

Your Data, Your Direction: Understanding Identification and Next Steps





Welcome!



Today you will build a shared understanding of your accountability indicators and identification status so you can confidently use your data to guide needs assessment and begin planning next steps.



Agenda

Welcome &
Purpose

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Knowing Your Numbers

- What is your school's accountability index for 2022-23, 2023-24, and 2024-25? In each year, how many total points did the school earn out of how many total possible points?
 - In which two indicators did the school earn the highest **and** the lowest percentage of points in 2024-25?
- For schools with elementary/middle grades
 - What is the school's average percentage of growth target achieved for students with high needs in ELA and Math in the past three years?
- For schools with Grades 9-12 only
 - What is the school's performance index for students with high needs in ELA, Math, and Science in the past three years?

HINT: [Next Generation Accountability Results](#)



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Understanding Connecticut's Accountability System



School Accountability: 12 indicators in 4 main groups

Achievement

- 1a. ELA Performance Index - All Students
- 1b. ELA Performance Index - High Needs Students
- 1c. Math Performance Index - All Students
- 1d. Math Performance Index - High Needs Students
- 1e. Science Performance Index - All Students
- 1f. Science Performance Index - High Needs Students

Growth

- 2a. ELA Academic Growth - All Students
- 2b. ELA Academic Growth - High Needs Students
- 2c. Math Academic Growth - All Students
- 2d. Math Academic Growth - High Needs Students
- 2e. Progress Toward English Proficiency - Literacy
- 2f. Progress Toward English Proficiency - Oral

Attendance

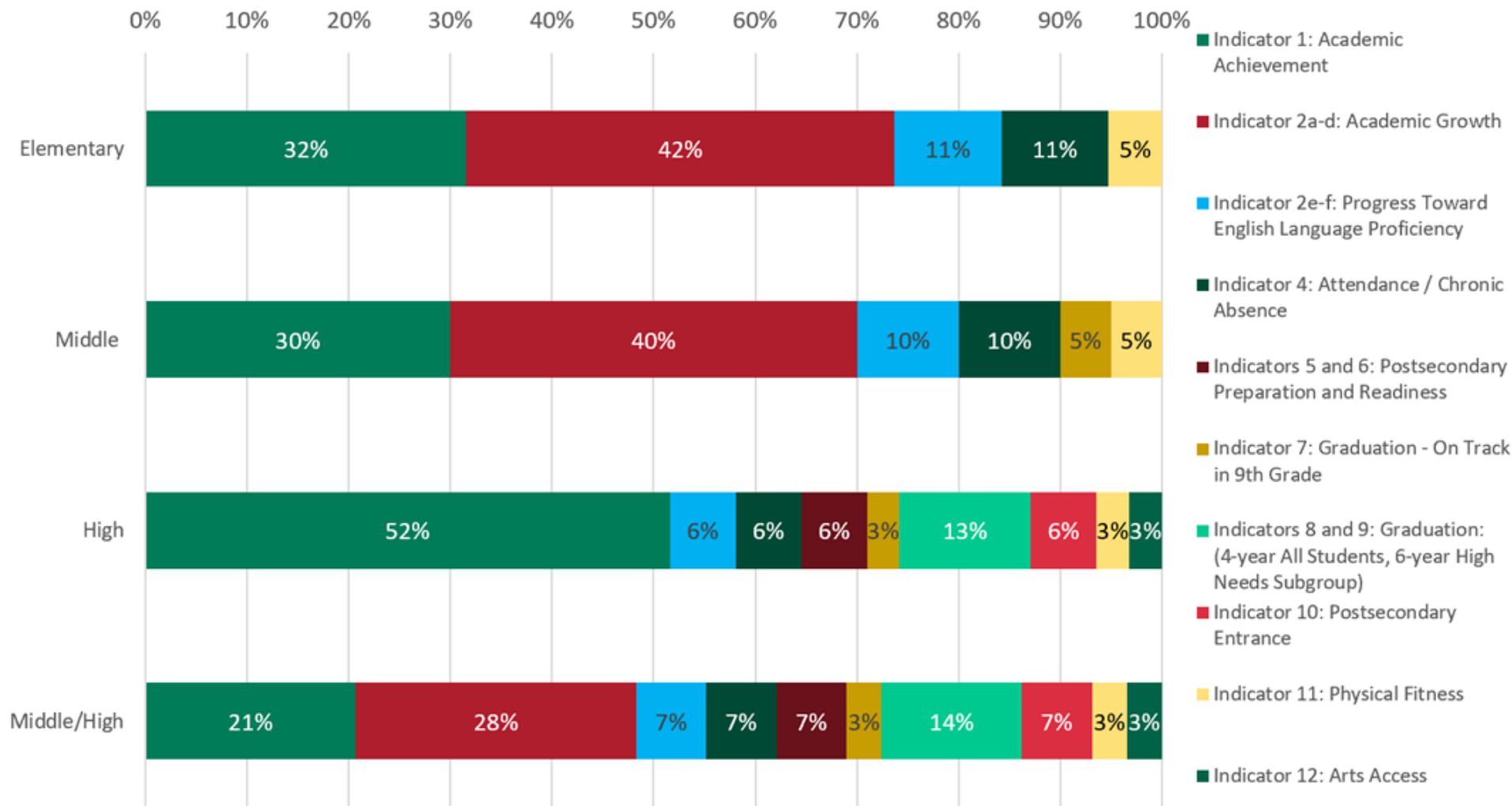
- 4a. Chronic Absenteeism - All Students
- 4b. Chronic Absenteeism - High Needs Students

