

PERFORMANCE MATTERS

News from the CSDE Performance Office



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EdSight Staff Report Now Includes Emails

Late last month, the CSDE added a field to the Educator Data System (EDS) to collect work email addresses of certified staff. By collecting work email addresses, the CSDE will be better able to communicate with school and districts leaders as well as assist the public with streamlined access to educators.

For the 2019-20 school year, the CSDE is only asking for emails to be entered for public school educators in select leadership roles (e.g., Superintendent, Principal, Assistant Superintendent, etc.) but is accepting them for all educators. The leadership email addresses collected in EDS are published in the [Find Staff report on EdSight](#). The CSDE anticipates collecting and publishing email addresses for all certified educators in the coming years.

Timely/Accurate Calendar Spring 2020 Update

Each year, the Connecticut State Department of Education (CSDE) Performance Office publishes the *Summary of Timely/Accurate Due Dates & Freeze Dates* resource. This resource displays all the Performance Office data collections and testing windows.

In light of the waivers received by the CSDE due to the COVID-19 pandemic, some dates have been adjusted while other collections have been cancelled. Please see the [updated 2019-20 Summary of Timely/Accurate Due Dates & Freeze Dates](#). This revised resource has a new column entitled "Spring 2020 Update" that outlines important changes to data collection windows. If you have any questions, please direct them to keryn.felder@ct.gov.

Re-evaluating the 2015 Middlebury Interactive Study of LAS Links C and D Alignment to the Connecticut English Language Proficiency (CELP) Standards

In 2015, the CSDE commissioned Middlebury Interactive Languages (MIL) to conduct an alignment study of the LAS Links Forms C and D to the CELP Standards. The MIL study: (i) mapped individual LAS Links items to one of five proficiency levels for a CELP standard; (ii) computed a percentage match for each level based on the total possible items in LAS Links skills/domains; and (iii) averaged the percentages for the five levels to arrive at an overall match percentage for a CELP standard.

All items on a test cannot assess all standards at all proficiency levels. Consequently, by definition, MIL's methodology yielded lower match percentage for individual

CELP standards, giving the misleading impression of weaker alignment. Therefore, the CSDE re-evaluated MIL's original item mapping, not to proficiency levels within a standard, but to the overall CELP Standards themselves.

This [re-evaluation report](#) reveals a truer picture of the extent of alignment. Overall, there is a moderate alignment between the CELP standards and LAS Links Forms C and D; several CELP standards (1, 2, 3, 7, 9, 10) show adequate to strong coverage while two standards (4 and 8) show need for better coverage on the LAS Links.

NAEP 2018 Results Provide a National Picture of Grade 8 Student Performance in Civics, Geography, and U.S. History

On April 23, 2020, the National Center for Education Statistics (NCES) released results for the 2018 administration of the National Assessment of Educational Progress (NAEP) in Civics, Geography and U.S. History. The suite of social studies assessments was administered to a nationally representative sample of Grade 8 students. These assessments were last administered in 2014. The 2018 report shows that student performance in Geography and U.S. History declined when compared to 2014. Grade 8 results in Civics are unchanged.

To understand declining performance, one can examine the distribution of scores to identify the portion of the distribution that declined from 2014 to 2018. In the case of U.S. History, only students performing at the 90th percentile (students scoring as well as or better than 90 percent of students) maintained the same level of performance from 2014 to 2018. Scores at all other percentiles (i.e. 10th, 25th, 50th, and 75th) declined. For Geography, the lowest performers (i.e. 10th and 25th percentile) declined while scores for students at the 50th percentile and higher remained the same. For Civics where there was no overall change in scores, the average score at every percentile remained the same.

