CONNECTICUT STATE DEPARTMENT OF EDUCATION

Understanding Performance and Accountability

Commissioner's Roundtable for
Family & Community Engagement in Education
May 9, 2018

Ajit Gopalakrishnan, Chief Performance Officer
ajit.gopalakrishnan@ct.gov

Mission: Improve student outcomes through the use of data

The Performance Office
Data Collection, Student Assessment, Reporting, Research/Analysis, and Accountability

Ajit Gopalakrishnan
Chief Performance Officer
860-713-6888

Abe Krisst
Bureau Chief
860-713-6894

Cristi Alberino
860-713-6862
ELA Assessment
Interim Assessment
Writing Portfolio
Assessment Support

Rick Cloud
860-713-6871
CTE Accountability
EdFacts
EdSight

Joseph Amenta
860-713-6855
Accessibility
Accommodations
Special Populations

Yvonne Dillon
860-713-6861
Support Staff

Gilbert Andrada
860-713-6883
Gifted and Talented
K-3 Reading
K-Inventory Analysis

Mohamed Dirir
860-713-6884
Psychometric Analyses
Smarter Balanced
Next Gen Science
Alternate Assessment

Francis Apaloo
860-713-6874
ED 204
ED 205
Cohort Graduation

Deirdre Ducharme
860-713-6859
Accessibility
Accommodations
Special Populations
Interim Assessment

Renee Brousseau
860-713-6865
Support Staff

Shondel Edwards
860-713-6887
Administrative Assistant

Marlene Chameroy
860-713-6885
Administrative
Assistant

Keryn Felder
860-713-6833
Teacher Course Student
ED166 Discipline Data
PSIS Support
Website

Pei-Hsuan Chiu
860-713-6869
Psychometric Analyses
Smarter Balanced
Next Gen Science
Alternate Assessment

Jeff Greig
860-713-6854
Next Gen Science
Assessment Support

Mission:
Improve student outcomes through the use of data

Goal #1: Data Collection
Collect accurate data in a highly efficient, secure, and timely manner

Goal #2: Student Assessments
Implement high-quality assessments that are aligned to standards, inclusive, efficient, reliable, and enable valid interpretations of achievement and growth

Goal #3: Data Integration/Reporting
Aggregate data and deliver accurate information in a secure, timely, and transparent manner

Goal #4: Research and Analyses
Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the CSDE, and other stakeholders

Goal #5: Accountability
Develop performance models and metrics, establish targets, and publish reports that enable a suite of differentiated supports and interventions for schools and districts

Note:
To email a person directly, click on their name. The email format is firstname.lastname@ct.gov.

Laura Guerrera
860-713-6898
Special Ed. - SEDAC
Directory Manager
Restraint & Seclusion

Michael Sabados
860-713-6856
English Learners
Assessment Data
Accountability

Charles Martie
860-713-6809
SAT/PSAT/ACT/AP Data
EdSight
P20WIN
Early Indication Tool

Renée Savoie
860-713-6858
NAEP
Int'l Assessments
Accountability

Raymond Martin
860-713-6876
Educator Data, Ed. Eval
ED 165 School Report
Shortage Areas
Directory Manager

Kendra Shakir
860-713-6896
PSIS Registration
PSIS Oct/Testing
K-Inventory

Marquelle Middleton
860-713-6877
June PSIS
Pre-K Special Education
Evaluation Timelines
Chronic Absenteeism

Janet Stuck
860-713-6837
Accessibility
Accommodations
Special Populations
ELP Assessment

Diane Murphy
860-713-6891
Special Education
Restraint and Seclusion
Assessment Data
Accountability

John Watson
860-713-6899
EdSight PM
ETL Development
Release Mgmt.

Stephanie O'Day
860-713-6803
EdSight ETL
EdSight Public Reports
EdSight Secure Reports

