

# PERFORMANCE MATTERS

News from the CSDE Performance Office



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## FAFSA Completion Report Now Available in EdSight Secure. Webinar Offered!

Completion of the Free Application for Federal Student Aid (FAFSA®) is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. Therefore, the CSDE, in partnership with the Office of Higher Education (OHE), is pleased to provide a new FAFSA Completion report through [EdSight](#)

[Secure](#). This report provides authorized users in districts that have executed a [data use agreement](#) with secure access to the FAFSA Completion Status for currently enrolled Grade 12 students. The CSDE urges all districts that have agreed to receive these data to use the report and assist students and families to complete the FAFSA in a timely manner, so that we may realize our collective commitment to equity and excellence for all Connecticut students. Further a [recent report by Education Dive](#) indicates that reminders by school counselors increase completion of the FAFSA.



## WEBINAR: Sign up for Webinar on Supporting FAFSA Completion

The CSDE will offer a webinar focused on FAFSA completion on **Tuesday, November 19, 2019, from 2 – 3 pm**. [Participants must register in advance](#). Registered participants will receive a link with instructions on how to login to the webinar. The webinar will introduce the new report in [EdSight Secure](#). Additionally, Dr. Chaka Felder-McEntire (Director of School Counseling, Windsor Public Schools) and Michelle Catucci (Department Chair of School Counseling, Cheshire High School) will share best practices for FAFSA completion in their schools. The webinar will be recorded and posted.

## Summer Melt Research Study – High school Participation Strongly Encouraged

Each year, approximately 1 in 5 graduating high school seniors admitted to college fails to matriculate, a phenomenon called “summer melt.” Research provides promising evidence that sending text messages to students to remind them of critical college actions can increase the rate of college enrollment and persistence. The CSDE has partnered with the Connecticut State Colleges and Universities (CSCU) and the American Institutes for Research (AIR) to examine the effectiveness of text messaging campaigns on reducing summer melt and improving college persistence. [This effort](#), Text4College, is linked directly to improving the post-secondary entrance measure (Ind. 10) of the accountability system. Schools will work with AIR to administer a 15-minute online survey to seniors graduating in the spring of 2020 and 2021. No other data collection or school-level involvement is expected beyond the brief survey administration. **Please email David Blumenthal ([dblumenthal@air.org](mailto:dblumenthal@air.org)) at AIR if your high school is interested in participating** or if you have any questions. [Renee Savoie](#) in the CSDE Performance Office can also be contacted with questions about Connecticut’s participation in this research.

2019 NAEP Results

On October 30, 2019, the National Center for Education Statistics announced the results of the 2019 National Assessment of Educational Progress (NAEP), known as the “Nation’s Report Card.” The report shows that the performance of Connecticut’s Grade 4 students improved in mathematics, but declined in reading when compared to results from 2017. Mathematics and reading scores for Connecticut’s Grade 8 students remained steady when compared to 2017 while the performance for the nation’s eighth graders declined overall in both subjects. Very few states outperformed Connecticut students who scored higher than the nation in both grades and subjects. [More information can be found on the CSDE web site.](#)

NAEP 2017 to 2019 Change in Performance for Connecticut and National Public (NP)

		Grade 4				Grade 8			
		Percent Proficient		Average Scale Score		Percent Proficient		Average Scale Score	
		2017	2019	2017	2019	2017	2019	2017	2019
Mathematics	CT	40%	45%*	239	243*	36%	39%	284	286
	NP	40%	40%	239	240*	33%	33%	282	281*
Reading	CT	43%	40%	228	224*	44%	41%	273	270
	NP	35%	34%*	221	219*	35%	32%*	265	262*

\*Value has been compared to the same result for 2017 and the difference is statistically significant (see [explanation of statistical significance](#) and why it is used in NAEP reporting).


