

2016 Assessment Results



**NEW MILFORD PUBLIC SCHOOLS
COMMITTEE ON LEARNING
SEPTEMBER 20, 2016**

**PRESENTED BY:
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Smarter Balanced Assessment



- The Smarter Balanced assessment is aligned to the Connecticut Core Standards for English Language Arts and Mathematics, for grades 3-8.
- The Smarter Balanced assessment replaced the CMT and CAPT.
- Administered in the spring of 2016
- Adaptive Assessment that includes performance tasks (math only in 2016).
- Schools and districts are evaluated not only by performance, but also individual student growth.
- 4 achievement levels (1 – 4) with levels 3 and 4 considered meeting goal.

Smarter Balanced Assessment - Scoring



Scoring:

Students receive an overall vertical scale score in each subject

Scores fall between achievement level 1 (lowest) and achievement level 4 (highest)

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

SBAC Overview

Math



	2014-15				2015-16			
Group	Goal Rate	State Rate	DRG C Rate	DRG D Rate	Goal Rate	State Rate	DRG C Rate	DRG D Rate
3 rd	53%	47.7%	59.8%	57.4%	57.2%	52.8%	65%	62.8%
4 th	39%	44%	56.1%	54.5%	53%	48%	62.5%	59.8%
5 th	37%	36.7%	46.4%	44.7%	50.5%	40.9%	52.5%	51.2%
6 th	43%	37.2%	46.5%	45.2%	39%	40.6%	48.6%	48%
7 th	36%	38.6%	48.1%	45.1%	49.2%	41.8%	54.3%	51.1%
8 th	31%	36.6%	44.9%	44.1%	31.6%	40.4%	49.6%	46.6%
All grades	40%	40.1%	50.3%	48.5%	46.8%	44%	55.2%	53%

SBAC Overview

Math - Subgroups



	2014-15			2015-16		
Group	Number	Passing Rate	State Rate	Number	Passing Rate	State Rate
Free and Reduced	83/358	23%	17.3%	121/339	35.7%	20.8%
ELL	5/63	7.9%	7.2%	6/57	10.5%	9.6%
SPED	28/250	11.2%	8.6%	22/229	10.3%	9.6%
ALL	849/2120	40%	40.1%	858/1833	46.8%	44%

SBAC Overview

Reading/ Language



	2014-15				2015-16			
Group	Goal Rate	State Rate	DRG C Rate	DRG D Rate	Goal Rate	State Rate	DRG C Rate	DRG D Rate
3 rd	60%	50.8%	64.7%	63.6%	50.2%	54%	66.1%	64.4%
4 th	48%	52.9%	66.3%	65.4%	51.5%	55.6%	67.4%	65.7%
5 th	63%	55.9%	68.5%	66.8%	58.5%	58.8%	69.1%	67.9%
6 th	55%	52.2%	67.9%	66%	56.4%	55%	65.9%	64%
7 th	43%	52.1%	66%	64.3%	64.2%	55.2%	67%	64.8%
8 th	45%	50.5%	67.8%	62.4%	40.1%	55.5%	65%	63%
All grades	52.6%	52.4%	66.9%	64.8%	53.6%	55.7%	66.7%	64.9%

SBAC Overview

Reading / Language - Subgroups



	2014-15			2015-16		
Group	Number	Passing Rate	State Rate	Number	Passing Rate	State Rate
Free and Reduced	143/401	35.7%	29.3%	146/340	42.9%	33.1%
ELL	8/62	12.9%	8.8%	10/58	17.2%	10.7%
SPED	40/257	15.7%	13.5%	33/232	14.2%	15.7%
All Students	1104/2109	52.3%	52.4%	999/1855	53.9%	55.7%

SBAC Summary



- **Math:**

- Beginning to see effect of new math program at all levels.
- More total number of students meeting goal with 287 less exams taken
- Climbing in DRG ranks
- All subgroups saw improvements
- Cohort improvements in 5 of the 6 grades
- Averaged 43rd percentile state-wide (31st last year)

- **Reading / ELA**

- Slight increases overall from last year (1% improvement)
- Cohort improvements in 5th (most TC units) and 7th grade
- Averaged 31st percentile state-wide (31st last year)

Connecticut CMT / CAPT Assessments

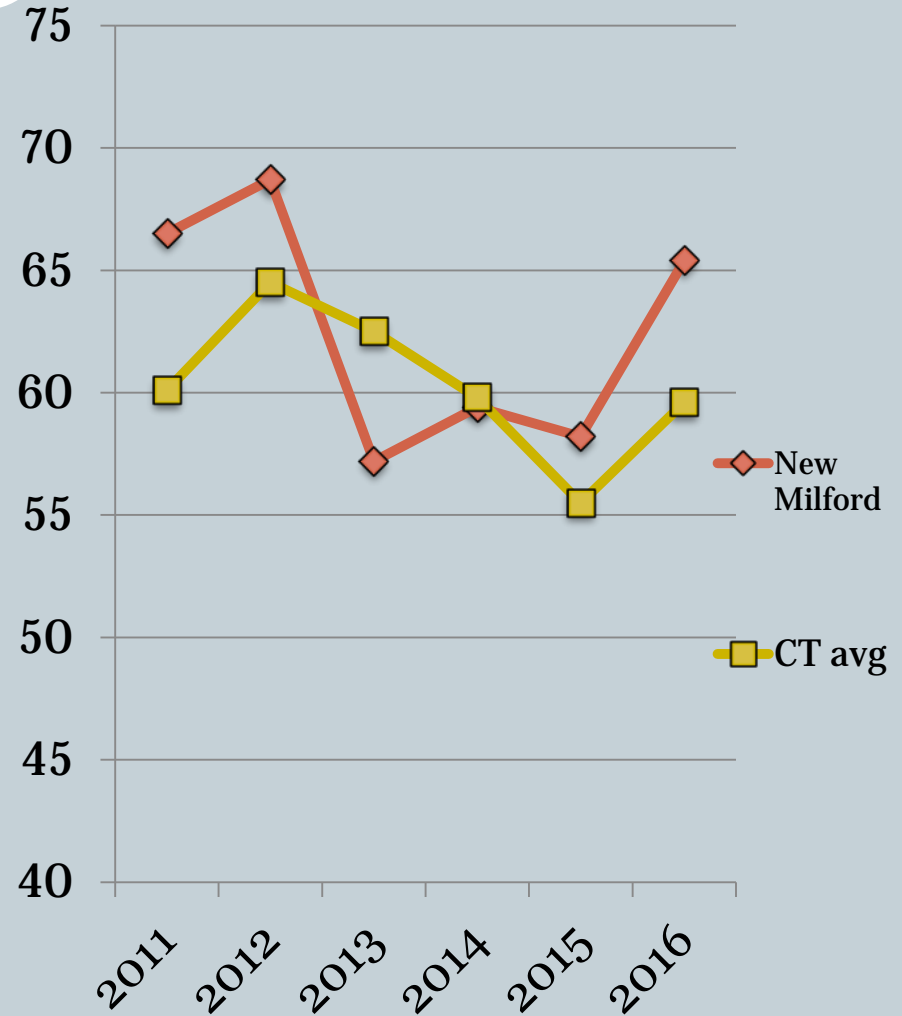


Overview: In 2015-16 the Connecticut Mastery Test (CMT) is the standard assessment administered to students in 5th and 8th grade for Science. In 2015-16 the Connecticut Academic Performance Test (CAPT) is the standard assessment administered to students in 10th grade for Science. In all science assessments, the state has begun to pilot questions aligned to Next Generation Science Standards (NGSS).

