



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

November 2015

A Short Walk Down Memory Lane

- 1965: Elementary and Secondary Education Act (ESEA) becomes law
- 2002: ESEA reauthorization began the era of No Child Left Behind (NCLB)
- 2012: States invited to request ESEA Flexibility (i.e. “waiver”)
- While consulting extensively with stakeholders
 - 2013-14: CT applied for and granted “field test flexibility”
 - 2014-15: Submitted ESEA Flexibility Renewal application
 - 3-year renewal [approved August 6, 2015](#)




ESEA Flex Renewal Enables Accountability System Improvements

- Existing metrics refined
- Values academic growth of the same students over time
- Subgroup performance is prominent
- Incorporates indicators beyond test scores
- School classification methodology adjustments based on feedback



Key Considerations Before Digging In

- Minimum N size remains at 20.
- “High Needs” *supergroup* used for **accountability** calculations
 - Membership: economically-disadvantaged students, English learners (ELs), students with disabilities (SWD)
 - Impact: many more schools with visible subgroups AND many more ELs and SWD in accountability calculations.
- All subgroups (e.g., Black/African American, Hispanic, EL, low income, etc.) will continue to be **reported** separately.
- Uses existing data 



Schools to Earn Points on New Indicators

Points listed below available in years 2 and 3

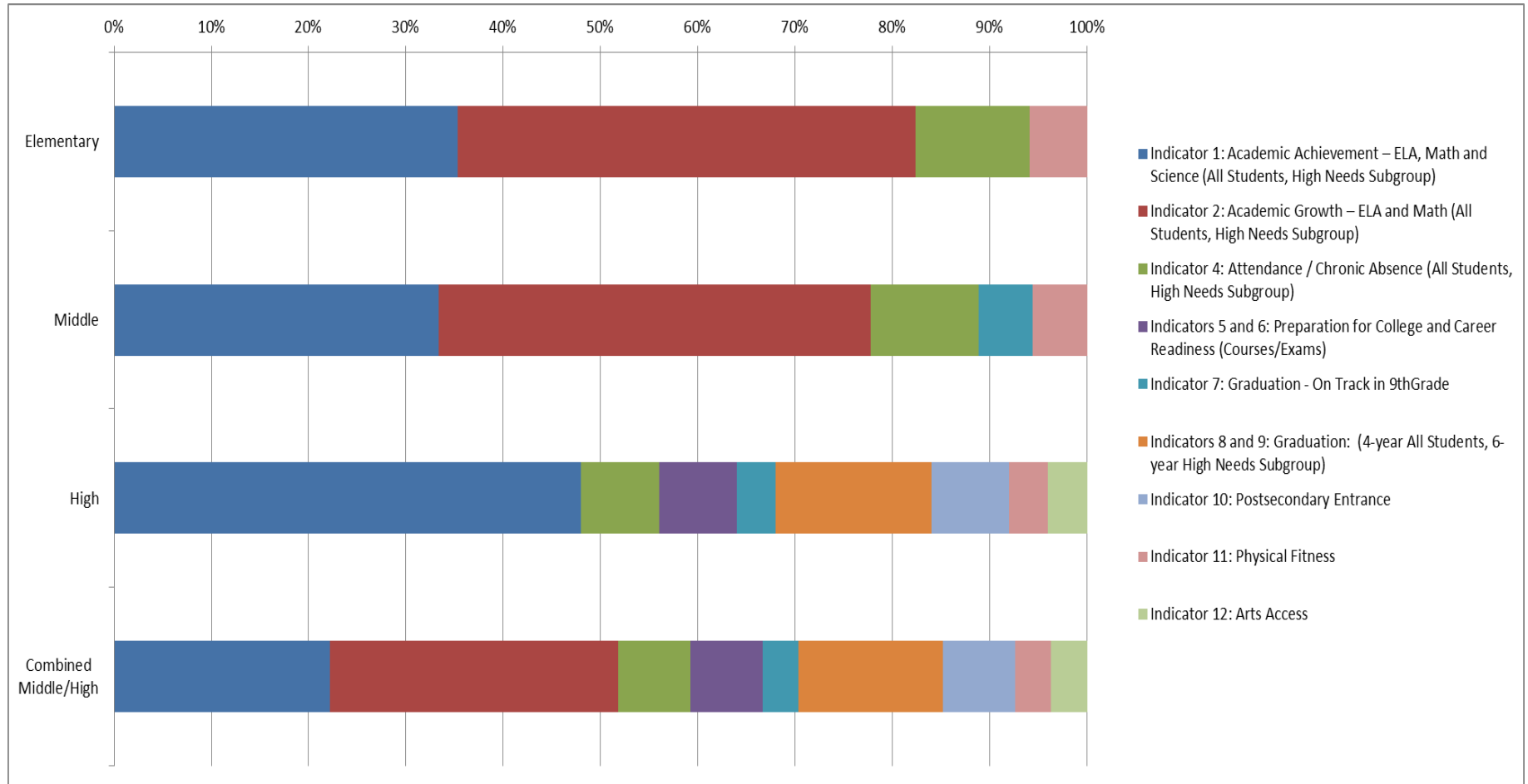
	Elementary	Middle	High	Middle/ High
Indicator 1: Academic Achievement – ELA, Math and Science (All Students, High Needs Subgroup)	300	300	600	300
Indicator 2: Academic Growth – ELA and Math (All Students, High Needs Subgroup)	400	400	<i>n/a</i>	400
Indicator 4: Attendance / Chronic Absence (All Students, 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.

