CONNECTICUT STATE DEPARTMENT OF EDUCATION

Performance Matters Forum
EdSight Secure

October 17, 2019

Outline

- Introduction/Overview

- District Presentations
  - Natalie Carrignan, Westport Public Schools
  - Mike Garber, Norwich Public Schools
  - Tara Battistoni, Waterbury Public Schools

- Question and Answer

Introduction/Overview

- What is EdSight Secure?

- How do I gain access?

- What reports are available?

- What reports are coming soon?

What is EdSight Secure?

EdSight Secure

- Secure Online Data Portal
- For Designated LEA Staff
- Access Student-level Data
- View Charts and Tables
  - Filter and Disaggregate
  - Export

How do I gain access?

Designated by Superintendent

LEA Security Manager creates account or assigns role

Wait one hour to login

Find your LEA Security Manager at: https://portal.ct.gov/SDE/Performance/Data-Collection/Help-Sites/Directory-Manager//-/media/SDE/Performance/Data-Collection/Help-Sites/Directory-Manager/LEASecurityManagerContactList.pdf

What reports are available?

Students
- Early Indication Tool (EIT)

Educators
- Educators with Active Endorsements

Performance
- CMT/CAPT Science
- Connecticut School Day SAT
- Smarter Balanced Achievement
- Smarter Balanced Growth
- LAS Links Achievement/Mastery
- LAS Links Growth

What reports are coming soon?

- **Next Generation Science Standards (NGSS)**
  - Similar look/feel of current assessment reports
- **Student Summary**
  - Single-student profile
  - Dashboard with most current information
    - Grade, Age, Special Education Status, English Learner Status, Homeless Status, Special Program Status, Language, Attendance Rate, English Language Arts/Math Achievement and Growth, LAS Links
  - Separate tabs with historical data
    - Enrollment, Attendance, Assessment, LAS Links

Student Summary
Dashboard
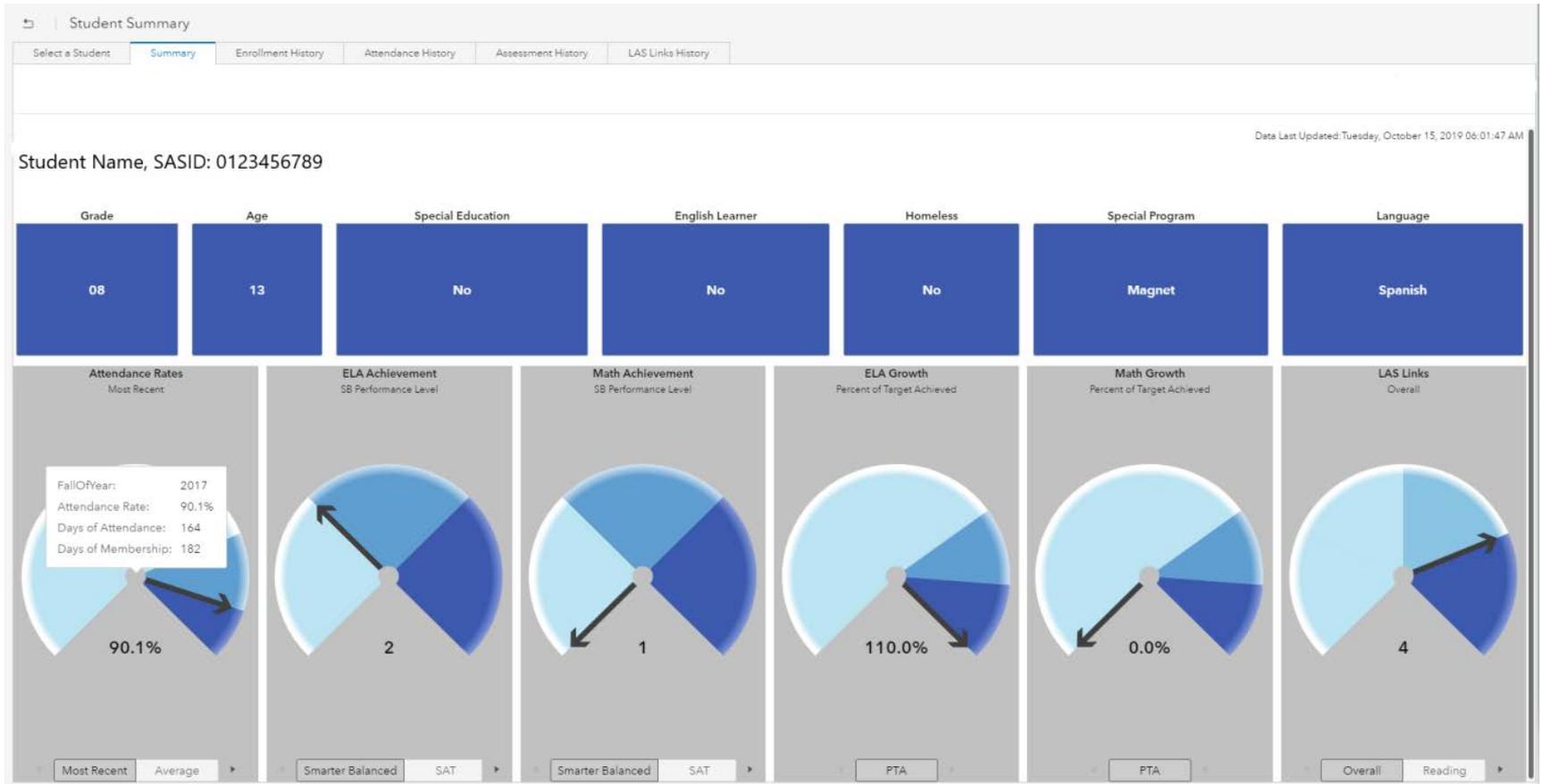
Student Summary
Historical Data Page

↰ | Student Summary

| Select a Student | Summary | **Enrollment History** | Attendance History | Assessment History | LAS Links History |

Enrollment History for   SASID

School Year ▲	Co... ▲	Reporting District	School	Grade	Race/Ethnicity	Student_SpecEd_CH	Student_LEP_CH	EL Program Type	HomelessnessStatusFlag
2014-15	Oct			g3	Hispanic/Latino of any race	0	1	Eligible, participating in a TBE program	0
2014-15	Jan			g3	Hispanic/Latino of any race	0	1	Eligible, participating in a TBE program	0
2014-15	Jun			g3	Hispanic/Latino of any race	0	1	Eligible, participating in a TBE program	0
2015-16	Oct			g4	Hispanic/Latino of any race	0	1	Eligible, participating in a TBE program	0
2015-16	Jan			g4	Hispanic/Latino of any race	0	1	Eligible, participating in a TBE program	0
2015-16	Jun			g4	Hispanic/Latino of any race	0	1	Eligible, participating in a TBE program	0
2016-17	Oct			g5	Hispanic/Latino of any race	0	1	LTSS after 30 months in program	0
2016-17	Jan			g5	Hispanic/Latino of any race	0	1	LTSS after 30 months in program	0
2016-17	Jun			g5	Hispanic/Latino of any race	0	1	LTSS after 30 months in program	0
2017-18	Oct			g6	Hispanic/Latino of any race	0	0		0
2017-18	Jun			g6	Hispanic/Latino of any race	0	0		0
2018-19	Oct			g7	Hispanic/Latino of any race	0	0		0

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Natalie Carrignan

- Director of Technology/District Testing Coordinator
- Westport Public Schools

Westport – Changing the Focus

- Moving beyond achievement to growth
- Understanding the new measurements
  - Growth Rate
  - Percent Target Achieved
- Identifying and monitoring students who slide backwards or make leaps (crosstab report)

