



STATEWIDE ASSESSMENT RESULTS

Timberlane Regional School District

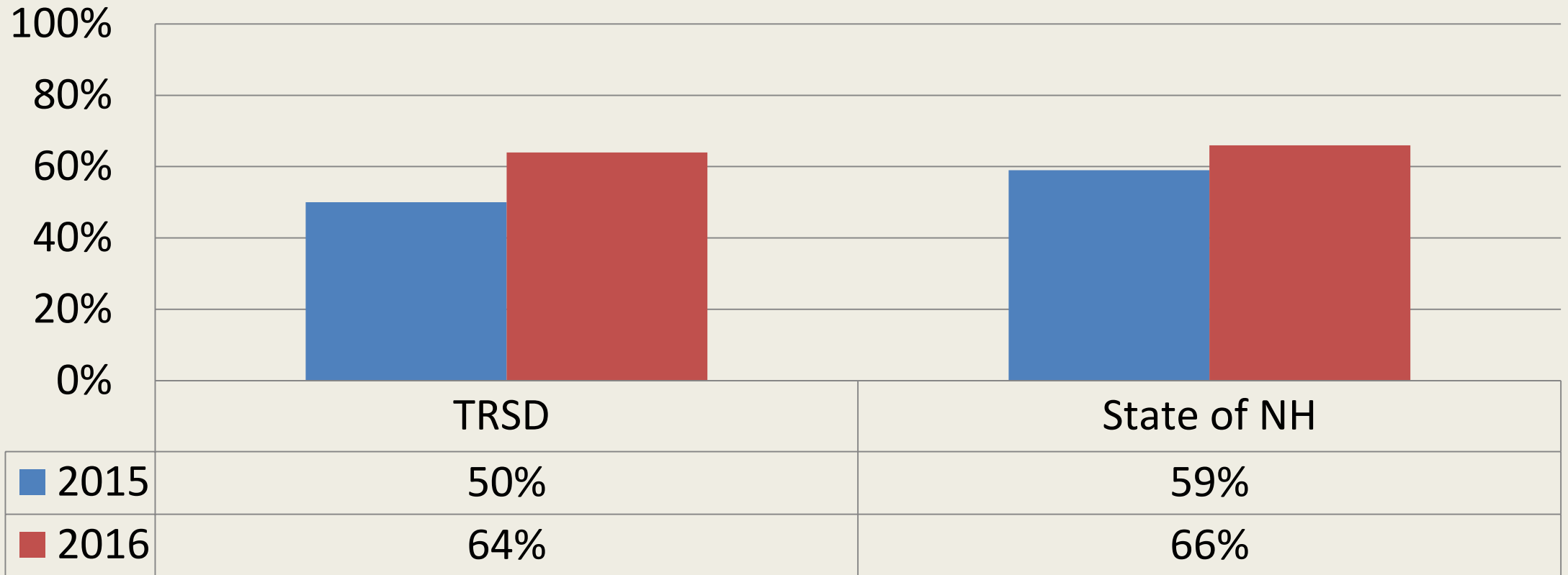
Smarter Balanced Assessment (Gr. 3-8)
SAT School Day (Gr. 11)



