

Lyme-Old Lyme Schools Achievement Data

October 2, 2019



State Assessments and Agenda

SBAC

- Review of test components
- Achievement results
- Growth Information
- Continued improvement

SAT

- Review of test components
- Achievement results
- Growth expectations
- Continued improvement

NGSS

- Review of test components
- Achievement results
- Teacher/Student supports

The logo features the text "achieve more" in a white, lowercase, sans-serif font, centered within a blue speech bubble. The speech bubble has a tail pointing towards the bottom right. The text "achieve" is on the top line and "more" is on the bottom line, with a registered trademark symbol (®) to the right of "more".

achieve
more[®]

SAT[®]

SAT COMPONENTS

1

Content Based Vocabulary

2

Evidence Based Reading &
Writing

3

Math That Matters Most

4

Real World
Context/Phenomena

5

US Founding Documents and
Data Analysis



| ERW SAT 2016-2017 | ERW SAT 2017-2018 | ERW SAT 2018-2019 (136) | MATH SAT 2016-2017 | MATH SAT 2017-2018 | MATH SAT 2018-2019 (136) |
|---|---|---|---|---|---|
| 596 | 576 | 580 | 569 | 564 | 580 |
| State ranking: 10 th | State ranking: 17 th | State ranking: 10 th | State ranking: 19 th | State ranking: 20 th | State ranking: 10 th |

| Top 10 ELA SAT | Mean Score/% at or above | |
|------------------|--------------------------|-------------|
| New Cannan | 618/94% | 1st |
| Wilton | 614/92% | 2nd |
| Westport | 612/92% | 3rd |
| Darien | 611/93% | 4th |
| Ridgefield | 604/87% | 5th |
| Weston | 604/87% | 6th |
| Simsbury | 589/86% | 7th |
| Region 9 | 588/90% | 8th |
| Avon | 583/84% | 9th |
| Region 18 | 580/86% | 10th |

| Top 10 MATH SAT | Mean Score/% at or above | |
|------------------|--------------------------|-------------|
| Darien | 628/86% | 1st |
| New Cannan | 619/81% | 2nd |
| Westport | 610/78% | 3rd |
| Ridgefield | 604/80% | 4th |
| Wilton | 595/76% | 5th |
| Weston | 590/74% | 6th |
| Avon | 588/73% | 7th |
| Region 9 | 587/75% | 8th |
| Glastonbury | 583/73% | 9th |
| Region 18 | 580/75% | 10th |

SAT Shoreline Comparisons Mean Score/at or above

| Shoreline School | ERW Mean /%at or above goal | |
|------------------|-----------------------------|------|
| Lyme-Old Lyme | 580/86% | 10th |
| Madison | 579/86% | 12th |
| Guilford | 577/86% | 14th |
| Region 4 | 565/79% | 24th |
| East Lyme | 554/79% | 36th |
| Westbrook | 551/78% | 41st |
| Clinton | 537/70% | 52nd |
| Old Saybrook | 532/79% | 59th |

| Shoreline School | MATH Mean/% at or above goal | |
|------------------|------------------------------|------|
| Lyme-Old Lyme | 580/75% | 10th |
| Madison | 579/72% | 12th |
| Guilford | 576/87% | 14th |
| Region 4 | 537/54% | 36th |
| East Lyme | 533/53% | 38th |
| Westbrook | 530/55% | 42nd |
| Old Saybrook | 528/55% | 44th |
| Clinton | 492/37% | 85th |

What we know is true and continuous improvement

SAT is high stakes for students *and* districts

- Public information
- Achievement is part of the district “report card”
- College entrance exam

Many years worth of trend data

- Historic achievement helps with curriculum review and instructional practices

Achievement and growth are different measures

- Growth in PSAT 9/10
- Growth calculator to estimate % of growth
- Teacher SLOs

SAT Preparation supports success

- Ivy Bound student and teacher sessions
- Khan Academy
- Embedded curricular practice
- TASC/Special Education intervention

SAT Questions?



