

Mansfield Public Schools
Group Test Results
2008-2009

This report, with appendices, is available at:
<http://www.mansfieldct.org/mboe/publications/>

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	i-iv
Introduction	1
Background	2
Testing Plan and Participation Rate	3
Connecticut Mastery Test Results Grades 3, 4, 5, 6, 7, & 8	4-24
Summary/Discussion	25-29
Adequate Yearly Progress Status 2007-2008	28-37
<i>Appendices on disk included in packet</i>	
Connecticut Mastery Test - Supplementary Information	Appendix A
Stanford Achievement Test Results	Appendix B
Grade 1 Criterion Referenced Test	Appendix C
Off Level Connecticut Mastery Test Results, Grades 3, 5, and 7	Appendix D

MANSFIELD PUBLIC SCHOOLS
Group Test Results
2008-2009
Executive Summary

The purpose of this executive summary is to provide in a succinct manner the most salient points related to the Mansfield Public Schools Group Test Report. Detailed information supporting the points made are embedded throughout the report as noted by the page number references.

- Group test results provide both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas. (p.1)
- District testing in grades three, four, five, six, seven, and eight involves an extremely high percentage of all eligible students. (p. 3)
- The grade one criterion referenced test administered from 2000 - 2004 was eliminated as part of a district revision of Literacy Assessments. Early intervention programs will continue at each elementary school, as well as year five implementation of an all day kindergarten program and the expansion of our preschool program enrollment. (Appendix C)
- Connecticut Mastery Test Fourth Generation scores in grade three, four, five, six, seven, and eight indicate the following: (p. 3, p. 19)
 - Participation rates on grade level tests are high (99.3% - 100%).
 - A substantial percentage of students achieved an advanced level score (23.4%-55.6%).
 - A low percentage of students achieved either a basic or below basic score (.8% - 10.9%).
 - Approximately two thirds of all students reached or exceeded the state goal on all tests (64.7% - grade 3) (60.5% - grade 4) (54.0% - grade 5)(68.8% - grade 6) (70.8% - grade 7) (73.9% - grade 8)
 - District scores exceeded the state average in each grade and in each area tested.
 - Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
 - Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
 - Sub-group data regarding ethnicity indicates a consistent pattern of achievement by grade level, but varied patterns of achievement between grade levels dues to small number of students.
 - Sub-group data regarding socioeconomic status indicates students not receiving free/reduced lunch consistently, with one exception, outscored students receiving free/reduced lunch regardless of grade and/or subtest.
 - Sub-group data regarding gender indicates that males exceeded females in mathematics in five of the six grades tested; females exceeded males in writing in all six of the grades tested; females exceeded males in four of six grades tested in reading; and females were tied at one each in science.
 - Sub-group data regarding special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.

Connecticut Mastery Test - Fourth Generation Results 2008-2009

Gr.		MATHEMATICS		WRITING		READING		SCIENCE	
		# of Students	%	# of Students	%	# of Students	%	# of Students	%
3	Advanced	74	55.6	46	34.6	40	30.1	N/A	N/A
	Goal	39	29.3	50	37.6	58	43.6	N/A	N/A
	Proficient	15	11.3	24	18.0	12	9.0	N/A	N/A
	Basic	3	2.3	12	9.0	9	6.8	N/A	N/A
	Below Basic	2	1.5	1	.8	14	10.5	N/A	N/A
	Total	133		133		133		N/A	N/A
Percent of Change		+6.2	N/A		-5.7	N/A	+5.7	N/A	N/A
4	Advanced	54	45.0	33	26.6	36	30.0	N/A	N/A
	Goal	46	38.3	59	47.6	55	45.8	N/A	N/A
	Proficient	11	9.2	26	21.0	18	15.0	N/A	N/A
	Basic	8	6.7	5	4.0	7	5.8	N/A	N/A
	Below Basic	1	.8	1	.8	4	3.3	N/A	N/A
	Total	120		124		120		N/A	N/A
Percent of Change		+13.6	+4.6		+1.1	-3.7	+7.4	+7.8	N/A
5	Advanced	49	36.0	56	40.9	32	23.4	60	43.8
	Goal	48	135.	43	31.4	69	50.4	50	36.5
	Proficient	22	16.2	23	16.8	11	8.0	21	15.3
	Basic	14	10.3	12	8.8	10	7.3	3	2.2
	Below Basic	3	2.2	3	2.2	15	10.9	3	2.2
	Total	136		137		137		137	
Percent of Change		-10.3	+1.6		-11.7	-8	-3.5	+5.4	N/A
6	Advanced	65	46.1	48	34.3	54	38.6	N/A	N/A
	Goal	48	34.0	61	43.6	66	47.1	N/A	N/A
	Proficient	17	12.1	18	12.9	3	2.1	N/A	N/A
	Basic	6	4.3	7	5.0	5	3.6	N/A	N/A
	Below Basic	5	3.5	6	4.3	12	8.6	N/A	N/A
	Total	141		140		140		N/A	N/A
Percent of Change		+4.3	-1.5		+10.3	-6.1	+7.1	+8.4	N/A
7	Advanced	57	42.5	54	39.7	54	40.6	N/A	N/A
	Goal	48	35.8	56	41.2	62	46.6	N/A	N/A
	Proficient	20	14.9	12	8.8	7	5.3	N/A	N/A
	Basic	7	5.2	6	4.4	5	3.8	N/A	N/A
	Below Basic	2	1.5	8	5.9	5	3.8	N/A	N/A
	Total	134		136		133		N/A	N/A
Percent of Change		-1.4	+2.5		+2.3	+13.3	+1.2	+8.6	N/A
8	Advanced	63	39.4	84	52.5	75	47.2	83	51.9
	Goal	68	42.5	55	34.4	63	39.6	59	36.9
	Proficient	20	12.5	12	7.5	8	5.0	8	5.0
	Basic	5	3.1	7	4.4	6	3.8	5	3.1
	Below Basic	4	2.5	2	1.3	7	4.4	5	3.1
	Total	160		160		159		160	
Percent of Change		+7.4	+2.2		+8.4	+8.3	+2.9	+8	N/A

* Percentage +/- changes from last year's students at a given grade to this year's students at that grade.

** Percentage +/- change from the same group of students from last year's test to this year's test.

- Data relevant to sub-groups (i.e. ethnicity, socio-economic, and gender) will be reviewed by schools to determine its effect, if any, on student results.
- A district review of all aspects related to the district assessment plan will take place given changes to the Connecticut Mastery Test and the development of RTI/SRBI progress monitoring assessments.
- A continued district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation will be conducted by district K-8 staff.
- The continued implementation of an intervention program at all schools for every student at risk of not reaching or current not at the state goal in reading, writing, and mathematics and lead to increased achievement during the grades three through eight Connecticut Mastery Testing.
- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests.
- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.
- The Science teachers continue to review the State of Connecticut grade level expectations in light of our K-8 scope and sequence in order to prepare students for a CMT science test to be administered in grades five and eight beginning in March of 2008.
- A revised Language Arts Curriculum has been implemented this year which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives.
- An outside evaluation of our K-8 Mathematics Program was conducted in cooperation with Region 19 during the 2008-2009 school year and recommendations are currently being reviewed and implemented as appropriate.

