



1 | 2 | 3 | 4 | 5

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Middletown Public Schools
**A Presentation of Smarter Balanced
Baseline Results**

*Board of Education Meeting
September 8, 2015*

Presentation Objectives:

1. Points to remember about testing

- *The purpose of annual state testing*
- *Annual standardized assessment — what can/can't it tell us about our students?*
- *Multiple measures of student learning are important*
- *Growth over time matters*
- *Avoid comparisons to previous test results and other districts' results*

2. Background information on the assessment

3. Assessment participation by grade/subgroup

4. Presentation of year 1, baseline results by grade

- *What is the baseline performance for all students in English Language Arts and Math?*
- *What are other local measures/ indicators in these subjects for all students?*
- *What is the baseline performance for our students in subgroups in ELA and Math?*
- *What are other local measures/ indicators in these subjects for our students in subgroups?*

5. School and classroom strategies to support students and demonstrate growth in performance over time

1. Points to Remember About Annual State Testing

REQUIRED: By federal and state law, universal student assessment is required in English Language Arts and Mathematics in grades 3-8 and once in high school annually. The CSDE and local education agencies (LEAs) are legally responsible to administer these assessments to all students.

USEFUL FOR THESE PURPOSES: An annual assessment is intended to:

- ✓ Accurately describes student achievement and growth as part of program evaluation and school, district, and state accountability systems.
- ✓ Provides valid, reliable, and fair measures of students' progress/attainment of the knowledge and skills required to be college- and career-ready at the end of grade 12.
- ✓ Provides an annual snapshot of student achievement that should be used along with other information, such as class work and other tests, when making educational decisions.

1. Points to Remember about Annual State Testing

(continued)

NOT USEFUL AS:

- ✓ A sole measure of student achievement, program evaluation or school, district, and state accountability systems.
- ✓ A source of guidance for curriculum or instruction. The CT Core Standards provide the only needed blueprint for student learning. The Smarter Balanced Assessment is a global measure. “Teaching to the test” is never quality instruction and does not result in student engagement or genuine, long-lasting learning.
- ✓ A substitute for a wide variety of other relevant ways to assess student learning, such as:
 - *classroom assessments*
 - *student work portfolios*
 - *frequent progress monitoring*
 - *teacher observations*
 - *universal screening*
 - *detailed diagnostic assessment or evaluation*

2. Background Information

A new annual state assessment, aligned to the Connecticut Core Standards for English Language Arts and Mathematics administered in the last 12 weeks of school in grades 3–8 and 11.

1. The annual (“summative”) assessment was designed as a global measure of student learning
2. The assessment system is a major undertaking by a consortium of states, including Connecticut.
3. Test items were developed by educators and assessment experts from consortium states, including members of the Connecticut State Department of Education student assessment team.

The new assessment measures learning in two ways:

1. Computer adaptive test

- Based on student responses, the computer program adjusts the difficulty of questions throughout the test
- Contains a variety of item types, such as multiple choice, write-in responses, and technology enhanced items (multiple choice or write in items that use multimedia)

2. Performance tasks

- Activities that measure students' ability to apply knowledge and skills to a complex task
- Better measures of depth of understanding, research skills, and the ability to analyze information

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Areas of Knowledge and Skills Measured

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

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Areas of Knowledge and Skills Measured

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

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Scoring:

- **Students receive an overall vertical scale score in each subject**
 - ✓ Vertical scale scores are reported in the thousands and span all grades from 3 to 11
- **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	Grade 11
Mathematics							
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802	2718-2862
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652	2628-2717
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585	2543-2627
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503	2280-2542
ELA/Literacy							
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769	2682-2795
Level 3	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667	2583-2681
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566	2493-2582
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486	2299-2492

Note: These achievement levels have absolutely no relationship to CMT/CAPT levels used previously.

Scoring *(continued)*

Level 1 = Does not meet the achievement level

Level 2 = Approaching the achievement level expected

Level 3 = Meets the achievement level expected

Level 4 = Exceeds the achievement level expected

Note: *These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.*

Scoring *(continued)*

- Students also receive a “performance indicator” for each area of knowledge and skills within a subject.
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area.


