



PERFORMANCE MATTERS FORUM

October 17, 2019

The **2019 Performance Matters Forum** presented to you by Connecticut State Department of Education's Performance Office in partnership with the American Institutes for Research and The College Board.

The Performance Matters Forum is a half-day conference that offers sessions highlighting best practices focused on the following five topic areas:

- Data Collection;
- Assessment;
- EdSight;
- Accountability; and
- Research and Evaluation.

On behalf of Dr. Miguel Cardona, Commissioner of Education, Ajit Gopalakrishnan, Chief Performance Officer, and the staff of the Performance Office, we wish you a great day!

Thursday, October 17, 2019
Registration and Continental Breakfast

From: 7:30 a.m. – 8:30 a.m.

Conference Sessions

From: 8:30 a.m. – 12:45 p.m.

Connecticut Convention Center
100 Columbus Blvd.
Hartford, CT 06103

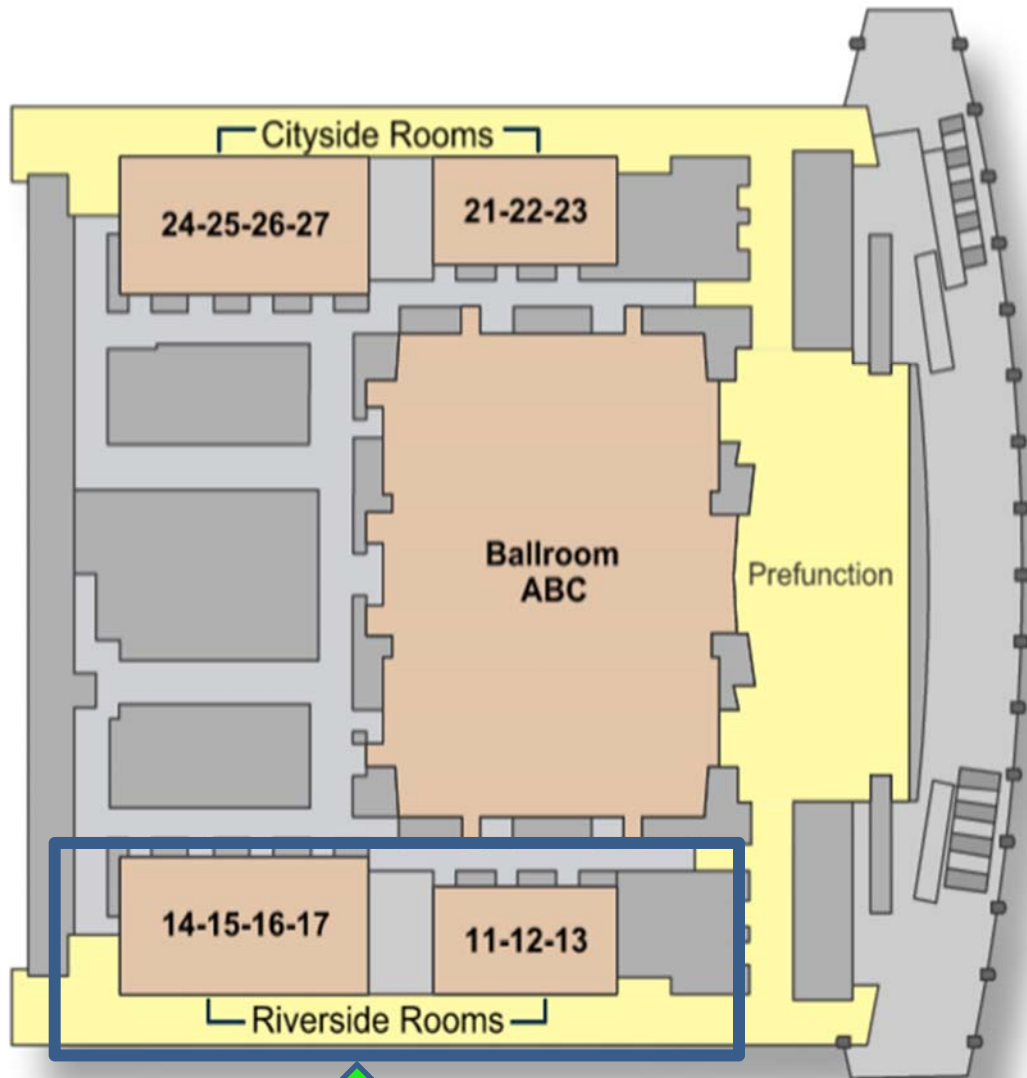
Convention Center garage parking will be validated.

