



PERFORMANCE MATTERS FORUM

Connecticut Convention Center

Thursday, October 13, 2022

8:00 a.m.–12:45 p.m.

Connecticut Convention Center
100 Columbus Blvd., Hartford, CT 06103

The 2022 Performance Matters Forum is a half-day, in-person conference that will be held on October 13, 2022, at the Connecticut Convention Center in Hartford. Conference sessions will begin at 8:30 a.m. and conclude at 12:45 p.m.

Every session at this year’s conference will feature “curated roundtable discussions” on a wide range of topics, including assessment, talent strategies, college and career readiness, student and family engagement, school climate, multilingual learners, and curriculum development all with an eye toward improving outcomes through equity.

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

Free Wifi: PMF
Password: CSDE2022

Schedule:

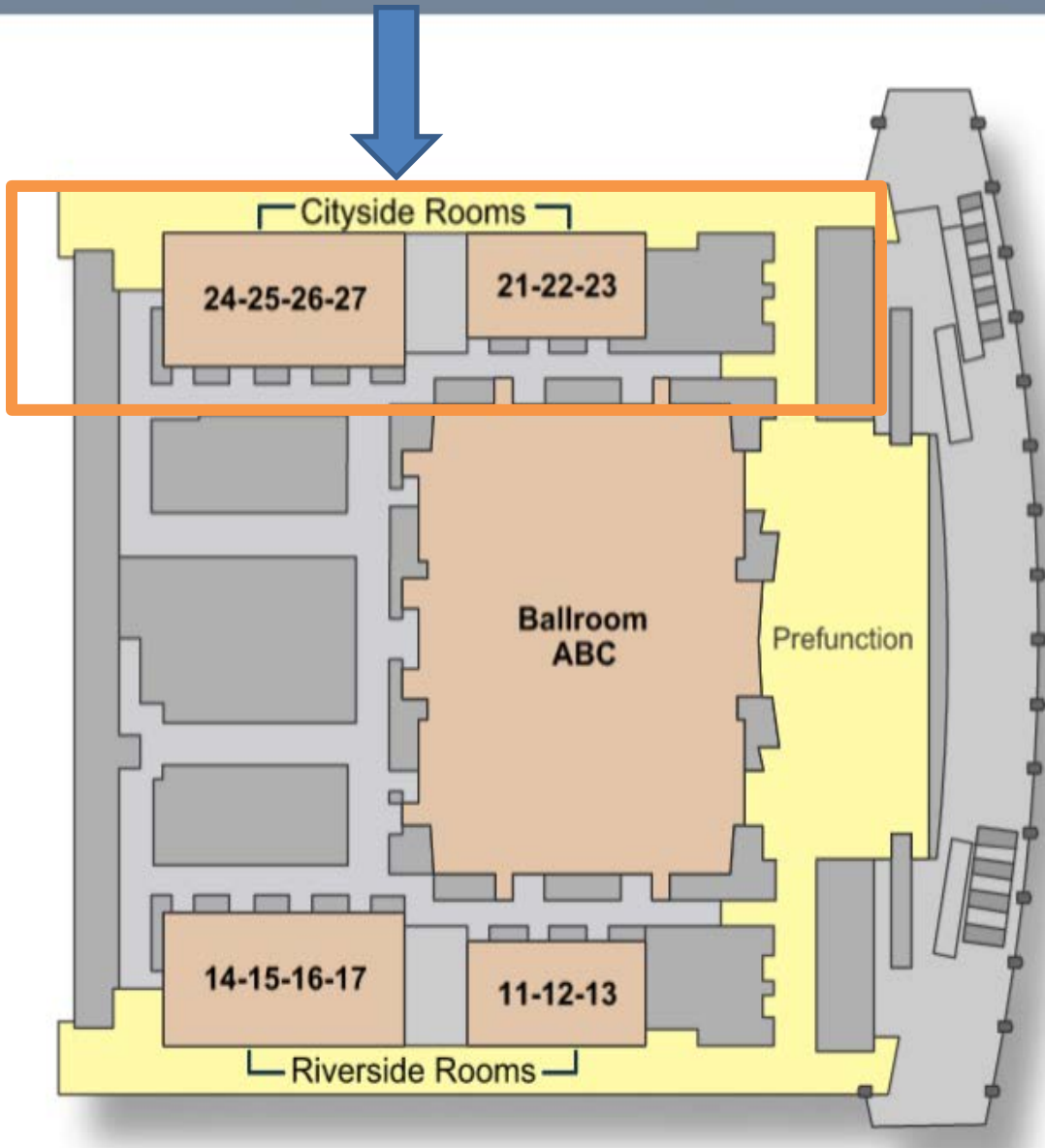
Check-in/Breakfast 8:00-8:30 a.m.
Session One 8:30-9:45 a.m.
Session Two 10:00-11:15 a.m.
Session Three/Snacks .. 11:30-12:45 p.m.