Small Steps Build Capacity

- Year 1
  - Screenshots of growth results from Edsight shared along with link to video explaining growth measurements
- Year 2
  - Principals and curriculum coordinators given accounts to Edsight
  - Assistant Superintendent dedicated meeting time to unpacking Next Generation Accountability Reports
- Year 3
  - Independent review expected with conversations happening throughout the year

Live Demo

- Growth Report
  - Selection vs Filtering
  - Zooming in
  - Resetting report
- Crosstab Report
  - Following students year over year
  - Drilling down

Mike Garber

- Technology and Assessment Systems Instructional Specialist
- Norwich Public Schools

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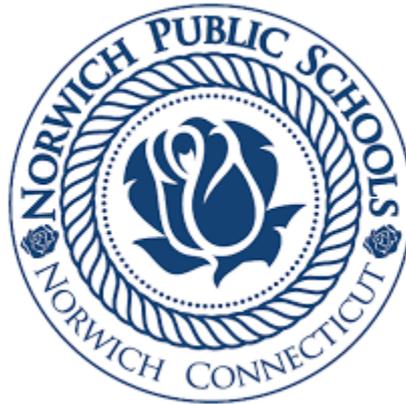
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How We Make EdSight Secure Work for Us
Norwich Public Schools
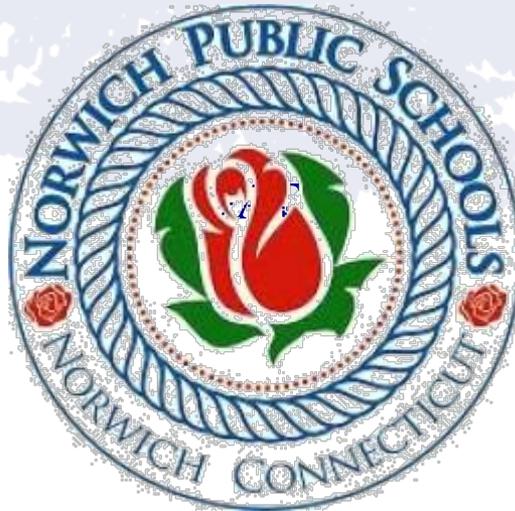
Collaboration with the SDE

- Stephanie O'Day
- David M. Alexandro

Administrators & Instructional Leadership Training

District Level

- State Reporting

- School Initiatives

- Public Tab

Smarter Balanced Achievement (d)
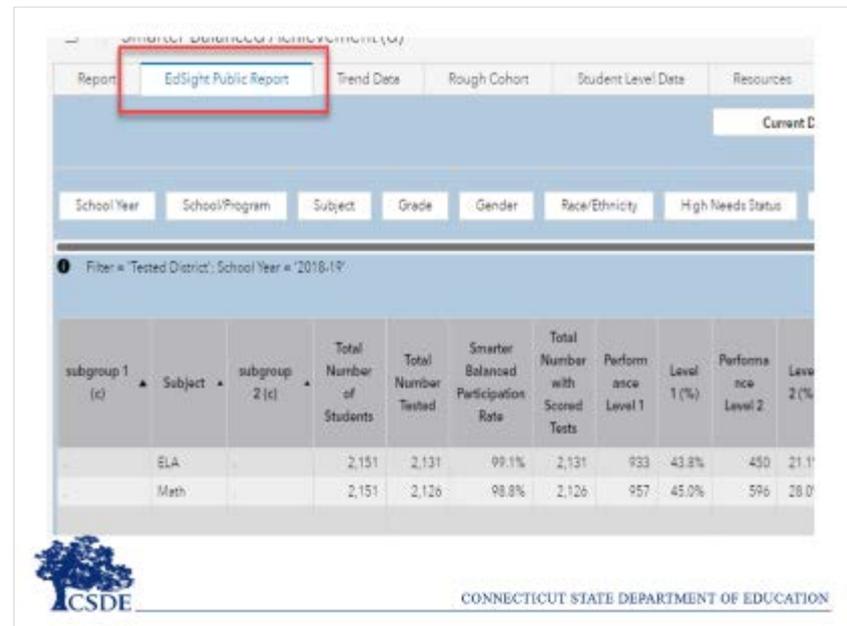
| Report | **EdSight Public Report** | Trend Data | Rough Cohort | Student Level Data | Resources |

Current D

| School Year | School/Program | Subject | Grade | Gender | Race/Ethnicity | High Needs Status |

❶ Filter = 'Tested District'; School Year = '2018-19'

subgroup 1 (c) ▲	Subject ▲	subgroup 2 (c) ▲	Total Number of Students	Total Number Tested	Smarter Balanced Participation Rate	Total Number with Scored Tests	Perform ance Level 1	Level 1 (%)	Performa nce Level 2	Leve 2 (%
.	ELA	.	2,151	2,131	99.1%	2,131	933	43.8%	450	21.1%
.	Math	.	2,151	2,126	98.8%	2,126	957	45.0%	596	28.0%

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District and School Improvement Collaborative

- Hands-on learning
- Data Team training
- Professional Development
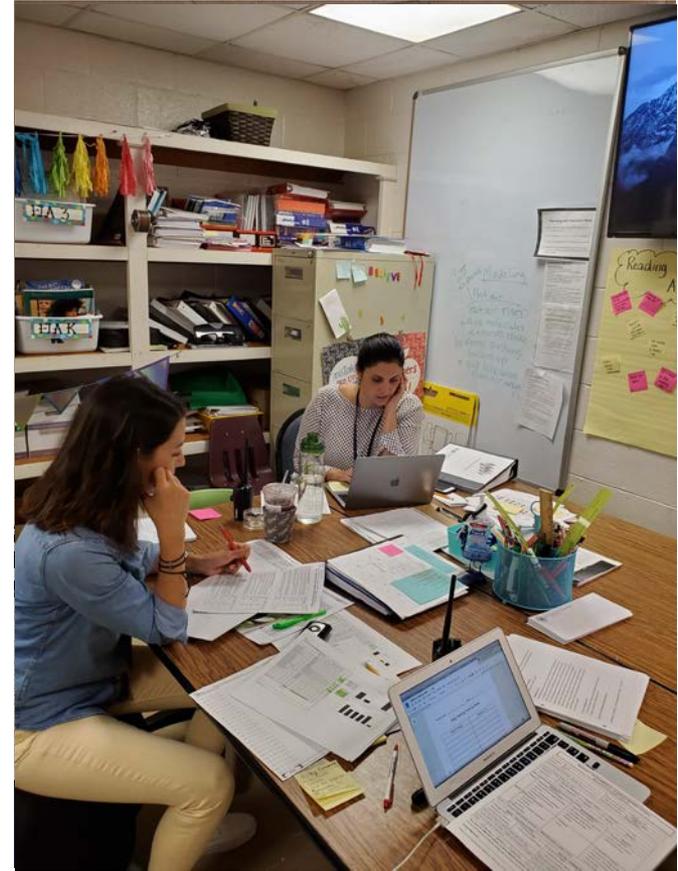
Improving/Informing Instruction & Impacting Achievement

Building Level

- Getting data into the hands of teachers (data teams)

- [Performance Matters](#)

☑ Show all scores

Subject ▲		2015-2016			2016-2017			2017-2018			
		Score	Dev	Level	Score	Dev	Level	Score	Dev	Level	Score
SBAC - ELA/Literacy	⊗	2585		Level 4	2599		Level 4	2623		Level 4	2640
Reading		2610			2625			2668			2673
Listening		2520			2656			2608			2715
Writing and Research / Inquiry		2585			2567			2599			2596
SBAC - Math	⊗	2534		Level 3	2592		Level 4	2605		Level 3	2590
Concepts and Procedures		2579			2564			2628			2579
Problem Solving and Modeling and Data Analysis		2488			2623			2558			2605
Communicating Reasoning		2517			2607			2607			2599

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Comparison Chart (~)   Manage Columns (▥)   Share (<)   Download (↓)

