

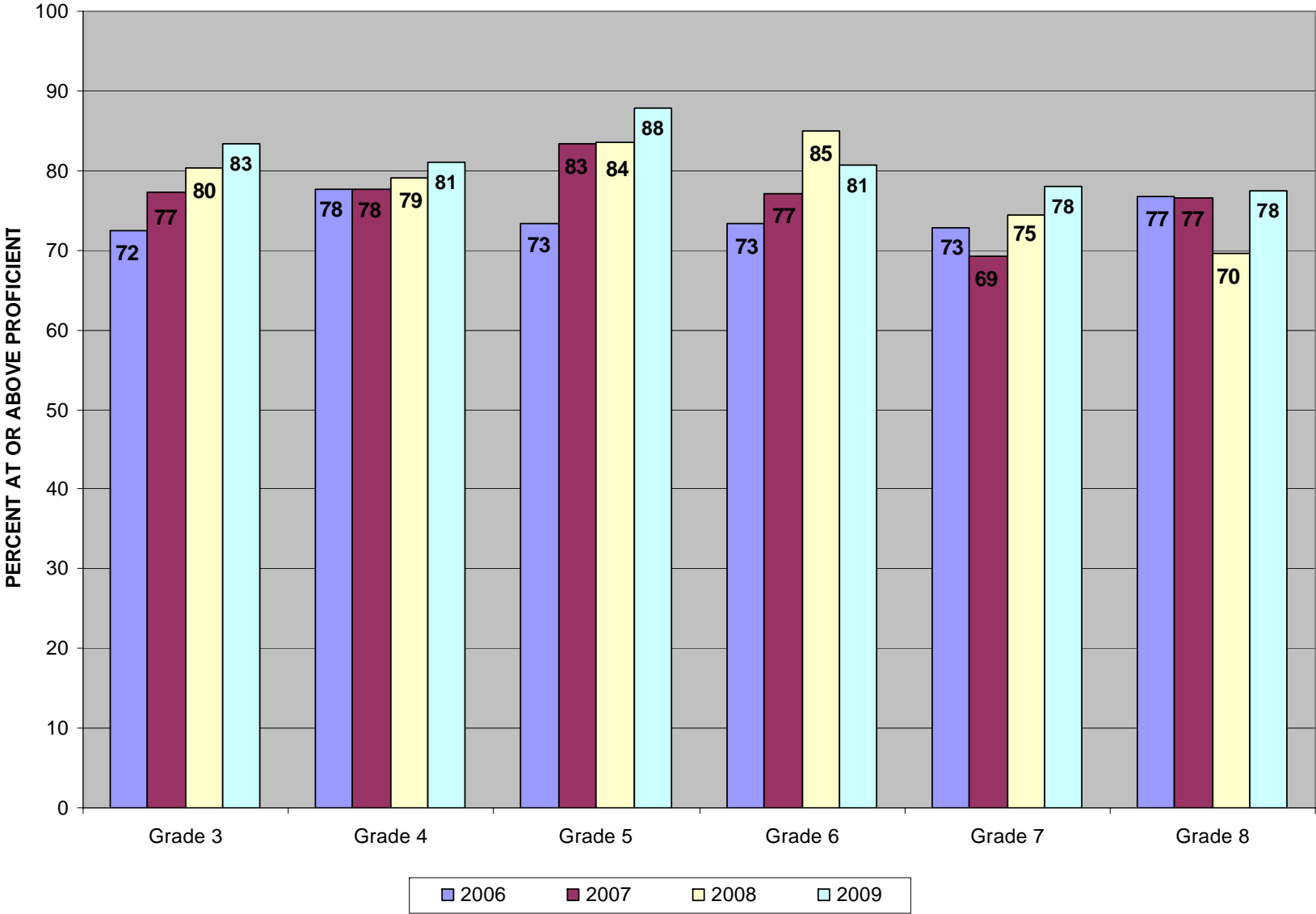
**Middletown
Board of Education Presentation
August 25, 2009**

**CMT/CAPT
2009**

2009 Connecticut Mastery Test Overall Mathematics At A Glance

GRADE	YEAR	MATHEMATICS			
		% At/Above Goal	Change At/Above Goal 2008-2009	% At/Above Proficient	Change At/Above Proficient 2008-2009
3	2009	60.1	+6.5	83.4	+3.0
	2008	53.6		80.4	
	2007	50.4		77.3	
4	2009	54.9	+2.3	81.0	+1.9
	2008	52.6		79.1	
	2007	58.3		77.7	
5	2009	67.0	+1.3	87.8	+4.3
	2008	65.7		83.5	
	2007	63.1		83.3	
6	2009	59.7	-3.0	80.7	-4.2
	2008	62.7		84.9	
	2007	55.5		77.1	
7	2009	55.8	+7.1	78.0	+3.5
	2008	48.7		74.5	
	2007	46.4		69.2	
8	2009	49.5	+3.8	77.5	+8.0
	2008	45.7		69.5	
	2007	53.1		76.5	

**Overall Elementary Performance
Mathematics / Grades 3 to 8**



2009 Connecticut Mastery Test MATHEMATICS Analysis

Strengths

- From 2008 to 2009, the percentage of students at or above *goal* in mathematics increased at grades 3,4, 5, 7 and 8.
- From 2008 to 2009, the percentage of students at or above *proficiency* in mathematics increased at every grade level except Grade 6.
- Although the magnitude of growth varies among grades, the overall pattern of growth in mathematics shows a positive trend.

