

3RD QUARTER OPERATIONS METRICS

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 these more broadly defined categories:

- **Personalize & Monitor Student Learning:** first semester (final) and second semester (current) 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, start up tasks, curriculum based assessment (CBA) completion, Learning Coach contacts, preliminary retention contacts complete 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 three, metrics will not be reported in this category.

Quarter 3 encompasses the time period between January 1, 2019 and March 31, 2019. 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

First Semester “Final” Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	88%	77%	86%	87%	73%	85%
NCA 17/18	89%	79%	80%	87%	77%	75%
Large Avg.	92%	82%	82%	92%	80%	77%
Group 1 Avg.	90%	81%	82%	90%	79%	75%
Connections Avg.	91%	81%	82%	91%	78%	76%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	83%	81%	86%	85%	66%	89%
NCA 17/18	92%	74%	85%	88%	72%	82%
Large Avg.	90%	82%	85%	91%	77%	86%
Group 1 Avg.	89%	81%	85%	88%	78%	86%
Connections Avg.	89%	81%	84%	89%	78%	85%

Second Semester “Current” Core Course Completion

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	86%	68%	60%	79%	60%	68%
NCA 17/18	86%	69%	64%	80%	63%	62%
Large Avg.	92%	72%	71%	86%	69%	63%
Group 1 Avg.	89%	71%	71%	83%	68%	66%
Connections Avg.	90%	70%	70%	84%	66%	64%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18/19	82%	70%	70%	84%	60%	58%
NCA 17/18	89%	66%	74%	84%	75%	64%
Large Avg.	88%	75%	75%	89%	73%	74%
Group 1 Avg.	89%	77%	77%	87%	75%	74%
Connections Avg.	88%	74%	75%	87%	73%	74%

- First semester “final” core course completion and second semester “current” core courses on track for successful completion** – This shows the percent of first semester core courses marked as successfully completed (those with a score of 60% or higher) and the status of the second semester core courses (in progress with a 60% or higher score) who are still working towards completion. The “final” grades reported for semester one reflect increases over the “in progress” course completion rates reported in quarter 2 in all course/grade band combinations with high school math showing the highest increase (9%). Although semester 2 “in progress” courses have lower than anticipated passing rates, we do realize these rates tend to fluctuate throughout the semester with different school policies handling missing assignment and reteach/relearn policies. Consistent with the changes seen when semester one courses were finalized, we fully expect to see these rates increase at the end of the 18/19 school year.

	Compliant IEP Review	Tier I	Tier II	Tier III
NCA 18/19	92%	94%	0%	0.0%
NCA 17/18	95%	94%	0%	0.0%
Large Avg.	98%	90%	3%	0.4%
Group 1 Avg.	97%	89%	3%	0.3%
Connections Avg.	98%	87%	4%	0.6%

- 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. 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% increase in both Tier II and III identification from quarter three last year.



	4 HS Cohorts % On track	2019	2020	2021	2022
NCA 18/19	57.8%	51.6%	57.8%	58.9%	63.1%
Connections Avg.	59.5%	52.7%	54.0%	60.9%	70.4%

- 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). Efforts to improve this metric for each school continue by focusing on withdrawn students (ensuring we remove, where applicable, students from graduation calculation denominator) and enrolled student support to ensure supportive efforts are occurring to both keep students on track and help them in credit recovery efforts where needed.

Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Start Up Tasks Complete	Student Contacts Met	LC Contacts Met
NCA 18/19	90%	98%	97%	85%	68%
NCA 17/18	93%	98%	98%	85%	75%
Large Avg.	91%	99%	99%	87%	69%
Group 1 Avg.	93%	99%	99%	86%	75%
Connections Avg.	93%	99%	98%	86%	73%

- 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.
- % of 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 of enrollment. Across all Connections schools, 98% of students enrolled 21+ days had completed their start-up tasks. This is up from first quarter’s 97% completion rate.



- **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 3 (cumulative) synchronous contacts with the Learning Coach during the school year.

	CBA “Met” K-8	CBA “Met” 9-12	Preliminary Retention Notification	DSY WD
NCA 18/19	90%	67%	79%	22%
NCA 17/18	88%	82%	87%	24%
Large Avg.	84%	80%	78%	23%
Group 1 Avg.	88%	85%	82%	26%
Connections Avg.	86%	81%	73%	23%

- **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 third quarter.
- **Preliminary Retention Notification** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete a “preliminary” promotion/retention recommendation for all K-7th grade students in the early spring. The resulting call and written follow-up for those students who are indicated as “in danger of being retained” allows for a critical (and documented) communication with each impacted family. Warning of possible retention status is a required contact when a student is marked “retain” or “unsure” and this resulting metric is the percent of students across all school marked as “retain” or “unsure” who have had a successfully logged retention call.
- **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

	Sept	Oct	Nov	Jan	Feb	March
NCA 100s	100%	100%	100%	50%	50%	50%
NCA 200s	70%	70%	30%	40%	30%	10%
NCA 300s	66%	51%	63%	51%	34%	15%
NCA MWGT!	100%	100%	100%	100%	75%	35%
Large Avg.	74%	66%	67%	60%	36%	17%
Group 1 Avg.	74%	65%	66%	56%	38%	20%
Connections Avg.	75%	65%	65%	57%	37%	21%

- 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.

