Insight with EdSight:
An Examination of Key Next Gen Accountability Indicators

February 2023

Connecticut State Department of Education

Norms

- Listen and seek to understand

- Learn and share to reflect and reframe

- Lead with a sense of urgency

- If you are wondering, ask yourself and others the hard questions

- What's said here stays here; what's learned here leaves here

- This is a judgement free zone!

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Meet the Team

- Greg Dresko
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Schools Earn Points on Available Indicators
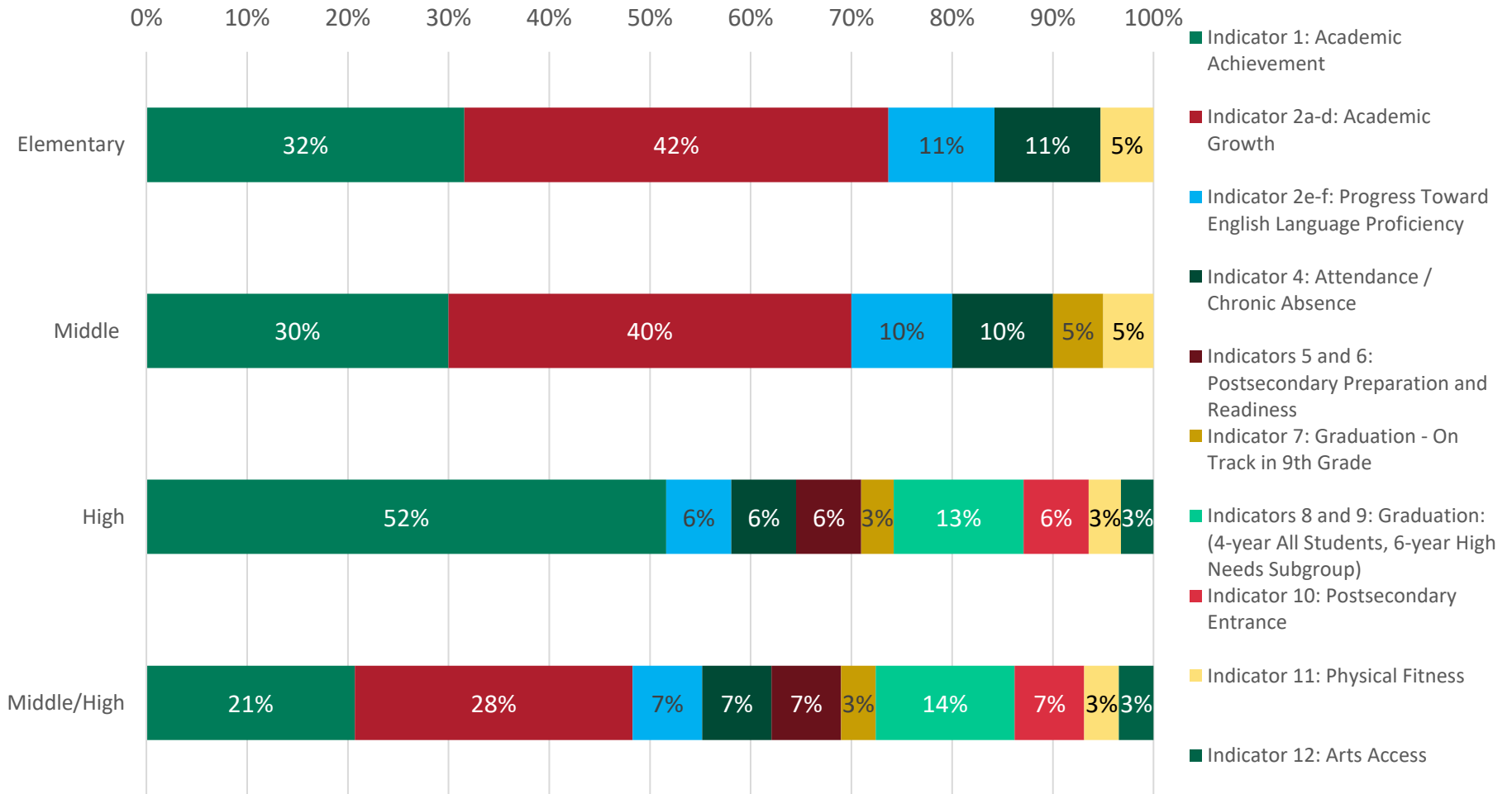
Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a-d: Academic Growth	400	400		400
Indicator 2e-f: Progress Toward English Language 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**

Note: Indicator 3 is the participation rate.

Indicator Weights by School Type

Legend:
- Indicator 1: Academic Achievement
- Indicator 2a-d: Academic Growth
- Indicator 2e-f: Progress Toward English Language Proficiency
- Indicator 4: Attendance / Chronic Absence
- Indicators 5 and 6: Postsecondary Preparation and Readiness
- 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

School Type	Ind. 1	Ind. 2a-d	Ind. 2e-f	Ind. 4	Ind. 5/6	Ind. 7	Ind. 8/9	Ind. 10	Ind. 11	Ind. 12
Elementary	32%	42%	11%	11%					5%	
Middle	30%	40%	10%	10%		5%			5%	
High	52%		6%	6%	6%	3%	13%	6%	3%	3%
Middle/High	21%	28%	7%	7%	7%	3%	14%	7%	3%	3%

From page 6 of *Using Accountability Results to Guide Improvement*

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Performance Index: Indicator 1

The performance index should be interpreted as an average measure of overall performance in a content area.

- The percentage of total possible points earned on all available indicators is the "**Accountability Index**".

- "**Performance Index**" (SPI/DPI) continues to refer to the index scores derived from state assessment results (Indicator 1).
  – Subject-specific (ELA, Math, Science)

Indicator 1: Academic Achievement (Status)

Indicator	Weight	
	Schools with academic growth data (Indicator 2)	**Schools without academic growth data (e.g., 9-12 high schools)**
Subject Performance Index (0-100) in ELA, Math, and Science • All Students • Students with *High Needs*	150 150	400 400

- Assessments used: Smarter Balanced, CTAA, SAT, Next Generation Science Standards (NGSS) assessment, and CT Alternate Science (CTAS) assessment.

