

West Hartford Public School District

Agenda Item: Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Results

Meeting Date: September 17, 2013

From: Nancy DePalma, Assistant Superintendent for Curriculum, Instruction and Assessment
Chip Ward, Director of Finance and Planning

Through: Karen L. List, Superintendent

Background:

This report presents the spring 2013 results of the CMT and CAPT tests.

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

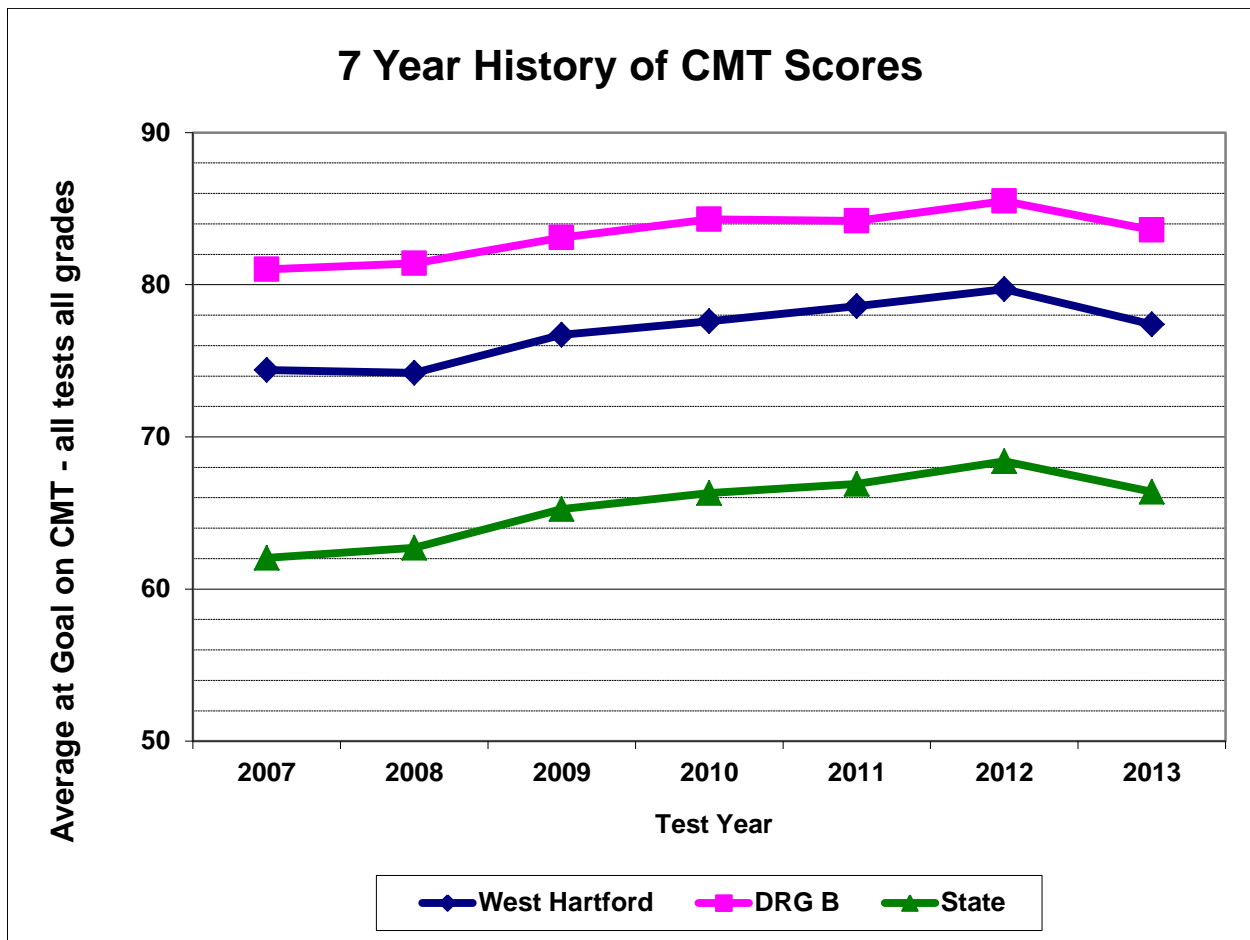
2013 CMT Scores

With the curricular initiatives in West Hartford and the rest of the state shifting towards the Common Core State Standards (CCSS) and Smarter Balanced Assessment Consortium (SBAC) tests, the CMT scores were down 2.3% in West Hartford, down 1.9% in DRG B and down 2.0% statewide. While the scores were down they were still among the highest the district has seen and are close to the Board goal level of 78% at mastery. Interested parties looking for more CMT data than that presented here can go to 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 Results:

Grade /Subject	2006	2007	2008	2009	2010	2011	2012	2013
Grade 3 Reading	61%	68%	65%	65%	70.9%	71.5%	72.0%	71.7%
Grade 3 Writing	68%	73%	76%	74%	71.4%	74.0%	76.4%	75.8%
Grade 3 Math	67%	72%	72%	73%	75.6%	76.7%	76.4%	73.3%
Grade 4 Reading	72%	66%	71%	75%	68.6%	77.7%	78.4%	75.4%
Grade 4 Writing	69%	77%	71%	78%	74.7%	77.8%	78.6%	73.9%
Grade 4 Math	69%	73%	72%	77%	77.5%	81.7%	80.3%	73.4%
Grade 5 Reading	76%	76%	72%	78%	76.0%	73.5%	80.6%	79.4%
Grade 5 Writing	76%	78%	75%	76%	80.2%	80.5%	81.1%	81.0%
Grade 5 Math	73%	79%	79%	81%	85.6%	83.4%	83.0%	81.5%
Grade 6 Reading	74%	80%	75%	79%	84.9%	86.0%	84.5%	83.6%
Grade 6 Writing	70%	72%	74%	71%	75.3%	79.2%	80.9%	81.0%
Grade 6 Math	71%	76%	79%	82%	80.9%	83.0%	82.5%	77.0%
Grade 7 Reading	79%	79%	83%	86%	89.4%	86.6%	87.2%	89.0%
Grade 7 Writing	68%	75%	73%	72%	70.6%	70.7%	76.9%	74.7%
Grade 7 Math	68%	70%	76%	80%	82.6%	79.7%	76.2%	78.6%
Grade 8 Reading	76%	79%	76%	83%	81.9%	81.8%	85.3%	81.5%
Grade 8 Writing	63%	74%	75%	76%	72.8%	72.5%	77.8%	75.0%
Grade 8 Math	69%	76%	73%	76%	77.1%	79.0%	76.3%	67.5%
Overall Average	70.4%	74.4%	74.2%	76.7%	77.6%	78.6%	79.7%	77.4%
DRG B Average	79.9%	81.0%	81.4%	83.3%	84.0%	84.4%	85.5%	83.6%
State Average	60.6%	62.1%	62.7%	65.3%	66.3%	66.9%	68.4%	66.4%

Scores highlighted in green are the highest ever



This is the eighth 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.

