PERFORMANCE MATTERS
News from the CSDE Performance Office

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2017-18 Accountability Results

The Next Generation Accountability System results for 2017-18 were released publicly on EdSight on Friday, February 22, 2019. The following resources about the accountability system can be helpful in communicating the results and using the information for local improvement efforts:

- Video Introduction to CT's Next Generation Accountability System *(2-minute and 18 seconds)*

- Using Accountability Results to Guide Improvement *(detailed guide including data sources, methodology, and resources for all indicators)*

- Two-page FAQ *(a brief, high-level overview)*

- Sample district communication presentation *(PowerPoint presentation that can be customized for district use)*

If you have any questions, please contact Ajit Gopalakrishnan.

The Connecticut Next Generation
ACCOUNTABILITY SYSTEM

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EdSight Secure Webex

An EdSight Secure webinar featuring the Early Indication Tool was recently held by the Performance Office for users of EdSight Secure. A recorded version of the webinar is available as well as the slides. Additional resources can be found in EdSight Secure in the *Resources Tab* of each section. Questions can be directed to EdSight.SDE@ct.gov

EdSight
INSIGHT INTO EDUCATION

Using EdSight Secure - Webinar
Using EdSight Secure - PDF of webinar
Using EdSight Secure - Webinar Questions and Answers

Voices From The Field: Factors Influencing Academic Growth

What are the specific local policies, educator practices, strategies, and/or systems that you would identify as the primary factors influencing the high academic growth in your school or district on Connecticut's student growth model? The CSDE report Voices From the Field: Factors Influencing Academic Growth provides insight about which factors influence academic growth. Educators from 16 communities identified a variety of factors that are organized into six themes.

1) Climate, culture, social and emotional factors for students and teachers

2) Targeted and focused improvement of curriculum and instruction

3) Data-based decision making

4) Responsive and effective professional learning

5) Personalized learning - meeting students where they are

6) District-wide coherence

The document provides a more in-depth look at some of these factors through the experiences of several Connecticut educators.

The Importance of Data Quality – How Bad Data from One District Affected a National Report

EdWeek recently featured a blog post on how bad data from one school district in Maryland skewed national rankings on chronic absenteeism within a recent report by Attendance Works. The data used for this report were extracted from U.S. Department of Education's (USED) Civil Rights Data Collection; these data are collected by the USED directly from all school districts across the country. Given the large size of this single district, after the correction, Maryland's overall chronic absenteeism rate dropped from 29.1 percent to 19.6 percent.

This incident can serve as an important reminder for all of us that we must remain vigilant with respect to the quality of data that are collected and submitted, especially for attendance data through the June PSIS Collection. The CSDE strongly encourages all districts to closely review and audit their data prior to submission to the CSDE/USED and especially prior to the "freeze dates." When local data are thoroughly validated prior to submission to the CSDE, it can help to avoid data anomalies and maximize the utility of these data.

The CSDE has posted two resources that districts can use to ensure that their attendance data are accurate and complete. The first resource, "Guidelines for Reporting Student Attendance in PSIS," offers guidance on many of the commonly encountered topics on this issue such as the definition of attendance, disciplinary absences, and homebound students. The second resource, Calculating Student Attendance Quick Reference, offers a step-by-step guide for calculating attendance and chronic absenteeism rates. Districts are strongly encouraged to thoroughly review and use these resources to ensure that the attendance data reported to CSDE are accurate and complete.

PPR Narratives

The Profile and Performance Report (PPR) Narratives are collected from all public school districts and are designed to gather information about

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

school district policies. The Narratives are part of the annually published Profile and Performance Reports, found on EdSight. The 2018-19 PPR Narrative response application will open May 1, 2019 and the deadline is **May 31, 2019**.

Data will continue to be collected through an online survey website as it has in prior years. We hope this adjusted timeline is a better fit for LEA's as the previous summer deadline was difficult for many due to staff changes and vacations. Superintendents will be emailed logon information when the application opens.

More information on this collection is available on the PPR Narrative collection Help Site: https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/PPR-Help-Site

NAEP Reports Provide Student Achievement Results and More

The 2019 administration of the National Assessment of Educational Progress (NAEP) began on January 28. Approximately 270 Connecticut schools are participating in assessments of mathematics, reading, and science. In addition to cognitive questions, students respond to a set of items that ask about their experiences in and out of school. The responses to these items provide us with a unique data set, providing information about Connecticut students and important context when reporting student achievement results.

For example, in 2017 Grade 4 students taking the mathematics assessment were asked how often they play an instrument or read music. Fifty-six percent of Connecticut fourth graders reported playing an instrument and reading music outside of school at least once a week (see Table 1 below). This is significantly greater than the national public average of forty-three percent. The data also show a strong positive relationship between NAEP mathematics performance and playing an instrument and reading music outside of school. Students who reported doing this at least once a week earned an average scale score of 245, a significantly higher score than their peers who play an instrument and read music less frequently. These results show correlation, not causation. They are presented here to illustrate the unique data available through NAEP that could help foster inquiry and discussion about factors that might contribute to increased student performance.

If you are interested in reviewing any of the NAEP student questionnaires, please visit https://nces.ed.gov/nationsreportcard/experience/survey_questionnaires.aspx

Table 1: NAEP 2017 Grade 4 Mathematics Results and Survey Questionnaire Responses

		Infrequently or Never		Once/twice a month		At least once a week	
Year	Jurisdiction	Avg. Scale Score	% of Students	Avg. Scale Score	% of Students	Avg. Scale Score	% of Students
2017	National public	240*	47*	240*	10*	244	43
2017	Connecticut	236*	36*	236*	8*	245	56

* Significantly different (p < .05) from At least once a week.

Early Indication Tool Updates

The Early Indication Tool (EIT) report on EdSight Secure has been updated to include information for students through grade 12. Based on user feedback, the student-level data tabs in the EIT report include the ability for a user to search for a student by last name.

The four milestones of the EIT are presented in the figure and table below:

For Students in Grades…	Outcome of Interest
1, 2, 3	Proficiency in 3rd Grade on the ELA Smarter Balanced assessment
4, 5, 6	Proficiency in 6th Grade on both the ELA *and* Mathematics Smarter Balanced assessments
7, 8, 9	On-track in 9th grade
10, 11, 12	College and Career Readiness

The primary purpose of the Early Indication Tool is to allow for timely student interventions by district/school staff with the ultimate goal of improving student engagement and outcomes. The EIT uses statistical methods to identify students who may benefit from targeted support and early interventions in order to meet academic milestones. This tool is a critical component of Connecticut's ESSA plan, especially to inform the provision of multi-tiered systems of supports to students.

The EIT report in EdSight Secure identifies a targeted support level (i.e., high, medium, or low) for a student, while also presenting demographic information and two years of attendance, behavior, mobility, and achievement data. Course performance data is included for students in grades 8 and above.

The report allows users to apply a variety of filters to the data, create charts and cross tabs, study trends, and identify students that need additional support. Users can sort, filter, and compare information across grades and schools within a district. Additionally, the EIT report allows users to set their own criteria for the various metrics like attendance rates, disciplinary events, mobility occurrences, or achievement levels to identify particular students for targeted support. As with any EdSight Secure report, users can export the information for their own analysis.

Additional documentation about the EIT is available on the *Resources* tab of the report.

If you have any questions about the EIT report, please email the EdSight helpdesk at edsight.sde@ct.gov.