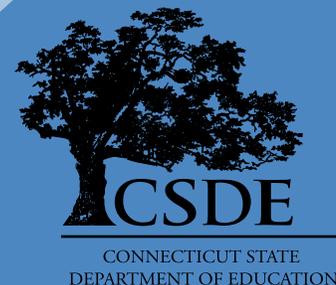


PERFORMANCE MATTERS

FORUM 2018



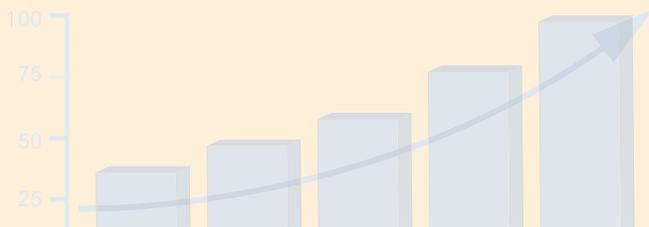
Presented by the Connecticut State Department of Education Performance Office
in partnership with the University of Connecticut Neag School of Education.

Welcome to the Performance Matters Forum 2018 presented to you by Connecticut State Department of Education's Performance Office in partnership with the University of Connecticut Neag School of Education. It is our pleasure to share the information organized in 5 threads of related sessions:

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

During this forum, please use this opportunity to meet the professionals behind the voices at the CSDE end of the telephone line and to network with educators from around the state whose roles in their districts are similar to yours. The data that are gathered each school year yield a great deal of information about the education system in our state. Thank you for joining us to learn about some of the things that the numbers tell us, to understand some of the implications of findings, and to ask questions of our state data and research resources.

On behalf of Dr. Dianna Wentzell, Commissioner of Education, and Ajit Gopalakrishnan, Chief Performance Officer, we wish you a great day and look forward to our time with one another.



**Tuesday, September
11, 2018**

7:30 a.m.–4:00 p.m.

Red Lion Hotel 100

Berlin Road

Cromwell, CT 06416

**[https://
www.redlion.com/
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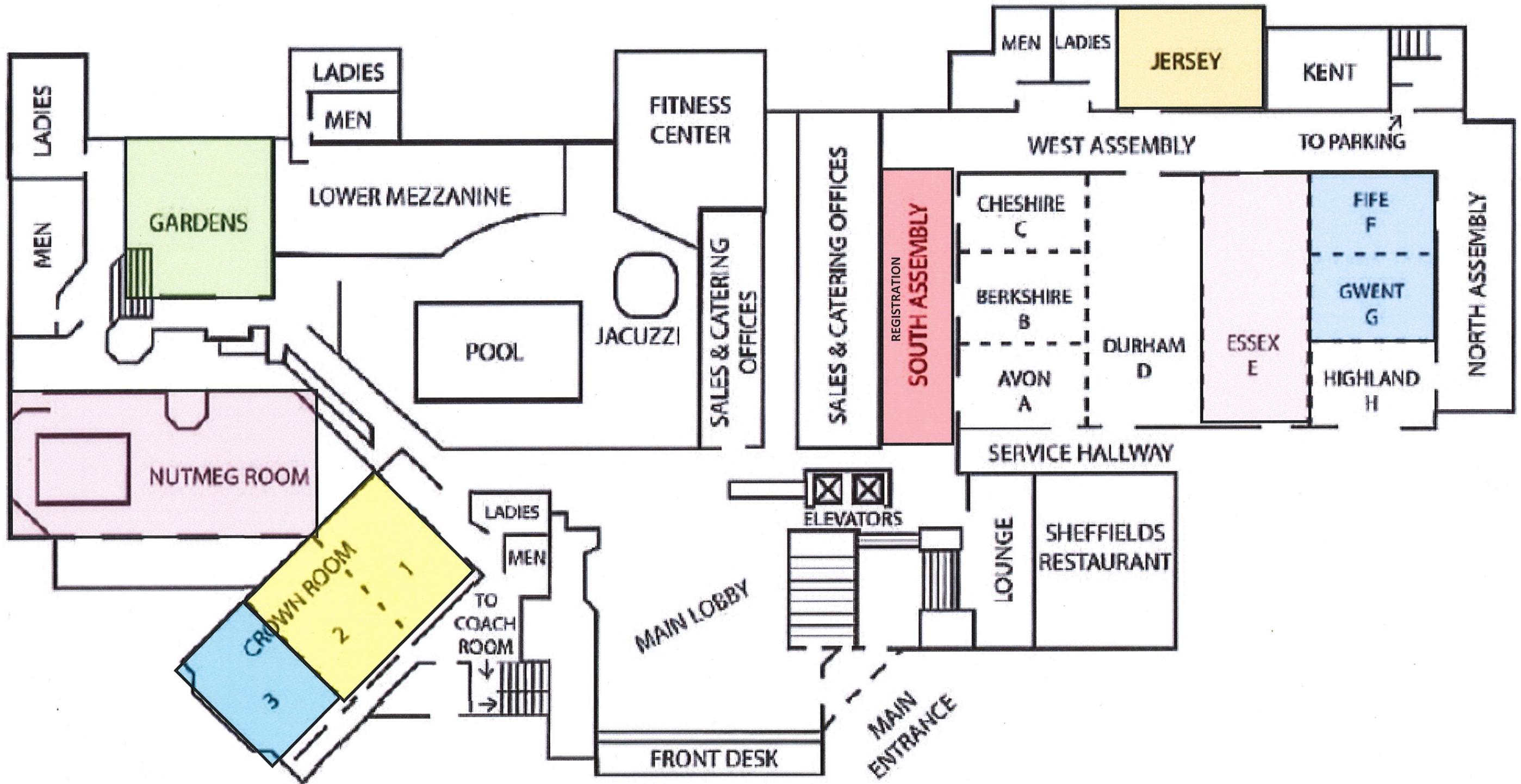
**Conference materials are available
for download on the Performance
Matters Forum website:**

