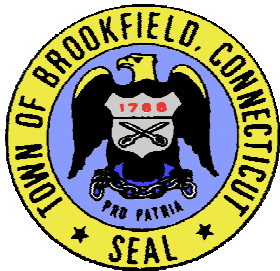

CMT Performance 2013



Brookfield Public Schools
Brookfield, Connecticut
September 2013

DRG B



Avon

Brookfield

Cheshire

Fairfield

Farmington

Glastonbury

Granby

Greenwich

Guilford

Madison

Monroe

New Fairfield

Newtown

Orange*

Simsbury

South Windsor

Trumbull

West Hartford

Woodbridge*

Region 5**

Region 15

* *Grades 3-6 only*

** *Grades 7 & 8 only*

CMT 2013: Reading



Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
3 rd	72.4	85.1	56.9	74.0
4 th	77.6	86.8	62.7	72.2
5 th	79.1	89.7	66.9	80.6
6 th	84.5	93.5	73.3	83.8
7 th	87.0	96.2	78.9	89.4
8 th	85.7	96.5	76.3	93.9

CMT 2013: Math



Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
3 rd	82.7	92.3	61.6	79.2
4 th	83.8	94.8	65.4	78.9
5 th	84.4	96.4	69.4	88.0
6 th	85.9	94.9	67.2	81.4
7 th	84.9	96.1	65.7	83.1
8 th	86.1	97.4	65.2	88.9

CMT 2013: Writing



Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
3 rd	80.4	84.1	60.0	66.2
4 th	83.5	91.1	63.1	73.4
5 th	87.7	91.4	65.6	70.7
6 th	84.3	90.5	65.2	72.9
7 th	83.2	94.8	65.0	83.4
8 th	85.7	96.3	67.3	87.2

CMT 2013: Science



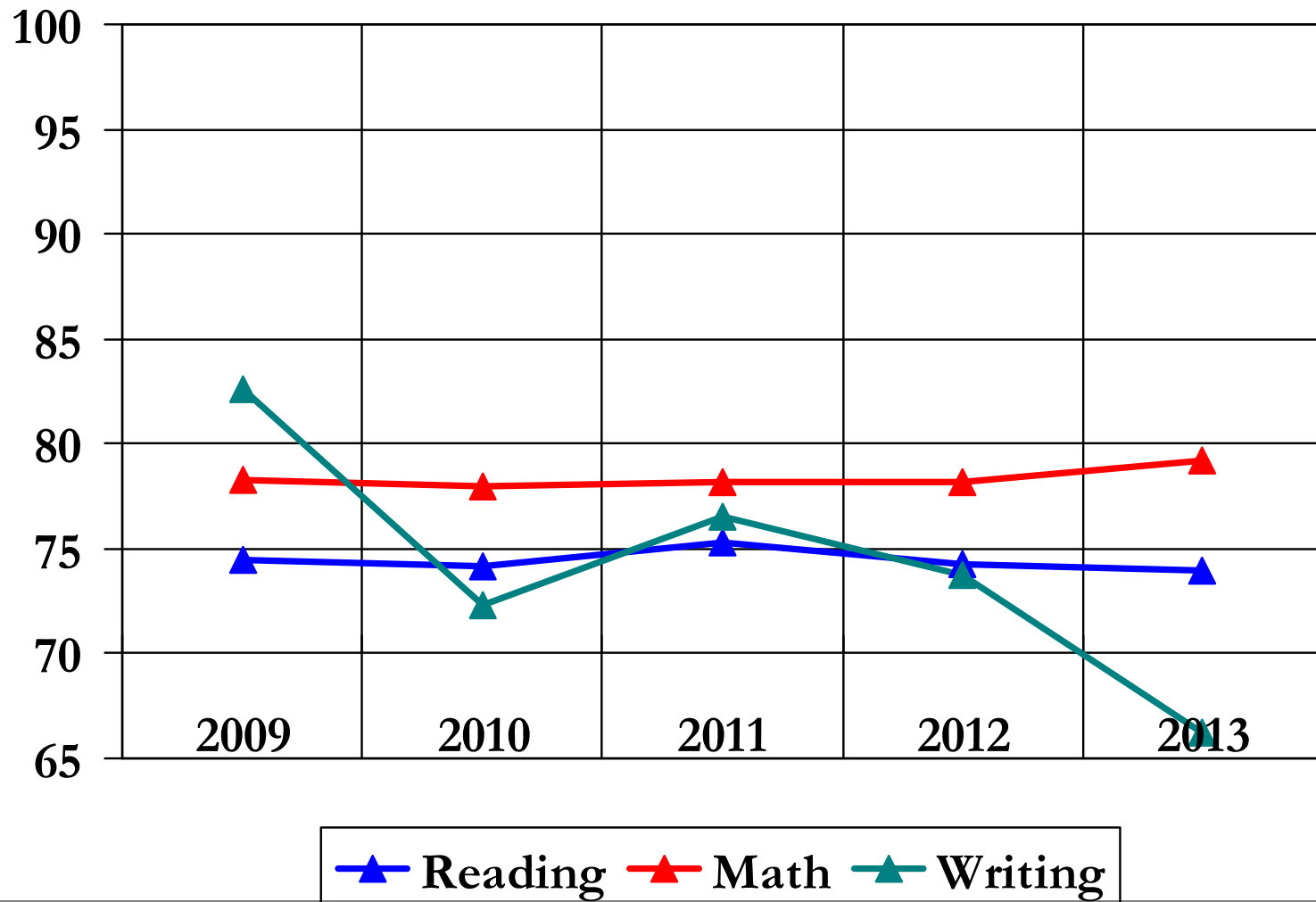
Grade	% At or Above Proficiency: Connecticut	% At or Above Proficiency: Brookfield	% At or Above Goal: Connecticut	% At or Above Goal: Brookfield
5 th	81.7	92.5	62.5	82.1
8 th	76.5	91.7	60.6	81.0

% At or Above Goal by Grade Over Time

3rd Grade	Reading	Math	Writing
2009 DRG B Ranking	74.5 9/20	78.3 15/20	82.6 7/20
2010 DRG B Ranking	74.2 12/20	78.0 14/20	72.3 13/20
2011 DRG B Ranking	75.3 12/20	78.2 14/20	76.5 11/20
2012 DRG B Ranking	74.3 16/20	83.1 14/20	73.8 18/20
2013 DRG B Ranking	74.0 14/19	79.2 12/19	66.2 18/19



Grade 3 CMT Goal Performance

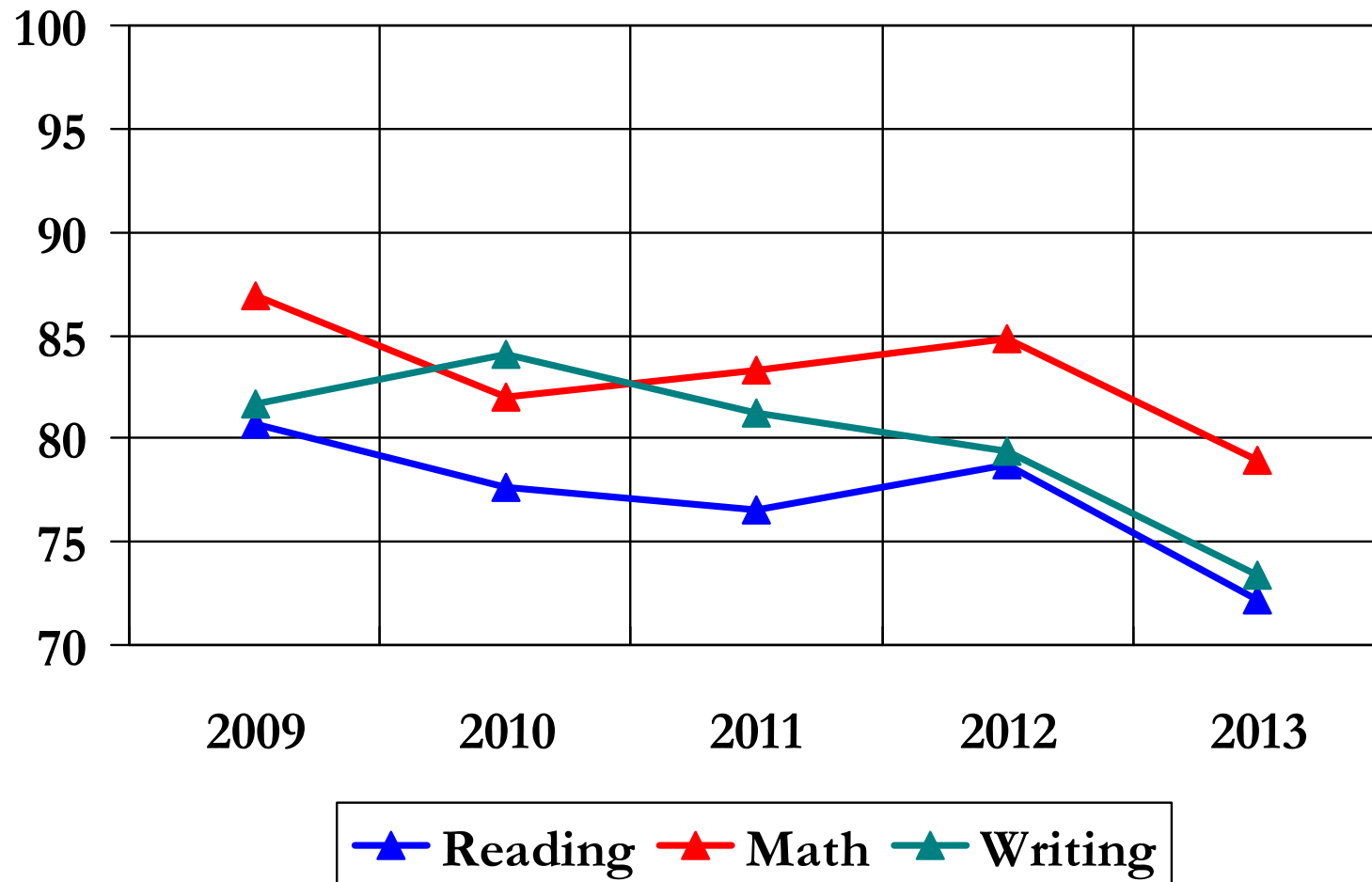


% At or Above Goal by Grade Over Time

4 th Grade	Reading	Math	Writing
2009 DRG B Ranking	80.7 9/20	86.9 5/20	81.7 9/20
2010 DRG B Ranking	77.6 15/20	82 15/20	84.1 4/20
2011 DRG B Ranking	76.6 16/20	83.3 13/20	81.2 15/20
2012 DRG B Ranking	78.7 17/20	84.8 13/20	79.4 16/20
2013 DRG B Ranking	72.2 18/19	78.9 16/19	73.4 19/19