Challenges/Areas of Concern

- Overall mathematics achievement in grades 6, 7 and 8 declines below overall math achievement in grades 3-5.
- Middletown's declining trend in grades 6, 7, 8 overall math achievement is not a State trend.
- Middletown's performance in mathematics in grades 6, 7, and 8 at both proficient and goal falls well below the State averages. Grade 6 – 86.8, 69.0 Grade 7 – 85.7, 66.3 Grade 8 – 84.5, 64.7.
- This decline in mathematics continues in Grade 10.

Implications/Next Steps

- Through data collection and analysis, determine causal factors associated with declines in mathematics performance manifested at Grades 6, 7 and 8. Plan and implement short-and long-term corrective actions based on findings.
- All schools will analyze their data and **determine** causal factors for areas of weakness in mathematics and include strategies for improvement, as needed, in their school accountability plans.

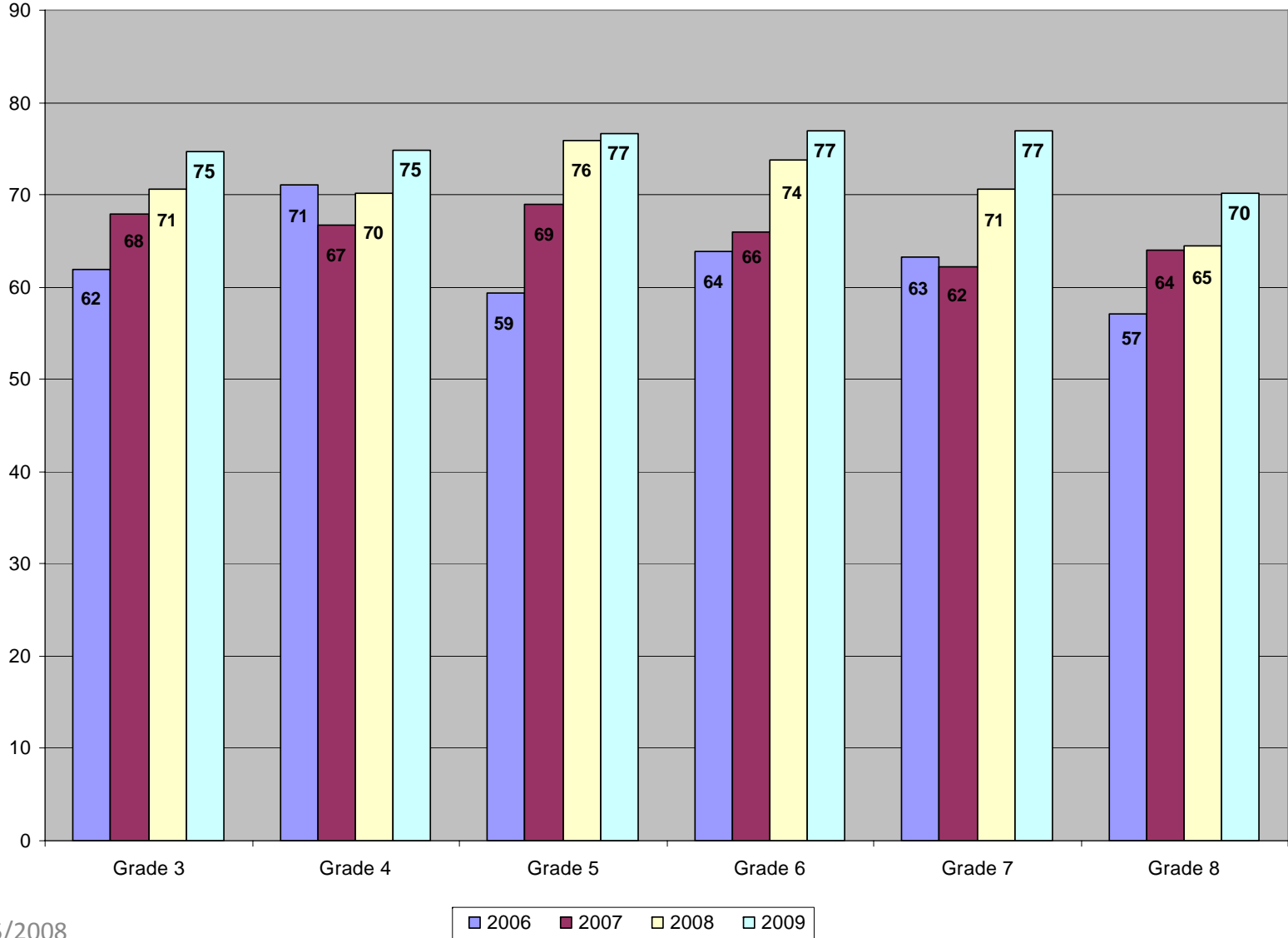
2009 Connecticut Mastery Test Overall Reading At A Glance

