

SUPERINTENDENTS' ESSA WEBINAR SERIES



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

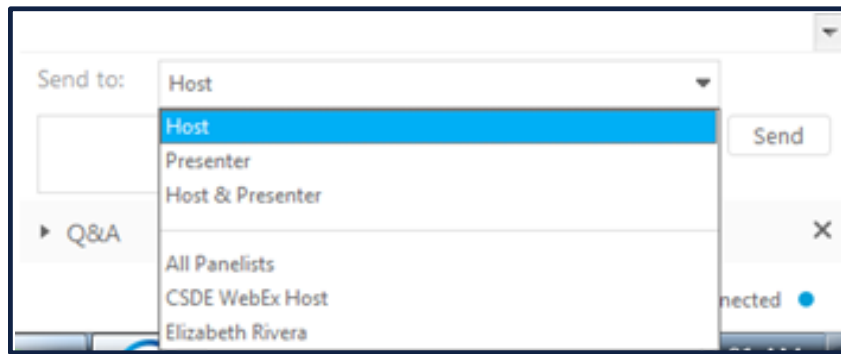
WEBINAR 2:
ACCOUNTABILITY, ASSESSMENT, AND DATA COLLECTION AND REPORTING

THURSDAY, SEPTEMBER 15, 2016

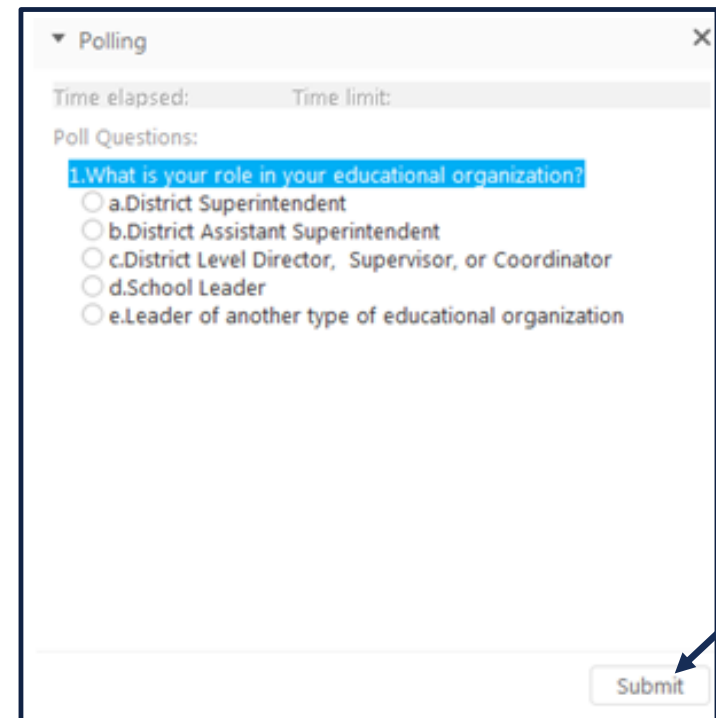
2:00 – 2:45 P.M. EST

LOGISTICS...THINGS TO KNOW

- How to communicate via WebEx



- How to use the Polling feature



CSDE HOSTS



Ellen E. Cohn
Deputy Commissioner



Ajit Gopalakrishnan
Chief Performance Officer

POLL

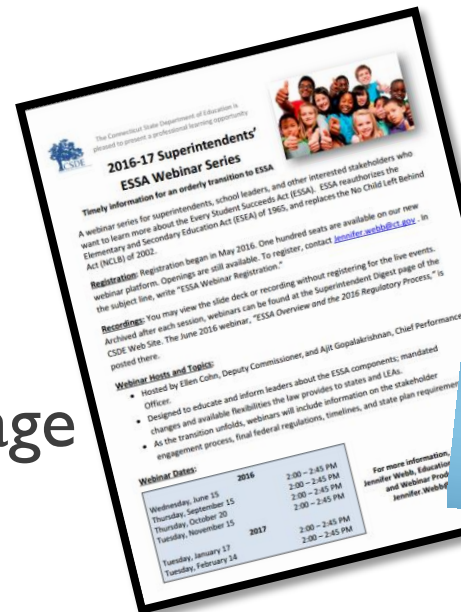
What is your role in your organization?

