

Next Generation Accountability - Report Notes

Overview

This report contains the following information for a school or district:

- **Accountability Index:** The school/district's performance on all applicable indicators from CT's Next Generation Accountability System are given in this table. The information provided also includes the performance targets, points earned, the final accountability index, and comparisons to the CT state average. The Accountability Index ranges from 0 to 100.
- **Gap Indicators:** Information pertaining to the school/district's performance index gap(s) or graduation gap between students with High Needs and students without High Needs is provided in this table. Achievement gaps that exceed the state mean gap plus one standard deviation are labeled as outliers.
- **Assessment Participation Rates:** The percentage of all students and students in the school/district with High Needs who were tested in each subject are listed in this table. The minimum participation standard is 95%.
- **School Categories:** Schools are assigned a category between 1 and 5 based on their score on the accountability index, the presence of a performance index gap, graduation gap, or low participation rate (if applicable), and consistent low performance in one or more areas (if applicable). *Note: This does not apply to districts.*
- **School of Distinction** (if applicable): Schools who have earned distinction status will have the School of Distinction symbol on their report.
- **Turnaround/Focus School** (if applicable): Schools who have been designated as Turnaround or Focus will have a note on their report.

How to Read the Accountability Index Report

Modified Excerpt from Using Accountability Results to Guide Improvement, 4th edition (p. 74 – 75)

The sample report below shows a district's performance on all indicators reported for the 2016-17 school year, using the new 2017-18 format. To support appropriate interpretation, a brief explanation for every column heading is provided following the table.

Indicator: This column provides a brief explanation of what is being measured. A full explanation of every indicator is included in *Using Accountability Results to Guide Improvement*. Every indicator in the system is assigned a number. When an indicator has subcomponents (e.g. All Students, High Needs Students) a lettering system is used alongside the number. *Note: 2017-18 reports will not include indicators 1e and 1f because science achievement was not reported in 2017-18.*

Index/Rate: All components of indicator 1 are reported as performance indices. All other indicators are reported as rates (i.e. percentages). The values presented in this column are the performance indices and rates earned by this district on the associated indicators.

Target: This value is the ultimate target established for all schools and districts statewide.

Points Earned: This value represents the points earned on the relevant indicator for the district. In every case, points are prorated based on the district's actual performance (i.e. index or rate) as compared to the target. The rules used for prorating points for each of the indicators are explained in *Using Accountability Results to Guide Improvement*.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	66.1	75	44.1	50	88.2	89.5
1b. ELA Performance Index - High Needs Students	58.0	75	38.7	50	77.3	74.5
1c. Math Performance Index - All Students	63.3	75	42.2	50	84.4	82.9
1d. Math Performance Index - High Needs Students	54.7	75	36.4	50	72.9	67.3
1e. Science Performance Index - All Students	52.9	75	35.3	50	70.6	73.7
1f. Science Performance Index - High Needs Students	46.4	75	31.0	50	61.9	60.3
2a. ELA Academic Growth - All Students	52.0%	100%	52.0	100	52.0	55.4
2b. ELA Academic Growth - High Needs Students	46.4%	100%	46.4	100	46.4	49.8
2c. Math Academic Growth - All Students	61.2%	100%	61.2	100	61.2	61.7
2d. Math Academic Growth - High Needs Students	58.1%	100%	58.1	100	58.1	53.7
4a. Chronic Absenteeism - All Students	10.2%	<=5%	39.6	50	79.1	80.4
4b. Chronic Absenteeism - High Needs Students	18.2%	<=5%	23.5	50	47.1	56.8
5. Preparation for CCR - Percent Taking Courses	87.8%	75%	50.0	50	100.0	94.2
6. Preparation for CCR - Percent Passing Exams	36.9%	75%	24.6	50	49.2	58.0
7. On-track to High School Graduation	88.6%	94%	47.1	50	94.2	93.4
8. 4-year Graduation: All Students (2016 Cohort)	87.7%	94%	93.3	100	93.3	93.0
9. 6-year Graduation: High Needs Students (2014 Cohort)	80.0%	94%	85.1	100	85.1	87.2
10. Postsecondary Entrance (Graduating Class 2016)	63.3%	75%	84.4	100	84.4	96.0
11. Physical Fitness (estimated participation rate = 95.5%)	64.3%	75%	42.8	50	85.7	68.8
12. Arts Access	47.4%	60%	39.5	50	78.9	84.2
Accountability Index	.	.	975.2	1350	72.2	73.2

Max Points: This value is the maximum number of points possible on the associated indicator.

% Points Earned: By indicator, this column shows the percentage of the “max points” earned.

State Avg. % Points Earned: By indicator, this column shows the percentage of the “max points” earned by the State.

Many schools have one or more indicators that cannot be measured. In these cases, school reports will display “.” in the Index/Rate, Points Earned, Max Points, and % Points Earned cells for those indicators. The overall Accountability Index (in the district example above, 72.2) is the percentage of total possible points earned on all available indicators.

Note that the table above does not include Indicator 3, which is the participation rate for every subject for All Students and the High Needs group. There are no points awarded for Indicator 3, and these data are reported in a separate table within the report.

How to Read the Gap Indicators Table

Modified Excerpt from Using Accountability Results to Guide Improvement, 4th edition (p. 76)

The gap table below shows the ELA and Math, and Science index scores for Non-High Needs students and High Needs students in an example district (or school). The size of the gap in index score points is reported and that difference is compared to the average gap across all districts (or schools) statewide. If

the district/school's gap is more than one standard deviation beyond the state gap mean, then the district or school is reported as having an "outlier gap." In the example below, the size of the gaps for ELA, Math, and Science are all less than the standard used to identify outliers. *Note: 2017-18 reports will not include a Science Performance Index gap because science achievement was not reported in 2017-18.*

Graduation rate gaps are determined in the same way. The graduation rate gap is based on the difference in 6-year graduation rates for High Needs and Non-High Needs students. As shown in the table below, this district/school has a gap that is more than one standard deviation beyond the state gap mean and is reported as having an outlier gap.

While there are no points associated with the gap measures, these data are used when placing schools in one of five categories. Additionally, schools are not eligible to be a School of Distinction if reports indicate that the school has an achievement gap or graduation rate gap that is considered an outlier.

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	71.5	58.0	13.5	16.7	N
Math Performance Index Gap	69.0	54.7	14.3	18.7	N
Science Performance Index Gap	57.0	46.4	10.6	16.6	N
Graduation Rate Gap (2014 Cohort)	94.0	80.0	14.0	12.0	Y

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

How to read the Participation Rate Table

Modified Excerpt from Using Accountability Results to Guide Improvement, 4th edition (p. 77)

The participation rate table below includes all of the data for Indicator 3. The expectation for all tested subjects across all tests (i.e., Smarter Balanced, CTAA, Next Generation Science Standards Standard Assessment, Connecticut Alternate Science Assessment, and SAT) for All Students and High Needs students is at least 95%. Any rate less than 95% means that the district or school did not meet participation requirements. There are no points associated with Indicator 3, but like the gap indicators, these data are used when placing schools in one of five categories. Additionally, schools are not eligible to be a School of Distinction if reports indicate that the school has not met participation requirements.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.1
ELA - High Needs Students	98.8
Math - All Students	99.1
Math - High Needs Students	98.8
Science - All Students	99.2
Science - High Needs Students	98.6

Minimum participation standard is 95%.