



Smarter Balanced Assessment Results 2017-18

***Plymouth Public Schools
Board of Education Presentation
September 12th, 2018***

Agenda

- Purposes of the State Summative Assessment
- Background Information on the Summative Assessment
- Scale Scores and Achievement Levels
- The Results
- Analysis

Purposes of the State Summative Assessment

- Legal Requirement
 - ❖ Federal and state law require that **all students in Grades 3 through 8**, and once in high school be assessed annually in English language arts and mathematics.
- Matter of Equity
 - ❖ Annual summative assessment serves as an important academic checkup and an accountability measure that helps us know if we are delivering on the **promise of a high quality public education** to all students.
- State and Local Responsibility
 - ❖ The Connecticut State Department of Education (CSDE) and local education agencies (LEAs) are **legally responsible** to administer these assessments to all students.

Purposes of the State Summative Assessment

Useful for these Purposes:

- Accurately describe **student achievement and growth** as part of program evaluation and school, district, and state **accountability systems**
- Provide **valid, reliable, and fair** measures of students' progress/attainment of the knowledge and skills required to be college- and career-ready at the end of Grade 12
- Provide an **annual snapshot** of student achievement that should be used along with other sources of data, such as class work and other tests, when making educational decisions

Purposes of the State Summative Assessment (continued)

Not Useful As:

- A **sole measure** of student achievement, program evaluation or school, district, and state accountability systems
- The sole source of guidance for curriculum or instruction. The Connecticut Core Standards provide the only needed blueprint for student learning. The Smarter Balanced Assessment is a global measure. **“Teaching to the test” is never quality instruction** and does not result in student engagement or genuine, long-lasting learning

Purposes of the State Summative Assessment (continued)

Not Useful As:

- A **substitute** for a wide variety of other relevant ways to assess student learning, such as:
 - classroom assessments
 - teacher observations
 - student work portfolios
 - universal screening
 - frequent progress monitoring
 - detailed diagnostic assessment or evaluation

Background Information on the Summative Assessment

- Aligned to the Connecticut Core Standards for English language arts and mathematics
- Administered in the last 12 weeks of school to students in Grades 3-8
- Dynamic, adaptive test
- A major undertaking by a consortium of states, including Connecticut
- Test items developed by educators and assessment experts from consortium states, including the CSDE

Background Information on the Summative Assessment (continued)

- Utilizes **computer adaptive testing** which adjusts the test to each student by basing the difficulty of future questions on previous answers – results in more efficient testing
- Mathematics also includes a **performance task** that expects students to apply knowledge and skills to a complex task, and better measures depth of understanding, research skills, and the ability to analyze information

Scale Scores and Achievement Levels

- **Scale scores** are the basic unit of reporting
- They fall along a **continuous vertical scale** across grades and range from 2000 to 3000
- These scores can be used to illustrate students' current level of achievement and their **growth** over time
- When aggregated, they can also describe school- or district-level **changes** in performance or measure gaps in achievement among different groups of students

Scale Scores and Achievement Levels (continued)




Four Achievement Levels

- Level 1 = Does not meet the achievement standard
- Level 2 = Approaching the achievement standard
- Level 3 = Meets the achievement standard
- Level 4 = Exceeds the achievement standard
- Characterizing a student's achievement solely in terms of a "level" is an oversimplification
- Achievement levels will be less precise than scale scores for describing student gains over time or changes in achievement gaps among groups

Scale Scores and Achievement Levels (continued)

- Students also receive a “performance category” for each area of knowledge and skills within a subject
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area

For example:

Areas of Knowledge and Skill	Performance
Reading	 Above Standard
Listening	 At/Near Standard
Writing and Research/Inquiry	 Above Standard

Three Ways to Understand Change in Performance

	Achievement Change	“Rough Cohort” Change	Matched Student Cohort Growth
<p>What is it?</p> <p>How does it work?</p>	<p>Compares student achievement across years (e.g., Grade 3 students in 2014-15 are compared to Grade 3 students in 2015-16)</p>	<p>Compares the achievement of a group of students from one grade in year 1 to a group of students in the next higher grade in year 2 (e.g., Grade 3 in 2014-15 to Grade 4 in 2015-16)</p>	<p>Compares the achievement of the same student from one grade in year 1 to the next higher grade in year 2 (e.g., student in Grade 3 in 2014-15 to Grade 4 in 2015-16)</p>
<p>What does it offer?</p>	<p>The starting point for understanding change</p>	<p>A “rough estimate” of growth</p>	<p>The gold standard for growth and for understanding curricular and instructional effectiveness</p>