- a) Superintendent
- b) Assistant Superintendent
- c) District Leader (Director, Supervisor, or Coordinator)
- d) School Leader
- e) Leader of another type of educational organization



UPDATES

- Connecticut's ESSA Timeline
- Connecticut's Stakeholder Engagement Process
- ESSA Resources
 - Webinars
 - CSDE ESSA Webpage



AGENDA

- Accountability
- Assessment
- Data Collection and Reporting



ACCOUNTABILITY PER ESSA

Required Indicators

- Academic achievement – proficiency on annual state summative assessments
- Student growth or another valid statewide academic indicator (elementary/middle schools)
- Graduation rate (four-year cohort, extended rate optional)
- Progress in achieving English language proficiency on English language proficiency assessments
- School quality or student success (i.e., student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety, and any other indicator state chooses)



ACCOUNTABILITY PER ESSA (CONTINUED)

Substantial weight to achievement, growth, graduation, and progress toward ELP, and in the aggregate, much greater weight than the school quality or student success indicators



CONNECTICUT'S NEXT GENERATION ACCOUNTABILITY SYSTEM

- Multiple-measures system
- Based on extensive stakeholder feedback
- No new data collection
- Launched March 2016
- Very well aligned with ESSA and state law
- Highlighted in national publications



CONNECTICUT'S NEXT GENERATION ACCOUNTABILITY SYSTEM UNDER ESSA

- Continue measuring proficiency through the performance index approach (Indicator 1)
- Continue to incorporate results from growth model on Smarter Balanced ELA and Mathematics assessments for grades 4 through 8 this fall (Indicator 2)
- Develop growth model for the English language proficiency assessment (LAS Links), measure progress toward English language proficiency for English learners, and incorporate results (addition to Indicator 2)



CONNECTICUT'S NEXT GENERATION ACCOUNTABILITY SYSTEM UNDER ESSA

Continue with flexibility for Recently Arrived English Learners – those 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 from year 1.
- Year 1: Not included in Performance Index - Achievement (Indicator 1) for any subject.
- Year 2: Included in Growth (Indicator 2) from year 1 to year 2 in both ELA and mathematics but not included in Achievement (Indicator 1)
- Year 3: Included in both Achievement (Indicator 1) and Growth (Indicator 2).



CONNECTICUT'S NEXT GENERATION ACCOUNTABILITY SYSTEM UNDER ESSA

School Identification and Support

- Identify schools in categories 1, 2, and 3 in Jan. 2017
- Continue support to schools in categories 4 and 5
- Identify new schools for support in categories 4 and 5 and exit currently identified schools making progress (timeframe TBD but tentatively Dec. 2018)



POLL

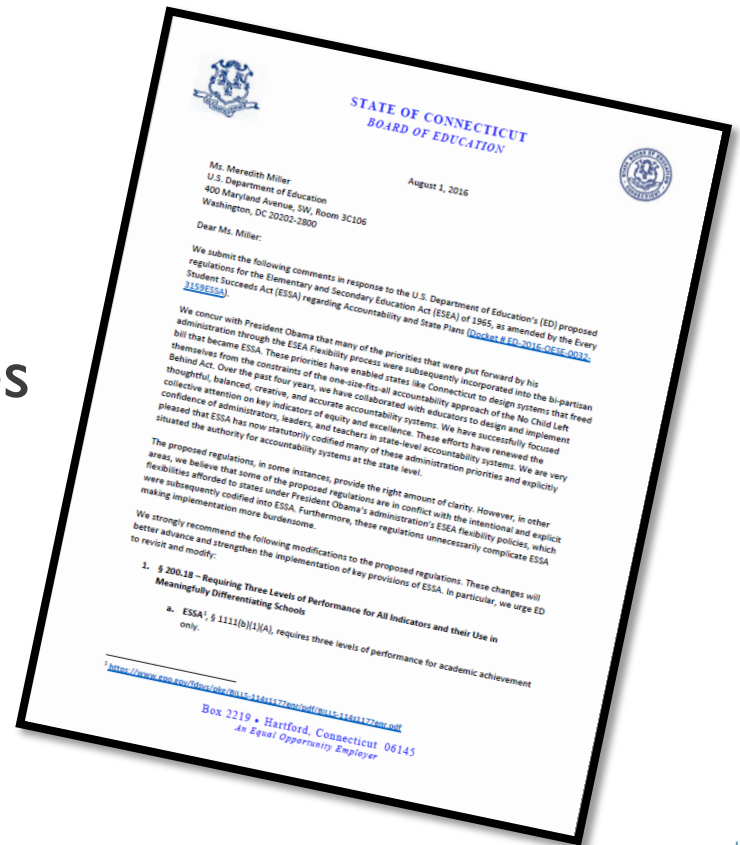
What is your level of knowledge of Connecticut's Next Generation Accountability System?

