



# 2024 STATE OF CONNECTICUT ASSESSMENT RESULTS

**SMARTER BALANCED ASSESSMENT (SBA)  
NEXT GENERATION SCIENCE STANDARDS (NGSS)  
SCHOLASTIC APTITUDE TEST (SAT)**

**PRESENTED BY:  
ANTHONY BUONO, PH.D.  
ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING**

**DATE:  
OCTOBER 24, 2024**

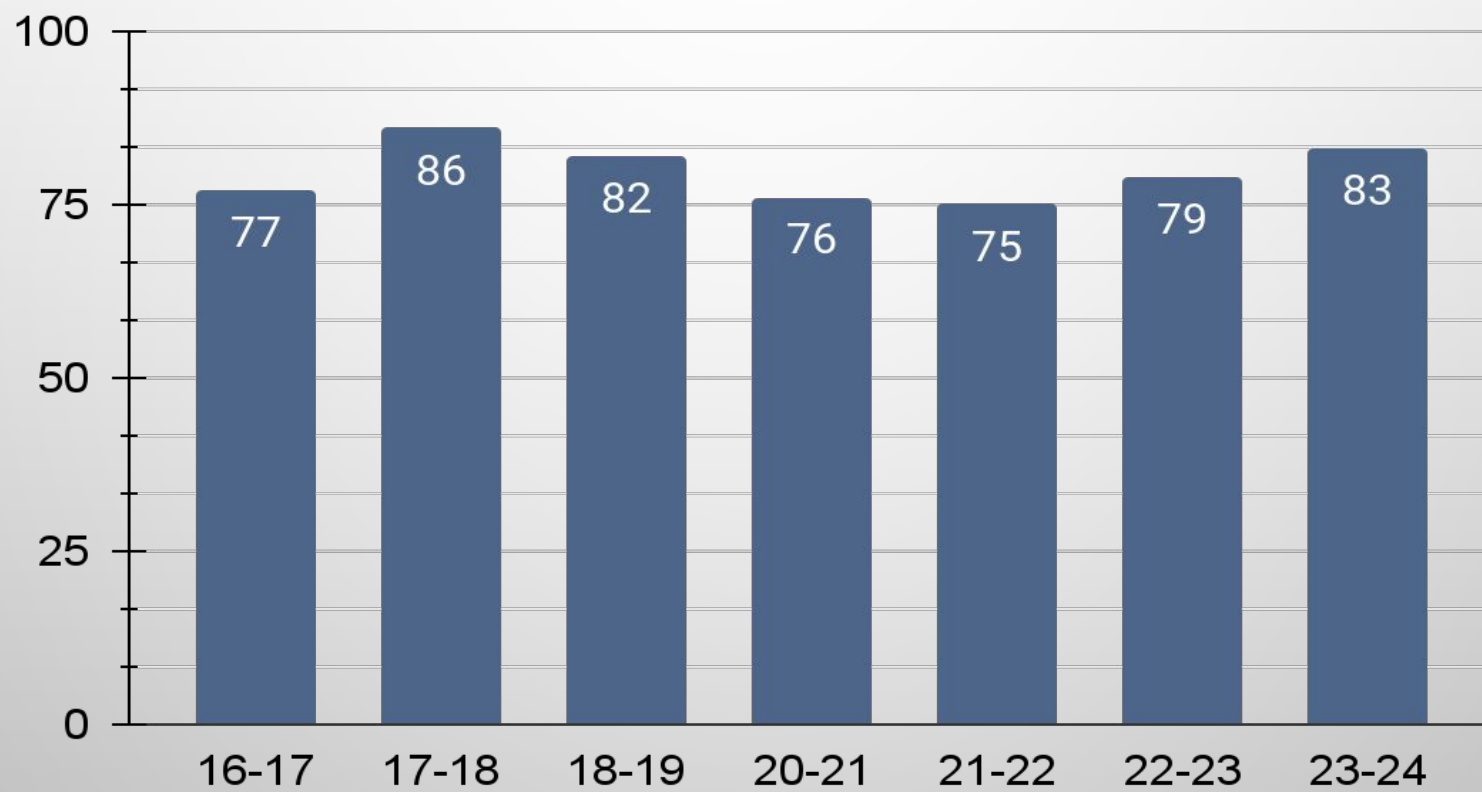


# OVERVIEW OF 2024 STATE TESTING RESULTS

- ANALYSIS INCLUDES SBA, NGSS, AND IN-SCHOOL SAT
- STANDARDIZED TESTS ARE ONE MEASURE OF STUDENT PERFORMANCE
- POSITIVE OVERALL PERFORMANCE & EVIDENCE OF GROWTH OVER TIME
- CONTINUING EFFORTS TO ANALYZE RESULTS IN-DEPTH AND IN RELATION TO OTHER DATA POINTS AND METRICS

