



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut's Next Generation Accountability System

2015-16 Results



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)

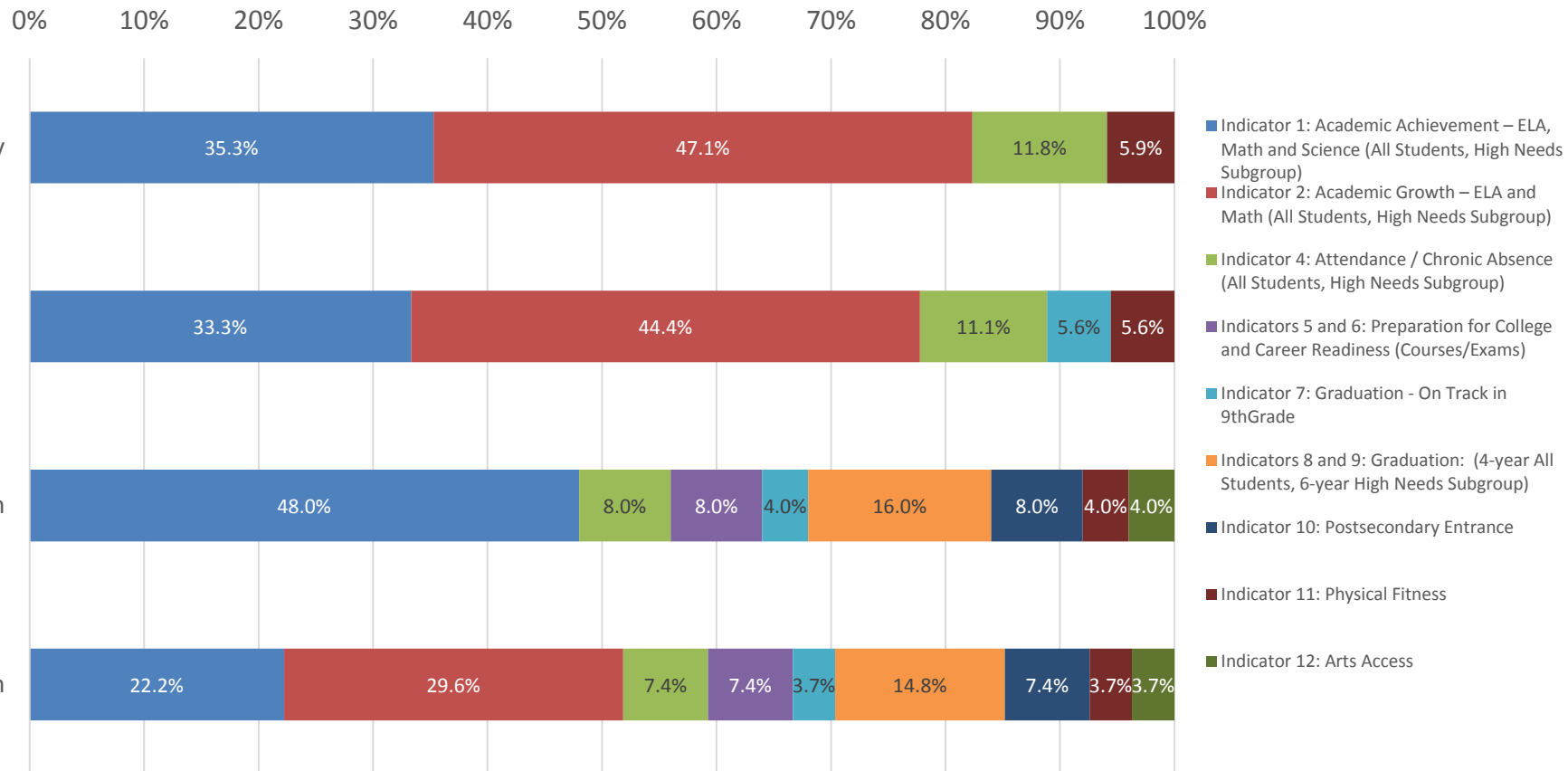


Academic Growth in Accountability

- First time ever in Connecticut's history
- All students are expected to grow, even those in achievement levels 3 and 4
- Growth targets are specific to each student based on their prior year achievement
- The growth of All Students and High Needs student groups are weighted equally
- Growth (indicator 2) is weighted slightly more than achievement (indicator 1)



