# PERFORMANCE MATTERS
## News from the CSDE Performance Office

**CSDE** CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Key Resources**

## New on EdSight

Over the past few months, many new reports have been made available on EdSight.

- Graduation Rates:
    - 2015-16 Cohort four-year rate*
    - 2013-14 Cohort six-year rate*

- National Student Clearinghouse Reports for all high schools that include college enrollment and graduation results.



- Staff by Race/Ethnicity up to 2015-16:

- Staff Full Time Equivalent for 2015-16

- Enrollment for 2016-17

- Special Education Prevalence for 2016-17
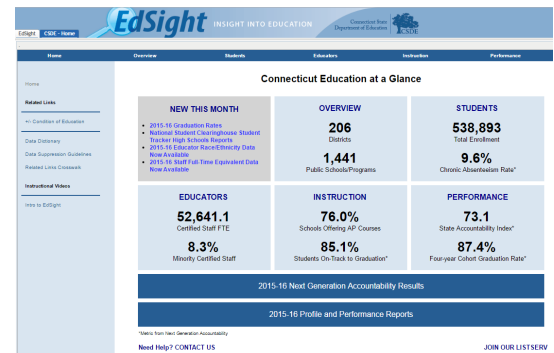
*Please note that the 2015-16 cohort four-year rate for All Students and the 2013-14 cohort six-year rate for High Needs students will serve as indicators 8 and 9 respectively for the Next Generation Accountability System in 2016-17. Those accountability reports for 2016-17 will be issued later in 2017-18.*

## Data Collection STALWART

**Susan Konareski** has done an outstanding job reporting restraint and seclusion data for High Road School of Wallingford (an approved private special education program) since 2013-14. She works diligently to ensure that all reports of restraint and seclusion are entered into the online system within the required two business days. In addition, Susan is responsive to all requests from the CSDE surrounding data cleaning.

Handling all communication with districts without involvement from the CSDE, she embodies what we consider to be best practice in the reporting of restraint and seclusion data. We thank Susan for her continued dedication to the timely reporting of restraint and seclusion data!

The Performance Office Team salutes you. Congratulations Susan!

## EVERY DAY COUNTS: Understanding Student Attendance Reporting

Loss of classroom instructional time impacts student achievement and high school graduation. To emphasize the importance of student attendance, Connecticut's Next Generation Accountability System incorporates chronic absenteeism as one of its indicators. As the visibility and stakes of attendance data are raised, it is vital that data collection and reporting of attendance data at the school and district levels are as accurate as possible.

To that end, the Connecticut State Department of Education (CSDE) is offering a training on *how* to appropriately report student attendance for state reporting purposes. This training will be held on **Thursday May 18, 2017** at ITBD, New Britain. Two identical sessions are being offered, so participants should choose only one of the offerings.

This informative, highly interactive training session will cover all aspects of student attendance reporting, including:

- How to correctly report student attendance
- Knowing when to report a student absent
- Chronic absenteeism
- Best reporting practices
- Review of attendance scenarios
- Special reporting circumstances

We will also present NEW guidance on how to report student attendance in the Public School Information System (PSIS). District data teams, attendance specialists, and PSIS managers are encouraged to attend.

**Register for:**

- **Morning Session: 9:00 a.m. – 12:00 p.m.**

- **Afternoon Session: 12:30 p.m. – 3:30 p.m.**

Please contact Marquelle Middleton if you have any questions.

## New Report in Discipline Data Collection (ED166)

A new report, the *PA 15-96 Compliance Report*, is now available in the ED166 collection (see sample below).

Public Act 15-96 limits out-of-school suspensions and expulsions of students in grades pre-kindergarten through two, inclusive, to offenses that are of a violent or sexual nature that endanger others. Records listed on this report are students who received an OSS or expulsion in PK-2 and whose incident type does not fall into one of the categories listed in PA 15-96.

This report gives districts an opportunity to review the records reported and ensure that data are reported accurately to CSDE. Districts can also use this report as a tool to ensure they are accurately implementing the requirements in PA 15-96. The report is "live," so any changes to the data are reflected immediately.

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**2016-2017 ED166**
**PA 15-96 Compliance Report**

500 - Demo School District

In May 2015 PA 15-96: Suspensions and Expulsions of students Grades PK-2 was passed. This act limits Out-of- School Suspensions (OSS) and Expulsions for PreK, Kindergarten, First and Second graders. OSS and expulsions for this group are allowed 'if the behavior was of a violent or sexual nature that endangers others'.

Below are records reported by your district where a student in PreK-Second grade received an OSS or expulsion, and the incident type does not indicate that the incident was violent, sexual in nature, or harmful to others. If the records below do not accurately describe the incident that occurred, your district should recode them before the data is frozen. This report is live, so it will be updated as you make changes to the data.

| LAST NAME, FIRST NAME | | | |
|---|---|---|---|
| | SASID - 1234567890 | | Grade: 02 |
| | Date of Incident | Incident Type(s) | Sanction(s) |
| | 11/17/2016 | 1810 - Threat/ intimidation/ verbal harassment | 1010 - Out-of-School Suspension |

Please contact Keryn Felder with any questions about this report.

