Connecticut's Next Generation Accountability System

2014-15 Results

State Board of Education, March 2016

Accountability Evolution

ESEA ('65)
- Inputs

Standards('84)
- A Nation at Risk

NCLB ('02)
- Test Proficiency
- Punitive

ESEA Flex ('12)
- Index
- Test Scores
- Differentiated

NextGen ('15)
- Balanced
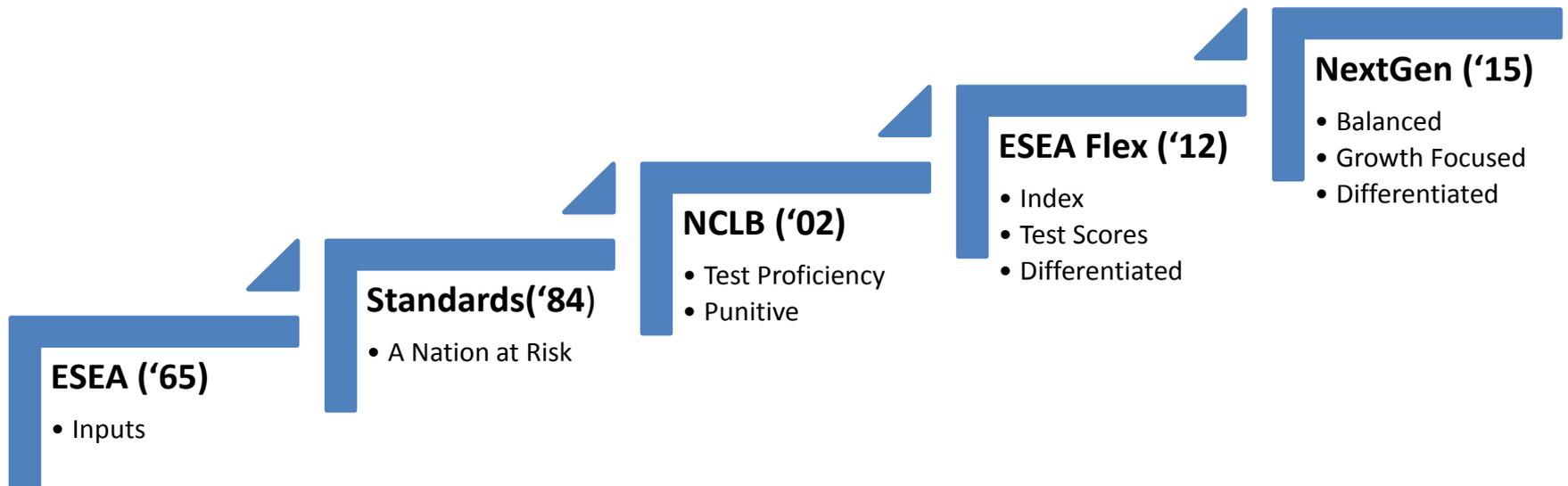- Growth Focused
- Differentiated

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Next Generation Improvements

- Holistic, multifactor system that incorporates indicators beyond test scores

- Refines existing metrics

- Values academic growth over time

- Makes subgroup performance prominent

- Adjusts school classification methodology

What are the 12 Indicators?

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)

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A New Family of Index Scores

