

Accountability in Connecticut: A Review of the Present with an Eye on the Future

Alliance District Convening
ITBD, New Britain
January 16, 2014



Our Path to Improved Accountability

Date	Activity
May 2012	New accountability system approved through ESEA Flexibility
Fall 2012	Turnaround, Review, and Focus schools identified
November 2013	“Field Test Flexibility” requested
December 2013	School & District Performance Reports issued. All schools classified.
February 2014	One-year waiver extension to be requested
Spring 2014	New assessments to be field tested in most districts
Winter 2014-15	Accountability 2.0 proposal



Accountability System Fully Implemented in December 2013



- Measurement



- Classification

- Intervention

- Recognition

Performance Levels Determine “Credit”

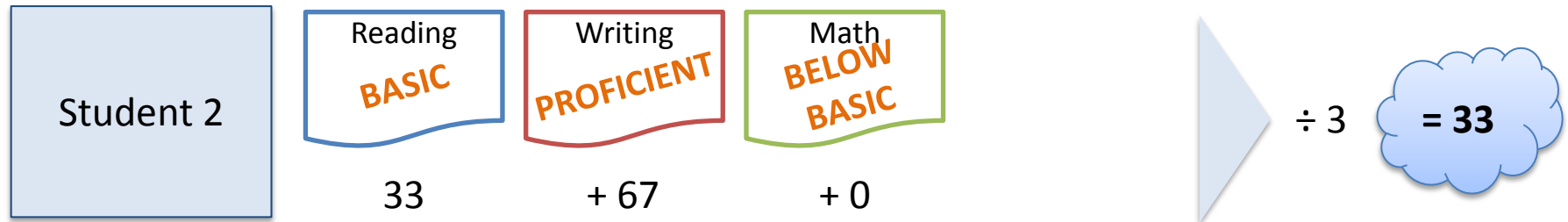
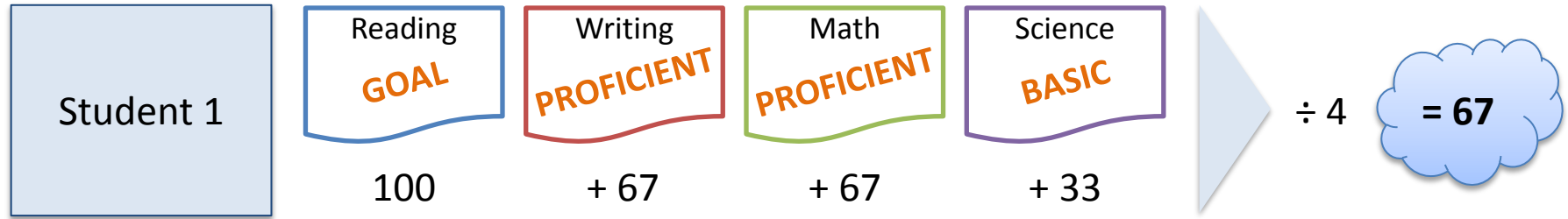
Standard CMT/CAPT Achievement Levels	Index Score
Goal (4) and Advanced (5)	100
Proficient (3)	67
Basic (2)	33
Below Basic (1)	0

Achievement Levels		Index Score
MAS	Skills Checklist	
Goal (3)	Independent (3)	100
Proficient (2)	Proficient (2)	50
Basic (1)	Basic (1)	0



“Credit” Averaged Across Subjects

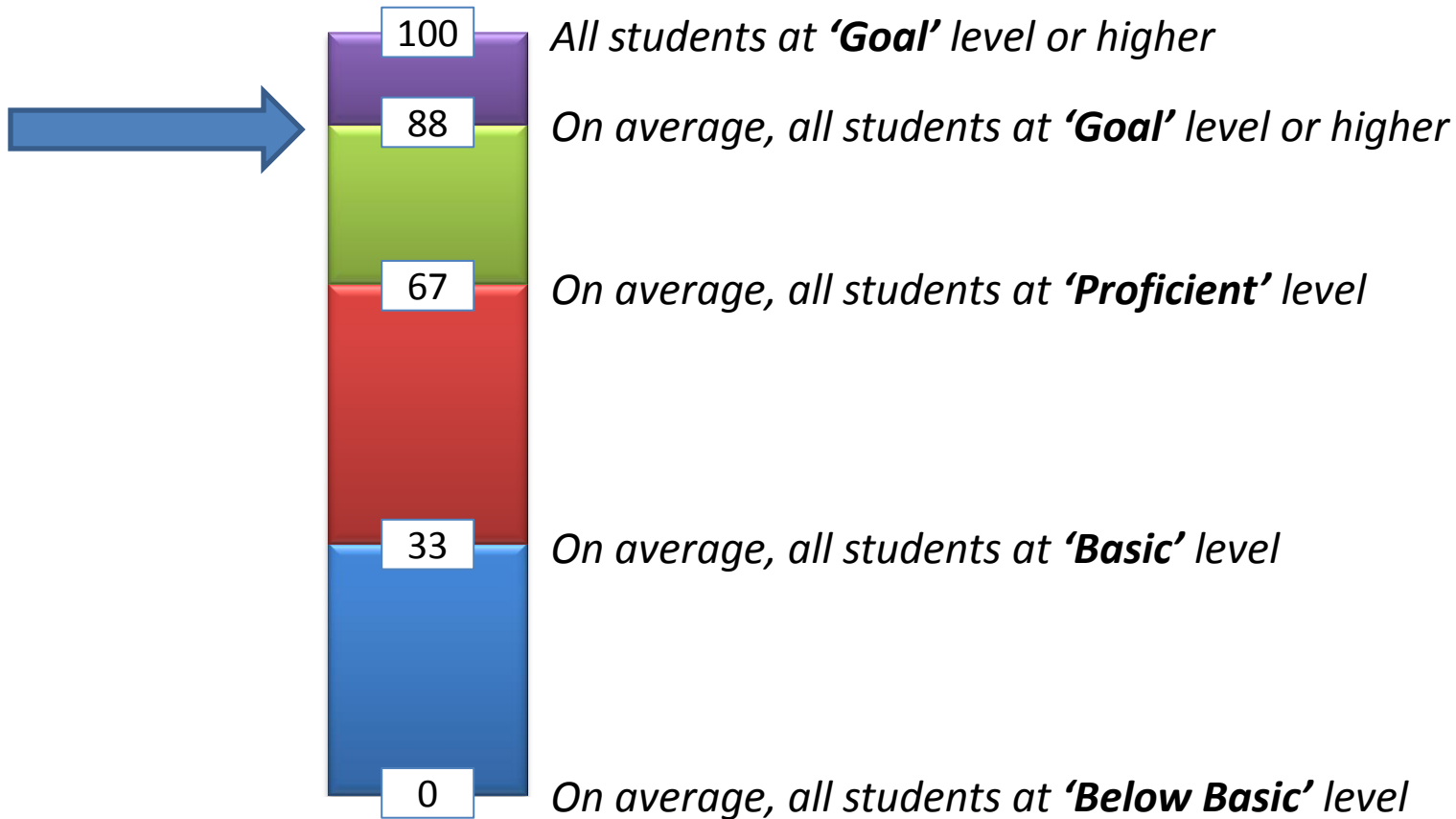
Student example:



Aggregate example (e.g., school, district):



What do the index scores mean?



