

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Performance Matters Forum EdSight Secure

October 17, 2019

Outline

- Introduction/Overview
- District Presentations
 - Natalie Carrignan, Westport Public Schools
 - Mike Garber, Norwich Public Schools
 - Tara Battistoni, Waterbury Public Schools
- Question and Answer



Introduction/Overview

- What is EdSight Secure?
- How do I gain access?
- What reports
 are available?
- What reports are coming soon?





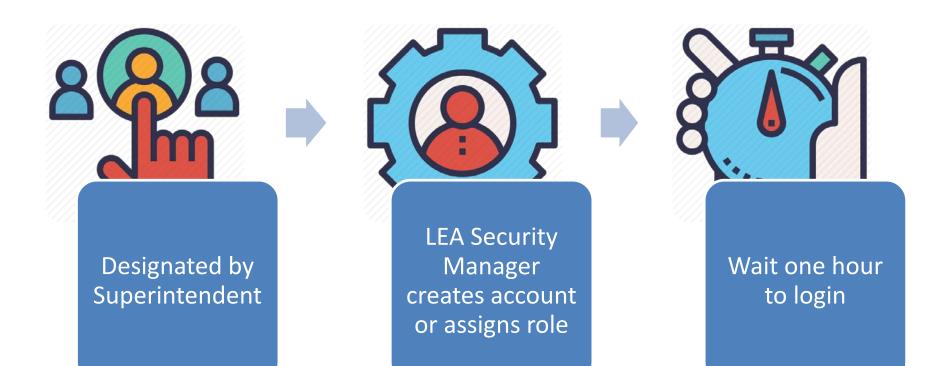
What is EdSight Secure?

EdSight Secure

- Secure Online Data Portal
- For Designated LEA Staff
- Access Student-level Data
- View Charts and Tables
 - Filter and Disaggregate
 - Export



How do I gain access?





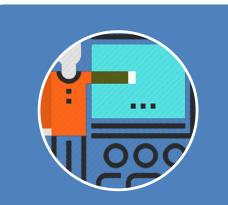
Find your LEA Security Manager at: <u>https://portal.ct.gov/SDE/Performance/Data-</u> <u>Collection/Help-Sites/Directory-Manager//-/media/SDE/Performance/Data-</u> <u>Collection/Help-Sites/Directory-Manager/LEASecurityManagerContactList.pdf</u>

What reports are available?



Students

• Early Indication Tool (EIT)



Educators

• Educators with Active Endorsements



Performance

- CMT/CAPT Science
- Connecticut School Day SAT
- Smarter Balanced Achievement
- Smarter Balanced Growth
- LAS Links Achievement/Mastery
- LAS Links Growth

What reports are coming soon?

- Next Generation Science Standards (NGSS)
 - Similar look/feel of current assessment reports

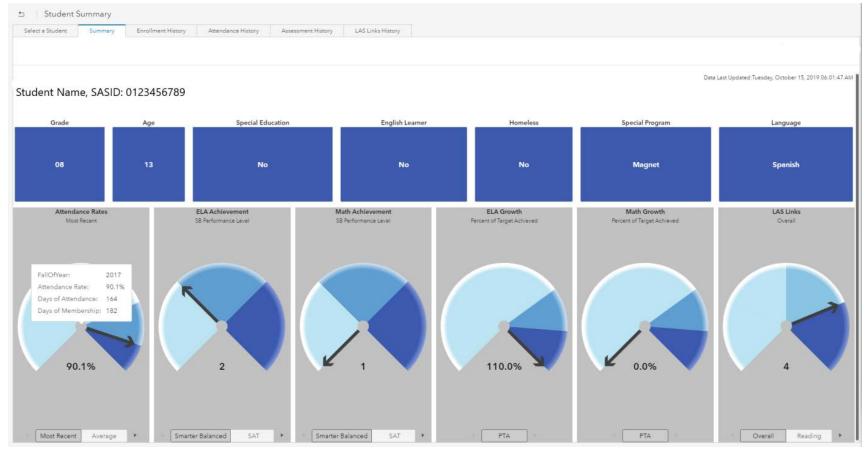
Student Summary

- Single-student profile
- Dashboard with most current information
 - Grade, Age, Special Education Status, English Learner Status, Homeless Status, Special Program Status, Language, Attendance Rate, English Language Arts/Math Achievement and Growth, LAS Links
- Separate tabs with historical data
 - Enrollment, Attendance, Assessment, LAS Links



Student Summary

Dashboard





Student Summary

Historical Data Page

± Stu	ident S	Summary									
Select a Stu	dent	Summary	Enrollment Histo	ory Atte	endance History	Assess	ment History LAS Li	nks History			
Enrollment Histo	ry for		SASID								
	19101		5,510								
School Year 🔺	Co 🔺	Reporting District	5	School		Grade	Race/Ethnicity	Student_SpecEd_C	Student_LEP_CH	EL Program Type	HomelessnessStatusFlag
2014-15	Oct					g3	Hispanic/Latino of any race) 1	Eligible, participating in a TBE program	0
2014-15	Jan					g3	Hispanic/Latino of any race		1	Eligible, participating in a TBE program	0
2014-15	Jun					g3	Hispanic/Latino of any race		1	Eligible, participating in a TBE program	0
2015-16	Oct					g4	Hispanic/Latino of any race) 1	Eligible, participating in a TBE program	0
2015-16	Jan					g4	Hispanic/Latino of any race) 1	Eligible, participating in a TBE program	0
2015-16	Jun					g4	Hispanic/Latino of any race		1	Eligible, participating in a TBE program	0
2016-17	Oct					g5	Hispanic/Latino of any race		1	LTSS after 30 months in program	0
2016-17	Jan					g5	Hispanic/Latino of any race) 1	LTSS after 30 months in program	0
2016-17	Jun					g5	Hispanic/Latino of any race) 1	LTSS after 30 months in program	0
2017-18	Oct					gó	Hispanic/Latino of any race		0		0
2017-18	Jun					gó	Hispanic/Latino of any race		0		0
2018-19	Oct					g7	Hispanic/Latino of any race		0		0



Natalie Carrignan

- Director of Technology/District Testing Coordinator
- Westport Public Schools





Westport – Changing the Focus

- Moving beyond achievement to growth
- Understanding the new measurements
 - Growth Rate
 - Percent Target Achieved
- Identifying and monitoring students who slide backwards or make leaps (crosstab report)



Small Steps Build Capacity

- Year 1
 - Screenshots of growth results from Edsight shared along with link to video explaining growth measurements
- Year 2
 - Principals and curriculum coordinators given accounts to Edsight
 - Assistant Superintendent dedicated meeting time to unpacking Next Generation Accountability Reports
- Year 3
 - Independent review expected with conversations happening throughout the year



Live Demo

- Growth Report
 - Selection vs Filtering
 - Zooming in
 - Resetting report
- Crosstab Report
 - Following students year over year
 - Drilling down



Mike Garber

- Technology and Assessment Systems Instructional Specialist
- Norwich Public Schools

