

# PERFORMANCE MATTERS

News from the CSDE Performance Office  
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## New EdSight Secure Report on Students Leaving Public School

A new report in EdSight Secure presents near real-time information on students leaving public school. Data in this report are updated on a nightly basis based on student exits reported by school districts in the Public School Information System (PSIS) Registration module. The purpose of this report is to provide district/school administrators and coordinators with information about students leaving the district/school to facilitate better tracking of exited students and possible re-engagement of disconnected students.

This report was created as a follow up to the recently released report on [Tracking Student Exits from Public School](#). Only students who are under the age of 23 are included in the report. All exits types where students may re-enter school are included; students who have graduated with a regular diploma or who have died are not included. Only students who are not currently enrolled in Connecticut public schools are shown in this report; therefore, a student who leaves a district but subsequently enrolls in another district (or reenrolls in the same district) will be excluded from this report.

Please contact the EdSight helpdesk at [edsight.sde@ct.gov](mailto:edsight.sde@ct.gov) if you have any questions about this report.

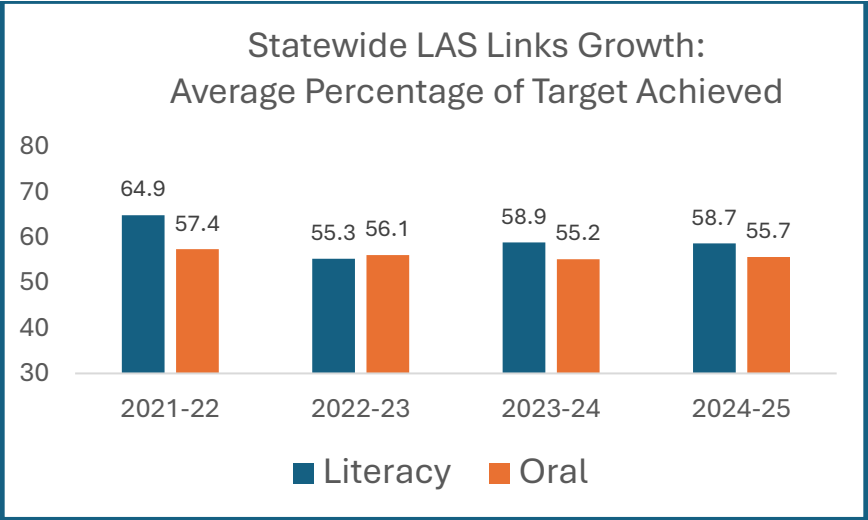


## CSDE Issues 2023-24 Condition of Education Report

On May 7, 2025, the Performance Office presented the 2023-24 edition of [The Condition of Education in Connecticut](#) to the State Board of Education. This annual report in fulfillment of Connecticut General Statutes Section 10-4(b) presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and student performance on key indicators of student engagement and student readiness for college and careers.

## LAS Links Results for 2024-25 Now Available on EdSight

The LAS Links Results for 2024-25 including [Achievement](#), [Mastery](#), and [Growth](#) for the state, districts, and schools are now available on EdSight public and secure platforms. As in past years, these LAS Links [Growth](#) results will serve as Indicators 2e and 2f in the Next Generation Accountability System results that will be released later in the fall.



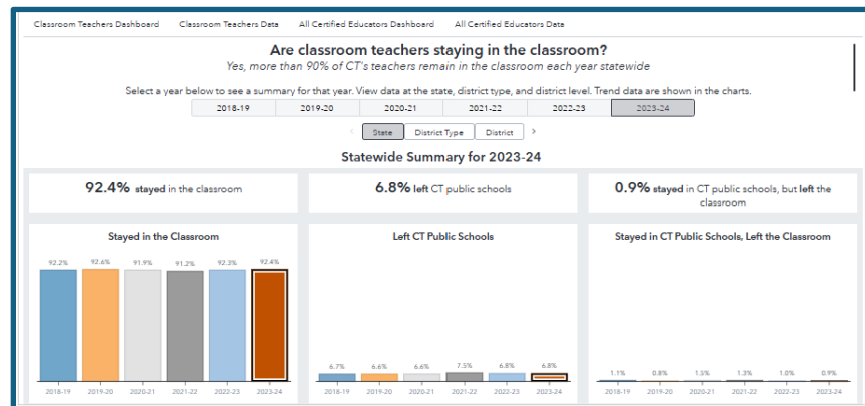
## 2023-24 Four-Year Cohort Graduation Rates on EdSight

The 2023-24 four-year adjusted cohort graduation rates for the state, districts, schools, and student groups are [now available on EdSight](#). Unsuppressed counts for individual districts and schools are available to authorized users through EdSight Secure. These data serve as Indicator 8 of the Next Generation Accountability System. Five- and six-year graduation rates for the cohorts of 2022-23 and 2021-22, respectively, will be released later this summer.

