



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

State Board of Education

Update on Student Performance

First Analysis of Smarter Balanced Results 2014-15

September 2, 2015

Kudos CSDE Staff for a Successful Implementation!

Academics: Assessment, Curriculum/Instruction
Performance: Collections, Analysis, Psychometrics
Information Technology
Communications



Questions

- How did Connecticut students perform on the 2015 Smarter Balanced assessments in English Language Arts (ELA)/Literacy and Mathematics?
- How do results on these assessments compare to those on the Nation's Report Card (NAEP)?
- How did students from historically underperforming subgroups (i.e., our most vulnerable students) perform on the new assessments?
- What can we learn from these first analyses? What additional analyses are planned?



New Standards, New Assessments, New Results



Key Shifts in English Language Arts

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction



Key Shifts in Mathematics

- Greater focus on fewer topics
- Coherence: Linking topics and thinking across grades
- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity



Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Assessment Shifts

- Computer delivered
- Computer adaptive
- Performance task
- High School assessment in Grade 11

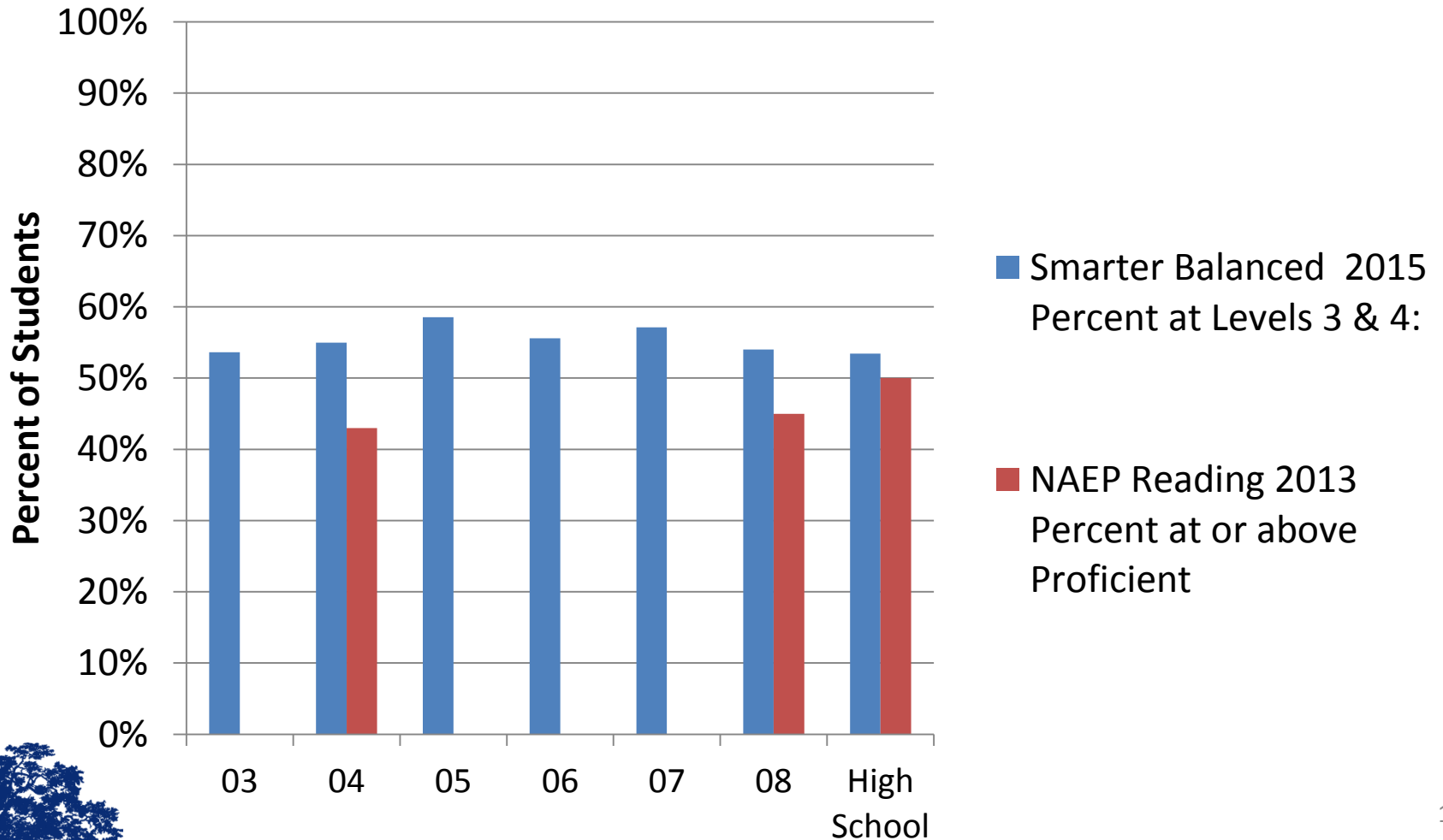


Caution

- Main result used for *first analysis* is single benchmark attainment i.e., percent of students meeting or exceeding achievement level expectations (level 3 or greater).
- In the coming months, index scores calculated per our approved ESEA Flexibility will provide a more precise measure of student performance.



