Bethany Community School 2024 SBA / NGSS Results

No testing in 2020

3 Types of Data

- Previously, we would have "**norm-referenced data**." This mean that when students took the Connecticut Mastery Test (CMT), they would be listed as in the 80th or 10th 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 SBA, 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 starts with lower achievement, 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

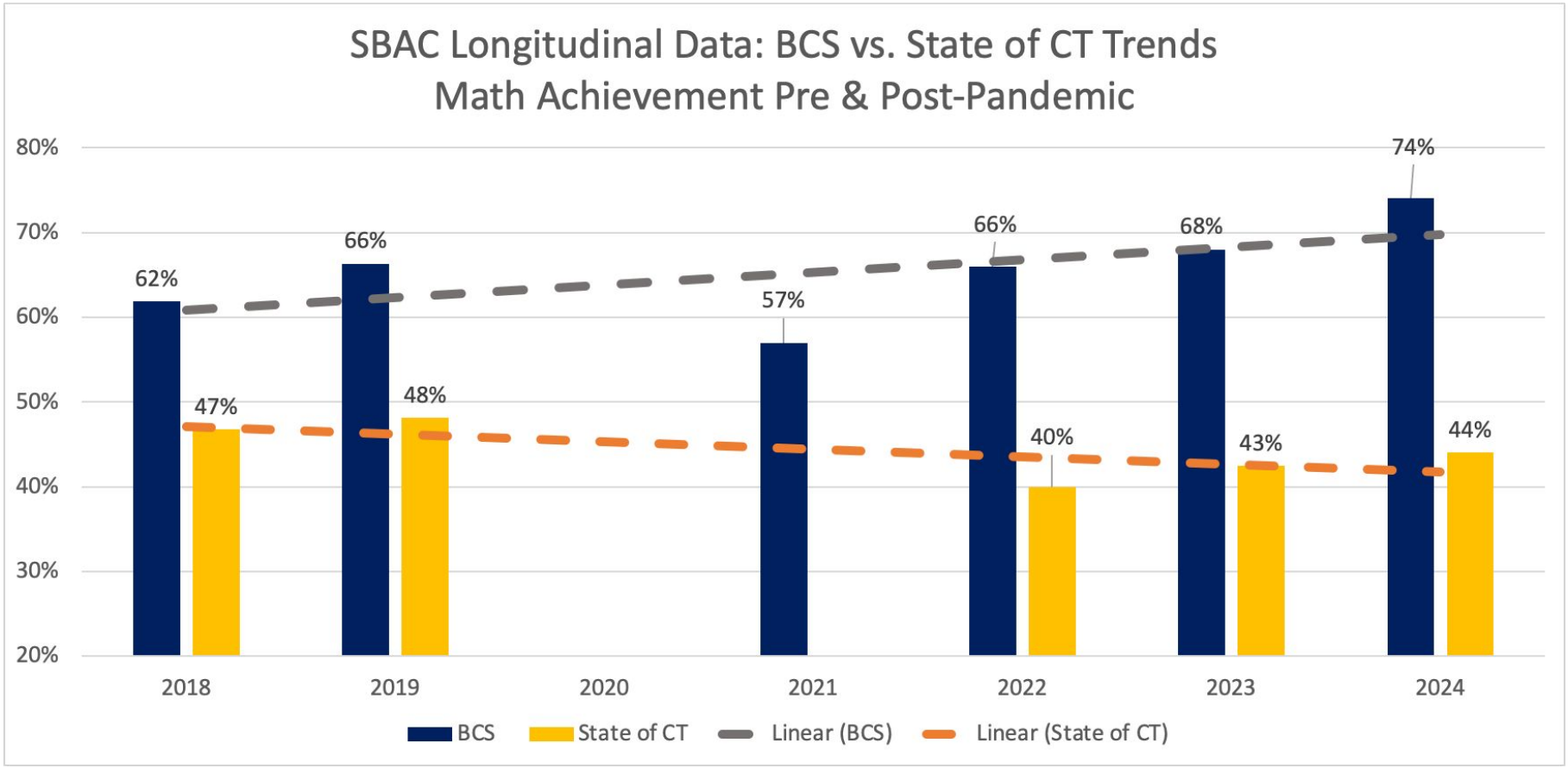
- **Achievement** - The State of CT sets an expectation for where all 3rd, 4th, 5th, and 6th grade students should score. This is what you typically think of in terms of SBA data.
- **Think**: “Did they get a high enough score to meet expectations?” This is measured as a Level 1, 2, 3, or 4. Students scoring at a Level 3 or 4 are deemed to be “Meeting Expectations.”
- **Results would be measured in**: What percent of students met the achievement target?

Too Long, Didn't Read:

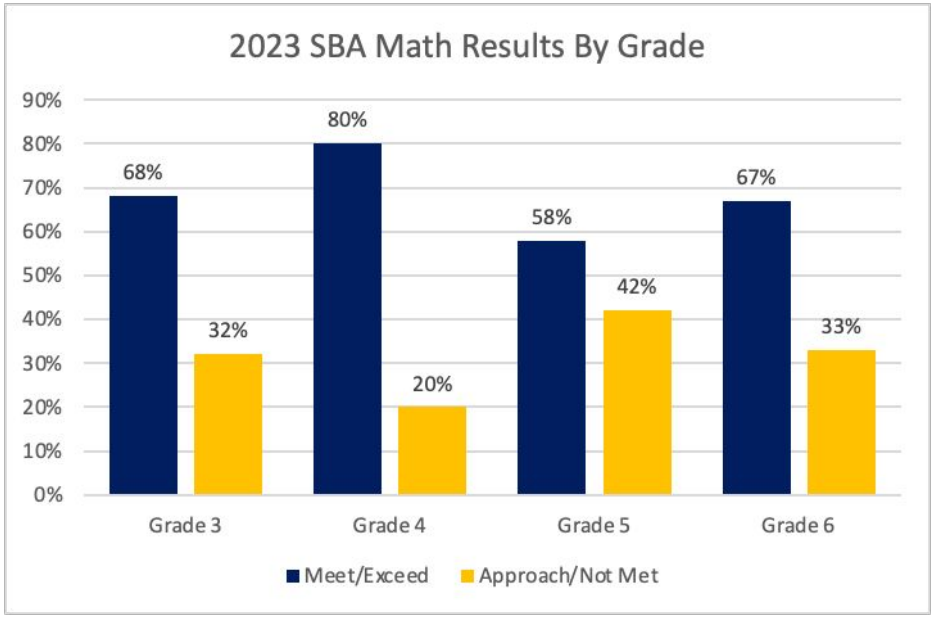
- **ELA** Out of the 182 reporting districts, **Bethany ranked 11th**. This puts us in the **94th percentile** in the state. This is the highest achievement level ever at BCS.
    - Other districts with scores comparable to us: Simsbury, Farmington, Greenwich, Guilford, Redding, and Avon. All of which scored at or below our achievement level of **77% meeting expectations**.
- **Math** Out of the 187 reporting districts, **Bethany ranked 12th**. This puts us in the **94th percentile** in the state. This is the highest achievement level ever at BCS.
    - Other districts with scores comparable to us: Cheshire, Greenwich, Trumbull, Glastonbury, and Fairfield. All of which scored at or below our achievement level of **74% meeting expectations**.

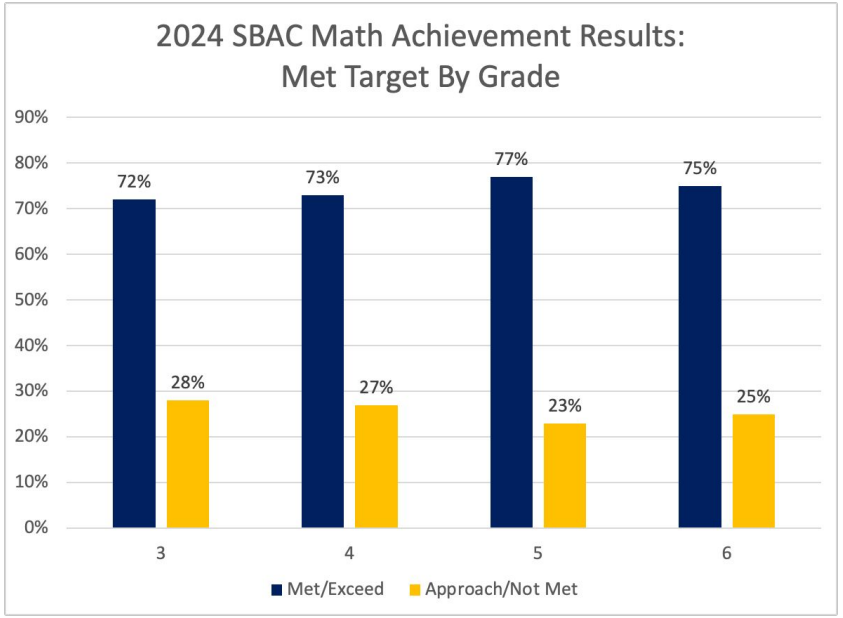
2024 SBA Math Achievement Scores

No testing in 2020

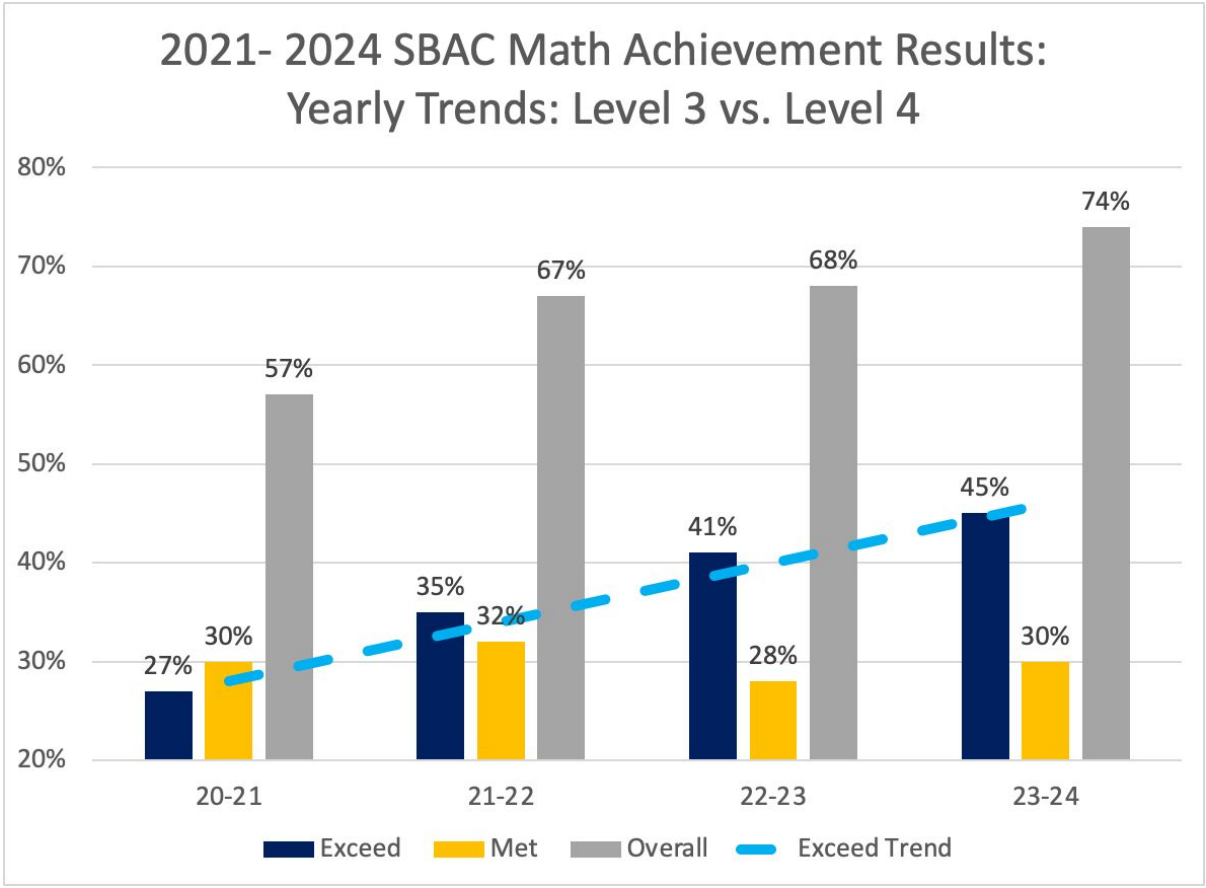


MATH 2024 - We ranked 12th out of 187 reporting districts, putting us in the 94th percentile.





