

Bethany Community School

2021 Smarter Balance Assessment
Data Results

3 Types of Data

- * Previously, we would have what we called “norm-referenced data.” This meant that when students took the Connecticut Mastery Test (CMT), they would be listed as being in say the 80th 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 SBAC, 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.
- * Previously, we had growth data for SBAC to see how students were doing compared to their previous year’s scores and their expected growth set by the state for this year. With no data from the 19-20 school year, we don’t have growth data for the 20-21 SBAC results.

20-21: A Different Environment

- * The State of Connecticut released a comprehensive report regarding the 20-21 SBAC results. [It can be found here.](#)
- * General takeaways from their report:
 - * The overall results of the 20-21 SBAC are lower than the 18-19 (most recent previous results), especially in math.
 - * There were declines from 18-19 when data was disaggregated by race, high-needs, and for every learning model.
 - * Greater impact was seen for those students who learned in a Hybrid or Remote model across the state.

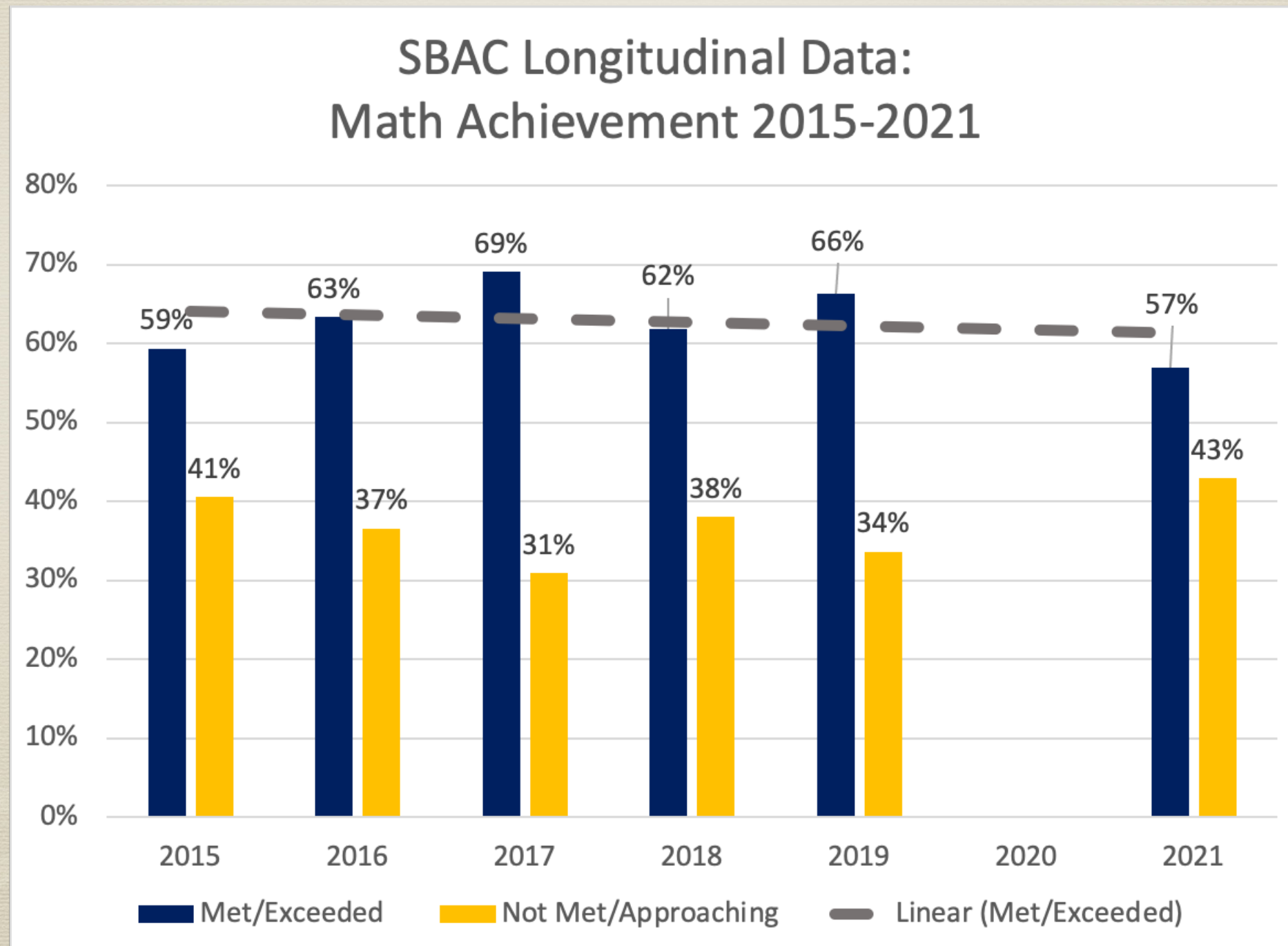
Context from the State of CT

- * Same test blueprint, same item bank, similar test forms, same in-person testing protocols.
- * Different learning models, different test settings, different environmental factors (pandemic) impacting students.
- * In-person school didn't look the same, and new instructional approaches emerged (e.g., concurrent teaching, remote academies).
- * Students and educators expressed feelings of general stress, anxiety, and trauma.
- * Comparative data across districts is not being made public due to the different learning models, test settings, and varied impacts to students.

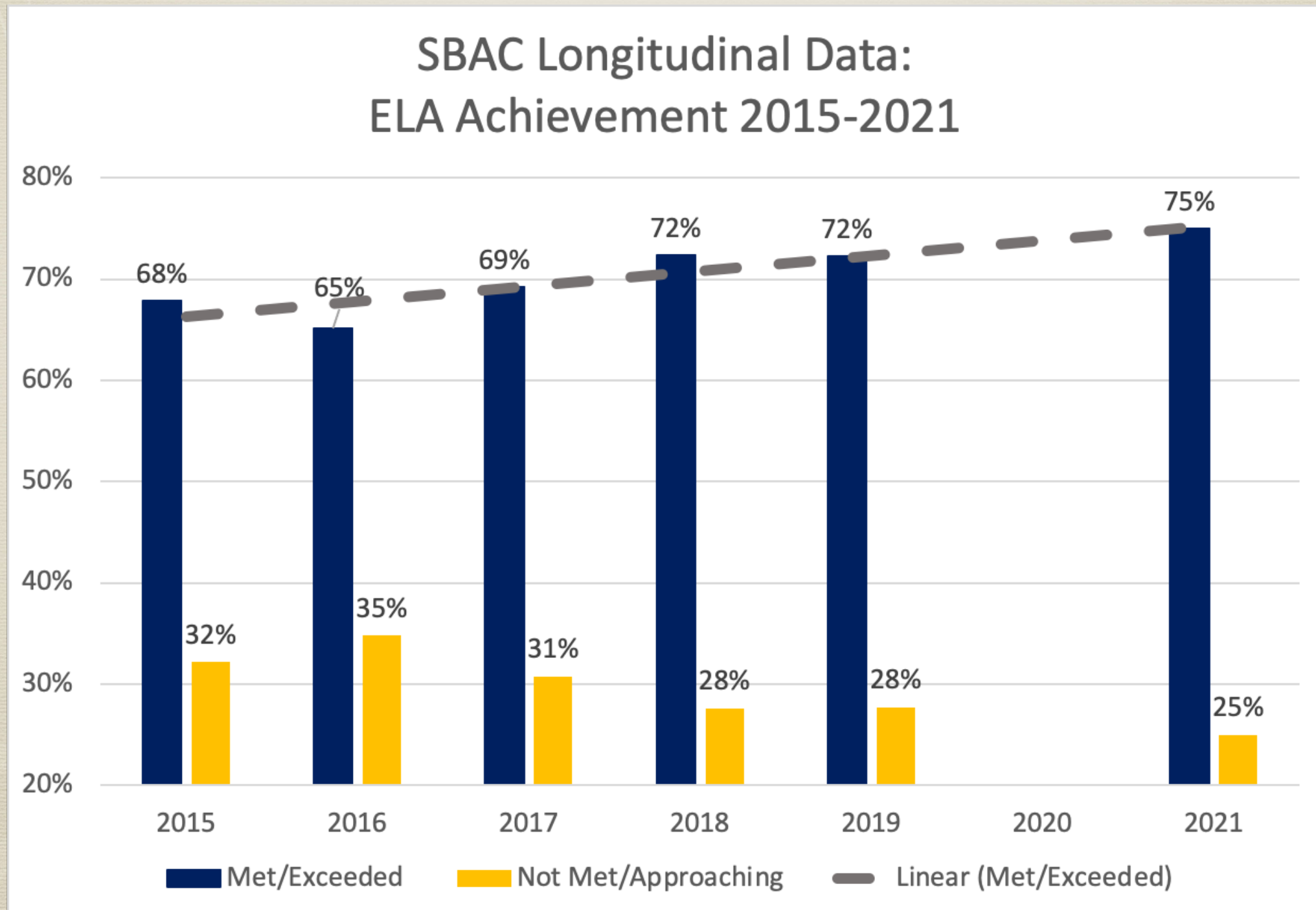
Achievement Data

- * **Achievement** - The state 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 data.
- * **Think:** “Did they get a high enough score to meet expectations?”
- * **Results would be measure in:** What percent of students met the achievement target?