Accountability Reporting Requires Special Considerations*

- Significance of October 1 enrollment
- Absent vs. “Left Blank”
- Performance of students participating in MAS
- Alternate assessment “caps”
- Student aggregation at the school- vs. district-level

*Refer to the *Computational Guide* for detailed explanations

Classification Criteria Applied Statewide

- Excelling
- Progressing
- Transitioning
- Review (inc. Focus)
- Turnaround

INDICATORS
School Performance Index (SPI) and Change in SPI
Participation Rates
% Advanced
Subgroup Performance
Graduation Rates (4-year cohort & Holding Power Rate)



EXCELLING:
(15 schools)

An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CAPT participation rate is at least 95% and the graduation rate is at least 94% and the Holding Power Rate is at least 96%.

PROGRESSING:
(51 schools)

There are 2 ways in which a school can receive a Progressing classification:

- An overall SPI of 88 or above and a CAPT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CAPT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points and has a graduation rate of at least 90% and a Holding Power Rate of at least 93%.

TRANSITIONING:
(92 schools)

An overall SPI of 64 to 87 and a CAPT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW:
(34 schools)

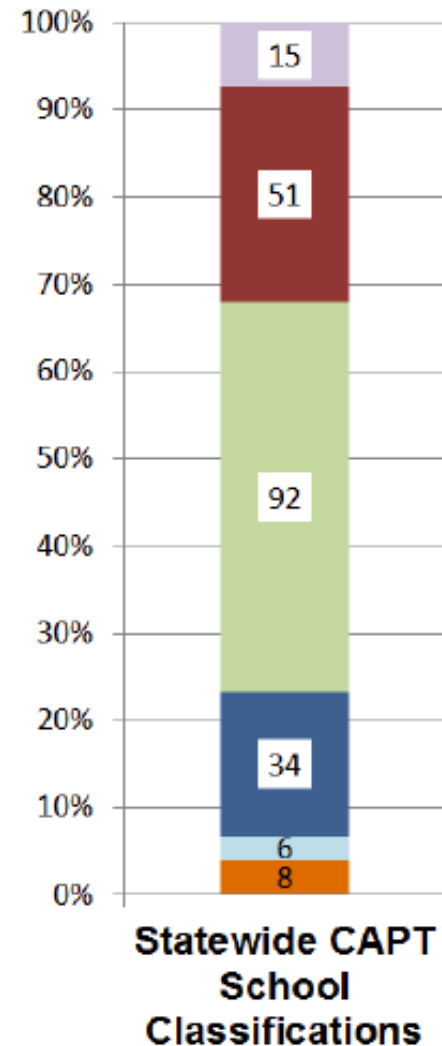
An overall SPI below 64 or a CAPT participation rate below 95%.

FOCUS:
(6 schools)

A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND:
(8 schools)

Schools in this category were selected from among the lowest performing schools statewide.




Taken from page 2 of a CAPT 2012-13 School Performance Report



What factor prevented a higher classification?

Connecticut State Department of Education
Connecticut School Performance Report
 For School Year 2012-13



School/District	School Classification Category
SCHOOL NAME	PROGRESSING
District Name	(see page 2 for classification information)

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	94.7	94.5	94.5	94.8	Yes	Yes
District (DPI)	93.3	93.3	93.5	92.8	Yes	Yes

Performance by Subgroups

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	740	100.0%	94.8	88.0	Yes	92.8	88.0
Black or African American	38	100.0%	83.1	82.9	Yes	78.0	82.1
Hispanic or Latino	20	100.0%	93.1	88.0	Yes	85.5	88.0
English Language Learners	n < 20					76.5	74.7
Free/Reduced Lunch Eligible	48	100.0%	82.5	80.2	Yes	79.6	81.5
Students with Disabilities	110	100.0%	78.9	76.2	Yes	73.3	75.3
High Needs	150	100.0%	82.0	79.4	Yes	77.1	78.4

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	740	100.0%	94.5	88.0	Yes	92.8	88.0
Reading	739	99.9%	96.1	88.0	Yes	92.0	88.0
Writing	711	100.0%	95.4	88.0	Yes	94.4	88.0
Science	364	99.7%	95.5	88.0	Yes	95.7	88.0

SCHOOL 2012-13 Performance Report
 Connecticut State Department of Education

XXXXXXXXXX

Connecticut State Department of Education
Connecticut School Performance Report
 For School Year 2012-13

NAME	School Classification Category
	TRANSITIONING
	(see page 2 for classification information)

Overall CAPT Performance

Performance Index (SPI) is the average of all Connecticut Academic Performance Test (CAPT) test performance for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	SCHOOL		DISTRICT	
	SPI	Graduation Rate	DPI	Graduation Rate
2009 - 10	79.0		78.2	
2010 - 11	83.5	91.5%	83.5	91.0%
2011 - 12	80.0	92.3%	79.6	91.8%
2012 - 13	87.2	Available 2014	87.2	Available 2014
Target Achieved	Yes	Yes	Yes	Yes
Achievement Gap	Yes		Yes	

Performance by Subgroups

	SCHOOL				DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI
Non American	195	100.0%	87.2	81.4	Yes	87.2
Gifted	n < 20					81.0
English Language Learners	n < 20					
Free/Reduced Lunch Eligible	27	100.0%	74.5	69.2	Yes	74.5
Disabilities	n < 20				n/a	49.8
	37	100.0%	69.1	61.3	Yes	69.1

Unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL				DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI
Math	185	100.0%	84.9	78.7	Yes	84.9
Reading	185	100.0%	85.9	79.3	Yes	85.9
Writing	181	100.0%	93.0	87.1	Yes	93.0
Science	181	100.0%	87.1	84.2	Yes	87.1

Performance Report
 Connecticut State Department of Education

XXXXXXXXXX
 Title 1 (TA)



Questions for Discussion

- How did you share the reports?
- What approaches or strategies used by others may be effective in your district?
- As you shared reports, what elements were most important? How did this vary by audience?
- How can the reports be used for program planning?
- During the review and/or reporting process, what surprised you?
- What enhancements do you suggest for the current accountability model and the reports?



