

Connecticut State Department of Education – June 10, 2026



UNLOCKING *Lifelong* POTENTIAL



“We’re *not* going to cover everything on EdSight”



UNLOCKING *Lifelong* POTENTIAL

**“Not all questions can be answered easily
with public data/reports.”**



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What have we learned from high growth schools about factors that influence student growth?

- Use high quality instructional materials *and* implement standards with fidelity.
- Commercial benchmark tests may muddle the picture.
- Interim “block” assessments test narrower content and provide more useful information.
- Individuals providing intervention, especially paraeducators, need professional learning (PL).
- Protect teacher PL time. Use coaches strategically.
- Focus on the “little” data.
- Leaders instill a strong belief among all educators that your zip code is not your fate.
- Foster a positive climate with trust between and among, students and teachers.



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Breadth of Data/Metrics





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The EdSight Menu *and* Related Links (Report Notes)

 CT.GOV | State of Connecticut

 Search  Language



EdSight

Connecticut's official source for education data

[Home](#) ▾ [General](#) ▾ [Students](#) ▾ [Educators](#) ▾ [Instruction & Resources](#) ▾ [Assessments](#) ▾ [Accountability](#) ▾ [Graduation & Beyond](#) ▾

[EdSight Home](#) [CSDE Home](#)

Attendance Dashboard

[See related links.](#)

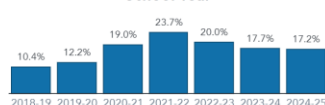
State Dashboard Yearly Attendance Monthly Attendance View Data

A student is **in attendance** if they spend at least half of the day participating in school activities.
A student is **chronically absent** if they are absent for any reason for 10% or more school days.

83,405 students were chronically absent in 2024-25.

This represents 17.2% of all K-12 students.

Percent of Students Chronically Absent by School Year



Related Links

[Report Notes \(PDF\)](#)

Archived Related Links

The content below is for historical purposes only and is no longer being updated. The information may be outdated, links may no longer be accessible. If you need an accessible version of these documents, please email edsight.sde@ct.gov.

[Presentation, October 2014 \(PDF\)](#) | [Truancy Counts, 2012-13 through 2018-19 \(Excel\)](#) | [Attendance and Remote Learning Archive](#)



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Many roads to the same end!



