

# Student Achievement Results

## 2017

New Fairfield Public Schools

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# Presentations

- Smarter Balanced, SAT/AP (Sept 19)
  - How are we remaining focused on improvement?
  - [District Assessment Results 2016-2017 and Plan](#)
- End-of-year and formative assessments (Oct 5) - F&P, STAR

# Presentations

- CAPT/CMT Science (Oct 19) - progress and new programs (PD response)
- Math overview (Nov 16) include teachers
- Next Gen Accountability (Jan or Feb)

# Presentation Outline

3-8 Smarter  
Balanced Results



High School  
Assessments

SAT

Advanced Placement (AP)



Steps Taken to Improve

# Presentation One: External Assessments



## Smarter Balanced

Summative State Assessment that is administered in grades 3-8 on computers



## SAT

College Readiness assessment that was administered to grade 11 students



## Advanced Placement

College-level curricula and courses that are offered to high school students for college credit



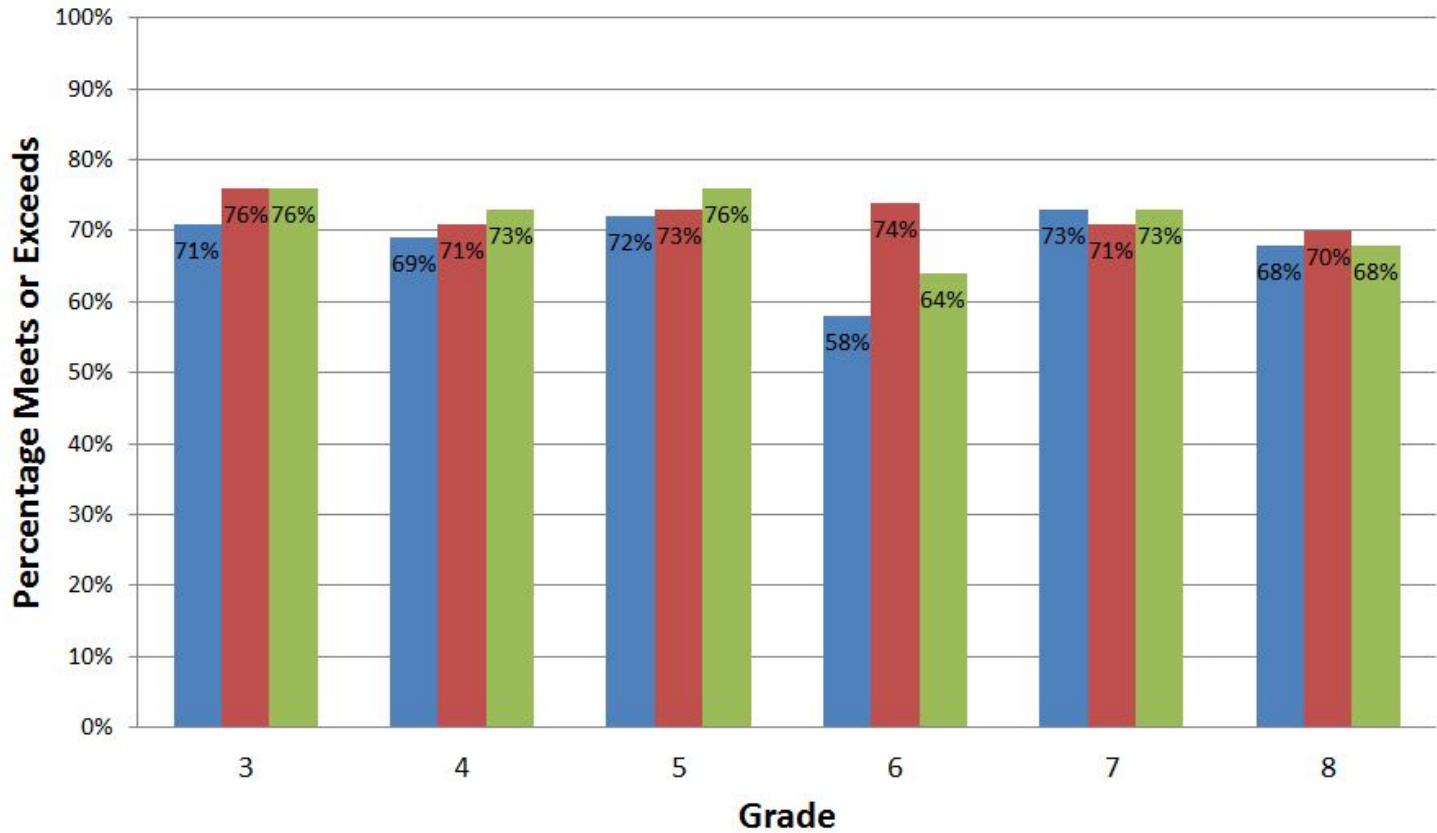
# Smarter Balanced Assessments

Grades 3-8

# New Fairfield Smarter Balanced - ELA Results

## Percent at Goal by Grade - 2015 to 2017

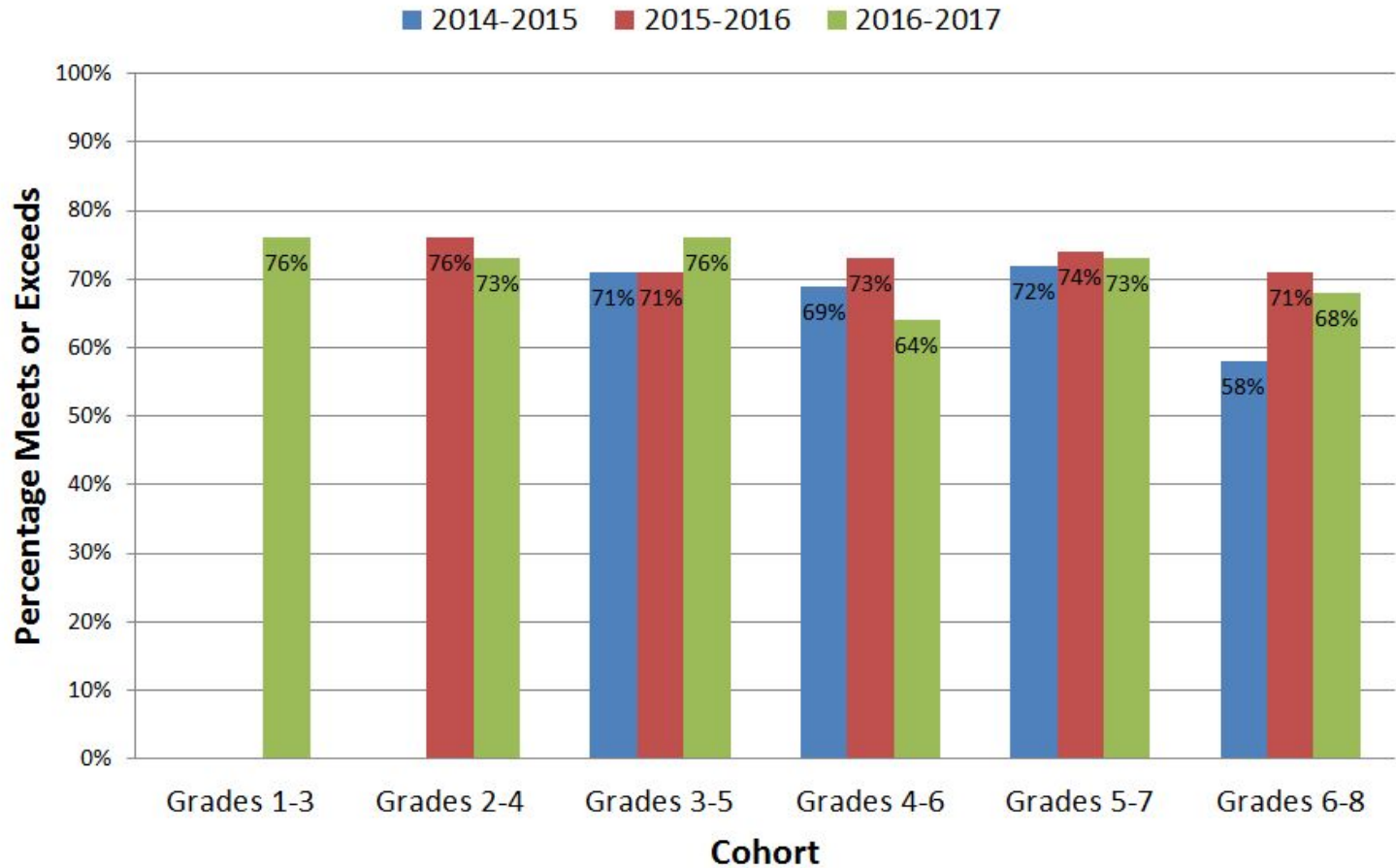
■ 2014-2015 ■ 2015-2016 ■ 2016-2017





# New Fairfield Smarter Balanced - ELA Results

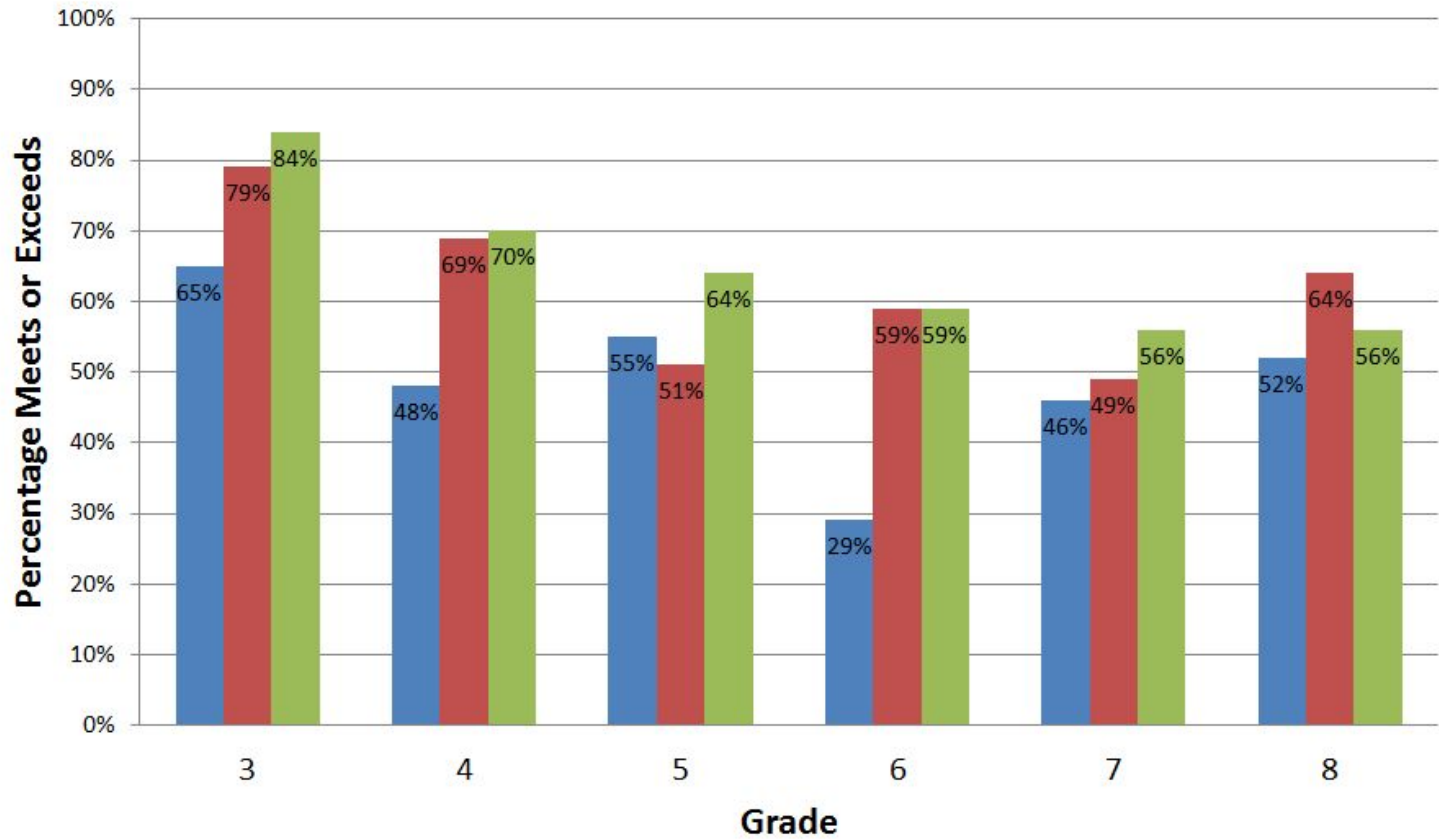
## Percent at Goal by Cohort - 2015 to 2017