Conference materials are available for download on the 2019 Performance Matters Forum website:

<https://portal.ct.gov/SDE/Performance/Performance-Matters-Forum/2019/Performance-Matters-Forum-2019>



Level 6: Ballrooms & Meeting Space



Performance Matters Forum 2019

Time	Riverside Room 14	Riverside Room 15	Riverside Room 16	Riverside Room 17	Riverside Room 11	Riverside Room 12	Riverside Room 13
SESSION ONE							
8:30 – 9:45 a.m. 75 minutes Presenter(s):	Connecticut Report Card and EdSight Public Stephanie O'Day John Watson	Everything You Always Wanted to Know About Assessment Updates...but were afraid to ask Cristi Alberino	NGSS Interim Assessments Todd Campbell John Duffy Jeff Greig Rachael Manzer	Best Practices in Post-Secondary Transition Services Diane Murphy Alycia Trakas District Panel	State Reporting Best Practices, Tips & Reminders Gil Andrada Keryn Felder Laura Guerrero Ray Martin Kendra Shakir Alison Zhou	Using Data from SAT and PSAT Tara Battistoni Alan Bernstein Dan Moleti Ann Marie Mancini	Mindset: A Hidden Factor Impacting Test Results Sue Nash-Ditzel Brian Hendrickson Julie Varney

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SESSION TWO							
10:00 – 11:15 a.m. 75 minutes Presenter(s):	Early Indication Tool (EIT): Best Practices and Use Cases Dave Alexandro Sarah Brzozowy Charles Martie Wendy Jean Sonstrom Jason Titelbaum	CSDE's Learning Agenda Ajit Gopalakrishnan Performance Office Staff	AP in Connecticut: A State and District Approach to Expanding Access Alan Bernstein Julio Duarte Michelle Rosado Fran Thompson	Best Practices in Early Childhood Transition Services Andrea Brinnel Nicole Cosette Diane Murphy Alice Ridgway	State Technology Resources and Student Success Doug Casey Ryan Kocsondy	New 2019-20 Connecticut Alternate Assessment Eligibility Process and Updates Deirdre Ducharme Janet Stuck	Implementation and Data Collection Strategies to Increase Performance and Sustainability Carolyn Franzen Diana Perry

Time	Riverside Room 14	Riverside Room 15	Riverside Room 16	Riverside Room 17	Riverside Room 11	Riverside Room 12	Riverside Room 13
SESSION THREE							
11:30 a.m. – 12:45 p.m. 75 minutes Presenter(s):	EdSight Secure Tara Battistoni Rick Cloud Natalie Carrignan Mike Garber Stephanie O'Day Laurie Pallin John Watson	Academic Growth: Best Practices and Small Group Discussions Ajit Gopalakrishnan Renee Savoie	Target Scores: How is CT doing on the CT Core Standards for Math? Carole Dibble Brianna Hennessy Jennifer Michalek	Significant Disproportionality and Comprehensive Coordinated Early Intervention Services Tom Boudreau Sharon Bremner Kim Mearman Diane Murphy Michael Tavernier	English Learners Cristi Alberino Megan Alubicki Flick Michael Sabados Janet Stuck	Monitoring Accountability with School Leaders Jason Titelbaum Bethany Silver Sarah Williams	Physical Fitness Assessment Abe Krisst Ray Martin