CCR/Arts/PE

- 5. Postsecondary Preparation - Courses
- 6. Postsecondary Readiness - Exams/Dual Credit
- 7. On-track to High School Graduation
- 8. 4-year Graduation: All Students
- 9. 6-year Graduation: High Needs
- 10. Postsecondary Entrance
- 11. Physical Fitness
- 12. Arts Access



Indicator Weights by School Type





Schools Earn Points on Available Indicators

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a-d: Academic Growth	400	400	-	400
Indicator 2e-f: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Postsecondary Preparation	-	-	50	50
Indicator 6: Postsecondary Readiness	-	-	50	50
Indicator 7: On-track to High School Graduation	-	50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation	-	-	100	100
Indicator 9: 6-year Adjusted Cohort Graduation	-	-	100	100
Indicator 10: Postsecondary Entrance	-	-	100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access	-	-	50	50
Total Possible Points	950	1000	1550	1450

[Indicator Summary](#) posted on EdSight



School Category Assignment Per State Law

Category 1
Accountability Index = 85 - 100

Category 2
Accountability Index = 70 - 84.9

Category 3
Accountability Index = 0 - 69.9

Category 4 (Turnaround/Focus)

Category 5 (Turnaround/Focus)

- Assignment to categories 1-3 based on Accountability Index. Criterion-referenced cut scores rather than relative performance (i.e., quartiles) implemented for the first time in 2017-18 reporting. Criterion-referenced cut scores provide consistent targets for schools and districts.
- Schools eligible for Category 1 or Category 2 status with an outlier achievement or graduation rate gap, or a participation rate less than 95% will be dropped one category.
- Assignment to categories 1-3 occurs annually.
- All schools identified for state support (Turnaround/Focus) are classified in Category 4 or 5.

For more information, see “Assigning School Categories” in [*Using Accountability Results to Guide Improvement*](#)



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Why *Your* School was Identified for State Support



Types of School Identifications

Turnaround

Focus

Turnaround
Subgroup
(aka ATSI group)

Note:

All identifications are based on three years of data.
Using three years smooths out annual variations/blips
and identifies schools with **consistently** low results.



What are Turnaround schools?

Turnaround schools have consistently low overall performance

- Federal parlance: Turnaround schools are called “Comprehensive Support and Improvement” (CSI) schools

Turnaround schools are identified every three years based on three prior years of data (either Accountability Index or Graduation Rate).

Elementary/Middle and High Schools are evaluated separately.

Elementary/Middle Schools

Three-Year weighted average of accountability index is in bottom 5% of all schools

High Schools

Three-Year weighted average of accountability index is in bottom 5% of all schools

High Schools

All Students 6 Year Grad Rate is less than 70 percent in three most recent cohorts



What is a weighted average?

	Total Points Earned	Total Possible Points	Accountability Index
2022-23	418.1	550	76.0
2023-24	400.6	550	72.8
2024-25	540.5	750	72.1
Total	1359.2	1850	

Accountability index = Total Points Earned ÷ Total Possible Points

Three-year **weighted** accountability index average = 73.5

Three-year **unweighted** accountability index average = 73.6

Why use a three-year weighted average of the accountability index?

- Weighting accounts for variation from year to year in Total Possible Points.
- This happens because available indicators in a school may change from one year to the next for reasons including changes in minimum N sizes, grade configuration changes, etc.



Turnaround: Timing and Standards

Turnaround schools are identified every three years.

