WEBINAR 2:
ACCOUNTABILITY, ASSESSMENT, AND DATA COLLECTION AND REPORTING

THURSDAY, SEPTEMBER 15, 2016
2:00 – 2:45 P.M. EST
How to communicate via WebEx

How to use the Polling feature

- Polling feature example: 
  1. What is your role in your educational organization?
     - a. District Superintendent
     - b. District Assistant Superintendent
     - c. District Level Director, Supervisor, or Coordinator
     - d. School Leader
     - e. Leader of another type of educational organization

Submit
CSDE HOSTS

Ellen E. Cohn
Deputy Commissioner

Ajit Gopalakrishnan
Chief Performance Officer
POLL

What is your role in your organization?

a) Superintendent
b) Assistant Superintendent
c) District Leader (Director, Supervisor, or Coordinator)
d) School Leader
e) Leader of another type of educational organization
UPDATES

- Connecticut’s ESSA Timeline
- Connecticut’s Stakeholder Engagement Process
- ESSA Resources
- Webinars
- CSDE ESSA Webpage
AGENDA

- Accountability
- Assessment
- Data Collection and Reporting
ACCOUNTABILITY PER ESSA

Required Indicators

- Academic achievement – proficiency on annual state summative assessments
- Student growth or another valid statewide academic indicator (elementary/middle schools)
- Graduation rate (four-year cohort, extended rate optional)
- Progress in achieving English language proficiency on English language proficiency assessments
- School quality or student success (i.e., student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety, and any other indicator state chooses)
Substantial weight to achievement, growth, graduation, and progress toward ELP, and in the aggregate, much greater weight than the school quality or student success indicators.
CONNECTICUT’S NEXT GENERATION ACCOUNTABILITY SYSTEM

- Multiple-measures system
- Based on extensive stakeholder feedback
- No new data collection
- Launched March 2016
- Very well aligned with ESSA and state law
- Highlighted in national publications
CONNECTICUT’S NEXT GENERATION ACCOUNTABILITY SYSTEM UNDER ESSA

- Continue measuring proficiency through the performance index approach (Indicator 1)
- Continue to incorporate results from growth model on Smarter Balanced ELA and Mathematics assessments for grades 4 through 8 this fall (Indicator 2)
- Develop growth model for the English language proficiency assessment (LAS Links), measure progress toward English language proficiency for English learners, and incorporate results (addition to Indicator 2)
Continue with flexibility for Recently Arrived English Learners – those whose initial entry date in a U.S. school is less than two years (i.e., 24 months) prior to test administration.

- Recently arrived ELs must test in all content areas annually from year 1.
- Year 1: Not included in Performance Index - Achievement (Indicator 1) for any subject.
- Year 2: Included in Growth (Indicator 2) from year 1 to year 2 in both ELA and mathematics but not included in Achievement (Indicator 1)
- Year 3: Included in both Achievement (Indicator 1) and Growth (Indicator 2).
School Identification and Support

- Identify schools in categories 1, 2, and 3 in Jan. 2017
- Continue support to schools in categories 4 and 5
- Identify new schools for support in categories 4 and 5 and exit currently identified schools making progress (timeframe TBD but tentatively Dec. 2018)
POLL

What is your level of knowledge of Connecticut’s Next Generation Accountability System?

a) I had never heard of it prior to this webinar.
b) I am just starting to learn about it.
c) I have a general understanding of the indicators and the system.
d) I have a deep understanding of the indicators, their weights, and the overall system.
CSDE commented on issues where USED was adding rules that were not in the ESSA statute and not a requirement at the state level either... rules that would undermine the positive shifts we have made with the Next Generation Accountability System.
ASSESSMENT PER ESSA

- **ELA and Mathematics**
  - In each of grades 3 through 8
  - At least once in grades 9 through 12

- **Science**
  - Once in grades 3 through 5
  - Once in grades 6 through 9
  - Once in grade 10 through 12
Maintains Other NCLB provisions

- Alignment to standards
- Adequate technical quality
- Accommodations and inclusion of ELs
- Individual student reports
- State may provide for alternate assessment aligned to alternate assessment achievement standards
- Universal participation of all students and student groups, and inclusion in accountability system; not less than 95%
Transitioned to redesigned SAT as the high school assessment

- Reduces testing time for Grade 11 students
- Enables use of state assessment for college admissions
- Majority of CT Core Standards have a strong/moderate match to redesigned SAT
Utilized computer-adaptive testing in ELA and Mathematics

- Substantially shorter tests when compared to CMT
- Aligned to new standards
- Comparable or better reliability than CMT
Improved Efficiencies with Summative Assessment

- Ongoing clarification of purposes of assessment
- Shorter summative assessments (average time for ELA and Mathematics combined is less than 4 hours)
- Classroom teachers have more time for the formative assessment process and the use of targeted, aligned interim assessment blocks
- Standards, not the summative test, guide instruction
OTHER OPTIONAL FLEXIBILITIES PER ESSA

- State may exempt 8th graders from summative math assessment if student takes state-administered advanced math end of course exam.
- State may choose to allow districts to choose a nationally recognized high school academic assessment in place of state assessment.
- State may use computer adaptive tests. CAT may allow above and below grade level items.
- State may administer state assessment through a single summative assessment or through multiple statewide interim assessments during the course of the academic year that result in a single summative score.
- State may apply to participate in an innovative assessment and accountability pilot (up to seven states could be granted).
Disaggregate student achievement results by new subgroups

- Homeless status (collected through PSIS)
- Students in foster care (received from DCF)
- Student with at least one parent in the armed forces (new data element collection starting in 2017-18)
- Migrant status (collected through PSIS)
DATA COLLECTION AND REPORTING

- Update “report cards” (i.e., the Profile and Performance Report) to include accountability system results
- States must include at least 95 percent of students in achievement calculations if percent tested is less than 95
POLL

What are the three topics you’re most interested in learning/discussing more about?

a) The Next Generation Accountability System
b) Connecticut’s Smarter Balanced Growth Model
c) Connecticut’s LAS Links Growth Model
d) Next Generation Science Assessments
e) “Types and Purposes of Assessment” and Reducing Testing Time
f) Data and Reporting Implications from ESSA
QUESTIONS
Webinar #3 will be held on Thursday, OCTOBER 20th from 2:00-2:45 p.m.

Title I Under ESSA: Improving Basic Programs Operated by State and Local Educational Agencies

Webinar #4: Tuesday, NOVEMBER 15th from 2:00-2:45 p.m.

Title II & III Under ESSA: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; Language Instruction for English Learners and Immigrant Students
Thank you for participating in today’s webinar!

This recorded webinar will be posted within one week in two locations:

- Superintendent’s Digest on the CSDE Homepage
- CT Core Standards website under Professional Development

If you have additional questions, please contact:

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