- a) I had never heard of it prior to this webinar.
- b) I am just starting to learn about it.
- c) I have a general understanding of the indicators and the system.
- d) I have a deep understanding of the indicators, their weights, and the overall system.



CSDE COMMENTS ON FEDERAL REGULATIONS

- CSDE commented on issues where USED was adding rules that were not in the ESSA statute *and* not a requirement at the state level either... rules that would undermine the positive shifts we have made with the Next Generation Accountability System.



ASSESSMENT PER ESSA

- **ELA and Mathematics**

- In each of grades 3 through 8
- At least once in grades 9 through 12

- **Science**

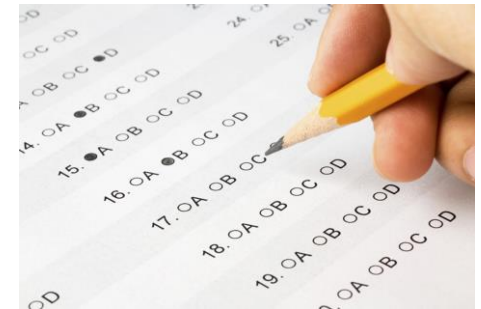
- Once in grades 3 through 5
- Once in grades 6 through 9
- Once in grade 10 through 12



ASSESSMENT PER ESSA (CONTINUED)

Maintains Other NCLB provisions

- Alignment to standards
- Adequate technical quality
- Accommodations and inclusion of ELs
- Individual student reports
- State may provide for alternate assessment aligned to alternate assessment achievement standards
- Universal participation of all students and student groups, and inclusion in accountability system; not less than 95%



KEY FEDERAL FLEXIBILITIES AVAILED BY CONNECTICUT

Transitioned to redesigned SAT as the high school assessment

- Reduces testing time for Grade 11 students
- Enables use of state assessment for college admissions
- Majority of CT Core Standards have a strong/moderate match to redesigned SAT



KEY FEDERAL FLEXIBILITIES AVAILED BY CONNECTICUT (CONTINUED)

Utilized computer-adaptive testing in ELA and Mathematics

- Substantially shorter tests when compared to CMT
- Aligned to new standards
- Comparable or better reliability than CMT



KEY FEDERAL FLEXIBILITIES AVAILED BY CONNECTICUT (CONTINUED)

Improved Efficiencies with Summative Assessment

- Ongoing clarification of purposes of assessment
- Shorter summative assessments (average time for ELA and Mathematics combined is less than 4 hours)
- Classroom teachers have more time for the formative assessment process and the use of targeted, aligned interim assessment blocks
- Standards, not the summative test, guide instruction



OTHER OPTIONAL FLEXIBILITIES PER ESSA

- State may exempt 8th graders from summative math assessment if student takes state-administered advanced math end of course exam.
- State may choose to allow districts to choose a nationally recognized high school academic assessment in place of state assessment.
- State may use computer adaptive tests. CAT may allow above and below grade level items.
- State may administer state assessment through a single summative assessment or through multiple statewide interim assessments during the course of the academic year that result in a single summative score.
- State may apply to participate in an innovative assessment and accountability pilot (up to seven states could be granted).



DATA COLLECTION AND REPORTING

Disaggregate student achievement results by new subgroups

- Homeless status (collected through PSIS)
- Students in foster care (received from DCF)
- Student with at least one parent in the armed forces (new data element collection starting in 2017-18)
- Migrant status (collected through PSIS)



DATA COLLECTION AND REPORTING

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2013-14**

School District
 Ms. _____ Superintendent • 2013-____ • www._____

District Information

Grade Range PK-12
 Number of Schools 5
 Enrollment 2,238
 Per Pupil Expenditures* \$13,380
 Total Expenditures* \$59,123,832

*Expenditures data reflect the 2012-13 year.

