

# PERFORMANCE MATTERS

News from the CSDE Performance Office



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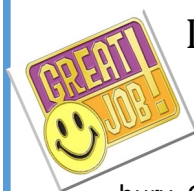
[EdSight](#)

## **EdSight Secure Now Offers School-Level Access**

*EdSight Secure* is the CSDE's secure data portal that provides authorized users with access to confidential student-level data. Users can conduct a variety of in-depth analyses and data visualizations. It was originally accessible to district-level staff only. Effective March 2018, two users from each school can now receive secure access to the data for their own school. Please see the [CSDE memorandum](#) for more information.

In addition to the assessment reports (e.g., Smarter Balanced Achievement and Growth, SAT), *EdSight Secure* also offers the [Early Indication Tool \(EIT\) report](#) for students in Grades 1 to 6. The EIT uses statistical methods to identify clusters of students who may be at-risk of missing milestones and/or dropping out. The EIT report in *EdSight Secure* identifies a targeted support level (i.e., high, medium, or low) for a student, while also presenting demographic information and two years of attendance, behavior, mobility, and achievement data.

All *EdSight Secure* reports allows users to apply a variety of filters to the data, create charts and cross tabs, study trends, and drill-down to individual students, and export data to excel. District-level users should be able to assist school-level users with using the *EdSight* reports. In addition, five in-person professional learning opportunities are available to interested school-level users and are listed in the [CSDE memorandum](#).



## Data Collection **STALWART**



This month's Data Stalwart is **Tara Battistoni**, Supervisor of Research, Development, and Student Testing in Waterbury. One of Tara's primary responsibilities in this role is serving as the District Administrator for the state summative assessments that include the Next Generation Science Standards (NGSS) Field Test, the Smarter Balanced Assessment and the Connecticut Alternate Assessment. Tara has worked tirelessly to coordinate with her Public School Information System (PSIS) Coordinator to ensure that the PSIS student data are accurate so that student information populated in the Test Information Delivery Engine (TIDE) are accurate. Student data in the state summative Test Delivery System is populated via TIDE, so it is very important that the PSIS source is accurate since this impacts many reports. Tara has also worked closely with staff in the Special Education Departments to make sure that Designated Supports and Accommodations for eligible students in TIDE are set properly and are available on the Test Delivery System during testing.

The Performance Office Team appreciates Tara's attention to detail to make sure the student information feeding into the state summative testing systems is accurate. **Congratulations Tara!**

## Developing District Coherence and Capacity in the Vernon Public Schools

*Dr. Joseph Macary, Superintendent for Vernon, provided this article . Thank you Joseph!*

The philosophy of the Vernon Public Schools is to drive the district towards educational excellence and the belief that all students can and will learn, by advocating a “whole child” approach to student learning, maximizing student performance and setting high expectations, and integrating family and community with the educational system.

The **District Goals** are to:

- 1) build and improve relationships and partnerships with family and community;
- 2) increase the achievement of every student through high quality curriculum, instruction, and assessment; and
- 3) promote safe environments that are socially, emotionally, and physically conducive to learning.

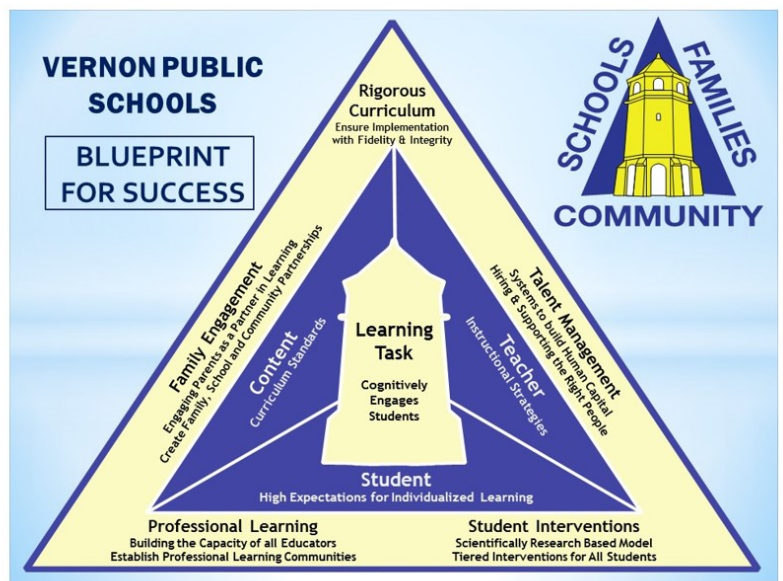
For the past three years, our district and school improvement agenda focused on a small number of key priorities:

- 1) ensuring a relevant curriculum aligned to common core standards; 2) providing tiered student interventions for both academics and behaviors; and 3) providing students with rigorous academic tasks. In order to create the conditions for schools to maximize student learning, there needs to be effective leadership at all levels of our system.

In an effort to take the district to the next level of educational excellence, our district leadership team of central office administrators and building principals continue to focus on building coherence and capacity throughout the district. The support and resources from Alliance Funding, through the CSDE Turnaround Office, has provided the Vernon with critical levers to accelerate the change process. Collectively, school and district leaders have identified a set of right and wrong district improvement drivers (Fullan, 2011) currently in the Vernon Public School system.