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Lyme-Old Lyme SBAC Results

2018-2019



English Language Arts

| Areas of Knowledge and Skills Measured: | Statement About Student Learning from which the Assessment was Built |
|---|--|
| READING Literary (fiction) & informational (nonfiction) texts | The student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts |
| WRITING - Organization & Purpose - Evidence & Elaboration - Conventions | The students can produce effective and well-grounded writing for a range of purposes and audiences |
| LISTENING | The students can employ effective listening skills for a range of purposes and audiences |
| RESEARCH | The student can engage in research and inquiry to investigate topics |

Mathematics

| Areas of Knowledge and Skills Measured: | Statement about Student Learning from which the Assessment was Built: |
|--|--|
| Concepts & Procedures | Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency |
| Problem Solving | Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies |
| Modeling & Data Analysis | Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems |
| Communicating Reasoning | Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others |

Types of Items on the Assessment



- Multiple choice/write-in responses for both ELA and Math
 - Computer Adaptive Technology
 - Embedded tools
-

SCORING

- Students receive an overall vertical scale score in each subject
- Scores range from ~ 2100 to 2800 spanning grades 3 to 8
- Math vertical scores cannot be compared to ELA scores
- Scores are divided into 4 levels

| Content Area | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Mathematics | | | | | | |
| Level 4 | 2501-2621 | 2549-2659 | 2579-2700 | 2610-2748 | 2635-2778 | 2653-2802 |
| Level 3 | 2436-2500 | 2485-2548 | 2528-2578 | 2552-2609 | 2567-2634 | 2586-2652 |
| Level 2 | 2381-2435 | 2411-2484 | 2455-2527 | 2473-2551 | 2484-2566 | 2504-2585 |
| Level 1 | 2189-2380 | 2204-2410 | 2219-2454 | 2235-2472 | 2250-2483 | 2265-2503 |
| ELA/Literacy | | | | | | |
| Level 4 | 2490-2623 | 2533-2663 | 2582-2701 | 2618-2724 | 2649-2745 | 2668-2769 |
| Level 3 | 2432-2489 | 2473-2532 | 2502-2581 | 2531-2617 | 2552-2648 | 2567-2667 |
| Level 2 | 2367-2431 | 2416-2472 | 2442-2501 | 2457-2530 | 2479-2551 | 2487-2566 |
| Level 1 | 2114-2366 | 2131-2415 | 2201-2441 | 2210-2456 | 2258-2478 | 2288-2486 |

2018-2019 AVERAGE ELA SCALE SCORES BY GRADE LEVEL

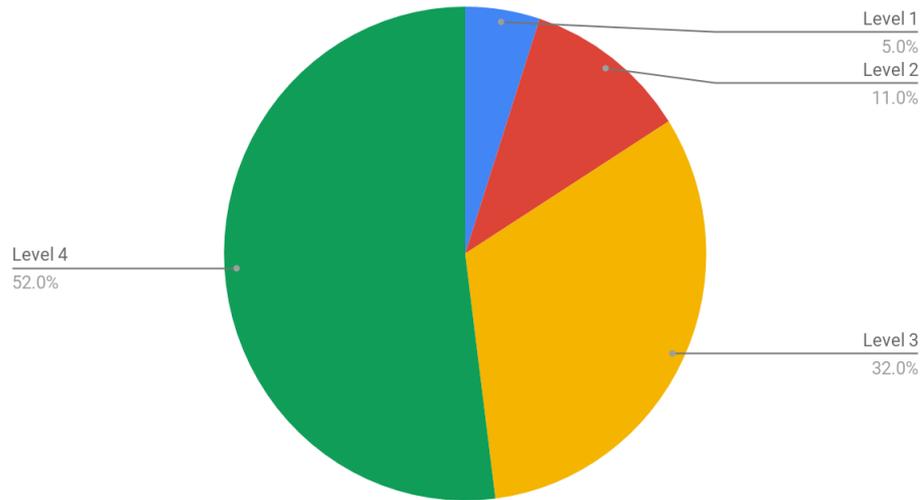
| Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Level 4 | 2490-2623 2496 | 2533-2663 | 2582-2701 2610 | 2618-2724 | 2649-2745 | 2668-2769 |
| Level 3 | 2432-2489 | 2473-2532 2526 | 2502-2581 | 2531-2617 2588 | 2552-2648 2622 | 2567-2667 2640 |
| Level 2 | 2367-2431 | 2416-2472 | 2442-2501 | 2457-2530 | 2479-2551 | 2487-2566 |
| Level 1 | 2114-2366 | 2131-2415 | 2201-2441 | 2210-2456 | 2258-2478 | 2288-2486 |