Indicator Weights by School Type



State Accountability Report, 2015-16

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned
1a.	ELA Performance Index – All Students	67.7	75	45.1	50	90.3%
1b.	ELA Performance Index – High Needs Students	56.7	75	37.8	50	75.6%
1c.	Math Performance Index – All Students	61.4	75	40.9	50	81.9%
1d.	Math Performance Index – High Needs Students	49.9	75	33.3	50	66.5%
1e.	Science Performance Index – All Students	57.5	75	38.3	50	76.7%
1f.	Science Performance Index – High Needs Students	47.0	75	31.3	50	62.7%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	63.8%	100%	63.8	100	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	58.3%	100%	58.3	100	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	65.0%	100%	65.0	100	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	57.4%	100%	57.4	100	57.4%
4a.	Chronic Absenteeism – All Students	9.6%	<=5%	40.7	50	81.4%
4b.	Chronic Absenteeism – High Needs Students	15.6%	<=5%	28.9	50	57.7%
5	Preparation for CCR – % taking courses	67.6%	75%	45.1	50	90.1%
6	Preparation for CCR – % passing exams	40.7%	75%	27.1	50	54.2%
7	On-track to High School Graduation	85.1%	94%	45.3	50	90.5%
8	4-year Graduation All Students	87.2%	94%	92.8	100	92.8%
9	6-year Graduation - High Needs Students	78.6%	94%	83.6	100	83.6%
10	Postsecondary Entrance	71.9%	75%	95.9	100	95.9%
11	Physical Fitness (estimated participation rate: 89.2%)	50.5%	75%	16.8	50	33.7%
12	Arts Access	47.5%	60%	39.6	50	79.2%
	State Accountability Index			987.0	1350	73.1%

Change in Percentage of Points Earned

No:	Indicator	2014-15	2015-16	
1a.	ELA Performance Index – All Students	90.5%	90.3%	*
1b.	ELA Performance Index – High Needs Students	75.6%	75.6%	*
1c.	Math Performance Index – All Students	79.1%	81.9%	↑
1d.	Math Performance Index – High Needs Students	63.7%	66.5%	↑
1e.	Science Performance Index – All Students	75.3%	76.7%	↑
1f.	Science Performance Index – High Needs Students	61.2%	62.7%	↑
4a.	Chronic Absenteeism – All Students	77.6%	81.4%	↑
4b.	Chronic Absenteeism – High Needs Students	50.8%	57.7%	↑
5	Preparation for CCR – % taking courses	88.1%	90.1%	↑
6	Preparation for CCR – % passing exams	49.7%	54.2%	↑
7	On-track to High School Graduation	89.1%	90.5%	↑
8	4-year Graduation All Students	92.6%	92.8%	→
9	6-year Graduation - High Needs Students	82.6%	83.6%	↑
10	Postsecondary Entrance	97.1%	95.9%	↓
11	Physical Fitness	34.0%	33.7%	→
12	Arts Access	76.2%	79.2%	↑

Change between ±1 percentage point is indicated as 

*ELA results are not comparable because the 2015-16 results do not include the Performance Task



Statewide Participation Rates *Exceed* 95%

	All Students	High Needs
English Language Arts	98.1%	97.6%
Mathematics	97.9%	97.3%
Science	98.1%	96.8%



Supporting Improvement

- [Using Accountability Results to Guide Improvement:](#) comprehensive documentation and supports
- Sample state efforts
 - Growth – development and implementation of growth model
 - Chronic absenteeism (e.g., Strategic Action Group)
 - Alliance District / Network Schools
 - PSAT / AP / IB access (e.g., funding, Commissioner letter)
 - Assessment Flexibilities (e.g., shorter tests, SAT, HS Fitness)
 - Six-year graduation rate



116 Schools of Distinction: 2015-16

1. Highest Performing

- **Elementary/Middle:** Top 10% on Accountability Index (65 schools).
- **High Schools:** Top 10% on Accountability Index (5 schools).

2. Highest Growth:

- **All Students:** Top 10% of points earned in indicator 2 (academic growth) (62 schools).
- **High Needs Students:** Top 10% of points earned in indicator 2 (academic growth) (53 schools).

