



**CONNECTICUT
STATE DEPARTMENT OF EDUCATION
(CSDE)**

**Request for Plan Outline to Assist the CSDE
Address the Accountability and Evaluation Implications of its
State Assessment Proposal for 2013-14**

**Public Solicitation
#13SDE0006**

Maximum Amount: \$20,000

Plan Outlines Due: On or before April 22, 2013
Extended to May 6, 2013



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor

Commissioner of Education

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I. Introduction and Background

The Assessment Proposal

For 2013-14, Connecticut State Department of Education (CSDE) is considering using the Smarter Balanced Assessment Consortium (SBAC) Field Test as its required state assessment for English Language Arts (ELA) and Mathematics for students in grades 3-8 and 11. If this path were taken, the CSDE would discontinue use of the Connecticut Mastery Test (CMT) for grades 3-8 and the Connecticut Academic Performance Test (CAPT) for grade 10.

The primary benefits of this proposal are that it will:

- Expose students to assessment that reflects the latest standards, a year in advance of the full SBAC launch;
- Minimize testing time by not also requiring the CMT/CAPT in 2013-14;
- Create a sense of urgency to begin teaching to the new standards in all grades;
- Align expectations of the teacher evaluation system to the desired instructional outcomes;
- Better position Connecticut for transitioning to the SBAC assessments in 2014-15.

The Accountability and Evaluation Implications

The CSDE seeks to answer the following primary accountability question:

How can Connecticut compare the performance of each school/district in 2012-13 and 2013-14 on two substantially different assessments to determine if expected/ significant growth was achieved from one year to the next?

The answer to this question will help: (i) determine consecutive years of growth that is the basis for exit criteria of Review and Focus schools as outlined in Connecticut's Flexibility Request; and (ii) inform administrator (possibly teacher) evaluation. In addition to the school/district level, the CSDE is interested to know if it expected/significant growth from one year to the next on these two substantially different assessments be ascertained at the classroom level.

II. Purpose of this Request

The CSDE is seeking to select a respondent who can prepare a plan for the CSDE that will answer the accountability and evaluation implications in light of the assessment proposal for 2013-14. At a minimum, the selected respondent will be expected to deliver a white paper on this matter *and* provide consultative technical assistance to the CSDE in its deliberations with the U.S. Department of Education and SBAC. Please note that other related research tasks may also be requested.

III. Qualifications of Respondents

The CSDE expects that individuals and organizations responding to this request will have at least ten years of experience in conducting sophisticated psychometric research and analyses using data from large-scale standardized assessments. In particular, prior research and experience in helping states/organizations link assessments during transition periods from one assessment generation to another is preferable.

IV. Format of Plan Outline

Respondents to this request must submit a plan outline (not to exceed three pages) that:

- describes the qualifications and experience of the staff;
- outlines the deliverables that will be provided (at a minimum, a white paper and consultative assistance must be referenced);
- indicates the total cost to develop the plan (not to exceed \$20,000); and
- discusses briefly the merits and drawbacks of potential approaches that could be used to answer the primary accountability question that include but are not limited to the following:

1. Linking Test Scores

What are feasible approaches for linking test scores (e.g., equating, concordances) between the SBAC Field Test and CMT/CAPT? How can the primary accountability question be answered based on the linking approach used?

- a. Is *equating* possible given that the test content, test specifications, and test administration are vastly different between the tests?
- b. If *equating* is not possible, can *concordances* be developed between the two tests?
- c. What are different ways to establish *concordances*? Which are least disruptive?
- d. Can *concordance* results be used to convert 2013-14 SBAC Field Test scores into CMT/CAPT performance levels in order to evaluate whether expected school/district growth was achieved in 2013-14?
- e. If students with disabilities need to be administered an alternate assessment(s) and students in certain grades are also administered a science assessment, how can those results be used for accountability purposes in 2013-14?

2. Growth Percentiles

- a. Can **student** growth percentiles (SGP) be computed for 2013-14 by comparing SBAC Field Test performance of academic peers from prior years (i.e., the

Colorado Growth Model)? If yes, can those SGPs be aggregated to determine which schools/districts have achieved “above average” growth from 2012-13 to 2013-14? Additionally/alternatively, can adequate growth percentiles (i.e., the performance targets) be computed for each school/district given that 2013-14 will be the first year of the new assessment *and* the desired ultimate level of performance on the SBAC Field Test have not yet been established?

- b. If the SGP approach is not feasible, can relative performance of schools/districts in 2013-14 (SBAC Field Test) be compared to that of their school/district peers in 2012-13 (CMT/CAPT) to identify those schools/districts demonstrating increased relative performance? Can this increase in relative performance be tested for significance to confirm its use to answer the primary accountability question?
3. **National Assessment of Educational Progress (NAEP) Mapping**
Notwithstanding approaches #1 and #2 above, can the mapping of state performance levels onto the NAEP levels help answer the primary accountability question because NAEP performance may be viewed as a proxy for student performance on SBAC?

Review Criteria

Plan outlines will be reviewed using the following criteria:

- Qualifications and experience of the staff;
- Quality of deliverables to be provided; and
- Total cost.

Submission Requirements and Deadline

All plan outlines should be submitted in Portable Document Format (PDF) by **Monday, April 22, 2013** via email to Ann-Marie Lenkiewicz at am.lenkiewicz@ct.gov.

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