SESSION ONE

Location	Topic Area	Title	Presenters	Description
Riverside 14	EdSight	Connecticut Report Card and EdSight Public	Stephanie O'Day John Watson	The EdSight public Web site is CSDE's main tool for sharing data with the public. There are over 40 interactive reports and many supporting documents available to view and download. This session will cover the range of reports available on EdSight public and showcase CSDE's new interactive, mobile-friendly Connecticut Report Card (CRC) for summarizing State, District, and School data. The report cards are user-friendly, visual reports for all schools, districts, and the state, and are designed to fulfill the reporting requirements outlined in the ESSA and the Connecticut General Statutes.
Riverside 15	Assessment	Everything You Always Wanted to Know About Assessment Updates...but were afraid to ask	Cristi Alberino	This presentation provides an overview of the Smarter Balanced Interim assessment improvements, including the Focused Interim Assessment Blocks. The scoring and reporting system, AIRWays, has new features and the Digital Library now offers revised Playlists. It will also include an introduction to the tools and information available from MetaMetrics for parents and educators, with a brief discussion of additional CSDE resources for parents.
Riverside 16	Assessment	NGSS Interim Assessments	Todd Campbell John Duffy Jeff Greig Rachael Manzer	The Next Generation Science Standards (NGSS) call for a paradigm shift not only in science curriculum and instruction but for assessment as well. This includes efforts to improve school and district assessment practices to provide more meaningful information for science education reform. This session will focus on the most recent developments and thinking for utilizing existing resources and developing new ones to help schools and districts develop comprehensive assessment systems in science. Learn about efforts to develop and share high-quality interim science assessment resources in our state.
Riverside 17	Research and Evaluation	Best Practices in Post-Secondary Transition Services	Diane Murphy Alycia Trakas District Panel	This session will review data on Secondary Transition and Post-School Outcomes in Connecticut. Discussion will include a review of federal and state requirements, an overview of tools, resources, and professional learning opportunities, and general best practices related to secondary transition planning to improve programming and outcomes for students with disabilities. Additionally, a panel of district/RESC staff will share how they use data, tools, and collaborative partnerships to coordinate transition services for a successful transition from school to adult life.
Riverside 11	Data Collection	State Reporting Best Practices, Tips & Reminders	Gil Andrada Keryn Felder Laura Guerrero Ray Martin Kendra Shakir Alison Zhou	The SDE Performance Office Data Unit will discuss a variety of topics related to state reporting. The unit will share common issues they see amongst the various data collections and tips on how to resolve them. The unit will also provide an overview of several laws pertaining to the collections. There are a number of new and existing reports in our collections – we will highlight several to demonstrate how to more efficiently clean your data.
Riverside 12	Assessment	Using Data from SAT and PSAT	Tara Battistoni Alan Bernstein Dan Moleti Ann Marie Mancini	Three districts, Bloomfield, East Hartford and Waterbury will discuss their approaches to using data from the College Board assessments. Come and learn from your colleagues. There will be a panel discussion and time for questions.
Riverside 13	Assessment	Mindset: A Hidden Factor Impacting Test Results	Sue Nash-Ditzel Brian Hendrickson Julie Varney	After ten years of research, educators are well aware of the impact a fixed mindset can have on a learner. Yet, we rarely address our mindset towards standardized testing. How much of a role does mindset play for both teachers and students in terms of SBAC outcomes? At Crystal Lake school in Ellington, we suspected the role of mindset took center stage. Survey and focus group data confirmed our suspicions. Collectively our mindset towards SBAC testing was toxic. We acknowledged that even the best designed lessons and the most innovative teaching would not yield the desired SBAC results if we continued in a fixed mindset culture. This session will explore our year-long journey into shifting the testing mindset of both teachers and students. The approach we took was two-pronged in that we focused on preparedness for the test but situated our work within a positive mindset framework. Mindset pep rallies, mindset mantras, celebrating mistakes, as well as purposeful and deliberate test prep ideas will be shared. Preliminary results from focus groups and surveys indicate we are moving the needle in the right direction.