# New Fairfield Smarter Balanced - Math Results

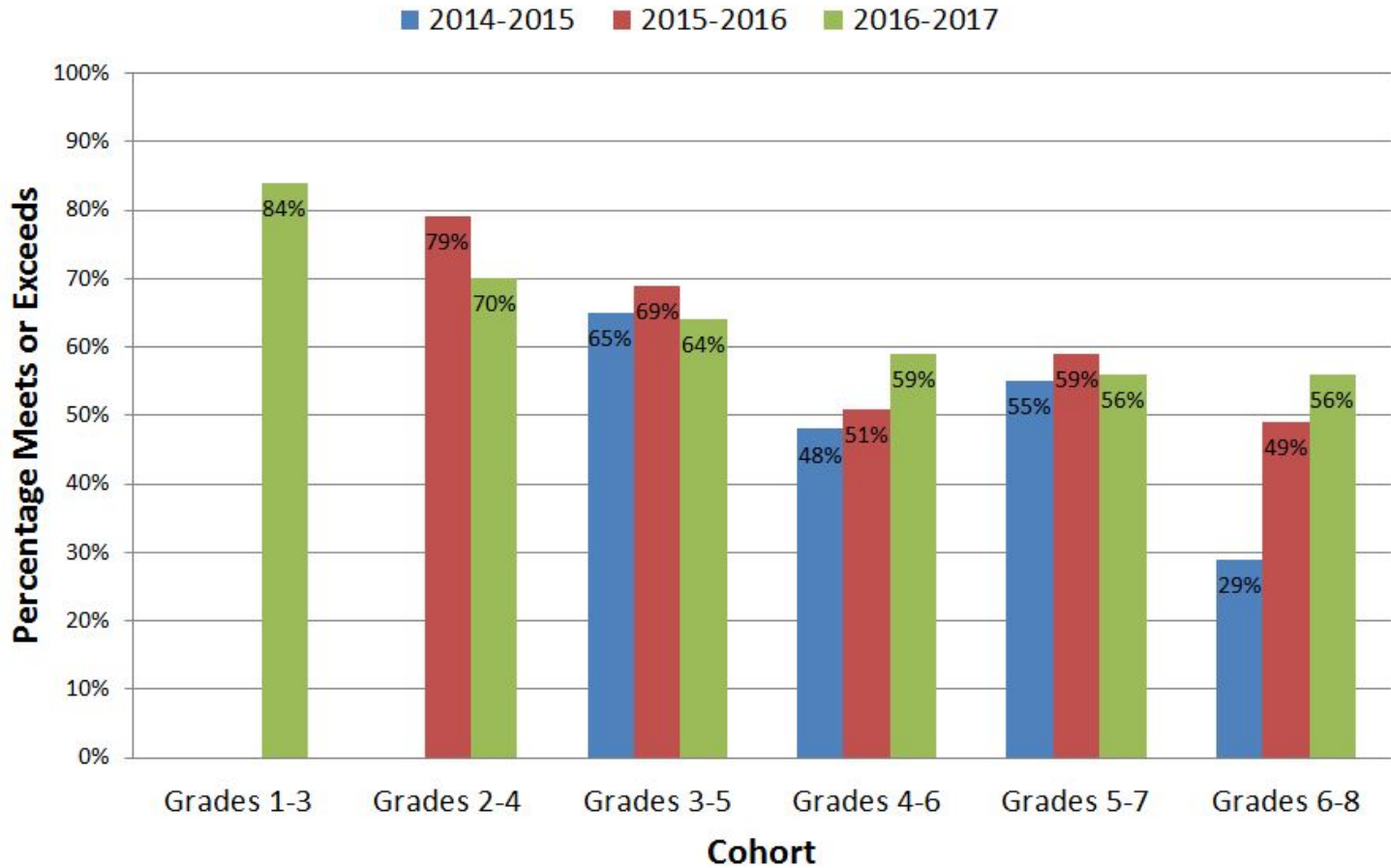
## Percent at Goal by Grade - 2015 to 2017

■ 2014-2015 ■ 2015-2016 ■ 2016-2017



# New Fairfield Smarter Balanced - Math Results

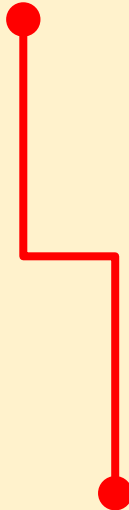
## Percent at Goal by Cohort - 2015 to 2017



# DRG & New Fairfield Comparison

## ELA Results (2014-15)

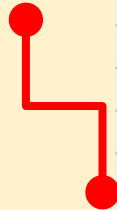
ELA	
	2014-2015
Monroe	84.6
Avon	82.3
Simsbury	79.9
Guilford	79.9
Orange	79.6
District No. 15	78.8
Cheshire	78.4
Farmington	78.1
Greenwich	77.8
Glastonbury	77.7
<b>DRG AV</b>	<b>75.6</b>
Granby	75
Newtown	74.8
Madison	74.8
Fairfield	74.3
Woodbridge	72.9
West Hartford	72.3
Trumbull	71
South Windsor	71
Brookfield	70.3
District No. 5	69.3
New Fairfield	65.8



# DRG & New Fairfield Comparison

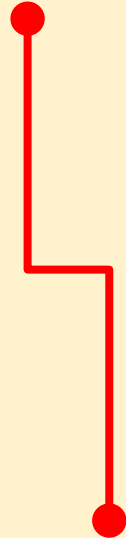
## ELA Results (2016-2017)

ELA	
	2016-17
Trumbull	81.4
Simsbury	80.3
Avon	80.2
Monroe	80
Farmington	79
District No. 5	78.5
Guilford	78.1
Glastonbury	77.1
Cheshire	76.9
Woodbridge	76.4
District No. 15	76.3
Greenwich	75.6
<b>DRG AV</b>	<b>75.3</b>
South Windsor	75
Fairfield	74.5
Orange	74
Granby	73.5
New Fairfield	71.8
West Hartford	71
Newtown	70.2
Madison	66.9
Brookfield	65.8