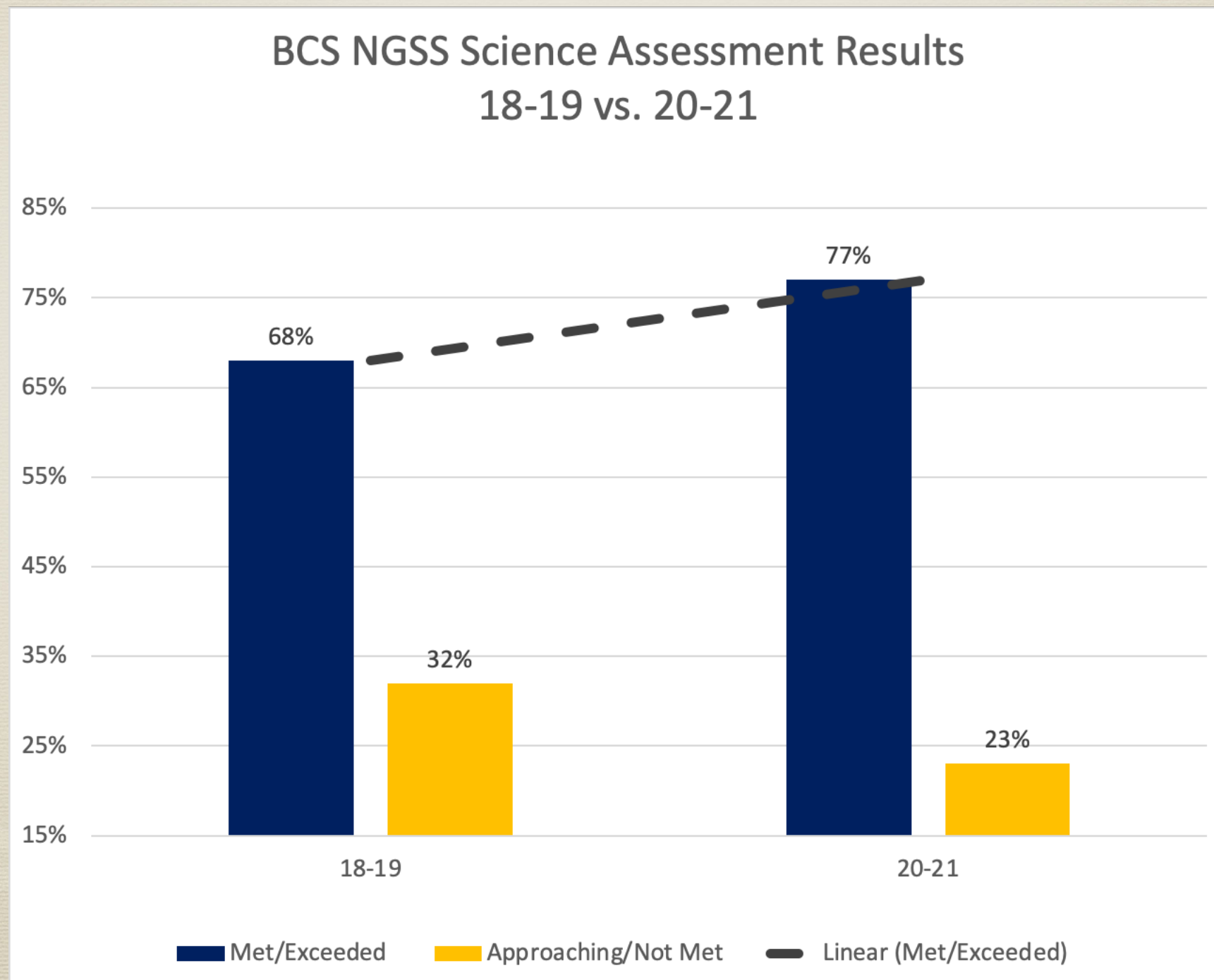
SBAC Whole School Math Achievement Data: 2015-2021