- ELA, mathematics, and science are weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools per Connecticut's approved ESSA plan.

- Distinct points for the performance of students with High Needs.

Data Source: state assessment files and PSIS for student demographic and program data.

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Indicator 1: Grade 3 ELA Calculation Example

- A student with a scale score of 2380 (lower part of Level 2) will get 57.5 index score points while another student with a scale score of 2419 (upper part of Level 2) will get 65.9 index score points.

$$\text{Index} = \frac{Scale\ Score - LOSS}{Range} * 110$$

Ultimate target for every Performance Index is 75

INDEX

110

0

VERTICAL SCALE SCORE

Highest Obtainable Scale Score *(2623)*

Level 4

Level 3
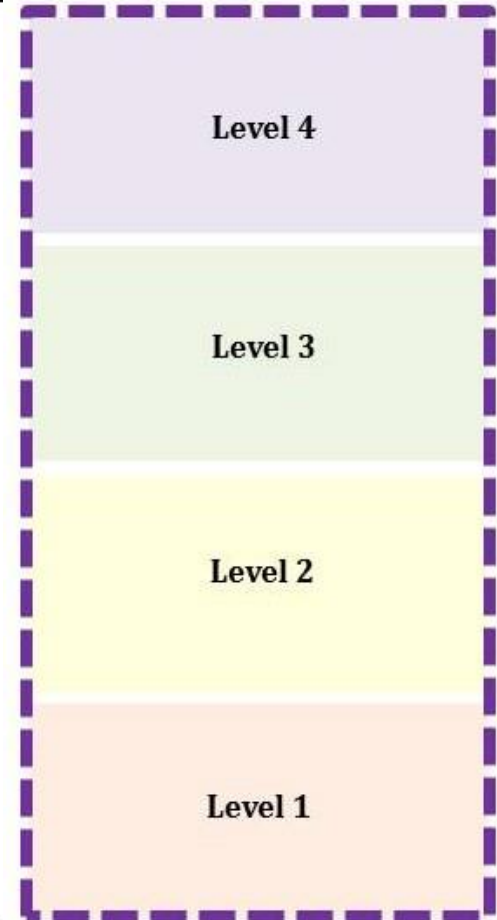
Level 2

Level 1

Lowest Obtainable Scale Score *(2114)*

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Indicator 1: Index Scores vs. Percent at/above Level 3

- Subject-specific index scores are calculated based on scale scores, not achievement levels.

- The index is more sensitive to student performance and is a better measure of improvement at the student group, school, and district levels.

- Subject-specific index scores are *reported* for all student groups (on EdSight). Index scores for students with High Needs are used for accountability.

- Resource: Introduction to the Performance Index (video)

Disaggregated Performance Index Reporting on EdSight

Select Subject: ● All Subjects ○ ELA ○ Math ○ Science

Year: 2021-22 ▾   District: State of Connecticut ▾   Schools: ▾   Filter By: Race/Ethnicity ▾

Performance Index, 2021-22
State of Connecticut, Race/Ethnicity
[Export .csv file](#)

Notes:
- The Performance Index is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments.
- The Performance Index ranges from 0-100 and is reported for all students and for students in each individual student group.
- Connecticut's ultimate target for a Performance Index is 75.
- Starting with 2018-19, Connecticut began implementation of new science assessments aligned to the Next Generation Science Standards. Therefore, 2018-19 science performance index scores cannot be compared to those from prior years; they can serve as a baseline for future years.

District	Race/Ethnicity	ELA Count	ELA Performance Index	Math Count	Math Performance Index	Science Count	Science Performance Index
State of Connecticut	American Indian or Alaska Native	637	58.4	633	53.0	260	55.5
	Asian	13,108	77.5	13,087	76.6	5,565	75.5
	Black or African American	31,597	53.5	31,410	44.9	13,567	48.7
	Hispanic or Latino	71,833	54.4	71,464	47.6	29,880	51.3
	Native Hawaiian or Other Pacific Islander	247	62.5	247	57.6	103	58.9
	Two or More Races	10,808	67.0	10,763	60.9	4,351	64.0
	White	124,591	71.0	124,232	66.4	55,395	68.3

EdSight > Performance > Performance Index (DPI/SPI)

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- Indicators 1 and 2: Only students enrolled in the same district/school on October 1 and at the time of testing are included in accountability calculations.

- An English learner who exits EL status remains a member of the EL group for Indicator 1 calculations for four additional years beyond exit. ("EL Flex")

- DEFINITION: "Recently arrived ELs" are students whose initial entry date in a U.S. school is less than <u>two</u> years (i.e., 24 months) prior to test administration.

- "Recently arrived" ELs must test in all content areas annually.
  - Not included in Indicator 1 (academic achievement - status) calculations for ANY subject.
  - Growth (Indicator 2) determined by measuring change from year 1 to year 2 in both ELA and mathematics. Growth included in accountability calculations in the student's second year, still no "status."
  - Scores for ELs (not "recently arrived") will be used in achievement status <u>and</u> growth measures of the accountability system.

