

**Agenda Item:** Connecticut Smarter Balanced Summative Assessment Results

**Meeting Date:** October 18, 2016

**From:** Donna Nestler-Rusack, Ed.D.  
Assistant Superintendent for Teaching and Learning

This report presents the Spring 2016 results for the Connecticut Smarter Balanced Summative Assessment that was administered in grades 3-8.

## 2016 Connecticut Smarter Balanced Summative Assessment Results

The Connecticut Smarter Balanced Summative Assessment is the standard assessment administered to all students in Grades 3-8. 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 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 task is administered on a computer but is not computer adaptive.

The table below summarizes the percentage of students at Level 3 or Above for each of the content areas since 2015, the first year of administration. Please note that the ELA performance task has been removed from the 2015 administration in order to perform a true baseline analysis. Grade level performance can be tracked horizontally and the performance of student cohorts can be tracked diagonally.

**Overall Results: Percentage of Students by Content Area At Level 3 or Above for 2015-2016**

<b>Grade Level</b>	<b>2015</b>	<b>2016</b>
Grade 3 ELA	88	78
Grade 4 ELA	75	83
Grade 5 ELA	82	78
Grade 6 ELA	82	84
Grade 7 ELA	76	84
Grade 8 ELA	79	80
Grade 3 Mathematics	84	76
Grade 4 Mathematics	74	77
Grade 5 Mathematics	64	63
Grade 6 Mathematics	76	76
Grade 7 Mathematics	73	83
Grade 8 Mathematics	77	77

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**

<b>Content Area</b>	<b>Grade Level</b>	<b>Avon Percent Level 3 or Above</b>	<b>State Percent Level 3 or Above</b>
<b>ELA</b>	3	78	54
	4	83	56
	5	78	59
	6	84	55
	7	84	55
	8	80	56
<b>Mathematics</b>	3	76	53
	4	77	48
	5	63	41
	6	76	41
	7	83	42
	8	77	40

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
<b>ELA</b>	3	236	6	17	21	56	78
	4	218	6	11	25	57	83
	5	273	9	13	30	48	78
	6	276	4	12	37	47	84
	7	267	2	14	37	47	84
	8	271	6	14	41	38	80
<b>Mathematics</b>	3	236	7	17	29	47	76
	4	218	5	18	38	39	77
	5	273	13	24	28	35	63
	6	275	7	17	30	46	76
	7	268	4	13	26	57	83
	8	271	9	14	22	55	77

The next section of tables detail student performance in the areas of special education, English Learners, 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	17	29	47	18	6	24
4	10	50	40	10	0	10
5	19	47	32	21	0	21
6	18	17	39	28	17	44
7	25	12	68	20	0	20
8	28	39	32	29	0	29

#### 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	17	24	47	29	0	29
4	9	44	22	33	0	33
5	19	74	21	5	0	5
6	18	44	33	17	6	22
7	25	24	40	36	0	36
8	28	54	29	18	0	18

**Percent of English Learner Students by Performance Level - ELA**

<b>Grade</b>	<b># Tested</b>	<b>Level 1 Does Not Meet</b>	<b>Level 2 Approaching</b>	<b>Level 3 Meets</b>	<b>Level 4 Exceeds</b>	<b>% At/Above Level 3</b>
<b>3</b>	11	36	55	9	0	9
<b>4</b>	9	22	33	22	22	44
<b>5</b>	8	38	25	25	13	38
<b>6</b>	5	60	40	0	0	0
<b>7</b>	5	60	40	0	0	0
<b>8</b>	2	50	0	0	50	50

**Percent of English Learner Students by Performance Level - Mathematics**

<b>Grade</b>	<b># Tested</b>	<b>Level 1 Does Not Meet</b>	<b>Level 2 Approaching</b>	<b>Level 3 Meets</b>	<b>Level 4 Exceeds</b>	<b>% At/Above Level 3</b>
<b>3</b>	11	55	18	18	9	27
<b>4</b>	9	22	44	22	11	33
<b>5</b>	8	38	13	38	13	50
<b>6</b>	5	60	20	20	0	20
<b>7</b>	5	40	20	20	20	40
<b>8</b>	2	50	0	0	50	50