- In Fall 2025, Turnaround schools were identified using 2024-25 reports.
- Data from 2022-23, 2023-24, and 2024-25 were used for the identification.
- Fall 2028 is the next time we will identify Turnaround schools using 2027-28 reports.

Table below shows the historical values used for identification of Turnaround schools (shaded columns only) and those used to determine progress toward exit.

These are the values against which the 3-year weighted average of a school's accountability index are compared.

Classification	2017-18	2018-19		2021-22	2022-23	2023-24	2024-25
Turnaround Elem/Middle	53.4	52.33		52.29	50.16	48.67	48.21
Turnaround High School	49.7	48.77		49.63	50.29	47.20	48.39



What are Focus schools?

Consistently lagging for **students with high needs** in at least one area:

Growth

Achievement

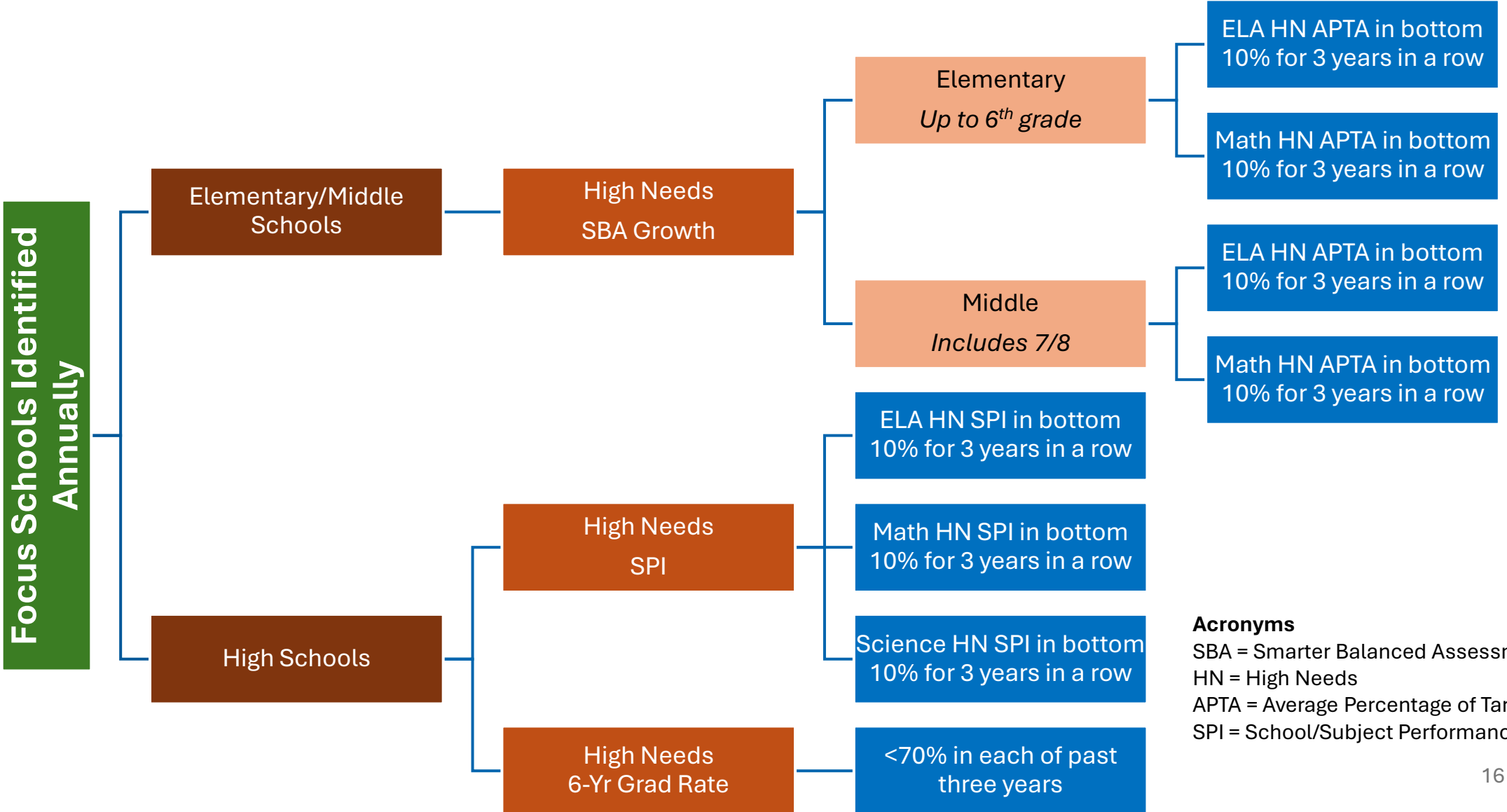
Graduation
Rate

Federal parlance: Focus schools are called “Targeted Support and Improvement” (TSI) schools