2018-2019 ELA BREAKOUT BY GRADE LEVEL

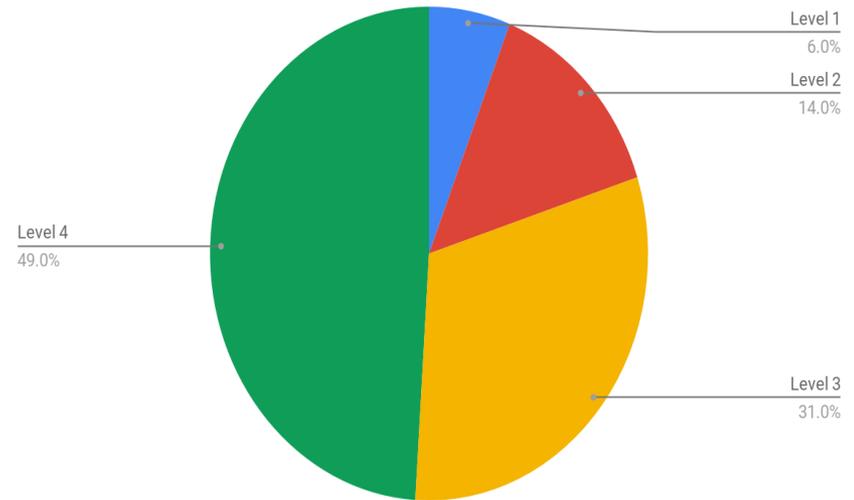
| GRADE | SCALE SCORE | % at 3 or 4 | % at 2 | % at 1 |
|-------|-------------|-------------|--------|--------|
| 3 | 2496 | 81% | * | * |
| 4 | 2526 | 71% | 12% | 17% |
| 5 | 2610 | 93% | * | * |
| 6 | 2588 | 75% | 10% | 15% |
| 7 | 2622 | 77% | * | * |
| 8 | 2640 | 81% | 6% | 13% |

