



CONNECTICUT STATE DEPARTMENT OF EDUCATION

ESEA Flexibility Renewal Connecticut's "Next Generation" Accountability System

September 2015

Accountability Systems Serve Important Purposes

- Enable differentiated supports
- Encourage improvements
- Track progress
- Recognize successes
- Promote transparency



Principles of Accountability – Theory of Action

Principle	Description	Theory of Action
Inclusive	Accountability indicators should include more than test scores and graduation rates.	One-size doesn't fit all. An inclusive set of indicators will: <ul style="list-style-type: none"> • provide a more complete picture of successes and challenges; • guard against narrowing of the curriculum to the tested subjects; • expand ownership of accountability to more staff; and • allow schools to demonstrate progress on “outcome pre-cursors.”
Reflective	Results of accountability systems should inform decision-making at the local and state level.	An accountability system that provides useful information for decision-making at the state and local level will encourage leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts.
Collaborative	Indicators and models should be developed with extensive input from district and school leaders.	Listening to local leaders in the development of an accountability system will ensure that the indicators selected and the model used will engender acceptance of the system as a fair reflection of practice and minimize gamesmanship.
Transparent	The system should tell it like it is and be easy to understand.	A system that presents results publically and makes them easily accessible to various stakeholders will gain credibility and invite engagement across the school community.



Accountability System (2012-13 to 2014-15)

- Implemented a post-AYP accountability system
 - Identified low-performing districts and schools to enable interventions and supports
 - Classified all schools and issued new performance reports
 - Created and implemented a plan to align data reporting with accountability
- Consulted extensively with stakeholders and analyzed the effectiveness of this system



ESEA Flexibility Renewal

- Connecticut was approved for a three-year renewal on August 6, 2015
- One of the key enhancements in this renewal is a more holistic, multifactor district and school accountability model.
- This “next generation” system was developed with extensive feedback from district and school leaders, Connecticut educators, state and national experts, Department staff, and many others.



Next Generation Accountability System Highlights

- Nurtures a growth mindset by giving greater emphasis to academic growth of the same students over time
- Refines existing metrics
- Makes subgroup metrics more impactful and actionable
- Adds indicators for college- and career-readiness
- Incorporates indicators focused on the delivery of a well-rounded education such as arts and fitness.
- Adjusts the classification methodology to better represent overall school performance and target interventions and support



Key Overall Considerations

- Minimum N size remains at 20.
- All subgroups (e.g., Black/African American, Hispanic, EL, low income) will continue to be reported separately.
- “High Needs” *supergroup* (i.e., a student belongs to at least one of the following ESEA subgroups – low income, ELs or SWD) will be used for accountability calculations. This will make many more student subgroups visible in schools and also include many more ELs and SWD into accountability calculations.



State Board of Education Vision:

Connecticut students will think critically, learn joyfully, express themselves creatively, and contribute meaningfully to their communities. Connecticut schools will prepare every learner for success and fulfillment in college, careers, and life.

Three ambitious goals designed to realize the vision.

Improve overall academic achievement and reduce academic achievement gaps

- Academic Achievement (Status)
 - All Students Subject Index
 - High Needs Subject Index
- Academic Growth (Longitudinal)
 - All Students
 - High Needs Subgroup

Produce college- and career-ready graduates

- Attendance/Chronic Absence
 - All Students
 - High Needs Subgroup
- Preparation for Postsecondary and Career Readiness
 - Coursework
 - Exams
- Graduation
 - On Track in 9th grade
 - All Students Four-year Rate
 - High Needs Six-Year Rate
- Postsecondary Success
 - Entrance

Prepare well-rounded, civically engaged students

- Civics - TBD
- Arts
 - Course Access
- Physical Fitness
 - Fitness Assessment
- Grit/Persistence/Personal Development - TBD



