

Agenda Item: Connecticut SAT School Day Assessment Results

Meeting Date: October 18, 2016

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This report presents the Spring results for the Connecticut SAT School Day Assessment that was administered for the first time to students in grade 11 in March 2016.

2016 Connecticut School Day SAT Assessment Results

The Connecticut SAT School Day is the standard assessment administered to all 11th graders. This assessment replaced the 11th-grade Smarter Balanced assessment, or SBAC exam. The move to the SAT eliminated duplicative testing at the high school level and moved Connecticut closer to its goal of equity and excellence by ensuring all public school students in 11th grade take a college and career readiness exam that is often required for admission to college.

The Connecticut SAT School Day assessment is comprised of two main sections, English Language Arts (ELA) and Mathematics.

The overall aim of the Evidence-Based Reading and Writing (ELA) section is to determine whether students can demonstrate college- and career-readiness proficiency in comprehending a broad range of high-quality, appropriately challenging literary and informational texts in the content areas of U.S. and world literature, history/social studies, and science. The assessment is comprised of a series of passages and associated multiple-choice questions. Some question sets refer to paired passages, others refer to only one passage. Reference to the specific language in the passages is required for students to perform well on the reading test.

The Mathematics portion of the assessment focuses on content that matters most for college- and career-readiness. This content includes: fluency with, understanding of, and ability to apply mathematical concepts; algebra and linear equations; problem solving and data analysis; and advanced mathematical practices. In addition, the following key elements are woven throughout the math test: emphasis on mathematical application and reasoning; problems from a range of disciplines addressing real-world problems drawn from science, social studies, and careers; inclusion of both calculator and no-calculator portions, as well as attention to the use of a calculator as a tool; and the use of both multiple-choice questions and student-produced responses.

Student performance on each of the two sections is reported using Achievement Level Descriptors that range from 1 to 4: minimal (1), incomplete (2), adequate (3), and thorough (4) understanding of the knowledge and skills assessed.

Evidence-Based Reading and Writing (ELA) Achievement Level Descriptors

Achievement Standard 1	Achievement Standard 2	Achievement Standard 3	Achievement Standard 4
The student has not met the achievement standard and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.	The student has partially met the achievement standard and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.	The student has met the achievement standard and demonstrates an adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.	The student has exceeded the achievement standard and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Common Core ELA/Literacy Content Standards.

Mathematics Achievement Level Descriptors

Achievement Standard 1	Achievement Standard 2	Achievement Standard 3	Achievement Standard 4
The student has not met the achievement standard and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves some problems that require applying simple strategies to basic areas of mathematics without an understanding of the reasoning behind the strategies.	The student has partially met the achievement standard and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for simple strategies and reasoning accurately applied to basic areas of mathematics.	The student has met the achievement standard and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for effective use of strategies and accurate reasoning in different areas of mathematics.	The student has exceeded the achievement standard and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards. The student solves problems that call for a range of strategies, accurate and insightful reasoning, and connecting different areas of mathematics.

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 prepared for a college or career experience.

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

Content Area	Grade	Avon Percent Level 3 or Above	State Percent Level 3 or Above
ELA	11	90.1	65.0
Mathematics	11	76.6	39.3

The table below indicates for ELA and Mathematics the percentage of students performing in each of the four achievement levels: minimal (1), incomplete (2), adequate (3), and thorough (4) understanding of the knowledge and skills assessed. 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 Achievement Level

Content Area	Grade	# Tested	Level 1	Level 2	Level 3	Level 4	At or Above Level 3
ELA	11	243	3.3	6.6	42.0	48.1	90.1
Mathematics	11	244	5.3	18.0	41.4	35.2	76.6

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 achievement levels: minimal (1), incomplete (2), adequate (3), and thorough (4) understanding of the knowledge and skills assessed.

Percent of Special Education Students by Achievement Level

Content Area	Grade	# Tested	Level 1	Level 2	Level 3	Level 4	At or Above Level 3
ELA	11	21	14.3	23.8	38.1	23.8	61.9
Math	11	21	33.3	28.6	28.6	9.5	38.1

Percent of English Learners by Achievement Level

Content Area	Grade	# Tested	Level 1	Level 2	Level 3	Level 4	At or Above Level 3
ELA	11	1	100.0	0	0	0	0
Math	11	1	0	100.0	0	0	0

Percent of Students by Gender by Achievement Level

Content Area	Group	Grade	# Tested	Level 1	Level 2	Level 3	Level 4	At or Above Level 3
ELA	All	11	243	3.3	6.6	42.0	48.1	90.1
	Female	11	131	4.6	7.6	44.3	43.5	87.8
	Male	11	112	1.8	5.4	39.3	53.6	92.9
Math	All	11	244	5.3	18.0	41.4	35.2	76.6
	Female	11	131	4.6	22.1	29.0	29.0	73.3
	Male	11	113	6.2	13.3	42.5	42.5	80.5

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

Percent of Students At or Above Achievement Level 3 Compared with DRG A/B Districts

DRG	Group	Grade 11 ELA	Grade 11 Mathematics
A	Darien	94.6	83.7
A	Region 9	90.9	72.6
A	New Canaan	96.2	84.0
A	Ridgefield	92.1	80.4
A	Weston	84.3	71.1
A	Westport	90.8	75.5
A	Wilton	93.0	76.1
B	Avon	90.1	76.6
B	Region 5	83.4	64.0
B	Brookfield	84.8	56.5
B	Cheshire	85.3	62.8
B	Fairfield	84.6	63.4
B	Farmington	84.0	61.3
B	Glastonbury	85.3	69.4
B	Granby	83.4	62.9
B	Greenwich	81.2	64.2
B	Guilford	88.6	63.6
B	Madison	93.2	69.6
B	Monroe	81.5	61.7
B	New Fairfield	84.1	47.1
B	Simsbury	87.5	72.6
B	South Windsor	82.5	59.8
B	Trumbull	82.4	58.4
B	West Hartford	76.6	56.2
B	Regional #15	82.7	61.2
Avon's Ranking/DRG A		7/8	4/8
Avon's Ranking/DRG B		2/18	1/18

Conclusion:

The Avon Public Schools can take great pride in the level of our students' performance on the Connecticut School Day SAT assessment. As this was the first year this assessment was offered, it will set the baseline for comparison in future years.

Consistent with Avon's Smarter Balanced Assessment results in grades 3-8, Avon students continued to move upward in the growth model and collectively are ranked among the top school districts in Connecticut (8th in ELA and 4th in mathematics).

In closing, it is important to recognize that these strong results are a reflection of the teaching and learning that takes place in Avon beginning in kindergarten.