Next Gen Dashboard Makes Trend Displays Easy
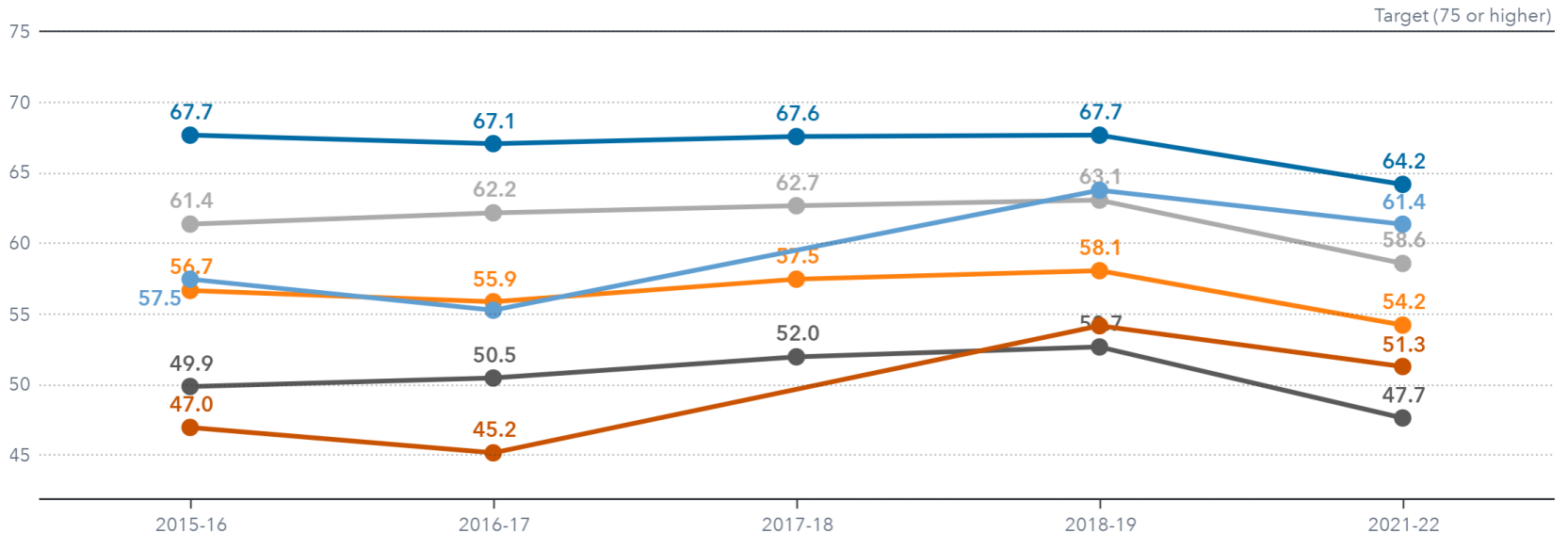
EdSight > Overview > Next Generation Accountability

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Take the time to work closely with your school and/or district-based team to dive deeper into the topic and develop actionable next steps.

Academic Growth and
Progress Toward English Language Proficiency

- Indicators 2 a-d (Smarter Balanced)
- Indicators 2 e & f (LAS Links)

Indicator 2a-d: Academic Growth (Longitudinal)

Indicator	Max Points
Average percentage of growth target achieved by students in grades 4 through 8 (½ SB-ELA; ½ SB Math) • All Students • Students with *High Needs*	200 200

- This growth-to-standard model uses the Smarter Balanced vertical scale in ELA and math.

- The model provides student-level vertical scale score growth targets based on a student's score in the prior year.

- Points are assigned to the school/district based on the average percentage of growth target achieved by all students enrolled on October 1 and at the time of testing.

- Distinct points are awarded for growth of students with High Needs.

Data Source: state assessment files and PSIS for student demographic and program data.

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The Two Main Growth Statistics

EdSight > Performance > Smarter Balanced > Smarter Balanced Growth

Growth Rate	Average Percentage of Target Achieved
Percentage of **STUDENTS** who met their growth targets	Percentage of **TARGET** that was achieved by students on average

Used for accountability

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Hypothetical Example

Growth Rate = 50% (2 out of 4 students met target)
Average Percentage of Target Achieved (PTA) = 85%

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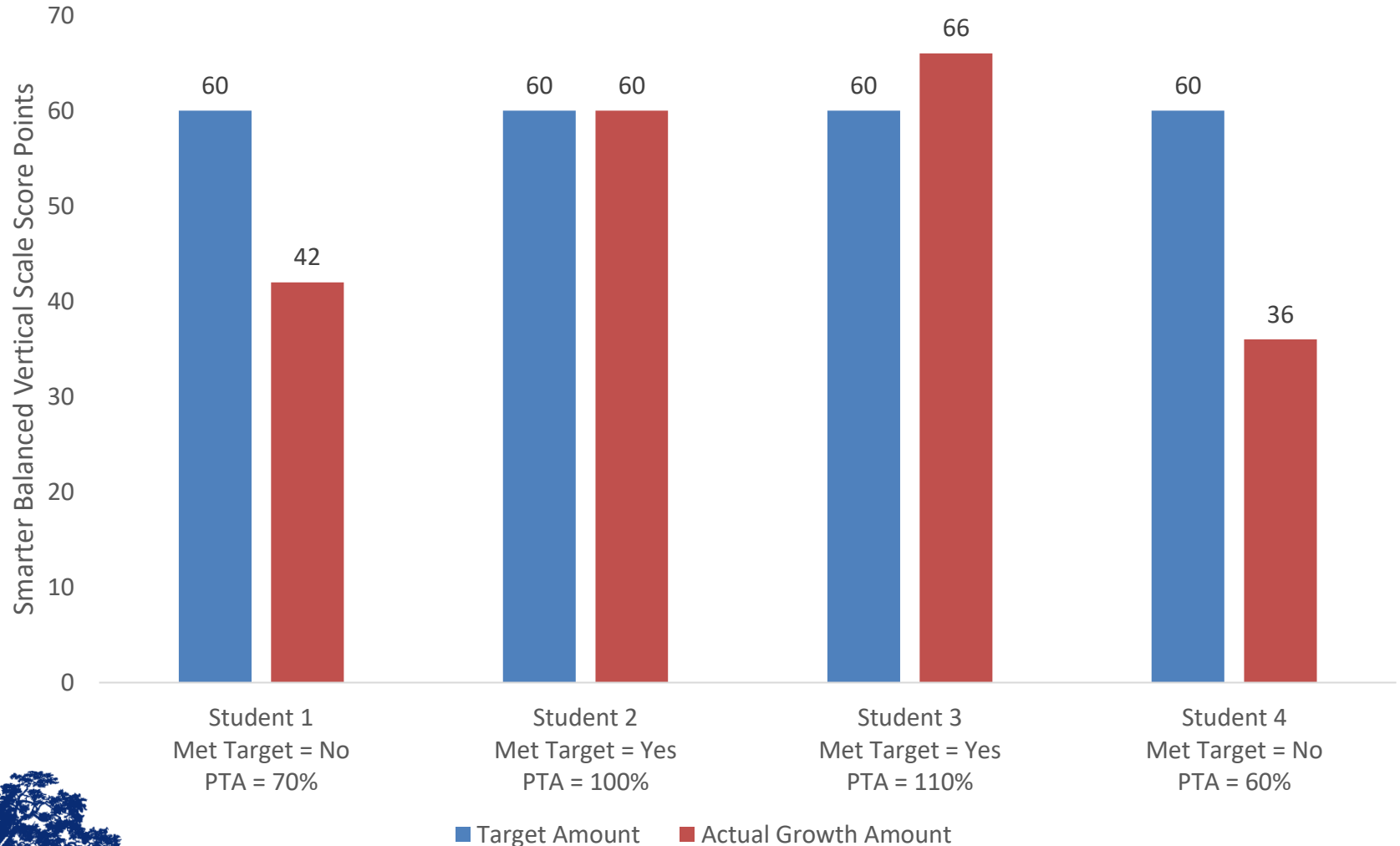
- [Technical Report](#): *Developing Connecticut's Growth Model for the Smarter Balanced Summative Assessments in English Language Arts and Mathematics, November 2016*.

