

Agenda Item: Connecticut Smarter Balanced Summative Assessment Results

Meeting Date: September 28, 2015

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This report presents the Spring 2015 results for the Connecticut Smarter Balanced Summative Assessment that was administered in grades 3-8 and 11.

2015 Connecticut Smarter Balanced Summative Assessment Results

The Connecticut Smarter Balanced Summative Assessment is the new standard assessment administered to all students in Grades 3-8 and 11. This assessment replaced the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) in the areas of English Language Arts/Literacy and Mathematics. The content of the test is based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level. The standards focus on English Language Arts and Mathematics, as well as literacy in history/social studies, science and technical subjects in grades 6-12.

The overall scores in English Language Arts/Literacy and Mathematics are reported in scale-score units. Vertical scale scores are reported in the thousands and span all grades from 3 to 11. Within the scale-score range, there are four achievement levels for each content area. These four achievement levels are:

- Level 1 – Does Not Meet
- Level 2 – Approaching
- Level 3 – Meets
- Level 4 – Exceeds

Students scoring at Level 3 or 4 meet state expectations and are considered on track for success in the next grade. It is important to remember that the scores on these assessments should not be compared to the previous CMT or CAPT results, as the current achievement levels measure different knowledge and skills.

In English Language Arts/Literacy, four areas of knowledge and skills are assessed. They include:

- Reading, which requires students to read closely and analytically to comprehend a range of increasingly complex literary and information texts
- Writing, which requires students to produce effective and well-grounded writing for a range of purposes and audiences
- Listening, which requires students to employ effective speaking and listening skills for a range of purposes and audiences
- Research/Inquiry, which requires students to engage in research and inquiry to investigate topics, and to analyze, integrate and present information

For Mathematics, there are three areas of knowledge and skills assessed. They are:

- Concepts and Procedures, where students explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency
- Problem Solving and Modeling and Data Analysis, where students solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students also analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems
- Communicating Reasoning, where students need to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

The Smarter Balanced Summative Assessment includes a computer adaptive test and a performance task for both English Language Arts/Literacy and Mathematics. The computer adaptive test presents students with short-answer responses, multiple-choice questions and interactive test items. The computer program adjusts the difficulty of the questions throughout the assessment, basing the difficulty of future questions on previous responses. The performance task is a collection of questions and activities that are connected to a single theme or scenario. These tasks challenge students to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. The performance tasks are administered on a computer but are not computer adaptive.

The table below summarizes the percentage of students at Level 3 or Above compared with the State percent for each content area. Students scoring at Level 3 or 4 meet state expectations and are considered on track for success in the next grade.

Overall Results: Percent of Students at Level 3 or Above Compared with State Percent

Content Area	Grade Level	Avon Percent Level 3 or Above	State Percent Level 3 or Above
ELA	3	91	54
	4	77	55
	5	82	59
	6	85	56
	7	84	57
	8	82	54
	11	75	53
Mathematics	3	84	48
	4	74	44
	5	64	37
	6	76	37
	7	73	39
	8	77	37
	11	61	30

The table below indicates for English Language Arts/Literacy and Mathematics the percentage of students performing in each of the four performance levels: Level 1 (Does Not Meet), Level 2 (Approaching), Level 3 (Meets) and Level 4 (Exceeds). A large percentage of our students reached Level 3 and Level 4 with significantly fewer students falling within Levels 1 and 2. Levels 1 and 2 help us to determine the students who might need additional instructional interventions and supports.

Percent of Students by Performance Level

Content Area	Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
ELA	3	215	2	7	27	63	91
	4	268	9	15	21	56	77
	5	278	5	13	34	48	82
	6	273	5	10	41	44	85
	7	272	4	12	45	39	84
	8	272	2	15	42	41	83
	11	230	13	12	30	45	75
Mathematics	3	219	2	15	35	48	84
	4	271	6	20	37	37	74
	5	279	11	24	31	33	64
	6	275	7	17	31	45	76
	7	272	6	22	25	47	73
	8	275	8	15	28	49	77
	11	231	16	23	30	31	61

The next section of tables detail student performance in the areas of special education, English Language Learners, free/reduced meals and gender. The percentage of students performing in each of the four performance levels: Level 1 (Does Not Meet), Level 2 (Approaching), Level 3 (Meets) and Level 4 (Exceeds) are listed in addition to the percentage of students performing at or above Level 3.

