



CONNECTICUT STATE DEPARTMENT OF EDUCATION

ESEA Flexibility Renewal
Connecticut's "Next Generation"
Accountability System

March 2016

A Short Walk Down Memory Lane

- 1965: Elementary and Secondary Education Act (ESEA) becomes law
- 2002: ESEA reauthorization began the era of No Child Left Behind (NCLB)
- 2012: States invited to request ESEA Flexibility (i.e. “waiver”)
- While consulting extensively with stakeholders
 - 2013-14: CT applied for and granted “field test flexibility”
 - 2014-15: Submitted ESEA Flexibility Renewal application
 - 3-year renewal [approved August 6, 2015](#)




ESEA Flex Renewal Enables Accountability System Improvements

- Existing metrics refined
- Values academic growth of the same students over time
- Subgroup performance is prominent
- Incorporates indicators beyond test scores
- School classification methodology adjustments based on feedback



Key Considerations Before Digging In

- Minimum N size remains at 20.
- “High Needs” *supergroup* used for **accountability** calculations
 - Membership: economically-disadvantaged students, English learners (ELs), students with disabilities (SWD)
 - Impact: many more schools with visible subgroups AND many more ELs and SWD in accountability calculations.
- All subgroups (e.g., Black/African American, Hispanic, EL, low income, etc.) will continue to be **reported** separately.
- Uses existing data 



Schools to Earn Points on New Indicators

Points listed below available in years 2 and 3

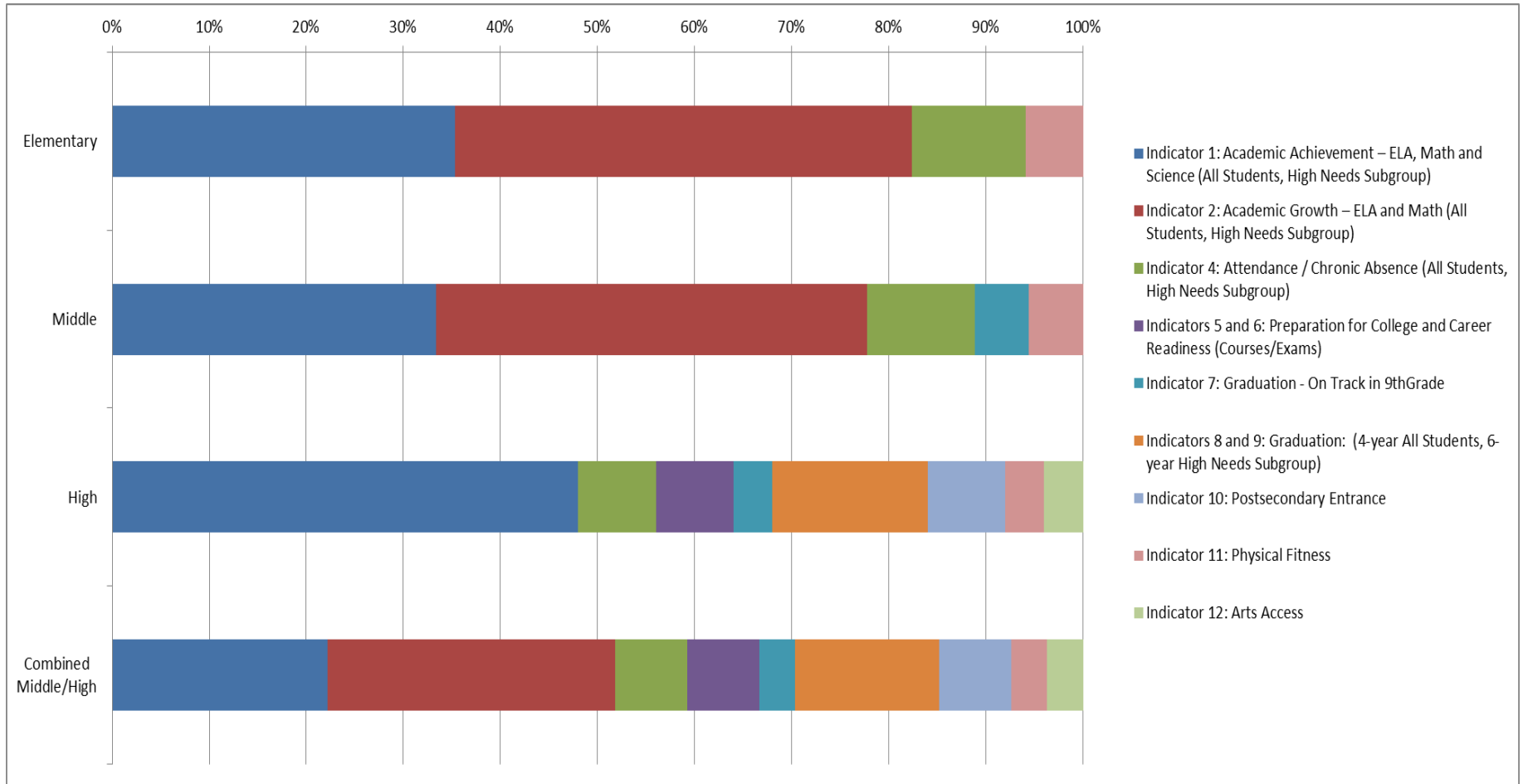
	Elementary	Middle	High	Middle/ High
Indicator 1: Academic Achievement – ELA, Math and Science (All Students, High Needs Subgroup)	300	300	600	300
Indicator 2: Academic Growth – ELA and Math (All Students, High Needs Subgroup)	400	400	<i>n/a</i>	400
Indicator 4: Attendance / Chronic Absence (All Students, High Needs Subgroup)	100	100	100	100
Indicators 5 and 6: Preparation for College and Career Readiness (Courses/Exams)	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 7: Graduation - On Track in 9 th Grade	<i>n/a</i>	50	50	50
Indicators 8 and 9: Graduation: (4-year All Students, 6-year High Needs Subgroup)	<i>n/a</i>	<i>n/a</i>	200	200
Indicator 10: Postsecondary Entrance	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access	<i>n/a</i>	<i>n/a</i>	50	50
Total Possible Points	850	900	1250	1350



