

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

**Meeting Date:** March 19, 2019

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This report presents the Spring 2018 results for the Connecticut Smarter Balanced Summative Assessment that was administered in grades 3-8.

## 2018 Connecticut Smarter Balanced Summative Assessment Results

The Smarter Balanced Summative Assessment is Connecticut's master 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.

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 for both ELA and Mathematics 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 2015-2018**

<b>Grade Level / Content Area</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Grade 3 ELA	88	78	79	79
Grade 4 ELA	75	83	76	75
Grade 5 ELA	82	78	84	78
Grade 6 ELA	82	84	75	85
Grade 7 ELA	76	84	81	78
Grade 8 ELA	79	80	85	86
<b>Mathematics</b>				
Grade 3 Mathematics	84	76	77	79
Grade 4 Mathematics	74	77	71	72
Grade 5 Mathematics	64	63	69	62
Grade 6 Mathematics	76	76	67	79
Grade 7 Mathematics	73	83	77	77
Grade 8 Mathematics	77	77	82	83

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**

<b>Content Area</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>
<b>ELA</b>	3	258	7.7	13.6	24.8	53.9	78.7
	4	228	8.7	16.1	22.9	52.3	75.2
	5	264	7.2	14.7	30.7	47.4	78.1
	6	228	5.7	9.6	35.7	49.0	84.7
	7	273	8.1	13.9	35.2	42.8	78.0
	8	272	2.9	10.7	39.7	46.7	86.4
<b>Mathematics</b>	3	258	9.7	10.9	31.0	48.4	79.4
	4	228	5.8	22.3	28.0	43.9	71.9
	5	264	14.7	23.1	21.9	40.3	62.2
	6	228	8.9	12.3	27.5	51.3	78.8
	7	273	8.4	15.1	25.3	51.2	76.5
	8	272	5.8	11.1	23.1	60.0	83.1

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**

<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>	23	43.5	30.4	21.7	4.4	26.1
<b>4</b>	18	72.2	11.1	11.1	5.6	16.7
<b>5</b>	26	30.8	34.6	30.8	3.8	34.6
<b>6</b>	18	50.0	27.8	16.7	5.5	22.2
<b>7</b>	23	69.6	30.4	0.0	0.0	0.0
<b>8</b>	20	25.0	30.0	35.0	10.0	45.0

**Percent of Special Education 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>	23	52.2	34.8	13.0	0.0	13.0
<b>4</b>	18	44.4	50.0	0.0	5.6	5.6
<b>5</b>	26	65.4	19.2	11.5	3.9	15.4
<b>6</b>	18	66.7	16.7	11.1	5.5	16.6
<b>7</b>	23	60.9	34.8	4.3	0.0	4.3
<b>8</b>	20	45.0	15.0	15.0	25.0	40.0

**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>	18	16.7	16.7	55.5	11.1	66.6
<b>4</b>	6	16.7	50.0	33.3	0.0	33.3
<b>5</b>	5	60.0	20.0	20.0	0.0	20.0
<b>6</b>	0	0.0	0.0	0.0	0.0	0.0
<b>7</b>	5	40.0	40.0	20.0	0.0	20.0
<b>8</b>	0	0.0	0.0	0.0	0.0	0.0

\*the data are suppressed to ensure confidentiality

**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>	18	22.2	5.6	50.0	22.2	72.2
<b>4</b>	6	0	33.3	33.3	33.4	66.7
<b>5</b>	5	60.0	40.0	0.0	0.0	0.0
<b>6</b>	0	0.0	0.0	0.0	0.0	0.0
<b>7</b>	5	40.0	60.0	0.0	0.0	0.0
<b>8</b>	0	0.0	0.0	0.0	0.0	0.0

\*the data are suppressed to ensure confidentiality

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

<b>Grade</b>	<b>Group</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>	<b>All</b>	258	7.7	13.6	24.8	53.9	78.7
	<b>Male</b>	133	11.3	11.3	24.8	52.6	77.4
	<b>Female</b>	125	4.0	16.0	24.8	55.2	80.0
<b>4</b>	<b>All</b>	228	8.7	16.1	22.9	52.3	75.2
	<b>Male</b>	102	7.9	23.5	19.6	49.0	68.6
	<b>Female</b>	126	9.5	8.7	26.2	55.6	81.8
<b>5</b>	<b>All</b>	264	7.2	14.7	30.7	47.4	78.1
	<b>Male</b>	130	9.2	11.5	28.5	50.8	79.3
	<b>Female</b>	134	5.2	17.9	32.9	44.0	76.9
<b>6</b>	<b>All</b>	228	5.7	9.6	35.7	49.0	84.7
	<b>Male</b>	104	5.8	8.7	32.7	52.8	85.5
	<b>Female</b>	124	5.6	10.5	38.7	45.2	83.9
<b>7</b>	<b>All</b>	273	8.1	13.9	35.2	42.8	78.0
	<b>Male</b>	139	8.6	12.9	35.3	43.2	78.5
	<b>Female</b>	134	7.5	14.9	35.1	42.5	77.6
<b>8</b>	<b>All</b>	272	2.9	10.7	39.7	46.7	86.4
	<b>Male</b>	147	3.4	15.0	44.2	37.4	81.6
	<b>Female</b>	125	2.4	6.4	35.2	56.0	91.2

