

School accountability is the process of evaluating school performance on the basis of student performance measures.¹ These measures determine the ability of a state, district, and school to successfully prepare students for college, work, and life. This policy briefing examines the systems of school and district accountability that currently exist in public education in Connecticut. This policy briefing also explains what school accountability is, gives a brief summary of the history of school accountability, provides an overview of Connecticut's current systems of school accountability, and details school accountability grants currently available.

Brief History of School Accountability^A

In 1965, the Elementary and Secondary Education Act (ESEA) was signed into law. The ESEA was created to be the foundation of President Lyndon B. Johnson's "War on Poverty." It was through the law's passage that education was highlighted as a way to combat poverty by creating high standards and accountability.² Under the ESEA, Title I provided financial aid to Local Education Agencies (LEAs) to help educate economically disadvantaged students.³ The Improving America Schools Act (IASA) increased accountability for states and districts under the 1994 reauthorization of the ESEA.⁴ The IASA required that states and local districts establish reading or English Language Arts (ELA) and mathematic standards, and then assess students at least once during elementary, middle, and high school based on those standards.

In 2001, the No Child Left Behind Act (NCLB), expanded on the IASA by increasing the role of the federal government in holding states responsible for the academic success of students. NCLB required states to begin testing students in reading and mathematics from third through eighth grade and then once in high school. The Act also required the testing of students in science once in elementary, middle, and high school. NCLB enlisted accountability measures to hold schools accountable. Under NCLB, states were required to have all students proficient in reading and math by the 2013-14 school year. Any schools that failed two consecutive years in a row in meeting their proficiency goal were required to follow NCLB guidelines for improvement.^{5,B}

In 2015, the Every Student Succeeds Act (ESSA) was signed into law and new requirements were established for statewide accountability systems. Under ESSA, states were given more autonomy in creating their own accountability standards that

^A This brief history is given as a means to provide context to school accountability in the United States. For a more in-depth review of the history of school accountability, please consult the following source. Paul, C. A. (2016). Elementary and Secondary Education Act of 1965. *Social Welfare History Project*. Retrieved from <http://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/>.

^B Under the ESEA, the NCLB guidelines for improvement include tutoring or the ability to transfer schools. Martin, C., Sargrad, S., & Batel, S. (2016). *Making the Grade: A 50-State Analysis of School Accountability Systems*. Washington D.C: Center for American Progress. Retrieved from https://oese.ed.gov/files/2020/10/making_the_grade_-_a_50-state_analysis_of_school_accountability_systems-1.pdf.

measured student success more holistically.⁶ In response to the new level of autonomy in creating accountability systems, Connecticut established the Next Generation Accountability System, which uses 12 indicators to measure how well the state's education system is doing in preparing students to be successful in and out of the classroom.^{7.C}

School Accountability Measures

According to the Connecticut State Department of Education (CSDE), school accountability measures are determined by state and local boards of education. These measures should be clearly outlined and should do the following:

- Clearly state what success means;
- Establish performance standards aligned with federal and international standards;
- Regularly measure performance based on established standards; and
- Ensure information on these standards is made readily available to the public and used to make informed decisions to aid in student success.⁸

School accountability must use multiple measures to assess success because being successful is multifaceted.⁹ Connecticut has enlisted the use of the National Assessment of Educational Progress (NAEP) and Connecticut's Next Generation Accountability System for its accountability measurement systems. These systems are outlined in Table 1 below. It is important to note that while the NAEP is a national accountability system, it is not utilized in the same capacity as the Next Generation Accountability System. The Next Generation Accountability System is used to make informed decisions regarding the educational outcomes of Connecticut students.¹⁰

Table 1: School Accountability Systems in Connecticut

	National Assessment of Educational Progress ^D	Next Generation Accountability System
Accountability System Overview	Congressionally mandated assessment in various subject areas for K-12 students. ¹¹	Broad set of 12 indicators that help tell how well schools are preparing students for success in college, their career, and throughout their life ¹²
Accountability Measures	<ul style="list-style-type: none"> • Math • Science • Reading • Writing • Arts 	<ul style="list-style-type: none"> • Academic achievement status based on state assessments;

^C For the full version of Connecticut's approved ESSA plan please visit https://portal.ct.gov/-/media/SDE/ESSA/august_4_ct_consolidated_state_essa_plan.pdf.

