

Bethany Community School 2022 SBA / NGSS Results

No testing in 2020

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3 Types of Data

- Previously, we would have what we called “**norm-referenced data.**” This mean that when students took the CMT, they would be listed as in the 80th percentile.
- The problem was that someone had to be at the bottom. What if everyone did a great job? Someone always looked like they weren’t doing well.
- For SBAC, we use “**criterion-referenced data.**” This means that the state sets a target and students get credit for meeting that target. If everyone meets it, everyone gets credit.
- Then there was a question of “What if a student is struggling to start, but is doing a great job of improving? Shouldn’t that student get credit for the amount of improvement?” There was also the question of “What about the students who are doing well, but staying flat and not improving?” This is why we have **growth scores** as well.

Achievement Data

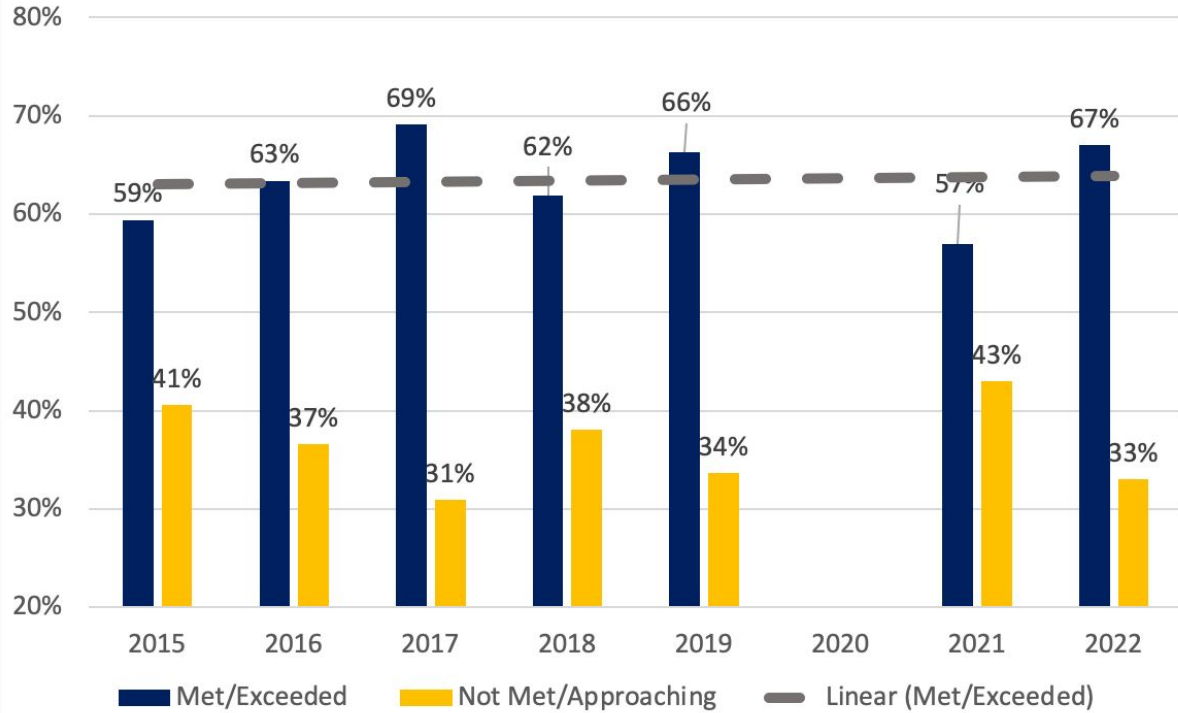
- **Achievement** - The state sets an expectation for where all 3rd, 4th, 5th, and 6th grade students should score. This is what you typically think of in terms of SBA data.
- **Think:** “Did they get a high enough score to meet expectations?”
- **Results would be measured in:** What percent of students met the achievement target?

2022 SBA Math Achievement Scores

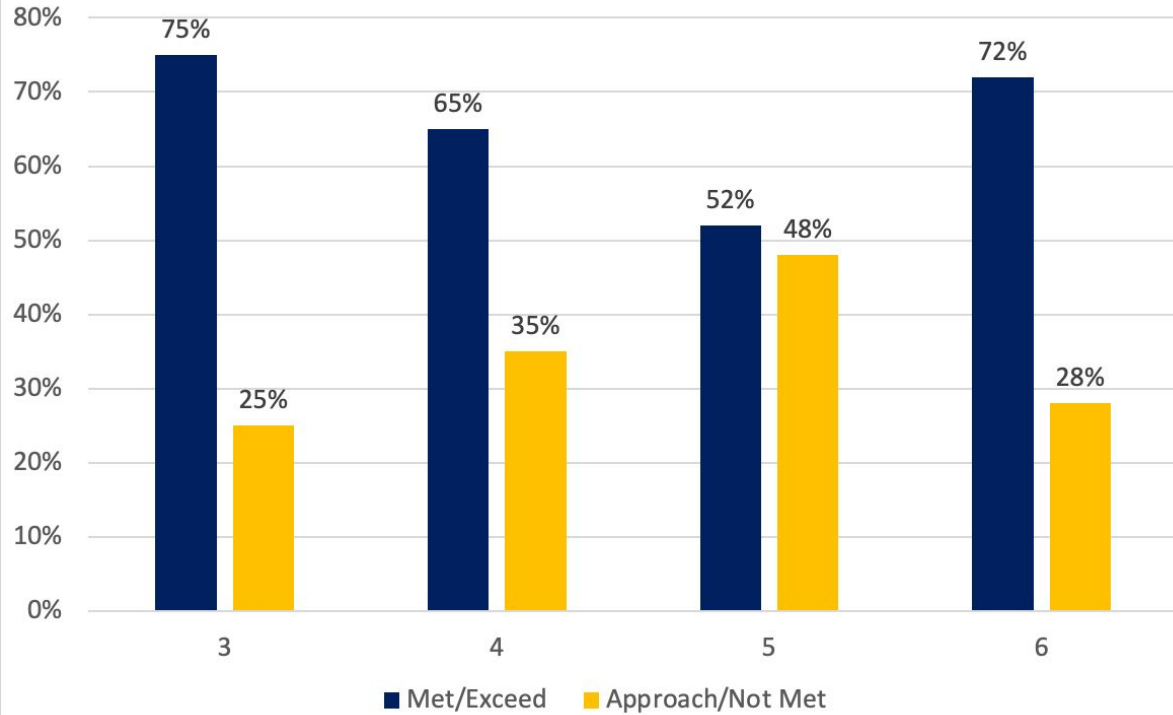
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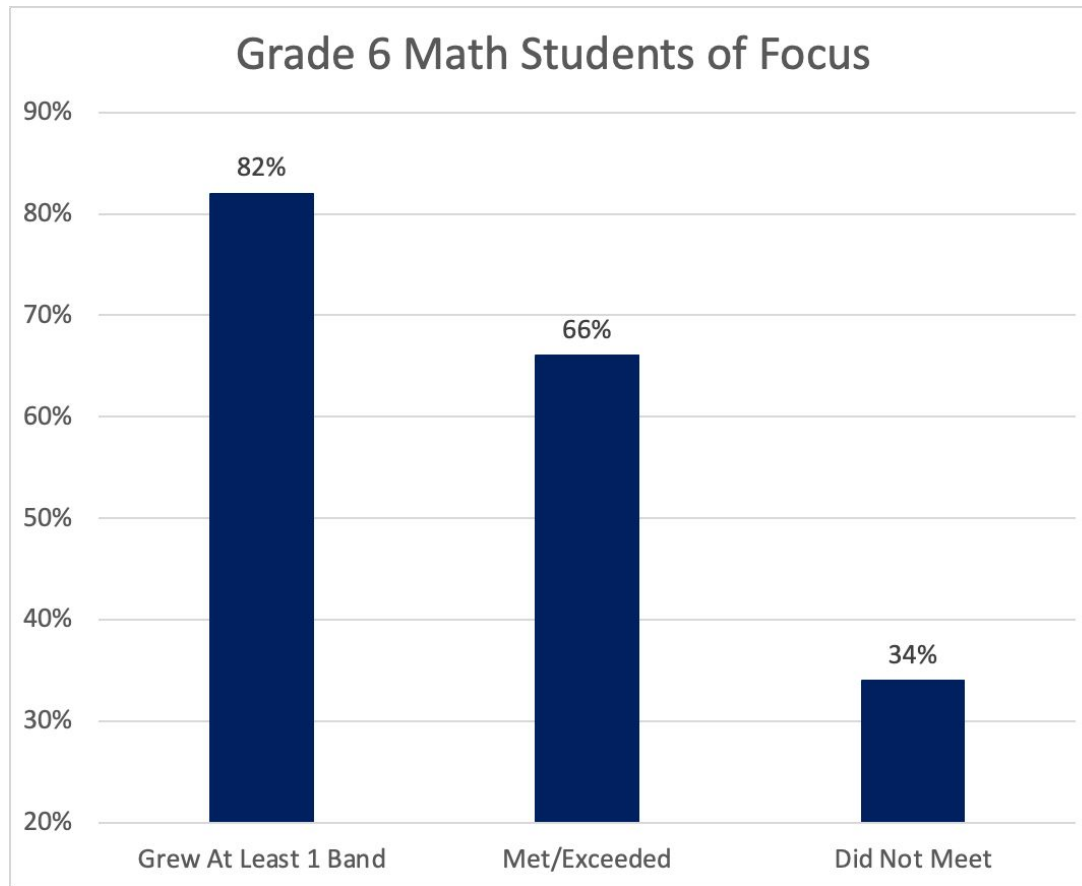
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SBAC Longitudinal Data: Math Achievement 2015-2022



