

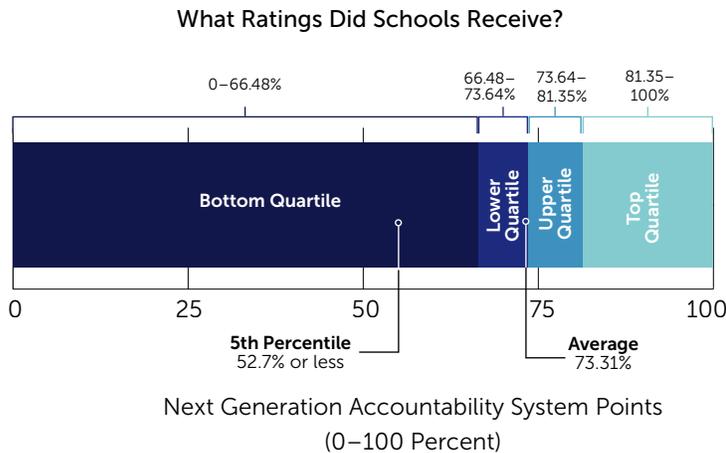
To monitor states' progress in implementing the Every Student Succeeds Act (ESSA), the Alliance for Excellent Education analyzed school ratings and lists of identified schools from the 2018–19 school year (based on data from 2017–18 and earlier).

ABOUT CONNECTICUT'S ESSA ACCOUNTABILITY SYSTEM

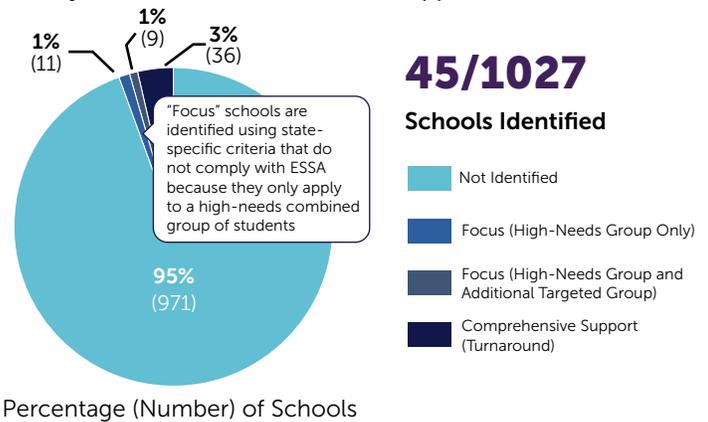
- **School rating type:** index system (Next Generation Accountability System) based on the percentage of possible points earned¹
- **Indicators included in ratings:** (1) achievement: English language arts (ELA), math, and science; (2) growth: ELA and math (for elementary and middle schools); (3) participation rates; (4) chronic absenteeism; (5) college- and career-ready (CCR) course work (for high schools); (6) CCR exams (for high schools); (7) ninth-grade on-track (for middle and high schools); (8) four-year high school graduation rate; (9) six-year high school graduation rate; (10) postsecondary enrollment (for high schools); (11) physical fitness; and (12) fine arts (for high schools)
- **Subgroup performance included in ratings:** high-needs students only (subgroup combines students from low-income families, English learners, and students with disabilities)
- **Categories of schools identified for support under ESSA:** comprehensive support and improvement (CSI) due to low performance or low graduation rates schoolwide and targeted support and improvement: additional targeted support (TSI:ATS) due to low-performing groups of students²
- **How schools are identified for targeted support:** targeted support and improvement: consistently underperforming subgroup (TSI:CU)—any school with a group of students performing in the bottom 1% on all indicators for three consecutive years; TSI:ATS—any TSI:CU school or “focus” school (state-specific category) with a group of students performing as poorly as students overall in CSI schools
- **School year in which schools were first identified for support:** 2018–19, based on 2017–18, 2016–17, and 2015–16 data³

SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT

In Connecticut, **only 36 schools (3%)** were identified for comprehensive support. The state placed 20 schools (2%) in a state-specific “focus” school category, with **9 “focus” schools (1%)** then identified for additional targeted support.⁴

