CMT Performance 2011

Brookfield Public Schools

Brookfield, Connecticut

September 2011

DRG B

Avon	Greenwich	Simsbury
Brookfield	Guilford	South Windsor
Cheshire	Madison	Trumbull
Fairfield	Monroe	West Hartford
Farmington	New Fairfield	Woodbridge
Glastonbury	Newtown	Region 15
Granby	Orange	

2011 BOE

CMT 2011: Reading

Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
3rd	74.0	88.0	58.4	75.3
4th	74.7	86.3	62.5	76.6
5th	75.1	89.7	61.4	79.0
6th	86.5	94.7	76.0	92.1
7th	85.7	98.5	77.8	95.6
8th	83.4	94.8	74.7	91.3

CMT 2011: Math

Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
3rd	84.3	92.7	63.3	78.2
4th	85.2	95.1	67.3	83.3
5th	87.6	98.0	72.7	86.3
6th	88.5	99.1	71.6	86.3
7th	87.2	98.5	68.7	91.7
8th	86.0	98.3	66.8	88.7

CMT 2011: Writing

Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
3rd	81.1	92.8	61.1	76.5
4th	85.4	92.8	65.5	81.2
5th	88.0	97.0	66.8	87.1
6th	86.1	94.1	65.3	80.3
7th	79.8	95.3	58.9	84.0
8th	81.6	97.0	64.8	91.1

CMT 2011: Science

Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% A3.t or Above Goal: Brookfield
5th	82.4	94.6	60.2	75.7
8th	75.9	92.3	63.3	80.4

2011 BOE

3rd GRADE:
% At or Above Goal by Grade Over Time

3rd Grade	Reading	Math	Writing
2006	75	72	78
2007	73	79	82
2008	70.2	80.9	82.8
2009 DRG Ranking	74.5 9/20	78.3 15/20	82.6 7/20
2010 DRG Ranking	74.2 12/20	78 14/20	72.3 13/20
2011 DRG Ranking	**75.3** **12/20**	**78.2** **14/20**	**76.5** **11/20**

Grade 3 CMT Goal Performance

2011 BOE
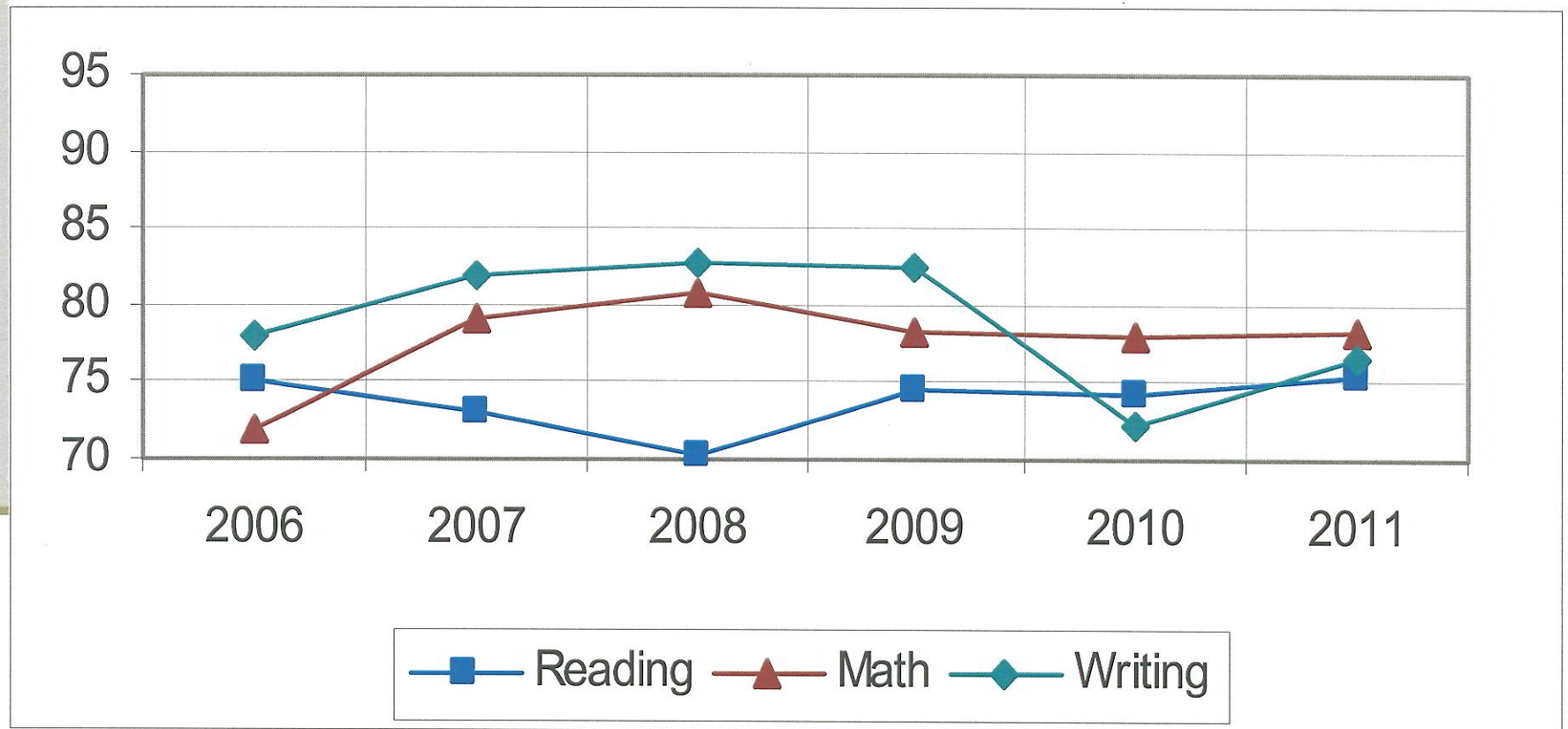
4th GRADE: % At or Above Goal by Grade Over Time

4th Grade	Reading	Math	Writing
2006	81	79	82
2007	78	79	83
2008	78.2	82.2	88.3
2009 DRG Ranking	80.7 9/20	**86.9 5/20**	81.7 9/20
2010 DRG Ranking	77.6 15/20	82 15/20	**84.1 4/20**
2011 DRG Ranking	**76.6 16/20**	**83.3 13/20**	**81.2 15/20**

