

CONNECTICUT
June 9, 2003

**Consolidated State Application
Accountability Workbook**

Updated Version
Modified 5/16/08

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)



U. S. Department of Education
Office of Elementary and Secondary Education Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-03 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a Accountability system establishes a <i>starting point</i> .
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-03 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

CONNECTICUT’S K-12 STATEWIDE ACCOUNTABILITY SYSTEM

PURPOSES OF K-12 STATEWIDE ACCOUNTABILITY PLAN

The purpose of the NCLB is “...to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

Connecticut’s purposes reflect those of NCLB, with a focus on continuously improving all student achievements, reducing achievement gaps and having every student reach proficiency on the CMT and CAPT.

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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.1
(continued)

Connecticut has been converting its statewide statutory accountability system (1999-02) to the NCLB requirements (2002-14) under Sec. 10-223e of the Connecticut General Statutes adopted August 12, 2002.

Sec.10-223e. State-wide education accountability plan. (a) In conformance with the No Child Left Behind Act, P.L. 107-110, the Commissioner of Education shall prepare a state-wide education accountability plan, consistent with federal law and regulation. Such plan shall identify the schools and districts in need of improvement, require the development and implementation of improvement plans and utilize rewards and consequences.

(b) Public schools identified by the State Board of Education pursuant to section 10-223b of the general statutes, revision of 1958, revised to January 1, 2001, as schools in need of improvement shall: (1) Continue to be identified as schools in need of improvement, and continue to operate under school improvement plans developed pursuant to said section 10-223b through June 30, 2004; (2) on or before February 1, 2003, be evaluated by the local board of education and determined to be making sufficient or insufficient progress; (3) if found to be making insufficient progress by a local board of education, be subject to a new remediation and organization plan developed by the local board of education; (4) continue to be eligible for available federal or state aid; (5) beginning in February, 2003, be monitored by the Department of Education for adequate yearly progress, as defined in the state accountability plan prepared in accordance with subsection (a) of this section; and (6) be subject to rewards and consequences as defined in said plan.

Acknowledging the requirements of the *No Child Left Behind* (NCLB) Act and the importance of its emphasis on student achievement in reading and mathematics, the State of Connecticut has and will continue to take a broader view of the term accountability.

In the largest sense, we all have a role in the growth and development of our state's children. Parents and family members have a role as first teacher and nurturer. Schools, local and state government, teachers and administrators, community groups, employers, unions, faith-based groups and others all have an important role, one that is unique and one that is complementary to others.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.1 (continued)

Connecticut schools are accountable for implementing the spirit and the letter of our state constitution and state statutes. Our state statutes require specific curriculum, certified teachers, special education, basic skills competencies for high school graduation and a number of other specific duties for local school boards, including an “equal opportunity to a suitable program of educational experiences.” This broader accountability of 1,500 elected local school board members, thousands of local municipal officials, 50,000 teachers and administrators, and 3 million total residents is an important framework in which the NCLB Act can help Connecticut achieve its goals of reaching every child.

Please note the State Board of Education’s definition of equal educational opportunity and successful student:

“The Board’s definition of equal educational opportunity is student access to a level and quality of programs and experiences that provide each child with the means to achieve the standard of an educated citizen defined by Connecticut’s Common Core of Learning. Evidence of equal educational opportunity is the participation and achievement of each student in challenging educational programs, regardless of factors such as family income, race, gender or town of residence.”

The result of greater equality of educational opportunity in Connecticut will be that all public school graduates “can read, write, compute, think creatively, solve problems and use technology. All students should enjoy and perform in the arts and athletics, and understand history, science and other cultures and languages. Each student must be responsible for his or her learning or behavior, work well with and be helpful to others, and contribute to the community. Every student must graduate from high school and be prepared to move on to productive work and further study and to function in the global economy. Ultimately, students must become active citizens and lifelong learners who lead healthy lives.” [SBE Position Statement on Measuring Success/Defining a successful student – September 2000].

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.1 (continued)

ALL PUBLIC SCHOOLS AND DISTRICTS

Connecticut’s statewide accountability system will be applied to all public elementary, middle and high schools and districts. All public schools and districts will be accountable for the performance of student subgroups – including racial/ethnic subgroups, students with disabilities, limited-English-proficient (LEP) students, and economically disadvantaged students – through a determination of Adequate Yearly Progress (AYP), provided the school and district meets the minimum size requirement, as determined by the State Board of Education. Both Title I and non-Title I schools and districts will be part of the single statewide accountability system.

Accountability for **all** public schools: Schools with no Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) results will determine the AYP status for all their students and subgroups based on their local assessment of mathematics and reading. A proficiency standard on the local assessments will be established by each district and approved by the Connecticut State Department of Education (CSDE). Once the proficiency standards are established, the percentage of students at the proficient level required for AYP will be the same as it is for the state assessments (e.g., elementary or middle school would be the same percent proficient as the CMT). State guidance will be provided to local districts on setting a proficiency standard.

Schedule for Adoption of Connecticut’s Statewide Accountability System

<ul style="list-style-type: none"> • March 5, 2003 	Draft Connecticut’s Statewide Accountability System submitted to the Connecticut State Board of Education for discussion.
<ul style="list-style-type: none"> • March 10, 2003 	Meeting of Committee of Practitioners to review Accountability model.
<ul style="list-style-type: none"> • March 10 – March 24, 2003 	Dissemination of model to various interest groups for review and comment.
<ul style="list-style-type: none"> • March 25 – March 31, 2003 	Department analysis and consideration of interest groups’ comments and suggestions.
<ul style="list-style-type: none"> • April 16, 2003 	Peer Review
<ul style="list-style-type: none"> • June 4, 2003 	Connecticut State Board of Education adoption of Connecticut Statewide Accountability System

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>All Schools Same Criteria</u></p> <p>All schools are rated using the same criteria: percent proficient in mathematics and reading; participation rate in state assessments; writing test results will be used for the additional academic indicator for elementary and middle schools and, graduation rate in the high schools.</p> <p>A school will be identified as <i>in need of improvement</i> if it does not make AYP for two consecutive years in the same subject on achievement and or participation in reading or mathematics and the additional academic indicator standard.</p> <p>Connecticut’s definition of AYP establishes baselines using 2001-02 data for CAPT and 2002-03 CMT results (which are attributed back to schools where the students attended in 2001-02) for all schools with tested grades. All schools will be measured against the intermediate goals and annual objectives with the expectation that 100% of all students will be proficient in mathematics and reading by 2013-14.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Connecticut's accountability system is based primarily on CMT results – which will be aggregated across grades within a school and district – and on CAPT results. Connecticut's assessment program is a custom-designed criterion referenced system based on Connecticut student learning standards described in the Connecticut Curriculum Frameworks. Connecticut's assessments report student results in five performance categories: <i>Advanced</i>; <i>Goal</i>; <i>Proficient</i>; <i>Basic</i>; and, <i>Below Basic</i>. The three cut scores defining four levels of performance (<i>Goal</i>, <i>Proficient</i>, <i>Basic</i> and <i>Below Basic</i>) were adopted by the State Board of Education in October 2000 for CMT and October 2001 for CAPT. A new cut score which defines the advanced level – which is a subset of the goal level – was adopted by the State Board of Education on June 12, 2002</p> <p style="text-align: center;"><u>DEFINITIONS OF ACHIEVEMENT LEVELS</u></p> <p>Mathematics</p> <p><u>Advanced</u>: Students who score at this level possess knowledge and skills beyond those necessary to perform the high level of tasks and assignments expected of Connecticut's students. These students demonstrate well-developed conceptual understanding and computational skills as well as an advanced ability to solve complex and abstract mathematical problems.</p> <p style="text-align: center;">(continued next page)</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 (continued)

Goal: Students who score at this level possess the knowledge and skills necessary to perform the high level of tasks and assignments expected of Connecticut’s students. These students demonstrate well-developed conceptual understanding, computational skills, and problem-solving skills.

Proficient: Students who score at this level demonstrate adequately developed conceptual understanding and computational skills, and adequately developed problem-solving skills.

Basic: Students who score at this level demonstrate adequately developed computational skills, but limited conceptual understanding and problem-solving skills.

Below Basic: Students who score at this level demonstrate some computational skills, but very limited conceptual understanding and problem-solving skills.

Reading

Advanced: Students who score at this level possess knowledge and skills beyond those necessary to perform the high level of tasks and assignments expected of Connecticut’s students. Generally, these students can comprehend textbooks and other materials at reading levels beyond their grade, determine the main idea, draw conclusions about the author’s purpose and make judgments about the text’s quality and themes.

Goal: Students who score at this level possess the knowledge and skills necessary to perform the high level of tasks and assignments expected of Connecticut’s students. Generally, these students can comprehend textbooks and other materials intended for their grade level, can determine the main idea, draw conclusions about the author’s purpose and make judgments about the text’s quality and themes.

Proficient: Students who score at this level can comprehend most grade-level or below-grade-level textbooks and other materials. They can generally determine the main idea, have an adequate understanding of the author’s purpose and are able to make some judgments about a text’s quality and themes.

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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 (continued)

Basic: Students who score at this level have difficulty comprehending below grade-level textbooks and other materials. They may also have difficulty determining the main idea, understanding the author’s purpose and making judgments about a text’s quality and themes.

Below Basic: Students who score at this level have difficulty comprehending below grade-level textbooks and other materials. They also have difficulty determining the main idea, understanding the author’s purpose and making judgments about a text’s quality and themes.