Next Generation Accountability System Indicators and Points

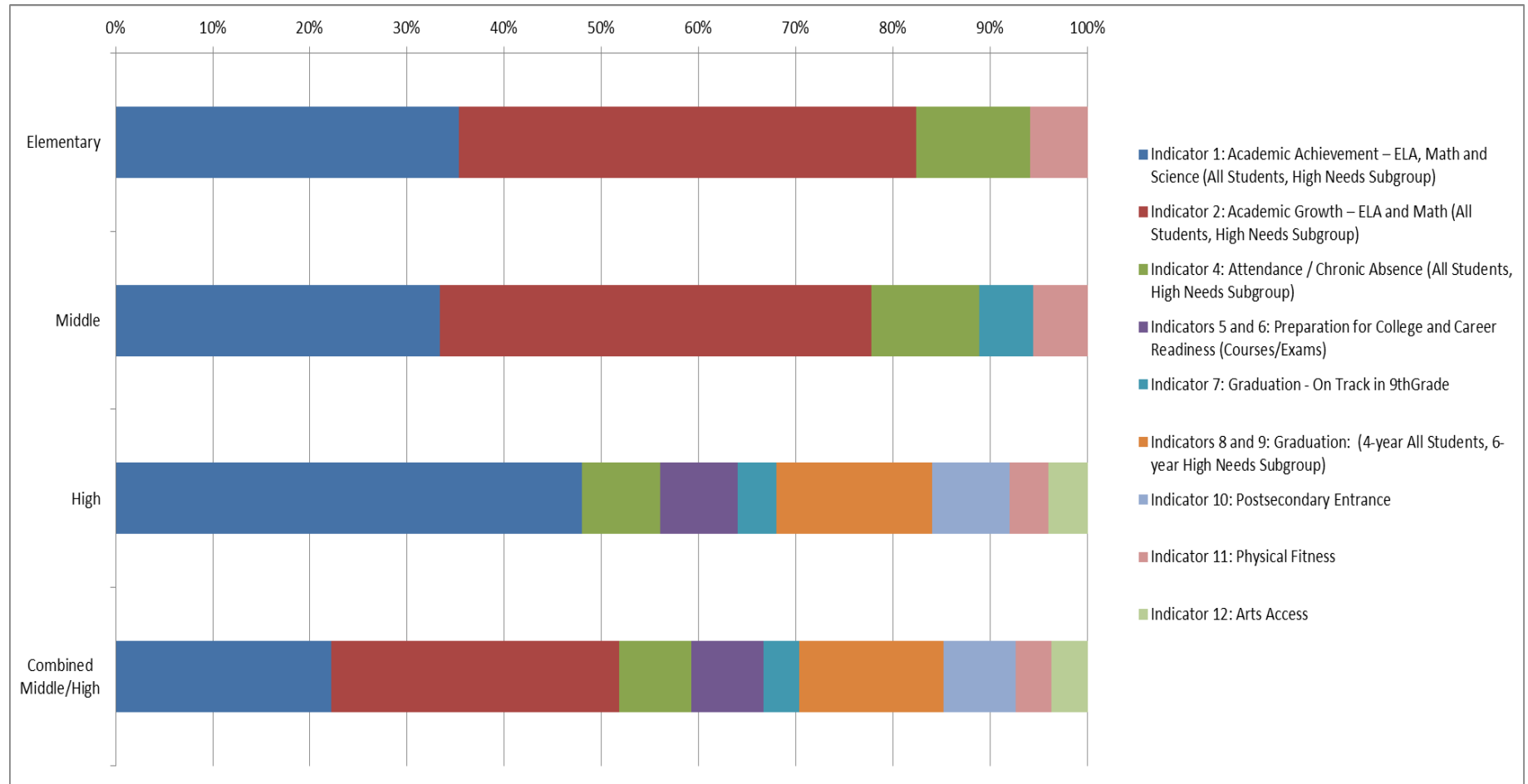
	Elementary	Middle	High	Middle/ High
Indicator 1: Academic Achievement – ELA, Math and Science (All Students, High Needs Subgroup)	300	300	600	300
Indicator 2: Academic Growth – ELA and Math (All Students, High Needs Subgroup)	400	400	<i>n/a</i>	400
Indicator 4: Attendance / Chronic Absence (All Students, High Needs Subgroup)	100	100	100	100
Indicators 5 and 6: Preparation for College and Career Readiness (Courses/Exams)	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 7: Graduation - On Track in 9 th Grade	<i>n/a</i>	50	50	50
Indicators 8 and 9: Graduation: (4-year All Students, 6-year High Needs Subgroup)	<i>n/a</i>	<i>n/a</i>	200	200
Indicator 10: Postsecondary Entrance	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access	<i>n/a</i>	<i>n/a</i>	50	50
Total Possible Points	850	900	1250	1350



Note: Indicator 3 is the participation rate.

