

PERFORMANCE MATTERS

News from the CSDE Performance Office



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Next Generation Accountability Results Released

On March 1, 2017, the CSDE released the 2015-16 Next Generation Accountability results. A [press release](#) highlights the data from the release. Connecticut improved on almost all indicators in 2015-16 over the previous year.

Results are available on the [Performance Office Web site](#) for all districts and schools. The results include the following:

- [Data for All Districts and Schools \(Excel file\)](#)
- [Statewide Report](#)
- [Schools of Distinction](#)
- [School Categories](#)

When interpreting and sharing the 2015-16 accountability results, including making comparisons to the 2014-15 results, please note the following:

- Accountability results for 2015-16 include matched student cohort growth (Indicator 2) in school/district accountability for the first time. Growth carries considerable weight in the system. In fact, for 2015-16, the Indicator 1 (achievement) weights were halved when growth was included. Therefore, CSDE does not recommend comparing accountability indexes for all schools from 2014-15 to 2015-16.

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Data Collection **STALWART**

Alison Rufano is a Data Management Specialist for the Coventry School district. In this role, Alison is responsible for multiple data collections including the Public School Information System (PSIS), Teacher-Course-Student (TCS), and the ED166- Disciplinary Offense. Ms. Rufano has been working on PSIS since 2003! Her mastery of PSIS and the various uses of the data helps her champion state reporting efforts in Coventry. She is quickly able to make critical connections between our data collections and always remembers to keep data in her local SIS up-to-date. These diligent efforts have helped Coventry meet all PSIS Timely and Accurate reporting deadlines. Thank you Allison for your dedication and passion for data! The Performance Office Team salutes you. Congratulations!



Next Generation Accountability Results Released *(continued from cover page)*

- When making comparisons for schools across two years, the best approach is to focus on change in individual indicators. There are two notable exceptions because of significant assessment changes. For high schools, the Grade 11 assessment in English Language Arts (ELA) and Mathematics changed from Smarter Balanced in 2014-15 to SAT in 2015-16. Additionally, the Grades 3-8 ELA assessment in 2014-15 included a performance task, but the 2015-16 assessment did not. Therefore, in these situations, we discourage comparisons across years for Indicator 1.



The following resources are available on [our Web site](#) to assist in interpreting and sharing results:

- [Using Accountability Results to Guide Improvement](#)
- [Two-page FAQ](#)
- [Sample district communication presentation](#)

If you have any questions, please email [Ajit Gopalakrishnan](#) or [Renee Savoie](#).

A Study of Device Effects on the Smarter Balanced Assessments in Connecticut

Do the devices used by students to take the Smarter Balanced assessments have any effect on their performance? A [recent study](#) completed by the Connecticut State Department of Education (CSDE) confirms that when controlling for free/reduced-price meal eligibility status and attending school district, the devices used by students have no significant impact on student performance.



The study used results from the 2015-16 Smarter Balanced operational administration of English Language Arts (ELA) and Mathematics assessments for more than 234,000 Connecticut students in grades 3 through 8. Four devices were used by students to access the Smarter Balanced Assessment: Chromebooks, Macintosh desktops/laptops (Mac), Windows-based desktops/laptops, and iPads.

Across all grades, about 47% of students used Chromebooks, 44% used Windows, 7% used Macs, and 2% used iPads. Given the small numbers of students using iPads in each grade, this study focused on performance comparisons among Mac, Windows and Chromebook users.

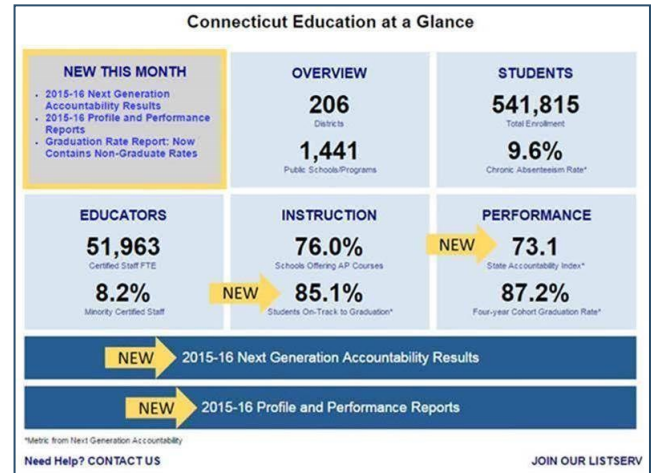
To review the methodology and results of the study including a variety of descriptive statistics, please download the [entire paper](#). In our efforts to deliver the highest quality assessments, future research will include analyses of the same data to determine if specific test items function differently across devices.



New on EdSight

Over the past few months, many new reports have been made available publicly on [EdSight, http://edsight.ct.gov](http://edsight.ct.gov).

- **2015-16 Profile and Performance Reports (PPR):** The 2015-16 PPRs mark the third release of this new version of Connecticut’s district and school report cards. The PPR includes results from the recently released 2015-16 Next Generation Accountability System. It also includes a metric of school-based arrests (located on page 1 under the Chronic Absenteeism and Suspension/Expulsion table).
- **Graduation Rate Report:** This report now contains Non-Graduates - Four-Year Still Enrolled Rate and Other Rate.
- **Physical Fitness Report:** This report provides the percentage of students reaching the “Health-Related Fitness Zone” on the Connecticut Physical Fitness Assessment (CPFA) overall and for individual tests (Sit & Reach, Curl Up, Push Up and Mile Run/Progressive Aerobic Cardiovascular Endurance Run (PACER)).
- **Highly Qualified Teachers Report:** This new report provides the percentage of core academic classes taught by teachers who are fully certified in that subject area and grade level. For additional information, refer to the Report Notes on the left panel.
- **Restraint/Seclusion Report, 2015-16:** The annual report on the use of physical restraint and seclusion in Connecticut is now available. Click to Students —> Students with Disabilities and check out this report on the left panel.
- **Accommodations Excel, 2015-16:** This excel data file provides the percentage of students with disabilities taking the standard state assessments with accommodations at both the school and district levels.
- **College-and-Career-Readiness Course-Taking Report:** This report provides the number and percentage of 11th and 12th graders enrolled in College-and-Career-Readiness (CCR) courses during high school.



AP Potential Student Letters

Letters are being sent to over 20,000 high school students in Connecticut who have demonstrated AP Potential based on the 2016 October PSAT. Superintendents received a letter on February 1, 2017, regarding this mailing.

For the past four years, as part of a student activation campaign, the CSDE has issued letters to students who demonstrated the potential to succeed on AP coursework based on the results from the PSAT. The letters instruct these students to meet with their school counselors to discuss what coursework 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.