English Language Arts

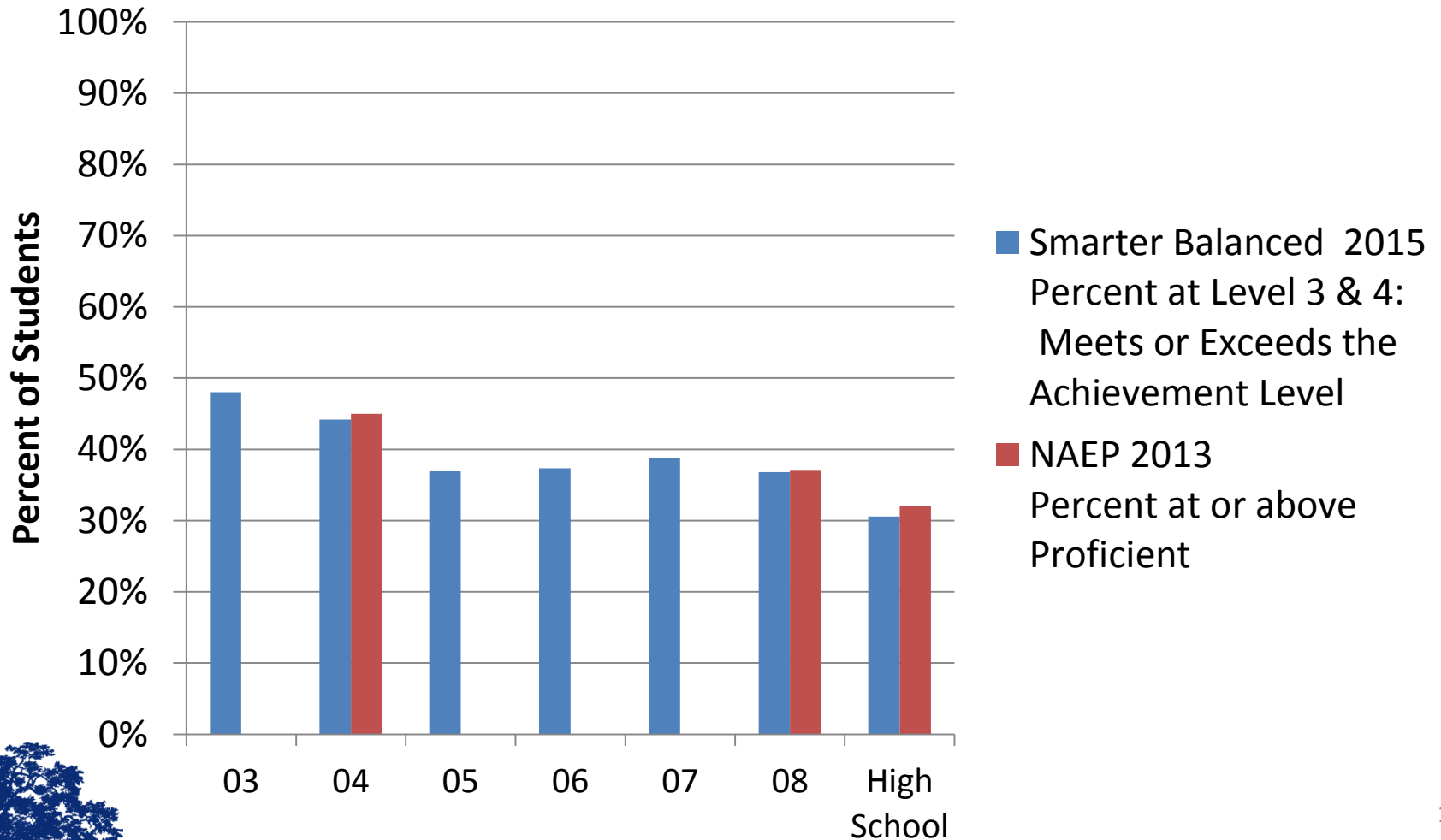


ELA/Literacy - Observations

- More than 50 percent of students in every grade meet or exceed achievement level expectations
- Overall across grades, 55.4 percent of all students meet or exceed achievement level expectations
- The median district is around 63% (i.e., half the districts have overall rates greater than the median)
- CT student performance on SB exceeds that on NAEP in grades 4 (CT rank 5) and 8 (CT rank 3)
- CT SB “actual” also exceeds SB consortium “estimates” based on Field Test in all grades.



Mathematics



Mathematics - Observations

- More than 40 percent of students meet or exceed achievement level expectations in only two grades (3 and 4); in all other grades, the rate is less than 40 percent.
- Overall across grades, 39.1 percent of students meet or exceed achievement level expectations.
- The median district is over 44 percent (i.e., half the districts have overall rates less than the median)
- There is no district in the state where Mathematics overall performance exceeds ELA.
- CT student performance on SB is very similar to that on NAEP in grades 4 (CT rank 20) and 8 (CT rank 21)
- SB “actual” only slightly exceeds SB consortium-wide “estimates” based on SB-Field Test.