Parking:

Convention Center garage parking will be validated at the check-in table.



Level 6: Ballrooms & Meeting Space



Performance Matters Forum 2022				
Time	Cityside 21/22	Cityside 23	Cityside 24/25	Cityside 26/27
SESSION ONE				
8:30 – 9:45 a.m. 75 minutes	Using EdSight to Gain Insight	Innovative Talent Strategies: Attracting and Supporting a Diverse Workforce	Leveraging Family Engagement for Student Achievement and School Improvement	Future Ready Curricula Design, Development, and Evaluation
Featured Roundtables:	Enfield, Fairfield, Harford, Waterbury	CCSU, East Hartford, Hartford, New Britain	Danbury, Torrington, Windham, Windsor	CSDE
SESSION TWO				
10:00 – 11:15 a.m. 75 minutes	Fostering Equity in Mathematics	Connecticut Physical Fitness Assessment Individual Student Collection	Understanding Needs, Fit, and Capacity to Impact School Climate	K-3 Assessment Approaches and Mapping a Path Forward
Featured Roundtables:	ATOMIC, AMTEC, CCLM	East Hartford, Waterbury, West Hartford	Canton, East Haven, Norwich	Bridgeport, Hartford, Waterbury
SESSION THREE				
11:30 – 12:45 p.m. 75 minutes	Approaches to Serving Multilingual Learners (MLs) in Diverse Educational Contexts	Unlocking Higher Education: College Access Strategies	All Students: Present and Engaged	Next Generation Science Standards and Smarter Balanced Interim Assessments as Instructional Resources
Featured Roundtables:	Danbury, LEARN, Torrington, Waterbury	Achievement First, CT State Colleges and Universities, Norwalk, CT RISE, Windham	Bridgeport, Cromwell, EdAdvance, New Haven, Waterbury	Integrated Day Charter, Granby, Region 9, Windham

PCG Table located in front of Cityside Room 23

Members from the PCG team will be on-site and available to meet with individuals about CT-SEDS. They will be able to share updated information and answer questions related to the implementation of the new state-wide system.