Grade 4 CMT Goal Performance

2011 BOE
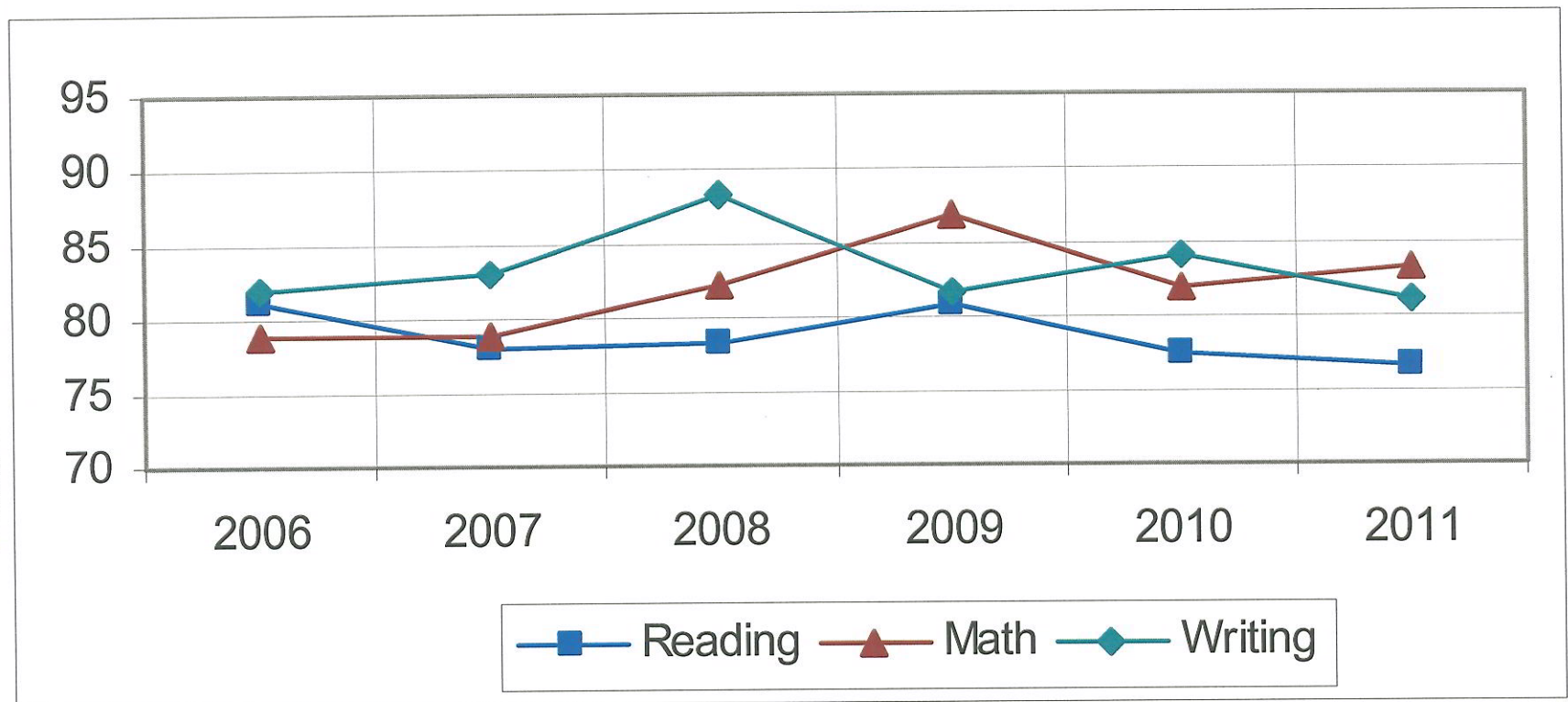
5th GRADE:
% At or Above Goal by Grade Over Time

5th grade	Reading	Math	Writing	Science
2006	76	81	75	NA
2007	80	85	83	NA
2008	76.8	76.8	81.0	68.7
2009 DRG Ranking	79.5 19/20	84.5 13/20	80.9 15/20	74.5 15/20
2010 DRG Ranking	79.7 13/20	87.6 12/20	86.3 7/20	81.6 11/20
2011 DRG Ranking	**79.0** **14/20**	**86.3** **16/20**	**87.1** **7/20**	**75.7** **19/20**

Grade 5 CMT Goal Performance

2011 BOE
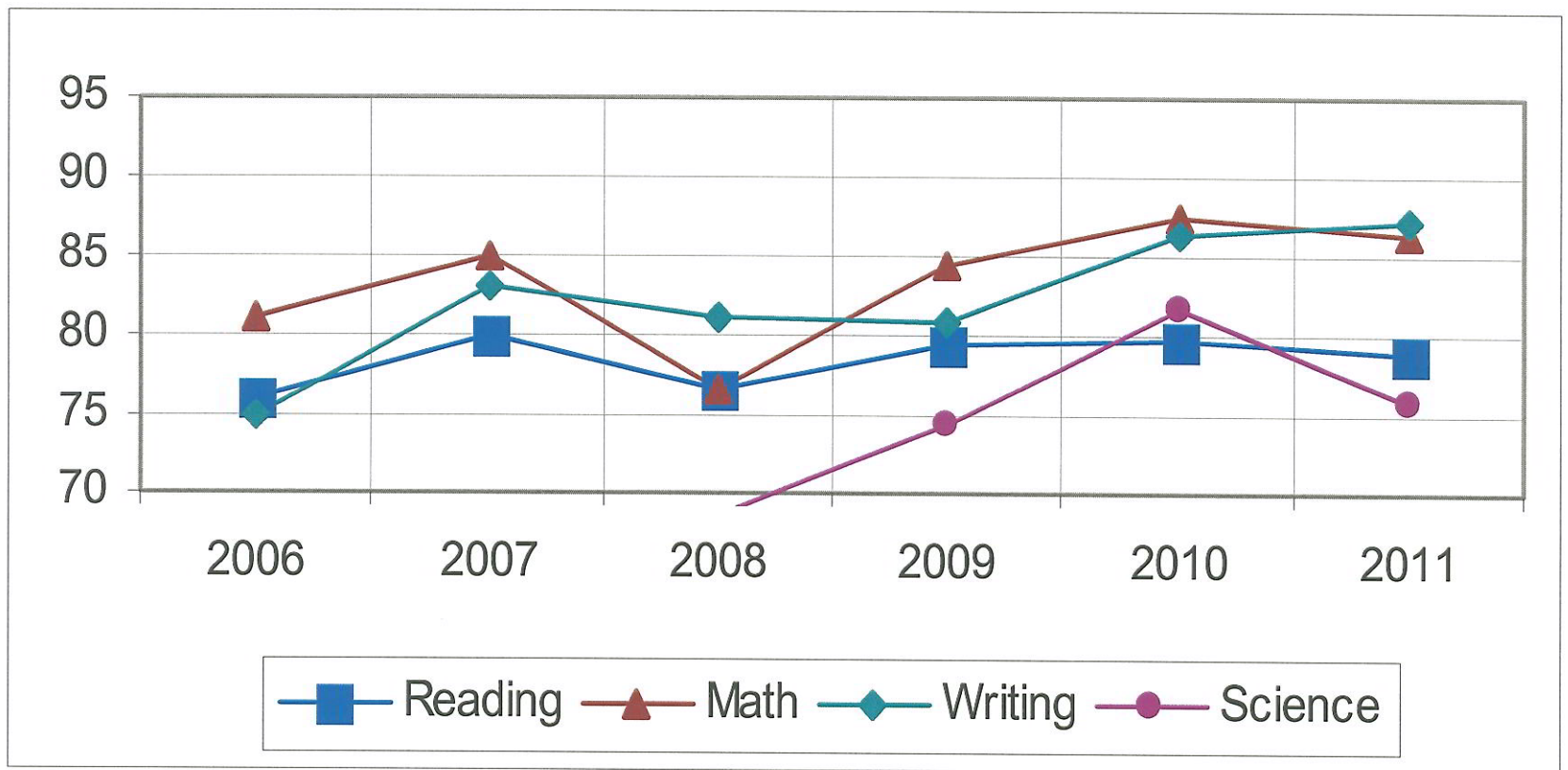
6th GRADE:
% At or Above Goal by Grade Over Time

6th Grade	Reading	Math	Writing
2006	85	83	80
2007	80	83	80
2008	84.6	87.9	77.0
2009 DRG Ranking	85.4 14/20	85 16/20	81.7 11/20
2010 DRG Ranking	89.8 13/20	93.6 5/20	87.3 6/20
2011 DRG Ranking	**92.1 8/20**	**86.3 16/20**	**80.3 14/20**

