

WEST HARTFORD PUBLIC SCHOOL DISTRICT

AGENDA ITEM: Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Results

MEETING DATE: September 16, 2008

FROM: Karen List, Assistant Superintendent for Curriculum and Instruction
Chip Ward, Director of Finance and Planning

THROUGH: David P. Sklarz, Superintendent

BACKGROUND:

This report presents the Spring 2008 results of the CMT and CAPT tests.

Dr. List and Mr. Ward will be available to answer questions.

Mr. Moore, Principal of Conard High School, Ms. Haskins and Mr. Vicinus, Assistant Principals of Conard High School will report on Conard's efforts to reduce the achievement gap.

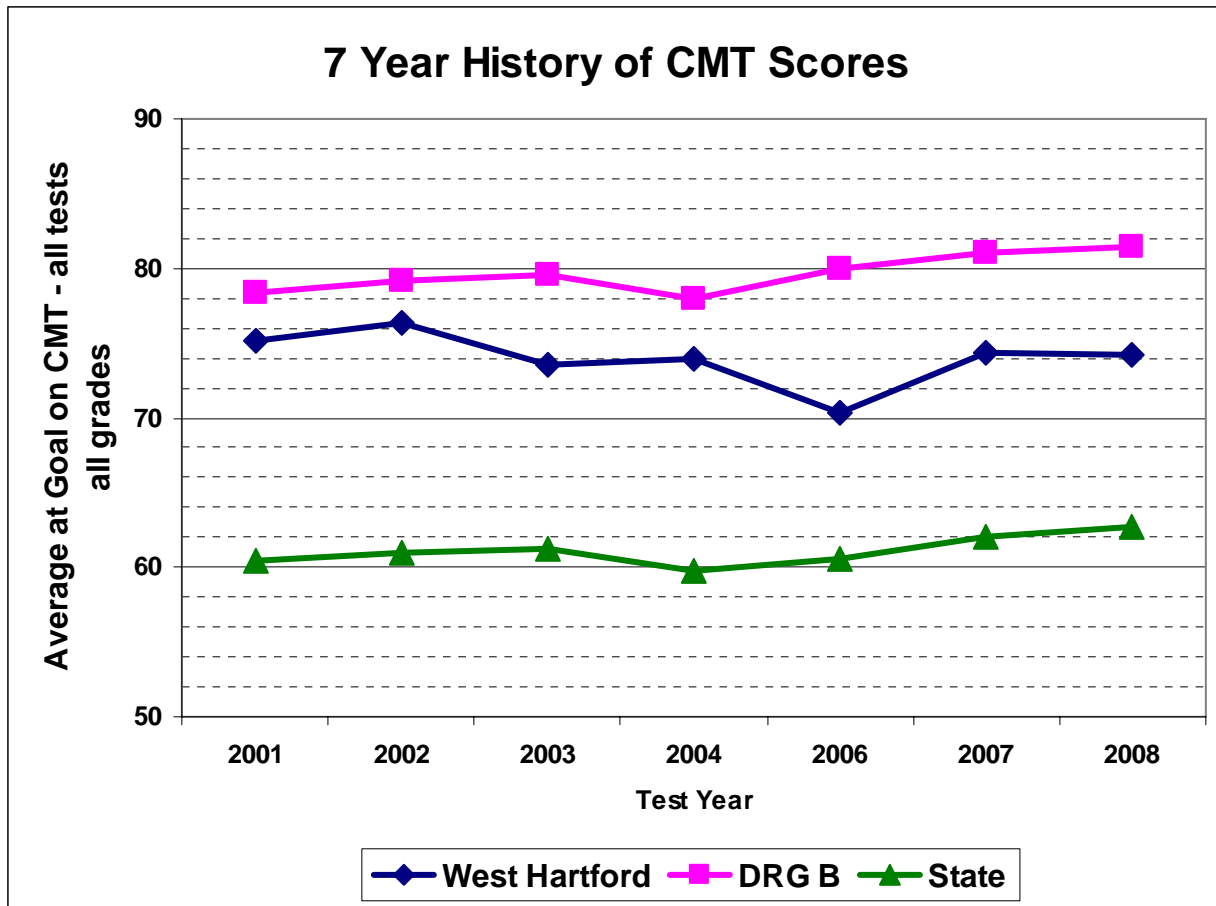
2008 CMT Scores

CMT scores remained at strong levels in 2008 and remain substantially higher than those we saw in 2006. The improvement process we developed last year in response to the drop in test scores was successful in raising our performance on the CMT's. Interested parties looking for more CMT data than that presented here can go www.ctreports.com and, on the public portion of the site, access an amazing array of student performance data at the school or district level including access to valuable demographic detail.

Overall CMT scores stayed essentially at 2007's level with an overall average of 74.2% of students at mastery. The scores ranged from a low of 65% at mastery in 3rd grade reading to a high of 83% at mastery in 7th grade reading. Both the statewide average scores and the District Reference Group (DRG) B average scores were about 0.5 percentage points higher than last year.

Overall Results:

Grade level	2002	2003	2004	2006	2007	2008
Grade 3 Reading				61%	68%	65%
Grade 3 Writing				68%	73%	76%
Grade 3 Math				67%	72%	72%
Grade 4 Reading	74%	68%	68%	72%	66%	71%
Grade 4 Writing	76%	76%	77%	69%	77%	71%
Grade 4 Math	81%	71%	75%	69%	73%	72%
Grade 5 Reading				76%	76%	72%
Grade 5 Writing				76%	78%	75%
Grade 5 Math				73%	79%	79%
Grade 6 Reading	78%	75%	73%	74%	80%	75%
Grade 6 Writing	72%	76%	75%	70%	72%	74%
Grade 6 Math	78%	76%	75%	71%	76%	79%
Grade 7 Reading				79%	79%	83%
Grade 7 Writing				68%	75%	73%
Grade 7 Math				68%	70%	76%
Grade 8 Reading	81%	76%	78%	76%	79%	76%
Grade 8 Writing	73%	73%	75%	63%	74%	75%
Grade 8 Math	74%	71%	69%	69%	76%	73%
Overall Average	76.4%	73.6%	73.9%	70.4%	74.4%	74.2%
DRG B Average	79.1%	79.5%	78.0%	79.9%	81.0%	81.4%
State Average	61.0%	61.2%	59.7%	60.6%	62.1%	62.7%



This is the third year of the administration of the 4th generation CMT tests. The Mathematics test assesses essential mathematical skills and problem solving abilities across 25 different content strands covering the four major content standards in the Connecticut Math Frameworks – Numerical and Proportional Reasoning, Geometry and Measurement, Probability and Statistics, and Algebraic Reasoning. The test structure varies across the grade levels but typically consists of 60 to 80 multiple choice questions, 15 to 35 open ended questions. At the upper grade levels, the test also includes 15 to 20 grid-in items.