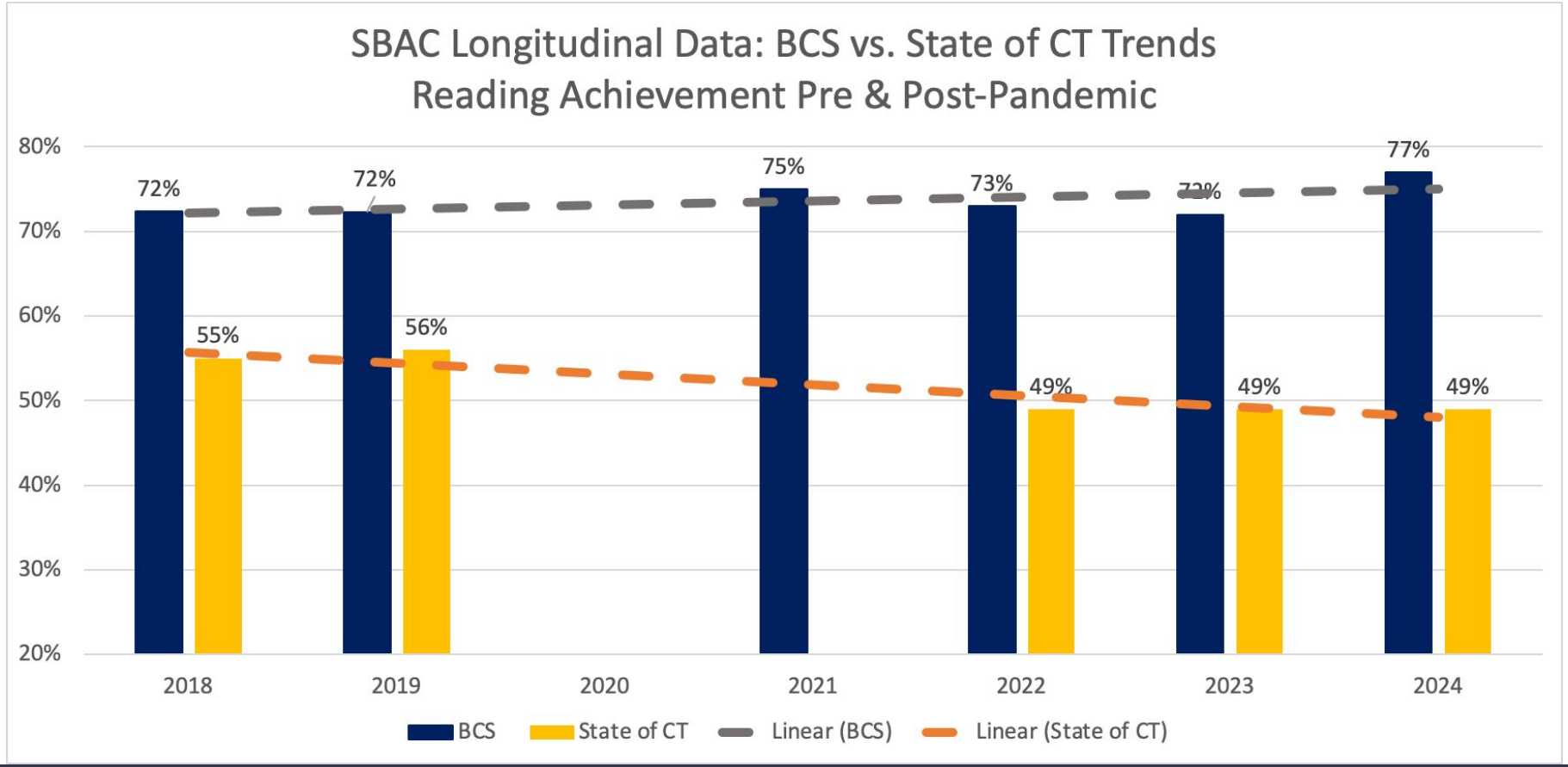
Math Achievement by Grade for 2023 and 2024



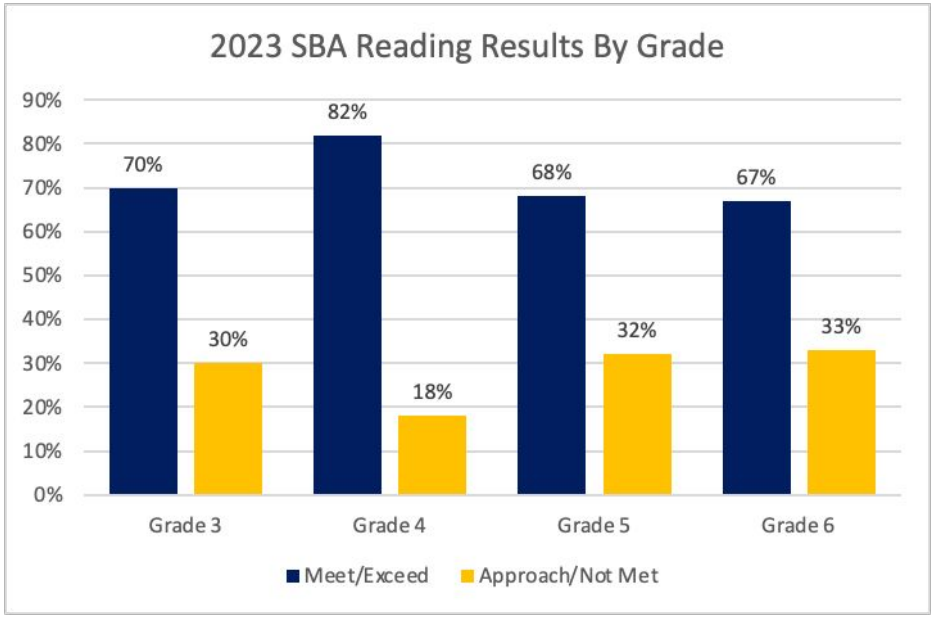
Math Achievement Levels Over Time - 2021 - 2024

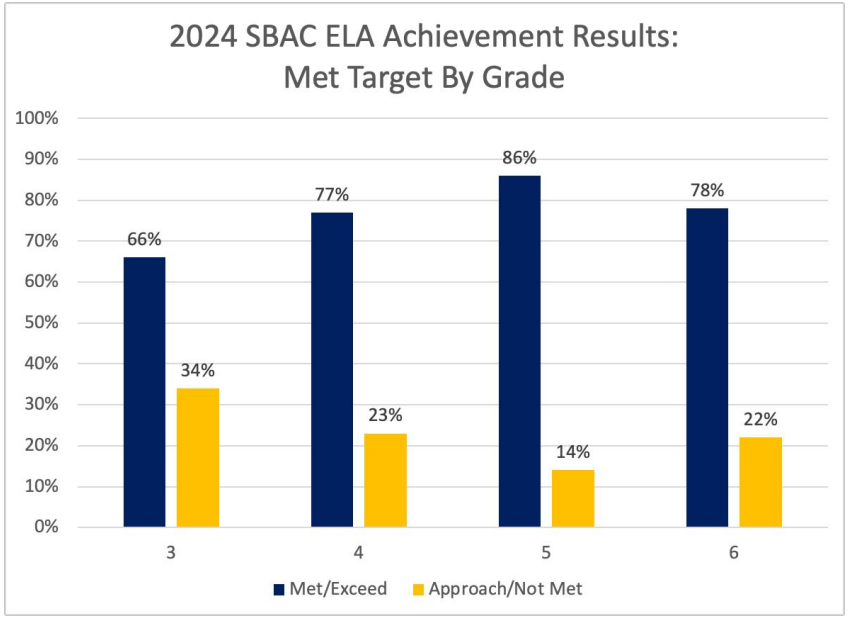
2024 SBA ELA Achievement Scores

No testing in 2020

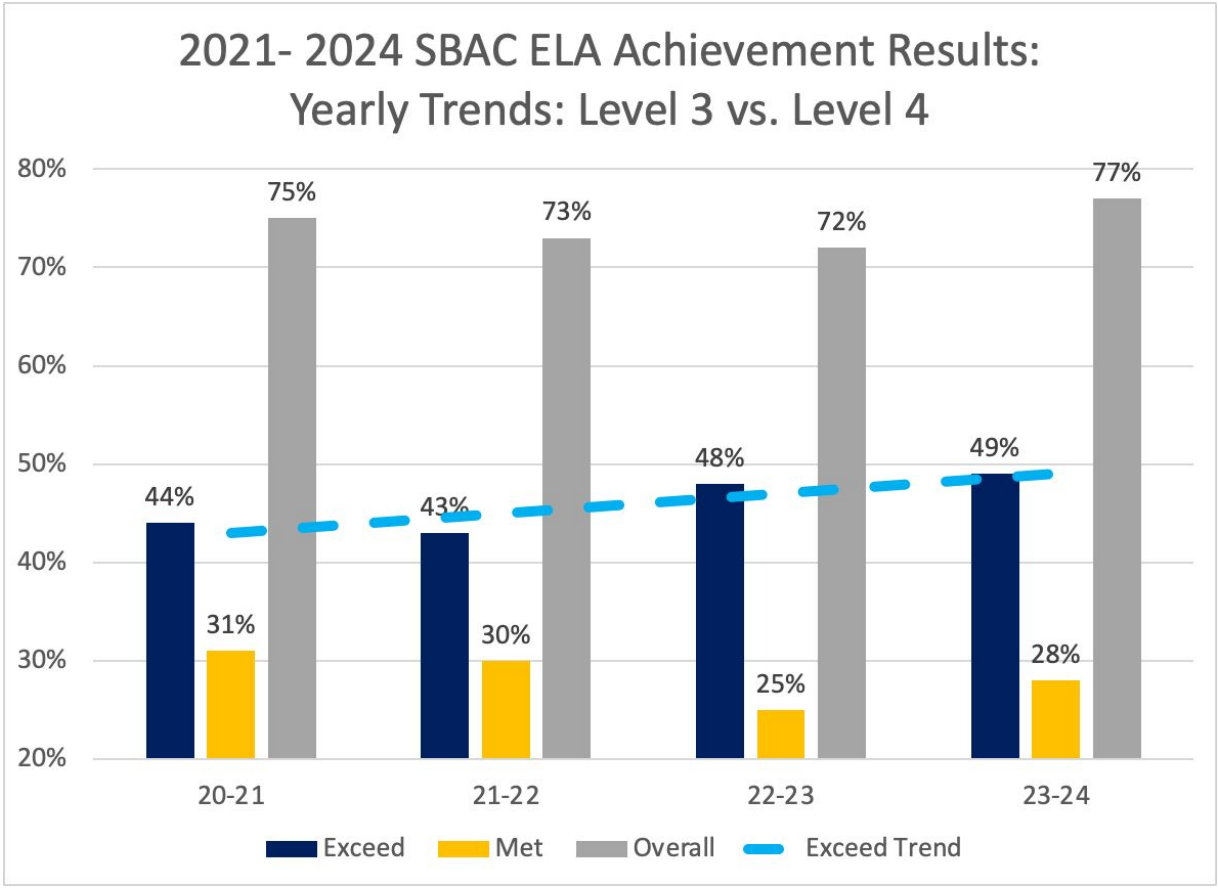


ELA 2024 - We ranked 11th out of 182 reporting districts, putting us in the 94th percentile.





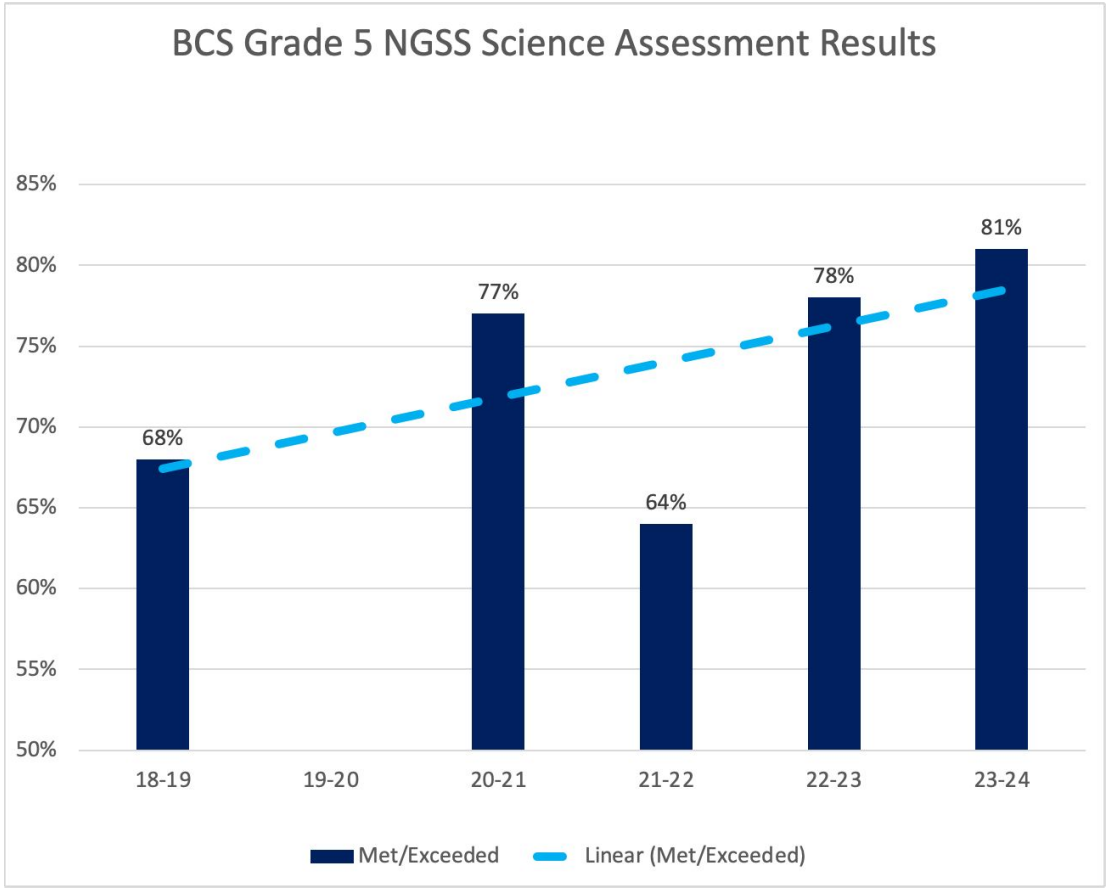
ELA Achievement by Grade for 2023 and 2024



ELA Achievement Levels Over Time - 2021 - 2024

2024 NGSS Achievement Scores

No testing in 2020



SCIENCE: Students only take the NGSS Assessment in 5th and 8th Grade. This is the highest achievement level ever at BCS.