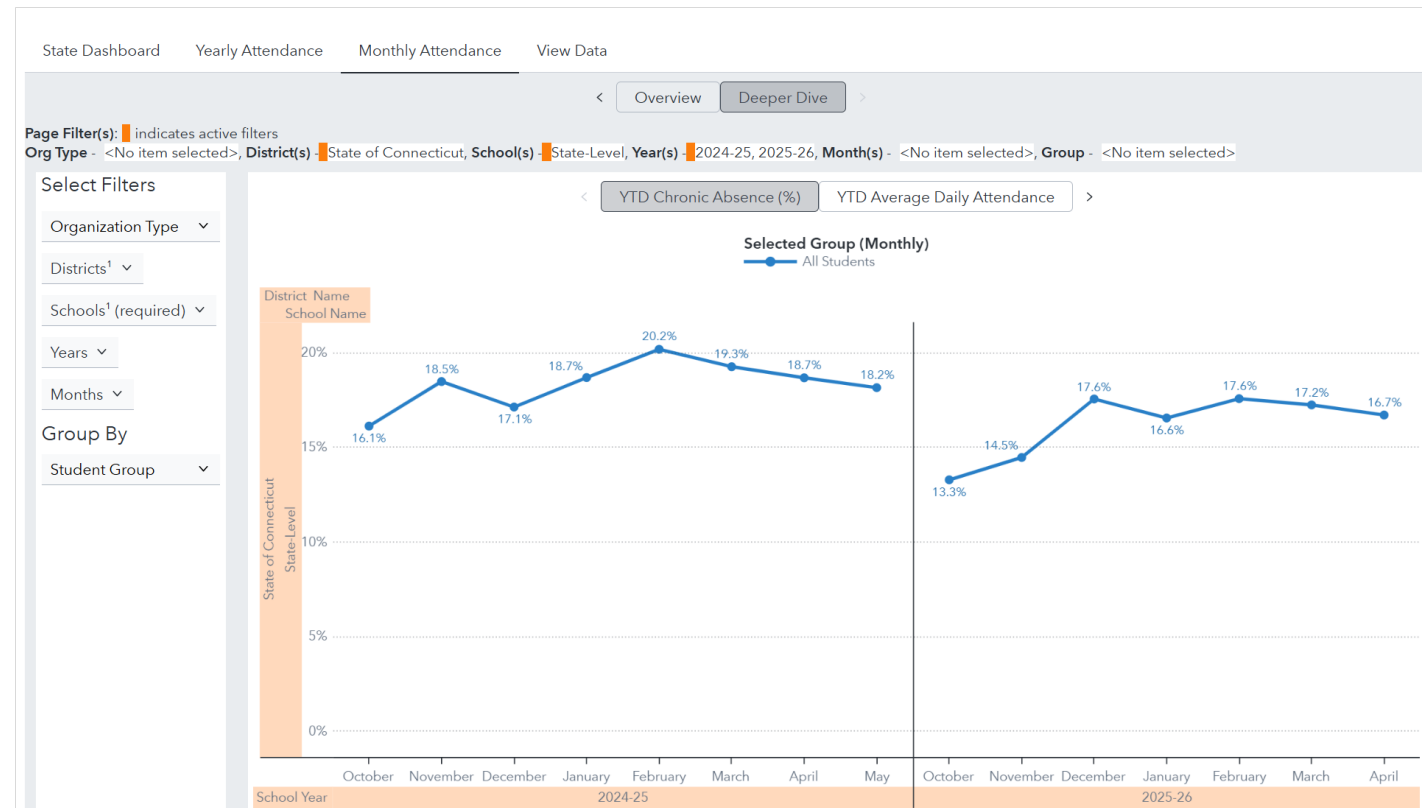


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Where can I find the most current data for how our district is performing to see if our new attendance initiative is working?

Attendance Dashboard

See [related links](#).





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Some Questions to Ask District/School Leaders (cont'd)

Engagement:

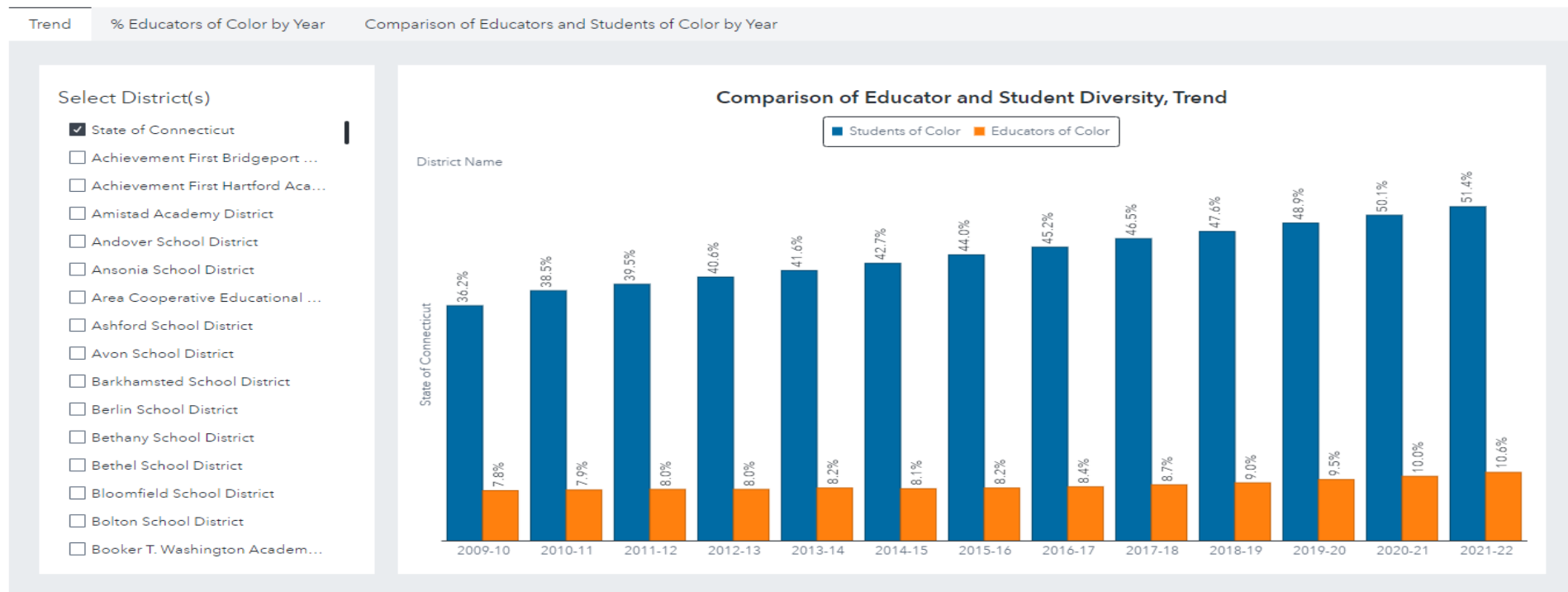
- How does the district track student attendance?
- What strategies does the district employ to increase student attendance and reduce absences?
- How does the district apply restorative practices to reduce exclusionary discipline and any disproportionality?



