

4TH 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 Team (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 leader to support all stakeholder working through the daily challenges of successful school operations.

Common operational trends in these school-based efforts are monitored across all schools with priorities placed on the metrics summarized below. These metrics are timely, and align with both the school year cycle, and align to the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for a Connections Academy school. The Core Standards group teacher and school operational tasks into these more broadly defined categories:

- **Personalize & Monitor Student Learning:** Second semester core course passing rates, Rtl tier status, formative assessment “post-test” completion, and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** On time and completed Welcome Calls, Curriculum Based Assessment (CBA) completion, student and Learning Coach contacts, completed end of year contacts, and “final” during school year withdrawals.
- **Develop & Collaborate Professionally:** Teachers completing Connections-offered professional learning sessions.
- **School Operations:** Open teaching positions filled, teacher retention, and students indicating they would return for the 19/20 school year.

Quarter 4 encompasses the time period between April 1, 2019 and June 30, 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

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18-19	90%	82%	89%	85%	82%	87%
NCA 17-18	87%	80%	85%	87%	75%	82%
Large Avg.	92%	83%	85%	90%	81%	82%
Group 1 Avg.	92%	82%	85%	90%	82%	79%
Connections Avg.	91%	82%	83%	90%	80%	80%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	6-8	9-12	K-5	6-8	9-12
NCA 18-19	87%	85%	88%	85%	70%	90%
NCA 17-18	89%	76%	88%	86%	75%	89%
Large Avg.	92%	85%	88%	90%	82%	88%
Group 1 Avg.	93%	85%	88%	90%	83%	88%
Connections Avg.	92%	84%	86%	90%	82%	87%

- Percentage of 2nd semester “final” core courses on track for successful completion** – This shows the percentage of 2nd semester core courses marked as successfully completed (those with a passing score). The “final” grades reported for the second semester reflect an increase in the average of all Connections-supported partner school in all subject/grade levels reported above with the exception of middle grades social studies which remained static at 82%.

	Post Test Completion	Compliant IEP Review	Tier I	Tier II	Tier III
NCA 18-19	56%	97%	93%	5%	2.0%
NCA 17-18	48%	95%	94%	0%	0.1%
Large Avg.	43%	98%	91%	3%	0.1%
Group 1 Avg.	56%	99%	88%	4%	0.4%
Connections Avg.	51%	99%	87%	4%	0.5%

- Percentage of students assigned a “formative” Post-Test who completed it** – This metric emphasizes the importance of getting test results for students so that schools can identify who is in need of academic interventions. Across all Connections supported schools the average participation rate for the Reading and Math assessments is 51% which represents a decrease from post-test completion the prior year and will continue to be a focus across schools.
- Percentage of 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.

- **Percentage of students identified for Response to Intervention (Rtl) tiers** – Rtl 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 Rtl framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions; 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. We recognize that Rtl continues to be a process that varies widely by state and was developed for a brick and mortar setting. Connections departments dedicated to the Rtl process continue to work with school leaders, teachers and Rtl support representatives to make modifications.

	4 HS Cohorts % On track	2019	2020	2021	2022
NCA 18/19	66.0%	68.5%	61.7%	64.5%	69.4%
Connections Avg.	60.3%	56.9%	51.6%	60.3%	70.6%

- **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 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. These four cohort years will remain “active” until the close of quarter 1 of the 2019-2020 school year to accurately reflect summer credit recovery and fall graduation efforts which are included as “on track” graduates for the 2018-2019 school year.

Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Student Contacts Met	LC Contacts Met	End of Year Contact	CBA “Met” K-8	CBA “Met” 9-12	DSY WD
NCA 18-19	91%	99%	91%	87%	97%	87%	81%	26%
NCA 17-18	94%	100%	86%	83%	95%	89%	80%	27%
Large Avg.	92%	100%	91%	78%	92%	80%	75%	26%
Group 1 Avg.	94%	100%	90%	81%	93%	86%	86%	30%
Connections Avg.	94%	100%	89%	80%	92%	84%	78%	27%

- **Percentage of students receiving a “Welcome Call” on time, and percentage of all completed Welcome Calls** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction; a Welcome Call is “on time” if completed within 7 calendar days of enrollment. We continue to focus on successful Welcome Call completion throughout the year as many Connections schools do

continuously enroll, even up through the last week of the school year. Schools that do not have open enrollment may see fluctuations in their reported rate due to student withdrawals. On time completion and total completions across all schools remains a focus of teachers and efforts are reflected in the high completion rates in both of these areas.

- **Student & Learning Coach Contacts Met** – Although contacts happen in other ways (webmail, LiveLesson, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days and learning coaches at least three times per year. Student contacts met rates remains on par with end of year completion of prior years. However, learning coach contacts met did show a decrease when comparing to quarter 4 last year; contact requirements and processes will be revised as needed in schools that showed a decline.
- **Completed End of Year Contact** – As part of the school year cycle communication process at each school, teachers complete an End of Year call with all students prior to the last day of school. During this call, teachers discuss recommended placement, suggest ways to prevent summer learning loss, and attempt to help families finalize their plans for returning the next school year.
- **Percentage of students with CBAs Met** – Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – 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 percentage of students at the school meeting this criteria by the end of the school year. Consistent with quarter three data, CBA completion continues to be a challenge during the last few months of the school year due to various factors including state testing windows where both students and teachers are out of the office. Schools are encouraged to continue to attempt contact for completion until the last day of the school year.
- **Final 18-19 “During School Year” Withdrawal Rate** – The percentage of students enrolled during the 18-19 school year who completed at least 20 lessons, but withdrew before the end of the school year. These withdrawal rates are typically higher than those of traditional brick and mortar schools, and differences between Connections-supported schools can be a result of state-specific regulatory issues and other factors such as continuous enrollment. Connections-supported schools continue to seek ways to increase student engagement thereby lowering withdrawal rates.

Develop & Collaborate Professionally

	Sept	Oct	Nov	Jan	Feb	March	April
NCA 100s	100%	100%	100%	80%	80%	80%	80%
NCA 200s	90%	90%	90%	90%	90%	80%	80%
NCA 300s	90%	70%	90%	78%	75%	83%	90%
NCA MWGT!	100%	100%	100%	100%	100%	100%	100%
Large Avg.	93%	82%	91%	87%	66%	53%	48%
Group 1 Avg.	88%	79%	86%	81%	67%	58%	52%
Connections Avg.	88%	77%	82%	80%	61%	53%	50%

- **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.

School Operations

	Teachers Hired by 6/30	Teachers Returning	Students Returning
NCA 18-19	96%	98%	77%
NCA 17-18	106%	99%	75%
Large Avg.	98%	97%	82%
Group 1 Avg.	90%	98%	80%
Connections Avg.	93%	96%	80%

- **Percentage of teaching positions filled as of 6/30** – These metrics track progress toward the overall goal of having all teachers hired and on the job by the first day, so they can participate fully in the “on-boarding” process and be ready to go when students start returning. This snapshot as of 6/30 gives an overview of spring progress in hiring. Hiring efforts continue for all unfilled vacancies.
- **Percentage of teachers planning to return as of 4/1** – Each spring, teachers are asked to indicate if they intend to return to their teaching position for the next school year. 96% of teachers said “Yes” across Connections-supported schools, down from 98% in 2018. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention.
- **Percentage of students planning to return as of 6/30** – Each Spring, families are asked to indicate if they intend to return. 80% of students eligible to return (graduating seniors, for example, are not counted) replied “Yes”; this represents a 2% increase over the response rate in 2018. Efforts continue each year to increase student retention.

