

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education
FROM: Dr. Dianna R. Wentzell, Commissioner of Education
DATE: October 7, 2016
SUBJECT: Smarter Balanced and SAT Assessment Results from 2015-16

Executive Summary

The Connecticut State Department of Education (CSDE) successfully implemented the Smarter Balanced assessments in English Language Arts (ELA) and Mathematics for the second consecutive year in Grades 3 through 8.

- Overall, the percentage of students meeting or exceeding the achievement standard increased by 3.2 percentage points in ELA and 3.9 percentage points in Mathematics statewide.
- All grades in both subjects, as well as all student subgroups demonstrated solid improvement as well; this is evidence of broad systemic advancements.
- More than half of the third graders are *now* meeting or exceeding the achievement standard in Mathematics.
- In ELA, all Alliance Districts (AD) improved; fifteen ADs improved at a rate greater than that of the state.
- In Mathematics, most ADs improved; fourteen ADs improved at a rate greater than that of the state.
- Results are mixed in the Commissioner's Network schools.
- Achievement gaps persist.
- Math achievement continues to lag ELA.

The CSDE also administered the SAT as its state summative assessment in ELA and Mathematics for students in Grade 11. This was the first administration of the redesigned SAT; the test was modified to more closely align with rigorous educational standards for college and career readiness. This change was championed by the Governor, required in legislation, and approved by the State Board of Education.

This was designed to reduce testing time for Grade 11 students and increase equity by providing a college admissions test to all students.

- Student participation in the assessment improved dramatically from around 81 percent in 2014-15 to around 94 percent in 2015-16.
- Nearly two-thirds of students met the achievement standard in ELA while fewer than 40 percent met the standard in Mathematics.
- Gaps in achievement remain.
- To increase access and achievement, the CSDE continues to pay for PSAT administration in the Alliance Districts and cover the cost-differential for the Advanced Placement exams for students from low-income families statewide.
- The 2015-16 SAT achievement represents a new baseline for Grade 11 students from which to measure progress.

Prepared by: _____
Ajit Gopalakrishnan
Chief Performance Officer
Performance Office



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2015-16 Assessment Results from the Smarter Balanced and Connecticut SAT School Day

October 7, 2016
State Board of Education



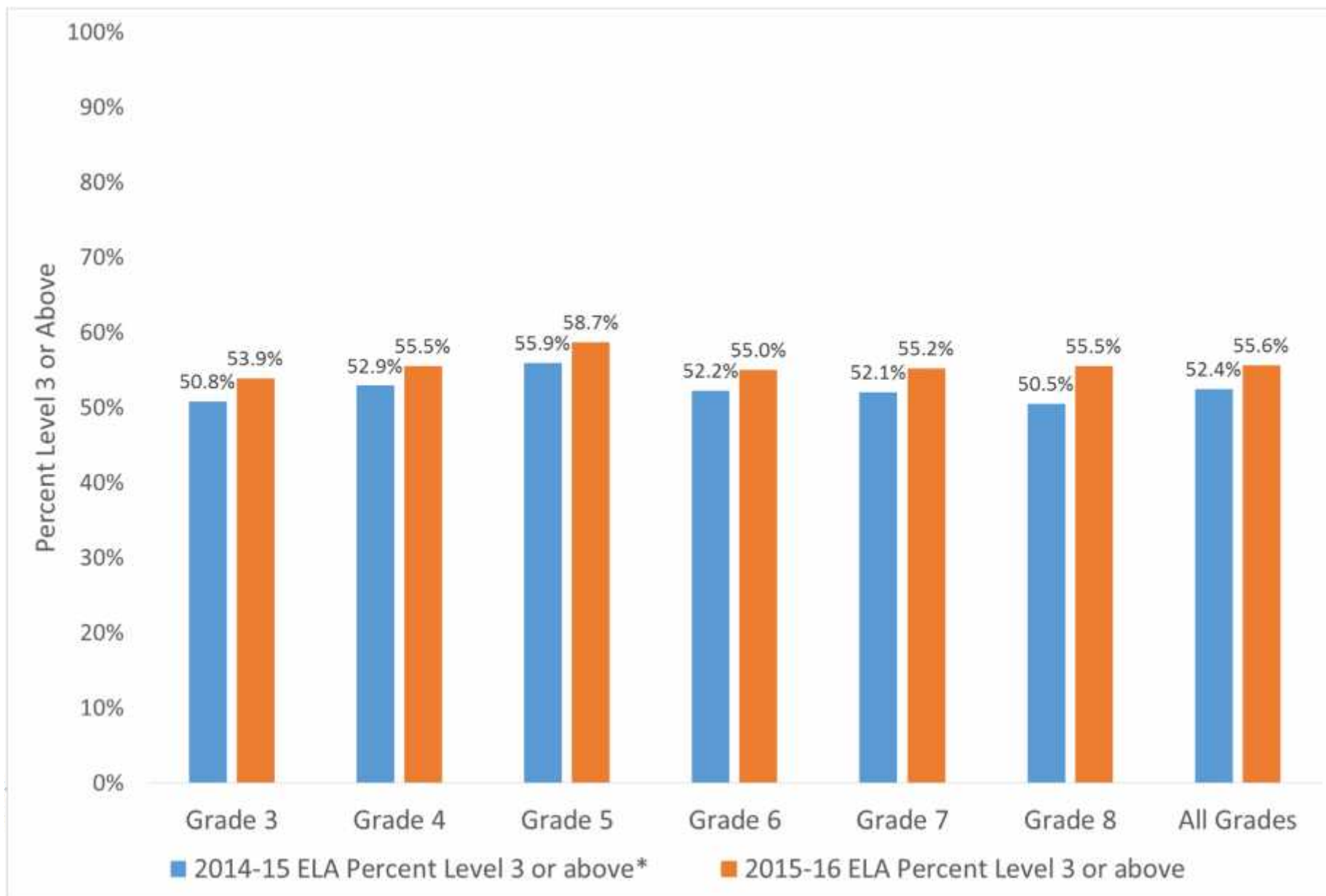
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Changes from 2014-15