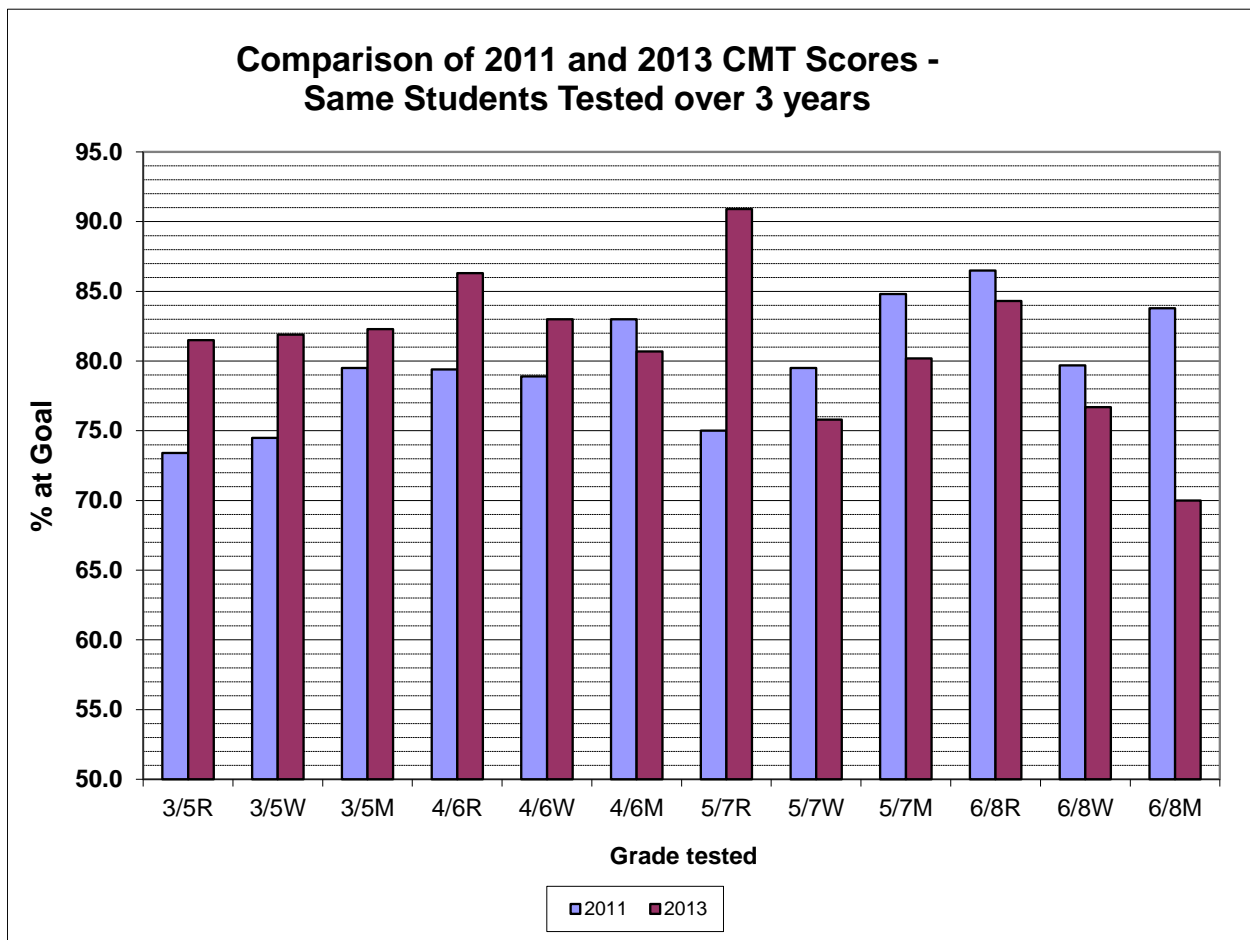
The reading test has two parts. The DRP component measures a student’s ability to understand nonfiction passages on a graduated scale of reading difficulty. The reading comprehension component consists of narrative and informational passages about which students answer a mix of the multiple choice and open-ended questions. The questions are designed to measure the student’s reading ability in 4 content strands – Forming a General Understanding, Developing an 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 grades 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 grades, while the grade 8 test covers science content taught in 6th through 8th grades.

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 below summarizes the performance of the cohort of West Hartford students on the 2011 and 2013 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. While students generally improved from on the early grades, once students got in the middle schools, their scores tended to flatten or drop. In the grade 5/7 cohort – 2013 scores were lower in two of the three tests. In the grade 6/8 cohort – 2013 scores were lower in 3 out of three tests.

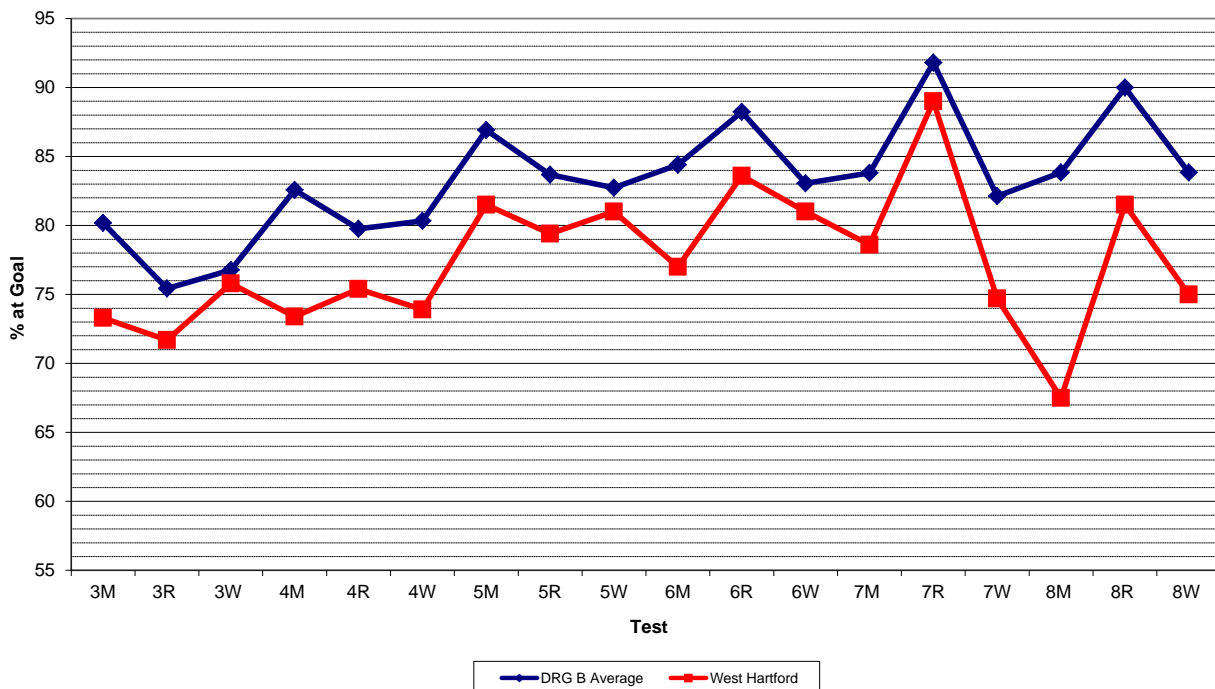


Comparison of results with District Reference Group (DRG) B

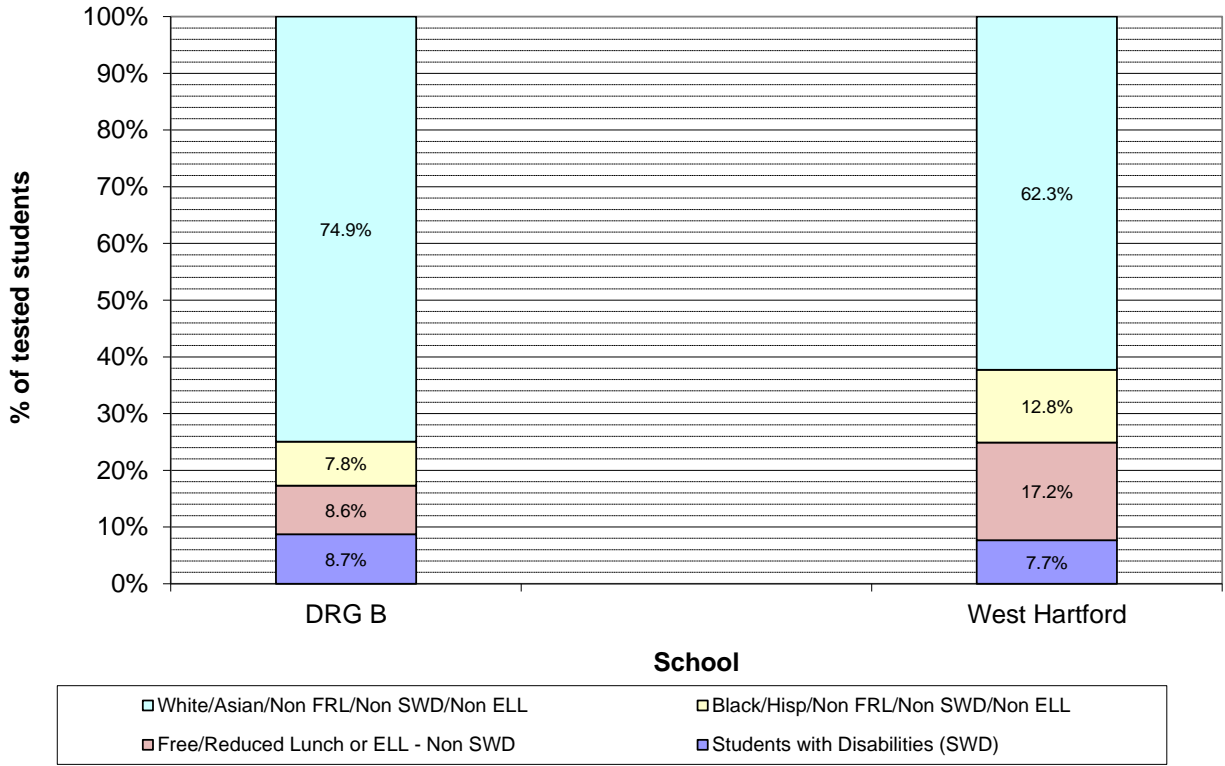
The state has placed West Hartford in DRG B and while the state discourages the use of DRG's for test score comparisons, such comparisons occur frequently in the media. Also many of the towns in DRG B (Avon, Farmington, Glastonbury, and Simsbury) are those towns that many parents of school age children 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 75% to 80% of students are at mastery to grade 8 where 85% to 90% of students achieve mastery. The red line shows the West Hartford performance across the 18 tests. Scores start 70% to 75% of students at mastery in grade 3 increasing to about 75% to 85% of students at mastery in grade 7. In past years, scores continued to increase in grade 8. This was an atypical year and grade 8 scores were quite low – lower than grade 7 scores. Most striking in this chart is the strong parallelism exhibited – the scores' trends in both DRG B and West Hartford are similar (other than at grade 8). Overall West Hartford's CMT scores average 77.4% while DRG B averages 83.6% - a gap of 6.2% - a little bigger than the gap of 5.8% 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 – students with disabilities (SWD), students on free or reduced lunch and English Language Learner (ELL) students who are not SWD, black and Hispanic students who are not F/R Lunch, SWD or ELL, and, white and Asian students who are not F/R Lunch, SWD or ELL.

