

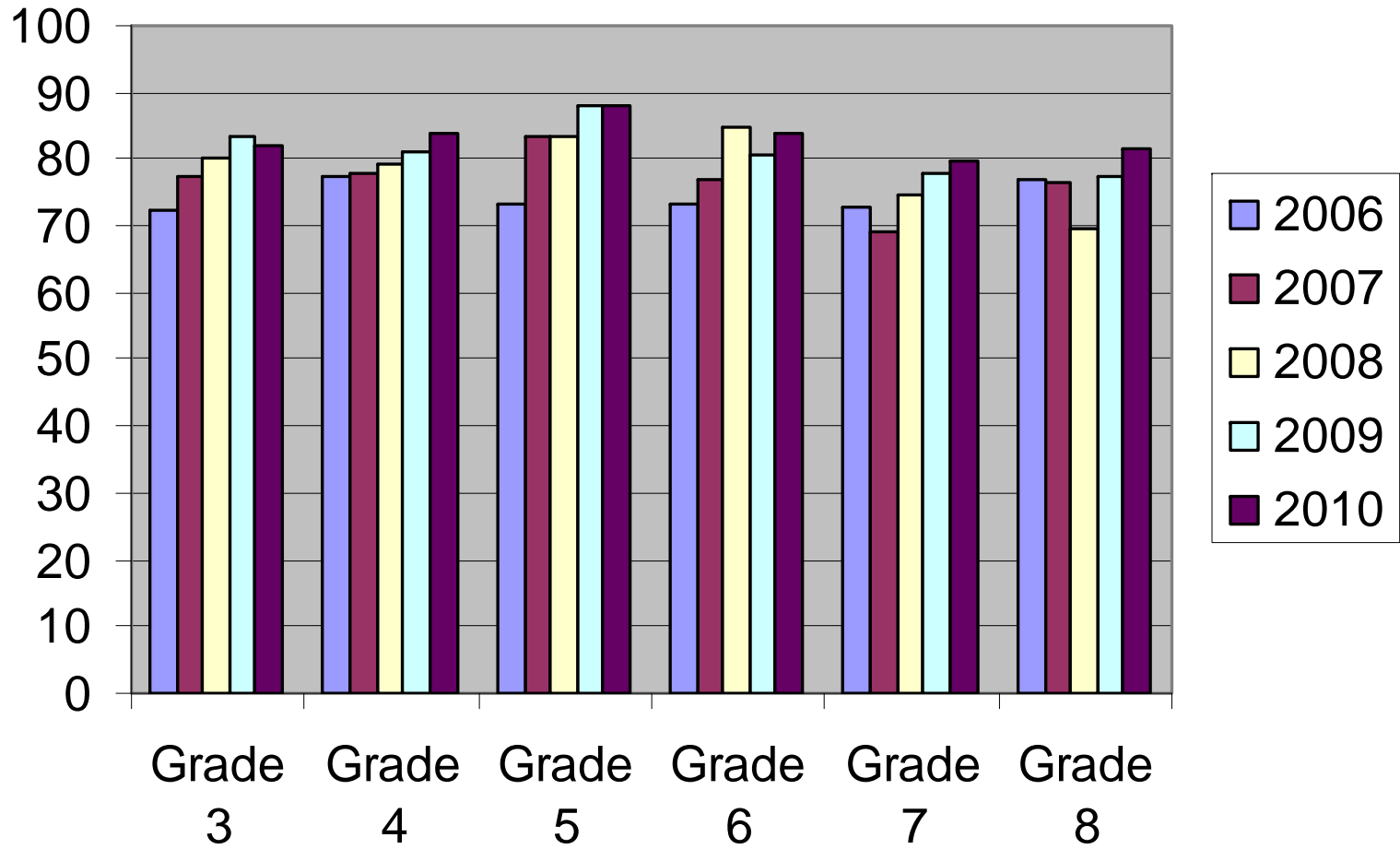
Middletown
Board of Education Presentation
August 24, 2010