GRADE	YEAR	Reading			
		% At/Above Goal	Change At/Above Goal 2008-2009	% At/Above Proficient	Change At/Above Proficient 2008-2009
3	2009	58.1	+6.6	74.6	+4.0
	2008	51.5		70.6	
	2007	47.3		67.9	
4	2009	61.3	+6.6	74.8	+4.7
	2008	54.7		70.1	
	2007	50.8		66.7	
5	2009	64.2	-1.2	76.7	+8
	2008	65.4		75.9	
	2007	57.0		68.9	
6	2009	66.0	+4.9	76.9	+3.2
	2008	61.1		73.7	
	2007	53.4		65.9	
7	2009	66.9	+8.6	77.0	+6.4
	2008	58.3		70.6	
	2007	47.0		62.2	
8	2009	54.0	+3.7	70.1	+5.6
	2008	50.3		64.5	
	2007	50.7		64.0	

2008 Connecticut Mastery Test

Overall Reading at a Glance

Grades 3 to 8



2009 Connecticut Mastery Test READING Analysis

Strengths

- From 2008 to 2009, the percentage of students at or above *goal* in reading increased at every grade level, except grade five.
- From 2008 to 2009, the percentage of students at or above proficiency in reading increased at every grade level.
- The overall two-year pattern of growth in reading shows a uniformly positive trend with an average growth of five percentage points at both proficient and goal (on target for the District Improvement Plan which calls for an average of 15 percentage points over a 3-year period).
- For the first time all grade levels achieved 70 percent or above of students at Proficient.
- For the first time Grades 3 and 4 scored above the State average for students at both Proficient and Goal.

Challenges/Areas of Concern

- Reading continues to be the academic area with the lowest student performance on the CMT; yet it is the area most important for success in school and in later life.
- There continues to be a gap between Middletown's performance and the State's performance at Grades 6, 7, 8 at both Proficient and Goal; although the gap has narrowed significantly since 2006.

Implications/ Next Steps

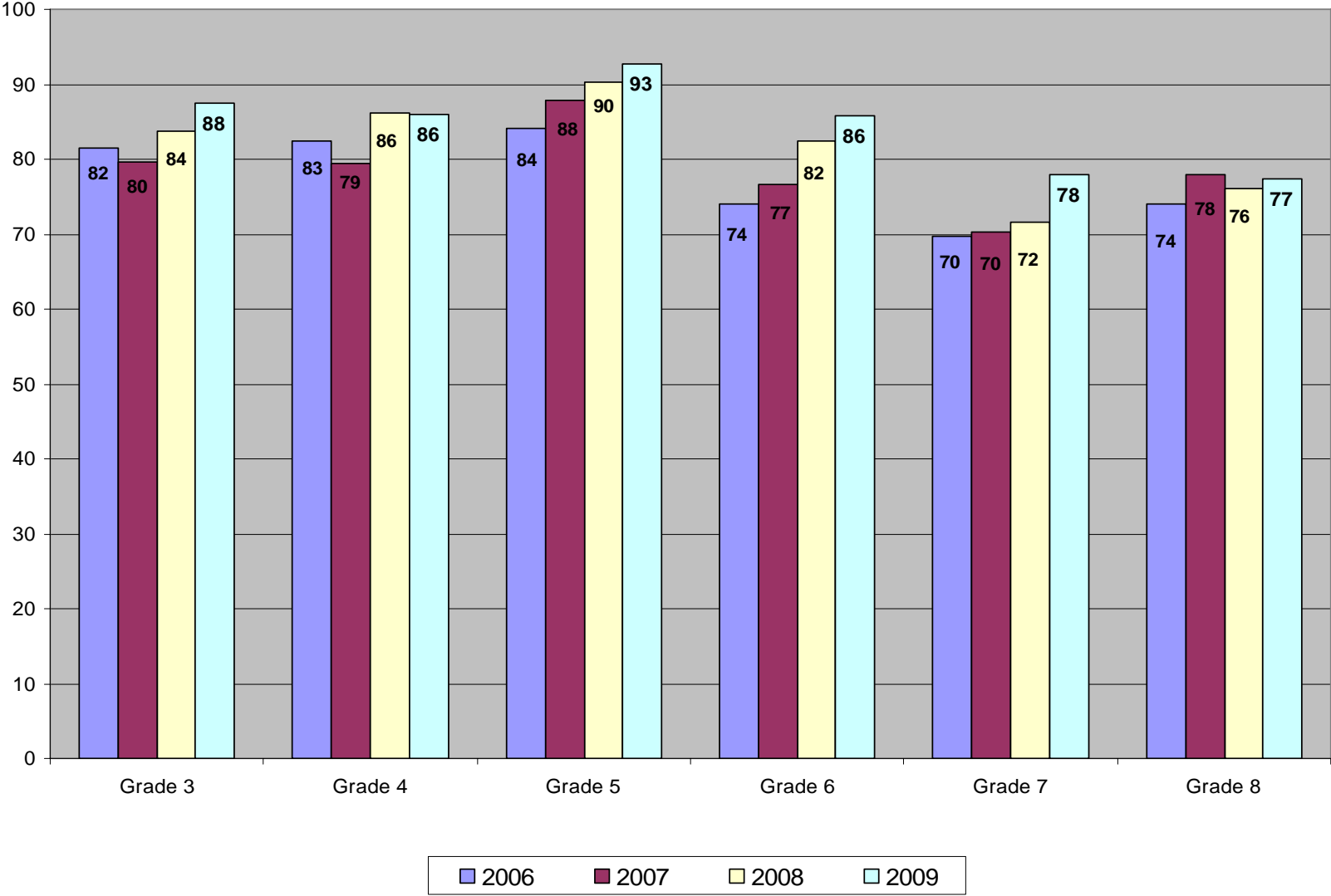
- Continue to target reading as the number one priority in the District and maintain the strong sense of urgency around the improvement of reading performance for all students.
- A double literacy block is being implemented in grade 8.
- Balanced literacy is being implemented in grade 6, 7, and 8.
- Intervention for tier II and Tier III students is being implemented.
- Language Arts MISTs will support LA teachers at Keigwin and WWMS.

