

PERFORMANCE MATTERS

News from the CSDE Performance Office



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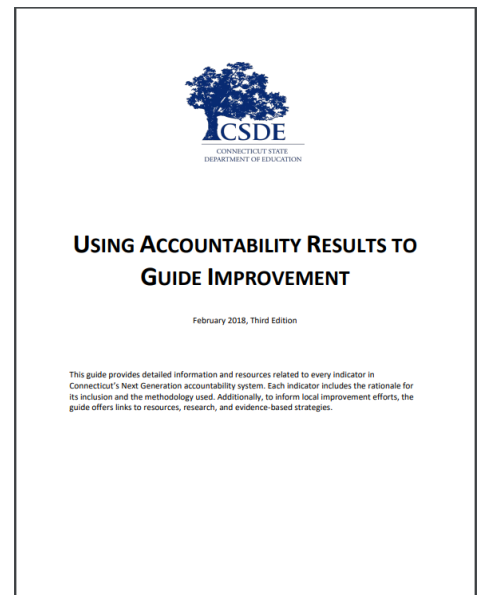
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2016-17 Accountability Results Released

On February 9, 2018, the Connecticut State Department of Education (CSDE) released the [2016-17 results from the Next Generation Accountability System](#). This [system](#) takes a broad view of school and district performance based on a set of 12 indicators. A [press release](#) provides the highlights of the data.

An updated edition of [Using Accountability Results to Guide Improvement](#) is available. 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.

Please visit [EdSight](#) for additional accountability resources.



Data Collection **STALWART**



Tracy E. Casey is the Human Resources Manager in Glastonbury Public Schools. One of her many responsibilities is the submission of the ED162 Non-Certified Staff data. She completes the data submission in a timely manner. She is meticulous and thorough about verifying the accuracy of the data. She resolves data issues promptly, professionally, and effectively. She also keeps the CSDE in check by identifying areas of improvement with the Non-Certified Staff data collection.

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

Check Out These Videos on the Performance Index and the Growth Metrics


The Performance Office has created two short videos regarding the Accountability system. One video explains 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 posted on the [CSDE YouTube Channel](#). Another [7 minute video](#) provides a brief introduction to the District Performance Index (DPI) and the School Performance Index (SPI), which serve as Indicator 1 of Connecticut’s Next Generation Accountability System.

2016-17 Profile and Performance Reports

The Performance Office has released the 2016-17 Profile and Performance Reports. The reports are developed in accordance with Connecticut General Statutes 10-220 (c). Each year, the Department produces these reports for all of the public school districts and their schools. The reports can be found on [EdSight](#).

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2016–17**

Bristol School District
 Dr. Ellen Solek, Superintendent • 860-584-7000 • www.bristol.k12.ct.us/

District Information		Students		
Grade Range	PK-12			
Number of Schools/Programs	36			
Enrollment	8,073			
Per Pupil Expenditures ¹	\$14,066			
Total Expenditures ¹	\$119,857,717			
<small>¹Expenditure data reflect the 2015-16 year.</small>				
				
		October 1, 2016 Enrollment		
		Count	District Percent of Total (%)	State Percent of Total (%)
		3,892	48.2	48.4
		4,181	51.8	51.6
		18	0.2	0.3
		327	4.1	5.1

PSIS Data Used In Grant Calculations

The CSDE is modifying the timelines for use of the Public School Information System (PSIS) October collection data for state and federal grant calculations. The PSIS October collection represents students’ enrollment information as of October 1 of the academic year. Though students may continue to enroll and exit from districts/schools after October 1, the data from the PSIS October collection serve as the official enrollment statistics for the school year. Effective with the PSIS October 2017 collection, the CSDE will begin using the “Freeze 1 file” that is generated on January 31 for state and federal grant calculations. After January 31, the PSIS October collection will remain closed and no changes will be permitted to that collection until the following October 1. Please see the [January 18, 2018, memorandum](#) for more information.

Advanced Placement Exams



Students taking AP exams are given a no-cost opportunity to send their scores to at least one college (per year) by marking the appropriate four-digit college code on the test administration form. The CSDE and the College Board encourage AP coordinators and teachers, as well as school counselors, to remind students of the importance of sending their AP scores to colleges regardless of their year of graduation, but particularly in senior year. Encouraging students to enter the four-digit code of the college or university of their choice is a best practice for all students taking AP exams. The ultimate reward for AP students, teachers, and their high schools can occur only after students send their AP scores on to a college or university. Even sophomores and juniors are encouraged to take advantage of no-cost AP scores sends because colleges value the early demonstrated interest a student is showing when sending AP scores.

CREC Schools Are Tackling Chronic Absenteeism One Student at a Time

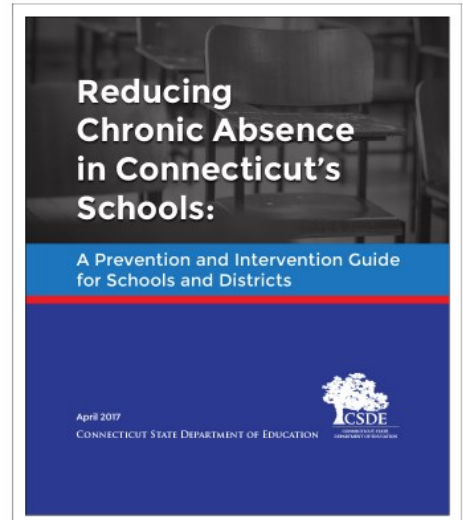
Dr. Sarah Vocca, Director of Magnet School Operations for CREC, provided this article for this edition of Performance Matters. Thank you Sarah!