3. Greatest Improvers*: Top 10% of improvement on the Accountability Index from 2014-15 to 2015-16 (4 schools).

**Only applicable to schools where growth model cannot be applied.*



Schools of Distinction Cannot Have...

- an outlier achievement gap based on the difference in index scores between the High Needs subgroup and the non-High Needs group in ELA, Math, or Science;
- an outlier graduation rate gap based on the six-year graduation rate difference between the High Needs subgroup and the Non-High Needs group;
- an assessment participation rate below 95% for the All Students group or the High Needs subgroup in Math, ELA, or Science; or
- for Highest Growth and Greatest Improvers, a 2014-15 assessment participation rate below 95% for the All Students group or the High Needs subgroup in Math, ELA, or Science.



Congratulations to Schools of Distinction in Alliance Districts

15 Schools – 21 distinctions

District Name	District Code	School Name	School Code	Count of Distinctions	Highest Performing		Highest Growth		Greatest Improvers
					Elementary / Middle Schools	High Schools	All Students	High Needs Students	
Danbury School District	0340011	Ellsworth Avenue School	0341411	2			1	1	
Danbury School District	0340011	Hayestown Avenue School	0340211	1				1	
Danbury School District	0340011	Mill Ridge Primary School	0340511	2	1				1
Danbury School District	0340011	Morris Street School	0340611	2			1	1	
Danbury School District	0340011	Park Avenue School	0340811	2			1	1	
Danbury School District	0340011	South Street School	0341011	1				1	
East Haven School District	0440011	Dominick H. Ferrara School	0441311	1				1	
Meriden School District	0800011	Casimir Pulaski School	0801111	1				1	
Meriden School District	0800011	Thomas Hooker School	0801011	1				1	
Naugatuck School District	0880011	Western School	0880711	2			1	1	
New Haven School District	0930011	Conte/West Hills Magnet School	0933111	1				1	
Norwich School District	1040011	Samuel Huntington School	1040811	1				1	
West Haven School District	1560011	Edith E. Mackrille School	1560611	1				1	
West Haven School District	1560011	Seth G. Haley School	1560411	1				1	
Windham School District	1630011	W. B. Sweeney School	1630611	2			1	1	



Promising Practices in Districts/Schools

- Differentiating instruction in all classrooms because all students are expected to grow
- Fostering deep knowledge of the standards among all educators across all grades and schools
- Eliminating redundant “stop-and-test” assessment programs that measure overall achievement but do not provide reliable, in-depth diagnostic information
- Employing formative assessment processes in collaboration with students and using diagnostic tools to identify learning gaps that directly support instruction