Y. H. Alison Zhou
860-713-6893
ED 159 Non-Public
Non-Certified Staff
Racial Imbalance

Michelle Rosado
860-713-6748
Connecticut SAT
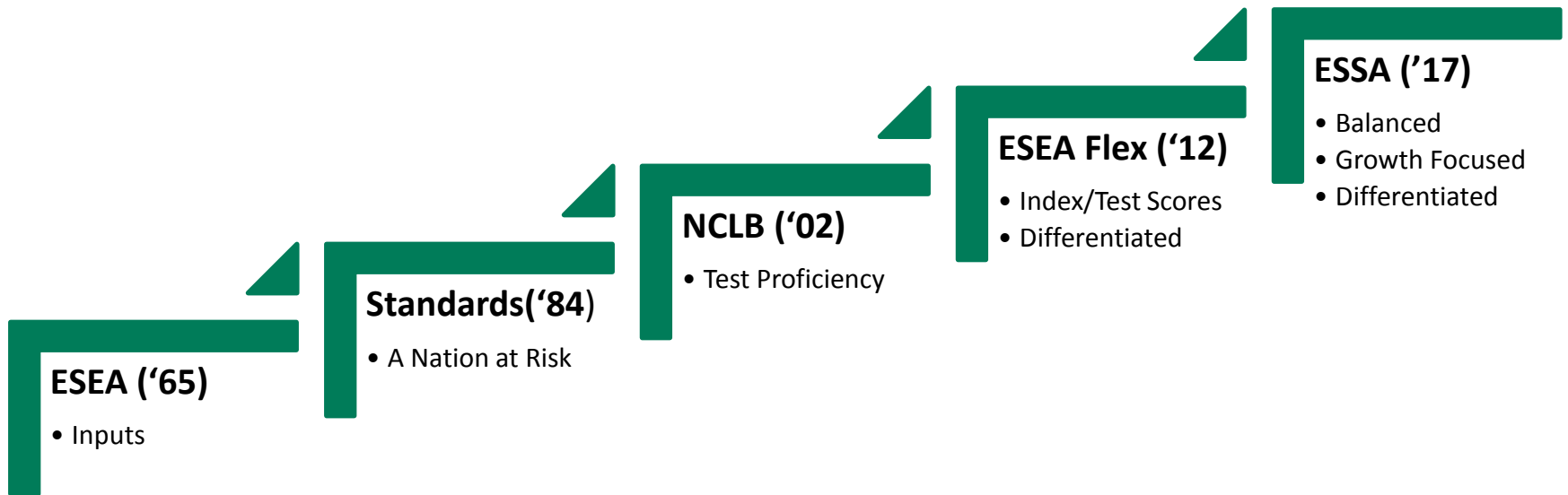PSAT/AP
New K-Inventory
Assessment Support

- Next Generation Accountability System

- Profile and Performance Report (PPR)

- EdSight http://edsight.ct.gov

Federal Legislation/Policy Re: Accountability

ESEA ('65)

• Inputs

Standards('84)

• A Nation at Risk

NCLB ('02)

• Test Proficiency

ESEA Flex ('12)

• Index/Test Scores
• Differentiated

ESSA ('17)