District Leaders Provided Valuable Feedback

- Incorporation of “high needs” in achievement gap determinations
- Differentiation needed within classifications
- Criterion vs. normative approach to Reward School designations
- Importance of subgroup target attainment



2013-14 Transition Year (*Pending Federal Approval*)

District Assessment Choice	Target Attainment	Participation Rate	School Classifications
SB-FT (Math & ELA)	No	Yes	No change*
CMT/CAPT	Yes	Yes	
Science CMT/CAPT for all districts	Yes	Yes	

**Focus schools and Turnaround schools may be eligible to exit if necessary targets achieved.*



ACCOUNTABILITY 2.0



Some Shortcomings of the Current Accountability Model

- Relies almost exclusively on state assessment results
- No “access” measures that highlight opportunity gaps
- No *Growth Model* Included; change in achievement (e.g., SPI) is not the same as longitudinal growth of a cohort of students
- Upcoming ESEA Waiver renewal offers opportunity for adjustments/enhancements

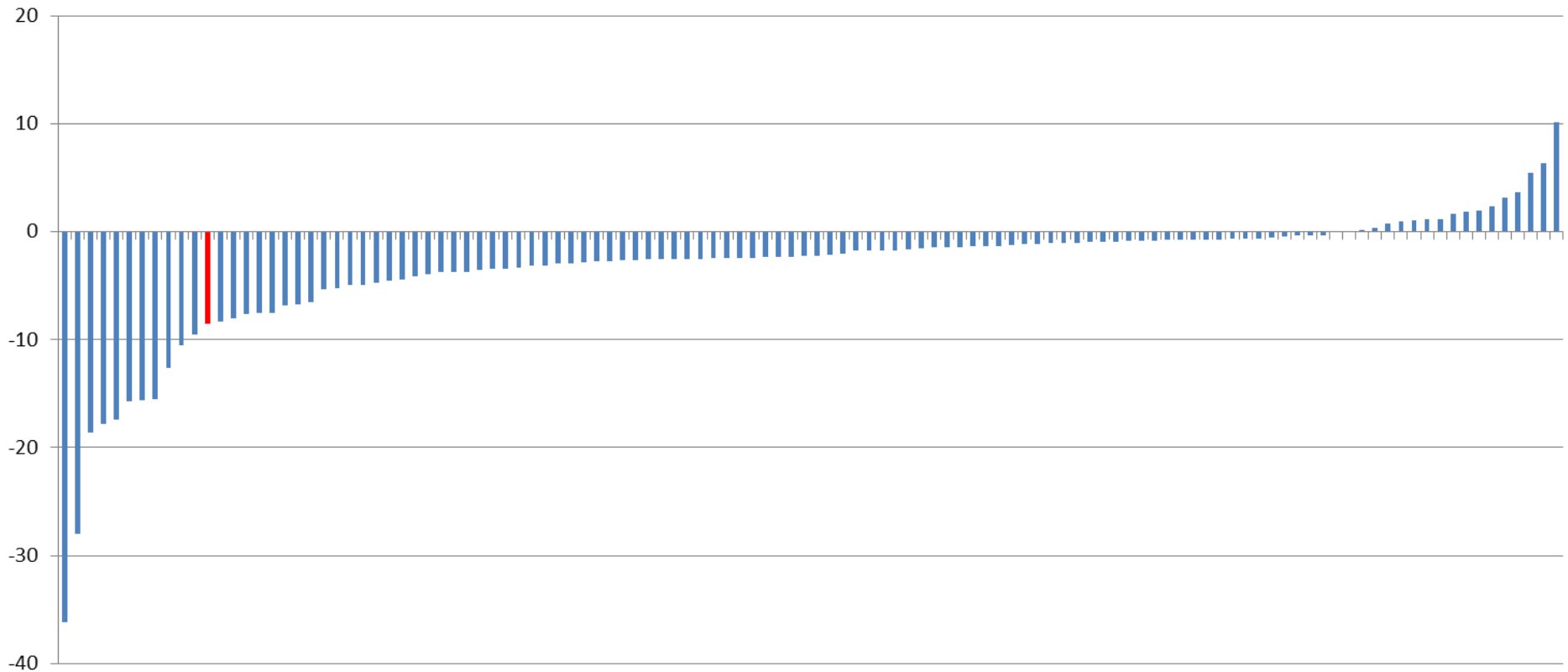
Metrics

Goal	Current	Under Consideration
Student Achievement and Change in Achievement	SPI SPI target attainment	
Student Growth		Growth model
Access		Rigorous coursework CCR Exams
CCR	Graduation Rate Holding Power Rate	CCR Exam Performance
School Climate		Chronic absenteeism
Subgroup Performance	Majority subgroups	Strengthen subgroup grad rate Apply to any new metrics