^D The NAEP is administered to a representative sample of the nation's fourth, eighth, and 12th grade students.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2020, November 4). Assessments. Retrieved from <https://nces.ed.gov/nationsreportcard/assessments/>.

	<ul style="list-style-type: none"> • Civics • Geography • Economics • History • Technology and engineering literacy^E 	<ul style="list-style-type: none"> • Academic growth on Smarter Balanced assessments; • Assessment participation rates; • Chronic absenteeism, preparedness for postsecondary; • Career readiness through course work and exams; • Graduation rates;^F • Postsecondary entrance rates, physical fitness; and • Access to the arts.¹³
How Systems are Utilized	<ul style="list-style-type: none"> • Measure educational achievement and progress of students in the nation at various established grades and ages; and • Provide comparisons of what students can do based on various demographic groups over time.¹⁴ 	<ul style="list-style-type: none"> • Make informed decisions based on data to allocate resources; • Improve curriculum; • Improve teaching; • Design new programs; and • Provide more effective instruction based on specific student needs.¹⁵
Measurement Classifications	<ul style="list-style-type: none"> • Scale scores are subject based and are either on a scale of 0-500 or 0-300. • NAEP Achievement Levels are based on percentage of students and fall into three categories: Basic, Proficient, and Advanced.¹⁶ 	<ul style="list-style-type: none"> • Tier 1: Schools in the top quartile; • Tier 2: Schools in the two middle quartiles; • Tier 3: Schools in the bottom quartile; • Tier 4:^G Schools newly identified as Turnaround or Focus Schools; and • Tier 5: Schools previously identified as Turnaround or Focus schools.¹⁷

^E The most frequent assessments of the NAEP are in mathematics, science, reading, and writing for fourth through eighth grade.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2020, November 4). Assessments. Retrieved from <https://nces.ed.gov/nationsreportcard/assessments/>.

^F Graduation rate measurements are based on: students on track in ninth grade, four-year adjustment cohort rates, and six-year adjustment cohort rate.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2020, November 4). Assessments. Retrieved from <https://nces.ed.gov/nationsreportcard/assessments/>.

^G Turnaround schools are the lowest-performing schools overall, while Focus Schools are those schools with the lowest-performing student groups in the state.

Connecticut State Department of Education. (2018). *Connecticut School Categories: 2016-17*. Hartford, CT: Author. Retrieved from <http://edsight.ct.gov/relatedreports/School%20Categories%202016-17.pdf>.

School Requirements	<ul style="list-style-type: none"> • Administer assessments^H 	<ul style="list-style-type: none"> • Build on accomplishments and improve in areas that require more attention.¹⁸
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School Accountability Grants

The State of Connecticut uses school accountability systems to identify schools and districts to improve student outcomes through federal and state grant programs and resources. This section provides an overview of these grant programs.

Connecticut School Accountability Grants

Alliance Districts Grant

Alliance District funding is education aid given to 33 of Connecticut's lowest-performing schools districts based on Accountability Index measures.¹⁹ This grant is provided as part of Connecticut's Education Cost Sharing (ECS) formula. However, Alliance District aid is withheld from a district until a submitted plan indicating how the district will expend the dollars has been approved.²⁰ As seen in Table 2 on page 5, Alliance District grants are calculated by taking a town's current year ECS grant amount and then subtracting a town's fiscal year 2012 ECS grant funding amount.²¹ Within the 33 Alliance Districts there are 10 Opportunity Districts, which are the lowest-performing districts in the state. These Opportunity Districts receive an intensive level of support and are accountable for continuous improvement under the ESSA long-term goals guidelines.^{1,22}

Priority School Districts Grant

The Priority School District grant program is aid given to eligible districts to improve student outcomes. Currently, all schools designated as Priority School Districts are also Alliance Districts. As seen in Table 2, Priority School District grant funds can be used to improve instruction, to expand extended-day kindergarten programs, and strengthen parent engagement.^J

In 2019, Connecticut enacted Public Act 19-130, An Act Concerning the Opportunity Gap,^K in order to ensure greater accountability for districts that receive the Priority School District grant. Beginning with the 2019-20 school year, Public Act 19-130 authorizes the Connecticut State Board of Education (SBOE) to make grant payments to local boards

^H The U.S. Department of Education's public school database identifies schools for NAEP assessments. More information can be found at https://nces.ed.gov/nationsreportcard/assessment_process/selection.aspx.