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What data is available to help us monitor our progress in recruiting and retaining a more diverse teaching staff?

Educator Diversity





Some Questions to Ask District/School Leaders (cont'd)

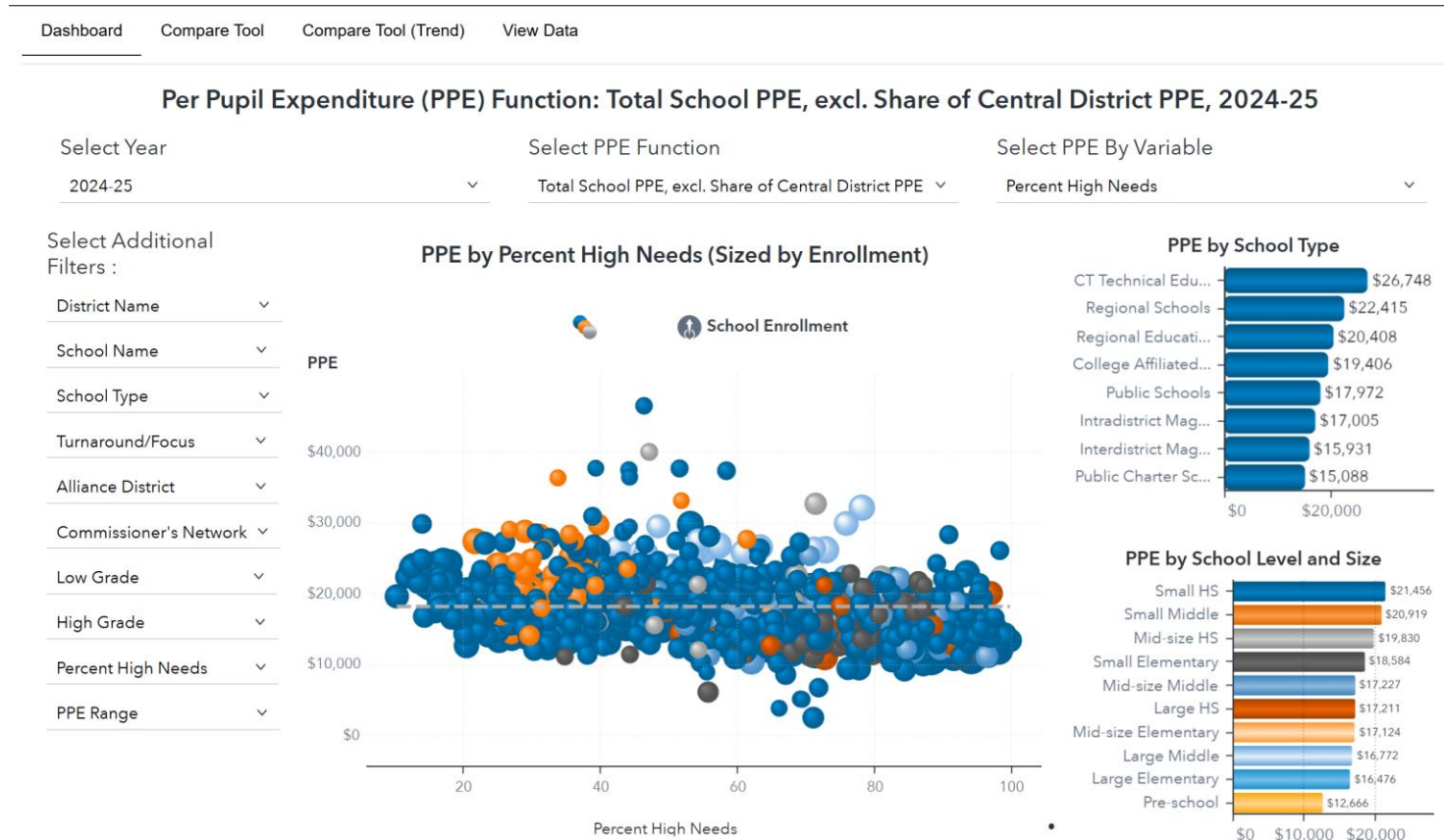
Professional Learning:

- How does PL time allow for horizontal (within grade) and vertical (across grade and building) communication?
- What PL opportunities does the district offer for paras/interventionists?



