Educators with Active Endorsements - New Report on EdSight

A new report is available in EdSight Secure to support a district's targeted talent management activities. This new report is titled "Educators with Active Endorsements." It is available to all users of EdSight Secure.

The report contains two tabs:

1. All Educators with Active Endorsements:
    This tab lists all certified educators in Connecticut who hold at least one active endorsement, are not retired, and have an email address. It provides the name of the educator, the endorsement(s) they hold, a status of whether or not they are employed in a Connecticut public school, and their email address. The data can be filtered by one or more endorsement areas and/or by whether or not the educator is employed. Districts can use this report to send email notifications to appropriately certified educators about job openings in their district.

2. Educators with Active Endorsements: My District Only: This tab lists all Connecticut-certified educators currently employed in the user's district for whom there is an email address in the state certification system. It provides the name of the educator, their Educator Identification Number (EIN), the endorsement(s) they hold, and their current assignments within the district. Districts and schools can use this report to plan staffing assignments.

The CSDE is providing easier access to these data to assist districts in strategic recruitment and hiring so that students get increased access to the most qualified educators. Please instruct all EdSight Secure users in the district to use these data judiciously.

For additional information, please see the report handout which provides an overview of this new report or the EdSight Secure FAQ that answers general questions about the system. Any additional questions can be directed to Edsight.SDE@ct.gov.

2017-18 Profile and Performance Reports Available on EdSight

The 2017-18 Profile and Performance Reports (PPR) are now available on EdSight for all public school districts and their schools. The PPR provides a comprehensive picture of a school or district by presenting data about students (e.g., enrollment, chronic absenteeism, suspension/expulsion, achievement, graduation), educators (e.g., demographics, staffing levels, attendance), instruction/resources (e.g., special education, expenditures, course participation), and the Next Generation Accountability System.

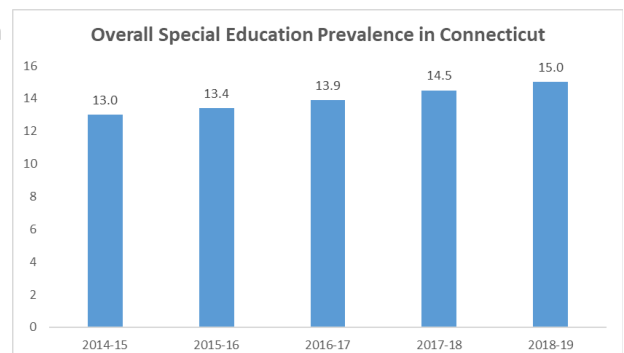## Smarter Balanced Focused Interim Assessment Blocks

In the 2019-20 school year, Smarter Balanced will begin releasing new Interim Assessment Blocks (IABs) focused on fewer assessment targets than most current IABs. These focused IABs are designed to measure smaller bundles of content to give teachers a better understanding of students' knowledge and academic performance and provide teachers with precise next steps for instruction.

Interim Assessment Blocks measure a limited number of standards (or assessment targets) at greater depth and can support curriculum and instruction. On the contrary, the state summative assessment (e.g., Smarter Balanced, SAT) takes a broader sampling of all the assessment targets for a particular grade; it is designed to provide an efficient and reliable estimate of a student's underline overall performance underline for use in accountability, public aggregate reporting, and program evaluation; it is underline not underline intended to inform day-to-day classroom instruction.

The CSDE encourages the use of IABs and the soon-to-be-available focused IABs as tools that can help classroom teachers identify strengths and weaknesses of an individual student or a small group of students on specific content and skills aligned to the Connecticut Core Standards. The scope, sequence, number, and timing of the IABs can be determined at the district/school/classroom level. These valuable, optional tools can be used in a variety of ways in the classroom to support the teaching of text annotation or note taking. Teachers can use one item to model skills such as problem solving, close reading, or examining text features. Brief write blocks can be incorporated as a think-aloud activity or as a starting place for research, editing, or further writing activities. Interim items can be completed in a small group or whole class setting. Lastly, the IABs also support professional learning; teachers might work through difficult items during SLC meetings to better understand the expectations of the assessments and to determine how their own curriculum aligns to the CCS and to what is being measured. Please contact Cristi Alberino with any questions.

2018-19 Special Education Prevalence Now on EdSight

The 2018-19 special education prevalence data are now available on EdSight. The overall prevalence of special education in Connecticut has increased from 13.0 percent in 2014-15 to 15.0 percent in 2018-19. During this same period, within special education, the prevalence of autism and learning disability have seen significant increases. Please note that these data include students in Kindergarten through Grade 12 only.

Overall Special Education Prevalence in Connecticut

Year	Prevalence
2014-15	13.0
2015-16	13.4
2016-17	13.9
2017-18	14.5
2018-19	15.0

Board of Regents Adopts Uniform Advanced Placement Policy

The Connecticut State Colleges and Universities (CSCU) and the Connecticut State Department of Education (CSDE) recently announced that the Board of Regents for Higher Education (BOR) has adopted a uniform policy for Advanced Placement exam credit and student placement. Under the new policy, all CSCU institutions will grant academic credits to any student earning a score of 3 and higher on any AP examination. Students transferring from a CSCU community college to a CSCU university or Charter Oak State College or transferring between two-year colleges or between four-year institutions within CSCU with AP scores of 3 and higher shall be considered for the awarding of course credits and/or placement at any CSCU institution.

The CSCU and the CSDE recognize that honoring AP courses that students take in high school and awarding college course credits through these examinations advances their preparedness for college success and impacts positively upon the affordability of attending college. The policy allows CSCU institutions to award credits as the equivalent of a specific course, as fulfilling a general education category, or as elective credits.

The CSCU and CSDE originally began exploring the benefits of this policy to students, while also reviewing the relevant research about AP. The Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut School Counselor Association (CSCA) expressed strong support for such a policy. CAPSS noted that it could help to "keep AP students in the state" and support "their momentum for persistence and retention," not to mention the substantial savings in time and money. The CSCA observed that school counselors across the state are encouraging students to challenge themselves with college-level coursework while in high school and that such a uniform policy will be efficient and effective in the college planning process.

This is a win for all students pursuing higher education in our state. Read the Advanced Placement Credit and Placement Policy here or visit BOR's website for more information.

Statewide Student Information System: A Feasibility Report

In accordance with Public Act 17-220, a report titled Statewide Student Information System: A Feasibility Report is available. Information for this report was gathered from multiple sources including a student information system workgroup, an online survey, a superintendent workgroup, and input from other states. Usability, cost, and features of the various information systems currently in use were examined. Desired features, advantages, and disadvantages were also explored.