



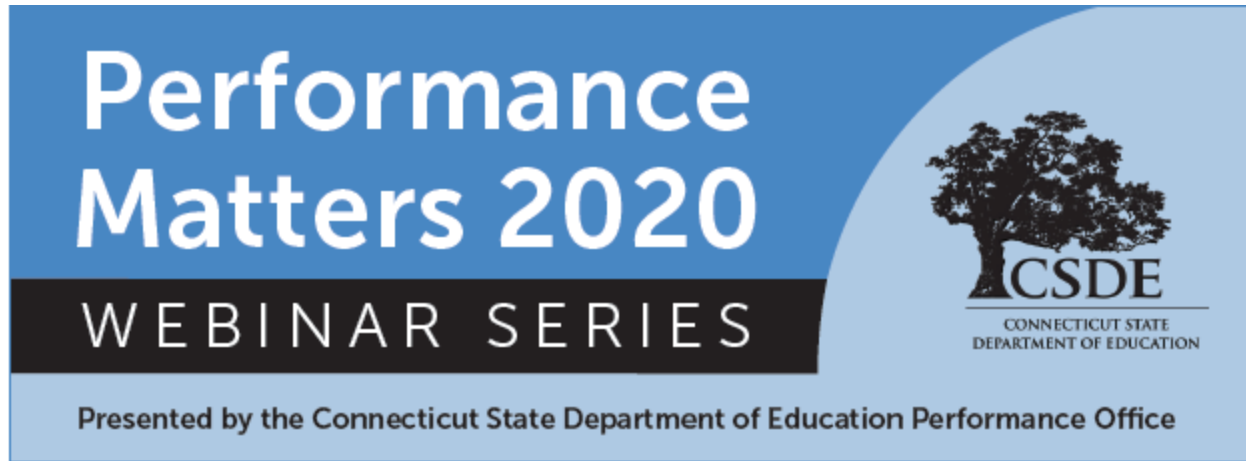
CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Assessment and Accountability in 2020-21

Thursday October 22, 2020 -- 10 a.m. – 11:30 p.m.

Ajit Gopalakrishnan, Chief Performance Officer  
Abe Krisst, Bureau Chief, Performance Office

# Performance Matters 2020



11 webinars over the next several weeks!

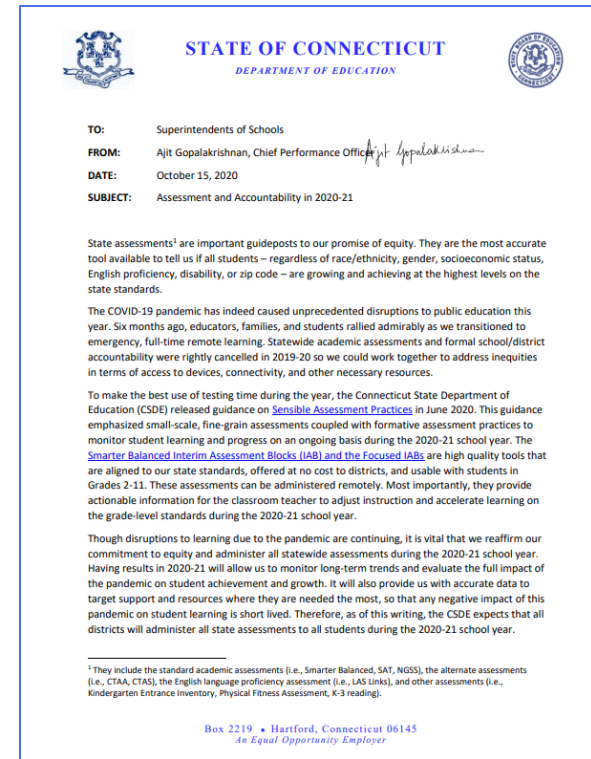
See [2020 Performance Matters flier](#) for session descriptions and registration links