CMT/CAPT
2010

2010 Connecticut Mastery Test Overall Mathematics At A Glance

GRADE	YEAR	MATHEMATICS			
		% At/Above Goal	Change At/Above Goal 2009-2010	% At/Above Proficient	Change At/Above Proficient 2009-2010
3	2010	60.4	+3	82.0	-1.4
	2009	60.1		83.4	
	2008	53.6		80.4	
4	2010	63.2	+8.3	83.9	+2.9
	2009	54.9		81.0	
	2008	52.6		79.1	
5	2010	70.1	+3.1	88.1	+3
	2009	67.0		87.8	
	2008	65.7		83.5	
6	2010	64.9	+5.2	84.9	+4.2
	2009	59.7		80.7	
	2008	62.7		84.9	
7	2010	61.1	+5.3	79.7	+1.7
	2009	55.8		78.0	
	2008	48.7		74.5	
8	2010	58.5	+9.0	81.6	+4.1
	2009	49.5		77.5	
	2008	45.7		69.5	

Math Grades 3-8



2010 Connecticut Mastery Test MATHEMATICS Analysis

Strengths

- From 2009 to 2010, the percentage of students at or above *goal* in mathematics increased at ALL grades 3, 4, 5, 6, 7 and 8.
- From 2009 to 2010, the percentage of students at or above *proficiency* in mathematics increased at every grade level except Grade 3.
- Although the magnitude of growth varies among grades, the overall pattern of growth in mathematics shows a positive trend.
- For the first time, the improvement at *goal and proficiency* at grades 6, 7, and 8 exceeded the growth at the elementary level.

Challenges/Areas of Concern

- Middletown's performance in mathematics at both proficient and goal continues to fall below the State averages. However, the gap narrowed significantly in 2010.
- There is a decline in mathematics performance from grade 8 to grade 10 particularly in the percentage of students achieving at the *goal* level.