Milestones for Key Accountability Indicators Now on EdSight

Connecticut’s federal plan for the Every Student Succeeds Act (ESSA) establishes a 13-year timeframe to achieve a set of long-term goals that includes academic achievement, academic growth, high school graduation, and English learner progress. To assist all districts and schools to track their own progress over this period, the CSDE has created milestones for key indicators from the Next Generation Accountability System.

These milestones for every district and school are available on EdSight at <http://edsight.ct.gov> (Select **Overview - Next Generation Accountability** and then click on **ESSA Milestones from the left panel**). A sample milestones document for a specific district is shown.

**ESSA Milestones - [Redacted]**

These milestones align with Connecticut’s approved federal plan for the Every Student Succeeds Act (ESSA). The plan establishes a 13-year time-frame for the attainment of long-term goals listed below. These goals are identical to some of the indicators in Connecticut’s Next Generation Accountability System for districts/schools. Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year (shaded in tan). Per the federal plan, non-attainment of these triennial milestones in Alliance Districts triggers more rigorous interventions and supports. Annual targets are provided as a reference.



		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
<b>District Performance Indexes (DPI)</b>		Indicator 1													
ELA		65.7	66.5	67.2	67.9	68.6	69.3	70.0	70.7	71.4	72.2	72.9	73.6	74.3	75.0
Math		59.6	60.7	61.9	63.1	64.3	65.5	66.7	67.9	69.1	70.2	71.4	72.6	73.8	75.0
<b>Smarter Balanced Growth</b>		Indicator 2													
ELA		54.9%	58.4%	61.8%	65.3%	68.8%	72.3%	75.7%	79.2%	82.7%	86.1%	89.6%	93.1%	96.5%	100.0%
Math		58.4%	61.6%	64.8%	68.0%	71.2%	74.4%	77.6%	80.8%	84.0%	87.2%	90.4%	93.6%	96.8%	100.0%
<b>LAS Links Growth</b>		Indicator 2													
Literacy		62.6%	65.4%	68.3%	71.2%	74.1%	77.0%	79.8%	82.7%	85.6%	88.5%	91.4%	94.2%	97.1%	100.0%
Oral		62.1%	65.1%	68.0%	70.9%	73.8%	76.7%	79.6%	82.5%	85.4%	88.4%	91.3%	94.2%	97.1%	100.0%
<b>Chronic Absenteeism</b>		Indicator 4													
		8.0%	7.8%	7.6%	7.3%	7.1%	6.9%	6.6%	6.4%	6.2%	5.9%	5.7%	5.5%	5.2%	5.0%
<b>Four-year Adjusted Cohort Graduation Rate</b>		Indicator 8													
		83.2%	84.0%	84.8%	85.7%	86.5%	87.3%	88.2%	89.0%	89.8%	90.7%	91.5%	92.3%	93.2%	94.0%
<b>Six-year Adjusted Cohort Graduation Rate (High Needs Students)</b>		Indicator 9													
		79.5%	80.6%	81.7%	82.8%	83.9%	85.1%	86.2%	87.3%	88.4%	89.5%	90.6%	91.8%	92.9%	94.0%
<b>Accountability Index</b>		Indicator 10													
		72.9	73.9	74.8	75.7	76.6	77.6	78.5	79.4	80.4	81.3	82.2	83.1	84.1	85.0

