2019
Assessment Overview

Regional School District No. 7

The Pride of the Northwest Corner

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2019-20 Theory of Action Statements

1. **Theory of Action for <u>Improved Student Achievement</u>**

<u>Curriculum and Instruction</u>: If we develop an aligned, well resourced, and viable CCSS based curriculum that supports the delivery of high impact instructional strategies**, then** student learning and achievement will increase.

<u>Assessment</u>: If we establish rigorous formative and summative school based assessments that are aligned with the CCSS**, then** we can target high impact instructional strategies on the areas of greatest student need and the pace of achievement will increase.

<u>Social, Emotional and Academic Development</u>: If we provide explicit instruction in understanding and applying SEL competencies**,** embed opportunities to practice these skills, and provide a healthy, safe, purposeful learning environment**, then** student achievement will improve.

2. **Theory of Action Regarding <u>Professional Development and Collaboration</u>**

If we provide opportunities for our teachers to engage in collaborative analysis of student work and assessment results so teachers work together in order to refine their teaching, **then** instructional quality and efficiency will improve and student achievement will increase.

If we provide on-going, job embedded opportunities for teachers to offer and receive feedback regarding their instructional strategies (through PLCs, peer coaching, instructional rounds, and observation feedback), **then** instructional quality and efficiency will improve and student learning will increase.

If we provide faculty and staff with ongoing social and emotional skills training**, then** we will foster a school district that embodies social, emotional and cognitive learning for every member of our community.

3. **Theory of Action Regarding <u>Communication</u>**

If we communicate and engage effectively with all stakeholders, **then** we create shared ownership of the district's mission and vision to meet the academic, social and emotional needs of our students and learning will increase.

Purpose of State Summative Assessment

- **Legal** Requirement
- **Annual snapshot** of student achievement
- **Valid, reliable measure** of students' progress of required knowledge and skills
- **Accurate** reflection of student learning and growth
- **Smarter Balanced Assessment** and **SAT**

Northwestern Middle School:

What is required on the Smarter Balanced Assessment?

ELA:

Read and understand a variety of complex information and literary texts.

Use evidence from source materials to support their ideas in written responses.

Interpret and use information delivered orally to determine main ideas, summarize or analyze.

Mathematics:

Explain and use mathematics to solve problems

Complete math problems quickly and accurately

Understand how mathematical concepts link together

Apply mathematical knowledge to solve real world problems

Scale Scores and Achievement Levels

Scale Scores:

Basic unit of reporting

Fall along a vertical scale from 2000-3000

Can be used to illustrate performance and growth

Can be used to measure gaps

Achievement Levels:

Level 1: **Does not** meet standard

Level 2: **Approaching** the standard

Level 3: **Meets** the achievement standard

Level 4: **Exceeds** the achievement standard

Smarter Balanced ELA Achievement Results

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 7	142	72%
Grade 8	137	72%

Smarter Balanced Math Achievement Results

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 7	142	50%
Grade 8	136	43%

Next Steps

Continue our math curriculum, instruction and assessment work at the Middle School and across the district:

- Math summer academy for students entering 9th grade
- Math curriculum work with Middle School math team both regular ed and special ed staff
- Data analysis to identify specific student learning targets and interventions
- Meeting with Region 10 math team
- Interim Block Assessments-3 times per year
    - Provides opportunity to experience SBA test interface during the year
    - Provides SBA questions and data to drive instruction

K-12 Math Summit October 11th-Keynote Speaker: Dr. Christine Moynihan

- Build vertical relationships and develop shared understandings surrounding math instruction with an emphasis on the math practices. The goal is to develop and/or deepen understanding of how the math practices can be integrated and addressed during planning, instruction, and assessment as well as why they are so critical for student achievement.

• Bridges intervention • Math Running Records (addition/subtraction & multiplication/division) • Number Talks • Flipped Lessons • SBA Interim Block Implementation • KHAN Academy	• Digital Tools that Support Math Instruction • Alternate Algorithms • Enrichment Opportunities • Problem Based Learning in the Mathematics Classroom • Multiple representations for fractions

Why is the SAT the benchmark tool for assessing student achievement?

