



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Smarter Balanced Assessment 2015-16 Preliminary Results



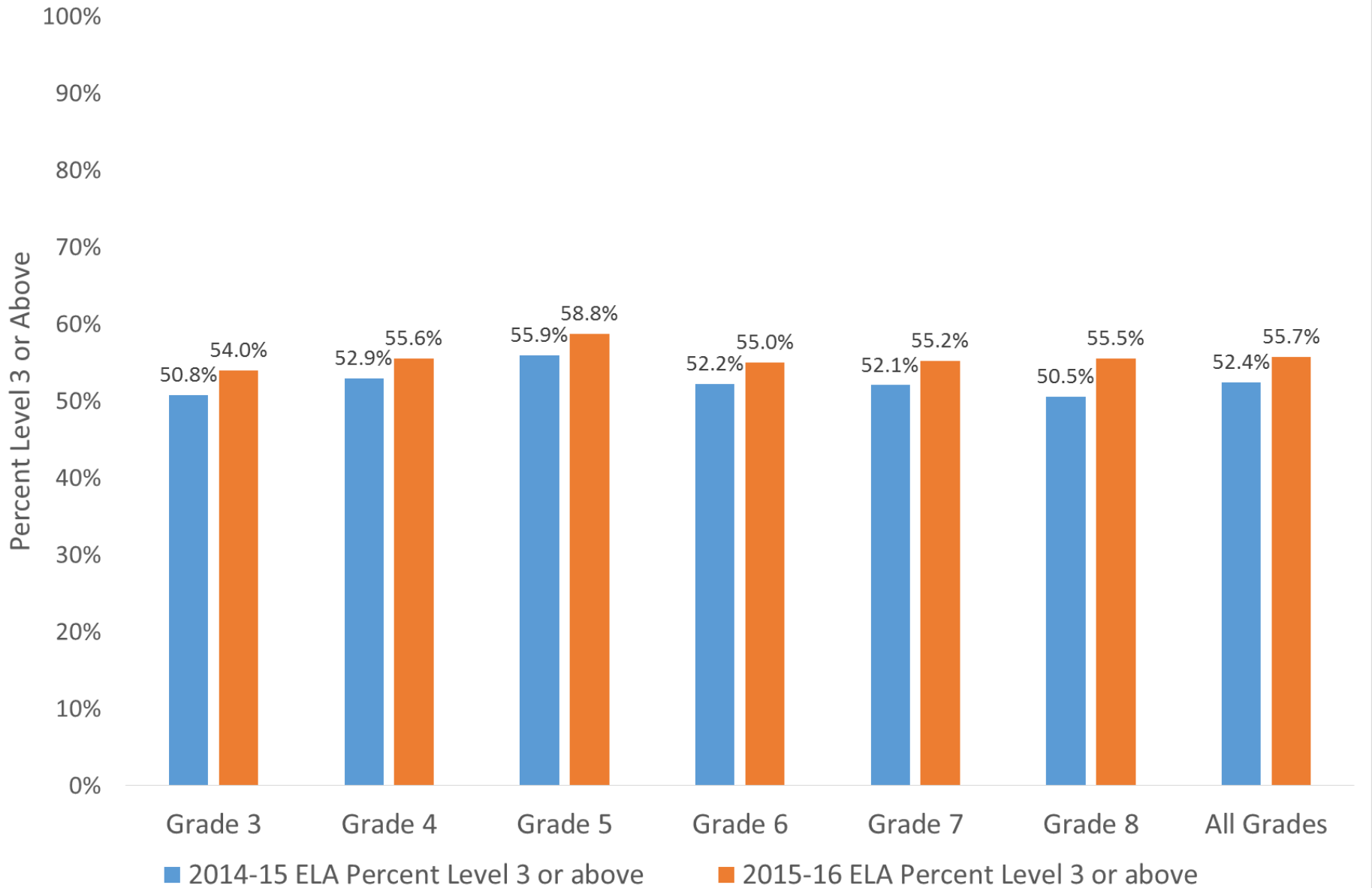
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Changes from 2014-15