# Webinar Purpose

## Assessment and Accountability in 2020-21

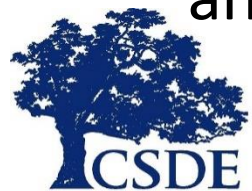
- Affirm CSDE's commitment to statewide assessments
- Describe plans for district and school accountability for the 2020-21 school year
- Discuss initial guidance for administering state summative assessments
- Answer attendee questions



# The Big Picture

## Assessment and Accountability for 2020-21

- Administer all state summative assessments
- Publicly report all available data to the extent feasible and defensible (i.e. assessment, attendance, discipline, course participation, graduation, and postsecondary enrollment) to understand how student achievement and growth have been impacted by the pandemic, and what strategies are effective in increasing student engagement and success.
- Seek federal approval to not implement formal school and district accountability as usual for 2020-21



## The Performance Office oversees:

- Connecticut Smarter Balanced Assessments
- Next Generation Science Standards (NGSS) Assessments
- Connecticut SAT School Day
- Connecticut Alternate Assessments (CTAA) for Mathematics and English Language Arts
- Connecticut Alternate Science (CTAS) Assessments
- LAS Links English Language Proficiency Assessment
- Connecticut Physical Fitness Assessment (CPFA)
- Kindergarten Inventory (KEI)



## What is the current Big Picture for Assessment in Connecticut?

- **All** state summative assessments are expected to be administered during the 2020-21 school year.
- As outlined in the [Addendum One](#) of the *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* guidance, “students participating in remote learning programming will be expected to access statewide assessments in-person, unless the assessments are available remotely.”



If remote tools are available, what is the recommended mode of administration?

1. At school for students attending in-person or hybrid models.
2. For those students who are learning remotely, administration should be in a school/district setting where students can take the assessments under regular test administration protocols.
3. For those students who are learning remotely and cannot attend an administration in a school/district setting, then the remote option can be used.



## What is the current status of possible remote administration?

- There **will be** a remote administration available for LAS Links.
- The Performance Office is considering a remote administration for both Smarter Balanced and the NGSS standard assessment.
- Districts have volunteered to “pilot” the remote administration tool.
- More information is forthcoming.





There are three state assessments that can be administered currently:

- The Connecticut Alternate Science Assessment (CTAS)
- The Connecticut Physical Fitness Assessment (CPFA)
- The Kindergarten Inventory (KEI)

Is there special guidance for these?

## Special Guidance for CTAS:

- When administering the assessment, please ensure that all COVID-19 safety protocols are thoroughly followed.
- The CSDE is recommending that the CTAS be administered in a school environment. Scores can be submitted through the Data Entry Interface between 3/29/21 - 6/4/21.
- If a student is a fully-remote student, it would be possible to administer the test **only** if a trained teacher is available in-person to administer the assessment in a one-on-one situation.

Guidance for CTAA is forthcoming.



## Special Guidance for CPFA:

- When administering the assessment, please ensure that all COVID-19 safety protocols are thoroughly followed.
- The CSDE is recommending that the CPFA **only** be administered in a school environment.

## Special Guidance for KEI:

- When administering the assessment, please ensure that all COVID-19 safety protocols are thoroughly followed.
- Unlike the CTAS and CPFA where a remote administration is not recommended, a remote administration of the KEI **may be utilized** since the assessment is a checklist of skills.



# Key Resources

## Plan for Reimagining CT Classrooms for Continuous Learning



Connecticut State Department of Education



## Sensible Assessment Practices

for 2020–21 and Beyond



Early Indication Tool (EIT) for Teachers (PDF)



EIT for Teachers



Watch later

CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Early Indication Tool (EIT) for Teachers

Providing teachers with essential data for incoming students

David Alexandro, Ph.D.  
Charles Martie, Ph.D.  
Stephanie O'Day, M.A.

September 17, 2020

# Assessment and Accountability for 2020-21

[Subscribe](#) to the Student Assessment Newsletter and receive updates to the [Connecticut Comprehensive Assessment Program Portal](#).

