

PERFORMANCE MATTERS

News from the CSDE Performance Office



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Dual Credit for Career Readiness

Many high schools in Connecticut offer dual credit courses where students can take college-level courses at their own high school to earn both high school and college credit. These courses do not have to be just about traditional college pathways. Many community colleges in Connecticut offer **credit-based pathways** that lead to industry recognized credentials. Check out the [Academic Program Search \(ct.gov\)](http://Academic Program Search (ct.gov)) tool to find such offerings at our community colleges. Select the certificates based on credits and sort results by school or college name to get a full list (as shown below) or use the other filters to narrow down the results. Connecticut districts like Ansonia, Bridgeport, Derby, Griswold, Norwalk, Putnam, Thompson, Waterbury and Windham are offering dual-credit courses including Blueprint Reading I and II, Manufacturing Machinery: Lathe II and Milling II, Object Oriented Programming Using Java, and Medical Terminology in partnership with their local community college campus partner to their high school students. When these students graduate high school and matriculate to a community college program, they can continue that credit-based pathway at the college 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). As an added bonus, students who pursue such pathways also contribute positively to the Next Generation Accountability System in both Indicator 6 and Indicator 10!

CSDE Provides Optional Customizable Alternative Income Form

Some district leaders have expressed concern that PSIS free/reduced-price meal status (FRL) based exclusively on direct certification data and categorical eligibility does not accurately account for all students living in households with low-incomes. This occurs most often when individual schools or an entire district are not collecting school meals applications by virtue of participating in the Community Eligibility Provision (CEP). Additionally, there are schools that do not participate in the National School Lunch Program, School Breakfast Program, or the Special Milk Program. These data impact reports where there is disaggregation by eligibility for free or reduced-priced meals and may inadvertently limit potential benefits for individual students (e.g., fee waivers for advanced courses). While schools participating in CEP cannot administer the traditional school meals applications, they may use an alternative income form. The CSDE has prepared a [sample alternative income form](#) for local customization and optional use. Alternative income forms are not school meals applications and the costs associated with collecting household income information in CEP schools may not be charged to the nonprofit school food service account. Data from the alternative income form can be reported in PSIS. For questions about the alternative income form, please contact Renee Savoie at renee.savoie@ct.gov.

Annual Rigorous Coursework Letters Sent to Families

The CSDE has continued the practice of sending letters from the Commissioner directly to parents/guardians of students who have the potential to succeed in rigorous courses.

- The letters were sent to the parents/guardians of students in Grades 9 and 10 so students have time to plan their course pathway in high school.
- The letters were sent around January 11 so students and families will have time to plan course selection in advance of initial registration deadlines.
- The list of students receiving these letters is available in EdSight Secure, so principals and counselors know which students

received the letters.

- An [FAQ](#) along with a [sample letter](#) is available in EdSight Secure so district/school staff are prepared to answer any questions from parents and students about the letters.

The [methodology](#) implemented this year continues 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 your efforts.

Center for Connecticut Education Research Collaboration Releases Two New Reports

The Center for Connecticut Education Research Collaboration (CCERC) is a research partnership between the Connecticut State Department of Education (CSDE) and institutions of higher education across Connecticut. The mission of CCERC is to address pressing issues in the state's public schools through high quality evaluation and research that leverages the expertise of researchers from different institutions possessing varied methodological expertise and content knowledge.

The two new reports include an [evaluation of the Learner Engagement and Attendance Program](#) (LEAP) and the statutorily required [Remote Learning Study](#). The [press release](#) provides key highlights. Visit the new [CCERC website](#) to read the reports and learn more about current projects.