Statewide Assessment Results

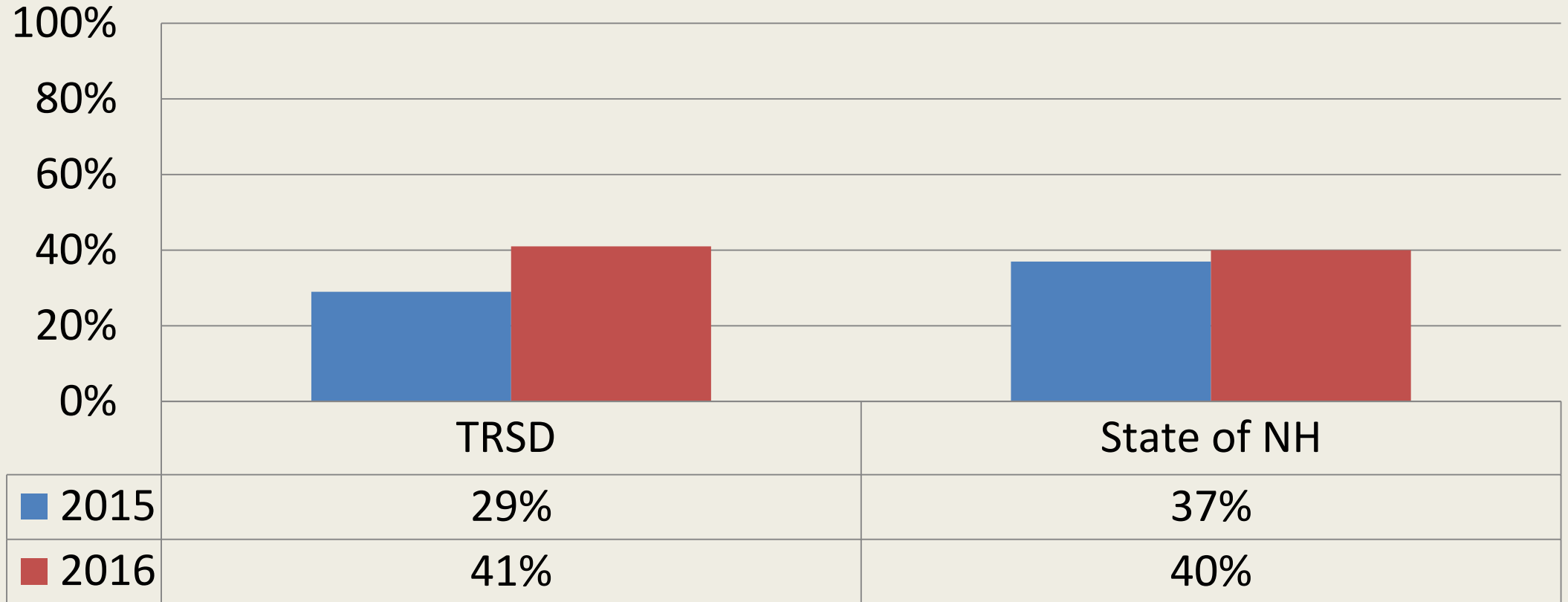
- Results provide a picture of how students are performing on their path to success after high school – “College and Career Readiness”.
- Results are important to TRSD educators and highlight the need for continued efforts to provide rigorous, high quality instruction tailored to the needs of all learners.
- Results are compared year to year based on the state’s measure of NH College and Career Readiness.

Percent of Gr. 11 Students Meeting Benchmark 2015-2016 Comparison READING



- 64% of TRSD Gr. 11 students met NH benchmarks over last year's 50%.
- 66% of NH Students met benchmarks over last year's 59%.

Percent of Gr. 11 Students Meeting Benchmark 2015-2016 Comparison MATH



- 41% of TRSD Gr. 11 students met NH benchmarks over last year's 29%.
- 40% of NH Students met benchmarks over last year's 37%.

Smarter Balanced Assessment RESULTS (Grades 3-8)

SBAC Achievement Levels

Achievement levels help to describe student performance. They describe how well students have mastered the standards and the extent to which they are on track for college and career readiness.

Level 4	<ul style="list-style-type: none">• Exceeds grade-level performance standard• Advanced progress toward college and career readiness
Level 3	<ul style="list-style-type: none">• Meets grade-level performance standard• Progress toward college and career readiness
Level 2	<ul style="list-style-type: none">• Nearly meets grade-level performance standard• May require further development
Level 1	<ul style="list-style-type: none">• Does not meet grade-level performance standard• Needs substantial improvement

N.H. Smarter Balanced Achievement Results

Percent of Students at Level 3 or Above (Meeting Performance Standards)

	English Language Arts		Math	
Grade	2015	2016	2015	2016
8	58%	62% (-1)	44%	47% (-4)
7	63%	62% (+5)	51%	52% (+6)
6	57%	59% (-4)	46%	47% (+3)
5	63%	63% (+7)	44%	48% (-1)
4	56%	57% (+2)	49%	51% (-1)
3	55%	56%	52%	57%

Same color = Same Cohort of Students

English Language Arts - TRSD

Percent of Students at Level 3 or Above

	2015	2016	2017	2018	2019	2020
Grade 8	65%	73% (-4)				
Grade 7	77%	69% (+5)				
Grade 6	64%	64% (-13)				
Grade 5	77%	84% (+13)				
Grade 4	71%	67% (+2)				
Grade 3	65%	64%				
	2015	2016	2017	2018	2019	2020

TRSD SUBGROUP DATA (Students with Educational Disabilities)

Not necessarily the same students each year due to withdrawals and newly identified students.

