

PERFORMANCE MATTERS

News from the CSDE Performance Office



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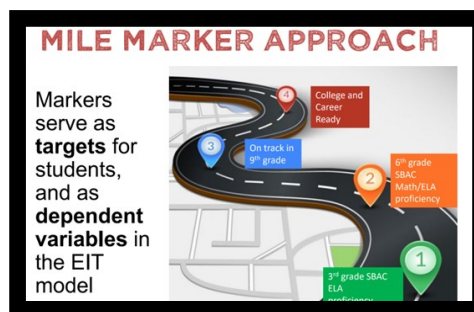
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Early Indication Tool (EIT) Data Updated in EdSight Secure

The Early Indication Tool (EIT)—CSDE's early warning system in EdSight Secure that identifies students who may need additional support to reach academic milestones and facilitates timelier, targeted interventions—has been updated to include 2022-23 attendance and assessment data for currently enrolled students in grades 1 to 12 and all support levels have been updated.



Reminder: EdSight Secure users can double-click on any student row in the EIT to open the Student Summary, a cross-domain, longitudinal student-level report

that is printable and exportable. In addition, the EIT for Teachers report is available to facilitate sharing of longitudinal data with teachers. For an overview of EIT and the Student Summary Report, view the

[recording of Behind the Numbers: Navigating and Using the Early Indication Tool \(EIT\) and Student Summary Report](#) from November.

Rigorous Coursework Letters to be Mailed in January

CSDE is continuing the annual practice of sending letters from the Commissioner directly to parents/guardians of students who have the potential to succeed in rigorous courses. The letters are being sent to the parents/guardians of students in Grades 9 and 10 in early January so students and families will have time to plan course selection in advance of initial registration deadlines.

The list of students receiving these letters will be available in EdSight Secure by December 31, 2023, so principals and counselors will know in advance who will receive a letter. An FAQ in [English](#) and [Spanish](#), along with a sample letter will be available in EdSight Secure so district/school staff are prepared to answer any questions from parents and students about the letters. The letters will include QR codes to both the English and Spanish FAQs so parents can access them easily.

The methodology implemented this year will continue to identify a more diverse and larger number of students who can benefit from taking such rigorous courses. We strongly suggest that you continue your own efforts to encourage all students to enroll in courses that meet their needs and challenge them. The letters coming from the Commissioner should serve as added encouragement and viewed as complementary to district efforts.

Next Generation Accountability Reports for 2022-23 Issued on November 1

Accountability indicators were released incrementally beginning in June 2023 with the Four-Year Graduation Rate (Indicator 8) and continuing through the summer and fall ending with Postsecondary Readiness (Indicator 6) and Postsecondary Entrance Rates (Indicator 10).

On November 1, 2023, full accountability reports including school categories as well as Schools of Distinction were released and shared during the State Board of Education meeting.

The [press release](#) summarizes the statewide results and trends and highlights CSDE initiatives designed to improve outcomes.

State of Connecticut
[Export State of Connecticut unformatted.csv file](#)
[Export State of Connecticut formatted.csv file](#)
[Export All Schools and Districts.csv file](#)

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned
1a. ELA Performance Index - All Students	83.9	75	42.6	50	85.2
1b. ELA Performance Index - High Needs Students	54.1	75	36.1	50	72.1
1c. Math Performance Index - All Students	59.7	75	39.8	50	79.6
1d. Math Performance Index - High Needs Students	48.9	75	32.6	50	65.2
1e. Science Performance Index - All Students	61.6	75	41.1	50	82.1
1f. Science Performance Index - High Needs Students	51.1	75	34.1	50	68.2
2a. ELA Academic Growth - All Students	57.2%	100%	57.2	100	57.2
2b. ELA Academic Growth - High Needs Students	52.5%	100%	52.5	100	52.5
2c. Math Academic Growth - All Students	61.8%	100%	61.8	100	61.8
2d. Math Academic Growth - High Needs Students	55.5%	100%	55.5	100	55.5
2e. Progress Toward English Proficiency - Literacy	55.3%	100%	27.6	50	55.3
2f. Progress Toward English Proficiency - Oral	56.1%	100%	28.0	50	56.1
4a. Chronic Absenteeism - All Students	20.0%	<=5%	19.9	50	39.8
4b. Chronic Absenteeism - High Needs Students	28.5%	<=5%	3.0	50	6.0
5. Preparation for CCR - Percent Taking Courses	90.4%	75%	50.0	50	100.0
6. Preparation for CCR - Percent Passing Exams	44.3%	75%	29.5	50	59.0
7. On-track to High School Graduation	82.4%	94%	43.8	50	87.7
8. 4-year Graduation: All Students (2022 Cohort)	88.9%	94%	94.6	100	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	85.6%	94%	91.1	100	91.1
10. Postsecondary Entrance (Graduating Class 2022)	66.1%	75%	88.2	100	88.2
11. Physical Fitness (estimated participation rate = 93.0%)	45.5%	75%	30.3	50	60.6
12. Arts Access	54.5%	60%	45.4	50	90.9
Accountability Index			1004.8	1450	69.3

