



PERFORMANCE MATTERS FORUM

December 8, 2021

The [2021 Performance Matters Forum](#) is a **half-day, in-person conference** on December 8, 2021, at the Connecticut Convention Center in Hartford. The same sessions will be offered in the morning and afternoon.

Every session at this year's conference will feature "curated roundtable discussions" on a wide range of topics such as assessment, college and career readiness, student engagement, social emotional learning and supports, special education, and English learners.

Special thanks to Cambium Assessment, Inc. for their support of this year's forum.



Wednesday, December 8, 2021

Connecticut Convention Center

AM Conference

Check-in and Snacks: 8:00-8:30 a.m.

Conference Sessions: 8:30-11:45 a.m.

PM Conference

Check-in and Snacks: 12:00-12:30 p.m.

Conference Sessions: 12:30-3:45 p.m.

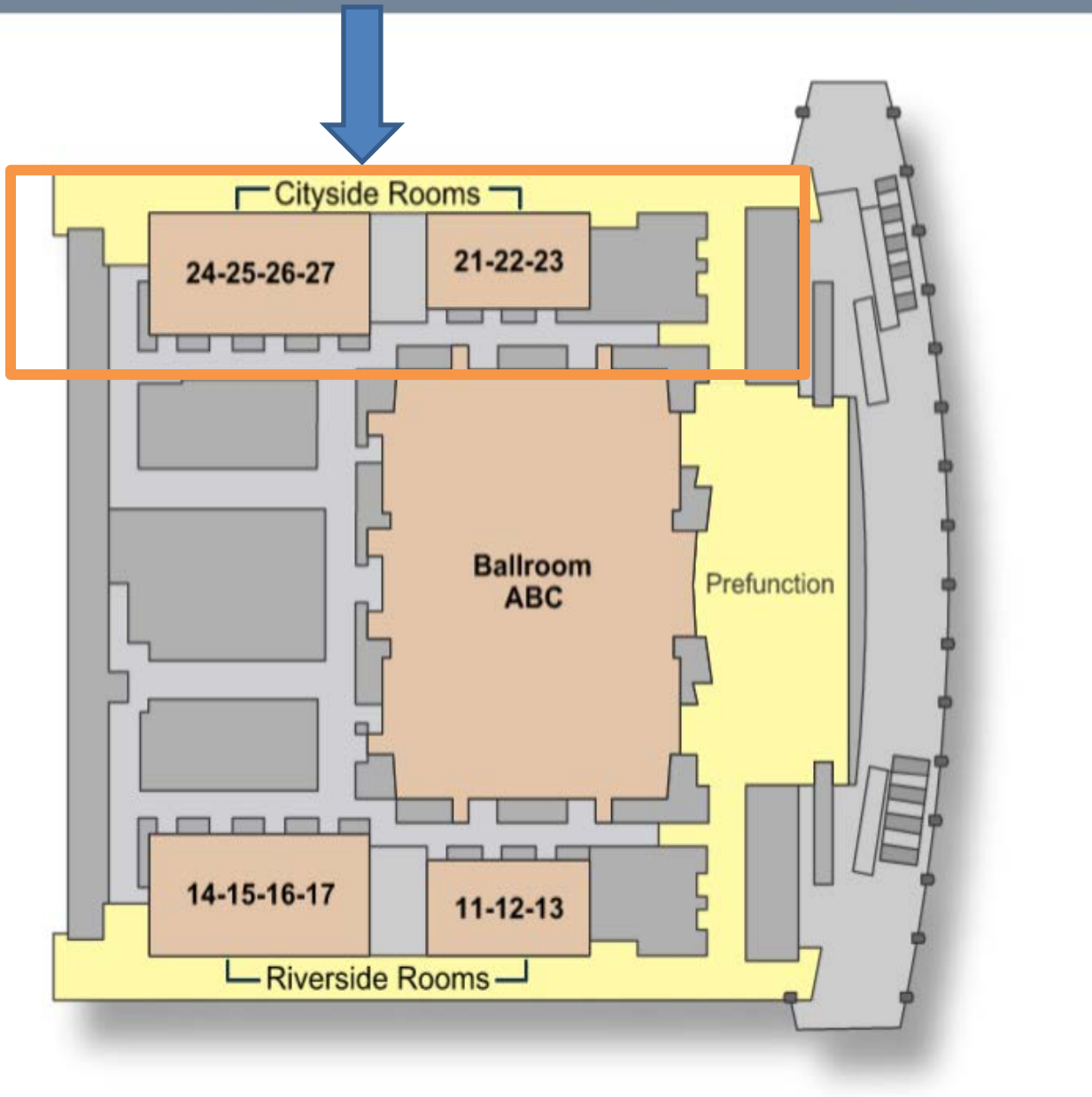
Convention Center garage parking will be validated. Also, please take note of the [Convention Center's COVID-19 protocols](#). Masks are required.