Students At/Above Goal Level on the Content Areas of Mathematics, Writing, Reading and Science

Current Grade	Tested Grade	0 #/%	1 #/%	2 #/%	All 3 #/%	All 4 #/%	Total Test Issues*	Total # of Students/% of Total
4	3 (133)	14/10.5	17/12.8	16/12.0	86/64.7	n/a	92	47/35.3
5	4 (124)	14/11.3	12/9.7	23/18.5	75/60.5	n/a	89	49/39.5
6	5 (137)	13/9.5	11/8.0	17/12.4	22/16.1	74/54.0	141	63/46.0
7	6 (141)	15/10.6	7/5.0	22/15.6	97/68.8	n/a	81	44/31.2
8	7 (137)	14/10.2	12/8.8	14/10.2	97/70.8	n/a	80	40/29.2
9	8 (161)	11/6.8	6/3.7	7/4.3	6/3.7	119/73.9	71	30/18.6

* Students needing to reach goal in one, two, or three subject areas.

- Building principals will develop, recommend, and implement additional supplemental programs for students not at goal in one or more areas in an effort to increase student confidence, motivation to learn and student achievement in the regular classroom, and in future assessments.

- Language Arts Consultant and Coaches will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Mathematics Consultant will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Literacy How Training will be conducted with all K, 1, and 2 teachers to provide instructional strategies and formative assessments to assist both regular classroom teachers and support service staff on the identification of and instruction of reluctant readers.
- Mathematics training for Mansfield Middle School mathematics teachers will focus on a targeted number of Connecticut Mastery Objectives which a numbers of students have struggled.
- District has initiated the development of MyRTI which will allow staff to review individual and group progress in Mathematics, Reading, and Writing for pk-8.
- Students in grades three through eight will participate in an online assessment in Mathematics and Reading three times per year which matches the grade level expectations to the extent possible using strictly a multiple choice assessment. These assessments will be supplemented as needed by other district assessments.

2008-2009 GROUP TEST RESULTS

INTRODUCTION

As an introduction to the data presented in this report the reader should be aware of the purpose of this testing program and the ways in which scores are used.

INDIVIDUAL SCORES from these group tests are used in one or more of the following ways: (1) They are considered to be objective evidence of a child's achievement or non-achievement of basic skills. Scores are included in each child's permanent record, shared with the parents and student when requested as well as with other schools if the child moves from Mansfield; (2) Scores are used by Special Education, Title I, and Enrichment teachers to identify children who may be eligible for, or in need of, one of these programs; (3) Teachers use these results to identify instructional needs of their students. This is accomplished by reviewing an item analysis of the tests and analyzing the types of questions that children answered incorrectly; (4) To meet the requirement of P.A. 79-128 (Educational Evaluation and Remedial Assistance - EERA), test scores identify students who may require additional individual evaluations to determine the need for remedial instruction.

SUMMARY RESULTS for the entire population are utilized in a somewhat different way. These mean (average) scores are used to evaluate programs; to identify general population characteristics; and to make inter-district comparisons. The most important of these uses is program evaluation which is the logical first step in curriculum planning. An achievement test which covers various skill areas is valuable in judging the long term effectiveness of a curriculum. These group test results indicate whether or not we are teaching information and skills which, by consensus, should be taught and how effectively we are doing so.

These are the potentially beneficial uses of test results, however, we should not leave this discussion without considering some of the precautions necessary to avoid misuse. These scores should not be accepted as the only measure of achievement. This is true of group results as well as individual scores. Individual differences in children, school systems and test conditions can partially invalidate results. Decisions significantly affecting individual children or total school programs should not be based on test results alone. Test results should be considered as SOME evidence of achievement or non-achievement but not the ONLY evidence.

BACKGROUND

Since the early 1970's Mansfield students have taken a nationally standardized group achievement test each fall. Initially these tests were administered in grades 2, 4, 6 and 8. In 1985 this pattern of testing was altered by the introduction of a State Mandated Basic Skills Mastery Test for 4th graders. To avoid a duplication of testing during the 1985-86 school year the national achievement test was administered in grades 2, 3, 6 and 8 and the State Mastery Test in grade 4.

In 1986 the use of the State Mastery Test was extended to grades 6 and 8. Again, to avoid a duplication of effort Mansfield's group testing program was adjusted so that students took a nationally normed test in grades 2, 3, 5 and 7 and the State Mastery Test in grades 4, 6 and 8.

In 1990, a nationally normed test in grade 2 was replaced by a locally developed criterion referenced test. Other aspects of the testing program remained the same.

In the fall of 1993 students in grades 4, 6, and 8 were given the Connecticut Mastery Test - Second Generation.

Beginning in May 2000, the locally developed criterion reference test was administered to grade one students. This change eliminated the need for grade two testing in the fall.

In the fall of 2000, students in grade 4, 6, and 8 were given the Connecticut Mastery Test - Third Generation.

In the fall of 2002, students in grades 3, 5, and 7 were given the Off Level Connecticut Mastery Test replacing the Stanford Achievement Test. This was done for a total of three years in preparation for Connecticut Mastery Testing.

In March 2006, students in grades 3, 4, 5, 6, 7, and 8 were given the Connecticut Mastery Test - Fourth Generation.

In May 2006, the locally developed criterion test was made optional due to revisions made in our district Literacy Assessment Plan.

2009 TESTING PLAN AND PARTICIPATION RATE
During March 2009, the following tests were administered:

Grade	N	Test
Grade 3 (136)		Connecticut Mastery Test - Fourth Generation - Grade Three
	133	Total Mathematics
	133	Total Writing
	133	Total Reading
	2	Skills Checklist
	0	Absent
	1	ELL Exempt
Grade 4 (125)		Connecticut Mastery Test- Fourth Generation - Grade Four
	120	Total Mathematics*
	124	Total Writing
	120	Total Reading*
	0	Skills Checklist
	0	Absent
	1	ELL Exempt
Grade 5 (142)		Connecticut Mastery Test - Fourth Generation - Grade Five
	141	Total Mathematics
	138	Total Writing*
	141	Total Reading
	1	Skills Checklist
	2	Absent
	3	ELL Exempt
Grade 6 (142)		Connecticut Mastery Test - Fourth Generation - Grade Six
	136	Total Mathematics
	137	Total Writing
	137	Total Reading
	137	Total Science
	1	Skills Checklist
	1	Absent
	0	ELL Exempt
Grade 7 (139)		Connecticut Mastery Test - Fourth Generation - Grade Seven
	134	Total Mathematics**
	136	Total Writing***
	133	Total Reading*
	2	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 8 (162)		Connecticut Mastery Test - Fourth Generation - Grade Eight
	160	Total Mathematics
	160	Total Writing
	160	Total Reading***
	160	Total Science
	1	Skills Checklist
	1	Absent
	0	ELL Exempt

* 4-No Valid Score

** 3-NoValid Score

*** 1-NoValid Score

At the time of testing, the total census for grades 3, 4, 5, 6, 7 and 8 was 846 students. Of this total, 3 students were English Language Learners Exempt and 3 students were absent for one or more tests. 841 (99.4%) children were included in the appropriate testing program. This total number of students tested represents 100% of the eligible population.

