Granby Summative State Testing Report 2025-26

Presented to the Granby Board of Education
September 16, 2026

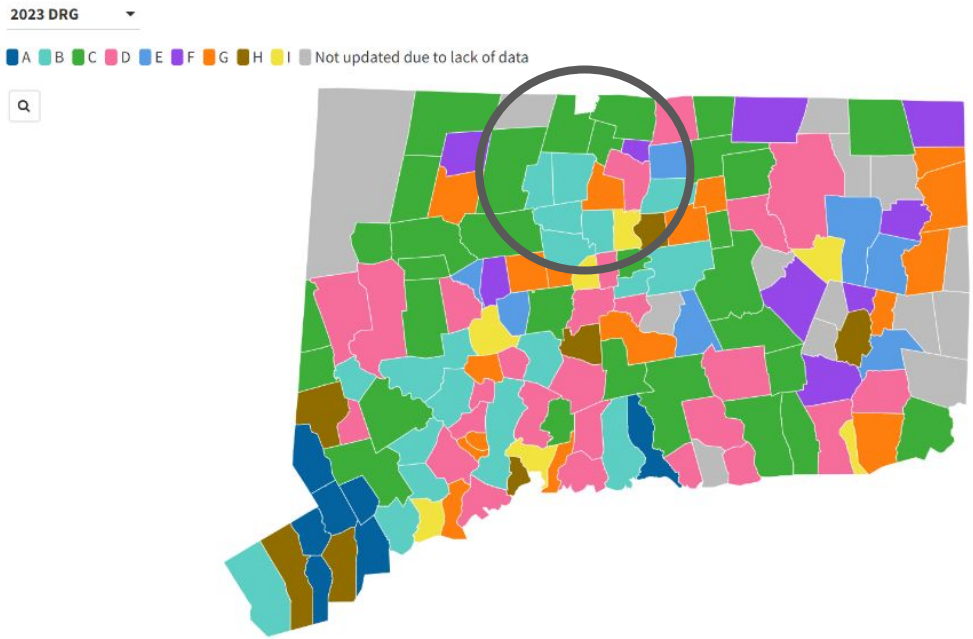
Summative State Tests

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

DRG C

- Bolton
- Colchester
- East Granby
- East Lyme
- Ellington
- Granby
- Litchfield
- New Fairfield
- Newtown
- North Haven
- Orange
- Regions 6-10, 13-14, 17-18
- Salem
- Sherman
- Somers
- Southington
- Stonington
- Suffield
- Tolland
- Wethersfield
- Woodstock

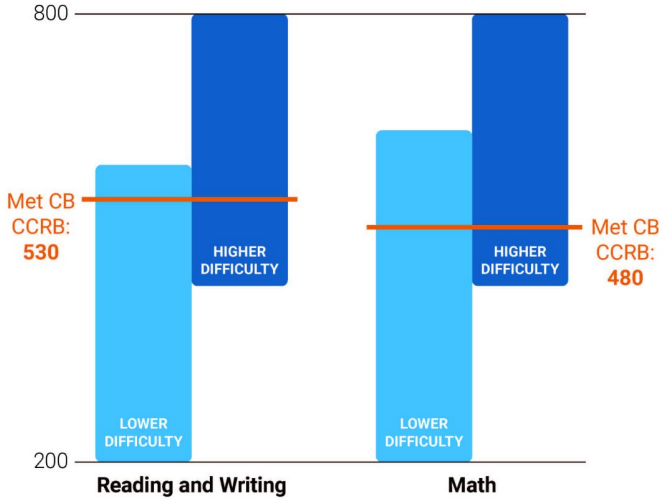


School-Day SAT

- 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)

Recent Changes with SAT

- Moved to online SAT testing in Spring 2024
- Changes effective Spring 2025:
    - test was shortened to less than 2.5 hours
    - each section was divided into 2 modules
    - a strong performance on the first module leads to a harder second module and unlocks the potential for a higher score
    - a weaker performance on the first module leads to an easier second module and activates a ceiling on the total score