For example:

Areas of Knowledge and Skill	Performance
Reading	 Above Standard
Writing	 At/Near Standard
Listening	 Below Standard
Research/Inquiry	 At/Near Standard

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Reporting

1. An online data portal called “Online Reporting System” (ORS)
 - ✓ Secure and public sites
2. Paper reports to parents/ families


 CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Student Name: **Jacqueline Doe**
 Grade: **08** School: **Demo Middle School**
 Date of Birth: **05/20/2002** District: **Demo District**
 SASID: **1234567892** Test Date: **Spring 2015**

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and/or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jacqueline's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classroom and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. 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.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?
Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web site (www.ctstateedu.org) and www.ct.gov/eds.

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?
Each area is based on summary statements about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall scores.

Where can I find more information about the Smarter Balanced Assessment System?
Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.


 CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Student Name: **Jonathan Doe**
 Grade: **05** School: **Demo Elementary School**
 Date of Birth: **05/20/2005** District: **Demo District**
 SASID: **1234567891** Test Date: **Spring 2015**

Overall Results

Jonathan scored at Level 4 on the English language arts/Literacy test and scored at Level 3 on the Mathematics test.

ELA/Literacy				✓
Mathematics			✓	
	Level 1	Level 2	Level 3	Level 4

ELA/Literacy Results

Jonathan's Total Scale Score=2590 (Score Scale Range 2201-2701)

Level 4: Exceeds the Achievement Level
Jonathan has exceeded the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

Student's Score	2590
School Average	2521
District Average	2524

Level <th>Score Range </th>	Score Range
Level 1 Does Not Meet	(2201-2441)
Level 2 Approaching	(2442-2591)
Level 3 Meets	(2592-2681)
Level 4 Exceeds	(2682-2701)

Areas of Knowledge and Skill	Performance
Reading	✓ Above Standard
Writing	✓ Above Standard
Listening	▬ At/Near Standard
Research/Inquiry	✓ Above Standard

Mathematics Results

Jonathan's Total Scale Score=2563 (Score Scale Range 2210-2700)

Level 3: Meets the Achievement Level
Jonathan has met the achievement level for Mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

Student's Score	2563
School Average	2544
District Average	2535

Level	Score Range
Level 1 Does Not Meet	(2210-2454)
Level 2 Approaching	(2455-2527)
Level 3 Meets	(2528-2578)
Level 4 Exceeds	(2579-2700)

Areas of Knowledge and Skill	Performance
Concepts and Procedures	✓ Above Standard
Problem Solving and Modeling & Data Analysis	▬ At/Near Standard
Communicating Reasoning	✓ Above Standard

SMARTER BALANCED DISTRICT RESULTS

1) Districtwide Assessment Participation Rate (*unofficial*)

Federal Requirement = 95% participation by district and each subgroup

	Participation Rate
ELA	99.0%
Math	99.1%

Official participation rates will be released later in the school year when Smarter Balanced ELA/Math and Connecticut Alternate Assessment ELA/Math results are combined. No percentage should be calculated unless the denominator is at least 20 students.

SMARTER BALANCED DISTRICT RESULTS

2) Statewide Baseline: English Language Arts

All Students

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
3	23.0%	23.3%	23.9%	29.7%	53.6%
4	25.7%	19.3%	24.3%	30.7%	55.0%
5	22.5%	18.9%	32.7%	25.8%	58.5%
6	19.3%	25.1%	35.0%	20.5%	55.6%
7	21.1%	21.8%	38.8%	18.3%	57.1%
8	19.9%	26.1%	37.1%	17.0%	54.0%
11	22.1%	24.5%	32.3%	21.1%	53.4%

SMARTER BALANCED DISTRICT RESULTS

2) Districtwide Baseline: English Language Arts

All Students

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
3 (363)	17%	26%	26%	30%	56%
4 (368)	28%	23%	24%	25%	49%
5 (386)	29%	16%	31%	24%	55%
6 (354)	19%	30%	31%	21%	52%
7 (312)	24%	22%	40%	13%	53%
8 (335)	18%	34%	38%	10%	48%
11 (295)	16%	33%	36%	16%	52%