Grade 6 CMT Goal Performance

2011 BOE
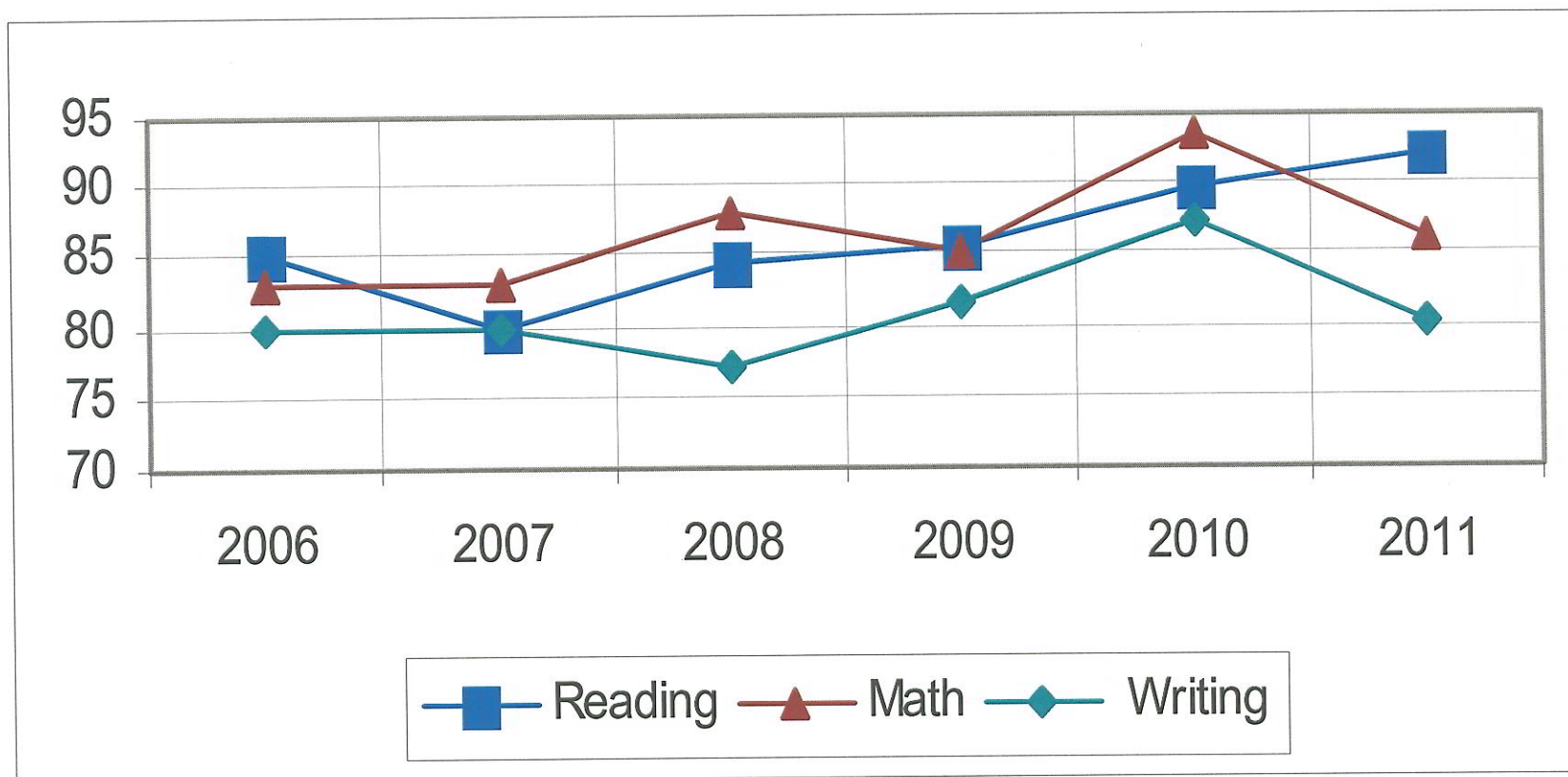
7th GRADE:
% At or Above Goal by Grade Over Time

7th Grade	Reading	Math	Writing
2006	81	75	80
2007	84	79	81
2008	88.6	83.7	80.4
2009 DRG Ranking	89.6 9/20	85.1 12/20	73.7 16/20
2010 DRG Ranking	92 14/20	86.2 15/20	82.1 11/20
2011 DRG Ranking	95.6 3/20	91.7 5/20	84.0 5/20