# DRG & New Fairfield Comparison

## Math Results (2014-15)

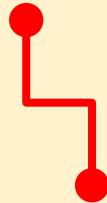


Math	
District Name	2014-2015
Avon	72.4
Glastonbury	67
Orange	64.9
Simsbury	64.8
Guilford	63.8
Farmington	63.8
Greenwich	63.8
South Windsor	61.4
Woodbridge	61.1
<b>DRG AV</b>	<b>60.7</b>
Granby	60.7
Trumbull	60.4
Fairfield	59.8
Madison	59.8
Monroe	59.7
Newtown	59.6
District No. 15	59.4
Cheshire	58.5
Brookfield	56.7
District No. 5	55.5
West Hartford	54.7
New Fairfield	46.2

# DRG & New Fairfield Comparison

## Math Results (2016-2017)

Math	
District Name	2016-17
Trumbull	77.3
Guilford	75.6
Avon	73.9
Farmington	73.7
Glastonbury	73.6
Woodbridge	71.6
District No. 5	70.9
Greenwich	70.7
South Windsor	69.7
Orange	69.5
Simsbury	69.3
Monroe	69.1
District No. 15	69
DRG AV	68.9
Newtown	68.3
Fairfield	67.9
Cheshire	66.5
New Fairfield	64.1
Madison	62.6
Granby	62.5
Brookfield	61.3
West Hartford	61.1



# Smarter Balanced Improvements Needed




- Identify skills and gaps at the Claim and Target level that need improvement (District Data Team and School Data Teams)
- Use new performance tasks and tools (Claims & Targets > Standards > Report Cards)
- Leverage new tools and practices in the classroom to improve student achievement
- Increase focus of our Professional Learning Communities on student work, which includes conversations of learning progressions and lesson planning

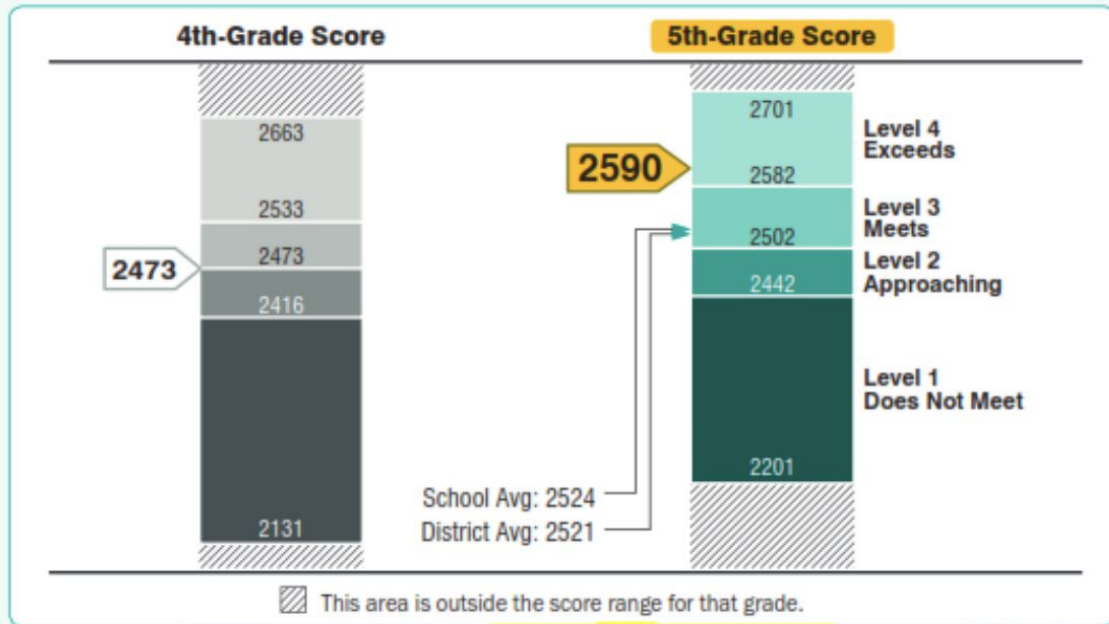


# Jonathan's ELA/Literacy Score for 2017

**2590**  
**Level 4**  
**Exceeds**

Jonathan has **exceeded the achievement standard** for English language arts and literacy expected for this grade. Students performing at this standard are **demonstrating advanced progress toward mastery** of English language arts and literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

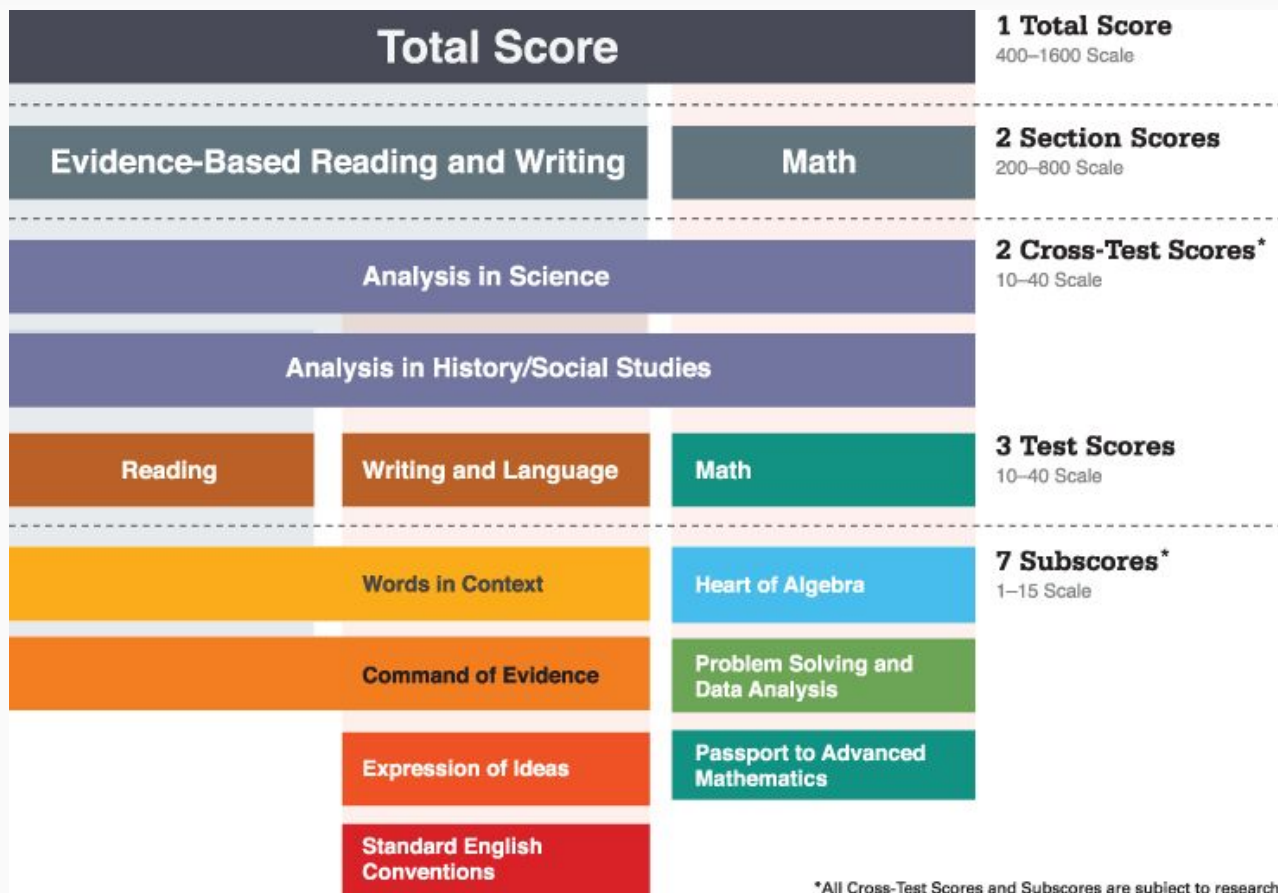
Areas of Knowledge and Skill	Performance
<b>Reading</b>	 Above Standard
<b>Listening</b>	 Approaching Standard
<b>Writing and Research/Inquiry</b>	 Above Standard