	State Test Results SBAC - ELA/Literacy 2018-2019 Tested Grade: 5 Apr Achievement Level 1	State Test Results SBAC - ELA/Literacy 2018-2019 Tested Grade: 5 Apr Score 2	State Test Results SBAC - Math 2018-2019 Tested Grade: 5 Apr Achievement Level 3
Student Name ▲			
1 1 Axxxxxx, Jxxxxxx	Level 3	2568	Level 3
2 1 Axxx Pxxxx, Lxxx	Level 3	2515	Level 2
3 1 Axxxxxxxxx, Sxxx-Nxxxxxx	Level 1	2352	Level 1
4 1 Axxxxxx, Txxxx	Level 1	2322	Level 1
5 1 Axxxx Gxxxx, Rxxxxxx	Level 4	2640	Level 4
6 1 Axxxxxxxxxxxx, Axx	Level 1	2402	Level 1
7 1 Axxxxxx, Rxxxxxx	Level 3	2525	Level 2
8 1 Axxxxxx, Bxxxxxx	Level 1	2426	Level 1
9 1 Axxxxxx, Gxxxxxx	Level 1	2422	Level 2

Add Student Filter
Current Grade [6] ✕

Apply swatching
311 students

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Improving/Informing Instruction & Impacting Achievement

Growth Rates

- Identify Students In need of support-after exporting data we can **customize indicators** to identify students

	Student Name ▲	Generic (Nested) Smarter Balanced Growth 2018-19 ELA Growth Target 1	Generic (Nested) Smarter Balanced Growth 2018-19 ELA Growth Achieved 2	Generic (Nested) Smarter Balanced Growth 2018-19 ELA Growth Rate Flag 3
1	1 Axxx-Fxxx, Mxxxxxxx	73	80	1
2	1 Axxxxx, Mx Gxxxxxx	69	39	0
3	1 Axxxxxx, Axxxx	56	56	1
4	1 Axxxxxx, Exxxx	82	91	1
5	1 Axxxxxx, Jxxxxxx	49	28	0
6	1 Axxxxxx-Sxxxxxx, Jxxxxxx	68	38	0
7	1 Axxxxx, Jxxxx	73	151	1
8	1 Axxx Pxxxx, Lxxx	69	86	1
9	1 Axxx, Mxxxxxx	73	0	0
10	1 Axxxxxx, Gxxxxxx	69	52	0

Add Student Filter

Apply swatching

1186 students

Improving/Informing Instruction & Impacting Achievement

Sharing our EdSight data

After setting up the indicator Admin can share the data as a dynamic link.

Thank you!

Tara Battistoni

- Supervisor of Research, Development, and Student Testing
- Waterbury Public Schools

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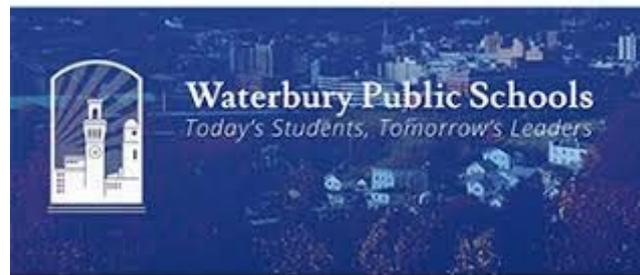
EdSight Secure

Presented by:

Tara Battistoni, M.S.

Supervisor of Research, Development, and Student Testing

Waterbury Public Schools

Achievement

- Smarter Balanced
- LAS Links
- SAT

Achievement

- Examine data not reported on EdSight Public (*) – too few students

CT School Day SAT, 2018-19
Waterbury School District, All Subjects, All Students
Export .csv file

District	School	Subject	Total Number of Students	Total Number Tested	CT School Day SAT Participation Rate	Total Number with Scored Tests	Level 1 Not Met		Level 2 Approaching		Level 3 Met		Level 4 Exceeded		Level 3&4 Met or Exceeded		Average Score
							Count	%	Count	%	Count	%	Count	%	Count	%	
Waterbury School District	Bridgeport Detention Center	ELA	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		Math	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Crosby High School	ELA	257	246	95.7	240	145	60.4	53	22.1	*	*	*	*	42	17.5	412
		Math	257	246	95.7	238	174	73.1	54	22.7	10	4.2	0	0.0	10	4.2	383
	Enlightenment School	ELA	30	6	20.0	6	*	*	*	*	*	*	*	*	*	*	*
		Math	30	6	20.0	6	*	*	*	*	*	*	*	*	*	*	*
	John F. Kennedy High School	ELA	296	281	94.9	281	151	53.7	62	22.1	59	21.0	9	3.2	68	24.2	427
		Math	296	281	94.9	278	186	66.9	65	23.4	*	*	*	*	27	9.7	401
	State Street School	ELA	14	6	*	6	*	*	*	*	*	*	*	*	*	*	*
		Math	14	6	*	*	*	*	*	*	*	*	*	*	*	*	*
	Waterbury Arts Magnet School (High)	ELA	109	109	100.0	109	26	23.9	34	31.2	40	36.7	9	8.3	49	45.0	485
		Math	109	109	100.0	109	48	44.0	40	36.7	*	*	*	*	21	19.3	443
	Waterbury Career Academy	ELA	180	180	100.0	180	28	15.6	46	25.6	99	55.0	7	3.9	106	58.9	491
		Math	180	180	100.0	180	52	28.9	89	49.4	*	*	*	*	39	21.7	468
	Wilby High School	ELA	234	221	94.4	221	138	62.4	50	22.6	*	*	*	*	33	14.9	404
		Math	234	221	94.4	221	176	79.6	41	18.6	*	*	*	*	*	*	376

* The data are suppressed to ensure confidentiality.

Achievement

- Monitor performance over time – all years

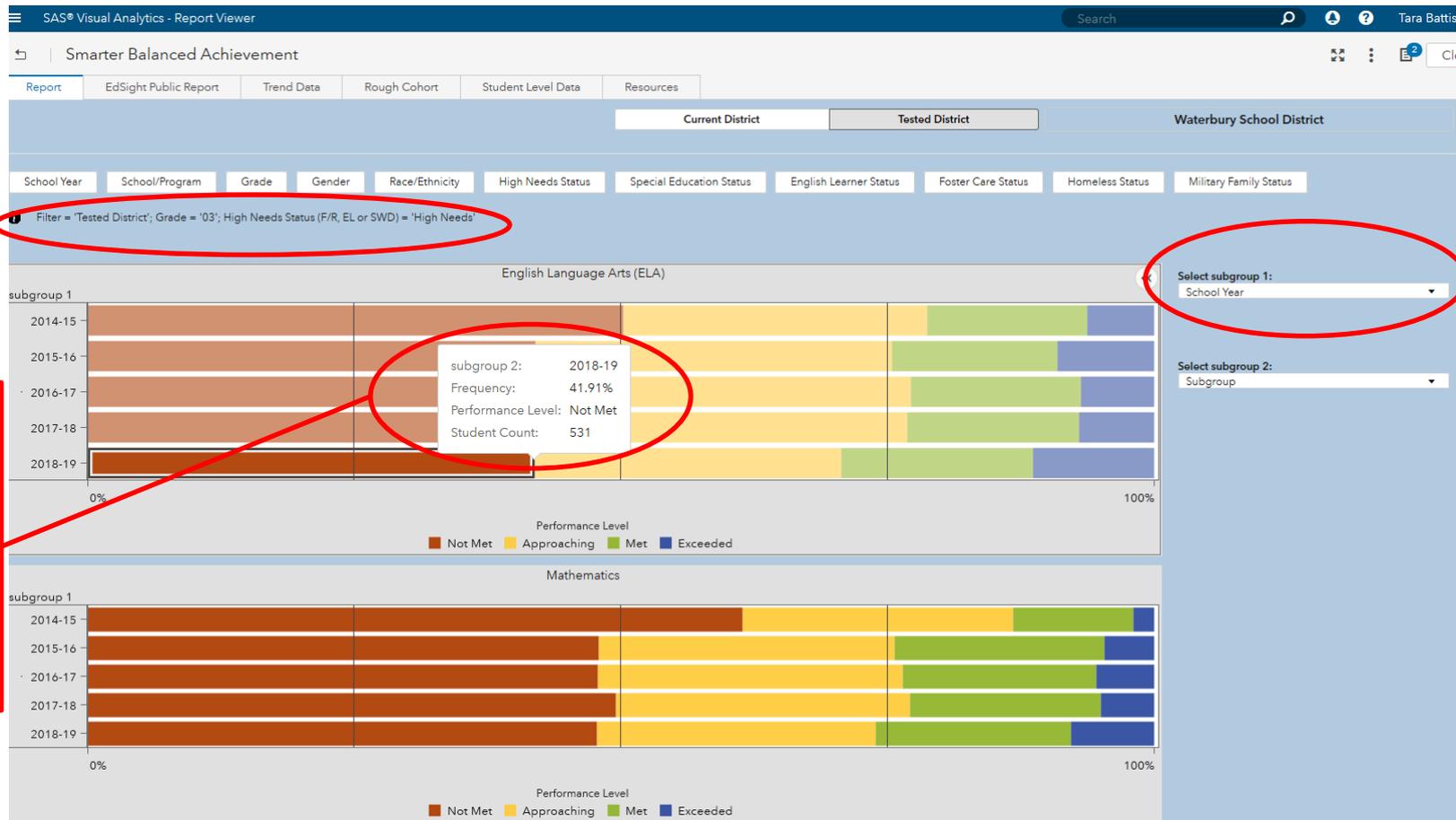CONNECTICUT STATE DEPARTMENT OF EDUCATION