Note: Indicator 3 is the participation rate.

Visualizing Indicator Weights by School Type

The points in the accountability system are expressed as percentages:



A New Family of Index Scores

- The percentage of total possible points earned on all available indicators is the **“Accountability Index”**.
- **“Performance index”** (SPI/DPI) will continue 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	
	Year 1	Years 2 and 3*
Subject Performance Index (0-100) in ELA, math, and science		
<ul style="list-style-type: none"> All Students 	300	150
<ul style="list-style-type: none"> Students in <i>High Needs Subgroup</i> 	300	150

- Assessments Used: Smarter Balanced, CTAA, CMT/CAPT Science, CMT/CAPT Skills Checklist and SAT starting 2015-16.
- Distinct points for subgroup performance (i.e. High Needs).
- *Points for schools where longitudinal academic growth (Indicator 2) cannot be evaluated (e.g., 9-12 high schools) will retain Year 1 point values for years 2 and 3.

Data Source: state assessment files and PSIS for demographic data



Indicator 1: A New Approach to Index Scores

- Subject-specific index scores will be created i.e. ELA Index, Math Index, Science Index.
- Subject-specific index scores will be *reported* for all subgroups. High Needs index scores used for accountability.
- Scale scores, not achievement levels, will be converted to index scores.
- The new index calculation is more sensitive to student performance and will be a better measure of improvement at the subgroup, school, and district levels.



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.

INDEX

110

VERTICAL SCALE SCORE

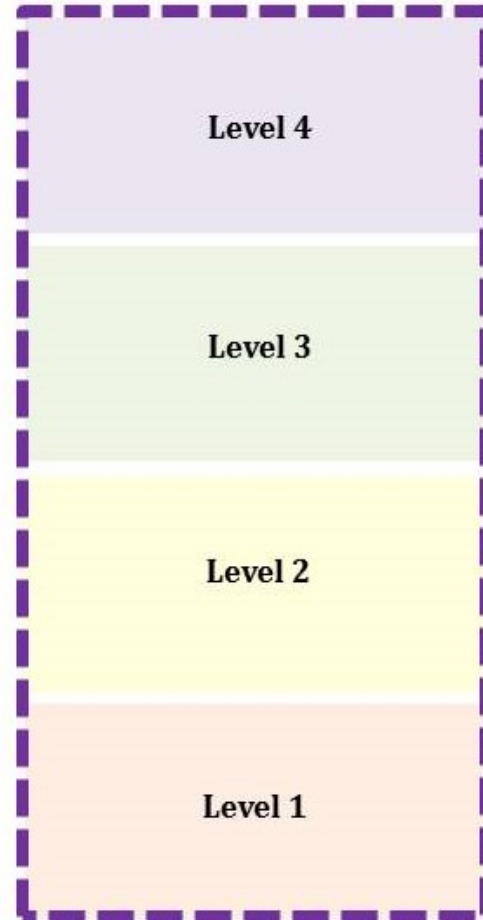
Highest Obtainable Scale Score (2623)