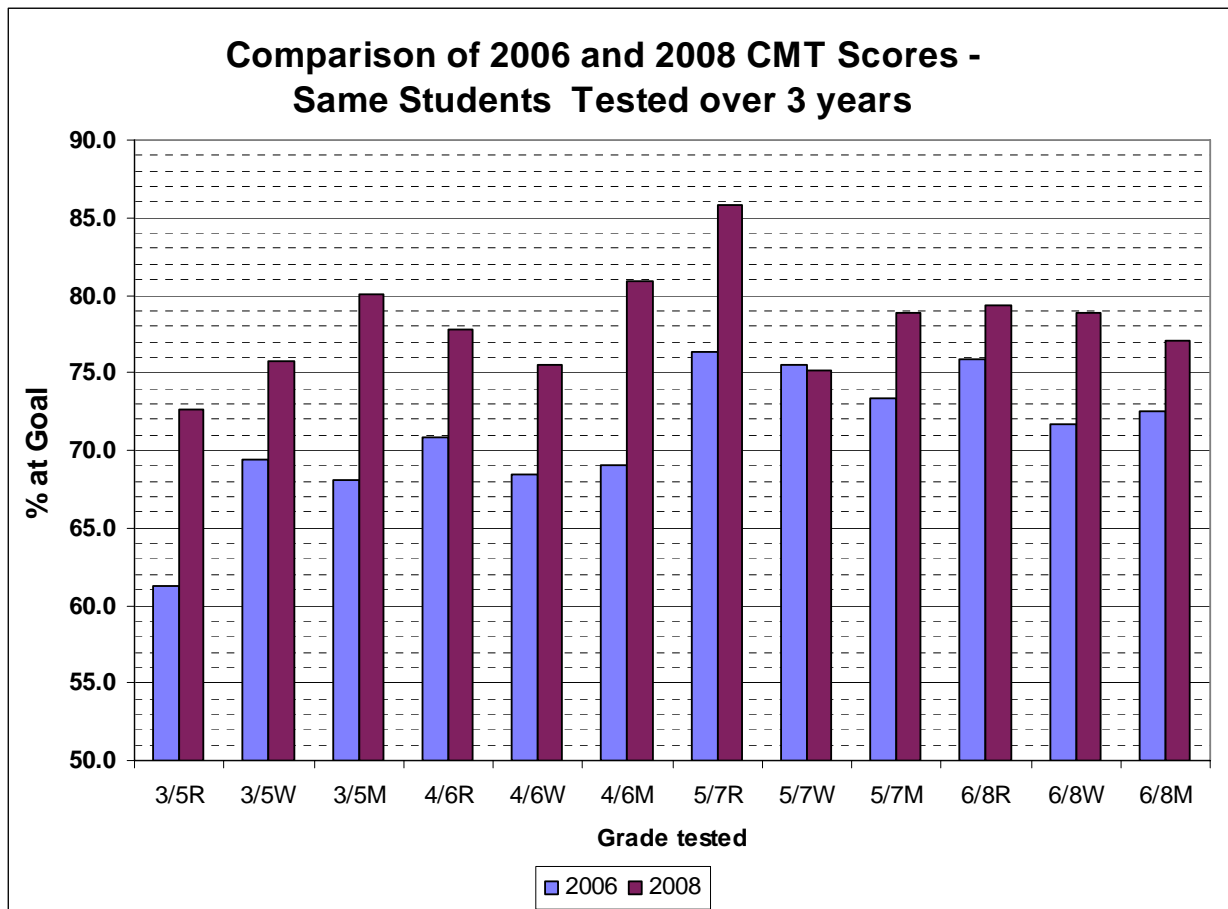
The Reading test has two parts. The DRP component measures a student’s ability to understand nonfiction passages on a graduated scale of reading difficulty. The Reading Comprehension component consists of narrative and informational passages about which students answer a mix of the multiple choice and open-ended questions. The questions are designed to measure the student’s reading ability in 4 content strands – Forming a General Understanding, Developing Interpretation, Making Reader/Text Connections and Examining the Content and Structure

The Writing test also has two parts. The Direct Assessment of Writing requires the students to respond to a prompt in a forty-five minute period. The writing is scored holistically on a 6 point scale on the basis of the student’s ability to communicate a message in a coherent fashion. The nature of the prompt varies by grade level – Narrative in Grade 3 and 4, Expository in Grade 5 and 6, and Persuasive in grades 7 and 8. The second component of the writing test is a multiple choice test designed to measure the student’s ability in editing and revising text for grammar and structure, word choice, punctuation, and capitalization.

The Science test is designed to measure students' understanding of fundamental science concepts in life, physical, and earth sciences, how those concepts apply to the real world, and how empirical evidence is derived and critiqued through the practices of scientific inquiry. The test includes multiple-choice questions and open-ended questions that require students to write a response. The Science CMT is given in grades 5 and grade 8. The grade 5 test covers science content taught in 3rd through 5th grade, while the grade 8 test covers science content taught in 6th through 8th grade.

Cohort Analysis

With annual testing of students, the ability to track the performance of a cohort of student's test scores results has been enhanced. The chart on the next page summarizes the performance of the cohort of West Hartford students on the 2006 and 2008 CMT's. Only students who had valid results on both sets of tests are included in the analysis so the scores are different than those reported above – generally higher as they exclude students new to the district. As the graph shows, students scored at a higher level on the 2008 tests than on the 2006 tests in 11 out of the 12 tests. CMT scores increased by an average of 7.1 points from 2006 to 2008 (higher than the overall district growth of 4 points over the same years).