Science CMT Results

Grade 5

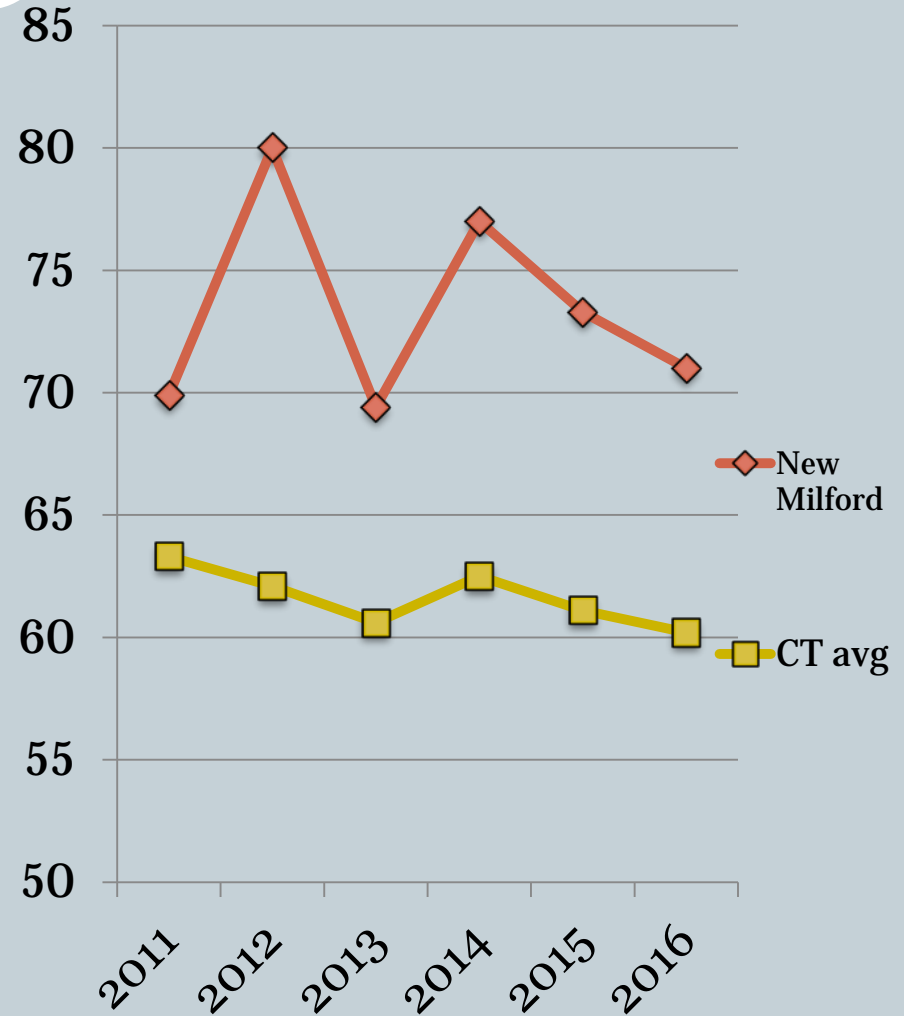
	Mean Score	Percentage of Students Meeting Goal Range
2015-16	261.3	65.4%
2014-15	253	58.2%
2013-14	253.3	59.4%
2012-13	253.9	57.2%
2011-12	262.1	68.7%
2014-11 Avg.	257.9	63.0%



Science CMT Results

Grade 8

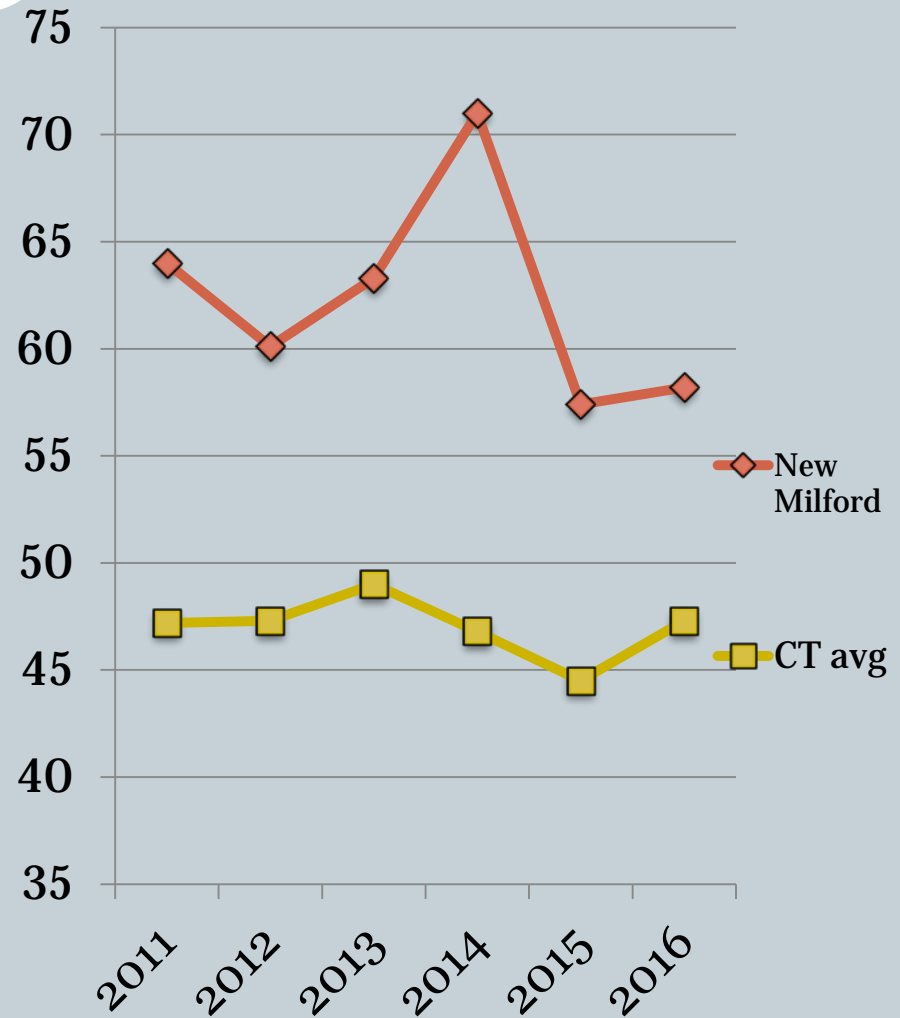
	Mean Score	Percentage of Students Meeting Goal Range
2015-16	263.5	71%
2014-15	265.9	73.3%
2013-14	268.7	77.0%
2012-13	259.7	69.4%
2011-12	271.1	80.0%
2014-11 Avg.	264.75	73.9%



Science CMT Results

Grade 10

	Mean Score	Percentage of Students Meeting Goal Range
2015-16	274.7	58.2%
2014-15	276	57.4%
2013-14	287.2	71.0%
2012-13	281.4	63.3%
2011-12	277.2	60.1%
2014-11 Avg.	282.4	64.6%



CMT / CAPT Summary



- Exceeded state averages on at all 3 grade levels assessed.
- 2 perfect scores (1- grade 5, 1- grade 10)
- Number of exceeds (level 5) students in grade 5 increased by 62% from 37 last year to 60 this year.
- Grade 5 had the highest goal rate since 2012, and outpaced the state average.
- Over 33% of the 10th graders exceeded (level 5).
- As a district we had 234 students exceed (level 5) between the 3 grade levels.

