

# PERFORMANCE MATTERS

News from the CSDE Performance Office



Volume 9 | Issue 1 | March 2024 [www.ct.gov/sde/performanceoffice](http://www.ct.gov/sde/performanceoffice)

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## Official Student Documents Must Include SASIDs

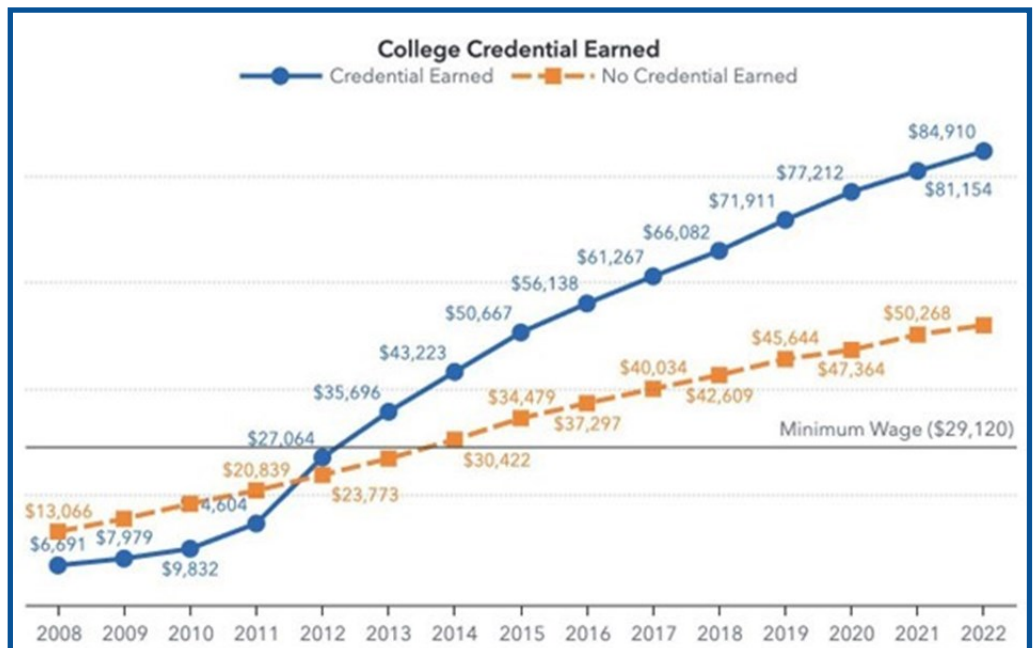
[Connecticut General Statutes Section 10-10b](#) requires that the state-assigned student identifier (SASID) be included on all official student documents. This includes but is not limited to transcripts, report cards, attendance records, disciplinary reports, and student withdrawal forms.

## New EdSight Dashboard: Postsecondary Labor and Earnings

On Wednesday, March 6, 2024, the CSDE released a report using data from the CSDE and the Department of Labor to better understand the postsecondary earnings outcomes of Connecticut's high school graduates. The new dashboard allows users to examine the relationship between earning a college credential (e.g., a certificate, associate, bachelor's, or higher degree) and annual wages earned over time. Outcomes are available by student group for every graduating class beginning with 2007 through

2016 and includes wages earned in Connecticut through 2022. The report will continue to be updated annually. The dashboard is available on [EdSight](#) under the *Performance --> Postsecondary Outcomes* menu.

To learn more about the dashboard, [REGISTER](#) for the next *Behind the Numbers* webinar scheduled for Thursday, March 28, 2024, at 1 p.m.



## Smarter Balanced Announces Initiative to Promote Responsible Use of AI in Assessment

On January 17, 2024, Smarter Balanced announced a new partnership with IBM Consulting. The goal of the partnership is to develop a set of principles and guidelines for the use of Artificial Intelligence (AI) in educational assessments and learning resources. The framework to be developed will “accelerate enhancements to accessibility,

accuracy, and fairness while minimizing bias.” The announcement can be [viewed here](#).