Writing

Advanced: Students who score at this level possess knowledge and skills beyond those necessary to perform the high level of tasks and assignments expected of Connecticut’s students. Generally, these students can produce papers that show strong organization, and are fluent, well-developed and fully elaborated with specific details. These students also possess the skills necessary to compose, edit and revise a written piece.

Goal: Students who score at this level possess the knowledge and skills necessary to perform the high level of tasks and assignments expected of Connecticut’s students. Generally, these students can produce fluent papers that are well-developed, well-organized, and elaborated with general and specific details. These students also generally possess the skills necessary to compose, edit and revise a written piece.

Proficient: Students who score at this level generally can produce papers that are fluent, organized, developed and elaborated with some details. They also possess most of the skills necessary to compose, edit and revise a written piece.

Basic: Students who score at this level generally produce papers that are underdeveloped, brief with few details and sometimes confusing due to lack of organization or fluency. These students tend to demonstrate limited skills to compose, edit and revise a written piece.

Below Basic: Students who score at this level generally produce papers which are very weak responses. These papers may be too brief to indicate organization, or they may be awkward and confusing. These students tend to demonstrate very limited skills to compose, edit and revise a written piece.

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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 (continued)

BACKGROUND INFORMATION

Connecticut Mastery Test (CMT)

Connecticut has a long history (over 20 years) of holding students and schools to very high standards using rigorous assessments to identify needs and measure growth over time. Connecticut General Statutes Section 10-14n mandates a statewide mastery test to be administered annually to all public school students enrolled in Grades 4, 6 and 8. The Connecticut Mastery Test (CMT) was designed to measure student performance in the areas of mathematics and reading and writing skills. The assessments focus on content that is reasonable to expect students at each grade level to have mastered. Although the legislation specifically prohibits the use of test results as the sole criterion for promotion or graduation, the CMT provides information about achievement that is used for several purposes. Some purposes of the CMT are:

- to set high expectations and standards for student achievement;
- to test a comprehensive range of academic skills;
- to disseminate useful test achievement information about students, schools and districts;
- to identify students in need of intervention;
- to assess equitable educational opportunities;
- to continually monitor student progress in Grades 4, 6 and 8 over time; and
- to provide guidance on needed changes in curriculum and instruction.

The CMT has measured growth in achievement for Connecticut students since 1985, when it was first administered. A second generation of the CMT was introduced in 1993 and a third generation in fall 2000, which is the version currently in use statewide. A fourth generation of the CMT is scheduled to be administered to students in Grades 3-8 beginning in spring 2006 (pending state legislation). New generations of the test offer an opportunity to adjust content, reestablish standards, and reflect improvements in content and format.

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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 (continued)

Connecticut Academic Performance Test (CAPT)

The Connecticut General Statutes (Section 10-14n) mandate a statewide assessment to be administered to all public school students in Grade 10. The legislation specifies that the test cannot be used as the sole criterion for graduation or promotion, but that it will be the basis for awarding Certification of Mastery for those students who achieve the state goals in any of the subjects tested. It further specifies that a record of such performance should become part of the student's permanent school record and the official high school transcript. **Connecticut General Statute 10-223a** further states that by September 1, 2002, local and regional boards of education must include results from the CAPT when developing criteria to be used in assessing whether students have the basic skills necessary for graduation. This applies to classes graduating in 2006 and after.

The Connecticut Academic Performance Test (CAPT) is a logical extension of the state's long-established testing program. For more than a decade, students have been tested at Grades 4, 6 and 8 on the Connecticut Mastery Test (CMT). The CAPT extends Connecticut's testing program to the high school level, but serves somewhat different purposes than the previously established CMT.

The purposes of the CAPT program are to:

- set high expectations and standards for student achievement on a comprehensive range of important skills and knowledge;
- emphasize the application and integration of skills and knowledge in realistic contexts;
- promote better instruction and curriculum by providing useful test achievement information about students, schools and districts; and
- provide an expanded measure of accountability for all levels of Connecticut's education system up to and including high school.

The CAPT assesses and reports on student performance in four areas: Mathematics, Reading Across the Disciplines (based on a Response to Literature test and a Reading for Information test), Writing Across the Disciplines (based on an Interdisciplinary Writing test and an Editing & Revising test) and Science. The CAPT requires more from students than other, traditional tests. While traditional assessments typically measure what students know, the CAPT uses state-of-the-art assessment techniques, such as performance tasks, to also measure what students can do with what they know. The CAPT measures students' abilities to apply what they have learned in school to situations they may face throughout their lives.

The CAPT was first administered to students in Grade 10 in the spring of 1994. A second generation of the CAPT was introduced in May 2001 after two years of development. A new generation of CAPT (3) is scheduled for March 2007.

The CMT and CAPT assessments were approved by the United States Department of Education under the Improving America's Schools Act of 1994.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 (continued)

CMT AND CAPT DEVELOPMENT AND REPORTING

How the Test is Developed

The development process is led and overseen by staff members in the Bureau of Student Assessment and Research at the Connecticut State Department of Education (CSDE), but it also involves many other Connecticut educators who represent a wide variety of perspectives and areas of expertise. Advisory committees of Connecticut educators are particularly important throughout the development of the CMT and CAPT. Advisory committees are made up of Connecticut educators with respected knowledge in particular content areas. CSDE curriculum specialists and content experts play a critical role and work closely with the assessment staff throughout the process. In addition, a major testing company and other organizations and individuals with experience in educational assessment are involved at appropriate points in the development process.

The content tested on the CMT and CAPT is directly aligned with the content outlined in *The Connecticut Framework: K-12 Curricular Goals and Standards*. In addition, the reading content is aligned with National Assessment of Educational Progress (NAEP) standards.

How the Test Results are Reported

In order to enhance the usefulness of the CMT and CAPT program and to provide relevant information to educators, parents and other citizens, a wide variety of reports are provided. They are designed to serve different purposes at different levels. Some of these reports focus on individual student results, some provide information to educators regarding the strengths and weaknesses of their programs, and some are designed to hold schools and school districts accountable for the achievement of their students.

District and School NCLB Federal Reports (which include assessment results, other academic indicators, participation rates and AYP status) will be produced annually and made available to parents and the public at the beginning of each academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.3 (continued)

NEW GENERATION OF CMT AND CAPT

A new generation of CMT (CMT-4) will be administered to students beginning in school year 2005-06, and a new generation of CAPT (CAPT-3) will be administered beginning in the school year 2006-07. This new generation of the CMT coincides with the implementation of NCLB that expands the test to include students in Grades 3 through 8, and moves the administration of the CMT to the month of March. The CAPT Grade 10 administration will also move to March beginning in 2005-06.

For the CMT students in Grades 3 through 8 will be tested in the areas of mathematics, reading and writing starting in 2005-06, which begins a new generation of CMT (CMT-4). Science will be added in Grade 5 and Grade 8 beginning in school year 2007-08. The new generation of CAPT (CAPT-3) will also begin in the 2006-07 school year. New generations of the tests offer an opportunity to adjust content, reestablish standards and reflect improvements in content and format. Equating studies will provide comparability data relative to the previous generation results.

Connecticut expects to submit amendments to this statewide Accountability System based on the new generation assessments and standards (2005-06 to 2013-14) – to include consideration of the academic growth of a specific cohort of students as one part of accountability measure for schools and districts.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>Provides Information in a Timely Manner</u></p> <p>The CMT is currently administered in the fall of each school year until 2005-06, when it will move to the month of March.</p> <p>The CAPT is administered during the month of March, effective 2005 (currently in May).</p> <p style="text-align: center;"><u>Schedule for Elementary and Middle Schools' AYP Status</u></p> <ol style="list-style-type: none"> 1. Using the fall 2002 Connecticut Mastery Test (CMT) results, attributed back to the schools students attended during the 2001-02 school year: <ul style="list-style-type: none"> - No later than Mid-August 2003: Elementary and middle schools receive Adequate Yearly Progress (AYP) status 2. Using the fall 2003 CMT results, attributed back to the schools students attended during the 2002-03 school year: <ul style="list-style-type: none"> - No later than June 15, 2004: Elementary and middle schools receive AYP status and preliminary <i>In Need of Improvement</i> status - June 15, 2004 to July 15, 2004: School review and appeal period - No later than August 1, 2004: Final identification of schools <i>In Need of Improvement</i> 3. The same schedule will be followed for the 2004-05 school year. The CMT will be administered in the spring, beginning in March 2006. The same AYP schedule will be followed (as indicated in #2 above), but students will not need to be attributed back to the previously attended school. 		

