



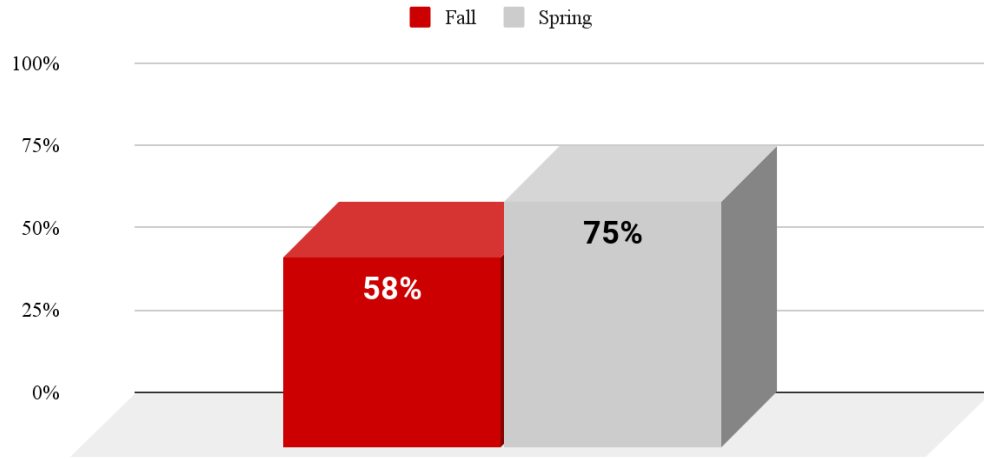
Academic Performance Update  
Back to School 2021

September 13th, 2021  
Presented By: Amy Kennedy

Grades K -2  
STAR Assessments



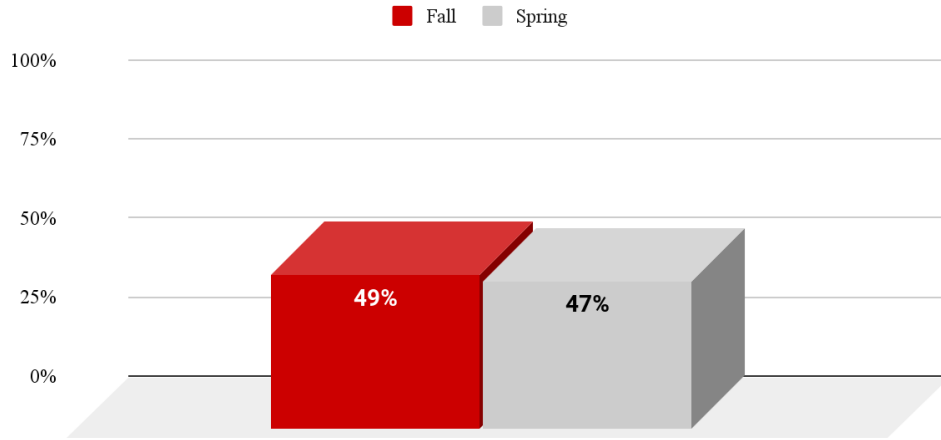
## Grades K-2 Star Performance [Early Literacy/Reading]



Grades K-2, 2020-2021 Fall to Spring

Star EL/Reading	Fall	Winter	Spring
Kindergarten	61%	97%	97%
Grade 1	68%	80%	77%
Grade 2	47%	57%	59%

## Grades 1 and 2 Star Math



Grades 1-2, 2020-2021 Fall to Spring

Star Math	Fall	Winter	Spring
Grade 1	54%	46%	47%
Grade 2	46%	63%	47%

Grades 3 -8  
State Summative  
Assessments

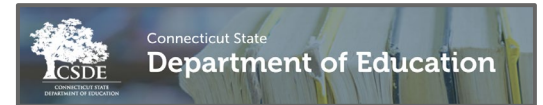


**CAUTION:** The CSDE is required to release district results publicly. However, the significant disruptions caused by the COVID-19 pandemic have resulted in wide variations between districts in how students learned (i.e., fully/mostly in-person, hybrid, fully/mostly remote), who and how many learned fully/mostly remotely, and who and how many tested. Therefore, the district-level data are best used by each district for their own planning/informational purposes and should **not** be used to compare across districts.

