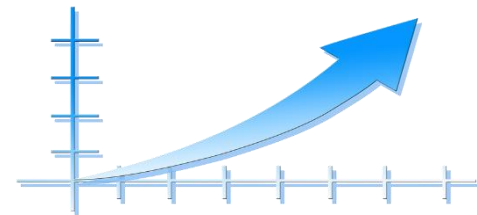


SAGE Results 2015



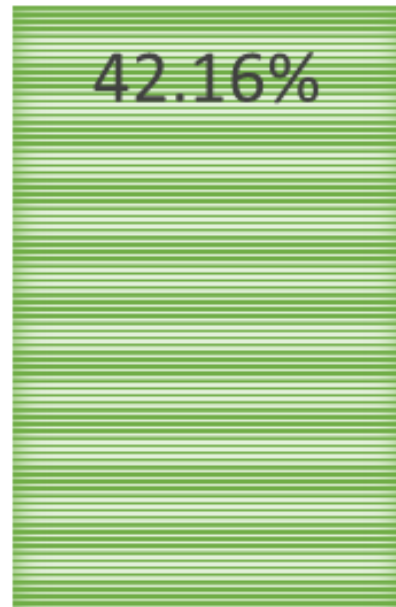
Jo Ellen Shaeffer, Ed.D. Director,
Assessment and Accountability



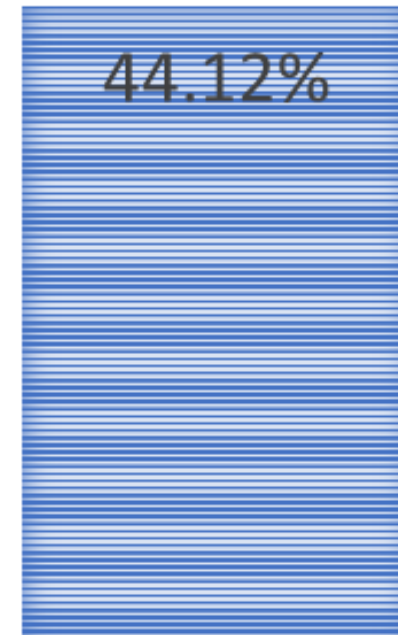
Student performance much improved the second year of SAGE Assessments

- All three areas of English Language Arts/Literacy, Mathematics and Science displayed improvement;
- The numbers show that without a doubt, Utah students are making good progress;
- The gains are the result of hard work by teachers, administrators, and our students with the support of parents, community members and education partners;
- In addition and especially impressive; more students than ever participated in testing. Typically scores for large scale assessments decrease with the addition of students;
- Large gains were seen in Secondary Math courses as more students are enrolled in prescribed course taking patterns.

