

PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 2 | Issue 5 | September 2017

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2017 Smarter Balanced Achievement and Growth Results on EdSight

The complete Smarter Balanced results for 2016-17 which includes the statewide, district, and school results for all student groups are now available on [EdSight](#). Also available on EdSight are the matched student cohort growth results from 2015-16 to 2016-17 based on Connecticut's Smarter Balanced Growth Model. To access the growth results from the Smarter Balanced achievement results, please click on "Smarter Balanced Growth Model" located in the left-side panel.

Connecticut's growth model establishes individual student growth targets for students in grades 4 through 8 in English Language Arts and Mathematics. These targets are ambitious yet achievable since they were developed based on actual growth evidenced by Connecticut students. The model is criterion referenced, i.e., there is an objective, fixed target for each student and a student's growth in the model does not depend on how other students grow. Here are some other important aspects of the model:

- All growth counts; there are no "golden bands".
- All students are expected to grow, including those performing in levels 3 and 4.
- Results are transparent, so districts can replicate the results.
- The model incentivizes ambitious growth because it rewards growth beyond the established targets.

For more information about Connecticut's growth model, visit the Smarter Balanced Growth Model section of EdSight and view Related Links, which include a [narrated PowerPoint](#) providing an overview of the model and a more comprehensive [technical report](#).

The latest growth results will be incorporated as Indicator 2 in the 2016-17 accountability reports (expected around January 2018). In addition, the 2017-18 growth targets for students in grades 4 through 8 are available on *EdSight Secure* (see page 4). It is the last column in the "student level data" tab within the Smarter Balanced Achievement report.



Data Collection **STALWART**



The School Data Report (ED165) collects data about schools including the calendar, schedule, staff attendance, and physical fitness results. Stalwart among the data managers for this collection is **Beverly Schaedler** from Newtown Public Schools.

The ED165 is a long standing data collection that has undergone significant changes in recent years. During this time, Bev has repeatedly shown herself to be a dedicated and thorough data manager. Her positive attitude and flexibility have made her a valued partner in collecting these data.

The Performance Office Team appreciates your efforts to provide timely and accurate data. Congratulations, Bev. You are a Data Collection Stalwart!

Performance Matters Forum

The Performance Matters Forum was held on September 12, 2017, at the Radisson Hotel in Cromwell. Over 550 educators from across Connecticut were able to choose from 24 sessions on a range of topics related to the work of the Performance Office at the CSDE. Materials from the conference are posted to the [Performance Matters Forum](#) website. Special thanks to the many district representatives for accepting our invitation to share your insights with your peers.

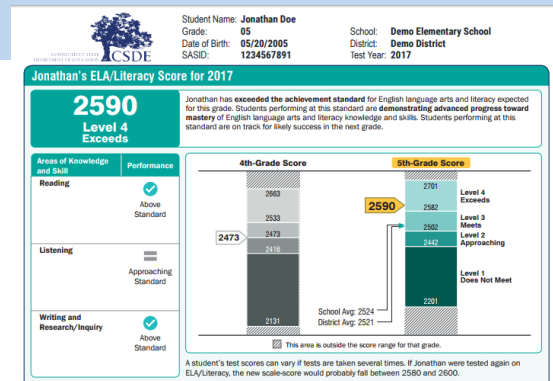


Smarter Balanced Assessment Individual Student Report

The format of the Smarter Balanced individual student report is different this year. Sample reports for [Grade 5](#) and [Grade 8](#) are available. For students in Grades 4 through 8 who have a test score from the prior grade (i.e., 3 through 7), the report will now present two years of scores.

The CSDE made this change to emphasize a criterion-referenced interpretation for both achievement (i.e., how did my child perform relative to the achievement expectations) **and** growth (i.e., how did my child’s performance change from one year to the next). As in past years, the report retains the normative data (i.e., district and school averages) in order to provide parents with an additional reference. The CSDE appreciates the feedback it received on the early drafts of reports from Connecticut educators and parent groups.

To assist parents with the interpretation of the Smarter Balanced report, the CSDE has created a brief video that is available in both [English](#) and [Spanish](#). A [parent template letter](#) for the release of Smarter Balanced Individual Student Reports is available. The complete set of updated [Communication Tools for the 2017 Smarter Balanced Assessments](#) is now available.