2024 SBA Scores: Subgroup Achievement Comparisons

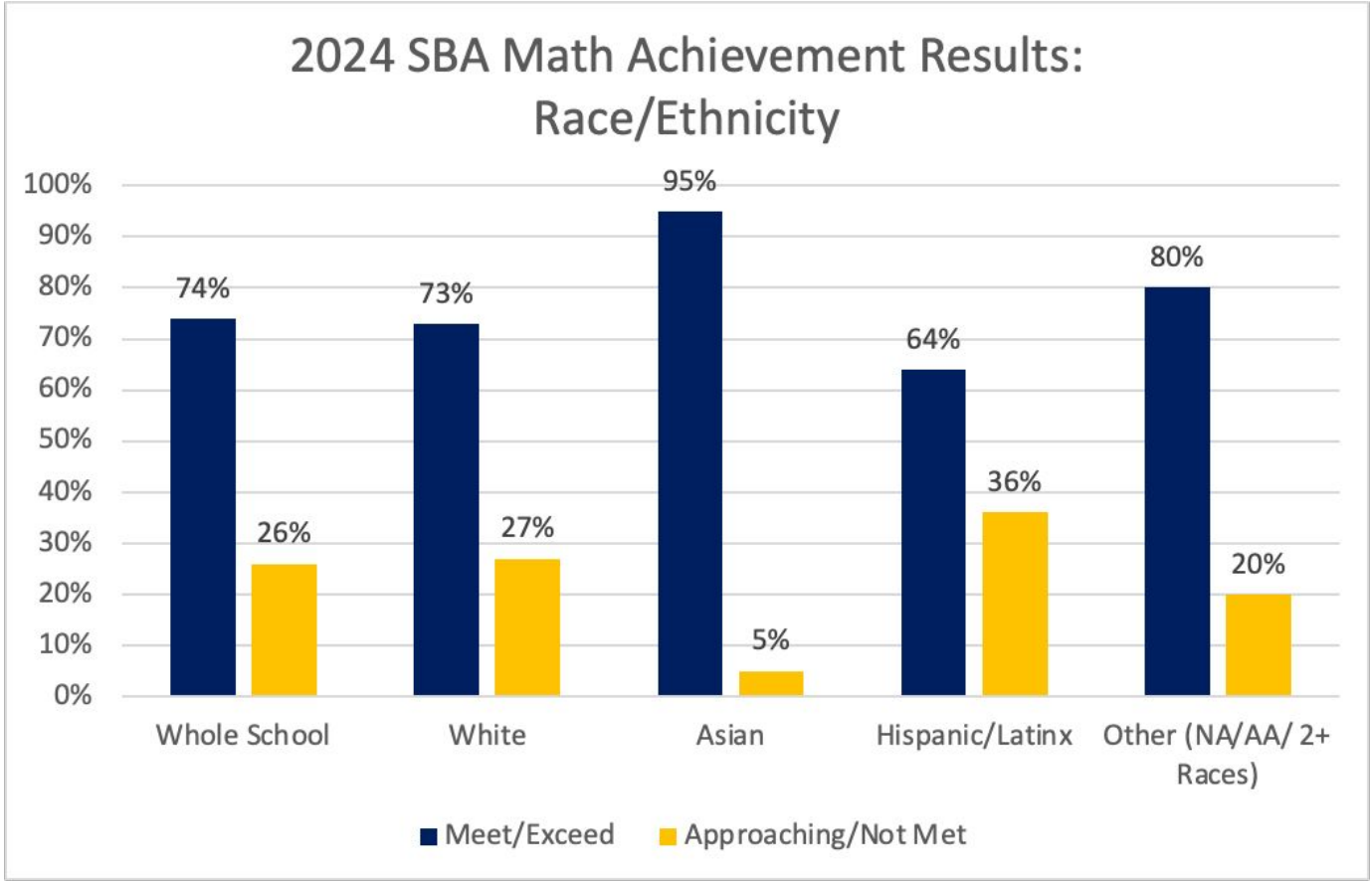
No testing in 2020

SBA Subgroup Data:

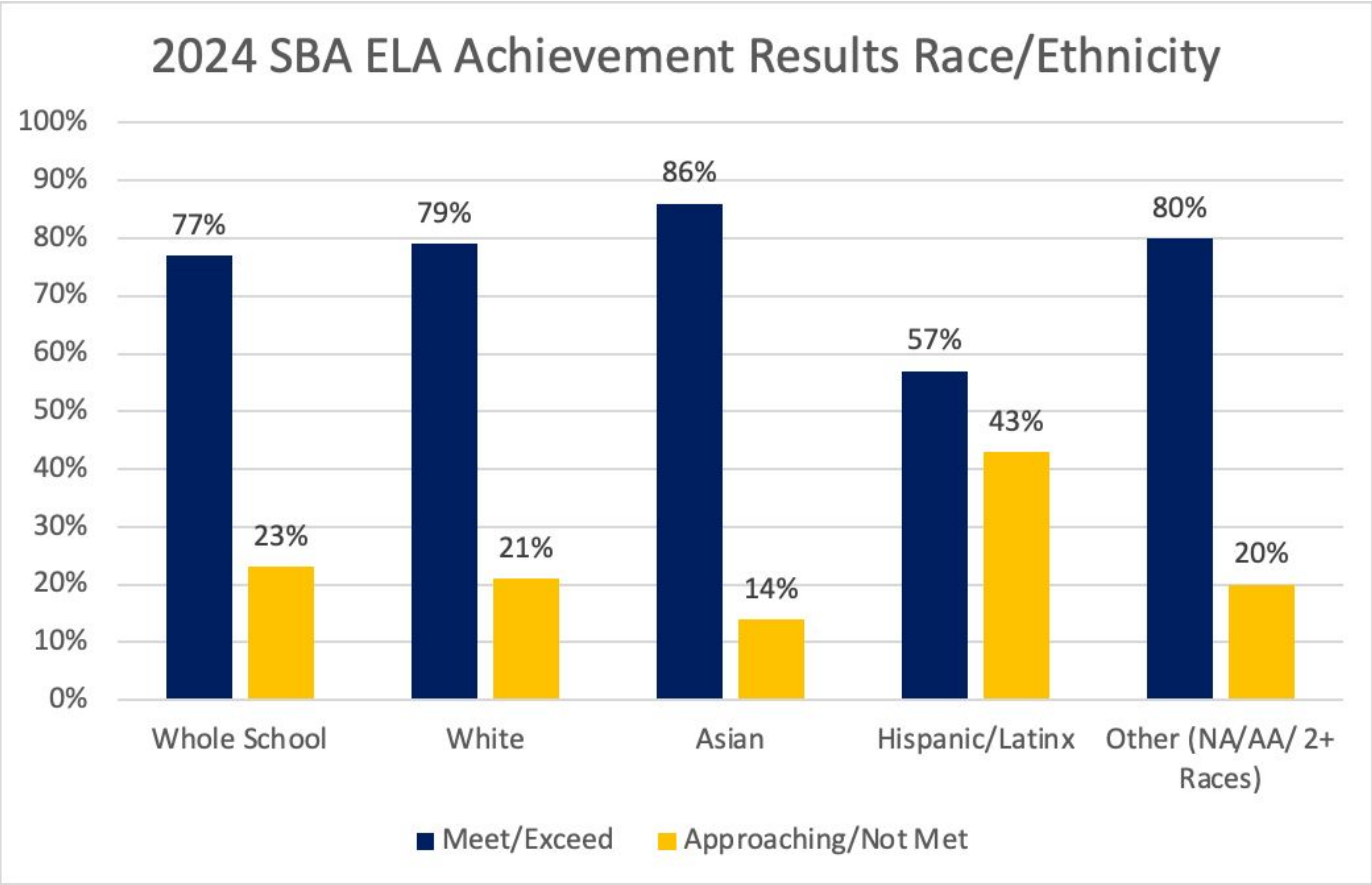
- When we look at data for our school, the deeper we can look, the better we are able to understand the data. For this reason, we look at sub-group data.
- The state of Connecticut uses the sub-group of "**High-Needs**" to determine if we have an achievement gap. Those counted in the High Needs sub-group include English Language Learners (ELL), students with Special Education (SpEd) programing, and Low Socioeconomic Status 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.

Other Considerations: Sample Size

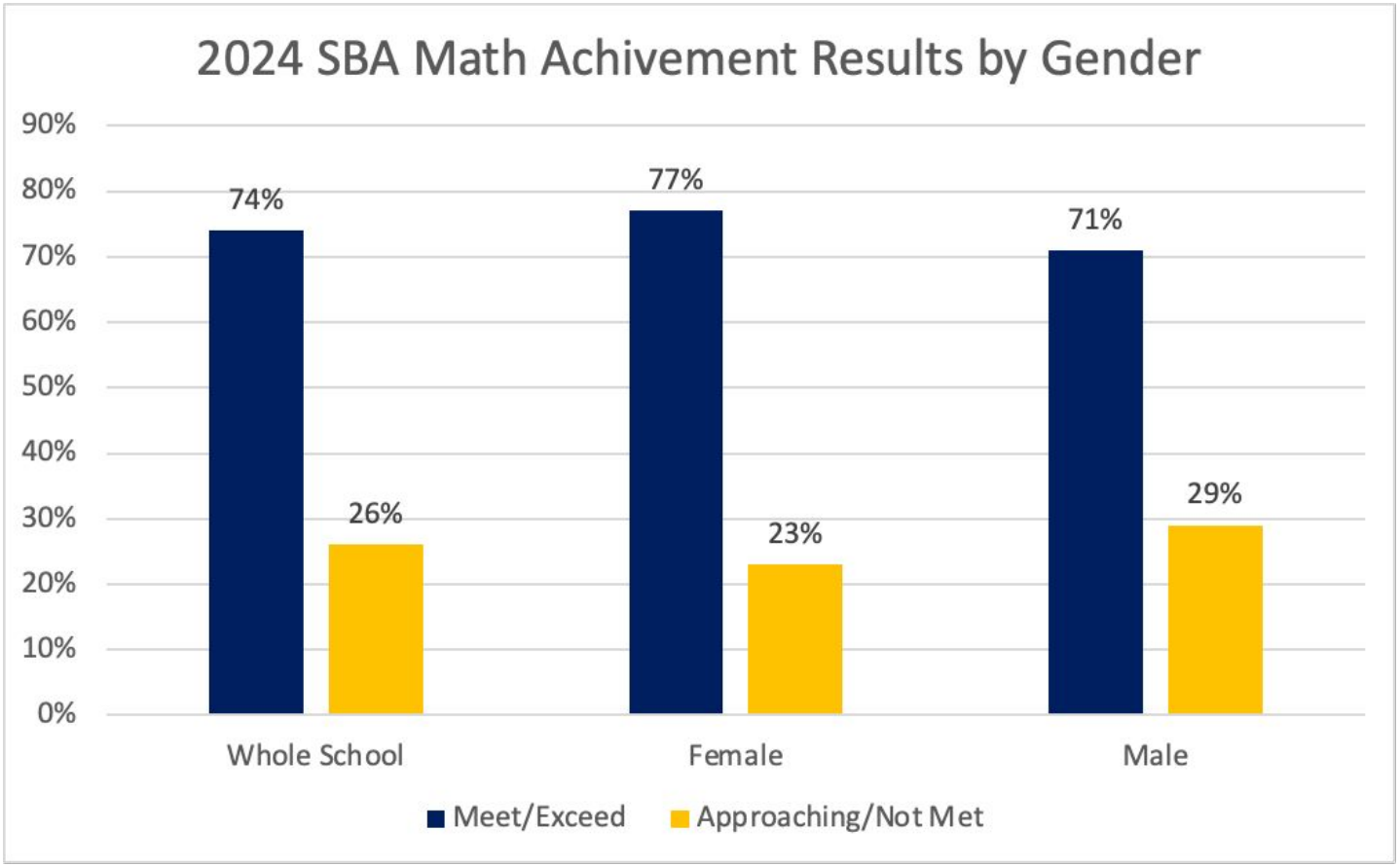
- Sometimes data can be misleading for schools. If we look at a group of three students, if all three meet expectations, we look exceptional. If one does not, then we look far less exceptional.
- There are some instances in our data where, because of the size of our town and school, sample size plays a key role.
- To create a sample size large enough to get us data that does not violate student confidentiality, the race/ethnicity categories of “Black/African American, Native American/Alaskan Native, and 2+ Races” have been combined into a category of “other” when comparing data by race.