- [Video](#): *Connecticut's Growth Model for the Smarter Balanced Summative Assessments*
  - A 20-minute overview of the growth model.

- [Video](#): *Understanding Connecticut's Growth Metrics*
  - An 8-minute explanation of the two different ways Connecticut reports academic growth in ELA and math.

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Visualizing the Importance of Academic Growth
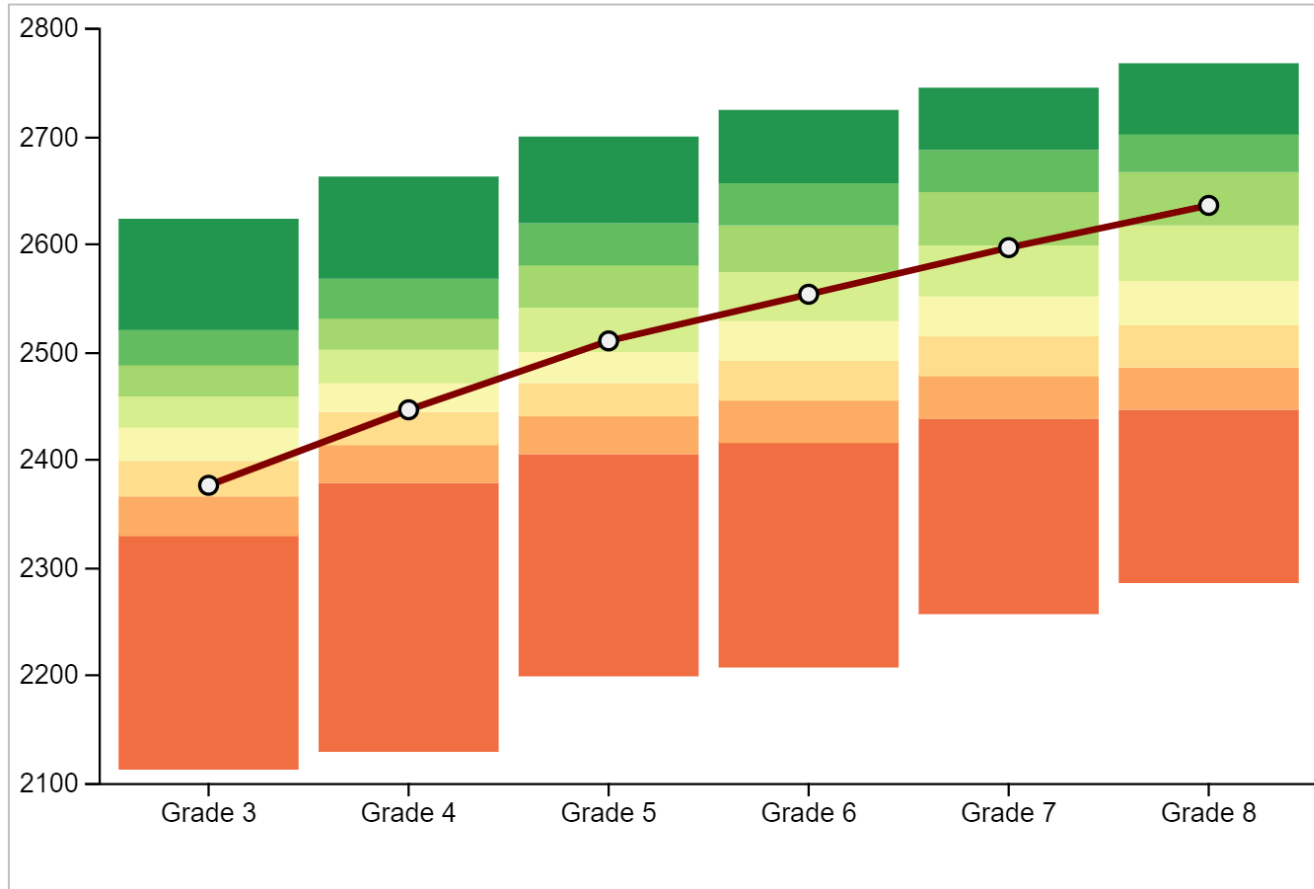
[Interactive Smarter Balanced Growth Trajectory Chart](#)