Comparison of West Hartford and DRG B Averages All students - 2013 CMT Scores



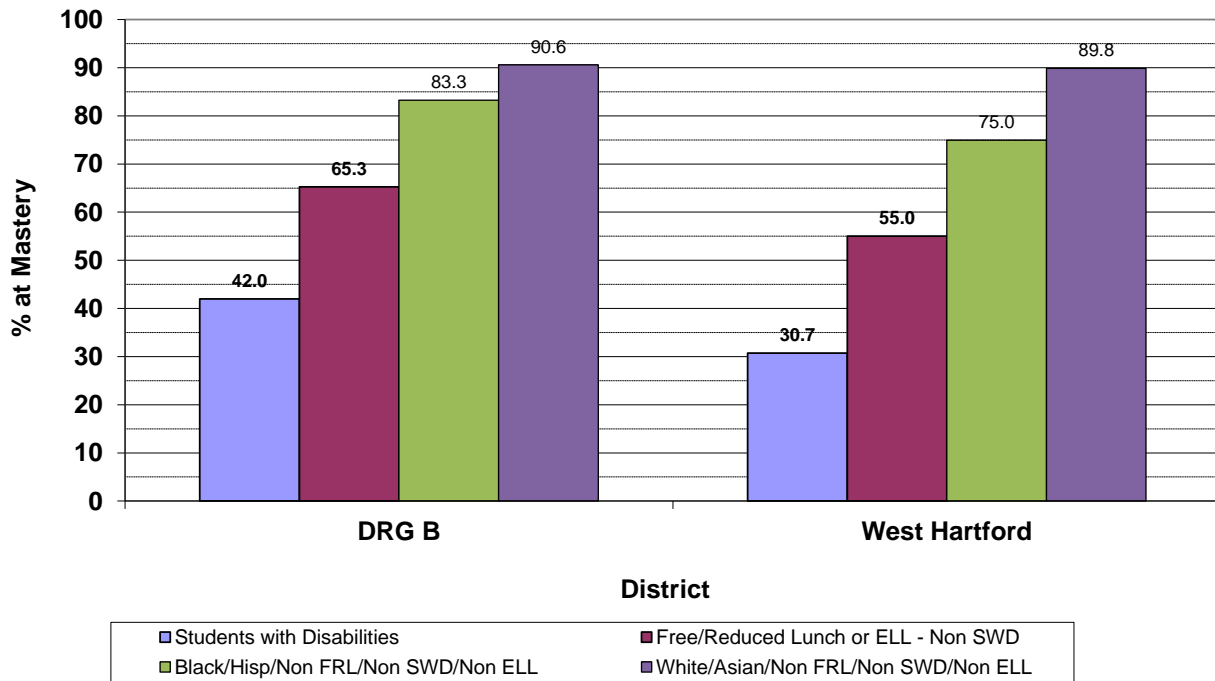
Distribution of Student Groups - DRG B vs West Hartford



The first three categories include different groups of students who perform less well as a whole on local, state, and national tests. These groups are designated locally, regionally, and nationally when making reference to achievement gaps in tested performance. As the chart above shows, DRG B has about 25% of its students that fall into one of these categories, while West Hartford has about 38% 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 on the next page compares the performance of the four mutually exclusive groups of students in DRG B and West Hartford on the 2013 CMT's.

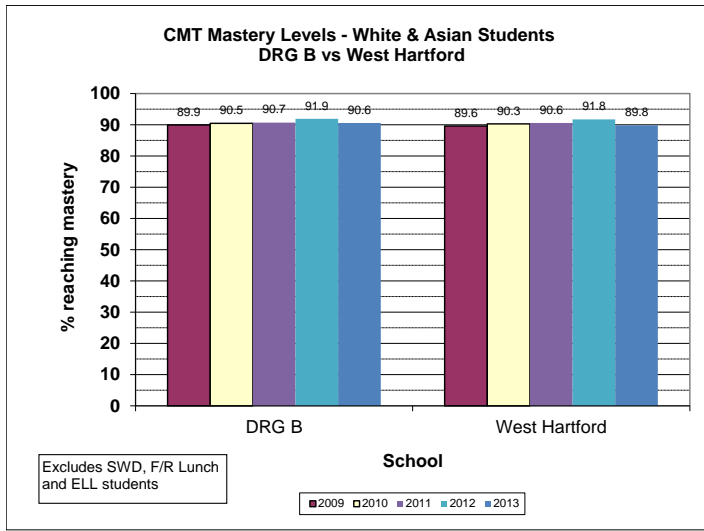
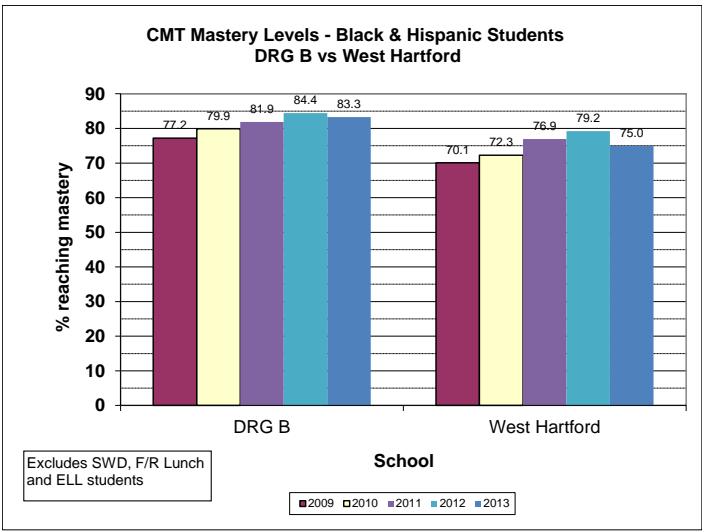
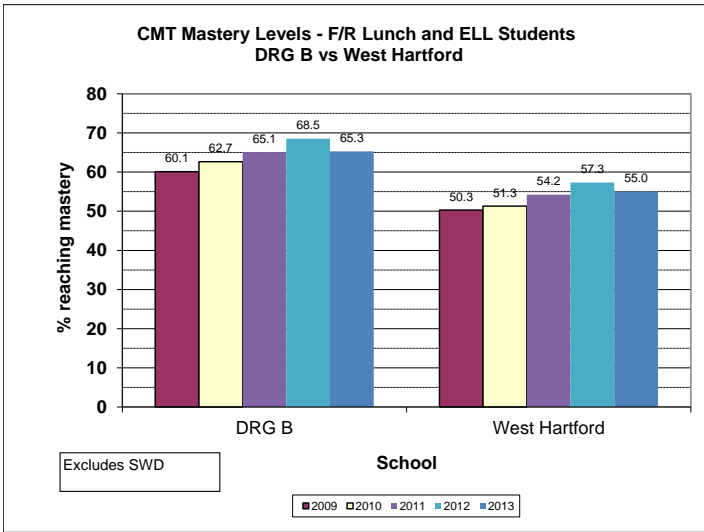
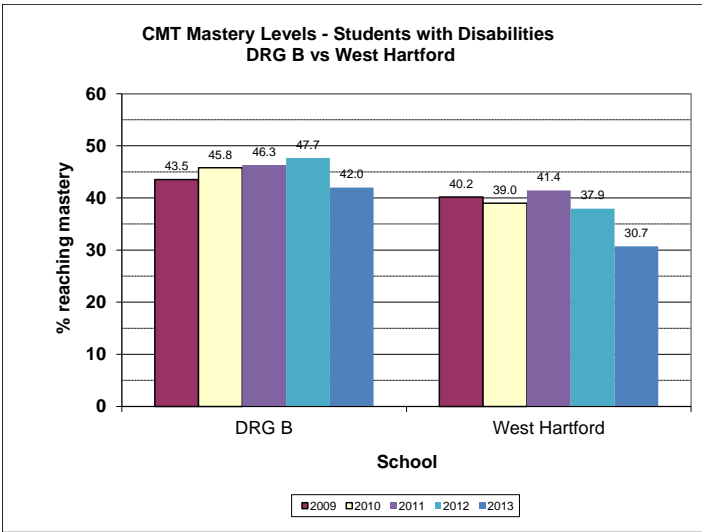
Mastery Levels in Different Student Groups DRG B vs West Hartford



