



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Understanding Performance and Accountability

Commissioner's Roundtable for  
Family & Community Engagement in Education

January 24, 2018



# CSDE Performance Office Directory

**Mission:** Improve student outcomes through the use of data

 <b>The Performance Office</b> <i>Data Collection, Student Assessment, Reporting, Research/Analysis, and Accountability</i>		 <b>Ajit Gopalakrishnan</b> Chief Performance Officer 860-713-6888	 <b>Abe Krisst</b> Bureau Chief 860-713-6894	
 <b>Cristi Alberino</b> 860-713-6862 ELA Assessment Interim Assessment Writing Portfolio	 <b>Rick Cloud</b> 860-713-6871 ED 400 Perkins EdFacts EdSight	<p><b>Mission:</b> Improve student outcomes through the use of data</p> <p><b>Goal #1: Data Collection</b> Collect accurate data in a highly efficient, secure, and timely manner</p> <p><b>Goal #2: Student Assessments</b> Implement high-quality assessments that are aligned to standards, inclusive, efficient, reliable, and enable valid interpretations of achievement and growth</p> <p><b>Goal #3: Data Integration/Reporting</b> Aggregate data and deliver accurate information in a secure, timely, and transparent manner</p> <p><b>Goal #4: Research and Analyses</b> Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the CSDE, and other stakeholders</p> <p><b>Goal #5: Accountability</b> Develop performance models and metrics, establish targets, and publish reports that enable a suite of differentiated supports and interventions for schools and districts</p> <p><b>Note:</b> To email a person directly, click on their name. The email format is <i>firstname.lastname@cct.gov</i>.</p>	 <b>Laura Guerrero</b> 860-713-6898 Special Ed. • SEDAC Directory Manager Restraint & Seclusion	 <b>Michelle Rosado</b> 860-713-6748 Connecticut SAT PSAT/AP New K-Inventory Assessment Support
 <b>Joseph Amenta</b> 860-713-6855 Accessibility Accommodations Special Populations	 <b>Yvonne Dillon</b> 860-713-6861 Support Staff		 <b>Charles Martin</b> 860-713-6809 SAT/PSAT/ACT/AP Data EdSight P20WIN Early Indication Tool	 <b>Michael Sabados</b> 860-713-6856 English Learners Assessment Data Accountability
 <b>Gilbert Andrada</b> 860-713-6883 Gifted and Talented K-3 Reading K-Inventory Analysis	 <b>Mohamed Dirir</b> 860-713-6884 Psychometric Analyses Smarter Balanced CMT/CAPT Alternate Assessment		 <b>Raymond Martin</b> 860-713-6876 Educator Data, Ed. Eval ED 165 School Report Shortage Areas Directory Manager	 <b>Renée Savoie</b> 860-713-6858 NAEP Int'l Assessments Accountability
 <b>Francis Apaloo</b> 860-713-6874 ED 204 ED 205 Cohort Graduation	 <b>Deirdre Ducharme</b> 860-713-6859 ELA Assessment Interim Assessment Writing Portfolio		 <b>Steve Martin</b> 860-713-6857 Smarter Balanced Assessment Support Grants	 <b>Kendra Shakir</b> 860-713-6896 PSIS Registration PSIS Jan/Testing K-Inventory
 <b>Renee Brousseau</b> 860-713-6865 Support Staff	 <b>Shondel Edwards</b> 860-713-6887 Administrative Assistant		 <b>Marquelle Middleton</b> 860-713-6877 June PSIS Pre-K Special Education Evaluation Timelines Chronic Absenteeism	 <b>Janet Stuck</b> 860-713-6837 Accessibility Accommodations Special Populations ELP Assessment
 <b>Marlene Chameroy</b> 860-713-6885 Administrative Assistant	 <b>Keryn Felder</b> 860-713-6833 Teacher Course Student ED166 Discipline Data PSIS Support Website		 <b>Diane Murphy</b> 860-713-6891 Special Education Restraint and Seclusion Assessment Data Accountability	 <b>John Watson</b> 860-713-6899 EdSight PM ETL Development Release Mgmt.
 <b>Pei-Hsuan Chiu</b> 860-713-6869 Psychometric Analyses Smarter Balanced CMT/CAPT Alternate Assessment	 <b>Jeff Greig</b> 860-713-6854 CMT Science CAPT Science Next Gen Science		 <b>Stephanie O'Day</b> 860-713-6803 EdSight ETL EdSight Public Reports EdSight Secure Reports	 <b>Y. H. Alison Zhou</b> 860-713-6893 ED 159 Non-Public Non-Certified Staff Racial Imbalance