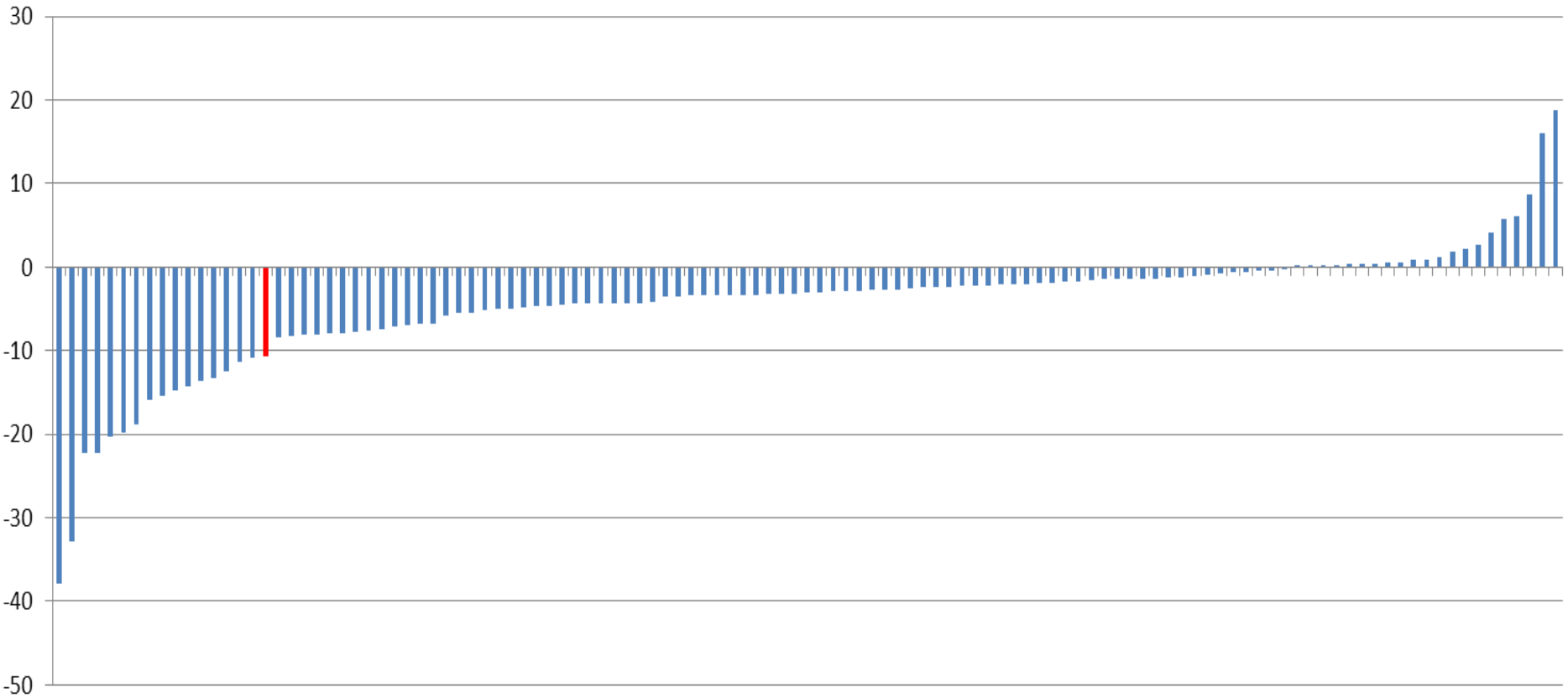
Goal: Access (to rigorous coursework)

Measure	Example Indicator
Rigorous Coursework	Academic Rigor Index? Percent exceeding rigor threshold?
College Level Coursework	% taking one (more than one?) AP/IB Course
Arts Engagement	% of students in Grades 7-12 Enrolled in at least one Arts Course Annually

Difference between *Percent of Graduating Class* and *Percent Enrolled in AP US History/Govt. Courses* by District for Black Students 2011-2012



Difference between *Percent of Graduating Class* and *Percent Enrolled in AP US History/Govt. Courses* by District for Hispanic Students 2011-2012



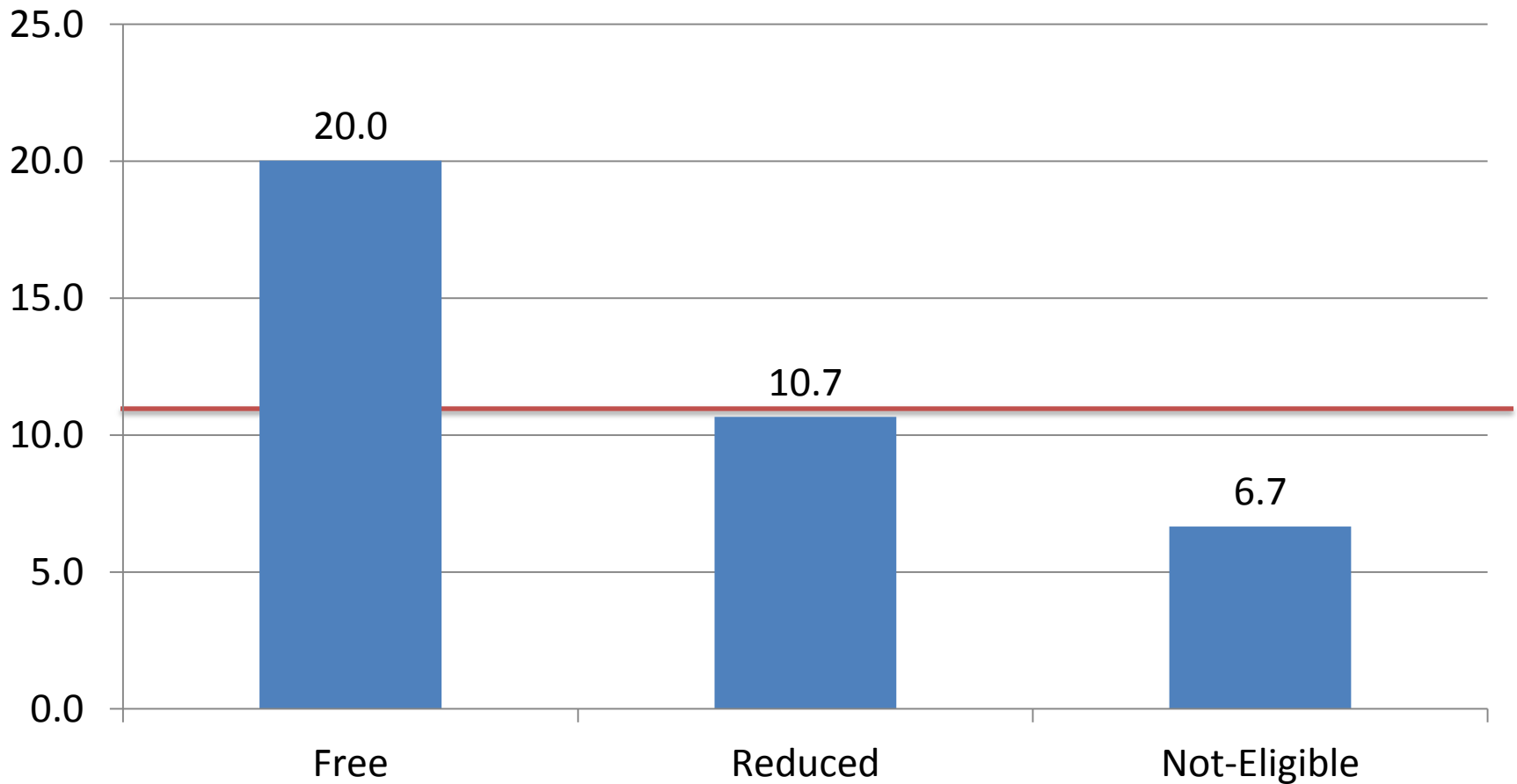
Goal: Access (to CCR exams)

Measure	Indicator
PSAT Participation	% 10 th Grade taking PSAT
SAT or ACT Participation	% Graduating Class Taking SAT or ACT
AP Exam Access	% with AP Potential Taking AP