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

<b>Grade</b>	<b>Group</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>	<b>All</b>	258	9.7	10.9	31.0	48.4	79.4
	<b>Male</b>	133	10.5	9.0	28.6	51.9	80.5
	<b>Female</b>	125	8.8	12.8	33.6	44.8	78.4
<b>4</b>	<b>All</b>	228	5.8	22.3	28.0	43.9	71.9
	<b>Male</b>	102	2.9	25.5	23.6	48.0	71.6
	<b>Female</b>	126	8.7	19.1	32.5	39.7	72.2
<b>5</b>	<b>All</b>	264	14.7	23.1	21.9	40.3	62.2
	<b>Male</b>	130	11.5	19.2	20.8	48.5	69.3
	<b>Female</b>	134	17.9	26.9	23.1	32.1	55.2
<b>6</b>	<b>All</b>	228	8.9	12.3	27.5	51.3	78.8
	<b>Male</b>	104	10.6	13.4	20.2	55.8	76.0
	<b>Female</b>	124	7.2	11.3	34.7	46.8	81.5
<b>7</b>	<b>All</b>	273	8.4	15.1	25.3	51.2	76.5
	<b>Male</b>	139	5.0	13.0	28.1	53.9	82.0
	<b>Female</b>	134	11.9	17.2	22.4	48.5	70.9
<b>8</b>	<b>All</b>	272	5.8	11.1	23.1	60.0	83.1
	<b>Male</b>	147	6.8	9.5	24.5	59.2	83.7
	<b>Female</b>	125	4.8	12.8	21.6	60.8	82.4

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.



Percent of Students at Level 3 or Above Compared with DRG A/B Districts - English Language Arts/Literacy								
ELA	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
A	Darien	79.8	81.6	85.1	85.0	85.1	83.8	83.4
A	Easton	*	83.5	93.1	89.4	87.6	81.4	85.3
A	New Canaan	86.2	91.3	90.6	88.7	87.1	86.2	88.3
A	Redding	71.1	89.0	82.5	72.5	84.0	74.6	79.0
A	Ridgefield	82.4	82.1	89.9	75.3	82.7	74.3	81.1
A	Weston	76.8	81.0	75.1	76.6	83.4	81.3	79.1
A	Westport	83.8	83.2	91.0	77.0	82.7	83.8	83.5
A	Wilton	76.3	77.9	87.2	84.2	74.8	81.2	80.3
<b>B</b>	<b>Avon</b>	<b>78.4</b>	<b>75.9</b>	<b>78.0</b>	<b>84.6</b>	<b>78.0</b>	<b>86.0</b>	<b>80.2</b>
B	Brookfield	63.1	59.6	70.4	64.2	70.3	70.1	66.5
B	Cheshire	74.8	80.4	81.3	78.0	80.3	74.2	78.1
B	Fairfield	74.0	76.1	81.8	77.1	80.2	78.2	77.9
B	Farmington	74.6	77.5	81.4	84.2	81.12	82.2	80.3
B	Glastonbury	76.9	77.4	80.2	77.4	81.1	71.5	77.4
B	Granby	69.0	73.7	74.0	73.8	73.8	76.1	73.4
B	Greenwich	74.1	75.8	80.6	78.6	77.6	81.5	78.0
B	Guilford	77.4	82.9	81.7	83.2	82.4	82.6	81.8
B	Madison	62.6	72.3	72.3	68.4	61.2	58.2	66.0
B	Monroe	79.6	87.3	80.8	75.3	79.7	70.1	78.4
B	New Fairfield	73.1	78.1	77.5	77.3	76.8	77.8	76.9
B	Newtown	80.1	67.6	71.6	72.3	76.2	75.8	74.0
B	Orange	69.1	69.9	80.3	79.7	-	-	75.0
B	Region 5	-	-	-	-	87.2	82.2	84.5
B	Region 15	69.6	72.8	77.2	74.2	73.6	66.0	72.1
B	Simsbury	72.9	81.9	87.4	85.9	84.9	83.9	82.9
B	South Windsor	77.1	77.7	81.3	64.1	71.9	72.9	74.2
B	Trumbull	77.1	79.3	87.4	81.0	79.1	81.5	81.0
B	West Hartford	68.6	69.7	74.6	65.7	67.1	72.7	69.8
B	Woodbridge	73.7	76.3	78.9	68.2	-	-	74.4
<b>Avon's Ranking/DRG A</b>		<b>5/8</b>	<b>9/9</b>	<b>8/9</b>	<b>4/9</b>	<b>8/9</b>	<b>2/9</b>	<b>7/9</b>
<b>Avon's Ranking/DRG B</b>		<b>3/20</b>	<b>12/20</b>	<b>13/20</b>	<b>2/20</b>	<b>10/19</b>	<b>1/19</b>	<b>6/21</b>

