



Our district serves students in grades: **Prek-12**

Enrollment: **16,046**

Demographic information (urban, suburban, rural, regional)

1. How much time did your school district devote to the administration of the Connecticut Mastery Examination?

The Connecticut Mastery Examination extended over three weeks for grades 3-8 and one week for grade 11.

2. Did your district engage in specific test preparation and/or incentive activities for students? If so, please list:

Principals were encouraged to have students spend time on the Practice Test with the devices they would use for the “real” Mastery Test administration and also with the accommodations they would be afforded. The use of the Practice Test was considered important for students to become comfortable with an online test and develop the necessary navigational skills. We wanted the results to reflect students’ achievement in ELA and math and not be depressed by limited technological experience.

3. Did your district engage in specific test preparation activities for staff? If so, please list:

Test preparation activities for staff were focused in three areas:

- **Technical**
 - Navigating on the test site using alternate devices (iPads, desktops, and tablets)
 - Logging into TIDE to register students to test sessions; using TIDE to monitor student completion of tests.
- **Accommodations**
 - Aligning accommodations to instructional experiences.
 - Ascertaining that the correct accommodations were afforded to Special Ed, English Language Learners, SRBI, and 504 students.
- **Test Content**
 - Designing classroom activities and assessments in ELA and math aligned to Common Core standards.

4. Did your district provide sufficient education for parents regarding the mastery examination(s) and interpretation of resulting scores? If so, please share best practices; if not, please tell us why:

At the district level and at schools, workshops were held over the past two years to explain the shifts demanded by Common Core standards in ELA and math. At workshops, parents had the opportunity to log into practice questions so as to understand the nature of the online testing requirements.

When Smarter Balanced Test results became available to us in August 2015, we sent the test reports home along with a cover letter that incorporated language from protocols and Q and A formats provided on the CSDE website. Parent brochures developed by the CSDE arrived after Smarter Balanced reports were already mailed home to parents. These brochures have been provided to the schools for use at parent meetings and workshops. Some schools conducted workshops for parents as part of PTO meetings.

- 5. Are the results of the mastery examination in alignment with your district's beliefs about your students' current progress? Please explain:*

While it is too early to make any definitive statements, anecdotally we have observed the following:

- **We received very few phone calls from parents, teachers or principals suggesting that Smarter Balanced results were out of line with students' current progress.**
- **In several of Stamford's middle schools, a number of fifth grade tests are used to place incoming sixth graders in Honors or College Prep ELA and math. When we received the fifth grade Smarter Balanced results in August, we advanced incoming sixth graders to Honors who scored at Level 4 in ELA and/or math, but who had initially been placed in College Prep classes. Relatively small numbers of students needed to be moved.**

- 6. Do you anticipate that the results of the mastery examination will have a significant impact on instructional practices in your district? Please explain:*

The Smarter Balanced reports that describe student achievement by Level, Claim, and Target do not provide a guide to inform instruction.

The reports by Level and Class are very broad. At the Claim level, it is not at all clear what kind of questions (and how many) generate scores.

At the Target level, there is no guide to assist teachers to prioritize targets. The "relative" nature of the target scoring is confusing to teachers.

We will be exploring the use of the Digital Library and Interim Assessments to support instruction aligned to Common Core standards.

In the future, we anticipate using the results to inform the School Improvement Planning process and development of teacher SLOs.

Our district serves students in grades:

Prek-12

Enrollment: **8800**

Demographic information (urban, suburban, rural, regional)

suburban

1. How much time did your school district devote to the administration of the Connecticut Mastery Examination?

As a district, the entire Spring season since each building decided when to administer the test.

2. Did your district engage in specific test preparation and/or incentive activities for students? If so, please list:

We do not teach to the test or offer incentives

3. Did your district engage in specific test preparation activities for staff? If so, please list:

see <http://www.greenwichschools.org/page.cfm?p=11325>

4. Did your district provide sufficient education for parents regarding the mastery examination(s) and interpretation of resulting scores? If so, please share best practices; if not, please tell us why:

see <http://www.greenwichschools.org/page.cfm?p=11325>

5. Are the results of the mastery examination in alignment with your district's beliefs about your students' current progress? Please explain:

Yes, for example Greenwich High School outperformed several high schools in DRG A in ELA such as New Canann, Darien, Weston, W. Our weakness as a district was as expected in Math results - too recently implemented a new math curriculum aligned to Common Core.