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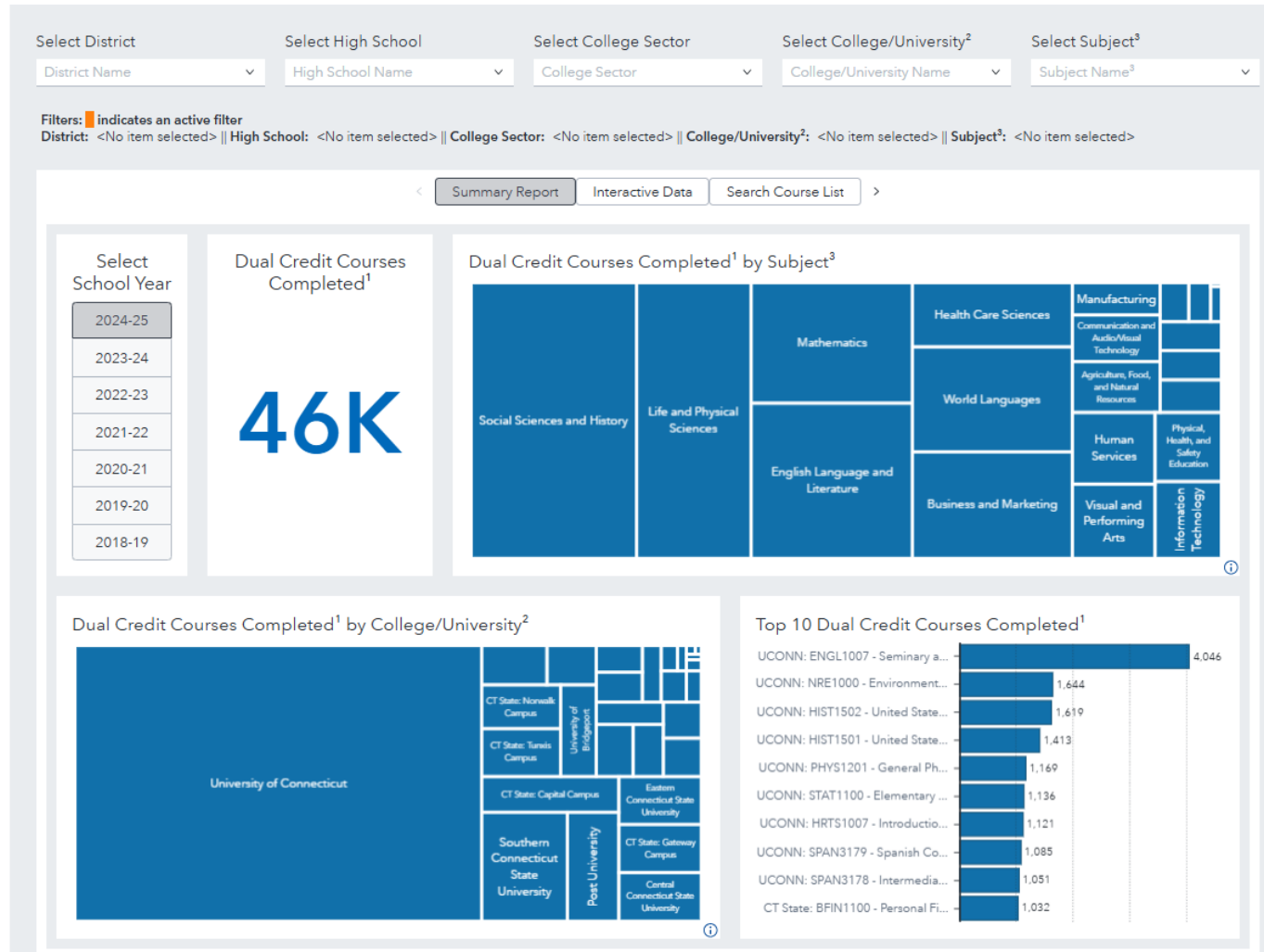
Can EdSight help us understand how our per-pupil spending compares to the state average or our peers?