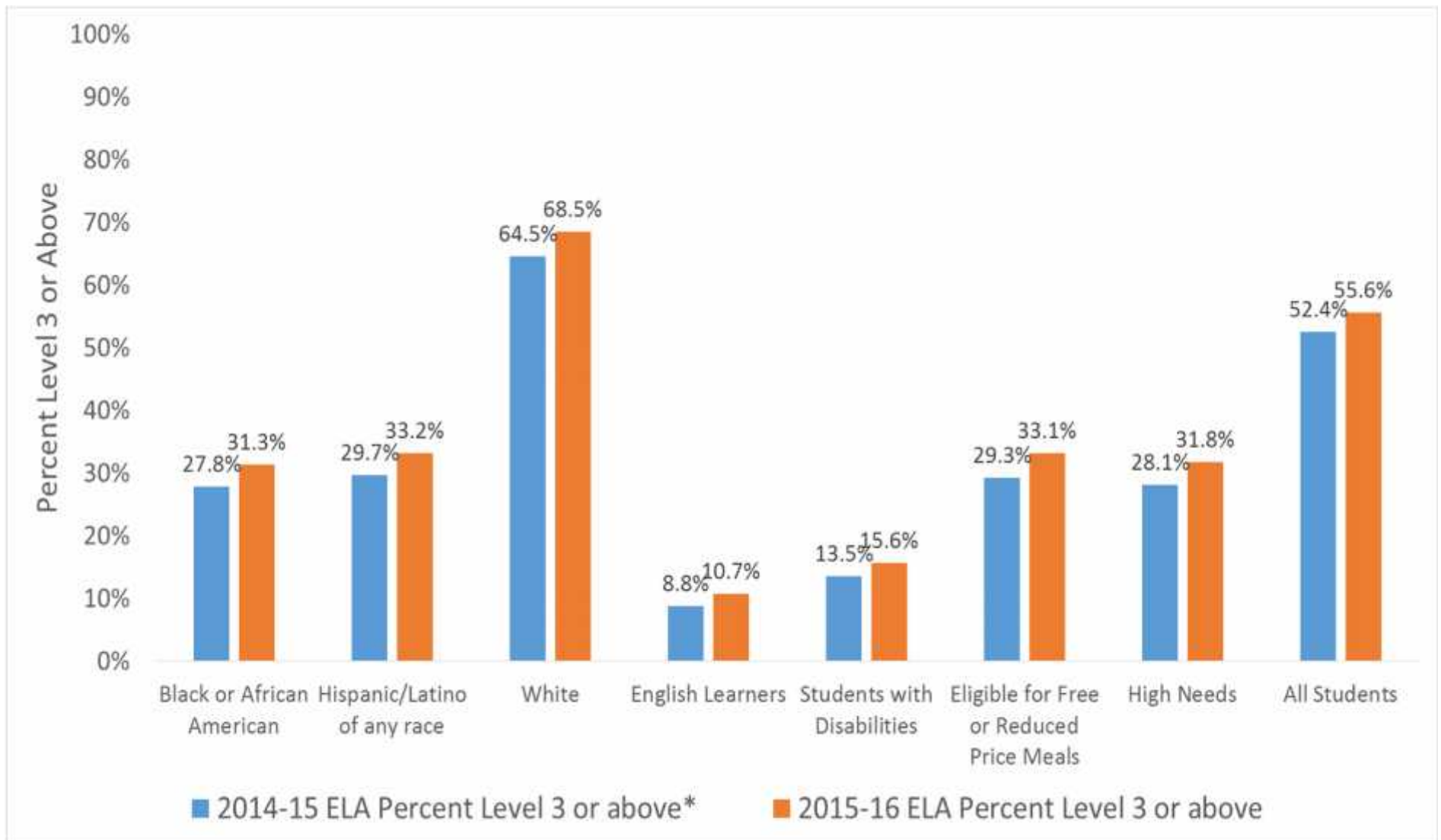
- Smarter Balanced in Grade 11 was replaced with the SAT for both English Language Arts (ELA) and Mathematics.
 - Therefore, to compare the percent at or above Level 3 from 2014-15 to 2015-16 for “all grades combined”, one must exclude Grade 11 results for 2014-15.
- ELA Performance Task discontinued for 2015-16.
 - The 2014-15 ELA results included the Performance Task.
 - Therefore to enable the most valid comparison of results from 2014-15 to 2015-16, the CSDE scored the 2014-15 test unofficially based solely on the computer-adaptive test (CAT) portion of the ELA test.
 - This enables a valid comparison of the “CAT-only” ELA results from 2014-15 to 2015-16.
 - All 2014-15 ELA results are from this unofficial rescoring of the test.



