

Lyme-Old Lyme Schools Achievement Data

October 2, 2019



State Assessments and Agenda

SBAC

- Review of test components
- Achievement results
- Growth Information
- Continued improvement

SAT

- Review of test components
- Achievement results
- Growth expectations
- Continued improvement

NGSS

- Review of test components
- Achievement results
- Teacher/Student supports

The logo features the text "achieve more" in a white, lowercase, serif font, centered within a bright blue speech bubble. The speech bubble has a tail pointing towards the bottom right. Several thin, white diagonal lines cross the right side of the bubble.

achieve
more®

SAT®

SAT COMPONENTS

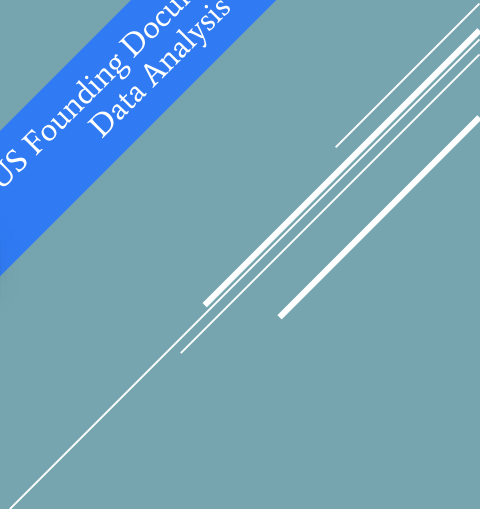
1
Content Based Vocabulary

2
Evidence Based Reading &
Writing

3
Math That Matters Most

4
Real World
Context/Phenomena

5
US Founding Documents and
Data Analysis

Three white lines of varying lengths and orientations are positioned in the bottom right corner of the slide, extending from the right edge towards the center.

ERW SAT 2016-2017	ERW SAT 2017-2018	ERW SAT 2018-2019 (136)	MATH SAT 2016-2017	MATH SAT 2017-2018	MATH SAT 2018-2019 (136)
596	576	580	569	564	580
State ranking: 10 th	State ranking: 17 th	State ranking: 10 th	State ranking: 19 th	State ranking: 20 th	State ranking: 10 th

Top 10 ELA SAT	Mean Score/% at or above	
New Cannan	618/94%	1st
Wilton	614/92%	2nd
Westport	612/92%	3rd
Darien	611/93%	4th
Ridgefield	604/87%	5th
Weston	604/87%	6th
Simsbury	589/86%	7th
Region 9	588/90%	8th
Avon	583/84%	9th
Region 18	580/86%	10th

Top 10 MATH SAT	Mean Score/% at or above	
Darien	628/86%	1st
New Cannan	619/81%	2nd
Westport	610/78%	3rd
Ridgefield	604/80%	4th
Wilton	595/76%	5th
Weston	590/74%	6th
Avon	588/73%	7th
Region 9	587/75%	8th
Glastonbury	583/73%	9th
Region 18	580/75%	10th

SAT Shoreline Comparisons Mean Score/at or above

Shoreline School	ERW Mean /%at or above goal	
Lyme-Old Lyme	580/86%	10th
Madison	579/86%	12th
Guilford	577/86%	14th
Region 4	565/79%	24th
East Lyme	554/79%	36th
Westbrook	551/78%	41st
Clinton	537/70%	52nd
Old Saybrook	532/79%	59th

Shoreline School	MATH Mean/% at or above goal	
Lyme-Old Lyme	580/75%	10th
Madison	579/72%	12th
Guilford	576/87%	14th
Region 4	537/54%	36th
East Lyme	533/53%	38th
Westbrook	530/55%	42nd
Old Saybrook	528/55%	44th
Clinton	492/37%	85th

What we know is true and continuous improvement

SAT is high stakes for students *and* districts

- Public information
- Achievement is part of the district “report card”
- College entrance exam

Many years worth of trend data

- Historic achievement helps with curriculum review and instructional practices

Achievement and growth are different measures

- Growth in PSAT 9/10
- Growth calculator to estimate % of growth
- Teacher SLOs

SAT Preparation supports success

- Ivy Bound student and teacher sessions
- Khan Academy
- Embedded curricular practice
- TASC/Special Education intervention

SAT Questions?



