



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Next Generation Performance Accountability  
for Districts and Schools  
October 2014**

*Alliance District Convening  
October 15, 2014*

# Session Agenda

- What do we need from an accountability system?
- What combination of measures are included in the preliminary next generation system?
- What are your thoughts about the proposed system?

# Accountability Systems Serve Important Purposes

- Enable differentiated supports
- Incent improvements
- Track progress
- Recognize successes
- Promote transparency

# Principles of Accountability – Theory of Action

Principle	Description	Theory of Action
Inclusive	Accountability indicators should include more than test scores and graduation rates.	An inclusive set of indicators will: <ul style="list-style-type: none"> <li>• provide a more complete picture of successes and challenges;</li> <li>• guard against narrowing of the curriculum to the tested subjects;</li> <li>• expand ownership of accountability to more staff; and</li> <li>• allow schools to demonstrate progress on “outcome pre-cursors.”</li> </ul>
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 only as a “gotcha” but also as a tool to guide and track their own 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 trigger the right behaviors, minimize gamesmanship, and engender acceptance of the system as a fair reflection of practice.
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.

# Striving for a Collaborative Process

## CSDE GROUP

- Academics
- Performance
- Special Education
- Talent
- Turnaround

## ACCOUNTABILITY ADVISORY GROUP

- District Test Coordinators
- Research Directors
- Principals

CAPSS  
ASSESSMENT &  
ACCOUNTABILITY

ALLIANCE  
DISTRICT  
CONVENING

SUPERINTENDENTS  
ROUNDTABLE

CT PARENT  
INFORMATION &  
ADVOCACY GROUPS



WINTER 2014: PUBLIC COMMENT PERIOD

*Vision:*

Connecticut students will think critically, learn joyfully, express themselves creatively, and contribute meaningfully to their communities. Connecticut schools will prepare every learner for success and fulfillment in college, careers, and life.

Three ambitious goals designed to realize the vision.

Improve overall academic achievement and reduce academic achievement gaps

- Status (DPI/SPI)
- Improvement
- Gaps and Gap Closure
- Longitudinal Growth

Produce college- and career-ready graduates

- Attendance and Gaps
- CCR Coursework
- CCR Exams
- On Track to HS Graduation
- Graduation and Gaps
- College Entrance
- College Persistence

Prepare well-rounded, civically engaged students

- Civics
- Arts
- Physical Fitness
- Grit/Persistence/Personal Dev.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Preliminary Next Generation Metrics and Methods