2022 SBAC Math Achievement Results: Met Target By Grade





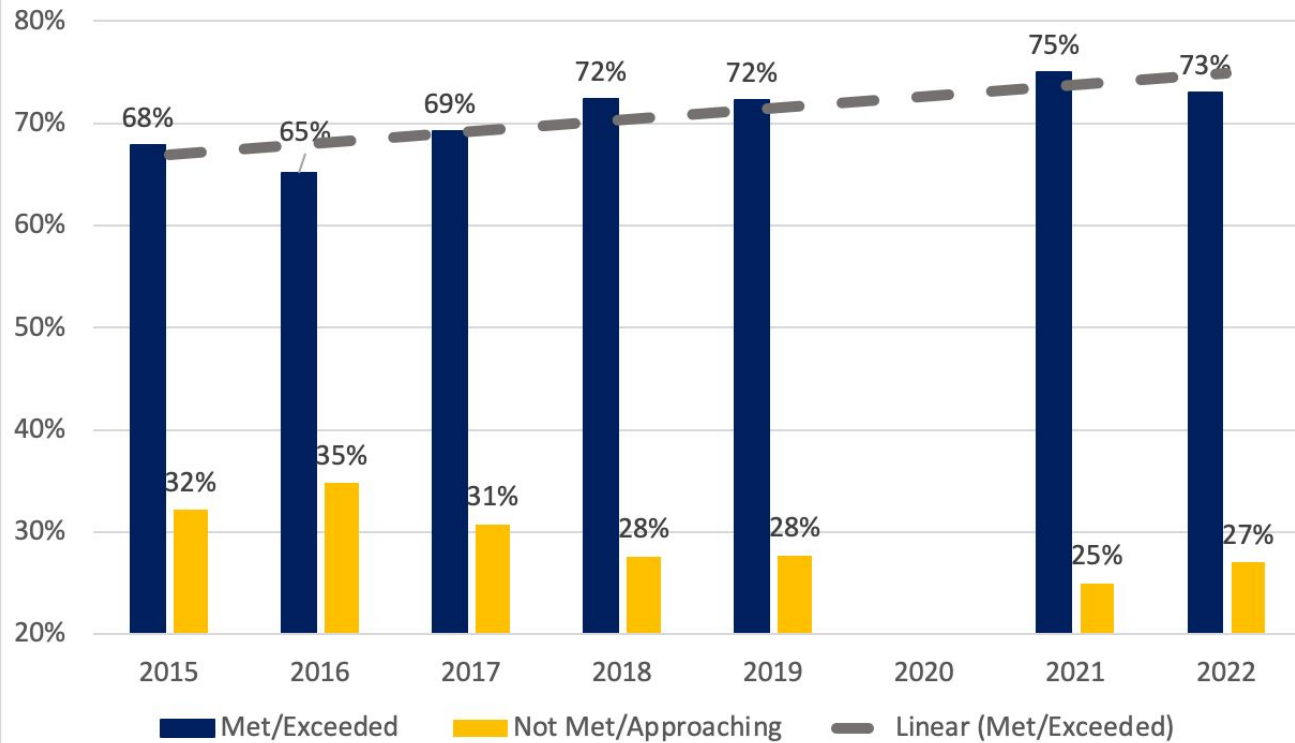
Math: Students of Focus (Grade 6) - Grade 3: Met/Exceeded, Grade 5 Did Not Meet/Approaching

2022 SBA ELA Achievement Scores

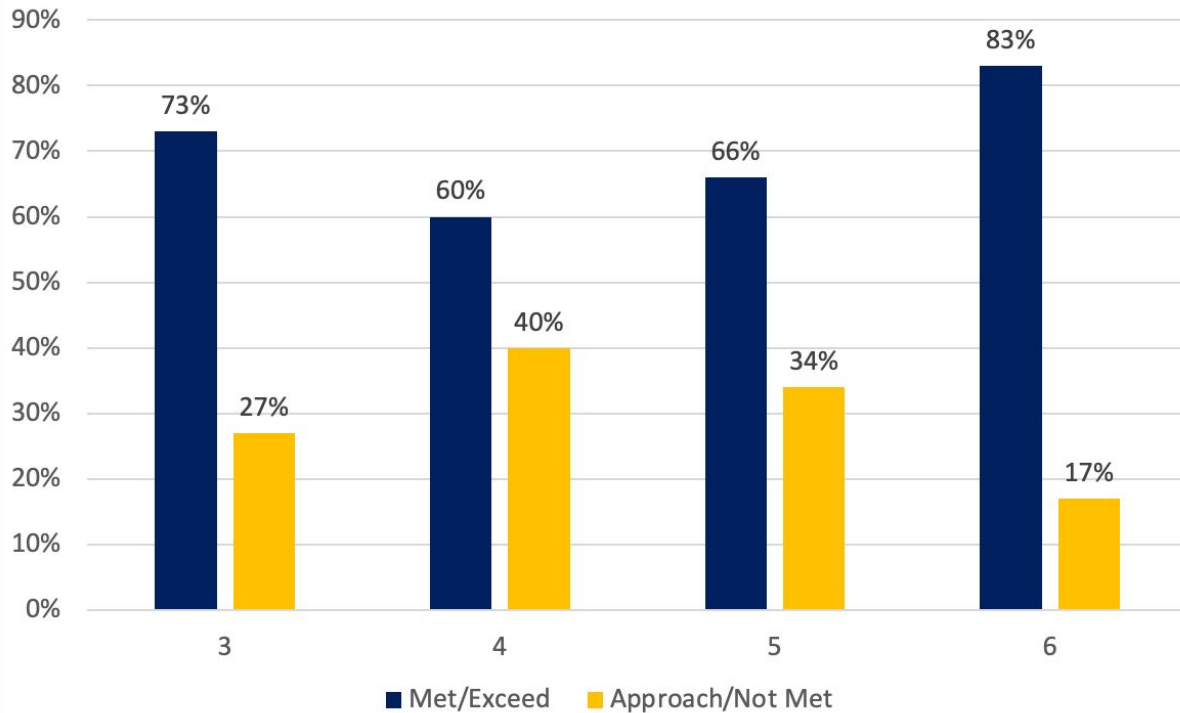
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SBAC Longitudinal Data: ELA Achievement 2015-2022