Percent of Special Education Students by Performance Level - ELA

Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
3	7	14	43	29	14	43
4	16	38	44	19	0	19
5	21	38	19	29	14	43
6	32	38	25	31	6	38
7	31	26	42	32	0	32
8	21	10	57	29	5	33
11	22	45	23	23	9	32

Percent of Special Education Students by Performance Level - Mathematics

Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
3	7	14	57	14	14	29
4	16	56	31	13	0	13
5	21	52	38	5	5	10
6	32	50	28	13	9	22
7	31	32	48	16	3	19
8	21	43	38	14	5	19
11	23	52	35	0	13	13

Percent of English Language Learner Students by Performance Level - ELA

Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
3	3	0	33	67	0	67
4	8	25	25	38	13	50
5	5	60	20	20	0	20
6	4	25	50	25	0	25
7	5	20	40	40	0	40
8	2	50	50	0	0	0
11	0	0	0	0	0	0

Percent of English Language Learner Students by Performance Level - Mathematics

Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
3	5	20	60	20	0	20
4	10	40	20	10	30	40
5	6	50	33	17	0	17
6	6	50	33	17	0	17
7	5	20	20	60	0	60
8	5	20	0	0	80	80
11	1	0	100	0	0	0

Percent of Students by Free/Reduced Meals by Performance Level - ELA

Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
3	12	8	17	42	25	67
4	16	31	25	31	13	44
5	13	15	54	23	8	31
6	11	27	55	9	9	18
7	15	13	33	33	20	53
8	9	0	44	56	0	56
11	11	55	9	9	27	36

Percent of Students by Free/Reduced Meals by Performance Level - Mathematics

Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
3	12	17	25	50	8	58
4	16	38	38	19	6	25
5	13	38	38	15	8	23
6	11	45	45	9	0	9
7	15	33	33	0	33	33
8	9	22	44	33	0	33
11	11	64	18	9	9	18

Percent of Students by Gender by Performance Level - ELA

Group	Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
All	3	215	2	7	27	63	91
Male	3	108	3	8	30	59	89
Female	3	107	1	7	25	67	93
All	4	268	9	15	21	56	77
Male	4	127	9	17	24	50	74
Female	4	141	9	12	18	61	79
All	5	278	5	13	34	48	82
Male	5	151	7	15	38	40	78
Female	5	127	4	9	28	58	87
All	6	273	5	10	41	44	85
Male	6	157	6	8	46	40	86
Female	6	116	3	13	34	50	84
All	7	272	4	12	45	39	84

Male	7	132	6	12	45	36	82
Female	7	140	2	11	44	42	86
All	8	272	2	15	42	41	83
Male	8	126	2	20	46	33	79
Female	8	146	2	12	38	49	86
All	11	230	13	12	30	45	75
Male	11	125	15	14	38	34	71
Female	11	105	10	10	21	59	80

Percent of Students by Gender by Performance Level - Mathematics

Group	Grade	# Tested	Level 1 Does Not Meet	Level 2 Approaching	Level 3 Meets	Level 4 Exceeds	% At/Above Level 3
All	3	219	2	15	35	48	84
Male	3	111	1	14	35	50	86
Female	3	108	3	16	35	46	81
All	4	271	6	20	37	37	74
Male	4	128	5	17	38	40	77
Female	4	143	7	22	36	35	71
All	5	279	11	24	31	33	64
Male	5	152	12	24	34	31	64
Female	5	127	11	25	28	36	64
All	6	275	7	17	31	45	76
Male	6	158	7	16	26	51	77
Female	6	117	8	19	38	36	74
All	7	272	6	22	25	47	73
Male	7	132	6	18	24	52	76
Female	7	140	5	25	26	44	70
All	8	275	8	15	28	49	77
Male	8	129	8	17	29	47	75
Female	8	146	8	13	28	51	79
All	11	231	16	23	30	31	61
Male	11	125	20	23	27	30	57
Female	11	106	12	23	33	32	65

Avon is in District Reference Group (DRG) B. The tables below compare the performance of Avon with DRG A and similar DRG B school districts. These scores represent the percentage of students scoring at Level 3 or above in the areas of English Language Arts/Literacy and

Mathematics. Additionally, the percentage of students who participated in the assessment in Avon are compared with DRG A and similar DRG B school districts.