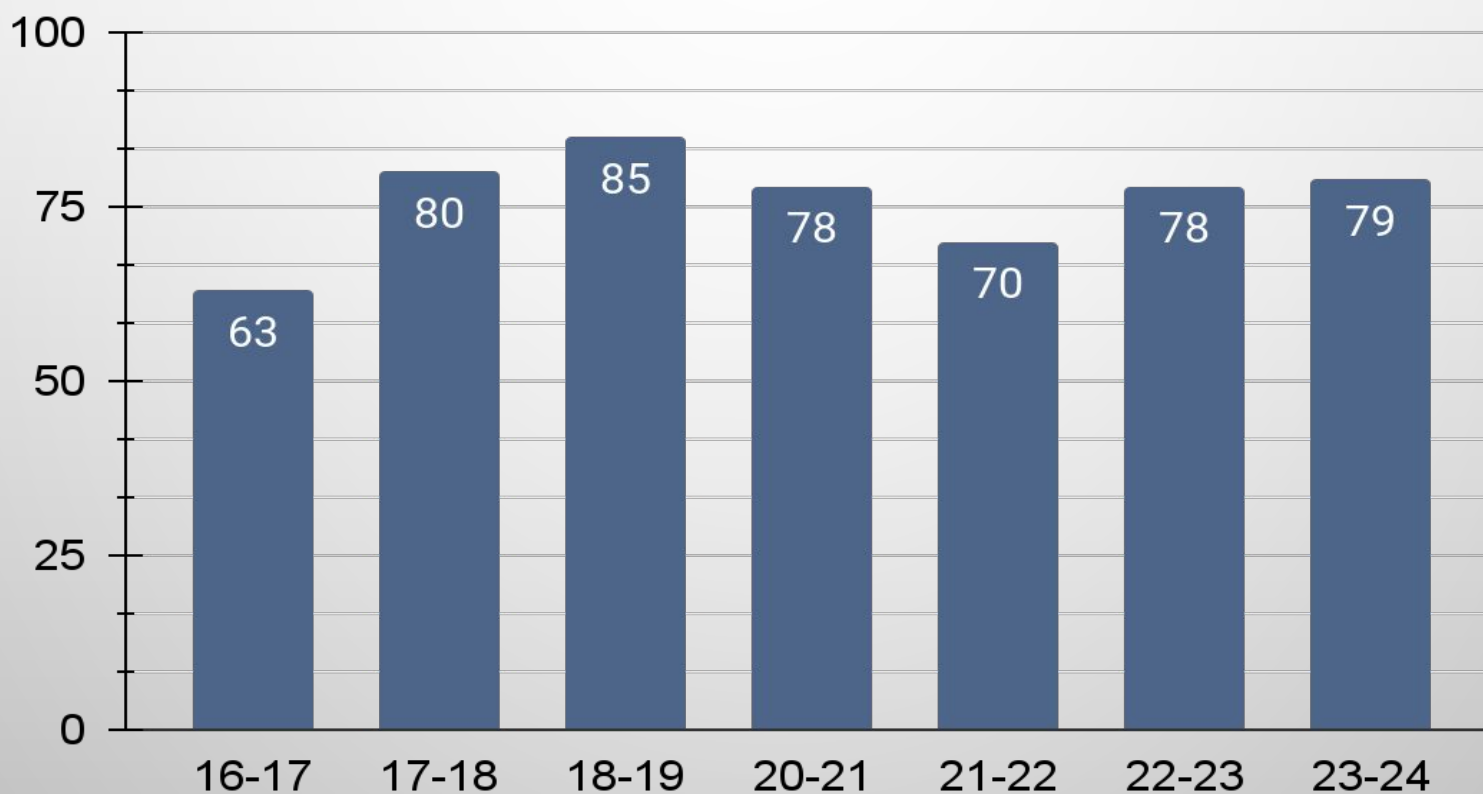


# SMARTER BALANCED MATHEMATICS AT OR ABOVE BENCHMARK Grade 5



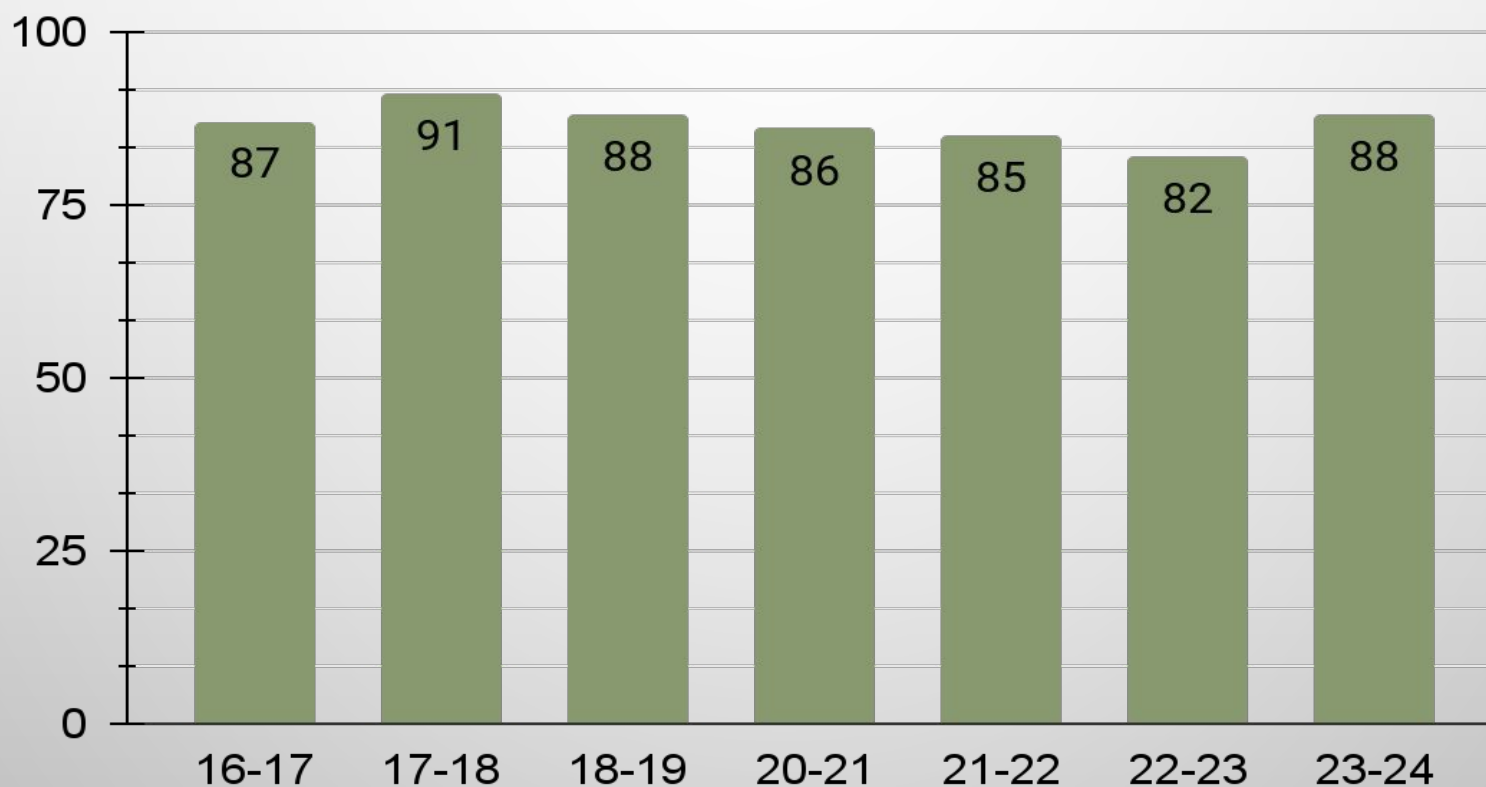


# SMARTER BALANCED MATHEMATICS AT OR ABOVE BENCHMARK Grade 8



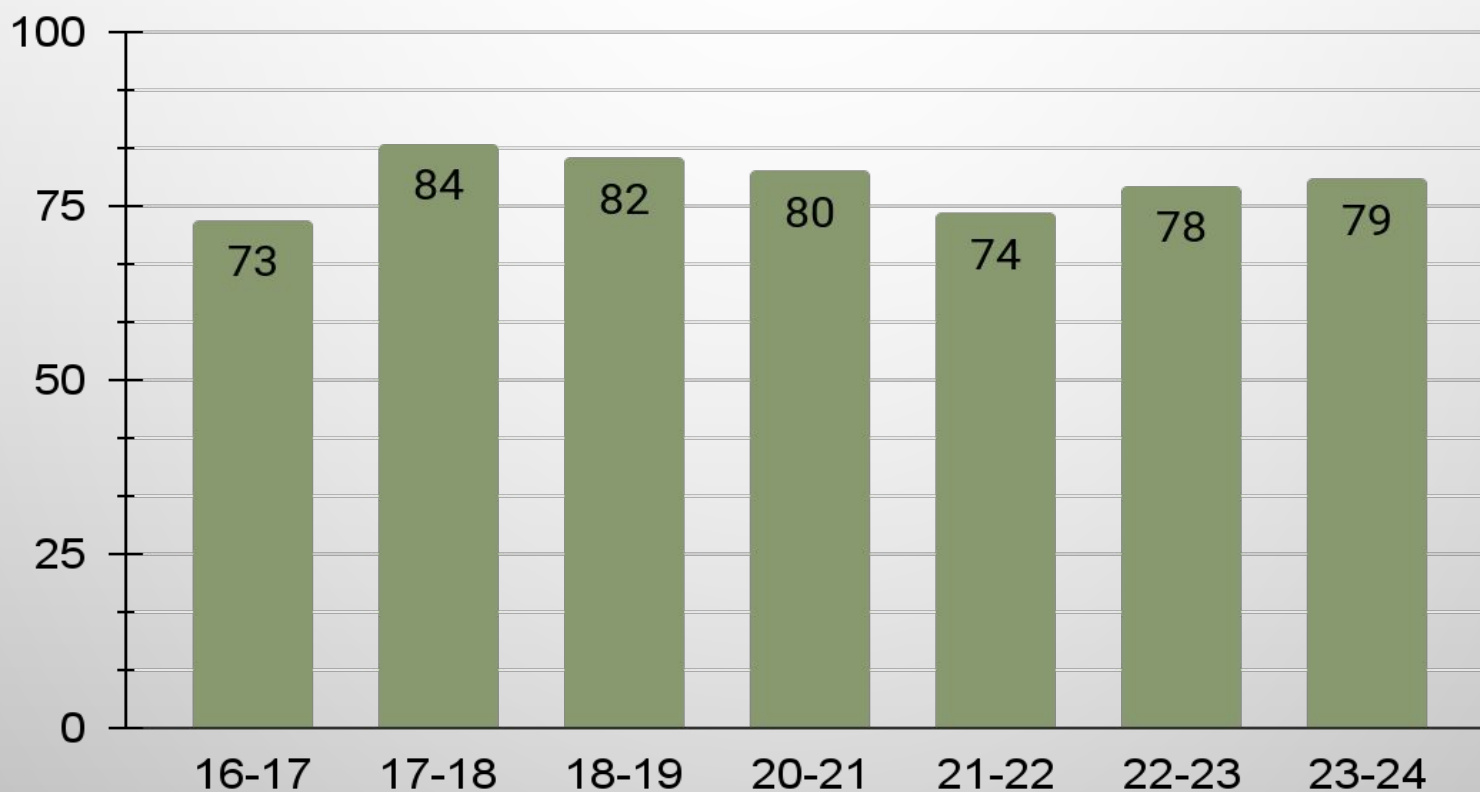


# SMARTER BALANCED ELA AT OR ABOVE BENCHMARK Grade 5





# SMARTER BALANCED ELA AT OR ABOVE BENCHMARK Grade 8





# UNMATCHED COHORT ANALYSIS

## ELEMENTARY (MATH & ELA)

<b>Math</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Grade 3	76	84	80	
Grade 4	78	77	89	78
Grade 5		75	79	83

<b>ELA</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Grade 3	82	85	74	
Grade 4	83	79	86	80
Grade 5		85	82	88



# UNMATCHED COHORT ANALYSIS

## MIDDLE SCHOOL (MATH & ELA)

<b>Math</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Grade 6	65	74	73	
Grade 7	72	76	82	77
Grade 8		70	78	79

<b>ELA</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Grade 6	75	75	72	
Grade 7	76	76	79	75
Grade 8		74	78	79