**Connecticut Mastery Test - Fourth Generation
Grades 3 and 4 by School**

Gr.		MATHEMATICS				WRITING				READING			
		# of Students/Percentage		# of Students/Percentage		# of Students/Percentage		# of Students/Percentage		# of Students/Percentage		# of Students/Percentage	
		2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
3	Advanced												
	Goodwin	18/43.9	9/24.3	14/34.1	16/44.4	13/31.7	10/26.3	7/18.1	15/41.7	16/39.0	9/24.3	6/14.6	11/30.6
	Southeast	19/40.4	22/44.9	9/24.3	28/56.0	21/45.7	17/34.7	7/18.9	11/22.0	16/34.0	14/28.6	6/16.2	14/28.0
	Vinton	13/30.2	20/46.5	27/61.4	30/63.8	18/41.9	11/26.2	15/34.1	20/42.6	14/32.6	9/21.4	14/31.8	15/31.9
	Goal												
	Goodwin	15/36.6	16/43.2	16/39.0	11/30.6	16/39.0	14/36.8	26/63.4	10/27.8	16/39.0	17/45.9	24/58.5	16/44.4
	Southeast	15/31.9	11/22.4	14/37.8	16/32.0	13/28.3	17/34.7	18/48.6	23/46.0	23/48.9	21/42.9	11/29.7	23/46.0
	Vinton	18/41.9	6/14.0	16/36.4	12/25.5	15/34.9	15/35.7	22/50.0	17/36.2	19/44.2	17/40.5	22/50.0	19/40.4
	Proficient												
	Goodwin	3/7.3	9/24.3	5/12.2	5/13.9	7/17.1	7/18.4	5/12.2	6/16.7	2/4.9	7/18.9	3/7.3	2/5.6
	Southeast	8/17.0	11/22.4	8/21.6	5/10.0	7/15.2	10/20.4	10/27.0	11/22.0	6/12.8	3/6.1	10/27.0	5/10.0
	Vinton	6/14.0	13/30.2	1/2.3	5/10.6	5/11.6	8/19.0	6/13.6	7/14.9	3/7.0	8/19.0	4/9.1	5/10.6
	Basic												
	Goodwin	2/4.9	1/2.7	4/9.8	2/5.6	3/7.3	7/18.4	3/7.3	4/11.1	4/9.8	1/2.7	3/7.3	1/2.8
	Southeast	3/6.4	4/8.2	2/5.4	1/2.0	5/10.9	3/6.1	2/5.4	5/10.0	0/0.0	6/12.2	4/10.8	4/8.0
	Vinton	2/4.7	2/4.7	0/0.0	0/0.0	3/7.0	6/14.3	1/2.3	3/6.4	4/9.3	2/4.8	1/2.3	4/8.5
	Below Basic												
	Goodwin	3/7.3	2/5.4	2/4.9	2/5.6	2/4.9	0/0.0	0/0.0	1/2.8	3/7.3	3/8.1	5/12.2	6/16.7
	Southeast	2/4.3	1/2.0	4/10.8	0/0.0	0/0.0	2/4.1	0/0.0	0/0.0	2/4.3	5/10.2	6/16.2	4/8.0
	Vinton	4/9.3	2/4.7	0/0.0	0/0.0	2/4.7	2/4.8	0/0.0	0/0.0	3/7.0	6/14.3	3/6.8	4/8.5
4	Advanced												
	Goodwin	11/26.8	20/47.6	11/27.5	15/39.5	9/22.0	18/42.9	11/28.2	9/23.7	19/46.3	20/47.6	12/30.8	12/31.6
	Southeast	13/32.5	15/27.8	14/29.2	12/33.3	16/40.0	20/37.7	18/38.3	7/17.9	11/27.5	19/35.2	11/23.4	7/19.4
	Vinton	14/28.0	18/38.3	19/43.2	27/58.7	18/36.0	17/36.2	16/36.4	17/36.2	12/24.0	15/31.9	12/27.3	17/37.0
	Goal												
	Goodwin	21/51.2	13/31.0	18/45.0	14/36.8	22/53.7	16/38.1	16/41.0	19/50.0	13/31.7	12/28.6	14/35.9	18/47.4
	Southeast	18/45.0	29/53.7	18/37.5	14/38.9	20/50.0	23/43.4	20/42.6	18/46.2	22/55.0	26/48.1	21/44.7	16/44.4
	Vinton	19/38.0	19/40.4	12/27.3	18/39.1	14/28.0	15/35.7	14/31.8	22/46.8	23/46.0	19/40.4	19/43.2	21/45.7
	Proficient												
	Goodwin	4/9.8	2/4.8	7/17.5	6/15.8	6/14.6	2/4.8	10/25.6	9/23.7	3/7.3	4/9.5	7/17.9	4/10.5
	Southeast	7/17.5	9/16.7	4/8.3	5/13.9	2/5.0	8/15.1	5/10.6	11/28.2	6/15.0	6/11.1	6/12.8	10/27.8
	Vinton	13/26.0	4/8.5	11/25.0	0/0.0	12/24.0	8/17.0	11/25.0	6/12.8	4/8.0	5/10.6	3/6.8	4/8.7
	Basic												
	Goodwin	1/2.4	3/7.1	2/5.0	2/5.3	1/4.4	2/4.8	2/5.1	0/0.0	2/4.9	2/4.8	3/7.7	3/7.9
	Southeast	1/2.5	0/0.0	11/22.9	5/13.9	0/0.0	1/1.9	4/8.5	3/7.7	1/2.5	1/1.9	2/4.3	1/2.8
	Vinton	4/8.0	5/10.6	2/4.5	1/2.2	6/12.0	3/6.4	3/6.8	2/4.3	5/10.0	1/2.1	6/13.6	3/6.5
	Below Basic												
	Goodwin	4/9.8	4/9.5	2/5.0	1/2.6	3/7.3	4/9.5	0/0.0	1/2.6	4/9.8	4/9.5	3/7.7	1/2.6
	Southeast	1/2.5	1/1.9	1/2.1	0/0.0	2/5.0	1/1.9	0/0.0	0/0.0	0/0.0	2/3.7	7/14.9	2/5.6
	Vinton	0/0.0	1/2.1	0/0.0	0/0.0	0/0.0	2/4.3	0/0.0	0/0.0	6/12.0	7/14.9	4/9.1	1/2.2

PURPOSE OF THE INTERPRETIVE GUIDE

The 2009 Interpretive Guide is designed to help parents, educators and students understand and explain the results of the Fourth Generation Connecticut Mastery Test (CMT).

This guide describes the content of the CMT and the information reported on the individual, school and district reports. There are other score reports that have been provided to districts but are not described in this guide. However, the interpretation of these reports is similar to those presented in this guide. A complete list of the reports provided to each school district for the CMT can be found on page 90.

