

PERFORMANCE MATTERS

News from the CSDE Performance Office



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Safeguarding Data Privacy and Confidentiality

Data have the power to inform the effective use of resources to accelerate student learning. With this power comes the responsibility to protect the privacy and confidentiality of all personally identifiable student data.

The CSDE implements several technical and process protections to ensure that confidential data are never accessible to unauthorized individuals or groups (see our [FAQ](#)).

The Privacy Technical Assistance Center (PTAC) at the U.S. Department of Education is a "one-stop shop" for information about data privacy, confidentiality, and data security practices. Their website at

<http://ptac.ed.gov> offers the following resources of particular interest to districts:

- Developing a Privacy Program for your School District
 - [Video](#) (youtube)
 - [Checklist](#) (pdf)
- [Protecting Student Privacy While Using Online Educational Services: Model Terms of Service](#)

Another Resource: In their [2013 report on data privacy](#), the research team at Fordham University's Center on Law and Information Policy offers recommendations to districts around contracting practices/terms and overall data governance.

Key Resources

Data Collections Guide
[2015-16](#)

Data Acquisition Plan
2015-16: [PDF](#) or [Excel](#)

Performance Office
[Photo Directory](#)



Data Collection **STALWART**

Stephanie Kilburn is a
Data Manager for

New Haven Public Schools. Stephanie emphasizes data accuracy and timeliness. She has done an incredible job of troubleshooting new scenarios that arise and working quickly to find solutions. Due to her efforts, New Haven's 2014-15 Teacher Course

Student (TCS) data submission was perfect!

She has made several productive recommendations for improving TCS. She also supports other districts through statewide user groups. Stephanie is extremely responsive and a true pleasure to work with. The Performance Office team salutes Stephanie. Congratulations!

SEDAC Opened November 5



The Special Education Data Application and Collection (SEDAC) opens on November 5. The *Timely* date is December 5 and the *Accurate* date is December 20.

Certification Shortage Areas: New Data Bulletin Released

Each fall, the CSDE surveys certified educational positions to ascertain the number of vacancies, and the quantity and quality of applications received for those vacancies. Results from this survey are used to determine the certification subject shortage areas.

Teachers and administrators in shortage areas may qualify for federal student loan deferral or forgiveness and may also be eligible for mortgage

assistance through the Connecticut Housing Finance Authority (CHFA).

Districts were notified of the shortage areas for 2015-16 through [Circular Letter C-3](#).

The [2015-16 Data Bulletin](#) presents a detailed analysis of these shortage areas in the context of overall public school hiring trends.

Measuring the Academic Growth of Students – FAQ

(Some of the ideas in this FAQ are based on the book [A Practitioner's Guide to Growth Models](#) by Katherine Castellano and Andrew Ho.)

What does “status” mean?

“Status” represents the academic performance of a student or group at a single point in time (e.g., SPI).

What is “growth”?

“Growth” is the change in academic performance of a student or group over at least two points in time.

Did CT measure growth on CMT?

Yes. CSDE developed a vertical scale for CMT reading and math. Scores on grades 3 through 8 CMT were mapped to the vertical scale. The change in a student’s vertical scale score from one grade to the next was the extent of growth achieved in a year.

What is a growth model?

A growth model summarizes student performance over two or

more time points. It establishes “how much growth is adequate and reasonable in a year.” This standard or target can be used to summarize growth results, for example, what percent of students in a subgroup, school, or district achieved their growth targets.

Was there a CMT growth model?

Yes. This model was developed by UCONN in partnership with CSDE. It established growth targets based on prior performance for students entering grades 4 through 8.

How will Connecticut measure growth on Smarter Balanced?

Smarter Balanced also offers a vertical scale. This scale ranges from 2000 to 3000. As with CMT, a change in vertical scale scores from one grade to the next will be the extent of growth achieved.

Will there be a growth model for Smarter Balanced?

Yes. CSDE will solicit input from teachers, parents, administrators, and other stakeholders in early 2016 to establish adequate and reasonable growth targets. CSDE will work with UCONN to ensure technical rigor. The model will be finalized by August 2016.

But why look at “growth”?

Doesn’t “status” tell the story?

No, not the whole story. Change in “status” (e.g., SPI from one year to the next) compares the achievement of different students because students enter/exit the tested grades. “Growth” on the other hand compares the same students over time. It is a more accurate reflection of the interventions that have taken place from time 1 to time 2.