• Balanced
• Growth Focused
• Differentiated

Principles of Accountability – Theory of Action

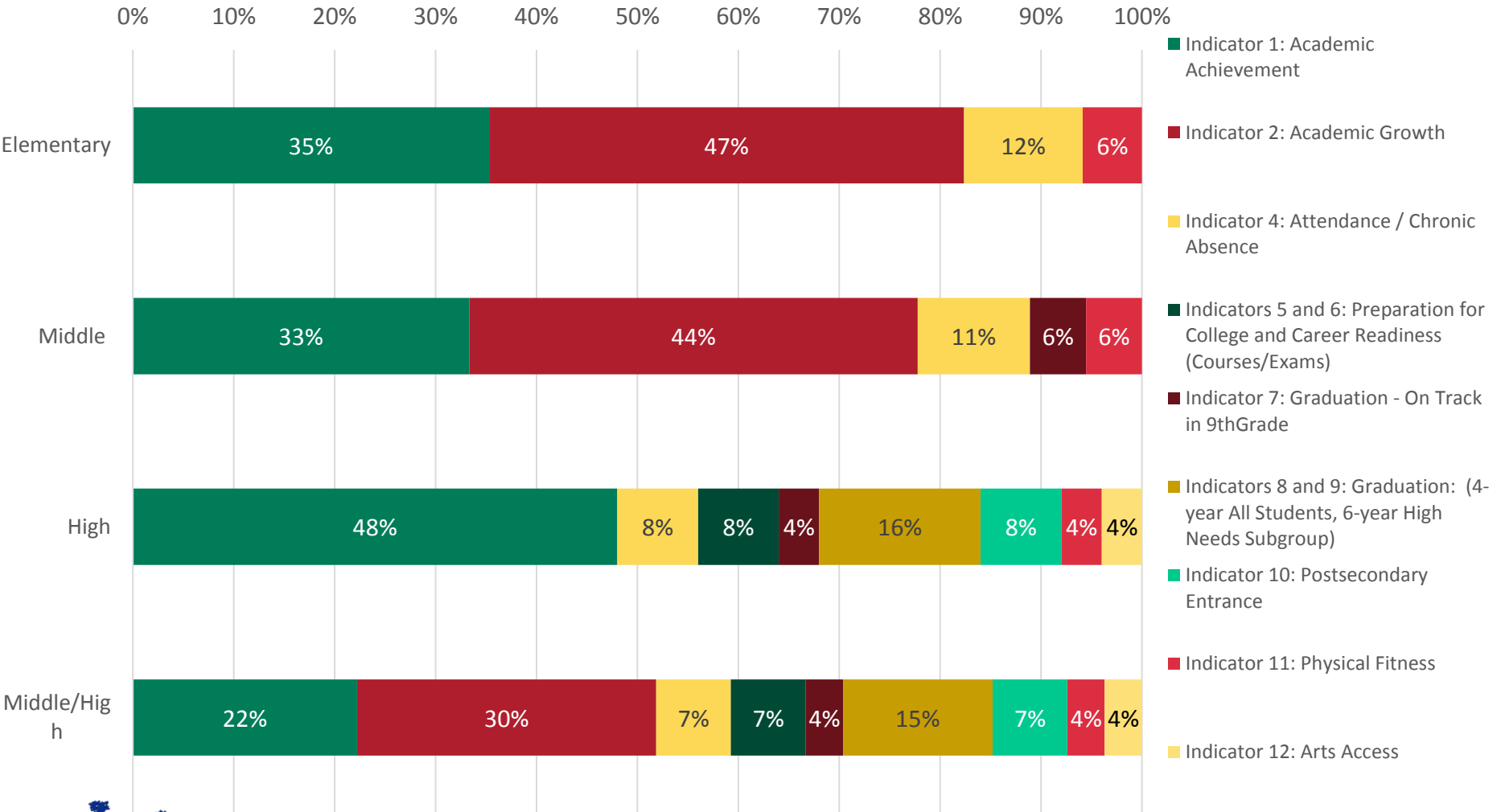| Principle	Description	Theory of Action
Inclusive	Accountability indicators should include more than test scores and graduation rates.	One-size doesn't fit all. An inclusive set of indicators will: • provide a more complete picture of successes and challenges; • guard against narrowing of the curriculum to the tested subjects; • expand ownership of accountability to more staff; and • allow schools to demonstrate progress on "outcome pre-cursors."
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.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

The 12 Indicators of the Next Gen Accountability System

1. Academic achievement (Performance Index) [H]
2. Academic growth [H]
3. Assessment participation rate [H]
4. Chronic absenteeism [H]
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 [H]
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

[H] Separate set of points allotted for "High Needs" (students from low-income families, English learners (ELs), or students with disabilities)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Indicator Weights by School Type

Chart data:

School Type	Indicator 1: Academic Achievement	Indicator 2: Academic Growth	Indicator 4: Attendance / Chronic Absence	Indicators 5 and 6: Preparation for College and Career Readiness (Courses/Exams)	Indicator 7: Graduation - On Track in 9th Grade	Indicators 8 and 9: Graduation: (4-year All Students, 6-year High Needs Subgroup)	Indicator 10: Postsecondary Entrance	Indicator 11: Physical Fitness	Indicator 12: Arts Access
Elementary	35%	47%	12%					6%	
Middle	33%	44%	11%		6%			6%	
High	48%		8%	8%	4%	16%	8%	4%	4%
Middle/High	22%	30%	7%	7%	4%	15%	7%	4%	4%

