

Agenda Item: Connecticut SAT School Day Assessment Results

Meeting Date: March 19, 2019

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

This report presents the Spring results for the Connecticut SAT School Day Assessment that was administered to students in grade 11 in March 2018.

2018 Connecticut School Day SAT Assessment Results

The Connecticut SAT School Day is the primary assessment administered to all 11th graders as the high school accountability measure for Connecticut. The Connecticut SAT School Day assessment also satisfies Connecticut Public Act No. 15-238 that states all students enrolled in grade 11 be administered a nationally recognized college readiness assessment approved by the State Board of Education that measures essential skills in reading, writing, and mathematics. The Connecticut SAT School Day assessment is comprised of two main sections, evidence-based reading and writing 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 non-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.

The Connecticut SAT School Day is scored on a 400 to 1,600 point scale, with each section (i.e., evidenced-based reading and writing and mathematics) scored on a 200 to 800 point scale. The scale score 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. These are detailed on the next page.

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 for each content area (i.e., English Language Arts, Mathematics). 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 for 2016-2018

Content Area	2016	2017	2018
ELA	90.1	88.2	89.9
Mathematics	76.6	79.3	78.9

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	218	4.1	6.0	45.9	44.0	89.9
Mathematics	11	218	5.9	15.3	48.4	30.4	78.8

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 are detailed.

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	20	30.0	15.0	45.0	10.0	55.0
Math	11	20	40.0	35.0	20.0	5.0	25.0

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	0	0.0	0.0	0.0	0.0	0.0
Math	11	0	0.0	0.0	0.0	0.0	0.0

*the data are suppressed to ensure confidentiality

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	218	3.8	6.1	46.4	43.7	90.1
	Female	11	121	6.6	5.0	41.3	47.1	88.4
	Male	11	97	1.0	7.2	51.6	40.2	91.8
Math	All	11	218	5.9	15.3	48.4	30.4	78.8
	Female	11	121	6.6	13.2	50.4	29.8	80.2
	Male	11	97	5.2	17.5	46.4	30.9	77.3

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 A English Language Arts/Literacy	
Weston School District	92.6
Westport School District	91.2
Darien School District	90.8
Avon School District	89.9
New Canaan School District	89.7
Ridgefield School District	89.2
Wilton School District	88.6
Regional School District 09	86.0
Avon's Ranking DRG A	4/8

DRG A Mathematics	
Darien School District	80.3
Westport School District	79.5
Avon School District	78.9
New Canaan School District	78.8
Weston School District	77.7
Ridgefield School District	77.4
Wilton School District	73.4
Regional School District 09	71.9
Avon's Ranking DRG A	3/8

DRG B English Language Arts/Literacy	
Madison School District	93.1
Avon School District	89.9
Simsbury School District	89.8
Farmington School District	86.9
Guilford School District	86.6
Greenwich School District	86.3
New Fairfield School District	86.1
Regional School District 05	84.8
Regional School District 15	83.7
Granby School District	83.1
Monroe School District	82.7
Newtown School District	82.4
Fairfield School District	82.1
Trumbull School District	81.6
Brookfield School District	80.8
Cheshire School District	80.7
Glastonbury School District	80.6
West Hartford School District	79.4
South Windsor School District	74.1
Avon's Ranking DRB B	2/19

DRG B Mathematics	
Avon School District	78.9
Simsbury School District	77.0
Farmington School District	71.3
Madison School District	70.6
Greenwich School District	68.9
Glastonbury School District	68.2
Trumbull School District	66.2
Regional School District 05	64.9
Guilford School District	63.4
Newtown School District	61.9
Regional School District 15	61.9
West Hartford School District	61.2
Fairfield School District	59.8
Brookfield School District	59.6
Monroe School District	58.5
Cheshire School District	58.4
New Fairfield School District	57.4
Granby School District	57.3
South Windsor School District	51.3
Avon's Ranking DRG B	1/19

Conclusion:

Student results on the Connecticut SAT School Day assessment are used in a variety of ways. On the student level, students not reaching proficiency (Achievement Levels 1 & 2) on one or both sections of the assessment are identified and additional student data is reviewed. Based on this review, academic supports are put in place if deemed appropriate or additional assessments are administered to create an educational plan that will optimize student growth. Over time, after a few more administrations of this particular assessment, student performance reported out in sub-scores will be used to evaluate the effectiveness of our curriculum and inform decisions regarding revisions.

In addition to compliance and accountability, student participation in the Connecticut SAT School Day assessment is beneficial to our students as their score can be reported to colleges for admission decisions and the test is given at no cost to students or families. Students can choose to report their Connecticut SAT School Day scores to colleges using their online College Board account. Similarly, students can elect to have their Connecticut SAT School Day scores cancelled by completing the Cancel Scores form immediately after test administration. If cancelled, colleges will not receive scores from this administration, however the state and district will.

Avon Public Schools can take pride in the level of our students' performance on the Connecticut School Day SAT assessment. Avon students are ranked among the top school districts in Connecticut (5th in ELA and 3rd in mathematics). While student performance on this 11th grade assessment can be attributed to the rigorous and relevant coursework at Avon High School, 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.