The inferences about the impact of the pandemic on student learning are best supported at the state-level, and within student groups.

The CSDE conducted specialized analyses of state-level data from assessments administered in-person. They reveal the following:

- In all grades and across most student groups, those who learned in-person during the 2020-21 school year lost the least ground academically.
- Those who learned in *hybrid* or *remote* models showed substantially weaker achievement and growth during the pandemic.
- While academic impacts are seen in all subjects, the observed differences are largest in mathematics.



## Notes of Caution and Special Considerations from the CSDE

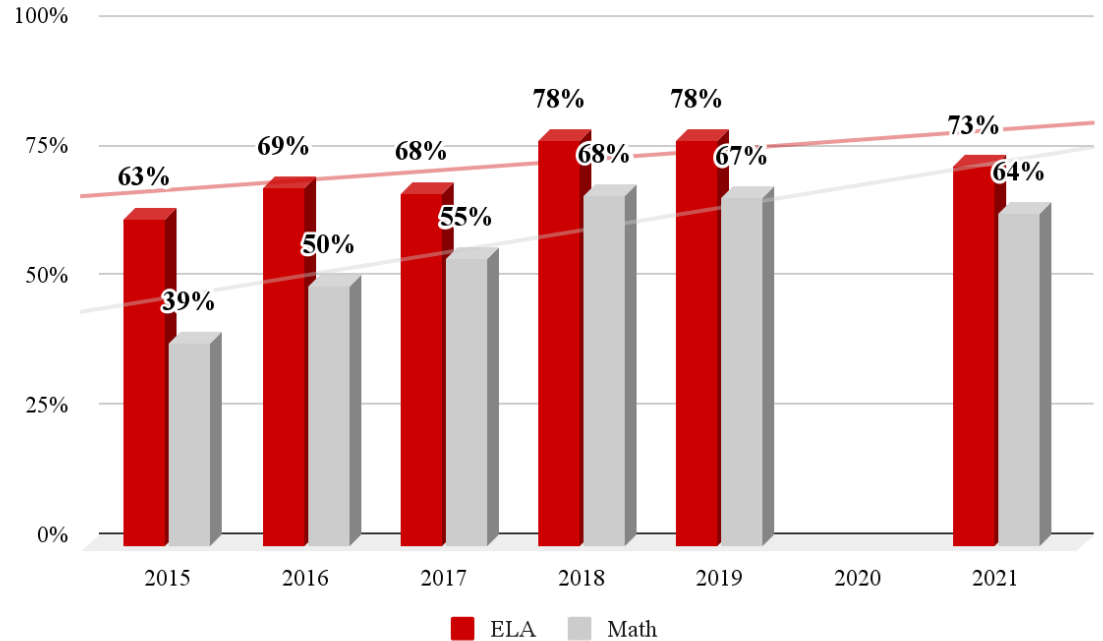
### Instructional Model by Attendance Data per CSDE For grades 3-8

Fully/Mostly In Person 75%+ days in person	271
Hybrid 25%-75% days in person	27
Fully/Mostly Remote Less than 25% days in person	15