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

State Accountability Report, 2016-17

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned		Change from 2015-16
1a.	ELA Performance Index – All Students	67.1	75	44.7	50	89.5%	⇨	-0.8%
1b.	ELA Performance Index – High Needs Students	55.9	75	37.3	50	74.5%	⬇	-1.1%
1c.	Math Performance Index – All Students	62.2	75	41.5	50	82.9%	⬆	1.1%
1d.	Math Performance Index – High Needs Students	50.5	75	33.7	50	67.3%	⇨	0.8%
1e.	Science Performance Index – All Students	55.3	75	36.9	50	73.7%	⬇	-2.9%
1f.	Science Performance Index – High Needs Students	45.2	75	30.1	50	60.3%	⬇	-2.4%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	55.4%	100%	55.4	100	55.4%	⬇	-8.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.8%	100%	49.8	100	49.8%	⬇	-8.5%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	61.7%	100%	61.7	100	61.7%	⬇	-3.3%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	53.7%	100%	53.7	100	53.7%	⬇	-3.7%
4a.	Chronic Absenteeism – All Students	9.9%	<=5%	40.2	50	80.4%	⬇	-1.0%
4b.	Chronic Absenteeism – High Needs Students	15.8%	<=5%	28.4	50	56.8%	⇨	-0.9%
5	Preparation for CCR – % taking courses	70.7%	75%	47.1	50	94.2%	⬆	4.1%
6	Preparation for CCR – % passing exams	43.5%	75%	29.0	50	58.0%	⬆	3.8%
7	On-track to High School Graduation	87.8%	94%	46.7	50	93.4%	⬆	2.9%
8	4-year Graduation All Students	87.4%	94%	93.0	100	93.0%	⇨	0.2%
9	6-year Graduation - High Needs Students	82.0%	94%	87.2	100	87.2%	⬆	3.6%
10	Postsecondary Entrance	72.0%	75%	96.0	100	96.0%	⇨	0.1%
11	Physical Fitness	51.6%	75%	34.4	50	68.8%	⬆	35.1%
12	Arts Access	50.5%	60%	42.1	50	84.2%	⬆	5.0%
	State Accountability Index			**988.8**	**1350**	**73.2%**	⇨	0.1%