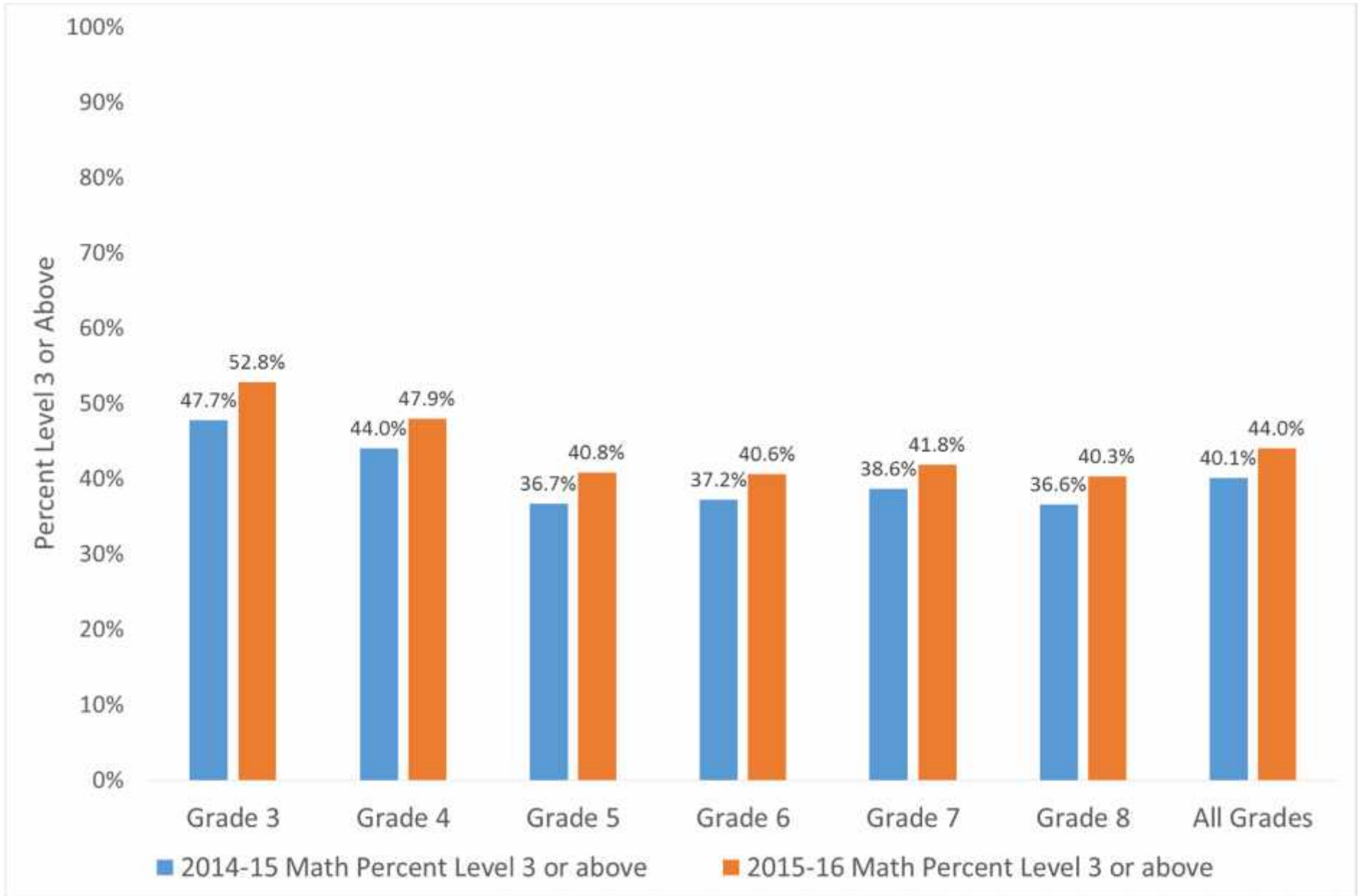
Smarter Balanced ELA Results



