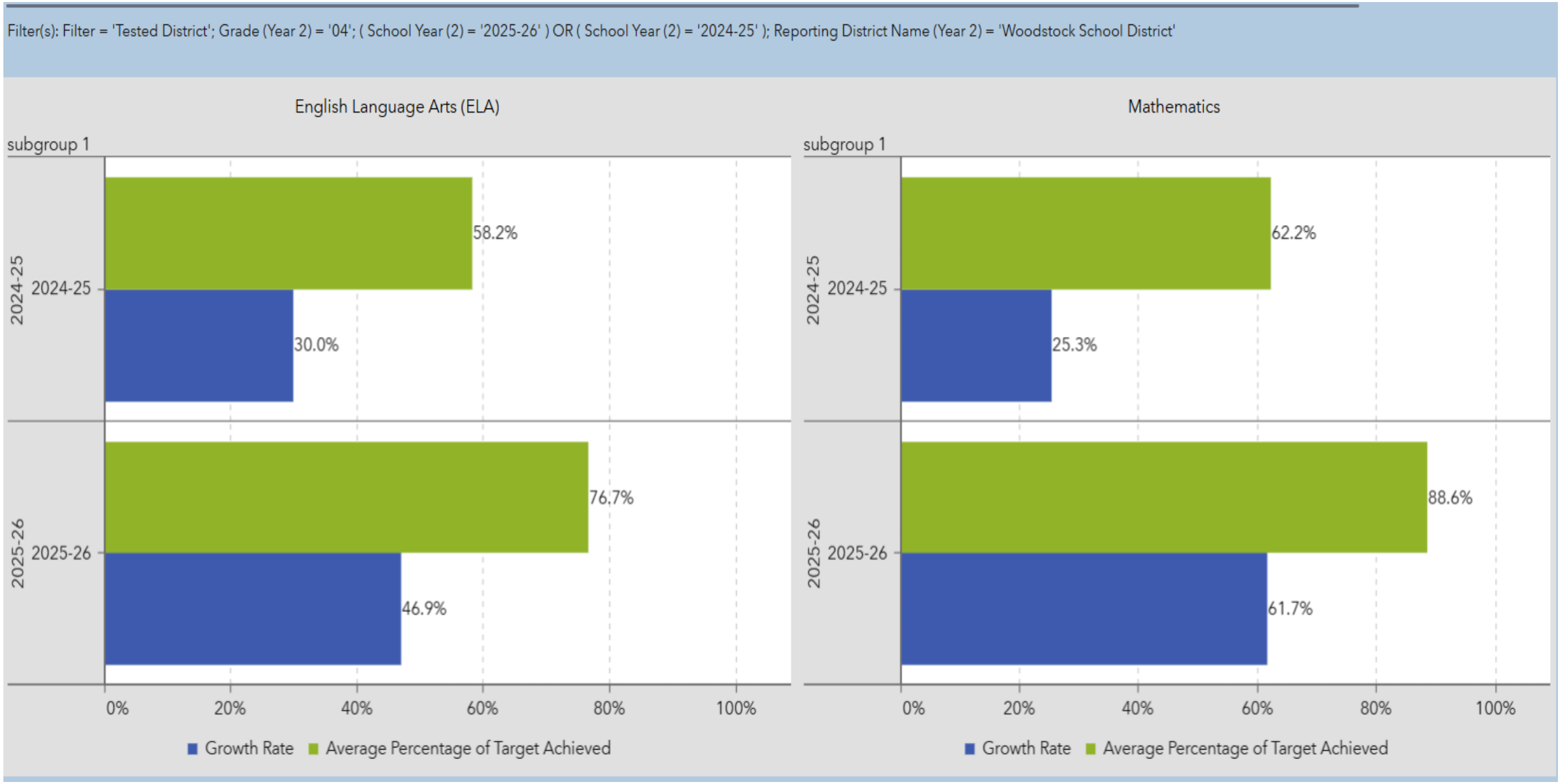
2 YES ÷ 5 RUNNERS = 40%

99% = NO

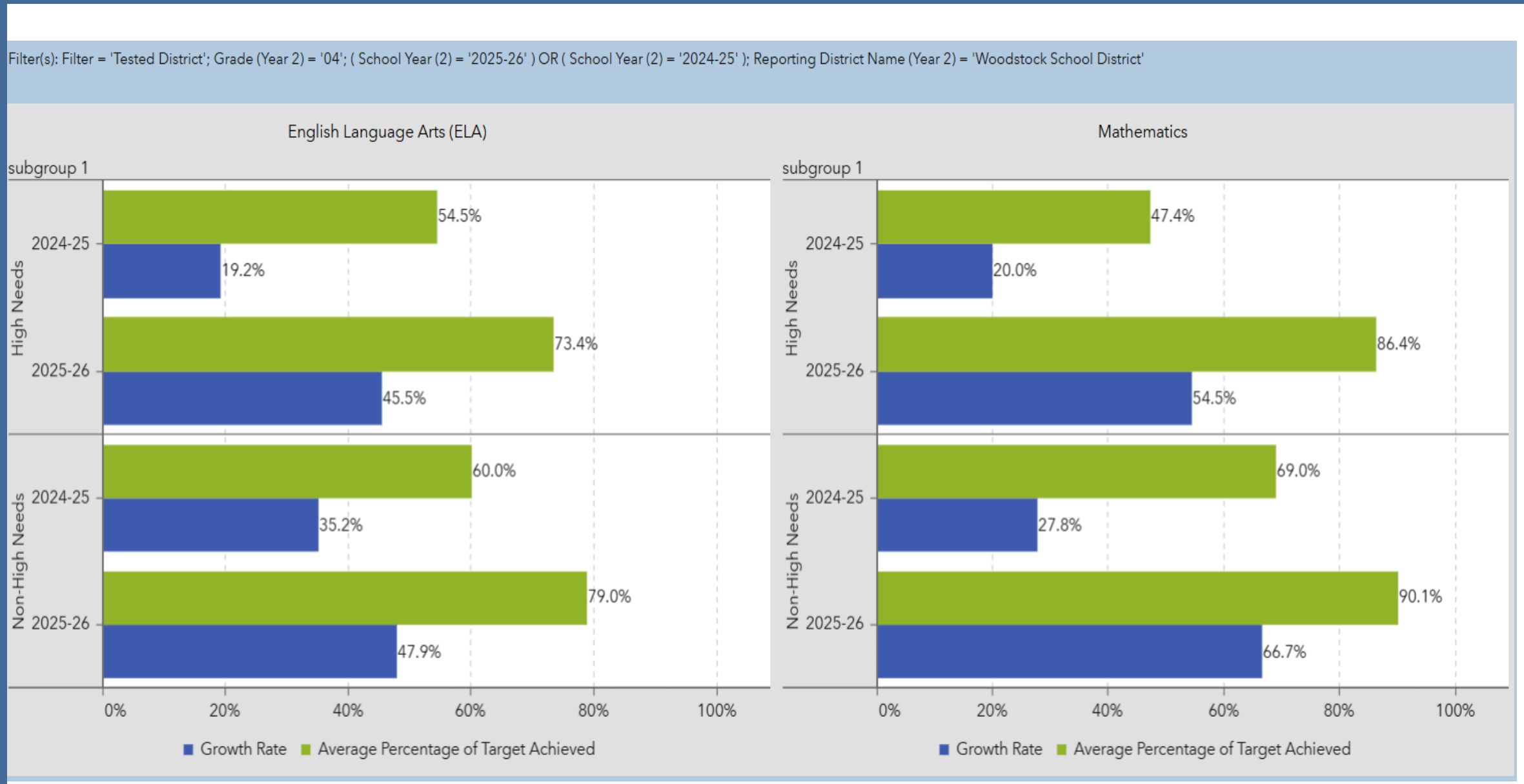
100%+ = YES

What percentage of runners fully met or exceeded their targets?