English Language Arts Students with Educational Disabilities (IEP) Percent of Students at Level 3 or Above

Grade 8	36%	39% (+1)				
Grade 7	38%	33% (+15)				
Grade 6	18%	24% (-12)				
Grade 5	36%	58% (+18)				
Grade 4	40%	36% (-2)				
Grade 3	38%	26%				
	2015	2016	2017	2018	2019	2020

Same color = Same Cohort of Students

MATH - TRSD

Percent of Students at Level 3 or Above

Grade 8	55%	55% (-7)				
Grade 7	62%	57% (+10)				
Grade 6	47%	44% (-12)				
Grade 5	56%	67% (+15)				
Grade 4	52%	56% (-7)				
Grade 3	63%	71%				
	2015	2016	2017	2018	2019	2020

TRSD SUBGROUP DATA (Students with Educational Disabilities)

Not necessarily the same students each year due to withdrawals and newly identified students.

MATH

Students with Educational Disabilities (IEP)

Percent of Students at Level 3 or Above

Grade 8	17%	22% (+1)				
Grade 7	21%	25% (+15)				
Grade 6	10%	17% (-6)				
Grade 5	23%	44% (+23)				
Grade 4	21%	25% (-17)				
Grade 3	42%	44%				
	2015	2016	2017	2018	2019	2020

Atkinson Academy (Gr. 3-5)

Same color = Same Cohort of Students

MATH

Percent of Students at Level 3 or Above

Grade 5	55%	68% (+1)				
Grade 4	67%	73% (+7)				
Grade 3	66%	68%				
	2015	2016	2017	2018	2019	2020

ELA

Percent of Students at Level 3 or Above

Grade 5	75%	88% (+9)				
Grade 4	79%	82% (+21)				
Grade 3	61%	58%				
	2015	2016	2017	2018	2019	2020

Danville School (Gr. 3-5)

Same color = Same Cohort of Students

<u>MATH</u>						
Percent of Students at Level 3 or Above						
Grade 5	56%	62% (+6)				
Grade 4	56%	71% (-1)				
Grade 3	72%	70%				
	2015	2016	2017	2018	2019	2020

<u>ELA</u>						
Percent of Students at Level 3 or Above						
Grade 5	81%	92%(+28)				
Grade 4	64%	76%(+6)				
Grade 3	70%	69%				
	2015	2016	2017	2018	2019	2020

Pollard School (Gr. 3-5)

Same color = Same Cohort of Students

<u>MATH</u>						
Percent of Students at Level 3 or Above						
Grade 5	55%	73% (+35)				
Grade 4	38%	38% (-5)				
Grade 3	43%	59%				
	2015	2016	2017	2018	2019	2020

<u>ELA</u>						
Percent of Students at Level 3 or Above						
Grade 5	75%	82% (+22)				
Grade 4	60%	57% (-10)				
Grade 3	67%	65%				
	2015	2016	2017	2018	2019	2020

Sandown North (Gr. 3-5)

Same color = Same Cohort of Students

<u>MATH</u>						
Percent of Students at Level 3 or Above						
Grade 5	56%	64% (+17)				
Grade 4	47%	56% (-18)				
Grade 3	74%	87%				
	2015	2016	2017	2018	2019	2020

<u>ELA</u>						
Percent of Students at Level 3 or Above						
Grade 5	78%	81% (+6)				
Grade 4	75%	61% (-2)				
Grade 3	63%	63%				
	2015	2016	2017	2018	2019	2020