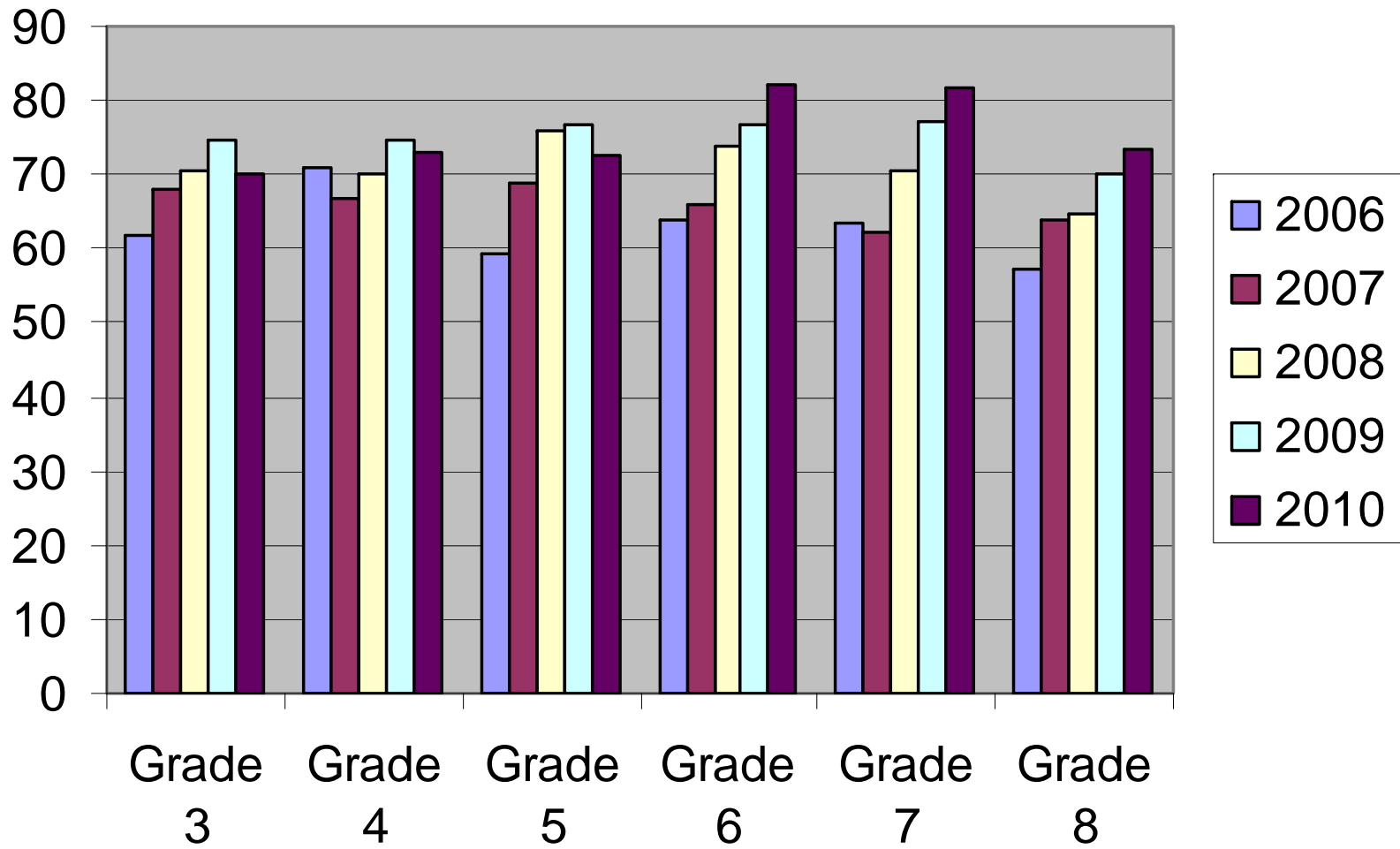
Implications/Next Steps

- Continue with mapping at all levels and increase articulation between grade levels.
- Implement monthly Vocabulary Common Formative Assessments at all grade levels.
- Assure that non-fiction writing is occurring in all math classes.
- Continue with Tier 2 and Tier 3 math intervention.

2010 Connecticut Mastery Test Overall Reading At A Glance

GRADE	YEAR	Reading			
		% At/Above Goal	Change At/Above Goal 2009-2010	% At/Above Proficient	Change At/Above Proficient 2009-2010
3	2010	49.2	-8.9	70.2	-4.4
	2009	58.1		74.6	
	2008	51.5		70.6	
4	2010	58.2	-3.1	73.2	-1.6
	2009	61.3		74.8	
	2008	54.7		70.1	
5	2010	59.0	-5.2	72.5	-4.2
	2009	64.2		76.7	
	2008	65.4		75.9	
6	2010	68.4	+2.4	82.3	+5.4
	2009	66.0		76.9	
	2008	68.4		73.7	
7	2010	72.4	+5.5	81.8	+4.8
	2009	66.9		77.0	
	2008	58.3		70.6	
8	2010	63.5	+9.5	73.6	+3.6
	2009	54.0		70.1	
	2008	50.3		64.5	

Reading Grades 3-8



2010 Connecticut Mastery Test READING Analysis

Strengths

- From 2009 to 2010, the percentage of students at or above *goal* in reading increased in grades 6, 7 and 8.
- From 2009 to 2010, the percentage of students at or above proficiency in reading also increased at grades 6, 7, and 8.
- The overall growth pattern in grades 6, 7, and 8 demonstrates overall instructional improvement at grades 3, 4 and 5, instructional improvement at grades 6, 7, and 8 and the success of Tier 2 and Tier 3 interventions at 6, 7, and 8 (These grades are on target for the District Improvement Plan which calls for an average of 15 percentage points over a 3-year period).
- For the second time all grade levels achieved 70 percent or above of students at Proficient with grades 6 and 7 reaching 82 percent.

Challenges/Areas of Concern

- Achievement at grades 3, 4 and 5 at both *goal* and *proficient* dropped slightly from 2009. This appears to be as a result of lower DRP scores.

