

CAPPS Assessment and Accountability



April 28, 2023



Agenda



- Status of 2022-23 Collection: A New Approach to Collecting CT Physical Fitness Assessment (CPFA) Data
- Reminders for CPFA Standardization
- New Assessment



CSDE Health/PE Advisory Group



CSDE is consulting with an advisory group of district leaders in the Health/PE field on all matters related to CPFA, data collection, accountability, and new assessment development. Advisory members include:

- Lisa Daly, West Hartford Public Schools
- Amanda Forcucci, Hamden Public Schools
- Joe Gorman, Waterbury Public Schools
- Anthony Loomis, Wallingford Public Schools
- Tracy Stefano, East Hartford Public Schools
- Joe Velardi, Connecticut Association of Schools
- Christine Wanner, Westport Public Schools



A New Approach to Collecting CPFA Data



The change to collecting individual student achievement levels will:

- Improve the overall quality of the data collected.
- Allow for more accurate handling of special circumstances in accountability calculation e.g., including in the participation rate students taking alternate assessments or students who are not held to a gender-based standard, but excluding them from achievement calculations.
- Comply with ESSA requirements



A New Approach to Collecting CPFA Data: Development



- Beginning last spring, we have periodically met with PowerSchool and Infinite Campus (the two most used SIS systems in the state) to ensure their systems can support interested districts with collecting and outputting accurate data in the proper format for submission.
- Since August, a CSDE development team has worked to create the new system and plan out its continued improvement.
- In December, a pair of districts tested the site to ensure functionality and identify strengths/weaknesses.
- In February, the new CPFA Individual Collection application opened.



A New Approach to Collecting CPFA Data



Many districts' past approach to collecting and managing CPFA results will not be sufficient to complete the new collection.

Districts are advised to consult with and involve their data reporting staff, particularly:

- PSIS reporting staff
- Data base administrators
- SIS specialists
- Experts in MS Excel and/or MS Access
- Colleagues in other districts



CPFA Available Resources/Contacts







[CPFA Individual Student Collection Page](#)

- [Test Administration Manual](#)
- [Sample and Template File](#)
- [CPFA Individual Student Collection User Guide](#)

CPFA Individual Student Collection

Effective in 2022-23, the CSDE will begin collecting individual student assessment achievement levels for the Connecticut Physical Fitness Assessment (CPFA). Districts will be required to provide the achievement level attained for all four CPFA components for all students in tested grades. This modification will enable the CSDE to recognize, for accountability purposes, the participation of some groups of students who may have not been formally rated on the CPFA in the past (e.g., non-binary students who chose not to be held to a gender-based standard or students needing an alternate assessment). The data collection application will open in early 2023. In the meantime, going forward, districts should retain individual scores for ALL tested students and ALL four components so that they can be submitted through the system.

CPFA Individual Student Collection Resources

- [Test Administration Manual](#)  - Fall 2022
- [Sample and Template File](#) 
- [CPFA Individual Student Collection User Guide](#)  - January 2023
- [CSDE CTAHPERD Presentation](#)  - Fall 2022



CPFA System Access



- The CPFA Individual Student Collection Application uses the state's Directory Manager (DM) application and is accessed through the CSDE's data collection portal (<https://csde.ct.gov>). Each district has at least one staff member with a DM role called "LEA Security Manager." This person(s) manages the access to and right in the portal for their district. Each district's LEA Security Manager is responsible for assigning and maintaining CPFA Individual Collection roles in DM.
 - If an individual already has a DM account, they will use their existing username/password.
 - If an individual is new to DM, they will receive one email with a unique username and a second email with a password.
- If you do not know who your LEA Security Manager is, see the [Find Contacts](#).



CPFA Due Dates



July 6, 2023: Due date for all data to be processed (loaded without errors and transferred into the database) into the CPFA Individual Database.

July 21, 2023: Data Freeze Data. No data changes or submissions will be accepted after this date. Only data processed into the CPFA Individual Database on this date will be used for CSDE purposes.

End of August: Submitted data available on EdSight.



CPFA Standardization



- The CPFA has always been challenging as it relies upon individual staff to administer and score the assessments. It is critical that educators review and follow the test administrators' manual.
- We have been communicating the need for standard administrations when meeting with groups.
- We have stressed these points in our support guides.



CPFA Standardized Administration



- Test Standardization and Validity is extremely important.
- After the official administration has occurred, schools may **not**:
 - re-test some or all students in hopes of getting better results;
 - use pre-test results of a student who refused to participate or who was temporarily unable to be assessed; and
 - dismiss the results of the official administration and use the results of a pre-test in its place.



CPFA Standardized Administration



Other Reminders for Standardization:

- Test administrators must review the online assessment videos prior to the administration of the CPFA. These videos are designed to ensure consistency and accuracy in administration of testing procedures and maximize efficiency.
- Students may not be used as scorers during testing. Using well-trained students is a productive teaching strategy during the instruction and practice of the tests but scoring their peers' test performance is not allowed.
- Validity of the data is compromised if the tests are administered incorrectly:
 - if there are errors in recording the results,
 - if the examiners and/or students did not take the testing process seriously, or
 - if teachers did not approach the assessment with professionalism.