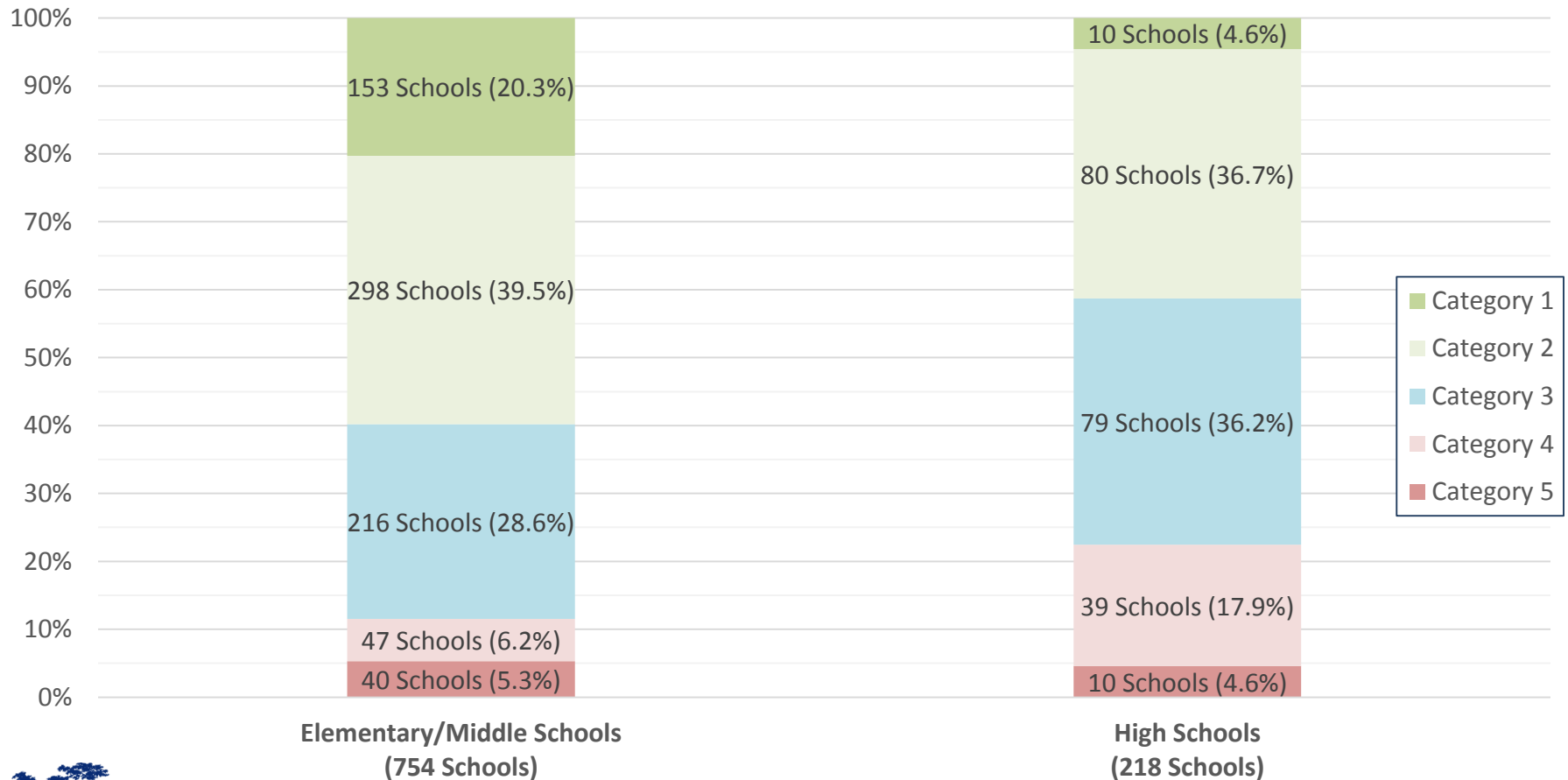


School Categorization Notes

- Schools are placed into one of five categories (required in state law)
- Schools in the top quartile based on Accountability Index are placed in Category 1. Schools in the middle two quartiles are placed in Category 2. However, they are both lowered a category if they have:
 - an outlier achievement gap in ELA, Math, or Science;
 - an outlier graduation rate gap based on the six-year graduation rate; or
 - an assessment participation rate below 95% in any subject.
- Schools in the bottom quartile of AI are placed in category 3.
- [Category 4 and 5 schools were identified in March 2016.](#)
 - Category 4 schools were newly identified as Turnaround/Focus schools in 2016.
 - Category 5 schools were schools that were originally identified as Turnaround/Focus in December 2012 and re-identified as Turnaround/Focus in March 2016.



Number (and Percent) of Schools by Category



Excludes USD#1 schools, detention centers, and schools with 100 or fewer possible points.



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: <ul style="list-style-type: none"> • 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.



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*)



Additional Information

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

The screenshot shows the website for the Connecticut State Department of Education (CSDE). At the top, it displays the state logo, the text "State of Connecticut", and "Governor Dannel P. Malloy". The main header reads "CONNECTICUT STATE DEPARTMENT OF EDUCATION" with a navigation menu including "Home", "About Us", "Forms & Publications", "Calendar", and "Contact Us". On the left, a sidebar identifies Dianna Wentzell as the Commissioner and lists various user groups: Teachers & Administrators, Parents & Community, Students, Adult Education, and School & District. Below this are logos for Connecticut Core Standards, EdSight, Alliance Districts, Commissioner's Network, SEED, Student Success Plan, and Career Opportunities. The central "Performance Office" section features a large heading, a bar chart, and a grid of images showing students, a hand on a keyboard, and a school building. A vertical menu on the right lists: Data Collection, Student Assessment, Performance & Accountability (highlighted with a blue arrow), Reports & Research, and FAQ. Below the images, the mission statement reads: "Mission: Improve student outcomes through the use of data".