Results of this administration of the CMT are also available on the CMT Online Reports Web site (www.ctreports.com). The Public Summary Performance Reports Web site is designed to provide district personnel and the public access to state, district and school performance results. The Individual Student Performance Reports Web site is secure and provides district personnel with individual performance results.

It should be considered that test scores are only one measure of a student's ability and should be used in conjunction with other information about the student's achievement. The teacher's knowledge of student characteristics and unique circumstances that might influence test performance should also be considered when interpreting individual test scores.

General information about the CMT may be found at the CSDE Web site (www.ct.gov/sde); choose the *Student Assessment* link. General questions about the CMT should be directed to the Connecticut State Department of Education Student Assessment Office at 860-713-6860.

THE TESTS

Each grade-level CMT is designed to assess essential mathematics, science (Grades 5 and 8), reading and writing skills that can reasonably be expected to be mastered by most students at the time of testing. The content areas focus on the following skills at each grade-level:

Grade 3

Mathematics: The Mathematics test assesses 18 specific content strands drawn from the four content standards in the Connecticut Mathematics Framework. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order and round whole numbers and locate points on number lines and scales.
- Represent whole numbers and fractions using various forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums and differences of whole numbers.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, classify and draw 2-dimensional shapes.
- Read and interpret data in tables, graphs and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort and classify objects by a common attribute.
- Extend or complete patterns involving whole numbers or attributes and identify or state rules for patterns.

The test includes multiple-choice items and open-ended items that require students to write a response. Students may use rulers for certain sections of the test. Student scores are reported for the 18 content strands as well as a total raw score.

Reading: Reading consists of two test sessions – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** is a holistic, multiple-choice measure of reading ability. The DRP includes 6 passages and 42 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.
- The **Reading Comprehension** test consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two test sessions – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a narrative response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** test is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 4

Mathematics: The Mathematics test assesses 21 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order whole numbers, fractions and decimals and round whole numbers and locate points on number lines and scales.
- Represent fractions and decimals using various equivalent forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, describe, classify and draw 2-dimensional geometric shapes.
- Read and interpret data in tables, graphs and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving whole numbers or attributes and identify or state rules for patterns.
- Solve simple 1-step equations.

The test includes multiple-choice items and open-ended items that require students to write a response. Students may use rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Reading: Reading consists of two test sessions – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** is a holistic, multiple-choice measure of reading ability. The **DRP** includes 6 passages and 42 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as **DRP unit scores**.
- The **Reading Comprehension** test consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two test sessions – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a narrative response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** test is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 5

Mathematics: The Mathematics test assesses 23 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Represent fractions, mixed numbers and decimals using various equivalent forms, including numerical and pictorial representations.
- Order whole numbers, fractions, mixed numbers and decimals, round whole numbers and decimals and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths, determine perimeters and areas, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of linear measure.
- Identify, describe, classify and draw 2-dimensional geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence and the location of points on grids.
- Read and interpret data in tables, graphs and charts and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Solve simple 1-step equations.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Science: The elementary Science test is administered in Grade 5 and broadly assesses the content standards and expected performances described in the 2004 Core Science Curriculum Framework for Grades 3 - 5. The 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.

Some questions assess understanding of scientific inquiry related to curriculum-embedded performance tasks completed in Grades 3 through 5. Questions that assess understanding of scientific inquiry do not require students to recall specific details of the performance tasks.

Reading: Reading consists of two test sessions – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** is a holistic, multiple-choice measure of reading ability. The **DRP** includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as **DRP unit scores**.
- The **Reading Comprehension** test consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two test sessions – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit an expository response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** test is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 6

Mathematics: The Mathematics test assesses 23 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping.
- Represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers.
- Solve problems involving whole numbers, fractions and decimals with and without extraneous information.
- Estimate solutions to problems and determine reasonable estimates to problems.
- Solve problems involving ratios.
- Estimate lengths, areas and angle measures.
- Measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids.
- Read and interpret data in tables, graphs and charts and draw graphs using a given set of data.
- Identify a reasonable conclusion from data in tables, graphs and charts and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Solve simple 1-step equations and use formulas to solve problems.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two test sessions – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** is a holistic, multiple-choice measure of reading ability. The **DRP** includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as **DRP unit scores**.
- The **Reading Comprehension** test consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two test sessions – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit an expository response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** test is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 7

Mathematics: The Mathematics test assesses 23 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation.
- Represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals and locate integers, fractions, mixed numbers and decimals on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add integers.
- Solve problems involving whole numbers, fractions, mixed numbers and decimals with and without extraneous information.
- Estimate solutions to problems and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions and percents.
- Estimate lengths, areas and angle measures.
- Measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids; relate 2- and 3-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness and expected outcomes.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two test sessions – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** is a holistic, multiple-choice measure of reading ability. The **DRP** includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as **DRP** unit scores.
- The **Reading Comprehension** test consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two test sessions – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a persuasive response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** test is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 8

Mathematics: The Mathematics test assesses 21 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using scientific notation.
- Represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round fractions, mixed numbers and decimals; and locate fractions, mixed numbers, decimals and integers on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add or multiply integers.
- Solve problems involving whole numbers, fraction, mixed numbers and decimals with and without extraneous information.
- Estimate solutions to problems and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions and percents.
- Estimate lengths, areas, volumes and angle measures.
- Measure/determine perimeter, area and volume and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving congruence, similarity, transformations and the location of points on four-quadrant coordinate grids; relate 2- and 3-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness and expected outcomes.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Science: The middle grades Science test is administered in Grades 6 and 8 and broadly assesses the content standards and expected performances described in the 2004 Core Science Curriculum Framework for Grades 6 - 8. The 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.

Some questions assess understanding of scientific inquiry related to curriculum-embedded performance tasks completed in Grades 6 through 8. Questions that assess understanding of scientific inquiry do not require students to recall specific details of the performance tasks.

Reading: Reading consists of two test sessions – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** is a holistic, multiple-choice measure of reading ability. The **DRP** includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as **DRP** unit scores.
- The **Reading Comprehension** test consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two test sessions – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a persuasive response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** test is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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ASSESSING STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

Students who receive special education services **may not be exempted** from participation in the testing program. These students must either participate in the standard grade-level CMT, with any accommodations called for in their Individual Education Program (IEP), the CMT Skills Checklist, or the CMT Modified Assessment System (MAS) for mathematics and/or reading.

CMT Skills Checklist

The CMT Skills Checklist is designed for students with significant cognitive impairments.

A student assessed with the CMT Skills Checklist cannot be assessed using a combination of other assessment options (i.e., the standard grade-level CMT or CMT MAS).

CMT Modified Assessment System (MAS)

The CMT Modified Assessment System (MAS) is an alternate assessment based on modified achievement standards for mathematics and reading. Students assessed with the CMT MAS in mathematics and/or reading must participate in the standard grade-level CMT for all other content areas.

See the *Assessment Guidelines* for information concerning the CMT Skills Checklist, CMT MAS and accommodations available for students receiving special education services. The most current edition of the *Assessment Guidelines* is available on the CSDE Web site at:

<http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>.