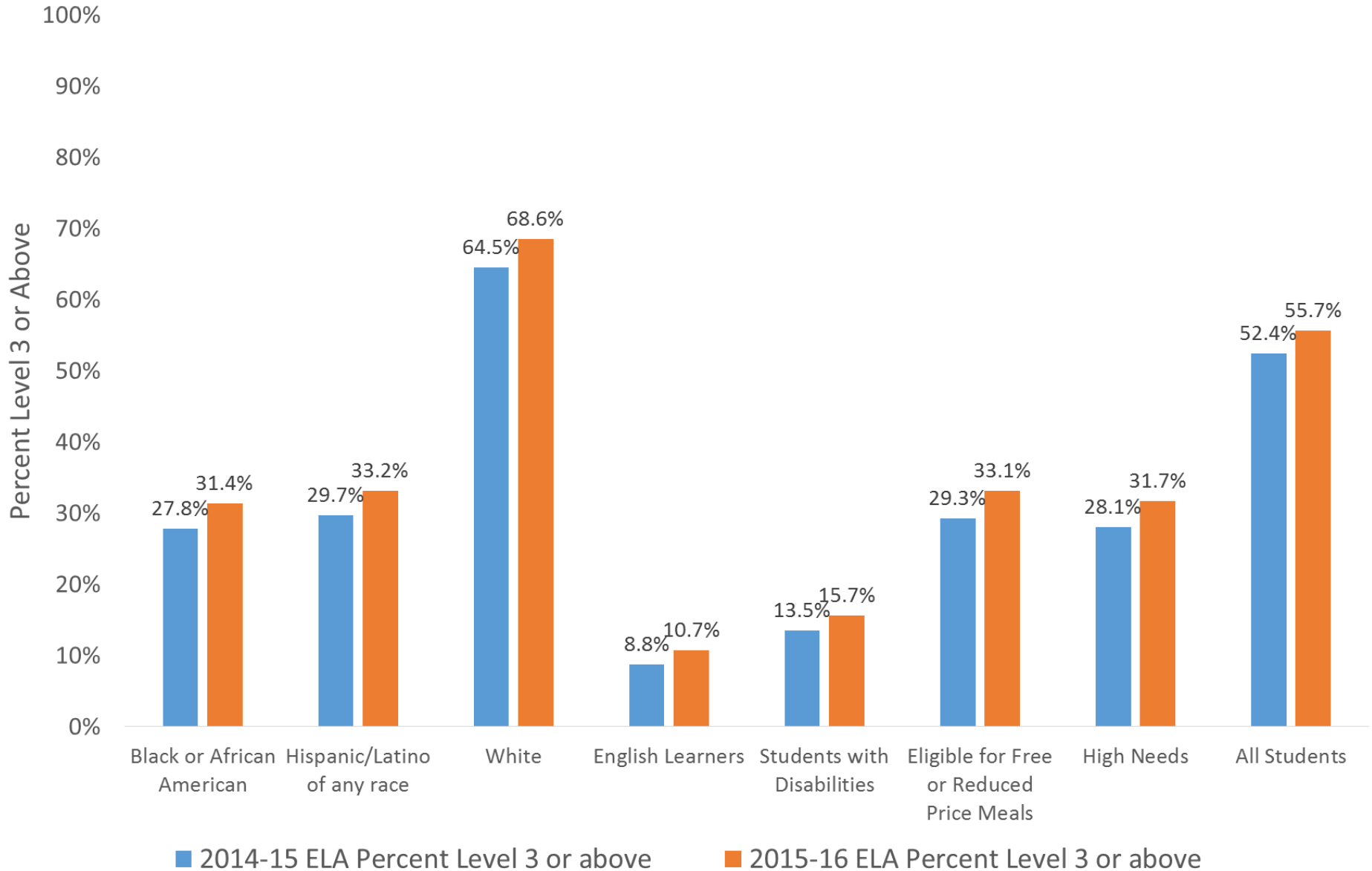
- Smarter Balanced in Grade 11 was replaced with the SAT for both English Language Arts (ELA) and Mathematics.
 - Therefore, to compare the percent at or above Level 3 from 2014-15 to 2015-16 for “all grades combined”, one must exclude Grade 11 results for 2014-15.
- ELA Performance Task discontinued 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.



