




STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools

FROM: Dr. Dianna R. Wentzell, Commissioner of Education 

DATE: January 11, 2018

SUBJECT: New Connecticut Perkins Technical Skill Accountability Measure

The Connecticut State Department of Education (CSDE) has established a new Perkins performance accountability measure, effective the 2017-18 school year, to assess career and technical skill proficiencies. Instead of using the Annual Career and Technical Education Assessment (i.e., NOCTI), Connecticut will now assess technical skills through successful completion of two (2) Career and Technical Education (CTE) courses in one of the pathways in Connecticut's CTE program areas.

All course data for CTE concentrators and completers will be extracted from data reported by school districts to the CSDE through the Teacher Course Student (TCS) database. It is imperative that districts ensure that all data in TCS – especially NCES course codes, credits earned, and outcome/grade status (e.g., pass, fail) – are reported accurately and completely. To identify the TCS contact for your district, please check the [contact list \(excel file\)](#). Please note that as a result of this change in policy, the ED-400 CTE data collection has been eliminated.

Purposes for Change to the Measure

- *True and accurate reflection.* The new measure ensures all CTE students meeting the definition of concentrator and/or completer are reported.
- *Multiple measurements of student growth.* CT teachers will formatively evaluate students' learning progress in real time. The new measure allows for more performance-based, project-based measures and increased personalized learning experiences.
- *Alignment with Accountability System.* This change integrates with Indicator 5 of the Next Generation Accountability System, which encourages increased access to college and career readiness coursework, including participation in at least two courses in one of the pathways in Connecticut's program areas.
- *Reduce testing burden.* Replacing the NOCTI assessment with successful course completion will reduce the testing burden on students, particularly in grades 11 and 12. Students will demonstrate what they know and are able to do through a variety of assessment methods constructed locally with input from Advisory Boards, CTSOs, local Work-based Learning partners, and dual-concurrent partnering community colleges.

An informational webinar for CTE practitioners and administrators will be offered in March 2018.

Please contact Suzanne V. Loud at suzanne.loud@ct.gov or Harold Mackin at harold.mackin@ct.gov for further information.

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