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

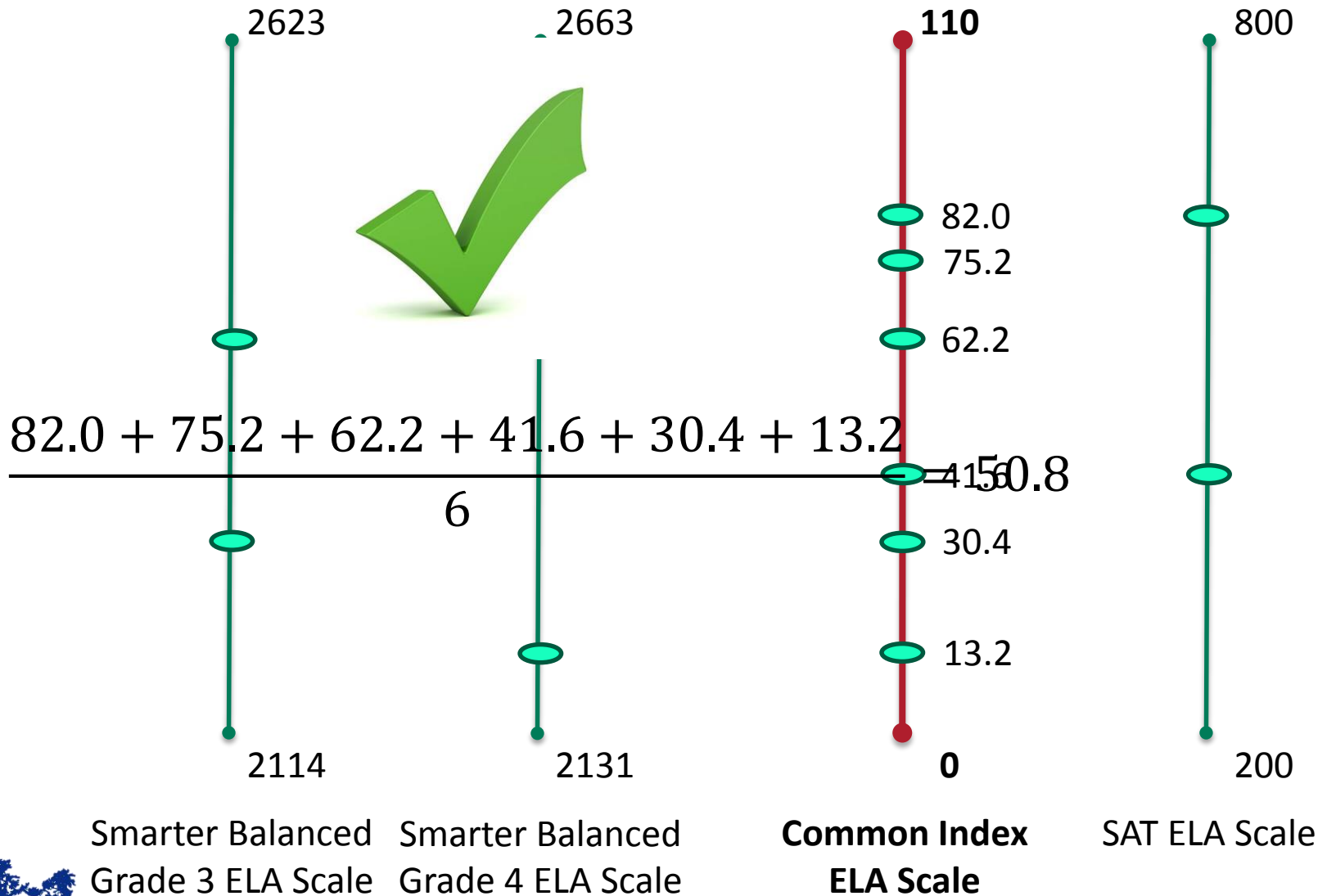| Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.5	75	34.3	50	68.7	67.1
	High Needs Students	47.5	75	31.7	50	63.4	55.9
Math Performance Index	All Students	44.8	75	29.9	50	59.8	62.2
	High Needs Students	41.1	75	27.4	50	54.7	50.5
Science Performance	All Students	40.1	75	26.7	50	53.5	55.3
	High Needs Students	36.7	75	24.5	50	49.0	45.2
ELA Academic Growth	All Students	48.8%	100%	48.8	100	48.8	55.4%
	High Needs Students	47.1%	100%	47.1	100	47.1	49.8%
Math Academic Growth	All Students	55.8%	100%	55.8	100	55.8	61.7%
	High Needs Students	53.3%	100%	53.3	100	53.3	53.7%
Chronic Absenteeism	All Students	18.3%	<=5%	23.3	50	46.6	9.9%
	High Needs Students	18.3%	<=5%	23.3	50	46.6	15.8%
Preparation for CCR	% Taking Courses	49.6%	75%	33.1	50	66.1	70.7%
	% Passing Exams	17.1%	75%	11.4	50	22.8	43.5%
On-track to High School Graduation		76.6%	94%	40.7	50	81.5	87.8%
4-year Graduation All Students (2016 Cohort)		66.5%	94%	70.7	100	70.7	87.4%
6-year Graduation - High Needs Students (2014		76.6%	94%	81.5	100	81.5	82.0%
Postsecondary Entrance (Class of 2016)		59.3%	75%	79.1	100	79.1	72.0%
Physical Fitness (estimated part rate) and (fitness		98.8% | 45.8%	75%	30.6	50	61.1	92.0% | 51.6%
Arts Access		33.4%	60%	27.8	50	55.7	50.5%
Accountability Index				801.1	1350	59.3	

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).

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE

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

2623   2663   **110**   800

82.0

75.2

62.2

$$\frac{82.0 + 75.2 + 62.2 + 41.6 + 30.4 + 13.2}{6} = 50.8$$

30.4

13.2

2114   2131   **0**   200

Smarter Balanced Grade 3 ELA Scale   Smarter Balanced Grade 4 ELA Scale   **Common Index ELA Scale**   SAT ELA Scale

