Granby Summative State Testing Report 2022-23

Presented to the Granby Board of Education
September 20, 2023

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	2021-22	2022-23	Class of
3-8 Overall	78%	74%	73%	76%	62%	64%	66% (+2)	
3 SBAC	73%	63%	69%	75%	44%	60%	63%	2032
4 SBAC	82%	68%	74%	71%	66%	58%	72% (+12)	2031
5 SBAC	78%	80%	74%	75%	72%	71%	65% (+7)	2030
6 SBAC	83%	75%	74%	78%	53%	63%	63% (-8)	2029
7 SBAC	73%	82%	74%	77%	65%	65%	66% (+3)	2028
8 SBAC	76%	72%	76%	81%	76%	66%	65% (0)	2027

ELA Highlights and Next Steps

- Overall 2 percentage point growth
- Almost every grade displayed positive growth
- Strong grade 3 entry again
- Grade 4 built on strong grade 3 foundation

- Examine grade 5 to 6 transition
- Continue to commit to partnership with Teachers' College
- Refine use of intentional data practices
- Focus on small group instruction

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	2021-22	2022-23	Class of
3-8 Overall	**64%**	**63%**	**62%**	**63%**	**43%**	**50%**	**53% (+3)**	
3 SBAC	67%	61%	61%	68%	52%	63%	67%	2032
4 SBAC	67%	62%	68%	65%	50%	49%	66% (+3)	2031
5 SBAC	65%	61%	56%	63%	47%	47%	44% (-5)	2030
6 SBAC	69%	65%	64%	56%	30%	54%	37% (-10)	2029
7 SBAC	62%	66%	60%	71%	48%	45%	65% (+11)	2028
8 SBAC	57%	61%	66%	53%	33%	44%	44% (-1)	2027

Math Highlights and Next Steps

- Overall 3 percentage point growth
- Grades 3, 4 and 7 have rebounded to pre-covid levels
- Grade 7 has shown excellent incremental growth

- Further explore needs of Grades 5 and 6 at the standard and student levels
- Increase practice with iXL and key skills
- Continue consultant support and embedded coaching
- Promote vertical team conversations around "building thinking classrooms"

Area/DRG B Comparison for Smarter Balanced

District	ELA Proficiency 3-8	Math Proficiency 3-8
Avon	69.5%	62.5%
Canton	61.2%	57.6%
East Granby	63.3%	55.8%
Farmington	75.1%	72.9%
Granby	65.6% (5th)	53.3% (9th)
Simsbury	75.6%	71.5%
South Windsor	69.3%	67.8
Suffield	61.2%	60.3%
West Hartford	64.1%	59.4%
State of Connecticut	48.5%	42.5%

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	2021-22	2022-23
5	74%	73%	80%	66%
8	71%	64%	71%	63%
11	81%	79%	77%	83%
Overall	76%	72%	76%	71%

Science Highlights and Next Steps

- Highest grade 11 scores to date
- Alignment with English Language Arts scores
- Consistent success over time

- Embed Interim Assessments and Literacy in Content Areas
- Continue to refine units to align with NGSS practices and an inquiry model

Area/DRG B Comparison for NGSS

District	NGSS Proficiency 3, 5, & 8
Avon	69.7%
Canton	61.6%
East Granby	71.3%
Farmington	78.1%
Granby	70.2% (5th)
Simsbury	78.3%
South Windsor	70.6%
Suffield	69.8%
West Hartford	64.8%
State of Connecticut	48.5%

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	90%	585	57%	549
2017-18	83%	561	57%	549
2018-19	84%	570	62%	551
2020-21	78%	553	60%	551
2021-22	78%	549	47%	532
2022-23	77% (-1)	542 (-7)	56% (+9)	534 (+2)

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
- Maintained performance in English, rebound in Math
- Use of PSAT is allowing for monitoring over time

- Embed SAT-like experiences in all grades and core content areas
- Develop teacher capacity around the creation and analysis of common formative assessment
- Utilize data management and analytics platform to support differentiated instruction

Area/DRG B Comparison for SAT

District	ERW Proficiency	ERW Average	Math Proficiency	Math Average
Avon	83%	586	69.7%	586
Canton	79.6%	556	62.1%	544
East Granby	68.1%	528	42.6%	505
Farmington	79.3%	569	60.5%	558
Granby	76.8% (4th)	542	55.8% (6th)	534
Region 7	68.2%	528	50%	520
Simsbury	76.7%	550	56.9%	549
South Windsor	65.9%	529	50.3%	544
Suffield	67.5%	525	44.3%	514
West Hartford	69.7%	542	58%	546
State of Connecticut	52.4%	493	34.1%	482

Overall Instructional Movement

- Continue to build a common instructional framework moving into practice and feedback
- Increase focus on two Superintendent goals and growth model
- Embed a culture of professional collaboration
- Monitor data to inform small group instruction and differentiation
- Support teacher leaders and coaches in leading teams in the work
- Implement data warehouse and analytics tool - EduClimber
- Refocus on supporting learners through Multi Tiered Systems of Support