

PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 3 | Issue 1 | January 2018 www.ct.gov/sde/performanceoffice

Page 2

[Accuracy of Demographic Status in the PSIS Registration Module for Statewide Summative Testing](#)

Page 3

[Updated Accountability Resource Now Available](#)

Page 4

[School Districts Designated as Alliance Districts for Five School Years from 2017-18 to 2021-22](#)

Page 5

[The Relationship between Smarter Balanced and PSAT 8/9](#)

[AP Potential Student Letters](#)

Page 6

[Employment and Earnings Report](#)

Key Resources

[Data Acquisition Plan for 2017-18](#)

[Data Collections Guide for 2017-18](#)

[Using Accountability Results to Guide Improvement](#)

[EdSight](#)

New Resource to Support Understanding of Growth Metrics

Growth is the cornerstone of Connecticut's Next Generation Accountability System for elementary and middle schools, accounting for at least 40 percent of a typical school's overall Accountability Index. The latest round of growth results was issued in September 2017 through [EdSight](#), but growth results likely will get a second look when 2016-17 accountability reports are issued in the coming weeks. The Performance Office has created a short video to help you explain the two different ways that Connecticut reports academic growth (i.e., growth rate and average percentage of target achieved) in English language arts and mathematics using Smarter Balanced results. The [8-minute video](#) is available.

The Two Main Growth Statistics

Growth Rate

Percentage of **STUDENTS** who met their growth targets

Average Percentage of Target Achieved

Percentage of **TARGET** that was achieved by students on average

Data Collection **STALWART**



Phyllis Fletcher is an Administrative Assistant in the Pupil Services Department for the Groton Public Schools.



In this role, Phyllis is responsible for her district's data submissions to both the Early Childhood Outcomes (ECO) and Evaluation Timelines collections. Her mastery of the Early Childhood Outcomes data collection makes her a joy to work with and we can always be certain that Groton's data is accurate and reliable. Phyllis resolves all data errors promptly and ensures that all required Brigance subtests are completed. She also reviews her data thoroughly for accuracy and is one of the few districts in the state that has made full use of the ECO upload tool to save time in processing Brigance assessment data. Phyllis is an amazing resource for districts looking to use this tool! These strategic efforts have helped Groton consistently meet their ECO Timely and Accurate reporting deadlines.

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

Accuracy of Demographic Status in the PSIS Registration Module for Statewide Summative Testing

Accurate reporting of individual student demographic status at the time of summative testing in the Public School Information System (PSIS) **Registration Module** is the only way to ensure accurate reporting for the annual summative statewide test results. Administrators responsible for statewide student testing will need to work with their [District PSIS Coordinators](#) to ensure that accurate student information is being reported in the PSIS **Registration Module**. The PSIS **Registration Module** data informs the following systems:

- AIR's Test Information Delivery Engine (TIDE);
- DRC's INSIGHT System; and
- The College Board testing system.

The District PSIS Coordinator should make all changes to student enrollment and demographic information directly into the PSIS **Registration Module**. During the summative test window, changes will appear in TIDE and in the DRC INSIGHT test delivery system the day after these changes are made in the PSIS **Registration Module** for all of the following statewide tests:

- LAS Links;
- NGSS Science Field Test;
- Smarter Balanced;
- Connecticut Alternate Assessment (CTAA) in English language arts and mathematics; and
- Connecticut Alternate Science.

It is also important to keep these fields updated for the Connecticut SAT School Day in order to both generate appropriate student rosters and student labels and for accurate final reporting.

Effective November 30, 2017, the following seven fields are available in the PSIS **Registration Module**:

- Special Education (SPED) Status;
- Free and Reduced Lunch (FRL) Status;
- English Learner (EL) Status;
- Military Family;
- Homeless;
- Recently Arrived EL; and
- Section 504 Status.

These seven fields in the PSIS Registration Module must reflect the student's status at the time of testing. The first five fields have been populated in the PSIS **Registration Module** using the October PSIS Collection Freeze Zero data (i.e., freeze file from the collection generated on November 3, 2017). The last two fields (i.e., Recently Arrived EL and Section 504 Status) appear in the PSIS **Registration Module** but could not be prepopulated from Freeze Zero because these fields do not exist in the PSIS October collection; they are necessary and must be updated in the PSIS **Registration Module** for testing and reporting purposes.

