Granby Public Schools
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Date:	**September 18, 2024**
To:	**Granby Board of Education**
From:	**Jennifer M. Parsons, Assistant Superintendent of Schools**
Subject:	**Summative State Testing Report Summary**

Background Information

Each spring, in compliance with state and federal requirements, Granby Public Schools administers summative state assessments to measure student proficiency in relation to grade level standards in English Language Arts (ELA), mathematics and science. These assessments, the Smarter Balanced Assessment for students in grades 3-8, the School Day SAT for grade 11, and the Next Generation Science for grades 5, 8, and 11, provide an annual snapshot of student achievement and a way to monitor growth over time that is used alongside curriculum based data by our educators to inform instruction.

In looking at the results of these assessments, we analyze the data at the district, school, grade, teacher, and student levels through a variety of lenses. We also compare our district results with the trends of the total state population and to other districts in the area. In 2023, the state revised their Demographic Reference Groups (DRGs). In this revision, Granby was reclassified as a DRG C district. Other area districts within the 28 identified as DRG C are East Granby, Suffield, Tolland, Region 7, and Region 10.

School Day SAT (Grade 11)

All high school students participate in one state funded administration of the School Day SAT in March of their junior year. Scores for additional administrations of this test that students may opt to participate in outside of school are not included in this data. The School Day SAT is a computer-based assessment that was recently revised to reflect achievement over aptitude. Students receive scores in Evidence-Based Reading and Writing (ERW) and Math. Each area has a maximum of 800 points (1600 total). The proficiency benchmarks identified by the state, and noted in our graduation requirements, are 480 in ERW and 530 in Math.

In 2024, 83% of Granby students were proficient in ERW, with an average score of 562. This is up 6 percentage points from the previous year and reflects a rebound to proficiency levels from 2017. These scores are significantly higher than the state average of 55% proficiency (491) and rank 3rd within DRG C. 50% of students scored in the proficient range on the math section of the assessment and had an average score of 526. This proficiency level is down from the 2023 administration but maintains a significant gap above the state average of 30% proficiency (471) and correlates with the 4th highest math scores in DRG C.

While we celebrate the high level of proficiency and growth in regards to English, we acknowledge the need to create action steps around our Math achievement. The high school will be working with students to utilize the PSAT scores this fall at a student level and align instruction with the SAT in our newly revised math courses.

Smarter Balanced Assessments (Grades 3-8)

Students at Wells Road and Granby Memorial Middle School participate in both the English Language Arts and Math Smarter Balanced Assessments in April and May. There are 3 sections of this assessment, one in ELA that encompasses reading, writing, and listening skills, and two in math. Math includes one section of shorter discrete problems and one extended performance task focused on multi-step problem solving. All sections are administered electronically and are adaptive at times, adjusting the difficulty of the problems based on student performance on prior questions. Students receive a scaled score between 2000-3000 on each content area as well as a proficiency level between 1 and 4. Levels 3 and 4 are considered proficient and student scaled scores can be compared over the six years of administration to measure individual growth.

In 2024, 66% of students in grades 3-8 were proficient in ELA, indicating that the proficiency level was maintained from the previous year. Three grade levels (4th, 5th and 7th) scored above 70% proficiency with grade 8 coming in at 69%. There is a need to review the scores for the entry level grades at each school as these grades had the lowest proficiency levels. Granby's scores are significantly higher than the state at 49% and we ranked in the top half of DRG C districts, 11th out of 28. In the area of Math, 54% of students in grades 3-8 were proficient, up slightly from the previous year and moving in a positive direction as the state average decreased from the prior administration (41%). These scores result in placement at 20th of the 28 DRG C districts. A highlight of the math results is the 22% growth in grade 7 and maintenance in grade 8 at 65%. Focus will be given to assessing instructional practices and intervention support in the area of mathematics to ensure more positive and consistent results.

Next Generation Science Assessment (Grades 5, 8, 11)

The Next Generation Science Assessment is administered and scored very similarly to the Smarter Balanced Assessment. There is a high level of literacy embedded in the assessment that includes both science content and overall application of science practices and concepts. Granby students historically score very high on this assessment and maintained an overall proficiency level of 75% in 2024. This level of proficiency results in the 3rd highest scores of the 28 districts in our DRG and is significantly above the state average of 49%.

Summary

In comparing the 2024 proficiency levels on summative state assessments to the Superintendent's Goals of 80% in ELA and Science and 70% in Math, there is room for continued improvement, especially in the area of mathematics. Granby consistently scores higher than the state average and falls in the upper half districts within DRG C with the exception of math in grades 3-8. Specific math-based strategies are listed in the Superintendent's Goals.

Additionally, work will be done with all staff to connect our instructional practices to the new teacher growth and evaluation model to promote increased teacher feedback and performance. Staff will engage in peer observations and conduct building level walkthroughs in addition to analyzing student level data in professional meetings using our new analytics tool, EduClimber. These practices are aimed to improve achievement globally.

At the student level, work will involve goal setting and an analysis of intervention supports and structures available for individual student acceleration. Instructional specialists are revamping the Multi-Tiered Systems of Support (MTSS) identification criteria and support model to ensure we are optimally supporting each student's growth. \Classroom teachers are increasing their use of targeted small group instruction. We expect that the scheduling study being conducted at the secondary level will also result in implications for maximizing instructional minutes and provide recommendations for student support structures.