This year Avon holds the number one position in English Language Arts/Literacy for grades 3 and 6 in DRG A and grade 3 in DRG B. Additionally, we hold the number one position in Mathematics for grades 3, 5, 6, 7 and 8 in DRG B.

Percent of Students at Level 3 or Above Compared with DRG A/B Districts - ELA

DRG	Group	3	4	5	6	7	8	11
A	Darien	83.5	82.8	85.3	84.0	92.4	89.2	77.9
A	Easton	78.6	78.8	75.8	76.0	71.6	72.6	-
A	New Canaan	86.0	86.9	86.7	77.6	82.2	73.1	82.3
A	Redding	83.9	88.1	77.0	69.6	71.6	74.3	-
A	Ridgefield	83.0	80.8	86.4	79.1	83.1	78.9	84.7
A	Weston	76.0	82.3	85.7	77.6	78.3	72.3	76.5
A	Westport	85.5	83.7	88.8	82.7	90.2	85.3	67.9
A	Wilton	76.1	66.4	76.1	73.2	80.8	86.6	55.8
B	Avon	90.7	76.9	82.0	85.0	84.2	82.4	75.2
B	Bethany	52.9	74.5	72.6	69.2	-	-	-
B	Brookfield	74.9	74.2	71.4	67.8	79.8	80.0	40.9
B	Cheshire	75.4	79.8	78.2	81.3	81.6	78.9	72.8
B	Fairfield	67.2	71.3	80.5	78.1	77.7	70.1	77.0
B	Farmington	77.0	78.3	78.4	80.9	77.1	82.8	72.3
B	Glastonbury	77.0	78.6	80.7	80.5	81.2	66.3	80.0
B	Granby	74.4	78.0	80.4	68.3	73.6	75.0	75.5
B	Greenwich	79.3	77.2	76.7	75.9	79.3	76.4	80.2
B	Guilford	78.4	79.9	80.8	80.9	86.2	77.5	75.2
B	Madison	77.0	81.3	75.1	74.3	80.1	71.4	28.6
B	Monroe	89.9	84.9	89.7	80.8	81.7	78.4	87.1
B	New Fairfield	70.7	68.5	72.5	57.5	73.1	67.7	41.7
B	Orange	69.8	73.2	86.8	86.6	-	-	-
B	Simsbury	78.8	86.1	82.6	80.0	75.8	70.7	87.4
B	South Windsor	69.7	72.6	75.7	76.7	79.9	65.1	42.1
B	Trumbull	82.0	74.1	78.8	64.6	66.5	58.6	73.1
B	West Hartford	71.8	76.6	75.8	76.4	69.6	69.3	64.2
B	Regional #15	79.0	81.6	71.5	78.2	76.0	76.9	90.4
Avon's Ranking/DRG A		1/9	8/9	6/9	1/9	3/9	4/9	5/7
Avon's Ranking/DRG B		1/19	11/19	4/19	2/19	2/17	2/17	8/17

Percent of Students at Level 3 or Above Compared with DRG A/B Districts - Mathematics