Grade 7 CMT Goal Performance

2011 BOE
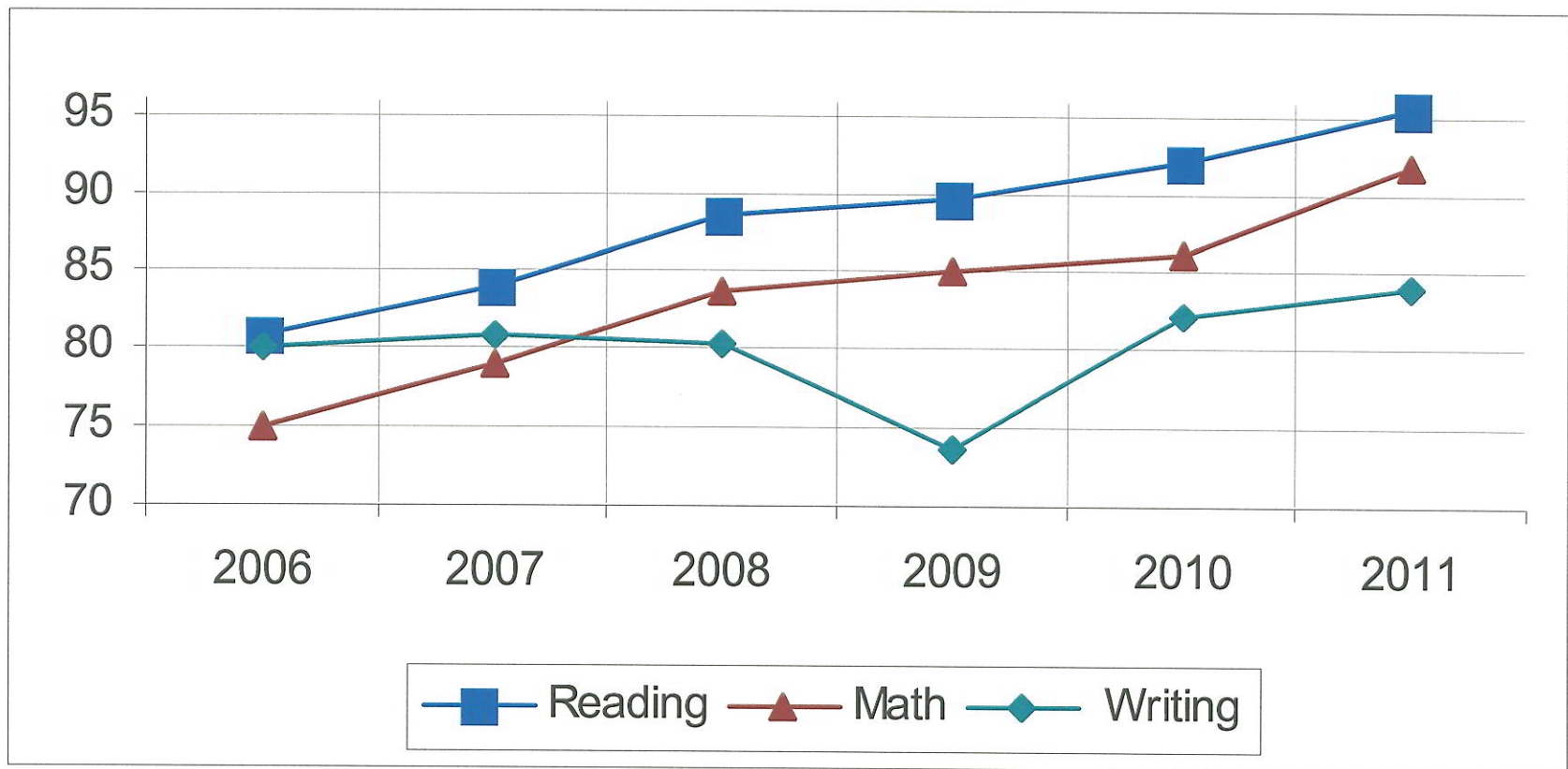
8th GRADE:
% At or Above Goal by Grade Over Time

| 8th Grade	Reading	Math	Writing	Science
2006	85	80	78	NA
2007	82	83	88	NA
2008	85.5	80.0	89.4	79.6
2009 DRG Ranking	87.6 12/20	89.2 6/20	83.5 11/20	79.2 16/20
2010 DRG Ranking	86.8 14/20	90.9 4/20	84.1 8/20	87.8 4/20
2011 DRG Ranking	91.3 10/20	88.7 9/20	91.1 2/20	80.4 15/20

Grade 8 CMT Goal Performance

2011 BOE
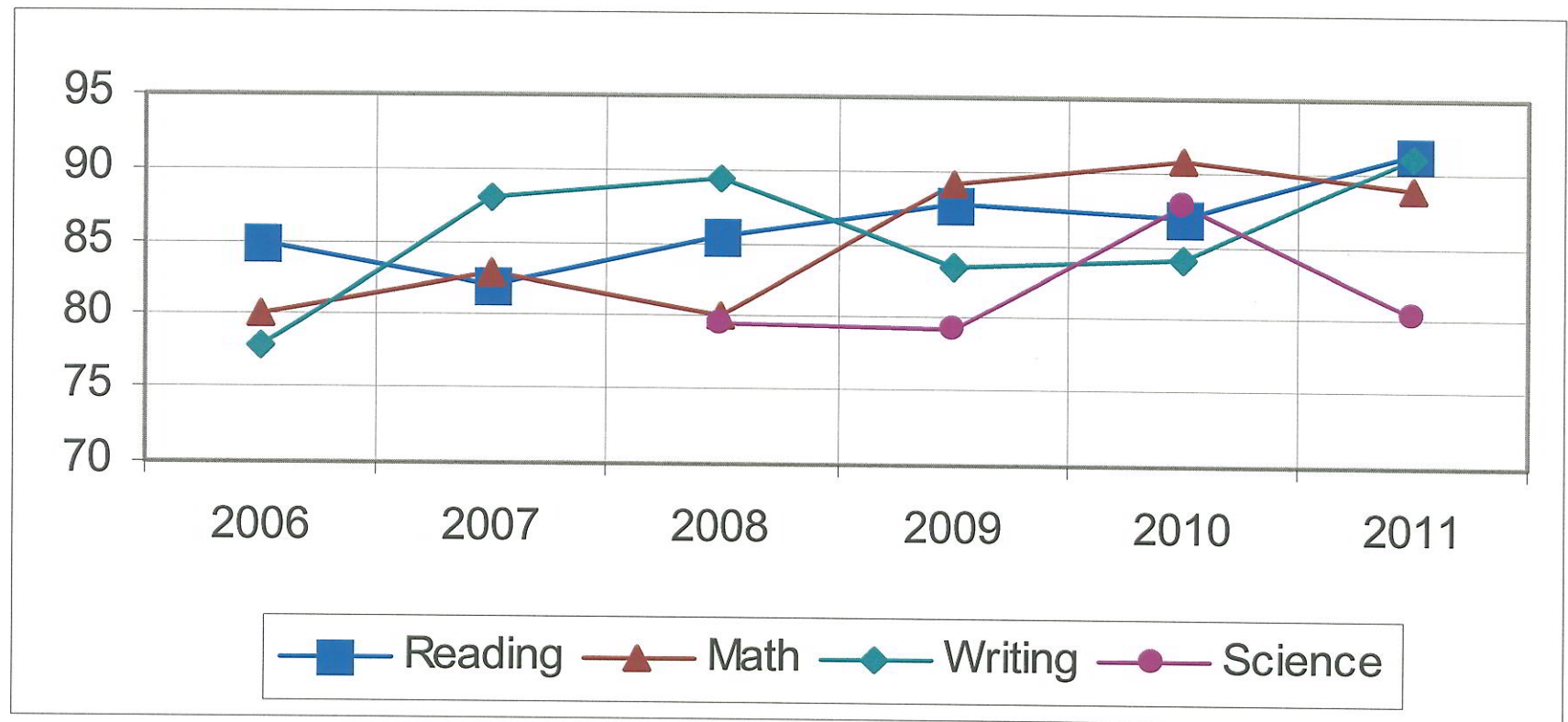
Vertical Scale & Achievement Growth

- Vertical scales: measure growth across grades on tests with different characteristics & items but similar content*
- Allows valid interpretations of growth across time
- Vertical scale scores are available *only* in reading & math in grades 3-8
- Adjacent-grade combinations
  - Generation 4 (2006, 2007, 2008, 2009, 2010, 2011)
  - Included in this report are charts demonstrating four years' growth for 8th graders in reading and math comparing the following groups of students:
    – Comparing the growth of Brookfield students to students across the state
    – Comparing the growth male and female students in Brookfield