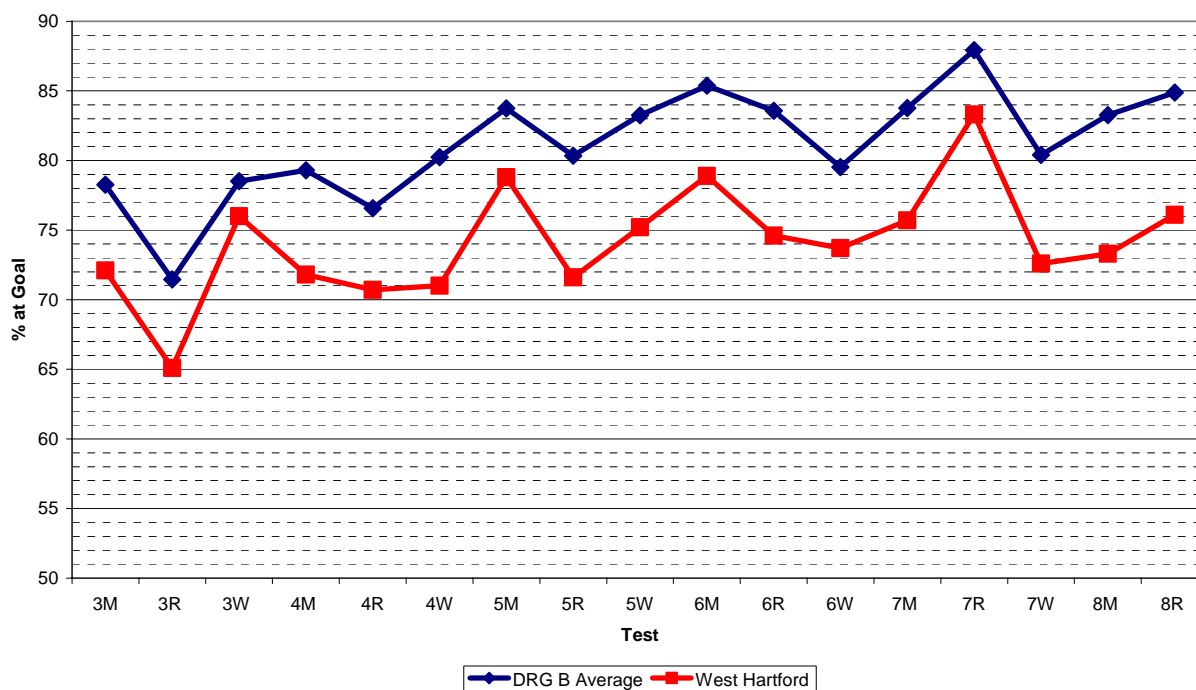


Comparison of results with District Reference Group (DRG) B

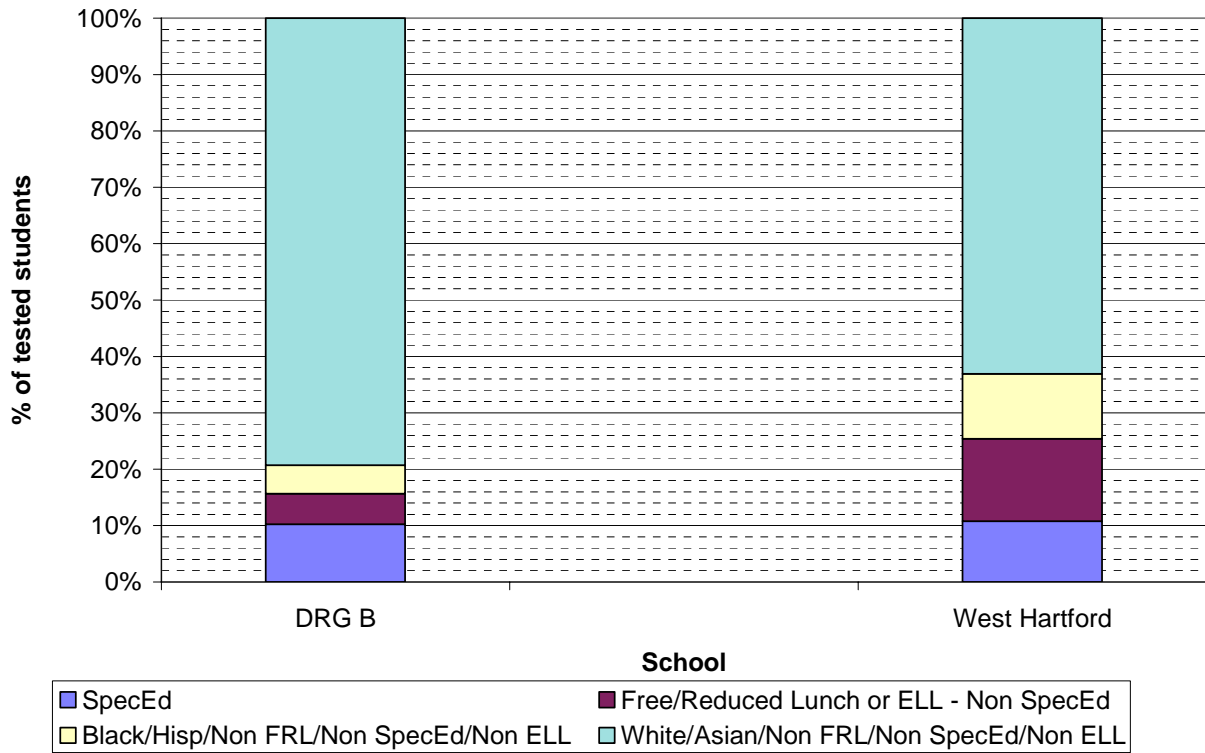
The state has placed West Hartford in DRG B and while the state discourages the use of DRG's for test score comparisons, such comparisons occur frequently in the media. Also many of the towns in DRG B (Avon, Farmington, Glastonbury, and Simsbury) are those towns that many parents of school age children use to compare educational performance as part of the decision making process involved in purchasing a home. Thus we do not shy from comparing our performance to that of DRG B. The chart below compares the performance of West Hartford and DRG B across all of the 18 tests from grade 3 Math through grade 8 Writing. The blue line represents the DRG B average which shows steady increases in test scores from grade 3 where about 75% of students are at mastery to grade 8 where 80 to 85% of students achieve mastery. The red line shows the West Hartford performance across the 18 tests. Scores start around 70% mastery in grade 3 increasing to about 75% mastery in grade 8. Overall our CMT scores average 74.2% while DRG B averages 81.4% - a gap of 7.2% - very similar to the gap of 6.8% last year

While West Hartford remains in DRG B, we have a very different demographic profile from the other DRG B towns as the chart on the next page demonstrates. We know that there are groups of students where there is a significant achievement gap in their academic performance in our town, across the state, and across the nation. The chart plots 4 distinct groups of mutually exclusive students - special education, students on free or reduced lunch and English language learning (ELL) students who are not special ed, Black and Hispanic students who are not F/R Lunch, special ed or ELL, and, White and Asian students who are not F/R Lunch, special ed or ELL.

**Comparison of West Hartford and DRG B Averages
All students - 2008 CMT Scores**



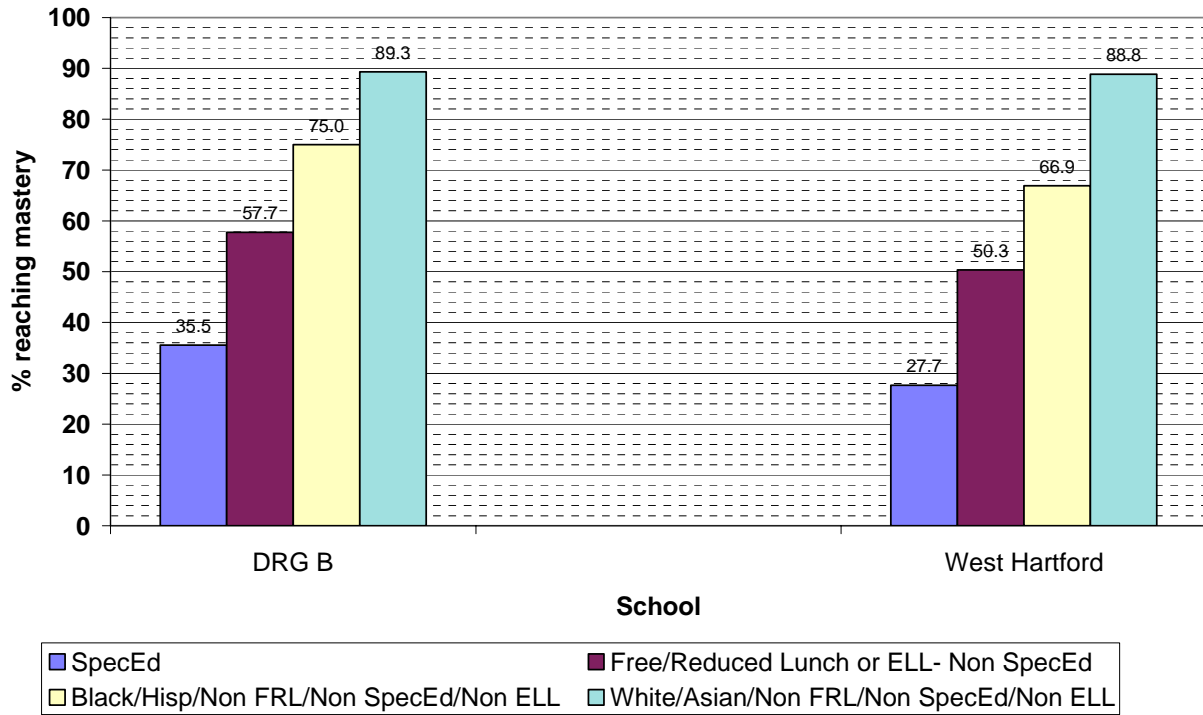
Distribution of Student Groups - DRG B vs West Hartford



The first three categories include different groups of students who perform less well as a whole on local, state, and national tests. These are the achievement gap students. As the second chart shows, DRG B has about 20% of its students that fall into one of these categories, while West Hartford has about 37% of its students that fall into one of these categories.

So a direct comparison of the overall scores for the DRG B students and West Hartford students is not a true apples to apples comparison. The chart below compares the performance of the four mutually exclusive groups of students in DRG B and West Hartford on the 2008 CMT's.

Mastery Levels in Different Student Groups DRG B vs West Hartford



The CMT scores are lowest for students who are special education students. In DRG B, an average of 35% of these students reached mastery compared to 28% at mastery in West Hartford. Among students on free or reduced lunch or who were English Language Learners (ELL) and who were not special ed, DRG B had 58% of these students to mastery and West Hartford had 50% of these students at mastery. Among Black or Hispanic students who were not on free or reduced lunch, not special ed and not ELL, DRG B got 75% of these students to mastery, while West Hartford got 66% to mastery. And finally among White or Asian students not on free or reduced lunch, not special ed and not ELL, both DRG B and West Hartford were equally successful with 89% of the students at mastery.