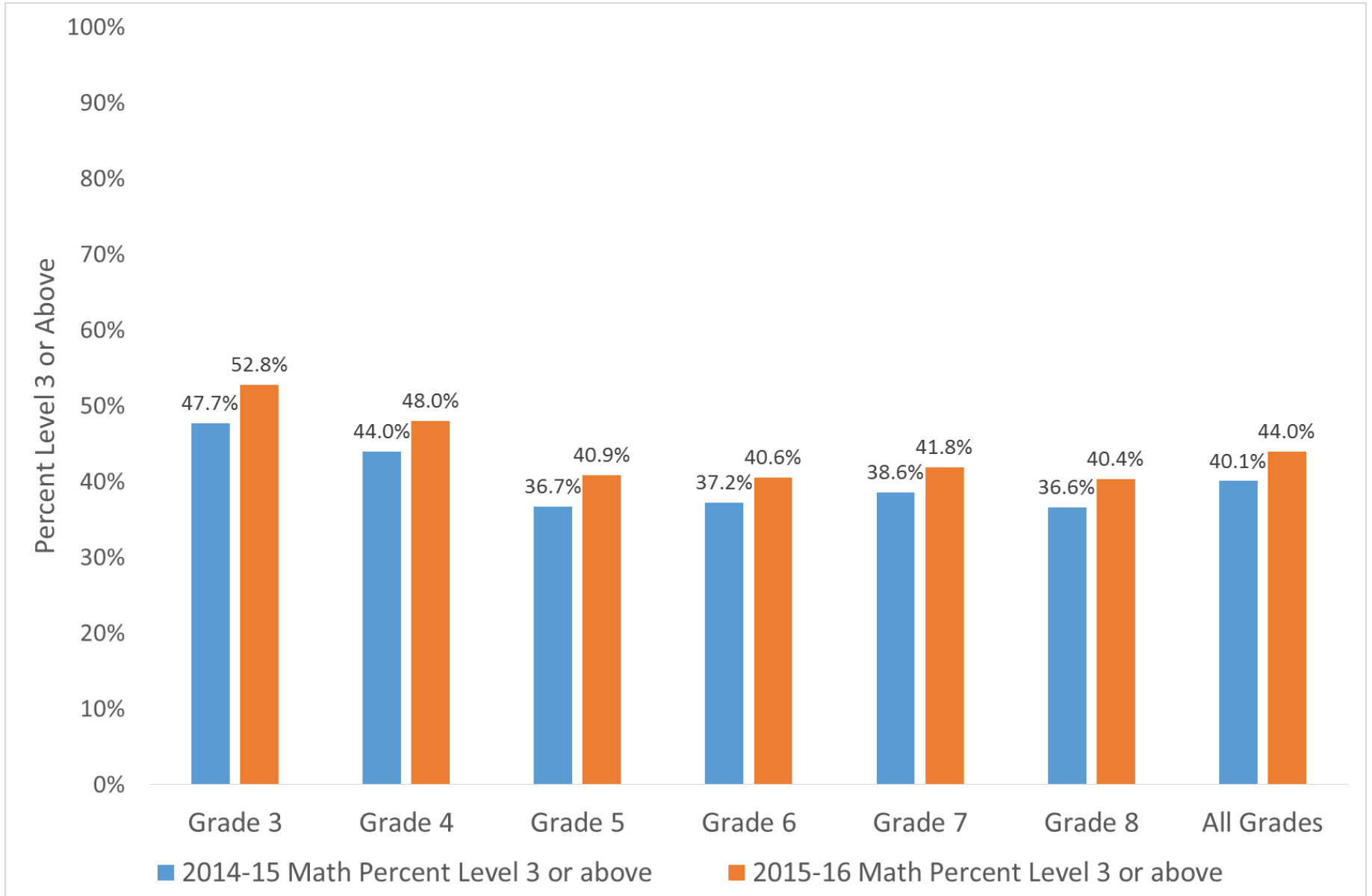
ELA Results