SBAC Whole School ELA Achievement Data: 2015-2021

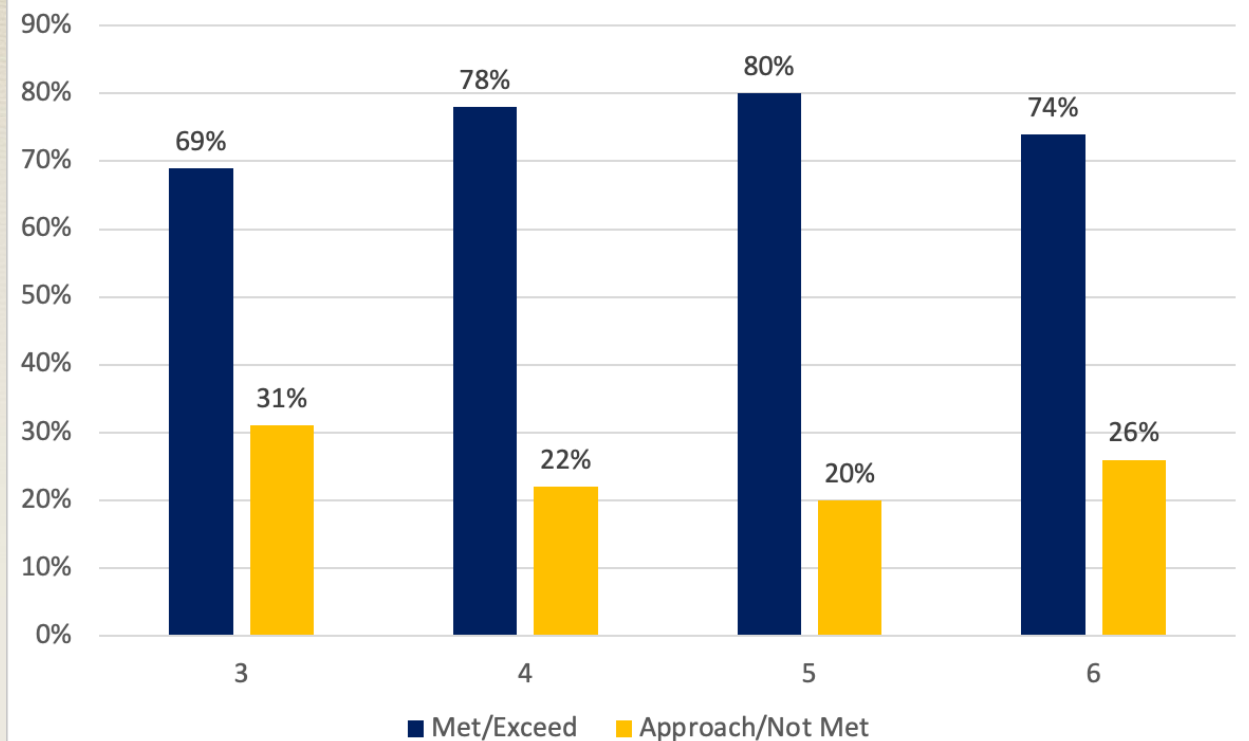


NGSS 5th Grade Science Achievement Data: 2019-2021

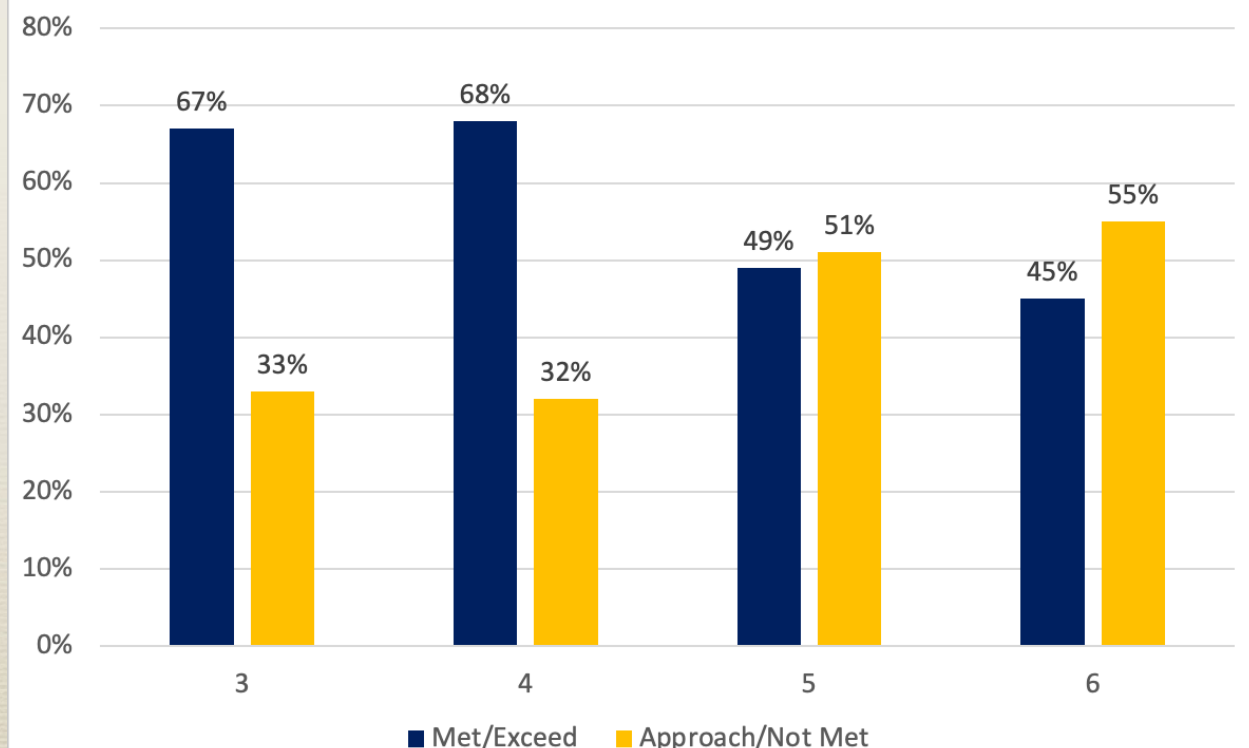


2021 SBAC Achievement Data By Grade

2021 SBAC ELA Achievement Results:
Met Target By Grade



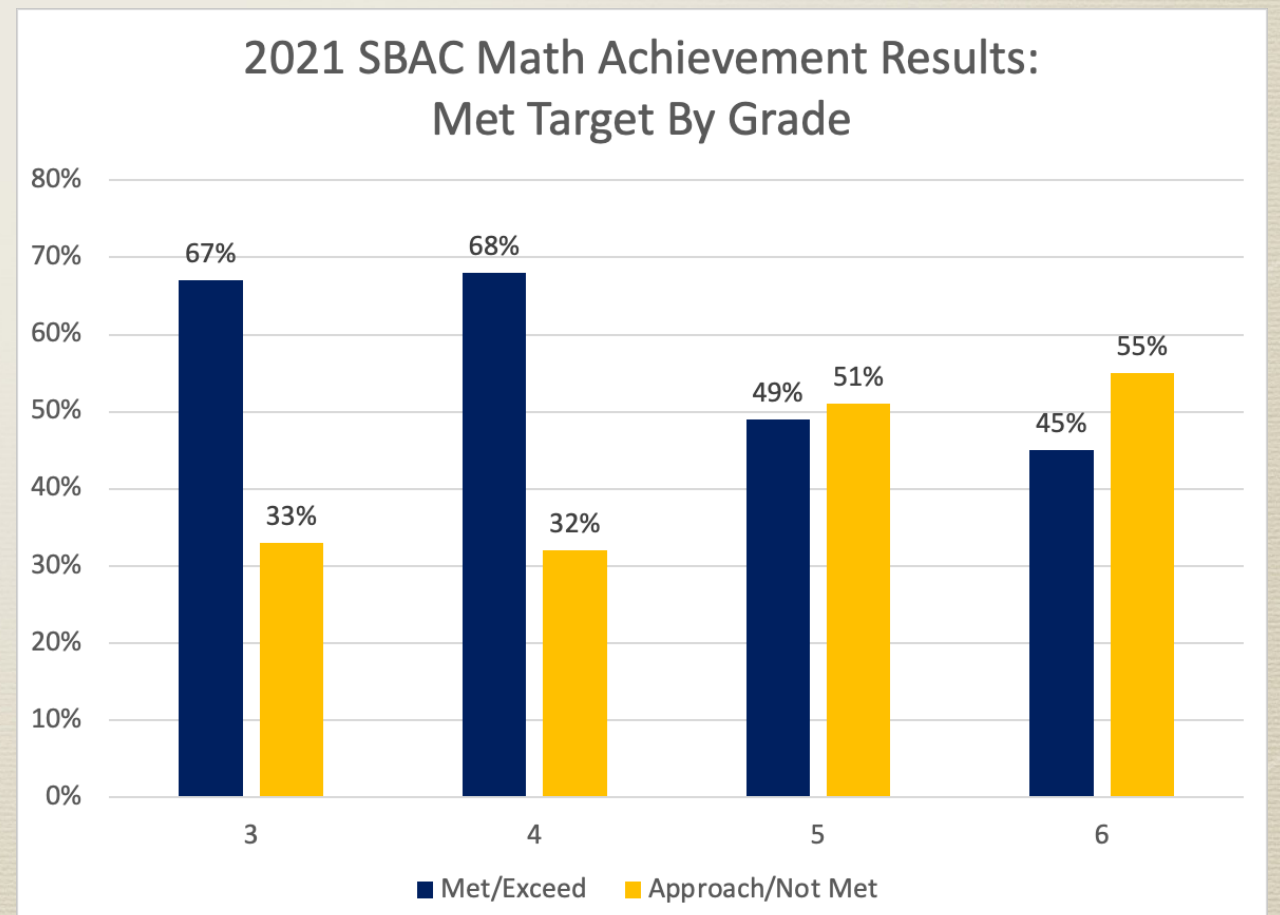
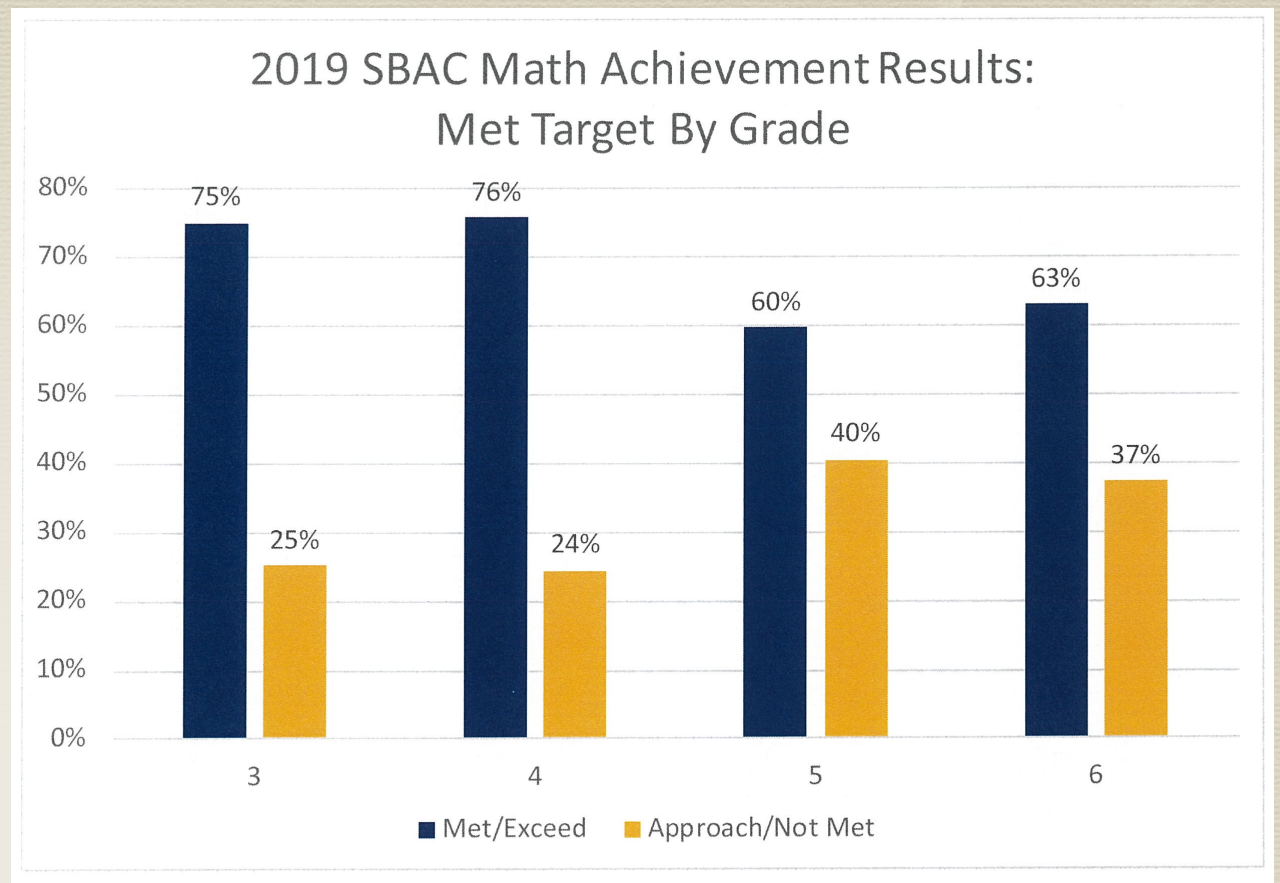
2021 SBAC Math Achievement Results:
Met Target By Grade