WES All Students Growth



WES Growth High-Needs Subgroup

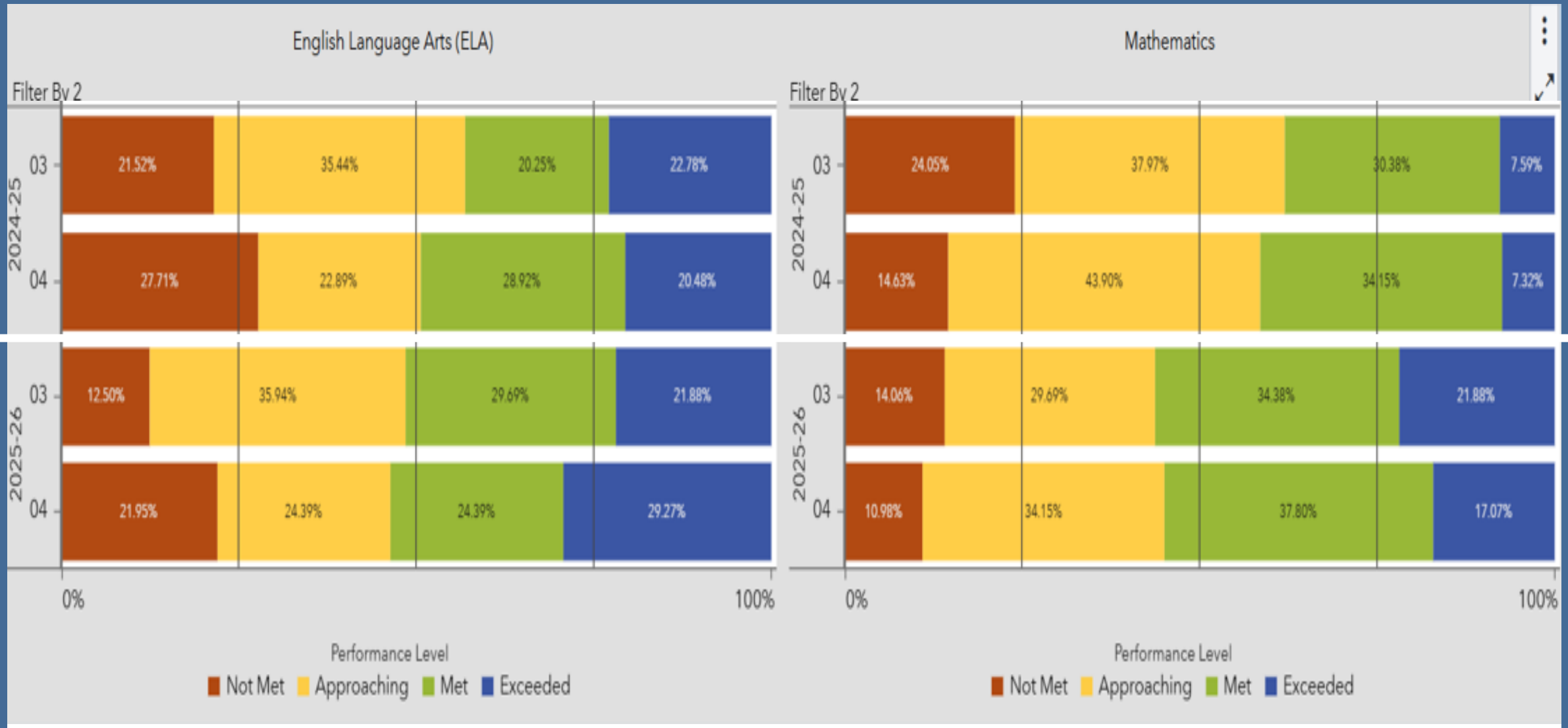


WPS Grades 3rd – 8th Math and ELA SBAC Proficiency Rough Cohort Improvements

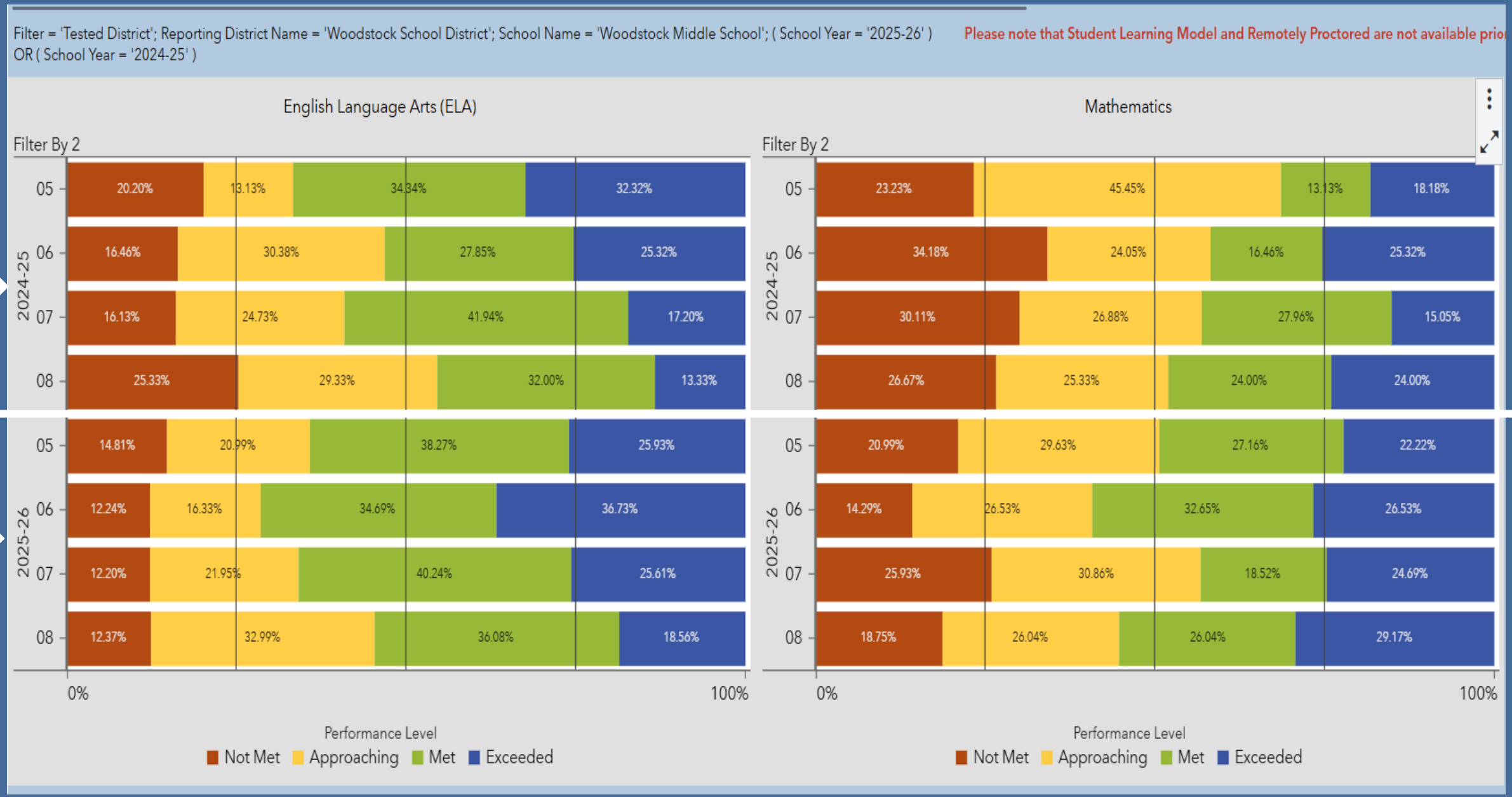
Math SBAC Grade Level	2024-2025 % Level 3 or 4 Met or Exceeded Expectations	2025-2026 % Level 3 or 4 Met or Exceeded Expectations	
3rd	38	56.3	
4th	41.5	54.9	3rd to 4th Gain = 16.9
5th	31.3	49.4	4th to 5th Gain = 7.9
6th	41.8	59.2	5th to 6th Gain = 27.9
7th	43	43.2	6th to 7th Gain = 1.4
8th	47.3	55.2	7th to 8th Gain = 9.2
	District = 40.1% Met or Exceeded	District = 53.2% Met or Exceeded	Percentage-Point Gain = 13.1
			33% Growth over last year's performance level

ELA SBAC Grade Level	2024-2025 % Level 3 or 4 Met or Exceeded Expectations	2025-2026 % Level 3 or 4 Met or Exceeded Expectations	
3rd	43	51.6	
4th	49.4	53.7	3rd to 4th Gain = 10.7
5th	66.7	64.2	4th to 5th Gain = 14.8
6th	53.2	71.4	5th to 6th Gain = 4.4
7th	59.1	65.9	6th to 7th Gain = 12.7
8th	44.6	54.6	7th to 8th Loss = - 4.5
	District = 53.5% Met or Exceeded	District = 60.7% Met or Exceeded	Percentage-Point Gain = 7.2
			13.5% Growth over last year's performance level

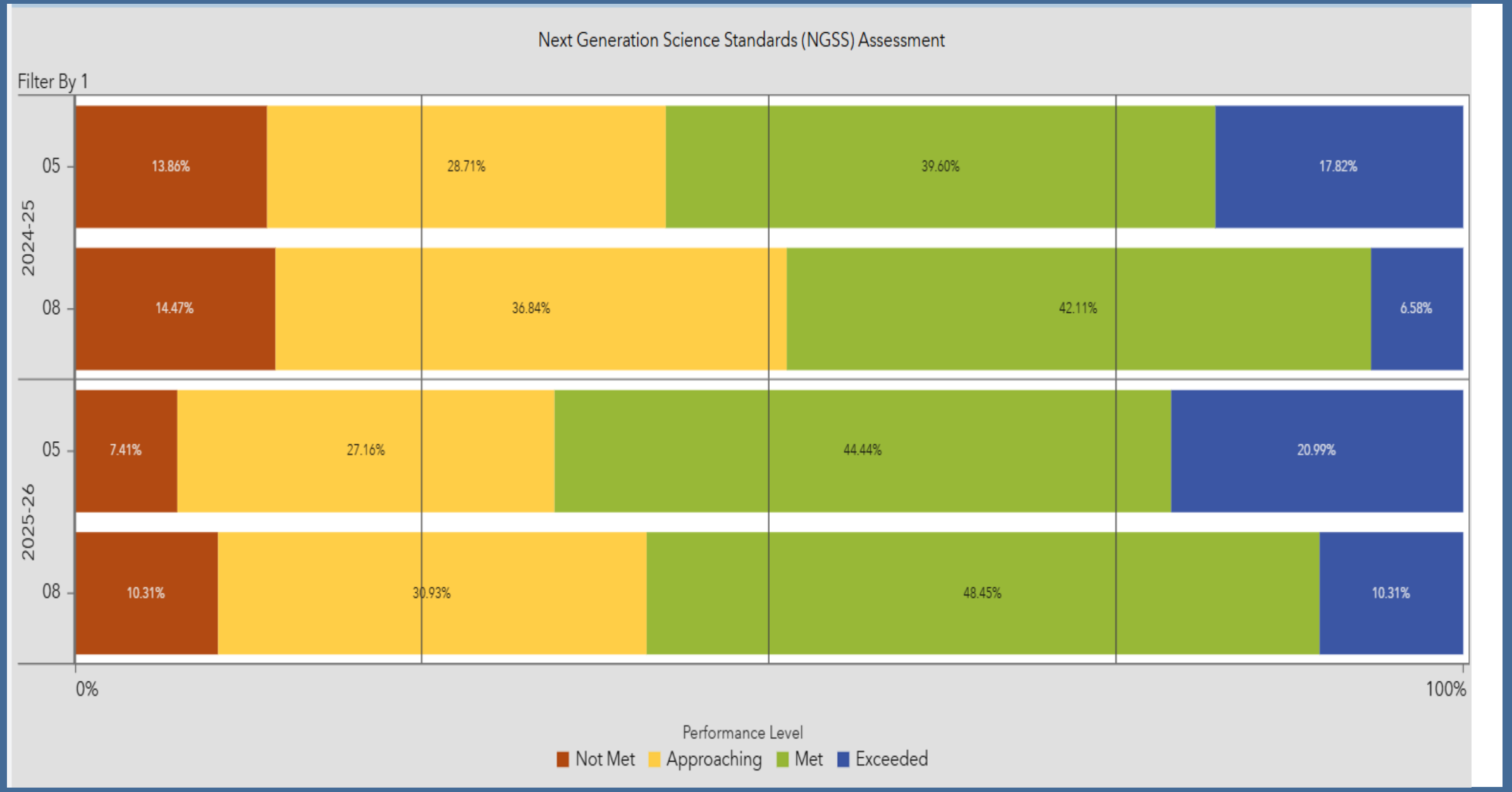
WES % Met Standard by Performance Category 24-25 (top) 25-26 (bottom)



WMS % Met Standard by Performance Category 24-25 (top) 25-26 (bottom)



WMS % Met Standard Science by Performance Category 24-25 (top) 25-26 (bottom)

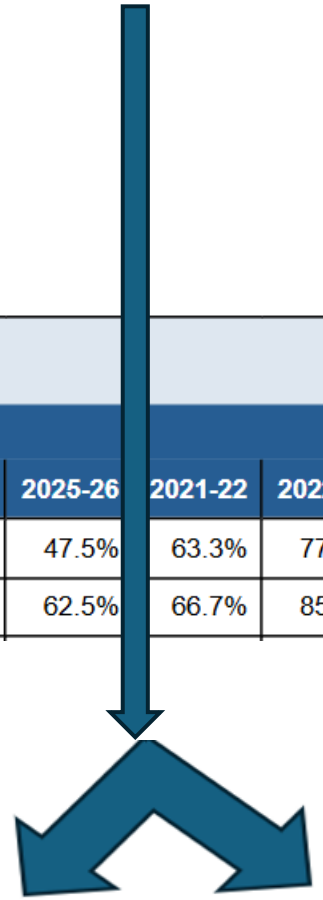


WES Growth All Students

Smarter Balanced Growth Report, Trend
Woodstock School District, ELA and Math, All Grades Combined, All Students

Export .csv file

			Growth Rate					Average Percentage of Target Achieved				
			School Year					School Year				
District	School	Subject	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22	2022-23	2023-24	2024-25	2025-26
Woodstock School District	Woodstock Elementary School	ELA	36.8%	44.6%	44.2%	30.0%	47.5%	63.3%	77.1%	69.6%	58.2%	77.7%
		Math	35.6%	51.4%	48.4%	25.3%	62.5%	66.7%	85.7%	76.0%	62.2%	89.6%



% of Students Who Met Their Individual Growth Targets

(Either Yes or No)

Average % of Target Achieved (Proportional Growth)

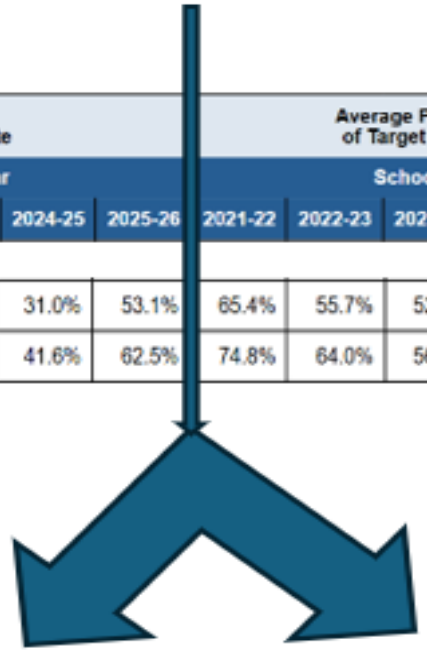
WES Growth All Students

Smarter Balanced Growth Report, Trend
Woodstock School District, ELA and Math, All Grades, All Students
Export .csv file

