

# 2020-2021 State Assessment Results

Presentation to the Hebron Board of Education

October, 14 2021

*Presentation segments adopted from CSDE website*



# Overview

- Smarter Balanced (SBAC) Overview

- 2020-2021 student outcomes

- ELA/Literacy
- Mathematics
- Science

- Implications and Next Steps

- Questions



# Purposes of State Summative Assessments

- **Legal Requirement:** Federal and State law requires testing in Grades 3-8
- **Matter of Equity:** Serve as an accountability measure
- **State and Local Responsibility:** State and LEAs must administer tests to all students



# State Summative Assessments for Accountability

## Summative Assessments:

- Accurately describe student **achievement** and **growth**
- Provide an **annual snapshot** of student achievement
- Provide valid, reliable, and fair measures of students' progress of required knowledge and skills





# Smarter Balanced

## WHO, WHAT, WHEN

- **WHO**

- ALL 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> graders

- **WHAT**

- Computer Adaptive Test (CAT)
- Online statewide mandated assessment
- Summative
- Mathematics, English Language Arts, and Science (5<sup>th</sup> Grade Only)
- Provides achievement and growth information to inform educational decisions

- **WHEN**

- CSDE prescribed testing window (last 9 weeks of school)



# State Summative Assessments

## Not Useful As:

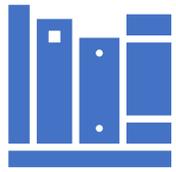
- A **sole measure** of student achievement, program evaluation or school, district, and state accountability systems
- The **sole source** of guidance for curriculum or instruction.
- A **substitute** for a wide variety of other relevant ways to assess student learning, such as:
  - ❖ classroom assessments
  - ❖ teacher observations
  - ❖ student work portfolios
  - ❖ universal screening
  - ❖ frequent progress monitoring
  - ❖ detailed diagnostic assessment or evaluation



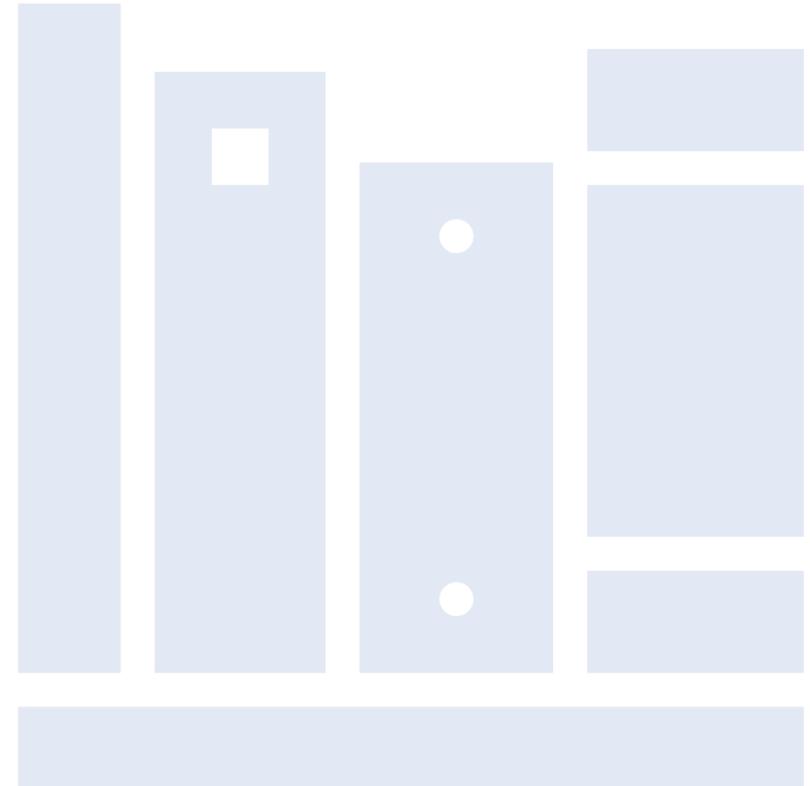
# What are the SBAC Achievement Levels?

