

West Hartford Public School District

- Agenda Item:** School Performance Index and the New CT State Accountability Model
- Meeting Date:** December 17, 2013
- From:** Nancy DePalma, Assistant Superintendent for Curriculum, Instruction and Assessment
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Chip Ward, Director of Finance and Planning
- Through:** Karen L. List, Superintendent

Background:

This report discusses the changes that the State Department of Education (CSDE) has made to its accountability systems in accordance with its NCLB waiver request and how West Hartford schools performed in the new system for the 2012-13 school year.

The old accountability system utilized Adequate Yearly Progress (AYP) as its indicator. AYP was determined solely from proficiency rates for Reading and Mathematics as measured on the CMT and CAPT for tested grades. The goal was to have 100% of students proficient by the 2013-14 school year.

Under the new system, performance at all levels and for all subject areas tested is factored into a new indicator – School Performance Index (SPI). The intent of the new system is threefold. First, the SPI will be focused on the mastery or goal level of the tests which is a higher bar than the proficiency level incorporated in AYP. Second, the SPI will measure progress over time and reflect student improvement at all levels of the test not just at the proficient level as was the case with AYP. Third, the performance on all subjects tested will be included – reading, writing and math in grades 3-8 and 10 and science in grades 5, 8, and 10.

A school's SPI is the average of all students' individual performance scores which are scaled scores from 0-100 based on their achievement of mastery (goal or advanced bands), proficiency, basic level performance, or below basic level performance averaged across all tests. A student score of 100 equates to that student achieving goal or advanced (levels 4 or 5) on all subjects tested. A score of 0 equates to that student earning a Below Basic (level 1) score on all subjects tested. As detailed on the table on the next page this SPI incorporates in a single index both the scores on the regular test and the modified tests (MAS) and skills checklist tests taken by some special education students.

The CSDE has set a target SPI score of 88 for all schools to be achieved within a 12 year time period and established trajectories for incremental growth toward this target using the 3-year average of the 2010, 2011, and 2012 state tests to establish a school's baseline performance. The CSDE target score of 88 represents a much more rigorous overall goal without calling for unrealistic outcomes such as 100% of students achieving at a given level (for example, a school could achieve the targeted SPI of 88 by having 75% of its students achieving mastery, 17% at proficiency, 5% at basic, and 3% below basic; this is just one example).

Please note that this target lines up very well with the Board Goals for WHPS which are 78% at mastery and 90% at proficient or above. Those figures equate to an SPI of 88 which is the CSDE target.

Conversion of Test Scoring Band into Performance Index Levels – 2012-13

Performance Index Level	Standard CMT/CAPT	MAS CMT/CAPT	Skills Checklist
100	Advanced (5), Goal (4)	Goal (3)	Independent (3)
67	Proficient (3)		
50		Proficient (2)	Proficient (2)
33	Basic (2)		
0	Below Basic (1)	Basic (1)	Basic (1)

SPI's will be calculated both for all students in a school as well as for students in five key subgroups that have historically underperformed on these tests – students with disabilities, English language learners, students eligible for free or reduced price lunch, Black students and Hispanic students.

This new State Accountability System took effect in the 2012-13 school year. Using the results on 2013 CMT and CAPT tests the CSDE divided all schools into 4 groups based on the school's overall SPI, the growth rate in the school's SPI, the SPI's for the various subgroups, and, for high schools, graduation rate data. The chart on the next page provides a detailed summary of the classification process.

SPI Classification Methodology:

Statewide there are four classifications

- Excelling: 15% of CMT schools and 7% of CAPT schools
- Progressing: 29% of CMT schools and 25% of CAPT schools
- Transitioning: 40% of CMT schools and 45% of CAPT schools
- Review/Turnaround: 16% of CMT schools and 23% of CAPT schools

Question A: What is the school's overall SPI?

Based on the answer to this key question most of the decisions are made as to a school's classification. Schools with SPI's of 88 or higher proceed down the left track. Schools with SPI's less than 64 are considered Review or Turnaround schools. Schools with SPI's between 64 and 88 proceed down the middle track.

Question B: Did they meet all of the Excelling criteria?

For schools with an SPI greater than or equal to 88, their results are next tested against the excelling criteria:

- a) Did at least 25% of students score in the advanced band in 3 out of 4 tests?
- b) Were the gaps in the SPI between the whole school and a majority of the subgroups tested less than 10 points? Subgroup scores are only analyzed if there are more than 20 students in a subgroup.
- c) High Schools only – Was the school's 4 year graduation rate at least 94%? The 4 year graduation rate is calculated using the federal methodology and looks at the numbers of graduates in 2013, for example, divided by the incoming number of 9th graders in 2009.
- d) High Schools only – Was the school's Holding Power Rate at least 96%? The Holding Power Rate includes, in addition to graduates, students who are still in school after 4 years and students with disabilities who are earning a certificate of completion.
- e) Please note that high school graduation statistics for the Class of 2013 will not be available until the spring of 2014.