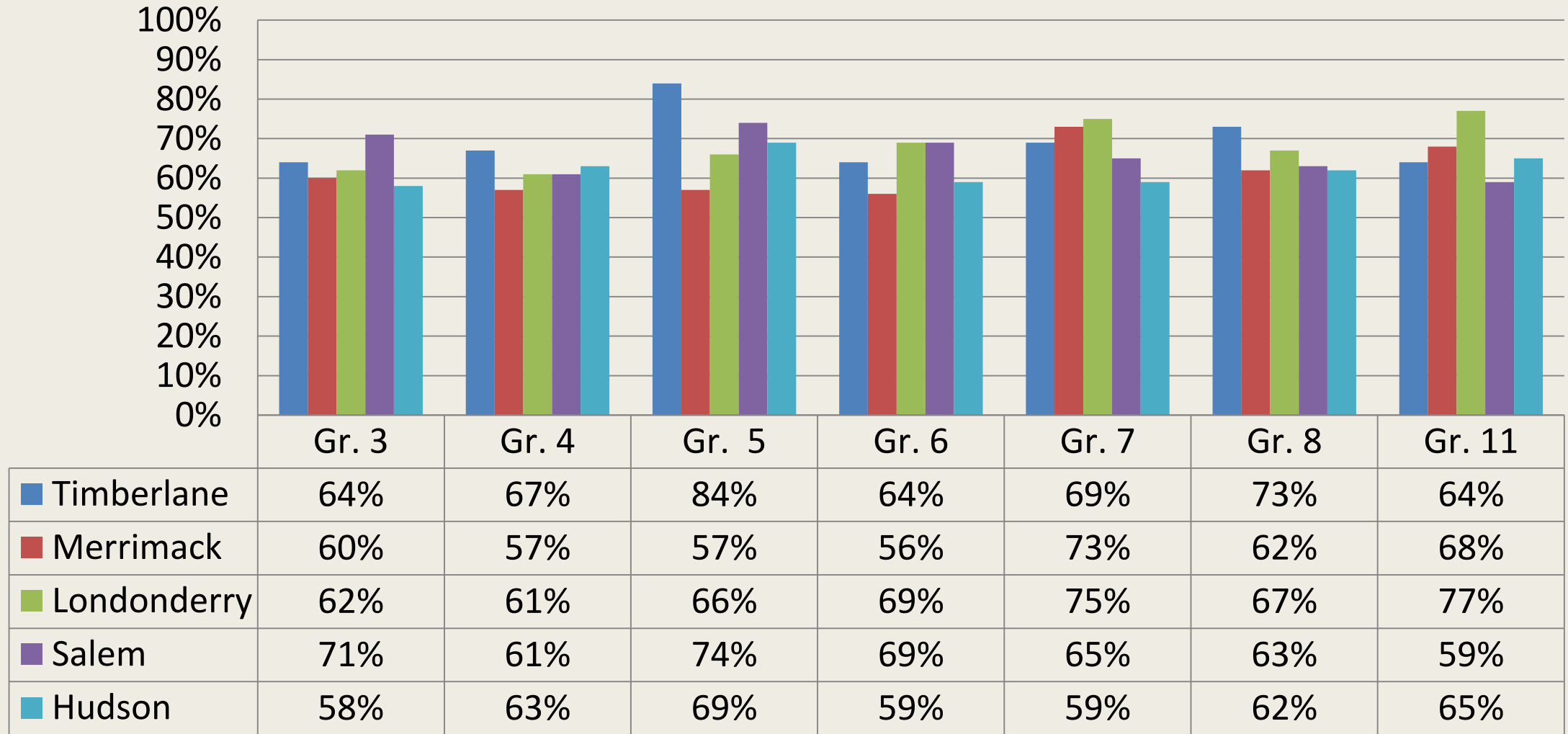
Timberlane Regional Middle School (Gr. 6-8)

Same color = Same Cohort of Students

<u>MATH</u>						
Percent of Students at Level 3 or Above						
Grade 8	55%	55% (-7)				
Grade 7	62%	57% (+10)				
Grade 6	47%	44% (-12)				
District Gr. 5	56%	67%				
	2015	2016	2017	2018	2019	2020