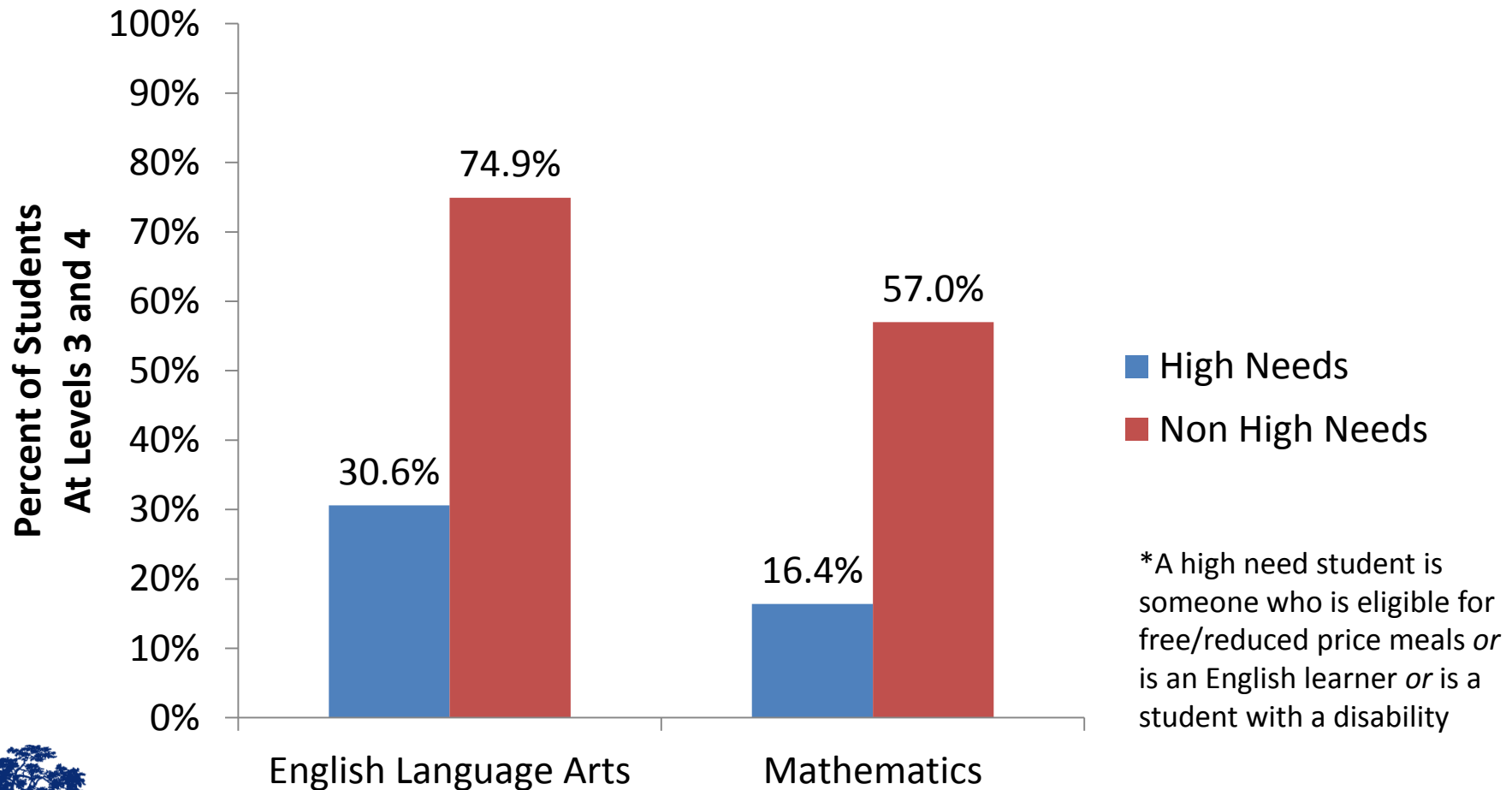


Subgroup Achievement

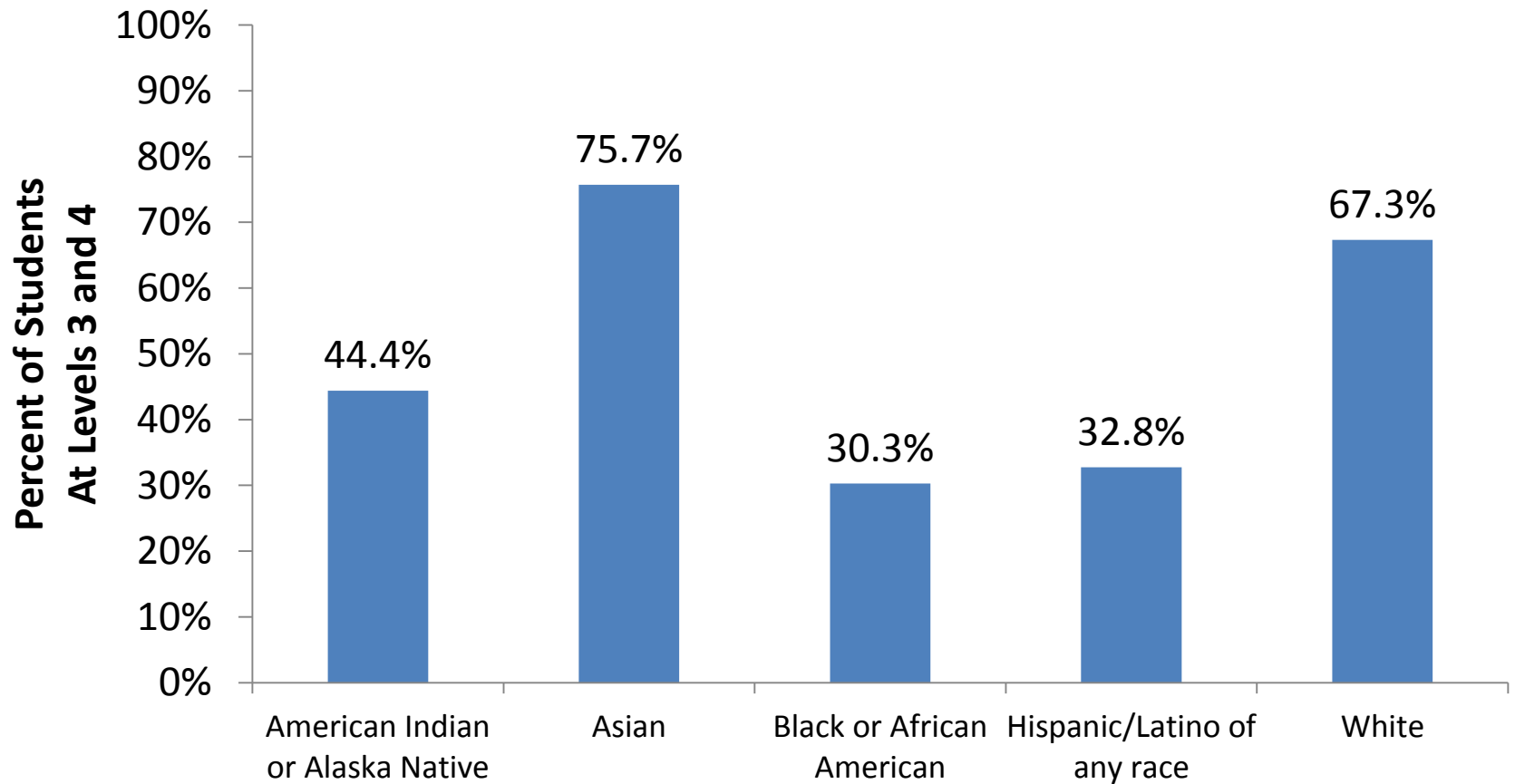
Gaps Persist



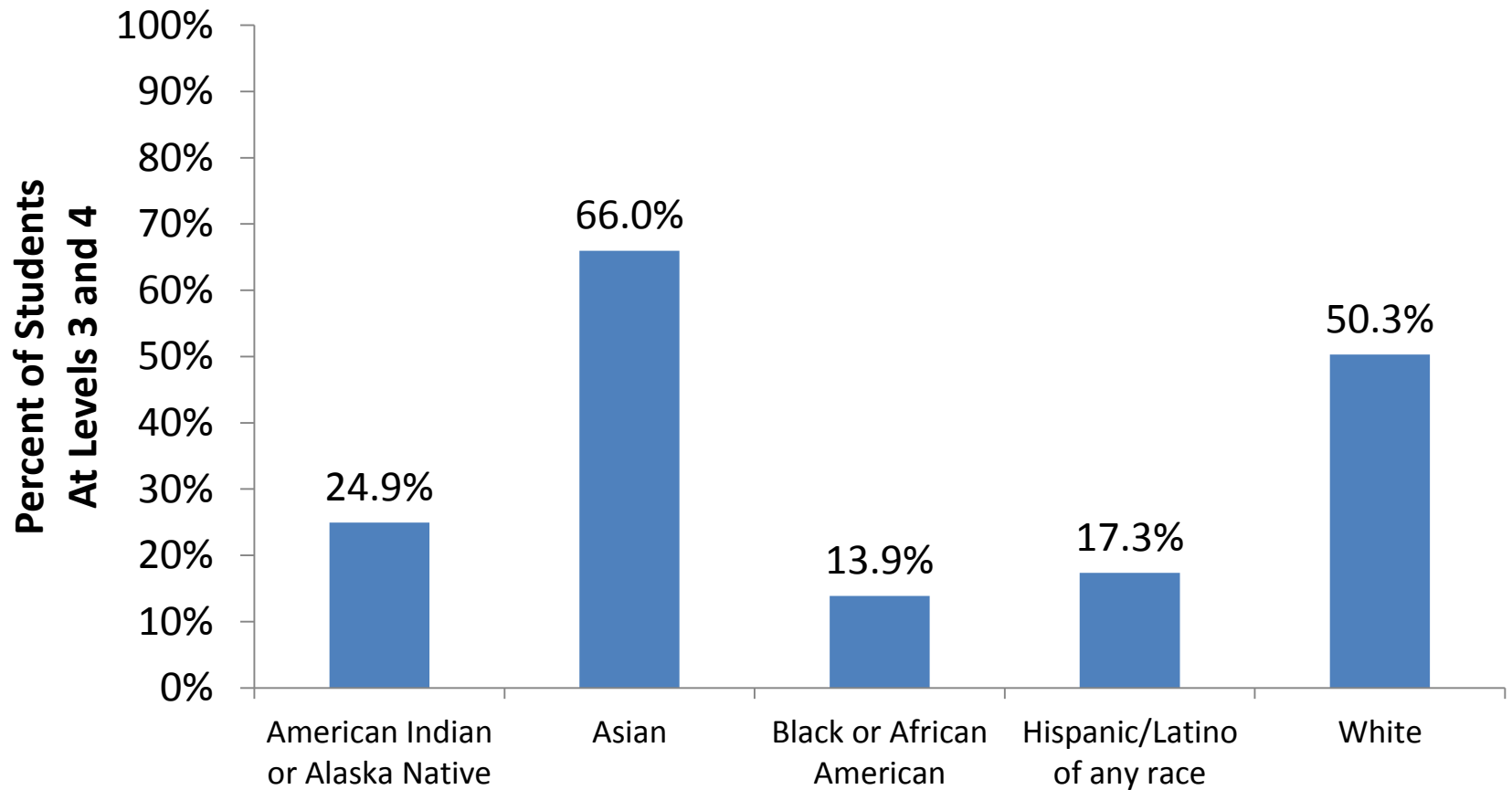
Smarter Balanced Results for High Needs Subgroup



Smarter Balanced Results by Race / Ethnicity – English Language Arts



Smarter Balanced Results by Race / Ethnicity – Mathematics



ELA Subgroup Achievement - Observations

- Across grades, approximately 1 in 3 high needs students, black students and Hispanic students meet or exceed achievement level expectations.
- Conversely, 3 out of 4 non high needs students and Asian students, as well as 2 out of 3 white students meet or exceed achievement level expectations.

