

PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 3 | Issue 6 | September 2018

www.ct.gov/sde/performanceoffice

Page 2

[Physical Fitness Assessment](#)

[Helping Students Succeed in School](#)

Page 3

[Performance Matters Forum](#)

Page 4

[Tools for Linking Family Engagement to Student Learning](#)

[What Parents and Teachers Think About Education Data](#)

Key Resources

[Data Acquisition Plan for 2018-19](#)

[Summary of Timely/Accurate Due Dates & Freeze Dates](#)

[Using Accountability Results to Guide Improvement](#)

[EdSight](#)

2018 Smarter Balanced Results Released on EdSight

Aggregate results from the 2018 Smarter Balanced for the state, districts, schools, and student groups as well as growth results are available on EdSight at <http://edsight.ct.gov>. Student-level results are available to authorized users through [EdSight Secure](#). If you have any questions, please e-mail the EdSight helpdesk at EDSight.SDE@ct.gov. Resources to support the release of 2018 Smarter Balanced results are available on the [CSDE's web site](#). These resources include [parent letter templates](#) and the [2018 Interpretive Guide](#).

Performance Office Photo Directory

We hope everyone enjoyed some time off this summer and is recharged and ready to start the 2018-19 school year. There have been some changes in the CSDE Performance Office staff. These changes are reflected in the [Performance Office photo directory](#). The [photo directory](#) is a great resource if you are not sure who to contact regarding a particular question.

NAEP Administrator Recruitment

The National Assessment of Educational Progress (NAEP) will be administered to approximately 1 million students in 20,000 schools across the country in the upcoming school year. More than 270 Connecticut schools will be participating. To ensure a successful administration, the NAEP program is recruiting retired Connecticut educators and others who enjoy working in schools to join their field staff as assessment administrators. These are the individuals who administer the assessment to our Grade 4, 8, and 12 students. If you know people with whom you have worked over the years that might be interested in joining NAEP for the 2019 administration, please encourage them to learn more about this opportunity by visiting www.workNAEP.com.

Updated Sample Items Web Site for Smarter Balanced

An updated [Smarter Balanced Sample Items Web site](#) is now available. A [Promotional Flier](#) and [blog post](#) explain the latest changes. On the site you can learn about question types, view sample items and explore accessibility functions.



Sample Items

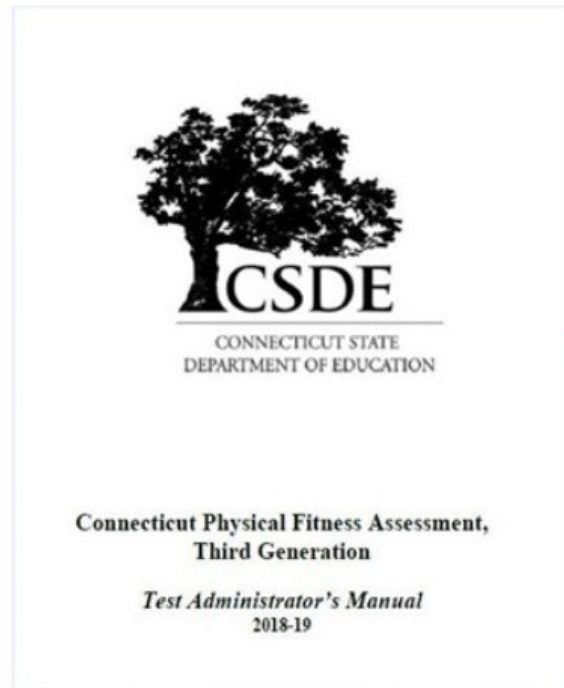
Physical Fitness Assessment

The newly revised [Connecticut Physical Fitness Assessment, Third Generation, Test Administrator's Manual 2018-19](#) is now available on the Connecticut State Department of Education (CSDE) Web site: <https://portal.ct.gov/SDE/Physical-Education/Physical-Education---Test-Administrators-Manual>. The CSDE would like to thank the members of the Connecticut Association of Administrators of Health and Physical Education who provided guidance during this revision process.