Chronic Absenteeism



September is Attendance Awareness month. There are almost 10,000 public schools across the United States – or 11 percent of the total – at which chronic student absence rates affect 30% or more of their students, a new analysis shows. Many schools in Connecticut struggle with high chronic absentee rates. Attendance Works and the Everyone Graduates Center have released an analysis, [Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence](#).” Highlights regarding Connecticut can be found on the [Attendance Works](#) web page.

[Portraits of Change](#), by Hedy N. Chang and Robert Balfanz, profiles examples of attendance initiatives found throughout the country that show how chronic absence can be turned around, even when it reaches high levels in a school or district or among a particular student population. The report also shares how partners such as businesses, nonprofits and local governments can team up with educators and add support and resources.

National Poll Finds Parents Support Data



The Data Quality Campaign’s (DQC) latest national poll finds that parents value, trust, and rely on education data to help them make important decisions and better support their children. Key findings include:

- **94 percent of parents** support teachers’ use of data to make sure that their students are getting all the support and enrichment they need, up from 90 percent in 2015.
- **88 percent of parents** said they trust that their child’s school is keeping their child’s data private and secure, increasing from 81 percent in 2015.
- **91 percent of parents** would use data about the performance of a school, such as test scores and graduation rates, to make decisions related to their child’s education.

When parents and families have the right information to make decisions, students excel. DQC’s national poll findings demonstrate parents want and need this information to ensure their students are on a path to college and career success. Explore the [DQC infographic](#) for more poll results.

EdSight Secure

[EdSight](#) is the CSDE’s portal and data warehouse that provides aggregate data and information to the public.



The CSDE is launching a new platform called *EdSight Secure*.

This platform will provide up to two users from each district with secure access to analysis tools, data visualizations, and student-level data for your own district. *EdSight Secure* is designed primarily for the lead data analyst(s) in your district.

Superintendents were notified on September 14, 2017 about this new resource. They were asked to:

- identify one or two individuals who will serve as the lead data analysts for the district and are authorized to handle confidential student data; and
- ask the district’s LEA Security Manager (see [list of LEA Security Managers](#) for all districts) to provide *EdSight Secure* access to those individuals through the Directory Manager (DM) application.

For general questions about *EdSight Secure*, please email EdSight.SDE@ct.gov. For assistance regarding Directory Manager, please contact Angela Gambaccini-May at 860-713-6847 or via e-mail at angela.gambaccini-may@ct.gov.

The Relationship between Smarter Balanced and PSAT 8/9

A recent study by the CSDE indicated that though there are significant differences in the design and delivery of the two assessments, there is a moderate relationship between student performance on the Smarter Balanced assessments in ELA and Mathematics in 8th grade and performance on the PSAT 8/9 – the first assessment in the College Board’s new “SAT Suite of Assessments” in the Fall of 9th grade. Students with higher achievement on the Smarter Balanced 8th grade assessment exhibit, on average, higher scores on the PSAT 8/9 (see table below). Moderate correlations are noted in both subjects between student scores on the two assessments. The correlation in ELA ($r = 0.796$) was slightly stronger than the one for Mathematics ($r = 0.778$).

*Mean PSAT Scores by CSDE Smarter Balanced Achievement Level and CSDE Achievement Categories**

Smarter Balanced Achievement Level	CSDE Smarter Balanced Achievement Category	English Language Arts (ELA)				Mathematics			
		N	Mean PSAT Score	Std. Dev. of PSAT Score	Percent Meeting PSAT ELA Benchmark (≥ 410)	N	Mean PSAT Score	Std. Dev. of PSAT Score	Percent Meeting PSAT Math Benchmark (≥ 450)
1	1	327	334	45	4.6%	673	347	58	2.5%
	2	299	354	48	14.4%	450	376	53	6.9%
2	3	404	390	51	34.7%	439	402	50	15.9%
	4	400	417	53	59.5%	403	428	46	35.5%
3	5	585	447	56	78.8%	317	452	46	60.6%
	6	534	495	58	93.4%	255	481	47	80.0%
4	7	239	534	55	97.9%	208	508	42	92.3%
	8	212	583	61	99.5%	255	557	57	98.4%

*The achievement categories were established for Connecticut’s Smarter Balanced growth model (see the [growth model technical report](#)).

For more information about the data, methodology, and additional results, please see the [presentation from the Performance Matters Forum](#) or the [detailed report](#).