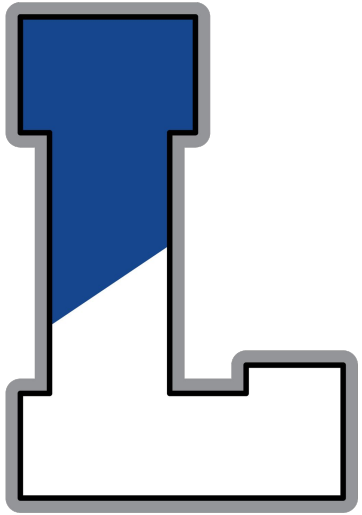
Academic Performance Update

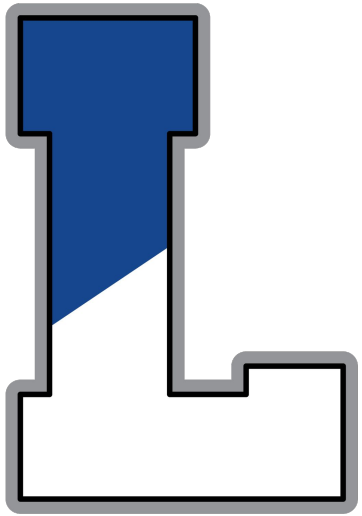
Back to School 2021

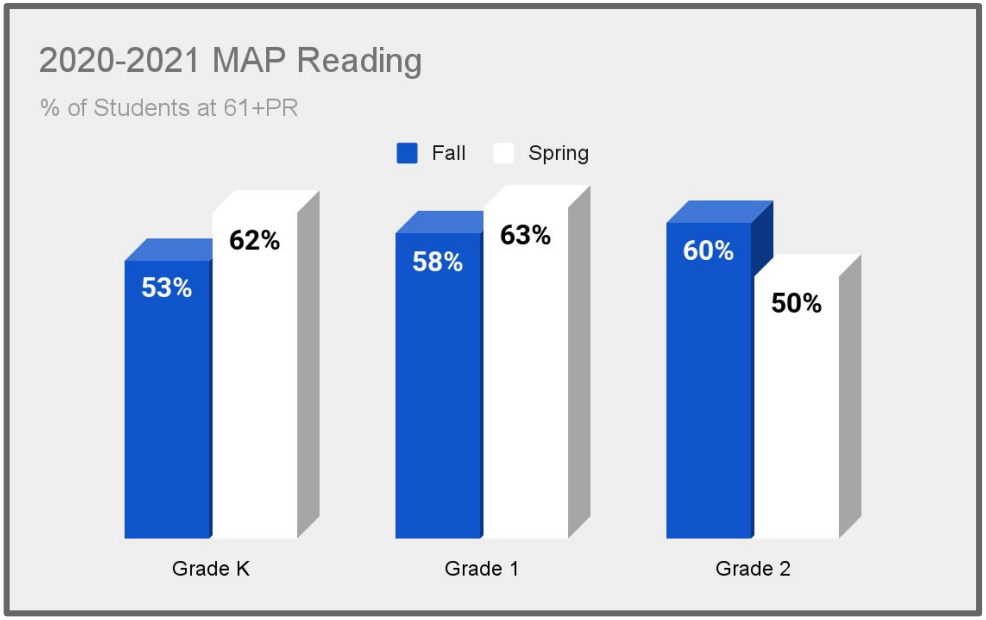


Presented by Amy Kennedy
9.9.2021

K-2 Reading & Math

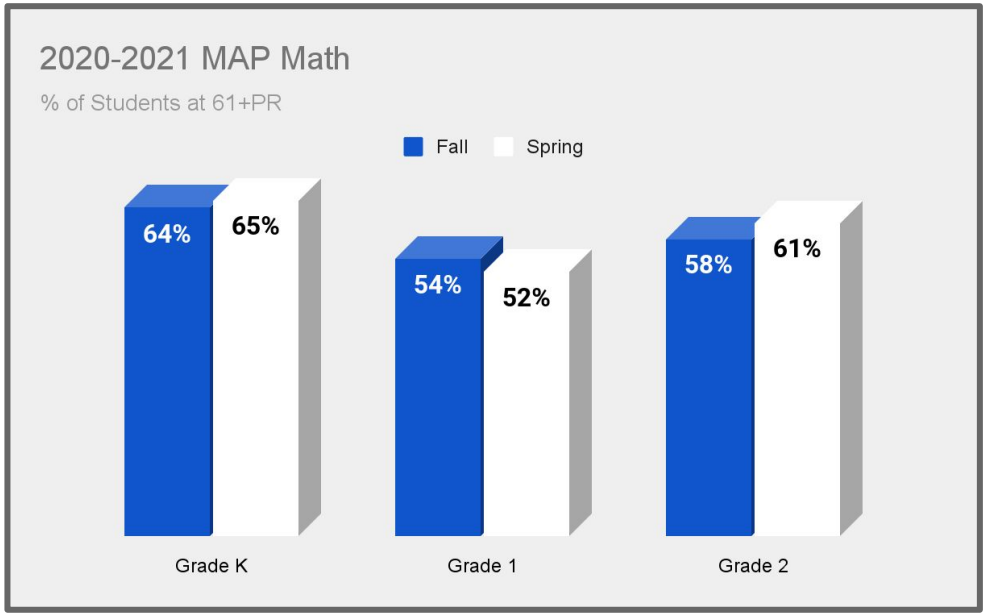
NWEA MAP Testing Results





Reading			
Grade	**Fall**	**Spring**	**Change**
Grade K	53%	62%	9%
Grade 1	58%	63%	5%
Grade 2	60%	50%	-10%

K-2 2020-2021 Map Testing

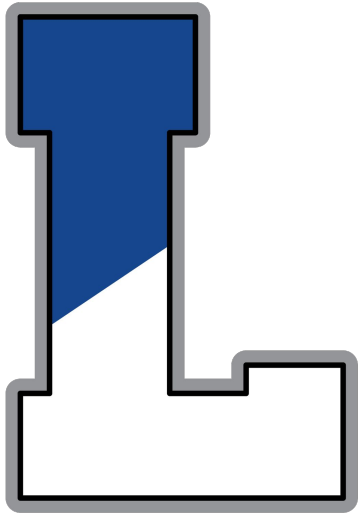


Math			
Grade	**Fall**	**Spring**	**Change**
Grade K	64%	65%	1%
Grade 1	54%	52%	-2%
Grade 2	58%	61%	3%

K-2 2020-2021 Map Testing

Grades 3-8

State Summative Assessments

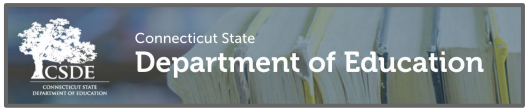


CAUTION: The CSDE is required to release district results publicly. However, the significant disruptions caused by the COVID-19 pandemic have resulted in wide variations between districts in how students learned (i.e., fully/mostly in-person, hybrid, fully/mostly remote), who and how many learned fully/mostly 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.