Identified annually



Focus School Identification



Acronyms
SBA = Smarter Balanced Assessment
HN = High Needs
APTA = Average Percentage of Target Achieved
SPI = School/Subject Performance Index



Focus Standards: Elementary and Middle

- Elementary schools: highest grade is between 4 and 6
- Middle schools: at least one of the grades taught is 7 or 8
 - Schools are identified as Focus when the average percentage of growth target achieved by students with high needs is in the bottom 10 percent of schools in a subject for three consecutive years.
- Below table shows the historical values for high needs average percentage of growth target achieved used for Focus identification *and* to determine progress toward exit.

Classification	2017-18	2018-19		2021-22	2022-23	2023-24	2024-25
Focus ELA: Elementary	50.12	47.46		51.75	48.18	48.69	50.61
Focus Math: Elementary	49.86	49.58		55.91	54.03	49.78	52.19
Focus ELA: Middle	43.08	43.19		42.86	41.08	42.50	45.67
Focus Math: Middle	40.60	40.32		43.13	41.14	41.74	41.54



Focus: High Schools

- High schools are identified based on achievement when the subject performance index for students with high needs is in the bottom 10 percent of schools in a subject for three consecutive years.
- Below table shows the historical values used for identification of Focus schools *and* to determine progress toward exit.

Classification	2017-18	2018-19		2021-22	2022-23	2023-24	2024-25
Focus ELA: High	42.66	42.20		39.92	39.55	38.22	39.31
Focus Math: High	39.64	38.02		35.66	36.07	34.49	34.98
Focus Science: High	N/A	N/A		39.55	39.88	42.47	40.25

- High schools are identified based on graduation rate when the six-year graduation rate for students with high needs is below 70 percent for three consecutive years.



Focus Schools Recap

- Focus schools are identified annually
 - Identification based on growth (APTA) for students with high needs
 - Elementary and middle schools are evaluated separately
 - Schools can be identified for ELA and/or math
 - High schools identified based on achievement (SPI) for students with high needs
 - High schools can be identified for ELA, math, and/or science
 - High schools are also identified based on six-year graduation rates for students with high needs



Turnaround Student Groups (ATSI)

Identified in Focus Schools Only

- What is a Turnaround Student Group?
 - It is a student group in a Focus school that is demonstrating overall performance (i.e., Accountability Index) like a Turnaround school.
- What is ATSI? Why are Turnaround Student Groups referred to as ATSI?
 - ATSI is federal parlance for Turnaround Student Groups.
 - ATSI stands for *Additional Targeted Support and Improvement*
 - ATSI is a student group identification, not whole school.
 - ATSI student groups identified only within Focus schools.
 - ATSI student groups are identified every three years (same timeline as Turnaround)



How are ATSI Groups Identified?

Accountability Index for Every Student Group in every Focus School

- Calculate the accountability index for every student group using all available indicators (similar to a school or district)



Three-Year Weighted Average of the Accountability Index

- Then compute a three-year weighted average accountability index for each student group



Evaluate Weighted Average Against Turnaround School Cut Off

If the three-year weighted average of the student group accountability index is at or below the bottom five percent threshold set for schools, the Focus school's student group is identified as an ATSI student group.



ATSI Recap

- A subset of Focus schools have one more Turnaround student groups. These are referred to as Additional Support and Improvement (ATSI) groups. ATSI groups are identified ONLY in Focus schools.
- ATSI student groups are identified every three years (same timeline as Turnaround)
- An overall **student group** accountability index is calculated using all available indicators for the three most recent years.
 - Same approach as that used with Turnaround schools except the rules are applied at the student group level rather than the whole school level.
 - When the three-year weighted average of the student group accountability index falls at or below the Turnaround school identification threshold (i.e., bottom five percent of schools), the Focus school's student group is identified as an ATSI student group.
 - A Focus school can have more than one ATSI student group identified.



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What It Takes to Exit



How do Turnaround schools exit?

- Turnaround schools identified based on the accountability index must no longer meet the reason for their identification in **two consecutive** years after identification.
 - The three-year weighted accountability index average must exceed the bottom five percent of school in their comparison group for two consecutive years
- Turnaround schools identified based on graduation rate, must earn a six-year graduation rate of at least 70 percent for all students for **two consecutive** years after identification.
- Finally, there must be evidence of substantial improvement and continued progress to exit.