Assesses the skills and knowledge demanded by post-secondary educational programs and the changing nature of the workplace

- Read, analyze, use reasoning to understand complex literary and informational texts
- Revise and edit complex texts across a range of academic and career-related subjects
- Show command of knowledge, skills, understandings in math and apply that ability to solve problems in science, social studies and career related contexts
- Use evidence from text to support a point of view
- Demonstrate skill in analyzing data represented graphically in tables, and graphs in the context of science, social studies and mathematics
- Demonstrate a strong understanding of the use of words in context
- College and Career Readiness benchmark scores represent the minimum scores at which a students has a 75% likelihood of achieving a grade of at least a C on college level work

Northwestern Regional High School

PSAT 9 Practice Scholastic Aptitude Test

Reading: Command of Evidence, Words in Context

Writing: Expression of ideas, Standard English Conventions

Math: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math

Evidenced-based reading and writing and math and analysis in History/Social Studies, Science and Math
Score range 240-1440.

PSAT 10 and PSAT/NMSQT are essentially the same test. They are scored on the same range 320-1520

Northwestern Regional High School
PSAT 10 April 2019

	Mean	ERW	Math
Score	1027	524	503
% Meeting Benchmark	58% Both	83%	58%

PSAT 9 April 2019

	Mean	ERW	Math
Score	1067	504	485
% Meeting Benchmark	68%	88%	70%

Scholastic Aptitude Test (SAT)

Test measures Writing, Critical Reading and Mathematics focusing on the same strands as the PSAT

Score range: 200- 800 for both Evidenced Based Reading and Writing and Math bringing the total score range on the SAT from 400-1600

Northwestern Regional High School Comparison Data
State v. School SAT performance/ SAT school day administration 2019

State of Connecticut

	Level 1 (Not Met)	Level 2 (Approaching)	Level 3 (Met)	Level 4 (Exceeded)	Percent Met or Exceeded	Score
ELA	20.8%	17.7%	45.1%	16.5%	61.6%	514
MATH	26.4	32.9	28.5%	12.1%	40.6%	500

Northwestern

	Level 1 (Not Met)	Level 2 (Approaching)	Level 3 (Met)	Level 4 (Exceeded)	Percent Met or Exceeded	Score
ELA	6.4%	13.15%	59.6%	20.5%	80.1%	557
MATH	8.3%	17.9%	55.8%	17.9%	73.9%	568

SAT Performance: Fun Facts!

In June 2019 22 students retook the SAT with the following results:

Met Both Bench Marks= 82%

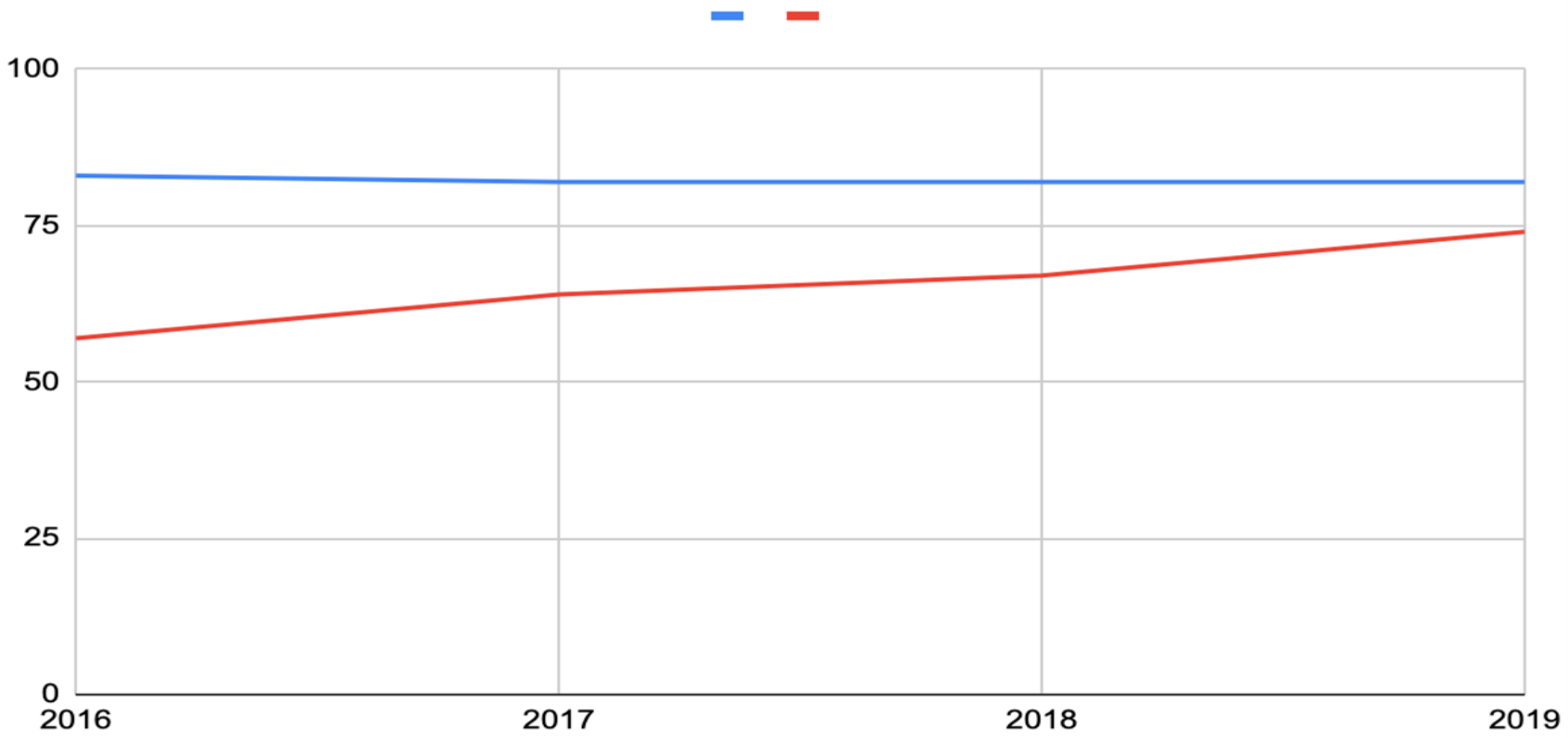
Met ERW Bench Mark= 91%

Met Math Bench Mark= 91%

The percentage of students meeting or exceeding the benchmark on the SAT in math was highest in our DRG/League.

Our students ranked 6th in the DRG for ELA.

SAT performance in Math and ELA from 2016-2019



Advanced Placement Tests

These exams provide students with the experience of taking an introductory college level course and assess students' knowledge of the AP course material. How well students do on the AP test determine whether they can opt out of a similar college course.

This year, there were **115** AP students who took **183** AP tests. One hundred and three (**103**) students scored 3+ for a **90%** pass rate.

Summary of Northwestern's AP test performance from 2015-2019

	2015	2016	2017	2018	2019
Number of AP Classes Offered	8	9	9	11	11
Total AP Students	69	68	97	102	115
Number of Exams	108	105	141	164	183
AP Students with Scores 3+	67	65	92	90	103
% of Total AP Students with Score of 3+	97	96	95	88	90

Comparison of Northwestern's 4 Year Graduation Rate/State Ave Graduation Rate

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
State	85.5%	87%	87.2%	87.4%	87.9%	----------
NW	94.8%	92.4%	97.2%	93.7%	95.5%	100%

Next Steps: Return to Theory of Action Statements

Data Use

Curriculum, Assessment and Instruction

Continuous Improvement Plans

SEL (critical for learning environment)

Closing Remarks