



FACT SHEET

# Connecticut Accountability

By Samantha Batel and Laura Jimenez August 2017

**TABLE 1**  
**Connecticut school classification system**

<b>Design model</b>	Performance index			
<b>Summative classifications</b>	Five categories			
<b>School classification indicators</b>	<b>Indicator weights</b>			
	Elementary schools	Middle schools	High schools	
<b>Academic achievement</b>				
Subject(s)				
English language arts, math, and science	31.6%	30.0%	51.6%	
Measure(s)				
Scale scores mapped to index values				
<b>Student growth</b>				
Subject(s)				
English language arts and math	42.1%	40.0%	—	
Measure(s)				
Average percentage of growth target achieved				
<b>English learner progress</b>				
Average percentage of growth target achieved	10.5%	10.0%	6.5%	
<b>Early warning</b>				
Chronic absenteeism and percentage of ninth-graders earning at least five full-year credits	10.5%	15.0%	9.7%	
<b>Persistence indicators</b>				
Four- and six-year graduation rates	—	—	12.9%	
<b>College and career readiness</b>				
Percentage of students (1) participating in at least one of the following: two Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; two Career and Technical Education courses or two workplace experiences; (2) meeting benchmarks on at least one college-and-career-readiness exam (e.g., SAT, ACT, AP, IB); (3) enrolling in two- or four-year postsecondary institutions	—	—	12.9%	

Enrichment and environment			
Percentage of students meeting or exceeding physical fitness standards and participating in at least one dance, theater, music, or visual arts course; test participation*	5.3%	5.0%	6.5%

\*Schools in the top two categories—category 1 or 2—will be lowered a category if the participation rate on the state summative assessment in any subject for either the all-students group or the high-needs group is less than 95 percent.

Notes: Subgroups contribute to 41 percent of summative ratings. Schools in the top two categories will be lowered a category if the achievement gap in any subject or the graduation rate gap between the nonhigh-needs group and the high-needs group is a significant outlier. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

**TABLE 2**  
**Connecticut school improvement timeline**

Activities by school year for first and second cohorts

First cohort timeline		Second cohort timeline
2017-18	Collect data to identify schools for comprehensive support and improvement and targeted support and improvement	2021-22
	<ul style="list-style-type: none"> <li>• Notify schools of identification</li> </ul>	
2018-19	<ul style="list-style-type: none"> <li>• Review and approve applications for funding</li> <li>• Launch tiered district and school support system</li> </ul>	2022-23
2019-20	Continue operation of tiered district and school support system	2023-24
2020-21	Determine if schools met improvement targets by end of school year	2024-25

Note: Schools identified for targeted support and improvement that fail to improve after four years must be identified for comprehensive support and improvement. Connecticut uses a five-year cycle.

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**TABLE 3**  
**Connecticut school improvement funding**

Grant structure and amounts

Competitive grants	✓*
Formula grants	✗
Maximum amount, comprehensive schools	\$500,000
Maximum amount, targeted schools	\$50,000

\*Competitive grants are available for identified schools residing outside of districts with the highest concentrations of Title I schools, pending available funds.

Note: Grants will target districts prioritizing the use of the strongest evidence level available to justify interventions.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

**TABLE 4**  
**Connecticut school identification type**

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups	—
Low-performing subgroups*	Unclear if this type of schools is identified

\*Connecticut's revised plan from July 17, 2017, indicates that the state will provide additional support to schools already identified with "consistently underperforming subgroups."

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

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## A selection of Connecticut's key school improvement strategies

- A tiered system of support with customized, intensive support for districts with the highest concentration of identified schools
- School-level interventions aligned with Connecticut's four domains of turnaround: excellent educators; rigorous academics; strong school culture and climate; and efficient, effective school and district operations
- Evidence-based practices guidance in a range of areas available to all schools

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).