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Provides Information in a Timely Manner (continued)

Schedule for High Schools' AYP Status as Required by NCLB

- 1. Using the spring 2002 Connecticut Academic Performance Test (CAPT) results:**
 - No later than June 30, 2003: High schools receive AYP status for the 2002-03 school year

- 2. Using the spring 2003 CAPT results:**
 - No later than September 30, 2003: High schools receive AYP status for 2003-04 and preliminary identification of schools *In Need of Improvement*
 - September 30 2003 to October 30, 2003: School review and appeal period
 - No later than Mid November 2003: Final identification of high schools *In Need of Improvement*

- 3. Using the spring 2004 CAPT results and CAPT results for each subsequent year:**
 - No later than June 15, 2004: High schools receive AYP status and preliminary *In Need of Improvement* status
 - June 15, 2004 to July 15, 2004: School review and appeal period
 - No later than August 1, 2004: Final identification of high schools *In Need of Improvement*

Note: due to scoring delays of the 2006 CAPT the above schedule will need to be revised for the 2005-06 school year AYP results. The following is the best-case scenario for high school-level AYP:

- No later than August 23, 2006: High schools receive AYP status and preliminary *In Need of Improvement* status
- August 23, 2006 to September 13, 2006: School review and appeal period
- No later than September 22, 2006: Final identification of high schools *In Need of Improvement*

Schedule for Districts' AYP Status as Required by NCLB

In the past, Connecticut used the fall CMT with the previous spring CAPT to determine a district's AYP status for that school year. With the CMT moving to the spring in 2006, Connecticut will use the spring CMT and spring CAPT for making district-level AYP determinations. The result of this shift is one CAPT administration that would not be used in the district AYP analyses. To ensure that all test administrations are used for determining AYP, we will average the 2005 and 2006 CAPT administrations for the purpose of district-level AYP judgments.

Using the spring 2006 Connecticut Mastery Test (CMT) results and the average of the spring 2005 AND spring 2006 Connecticut Academic Performance Test (CAPT) results:

- No later than July 30, 2006: Districts receive AYP status and preliminary *In Need of Improvement* status
- July 30 2006 to August 30, 2006 District review and appeal period
- No later than September 1, 2006: Final identification of districts *In Need of Improvement*

After the 2005-06 school year the same schedule will follow using the spring CMT and spring CAPT.

Note: due to scoring delays of the 2006 CAPT the above schedule will need to be revised for the 2005-06 school year district AYP results. The following is the best-case scenario for district-level AYP:

- No later than September 22, 2006: Districts receive AYP status and preliminary *In Need of Improvement* status
- September 22 to October 9, 2006 District review and appeal period
- No later than October 13, 2006: Final identification of districts *In Need of Improvement*

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>Report Cards</u></p> <p>An annual State Report Card is published annually and made available to the public through the state internet site at http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	State uses one or more types of rewards and sanctions, where the criteria are: <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Identification Model

All schools that are *In Need of Improvement* will be identified under one of the following four categories:

- I. School *In Need of Improvement* in Reading and Mathematics, academic achievement and or participation
- II. School *In Need of Improvement* in Reading or Mathematics, academic achievement and or participation
- III. School *In Need of Improvement* for Subgroup Performance Only
- IV. School *In Need of Improvement* for Additional Academic Indicator Only
- V. School *In Need of Improvement* for Participation Only

Rewards and Sanctions for All Public Schools

Rewards

The Connecticut State Board of Education has been and will continue to recognize outstanding achievements by students, teachers, schools, districts and administrators. As a part of expanding and focusing these prior efforts, all statewide recognition and honor programs will begin to use “demonstrated improvement in student achievements” as one key criteria.

The Department is also in collaboration with the Connecticut Business and Industry Association and several Connecticut businesses and other organizations and is establishing a program of rewards for high-performing schools and districts.

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.6 (continued)

The program will identify, based on the state’s assessment system, a number of high-performing schools and districts and designate them as “vanguard” schools or “vanguard” districts. These will be schools and districts that have made AYP and where a significant number of students outperform the state and the Education Reference Group (ERG) of their district on the state tests. The effective school improvement strategies used in these schools or districts will be identified, benchmarked and analyzed. Technical assistance will be provided to schools *In Need of Improvement* to replicate these strategies and effective practices. Proven, effective school improvement strategies will be converted into practical, efficient resources and tools that are practitioner oriented. These tools will be used to generate more effective, integrated organizational change. The model focuses on school and district leadership teams, fundamental organizational change and student work.

The vanguard schools and vanguard districts will be rewarded with a statewide recognition event, the publication of case studies on implementation of effective strategies on a designated State Department of Education website, the awarding of banners designating the school or district as vanguard, recognition by the State Board of Education, and participation in a technical assistance/consulting network that acknowledges and builds on their expertise as instructional leaders. In addition, vanguard schools and districts will be asked to partner with one or more schools *In Need of Improvement*. Hopefully, federal funds will be available to support the vanguard schools and districts in their continued improvement and outreach.

During the last two and one-half years, schools and school districts with (a) outstanding achievement and (b) large numbers of poor students with high achievement have been invited to publicly describe their success and attribute that success to a number of specific interventions. Their best practices have been recorded and they will be eligible to be designated as some of Connecticut’s first vanguard schools. This practice will continue.

1.6 (continued)

School Improvement Plans

For those schools/districts that have not made AYP for two consecutive years and thus are identified as *In Need of Improvement*, the following requirements would have to be met.

ALL SCHOOLS IN NEED OF IMPROVEMENT

A two-year School Improvement Plan will have to be developed or revised in consultation with parents, school and district staff members and outside experts within 90 days of identification. This will include Title I and non-Title I schools. The plan will focus on strategies based on scientifically based research that target the school’s greatest deficiencies on the state tests. The plan will need to be approved by the local board of education. An annual report of progress will have to be submitted by the superintendent of schools to the local board of education and the Connecticut State Department of Education no later than 60 days after the close of each school year.

The annual report of progress – which documents academic progress – The annual report of progress will include the following: state test results; estimated hours of instruction per year in core academic subjects; types of supplemental instructional services provided to students who are not proficient in language arts and mathematics; percentage of students retained in grade; percentage of students enrolled in bilingual or English as a second language programs; percentage of students enrolled in special education; percentage of students in full-time extended-day kindergarten; percentage of students enrolled in preschool; student attendance; teacher attendance; percentage of certified staff members; percentage of certified staff members assigned to the same school the previous year; percentage of certified staff members with advanced degrees; percentage of staff members trained as mentors, assessors or cooperating teachers; percentage of noncertified instructional staff members; average class size; and, in addition for high schools, the dropout rate, graduation rate and graduate follow-up data; and any other qualitative or quantitative information that the school believes demonstrates progress in achieving success.

NOTE: Title I school improvement funds must be targeted to the implementation of the School Improvement Plan

Sanctions for Schools *In Need of Improvement*

In addition to the state-required School Improvement Plan, Title I schools *In Need of Improvement* will be subject to the following federal requirements.

Title I Schools

First Year of School Improvement

- Public School Choice
- Technical Assistance from the District/State

Second Year of School Improvement

- Public School Choice
- Supplemental Educational Services (may be delayed if one year of AYP is made)
- Technical Assistance from the District/State

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.6 (continued)

Corrective Action (Third Year)

- Public School Choice
- Supplemental Educational Services
- Technical Assistance from the District/State
- Disseminate information about action taken to public and parents

At least one action required:

- Replacement of certain staff members
- Institute a new curriculum plus professional development
- Decrease management authority at school level
- Appoint outside expert
- Extend school year or school day
- Restructure internal organization of the school

Corrective Action (Fourth Year)

- Public School Choice
- Supplemental Educational Services
- Restructuring Plan

Alternative Governance (Fifth Year)

- Public School Choice
- Supplemental Educational Services

At least one action required:

- Reopening as a charter school
- Replacement of all or most of staff members
- New management
- State take-over
- Fundamental changes in governance

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

1.6 (continued)

ALL DISTRICTS IN NEED OF IMPROVEMENT

Connecticut will identify an LEA for improvement when it misses AYP in the same subject and in all grade spans for two consecutive years.

The district is required to develop and implement a district improvement plan incorporating scientifically-based research strategies, address professional development needs, include measurable achievement goals and targets, address the specific academic problems of low-achieving students, extend learning opportunities, and strategies to promote effective parent involvement. In addition, the state is to provide technical assistance. If the district does not make AYP in the next two consecutive years, then the following corrective action is required if the district receives Title I funds.

Sanctions for Districts *In Need of Improvement*

In addition to the state-required District Improvement Plan, Title I Districts *In Need of Improvement* for 2006-07 will be subject to the following federal requirements:

Corrective Action (At least one)

- Defer federal programmatic funds or reduce federal administrative funds.
- Implement district-wide new curriculum.
- Replace LEA personnel.
- Remove schools from jurisdiction of the LEA.
- Appoint a trustee to replace superintendent.
- Abolish or restructure district.
- Student transfer to public school in another LEA (must select one other action).

Districts identified as *In Need of Improvement* will be categorized using categories I-V shown on page 22. Connecticut's first list of districts *In Need of Improvement* will be for the 2004-05 school year.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Includes All Students

Section 10-14n of the Connecticut General Statutes requires all students in the public schools in Grades 4, 6, 8 and 10 to participate in the state assessments. Students in Grades 3, 5 and 7 will also be included in the state assessments starting with the 2005-06 school year.

Alternate assessments are provided for a small percentage of special education students who are not able to take the state test with accommodations. Make-up sessions are required for students absent from school on scheduled testing dates. Alternate assessments results are included in the grade level accountability calculations.

LEP students, during their first academic year of enrollment in a U.S. school, must take the state English proficiency test and may participate in the reading/language arts/writing subtests of the state assessment. Such students’ scores shall not be included in the AYP proficiency determinations for reading and language arts. If these students take the English language proficiency test and/or the reading/language arts/writing subtests of the state assessment, they are counted as participants for the purpose of meeting the 95% participation requirement for AYP. LEP students during their first academic year of enrollment in a U.S. school must take the state mathematics assessment with appropriate accommodations but shall not be included in the AYP proficiency determinations for mathematics. If these students take the mathematics assessment, they are counted toward meeting the 95% participation requirement for AYP. All other LEP students are expected to participate in the standard assessments, with accommodations, if necessary.