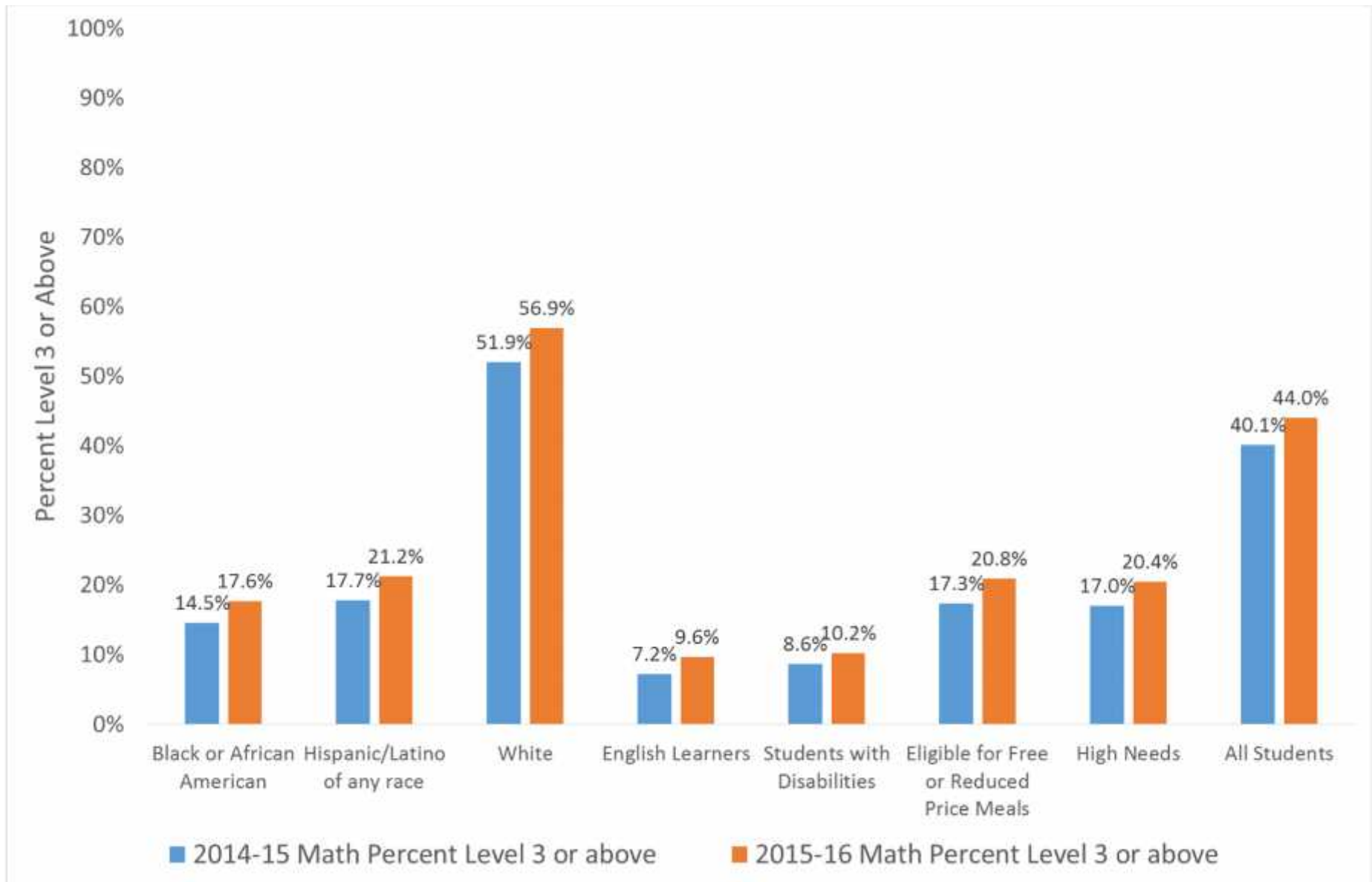
ELA Results by subgroup (3-8 combined)