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CALM
AND
ROCK THE
SBAC**

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Lyme-Old Lyme SBAC Results

2018-2019



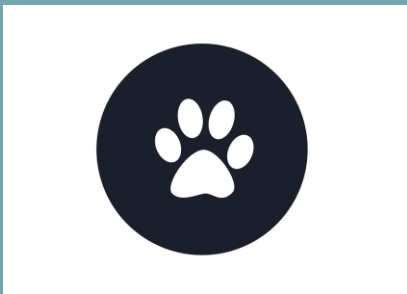
English Language Arts

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

Types of Items on the Assessment



- Multiple choice/write-in responses for both ELA and Math
 - Computer Adaptive Technology
 - Embedded tools
-

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

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

2018-2019 AVERAGE ELA SCALE SCORES BY GRADE LEVEL

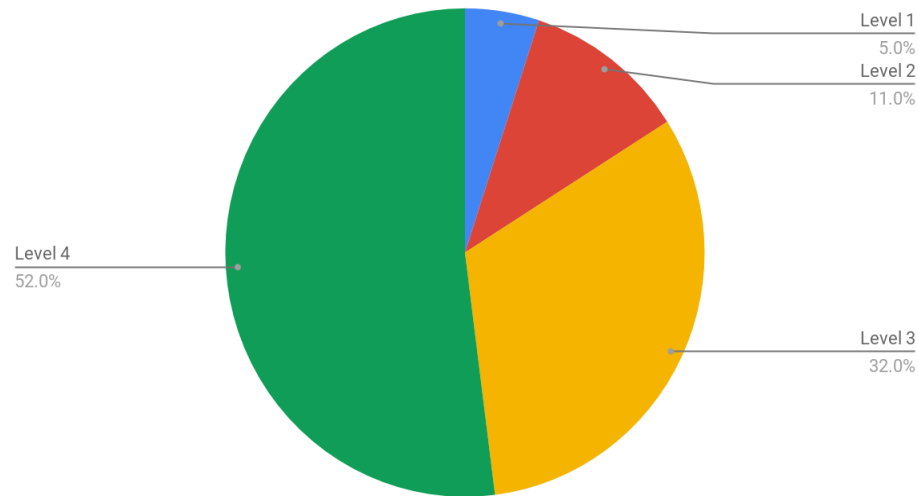
Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	2490-2623 2496	2533-2663	2582-2701 2610	2618-2724	2649-2745	2668-2769
Level 3	2432-2489	2473-2532 2526	2502-2581	2531-2617 2588	2552-2648 2622	2567-2667 2640
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486

2018-2019 ELA BREAKOUT BY GRADE LEVEL

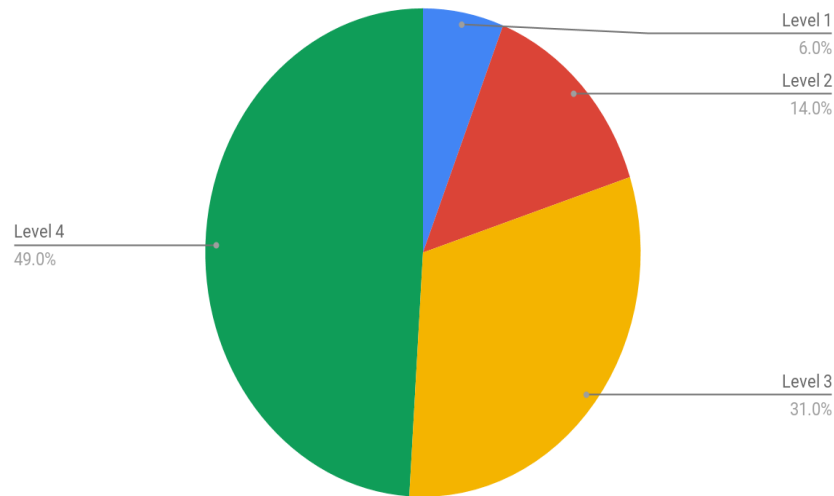
GRADE	SCALE SCORE	% at 3 or 4	% at 2	% at 1
3	2496	81%	*	*
4	2526	71%	12%	17%
5	2610	93%	*	*
6	2588	75%	10%	15%
7	2622	77%	*	*
8	2640	81%	6%	13%