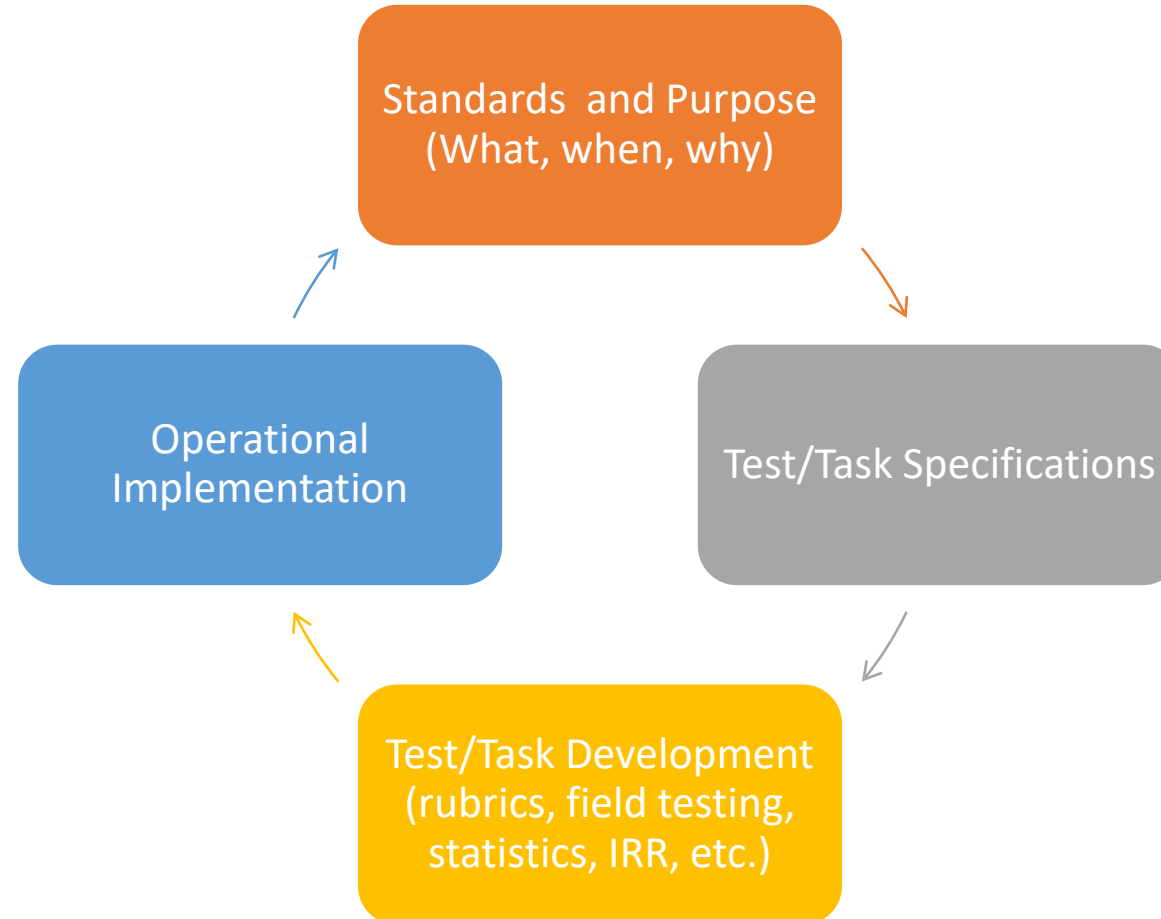
New Assessments



At the request of practitioners, the CSDE has begun preliminary conversations around a potential replacement assessment for the CPFA. Partnering with experts from the field in our Advisory Group, the CSDE is considering how a new assessment would be designed around the standards established in the 2021 Healthy and Balanced Living Curriculum Framework.



New Assessments





New Assessments: Standards: Healthy and Balanced Living Curriculum Framework



Core Content Standard 1

- Students will **comprehend concepts** related to health promotion and disease prevention to enhance health. (Alcohol, Nicotine and Other Drugs; Healthy Relationships; Violence Prevention; Healthy Eating and Physical Activity; Sexual Health; Optimal Wellness and Disease Prevention; Sexual Assault and Abuse prevention; Mental and Emotional Health; Safety and Injury Prevention)

Skills-based Standards 2-8 contain the **essential health related skills for contributing to healthy and balanced living.**

- Standard 2: Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3. Students will demonstrate the ability to **access valid information, products, and services** to enhance health.
- Standard 4. Students will demonstrate the ability to **use interpersonal communication skills** to enhance health and avoid or reduce health risks.
- Standard 5. Students will demonstrate the ability to **use decision-making skills** to enhance health.
- Standard 6. Students will demonstrate the ability to **use goal-setting skills** to enhance health.
- Standard 7. Students will demonstrate the ability to **practice health-enhancing behaviors** and avoid or reduce health risks.
- Standard 8. Students will demonstrate the ability to **advocate for personal, family, and community health**



New Assessments: Key Questions



- What is the purpose of a new state assessment?
- What should it assess?
- Who should be assessed?
- When should they be assessed?
- What else should the system provide to enhance student learning on the standards?



Thank you!



Thank you having us!

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Questions



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