Grade 4 CMT Goal Performance

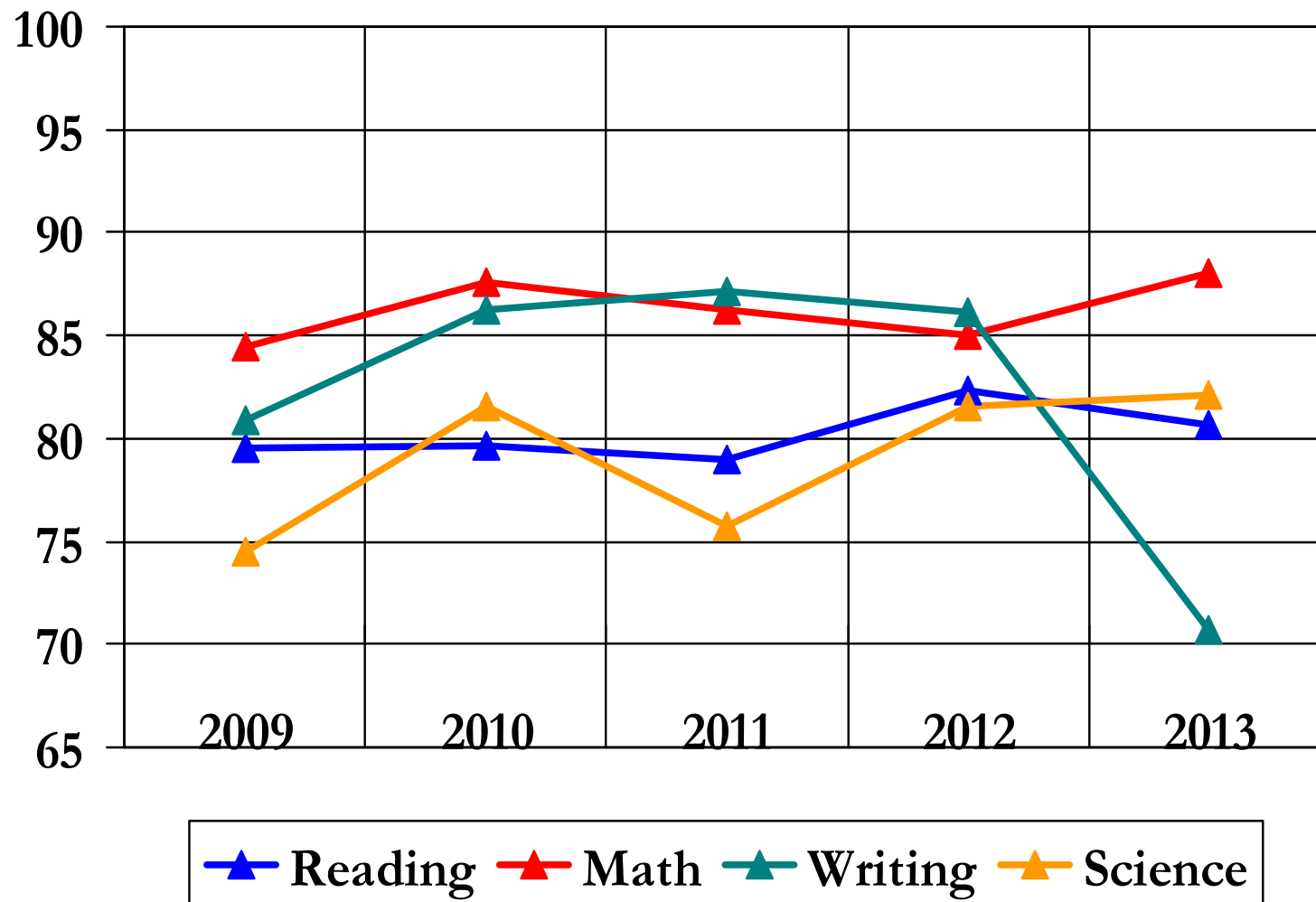


% At or Above Goal by Grade Over Time

5 th grade	Reading	Math	Writing	Science
2009 DRG B Ranking	79.5 19/20	84.5 13/20	80.9 15/20	74.5 15/20
2010 DRG B Ranking	79.7 13/20	87.6 12/20	86.3 7/20	81.6 11/20
2011 DRG B Ranking	79.0 14/20	86.3 16/20	87.1 7/20	75.7 19/20
2012 DRG B Ranking	82.3 18/20	85.0 15/20	86.1 18/20	81.5 17/20
2013 DRG B Ranking	80.6 18/19	88.0 10/19	70.7 19/19	82.1 12/19



Grade 5 CMT Goal Performance

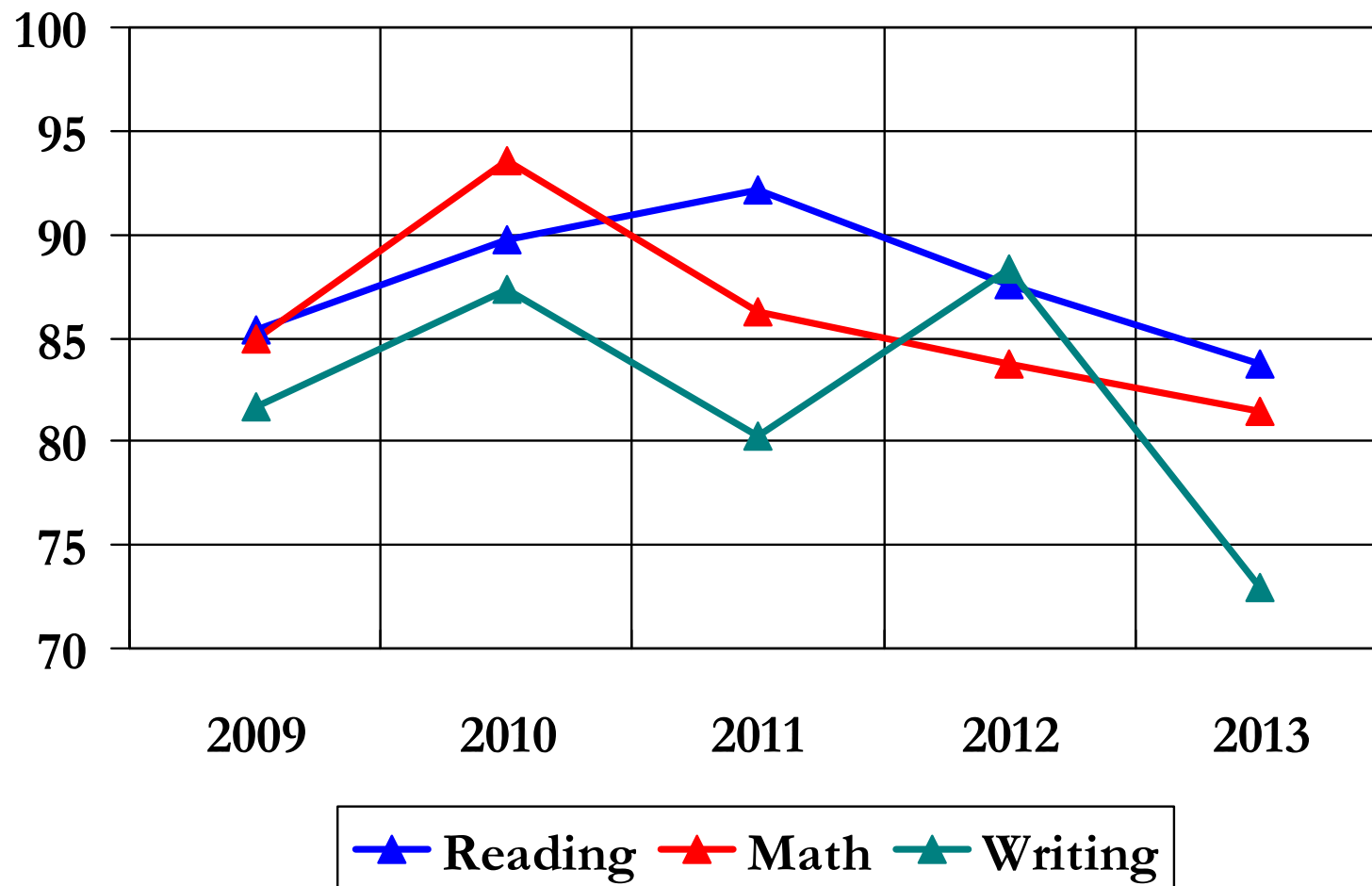


% At or Above Goal by Grade Over Time

6 th Grade	Reading	Math	Writing
2009 DRG B Ranking	85.4 14/20	85 16/20	81.7 11/20
2010 DRG B Ranking	89.8 13/20	93.6 5/20	87.3 6/20
2011 DRG B Ranking	92.1 8/20	86.3 16/20	80.3 14/20
2012 DRG B Ranking	87.6 15/20	83.7 15/20	88.3 8/20
2013 DRG B Ranking	83.8 18/19	81.4 17/19	72.9 18/19