Top 10 ELA vs. R18 ELA Averages

Top 10 ELA Averages



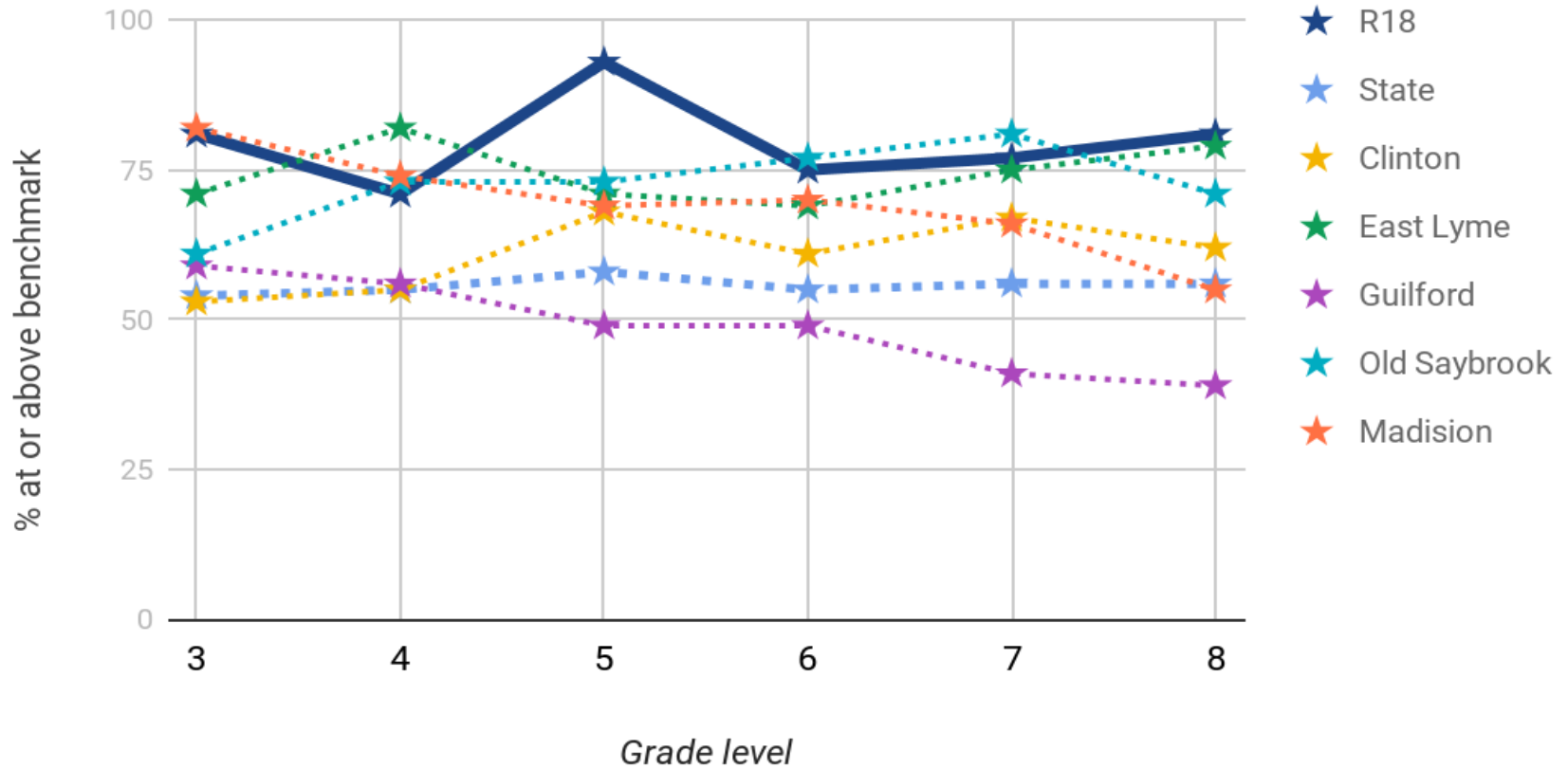
R18 ELA Averages



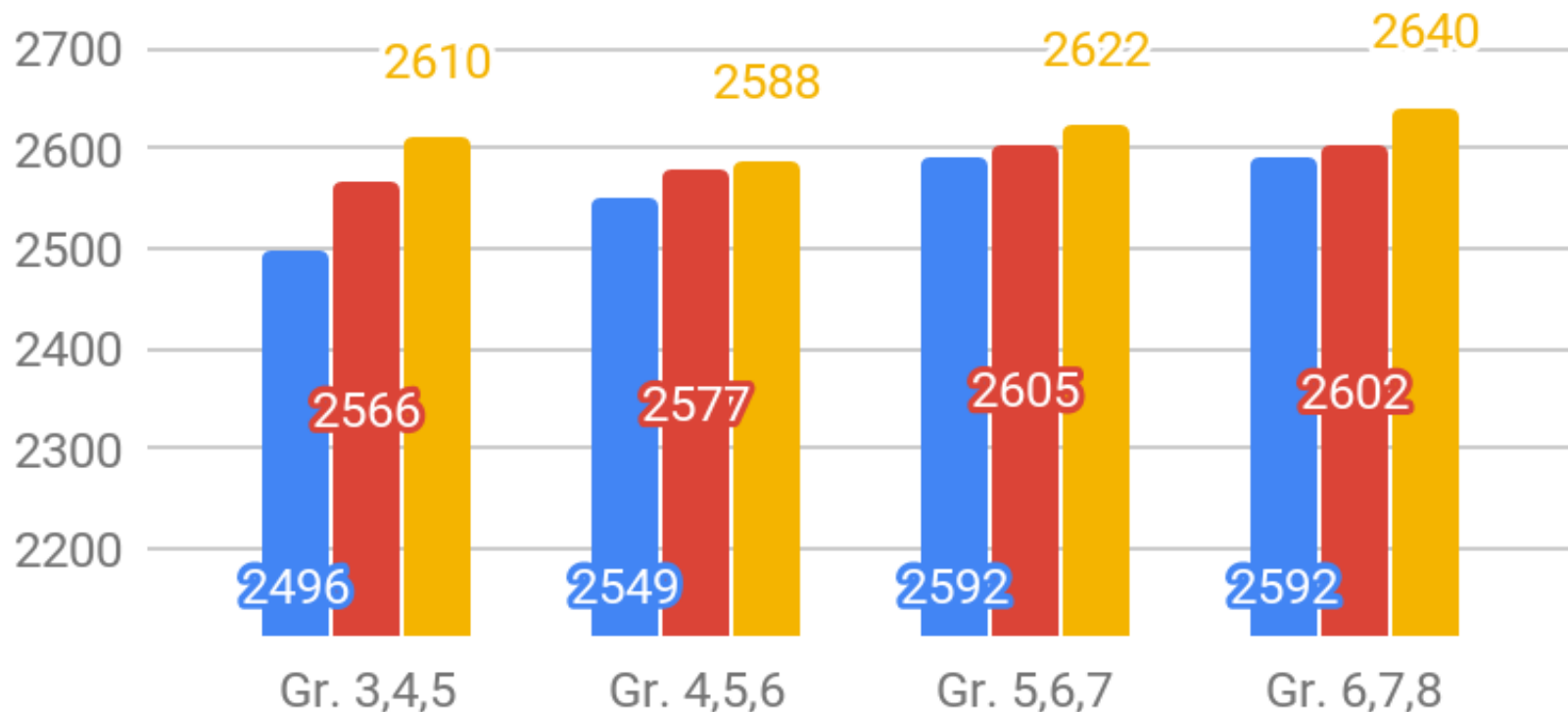
ELA SBAC PERFORMANCE RESULTS

	Scale Score 2016-17	Scale Score 2017-18	Scale Score 2018-2019	% at 3 or 4 2016-17	% at 3 or 4 2017-18	% at 3 or 4 2018-2019	Ranking 2016-17	Ranking 2017-18	Ranking 2018-2019 (132-160)
3	2496	2485	2496	78%	86%	81%	17th	4 th	15th
4	2549	2566	2526	86%	92%	71%	3rd	2 nd	56th
5	2592	2577	2610	90%	81%	93%	2nd	22 nd	2nd
6	2592	2605	2588	81%	70%	75%	15th	14 th	32nd
7	2593	2602	2622	76%	79%	77%	30th	23 rd	27th
8	2609	2613	2640	71%	73%	81%	38th	48 th	19th