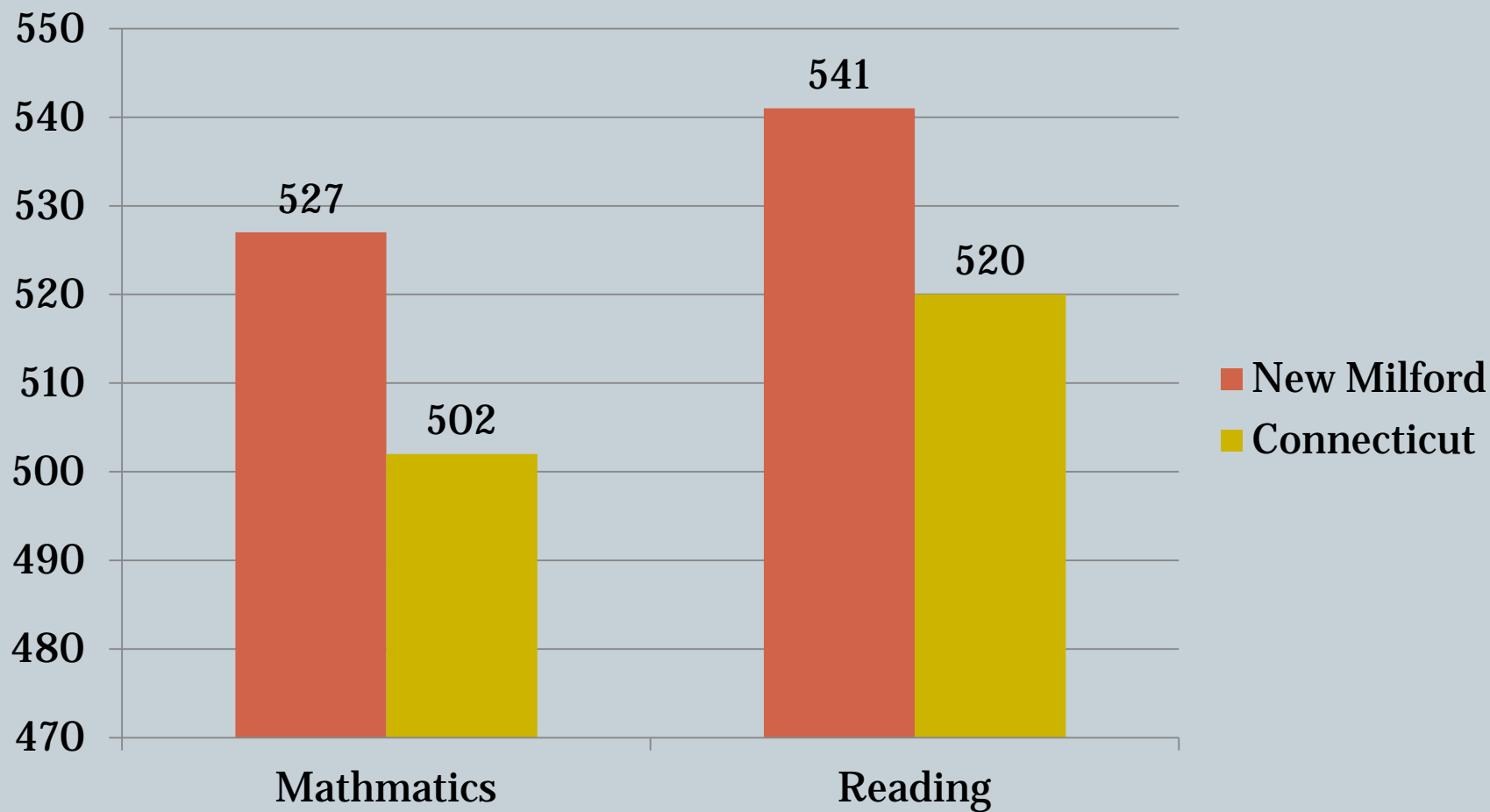
SAT



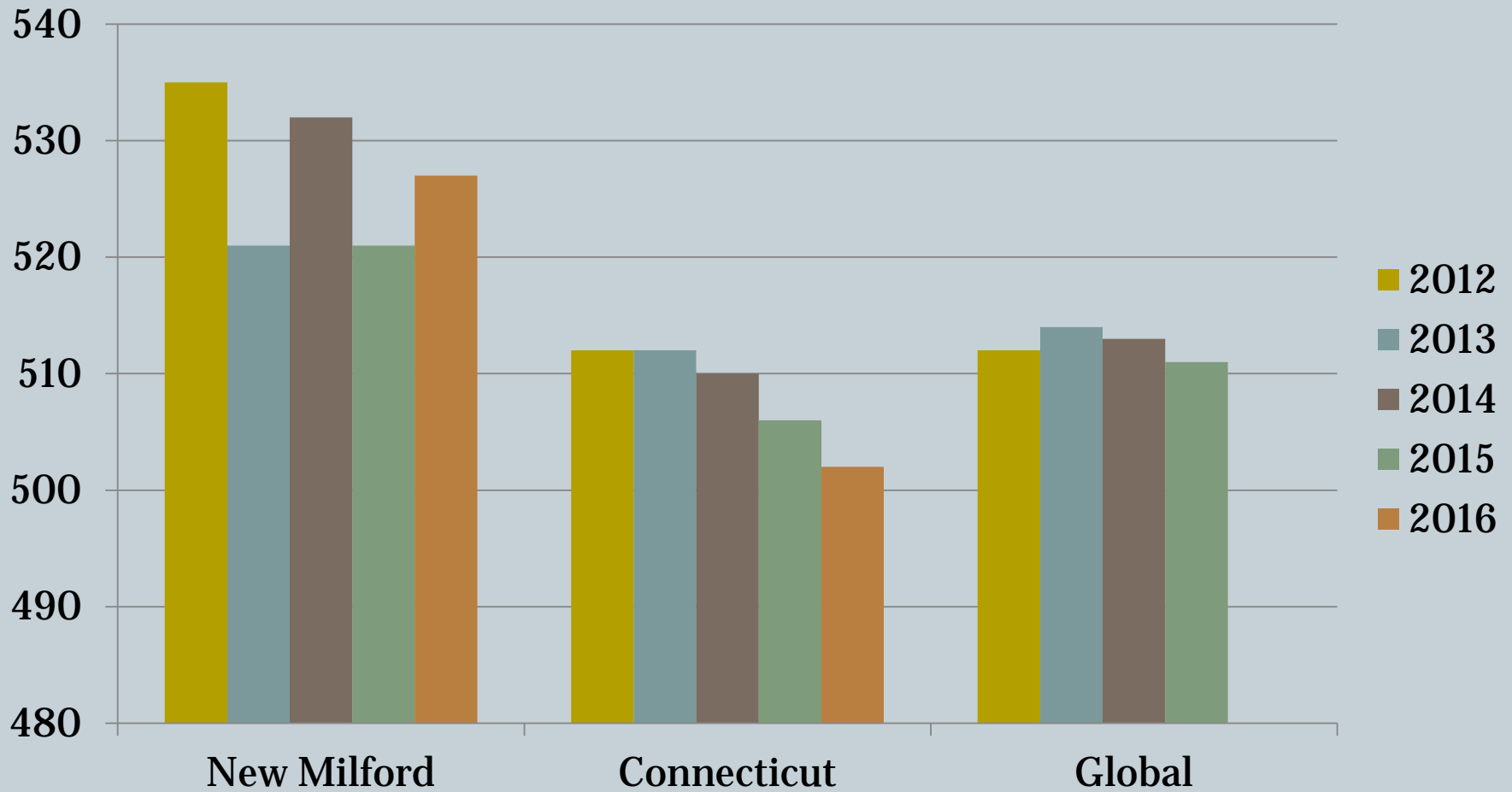
Overview: The SAT and SAT Subject Tests are designed to assess your academic readiness for college. These exams provide a path to opportunities, financial support, and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Last year marked the first year of the new re-designed SAT exam, and global data has yet to be released.

