

# Spring 2024 Standardized Assessment Results

Presentation to the Woodbridge Board of Education

Presented by:

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# Foundational Points

- Smarter Balanced Assessment assesses grades 3-8 students in literacy & mathematics
- Next-Generation Science Standards (NGSS) Assessment assesses grade 5 students in science
- Accurately describes student achievement and growth
- Measures students' progress/attainment of knowledge and skills
- Provides an annual snapshot of student achievement
- Aligned to Common Core State Standards
- Utilizes computer adaptive testing
- Includes one math performance task

# Achievement Levels

## 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

## Achievement levels:

- Specify the knowledge and skills at a certain level
- Are less precise than scale scores
- Note: characterizing a student's achievement solely in terms of a level is an oversimplification

# Average Vertical Scaled Score

## Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	<2381	2381-2435	2436-2500	>2500
4	<2411	2411-2484	2485-2548	>2548
5	<2455	2455-2527	2528-2578	>2578
6	<2473	2473-2551	2552-2609	>2609

## English Language Arts/Literacy

Grade	Level 1	Level 2	Level 3	Level 4
3	<2367	2367-2431	2432-2489	>2489
4	<2416	2416-2472	2473-2532	>2532
5	<2442	2442-2501	2502-2581	>2581
6	<2457	2457-2530	2531-2617	>2617

# Background Information: English Language Arts

<b>Areas of Knowledge and Skills Measured</b>	<b>Statement About Student Learning From Which the Assessment was Built</b>
<b>Reading</b>	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
<b>Writing</b>	Students can produce effective and well-grounded writing for a range of purposes and audiences.
<b>Listening</b>	Students can employ effective speaking and listening skills for a range of purposes and audiences.
<b>Research/Inquiry</b>	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

# Smarter Balanced Literacy

2023-2024	Levels 3 + 4 (Met or Exceeded Grade-Level Standard)	Level 3 (Met Grade-Level Standard)	Level 4 (Exceeded Grade-Level Standard)
<b>Grade 3</b>	71.8%	21.4%	50.4%
<b>Grade 4</b>	81.8%	28.2%	53.6%
<b>Grade 5</b>	80.3%	18.8%	61.5%
<b>Grade 6</b>	90.8%	36.6%	54.2%

# Background Information: Mathematics

<b>Areas of Knowledge and Skills Measured</b>	<b>Statement About Student Learning From Which the Assessment was Built</b>
<b>Concepts and Procedures</b>	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
<b>Problem Solving</b>	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
<b>Communicating Reasoning</b>	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
<b>Modeling and Data Analysis</b>	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

# Smarter Balanced Mathematics

2023-2024	Levels 3 + 4 (Met or Exceeded Grade-Level Standard)	Level 3 (Met Grade-Level Standard)	Level 4 (Exceeded Grade-Level Standard)
<b>Grade 3</b>	79.5%	29.9%	49.6%
<b>Grade 4</b>	78.9%	35.8%	43.1%
<b>Grade 5</b>	74.4%	17.9%	56.4%
<b>Grade 6</b>	84.7%	17.6%	67.2%



# NGSS Science - A Deeper Look

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>	<b>Level 3 (Met Grade-Level Standard)</b>	<b>Level 4 (Exceeded Grade-Level Standard)</b>
<b>Grade 5</b>	79.5%	44.4%	35.0%

# The Results: ELA - All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
3	73.4%	75.5%	71.8%	2489	2487	2485
4	79.1%	84.6%	81.8%	2547	2555	2539
5	83.5%	84.4%	80.3%	2588	2593	2588
6	85.4%	81.4%	90.8%	2609	2609	2622
All Grades	80.35%	81.47%	81.17%	N/A	N/A	N/A

# The Results: Math - All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
3	79.8%	75.7%	79.5%	2497	2488	2499
4	80.6%	87.2%	78.9%	2545	2552	2540
5	66.1%	82.8%	74.4%	2557	2586	2581
6	79.7%	76.5%	84.7%	2614	2609	2632
All Grades	76.55%	80.55%	79.37%	N/A	N/A	N/A