Next Generation Accountability System Points

The points in the accountability system are expressed as percentages:



Accountability Index vs Performance Index

- The percentage of total possible points earned on all indicators is the “Accountability Index”.
- “Performance index” (SPI/DPI) will continue to refer to the index scores derived from state assessment results (Indicator 1).
- These terms are now defined in Sec. 326 of Public Act 15-5.



Indicator 1: Academic Achievement (Status)

Indicator	Weight	
	Year 1	Years 2 and 3*
Subject Performance Index (0-100) in ELA, math, and science		
• All Students	300	150
• Students in <i>High Needs Subgroup</i>	300	150

- Assessments Used: Smarter Balanced, CTAA, CMT/CAPT Science, CMT/CAPT Skills Checklist and SAT starting 2015-16.
- Distinct points for subgroup performance.
- *Points for schools where longitudinal academic growth (Indicator 2) cannot be evaluated (e.g., 9-12 high schools) will retain Year 1 point values for years 2 and 3.



Indicator 1: Subject Index Only

- Subject-specific index scores will be created i.e. ELA Index, Math Index, Science Index. An overall index score that averages all subjects is not part of the accountability system.
- Subgroup index scores will be provided within each subject area e.g., Black/African American Students ELA Index, White Students Math Index.



Indicator 1: New Index Approach

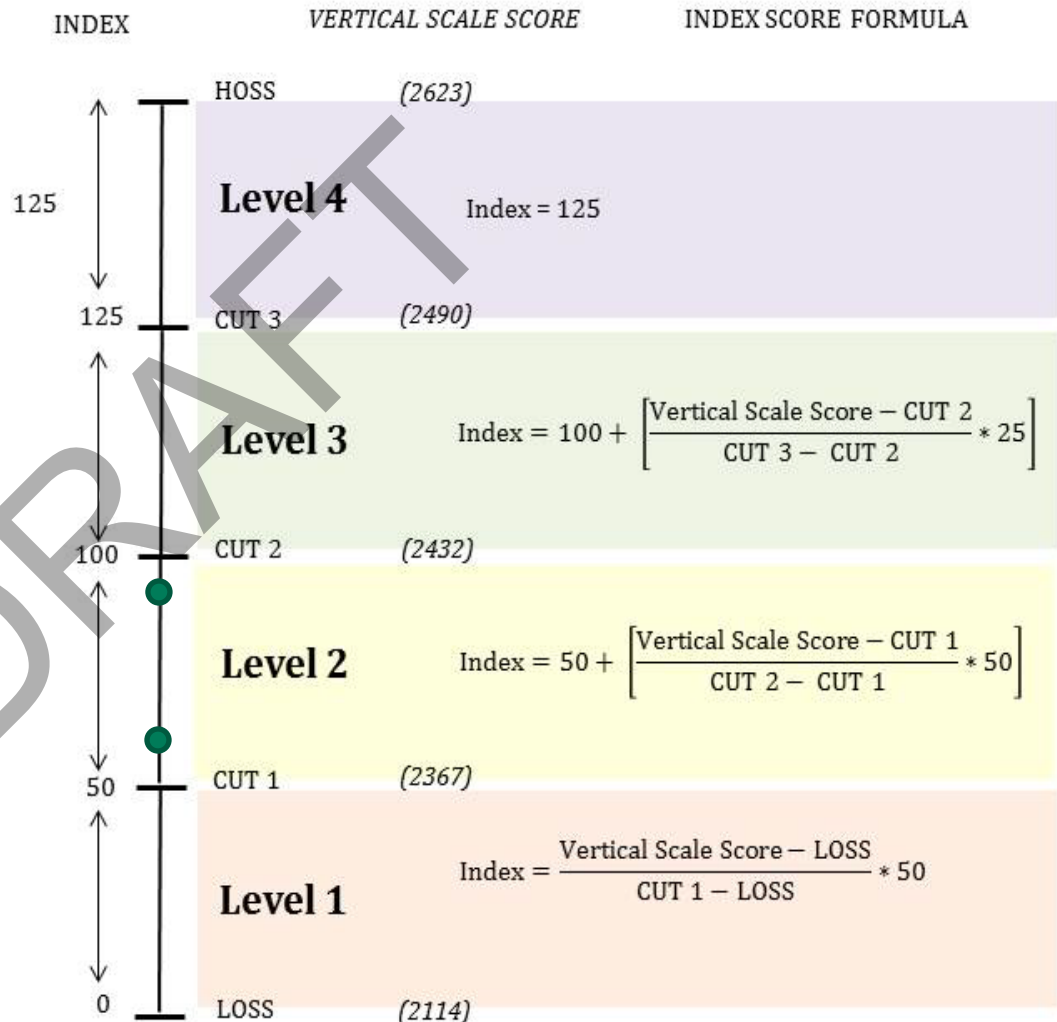
- Scale scores, not achievement levels, will be converted to index scores.
- The new index calculation will be more sensitive to student performance, even within a level, and provide a better measure of improvement of students at the subgroup, school, and district levels