### Participation for Smarter Balanced Summative

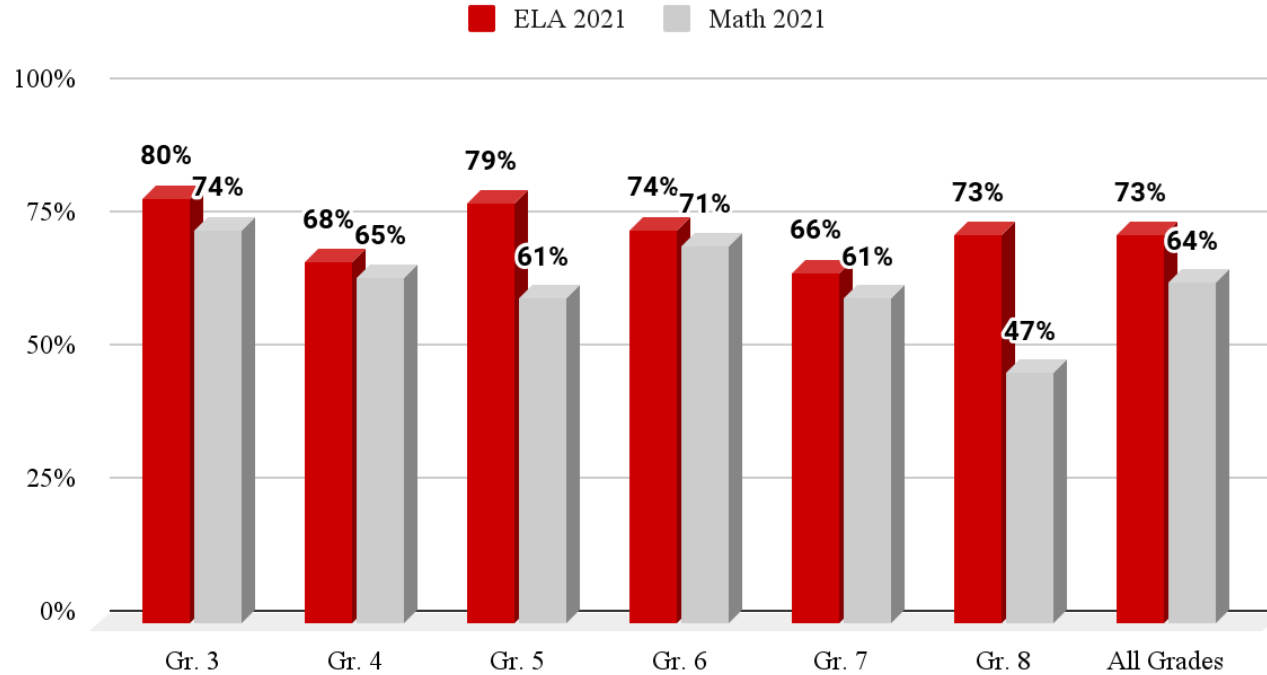
Fully/Mostly In Person	97.8%
Hybrid	85.2%-88.9%
Fully/Mostly Remote	Suppressed
297 Test Takers Included in the data	

### Smarter Balanced Achievement Trend



# Smarter Balanced Achievement Trend

## 2020-2021 Smarter Balanced by Grade Level



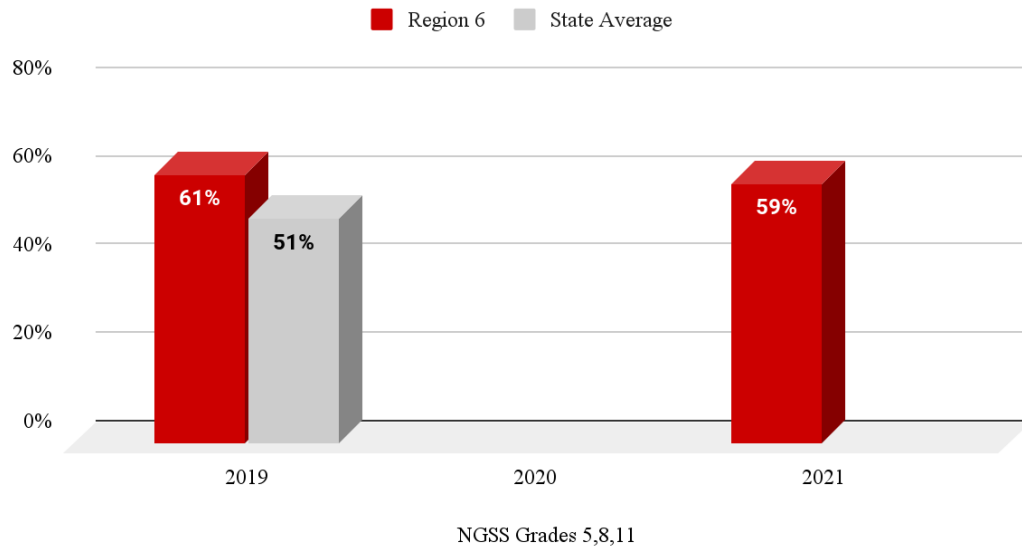
Point Change	
2019 Vs. 2021	
Gr. 3	0%
Gr. 4	-9%
Gr. 5	1%
Gr. 6	2%
Gr. 7	-11%
Gr. 8	-9%
All	-5%