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

<b>MA</b>	<b>District</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>All Grades</b>
A	Darien	84.8	82.3	76.6	82.6	83.7	78.5	81.4
A	Easton	83.5	76.0	79.4	81.9	67.8	66.0	75.5
A	New Canaan	90.2	92.6	88.8	87.4	81.9	86.6	87.8
A	Redding	81.9	83.5	76.3	74.4	72.6	79.2	77.9
A	Ridgefield	82.1	78.5	76.1	60.6	73.6	64.4	72.3
A	Weston	79.5	78.7	74.0	58.1	75.9	83.4	74.7
A	Westport	83.8	83.7	85.7	74.9	83.8	79.7	81.9
A	Wilton	71.2	71.0	73.4	79.6	75.6	67.9	73.3
<b>B</b>	<b>Avon</b>	<b>79.5</b>	<b>71.9</b>	<b>62.1</b>	<b>78.9</b>	<b>76.6</b>	<b>83.1</b>	<b>75.4</b>
B	Brookfield	60.6	56.7	50.3	59.1	67.8	61.3	59.4
B	Cheshire	76.7	75.3	73.3	68.8	68.8	53.4	68.3
B	Fairfield	75.4	74.6	73.2	68.8	65.1	66.7	70.5
B	Farmington	79.9	77.7	76.3	71.6	70.1	70.1	74.1
B	Glastonbury	78.4	77.1	74.6	78.5	73.4	66.3	74.5
B	Granby	60.7	68.4	55.7	63.8	59.8	65.8	62.5
B	Greenwich	75.6	73.5	71.9	69.0	69.4	68.9	71.4
B	Guilford	77.4	82.0	79.4	77.2	76.5	76.9	78.1
B	Madison	68.4	72.9	68.8	57.4	61.8	62.1	65.1
B	Monroe	83.3	76.5	72.2	64.4	62.9	50.4	67.3
B	New Fairfield	83.6	74.8	62.4	68.8	57.7	70.8	69.4
B	Newtown	82.0	65.8	52.8	69.5	69.0	67.2	67.4
B	Orange	70.9	66.4	62.9	78.4	-	-	69.7
B	Region 5	-	-	-	-	79.4	72.3	75.5
B	Region 15	77.8	78.7	70.7	60.7	59.6	53.3	65.8
B	Simsbury	66.8	64.5	68.6	73.8	71.3	66.8	68.6
B	South Windsor	76.5	72.8	68.7	61.5	68.9	66.2	69.2
B	Trumbull	81.4	78.1	76.3	76.5	73.7	73.4	76.4
B	West Hartford	67.2	65.6	62.6	54.2	55.9	60.6	60.9
B	Woodbridge	71.8	72.5	63.0	70.4	-	-	69.6
<b>Avon's Ranking/DRG A</b>		<b>7/9</b>	<b>8/9</b>	<b>9/9</b>	<b>5/9</b>	<b>4/9</b>	<b>3/9</b>	<b>6/9</b>
<b>Avon's Ranking/DRG B</b>		<b>6/20</b>	<b>14/20</b>	<b>17/20</b>	<b>1/20</b>	<b>2/19</b>	<b>1/19</b>	<b>4/21</b>

## **Conclusion:**

Overall, our students continue to perform well on the Smarter Balanced Summative Assessment. This year Avon holds the number one position in English Language Arts/Literacy for grade 8 in DRG B and the number two position for grade six. Grade 8 also holds the number two position for DRG A in English Language Arts/Literacy. In terms of mathematics, we hold the number one position for grades 6 and 8 in DRG B

The Smarter Balanced Summative Assessment uses a matched student cohort growth model, which allows for quantifying the amount of growth achieved by the same students from one year to the next. The approach is criterion referenced and based on a vertical scale that spans grades 3 through 8 for ELA and mathematics. The amount of growth made by a student from one year to the next is evaluated against a fixed standard – or criterion – and not against how other students grew. As student cohort and individual scores are reviewed across three administrations a few patterns have emerged. Generally, there is more variability from year to year at the lower grades (3, 4, 5) than in the upper grades (6, 7, 8). Once a cohort reaches grade 6.

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 accomplishments are the direct result of our teachers engaging in a model of continuous improvement in the areas of curriculum, instruction, and assessment as well as our hard working students who have been supported by all school personnel and their parents/guardians.