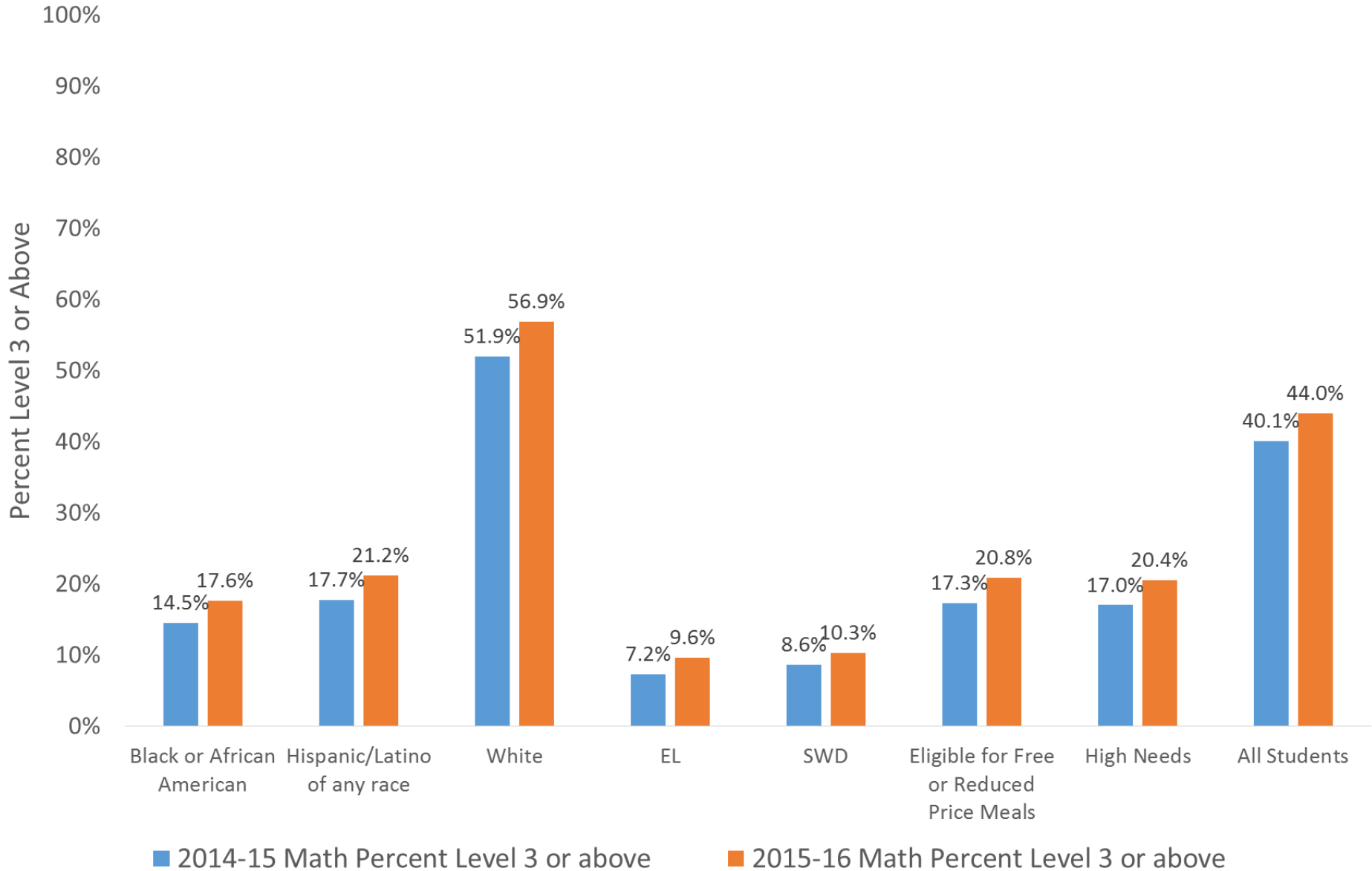
ELA Results by subgroup (3-8 combined)