Grade 6 CMT Goal Performance

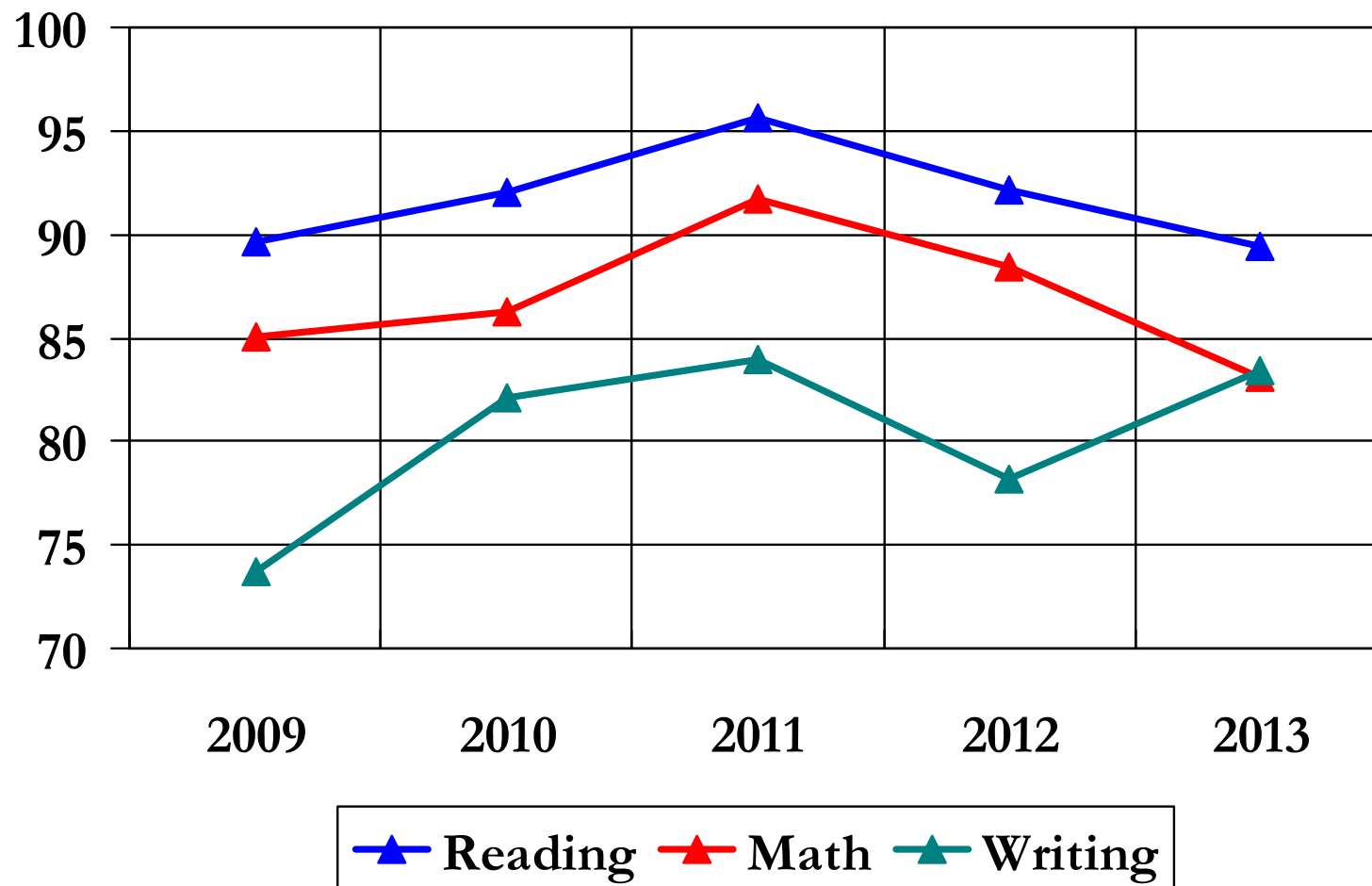


% At or Above Goal by Grade Over Time

7 th Grade	Reading	Math	Writing
2009 DRG B Ranking	89.6 9/19	85.1 12/19	73.7 16/19
2010 DRG B Ranking	92 14/19	86.2 15/19	82.1 11/19
2011 DRG B Ranking	95.6 3/19	91.7 5/19	84.0 5/19
2012 DRG B Ranking	92.1 14/19	88.4 9/19	78.2 16/19
2013 DRG B Ranking	89.4 15/18	83.1 11/18	83.4 10/18



Grade 7 CMT Goal Performance

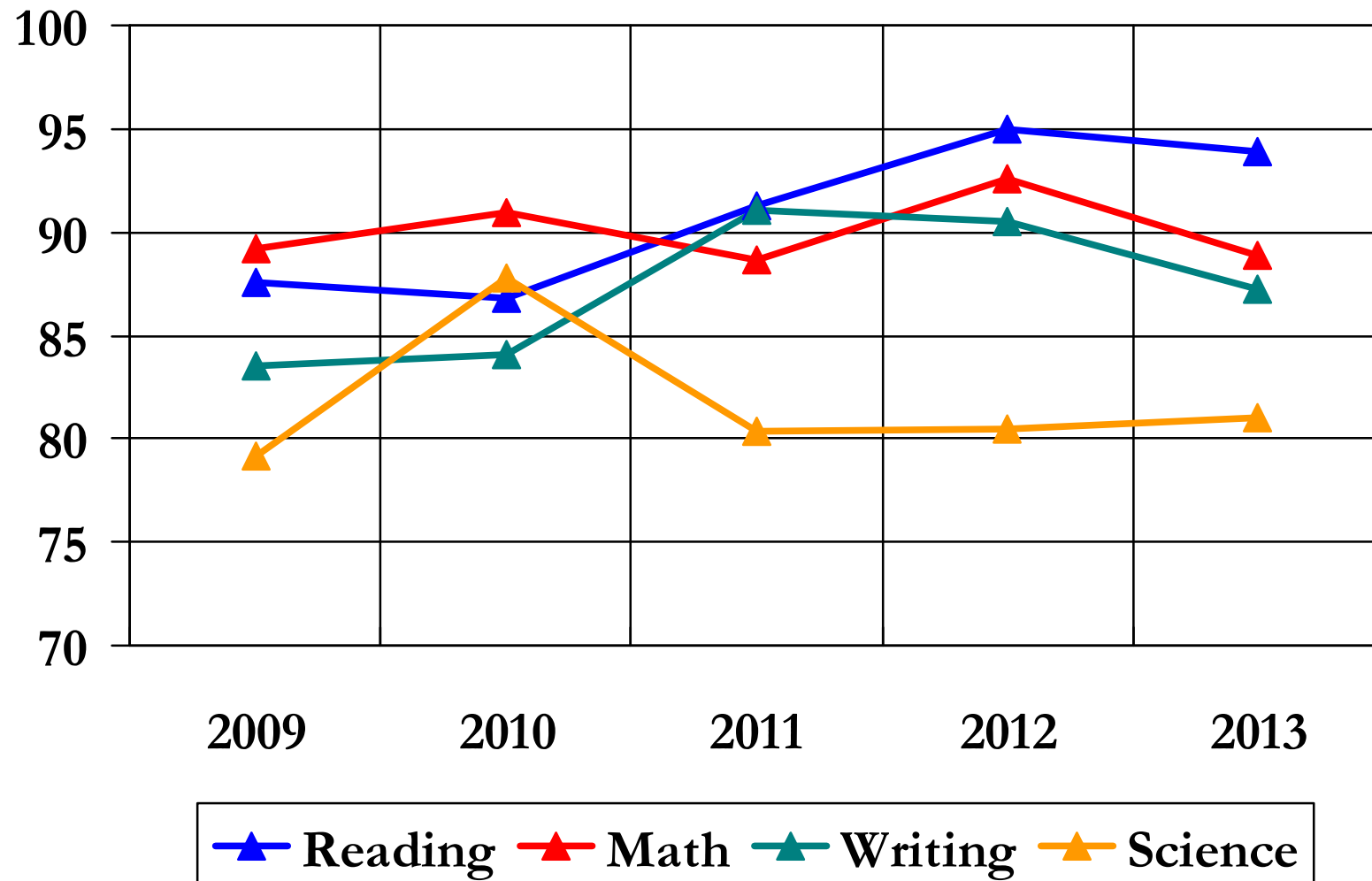


% At or Above Goal by Grade Over Time

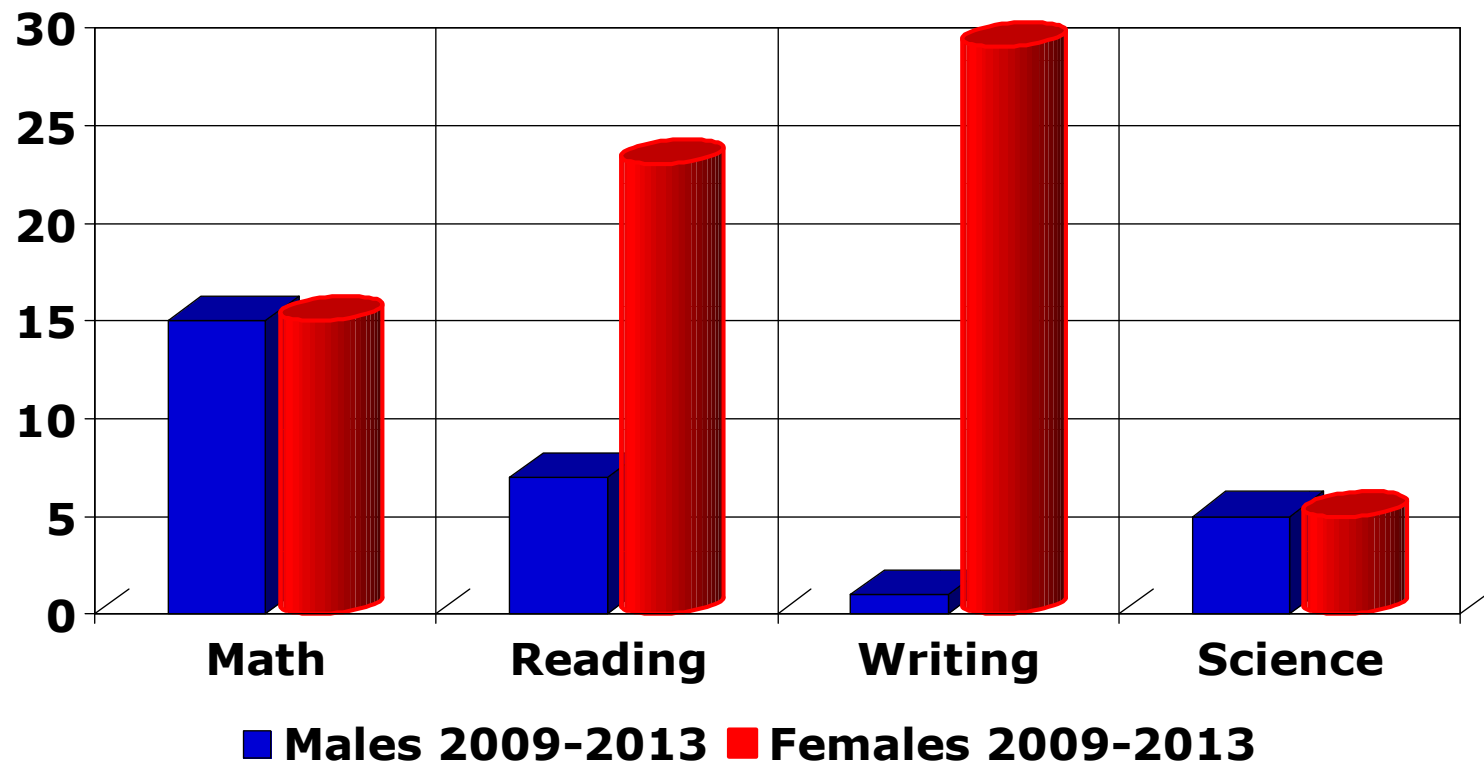
8 th Grade	Reading	Math	Writing	Science
2009 DRG B Ranking	87.6 12/19	89.2 6/19	83.5 11/19	79.2 16/19
2010 DRG B Ranking	86.8 14/19	90.9 4/19	84.1 8/19	87.8 4/19
2011 DRG B Ranking	91.3 10/19	88.7 9/19	91.1 2/19	80.4 15/19
2012 DRG B Ranking	95.0 4/19	92.6 3/19	90.5 5/19	80.5 16/19
2013 DRG B Ranking	93.9 2/18	88.9 7/18	87.2 7/18	81.0 11/18



