

Granby Summative State Testing Report 2020-21

Presented to the Granby Board of Education
September 15, 2021

Summative State Tests

Useful for these Purposes:

- Accurately describe **student achievement and growth over time** as part of program evaluation and school, district, and state **accountability systems**
- Provide **valid, reliable, and fair** measures of students' progress/attainment of the knowledge and skills required to be college- and career-ready at the end of Grade 12
- Provide an **annual snapshot** of student achievement that should be used along with other sources of data, such as classwork and other tests, when making educational decisions
- Fulfill a **legal** requirement

Smarter Balanced Assessment

- Administered in the last 12 weeks of school to students in Grades 3-8
- Aligned to the Connecticut Core Standards for English Language Arts and Mathematics
- Dynamic, adaptive test delivered electronically
- Produces a scaled score from 2000 to 3000 that can be used like a “ruler” to measure progress over time and allow for growth analysis
- Scaled scores can be broken down into four achievement levels
 - Level 1 = Does not meet the achievement standard
 - Level 2 = Approaching the achievement standard
 - Level 3 = Meets the achievement standard
 - Level 4 = Exceeds the achievement standard

ELA Grade Level Smarter Balanced Results

Percentage of students in each grade scoring proficient or higher

Grade	2015-16	2016-17	2017-18	2018-19	2020-21	Class of
3	73.3%	62.5%	69%	75%	44%	2030
4	81.7%	68.3%	73.7%	70.6%	66%	2029
5	78.2%	79.7%	74%	75.4%	72%	2028
6	83%	75%	73.8%	78.3%	53%	2027
7	73.2%	82.1%	73.8%	76.6%	65%	2026
8	76%	71.6%	76.1%	80.5%	76%	2025
Overall	77.6%	73.5%	73.4%	75.9%	62%	

ELA Highlights and Next Steps

- Students with established foundation maintained achievement
- Less growth with grades that had school transitions and higher percentages of remote learners

- Focus on supporting youngest readers
- Recommit to partnership with Teachers' College and look to grow model
- Realign use of STAR and Interim Assessment Blocks

Math Grade Level Smarter Balanced Results

Percentage of students in each grade scoring proficient or higher

Grade	2015-16	2016-17	2017-18	2018-19	2020-21	Class of
3	66.7%	60.6%	60.7%	68.3%	52%	2030
4	67.2%	61.8%	68.4%	65.4%	50%	2029
5	65.3%	60.9%	55.7%	62.7%	47%	2028
6	68.6%	64.8%	63.8%	56.2%	30%	2027
7	61.7%	66.2%	59.8%	71.4%	48%	2026
8	56.5%	60.5%	65.8%	52.5%	33%	2025
Overall	64.1%	62.5%	62.3%	62.9%	43%	

Math Highlights and Next Steps

- Historically we start stronger and gradual decline over years
 - Curriculum and instructional concerns have already initiated a model change at the middle school
 - Several mitigation strategies were at odds with best math practices
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- Realignment of standards at the middle school to fully cover Grade 8
 - Implementation of Illustrative Mathematics 6-8, trial units K-5 & 9
 - Increase practice with iXL and workshop approach

Next Generation Science Standards Assessment

- Administered in the last 12 weeks of school to students in Grades 5, 8, & 11
- Aligned to the Next Generation Science Standards
- Dynamic test delivered electronically
- Scaled scores can be broken down into four achievement levels

Level 1 = Does not meet the achievement standard

Level 2 = Approaching the achievement standard

Level 3 = Meets the achievement standard

Level 4 = Exceeds the achievement standard

Science Grade Level NGSS Results

Percentage of students in each grade scoring proficient or higher

Grade	2018-19	2020-21
5	73.7%	73%
8	71.3%	64%
11	80.8%	79%
Overall	75.7%	72%

Science Highlights and Next Steps

- Far exceeding state performance
- Alignment with English language arts scores

- Embed Interim Assessments
- Continue to refine units to align with NGSS practices
- Rejuvenate hands-on processes post pandemic

School-Day SAT

- Summative state assessment for Grade 11 as well as college-entrance
- Part of a larger assessment suite including PSAT and SAT
- Redesigned in 2016 to be achievement test, not aptitude test
- Move for accessible preparation materials for all learners
- Evidence-Based Reading and Writing (ERW) focuses on gathering evidence from text including the meaning of key words and phrases
- Passages are narrative, informational and subject specific (social studies and science)
- Math focus on the “Heart of Algebra” and data analysis and problem solving
- Raw score in both ERW and Math that combine to total out of possible 1600 points
- Proficiency is meeting or exceeding the state benchmarks (ERW = 480, Math = 530)

School-Day SAT Results

Percentage of students in each grade scoring proficient or higher

	ELA		Math	
	Proficiency	Score	Proficiency	Score
2016-17	89.5%	585	57.3%	549
2017-18	83.1%	561	57.3%	549
2018-19	83.8%	570	61.9%	551
2020-21	78%	553	60%	551

Note: 2019-2020 Average scores were 576 ELA and 558 Math for students that chose to test

SAT Highlights and Next Steps

- Significantly higher than state averages
- Largely maintained performance in Math, slight decrease in English language arts

- Shift to School Day as State Summative Assessment
- Embed SAT-like experiences in all grades and core content areas
- Develop teacher capacity around the assessment and data analysis
- Addition of PSAT as common assessment Grades 8-11

Overall Instructional Movement

- Utilize a common instructional framework
- Align Board Goals, District and School Improvement Planning
- Establishing a culture of professional collaboration
- Build capacity with how to best prepare students for these assessments within our instructional practices
- Develop assessment calendars with corresponding planned data conversations for teacher teams
- Training teacher leaders and coaches to lead teams in the work
- Ensuring data is easily accessible and useful