The CMT scores are lowest for students with disabilities (SWD). In DRG B, an average of 42.0% of these students reached mastery compared to 30.7% at mastery in West Hartford. Among students on free or reduced lunch or who were English Language Learners (ELL) and who were not SWD, DRG B had 65.3% of these students achieve mastery and West Hartford had 55.0% of these students reach mastery. Among black or Hispanic students who were not on free or reduced lunch, not SWD and not ELL, DRG B got 83.3% of these students to mastery, while West Hartford got 75.0% to mastery. And finally among white or Asian students not on free or reduced lunch, not SWD and not ELL, both DRG B and West Hartford were similar with 90.6% at mastery for DRG B and 89.8% at master for West Hartford.

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 students who are underachieving based on academic tests that are the focus of our District Development and Performance 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 continues to be between 5 and 10 percentage points behind that in the DRG B average – similar to the prior two year’s levels. If we could simply match the DRG B performance levels among all groups of students, our overall average CMT scores would increase from 77.4% to 81.6% --- significantly above the Board goal level of 78%.

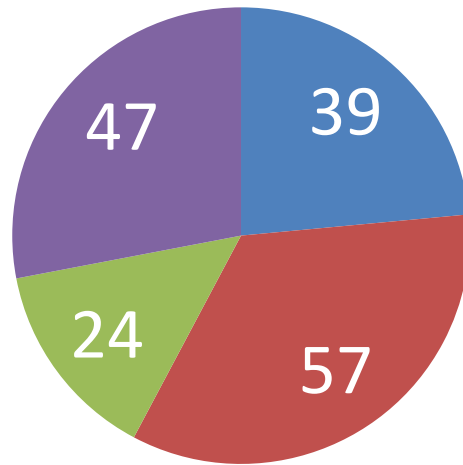
We have been presenting this disaggregation of the CMT data in this manner for over five years now and the charts on the next page show the performance of each of these distinct groups of students for the last five years.



All subgroups saw decreases in their mastery scores in 2013 – both in West Hartford and the DRG.

The chart on the next page shows the average number of students at each grade level who did not reach mastery on an average CMT test. The subgroups are the same as above – Students with Disabilities (SWD), F/R Lunch or ELL students who are ELL, Black and Hispanic students who are not F/R Lunch, not ELL and not SWD, and Asian and White students who are not F/R Lunch, not ELL, and not SWD. The largest group is the students on F/R Lunch or ELL and the second largest group is the white and Asian students. The smallest group is Black or Hispanic students. This chart is a different view of the students who do not reach mastery.

Average Number of Students not at Mastery on 2013 CMT Tests



- Students with Disabilities
- F/R Lunch and ELL, non SWD
- Black and Hispanic, non F/R Lunch, Non ELL, Non SWD
- Asian/White, non F/R Lunch, non ELL, non SWD

Impact of the Modified Assessment (MAS) on the CMT Scores

The MAS is an alternative assessment in reading and math for students whose disability precludes them from achieving grade-level proficiency on the standard CMT. Students are identified to take the MAS through the IEP process. As described by the State, “the MAS is designed to measure academic content that are aligned with grade-level expectations, but with modification to both the performance standards and the questions such that the assessment would better discriminate among members of this target population.”

In West Hartford 2.5% of all students tested took the MAS in mathematics and 13.2% of those students reached mastery and 44.8% reached proficient. In West Hartford 2.9% of all students tested took the MAS in reading and 26.1% of those students reached mastery and 59.7% reached proficient. The MAS participation rates were lower in 2013 than in the previous years. The MAS performance was also lower in 2013. However, please note that while West Hartford’s MAS participation rates are declining the state’s MAS rates are climbing, to the point now where statewide MAS participation rates are nearly 50% higher than West Hartford’s. More special education students taking the CMT can lower both CMT scores and MAS scores compared to fewer special education students taking the CMT - an important consideration in viewing the performance of this subgroup.

Item	West Hartford			State		
	Math					
	2011	2012	2013	2011	2012	2013
Number of test takers	155	143	114	8,130	8,700	8,879
% of students who took the MAS	3.4%	3.1%	2.5%	3.3%	3.6%	3.6%
% of students at Mastery	31.6%	28.7%	13.2%	26.7%	24.5%	22.3%
% of students at Proficient	66.5%	59.4%	44.8%	54.2%	53.4%	51.0%
	Reading					
Number of test takers	203	167	134	9,953	10,618	10,682
% of students who took the MAS	4.3%	3.6%	2.9%	4.1%	4.3%	4.4%
% of students at Mastery	38.0%	37.1%	26.1%	29.0%	30.2%	29.2%
% of students at Proficient	68.5%	64.1%	59.7%	58.2%	59.0%	59.7%

CMT Performance and Board Goal Performance Indicators

The District Goals for 2011-14 have five quantitative performance indicators for academic achievement that we can report on based on the 2013 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, and science in grades 5, 8 and 10.
- ❑ 70% of students receiving special education services will perform at the proficient level on statewide CMT/MAS/CAPT/Skills Checklist assessments in reading, writing and math, in grades 3-8 and 10.
- ❑ 85% of minority students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 60% (45% at grade 10) of these students will reach mastery.
- ❑ 75% of economically disadvantaged students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 50% (40% at grade 10) of these students will reach mastery.
- ❑ 80% of grade 4 – 8 students who at the start of the school year 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.

The tables below show the percentage of students who reached proficient, mastery, or advanced on the 2013 CMT. These percentages are based on all students, whether or not they had a valid score

in the actual test administration. The 2013 results only include students who have been in WHPS since October 1, 2010. As overall scores went down by about 2% in 2013, these Board performance indicators saw general small declines in 2013. We met the Board targets in writing at proficient level. We met the Board targets in reading at the mastery levels. We met the Board targets at the advanced level in all three subjects.

Performance Indicator – 90% at proficient

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	91%	90%	88%
Reading	85%	87%	86%
Writing	91%	91%	90%

Performance Indicator – 78% at mastery

Test Area	% at or above mastery - 2011	% at or above mastery - 2012	% at or above mastery - 2013
Math	79%	77%	74%
Reading	77%	79%	78%
Writing	76%	79%	77%

Performance Indicator – 34% at advanced

Test Area	% at or above advanced - 2011	% at or above advanced - 2012	% at or above advanced - 2013
Math	45%	45%	39%
Reading	35%	38%	35%
Writing	37%	38%	35%

The chart below shows the percentage of special education students scoring at the proficient level on the CMT/MAS/Skills Checklist tests – the target is 70% at proficient. The reported results include students reaching proficient on the MAS and Skills Checklist tests. The writing results are for the standard CMT test as there is no MAS for that test. Scores were down in both math and reading with some growth seen in writing.

Performance Indicator – 70% of special education students at proficient on CMT/MAS/SC

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	67%	67%	51%
Reading	57%	60%	52%
Writing	49%	48%	52%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CMT – the targets are 85% at proficient and 65% at mastery.

Scores have been generally stable over the three years, though they dropped in 2013 with the overall decline.

Performance Indicator – 85% of minority students at proficient

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	76%	76%	71%
Reading	64%	70%	67%
Writing	77%	80%	78%

Performance Indicator – 60% of minority students at mastery

Test Area	% at or above mastery - 2011	% at or above mastery - 2012	% at or above mastery - 2013
Math	53%	50%	46%
Reading	50%	54%	53%
Writing	52%	59%	57%

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 targets are 75% at proficient and 50% at mastery. Scores have been generally stable over the three years, but with a decline in 2013. We met targets for both mastery and proficient in writing and we met the target for reading at the proficiency level

Performance Indicator – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	76%	77%	72%
Reading	63%	67%	67%
Writing	76%	79%	77%

Performance Indicator – 50% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2011	% at or above mastery - 2012	% at or above mastery - 2013
Math	51%	50%	47%
Reading	47%	51%	52%
Writing	50%	58%	55%

The most challenging of the Board Performance Indicators for 2011-14 is the one looking for 80% of students to make 1.5 years of improvement until they reach mastery. The CMT results include Vertical Scale Scores which allow for comparisons across multiple years of testing history. Using these Vertical Scale Scores, we can calculate the number of years of growth each student has made. While the results for any one student are highly variable based on two test scores, averaging the results over the

approximately 650 students (or about 14% of the testing population) who had below mastery performance in 2011 gives valid results. The tables below show what percentage of these students made 1 year or 1.5 years of growth or made mastery in 2013. All scores were below the goal level. Math scores were among the lowest we have seen dropping about 10 points from the levels in the last three years.