While there is little we can do as a district to change our demographic makeup, we can work to improve the performance of all the students that we have – these are groups of underachieving students that are the focus of our District Improvement Plan. For the highest performing group of students – White/Asian students, we already have matched the performance in DRG B. But among the other groups, our performance is between 5 and 10 percentage points behind that in the DRG B average. Last year our gaps compared to DRG B were slightly higher (8 to 11 points) so while we have not closed the gap entirely, we have made some good gains. If we could simply match the DRG B performance levels among all groups of students, our overall average CMT scores would increase from 74.2 to 77.3% --- very close to the Board goal level of 78%.

CMT Performance and Board Goals

The District Goals for 2007-11 have five quantitative standards for academic achievement that we can report on based on the 2008 CMT results.

- ❑ Among students who have attended West Hartford Public Schools for three consecutive years, 90% will perform at the “proficient” level; and 78% (68% at grade 10) will perform at the “mastery/goal” level, and 34% will perform at the “advanced” level on the state mandated reading, mathematics, and writing assessments given in grades 3-8 and 10.
- ❑ Students receiving special education services will master 80% of their Individualized Education Program (I.E.P) objectives-and the percentage of special education students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 45% to 60%.
- ❑ The percentage of minority students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 73% to 85% and the percentage at mastery will increase from 53% to 65% (35% to 45% at grade 10)
- ❑ The percentage of economically disadvantaged students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 61% to 75% and the percentage at mastery will increase from 36% to 50% (29% to 40% at grade 10)
- ❑ To reduce the achievement gap, 80% of grade 4 – 8 students who perform below the mastery level established by the state will make 1.5 years of academic growth for each subsequent year they are educated in the West Hartford Public Schools until they reach mastery level.

The tables below show the percentage of students who reached proficient, mastery, or advanced on the 2006-08 CMT. These percentages are based on all students, whether or not they had a valid score of the actual test administration. The 2008 results only include students who have been in WHPS since 10/1/05. We saw a similar performance in 2008 as in 2007– meeting the Board goals in proficient in Math and Reading, and in Advanced in Math.

Board Goal – 90% at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	88%	90%	91%
Reading	84%	85%	85%
Writing	87%	90%	90%

Board Goal – 78% at mastery

Test Area	% at or above mastery - 2006	% at or above mastery - 2007	% at or above mastery - 2008
Math	71%	75%	77%
Reading	75%	75%	75%
Writing	70%	75%	75%

Board Goal – 34% at advanced

Test Area	% at or above advanced - 2006	% at or above advanced - 2007	% at or above advanced - 2008
Math	31%	38%	39%
Reading	28%	28%	30%
Writing	29%	32%	32%

The chart below shows the percentage of special education students scoring at the proficient level on the CMT – the goal is 60% at proficient. Math scores are close to the Board goal with 51% at proficient and reading scores were the lowest with 38% at proficient

Board Goal – 60% of special education students at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	47%	50%	51%
Reading	38%	37%	38%
Writing	45%	47%	45%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CMT – the goals are 85% at proficient and 65% at mastery. Writing scores are closest to the Board goal with 78% at proficient and 53% at mastery - reading scores were the lowest with 65% at proficient and 50% at mastery.

Board Goal – 85% of minority students at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	71%	76%	76%
Reading	61%	64%	65%
Writing	72%	77%	78%

Board Goal – 65% of minority students at mastery

Test Area	% at or above mastery - 2006	% at or above mastery - 2007	% at or above mastery - 2008
Math	43%	50%	52%
Reading	47%	48%	50%
Writing	44%	53%	53%

The charts below show the percentage of economically disadvantaged students (eligible for free or reduced price lunch) scoring at the proficient and mastery levels on the CMT – the goals are 75% at proficient and 50% at mastery. We met the Board goal for this subgroup in math and writing proficiency in 2008 and were just a point away for the meeting the goal in math mastery. Again reading scores were the lowest but we have seen continuing gains here.

Board Goal – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	66%	72%	75%
Reading	50%	58%	59%
Writing	68%	74%	75%

Board Goal – 50% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2006	% at or above mastery - 2007	% at or above mastery - 2008
Math	39%	45%	49%
Reading	36%	39%	42%
Writing	40%	46%	47%

The most challenging of the Board Goals for 2007-11 is the one looking for 80% of students to make 1.5 years of improvement until they reach mastery. With this administration of the CMT, the state has introduced Vertical Scale Scores which allow for comparisons across multiple years of testing history. Using these Vertical Scale Scores, I can calculate the number of years of growth each student has made. While the results for any one student is highly variable based on two test scores, we have looked at all 900 students who had below mastery performance in 2007 and who took the 2008 CMT test (about 25% of the testing population). The tables below show what percentage of these students made 1 year or 1.5 years of growth or made mastery in 2008. Reading growth in 6th to 7th grade was the closest to the Board goal with 71% of students making 1.5 years of improvement.

Progress of students starting below mastery on 2007 test - Math

2007/08 Grade	Count of students below mastery on 2007 test	% making 1 years growth	% making 1.5 years growth
3 rd / 4 th	212	63%	40%
4 th / 5 th	187	72%	53%
5 th / 6 th	148	80%	57%
6 th / 7 th	175	67%	49%
7 th / 8 th	191	70%	57%

Progress of students starting below mastery on 2007 test - Reading

2007/08 Grade	Count of students below mastery on 2007 test	% making 1 years growth	% making 1.5 years growth
3 rd / 4 th	240	69%	51%
4 th / 5 th	240	70%	53%
5 th / 6 th	167	73%	64%
6 th / 7 th	147	83%	71%
7 th / 8 th	131	65%	53%

CMT Science Scores

Here are the results of the 2008 CMT Science tests given in grade 5 and grade 8

District	Grade 5	Grade 8
West Hartford	62.7	71.3
DRG B	75.5	82.0
State	55.2	58.9

The gap in our science scores compared to DRG B were higher (12.8 points at grade 5 and 10.7 points at grade 8) than was the gap in the core CMT tests of reading, writing, and Math (about 7.2 points) indicating we have some significant room for improvement in the test scores in science.

2008 CAPT Scores

The spring 2008 CAPT scores continued to increase over 2007 levels. West Hartford saw an average increase of 1.7% from an overall average of 62.8% in 2007 to an overall average of 64.4% in 2008. Scores went up in all 4 subject areas – up 3 points in Math, up 1 point in Science, up 2 points in Reading and up 2 points in Writing. Table 1 and the charts in Figure 1 detail the CAPT results for the district and each high school for the last 7 years. From 2002 to 2006 the results represent the performance on the 2nd generation CAPT tests. In 2007, the 3rd generation CAPT testing began.

At Conard, overall scores increased by 4 points to an average of 62.3% at mastery. Scores increased in all 4 subject areas. Reading and Math both increased 5 points to 63.0% mastery in reading and 56.3% mastery in Math. Writing scores were up 4 points to 70.1% at mastery. Science scores were up 1 point to 59.6% at mastery.

At Hall, overall scores increased by 0.5 points to an average of 67.5% at mastery. Scores went up in Math (up 1.5 to 63.3%) and Science (up 1 to 70.3%) and were flat in Reading (65.9% at mastery) and Writing (70.6% at mastery)

With the 3rd generation CAPT tests, the state assesses 10th grade students in the following four areas:

- Math
- Science
- Reading Across the Disciplines
- Writing Across the Disciplines

The math portion of the CAPT assesses how well students compute and estimate, solve problems, and communicate their understanding. There are no multiple choice problems. Instead, there are 24 grid-in and 8 open-ended problems. The content on the tests is aligned with the Connecticut state frameworks for mathematics and are split into four main content areas: Algebraic Reasoning, Numerical and Proportional Reasoning, Measurement & Geometry, and Statistics and Probability. The district receives an overall score as well as raw scores in each of the four areas.