2009 Connecticut Mastery Test Overall Writing At A Glance

GRADE YEAR		WRITING			
		% At/Above Goal	Change At/Above Goal 2008-2009	% At/Above Proficient	Change At/Above Proficient 2008-2009
3	2009	67.6	+7.4	87.5	+3.7
	2008	60.2		83.8	
	2007	58.9		79.7	
4	2009	63.0	-.7	85.9	-.2
	2008	63.7		86.1	
	2007	56.8		79.4	
5	2009	72.9	+6	92.7	+2.4
	2008	72.3		90.3	
	2007	64.7		87.8	
6	2009	62.2	+6.7	85.8	+3.4
	2008	55.5		82.4	
	2007	46.6		76.7	
7	2009	57.7	+9.2	77.9	+6.3
	2008	48.5		71.6	
	2007	47.7		70.2	
8	2009	49.9	+4.0	77.4	+1.3
	2008	45.9		76.1	
	2007	56.0		77.9	

2008 Connecticut Mastery Test

Overall Elementary Performance
Writing Grades 3 to 8



2009 Connecticut Mastery Test WRITING Analysis

Strengths

- From 2008 to 2009, the percentage of students at or above *goal* in writing increased at every grade except grade 4.
- From 2008 to 2009, the percentage of students at or above *proficiency* in writing increased at every grade level except Grade 4.
- Of the four subject areas on the CMT (now including science), performance in writing is the highest for Middletown students.

Challenges/Areas of Concern

- Early trends suggest that achievement growth in writing weakens first in grade 6 and again in grade 7 and rises again in grade 8.
- Overall writing achievement in grades 6, 7 and 8 declines below overall writing achievement in grades 3-5.

Implications/ Next Steps

- The elementary “*Empowering Writers*” program is being implemented in grades 6-8.
- All schools will analyze their data and **determine** causal factors for areas of weakness in writing and include strategies for improvement, as needed, in their school improvement plans.

***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 2009
5	(Gr 5) 2009	89.0	+7.5
	(Gr 4) 2008	83.3	
	(Gr 3) 2007	81.5	
6	(Gr 6) 2009	84.6	+5.4
	(Gr 5) 2008	85.9	
	(Gr 4) 2007	79.2	
7	(Gr 7) 2009	81.3	-4.9
	(Gr 6) 2008	88.8	
	(Gr 5) 2007	86.2	
8	(Gr 8) 2009	81.1	-2.8
	(Gr 7) 2008	80.4	
	(Gr 6) 2007	83.9	

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

GRADE		MATH	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2006 to 2009
6	(Gr 6) 2009	85.3	+9.1
	(Gr 5) 2008	86.4	
	(Gr 4) 2007	80.6	
	(Gr 3) 2006	76.2	
7	(Gr 7) 2009	81.7	+3.8
	(Gr 6) 2008	88.9	
	(Gr 5) 2007	86.2	
	(Gr 4) 2006	77.9	
8	(Gr 8) 2009	81.6	+3.6
	(Gr 7) 2008	80.5	
	(Gr 6) 2007	84.2	
	(Gr 5) 2006	77.8	

***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 2009
5	(Gr 5) 2009	80.5	+7.9
	(Gr 4) 2008	76.0	
	(Gr 3) 2007	72.6	
6	(Gr 6) 2009	79.4	+9.8
	(Gr 5) 2008	79.1	
	(Gr 4) 2007	69.6	
7	(Gr 7) 2009	79.1	+7.7
	(Gr 6) 2008	77.7	
	(Gr 5) 2007	71.4	
8	(Gr 8) 2009	72.4	-2
	(Gr 7) 2008	76.7	
	(Gr 6) 2007	72.8	

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

GRADE		READING	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2006 to 2009
6	(Gr 6) 2009	81.0	+12.9
	(Gr 5) 2008	80.2	
	(Gr 4) 2007	70.7	
	(Gr 3) 2006	68.1	
7	(Gr 7) 2009	79.4	+7.7
	(Gr 6) 2008	78.0	
	(Gr 5) 2007	71.7	
	(Gr 4) 2006	71.7	
8	(Gr 8) 2009	72.2	+5.7
	(Gr 7) 2008	76.8	
	(Gr 6) 2007	74.1	
	(Gr 5) 2006	66.5	