Progress of students starting below mastery on 2012 test - Math

2012/13 Grade	Count of students below mastery on 2012 test	% making 1 years growth	% making 1.5 years growth
3 rd / 4 th	167	54%	32%
4 th / 5 th	130	64%	42%
5 th / 6 th	115	60%	41%
6 th / 7 th	108	49%	31%
7 th / 8 th	155	34%	21%

Progress of students starting below mastery on 2012 test - Reading

2012/13 Grade	Count of students below mastery on 2012 test	% making 1 years growth	% making 1.5 years growth
3 rd / 4 th	190	68%	45%
4 th / 5 th	148	68%	54%
5 th / 6 th	129	78%	69%
6 th / 7 th	95	73%	68%
7 th / 8 th	84	62%	48%

CMT Science Scores

The table below summarizes the results of the 2011-2013 CMT Science tests given in grade 5 and grade 8. Scores went up in grade 5 by about 2 points and down in grade 8 by a little under half a point. Both scores are about 10-15 points above the state average and about 6 to 8 points below the DRG B average.

District	Grade 5			Grade 8		
	2011	2012	2013	2011	2012	2013
West Hartford	68.5	74.8	76.5	74.2	72.9	72.6
DRG B	80.0	79.4	82.7	83.6	75.3	80.1
State	60.2	64.1	62.5	63.3	62.1	60.6

2013 CAPT Scores

The spring 2013 CAPT scores increased slightly from 2012 levels. West Hartford saw an average of 67.5% of students reach goal on the CAPT, up from last year's level of 67.1%. Scores went up in Math (up 3 points) and Science (up 1 point) and down in Reading (down 1.5 points) and down in Writing (down 1 point). Table 1 and the charts in Figure 1 detail the CAPT results for the district and each high school for the last 7 years.

At Conard, overall scores decreased by 2.6% to an average of 62.1% at mastery. Scores decreased in three of 4 subject areas. Math went up by a point, but Science, Reading, and Writing dropped by 3 to 4 points.

At Hall, overall scores increased by 4.2% to an average of 74.3% at mastery – their highest level ever. Scores were up in all four subjects – with Math up 5 points, Science up 7 points, Reading up 1 point, and Writing up 3 points.

In 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 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.

The Reading Across the Disciplines 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.

The Writing Across the Disciplines 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

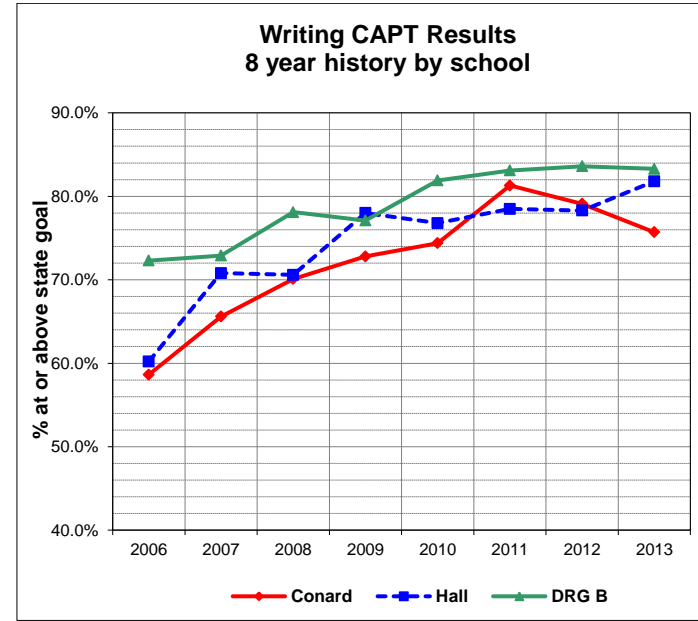
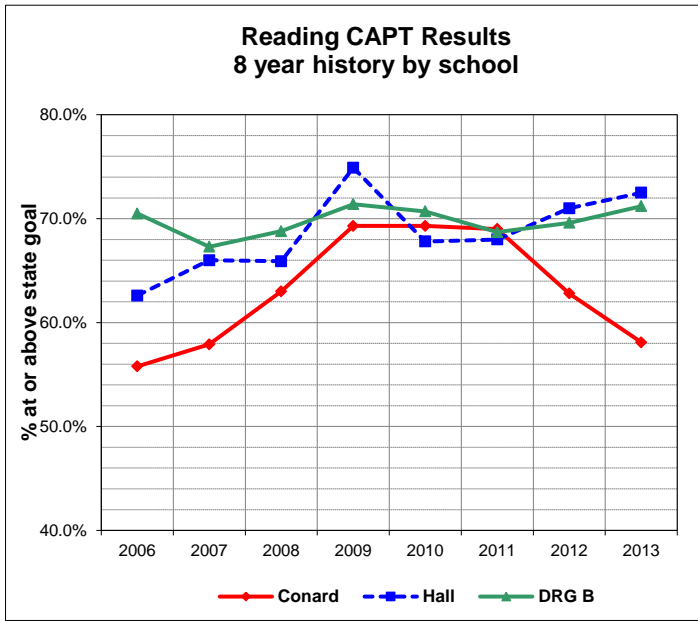
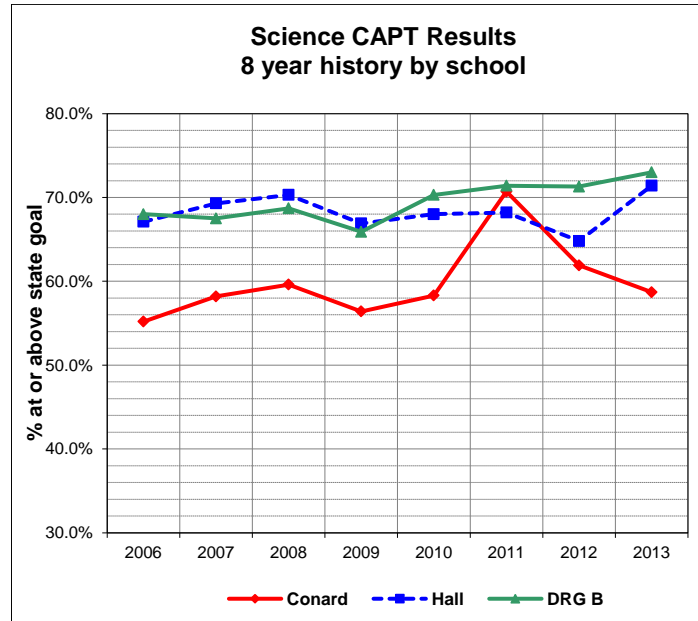
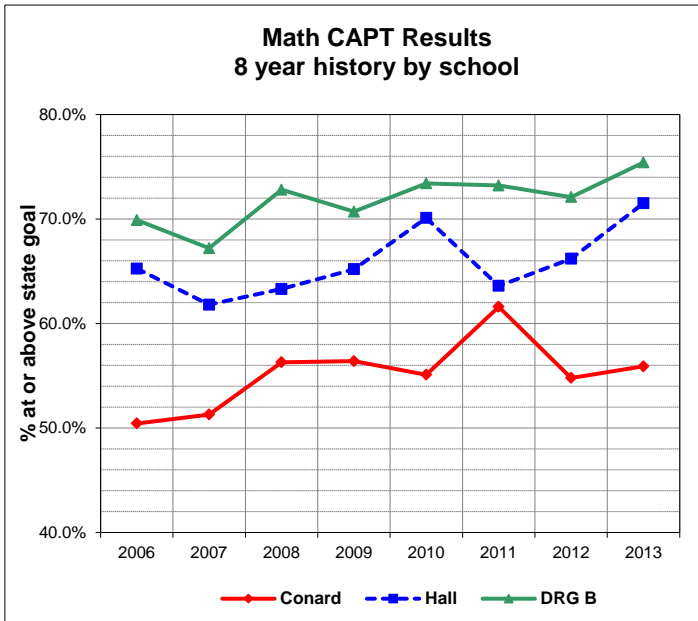
The Editing and Revising test focuses on editing, composing and revising skills. It consists of four passages of sample student writing and 24 multiple-choice questions to assess the student’s ability to correct common errors in organization, word choice, syntax, capitalization, punctuation, usage and 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 Score History							
West Hartford	2007	2008	2009	2010	2011	2012	2013
Math	56.8%	59.3%	60.7%	63.1%	62.4%	60.4%	63.3%
Science	63.9%	64.6%	61.4%	63.4%	69.2%	63.0%	64.2%
Reading	62.0%	64.0%	72.1%	68.5%	68.4%	66.7%	65.2%
Writing	68.3%	69.8%	75.4%	75.4%	79.6%	78.3%	77.4%
Average of 4 tests	62.8%	64.4%	67.4%	67.6%	69.9%	67.1%	67.5%
Conard	2007	2008	2009	2010	2011	2012	2013
Math	51.3%	56.3%	56.4%	55.1%	61.6%	54.8%	55.9%
Science	58.2%	59.6%	56.4%	58.3%	70.7%	61.9%	58.7%
Reading	57.9%	63.0%	69.4%	69.3%	69.0%	62.8%	58.1%
Writing	65.6%	70.1%	72.8%	74.4%	81.3%	79.1%	75.7%
Average of 4 tests	58.3%	62.3%	63.7%	64.3%	70.7%	64.7%	62.1%
Hall	2007	2008	2009	2010	2011	2012	2013
Math	61.8%	63.3%	65.2%	70.1%	63.6%	66.2%	71.5%
Science	69.3%	70.3%	66.9%	68.0%	68.2%	64.8%	71.4%
Reading	66.0%	65.9%	74.9%	67.8%	68.0%	71.0%	72.5%
Writing	70.8%	70.6%	78.0%	76.8%	78.5%	78.3%	81.8%
Average of 4 tests	67.0%	67.5%	71.3%	70.7%	69.6%	70.1%	74.3%
DRG B	2007	2008	2009	2010	2011	2012	2013
Math	67.2%	72.8%	70.7%	73.4%	73.2%	72.1%	75.4%
Science	67.5%	68.7%	65.9%	70.3%	71.4%	71.3%	73.0%
Reading	67.3%	68.8%	71.4%	70.7%	68.7%	69.6%	71.2%
Writing	72.9%	78.1%	77.1%	81.9%	83.1%	83.6%	83.3%
Average of 4 tests	68.7%	72.1%	71.3%	74.1%	74.1%	74.2%	75.7%

