

# PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 1 | Issue 4 | May 2016 [www.ct.gov/sde/performanceoffice](http://www.ct.gov/sde/performanceoffice)

## What's Inside

### Page 2

6<sup>th</sup> Data and Performance Summit will introduce the "Data Life Cycle"

Upcoming Timely Dates for Data Collections

Measuring Growth Toward English Proficiency

### Page 3

Special Education Data Collection Reduction

Data Security and Protection

Educator Evaluation Data Collection Consolidation

Students with a Parent in the Military

## Key Resources

[Using Accountability Results to Guide Improvement](#)



EdSight is the CSDE's new data portal. See <http://edsight.ct.gov>.

Among the reports available include the new Profile and Performance Report and a search for schools or programs with their codes. More reports will be added in the future.

Other slated enhancements also include secure access for authorized district/school users and data visualizations.

Questions? Please email the EdSight team at [edsight.SDE@ct.gov](mailto:edsight.SDE@ct.gov).

## CSDE Joins Twitter and Facebook



The CSDE has joined the world of social media.

On Twitter, the CSDE is at [@EducateCT](https://twitter.com/EducateCT).

The CSDE's Facebook page is at <http://www.facebook.com/ctdepartmentofeducation>.

The CSDE created these accounts to share information, news, and events about public education in Connecticut.



## Data Collection **STALWART**

**Amy Chernoff** works as a Data Processing Specialist in the Office of Research and Evaluation for Meriden Public Schools.

Amy wears many hats including serving as both the LEA Directory Certifier and LEA Security Manager for [Directory Manager](#). She takes these roles very seriously and ensures that all changes to their district, schools,

and programs are made in an efficient and timely manner.

She understands the larger impact of having a correct and complete list of schools. She has done an incredible job of looking ahead at the impact of changes that arise and working quickly to reach out.

The Performance Office Team salutes Amy. Congratulations!

## 6<sup>th</sup> Data and Performance Summit Will introduce the “Data Life Cycle”

This year, the summit is designed not only for data submitters but also for decision makers (e.g., assistant superintendents focused on data/research, other central office leaders).

- **AM Session (plenary) - “The Data Life Cycle”**  
This session will illustrate how data submitted to CSDE (through PSIS, TCS, SEDAC, etc.) informs CSDE analyses (e.g., accountability) and reporting (EdSight).  
**Audience:** Districts are encouraged to attend as a team of at least one data submitter and one leader.
- **PM Session (breakouts)– “New User Training”**  
Smaller breakout sessions will offer training specific to a data collection application. It is designed for users who are new to the collection.  
**Audience:** New data submitters.

Please plan to attend on one of the following dates:

- August 17, 2016
- September 21, 2016

Visit the [summit website](#) for the most current info.

## Upcoming Timely Dates for Data Collections

ED165 School Data:	May 16, 2016
Directory Manager:	June 1, 2016
Educator Data System:	June 30, 2016
June 2016 PSIS:	July 14, 2016
ED166 Discipline:	July 15, 2016
Teacher Course Student:	August 15, 2016
Restraint/Seclusion:	July 20, 2016

Questions? See [Data Collections Guide](#) for detailed info and staff contacts.

Please also visit the help site for each data collection. Individual links are on the [CSDE Data Collections page](#).

## Measuring Growth Toward English Proficiency

The CSDE is developing a growth model in English Language Arts and Mathematics using the Smarter Balanced assessments (see [November 2015 issue](#)), but how is the growth of English learners (ELs) on the annual English Language Proficiency (ELP) assessment (LAS Links) measured?

Until recently, growth on the LAS Links was defined as any increase in a student’s overall scale score from one year’s ELP assessment to the next. However, very small

changes in scale scores may fall within the “measurement error” of the assessment, so one cannot say with confidence that growth has indeed occurred.



Therefore, the CSDE is building a growth model for the LAS Links assessments. It is evaluating the psychometric properties of these assessments and analyzing growth data for Connecticut students. With these results, the CSDE can make informed choices as to what

constitutes challenging, yet attainable scale score growth for ELs that will accelerate English proficiency attainment. Moreover, with the passage of the new federal law – the Every Student Succeeds Act – growth toward English proficiency must be incorporated in the Next Generation Accountability System.

The CSDE will be consulting with EL coordinators on these matters. For any questions, please contact [Michael Sabados](#).

## Special Education Data Collection



The 11 *Related Services* fields in the special education data application and collection (SEDAC) will be discontinued effective the 2016-17 school year (i.e., the October 2016 SEDAC).

The file layout and the data submission process will remain unchanged. The CSDE will simply disable all data validations for these 11 fields. This approach minimizes the burden on districts.

Questions? Contact [Laura Guerrero](#).

## Educator Evaluation Data Collection

Section 341 of Public Act 15-5 special session extended the deadline for districts to report aggregate evaluation ratings to the CSDE from June 30 to September 15.

As a result, the EEDC has been consolidated. There is no longer a Part A and a Part B. There is only one submission that is due Thursday, September 15, 2016.

Detailed submission instructions will be emailed to EEDC contacts during the week of August 22, 2016.

Questions? Contact [Raymond Martin](#).

## Data Security and Protection



To ensure the security and protection of data, the CSDE uses secure websites for data collection. Additionally, data are only accessible to individuals with the requisite authorization credentials.

CSDE data collection applications are available through two secure websites: (i) Legacy; and (ii) Portal. The **Legacy** application website houses many of the CSDE's older data collection applications and allows only one set of website logon credentials per district. The **Portal** application website uses individualized security (each

user has their own set of credentials) and houses the CSDE's newer applications.

Your district's LEA Security Manager is responsible for creating and maintaining users and their roles for all portal applications. The LEA Security Manager is a powerful role as this individual can enable/disable access for others in your district (see [list of LEA Security Managers](#) for all districts). Please notify [Angela Gambaccini-May](#) to make a change to your district's LEA Security Manager(s).

## Students with a Parent in the Military

*(Federal Requirement starting 2017-18)*

The new federal law, the Every Student Succeeds Act (ESSA), requires the Profile and Performance Report to disaggregate achievement results based on:

- homeless status;
- status as a child in foster care; and
- status as a student with a parent who is a member of the Armed Forces.

Districts already report homeless status through PSIS. The CSDE ascertains the status

of a child in foster care directly from the Department of Children and Families.

Students with a parent in the armed forces, however, are not currently collected by the CSDE. In order to fulfill this new ESSA requirement, the CSDE will begin collecting this required element from districts starting with the 2017-18 school year.

The CSDE will consult with districts to determine the least burdensome manner to collect this additional indicator.