- Established "**Cut Scores**"
- Based on student sampling
- Based on **4 Levels**
  - **Exceeds** the Achievement Level (4)
  - **Meets** the Achievement Level (3)
  - **Approaching** the Achievement Level (2)
  - **Does Not Meet** the Achievement Level (1)
- Identifies **Knowledge** and **Skills** at each level
- Should only serve as a **Baseline** for conversation
- Students **Level 3 or Above** meet state expectations





# Outcomes





# Statewide Takeaways

- In all grades, students who learned *fully/mostly in-person* lost the least ground academically.
- Those who learned in *hybrid or remote* models showed substantially weaker achievement and growth during the pandemic.
- Academic **growth** was much stronger before the pandemic than growth during the pandemic.
- Most notable academic impacts were observed in **mathematics**.





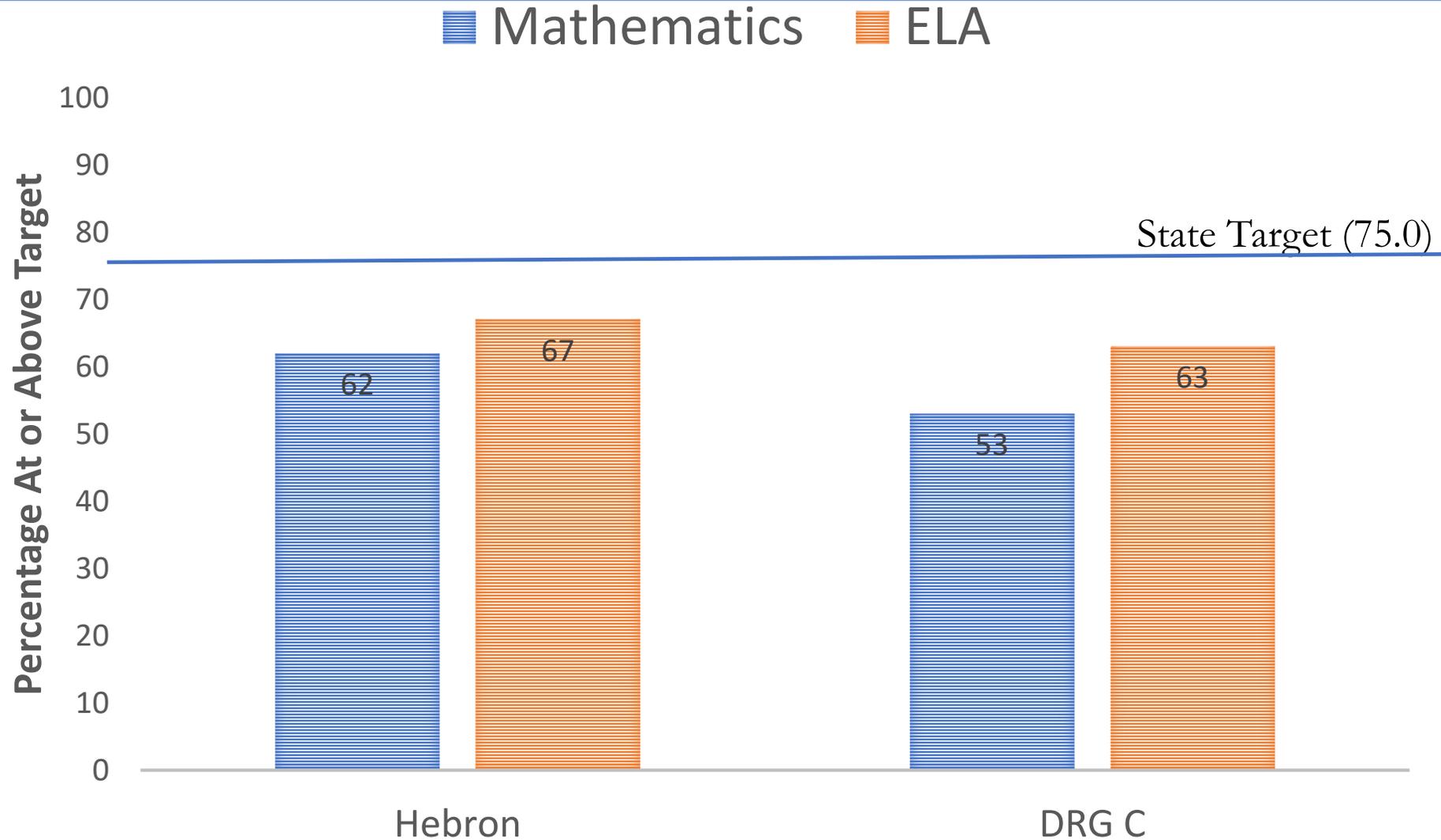
# Districts in DRG C

Andover	Hebron	RSD 13
Barkhamsted	Mansfield	RSD 14
Bethany	Marlborough	RSD 17
Bolton	New Hartford	RSD 18