District	Graduates				
	Four-Year Graduation Rate by Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
State of Connecticut	88.8	89.6	88.9	88.4	88.9

## Educator Attrition Report Available on EdSight

The new [Educator Attrition](#) report provides turnover data for Connecticut educators. Rates are presented for the following groups: Classroom Teachers (includes special education and general education teachers) and All Certified Educators. The classroom teacher turnover rate represents the percentage of classroom teachers in one year who were not in a teaching role in the next year. Annual data are reported at the state, district, and school levels from 2018-19 to the present. This report is designed to fulfill the requirements of [Public Act 23-159](#) of the Connecticut General Assembly. For questions about the report, please contact the EdSight helpdesk at [edsight.sde@ct.gov](mailto:edsight.sde@ct.gov).

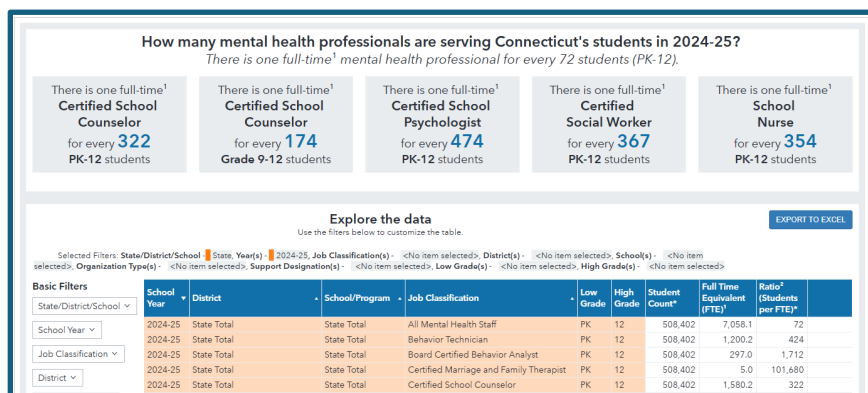


## State Board Approves Revisions to the K-3 Literacy Universal Screening Assessment Menu

On Wednesday, May 7, 2025, the Connecticut State Board of Education (SBE) approved revisions to the [Approved Menu of Grades K-3 Literacy Universal Screening Assessments](#). The Board decision removes DIBELS 6<sup>th</sup> Edition and Amira Learning from the menu. It charges the Connecticut State Department of Education (CSDE) to collect student benchmark performance data on the approved K-3 assessments for all students in Grades K-3 from all districts, report meaningful aggregate results publicly on EdSight, and study the efficacy of these assessments. Please visit the [K-3 Literacy Assessment webpage](#) for additional information.

## New Roles Included in Mental Health Staff Ratios Report

The [Mental Health Staff Ratios](#) report on EdSight has been updated to include many additional non-certified staff roles including Behavior Technician, Board Certified Behavior Analyst, Licensed Marriage and Family Therapist, Licensed Professional Counselor, Social Worker, and Trauma Specialist. Full-time equivalents (FTEs) and ratios (i.e., students per FTE) are reported for these new roles starting with the 2023-24 school year when the CSDE began collecting these data from school districts. In addition to the FTEs and ratios for these new roles, this report also provides the same data for a combined role called “All Mental Staff” which represents the total of the 12 individual roles included in this report. Data are available at the state, district, and school levels.