For the CREC Magnet Schools, one of the major themes of the 2017-18 school year is connectedness. CREC believes that for students to succeed, they along with their families need to feel a connection to their school community. For students, this means that they can name at least one adult in their school who cares about them. For families, connectedness means feeling comfortable to ask questions, attend events, and support their children. As part of the connectedness initiative, CREC Magnet Schools invested in the hiring of two Community Engagement Specialists. One of their primary roles is to work with students who are missing a significant amount of school, and are either chronically absent or close to be identified as such.

Using reports created in PowerSchool, the Community Engagement Specialists monitor student attendance and when a student is approaching the chronically absent threshold they reach out to the student and family. When calling families, the Community Engagement Specialists really focus on building relationships. Rather than placing the family on the defensive, they work to understand the situation that may be behind the student not attending school. The specialist can often connect the parent and/or family to non-profit or community based organizations that can provide needed resources and supports. Recently they were working with a student who was on the brink of being labeled chronically absent; when they spoke with the family and student they quickly learned that the family did not have hot water because of an issue with the furnace. The student could not shower, and therefore did not want to come to school. The specialist working with the family arranged to have the furnace fixed, through the school district's fundraising foundation, and the student's attendance was back on track.

When working with students, the Community Engagement Specialists take a similar approach. The focus is on building the relationship and creating a safe space for the student to talk. In most cases the specialists find that the student who is not coming to school is missing a connection; in response the specialists establish mentorships and student groups to bridge the gap between the student and the school community.

Patti Phelan, principal of the Ana Grace Academy of the Arts said of one of the engagement specialists that the parents "view her as a resource, someone there to help and aid them." The principal of the University of Hartford Magnet School, Tim Barber, described the engagement specialist who works with his school as someone who "works tirelessly to establish meaningful partnerships with several families and helped them to realize their power in their child's educational life." At the end of the day, it is all about relationships and trust. One student at a time, the focus on connectedness and providing resources for students and families is turning non-attenders into attenders.



Please be sure to visit the [CSDE's new web site at http://portal.ct.gov/sde](http://portal.ct.gov/sde)

You can find the [Performance Office web page at](http://portal.ct.gov/SDE/Performance/Performance-Office)

<http://portal.ct.gov/SDE/Performance/Performance-Office-Home-Page>

 The screenshot shows a navigation menu for the Performance Office. The menu items are:

- Accountability/Recognition
- Data Collection
- Professional Learning
- Student Assessment

 Below the menu is a search bar with the text "Search Department of Education - Beta" and a search icon.

Performance Office

Mission: Improve student outcomes through the use of data

Goals/Initiatives:

1. **Data Collection:** Collect accurate data in a highly efficient, secure, and timely manner
2. **Student Assessments:** Implement high quality assessments that are aligned to standards, inclusive, efficient, reliable, and enable valid interpretations of achievement and growth
3. **EdLight - Data Integration/Reporting:** Aggregate data and deliver accurate information in a secure, timely and transparent manner
4. **Research and Analyzes (available on EdLight):** Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the Agency and other stakeholders
5. **Accountability:** Develop performance models and metrics, establish targets and publish reports that enable a suite of differentiated supports and interventions for schools and districts

United States Presidential Scholars Program

Annually, the US Department of Education (USED) seeks applicants for the US Presidential Scholars Program from students in each state who qualify through one of the following three components: the General Component, the Arts Component, and the Career and Technical Education (CTE) Component.

Candidates for the General Component are selected in one of two ways. Students obtaining the highest SAT or ACT scores in the state are automatic qualifiers. In addition to the automatic qualifiers, each state's Commissioner may nominate up to 20 additional candidates (10 male and 10 female) who, along with their high academic performance, may have overcome hardships, made a remarkable turnaround, accomplished something unique, or who are otherwise distinguished by their personal characteristics and scholastic efforts. Candidates for the Arts Component are selected from among the participants in the YoungArts Program. Candidates for the CTE Component were selected from among students with high achievement with respect to Career and Technical Education.

A list of this year's qualifiers can be found at the [program website](#). Candidates are listed by state. Semi-finalists will be announced mid-April and the Scholar list will be announced in the first full week of May.

Early Indication Tool (EIT) Launched for Grades 1-6

The CSDE [recently launched](#) the Early Indication Tool (EIT). The new EIT report is now available through EdSight Secure. This tool uses statistical methods to identify clusters of students who may be at-risk of missing milestones and/or dropping out. The primary purpose of this tool is to allow for timely student interventions by district/school staff with the ultimate goal of improving student engagement and outcomes. The EIT is a critical component of Connecticut's ESSA plan, especially to inform the provision of multi-tiered systems of supports to students.

The EIT report in EdSight Secure identifies a targeted support level (i.e., high, medium, or low) for a student, while also presenting demographic information and two years of attendance, behavior, mobility, and achievement data. The report allows users to apply a variety of filters to the data, create charts and cross tabs, study trends, and identify students that need additional support. Users can sort, filter, and compare information across grades and schools within a district. Additionally, the EIT report allows users to set their own criteria for the various metrics like attendance rates, disciplinary events, mobility occurrences, or achievement levels to identify particular students for targeted support. As with any EdSight Secure report, users can export the information for their own analysis.

The following documentation about the EIT are available:

- [How to Use the EIT Report](#)
- [EIT Report Glossary and Data Definitions](#)
- [Overview of the EIT – Technical Report](#)

Please email the [EdSight helpdesk](#) if you have any questions.

