

# PERFORMANCE MATTERS

News from the CSDE Performance Office



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## Performance Matters Forum Survey



The 2022 Performance Matters Forum (PMF) is scheduled for Thursday, October 13, 2022, at the Connecticut Convention Center in Hartford. We are [seeking educator input](#) to inform our planning. Please [respond to this survey](#) to share your interest level on a range of topics or suggest new ones. Also let us know if you are willing to share some innovative practice with other attendees by leading a “curated roundtable discussion.” You can review past programs and session materials at [PMF 2021](#); [PMF 2020](#) (virtual); [PMF 2019](#); and [PMF 2018](#). Thanks for helping us to provide a high quality and engaging conference!

## Assessment Data on EdSight

Over the next eight weeks, the CSDE will be periodically releasing state assessment results through [EdSight Secure](#). A comprehensive [EdSight public](#) release of all assessment results is planned for mid/late-August.

The LAS Links Achievement/Mastery report in [EdSight Secure](#) now includes the results from 2021-22. The LAS Links growth results are expected by June 30.

CT SAT School Day results are expected by mid-July, while Smarter Balanced (incl. growth) and NGSS results are expected in [EdSight Secure](#) by mid-August.

## Restarting the Next Generation Accountability System (revised)

*Note: This article appeared originally in the May 2022 edition of Performance Matters. Since issuing the May newsletter, the CSDE has made one key revision. Effective 2021-22, the standard for a Grade 9 student to be considered “on-track” to graduation has been revised from 6.25 credits to 6 credits. A few clarifying edits have also been made.*

For the 2019-20 and 2020-21 school years, pursuant to federal waivers from the U.S. Department of Education, states across the country suspended implementation of their accountability systems for districts and schools. In 2020-21, while states implemented their summative assessments to learn about the impact of the pandemic on student learning, school and district accountability remained on hold.

Starting in 2021-22, states are expected to restart implementation of their accountability systems. The CSDE is preparing for the full implementation of its

Next Generation Accountability System based on data for all indicators from 2021-22. Along with the restart are a few updates and improvements.

**Indicator 5:** Beginning with the 2021-22 school year, [Family and Consumer Sciences](#) will no longer be considered a CTE cluster for the purposes of Indicator 5. The updated paths for an 11th or 12th grader to demonstrate preparedness are :

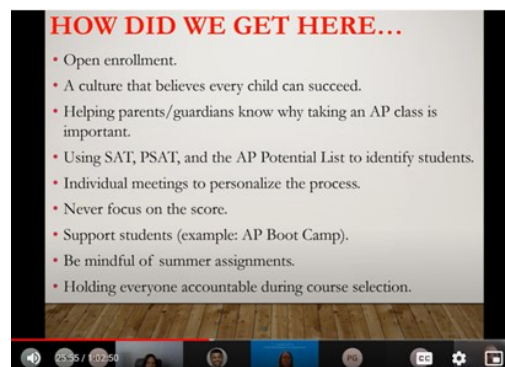
- participation in two or more Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses;
- participation in two or more courses within one of the 16 Career and Technical Education (CTE) clusters; or
- participation in two or more workplace experience courses.

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## Four Virtual District Showcase Sessions Available for Viewing

The [May 2022 edition](#) of *Performance Matters* included an article explaining how the CSDE was hosting four virtual sessions to support implementation of [District Guidance for Developing an Advanced Course Participation Policy](#). That learning series is complete. Each session featured a district that has been successful in expanding student access to advanced courses and programs. All session recordings and related resources are available in the [Learn Together, Grow Together](#) section of the CSDE website.

On May 11, West Hartford's Jamahl Hines, Principal of Conard High School, and Paul Vicinus, Assistant Superintendent of Curriculum and Instruction explained how they have dramatically increased the number of students enrolling in **Advanced Placement (AP)** courses over the last 15 years. Principal Hines shared specific strategies and activities they use to encourage students and their families to consider AP. Dena Soled Johnson of the College Board joined the conversation to share what her organization is doing in partnership with districts to promote equity and access to AP courses.