CMT Average Vertical Scale Scores
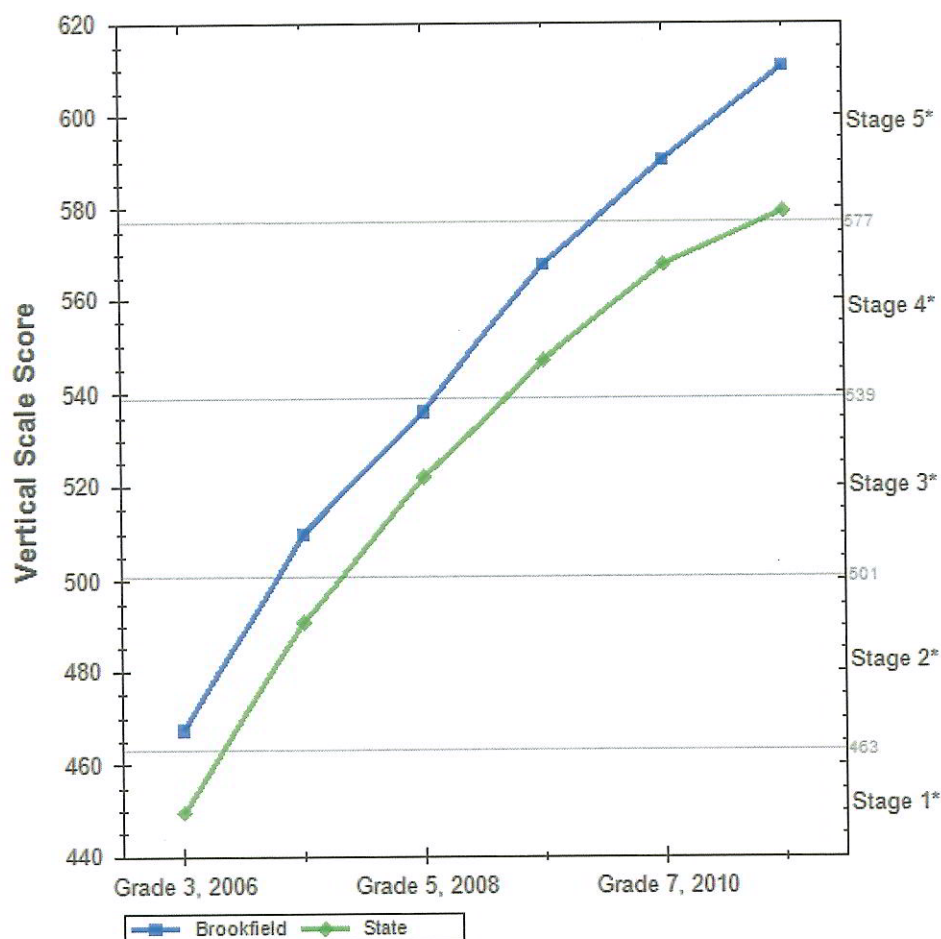## *Reading* for 2011 8th Grade Students
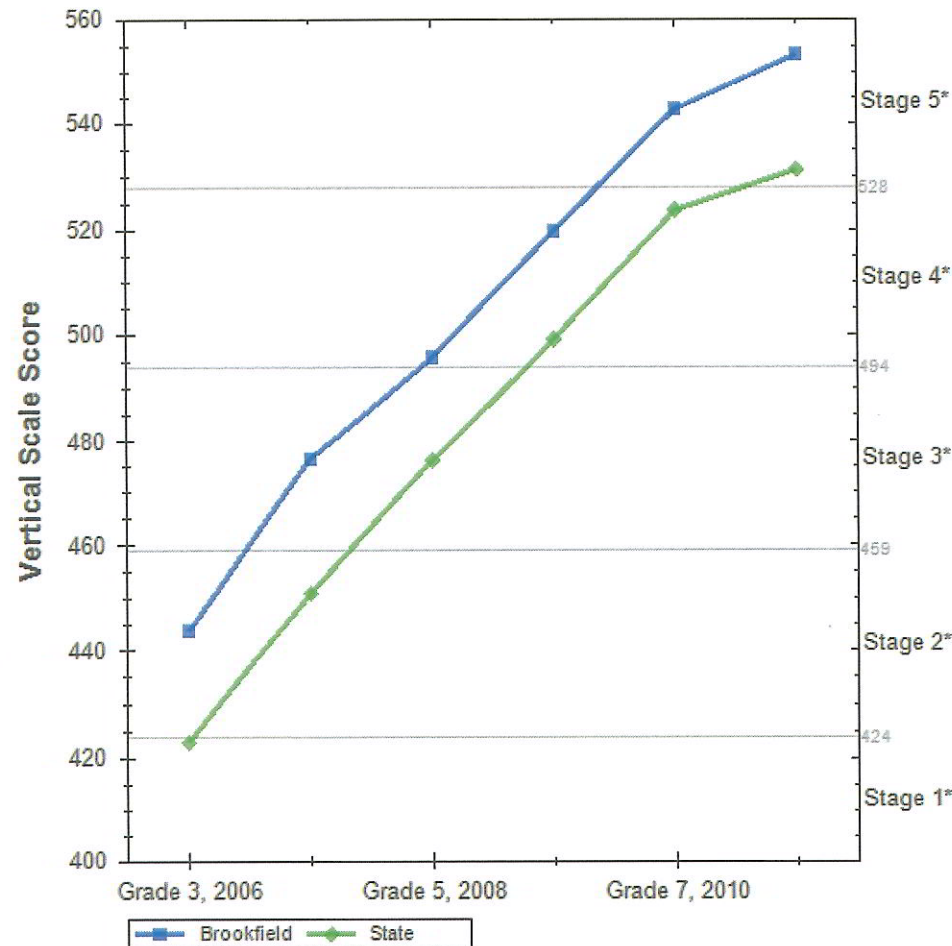
Comparing Brookfield students to other students across the state from grade 3 (in 2006) – grade 8 (in 2011)