## CSDE Updates Interim Assessment Block Analyses with 2022-23 Data

In March 2020, the Performance Office released an analysis of the relationship between “sustained participation” in the Smarter Balanced interim assessment blocks (IABs) and growth in terms of vertical scale score on the summative assessment (see [April 2020 edition of Performance Matters](#)). “Sustained participation” is defined as a student who participates in at least four different IABs in a subject area during the school year. The [March 2020 report](#) showed a positive relationship between participation and improved achievement. The CSDE replicated these analyses using 2022-23 data and found similar results. The Phase 2 report, “affirms that in both ELA and math, in all grades, and regardless of the performance level or socioeconomic status of the student, those who take four or more different IABs during the year generally demonstrate greater mean scale score gains than those taking fewer or no IABs.” The [full report](#) is posted in the [CSDE Research Library](#).

## Mental Health Staff Ratio Report Available on EdSight

Pursuant to the requirements in Public Acts 22-47 and 22-116, the CSDE released the [Mental Health Staff Ratio Report](#) on EdSight. This report presents the ratio of students to mental health workers at the state, district, and school levels. Four educator roles are currently included: Certified School Counselor, Certified School Psychologist, Certified Social Worker, and School Nurse. In the future, additional roles will be added including Trauma Specialist, Behavior Technician, Board Certified Behavior Analyst, and Marriage and Family Therapist. The data for this report were submitted by districts through the

[Public School Information System \(PSIS\) October Collection](#) (student counts), the [Educator Data System](#) (certified staff), and the [Non-Certified Staff Collection](#). Check out the [Report Notes](#) for additional tips and information about this report. This report is listed under the *Educators --> Staffing Levels* menu on EdSight as an “Additional Report.” Please direct any questions to the EdSight helpdesk at [edsight.sde@ct.gov](mailto:edsight.sde@ct.gov).

### How many mental health professionals<sup>1</sup> are serving Connecticut's students?

Check out the statewide numbers for 2022-23 below.

There is one full-time<sup>1</sup>  
**Certified School Counselor**  
for every **333**  
PK-12 students

There is one full-time<sup>1</sup>  
**Certified School Counselor**  
for every **179**  
Grade 9-12 students

There is one full-time<sup>1</sup>  
**Certified School Psychologist**  
for every **494**  
PK-12 students

There is one full-time<sup>1</sup>  
**Certified Social Worker**  
for every **384**  
PK-12 students

There is one full-time<sup>1</sup>  
**School Nurse**  
for every **365**  
PK-12 students

#### Explore the data

Use the filters below to customize the table.

Selected Filters: State/District/School - [State] Year(s) - [2022-23] Job Classification(s) - [No item selected] District(s) - [No item selected] School(s) - [No item selected] Organization Type(s) - [No item selected] Support Designation(s) - [No item selected] Low Grade(s) - [No item selected] High Grade(s) - [No item selected]
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Basic Filters		School Year	District	School/Program	Job Classification	Low Grade	High Grade	Student Count*	Full Time Equivalent (FTE) <sup>1</sup>	Ratio <sup>2</sup> (Students per FTE)*
State/District/Sch...	School Y...	2022-23	State Total	State Total	Certified School Couns...	PK	12	513,513	1,543.9	333
		2022-23	State Total	State Total	Certified School Psych...	PK	12	513,513	1,059.6	494
		2022-23	State Total	State Total	Certified Social Worker	PK	12	513,513	1,350.6	384
		2022-23	State Total	State Total	School Nurse	PK	12	513,513	1,405.5	365

