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## **2011 Connecticut Mastery Test Results Redding School District**

Presentation to the Redding Board of Education  
October 4, 2011

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### **Presentation Components**

Performance across all grade levels for 2011

Longitudinal performance for 2007-2011

What should we care about?



## Connecticut Mastery Test Performance Levels

- Advanced
- Goal
- Proficient
- Basic
- Below Basic



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## Spring 2011 CMT Results % At or Above Goal Performance Levels

Grade	Math	Reading	Writing	Science
<b>3</b>	<b>89.1</b> (n = 119)	<b>78.2</b> (n = 119)	<b>84.3</b> (n = 121)	<b>not assessed</b>
<b>4</b>	<b>90.1</b> (n = 141)	<b>80.7</b> (n = 140)	<b>82.1</b> (n = 145)	<b>not assessed</b>
<b>5</b>	<b>93.4</b> (n = 121)	<b>87.9</b> (n = 116)	<b>90.2</b> (n = 123)	<b>82.9</b> (n = 123)
<b>6</b>	<b>94.9</b> (n = 158)	<b>95.6</b> (n = 160)	<b>83.6</b> (n = 159)	<b>not assessed</b>
<b>7</b>	<b>95.9</b> (n = 148)	<b>97.9</b> (n = 146)	<b>88.1</b> (n = 151)	<b>not assessed</b>
<b>8</b>	<b>93.8</b> (n = 146)	<b>98.6</b> (n = 141)	<b>89.9</b> (n = 148)	<b>87.2</b> (n = 148)

n = number of students tested



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### CMT Grade Level Results - % At or Above Goal

Grade	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
<b>Math</b>						
2011	89.1	90.1	93.4	94.9	95.9	93.8
2010	88.8	87.7	93.5	94.7	94.4	93.4
2009	86.6	91.5	94.2	94.4	88.2	92.3
2008	88.7	87.3	93.2	86.2	93.7	89.9
2007	81.5	89.0	88.8	92.1	89.1	94.8
<b>Reading</b>						
2011	78.2	80.7	87.9	95.6	97.9	98.6
2010	76.1	82.9	83.6	95.9	97.8	92.0
2009	78.2	85.0	89.5	95.6	94.0	90.8
2008	78.8	77.7	82.9	82.6	95.8	90.6
2007	70.2	77.8	85.1	87.9	89.8	94.0
<b>Writing</b>						
2011	84.3	82.1	90.2	83.6	88.1	89.9
2010	72.3	79.8	92.3	87.7	95.2	87.1
2009	81.5	84.3	90.4	89.6	82.6	87.4
2008	81.5	84.7	82.9	79.6	88.8	81.9
2007	72.8	83.8	84.3	93.6	90.5	94.0

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### CMT Longitudinal Data - % At or Above Goal

	Cohort 1 GR 3, 4	Cohort 2 GR 3, 4, 5	Cohort 3 GR 3, 4, 5, 6	Cohort 4 GR 3, 4, 5, 6, 7	Cohort 5 GR 4, 5, 6, 7, 8
<b>Math</b>					
2011	90.1	93.4	94.9	95.9	93.8
2010	88.8	87.7	93.5	94.7	94.4
2009	----	86.6	91.5	94.2	94.4
2008	----	----	88.7	87.3	93.2
2007	----	----	----	81.5	89.0
<b>Reading</b>					
2011	80.7	87.9	95.6	97.9	98.6
2010	76.1	82.9	83.6	95.9	97.8
2009	----	78.2	85.0	89.5	95.6
2008	----	----	78.8	77.7	82.9
2007	----	----	----	70.2	77.8
<b>Writing</b>					
2011	82.1	90.2	83.6	88.1	89.9
2010	72.3	79.8	92.3	87.7	95.2
2009	----	81.5	84.3	90.4	89.6
2008	----	----	81.5	84.7	82.9
2007	----	----	----	72.8	83.8

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## Adequate Yearly Progress (AYP)

- AYP goals are established for each school year and are evaluated based on CMT results (% at or above Proficiency), participation rate, and writing as an additional academic indicator.
- AYP goals must be met by the whole school.
- AYP goals must be met by each of the subgroups, but subgroups are considered only when the subgroup is 40 or more students.



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## MADE AYP?

**True**



**False**



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## **What Should We Care About?**

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“We make Measurement Inc.’s people very happy when we view the success of our work in their terms -- just as we make the people who manufacture Glade Fragrant Mist in Alpine Spice very happy when their product satisfies our definition of fresh air.”



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## **What Should We Care About?**

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“A certain measure of test success frees us to focus our energy upon more compelling forms of educational success. We must remain mindful of those forms and harness our hearts and minds to attain them.”



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## What Should We Care About?

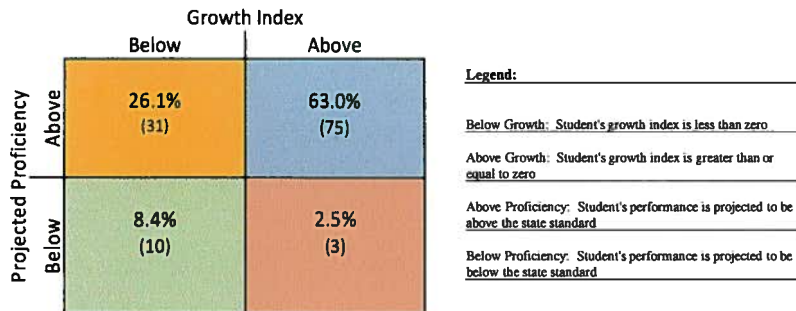
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CMT scores tell us some things – but not all things – of importance. For example, CMT scores do not tell us whether a student has been “stretched” academically. Evidence that students have been engaged and made full use of their capabilities is important in determining our degree of educational success.