				Growth Rate					Average Percentage of Target Achieved				
				School Year					School Year				
District	School	Grade	Subject	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22	2022-23	2023-24	2024-25	2025-26
Woodstock School District	Woodstock Elementary School	4	ELA	36.8%	44.6%	44.2%	30.0%	47.5%	63.3%	77.1%	69.6%	58.2%	77.7%
			Math	35.6%	51.4%	48.4%	25.3%	62.5%	66.7%	85.7%	76.0%	62.2%	89.6%

Smarter Balanced Growth Report, Trend
Woodstock School District, ELA and Math, All Grades Combined, All Students
Export .csv file

District	School	Subject	Growth Rate School Year 2021-22	2022-23	2023-24	2024-25	2025-26	Average Percentage of Target Achieved School Year 2021-22	2022-23	2023-24	2024-25	2025-26
	Woodstock Middle School	ELA	45.5%	36.5%	34.4%	31.0%	53.1%	65.4%	55.7%	52.0%	50.8%	71.4%
		Math	52.6%	43.9%	39.5%	41.6%	62.5%	74.8%	64.0%	56.6%	60.3%	81.3%



% of Students Who Met Their Individual Growth Targets

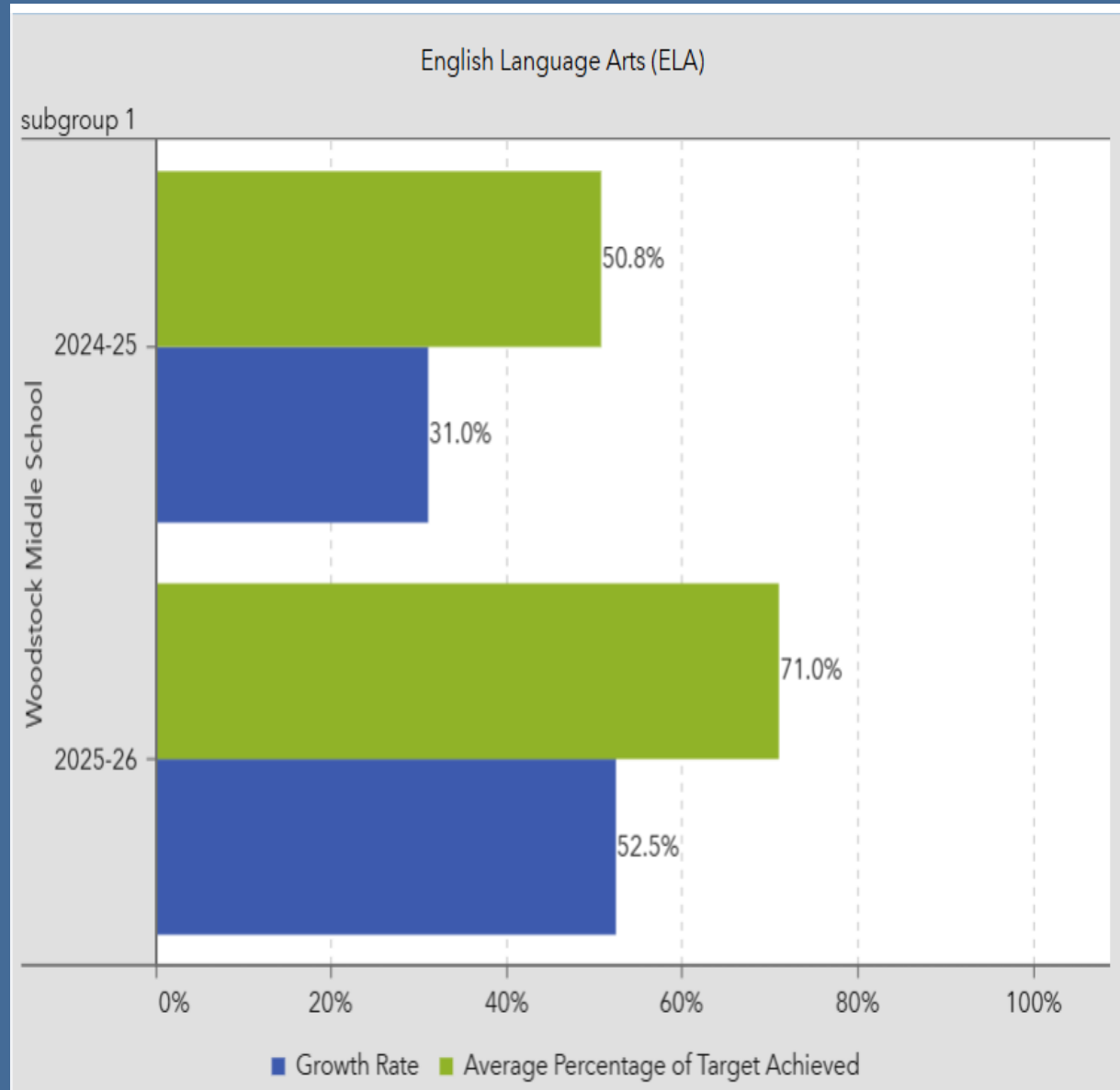
(Either Yes or No)

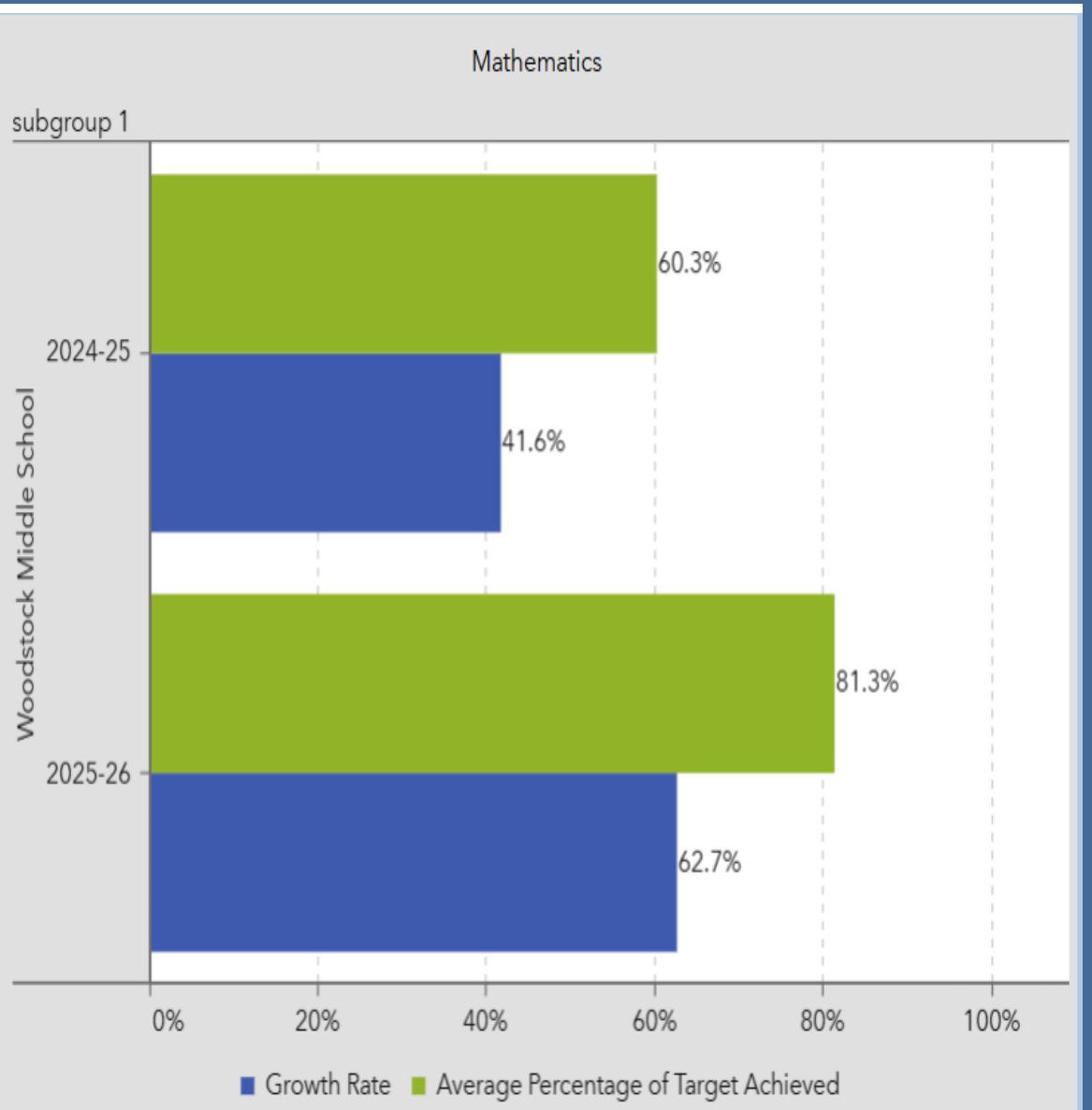
Average % of Target Achieved
(Proportional Growth)