Top 10 ELA vs. R18 ELA Averages

Top 10 ELA Averages



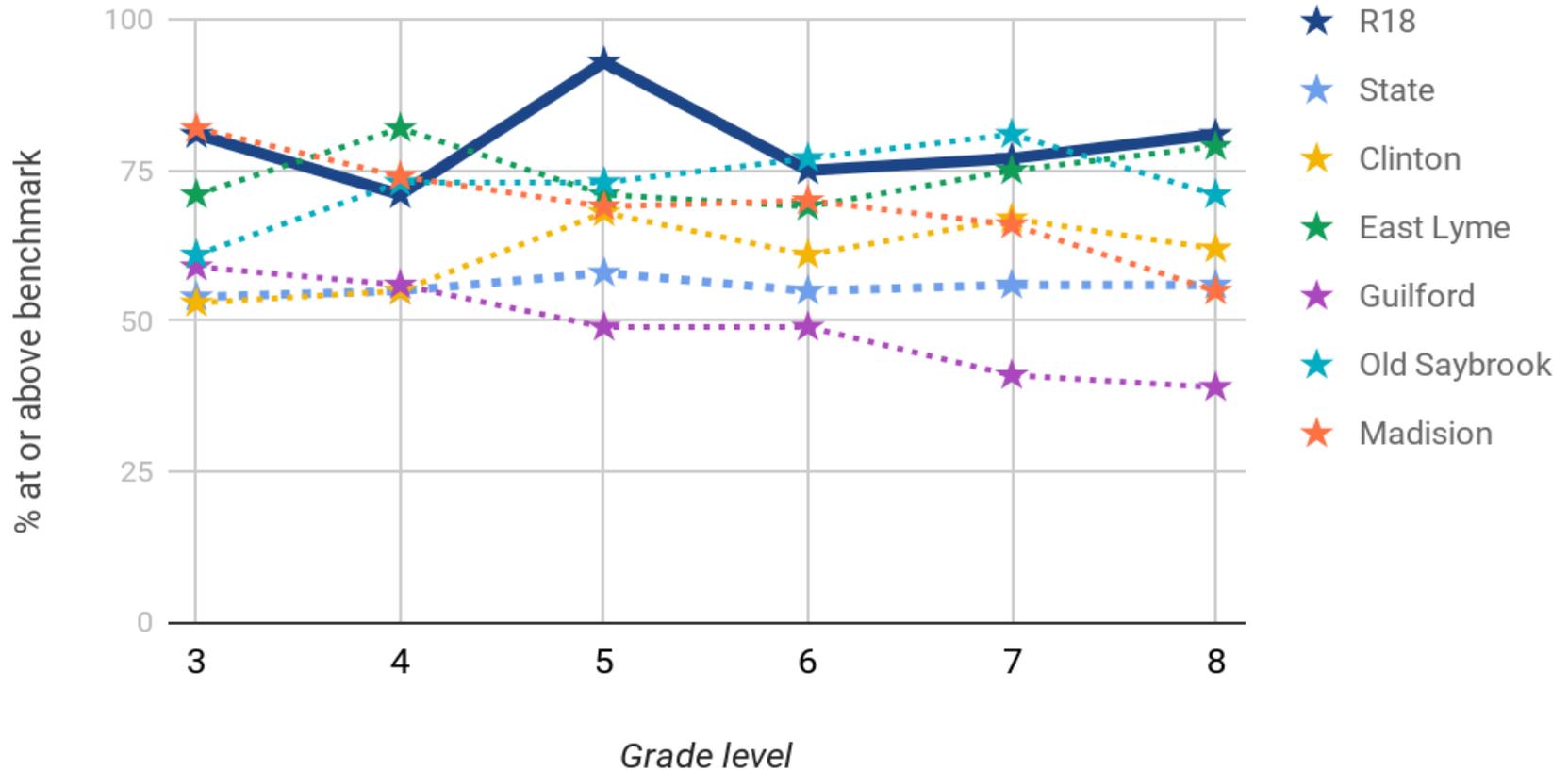
R18 ELA Averages



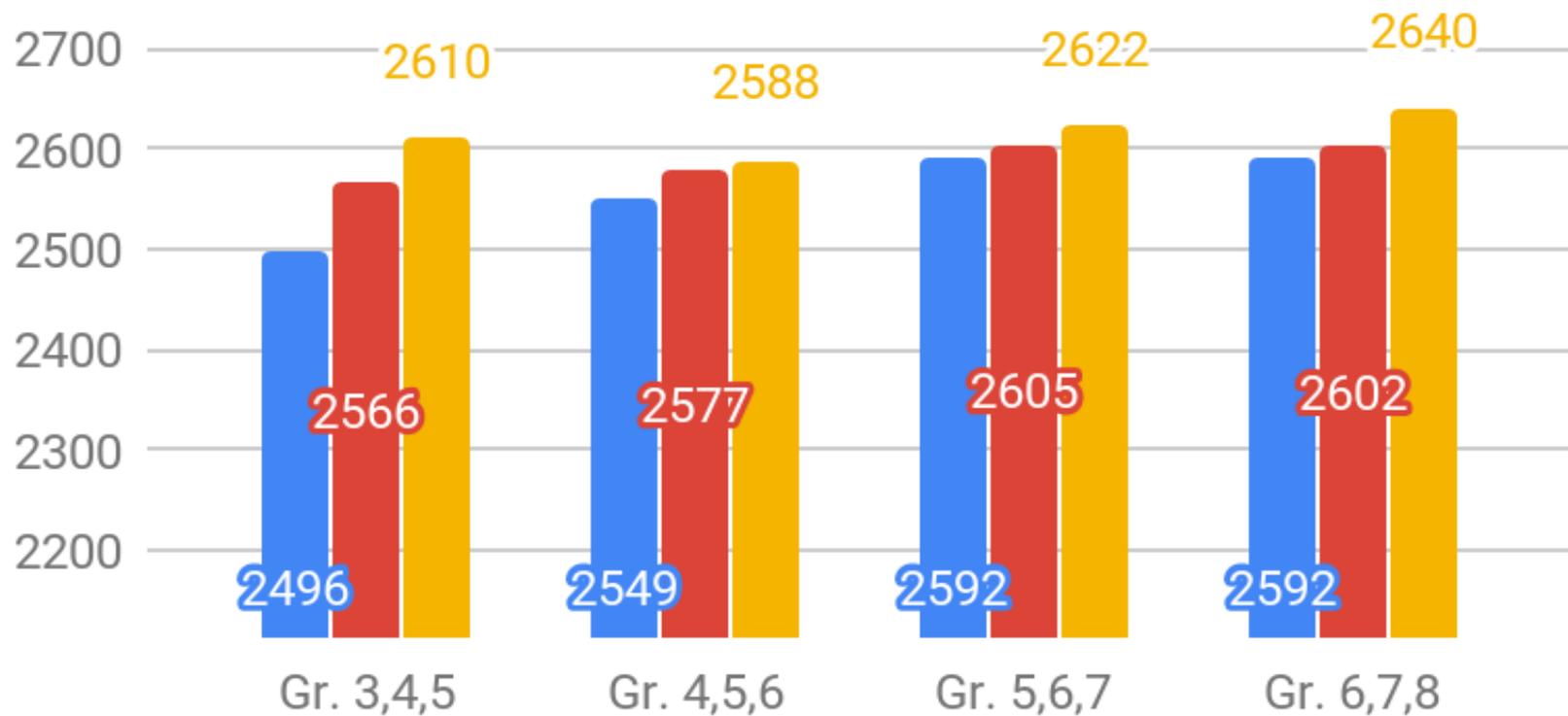
ELA SBAC PERFORMANCE RESULTS

| | Scale Score 2016-17 | Scale Score 2017-18 | Scale Score 2018-2019 | % at 3 or 4 2016-17 | % at 3 or 4 2017-18 | % at 3 or 4 2018-2019 | Ranking 2016-17 | Ranking 2017-18 | Ranking 2018-2019 (132-160) |
|---|---------------------|---------------------|-----------------------|---------------------|---------------------|-----------------------|-----------------|------------------|-----------------------------|
| 3 | 2496 | 2485 | 2496 | 78% | 86% | 81% | 17th | 4 th | 15th |