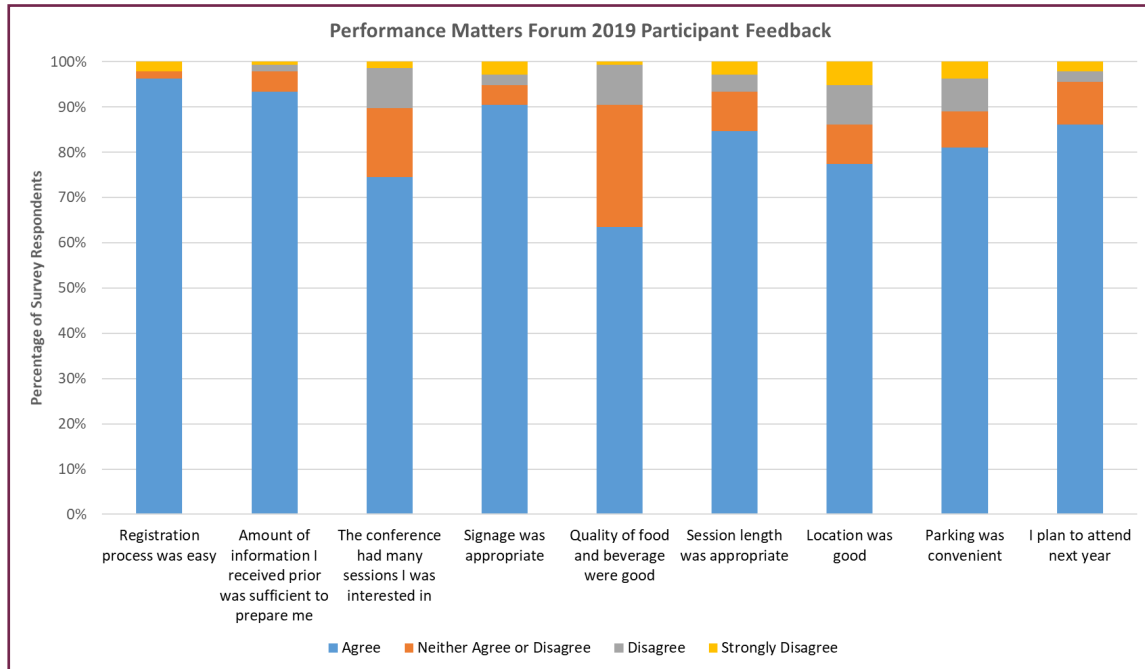
Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year (shaded in tan). Annual targets are provided as a reference. Per Connecticut’s ESSA plan, the CSDE will use the attainment of triennial milestones by Alliance Districts and schools in Categories 4 and 5 to determine if more rigorous interventions and supports are necessary. For all other districts and schools, these milestones are meant as a reference. For more information, please see [Connecticut’s ESSA plan](#) beginning on page 51.

For questions about these milestones, please contact [Renee Savoie](#).

2019 Performance Matters Forum Feedback



Of the nearly 500 attendees to the **Performance Matters Forum (PMF)** held on October 17, 2019, 137 completed the feedback survey. The CSDE appreciates the overall positive feedback and will strive to make improvements so next year’s conference is even better. [Materials from the conference are available on our web site.](#)



**THANK YOU  
FOR YOUR SUPPORT!**

**Expanded Access to EdSight Secure**

Districts may offer access for EdSight Secure to more users at the district level and in your schools. Please remember that EdSight Secure is an analytics tool that is designed for leaders, coordinators, counselors, social workers, department chairs, etc.; it is NOT designed for classroom teachers. Moreover, EdSight does not contain current rosters.

Districts do not need to receive prior permission from CSDE to assign more users access within their district or school. As with any authorization in Directory Manager (DM), all access must be approved by the superintendent. For questions, please email the EdSight inbox at [EDsight.SDE@ct.gov](mailto:EDsight.SDE@ct.gov).

**Letter of Justification for School Districts Exceeding the 1.0 Percent Threshold**

A [memo dated November 1, 2019](#), was sent to Superintendents related to the justification for school districts exceeding the 1.0 percent threshold for students participating in the alternate assessment in 2018-19. Any school district exceeding the 1.0 percent alternate assessment threshold in either English language arts or mathematics must complete and submit the form titled “Justification for School Districts Exceeding the 1.0 Percent Threshold.” This form should be submitted via e-mail to [marlene.chameroy@ct.gov](mailto:marlene.chameroy@ct.gov) no later than **Friday, December 6, 2019**.