DRG	Group	3	4	5	6	7	8	11
A	Darien	83.0	74.9	64.6	78.5	83.4	83.4	58.9
A	Easton	68.0	67.3	51.5	58.8	65.3	66.4	-
A	New Canaan	82.6	80.6	75.7	66.8	71.8	71.7	68.7
A	Redding	85.1	79.2	62.8	65.3	55.4	61.1	-
A	Ridgefield	76.3	65.3	60.7	57.5	70.8	67.6	70.9
A	Weston	81.7	72.6	69.2	65.3	75.5	59.2	67.8
A	Westport	81.4	80.2	73.1	66.2	75.6	64.9	62.0
A	Wilton	66.5	57.3	46.6	48.3	65.3	55.4	61.9
B	Avon	84.7	74.3	64.4	75.8	72.8	76.6	60.9
B	Bethany	62.7	80.0	38.7	58.5	-	-	-
B	Brookfield	72.4	68.1	45.9	54.4	60.8	56.0	40.3
B	Cheshire	68.4	67.3	51.7	60.2	57.2	57.5	50.3
B	Fairfield	63.6	63.3	62.7	64.1	58.2	55.1	50.2
B	Farmington	77.2	71.5	48.8	61.1	65.0	74.3	50.6
B	Glastonbury	76.5	70.5	71.3	62.1	70.2	61.8	59.1
B	Granby	66.2	66.1	52.3	64.1	57.2	62.3	58.4
B	Greenwich	70.4	66.9	62.3	58.7	63.7	61.2	64.3
B	Guilford	76.5	70.1	49.0	62.2	61.2	69.1	57.4
B	Madison	76.5	79.9	56.6	43.0	62.1	60.5	<5.0
B	Monroe	81.6	70.2	54.2	51.2	56.5	49.0	60.2
B	New Fairfield	64.8	47.9	55.3	28.8	45.5	52.2	19.6
B	Orange	64.8	67.3	60.5	68.2	-	-	-
B	Simsbury	70.7	71.1	62.5	54.1	61.0	63.2	73.8
B	South Windsor	69.2	71.8	60.3	59.2	65.1	57.4	32.9
B	Trumbull	79.8	69.1	59.7	59.0	48.1	48.3	56.2
B	West Hartford	65.0	62.0	60.1	50.6	48.1	49.3	44.5
B	Regional #15	75.8	63.3	45.7	50.0	59.9	57.1	68.3
Avon's Ranking/DRG A		2/9	5/9	5/9	2/9	4/9	2/9	6/7
Avon's Ranking/DRG B		1/19	3/19	1/19	1/19	1/17	1/17	4/17

Percent of Students Participating Compared with DRG A/B Districts

DRG	Group	Elementary	Middle School	High School
A	Darien	99.63	98.31	82.62
A	Easton	100.00	97.65	-
A	New Canaan	98.28	97.40	97.43
A	Redding	98.87	88.27	-
A	Ridgefield	96.85	97.90	45.43
A	Weston	98.34	97.59	57.39
A	Westport	98.00	98.26	27.46
A	Wilton	99.28	97.99	94.18
B	Avon	99.75	100.00	94.30
B	Bethany	97.50	-	-
B	Brookfield	97.70	96.62	89.81
B	Cheshire	98.96	99.14	96.77
B	Fairfield	98.96	98.45	89.79
B	Farmington	99.57	99.29	86.60
B	Glastonbury	99.71	99.71	96.23
B	Granby	99.28	99.83	72.63
B	Greenwich	99.82	99.83	98.01
B	Guilford	99.62	99.40	100.00
B	Madison	89.36	91.62	13.70
B	Monroe	98.66	98.87	98.92
B	New Fairfield	95.01	94.87	44.57
B	Orange	98.50	-	-
B	Simsbury	99.43	99.38	95.24
B	South Windsor	99.12	98.66	48.10
B	Trumbull	99.30	93.05	48.59
B	West Hartford	99.60	99.48	68.52
B	Regional #15	-	-	96.24

Conclusion:

The Avon Public Schools can take great pride in the level of our students' performance on the Smarter Balanced Summative Assessment. As this was the first year this assessment was administered, it will set the baseline for comparison in future years.

While the Smarter Balanced Summative Assessment is an important measure of our students' achievement, many different indicators of success are critical to our understanding of both the accomplishment and needs of all our students. Some of the other measures that we utilize include universal screenings, common grade level/course assessments, benchmark assessments, course grades, Advanced Placement tests and SATs. Through the analysis of these various data points we can identify patterns and trends in the scores, students who might be in need of academic remediation or enrichment, as well as the overall effectiveness of our district curriculum and instruction.

In August, the U.S. Department of Education approved a waiver request submitted by the State of Connecticut to reduce the amount of standardized testing required for public high schools by replacing the Smarter Balanced Summative Assessment. This has still not been fully finalized, but all indications are that the SAT will be administered in grade 11 beginning this year. All students in grades 3-8 will continue to take the Smarter Balanced Summative Assessment. Students in grades 5 and 8 will also continue to take the Science CMT and all students in grade 10 will take the Science CAPT.

In closing, it is important for the community to recognize that these outstanding results were the direct result of the high quality curriculum work the teachers have engaged in over the past few years in addition to our hard working students who have been supported by all school personnel and their parents/guardians.