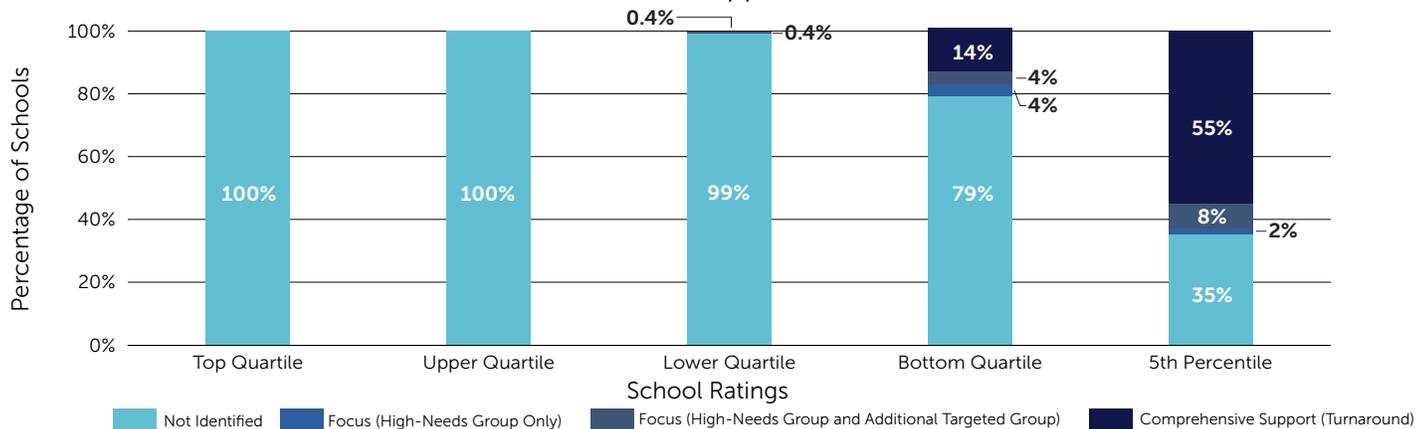


How Many Schools Were Identified for Support under ESSA?



Were Schools with Low Ratings Overlooked for Support?

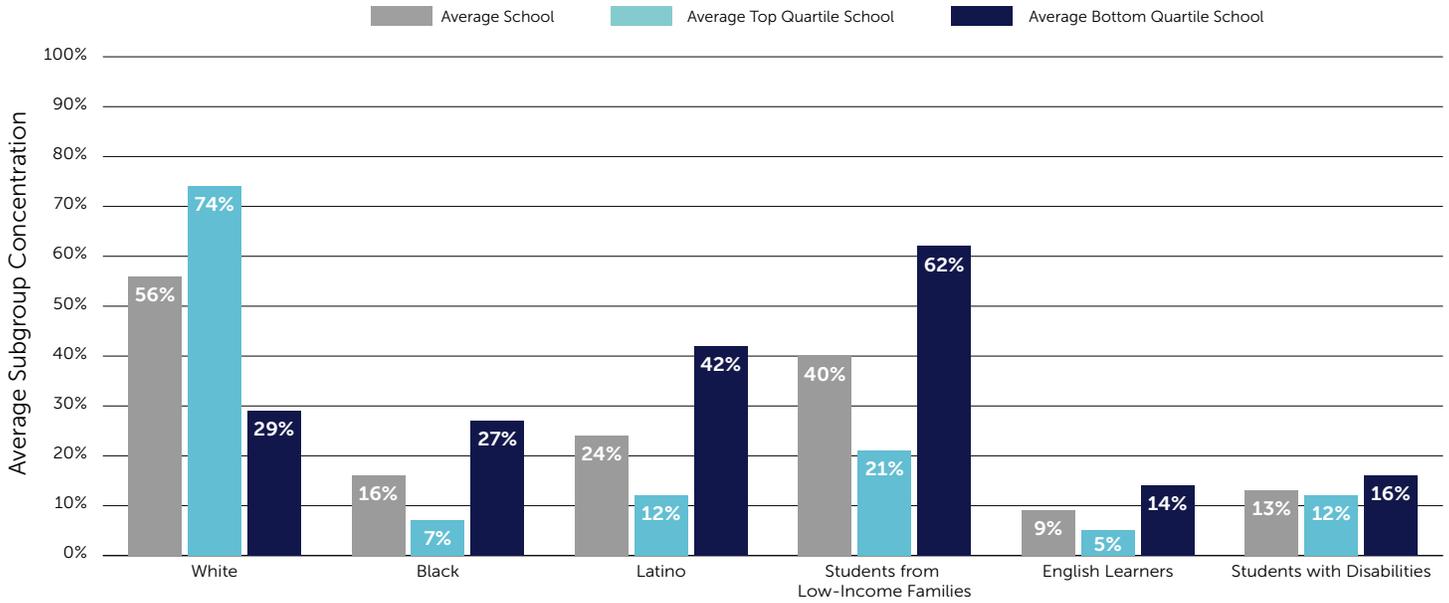
83% of schools in the bottom quartile and **37%** of schools in the 5th percentile of points earned were not identified for support under ESSA.