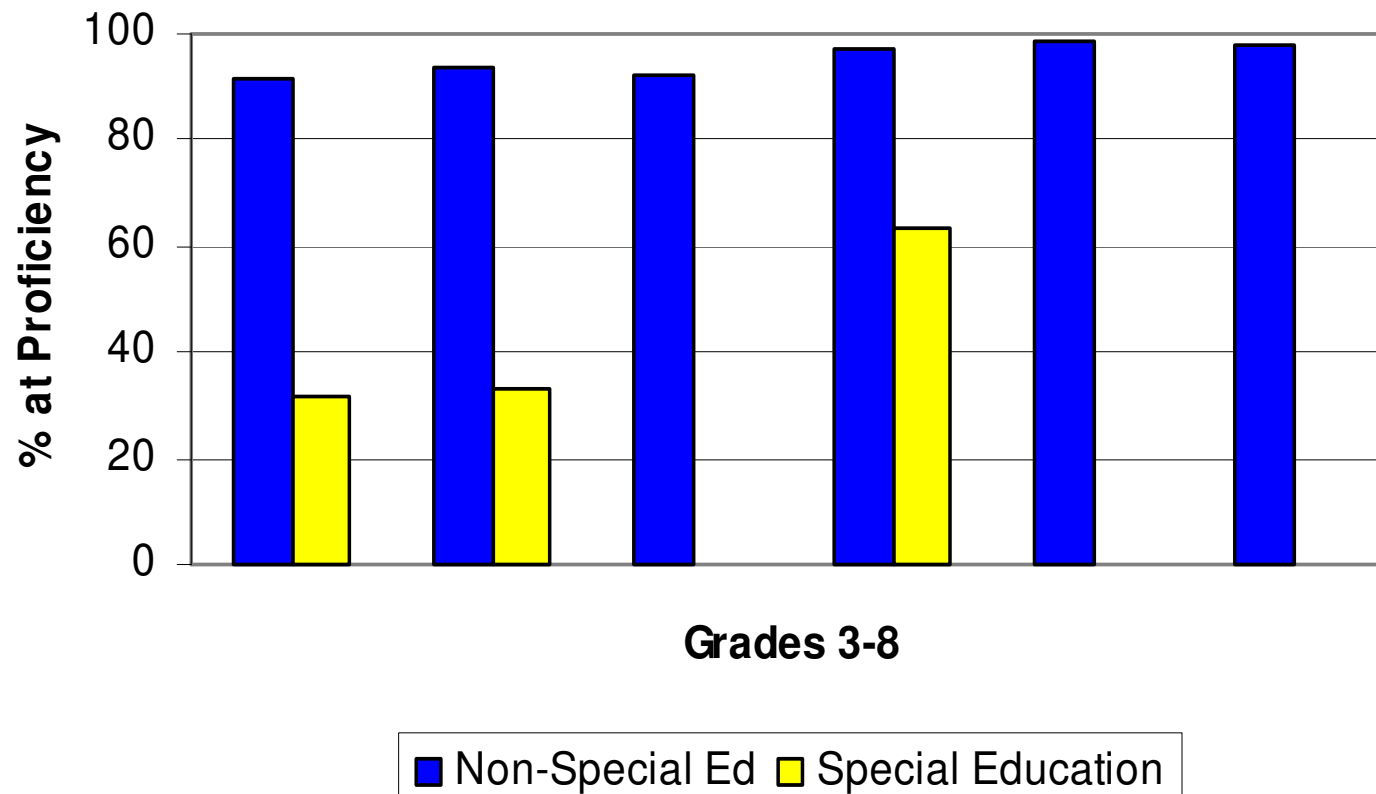
Grade 8 CMT Goal Performance



of Assessments In Which More Males or Females Scored at Goal or Advanced Goal Levels: 2009-2013

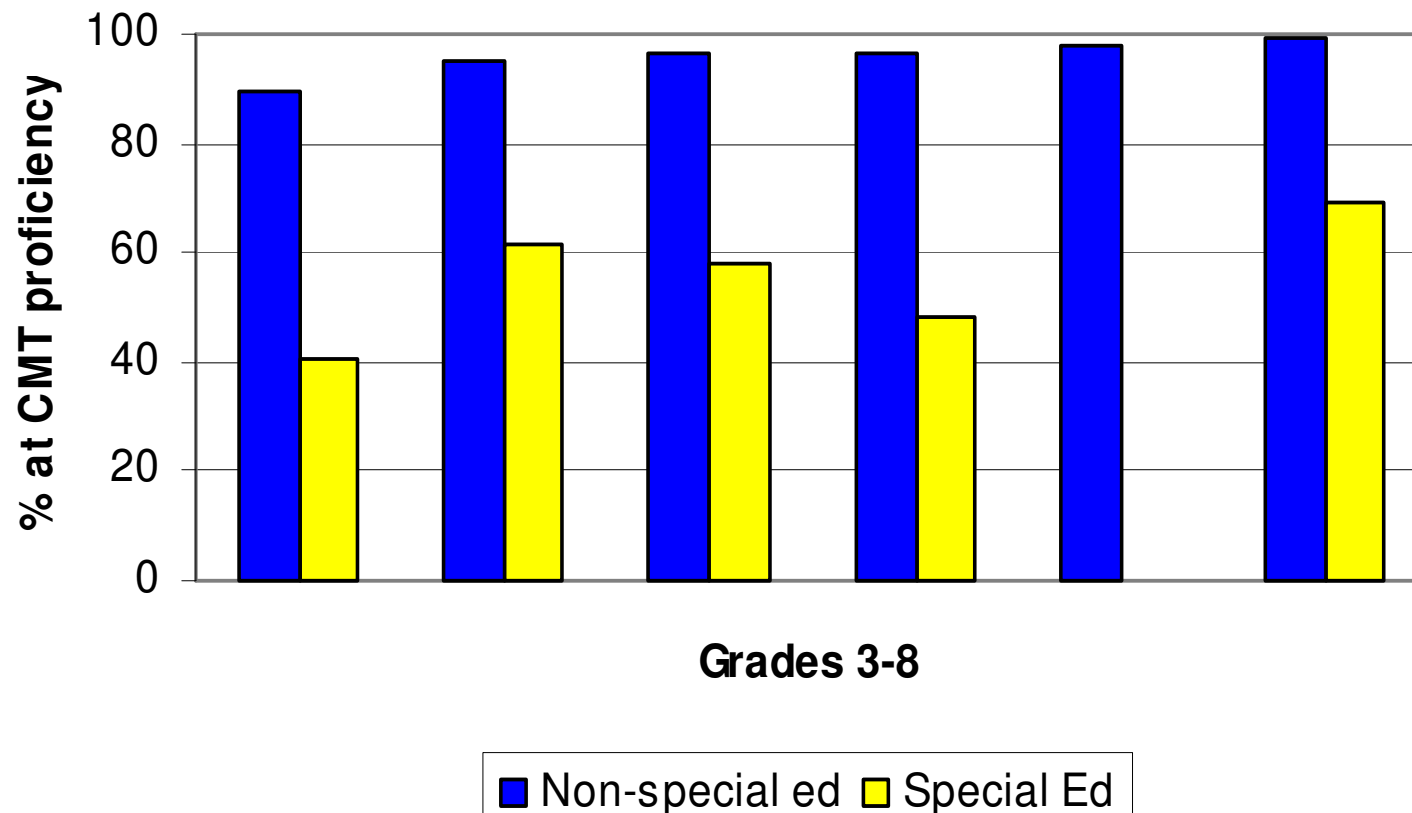


Students @ CMT Reading proficiency: Non-special education & students with special needs



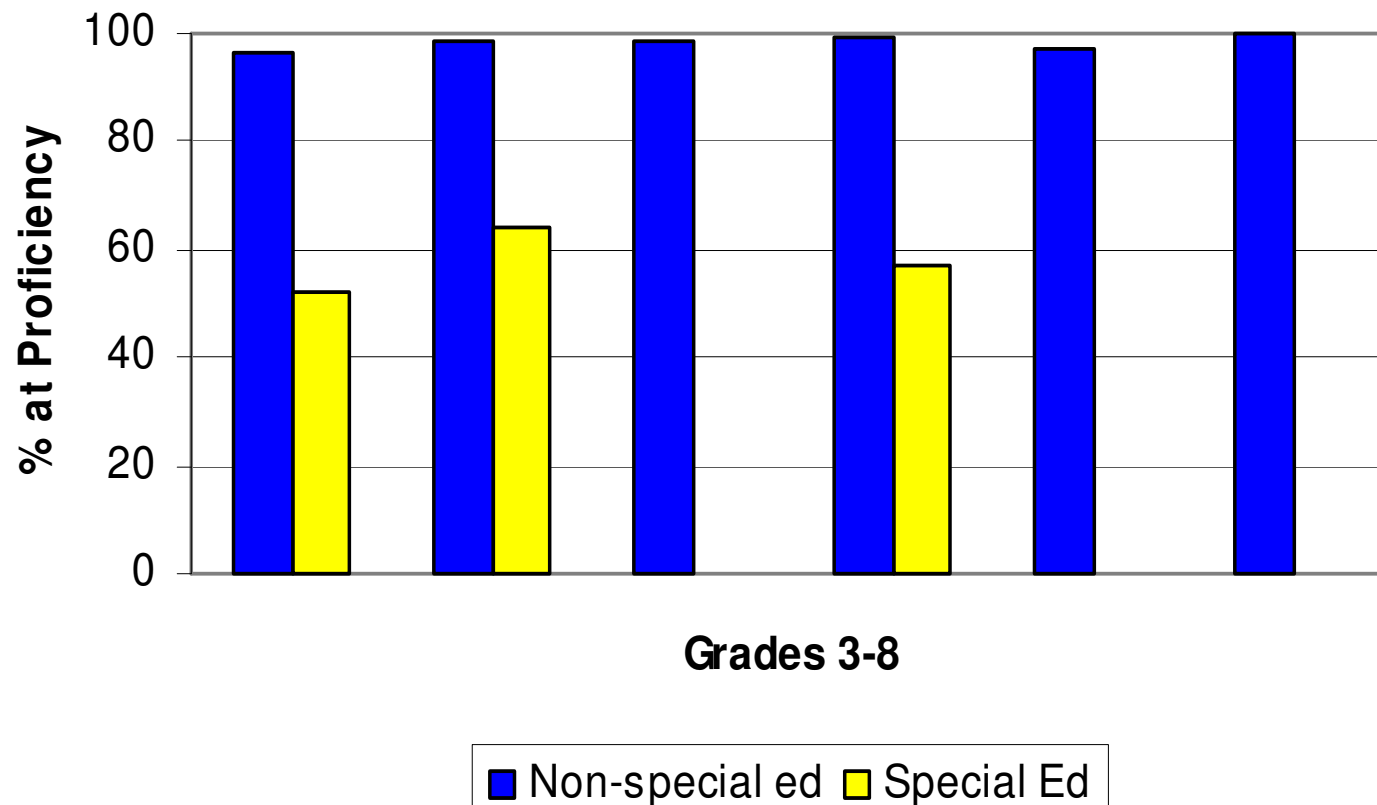
In 5th, 7th & 8th grades there are less than 20 special education students. Special education data is not available.