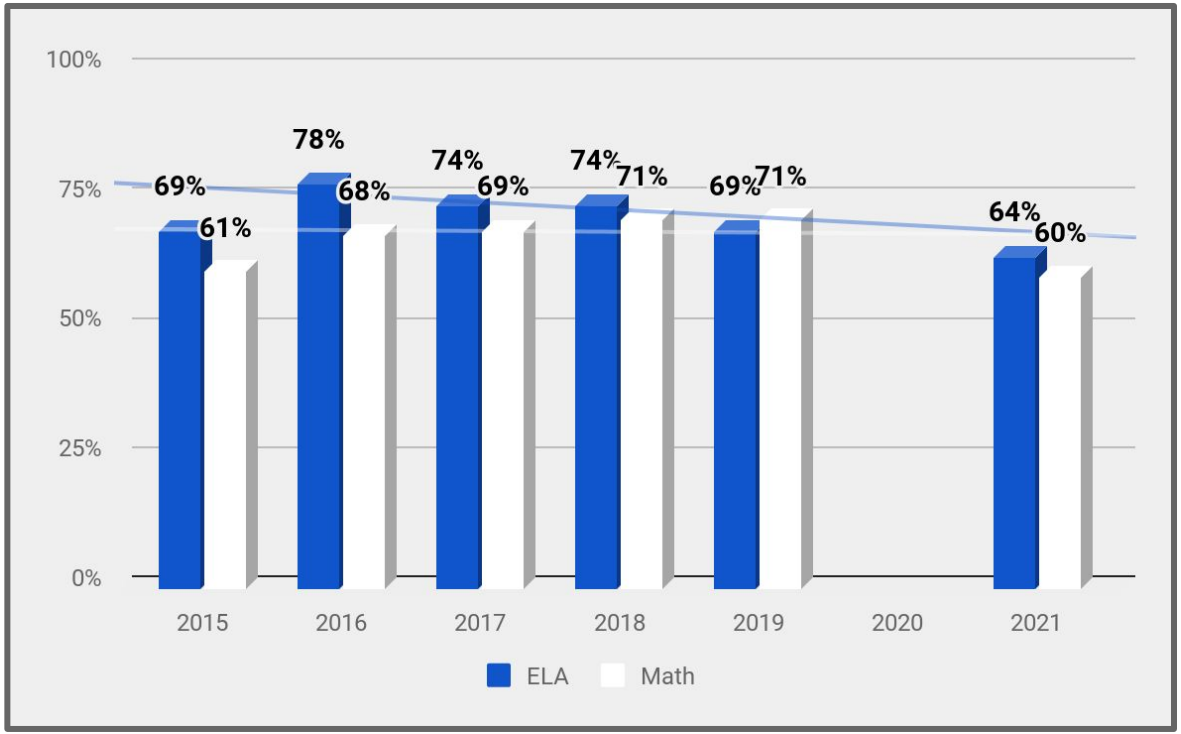


Notes of Caution and Special Considerations from the CSDE

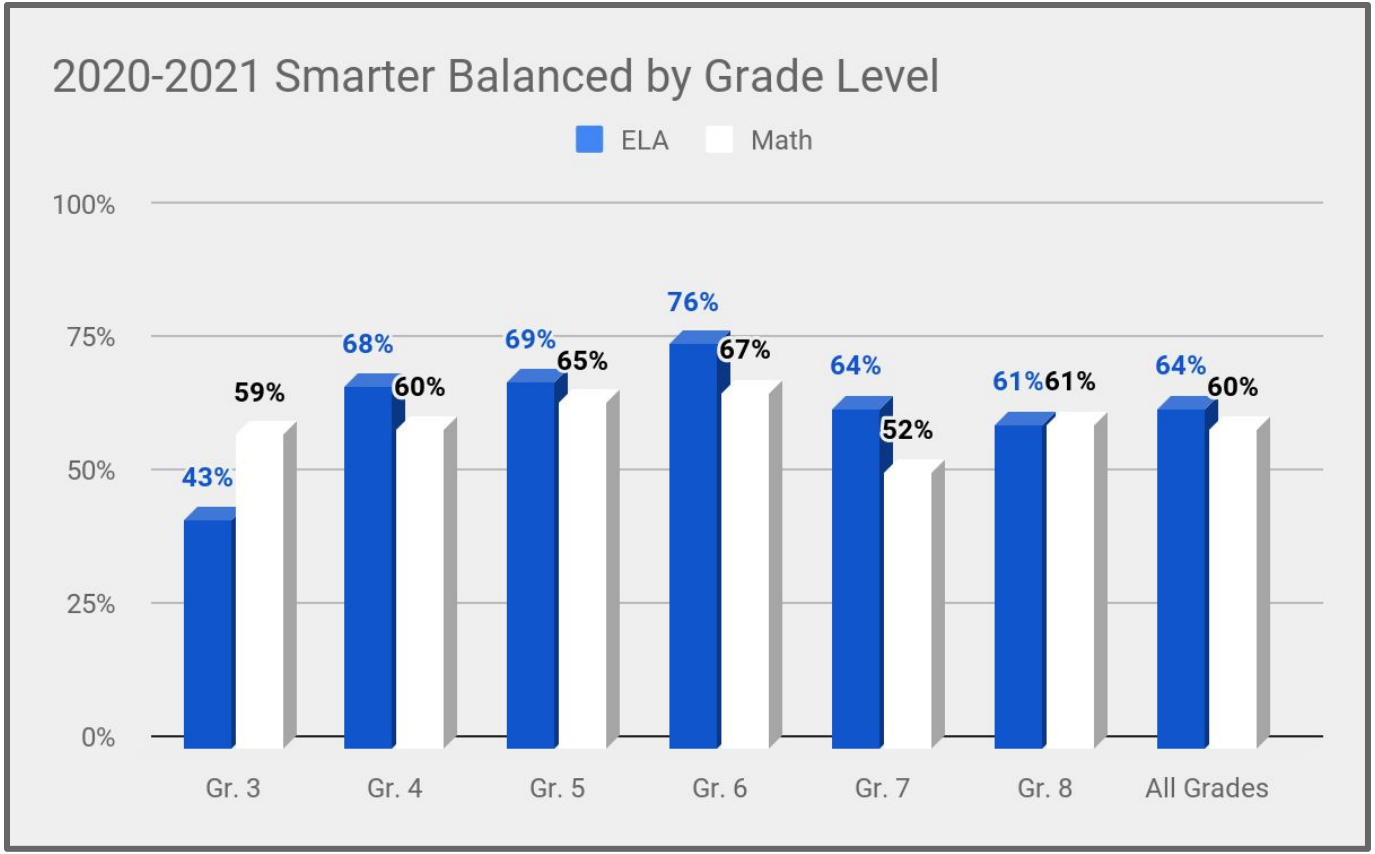
Instructional Model by Attendance Data per CSDE For grades 3-8	
Fully/Mostly In Person 75%+ days in person	319 Students
Hybrid 25%-75% days in person	52 Students
Fully/Mostly Remote Less than 25% days in person	15 Students

Participation for Smarter Balanced Summative	
Fully/Mostly In Person	97.5%-97.8%
Hybrid	78.8%-80.8%
Fully/Mostly Remote	Suppressed
363/365 Test Takers Included in the data	