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Dual Credit Courses Completed





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Some Questions to Ask District/School Leaders (cont'd)

College/Career:

- What partnerships does the district have with higher education institutions to offer academic- and career-oriented college courses in high school, in addition to AP/IB courses?
- What pathway programs does the district offer in partnership with employers and higher education so students can enter the labor force if necessary right out of high school?
- What industry-recognized credentials can student earn through these pathways while in high school?



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How can the Board use EdSight to see if our “High Needs” student groups are closing the achievement gap?

First, let’s take a closer look at interpreting test scores.

Achievement

	Year (% Level 3+ or Avg SS)				
Grade	2021	2022	2023	2024	2025
3					
4					
5					
6					
7					
8					
11					

Rough cohort growth

	Year (% Level 3+ or Avg SS)				
Grade	2021	2022	2023	2024	2025
3					
4					
5					
6					
7					
8					
11					

Matched Student Growth

	Year (% Met Target)				
Grade	2021	2022	2023	2024	2025
3					
4					
5					
6					
7					
8					
11					



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Next Generation Accountability Dashboard

Achievement (Performance Index)

Growth (Avg % of Target Achieved)

Basic Report Advanced Report

Filters:  indicates an active filter

District: <No item selected> || School: <No item selected> ||  2018-19, 2021-22, 2022-23, 2023-24, 2024-25

Select Accountability Years ▾ Select Districts ▾ Select Schools ▾ ☒ Include State-level

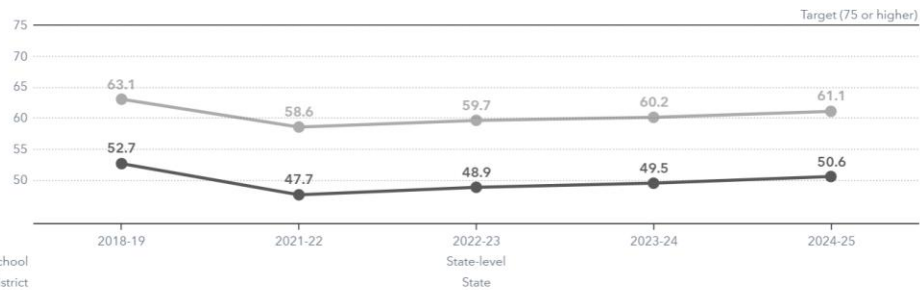
< Accountability Index **Indicator (Ind.) 1** Ind. 2 Ind. 4 Ind. 5-6 Ind. 7-9 Ind. 10 Ind. 11 Ind. 12 Trend Crosstab (Export) >

Performance Index

Click buttons below to show/hide measures on the chart

ELA - All Students ▾ ELA - High Needs Math - All Students **Math - High Needs** Science - All Students Science - High Needs

● ELA - All Students ● ELA - Students with High Needs ● Math - All Students
● Math - Students with High Needs ● Science - All Students ● Science - Students with High Needs



The **Performance Index** is the average performance of students in a subject area (i.e., English Language Arts (ELA), Mathematics, or Science) on the state summative assessments and ranges from 0 to 100.

Basic Report Advanced Report

Filters:  indicates an active filter

District: <No item selected> || School: <No item selected> ||  2018-19, 2021-22, 2022-23, 2023-24, 2024-25

Select Accountability Years ▾ Select Districts ▾ Select Schools ▾ ☒ Include State-level

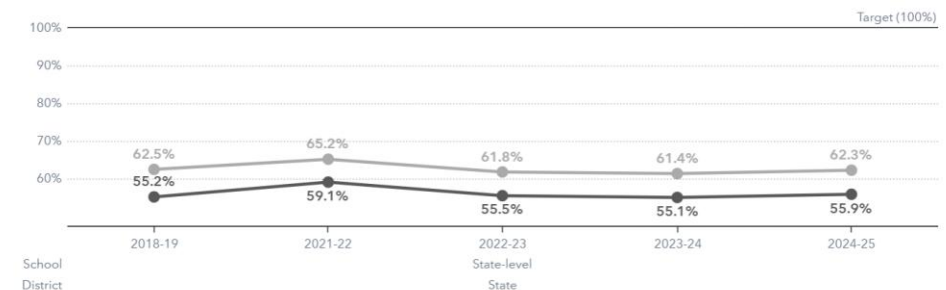
< Accountability Index Indicator (Ind.) 1 **Ind. 2** Ind. 4 Ind. 5-6 Ind. 7-9 Ind. 10 Ind. 11 Ind. 12 Trend Crosstab (Export) >

Academic Growth

Click buttons below to show/hide measures on the chart

ELA - All Students ▾ ELA - High Needs Math - All Students **Math - High Needs** Literacy Oral

● ELA - All Students ● ELA - Students with High Needs ● Math - All Students
● Math - Students with High Needs ● Progress Toward English Proficiency - Literacy ● Progress Toward English Proficiency - Oral



Academic Growth is the average percentage of growth target achieved by students in grades 4 through 8.