| 4 | 2549 | 2566 | 2526 | 86% | 92% | 71% | 3rd | 2 nd | 56th |
| 5 | 2592 | 2577 | 2610 | 90% | 81% | 93% | 2nd | 22 nd | 2nd |
| 6 | 2592 | 2605 | 2588 | 81% | 70% | 75% | 15th | 14 th | 32nd |
| 7 | 2593 | 2602 | 2622 | 76% | 79% | 77% | 30th | 23 rd | 27th |
| 8 | 2609 | 2613 | 2640 | 71% | 73% | 81% | 38th | 48 th | 19th |

Shoreline ELA % At or Above



ELA Cohort Growth 2017-2019



2017-2018 AVERAGE MATH SCALE SCORES BY GRADE LEVEL

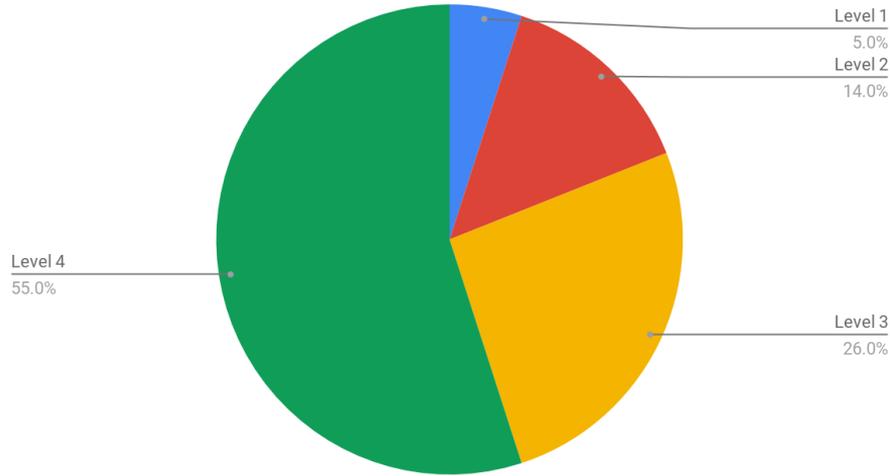
| Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Level 4 | 2501-2621 2516 | 2549-2659 2551 | 2579-2700 2601 | 2610-2748 | 2635-2778 | 2653-2802 |