ENGLISH LANGUAGE ARTS/LITERACY



2014 English Language Arts n = 393,518



2015 English Language Arts n=395,372

4.65% change from 2014 to 2015 with an additional 1,854 students tested

MATHEMATICS



2014 Mathematics n=374.355

2015 Mathematics n=389.463

13.75% change from 2014 to 2015 with an additional 15,119 students tested

SCIENCE



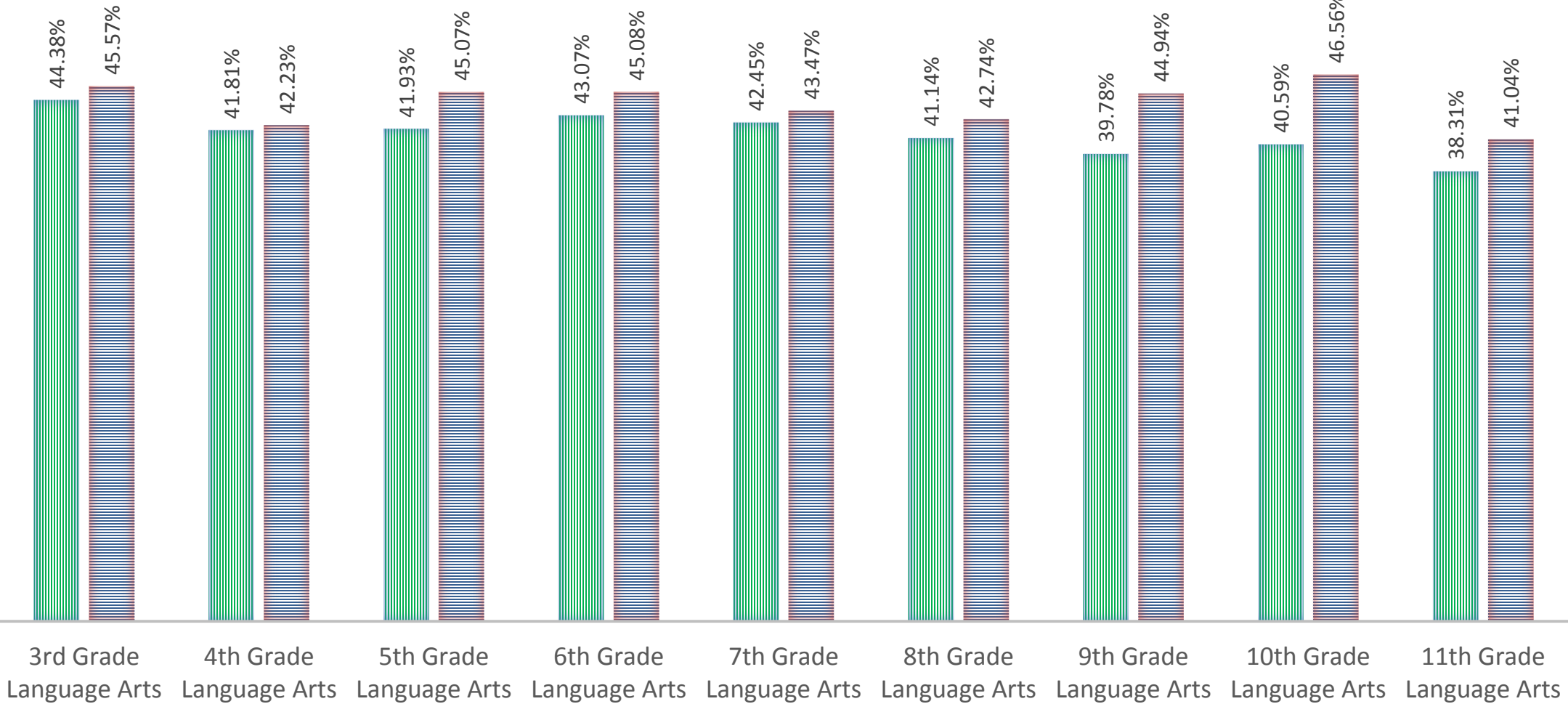
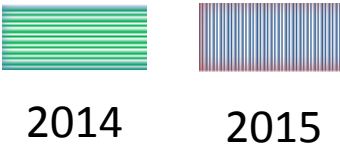
2014 Science n=335,594