SMARTER BALANCED DISTRICT RESULTS

Our Students in Subgroups

3) Districtwide Baseline: English Language Arts

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
3	Black (74)	28%	38%	24%	9%	33%
	Hispanic (77)	34%	27%	29%	4%	33%
	White (177)	7%	21%	25%	47%	72%
	Asian (11)	0%	18%	36%	45%	82%
	English Learner (11)	45%	36%	18%	0%	18%
	Special Education (32)	75%	13%	13%	0%	13%
	Free/Reduced Lunch (180)	31%	32%	25%	12%	37%

SMARTER BALANCED DISTRICT RESULTS

Our Students in Subgroups

3) Districtwide Baseline: English Language Arts

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
4	Black (75)	47%	28%	15%	11%	26%
	Hispanic (58)	38%	21%	38%	3%	41%
	White (186)	22%	21%	22%	35%	57%
	Asian (16)	0	13%	25%	63%	88%
	English Learner (11)	73%	9%	9%	9%	18%
	Special Education (42)	86%	7%	5%	2%	7%
	Free/Reduced Lunch	44%	25%	21%	10%	31%

SMARTER BALANCED DISTRICT RESULTS

3) Districtwide Baseline: English Language Arts *(continued)*

Percent of Students Achieving Levels 1–4 by Grade

Our Students
in Subgroups

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
5	Black (62)	45%	24%	21%	10%	31%
	Hispanic (76)	51%	13%	25%	14%	39%
	White (212)	17%	13%	37%	33%	70%
	Asian (12)	8%	8%	17%	67%	83%
	English Learner (12)	75%	17%	8%	0	8%
	Special Education (49)	84%	14%	2%	0%	2%
	Free/Reduced Lunch (160)	47%	23%	19%	11%	30%

SMARTER BALANCED DISTRICT RESULTS

3) Districtwide Baseline: English Language Arts (continued)

Percent of Students Achieving Levels 1–4 by Grade

Our Students
in Subgroups

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
6	Black (62)	45%	24%	21%	10%	31%
	Hispanic (76)	51%	13%	25%	11%	36%
	White (212)	17%	13%	37%	33%	70%
	Asian (16)	19%	19%	44%	19%	63%
	English Learner (12)	75%	17%	8%	0	8%
	Special Education (49)	84%	14%	2%	0	2%
	Free/Reduced Lunch (151)	31%	36%	21%	12%	33%

SMARTER BALANCED DISTRICT RESULTS

3) Districtwide Baseline: English Language Arts (continued)

Percent of Students Achieving Levels 1–4 by Grade

Our Students
in Subgroups

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
7	Black (63)	40%	25%	32%	3%	35%
	Hispanic (46)	41%	24%	28%	7%	35%
	White (173)	15%	21%	47%	17%	64%
	Asian (13)	0	15%	38%	46%	85%
	English Learner (4)	50%	25%	25%	0	25%
	Special Education (37)	89%	11%	0	0	0
	Free/Reduced Lunch (136)	38%	27%	28%	7%	35%

SMARTER BALANCED DISTRICT RESULTS

3) Districtwide Baseline: English Language Arts *(continued)*

Percent of Students Achieving Levels 1–4 by Grade

Our Students
in Subgroups

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
8	Black (73)	32%	44%	25%	0	25%
	Hispanic (52)	27%	42%	29%	2%	31%
	White (186)	10%	30%	46%	15%	61%
	Asian (9)	0	22%	56%	22%	78%
	English Learner (2)	50%	50%	0	0	0
	Special Education (36)	69%	25%	6%	0	6%
	Free/Reduced Lunch (146)	27%	42%	28%	3%	31%

SMARTER BALANCED DISTRICT RESULTS

3) Districtwide Baseline: English Language Arts *(continued)*

Percent of Students Achieving Levels 1–4 by Grade

Our Students
in Subgroups

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
11	Black (75)	27%	40%	25%	8%	33%
	Hispanic (41)	20%	49%	29%	2%	31%
	White (151)	11%	26%	43%	20	63%
	Asian (16)	6%	25%	38%	31%	69%
	English Learner (7)	43%	57%	0	0	0
	Special Education (29)	59%	34%	35	3%	38%
	Free/Reduced Lunch (133)	23%	41%	29%	7%	36%