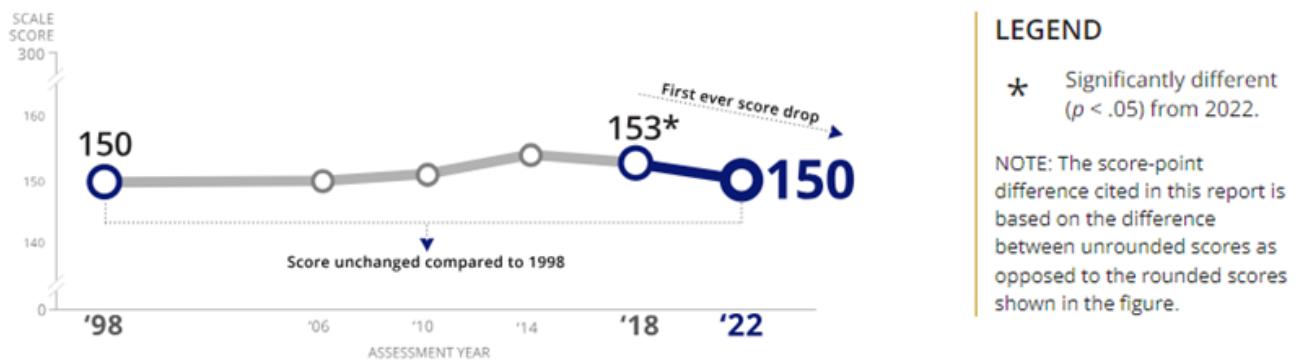
## NAEP Grade 8 U.S. History and Civics Scores Decline

The National Center for Education Statistics (NCES) released the National Assessment of Educational Progress (NAEP) 2022 U.S. History and Civics results in May 2023. The results provide a national picture of Grade 8 students' knowledge and skills in these two important subject areas. Student performance on both assessments declined.

For U.S. History, the average scale score had reached 267 in 2014, but scores declined in 2018 to 263, and again to 258 in 2022. Like assessments in other content areas, greater score decreases were evident for lower performing students.



The Civics results reported for 2022 mark the first time that the average score declined. The average score in 2022 was 150 compared to 153 in 2018. Thirty-one percent of students performed below NAEP's basic level.



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### 2022-23 Expenditure Data Available on EdSight

The expenditure data for 2022-23 that were submitted and certified by districts through the Education Finance System (EFS) are now available on [EdSight](#). Select *Overview* --> *Fiscal Resources* to access a [wide array of fiscal reports](#). These expenditure data are also displayed in the [Resource Allocation Review](#) dashboard and the [Connecticut Report Cards](#). Relevant *Report Notes* are linked below each report to support use and interpretation.

### Annual Statewide Student Discipline Report Available

The CSDE shared the annual [2022-23 Report on Student Discipline in Connecticut Public Schools](#) with the Connecticut State Board of Education during their February 14, 2024, meeting. The report is in fulfillment of [Connecticut General Statutes Section 10-233n](#), and is based on data reported by districts through the ED166 Student Disciplinary Offense Data Collection. When