15-minute break between each session

Session One

Time	Cityside 21/22	Cityside 23	Cityside 24/25	Cityside 26/27
SESSION ONE				
8:30 – 9:45 a.m.	<p>Using EdSight to Gain Insight</p> <p>EdSight Secure is CSDE's secure website where Local Education Agency (LEA) staff can access student-level detail in various reports. In this session, district staff will share how they use various EdSight Secure reports to support their work. Members of the EdSight team will be available to assist attendees with additional questions.</p> <p style="text-align: center;">Roundtable Details</p>	<p>Innovative Talent Strategies: Attracting and Supporting a Diverse Educator Workforce</p> <p>Join district leaders from East Hartford, Hartford, and New Britain along with partners from Central Connecticut State University to learn more about efforts to diversify, grow, and retain their most important resource—educators.</p> <p style="text-align: center;">Roundtable Details</p>	<p>Leveraging Family Engagement for Student Achievement and School Improvement</p> <p>We know from decades of research that school-family partnerships are essential for students to achieve their full potential. It has also become clear that partnership programs based on evidence and designed to promote equity are most likely to produce meaningful outcomes and make a difference for students and families. This session will present district and school examples of high-impact practices aligned with Connecticut's Definition and Framework for Family Engagement. Join us to learn how you can link family engagement to student achievement and your school and district improvement plans.</p> <p>Table topics:</p> <ul style="list-style-type: none"> • Student-Led Parent Teacher Conferences – Torrington Public Schools • Student Voice in Connecting Schools and Families – Windham High School • Parent Teacher Home Visits as an Equity Strategy – Windsor Public Schools • School Welcoming as an Indicator of School and District Improvement – Danbury Public Schools 	<p>Future Ready Curricula Design, Development, and Evaluation</p> <p>This session will introduce participants to the CSDE K-12 Curricula Design Principles to support district/school teams in the development, renewal, and evaluation of curricula. This will flow into how curricula can be communicated through a digitized platform for ease of access and use. The participants will deepen their understanding of GoOpenCT, Connecticut's online digital library of model curricula. Participants will engage in activities that can be replicated in district to support the local curriculum development process. Upon completion, participants will develop a future ready toolkit for curricula design, development, and evaluation.</p> <p style="text-align: center;">Roundtable Details</p>

Session Two

Time	Cityside 21/22	Cityside 23	Cityside 24/25	Cityside 26/27
SESSION TWO				
10:00 – 11:15 a.m.	<p>Fostering Equity in Mathematics</p> <p>This session will introduce participants to <i>Equity in Mathematics: A Joint Position Statement for Connecticut</i> developed in collaboration with the three lead mathematics organizations in the state. The participants will learn about three central commitments to re-conceptualize and transform education policies and practices to ensure an equitable mathematics education for all students. In addition, participants will explore the essential conditions necessary to advance mathematics education so that they can reflect on current policy and practice within their own school/district and think about how they might begin to implement the recommendations of the position statement.</p> <p style="text-align: center;">Roundtable Details</p>	<p>Connecticut Physical Fitness Assessment Individual Student Collection</p> <p>The Performance Office is rolling out a new individual student collection application for the Connecticut Physical Fitness Assessment (CPFA) this fall. This is a substantial switch from past practice where districts submitted aggregate data for students on the ED 165. Please join this session to hear from three districts on their tips/methods to accommodate for this modification in the collection as well as general information on the plans for unveiling of the application in November.</p> <p style="text-align: center;">Roundtable Details</p>	<p>Understanding Needs, Fit, and Capacity to Impact School Climate</p> <p>This session will provide various district and school perspectives on connecting school climate efforts with positive student outcomes.</p> <ul style="list-style-type: none"> • Canton Public Schools will discuss their efforts to create a district aligned approach to Tier 1 school climate efforts, along with aligning their school climate efforts with their instructional focus. • East Haven Public Schools will share their efforts at aligning their attendance, restorative practices, family engagement, social emotional learning, and inter-disciplinary instructional practices efforts to bolster a positive school climate. • Norwich Public Schools will highlight their efforts on creating physically and emotionally safe learning environments by intentional tier 1 behavioral systems of support. 	<p>K-3 Assessment Approaches and Mapping a Path Forward</p> <p>By July 1, 2023, all local and regional boards of education must use reading assessments from the approved CSDE Menu of Research-based Universal Screening Reading Assessments for Kindergarten through Grade 3 to ensure all areas of reading (e.g., phonics, phonemic awareness, fluency, vocabulary, comprehension, and rapid automatic name (RAN) or letter name fluency) are assessed at appropriate grades to assist in identifying students experiencing reading difficulties, and in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.</p> <p>This session will provide participants information on recent K-3 reading assessment mandates and engage participants in facilitated conversations with district leaders regarding universal reading assessment approaches that increase student literacy learning.</p> <p style="text-align: center;">Roundtable Details</p>