| Level 3 | 2436-2500 | 2485-2548 | 2528-2578 | 2552-2609 2571 | 2567-2634 2627 | 2586-2652 2646 |
| Level 2 | 2381-2435 | 2411-2484 | 2455-2527 | 2473-2551 | 2484-2566 | 2504-2585 |
| Level 1 | 2189-2380 | 2204-2410 | 2219-2454 | 2235-2472 | 2250-2483 | 2265-2503 |

2018-2019 MATH BREAKOUT BY GRADE LEVEL

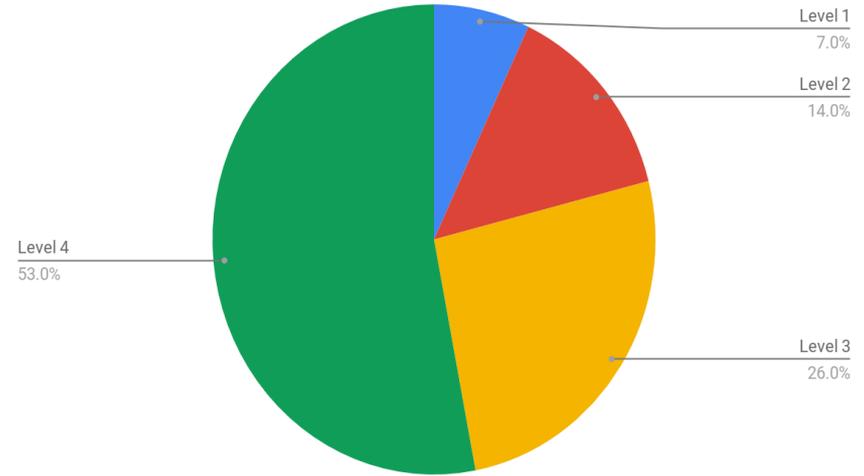
| GRADE | SCALE SCORE | % at 3 or 4 | % at 2 | % at 1 |
|-------|-------------|-------------|--------|--------|
| 3 | 2516 | 90% | * | * |
| 4 | 2551 | 81% | 11% | 7% |
| 5 | 2601 | 85% | * | * |
| 6 | 2571 | 66% | 21% | 14% |
| 7 | 2627 | 81% | 12% | 7% |
| 8 | 2646 | 74% | 18% | 8% |

