

PERFORMANCE MATTERS

News from the CSDE Performance Office



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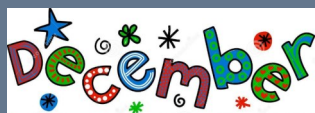
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Key Resources

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Mathematics Coherence Map



Many times, students struggle with grade-level content because they are missing prerequisite skills and knowledge from earlier grades. The Coherence Map, released by Student Achievement Partners shows the connections between Common Core State Standards for mathematics. It illustrates how to build student understanding by linking together concepts within and across grades, identifies gaps in a student's knowledge by tracing a standard back through its logical pre-requisites, and helps the teacher to visualize and understand how supporting standards relate to the major work of the grade. If students are having trouble mastering a particular standard, the Coherence Map can be used to see how that standard is connected. Each standard is illustrated with tasks, lessons, and assessments, as well as excerpts from the mathematics Progressions documents. This understanding can help identify gaps in curriculum or instruction that need to be addressed.



Data Collection **STALWART**

Ada Kovaci-Kume is a Compliance Manager and the Special Education Data Application and Collection (SEDAC) Primary Data Manager for the Hartford Public Schools.

Ada has managed multiple projects over the past few years, most notably the SEDAC data collection, data cleaning reports and correction of non-compliance. Ada's initiative as well as her understanding of data systems and their connections resulted in the Department working with her to identify "best practices" in special education data reporting. Her testing of system modifications and new data cleaning reports prior to statewide launch has been essential. Ada's forward thinking has improved Hartford's internal communication and resulted in special education data that are reported in a timely and accurate manner!



Thank you Ada for your dedication and passion for special education data! The Performance Office Team salutes you. Congratulations!

Every Student Succeeds Act

In December of 2015, President Obama signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA). The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the **Every Student Succeeds Act (ESSA)**. The passage of the ESSA provides a much anticipated opportunity to improve outcomes for all students.

ESSA requires that states develop and submit a consolidated State plan to the U.S. Department of Education. In our commitment to obtain input and feedback from a diverse group of stakeholders, and ensure that Connecticut's ESSA State Plan is rooted in the day-to-day needs of educators, students, and communities, we have developed the **Connecticut ESSA Stakeholder Survey**. This survey is designed to gather feedback from interested members of the public regarding key policy questions concerning Connecticut's transition to the ESSA and enable us to better understand stakeholder priorities. Input received will be captured and considered as the CSDE drafts Connecticut's ESSA State Plan.

To access the survey, please visit <https://www.surveymonkey.com/r/CTESSASurvey>. You can also access the survey in Spanish at [Encuesta sobre la Ley Cada Estudiante Triunfa de Connecticut](#).

Student Assessment Inventory

Achieve recently announced the launch of the Student Assessment Inventory for School Districts National Network. The goal of the National Network will be to support up to 12 school districts across the country to use the Student Assessment Inventory for School Districts to take stock of their assessment system, streamline the number of assessments, and ensure all remaining assessments are of high quality and aligned to state learning standards.

The Student Assessment Inventory for School Districts, which Achieve launched in 2014 in response to concerns from parents about too much testing, supports a process by which districts evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is of high quality, is providing the information needed for specific school and district purposes, and is supported by structures and routines so that assessment results are actually used and action steps taken that will help students.

Through Achieve's National Network, Achieve will provide districts subgrants between \$5,000 and \$7,000 to districts to complete the assessment inventory. In addition, district and school board leaders from those districts will attend a cross-district convening to learn from other districts that have used the assessment inventory and to finalize inventory planning, as well as receive ongoing support from Achieve staff.

Districts interested in applying to join the National Network should read the Call to Action for details about the application process. Applications are due December 16, 2016.

Growth Mindset

Most educators are familiar with Stanford Professor Carol Dweck's research on growth *versus* fixed mindsets. In a recent Harvard Business Review article, Dr. Dweck summarized the differences between the two mindsets as follows:

"Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). This is because they worry less about looking smart and they put more energy into learning."

So why focus on mindsets? Multiple research studies have demonstrated the positive impact of a growth mindset on increasing student academic achievement. Research is also illustrating that students can be taught to have a growth mindset when the adults praise effort, not intelligence. However, in recent years, Dr. Dweck has cautioned us that a growth mindset is more than just effort.

"Too often nowadays, praise is given to students who are putting forth effort, but not learning.... It's good that the students tried, but it's not good that they're not learning... Students need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve."