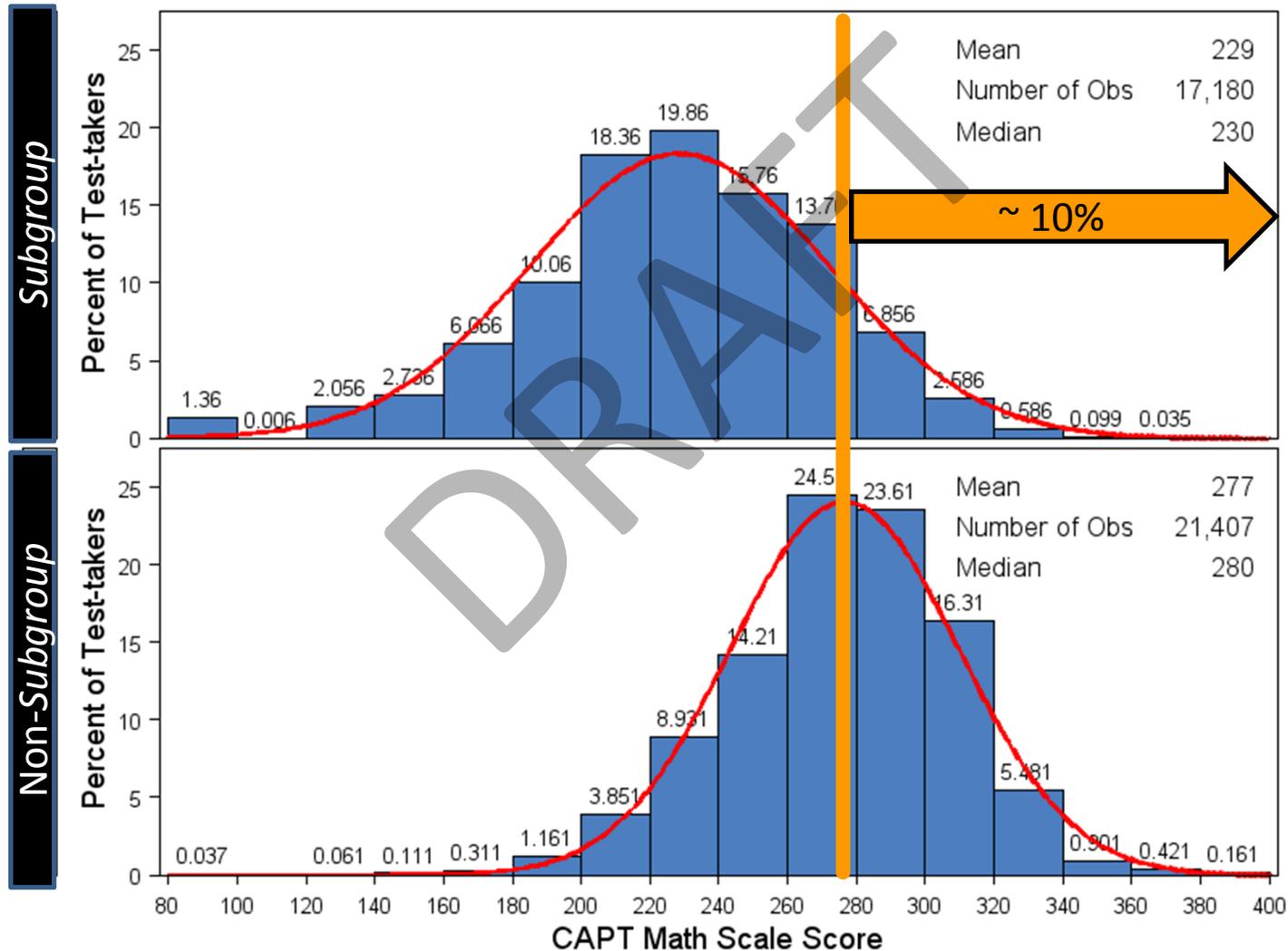
# Goal 1: Improve overall academic achievement and reduce academic achievement gaps

Category	Indicator	Max Points	
		Yr 1	Yr 2
Achievement and Gaps	Overall DPI (0-100 points) –not to exceed 100 <ul style="list-style-type: none"> <li>SB Level 4=125; Level 3=100; Level 2=50; Level 1=0.</li> <li>CMT/CAPT and Skills Checklist Science – retain old index values</li> <li>CT Alternate Assessment – TBD</li> </ul>	20	20
	Percent of students in <i>subgroup</i> * whose scale score exceeds that of the average scale score of those not in the subgroup (x2).	20	20
Growth and Gaps	Percent of students meeting growth targets: <ul style="list-style-type: none"> <li>Non-Subgroup– 15 SB-ELA and 15 SB-Math</li> <li>Subgroup – 15 SB-ELA and 15 SB-Math</li> </ul>	N/A	30
			30
<b>TOTAL</b>		<b>40</b>	<b>100</b>

No points can be earned if overall participation rate is less than 95%.

\*Student is included in an accountability **subgroup** if he/she belongs to at least one of the five ESEA-defined historically underperforming groups of students: Black/African American, Hispanic/Latino, Eligible for F/R meals, Students with Disabilities, and English learners

