CSDE

Connecticut's Next Generation Accountability System

2016-17 State Report

Introduction

- Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life.

- The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

- It was developed through extensive consultation with district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

- The system was conceived and developed under ESEA Flexibility and approved by the U.S. Department of Education (USED) on August 6, 2015. It was later included as part of Connecticut's state plan under the Every Student Succeeds Act (ESSA).

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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Indicator Weights by School Type
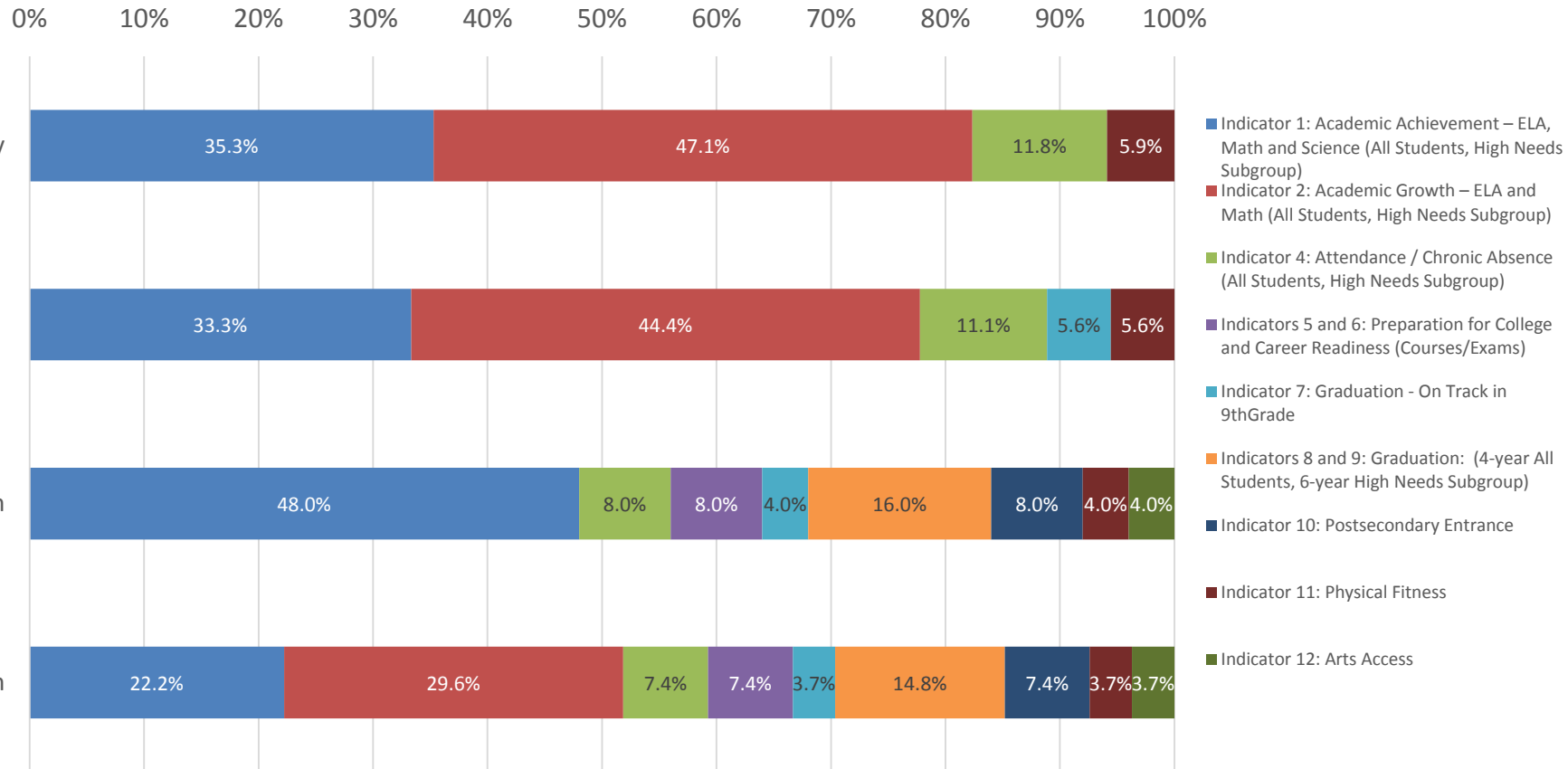
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No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	Change from 2015-16	
1a.	ELA Performance Index – All Students	67.1	75	44.7	50	89.5%	⇨	-0.8%
1b.	ELA Performance Index – High Needs Students	55.9	75	37.3	50	74.5%	⬇	-1.1%
1c.	Math Performance Index – All Students	62.2	75	41.5	50	82.9%	⬆	1.1%
1d.	Math Performance Index – High Needs Students	50.5	75	33.7	50	67.3%	⇨	0.8%
1e.	Science Performance Index – All Students	55.3	75	36.9	50	73.7%	⬇	-2.9%
1f.	Science Performance Index – High Needs Students	45.2	75	30.1	50	60.3%	⬇	-2.4%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	55.4%	100%	55.4	100	55.4%	⬇	-8.4%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.8%	100%	49.8	100	49.8%	⬇	-8.5%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	61.7%	100%	61.7	100	61.7%	⬇	-3.3%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	53.7%	100%	53.7	100	53.7%	⬇	-3.7%
4a.	Chronic Absenteeism – All Students	9.9%	<=5%	40.2	50	80.4%	⬇	-1.0%
4b.	Chronic Absenteeism – High Needs Students	15.8%	<=5%	28.4	50	56.8%	⇨	-0.9%
5	Preparation for CCR – % taking courses	70.7%	75%	47.1	50	94.2%	⬆	4.1%
6	Preparation for CCR – % passing exams	43.5%	75%	29.0	50	58.0%	⬆	3.8%
7	On-track to High School Graduation	87.8%	94%	46.7	50	93.4%	⬆	2.9%
8	4-year Graduation All Students	87.4%	94%	93.0	100	93.0%	⇨	0.2%
9	6-year Graduation - High Needs Students	82.0%	94%	87.2	100	87.2%	⬆	3.6%
10	Postsecondary Entrance	72.0%	75%	96.0	100	96.0%	⇨	0.1%
11	Physical Fitness	51.6%	75%	34.4	50	68.8%	⬆	35.1%
12	Arts Access	50.5%	60%	42.1	50	84.2%	⬆	5.0%
	State Accountability Index			**988.8**	**1350**	**73.2%**	⇨	0.1%