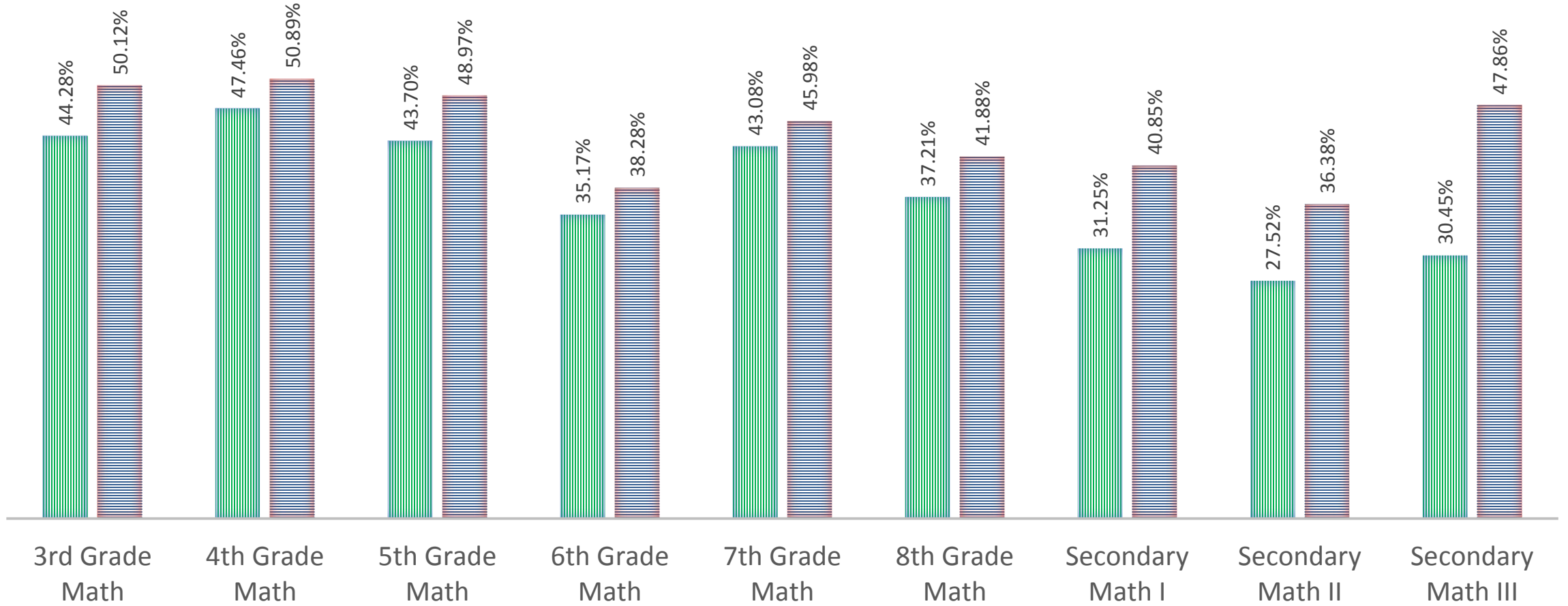
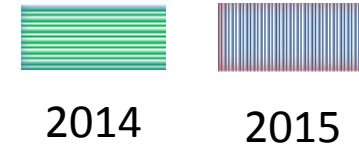
2015 Science n=340,710