***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 2009
5	(Gr 5) 2009	94.3	+13.6
	(Gr 4) 2008	86.8	
	(Gr 3) 2007	80.7	
6	(Gr 6) 2009	87.1	+6.2
	(Gr 5) 2008	90.6	
	(Gr 4) 2007	80.9	
7	(Gr 7) 2009	79.4	-10.1
	(Gr 6) 2008	84.6	
	(Gr 5) 2007	89.5	
8	(Gr 8) 2009	80.0	-1.4
	(Gr 7) 2008	75.2	
	(Gr 6) 2007	81.4	

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

GRADE		WRITING	CHANGE AT/ABOVE PROFICIENT
YEAR		% At/Above Proficient	2006 to 2009
6	(Gr 6) 2009	88.3	+5.7
	(Gr 5) 2008	90.8	
	(Gr 4) 2007	81.6	
	(Gr 3) 2006	82.6	
7	(Gr 7) 2009	79.7	-2.7
	(Gr 6) 2008	84.8	
	(Gr 5) 2007	89.7	
	(Gr 4) 2006	82.4	
8	(Gr 8) 2009	81.0	-6.5
	(Gr 7) 2008	75.5	
	(Gr 6) 2007	82.1	
	(Gr 5) 2006	87.5	

Progress of Matched Cohorts of Students Over Time

(from their 2006 CMT achievement baseline to their 2009 CMT performance): Grades 3-8

Findings

- In 2009, with the exception of **Grade 7 and 8 in writing**, all matched cohorts showed moderate to substantial increases from their 2006 CMT baselines in student percentages at or above proficiency in all subject areas of the CMT.
- Strongest gains were made in reading.
- In writing, students are peaking at grade 5.
- **These matched cohort results like the analysis of grade-level results show significantly higher achievement gains in reading, math and writing in grade 3-5 than in grades 6-8.**

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 2009 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.**

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 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 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

**CONNECTICUT MASTERY TEST
PERCENT AT/ABOVE PROFICIENT
GROWTH TARGETS by GRADE by SUBJECT*
COHORT SUMMARY**

Reading	2008 Actual	2009	2010	2011	Gain/2008	2009
Grade 3	71	76	81	86	15	75
Grade 4	70	76	81	86	16	75
Grade 5	76	75	81	86	10	77
Grade 6	74	81	80	86	12	77
Grade 7	71	79	86	85	14	77
Grade 8	65	76	84	91	26	70
					16	Average
Math	2008 Actual	2009	2010	2011	Gain/2008	2009
Grade 3	80	85	90	95	15	84
Grade 4	79	85	90	95	16	81
Grade 5	84	84	90	95	11	88
Grade 6	85	89	89	95	10	81
Grade 7	75	90	94	94	19	78
Grade 8	70	80	95	99	29	78
					17	Average
Writing	2008 Actual	2009	2010	2011	Gain/2008	2009
Grade 3	84	89	94	99	15	88
Grade 4	86	89	94	99	13	86
Grade 5	90	91	94	99	9	93
Grade 6	82	95	96	99	17	86
Grade 7	72	87	100	101	29	78
Grade 8	76	77	92	105	29	77
					18.66667	Average

CHART 2.A: Percent At or Above Proficient on Math CMT/CAPT by Grade Over 4 Year Period