2021 SBAC Math Achievement Data By Grade

Pre-Pandemic Comparison

2019 vs. 2021



Other Considerations: Sub-Groups

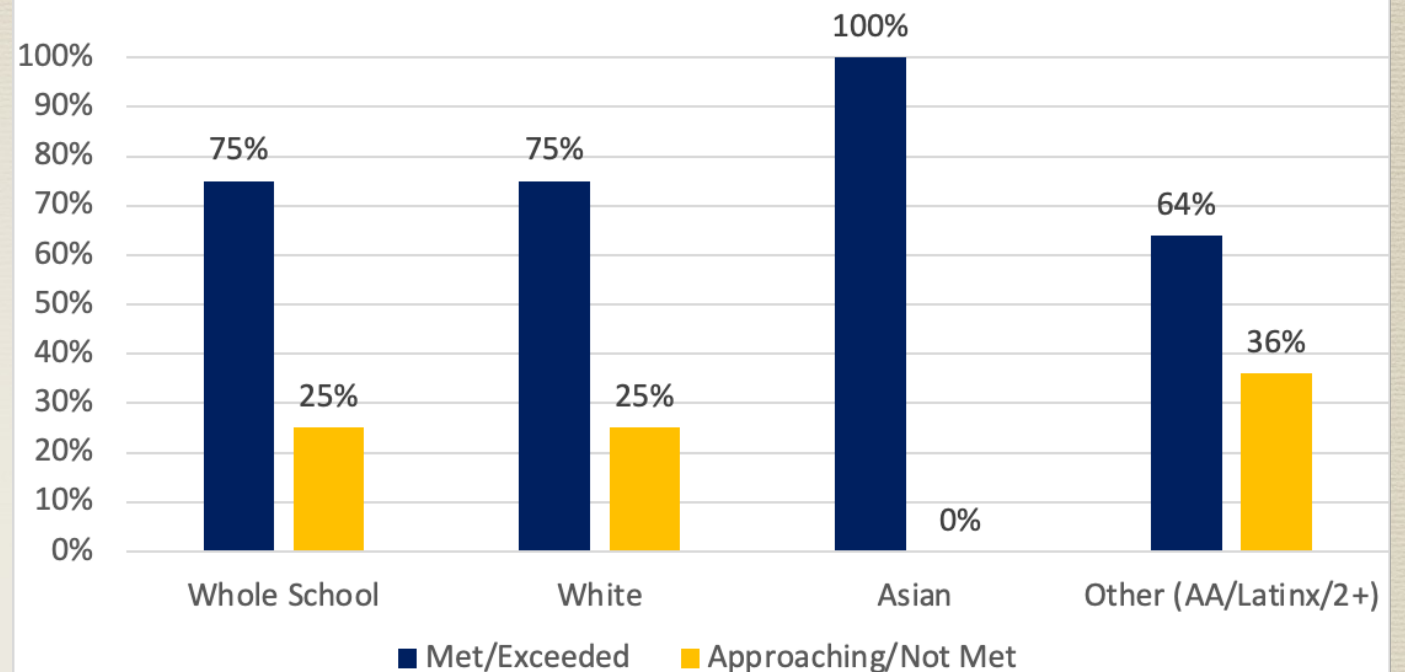
- * When we look at data for our school, the deeper we can look, the better we are able to understand the data. For this reason, we look at sub-group data.
- * The state of Connecticut uses the sub-group of “High-Needs” to determine if we have an achievement gap. Those counted in the High Needs sub-group include English Language Learners (ELL), students with Special Education (SpEd) programming, and Low Socio-Economic students (those who qualify for free or reduced price lunch).
- * Additionally, we can look at other subgroups like race/ethnicity and gender for more information.

Other Considerations: Sample Size

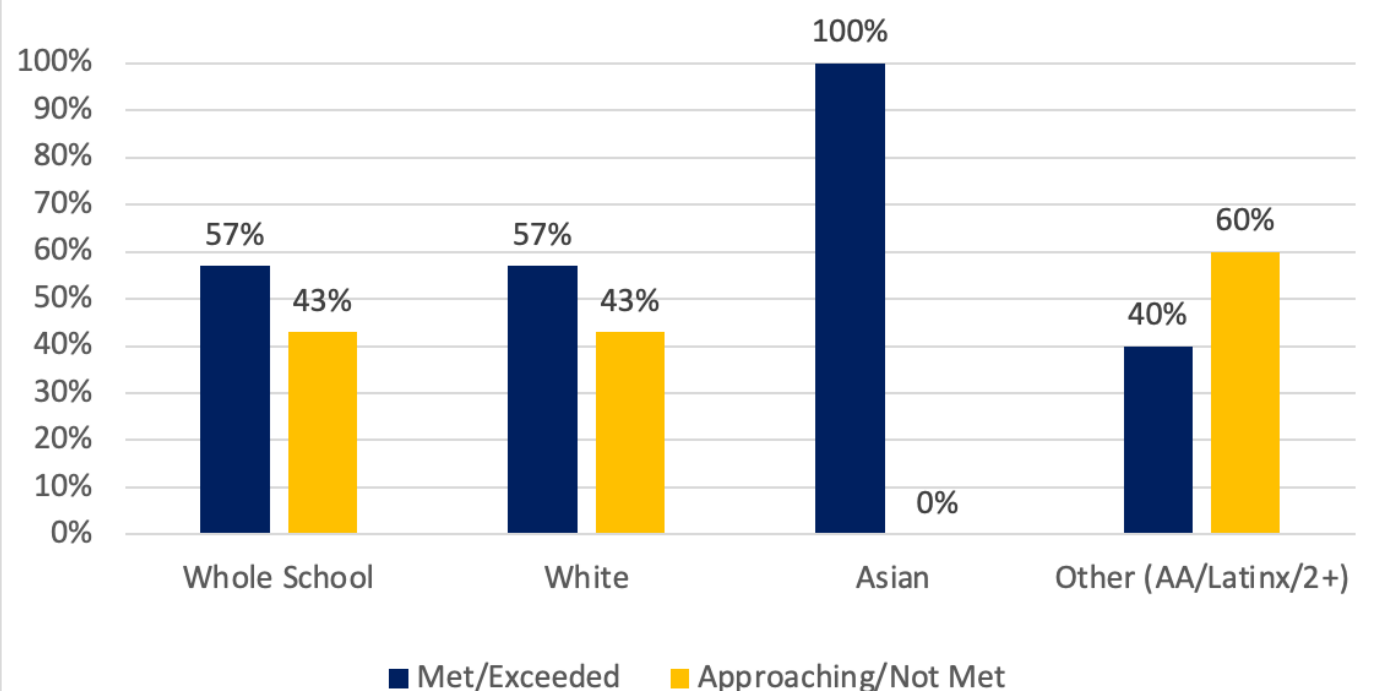
- * Sometimes data can be misleading for schools. If we look at a group of students and there are only 3 students that meet that parameter, then if all three meet, we look exceptional. If one does not, then we look far less exceptional.
- * There are some instances in our data where, because of the size 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 confidentiality, the race categories of “Black/African American, Hispanic/Latino, and 2+ Races” have been combined into a category of “other” when comparing data by race.