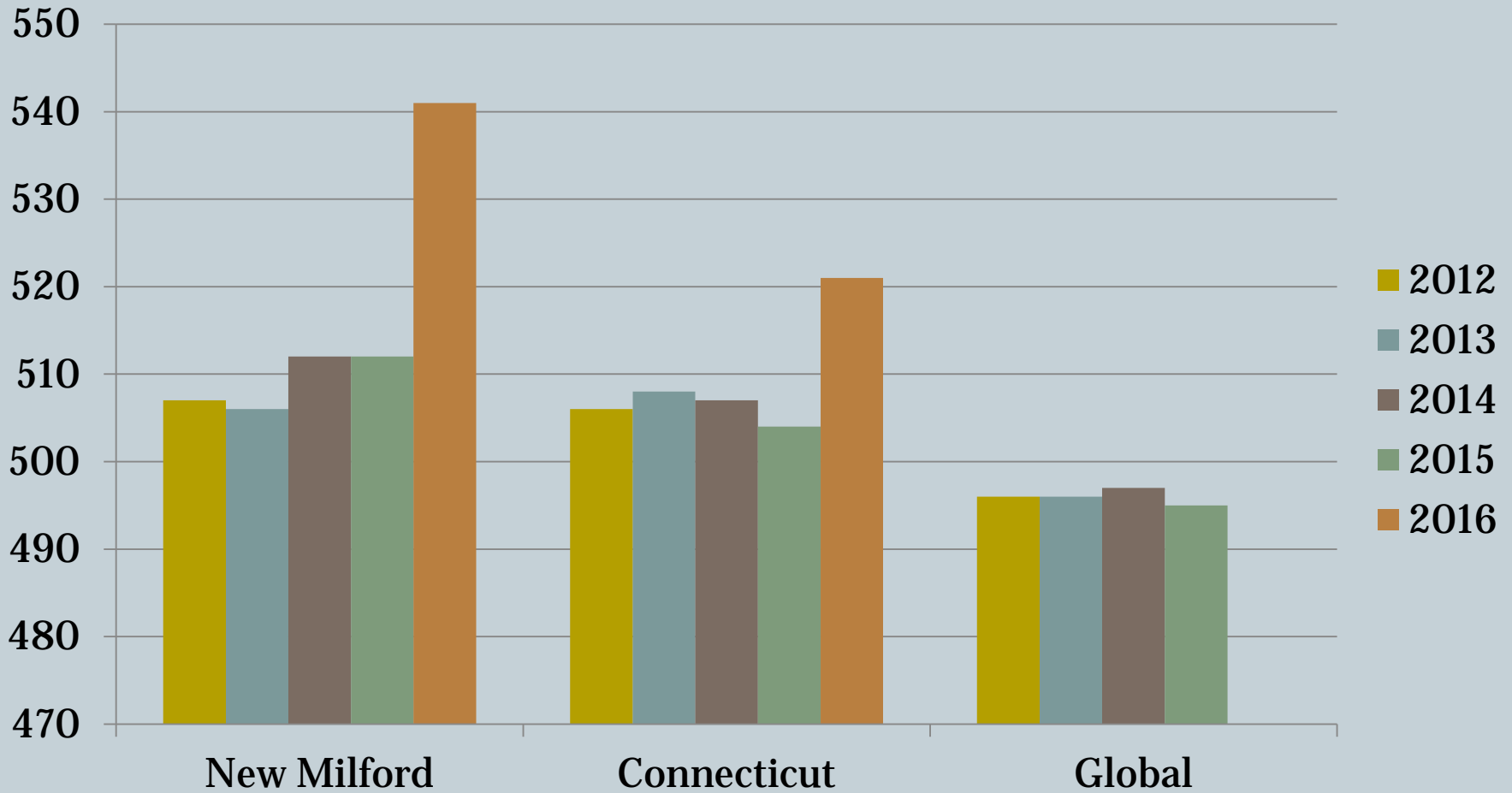
2015-16 SAT Performance



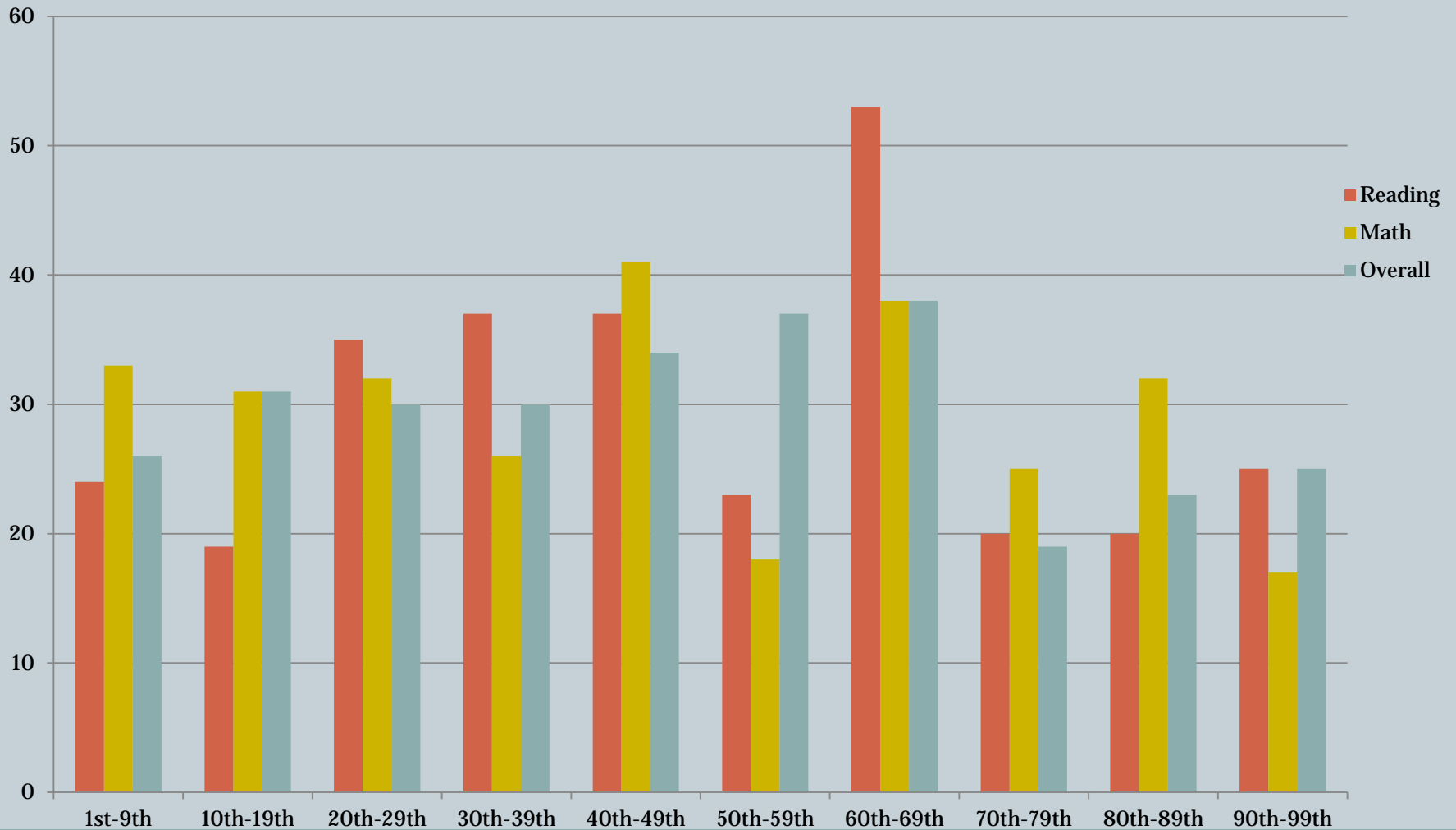
Math SAT Performance



Reading SAT Performance



SAT Score Distribution

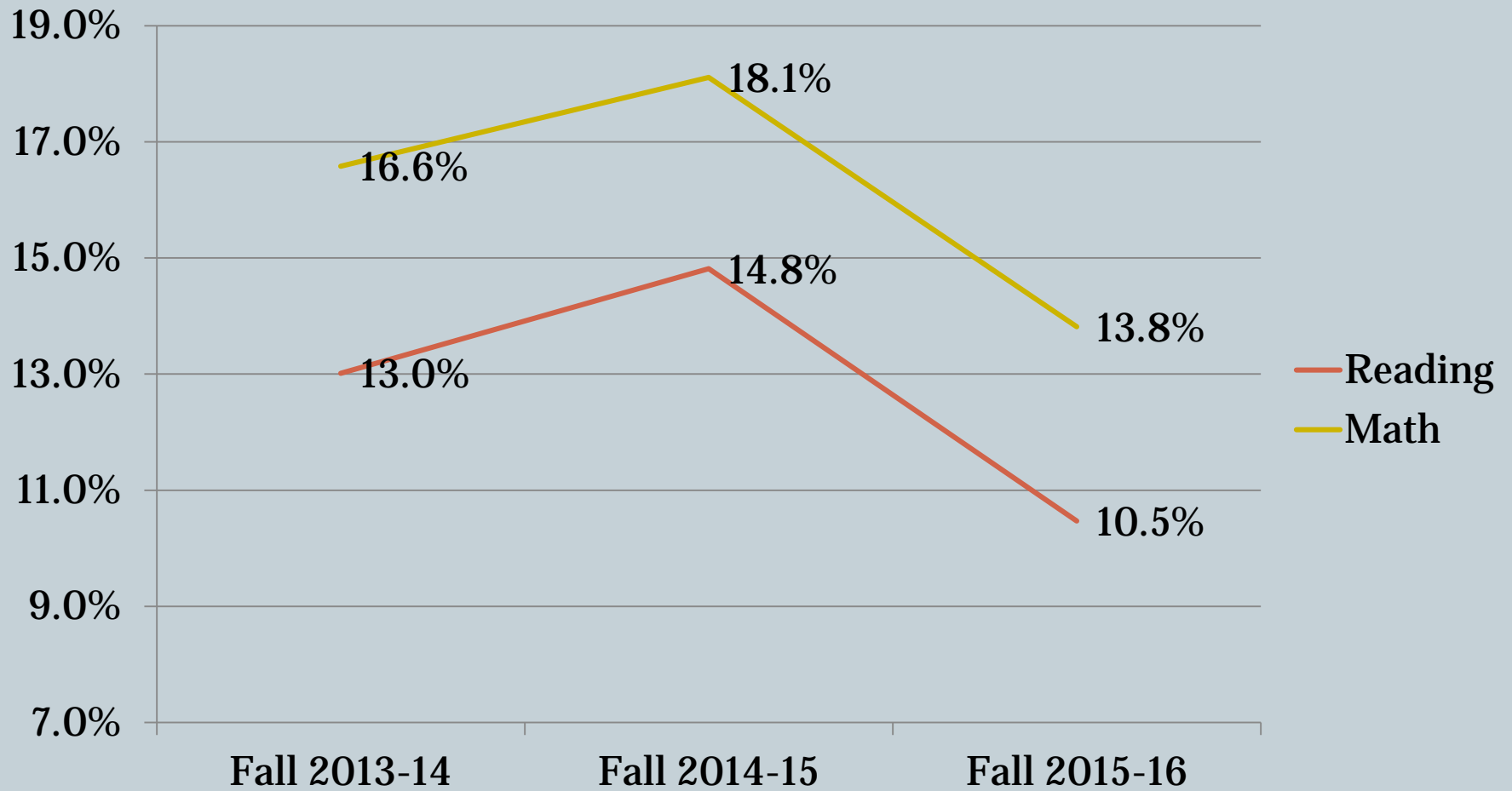


SAT Summary

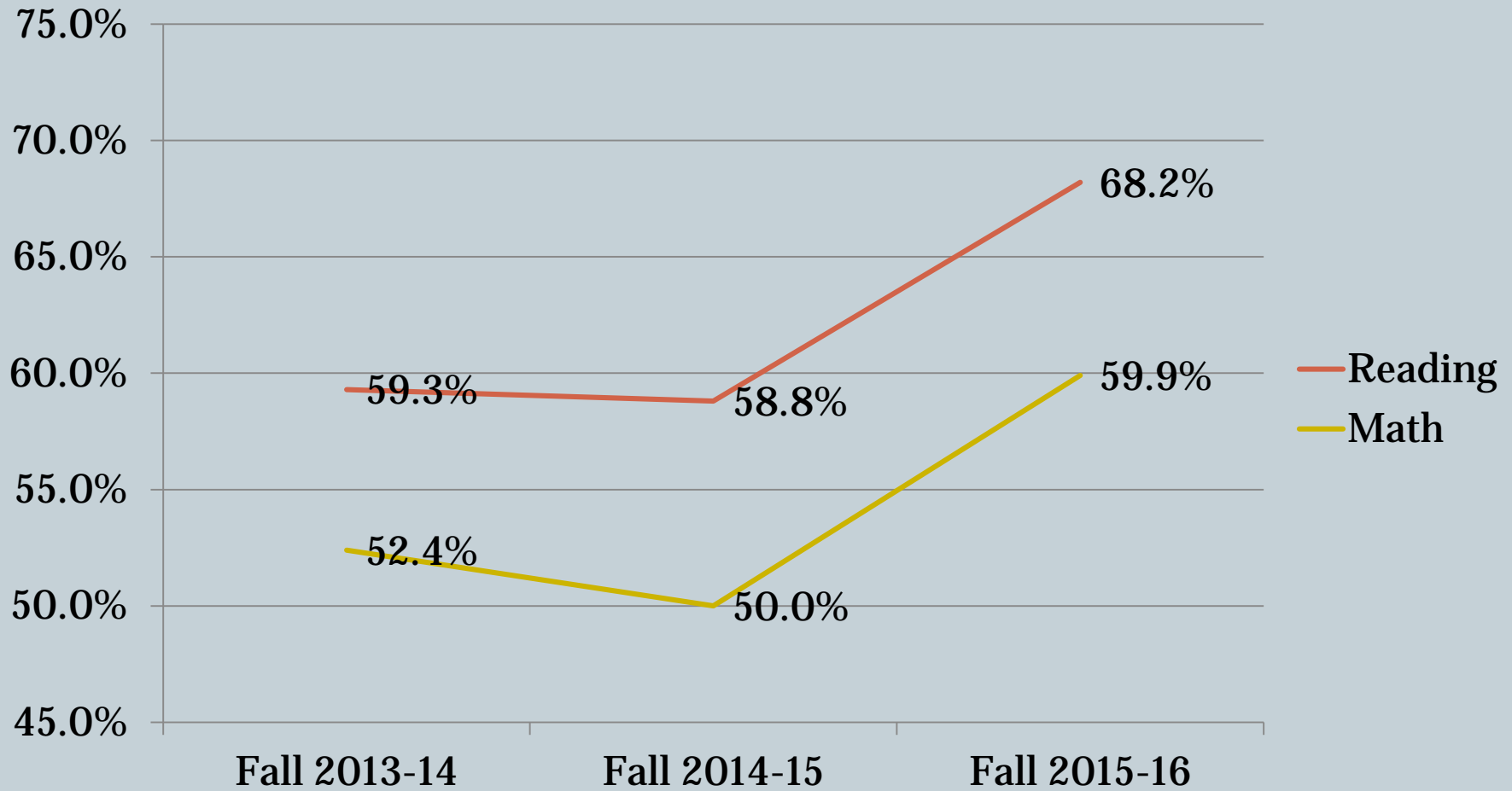


- First year of the current version, not a trend
- Students overall averaged a 1077, with about 50% of the students above the 50th percentile.