**[https://portal.ct.gov/SDE/Performance/
Performance-Matters-Forum/2018/
Performance-Matters-Forum-2018](https://portal.ct.gov/SDE/Performance/Performance-Matters-Forum/2018/Performance-Matters-Forum-2018)**

Performance Matters Forum 2018

Performance Matters Forum 2018							
Time	Nutmeg	Essex	Crown 1&2	Crown 3	Gardens	Fife/Gwent	Jersey
9/11/2018							
7:30 AM - 8:30 AM							
8:30 AM - 10:00 AM 90 minutes	3. Ensuring Data Quality: A Systems Perspective (for district/school leaders)	1. Next Generation Science Standards (NGSS) Updates	6. Interpreting the Metrics in the Profile and Performance Report (PPR)	2. Using Data from the Connecticut SAT School Day	7. Using Data to Develop Guidance for Selecting Supports, Accommodations, and Assessments	5. Identifying Students for the Alternate Assessment – Principals, District Test Coordinators, Special Education Administrators	4. Best Practices for Test Coordinators
Presenter(s):	Ajit Gopalakrishnan Data Collection Unit Panelists: Christopher Melillo, Paul Noury Michele Sherban, Gina Jasmine	Jeff Greig Ronald Michaels	Stephanie O'Day Gilbert Andrada Renee Savoie	Michelle Rosado John Fallon Panelists: Dan Moleti, Joseph Blake, Matthew Ryan	Deirdre Ducharme Janet Stuck	Diane Murphy Bryan Klimkiewicz Dori Papa-Santini	Abe Krisst Panelists: Tara Battistoni, Anne Keene Diane Filardo, Jill Correnty
10:15 AM - 11:45 AM							
10:15 AM - 11:45 AM 90 minutes	11. Strategies that Promote Academic Growth: Voices from the Field	13. EdSight Secure	14. Connecticut Writing Portfolio Resources for Grades K-2	10. Developing a Meaningful Local Assessment Plan	9. Leveraging EDS: Certification, TEAM and Successful Completion	12. Identifying Students for the Alternate Assessment – Principals, District Test Coordinators, Special Education Administrators [REPEATED]	8. A Panel Discussion: How can data analysis inform and enhance decision-making for current English Learners?
Presenter(s):	Renee Savoie Panelists: Alicia Bowman Patricia Ciccone Mary Newbery Carmen Vargas-Guevara Michelle Peterson Kara Watson-Wanzer	John Watson Stephanie O'Day Rick Cloud	Cristi Alberino Deirdre Ducharme Joanne White	Ajit Gopalakrishnan Desi Nesmith Panelists: Melony Brady-Shanley, Michelle Dean, Erica Forti	Ray Martin Julianne Frost Gady Weiner	Diane Murphy Bryan Klimkiewicz Dori Papa-Santini	Michael Sabados Janet Stuck Megan Alubicki Flick Panelists: Kemen Holley, Jean Borrup, Mary-Beth Russo, Pedro Mendia-Landa, Raffaella Fronc
11:45 AM - 12:45 PM							
LUNCH							
12:45 PM - 2:15 PM							
12:45 PM - 2:15 PM 90 minutes	17. Using Next Generation Accountability Results in the District and Community	20. EdSight Secure [REPEATED]	16. Early Indication Tool (EIT)	18. Connecting PSIS Data and State Summative Assessments	19. Significant Disproportionality Updates	15. Identifying learning disabilities among English learner students in CT: Articulating the challenges	21. Connecticut Alternate Science Assessment
Presenter(s):	Ajit Gopalakrishnan Panelists: Neil Cavallaro Dr. Elizabeth-Ann Carabillo Dr. Mark Benigni	John Watson Stephanie O'Day Rick Cloud	Charles Martie David Alexandro	Abe Krisst Kendra Shakir Michelle Rosado	Diane Murphy Bryan Klimkiewicz	Caroline Parker Maria Paz Avery Todd Grindal	Deirdre Ducharme Janet Stuck Amy Bowman
2:30 PM - 4:00 PM							
2:30 PM - 4:00 PM 90 minutes	26. How Districts Can Use Non-Cognitive Measures to Improve Student Outcomes	22. New Enhancements to AIR's Assessment Systems	23. Early Indication Tool (EIT) [REPEATED]	28. Interim Assessment Discussion with School-level Users	27. EdSight Secure Help Desk Table/ Lab; Help Desk Availability of Performance Office Consultants	24. Time Spent Taking the Smarter Balanced Assessment	25. Physical Education Assessment
Presenter(s):	Al Larson Renee Savoie	Amy Bowman Jeremy Fisher	Charles Martie David Alexandro	Cristi Alberino Deirdre Ducharme Michelle Dean	Performance Office Consultants	Xiaowen Liu Mohamed Dirir	Ray Martin Abe Krisst

