PERFORMANCE MATTERS
News from the CSDE Performance Office

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Back To School!

Key Resources

Data Acquisition Plan
for 2016-17

Data Collections Guide
for 2016-17

Using Accountability
Results to Guide
Improvement

EdSight

EdSight is the new data portal of the Connecticut State Department of Education (CSDE). The site provides data from over 30 different sources. EdSight provides the school and district profile and performance report. This is a remake of the strategic school profile. Over the coming months, additional data, reports and visualizations will be made accessible through the portal.

There are many useful features included in the portal. One such feature is the **Compare Tool** found in the domains of *Fiscal Expenditures* and *Educators*. The **Compare Tool** allows you to query data across a user-specified range of years and set of districts. This is especially useful in examining a set of districts of similar characteristics or in a similar geographic region.

Another tool is the **Find Staff Report**. The **Find Staff Report** provides contact information for district and school-level administrators. This report can be used for finding contact information for one individual in a district or school, or for generating complete contact lists for Superintendents, Assistant Superintendents, Principals or other administrators.

Data Collection STALWART

GREAT! JOB!

Renee Russo is a PSIS coordinator for the North Haven Public School District. In this role she is responsible for the reporting of various indicators for all North Haven students.

Renee regularly submits her data in a timely fashion and is always very responsive to questions and CSDE requests. Renee works collaboratively with other departments in her district to ensure all PSIS data that feeds other systems is correct as well. This makes for quality data routinely reported by her district.

Thank you Renee for making our jobs easier and better! The Performance Office Team salutes Renee Russo. Congratulations!

Increasing Access to Rigorous Coursework

The CSDE has put a spotlight on the importance of increasing access to rigorous course work for all students. Indicators 5 and 6 of the Next Generation Accountability System measure student participation and success in advanced coursework. Indicator 5 is an access metrics that evaluates whether students in Grades 11 and 12 have participated in coursework in high school that prepares them for success in college and/or careers. Indicator 6 measures whether students in Grades 11 and 12 have attained benchmark scores on at least one of the most prevalent college/career readiness exams such as SAT, ACT, AP or IB.

For the past three 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.

Districts have access to the AP potential data through the College Board data portal. Access to the data assists schools and districts with the ability to:

- Identify students likely to succeed on AP Exams;
- Improve access to AP;
- Analyze data and PSAT/NMSQT scores;
- Ensure that no student with the potential to succeed in AP is overlooked; and
- Help make determinations as to which AP courses to offer at schools.

College Board research published in 1998 and 2006 shows strong correlations between students' PSAT/NMSQT scores and AP Exam results. These studies show that PSAT/NMSQT scores are strong predictors of students' AP Exam scores, and when used in conjunction with the more traditional signposts such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken, can serve to provide reliable guidance in identifying additional students who may be ready for the rigor of AP or other advanced course work.

2016-17 Data Acquisition Collection Timelines

The Performance Office's Data Collections Guide for 2016-17 provides in-depth information about each collection and its respective timely/accurate due date. **A Summary of Timely and Accurate Due Dates** can be found on page 27 of this document. Some upcoming *submission* due dates include:

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ED156	**October 13, 2016**
PSIS	**October 15, 2016**

NAEP TEL Assessment

The National Center for Education Statistics (NCES) has released results of the first-ever National Assessment of Educational Progress (NAEP) Technology and Engineering Literacy (TEL) assessment. TEL is considered one of NAEP's most innovative assessments. It is a digitally-based assessment that measures how well Grade 8 students can apply knowledge and skills to solve real-world problems. Students are presented with a series of virtual scenarios. NAEP released four tasks available HERE.

The TEL assessment, like all other NAEP assessments, includes a student questionnaire where students report on in and out of school experiences related to the subject area. As part of the release, NCES used questionnaire data to provide the public with a better understanding of students' opportunity to learn. For more information, visit the NAEP web page.

For questions regarding NAEP, please contact Renee Savoie.
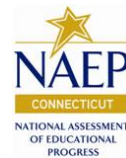
If you missed the Performance Office's Data Summit, materials can be found here.

Did you ever wonder why certain categories in the data presented by the CSDE were not reported?

The CSDE must abide by the rules for suppression under FERPA. The Data Suppression Guidelines include the suppression rules that meet FERPA requirements.

The *CSDE Performance Office* held a **Data Privacy Forum** on September 8, 2016, that was attended by over 200 district and school personnel. Amelia Vance from the National Association of Boards of Education spoke about national trends and best practices in student privacy. Laura Anastasio, CSDE staff attorney, gave an overview of PA 189 and Douglas Casey from the Connecticut Commission for Education Technology provided information to districts and schools about operationalizing PA 189.

Materials from the Forum can be found on the Data Privacy and Security Webpage.