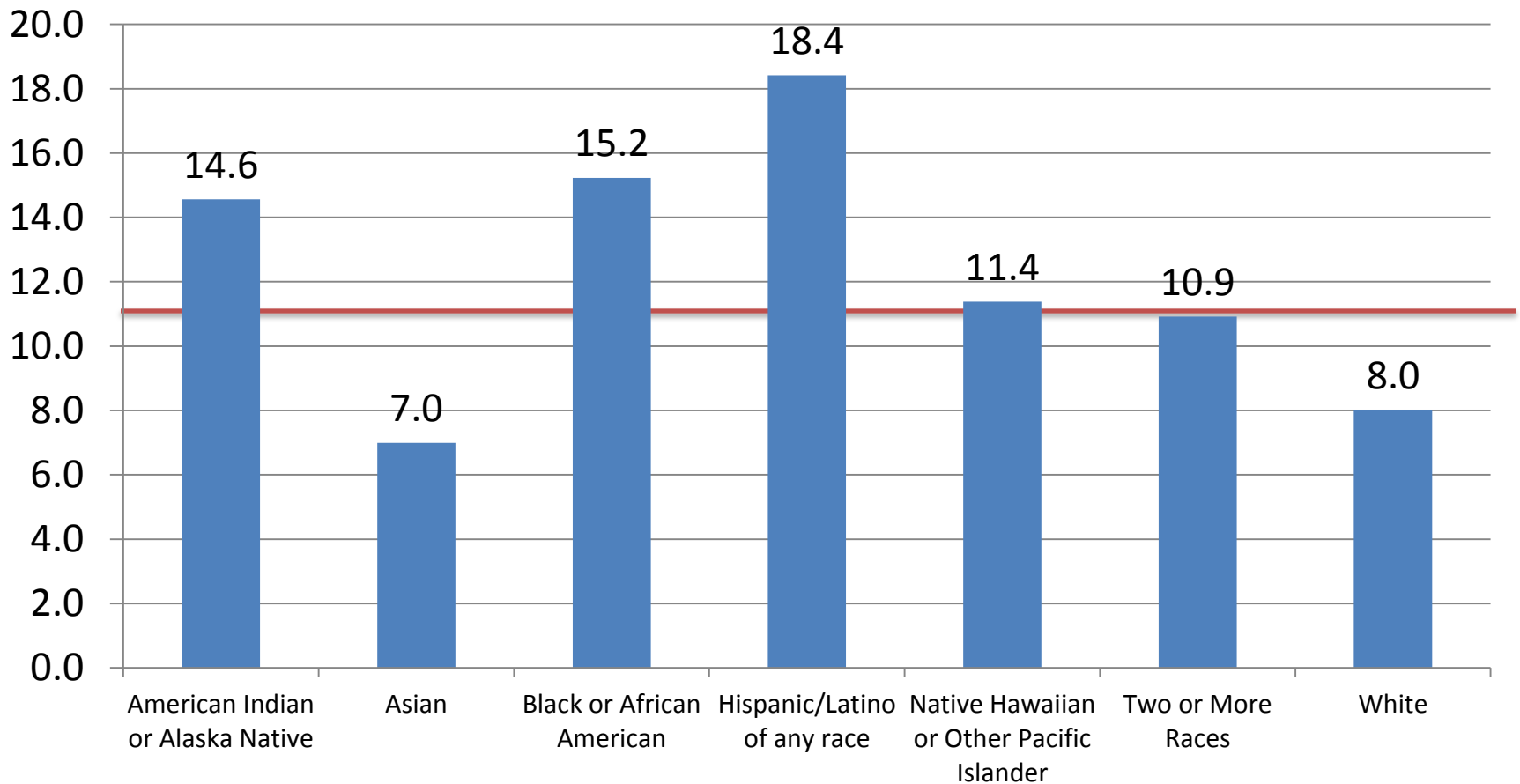
Goal: School Climate

Measure	Indicator
Persistence	Chronic Absenteeism Rate

Percent of Students Chronically Absent by Lunch Eligibility (2011-12)