WMS Growth All Students

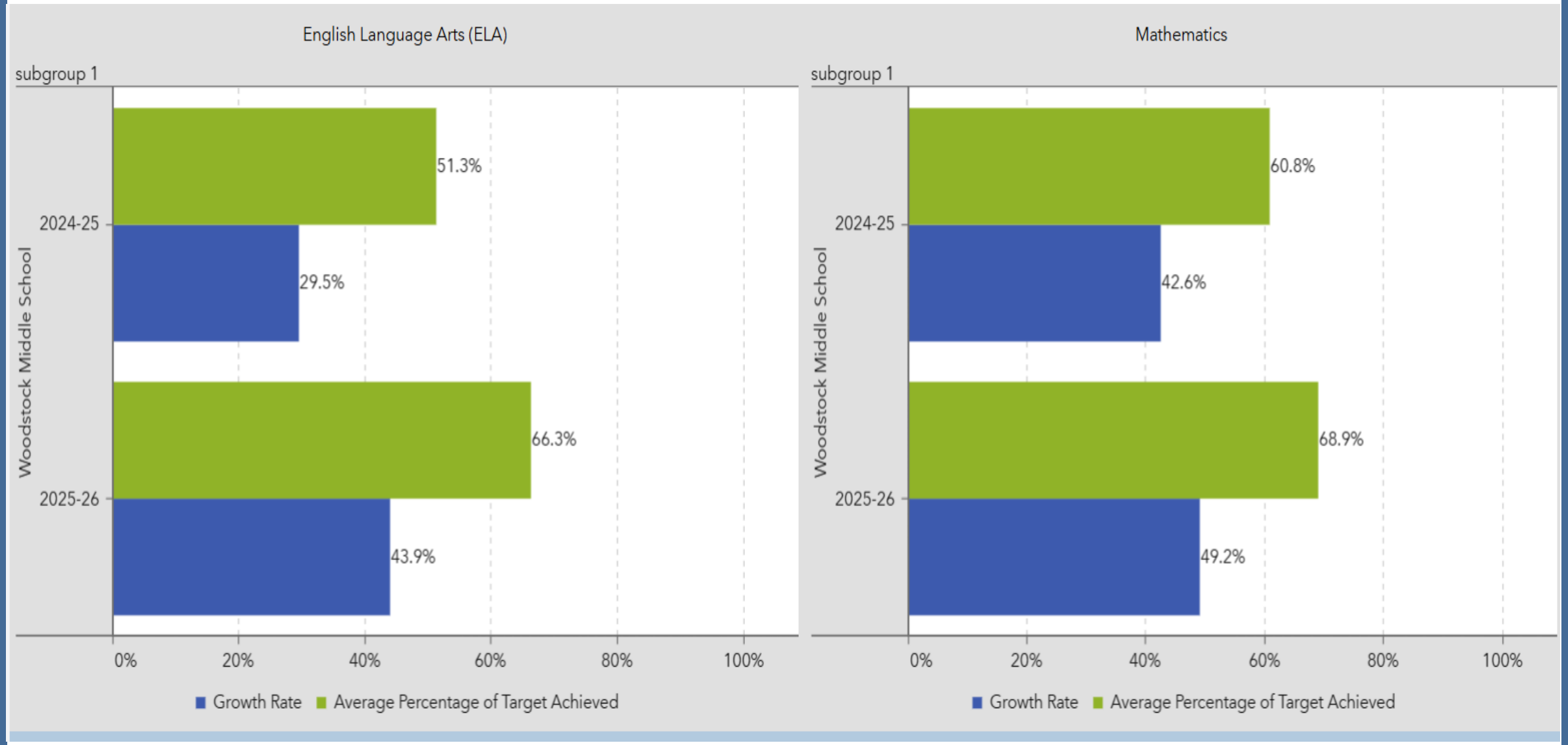
School	Grade	Subject	Growth Rate School Year 2021-22	2022-23	2023-24	2024-25	2025-26	Average Percentage of Target Achieved School Year 2021-22	2022-23	2023-24	2024-25	2025-26
Woodstock Middle School	5	ELA	55.9%	45.2%	41.6%	35.1%	58.2%	75.7%	69.6%	64.6%	55.4%	81.9%
		Math	52.5%	40.9%	22.1%	28.7%	54.4%	79.0%	61.7%	41.2%	47.6%	79.9%
	6	ELA	44.4%	33.8%	17.6%	33.3%	62.1%	65.9%	48.9%	34.2%	54.8%	80.3%
		Math	63.9%	24.6%	24.2%	47.4%	66.3%	83.9%	42.1%	41.8%	67.0%	85.8%
	7	ELA	40.0%	31.1%	44.3%	39.1%	56.6%	62.3%	50.1%	61.7%	62.7%	73.7%
		Math	42.5%	44.6%	57.1%	46.0%	65.3%	67.7%	70.8%	76.9%	67.9%	83.0%
	8	ELA	44.4%	33.8%	38.2%	12.9%	36.3%	61.5%	50.1%	51.8%	25.0%	51.1%
		Math	52.5%	62.5%	59.2%	47.1%	63.3%	71.3%	78.1%	71.1%	60.6%	76.3%

WMS Growth All Students

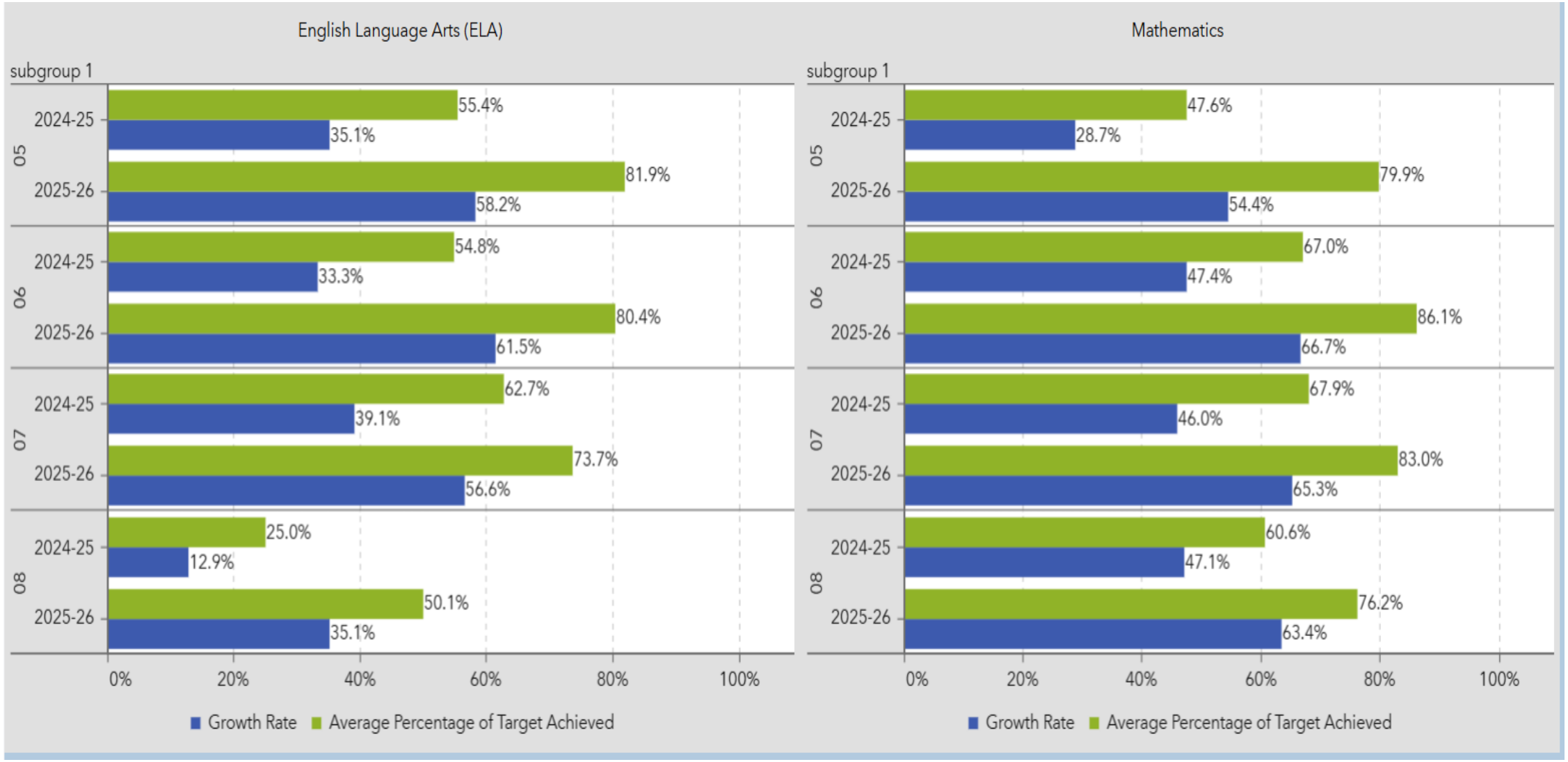




WMS Growth High-Needs Subgroup



WMS All Students Growth by Grade Level



CSDE Considers the District Performance Index the Best Indicator of Success

Performance Index
average location on the score continuum

≠

Proficiency Rate
percentage at Level 3 or Level 4

Same proficiency rate. Very different achievement.

Simplified Grade 3 ELA example



Why it matters: CSDE's index recognizes movement anywhere on the scale not only movement across the Level 3 cut

For accountability, the group Performance Index is reported on a 0–100 scale; 75 is the statewide target. Student index values can range from 0–110 before averaging.

WPS went from scoring below pandemic levels in 24-25 to exceeding pre-pandemic levels in 25-26

Student Group	ELA Count	ELA Performance Index	Math Count	Math Performance Index	Science Count	Science Performance Index
District	538	72.1	538	64.6	208	69.2

Student Group	2023-24			2024-25			2025-26		
	ELA Performance Index	Math Performance Index	Science Performance Index	ELA Performance Index	Math Performance Index	Science Performance Index	ELA Performance Index	Math Performance Index	Science Performance Index
District	70.3	62.6	69.3	68.6	61.8	66.7	72.7	67.2	71.3

District Performance Index: 2018-2019 at top and 2023-2024 through 2025-2026 below that

WES Chronic Absenteeism All Students and High Needs Subgroup

Year: Trend | District: Woodstock School District | Schools: Woodstock Elementary | Filter By: All Students | Submit

Chronic Absenteeism, Trend

Woodstock School District, Woodstock Elementary School, All Students

Export .csv file

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

		Chronically Absent									
		2021-22		2022-23		2023-24		2024-25		2025-26	
District	School	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Woodstock School District	Woodstock Elementary School	55	13.0	56	14.0	57	14.7	34	9.8	19	5.6

Year: Trend | District: Woodstock School District | Schools: Woodstock Elementary | Filter By: High Needs (F/R, EL or | Submit

Chronic Absenteeism, Trend

Woodstock School District, Woodstock Elementary School, High Needs (F/R, EL or SWD)

Export .csv file

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

			Chronically Absent								
			2021-22		2022-23		2023-24		2024-25		2025-26	
District	School	High Needs (F/R, EL or SWD)	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Woodstock School District	Woodstock Elementary School	High Needs	30	22.1	24	17.6	31	23.0	18	15.1	10	7.7
		Non-High Needs	25	8.7	32	12.1	26	10.2	16	7.0	9	4.3

WMS Chronic Absenteeism All Students and High Needs Subgroup

Chronic Absenteeism, Trend
Woodstock School District, Woodstock Middle School, All Students

Export .csv file

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

		Chronically Absent									
		2021-22		2022-23		2023-24		2024-25		2025-26	
District	School	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Woodstock School District	Woodstock Middle School	29	8.3	39	11.2	34	9.9	49	13.7	31	8.5

Chronic Absenteeism, Trend
Woodstock School District, Woodstock Middle School, High Needs (F/R, EL or SWD)