Canton	Oxford	Salem
Columbia	Pomfret	Sherman
Cornwall	RSD 4	Somers
Ellington	RSD 10	Suffield
Essex	RSD 12	Tolland





# Smarter Balanced ALL Students/ALL Grades Mathematics and ELA Results: 2020-2021





# 'DRG C' Rank Order Comparison

Results from: <https://portal.ct.gov/SDE/Student-Assessment/Main-Assessment/Statewide-Summative-Assessment-Results-2020-21>

ELA			
1	Salem	15	Mansfield
2	RSD 12	16	RSD 10
3	RSD 18	17	Ellington
4	Bethany	18	<b>2019 Ranking</b>
5	RSD 17	19	Barkhamsted
6	Essex	20	Bolton
7	Canton	21	Marlborough
8	Pomfret	22	RSD 4
9	Hebron	23	RSD 13
10	Andover	24	Oxford
11	Suffield	25	RSD14
12	Somers	26	Tolland
13	Sherman	27	Columbia
14	Cornwall		

Mathematics			
1	RSD 18	15	RSD 10
2	RSD 12	16	Mansfield
3	Salem	17	New Hartford
4	Canton	18	Somers
5	Hebron	19	Barkhamsted
6	Pomfret	20	RSD 13
7	Essex	21	Bolton
8	Marlborough	22	RSD 14
9	<b>2019 Ranking</b>	23	Cornwall
10	Bethany	24	Tolland
11	Ellington	25	RSD 4
12	Sherman	26	Oxford
13	Suffield	27	Columbia
14	Andover		