If the answer to ALL of these questions is yes, then the school is classified as Excelling. If the answer to one or more of these questions is no, then the school is classified as Progressing.

Question C1: Did they meet their SPI target?

For schools with an SPI between 64 and 88, their whole school SPI result is tested against their target for the SPI for 2013. The SPI target levels are set so that the school will grow from its baseline SPI performance to an overall goal of 88 in 12 years. The baseline SPI is set as the average SPI for the 2010, 2011, and 2012 CMT/CAPT results. If the baseline SPI average is 82, the SPI target will grow by 0.5 points per year so that in 12 years the target equals 88. In this case the 2013 target for the school would be 82.5.

If the school met their SPI target, then the school proceeds to question C2. If the school did not meet their SPI target, then the school is classified as Transitioning.

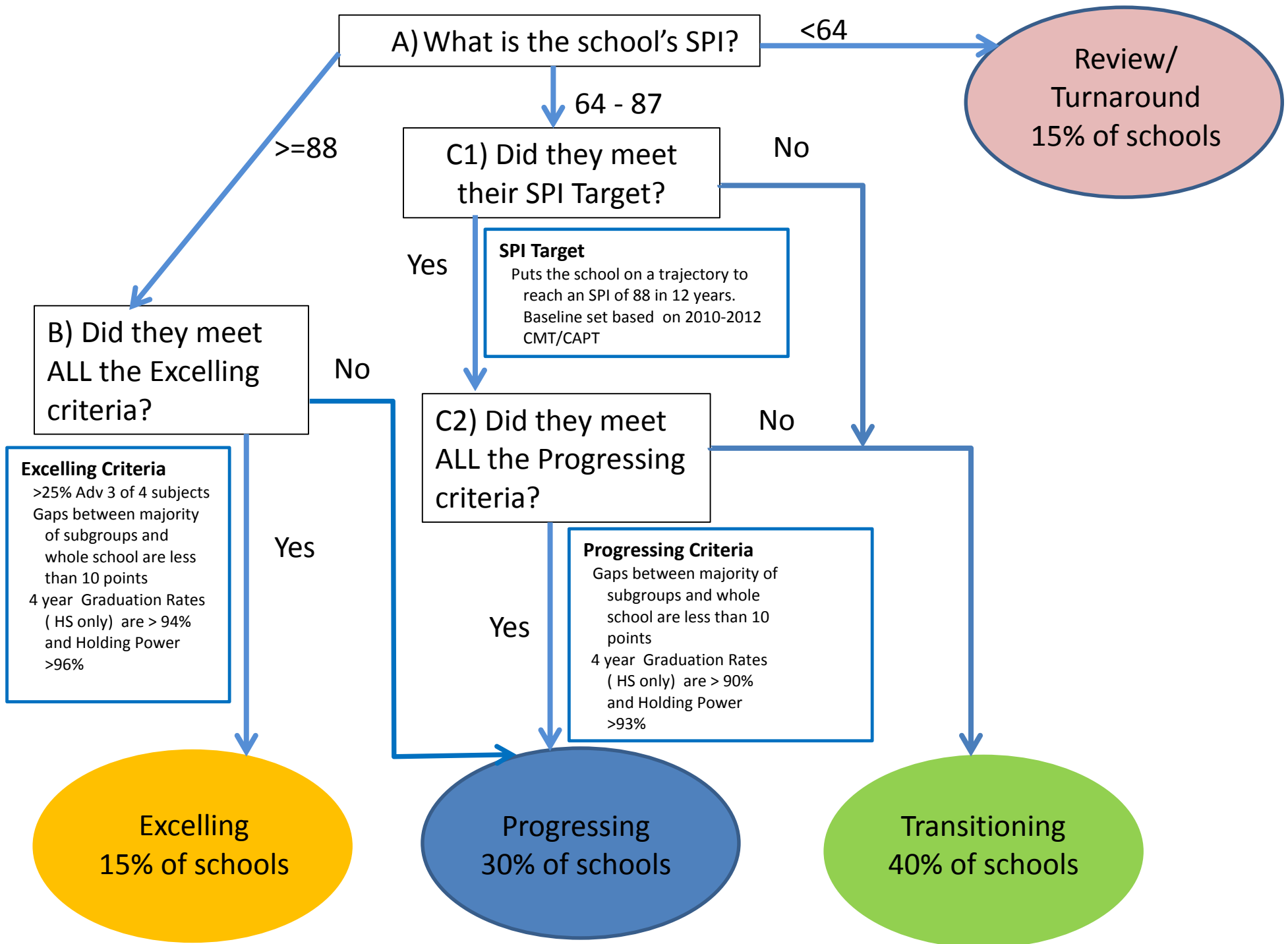
Question C2: Did they meet all of the Progressing criteria?