Growth of Brookfield students: 113 points

Growth of students across the state : 106 points

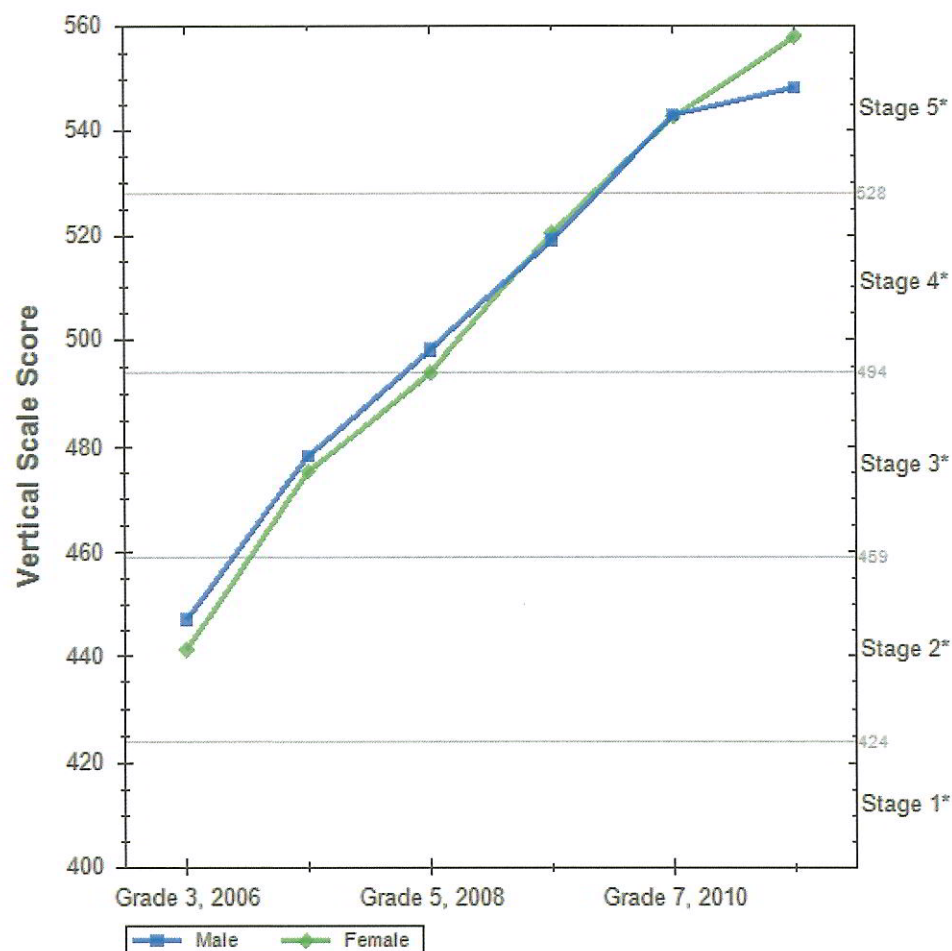# CMT Average Vertical Scale Scores
Math for 2011 8th Grade Students

Comparing Brookfield students to other students across the state from grade 3 (in 2006) – grade 8 (in 2011)

Growth of Brookfield students: 144 points

Growth of students across the state : 128 points

CMT Average Vertical Scale Scores
Reading for 2011 8th Grade Students

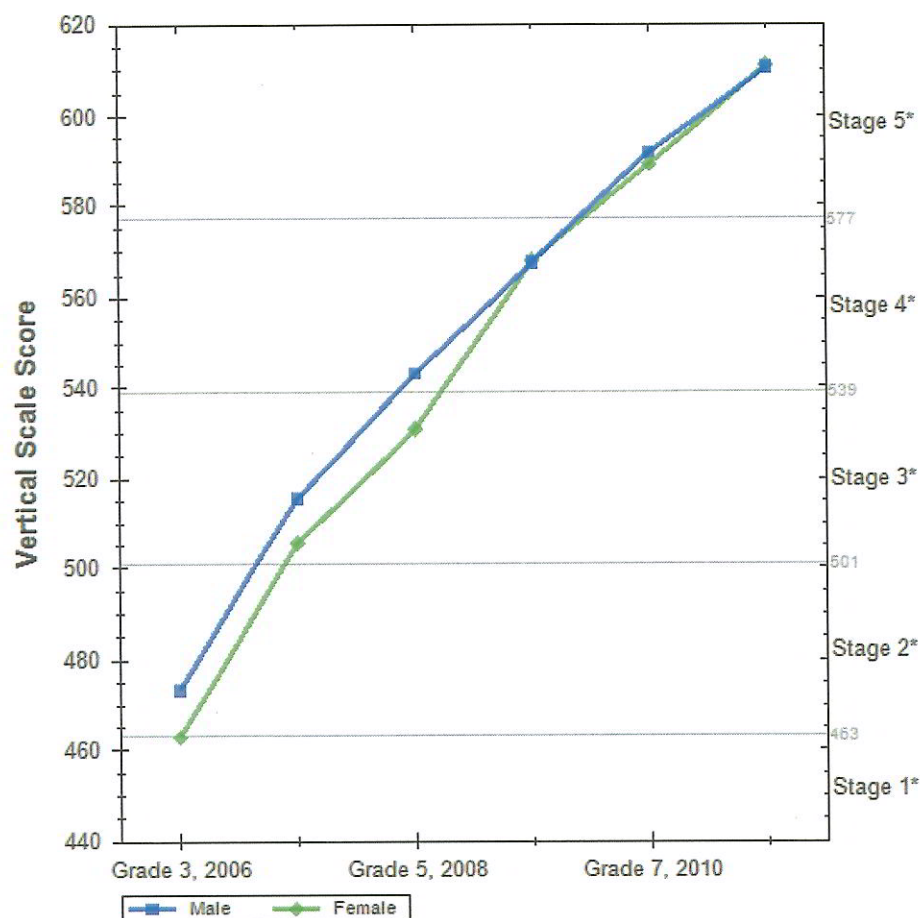**Comparing Brookfield female and male students from grade 3 (in 2006) – grade 8 (in 2011)**

Growth of Brookfield male students: 111 points

Growth of Brookfield female students: 113 points

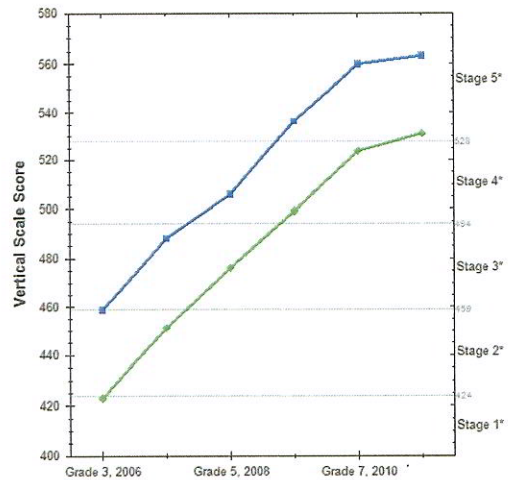# CMT Average Vertical Scale Scores
Math for 2011 8th Grade Students

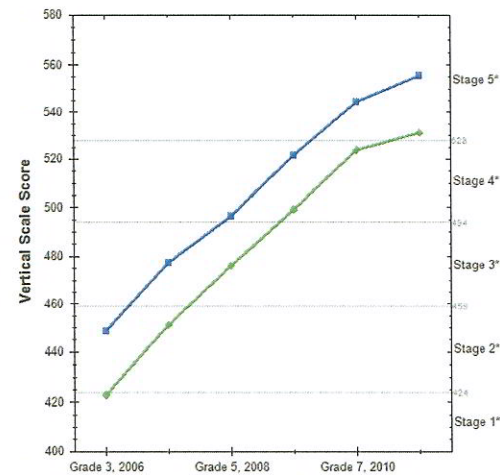Comparing Brookfield female and male students from grade 3 (in 2006) – grade 8 (in 2011)

Growth of Brookfield male students: 139 points

Growth of Brookfield female students: 147 points

CMT Average Vertical Scale Scores *READING* for 2011 8th Grade Students: Top 3 DRG B Districts & Brookfield