SMARTER BALANCED DISTRICT RESULTS

All Students

5) Statewide Baseline: Mathematics

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
3	27.0%	25.0%	29.7%	18.3%	48.0%
4	22.9%	32.9%	27.4%	16.8%	44.2%
5	33.1%	30.0%	19.2%	17.7%	36.9%
6	31.3%	31.4%	21.1%	16.3%	37.3%
7	31.5%	29.8%	22.1%	16.7%	38.8%
8	37.1%	26.1%	18.9%	18.0%	36.8%
11	46.3%	23.2%	18.9%	11.6%	30.6%

SMARTER BALANCED DISTRICT RESULTS

All Students

5) Districtwide Baseline: Mathematics

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
3 (364)	25%	25%	32%	19%	51%
4 (369)	27%	39%	23%	11%	34%
5 (387)	34%	28%	22%	16%	38%
6 (356)	36%	28%	15%	20%	35%
7 (314)	32%	36%	22%	10%	32%
8 (338)	43%	32%	15%	10%	25%
11 (293)	66%	20%	11%	2%	13%

SMARTER BALANCED DISTRICT RESULTS

Our Students
in Subgroups

5) Districtwide Baseline: Mathematics

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
3	Black (71)	41%	38%	16%	5%	21%
	Hispanic (78)	46%	26%	27%	1%	28%
	White (177)	11%	19%	37%	33%	70%
	Asian (11)	0	27%	45%	27%	73%
	English Learner (12)	58%	17%	25%	0	25%
	Special Education (32)	78%	13%	6%	3%	9%
	Free/Reduced Lunch (181)	41%	33%	21%	5%	26%

SMARTER BALANCED DISTRICT RESULTS

Our Students
in Subgroups

5) Districtwide Baseline: Mathematics

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
4	Black (75)	45%	40%	12%	3%	15%
	Hispanic (60)	35%	45%	17%	3%	20%
	White (185)	19%	37%	28%	16%	44%
	Asian (16)	0	19%	50%	31%	81%
	English Learner (14)	64%	14%	21%	0	21%
	Special Education (42)	83%	17%	0	0	0
	Free/Reduced Lunch (179)	39%	45%	13%	3%	16%

SMARTER BALANCED DISTRICT RESULTS

Our Students
in Subgroups

5) Districtwide Baseline: Mathematics (continued)

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
5	Black (62)	63%	23%	11%	3%	14%
	Hispanic (76)	53%	24%	20%	4%	24%
	White (212)	19%	32%	26%	23%	49%
	Asian (12)	0	25%	33%	33%	67%
	English Learner (12)	75%	17%	8%	0	8%
	Special Education (49)	86%	8%	6%	0	6%
	Free/Reduced Lunch (160)	56%	26%	14%	4%	18%

SMARTER BALANCED DISTRICT RESULTS

Our Students
in Subgroups

5) Districtwide Baseline: Mathematics (continued)

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
6	Black (57)	70%	25%	5%	0	5%
	Hispanic (63)	65%	27%	3%	5%	8%
	White (205)	19%	29%	22%	30%	52%
	Asian (16)	13%	44%	13%	31%	44%
	English Learner (10)	80%	20%	0	0	0
	Special Education (40)	83%	15%	3%	0	3%
	Free/Reduced Lunch (152)	53%	29%	9%	9%	18%

SMARTER BALANCED DISTRICT RESULTS

Our Students in Subgroups

5) Districtwide Baseline: Mathematics (continued)

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
7	Black (63)	49%	37%	14%	0	14%
	Hispanic (49)	51%	31%	12%	6%	18%
	White (172)	22%	38%	27%	13%	40%
	Asian (13)	0	15%	38%	46%	85%
	English Learner (6)	67%	33%	0	0	0
	Special Education (37)	92%	5%	3%	0	3%
	Free/Reduced Lunch (136)	48%	30%	20%	2%	22%

SMARTER BALANCED DISTRICT RESULTS

Our Students in Subgroups

5) Districtwide Baseline: Mathematics (continued)

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
8	Black (73)	64%	26%	8%	1%	9%
	Hispanic (53)	60%	30%	8%	2%	10%
	White (187)	30%	35%	20%	14%	34%
	Asian (10)	30%	40%	0	30%	30%
	English Learner (4)	100%	0	0	0	0
	Special Education (36)	94%	6%	0	0	0
	Free/Reduced Lunch (147)	59%	33%	6%	2%	8%