Achievement

- Monitor performance over time – by subgroup and year
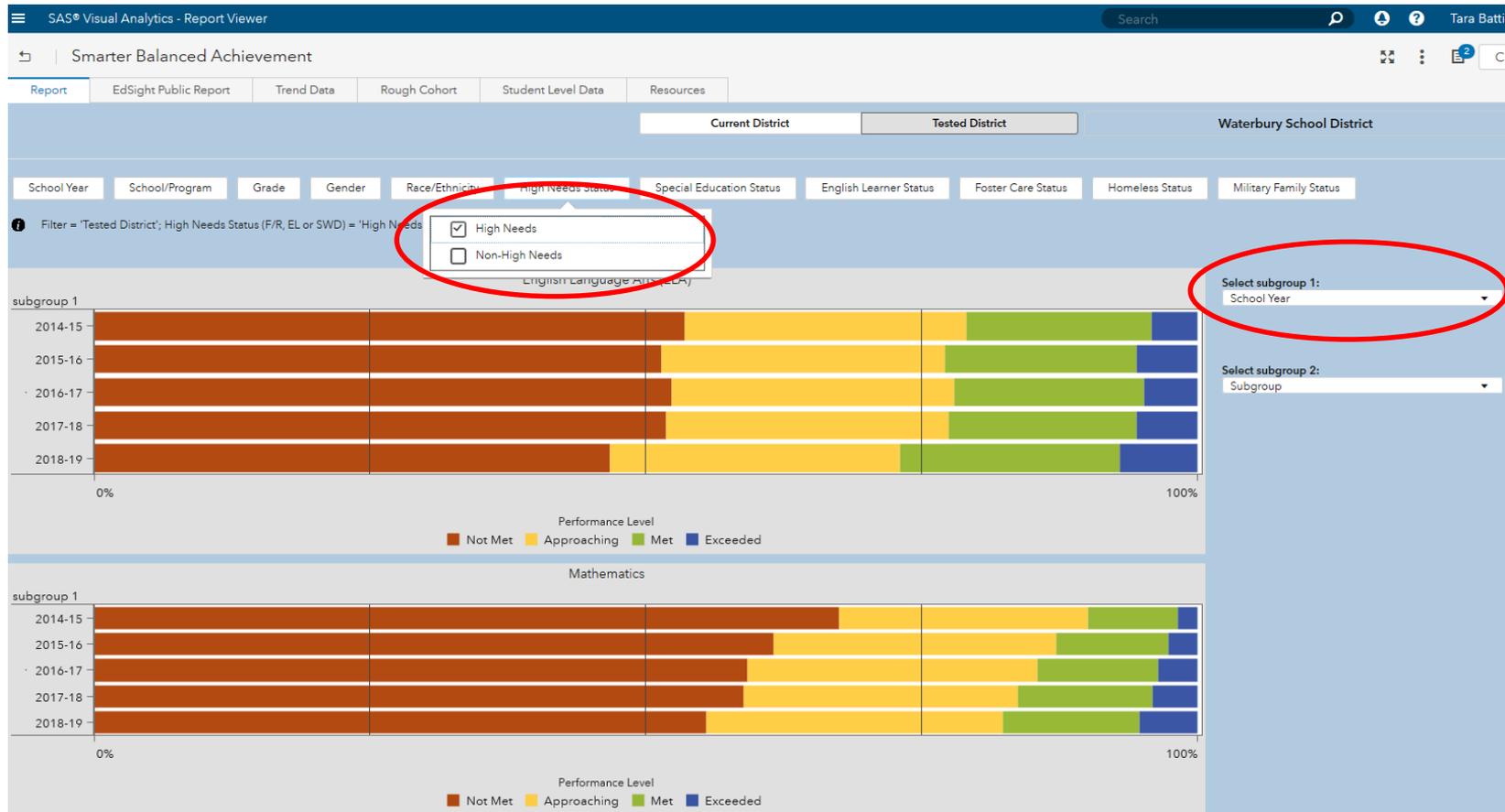
Achievement

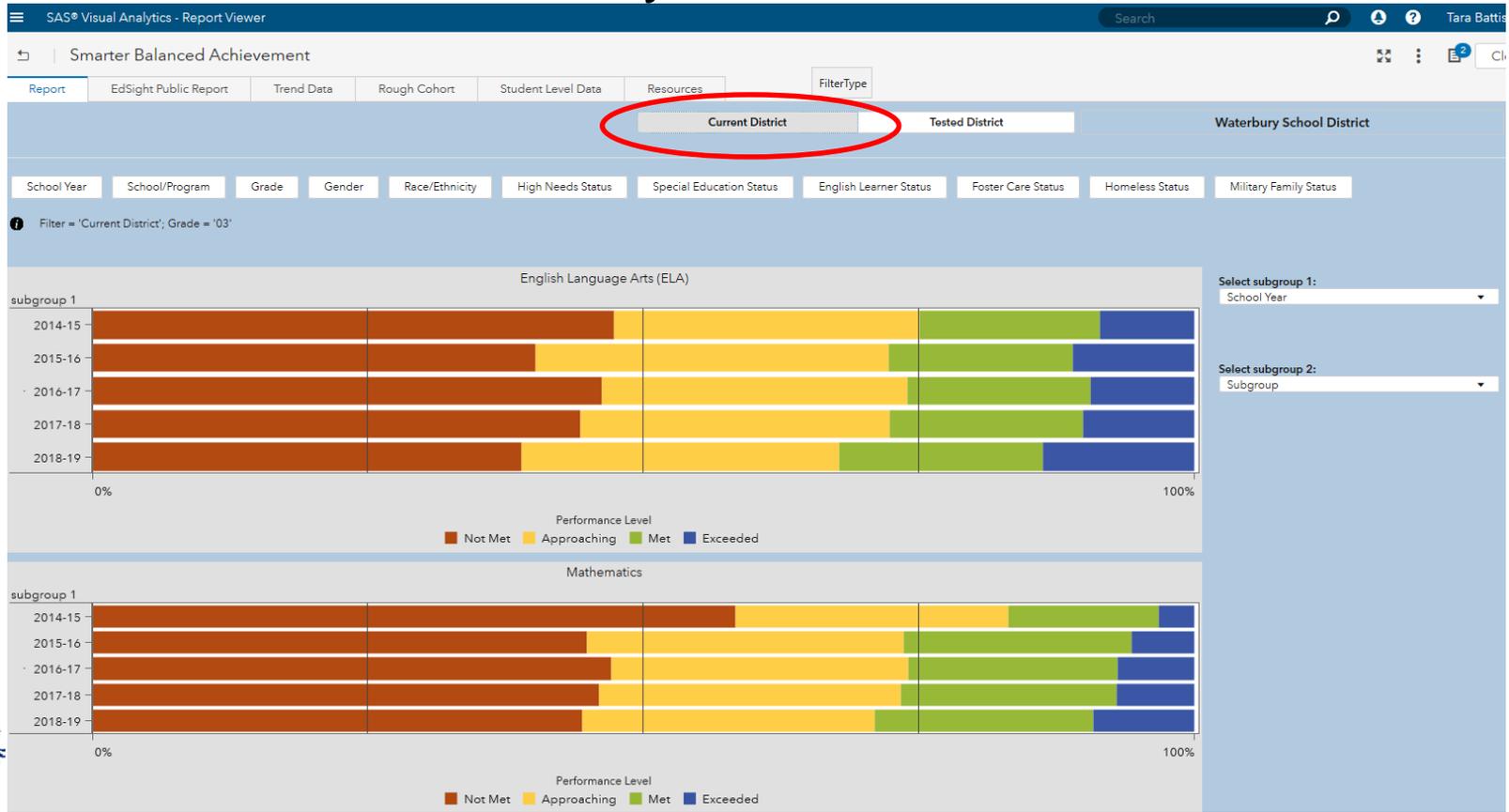- Monitor performance over time – by grade, subgroup, and year