# Topics

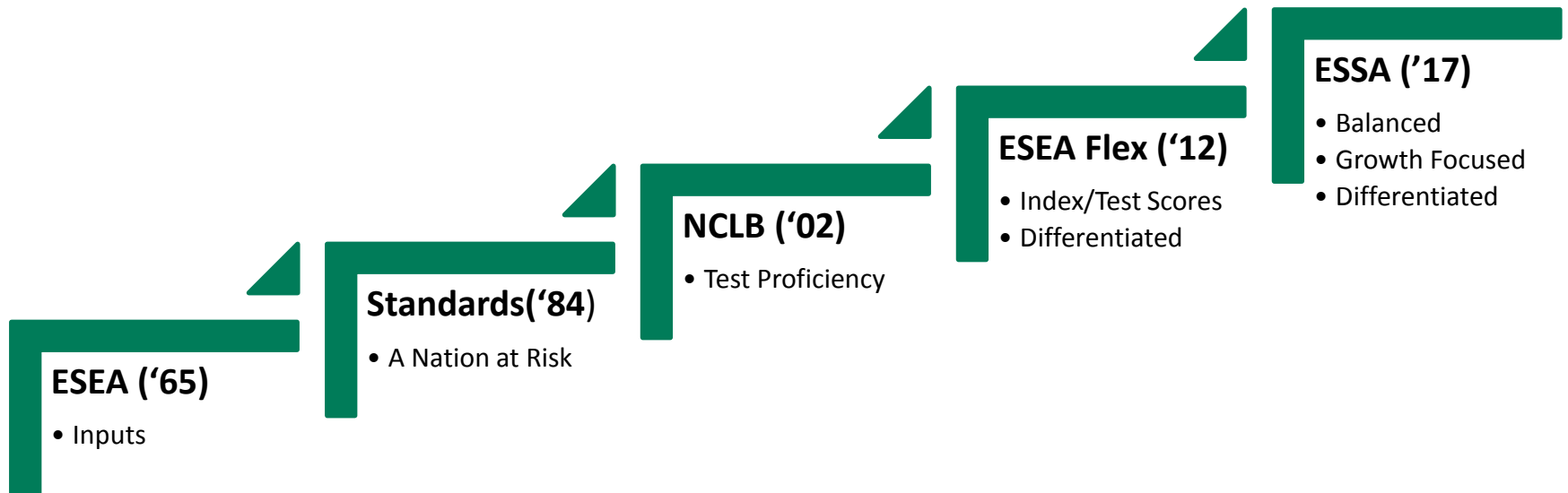
- Next Generation Accountability System
- Profile and Performance Report (PPR)
- EdSight <http://edsight.ct.gov>



# Breadth of Data/Metrics



# Federal Legislation/Policy Re: Accountability



# Principles of Accountability – Theory of Action

Principle	Description	Theory of Action
Inclusive	Accountability indicators should include more than test scores and graduation rates.	One-size doesn't fit all. An inclusive set of indicators will: <ul style="list-style-type: none"> <li>• provide a more complete picture of successes and challenges;</li> <li>• guard against narrowing of the curriculum to the tested subjects;</li> <li>• expand ownership of accountability to more staff; and</li> <li>• allow schools to demonstrate progress on “outcome pre-cursors.”</li> </ul>
Reflective	Results of accountability systems should inform decision-making at the local and state level.	An accountability system that provides useful information for decision-making at the state and local level will encourage leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts.
Collaborative	Indicators and models should be developed with extensive input from district and school leaders.	Listening to local leaders in the development of an accountability system will ensure that the indicators selected and the model used will engender acceptance of the system as a fair reflection of practice and minimize gamesmanship.
Transparent	The system should tell it like it is and be easy to understand.	A system that presents results publically and makes them easily accessible to various stakeholders will gain credibility and invite engagement across the school community.