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,094	49.8	49.2
Male	1,144	51.2	51.6
American Indian	6	0.3	0.2
Asian	42	1.7	4.6
Black or African American	431	19.4	13.9
Hispanic or Latino	708	30.3	21.2
Pacific Islander	19	0.8	0.0
White	1,086	48.4	58.4
Two or More Races	48	2.1	2.3
English Language Learners	84	3.6	5.7
Eligible for Free or Reduced-Priced Meals	1,544	68.9	67.8
Students with Disabilities ¹	318	13.6	12.8

¹Students in this category are students with individualized education programs (IEP) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	106	10.2	52	4.7
Male	145	12.7	143	11.9
Black or African American	58	13.5	62	13.7
Hispanic or Latino	92	14.0	64	9.0
White	93	9.1	85	8.0
English Language Learners	10	12.7	7	7
Eligible for Free or Reduced-Priced Meals	209	13.7	144	9.8
Students with Disabilities	53	15.9	49	13.6
District	251	11.3	195	8.3
State	10.6		7.4	

Number of students in 2013-13 qualified as truant under state statute: 703

²A 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.

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

Community Information

CSDE Town Profiles provide summary demographic and economic information for Connecticut's municipalities.

Related Reports/Publications

CT Reports (EMF/CAP)
 District and School Performance Reports
 Special Education Annual Performance Reports
 SAT[®] AP[®] PSAT[®] Report by High School Class of 2014
 2014[®] The College Board

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdStats](#).
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 *When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

000011 - _____ School District

- Update “report cards” (i.e., the Profile and Performance Report) to include accountability system results
- States must include at least 95 percent of students in achievement calculations if percent tested is less than 95



POLL

What are the three topics you're most interested in learning/discussing more about?

- a) The Next Generation Accountability System
- b) Connecticut's Smarter Balanced Growth Model
- c) Connecticut's LAS Links Growth Model
- d) Next Generation Science Assessments
- e) "Types and Purposes of Assessment" and Reducing Testing Time
- f) Data and Reporting Implications from ESSA



QUESTIONS





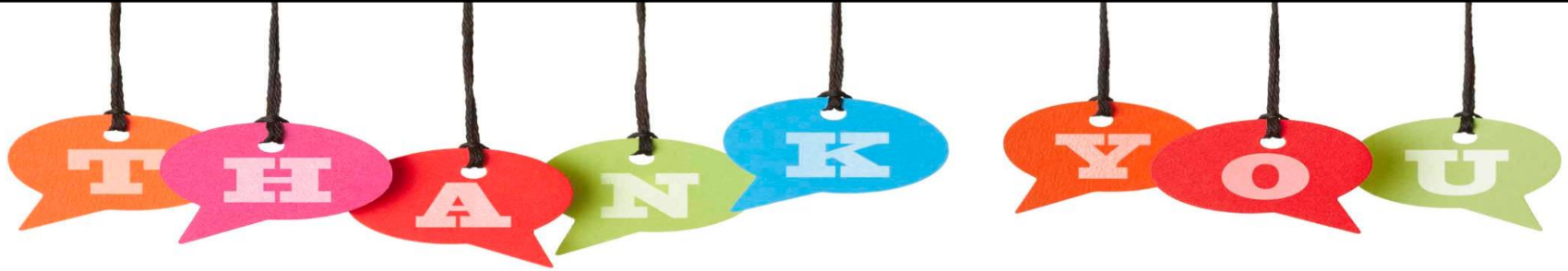
Webinar #3 will be held on **Thursday, OCTOBER 20th** from **2:00-2:45 p.m.**

Title I Under ESSA: Improving Basic Programs Operated by State and Local Educational Agencies

Webinar #4: Tuesday, NOVEMBER 15th from **2:00-2:45 p.m.**

Title II & III Under ESSA: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; Language Instruction for English Learners and Immigrant Students





Thank you for participating in today's webinar!

This recorded webinar will be posted within one week in two locations:

- Superintendent's Digest on the CSDE Homepage
- [CT Core Standards website](#) under Professional Development

If you have additional questions, please contact:

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Ajit.Gopalakrishnan@ct.gov