# SBAC Outcomes - Percent At or Above Target ELA & Mathematics: 2020-2021

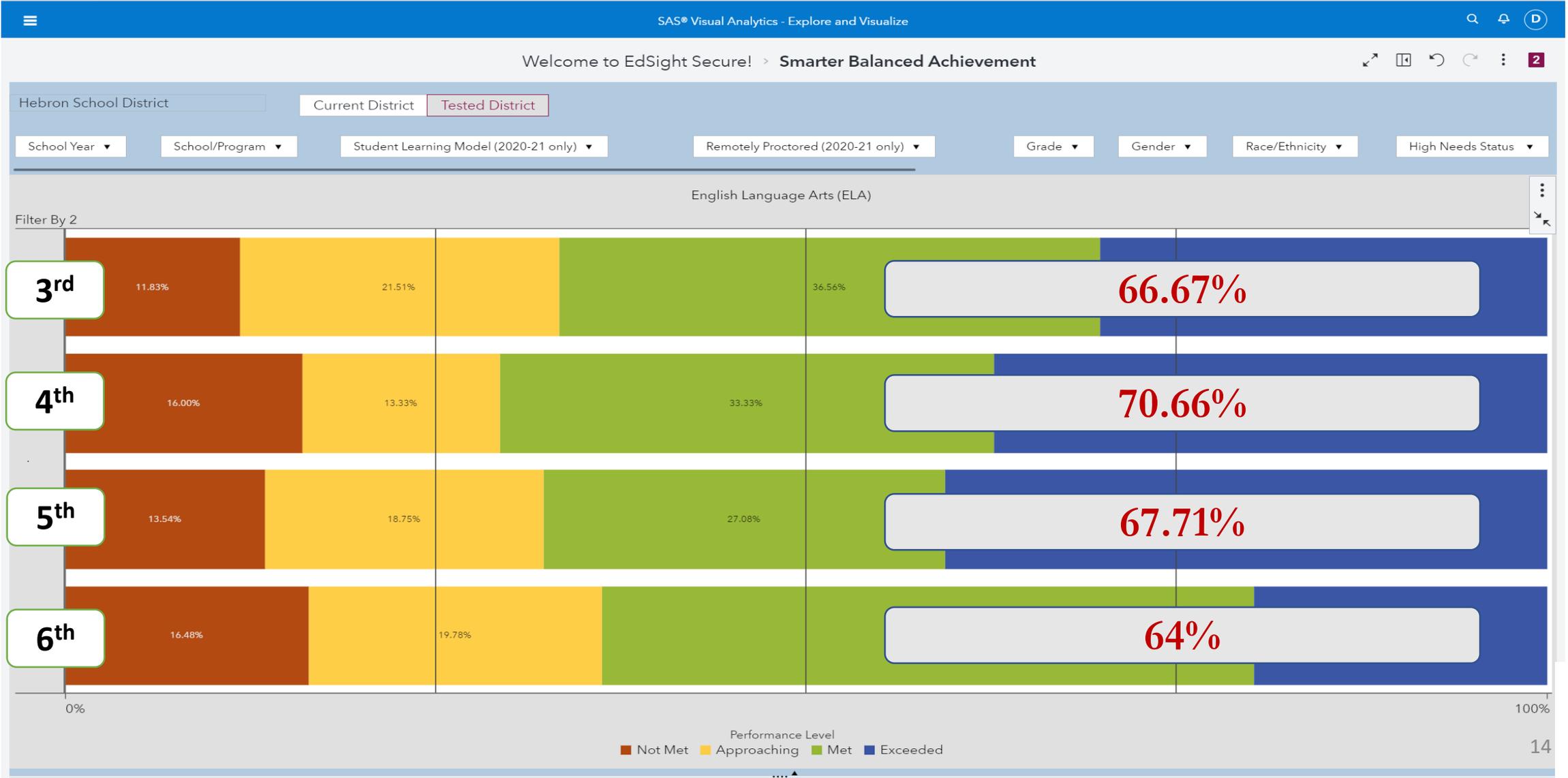
ELA Smarter Balanced Cohort Analysis							
	2015	2016	2017	2018	2019	2020	2021
3	53	56	69	69	64	COVID (NOT TESTING)	67
4	62	54	63	61	65		70
5	72	70	62	74	71		68
6	69	74	70	62	56		64

Math Smarter Balanced Cohort Analysis							
	2015	2016	2017	2018	2019	2020	2021
3	44	58	71	67	63	COVID (NOT TESTING)	62
4	53	55	65	74	72		66
5	52	54	55	68	60		49
6	48	67	70	54	62		66





# Smarter Balanced Outcomes ELA/Literacy Results by Grade:



# Smarter Balanced Outcomes Mathematics Results by Grade:

Welcome to EdSight Secure! > Smarter Balanced Achievement

Hebron School District

Current District

Tested District

School Year

School/Program

Student Learning Model (2020-21 only)

Remotely Proctored (2020-21 only)