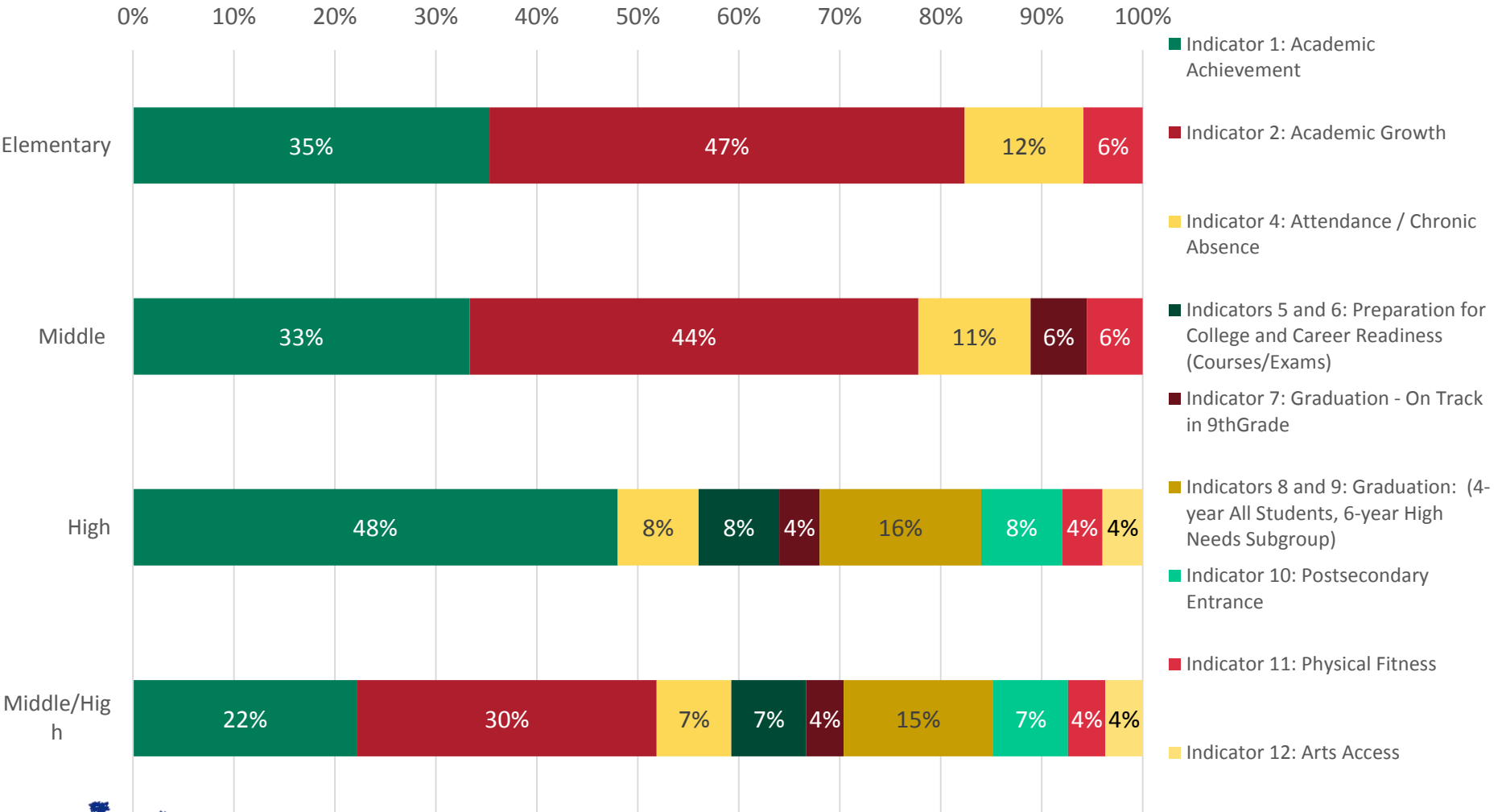
# The 12 Indicators of the Next Gen Accountability System

1. Academic achievement (Performance Index) <sup>H</sup>
2. Academic growth <sup>H</sup>
3. Assessment participation rate <sup>H</sup>
4. Chronic absenteeism <sup>H</sup>
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort <sup>H</sup>
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

<sup>H</sup> Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)



# Indicator Weights by School Type





# State Accountability Report, 2015-16

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned
1a.	ELA Performance Index – All Students	67.7	75	45.1	50	90.3%
1b.	ELA Performance Index – High Needs Students	56.7	75	37.8	50	75.6%
1c.	Math Performance Index – All Students	61.4	75	40.9	50	81.9%
1d.	Math Performance Index – High Needs Students	49.9	75	33.3	50	66.5%
1e.	Science Performance Index – All Students	57.5	75	38.3	50	76.7%
1f.	Science Performance Index – High Needs Students	47.0	75	31.3	50	62.7%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	63.8%	100%	63.8	100	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	58.3%	100%	58.3	100	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	65.0%	100%	65.0	100	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	57.4%	100%	57.4	100	57.4%
4a.	Chronic Absenteeism – All Students	9.6%	<=5%	40.7	50	81.4%
4b.	Chronic Absenteeism – High Needs Students	15.6%	<=5%	28.9	50	57.7%
5	Preparation for CCR – % taking courses	67.6%	75%	45.1	50	90.1%
6	Preparation for CCR – % passing exams	40.7%	75%	27.1	50	54.2%
7	On-track to High School Graduation	85.1%	94%	45.3	50	90.5%
8	4-year Graduation All Students	87.2%	94%	92.8	100	92.8%
9	6-year Graduation - High Needs Students	78.6%	94%	83.6	100	83.6%
10	Postsecondary Entrance	71.9%	75%	95.9	100	95.9%
11	Physical Fitness (estimated participation rate: 89.2%)	50.5%	75%	16.8	50	33.7%
12	Arts Access	47.5%	60%	39.6	50	79.2%
<b>State Accountability Index</b>				<b>987.0</b>	<b>1350</b>	<b>73.1%</b>