^I For a more detailed explanation of the Alliance District program, please see the following report. School and School Finance Project. (2020). *Alliance District and Priority School District Grants*. New Haven, CT: Author. Retrieved from <http://ctschoolfinance.org/resources/uploads/files/Alliance-District-and-Priority-School-District-Grants.pdf>.

^J For a full description of the Priority District grant program, please see the following report. School and School Finance Project. (2020). *Alliance District and Priority School District Grants*. New Haven, CT: Author. Retrieved from <http://ctschoolfinance.org/resources/uploads/files/Alliance-District-and-Priority-School-District-Grants.pdf>.

^K For a more detailed explanation of Public Act 19-130, please visit <https://www.cga.ct.gov/2019/act/pa/pdf/2019PA-00130-R00SB-01018-PA.pdf>.

of education by September 15th of each fiscal year.²³ Public Act 19-130 also requires each Priority School District to have a three-year proposal approved by the commissioner of the CSDE and complete an annual program evaluation. The evaluation must include program descriptions and whether the programs are doing the following in the district:

- Improving student achievement;
- Enhancing educational opportunities; and
- Achieving performance and objective targets approved by the commissioner of the CSDE.

Beginning July 1, 2022, and continuing through July 1, 2024, any district receiving the Priority School District grant that has not improved between the 2018-19 and 2020-21 school years, according to the state's Accountability Index, must have the commissioner of the CSDE develop a three-year plan for how grant expenditures will be allocated.²⁴ The three-year project plan must include the following:

- Project goals and explanations;
- Project objectives;
- Evaluation strategies; and
- Budget.^{25L}

Districts for which the commissioner has created a three-year plan for grant expenditures may use grant funding for:

- Scientifically-based reading research and instruction;
- Numeracy instruction; and
- Support for chronically absent students.²⁶

Commissioner's Network

The Commissioner's Network was established under Section 10-223h of the Connecticut General Statutes. The Commissioner's Network is a collaboration between the CSDE and local education stakeholders to drastically improve student outcomes in the 25 lowest-performing schools in Connecticut. Schools in the Commissioner's Network remain part of their local districts, however, the home district and the CSDE retain school-level flexibility and autonomy for the school in exchange for a higher level of accountability.^M Additional details about the Commissioner's Network can be found in Table 2 below.

Table 2: Connecticut School Accountability Grant Programs

	Alliance District ²⁷	Priority School Districts ²⁸	Commissioner's Network ²⁹
Program Description	Alliance Districts are 33 of Connecticut's lowest-performing school districts based on the Accountability Index measures. Alliance	Priority Districts are designated school districts that are eligible for specific grants to aid in improving student achievement and	A network of collaborative education stakeholders in conjunction with the Connecticut State Department of

^L The budget must identify local funding and other resources that can contribute to the three-year plan.

^M For a more detailed look at the process to join the Commissioner's Network, please visit <https://portal.ct.gov/SDE/Commissioners-Network/Commissioners-Network>.

	Districts are identified through a four-step process and are eligible for aid to help improve the district's ability to drastically increase student outcomes and close the opportunity gap. ³⁰	enhancing educational opportunities. ³¹	Education committed to the improvement of Connecticut's 25 lowest performing schools.
Program Eligibility	<ul style="list-style-type: none"> • Local or regional school district; • At least 1000 students in the same data year; • One of the 30 lowest-performing districts based on the Accountability Index; and • Any district that was previously identified as an Alliance District from June 30, 2013 – June 30, 2017. 	<ul style="list-style-type: none"> • Eight towns with the largest populations; • 11 towns with the highest number of children under the Temporary Family Assistance (TFA) program, plus the town mastery count; and • 11 towns with the highest percentage of children under the TFA program to the town's mastery count.³² 	<ul style="list-style-type: none"> • Schools classified as one of 25 lowest-performing schools in Connecticut based on the Next Generation Accountability System.
Allocation Formula	<ul style="list-style-type: none"> • Difference between town's current year ECS grant amount and its FY 2012 ECS grant funding amount.³³ 	<ul style="list-style-type: none"> • Formula uses town population, town TFA counts and percentages, and historical allocations.³⁴ 	<ul style="list-style-type: none"> • Commissioner will provide funds to participating schools; and • All costs for implementing turnaround program will be paid by the SBOE.³⁵
Use of Program Funds	<ul style="list-style-type: none"> • Tiered system of interventions; • Foundational reading programs for students in grades K-3; • Additional learning time through 	<ul style="list-style-type: none"> • Creation or expansion of school dropout programs; • Alternative education and transitional 	<ul style="list-style-type: none"> • No exact use, but the commissioner of the CSDE is able to provide funds, technical assistance, and operational support to schools.