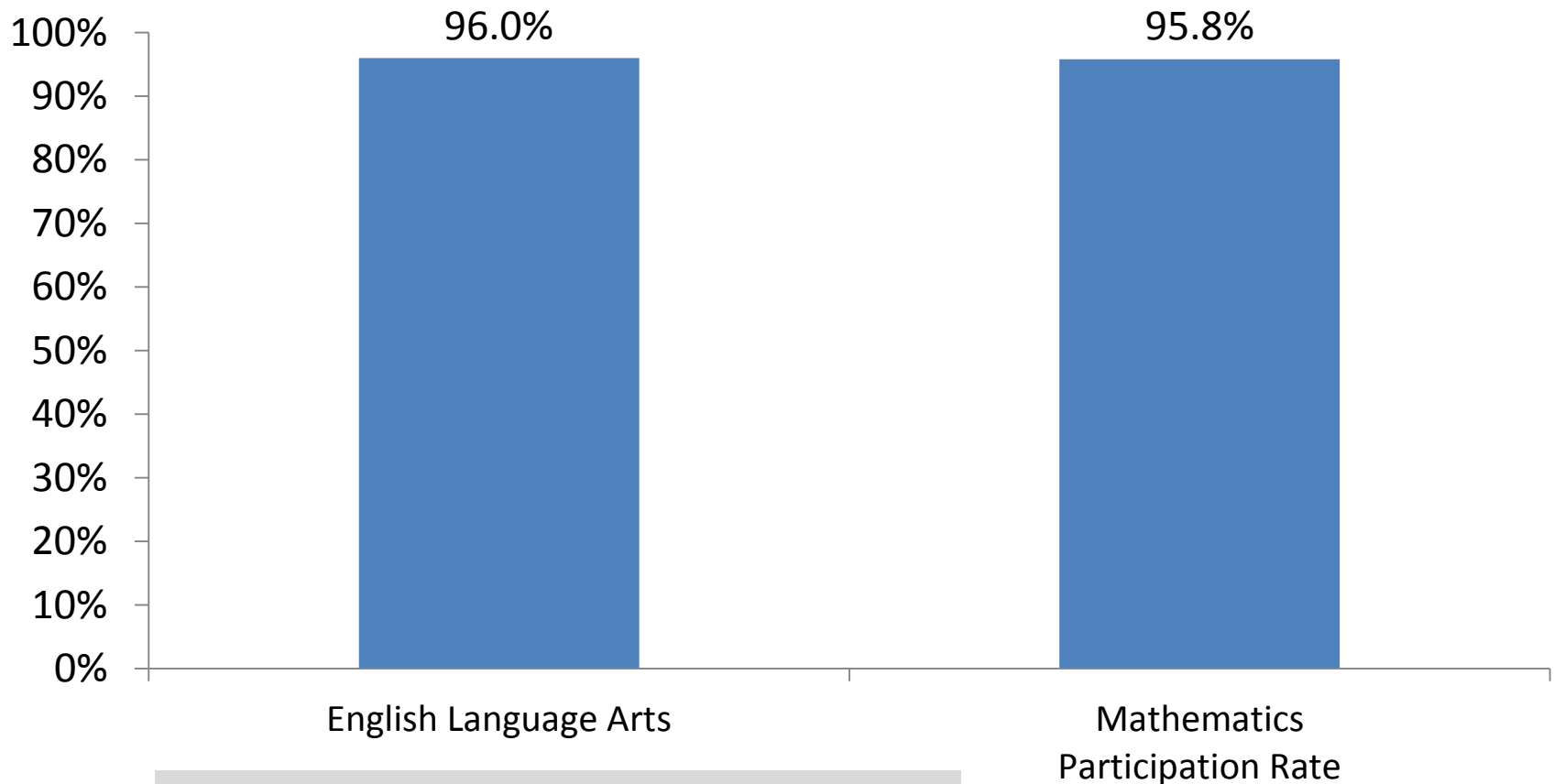


Mathematics Subgroup Achievement - Observations

- Across all grades, between 1 in 6 and 1 in 7 high needs students, black students, and Hispanic students meet or exceed achievement level expectations.
- Conversely, nearly 3 out of 5 non high needs students, 1 out of 2 white students and 2 out of 3 Asian students meet or exceed achievement level expectations.