School-Day SAT Results

Percentage of students in each grade scoring proficient or higher

	ERW		Math		
	Proficiency	**Score**	**Proficiency**	**Score**	**Class of**
2016-17	90%	585	57%	549	2018
2017-18	83%	561	57%	549	2019
2018-19*	84%	570	62%	551	2020
2020-21	78%	553	60%	551	2022
2021-22	78%	549	47%	532	2023
2022-23	77%	542	56%	534	2024
2023-24	83%	562	50%	526	2025
2024-25	80%	559	53%	524	2026
2025-26	**76%**	**546**	**45%**	**511**	**2027**

ERW

Tested Grade	2022-23	2023-24	2024-25	2025-26	Current Grade/ Class of
9 PSAT	75%	59%	79%	80%	2029
10 PSAT	73%	73%	79%	78%	2028
11 SAT	77%	83%	80%	76%	2027

Math

Tested Grade	2022-23	2023-24	2024-25	2025-26	Current Grade/ Class of
9 PSAT	41%	49%	48%	50%	2029
10 PSAT	68%	48%	47%	55%	2028
11 SAT	56%	50%	53%	45%	2027

Comparison for SAT

District	ERW Proficiency	ERW Average	Math Proficiency	Math Average
Avon (B)	82%	584	58%	560
Canton (B)	76%	549	46%	510
East Granby (C)	69%	529	47%	511
Farmington (B)	79%	572	57%	556
Granby (C)	**76% (tied for 4th)**	**546**	**45% (9th)**	**511**
Region 7 (C)	73%	535	55%	529
Simsbury (B)	86%	575	58%	549
South Windsor (B)	76%	555	57%	553
Suffield (C)	69%	533	43%	511
West Hartford (B)	76%	559	50%	531
State of Connecticut	**55%**	**494**	**31%**	**472**
DRG C	**10th of 22**		**9th of 18**	

SAT Highlights and Next Steps

- PSAT scores are promising
- Test format continues to evolve - online in 2024, branching in 2025
- Reduced analytics available online until norms are gathered
- Only 1 district grew in ERW, average drop of 3 points
- Wide range in Math from drop of 8 points to gain of 18
- Addition of Learning Centers and delineation of Literacy Supports
- Additional focus on PSAT scores in grades 9-10
- Renewed data focus and tracking students “almost there”
- Review of Math Curriculum and spiral review for mastery

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

Tested Grade	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Current Grade/ Class of
3-8 Overall	**74%**	**73%**	**76%**	**62%**	**64%**	**66%**	**66%**	**69%**	**66% (-3)**	
3 SBA	63%	69%	75%	*44%*	*60%*	*63%*	*52%*	67%	60%	4th/2035
4 SBA	68%	74%	71%	66%	58%	72%	71%	59%	65% (-2)	5th/2034
5 SBA	80%	74%	75%	72%	71%	65%	76%	70%	*61% (+2)*	6th/2033
6 SBA	75%	74%	78%	53%	63%	63%	56%	71%	*67% (-3)*	7th/2032
7 SBA	82%	74%	77%	65%	65%	66%	71%	70%	*72% (+1)*	8th/2031
8 SBA	72%	76%	81%	76%	66%	65%	69%	75%	*66% (-4)*	9th/2030

ELA Highlights and Next Steps

- 3rd is true baseline, fluctuations can impact overall percentage for 3-8
- 3rd and 4th new curriculum, move from implementation to refinement
- Current middle schoolers show growth of 4 to 22 points from 1st testing opportunity
- Current 6th low but most consistent incremental growth
- Continue to watch 5th to 6th transition and shift in instructional minutes
- Examine brightspot in 8th