SESSION TWO

Location	Topic Area	Title	Presenters	Description
Riverside 14	EdSight	Early Indication Tool (EIT): Best Practices and Use Cases	Dave Alexandro Sarah Brzozowy Charles Martie Wendy Jean Sonstrom Jason Titelbaum	Early warning systems (EWS) in education typically focus on students' high school dropout risk. The CSDE extended this model to create the Early Indication Tool (EIT), a K-12 system that identifies students who may be at risk of missing key achievement milestones in their academic career, and ultimately facilitates more timely interventions. The purpose of this session is to explain the development of the EIT models and showcase how school and district leaders are using the EIT to improve student outcomes. District and CSDE staff will present.
Riverside 15	Research and Accountability	CSDE's Learning Agenda	Ajit Gopalakrishnan Performance Office Staff	The CSDE is developing a learning agenda to guide its research and evaluation activities for the short and long term. The CSDE has a long history of systematically examining its data to inform policy and improve practice. This session will highlight key lessons learned from past efforts and discuss studies/analyses planned over the next two years. Participants will also have the opportunity to suggest questions for inclusion in the CSDE's learning agenda.
Riverside 16	Assessment	AP in Connecticut: A State and District Approach to Expanding Access	Alan Bernstein Julio Duarte Michelle Rosado Fran Thompson	Connecticut, Milford and West Hartford, have increased AP access with dramatic results. Connecticut has increased AP participation and performance of all students, including underserved students. Strategic actions have contributed to this increase such as creating an AP Potential activation campaign covering the remaining test fee for students from low income families, and creating a robust accountability system that includes AP. West Hartford has created a systemic approach to help ensure that students know the options available and are encouraged to take at least one AP course during their high school career. Milford uses AP potential, Capstone, Pre-AP and AP CSP to open up access and provide opportunities to all students. Learn from the presenters about how they increased access, the results achieved, as well as the challenges faced.
Riverside 17	Research and Accountability	Best Practices in Early Childhood Transition Services	Diane Murphy Andrea Brinnel Alice Ridgway Nicole Cossette	This session will review data regarding timely transitions from Birth to Three into Preschool Special Education. Discussion will include a review of procedures, LEA and Birth to Three responsibilities and general best practices to ensure seamless transition of services and provision of FAPE at age 3 for young children transitioning from early intervention who are eligible for LEA special education services.
Riverside 11	Data Collection	State Technology Resources and Student Success	Doug Casey Ryan Kocsondy	When your students sit for the SBAC, NGSS and other online assessments, what state technology supports have helped prepare them for the most successful experience they can have? Come to this informative session to learn about the programs that support schools provided through the Connecticut Commission for Educational Technology and Connecticut Education Network (CEN).
Riverside 12	Assessment	New 2019-20 Connecticut Alternate Assessment Eligibility Process and Updates	Deirdre Ducharme Janet Stuck	This session will provide an in-depth review of the new Connecticut Alternate Assessment Eligibility Form, which has replaced the previous Learner Characteristic Inventory (LCI). This session will also address the CSDE's new justification process used to monitor local education agencies that assess more than 1.0 percent of its total assessed students with an alternate assessment. The CSDE will offer recommendations for transitioning students to standard assessments who do not meet eligibility criteria for the Connecticut Alternate Assessment System.
Riverside 13	Research and Evaluation	Implementation and Data Collection Strategies to Increase Performance and Sustainability	Carolyn Frazen Diana Perry	When students report trauma exposure and exhibit post-traumatic symptoms, it is critical that schools are equipped to respond by providing trauma-informed mental health interventions. This workshop will review the collaborative effort between Windham Hospital's School-Based Health Center (SBHC), and Child Health and Development Institute (CHDI) to offer evidence-based, trauma-focused group interventions for Windham Public Schools.