Highlights

- More students demonstrate college and career readiness
  - The percentage of Connecticut's 11th and 12th graders who met the benchmark in a college and career readiness exam (i.e., SAT, ACT, Advanced Placement or International Baccalaureate) increased from 40.7 percent in 2015-16 to 43.5 percent in 2016-17.
  - Contributing to this is the notable increase in the number of students who took at least one AP exam in 2016-17 (28,961) – up 4.9 percent from 2015-16.

- Overall state accountability index relatively stable (73.1 in 2015-16 to 73.2 in 2016-17)

- Six-year graduation rate for high needs students increased from 78.6 percent (2012-13 cohort) to 82.0 percent (2013-14 cohort)

Statewide Participation Rates *Exceed* 95%

	All Students	**High Needs**
English Language Arts	98.4%	97.9%
Mathematics	98.2%	97.6%
Science	98.3%	97.3%

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[124 Schools of Distinction](#)
(23 in Alliance Districts)

1. **Highest Performing**
   - **Elementary/Middle**: Top 10% on Accountability Index (59 schools).
   - **High Schools**: Top 10% on Accountability Index (6 schools).

2. **Highest Growth**:
   - **All Students**: Top 10% of points earned in indicator 2 (academic growth) (61 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 2015-16 to 2016-17 (7 schools).
   Only applicable to schools where growth model cannot be applied.

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16 Focus Schools are Exiting

- In March 2016, the CSDE identified a cohort of Focus schools.

- Focus schools are those with among the lowest subgroup achievement in the entire state.

- These schools are exiting by showing sustained progress among their student groups.

CSDE Supports for Local Districts/Schools to Improve Performance

- Establish and train cross-divisional CSDE teams to problem-solve alongside the 10 lowest performing districts

- Continue supports and resources for Alliance Districts and Commissioner's Network schools

- Provide comprehensive documentation and supports through the [Using Accountability Results to Guide Improvement](#) document

- Encourage the strategic and appropriate use of local district assessments (e.g., don't measure overall achievement but instead use assessments that provide teachers with specific information about what students can and cannot do)

- Provide secure access for authorized users to relevant data in a timely manner for informed decision-making