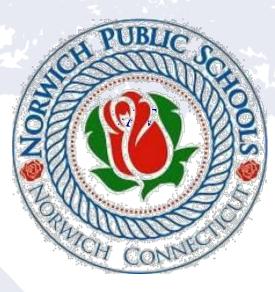






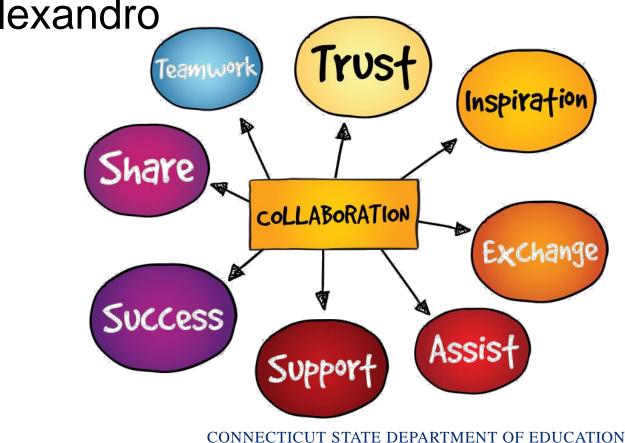
CONNECTICUT STATE DEPARTMENT OF EDUCATION

How We Make EdSight Secure Work for Us Norwich Public Schools



Collaboration with the SDE

- Stephanie O'Day
- David M. Alexandro





Administrators & Instructional Leadership Training District Level

- State Reporting
- School Initiatives
- Public Tab

	EdSight Pu				Rough Cohort				-	ment
									co	inens s
School Yee	School/	nogram	Subject	Grade	Gender	Mace/1	Ethnicity	Hgh	Needs Status	
0 Fibera T	ested District': So	thool Year a 120	18.19							-
			Total	-	Smarter	Total				
subgroup 1 (c)	▲ Subject ▲	subgroup 2 (c)	Number of Students	Total Number Tested	Balanced Participation Rate	Number with Scored Tests	Perform ance Level 1	Level 1 (%)	Performs nce Level 2	Levi 2 (%
			2,151	2.131	09.1%	2,131	933	43.8%	450	21.1
	ELA				98.8%	2,126	957	45.0%	596	28.0
	ELA Meth		2,151	2,126	10.016					

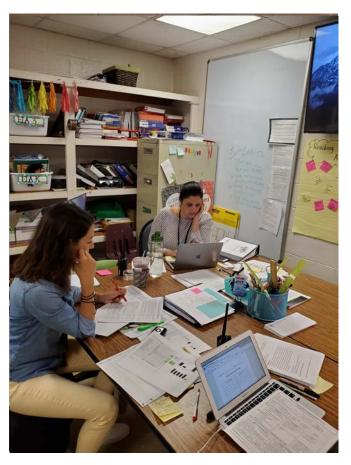


	arter Dala	need Aeric		u)						
Report	EdSight Pu	blic Report	Trend Da	ata	Rough Cohort	Stu	ident Level	Data	Resourc	es
			-						Cu	rren
School Year	School/I	Program	Subject	Grade	Gender	Race/H	Ethnicity	High	Needs Status	8
) Filter = 'Tes	ted District'; So	chool Year = '20	18-19'							
subgroup 1 (c) ▲	Subject 🔺	subgroup 2 (c)	Total Number of Students	Total Number Tested	Smarter Balanced Participation Rate	Total Number with Scored Tests	Perform ance Level 1	Level 1 (%)	Performa nce Level 2	Le 2
	ELA		2,151	2,131	99.1%	2,131	933	43.8%	450	2
	Math		2,151	2,126	98.8%	2,126	957	45.0%	596	
										2



District and School Improvement Collaborative

- Hands-on learning
- Data Team training
- Professional Development





Improving/Informing Instruction & Impacting Achievement Building Level

- Getting data into the hands of teachers (data teams)
- Performance Matters







Show all scores

		2	2015-201	16		2016-20	17		2017-20	18	
Subject 🔶		Score 🔶	Dev	Level 🌲	Score 👙	Dev	Level 🔶	Score 👙	Dev	Level 🔶	Score 👙
SBAC - ELA/Literacy	\otimes	2585		Level 4	2599		Level 4	2623		Level 4	2640
Reading		2610			2625			2668			2673
Listening		2520			2656			2608			2715
Writing and Research / Inquiry		2585			2567			2599			2596
SBAC - Math	\otimes	2534		Level 3	2592		Level 4	2605		Level 3	2590
Concepts and Procedures		2579			2564			2628			2579
Problem Solving and Modeling and Data Analysis		2488			2623			2558			2605
Communicating Reasoning		2517			2607			2607			2599



Comp	arison Chart 🥢 Manage Colum	nns 🔟 Share 🄇	Download	
		×	×	×
	Add Student Filter Current Grade [6] x Apply swatching 311 students	State Test Results SBAC - ELALiteracy 2018-2019 Tested Grade: 5 Apr Achievement Level	State Test Results SB.AC - EL.AJ. iteracy 2018-2019 Tested Grade: 5 Apr Score	State Test Results SBAC - Math 2018-2019 Tested Grade: 5 Apr Achievement Level
			N	~
	Student Name 🔺			
1	1 Axxxxx, Jxxxxxx	Level 3	2568	Level 3
2	1 Axxx Pxxxx, Lxxx	Level 3	2515	Level 2
3	1 Ax0000000x, Sx0x-Nx00000x	Level 1	2352	Level 1
4	1 Axxxxx, Txxxx	Level 1	2322	Level 1
5	1 Axxxx Gxxxx, Rxxxxxx	Level 4	2640	Level 4
6	1 Axxxxxxxxxx Axx	Level 1	2402	Level 1
7	1 Axxxxx, Rxxxxxx	Level 3	2525	Level 2
8	1 Axxxxx, Bxxxxxx	Level 1	2426	Level 1
9	1 Axxxxx, Gxxxxxx	Level 1	2422	Level 2



Improving/Informing Instruction & Impacting Achievement

Growth Rates

 Identify Students In need of support-after exporting data we can <u>customize</u> <u>indicators</u> to identify students





	\smile			
		×	×	×
	Add Student Filter Apply swatching 1186 students	Generic (Nested) Smarter Balanced Growth 2018-19 ELA Growth Target	Generic (Nested) Smarter Balanced Growth 2018-19 ELA Growth Achieved	Generic (Nested) Smarter Balanced Growth 2018-19 ELA Growth Rate Flag
		-	61	~
	Student Name 🔺	\$ \	\$	•
1	1 Axxx-Fxxx, Mxxxxxxx	73	80	1
2	1 Axxxxx, Mx Gxxxxxxx	69	39	0
3	1 Axxxxxx, Axxxxx	56	56	1
4	1 Axxxxxx, Exxxx	82	91	1
5	1 Axxxxx, Jxxxxxx	49	28	0
6	1 Axxxxxx-Sxxxxxxx, Jxxxxxxx	68	38	0
7	1 Axxxxx, Jxxxx	73	151	1
8	1 Axxx Pxxxx, Lxxx	69	86	1
9	1 Axxx, Mxxxxxx	73	0	0
10	1 Axxxxxx, Gxxxxxxx	69	52	0



Early Warning Admin

Attendance Behavior	Grades	Other	
Academics - State Testing	>	Academics - State Testing Academics - State Testing is based of for state-administered tests.	n achievement levels
GPA Target Mobility		for state daministered tests.	Add Indicator(s) 🕀
Multiple Warnings		Academics - State Testing	Ø
Retained		SBAC MATH LEVEL 1	Ø 🖻



Improving/Informing Instruction & Impacting Achievement

Sharing our EdSight data

Incident Card - Performance 301 1 Performance Matters Tests attuMISS Reports Admin Baseball Card Report (a) Manage Columns (iii) Share (iii) Download (iii) where to the SBAC-ELAUM And Student Filler After setting up the 411 indicator Admin can insi. These Local Do Thinks 111 CHERKS. share the data as a Generic me Caladiena (dynamic link. int or Program Prosider and Pinesel Early Viterhild In efficient nanize Photo by Unl CONNECTICUT STATE DEPARTMENT OF EDUCATION



Thank you!



