

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator for the 2020-2021 school year.

Preparation for College and Career Readiness – Exams (Indicator 6) will be reported publicly but cannot be included as part of the summative rating (Accountability Index) or used toward Annual Meaningful Differentiation for the 2020-21 school year because of inequitable impact on student participation due to the pandemic. This indicator rewards students in 11th and 12th grade who earn a benchmark score on either the SAT, ACT, AP, or IB. Several factors have compromised this indicator for the 2020-21 school year. Connecticut uses the SAT as its state assessment for 11th graders; this school day administration ensures universal access and high participation, even among vulnerable student groups. While the official assessment was cancelled for the spring of 2020, the CSDE worked with LEAs to provide students the opportunity to take the SAT during the school day or a weekend using a voucher in the fall 2020. This participation, however, was optional and not required. Additionally, a few districts were fully remote during the weeks of SAT testing and could not offer the school day option to their students. Furthermore, data from AP exams which were administered remotely in Spring 2020 reflect that students of color and those from lower socioeconomic backgrounds showed sudden declines in participation. Though Connecticut has distributed over 142,000 Chromebooks and laptops for student use, they did not reach districts in time for them to support equitable AP participation. For these reasons, the indicator will be calculated and reported, but not used in accountability calculations in 2020-21.

Physical Fitness (Indicator 11) is based on the Connecticut Physical Fitness Assessment (CPFA). The accountability system applies participation rate multipliers if participation falls below 90 percent. These multipliers are designed to safeguard against selective participation. During the pandemic however, for health and safety reasons, the CSDE is recommending that the CPFA only be administered in a school environment. CSDE's monthly attendance collection data indicate that as of November 2020, about 19 percent of all students statewide were fully remote while another nearly 14 percent were mostly remote. This level of remote participation unfairly biases participation rates and affects accountability results for 2020-21. Therefore, while the 2020-21 fitness assessment results may be reported publicly as an informational measure, they cannot be used as part of the summative rating for the 2020-21 school year.

Chronic Absenteeism is indicator 4 of Connecticut's accountability system. It represents the percentage of students missing at least 10 percent of days enrolled. The Connecticut State Board of Education permitted remote days to count as school days. Consequently, the CSDE established a brand new construct of remote attendance and provided [new guidance](#) for districts to track and report that attendance. While the definition of attendance is unchanged (i.e., presence for at least half a school day), the CSDE's guidance expects districts to consider synchronous and asynchronous approaches to determine whether a student is "in attendance." This has fundamentally changed who determines attendance, especially in elementary and

middle schools, and how/when it is determined. While previously front-office staff may have assumed some responsibility for tracking and reporting attendance, now classroom teachers are expected to utilize student participation to determine and record whether a student is “in attendance.” Anecdotal evidence suggests that districts initially operationalized the state’s remote attendance guidance in slightly different ways but pursuant to additional state guidance and clarifications, they have been calibrating their practices which is resulting in greater consistency and comparability statewide. Therefore, while this indicator can be reported publicly with some cautions, it does not lend itself to be included in formal accountability determinations.

- c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of Annual Meaningful Differentiation in fall 2021 based on data from the 2020-2021 school year:

1. State’s System of Annual Meaningful Differentiation. Describe the State’s system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2021 based on data from the 2020-2021 school year.

ESSA expects the state’s system of annual meaningful differentiation to be based on all indicators in the accountability system (see section 1111(c)(4)(C)(i)). Connecticut assigns a summative rating (i.e., its Accountability Index) based on all indicators that apply to a school or district. However, as stated previously, Connecticut will be unable to calculate indicator 2 (academic growth) in 2020-21. Additionally, at least three of the school quality or student success indicators are compromised due to the pandemic and unsuitable for inclusion in a formal accountability system. Therefore, while Connecticut will report data that are valid and defensible, it cannot calculate a summative rating based on data from the 2020-21 school year or use that rating to classify schools into five categories.

2. Weighting of Indicators. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation in fall 2021 based on data from 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

3. Different Methodology. If the State uses a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2021 based on data from 2020-2021 school year.

If a State is proposing revisions due to the COVID-19 waivers, check the box and describe the revisions here.