	<p>extending the school day or extending the school year;</p> <ul style="list-style-type: none"> • Talent strategy to attract, retain, promote, and improve staff performance; • Training for school leaders and staff around new teacher evaluation models; • Coordinate with early childhood education providers; • Coordinate with governmental and community programs for student support and wraparound services; • Implement and further statewide education standards; • For recruiting minority teachers and administrators; and • For enhancing bilingual education programs.³⁶ 	<p>educational programs;</p> <ul style="list-style-type: none"> • Academic enrichment, tutoring, and recreation programs during non-school hours; • Development or expansion of extended kindergarten programs; • Development or expansion of scientifically-based reading research and instruction; • Numeracy instruction; • Support chronically absent students; • Enhance the use of technology for supporting instruction or improving parent and teacher communication; • For initiatives to strengthen parent involvement in education or for other parent and community engagement programs; • To obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges; 	<ul style="list-style-type: none"> • Commissioner may also provide financial support to teachers and administrators working in eligible school.³⁸
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		<ul style="list-style-type: none"> • Extended day programs; and • Summer school programs for students in grades K-3 that are substantially deficient in reading.³⁷ 	
Program Accountability Measures	<ul style="list-style-type: none"> • Connecticut's Next Generation Accountability System 	<ul style="list-style-type: none"> • SBOE must prepare an evaluation of priority grant programs by July 1, 2020 and every three years thereafter. • School districts must prepare an annual program evaluation.³⁹ 	<ul style="list-style-type: none"> • School turnaround plans and; • Connecticut's Next Generation Accountability System

Federal School Accountability Grants

The federal government offers states aid to improve student success through school accountability grants. Tables 3 and 4 provide an overview of the programs that Connecticut utilizes.^N The grant programs below are a subset of all grant accountability programs and were selected based on the amount of aid provided to Connecticut under the ESEA.⁴⁰

Title I

Title I consists of grant programs that provide aid to State Education Agencies (SEAs) and LEAs to ensure all children have equal opportunity and access to high-quality education in order to achieve academic success.⁴¹ There are four grant programs available under Title I: Title I, Part A; Title I, Part B; Title I, Part C; and Title I, Part D.^O These grants are summarized in Table 3 on page 10.

Title I, Part A is the Improving Basic Programs Operated by LEAs grant authorized under the ESEA to improve the academic achievement of disadvantaged students. Title I, Part A was enacted to provide all children fair and equal access to high-quality education, and requires all children reach a minimum level of proficiency on a state's achievement

^N For a complete list of federal school accountability grants, please visit <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/>.

^O For more detailed information of Title I, please visit <https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>.

standards and a state's academic assessments.⁴² LEAs must also provide Title I funds to eligible students in private schools.^{43,P}

Under Title I, Part A there are four types of grants available: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants (EFIG).⁴⁴ A brief explanation of these grants can be found below.

1. **Basic Grants** are funds provided to LEAs where the number of students counted in the Title I formula is at least 10 students and greater than two percent of an LEA's school-aged population.⁴⁵
2. **Concentration Grants** are funds provided to LEAs that are eligible for Basic Grants and have a number of students counted in the Title I formula that exceeds 6,500 or 15 percent of the LEA's total school-aged population.⁴⁶
3. **Targeted Grants** are funds provided based on the same data of the Basic and Concentration Grants, however, the data is weighted so LEAs with a higher number or percentage of Title I formula students receive more aid.
4. **Education Finance Incentive Grants** are funds allocated to states based on a state's effort to fund education compared to the state's relative wealth income per capita, and to what degree an LEA's education expenditures are equalized within the state.⁴⁷