Point Change	
2019 Vs. 2021	
Gr. 3	1%
Gr. 4	-8%
Gr. 5	2%
Gr. 6	7%
Gr. 7	-8%
Gr. 8	-15%
All	-3%

Smarter Balanced Performance by Grade Level



## Next Generation Science Summative Assessment Trend



- ❑ Strong performance at the elementary level, specifically in earth science
- ❑ Grade 8 showed a strength in life and physical sciences

Grade 11 students performed the best on the life science portion of the assessment

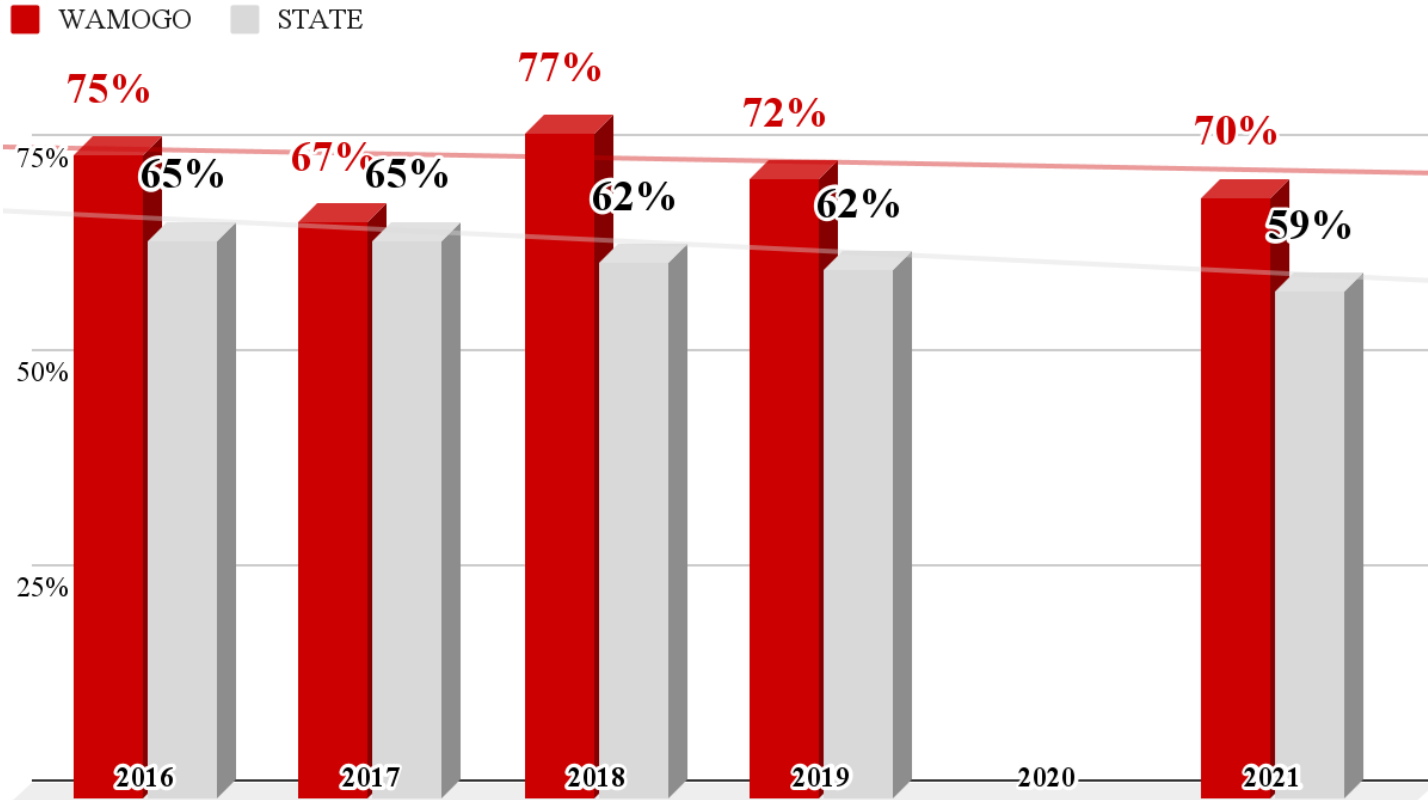
+	Practices and Concepts in Physical Sciences
+	Practices and Concepts in Life Sciences
+	Practices and Concepts in Earth/Space Sciences