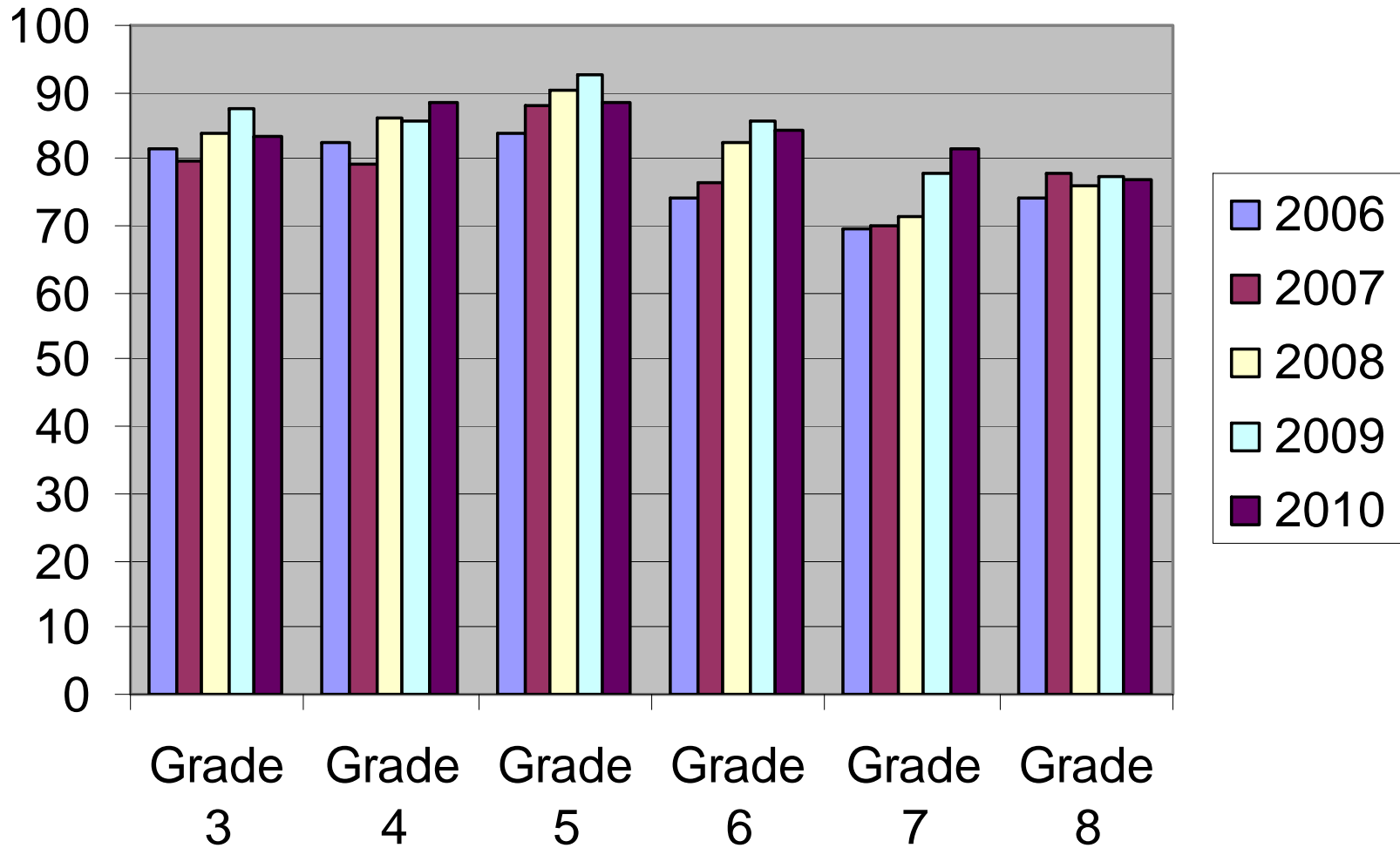
Implications/ Next Steps

- Continue to refine Tier 2 and Tier 3 interventions.
- Implement DIBELS assessment in grades K-3 in order to pinpoint student needs more accurately.