Grade

Gender

Race/Ethnicity

High Needs Status

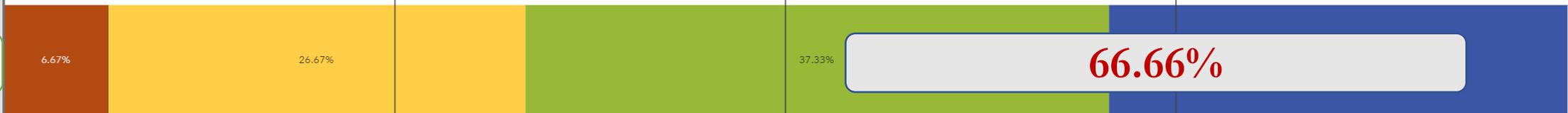
Mathematics

Filter By 2

3<sup>rd</sup>



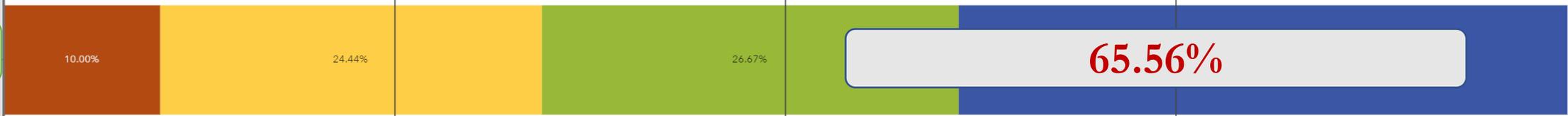
4<sup>th</sup>



5<sup>th</sup>



6<sup>th</sup>



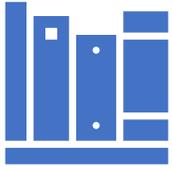
0%

100%

Performance Level

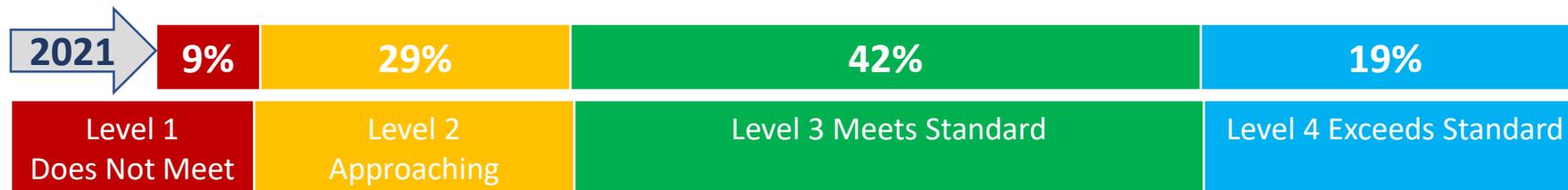
Not Met Approaching Met Exceeded





# NGSS (Science) Outcomes – Percent At or Above Target

State Target: 75			
2019 State Average: 64			
	2019	2020	2021
5	73	--	61





# Implications for Practice

## 2020-2021 SBAC: Areas of Strength

	Mathematics	ELA
<b>Grade 3</b>	Multiplication and Division within 100 Measurement and Estimation	Central Ideas; Listening; Reasoning/Evidence
<b>Grade 4</b>	Communicating Reasoning; Lines and Angles; Classifying shapes; Geometric measurement (angles); comparing decimals	Reasoning and Evidence; word meanings; Inference; and Central Ideas
<b>Grade 5</b>	Converting like measurement units; Classifying 2-D figures; Problem Solving	Language use (figurative language; word use; similes; metaphors); Listening and interpreting information
<b>Grade 6</b>	Statistical variability; solving one variable equations	Listening, Language use, and Interpreting Information