2022 SBAC ELA Achievement Results: Met Target By Grade

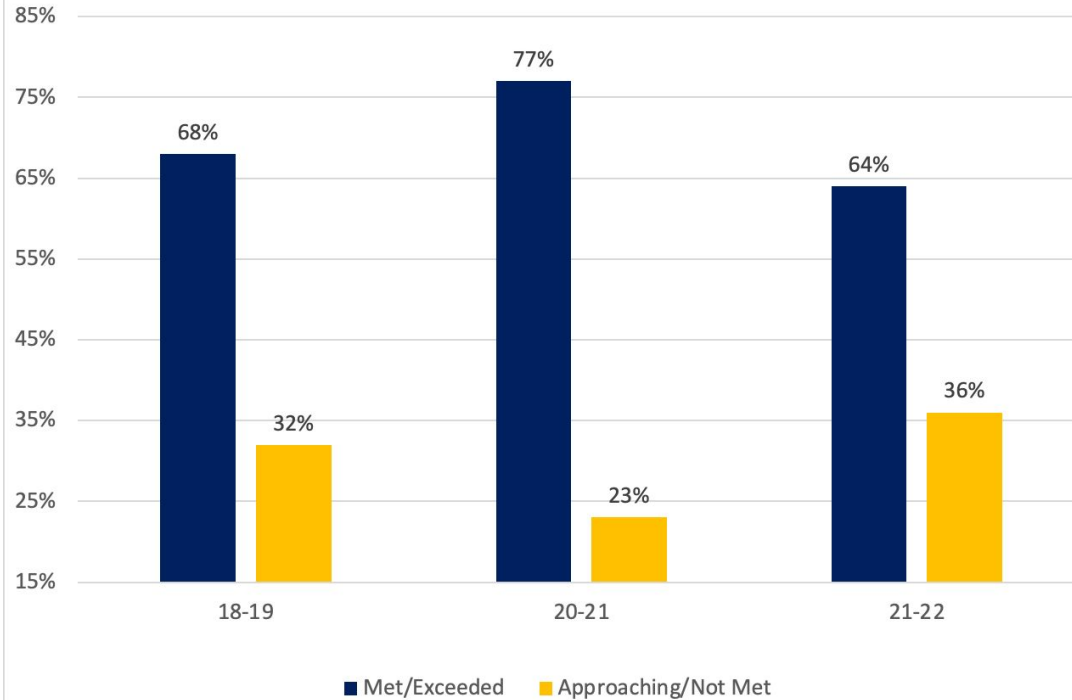


2022 NGSS Achievement Scores

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BCS Grade 5 NGSS Science Assessment Results



SBA Growth Data 2016-2022

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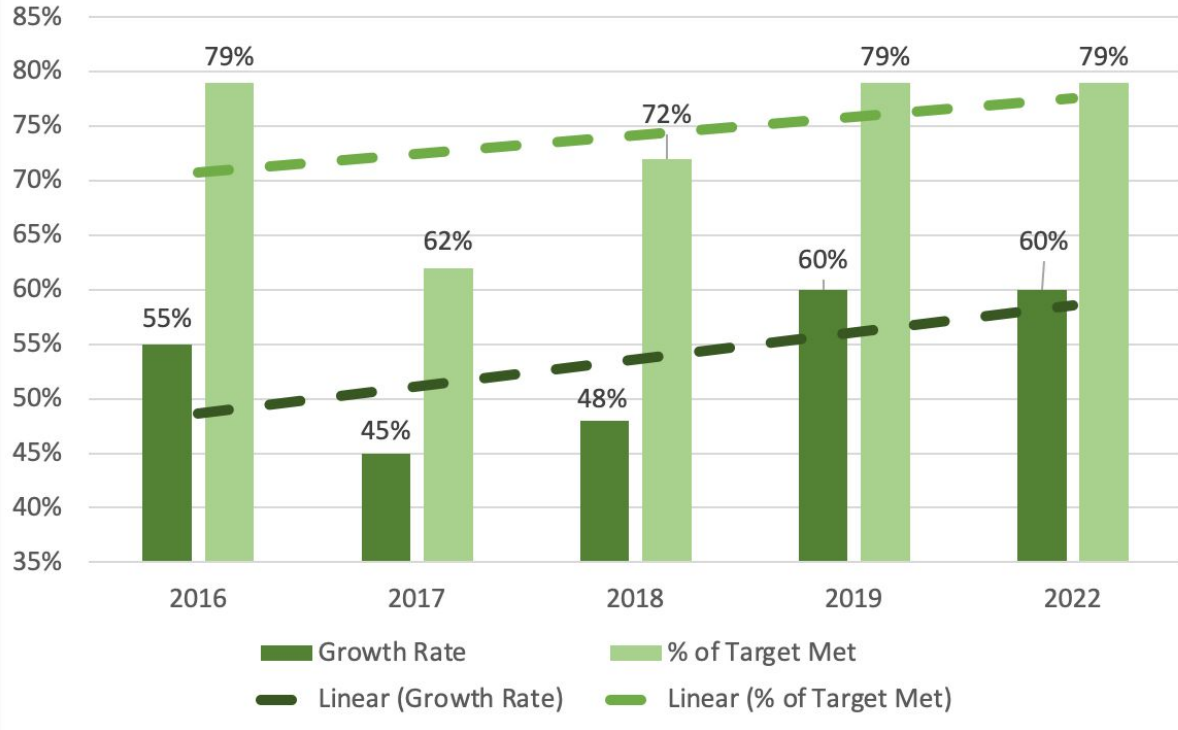
SBA Growth Rate Data

- **Growth Rate** - Each student, regardless of their achievement score, will receive a growth target for the next assessment. If they grow by that amount or more, they are said to have met their growth target and are counted in the growth rate.
- **Think:** “Did they grow as much as they were expected?”
- **Results would be measured in:** What percent of students met the growth expectations?