2021 SBAC Achievement Data By Race/ Ethnicity

2021 SBAC ELA Achievement Results:
Grades 3-6 By Race / Ethnicity

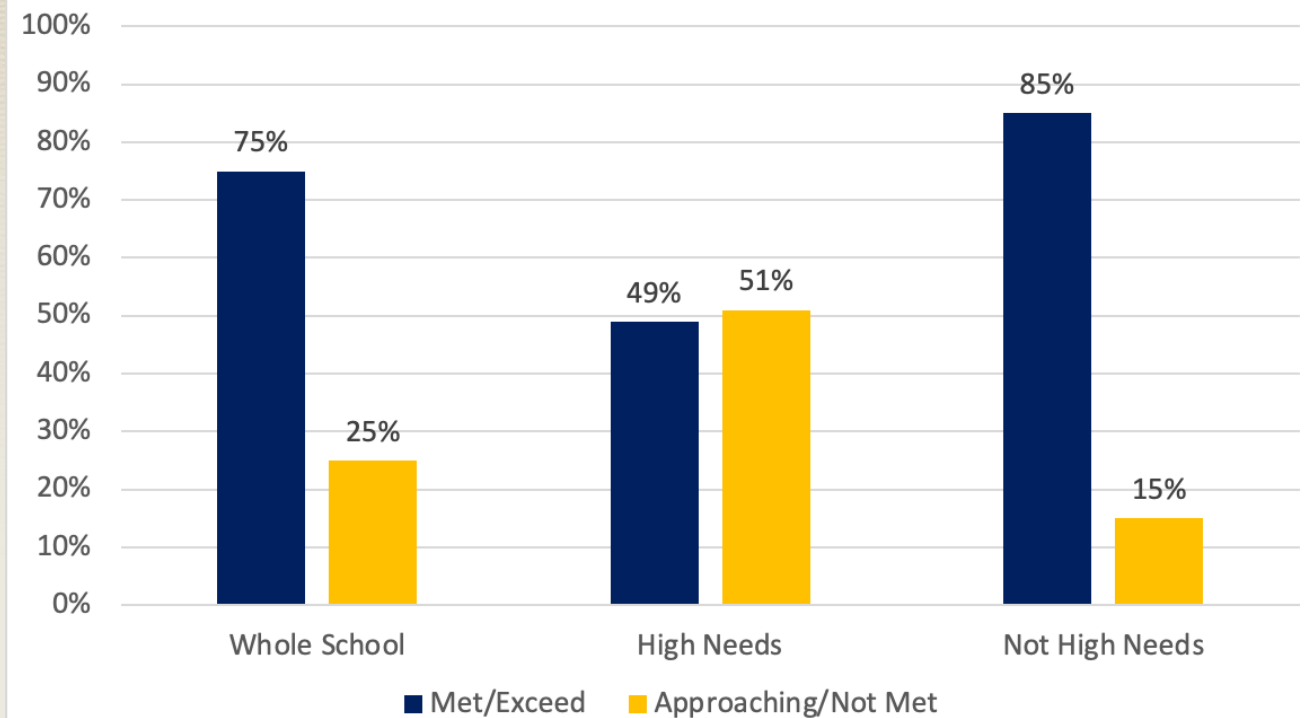


2021 SBAC Math Achievement Results:
Grades 3-6 By Race / Ethnicity