LOBBY LEVEL



Performance Matters Forum 2018

SESSION	Group	Title	Organizer1	Organizer2	Panelists	Blurb/Notes
1	Assessment	Next Generation Science Standards (NGSS) Updates	Jeff Greig	Ronald Michaels		Get an update on implementation efforts and assessment development for the Next Generation Science Standards (NGSS). Efforts including professional development opportunities and curriculum work through the collaboration of the State Department of Education, Connecticut Science Center and state educators will be highlighted. Preparations for the “go live” NGSS assessments starting in spring 2019 will be shared, including a look at the 2018 field test, and a preview of new interim assessments for science.
2	Assessment	Using Data from the Connecticut SAT School Day	Michelle Rosado	John Fallon	Dan Moleti Joseph Blake Matthew Ryan	This session will focus on using data from the Connecticut SAT School Day. Participants will learn about the features of the redesigned College Board portal, EdSight and EdSight Secure. A panel of educators from high schools in Connecticut will discuss how they use SAT, PSAT and AP data from the College Board portal and EdSight to inform staff and support instruction. Schools will also highlight how they have incorporated KHAN academy into their instruction.
3	Data Collection	Ensuring Data Quality: A Systems Perspective (for district/school leaders)	Ajit Gopalakrishnan	Data Collection Unit: Ray Martin Marquelle Middleton Laura Guerrera Alison Zhou Keryn Felder Kendra Shakir	Christopher Melillo, Paul Noury, Michele Sherban, Gina Jasmine	What does it take to submit high-quality, accurate data to the state? What systems, procedures, and practices must be in place locally to do this every year, with each and every collection? With increased transparency and stakes, it is now more important than ever to have a system of data management throughout the whole district. This session will introduce approaches to promoting a culture of data quality including data verification, professional learning, data literacy, collaboration, and local system maintenance. The session is designed for district and school leaders to attend along with their data staff.
4	Assessment	Best Practices for Test Coordinators	Abe Krisst		Tara Battistoni Anne Keene Diane Filardo Jill Correnty	Is it possible to run a trouble free and smooth state summative testing window? This panel discussion, with four veteran Connecticut test coordinators, will overview some best practices for administering state summative assessments. The topics covered will be helpful to new test coordinators as well as experienced test coordinators.
5	Research and Accountability	Identifying Students for the Alternate Assessment – Principals, District Test Coordinators, Special Education Administrators [REPEATED IN BLOCK 2 AS SESSION 12]	Diane Murphy	Bryan Klimkiewicz	Dori Papa-Santini	The department will review the process for appropriate identification of students with disabilities for participation on state alternate assessments (CTAA and CTAS). A summary of themes from the Bureau of Special Education’s recent IEP document review of evidence for participation on these assessments will be shared. Data trends related to student learner characteristics for students participating on the alternate assessment will be discussed.
6	EdSight	Interpreting the Metrics in the Profile and Performance Report (PPR)	Stephanie O'Day	Gilbert Andrada Renee Savoie		There are many data points in the profile report but they fall broadly into the following three buckets: counts, percentages (or proportions), and summaries (or averages). There are also some derived indicators that use an amalgam of the data and create an index (e.g., DPI/SPI, Accountability Index). This session will help participants to gain a deeper understanding of the metrics in the Profile and Performance Report (PPR) in order to facilitate valid interpretations.
7	Assessment	Using Data to Develop Guidance for Selecting Supports, Accommodations, and Assessments	Deirdre Ducharme	Janet Stuck		This session will explore resources and data considerations as guidance when determining appropriate assessments, accessibility supports and accommodations to support student access to Smarter Balanced assessments, the Next Generation Science assessment, and the Alternate Assessment System. What does the data tell us about who is using the accessibility features such as Text-to-Speech and Read Aloud on state assessments? What guidance is available to help identify the students who are most appropriate for these types of supports? How does the data describe students participating in the Alternate Assessment System: the CTAA (ELA and Math) and the Connecticut Alternate Science (CTAS) Assessment, and what interpretations can be made from it?