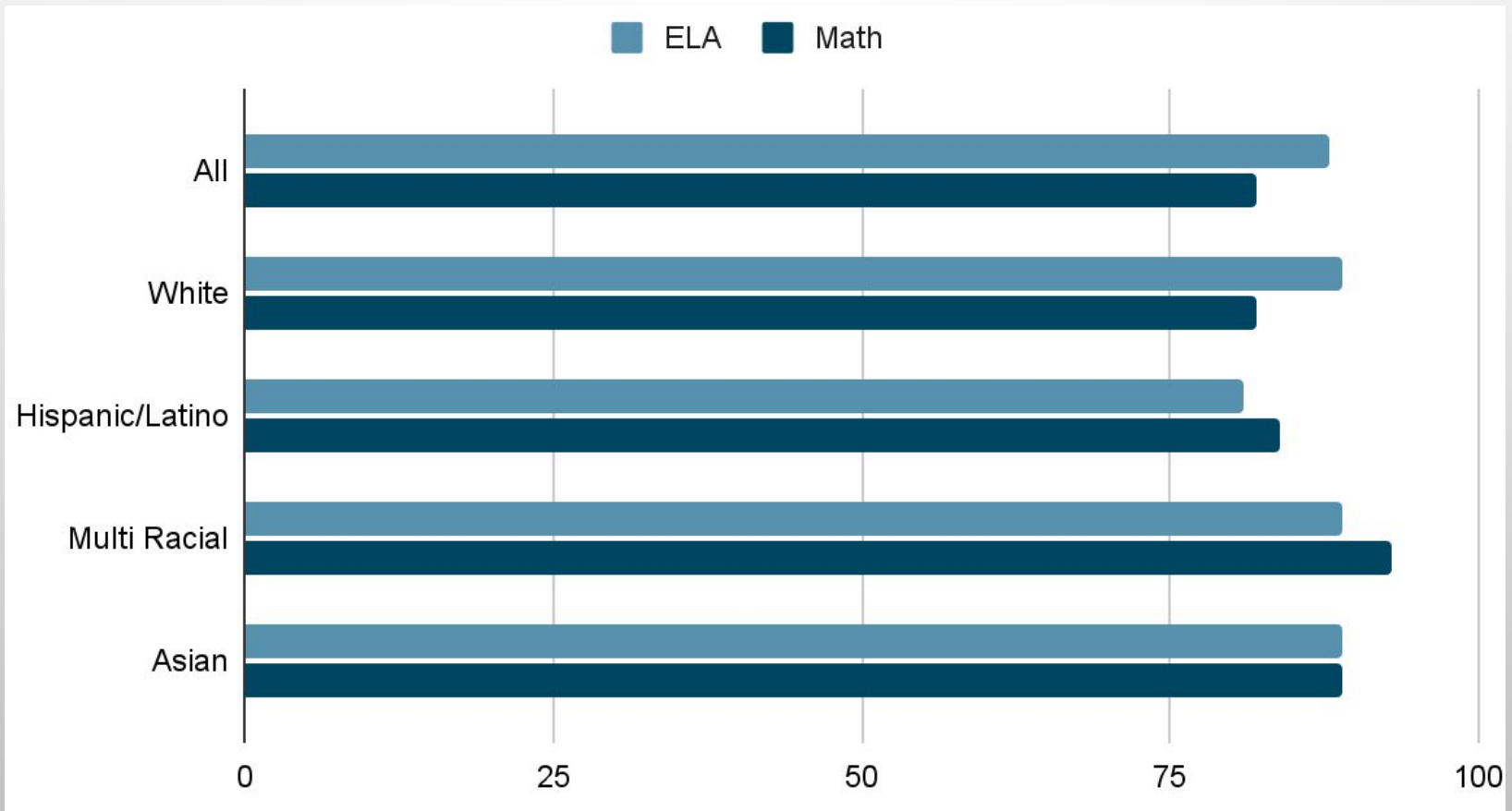


# TRANSITION FROM GRADE 5 TO GRADE 6 SBA AT OR ABOVE BENCHMARK

<b>ELA</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
Grade 5	87	91			86	85	82	
Grade 6		77	83			75	72	71
<b>Math</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
Grade 5	77	86			76	75	79	
Grade 6		75	81			74	73	76