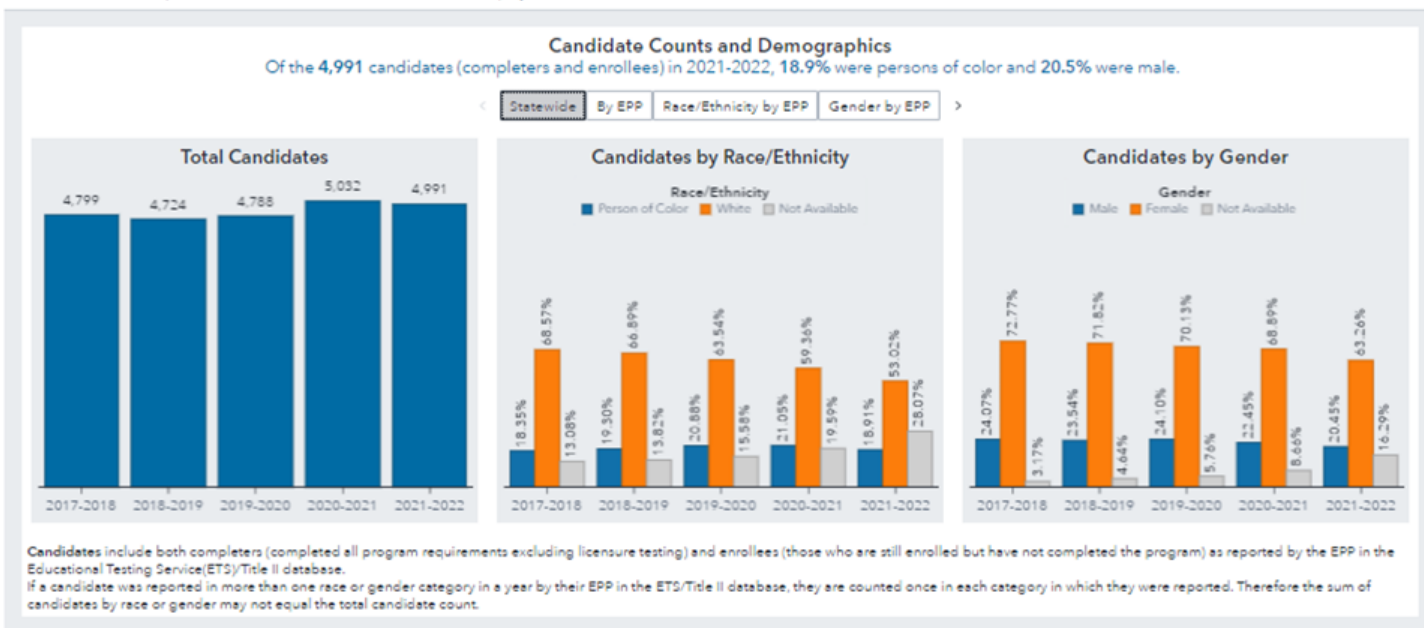
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## CSDE Releases Educator Preparation Provider (EPP) Dashboard

The Connecticut State Department of Education (CSDE) is pleased to provide an updated [Educator Preparation Provider \(EPP\) Dashboard](#). The data in these dashboards are derived by matching Title II data that are submitted by EPPs to the Educational Testing Service (ETS), with certification and employment data at the CSDE. The dashboards contain data for all years from 2013-14 to 2021-22. Pursuant to that match, the CSDE created a range of metrics including the total number of candidates, number of completers, number of completers certified

within one year, pass rates on licensure examinations, and employment in Connecticut public schools. Going forward, the data in this dashboard will be updated on an annual basis in early July after EPPs submit their prior year data to ETS. While this report was created in accordance with the statutory requirements outlined in [Connecticut General Statutes Section 10-146h](#), the CSDE will be using this report in partnership with EPPs to drive our collective efforts to expand and diversify the pipeline for high quality educators in Connecticut.

Candidates   Completers   Certification   Assessment   Employment   Persistence   Data

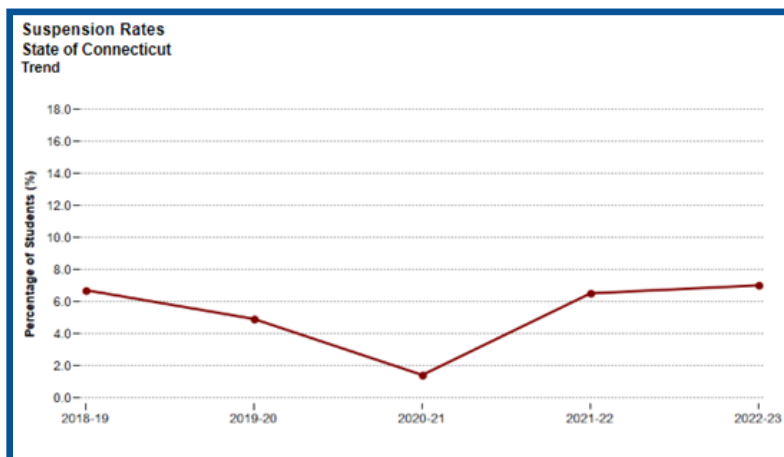


## Annual Statewide Student Discipline Report Available (cont.)

(Continued from page 3)