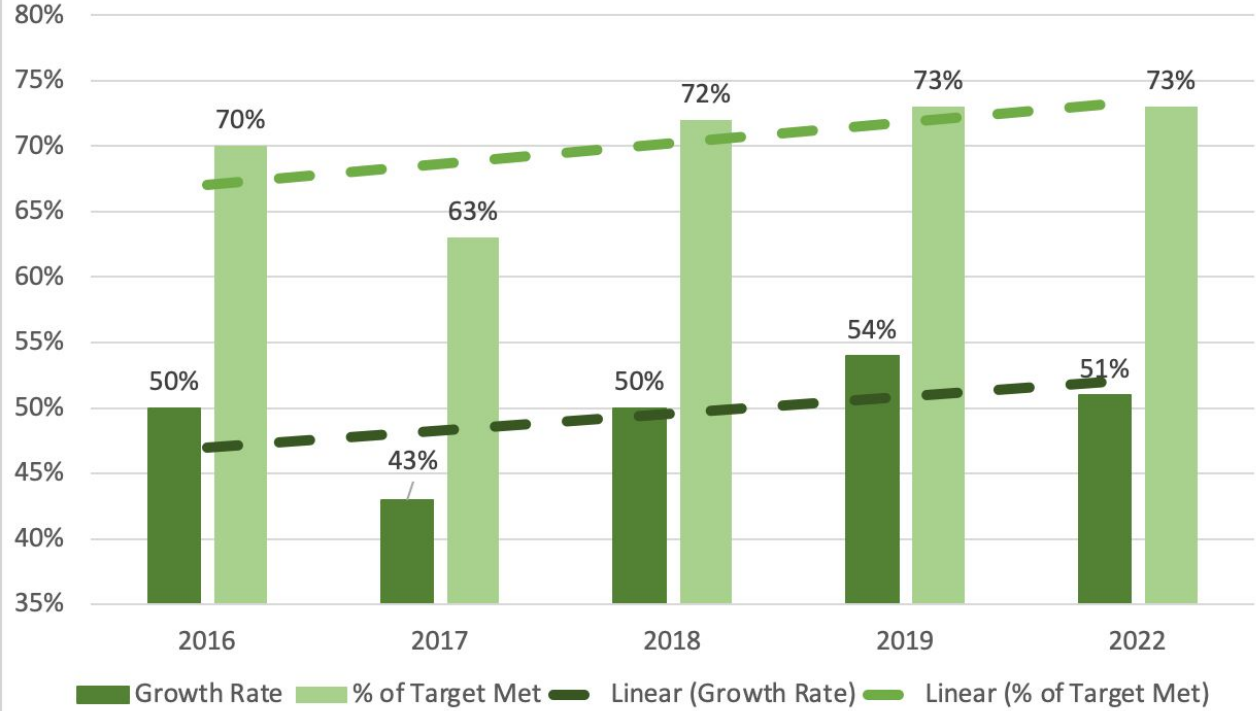
SBA Percentage of Target Growth

- **Percentage of Target Achieved** - For each student, the state compares how much they expected that student to grow vs. how much they actually grew. This is the percentage of growth target score.
- **Think:** “How MUCH did they grow?”
- **Results would be measured in:** On average, what percent of their expected growth did that group make?

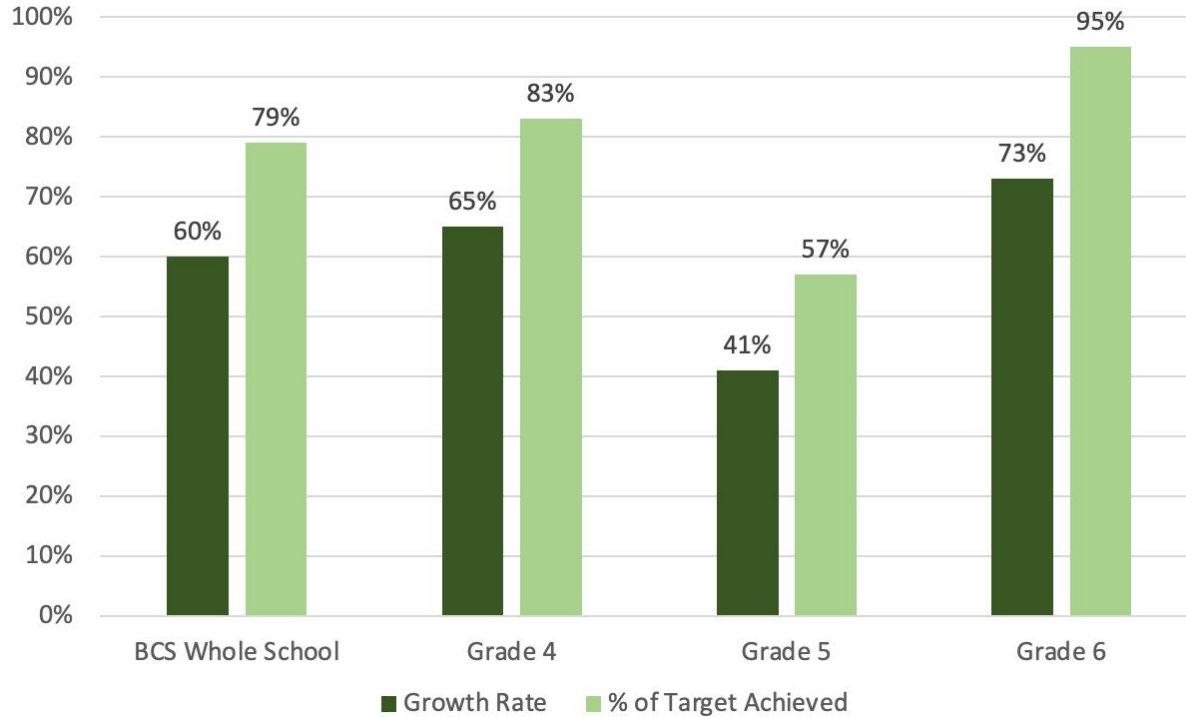
SBAC Longitudinal Data: Math Growth 2016-2022



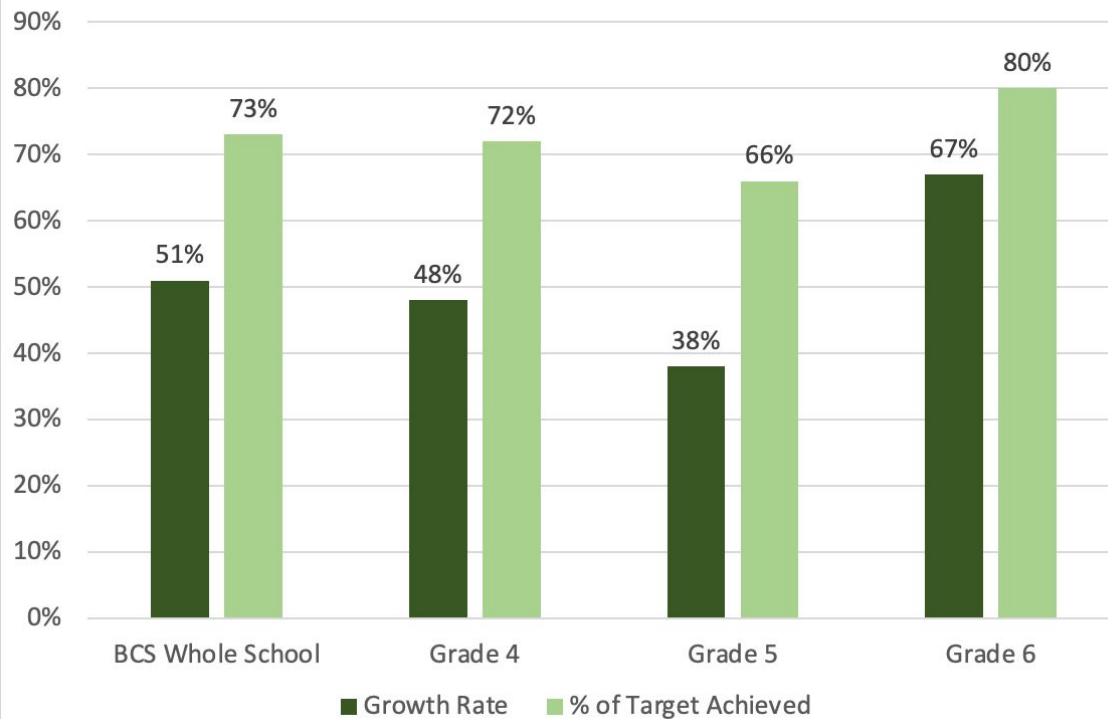
SBAC Longitudinal Data: ELA Growth 2016-2022



2022 SBAC Math Growth Results: Whole School By Grade



2022 SBAC ELA Growth Results: Whole School By Grade



2022 SBA Scores: Subgroup Achievement Comparisons

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SBA Subgroup Data:

- When we look at data for our school, the deeper we can look, the better we are able to understand the data. For this reason, we look at sub-group data.
- The state of Connecticut uses the sub-group of “**High-Needs**” to determine if we have an achievement gap. Those counted in the High Needs sub-group include English Language Learners (ELL), students with Special Education (SpEd) programming, and Low Socio-Economic students (those who qualify for free or reduced price lunch).
- Additionally, we can look at other subgroups like **race/ethnicity** and **gender** for further information.