Top 10 MATH vs. R18 Math Averages

Top 10 MATH Averages



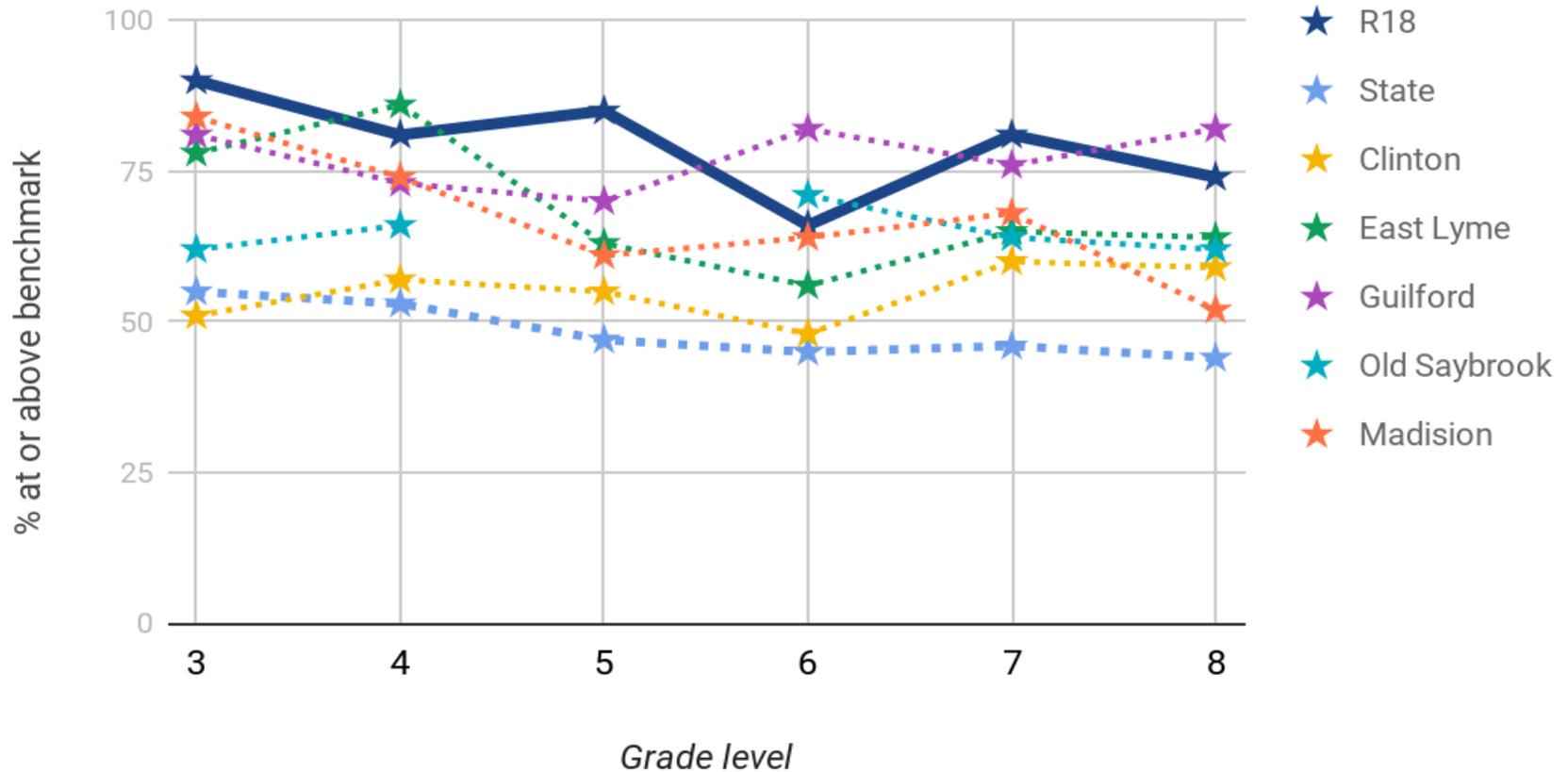
R18 Averages



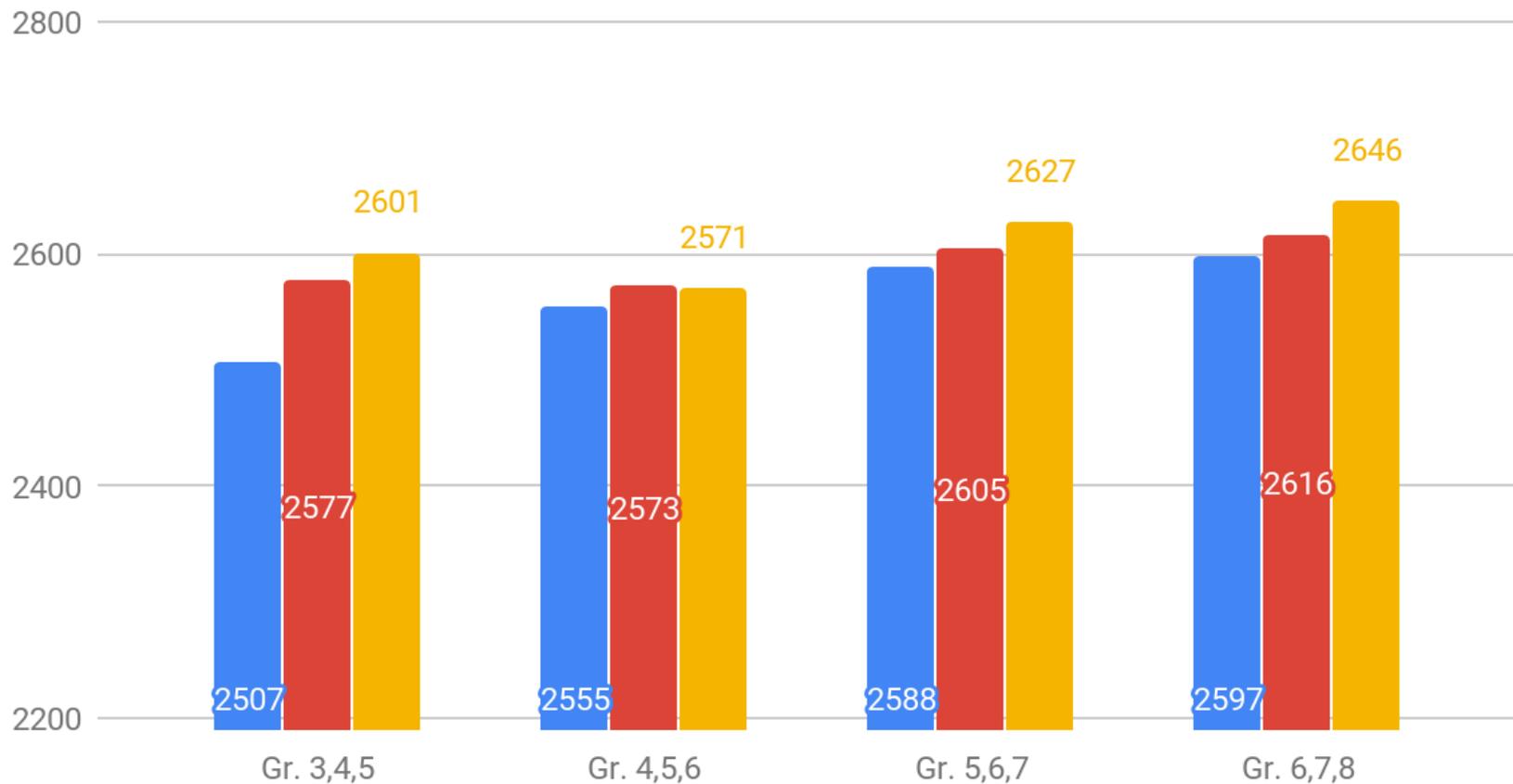
MATH SBAC PERFORMANCE RESULTS

| | Scale Score 2016-17 | Scale Score 2017-18 | Scale Score 2018-19 | % at 3 or 4 2016-17 | % at 3 or 4 2017-18 | % at 3 or 4 2018-19 | Ranking 2016-17 | Ranking 2017-18 | Ranking 2018-19 (136-160) |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|---------------------------|---------------------------|
| 3 | 2507 | 2494 | 2516 | 82% | 82% | 90% | 8 th | 10 th | 4th |
| 4 | 2555 | 2577 | 2551 | 89% | 90% | 81% | 3 rd | 3 rd | 17th |
| 5 | 2588 | 2573 | 2601 | 81% | *Not reported | 85% | 3 rd | * (S.S. 9 th) | 5th |
| 6 | 2597 | 2605 | 2571 | 74% | 79% | 66% | 15 th | 5 th | 34th |
| 7 | 2612 | 2616 | 2627 | 74% | 74% | 81% | 10 th | 10 th | 6th |
| 8 | 2633 | 2647 | 2646 | 71% | 75% | 74% | 12 th | 10 th | 11th |

Shoreline Math % At or Above



MATH Cohort Growth 2017-2019



Achievement Vs. Growth

Achievement: *A snapshot measure of academic performance*

SBAC Scale Score / Level

ELA Grade 5: 2581 / Level 3

Growth: *A change in achievement between one or more points.*

Growth Rate (Target) and Percentage of Target Achieved

Yes or No / % of Target

What we know is true and continuous improvement

SBAC is high stakes for districts

- Achievement is part of the district “report card”
- Public information
- Teachers take ownership for data

Many years worth of trend data

- Trend and cohort data available for all demographics

Achievement and growth are different measures

- Achievement against standards informs curricular and instructional changes
- Growth trends inform *where/with whom* to differentiate curriculum and instruction
- Teacher SLOs

SBAC preparation supports success

- Interim Assessment Blocks/AVA
- Embedded curricular practice

SBAC questions?



NEXT GENERATION

SCIENCE

STANDARDS

For States, By States

NGSS Components

1

Life Science

Life Cycle, growth/development/genetics, ecosystems, etc.

2

Physical Science

Properties of matter, forces, chemistry, etc.

3

Earth/Space Science

Rock cycle, solar system, weather, etc.