If the status of any of the first five fields changes from the value reported in the October PSIS Collection Freeze Zero, or if the student being tested was not in the PSIS October Collection Freeze Zero, the District PSIS Coordinator must update the student's record in the PSIS **Registration Module**. The data from the PSIS **Registration Module** are updated on a nightly basis in both TIDE (this is already in effect) and DRC's INSIGHT System (This is already in effect).

To reiterate, these seven fields in the PSIS Registration Module must reflect the student's status at the time of testing. These student demographic values will initially be saved and the fields locked in PSIS on March 9, 2018; this first snapshot will be used for the LAS Links assessment. The student demographic values will re-open on March 10, 2018, be saved and the fields locked again on May 25, 2018 (i.e., the last day of the Smarter Balanced summative test window). This second snapshot will be used for all other state summative assessments (i.e., Smarter Balanced, CT Alternate Assessment, CT SAT School Day, NGSS Assessments), so all corrections to a student's status at the time of testing must have been made by May 25, 2018.

Please also note that in order to enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS **Registration Module**. Similarly in order to be allowed to administer the LAS Links test on the DRC INSIGHT system, a student must be identified as an English Learner in the PSIS **Registration Module**.

The state relies on districts to provide accurate reporting of these demographic fields at the time of testing because these data are used for public/secure reporting of statewide test results and are part of Connecticut's Next Generation Accountability System.

PSIS and the Connecticut SAT School Day

Even though the Connecticut SAT School Day is not related to TIDE, PSIS demographic values should also be updated, as necessary to indicate a student's status at the time of testing for the Connecticut SAT School Day. Accurate reporting for these students in PSIS will help ensure accurate statewide test reporting for the Connecticut SAT School Day. Additionally, accuracy is very important since students will be registered for the March 21, 2018, Connecticut SAT School Day based on the PSIS database.

For any student who is participating in the March 21, 2018, Connecticut SAT School Day administration, the PSIS **Registration Module** should indicate their correct demographic status **at the time of that testing**. Likewise, for students who are participating instead in the makeup dates for the Connecticut SAT School Day (April 24 or 25, 2018), accurate status **at the time of that test** should be reflected in the PSIS **Registration Module**.

Updated Accountability Resource Available Now

In anticipation of releasing 2016-17 accountability reports, the CSDE has posted an updated edition of [*Using Accountability Results to Guide Improvement*](#). This third edition document is a comprehensive review of all accountability indicators including data sources, calculation methodology, and rationale for inclusion in Connecticut's Next Generation Accountability System. For every indicator, there is a set of resources including best practices, models used in districts and schools across the country, and contact information for CSDE program and data specialists. Readers will find a complete list of updates to the guide beginning on page 2.



USING ACCOUNTABILITY RESULTS TO GUIDE IMPROVEMENT

There is one important change worth noting regarding Indicator 1. In the past, former English Learners and students with disabilities were included in their respective subgroups for DPI/SPI calculations for up to two years after they exited those groups. The Every Student Succeeds Act (ESSA) eliminates this feature for students with disabilities but extends the time period for the inclusion of former ELs for up to four years after they exit the EL group. Indicator 1 (DPI/SPI) calculations in 2016-17 accountability reports reflect this rule change.

School Districts Designated as Alliance Districts for Five School Years from 2017-18 to 2021-22

Ansonia School District

Bloomfield School District^P

Bridgeport School District^E

Bristol School District

Danbury School District

Derby School District^E

East Hartford School District^E

East Haven School District^E

East Windsor School District

Groton School District^N

Hamden School District

Hartford School District^E

Killingly School District

Manchester School District

Meriden School District

Middletown School District

Naugatuck School District

New Britain School District^E

New Haven School District^E

New London School District^E

Norwalk School District

Norwich School District^E

Putnam School District

Stamford School District

Thompson School District^N

Torrington School District^N

Vernon School District

Waterbury School District^E

West Haven School District

Winchester School District^P

Windham School District

Windsor School District

Windsor Locks School District^P

The Alliance District program was initiated in 2012-13 in accordance with C.G.S. 10-262u. The initial cohort of 30 districts were identified for a period of five years. Beginning in 2017-18 there are 33 Alliance Districts. The districts and steps used for identification are included below.