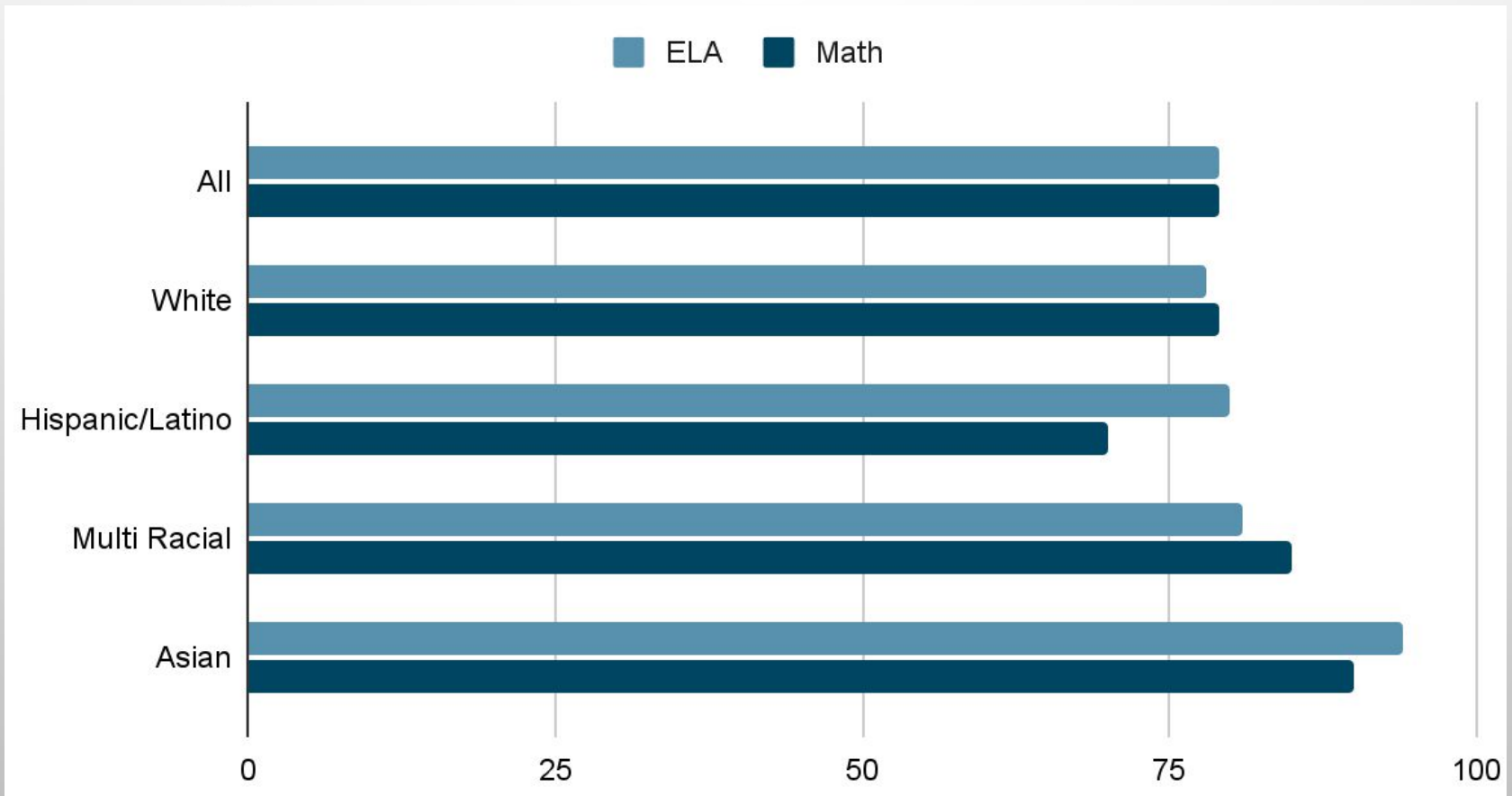
# PERFORMANCE BY RACE/ETHNICITY

## SBA 2024: GRADE 5



# PERFORMANCE BY RACE/ETHNICITY

## SBA 2024: GRADE 8



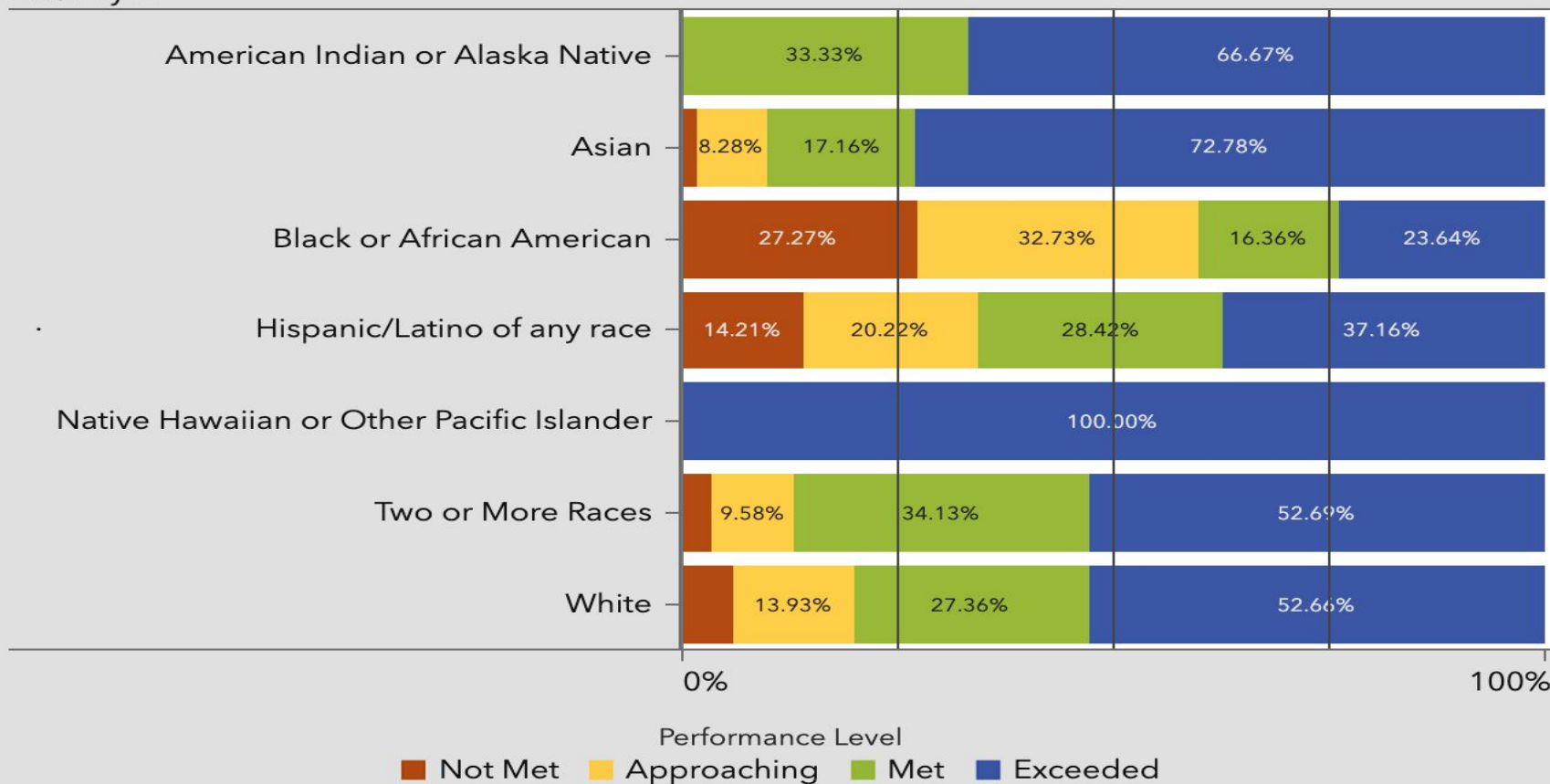


# PERFORMANCE BY RACE/ETHNICITY

## SBA 2024: DISTRICT MATHEMATICS

### Mathematics

Filter By 2



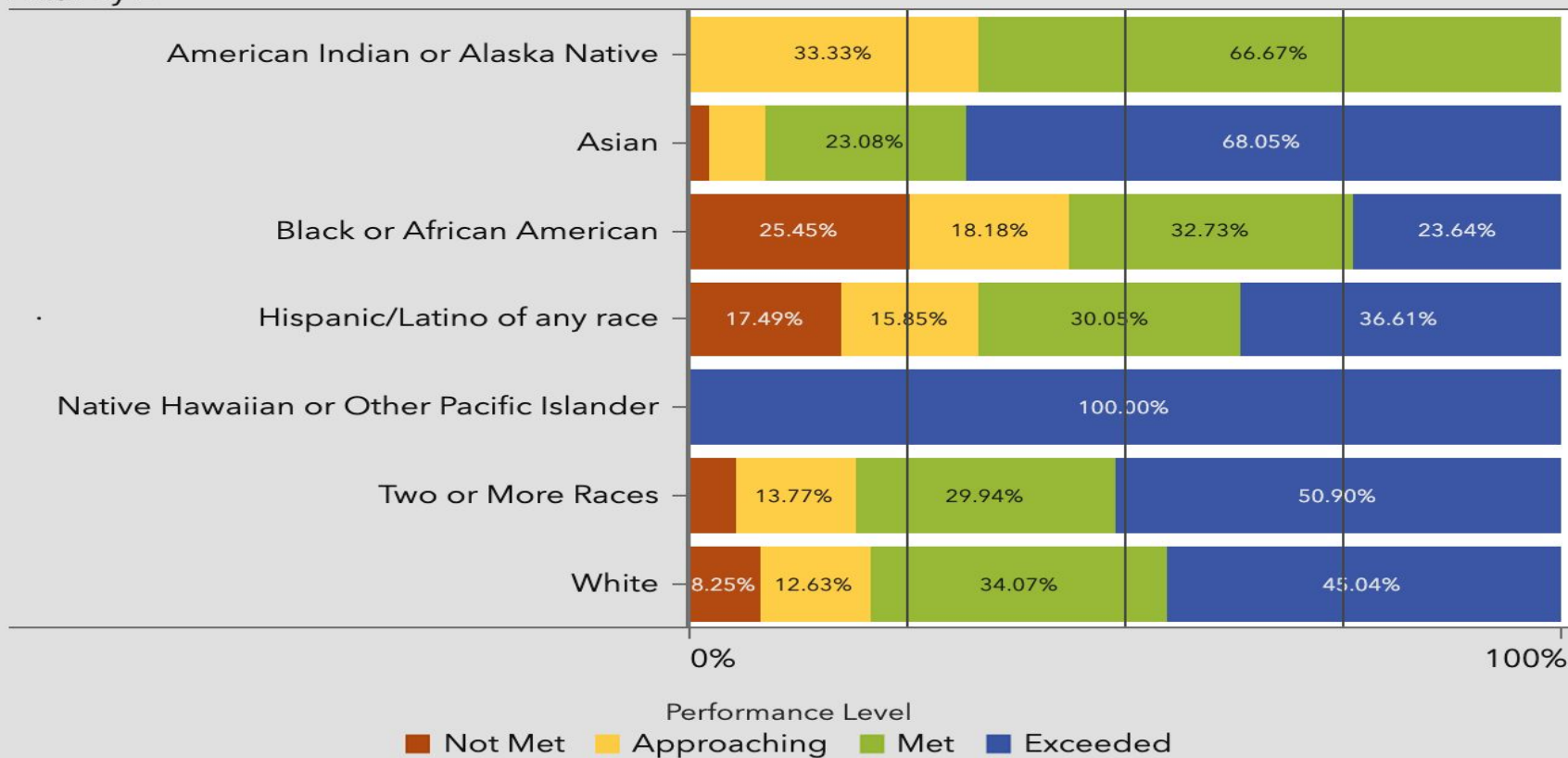