- 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?)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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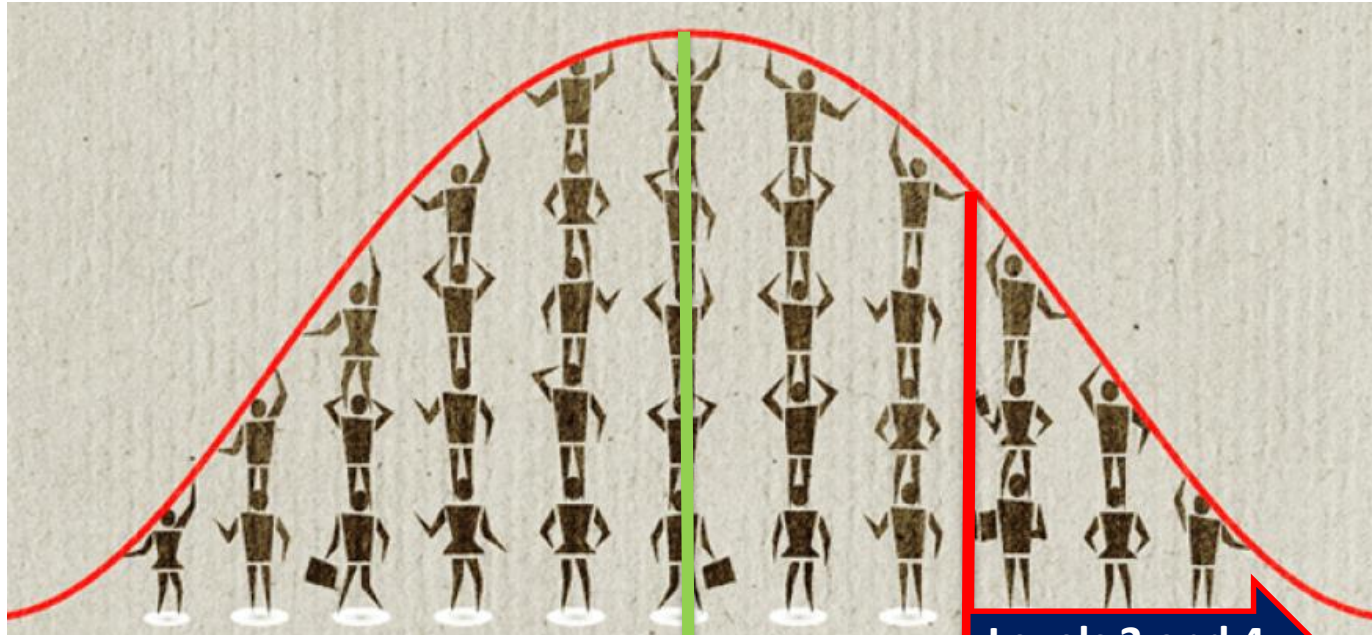
Levels 3 and 4

DPI: 52.0   DPI: 54.0   DPI: 75.0

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	51	53.9	51	46.8	15	*
Asian	286	62.4	285	59.1	114	50.7
Black or African American	3475	50.3	3470	42.5	1495	38.1
Hispanic or Latino	4991	50.3	4977	44.0	2038	39.4
Native Hawaiian or Other Pacific Islander	12	*	12	*	*	*
Two or More Races	55	55.5	56	49.7	16	*
White	1213	57.2	1212	51.2	545	45.8
English Learners	2134	45.2	2130	41.0	850	34.5
Non-English Learners	7949	53.2	7933	45.8	3378	41.5
Eligible for Free or Reduced-Price Meals	5545	48.4	5530	41.2	2308	37.4
Not Eligible for Free or Reduced-Price Meals	4538	55.3	4533	49.3	1920	43.3
Students with Disabilities	1649	36.9	1638	30.5	711	30.8
Students without Disabilities	8434	54.4	8425	47.6	3517	42.0
High Needs	6993	47.5	6975	41.1	2893	36.7
Non-High Needs	3090	60.6	3088	53.4	1335	47.3
District	10083	51.5	10063	44.8	4228	40.1

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.

16

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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.

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Detailed Growth Reports are on EdSight

CONNECTICUT STATE DEPARTMENT OF EDUCATION

- 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

- 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	1,709	17.7	1,109	10.9
Male	2,007	18.9	2,075	18.3
Black or African American	1,270	17.6	1,565	20.5
Hispanic or Latino	1,987	20.3	1,332	12.8
White	372	15.3	238	9.0
English Learners	554	16.4	291	8.5
Eligible for Free or Reduced-Price Meals	3,714	18.3	3,107	14.5
Students with Disabilities	940	27.1	757	19.3
District	3,716	18.3	3,184	14.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 4,544

Number of school-based arrests: 27

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

- 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%.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	194	40.2	264	52.0
Hispanic or Latino	188	37.2	278	59.8
White	99	55.9	123	65.4
English Learners	36	19.6	62	48.4
Eligible for Free or Reduced-Price Meals	514	41.8	690	57.6
Students with Disabilities	70	33.2	107	48.0
District	514	41.8	690	57.6
State		63.6		77.5

[3]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[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.4	179	15.1
Male	95.4	236	19.0
Black or African American	94.8	93	9.4
Hispanic or Latino	95.9	165	17.0
White	95.6	124	34.0
English Learners	95.5	46	14.7
Eligible for Free or Reduced-Price Meals	95.4	415	17.1
Students with Disabilities	82.3	*	*
District	95.4	415	17.1
State	96.1		43.5