**Student Assessment News**  
Connecticut State Department of Education • Performance Office  
October 16, 2020 [Archived Student Assessment News](#)  
[CTStudentAssessment@ct.gov](mailto:CTStudentAssessment@ct.gov)

**2020 – 21 Assessment and Accountability Guidance**

On October 15, 2020 the Performance Office sent [guidance](#) to districts regarding Assessment and Accountability for 2020-21. Please refer to this guidance as it pertains to the following state summative assessments for this school year:

- Connecticut SAT School Day
- Connecticut Smarter Balanced Assessments
- Next Generation Science Standards (NGSS) Assessments
- Connecticut Alternate Assessments (CTAA) for Mathematics and English Language Arts
- Connecticut Alternate Science (CTAS) Assessments
- LAS Links English Language Proficiency Assessment
- Connecticut Physical Fitness Assessment (CPFA)
- Kindergarten Inventory (KEI)

**Connecticut Physical Fitness Assessment Webinar**

The Connecticut Physical Fitness Assessment (CPFA) is Connecticut's annual assessment of public school students' physical well-being. On **October 28 at 11 am**, there will be a webinar that will provide updates on the Connecticut Physical Fitness Assessment (CPFA) and best practices on administering the assessment for 2020-21. This webinar will provide the latest news from team members of the Performance Office at the CSDE on administration of the CPFA for 2020-21. In addition, the webinar will highlight some best practices from three district Supervisors of Health and Physical Education on how to administer the assessment during this challenging year. Tracy Stefano (East Hartford), Christine Wanner (Westport) and Joe Gorman (Waterbury) will provide some guidance and tips on administering the 2020-21 CPFA. Attendees [must register in advance](#).

Connecticut is featured in the Education Strategy Group and the Level Up Coalition in-depth report: [From Talk to Action: Building Momentum for Postsecondary Success](#). The report offers a framework for a new set of postsecondary transition metrics for states and communities to prioritize in order to help more students successfully move to and through higher education. Collectively, the "Momentum Metrics" identified in the report represent eight of the most predictive indicators of postsecondary preparation, retention, and success. They are designed to help educators and administrators target resources and supports at the individual student level as well as to inform broader conversations at the aggregate level about advising policies and programs.

Logos: CTAA, CSDE, Smarter Balanced, Next Generation Science, Connecticut SAT School Day

Access the [Performance Matters Newsletters](#).

**PERFORMANCE MATTERS**  
News from the CSDE Performance Office  
Volume 5 | Issue 4 | October 2020 [www.ct.gov/cde/performance](http://www.ct.gov/cde/performance)

**Early Indication Tool (EIT) for Teachers – New Resource in EdSight Secure**

The Early Indication Tool (EIT) is an [EdSight Secure](#) report that can support timely student interventions by district/school staff. The EIT for Teachers is a new EdSight Secure report that provides historical student-level data and EIT support levels for incoming students. The report also includes estimated student scale scores for the 2019-20 Smarter Balanced assessments and corresponding growth targets for the 2020-21 year. The ultimate goal of this report is to facilitate sharing of these data with teachers in order to increase the amount of time spent on formal assessment in accordance with the [Sensible Assessment Practices](#).

**Learning Models and Student Participation**

The State Board of Education's [August 11, 2020 resolution](#) allows remote learning days to count toward the 177 school day requirement. This authorization is contingent upon school districts providing rigorous learning and engagement opportunities that are aligned with State standards and Board expectations. The Board charged the CSDE with ensuring fidelity to this expectation by collecting whatever data are necessary and making that information transparent. Therefore, the CSDE established [new data collection](#). Weekly data on [learning models and student participation](#) are available on EdSight. Detailed monthly attendance data collection is in progress and is expected to be reported by the end of the month.

**Assessment and Accountability in 2020-21**

Please see the [memo from dated October 16, 2020](#) which affirms the CSDE's commitment to statewide assessments and describes CSDE's plans for district/school accountability for the 2020-21 school year.

Key Resources:  
Data Acquisition Plan  
Timely and Accurate Calendar  
EdSight  
CPFA-19 Resources



# Questions?



## **School/District Accountability**

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## **Assessment**

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