Visualizing the Importance of Academic Growth

Interactive Smarter Balanced Growth Trajectory Chart

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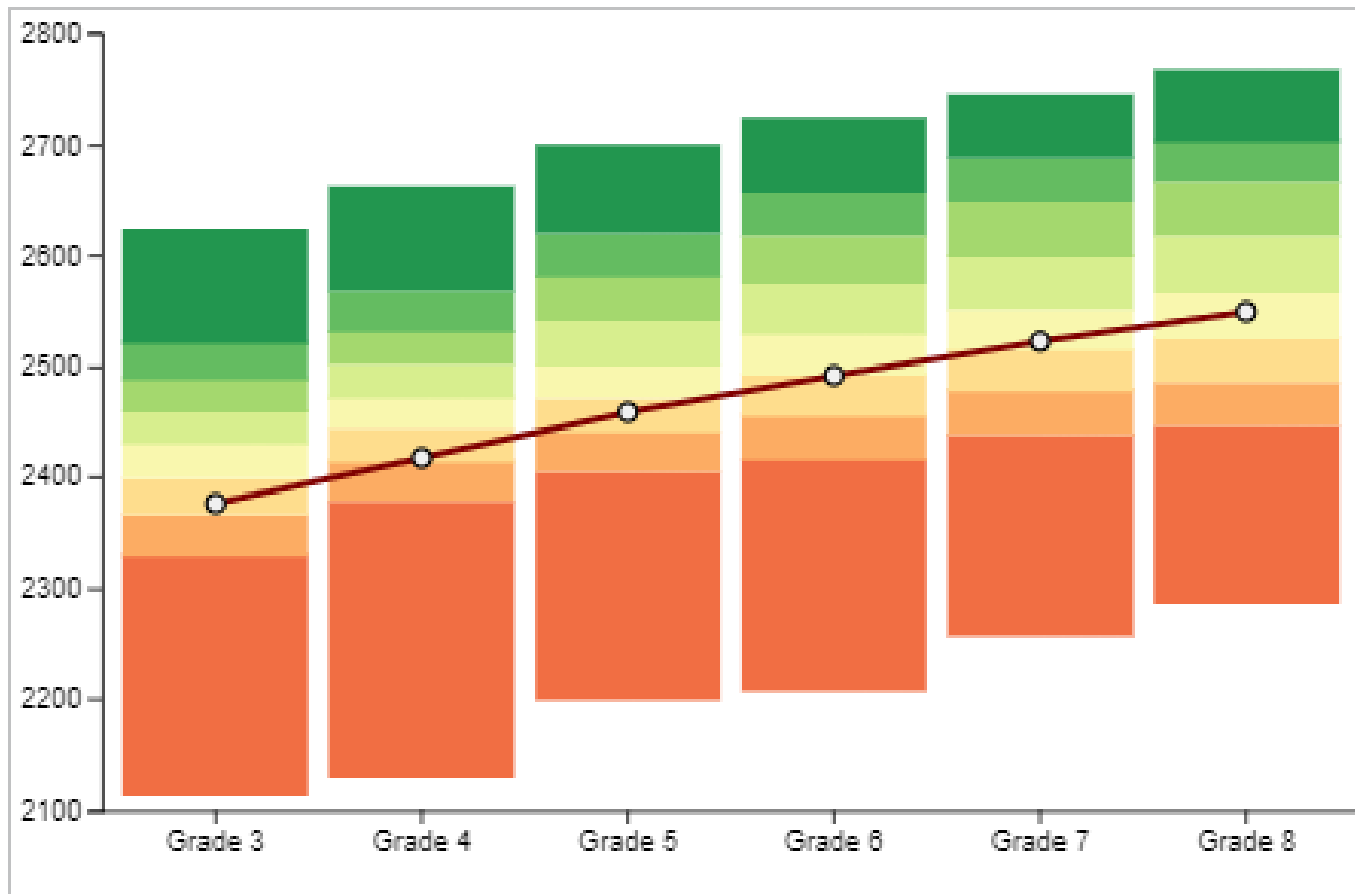
Indicator 2e and 2f: Progress Toward English Language Proficiency

Indicator	Max Points
Average percentage of growth target achieved based on LAS Links for all English learners —½ LAS Links Literacy; ½ LAS Links Oral	100

- This growth-to-standard model uses the LAS Links vertical scale for the composite areas of Literacy and Oral.

- The model provides student-level vertical scale score growth targets based on a student's scores LAS Links scores in the prior year.

- Points are assigned to the school/district based on the average percentage of growth target achieved by all English learners enrolled on October 1 and at the time of testing .

- Resource: *Connecticut's Growth Model for the English Language Proficiency Assessments*.

Data Source: state assessment files and PSIS for student demographic and program data.

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Individual Student Growth Data in EdSight Secure

High Needs Status (F/R, EL or SWD) (Year 2)	Performance Category Description (Y1)	Performance Category Description (Y2)	Performance Level Description (Y1)	Performance Level Description (Y2)	Percentage of Target Achieved ▲	Vertical Scale Score (Year 1)	Vertical Scale Score (Year 2)	Same District	Same School	Growth Rate Flag	Target	Growth Achiev
Non-High Needs	7 (Level 4: Low)	5 (Level 3: Low)	Level 4 (Exceeded)	Level 3 (Met)	0.0%	2496	2486	Yes	Yes	0	60	0
Non-High Needs	7 (Level 4: Low)	5 (Level 3: Low)	Level 4 (Exceeded)	Level 3 (Met)	0.0%	2515	2478	Yes	Yes	0	60	0
High Needs	6 (Level 3: High)	5 (Level 3: Low)	Level 3 (Met)	Level 3 (Met)	3.1%	2480	2482	Yes	Yes	0	64	2
High Needs	4 (Level 2: High)	2 (Level 1: High)	Level 2 (Approaching)	Level 1 (Not Met)	8.7%	2402	2408	Yes	Yes	0	69	6
High Needs	3 (Level 2: Low)	2 (Level 1: High)	Level 2 (Approaching)	Level 1 (Not Met)	11.4%	2371	2379	Yes	Yes	0	70	8
High Needs	3 (Level 2: Low)	3 (Level 2: Low)	Level 2 (Approaching)	Level 2 (Approaching)	30.0%	2397	2418	Yes	Yes	0	70	21
High Needs	4 (Level 2: High)	4 (Level 2: High)	Level 2 (Approaching)	Level 2 (Approaching)	36.2%	2422	2447	Yes	Yes	0	69	25
Non-High Needs	6 (Level 3: High)	5 (Level 3: Low)	Level 3 (Met)	Level 3 (Met)	45.3%	2468	2497	Yes	Yes	0	64	29
High Needs	2 (Level 1: High)	2 (Level 1: High)	Level 1 (Not Met)	Level 1 (Not Met)	47.9%	2357	2391	Yes	Yes	0	71	34
High Needs	1 (Level 1: Low)	1 (Level 1: Low)	Level 1 (Not Met)	Level 1 (Not Met)	52.4%	2279	2322	Yes	Yes	0	82	43
Non-High Needs	5 (Level 3: Low)	5 (Level 3: Low)	Level 3 (Met)	Level 3 (Met)	63.2%	2439	2482	Yes	Yes	0	68	43
High Needs	2 (Level 1: High)	2 (Level 1: High)	Level 1 (Not Met)	Level 1 (Not Met)	63.4%	2344	2389	Yes	Yes	0	71	45
High Needs	4 (Level 2: High)	4 (Level 2: High)	Level 2 (Approaching)	Level 2 (Approaching)	65.2%	2400	2445	Yes	Yes	0	69	45
Non-High Needs	6 (Level 3: High)	6 (Level 3: High)	Level 3 (Met)	Level 3 (Met)	75.0%	2475	2523	Yes	Yes	0	64	48
High Needs	1 (Level 1: Low)	2 (Level 1: High)	Level 1 (Not Met)	Level 1 (Not Met)	110.0%	2291	2398	Yes	Yes	1	82	107

