

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

Introduction

Connecticut’s Next Generation Accountability System creates a more comprehensive, holistic picture of how students and schools are performing. Focusing on a broader set of indicators, rather than annual assessments alone, guards against the narrowing of the curriculum to tested subjects, expands ownership of accountability to more staff, and allows schools to demonstrate progress on “precursors to outcomes,” as well as outcomes.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State.
 - For the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
 - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
 - The descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i. Academic Achievement		
ii. Academic Progress		
iii. Graduation Rate		
iv. Progress in Achieving English Language Proficiency		
v. School Quality or Student Success		
<i><Add a row, as necessary, for each additional School Quality or Student</i>		

Indicator	Measure(s)	Description
<i>Success indicator></i>		

Please see the list of indicators, measures, and descriptions in 4.1.A. i.-iv. below.

Indicators

Connecticut’s accountability system incorporates 12 indicators. They are valid for their purposes, reliable in their measurement, and are comparable statewide. All indicators use data from statewide, uniform data collection systems. These systems incorporate rigorous checks and validations and require district certification. External data sources are integrated from official and reliable data sources. The indicators were selected after extensive consultation with a wide variety of stakeholders over a two-three year period. The rationale for each indicator along with practitioner feedback was captured in [Connecticut’s ESEA Flexibility request](#) (pages 67-91) that the U.S. Department of Education approved on August 6, 2015. The research supporting each indicator as well as resources to improve outcomes are included in the document entitled [Using Accountability Results to Guide Improvement](#). The system aligns with the requirements in ESEA section 1111(c)(4)(B) and Connecticut General Statutes section 10-223e.

- Indicator 1 – Academic Achievement:** This is the current status of student achievement. Performance indices ranging from 0 to 100 for English language arts (ELA), mathematics, and science are produced by transforming scale scores from the state summative assessments into an index. The ultimate target for a subject performance index for any student group is 75. (See page 54 of the [Using Accountability Results Guide](#) for a description of the index methodology.) For federal accountability purposes, science achievement will be included as a “student success” indicator.
- Indicator 2 – Academic Growth:** This indicator evaluates the change in achievement of the same student from one grade in year 1 to the next higher grade in year 2 on the Smarter Balanced ELA and mathematics summative assessments for students in grades 4 through 8 (see [technical paper](#)). The average percentage of the growth target achieved is the accountability indicator. The ultimate target for this average is 100 percent. Effective 2018-19 (i.e., 2017-18 data) progress toward English language proficiency is expected to be added to this indicator.
- Indicator 3 – Participation Rate:** This indicator is the participation rate of students on state summative assessments. Not meeting the 95 percent participation rate threshold has implications for district and school categorization as discussed later in this section.
- Indicator 4 – Chronic Absenteeism:** This indicator is the percentage of students missing 10 percent or greater of the total number of days enrolled. The chronic absenteeism rate should not exceed 5 percent; therefore, full points will be awarded if the rate is 5 percent or lower. Conversely, no points will be awarded if the rate is 30 percent or higher. Rates between 30 percent and 5 percent receive proportional points.
- Indicator 5 – Preparation for Postsecondary and Career Readiness Coursework:** This indicator is the percentage of students in grades 11 and 12 who participate in at least one of the following during high school: two courses in advanced placement (AP)/ international

baccalaureate (IB)/dual enrollment; two courses in one of 17 career and technical education (CTE) categories; or two workplace experience “courses.” The ultimate target is 75 percent.

- **Indicator 6 – Preparation for Postsecondary and Career Readiness Exams:** This indicator is the percentage of students in grades 11 and 12 who attained benchmark scores on at least one college/career readiness exam (e.g., SAT, ACT, AP, IB). The ultimate target is 75 percent.
- **Indicator 7 – Graduation, On Track in Ninth Grade:** This indicator is based on the work of the University of Chicago’s Consortium on School Research. It is the percentage of ninth-graders earning at least five full-year credits in the year. It applies to middle schools (with eighth grade) and high schools. The ultimate target is 94 percent.
- **Indicator 8 – Four-Year Adjusted Cohort Graduation Rate:** This indicator is the percentage of first time ninth-graders who graduate with a regular high school diploma in four years or less. The ultimate target is 94 percent.
- **Indicator 9 – Six Year Adjusted Cohort Graduation Rate:** This indicator is the percentage of first time ninth-graders who graduate with a regular high school diploma in six years or less. It is based on the consistent method. The ultimate target is 94 percent.
- **Indicator 10 – Postsecondary Entrance:** This indicator is the percentage of the graduating class that enrolled in a two- or four-year postsecondary institution any time during the first year after high school graduation. The ultimate target is 75 percent.
- **Indicator 11 – Physical Fitness:** This indicator is the percentage of students meeting or exceeding the “Health Fitness Zone Standard” in all four areas of the Connecticut Physical Fitness Assessment. This assessment (like FitnessGram) includes tests that assess muscular strength and endurance, flexibility, and cardiovascular fitness. It is administered to all students in grades 4, 6, 8, and once in high school. Criterion-referenced standards are used. Multipliers are applied if participation rates are between 70 percent and 90 percent (0.5) or 50 percent and 70 percent (0.25). The ultimate target is 75 percent.
- **Indicator 12 – Arts Access:** This indicator is an “access” metric that evaluates the extent to which students in high school participate in at least one arts course. It is the percentage of students in grades 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year. The ultimate target is 60 percent.

More recent feedback from stakeholders affirms that a multiple-measures approach that moves beyond test scores and graduation rates to recognize the whole child, as implemented in the Next Generation Accountability System, is definitely a change in the right direction. Academic growth as an indicator received strong support, further affirming Connecticut’s decision to include and substantially weight growth in its model. Most frequently cited additional indicators for consideration include school climate, social-emotional supports, and life-career readiness. Additional indicators may be considered over time, particularly those within existing statewide data collections. Feedback received also included a desire for indicators of socio-economic and racial integration; community involvement in education; and business-industry partnerships and support for education.

In Section 1: Long-term Goals, subsection C addresses English Language Proficiency. The definition states that a student is said to have achieved English Language Proficiency if that

student scores in achievement levels 4 or 5 in the following three areas on the LAS Links Assessment (Forms C or D): Overall Score, Reading, *and* Writing.

Weights and Summative Rating

- Weights:** Connecticut’s model awards substantial weight to achievement, growth (including progress toward English language proficiency), and high school graduation (both four and six year) and in the aggregate, much greater weight, than the other indicators. See below with weights for a sample K-12 district. Depending on the grade configuration in a district/school (e.g., K-5, K-8, 7-12, 9-12), only those indicators that are applicable to that particular district/school are included; for example a K-8 school would not be held accountable for indicators 5, 6, 8, 9, 10, or 12. Note: Indicator 3 is participation rate and does not carry points.