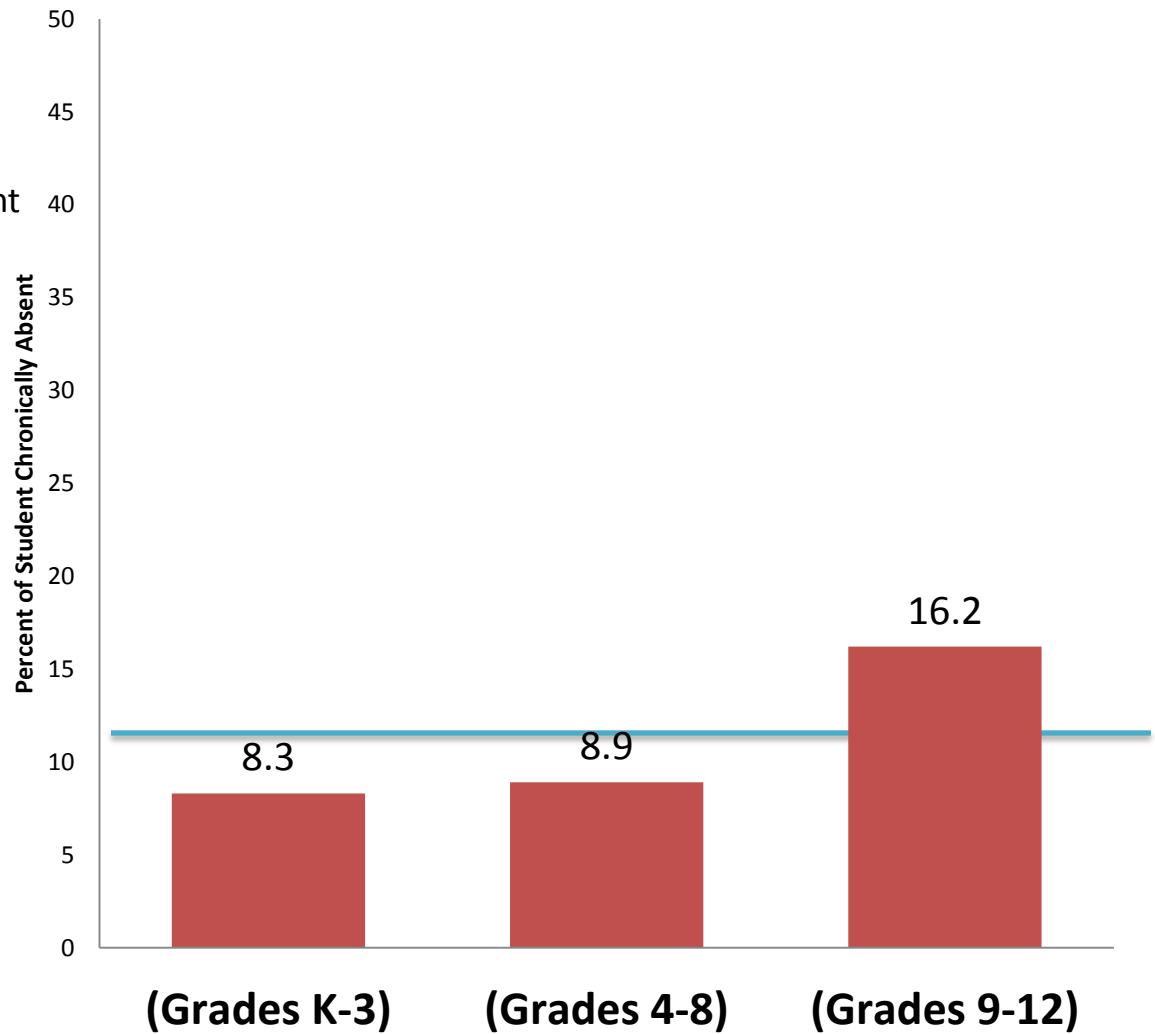


Percent of Students Chronically Absent by Race/Ethnicity (2011-12)

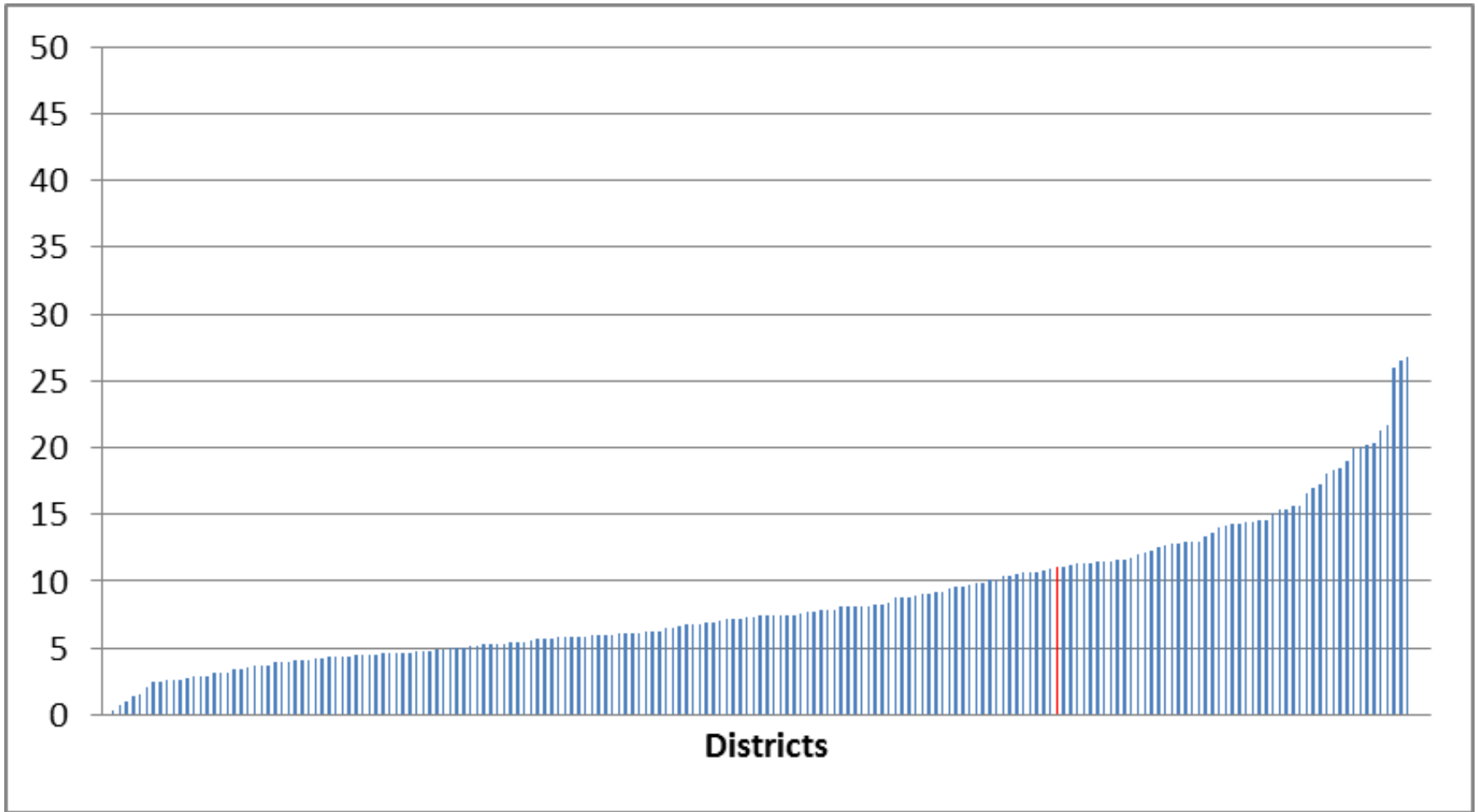


Chronic Absenteeism by Grade-Level

High School students were nearly twice as likely to be chronically absent as K-8 students in 2011-12.