Students @ CMT Writing proficiency: Non-special education & students with special needs



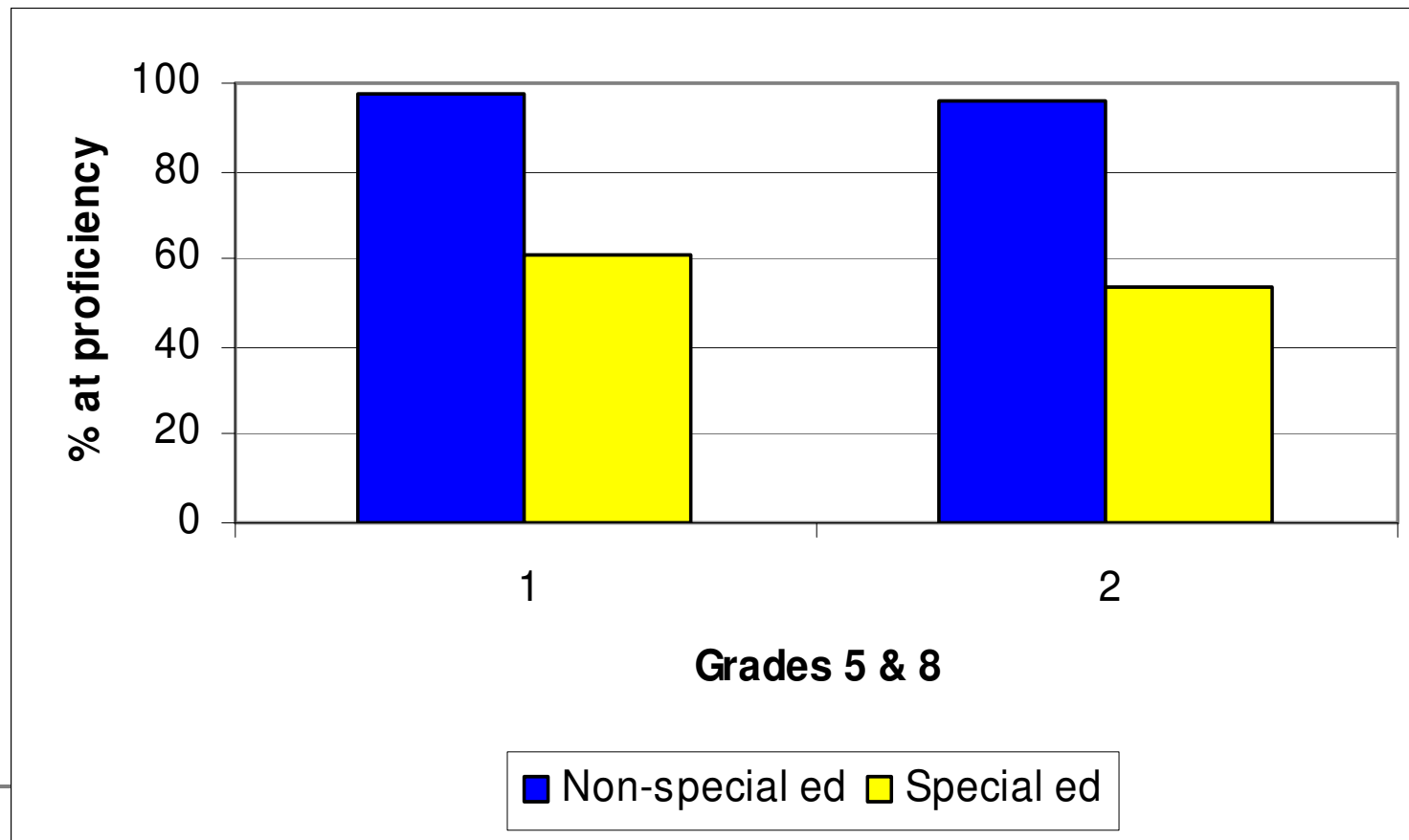
In 7th grade there are less than 20 special education students. Special education data is not available.

Students @ CMT Math proficiency: Non-special education & students with special needs



In 5th, 7th & 8th grades there are less than 20 special education students. Special education data is not available.

Students @ CMT Science proficiency: Non-special education & students with special needs

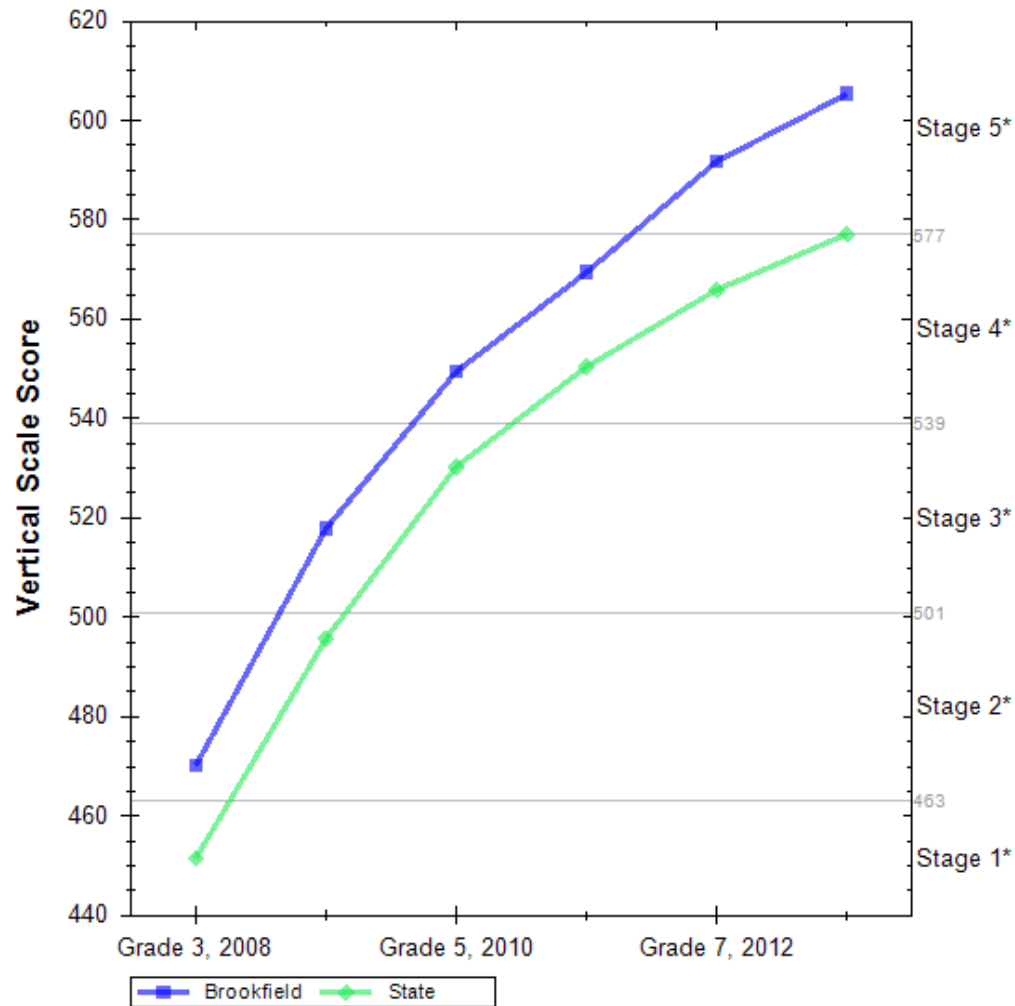


Vertical Scale & Achievement Growth

- 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 (2009, 2010, 2011, 2012 and 2013)
 - 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
 - Comparing the growth of Brookfield students to students in top performing DRG B districts