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

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

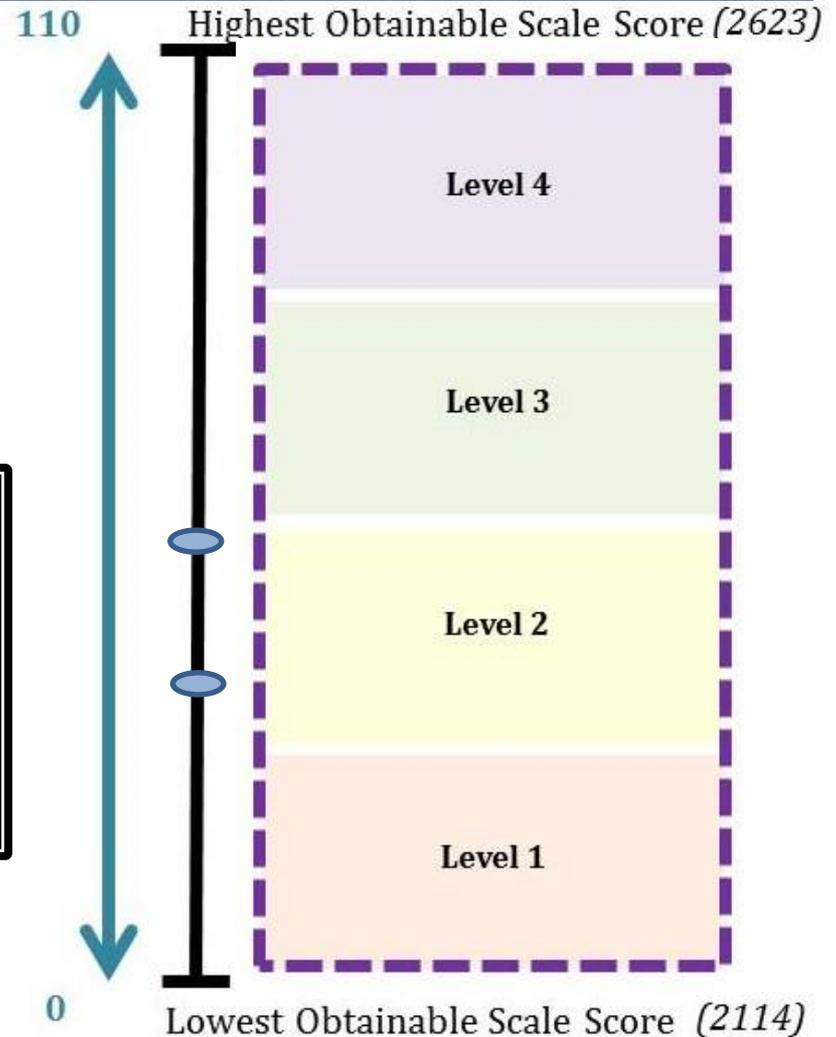CONNECTICUT STATE DEPARTMENT OF EDUCATION

The New Performance Index Approach Grade 3 ELA 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.

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

Ultimate target for every Performance Index is 75

110   Highest Obtainable Scale Score *(2623)*

Level 4

Level 3

Level 2

Level 1

0   Lowest Obtainable Scale Score *(2114)*

State Accountability Report, 2014-15

No	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned
1a.	ELA Performance Index – All Students	67.9	75	90.5	100	90.5%
1b.	ELA Performance Index – High Needs Students	56.7	75	75.6	100	75.6%
1c.	Math Performance Index – All Students	59.3	75	79.1	100	79.1%
1d.	Math Performance Index – High Needs Students	47.8	75	63.7	100	63.7%
1e.	Science Performance Index – All Students	56.5	75	75.3	100	75.3%
1f.	Science Performance Index – High Needs Students	45.9	75	61.2	100	61.2%
4a.	Chronic Absenteeism – All Students	10.6%	<=5%	38.8	50	77.6%
4b.	Chronic Absenteeism – High Needs Students	17.3%	<=5%	25.4	50	50.8%
5	Preparation for CCR – % taking courses	66.1%	75%	44.1	50	88.1%
6	Preparation for CCR – % passing exams	37.3%	75%	24.9	50	49.7%
7	On-track to High School Graduation	85.6%	94%	45.5	50	91.1%
8	4-year Graduation All Students (2014 Cohort)	87.0%	94%	92.6	100	92.6%
9	6-year Graduation - High Needs Students (2012 Cohort)	77.6%	94%	82.6	100	82.6%
10	Postsecondary Entrance (Class of 2014)	72.8%	75%	97.1	100	97.1%
11	Physical Fitness (estimated part rate = 87.6%)	51.0%	75%	17.0	50	34.0%
12	Arts Access	45.7%	60%	38.1	50	76.2%
	State Accountability Index			**951.4**	**1250**	**76.1%**