Indicator 1: New Index Approach Being Finalized

- For example, a student with a scale score of 2380 (lower part of Level 2) will get 60 index score points while another student with a scale score of 2419 (upper part of Level 2) will get 90 index score points.

Grade 3 ELA Example

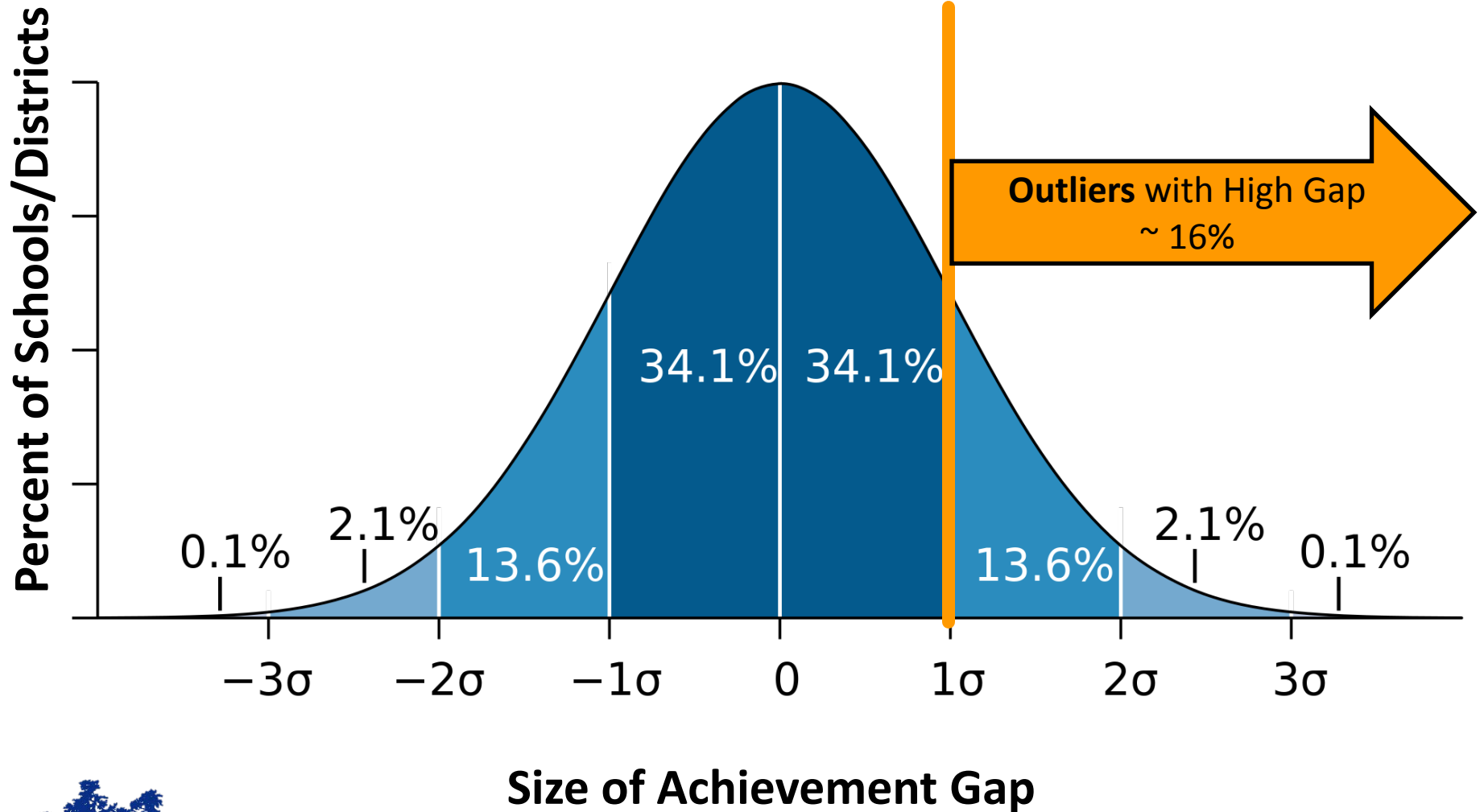


Indicator 1: Achievement Gap “Outliers”

- A district/school is identified as having an “achievement gap” if:
 - the size of its index score gap between the *High Needs subgroup* and the *Non-High Needs group* (or the ultimate achievement target when established, if that’s lower) is a significant outlier i.e., at least one standard deviation greater than the statewide gap in any subject area **and**
 - the AMO target (when they are established) for the subject area(s) for its *High Needs subgroup* is not met.