Shoreline ELA % At or Above



ELA Cohort Growth 2017-2019



2017-2018 AVERAGE MATH SCALE SCORES BY GRADE LEVEL

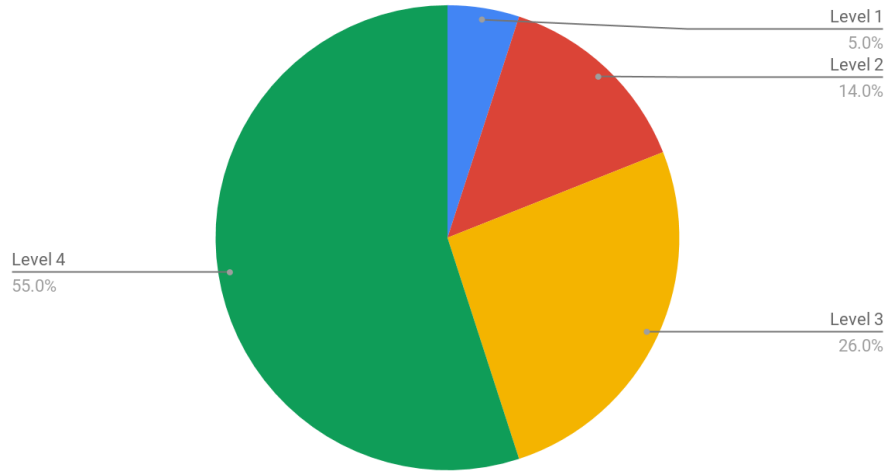
Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	2501-2621 2516	2549-2659 2551	2579-2700 2601	2610-2748	2635-2778	2653-2802
Level 3	2436-2500	2485-2548	2528-2578	2552-2609 2571	2567-2634 2627	2586-2652 2646
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503

2018-2019 MATH BREAKOUT BY GRADE LEVEL

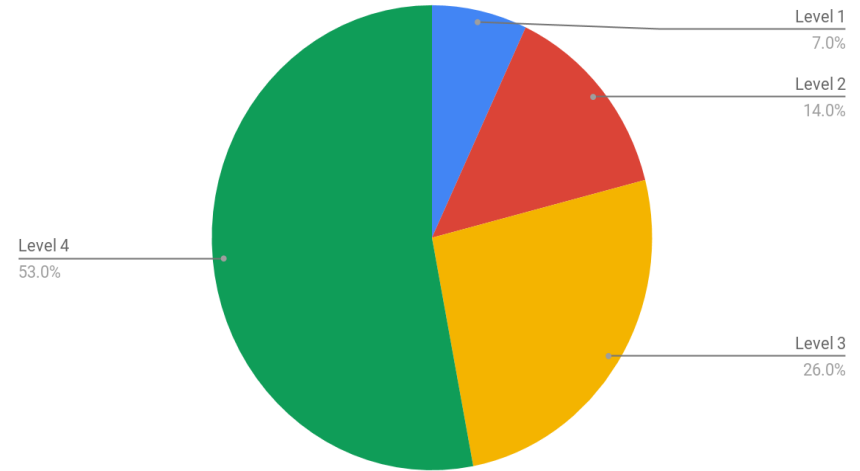
GRADE	SCALE SCORE	% at 3 or 4	% at 2	% at 1
3	2516	90%	*	*
4	2551	81%	11%	7%
5	2601	85%	*	*
6	2571	66%	21%	14%
7	2627	81%	12%	7%
8	2646	74%	18%	8%