Tara Battistoni

- Supervisor of Research, Development, and Student Testing
- Waterbury Public Schools







CONNECTICUT STATE DEPARTMENT OF EDUCATION

EdSight Secure

Presented by: Tara Battistoni, M.S. Supervisor of Research, Development, and Student Testing Waterbury Public Schools

- Smarter Balanced
- LAS Links
- SAT



Examine data not reported on EdSight Public (*) – too few students

CT School Day SAT, 2018-19

Waterbury School District, All Subjects, All Students Export.csv file

							Leve Not N		Leve Approa		Leve Me		Level Excee		Level 3 Met o Exceed	r	
District	School	Subject	Total Number of Students	Total Number Tested	CT School Day SAT Participation Rate	Total Number with Scored Tests	Count	%	Count	%	Count	%	Count	%	Count	%	Average Score
	Bridgeport Detention Center	ELA	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Bridgeport Detention Center	Math	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Crosby High School	ELA	257	246	95.7	240	145	60.4	53	22.1	*	*	*	*	42	17.5	412
	Crosby High School	Math	257	246	95.7	238	174	73.1	54	22.7	10	4.2	0	0.0	10	4.2	383
	Enlightenment School	ELA	30	6	20.0	6	*	*	*	*	*	*	*	*	*	*	*
	Emigritenment School	Math	30	6	20.0	6	*	*	*	*	*	*	*	*	*	*	*
	John F. Kennedy High School	ELA	296	281	94.9	281	151	53.7	62	22.1	59	21.0	9	3.2	68	24.2	427
Waterbury School	John F. Kennedy High School	Math	296	281	94.9	278	186	66.9	65	23.4	*	*	*	*	27	9.7	401
District	State Street School	ELA	14	6	*	6	*	*	*	*	*	*	*	*	*	*	*
	State Street School	Math	14	6	*	*	*	*	*	*	*	*	*	*	*	*	*
	Waterbury Arts Magnet School (High)	ELA	109	109	100.0	109	26	23.9	34	31.2	40	36.7	9	8.3	49	45.0	485
	waterbury Arts Magnet School (righ)	Math	109	109	100.0	109	48	44.0	40	36.7	*	*	*	*	21	19.3	443
	Watashumi Canaar Aaadamu	ELA	180	180	100.0	180	28	15.6	46	25.6	99	55.0	7	3.9	106	58.9	491
	Waterbury Career Academy	Math	180	180	100.0	180	52	28.9	89	49.4	*	*	*	*	39	21.7	468
	Wilby High School	ELA	234	221	94.4	221	138	62.4	50	22.6	*	*	*	*	33	14.9	404
+ TL - L -		Math	234	221	94.4	221	176	79.6	41	18.6	*	*	*	*	*	*	376



The data are suppressed to ensure confidentiality

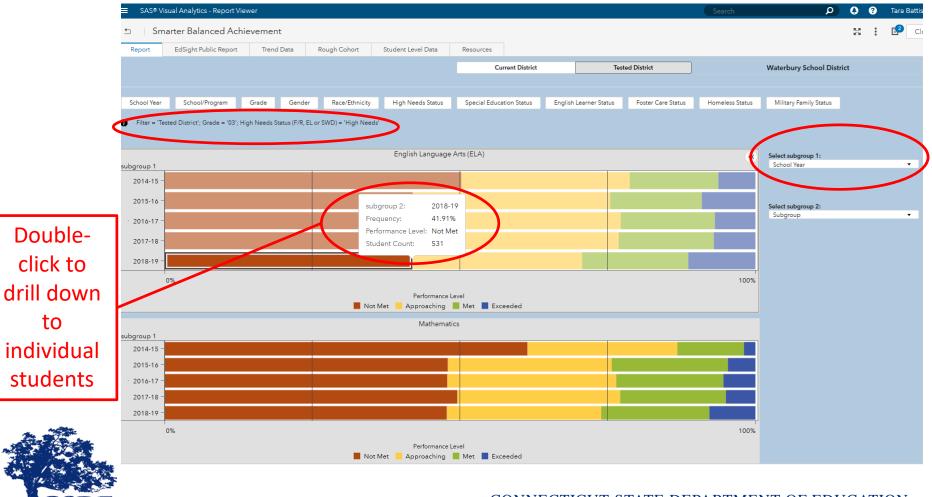
• Monitor performance over time – all years

Report	EdSight Public Report	Trend Data	Rough Cohort	Student Level Data	Resources							
					Cu	urrent District		Tested District		Waterbury School Dist	rict	
School Year	School/Program	Grade Gend	ler Race/Ethnicity	High Needs Status	Special Educa	ation Status	English Learner Status	s Foster Care Status	Homeless Status	Military Family Status		
6 Filter = 'Tes	ested District'			Ů			Ū					
Filter = les	sted District											
				English Language	e Arts (ELA)					Select subgroup 1:		
subgroup 1										School Year		
2014-15 -												-
2015-16 -										Select subgroup 2:		
· 2016-17 -										Subgroup		
2017-18 -												
2018-19 -												
1	0%								100%	-		
				Performance								
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subgroup 1				Mathemat	tics							
2014-15 -												
2015-16 -												
· 2016-17 -												
2017-18 -												
2018-19 -										J		
	0%			Performance					100%			
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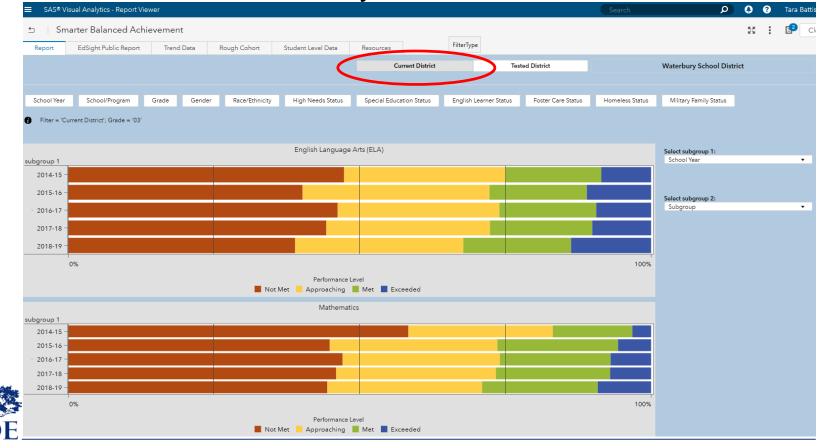
• Monitor performance over time – by subgroup and year

	anced Achievement	a Rough Cohort	Student Level Data	Resources						53 :	_
Edsight		a Rough Cohort	Student Level Data								
				Current Dist	trict	lest	ed District		Waterbury School Dist	rict	
_											
School Year School	/Program Grade (Gender Race/Ethnicip	High Needs Status	Special Education State	us English	Learner Status	Foster Care Status	Homeless Status	Military Family Status		
Filter = 'Tested District';	High Needs Status (F/R, EL or SV	VD) = 'High Nreds 🔽 🖌	High Needs								
			Non-High Needs								
			English Language	AUN (ACA)				(Select subgroup 1: School Year		
group 1 2014-15 -									School real		
2015-16 -									Select subgroup 2: Subgroup		
2016-17 -									Subgroup		
2017-18 -											
2018-19 -											
0%								100%			
			Performance L								
		N N	ot Met 📒 Approaching	Met 📕 Exceeded							
			Mathemati	ics							
group 1 2014-15 -											
2014-15 -											
2016-17 -											
2017-18 -											
2018-19 -											
0%						I		100%			
			Performance L	Level							
		N	ot Met 📒 Approaching	Met 📕 Exceeded							