SBA Longitudinal Data by Cohort

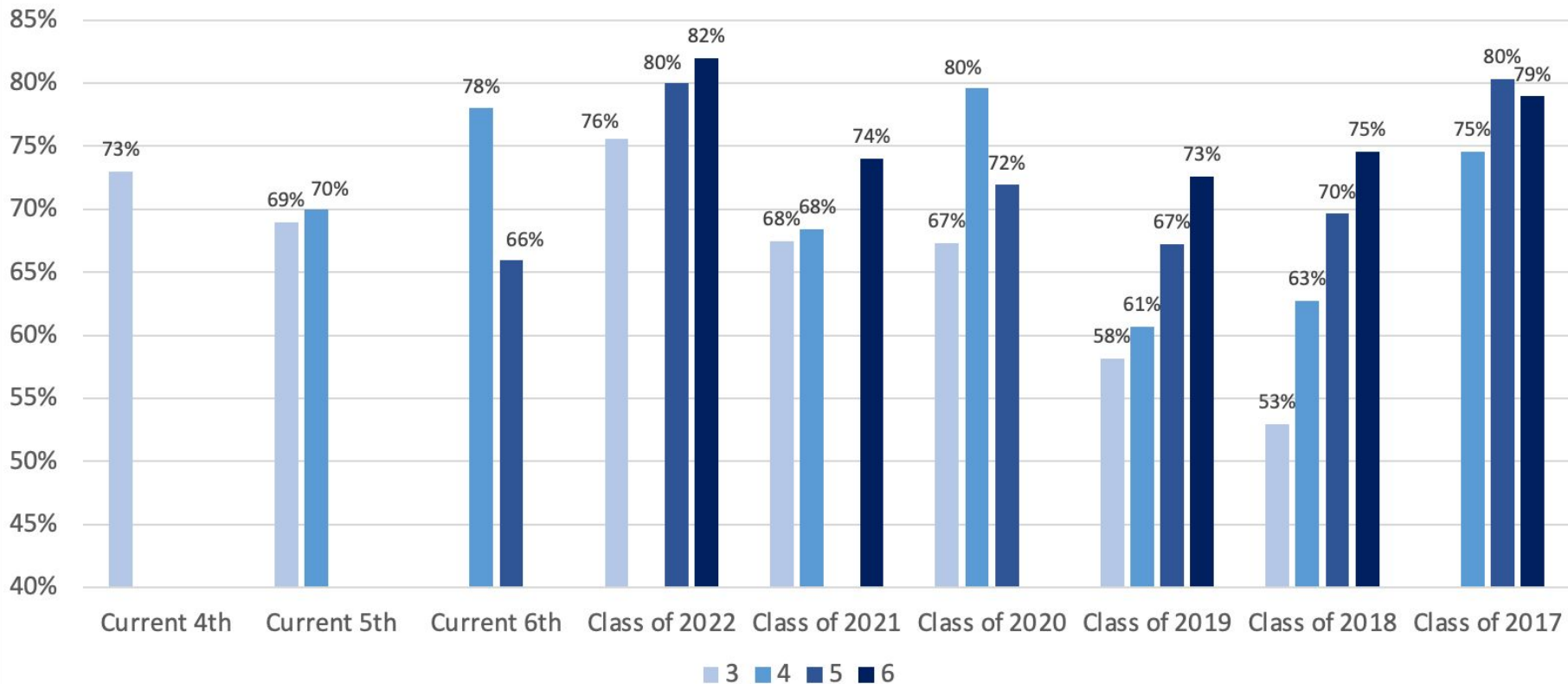
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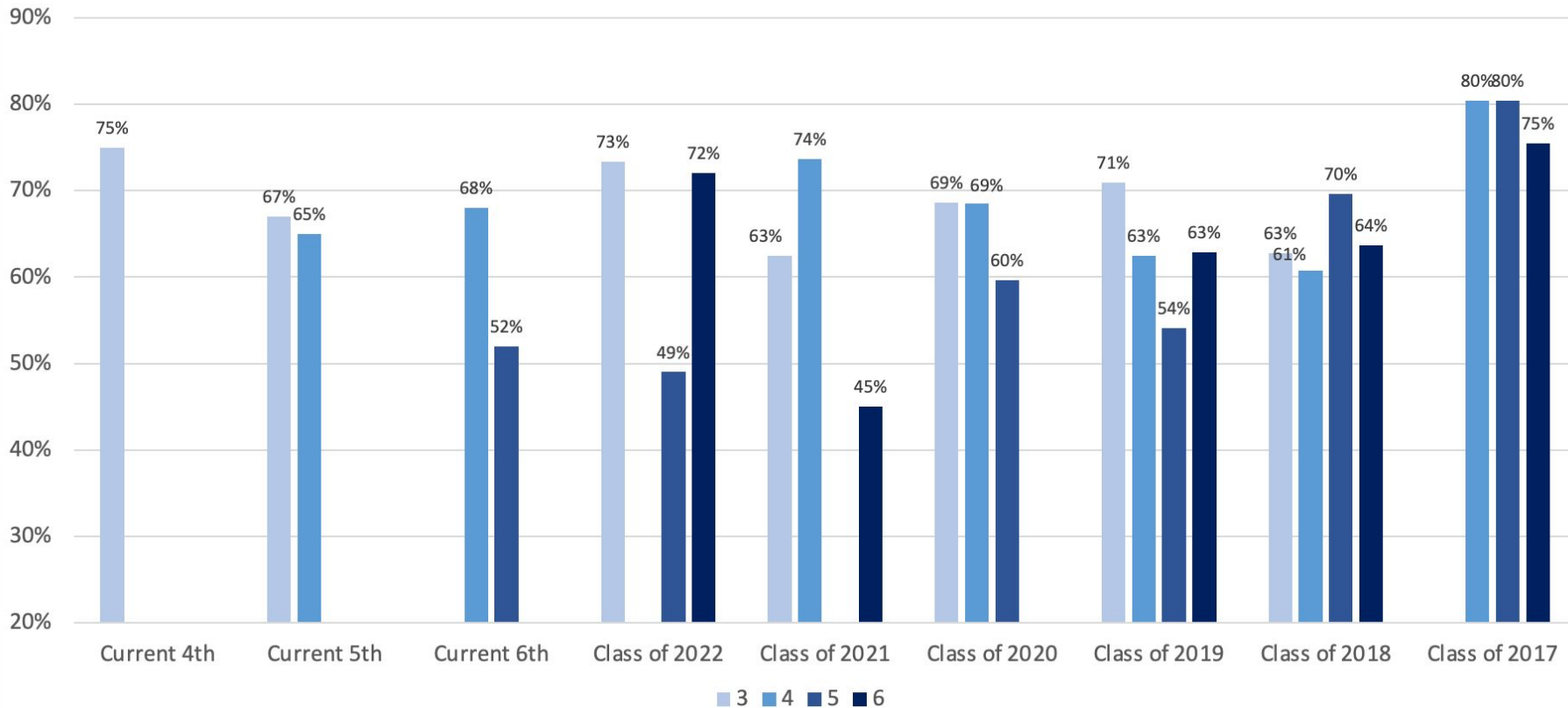
Other Considerations: Cohort vs. Grade-Level Data

- Previously, we would ask, “How are your third grade scores this year?”
- This presents a problem. Since each group of third grade students is different from year to year, comparing this year’s third grade to last year’s third grade doesn’t get us an accurate picture of the data over time.
- Instead, we look at cohort data over time. We can compare this year’s fourth grade data against that same cohort’s data from the previous year.
- In this way, we can see how groups of students are progressing.