The science portion of the CAPT assesses important scientific knowledge and skills from the areas of life science, physical science, and earth science. The new 3rd generation Science CAPT had the greatest number of changes. The test consists of 60 multiple choice and 5 open-ended items that are reported in 5 content strands – Energy Transformation, Chemical Structures and Properties, Global Interdependence, Cell Chemistry & Biotechnology, and Genetics, Evolution and Biodiversity. The Science CAPT continues to assess the student's knowledge about Scientific Inquiry, Literacy and Numeracy but those skills are imbedded in the 5 content strands instead of being assessed independently.

Reading across the Disciplines remains fundamentally the same in the 3rd generation CAPT. This test consists of two parts that assess a student's reading skills: Response to Literature and Reading for Information. In the Response to Literature test, students are asked to read a short story and then respond in writing to four open-ended questions. The student's response to all four questions is assessed collectively. The student's score is based on:

- How well they understand the characters in the story

- What they think the story means
- How well they connect the story to other texts and/or experiences
- How well they challenge the author's meaning or quality of the text

The Reading for Information test requires students to read three nonfiction articles taken from magazines, newspapers, and journals. The test measures how well a student interprets or explains each article and evaluates the way the author wrote the article.

Each test counts 50% toward the overall mastery level. While the Response to Literature piece is a traditional "English" type test, the Reading for Information test measures the skills that students use in their other high school courses. Success on this test rests on the entire high school faculty, hence the title Reading Across the Disciplines.

Writing across the Disciplines also remained fundamentally the same in the 3rd generation CAPT. This test consists of two parts that assess students' writing skills: Interdisciplinary Writing and Editing and Revising.

The Interdisciplinary Writing section consists of two similar sessions. In each session, the students read three short articles about an important issue, such as restricting the licensing of teenage drivers, take a position on the issue and write a first draft of a persuasive letter. The student's draft persuasive letter is evaluated considering how well they:

- take a clear position on the issue
- support their position with accurate and relevant information from the sources
- organize their ideas logically and effectively
- express ideas in their own words with clarity and fluency

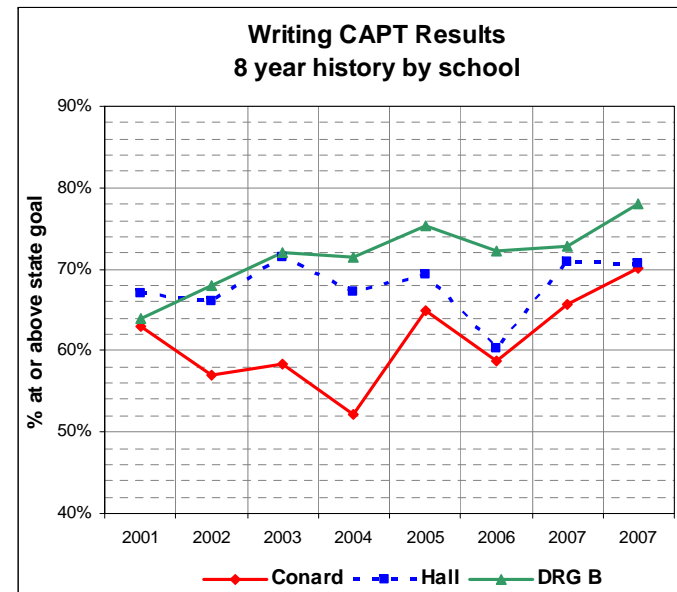
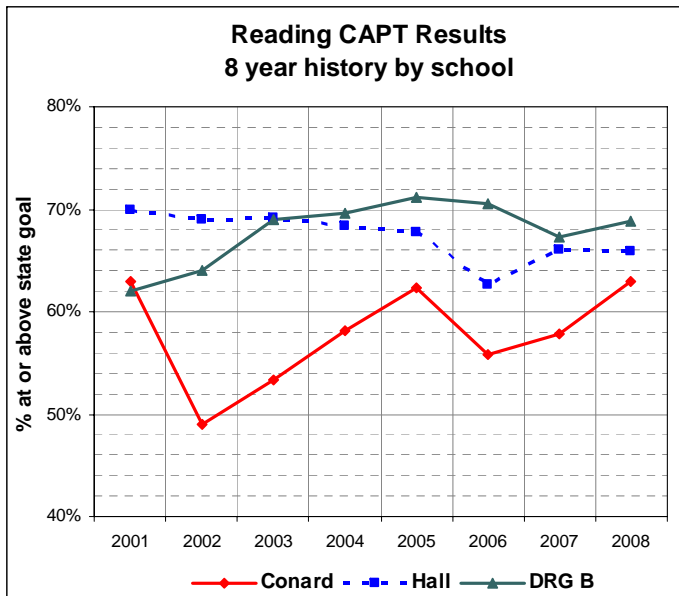
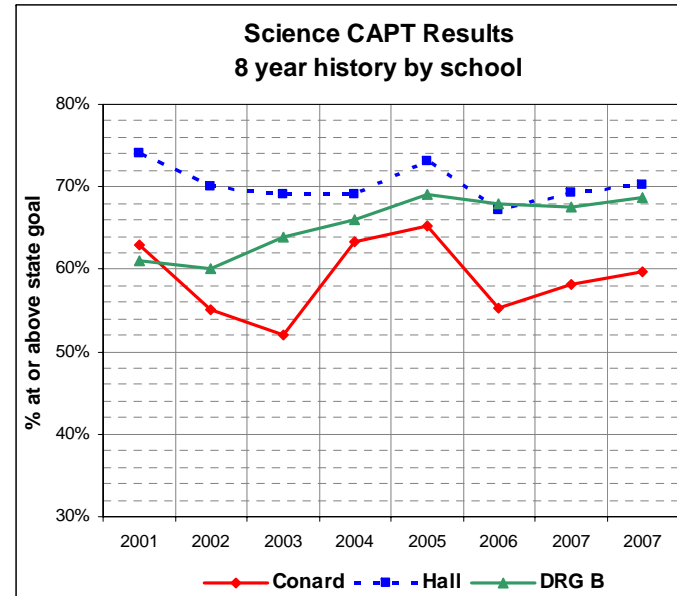
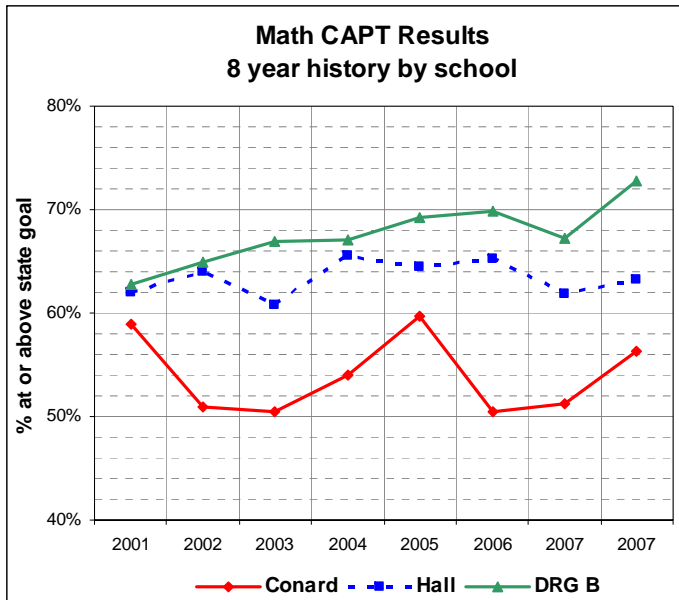
The Editing and Revising test focuses on editing, composing and revising skills. It consists of four passages of sample student writing and 24 multiple-choice questions to assess the student's ability to correct common errors in organization, word choice, syntax, capitalization, punctuation, usage and spelling.