Top scores shaded in green

Figure 1



Comparisons with the DRG B Results:

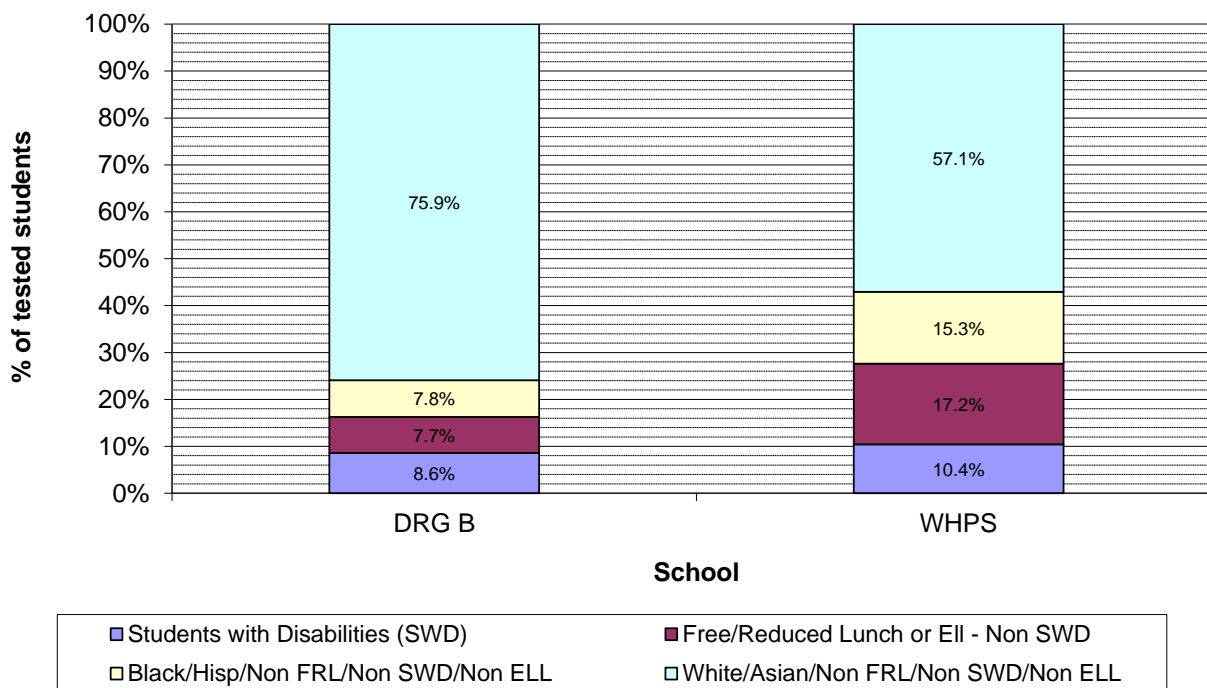
Comparing CAPT scores between DRG B and West Hartford requires a similar approach as was taken in the CMT score comparison as the demographics of West Hartford and DRG B are very different. The chart below compares the demographics of the two split into four mutually exclusive groups:

- Students with Disabilities (SWD)
- Free/Reduced lunch or English Language Learners (ELL) but not SWD
- Black or Hispanic but not FRL, SWD or ELL students
- Asian or White but not FRL, SWD or ELL students

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 designated groups of students that represent the achievement gap, a term used locally, regionally and nationally. Among the 2013 grade 10 CAPT students, DRG B has about 24% of its students that fall into one of these categories, while West Hartford has about 43% 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 on the next page compares the performance of the 4 mutually exclusive groups of students in DRG B and West Hartford on the 2013 CAPT.

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

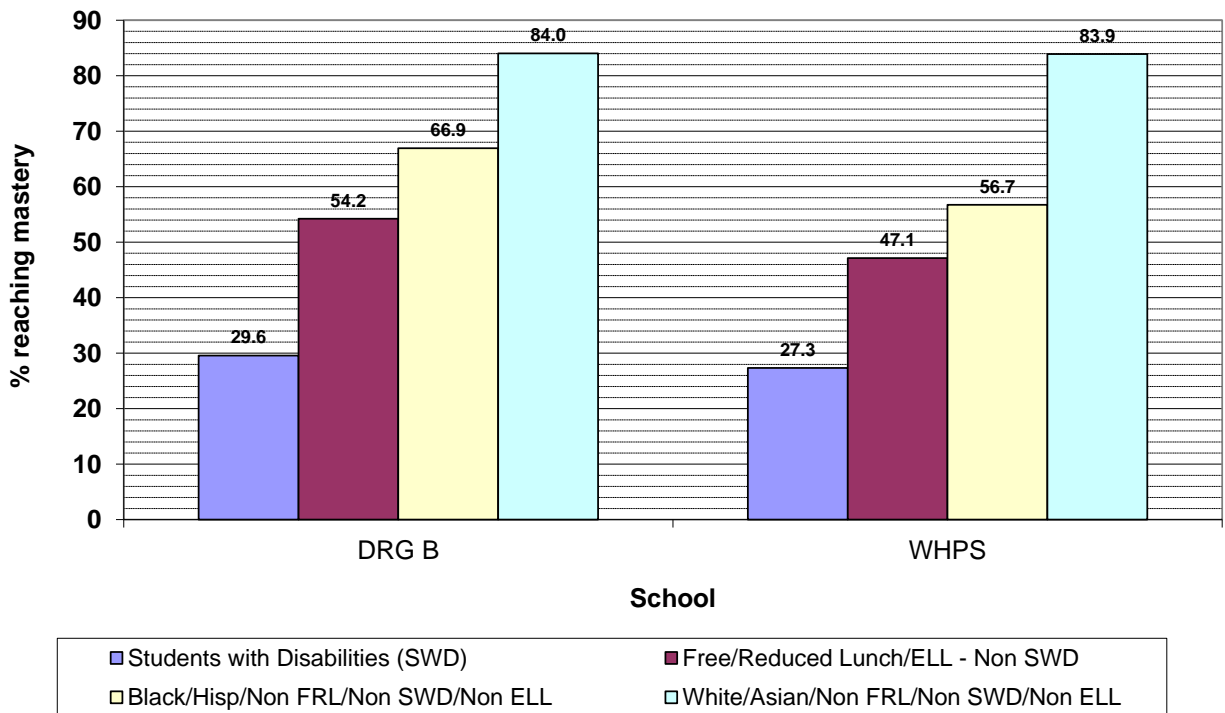


The CAPT scores disaggregated in this fashion show a similar pattern to that shown in the CMT scores. The CAPT scores are lowest for students with disabilities (SWD). In DRG B, an average of