Title I, Part B provides grants to aid in the development and implementation of state assessments that are required to be administered under the ESEA. There are two types of grants provided under Title I, Part B. The first program is the Grants for State Assessments. This program provides funding to SEAs to aid in developing additional assessments.^{48,Q} Competitive Grants for State Assessments (CGSA) provide aid to states on a competitive basis for the purpose of enhancing assessment instruments and systems required under ESEA.^{R,49}

Title I, Part C provides grants to states to aid in the education of migrant children. These grants are used to ensure all migrant students achieve high academic success and are able to graduate or complete a GED program in order to further their education, become responsible citizens, and obtain gainful employment.^{50,S}

Title I, Part D provides supplemental grants to aid in the education of students in local, tribal, or state institutions. These prevention and intervention programs are established to improve educational services so students have an opportunity to meet state academic standards.^T

^P For more detailed information on Title I, please visit <https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>.

^Q For more information on Title I, Part B Grants for State Assessment programs, please visit <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/grants-for-state-assessments/>.

^R For a more detailed look at the Title I, Part B CGSA program, please visit <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/competitive-grants-for-state-assessments/>.

^S For more information on the Title I, Part C program, please visit <https://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>.

^T For more detailed information on the Title I, Part D program, please visit <https://www2.ed.gov/policy/elsec/leg/esea02/pg9.html>.

School Improvement Grant (SIG)

School Improvement Grants are grants authorized under Title I of the ESEA for the purpose of providing additional aid to SEAs. These funds may then be provided as competitive subgrants to LEAs in order to support the lowest-performing schools with the greatest need to substantially improve student achievement.^{51,U}

Title II, Part A

Title II, Part A provides aid to SEAs that then provide subgrants to LEAs to increase student achievement by supporting effective instruction. These grants can be used to:

- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and school leaders who are effective in improving student achievement; and
- Provide low-income and minority students greater access to effective teachers, principals, and school leaders.⁵²

Table 3: Title I Programs

	Part A ⁵³	Part B ^{54,55}	Part C ⁵⁶	Part D ⁵⁷
Program Name	Improving Basic Programs Operated by Local Education Agencies (LEAs)	Grants for State Assessments & Competitive Grants for State Assessments (CGSA)	Education of Migratory Children	Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk
Program Description	Grants provided to LEAs with a high percentage of children from low-income families to aid in meeting academic standards.	Grants to aid in the development of additional state assessments required by the ESEA CGSAs are provided to enhance the quality of assessment systems and instruments, which are used by states to meet ESEA requirements.	Grants provided to SEAs to ensure all migrant children achieve a high academic standard and graduate high school or complete a GED program that prepares them to be responsible citizens, continue learning, and become gainfully employed. ⁵⁸	Grants provided to SEAs to supplement the educational services needed to educate youth in state-run institutions (ex. correctional facilities) in order to aid in a successful transition to school or employment once released.
Program Eligibility	<ul style="list-style-type: none"> • Schools with 40% or more of students 	<ul style="list-style-type: none"> • Open to all states to develop or implement state 	<ul style="list-style-type: none"> • Students whose parent/guardi 	<ul style="list-style-type: none"> • Open to all states for prevention and

^U For more information on the SIG program, please visit <https://www2.ed.gov/programs/sif/index.html>.

	<p>living in poverty;</p> <ul style="list-style-type: none"> Schools where students are failing or most at risk of failing to achieve state academic standards 	<p>assessments required under the ESEA.</p>	<p>an is a migrant fisher, diary worker, or agricultural worker and, as a result, they have moved from one school district to another in the last 36 months for seasonal or temporary employment.</p> <p>59</p>	<p>intervention programs for students who are at-risk, delinquent, or neglected.</p>
Use of Program Funds	<ul style="list-style-type: none"> Supplemental instruction Improve; school quality; Instructional supports Early intervention programs Extended day or after school programs; and Non-instructional supports.^{60, V} 	<ul style="list-style-type: none"> Develop and implement standard-based state assessments in reading, language arts, math, and science; Improve standards; Improve reporting; and Expand use of testing accommodations. <p>CGSA</p> <ul style="list-style-type: none"> Develop or improve assessments for English Learner students; Develop or improve models of measurement to 	<ul style="list-style-type: none"> Recruitment of migratory students; Provide instructional support; Provide dental and healthcare; Transportation; and Provide direct academic instruction. 	<ul style="list-style-type: none"> Improve educational services for children and youth in local, tribal, and state institutions; Support supplemental instruction in reading, writing, and math; and Provide tutoring.