Useful Features:
- Filters available for most variables
- Easily sort by clicking on column headers
- Export full data set to Excel

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Postsecondary Preparation and Postsecondary Readiness

- Indicator 5- Course taking

- Indicator 6- Meeting exam benchmarks and/or earning 3 or more college credits

Indicator 5: Postsecondary Preparation

Indicator	Max Points
Percentage of students in grades 11 & 12 participating in *at least one* of the following during high school: Two courses in AP/IB/dual credit; *or* Two CTE courses in one of 17 career clusters; *or* Two workplace experience "courses" in any area.	50

- Ultimate target is 75%. Points are prorated based on the percentage of the ultimate target achieved.

Data Source: June PSIS (to establish 11th and 12th graders) and Teacher-Course-Student Data Collection (TCS)

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Indicator 6: Postsecondary Readiness

Indicator	Max Points
Percentage of students in grades 11 & 12 achieving either CCR benchmark on *at least one* of the following: SAT *or* ACT *or* AP *or* IB; or earning three or more college credits through dual credit coursework (i.e. dual enrollment, concurrent enrollment) .	50

- Percentage of 11th and 12th graders who meet the following benchmark scores on at least one exam:
  - SAT– Evidence-Based Reading and Writing score of at least 480 and a Math score of at least 530 on the SAT; or
  - ACT – meeting benchmark on 3 of 4 exams (English=18, Reading=22, Math=22, Science=23); or
  - AP – 3 or higher on an AP exam; or
  - IB – 4 or higher on an IB exam.

OR beginning in 2021-22

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- 11th and 12th graders who cumulatively during their high school career earn 3 or more college credits.
  - All dual credit course grades contributing toward this indicator must be a C or better; and
  - Only credit bearing dual enrollment and concurrent enrollment courses will be considered. Remedial courses, audited courses, and courses with pass/fail grades are not included.

- Ultimate target is 75%. Points are prorated based on the percentage of the ultimate target achieved.

Data Source: June PSIS (to establish 11th and 12th graders), SAT/AP from College Board, ACT from ACT, Inc., IB from International Baccalaureate Organization, and dual credit course data from the University of Connecticut, the Connecticut State Colleges and Universities (CSCU), and participating private colleges and universities.

Postsecondary Readiness Report

EdSight > Performance > Postsecondary Readiness

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Reflect and connect with your peers in other CN schools on a professional problem, challenge you're experiencing, or success you are celebrating at your school related to student growth.

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Chronic Absenteeism: Indicator 4

A student is chronically absent when missing 10% or more of the days enrolled for any reason.