Smarter Balanced Achievement Trend



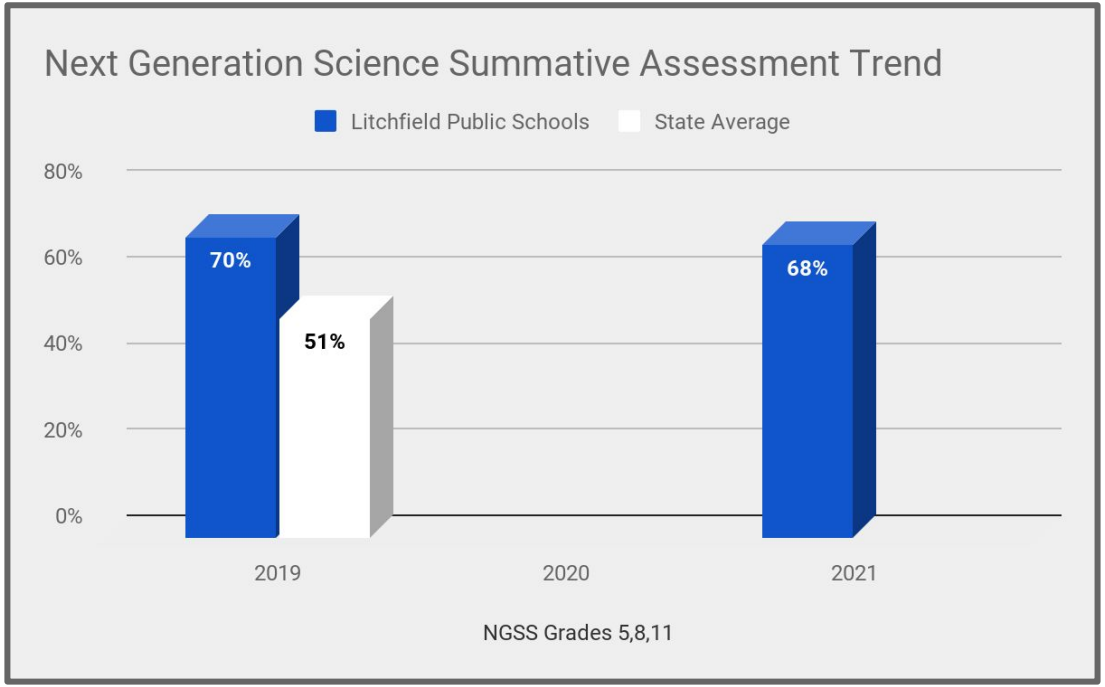
Smarter Balanced Achievement Trend



% Point Change ELA	
2019 v.2021	
Gr. 3	-27%
Gr. 4	1%
Gr. 5	1%
Gr. 6	7%
Gr. 7	-14%
Gr. 8	-4%
Gr. 3-8	-5%

% Point Change Math	
2019 v.2021	
Gr. 3	-11%
Gr. 4	-16%
Gr. 5	2%
Gr. 6	-10%
Gr. 7	-26%
Gr. 8	0%
Gr. 3-8	-11%