Export .csv file

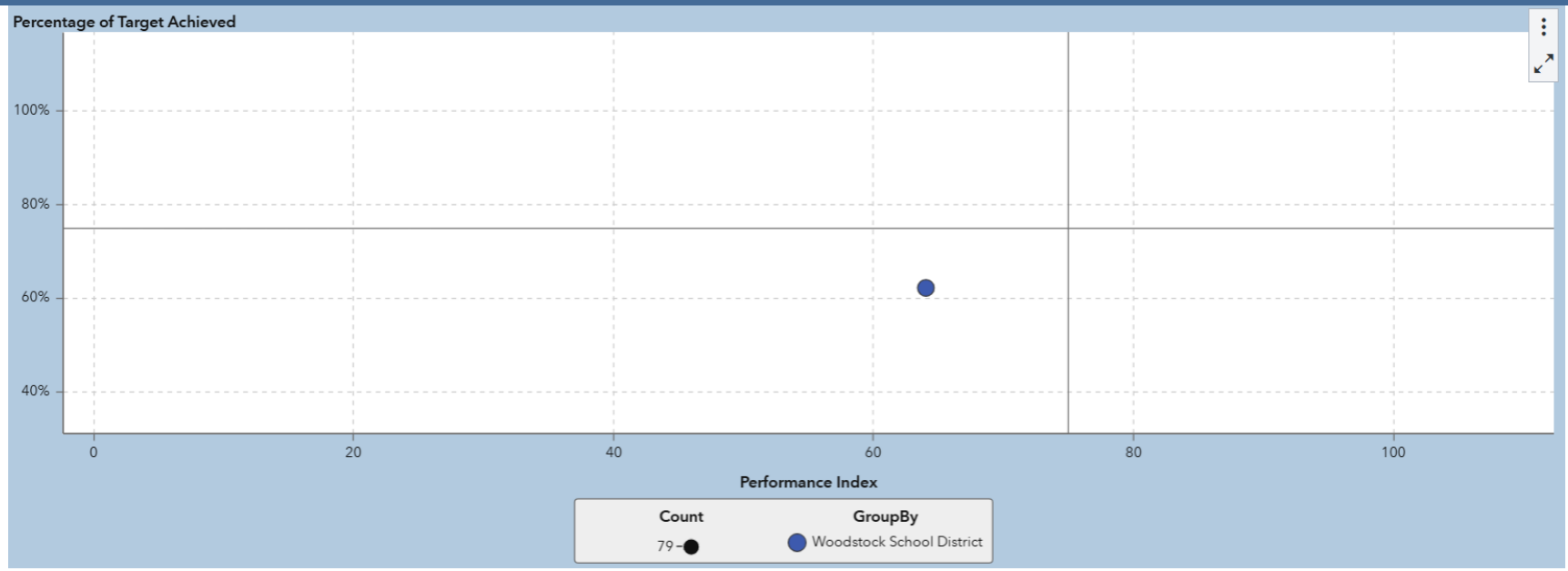
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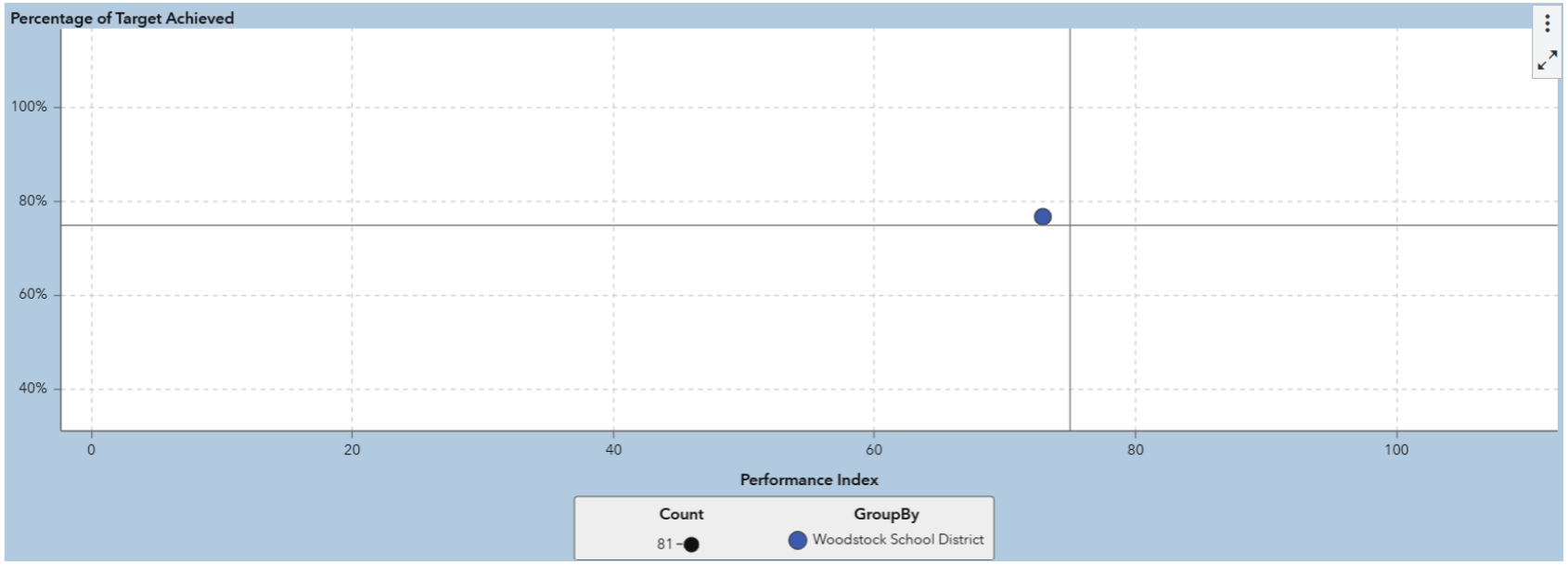
			Chronically Absent								
			2021-22		2022-23		2023-24		2024-25		2025-26	
District	School	High Needs (F/R, EL or SWD)	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Woodstock School District	Woodstock Middle School	High Needs	12	13.2	12	10.7	19	15.6	28	19.3	21	15.7
		Non-High Needs	17	6.6	27	11.4	15	6.8	21	9.9	10	4.3