2010 Connecticut Mastery Test Overall Writing At A Glance

GRADE YEAR		WRITING			
		% At/Above Goal	Change At/Above Goal 2009-2010	% At/Above Proficient	Change At/Above Proficient 2009-2010
3	2010	58.8	-8.8	83.6	-3.9
	2009	67.6		87.5	
	2008	60.2		83.8	
4	2010	63.7	+7	88.6	+2.7
	2009	63.0		85.9	
	2008	63.7		86.1	
5	2010	71.3	-1.6	88.6	-4.1
	2009	72.9		92.7	
	2008	72.3		90.3	
6	2010	61.8	-.4	84.3	-1.5
	2009	62.2		85.8	
	2008	55.5		82.4	
7	2010	61.9	+4.2	81.4	+3.5
	2009	57.7		77.9	
	2008	48.5		71.6	
8	2010	59.7	+9.8	77.1	-.3
	2009	49.9		77.4	
	2008	45.9		76.1	

Writing Grades 3-8



2010 Connecticut Mastery Test WRITING Analysis

Strengths

- From 2009 to 2010, the percentage of students at or above *goal* in writing increased at grades 4, 7 and 8.
- From 2009 to 2010, the percentage of students at or above *proficiency* in writing increased at grades 4 and 7.

Challenges/Areas of Concern

- Early trends continue to suggest that achievement growth in writing weakens significantly in grade 6 from grade 5.

Implications/ Next Steps

- Analyze reasons for decline in writing scores at the elementary level.
- Improve non-fiction writing across the curriculum in grade 6.

***The Progress of Matched Cohorts Over Time
Overall Mathematics K-8 At A Glance**

GRADE		MATH	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2008 to 2010
5	(Gr 5) 2010	88.1	+7.7
	(Gr 4) 2009	81.0	
	(Gr 3) 2008	80.4	
6	(Gr 6) 2010	84.0	+4.9
	(Gr 5) 2009	87.8	
	(Gr 4) 2008	79.1	
7	(Gr 7) 2010	79.7	-3.8
	(Gr 6) 2009	80.7	
	(Gr 5) 2008	83.5	
8	(Gr 8) 2010	81.6	-3.3
	(Gr 7) 2009	78.0	
	(Gr 6) 2008	84.9	

***The Progress of Matched Cohorts Over Time
Overall Mathematics K-8 At A Glance**

GRADE		MATH	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2007 to 2010
6	(Gr 6) 2010	84.0	+2.5
	(Gr 5) 2009	87.8	
	(Gr 4) 2008	79.1	
	(Gr 3) 2007	81.5	
7	(Gr 7) 2010	79.7	+5
	(Gr 6) 2009	80.7	
	(Gr 5) 2008	83.5	
	(Gr 4) 2007	79.2	
8	(Gr 8) 2010	81.6	-4.6
	(Gr 7) 2009	78.0	
	(Gr 6) 2008	84.9	
	(Gr 5) 2007	86.2	

***The Progress of Matched Cohorts Over Time
Overall Reading K-8 At A Glance**

GRADE		READING	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2008 to 2010
5	(Gr 5) 2010	72.5	+1.9
	(Gr 4) 2009	74.8	
	(Gr 3) 2008	70.6	
6	(Gr 6) 2010	82.3	+12.2
	(Gr 5) 2009	76.7	
	(Gr 4) 2008	70.1	
7	(Gr 7) 2010	81.8	+5.9
	(Gr 6) 2009	76.9	
	(Gr 5) 2008	75.9	
8	(Gr 8) 2010	73.6	-1
	(Gr 7) 2009	77.0	
	(Gr 6) 2008	73.7	

***The Progress of Matched Cohorts Over Time
Overall Reading K-8 At A Glance**

GRADE		READING	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2007 to 2010
6	(Gr 6) 2010	82.3	+14.4
	(Gr 5) 2009	76.7	
	(Gr 4) 2008	70.1	
	(Gr 3) 2007	67.9	
7	(Gr 7) 2010	81.8	+15.1
	(Gr 6) 2009	76.9	
	(Gr 5) 2008	75.9	
	(Gr 4) 2007	66.7	
8	(Gr 8) 2010	73.6	+4.7
	(Gr 7) 2009	77.0	
	(Gr 6) 2008	73.7	
	(Gr 5) 2007	68.9	