AVON
17/18
tests in
top
quartile

NEWTOWN
12/18
tests

MADISON
13/18
tests

BROOKFIELD
4/18
tests

Students
across
the state
in green

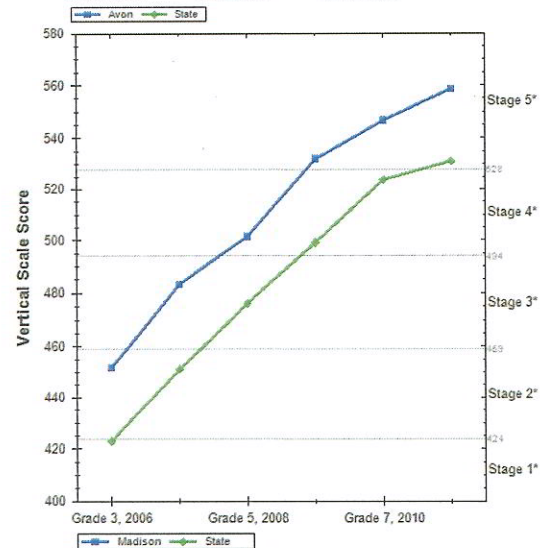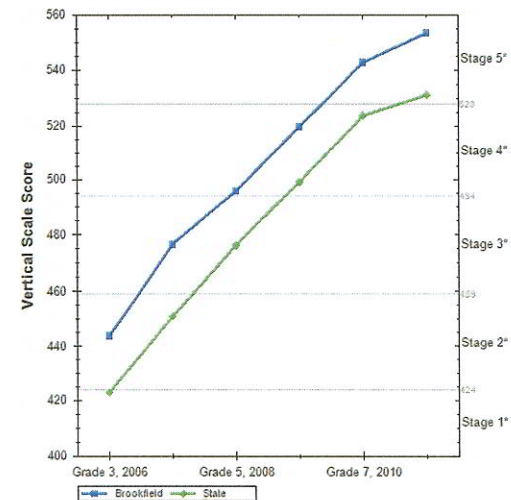# CMT Average Vertical Scale Scores *MATH* for 2011 8th Grade Students: Top 3 DRG B DistrictS & Brookfield

AVON 17/18 tests in top quartile
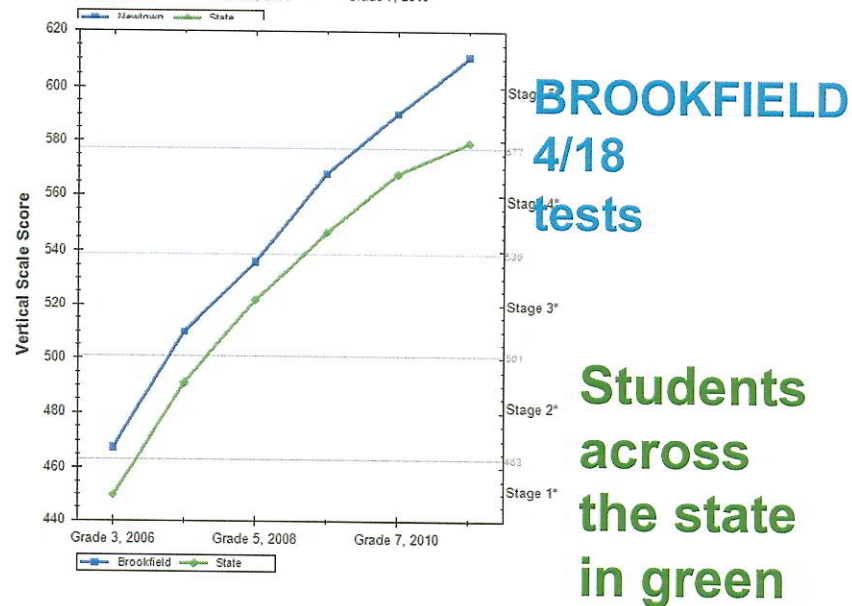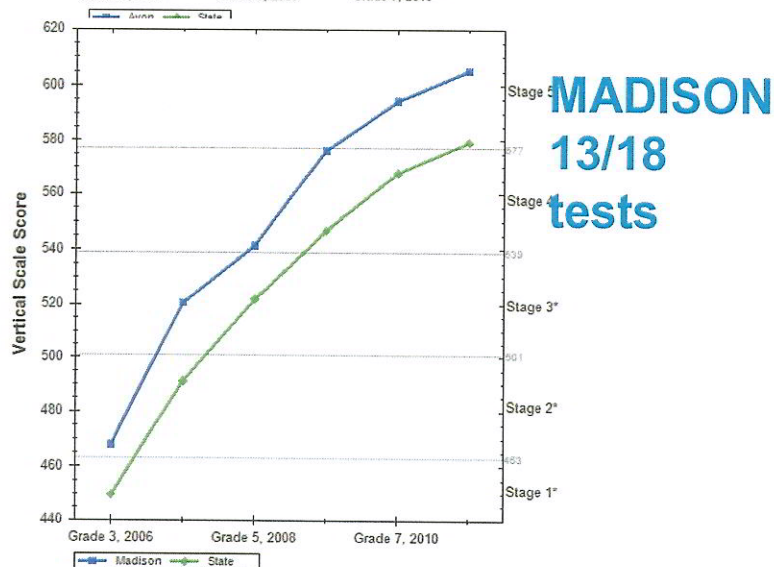
NEWTOWN 12/18 tests

MADISON 13/18 tests

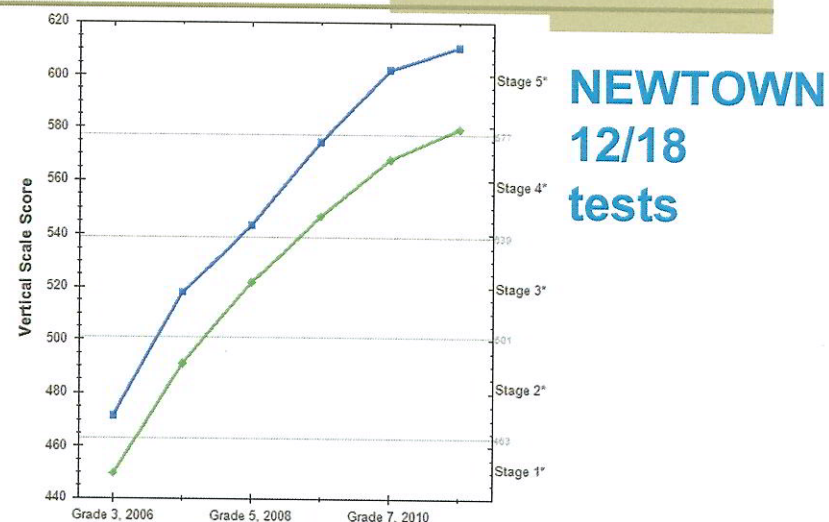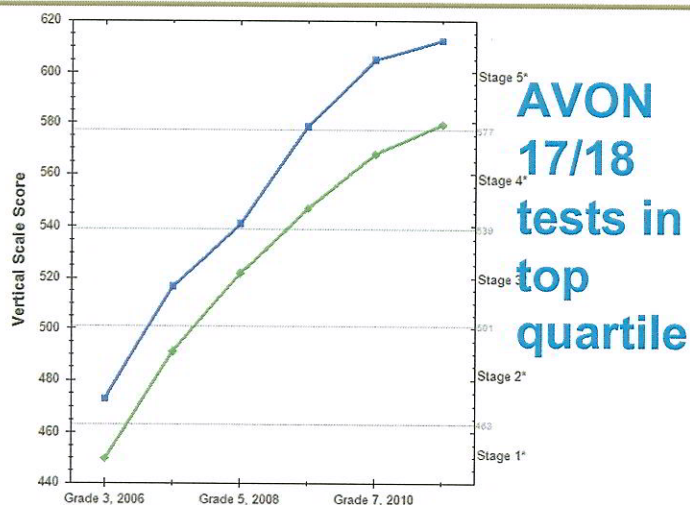**BROOKFIELD 4/18 tests**