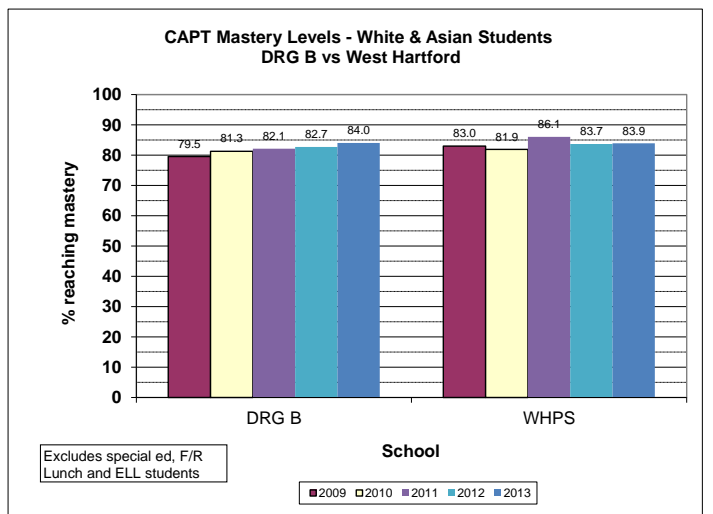
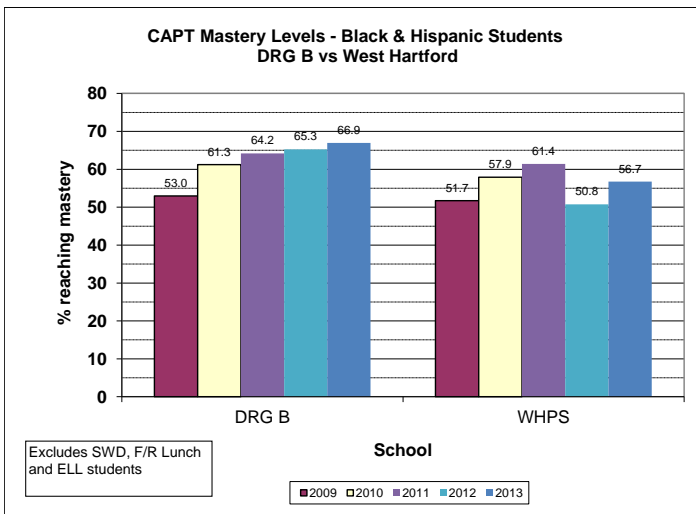
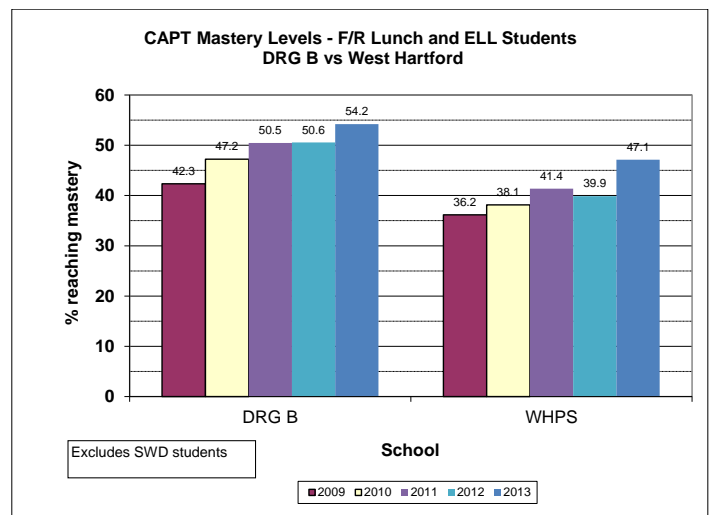
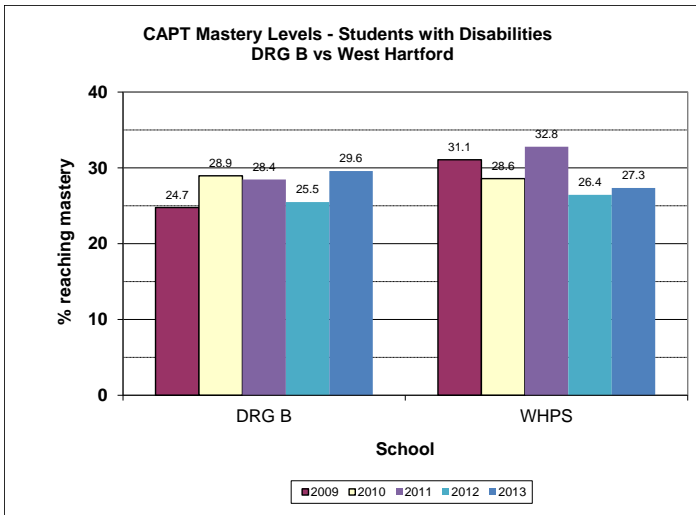
30% of these students reached mastery compared to 27% at mastery in West Hartford. Among students on free or reduced lunch or were ELL students and who were not SWD, DRG B had 54% of these students to mastery and West Hartford had 47% of these students at mastery. Among black or Hispanic students who were not on free or reduced lunch, not SWD and not ELL, DRG B got 67% of these students to mastery, while West Hartford got 57% to mastery. And finally among white or Asian students not on free or reduced lunch, not SWD and not ELL, Both West Hartford and DRG B were equally successful with getting 84% of these students to mastery. These groups are designated locally, regionally, and nationally when making reference to achievement gaps in tested performance.

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 equaled the performance of DRG B. For the other groups, our performance lagged behind that of DRG B.

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



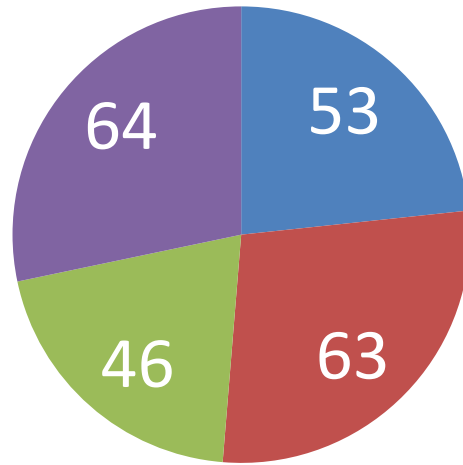
We have been presenting this disaggregation of the CAPT data in this manner for five years now and the charts on the next page show the performance of each of these distinct groups of students for the last five years.



In 2013 we saw increases in the performance of all groups mirroring that of the district as a whole.

The chart on the next page shows the average number of students who did not reach mastery on average on the 2013 CAPT tests. The subgroups are the same as above – Students with Disabilities (SWD), F/R Lunch or ELL students who are ELL, Black and Hispanic students who are not F/R Lunch, not ELL and not SWD, and Asian and White students who are not F/R Lunch, not ELL, and not SWD. The largest group are Asian and White students while the second largest is students on F/R Lunch or ELL. The smallest group is Black or Hispanic students. This chart is a different view of the students who do not reach mastery.

Average Number of Students not at Mastery on 2013 CAPT Tests



- Students with Disabilities
- F/R Lunch and ELL, non SWD
- Black and Hispanic, non F/R Lunch, Non ELL, Non SWD
- Asian/White, non F/R Lunch, non ELL, non SWD

Impact of the Modified Assessment (MAS) on the CAPT Scores

As we did last year, we report separately on the Modified Assessment (MAS) tests. The MAS is an alternative assessment in reading and math for students whose disability precludes them from achieving grade-level proficiency on the standard CAPT. Students are identified to take the MAS through the IEP process. As described by the State, “the MAS is designed to measure academic content that are aligned with grade-level expectations, but with modification to both the performance standards and the questions such that the assessment would better discriminate among members of this target population.”