How do Focus schools exit?

- Focus schools must no longer meet the reason for their identification in **two of three** years after identification.
 - Average percentage of growth target achieved for students with high needs in the Focus subject must exceed the bottom 10 percent of schools
 - Subject performance index for students with high needs in the Focus subject must exceed the bottom 10 percent of high schools
 - Six-year graduation rate for students with high needs must be at least 70 percent
- Finally, there must be evidence of substantial improvement and continued progress to exit.



How do schools with an ATSI group exit?

- When a Focus school with ATSI student groups exits Focus status, the school no longer has ATSI student groups, so they have exited.
- The ATSI student groups in every Focus school are evaluated annually.
 - The three-year weighted average of the student group accountability index is compared to the Turnaround school standard. If it exceeds the standard for two consecutive years, the Focus school's ATSI student group will exit.
 - Every ATSI student group is evaluated separately for exit.



What if a school doesn't exit?

- Newly identified Turnaround and Focus schools are placed in Category 4. Schools that do not meet exit criteria within four years of identification are moved from Category 4 to Category 5.
- If an ATSI student group in a Focus school does not exit within four years, the school will transition to Turnaround status and will be assigned to category 5.
 - Note that these new Turnaround schools are identified outside of the typical 3-year identification cycle.



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Best Practices



Correlates of Success

- Strong instructional leadership
- Stable and effective staffing
- Collaborative, aligned district support
- Supporting implementation of high-quality, aligned curriculum
- Effective Tier 1 instruction for all students
- Leveraging existing data
- Reducing assessments and maximizing instructional time
 - Strategic use of IABs
- Data culture that focuses on “valid small data”
- Creating relevance for students
- Engaging families and community partners





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Requirements for CSI, TSI, and schools with ATSI student groups



Requirements for CSI Schools

Responsibility	Action
School Leaders	<ul style="list-style-type: none">• Complete a needs assessment based on root cause analysis and prioritized needs• Develop an improvement plan that identifies measurable benchmarks towards meeting annual targets and exit criteria in three years.• Engage parents in the school improvement process, including their involvement in the needs assessment, school improvement plan development, and plan implementation.• Conduct a Resource Allocation Review.• Identify growth areas and resource inequities and define reform priorities to address the need.
LEA	<ul style="list-style-type: none">• Implement a collaborative process that includes input from diverse stakeholder groups (school administration, teachers, parents, students, etc.) to help schools review results of root cause analysis, complete needs assessment, prioritize needs, and are supported by evidence-based interventions.• Submit monitoring materials in the Tracker.• Monitor improvement plans.
CSDE	<ul style="list-style-type: none">• Provide resources to support the school improvement process (e.g., CSDE Evidence-Based Practice Guides, Needs Assessment Toolkit including Root Cause Analysis, Resource Allocation Review)• <i>Approve improvement plans and monitor them annually.</i>



Requirements for TSI Schools

Responsibility	Action
School Leaders	<ul style="list-style-type: none">• Complete a needs assessment based on root cause analysis and prioritized needs• Develop an improvement plan that identifies measurable benchmarks towards meeting annual targets and exit criteria in three years.• Engage parents in the school improvement process, including their involvement in the needs assessment, school improvement plan development, and plan implementation.• Conduct a Resource Allocation Review.• Identify growth areas and resource inequities and define reform priorities to address the need.
LEA	<ul style="list-style-type: none">• Implement a collaborative process that includes input from diverse stakeholder groups (school administration, teachers, parents, students, etc.) to help schools review results of root cause analysis, complete needs assessment, prioritize needs, and are supported by evidence-based interventions.• <i>Approve improvement plans and monitor them annually.</i>
CSDE	<ul style="list-style-type: none">• Provide resources to support the school improvement process (e.g., CSDE Evidence-Based Practice Guides, Needs Assessment Toolkit including Root Cause Analysis, Resource Allocation Review)