Math Grade Level Smarter Balanced Results

Percentage of students in each grade scoring proficient or higher

Tested Grade	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Current Grade/ Class of
3-8 Overall	**63%**	**62%**	**63%**	**43%**	**50%**	**53%**	**54%**	**57%**	**51% (-6)**	
3 SBA	61%	61%	68%	52%	63%	67%	58%	66%	52%	4th/2035
4 SBA	62%	68%	65%	50%	49%	66%	59%	49%	60% (-6)	5th/2034
5 SBA	61%	56%	63%	47%	47%	44%	52%	62%	40% (-9)	6th/2033
6 SBA	65%	64%	56%	30%	54%	37%	36%	59%	54% (-8)	7th/2032
7 SBA	66%	60%	71%	48%	45%	65%	59%	49%	56% (-3)	8th/2031
8 SBA	61%	66%	53%	33%	44%	44%	65%	57%	48% (-1)	9th/2030

Math Highlights and Next Steps

- 3rd is true baseline, fluctuations can impact overall percentage for 3-8
- Need to focus on skill retention and spiral review
- Starting earlier with persistence on longer multi-step application tasks
- Even Pre-Covid cohorts dropped over time, growth can be tricky when standards compile
- Current 9th and 10th retaining growth
- Examine testing structures and supports
- K-12 Math Leadership Team formed and meeting

Comparison for Smarter Balanced

District	ELA Proficiency 3-8	Math Proficiency 3-8
Avon (B)	78%	72%
Canton (B)	66%	64%
East Granby (C)	74%	63%
Farmington (B)	75%	73%
Granby (C)	**65% (8th)**	**51% (9th)**
Simsbury (B)	78%	75%
South Windsor (B)	70%	68%
Suffield (C)	57%	61%
West Hartford (B)	68%	64%
State of Connecticut	**51%**	**47%**
DRG C	***16th of 26***	***24th of 26***

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

Tested Grade	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Current Grade/ Class of
5	74%	73%	80%	66%	76%	75%	66%	6th/2033
8	71%	64%	71%	63%	74%	77%	63%	9th/2030
11	81%	79%	77%	83%	76%	67%	75%	12th/2027
Overall	76%	72%	76%	71%	75%	73%	69%	

Comparison for NGSS

District	NGSS Proficiency 3, 5, & 8
Avon (B)	74%
Canton (B)	75%
East Granby (C)	69%
Farmington (B)	78%
Granby (C)	68% (tied 8th)
Simsbury (B)	79%
South Windsor (B)	74%
Suffield (C)	70%
West Hartford (B)	68%
State of Connecticut	**51%**
DRG C	***14th of 25***

Science Highlights and Next Steps

- Rebound and growth over time seen for 11th grade
- 5th and 8th closely tied to SBA achievement
- Renewed focus on NGSS practices and approach
- Exposure to testing format and tools during testing years

Connections to Strategic Plan

B2. Develop and communicate a **shared vision of high-quality teaching and learning** aligned to district beliefs about learning and elements of effective instruction.

B3. Strengthen **curriculum development and revision process to ensure relevance, rigor, and access for all learners** and opportunities for all students to see themselves represented within the curriculum.

B4. Develop **consistent standards-aligned grading and assessment** practices.

B5. Ensure that educators use **standards-aligned materials with multiple entry points** to provide all students with equitable access to rigorous content.

B6. Strengthen **Multi-Tiered Systems of Support (MTSS) and intervention strategies** that support each student's success and well-being.

A2. Continue to develop **processes and protocols that measure and support student learning, growth, and mastery of standards** as measured by statewide assessments.

Overall Instructional Movement

- Sharing screening and assessment data with families
- Collaboration on practice opportunities and homework to strengthen skills
- K-2 skills are strong, move to application and previewing grade 3 multi-step tasks
- Work towards stronger prediction for grade 3 performance levels
- Unified approach to iXL as screening, monitoring and practice opportunity 3-8
- Pulling back on teacher scaffolding, increased “productive struggle”opportunities
- Deliberate instruction and support for students “almost there”
- Improved intervention systems, specifically in grades 6-12
- Influx of students into district at 3-5 level and increased “At Risk” population
- Continued analysis of where the standard approach is not meeting success for individual students
- Deep dive target/claim level data at the teacher level using EduClimber
- Dedicated time for teachers to analyze growth and achievement data in a supported, collaborative environment
- Efforts for improved attendance
- Impact of culture at time of testing