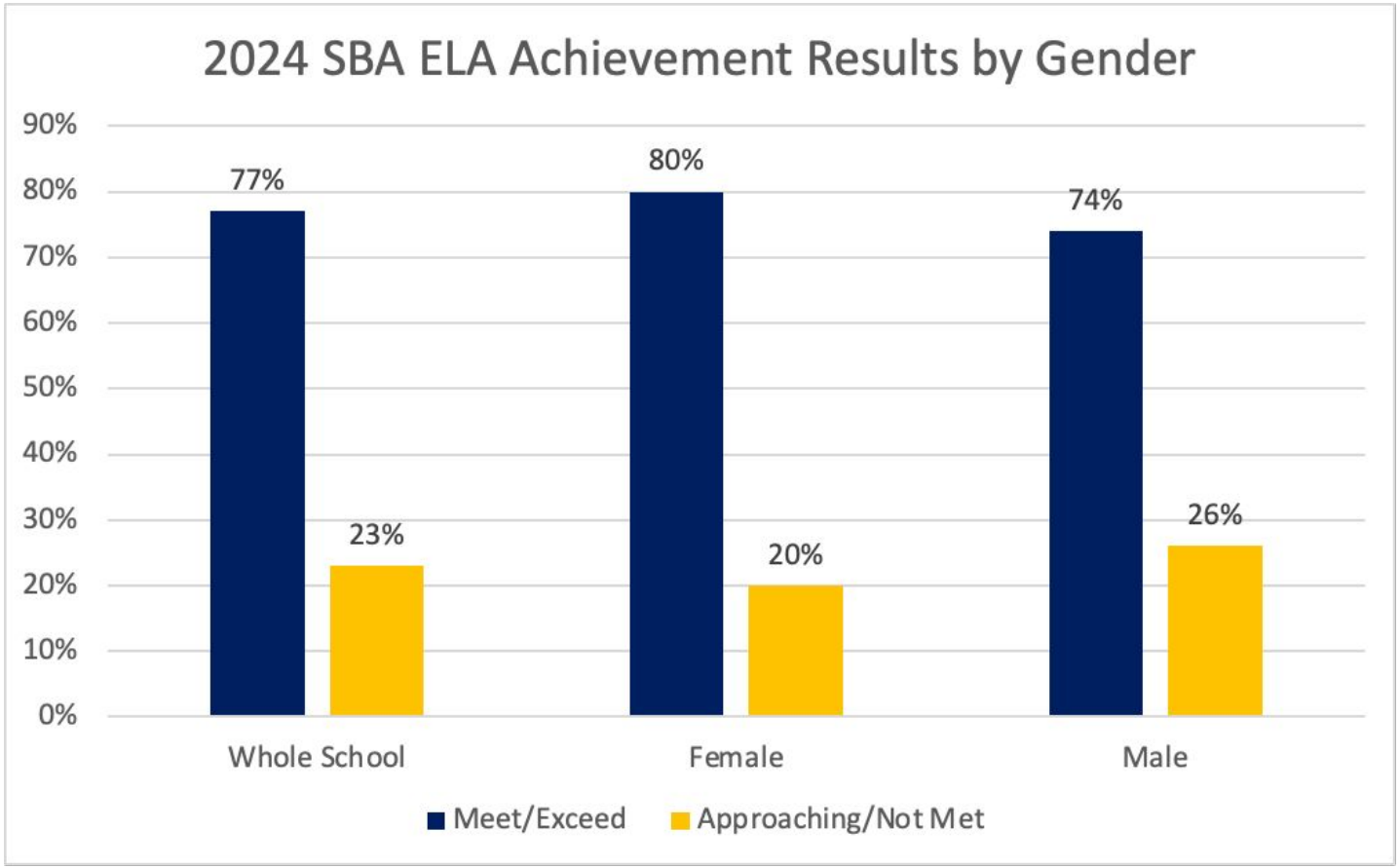
Math by Race/Ethnicity



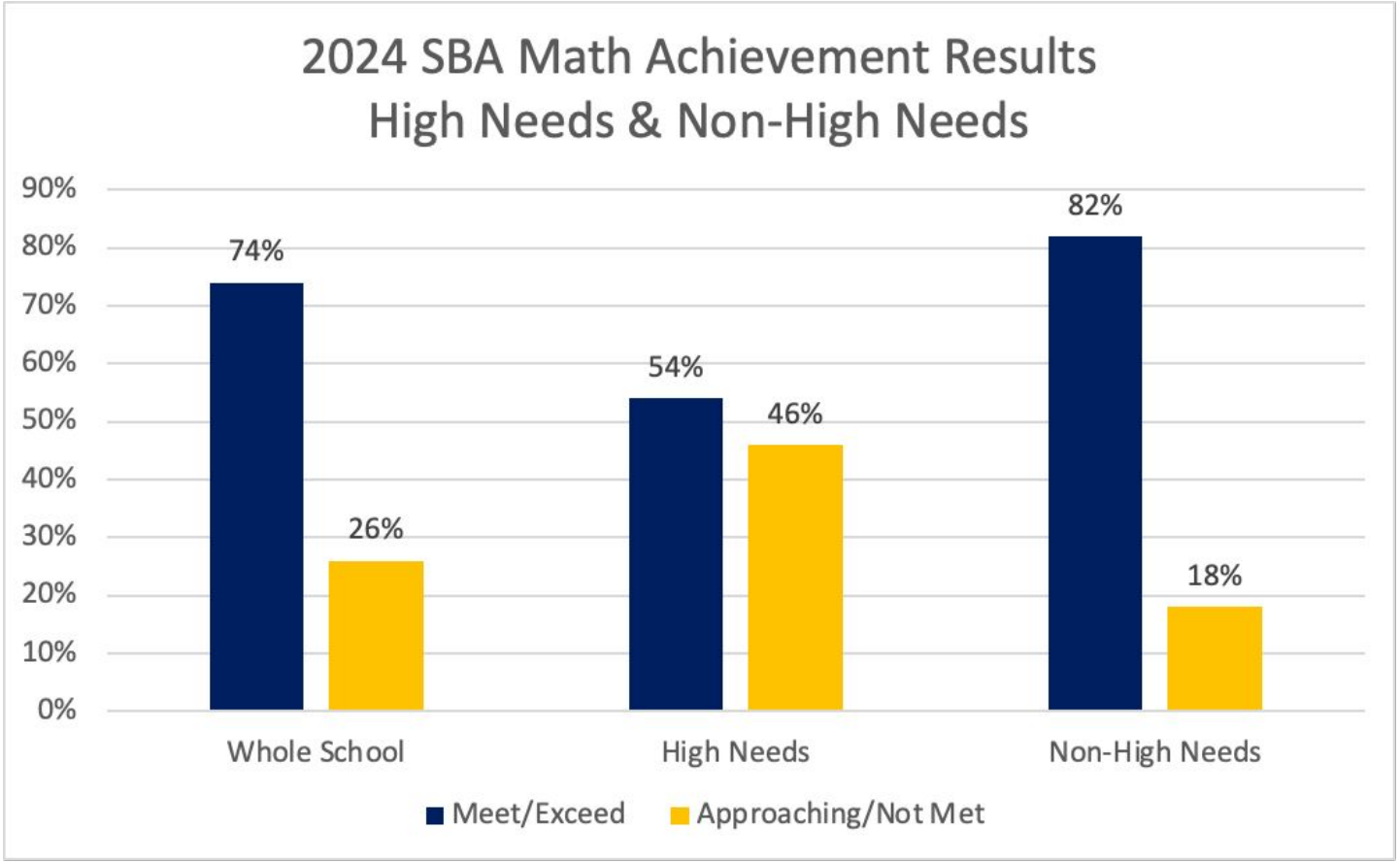
ELA by Race/Ethnicity



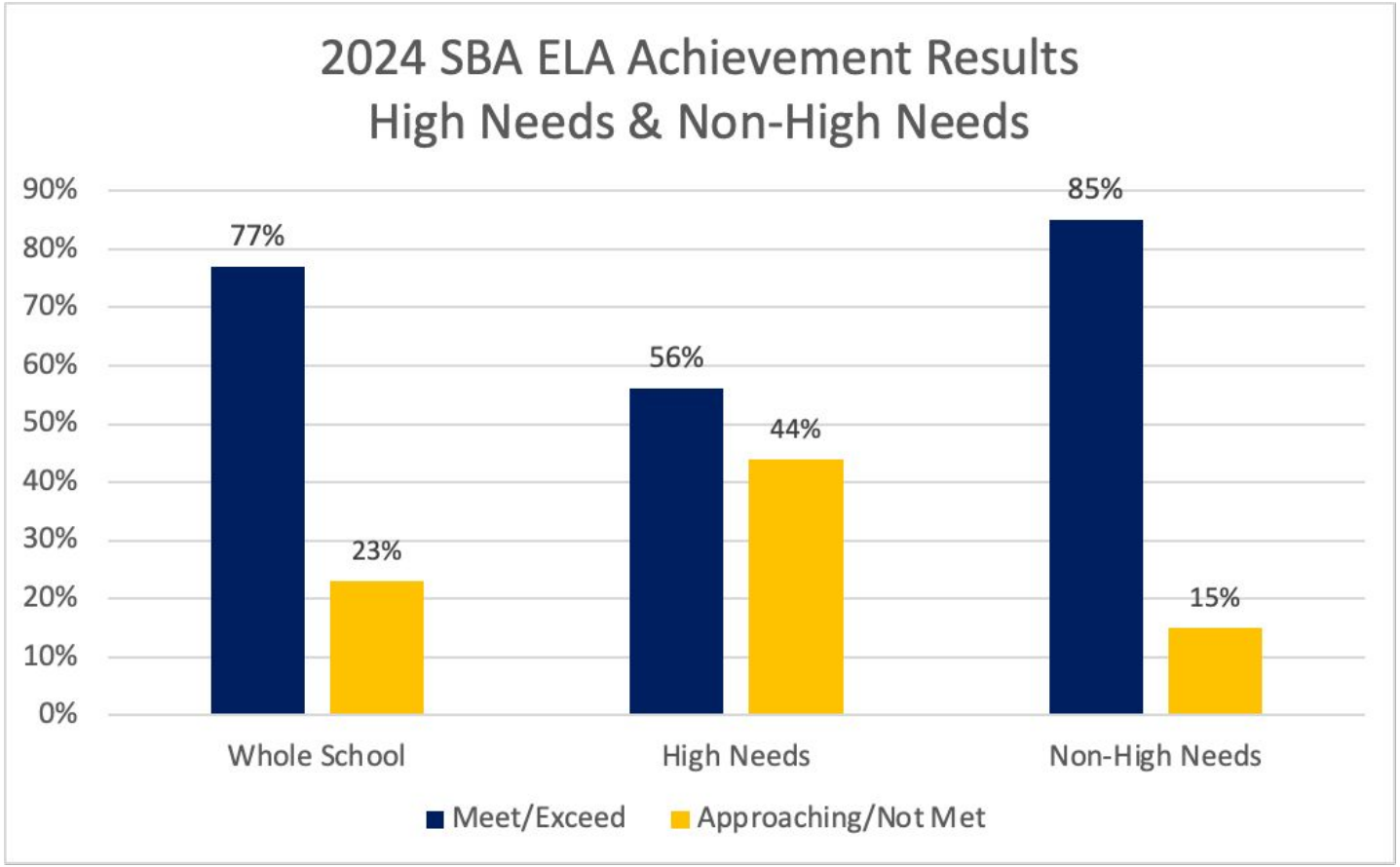
Math by Gender



ELA by Gender



Math by High Needs



ELA by High Needs

SBA Growth Data 2018-2024

No testing in 2020

SBA Growth Rate Data

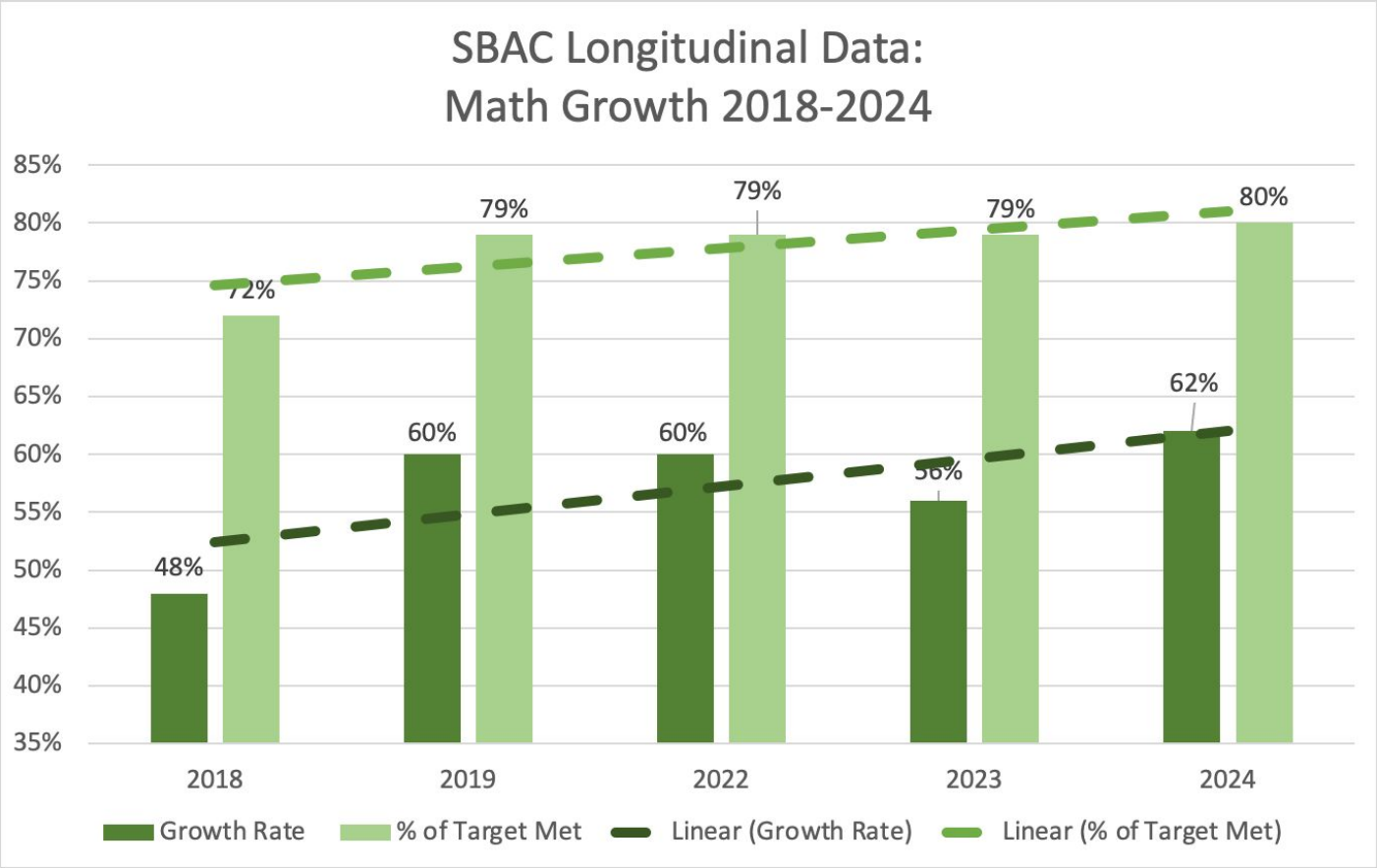
- **Growth Rate** - Each student, regardless of their achievement score, will receive a growth target for the next year's assessment. If they grow by that amount or more, they are said to have **met their growth target** and are counted in the growth rate.
- **Think**: "Did they grow as much as they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