School Identification Designations Overview

School Designation	TURNAROUND Comprehensive Support and Improvement (CSI)	FOCUS Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)
Designation Defined	CSI schools are schools whose three-year average of the accountability index is in the bottom 5 percent of all schools statewide. In addition, schools with six-year adjusted cohort graduation rates for all students that are less than 70 percent in each of the three most recent cohorts will also be identified for comprehensive support.	TSI schools have a subgroup of students that are falling behind. More specifically, students with high needs have either consistently low academic growth in ELA or math or in the case of high schools, students with high needs demonstrate consistently low academic achievement. In both cases, schools are in the bottom 10 percent of all schools statewide for three consecutive years. In addition, schools with six-year adjusted cohort graduation rates for students with high needs that are less than 70 percent in each of the three most recent cohorts also will be identified for targeted support and improvement.	ATSI schools are Focus schools that have an individual student group that on its own (i.e., based on that student group's accountability index) would have led to its identification as a comprehensive support school.
Identification Cycle	Every three years, using the 3 most recent years of available accountability data.	Annually, using the 3 most recent years of available accountability data.	Every three years, using the 3 most recent years of available accountability data.
School Improvement Plans and Implementation Requirements	<p>The LEA with CSI is responsible for:</p> <ul style="list-style-type: none"> Notifying each identified school Developing and implementing a school-level comprehensive action plan to increase overall improvement: <ul style="list-style-type: none"> informed by performance on the state's long-term goals (ELA and Mathematics Achievement, ELA and Math Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate) based on school-level needs assessments engages stakeholders in the school improvement process 	<p>The LEA with TSI is responsible for:</p> <ul style="list-style-type: none"> Notifying each identified school Developing and implementing a school-level targeted support and improvement plan to improve outcomes to increase subgroup achievement: <ul style="list-style-type: none"> informed by performance on the state's long-term goals (ELA and Mathematics Achievement, ELA and Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate) based on school-level needs assessments 	<p>The LEA with ATSI is responsible for:</p> <ul style="list-style-type: none"> Notifying each identified school Developing and implementing a school-level targeted support and improvement plan to improve outcomes to increase subgroup achievement: <ul style="list-style-type: none"> informed by performance on the state's long-term goals (ELA and Mathematics Achievement, ELA and Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate) based on school-level needs assessments



Needs Assessment Requirements

CSI:

- Root cause analysis
- Prioritized needs
- Stakeholder involvement
- Evidence-based analysis of data

TSI:

- Targeted needs analysis for the identified reason
- Stakeholder involvement





Stakeholder Engagement



CSI schools must demonstrate **robust, ongoing, and meaningful engagement** with a wide range of stakeholders throughout the needs assessment, planning, and implementation process.

Engagement is *not optional*. It is embedded in federal ESSA requirements and state Turnaround expectations.



Stakeholder Engagement Requirements

CSI schools must engage:

- Families
- Teachers
- School leadership
- Support staff
- Students (where appropriate)
- Community partners
- District leaders

ESSA requires that family engagement:

- Be ongoing, not one-time
- Be timely, accessible, and meaningful
- Occur during both planning ***and*** implementation

Required evidence includes:

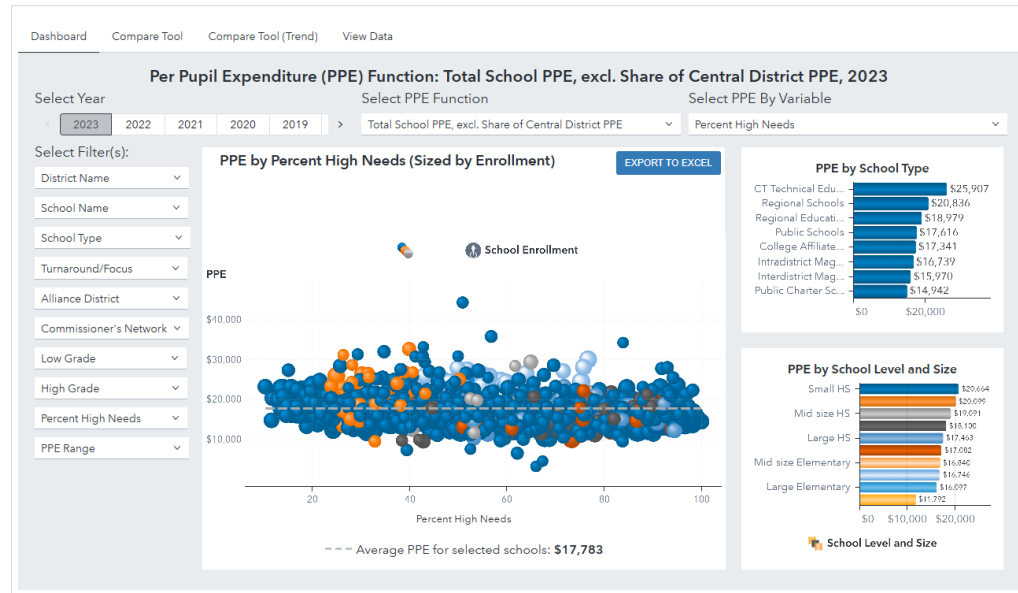
- Agendas and attendance lists
- Meeting notes or feedback summaries
- Survey or focus group data
- Transparent documentation of stakeholder input and how it shaped priorities



Resource Allocation Review Requirements

Resource Allocation Review

See [related links](#).