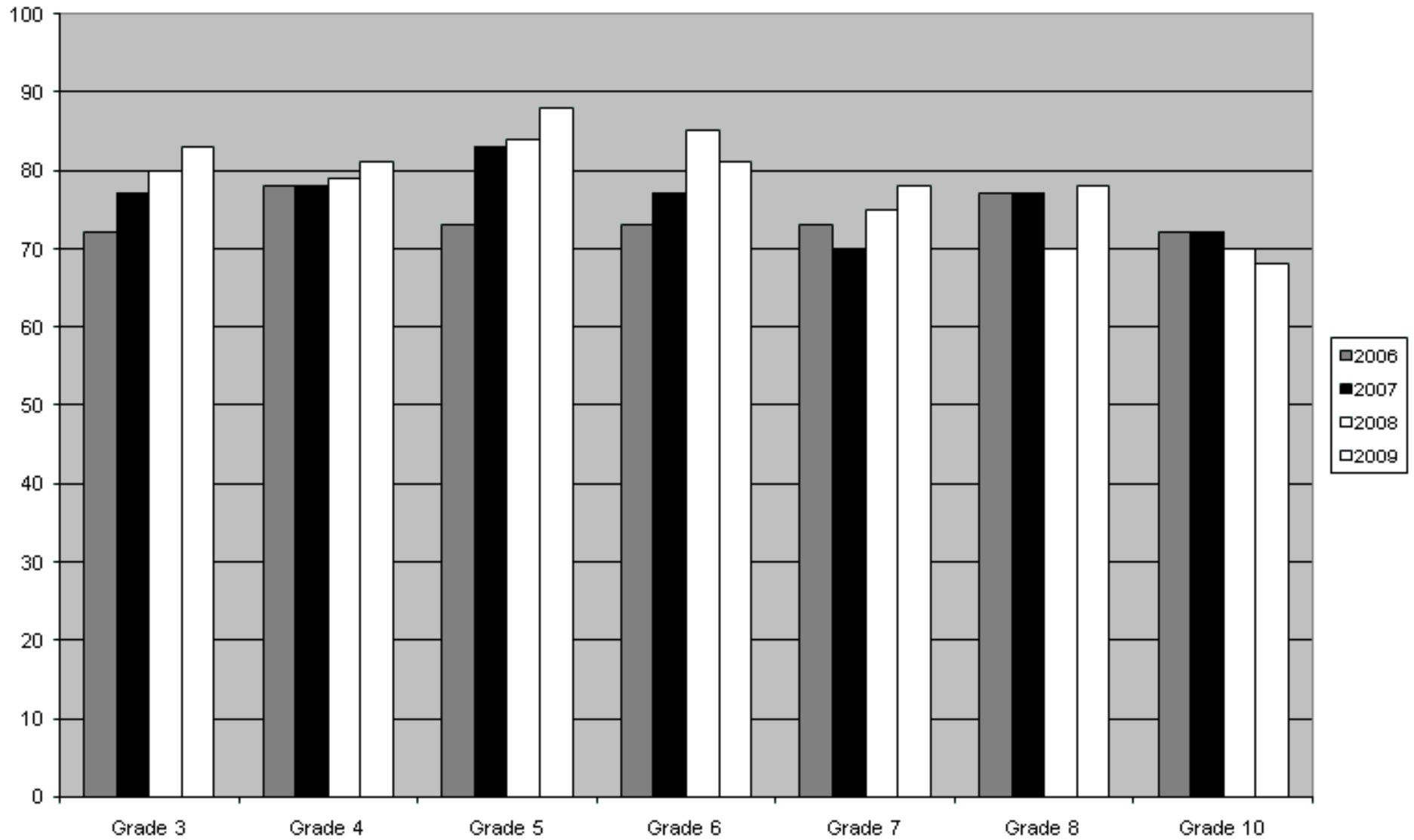


CHART 2.B: Percent At or Above Proficient on Reading CMT/CAPT by Grade Over 4 Year Period