Indicator 1: Achievement Gap



Indicator 1: Standard Considerations Remain

- Only students enrolled in the same district/school since October 1 are included in accountability calculations
- EL and SWD who may have exited those subgroups in two prior years are included in those subgroups in current year calculations
- 1% cap on the number of students meeting state standard using the CT Alternate Assessment



Indicator 2: Academic Growth (Longitudinal)

Indicator	Max Points	
	Year 1	Years 2 and 3
Percentage of students in grades 4 through 8 meeting growth targets ($\frac{1}{2}$ SB-ELA; $\frac{1}{2}$ SB math) <ul style="list-style-type: none">• All Students• Students in <i>High Needs Subgroup</i>	N/A N/A	200 200

- Vertical scale score based growth model will be developed for SB ELA and Math. Model will provide student-level vertical scale score growth targets.
- Distinct points are awarded for subgroup growth.



Indicator 2: Growth Model Development

- Individual student targets will be developed after detailed analyses of the vertical scale and other reviews that may include comparisons of average scale scores from grade to grade, analyses of score distributions across the grades and within achievement levels, identification of student scores that may cross the scale into another grade, and analyses of standard errors.
- Extensive feedback will be sought from practitioners and various other education stakeholders (expected February – March 2016).
- Model finalized during the summer of 2016 for implementation in 2016-17.



Indicators 1 and 2: New Flexibility for Recently Arrived ELs

- “Recently arrived ELs” in grades 3 through 8 who have attended schools in the United States for less than two years are exempt from Indicator 1 (academic achievement - status) for both ELA and mathematics.
- Instead, student growth (Indicator 2) of “recently arrived ELs” from the first to the second year in both ELA and mathematics will be included in accountability calculations in the student’s second year.
- This requires that all “recently arrived” ELs test in all content areas annually.
- Assessment scores for ELs who have attended U.S. schools for more than two years will be used in the achievement status and growth measures of the accountability system.



Indicator 3: Participation Rate

- This does not contribute to the “accountability index” but impacts school classification
- A school that would otherwise have been classified in Category 1 or 2 *and* has a participation rate that is less than 95% for either the All Students group or the High Needs group in any tested subject will be classified into the next lower category.



Indicator 4: Chronic Absenteeism

Indicator	Max Points – All Years
Percentage of students chronically absent <ul style="list-style-type: none">• All Students• Students in <i>High Needs Subgroup</i>	50 50

- Chronic absenteeism is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason.
- Distinct points are awarded for lower subgroup chronic absenteeism rates.
- Full points are awarded if the chronic absenteeism rate is 5% or lower. No points are awarded if the chronic absenteeism rate is 30% or greater. Chronic absenteeism rates between 30% and 5% will be awarded proportional points.



Indicator 5: Preparation for Postsecondary and Career Readiness - Coursework

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: two courses in AP/IB/dual enrollment; or two courses in one of seven CTE categories; or two workplace experience “courses” in any area.	50

- Points will be prorated based on the percentage of the ultimate target achieved.

Indicator 6: Preparation for Postsecondary and Career Readiness - Exams

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 achieving CCR benchmark on <i>at least one</i> of the following: Smarter Balanced 11 th <i>or</i> SAT <i>or</i> ACT <i>or</i> AP <i>or</i> IB	50

- Percentage of 11th and 12th graders who meet the following benchmark scores on at least one exam:
 - Smarter Balanced – Level 3 or higher on both ELA and math; or
 - SAT – composite score of 1550 or higher; or
 - ACT – meeting benchmark on 3 of 4 exams; or
 - AP – 3 or higher on an AP exam; or
 - IB – 4 or higher on an IB exam.
- Points will be prorated based on the percentage of the ultimate target achieved.