• Monitor performance over time – by grade, subgroup, and year



 Current district – useful for new students; high mobility rate; only students enrolled on 10/1 count for school/district accountability



• Student level data – export, match, compute IPI (SPI/DPI)

	adi Analytic	- Report View	er									Sea	rch		P 0	? Tara B
🖆 🗌 Sma	arter Bala	nced Achiev	vement												53	: : 🗗
Report	EdSight Pu	blic Report	Trend Data	Rough Crino	ort Student L	Level Data Re	sources									
							Current [District		Tested District				Waterbury Scho	ol District	
School Year	School/	Program S	Subject Grad	le Perform	ance Level Ge	ender Race/Et	nnicity High	n Needs Status	Special Educ	ation Status	Englis	h Learner Stati	us Foste	r Care Status	Homeless Sta	atus Military
er = 'Tested D	istrict'; School	Year = '2018-19'														
SID Search			Name Search													
																Export d
													Special			
ilter	School Year	Reporting	Reporting	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	Subject	Grade	Special Education	English Learner	Status (EL)	
lter	School Year	Reporting District Code	Reporting District Name	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	Subject	Grade		English Learner	Status (EL)	Export da
		District Code	District Name Waterbury	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID			Education Status (SWD) Special		Status (EL)	Race/Ethnicity
			District Name	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	Subject ELA	Grade 08	Education Status (SWD)	English Learner	Status (EL)	Race/Ethnicity
ested District	2018-19	District Code	District Name Waterbury School	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID			Education Status (SWD) Special Education Special			Race/Ethnicity Hispanic/Latino c any race
ilter ested District ested District	2018-19	District Code	District Name Waterbury School District Waterbury School District	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	ELA	08	Education Status (SWD) Special Education	English Learner		Race/Ethnicity
ested District ested District	2018-19 2018-19	District Code	District Name Waterbury School District Waterbury School District Waterbury School	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	ELA	08	Education Status (SWD) Special Education Special Special	English Learner		St L Race/Ethnicity Hispanic/Latino cany race Hispanic/Latino cany race Hispanic/Latino cany race
ested District	2018-19 2018-19	District Code 1510011 1510011	District Name Waterbury School District Waterbury School District Waterbury School District	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	ELA	08	Education Status (SWD) Special Education Special Education	English Learner		Hispanic/Latino o any race Hispanic/Latino o any race Hispanic/Latino o any race
ested District ested District ested District	2018-19 2018-19 2018-19	District Code 1510011 1510011	District Name Waterbury School District Waterbury School District Waterbury School District Waterbury School	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	ELA	08	Education Status (SWD) Special Education Special Special	English Learner	arner	Hispanic/Latino o any race Hispanic/Latino o any race Hispanic/Latino o any race
ested District ested District ested District	2018-19 2018-19 2018-19 2018-19	District Code 1510011 1510011 1510011 1510011	District Name Waterbury School District Waterbury	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	ELA Math Math ELA	08 08 03 03	Education Status (SWD) Special Education Special Education Special Education	English Learner English Learner Non-English Lea Non-English Lea	arner	The spanic/Latino or any race Hispanic/Latino or any race Hispanic/Latino or any race Hispanic/Latino or any race Hispanic/Latino or any race
ested District	2018-19 2018-19 2018-19 2018-19	District Code 1510011 1510011 1510011	District Name Waterbury School District Wate	School Code	School Name	▲ First Name	Middle Name	Last Name	Date of Birth	SASID	ELA Math Math	08 08 03	Education Status (SWD) Special Education Special Education Special	English Learner English Learner Non-English Lea	arner	Race/Ethnicity Hispanic/Latino o any race Hispanic/Latino o any race Hispanic/Latino o any race

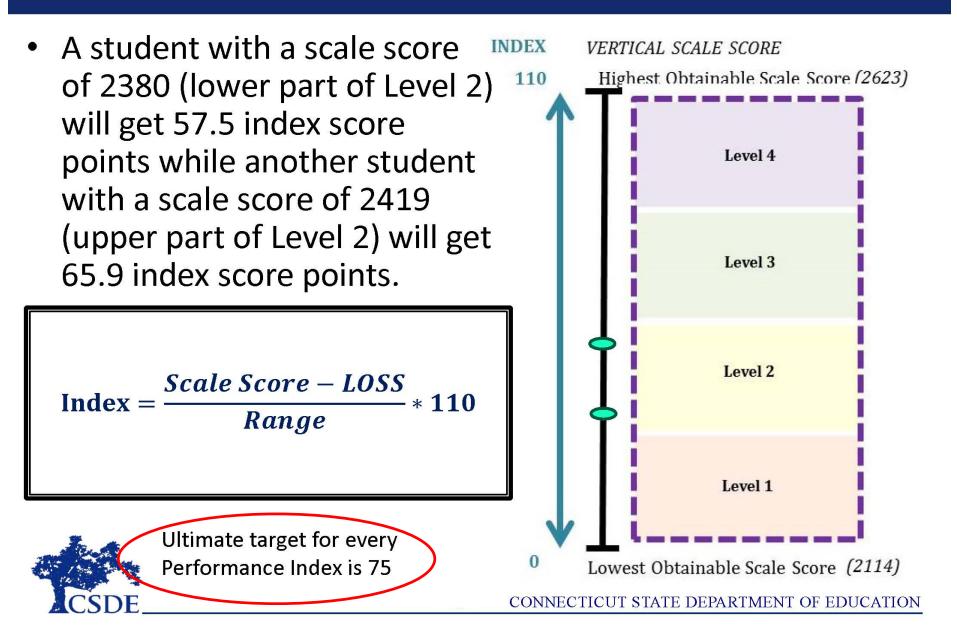


Student level data – next year's targets (<u>NOT</u> SAT)

SAS	🕫 Visual Analyti	cs - Report Viewer								Search		م		Tara Ba
5	Smarter Bal	anced Achievement											53	2
Report	EdSight I	Public Report Trend Da	ta Rough Coho	ort S	itudent Level Data Resources									
						Current District		Tested Distr	ict		Wate	erbury School D	istrict	
School Y	'ear Schoo	l/Program Subject	Grade Perform	ance Level	Gender Race/Ethnicity	High Needs St	atus Specia	al Education Status	English Le	arner Status	Foster Care	e Status Hor	meless Status	Military F
ter = 'Tes	ted District'; Scho	ol Year = '2018-19'												
ASID Sear	rch	Name Search Enter Last No												
											-			
	Special										•			
Grade	Education Status	English Learner Status (EL)	Race/Ethnicity	Gender	High Needs Status (F/R, EL or SWD)	Foster Care Status	Homeless	Military	Performance Level	Vertical Scale	Target	Lexile/Quantile	Lower Pongo	
	(SWD)						Status	Family Status	Description	Score	Target	Measure	Lower Kange	Upper Rang
18	(SWD) Special Education	English Learner	Hispanic/Latino of any race	Female	High Needs	Non-Foster Care	Non-Homeless	Family Status Non-Military Family		Score 2,299		Measure 600L	500L	Upper Rang
8	Special	English Learner English Learner		Female	High Needs High Needs	Non-Foster		Non-Military	Description Not Met			Measure		
	Special Education Special		any race Hispanic/Latino of			Non-Foster Care Non-Foster	Non-Homeless	Non-Military Family Non-Military	Description Not Met (Level 1) Not Met	2,299		Measure 600L	500L	650L
В	Special Education Special Education Special	English Learner	any race Hispanic/Latino of any race Hispanic/Latino of	Female	High Needs	Non-Foster Care Non-Foster Care Non-Foster	Non-Homeless Non-Homeless	Non-Military Family Non-Military Family Non-Military	Description Not Met (Level 1) Not Met (Level 1) Approaching	2,299 2,390		Measure 600L 680Q	500L 630Q	650L 730Q
3	Special Education Special Education Special Education Special	English Learner Non-English Learner	any race Hispanic/Latino of any race Hispanic/Latino of Hispanic/Latino of	Female Male	High Needs High Needs	Non-Foster Care Non-Foster Care Non-Foster Care Non-Foster	Non-Homeless Non-Homeless Non-Homeless	Non-Military Family Non-Military Family Non-Military Non-Military	Description Not Met (Level 1) Not Met (Level 1) Approaching (Level 2) Not Met	2,299 2,390 2,391		Measure 600L 680Q 455Q	500L 630Q 405Q	650L 730Q 505Q