- Outperformed state averages in both reading and math.
- Ranked in the 58th percentile state wide for a composite score.
- Of the 61 students who scored at a 1200 or higher, 50 (82%) took AP courses.
- Of the 127 students who scored from a 1190-1000 only 30 (24%) took AP courses.

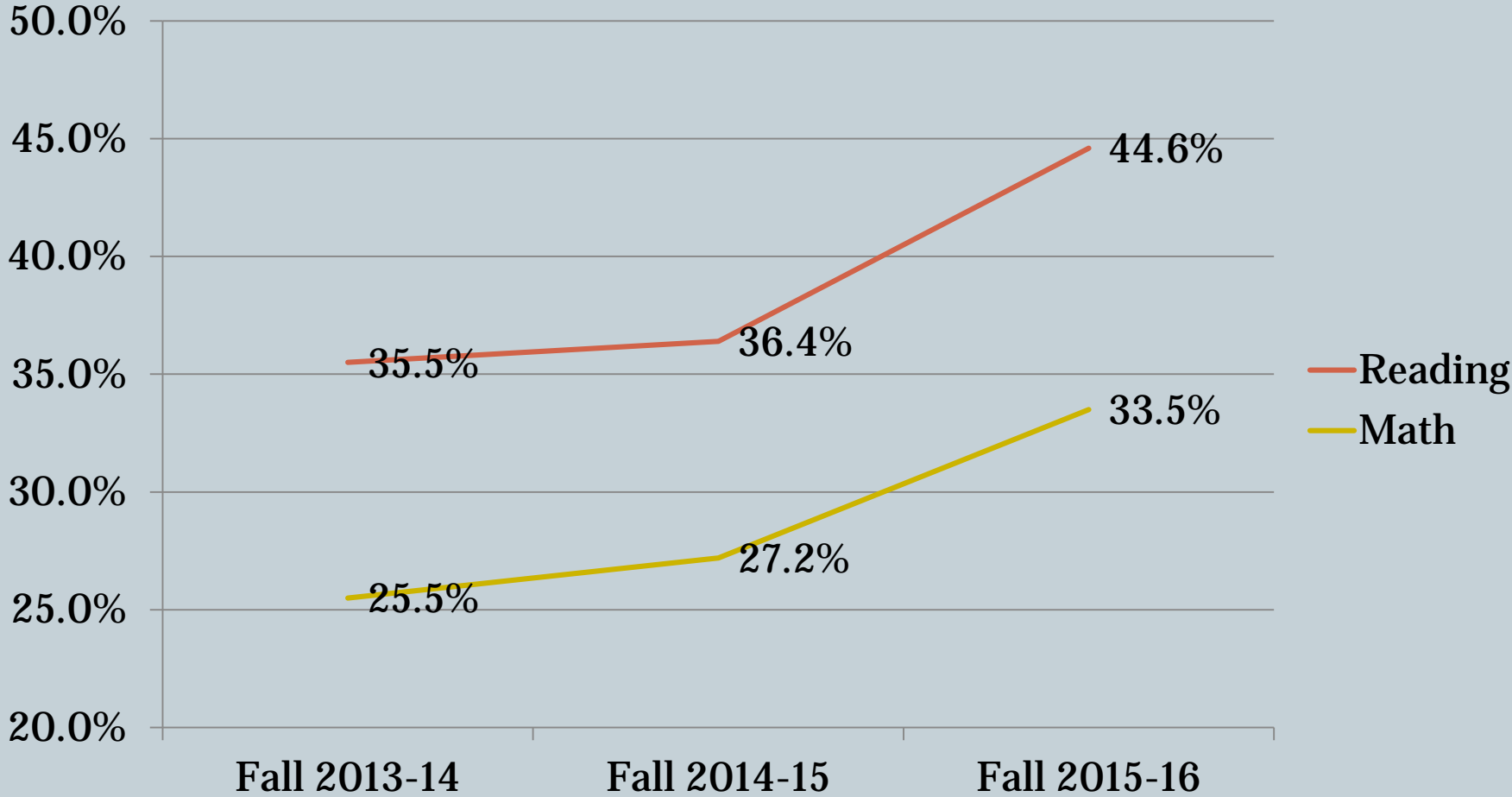
NWEA MAP: Percentage of Students At Risk (Below 20th Percentile)