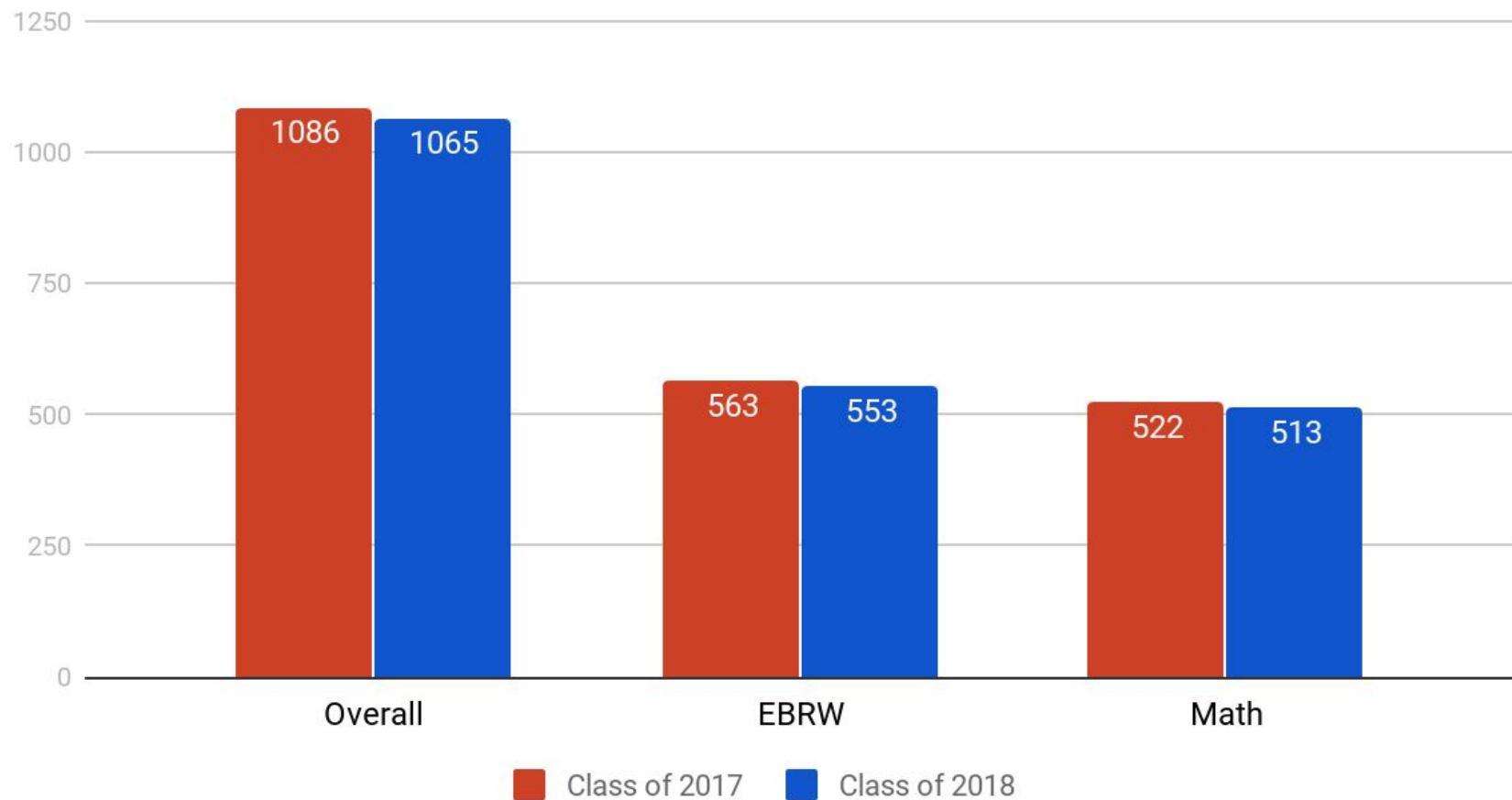
A student's test scores can vary if tests are taken several times. If Jonathan were tested again on ELA/Literacy, the new scale-score would probably fall between 2580 and 2600.