# Next Gen Results in the PPR (see page 6)

## Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator	Index/Rate	Target	Points	Max	% Points	State Average	
ELA Performance Index	All Students	51.6	75	34.4	50	68.8	67.7
	High Needs Students	51.6	75	34.4	50	68.8	56.7
Math Performance Index	All Students	42.7	75	28.5	50	56.9	61.4
	High Needs Students	42.7	75	28.5	50	56.9	49.9
Science Performance Index	All Students	41.3	75	27.5	50	55.1	57.5
	High Needs Students	41.3	75	27.5	50	55.1	47.0
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	63.8%
	High Needs Students	54.6%	100%	54.6	100	54.6	58.3%
Math Academic Growth	All Students	50.9%	100%	50.9	100	50.9	65.0%
	High Needs Students	50.9%	100%	50.9	100	50.9	57.4%
Chronic Absenteeism	All Students	17.4%	<=5%	25.3	50	50.6	9.6%
	High Needs Students	17.4%	<=5%	25.3	50	50.6	15.6%
Preparation for CCR	% Taking Courses	33.3%	75%	22.2	50	44.4	67.6%
	% Passing Exams	11.9%	75%	8.0	50	15.9	40.7%
On-track to High School Graduation	77.0%	94%	41.0	50	81.9	85.1%	
4-year Graduation All Students (2015 Cohort)	63.6%	94%	67.6	100	67.6	87.2%	
6-year Graduation - High Needs Students (2013 Cohort)	73.5%	94%	78.2	100	78.2	78.6%	
Postsecondary Entrance (Class of 2015)	56.8%	75%	75.7	100	75.7	71.9%	
Physical Fitness (estimated part rate) and (fitness rate)	76.1%   38.4%	75%	12.8	50	25.6	89.2%   50.5%	
Arts Access	16.1%	60%	13.4	50	26.8	47.5%	
<b>Accountability Index</b>			<b>761.1</b>	<b>1350</b>	<b>56.4</b>		

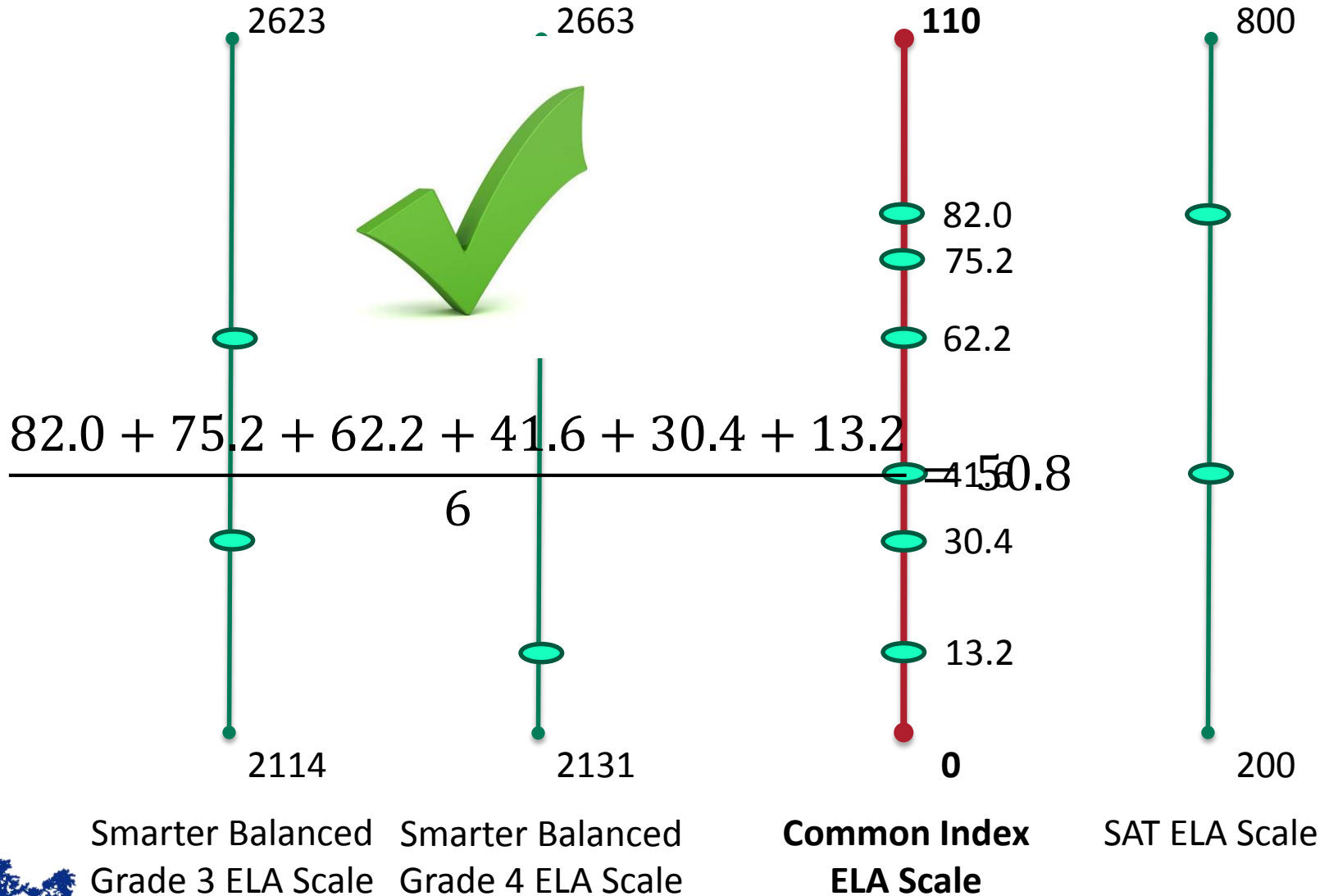


# Indicator 1: The Performance Index (DPI/SPI)

- Achievement (or) Status measure –how well the students are doing academically in a given school year.
- The DPI/SPI represent **average performance** in a subject (i.e., ELA, Math, or Science).
- It is based on student’s score and not the achievement level.
- DPI/SPI approach is evidenced-based (see [Polikoff Letter](#)) and advocacy groups (see [Fordham Institute rating](#)).
- It is a much more accurate and appropriate way to evaluate performance, track trends, set targets, and measure gaps than past approaches like “percent goal” ([see article on pages 1 and 2 of our October newsletter](#)).