The overall writing score is based 70% on the two Interdisciplinary Writing tests and 30% on the Editing and Revising tests. As was the case in Reading across the Disciplines, success on the Writing across the Disciplines is a whole school effort as the material for the Interdisciplinary Writing portion of the test is drawn primarily from the social studies and scientific areas.

Table 1: CAPT Historical Data

	2nd Generation					3 rd Gen	
West Hartford	2002	2003	2004	2005	2006	2007	2008
Math	58%	55.7%	60.4%	62.2%	57.9%	56.8%	59.3%
Science	63%	60.9%	66.5%	69.3%	61.2%	63.9%	64.6%
Reading	60%	61.4%	63.8%	65.1%	59.1%	62.0%	64.0%
Writing	62%	65.0%	60.4%	67.2%	59.3%	68.3%	69.8%
Average of 4 tests	61%	60.8%	62.8%	65.9%	59.3%	62.8%	64.4%
Conard	2002	2003	2004	2005	2006	2007	2008
Math	51%	50.5%	54.6%	59.7%	50.4%	51.3%	56.3%
Science	55%	52.1%	63.6%	65.3%	55.2%	58.2%	59.6%
Reading	49%	53.3%	58.5%	62.3%	55.8%	57.9%	63.0%
Writing	57%	58.4%	52.4%	64.9%	58.6%	65.6%	70.1%
Average of 4 tests	53%	53.6%	57.3%	63.0%	55.0%	58.3%	62.3%
Hall	2002	2003	2004	2005	2006	2007	2008
Math	64%	60.7%	65.5%	64.5%	65.3%	61.8%	63.3%
Science	70%	69.0%	69.1%	73.1%	67.1%	69.3%	70.3%
Reading	69%	69.1%	68.3%	67.7%	62.6%	66.0%	65.9%
Writing	66%	71.5%	67.3%	69.3%	60.2%	70.8%	70.6%
Average of 4 tests	67%	67.6%	67.6%	68.6%	63.8%	67.0%	67.5%
DRG B	2002	2003	2004	2005	2006	2007	2008
Math	65%	67.0%	67.1%	69.3%	69.9%	67.2%	72.0%
Science	60%	64.0%	66.1%	69.1%	68.0%	67.5%	68.7%
Reading	64%	69.0%	69.6%	71.2%	70.5%	67.3%	68.8%
Writing	68%	72.1%	71.4%	75.3%	72.3%	72.9%	78.1%
Average of 4 tests	64%	68.0%	68.6%	71.2%	70.2%	68.7%	72.1%

Figure 1

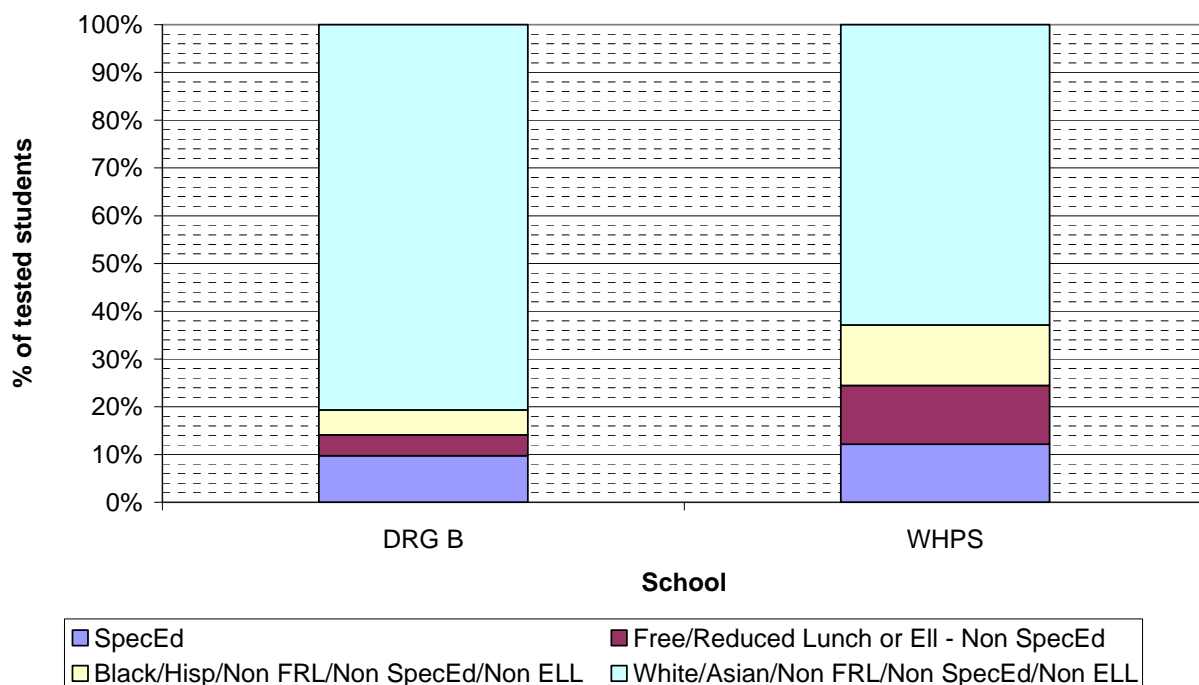


Comparisons with the DRG B Results:

Comparing CAPT scores between DRG B and West Hartford requires a similar approach as was taken in the CMT score comparison as the demographics of West Hartford and DRG B are very different. The chart below compares the demographics of the two split into four mutually exclusive groups:

- Special Ed students
- Free/Reduced lunch or ELL but not special ed students
- Black or Hispanic but not FRL, special ed or ELL students
- Asian or White but not FRL, special ed or ELL students

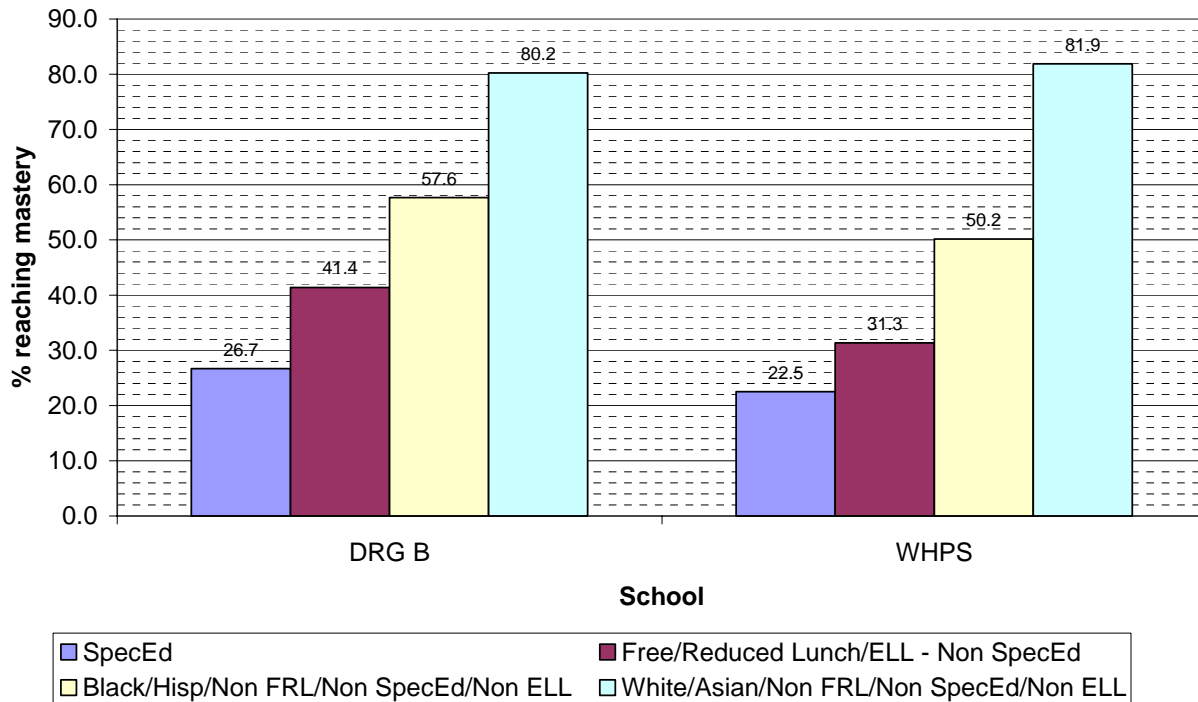
**Distribution of Student Groups on CAPT
DRG B vs West Hartford**



The first three categories include different groups of students who perform less well as a whole on local, state, and national tests. These are the achievement gap students. Among the grade 10 CAPT students, DRG B has about 20% of its students that fall into one of these categories, while West Hartford has about 37% of its students that fall into one of these categories.