Top 10 MATH vs. R18 Math Averages

Top 10 MATH Averages



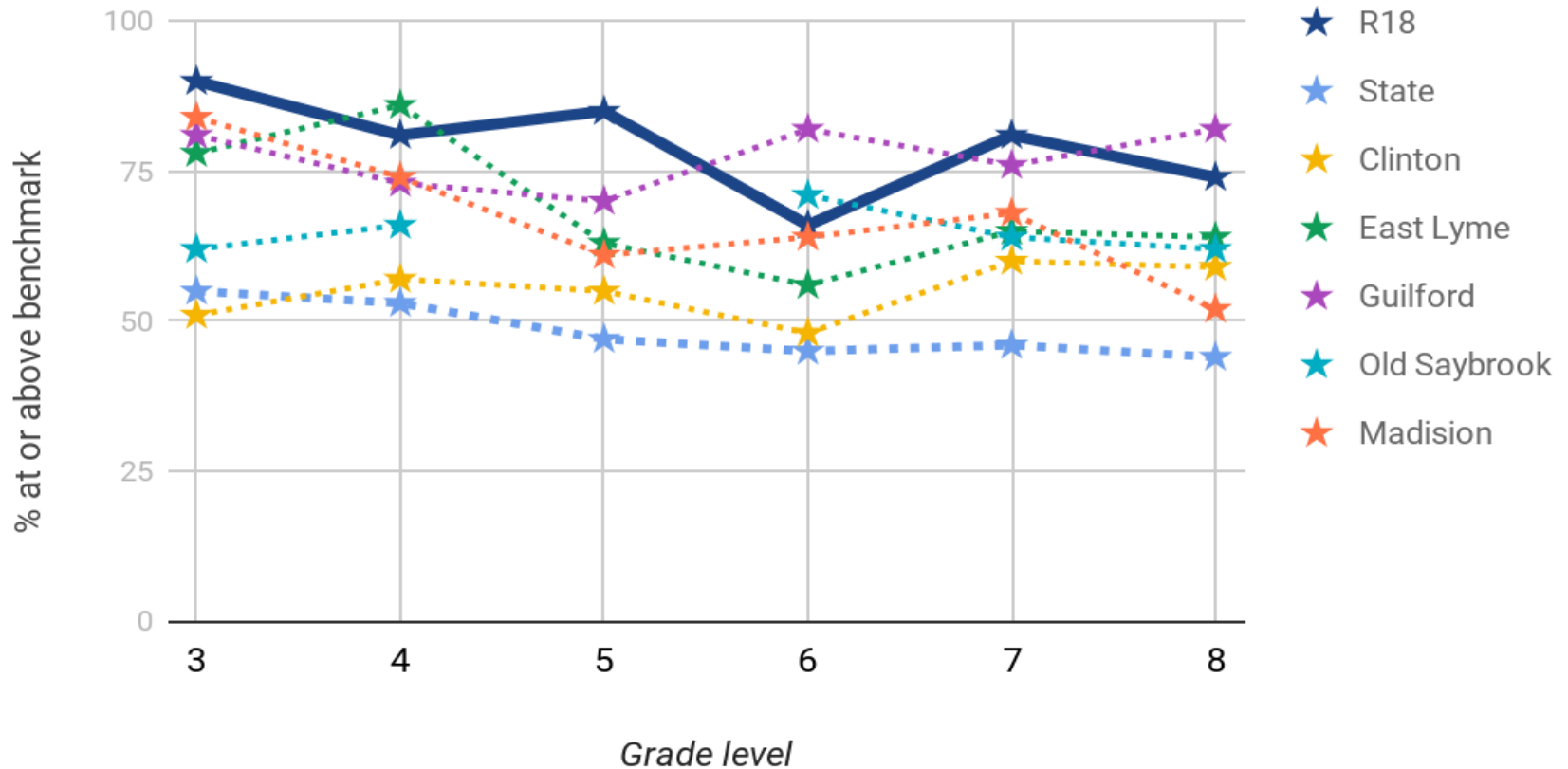
R18 Averages



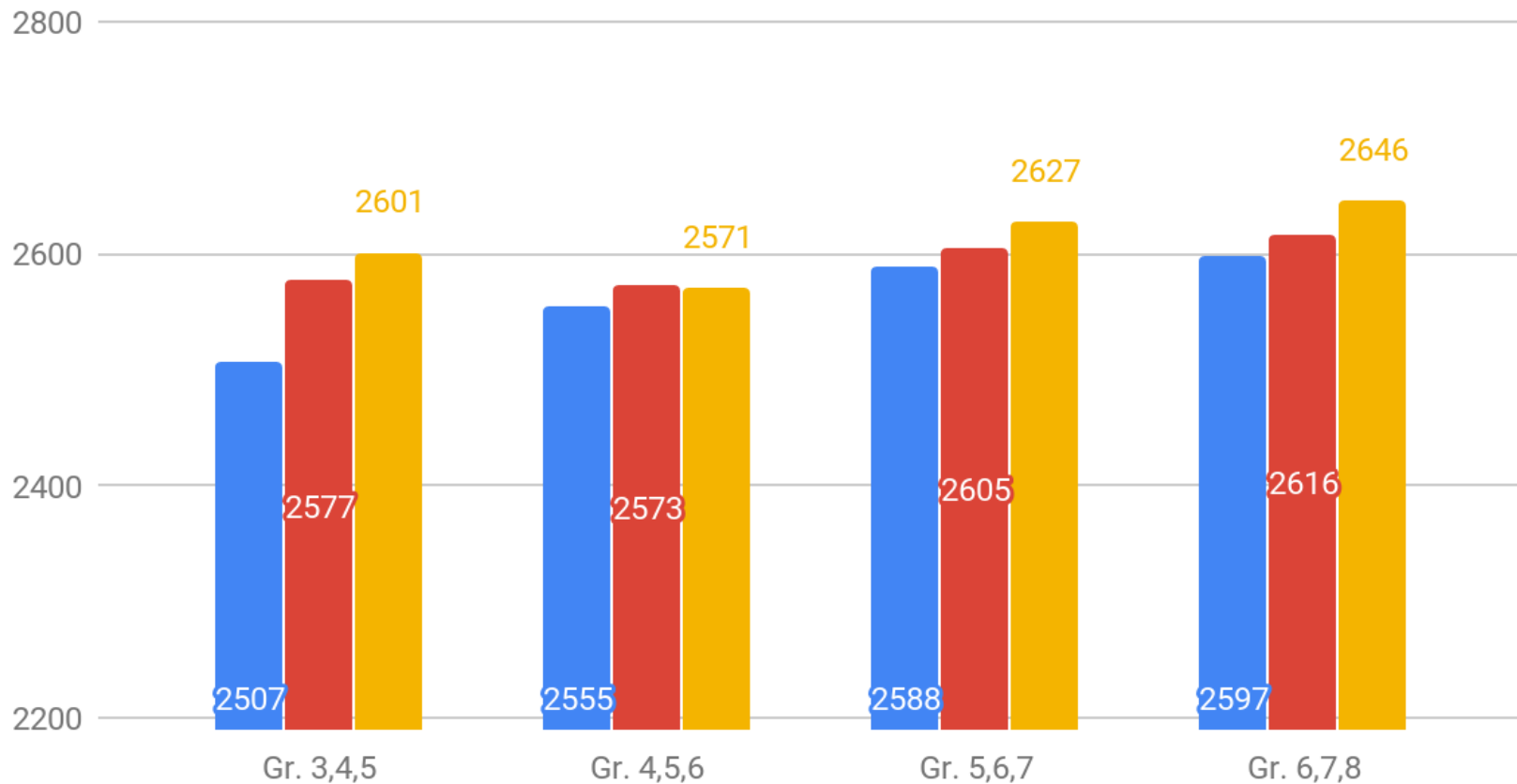
MATH SBAC PERFORMANCE RESULTS

	Scale Score 2016-17	Scale Score 2017-18	Scale Score 2018-19	% at 3 or 4 2016-17	% at 3 or 4 2017-18	% at 3 or 4 2018-19	Ranking 2016-17	Ranking 2017-18	Ranking 2018-19 (136-160)
3	2507	2494	2516	82%	82%	90%	8 th	10 th	4th
4	2555	2577	2551	89%	90%	81%	3 rd	3 rd	17th
5	2588	2573	2601	81%	*Not reported	85%	3 rd	* (S.S. 9 th)	5th
6	2597	2605	2571	74%	79%	66%	15 th	5 th	34th
7	2612	2616	2627	74%	74%	81%	10 th	10 th	6th
8	2633	2647	2646	71%	75%	74%	12 th	10 th	11th