Indicator 1: Grade 3 ELA Calculation Example



Grade 3 Smarter Balanced Achievement Data Indicator #1 – SPI/DPI

SCHOOL	GRADE	LAST NAME	FIRST NAME	SASID	HIGH NEEDS	SPED	ELL	LUNCH	504		MATH IPI 18-19	SB ELA SCALE 18-19	SB ELA LEVEL 18-19		SB MATH LEVEL 18-19
	3				Y	Y		Р		40.2	29.0	2300	1	2303	1
	3							Р	Y	58.3	53.7	2384	2	2400	2
	3				Y			F		90.1	81.5	2531	4	2509	4
	3				Y			F		75.9	58.8	2465	3	2420	2
	3				Y			F		58.6	44.8	2385	2	2365	1
	3				Y			F		80.4	60.9	2486	3	2428	2
	3				Y	Y		Р		64.8	70.9				
	3				Y			R		73.5	77.2	2454	3	2492	3
	3				Y	Y		F		23.6	29.8	2223	1	2306	1
	3				Y			F		65.5	61.1	2417	2	2429	2
	3				Y			F		59.9	47.9	2391	2	2377	1
	3							Р		71.1	50.9	2443	3	2389	2
	3				Y			F		84.1	47.4	2503	4	2375	1
	3				Y			R		110.0	103.6	2623	4	2596	4
	3				Y	Y		F		62.3	67.2				
	3				Y			F		73.5	61.9	2454	3	2432	2
	3				Y			F		73.9	63.9	2456	3	2440	3
	3				Y			F		68.9	36.2	2433	3	2331	1
	3				Y			F		54.9	59.1	2368	2	2421	2
	3				Y			F		63.1	63.9	2406	2	2440	3
	3				Y	Y		F		21.6	40.0	2214	1	2346	1
	3				Y			F		83.4	67.2	2500	4	2453	3
	3				Y			F		72.8	54.5	2451	3	2403	2
	3				Y	Y		R		51.9	43.5	2354	1	2360	1
	3				Y		Y	F		72.2	29.3	2448	3	2304	1
	3							Р		49.1	51.4	2341	1	2391	2

- Aggregate all individual student data (IPI) to school and district level (SPI/DPI)
- ESSA target determination

Preliminary SPI (Indicator #1) Sorted by Change from Prior Year

						ELA											MAT	-			•
School	14-15	15-16	16-17	17-18	18-19	Valid N	Five Year SPI Average	SPI Change from Prior Year	SPI Change from First Year	18-19 SPI ESSA Target Met?	School	14-15	15-16	16-17	17-18	18-19	Valid N	Five Year SPI Average	from Prior	Change from First Year) E T
	51.0	51.2	51.6	50.1	55.4	186	51.9	5.3	4.4	YES		43.6	46.3	46.7	45.9	51.4	186	46.8	5.5	7.8	
	56.2	57.3	58.0	58.6	63.9	311	58.8	5.3	7.7	YES		48.4	51.4	56.0	55.6	60.3	307	54.3	4.7	11.9	
	58.7	64.2	60.4	58.9	64.0	117	61.2	5.1	5.3	YES		36.0	37.7	39.4	40.0	44.4	846	39.5	4.4	8.4	
	58.9	57.1	58.5	60.3	64.7	310	59.9	4.4	5.8	YES		54.1	57.8	55.0	56.2	59.8	117	56.6	3.6	5.7	
	47.9	51.0	51.9	50.2	54.3	848	51.1	4.1	6.4	NO		64.4	65.2	64.9	66.8	70.1	274	66.3	3.3	5.7	
	46.1	50.3	49.8	50.0	53.7	909	50.0	3.7	7.6	YES		59.0	59.6	65.0	63.6	66.6	260	62.8	3.0	7.6	
	50.8	50.3	50.1	50.9	54.5	957	51.3	3.6	3.7	YES		42.3	41.6	40.2	42.5	44.4	959	42.2	1.9	2.1	
	66.9	64.8	70.4	69.5	72.6	260	68.8	3.1	5.7	YES			44.0	49.7	48.0	49.3	183	47.8	1.3	5.3	
	56.5	58.9	57.3	61.0	63.3	259	59.4	2.3	6.8	YES		42.8	42.9	52.8	51.1	52.1	162	48.3	1.0	9.3	
	74.5	71.6	68.8	71.6	73.8	275	72.1	2.2	-0.7	YES		50.1	52.2	54.2	56.7	57.7	310	54.2	1.0	7.6	T



• Correlate to district benchmarks (Smarter Balanced)

INDICATOR #1 - SCHOOL/DISTRICT PERFORMANCE INDEX (SPI/DPI)

MCLASS	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Predicted SPI
Grade 3					
Grade 4					
Grade 5					
TOTAL	0	0	0	0	

ESSA Target	 # Students to Move "Benchmark" and Below to "Above Benchmark"
0.0	
0.0	
0.0	

IREADY	Early-Grade or Below	Mid-Grade or Above	Predicted SPI
Grade 3			
Grade 4			
Grade 5			
TOTAL	0	0	

ESSA Target	# Students to Move "Early-Grade or Below" to "Mid-Grade or Above"
0.0	
0.0	
0.0	



 Impact of chronic absenteeism on Smarter Balanced (from EIT)

OVERALL DISTRICT

N Mean Math Scale Score Chronically Absent 1161 2393.08 NOT Chronically Absent 7395 2444.74 52

		N	Mean	
ELA Scale	Chronically Absent	1173	2414.78	
Score	NOT Chronically Absent	7396	2453.34	39

MATH BY GRADE

			Ν	Mean	
	Math Scale	Chronically Absent	149	2341.60	
3	Score	NOT Chronically Absent	1356	2393.89	52
	Math Scale	Chronically Absent	157	2393.89	
4	Score	NOT Chronically Absent	1277	2435.14	41
	Math Scale	Chronically Absent	145	2417.22	
5	Score	NOT Chronically Absent	1349	2465.34	48
	Math Scale	Chronically Absent	225	2393.57	
6	Score	NOT Chronically Absent	1152	2454.85	61
	Math Scale	Chronically Absent	267	2396.86	
7	Score	NOT Chronically Absent	1116	2456.02	59
	Math Scale	Chronically Absent	218	2406.48	
8	Score	NOT Chronically Absent	1145	2470.23	64