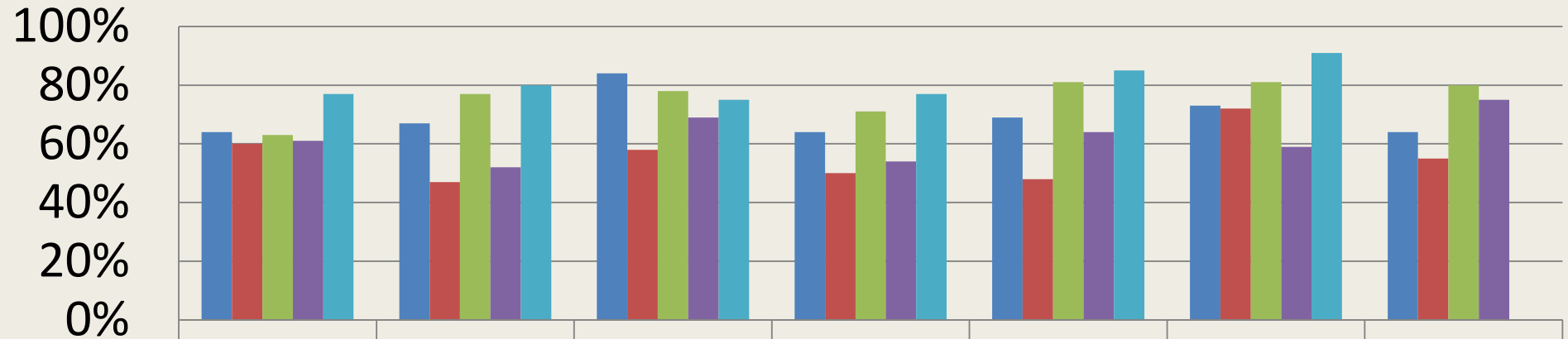
<u>ELA</u>						
Percent of Students at Level 3 or Above						
Grade 8	65%	73% (-4)				
Grade 7	77%	69% (+5)				
Grade 6	64%	64% (-13)				
District Gr. 5	77%	84%				
	2015	2016	2017	2018	2019	2020

Comparable Size Districts – English Lang. Arts



Neighboring Districts – English Lang. Arts

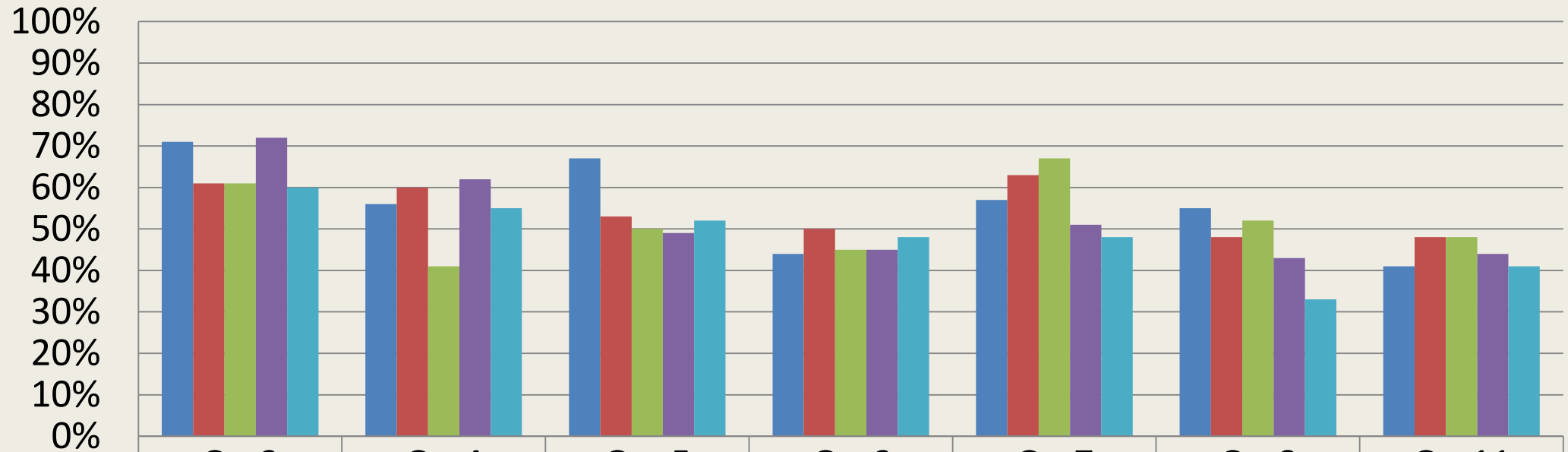
ELA



	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
■ Timberlane	64%	67%	84%	64%	69%	73%	64%
■ Sanborn Regional	60%	47%	58%	50%	48%	72%	55%
■ Windham	63%	77%	78%	71%	81%	81%	80%
■ Pelham	61%	52%	69%	54%	64%	59%	75%
■ Hampstead	77%	80%	75%	77%	85%	91%	