[3]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

- 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%)

Cohort Graduation: Four-Year[1]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	552	69.4
Hispanic or Latino	613	60.0
English Learners	223	61.0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	248	46.0
District	1,387	66.5
State		87.4

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	63.8	78.3
Male	54.4	70.3
Black or African American	63.5	73.6
Hispanic or Latino	53.9	76.2
White	59.7	68.6
English Learners	49.3	68.6
Eligible for Free or Reduced-Price Meals	59.5	74.9
Students with Disabilities	40.0	59.0
District	59.3	74.9
State	72.0	88.5

Detailed Indicator 9 data is available on EdSight.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

- 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, 2016-17 (revisited)

| No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned		Change from 2015-16
1a.	ELA Performance Index – All Students	67.1	75	44.7	50	89.5%	⇨	-0.8%
1b.	ELA Performance Index – High Needs Students	55.9	75	37.3	50	74.5%	⬇	-1.1%
1c.	Math Performance Index – All Students	62.2	75	41.5	50	82.9%	⬆	1.1%
1d.	Math Performance Index – High Needs Students	50.5	75	33.7	50	67.3%	⇨	0.8%
1e.	Science Performance Index – All Students	55.3	75	36.9	50	73.7%	⬇	-2.9%
1f.	Science Performance Index – High Needs Students	45.2	75	30.1	50	60.3%	⬇	-2.4%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	55.4%	100%	55.4	100	55.4%	⬇	-8.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.8%	100%	49.8	100	49.8%	⬇	-8.5%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	61.7%	100%	61.7	100	61.7%	⬇	-3.3%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	53.7%	100%	53.7	100	53.7%	⬇	-3.7%
4a.	Chronic Absenteeism – All Students	9.9%	<=5%	40.2	50	80.4%	⬇	-1.0%
4b.	Chronic Absenteeism – High Needs Students	15.8%	<=5%	28.4	50	56.8%	⇨	-0.9%
5	Preparation for CCR – % taking courses	70.7%	75%	47.1	50	94.2%	⬆	4.1%
6	Preparation for CCR – % passing exams	43.5%	75%	29.0	50	58.0%	⬆	3.8%
7	On-track to High School Graduation	87.8%	94%	46.7	50	93.4%	⬆	2.9%
8	4-year Graduation All Students	87.4%	94%	93.0	100	93.0%	⇨	0.2%
9	6-year Graduation - High Needs Students	82.0%	94%	87.2	100	87.2%	⬆	3.6%
10	Postsecondary Entrance	72.0%	75%	96.0	100	96.0%	⇨	0.1%
11	Physical Fitness	51.6%	75%	34.4	50	68.8%	⬆	35.1%
12	Arts Access	50.5%	60%	42.1	50	84.2%	⬆	5.0%
	State Accountability Index			**988.8**	**1350**	**73.2%**	⇨	0.1%

- 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.

Highlights

- More students demonstrate college and career readiness
  - The percentage of Connecticut's 11th and 12th graders who met the benchmark in a college and career readiness exam (i.e., SAT, ACT, Advanced Placement or International Baccalaureate) increased from 40.7 percent in 2015-16 to 43.5 percent in 2016-17.
  - Contributing to this is the notable increase in the number of students who took at least one AP exam in 2016-17 (28,961) – up 4.9 percent from 2015-16.

- Overall state accountability index relatively stable (73.1 in 2015-16 to 73.2 in 2016-17)