SBAC Longitudinal Data By Cohort: ELA



SBAC Longitudinal Data By Cohort: Math



2022 SBA Scores Compared: BOWA & DRG C

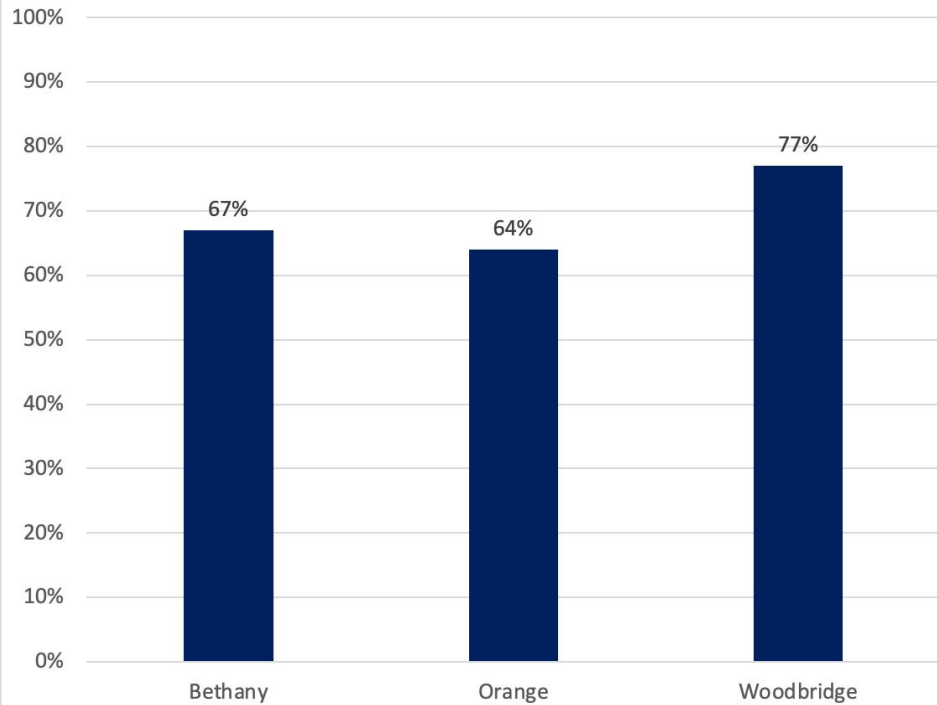
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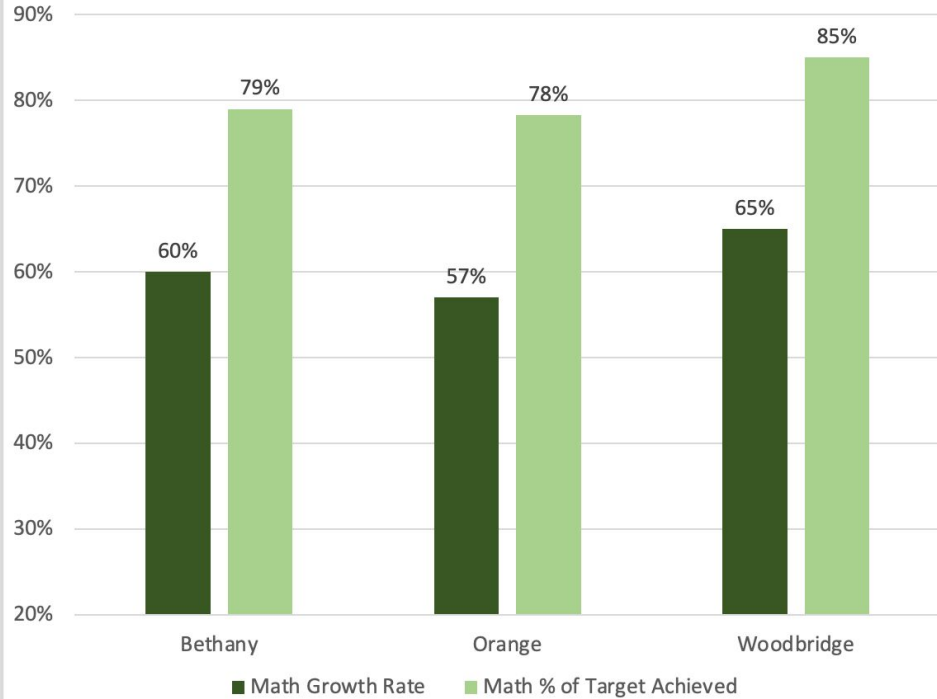
Other Considerations: DRG and BOWA Data

- [District Reference Groups](#) (DRG) are an important way to compare apples to apples in terms of data.
- While there are 169 towns in Connecticut, we can clearly recognize that Bridgeport and New Haven are dealing with different challenges than Fairfield and Greenwich.
- For this reason, the state made the DRGs. They allow us to compare similar towns to each other and understand how schools are doing comparatively.
- The state takes [several factors into account](#) including: parent educational attainment, poverty levels, median household income, and more. DRG A is the highest, DRG I is the lowest. We are in DRG C.
- While we can and will compare ourselves to Orange and Woodbridge, it is important to note that they are both in DRG B with towns like Avon, Glastonbury, and Fairfield.

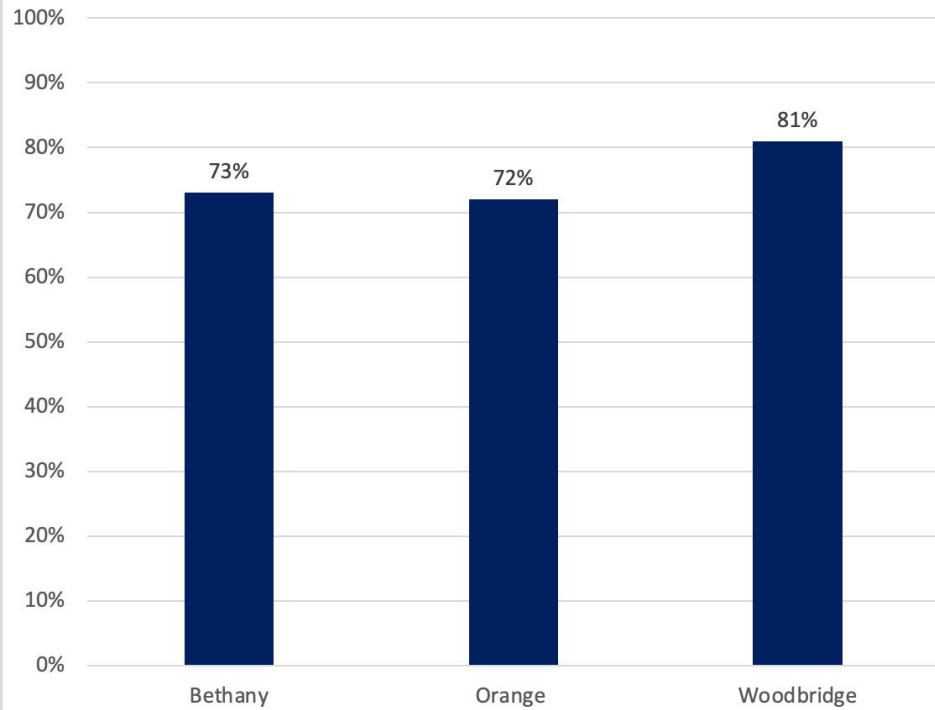
2022 SBAC Achievement Results: BOWA - Math By District