Smarter Balanced Assessments, Trend

State of Connecticut, ELA and Math, All Grades Combined, All Students

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District		School Year					
		2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %
State of Connecticut	ELA	234,884	55.6	234,595	54.2	233,297	55.3
	Math	234,284	44.0	233,844	45.6	232,792	46.7

Smarter Balanced Assessments, Trend

Plymouth School District, ELA and Math, All Grades Combined, All Students

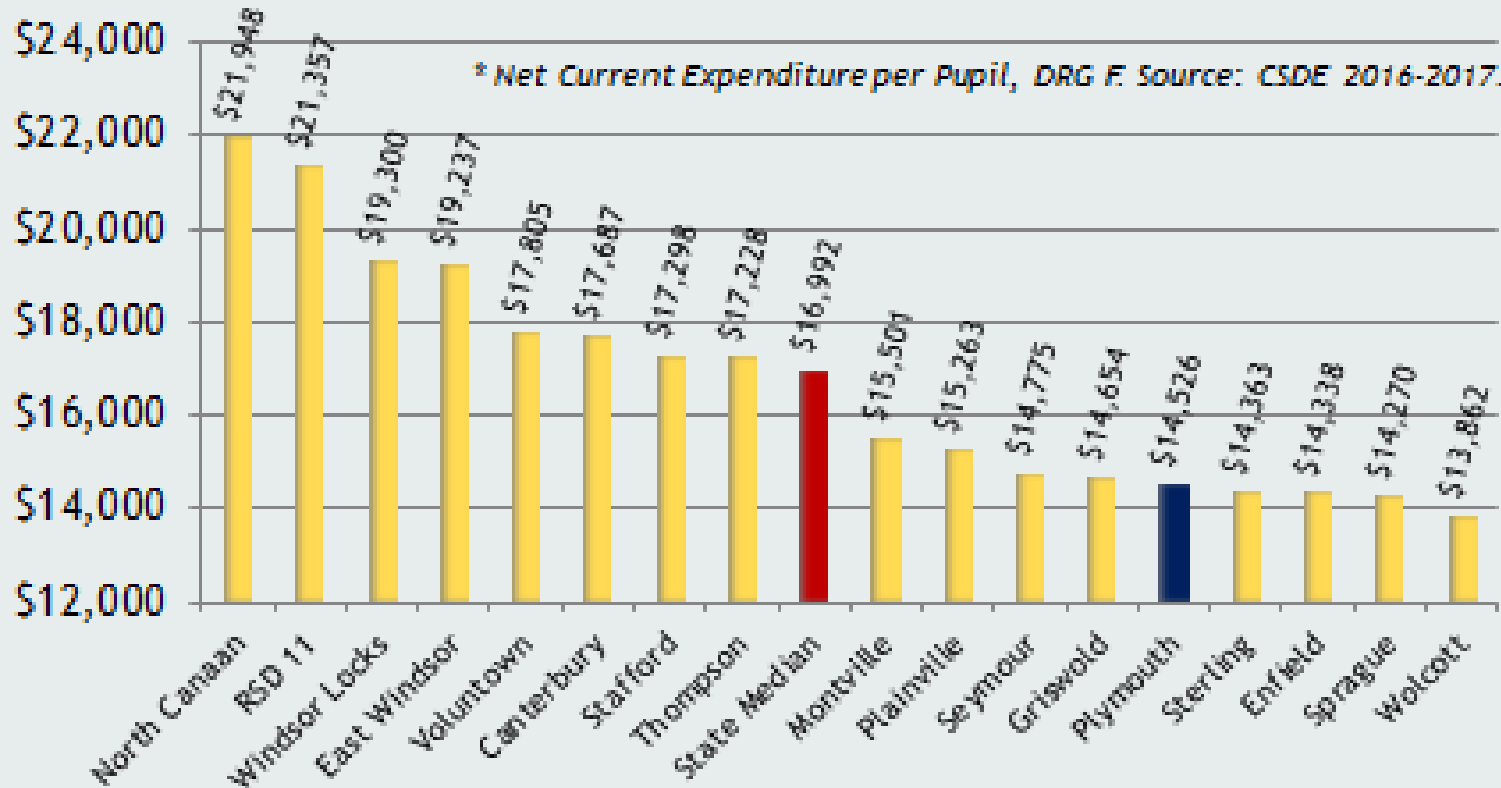
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District		School Year					
		2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %
Plymouth School District	ELA	657	55.1	667	55.5	665	52.0
	Math	657	45.1	668	50.4	664	53.6