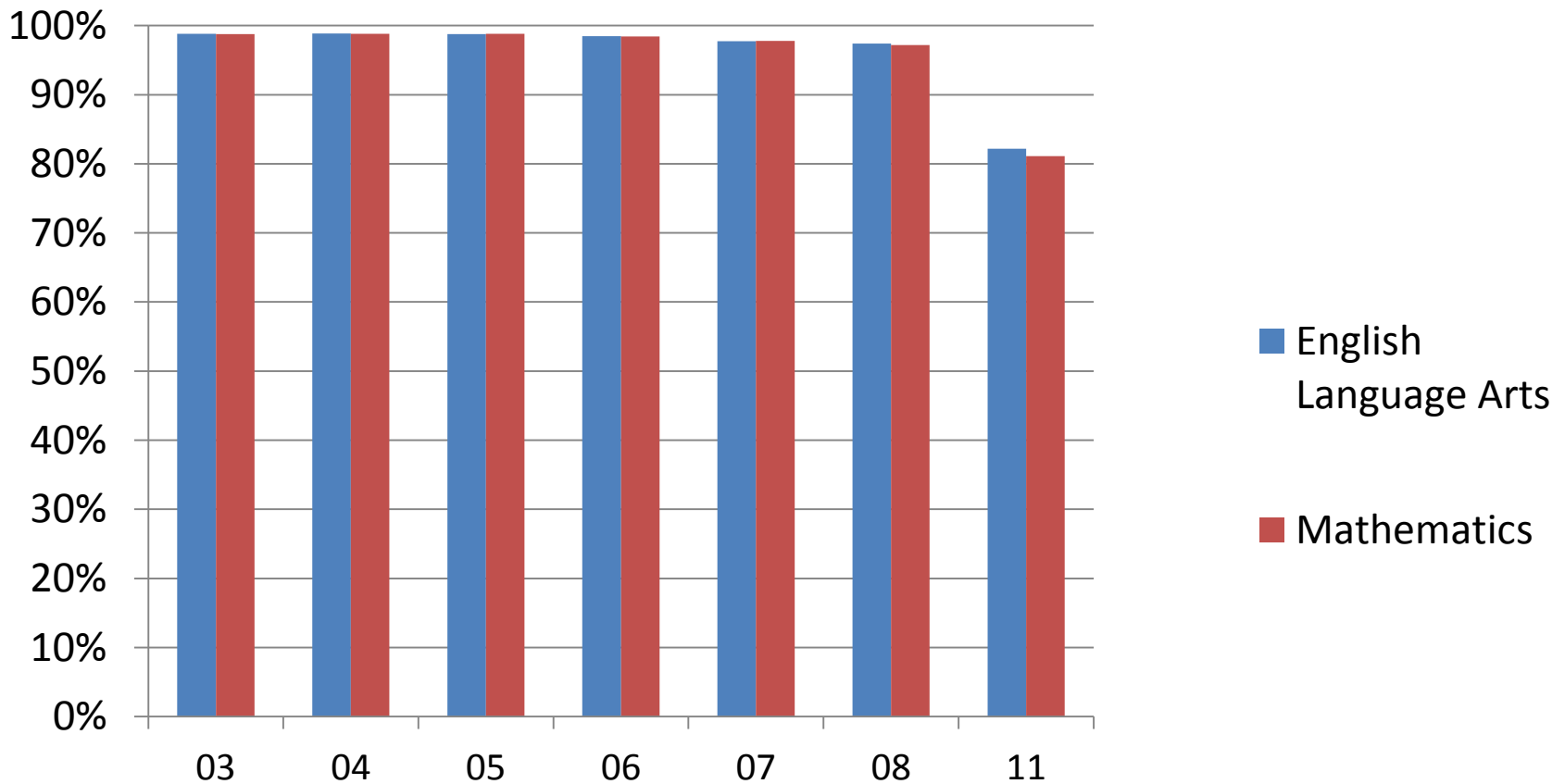
Smarter Balanced Participation Rates



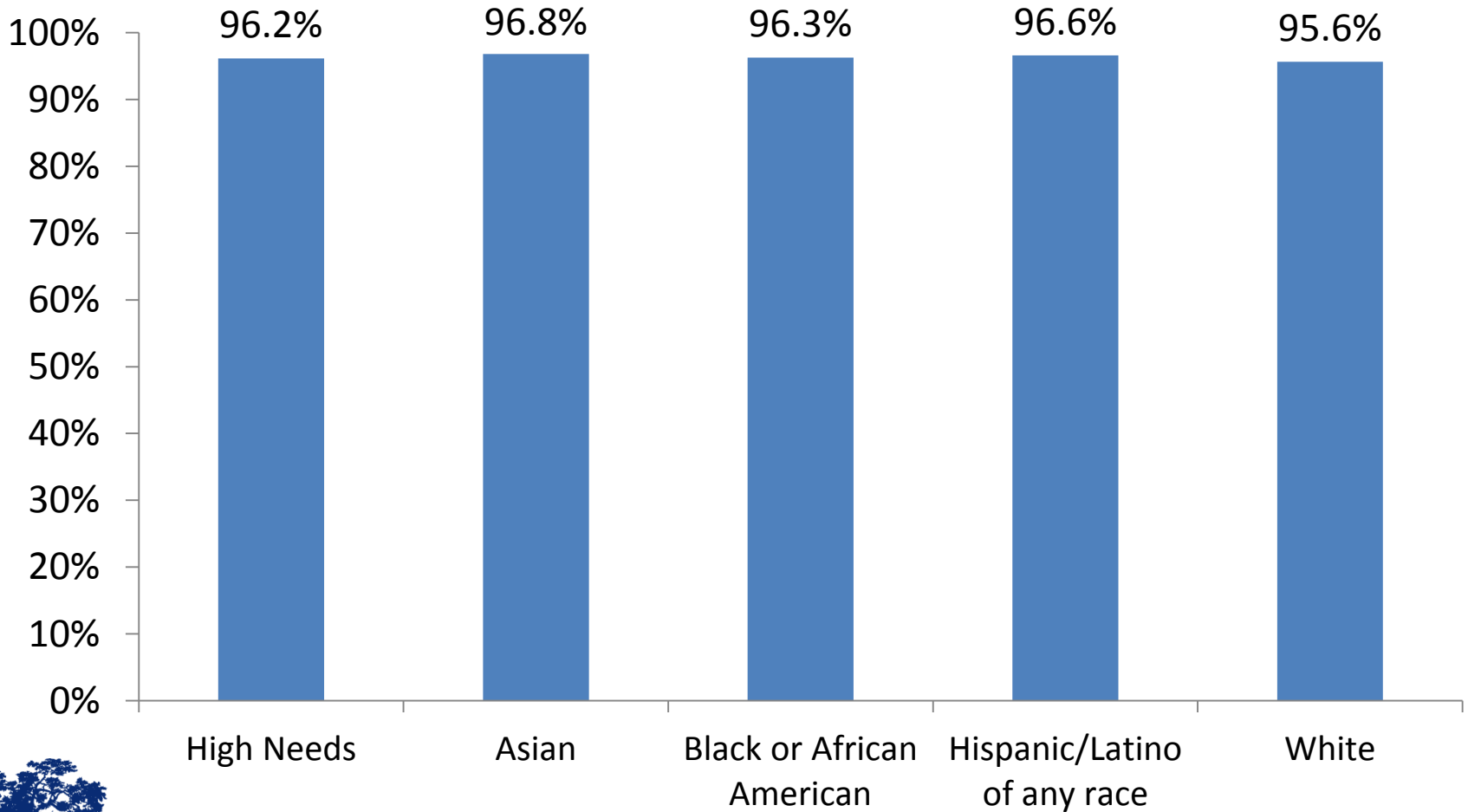
In total, approximately 267,000 students took the Smarter Balanced exams in 2015.