CMT Average Vertical Scale Scores

Math for 2013 8th Grade Students



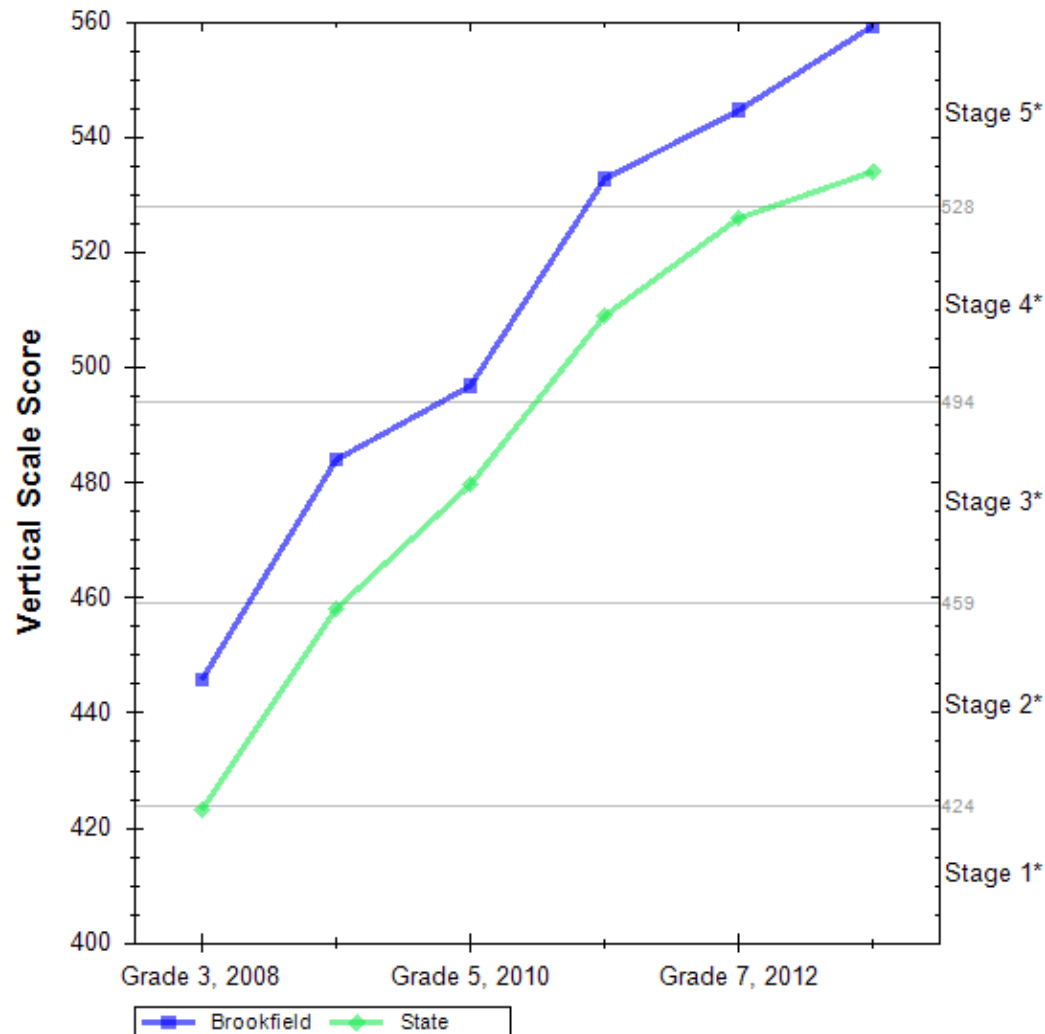
Comparing Brookfield students to other students across the state from grade 3 (in 2008) – grade 8 (in 2013)

Growth of Brookfield students: 135 points

Growth of students across the state : 124 points

CMT Average Vertical Scale Scores

Reading for 2013 8th Grade Students



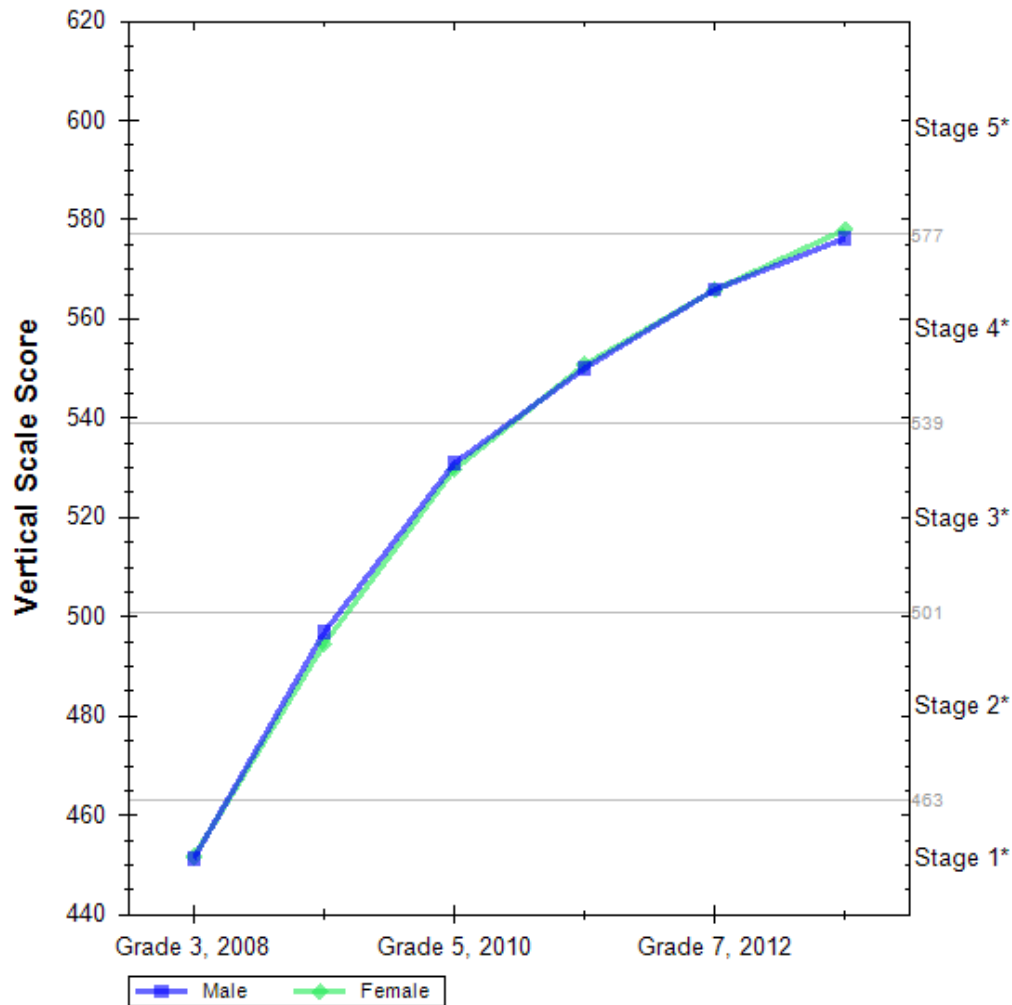
Comparing Brookfield students to other students across the state from grade 3 (in 2008) – grade 8 (in 2013)

Growth of Brookfield students: 112 points

Growth of students across the state : 108 points

CMT Average Vertical Scale Scores

Math for 2013 8th Grade Students by Gender



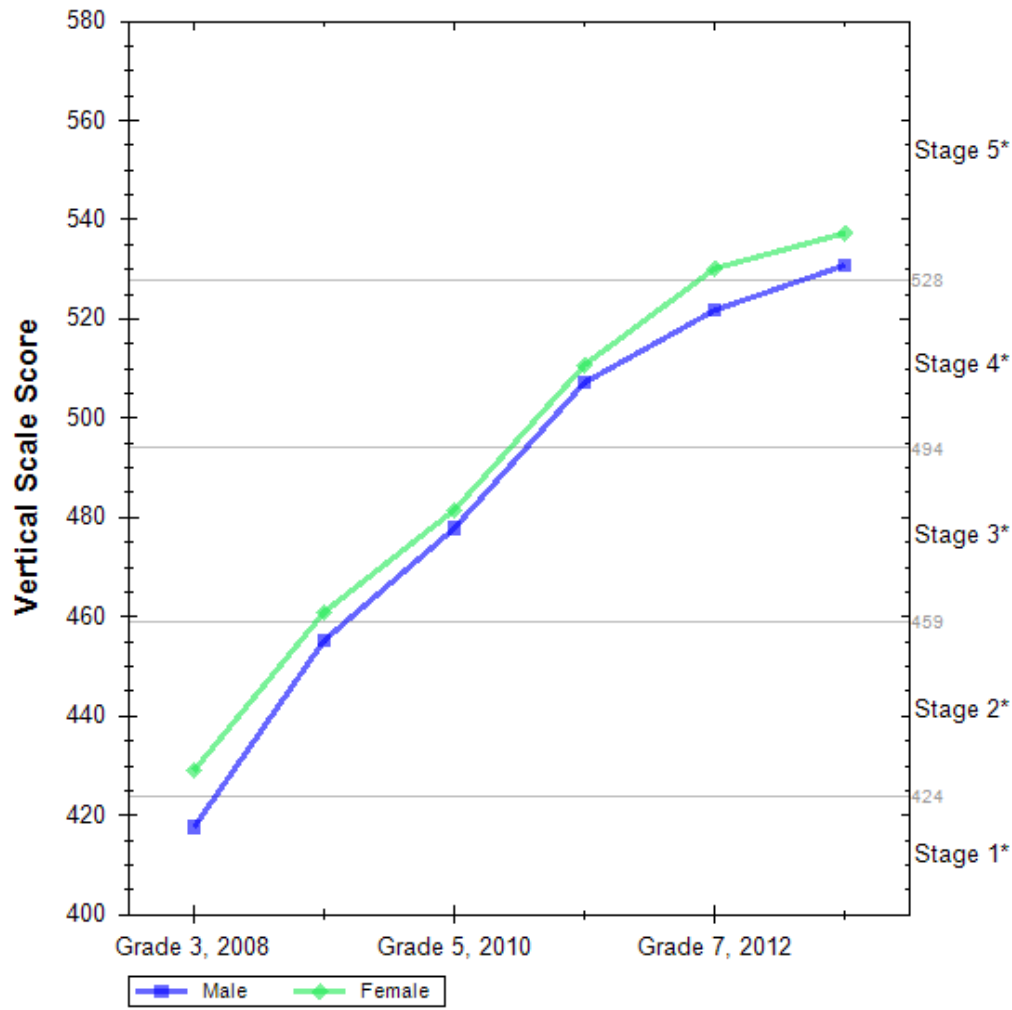
Comparing Brookfield female and male students from grade 3 (in 2008) – grade 8 (in 2013)