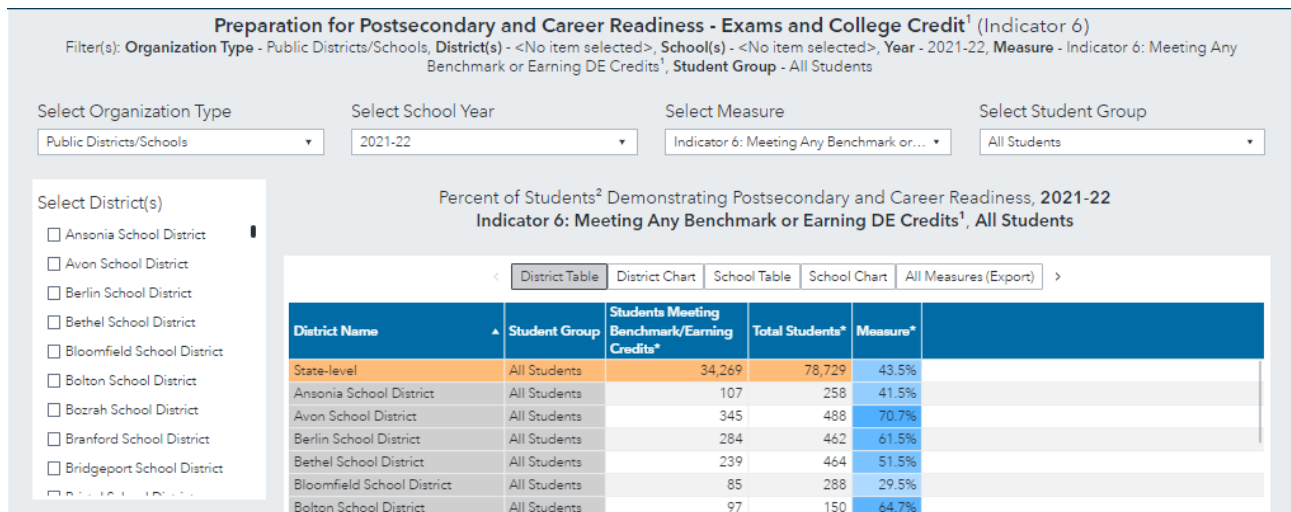


CCERC

Center for Connecticut
Education Research Collaboration

New Interactive Postsecondary Readiness Tool Enhances Accountability Reporting

The 2021-22 accountability reports issued in December included an expanded Indicator 6 (Postsecondary Readiness). While Indicator 5 (Preparation for Postsecondary) looks for participation in rigorous courses, Indicator 6 uses objective external benchmark measures to validate student preparedness. Since initial implementation of the accountability system, student benchmark attainment on at least one of the following exams has counted for Indicator 6: SAT, ACT, AP, or IB. In 2021-22, the CSDE added passage of dual credit courses (i.e. dual enrollment or concurrent enrollment) to this indicator. To enhance reporting, the CSDE created a [Postsecondary Readiness](#) Report on EdSight. This new interactive report allows users to determine the number and percentage of students meeting each component of Indicator 6 at the school or district level. Additionally, disaggregation by student group is an enhancement to Indicator 6 reporting.



CSDE Seeks to Expand Dual Credit Opportunities for Students

The CSDE is working on several fronts to expand dual credit opportunities for high school students. In November, we met with a group of district and school leaders to identify challenges associated with expanding the number and types of dual credit courses offered to students and increasing the number of students who take dual credit courses. We collected and shared their feedback with the Postsecondary Success Workgroup (PSW), a group representing institutions of higher education and related organizations. The PSW is charged

with providing input to CSDE on our policies and initiatives around college and career readiness.

In the coming months, we will begin to act on the groups' suggestions by creating a clearinghouse of information to support districts interested in expanding dual credit offerings. The CSDE is also planning to issue a grant application using ARPA funds to support local efforts to expand dual credit course offerings and enrollment.

REMINDER: FAFSA Data in EdSight Secure are Confidential

The CSDE provides student-level FAFSA completion status to authorized users in schools and districts pursuant to an agreement between the district, the CSDE, and the Office for Higher Education. This data sharing agreement expects the district to protect these data and prohibits the district from sharing student-level FAFSA data with unauthorized third parties. Please remind EdSight Secure users about the need to maintain this confidentiality.