Wi-Fi Available

Network Name: CSDE

Password: PMF2021!

Level 6: Ballrooms & Meeting Space



Session One

Time	Cityside Room 23	Cityside Room 24	Cityside Room 25	Cityside Room 26/27
SESSION ONE				
8:30 – 10:00 a.m. OR 12:30-2:00 p.m. 90 minutes Featured Roundtables:	Transitioning to College/Postsecondary Education UCONN, Connecticut State College and Universities, East Hartford, Meriden, West Haven	Systems and Strategies to Promote the Success of High School Multilingual Learners Hartford, New Haven, Trumbull, Windham Padlet link	Rethinking High School Mathematics to Prepare Students for College and Career Clinton, Fairfield, Wallingford Roundtable details	In School & Engaged: Improving student engagement and attendance in the pandemic years Bridgeport, East Haven, Stamford, Torrington Roundtable details

EdSight Resource Room Located in Cityside Room 22

Stop by anytime during the Forum to speak with members of the EdSight development team about the public or secure portals.

15 minute break between sessions

Session Two

Time	Cityside Room 23	Cityside Room 24	Cityside Room 25	Cityside Room 26/27
SESSION TWO				
10:15-11:45 am Or 2:15-3:45 pm 90 minutes Featured Roundtables:	Prepare for College and Careers Danbury, West Hartford, Manchester, Norwalk, Killingly Roundtable details	Meeting the Needs of Students with Disabilities: One Size Does Not Fit All East Haddam, Meriden, Glastonbury Roundtable details	Building Systems Coherence to Strengthen Social-Emotional Behavioral Learning and Supports to Maximize Student Engagement and Success Windsor, Griswold, EASTCONN, Meriden, Waterbury, CT School Counselor Association/Cheshire Roundtable details	NGSS and Smarter Balanced Interim Assessments in Action as an Instructional Resource New Hartford, Brass City Charter, Winchester, Stamford, Fairfield, Monroe Roundtable details

SESSION ONE

Location	Title	Description
Cityside 23	Transitioning to College/Postsecondary Education	<p>This session will offer roundtable discussions on strategies and new programs that are designed to increase the successful transition of high school graduates to college/postsecondary education.</p> <ul style="list-style-type: none"> • University of Connecticut will discuss the UCONN Alliance Pathway program that is designed to increase access for students in Alliance Districts to UCONN. • Staff from the Connecticut State College and Universities will discuss the Connecticut Automatic Admissions Program that will be established pursuant to Public Act 21-2ss. • Educators from Synergy Alternative Program in East Hartford, Orville H. Platt High School in Meriden, and West Haven High School in West Haven will discuss their experiences and strategies with improving FAFSA completion in their schools. These schools were winners of the 2020-21 FAFSA Challenge.
Cityside 24	Systems and Strategies to Promote the Success of High School Multilingual Learners	<p>This session will investigate ways in which districts can promote the success of multilingual learners (MLs) at the high school level. Using a curated roundtable approach, participants will be able to engage with one another on how to address the unique needs of MLs by using data in EdSight Secure and targeted strategies to support college and career readiness and the Seal of Biliteracy. Participants will gain practical strategies for serving high school MLs and promoting their success in high school, college and career.</p>
Cityside 25	Rethinking High School Mathematics to Prepare Students for College and Career	<p>This session will investigate the effectiveness of the traditional mathematics pathway in high school in preparing students for success in college and career. Participants will have the opportunity to learn from three districts who are making changes to their high school math programs to better meet the needs of today's students. Representatives from the districts will share their journey including successes and challenges.</p>
Cityside 26/27	In School & Engaged: Improving Student Engagement and Attendance in the Pandemic Years	<p>Attendance and student engagement has long been a trying challenge for schools. COVID-19 has not only presented new challenges but has exacerbated many schools' ability to engage students in school every day. Participants will take part in roundtable conversations with other districts to share approaches to: 1) engaging students and families through home visits; 2) establishing practices to ensure consistent monitoring and tracking of attendance data; 3) providing students with learning recovery opportunities to "catch-up" after missing too many classes or days in school; and 4) building structures and systems to welcome all families into the school community.</p>