SBA Percentage of Target Growth

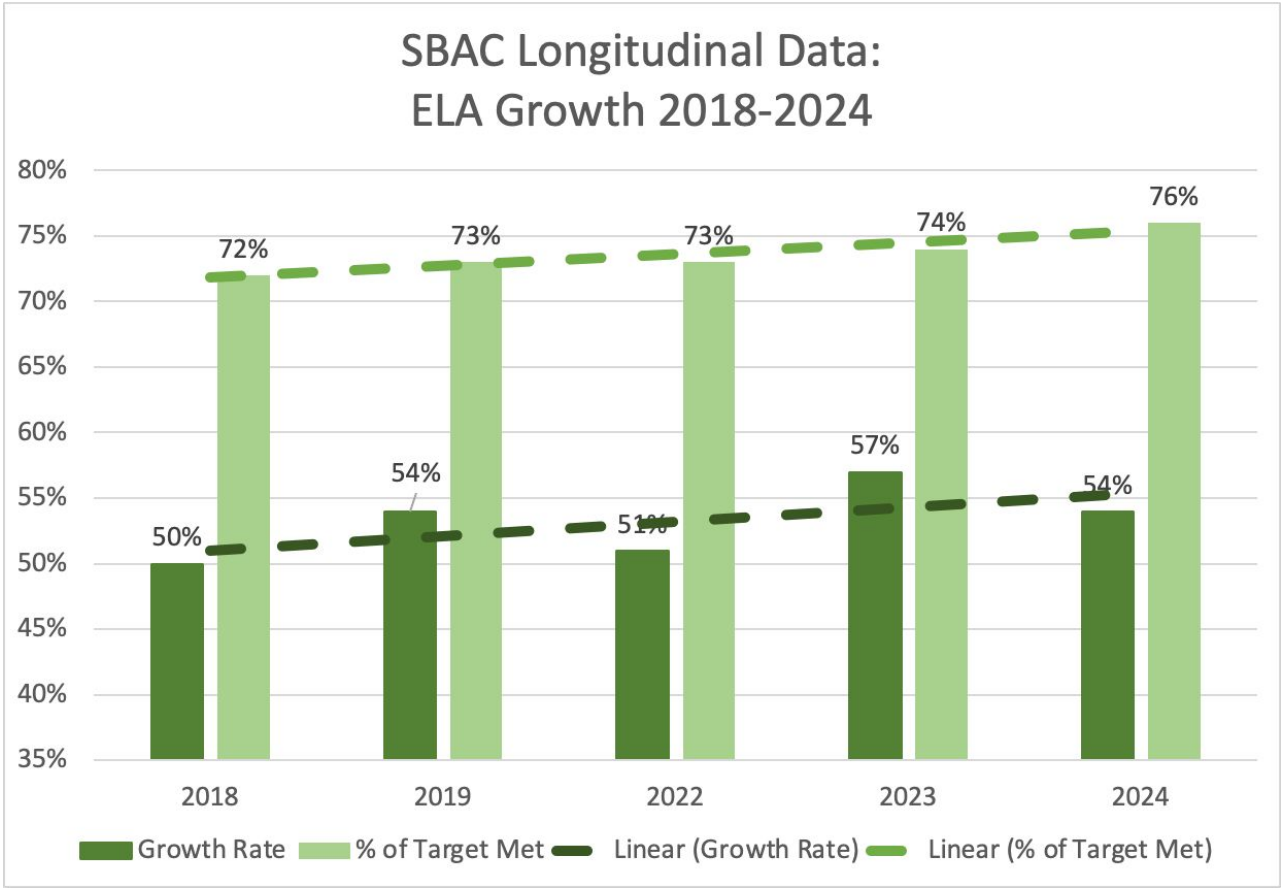
- **Percentage of Target Achieved** - For each student, the state compares how much they expected that student to grow vs. how much they actually grew. This is the percentage of growth target score.
- **Think**: “How MUCH did they grow?”
- **Results would be measured in**: On average, what percent of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

SBA Percentage of Target Growth

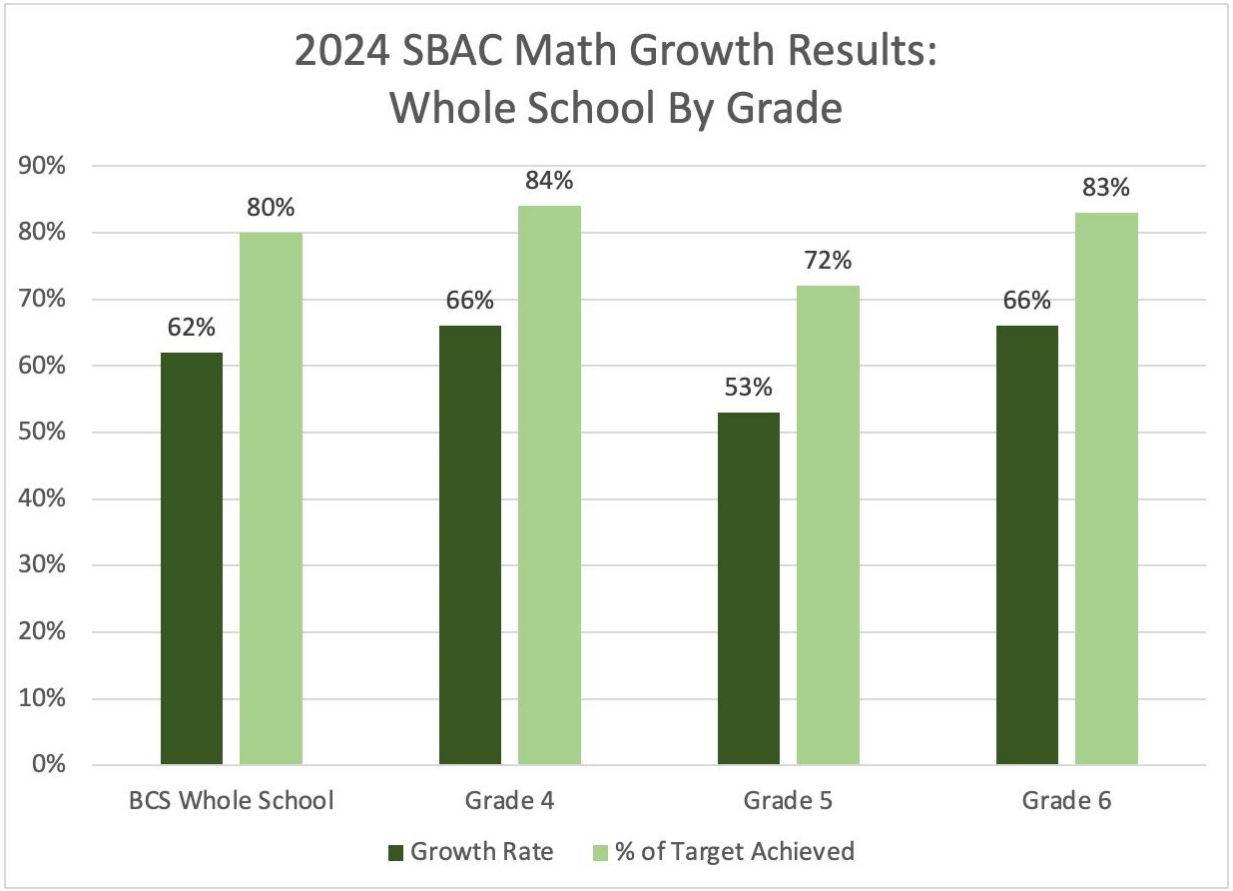
- **Data Considerations** - For % of target growth data averages, it should be noted that the State of Connecticut caps the maximum growth percentage at 110%. This means that when we have a student with significant growth, that growth is truncated to 110% which eliminates outliers, but also isn't a full picture of our growth.
- In **ELA**, we had 70 out of 161 students with 110% growth or more.
    - We had 44 students with an actual growth percentage over 150% and a max of 410%.
- In **Math** we had 70 out of 161 students with 110% growth or more.
    - We had 35 students with an actual growth percentage over 150% and a max of 329%.



