

Agenda Item: Connecticut SAT School Day Assessment Results

Meeting Date: November 21, 2017

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This report presents the Spring results for the Connecticut SAT School Day Assessment that was administered to students in grade 11 in March 2017.

2017 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 2016-2017

| Content Area | 2016 | 2017 |
|--------------|------|------|
| ELA | 90.1 | 88.2 |
| Mathematics | 76.6 | 79.3 |

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 | 280 | 5.0 | 6.8 | 42.5 | 45.7 | 88.2 |
| Mathematics | 11 | 280 | 4.3 | 16.4 | 36.8 | 42.5 | 79.3 |

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 | 24 | 25.0 | 33.3 | 41.7 | 0.0 | 41.7 |
| Math | 11 | 24 | 29.1 | 41.7 | 25.0 | 4.2 | 29.2 |

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 | * | * | * | * | * | * |
| Math | 11 | * | * | * | * | * | * |

*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 | 280 | 5.0 | 6.8 | 42.5 | 45.7 | 88.2 |
| | Female | 11 | 134 | 5.2 | 6.7 | 38.1 | 50.0 | 88.1 |
| | Male | 11 | 146 | 4.8 | 6.9 | 46.5 | 41.8 | 88.3 |
| Math | All | 11 | 280 | 4.3 | 16.4 | 36.8 | 42.5 | 79.3 |
| | Female | 11 | 134 | 4.4 | 17.2 | 40.3 | 38.1 | 78.4 |
| | Male | 11 | 146 | 4.0 | 15.8 | 33.6 | 46.6 | 80.2 |

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 | |
|---|-------------|
| Wilton School District | 95.4 |
| Darien School District | 94.8 |
| New Canaan School District | 94.4 |
| Ridgefield School District | 93.0 |
| Weston School District | 92.5 |
| Westport School District | 92.4 |
| Regional School District 09 | 90.6 |
| Avon School District | 88.3 |
| Avon's Ranking DRG A | 8/8 |

| DRG A Mathematics | |
|------------------------------|-------------|
| Darien School District | 85.8 |
| Weston School District | 82.0 |
| New Canaan School District | 81.7 |
| Avon School District | 79.1 |
| Westport School District | 78.3 |
| Ridgefield School District | 77.9 |
| Wilton School District | 77.3 |
| Regional School District 09 | 69.6 |
| Avon's Ranking DRG A | 4/8 |

| DRG B English Language Arts/Literacy | |
|---|-------------|
| Simsbury School District | 93.0 |
| Madison School District | 91.0 |
| Granby School District | 89.5 |
| Avon School District | 88.3 |
| Newtown School District | 87.8 |
| Farmington School District | 87.5 |
| Brookfield School District | 87.0 |
| Regional School District 15 | 86.3 |
| Regional School District 05 | 86.2 |
| Cheshire School District | 85.9 |
| Trumbull School District | 85.8 |
| Fairfield School District | 85.5 |
| Greenwich School District | 84.6 |
| Glastonbury School District | 84.4 |
| Guilford School District | 84.3 |
| Monroe School District | 84.3 |
| West Hartford School District | 81.3 |
| South Windsor School District | 81.1 |
| New Fairfield School District | 79.8 |
| Avon's Ranking DRB B | 4/19 |

| DRG B Mathematics | |
|-------------------------------|-------------|
| Avon School District | 79.1 |
| Simsbury School District | 77.2 |
| Glastonbury School District | 74.7 |
| Newtown School District | 73.2 |
| Madison School District | 72.7 |
| Granby School District | 69.1 |
| Regional School District 15 | 67.6 |
| Regional School District 05 | 67.3 |
| Farmington School District | 66.8 |
| Cheshire School District | 64.8 |
| Trumbull School District | 64.3 |
| Guilford School District | 63.2 |
| Fairfield School District | 62.5 |
| Greenwich School District | 62.1 |
| Monroe School District | 61.4 |
| West Hartford School District | 60.8 |
| Brookfield School District | 59.9 |
| South Windsor School District | 58.8 |
| New Fairfield School District | 42.9 |
| 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 (14th in ELA and 4th 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.