Students who have been deemed to have a significant medical emergency will be omitted from the participation rate calculations and the percent at or above proficient calculations (see Attachment A-3 for Connecticut’s medical emergency criteria).

Connecticut has developed a comprehensive set of decision rules to ensure that every student is accounted for (see Attachment A-1) and included in the accountability system (see Attachment A-2).

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Definition of Full Academic Year

Effective in October 2002, the Public School Information System (PSIS) collects individual student data from local districts. Districts are required to report student enrollment as of October 1 and at two other times: January and June-July.

For purposes of the school and district accountability system, a student is considered to be enrolled in a school for a full year if he/she is enrolled as of October 1 of any school year and remains enrolled at that school up to and including the dates of the CAPT test administration in the spring of that school year. For a student taking the fall CMT, he/she will be considered to be enrolled in a school for a full year if he/she is enrolled as of October 1 in the previous school year and remains enrolled at that school through June of that year (until spring 2006 when CMT will be administered in April; at that time the “full academic year” will be calculated the same as for CAPT).

For the purposes of determining AYP for school districts, the scores of all students attending district schools for one academic year will be included in the calculations. Students not included in the school AYP calculations will be included in the district’s AYP calculations. Students not in the school or district for one academic year will be included in the state’s AYP calculations.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The Connecticut State Department of Education has implemented a Public School Information System (PSIS) for the 2002-03 school year which collects individual student data and can be used to determine which students have attended the same public school or district for a full academic year. The data elements collected are described at the following website: http://www.csde.state.ct.us/public/studentid/.</p> <p>For the 2002-03 determination, districts provided an electronic file indicating the district and school and date of enrollment for each student in Grades 4, 6, 8 and 10 for the previous school year.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-14.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-14 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-14.</p>	<p>State definition does not require all students to achieve proficiency by 2013-14.</p> <p>State extends the timeline past the 2013-14 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>All Reach Proficiency 2013-14</u></p> <p>Starting points, intermediate goals and annual measurable objectives have been set separately for reading and mathematics in the elementary and middle schools and for the high schools. Connecticut's definition of AYP includes all students meeting or exceeding the proficient level of academic achievement in reading and mathematics not later than 2013-14.</p> <p>After the spring 2006 test administrations, Connecticut will investigate the use of an index to compute proficiency levels as a method for determining the AYP status of our districts and schools. The index would give partial credit for a student scoring in level 2 (Basic) and full credit for a student scoring at or above level 3 (Proficient and above), thereby giving schools and districts credit for moving students from below proficient into higher achievement levels. If the index appears to be a feasible method for Connecticut, supporting documentation and data will be provided to USDE.</p> <p>SEE PAGE 37 FOR THE SPECIFIC TIMELINE.</p>		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2

Student Subgroups, Public Schools and LEAs Made AYP

State, district and school reports have been disaggregated by each student subgroup, as defined by NCLB, since 2001.

AYP will be determined using the 2001-02 data as the baseline for CAPT and 2002-03 data for CMT. The starting points are calculated for CMT and CAPT pursuant to NCLB rule requirements: “the percentage of students at the proficient level who are in the school at the 20th percentile in the state, based on enrollment, among all the schools ranked by the percentage of students at the proficient level for elementary and middle schools and for high schools.” The starting points for mathematics and reading and annual measurable goals apply to all students and subgroups for elementary and middle schools and the district. Separate starting points for mathematics and reading and separate annual measurable goals apply to all students and subgroups at the high school and the district.

Participation rates, writing test results in elementary and middle schools, and graduation rates will also be collected and calculated (beginning in the 2002-03 school year) as part of the determination for AYP.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-02 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2a

Starting Point

Connecticut calculated starting points for reading and for mathematics using the NCLB prescribed methodology: the percentage of students at the proficient level who are in the school at the 20th percentile in the state, based on enrollment, among all schools ranked by the percentage of students at the proficient level for elementary and middle schools and for high schools.

Starting Points		
	CMT Elementary/Middle	CAPT High School
Mathematics	65% Proficient	59% Proficient
Reading	57% Proficient	62% Proficient

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Connecticut has established separate reading and mathematics statewide annual measurable objectives for elementary and middle schools and for high school grades that identify a minimum percentage of students who must meet the proficient level of academic achievement. Annual measurable objectives will utilize the same percent proficient as the most recent intermediate goal.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-05 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Intermediate Goals: Percent Proficient on Mathematics and Reading Tests to Determine AYP and Reach 100% Proficient by 2013-14

A new intermediate goal will be established in 2004-05 and every three years until the final three years.

Although annual increases are identified for district and school planning purposes, the annual measurable objectives will use the same percent *proficient* as the most recent intermediate goal.

Those schools/districts that make AYP with the percentage of students proficient well above the intermediate goals are expected to make annual increases each year that will result in 100 percent proficiency in 2013-14.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2c (continued)

The participation, writing and graduation standards do not change over the 12-year period.

	CMT				CAPT			
	Reading		Mathematics		Reading		Mathematics	
	AYP Level	Suggested Annual Targets	AYP Level	Suggested Annual Targets	AYP Level	Suggested Annual Targets	AYP Level	Suggested Annual Targets
2002-03	57%	57%	65%	65%	62%	62%	59%	59%
2003-04		60%		67%		65%		62%
2004-05		68%		74%		72%		69%
2005-06	68%	71%	74%	77%	72%	75%	69%	73%
2006-07		75%		80%		78%		76%
2007-08		79%		82%		81%		80%
2008-09	79%	82%	82%	85%	81%	84%	80%	83%
2009-10		85%		89%		88%		87%
2010-11		89%		91%		91%		90%
2011-12	89%	94%	91%	96%	91%	96%	90%	95%
2012-13		98%		99%		99%		98%
2013-14	100%	100%	100%	100%	100%	100%	100%	100%

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Beginning with the 2002-03 school year, AYP decisions will be made annually for each public school and school district in Connecticut based on assessment results and additional indicators.</p> <p>All NCLB reporting requirements have been incorporated into the School and District NCLB Federal Reports as of November 2002</p> <p>The AYP status of each school and district will be incorporated into the School and District NCLB Federal Reports beginning 2003-04.</p> <p>AYP Report Cards can be found online at: http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b) (2) (J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>All Subgroups</u></p> <p>Since 2000-01, Connecticut has reported subgroups' results on CMT and CAPT. Please see: www.cmtreports.com</p> <p>Subgroup results were included in the 2002 School and District NCLB Reports and subgroup ratings and AYP determinations will be included in the 2003 School and District NCLB Federal Reports – and annually thereafter.</p> <p>Please see AYP Report Cards online at: http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Connecticut requires that schools and LEAs (districts) report student race, ethnicity, gender, disability status, migrant status, English proficiency, and economic status as part of its Public School Information System (PSIS). The state aggregates these data and produces LEA and school reports with results disaggregated by these groups to determine adequate yearly progress for the subgroups.</p> <p>Connecticut disaggregates and will hold schools and LEAs accountable for the performance of each of the following student subgroups that meet the minimum size requirements for accountability purposes:</p> <ul style="list-style-type: none"> • All Students • Asian • Black • Hispanic • Native American • White • Economically Disadvantaged • Limited English Proficient • Students with Disabilities <p>For each school and LEA, the state will determine for each group of sufficient size whether the group achieved the annual measurable objective or met the “Safe Harbor” provision of NCLB and met the 95% participation rate criteria. For a school or LEA to make AYP, each group for which a school or LEA is accountable must make AYP.</p> <p>Once a student is designated as LEP, the assessments of this student will continue to be calculated for AYP based on their original subgroup designation for two academic years after exiting the LEP subgroup. Such students are not required to continue taking the English language proficiency assessments and are not required to receive services as LEP students.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p><u>Students With Disabilities</u></p> <p>The majority of students with disabilities participate in the standard CMT or CAPT, with accommodations, if required. Students for whom – due to their impairment and according to their Individual Education Plan (IEP) – the standard test is not appropriate may take an alternative assessment: Out-of-Level assessment (for those students working on the general education curriculum but whose progress is substantially delayed); or a CMT/CAPT Skills Checklist (for those students with significant disabilities whose educational program is more functional in nature). CMT and CAPT results – for all disabled students who take the standard or CMT/CAPT Skills Checklist assessments– are included in school and district accountability calculations.</p> <p>Students participating in the CMT/CAPT Skills Checklist who score at the proficient level or above will be included in the school and district calculations. For the purpose of calculating AYP at the LEA or state levels, the number of students who score at the proficient level and above on the CMT/CAPT Skills Checklist shall not exceed 1.0 percent of all students in the grades tested at the LEA or state level. The CSDE shall include the scores of students who exceed the percentage cap in the AYP calculations at the LEA or state level as below basic. The CSDE will review LEA requests for waivers from the 1 percent cap on a case by case basis.</p> <p>The CSDE may include in the Students with Disabilities subgroup a student who had been previously identified as a special education student during the past two years, to calculate AYP for schools, districts, and the state.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Effective September 2003, all LEP students except for those students in their first academic year of enrollment in a U.S. school, will participate in the state assessments, with or without accommodations, and their results will be included in the State Accountability System. LEP students are defined as a student who is enrolled in a public school, grades kindergarten to twelve, inclusive, whose dominate language is other than English and proficiency in English is not sufficient to assure equal educational opportunities in the regular school program.</p> <p>Because the Department is currently reviewing all statutes and regulations in light of No Child Left Behind (NCLB), following three-step process has been recommended to LEAs as they determine whether a student is an English Language Learner. Note, the Connecticut State Department of Education now refers Limited English Proficient (LEP) students as English Language Learners (ELL). These steps include:</p> <ol style="list-style-type: none"> 1. Administration of a three-question survey (preliminary assessment of dominant language) e.g., what language did you (your child) learn to speak first? What is the primary language spoken by you (your parents /guardians) or other persons living in your home? What is the primary language spoken by you (your child) at home? 2. Use of a dual language test or an observation procedure to determine a student's dominant language (final determination of dominant language); and 		

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.4 (continued)

3. Determining whether a student’s English proficiency is limited based on three indicators:
- a standardized English proficiency test;
 - an oral interview conducted in English; and
 - an examination of other indicators such as report cards, test scores, etc. that demonstrate whether achievement in academic subjects taught in English is below average. These may be available if a student is new to your school and brings his/her school records. For new students without records, a determination of academic functioning within the classroom will need to be made.

