



# Smarter Balanced Assessment Results 2018-19

***Plymouth Public Schools  
Board of Education Presentation  
October 9th, 2019***

# 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:

<b>Areas of Knowledge and Skill</b>	<b>Performance</b>	
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
<b><i>What is it?</i></b> <b><i>How does it work?</i></b>	Compares student achievement across years (e.g., Grade 3 students in 2014-15 are compared to Grade 3 students in 2015-16)	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)	Compares the achievement of the <b>same student</b> 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)
<b><i>What does it offer?</i></b>	The starting point for understanding change	A “rough estimate” of growth	The gold standard for growth and for understanding curricular and instructional effectiveness

## 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		2018-19	
		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) %	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	230,952	55.7
	Math	234,284	44.0	233,844	45.6	232,806	46.8	230,334	48.1

## 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		2018-19	
		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) %	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	646	60.8
	Math	657	45.1	668	50.4	664	53.6	646	53.7

## Smarter Balanced Assessments, Trend

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

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District	School	Subject	School Year							
			2015-16		2016-17		2017-18		2018-19	
			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) %	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	350	61.4
		Math	329	38.3	328	41.5	351	43.9	350	54.6
	Harry S. Fisher Elementary School	ELA	165	58.2	184	55.4	168	57.7	170	49.4
		Math	165	41.8	185	51.9	167	58.7	170	41.8
	Plymouth Center School	ELA	161	70.2	152	71.1	144	73.6	125	75.2
		Math	161	62.7	152	69.1	144	72.2	125	68.0

## Smarter Balanced Growth Report, Trend State of Connecticut, ELA and Math, All Grades Combined, All Students

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District		Growth Rate				Average Percentage of Target Achieved			
		School Year				School Year			
		2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
State of Connecticut	ELA	43.1%	35.9%	40.3%	39.9%	63.8%	55.4%	60.7%	59.9%
	Math	43.9%	41.5%	42.1%	42.9%	65.0%	61.7%	61.9%	62.5%

## Smarter Balanced Growth Report, Trend Plymouth School District, ELA and Math, All Grades Combined, All Students

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District		Growth Rate				Average Percentage of Target Achieved			
		School Year				School Year			
		2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
Plymouth School District	ELA	43.8%	31.1%	29.1%	48.6%	64.0%	52.0%	48.8%	69.1%
	Math	49.7%	40.8%	39.9%	44.5%	73.7%	61.2%	59.6%	66.4%

**Smarter Balanced Growth Report, Trend**  
**Plymouth School District, ELA and Math, All Grades Combined, All Students**