^V Non-instructional supports include school counselors, positive behavioral supports, and social-emotional learning to improve school climate, increase attendance, or improve a student's physical and mental health.

Connecticut State Department of Education. (2019). *LEA Elementary and Secondary Education Act (ESEA) Spending Guidance Handbook*. Hartford, CT: Author. Received from <https://connecticut.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=45937&inline=true>.

		<p>assess student growth;</p> <ul style="list-style-type: none"> • Develop or improve assessments for students with disabilities; • Collaborate with institutions of higher education to improve the quality, validity, and reliability of state assessments; • Measure student achievement; and • Develop comprehensive academic assessment instruments to evaluate student's academic achievement. 		
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Table 4 below provides additional detail on non-Title I federal school accountability grant programs.

Table 4: Federal School Accountability Grant Programs

	School Improvement Grant (SIG) ⁶¹	Title II Part A ⁶²
Program Description	Competitive grants provided to SEAs for LEAs that demonstrate the greatest needs in order to improve student achievement in the lowest-performing schools.	Grants provided to SEAs, and subgrants to LEAs, to aid in increasing student achievement in order to meet academic standards.
Program Eligibility	<ul style="list-style-type: none"> • Any SEA eligible under Part A, C, and D of Title I.⁶³ • A Tier I or Tier II school based on Title I.⁶⁴ 	<ul style="list-style-type: none"> • Any SEA or LEA seeking to improve a student's academic achievement by improving teacher and principal quality. • Any SEA or LEA seeking to improve a student's academic achievement by increasing the number of highly qualified teachers,

		assistant principals, or principals. ⁶⁵
Use of Program Funds	<ul style="list-style-type: none"> • Evidenced-based whole school reform • School turnaround • Restart a school • School transformation; or • School closure. 	<p><u>At the State Level</u></p> <ul style="list-style-type: none"> • Reform teacher and principal certification programs; • Provide support for new teachers; and • Provide professional development for teachers and principals. <p><u>Local Level</u></p> <ul style="list-style-type: none"> • Recruiting and retaining effective teachers and principals; • Provide professional development for teachers and principals; and • Reduce class size.
Program Accountability Measures	<ul style="list-style-type: none"> • Elementary and Secondary Education Act (ESEA)⁶⁶ • Connecticut's Next Generation Accountability System⁶⁷ 	<ul style="list-style-type: none"> • Elementary and Secondary Education Act (ESEA)⁶⁸

Endnotes

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- ² Paul, C. A. (2016). Elementary and Secondary Education Act of 1965. *Social Welfare History Project*. Retrieved from <http://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/>.
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- ⁵ Ibid.
- ⁶ Ibid
- ⁷ DATA.GOV. (2020, November 12). Next Generation Accountability System. Retrieved from <https://catalog.data.gov/dataset/next-generation-accountability-system>.
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- ⁹ Ibid.
- ¹⁰ Connecticut State Department of Education. (n.d.). Next Generation Accountability System. Retrieved from <https://portal.ct.gov/SDE/Performance/Performance-and-Accountability/Next-Generation-Accountability-System>.
- ¹¹ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2020, November 4). Assessments. Retrieved from <https://nces.ed.gov/nationsreportcard/assessments/>.
- ¹² Connecticut State Department of Education. (n.d.). Next Generation Accountability System. Retrieved from <https://portal.ct.gov/SDE/Performance/Performance-and-Accountability/Next-Generation-Accountability-System>.
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- ²⁰ Ibid.
- ²¹ Conn. Gen. Statutes ch. 172, § 10-262u.
- ²² Connecticut State Department of Education. (n.d.). Alliance Districts: Laws/Regulations. Retrieved from <https://portal.ct.gov/SDE/Alliance-Districts/Alliance-and-Opportunity-Districts/Regulations>.
- ²³ Conn. Acts 19-130.
- ²⁴ Ibid.
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