Center for Assessment Blog Post Makes the Case for Protecting Formative Assessment

Caroline Wylie, a Senior Associate with the Center for Assessment and a classroom assessment expert, authored a recent blog post titled [How Test Prep Works Against the Spirit of Formative Assessment and What We Can Do About It](#). In the piece, Dr. Wylie reminds the reader that true formative assessment practices are designed “to help students understand where learning is going, to help both students and teachers understand how students are progressing in that learning and to identify what will help them continue to progress.” She warns against adopting practices that undermine the goal of deeper learning and issues a call to action to school and district leaders to protect the formative assessment process.



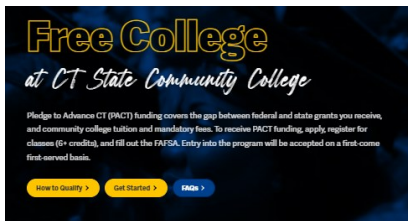
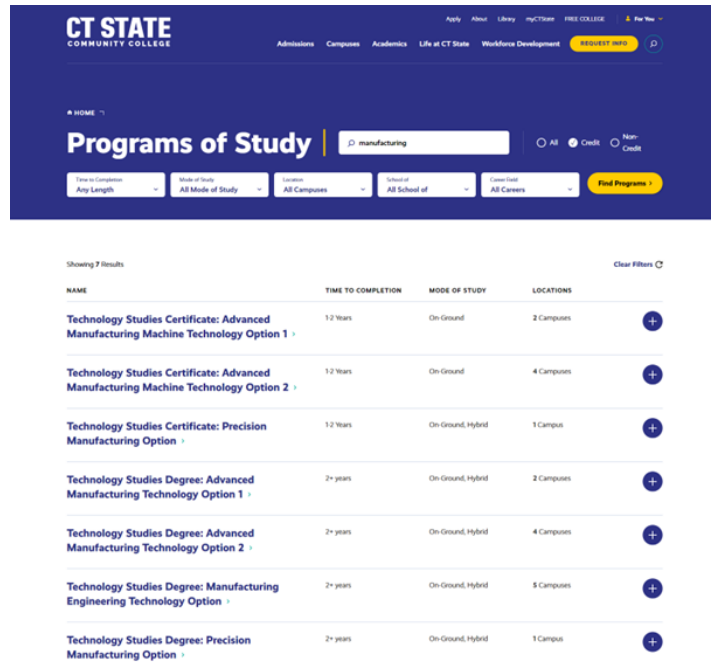
High Dosage Tutoring Grants Totaling \$11.5 Million Awarded to 46 Districts

On October 19, 2023, Governor Lamont and Commissioner Russell-Tucker announced that the CSDE is releasing \$11.5 million to 46 school districts across Connecticut to build and expand high-dosage tutoring through the [Connecticut High-Dosage Tutoring Program](#). High-Dosage Tutoring (HDT) is a well-researched strategy to address learning loss, ensuring students have intensive, curriculum-aligned support to close academic gaps. The HDT Program will be

implemented in Grades 6-9, Mathematics. Districts have committed to using the funds to integrate or expand in-person tutoring during regular school hours. Districts will be using trained, qualified tutors to provide additional support to students in partnership with the students’ teachers. Read the full press release here: [Release-of-Grants-for-High-Dosage-Tutoring](#).

CT State Community College Launches New *Programs of Study* Search Tool

CT State Community College has launched a new [Programs of Study](#) search tool that allows users to identify credit-based pathways leading to industry-recognized credentials. The tool could be used by districts to identify potential dual credit courses to be offered in partnership with CT State. Students who begin this coursework in high school can matriculate to a credit-based pathway at CT State for no-cost through Connecticut’s free community college program called [PACT](#). Students can use PACT funding to pursue credit-bearing certificate programs, and even attend part-time (6+ credits/ semester).



2023 National Blue Ribbon Schools Featured During December State Board of Education Meeting

U.S. Secretary of Education Miguel Cardona announced the 2023 National Blue Ribbon Schools on September 19, 2023.

The following four Connecticut schools were among the winners of this prestigious award:

- [Marine Science Magnet High School](#) in Groton (operated by LEARN);
- [Philip R. Smith School](#) in South Windsor;
- [Skinner Road School](#) in Vernon; and
- [Stamford Charter School for Excellence](#) in Stamford.

Principals of the four schools and their district leadership were invited to the State Board of Education meeting held December 6, 2023, to be formally recognized. Each school shared with Board members some of the practices they believe are contributing to their success. Their remarks are captured in the meeting [recording](#).