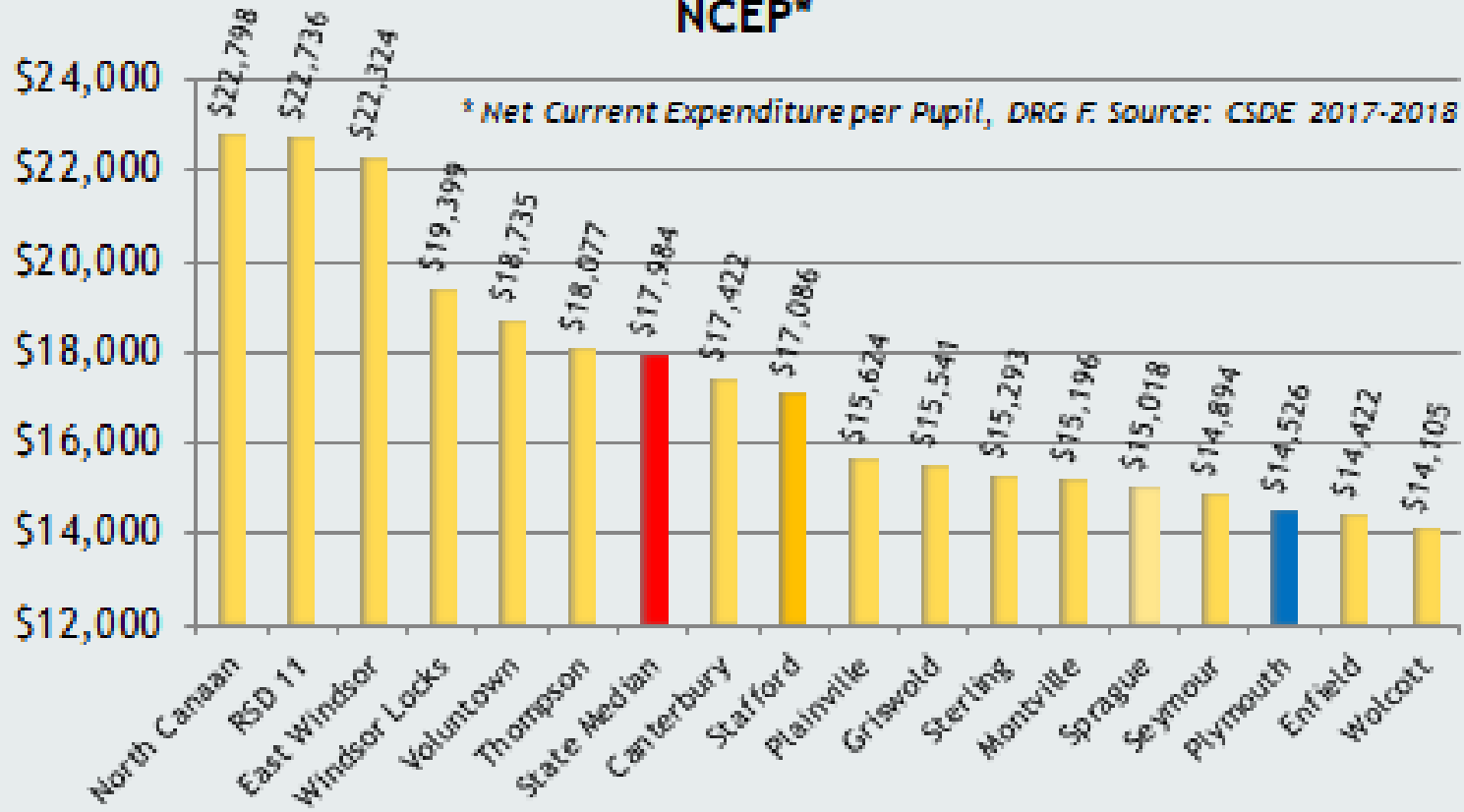
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			Growth Rate				Average Percentage of Target Achieved			
District	School	Subject	School Year				School Year			
			2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
Plymouth School District	Eli Terry Jr. Middle School	ELA	38.9%	25.2%	23.0%	54.2%	57.8%	42.4%	39.4%	73.9%
		Math	51.3%	34.8%	34.5%	54.2%	70.4%	54.1%	50.7%	72.6%
	Harry S. Fisher Elementary School	ELA	42.3%	30.6%	30.7%	38.3%	65.3%	61.1%	60.1%	61.6%
		Math	34.8%	50.5%	44.2%	27.8%	69.3%	75.7%	74.8%	57.0%
	Plymouth Center School	ELA	59.6%	51.0%	49.5%	40.7%	81.0%	72.5%	69.6%	60.5%
		Math	60.6%	50.0%	53.6%	30.8%	87.9%	68.9%	73.7%	56.5%



# 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				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
<b>3</b>	60	55.2	62	57.3	52.9	2442	2444	2454	2442	2429
<b>4</b>	64	58.1	68	64.3	49.5	2501	2485	2509	2501	2473
<b>5</b>	55.1	79.2	59	73.3	74.6	2512	2557	2517	2547	2544
<b>6</b>	42	42.7	50	37.4	69.6	2518	2516	2525	2499	2572
<b>7</b>	45.4	50.9	44	45.6	55.9	2530	2543	2536	2536	2564
<b>8</b>	41.9	44.9	51	38.9	60.7	2553	2552	2556	2537	2582
<b>All Grades</b>	46.3	55.1	55.5	52	60.8	N/A	N/A	N/A	N/A	N/A

