

Granby Summative State Testing Report 2023-24

Presented to the Granby Board of Education
September 18, 2024

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

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)

Updated Demographic Reference Groups

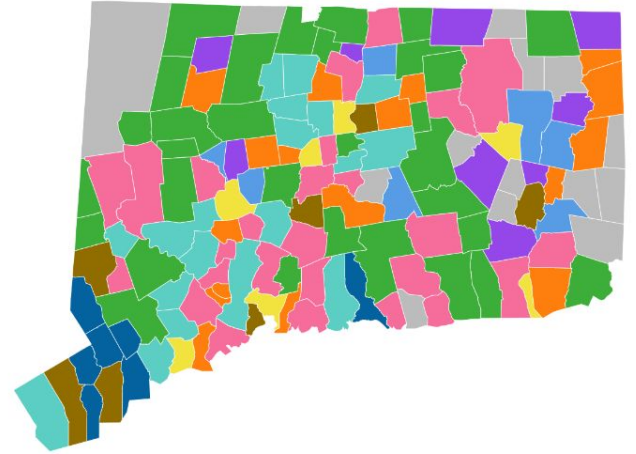
The CSDE used seven variables to determine the original DRGs in 2006, with each variable being based on families with children attending public school. The School and State Finance Project used the same variables — updated with the most recent available data — to determine the updated 2023 DRGs. These variables include:

- **Income** - Median Household Income
- **Education** - Percentage of parents with a bachelor's degree or higher
- **Occupation** - Percentage of students with parents aged 16 or older, employed, and holding jobs in executive, managerial, and professional specialty occupations
- **Family Structure** - Percentage of students living with families without a wife or husband present or in non-family households
- **Poverty** - Percentage of students from families with incomes eligible to receive free or reduced-price meals
- **Home Language** - Percentage of students whose families speak a language other than English at home
- **District Enrollment** - Gross enrollment for the local public school district

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 Results

Percentage of students in each grade scoring proficient or higher

	ELA		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

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

Comparison for SAT

District	ERW Proficiency	ERW Average	Math Proficiency	Math Average
Avon (B)	85%	575	60%	555
Canton (B)	81%	550	60%	555
East Granby (C)	*	538	*	509
Farmington (B)	78%	568	55%	547
Granby (C)	83% (3rd)	562	50% (7th)	526
Region 7 (C)	66%	517	35%	493
Simsbury (B)	85%	574	60%	555
South Windsor (B)	72%	545	51%	540
Suffield (C)	72%	539	41%	509
West Hartford (B)	75%	555	52%	534
State of Connecticut	55%	491	30%	471
DRG C	3rd of 24	555	4th of 22	512

SAT Highlights and Next Steps

- ELA proficiency is highest in many years, 3rd in area/DRG
 - Maintaining 20-30 percentage points over the state averages
 - Math data is tracking with DRG C
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- Use P/SAT to analyze results of shift in math programming
 - Aligning instruction with major concepts from SAT
 - Intervention strategies for students not yet hitting proficiency

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	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	Current Grade/ Class of
3-8 Overall	78%	74%	73%	76%	62%	64%	66%	66% (0)	
3 SBA	73%	63%	69%	75%	44%	60%	63%	52%	4 th /2033
4 SBA	82%	68%	74%	71%	66%	58%	72%	71% (+8)	5 th /2032
5 SBA	78%	80%	74%	75%	72%	71%	65%	76% (+4)	6 th /2031
6 SBA	83%	75%	74%	78%	53%	63%	63%	56% (-9)	7 th /2030
7 SBA	73%	82%	74%	77%	65%	65%	66%	71% (+8)	8 th /2029
8 SBA	76%	72%	76%	81%	76%	66%	65%	69% (+3)	9 th /2028

ELA Highlights and Next Steps

- Maintained proficiency standard (as did state as a whole)
 - Three grades were in the 70's for proficiency
 - Solid growth exhibited in 2nd and 3rd years in each school
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- Identify supports for current Grade 4
 - Examine structures and schedules in transition grades

Math Grade Level Smarter Balanced Results

Percentage of students in each grade scoring proficient or higher

Tested Grade	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	Current Grade/ Class of
3-8 Overall	64%	63%	62%	63%	43%	50%	53%	54% (+1)	
3 SBA	67%	61%	61%	68%	52%	63%	67%	58%	4 th /2033
4 SBA	67%	62%	68%	65%	50%	49%	66%	59% (-8)	5 th /2032
5 SBA	65%	61%	56%	63%	47%	47%	44%	52% (-14)	6 th /2031
6 SBA	69%	65%	64%	56%	30%	54%	37%	36% (-8)	7 th /2030
7 SBA	62%	66%	60%	71%	48%	45%	65%	59% (+22%)	8 th /2029
8 SBA	57%	61%	66%	53%	33%	44%	44%	65% (0)	9 th /2028

Math Highlights and Next Steps

- Continued positive growth in proficiency (state declined 2%)
 - 7th Grade rebounded and grew
 - 8th Grade maintained proficiency for highest achievement since 2017
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- Identify supports for current Grade 7 utilizing the Math Interventionist
 - Examine structures and schedules in transition grades
 - Lack of consistency indicates a need to examine practices and accountability

Comparison for Smarter Balanced

District	ELA Proficiency 3-8	Math Proficiency 3-8
Avon (B)	73%	66%
Canton (B)	62%	61%
East Granby (C)	69%	56%
Farmington (B)	75%	72%
Granby (C)	66% (6th)	54% (9th)
Simsbury (B)	76%	71%
South Windsor (B)	71%	68%
Suffield (C)	62%	61%
West Hartford (B)	65%	62%
State of Connecticut	49%	41%
DRG C	11th of 28	20th of 28

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	Current Grade/ Class of
5	74%	73%	80%	66%	76%	6 th /2031
8	71%	64%	71%	63%	74%	9 th /2028
11	81%	79%	77%	83%	76%	12 th /2025
Overall	76%	72%	76%	71%	75%	

Comparison for NGSS

District	NGSS Proficiency 3, 5, & 8
Avon (B)	64%
Canton (B)	73%
East Granby (C)	75%
Farmington (B)	75%
Granby (C)	75% (tied 3rd)
Simsbury (B)	77%
South Windsor (B)	77%
Suffield (C)	67%
West Hartford (B)	66%
State of Connecticut	49%
DRG C	3rd of 28

Science Highlights and Next Steps

- Tied for 3rd in our area/DRG
 - Most consistent scores to date
 - Alignment with English Language Arts scores
 - Success maintained over time
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- Continue to refine units to align with NGSS practices and an inquiry model
 - Increased focus on data literacy (charts and graphs) at the high school level

Overall Instructional Movement

- ❖ Connect instructional framework to teacher evaluation rubric and model
- ❖ Promote cross classroom observations where there are pockets of success
- ❖ Conduct building level walkthroughs
- ❖ Engage in scheduling study with a focus on intervention and support structures
- ❖ Utilize data to inform small group instruction and differentiation
- ❖ Refocus on supporting learners through Multi-Tiered Systems of Support
- ❖ Implement data warehouse and analytics tool - EduClimber
- ❖ Support teacher leaders and coaches in leading teams in the work