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SESSION	Group	Title	Organizer1	Organizer2	Panelists	Blurb/Notes
8	Research and Accountability	A Panel Discussion: How can data analysis inform and enhance decision-making for current English Learners?	Michael Sabados	Janet Stuck Megan Alubicki Flick	Kemen Holley Jean Borrup Mary-Beth Russo Pedro Mendia-Landa	In this session, presenters will use key data points to look deeper into the foundational purposes of programs for English learners (ELs), the design and staffing of such programs, and the monitoring process and performance of former ELs who have met the English language proficiency exit criteria. A panel of practitioners from districts with varied EL populations and demographics will offer practical and experiential insights to further explore these topics.
9	Data Collection	Leveraging EDS: Certification, TEAM and Successful Completion	Ray Martin		Julianne Frost Gady Weiner	The Educator Data System (EDS) is more than just lists of educators. The EDS offers districts the ability to check educators' certification information, identify and address educator compliance problems, report TEAM completion and indicate educators' successful service. This session will highlight these functions of EDS and explain how districts can use these functions to improve their educator management.
10	Assessment	Developing a Meaningful Local Assessment Plan	Ajit Gopalakrishnan	Desi Nesmith	Melony Brady-Shanley, Michelle Dean, Erica Forti	Different assessments serve different purposes. Standardized state summative assessments provide an efficient and reliable estimate of a student's overall performance; they enable valid interpretations of student achievement and growth, both at the individual and aggregate level. Reading assessments in Grades K-3 identify students who are below proficiency and need explicit reading instruction. Formative assessment processes help teachers to adjust ongoing teaching and learning while providing valuable feedback to students. Interim assessments evaluate students' knowledge and skills relative to a specific domain or sub-skill. This session will allow participants to explore their district/assessment plans with the goal of reducing redundancy and increasing efficiency.
11	Research and Accountability	Strategies that Promote Academic Growth: Voices from the Field	Renee Savoie		Alicia Bowman Patricia Ciccone Mary Newbery Carmen Vargas-Guevara, Michelle Peterson, Kara Watson-Wanzer	<p>In May 2018, the CSDE convened school and district leaders from 15 communities to discuss local practices that are leading to strong academic growth for students based on Smarter Balanced results. Collectively, the group identified a variety of key strategies for success organized around six themes: climate, culture, and social and emotional factors for students and teachers; targeted and focused improvement of curriculum and instruction; data-based decision making; responsive and effective professional learning; district wide coherence; and personalized learning.</p> <p>Attend this session to hear directly from several invited panelists who participated in the May 2018 event. They will share their stories of what has worked for their students and staff. You will learn about their successes and challenges associated with the implementation and continuing support for programs promoting student growth.</p>
12	Research and Accountability	Identifying Students for the Alternate Assessment – Principals, District Test Coordinators, Special Education Administrators [REPEAT OF SESSION 5]	Diane Murphy	Bryan Klimkiewicz	Dori Papa-Santini	SEE SESSION 5
13	EdSight	EdSight Secure [REPEATED IN BLOCK 3 AS SESSION 20]	John Watson	Stephanie O'Day Rick Cloud		EdSight Secure is CSDE's secure website where Local Education Agency (LEA) staff can access student-level detail in various reports. In this session, we will review the existing reports and demonstrate how district staff can 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. Bring your laptops to this interactive session.
14	Assessment	Connecticut Writing Portfolio Resources for Grades K-2	Cristi Alberino	Deirdre Ducharme Joanne White		Participants will receive an overview of The Connecticut Writing Portfolio Guides for Grades K-2, which include materials that can be used by teachers to complement the instruction of writing over the course of the school year. Each guide includes a sample reading text and writing prompt that can be replicated or used as a model when assessing student writing and growth over time. Though the prompt focuses on only one particular purpose for writing, each guide includes scoring rubrics and a collection of transcribed and annotated student response anchor papers. These resources can be embedded with a variety of grade-appropriate texts and writing activities to inform student writing in the classroom.

