# Lyme-Old Lyme

## K-5 SBAC and NGSS Presentation




### Board of Education

**October 7, 2026**

# Lyme-Old Lyme State Testing Results 2025-2026

Smarter Balanced
Assessment Consortium

NEXT GENERATION
SCIENCE
STANDARDS

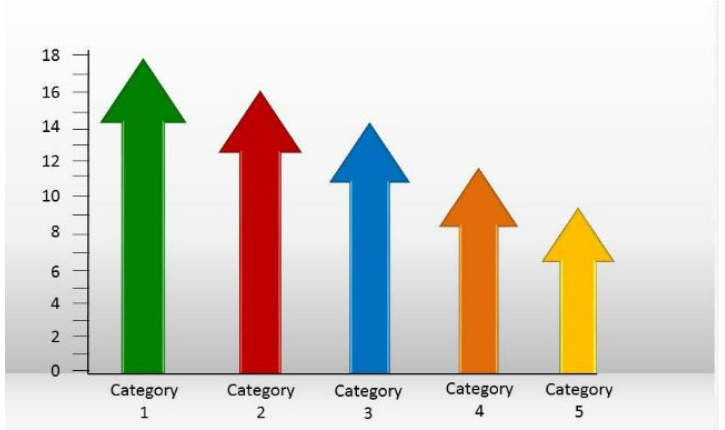
# SBAC Testing

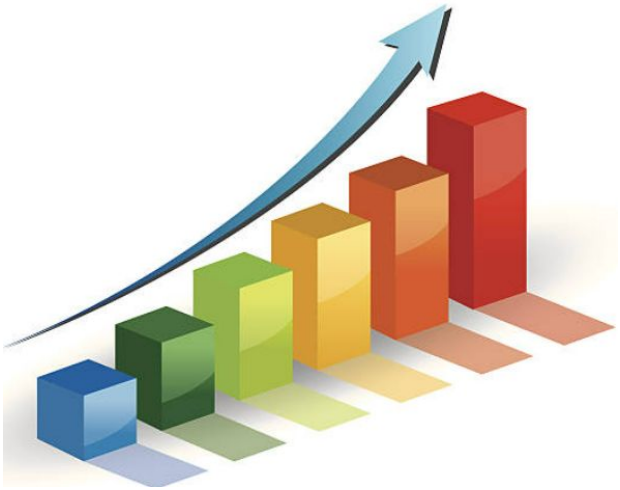
| English Language Arts | |
|---|---|
| Areas of Knowledge and Skills Measured: | Statement About Student Learning from which the Assessment was Built |
| READING<br>Literary (fiction) & informational (nonfiction) texts | The student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts |
| WRITING<br>- Organization & Purpose<br>- Evidence & Elaboration<br>- 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 |

# Achievement vs. Growth

**Achievement:** *A snapshot measure of academic performance.*



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

# SBAC 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 of achievement

| 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 |

# Indicators of Success

## ELA

Average Achievement Score

| | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| **Level 4** | 2490-2623 | 2533-2663<br>**2543** | 2582-2701<br>**2582** |
| **Level 3** | 2432-2489<br>**2480** | 2473-2532 | 2502-2581 |
| **Level 2** | 2367-2431 | 2416-2472 | 2442-2501 |
| **Level 1** | 2114-2366 | 2131-2415 | 2201-2441 |

# Indicators of Success

## ELA

Average Rough Cohort Scale Scores

| | Scale Score 22-23 | Scale Score 23-24 | Scale Score 24-25 | Scale Score 25-26 |
|---|---|---|---|---|
| 3 | 2461 | 2482 | 2496 | **2480** |
| 4 | 2519 | 2523 | 2541 | **2543** |
| 5 | 2561 | 2549 | 2562 | **2582** |

# Indicators of Success

## ELA

Average Rough Cohort Scale Scores

| | % at or above goal 22-23 | % at or above goal 23-24 | % at or above goal 24-25 | % at or above goal 25-26 |
|---|---|---|---|---|
| 3 | 65% | 76% | 80% | **74%** |
| 4 | 72% | 77% | 82% | **80%** |
| 5 | 77% | 68% | 77% | **89%** |

# Indicators of Success

## ELA

Rankings - Scale Score and Percent at or above goal

| | Rankings 22-23 SS/% | Rankings 23-24 SS/% | Rankings 24-25 SS/% | Rankings 25-26 SS/% |
|---|---|---|---|---|
| 3 | 42nd /37th | 9th/8th | 6th/4th | **14th/13th** |
| 4 | 30th /21st | 14th/13th | 9th/10th | **5th/8th** |
| 5 | 25th /21st | 38th/47th | 25th/25th | **6th/3rd** |

# Indicators of Success

## MATH

Average Score and % of Students meeting or exceeding benchmarks

| | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| Level 4 | 2501-2621 | 2549-2659 | 2579-2700<br>2579 |
| Level 3 | 2436-2500<br>2489 | 2485-2548<br>2548 | 2528-2578 |
| Level 2 | 2381-2435 | 2411-2484 | 2455-2527 |
| Level 1 | 2189-2380 | 2204-2410 | 2219-2454 |