# First Map All Scores onto a Common Index Scale. Then Average!

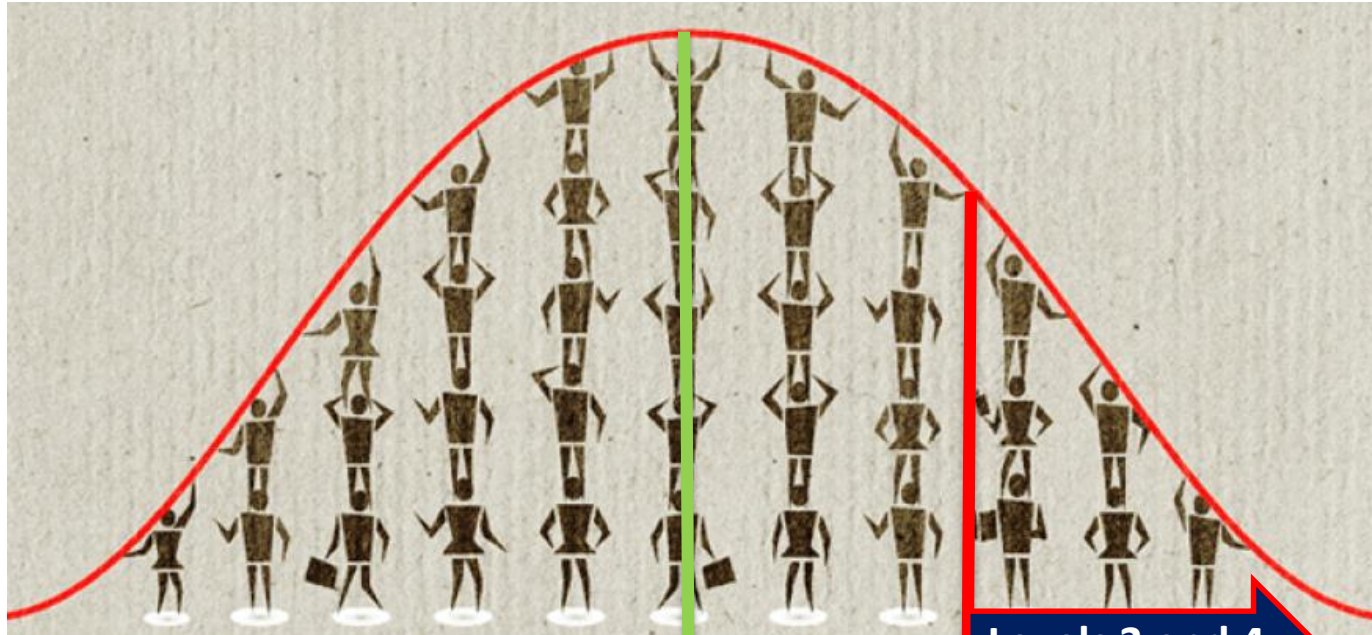


# Interpreting the DPI/SPI

- What's a good DPI/SPI?
  - Ultimate target is 75.
  - At a DPI/SPI of 75, students are, on average, performing solidly in the desired achievement level
- Trend—improvement over time for the same school/district/student group
- Achievement gap – size of gap between groups
- Norm-referenced interpretations
  - Compared to each other (e.g., The school with higher index in a district has higher overall performance.)
  - Compared to statewide distribution of all schools (e.g., Is my school in the top 10% of all schools statewide?)



# DPI/SPI vs. Percent Level 3&4: Avoiding Unintended Consequences



DPI: 52.0    DPI: 54.0

DPI: 75.0

# DPI/SPI Detail are Reported in the PPR (see page 4)

## Performance and Accountability

### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15	*	15	*	9	*
Black or African American	205	51.9	206	46.5	99	38.4
Hispanic or Latino	348	56.1	347	50.8	156	43.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	34	66.5	34	60.4	9	*
White	519	60.2	518	55.8	235	48.5
English Learners	46	56.0	46	51.5	15	*
Non-English Learners	1088	58.0	1087	53.1	500	45.2
Eligible for Free or Reduced-Price Meals	784	55.4	783	50.7	371	42.6
Not Eligible for Free or Reduced-Price Meals	350	63.7	350	58.2	144	51.1
Students with Disabilities	209	43.6	209	40.3	93	33.0
Students without Disabilities	925	61.2	924	55.9	422	47.6
High Needs	840	55.0	839	50.4	400	42.0
Non-High Needs	294	66.4	294	60.4	115	55.6
District	1134	57.9	1133	53.0	515	45.0



### **Achievement or Proficiency:**

- A one-time snapshot measurement of a student's academic performance

### **Growth:**

- Change in achievement score for the same student between two or more points in time.