For schools with an SPI between 64 and 88 and who met their SPI targets, their results are next tested against the Progressing criteria. These criteria are slight modifications of the Excelling criteria.

- a) Were the gaps in the SPI between the whole school and a majority of the subgroups tested less than 10 points? Subgroup scores are only analyzed if there are more than 20 students in a subgroup.
- b) High Schools only – Was the school’s 4 year graduation rate at least 90%? The 4 year graduation rate is calculated using the federal methodology and looks at the numbers of graduates in 2013, for example, divided by the incoming number of 9th graders in 2009.
- c) High Schools only – Was the school’s Holding Power Rate at least 93%? The Holding Power Rate includes, in addition to graduates, students who are still in school after 4 years and students with disabilities who are earning a certificate of completion

If the answer to ALL of these questions is yes, then the school is classified as Progressing. If the answer to one or more of these questions is no, then the school is classified as Transitioning.

How are Schools Classified Based on their SPI?



West Hartford 2012-13 Results:

The table on the next page details the classifications of the 16 West Hartford schools based on their 2013 CMT/CAPT results.

4 schools – Braeburn, Bugbee, Duffy and Morley –were classified as Excelling. All of these schools had an SPI in excess of 88 and had more than 25% of students score in the advanced band. As small schools, they did not have any subgroups with 20 or more students in them.

Norfeldt, Bristow and KP also had SPI's greater than 88, but as larger schools or as schools with specialized populations, they had at least 1 subgroup and none of the subgroup's SPI scores were within 10 points of the whole school's SPI scores and so they were classified as Progressing.

Charter Oak also was classified as Progressing. While Charter Oak's overall SPI was less than 88, Charter Oak did make their SPI target and the majority of their subgroup's SPI scores were within 10 points of their whole school's SPI score.

The remaining 6 elementary and middle schools as well as the district (CMT) as a whole are classified as Transitioning because their SPI was less than 88 and they did not meet their SPI targets.

At the high school level, both schools and the district as a whole are classified as transitioning as they had overall SPI's of less than 88 and the did not meet their SPI target in 2013.

2013-14 and Later School Years

In 2013-14 the district will be piloting the SBAC tests. It is a different test with different content strands and different testing protocols (no MAS testing for example). We do not know how the state plans to classify the schools and the district based on trial SBAC results. Presumably by the time live SBAC tests are given in the 2014-15 school year, the state will have determined how those new tests will be incorporated into the existing state accountability systems and we will report to you on their approach at that time.

Dr. DePalma, Mr. Vicinus and Mr. Ward will be available to answer any questions.

Summary of 2013 School Classification based on New State Accountability System

School	SPI Target	SPI 2013	2013 Classification	Reason
Aiken	88.0	87.7	Transitioning	SPI < 88 and did not meet SPI target
Braeburn	87.5	88.7	Excelling	SPI >88, more than 25% advanced and no subgroup scores
Bugbee	88.0	95.6	Excelling	SPI >88, more than 25% advanced and no subgroup scores
Charter Oak	77.6	78.7	Progressing	SPI < 88, but met SPI target and 3 of 4 subgroups within 10 points of school SPI
Duffy	88.0	91.2	Excelling	SPI >88, more than 25% advanced and no subgroup scores
Morley	88.0	92.2	Excelling	SPI >88, more than 25% advanced and no subgroup scores
Norfeldt	88.0	90.4	Progressing	SPI > 88 but had one subgroup whose SPI score gap to whole school was >10
Smith	81.0	80.0	Transitioning	SPI < 88 and did not meet SPI target
Webster Hill	83.1	76.1	Transitioning	SPI < 88 and did not meet SPI target
Whiting Lane	83.6	83.3	Transitioning	SPI < 88 and did not meet SPI target
Wolcott	85.3	83.6	Transitioning	SPI < 88 and did not meet SPI target
Bristow	88.0	89.3	Progressing	SPI > 88 but had five subgroups whose SPI score gap to whole school was >10
King Philip	88.0	88.2	Progressing	SPI > 88 but had five subgroups whose SPI score gap to whole school was >10
Sedgwick	86.6	83.7	Transitioning	SPI < 88 and did not meet SPI target
District CMT	87.3	86.0	Transitioning	SPI < 88 and did not meet SPI target
Conard	85.3	82.2	Transitioning	SPI < 88 and did not meet SPI target
Hall	86.9	86.2	Transitioning	SPI < 88 and did not meet SPI target
District CAPT	85.5	82.9	Transitioning	SPI < 88 and did not meet SPI target