Smarter Balanced Math Results



Math Results by subgroup (3-8 combined)



Smarter Balanced Results Summary

- Overall, the percent of students meeting or exceeding the achievement standard increased by 3.2 percentage points in ELA and 3.9 percentage points in Mathematics statewide.
- All grades in both subjects, as well as all student subgroups demonstrate solid improvement as well; this is evidence of broad systemic advancements.
- More than half of 3rd graders are *now* meeting or exceeding the achievement standard in Mathematics.



SB Results Summary (continued)

- In ELA, all Alliance Districts improved; fifteen ADs improved greater than the state.
- In Mathematics, most ADs improved; fourteen ADs improved greater than the state.
- Results are mixed in the Commissioner's Network schools.
- Achievement gaps persist.
- Math achievement continues to lag ELA.



Connecticut School Day SAT

- Redesigned SAT replaced Smarter Balanced as the high school assessment in Grade 11
- Reduces testing time for Grade 11 students; increases relevance for students
- Enables use of state assessment for college admissions
- No-questions-asked testing accommodations on the SAT for students with disabilities who have those accommodations documented in an IEP or 504 plan
- Majority of CT Core Standards have a strong/moderate match to redesigned SAT
- Achievement levels established in partnership with three other states (DE, ME, NH)



CT School Day SAT Results 2015-16

Categories	English Language Arts		Mathematics	
	Percent at or Above Level 3	Average Score	Percent at or Above Level 3	Average Score
ALL STUDENTS	65.0	520	39.3	502
Asian	78.9	565	67.2	582
Black or African American	36.4	451	12.4	431
Hispanic/Latino of any race	39.0	457	15.5	438
Two or More Races	63.7	517	33.4	493
White	77.4	548	49.9	529
Female	67.1	525	37.9	499
Male	63.0	514	40.8	504
Special Education	22.5	423	7.7	400
Eligible for Free Meals	36.1	451	13.6	432
Eligible for Reduced Price Meals	51.1	481	22.2	462
English Learner	3.5	380	3.4	382
High Needs*	37.1	453	14.5	434

(*includes students who are English Learners, students with disabilities or eligible for free or reduced price meals)



Summary

- Dramatically improved participation rates (~94%) as compared to 2014-15 (~81%)
- Nearly two-thirds of students met the achievement standard in ELA while fewer than 40 percent met the standard in Mathematics.
- Gaps in achievement persist
- 2015-16 achievement represents a new baseline for Grade 11
- CSDE continues support for increased access to PSAT (Alliance Districts) and Advanced Placement exams (students from low income families statewide)



“Accountability” Results in January

- Index score calculations (Indicator 1) more fair representation of performance than the straight test scores
 - Performance index based on scale scores
 - Only includes “full-year” students
 - Includes all students
 - Recently arrived ELs excluded from achievement
 - Former ELs and students with disabilities included for up to two years after exit
- Results for all 12 Indicators, including growth, will be provided