WES All Students Growth vs. Performance Bubble Plot

ELA Growth vs. Performance Bubble Plot

Top 2024-2025
Bottom 2025-2026

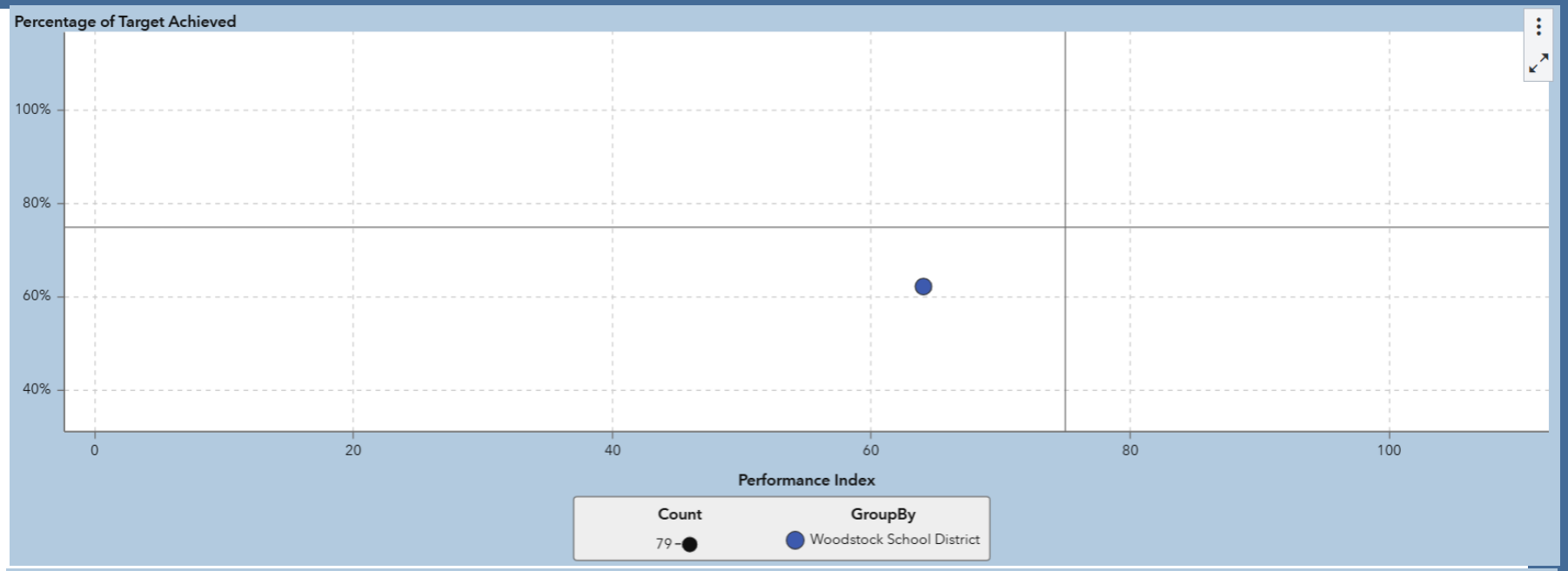




WES All Students Growth vs. Performance Bubble Plot

Math Growth vs. Performance Bubble Plot

Top 2024-2025
Bottom 2025-2026



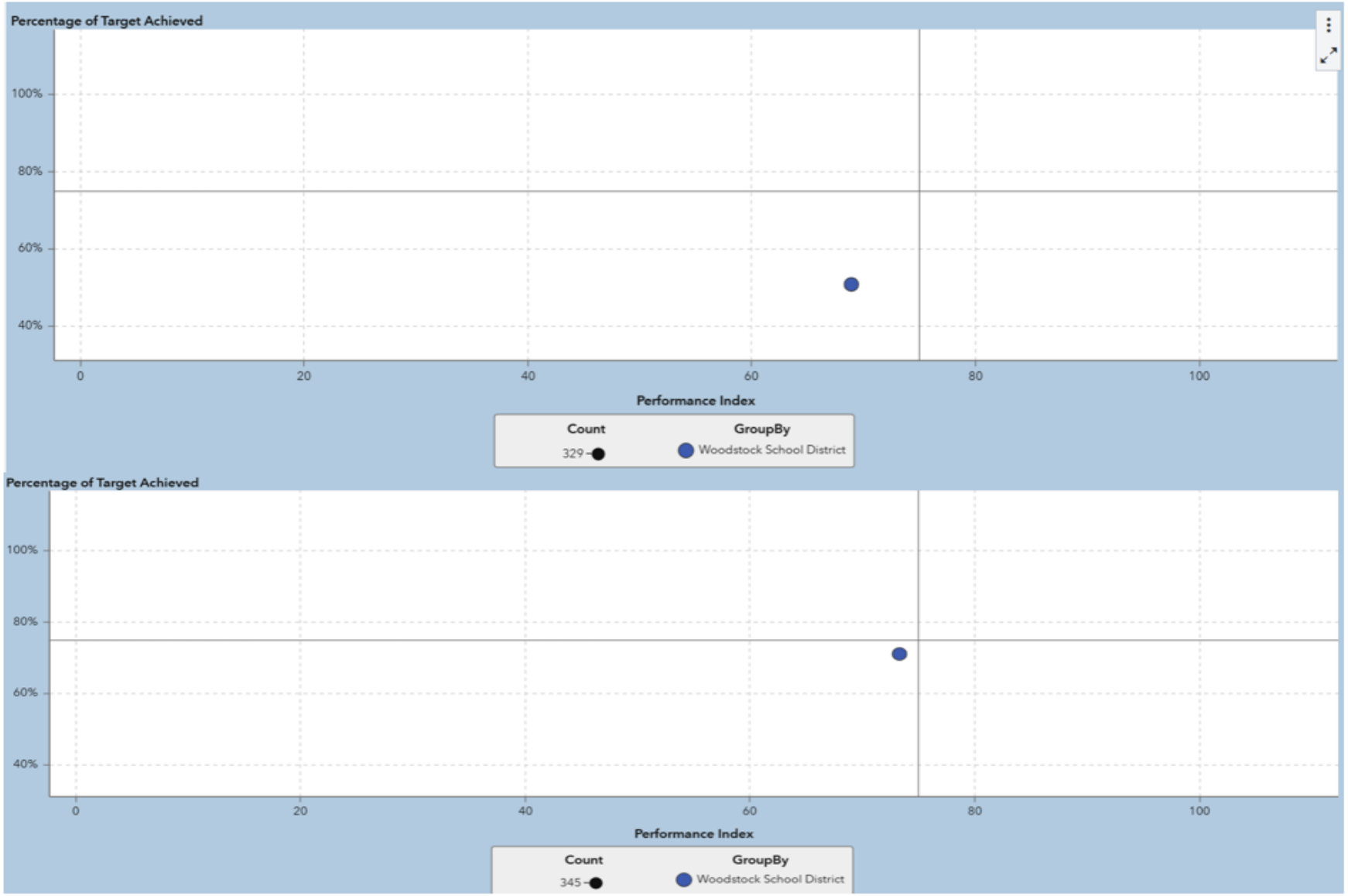


WMS All Students Growth vs. Performance Bubble Plot

ELA Growth vs. Performance Bubble Plot

Top 2024-2025

Bottom 2025-2026

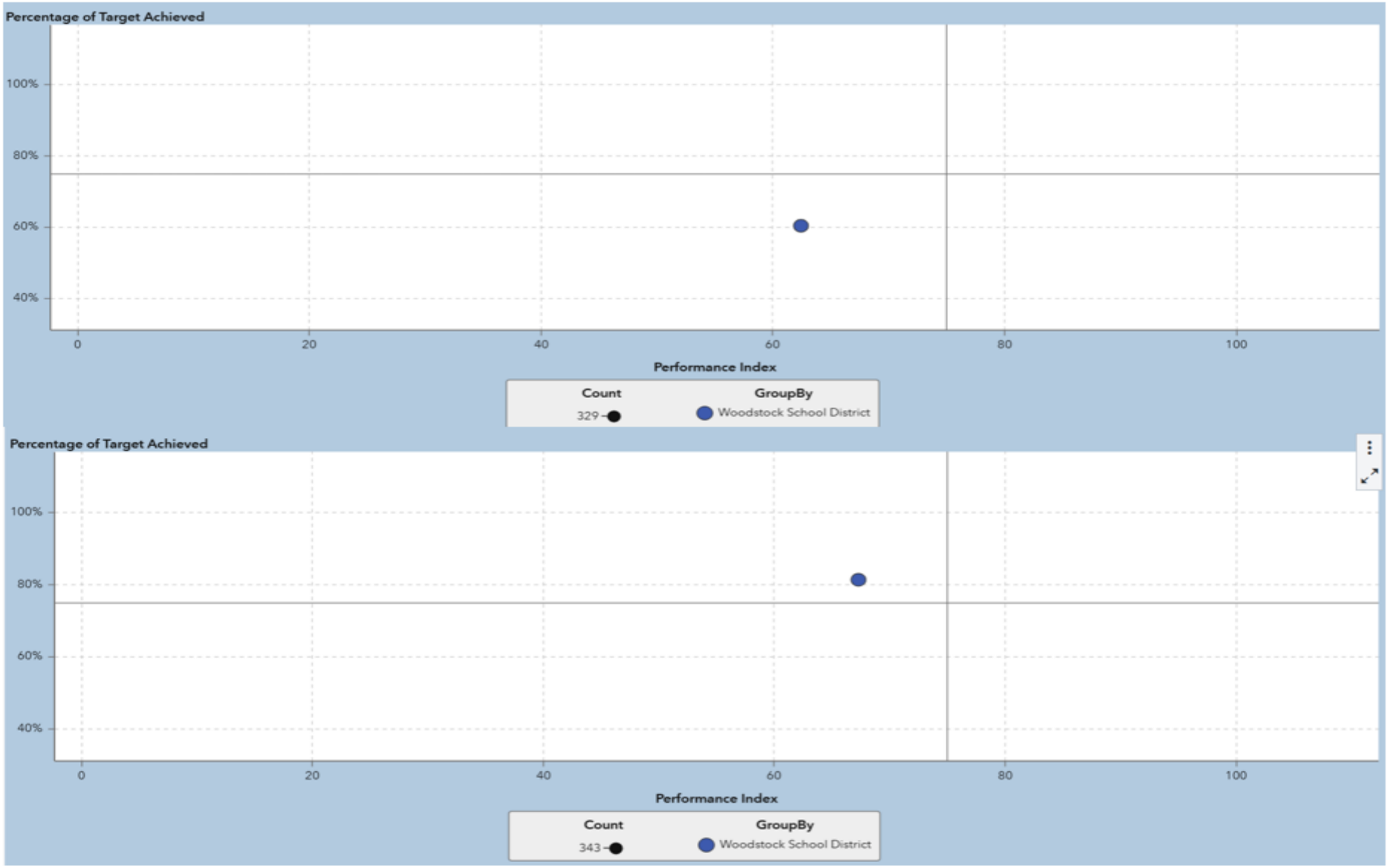


WMS All Students Growth vs. Performance Bubble Plot

Math Growth vs. Performance Bubble Plot

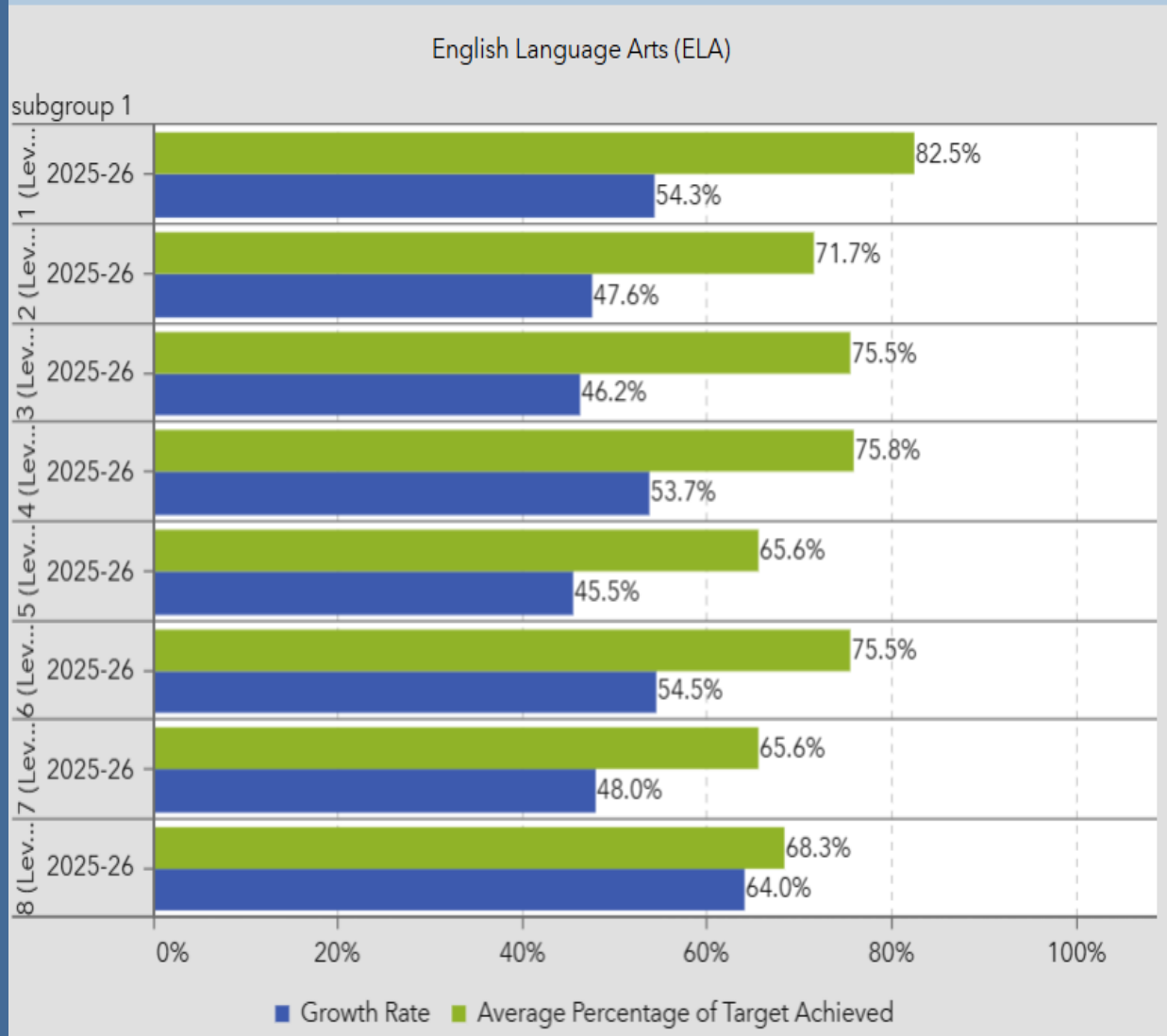
Top 2024-2025