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for identifying schools using data from the 2020-2021 school year:

1. Timeline. A State may, but is not required to, shift forward by **one-year** school identifications. Complete the below table to indicate each school identification category (i.e., comprehensive support and improvement (CSI), targeted support and improvement (TSI), and

additional targeted support and improvement (ATSI) for which the State will shift identification forward for one year. Although CSI schools must be identified at least once every three years, due to the COVID-19 waivers, a State may choose not to count the 2019-2020 school year. Only complete the rows for the categories of identified schools for which the State chooses to shift the timeline forward.

A. Type of Identification	As Defined in Approved State Plan		
	B. Most Recent Year of Identification (e.g., identified in 2018-2019 based on data from the 2017-2018 school year)	C. Next Year of Identification as described in the current ESEA consolidated State plan	D. Revised Next Year of Identification (i.e., one year forward from column C)
<i>Example: Comprehensive support and improvement</i>	<i>2018-2019 school year (based on data from the 2017-2018 school year)</i>	<i>2020-2021 school year (based on data from the 2019-2020 school year)</i>	<i>2021-2022 school year (based on data from the 2020-2021 school year)</i>
<i>Comprehensive support and improvement: Low performing ESEA section 1111(c)(4)(D)(i)(I)</i>	<i>2018-2019 school year (based on data from the 2015-16, 2016-17, and 2017-18 school years)</i>	<i>2021-2022 school year (based on data from the 2018-19, 2019-20, and 2020-21 school years)</i>	<i>2022-2023 school year (based on data from the 2017-18, 2018-19 and 2021-22 school years)</i>
<i>Comprehensive support and improvement: Low graduation rate ESEA section 1111(c)(4)(D)(i)(II)</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>Comprehensive support and improvement: Not Exiting Additional targeted support and improvement status ESEA section 1111(c)(4)(D)(i)(III)</i>	<i>Not Identified Yet</i>	<i>2021-2022 school year (based on data from the 2018-19, 2019-20, and 2020-21 school years)</i>	<i>2022-2023 school year (based on data from the 2017-18, 2018-19 and 2021-22 school years)</i>
<i>Additional targeted support and improvement ESEA section 1111(d)(2)(C)</i>	<i>2018-2019 school year (based on data from the 2015-16, 2016-17, and 2017-18 school years)</i>	<i>2021-2022 school year (based on data from the 2018-19, 2019-20, and 2020-21 school years)</i>	<i>2022-2023 school year (based on data from the 2017-18, 2018-19 and 2021-22 school years)</i>

* Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in the fall of 2021 (i.e., the 2021-2022 school year based on data from the 2020-2021 school year).

2. Methodologies. The State is revising its methodology or methodologies for identifying schools in fall 2021 based on data from the 2020-2021 school year for the following types of school identification:

- a. Comprehensive Support and Improvement Schools: Low Performing. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2021 based on data from the 2020-2021 school year.

As indicated in the timeline section, Connecticut will defer its identification of low-performing CSI schools by one year to the 2022-23 school year. This identification in the 2022-23 school year will be based on data from 2017-18, 2018-19 and 2021-22. Currently identified CSI school will retain their designation into the 2021-22 school year.

- b. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2021.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- c. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2021 based on data from the 2020-2021 school year.

Per the original timeline, these schools would have been identified in the 2021-22 school year based on data from the 2018-19, 2019-20, and 2020-21 school years. In light of the cancellation of assessments in the 2019-20 school year and the disruptions to several indicators in the 2020-21 school year due to the COVID-19 pandemic, these schools will be identified in the 2022-23 school year based on data from the 2017-18, 2018-19 and 2021-22 school years.

- d. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2021 based on data from at least the 2020-2021 school year.

Connecticut will separately submit a waiver request to not identify TSI schools in the 2021-22 school year based on data from the 2020-2021 school year. Instead, Connecticut will seek to identify TSI schools in 2022-23 based on data from 2017-18, 2018-19 and 2021-22.

- e. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for

comprehensive support and improvement) for school identifications in fall 2021 based on data from the 2020-2021 school year.

As indicated in the timeline section, Connecticut will defer its identification of ATSI schools by one year to the 2022-23 school year. This identification in the 2022-23 school year will be based on data from 2017-18, 2018-19 and 2021-22. Currently identified ATSI school will retain their designation into the 2021-22 school year.

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))
(corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using either or both of the options below.

- A. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to be exited.
- B. The State is revising the statewide exit criteria only for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using either or both of the two options below:

- A. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to be exited.
- B. The State is revising the statewide exit criteria only for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.