**Percent of Students by Gender by Performance Level - ELA**

<b>Group</b>	<b>Grade</b>	<b># Tested</b>	<b>Level 1 Does Not Meet</b>	<b>Level 2 Approaching</b>	<b>Level 3 Meets</b>	<b>Level 4 Exceeds</b>	<b>% At/Above Level 3</b>
All	3	236	6	17	21	56	78
Male	3	119	8	15	20	57	77
Female	3	117	4	18	22	56	78
All	4	218	6	11	25	57	83
Male	4	112	6	13	25	56	81
Female	4	106	7	9	25	58	84
All	5	273	9	13	30	48	78
Male	5	127	9	16	31	43	75
Female	5	146	8	11	29	51	81
All	6	276	4	12	37	47	84
Male	6	148	7	13	41	39	80
Female	6	128	1	11	31	57	88
All	7	267	2	14	37	47	84
Male	7	152	2	15	36	47	83
Female	7	115	2	12	39	47	86
All	8	271	6	14	41	38	80
Male	8	133	7	17	41	35	76
Female	8	138	6	11	42	41	83

**Percent of Students by Gender by Performance Level - Mathematics**

<b>Group</b>	<b>Grade</b>	<b># Tested</b>	<b>Level 1 Does Not Meet</b>	<b>Level 2 Approaching</b>	<b>Level 3 Meets</b>	<b>Level 4 Exceeds</b>	<b>% At/Above Level 3</b>
All	3	236	7	17	29	47	76
Male	3	119	5	17	28	50	78
Female	3	117	9	17	31	44	74
All	4	218	5	18	38	39	77
Male	4	112	5	15	35	45	79
Female	4	106	4	22	42	33	75
All	5	273	13	24	28	35	63
Male	5	127	11	20	27	42	69
Female	5	146	14	27	29	29	58
All	6	275	7	17	30	46	76
Male	6	147	7	14	31	48	78
Female	6	128	6	20	30	44	73
All	7	268	4	13	26	57	83
Male	7	153	3	12	27	58	85
Female	7	115	5	15	24	56	80
All	8	271	9	14	22	55	77
Male	8	133	9	14	21	56	77
Female	8	138	9	14	22	54	77

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.

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



Percent of Students at Level 3 or Above Compared with DRG A/B Districts - English Language Arts/Literacy							
DRG	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	Darien	82.8%	85.0%	89.5%	86.4%	88.6%	89.4%
A	Easton	90.0%	90.2%	88.3%	74.5%	77.9%	75.5%
A	New Canaan	86.5%	89.9%	86.4%	77.9%	76.4%	83.1%
A	Redding	84.9%	87.2%	78.8%	74.2%	81.7%	71.4%
A	Ridgefield	86.3%	84.4%	88.0%	77.1%	78.7%	80.6%
A	Weston	74.2%	75.7%	84.2%	78.1%	84.6%	77.5%
A	Westport	82.8%	84.0%	86.8%	80.2%	78.4%	81.4%
A	Wilton	81.5%	83.4%	73.9%	78.3%	79.8%	82.2%
<b>B</b>	<b>Avon</b>	<b>77.5%</b>	<b>82.6%</b>	<b>77.9%</b>	<b>84.1%</b>	<b>84.4%</b>	<b>79.7%</b>
B	Brookfield	65.0%	69.6%	74.7%	64.0%	62.7%	75.9%
B	Cheshire	78.0%	78.3%	85.2%	77.1%	77.2%	75.1%
B	Fairfield	68.3%	74.7%	76.4%	76.0%	74.2%	74.3%
B	Farmington	83.0%	82.1%	79.4%	75.5%	74.8%	77.2%
B	Glastonbury	79.8%	76.5%	82.4%	83.2%	75.8%	78.3%
B	Granby	73.3%	81.7%	78.1%	83.0%	73.2%	76.0%
B	Greenwich	76.4%	75.0%	78.6%	73.9%	75.2%	76.5%
B	Guilford	78.1%	84.9%	79.5%	79.8%	83.4%	84.1%
B	Madison	82.3%	80.6%	72.0%	67.7%	62.8%	66.1%
B	Monroe	72.6%	82.5%	87.1%	71.7%	78.0%	80.2%
B	New Fairfield	75.6%	70.7%	73.1%	73.7%	70.6%	69.2%
B	Newtown	79.1%	75.9%	75.9%	70.8%	73.5%	76.5%
B	Orange	67.2%	75.9%	77.5%	87.0%		
B	Region 5					81.4%	75.3%
B	Region 15	75.7%	78.1%	85.2%	72.3%	78.2%	76.3%
B	Simsbury	79.4%	81.5%	84.1%	81.7%	75.5%	81.3%
B	South Windsor	78.3%	82.2%	80.3%	72.6%	74.4%	72.8%
B	Trumbull	81.1%	84.6%	81.6%	80.9%	80.8%	81.7%
B	West Hartford	71.6%	74.3%	76.0%	67.7%	70.5%	66.6%
B	Woodbridge	76.2%	76.3%	85.4%	82.4%		
Avon's Ranking/DRG A		8/9	8/9	8/9	2/9	3/9	6/9
Avon's Ranking/DRG B		10/20	3/20	13/20	2/20	1/19	5/19