			School Year					
			2015-16		2016-17		2017-18	
District	School	Subject	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %
Plymouth School District	Eli Terry Jr. Middle School	ELA	329	46.5	328	48.5	351	40.7
		Math	329	38.3	328	41.5	351	43.9
	Harry S. Fisher Elementary School	ELA	165	58.2	184	55.4	168	57.7
		Math	165	41.8	185	51.9	167	58.7
	Plymouth Center School	ELA	161	70.2	152	71.1	144	73.6
		Math	161	62.7	152	69.1	144	72.2

How Does Our Spending Compare?

NCEP*



Challenge



Inspire



Prepare

The Results: ELA – All Students

Grade	Percent Scoring Level 3 and Above				Average Vertical Scale Score			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
3	60	55.2	62	57.3	2442	2444	2454	2442
4	64	58.1	68	64.3	2501	2485	2509	2501
5	55.1	79.2	59	73.3	2512	2557	2517	2547
6	42	42.7	50	37.4	2518	2516	2525	2499
7	45.4	50.9	44	45.6	2530	2543	2536	2536
8	41.9	44.9	51	38.9	2553	2552	2556	2537
All Grades	46.3	55.1	55.5	52	N/A	N/A	N/A	N/A

The Results: Math - All Students

Grade	Percent Scoring Level 3 and Above				Average Vertical Scale Score			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
3	48.3	56.3	74	61.5	2429	2444	2467	2453
4	53.5	47.6	63	69.6	2481	2480	2494	2509
5	30.8	53.8	45	63	2487	2534	2519	2540
6	27	32.7	35	38.2	2486	2513	2517	2521
7	31.1	34.2	49	55.8	2506	2530	2548	2562
8	29.7	47.7	39	37.6	2538	2561	2555	2542
All Grades	36.6	45.1	50.4	53.6	N/A	N/A	N/A	N/A

DRG Comparison ELA

2014-2015	2015-2016	2016-2017	2017-2018
Voluntown	RSD 11 (67.8)	Voluntown (69.5)	Wolcott (71.1)
Wolcott	Wolcott (67.1)	Wolcott (62.2)	Voluntown (69.9)
Stafford	Stafford (64.4)	North Canaan (61.8)	North Canaan (64.8)
Montville	Voluntown (64.2)	Regional School District 11 (61.5)	Plainville (63.7)
Griswold	Montville (60.3)	Montville (59.2)	RSD 11 (60.7)
Seymour	Griswold (58.8)	Stafford (58.8)	Montville (59.5)
Canterbury	North Canaan (58.7)	Griswold (56.3)	Canterbury (57.5)
North Canaan	Plainville (58.0)	Plainville (56)	Griswold (56.7)
Plainville	Enfield (56.5)	Seymour (55.8)	Stafford (54.1)
Sprague	Sterling (55.6)	Plymouth (10th) (55.4)	Windsor Locks (53.7)
RSD 11	Seymour (55.4)	Canterbury (52.6)	Seymour (53.1)
Enfield	Canterbury (55.1)	Enfield (50.4)	Plymouth (12th) (52)
East Windsor	Plymouth (13th) (55.1)	Sterling (49.6)	Enfield (50.6)
Plymouth (14th)	Sprague (52.5)	Windsor Locks (49.2)	Sprague (49.5)
Thompson	East Windsor (49.1)	Thompson (44.1)	Sterling (47.7)
Sterling	Windsor Locks (48.5)	East Windsor (43.5)	East Windsor (45.1)
Windsor Locks	Thompson (35.8)	Sprague (40.4)	Thompson (41.9)