Visualizing Indicator Weights by School Type

The points in the accountability system are expressed as percentages:



A New Family of Index Scores

- The percentage of total possible points earned on all available indicators is the “Accountability Index”.
- “Performance index” (SPI/DPI) will continue to refer to the index scores derived from state assessment results (Indicator 1).
 - Subject-specific (ELA, Math, Science)



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 (i.e. High Needs).
- *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: A New Approach to Index Scores

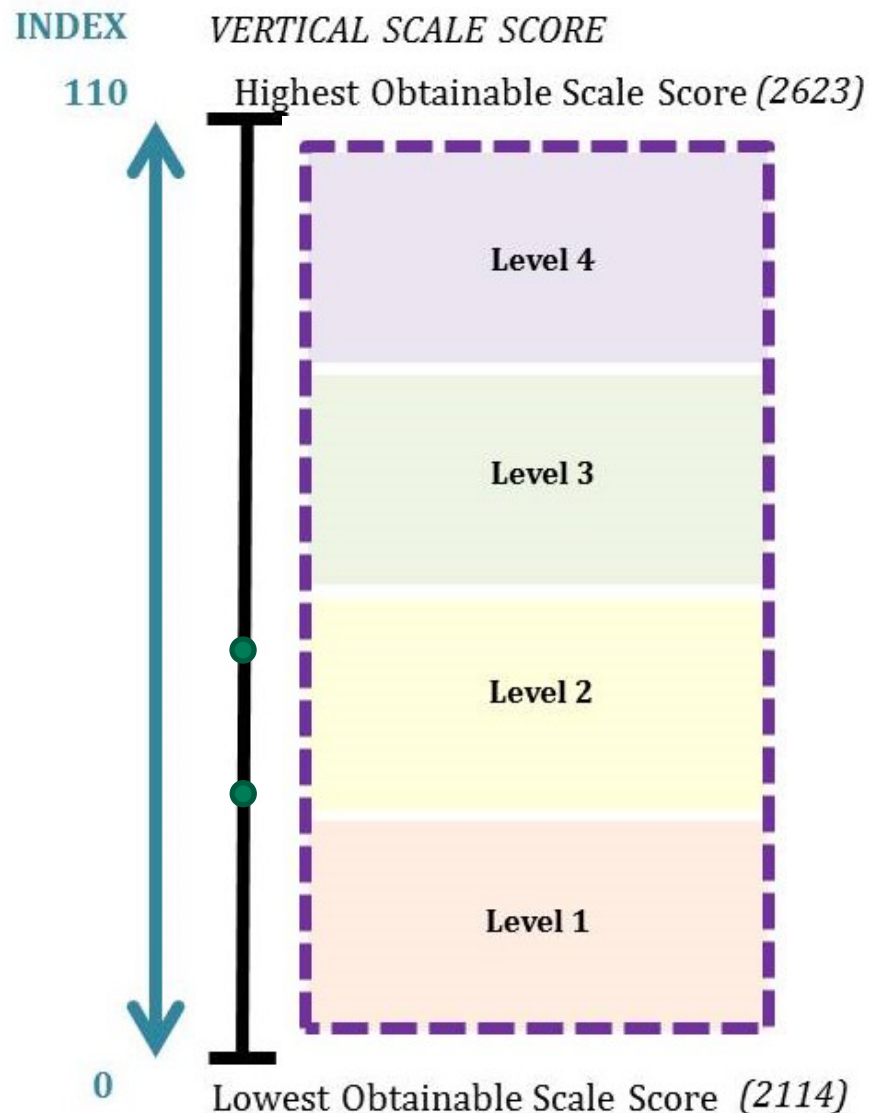
- Subject-specific index scores will be created i.e. ELA Index, Math Index, Science Index.
- Subject-specific index scores will be *reported* for all subgroups. High Needs index scores used for accountability.
- Scale scores, not achievement levels, will be converted to index scores.
- The new index calculation is more sensitive to student performance and will be a better measure of improvement at the subgroup, school, and district levels.