Students across the state in green

Reading in Grades 3-8

- Every year in grades 3-7 more students score in the *Advanced Goal* range from 23 % in grade 3 to 56% in grade 7.

- DRP average unit scores have shown an increase at each grade level except in grades 6 and 8 DRP the 2011 scores are the same as the 2010 scores.

- Reader/text connections, strand 3, continues to be one of our challenges either because student connections don't demonstrate depth and/or the open-ended response format is problematic. This is an issue statewide on this assessment.

- Reading scores for grades 3-5 are ranked in the lower half of DRG B, while grades 6-8 are in the top half of DRG B scores.

Mathematics in Grades 3-8

- Every year in grades 3-8 more students score in the *Advanced Goal* range from 35 % in grade 3 to 59% in grade 8.

- Math applications [#25] and estimating [# 11] continues to be difficult for many students.

- Math scores for grades 3-6 are ranked in the lower half of DRG B, while grades 7-8 are in the top half of DRG B scores.

Writing in Grades 3-8

- Every year in grades 3-8 more students score in the *Advanced Goal* range from 31 % in grade 3 to 59% in grade 8.

- In grades 3, 4, 6 and 7 composing and revising (rather than editing) was the most challenging strand, which includes content, tone, organization,syntax and word choice.

- Writing scores for grades 3, 4 and 6 are ranked in the lower half of DRG B, while grades 5, 7 and 8 are in the top half of DRG B scores.

Science in Grades 5 & 8

- Students generally score better in the life science strand, next the physical science strand and the earth science strand is generally more challenging.

- Science scores for grades 5 and 8 are ranked in the lower half of DRG B.

Adequate Yearly Progress (AYP)

- Federal Standards for AYP

- AYP targets
  - Reading: 89% of student meet proficiency
  - Math: 91% of students meet proficiency
  - Writing: 70% of student meet proficiency

- Brookfield's participation rate in the CMT's: 99.9%

- All Brookfield subgroups met AYP targets including Asian, White, Students with Disabilities [via Safe Harbor for Reading] and Economically Disadvantaged students.

Adequate Yearly Progress [AYP] Status in Brookfield on CMT's

from the Danbury News Times **9/2/09**:

> *Only the **Brookfield** school district remains unaffected by the federal No Child Left Behind legislation that has labeled as many as 40 percent of the state's schools and at least one in each area town as failing to make adequate yearly progress.*

- HHES, WMS, BHS and the district have all achieved AYP status on the 2011 state assessments.

- WMS has achieved "safe harbor" for the last **five** years in reading for students with disabilities.

CONGRATULATIONS TO WMS STAFF!

Selected Strategies for Continuous CMT Improvement: District-wide

- Develop and implement common pre and post assessments K-12

- Implement data teams at the district and school levels

- Using a variety of reading programs to address specific individual student needs, i.e. Preventing Academic Failure, Reading Recovery, S.P.I.R.E. [for reading comprehension, decoding, encoding & fluency] and Fundations & Wilson Reading

- Implement Scientifically Based Research Interventions [SRBI] for struggling students.

Selected Strategies for Continuous CMT Improvement: District-wide

continued

- Approach professional development from a K-4 perspective to establish consistency in instructional practice.

- All teachers will establish measurable student goals based on data results.

- Required math lab sessions for additional math support as needed.

- Strong focus on non-fiction reading & writing in classes in addition to small group interventions.

Selected Strategies for Continuous CMT Improvement: @ WMS

- Silent Sustained Reading (S.S.R.) during corrective time three times per week for 30 minutes each time in grades 5-8.

- All 8th grade students are taking Algebra.

- WMS assessments are formatted to align with the CMT format

- Literacy and math teachers individually review CMT scores with each of their students

- Word walls in many classrooms, including both content area & CMT vocabulary

- Continue writing expectations and non-negotiables across all content areas

- Science and social studies staff focus professional development on effective teaching strategies

# Selected Strategies for Continuous CMT Improvement: @ HHES

- Implement Data Team process for analysis of student achievement and identification of strategies targeting student needs

- Revised literacy units of study to be implemented this year.

- Develop and implement common assessments.

- Implement Fountas and Pinnell Benchmark Reading Assessments

- Word walls in many classrooms, including both content area & CMT vocabulary

Curriculum Support Structure

- Current curriculum support teacher assignments
  - All content areas 5-8
  - All content areas 2-4
  - All content areas K-1
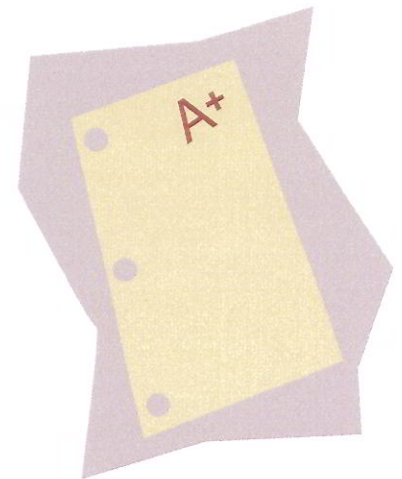
Parents play an essential role in children's language arts learning by:

- providing multiple opportunities to engage their children in conversations and

- communicating about life experiences;

- talking to and questioning their children from a very young age and carefully listening to their responses;

- reading to their children regularly and listening to their children read; and

- setting up the home environment with many print, media and visual materials.

Parents play an essential role in children's math learning by:

- providing games and activities that engage children in mathematical thinking and problem solving and, at the same time, build their self-confidence and appreciation for mathematics

- reading stories that bring mathematical ideas to life. Children's books related to mathematics can be separated into four categories: counting books, number books, storybooks, and concept books

- Parents' attitudes toward mathematics have an impact on children's attitudes. Children whose parents show an interest in and enthusiasm for mathematics around the home will be more likely to develop that enthusiasm themselves.

Parents play an essential role in children's science learning by:

- encouraging their children to participate in high-level science courses and activities, both in and out of school;

- talking to their children about science they learn at school and showing interest in scientific content, processes and ideas; and

- providing their children with access to science resources, such as museums, libraries and the Internet.

For more information...

CMT website: http://ctreports.com

CT State Dept. of Education website:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/index.htm