# The Results: Math - All Students

Grade	Percent Scoring Level 3 and Above					Average Vertical Scale Score				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
<b>3</b>	48.3	56.3	74	61.5	56.5	2429	2444	2467	2453	2439
<b>4</b>	53.5	47.6	63	69.6	46.4	2481	2480	2494	2509	2480
<b>5</b>	30.8	53.8	45	63	55.3	2487	2534	2519	2540	2533
<b>6</b>	27	32.7	35	38.2	52.9	2486	2513	2517	2521	2555
<b>7</b>	31.1	34.2	49	55.8	55.9	2506	2530	2548	2562	2578
<b>8</b>	29.7	47.7	39	37.6	54.5	2538	2561	2555	2542	2591
<b>All Grades</b>	36.6	45.1	50.4	53.6	53.7	N/A	N/A	N/A	N/A	N/A



# DRG Comparison ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Voluntown		RSD 11 (67.8)	Voluntown (69.5)	Wolcott (71.1)	Voluntown (73.2)
Wolcott		Wolcott (67.1)	Wolcott (62.2)	Voluntown (69.9)	Wolcott (71.8)
Stafford		Stafford (64.4)	North Canaan (61.8)	North Canaan (64.8)	RSD 11 (65.5)
Montville		Voluntown (64.2)	Regional School District 11 (61.5)	Plainville (63.7)	Plainville (64.8)
Griswold		Montville (60.3)	Montville (59.2)	RSD 11 (60.7)	North Canaan (63.7)
Seymour		Griswold (58.8)	Stafford (58.8)	Montville (59.5)	Montville (62.6)
Canterbury		North Canaan (58.7)	Griswold (56.3)	Canterbury (57.5)	<b>Plymouth (7th) (60.8)</b>
North Canaan		Plainville (58.0)	Plainville (56)	Griswold (56.7)	Canterbury (57.7)
Plainville		Enfield (56.5)	Seymour (55.8)	Stafford (54.1)	Stafford (54.5)
Sprague		Sterling (55.6)	<b>Plymouth (10th) (55.4)</b>	Windsor Locks (53.7)	Griswold (54.4)
RSD 11		Seymour (55.4)	Canterbury (52.6)	Seymour (53.1)	Seymour (54.3)
Enfield		Canterbury (55.1)	Enfield (50.4)	<b>Plymouth (12th) (52)</b>	Enfield (49.7)
East Windsor		<b>Plymouth (13th) (55.1)</b>	Sterling (49.6)	Enfield (50.6)	Windsor Locks (48.8)
<b>Plymouth (14th)</b>		Sprague (52.5)	Windsor Locks (49.2)	Sprague (49.5)	Sterling (47.1)
Thompson		East Windsor (49.1)	Thompson (44.1)	Sterling (47.7)	Thompson (39.3)
Sterling		Windsor Locks (48.5)	East Windsor (43.5)	East Windsor (45.1)	Sprague (39.2)
Windsor Locks		Thompson (35.8)	Sprague (40.4)	Thompson (41.9)	East Windsor (38.8)

# DRG Comparison Math

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Voluntown	Wolcott (57.7)	Voluntown(63.8)	Wolcott (64)	Voluntown (66.7)
Wolcott	Voluntown (56.6)	Wolcott (58.5)	Voluntown (61.4)	Wolcott (66.2)
Stafford	Stafford (51.1)	Griswold (55.7)	Griswold (56.3)	Montville (57.9)
Seymour	North Canaan (49)	Montville (51.7)	Montville (55.9)	Griswold (55.1)
Griswold	Seymour (48.4)	<b>Plymouth (5th) (50.4)</b>	Plainville (54.5)	<b>Plymouth (5th) (53.7)</b>
North Canaan	Griswold (48.2)	North Canaan (47.6)	<b>Plymouth (6th) (53.6)</b>	Plainville (53.4)
Canterbury	Montville (46.4)	Seymour (46)	Seymour (49)	Seymour (49.3)
Plainville	<b>Plymouth (8<sup>th</sup>) (45.1)</b>	Plainville (45.4)	North Canaan (46.3)	North Canaan (47.9)
Montville	Plainville (43.1)	Stafford (43.9)	Canterbury (42.1)	Stafford (45.7)
<b>Plymouth (10<sup>th</sup>)</b>	Enfield (39.9)	Canterbury (42.6)	Stafford (41.5)	Canterbury (45.1)
Enfield	Canterbury (38.6)	Windsor Locks (40.8)	Windsor Locks (40.5)	Windsor Locks (41.4)
Sprague	RSD 11 (37.1)	Enfield (38.6)	Enfield (36.7)	Enfield (39.5)
East Windsor	Windsor Locks (37)	Thompson (30.5)	Sprague (35.1)	RSD 11 (37.9)
Windsor Locks	Sprague (35.2)	Sprague (30.1)	RSD 11 (34.4)	Thompson (30.6)
Thompson	East Windsor (31.6)	RSD 11 (29.2)	Thompson (31.4)	Sterling (27.6)
Sterling	Sterling (27.2)	East Windsor (28)	Sterling (28.7)	Sprague (26.5)
RSD 11	Thompson (25.7)	Sterling (27.1)	East Windsor (28.2)	East Windsor (26.3)