If as a result of the assessment it is determined that the student is an English Language Learner, an appropriate program of English language instruction must be provided and the student must be entered as ELL.

LEP students, during their first academic year of enrollment in a U.S. school, must take the state English proficiency test and may participate in the reading/language arts/writing subtests of the state assessments. Such students’ scores shall not be included in the AYP proficiency determinations for reading and language arts. If these students take the English language proficiency test and/or the reading/language arts/writing subtests of the state assessment, they are counted as participants for the purpose of meeting the 95% participation requirement for AYP. LEP students during their first academic year of enrollment in a U.S. school must take the state mathematics assessment with appropriate accommodations, but their scores shall not be included in the AYP proficiency determinations for mathematics. Such students, however, are counted toward meeting the 95% participation requirement for AYP.

Directions for test accommodations for LEP students that provides both compliance with NCLB, and recognize the educational needs of students without English skills – will be provided by the CSDE to local school districts – no later than August 1, 2003.

In order for students to exit the ELL program, they must score at the highest level on the LAS Links and meet or exceed the CMT “proficient” level for mathematics and reading and the “basic” level for writing.

The CSDE may include in the LEP subgroup a student who had been previously considered an LEP student during the past two years, to calculate AYP for schools, districts, and the state. Such students are not required to continue taking the English language proficiency assessments or to receive services as LEP students.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>For <u>reporting purposes</u>, a minimum of 20 students in a subgroup or school will be required. Connecticut has a large number of small schools/districts with small numbers of subgroups and we want to ensure confidentiality for all students <u>and</u> prevent erroneous generalizations about subgroup performance-based only on a small group of students.</p> <p>Validity and Reliability</p> <p>In a statewide accountability system for public education with significant consequences for not making adequate progress, it is critical to understand the potential for errors in measurement and to take steps to minimize the impact of those errors. This is particularly true in the earliest years of a new system. These errors include: the failure of any one written examination to measure a student's skills; the differences between cohort groups of students in their achievement; the misuses of test data, the over-generalization of failure or success of a school or district based on reading and mathematic scores; and, the attribution of achievement levels to subgroups based on limited data.</p> <p>The validity of an accountability system pertains to the inferences that are drawn and the decisions that are thus made. An accountability system is considered to have validity when the evidence is judged to be strong enough to support the inferences that are made. Therefore, if the inference is that a school identified as not making AYP is not meeting the academic needs of students, then that determination of AYP, based solely on the administration of a single type of assessment, must meet the highest tests for reliability and validity.</p> <p>Under NCLB, schools are held accountable for overall performance, as well as for improving the performance of different groups of students each year. It is not based on measuring the ongoing growth of the same cohort of students. Therefore, the size of the school and subgroups needs to be sufficient to accurately identify a school based solely on a particular sample of students.</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5 (continued)

To account for the inherent measurement inaccuracies in the tests, a standard error of measurement has been calculated for the CMT and CAPT reading and mathematics tests and applied to the school analysis. To account for the errors which can occur due to the fluctuation of the test takers from one year to the next, a standard error of sample proportion has been applied to the school analysis. The resulting confidence interval has been established at the 99 percent confidence level.

Accountability

Minimum Subgroup Size

The minimum subgroup size will be 40 without using a minimum school size. The test results of a subgroup have a disproportionate impact on the identification of a school relative to the test results of the whole school. The subgroups are also composed of students whose results vary greatly depending on the specific make-up of the particular subgroup. The labeling of a subgroup and analyzing its members' test results together assumes a level of homogeneity which, in fact, does not exist. Special education students can have 14 different types of handicapping conditions. LEP students, who represent more than 150 different languages in Connecticut, can have vastly varying degrees of native-language literacy and numeracy skills. Black students and Hispanic students represent numerous cultural and ethnic backgrounds. Poverty is the only characteristic shared by economically disadvantaged students. Therefore, a minimum of 40 will help mitigate against the error of identification based on a false negative.

As discussed in the current literature on school accountability, number of examinees tested is the source that contributes most to the unreliability of the decisions made about the school in an accountability model. Hill and DePascale (2002) emphasized the importance of N sizes in deciding whether a school met AYP or not. They noted how small N sizes contribute to the unreliability of the decisions, and how that leads to more false negatives in AYP decisions. Table A below shows results of an extension of a simulation study Hill and DePascale (2002) presented in their paper. The simulation consisted of 100,000 schools with hypothetical distributions of student scores and school scores

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5 (continued)

Table A

Misclassification rates at
Different Sample Sizes
(Hill & DePascale Parameters)

N Count	False Negative	False Positive	Total Misclassification	% False Negative of the Total
20	12.6	3.8	16.3	77
30	6.9	4.7	11.6	60
40	6.9	3.8	10.7	64
50	4.7	4.1	8.8	53
100	3.4	3.1	6.6	52

Clearly, the misclassification rates are high, especially the more serious false negative rates. Table B below presents comparable results using the distribution parameters for the CMT mathematics and reading.

Table B

Misclassification rates at
Different Sample Sizes
(CMT Parameters)

N Count	False Negative		False Positive		Total Misclassification		% False Negative of the Total	
	MA	RD	MA	RD	MA	RD	MA	RD
22*	8.3	7.7	3.2	3.0	11.4	10.7	73	72
30	6.2	5.2	3.0	3.2	9.2	8.4	67	62
40	4.3	3.5	3.4	3.6	7.7	7.1	56	49
50	3.3	3.8	3.5	2.7	6.8	6.6	49	57
100	2.3	2.2	2.4	2.3	4.7	4.5	49	49

*The starting N was chosen at 22 because the standard deviation of school scores was 21.

Again, the false negative misclassification rates are quite high, and are more serious at the small N sizes. The percentages in the last two columns highlight that, if we used minimum N sizes of 20 or 30, the majority of the misclassification errors could be identifying schools for not meeting AYP while in fact they do meet AYP. At an N of 20, for example, 73 percent of the misclassified schools in mathematics could result from false negatives. As N size increases to 40, the two types of errors become more comparable.

Increasing the minimum N size does not eliminate the misclassification errors totally. Even at N sizes of 40, there could still be a chance to falsely identify about 43 in 1000 schools in mathematics, and about 35 in 1000 schools in reading. Hence we decided to address other sources of error besides minimum N sizes. Specifically, we adjusted school scores for standard errors associated with examinees misclassifications (SEM), and standard errors associated with sampling of examinees at any given year (SESP).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5 (continued)

Confidence Interval

Not every grade of students in a school takes state examinations in any given year, so decisions must be made about the school based on the performance of its test takers. The test data obtained in any single year comes from a sample of students; not just a sample of the students that are enrolled that year, but of all possible students who could attend the school. Calculations that are made from a small number of students are less stable than those made from a large number of students. The fact that, for any given grade(s), the school is evaluated on a different set of students from year to year, and the fact that these numbers are often small, creates error or instability in the data. In addition to this, because no test is perfectly reliable, there is a small amount of error or instability associated with the reliability of the test. This “margin for error” can be estimated and the range of values can be calculated that contain the value of a school’s or a subgroup’s real performance 99 percent of the time. This produces a more accurate identification of schools/subgroups that have not made adequate yearly progress, and reduces false negative assumptions about a school’s/subgroup’s performance. In coming years, as targets are set for schools/subgroups and their progress is evaluated toward these targets, a school/subgroup would only be identified as not making AYP if the percentage of proficient students plus its margin for error are below the annual objective. This will enhance the reliability and validity of the school accountability decision.

