

# 2<sup>ND</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 metrics summarized below. These metrics are timely, and align with both the school year cycle and Core Standards for Facilitating Student Learning; a guide of best practices for a Connections Academy school. The Core Standards group teacher and school operational tasks into the more broadly defined categories as follows:

- **Personalize & Monitor Student Learning:** first semester core course passing rates (course completion), cohort summary information, RTI tier status, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** on time and completed welcome calls, curriculum based assessment (CBA) completion, Learning Coach contacts, and during school year withdrawals.
- **Develop & Collaborate Professionally:** teachers completing POBL-offered professional learning sessions.
- **School Operations:** metrics generally focus on teacher hiring, retention and student enrollment (late vs. on-time, new vs. returning). Due to the timing of quarter two, metrics will not be reported in this category.

Quarter 2 encompasses the time period between October 1, 2018 and December 31, 2018. However, data is pulled from Connexus in two parts (December 14, 2018, and January 2, 2019) to fairly account for school-scheduled vacation time that can negatively impact metrics. 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. There are no truly “comparable schools” but we have grouped them by student start date noted in the tables by “Group”, 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 trends. 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	87%	76%	78%	85%	70%	83%
NCA 17/18	87%	78%	79%	87%	74%	72%
Large Avg.	90%	75%	73%	91%	74%	67%
Group 1 Avg.	89%	78%	79%	89%	76%	70%
Connections Avg.	89%	76%	75%	89%	72%	67%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	81%	77%	83%	84%	63%	88%
NCA 17/18	91%	73%	79%	87%	71%	80%
Large Avg.	88%	77%	77%	89%	72%	77%
Group 1 Avg.	88%	80%	81%	87%	76%	84%
Connections Avg.	87%	75%	77%	87%	73%	79%

- First semester “core” courses on track for successful completion** – This shows the percent of 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 provides a consistent measure of student academic performance that can be used to create and execute school improvement plans. There are many reasons for variations in course completion rates by school and by grades. This year, for example, a new middle school social studies curriculum led to a decrease in passing rates in these courses; similar to the dips we experienced across most Connections Academy schools when using new ELA and Math curriculum in elementary grades during the 17/18 school year. We are cognizant that these numbers are not “final” as most schools have not yet completed the full close-out process for semester one courses; we can and will see changes in the semester one data reported as “final” in quarter 3.

	Compliant IEP Review	Tier I	Tier II	Tier III
NCA 18/19	93%	93%	0%	0.0%
NCA 17/18	97%	94%	0%	0.0%
Large Avg.	97%	90%	3%	0.4%
Group 1 Avg.	98%	89%	3%	0.3%
Connections Avg.	98%	88%	4%	0.5%

- 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 (RTI) 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. Identification of the Tier II and III students continues to be a struggle for our teachers, however, we have continued to move in a positive direction this year compared to last with a 1% and .1% increase in Tier II and III identification from quarter two last year.

	4 HS Cohorts % On track	2019	2020	2021	2022
NCA 18/19	72%	53%	66%	69%	100%
Connections Avg.	72%	56%	62%	70%	99%

- Cohort Summary Report – HS Cohorts % On Track** – Average “on track for graduation” rates of 4 cohorts active during the 18/19 school year (Classes of 2019, 2020, 2021, 2022). Rate for each cohort year is calculated as (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). Much change is expected over the next few weeks as students complete their first semester courses and earn/do not earn credits that can impact their graduation “on track” status.

### Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	CBA “Met” K-8	CBA “Met” 9-12	DSY WD
NCA 18/19	89%	96%	84%	72%	93%	76%	15%
NCA 17/18	94%	99%	88%	77%	92%	86%	15%
Large Avg.	91%	99%	89%	73%	87%	85%	15%
Group 1 Avg.	94%	99%	88%	80%	92%	89%	17%
Connections Avg.	93%	99%	88%	77%	89%	83%	15%

- 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 target for this metric is set to 95% because some students who enroll will never engage but cannot be immediately withdrawn due to truancy



and other non-compliance processes. On time Welcome Call completion remains on par with prior years at just under the 95% goal across all schools.

- **Student & Learning Coach Contacts Met** – Although frequent contact happens in many 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 2 (cumulative) synchronous contacts with the Learning Coach during the second 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 percent of students meeting this criteria by the end of the second quarter.
- **During School Year Withdrawals** – This shows percent 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 do vary among Connections Academy schools. This metric does not differentiate between parent-initiated withdrawals and school-initiated withdrawals (where possible and for things such as truancy). Much work across several POBL departments is done to better understand reasons for parent-initiated withdrawal and to reduce, or eliminate wherever possible to increase enrollment longevity of students.

## Develop & Collaborate Professionally

	September	October	November
NCA 100s	100%	100%	100%
NCA 200s	50%	50%	33%
NCA 300s	52%	37%	38%
NCA MWGT!	78%	78%	44%
Large Avg.	62%	55%	48%
Group 1 Avg.	66%	56%	50%
Connections Avg.	68%	59%	52%

- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan designed as an integrated part of the school-specific professional development agenda. Consistent with last year, offerings include 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! (MWGT!) Series. The values reported here represent all PL sessions offered from the start of school to present. Connections will continue to work with schools to take full advantage of these resources.