SESSION TWO

Location	Title	Description
Cityside 23	Prepare for College and Careers	<p>This session will offer roundtable discussions on approaches used by high schools to increase student participation in rigorous courses such as dual enrollment courses offered by Connecticut’s college and universities, Advanced Placement (AP) courses, the International Baccalaureate (IB) program, and career-oriented courses, including internships and apprenticeships, focused on high-wage, high-skill, and in-demand careers.</p> <ul style="list-style-type: none"> • Manchester High School will share their efforts to become among the state’s leaders in terms of participation in the UCONN’s Early College Experience (ECE). • Conard High School in West Hartford will discuss district efforts to increase student participation and success in AP courses. • Brien McMahon High School in Norwalk will share their multiple approaches to the IB program. • Killingly High School will discuss their partnerships with Quinebaug Valley Community College and the Eastern Workforce Investment Board (EWIB). This arrangement allows juniors and seniors to complete coursework leading to industry-recognized credentials in manufacturing. Through the EWIB, students are connected to employers seeking qualified graduates. • The Danbury Public Schools will discuss how a deliberate approach, grounded in a comprehensive needs assessment, informed their systemic practice on engaging industry and post-secondary institutions to advance college and career readiness for all students.
Cityside 24	Meeting the Needs of Students with Disabilities: One Size Does Not Fit All	<p>This session will offer roundtable discussions on strategies, supports, and programming offered by districts to students with disabilities.</p> <ul style="list-style-type: none"> • Glastonbury will discuss their efforts to address early childhood programming in a regular early childhood program, instead of in a separate class, school, or facility. • Meriden will discuss their strategies to reduce out-of-school suspensions for greater than 10 days and decrease disproportionality. • East Haddam will share their efforts and strategies to ensure the least restrictive environment is considered for students with IEPs.
Cityside 25	Building Systems Coherence to Strengthen Social-Emotional Behavioral Learning and Supports to Maximize Student Engagement and Success	<p>Representatives of five districts will lead discussion groups on topics including:</p> <ul style="list-style-type: none"> • Devereux Student Strengths Assessment (DESSA) • Social-Emotional Integrated Support and Building Coherence • Rethinking School Discipline • Making SRBI/MTSS Work • The New Connecticut Comprehensive School Counselor Framework
Cityside 26/27	NGSS and Smarter Balanced Interim Assessments in Action as an Instructional Resource	<p>This session will encompass a discussion of the various strategies employed by districts using the NGSS/Smarter Balanced Interim Assessments and other assessment tools to inform curriculum and instruction. Attendees will learn about this system available to Connecticut districts as well as other available assessment resources. Using the curated roundtable approach, attendees will be able to hear stories and best practices from districts who have implemented the interims and regularly used other assessment tools to improve instruction.</p>

Roundtable descriptions for Building Systems Coherence to Strengthen Social-Emotional Behavioral Learning and Supports to Maximize Student Engagement and Success

Group 1: Devereux Student Strengths Assessment (DESSA)

Featured District: Windsor

All students deserve high-quality, engaging, and comprehensive instruction that addresses their social, emotional, and academic needs in a safe and supportive environment. The list of beneficial outcomes from implementing social-emotional learning (SEL) is extensive. The Connecticut State Department of Education made the DESSA System available to districts at no cost. Come learn about how one district is using the DESSA as a universal tier 1 support. This session will address the strength-based assessment of behaviors related to social-emotional well-being that help identify interventions and supports, including documenting progress over time and outcomes. Resource: [Embedding SEL](#)