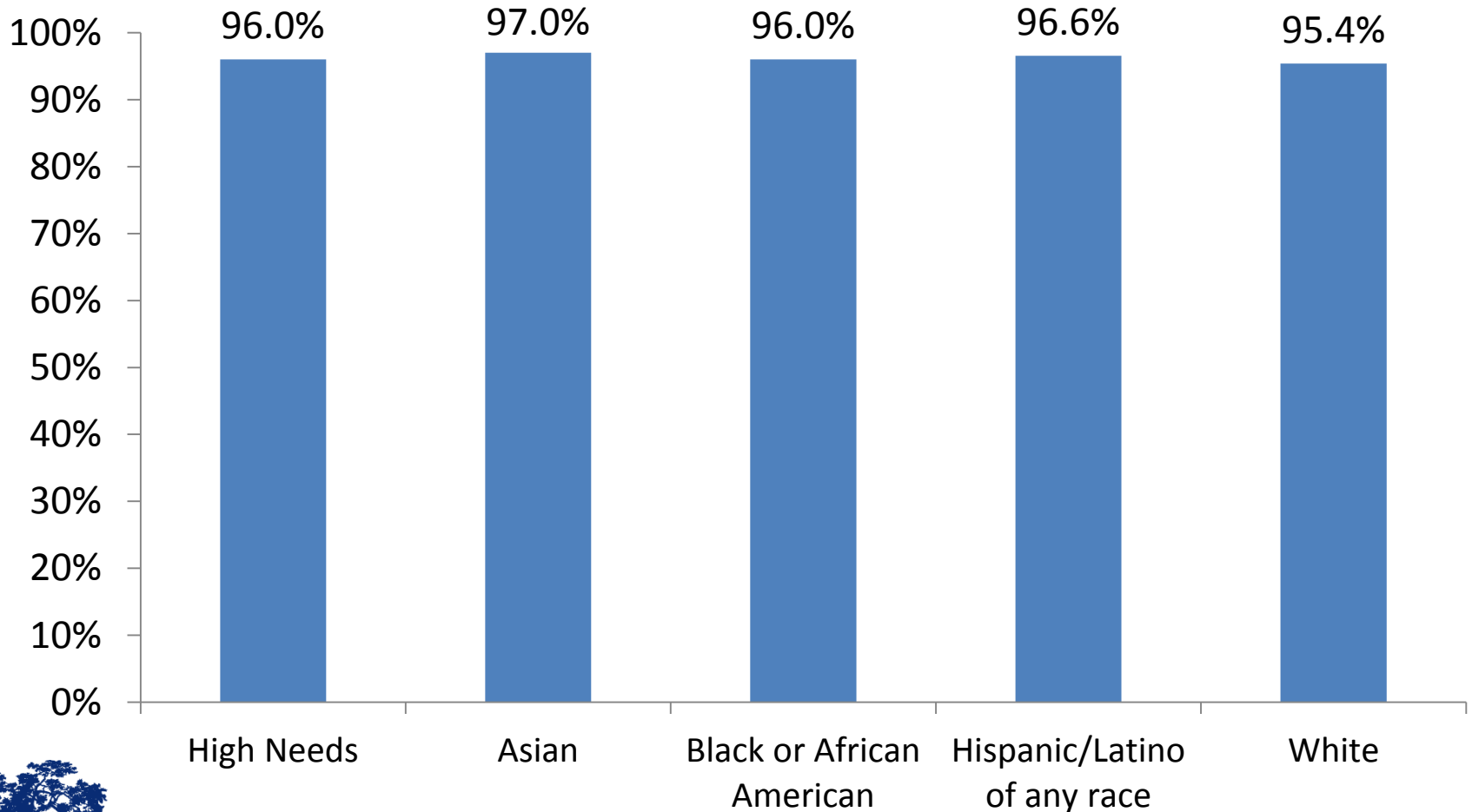
Smarter Balanced Participation by Grade



ELA Participation by Subgroup



Mathematics Participation by Subgroup



Participation Rates

- Participation rates are considered "preliminary" because they represent participation in the Smarter Balanced assessments only.
- Final participation rates for the state, district, school, and student subgroups will be released after information from the Connecticut Alternate Assessment (CTAA) has been included and analyzed.



Overall Takeaways

- ELA performance better than anticipated.
- Math performance an area of concern.
- Achievement gaps remain.
- Participation strong overall except in grade 11.

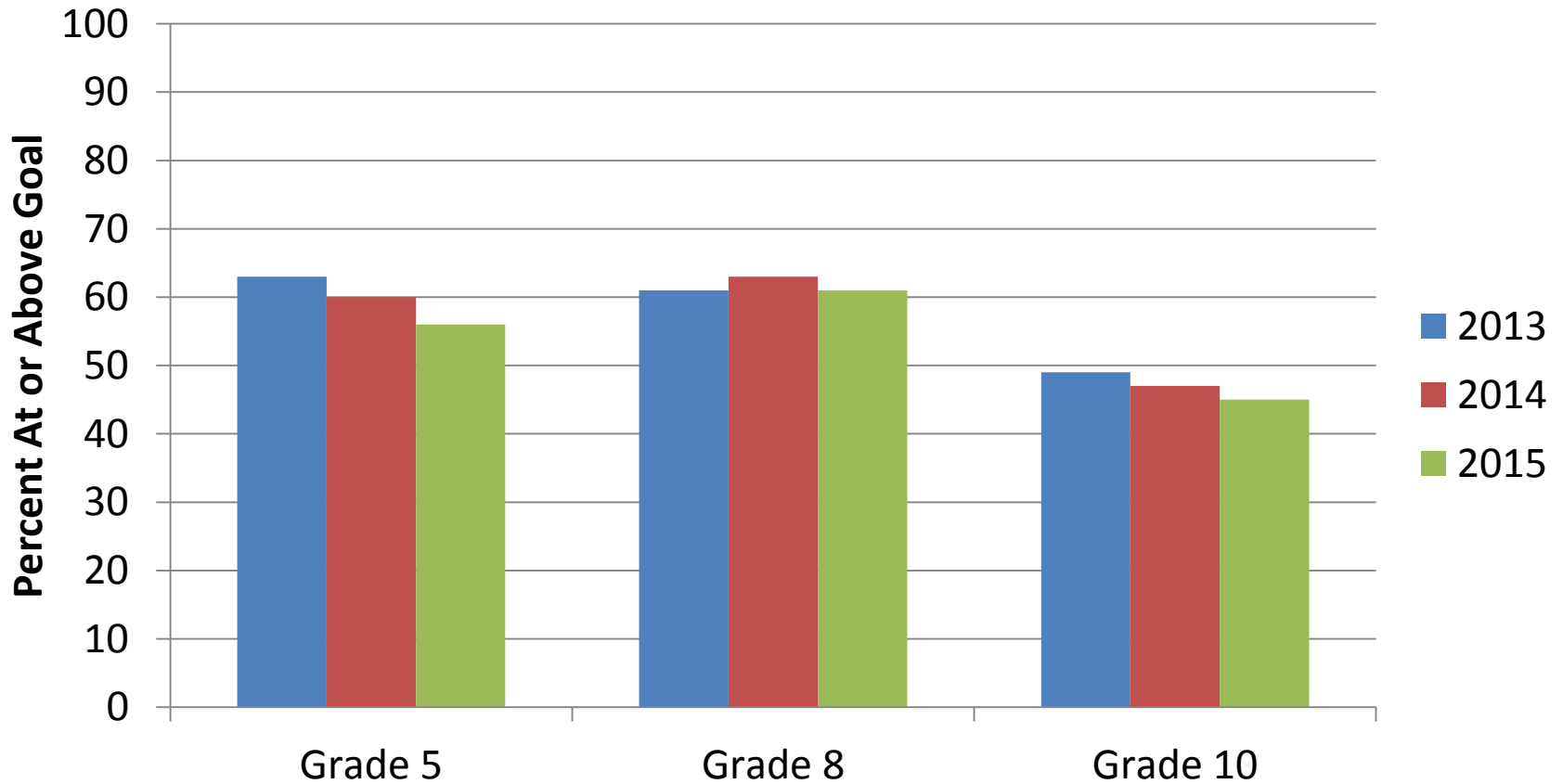


Additional Analyses

- Promising schools where gaps are smaller but subgroup performance is higher than in district
- Performance in the middle grades
- Areas of knowledge and skill



Science Results





Dianna R. Wentzell
Commissioner

“Much like our annual physical where we track important health indicators, assessments are an important academic checkup.

And just as we do not improve our health by practicing our physical exam, the best way to improve our results over this baseline year is not by practicing the Smarter Balanced exam.

The only authentic way to improve our performance is to emphasize quality learning time and to personalize this instruction to address individual student needs.”