NWEA MAP: Percentage of Students At 50th Percentile



NWEA MAP: Percentage of Students At 70th Percentile



NWEA MAP Summary



- Can see growth even when students do not make it to the goal threshold
- Data correlates to the weaknesses in curriculum.
- The information supports our known areas for growth and the changes we have instituted.
- Looking at student growth through multiple data points helps teachers better meet the instructional needs of students.
- Allowing district to make predictive models of student success due to correlation of normed percentiles and achievement on other assessments (SBAC, CMT/CAPT, PSAT, SAT).

Advanced Placement Courses

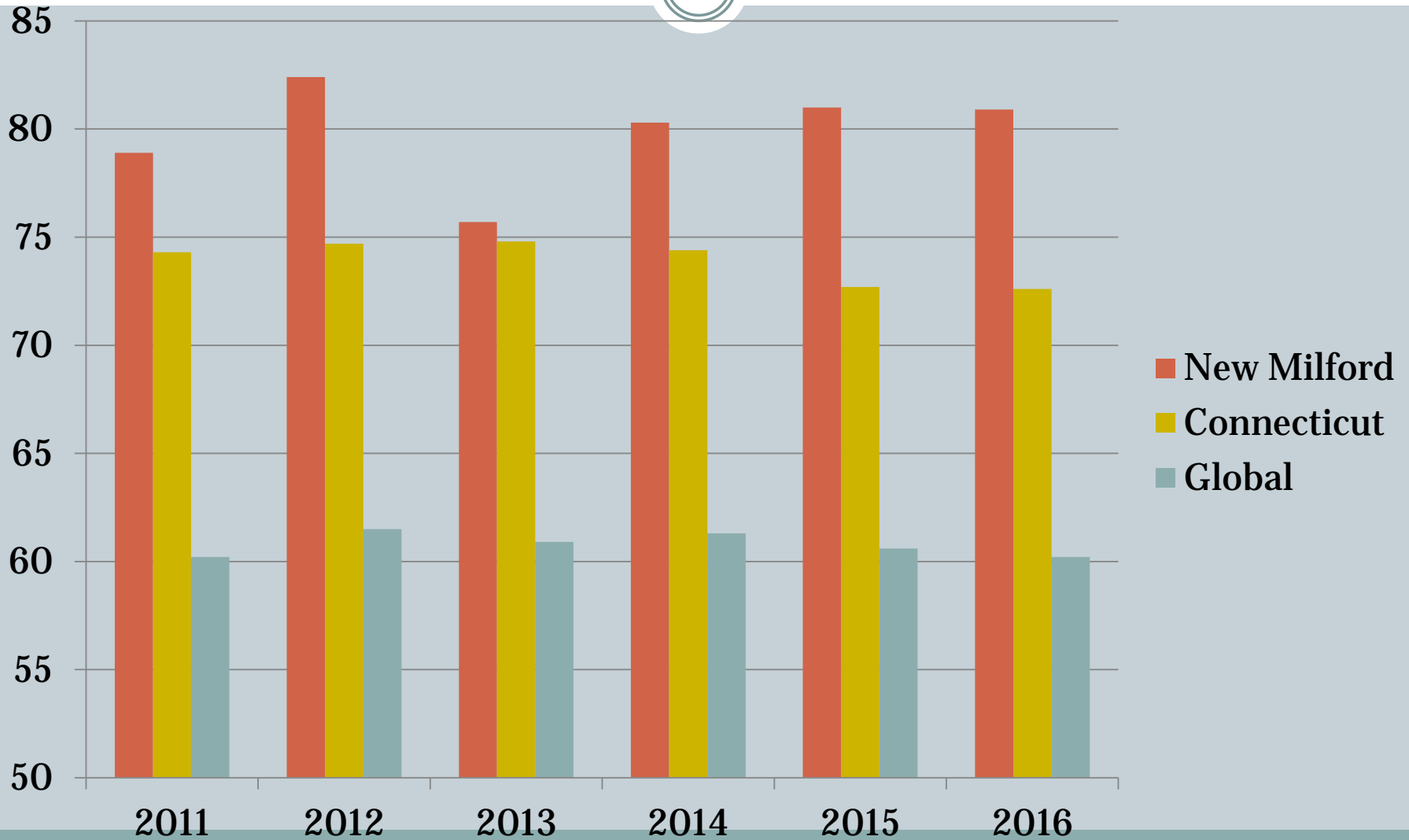


- Advanced Placement courses are more challenging opportunities for students to take college level course work in high school.
- With successful completion of the Advanced Placement course and exam, students have an opportunity to potentially earn college credit or opt out of basic college coursework.
- There have been numerous studies that link participation in AP courses to college graduation rates. In some cases students that participate in AP classes are 20%-60% more likely to graduate college*.
- Students who take an AP course are more likely to be successful in their freshman year of college and return for their sophomore year.

* <http://collegeready.rice.edu/ap-and-college-readiness>
<http://files.eric.ed.gov/fulltext/ED519365.pdf>

Advanced Placement Test Performance

(Percent of students scoring a 3 or higher)



US News



Overview: US News and World Reports has created a metric for gauging the preparedness of high school students for their first two years of college. It references multiple assessments, enrollments in college level courses (IB and AP), student performance on corresponding exams, and overall student demographic information.