Growth of Brookfield male students:
122 points

Growth of Brookfield female students:
125 points

CMT Average Vertical Scale Scores

Reading for 2013 8th Grade Students by Gender



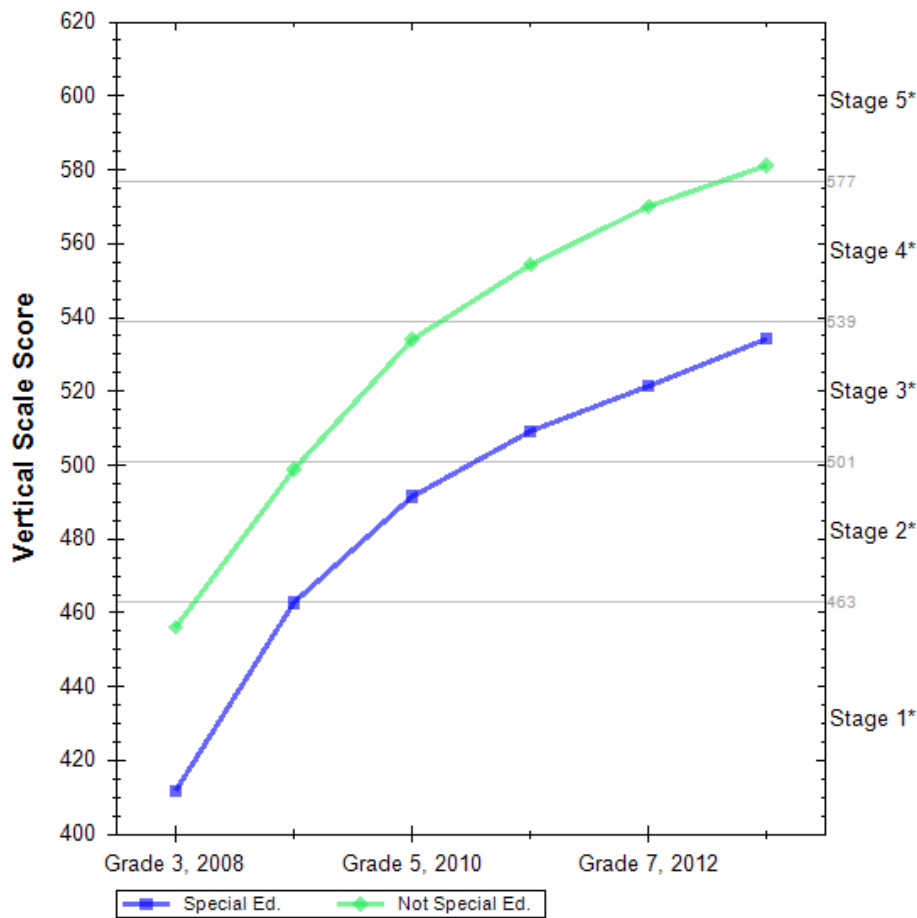
Comparing Brookfield female and male students from grade 3 (in 2008) – grade 8 (in 2013)

Growth of Brookfield male students:
110 points

Growth of Brookfield female students:
107 points

CMT Average Vertical Scale Scores

Math for 2013 8th Grade Non-Special Education Students & Students with Special Needs



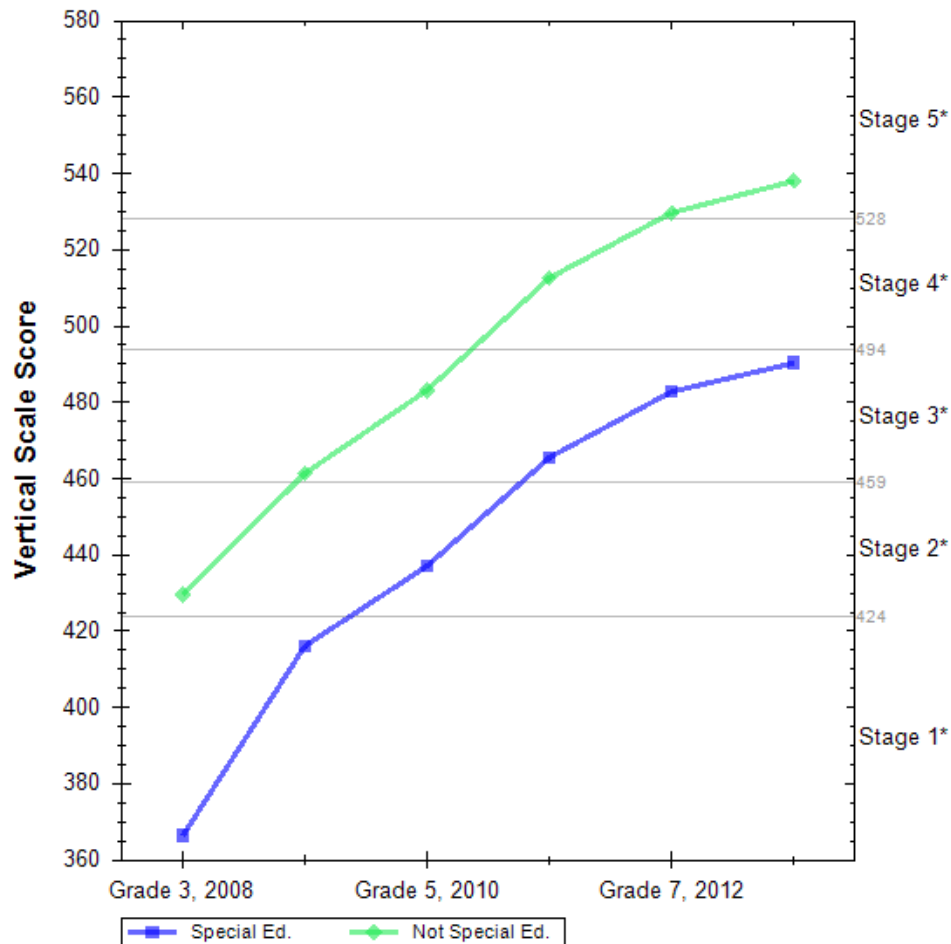
Comparing Brookfield non-special education students & students with special needs from grade 3 (in 2008) – grade 8 (in 2013)

Growth of Brookfield students with special needs: 115 points

Growth of Brookfield non-special education students : 124 points

CMT Average Vertical Scale Scores

Reading for 2013 8th Grade Students & Students with Special Needs

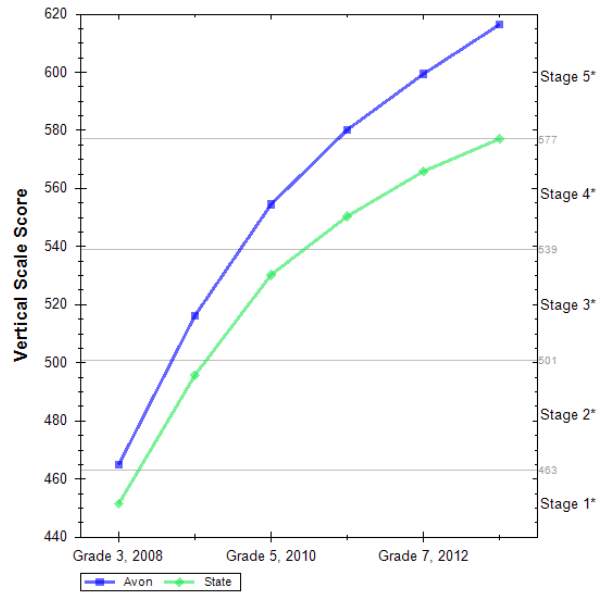


Comparing Brookfield general education students & students with special needs from grade 3 (in 2008) – grade 8 (in 2013)

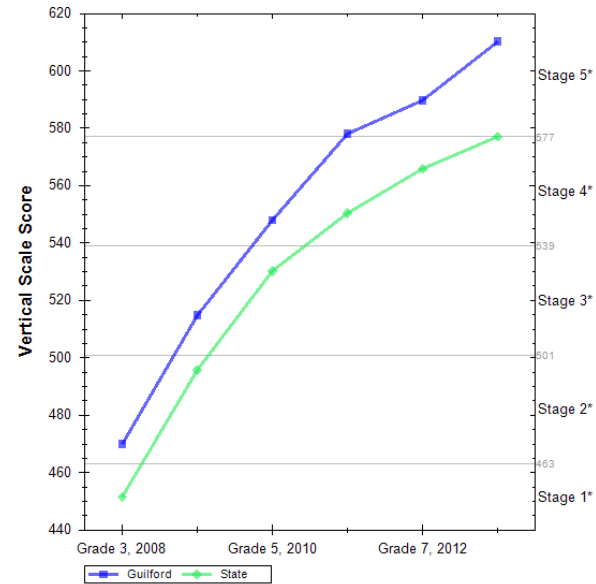
Growth of Brookfield students with special needs: 114 points

Growth of Brookfield non-special education students : 108 points

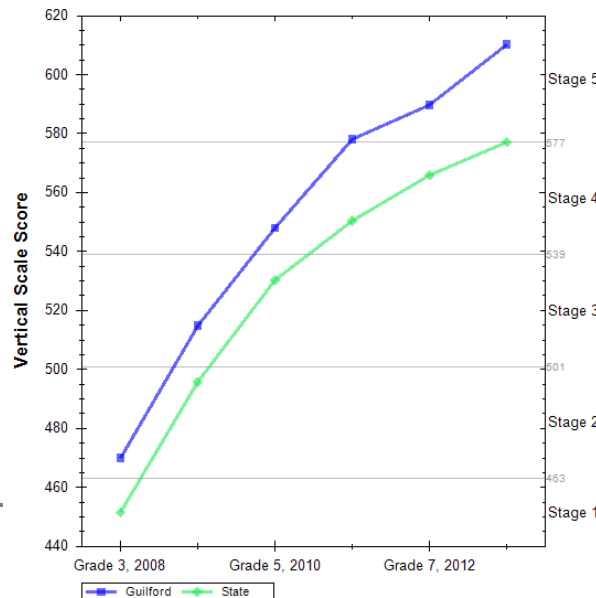
MATH : Top 3 DRG B Districts & Brookfield



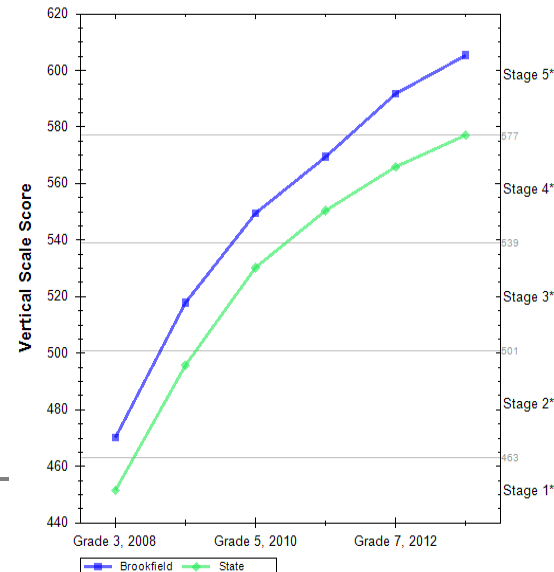
Avon
147 point
growth &
93.1% @
goal



Guilford
143 point
Growth &
91.6% @
goal



Region 5
144 point
growth &
91.1 % @
goal



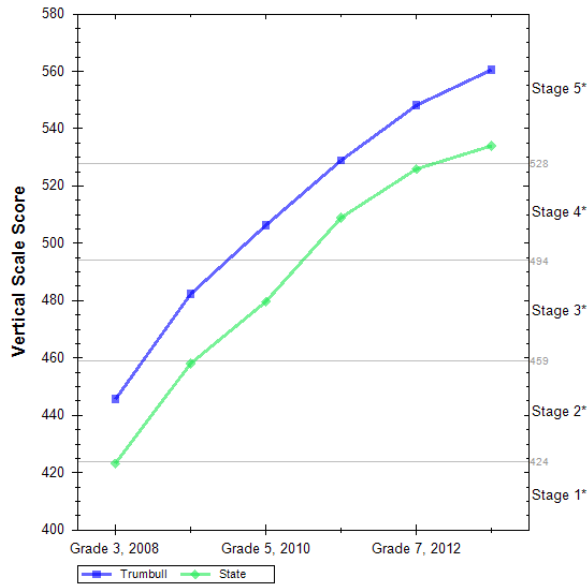
BROOKFIELD
135 point
growth & 88.9
% @ goal