Group 2: Social-Emotional Integrated Support and Building Coherence

Featured District: Griswold and EastConn

Connecticut districts have amplified their attention to social-emotional learning (SEL) for students and adults to foster a positive school ethos to support our students in developing these essential skills to reach their fullest potential and flourish and thrive. Districts are working to strengthen student and adult social and emotional skills. Students experience improved performance and postsecondary success, and healthy relationships. Join us and learn how one district is building a safer, more positive school climate conducive to a healthy learning environment systemically. Resource: [Braiding SEL into District-Wide Initiatives to Maximize Success](#)

Group 3: Rethinking School Discipline

Featured District: Meriden

These are unprecedented times, and more than ever, we need evidence-based behavioral interventions to help meet students' needs while keeping everyone safe and in school. This session will address a practical approach to school discipline that involves a proactive and comprehensive system of supports (data, practices, and outcomes). Exclusionary discipline practices limit students' access to classroom instruction and fail to improve student outcomes and school climate. The district will examine the factors that impact behavior as well as the relationship between environment and behavior.

Group 4: Making SRBI/MTSS Work!

Featured District: Waterbury

Do you have reading program fatigue? Are you working harder, not smarter? Then you need to attend this session. Hear how this district emphasizes research-based practices, monitoring fidelity of implementation, prevention and early intervention, a comprehensive assessment plan, and data-based decision-making. This session will provide information on integrated supports with increasing intensity of instruction matched to student need. Come join us on building systems for successful instruction for all students through high-quality core general education practices and targeted intervention for reading in the early grades.

Group 5: The New Connecticut Comprehensive School Counselor Framework

Featured Presenter: Michelle Catucci, Executive Director, CT School Counselor Association and Cheshire Public Schools

On the journey to adulthood, students benefit from experts in the field who can guide them as they explore and choose postsecondary options and career pathways. Equally, the journey often requires support for academic, career, social-emotional, and behavioral (SEB). School counselors are the go-to experts in all these areas, making them indispensable to the school, students, and families. Come join us in this session to learn how to use the Connecticut Comprehensive School Counseling Framework guide to support school counselors in transforming their practice to meet the needs of students, schools, and families. This updated guide will assist school counselors wherever they may be on the continuum of building, implementing, monitoring, and assessing a school counseling framework within their schools and districts. Additionally, there will be a discussion on the FAFSA completion. Resource: [CT Comprehensive School Counseling Framework](#).

Roundtable descriptions for In School & Engaged: Improving student engagement and attendance in the pandemic years

Group 1

Pathways to graduation and learning recovery strategies for secondary students with high absence rates.

Erica Forti, Superintendent of East Haven Public Schools, Vinny DeNuzzo, Principal of East Haven High School (EHHS), and Lisa Veleas, English Language Arts Instruction Leader, will share how EHHS engages in ongoing efforts to offer data-driven, responsive credit recovery and credit earning opportunities to students in an effort to keep them on the path to graduation with their cohort. Program options have been designed and reimagined based on real-time data to address key missed learning, problematic attendance behaviors, and social-emotional needs that are impacting students. In addition, attendance policies and grading practices are routinely reviewed and adjusted to promote equity and increased engagement in school.

Group 2

Birth to graduation continuum of engagement.

Susan Fergusson, Assistant Superintendent, Donna Labbe, Community Engagement Coordinator, and Claudia Ocasio, Bilingual Family Liaison from Torrington Public Schools will discuss the implementation of their birth to graduation continuum of engagement. Along with the K-12 LEAP Initiative, Torrington has opened two centrally located Family Welcome Centers to offer parent support in neutral, accessible venues. From welcoming newborns and their families to the addition of the director of English services to more than 65 trained home visitors to a partnership with the city to create a Teen Center Project (and much more in between) Torrington has created a continuum of engagement from birth to graduation.

Group 3

Reconnecting with Families in the New School Year: A Community-wide Approach.