# Distribution of CAPT Math Scale Score 2013 by *Subgroup/Non-Subgroup*



## Goals 2 and 3:

# Produce graduates who are ready for college, careers, and life

Category	Indicator	Max Points	
		Yr 1	Yr 2
Attendance and Gaps	Percent of non- <i>subgroup</i> students with satisfactory attendance (not chronically absent)	10	10
	Percent of students in <i>subgroup</i> with satisfactory attendance (not chronically absent)	10	10
Physical Fitness	% of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment	10	10
Courses and Exams for College and Careers	<b>Courses:</b> % of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: Two courses in AP/dual enrollment; <b>or</b> Two courses in one of seven CTE categories; <b>or</b> Two workplace experience “courses” in any area.	10	10
	<b>Exams:</b> % of students in grades 11 & 12 achieving CCR benchmark on <i>at least one</i> of the following: Smarter Balanced 11 <sup>th</sup> <b>or</b> SAT <b>or</b> ACT <b>or</b> 2 AP <b>or</b> 2 IB	10	10
Graduation and Gaps	<b>On-Track</b> in HS - Percent of first time 9 <sup>th</sup> graders earning at least five full-year credits	10	10
	Four-year rate - % of ultimate target (94%) achieved	20	20
	<b>Six-year</b> graduation rate of students in <i>subgroup</i> - % of ultimate target (96%) achieved	10	10
College Success	<b>Entrance:</b> Percent of graduating class who enrolled in college any time during the first year after high school	5	5
	<b>Persistence:</b> Percentage of students who enrolled in college the first year after high school who returned for a second year (freshman to sophomore)	5	5
<b>TOTAL</b>		<b>100</b>	<b>100</b>

# Goal 1: Improve overall academic achievement and reduce academic achievement gaps

Category	Indicator	Max Points	
		Yr 1	Yr 2
Achievement and Gaps	Overall DPI (0-100 points) –not to exceed 100 <ul style="list-style-type: none"> <li>SB Level 4=125; Level 3=100; Level 2=50; Level 1=0.</li> <li>CMT/CAPT and Skills Checklist Science – retain old index values</li> <li>CT Alternate Assessment – TBD</li> </ul>	20	20
	Percent of students in <i>subgroup</i> * whose scale score exceeds that of the average scale score of those not in the subgroup (x2).	20	20
Growth and Gaps	Percent of students meeting growth targets: <ul style="list-style-type: none"> <li>Non-Subgroup– 15 SB-ELA and 15 SB-Math</li> <li>Subgroup – 15 SB-ELA and 15 SB-Math</li> </ul>	N/A	30
			30
<b>TOTAL</b>		<b>40</b>	<b>100</b>

Category	Year 1 Indicators	Max Pts.	Calculation	Points Earned
Achievement and Gaps	DPI = 78	20	$.78 * 20$	15.6
	Percent of students in <i>subgroup</i> * whose scale score exceeds that of the average scale score of those not in the subgroup (x2).	20	$(.10 * 2) * 20$	4
Growth and Gaps	Cannot measure growth in Year 1.	N/A	N/A	N/A
<b>TOTAL</b>		<b>40</b>		<b>19.6</b>

E  
X  
A  
M  
P  
L  
E

E  
X  
A  
M  
P  
L  
E

## Important Features of Proposed Overall Model

- Compensatory approach
- Each indicator has max points that can be earned
- “Overall Score” is based on the total percentage of available points earned

# Elementary School Indicators

Category	Indicator	Max Points	
		Yr 1	Yr 2
Achievement and Gaps	Overall DPI (0-100 points) –not to exceed 100 <ul style="list-style-type: none"> <li>• SB Level 4=125; Level 3=100; Level 2=50; Level 1=0.</li> <li>• CMT/CAPT and Skills Checklist Science – retain old index values</li> <li>• CT Alternate Assessment – TBD</li> </ul>	20	20
	Percent of students in <i>subgroup</i> * whose scale score exceeds that of the average scale score of those not in the subgroup (x2).	20	20
Growth and Gaps	Percent of students meeting growth targets: <ul style="list-style-type: none"> <li>• Non-Subgroup– 15 SB-ELA and 15 SB-Math</li> <li>• Subgroup – 15 SB-ELA and 15 SB-Math</li> </ul>	N/A	30
			30
Attendance and Gaps	Percent of non- <i>subgroup</i> students with satisfactory attendance (not chronically absent)	10	10
	Percent of students in <i>subgroup</i> with satisfactory attendance (not chronically absent)	10	10
Physical Fitness	% of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment	10	10
<b>TOTAL</b>		<b>70</b>	<b>130</b>

