

PERFORMANCE MATTERS

News from the CSDE Performance Office



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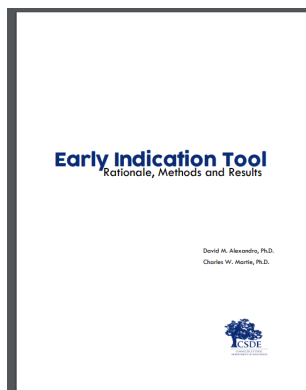
2019 Connecticut SAT School Day and LAS Links Results on EdSight

Aggregate results from the 2019 Connecticut SAT School Day for the state, districts, schools, and student groups is available on EdSight at: <http://edsight.ct.gov>. Student-level results are also available to authorized users through [EdSight Secure](#).

The 2019 LAS Links data is also now available on EdSight including achievement, mastery and growth. In addition, the 2019 LAS Links data has also been uploaded to EdSight Secure so that districts can analyze individual student results. The achievement report now includes student growth targets. A new tool, the LAS Links Growth Trajectory report is also available.

If you have any questions, please e-mail the EdSight helpdesk at EDSight.SDE@ct.gov.

EIT Rationale Methods and Results Report



In response to the high school dropout crisis, which comes with great economic and social costs, early warning systems (EWSs) have been developed to systematically predict and improve student outcomes. The CSDE created its EWS—the Early Indication Tool (EIT)—as a kindergarten through 12th grade (K-12) system that aims to better identify those students in need of targeted support and inform on-the-ground practitioners who may intervene long before students may be dropping out.

The EIT is a critical support component in Connecticut’s ESSA Plan. Ultimately, CSDE wants more students to meet academic milestones and graduate from high school college-and-career ready. The [Early Indication Tool: Rationale, Methods and Results report](#) explains the reasoning behind the EIT, provides a detailed account of the predictors and modeling approaches used, and summarizes the results of the EIT models. Please contact [David Alexandro](#) or [Charles Martie](#) with any questions.

The 2019-20 Data Acquisition Plan and Timely and Accurate Calendar are now available on the [Data Collections web page](#).

Changes to 2019 Advanced Placement

Starting on August 1, 2019, schools that offer AP® will receive information on key steps they must take prior to the start of classes. These steps enable exam registration and give staff access to a new set of AP classroom resources designed to help more students earn college credit. Here are some important action items and resources to help your staff facilitate that process.

Schools should review the new guides for AP [coordinators](#), [teachers](#), and [students](#) and begin planning how they will ensure all AP students enroll online when classes begin. Principals and AP coordinators should expect to receive their school's **access code**, which will be sent via e-mail from the College Board and regular mail starting August 1. Coordinators will use this code to set up the AP Registration and Ordering system.

New AP instructional resources, including new course and exam descriptions (CED), portfolio samples, and a new online system, AP Classroom are available on the College Board web site. These are exceptional resources for AP teachers and principals. [All CEDs can be downloaded](#) and used to plan instruction and assessment for AP courses.

For the latest information about AP, please visit [AP Central®](#) and collegeboard.org/ap2019.



“Summer Melt” Research to Begin in Connecticut High Schools

The phrase “summer melt” is used to describe what happens to students who are accepted to college but during the months between high school graduation and the first day of college classes, the student does not complete tasks necessary to begin school (e.g. course enrollment forms). This phenomenon is particularly prevalent among students from low-income families.

The Connecticut State Department of Education and Connecticut State Colleges and Universities (CSCU) have partnered with the American Institutes for Research (AIR) to examine the effectiveness of text messaging campaigns on reducing “summer melt” and improving enrollment persistence so that students are successfully completing their post-secondary education. The project, funded through the Institute of Education Sciences (IES) within the U.S. Department of Education, is a five-year study that begins in the 2019-20 school year.

The project builds on the research of Castleman and Page (2014) who showed that text messaging campaigns can be effective in increasing college enrollment in the months following high school graduation. The research to be conducted in Connecticut also will explore the importance of a strong partnership among organizations positioned to support students and an examination of longer term effects.

The CSDE will be contacting schools in the coming weeks. For more information, please contact [Renée Savoie](#).

Details of the IES award are available here: <https://ies.ed.gov/funding/grantsearch/details.asp?ID=3265>

Did you know that the **Smarter Balanced Growth Trajectory Tool** now includes a “multiplier” so you can see what happens if students don’t meet 100% of their target, or exceed their targets by up to 150% every year? [Visit EdSight](#) to check it out.

Performance Matters Forum

District/school leaders, data managers, data-entry staff, and informational technology (IT) staff should plan to join the CSDE Performance Office on **October 17, 2019, at the Con-**

necticut Convention Center, 100 Columbus Blvd, Hartford. Registration will open in late August. The Performance Matters Forum (PMF) will be a half-day conference that offers sessions highlighting best practices focused on the following five topic areas:



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

Lexile and Quantile Measures on Smarter Balanced Reports

To facilitate greater use of the Smarter Balanced summative assessment results by teachers, parents, and students, the Connecticut State Department of Education (CSDE) has partnered with MetaMetrics, Inc. to provide Lexile® and Quantile® measures for all students based on their Smarter Balanced scale scores. These measures are already available through the Online Reporting System (ORS) on the student detail page and in the data downloads. They will be included in the 2019 Smarter Balanced Individual Student Reports (ISR) that will be sent to districts in September 2019 for dissemination to parents ([see Grade 5 sample report](#)). By the end of August, the Lexile® and Quantile® measures will also be available through the Smarter Balanced Achievement Report in EdSight Secure.

The Lexile® is a measure of both reading ability and text complexity. This measure can be used at <http://fab.lexile.com> to find books and materials that match a student's reading ability and interests. The Quantile® measure can be used at <http://quantiles.com> to find math activities that match a student's ability and goals. Parents and teachers can use these websites to find books, resources, and activities that can improve students' understanding of the content.

The CSDE is also in conversations with MetaMetrics, Inc. to offer a variety of professional learning opportunities this fall that will help educators to better understand and utilize the Lexile® and Quantile® measures. Additional information will be disseminated in the near future. For any further questions about Lexiles® and Quantiles®, please contact [Cristi Alberino](#).

An updated [Photo Directory of the Performance Office](#) is available. The directory is organized by unit. Feel free to reach out to staff members directly for any technical assistance.