Achievement and Graduation Gaps
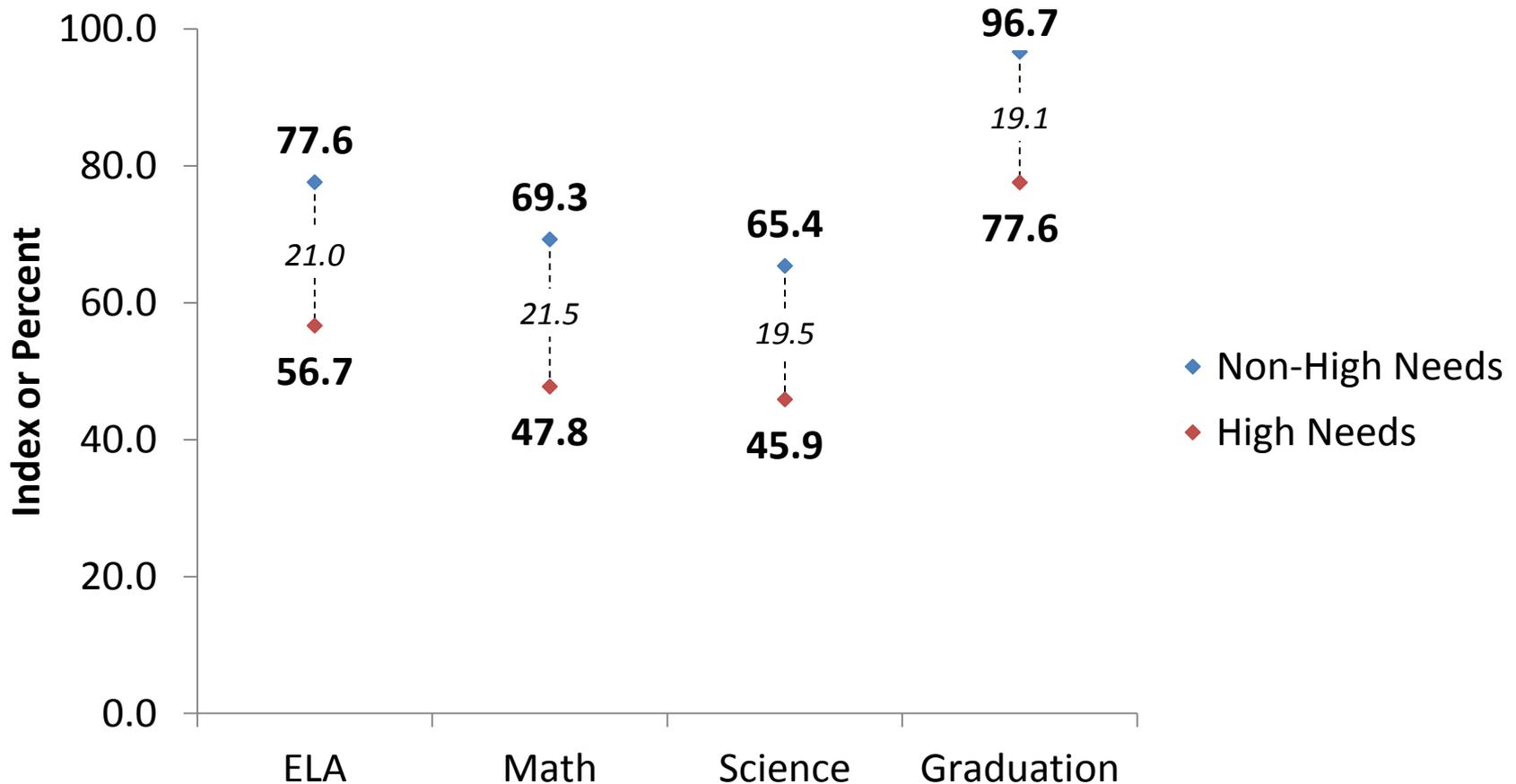
Statewide Participation Rates *Exceed* 95%

	All Students	High Needs
English Language Arts	96.1%	96.2%
Mathematics	95.8%	96.0%
Science	98.9%	98.1%

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Supports for Districts/Schools

- Accountability
  - Individualized district and school report
  - [Using Accountability Results to Guide Improvement]*:* comprehensive documentation and supports
  - [Two-page FAQ]
  - [Detailed presentation] for staff
  - [Sample district communication presentation]
- Turnaround
  - Alliance District and Commissioner's Network
  - Low-Performing Schools Bond Fund

Bright Spots

- Schools of Distinction (84 schools)

  (Top 10% and no gaps, high participation, special education compliance, and adequate English Learner growth)

  – Highest Performing Overall
  – Highest Performing Subgroup

- School *High Needs* performance index exceeds overall district index (83 schools)

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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 (86)
Category 5 - Existing Turnaround/Focus (50)

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. *Previous (25) and New (15)*

Focus Schools (96):

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. *Previous (25) and New (71)*

Categories 1, 2, and 3

Accountability Pause

Previously Identified Schools Exiting (15)

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.

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Transformations Underway

- **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*)

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Model well-aligned to Every Student Succeeds Act (ESSA)

- Requires a multiple indicator approach

- Encourages use of student growth

- Expects greater weight be assigned to achievement, growth, and graduation rates

- Emphasizes subgroup performance

Moving Forward… While Remaining Open

- Best first attempt at multiple measures without adding new data collection burden for districts.

- For 2015-16, include growth and categorize remaining schools into 1, 2, and 3

- Continue to seek feedback and improve. Previously recommended enhancements include:
  - attainment of industry recognized credentials;
  - Postsecondary training/employment outcomes;
  - on-site quality reviews; and
  - school climate indicators (student/parent feedback?)

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Additional Information

Web site: www.sde.ct.gov. Select "Performance Office"

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