So a direct comparison of the overall scores for the DRG B students and West Hartford students is not a true apples to apples comparison. The chart below compares the performance of the 4 mutually exclusive groups of students in DRG B and West Hartford on the 2008 CAPT.

Mastery Levels in Different Student Groups on CAPT DRG B vs West Hartford



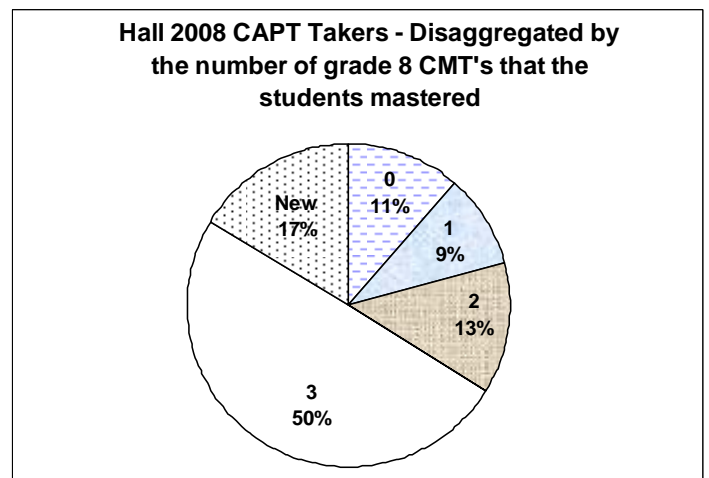
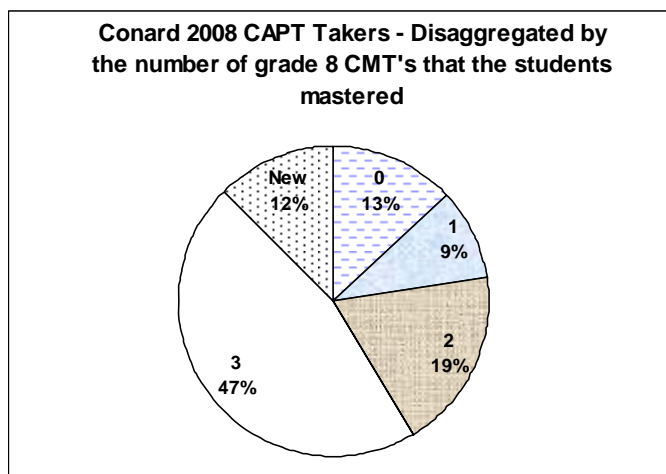
The CAPT scores disaggregated in this fashion show a similar pattern to that shown in the CMT scores. The CAPT scores are lowest for students who are in special education. In DRG B, an average of 27% of these students reached mastery compared to 22% at mastery in West Hartford. Among students on free or reduced lunch or were ELL students – who were not special ed, DRG B had 41% of these students to mastery and West Hartford had 31% of these students at mastery. Among Black or Hispanic students who were not on free or reduced lunch, not special ed and not ELL, DRG B got 58% of these students to mastery, while West Hartford got 50% to mastery. And finally among White or Asian students not on free or reduced lunch, not special ed and not ELL, West Hartford outperformed DRG B getting 83% of these students to mastery compared to 80% for DRG B.

While there is little we can do as a district to change our demographic makeup, we can work to improve the performance of all the students that we have. For the highest performing group of students – White/Asian students, we already have exceeded the performance of DRG B. But among the other groups, our performance is between 8 and 10 percentage points behind that in the DRG B average. This is a significant improvement from last year when we were 10 to 18 points behind the DRG B average. If we could simply match the DRG B performance levels among those three groups of students, while maintaining our advantage in the final group, our overall average CAPT scores would increase from 64.4% to 67.1% --- very close to the Board goal level of 68%.

Disaggregation of CAPT Scores (Cohort Analysis)

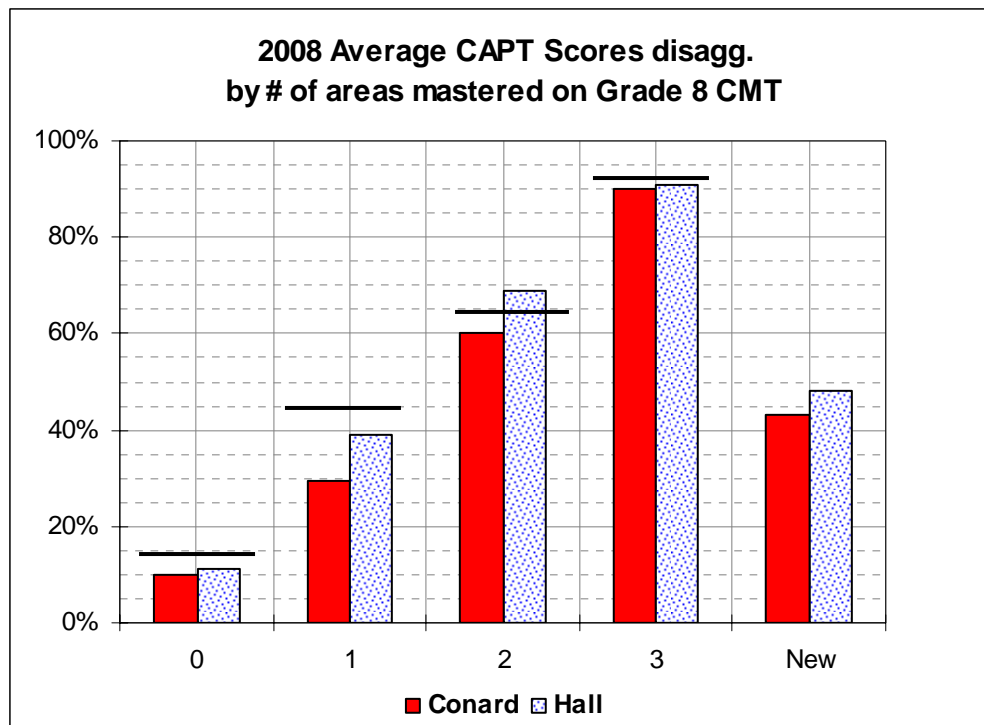
While the CAPT test is given in grade 10 and reported as a high school test result, the CAPT test truly measures the performance of the students based on their Kindergarten through 10th grade education - not just the preparation of the student in the spring the 10th grade year. The curriculum and the skills covered on the CAPT are just too broad to be covered in a single year. For example, the Science CAPT covers such a broad range of subject material, life science, earth science and physical science, that it takes three years in the 8th through 10th grade to cover all the material.

When looking at the CAPT results for Conard and Hall, it is important to look at the CAPT results disaggregated by some measure of the preparation level of the student upon entering high school. To do so we separate students based on the number of areas of the grade 8 Connecticut Mastery Test (CMT) that they have mastered. The grade 8 CMT assesses students in three areas – reading, writing and mathematics – and students can master from 0 to 3 areas on the CMT. Students who took the CAPT in the spring of 2008 took the grade 8 CMT in the spring of 2006. Since many are new students have moved in during that 2-year period, we do not have grade 8 CMT data for that fraction of students. The two pie charts below show such a disaggregation of the 2008 CAPT test takers at Hall and Conard.