Smarter Balanced Performance by Grade Level

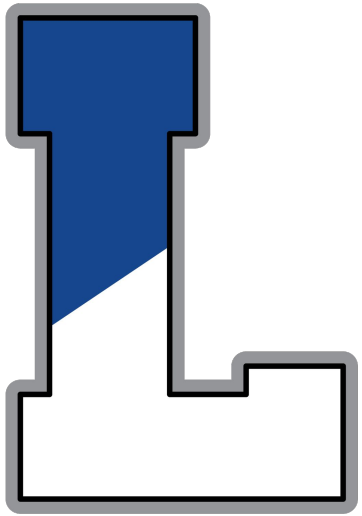


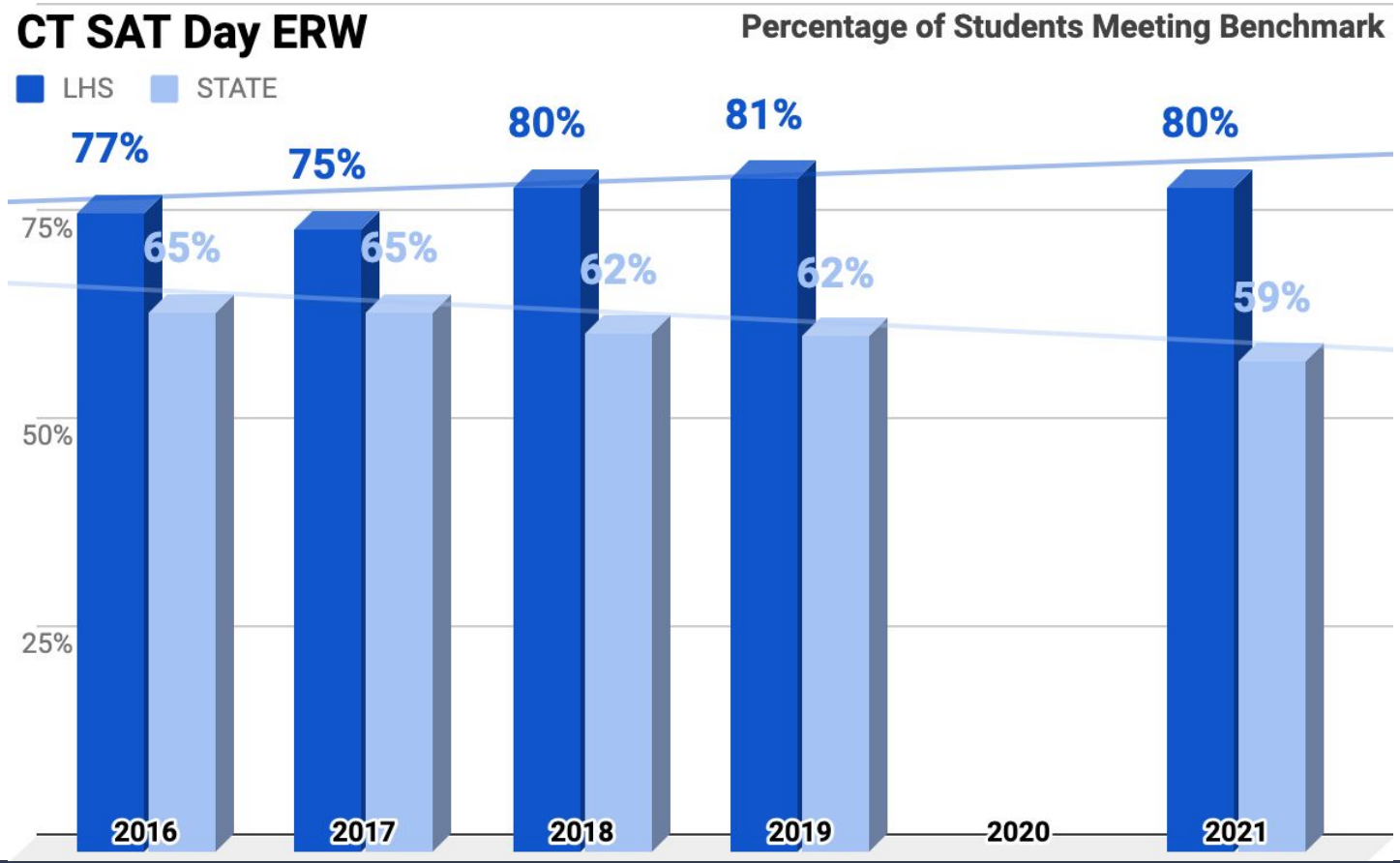
- Strong performance at the elementary level, specifically in earth and life sciences
- Grade 8 showed a strength in earth science
- Grade 11 students performed the best on the life science portion of the assessment