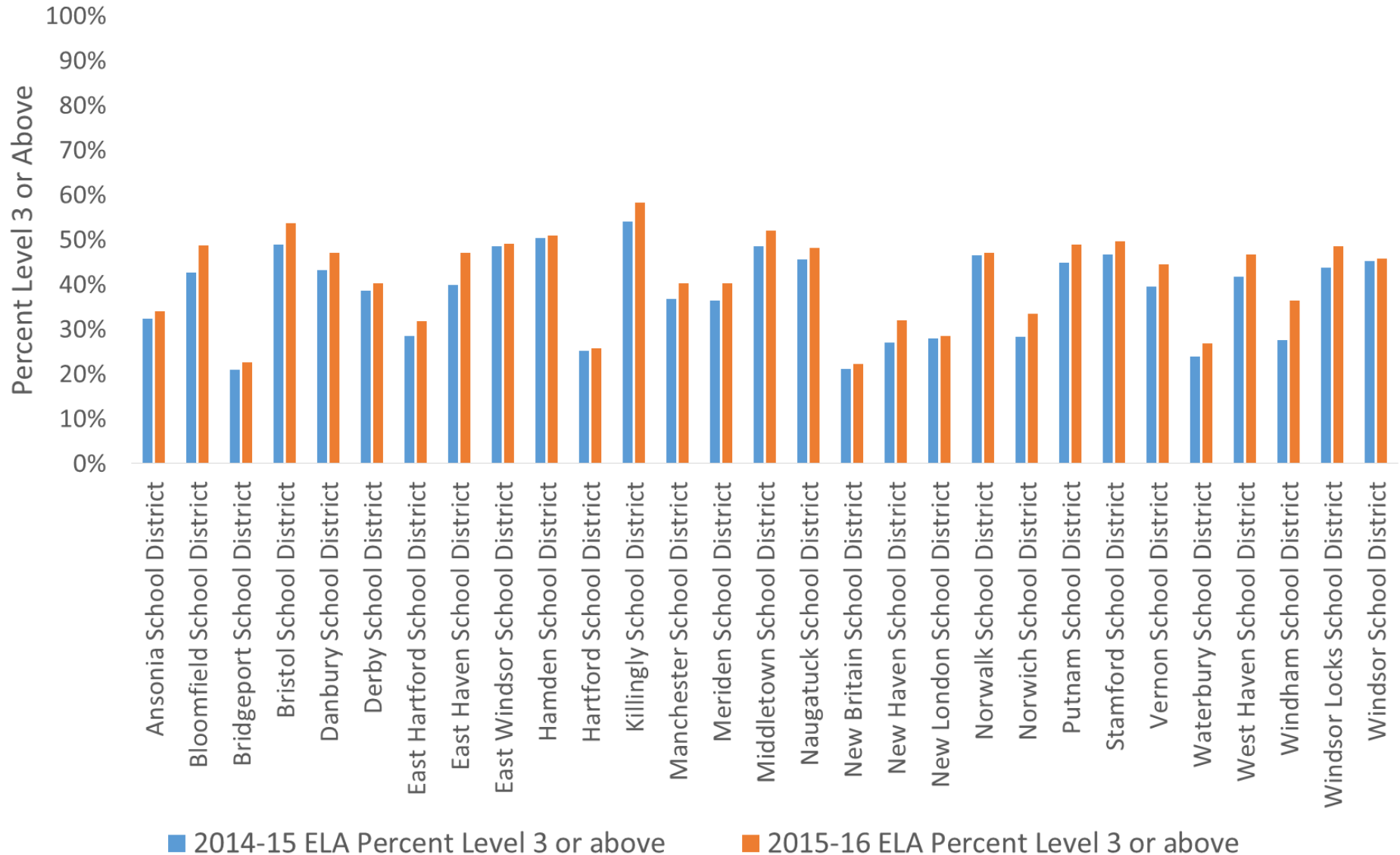
Mathematics Results