Double-click to drill down to individual students

Achievement

- Current district – useful for new students; high mobility rate; only students enrolled on 10/1 count for school/district accountability

Achievement

- Student level data – export, match, compute IPI (SPI/DPI)

Achievement

- Student level data – next year's targets (***NOT*** SAT)

Indicator 1: Grade 3 ELA Calculation Example

- A student with a scale score of 2380 (lower part of Level 2) will get 57.5 index score points while another student with a scale score of 2419 (upper part of Level 2) will get 65.9 index score points.

$$\text{Index} = \frac{Scale\ Score - LOSS}{Range} * 110$$

Ultimate target for every Performance Index is 75

INDEX

110

0

VERTICAL SCALE SCORE

Highest Obtainable Scale Score *(2623)*

Level 4

Level 3

Level 2

Level 1
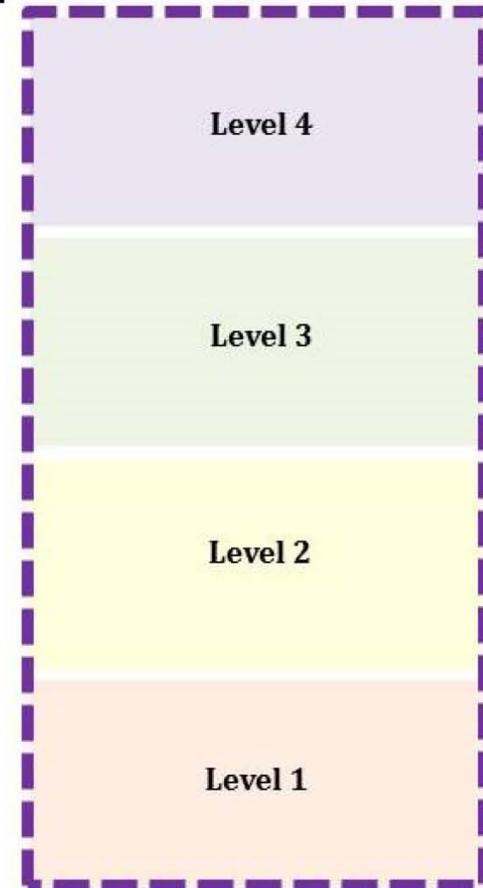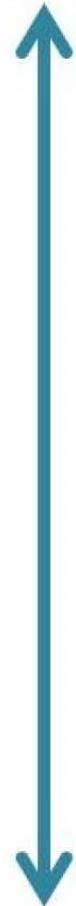
Lowest Obtainable Scale Score *(2114)*

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Grade 3 Smarter Balanced Achievement Data
Indicator #1 – SPI/DPI

SCHOOL	GRADE	LAST NAME	FIRST NAME	SASID	HIGH NEEDS	SPED	ELL	LUNCH	504	ELA IPI 18-19	MATH IPI 18-19	SB ELA SCALE 18-19	SB ELA LEVEL 18-19	SB MATH SCALE 18-19	SB MATH LEVEL 18-19
	3				Y	Y		P		40.2	29.0	2300	1	2303	1
	3							P	Y	58.3	53.7	2384	2	2400	2
	3				Y			F		90.1	81.5	2531	4	2509	4
	3				Y			F		75.9	58.8	2465	3	2420	2
	3				Y			F		58.6	44.8	2385	2	2365	1
	3				Y			F		80.4	60.9	2486	3	2428	2
	3				Y	Y		P		64.8	70.9				
	3				Y			R		73.5	77.2	2454	3	2492	3
	3				Y	Y		F		23.6	29.8	2223	1	2306	1
	3				Y			F		65.5	61.1	2417	2	2429	2
	3				Y			F		59.9	47.9	2391	2	2377	1
	3							P		71.1	50.9	2443	3	2389	2
	3				Y			F		84.1	47.4	2503	4	2375	1
	3				Y			R		110.0	103.6	2623	4	2596	4
	3				Y	Y		F		62.3	67.2				
	3				Y			F		73.5	61.9	2454	3	2432	2
	3				Y			F		73.9	63.9	2456	3	2440	3
	3				Y			F		68.9	36.2	2433	3	2331	1
	3				Y			F		54.9	59.1	2368	2	2421	2
	3				Y			F		63.1	63.9	2406	2	2440	3
	3				Y	Y		F		21.6	40.0	2214	1	2346	1
	3				Y			F		83.4	67.2	2500	4	2453	3
	3				Y			F		72.8	54.5	2451	3	2403	2
	3				Y	Y		R		51.9	43.5	2354	1	2360	1
	3				Y		Y	F		72.2	29.3	2448	3	2304	1
	3							P		49.1	51.4	2341	1	2391	2

Achievement

- Aggregate all individual student data (IPI) to school and district level (SPI/DPI)
- ESSA target determination

Preliminary SPI (Indicator #1)
Sorted by Change from Prior Year

School	ELA										School	MATH									
	14-15	15-16	16-17	17-18	18-19	Valid N	Five Year SPI Average	SPI Change from Prior Year	SPI Change from First Year	18-19 SPI ESSA Target Met?		14-15	15-16	16-17	17-18	18-19	Valid N	Five Year SPI Average	Change from Prior Year	Change from First Year	18-19 SPI ESSA Target Met?
	51.0	51.2	51.6	50.1	55.4	186	51.9	5.3	4.4	YES		43.6	46.3	46.7	45.9	51.4	186	46.8	5.5	7.8	YES
	56.2	57.3	58.0	58.6	63.9	311	58.8	5.3	7.7	YES		48.4	51.4	56.0	55.6	60.3	307	54.3	4.7	11.9	YES
	58.7	64.2	60.4	58.9	64.0	117	61.2	5.1	5.3	YES		36.0	37.7	39.4	40.0	44.4	846	39.5	4.4	8.4	NO
	58.9	57.1	58.5	60.3	64.7	310	59.9	4.4	5.8	YES		54.1	57.8	55.0	56.2	59.8	117	56.6	3.6	5.7	YES
	47.9	51.0	51.9	50.2	54.3	848	51.1	4.1	6.4	NO		64.4	65.2	64.9	66.8	70.1	274	66.3	3.3	5.7	YES
	46.1	50.3	49.8	50.0	53.7	909	50.0	3.7	7.6	YES		59.0	59.6	65.0	63.6	66.6	260	62.8	3.0	7.6	YES
	50.8	50.3	50.1	50.9	54.5	957	51.3	3.6	3.7	YES		42.3	41.6	40.2	42.5	44.4	959	42.2	1.9	2.1	NO
	66.9	64.8	70.4	69.5	72.6	260	68.8	3.1	5.7	YES			44.0	49.7	48.0	49.3	183	47.8	1.3	5.3	NO
	56.5	58.9	57.3	61.0	63.3	259	59.4	2.3	6.8	YES		42.8	42.9	52.8	51.1	52.1	162	48.3	1.0	9.3	NO
	74.5	71.6	68.8	71.6	73.8	275	72.1	2.2	-0.7	YES		50.1	52.2	54.2	56.7	57.7	310	54.2	1.0	7.6	YES