Session Three

Time	Cityside 21/22	Cityside 23	Cityside 24/25	Cityside 26/27
SESSION THREE				
11:30 – 12:45 p.m.	<p>Approaches to Supporting Multilingual Learners (MLs) in Diverse Educational Contexts</p> <p>This session will examine supports for MLs in diverse educational contexts. A curated roundtable approach will be used, enabling participants to engage with one another and with table facilitators from LEARN, Torrington, Danbury, and Waterbury on high-interest topics, such as developing systems of support for newcomers and students with limited or interrupted formal education (SLIFE), implementing the Seal of Biliteracy initiative, supporting attendance and engagement of MLs, and infusing research-based strategies for MLs in grade-level, content area instruction. Participants will gain practical strategies for serving MLs in their unique district contexts.</p> <p style="text-align: center;">Roundtable Details</p>	<p>Unlocking Higher Education: College Access Strategies</p> <p>What can districts and schools do today to promote higher education, even as new student opportunity gaps are emerging nationwide due to the COVID-19 pandemic? In this session, participants will discuss specific programs and strategies for supporting students pursue a postsecondary education. Presenters from the Connecticut RISE Network, CT State Colleges and Universities, Achievement First, Windham High School, and Brien McMahon High School will discuss topics including targeted FAFSA supports like a FAFSA Task Force, postsecondary checklists and data tracking, the Connecticut PACT program, Connecticut Auto Admissions, and the College Advising Corps to help students develop and realize their college goals. Join us as we work together to help all students experience college and life success!</p> <p style="text-align: center;">Roundtable Details</p>	<p>All Students: Present and Engaged</p> <p>With good daily attendance, the sky is not the limit! This is the year to ensure that all of Connecticut’s students are present and actively engaged in learning. With leadership, the right strategies, data, and all hands-on deck, it is possible! This workshop will showcase districts that have demonstrated success at improving chronic absence rates in 2021-22. Some of the featured districts have successfully improved attendance districtwide while others saw improvements in specific groups of students. (e.g., students with disabilities, English learners) Topics for this session include supporting students with IEPs, data-informed school teams, lessons from LEAP home visits, truancy discussion with CSDE, and leveraging school-based mentoring.</p> <p style="text-align: center;">Roundtable Details</p>	<p>Next Generation Science Standards and Smarter Balanced Interim Assessments as Instructional Resources</p> <p>This session will include discussions of the various strategies employed by districts that incorporate the NGSS/Smarter Balanced Interim Assessments as tools to inform curriculum and instruction. Attendees will learn about this resource available to Connecticut districts as well as other available assessment resources. Using the roundtable approach, attendees will be able to hear accounts of best practices from these districts that have implemented the interims and regularly use them as tools to inform and improve teaching and learning.</p> <p style="text-align: center;">Roundtable Details</p>

Roundtable Details for Session 1: 8:30 – 9:45

Using EdSight to Gain Insight

Presenters and roundtable topics are listed below.

- Tara Battistoni, M.S., Supervisor of Research, Development, and Student Testing, Waterbury Public Schools, tbattistoni@waterbury.k12.ct.us, [Student Summary and Early Indication Tool \(EIT\)](#)
- Dr. Paul Rasmussen, Director of Secondary Math and Student Achievement, Fairfield Public Schools, PRASMUSSEN@fairfieldschools.org, Smarter Balanced Achievement and Growth Reports
- Nadia Rivera, Coordinator of Services for Multilingual Learners, Hartford Public Schools, riven001@hartfordschools.org, English Learner Reports
- David White, Counseling Coordinator, dwhite@enfieldschools.org; Heather Aselton, School Counselor and UCONN/ECE Coordinator, haselton@enfieldschools.org; and Lauren Jefferson, School Counselor ljefferson@enfieldschools.org; Enfield Public Schools, FAFSA Completion Report

CSDE Contacts: Michael.Sabados@ct.gov (English Learner Reports and Student Summary), EdSight.SDE@ct.gov (EdSight Team – Dr. David Alexandro, Danielle Bousquet, Stephanie O’Day, and John Watson)

Innovative Talent Strategies: Attracting and Supporting a Diverse Educator Workforce