# PERFORMANCE BY RACE/ETHNICITY

## SBA 2024: DISTRICT ELA

### English Language Arts (ELA)

Filter By 2





# PERFORMANCE BY RACE/ETHNICITY

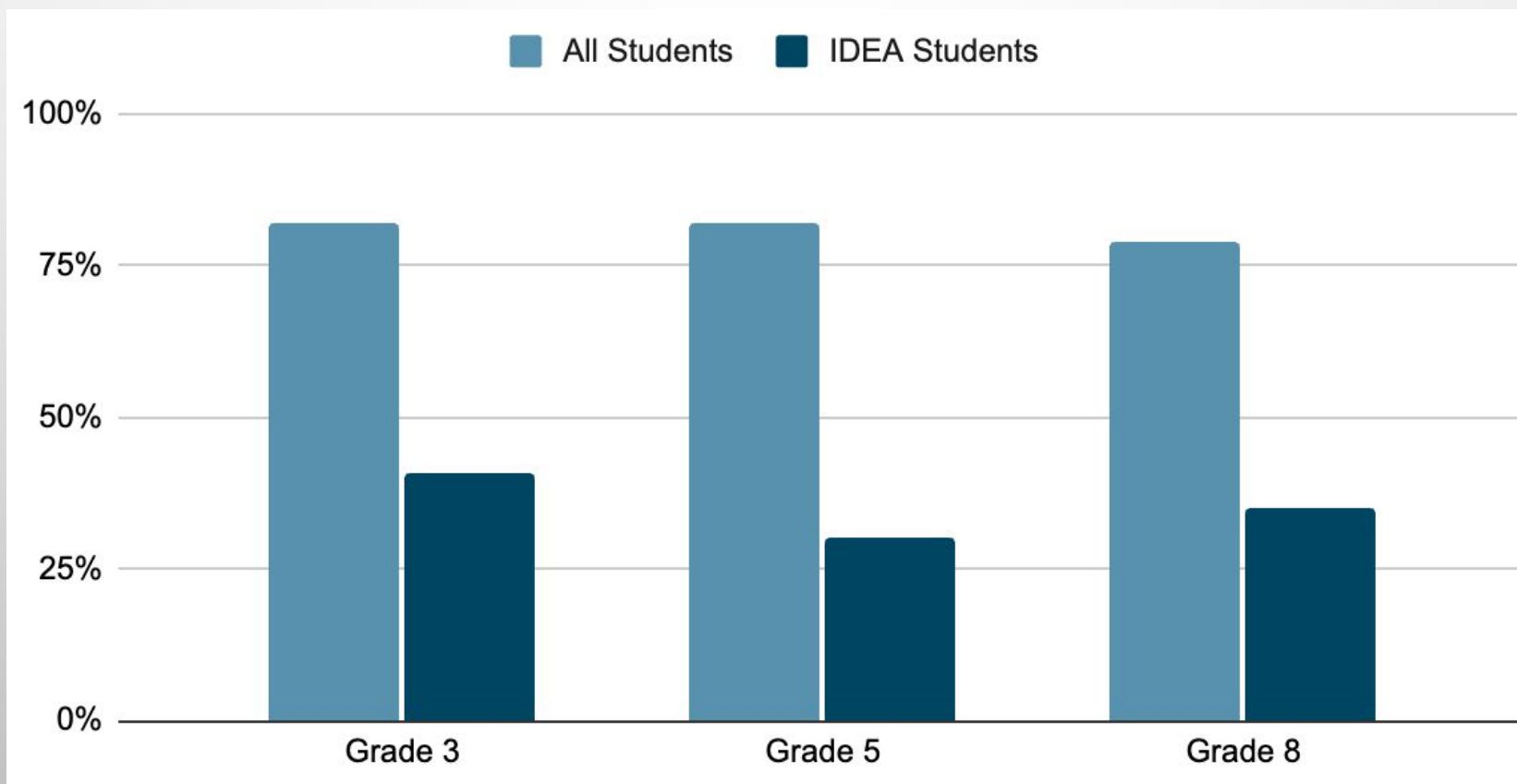
## SBA 2024: DISTRICT MEETING OR EXCEEDING BENCHMARK

<b>Race/Ethnic</b>	<b>English Language Arts</b>	<b>Mathematics</b>	<b>N - Number of Students</b>
Asian	91%	90%	169
Black	56%	40%	55
Hispanic/Latino	67%	66%	183
Two or More Races	81%	87%	167
White	79%	80%	1,802