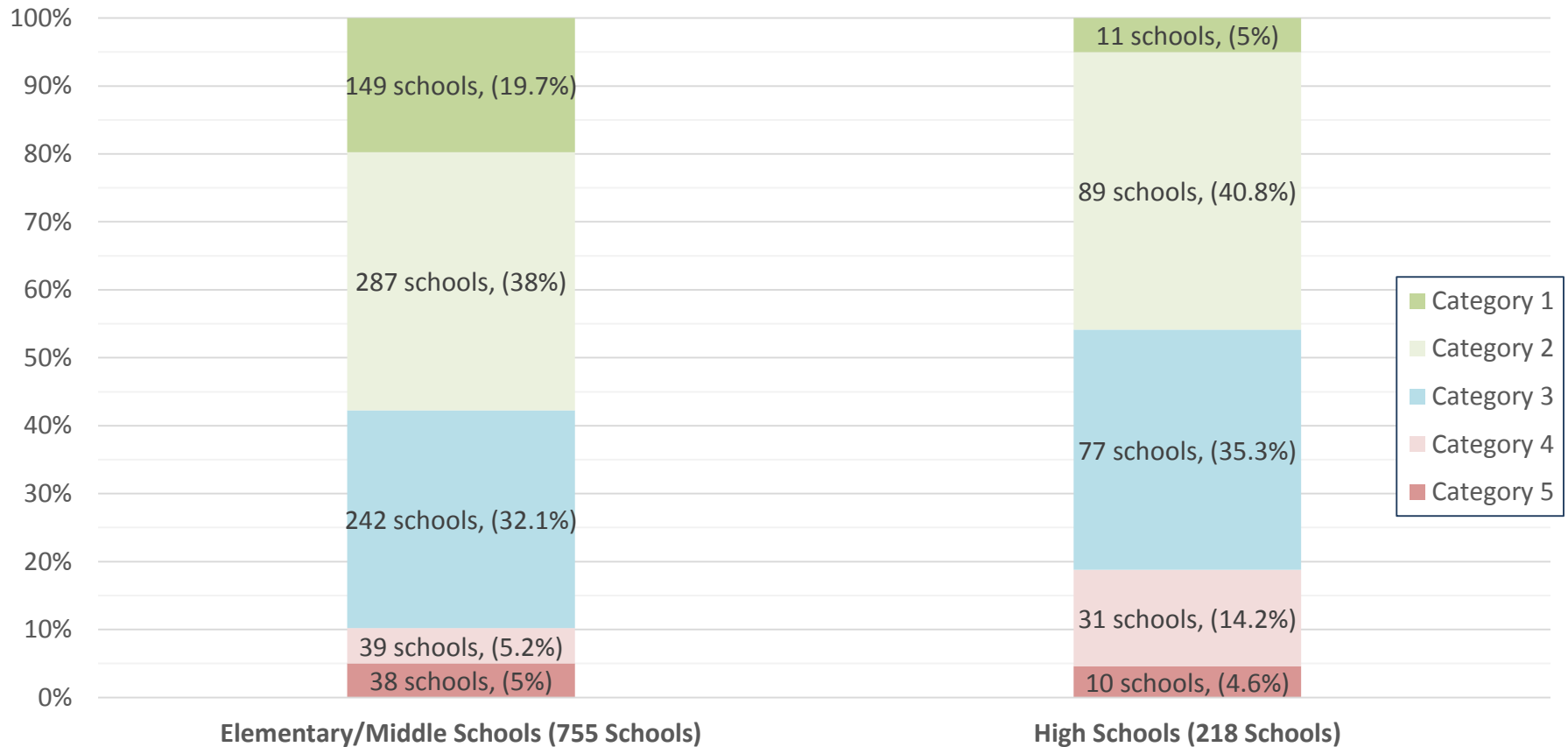CONNECTICUT STATE DEPARTMENT OF EDUCATION

School Categorization Notes

- Schools are placed into one of five categories as required in state law ([list of school categories](#)).

- Schools in the top quartile based on Accountability Index (AI) 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 originally identified in March 2016 and remain in those categories except for the [16 Focus schools that met the exit criteria](#)

Number (and Percent) of Schools by Category

Chart: Stacked bar chart showing percentage of schools by category for two groups.

Elementary/Middle Schools (755 Schools)
- Category 1: 149 schools, (19.7%)
- Category 2: 287 schools, (38%)
- Category 3: 242 schools, (32.1%)
- Category 4: 39 schools, (5.2%)
- Category 5: 38 schools, (5%)

High Schools (218 Schools)
- Category 1: 11 schools, (5%)
- Category 2: 89 schools, (40.8%)
- Category 3: 77 schools, (35.3%)
- Category 4: 31 schools, (14.2%)
- Category 5: 10 schools, (4.6%)

Legend: Category 1, Category 2, Category 3, Category 4, Category 5

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

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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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Additional Information

- Go to EdSight http://edsight.ct.gov (Click on Next Generation Accountability)

Overview	Students	Educators	Instruction	Performance

Next Generation Accountability System

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2016-17 Results

- Data for All Districts and Schools (Excel File)

Resources:

Using Accountability Results to Guide Improvement