# PSAT / SAT Structure

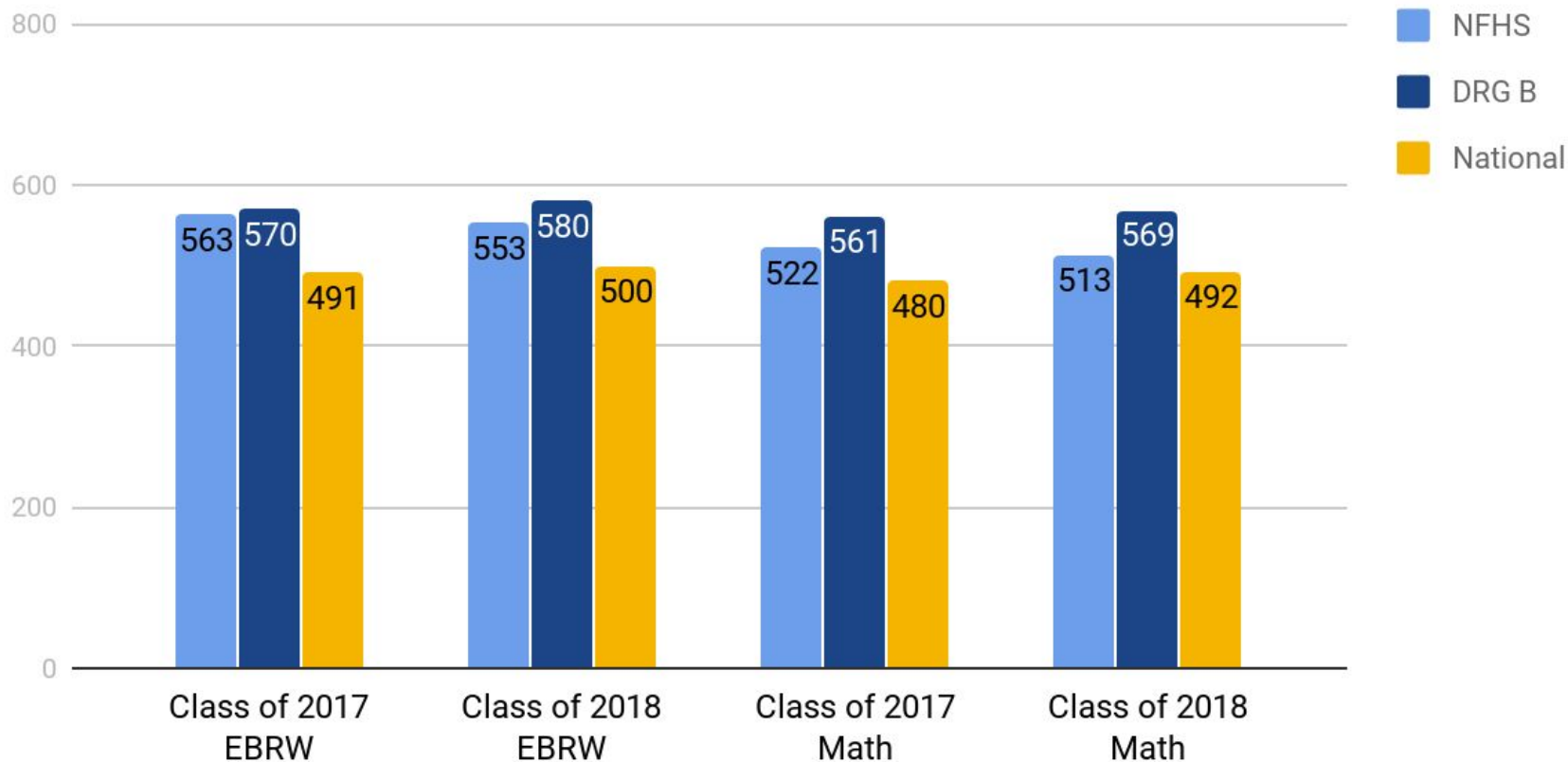


## Average SAT Score - Class of 2017 c.f. Class of 2018

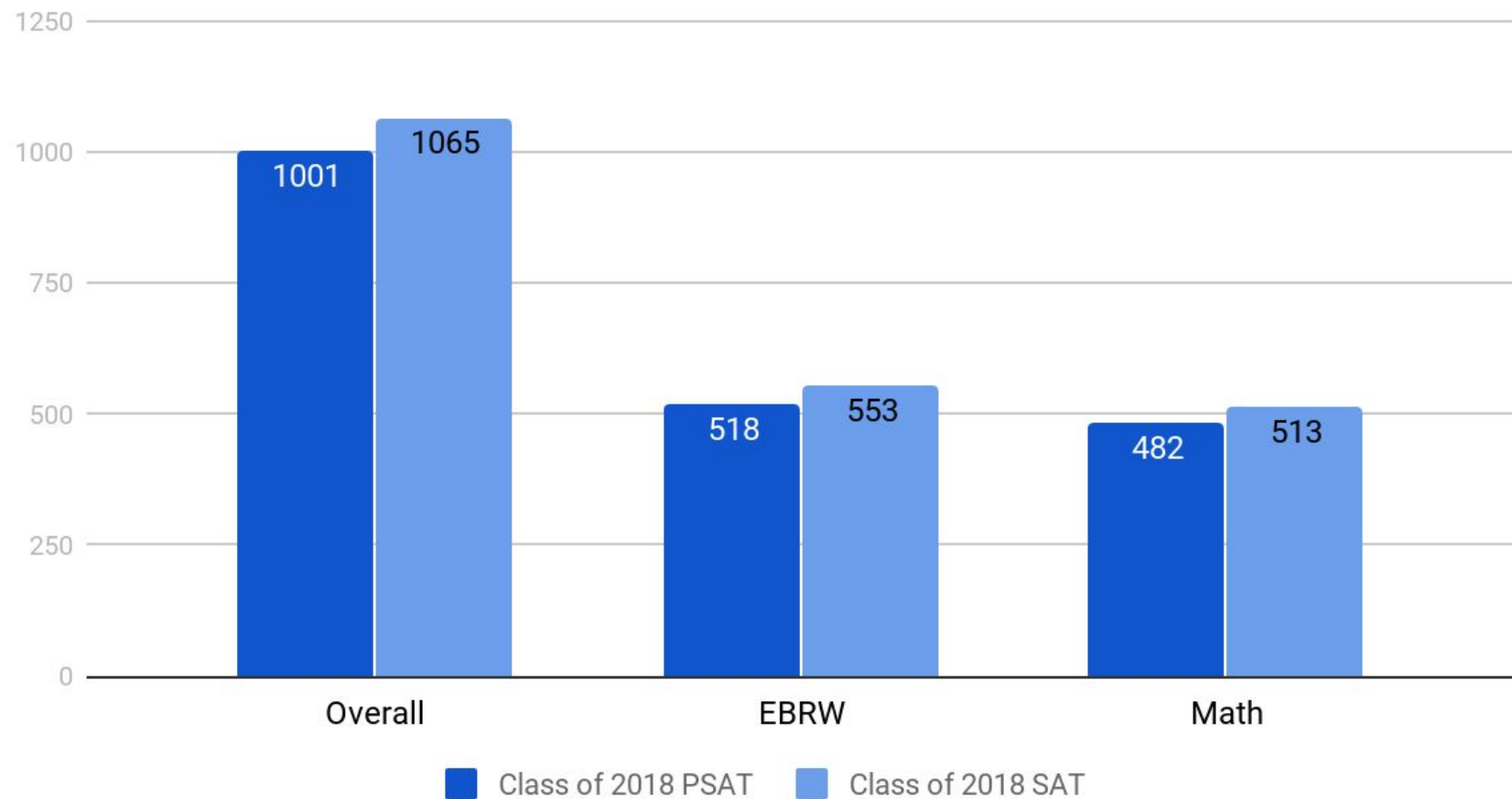


# SAT Scores

NFHS c.f. DRG B c.f. Nation



## Average PSAT c.f. SAT Score - Class of 2018



# Steps to PSAT/SAT Improvement

- Administer PSAT to all Grade 9, 10, and 11 students
  - Allows for the monitoring of individual and cohort growth in relation to yearly benchmarks
- Promote Khan Academy partnership to provide individualized support
  - Currently approximately  $\frac{2}{3}$  of juniors have linked their PSAT scores to Khan Academy
- Continue to disaggregate SAT and PSAT scores to target intervention
  - Analysis suggests need to provide additional practice with *Heart of Algebra*

# Your Scores: Next Steps

Additional skills and improvement suggestions can be found in your online score report.

Your score indicates that you are already likely able to:

## Reading Test

Improve your skills by focusing on the following suggestions:

Revise text as needed to improve the exactness or content appropriateness of word choices within somewhat challenging texts

Retain or add information or ideas to a piece of a text to support claims or points in somewhat challenging text

Revise somewhat challenging text to ensure that information is presented in the most logical order



Retain or add information or ideas to a piece of text to support claims or points in challenging text

Use a variety of sentence structures to accomplish a rhetorical purpose such as persuading an audience

Revise text as needed to improve the exactness or content appropriateness of word choices within challenging texts

## Writing and Language Test

Draw reasonable conclusions from somewhat challenging texts

Describe the overall structure of a somewhat challenging text

Identify claims and counterclaims explicitly stated in a somewhat challenging passage



Draw reasonable inferences and logical conclusions from challenging texts

Analyze information presented quantitatively in such forms as graphs, tables, and charts and relate that information to information presented in somewhat challenging text