# PERFORMANCE OF IDEA STUDENTS

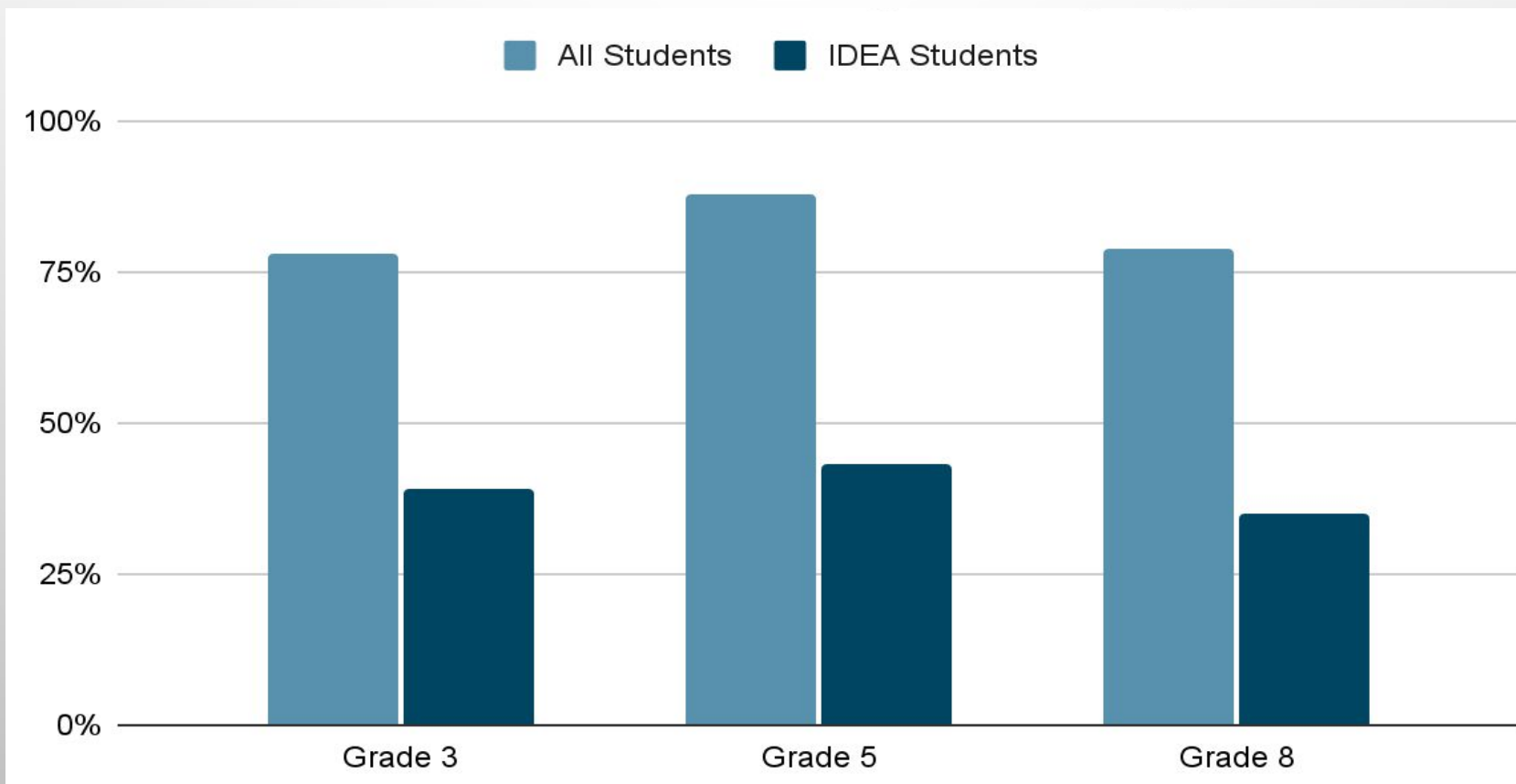
## SBA 2024: MATHEMATICS





# PERFORMANCE OF IDEA STUDENTS

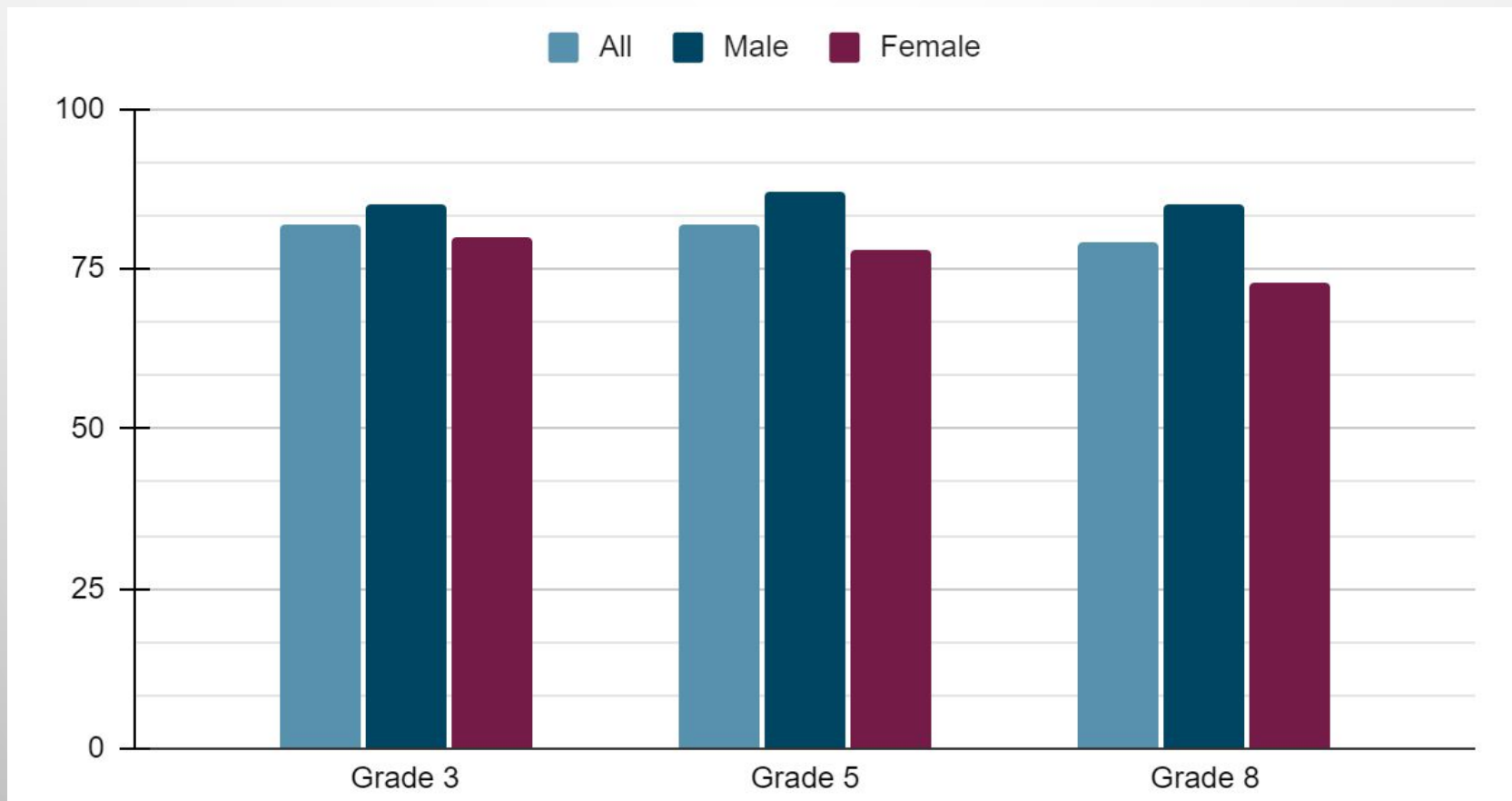
## SBA 2024: ELA





# PERFORMANCE BY GENDER

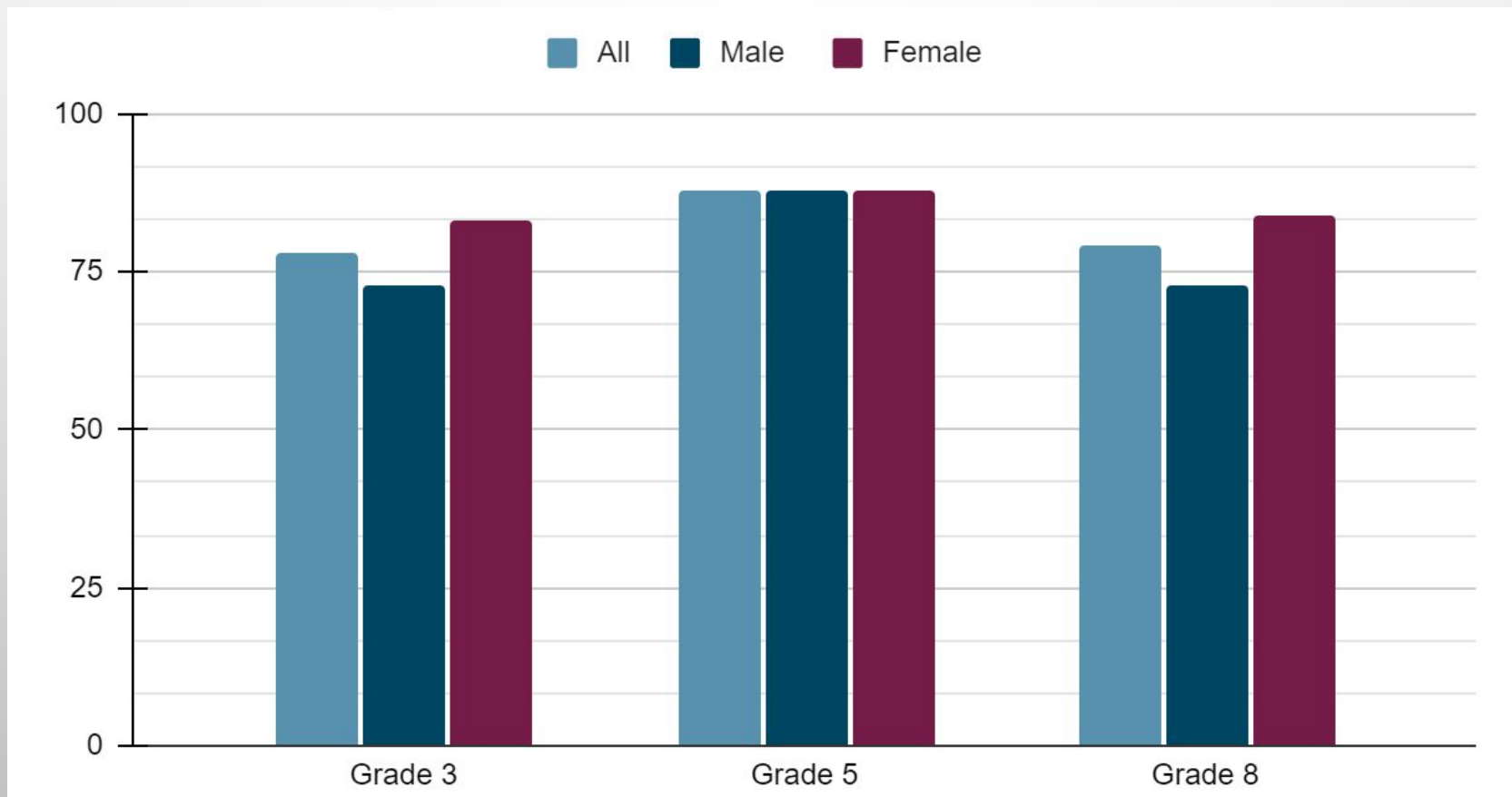
## SBA 2024: MATHEMATICS





# PERFORMANCE BY GENDER

## SBA 2024: ELA





# NEXT GENERATION SCIENCE STANDARDS (NGSS) MET OR EXCEEDED STANDARD

Grade	20-12	21-22	22-23	23-24
5	80%	79%	77%	84%
8	74%	72%	80%	77%
11	52%	58%	67%	80%

# SAT SCHOOL DAY RESULTS 2024



Year	ELA	Math	Total
2024	612	602	1,214
2023	602	613	1,215
2022	604	618	1,222
2019	612	610	1,222
2018	609	609	1,218



# SAT SCHOOL DAY RESULTS IN DRG A 2024

District	ELA	Math	Total
Darien	605	594	1,199
New Canaan	599	588	1,187
Region 9	569	553	1,122
Ridgefield	590	573	1,163
Weston	600	562	1,162
Westport	612	602	1,214
Wilton	605	599	1,204



