

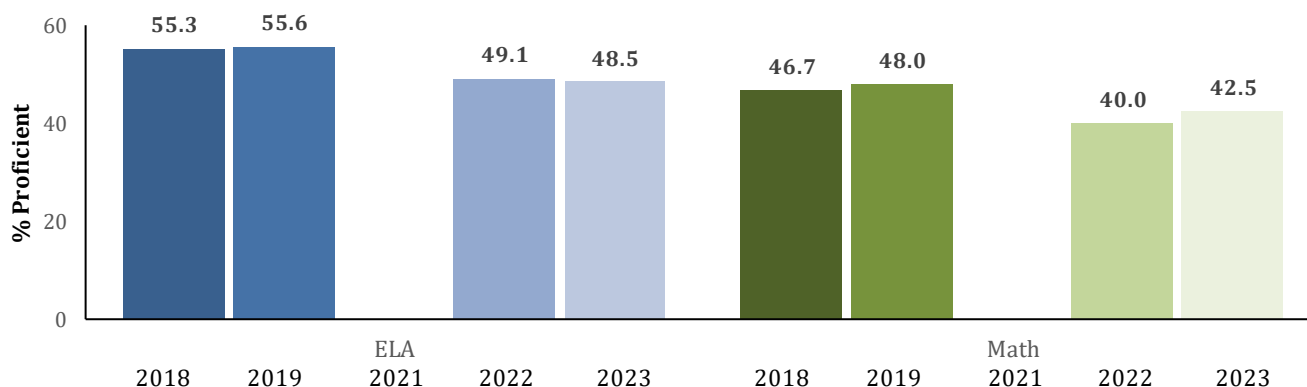


2023 State Test Score Results: CONNECTICUT

STATE HIGHLIGHTS

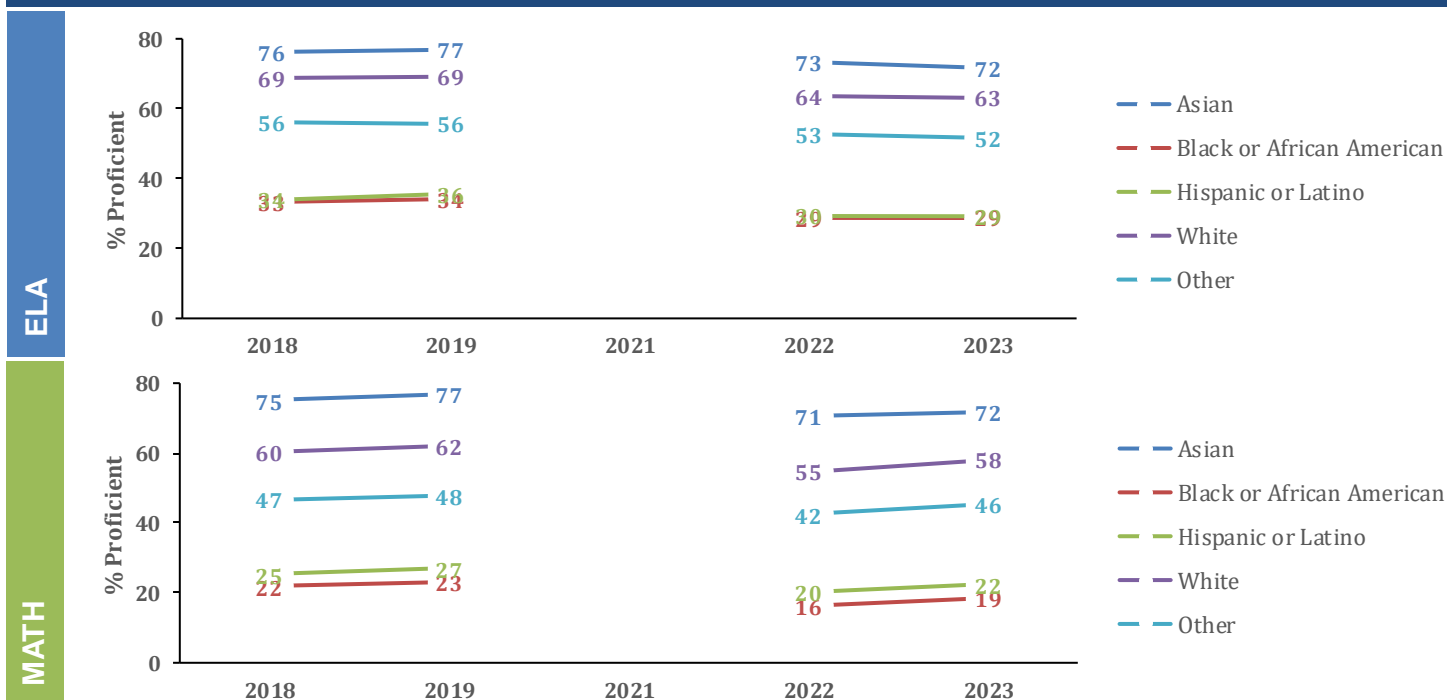
- Overall 2023 Results:** Connecticut students have **made small gains in math proficiency** following the COVID-19 pandemic. However, compared to 2019, students have not fully recovered in either ELA (48.5% proficient in 2023 vs. 55.6% in 2019) or math (42.5% proficient in 2023 vs. 48.0% in 2019).
- Results by Race/Ethnicity:** Across all years, Connecticut achievement data reflects variation by race/ethnicity. In 2023, the widest achievement gap appeared for students identifying as Asian and Black or African American, both for ELA (77% vs 34%) and math (72% vs. 29%).
- Results by District Poverty Level:** ELA and math proficiency results vary by district poverty level across all years. Compared to 2019, the achievement gap between districts with the highest and lowest levels of poverty **widened slightly in 2023 in both ELA** (from 45 to 46 percentage points) **and math** (from 47 to 48pp).