SMARTER BALANCED DISTRICT RESULTS

Our Students in Subgroups

5) Districtwide Baseline: Mathematics (continued)

Percent of Students Achieving Levels 1–4 by Grade

Grade	Subgroup	Level 1	Level 2	Level 3	Level 4	Percent at Level 3 or Above
11	Black (74)	82%	12%	5%	0	5%
	Hispanic (41)	85%	15%	0	0	0
	White (150)	58%	24%	15%	3%	18%
	Asian (16)	25%	44%	25%	6%	31%
	English Learner (7)	86%	14%	0	0	0
	Special Education (28)	93%	7%	0	0	0
	Free/Reduced Lunch (132)	81%	16%	3%	0	3%

District Data Highlights

- **In ELA, Middletown scored higher than 13 out of 16 other districts in our DRG (DRG G)**
- **In Math, Middletown scored higher than 14 out of 16 other districts in our DRG (DRG G)**
- **High participation rate: 99%**
- **Third grade students scored the highest in ELA and Math – first group of students to be provided with full implementation of CCSS Instruction since kindergarten**

District Data Implications

Areas in need of improvement:

Grades K-5 ELA:

- Respond to high level comprehension questions, using evidence to support responses
- Provide clear, evidence-based responses in writing to a variety of text sources, including research-based responses
- Listen and provide evidence-based responses to texts on a variety of topics

District Data Implications

Areas in need of improvement:

Grades 6-12 ELA:

- Cite specific textual evidence to support conclusions drawn from the text(s)
- Use explicit details and implicit information from the text to support answers or basic inferences
- Read closely and analytically to comprehend a range of increasingly complex literary and informational texts
- Identify or summarize central ideas/ key events
- Determine intended meanings of words, including words with multiple meanings

District Data Implications

Areas in need of improvement:

Grades K-5 Math:

- Explain and apply mathematical concepts in order to interpret and carry out mathematical procedures (understand why mathematical procedures work the way they do)
- Analyze real-world problems and apply problem solving strategies to interpret and solve problems (using tools and models)
- Construct precise arguments, support mathematical reasoning, and critique the reasoning of others

District Data Implications

Areas in need of improvement:

Grades 6-12 Math:

- Solve real-life and mathematical problems using numerical and algebraic expressions and equations
- Define, evaluate, and compare functions
- Understand the connections between proportional relationships, lines, and linear equations
- Solve real-world and mathematical problems involving area, surface area, and volume

District Next Steps in Curriculum and Instruction

- **DDT and DLT will revise District Improvement Plan to address areas in need of improvement**
- **Professional Development and job embedded coaching will be provided at elementary and secondary level: CCSS, data teams, differentiation, teacher and student goal setting**
- **Instructional coaches at the elementary level will provide differentiated coaching and support specific to grade level professional development**
- **Instructional coaches at secondary level new this year and will attend the coaching training by CSDE: focus on school problem of practice, address teachers individual needs, work on goal setting with teachers, observe and model lessons, provide timely and specific feedback, provide a systematic way of following up with PD through coaching**
- **Increased PDES days to provide more PD at secondary level**
- **Teach grammar explicitly at grades 6-11 as part of ELA curriculum**

District Next Steps in Curriculum and Instruction

- **Consistently integrate three types of writing (opinion, informational, and narrative) into ELA**
- **Collaborative lesson planning with curriculum teams to develop exemplary model lesson**
- **Foundations Reading Instruction is being expanded to grade 2 and will continue in grades K & 1**
- **Math manipulatives have been purchased to support differentiation**
- **Math IXL online supplemental program has been purchased to assist students and teachers**
- **Laser-like focus on subgroup performance to address opportunity gap**

District Next Steps in Curriculum and Instruction

- **CCSS units of instruction continuously being revised**
- **Align Social Studies and Science curriculum at elementary level**
- **Increase use of technology to provide instruction**
- **Cultural Competence PD will be provided to increase equity and educational opportunities for all students**

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

We are committed to creating schools where more students are achieving at a higher level and engaging at a deeper level in order to be successful learners!

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