## Indicator 2: Academic Growth

- First time ever in Connecticut's history of including growth in accountability
- Growth targets are specific to each student based on their prior year achievement
- All students are expected to grow, even those in achievement levels 3 and 4
- The growth of All Students and High Needs student groups are weighted equally
- The student group is expected to meet 100% of the growth target on average
- Growth (indicator 2) is weighted more than achievement (indicator 1)

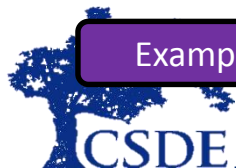


# ELA Achievement Level Ranges & Growth Targets


Example #1 : Grade 3 score is 2355. To meet the target next year, the Grade 4 score must be at least 2426.

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2709+

Example #2 : Grade 6 score is 2470. To meet the target next year, the Grade 7 score must be at least 2523.



# Detailed Growth Reports are on EdSight



EdSight CSDE - Home

Connecticut State Department of Education CSDE

Home Overview Students Educators Instruction Performance

Performance > Smarter Balanced Growth Model

## Smarter Balanced Growth Model

Select Grade:  All Grades Combined  All Grades  4  5  6  7  8

Year:  District:  Schools:  Subject:  Filter By:

### Smarter Balanced Growth Report, 2016-17

State of Connecticut, ELA and Math, All Grades Combined, All Students

[Export .csv file](#)

District	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
State of Connecticut	ELA	187,148	35.9%	55.4%
	Math	186,277	41.5%	61.7%

Smarter Balanced

Smarter Balanced Growth Model

Related Links

- Growth Video
- Growth Model Narrated Presentation
- Growth Model Presentation
- Technical Report
- +/- Data Visualizations

Report Notes



## Indicators 3: Participation Rate

- No points but significant consequences
- If participation is less than 95%, then school is dropped a category and ineligible for consideration as a School of Distinction
- Statewide participation is greater than 95% in all grades



## Indicator 4: Chronic Absenteeism

- 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.
- Separate points for the high needs group.
- 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.



# Detailed Chronic Absenteeism in PPR (see page 1)

## Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	1,670	17.3	1,135	11.1
Male	1,868	17.4	2,192	19.2
Black or African American	1,189	16.3	1,595	20.9
Hispanic or Latino	1,892	19.3	1,416	13.5
White	377	15.2	259	9.8
English Learners	482	16.2	342	11.5
Eligible for Free or Reduced-Price Meals	3,538	17.4	3,319	15.3
Students with Disabilities	852	25.9	771	20.9
District	3,538	17.4	3,327	15.4
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: 5,644**

**Number of school-based arrests: 24**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.



# Indicators 5 and 6: Percentage of 11<sup>th</sup> Graders Taking College/Career Courses and Meeting Benchmark on Exams

- Indicator 5: At least two courses in any option
  - Option 1: Advanced Placement, International Baccalaureate, Dual Enrollment
  - Option 2: One of 17 Career Tech Ed Clusters
  - Option 3: Workplace Experience
- Indicator 6: Meet any benchmark
  - SAT or ACT or AP or IB
- Ultimate target for both indicators is 75%.



## Instruction and Resources

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	172	35.5	120	25.4
Hispanic or Latino	166	35.0	150	32.9
White	85	44.5	43	30.5
English Learners	29	20.7	39	29.3
Eligible for Free or Reduced-Price Meals	439	36.9	332	29.5
Students with Disabilities	49	27.7	57	27.4
District	439	36.9	332	29.5
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement\*(AP), International Baccalaureate\*(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.5	146	12.7
Male	94.2	130	11.2
Black or African American	94.8	60	6.3
Hispanic or Latino	94.9	115	12.4
White	94.0	77	23.2
English Learners	94.9	32	11.7
Eligible for Free or Reduced-Price Meals	94.9	276	11.9
Students with Disabilities	74.3	*	*
District	94.9	276	11.9
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT\* - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT\* - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP\* - 3 or higher on any one AP\* exam
- IB\* - 4 or higher on any one IB\* exam
- Smarter Balanced - Level 3 or higher on both ELA and math



## Indicators 7, 8, 9, and 10: Graduation and Postsecondary

- Indicator 7: On Track to HS Graduation
- Indicator 8: Four-year on-time graduation rate
- Indicator 9: Six-year graduation rate for High Needs students

(Ultimate target for all three graduation indicators is 94%.)

- Indicator 10: Postsecondary Entrance
  - Percentage of graduates enrolling in a postsecondary institution within one year after HS graduation (Ultimate Target 75%)



# Indicator 8 in PPR (pg. 5)

# Indicator 10 in PPR (pg. 5)

**Cohort Graduation: Four-Year<sup>1</sup>**

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	527	65.5	76.2	No	78.4
Hispanic or Latino	522	59.6	64.9	No	68.6
English Learners	174	59.8	65.9	No	69.4
Eligible for Free or Reduced-Price Meals	*	*	71.7	No	74.5
Students with Disabilities	200	48.5	55.6	No	60.4
District	1,188	63.6	71.6	No	74.4
State <sup>4</sup>		87.2			

**College Entrance and Persistence**

	Class of 2015	Class of 2014
	Entrance <sup>7</sup> Rate (%)	Persistence <sup>8</sup> Rate (%)
Female	62.5	81.7
Male	50.3	77.9
Black or African American	59.4	80.2
Hispanic or Latino	52.8	79.5
White	51.5	80.0
English Learners	45.2	82.5
Eligible for Free or Reduced-Price Meals	56.8	80.2
Students with Disabilities	37.9	70.8
District	56.8	80.2
State	71.9	88.3

Detailed Indicator 9 data is available on EdSight.