6. Do you anticipate that the results of the mastery examination will have a significant impact on instructional practices in your district? Please explain:

Yes. We need to invest in more professional development and Math has been identified and incorporated by data teams into many elementary school improvement plans, a notable switch from an emphasis on reading.

Our district serves students in grades: **PreK-12**

Enrollment: **1370**

Demographic information: regional

1. How much time did your school district devote to the administration of the Connecticut Mastery Examination?

Approximately 6 hours per grade level.

2. Did your district engage in specific test preparation and/or incentive activities for students? If so, please list:

Teachers focused on standards based reading, writing, and math instruction using district recommended materials and pacing guides.

3. Did your district engage in specific test preparation activities for staff? If so, please list:

Teachers focused on standards and instructional practices outlined in Connecticut Core Standards.

4. Did your district provide sufficient education for parents regarding the mastery examination(s) and interpretation of resulting scores? If so, please share best practices; if not, please tell us why:

Parent meetings were held at each level to discuss ELA and Math standards. State provided brochures and websites were distributed to assist parents in understanding results.

5. Are the results of the mastery examination in alignment with your district's beliefs about your student's current progress? Please explain:

The tests seemed to accurately reflect district strengths and weaknesses.

6. Do you anticipate that the results of the mastery examination will have significant impact on instructional practices in your district? Please explain:

Results may provide data that will inform our overall focus (e.g., more attention needed on persuasive writing) as well as specific areas for curricular refinement (e.g., teaching volume earlier in the year).

Our district serves students in grades: **PK-8**

Enrollment: **330**

Demographic information (urban, suburban, rural, regional)
suburban

1. How much time did your school district devote to the administration of the Connecticut Mastery Examination?

CMT Science grade 5 and 8, 75-80 minutes

Smarter Balanced Assessment- 60 to 90 minutes/day for 7 days, plus two 40 mm periods for practice/training tests

2. Did your district engage in specific test preparation and/or incentive activities for students? If so, please list:

We did not have incentive activities.

The week before the test we did a short review of science units from 3rd and 4th grade with the 5th graders Middle School test preparation takes place throughout the year... reviewing grade 6 and 7 material as it relates to the current 8th grade topics; spiraling back to the topics in grade 6 and 7 and relating to grade 8.

Students are also taught how to take multiple choice question tests.

Smarter Balanced Assessment

We did not have incentive activities.

The only test preparation was to use the practice and training tests.

3. Did your district engage in specific test preparation activities for staff? If so, please list:

CMT Science and Smarter Balanced Assessment

We did the typical half hour review for all staff. We also met with those administering modifications or accommodations and any new monitors of the test.

4. Did your district provide sufficient education for parents regarding the mastery examination(s) and interpretation of resulting scores? If so, please share best practices; if not, please tell us why:

Parents received the students' reports which were limited to content strands, the four/five levels and scale scores compared to others in the district. Administration reported to the BOE the percentage of students who met proficient and goal with comparisons to area towns and the state.

5. Are the results of the mastery examination in alignment with your district's beliefs about your students' current progress? Please explain:

Overall, yes. However, it is difficult to gauge the progress of students who move into the town as not all districts teach the same material in the same order; same grade level. Therefore, students can easily miss a unit or receive instruction on one or more units twice.

6. Do you anticipate that the results of the mastery examination will have a significant impact on instructional practices in your district? Please explain:

The CMT Science scores provide limited feedback, so, no, the assessment does not have a significant impact on instructional practices, with the exception of hitting one of the strands harder the following year based on whether it may have been lower than the others.

We are hoping a future state science assessment will provide us with more information to drill down, in order to have the results impact instruction.

The Smarter Balanced Assessment also provided us some information that may impact how we prepare the students for taking the test. Since only 52% of our students participated, we only plan to use individual data to plan for instruction for those students.