*Students
across the
state in
green
growth: 124*

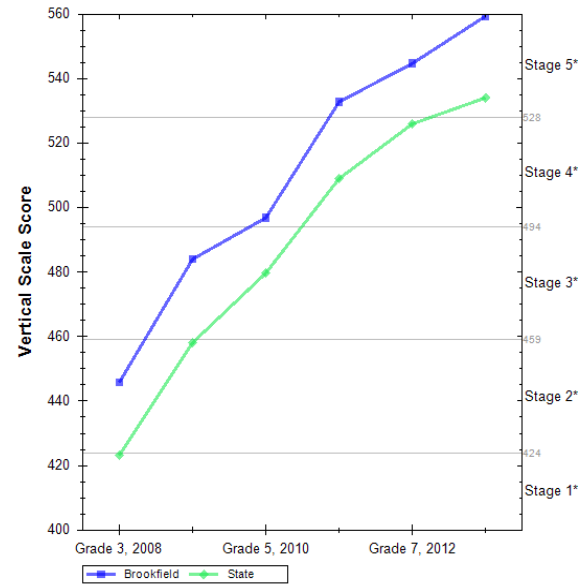
2013 8th Grade Students

READING : Top 3 DRG B Districts

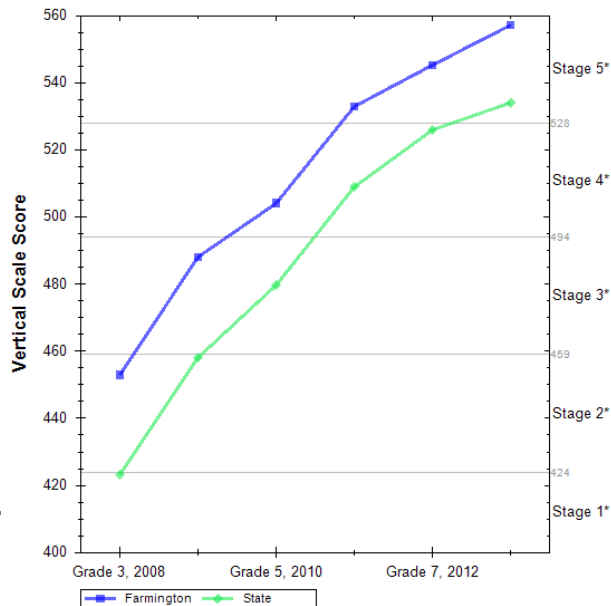
2013 8th Grade Students



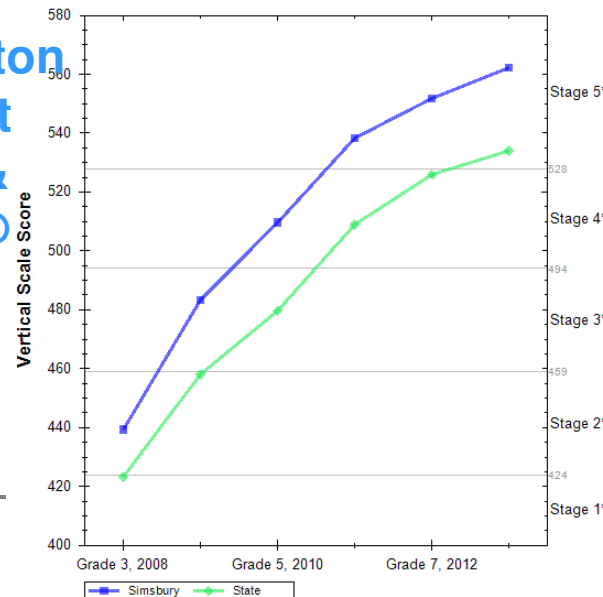
Trumbull
114 point
growth &
95.1 % @
goal



BROOKFIELD
112 point
growth & 93.9
% @ goal



Farmington
103 point
growth &
93.7 % @
goal



Simsbury
118 point
growth &
93.7 % @
goal

**Students
across the
state in
green
growth: 108**

According to a Press Release from CSDE...

“It is increasingly apparent that our legacy tests are out of sync with the new Common Core State Standards. That’s one of the reasons why we’re enabling districts to accelerate their testing transition, permitting districts to opt in to Common Core-aligned assessments this year.”

“We must continue to pursue critical reforms – implementing the Common Core, evaluating and supporting teachers and administrators, and turning around our lowest performing schools – with sustained focus in order to elevate overall performance and close the achievement gap.”

According to a Press Release from CSDE...

“With new standards, Connecticut will need to administer new assessments. The CAPT/CMT assessments are not designed to measure student learning relative to the Common Core standards...though science CAPT and CMT will continue to be administered.”

“It is expected that, as districts begin shifting to the Common Core, scores on legacy assessments such as the CMT and CAPT will decrease because traditional classroom instruction associated with these legacy assessments covers more topics and not in the same depth and manner that will be required for success on new assessments.”

Transition from CMT to Smarter Balanced Assessments in Reading & Writing

With the district curriculum, instruction and assessments focusing on the Common Core State Standards and SBAC, our curriculum is becoming more rigorous with

- more complex texts
 - increase of cross-curricular, analytical non-fiction reading
 - a broader range of narrative, argumentative and informational writing
-
- higher order comprehension

Transition from CMT to Smarter Balanced Assessments in Math

- A deeper understanding of math concepts
- An automatic access to math computation skills

Mathematically proficient students will...

1 <i>Make sense of problems and persevere in solving them.</i> 	2 <i>Reason abstractly and quantitatively.</i> 	3 <i>Construct viable arguments and critique the reasoning of others.</i> 	4 <i>Model with mathematics.</i> 
5 <i>Use appropriate tools strategically.</i> 	6 <i>Attend to precision.</i> 	7 <i>Look for and make use of structure.</i> 	8 <i>Look for and express regularity in repeated reasoning.</i> 

2013 CMT Reading in Grades 3-8:

- Grade 8 Reading scores ranked #2 in DRG B.
- Female students out perform male students on the Reading CMT in grades 3-8.
- Reading scores for grades 3-7 are ranked in the lower half of DRG B.
- Reader/Text connections is the most challenging strand in Brookfield and across the state. This strand will no longer be assessed on SBAC.

2013 CMT Writing in Grades 3-8

- In 2013 Brookfield students struggled the most with the Writing CMT test.
- Writing scores for grades 3- 7 are ranked in the lower half of DRG B, while grade 8 scores are in the top half of DRG B scores.
- Females out-performed boys on the Writing CMT test in all grades 3-8 and this has been consistent over time.
- For the majority of Brookfield students composing and revising (rather than editing) is the most challenging strand, which includes content, tone, organization, syntax and word choice.

2013 CMT Mathematics in Grades 3-8

- Overall students in Brookfield continue to score the **strongest** on the Math CMT's.
 - Math scores for grades 3-7 are ranked in the lower half of DRG B, while grade 8 student scores are in the top half of DRG B scores.
 - Female students out perform male students on the Math CMT in grades 3-6 & male scores were stronger in grades 7 and 8.
 - Math applications is challenging for most students. Estimating is difficult for 3rd & 4th grade students while customary & metric measurement is a struggle for most middle school students.
-

2013 CMT Science in Grades 5 & 8

- In terms of DRG B ranking, both the 5th and 8th science scores demonstrated the most growth with 5th grade moving from a ranking of 17/19 to 12/19 and 8th grade moving from a ranking of 16/18 to 11/18.
- Males out-performed females in both grades 5 & 8 on the Science CMT.
- Students in Brookfield generally score better in the life science strand, than in the physical science strand and the earth science strand.
- Science content knowledge is the strongest strand.

Selected Strategies for Continuous District-Wide Improvement:

- Alignment of our curriculum to the Common Core State Standards and our assessments to the Smarter Balanced Assessments in content & format.
- Alignment of literacy instruction in grades K-2 to build a strong foundation for readers & writers: this is a multi-year initiative extending into grades 3 & 4.
- Initiation of reading coaches in grades K-2 to foster the implementation of best reading practices.
- Implementation of a HHES & WMS school-wide writing goal for all teachers.

Selected Strategies for Continuous District-Wide Improvement: *continued*

- Budget proposal for a “program review” in Special Education for 2014-2015.
- The district & school data teams will develop & implement a goal focusing on increased achievement of student with special needs.
- Develop standards-based IEP goals for students with special needs.
- All teachers & administrators will establish measurable student learning objectives/SLOs based on data results, which will be a focal point of the new teacher & administrator evaluation plans.

Selected Strategies for Continuous District-Wide Improvement: *continued*

- Performance Assessments will be developed and implemented in every school, which will be aligned to CCSS in content and format.
- Focus on computer skills students need to take computer adapted assessments.
- Stronger vertical alignment K-12 in Reading, Math and Writing.
- Personalize learning for all students.

Selected Strategies for Continuous Improvement: @ HHES

- Develop & implement Fall, Winter and Spring benchmark assessments using CCSS released items.
- Develop and implement writing non-negotiables for all students to be used in every content area.
- Provide more writing opportunities every day for all students.
- Develop students' stamina for reading.
- Continue to develop & implement flexible math groupings.
- Continue to build students' capacity with their math facts.

Selected Strategies for Continuous CMT Improvement: @ WMS

- Continue with Silent Sustained Reading (S.S.R.) during corrective time three times per week for 30 minutes each time in grades 5-8.
- Develop a plan to eliminate the split literacy classes in grades 5 & 6.
- Develop a plan to provide reading coaches to 5th & 6th grade literacy teachers
- Continue writing expectations and non-negotiables across all content areas. Students need to write every day in all content areas.
- Of concern is that 5th & 6th grade class sizes are the largest in the guidelines and they are the only two grades that have exceeded the class size guidelines this year.

Provide Parents with Information about the Common Core State Standards

Brookfield educators will continue to provide parents and families with information about the CCSS and Smarter Balanced Assessments (SBAC) throughout the school year.

More information is available on the district's website at

<http://www.brookfield.k12.ct.us/subsite/dist/page/district-information-curriculum-common-core-state-standards-ccss-5883>

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;
- setting up the home environment with many print, media and visual materials; and
- **reading to their children regularly and listening to their children read**

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.ht>