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SESSION	Group	Title	Organizer1	Organizer2	Panelists	Blurb/Notes
15	Research and Accountability	Identifying learning disabilities among English learner students in CT: Articulating the challenges	Caroline Parker	Maria Paz Avery Todd Grindal		What should researchers keep in mind as they develop case studies of Connecticut districts designed to describe the processes for identifying learning disabilities among English learners? This focus group is a great opportunity to connect with researchers from the Regional Education Laboratory Northeast and Islands (REL NEI) at the design stage of their project. Share your insights and jointly consider critical issues such as documenting the local context, identifying relevant data sources, and including multiple stakeholder views.
16	Research and Accountability	Early Indication Tool (EIT) [REPEATED IN BLOCK 4 AS SESSION 23]	Charles Martie	David Alexandro		Early warning systems (EWS) in education typically focus on students' high school dropout risk. The Connecticut State Department of Education extended this model to create the Early Indication Tool (EIT), a K-12 system that identifies students who are at risk of missing milestones and/or dropping out, and ultimately facilitates more timely interventions. The purpose of this session is to explain the development of the EIT models and discuss how school and district leaders are using the EIT to improve student outcomes.
17	Research and Accountability	Using Next Generation Accountability Results in the District and Community	Ajit Gopalakrishnan		Neil Cavallaro Elizabeth-Ann Carabillo Mark Benigni	Connecticut's Next Generation Accountability System, first implemented in 2014-15, provides a more holistic, multifactor perspective of district and school performance on a broad set of 12 indicators. It focuses considerable attention on academic growth because growth provides a more accurate picture of curriculum and instructional effectiveness. Superintendents from Greenwich, Meriden, and West Haven will share how these accountability results are changing the conversation and focus within their school districts and in their local communities.
18	Data Collection	Connecting PSIS Data and State Summative Assessments	Abe Krisst	Kendra Shakir Michelle Rosado		Performance Office team members will walk through the school year timeline for PSIS and how it connects to the assessment systems. The steps necessary to ensure accurate data for assessment and accountability reporting will be a focus of this session. This session will be especially helpful for District Test Coordinators, Test Center Supervisors, English Language Assessment Coordinators, and PSIS District Coordinators who are new to this role.
19	Research and Accountability	Significant Disproportionality Updates	Diane Murphy	Bryan Klimkiewicz		New IDEA Regulations regarding Significant Disproportionality by race in identification for 1) special education, 2) educational environments/placement and 3) disciplinary removals will be reviewed. The department will highlight the new analysis rules for all three areas and explain the impact of these changes on districts. In addition, Comprehensive Coordinated Early Intervening Services (CEIS) will be discussed.
20	EdSight	EdSight Secure [REPEAT OF SESSION 13]	John Watson	Stephanie O'Day Rick Cloud		SEE SESSION 13
21	Assessment	Connecticut Alternate Science Assessment	Deirdre Ducharme	Janet Stuck Amy Bowman		An Overview of the Development and Design of the Connecticut Alternate Science Assessment (CTAS) This session will describe the development of the Connecticut Alternate Science (CTAS) Assessment and the important inclusion of various stakeholder groups in the test development process. Available pilot information will be shared as well as next steps in the process for the operational test and beyond. Discussion and data will include: Identification of students eligible for participation reflecting on primary disability category and Learner Characteristics Inventory (LCI) student characteristics; components of CTAS compared to the Connecticut Alternate Assessment (CTAA) for language arts and math; a description of stakeholder involvement and their recommendations; the Early Stopping Rule; and CTAS Resource Packet decisions about formatting and structure.