5.79% change from 2014 to 2015 with an additional 5,116 students tested

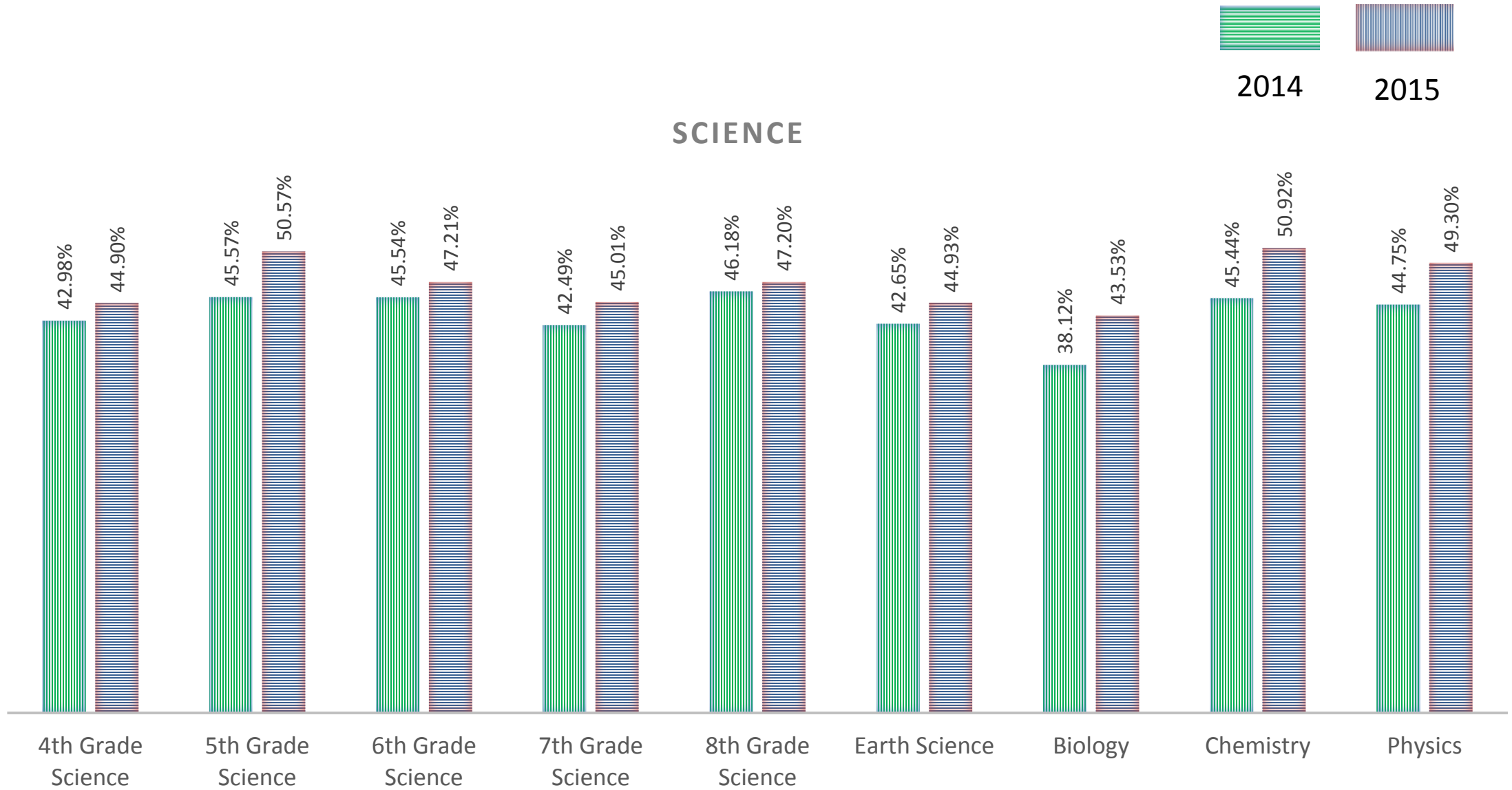
ENGLISH LANGUAGE ARTS/LITERACY



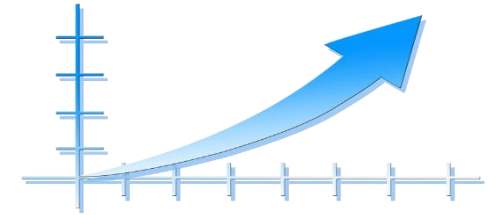
MATHEMATICS



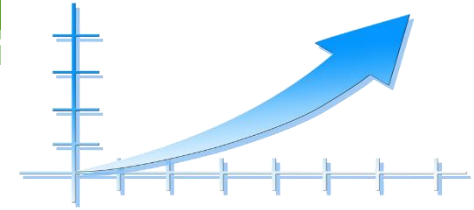
SCIENCE



What factors contributed to the gains?



- Teachers continue to focus on the standards with new and innovative strategies, as this is the best approach for student mastery of skills and knowledge;
- As students become more familiar with the technology and question types, results are a better reflection of their true abilities;
- True knowledge is more completely tested when students don't just pick from four answers, but can drag and drop, graph, calculate, construct short answers, pick multiple answers, formulate essays etc. with questions matched to their ability level;
- As students have been learning from the new core over time, skills and knowledge have also increased.



How do we compare nation wide?

Based on a report conducted by Achieve.org , looking at “disparities between state tests and the 2013 National Assessment of Educational Progress (NAEP), It was found that:

- Over 50% of states’ show large discrepancies between their state tests and NAEP results, most were greater than 30 points.
- Too many states are saying students are “proficient” when they are not actually well prepared.
- However, Utah is one of six states (along with New York, Wisconsin, Alabama, Massachusetts, and Minnesota) to appear on the report’s “Truth Teller” list in both fourth grade reading and eighth grade math. **This means that what Utah considers proficient in reading and math is also what NAEP considers proficient in reading and math.**
- The report not only includes data for 2013-14, but also 2012-13. For Utah, the “honesty gap” in fourth grade reading narrowed from 41 points to 5 points with the implementation of SAGE and the eighth grade math gap narrowed from 38 points to 2 points in those two years.
- For more information: <http://www.achieve.org/files/NAEPBriefFINAL051415.pdf>.