ASSESSING ENGLISH LANGUAGE LEARNERS (ELL)

English language learners who are enrolled for the first time in a U.S. school for twelve months or less and have been administered the Language Assessment Scales (LAS-Links) at least once since March 2, 2008, may be exempted from the Reading Comprehension, DRP, Editing & Revising and Direct Assessment of Writing tests. These students **must** take the Mathematics and Science (Grades 5 and 8) tests with accommodations, if necessary. All other ELL students must be tested in all areas of the CMT with accommodations, if necessary.

See the *Assessment Guidelines* for specific information concerning the accommodations available for students who are ELL. The most current edition of the *Assessment Guidelines* document is available on the CSDE Web site at:

<http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>.

THE SCORES

The standard CMT is a criterion-referenced test based on the Connecticut curriculum frameworks that assesses how well each student is performing on those skills, or content strands, identified by content experts and practicing educators as important for students to have mastered. Because there are multiple content strands in the Mathematics, Reading Comprehension and Editing & Revising tests, mastery standards have been established for each of the content strands in these three tests. These criterion scores are used to determine whether or not students have attained mastery on particular content strands. If a student's score is equal to or greater than the mastery criterion, the student is considered to have mastered that particular content strand.

Raw scores for the science test (Grades 5 and 8) are reported for each content strand and dimension. There are no established mastery standards for this test.

The Degrees of Reading Power® (DRP) and the Direct Assessment of Writing tests, however, are considered to be holistic measures; therefore, there are no established strands or mastery standards for these tests. Rather, the DRP yields a DRP Unit Score, which is produced by applying a conversion formula to the student's raw score (i.e. number of points earned). The Direct Assessment of Writing yields a single holistic writing score that ranges from 2 to 12. Please note that in writing a student may receive an NS, non-scorable, if his or her writing falls into one of the following categories:

- (1) Writing sample is a copy of the prompt,
- (2) Sample is written in a foreign language,
- (3) Sample is too short to score,
- (4) Sample is illegible, or
- (5) Student wrote about something other than the topic indicated by the prompt.

In addition to these scores, a scale score ranging from 100 to 400 was generated for each of the content areas: mathematics, science (Grades 5 and 8), reading and writing. For each content area, scale scores are based on the raw scores. These raw scores are transformed into scale scores in order to ensure accurate comparisons of student performance across different forms of the test by adjusting for slight differences in difficulty between test forms. Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the form of the test. For example, if a student receives a scale score of 270 on one form of the test and another student earns a 270 on a later form of the same test, the scaling process ensures that both scores represent the same level of performance. Based on this, scale scores are especially suitable for comparing the performance of **different** groups of students from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given subject area within the same grade, they are **not** comparable across subject areas or grades. For instance, a scale score on the Mathematics test should not be compared with a scale score on the Reading test, nor should a scale score on a third-grade test be compared with a scale score on a fourth-grade test.

State standards have been established in the areas of mathematics, science (Grades 5 and 8), reading and writing. These state standards represent high expectations and high levels of achievement for Connecticut public school children. The state standards for each content area are based upon the scale scores developed for that area. In mathematics, the scale score is based directly on the mathematics raw score, which is the total number of points earned by the student. In the area of reading, student performance on the DRP and the Reading

CMT Interpretive Guide

Comprehension tests have been combined with equal weighting (50% – 50%) to produce one score which has been converted to a scale score. Similarly, in the area of writing, student performance on the Direct Assessment of Writing and the Editing & Revising test sessions have been combined, with 60% weighting for the Direct Assessment of Writing and 40% for the Editing & Revising, to produce one score which has been converted to a scale score. Information regarding the calculation of scale scores can be found in the *CMT Technical Bulletin* available on the CSDE Web site (www.ct.gov/sde).

The Connecticut State Board of Education approved four standards for the areas of mathematics, science, reading and writing. Student performance can be categorized into one of five levels: Advanced, Goal, Proficient, Basic and Below Basic. The top two levels (Advanced and Goal) define the Goal Range.

The mastery criteria and state standards for each grade are summarized on the next two pages.

Format of the Elementary Science CMT - Grade 5

Item Distribution

	Content Knowledge		Scientific Inquiry, Literacy and Numeracy	Total Points
	Selected Response*	Constructed Response*	Selected Response*	
Life Science	6	1	6	14
Physical Science	6	1	6	14
Earth Science	6	1	6	14
Total Points	24		18	42

* Each selected response item is worth 1 point. Each constructed response item is worth 2 points.

General Test Format

The Elementary Science CMT is a cumulative test administered at Grade 5. It includes science knowledge described in the Core Science Curriculum Framework for grades 3, 4, and 5. There are a total of 39 test questions: 36 selected response items and 3 constructed response items. Of the 36 selected response items, 18 assess Content Knowledge and 18 assess processes of Scientific Inquiry, Literacy and Numeracy. The 3 constructed response items assess Content Knowledge.

Test Scoring

The selected response items are scored electronically as correct or incorrect. Constructed response items are hand-scored by trained readers using a 3 point scale (0-2).

Curriculum-Embedded Performance Tasks

SDE has developed curriculum-embedded performance tasks related to one Content Standard from Grades 3, 4 and 5. The performance tasks are posted at www.ct.gov/sde under the curriculum site. Districts are encouraged to utilize these inquiry investigations when their curricula address the Content Standard related to each task. The Elementary Science CMT will include two to three Scientific Inquiry, Literacy and Numeracy selected response items related to each of the embedded performance tasks.

Reporting

A Total Science Score will be reported based on all 42 points. In addition, the following subscores will be reported:

- Life Science 14 points (33½ %)
- Physical Science 14 points (33½ %)
- Earth Science 14 points (33½ %)

- Content Knowledge 24 points (57%)
- Scientific Inquiry, Literacy and Numeracy 18 points (43%)

Testing Time - 65 minutes

Format of the Middle School Science CMT - Grade 8

Item Distribution

	Content Knowledge	Scientific Inquiry, Literacy and Numeracy		Total Points
	Selected Response*	Selected Response*	Constructed Response*	
Life Science	10	5	1	17
Physical Science	10	5	1	17
Earth Science	10	5	1	17
Total Points	30	21		51

* Each selected response item is worth 1 point. Each constructed response item is worth 2 points.

General Test Format

The Middle School Science CMT is a cumulative test administered at Grade 8. It includes science knowledge described in the Core Science Curriculum Framework for grades 6, 7, and 8.

There are a total of 48 test questions: 45 selected response items and 3 constructed response items. Of the 45 selected response items, 30 assess Content Knowledge and 15 assess processes of Scientific Inquiry, Literacy and Numeracy. The 3 constructed response items will assess Scientific Inquiry, Literacy and Numeracy in the context of the Grade 6, 7 and 8 Curriculum-Embedded Performance Tasks.

Test Scoring

The selected response items are scored electronically as correct or incorrect. Constructed response items are hand-scored by trained readers using a 3 point scale (0-2).