Achievement

- Correlate to district benchmarks (Smarter Balanced)

INDICATOR #1 - SCHOOL/DISTRICT PERFORMANCE INDEX (SPI/DPI)

MCLASS	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Predicted SPI
Grade 3					
Grade 4					
Grade 5					
TOTAL	0	0	0	0	

ESSA Target	ESSA Diff	# Students to Move "Benchmark" and Below to "Above Benchmark"
0.0		
0.0		
0.0		

IREADY	Early-Grade or Below	Mid-Grade or Above	Predicted SPI
Grade 3			
Grade 4			
Grade 5			
TOTAL	0	0	

ESSA Target	ESSA Diff	# Students to Move "Early-Grade or Below" to "Mid-Grade or Above"
0.0		
0.0		
0.0		

Achievement

- Impact of chronic absenteeism on Smarter Balanced (from EIT)

OVERALL DISTRICT

		N	Mean	
Math Scale Score	Chronically Absent	1161	2393.08	
	NOT Chronically Absent	7395	2444.74	52

		N	Mean	
ELA Scale Score	Chronically Absent	1173	2414.78	
	NOT Chronically Absent	7396	2453.34	39

MATH BY GRADE

			N	Mean	
3	Math Scale Score	Chronically Absent	149	2341.60	
		NOT Chronically Absent	1356	2393.89	52
4	Math Scale Score	Chronically Absent	157	2393.89	
		NOT Chronically Absent	1277	2435.14	41
5	Math Scale Score	Chronically Absent	145	2417.22	
		NOT Chronically Absent	1349	2465.34	48
6	Math Scale Score	Chronically Absent	225	2393.57	
		NOT Chronically Absent	1152	2454.85	61
7	Math Scale Score	Chronically Absent	267	2396.86	
		NOT Chronically Absent	1116	2456.02	59
8	Math Scale Score	Chronically Absent	218	2406.48	
		NOT Chronically Absent	1145	2470.23	64

ELA BY GRADE

			N	Mean	
3	ELA Scale Score	Chronically Absent	148	2340.23	
		NOT Chronically Absent	1356	2387.03	47
4	ELA Scale Score	Chronically Absent	156	2390.08	
		NOT Chronically Absent	1277	2425.19	35
5	ELA Scale Score	Chronically Absent	145	2420.79	
		NOT Chronically Absent	1347	2461.01	40
6	ELA Scale Score	Chronically Absent	225	2421.15	
		NOT Chronically Absent	1154	2462.67	42
7	ELA Scale Score	Chronically Absent	272	2424.54	
		NOT Chronically Absent	1117	2484.80	60
8	ELA Scale Score	Chronically Absent	227	2458.53	
		NOT Chronically Absent	1145	2514.19	56

Achievement

- Impact of chronic absenteeism on SAT (from EIT)

TOTAL

		N	Mean	
TOTAL	Chronically Absent	236	789.62	
	NOT Chronically Absent	798	874.61	85

MATH

		N	Mean	
MATH	Chronically Absent	236	387.92	
	NOT Chronically Absent	798	427.34	39

EBRW

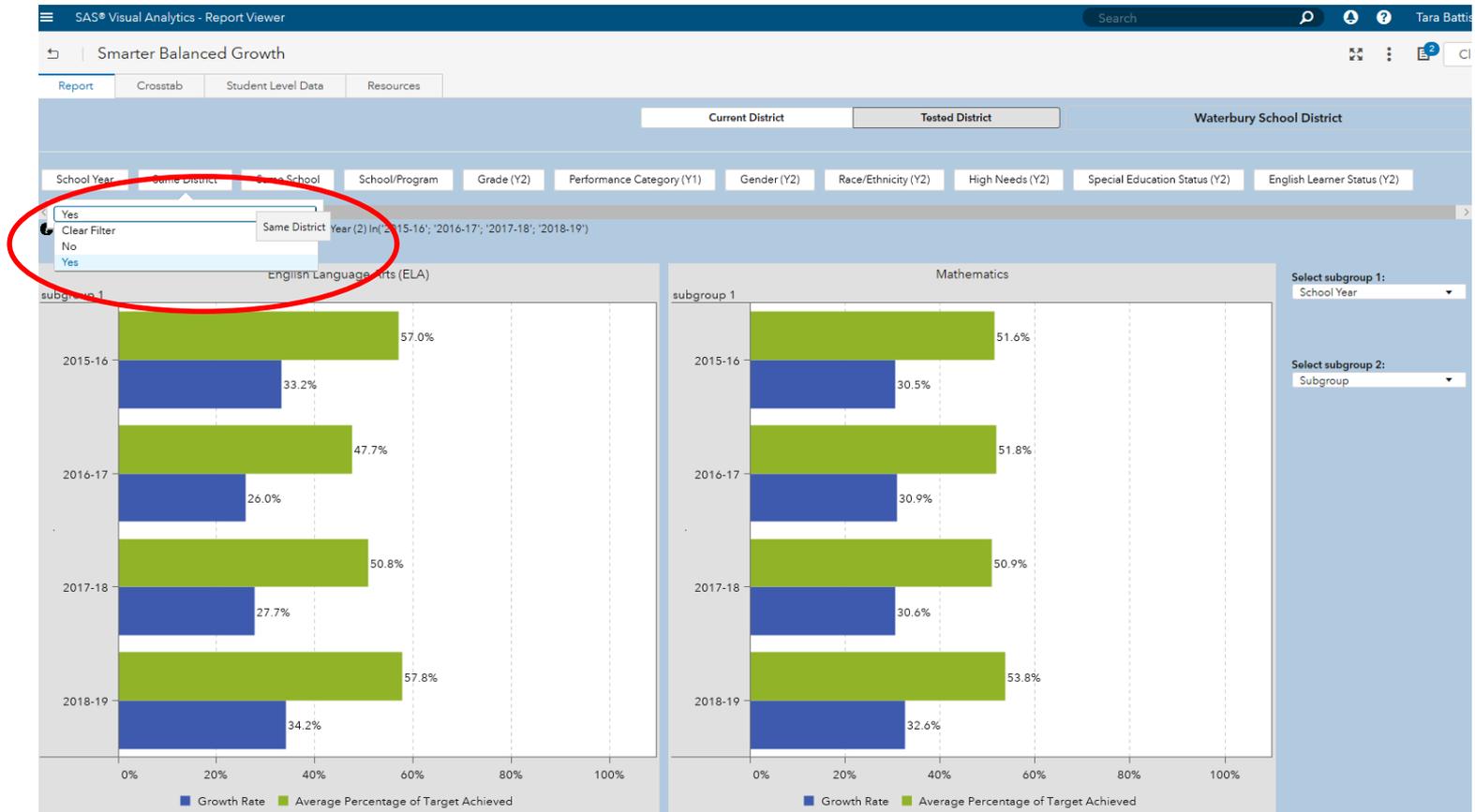|		N	Mean	
EBRW	Chronically Absent	236	401.69	
	NOT Chronically Absent	798	447.27	46