Indicator 1: Approach Being Finalized

Grade 3 ELA Example

- For example, a student with a scale score of 2380 (lower part of Level 2) will get 57.5 index score points while another student with a scale score of 2419 (upper part of Level 2) will get 65.9 index score points.

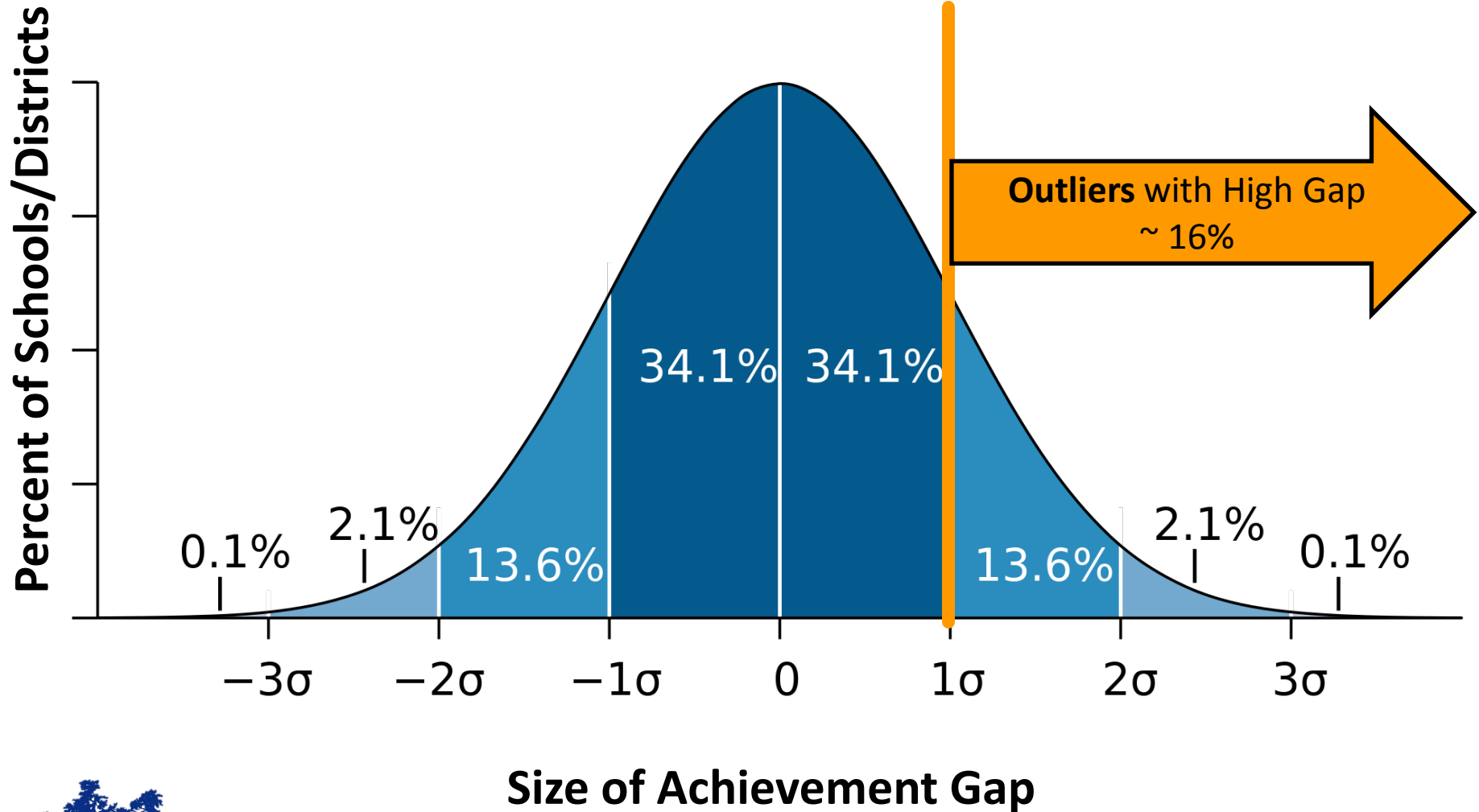


Indicator 1: Achievement Gap Focus on “Outliers”

- A district/school has an “achievement gap” if:
 - the size of its index score gap between *High Needs* and *Non-High Needs* (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 *High Needs* is not met.



Indicator 1: A View of Achievement Gap “Outliers”



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.



Timeline and Key Activities on page 79 of [ESEA Flex Request](#)

Indicators 1 and 2: New Flexibility for Recently Arrived ELs

- DEFINITION: “Recently arrived ELs” are students 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.
 - Not included in Indicator 1 (academic achievement - status) calculations for ANY subject.
 - Growth (Indicator 2) determined by measuring change from year 1 to year 2 in both ELA and mathematics. Growth included in accountability calculations in the student’s second year, still no “status.”
 - Scores for ELs (not “recently arrived”) will be used in 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 StudentsStudents 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 awarded if the chronic absenteeism rate is 5% or lower. No points awarded if rate is 30% or greater. Chronic absenteeism rates between 30% and 5% will be awarded proportional points.



Data Source: [June PSIS](#)

Reports available in [Reports/Summary Data](#) section of Performance Office page

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.

Data Source: [Teacher-Course-Student Data Collection](#) (TCS)



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.



Data Source: [Teacher-Course-Student Data Collection](#) (TCS)

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.

Data Source: [PSIS](#)

Reports and supporting documentation available in [Reports/Summary Data](#) section of Performance Office page



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.