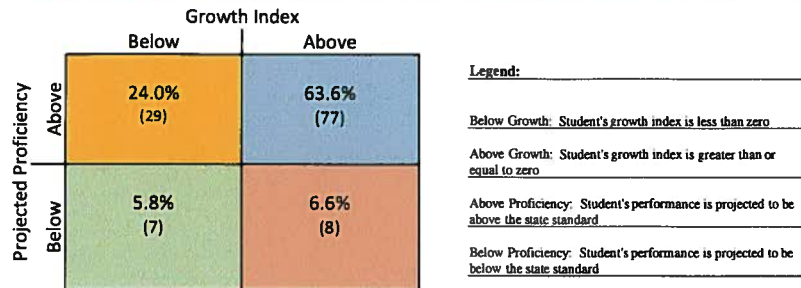
### 2010-2011 NWEA Measures of Academic Progress Mathematics Results: School Overview

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Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
5	19	65.5%	120	89.2%	82.5%

## 2010-2011 NWEA Measures of Academic Progress Reading Results: School Overview



Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
5	121	70.2%	122	86.9%	83.6%

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## What Should We Care About?

Continuous Improvement

Professional Development

Curriculum Development



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## **Continuous Improvement**

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- Analysis of data to develop school and team goals.
- Data used to evaluate the effectiveness of SRBI support.
- Multiple data points used to identify students not meeting proficiency and in need of support programs.
- Disaggregated CMT data provided for all teachers grades 3-8, including special education teachers.
- Data used to identify areas of focus and frequent progress monitoring for students receiving instructional support.
- Data used for transitioning grade 8 students into grade 9 in math and science.



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## **Professional Development**

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- CMT data used to guide professional development workshops for classroom teachers, teams, and administrators.
- Targeted professional development:
  - ❖ Highly-effective instructional strategies
  - ❖ Differentiated instruction
  - ❖ Content-specific reading and writing instruction
  - ❖ Assessment tools
  - ❖ Data analysis and tracking
  - ❖ Co-teaching



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## **Curriculum Review and Revision**

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- Analysis of data assists in review and revision of scope and sequence of curriculum in science, math, and language arts.
- Improvement of vertical articulation between and among grade levels across the tri-district.
- New Common Core State Standards (CCSS) in math and ELA will be prioritized.
- Grade-level curriculum maps and units of study continue to be developed for K-12 curriculum alignment.
- Benchmark assessments administered for science, math, and language arts.
- Performance-based assessments continue to be developed in science.
- Common formative and summative assessments developed based on the new CCSS.

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# **APPENDICES**

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### Grade 3 CMT Results: Five-Year % Change

Subject	2007	2008	2009	2010	2011	2007-11 % Change
<b>Math</b> At/Above Goal	81.5	88.7	86.6	88.8	89.1	+7.6
<b>Reading</b> At/Above Goal	70.2	78.8	78.2	76.1	78.2	+8.0
<b>Writing</b> At/Above Goal	72.8	81.5	81.5	72.3	84.3	+11.5



### Grade 4 CMT Results: Five-Year % Change

Subject	2007	2008	2009	2010	2011	2007-11 % Change
<b>Math</b> At/Above Goal	89.0	87.3	91.5	87.7	90.1	+1.1
<b>Reading</b> At/Above Goal	77.8	77.7	85.0	82.9	80.7	+2.9
<b>Writing</b> At/Above Goal	83.8	84.7	84.3	79.8	82.1	-1.7



## Grade 5 CMT Results: Five-Year % Change

Subject	2007	2008	2009	2010	2011	2007-11 % Change
<b>Math</b> At/Above Goal	88.8	93.2	94.2	93.5	93.4	+4.6
<b>Reading</b> At/Above Goal	85.1	82.9	89.5	83.6	87.9	+2.8
<b>Writing</b> At/Above Goal	84.3	82.9	90.4	92.3	90.2	+5.9



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## Grade 6 CMT Results: Five-Year % Change

Subject	2007	2008	2009	2010	2011	2007-11 % Change
<b>Math</b> At/Above Goal	92.1	86.2	94.4	94.7	94.9	+2.8
<b>Reading</b> At/Above Goal	87.9	82.6	95.6	95.9	95.6	+7.7
<b>Writing</b> At/Above Goal	93.6	79.6	89.6	87.7	83.6	-10.0



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## Grade 7

### CMT Results: Five-Year % Change

Subject	2007	2008	2009	2010	2011	2007-11 % Change
Math At/Above Goal	89.1	93.7	88.2	94.4	95.9	+6.8
Reading At/Above Goal	89.8	95.8	94.0	97.8	97.9	+8.1
Writing At/Above Goal	90.5	88.8	82.6	95.2	88.1	-2.4



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## Grade 8

### CMT Results: Five-Year % Change

Subject	2007	2008	2009	2010	2011	2007-11 % Change
Math At/Above Goal	94.8	89.9	92.3	93.4	93.8	-1.0
Reading At/Above Goal	94.0	90.6	90.8	92.0	98.6	+4.6
Writing At/Above Goal	94.0	81.9	87.4	87.1	89.9	-4.1



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