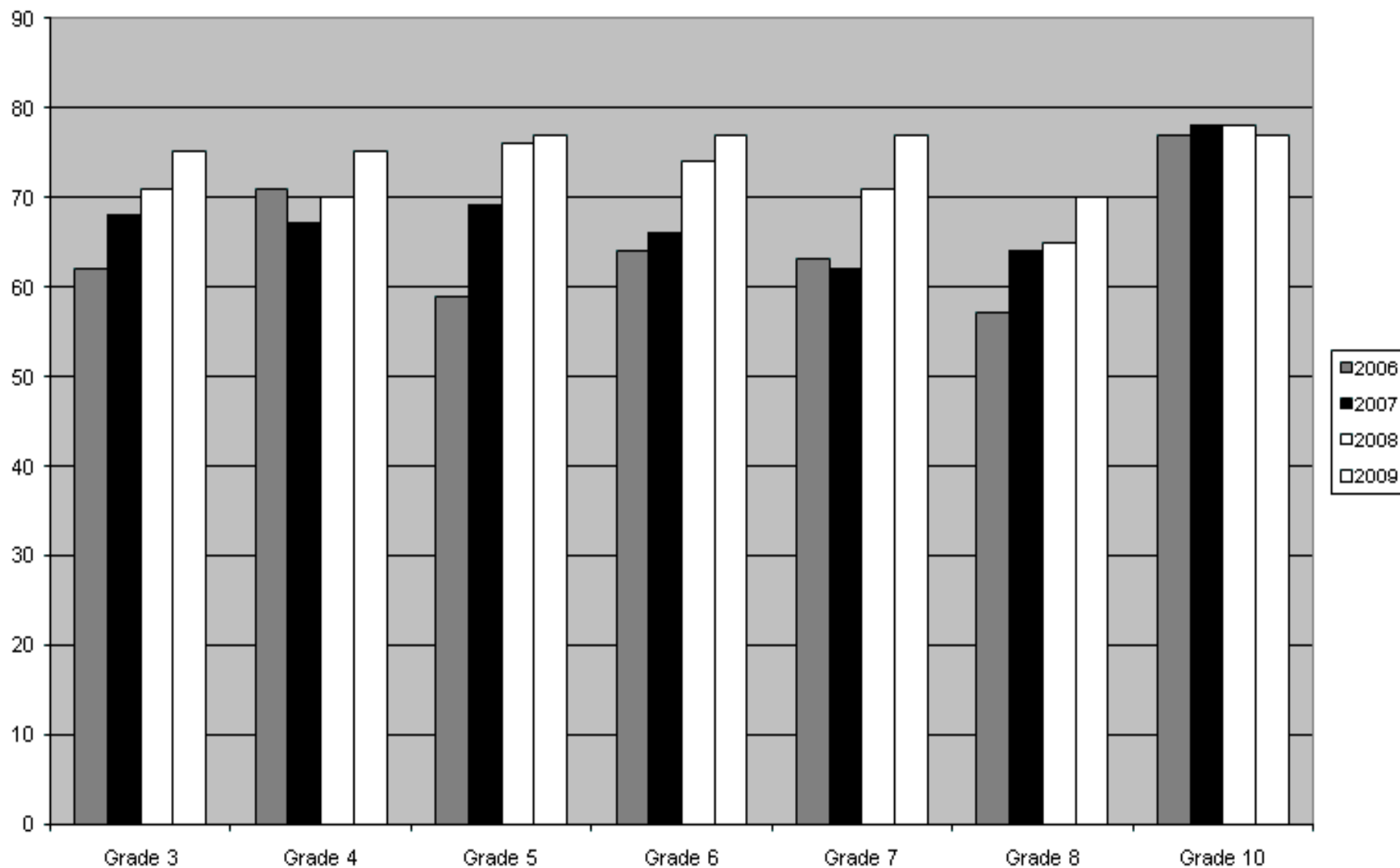
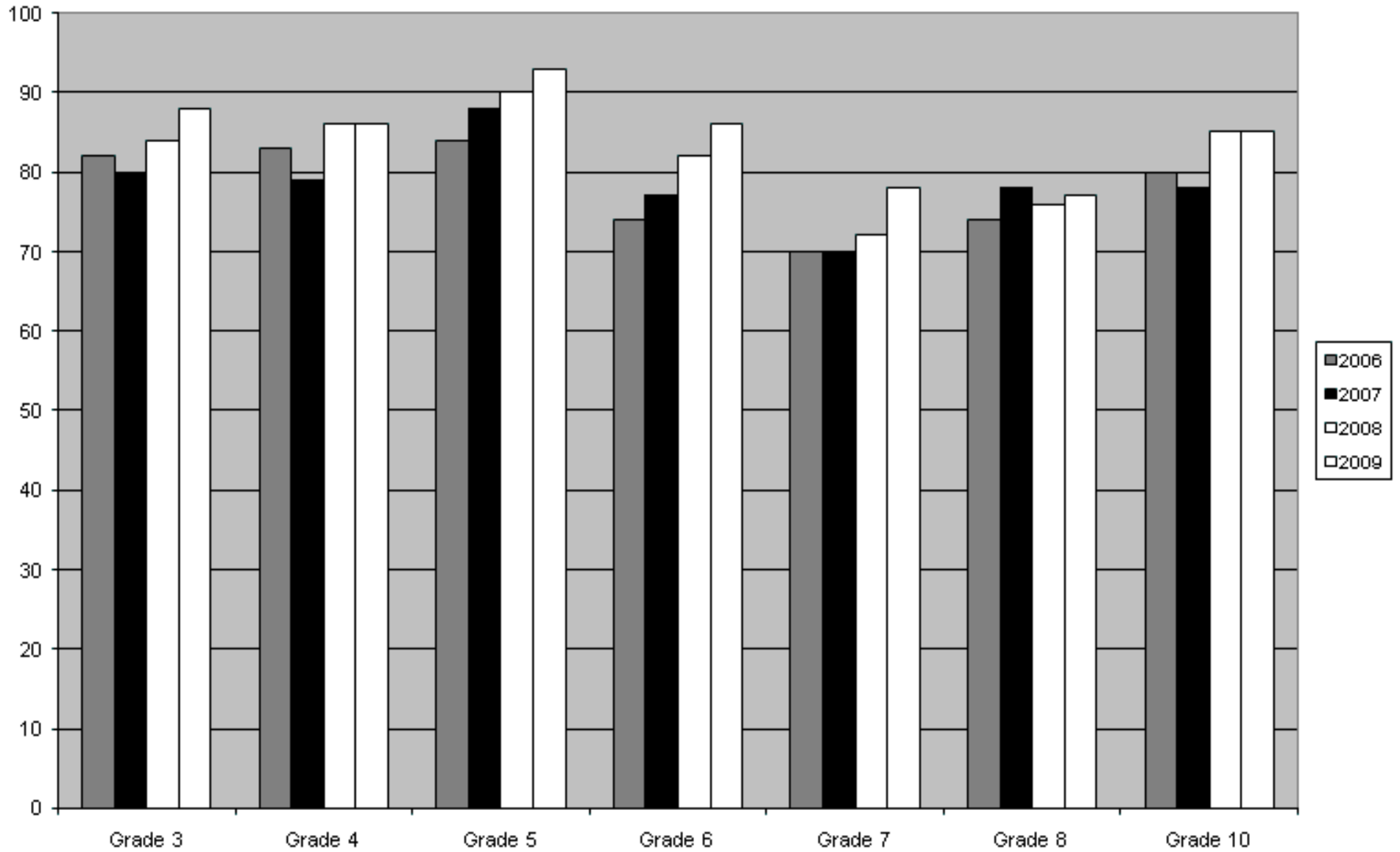


CHART 2.C: Percent At or Above Proficient on Writing CMT/CAPT by Grade Over 4 Year Period



	Proficient	State Prof.	Goal	State Goal
Mathematics				
2007	72.2	77.3	41.0	45.3
2008	69.9	79.7	31.5	50.2
2009	68.0	78.4	33.7	48.0
Science				
2007	81.1	81.4	45.8	44.5
2008	73.9	80.5	34.4	46.5
2009	74.9	78.4	38.6	43.0
Reading				
2007	77.7	79.7	42.0	45.5
2008	77.9	82.7	31.9	45.5
2009	77.4	81.8	34.5	47.5
Writing				
2007	78.4	82.3	49.3	53.0
2008	85.4	88.2	53.5	57.9
2009	85.1	86.5	46.3	55.1