Some Questions to Ask District/School Leaders

High Quality Instructional Materials and Implementation Fidelity:

- What is the district's curriculum? Is it aligned to the state standards and the latest scientific evidence about how students learn?
- How do you know if teachers in every classroom are implementing the curriculum with fidelity? Are students working on material that aligns well to the grade-level standards?
- What supports are available to teachers to strengthen implementation fidelity?



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Some Questions to Ask District/School Leaders (cont'd)

Academic Growth:

- Based on the state's growth model, can you tell us who's growing and who's not growing e.g., based on prior performance, student group, school, grade, etc.? What does that tell you about what you need to do?



Some Questions to Ask District/School Leaders (cont'd)

Assessments:

- In addition to the annual state tests, what other tests are used?
- What purposes do they serve? Are they aligned to the state standards?
- How is the district reducing redundant standardized testing, especially those that use broad assessments (See section 7 of [Public Act 26-139](#))?
- How is the district helping teachers to develop knowledge and skill in employing formative assessment practices on a daily basis?



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How do I explain the “Accountability Index” scores to the public when our test scores went up but our overall index went down?

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned
1a. ELA Performance Index - All Students	67.7	75	45.1	50	90.2
1b. ELA Performance Index - High Needs Students	58.1	75	38.8	50	77.5
1c. Math Performance Index - All Students	63.1	75	42.0	50	84.1
1d. Math Performance Index - High Needs Students	52.7	75	35.1	50	70.2
1e. Science Performance Index - All Students	63.8	75	42.5	50	85.0
1f. Science Performance Index - High Needs Students	54.2	75	36.1	50	72.2
2a. ELA Academic Growth - All Students	59.9%	100%	59.9	100	59.9
2b. ELA Academic Growth - High Needs Students	55.1%	100%	55.1	100	55.1
2c. Math Academic Growth - All Students	62.5%	100%	62.5	100	62.5
2d. Math Academic Growth - High Needs Students	55.2%	100%	55.2	100	55.2
2e. Progress Toward English Proficiency - Literacy	60.0%	100%	30.0	50	60.0
2f. Progress Toward English Proficiency - Oral	52.1%	100%	26.1	50	52.1
4a. Chronic Absenteeism - All Students	10.4%	<=5%	39.2	50	78.3
4b. Chronic Absenteeism - High Needs Students	16.1%	<=5%	27.8	50	55.7
5. Preparation for CCR - Percent Taking Courses	80.0%	75%	50.0	50	100.0
6. Preparation for CCR - Percent Passing Exams	42.6%	75%	28.4	50	56.7
7. On-track to High School Graduation	88.0%	94%	46.8	50	93.6
8. 4-year Graduation: All Students (2018 Cohort)	88.3%	94%	93.9	100	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	83.3%	94%	88.6	100	88.6
10. Postsecondary Entrance (Graduating Class 2018)	70.9%	75%	94.5	100	94.5
11. Physical Fitness (estimated participation rate = 96.4%)	52.9%	75%	35.3	50	70.6
12. Arts Access	51.9%	60%	43.3	50	86.5
Accountability Index			1076.2	1450	74.2



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*Which EdSight report should I use when a community member asks,
How is our district doing compared to our neighbors or like districts?*

- Many dashboards allow for comparisons.
- All EdSight reports allow for data to be exported to Excel.
- “How is our district doing...” is a broad request. One option could be to use the [Next Generation Accountability Dashboard](#)



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Beyond High School Graduation