Determine how the selection of specific words shapes meaning and tone in a challenging passage

## Math Test

Interpret a linear inequality in one variable with rational coefficients that represents a context. Select the equation of a line of best fit and interpret the slope and intercept of the line in the context of the situation (when a linear model is appropriate)

Interpret sample statistics understanding and using margin of error

Solve and interpret a quadratic function or equation that represents a context and requires multiple steps

Calculate and interpret frequency distributions using tables and other representational methods



Determine how a graph may be affected by a change to its equation

Determine the value of a constant or coefficient for an equation with no solution or infinitely many solutions

Using a specified model, make a prediction and compare the predicted values with the actual values in the data set

Within a context, compare the center of two separate data sets with different spreads

Determine whether two events are independent given their probabilities



# Steps to PSAT/SAT Improvement

- Provide professional learning for all faculty on instructional strategies and key shifts to the SAT to outline best practices that will be embedded into lessons
- Support professional learning through the College Board on specific content-area strategies to improve scores
- Support from administrators and department chairs who will provide feedback on incorporating identified strategies



# Rebel U

- Structured mini-lessons
  - Emphasis on specific reading, writing, and math **skills**
    - Isolated skills are modeled, students supported through guided practice
    - Students demonstrate the skill through independent practice with SAT-style items featuring SAT question stems
    - Students receive feedback through correct answer rationale
- Strategies and key academic language
- Wording and structure of prompts and problems bring the lexicon of the SAT into the classroom
- Skills relevant to classroom instruction

