Middletown Public Schools | Board of Education Presentation

Understanding Connecticut's Next Generation Accountability Index

What It Measures, How Points Are Earned, and What the Results Tell Us About Student Achievement and Growth

November 2026

Accountability Systems Serve Important Purposes

- Track progress
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements

Connecticut Next Generation Accountability System for Districts and Schools

- Provides a more complete picture of a school or district
- Guards against narrowing of the curriculum to the tested subjects
- Expands ownership of accountability to all staff
- Allows schools to demonstrate progress on “outcome pre-cursors”
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts
- Developed by CT Department of Education with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

CONNECTICUT'S NEXT GENERATION ACCOUNTABILITY SYSTEM

12 indicators. A more complete picture of student success.

ACADEMIC SUCCESS

How well students are learning and improving over time

1. **Achievement** (English Language Arts, Math, Science)
2. **Growth** (English Language Arts and Math, and progress toward English language proficiency for English and Multilingual learners)

ENGAGEMENT & WELL-ROUNDED EDUCATION

How students engage in school and experience a well-rounded education

3. Participation in State Tests
4. Chronic Absenteeism
7. On-Track to High School Graduation
11. Physical Fitness
12. Arts Access

SUCCESS BEYOND HIGH SCHOOL

How students prepare for and achieve success beyond high school

5. Taking Relevant Courses
6. Meeting Proven Benchmarks
8. Four-Year Graduation (All Students)
9. Six-Year Graduation (High Needs Students)
10. Entering 2- or 4-year College

Middletown Public Schools

What are the 12 Indicators?

1. Academic achievement (Performance Index)[H]
2. Academic growth [H] and Progress toward English language proficiency
3. Assessment participation rate [H]
4. Chronic absenteeism [H]
5. Postsecondary preparation
6. Postsecondary readiness
7. Graduation- on-track in ninth grade
8. Graduation- four-year adjusted cohort
9. Graduation- six-year adjusted cohort [H]
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

[H] Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)

What Do the Accountability Numbers Mean?

Students Meeting Expectations	Percentage of students who reach the proficiency standard. SBA and NGSS: Levels 3–4; SAT: applicable benchmark.
Performance Index (PI)	A weighted measure of student achievement across performance levels. Students below proficiency can still contribute points.
Accountability Index (AI)	A broader school or district measure combining achievement with other indicators such as growth and attendance.

PI and AI are point-based measures — neither is the percentage of students at grade level.

How to Interpret the Results

Example: If 40% of students meet expectations, that does NOT mean the school's Performance Index is 40 or its Accountability Index is 40.

Why the numbers differ

- PI awards weighted credit across achievement levels, not just to proficient students.
- AI combines multiple indicators; achievement is only one part of the total.

Assessment participation = students tested, NOT students proficient.

Academic Growth (PTA): Progress Is Not Proficiency

How Connecticut measures growth

Grades 4–8: CSDE compares each student's SBA ELA and math scale scores across consecutive years and measures progress toward an individualized annual growth target. PTA is the average percentage of those targets achieved—not the percentage proficient.

How a school can earn a Highest Growth distinction

Schools in approximately the top 10% for eligible academic-growth measures (ELA or math; all students or high-needs students) may qualify, subject to state participation and achievement-gap safeguards. Growth recognition does not require most students to be proficient.

Illustrative example: A school could have 89% of students below proficiency (11% proficient) and still receive Highest Growth recognition if its eligible students make exceptional year-to-year progress and it meets all distinction criteria.

Growth = how far students progressed | Proficiency = where students currently perform

Middletown Public Schools

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	57.1	75	38.0	50	76.1	86.7
1b. ELA Performance Index - High Needs Students	49.0	75	32.7	50	65.4	73.9
1c. Math Performance Index - All Students	52.1	75	34.7	50	69.5	82.2
1d. Math Performance Index - High Needs Students	44.8	75	29.8	50	59.7	68.4
1e. Science Performance Index - All Students	54.7	75	36.4	50	72.9	84.2
1f. Science Performance Index - High Needs Students	47.2	75	31.4	50	62.9	70.1
2a. ELA Academic Growth - All Students	45.9%	100%	45.9	100	45.9	59.3
2b. ELA Academic Growth - High Needs Students	44.4%	100%	44.4	100	44.4	54.8
2c. Math Academic Growth - All Students	47.6%	100%	47.6	100	47.6	60.9
2d. Math Academic Growth - High Needs Students	46.9%	100%	46.9	100	46.9	54.0
2e. Progress Toward English Proficiency - Literacy	60.0%	100%	30.0	50	60.0	59.0
2f. Progress Toward English Proficiency - Oral	54.7%	100%	27.3	50	54.7	53.9
4a. Chronic Absenteeism - All Students	22.1%	<=5%	15.8	50	31.5	54.5
4b. Chronic Absenteeism - High Needs Students	29.5%	<=5%	1.1	50	2.2	24.6
5. Preparation for CCR - Percent Taking Courses	96.1%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	45.8%	75%	30.5	50	61.1	66.5
7. On-track to High School Graduation	94.8%	94%	50.0	50	100.0	93.3
8. 4-year Graduation: All Students (2025 Cohort)	89.8%	94%	95.5	100	95.5	97.0
9. 6-year Graduation: High Needs Students (2023 Cohort)	90.8%	94%	96.6	100	96.6	91.3
10. Postsecondary Entrance (Graduating Class 2025)	62.1%	75%	82.8	100	82.8	89.8
11. Physical Fitness (estimated participation rate = 90.7%)	36.2%	75%	24.2	50	48.3	67.3
12. Arts Access	65.8%	60%	50.0	50	100.0	94.0
Accountability Index			941.8	1450	65.0	72.2

- Indicator 3 is the participation rate.

Achievement and Graduation Rate Gaps

- A district/school is identified as having an “achievement gap” if its gap size is substantially different from the average statewide gap in any subject area.

- A district/school is identified as having a “graduation gap” if its gap size is substantially different from the average statewide gap.

Achievement and Graduation Rate Gaps

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	67.6	49.0	18.6	16.6	Y
Math Performance Index Gap	61.6	44.8	16.8	17.8	N
Science Performance Index Gap	64.3	47.2	17.1	18.6	N
Graduation Rate Gap (2023 Cohort)	94.0	90.8	3.2	10.7	N

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	97.7
ELA - High Needs Students	97.0
Math - All Students	96.3
Math - High Needs Students	94.8
Science - All Students	98.1
Science - High Needs Students	97.1