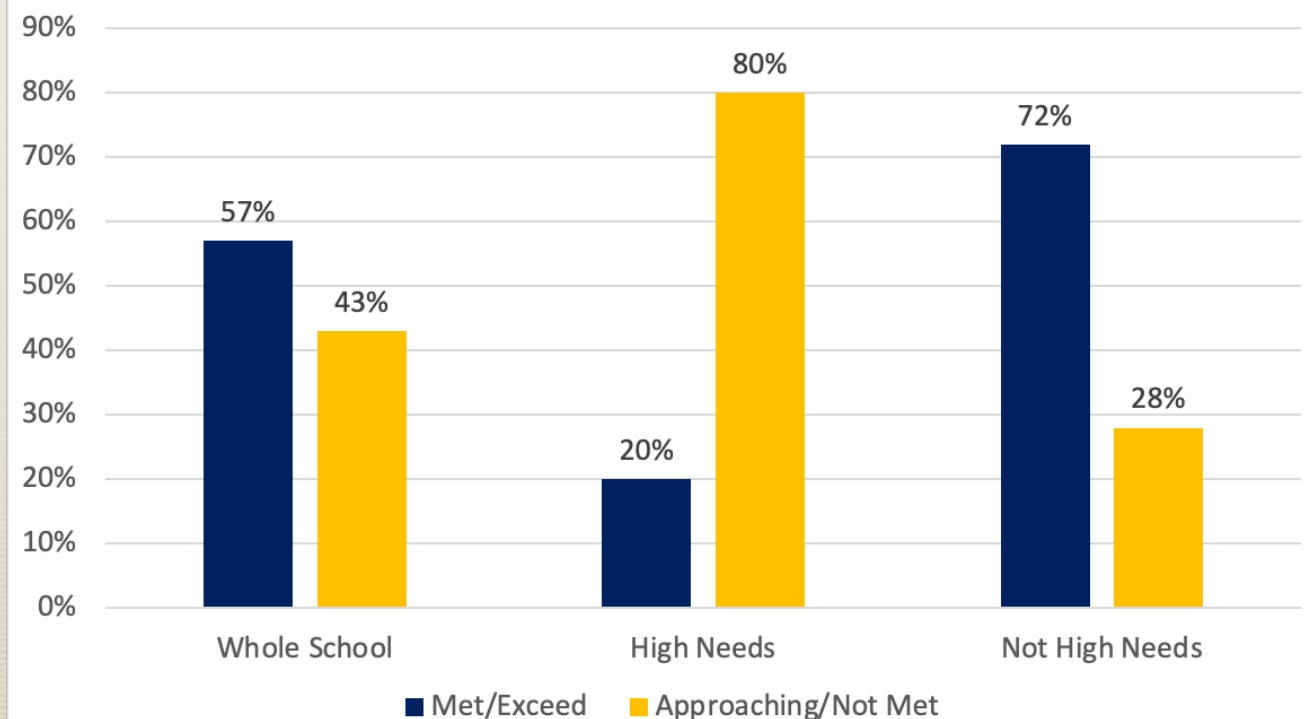


2021 SBAC Achievement Data By High Needs & Non-High Needs

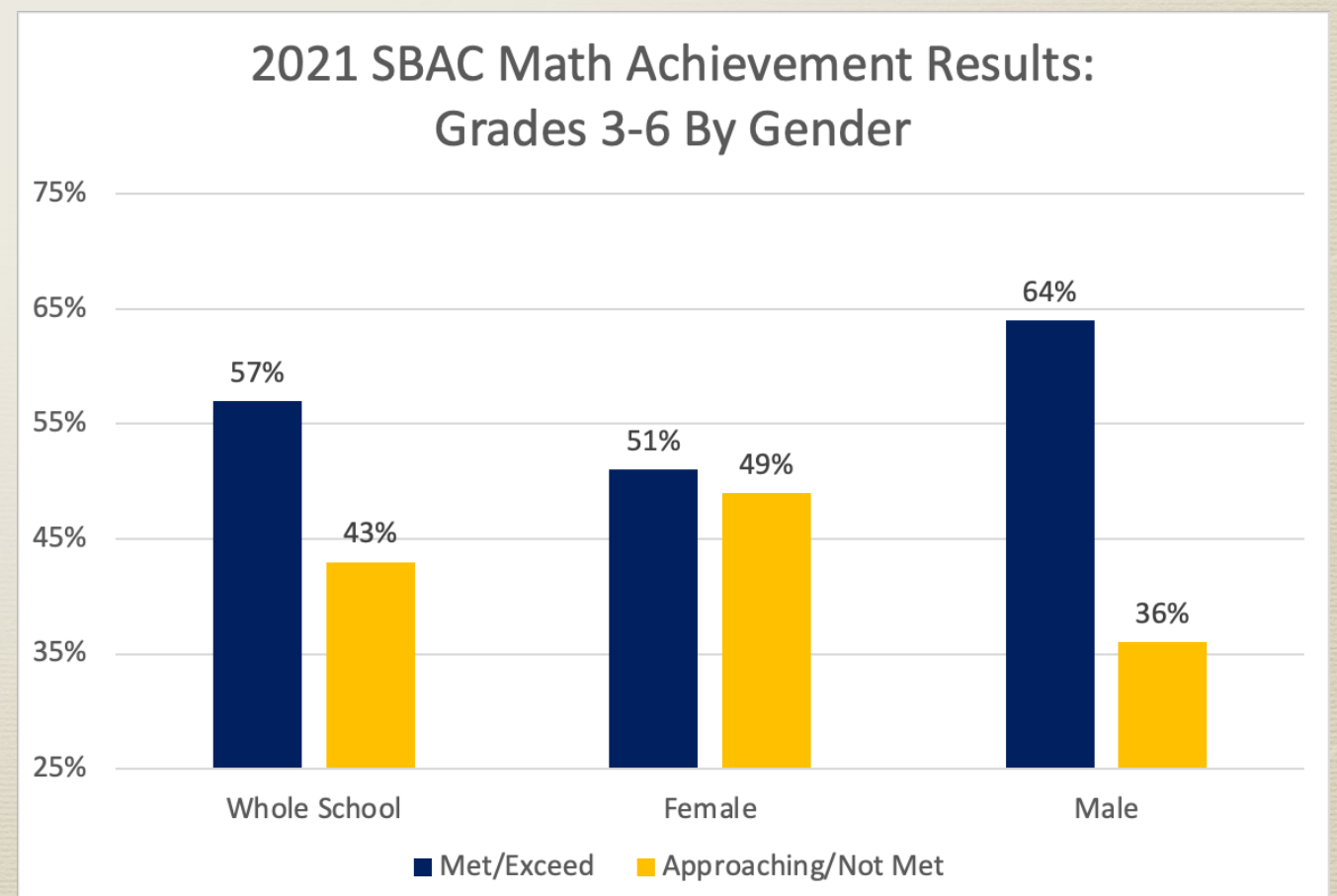
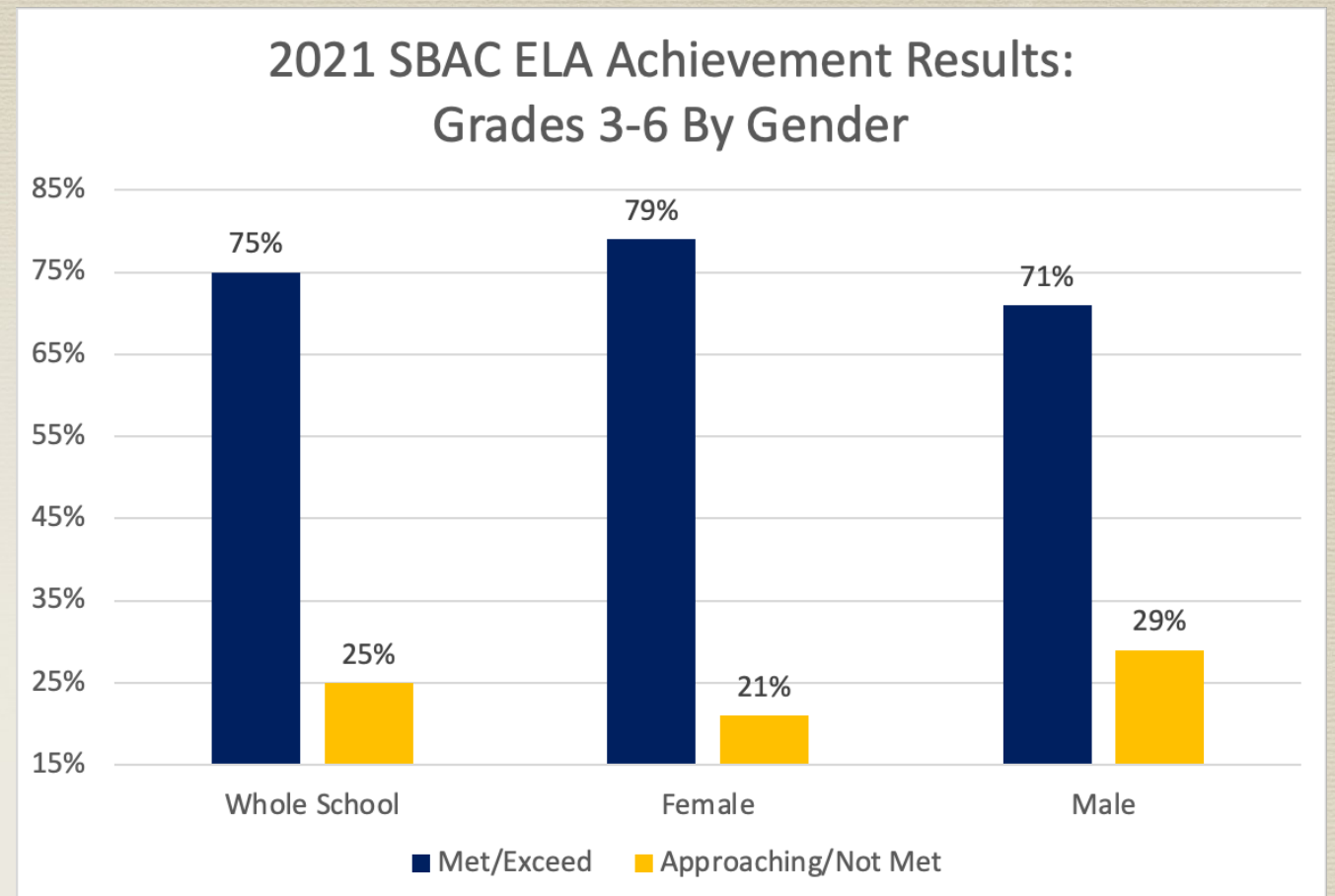
2021 SBAC ELA Achievement Results:
High Needs vs. Not High Needs