District Improvement Plan: 2008-2011

Data Chart for Priority Student Outcomes: Tier 1 Goal Baselines (2008) and Targets (2011)

Goal 3

On Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT),
a 30 Percent Reduction Over a Three Year Period in Achievement Gaps for All Student Subgroups for

WRITING

	SUBGROUPS	GAP 2008	GAP 2009	2011 Target		SUBGROUPS	GAP 2008	GAP 2009	2011 Target
GRADE 3	BLACK	14	8.7	9.8	GRADE 6	BLACK	12	14.4	8.4
	HISPANIC	13	7.6	9.1		HISPANIC	6	17.7	4.2
	F/R MEALS	26	10.1	18.2		F/R MEALS	16	12.9	11.2
	SPED	49	42.6	34.3		SPED	56	47.1	39.2
GRADE 4	BLACK	5	12.5	3.5	GRADE 7	BLACK	15	25	10.5
	HISPANIC	20	16.3	14		HISPANIC	9	28.9	6.3
	F/R MEALS	17	20.3	11.9		F/R MEALS	24	30.8	16.8
	SPED	50	48.9	35		SPED	54	71.2	37.8
GRADE 5	BLACK	10	5.6	7	GRADE 8	BLACK	23	21.9	16.1
	HISPANIC	9	8.8	6.3		HISPANIC	14	4	9.8
	F/R MEALS	10	8.1	7		F/R MEALS	23	15.3	16.1
	SPED	44	30	30.8		SPED	56	45.5	39.2
					GRADE 10	BLACK	15	15.4	10.5
				HISPANIC		18	-6.8	12.6	
				F/R MEALS		19	9	13.3	
				SPED		60	56.2	42	

District Improvement Plan: 2008-2011

Data Chart for Priority Student Outcomes: Tier 1 Goal Baselines (2008) and Targets (2011)

Goal 3

**On Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT),
Percent Reduction Over a Three Year Period in Achievement Gaps for All Student Subgroups**

READING

	SUBGROUPS	GAP 2008	GAP 2009	2011 Target		SUBGROUPS	GAP 2008	GAP 2009	2011 Target
GRADE 3	BLACK	26	32.3	18.2	GRADE 6	BLACK	29	27	20.3
	HISPANIC	16	31.7	11.2		HISPANIC	29	22.8	20.3
	F/R MEALS	32	20.6	22.4		F/R MEALS	32	24.4	22.4
	SPED	47	48.2	32.9		SPED	63	36.1	44.1
GRADE 4	BLACK	24	23.2	16.8	GRADE 7	BLACK	33	23.9	23.1
	HISPANIC	27	23.8	18.9		HISPANIC	26	35.5	18.2
	F/R MEALS	32	31.5	22.4		F/R MEALS	24	38.1	16.8
	SPED	59	37	41.3		SPED	43	40.4	30.1
GRADE 5	BLACK	23	34.1	16.1	GRADE 8	BLACK	39	33.8	27.3
	HISPANIC	22	22.2	15.4		HISPANIC	30	34.6	21
	F/R MEALS	20	29.2	14		F/R MEALS	25	20.8	17.5
	SPED	56	42.7	39.2		SPED	51	42.7	35.7
					GRADE 10	BLACK	27	15	18.9
						HISPANIC	28	6.9	19.6
						F/R MEALS	19	14.5	13.3
						SPED	46	46	32.2

District Improvement Plan: 2008-2011

Data Chart for Priority Student Outcomes: Tier 1 Goal Baselines (2008) and Targets (2011)

Goal 3

**On Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT),
Percent Reduction Over a Three Year Period in Achievement Gaps for All Student Subgroups**

MATHEMATICS

	SUBGROUPS	GAP 2008	GAP 2009	2011 Target		SUBGROUPS	GAP 2008	GAP 2009	2011 Target
GRADE 3	BLACK	26	18.5	18.2	GRADE 6	BLACK	15	28.9	10.5
	HISPANIC	22	7.5	15.4		HISPANIC	4	26.3	2.8
	F/R MEALS	27	15.2	18.9		F/R MEALS	16	23.9	11.2
	SPED	50	35.2	35		SPED	44	42.9	30.8
GRADE 4	BLACK	17	22.4	11.9	GRADE 7	BLACK	32	20.4	22.4
	HISPANIC	30	24.8	21		HISPANIC	14	33.2	9.8
	F/R MEALS	26	21.8	18.2		F/R MEALS	17	34.3	11.9
	SPED	49	47.1	34.3		SPED	56	53.7	39.2
GRADE 5	BLACK	18	10.1	12.6	GRADE 8	BLACK	28	31	19.6
	HISPANIC	24	17.2	16.8		HISPANIC	16	23.4	11.2
	F/R MEALS	18	14.6	12.6		F/R MEALS	22	17.8	15.4
	SPED	45	40	31.5		SPED	64	50.7	44.8
					GRADE 10	BLACK	35	29.8	24.5
						HISPANIC	44	15.8	30.8
						F/R MEALS	24	23.7	16.8
						SPED	48	54.8	33.6