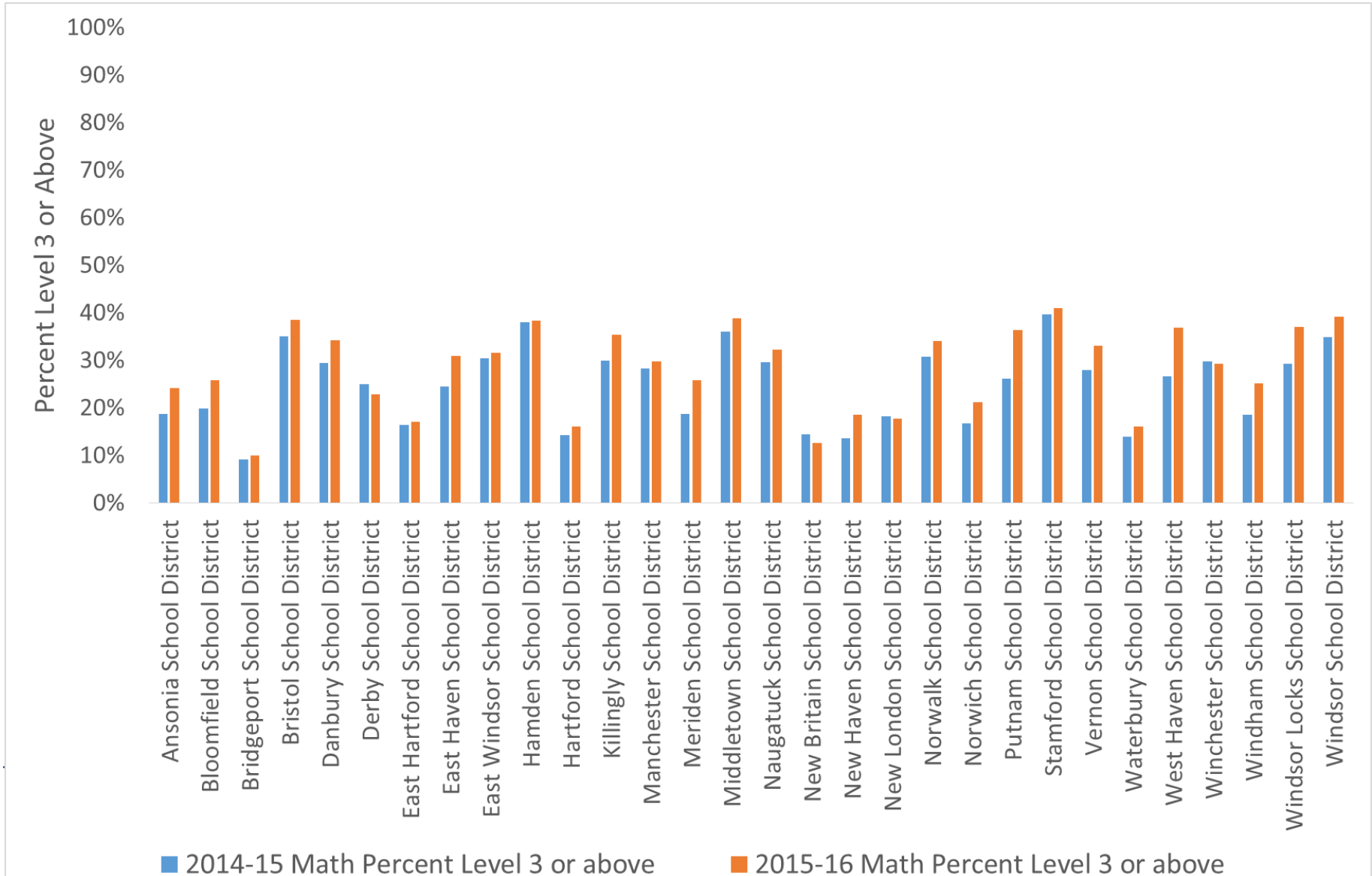
Math Results by subgroup (3-8 combined)