Impact Analysis

The decision to use a subgroup of 40 plus a confidence interval must be examined in the context of Connecticut’s total assessment program:

- a. Connecticut has a 17 year tradition of assessing students in mathematics, reading and writing and has redesigned the content and testing format over three generations of the CMT and two generations of CAPT. The assessments reflect the rigorous curriculum standards Connecticut has established.*
- b. The proficient standard was maintained; it was not set at a lower level for purposes of NCLB. Connecticut’s assessment standards of basic, proficient and goal are well understood and utilized by local school districts.*
- c. The present state assessment of Grades 4, 6 and 8 for 2003-04 and 2004-05 will be replaced in 2005-06 and thereafter with Grades 3 through 8. This will roughly double the students assessed, and the impact of the subgroup size will change significantly.*

Taken as a whole, Connecticut is projecting that its assessments, standards and AYP methodology will result in 20 percent to 30 percent of its schools labeled as *In Need of Improvement*. Further, it is estimated that approximately one-half of its school districts could also be identified as *In Need of Improvement* as early as 2004-05 – most likely due to the performance of special education and limited English proficient students – and that the entire state would also be *In Need of Improvement* for subgroup performance. Lastly, Connecticut’s past statewide performance growth has averaged approximately a two percentage point gain per year in students meeting our state goal or the state proficiency standard. The AYP requirements of NCLB project a required statewide growth of approximately a four percentage point gain per year. This has led to the conclusion that each year after 2004-05, a number of schools will be added to the list of schools *In Need of Improvement*, and only significantly extraordinary growth at a school or the very highest achieving schools will make AYP.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

5.5 (continued)

As of 2001-02, there were 562,932 students in Connecticut’s public schools. The subgroups represent the following percentages of Connecticut’s students:

<u>Subgroup</u>	<u>Percentage of Total State Population</u>	<u>Percentage of These Subgroups in ERGs H and I</u>
Black	13.8	70.4
Hispanic	13.7	76.3
Special Education	12.3	36.0
LEP	3.7	80.5
Economically Disadvantaged	22.2	67.8

The largest proportion (two-thirds to four-fifths) of black, Hispanic, LEP and economically disadvantaged students are in school districts that represent Connecticut’s two poorest Education Reference Groups (ERG), H and I. Therefore, these schools and districts in ERGs H and I have the largest number of subgroups with a minimum of 40 or more compared with the rest of the state.

Connecticut has not had completely accurate information on the identification of LEP, special education and free/reduced lunch students. The good news is that, as of this school year 2002-03, a new statewide student information system allows the Department to collect individual student information which can then be verified. Even in the absence of accurate identification of students, it is expected that the schools and districts, which will be analyzed for their subgroup performance, have the largest majority of neediest students and will not only be accountable for their subgroup performance, but will be identified as *In Need of Improvement* in the early years of the NCLB program.

In summary, Connecticut’s system of standards, assessments and AYP methodology is not only statistically valid and reliable (and meets the requirements of NCLB), but it also builds on and fits Connecticut’s prior experience and greater expectations for each student.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Reporting</p> <p>To ensure the confidentiality of all students, a minimum of 20 students in a subgroup or school will be required to report its results.</p> <p>In compliance with the Family Educational Rights and Privacy Act (FERPA), in cases where there are 20 or more students, <u>all</u> of whom score within the same level (basic or below basic), it will be reported that 80 percent or more scored at that level.</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Reading and mathematics assessment scores on the CMT and CAPT are the primary determinant of AYP. The required additional academic indicator for elementary and middle schools, writing, and the graduation rate for high schools and the participation rate will also be part of the AYP calculation.</p> <p style="text-align: center;"><u>ADEQUATE YEARLY PROGRESS</u></p> <p style="text-align: center;">Elementary and Middle Schools</p> <p>For a school to make AYP for the 2002-03 through the 2004-05 school years, all students and each subgroup in the school must meet the following standards that were established using the 2002-03 CMT test scores:</p> <ul style="list-style-type: none"> 57% <i>Proficient</i> or Above – Reading CMT 65% <i>Proficient</i> or Above – Mathematics CMT 95% Participation Across All State Tests (Standard, Out of Level, CMT Skills Checklist) – assessed separately for mathematics and reading 70% Basic or Above – Writing CMT or percentage at or above basic must improve from the previous year (for whole school) <p>The AYP calculations for all public elementary and middle schools will be available in Mid-August 2003.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

6.1 (continued)

High School

For a school to make AYP for the 2002-03 and the 2003-04 school years, all students and each subgroup in the school must meet the following standards that were established using the 2001-02 CAPT test scores:

- 62% *Proficient* or Above – Reading CAPT
- 59% *Proficient* or Above – Mathematics CAPT
- 95% Participation Across All State Tests (Standard, Out of Level, CAPT Skills Checklist) – assessed separately for mathematics and reading
- 70% Graduation Rate or growth in the 2002 graduation rate compared to the previous year (for whole school)

The AYP calculations for all public high schools and districts will be available by June 30, 2003, based on the CAPT 2002 administration and in October 2003, based on the CAPT 2003 administration.

After 2003-04, the percent proficient standards for both reading and mathematics will increase, according to the schedule on page 36. The standards for participation, CMT, writing, and graduation rate will remain the same.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

6.1 (continued)

SAFE HARBOR

If a school, or subgroup within a school, does not meet the reading or the mathematics annual AYP objective, the school may still be considered to have made adequate yearly progress under the “safe harbor” provision of NCLB. Under this provision, the percentage of non-proficient students in the group (subgroup or entire school) that did not meet the objective must have been reduced by 10 percent from the previous year, and the group must also have met the requirement for the additional indicator (writing for CMT and for CAPT until 2010, when the graduation rate will be available by subgroup for CAPT) and the 95 percent participation rate.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.1

Connecticut has implemented a public school information system that allows for the collection of individual student information at three points during the school year. Using this system, the CSDE will be able to calculate a graduation rate using the following definition for the class of 2010 and each class following. The rate will be calculated as follows:

Number of June 2010 four-year graduates, with regular diploma (may include special education students who have until age 21 to earn a regular diploma).

Number of June 2010 graduates plus number of 2009-10 12th grade dropouts; plus number of 2008-09 11th grade dropouts; plus number of 2007-08 10th grade dropouts; plus number of 2006-07 9th grade dropouts.

Connecticut has implemented a public school information system that allows for the collection of individual student information; however, the system does not yet track students who graduate. Because of this, Connecticut currently only be able to report on the subgroups of race, gender and special education. We are requesting an extension of the date for which we originally anticipated reporting a graduation rate for each subgroup, from the graduating class of 2006 to the graduating class of 2010.

In the interim, Connecticut plans on using an alternative measure based on schools' reported aggregate graduation data that is currently collected and has been collected and reported for over a decade. The graduation rate will be calculated as described above, but will be based on aggregate data reported by districts and used in the determination of AYP for high schools.

Connecticut will use the CAPT writing standard (at least 70 percent basic or above, or improvement based on previous year) disaggregated for all subgroups to determine Safe Harbor.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Connecticut will use results from the statewide writing assessment as an additional academic indicator for elementary and middle schools. To meet the writing standard, at least 70 percent of students must score at the basic level or above, or the percentage at or above basic must improve from the previous year. Schools and districts that achieve or exceed the threshold for the writing standard as well as those that are below the threshold but improve (when compared to the previous year), would have met the other academic indicator for the purposes of calculating AYP.</p> <p>Subgroups within schools would be required to meet the writing threshold or improve their writing as a requirement for the safe harbor provision.</p>		

⁹ NCLB only lists these indicators as examples.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Using the Public School Information System (PSIS), the collection of individual student enrollment data will greatly enhance the reliability of the data reported. Connecticut's graduation rate calculation would be subject to audit and verification at the state level.

The Writing subtest of the CMT will be used as an additional academic indicator for elementary and middle schools. In order for the CMT to serve its intended purpose, it is critical that users of the test results be confident that those results are meaningful. The test must provide a consistent measurement of the competencies being assessed (i.e., the test must be "reliable"). The test must also accurately measure those competencies that it purports to measure (i.e., the test results are "valid" for the purposes to which they are being applied).

The Writing test scale and standards are based on a combination of scores from the Direct Assessment of Writing and the Editing and Revising test.

For the extended single-item response, Direct Assessment of Writing, estimation of test reliability is approached through the consistency of scoring of student work by raters. Inter-rater agreement is the rate of agreement between the scores that two different scorers assign to the student responses. In addition, the distribution of student scores is analyzed for each Direct Assessment of Writing test at the pilot stage. This facilitates the examination of the consistency of scores across Direct Assessment of Writing tests.

(continued next page)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

7.3 (continued)

To examine the validity of the CMT for its intended applications, a number of studies have been conducted. The first focused on establishing content validity of each part of the CMT. In October 1984 (the year before the first administration of the grade 4 CMT), a survey of the objectives proposed for the grade 4 CMT was sent to more than 3,000 Connecticut educators. The purpose of the survey was to determine (1) the importance of the proposed writing objectives and (2) whether the objectives were taught prior to the fall of grade 4. Similar surveys of objectives proposed for grades 6 and 8 were sent to more than 8,000 Connecticut educators in October 1985. For the third generation, another survey was developed and distributed in January 2000 for the same purposes. The respondents characterized the objectives as important educational outcomes to which students would be instructed prior to being tested.

In addition to the test objective validation process, a two-step validation process was carried out. First, content experts reviewed all objectives and test items, examining the relationship between each item and its associated objective. Second, content experts judged how well each item and objective measured the purported content domain.

When establishing validity for a newly developed test, it is common to correlate the examinee scores of the new test with the scores of other tests intended to measure similar content. The two tests need not be parallel or interchangeable, nor do they need to be used for the same purpose.