Curriculum Embedded Performance Tasks

SDE has developed a performance task related to a Content Standard in Grade 6, 7 and 8. These performance tasks are posted at www.ct.gov/sde under the curriculum site. Districts are encouraged to utilize these inquiry investigations when their curricula address the Content Standard related to each task. The Middle School Science CMT will include one Scientific Inquiry, Literacy and Numeracy constructed response item related to each of the three curriculum-embedded performance tasks.

Reporting

A Total Science Score will be reported based on all 51 points. In addition, the following subscores will be reported:

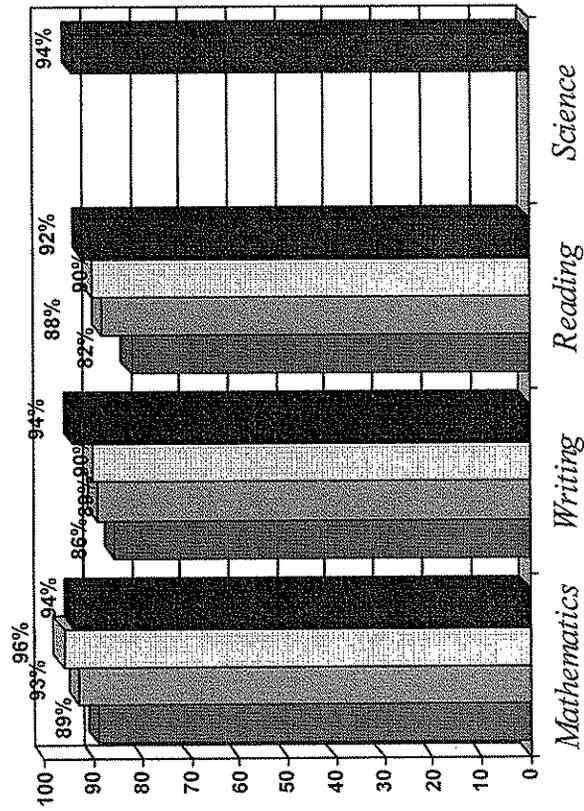
- | | | |
|---|-----------|---------|
| • Life Science | 17 points | (33½ %) |
| • Physical Science | 17 points | (33½ %) |
| • Earth Science | 17 points | (33½ %) |
| | | |
| • Content Knowledge | 30 points | (59 %) |
| • Scientific Inquiry, Literacy and Numeracy | 21 points | (41 %) |

Testing Time - 70 minutes

TABLE 1

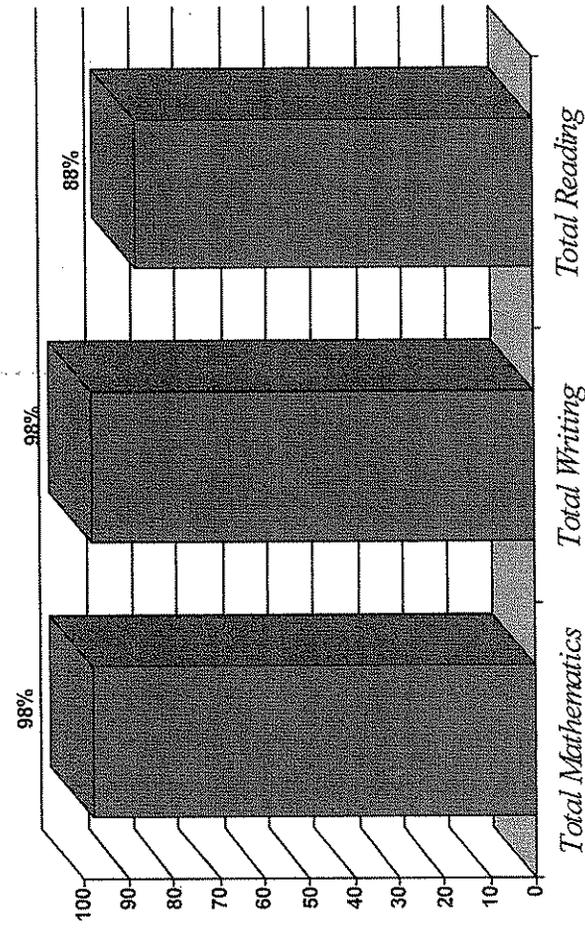
**MANSFIELD MIDDLE SCHOOL
CLASS OF 2009**

Percent of Students Above Remedial Standard from C.M.T. Scores



■ Grade 5 ('06) ■ Grade 6 ('07) ■ Grade 7 ('08) ■ Grade 8 ('09)

Group Percentile Scores Off Level CMT (Grades 3 & 5)



■ Grade 3 ('04)

SUMMARY/DISCUSSION

Introduction

This school year student achievement was evaluated with the Connecticut Mastery Test (grades 3, 4, 5, 6, 7, and 8). The Connecticut Mastery Test is a criterion-referenced instrument developed by the Connecticut State Department of Education for use by schools in this state. Administration of this test is mandated by state statute.

A criterion referenced test measures student performance against a specific standard of expected achievement (the criterion) and does not typically make provisions for comparing one group of students with another.

The value of a particular score largely depends on the extent to which there is an appropriate match between test items and local curriculum. Acknowledging that one of the objectives of testing is to evaluate our instructional effectiveness, then clearly the tests we use should measure objectives that are in our curriculum and that have been taught. For this reason the questions that one should ask when reviewing test results are: (1) to what extent do these results accurately measure the movement of our students through our established curriculum; (2) if there is not a "good" match between test and curriculum how can this be corrected; and (3) is the fact that national test items do not always match our curriculum cause for concern? Stated differently, are we confident that our local curriculum offerings are those that are best for our students, irrespective of what other states or other communities have chosen to teach?

In summary, the best tests are those that closely parallel the scope and sequence of the curriculum being taught. The selection or development of tests that provide for such a match should always be of primary concern when designing a testing program.

2008-2009 Results - Findings, Issues, and Actions

- Participation rates on grade level tests are high (99.3% - 100%).
- A substantial percentage of students achieved an advanced level score (23.4% - 55.6%).
- A low percentage of students achieved either a basic or below basic score (.8% - 1039%).
- Approximately two-thirds of all students reached or exceeded the state goal on all tests (64.7% - grade 3) (60.5% - grade 4) (54.0% - grade 5)(68.8% - grade 6) (70.8% - grade 7) (73.9% - grade 8)
- District scores exceeded the state average in each grade and in each area tested. District Reference Group (DRG) comparison indicates the need for focused interventions.
- Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
- Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
- The Mansfield Public Schools K-8 program continues to produce a high percentage of students who meet or exceed Connecticut Mastery Test proficiency standards (88.2%) as grade eight students.
- Results for grade eight students who have taken the Connecticut Mastery Test- Fourth Generation at four grade levels indicate that 119 students 73.9% achieved at or above the state goal in all four areas, Mathematics, Reading, Science, and Writing.
- Connecticut Mastery Test scores in grades three, four, five, six, seven, and eight indicate that, although the number of students in need of intervention is relatively low, there are a number of students who have not yet reached the state goal.
- Efforts at remedial assistance will be focused on improving individual student achievement levels over time.
- Mathematics objectives have been revised to include objectives listed in the Connecticut Standards and the fourth generation of the Connecticut Mastery Test. The text series in grades five through eight is being supplemented by additional resources to address computation. Year Two implementation of the *Bridges in Mathematics* Program in grades K-5 has begun.
- The Mansfield Public Schools Literacy Plan continues to focus on addressing the needs of students K-3 who are not progressing at an appropriate pace in Reading. We will continue to implement both remedial reading instruction as well as Success with Early Intervention Techniques (S.W.E.I.T.) instruction to assist students. In addition, through a targeted summer school program, we will provide additional intervention instruction. We are currently in year five of a reading series implementation.