## SAVE THE DATE: Performance Matters Forum—September 12, 2017

District/school leaders, data managers, data entry staff, and IT staff should plan to join the CSDE Performance Office on September 12 (location TBD) for an intensive and interactive one-day professional learning experience. The Performance Matters Forum will offer sessions focused on the following five topic areas:

- Data Collection
- Assessment
- EdSight
- Accountability
- Research/Evaluation

We want your input on the content of this forum. Please consider topics of specific interest to your district and let us know by responding to this survey by May 15, 2017.

Additional details for this event will be posted on the Forum webpage as they are finalized. We look forward to hearing from you and gathering with you in September!

## Next Generation Science Standards and Assessments

The Connecticut State Board of Education adopted the Next Generation Science Standards (NGSS) in November 2015. The NGSS are a comprehensive set of standards that identify, not only the core ideas in science, but the scientific and engineering practices and crosscutting concepts that all K–12 students should master in order to prepare for success in college and 21st-century careers.

The CSDE is currently coordinating the effort to develop statewide assessments of NGSS for students in Grades 5, 8 and 11. State educators are actively involved in their development as we collaborate with others states on shared science assessment resources and an item pool. These new assessments will be operational in spring 2019 with pilot and field testing occurring over the next two years.

The new assessments will require students to use information, observations and data to think and act like scientists. A variety of item types with new interactions, simulations and animations will engage and challenge students to demonstrate deeper understanding of their science knowledge to make sense of the natural world and to solve problems. Sample NGSS assessment items are now available through the Connecticut Comprehensive Assessment web portal.
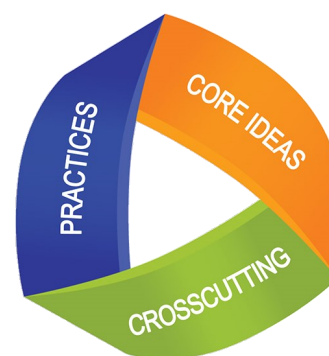
A matrix sampling test design will allow for a balanced assessment of the breadth and depth of the standards, as well as provide more useful and detailed feedback to schools and districts. Scores will be reported for the three-dimensional performance expectations in Life, Physical and Earth/Space Science with additional aggregate target-level reporting as well. The CSDE will continue to update school districts on the development and implementation of the NGSS assessments.

For any questions regarding the NGSS assessments, please visit the CSDE's science page or contact Jeff Greig.

## NAEP 2016 Arts Assessment Results

On April 25, 2017, the National Center for Education Statistics (NCES) released results of the National Assessment of Educational Progress (NAEP) 2016 Arts assessment. The assessment is comprised of two components: Music and Visual Arts. Results show no overall change in Grade 8 student performance since the prior administration in 2008.

Arts results are reported at the national and regional levels, but there are no state-level results reported. Music results show that students in the Northeast scored similar to students in the Midwest region and higher than students in the South and West. Students in the Northeast outperformed their peers from other regions in visual arts.

The Arts assessment, like all NAEP assessments, includes a school questionnaire and a student questionnaire. School administrators provide information about school characteristics, resources, school staff, and instructional programming. Students report on in and out of school experiences related to the subject area. These data are used to provide context for results. The table below uses questionnaire data to show differences across regions.

| Percentage of students who… | Northeast | Midwest | South | West |
|---|---|---|---|---|
| Took an art course in 2015-16 | 68 | 47* | 35* | 33* |
| Saved artwork in a portfolio | 69 | 50* | 44* | 44* |
| Made artwork not for school work | 61 | 58 | 54 | 55 |
| Had access to a full-time visual arts teacher | 89 | 65* | 77 | 66* |
| In a state/district with a visual arts curriculum | 82 | 61* | 71 | 50* |

*Significantly different from the Northeast percentage.

The NAEP Arts assessment items are classified as "responding" items or "creating" items. Responding items include traditional multiple-choice and constructed response formats. For example, students who took the music assessment listened to a short piece of music and were asked to identify the instrument used in a solo.

Some of the students who took the visual arts assessment were provided white drawing paper, oil pastels, a charcoal pencil, and a mirror. The item below is a "creating" item from the visual arts assessment.

> *Think about how you could communicate something important about your personality by drawing your face and upper body. Using the materials in any way you choose, create a self-portrait that will communicate to a viewer something you think is important about your personality. You may use the mirror if you wish.*

The sample scored student responses to this question appear to the right. The scoring guide and all other released NAEP items are available through the NAEP Questions Tool.

For a comprehensive review of the NAEP 2016 Arts results, please visit the official release page.



SUFFICIENT          UNEVEN          MINIMAL          INSUFFICIENT