- Six-year graduation rate for high needs students increased from 78.6 percent (2012-13 cohort) to 82.0 percent (2013-14 cohort)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Number (and Percent) of Schools by Category
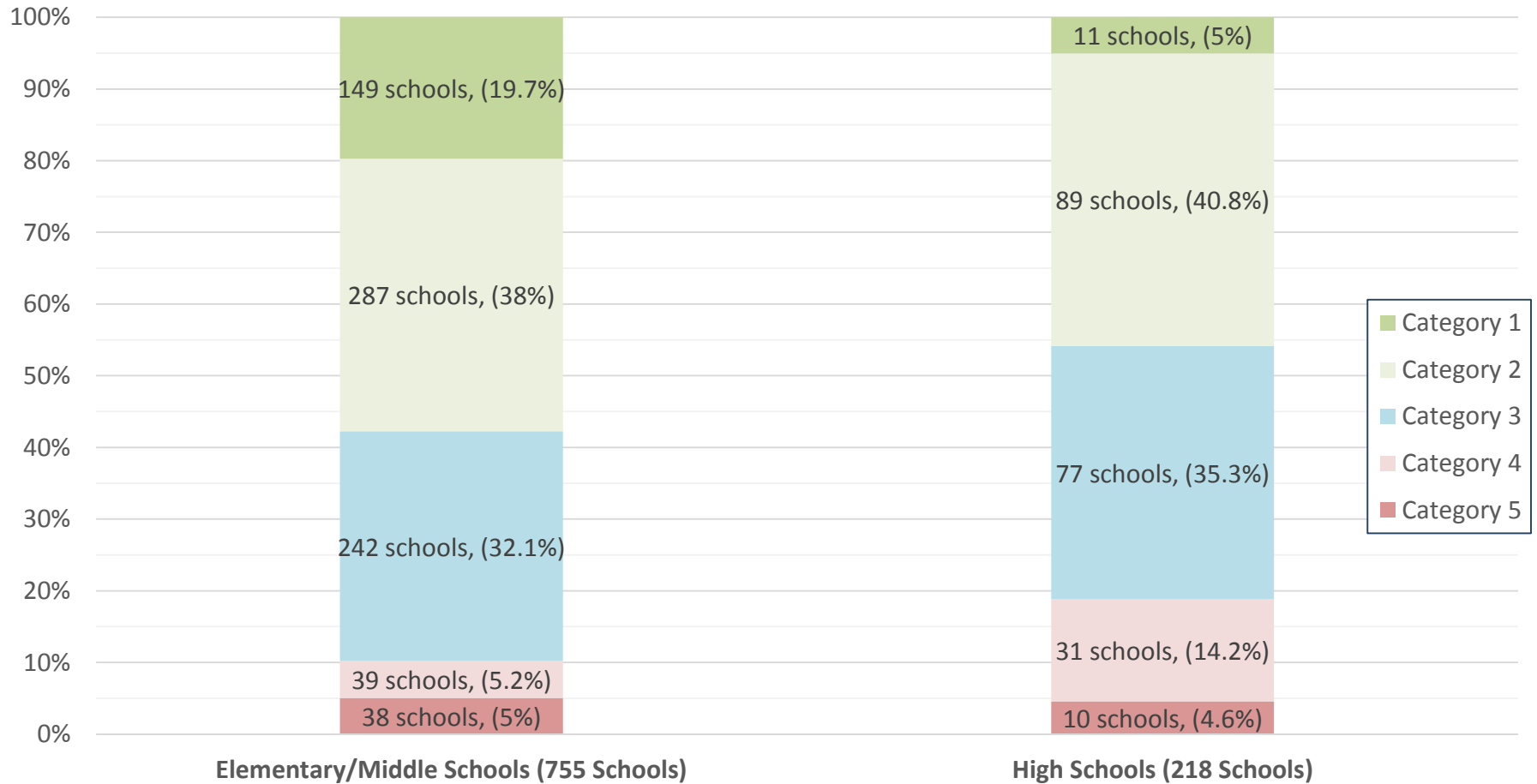
Excludes USD#1 schools, detention centers, and schools with 100 or fewer possible points.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

124 Schools of Distinction
(23 in Alliance Districts)

1. **Highest Performing**
    - **Elementary/Middle**: Top 10% on Accountability Index (59 schools).
    - **High Schools**: Top 10% on Accountability Index (6 schools).

2. **Highest Growth**:
    - **All Students**: Top 10% of points earned in indicator 2 (academic growth) (61 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 2015-16 to 2016-17 (7 schools).
    *Only applicable to schools where growth model cannot be applied.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

33

CONNECTICUT STATE DEPARTMENT OF EDUCATION

- **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*)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

- Go to EdSight http://edsight.ct.gov (Click on Next Generation Accountability)

Overview	Students	Educators	Instruction	Performance

Next Generation Accountability System

Connecticut's Next Generation Accountability 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. The system 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. It was developed through extensive consultation with district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The system was conceived and developed under ESEA Flexibility and approved by the U.S. Department of Education (USED) on August 6, 2015. It was later included as part of Connecticut's state plan under the Every Student Succeeds Act (ESSA).

2016-17 Results

- Data for All Districts and Schools (Excel File)

Resources:

Using Accountability Results to Guide Improvement

CONNECTICUT STATE DEPARTMENT OF EDUCATION