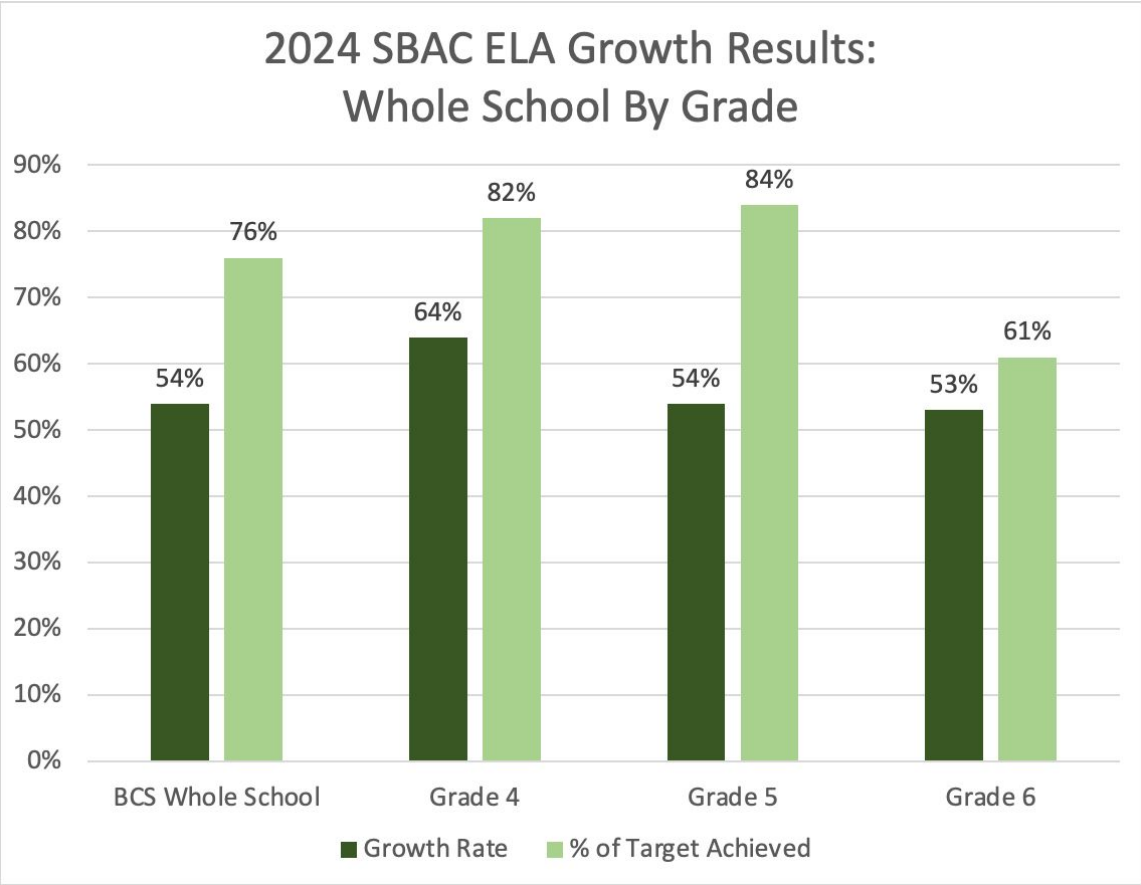
Math Growth Data



ELA Growth Data



Math Growth Data



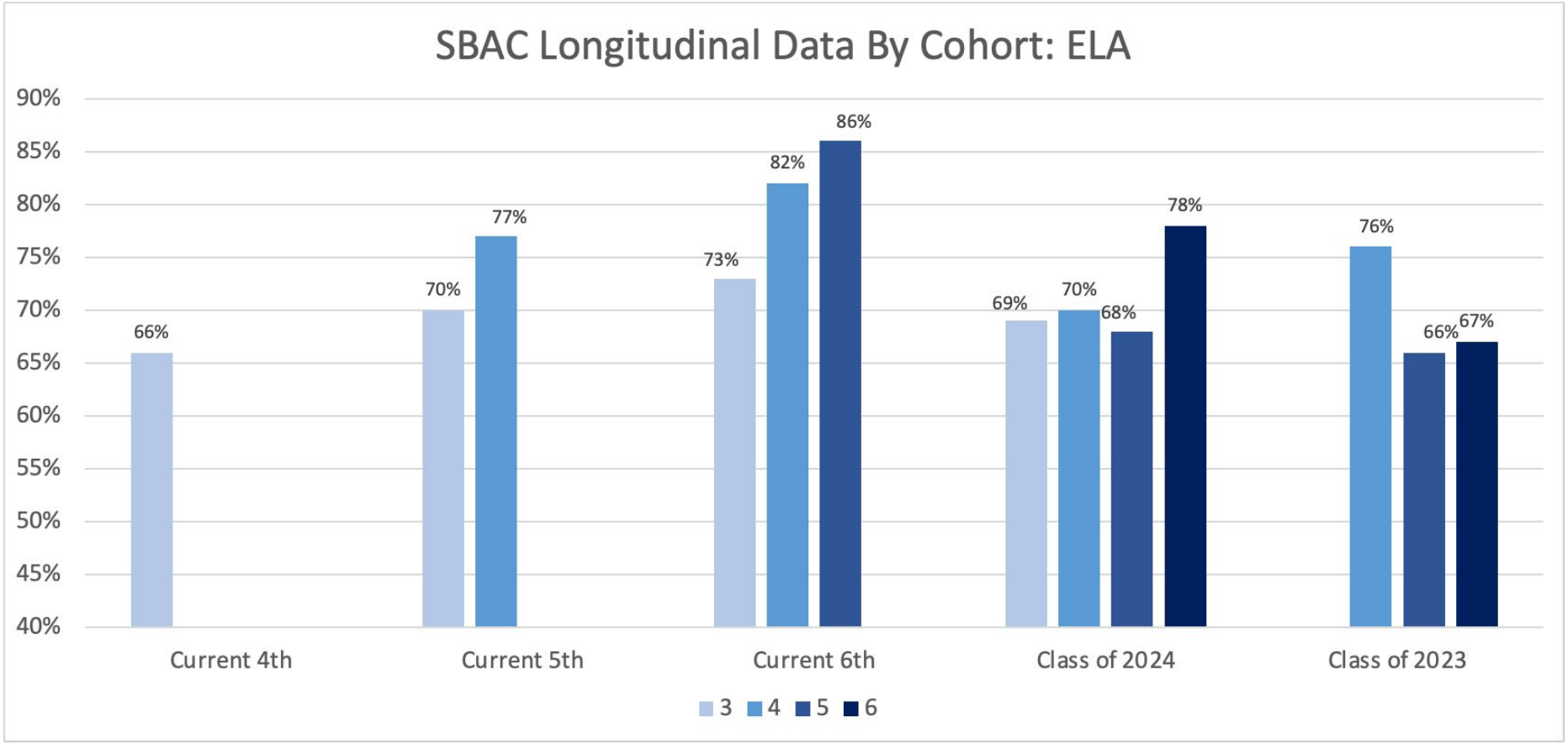
ELA Growth Data

SBA Longitudinal Data by Cohort

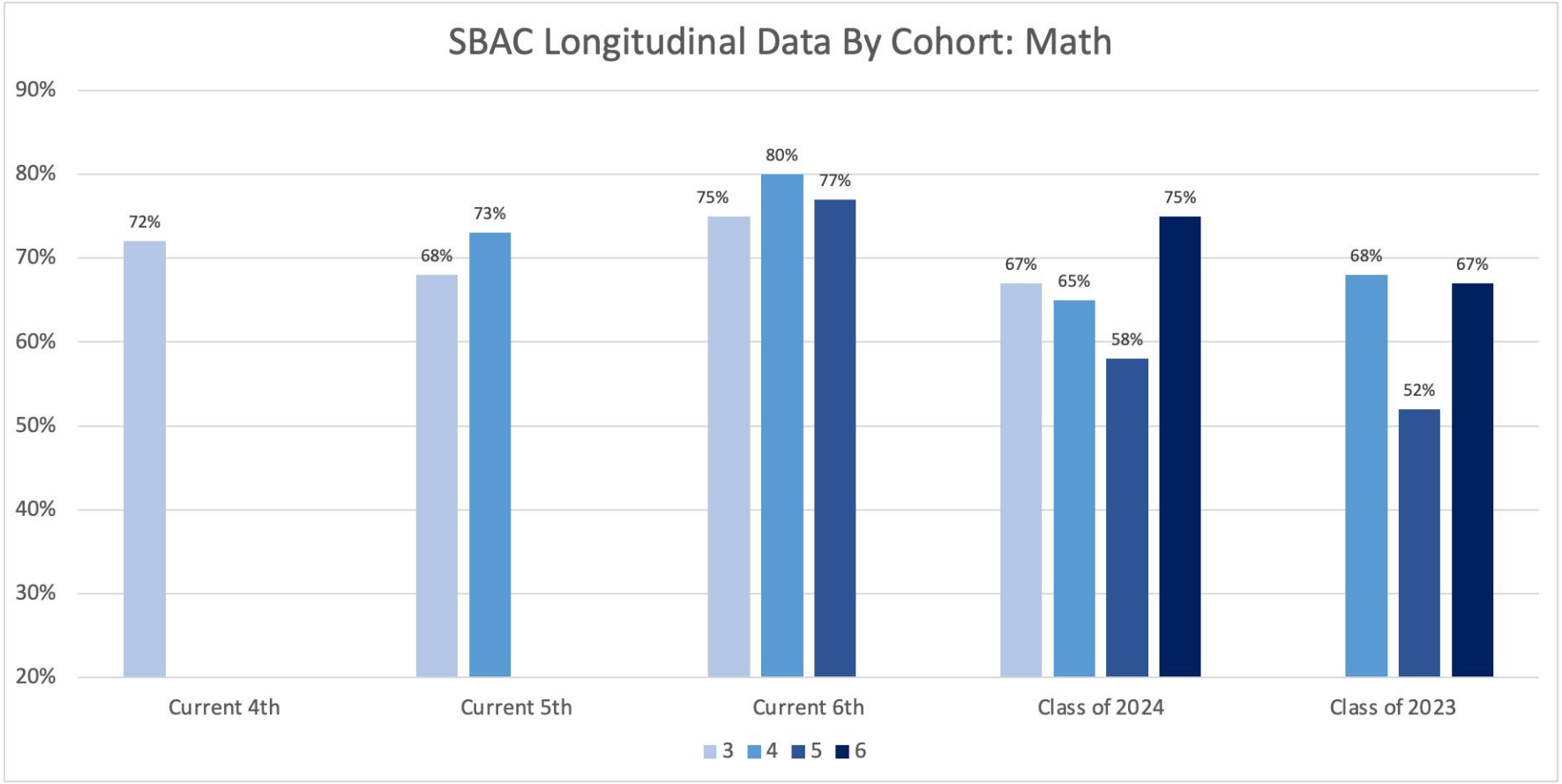
No testing in 2020

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 third grade last year.
- In this way, we can see how groups of students are progressing.


SBAC Longitudinal Data By Cohort: ELA
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
66%
70%
77%
73%
82%
86%
69%
70%
68%
78%
76%
66%
67%
Current 4th
Current 5th
Current 6th
Class of 2024
Class of 2023
3
4
5
6

ELA


SBAC Longitudinal Data By Cohort: Math
90%
80%
70%
60%
50%
40%
30%
20%
72%
68%
73%
75%
80%
77%
67%
65%
58%
75%
68%
52%
67%
Current 4th
Current 5th
Current 6th
Class of 2024
Class of 2023
3
4
5
6

MATH

2024 SBA Scores Compared: BOWA & DRG C

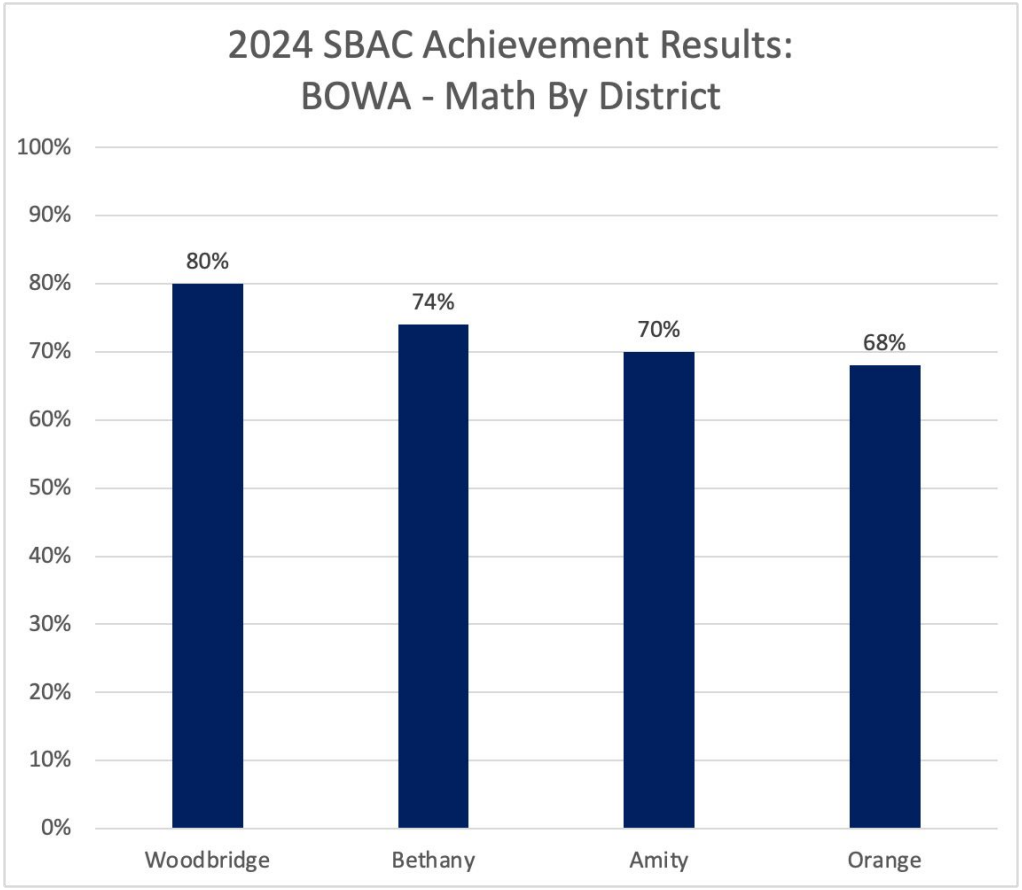
No testing in 2020

Other Considerations: DRG and BOWA Data

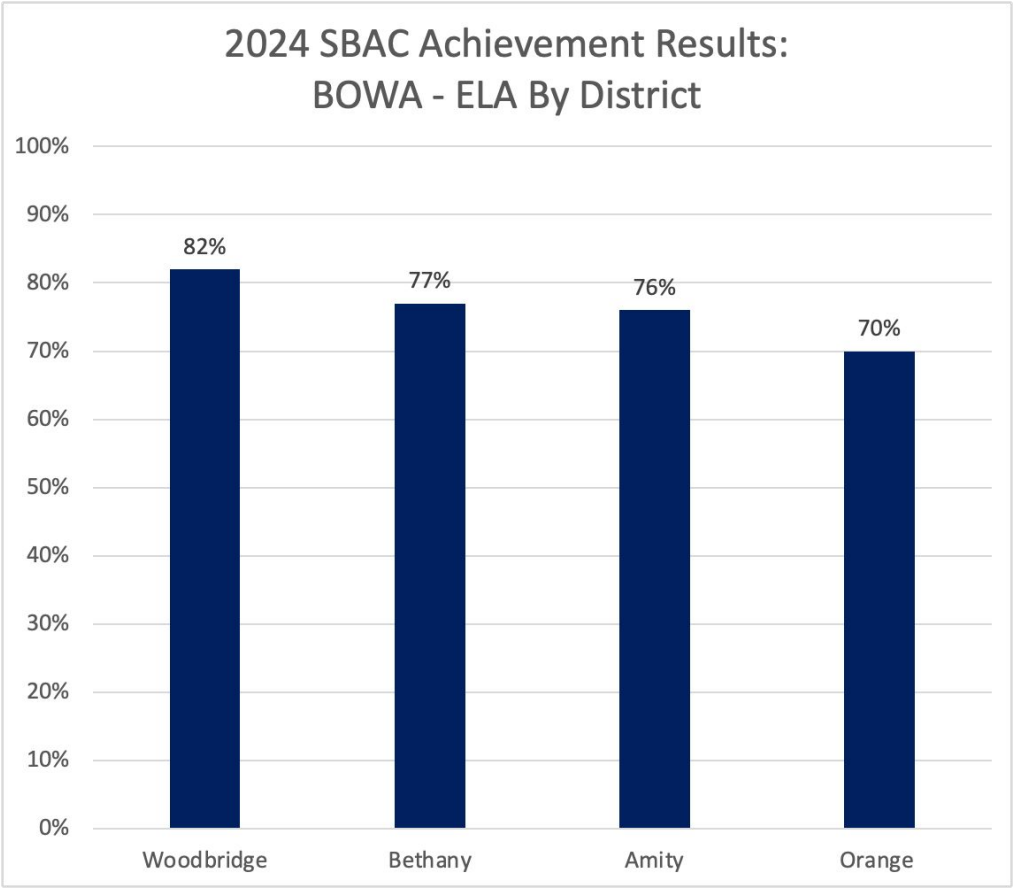
- District Reference Groups (DRG) are an important way to compare apples to apples in terms of data.
- While there are 169 towns in Connecticut, we can clearly recognize that Bridgeport and New Haven are dealing with different challenges than Fairfield and Greenwich.
- For this reason, the state made 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, Woodbridge, and Amity, it is important to note that they are all in DRG B with towns like Avon, Greenwich, Guilford, West Hartford, and Fairfield. Towns in DRG C include Andover, Tolland, Hebron, Suffield, and Somers.

Comparison to the State of Connecticut

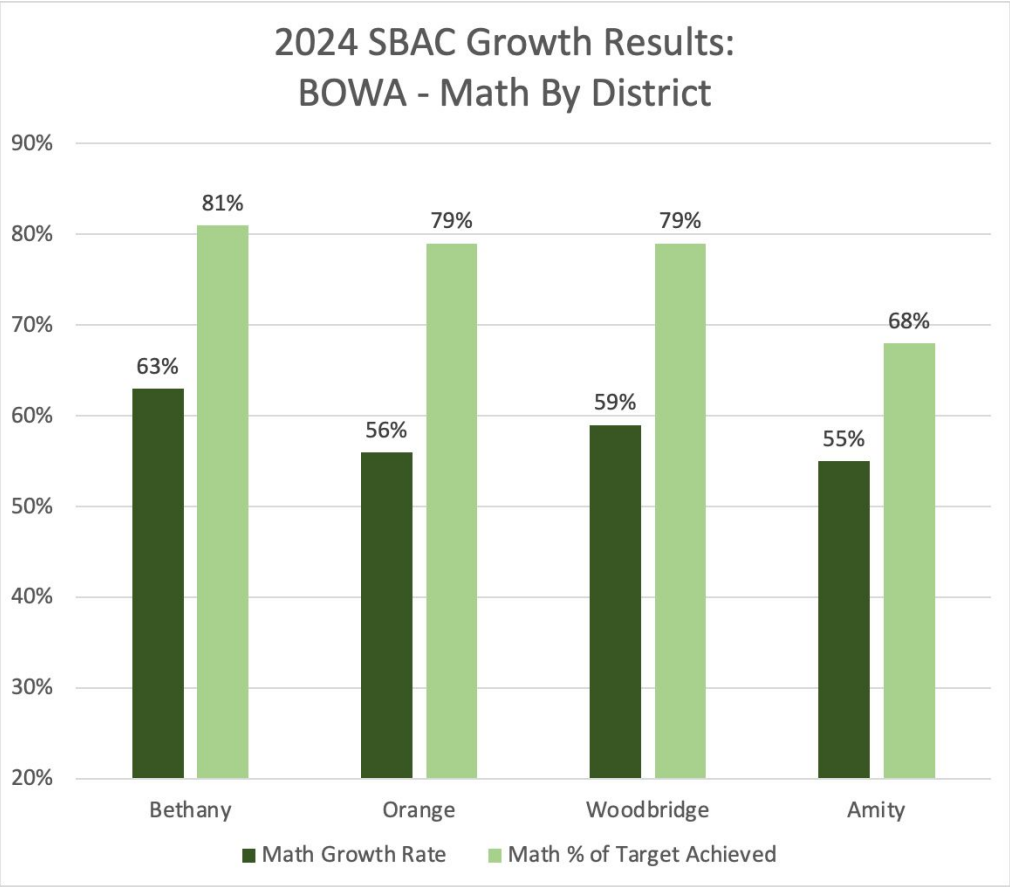
- With 169 towns in Connecticut, there are many more school districts. Think: BOWA is three towns and four districts.
- To that end, we can look at our overall Math and ELA scores to see where we are not only against the state average, but as a percentile of all reporting districts.
- For **ELA**, we ranked 11th out of 182 reporting districts or in the **94th percentile**. This is up from the 84th percentile last year.
- For **Math**, we ranked 12 out of 187 reporting districts or in the **94th percentile**. This is up from the 86th percentile last year.