Steps to Identify Alliance Districts

Alliance Districts are school districts with among the lowest Accountability Index scores in the state *or* those previously designated as Alliance Districts for the fiscal years ending June 30, 2013 to June 30, 2017, inclusive.

The following steps were used to identify 33 Alliance Districts for the fiscal years ending June 30, 2018 to June 30, 2022, inclusive:

Step 1: Include local and regional school districts only. This excludes the following district types:

- CT Technical High School
- Endowed Academies
- Public Charter Schools
- Regional Educational Service Centers
- Unified School Districts

Step 2: Include districts with at least 1000 students in the same data year as the Accountability Index (in this case 2015-16).

Step 3: Sort based on [2015-16 Accountability Index scores](#) from low to high and select the 30 lowest.

Step 4: Add any district previously identified as an Alliance District for the fiscal years ending June 30, 2013 to June 30, 2017, inclusive, that does not meet the criteria outlined in Steps 1-3.

Legend

^E Educational Reform districts – school districts that have among the ten lowest accountability index scores

^N Newly identified Alliance Districts

^P Previously identified Alliance Districts that do not meet the criteria outlined in Steps 1-3

The Relationship between Smarter Balanced and PSAT 8/9 (Originally appeared in the September 2017 edition)

A 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 “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](#).

AP Potential Student Letters

Letters are being sent to 19,698 grade 10 and grade 11 high school students in Connecticut who have demonstrated AP Potential based on the 2017 October PSAT. Superintendents received a letter on December 19, 2017, regarding this mailing.

For the past five years, as part of a student activation campaign, the CSDE has issued letters to students who demonstrated the potential to succeed on AP course work based on the results from the PSAT. The letters instruct these students to meet with their school counselors to discuss what course work is right for them. By taking challenging courses such as AP, dual enrollment, International Baccalaureate (IB), and/or honors courses, students attain important academic and financial benefits such as earning college credit, potentially skipping introductory courses, and experiencing college-level work while in high school.

Employment and Earnings Report

The Performance Office participation in the P20WIN project has resulted in a novel combination of state data that has shed light on the earnings and employment of our public high school graduates. The project involved matching SDE data with the Department of Labor (DOL) Unemployment Insurance database, using name and date of birth and, once the match was made, stripping any personally identifiable information from the data except for a pseudo ID used to merge the SDE and DOL data.

State level results are [available](#).

Findings of the report include:

- Earnings rise over time, but slower for those with no college.
- It takes 6 years for “some college” earnings to outpace “no college” earnings.
- After 6 years, the median worker from the Class of 2010 earns \$20,583, far less than the living wage.
- It takes 6 years for the average wage to exceed the living wage.
- Some college reduces wage differentials, for various reasons.
- Many graduates are in low-growth, “low-productivity-gain” industries.

There are several areas indicated for future research:

- Extend the time period of study to allow for more college graduation effects.
- Study the incremental impact of another year of college.
- Study wage gaps over time.
- Study earnings distributions.
- Look for early indicators of labor market performance.

District-level data are also available [District Results\(.xlsx\)](#). These data describe the earnings of high school graduates from the class of 2010 by school district. They are broken out into two separate tabs: (1) The "No College" tab represents the earnings of high school graduates who never enrolled in any college in any of the six years after high school graduation in 2010. (2) The "Some College" tab represents the earnings of high school graduates who enrolled in at least one semester of college in at least one of the six years after high school graduation in 2010.

Two statistics are presented for those high school graduates who are employed in the sixth year after high school graduation.

"Year 6 Average Earnings" represents the average of the total earnings in the sixth year.

"Year 6 Percent Earning a Living Wage" represents the percent of those employed in year 6 who earned a [living wage](#) as defined by the research of Dr. Amy K. Glasmeier and the Massachusetts Institute of Technology.