

# PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 4 | Issue 6 | October 2019 [www.ct.gov/sde/performanceoffice](http://www.ct.gov/sde/performanceoffice)

## Page 2

[Comparability of Performance on the SAT® Across Pencil-and-Paper and Computer-Based Modes of Administration](#)

[CSDE Launches New Research Library](#)

## Page 3

[Over 550 Attended the 2019 Performance Matters Forum](#)

[Re-Analyzing Smarter Balanced Math Target Results to Inform Instructional Improvement](#)

## Key Resources

[Data Acquisition Plan for 2019-20](#)

[Timely and Accurate Calendar](#)

[Using Accountability Results to Guide Improvement](#)

[EdSight](#)

## ELA and Math Performance Indexes (DPI/SPI) for 2018-19 Now on EdSight

State, district, and school performance indexes for 2018-19 for English language arts (ELA) and mathematics are now available on EdSight at <http://edsight.ct.gov>. Navigate to *Performance* → *Performance Index (DPI/SPI)*. Here are some important reminders:

- The performance index represents average achievement in the subject area.
- The ultimate target for the DPI/SPI is 75.
- At an index of 75, students are, on average, performing solidly in Level 3.
- DPI/SPI is a much more accurate and appropriate way to evaluate performance, track trends, set targets, and measure gaps than looking at the percentage of students at or above level 3 ([see article on pages 1-2 of the October 2017 newsletter](#)).
- All improvement, achieved by all students, contributes to the DPI/SPI.
- It is also an evidence-based approach that is backed by renowned researchers (see [Polikoff Letter](#)) and advocacy groups (see [Fordham Institute rating](#)).
- The DPI/SPI is Indicator 1 of Connecticut's Next Generation Accountability System.
- Science performance index scores will be released later in the Fall.

## Several New Reports Offered During the Data Collection Process

In 2018-19, several new reports were made available to districts during the data collection process to help with data cleaning and accuracy. Below are three examples. For state reporting best practices, tips, and reminders, please see the [Performance Matters Forum 2019 presentation](#) of the Data Collection Unit.

1. **Public School Information System (PSIS): Incomplete In-State Transfers**  
This report lists students who are exited by the district using in-state public school transfer exit codes (exit types of 02, 12, or 26) in Grades 9 through 12 with no subsequent registration after 15 days.
2. **ED166 Student Disciplinary Offense Collection: Potential Duplicates**  
This report flags records that may be duplicate records where one can be deleted, or are multi-part records with two different incident or sanction types that can be consolidated into one record.
3. **Teacher Course Student (TCS): Comparison Summary**  
This report presents summary counts for Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and summer school records for the current year and the prior year.

## Comparability of Performance on the SAT® Across Pencil-and-Paper and Computer-Based Modes of Administration

The College Board has published a report titled [Comparability of Performance on the SAT® Suite of Assessments Across Pencil-and-Paper and Computer-Based Modes of Administration](#).



The report summarizes the results of three studies investigating the comparability of paper-and-pencil and computer-based versions of the SAT® Suite of Assessments. Studies were carried out for the SAT and PSAT™ 8/9 assessments in October 2016, and for the PSAT™ 10 assessment in April 2018. For each study, participating test takers were randomly assigned to test in either paper-and-pencil (PNP) or computer-based testing (CBT) modes. Mode comparability was assessed for the complete set of scores reported as part of the SAT Suite. These included Math (MSS) and Evidence-Based Reading and Writing (ERW) total scores, Reading test scores and Writing and Language test scores, Analysis in Science cross-test scores, and Analysis in History/Social Studies cross-test scores. In addition, mode comparability was assessed for the following subscores: Words in Context, Command of Evidence, Expression of Ideas, Standard English Conventions, Heart of Algebra, Problem Solving and Data Analysis, and Passport to Advanced Math. Finally, mode comparability was assessed for the three score dimensions of the optional SAT Essay.

## CSDE Launches New *Research Library*

The CSDE is committed to continuously learning from data and experience to implement evidence-based educational policies and practices that result in improved student outcomes. Over the past decades, the CSDE has leveraged its longitudinal data to conduct, commission, or partner on a wide variety of research studies, evaluations, and analyses.

The CSDE has compiled this work into a new web page called the Research Li-

brary. Check it out at <https://portal.ct.gov/SDE/Performance/Research-Library>. The papers are organized around topics that range from alternative education, career/technical education, and English learners, to growth, school choice, and Smarter Balanced.

The CSDE's learning agenda is guided by the State Board of Education's four promises to Connecticut's students:

1. Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn. (Mental health, nutrition, after-school programs)
2. Supporting their school and district in staying on target with learning goals. (Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice)
3. Giving them access to great teachers and school leaders.
4. Making sure they learn what they need to know to succeed in college, career, and life.

The screenshot shows the 'Research Library' page on the Connecticut State Website. The page header includes 'CT.GOV HOME / DEPARTMENT OF EDUCATION / RESEARCH LIBRARY'. The main heading is 'Research Library'. Below the heading, there is a section titled 'Overview' with a sub-heading 'Provided by: Department of Education'. The main content area contains an 'Overview' section with the following text: 'The CSDE is committed to continuously learning from data and experience to implement evidence-based educational policies and practices that result in improved student outcomes. The CSDE's learning agenda is guided by the State Board of Education's four promises to Connecticut's students:'. Below this text is a numbered list of four promises: 1. Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn. (Mental health, nutrition, after-school programs); 2. Supporting their school and district in staying on target with learning goals. (Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice); 3. Giving them access to great teachers and school leaders.; 4. Making sure they learn what they need to know to succeed in college, career, and life.

Over 550 Attended the 2019 Performance Matters Forum



PERFORMANCE MATTERS FORUM

October 17, 2019

Over 550 district/school leaders and data managers attended the **Performance Matters Forum (PMF)** on October 17, 2019, at the Connecticut Convention Center, Hartford. [Materials from the conference are available on our web site.](#) Questions can be directed to [Michelle Rosado](#).



Re-Analyzing Smarter Balanced Math Target Results to Inform Instructional Improvement

The CSDE re-analyzed item-level data from four years (2016-2019) of Smarter Balanced testing to develop a more fine-grained analysis of student performance on mathematics assessment targets for the state and all districts. The purpose of this new trial analysis was to help the state and districts identify strengths and challenges in mathematics performance on the Connecticut Core Standards so as to inform instructional improvement. The [full paper](#) includes a total of eight (8) charts for every district; two charts present data for matched cohorts on common domains from Grade 3 to 5 and from Grade 6 to 8 while the other six (6) charts show trends in target performance for every grade from 3 to 8. To find the charts for your districts simply [open the paper](#) and search for your district. If you have any questions with using the results to inform instructional improvement, please contact the CSDE's math consultant [Jennifer Michalek](#).