The pandemic has amplified the inequities that already existed in our communities and schools. Connecting now with the most vulnerable students and families requires not only innovative strategies but also a team effort. In Stamford, schools are not alone. A broad-based community coalition works with schools in an “all hands on deck” approach to reach families and strengthen school-home connections. Join us to learn how community stakeholders have mobilized to help Stamford Public Schools connect, engage, and build trust with families. Conversation catalysts will include Mike Meyer, Director of Family & Community Engagement, and Dena Booker, School & Family Resource Facilitator, from Stamford Public Schools.

Group 4

Establishing Strong Community Partnerships to Strengthen Student Engagement through Mentoring. Carli Rocha-Reaes, Coordinator of School Counseling, Bridgeport Public Schools; Aristede Hill, Program Manager, Mentoring Services, The Governor’s Prevention Partnership; and Faith Villegas, Executive Director, Bridgeport Education Foundation will share how partnerships with community-based organizations combined with quality professional development and training can lead to the strong intentional adult-student relationships that students need to stay engaged in school. Participants will 1) discuss why relationships are key to student engagement and ways in which intentional mentor relationships can improve student engagement; 2) learn how to connect to resources for training from mentors and coordinators of mentoring programs; and 3) engage with others on how this could work in your own school or district.

Roundtable descriptions for NGSS and Smarter Balanced Interim Assessments in Action as an Instructional Resource

Group 1

Featured District: New Hartford

The New Hartford Public Schools are using the interim assessments to inform instruction and ensure students are comfortable taking Smarter Balanced. They will share what they are doing to prepare students and teachers by incorporating the content of the interims throughout the year.

Group 2

Featured District: Brass City Charter School

Brass City Charter School will share out how they use the Interim Assessment Blocks (IABs) to orient teachers and students to Smarter Balanced style questions so that they know what to expect when taking Smarter Balanced. They also will share out how they use the IABs to do CCSS standards-based coaching and teaching.

Group 3

Featured District: Winchester

The Winchester Public Schools will walk through a district's science assessment system that uses NGSS interim assessments and collaborative data charting to analyze individual student progress towards NGSS.

Resources:

[STEM Teaching Tool: Equitable 3D Interim Assessments](#)

[LARS Science Assessment Resource List](#)

Group 4

Featured District: Fairfield

Fairfield schools have implemented the Interim Assessment Blocks in language arts and mathematics over the past year. Teachers use the assessments to gauge student understanding of content and skill and plan their units of study in alignment with district curricula. The IABs have been integrated into units of study and the district's assessment calendar to target specific skills and content and evaluate student understanding and progress toward Connecticut's Common Core Standards.

Group 5

Featured District: Stamford

The Stamford Public Schools will share out how they incorporate Interim Assessment Blocks (IABs) at two schools. At Newfield Elementary School, they have incorporated IABs to give students exposure to: grade level content specific tasks, the Smarter Balanced user interface, and using specific testing accommodations prior to summative assessments. Teachers have the ability to target areas of need, gather data based on that specific content area, group students based on their performance, provide direct instruction to students specific to their area of need, as well as check the efficacy of instruction. At Rippowam Middle School, they have incorporated the IABs as common formative assessments in their Interdisciplinary Data Team (IDT). The IDT cycle consists of 5 action steps: data collection (pre-assessment), data analysis, goal setting, instructional strategies, and identifying results. They meet weekly as a team, and the IDT cycle usually takes between 6-8 weeks.

Group 6

Featured District: Monroe

The Monroe Public Schools will share out how the IABs are implemented at the elementary and middle school levels. Discussion will be around ELA, math, and science from being a post assessment, an instructional tool, and a classroom lesson.

Padlet: <https://padlet.com/bostonwhalerkrisst/vr5r0xqei818wed3>

Roundtable resources for Prepare for College and Careers

Featured District: Danbury

[STEMPIRE: The Danbury Public Schools STEM Spotlight](#)

[Academy Partnership Information](#)

Roundtable resources for Rethinking High School Mathematics to Prepare Students for College and Career

[Opening remarks](#) presented by Jennifer Michalek, CSDE

[Rethinking High School Mathematics in Clinton](#)

Roundtable resources for Meeting the Needs of Students with Disabilities: One Size Does Not Fit All

Featured District: [East Haddam](#)