# Middle School Indicators

Category	Indicator	Max Points	
		Yr 1	Yr 2
Achievement and Gaps	Overall DPI (0-100 points) –not to exceed 100 <ul style="list-style-type: none"> <li>SB Level 4=125; Level 3=100; Level 2=50; Level 1=0.</li> <li>CMT/CAPT and Skills Checklist Science – retain old index values</li> <li>CT Alternate Assessment – TBD</li> </ul>	20	20
	Percent of students in <i>subgroup</i> * whose scale score exceeds that of the average scale score of those not in the subgroup (x2).	20	20
Growth and Gaps	Percent of students meeting growth targets: <ul style="list-style-type: none"> <li>Non-Subgroup – 15 SB-ELA and 15 SB-Math</li> <li>Subgroup – 15 SB-ELA and 15 SB-Math</li> </ul>	N/A	30
			30
Attendance and Gaps	Percent of non- <i>subgroup</i> students with satisfactory attendance (not chronically absent)	10	10
	Percent of students in <i>subgroup</i> with satisfactory attendance (not chronically absent)	10	10
Physical Fitness	% of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment	10	10
On-Track	<b>On-Track</b> in HS - Percent of first time 9 <sup>th</sup> graders earning at least five full-year credits	10	10
<b>TOTAL</b>		<b>80</b>	<b>140</b>

# High School Indicators

Category	Indicator	Max Points	
		Yr 1	Yr 2
Achievement and Gaps	Overall DPI (0-100 points) –not to exceed 100 <ul style="list-style-type: none"> <li>SB Level 4=125; Level 3=100; Level 2=50; Level 1=0.</li> <li>CMT/CAPT and Skills Checklist Science – retain old index values</li> <li>CT Alternate Assessment – TBD</li> </ul>	20	20
	Percent of students in <i>subgroup</i> * whose scale score exceeds that of the average scale score of those not in the subgroup (x2).	20	20
Attendance and Gaps	Percent of non- <i>subgroup</i> students with satisfactory attendance (not chronically absent)	10	10
	Percent of students in <i>subgroup</i> with satisfactory attendance (not chronically absent)	10	10
Physical Fitness	% of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment	10	10
Courses and Exams for College and Careers	<b>Courses:</b> % of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: Two courses in AP/dual enrollment; <b>or</b> Two courses in one of seven CTE categories; <b>or</b> Two workplace experience “courses” in any area.	10	10
	<b>Exams:</b> % of students in grades 11 & 12 achieving CCR benchmark on <i>at least one</i> of the following: Smarter Balanced 11 <sup>th</sup> <b>or</b> SAT <b>or</b> ACT <b>or</b> 2 AP <b>or</b> 2 IB	10	10
Graduation and Gaps	<b>On-Track</b> in HS - Percent of first time 9 <sup>th</sup> graders earning at least five full-year credits	10	10
	Four-year rate - % of ultimate target (94%) achieved	20	20
	<b>Six-year</b> graduation rate of students in <i>subgroup</i> - % of ultimate target (96%) achieved	10	10
College Success	<b>Entrance:</b> Percent of graduating class who enrolled in college any time during the first year after high school	5	5
	<b>Persistence:</b> Percentage of students who enrolled in college the first year after high school who returned for a second year (freshman to sophomore)	5	5
<b>TOTAL</b>		<b>140</b>	<b>140</b>

## Proposed School Classification Approach

- Classify K-8 and high schools separately
- Sample criteria to be applied to 2014-15 results
  - Level 5: Lowest 5% Overall Score (Turnaround)
  - Level 4: Next Lowest 15% Overall Score (Review)
  - Level 3: Lowest *Subgroup* DPI – approx. 5% (Focus)
  - Level 2: Not in 3-5 and next 50% Overall Score
  - Level 1: Not in 3-5 and Top 25% Overall Score
  - Distinction (TBD)
- After 2014-15, establish criterion cut points



## CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Discussion

Please consider whether the system incorporates the best available indicators and weights them fairly.

- What do you like about this proposed system?
- What questions do you have about the system?
- What surprised you about this system?