Performance Matters Forum 2018

SESSION	Group	Title	Organizer1	Organizer2	Panelists	Blurb/Notes
22	Assessment	New Enhancements to AIR's Assessment Systems	Amy Bowman	Jeremy Fisher		American Institutes for Research systems are used to support the Smarter Balanced Assessment, NGSS Science (including CTAS) Assessment and CTAA. Each year, AIR makes enhancements and updates to the systems based on feedback from teachers, school/district personnel, and the state. During this presentation, AIR will highlight enhancements that will be incorporated in the 2019 AIR systems. Special focus will be placed on the participation reports in the Test Information Distribution Engine (TIDE), additional scoring capabilities in AIRWays and the updated student login interface in the Test Delivery System (TDS).
23	Research and Accountability	Early Indication Tool (EIT) [REPEAT OF SESSION 16]	Charles Martie	David Alexandro		SEE SESSION 16
24	Research and Accountability	Time Spent Taking the Smarter Balanced Assessment	Xiaowen Liu	Mohamed Dirir		Response time reflects the time it takes a student to complete a test. Computer-based tests make it possible to collect response times of a student on each item and information that can be used to enhance test development and administration. Response time data can be used, for example, to monitor aberrant behaviors such as cheating and guessing. These data can also be used to identify which item types students spend more time considering. In this study, we examined response time of the Connecticut 2017 Smarter Balanced assessment. We conducted descriptive analysis of the response time for different types of items and for both ELA and Math. We further examined how response time relates to other indicators such as accuracy of the score estimation, item position, and student's performance level.
25	Research and Accountability	Physical Education Assessment	Ray Martin	Abe Krisst		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. The Department has revised the CPFA Test Administrator's Manual and announced increased test administration flexibility. This session will highlight these changes, as well as provide stakeholders an opportunity to ask questions about the CPFA portion of the Accountability system.
26	Research and Accountability	How Districts Can Use Non-Cognitive Measures to Improve Student Outcomes	Al Larson	Renee Savoie		Two online, district-based systems have been developed to produce valid and reliable measures of motivation, mindset, school climate, sense of belonging, college/career skills and health/diet. These systems address the social-emotional component of Connecticut's Student Success Plan and are freely available to school districts. These practical systems were designed for teachers in order to help improve student-teacher relationships, increase student motivation, identify students in social-emotional distress and alert teachers to fragile students before the start of school. Two pedagogical interventions that increased student outcomes will also be presented.
27	PERFORMANCE OFFICE	EdSight Secure Help Desk Table/Lab; Help Desk Availability of Performance Office Consultants	Performance Office Consultants			An open session staffed by Performance Office staff and data managers. Apply the information from the EdSight Secure session in the presence of EdSight-knowledgeable staff. Meet your data managers and ask your questions in person.
28	Assessment	Interim Assessment Discussion with School-level Users	Cristi Alberino	Deirdre Ducharme	Michelle Dean	Is your district considering incorporating the Smarter Balanced Interim Assessments in schools? Are you an experienced user of the interim assessments who would like to improve the ways in which the interims are used? Join us for an informal discussion about the best practices and uses of the interim assessments and their supporting programs, such as the Assessment Viewing Application and the AIR Ways Reporting System. This session will promote collaborative sharing of user strategies for implementation, data analysis, and instructional planning to improve student learning outcomes.

Performance Matters Forum 2018: Contacts List

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