2021 SBAC Math Achievement Results:
High Needs vs. Not High Needs



2021 SBAC Achievement Data By Gender

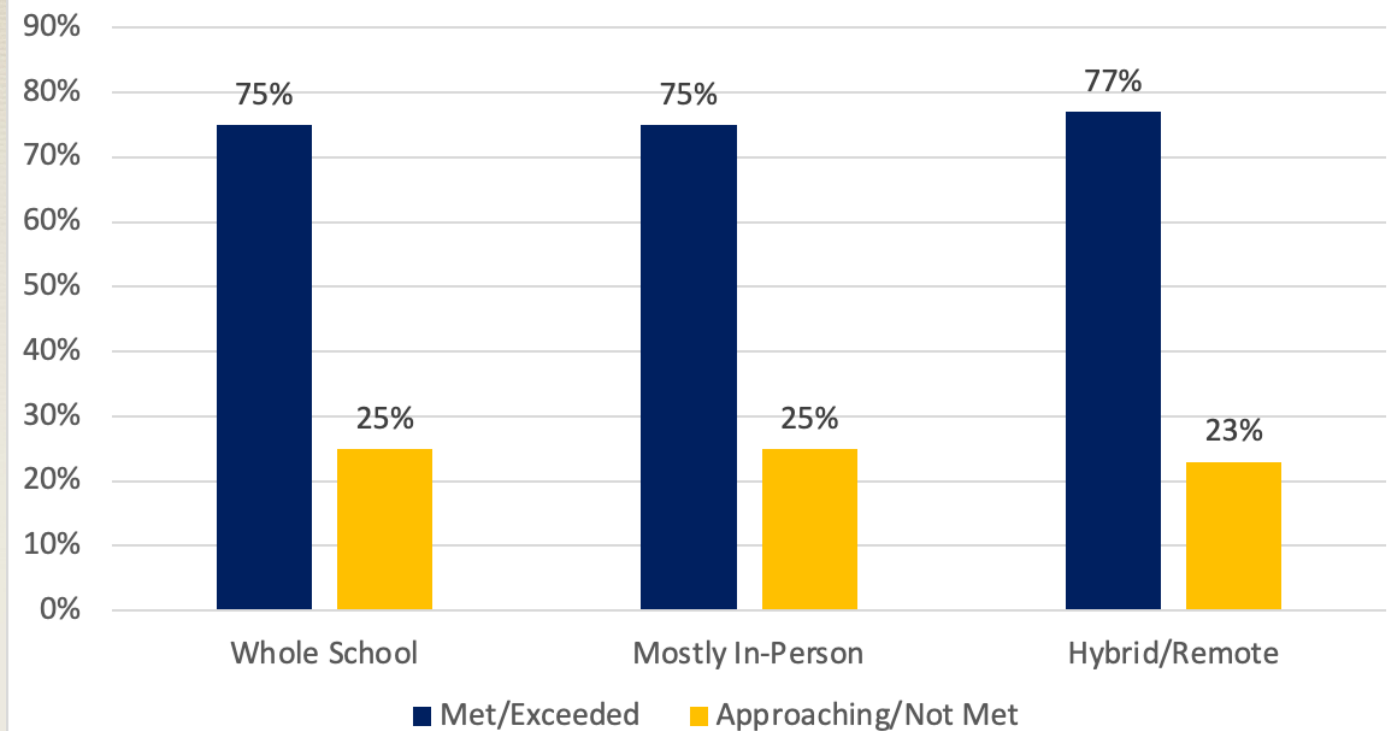


Pandemic Impact Learning Model Concerns

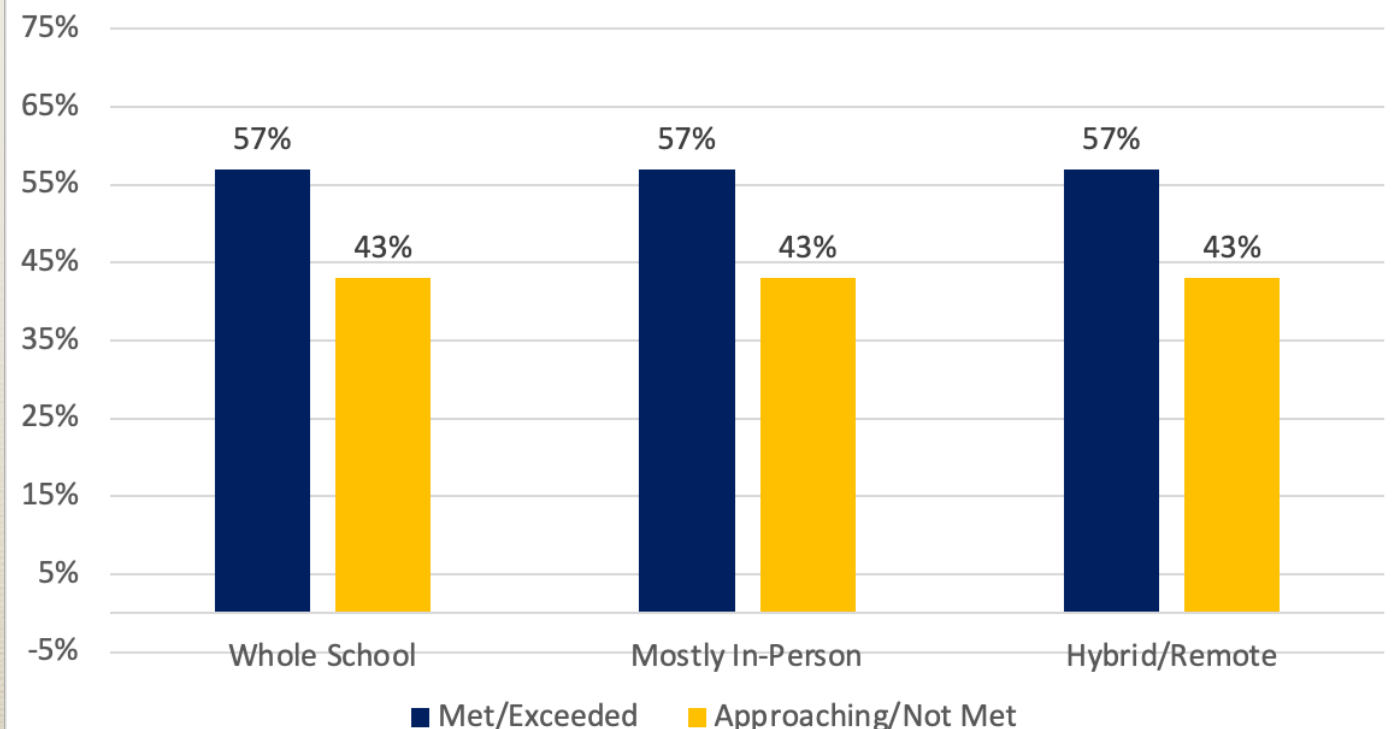
- * Across the state, there was a lot of discussion around learning loss and the impact of remote/hybrid learning on student achievement.
- * The state reported that state-wide, the students who saw the greatest impact to their learning were those who were hybrid or fully remote.
- * At BCS, those two subgroups were combined as the small sample sizes were a factor as was true previously with race and ethnicity.
- * For reporting purposes, the state created the following parameters:
 - * In-Person - More than 75% of days for 20-21 were in-person
 - * Hybrid - 25%-75% of days for 20-21 were in-person
 - * Remote - Less than 25% of days for 20-21 were in-person