***The Progress of Matched Cohorts Over Time
Overall Writing K-8 At A Glance**

GRADE		WRITING	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2008 to 2010
5	(Gr 5) 2010	88.6	+4.8
	(Gr 4) 2009	85.9	
	(Gr 3) 2008	83.8	
6	(Gr 6) 2010	84.3	-1.8
	(Gr 5) 2009	92.7	
	(Gr 4) 2008	86.1	
7	(Gr 7) 2010	81.4	-8.9
	(Gr 6) 2009	85.8	
	(Gr 5) 2008	90.3	
8	(Gr 8) 2010	77.1	-5.3
	(Gr 7) 2009	77.9	
	(Gr 6) 2008	82.4	

***The Progress of Matched Cohorts Over Time
Overall Writing K-8 At A Glance**

GRADE		WRITING	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2007 to 2010
6	(Gr 6) 2010	84.3	+4.6
	(Gr 5) 2009	92.7	
	(Gr 4) 2008	86.1	
	(Gr 3) 2007	79.7	
7	(Gr 7) 2010	81.4	+2.0
	(Gr 6) 2009	85.8	
	(Gr 5) 2008	90.3	
	(Gr 4) 2007	79.4	
8	(Gr 8) 2010	77.1	-10.7
	(Gr 7) 2009	77.9	
	(Gr 6) 2008	82.4	
	(Gr 5) 2007	87.8	

CMT 2008	MATHEMATICS CMT 2009					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	64	33	10	0	0	107
Basic	32	63	47	10	0	152
Proficient	8	81	227	90	11	417
Goal	0	2	103	350	113	568
Advanced	0	0	7	114	304	425
Total	104	179	394	564	428	1669

347 DECLINED 314 IMPROVED 2% DECLINE
89 DECLINED 67 IMPROVED 1.3% DECLINE AT PROFICIENT

CMT 2009	MATHEMATICS CMT 2010					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	47	39	17	2	0	105
Basic	20	65	64	17	1	167
Proficient	6	58	198	121	5	388
Goal	0	3	51	424	109	568
Advanced	0	0	1	107	356	464
Total	73	165	331	671	471	1711

255 DECLINED 375 IMPROVED 7.0 % IMPROVEMENT

67 DECLINED 101 IMPROVED 2.0% IMPROVEMENT AT PROFICIENT

Grade 5 and 8 had overall improvement as well as improvement at proficient

Of the 375 students who improved 125 were fifth graders and 70 were eighth graders

Of the 255 students who declined only 26 were fifth graders and 34 were eighth graders.

CMT 2008	READING CMT 2009					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	151	36	34	16	0	237
Basic	51	41	44	27	0	163
Proficient	26	36	59	116	3	240
Goal	14	24	64	506	100	708
Advanced	0	1	2	81	227	311
Total	242	138	203	746	330	1659

299 DECLINED 376 IMPROVED 4.6% IMPROVEMENT

100 DECLINED 121 IMPROVED 1.3% IMPROVEMENT AT PROFICIENT

CMT 2009	READING CMT 2010					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	140	44	32	17	0	233
Basic	39	33	36	28	0	136
Proficient	25	35	62	96	1	219
Goal	8	29	84	528	113	762
Advanced	0	0	2	78	268	348
Total	212	141	216	747	382	1698

300 DECLINED 367 IMPROVED 3.9% IMPROVEMENT
97 DECLINED 113 IMPROVED .9% IMPROVEMENT AT PROFICIENT
Grades 6 and 7 were the only grade levels with more growth than decline.