Labor and Earnings of High School Graduates

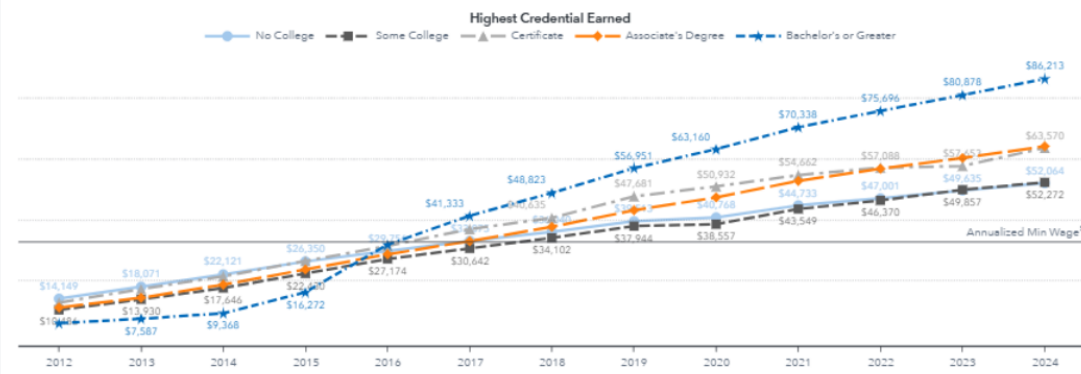
Summary Report Interactive Report Recent Grads

Select High School Graduating Class¹

2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

< Completion Highest Credential Earned Gender Race/Ethnicity High Needs Industry of Employment CTECS Registered Apprenticeships >

Those with a four-year (or higher) degree⁴ earn³ substantially more than those with shorter-term degrees or certificates⁴ beginning in the sixth year after high school graduation. This gap increases over time.



College Enrollment, Persistence and Graduation

Dashboard Progress Report (Graduating Class) District and Town Maps

College Enrollment, Persistence, and Graduation by Graduating Class

Select District

Select School

Select Student Group

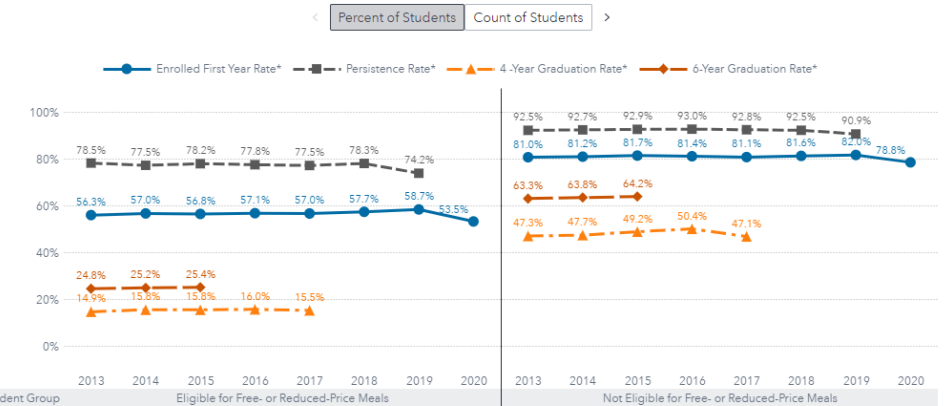
District Name School Name Free/Reduced-Price Meal Eligibility (2-level)

Key Insights

Of the **38,198** students in the 2015 Graduating Class, **72.3%** enrolled in a college or university within the first year after graduation.

Of those freshmen, **88.6%** persisted into their sophomore year.

Within four years, **36.6%** of the high school graduating class earned a college degree, and within six years, **49.6%** had earned a college degree.