CT SAT Day &  
Wamogo PSAT  
Trends



# CT SAT Day ERW

## Percentage of Students Meeting Benchmark

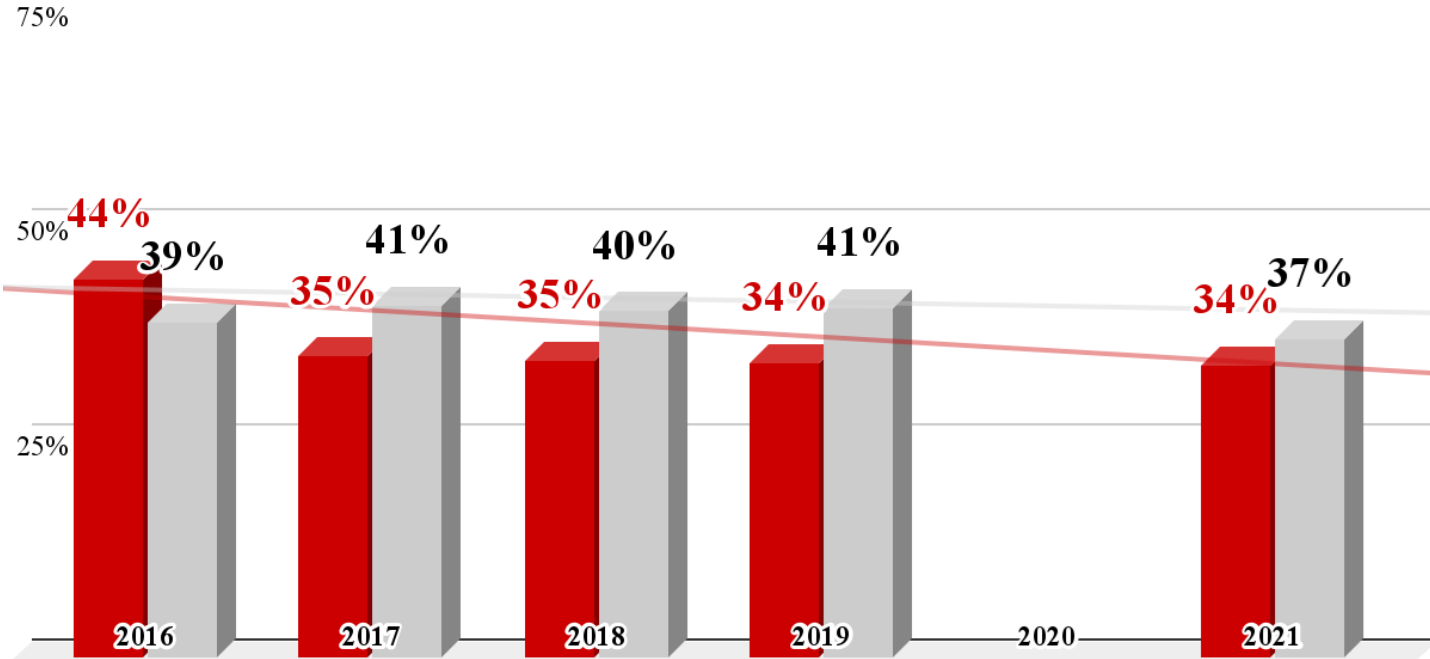


CT SAT DAY: Evidenced-based Reading and Writing

# CT SAT Day Math

## Percentage of Students Meeting Benchmark

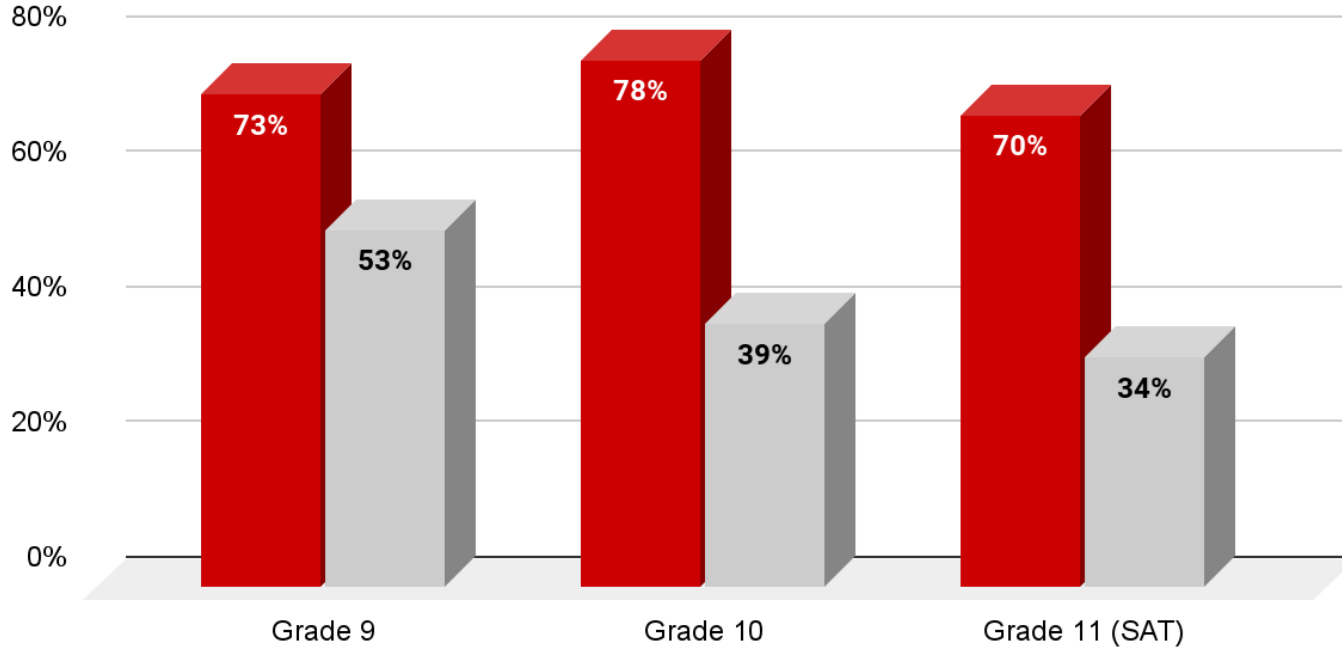
■ WAMOGO ■ STATE



CT SAT Day: Mathematics

## Spring 2021 Spring PSAT

ERW Math



Spring 2021 PSAT Results

# Overall Observations & Strategies



## Observations

## Actions & Strategies

Re-engagement, social-emotional well being, and physical health and safety of our students was at the forefront of the 2020-2021 school year.

Re-establishing a baseline for academic performance using the 2020-2021 school year will inform growth and progress, as we continue to focus on social emotional learning and academic acceleration.

Despite the COVID pandemic, our academic progress on state assessments remained steady, especially at the 3-6 grade levels.

Strategic use of the Smarter Balanced interim assessments as part of classroom and school assessment practice will provide information on potential gaps in knowledge and skills.

At the student and classroom level, we are seeing progress in mathematics performance, as observed through student work and classroom level assessments.

K-5 classrooms will continue implementing a new math program, *Illustrative Mathematics*, after a successful pilot year.

At the secondary level, teachers will engage in professional development and curriculum work to further enhance the implementation of a problem-based, authentic instructional approach.

# Next Steps