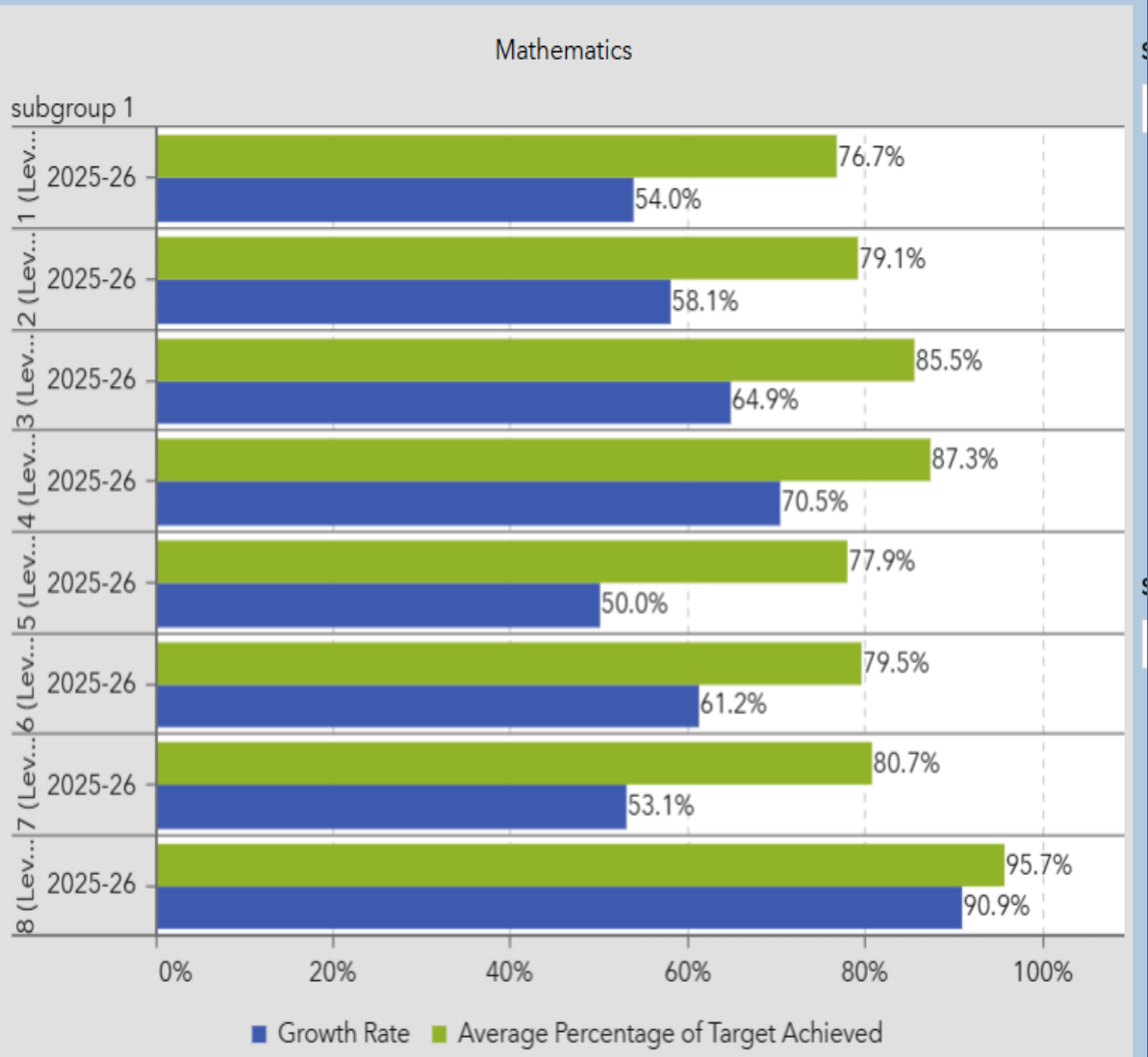
Bottom 2025-2026



WPS District Growth by Performance Category

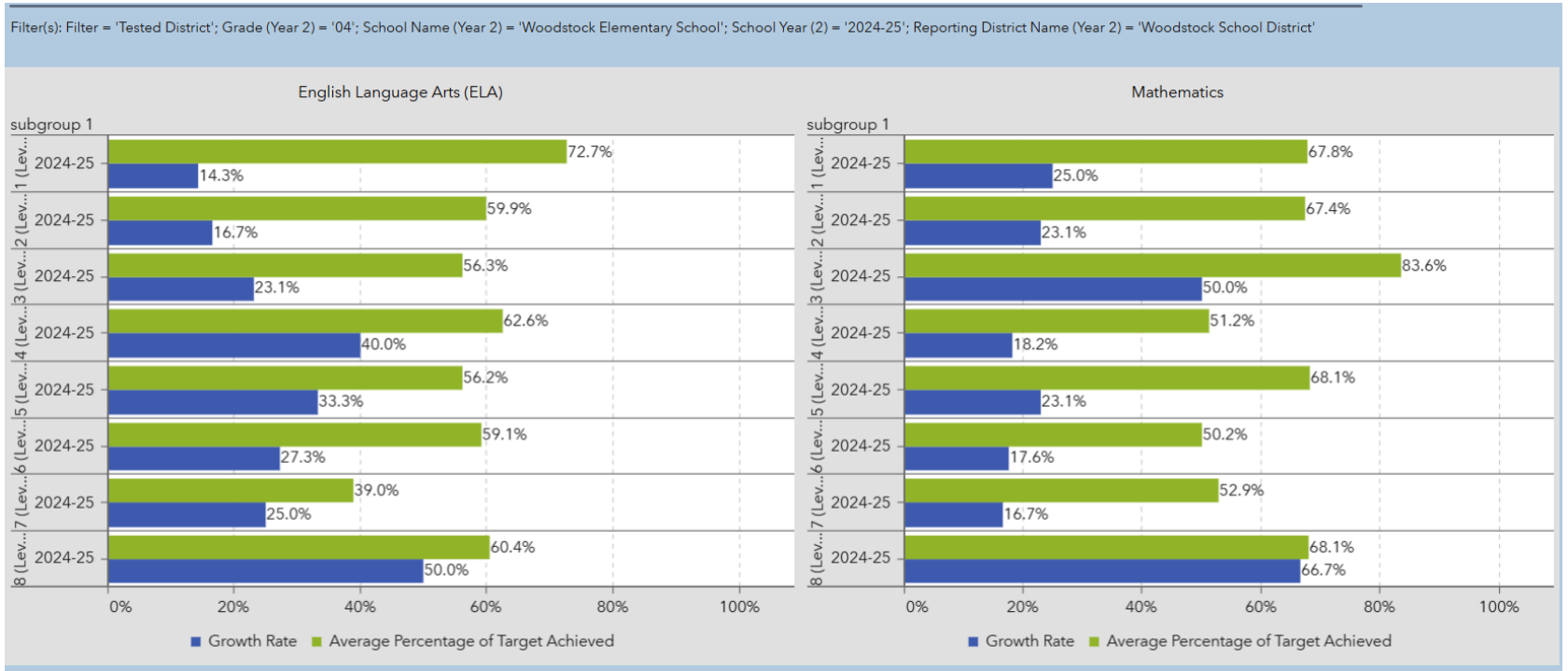
Filter(s): Filter = 'Tested District'; (Grade (Year 2) = '04') OR (Grade (Year 2) = '05') OR (Grade (Year 2) = '06') OR (Grade (Year 2) = '07') OR (Grade (Year 2) = '08'); School Year (2) = '2025-26'; Reporting District Name (Year 2) = 'Woodstock

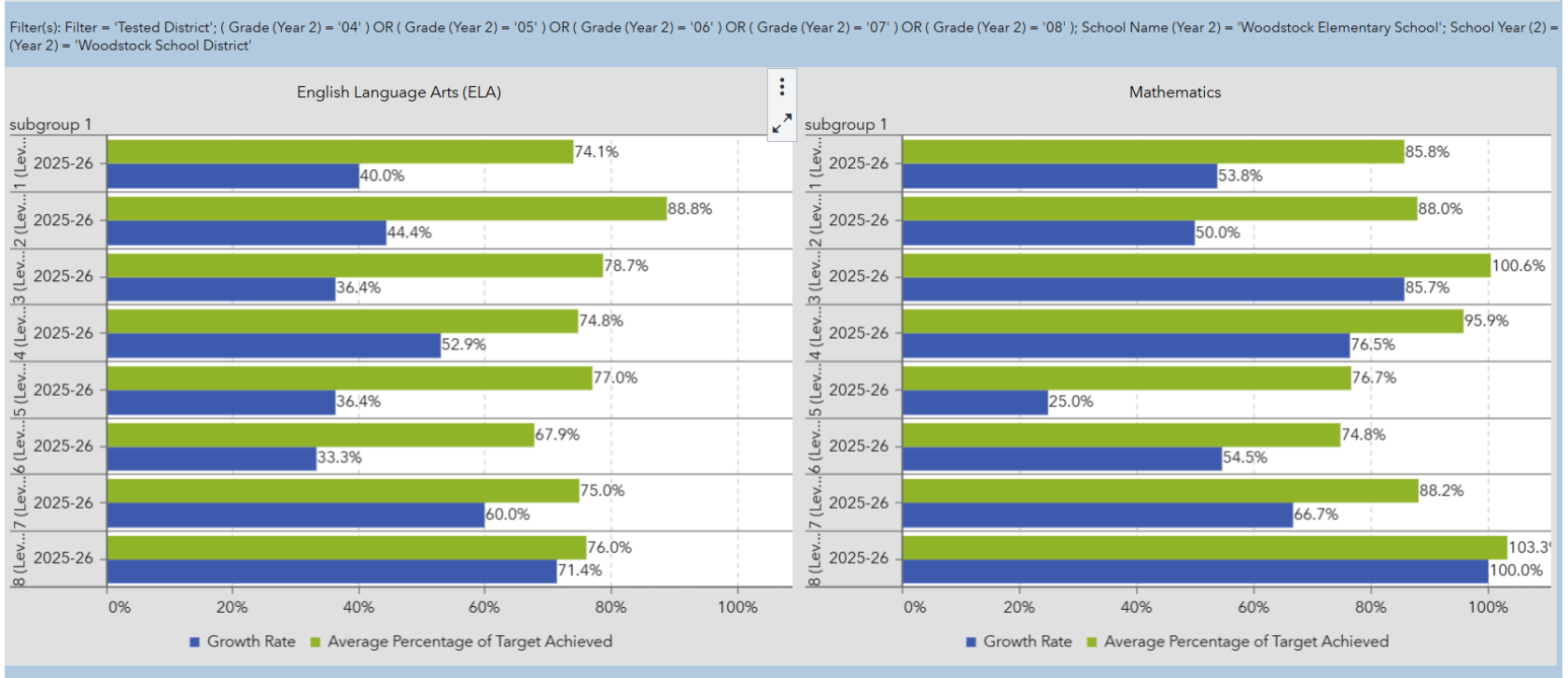




WES Growth by Performance Category 2024-2024 (Top) 2025-2026 (Bottom)

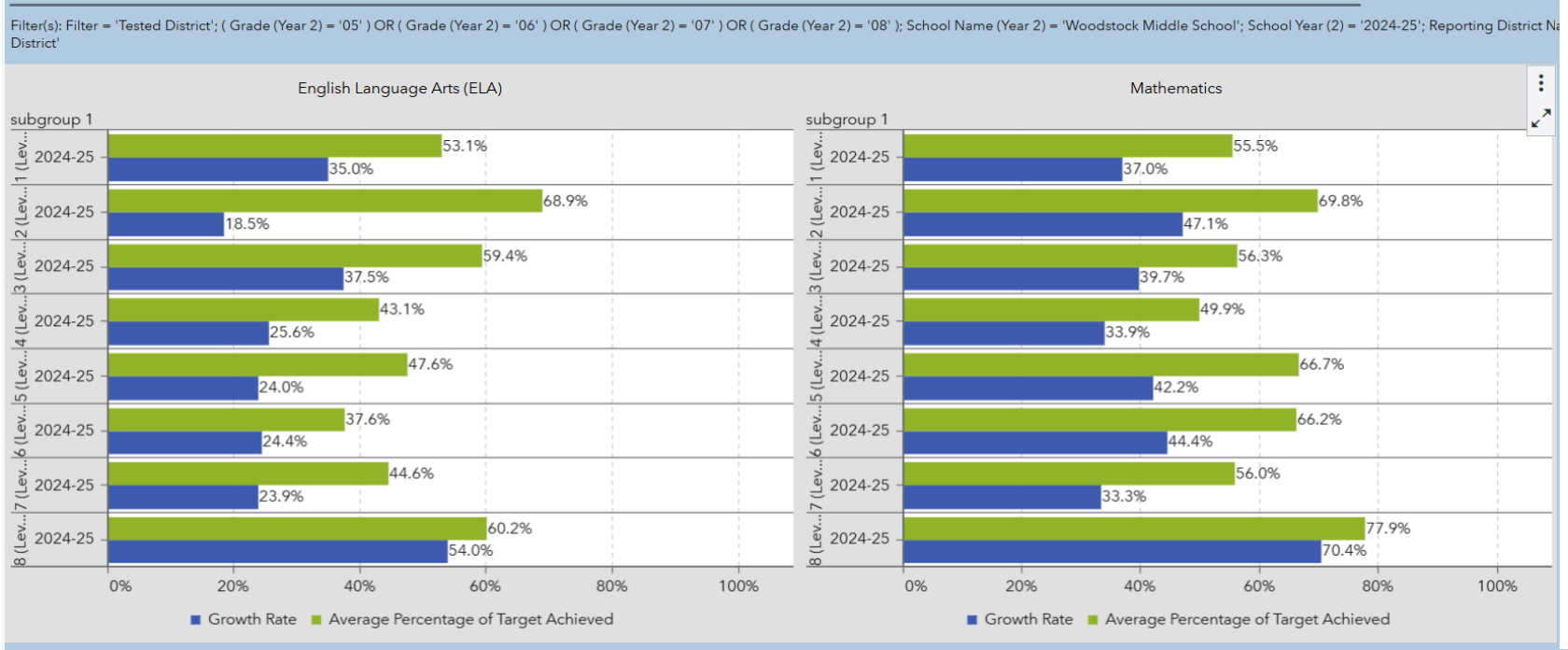
Level 1 Low
Level 1 High
Level 2 Low
Level 2 High
Level 3 Low
Level 3 High
Level 4 Low
Level 4 High