The Direct Assessment of Writing portion of the CMT is a single, extended-response measure and, therefore, considerably different from the rest of the CMT tests. Validity concerns in this measure include the relationship of the writing sample with the other language arts scores. Correlations between the Direct Assessment of Writing test and other language arts tests (i.e., Degrees of Reading Power®, Reading Comprehension and Editing & Revising) were calculated to establish evidence of construct and concurrent validity.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The AYP calculation will examine separately the proportion of students proficient in reading and mathematics, as well as the rates of participation in reading and mathematics. In determining whether each subgroup, school, and district, as well as the state as a whole meets the annual measurable objectives, Connecticut will calculate – separately for reading and for mathematics – the percentage of the tested students who achieve the proficient level or higher, examine participation rates and employ the safe harbor provision.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The historical reliability of the CMT and CAPT is very high, with small standard errors of measurement.</p> <p>For criterion-referenced tests, the most appropriate type of reliability is decision accuracy (i.e., test classification versus “true scores”) and consistency (i.e., test classification versus hypothetical parallel test). Overall decision accuracy and consistency across all grades, subjects and cut scores is very high (range=.67 to .89).</p> <p>For school and district level AYP decisions, Connecticut will incorporate the use of a standard error for a sample proportion (SESP) into its model. When calculations are made from a small number of students, they are less stable than those made from a large number of students. Also, for any given grade, the school is evaluated on a different set of students from year to year. With a SESP, a margin for error can be estimated that provides the range of values that should contain the value of a school’s or subgroup’s real performance for a specified percentage of time. With this model, the margin for error for small schools is greater than the margin of error for schools with more students.</p> <p>Connecticut proposes to incorporate a 75 percent confidence interval to its safe harbor calculations.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS								
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.								
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS										
<p>Connecticut’s assessment system results have been validated using comparisons with other standardized tests and review of alignment with state curricular frameworks. These assessment results are the primary indicators on which AYP and schools <i>In Need of Improvement</i> determinations are made.</p> <p>Connecticut’s timeline for designation of AYP and school improvement status allows for a 30 day appeal process.</p> <p style="text-align: center;"><u>SAMPLE SCHEDULE</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%; vertical-align: top;">March</td> <td>State Assessments</td> </tr> <tr> <td style="vertical-align: top;">Mid-June through Mid-July</td> <td> Assessment results by school and district provided to districts: <ul style="list-style-type: none"> • Paper reports and electronic file of all student data. • State provides software, MTIS, for districts to verify data. • Preliminary designation of AYP and preliminary school improvement status. Districts verify/amend student data. Districts may appeal AYP status. </td> </tr> <tr> <td style="vertical-align: top;">August 1</td> <td>Designation of AYP and school improvement status – sent to districts and on Department website.</td> </tr> <tr> <td style="vertical-align: top;">November 1</td> <td>School and district NCLB Reports sent to districts.</td> </tr> </table>			March	State Assessments	Mid-June through Mid-July	Assessment results by school and district provided to districts: <ul style="list-style-type: none"> • Paper reports and electronic file of all student data. • State provides software, MTIS, for districts to verify data. • Preliminary designation of AYP and preliminary school improvement status. Districts verify/amend student data. Districts may appeal AYP status.	August 1	Designation of AYP and school improvement status – sent to districts and on Department website.	November 1	School and district NCLB Reports sent to districts.
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CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Connecticut will incorporate grades 3, 5 and 7 into its state assessment system (currently 4, 6, 8 and 10) in school year 2005-06. The new assessments will be an extension of the current assessment system. Current state standards will be “projected” onto the new assessments so that the transition should be relatively “seamless.” Since Connecticut will calculate school and district AYP by aggregating across grades, we don’t foresee a problem in maintaining continuity in AYP decisions.</p> <p>Connecticut has a long history of upgrading its statewide assessments every six or seven years. The current CMTs are in the third generation, begun in 2000 and ending in 2004-05. The current CAPT is in its second generation, begun in 2001 and ending 2005-06. Each move to a new generation maintained approximately 80 percent of the format and content of the previous generation.</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-06; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Connecticut now has reliable October 1 enrollment data from the PSIS, and the CMT and CAPT assessment programs. We annually calculate and report participation rates on the standard state tests.</p> <p>For the School and District NCLB Federal Reports, the calculation for student participation is as follows:</p> $\frac{\text{Number of Students Taking Any State Tests}}{\text{Total Number of Students Enrolled at the Time Of Test Administration}}$ <p>Connecticut will calculate the average participation rate for the past one or two years and use the higher of the two numbers (the average or the current participation rate) to use to determine if the 95 percent participation requirement was met.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Schools and districts are required to administer the statewide test to all students enrolled at the time of the test. Schools, subgroups and districts in which at least 95 percent of the students enrolled at the time of the test take the statewide assessment will meet the AYP standard. An <i>N</i> of 40 would be required to calculate the participation rate.</p>		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Attachment A-1



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



Series: 1995-96

Circular Letter C - 1

TO: Superintendents of Schools

FROM: Theodore S. Sergi
Acting Commissioner of Education

DATE: August 2, 1995

SUBJECT: Consistency in Data Reporting

The issuance of the first Strategic School Profile (SSP) reports in October 1992 introduced school level reporting to the state. These reports are created annually for each school and district in the state using the Department's statistical database.

The Department of Education creates an educational database each year based upon existing statutory data collections. This information serves to inform the public of the condition of education in the state, and to explore questions related to school improvement. With the introduction of individual school reports, educational statistics have come under increased scrutiny. Many of the statistics contained in these reports are calculated from information collected across ED data report forms. For example, average class size combines information from ED-006 (Student Census Report) and ED-163 (Certified Staff Audit). Inconsistency in data reporting on these forms across the district's schools and programs could result in the reporting of inaccurate data in the school profiles and other Department documents. In order to insure consistency in data reporting, please adhere to the following decision rule.

All student and staff information must be reported through an appropriate school, using an approved school code as appears in the *Connecticut Education Directory*. Student and staff information should not be reported for programs (i.e., programs showing a 90s code in the Connecticut Education Directory). School districts must decide whether programs serving special populations (e.g., alternative secondary programs) warrant the school designation or whether the students and staff in these programs are part of an existing school population.

Superintendents of Schools
Page 2
August 2, 1995

While there is no statutory definition of a school, please consider the following general description of a school in your deliberations:

If the program is housed in an identifiable facility; has students enrolled for the full school year; had a faculty assigned to the facility; is run by a certified administrator who does not report to another school's administrator; provides a completely separate and self-contained learning experience; and (at the secondary level) grants diplomas, it should be considered a school.

If it is determined that a former program falls within the above general description of a school, please contact Mr. William Choquette at 566-2284 to obtain a school code. The new school is required to complete all appropriate Department of Education ED data collection forms.

Two schools may share the same facility (e.g., a 7-12 junior/senior high school can be reported as a junior and a senior high school if they operate autonomously). In this case, separate ED forms will be completed and filed for the students and staff for the 7-8 junior high and 9-12 senior high school.

In summary, in order to insure accuracy in data reporting, you should only report students and staff through schools with authorized school codes not program codes. Students and staff in school or district sponsored programs must be reported through an authorized school. The following case should be treated as an exception to this decision rule.

District-wide Pre-K programs or special education programs located, for example, in a wing of the high school should report their students and staff using the district central office code (i.e., three digits district code followed by 00).

We hope this clarification helps. Thank you.

TSS/srh

School Code Options: A Guide for School Officials and Department Staff

General Description of a School

While there is no statutory definition of a school, the following general description of a school is provided by the Connecticut State Department of Education (CSDE) for consideration in your deliberations. If the instructional program meets the following criteria it should be considered a school.

Criteria:

- Is housed in an identifiable facility.
- Has students enrolled for the full school year.
- Has a faculty assigned to the facility.
- Is run by a certified administrator who does not report to another school's administrator.
- Provides a completely separate and self-contained learning experience.
- Grants diplomas (at the secondary level).
- Complies with all appropriate state statutes (e.g., operates for 180 days and offers 900 hours of instruction).

If it is determined that a former program falls within the above general description of a school, please contact Mr. William Choquette at (860) 713-6867 (e-mail william.choquette@po.state.ct.us) to obtain a school code. All instructional programs with a School Code designation are required to complete all appropriate CSDE data report forms. Please refer to the CSDE Data Acquisition Plan or contact Mr. Choquette for a copy.

School Code Procedures for CSDE (regular education programs)

- 1) If the school district determines that the instructional program fits the description of a school, assign a school code.
- 2) If the school district determines that the instructional program does not fit the description of a school, then the district must report all student and staff information through the school that the students would normally attend.

School Code Procedures for CSDE (special education programs)

- 1) If the special education program is housed in a separate facility and is considered a school by the local school district, assign a school code.
- 2) If the special education program is housed in a separate facility that is not considered a school by the local school district, and the students are not reported through the school they would normally attend, assign a special education code 90-95.
- 3) If the special education program is housed in a school with a different grade range than the special education population served (e.g., elementary special education students housed in a wing of the high school), and the students are not reported through the school they would normally attend, assign a special education code 90-95.
- 4) If the special education program is housed in a school with the same grade range as the special education population served (e.g., elementary special education students housed in an elementary school), the special education population would be reported along with regular education students.

School Code Procedures for CSDE (Pre-Kindergarten programs)

- 1) If the pre-kindergarten program is housed in a separate facility, assign a pre-kindergarten code 80-87.
- 2) If the pre-kindergarten program is housed in a school with a grade range other than elementary (e.g., pre-kindergarten students housed in a wing of the high school), assign a pre-kindergarten code 80-87.
- 3) If the pre-kindergarten program is housed in an elementary school (e.g., pre-kindergarten students housed in a K-5 elementary school), the pre-kindergarten students would be reported along with the regular school population.

Note: If pre-kindergarten students are also special education students, they should always be reported using the 80-87 codes reserved for Pre-K programs.