CMT 2008	WRITING CMT 2009					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	47	36	20	6	0	109
Basic	32	49	66	22	1	170
Proficient	9	56	160	150	16	391
Goal	2	18	121	431	150	722
Advanced	0	1	10	142	181	334
Total	90	160	377	751	348	1726

391 DECLINED 467 IMPROVED 4.4% IMPROVEMENT

86 DECLINED 115 IMPROVED 1.7% IMPROVEMENT AT PROFICIENT

CMT 2009	WRITING CMT 2010					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	53	18	11	1	0	83
Basic	32	48	47	22	0	149
Proficient	18	66	136	131	13	364
Goal	4	23	144	434	199	804
Advanced	0	1	17	136	228	382
Total	107	156	355	724	440	1782

441 DECLINED 450 IMPROVED .5% IMPROVEMENT

112 DECLINED 81 IMPROVED 1.7% DECLINE AT PROFICIENT

Grade 5 had most significant improvement and was the only grade level to show improvement at the proficient level.

Grade 4 and grade 6 had most significant decline.

**CONNECTICUT MASTERY TEST GROWTH TARGETS by GRADE by SUBJECT
PERCENT AT/ABOVE PROFICIENT for Grades 3-8 cohorts, 2009-11**

Reading 2008 Actual 2009 Actual 2010 Actual 2011 Gain/2008

Grade 3	71	75	70	86	15
Grade 4	70	75	73	86	16
Grade 5	76	77	73	86	10
Grade 6	74	77	82	86	12
Grade 7	71	77	82	85	14
Grade 8	65	70	74	91	26

16 Average

Math 2008 Actual 2009 Actual 2010 Actual 2011 Gain/2008

Grade 3	80	83	82	95	15
Grade 4	79	81	84	95	16
Grade 5	84	88	89	95	11
Grade 6	85	81	84	95	10
Grade 7	75	78	80	94	19
Grade 8	70	78	82	99	29

17 Average

Writing 2008 Actual 2009 Actual 2010 Actual 2011 Gain/2008

Grade 3	84	88	84	99	15
Grade 4	86	86	89	99	13
Grade 5	90	93	89	99	9
Grade 6	82	86	84	99	17
Grade 7	72	78	81	101	29
Grade 8	76	77	77	105	29

18.7 Average

MATHEMATICS CMT
PERCENT AT PROFICIENT

	Growth 2006-10	Growth 2009-10	2010	2009	2008	2007	2006
Whole District	+9	+6	83	77	78	76	74
Black	+16	+10	74	64	64	62	58
Hispanic	+11	+9	71	62	65	63	60
White	+7	+3	89	86	86	84	82
SPED	+18	+20	46	26	29	31	28
ELL	+18	+16	65	49	48	44	47
Econ. Dis.	+13	+10	73	63	64	62	60

READING CMT
PERCENT AT PROFICIENT

	Growth 2006-10	Growth 2009-10	2010	2009	2008	2007	2006
Whole District	+14	+5	76	71	70	65	62
Black	+20	+9	62	53	53	46	42
Hispanic	+17	+9	63	54	55	49	46
White	+11	+2	84	82	80	76	73
SPED	+24	+17	39	22	22	16	15
ELL	+19	+17	42	25	23	21	23
Econ. Dis.	+18	+9	62	53	52	47	44

Progress of Matched Cohorts of Students Over Time

(from their 2007 CMT achievement baseline to their 2010 CMT performance): Grades 3-8

Findings

- In 2010, with the exception of **Grade 8 in writing and math**, all matched cohorts showed moderate to substantial increases from their 2007 CMT baselines in student percentages at or above proficiency in all subject areas of the CMT.
- Strongest gains were made in reading.
- In writing and math, students are peaking at grade 5.
- **These matched cohort results like the analysis of grade-level results show significantly higher achievement gains in reading followed by math and then writing.**

Implications/Next Steps

- Recommendations for next steps presented elsewhere in this report are all strongly reinforced by the matched cohort results and should be vigorously pursued.
- In all areas of the 2010 CMT, subtest, strand and item analyses should be systematically undertaken **to determine specific areas of student strengths and weaknesses, with improvement strategies planned and implemented accordingly.**
- **School and classroom practices associated with positive trends in mathematics and literacy (reading and writing) achievement should be identified through the data team process, disseminated and implemented throughout the District.**