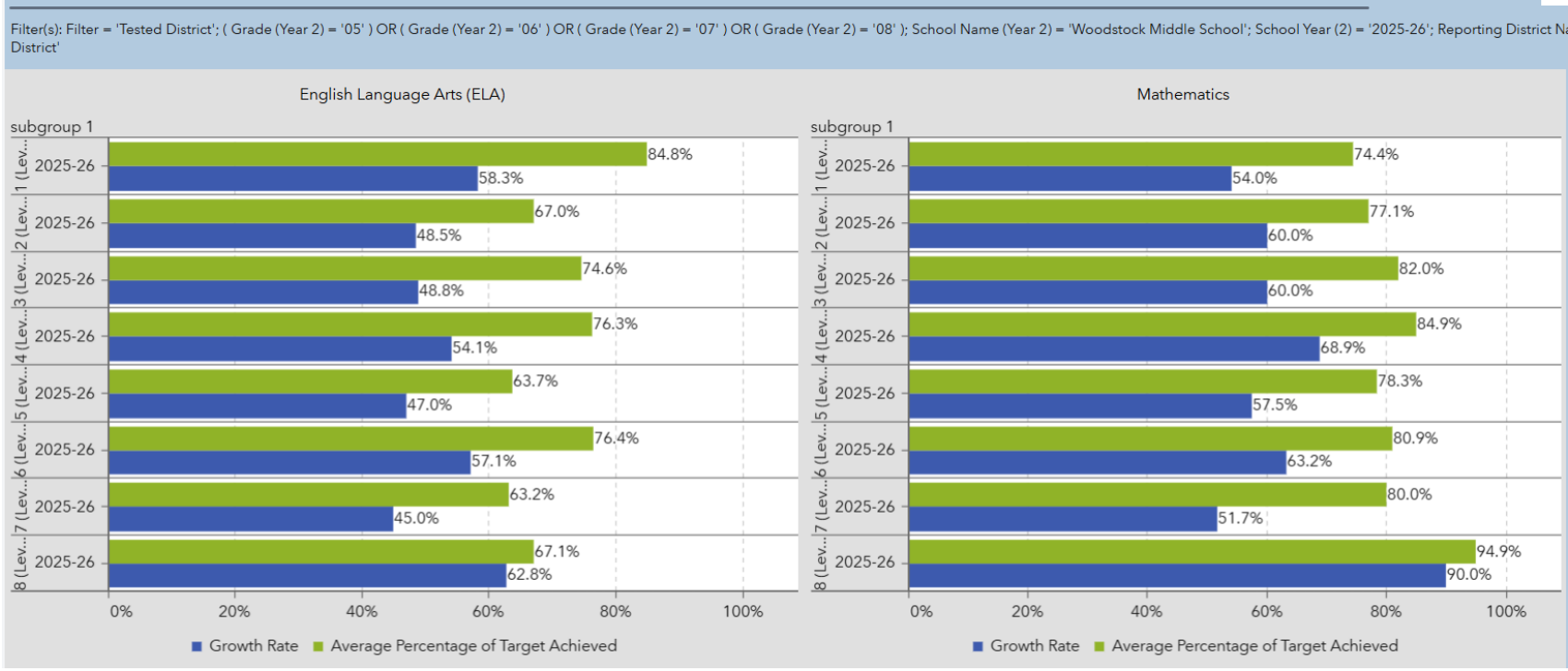




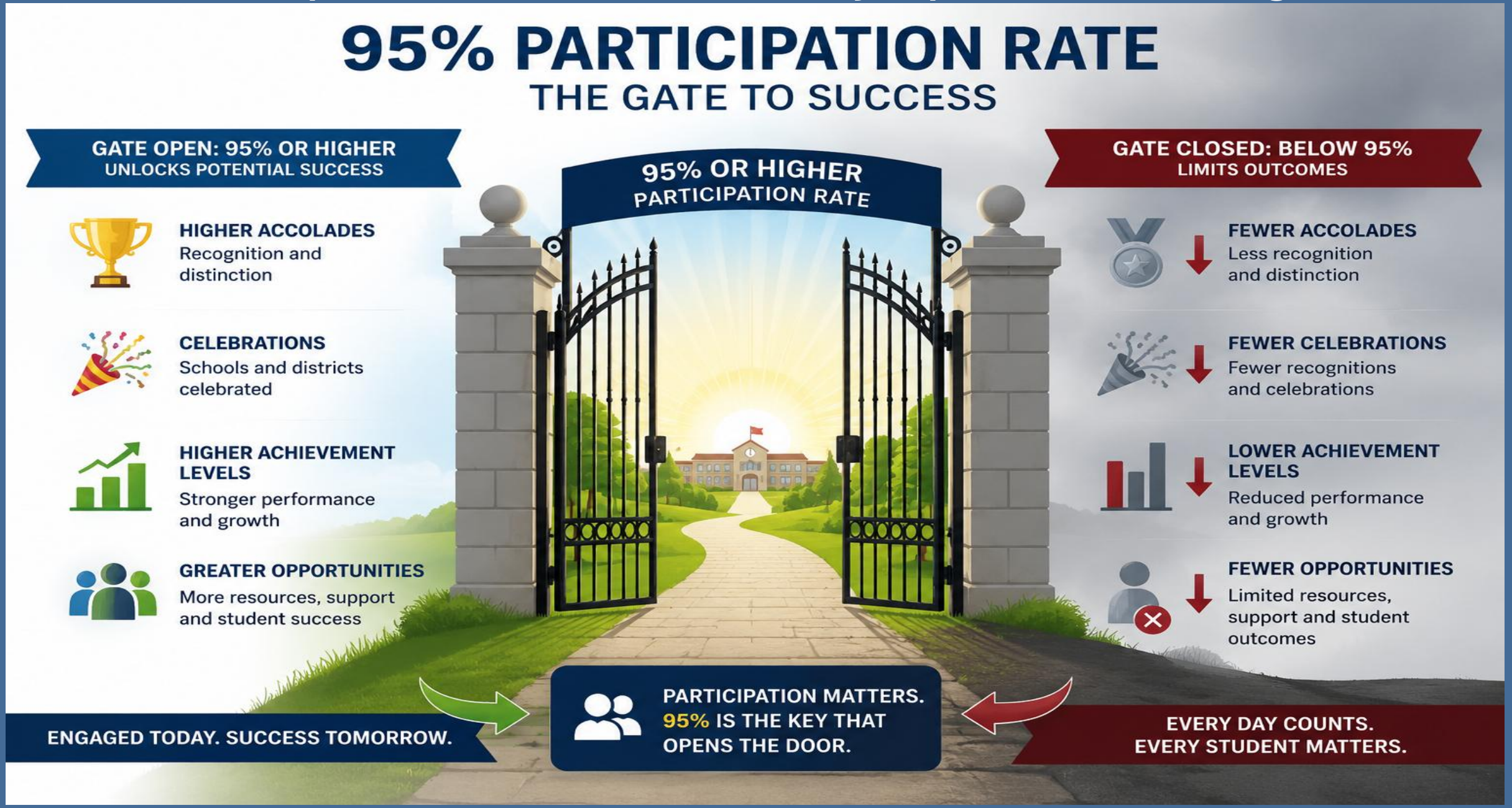
WMS Growth by Performance Category 2024-2024 (Top) 2025-2026 (Bottom)

Level 1 Low
Level 1 High
Level 2 Low
Level 2 High
Level 3 Low
Level 3 High
Level 4 Low
Level 4 High





Participation Rate of a School Directly Impacts School Ratings



Participation Rate of a School Directly Impacts School Ratings

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.

Participation Rates and Gap Outliers (Achievement Gaps) Impact School Ratings

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	96.9
ELA - High Needs Students	94.2
Math - All Students	96.9
Math - High Needs Students	94.2
Science - All Students	98.3
Science - High Needs Students	96.8

Minimum participation standard is 95%.

IF THEN



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	59.1	15.9	17.1	N
Math Performance Index Gap	75.0	55.4	19.6	18.6	Y
Science Performance Index Gap	75.0	59.5	15.5	18.3	N

Category 1
Accountability Index = 85 - 100

Category 2
Accountability Index = 70 - 84.9

Category 3
Accountability Index = 0 - 69.9

Category 4 (Turnaround/Focus)

Category 5 (Turnaround/Focus)

How do schools become eligible for Schools of Distinction Awards?

Recognition - Schools of Distinction



These are schools that are not identified as Turnaround or Focus *and* are in the top 10 percent in any of the following four categories *and* are not flagged as having an achievement gap, a graduation rate gap, or participation rate below 95 percent on the state summative assessments. Gaps and participation rates in the prior year are also considered for schools identified in the growth or improver categories. Schools of Distinction are identified annually.

1. Overall Performance (top 10 percent of accountability index)
2. Growth – All Students (top 10 percent on points earned for All Students in ELA and/or Math i.e., Indicators 2a and 2c)
3. Growth – High Needs (top 10 percent on points earned for students with High Needs in ELA and/or Math i.e., Indicators 2b and 2d)
4. Overall Improvement– Schools without Indicator 2 growth only (top 10 percent of rate of improvement on the Accountability Index from one year to the next)

About School of Distinction and Last Year's Metrics (within 3 points each year usually less)

HIGHEST GROWTH

Schools with Indicator 2 a-d (Academic Growth) values are evaluated separately from schools without Indicator 2 a-d. There are four Highest Growth distinction categories:

- Highest Growth for All Students—ELA;
- Highest Growth for All Students—Math;
- Highest Growth for Students with High Needs—ELA; and
- Highest Growth for Students with High Needs—Math.

In each case, the percentage of possible points earned for the corresponding category of Indicator 2 will be sorted from highest to lowest, and the top 10% of schools will become *eligible* for distinction status in that category.

To be named a School of Distinction in any of the Highest Growth categories, an eligible school:

- must be in Categories 1, 2, or 3;
- must NOT have an outlier achievement gap based on the difference in index scores between the students with High Needs group and the non-High Needs group in ELA, Math, or Science;
- must NOT have an outlier graduation rate gap based on the six-year graduation rate difference between the students with High Needs group and the Non-High Needs group;
- must NOT have an assessment participation rate in 2024-25 or 2023-24 below 95% for the All Students group or the High Needs student group in ELA, Math, or Science.

Sample from 2024-2025

Schools of Distinction 2024-25 Minimum Values by Distinction Type

Distinction Type	Measure	Top 10 Percent Minimum Value
Highest Performing: Elementary/Middle Schools	Accountability Index	83.76
Highest Performing: High Schools	Accountability Index	85.27
Highest Growth: All Students—ELA	Percentage of possible points earned for Indicator 2 ELA by the "All Students" group	78.94
Highest Growth: All Students—Math	Percentage of possible points earned for Indicator 2 Math by the "All Students" group	82.78
Highest Growth: High Needs—ELA	Percentage of possible points earned for Indicator 2 ELA by the "High Needs" group	73.43
Highest Growth: High Needs—Math	Percentage of possible points earned for Indicator 2 Math by the "High Needs" group	77.37
Greatest Improvers	Percentage improvement in the Accountability Index from 2022-23 to 2023-24	6.82

What worked?

- Teams working together and coalescing around common goals.
- Partnership with Bethel for Math in Grades 3 – 8 for Math and Best practices in math by one of Chris' former colleagues
- A strong MTSS process and using data to inform decision making
- Work with progression of standards and correlation to targets
- Aligning professional learning, and instruction with assessment practices across content areas
- TNTP work in Literacy for WES
- Site visits and inter/intradistrict collaboration
- Administering high-priority interim assessment blocks that coincide with mastery of grade level standards.

What are the next steps?

ONE TEAM • ONE PURPOSE • EVERY STUDENT

Focused Acts of Improvement

Not stand-alone initiatives. Interconnected actions intentionally aligned to improve the conditions for learning and increase outcomes.

Decision lens: How does each focused act improve outcomes for students?

Science of Reading

State PD + coaching support

Build shared evidence-based literacy practice.

5-Minute Drop-Ins

High-leverage climate and culture practice

Increase visibility, notice opportunities to respond, and leave a positive note for the teacher.

Every Student

Aligned systems

High expectations
Job-embedded learning
Evidence-based response
Continuous improvement

Mathematics

Inter-district collaboration + math specialist

Deepen priority standards and strengthen instruction.

Leader in Me

January coaching rollout

Strengthen student voice, ownership, leadership, and engagement.

EduClimber

Built behind the scenes

Create the data and MTSS infrastructure for earlier, more precise response.

Intentional design for increased outcomes

Focused acts → **Stronger educator practice and learning conditions** → **Increased student outcomes**

Academic growth and achievement

Stronger literacy and mathematics instruction, earlier support, and improved results.

Climate and culture

Greater belonging, engagement, leadership visibility, positive reinforcement, and responsiveness.

Alignment creates extraordinary outcomes. Every act is connected to the same purpose: student success and organizational excellence.

Questions?