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

Next Generation Science

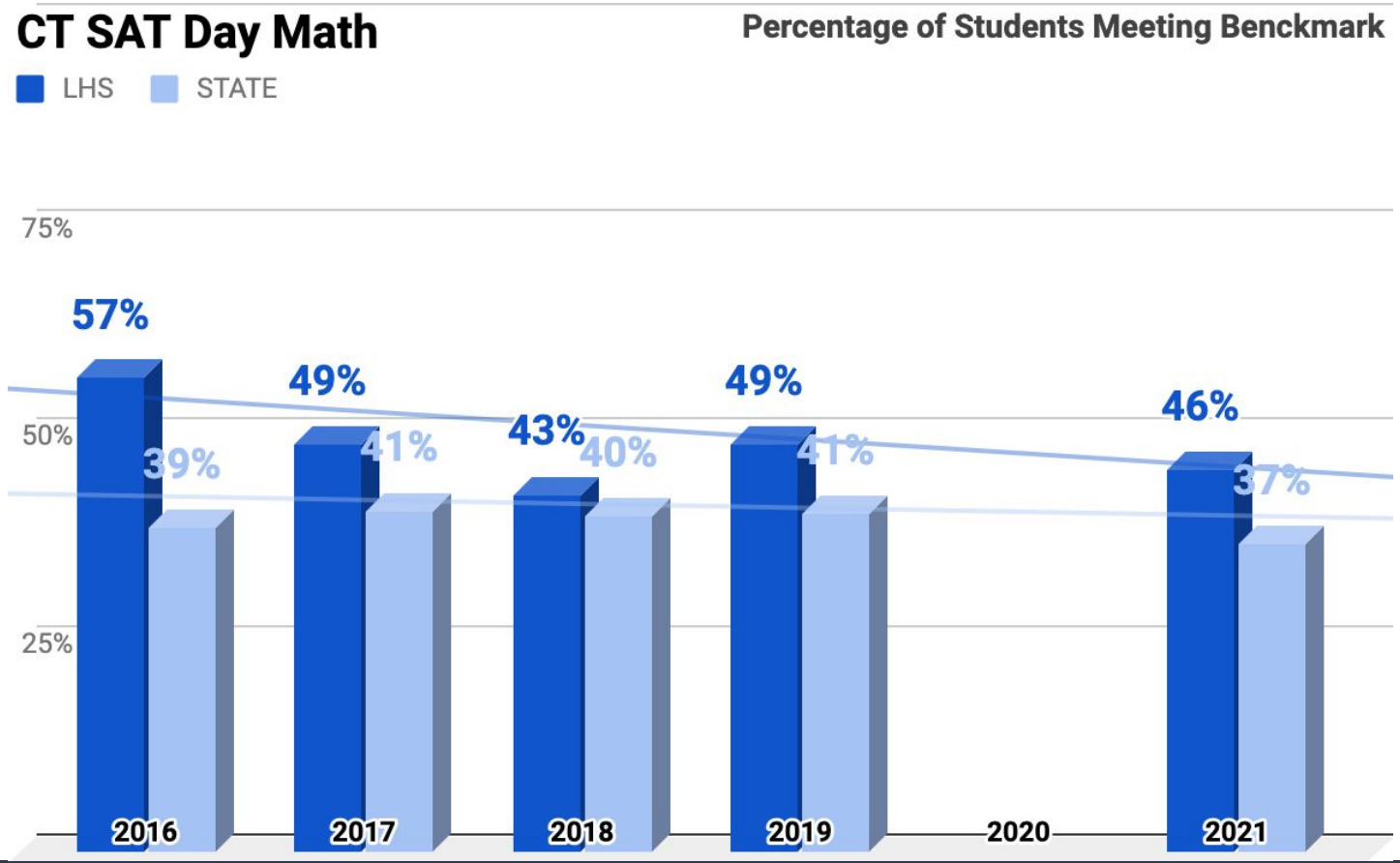
CT SAT DAY &
LHS PSAT Trends





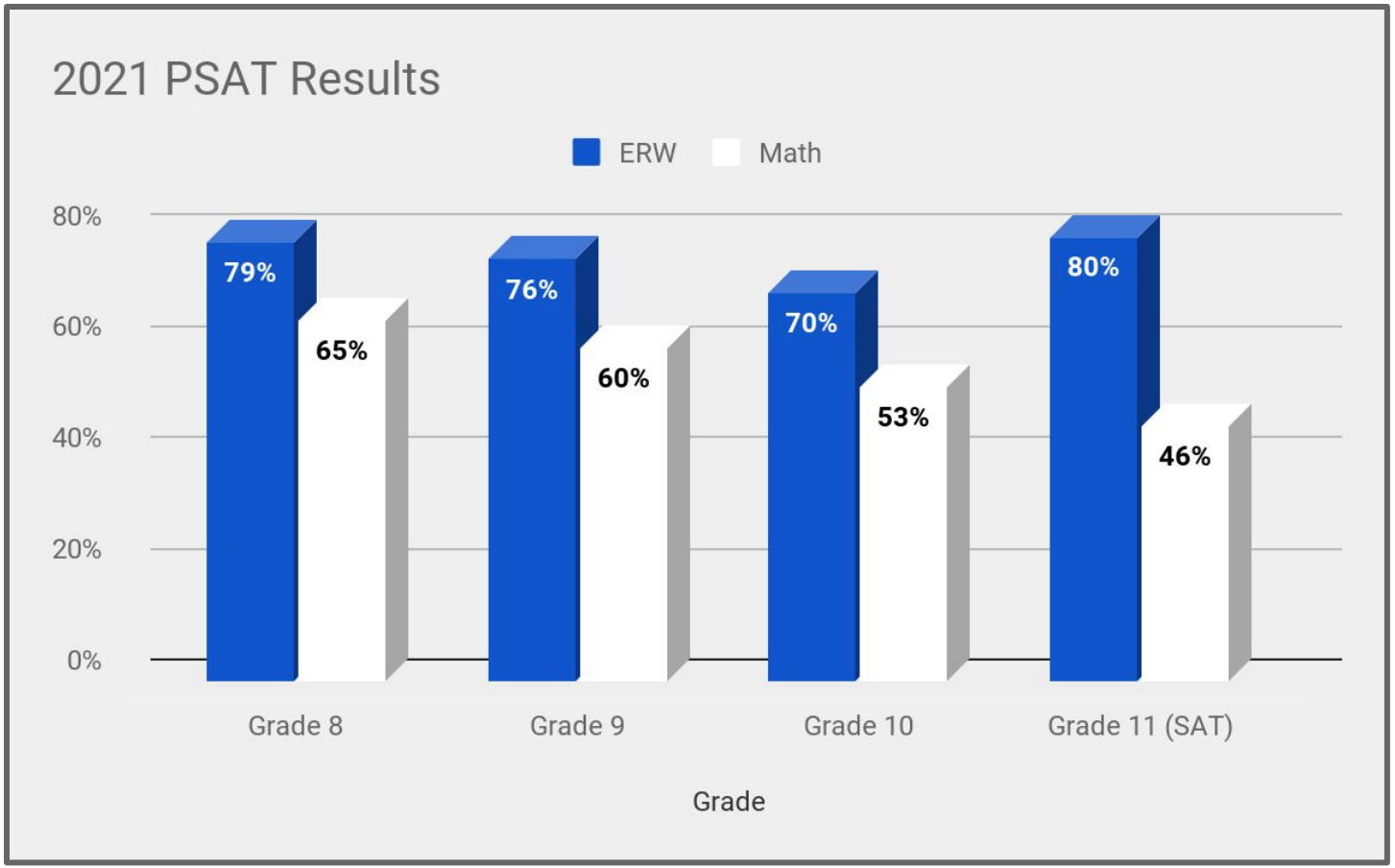
Over 20 percentage points above the state average on the ERW portion of the SAT

CT SAT Day: Evidenced-based Reading and Writing



9 percentage points above the state average for SAT Math

CT SAT Day: Mathematics

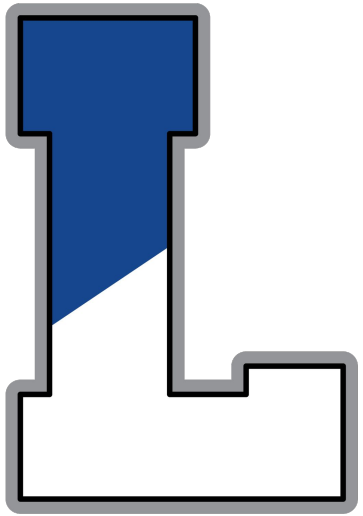


More students met the benchmark for the PSAT 8 than on the Smarter balanced assessment

Goal is to maintain the math PSAT performance leading to more students meeting benchmark on the 11th Grade SAT

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-establish 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.
The new middle school schedule that will begin this fall will provide more instructional minutes in the core content areas of ELA and Math	Provide students with more *'just in time'* learning as part of the new middle school schedule in ELA and Mathematics
Mathematics Smarter Balanced performance was impacted more than ELA performance. The mathematics curriculum and program resources have reached the end of a 5 year cycle of implementation.	The Academic Office team will start the curriculum review process for Mathematics, PK-12 to determine curriculum development needs and programming for 2022-2023.

Next Steps