During the second session on May 18, Katelyn Miner, Principal of Manchester High School was joined by David Stetson, Director of Guidance, and Kaitlin Levesque, Assistant Principal for the Medical Careers Academy to share how Manchester has achieved top ten status among all Connecticut high schools for the highest number of students enrolled in UConn's **Early College Experience (ECE)** courses. Principal Miner explained that when teacher passion and student interests are aligned, they have had great success in expanding their offerings even when scheduling is challenging. They have created a

"say yes culture" at Manchester High. Their dedicated staff make it happen. Representatives from the UConn ECE program joined the discussion to share how ECE simultaneously benefits students and participating high school faculty.

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## CSDE Publishes Data Acquisition Plan and Timely and Accurate Calendar for 2022-23

The CSDE collects data about students, staff, schools, programs, districts, and fiscal resources from local educational agencies and other service providers. These data help the CSDE to meet federal and state compliance and other reporting requirements, distribute funding, guide policy, inform accountability, facilitate research, and report information to the public with the ultimate goal of improving educational outcomes for all students.



and forms used to collect these data. It is designed to help local school districts prepare for state data collections during the school year. The 2022-23 plan is available now on the [Data Collections Guide Web Site](#).

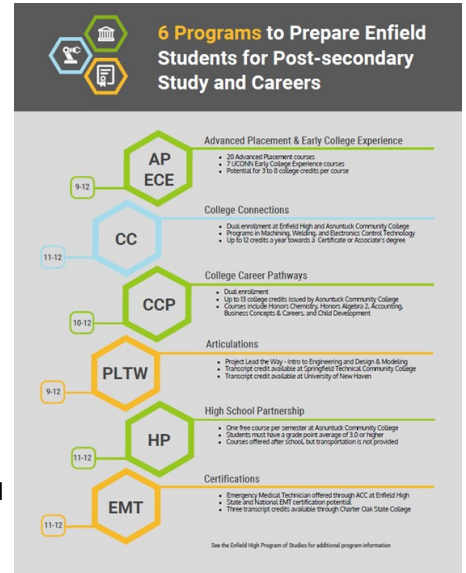
The *Timely and Accurate Calendar* for next school year also has been posted. While the *Data Acquisition Plan* includes a deadline for every collection, the calendar includes timing for each of the collections with additional specificity including freeze dates.

The *Data Acquisition Plan* summarizes the data system

## Four Virtual District Showcase Sessions Available for Viewing (cont'd)

Enfield’s long-standing partnership with Asnuntuck Community College (ACC) has been featured previously on [Learn Together, Grow Together](#). This virtual session provided the opportunity for Andrew Longey, Assistant Superintendent, Michelle Middleton, Chief Academic Officer, and John Dague, K-12 STEAM Science and Tech Ed Coordinator to give voice to how the ACC partnership as well as other career readiness programs in the district seek to provide equitable opportunities for all students.

Groton Superintendent Susan Austin brought an expert team to the June 1 session focused on expanding access to **International Baccalaureate** programs. Superintendent Austin explained that Groton has offered the IB Diploma Programme (DP) at Fitch High School for more than 20 years. Two years ago, the high school added the IB Career-related Programme (CP), which allows students to engage in career-related learning. The district was recently approved to offer the IB Middle Years Programme in Grades 6-10, meaning that all Groton Middle School students will participate in IB. This change is likely to lead to growth in DP and CP enrollment because students will develop the necessary self-confidence to enroll in an IB program in high school.



**So why IB?**

- IB takes a balanced and inquiry-based approach to learning
- IB Coursework reflects real-world applications and skills
- IB Prepares student to succeed in college and beyond
- The IB Learner Profile focuses on the whole student
- The Core of the DP cultivates:
  - Service Learning
  - Critical Thinking
  - Research-Writing Skills

Kelley Donovan, Groton’s DP Coordinator explained that in her 11 years in Groton, the diversity of students enrolling in the DP program has improved, but the students are the same. They all “have a sense of curiosity and they seem to want to know more about the world.” Kelley shared that the DP graduates often contact her once they are in college to report that college “feels easy.” Kelley attributes this to the rigor of IB but also to the time management and study skills that students develop through the program.

