

# 1<sup>ST</sup> QUARTER OPERATIONS METRICS

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Pearson Online and Blended Learning (POBL) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Partner School Leadership (PSLT) and Partner School Success (PSS) Teams work to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs) and weekly communication with each school's leadership to support all stakeholders working through the daily challenges of successful school operations.

Common operational threads in these school-based efforts are monitored across all schools with priorities placed on different metrics depending on the school year cycle timeline. All metrics align with the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for school operations provided to all teachers and school leaders. What is reported here is as follows:

- **Personalize & Monitor Student Learning:** first semester core course passing rates (course completion), cohort summary information, completion of formative pre-test assessments, RTI tier status, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** on time and completed welcome calls, start up tasks, curriculum based assessment (CBA) completion, learning coach contacts, escalation status, and during school year withdrawals.
- **Develop & Collaborate Professionally:** teachers completing POBL-offered professional learning sessions.
- **School Operations:** teachers completing required orientations courses, teacher positions filled by student first day, students enrolling on time, and eligible returning students

The data behind these metrics is pulled from Connexus and the other operational systems that support the schools on or slightly after October 1. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data with the other schools. There are no truly “comparable schools” but we have grouped them by student start date, and also by size (small 0-799, medium 800-2999, large 3000+ students). Additionally, year over year comparison data is provided where available to highlight specific school trends. Your school is displayed below, along with the start date and size groupings to which it belongs, and the corresponding averages from across all Connections Academy schools. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.



## Personalize & Monitor Student Learning

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	90%	74%	57%	87%	72%	68%
NCA 17/18	86%	71%	64%	86%	72%	74%
Large Avg.	92%	75%	78%	89%	79%	70%
Group 1 Avg.	91%	77%	81%	90%	78%	76%
Connections Avg.	91%	75%	77%	88%	78%	72%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	84%	74%	74%	86%	65%	83%
NCA 17/18	89%	74%	76%	87%	73%	73%
Large Avg.	89%	75%	79%	88%	69%	82%
Group 1 Avg.	89%	77%	77%	87%	72%	84%
Connections Avg.	88%	75%	78%	88%	69%	81%

- First semester “core” courses on track for successful completion** – This shows the first semester “core” courses with current passing scores of 60% or higher broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school’s core operating principles. There are many reasons for variations in course completion rates by school and by grades. Please be cognizant that it is still early in the semester, grades can, and will change.

	Pre Test Completion	Compliant IEP Review	Tier I	Tier II	Tier III
NCA 18/19	55%	95%	94%	0%	0.0%
NCA 17/18	52%	99%	94%	0%	0.0%
Large Avg.	64%	96%	91%	2%	0.4%
Group 1 Avg.	74%	97%	91%	2%	0.3%
Connections Avg.	71%	96%	91%	2%	0.4%

- Students assigned a “formative” Pre Test who completed it** – This metric emphasizes the importance of analyzing test results for students so schools can identify who is in need of academic interventions and, over the course of the school year, who is demonstrating growth in ELA and Math. Across all Connections Academy schools, 71% of assigned Reading and Math pre-tests completed them as of October 1, down from 72% in 2017.
- Special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due

date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and, due to the legal nature of this metric, is expected to stay consistently above 90%.

- **Students identified for Response to Intervention (Rtl) tiers** – RTI is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the RTI framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions. Reporting on this metric helps to identify schools where the identification and documentation process is working to move students between the tiers as needed. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math.

	4 HS Cohorts % On track	2018	2019	2020	2021
NCA 17/18	64%	64%	50%	63%	78%
Connections Avg.	60%	56%	52%	60%	72%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 current cohorts for prior school year. (Classes of 2018, 2019, 2020, 2021). For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). This is now a standard quarterly metric in addition to being a school focus goal. The results shared here are the schools final standing for the 2017-2018 school year. Much work is done by schools over the summer to help summer graduates complete and to remove withdrawn students from the denominator by researching and documenting their next school of enrollment. For the remainder of the school year (quarters 2-4), this metric will report out on this year's four current cohorts (class of 2019, 2020, 2021 and 2022).

## Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Start Up Tasks	Student Contacts Met	LC Contacts Met	CBA "Met" K-8	CBA "Met" 9-12	DSY WD
NCA 18/19	95%	98%	91%	88%	84%	94%	83%	5%
NCA 17/18	95%	98%	99%	89%	83%	91%	86%	5%
Large Avg.	93%	99%	96%	89%	85%	87%	86%	5%
Group 1 Avg.	96%	99%	96%	88%	89%	93%	91%	7%
Connections Avg.	94%	99%	97%	88%	88%	90%	89%	5%

- **Students receiving a "Welcome Call" on time, and total welcome calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a welcome call is "on time" if



completed within 7 calendar days of enrollment. The increased emphasis on welcome call completion has continued to result in high numbers across CA schools with this year showing a 1% increase in all Connections schools from last year (93% to 94%). The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes

- **Students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of “start-up tasks within the first 21 days 97% of students enrolled 21+ days as of the beginning of October had completed their start-up tasks.
- **Student & Learning Coach Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson recording, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 1 phone contact with the learning coach during the first quarter.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of “curriculum-based assessments” (CBAs) as one way to ensure student learning is authentic). CBAs are usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metric is the % of students at the school meeting this criteria by the end of the first quarter.
- **During School Year Withdrawals** – This shows % of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections Academy schools can be a result of a number of factors. As anticipated, the during school year withdrawal rate is lower this time of year and in line with last year’s average across all CA schools (5%).

## Develop & Collaborate Professionally

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan reviewed by the Boards earlier in the school year and designed as an integrated part of the school-specific professional development agenda. Consistent with last year, PL sessions are set up as 100, 200 and 300 level courses into which teachers are enrolled based on length of employment and school operations. Teachers have the option of not taking a designated course in favor of a specialized math professional development track instead; the Math, We’ve Got This! Series. Due to a delay in PL course assignments, specific participation data by school will not be available until quarter two. Generally, participation at this time in the school year does tend to be lower due to a heightened focus on student onboarding and engagement which can have an impact on teacher availability. Connections will continue to work with schools to take full advantage of these resources.

## School Operations

	Teachers Hired On Time	Teacher Orientation Complete	Total Enrolled Students	Students Enrolled Late	Students Returning
NCA 18/19	94%	81%	3366	26%	54%
NCA 17/18	97%	96%	3261	27%	56%
Large Avg.	99%	87%	4711	20%	52%
Group 1 Avg.	95%	88%	1985	30%	46%
Connections Avg.	96%	88%	68683	22%	50%

- **Teachers hired on time** – This is active teachers who were “on the job” on the first official work day for teachers. Some late hires are inevitable in response to last minute resignations and other unexpected events. This year’s 96% rate across all partner schools is a slight decrease from 97% last year and reflects the continued focus on hiring efforts.
- **Teachers completing the Orientation course** – The most important task on the start-up checklist is completion of the Orientation course – an annual requirement for all teachers (returning teachers get an abbreviated version that focuses on critical messages and new information). As of October 1, completion by teachers who started before September 1 is at 88%, down from last year’s 95%.
- **Students who enrolled late** – Across the partner schools supported by Connections, 22% of students enrolled after the first day of school. This is consistent with last year despite efforts to encourage families to start on time. It will increase as the year goes on.
- **Students who are “returning” from prior year** – Across all partner schools, 50% of eligible students who were enrolled during the 2017-2018 school year have returned and are actively enrolled as of October 1 this year.