East Hartford Public Schools

East Hartford Public Schools is making a conscious effort to diversify and strengthen our highly competent workforce by capturing the power that exists in engaging and blending talent from multiple backgrounds, cultures, races, perspectives, education, skills, and expertise across all district roles. By taking advantage of every hiring moment and focusing on the quality of training/development activities, we are accomplishing extraordinary outcomes. We continue to grow and retain talent through targeted professional development and career advancement opportunities. Prioritizing the relationships that are shared across classroom desks, cafeteria tables, faculty breakrooms, and school buildings will unleash the strength of a unified culture where differing perspectives lead to a single objective—to do special things for kids!

Come learn more about East Hartford Public School’s work in diversifying and growing our talented workforce. We will share strategies for success in identifying, recruiting, and hiring across all district systems.

Hartford Public Schools

Diversifying the Educator Pipeline: Hartford Public Schools (HPS) acknowledges that systems of injustice exist in our nation and our community. Our district is committed to addressing systemic barriers to create practices of culture competency that benefit all students. We consistently seek to recruit, develop, and retain a diverse team of culturally competent educators. It is important that our team reflect the different perspectives of our families and community so that we can work together to overcome obstacles, close the opportunity gaps, and prepare our students for continuous success.

Hartford Public Schools prioritizes employee recruitment and our commitment to attracting high quality, diverse educators to Hartford. We utilize various pathways to recruit staff, whether it be through our partnerships with the traditional educator prep programs, creating a Grow-Your-Own (GYO) program with Relay Connecticut, serving as an advisor to the Bulkeley High School Leadership Pathway for future educators, or developing a teacher residency program. Beyond providing opportunities for professional growth, the district has provides scholarships and incentives for current and new employees. Through the use of data and feedback, we have increased the percentage of diverse educators in the district. In this session, guests will have an opportunity to learn about the strategies HPS is using and developing to diversify the educator workforce.

New Britain Schools and CCSU’s School of Education

Building a Teacher Pipeline: A Collaborative Partnership between New Britain Schools and CCSU's School of Education. This round table session will focus on the partnership between the EdRising program, the Academy of Public Service, and the Educator Preparation Program at CCSU. Participants will gain an understanding of how to build an educator pipeline through collaboration with higher education program faculty and students by linking programs, providing mentor opportunities and post-secondary employment opportunities.

Future Ready Curricula Design, Development, and Evaluation

Roundtable Leads: Irene Parisi, Chief Academic Officer, CSDE
 Paul Castiglione, Academic Office, CSDE
 Margaret Hughes, Academic Office, CSDE

CSDE Identified Curricula Design Principles – *All model curricula will be...*



- **Focused:** Builds upon and connects to prior knowledge providing aligned intentional learning targets focused on grade-appropriate educational standards describing what all students should know/understand/do to achieve future success in college, career, and life.
- **Relevant:** Engages students in reality-based experiences, explorations, inquiry, and models with multiple and varied opportunities to apply learning. Answers the questions of how does this unit build upon and connect to prior knowledge and how does it prepare the student for future learning.
- **Flexible:** Offers inherent flexibility allowing for anytime/anywhere personalized, student-centered learning incorporating opportunities for voice and choice to accelerate learning. Strategically blends with both in person and virtual learning approach to teaching and learning.
- **Rigorous:** Communicates high expectations and supports learning for historically marginalized students and provides high quality, high impact learning opportunities in all learning models (e.g., synchronous, asynchronous, face-to-face, hybrid or remote).
- **Coherent:** Connects and links learner goals, learner framework, vision or portrait of a learner/graduate.
- **Diverse, Equitable, Inclusive:** Includes opportunities to value and relate content to students' cultures to celebrate the diversity of topics, students, cultures and groups so that students can take perspective and develop a depth of understanding of the events presented. Teachers embrace difficult conversations, provide equal access, and ensure learning is culturally relevant and inclusive.