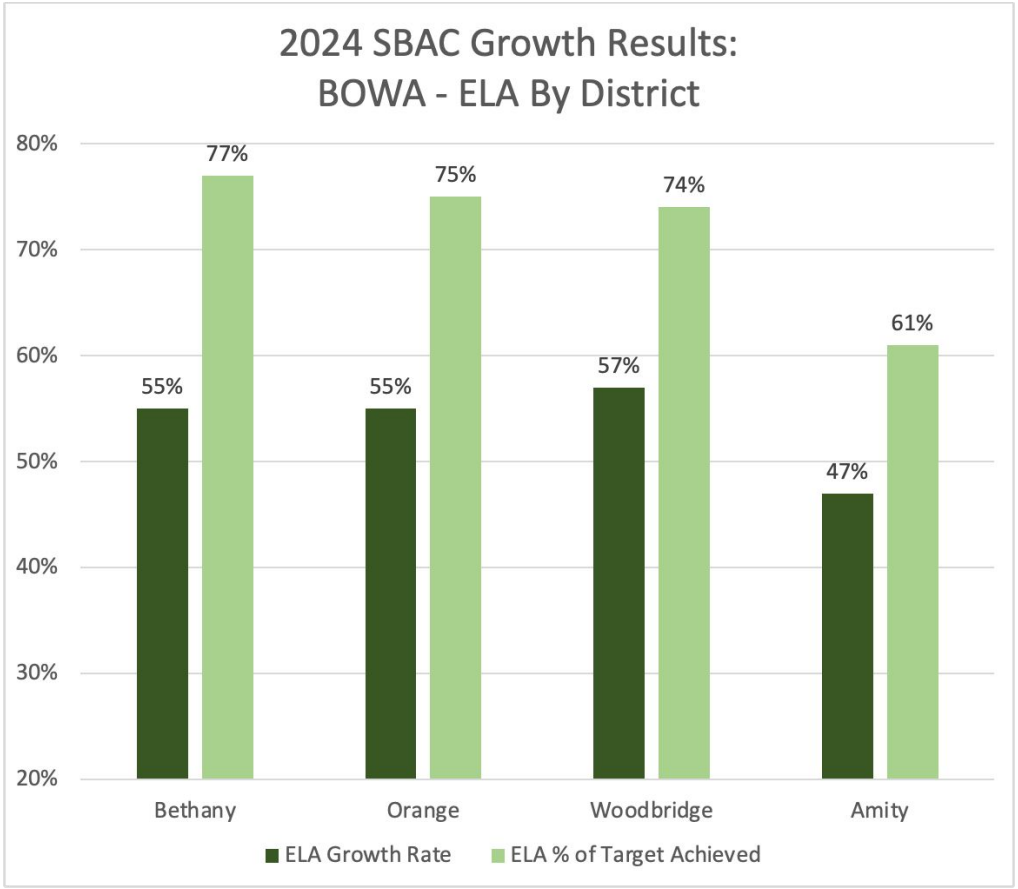
BOWA Math Achievement



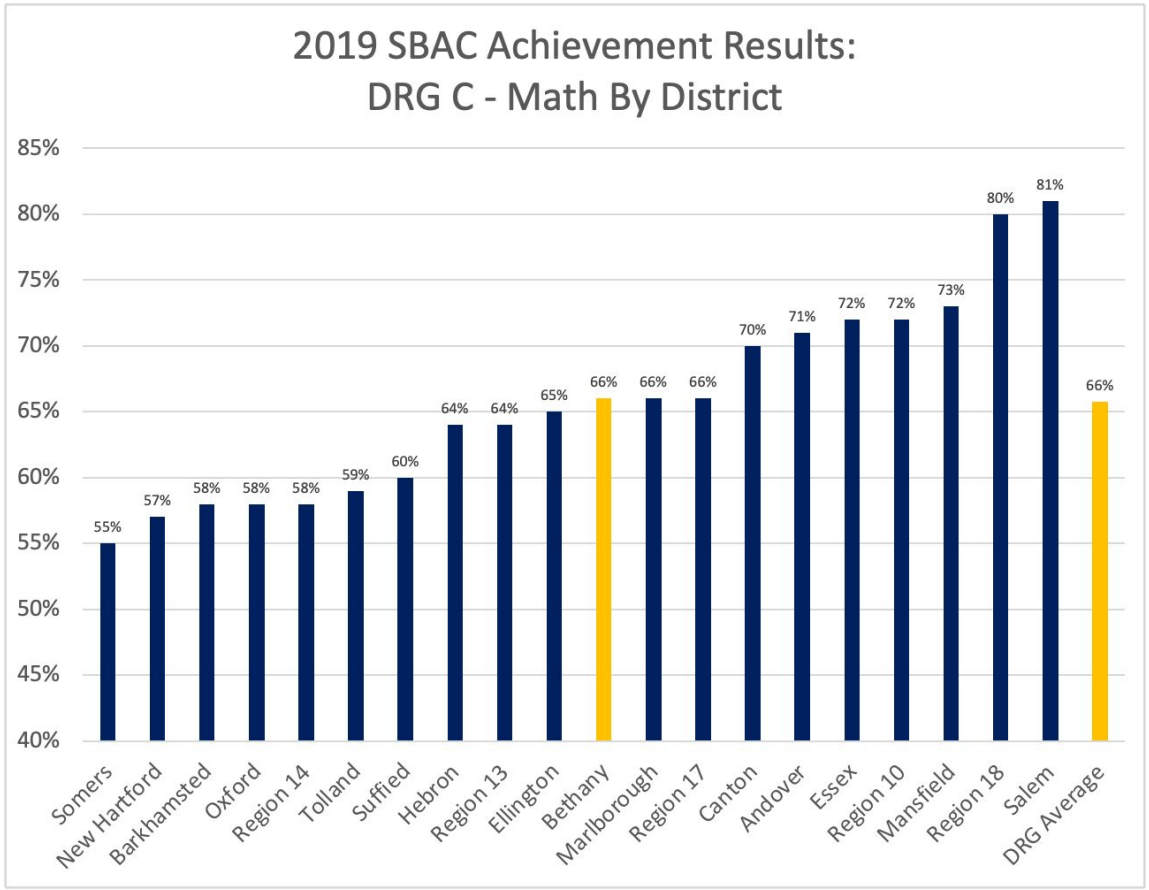
BOWA ELA Achievement



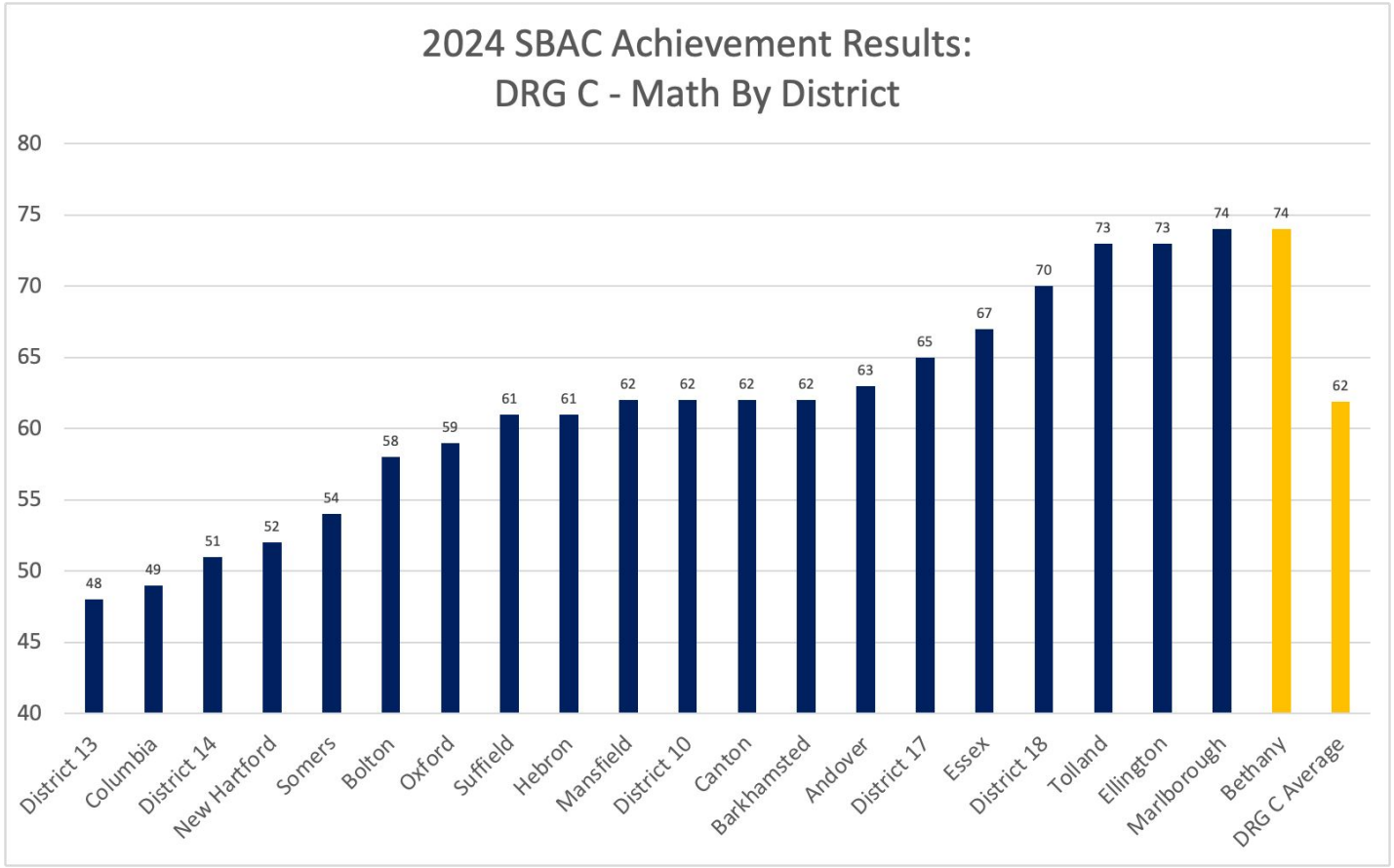
BOWA Math Achievement



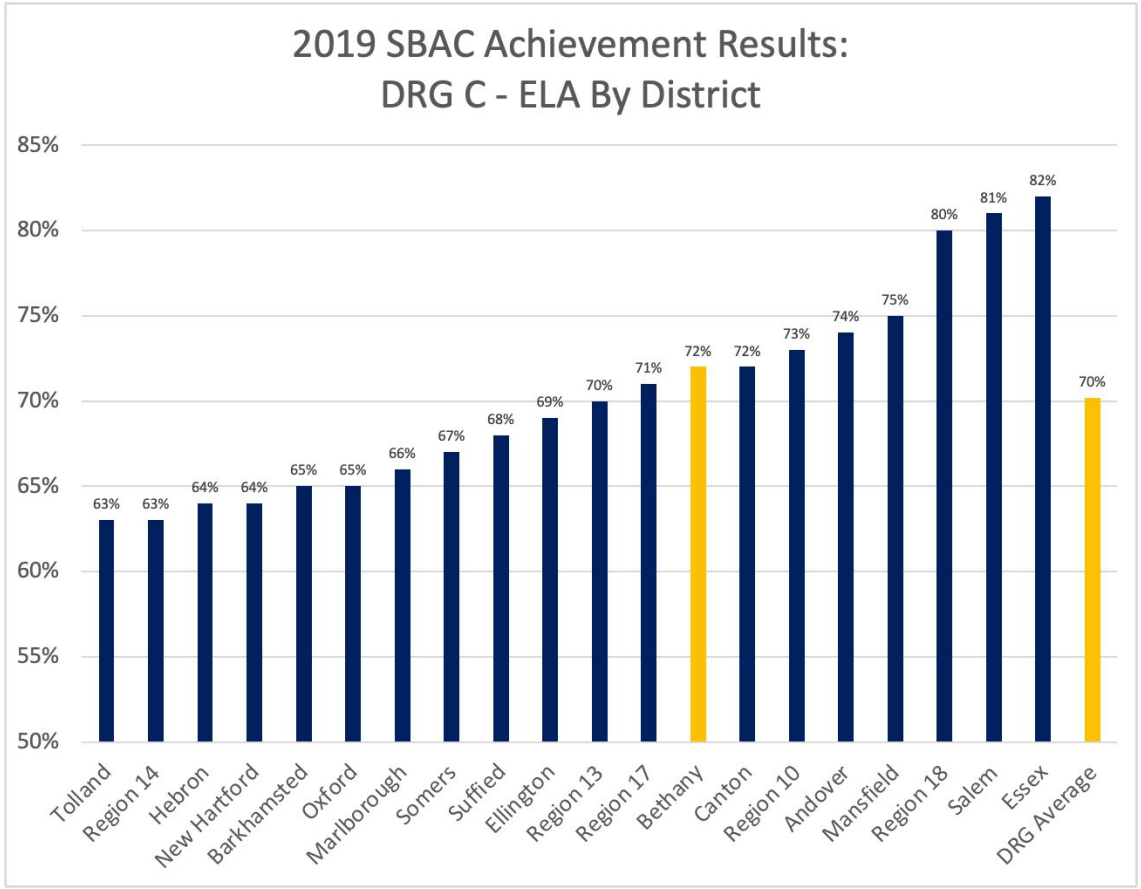
BOWA ELA Achievement



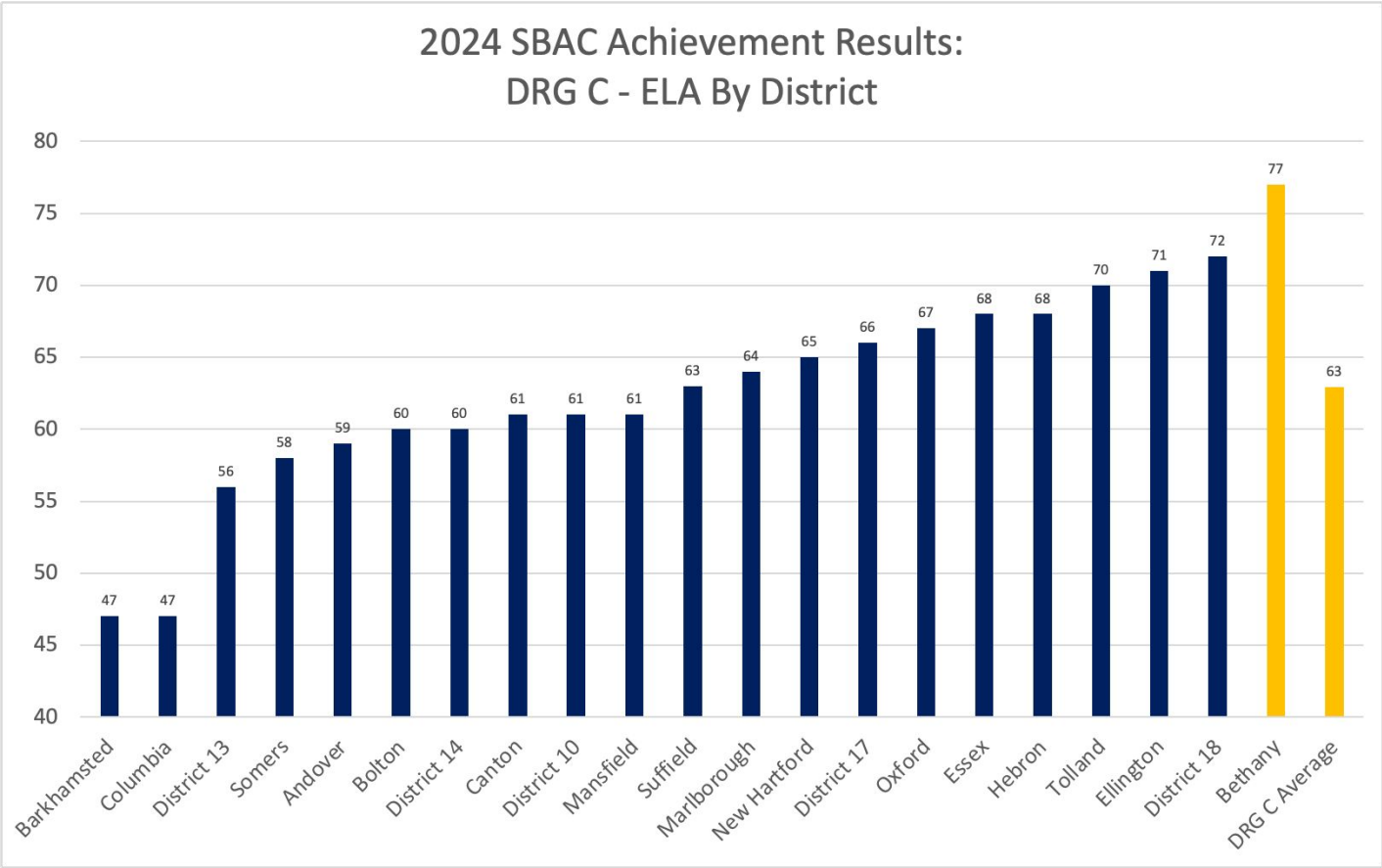
CT District Reference Group (DRG) Comparison for BCS. BCS is in DRG C



CT District Reference Group (DRG) Comparison for BCS. BCS is in DRG C



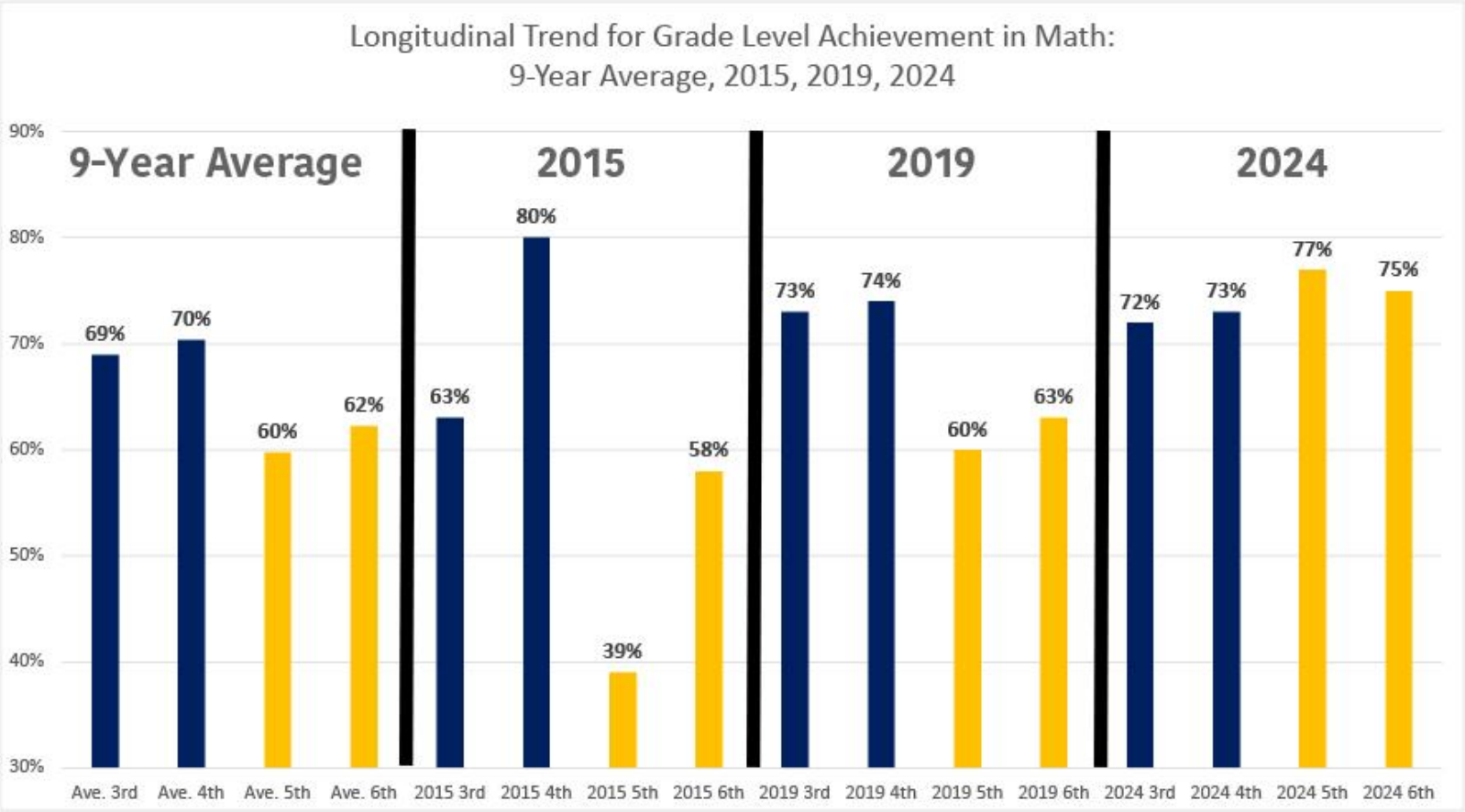
CT District Reference Group (DRG) Comparison for BCS. BCS is in DRG C



CT District Reference Group (DRG) Comparison for BCS. BCS is in DRG C

Math Trends: In Case There Is Any Confusion

- Historical 9-year trends show that 5th and 6th grade math data lagged behind 3rd and 4th grade.
- This was true in 2015, the first year BCS took the SBA. It was also true in 2019, the year before the pandemic.
- Since then, we have reversed the trend and now 5th and 6th are exceeding our 3rd and 4th grade scores.
- While this is a new trend, it is clearly data going in the right direction.



Longitudinal Math Data by Grade Across 9 Years of BCS Data

Other Considerations: One Type of Data

- We use a multitude of data including:
  - iReady (Fall/Winter/Spring Benchmark)
  - DIBELS, DSA, PAT, CORE
  - Interim Assessment Benchmarks (IAB) from SBA
  - 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:

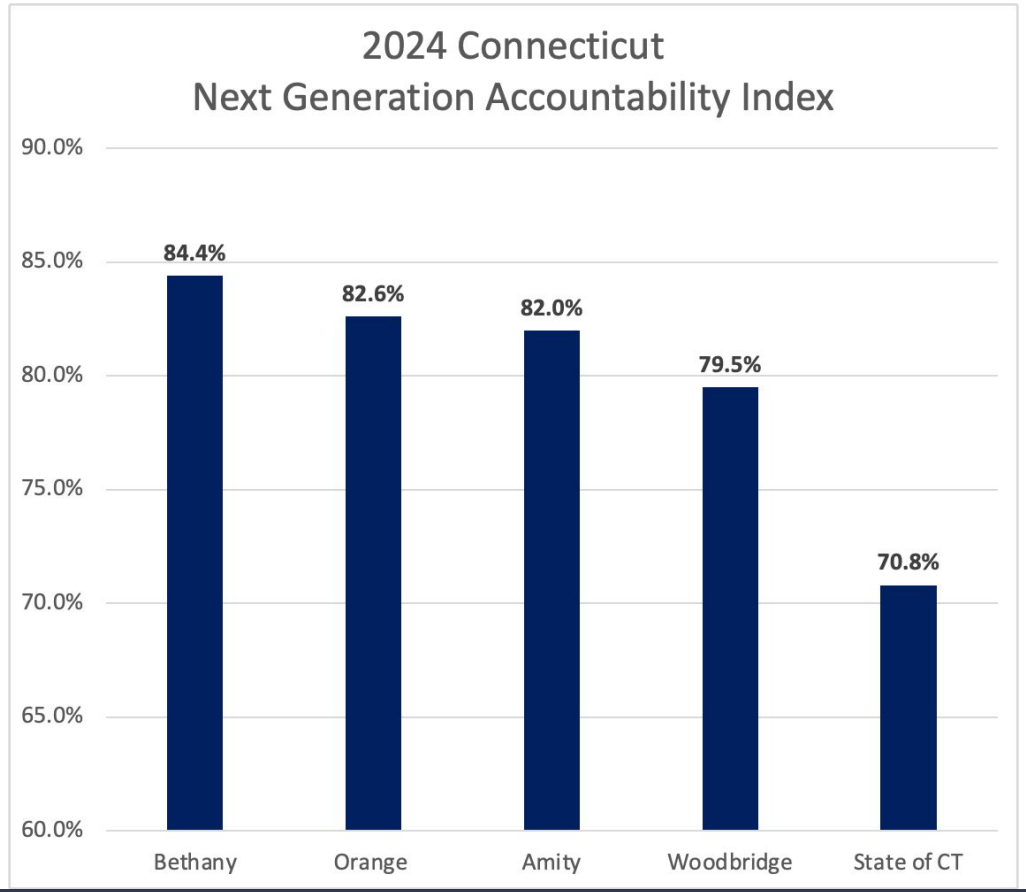
- All achievement levels are the highest we've scored. (Math/ELA/Science)
- ELA data continues to show a strong results in both achievement and growth.
- Math data shows achievement and growth surpassing pre-pandemic levels.
- Math and ELA results are in contrast to State of CT trends:
- We have counteracted the previous trend of math score drop off in 5th and 6th.
- 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 and since 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 and procedures 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. We are cross referencing these students who went from meeting to not and looking at contributing factors. It's a total of 11 students in Grades 5 and 6.
    - Average number of absences for these 11 students - 10.3 days. Vacations and illness play significant factors.
- Continue to have staff implement the Interim Assessment Benchmarks from SBA to support success and provide additional data.