# Indicators 10, 11, and 12

- Indicator 11: Physical Fitness
  - Percentage of students meeting Health Fitness Zone standard on all four components of the assessment (Ultimate Target 75%)
  - Detailed data is on EdSight.
- Indicator 12: Arts Access
  - Percentage of students in 9-12 participating in at least one dance, theater, music, or visual arts course (Ultimate Target 60%)



# State Accountability Report, 2015-16 (revisited)

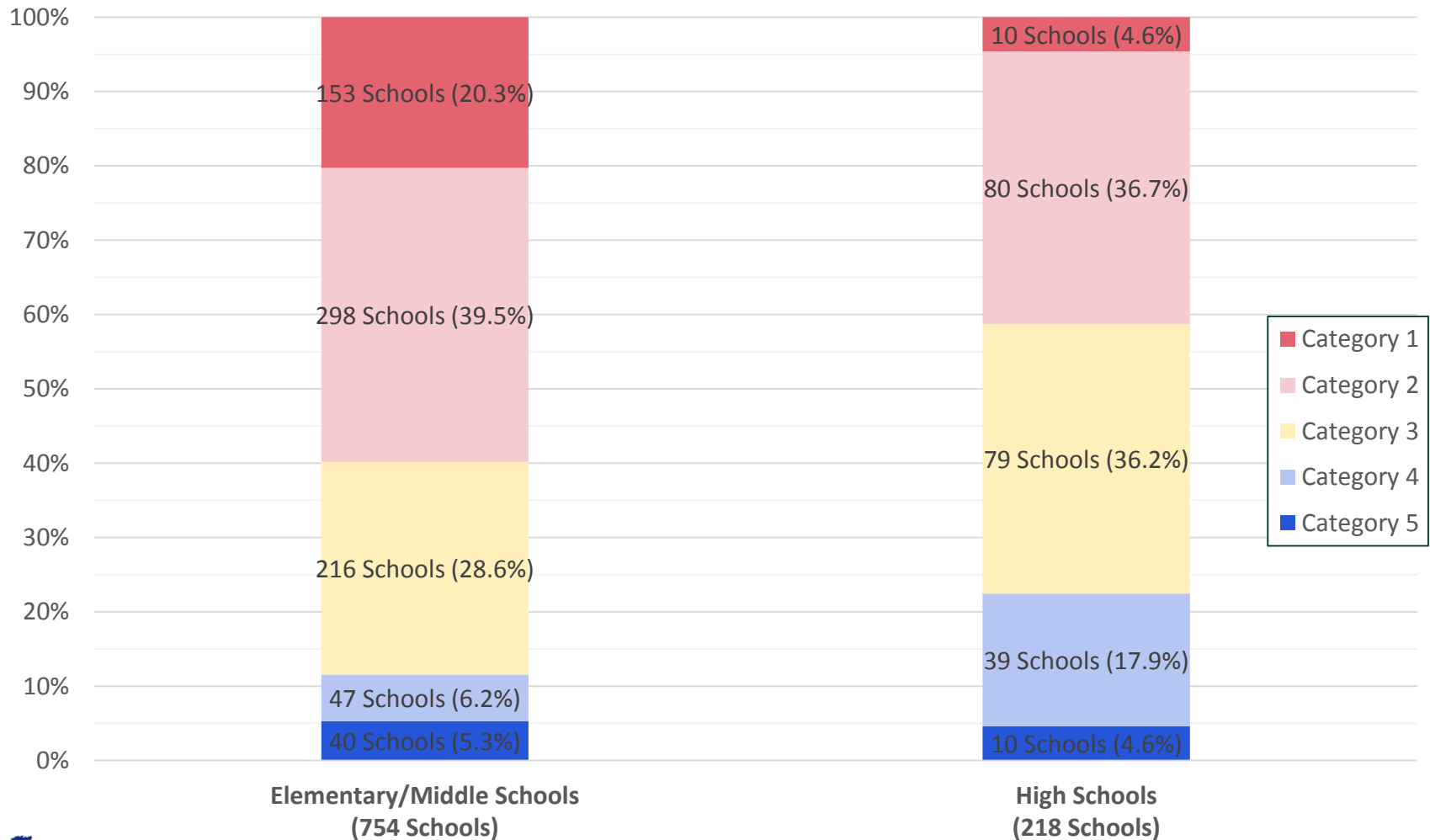
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4a.	Chronic Absenteeism – All Students	9.6%	<=5%	40.7	50	81.4%
4b.	Chronic Absenteeism – High Needs Students	15.6%	<=5%	28.9	50	57.7%
5	Preparation for CCR – % taking courses	67.6%	75%	45.1	50	90.1%
6	Preparation for CCR – % passing exams	40.7%	75%	27.1	50	54.2%
7	On-track to High School Graduation	85.1%	94%	45.3	50	90.5%
8	4-year Graduation All Students	87.2%	94%	92.8	100	92.8%
9	6-year Graduation - High Needs Students	78.6%	94%	83.6	100	83.6%
10	Postsecondary Entrance	71.9%	75%	95.9	100	95.9%
11	Physical Fitness (estimated participation rate: 89.2%)	50.5%	75%	16.8	50	33.7%
12	Arts Access	47.5%	60%	39.6	50	79.2%
<b>State Accountability Index</b>				<b>987.0</b>	<b>1350</b>	<b>73.1%</b>