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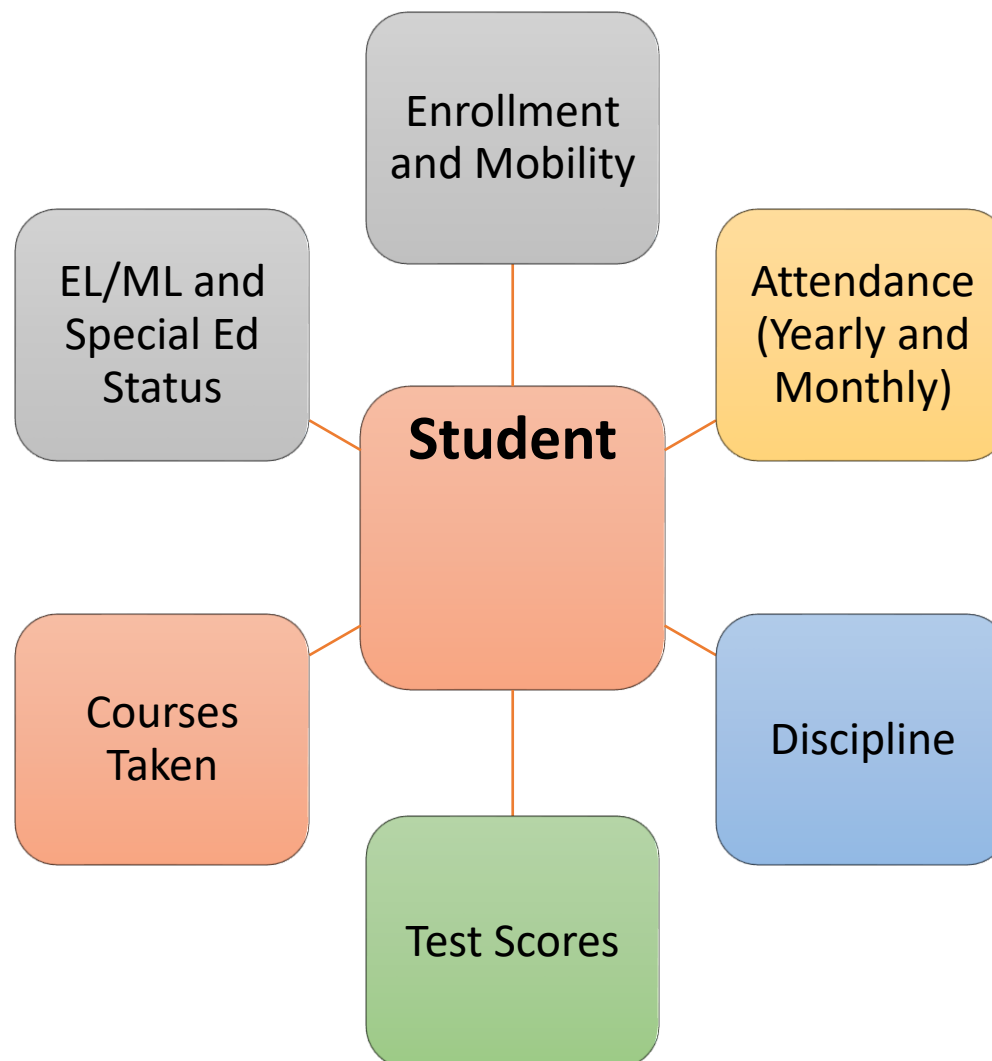
What is the difference between what I see on Public Edsight and what my Superintendent sees in EdSight Secure? Can I get access to the Secure side?

- EdSight Secure provides confidential student information and longitudinal student data.
- It can only be accessed by authorized users within the school/district who have a need to know that confidential information.



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Historical Information about Students





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Simple Report. High-Level Trends on Key Metrics.

Select a District

State of Connecticut

Select a School or Leave Blank for District/State Report Card

Submit

How to use the report card: Click the headings below (Students, Educators, Instruction/Resources, Performance) to expand(+) and collapse(-) a section and view associated charts. Click on a chart or chart title to disaggregate data by student group (e.g., race/ethnicity, gender, free/reduced-price meal eligibility, English learner, or disability status.)

[List of Schools Identified for State Support and Recognition \(.xlsx\)](#)

State of Connecticut

Website: <https://portal.ct.gov/SDE>

Phone: 860-713-6543

Grade Range: PK-12

[Printable Reports \(PPRs\)](#)

[Next Generation Accountability Report](#)

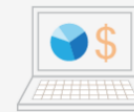
513,615 students



1,519 schools/programs



\$19,134 per pupil



53,220.0 certified staff FTE



Accountability Index: 74.2

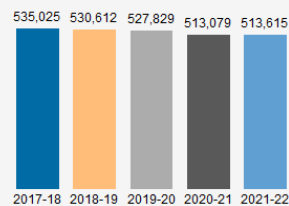


 Information Icon - Click for information about the chart.

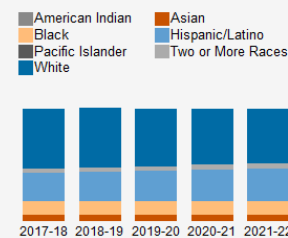
 Next Generation Accountability Metric Icon - Click for indicator number and target or [view the full Next Generation Accountability Report here](#).

- Students

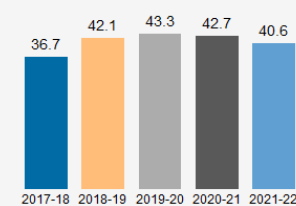
Statewide Enrollment



Percentage of Enrollment by Race/Ethnicity



Percentage Eligible for Free/Reduced Price Meals



Percentage Students with Disabilities