PERFORMANCE OF STUDENT SUBGROUPS

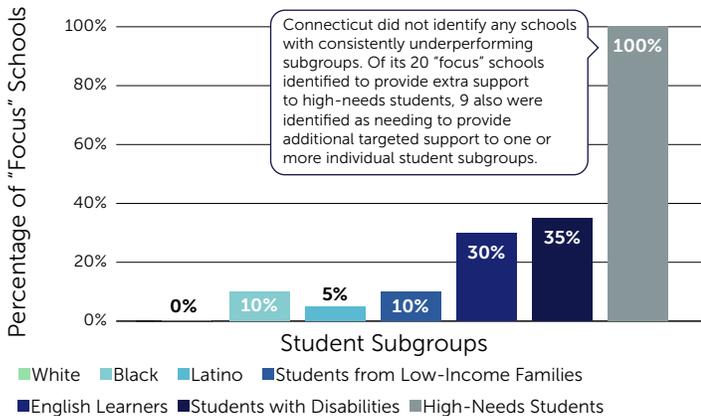
Like in most states, historically underserved students were more concentrated in schools with low ratings.

For example, the student body of an **average school** was **24%** Latino. Yet the student body of an average school in the **top quartile** of points was **12%** Latino, while the average school in the **bottom quartile** was **42%** Latino.



Which Student Subgroups Needed Extra Support?

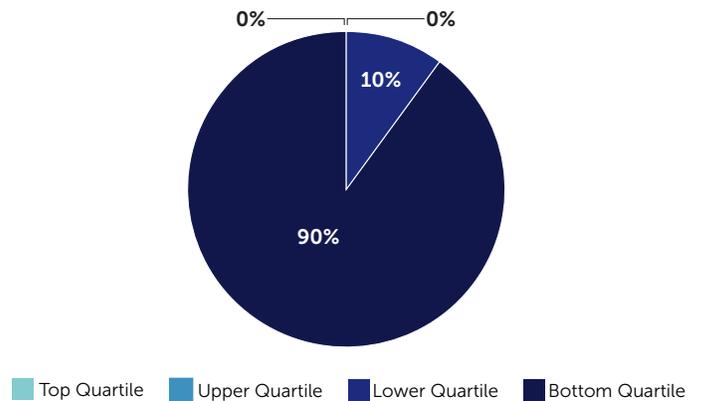
Individual groups of students were identified as needing support *only* when a **combined high-needs group of students from low-income families, English learners, and students with disabilities** met the “focus” school criteria first. Of the 20 “focus” schools, 10% needed to provide additional targeted support to **Black students**.



To What Extent Did High Ratings Mask Outcomes for Low-Performing Subgroups?

Among “focus” schools

0% were in the top quartile or upper quartile of points earned in the Next Generation Accountability System.



For more information about Connecticut’s ESSA plan, visit all4ed.org/essa/essa-in-your-state/.

Endnotes

- Eleven schools are excluded from the analyses of school ratings because the state did not evaluate those schools on any indicators and the schools received zero points.
- Connecticut has criteria to identify schools for TSI:CU, but no schools met the state’s criteria. Instead, the state identified “focus” schools using a state-specific methodology. However, this analysis does not classify “focus” schools as TSI because that methodology only considers a high-needs combined student subgroup, not individual student subgroups as required by ESSA. Because Connecticut did not identify any TSI:CU schools, the state identified TSI:ATS schools exclusively from “focus” schools. Connecticut calls CSI schools “turnaround.”
- This analysis includes only the final of the three years of data that were averaged to identify schools for support, which may account for why some schools with low index scores were not identified.
- Some graphs in this document may not total 100 percent due to rounding of percentages.

The **Alliance for Excellent Education** (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org