Shoreline Math % At or Above



MATH Cohort Growth 2017-2019



Achievement Vs. Growth

Achievement: *A snapshot measure of academic performance*

SBAC Scale Score / Level

ELA Grade 5: 2581 / Level 3

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

Growth Rate (Target) and Percentage of Target Achieved

Yes or No / % of Target

What we know is true and continuous improvement

SBAC is high stakes for districts

- Achievement is part of the district “report card”
- Public information
- Teachers take ownership for data

Many years worth of trend data

- Trend and cohort data available for all demographics

Achievement and growth are different measures

- Achievement against standards informs curricular and instructional changes
- Growth trends inform *where/with whom* to differentiate curriculum and instruction
- Teacher SLOs

SBAC preparation supports success

- Interim Assessment Blocks/AVA
- Embedded curricular practice

SBAC questions?



NEXT GENERATION **SCIENCE** **STANDARDS**

For States, By States

NGSS Components

1

Life Science

Life Cycle, growth/development/genetics, ecosystems, etc.

2

Physical Science

Properties of matter, forces, chemistry, etc.

3

Earth/Space Science

Rock cycle, solar system, weather, etc.

4

Science/Engineering Practices

Eight practices that are used by scientists and engineers in their work (Data analysis, modeling, defining problems, planning investigations, etc.).

5

Cross-Cutting Concepts

Seven concepts that overlap and link all the sciences (patterns, cause/effect, structure, etc.).



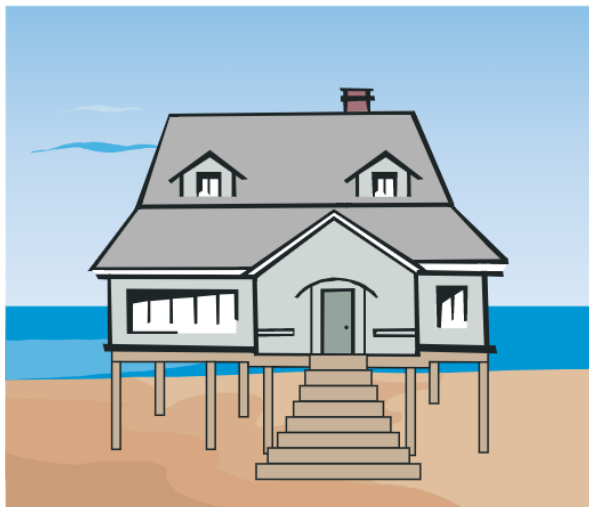
Sometimes, when buildings are built near   that are likely to flood, they are built on stilts. This allows the house and its contents to remain safe if the area floods. An example is shown in Figure 1.

Figure 1. Stilt House



Your Task

In the questions that follow, you will make a claim about the effectiveness of stilts as a solution to flooding.

Deductive reasoning based on Phenomena

Choose **three** ways that stilts protect houses from flooding.

	Protects Against	Does Not Protect Against
Household objects being washed away	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water damage to floors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water damage to household objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yard flooding	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Making a claim based on evidence gathered

Part D

Are stilts a good solution to deal with possible floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a bad solution to flooding because they allow water to pass underneath the buildings. This means that stilts improve safety by reducing the possibility of buildings flooding.

2018-2019 NGSS Assessment Results

Grade	% at or above goal
5	90%
8	84%
11	71%

What we know is true and continuous improvement

NGSS is high stakes for districts

- Achievement is part of the district “report card”
- Public information
- Teachers take ownership for data K-12

New assessment

- Minimum of three years for valid results/deeper meaning

Teacher preparation supports growth

- NGSS PD throughout school year focused on classroom practices and new standards
- Walk-throughs to inform PD needs K-12

Student preparation supports success

- Practice test items
- Updated curricular courses/materials/practice

Final Questions?