# DRG

DRG B ELA Ranking for ELA SBA Performance			
Ranking	District	Level 3&4 Met or Exceeded	
		Count	%
1	Woodbridge School District	475	81.5
2	Madison School District	1,045	80.9
3	Simsbury School District	1,874	76.4
4	Regional School District 05	711	76.4
5	Cheshire School District	1,890	76.1
6	Farmington School District	1,878	75.2
7	Greenwich School District	3,716	75
8	Guilford School District	1,351	74.6
9	Trumbull School District	3,085	73.6
9	Monroe School District	1,506	73.6
11	Glastonbury School District	2,554	73.4
12	Avon School District	1,427	72.7
13	Fairfield School District	4,101	70.7
13	South Windsor School District	2,332	70.5
15	Orange School District	705	70.4
16	Newtown School District	1,748	66.4
17	Granby School District	765	65.8
18	New Fairfield School District	934	65.4
19	West Hartford School District	3,989	65
20	Brookfield School District	1,093	62.6
21	State of Connecticut	217,758	48.9

DRG B Math Ranking for Math SBA Performance			
Ranking	District	Level 3&4 Met or Exceeded	
		Count	%
1	Madison School District	1,045	80.3
2	Woodbridge School District	474	79.5
3	Cheshire School District	1,889	73.5
4	Glastonbury School District	2,553	73.3
4	Greenwich School District	3,708	72.7
6	Trumbull School District	3,085	72.2
7	Farmington School District	1,875	71.6
8	Simsbury School District	1,874	70.7
9	Regional School District 05	710	70.4
10	Guilford School District	1,350	70
11	Fairfield School District	4,099	69.1
12	Newtown School District	1,742	68.1
13	Orange School District	702	68.1
14	South Windsor School District	2,328	67.7
15	Monroe School District	1,502	66.2
16	Avon School District	1,425	65.8
17	New Fairfield School District	933	64.1
18	West Hartford School District	3,977	62
19	Brookfield School District	1,090	56.8
20	Granby School District	765	54.4
21	State of Connecticut	216,939	44.1

# What is growth? How is it different from achievement?

**Achievement:** A one-time snapshot measurement of a student's academic performance

**Growth:** Change in achievement score for the same student between two or more points in time.

### ELA Achievement Level Ranges and Growth Targets

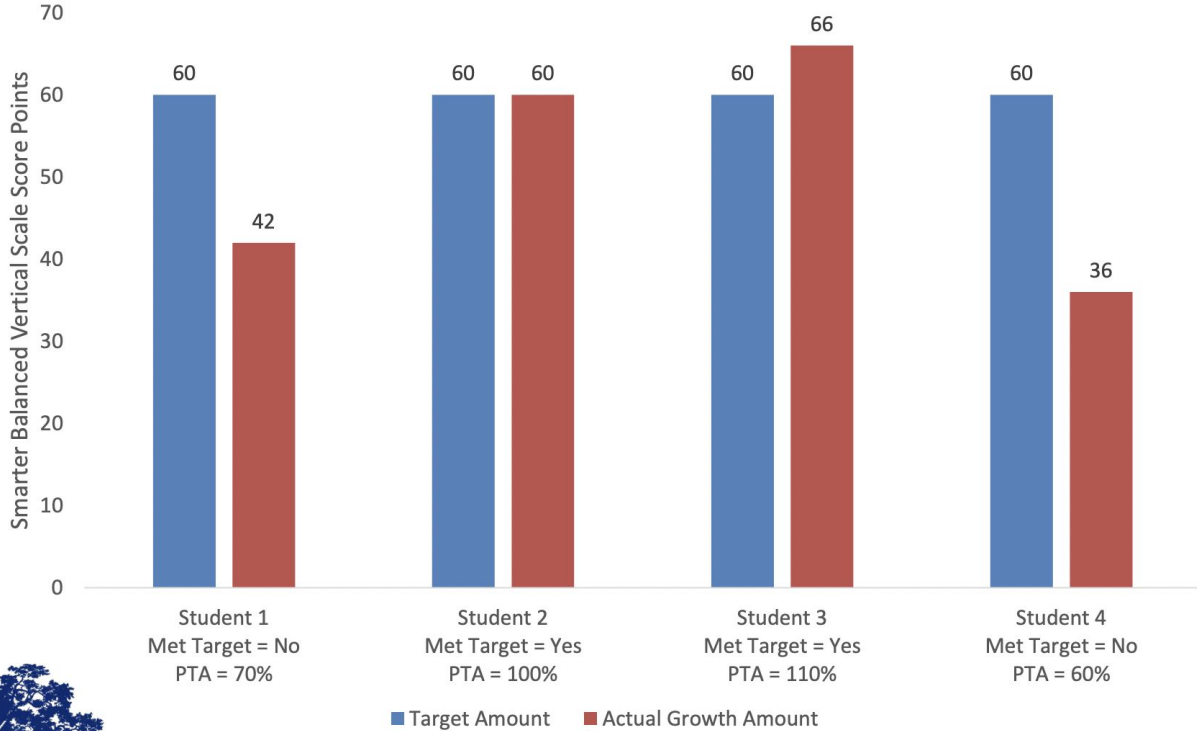
Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2704+