	CIVICS			GEOGRAPHY			U.S. HISTORY		
Average and percentile scores	2018 score	2018 compared to 2014	2018 compared to 1998	2018 score	2018 compared to 2014	2018 compared to 1994 ¹	2018 score	2018 compared to 2014	2018 compared to 1994 ¹
Overall average score	153	◆	▲ 3	258	▼ 3	◆	263	▼ 4	▲ 4
Percentile	10th	◆	▲ 4	215	▼ 6	◆	222	▼ 7	▲ 6
	25th	◆	▲ 3	237	▼ 4	◆	243	▼ 5	▲ 4
	50th	◆	◆	261	◆	◆	265	▼ 4	▲ 4
	75th	◆	◆	282	◆	▼ 3	285	▼ 3	▲ 3
	90th	◆	◆	298	◆	▼ 5	301	◆	◆

▲ Score increase ▼ Score decrease ◆ No significant change ¹ Accommodations not permitted

NAEP results provide us with important measures of what students know and can do in a variety of content areas. However, the results cannot explain student performance and provide reasons for improvements or score declines. To answer those questions, we must turn to those with a deep understanding of content standards, curriculum expectations, and instruction. For the Connecticut State Department of Education (CSDE), that person is Steve Armstrong, K-12 Social Studies Consultant.

When asked about the most recent NAEP release, Steve remarked that the scores are disappointing but not entirely unexpected. He explained that many teachers in elementary and middle schools across Connecticut and the nation do a remarkable job of combining social studies content, literacy skills, and inquiry instruction in their classrooms. However, in some districts, middle school social studies focuses heavily on literacy and social studies skills, oftentimes at the expense of content knowledge. To perform well on the NAEP assessments, students have to possess that knowledge and be able to apply their understanding in a variety of contexts. Both knowledge and skills are critically important in social studies classes, but middle school social studies teachers must ensure that that their students understand deeply the content they are studying.

There is national evidence that the time elementary schools spend on social studies instruction has been reduced in the last decade. Some elementary schools have a social studies block of instruction every day; there are others that have no more than one hour of social studies in an entire week. Many elementary school teachers, principals, and curriculum leaders are confused about what social studies content students should be learning in the early grades. In response to this, the CSDE and the Connecticut Council for the Social Studies will be partnering to create a model K-5 social studies curriculum that will be standards-based and easy to use. The goal is to have this curriculum completed by June 2021.

To review results of the assessments in more detail, please visit <https://www.nationsreportcard.gov/>. A recording of the livestream NAEP 2018 Civics, Geography, and U.S. History release event is available here: <https://youtu.be/MhTgGPmnvMQ>.

A Note About Advanced Placement Exam Participation and Awarding High School Credit

The CSDE has received the following question from parents and wanted to share some guidance for districts.

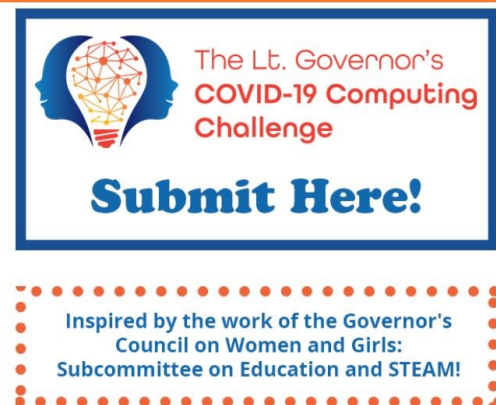
Should Participation in Advanced Placement Exams be Required for Awarding High School Credit During COVID-19?

Per state law, decisions regarding course completion, grading, and credit issuance are ultimately the purview of the local school district. This includes the school's decision to require participation in the Advanced Placement (AP) exam to issue credit for an AP course. In light of the major disruptions caused by the pandemic, the CSDE has encouraged districts to be flexible with grading practices during this pandemic. Many students and teachers are working under less-than-ideal circumstances. In the [guidance issued on April 7, 2020](#), the CSDE suggested that districts adopt a pass/fail protocol for grading during the period of distance learning due to the pandemic, and calculate GPA based only on performance while students were attending in-school classes. The CSDE also worked closely with Connecticut public and private college and universities to have them accept these determinations on student transcripts for the graduating class of 2020. In recognition of this disruption, the College Board which administers the AP exam, has also offered cancellations of AP exams without penalty. All that said, if the district has an AP exam participation requirement to issue credit in the high school course, it could choose to waive that requirement for 2019-20.

Conversely, the district may feel that there are benefits for students to taking an AP exam even during this pandemic. It could serve as a good, culminating self-assessment for the student after having participated all year in a rigorous course. The exam can be a routine that persists at a time when most other routines have been disrupted. When talking with students/parents, please remind them that the content of the AP exam in 2020 will be limited to material that most AP teachers have covered until in-person classes were cancelled in mid-March. Share the [video by AP guru Trevor Packer](#), which speaks to this point. Also share that the College Board is offering a wide array of free preparatory videos, materials, and live review lessons on the [AP website](#). Of course, achieving an acceptable score on an AP exam is a necessary pre-requisite to getting college credit which can shave off some college tuition as well.