Percent of Students Chronically Absent by District, All Grades, 2011-12



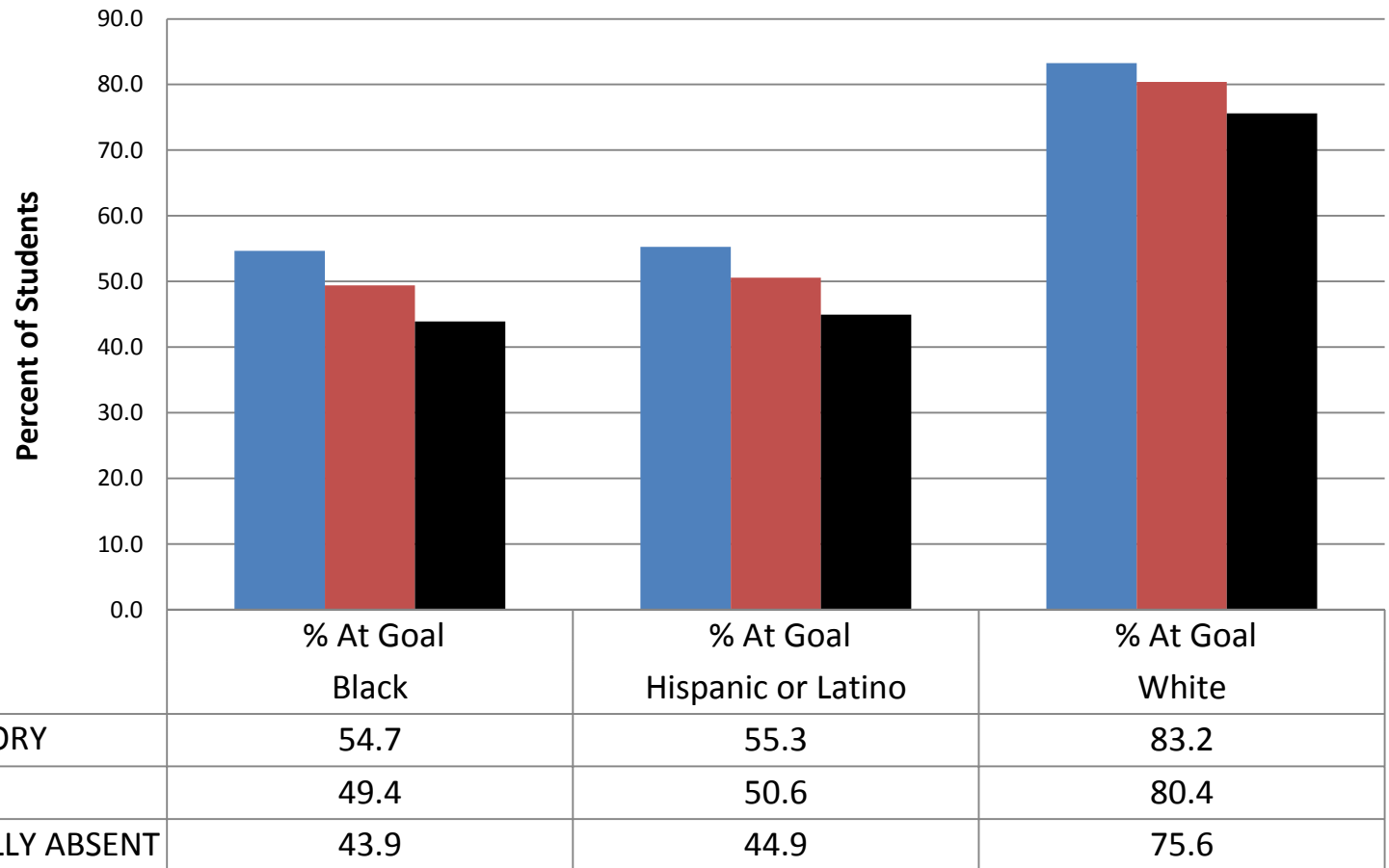
Association of Student Attendance to Achievement and Graduation

- Students were grouped into the following attendance categories to examine their association to student achievement on CMT (standard CMT only) and 4-year graduation

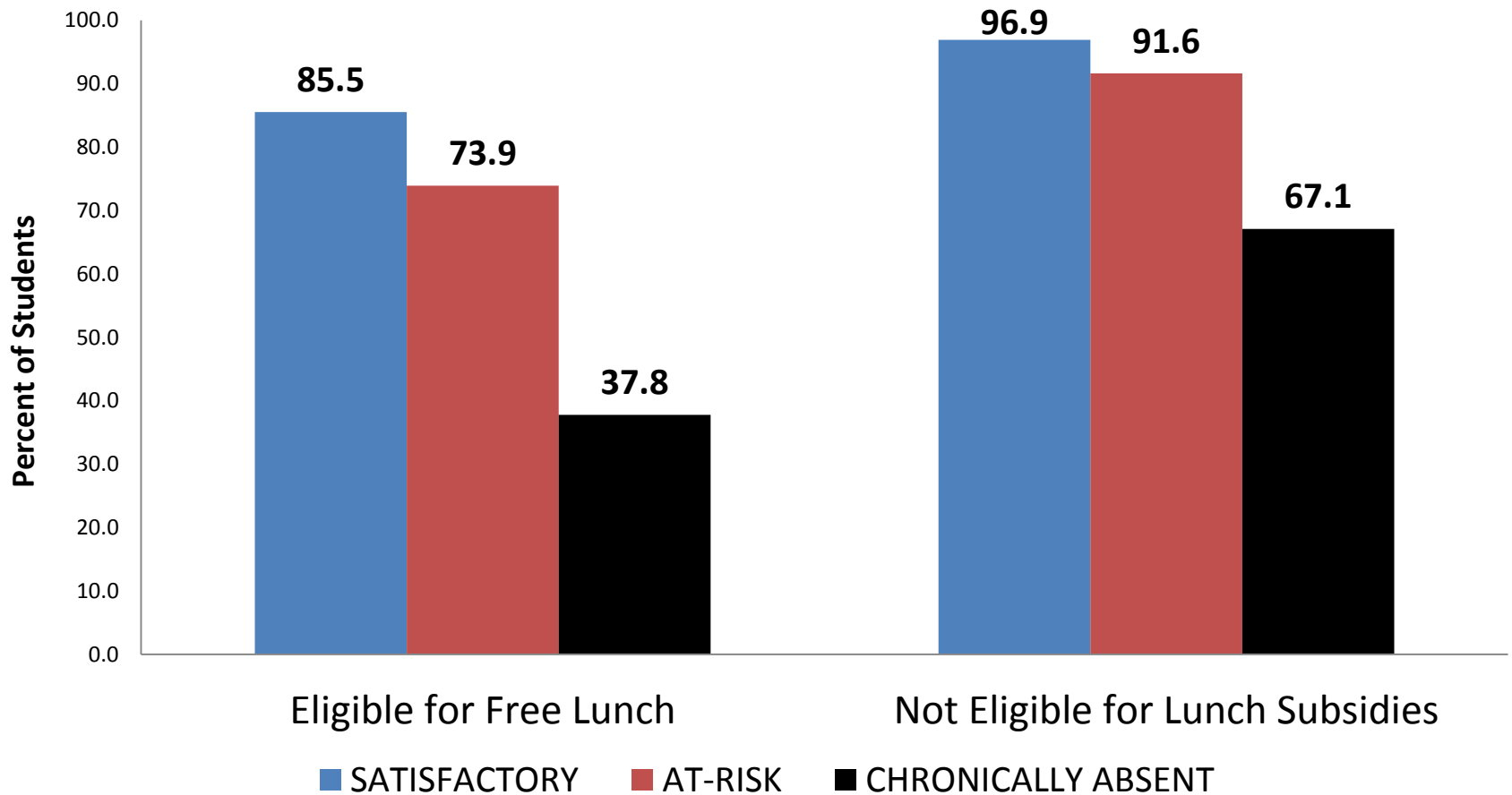
Attendance Rate Level	Definition
Satisfactory	Student attendance rate greater than 95%
At Risk	Student attendance rate between 90-95%
Chronically Absent	Student attendance rate of less than or equal to 90%