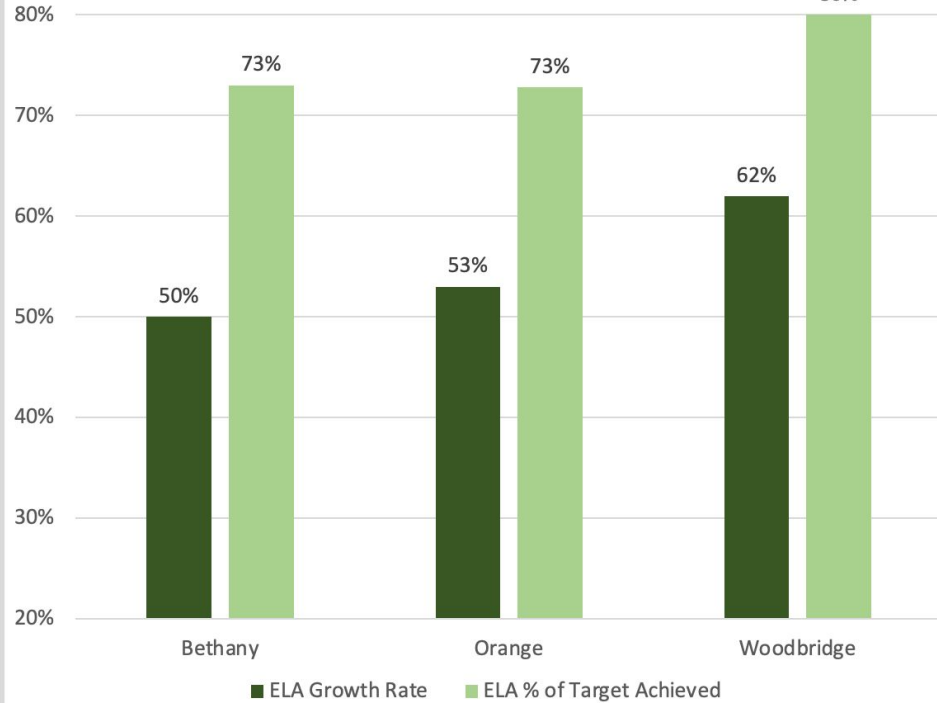
2022 SBAC Growth Results: BOWA - Math By District



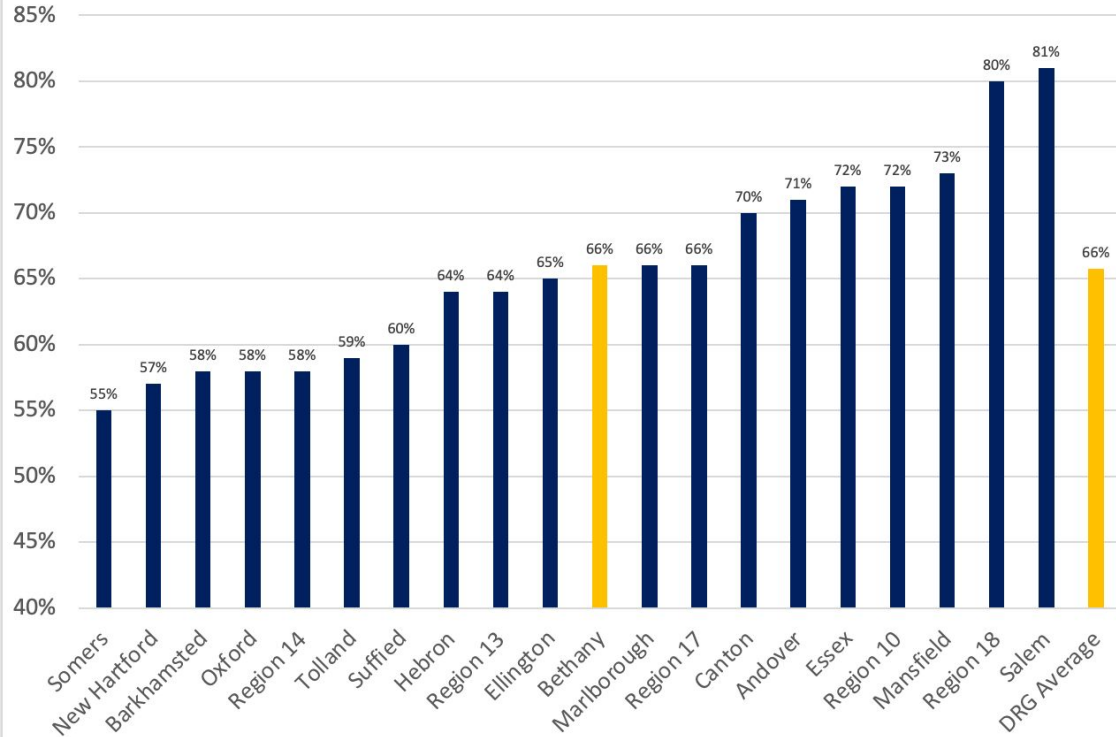
2022 SBAC Achievement Results: BOWA - ELA By District



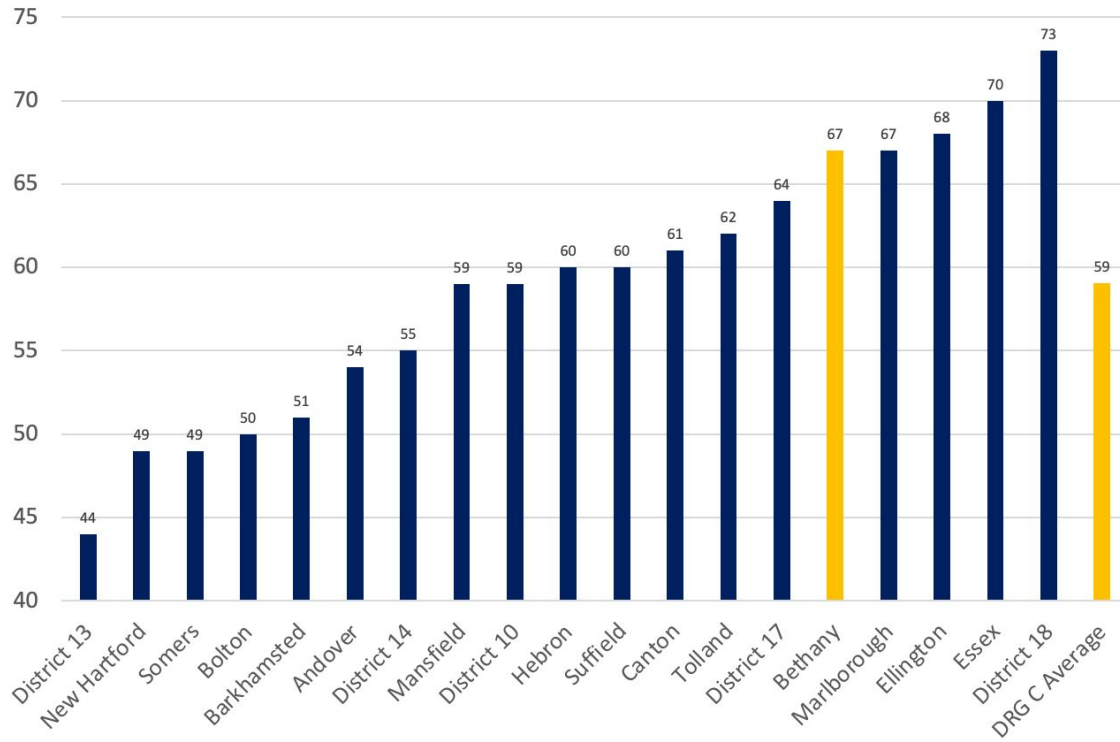
2022 SBAC Growth Results: BOWA - ELA By District