This year, the preparation level of CAPT test takers at Hall was a little stronger than at Conard. Hall had 50% of its students master all 3 areas on the grade 8 CMT, while Conard only had 47%. Conard also had a larger portion of students who mastered 0 areas on the CMT – 13% compared to only 11% at Hall.

Given the slightly better preparation of Hall students than Conard students, we would have expected slightly higher CAPT scores at Hall compared to Conard. We can better compare the Hall and Conard scores if we disaggregate the performance on the CAPT of students by how well they performed on the grade 8 CMT as shown on the graph below. The chart shows how the five different groups of students performed on the CAPT at Hall and Conard. The heights of the bars represent what percent of each group reached mastery on the CAPT. Generally 85 - 90% of students who mastered all 3 areas on the grade 8 CMT reached mastery on the CAPT, while only about 10% of students who mastered 0 areas on the grade 8 CMT reached mastery on the CAPT.



With respect to performance at the mastery level on the CAPT, Hall students did better than Conard across all levels of preparation. The gap was especially large among students who mastered 2 areas on the CMT – Hall had 69% of these students reach mastery on the CAPT, while Conard only had 60%. Unlike in past years the performance of the “new” students at Conard and Hall were very similar – in prior years new students at Hall had performed significantly better than new students at Conard.

CAPT Score Targets

The short horizontal bars in the previous chart represent target levels of performance on the CAPT based on the incoming achievement of students. For students who mastered 3 areas on the grade 8 CMT, we would expect that on average 92% of them would reach mastery on the CAPT. For students who master 2 out of 3 areas we would expect that on average 65% of them would reach mastery on the CAPT. Given these target percentages and the composition of students at Conard and Hall, we would expect that 66% of Conard students on average would reach mastery on the CAPT and 68% of Hall students would reach mastery – for an overall district average of 67% - close to the new Board goal.

CAPT Performance and Board Goals

The District Goals for 2007-11 have four quantitative standards for academic achievement that we can report on based on the 2008 CAPT results.

- Among students who have attended West Hartford Public Schools for three consecutive years, 90% will perform at the “proficient” level; and 78% (68% at grade 10) will perform at the “mastery/goal” level, and 34% will perform at the “advanced” level on the state mandated reading, mathematics, and writing assessments given in grades 3-8 and 10.
- Students receiving special education services will master 80% of their Individualized Education Program (I.E.P) objectives-and the percentage of special education students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 45% to 60%.
- The percentage of minority students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 73% to 85% and the percentage at mastery will increase from 53% to 65% (35% to 45% at grade 10)
- The percentage of economically disadvantaged students reaching proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 will increase from 61% to 75% and the percentage at mastery will increase from 36% to 50% (29% to 40% at grade 10)

The tables below show the percentage of students who reached proficient, mastery, and advanced on the 2006-08 CAPT. These results only include students who have been in WHPS for grade 8, 9, and 10. We reached the Board performance targets for proficiency in all subject areas. We reached the Board performance target for mastery in writing and we reached the Board performance targets for advanced in reading.

Board Goal – 90% at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	86%	88%	90%
Reading	88%	90%	91%
Writing	86%	92%	94%

Board Goal – 68% at mastery

Test Area	% at or above mastery 2006	% at or above mastery 2007	% at or above mastery 2008
Math	63%	60%	62%
Reading	63%	66%	66%
Writing	62%	71%	72%

Board Goal – 36% at advanced

Test Area	% at or above advanced - 2006	% at or above advanced - 2007	% at or above advanced – 2008
Math	29%	31%	27%
Reading	32%	39%	39%
Writing	29%	34%	33%

The chart below shows the percentage of special education students scoring at the proficient level on the CAPT – the goal is 60% at proficient. We saw excellent gains in the performance of special education students with scores up 10 points or more in all three subjects. We met the Board goal in writing and are very close in math and reading.

Board Goal – 60% of special education students at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	44%	45%	55%
Reading	42%	45%	56%
Writing	37%	55%	66%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CAPT – the goals are 85% at proficient and 45% at mastery. Again we saw good growth from 2007 to 2008 with gains of 5 to 10 points in all subjects at all levels. We met the Writing goal at both proficient and mastery levels

Board Goal – 85% of minority students at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	62%	65%	72%
Reading	69%	72%	77%
Writing	66%	75%	85%

Board Goal – 45% of minority students at mastery

Test Area	% at or above mastery - 2006	% at or above mastery - 2007	% at or above mastery - 2008
Math	22%	21%	31%
Reading	27%	30%	38%
Writing	32%	39%	45%

The charts below show the percentage of economically disadvantage students (eligible for free or reduced price lunch) scoring at the proficient and mastery levels on the CAPT – the goals are 75% at

proficient and 40% at mastery. While we saw good gains in the percent of students meeting the proficiency standard and we met the Board Goal with 82% at proficiency in Writing, the percentage of students scoring at the mastery level dropped from 2007 to 2008.

Board Goal – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2006	% at or above proficient - 2007	% at or above proficient - 2008
Math	66%	64%	68%
Reading	68%	72%	73%
Writing	65%	78%	82%

Board Goal – 40% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2006	% at or above mastery - 2007	% at or above mastery - 2008
Math	33%	28%	21%
Reading	30%	30%	21%
Writing	34%	43%	31%

Plans for Improvement of CMT and CAPT Scores

We are continuing the Test Score Improvement Process that we used successfully the last two years. That process included three steps: analysis and reporting of the data, development of improvement plans at the building and classroom level, and implementation of those plans to improve student performance on the 2009 CMT and CAPT tests.

We have completed the district wide analysis and reporting of the data on all the schools. Goal levels of performance were developed for each school and compared to the actual performance on the 2008 CMT and CAPT scores. The goal levels were based on the overall goal of having 78% of students reach mastery on the CMT (68% on the CAPT.) The goal level was adjusted for each subject and grade level based on the DRG B patterns of performance (e.g. grade 3 overall goal levels were below 78% while grade 8 overall goal levels were above 78%). The goal levels for each school were adjusted based on each schools percentage of students on free and reduced lunch.

All schools are required to have a school improvement plan by December 2008. Many schools developed plans last year that will be reviewed and refined this year. The Conard School Improvement Plan will be used to show how results are reviewed relative to objectives set for student performance.

Dr. List, Dr. Alubicki, and Ms. Nestler-Rusack will be visiting schools to review the school analysis of the data with attention paid to sub-group performance. All schools have target goals to ensure all students reach proficiency by 2014 as required by the NCLB legislation.

The priority standards identify the following curriculum and instruction information for our teachers:

- Content standard and grade level expectations
- Alignment with CMT/CAPT objectives
- Big ideas and essential questions
- Topics of Context
- Skills and Concepts
- Effective Teaching Strategies
- Essential Vocabulary
- Suggestions for Differentiation

The work done this summer on priority standards is being distributed to the classroom teachers for their input. We believe these standards will provide further clarity to teachers as to what is essential and must be taught to all students. The alignment and coherence across the grade levels, departments, and schools will ensure that teachers are focused on the most important parts of the curriculum in order to improve student achievement.

We are ensuring that all teachers understand the 10 Effective Teaching Strategies (see below) and how to leverage them for high impact learning.

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition

- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers
- Non-fiction Writing

Critical to this work is the development of and consistent use of common formative assessments (CFAs). While teachers use formative assessments to determine what students know and are able to do, we now need to systematize this work and link the CFAs to the priority standards.

Finally, the research is clear great teachers equal great teaching and strong student performance. We need to hire the best teachers, ensure that professional development makes a difference where it matters most: in the classroom, and intervene early and often with struggling learners.