Growth

- Smarter Balanced
- LAS Links
- ***<u>NOT</u>*** SAT

Growth

- Same school/same district – use caution if replicating EdSight Public
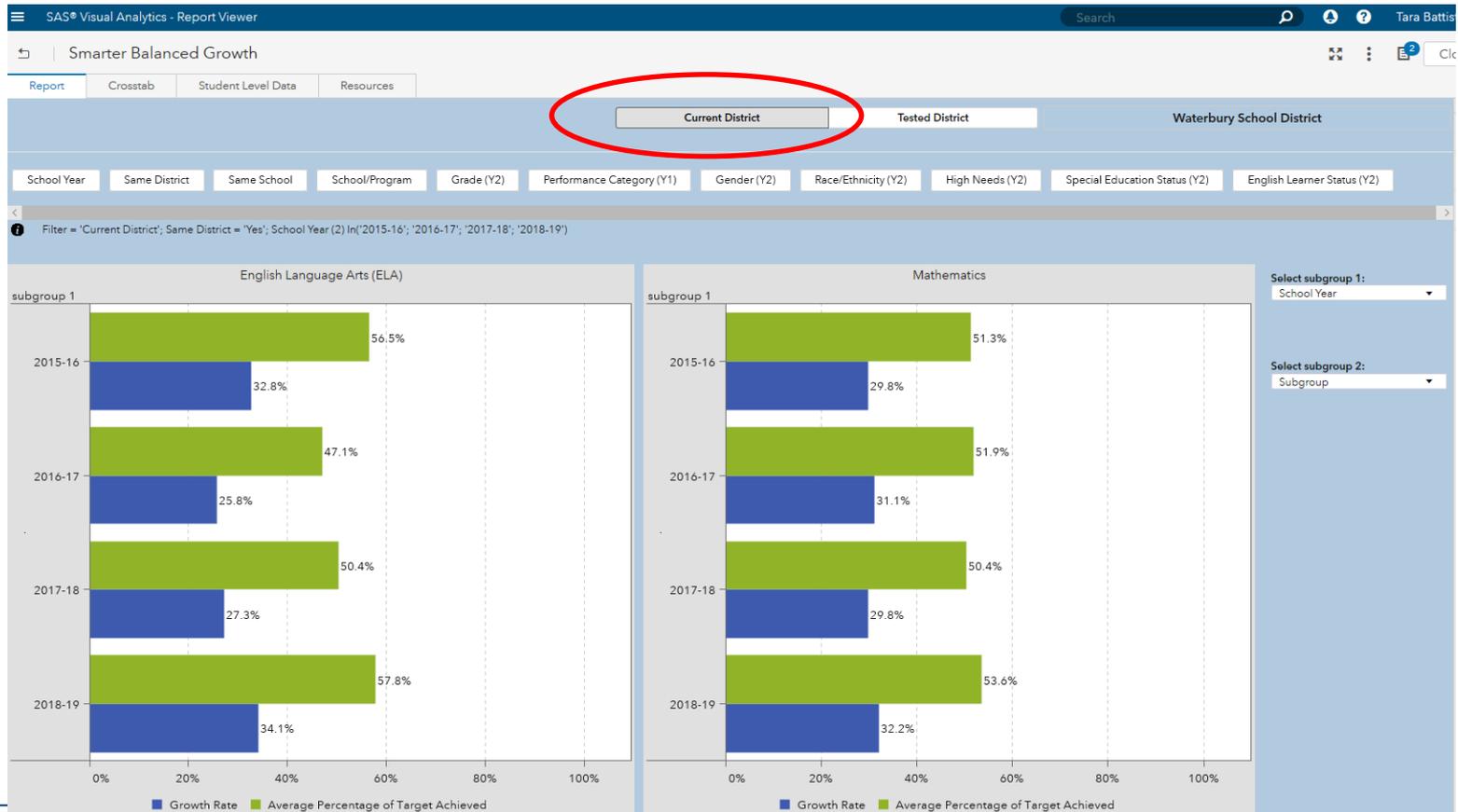
Growth

- ESSA target determination

| SCHOOL | Subject | 2018-2019 | | | | PTA CHANGE FROM PRIOR YEAR | PTA CHANGE FROM FIRST YEAR | 2018-2019 PTA ESSA Target Met? |
		Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)	FIVE YEAR PTA AVERAGE			
	ELA	819	38.9%	60.7%	51.4%	18.9%	4.2%	YES
	ELA	136	38.2%	64.0%	53.8%	18.2%	17.5%	NO
	ELA	208	42.3%	71.2%	58.2%	16.6%	14.7%	YES
	ELA	150	30.0%	60.4%	55.7%	14.1%	1.1%	NO
	ELA	866	34.9%	58.7%	51.4%	14.1%	-1.2%	YES

| SCHOOL | Subject | 2018-2019 | | | | PTA CHANGE FROM PRIOR YEAR | PTA CHANGE FROM FIRST YEAR | 2018-2019 PTA ESSA Target Met? |
		Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)	FIVE YEAR PTA AVERAGE			
	Math	208	44.2%	71.8%	61.9%	17.0%	16.8%	YES
	Math	136	39.0%	65.8%	56.3%	13.5%	11.0%	YES
	Math	816	32.6%	51.2%	44.7%	12.1%	6.6%	NO
	Math	150	42.0%	66.4%	62.1%	9.0%	16.8%	NO
	Math	187	61.5%	83.8%	72.2%	7.7%	18.6%	YES

Growth

- Current district – useful for new students; high mobility rate; only students enrolled on 10/1 count for school/district accountability

Growth

- Crosstab – "Are we meeting the needs of our highest achieving students?"

Growth Rate frame of reference: 40%

Growth

- Student level data – export, match, compute target difference, compute **_UNADJUSTED_** PTA

Grade 5 Smarter Balanced Growth Data
Indicator #2 – PTA

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
SCALE_ELA	LEVEL_ELA	GRADE_ELA PRIOR YEAR	SCALE_ELA PRIOR YEAR	LEVEL_ELA PRIOR YEAR	TARGET ELA 18-19	ELA SS DIFF	ELA TARGET MET	ELA TARGET DIFF	ELA PTA UNADJ	ELA PTA	SCALE_MA	LEVEL_MA	GRADE_MA PRIOR YEAR	SCALE_MA PRIOR YEAR	LEVEL_MA PRIOR YEAR	TARGET MA 18-19	MATH SS DIFF	MATH TARGET MET	MATH TARGET DIFF	MATH PTA UNADJ	MATH PTA
2574	3	4	2509	3	55	65	Yes	10	118.2	110.0	2596	4	4	2478	2	44	118	Yes	74	268.2	110.0
2503	3	4	2463	2	64	40	No	-24	62.5	62.5	2449	1	4	2424	2	40	25	No	-15	62.5	62.5
2493	2	4	2416	2	69	77	Yes	8	111.6	110.0	2474	2	4	2463	2	44	11	No	-33	25.0	25.0
2478	2	4	2382	1	69	96	Yes	27	139.1	110.0	2427	1	4	2455	2	44	-28	No	-72	-63.6	0.0
2418	1	4	2366	1	82	52	No	-30	63.4	63.4	2307	1	4	2357	1	51	-50	No	-101	-98.0	0.0
2518	3	4	2467	2	64	51	No	-13	79.7	79.7	2535	3	4	2521	3	47	14	No	-33	29.8	29.8
2445	2	4	2332	1	82	113	Yes	31	137.8	110.0	2502	2	4	2494	3	46	8	No	-38	17.4	17.4
2607	4	4	2509	3	55	98	Yes	43	178.2	110.0	2443	1	4	2504	3	46	-61	No	-107	-132.6	0.0
2456	2	4	2428	2	69	28	No	-41	40.6	40.6	2427	1	4	2425	2	40	2	No	-38	5.0	5.0
2447	2	4	2335	1	82	112	Yes	30	136.6	110.0	2414	1	4	2324	1	51	90	Yes	39	176.5	110.0
2620	4	4	2440	2	69	180	Yes	111	260.9	110.0	2544	3	4	2475	2	44	69	Yes	25	156.8	110.0
2611	4	4	2501	3	58	110	Yes	52	189.7	110.0	2524	2	4	2468	2	44	56	Yes	12	127.3	110.0
2337	1	4	2318	1	82	19	No	-63	23.2	23.2	2327	1	4	2298	1	51	29	No	-22	56.9	56.9
2352	1	4	2407	1	69	-55	No	-124	-79.7	0.0	2288	1	4	2372	1	51	-84	No	-135	-164.7	0.0