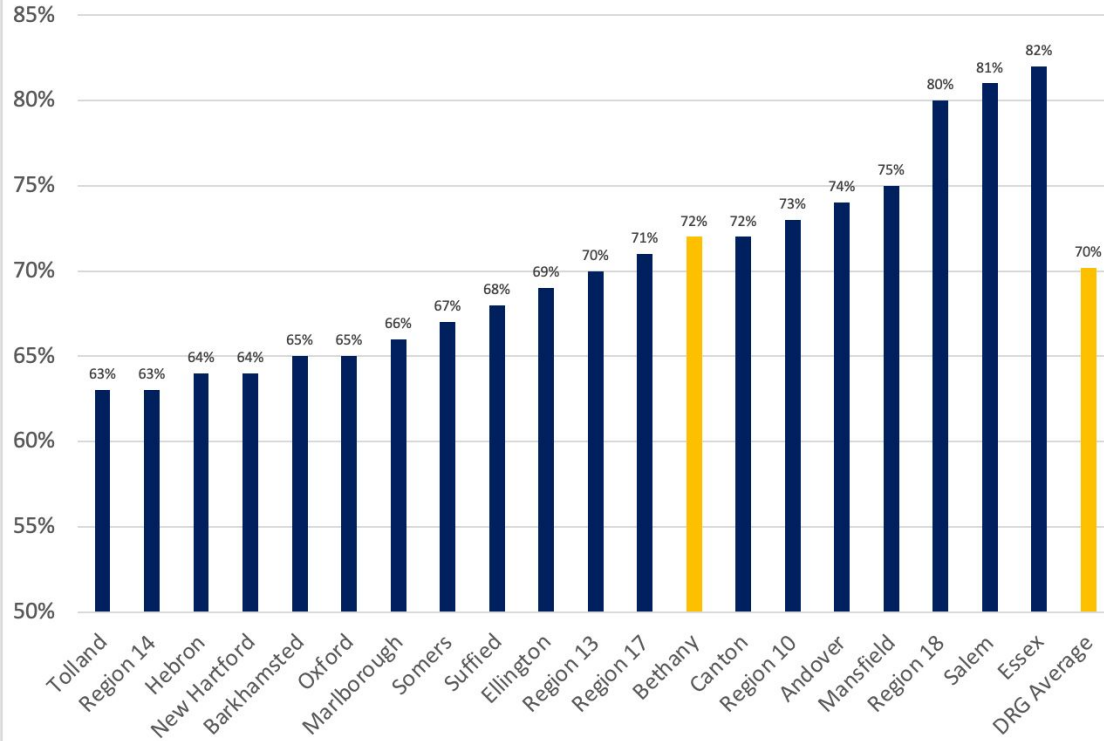
2019 SBAC Achievement Results: DRG C - Math By District



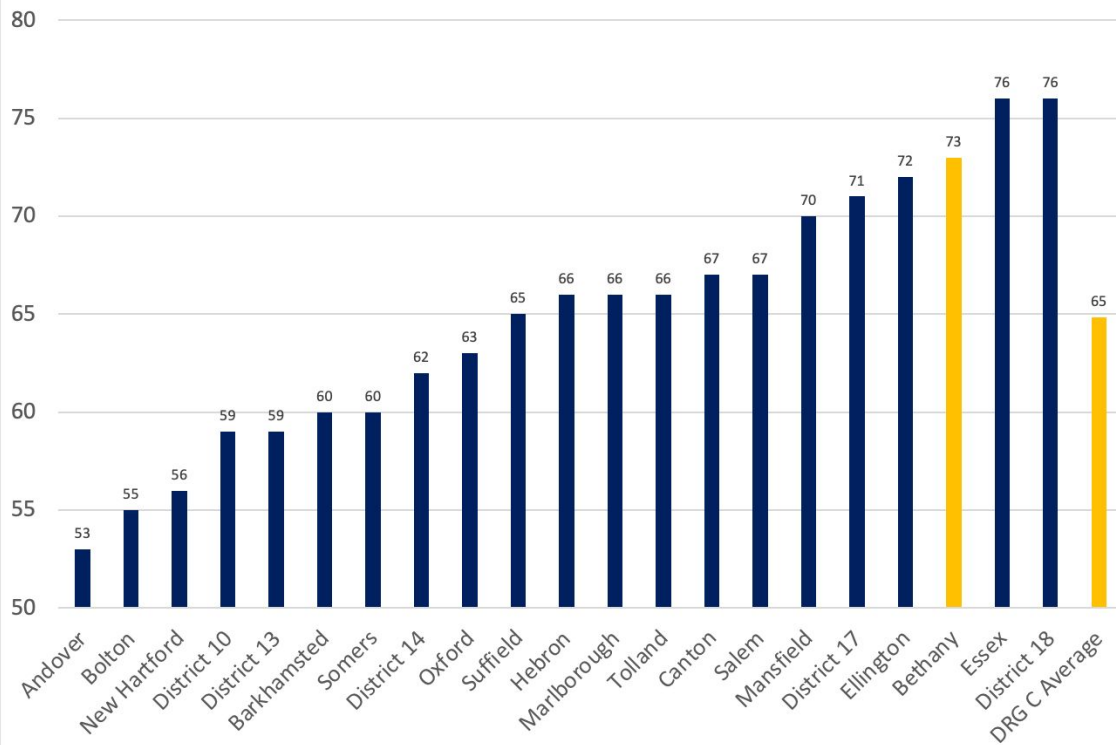
2022 SBAC Achievement Results: DRG C - Math By District



2019 SBAC Achievement Results: DRG C - ELA By District



2022 SBAC Achievement Results: DRG C - ELA By District



Other Considerations: One Type of Data

- We use a multitude of data including:
 - iReady
 - Fountas & Pinnell Reading Scores
 - Fact Fluency
 - Unit Quizzes and Tests
 - Projects and Class Assignments
- Putting too much weight on one area of data can be misleading. This is why we triangulate what we see in these scores on a student level with the other data we have for those students.

Takeaways From The Data:

- ELA data continues to show a strong trend in both achievement and growth.
- Math data shows achievement and growth returning to pre-pandemic levels.
- There continues to be a drop-off in 5th Grade Math. This is seen across the state.
- Subgroup data based on race, gender, and high-needs continues to show areas of focus for us as we move forward.
- Compared to our DRG and BOWA town peers, Bethany's results show the positive impacts of all the work done by staff during the pandemic. In both Math and ELA, we have outpaced our DRG peers and continue to be in line with BOWA.

Next Steps @ BCS

- Continue to focus on programs that support positive growth and achievement in students:
 - SRBI Process, Boost Academy, Data Teams, Student Case Reviews
- Continue to identify those students who met or exceeded in a previous grade, but did not in their most recent assessment.
- Triangulate this data with other data like iReady, F&P, attendance, behavioral, and remote/in-person during 2020-2021 to determine any trends or connections.
- Review Math programming including the ways in which we are supporting students' needs in Team Summit.
- Continue to focus on not only student achievement, but the social-emotional well-being of students. When we teach the whole child, we see positive academic results.