0



Lowest Obtainable Scale Score (2114)



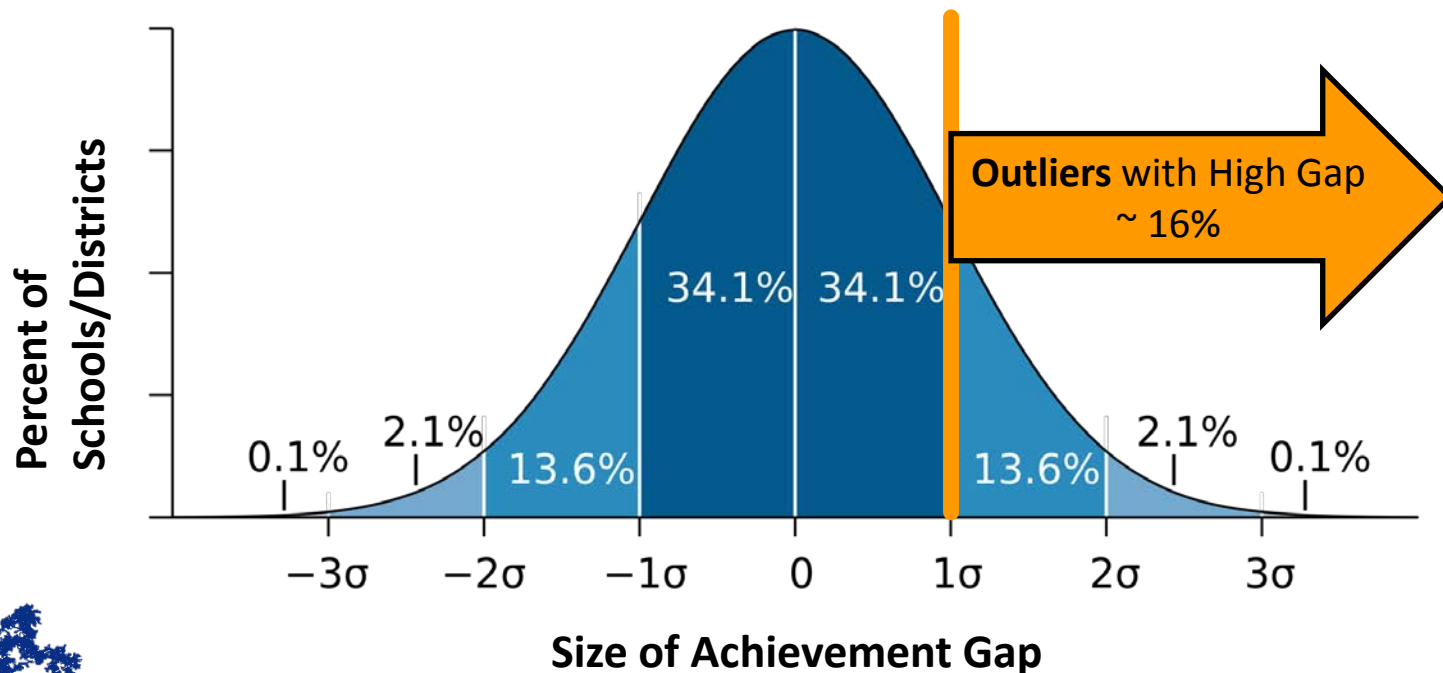
$$\text{Index} = \frac{\text{Scale Score} - \text{LOSS}}{\text{Range}} * 110$$



Ultimate target for every
Performance Index is 75

Indicator 1: Achievement Gap Focus on “Outliers”

- A district/school has an “achievement gap” if:
 - the size of its index score gap between *High Needs* and *Non-High Needs* (or 75, if that’s lower) is a significant outlier i.e., at least one standard deviation greater than the statewide gap in any subject area.