### Math Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2189-2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2526	2527+
	Target	77	61	59	60	59	57	56	47/maintain
4	Range	2204-2381	2382-2410	2411-2447	2448-2484	2485-2516	2517-2548	2549-2574	2575+
	Target	51	38	40	44	46	47	43	37/maintain
5	Range	2219-2419	2420-2454	2455-2491	2492-2527	2528-2553	2554-2578	2579-2605	2606+
	Target	43	46	45	44	42	41	41	44/maintain
6	Range	2235-2434	2435-2472	2473-2512	2513-2551	2552-2580	2581-2609	2610-2639	2640+
	Target	49	41	38	36	36	36	38	31/maintain
7	Range	2250-2438	2439-2483	2484-2525	2526-2566	2567-2600	2601-2634	2635-2664	2665+
	Target	58	35	31	31	36	37	38	35/maintain
8	Range	2265-2456	2457-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+

# Hypothetical Example

Growth Rate = 50% (2 out of 4 students met target)  
Average Percentage of Target Achieved (PTA) = 85%





# Growth Rate and Average Percentage of Target Achieved;

## 2022-2023

District	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
Woodbridge School District	ELA	353	61.2%	79.0%
	Math	354	64.7%	82.7%

## 2023-2024

District	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
Woodbridge School District	ELA	342	57.3%	73.9%
	Math	341	59.2%	78.6%

## Grade 4

District	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
			2022-23	2023-24	Gain		
Woodbridge School District	ELA	104	2486	2542	56	61.5%	80.8%
	Math	103	2489	2541	52	50.5%	78.7%

## Grade 5

District	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
			2022-23	2023-24	Gain		
Woodbridge School District	ELA	113	2556	2593	37	57.5%	74.2%
	Math	113	2553	2583	30	55.8%	72.5%

## Grade 6

District	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
			2022-23	2023-24	Gain		
Woodbridge School District	ELA	125	2598	2624	26	53.6%	67.9%
	Math	125	2591	2634	43	69.6%	84.0%

# Follow Up and Next Steps

- Grade level analysis of SBA data by homeroom and former students
- Continued ongoing professional learning and curriculum review/development
- Progress monitoring using STAR, Dibels, Classroom Assessments
- Feedback and coaching within the classroom and PLC meetings
- Earlier implementation of Interim Assessment Blocks administered at all grade levels and utilizing data to support students.
  - Give students appropriate exposure and practice to the tools necessary to demonstrate knowledge
- Administrative review of teacher longitudinal data to analyze trends to drive next steps around instructional strategies to support teacher growth
- Continued focus on the whole child