Indicator 4: Chronic Absenteeism

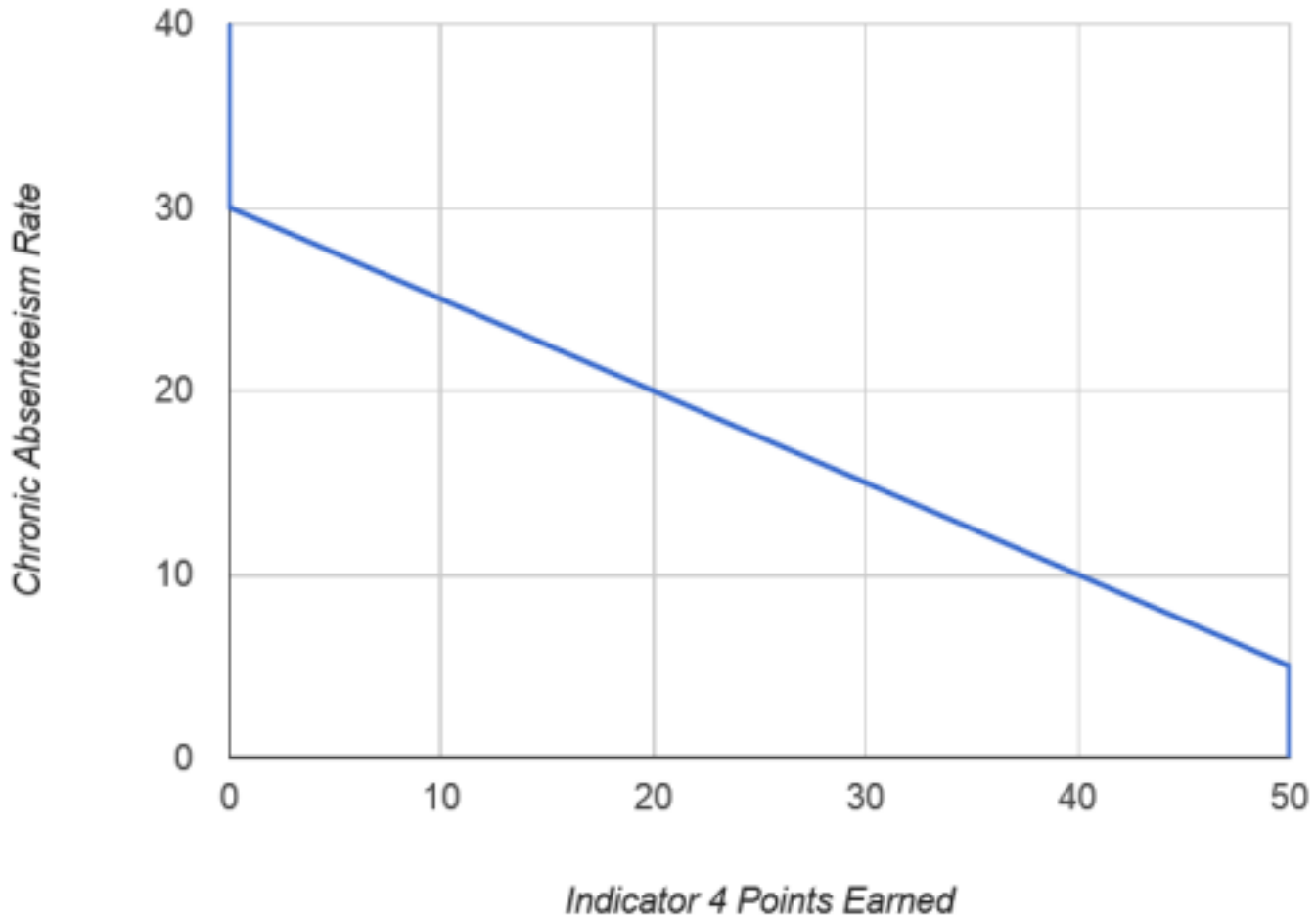| Indicator	Max Points
Percentage of students chronically absent	
• All Students	50
• Students with *High Needs*	50

- 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.

- Distinct points are awarded based on the chronic absenteeism rate of students with High Needs.

- 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% are awarded proportional points.

Data Source: June PSIS

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Indicator 4 (Chronic Absenteeism)

[(30- Rate) ÷ 25]*50 = Points earned on Indicator 4

Business Rules Serve as System Safeguards

- In June PSIS, your district reports number of days of attendance and membership for every student registered to your school.

  - A student who withdraws before the end of the school year is not included in your school's rate.

- When a new student arrives during the year, the slate is clean.

- Although CSDE collects monthly attendance, Indicator 4 calculations use June PSIS only.

Reflect and connect with your peers in other CN schools on a professional problem or challenge you're experiencing, or success you are celebrating at your school related to student attendance.

School Categories and Classifications

- Categories 1-3 based on Accountability Index
- Turnaround and Focus are categories 4 and 5

EdSight > Next Generation Accountability > Related Links > School Categories, Support Schools, and Schools of Distinction

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 gap, or graduation rate gap, or a participation rate less than 95% will be dropped one category.

- Assignment to categories 1-3 occurs annually.

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- Identification every three years
  - Three-year weighted average of the accountability index is in the bottom 5 percent of all schools statewide (or) Six-year adjusted cohort graduation rates for all students is less than 70 percent in each of the three most recent cohorts.
- Exit rules
  - Exceed identification standards for two consecutive years AND show "***substantial improvement and continued progress***."
  - Category 4 Turnaround schools that do not meet exit criteria for four years, move to Turnaround Category 5.

Weighted Average Uses Points Earned and Max Points

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	76.4	75	50.0	50	100.0	85.6
1b. ELA Performance Index - High Needs Students	62.8	75	41.8	50	83.7	72.3
1c. Math Performance Index - All Students	73.4	75	48.9	50	97.8	78.2
1d. Math Performance Index - High Needs Students	58.9	75	39.2	50	78.5	63.6
1e. Science Performance Index - All Students	74.4	75	49.6	50	99.2	81.9
1f. Science Performance Index - High Needs Students	63.2	75	42.2	50	84.3	68.4
2a. ELA Academic Growth - All Students	68.6%	100%	68.6	100	68.6	60.4
2b. ELA Academic Growth - High Needs Students	65.4%	100%	65.4	100	65.4	56.2
2c. Math Academic Growth - All Students	72.0%	100%	72.0	100	72.0	65.2
2d. Math Academic Growth - High Needs Students	67.5%	100%	67.5	100	67.5	59.1
2e. Progress Toward English Proficiency - Literacy	98.4%	100%	49.2	50	98.4	64.9
2f. Progress Toward English Proficiency - Oral	93.6%	100%	46.8	50	93.6	57.4
4a. Chronic Absenteeism - All Students	13.0%	<=5%	33.9	50	67.9	25.1
4b. Chronic Absenteeism - High Needs Students	23.6%	<=5%	12.7	50	25.5	0.0
5. Preparation for CCR - Percent Taking Courses	88.5%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	64.8%	75%	43.2	50	86.4	58.0
7. On-track to High School Graduation	95.5%	94%	50.0	50	100.0	87.9
8. 4-year Graduation: All Students (2021 Cohort)	96.0%	94%	100.0	100	100.0	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	97.0%	94%	100.0	100	100.0	90.6
10. Postsecondary Entrance (Graduating Class 2021)	82.8%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 96.1%)	71.6%	75%	47	50	95.5	61.0
12. Arts Access	61.7%	60%	50.0	50	100.0	87.4
Accountability Index	.		**1228.8**	**1450**	**84.7**	**69.7**
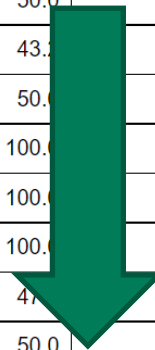
- ## Identification annually

Schools with growth results on the Smarter Balanced growth model

- – Bottom 10 percent of schools statewide based on the average percentage of target achieved by **students with High Needs** in ELA or mathematics (Indicators 2 b and 2d) in each of the prior three years.