<http://www.usnews.com/education/best-high-schools>

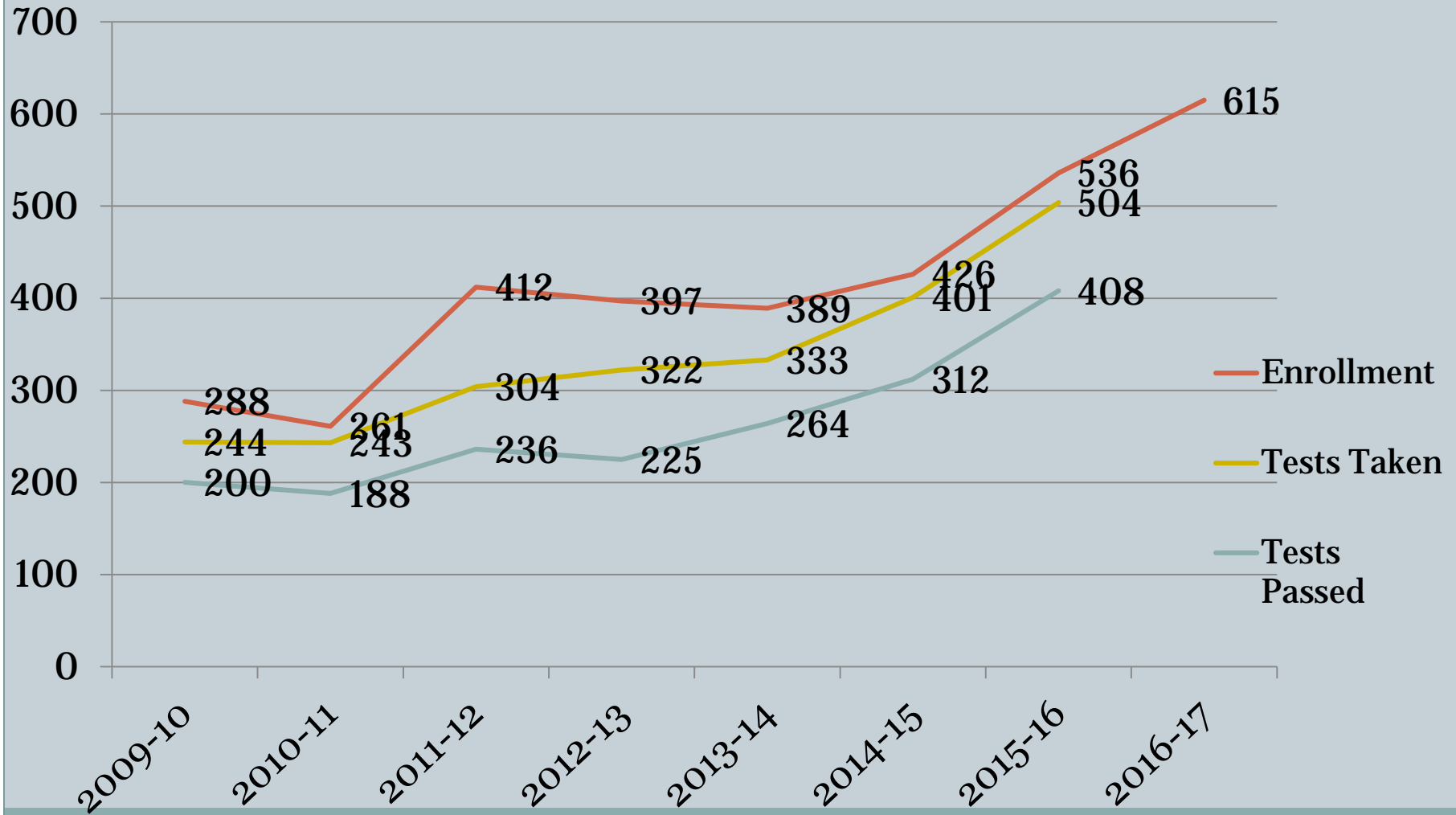
College Readiness Score: US News

(2016 based upon 2013-14 data)

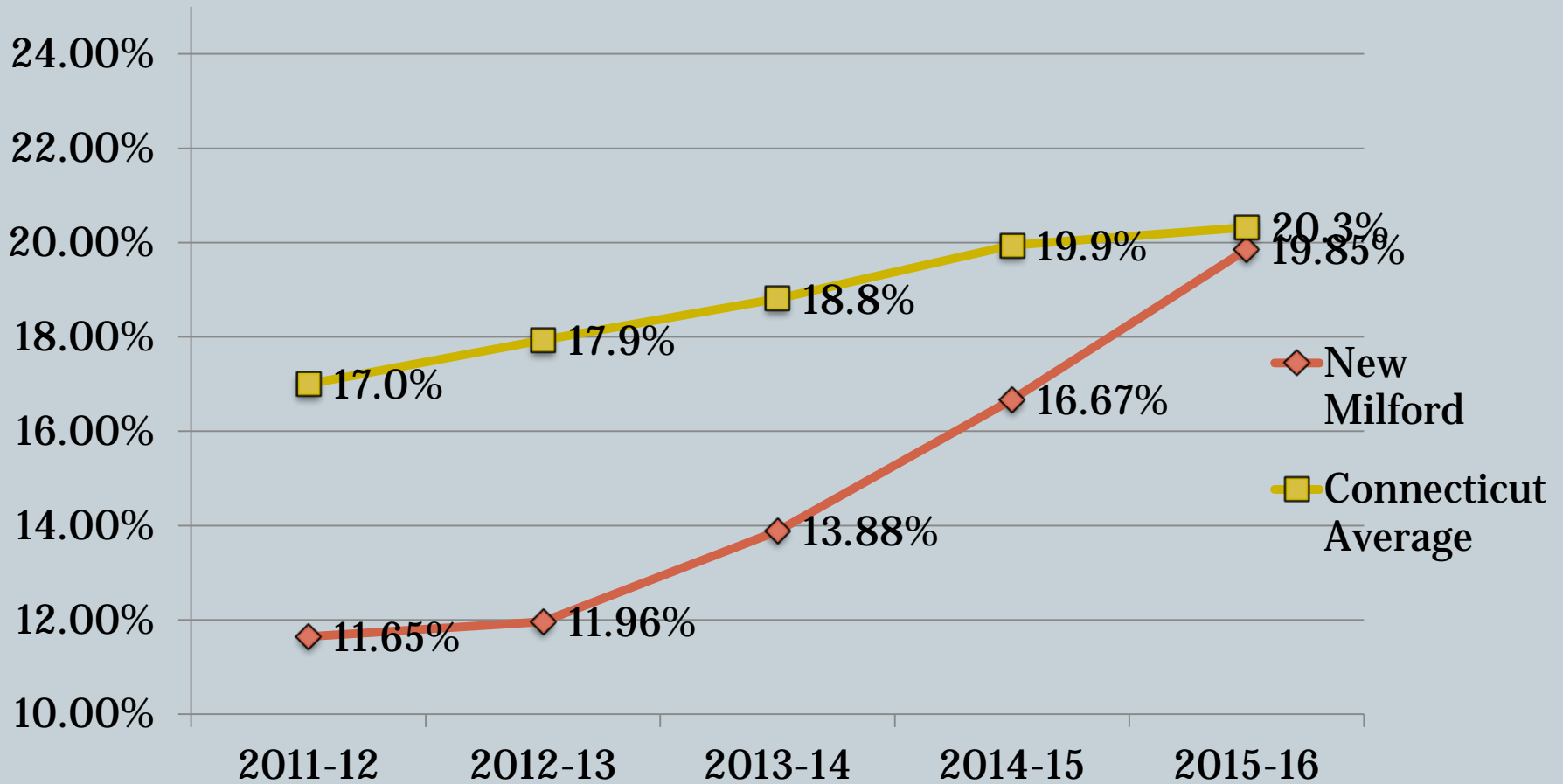


School District	2014	2015	2016
New Milford	18.7	25	25.2
Bethel (DRG)	33.5	34.7	37.8
Southington (DRG)	28.2	32.7	30.1
Danbury (GEO)	29.7	31.6	33.6
New Fairfield (GEO)	43.9	44.6	41.9
Newington (DRG)	26.8	27.8	32.5
Norwalk	26.5	29.8	24.9