- In general, students with better attendance evidence higher achievement and graduation rates even among subgroups

Student Attendance and CMT Reading (Grades 3-8) by Race/Ethnicity



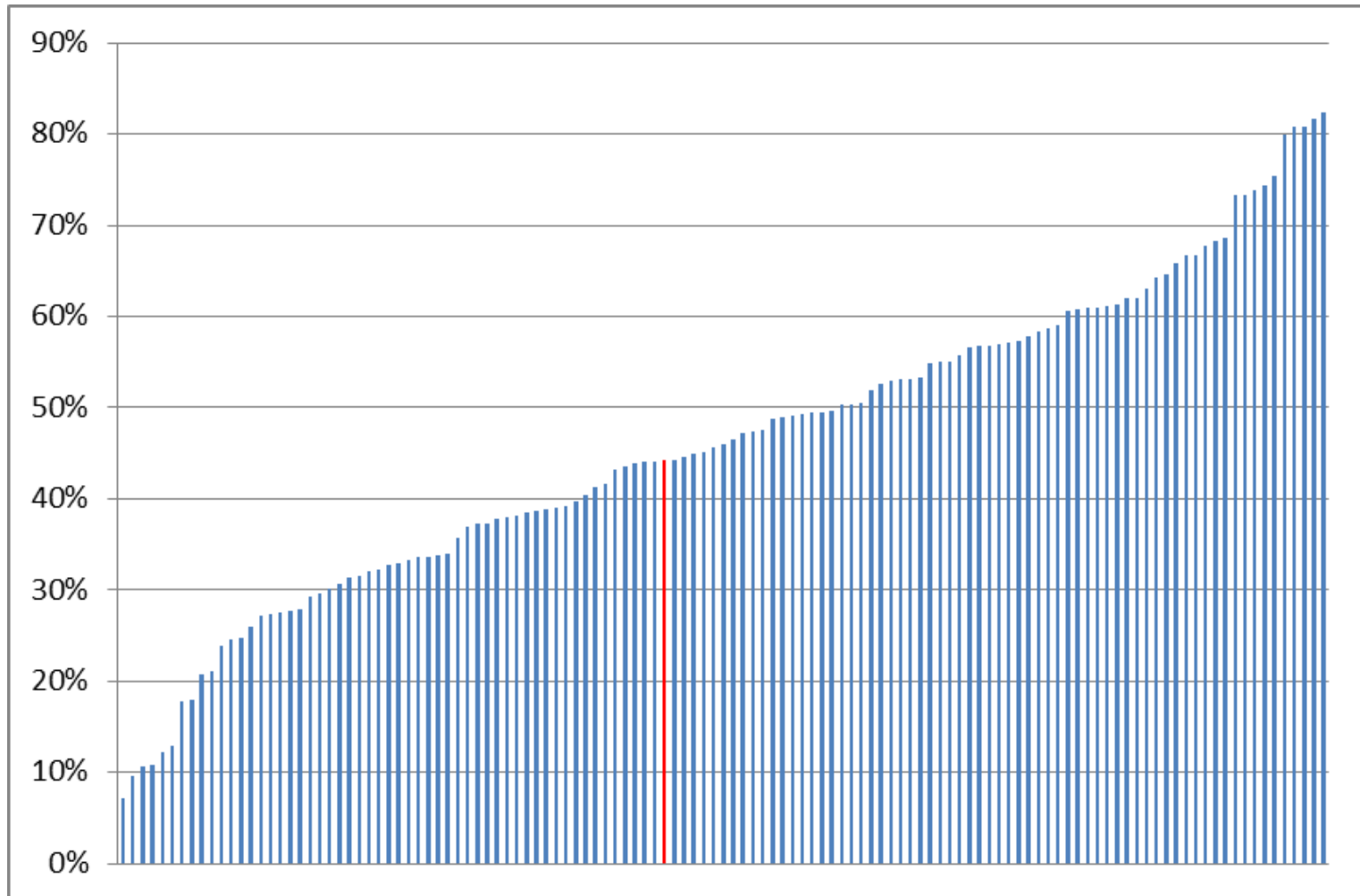
Attendance in 9th Grade and Graduation in 4 Years by Lunch Eligibility



Goal: CCR

- Meeting CCR standard on SAT or ACT
- Performance on the AP Exam

Percent SAT Test Takers Meeting College Board CCR Benchmark*, 2012



*Composite score of 1550, Associated with a 65 percent probability of earning a B- or higher in first year college courses.



What about.... ?

- CCR
 - College enrollment rate
 - Postsecondary remediation rate
- Staff turnover/attendance
- Parent, staff, student surveys

Questions for Discussion

- What are your thoughts regarding the proposed **goals** of an improved accountability system?
- What other **metrics** might we consider for each of the goals suggested?
- What are some potential **challenges/pitfalls** associated with metrics suggested?

Questions, Suggestions, Feedback

Ajit Gopalakrishnan, Bureau Chief

Performance Office

860-713-6888

ajit.gopalakrishnan@ct.gov

Renee Savoie, NAEP State Coordinator

Academic Office

860-713-6858

renee.savoie@ct.gov

Jennifer Leeper, Education Service Specialist

Performance Office

860-713-6832


jennifer.leeper@ct.gov



How is the achievement gap measured?


Achievement Gap = YES

1 out of 3 < 10 points

GROUP	SPI	DIFFERENCE IN SPI POINTS
ALL STUDENTS	74.0 	
BLACK	65.1	8.9
HISPANIC	53.5	20.5
ELL	NOT REPORTABLE	N/A
F/R LUNCH	55.6	18.4
SWD	NOT REPORTABLE	N/A

Achievement Gap = NO

2 out of 3 < 10 points

GROUP	SPI	DIFFERENCE IN SPI POINTS
ALL STUDENTS	71.0 	
BLACK	62.1	8.9
HISPANIC	64.6	6.4
ELL	NOT REPORTABLE	N/A
F/R LUNCH	53.5	17.5
SWD	NOT REPORTABLE	N/A