Indicator 1: Standard Considerations Remain

- Only students enrolled in the same district/school since October 1 are included in accountability calculations
- EL and SWD who may have exited those subgroups in two prior years are included in those subgroups in current year calculations



Indicator 2: Academic Growth (Longitudinal)

Indicator	Max Points	
	Year 1	Years 2 and 3
Percentage of students in grades 4 through 8 meeting growth targets (½ SB-ELA; ½ SB math)		
• All Students	N/A	200
• Students in <i>High Needs Subgroup</i>	N/A	200

- Vertical scale score based growth model will be developed for SB ELA and Math. Model will provide student-level vertical scale score growth targets.
- Distinct points are awarded for subgroup growth.



Indicator 2: Growth Model Development

- Individual student targets will be developed after detailed analyses of the vertical scale and other reviews that include comparisons of average scale scores from grade to grade, analyses of score distributions across the grades and within achievement levels, identification of student scores that may cross the scale into another grade, and analyses of standard errors.
- Extensive feedback will be sought from practitioners and various other education stakeholders (expected February – March 2016).
- Model finalized during the summer of 2016 for implementation in 2016-17.



[Connecticut's Approach for Measuring Growth](#)

Indicators 1 and 2: New Flexibility for Recently Arrived ELs

- DEFINITION: “Recently arrived ELs” are students 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.
 - 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 and growth measures of the accountability system.



Indicator 3: Participation Rate

- This does not contribute to the “accountability index” but impacts school classification
- A school that would otherwise have been classified in Category 1 or 2 *and* has a participation rate that is less than 95% for either the All Students group or the High Needs group in any tested subject will be classified into the next lower category.
- Schools of Distinction must meet the 95% standard for All Students and High Needs in all content areas.



Indicator 4: Chronic Absenteeism

Indicator	Max Points – All Years
Percentage of students chronically absent <ul style="list-style-type: none">All StudentsStudents in <i>High Needs Subgroup</i>	50 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 for lower subgroup chronic absenteeism rates.
- 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.

Data Source: [June PSIS](#)

Reports available in [Reports & Research](#) section of Performance Office page



Indicator 5: Preparation for Postsecondary and Career Readiness - Coursework

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: two courses in AP/IB/dual enrollment; or two courses in one of seven CTE categories; or two workplace experience “courses” in any area.	50

- Ultimate target is 75%. Points will be 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)



Indicator 6: Preparation for Postsecondary and Career Readiness - Exams

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 achieving CCR benchmark on <i>at least one</i> of the following: Smarter Balanced 11 th <i>or</i> SAT <i>or</i> ACT <i>or</i> AP <i>or</i> IB	50

- Percentage of 11th and 12th graders who meet the following benchmark scores on at least one exam:
 - Smarter Balanced – Level 3 or higher on both ELA and math; or
 - SAT – composite score of 1550 or higher; or
 - ACT – meeting benchmark on 3 of 4 exams; or
 - AP – 3 or higher on an AP exam; or
 - IB – 4 or higher on an IB exam.
- Ultimate target is 75%. Points will be 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

Indicator 7: Graduation - On-Track in 9th Grade

Indicator	Max Points – All Years
Percentage of 9 th graders earning at least five full-year credits in the year <i>and</i> no more than one failing grade in English, Mathematics, Science or Social Studies	50

- The [University of Chicago’s Consortium on Chicago School Research](#) “identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school.”
- For 2014-15, this indicator does not incorporate the “failing grade” criteria. It will be incorporated in future years.
- Ultimate target is 94%. Points will be prorated based on the percentage of the ultimate target achieved.

Data Source: June PSIS (to establish current year 9th graders and prior year 8th graders) and [Teacher-Course-Student Data Collection](#) (TCS)



Indicator 8: Graduation – Four Year Adjusted Cohort Graduation Rate – All Students

Indicator	Max Points – All Years
Percentage of first time 9 th graders who graduate with a regular high school diploma in four years or less – All Students	100

- The ultimate target for all students remains at 94%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved by All Students.