Percent of Students at Level 3 or Above Compared with DRG A/B Districts - Mathematics							
	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	Darien	82.3%	79.4%	78.4%	82.5%	77.8%	89.7%
A	Easton	90.8%	83.3%	71.7%	65.3%	68.4%	80.2%
A	New Canaan	90.4%	90.8%	72.2%	69.9%	73.9%	76.5%
A	Redding	91.9%	87.2%	61.6%	60.9%	80.0%	67.2%
A	Ridgefield	80.0%	78.8%	65.3%	57.3%	74.4%	69.5%
A	Weston	79.9%	74.0%	72.9%	64.5%	75.1%	65.4%
A	Westport	83.5%	79.6%	76.1%	65.6%	74.7%	67.8%
A	Wilton	75.3%	72.9%	53.7%	64.7%	67.9%	67.6%
<b>B</b>	<b>Avon</b>	<b>76.3%</b>	<b>77.0%</b>	<b>62.9%</b>	<b>76.0%</b>	<b>82.8%</b>	<b>77.1%</b>
B	Brookfield	68.9%	63.0%	52.2%	52.3%	62.4%	71.8%
B	Cheshire	74.6%	67.2%	69.0%	62.1%	59.0%	59.4%
B	Fairfield	71.8%	67.7%	64.3%	63.4%	60.9%	62.4%
B	Farmington	79.0%	78.1%	69.5%	63.6%	73.9%	71.7%
B	Glastonbury	81.7%	73.4%	76.1%	78.0%	67.1%	73.0%
B	Granby	66.7%	67.2%	65.0%	68.6%	61.7%	56.5%
B	Greenwich	75.8%	68.0%	63.1%	60.4%	64.7%	64.9%
B	Guilford	78.5%	72.6%	73.4%	60.3%	66.0%	72.4%
B	Madison	85.2%	75.0%	64.0%	45.0%	57.2%	59.6%
B	Monroe	81.6%	76.5%	70.7%	57.3%	61.6%	58.2%
B	New Fairfield	79.4%	67.7%	51.0%	58.8%	49.4%	63.6%
B	Newtown	76.0%	66.3%	65.2%	71.4%	74.5%	70.7%
B	Orange	68.4%	66.1%	64.5%	75.5%		
B	Region 5					70.3%	65.8%
B	Region 15	82.8%	66.0%	62.2%	50.0%	61.7%	70.4%
B	Simsbury	74.1%	66.0%	69.7%	66.1%	57.6%	72.7%
B	South Windsor	81.2%	74.2%	63.8%	60.6%	70.0%	69.2%
B	Trumbull	85.9%	80.7%	69.0%	73.7%	74.7%	74.4%
B	West Hartford	65.2%	66.9%	59.5%	56.6%	52.6%	46.3%
B	Woodbridge	75.2%	65.6%	71.9%	71.4%		
Avon's Ranking/DRG A		8/9	7/9	7/9	2/9	1/9	3/9
Avon's Ranking/DRG B		10/20	3/20	16/20	2/20	1/19	1/19

**Conclusion:**

Overall, our students continue to perform well on the Smarter Balanced Summative Assessment. Avon continues to be a leading district in most grades among fellow DRG B school districts, and is strongly competitive with DRG A districts. Most notably in grades 6 – 8 where our students score in the top three in ELA and mathematics with the exception of grade 8 in ELA . As this is the second year this assessment has been administered, we are now able to establish a baseline for comparison in future years.

In the area of ELA, the cohort results showed that the percentage of students at Level 3 or Above slightly increased for each cohort except the Grade 3 to 4 cohort that declined slightly. As the Smarter Balanced Summative Assessment is a growth based model, the results show that students are steadily growing over time. In the area of Mathematics, the cohort results show a decline in the elementary grades (3 and 4) but growth in the other grades. We are in the process of examining the data in full detail to determine if there were any substantial changes in the assessment following the field test and first administration, if there needs to be a change in our instruction, or if these are truer scores over time as this assessment again is built on a growth model and our students are performing strongly in the later years. Presently, the State Department of Education is developing a “Matched Student Cohort Growth” model.

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 the SAT. 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 closing, it is important for the community to recognize that these impressive results are the direct result of the high quality curriculum work the teachers are actively engaged in and of our hard working students who have been supported by all school personnel and their parents/guardians.