ELA BY GRADE

			Ν	Mean	
	ELA Scale	Chronically Absent	148	2340.23	
3	Score	NOT Chronically Absent	1356	2387.03	47
	ELA Scale	Chronically Absent	156	2390.08	
4	Score	NOT Chronically Absent	1277	2425.19	35
	ELA Scale	Chronically Absent	145	2420.79	
5	Score	NOT Chronically Absent	1347	2461.01	40
	ELA Scale	Chronically Absent	225	2421.15	
6	Score	NOT Chronically Absent	1154	2462.67	42
	ELA Scale	Chronically Absent	272	2424.54	
7	Score	NOT Chronically Absent	1117	2484.80	60
	ELA Scale	Chronically Absent	227	2458.53	
8	Score	NOT Chronically Absent	1145	2514.19	56



• Impact of chronic absenteeism on SAT (from EIT)

TOTAL

		Ν	Mean	
ΤΟΤΑΙ	Chronically Absent	236	789.62	
TOTAL	NOT Chronically Absent	798	874.61	85

MATH

		Ν	Mean
MATH	Chronically Absent	236	387.92
	NOT Chronically Absent	798	427.34

39

46

EBRW

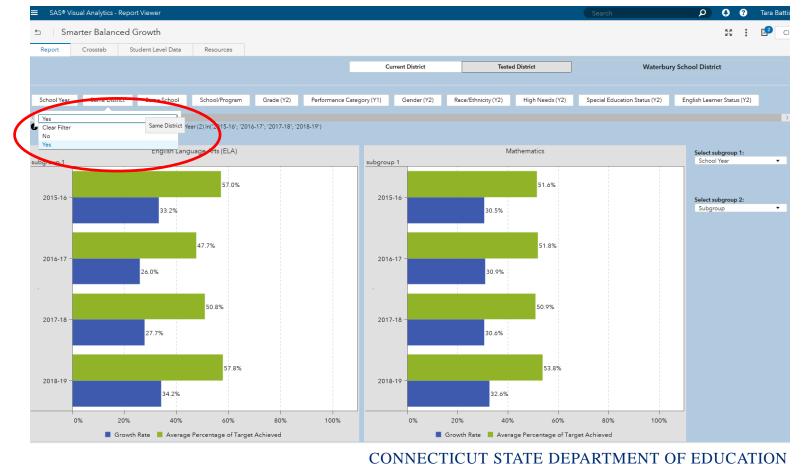
		Ν	Mean
FBRW	Chronically Absent	236	401.69
LDNV	NOT Chronically Absent	798	447.27



- Smarter Balanced
- LAS Links
- <u>NOT</u> SAT



 Same school/same district – use caution if replicating EdSight Public





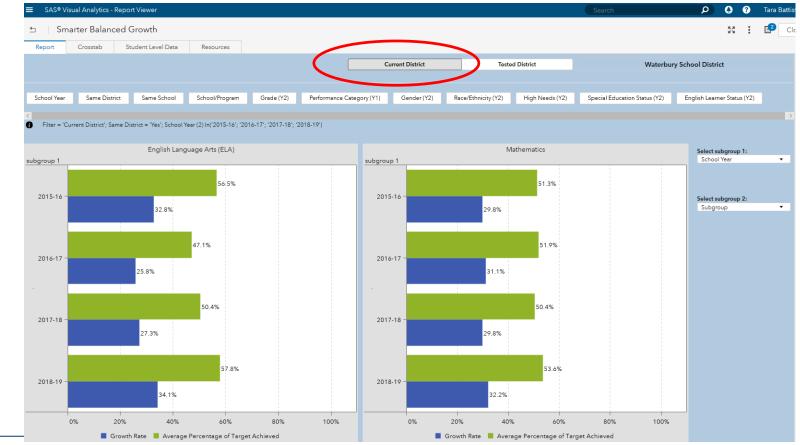
• ESSA target determination

			2018-201	9				
SCHOOL	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)	FIVE YEAR PTA AVERAGE		PTA CHANGE FROM FIRST YEAR	2018-2019 PTA ESSA Target Met?
	ELA	819	38.9%	60.7%	51.4%	18.9%	4.2%	YES
	ELA	136	38.2%	64.0%	53.8%	18.2%	17.5%	NO
	ELA	208	42.3%	71.2%	58.2%	16.6%	14.7%	YES
	ELA	150	30.0%	60.4%	55.7%	14.1%	1.1%	NO
	ELA	866	34.9%	58.7%	51.4%	14.1%	-1.2%	YES

			2018-201	9				
SCHOOL	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)	FIVE YEAR PTA AVERAGE		PTA CHANGE FROM FIRST YEAR	2018-2019 PTA ESSA Target Met?
	Math	208	44.2%	71.8%	61.9%	17.0%	16.8%	YES
	Math	136	39.0%	65.8%	56.3%	13.5%	11.0%	YES
	Math	816	32.6%	51.2%	44.7%	12.1%	6.6%	NO
	Math	150	42.0%	66.4%	62.1%	9.0%	16.8%	NO
	Math	187	61.5%	83.8%	72.2%	7.7%	18.6%	YES



 Current district – useful for new students; high mobility rate; only students enrolled on 10/1 count for school/district accountability





 Crosstab – "Are we meeting the needs of our highest achieving students?"

SAS® Visual Analy	/tics - Report Vie	wer														S	bearch			Q	• •	Tara
Smarter Ba	alanced Grov	vth																			53	2
Report Crossta	b Studen	t Level Data	a Re	sources																		
									c	Current Dis	trict		Test	ted District				Wa	terbury !	School Dist	rict	
School Year Sam	e District S	ame School	Scho	ool/Program	Gr	ade (Y2)	Perform	nance Cate	gory (Y1)	Geno	ier (Y2)	Race/Eth	nnicity (Y2)	High	Needs (Y2)	Spe	ecial Educat	ion Status ((Y2)	English Lea	mer Status (Y	2)
Filter = 'Tested Distric	ct'; School Year (2)	= '2018-19'	; Grade (Yea	ır 2) = '05'	Mathe	matics: N	/latched (Cohort b	y Perforn	nance C	ategory (count of	students	and gro	wth rate)							(
Performance Category [Description (Y2) 🔺	1 (Level	1: Low)	2 (Level '	I: High)	3 (Level	2: Low)	4 (Level	2: High)	5 (Leve	1 3: Low)	6 (Level	3: High)	7 (Level	4: Low)	8 (Level	4: High)	Te	otal			
Performance Category D	escription (Y1) 🔺	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate			
(Level 1: Low)		270	30.7%	58	94.8%	14	100.0%	6	100.0%	1	100.0%							349	45.6%	6		
(Level 1: High)		88	0.0%	66	57.6%	38	100.0%	12	100.0%	2	100.0%	1	100.0%					207	44.0%	6		
Level 2: Low)		50	0.0%	73	1.4%	67	55.2%	33	100.0%	11	100.0%	5	100.0%					239	36.4%	6		
Level 2: High)		16	0.0%	24	0.0%	59	0.0%	52	50.0%	30	100.0%	9	100.0%	9	100.0%	1	100.0%	200	37.5%	6		
Level 3: Low)		1	0.0%	11	0.0%	28	0.0%	51	0.0%	35	31.4%	26	96.2%	11	100.0%	8	100.0%	171	32.2%	6		
Level 3: High)						5	0.0%	9	0.0%	15	0.0%	24	29.2%	24	91.7%	12	100.0%	89	46.19	6		
Level 4: Low)						1	0.0%	3	0.0%	5	0.0%	6	0.0%	9	11.1%	16	100.0%	40	42.5%	6		
Level 4: High)										1	0.0%	4	0.0%	9	0.0%	29	100.0%	43	67.4%	6		
tal		425	19.5%	232	40.5%	212	42.0%	166	46.4%	100	55.0%	75	62.7%	62	69.4%	66	100.0%	1,338	41.4%	6		
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CCDE											CON	INE	CTIC	UT S	TATE	e de	PAR	ГМЕ	NT (OF ED	UCA	ΠΟΝ