Data Source: [PSIS](#) Registration and Collection
Reports and supporting documentation available in [Reports & Research](#) section of
Performance Office page



Indicator 9: Graduation – Six Year Adjusted Cohort Graduation Rate – High Needs

Indicator	Max Points – All Years
Percentage of first time 9 th graders who graduate with a regular high school diploma in six years or less – <i>High Needs Subgroup</i>	100

- The ultimate target for high needs students is 94%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved by High Needs Students.



Data Source: [PSIS](#) Registration and Collection

Indicator 9: Graduation Rate Gap – High Needs

- A district/school is identified as having a graduation rate gap if:
 - the size of the six-year graduation rate gap between the High Needs subgroup and the Non-High Needs group (or 94% if that's lower) is at least one standard deviation greater than the statewide gap
- Similar to achievement gap “outlier” approach



Indicator 10: Postsecondary Entrance Rate – All Students

Indicator	Max Points – All Years
Percentage of graduating class who enrolled in a two or four-year postsecondary institution any time during the first year after high school graduation	100

- The ultimate target is 75%.
- Districts/schools can earn up to 100 points based on the pro-rated percentage of the ultimate target achieved.

Data Source: PSIS and National Student Clearinghouse
High School Reports available in [Reports & Research](#) section of Performance Office page



Indicator 12: Arts Access

Indicator	Max Points – All Years
Percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year	50

- Ultimate target is 60%. Points will be prorated based on the percentage of the ultimate target achieved.

Data Source: June PSIS to identify student in Grades 9 through 12 and [Teacher-Course-Student Data Collection](#) (TCS)



An Improved School Classification System

Category 1
(Top Quartile)

Category 2
(Two
Middle
Quartiles)

Category 3
(Bottom Quartile – except 4 and 5)

Category 4 (New Turnaround/Focus)

Category 5 (Existing Turnaround/Focus)

Overview

Five categories per state law.

Turnaround Schools (~40):

Lowest performing based on Accountability Index

- Includes SIG schools
- High schools with All Students 6-yr. rate < 70% for two most recent cohorts

Focus Schools (~100):

Lowest performing in Math, Science, or ELA based on High Needs index scores

- High schools with High Needs 6-yr. rate < 70% for two most recent cohorts

Turnaround and Focus Schools from 2012 will exit if not identified based on criteria above.

The Timeline for School Classification

Category 1
(Top Quartile)

Category 2
(Two
Middle
Quartiles)

Category 3
(Bottom Quartile – except 4 and 5)

Category 4 (New Turnaround/Focus)

Category 5 (Existing Turnaround/Focus)

During 2015-16

- **Categories 1, 2, and 3** – Accountability Pause
- **Category 4** – Newly identified Turnaround and Focus Schools
- **Category 5** – Previously identified Turnaround and Focus Schools that haven't exited.

During 2016-17 – Based on Accountability Index

- **Category 1** – Top quartile; if achievement gap, grad rate gap, or participation < 95% then classified as 2
- **Category 2** – Two middle quartiles; if achievement gap, grad rate gap, or participation < 95% then classified as 3
- **Category 3** – Bottom quartile

Beyond 2016-17

- Use multiple years weighted data to update categories 1, 2, 3

District-Level Accountability Report Preview: Page 1



Next Generation Accountability Report, 2014-15

Choose a District

School District

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	60.7	75	80.9	100	80.9	67.9
1b.	ELA Performance Index – High Needs Students	57.1	75	76.2	100	76.2	56.7
1c.	Math Performance Index – All Students	51.7	75	69.0	100	69.0	59.3
1d.	Math Performance Index – High Needs Students	48.5	75	64.7	100	64.7	47.8
1e.	Science Performance Index – All Students	46.8	75	62.4	100	62.4	56.5
1f.	Science Performance Index – High Needs Students	43.0	75	58.1	100	58.1	45.9
4a.	Chronic Absenteeism – All Students	16.3%	<=5%	27.4	50	54.8	10.6%
4b.	Chronic Absenteeism – High Needs Students	19.3%	<=5%	21.3	50	42.7	17.3%
5	Preparation for CCR – % taking courses	75.9%	75%	50.0	50	100.0	66.1%
6	Preparation for CCR – % passing exams	20.9%	75%	13.9	50	27.8	37.3%
7	On-track to High School Graduation	88.8%	94%	47.2	50	94.5	85.6%
8	4-year Graduation All Students (2014 Cohort)	76.4%	94%	81.3	100	81.3	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	79.7%	94%	84.8	100	84.8	77.6%
10	Postsecondary Entrance (Class of 2014)	59.4%	75%	79.2	100	79.2	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	85.5% 38.0%	75%	12.7	50	25.3	87.6% 51.0%
12	Arts Access	39.8%	60%	33.1	50	66.3	45.7%
Accountability Index				862.4	1250	69.0	

These statistics are the first results from Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please see the document titled Using Accountability Results to Guide Improvement.