CONNECTICUT 2023 ELA & MATH RESULTS, GRADES 3-8



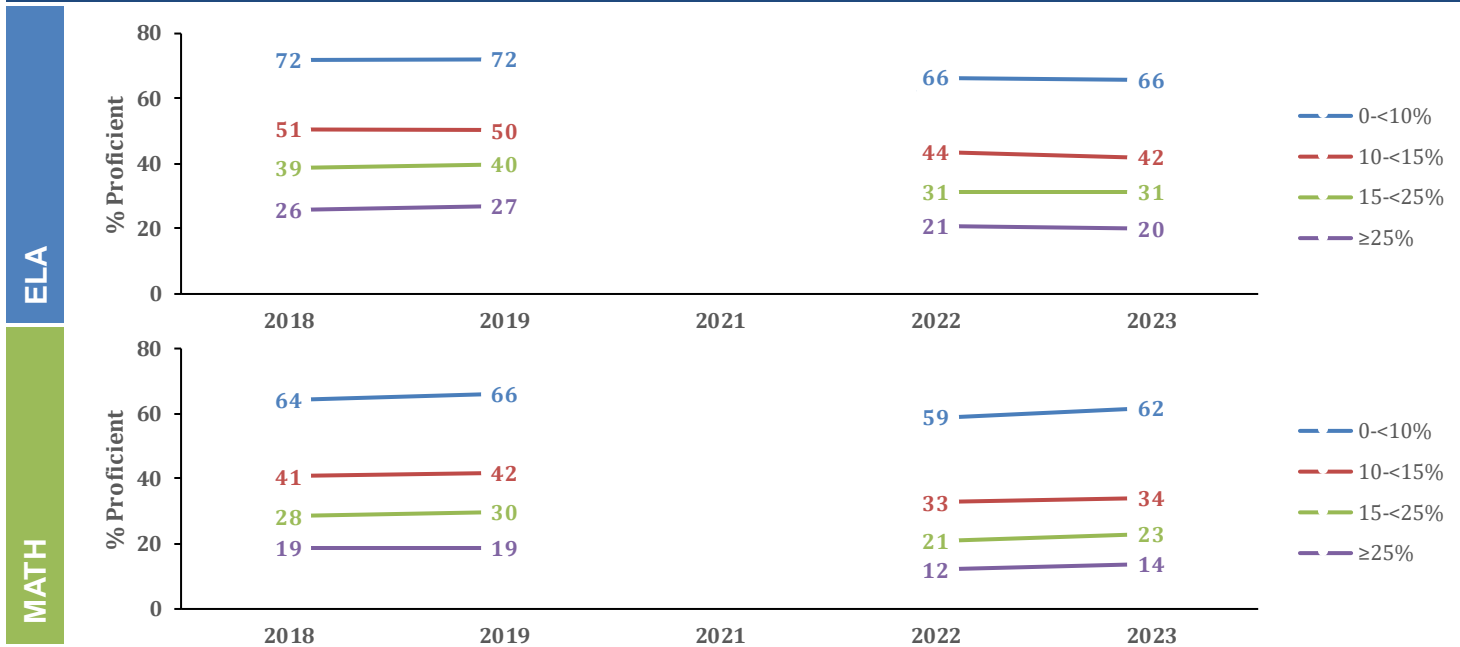
Note. In 2023, 48.5% of students in Gr 3-8 included in the analysis reached proficiency or above in ELA (n=106,402/219,604), compared to 42.5% of students who did so in mathematics (n=92,943/218,699). Data for SY 2020-21 are not included here due to low statewide student participation rates.