SESSION THREE

Location	Topic Area	Title	Presenters	Description
Riverside 14	EdSight	EdSight Secure	Tara Battistoni Rick Cloud Natalie Carrignan Mike Garber Stephanie O'Day Laurie Pallin John Watson	EdSight Secure is CSDE's secure Web site where local education agency (LEA) staff can access student-level detail in various reports. In this session, we will review the existing reports and showcase how district staff use these reports to analyze student performance and identify students in need of additional support. We will also explain how district and school staff can gain access to the site. The agenda includes time to discuss enhancements to existing reports and new reports, including the Student Profile.
Riverside 15	Accountability	Academic Growth: Best Practices and Small Group Discussions	Ajit Gopalakrishnan Renee Savoie	This interactive session will feature small group discussions with invited representatives from districts/schools that are demonstrating strong Smarter Balanced academic growth. Attendees will have the opportunity participate in multiple discussions. In addition to hearing from the invited guests, attendees will also have a chance to ask questions and share their own successes and challenges.
Riverside 16	Assessment	Target Scores: How is CT doing on the CT Core Standards for Math?	Carole Dibble Brianna Hennessy Jennifer Michalek	Connecticut schools finished the fifth year of Smarter Balanced Assessment administration in spring 2019. Despite the State Board of Education adopting the Connecticut Core Standards in 2010, Connecticut students still have yet to meet state goals for math performance across the state. Why is this? What content do students in Connecticut struggle with? Presenters will use the target-level data from claim 1 of the math Smarter Balanced Assessment to paint a picture of Connecticut's strengths across the past four years and identify weakness to address moving forward. Overall trends in performance on target data will be shared, as well as breakdowns by demographic subgroups.
Riverside 17	Research and Accountability	Significant Disproportionality and Comprehensive Coordinated Early Intervention Services	Tom Boudreau Sharon Bremner Diane Murphy Michael Tavernier Kim Mearman	This session will provide an overview of the Significant Disproportionality federal requirement and a review of the new rules for calculating significant disproportionality, the requirements to provide Comprehensive Coordinated Early Intervening Services (CCEIS) and conduct follow-up tracking of students impacted, and the effect on the district's IDEA Part B grant award. District perspectives on how the mandate can be turned into an opportunity for targeting specific student needs will also be shared.
Riverside 11	Research and Accountability	English Learners	Cristi Alberino Megan Alubicki Flick Michael Sabados Janet Stuck	High School English Learners (ELs) are in many ways a unique subpopulation of ELs. This session includes an interactive presentation of demographic, school and assessment data with commentary and discussion of this and best teaching practices by a panel of ESL educators, as well as content teachers with experience instructing ELs.
Riverside 12	Accountability	Monitoring Accountability with School Leaders	Bethany Silver Jason Titelbaum Sarah Williams	Bloomfield has designed their Monthly Principal Accountability meetings to proactively address: attendance; chronic absenteeism; discipline; academic; and other metrics. These variables are important in that they impact learning progress. More than mere statistics, the underlying meaning of the data propels us to better support our school leaders, teachers, students and families. By providing principals with the data they need to closely monitor fluctuations on important student indicators, Bloomfield reduced the amount of time school leaders spend compiling information, leveraging their time to create response plans and take action. By helping principals stay on top of critical student data, Bloomfield has seen improvements for individual learners, as well as increases to accountability indices at the school and district levels.
Riverside 13	Assessment	Physical Fitness Assessment	Abe Krisst Ray Martin	With the inclusion of the Connecticut Physical Fitness Assessment (CPFA) in the state's Next Generation Accountability System, the CPFA has taken on greater importance in schools. In this session, Performance Office staff will overview some improvements in the test administration manual for the 2019-20 school year. Additionally, this session will also include an interactive section to discuss some administration challenges that have arisen over the last few years.