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.5	57.1	13.3	17.3	
Math Performance Index Gap	60.3	48.5	11.8	19.6	
Science Performance Index Gap	55.4	43.0	11.8	17.2	
Graduation Rate Gap (2012 Cohort)	91.9%	79.7%	12.2%	15.2%	N

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Source: Code 06-2000-1

Participation Rate	Rate
ELA – All Students	98.6%
ELA – High Needs Students	98.8%
Math – All Students	98.4%
Math – High Needs Students	98.2%
Science – All Students	97.1%
Science – High Needs Students	96.7%



District-Level Accountability Report Preview: Page 2



Next Generation Accountability Report, 2014-15

School District



Data Presented for All Indicators: Two Examples

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned
1b.	ELA Performance Index – High Needs Students	57.9	75	77.1	100	77.1

Index ÷ Index Target = % Points Earned

$$57.9 \div 75 = .771$$

% Points Earned * Max Points = Points Earned

$$.771 * 100 = 77.1 \text{ points}$$

8	4-year Graduation All Students (2014 Cohort)	82.6%	94%	87.9	100	87.9
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Graduation Rate ÷ Graduation Rate Target = % Points Earned

$$82.6 \div 94 = .879$$

% Points Earned * Max Points = Points Earned

$$.879 * 100 = 87.9$$



Accountability Index: Overall Percentage of Points Earned

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned
	Accountability Index			939.6	1250	75.2

- The Accountability Index will be used to identify Turnaround schools this year.
- Median 2014-15 Accountability Index for Schools ~ 79
- Next year, the Accountability Index will be used to classify all schools.



Spotlight on Achievement Gaps and Participation Rates

Gap Indicators	Non-High Needs Rate ^{**}	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ^{**}	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.5	57.1	13.3	17.3	
Math Performance Index Gap	60.3	48.5	11.8	19.0	
Science Performance Index Gap	55.4	43.0	11.8	17.7	
Graduation Rate Gap (2012 Cohort)	91.9%	79.7%	12.2%	15.2%	N

^{**}If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. ^{**}If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Participation Rate	Rate
ELA – All Students	98.0%
ELA – High Needs Students	98.8%
Math – All Students	98.4%
Math – High Needs Students	98.2%
Science – All Students	97.1%
Science – High Needs Students	90.7%



Moving Forward... While Remaining Open

- This represents our best first attempt at multiple measures without adding new data collection/reporting burden for districts.
- As implementation begins, CSDE will continue to seek feedback and analyze data to refine and improve this model.
- Variety of enhancements recommended include:
 - on-site quality reviews
 - attainment of industry recognized credentials; and
 - indicators of school climate that are based on student/parent feedback



Questions?

Contact Information:
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Web site: www.sde.ct.gov
Select “Performance Office”



The screenshot shows the Performance Office website interface. At the top, the title "Performance Office" is displayed next to a bar chart icon. Below the title are four images: a group of four young girls, a 3D bar chart with an upward arrow, a hand typing on a laptop keyboard, and a modern school building. To the right of these images is a vertical navigation menu with four red buttons: "Data Collection", "Performance & Accountability", "Reports & Research", and "FAQ". A green arrow points to the "Performance & Accountability" button. Below the navigation menu is a yellow box containing links for "Latest Newsletter >>", "Newsletter Archive >>", and "Contact Us: Photo Directory >>".

Performance Office

Data Collection

Performance & Accountability

Reports & Research

FAQ

Mission:
Improve student outcomes through the use of data

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

Goal 2: Aggregate and deliver accurate information in a secure, timely and transparent manner

Goal 3: Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the CSDE and other stakeholders

Goal 4: Develop performance models and metrics, establish targets and publish reports that enable a suite of differentiated supports and interventions for schools and districts

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