Comparable Size Districts – Mathematics

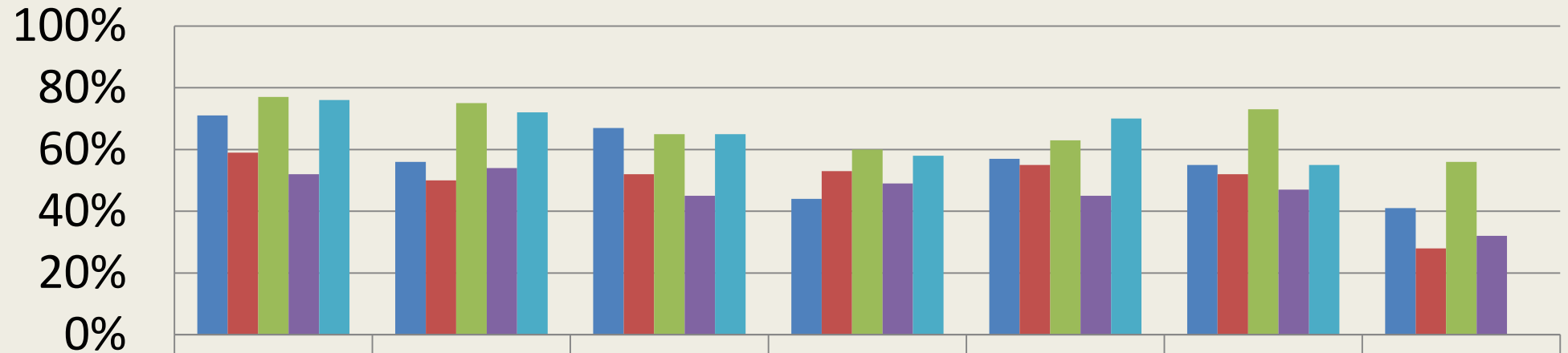


	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
■ Timberlane	71%	56%	67%	44%	57%	55%	41%
■ Merrimack	61%	60%	53%	50%	63%	48%	48%
■ Londonderry	61%	41%	50%	45%	67%	52%	48%
■ Salem	72%	62%	49%	45%	51%	43%	44%
■ Hudson	60%	55%	52%	48%	48%	33%	41%



Neighboring Districts – Mathematics

MATH



	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
■ Timberlane	71%	56%	67%	44%	57%	55%	41%
■ Sanborn Regional	59%	50%	52%	53%	55%	52%	28%
■ Windham	77%	75%	65%	60%	63%	73%	56%
■ Pelham	52%	54%	45%	49%	45%	47%	32%
■ Hampstead	76%	72%	65%	58%	70%	55%	



What did we see in SBAC Year 2? (ELA)

■ English Language Arts:

- *District wide ELA avg. maintained at 70% proficiency from 2015-2016*
- *10% greater proficiency over the state avg. in 2016*
- *64% of Grade 3 students taking SBAC for first time met or exceeded benchmarks.*
- *84% proficiency at Gr. 5 = 15% growth for Grade 5 students over last year (same grade level state saw the greatest increase)*
- *Grade 6 students experienced a 17% dip compared to Grade 5 district avg. in 2015 (same grade level state saw the greatest dip)*
- *IEP Subgroup – significant growth at Grades 5 and 7*
- *Outperformed comparable towns (Merrimack, Londonderry, Salem, Hudson) at grades 4, 5, and 8*

What did we see in SBAC Year 2? (MATH)

■ Mathematics:

- *District wide math avg. increased from 56% to 58% proficiency from 2015-2016*
- *8% greater proficiency over the state avg. in 2016*
- *71% of Grade 3 students taking SBAC for first time met or exceeded benchmarks.*
- *67% met or exceeded at Grade 5 = 22% growth over last year*
- *Grade 6 students experienced a 21% dip as compared to Gr. 5 district avg. in 2015*
- *57% met or exceeded at Grade 7 = 18% growth over last year*
- *IEP Subgroup – significant growth at Grades 5 and 7*
- *Outperformed comparable towns (Merrimack, Londonderry, Salem, Hudson) at grades 5 and 8.*

Moving Forward...

- Continue to implement TRSD curriculum that is written to include the higher college and career readiness standards measured by Smarter Balanced.
- Continue to place strong emphasis on content literacy at the middle and high school.
- Explore root causes for transitional year dips (Grade 5 to 6). Work to support rigor, curriculum implementation, effective instructional practices, and Rtl efforts at the Middle School.
- Combine information gathered from multiple measures to tailor instruction to meet students' individual needs through Rtl (Response to Intervention) models in our schools.
- Explore subgroup achievement gaps and support growth through specialized instructional practices, appropriate testing accommodations, goal setting, and progress monitoring.