Alliance Districts – ELA (3-8 combined)



Alliance Districts – Math (3-8 combined)



Commissioner's Network

	School	School Code	ELA (3-8 combined) Percent Level 3 or above		Math (3-8 combined) Percent Level 3 or above	
			2014-15*	2015-16	2014-15	2015-16
Cohort I.	Curiale School	0154211	15.7%	13.4%	6.1%	3.9%
	John B. Stanton Network School	1041411	26.3%	34.4%↑	16.3%	25.0%↑
	Milner Elementary School	0641911	9.1%	7.6%	2.6%	2.9%↑
Cohort II.	Frank J. DiLoreto School	0891111	20.6%	19.5%	11.5%	10.6%
	Dunbar School	0154111	14.3%	9.5%	5.7%	2.3%
	Walsh School	1512211	7.2%	16.4%↑	3.2%	10.6%↑
	Windham Middle	1635111	22.6%	28.8%↑	12.2%	13.8%↑
Cohort III.	Lincoln-Bassett School	0932011	13.0%	19.6%↑	5.5%	16.4%↑
	Luis Munoz Marin School	0151011	4.4%	5.3%↑	0.3%	1.8%↑
	Robert J. O'Brien School	0431811	23.4%	26.2%↑	11.2%	8.5%
	Uncas Network School	1041911	19.5%	18.6%	15.1%	19.5%↑
Cohort IV.	East Hartford Middle	0435111	26.4%	29.1%↑	11.6%	12.3%↑

Excludes Clark School in Hartford and network high schools.

Three Ways to Understand Change in Performance

	Achievement Change	“Rough Cohort” Change	Matched Student Cohort Growth
<p>What is it?</p> <p>How does it work?</p>	Compares student achievement across years (e.g., achievement of grade 3 students in 2014-15 is compared to the achievement of grade 3 students in 2015-16)	Compares the achievement of a group of students from one grade in year 1 to a group of students in the next higher grade in year 2 (e.g., grade 3 in 2014-15 to grade 4 in 2015-16)	Compares the achievement of the same student from one grade in year 1 to the next higher grade in year 2 (e.g., student in grade 3 in 2014-15 to grade 4 in 2015-16)
<p>Who is compared?</p>	Different students across different years	Mostly the same students though there can be some mismatches due to student mobility, entry, and exit	The same students from one year to the next... no mismatches
<p>What is measured?</p>	Proficiency rate (e.g., percent at or above level 3) and/or average scale scores	Proficiency rate (e.g., percent at or above level 3) and/or average scale scores	The amount of growth to standard achieved by each student and groups of students
<p>What does it offer?</p>	The starting point for understanding change	A “rough estimate” of growth	The gold standard for growth and for understanding curricular and instructional effectiveness

“Rough Cohort” Growth - ELA

Grade	2014-15 ELA Average Vertical Scale Score	2015-16 ELA Average Vertical Scale Score
Grade 3	2430	
Grade 4	2474	2480
Grade 5	2510	2518
Grade 6	2530	2536
Grade 7	2550	2559
Grade 8		2574



“Rough Cohort” Growth - Math

Grade	2014-15 Math Average Vertical Scale Score	2015-16 Math Average Vertical Scale Score
Grade 3	2427	
Grade 4	2470	2478
Grade 5	2493	2501
Grade 6	2513	2521
Grade 7	2530	2538
Grade 8		2551



Results Summary

- Overall, the percent of students meeting or exceeding the achievement standard increased by ~3.3 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.



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.