# Implications for Practice

## 2020-2021 SBAC: Areas of Need

	Mathematics	ELA
Grade 3	Geometric Measurement (perimeter, linear, and area measurements); Concepts and Procedures	Writing and Research
Grade 4	Factors and Multiples; Concepts and Procedures; Communicating reasoning	Listening
Grade 5	Concepts and Procedures	Writing and Research
Grade 6	Decimal Operations Multi-Digit Division	Beyond the text comprehension (inferences, drawing conclusions)





# Implications for Practice

## 2020-2021 NGSS: 5<sup>th</sup> Grade

### Area of Strength

Matter and Interactions  
Physical Science

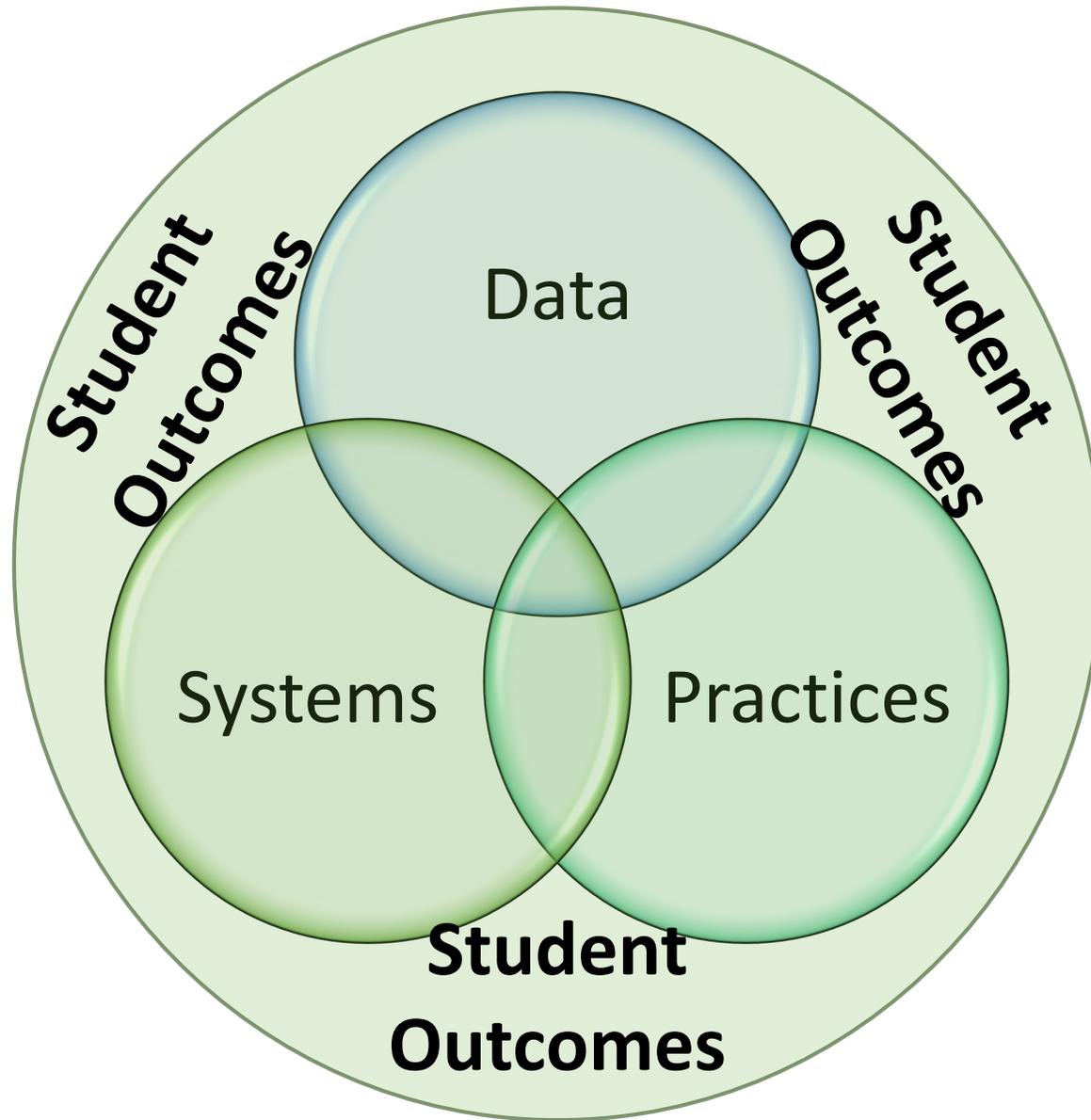
### Area of Need

Ecosystems  
Energy  
Life Sciences





# Action Plan





# Action Plan

## In Progress:

- **Data:**

- Bi-weekly student achievement team meetings focused on review and analysis of data.