4

Science/Engineering Practices

Eight practices that are used by scientists and engineers in their work (Data analysis, modeling, defining problems, planning investigations, etc.).

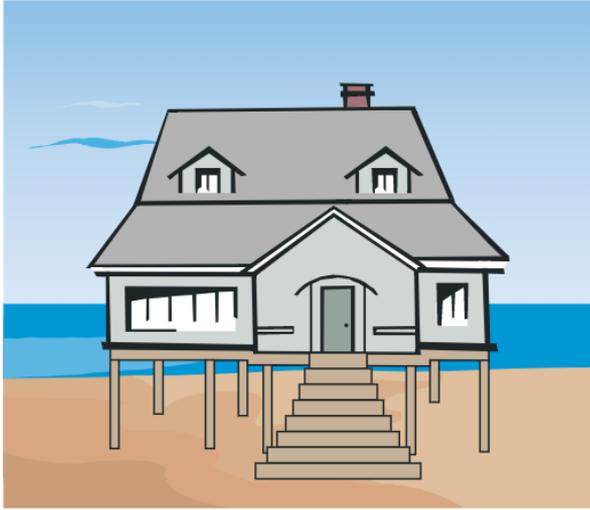
5

Cross-Cutting Concepts

Seven concepts that overlap and link all the sciences (patterns, cause/effect, structure, etc.).

Sometimes, when buildings are built near  that are likely to flood, they are built on stilts. This allows the house and its contents to remain safe if the area floods. An example is shown in Figure 1.

Figure 1. Stilt House



Your Task

In the questions that follow, you will make a claim about the effectiveness of stilts as a solution to flooding.

Deductive reasoning based on Phenomena

Choose **three** ways that stilts protect houses from flooding.

| | Protects Against | Does Not Protect Against |
|--|-------------------------------------|-------------------------------------|
| Household objects being washed away | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Water damage to floors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Water damage to household objects | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Yard flooding | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Making a claim based on evidence gathered

Part D

Are stilts a good solution to deal with possible floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they . This means that .

2018-2019 NGSS Assessment Results

| Grade | % at or above goal |
|-------|--------------------|
| 5 | 90% |
| 8 | 84% |
| 11 | 71% |

What we know is true and continuous improvement

NGSS is high stakes for districts

- Achievement is part of the district “report card”
- Public information
- Teachers take ownership for data K-12

New assessment

- Minimum of three years for valid results/deeper meaning

Teacher preparation supports growth

- NGSS PD throughout school year focused on classroom practices and new standards
- Walk-throughs to inform PD needs K-12

Student preparation supports success

- Practice test items
- Updated curricular courses/materials/practice

Final Questions?