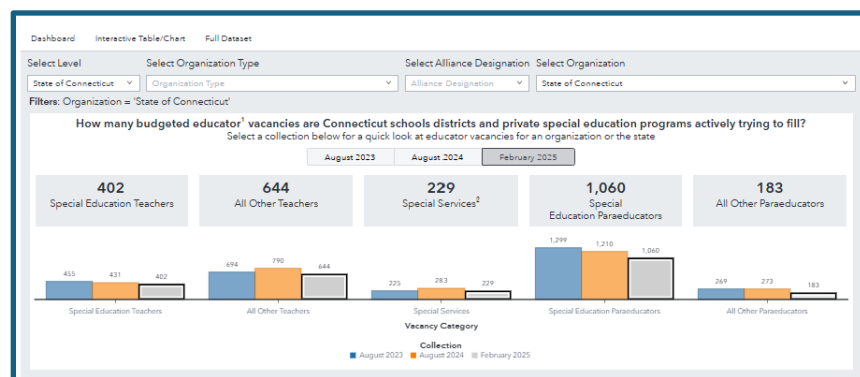
## Industry-Recognized Credentials: Registry, Data Collection, and Reporting

The Connecticut State Department of Education (CSDE), in partnership with the Office of Workforce Strategy, the Department of Labor, public school districts, institutions of higher education, and regional workforce development boards is creating a process to identify and validate non-degree industry-recognized credentials (IRCs). This collaborative effort will lead to the establishment of Connecticut's Credential Registry. School districts will be able to use the Registry to help guide students toward career pathways that align with real-world job opportunities, effectively bridging the gap between classroom learning and workforce expectations.

The CSDE will also be collecting data on IRCs earned by students in high school. These data will be collected starting with the 2025-26 school year through the Student Achievement Module (SAM) in the Teacher Course Student (TCS) application. At a minimum, these data will be reported through EdSight. Additional information about the Credential Registry and accompanying data collection and reporting will be provided in early September. If you have any questions, please contact Karen Amaker at [karen.amaker@ct.gov](mailto:karen.amaker@ct.gov).

## Educator Vacancies Report Updated

The CSDE updated the [Educator Vacancy Dashboard](#) to reflect vacancy data collected from Connecticut public school districts and approved private special education programs (APSEPs) in February 2025. Vacancies are budgeted positions that districts and APSEPs are actively working to fill. The dashboard allows users to view state or district/APSEP-level vacancy data for teachers, paraeducators, and special service endorsements. All data can be exported for further analyses.



## CSDE Issues 2023-24 School Discipline Report

The Chief Performance Officer and the Division Director for the Office of Student Supports and Organizational Effectiveness presented the [2023-24 Student Discipline in Connecticut Public Schools](#) report to the State Board of Education at the April 2025 meeting.

Highlights from the report include the following:

- Seven percent of students experienced at least one suspension/expulsion in 2023-24;
- Disparities remain in suspension rates between Black/African American and Hispanic/Latino students and their White counterparts;
- There were fewer in-school suspensions in 2023-24 compared to 2018-19, but out of school suspensions were higher in 2023-24 compared to 2018-19; and
- Suspension rates for the middle grades were significantly higher in 2023-24 compared to 2018-19.

The full report includes how the CSDE in partnership with a diverse group of stakeholders is building a statewide systems approach to addressing school discipline by considering academic, behavioral, and emotional issues. The [Connecticut School Discipline Collaborative](#) established in 2018 and codified in statute in 2023 is actively working to identify and recommend evidenced-based strategies that will transform school discipline in Connecticut schools.

To examine the latest school discipline data, visit [EdSight](#). To read more about Connecticut’s ongoing efforts to support schools, please review the [2023-24 Report on Student Discipline in Connecticut Public Schools](#).

## Plans for NAEP 2026 Underway

The National Center for Education Statistics (NCES) is initiating preparations for the 2025–26 school year assessment cycle, which includes the administration of the National Assessment of Educational Progress (NAEP). The NAEP 2026 cycle will include three assessment programs—main, national, and pilot—and will be administered to a sample of schools from January 26 to March 20, 2026. Pending federal approval, the CSDE will notify districts with one or more schools in the NAEP 2026 sample before the end of June.

The 2026 assessments are part of NAEP’s ongoing transition to using school devices for the NAEP mathematics and reading assessments. Where feasible, some schools will be selected

to administer NAEP using school devices while others will continue to use NAEP devices for the 2026 administration.

Renee Savoie from the Performance Office will contact District Technology Directors to ensure the NAEP 2026 School Technology Survey is completed for every sampled school. The survey collects details about district-owned devices' capability of supporting and utilizing the NAEP Assessment Application for administration.

For questions about NAEP, please contact Renée Savoie at [renee.savoie@ct.gov](mailto:renee.savoie@ct.gov) or by calling 860-713-6858.