Growth

- Other state-wide assessments use student growth in addition to student achievement for accountability, however, because only grade 11 students take the CT-SAT annually, no growth calculations are currently included for accountability purposes

- Our district has been administering PSAT 8/9, PSAT/NMSQT, and SAT in the fall, in addition to the spring grade 11 CT-SAT for accountability

- The College Board's Student-Level Growth Estimates for the SAT Suite of Assessments allowed us the opportunity to mirror other state-wide assessments that measure student growth, that our schools are currently familiar with (Smarter Balanced and LAS Links)

- Student-level growth estimates were received from the College Board in December 2018

- The student-level growth estimates were first used retroactively to create growth targets for fall 2018 testing and then for the upcoming spring 2019 CT-SAT and fall 2019 PSAT 8/9, PSAT/NMSQT, and SAT

- 2019 CT-SAT growth targets were compared to actual 2019 CT-SAT results

Growth

- PSAT/SAT using College Board Student-Level Growth Estimates
- Example: EBRW Fall 2017-2018 to Fall 2018-2019

A	B	C	D	E	F	G	H	I	J	K
GRADE 18-19	PSAT EBRW FALL 17-18	PSAT/SAT EBRW FALL 18-19	PSAT/SAT EBRW ACTUAL GROWTH FALL 18-19	PSAT/SAT EBRW EXPECTED SCORE FALL 18-19	PSAT/SAT EBRW TARGET GROWTH FALL 18-19	PSAT/SAT EBRW TARGET MET FALL 18-19	PSAT/SAT EBRW TARGET GROWTH DIFF FALL 18-19	PSAT/SAT EBRW UNADJ PTA FALL 18-19	PSAT/SAT EBRW ADJ PTA FALL 18-19	PSAT/SAT EBRW EXPECTED SCORE FALL 19-20
9	350	420	70	380	30	Yes	40	233.3	110.0	450
9	320	340	20	350	30	No	-10	66.7	66.7	370
10	580	560	-20	610	30	No	-50	-66.7	0.0	590
10	430	490	60	450	20	Yes	40	300.0	110.0	520
11	400	470	70	430	30	Yes	40	233.3	110.0	510
11	380	390	10	420	40	No	-30	25.0	25.0	450
12	510	580	70	540	30	Yes	40	233.3	110.0	
12	370	490	120	430	60	Yes	60	200.0	110.0	

Actual Scores   Expected Scores   Growth Data

Growth

- PSAT/SAT using College Board Student-Level Growth Estimates
- Example: Fall 2018-2019 to Spring 2018-2019 (CT-SAT)

A	B	C	D	E	F	G	H	I	J	K
GRADE 18-19	PSAT EBRW FALL 18-19	SAT EBRW SPRING 18-19	SAT EBRW ACTUAL GROWTH SPRING 18-19	SAT EBRW EXPECTED SCORE SPRING 18-19	SAT EBRW TARGET GROWTH SPRING 18-19	SAT EBRW TARGET MET SPRING 18-19	SAT EBRW TARGET GROWTH DIFF SPRING 18-19	SAT EBRW UNADJ PTA SPRING 18-19	SAT EBRW ADJ PTA SPRING 18-19	SAT EBRW EXPECTED SCORE FALL 19-20
11	530	580	50	550	20	Yes	30	250.0	110.0	590
11	510	530	20	530	20	Yes	0	100.0	100.0	540
11	490	520	30	510	20	Yes	10	150.0	110.0	530
11	340	360	20	400	60	No	-40	33.3	33.3	410
11	490	470	-20	510	20	No	-40	-100.0	0.0	490
11	530	510	-20	550	20	No	-40	-100.0	0.0	520
11	540	490	-50	560	20	No	-70	-250.0	0.0	510
11	530	410	-120	550	20	No	-140	-600.0	0.0	440

■ Actual Scores   ■ Expected Scores   ■ Growth Data

Growth

- Individual student data was aggregated in the same manner as Smarter Balanced and LAS Links growth metrics (data shown below is for fall PSAT to spring CT-SAT)

- PSAT/SAT growth targets are based on the 50th percentile
  - Smarter Balanced growth targets are based on the 60th percentile
  - LAS Links growth targets are based on the 60th percentile for oral and the 70th percentile for literacy (with two grade level exceptions)

School	Subject	2018-2019		
		Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)
	ELA	178	46.6%	57.7%
	ELA	103	44.7%	55.6%
	ELA	218	36.7%	54.2%
DISTRICT	*ELA*	*869*	*35.4%*	*52.1%*
	ELA	177	28.8%	51.6%
	ELA	177	26.0%	43.3%

School	Subject	2018-2019		
		Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)
	Math	103	43.7%	58.6%
	Math	178	47.8%	57.1%
	Math	216	38.4%	52.8%
DISTRICT	*Math*	*865*	*35.6%*	*49.6%*
	Math	177	26.6%	42.0%
	Math	175	25.1%	39.7%

Growth

- Correlate to district benchmarks (Smarter Balanced)
- Example: ELA

INDICATOR #2
AVERAGE PERCENTAGE OF TARGET ACHIEVED (PTA)

MCLASS GRADE 4	MOY (ACROSS)	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
BOY (DOWN)					
Well Below Benchmark					
Below Benchmark					
Benchmark					
Above Benchmark					
Predicted Grade PTA					

MCLASS GRADE 5	MOY (ACROSS)	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
BOY (DOWN)					
Well Below Benchmark					
Below Benchmark					
Benchmark					
Above Benchmark					
Predicted Grade PTA					

PREDICTED SCHOOL PTA	

Other Analyses

- Relationship between Smarter Balanced achievement and date tested (from TIDE); Do students perform better when tested at a certain time (date range) during the test window, by grade and subject?
  - Yes, there are distinct multi-year patterns that show when students should be tested and when they should not be tested
- Relationship between Smarter Balanced achievement and student mobility (from EIT); Do students that have unplanned school moves perform the same as students that do not?
  - There is a significant negative relationship between student mobility and Smarter Balanced results. Students that have unplanned moves typically have lower scale scores than students that do not
- Relationship between Smarter Balanced achievement and suspensions (from EIT); Do students that have either in or out-of-school suspensions perform the same as students that do not?
  - There is a significant negative relationship between suspensions and Smarter Balanced results. Students that have in or out-of-school suspensions typically have lower scale scores than students that do not

Next Steps

- Further explore the relationship between Smarter Balanced math growth and district benchmark assessment growth to establish predictive measure
- Analyze the impact of chronic absenteeism, mobility, and suspensions on LAS Links achievement and growth and Smarter Balanced growth
- Analyze the impact of mobility and suspensions on SAT achievement and growth
- Khan Academy
- Incorporate grade 9 and 10 spring PSAT administration for intermittent data (pre/post)
- Monitor and check for increases in the PSAT/SAT percentage of target achieved for individual students and at the school/district level in future years

Questions and Answers

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