- Orientation sessions for newly hired classroom teachers will be held prior to the start of the school year to insure that staff is familiar with the test they will administer in the spring as well as objectives to be taught during the school year to ensure future student success.
- Orientation sessions and printed resources for all staff will be reviewed during the 2009-2010 school year in preparation for spring 2010 administration of the Connecticut Mastery Test – Fourth Generation.
- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests.
- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.
- District Mathematics Consultants and Building based Literacy Coaches will provide support and assistance to individual classroom teachers and support services teachers to provide enhanced instructional strategies designed to meet individual student needs, as well as assisting the district in the review and purchase of instructional materials and providing timely professional development for teachers.
- Science teachers will review second year results in grades five and eight and focus instruction to address identified areas.
- Principals will meet with grade level teams to review Tier I, II, and III student progress and adjust support and intervention strategies and programs as needed.

The following issues and actions have been identified by teaching and administrative staff and will be addressed as outlined:

<u>ISSUES</u>	<u>ACTIONS TO BE TAKEN</u>
1) Implementation of a Language Arts Management Plan	The Language Arts teachers will implement a revised Language Arts Curriculum during the 2009-2010 school year.
	K-6 District staff will implement the anthology, Houghton Mifflin, <i>Reading, A Legacy of Literacy</i> (year 9), to support reading as well as writing and spelling in selected grades. The district will review and revise the Literacy Plan to enhance reading opportunities and instruction for all students.
	Administrators and the Language Arts/Reading Consultant will continue to work with current staff members to enhance the writing program, define instructional reading levels at each grade, and provide workshops for all new staff.
	Language Arts Council members and administrators will continue to work with staff to develop formative and summative assessment tools which measure performance in the area of writing, reading, and spelling.
	Administrators will continue to provide professional development training based on staff need.
	District staff will participate with Region 19 in responding to a list of recommendations resulting from the K-12 review of the Language Arts Program.
2) Implementation of <i>Bridges in Mathematics</i> K-5	K-5 mathematics teachers will implement the <i>Bridges in Mathematics</i> year two plan.
	Mathematics consultant and trained teacher leaders will provide support for K-5 during year two implementation.
3) Review of individual student results:	Principals, classroom teachers, and support services personnel will review individual student results, implementing a Tier I, II, III protocol .
	Remedial assistance will be planned for and provided as needed.
	Students will be monitored and tested to assess progress.
4) Grade level building results:	Grade level teachers, building coaches, district consultants, building principals, and the superintendent will review grade level results and propose strategies to enhance student performance as needed.
5) Curriculum alignment:	Appropriate curriculum councils will review Connecticut Mastery Test - Fourth Generation results and recommend test or curriculum adjustments as necessary.
	Language Arts and Mathematics curriculum guides will acknowledge and denote Connecticut Mastery Test - Fourth Generation objectives at appropriate grade levels.
	Appropriate staff will investigate districts who have shown consistently positive results at particular grade levels.
	Science teachers will refine changes to the K-8 scope and sequence in order to prepare for a CMT science test to be administered in grades five and eight.

<u>ISSUES</u>	<u>ACTIONS TO BE TAKEN</u>
6) Staff development:	<p>A significant amount of professional development time will be devoted to implementing the <i>Bridges in Mathematics</i> program.</p> <p>As veteran staff teaching mathematics and language arts retire, it is important that the district orient and support new staff, providing a clear initial structure for curriculum and instruction.</p> <p>Additional opportunities for staff training in instructional techniques related to mathematics, writing, reading, and spelling will be provided to enhance teachers' ability to work with students requiring remedial assistance.</p> <p>Staff will be encouraged to attend State of Connecticut, Department of Education portfolio scoring which has a strong emphasis on Literacy and Numeracy.</p> <p>Technology applications will be explored for their benefits in enhancing student proficiency and achievement in all areas currently tested.</p> <p>Literacy How will provide three full days of training to all Kindergarten, Grade One and Two teachers this fall.</p>
6) Connecticut Mastery Test – Fourth Generation	<p>Staff will again review changes in the fourth generation of the Connecticut Mastery Test to include: student objectives, testing format, guidelines for testing students, and score report changes with particular attention to the students with disabilities subgroup.</p>
7) Sub-Group Results	<p>The district will continue to review various sub-groups of students to determine if any particular group of students is in need of specific interventions.</p>
8) Additional Support	<p>The district will review current support and interventions available to our students in both Language Arts and Mathematics. We will explore the possibility of extended day, weekend, and summer programming options for students in need of additional support.</p> <p>A full day kindergarten program for all students will be implemented at each elementary school (Year 5).</p> <p>Additional days of summer school instruction for identified students will be implemented to the extent possible.</p> <p>Study Island will be made available to all grade three and four students to provide practice in reading and mathematics (Year 2).</p>



Mansfield School District Final Adequate Yearly Progress Status, 2008-09 School Year: Not Achieved



Based on the 2009 Connecticut Mastery Test (CMT) results

Adequate Yearly Progress (AYP) Targets:	Participation Rate CMT		% At or Above Proficient		Additional Academic Indicator
	Mathematics	Reading	Mathematics	Reading	Writing: 70% At or Above Basic (or annual improvement)
	95%	95%	82%	79%	

Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate						% At or Above Proficient						Confidence Interval	Adjusted	AYP Target Met?	
	Mathematics			Reading			Mathematics			Reading						
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.	Unadjusted	Confidence Interval	Adjusted	Unadjusted	Confidence Interval	Adjusted				
Whole District	99.8	100	99	99.8	100	99	91.4	3.1	94.5	94.5	4.1	90.5	86.4	4.1	90.5	Yes
American Indian	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup			
Asian American	98.8	100	80	100	100	100	96.1	5.5	100	100	9.3	96.3	87	9.3	96.3	Yes
Black	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup			
Hispanic	98.1	100	100	100	98	98	84.3	12	96.3	96.3	15.3	83.9	68.6	15.3	83.9	Yes
White	100	100	99	99.7	100	100	92.1	3.2	95.3	95.3	4.2	92.2	88	4.2	92.2	Yes
Students with Disabilities	99.2	99	100	100	99	99	62.5	16.4	78.9	78.9	16.4	67.1	50.7	16.4	67.1	No
English Language Learners	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup			
Economically Disadvantaged	99.3	100	99	100	100	98	81.5	8	89.6	89.6	9.6	80.3	70.8	9.6	80.3	Yes
Additional Academic Indicator: Writing	AYP Target Met?						AYP Target Met?						AYP Target Met?			
	Yes						Yes						Yes			



