

PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 1 | Issue 5 | June 2016 www.ct.gov/sde/performanceoffice

What's Inside

Page 2

Increasing Access to the Arts

2016-17 Data Acquisition Plan

Key Resources

[Data Acquisition Plan for 2016-17](#)

[Data Collections Guide for 2016-17](#)

[Using Accountability Results to Guide Improvement](#)

Summer Learning

The CSDE is providing [new resources to support summer learning](#). These free online tools, resources, and printable materials offer skills maintenance based on grade-level standards, and are intended to help parents support their children to help fight summer learning loss. In addition, the 2016 [Governor's Summer Reading Challenge](#) was launched on May 20, 2016, at the Connecticut State Library in Hartford.



Certifying the Mandated Reporter Training Requirement

Section 17a-101i(f) of the Connecticut General Statutes requires superintendents to annually certify that the district is in compliance with the mandated reporter training requirements for its school employees.

This superintendent certification is being added to the Educator Evaluation Data Collection (EEDC).

For questions regarding the EEDC, please contact [Raymond Martin](#).



Data Collection **STALWART**

Pam Finnegan is a Power School Specialist for the Stratford Public School District. She is the manager for the ED166 (discipline data), as well as several other CSDE collections.

Pam always submits her data in a timely manner and is very responsive to questions and SDE requests. Over the years, she has also offered helpful

suggestions or asked questions that led to system modifications. For example, her suggestions for new codes now enable districts to report their discipline data more accurately. This is very much appreciated because they benefit both LEAs and the CSDE.

Thank you Pam for making our jobs easier and better! The Performance Office Team salutes Pam. Congratulations!

Increasing Access to the Arts: Why and How

Though access is but one measure of a successful arts program (Indicator 12 of the [Next Generation Accountability System](#)), it is an important one. By activating all parts of the brain, the arts reach a diverse set of students and provide those students with pathways for communicating, creating, and learning.

Indeed, arts education engages students who are often underserved in public schools: students from low socio-economic status backgrounds, English language learners, and students with special needs. Research indicates that these students perform better in schools with robust arts programs. For links to research about the relationship of arts to academic, cognitive, social and civic outcomes, please see <http://www.artsedsearch.org/students/research-overview>.

Arts-rich schools graduate higher percentages of students and perform better on standardized tests. Studies also indicate that students in schools with extensive and broad offerings of the arts are

composition, or global arts classes. Some school systems in Connecticut have added a number of new course offerings to much success.



Schools can make the arts a more visible part of their communities as well by scheduling performances and displays of student work with frequency. Schools may also consider increasing instructional time for subject-specific arts at the younger grade levels, building a strong foundation for students to thrive in these areas. The work is difficult, but it is critical.

more engaged, and teachers are more effective.

Much can and should be done to increase arts access. Schools may consider adding non-traditional courses to their elective schedule including theatre, scene design, dance, music technology,

No matter how it is accomplished, increased arts access is key to providing an equitable, comprehensive education for all Connecticut students. Please contact CSDE arts consultant [Jacqueline Coleman](#) to discuss specific approaches or ideas.

2016-17 Data Acquisition Plan Now Available

The CSDE's [Data Acquisition Plan for 2016-17](#) is now available (in Excel format). In addition, the Performance Office's [Data Collections Guide for 2016-17](#) provides in-depth information about each collection and its respective timely/accurate due date.