# KEY FINDINGS

- IMPROVEMENT IN SBA PERFORMANCE SINCE PANDEMIC
- SAT SCORES AMONG HIGHEST IN DRG AND STATE
- NGSS INCENTIVE SIGNIFICANTLY IMPROVED HIGH SCHOOL SCIENCE RESULTS
- IMMEDIATE PANDEMIC IMPACT IN MATH, MORE GRADUAL IMPACT IN ELA
- PERFORMANCE GAPS IN RACE, ETHNICITY, AND SPECIAL EDUCATION
- PERSISTENT TRANSITION DIP FROM GRADE 5 TO 6



# QUESTIONS AND CHALLENGES FOR FURTHER ANALYSIS

- WHAT CAN BE DONE TO MITIGATE GRADE 5 TO 6 PERFORMANCE DECLINES?
- HOW CAN WE BETTER UNDERSTAND AND BEGIN TO ADDRESS RACIAL, ETHNIC, AND SPECIAL EDUCATION PERFORMANCE GAPS?



## NEXT STEPS

- ONGOING AND FURTHER ANALYSIS WITH STAFF TO ADDRESS CHALLENGES
- ONGOING COLLECTION AND ANALYSIS OF DISAGGREGATED DATA
- FURTHER CONTEMPLATE AND DEVELOP PLAN TO ADDRESS PERFORMANCE GAPS
- PROFESSIONAL DEVELOPMENT ON UNCONSCIOUS BIAS, INCLUDING STRATEGIES THAT HELP MITIGATE THE IMPACT
- A MORE FOCUSED LOOK AT THE GRADE 5 TO GRADE 6 TRANSITION