DRG Comparison Math

2014-2015	2015-2016	2016-2017	2017-2018
Voluntown	Wolcott (57.7)	Voluntown(63.8)	Wolcott (64)
Wolcott	Voluntown (56.6)	Wolcott (58.5)	Voluntown (61.4)
Stafford	Stafford (51.1)	Griswold (55.7)	Griswold (56.3)
Seymour	North Canaan (49)	Montville (51.7)	Montville (55.9)
Griswold	Seymour (48.4)	Plymouth (5th) (50.4)	Plainville (54.5)
North Canaan	Griswold (48.2)	North Canaan (47.6)	Plymouth (6th) (53.6)
Canterbury	Montville (46.4)	Seymour (46)	Seymour (49)
Plainville	Plymouth (8th) (45.1)	Plainville (45.4)	North Canaan (46.3)
Montville	Plainville (43.1)	Stafford (43.9)	Canterbury (42.1)
Plymouth (10th)	Enfield (39.9)	Canterbury (42.6)	Stafford (41.5)
Enfield	Canterbury (38.6)	Windsor Locks (40.8)	Windsor Locks (40.5)
Sprague	RSD 11 (37.1)	Enfield (38.6)	Enfield (36.7)
East Windsor	Windsor Locks (37)	Thompson (30.5)	Sprague (35.1)
Windsor Locks	Sprague (35.2)	Sprague (30.1)	RSD 11 (34.4)
Thompson	East Windsor (31.6)	RSD 11 (29.2)	Thompson (31.4)
Sterling	Sterling (27.2)	East Windsor (28)	Sterling (28.7)
RSD 11	Thompson (25.7)	Sterling (27.1)	East Windsor (28.2)

Surrounding Towns - ELA

2014-15	2015-16	2016-17	2017-2018	DRG
Region 10 (69.1%)	Region 10 (69.9%)	Region 10 (71%)	Region 10 (74.3%)	C
Southington (65%)	Southington (66.1%)	Southington (67.2%)	Southington (67.8%)	D
Watertown (57%)	Watertown (61.1%)	Watertown (63.2%)	Watertown (66.5%)	D
Thomaston (50.2%)	Plymouth (55.1%)	Thomaston (61.3%)	Thomaston (59.3%)	E
Bristol (48.9%)	Bristol (53.7%)	Plymouth (55.5%)	Bristol (52.6%)	G
Plymouth (46.3%)	Thomaston (52.3%)	Bristol (50.9%)	Plymouth (52%)	F

Surrounding Towns - Math

2014-15	2015-16	2016-17	2017-18	DRG
Region 10 (59.8%)	Region 10 (58.7%)	Region 10 (67%)	Region 10 (65.3%)	C
Southington (56.8%)	Southington (56.7%)	Southington (59%)	Southington (58.2%)	D
Thomaston (44.9%)	Plymouth (45.1%)	Plymouth (50.4%)	Plymouth (53.6%)	F
Watertown (37.2%)	Thomaston (43.7%)	Watertown (46.5%)	Watertown (51.1%)	D
Plymouth (36.6%)	Watertown (39.1%)	Thomaston (43.8%)	Thomaston (41.6%)	E
Bristol (35%)	Bristol (38.5%)	Bristol (39.5%)	Bristol (40.9%)	G

Comparison to Magnet Schools

Elementary	ELA	Math
Plymouth Center School	73.6	72.2
Harry S. Fisher Elementary School	57.7	58.7
Rotella Interdistrict Magnet School	58.8	50.4
Maloney Interdistrict Magnet School	52.8	42.9

Comparison to Magnet Schools

Middle School	ELA	Math
Eli Terry Jr. Middle School	40.7	43.9
Waterbury Arts Magnet School	49.4	32.4

Data Highlights

- Continued growth in Math
- Grade 5 cohort ELA
- Foundation continues to be strong
- Elementary schools outperforming other area choice schools

Next Steps in Curriculum/Instruction

- Supporting transitions from 5-6th and 7-8th grade
- Continue to refine workshop
- Utilize data system to monitor student progress
- Identify additional priority positions for 19-20 budget