The Resource Allocation Review (RAR) is a federally required equity analysis under ESSA for all identified schools.

A RAR is designed to uncover whether a school's resources are being used equitably and effectively, especially for the student groups that led to a CSI or TSI identification.



Monitoring Requirements

- Monitoring is the ongoing process the CSDE uses to ensure that schools identified for support are not only implementing their improvement plans but are making **meaningful progress** toward exit criteria.
- It is a **structured partnership** that helps schools stay focused on the highest-leverage strategies identified in the needs assessment, strengthen fidelity of implementation, and adjust course when data show that strategies are not yet having the desired impact.





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From Data to Action: Using the CSDE Cycle for Continuous Improvement



Cycle for Continuous Improvement



A continuous process for turning accountability data into improvement actions.



Continuous Improvement in Action

Stage	What It Looks Like in Your School	Tools to Support You
Evidence	Accountability Index, RAR findings, CNA data	EdSight , RAR Report
Analyze	Root causes, identifying inequities, stakeholder engagement	CNA Rubric, Needs Assessment Toolkit
Implement	School Improvement Plan strategies	SIP template, Evidence-Based Practice Guides
Monitor	Trackers, walkthroughs, implementation checks	CSDE monitoring tools
Reflect	Plan adjustments, progress reviews, exit readiness	NetStat , 90-Day Planning



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Planning the Path Ahead



Your Immediate Priorities



Over the next 10 days, your team will want to:

- Identify 1-2 priority indicators
- Gather additional evidence (student-level, subgroup, attendance patterns, course-taking, etc.)
- Determine which stakeholders need to be engaged
- Establish your internal planning timeline



Who You Need at the Table

Key stakeholders to bring in early:

- Principal and instructional leadership team
- District support staff
- Teachers connected to priority indicators
- Family/community voice
- Data lead, coach, or instructional specialist
- Attendance team (if Indicator 4 is a focus)
- EL/MLL or Special Education team (if High Needs indicators are involved)