This manual incorporates important changes to the assessment that were made recently. *Although, the general components and administration have been preserved, some of the more important changes captured in the manual include the following:*

- The CPFA may now be administered at any time during the school year. In past years, Grades 4, 8 and high schools had specific testing windows (with the windows for high school students being eliminated in 2016). These testing windows limited schools and teachers in providing the best possible instruction, and so have been eliminated for all tested grades.
- The updated manual explicitly states that it is the CSDE's expectation that all students in the tested grades participate in the CPFA. While this expectation has been in place for some time, the manual had not been updated to reflect this fact.
- The definition of Medically Exempt has been altered to align with the Medically Exempt definition used by the CSDE's other summative assessments.

Contact [Ray Martin](#) if you have any questions.



6,

Helping Students Succeed in School

The [School Community Network](#), as part of the Academic Development Institute, has developed a resource for families and schools "[A Guide for Families: Helping Your Child Succeed in School.](#)" This guide will help families and school communities get all their students on the right track as they begin school this year. The guide provides information about state standards, college and career readiness, parent practices to help children learn and family school relationships.

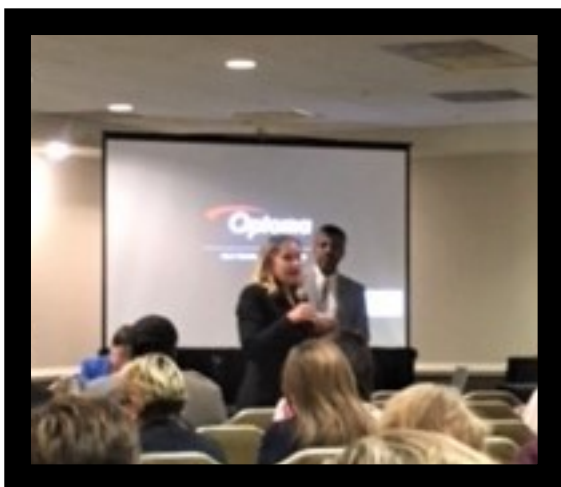


SCHOOL COMMUNITY NETWORK

Powered by Academic Development Institute ↓

Performance Matters Forum

The Performance Matters Forum was held on September 11, 2018, at the Red Lion Hotel in Cromwell. Over 550 educators from across Connecticut were able to choose from 25 sessions on a range of topics related to the work of the Performance Office at the CSDE. Materials from the conference are posted to the [Performance Matters Forum website](#). Special thanks to the many district representatives for accepting our invitation to share your insights with your peers.



Tools for Linking Family Engagement to Student Learning

As we enter a new school year, parents are wondering about many things – from new teachers and schedules to their child’s friends and after school activities. However, the number one question parents have is what will my child be learning and how can I help? Research shows that the most successful family engagement programs answer this question by making student learning central to their efforts. When schools provide families with resources to support learning at home the results are far greater than the impact of other family engagement activities like volunteering or attending school meetings (see [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)).

Schools are increasingly using technology to keep parents up to date with what their children are learning. For example, [Learning Heroes](#) has a number of tools to help parents support learning at home including a new tool called [Readiness Check](#) that uses interactive game-like questions to demonstrate key math and reading skills at each grade level in English and Spanish.

Tip for Back-to-School Night: Grade-level teachers can demonstrate the online [Readiness Check](#) tool to start a conversation with families about what their child will know and be able to do by the end of the year. Teachers can also model a lesson for families on a key skill and ask them to participate as learners. Some teachers use a private channel on Instagram or Youtube to continually share videos of instruction and ideas on creative ways to extend learning. Ongoing communication during the year will go a long way toward making parents feel like partners in the learning process.



As good as some of the online tools are, technology is only an effective partnership tool if teachers have already built relationships with families. The first priority in family engagement is to develop a personal relationship with every family. With a solid relationship in place, families will appreciate the ease of communication and support online tools can offer.

Please contact [Judy Carson](#) if you have any questions.

What Parents and Teachers Think About Education Data

A national poll commissioned by the Data Quality Campaign (DQC) found parents and teachers trust and rely on education data as a tool to support students. Here are some of the findings:



- **95% of teachers** said they use a combination of academic data and nonacademic data to understand their students’ performance.
- **81% of teachers** think students benefit when instruction is informed by data.
- **57% of teachers** said a lack of time in the school day is a barrier to effective data use.
- **86% of teachers** said data helps them communicate with parents about their children's performance.
- **95% of parents** support teachers’ use of data to make sure that their students are getting all the support they need, **up from 90% in 2015**.

For more information, please visit the [DQC’s web page](#) and [infographics](#).