Led by the Assistant Superintendent, Robert Testa and the Director of Teaching & Learning, Jason Magao, district administrators held a series of working sessions to re-focus the district initiatives. As a result, the administrative council identified several practice not aligned to district reform such as teachers teaching in isolation, curriculum without training to support it, over-emphasis on testing, and fragmented district initiatives and approaches to instructional improvement. Vernon’s identified “right drivers” included common planning time for collaboration, a focus on interventions and differentiated instruction, and having a vision for culture and a definition of student learning. The district eliminated any testing that was not used to drive instruction in the classroom and found a need to create a comprehensive vision for district improvement, in terms of student performance. *“There is unprecedented collaboration between the administrators and teachers in Vernon focusing on investing in teachers that is targeted on student growth”* commented Peter Borofsky, President of the Teacher’s Union (VEA).

The Leadership Team codified these improvement drivers that will increase student achievement in Vernon by transforming the *Strategy for Improvement* document into a **Blueprint for Success**.



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The essence of both documents is grounded around the Instructional Core (Elmore, 2000) with a focus on the Learning Task. The Instructional Core is the relationship between the student and teacher in the presence of content. The Learning Task in each instructional interaction has the potential to cognitively engage students in the educational process and both deepen and broaden student learning.

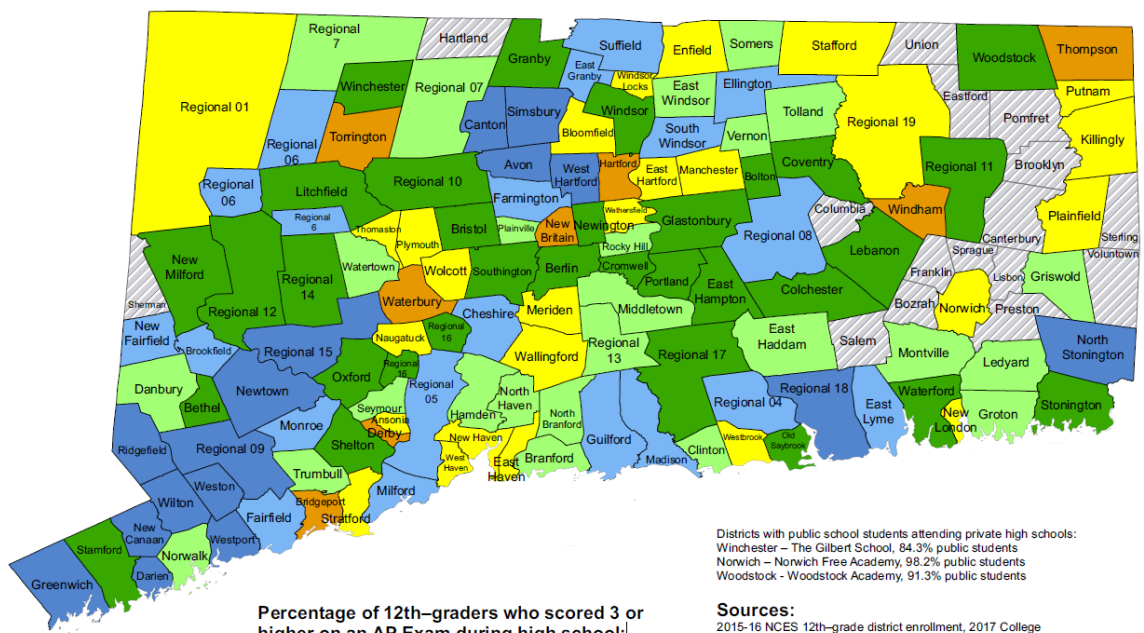
Jason Magao, an administrator in district for 10 years commented, *“Working collaboratively with a dedicated and determined staff throughout the design and implementation of our curriculum has brought a sense of clarity and cohesion to our schools.”* The curriculum revision process for grades K through 8<sup>th</sup> in English language arts and mathematics has been conducted in a comprehensive manner. The curriculum writing is actually embedded professional development where teachers are unpacking the content standards and then creating lessons and units, measured by the student performance tasks. This focus on teaching and learning, through the academic task is a key leverage point for Vernon success on student achievement measures.

The Vernon Public Schools **Blueprint for Success** employs five district and school-level improvement drivers that will enhance and support our work around the Instructional Core. The five improvement drivers are: **Rigorous Curriculum; Talent Management; Family Engagement; Professional Learning; and Student Interventions.**

Each driver is integrated into the instructional core and linked to learning. The vision of the Vernon Public Schools is to maximize student achievement, by setting high expectations for individualized learning and focusing on the Instructional Core. Leadership priorities and continuing support for high quality instruction for every child will be grounded in the Vernon Public Schools **Blueprint for Success** to take the district to the next level of educational excellence. Together we can accomplish great things for the children and families we serve.

**Advanced Placement Exams: Performance by District for the Class of 2017** 

The map presents the percentage of 12th-graders who scored a 3 or higher on an AP Exam during high school for the class of 2017.



**Percentage of 12th-graders who scored 3 or higher on an AP Exam during high school:**

- Less than 1%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50% or greater
- No 12th-grade enrollment data

Districts with public school students attending private high schools:  
 Winchester – The Gilbert School, 84.3% public students  
 Norwich – Norwich Free Academy, 98.2% public students  
 Woodstock - Woodstock Academy, 91.3% public students

**Sources:**  
 2015-16 NCES 12th-grade district enrollment, 2017 College Board AP Cohort Data, and 2015-16 Proximity School District Boundary Files.

**Notes:**  
 The most recent enrollment data available were for the 2015-16 school year. A degree of caution should be exercised when reviewing performance estimates, as data may not reflect district enrollments for the 2016-17 school year. AP cohort data represent public school students from a given graduating class who scored 3 or higher on an AP Exam during high school.