High schools only

- – Bottom 10 percent of all schools statewide based on the performance index for **students with High Needs** in ELA or mathematics (Indicator 1) in each of the prior three years; or
- – Six-year adjusted cohort graduation rate for the High Needs student group that is less than 70 percent in each of the three most recent cohorts.
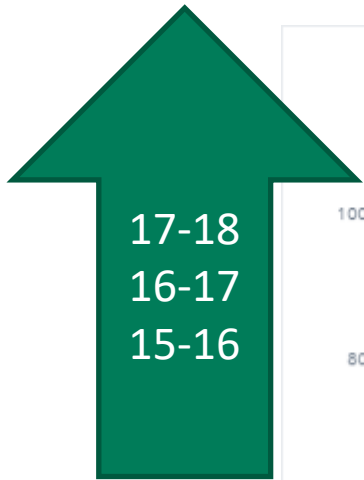
- Exit rules
  - No longer meet the reason for identification in two of three years after identification; and
  - Demonstrate "***substantial improvement and continued progress***."

- Focus Schools with Turnaround Subgroup (ATSI)
  - 3-year weighted AI averages for all subgroups evaluated against Turnaround standard.
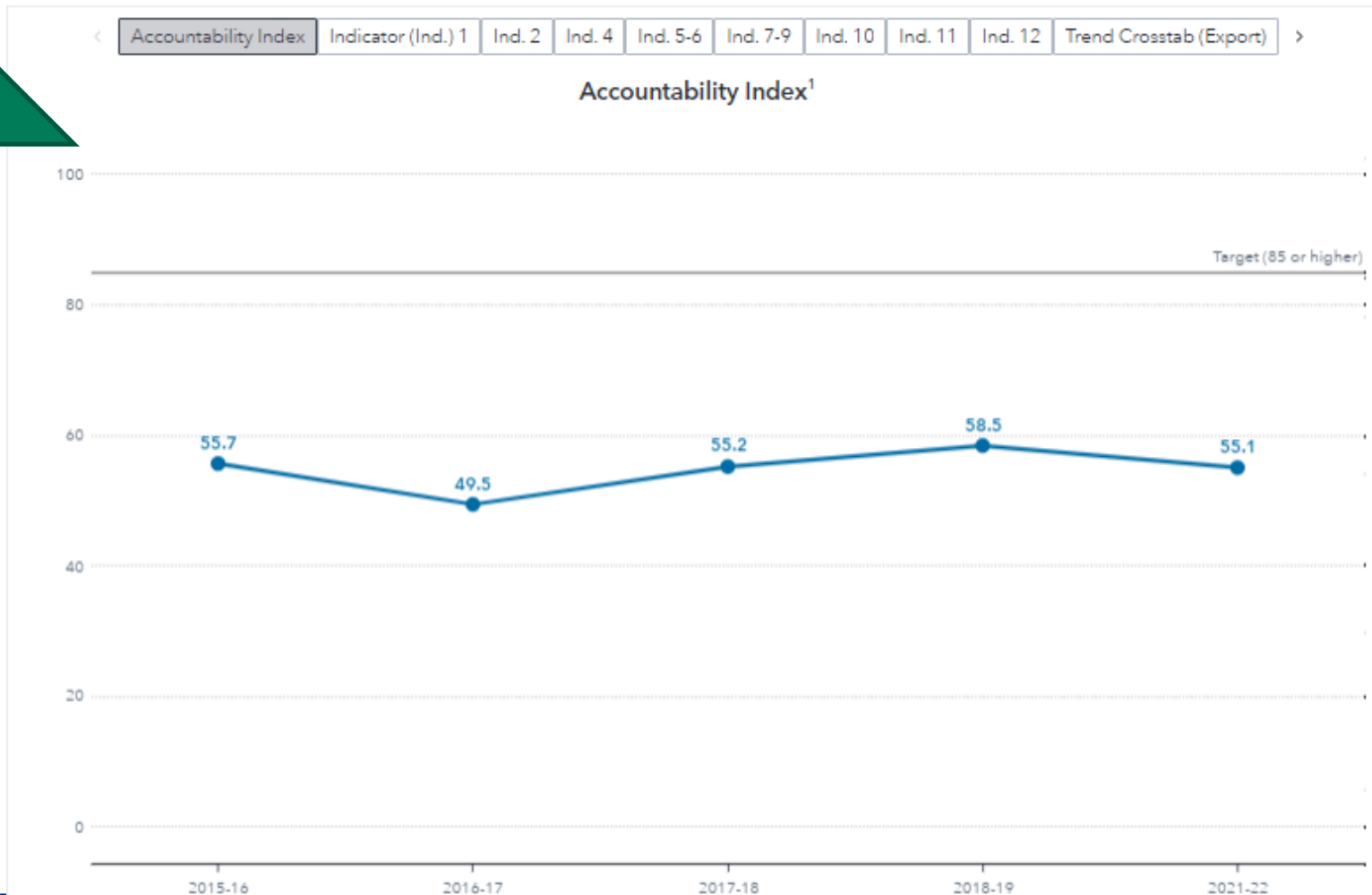 - Exit focus, exit ATSI

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Exit Decisions: Quantitative and Qualitative

3-year Weighted Avg for Initial Identification	Most Recent 3-Year Weighted Avg	Most Recent Cut for Exit	2021-22 Accountability Index
53.4	56.3	52.29	55.1

17-18
16-17
15-16

Accountability Index | Indicator (Ind.) 1 | Ind. 2 | Ind. 4 | Ind. 5-6 | Ind. 7-9 | Ind. 10 | Ind. 11 | Ind. 12 | Trend Crosstab (Export)

Accountability Index[1]

Target (85 or higher)

55.7 — 49.5 — 55.2 — 58.5 — 55.1

2015-16 2016-17 2017-18 2018-19 2021-22

Take the time to work closely with your school and/or district-based team to dive deeper into the topic and develop actionable next steps.

Save the Date:
Spring NetStat
May 25, 2023