 Student level data – export, match, compute target difference, compute <u>UNADJUSTED</u> PTA

≡ SAS	© Visual Analyti	s - Report Viewe	er								(Search		Q	00	Tara Batt
5	Smarter Bala	anced Growt	h												83	
Report	Crosstab	Student Le	evel Data	Resources												
							Cu	rrent District		Tested District			Waterbu	ıry School Distri	:t	
School Y	′ear Same I	District Sam	e School So	chool/Program	Subject	Grade (Y2)	Performance Ca	tegory (Y1)	Performance Categ	ory (Y2) Gr	owth Rate Flag	Gender (Y2	2) Race/E	thnicity (Y2)	High Need	ds (Y2)
filter = 'Tes	ted District'; Scho	ol Name (Year 2) =	'Regan School'; Sc	hool Year (2) = '2	018-19'				omput							
SASID Sea	rch	L	ast Name Search						-		C	compu	te targ	jet diffe	renc	e:
											sca	ale sco	ore diff	erence	– ta	raet
									PTA							3
ler (Year	Special Education	Race/Ethnicity	English Learner	High Needs Status (F/R,	Performance Category	Performance Category	Performance Level	Performance Level	Percentage of	Vertical Scale	Vertical Scale			Growth Rate		Growth
iei (Tear	Status (SWD) (Year 2)	(Year 2)	Status (EL) (Year 2)	EL or SWD) (Year 2)	Description (Y1)	Description (Y2)	Description (Y1)	Description (Y2)	Target Achieved	Score (Year 1)	Score (Year 2)	Same District	Same School	Flag	Target	Achieved
	Special Education	Hispanic/Latino of any race	English Learner	High Needs	3 (Level 2: Low)	2 (Level 1: High)	Level 2 (Approaching)	Level 1 (Not Met)	0.0%	2393	2391	Yes	Yes	0	59	0
	Non-Special Education	White	Non-English Learner	High Needs	3 (Level 2: Low)	2 (Level 1: High)	Level 2 (Approaching)	Level 1 (Not Met)	12.9%	2392	2401	Yes	Yes	0	70	ç
	Non-Special Education	White	Non-English Learner	High Needs	7 (Level 4: Low)	5 (Level 3: Low)	Level 4 (Exceeded)	Level 3 (Met)	5.4%	2513	2516	Yes	Yes	0	56	3
ile	Non-Special Education	Black or African American	Non-English Learner	High Needs	2 (Level 1: High)	1 (Level 1: Low)	Level 1 (Not Met)	Level 1 (Not Met)	0.0%	2332	2318	Yes	Yes	0	71	0
le	Non-Special Education	Black or African American	Non-English Learner	High Needs	1 (Level 1: Low)	1 (Level 1: Low)	Level 1 (Not Met)	Level 1 (Not Met)	24.7%	2339	2358	Yes	Yes	0	77	19
ile	Non-Special Education	White	Non-English Learner	Non-High Needs	6 (Level 3: High)	ó (Level 3: High)	Level 3 (Met)	Level 3 (Met)	110.0%	2509	2574	Yes	Yes	1	55	65
le	Non-Special Education	White	Non-English Learner	Non-High Needs	4 (Level 2: High)	7 (Level 4: Low)	Level 2 (Approaching)	Level 4 (Exceeded)	110.0%	2478	2596	Yes	Yes	1	44	118
	Non-Special	Hispanic/Latino	Non-English Learner	High Needs	2 (Level 1: High)	3 (Level 2: Low)	Level 1 (Not Met)	Level 2 (Approaching)	110.0%	2335	2417	Yes	Yes	1	71	82
	Education	of any race														

Grade 5 Smarter Balanced Growth Data Indicator #2 – PTA



SCALE _ELA	LEVEL _ELA	GRADE _ELA PRIOR YEAR	SCALE _ELA PRIOR YEAR	_ELA	TARGET ELA 18-19	ELA SS DIFF	ELA TARGET MET	ELA TARGET DIFF	ELA PTA UNADJ	ELA PTA	SCALE _MA		GRADE _MA PRIOR YEAR	SCALE _MA PRIOR YEAR	_MA	TARGET MA 18-19	MATH SS DIFF	MATH TARGET MET	MATH TARGET DIFF	MATH PTA UNADJ	MATH PTA
2574	3	4	2509	3	55	65	Yes	10	118.2	110.0	2596	4	4	2478	2	44	118	Yes	74	268.2	110.0
2503	3	4	2463	2	64	40	No	-24	62.5	62.5	2449	1	4	2424	2	40	25	No	-15	62.5	62.5
2493	2	4	2416	2	69	77	Yes	8	111.6	110.0	2474	2	4	2463	2	44	11	No	-33	25.0	25.0
2478	2	4	2382	1	69	96	Yes	27	139.1	110.0	2427	1	4	2455	2	44	-28	No	-72	-63.6	0.0
2418	1	4	2366	1	82	52	No	-30	63.4	63.4	2307	1	4	2357	1	51	-50	No	-101	-98.0	0.0
2518	3	4	2467	2	64	51	No	-13	79.7	79.7	2535	3	4	2521	3	47	14	No	-33	29.8	29.8
2445	2	4	2332	1	82	113	Yes	31	137.8	110.0	2502	2	4	2494	3	46	8	No	-38	17.4	17.4
2607	4	4	2509	3	55	98	Yes	43	178.2	110.0	2443	1	4	2504	3	46	-61	No	-107	-132.6	0.0
2456	2	4	2428	2	69	28	No	-41	40.6	40.6	2427	1	4	2425	2	40	2	No	-38	5.0	5.0
2447	2	4	2335	1	82	112	Yes	30	136.6	110.0	2414	1	4	2324	1	51	90	Yes	39	176.5	110.0
2620	4	4	2440	2	69	180	Yes	111	260.9	110.0	2544	3	4	2475	2	44	69	Yes	25	156.8	110.0
2611	4	4	2501	3	58	110	Yes	52	189.7	110.0	2524	2	4	2468	2	44	56	Yes	12	127.3	110.0
2337	1	4	2318	1	82	19	No	-63	23.2	23.2	2327	1	4	2298	1	51	29	No	-22	56.9	56.9
2352	1	4	2407	1	69	-55	No	-124	-79.7	0.0	2288	1	4	2372	1	51	-84	No	-135	-164.7	0.0



- Other state-wide assessments use student growth in addition to student achievement for accountability, however, because only grade 11 students take the CT-SAT annually, no growth calculations are currently included for accountability purposes
- Our district has been administering PSAT 8/9, PSAT/NMSQT, and SAT in the fall, in addition to the spring grade 11 CT-SAT for accountability
- The College Board's Student-Level Growth Estimates for the SAT Suite of Assessments allowed us the opportunity to mirror other state-wide assessments that measure student growth, that our schools are currently familiar with (Smarter Balanced and LAS Links)
- Student-level growth estimates were received from the College Board in December 2018
- The student-level growth estimates were first used retroactively to create growth targets for fall 2018 testing and then for the upcoming spring 2019 CT-SAT and fall 2019 PSAT 8/9, PSAT/NMSQT, and SAT
- 2019 CT-SAT growth targets were compared to actual 2019 CT-SAT results