- Initial adoption of student data platform (iON).

- **Systems:**

- Full implementation of **targeted supports** for students receiving tiered interventions (i.e., SRBI)
- Revised **daily schedule** to maximize in-class direct instruction.
- Revised **Science** schedule to maximize units of study across the school year.

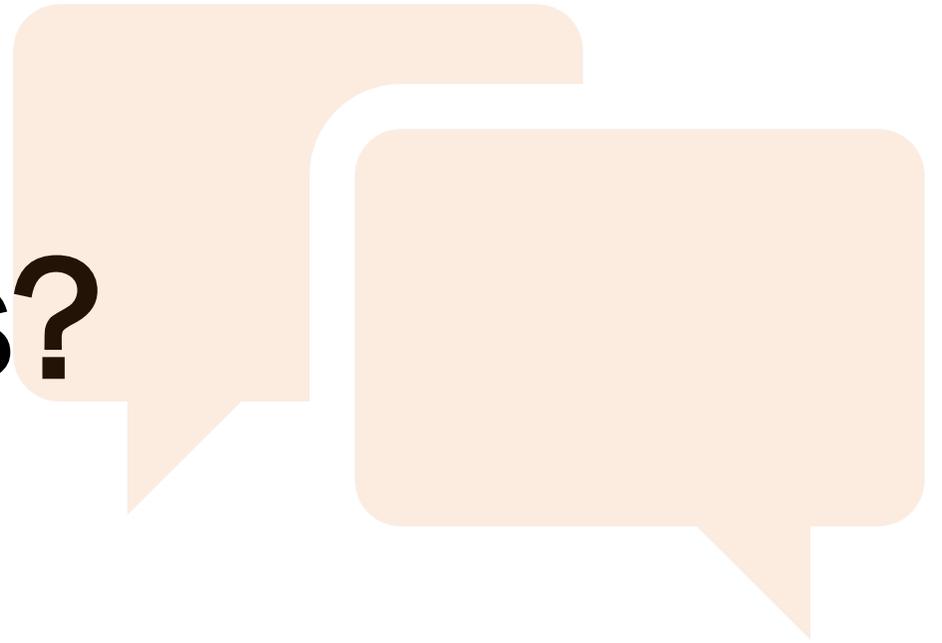
- **Practices:**

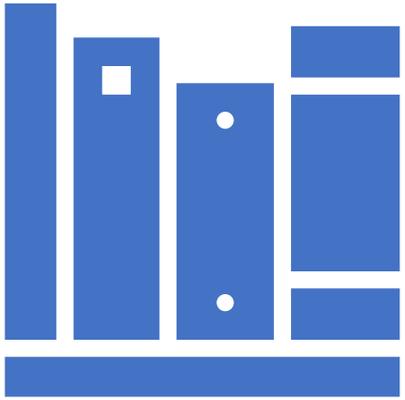
- Continued full implementation of **Bridges** including Number Corner grades 3-5.
- Implementation of **Illustrative Math** in 6<sup>th</sup> grade.
- Continued affiliation with **Teachers' College Readers and Writers** project.





**Questions?**





For more information, please visit:  
<http://edsight.ct.gov/SASPortal/main.do>

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