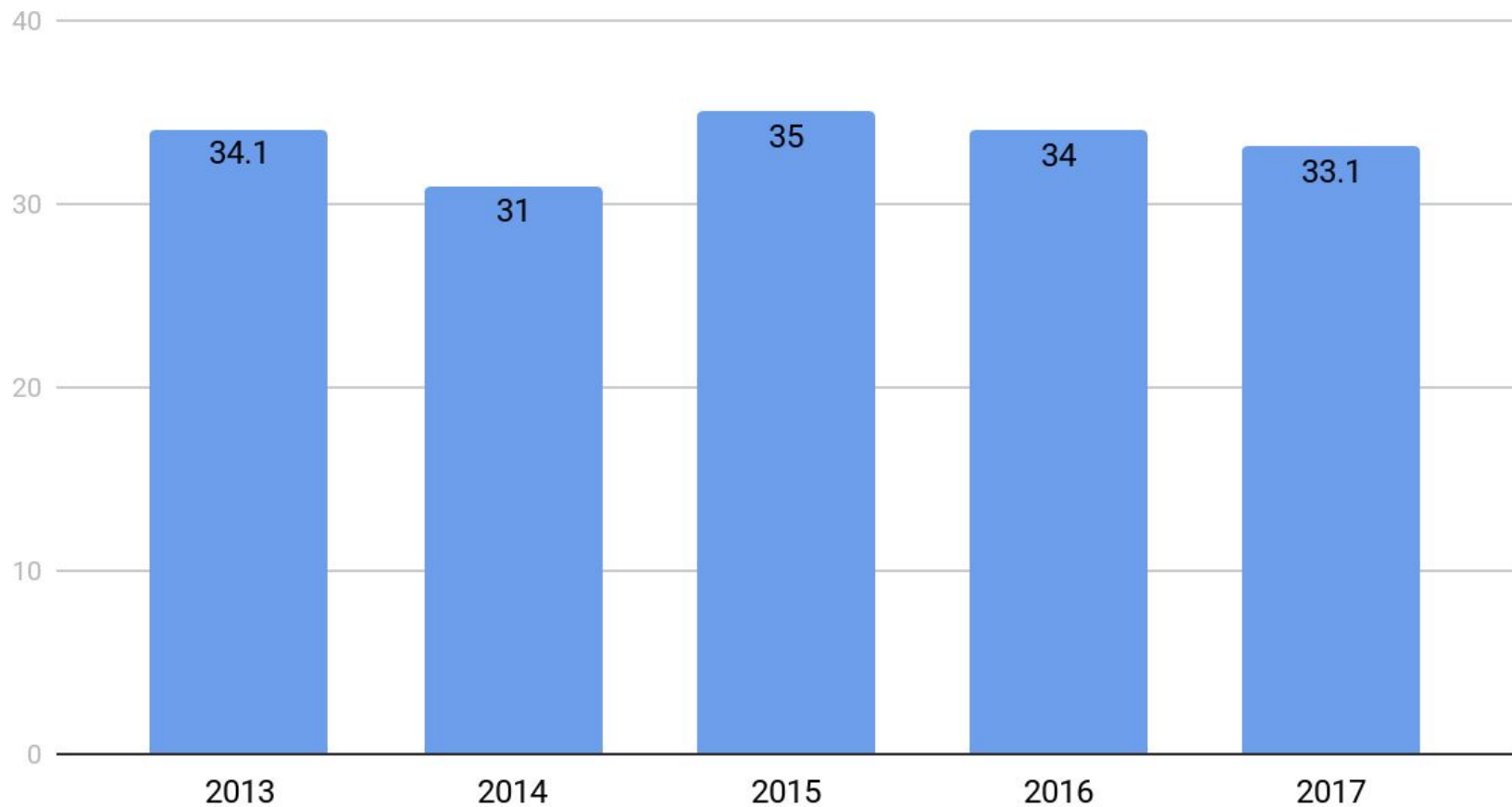


# Rebel U

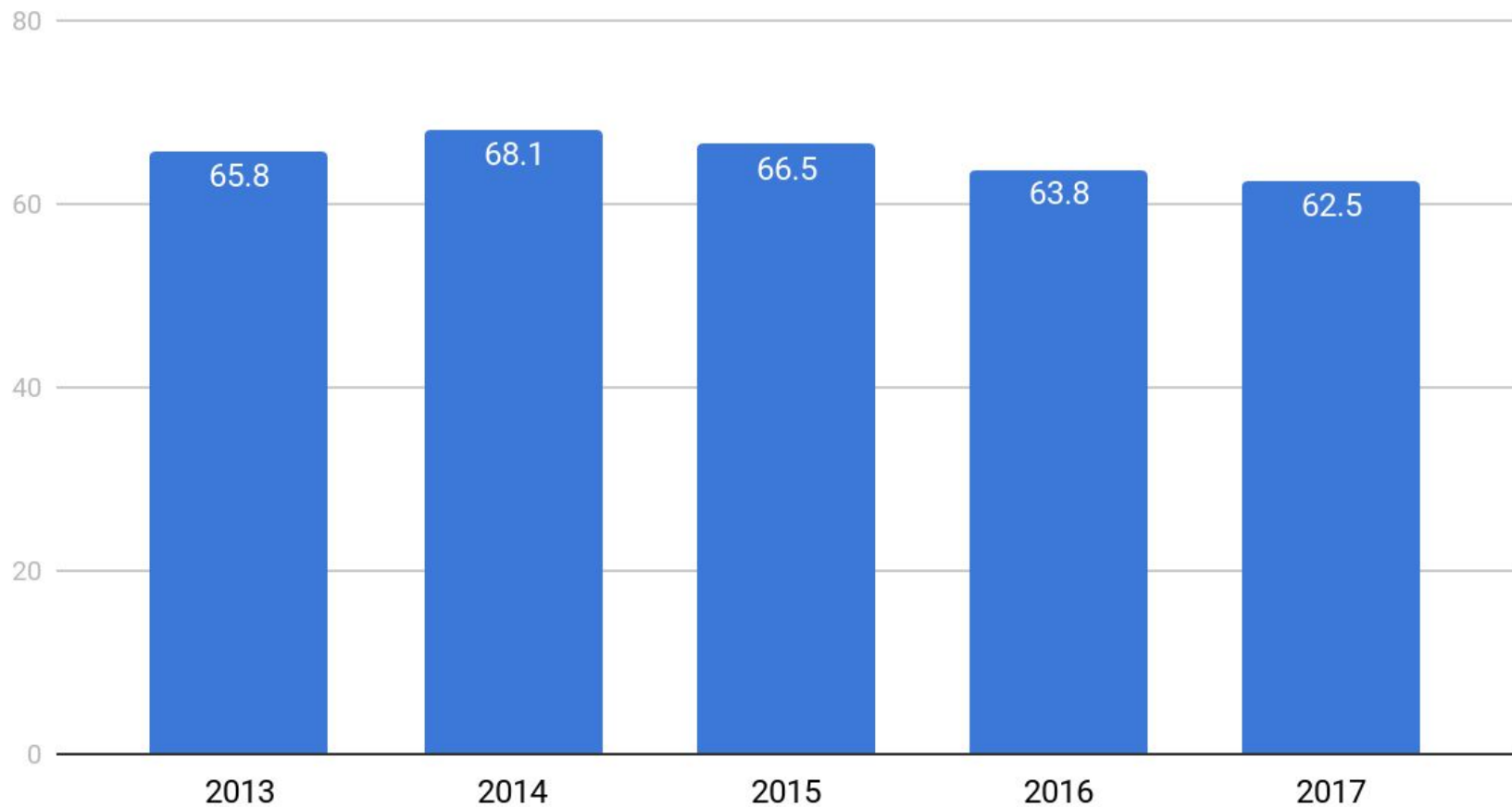
- Materials allocated among English, Social Studies, Science, and Math departments
  - Materials dispersed by grade level to prevent repetition
  - Allows for multiple teachers and departments to participate in Rebel U
- Yearlong initiative, all four grades
- Teacher feedback will help to improve the design & implementation of Rebel U
- Reading Seminar, Math Seminar, & Writing Seminar will reinforce skills
- Opportunities for teachers to use skills practice for personalized learning and small group learning



## AP Exam Participation Rate (Grade 10 -12)



## % of AP Students with Scores 3+



# Steps to AP Improvement

- Made course syllabus adjustments using disaggregated data from AP scores
  - All courses are audited annually by the College Board
  - Examples include AP European History, Chemistry, and English Language who reworked course structure
- Continue to send teachers to AP training and scoring
  - Pilot an AP mentor program
  - Three teachers attended summer AP intensive institutes
- Analyze vertical alignment of Pre-AP courses to identify areas of growth
- Expanding Access: Use AP Potential, a research-driven tool based on PSAT scores, to identify AP students and help students choose the AP courses that most interest them