



NEWS

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DR. DIANNA R. WENTZELL, COMMISSIONER

For Immediate Release:

April 5, 2017

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Connecticut Board of Education Votes to Preserve Role of State Mastery Test in Educator Goal-Setting, Professional Development

(HARTFORD, CT) – The Connecticut State Board of Education on Wednesday voted to preserve the role of state mastery tests in the educator evaluation and support system to inform goal-setting and professional development planning, but not as a measure used to calculate a final evaluation rating.

The Board approved the recommendation by the Performance Evaluation Advisory Committee (PEAC), the panel of education partners tasked with developing an educator evaluation system that works toward the goal of ensuring every child has access to a high quality education.

“Student growth on our state mastery test is an essential component of our accountability system and it should play an important role in the educator evaluation and support system,” State Board of Education Chairman Allan Taylor said. “Today’s vote empowers educators to use state mastery test results in their own goal setting and planning and it allows Connecticut to remain focused on ensuring equity and excellence for all Connecticut children. I thank the PEAC members for their hard work and dedication to strengthening the evaluation and support system for teachers.”

“Our goal is to ensure teachers have the tools and support they need to continuously improve their practice and deliver high-quality teaching and learning to students in the classroom,” said Commissioner of Education Dianna R. Wentzell. “Today’s action by the State Board of Education affirms the consensus among Connecticut education stakeholders that state mastery tests provide a valid and reliable estimate of student achievement and that they should play an important role in goal-setting for educators.”

Connecticut’s educator evaluation system involves the use of multiple measures, including district-identified standardized tests as well as classroom observation, in the calculation of an evaluation. That system remains the same, except that state mastery tests, such as the Smarter Balanced assessment, can no longer be directly linked to the calculation if the State Board of Education chooses to accept the PEAC recommendation.

The recommendation allows the use of state mastery tests for educator goal setting, professional development, discussion at the final evaluation conference, informing collaborative goals,

communication around planning, curriculum development, program evaluation, evaluating the effectiveness of materials and resources, and school and district improvement planning.

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