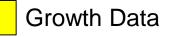


- PSAT/SAT using College Board Student-Level Growth Estimates
- Example: EBRW Fall 2017-2018 to Fall 2018-2019

Α	В	С	D	Е	F	G	Н	I	J	K
GRADE 18-19	PSAT EBRW FALL 17-18	PSAT/ SAT EBRW FALL 18-19	PSAT/ SAT EBRW ACTUAL GROWTH FALL 18-19	PSAT/ SAT EBRW EXPECTED SCORE FALL 18-19	PSAT/ SAT EBRW TARGET GROWTH FALL 18-19	PSAT/ SAT EBRW TARGET MET FALL 18-19	PSAT/ SAT EBRW TARGET GROWTH DIFF FALL 18-19	PSAT/ SAT EBRW UNADJ PTA FALL 18-19	PSAT/ SAT EBRW ADJ PTA FALL 18-19	SAT
9	350	420	70	380	30	Yes	40	233.3	110.0	450
9	320	340	20	350	30	No	-10	66.7	66.7	370
10	580	560	-20	610	30	No	-50	-66.7	0.0	590
10	430	490	60	450	20	Yes	40	300.0	110.0	520
11	400	470	70	430	30	Yes	40	233.3	110.0	510
11	380	390	10	420	40	No	-30	25.0	25.0	450
12	510	580	70	540	30	Yes	40	233.3	110.0	
12	370	490	120	430	60	Yes	60	200.0	110.0	

Actual Scores

Expected Scores



- PSAT/SAT using College Board Student-Level Growth Estimates
- Example: Fall 2018-2019 to Spring 2018-2019 (CT-SAT)

Α	В	С	D	Е	F	G	Н	l	J	K
GRADE 18-19	PSAT EBRW FALL 18-19	SAT EBRW SPRING 18-19	SAT EBRW ACTUAL GROWTH SPRING 18-19	SAT EBRW EXPECTED SCORE SPRING 18-19	SAT EBRW TARGET GROWTH SPRING 18-19	SAT EBRW TARGET MET SPRING 18-19	SAT EBRW TARGET GROWTH DIFF SPRING 18-19	SAT EBRW UNADJ PTA SPRING 18-19	SAT EBRW ADJ PTA SPRING 18-19	SAT EBRW EXPECTED SCORE FALL 19-20
11	530	580	50	550	20	Yes	30	250.0	110.0	590
11	510	530	20	530	20	Yes	0	100.0	100.0	540
11	490	520	30	510	20	Yes	10	150.0	110.0	530
11	340	360	20	400	60	No	-40	33.3	33.3	410
11	490	470	-20	510	20	No	-40	-100.0	0.0	490
11	530	510	-20	550	20	No	-40	-100.0	0.0	520
11	540	490	-50	560	20	No	-70	-250.0	0.0	510
11	530	410	-120	550	20	No	-140	-600.0	0.0	440







- Individual student data was aggregated in the same manner as Smarter Balanced and LAS Links growth metrics (data shown below is for fall PSAT to spring CT-SAT)
- PSAT/SAT growth targets are based on the 50th percentile
 - Smarter Balanced growth targets are based on the 60th percentile
 - LAS Links growth targets are based on the 60th percentile for oral and the 70th percentile for literacy (with two grade level exceptions)

			2018-201	19				2018-201	9
School	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)	School	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved (PTA)
	ELA	178	46.6%	57.7%		Math	103	43.7%	58.6%
	ELA	103	44.7%	55.6%		Math	178	47.8%	57.1%
	ELA	218	36.7%	54.2%		Math	216	38.4%	52.8%
DISTRICT	ELA	869	35.4%	52.1%	DISTRICT	Math	865	35.6%	49.6%
	ELA	177	28.8%	51.6%		Math	177	26.6%	42.0%
	ELA	177	26.0%	43.3%		Math	175	25.1%	39.7%



- Correlate to district benchmarks (Smarter Balanced)
- Example: ELA

INDICATOR #2 AVERAGE PERCENTAGE OF TARGET ACHIEVED (PTA)

MCLASS	MOY	Well Below	Below	Benchmark	Above	MCLAS
GRADE 4	(ACROSS)	Benchmark	Benchmark	Denchinark	Benchmark	GRADE
BOY						BOY
(DOWN)						(DOWN
Well Below						Well Bel
Benchmark						Benchm
Below						Below
Benchmark						Benchm
Benchmark						Benchm
Above						Above
Benchmark						Benchm
Predicted						Predict
Grade PTA						Grade P

MCLASS	MOY	Well Below	Below	Benchmark	Above
GRADE 5	(ACROSS)	Benchmark	Benchmark		Benchmark
BOY					
(DOWN)					
Well Below					
Benchmark					
Below					
Benchmark					
Benchmark					
Above					
Benchmark					
Predicted					
Grade PTA					





Other Analyses

- Relationship between Smarter Balanced achievement and date tested (from TIDE); Do students perform better when tested at a certain time (date range) during the test window, by grade and subject?
 - Yes, there are distinct multi-year patterns that show when students should be tested and when they should not be tested
- Relationship between Smarter Balanced achievement and student mobility (from EIT); Do students that have unplanned school moves perform the same as students that do not?
 - There is a significant negative relationship between student mobility and Smarter Balanced results. Students that have unplanned moves typically have lower scale scores than students that do not
- Relationship between Smarter Balanced achievement and suspensions (from EIT); Do students that have either in or out-ofschool suspensions perform the same as students that do not?
 - There is a significant negative relationship between suspensions and Smarter Balanced results. Students that have in or out-of-school suspensions typically have lower scale scores than students that do not

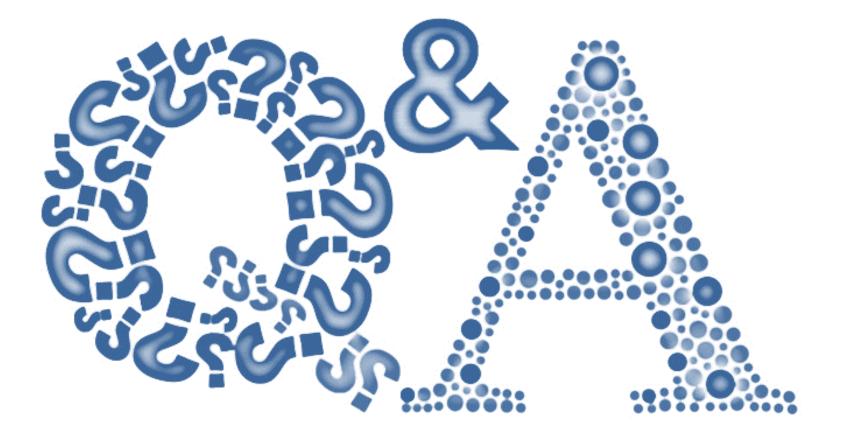


Next Steps

- Further explore the relationship between Smarter Balanced math growth and district benchmark assessment growth to establish predictive measure
- Analyze the impact of chronic absenteeism, mobility, and suspensions on LAS Links achievement and growth and Smarter Balanced growth
- Analyze the impact of mobility and suspensions on SAT achievement and growth
- Khan Academy
- Incorporate grade 9 and 10 spring PSAT administration for intermittent data (pre/post)
- Monitor and check for increases in the PSAT/SAT percentage of target achieved for individual students and at the school/district level in future years



Questions and Answers





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