Thank you to West Hartford, Manchester, Killingly, Enfield, and Groton for their willingness to share their successes and challenges.

## CSDE Announces \$12 Million Investment in Summer Enrichment

On June 13, 2022, the CSDE announced the deployment of over \$12 million of CSDE’s **federal COVID relief** funding for the Department’s 2022 Summer Enrichment

Grant Program. Two hundred programs will deliver high-quality and accessible enrichment opportunities to children across Connecticut this summer. Initially committing **\$8 million** to the program, the CSDE increased its investment by an additional \$4 million after



a large and competitive application pool demonstrated the substantial need for summer programming.

**Families can search high quality, community-based, and financially accessible summer**

**enrichment programs by visiting: <https://summerct.org/>.**

Please share this information with your families and the broader school community.



## Restarting the Next Generation Accountability System (cont'd)

Additionally, several courses have had changes to the CTE cluster assignment. The courses included within the original 17 CTE clusters had been chosen using the National Center for Education Statistics (NCES)/School Courses for the Exchange of Data (SCED) guide. With the reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins V), the Family and Consumer Sciences cluster will no longer be a CTE cluster for Indicator 5 accountability calculations. Note that districts may continue to use Perkins funds to support courses that were previously coded to the FCS cluster so long as they meet all other Perkins grant requirements. Several courses have had changes to their CTE cluster assignment. As such, the CSDE has published a [new list of CTE Courses](#), including a guide to all changes. Therefore, the CTE course lists published by NCES will no longer apply.

**Indicator 6:** While Indicator 5 looks for participation in rigorous courses, Indicator 6 uses objective external benchmark measures to validate student preparedness. Presently, student benchmark attainment on at least one of the following exams counts for Indicator 6: SAT, ACT, AP, or IB.

In recent years, stakeholders have asked the CSDE to consider expanding the Indicator 6 definition to include other external measures that signal preparation for post-secondary education. Specifically, advocates for change have suggested that earning college credit while in high school through the successful passage of dual enrollment courses should count as student success toward Indicator 6.

Effective the 2021-22 school year, the CSDE will make this change. In keeping with the focus on objective and external benchmark attainment, the CSDE is working with UCONN, CSCU, and private colleges and universities to procure these data for several prior years, and on an annual basis going forward. The CSDE is providing all higher education institutions with a standard template to submit their dual enrollment data toward this indicator.

For a student's dual enrollment course completion to contribute positively toward a school or district's Indicator 6 calculation, the following criteria for dual enrollment courses must be met by the 11th or 12th grader cumulatively during their high school career:

- Student earns 3 or more dual enrollment credits cumulatively;
- All dual enrollment course grades must be C or better; and
- Only credit bearing dual enrollment courses will be considered. Remedial courses, audited courses, and courses with pass/fail grades will not be included.

These criteria will be in place for the initial expansion of Indicator 6 in 2021-22 through 2023-24. Additional criteria may be added effective 2024-25 based among other things on the accreditation status of the dual enrollment program offerings.

**Indicator 7:** This indicator is the percentage of students who are on-track to graduation at the end of Grade 9. Effective 2021-22, a student will be considered "on-track" for this indicator if they earn at least 6 credits by the end of Grade 9. This update from the original requirement of 5 credits better aligns with Connecticut General Statutes 10-221a, which requires that students starting with the graduating class of 2023 and after must earn a minimum of 25 credits to graduate.

**Indicator 2:** Academic growth on the Smarter Balanced assessment using [Connecticut's growth model](#) is an important component of Connecticut's accountability system. For measuring growth in 2021-22, all test scores from 2020-21 (including those that were remotely-proctored) will be used as baseline from which student growth will be evaluated. The same is true for measuring English language proficiency growth for our English learners using LAS Links results.

**School Categories:** In Fall 2022, the list of schools identified for state support (i.e., Turnaround and Focus) will be updated. Per Connecticut's [approved plan with the U.S. Department of Education](#), these schools are identified based on three years of data. This upcoming school identification process will utilize the three years of 2021-22, 2018-19, and 2017-18.

Please contact [Renee Savoie](#) with questions.