- 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.

Next Steps @ BCS

- Continue to focus on increased math time in Summit: 60 minutes in 5th and 65 minutes in 6th.
- Developing a comprehensive Multi-Tiered System of Support (MTSS) for students so that we can focus on both academic and SEL needs of students. Keeping both in the conversation so we can focus on the whole child.
- Implementing CKLA (Science of Reading) resource to ensure that students are receiving focused instruction to develop strong decoding and fluency skills in reading.
- Steering Committee is taking a deep dive into the CKLA program to ensure quality instruction is delivered.
- Continuing professional development with Robin Moore in the area of Mathematics: Fourth, Fifth, Sixth Grade
- Continue professional development with Literacy How with a focus on the Science of Reading
- Implementing a responsive Teacher Growth Cycle Plan (Evaluation) that focuses on growth and meaningful steps to improve the quality of their instruction.



This graph represents the percentage of points earned on the CT Accountability Index used to measure schools.

Indicators include:

- SBA Performance in Math & ELA
- SBA Growth in Math & ELA
- Science Performance & Growth
- Student Attendance
- English Proficiency
- Physical Fitness

Comparative scores on the Next Generation Accountability Index for BOWA Districts.

BCS Honored as a School of



- **BCS: A School of Distinction for High Performance**
- Based on Bethany Community School's high performance with an overall score of 82.4% on the Next Generation Accountability Index, the State of Connecticut recognized BCS as a "School of Distinction" for the 2022-2023 school year. Distinction for High Performance is an honor only bestowed upon only 67 of the 935 schools across the entire state. To be so honored, schools must meet the following criteria:
  - Must be in the top 10% of elementary schools based on the accountability index.
  - Must be rated a Category 1, 2, or 3 by the state.
  - Must not have an outlier achievement gap in ELA, Math, or Science.
  - Must have participation rates of 95% or higher for high needs and non-high needs students.
- BCS is honored to be one of only three schools in the BOWA region to receive such a distinction.