CONNECTICUT 2023 PROFICIENCY BY RACE/ETHNICITY, GRADES 3-8

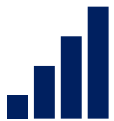


Note. Each student subgroup varies in total students tested each year. In 2023, 72% of students identified as Asian reached ELA proficiency (n=8,332), compared to 29% of students who were Black or African American (n=7,873), 29% of students who were Hispanic or Latino (n=19,567), 63% of students who were white (n=65,057), and 52% of additional student subgroups (American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Two or More; n=5,573). Data labels with similar values may affect visibility. Data for SY 2020-21 are not included here due to low statewide student participation rates.

CONNECTICUT 2023 PROFICIENCY BY DISTRICT POVERTY LEVEL, GRADES 3-8



Note. School district poverty data are drawn from the 2021 Small Area Income and Poverty Estimates program (SAIPE) of the U.S. Census Bureau. Categorizations are based on overall U.S. quartiles. In 2023, 66% of students in CT districts in which less than 10% of school-age children lived in poverty achieved ELA proficiency ($n=68,491$), compared to 42% of students in which 10-15% of school-age children lived in poverty ($n=12,371$), 31% of students in which 15-25% of school-age children lived in poverty ($n=15,046$), and 20% of students in which 25% or more of school-age children lived in poverty ($n=4,484$). Data labels with similar values may affect visibility. Data for SY 2020-21 are not included here due to low statewide student participation rates.



STATE ASSESSMENT DATA

The student outcome data used in this Data Brief come from the state's Smarter Balanced Assessments. The data represent outcomes for students in Grades 3–8 in math and ELA.

Measuring Proficiency

The Smarter Balanced Assessments include four proficiency levels: *Level 1 (Does Not Meet the Achievement Level)*, *Level 2 (Approaching the Achievement Level)*, *Level 3 (Meets the Achievement Level)*, and *Level 4 (Exceeds the Achievement Level)*. In this report, “**not proficient**” = Levels 1 and 2, and “**proficient**” = Levels 3 and 4.

Years Included in Analysis

This report reflects school years (SY) 2017-18 through 2022-23. Data for SY 2019-20 are not available, as the assessment was not administered due to the COVID-19 pandemic. Data for SY 2020-21 are not included here due to low statewide student participation rates.

Participation Rate Data

In Spring 2021, the U.S. Department of Education waived the requirement that 95% of all students complete the state's annual academic assessment, leading to varied participation rates by state. In Connecticut, participation varied across districts and schools in 2021. In Spring 2022, districts were again required to measure the achievement of not less than 95% of all students and students in each subgroup on annual statewide assessments in ELA and math.

Additional Information

More information about the Smarter Balanced Assessment can be found at <https://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Find-Information-about-Smarter-Balanced>.



ABOUT THE DATA SERIES

The State Test Score Results Data Series explores state-level trends in ELA and math proficiency outcomes on state standardized assessments, both before and after the COVID-19 pandemic. Specifically, the Data Series presents math and ELA proficiency trends on state assessments between Spring 2018-Spring 2023, as available. Results are presented for the state overall, by race/ethnicity, and by district poverty levels for school-age children.

Data presented in this State Brief are specific to this state's assessment and are not comparable to other states.

For any questions, please email statetestscoreresults@gmail.com.

Suggested Citation: COVID-19 School Data Hub. (2023). *2023 state test score results: Connecticut*. State Brief 2023-11-CT-00. Providence, RI: COVID-19 School Data Hub.

<https://www.covidschooldatahub.com/> | twitter: @CSDH19