2021 SBAC Achievement Data By Learning Model

2021 SBAC ELA Achievement Results:
Learning Model



2021 SBAC Math Achievement Results:
Learning Model

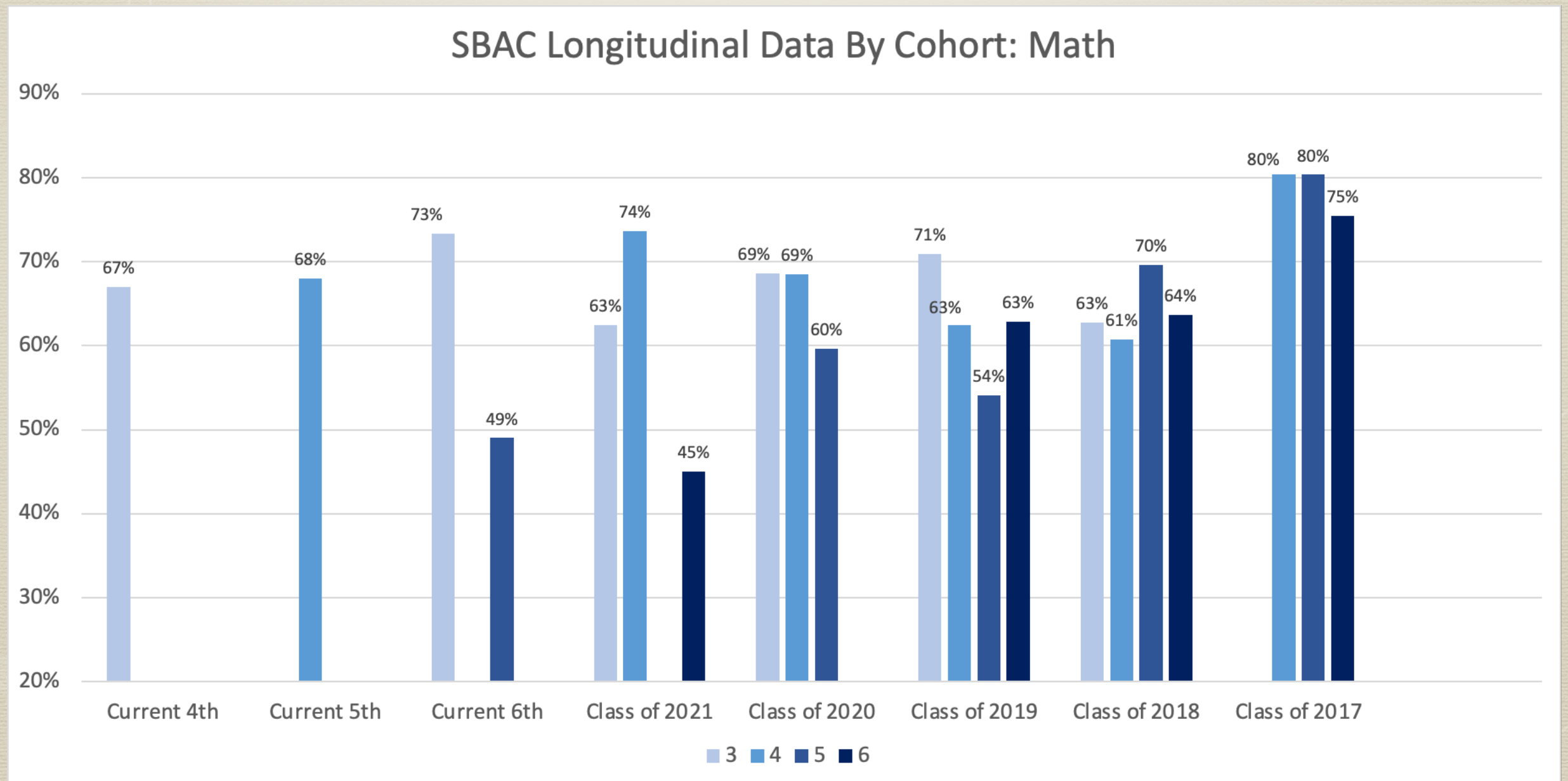


Other Considerations: Cohort vs. Grade Data

- * 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 the previous year.
- * In this way, we can see how groups of students are progressing.

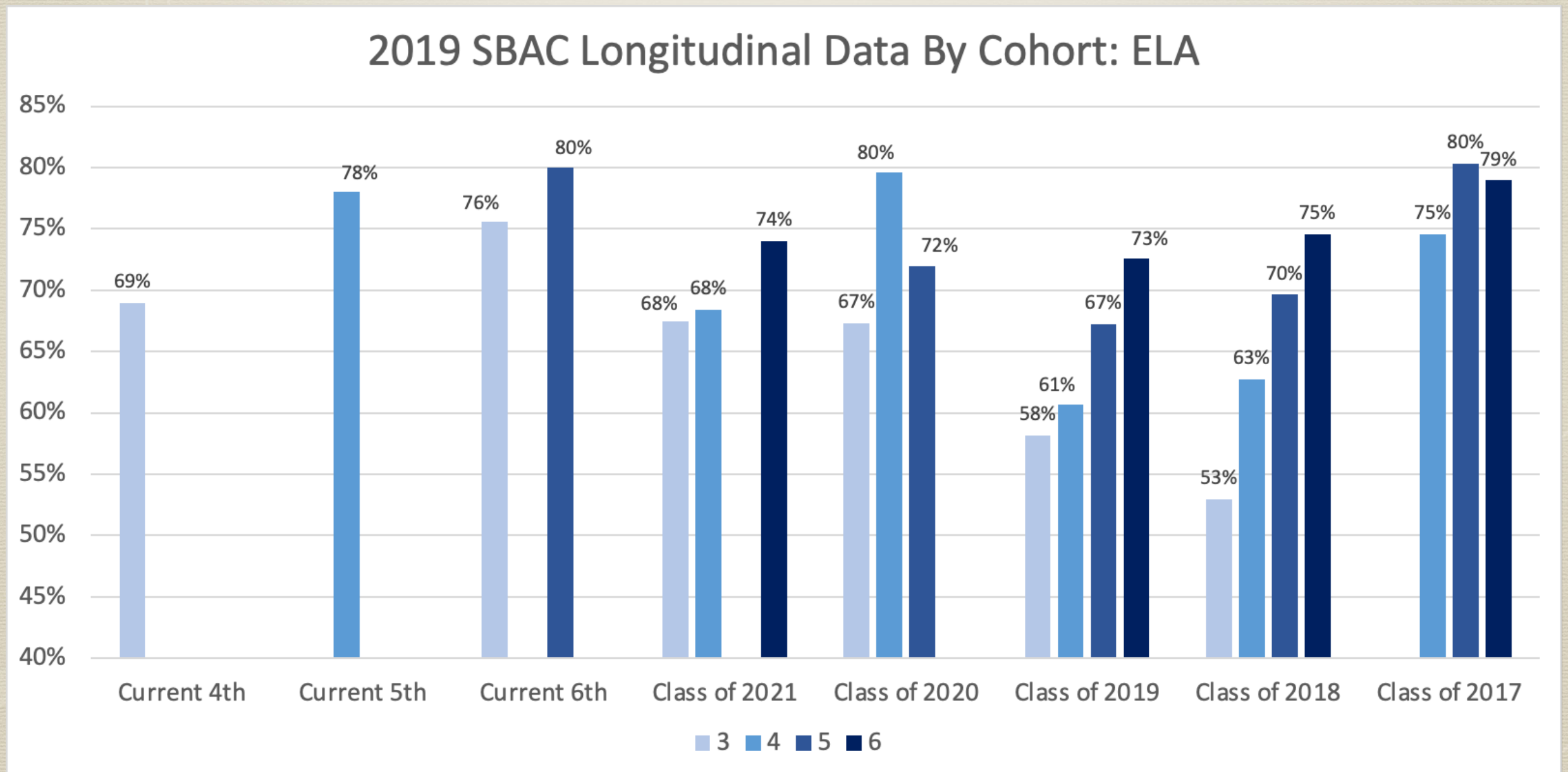
SBAC Math Achievement Data

By: Cohort (Past & Current)



SBAC ELA Achievement Data

By: Cohort (Past & Current)



Other Considerations: One Example of Data

- * We use a multitude of data including:
 - * iReady
 - * Fountas & Pinnell Reading Scores
 - * Fact Fluency
 - * School-Based Assessments
 - * 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.
- * This is especially true this year.

Additional Data Questions

- * Are other towns in the BOWA region seeing similar data trends?
- * Are other DRG C towns seeing similar data trends?
- * Do other sources of data show similar trends for math that we're seeing in SBAC? iReady Fall Benchmark.
- * Who are the students with the greatest impact in Math from the pandemic? Who went from meeting or exceeding in 3rd grade to not in 5th? How can we get those students back on track?

Takeaways And Reflections

- * Achievement is stronger in ELA than Math as in years past, but this year it is more pronounced.
- * ELA data is both strong and on the same upward track that we saw pre-pandemic.
- * Math achievement was much lower in 5th and 6th grade than 3rd and 4th grade. This is the same trend we've seen in previous years.
- * The initial impacts of the the pandemic were significant for our older students in math. Instruction that was delivered remotely at the end of the 19-20 school year was new learning and not building on already learned skills. Fractions is one specific area where we see this.
- * Girls score higher than boys in ELA while boys outpace girls in Math.
- * White and Asian students score higher than other subgroups in both Math and ELA.
- * There is a significant gap between our high needs students and our non-high needs students in both ELA and especially Math.
- * While the state saw significant differences in achievement between students who were hybrid or remote and in-person, we did not see that at BCS.

Next Steps

- * Using grade-level Data Teams to determine areas of high-leverage instruction to support students this year.
- * Reviewing our levels of instruction: Tier I instruction at the classroom level, Tier II intervention for those require additional support, Tier III for those who require significant support, as well as our students with IEPs.
- * Reviewing current iReady Data to determine which students need targeted support and what trends we see in our students that need to be addressed on a class or a grade level.
- * BCS Boost and Thrive Summer Programs - Designed to provide two levels of summer support: Thrive - Whole School, Boost - Students receiving intervention. Expansion of these programs in the future.
- * For 6th grade, we have 11 students who went from meeting/exceeding in 3rd to not in 5th. We are focusing on what they need to be successful this year.
- * Strong focus on academics and social-emotional learning. Kids that feel safe and supported are better prepared to learn. Second Step / Morning Meeting / SEL.