School Code Structure

Elementary Schools	01-49
Middle Schools*	50-59
High Schools	60-79
District-wide Pre K	80-87
District-wide Special Education	90-95

- Middle/Junior High Schools are defined as any school containing grade 7, 8, or 9 BUT not less than grade 4 or not higher than grade 9 in grade range. A school that was just grade 7 or 8 or 9 would be considered a middle school. To be a middle school you have to have one of these three grades.
- Two schools may share the same facility (e.g., a 7-12 junior/senior high school) can be reported as a junior high school using a middle/junior high school code and a high school using a high school code. In this case, separate data report forms would need to be completed and filed for each school.

A complete listing of schools and codes by district can be found in the Connecticut Education Directory.

Attachment A-2

ATTACHMENT A-2

CMT AND NCLB COMPARISON OF METHODS OF REPORTING RESULTS

CMT and NCLB Comparison of Methods of Reporting Results		
Topic	CMT	NCLB
1. In what school are students reported?	The school attended at the time of testing.	The school attended the prior year. Schools serving students below Grade 3 develop own assessment method for math and reading.
2. Are students who are in a school for less than a year included when reporting results for that school?	Yes	No
3. Are grades reported separately?	Yes	No
4. What is the key reporting unit?	Percent at or above Goal (Level 4, including Advanced)	Percent at or above Proficient (Levels III and IV)
5. What size group is reported?	Groups of 10 or more are reported.	Scores will be reported whenever the group result would not reveal an individual student's performance. Only groups of 20 will be included in determining school performance.
6. What levels are reported?	Advanced Goal Proficient Basic Below basic	Advanced Proficient Basic
7. What denominator is used in calculating performance?	The denominator is the number of valid test scores. It does not include students who take OOL tests or the Skills Checklist, or students who are absent, exempt, use special modifications, leave a test blank, or whose Direct Assessment of Writing tests are unable to be scored.	The denominator for performance levels is all students, except students who were absent and did not take a make-up test.

Topic	CMT	NCLB
8. How are performance levels determined for students based on the test taken?	Students taking the standard CMT will be placed in a level based on the score earned. Those taking OOL and Skills Checklist are not put into levels with students taking the grade level test. OOL students are given OOL individual reports with level information. Students who are absent, exempt, use special modifications, leave a test blank, or whose Direct Assessment of Writing tests are unable to be scored are not put into levels.	Students taking the standard CMT will be placed in a level based on the score earned. Those taking OOL, use special modifications, leave the test blank, or are unable to be scored will be placed in below basic. Students judged proficient on the skills checklist will be counted as proficient.
9. Are scale scores reported?	Scale scores are reported for those students taking the standard CMT. Scale scores are not reported for those taking the Skills Checklist or for those students who are absent, exempt, use special modifications, or leave a test blank, or whose Direct Assessment of Writing tests are unable to be scored. OOL students have scale scores reported on OOL reports but not on grade level reports.	No
10. Is non-scorable a reported category?	Non-scorable is reported for the Direct Assessment of Writing test only, as applicable. In that case, a student does not receive total Writing scale score.	Non-scorable students are automatically put in the below basic level for Writing.
11. How are “Void” students handled?	Students are no longer reported as Voids. When a student becomes ill or cheats on any subtest (these are the only two situations when a Void was previously given), students must be administered a breach form of the test. That student is given the score earned on that breach form.	Voids are not reported. When a student becomes ill or cheats on any subtest, they must be given a breach form of the test. That student is given the score earned on that breach form.
12. How are Limited English Proficient (LEP) students reported?	LEP students are reported as a group.	LEP students are reported as a group.

Topic	CMT	NCLB
13. How are special education students who take Out of Level tests reported?	These students are reported as taking OOL tests on the standard rosters and are not reported with scale scores on levels. On the OOL roster, they are reported with scores and levels. OOL students are not included in the denominator when calculating performance on the standard test.	Students taking OOL tests are automatically reported in the below basic level.
14. How are special education students who take the Skills Checklist reported?	These students are reported as taking the Skills Checklist on the standard rosters and are not reported with scale scores or levels. Skills Checklist students are not included in denominators when calculating performance on the standard test.	Students judged proficient on the Skills Checklist (limited to 1% of all students) are reported as proficient.
15. How are students reported who are present but leave a test blank?	These students are not given scores and are reported as leaving a test blank. These students are not included in denominators when calculating performance on the standard test.	These students are not given scores. These students are included in the denominator for participation and performance levels.
16. How are students who are absent from the test reported?	These students are not given scores and are reported as absent. These students are not included in denominators when calculating performance on the standard test.	These students are reported as absent and are not given scores. These students are included in the denominator for participation but NOT for performance levels.
17. How are LEP students who are exempt reported?	These students are not given scores and are reported as exempt. These students are not included in denominators when calculating performance on the standard test.	LEP students are no longer exempt from the state tests.
18. What students are considered participants and how is participation reported?	Participation rates are calculated using total enrollment as the denominator. The percent of total enrollment in each category is provided: standard, OOL, Skills Checklist, exempt, absent, and No Valid Score (includes students who leave a test blank, students who use special modifications, and students whose Direct Assessment of Writing tests are unable to be scored.)	One participation rate is calculated. Students who take standard, OOL, Skills Checklist, and students who use special modifications, who leave a test blank, or whose Direct Assessment of Writing tests are unable to be scored are included as participants. Absent students are not included as participants. The denominator includes all students.

Attachment A-3

**Final
06/10/04**

CRITERIA FOR EXEMPTION FROM TESTING DUE TO A MEDICAL EMERGENCY

The exemption determination for a medical emergency rests primarily on the following criteria.

The student is unable to attend school and is medically/emotionally unavailable for homebound/hospitalized instruction.

Rationale: We typically consider students who are well enough to receive homebound or hospitalized instruction well enough to be tested. The test schedule can be modified for these students so that they take only one test a day.

While we ask that the medical emergency be attested to by a physician, this attestation speaks to whether or not the student is available for homebound/hospitalized instruction. The physician is not asked to determine whether the student should take the test; the physician should determine whether the student is well enough to receive homebound or hospitalized instruction.

Factors to consider when in conversation with parents and/or school district personnel.

The illness, injury or condition is of an unexpected nature. It is not a chronic condition.

Rationale: It is expected that if the student has a chronic condition the district has taken the necessary steps to provide homebound/hospitalized instruction as necessary; has accommodations in place for test administration and is generally prepared to deal with the situation.

The emergency may be physical or emotional in nature, e.g., psychotic episode requiring hospitalization.

Rationale: Especially with adolescents, it is not unusual that the medical emergency is emotional in nature rather than just physical. We need to be sensitive to these emotional issues without exempting large numbers of students who are “nervous” and/or “anxious” about the test. We will need documentation of emotional incapacitation resulting in

unavailability for instruction as determined by a qualified medical professional as the criteria for an emotional issue that is severe enough to warrant an exemption.

The student is absent due to a documented medical condition for the whole test window, including the make-up period.

Rationale: The testing window is generally long enough (about 3 weeks) to allow sufficient time for a student to make up any testing that has been missed. If the student has recovered and has time to make up the testing during the testing window, an exemption is not warranted.

Documentation of the medical emergency is required. The physician or psychiatrist must attest to the inability of the student to be available for instruction and testing. Physician means a Doctor of Medicine or Osteopathy licensed to practice medicine and surgery according to Chapter 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state. For the purpose of determining a medical emergency, this means attestation required from an MD, DO or Psychiatrist. Attestations from social workers will not suffice.

Rationale: The circumstances surrounding a medical emergency must have a significant impact on the student's ability to participate in the entire test. Since we are looking for documentation of a medical condition, it seems reasonable to expect the documentation come from the student's doctor.

It may be necessary for the school nurse to have a discussion with the medical personnel caring for the student in order to fully understand the emergency situation, rather than relying solely upon district or parental explanations of the situation.

Rationale: It is not uncommon during the testing window to have school personnel or parents call the CSDE to report on the medical/emotional status of a student as an argument for not participating in the test. It is frequently difficult to make a valid judgment about such circumstances from afar. Having the school nurse in communication with the doctor, as necessary, will be helpful in determining and communicating the extent of the medical emergency. The school nurse will need to obtain proper authorization from the parent to communicate directly with the physician caring for the student.

The district may have to wait until the end of the test window to determine if the student will have qualified for a medical emergency exemption, will be considered absent, or will participate in some or all of the subtests.

Rationale: It is often difficult in the week(s) before the testing window to predict the extent of the medical emergency and whether the student will be able to participate in the test during the course of the test window.

The Department will need to develop a method of collecting the exemption-for-medical emergency-data regarding who and where these students are in any given test administration.

Rationale: Based on past practice, the USDE and/or NCEO, CCSO or some other agency or organization will want this data. We can keep it in much the same way we currently collect the “special accommodations/modifications” information.

If the district is able to have a discussion with CSDE staff about the particular student in question and submit appropriate medical documentation prior to the end of the test window, then no answer booklet will be submitted to the test contractor for scoring. This student will not be reflected in CAPT reports or in the AYP calculations.

If the district is unable to secure and submit medical documentation to the CSDE before the end of the test window, a test booklet must be submitted for the student. The student will be recorded as absent in CAPT reports but will not be included in AYP calculations.

Rationale: Because medical documentation is necessary for the exemption determination, until the documentation is available for review and discussion there is no exemption. Thus, an answer booklet must be submitted. There is no easy way to “pull” an answer booklet once it has been submitted to the test contractor for scoring.