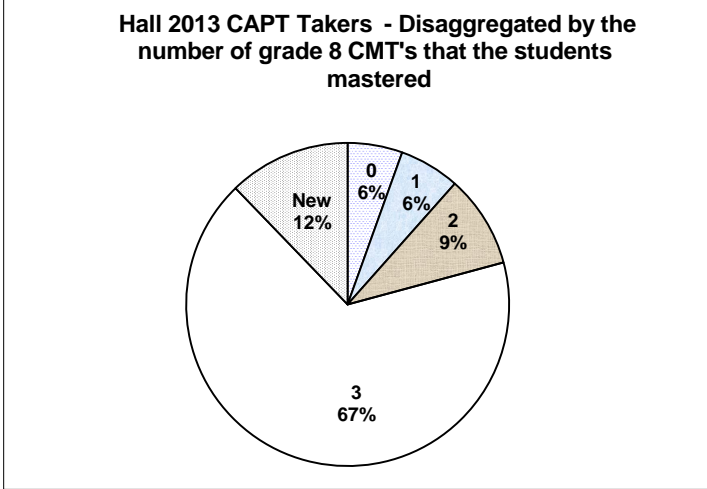
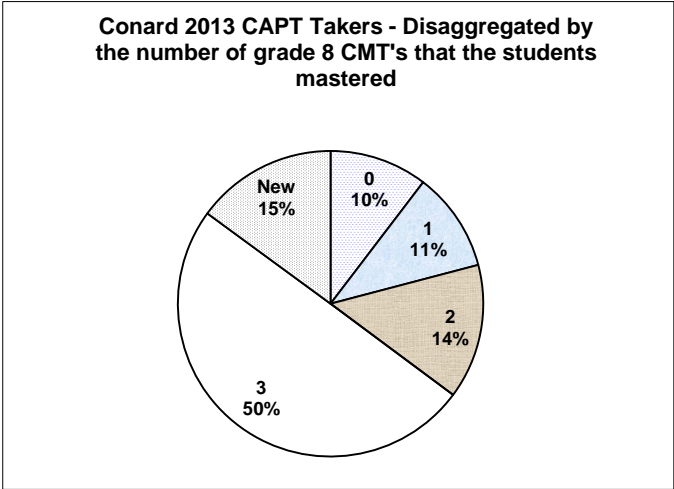
In West Hartford 3.2% of all students tested took the MAS in mathematics and 12.5% of those students reached mastery and 33.3% reached proficient. In West Hartford 4.4% of all students tested took the MAS in reading and 48.5% of those students reached mastery and 78.5% reached proficient. The MAS participation rates were up a bit from 2012. The number of students taking the MAS each year is really so low and subject to wide fluctuations that it is difficult to draw conclusions on the trends in the performance on the test.

Item	West Hartford			State		
	Math					
	2011	2012	2013	2011	2012	2013
Number of test takers	17	19	24	914	995	1109
% of students who took the MAS	2.1%	2.7%	3.2%	2.3%	2.6%	2.8%
% of students at Mastery	17.6%	21.1%	12.5%	15.4%	13.3%	12.7%
% of students at Proficient	41.2%	52.6%	33.3%	33.4%	29.8%	29.7%
	Reading					
Number of test takers	17	22	33	941	967	1081
% of students who took the MAS	2.1%	3.1%	4.4%	2.3%	2.4%	2.7%
% of students at Mastery	64.7%	59.1%	48.5%	38.4%	38.2%	42.1%
% of students at Proficient	88.2%	81.8%	78.5%	61.3%	61.2%	67.3%

Disaggregation of CAPT Scores (Cohort Analysis)

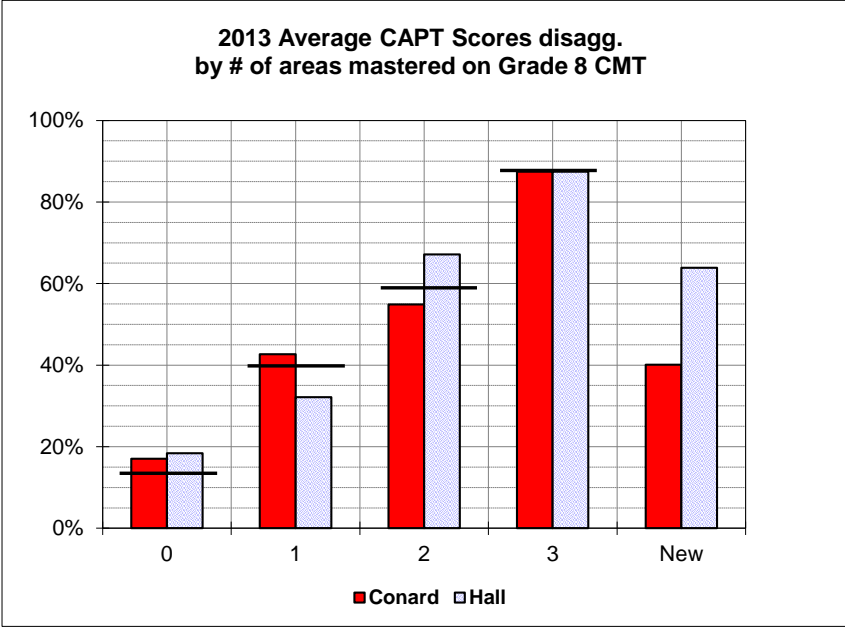
While the CAPT test is given in grade 10 and reported as a high school test result, the CAPT test truly measures the performance of the students based on their Kindergarten through 10th grade education - not just the preparation of the student in the spring of the 10th grade year. The curriculum and 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 grades 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. While the grade 8 CMT also now tests students in Science, for historical purposes we focus on the other three tested areas. Students who took the CAPT in the spring of 2013 took the grade 8 CMT in the spring of 2011. 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 2013 CAPT test takers at Hall and Conard.



This year, the preparation level of CAPT test takers at Hall was the strongest ever seen in 16 years of this analysis. Conard's preparation level as measured by the grade 8 CMT's was more typical. Hall had 67% of its students master all 3 areas on the grade 8 CMT, while Conard had only 50%. Given the better preparation of Hall students than Conard students, we would expect higher CAPT scores at Hall compared to Conard – and that is exactly what we saw. Hall averaged 74.3% at mastery compared to Conard at 62.1%.

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 15-20% 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, the overall trends were very similar with Conard students who mastered 1 area on the CMT doing slightly better and Hall students who mastered 2 are on the CMT doing better. The gap in the performance of the “new” students at Conard and Hall continued the typical trend with Hall’s “new” students doing much better than Conard’s “new” students. So while the top line results were vastly different between the two schools, the more disaggregated analysis shows very similar results between the two schools.

CAPT Results and Board Performance Indicators

The District Goals for 2011-14 have four quantitative performance indicators for academic achievement that we can report on based on the 2013 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, and science in grades 5, 8 and 10.
- ❑ 70% of students receiving special education services will perform at the proficient level on statewide CMT/MAS/CAPT/Skills Checklist assessments in reading, writing and math, in grades 3-8 and 10.
- ❑ 85% of minority students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 60% (45% at grade 10) of these students will reach mastery.
- ❑ 75% of economically disadvantaged students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 50% (40% at grade 10) of these students will reach mastery.

The tables below show the percentage of students who reached proficient, mastery, and advanced on the 2011- 2013 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 Reading and Writing in 2013 and missed in Math. We reached the Board performance targets for mastery and advanced in Writing and also made the Board target for mastery in Reading.

Performance Indicator – 90% at proficient

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	91%	89%	85%
Reading	92%	89%	90%
Writing	96%	95%	93%

Performance Indicator – 68% at mastery

Test Area	% at or above mastery - 2011	% at or above mastery - 2012	% at or above mastery - 2013
Math	65%	60%	62%
Reading	70%	66%	64%
Writing	82%	80%	78%

Performance Indicator – 34% at advanced

Test Area	% at or above advanced – 2011	% at or above advanced – 2012	% at or above advanced – 2013
Math	33%	29%	30%
Reading	42%	32%	34%
Writing	54%	45%	47%

The chart below shows the percentage of special education students scoring at the proficient level on the CAPT either regular, MAS, or Skills Checklist (SC) – the target is 70% at proficient. We met this performance indicator in none of the subject areas.

Performance Indicator – 70% of special education students at proficient on CMT/MAS/SC

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	58%	55%	42%
Reading	61%	70%	66%
Writing	73%	73%	64%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CAPT – the targets are 85% at proficient and 45% at mastery. We met the writing target at the proficient and the mastery level.

Performance Indicator – 85% of minority students at proficient

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	82%	75%	67%
Reading	79%	76%	81%
Writing	94%	94%	86%

Performance Indicator – 45% of minority students at mastery

Test Area	% at or above mastery - 2011	% at or above mastery - 2012	% at or above mastery - 2013
Math	39%	25%	31%
Reading	47%	35%	43%
Writing	66%	61%	63%

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 CAPT – the targets are 75% at proficient and 40% at mastery. We met the writing target at the proficient and the mastery level in Writing.

Performance Indicator – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2011	% at or above proficient - 2012	% at or above proficient - 2013
Math	78%	70%	67%
Reading	78%	72%	80%
Writing	93%	92%	83%

Performance Indicator – 40% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2011	% at or above mastery - 2012	% at or above mastery - 2013
Math	37%	27%	32%
Reading	36%	31%	34%
Writing	61%	61%	62%