# The Accountability Index

- It is like an overall GPA or a “balanced scorecard”.
- Ranges from 0-100.
- About 10% of all schools have accountability indexes that are greater than 86.
- Accountability Index is used to categorize schools, identify Alliance Districts, and identify Schools of Distinction.



# Number (and Percent) of Schools by Category, 2015-16



Excludes USD#1 schools, detention centers, and schools with 100 or fewer possible points.



# 116 Schools of Distinction: 2015-16

## 1. Highest Performing

- **Elementary/Middle:** Top 10% on Accountability Index (65 schools).
- **High Schools:** Top 10% on Accountability Index (5 schools).

## 2. Highest Growth:

- **All Students:** Top 10% of points earned in indicator 2 (academic growth) (62 schools).
- **High Needs Students:** Top 10% of points earned in indicator 2 (academic growth) (53 schools).

## 3. Greatest Improvers\*: Top 10% of improvement on the Accountability Index from 2014-15 to 2015-16 (4 schools).

*\*Only applicable to schools where growth model cannot be applied.*



# Schools of Distinction in Alliance Districts

## 15 Schools – 21 distinctions

District Name	District Code	School Name	School Code	Count of Distinctions	Highest Performing		Highest Growth		Greatest Improvers
					Elementary / Middle Schools	High Schools	All Students	High Needs Students	
Danbury School District	0340011	Ellsworth Avenue School	0341411	2			1	1	
Danbury School District	0340011	Hayestown Avenue School	0340211	1				1	
Danbury School District	0340011	Mill Ridge Primary School	0340511	2	1				1
Danbury School District	0340011	Morris Street School	0340611	2			1	1	
Danbury School District	0340011	Park Avenue School	0340811	2			1	1	
Danbury School District	0340011	South Street School	0341011	1				1	
East Haven School District	0440011	Dominick H. Ferrara School	0441311	1				1	
Meriden School District	0800011	Casimir Pulaski School	0801111	1				1	
Meriden School District	0800011	Thomas Hooker School	0801011	1				1	
Naugatuck School District	0880011	Western School	0880711	2			1	1	
New Haven School District	0930011	Conte/West Hills Magnet School	0933111	1				1	
Norwich School District	1040011	Samuel Huntington School	1040811	1				1	
West Haven School District	1560011	Edith E. Mackrille School	1560611	1				1	
West Haven School District	1560011	Seth G. Haley School	1560411	1				1	
Windham School District	1630011	W. B. Sweeney School	1630611	2			1	1	





# Supporting Improvement

- *Using Accountability Results to Guide Improvement:*  
comprehensive documentation and supports
- Sample state efforts
  - Alliance Districts / Commissioners Network Schools
  - Cross-Divisional Teams
  - Chronic absenteeism (e.g., Strategic Action Group)
  - PSAT / AP / IB access (e.g., funding, Commissioner letter)
  - Assessment Flexibilities (e.g., shorter tests, SAT, HS Fitness)
  - Supporting strategic use of local assessments

# Transformations Underway

- **Indicators:** Test scores to whole child
- **Ownership:** Few staff to entire organization
- **Organization Culture:** Silos to collaboration
- **Data Quality:** Some to all domains
- **Stakes:** Sanctions to support (*and recognition*)



# Additional Information

Web site: [www.sde.ct.gov](http://www.sde.ct.gov). Select “Performance Office”

The screenshot shows the website for the Connecticut State Department of Education (CSDE). At the top, it says "State of Connecticut" and "Governor Dannel P. Malloy". The main header is "CONNECTICUT STATE DEPARTMENT OF EDUCATION" with a navigation menu: Home, About Us, Forms & Publications, Calendar, Contact Us. On the left, there is a profile for Dianna Wentzell, Commissioner, and a list of links: Teachers & Administrators, Parents & Community, Students, Adult Education, School & District. Below these are logos for Connecticut Core Standards, EdSight, Alliance Districts, Commissioner's Network, SEED, Student Success Plan, and Career Opportunities. The main content area is titled "Performance Office" and features a large image of four children and a bar chart. To the right of the image is a vertical menu with six items: Data Collection, Student Assessment, Performance & Accountability (highlighted with a green arrow), Reports & Research, and FAQ. Below the menu, the mission statement reads: "Mission: Improve student outcomes through the use of data".