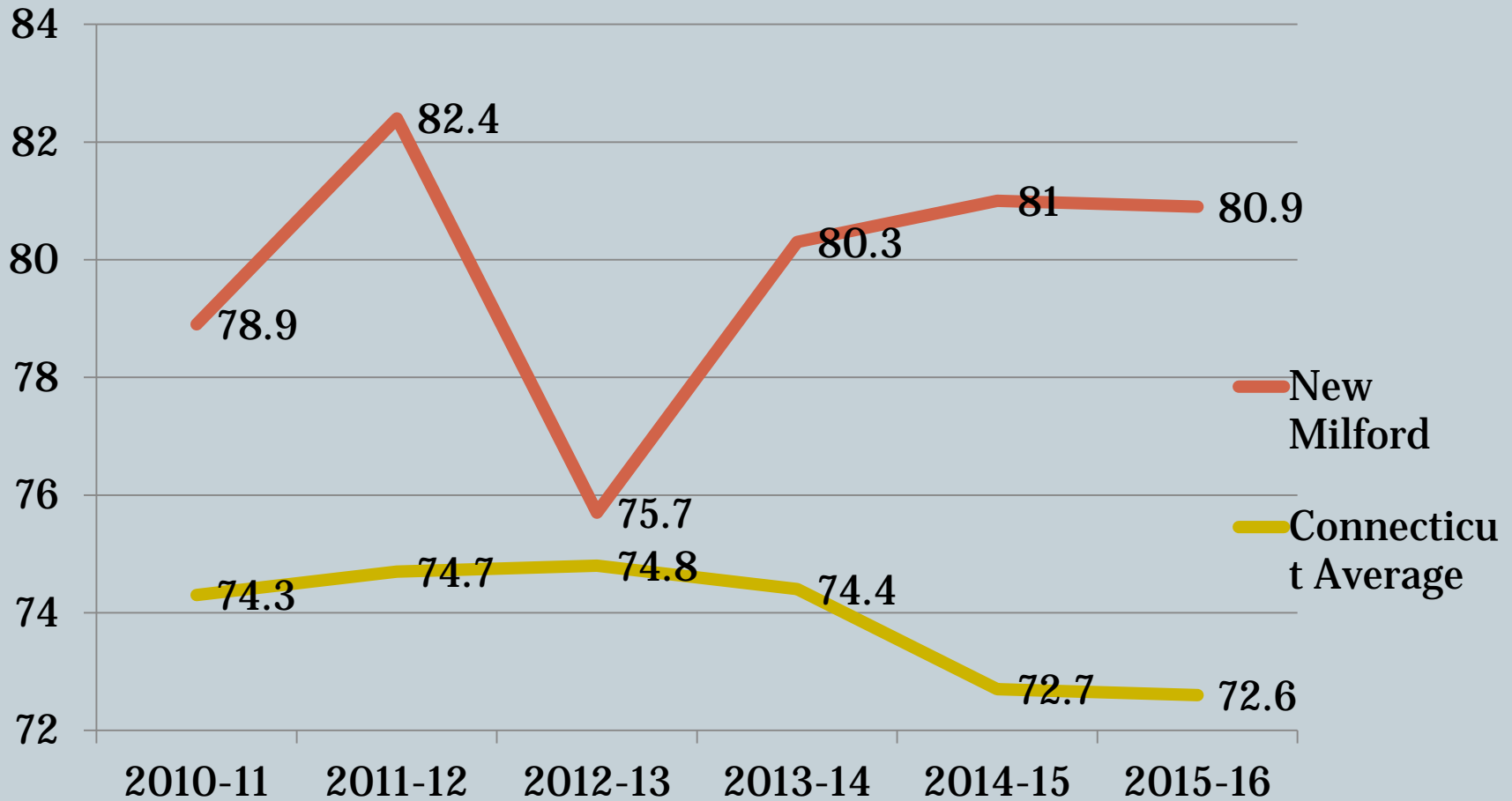
Advanced Placement Enrollment, Participation, and Passing



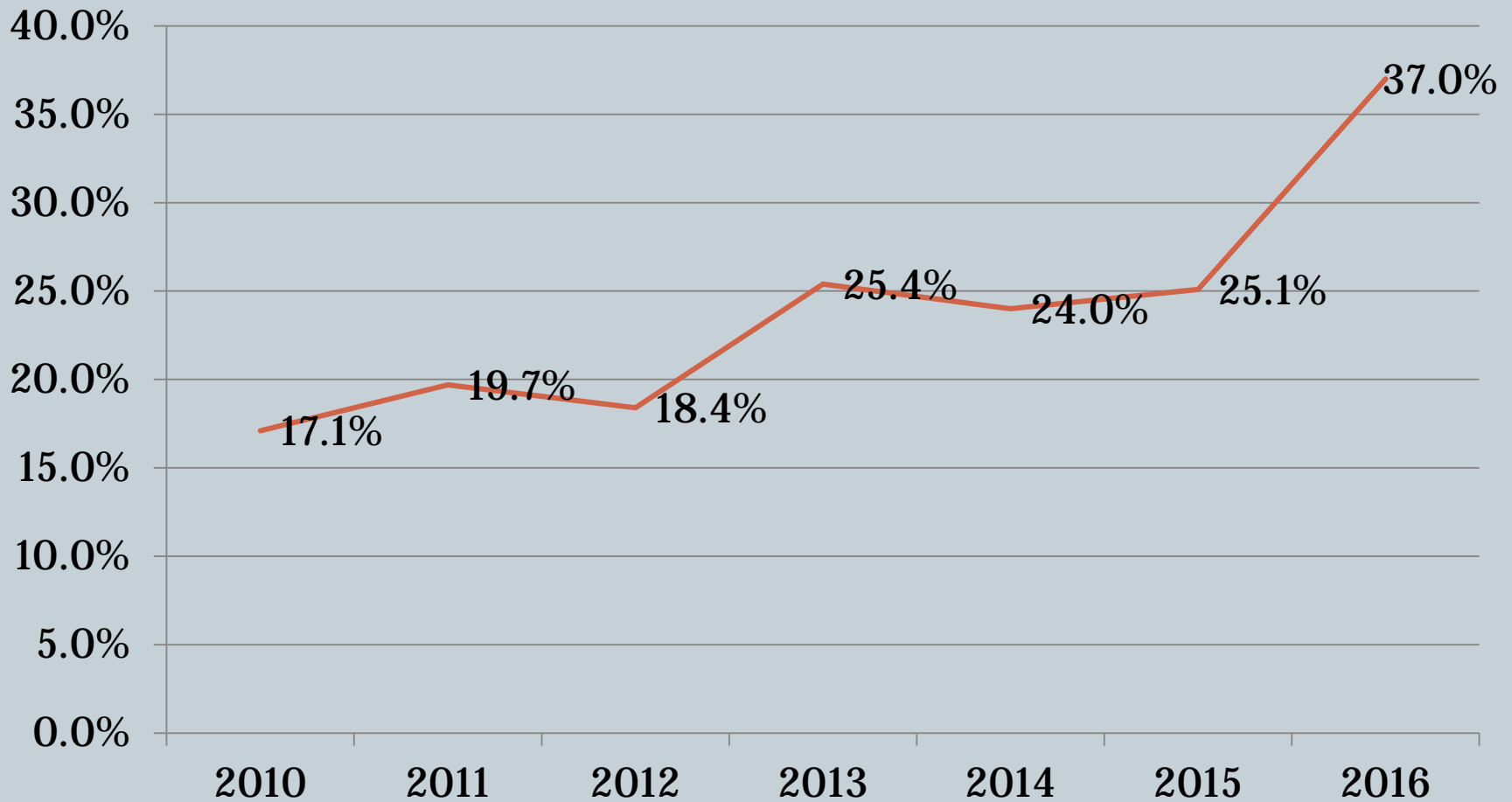
Advanced Placement Exam Participation Rates (New Milford v. Connecticut)



Advanced Placement Exam Pass Rates (New Milford v. Connecticut)



AP Participation by Graduating Class



Advanced Placement Summary



- **Statewide participation rate rose by 2%, in New Milford it rose by 19%. Over the past 5 years, Connecticut participation has risen by 19% and New Milford has risen by 72%**
- **We had our highest participation rate to date and the highest number of exams passed.**
- **We continued to attain an 81% passing rate, even as the number of exams taken increased from 401 to 504 and number of students participating increased from 233 to 267.**
- **The sophomore and junior classes had new highs in test participation and last year's seniors had higher participation and pass rates than any previous graduating class.**

Improvement Initiatives 9-12



- **Addition of more AP Courses in various content areas**
- **Begin to create additional pathways of access in mathematics in grades 6-8 so more students have access to Algebra in grade 8**
- **Professional learning dedicated to the creation of rigorous summative assessments in each content area**
- **Alignment of curriculum 6-12-department heads to visit Schaghticoke**
- **Implementation of units of study in science aligned to the new science standards with a focus on inquiry**
- **Possible expansion of PLTW to incorporate all grades K-8**

Improvement Initiatives 3-8



- Pilot program-Columbia Teachers Reading Project Units of Study-focus on small group and individualized instruction
- Pilot program-Columbia Teachers College Writing Project Units of Study-focus on small group and individualized instruction
- Implementation of Connected Math and Investigations math programs-(New to Grade 8) Grade 6 in third year, Grade 7 in year two.
- Instructional Coaching in ELA and Mathematics
- Professional development tied to teacher needs
- Creation of common assessments aligned to standards
- Science units linked to national science standards are being piloted this year
- Summer Enrichment Program
- Creation of curriculum aligned to standards