comparing suspension rate data in 2022-23 to 2018-19, the total number of in-school suspensions decreased by 7.5 percent while the total number of out-of-school suspensions increased by 14.4 percent. During this same time, expulsions have increased by 31.4

percent. The report includes a review of rates by incident category but focuses on suspension rates, which are used to group districts into four tiers based on overall and disproportionate use of suspension and expulsions. The tiering system is used to identify districts that need support. All discipline data going back to 2009-10 are available on EdSight by selecting *Students --> Discipline*.





## NAEP Grade 8 U.S. History and Civics Scores Decline (cont.)

(Continued from page 3)

For many years, the [National Council for the Social Studies](#) (NCSS) has called attention to the loss of instructional time for social studies given the heightened focus on reading and mathematics, especially at the elementary level. The organization has advocated for daily high-quality social studies instruction for all students. In response to the 2022 results, the NCSS executive director, Lawrence M. Paska said, "...NAEP results continue to demonstrate the urgent need for immediate attention to restore social studies education in the daily school experience of every child, from early learning to high school graduation."

Steve Armstrong, the Connecticut State Department of Education's K-12 Social Studies Consultant had a similar reaction to the results but provided hope for the future of social studies education in Connecticut. He explained that the State Board of Education (CSBE) approved the [Connecticut Elementary and Secondary Social Studies Standards](#) at their October 4, 2023 meeting. The standards were the culmination of a two-year effort in partnership with the [Connecticut Council for the Social Studies](#) that included broad stakeholder input. In presenting the new standards to the CSBE for their approval, Steve highlighted the potential of the standards and called out three key features of the new standards:

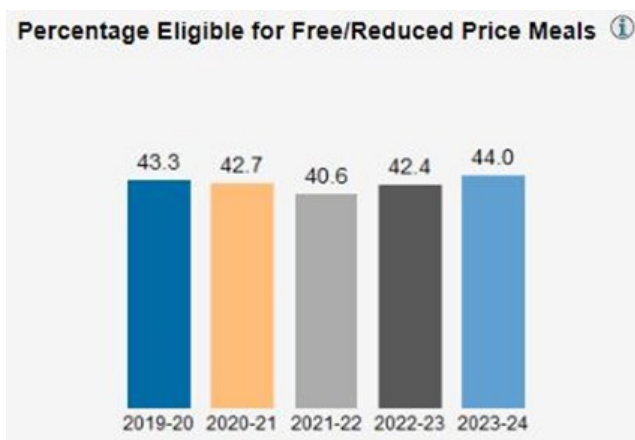
- The authors made a conscious effort to have the standards present a way to talk about and study the various groups of individuals who live in Connecticut whose stories have not previously been included in social studies standards and curricula.
- The standards are based on an inquiry approach, which provides students the opportunity to research problems, discover answers, and actively engage in their learning.
- The standards provide a particularly robust model for K-5 social studies education, where there is the greatest need for additional support so that students enter middle school with a strong foundation.

To review results of the 2022 NAEP Civics assessment in more detail including sample questions, please visit <https://www.nationsreportcard.gov/highlights/civics/2022/>.

Similar information for the 2022 NAEP U.S. History assessment is available here: <https://www.nationsreportcard.gov/highlights/ushistory/2022/>.

## EdSight Enrollment Dashboard Shows 512,652 Students in 2023-24

The public school enrollment data for 2023-24 that were submitted and certified by districts through the October 2023 Public School Information System (PSIS) collection



are now available on [EdSight](#). Select *Students* --> *Enrollment* to access the [Enrollment Dashboard](#) and the additional enrollment reports. These data are also populated in the [Connecticut Report Cards](#). Increases are evidenced in all high need designation areas. The percentage of students eligible for free or reduced priced meals, students with disabilities, and English/multilingual learners have all increased to their highest percentages to date.