Indicator 7: Graduation - On-Track in 9th Grade

Indicator	Max Points – All Years
Percentage of 9 th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies	50

- The University of Chicago's Consortium on Chicago School Research "identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school."
- Ultimate target is 94%. Points will be prorated based on the percentage of the ultimate target achieved.



Indicator 8: Graduation – Four Year Adjusted Cohort Graduation Rate – All Students

Indicator	Max Points – All Years
Percentage of first time 9 th graders who graduate with a regular high school diploma in four years or less – All Students	100

- The ultimate target for all students remains at 94%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target (94%) achieved by All Students.



Indicator 9: Graduation – Six Year Adjusted Cohort Graduation Rate – High Needs

Indicator	Max Points – All Years
Percentage of first time 9 th graders who graduate with a regular high school diploma in six years or less – <i>High Needs Subgroup</i>	100

- The ultimate target for high needs students is 94%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target (94%) achieved by High Needs Students.



Indicator 9: Graduation Rate Gap – High Needs

- A district/school is identified as having a graduation rate gap if:
 - the size of its six-year graduation rate gap between the High Needs subgroup and the Non-High Needs group (or 94% if that's lower) is at least one standard deviation greater than the statewide gap *and*
 - the six-year graduation rate target for its High Needs Subgroup for the most recent available cohort is not met.
- Approach similar to achievement gap



Indicator 10: Postsecondary Entrance Rate – All Students

Indicator	Max Points – All Years
Percentage of graduating class who enrolled in a two or four-year postsecondary institution any time during the first year after high school graduation	100

- The ultimate target is 75%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved.



Indicator 11: Physical Fitness

Indicator	Max Points – All Years
Percentage of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the Connecticut Physical Fitness Assessment (CTPFA)	50

- The ultimate target is 75%.
- Multiplier for Estimated Participation Rate
 - At least 90% 1 (approximately 82% of schools)
 - At least 70% but less than 90% 0.5 (approximately 11% of schools)
 - At least 50% but less than 70% 0.25 (approximately 3% of schools)
 - Less than 50% 0 (approximately 4% of schools)
- Districts/schools can earn up to 50 points based on the pro-rated percentage of the ultimate target achieved as adjusted by the estimated participation rate multiplier.



Indicator 12: Arts Access

Indicator	Max Points – All Years
Percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year	50

- Points will be prorated based on the percentage of the ultimate target achieved.

School Classification

Category 1
(Top Quartile)

Category 2
(Two
Middle
Quartiles)

Category 3
(Bottom Quartile – except 4 and 5)

Category 4 (New Turnaround/Focus)

Category 5 (Existing Turnaround/Focus)

Overview

- Five categories per state law.
- **Turnaround School:** Overall low performing. Bottom 5% based on percentage of eligible points earned. Includes SIG Tiers I and II as well as high schools with 6-yr graduation rate that is less than 70% for all students in two recent cohorts.
- **Focus School:** Has the lowest academic achievement or graduation rate for the High Needs subgroup statewide. Selected from bottom 3 quartiles. Includes schools with lowest High Needs subgroup index scores as well as high schools with 6-yr graduation rate for the High Needs subgroup that is less than 70% in two recent cohorts.

School Classification

Category 1
(Top Quartile)

Category 2
(Two
Middle
Quartiles)

Category 3
(Bottom Quartile – except 4 and 5)

Category 4 (New Turnaround/Focus)

Category 5 (Existing Turnaround/Focus)

During 2015-16

- **Categories 1, 2, and 3** – Accountability Pause
- **Category 4** – Newly identified Turnaround and Focus Schools by Jan 31, 2016
- **Category 5** – Previously identified Turnaround and Focus Schools that haven't exited.

During 2016-17 – Based on Accountability Index

- **Category 1** – Top quartile; if achievement or grad rate gap, then classified as 2
- **Category 2** – Two middle quartiles
- **Category 3** – Bottom quartile

Beyond 2016-17

- Use multiple years weighted data to update categories 1, 2, 3

Moving Forward... While Remaining Open

- This model represents our best efforts at the present time to expand the model without adding new data collection/reporting burden to districts.
- As this model is implemented, the CSDE will continue to work collaboratively with stakeholders and analyze data to refine and improve this model.
- Some of the enhancements being considered include:
 - incorporation of on-site quality reviews to gauge the development of, among other things, civic engagement/citizenship and 21st century skills;
 - attainment of industry recognized credentials; and
 - indicators of school climate that are based on student/parent feedback.



Questions?

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