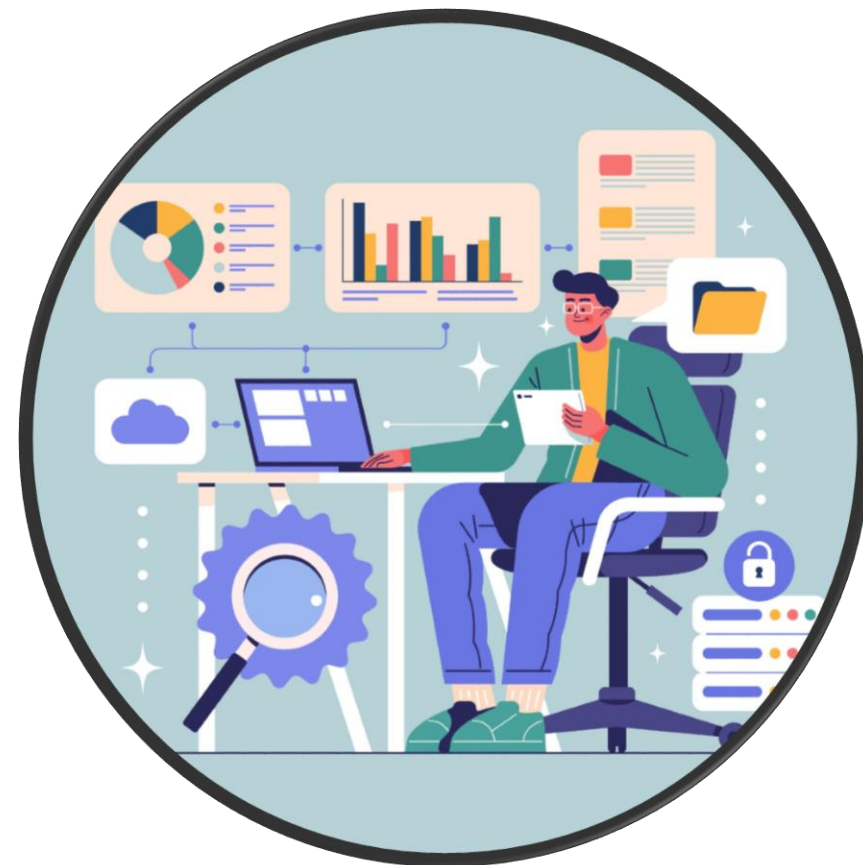




Evidence You Still Need

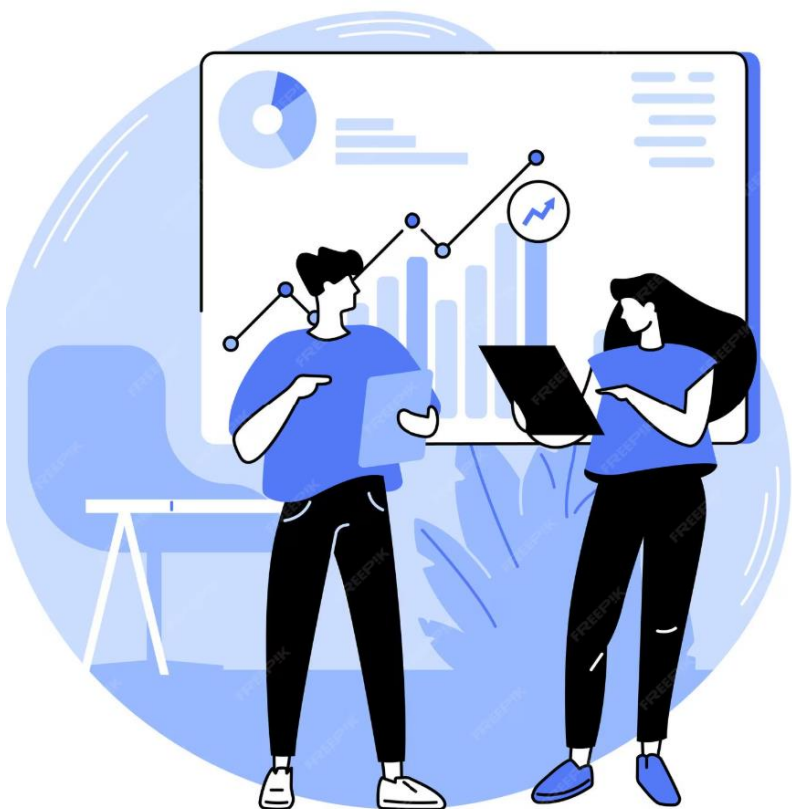
Before your Needs Assessment, gather:

- Student-level growth data
- Subgroup-level patterns
- Assessment data (benchmark, interim, formative)
- Chronic absenteeism patterns (by grade, subgroup, teacher, month)
- Course-taking data
- Graduation rate cohort files
- Existing improvement efforts and implementation status
- Any gaps in resources or classroom conditions





A Clear Path Forward



Today was about clarity – why your school was identified and what it will take to move forward.

Your next steps:

- Conduct a rigorous needs assessment
- Identify root causes
- Engage families and staff
- Build a focused improvement plan

Your district, CSDE consultants, and CSDE tools will support you throughout the process.



From Learning to Action: Your First Steps

Before You Leave Today

Identify the **core team members** who must be part of your needs assessment

(Leadership, data lead, teachers, district staff)



In the Next 48 hours

Pull or request the **key data** you still need

- growth
- subgroup patterns
- absences
- course-taking



By Next Week

Schedule your **first needs assessment meeting**

- Set the agenda and roles
- Determine which indicators you will analyze first



In the Next 10 days

Begin **gathering evidence** tied to your priority indicators

- student-level data
- stakeholder input
- implementation evidence
- Confirm your **plan for stakeholder engagement**
- Establish your **internal planning calendar**





CSDE Performance Office

For Accountability & Data Questions



Ajit Gopalakrishnan
Chief Performance Officer
Ajit.Gopalakrishnan@ct.gov



Renee Savoie
Education Consultant
Renee.Savoie@ct.gov



CSDE Turnaround Office

For School Improvement, Planning & Requirements



Dr. Melissa Jenkins
Chief Turnaround Officer
Melissa.Jenkins@ct.gov



Jennifer Webb
Bureau Chief
Jennifer.Webb@ct.gov



Greg Dresko
Education Consultant
Greg.Dresko@ct.gov



Amanda Baksa
Associate
Education Consultant
Amanda.Baksa@ct.gov



Dr. Leah Champ Burdick
Associate
Education Consultant
Leah.Champ.Burdick@ct.gov