Data Source: [PSIS](#)

Indicator 9: Graduation Rate Gap – High Needs

- A district/school is identified as having a graduation rate gap if:
 - the size of the 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.
- Similar to achievement gap “outlier” approach



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.

Data Source: National Student Clearinghouse
High School Reports available in [Reports/Summary Data](#) section of Performance Office page



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.



Data Source: ED 165
Reported in Strategic School Profiles

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.



Data Source: [Teacher-Course-Student Data Collection](#) (TCS)

An Improved School Classification System

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.

The Timeline for 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 gap 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

Measuring Improvement for Turnaround and Focus Schools

- Turnaround and Focus from 2012
 - Turnaround to exit in two phases (p. 101-102)
 - Focus to exit if not in bottom 10% for High Needs ELA and Math **or** 6-year rate for High Needs $\geq 70\%$ for two most recent cohorts (p. 120).
- New Turnaround and Focus identified by Jan. 31
 - New Focus schools based on High Needs index scores **or** 6-year rate for High Needs $< 70\%$ for two most recent cohorts (p. 120-121)
 - Two consecutive years of improvement (p. 119, 123)



Moving Forward... While Remaining Open

- This represents our best first attempt at multiple measures without adding new data collection/reporting burden for districts.
- As implementation begins, CSDE will continue to seek feedback and analyze data to refine and improve this model.
- Variety of enhancements recommended include:
 - on-site quality reviews
 - attainment of industry recognized credentials; and
 - indicators of school climate that are based on student/parent feedback




Questions?

- Contact Information:
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 - Web site: www.sde.ct.gov

Click on “Performance Office”

ACCOUNTABILITY



- ESEA Accountability
- Results Based Accountability