Table 1	Table 2	Table 3	Table 4	Table 5
DP: Flexible	DP: Flexible DP: Rigorous DP: DEI DP Relevant	DP: ALL	DP: ALL	DP: Coherent DP: DEI
Personalized On -Demand exploration of CSDE curated Resources in a PD Playlist Participants will use the provided reflection questions to talk with table mates.	How might we effectively integrate digital tools and resources to provide flexible learning that is rigorous, relevant, coherent, diverse, equitable and inclusive? How might we engage all staff in the process?	How might we utilize design thinking to support curricula design, development, and evaluation of a future ready curricula?	How might we utilize CSDE Model Curricula for implementation and evaluation of local curricula? How might we design, develop and communicate curricula in the collaborative space of GoOpenCT leveraging Open Author?	How might we track and connect curricular investments to intended outcomes as a step in the curriculum evaluation process?

Roundtable Details for Session 2: 10:00 – 11:15

Fostering Equity in Mathematics

Participants will have the opportunity to engage in roundtable discussions around the following topics: Supporting Math Identities, Modernizing Math Programming, and Aligning and Advancing Systems. Following the roundtable conversations, participants will explore the essential conditions that build the foundation for an equitable system in math education. The groups represented are listed below along with the roundtable leads.

ATOMIC: Maria Mitchell – Emeritus CCSU
Jeff Corbishley – Ridgefield Public Schools

AMTEC: Jillian Cavanna – University of Hartford
Megan Staples – University of Connecticut

CCLM: Christie Madancy – Wallingford Public Schools
John Keogh – Consultant

Resources:

- [Session Introduction](#)
- [Equity in Mathematics: A Joint Position Statement for Connecticut](#)
- [Equity in Mathematics Note Catcher and Planning Template](#)

Connecticut Physical Fitness Assessment Individual Student Collection

[Session Introduction](#)

Presenters include:

- Tracy Stefano, East Hartford Public Schools
- Joe Gorman, Waterbury Public Schools
- Lisa Daly, West Hartford Public Schools

K-3 Assessment Approaches and Mapping a Path Forward

Waterbury Public Schools

- Donna Cullen, Principal, Wendell Cross Elementary School
- Dena Mortensen, Reading and Language Arts Supervisor
- Lisa Rizzo, Literacy Facilitator, Wendell Cross Elementary School

Waterbury Public Schools will describe how district goals, student demographics, and available district and school resources (e.g., talent, funding) have informed and will be informing the district K-3 reading assessments being utilized for the 2023 school year. [Resource](#)

Bridgeport Public Schools

Melissa Jenkins, Ed.D., Chief Academic Officer - Grades PreK-12

Bridgeport Public School's will discuss district processes for analyzing, planning, implementing, and monitoring universal reading assessment practices that assist teachers in using K-3 assessment data to guide prevention and early intervention initiatives. [Resource](#)

Hartford Public Schools

Vanessa Diaz-Valencia, Assistant Director of Curriculum, Instruction, and Programs

Hartford Public Schools will share their journey of connecting student literacy assessment results and teachers' knowledge to instructionally meet their students' learning needs, highlighting their strategic planning process, action plans, and complex change management approaches. [Resource](#)

Roundtable Details for Session 3: 11:30 – 12:45

Approaches to Supporting Multilingual Learners (MLs) in Diverse Educational Contexts

Presenters include:

- Augusto Gomes, Danbury Public Schools
 - Danbury uses the research-based "explicit language instruction" approach from "EL Achieve" and their "Blueprint for Serving English Learners Throughout the School Day": <https://www.elachieve.org/blog/explicit-language-instruction/>
- Joanne Creedon, Torrington Public Schools
- Jill Bessette, LEARN
- Adela Jorge, Waterbury Public Schools

Unlocking Higher Education: College Access Strategies

Roundtable discussions will be led by representatives of:

- Connecticut RISE Network
 - [Pathway Checklist Resource](#)
 - [FAFSA Task Force Resource](#)
- Windham High School
 - [Resource](#)
- Brien McMahan High School
- Achievement First: Amistad High School
 - [Resource 1](#): Family handout to communicate how we support financial aid application completion and what families can expect at on our workshops ([workshop poster](#)).
 - [Resource 2](#): A financial aid process continuum poster similar to what uAspire offers.
 - [Resource 3](#): Process timeline to provide a high-level view of what students need to be working on every month starting from the end of junior year.
 - [Resource 4](#): Financial Aid Process Tracker where college and career team monitors students financial aid application process from beginning to end
- CSCU/[PACT Program](#)
- CSCU/[Auto Admissions Program](#)

All Students: Present and Engaged

Group 1: Attendance Teams

Michael Testani, Superintendent, Carli Rocha-Reaes, Director of School Counseling and Parent Partnerships, Lynn Stephens, Coordinator of Student and Family Engagement, will share how Bridgeport's systems approach to attendance has decreased chronic absenteeism and improved climate and culture. Participants will 1) learn how a multi-tiered approach to student attendance involves strong and intentional relationships with families and community partners; 2) learn about the expansion of LEAP (Learning Engagement and Attendance Program) throughout the district and how the street data collected from home visitors is used to address attendance barriers; and 3) discuss how positive deviants have created a process improvement guide to address chronic absenteeism. [Resource](#)

Group 2: Leveraging Cost-Effective Social Media Platforms to Promote Attendance Awareness

Caroline Calhoun and Devonna Dionne of EdAdvance will share how they are collaborating with CSDE and Attendance Works to build streamlined social media content, choose a target audience, and use data to inform further content development. Participants will learn how this work can support messaging campaigns in their districts/schools.

Group 3: School-based Mentoring to Reduce Chronic Absence

Gemma Joseph Lumpkin, Chief of Youth, Family and Community Engagement, New Haven Public Schools; Kermit Carolina, Supervisor, Office of Youth, Family and Community Engagement; Darrell Brown, School Retention Specialist and Aristede Hill, Program Manager, Mentoring Services, The Governor's Prevention Partnership will share how partnerships with community-based organizations can support students to attend school regularly. Mentors and 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 how the New Haven Public Schools execute attendance policies; 2) learn how proposed intervention is based on the successful implementation of New York City's Success Mentor and The Governor's Prevention Partnerships EdCorpsCT program; and 3) engage with others on how this could work in your own school or district.

Group 4: Home Visits and Attendance

Quineshia Brown, MSW, Family and Community Engagement Manager and LEAP City Coordinator, Waterbury Public Schools. Learn how Waterbury Public Schools has created a system of supports for families through targeted home visits and supports to improve attendance and engagement for families and students most impacted by the pandemic.

Group 5: Cromwell Public Schools: strategies to improve attendance for students with disabilities

Presentation will be provided by Ramsey Binnington, Cromwell High School (CHS) Assistant Principal and Sari O'Leary, Director of Student Services. Presentation will include strategies around improving attendance for students with disabilities through on-going conversation at PPT and 504 meetings that focuses on review of academic and social emotional data as well as discussions around least restrictive environments. CHS also provides continuous credit review with Guidance, and mental health supports for students with disabilities. Cromwell High School puts an emphasis on making data driven decisions for students with disabilities in order to improve attendance. [Resource](#)

Group 6: A Deeper Dive into Attendance Data

Kari Sullivan Custer, Attendance & Engagement Consultant, and LEAP Program Manager, Office of Student Supports. Join Kari for an open discussion on using data to drive your attendance planning and monitoring. She will have her laptop and a screen to show participants where and how to download annual and monthly data from CSDE. She will also be available to answer questions related to addressing attendance and improving engagement.

Next Generation Science Standards and Smarter Balanced Interim Assessments as Instructional Resources

[Session Introduction](#)

Presenters include:

- Jason Schemm, Regional School District 9
- Deb Allard and Julia Cronin, Integrated Day Charter School
- Nicole Bay, Windham Public Schools
- Jennifer Parsons, Courtney Piotrowski, Dawn Olsen and Ann Belding, Granby Public Schools