This [video on the on three Rs of Routines, Relationships, and Reassurances](#) offers parents with helpful tips to manage stress. You will hear from students, teachers, and parents.



[The Lt. Governor's COVID-19 Computing Challenge](#) is an opportunity for students to utilize their creativity to design computer technology solutions to address the countless problems that have arisen due to the pandemic. A working computer program is not required for submission. The deadline for all submissions is May 29, 2020. Please share this with your students and families.



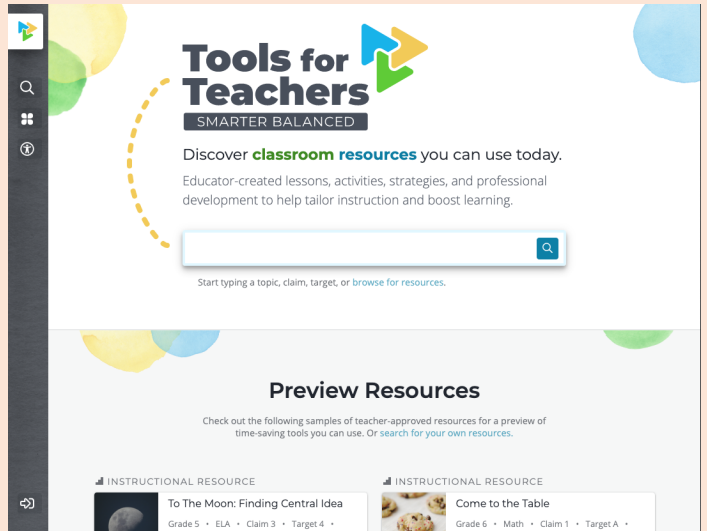
The Smarter Balanced Digital Library will officially close on May 28, 2020.

On June 16, 2020, Smarter Balanced will be opening a new web application that contains instructional resources and strategies to help educators. This new application, Tools for Teachers, will be open in June as a preview to allow users to become familiar with the new site, but may not contain the full

number of resources that will be available in the fall for the grand opening.

Tools for Teachers Features

- * Responsive, accessible instructional resources aligned to learning standards
- * Interactive Connections Playlists that link [interim assessments](#) (learning checks) to differentiated instructional resources
- * [Formative assessment strategies](#) embedded in every instructional resource
- * Embedded accessibility strategies for use in the classroom



College Enrollment, Credit Attainment and Remediation of High School Graduates (P20WIN Report)

The report entitled [Trends in Enrollment, Credit Attainment, and Remediation at Connecticut Public Universities and Community Colleges: Results from P20WIN for the High School Graduating Classes of 2010 through 2014](#) was released in March 2020. The report answers three questions:

1. Enrollment: What percentage of the graduating class enrolled in a Connecticut public university or community college (UCONN, the four Connecticut State Universities, and 12 Connecticut community colleges) within 16 months of graduation?
2. Credit Attainment: What percentage of those who enrolled in a Connecticut public university or community college within 16 months of graduation earned at

least one year’s worth of credits (24 or more) within two years of enrollment?

3. Remediation: What percentage of those who enrolled in one of the four Connecticut State Universities or one of the 12 community colleges within 16 months of graduation took a remedial course within two years of enrollment?

The results indicate the following:

- Of the approximately 39,000 students in each graduating class, around 40 percent enrolled in a Connecticut public university or community college within 16 months of graduation. There is a slight increase across the graduating classes, from 39.3 percent in 2010 to 40.9 percent in 2014.

- Of those who enroll, around two-thirds earn 24 credits within two years of enrollment. There is a slight increase across the graduating classes from 64.4 percent in 2010 to 66.0 percent in 2014.
- Of the approximately 13,500 students from the graduating class of 2014 who enrolled in one of the four Connecticut State Universities or a Connecticut community college within 16 months of graduation, just over 43% took a remedial course within the first two years of enrollment; this is down from nearly 50 percent five years ago.

Check out [the full report](#) which contains district and school level data.