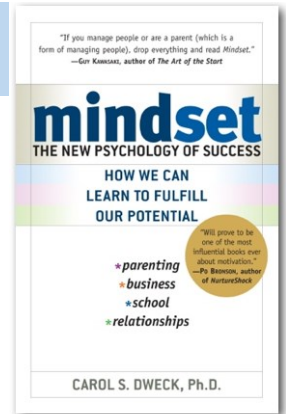
Here are some additional resources for learning more about growth mindsets:

PERTS @ Stanford: PERTS hosts a free, research-based professional development resource for educators and parents at MindsetKit.org.

YouCubed.org @ Stanford: Mindset Scholars Network's Jo Boaler recently published a book for educators that integrates growth mindset research into the design of math instruction (*Mathematical Mindsets*); her organization, , provides lots of concrete resources and guidance targeted at teachers

Teaching Channel: This resource offers a number of videos of teachers modeling growth mindset practices, as well as information and Q&A with teachers on how to cultivate growth mindset in their classrooms.

Growth Model Lesson Plan (created by Khan Academy and PERTS @ Stanford)



EdSight's Early Indication Tool for Individual Success



The Performance Office is in the process of building an Early Indication Tool through EdSight. This tool will be based on longitudinal data and will inform educators when certain students may need additional support to reach their academic goals. Instead of focusing solely on graduation/dropout, this Early Indication Tool will utilize interim milestones in a student's academic career such as third grade ELA and Math proficiency, sixth grade ELA and Math proficiency, being on-track to graduate in ninth grade, and college and career readiness in high school.

The tool will look at all students, gauge the impact of various factors (e.g., attendance, mobility, discipline, course-taking, and assessments), and provide information about the type/extent of support that students might need to reach their respective milestones. CSDE staff are using EdSight's data warehouse to conduct sophisticated statistical analyses of multiple cohorts of students in order to develop a tool that yields accurate and actionable information. In the coming months, the CSDE will also be soliciting feedback on the tool from stakeholder groups.

The tool is expected to be operational in the 2017-18 school year. For more information, please contact [Dr. Charles Martie](mailto:Dr.CharlesMartie).

Chronic Absenteeism

In November, the Connecticut State Department of Education (CSDE) released 2015-16 data announcing that chronic absenteeism is down across the state, a sign that all of our collaborative efforts to keep students across Connecticut in school and engaged are having a positive impact. The number of chronically absent students in Connecticut dropped to 9.6 percent in 2015-16, down from 10.6 percent the year before and down from a high of 11.5 percent in 2012-13. The decline in Connecticut's chronic absenteeism rate means that over 10,000 more students are attending school on a daily basis than four years ago.

The data also show that while minority students have disproportionately high rates of chronic absenteeism when compared with their white peers, rates of chronic absenteeism are decreasing for black and Hispanic students in Connecticut. In 2015-16, the chronic absenteeism rate for Hispanic students was 15.7 percent, down from 19.1 percent in 2012-13. For black students, the rate was 14.5 percent in 2015-16, down from 16 percent in 2012-13. However, across the state there remains over 50,000 students who are chronically absent.

The chronic absenteeism data is available on [EdSight](#). The data was released as part of a Chronic Absenteeism [presentation](#) delivered to the State Board of Education on November 2, 2016.

The CSDE has learned that Whirlpool brand has introduced the Care Counts™ program, a laundry program offering students access to washers and dryers in their schools. This has proven to have a marked impact on school attendance. You can read more about the program [here](#). Districts in Connecticut that are interested in participating, should e-mail CareCounts@Whirlpool.com with your school/district name, contact information and school/district's need for clean clothes and you will be considered when the program expands to additional districts in the 2017-2018 academic year.

Please contact [Kari Sullivan](#), CSDE Consultant, if you have any questions.

RESOURCES

What's working in two CT districts:

- [Middletown Public Schools](#)
- [Vernon Public Schools](#)

State Board Meeting Nov. 2, 2016

[Report](#) on Chronic Absenteeism
[Presentation](#) on Chronic Absenteeism

Sign up for the EdSight Listserv

The listserv will be a one-way listserv, meaning users will receive messages from the listserv, but will not be able to respond. The purpose of the listserv is to update users when new content is added to [EdSight](#).

To subscribe to the listserv follow these instructions:

1. Compose an email to listserv@list.ct.gov from the email address you wish to have added.
2. Leave the subject line blank and in the body of the message type:
Subscribe SDE_EDSIGHT YourFirstName YourLastName
3. You will receive an e-mail confirmation request. Follow the directions to confirm your email address.
4. You will then receive an e-mail that you have successfully subscribed to the listserv.