# Indicators of Success

## MATH

Average Rough Cohort Scale Scores

| | Scale Score 22-23 | Scale Score 23-24 | Scale Score 24-25 | Scale Score 25-26 |
|---|---|---|---|---|
| 3 | 2493 | 2489 | 2504 | **2489** |
| 4 | 2510 | 2527 | 2527 | **2548** |
| 5 | 2588 | 2644 | 2567 | **2579** |

# Indicators of Success

## MATH

Average Rough Cohort Scale Scores

| | % at or above goal 22-23 | % at or above goal 23-24 | % at or above goal 24-25 | % at or above goal 25-26 |
|---|---|---|---|---|
| 3 | 79% | 82% | 83% | **73%** |
| 4 | 67% | 74% | 71% | **82%** |
| 5 | 72% | 63% | 74% | **77%** |

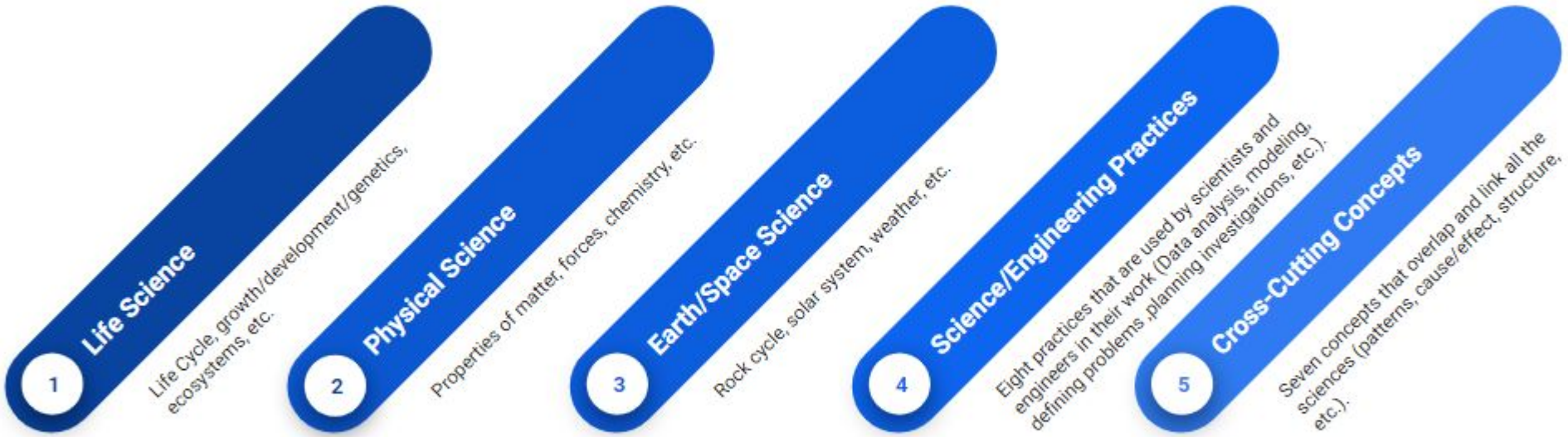
# Indicators of Success

## MATH

Rankings - Scale Score and Percent at or above goal

| | Rankings 22-23 SS/% | Rankings 23-24 SS/% | Rankings 24-25 SS/% | Rankings 25-26 SS/% |
|---|---|---|---|---|
| 3 | 14th /12th | 15th /8th | 12th/12th | **19th/34th** |
| 4 | 57th /44th | 20th /28th | 34th/47th | **9th/11th** |
| 5 | 30th /21st | 34th /34th | 19th/14th | **9th/12th** |

# Next Gen. Science



# Indicators of Success

# Science

Average scale score

| | Scale Score 21-22 | Scale Score 22-23 | Scale Score 23-24 | Scale Score 24-25 | Scale Score 25-26 |
|---|---|---|---|---|---|
| 5 | 521 | 520* | 514 | 517 | **525** |

*First year of computer adaptive testing

# Indicators of Success

# Science

Percent at or above goal

| | % at or above goal 21-22 | % at or above goal 22-23* | % at or above goal 23-24 | % at or above goal 24-25 | % at or above goal 25-26 |
|---|---|---|---|---|---|
| 5 | 81% | 77% | ** | 70% | **83%** |

*First year of computer adaptive testing **Not reported

# Indicators of Success

# Science

Ranking

| | Rankings 21-22 SS/% | Rankings 22-23* SS/% | Rankings 23-24 SS/% | Rankings 24-25 SS/% | Rankings 25-26 SS/% |
|---|---|---|---|---|---|
| 5 | 9th /9th | 16th /17th | 13th /** | 26th/42nd | **5th/4th** |

*First year of computer adaptive testing

**Not Reported

# Continuous Improvement Model

Use of Data Teams to identify students and develop interventions
Use of SAT Meetings for intervention or pre-MTSS intervention
Communication with families to update progress and inform about interventions
Curriculum renewal/updates- Recent addition of Bookworms and Heggerty
Grade-level teams review current data and refine instruction
Coaching meetings to identify best practice

Professional learning in ‘teaching the student of today’:

- Executive functioning
- Advanced instructional practices for student engagement, feedback and curriculum compacting
- Structured and unstructured play
- Book study groups to discuss new learning and implementation (Thinking Classroom, EF)
- New Professional Goal focus on John Hattie and leveraging high impact practices

Thank You