# Surrounding Towns - ELA

2014-15	2015-16	2016-17	2017-2018	2018-2019	DRG
Region 10 (69.1%)	Region 10 (69.9%)	Region 10 (71%)	Region 10 (74.3%)	Region 10 (72.3%)	C
Southington (65%)	Southington (66.1%)	Southington (67.2%)	Southington (67.8%)	Southington (68.1%)	D
Watertown (57%)	Watertown (61.1%)	Watertown (63.2%)	Watertown (66.5%)	Watertown (64.1%)	D
Thomaston (50.2%)	<b>Plymouth (55.1%)</b>	Thomaston (61.3%)	Thomaston (59.3%)	<b>Plymouth (60.8%)</b>	F
Bristol (48.9%)	Bristol (53.7%)	<b>Plymouth (55.5%)</b>	Bristol (52.6%)	Thomaston (54.3%)	E
<b>Plymouth (46.3%)</b>	Thomaston (52.3%)	Bristol (50.9%)	<b>Plymouth (52%)</b>	Bristol (48.3%)	G

# Surrounding Towns - Math

2014-15	2015-16	2016-17	2017-18	2018-19	DRG
Region 10 (59.8%)	Region 10 (58.7%)	Region 10 (67%)	Region 10 (65.3%)	Region 10 (69.6%)	C
Southington (56.8%)	Southington (56.7%)	Southington (59%)	Southington (58.2%)	Southington (62.5%)	D
Thomaston (44.9%)	<b>Plymouth (45.1%)</b>	<b>Plymouth (50.4%)</b>	<b>Plymouth (53.6%)</b>	<b>Plymouth (53.7%)</b>	F
Watertown (37.2%)	Thomaston (43.7%)	Watertown (46.5%)	Watertown (51.1%)	Watertown (52.4%)	D
<b>Plymouth (36.6%)</b>	Watertown (39.1%)	Thomaston (43.8%)	Thomaston (41.6%)	Thomaston (40.8%)	E
Bristol (35%)	Bristol (38.5%)	Bristol (39.5%)	Bristol (40.9%)	Bristol (38.3%)	G

# Comparison to Magnet Schools

<b>Elementary</b>	<b>ELA</b>	<b>Math</b>
Plymouth Center School	<b>75.2</b>	<b>68</b>
Rotella Interdistrict Magnet School	<b>66.9</b>	<b>54.2</b>
Maloney Interdistrict Magnet School	<b>59.5</b>	<b>50.6</b>
Harry S. Fisher Elementary School	<b>49.4</b>	<b>41.8</b>



# Comparison to Magnet Schools

<b>Middle School</b>	<b>ELA</b>	<b>Math</b>
Eli Terry Jr. Middle School	<b>61.4</b>	<b>54.6</b>
Waterbury Arts Magnet School	<b>46.7</b>	<b>29.5</b>

# Data Highlights

- ELA and Math Scores higher than State average by 5.1% and 5.8% respectively while we are well below average per pupil cost.
- We rank #7 in ELA and #5 in Math in our DRG for achievement while we rank #15 in spending.

# Data Highlights

- ETJMS Math and ELA were much improved and significantly outperforming WAMS.
- PCS has seen incremental growth in ELA for the past 4 years.



# Next Steps in Curriculum/Instruction

- Math Curriculum Review
- Readers Workshop
- Implementation of Instructional Framework
- Revising SRBI Plan and Implementation