Final Adequate Yearly Progress (AYP) Status for the 2008-09 School Year: Achieved

Based on the spring 2009 Connecticut Mastery Test (CMT)



Mansfield School District Dorothy C. Goodwin School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic	
	Mathematics	Reading	Mathematics	Reading	Writing	
	95%	95%	82%	79%	70% (or annual improvement)	

Subgroup ¹	Participation Rate ²						% At or Above Proficient							
	Mathematics			Reading			Mathematics			Reading				
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.	Confidence Interval	Adjusted	AYP Target Met?	Confidence Interval	Adjusted	AYP Target Met?		
Whole School (n = 73)	100	100	100	100	100	100	90.4	8.3	98.7	Yes	84.9	10.3	95.2	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Asian American (n = 8)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Black (n = 2)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Hispanic (n = 6)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
White (n = 56)	100	100	100	100	100	100	89.3	9.8	99.1	Yes	87.5	10.8	98.3	Yes
Students with Disabilities (n = 11)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
English Language Learners (n = 2)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Economically Disadvantaged (n = 20)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup							
Additional Academic Indicator: Writing, % At or Above Basic							AYP Target Met?			Yes				

¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2009, 2008, and 2007 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2008-09 School Year: Achieved

Based on the spring 2009 Connecticut Mastery Test (CMT)



Mansfield School District Southeast Elementary School

Participation Rate				% At or Above Proficient		% At or Above Basic	
Adequate Yearly Progress (AYP) Targets:				Reading	Mathematics	Reading	Writing
	Mathematics	95%	95%	79%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²						% At or Above Proficient						
	Mathematics			Reading			Mathematics			Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.	Unadjusted	Confidence Interval	Adjusted	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 88)	100	100	100	100	99	100	89.8	7.8	97.6	83	9.9	92.9	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Asian American (n = 10)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Black (n = 1)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Hispanic (n = 6)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
White (n = 71)	100	100	100	100	99	100	90.1	8.5	98.6	85.9	10.2	96.1	Yes
Students with Disabilities (n = 11)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
English Language Learners (n = 3)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Economically Disadvantaged (n = 16)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
Fewer than 40 students in this subgroup	Yes	Yes

¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2009, 2008, and 2007 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2008-09 School Year: Achieved

Based on the spring 2009 Connecticut Mastery Test (CMT)



Mansfield School District Annie E. Vinton School

Adequate Yearly Progress (AYP) Targets:				% At or Above Proficient		% At or Above Basic	
Participation Rate		Reading		Mathematics	Reading	Writing	
Mathematics	95%	95%	95%	82%	79%	70% (or annual improvement)	
Mathematics	95%	95%	95%	82%	79%	70% (or annual improvement)	

Subgroup ¹	Participation Rate ²						% At or Above Proficient						
	Mathematics			Reading			Mathematics			Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.	Unadjusted	Confidence Interval	Adjusted	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 92)	100	100	100	100	100	100	98.9	3.2	100	87	8.8	95.8	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Asian American (n = 8)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Black (n = 0)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Hispanic (n = 9)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
White (n = 75)	100	100	100	100	100	100	98.7	3.7	100	86.7	9.8	96.4	Yes
Students with Disabilities (n = 3)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
English Language Learners (n = 0)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						
Economically Disadvantaged (n = 7)	Fewer than 40 students in this subgroup						Fewer than 40 students in this subgroup						

Additional Academic Indicator: Writing, % At or Above Basic		AYP Target Met?	Yes
			Yes

¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2009, 2008, and 2007 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2008-09 School Year: Not Achieved

Based on the spring 2009 Connecticut Mastery Test (CMT)



Mansfield School District Mansfield Middle School School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic	
	Mathematics	Reading	Mathematics	Reading	Mathematics	Writing
	95%	95%	82%	79%	70% (or annual improvement)	

Subgroup ¹	Participation Rate ²										% At or Above Proficient										
	Mathematics			Reading			AYP Target Met?				Mathematics			Reading							
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?			
Whole School (n = 570)	99.8	100	100	99.7	100	100	Yes				91.4	3.5	94.9	Yes				87.5	4.4	91.9	Yes
American Indian (n = 2)	Fewer than 40 students in this subgroup										Fewer than 40 students in this subgroup										
Asian American (n = 50)	98.1	99	99	100	100	99	Yes				94	8.1	100	Yes				88.2	10.9	99.1	Yes
Black (n = 22)	Fewer than 40 students in this subgroup										Fewer than 40 students in this subgroup										
Hispanic (n = 30)	Fewer than 40 students in this subgroup										Fewer than 40 students in this subgroup										
White (n = 466)	100	100	100	99.6	100	100	Yes				92.7	3.5	96.2	Yes				89.2	4.4	93.7	Yes
Students with Disabilities ³ (n = 94)	100	100	100	100	100	100	Yes				63.4	16.4	79.8	No				53.5	16.4	69.9	No
English Language Learners (n = 6)	Fewer than 40 students in this subgroup										Fewer than 40 students in this subgroup										
Economically Disadvantaged (n = 84)	100	100	100	87.5	94	95	Yes				81	10.2	91.1	Yes				71.4	11.8	83.3	Yes
Additional Academic Indicator: Writing, % At or Above Basic																					
AYP Target Met? Yes																					

¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2009, 2008, and 2007 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

³ Students who were identified as a student with a disability on the 2007 and/or 2008 CMT, but not on the 2009 CMT, were included in the percent at or above Proficient calculation for this subgroup.

Understanding NCLB Status Identification Timeline for Title I Districts

Not Making AYP in the same subject	In Need of Improvement Status	Phase	Consequence(s)
First Year	Not Applicable	Not Applicable	Not Applicable
Second Year	In Need of Improvement Year 1	First Year of District Improvement	<ul style="list-style-type: none"> • District Improvement Plan • Parent/guardian Notification
Third Year	In Need of Improvement Year 2	Second Year of District Improvement	<ul style="list-style-type: none"> • District Improvement Plan • Parent/guardian Notification
Fourth Year and Beyond	In Need of Improvement Year 3 and Beyond	Corrective Action	<ul style="list-style-type: none"> • District Improvement Plan • Parent/guardian Notification • Corrective Action Measures

Note: If a district makes adequate yearly progress (AYP) after being identified as "in need of improvement" a "delay" occurs, that means that the district does not advance to or incur the consequences of the next phase. Instead, the district "retains its current district improvement status and continues implementing all the requirements associated with that status." In the following school year, if the district again makes AYP, the district is no longer identified as "in need of improvement". If, however, the district does not make AYP in the following year the district moves to the next consecutive phase of the district improvement status and is subject to the applicable consequences.

Information and Guidance

Districts receiving Title I Funds and Identified as “In Need of Improvement” – Year 1

All districts who receive Title I funds and are in their first year of as “in need of improvement” are required to:

- develop or revise a district plan in consultation with parents/guardians, school staff and others, within 3 months of identification;
- implement the improvement plan expeditiously, and no later than the beginning of the next school year following the identification;
- notify parents/guardians; and
- reserve not less than 10 percent of its Title I Part A funds for high quality professional development for instructional staff that is specifically designed to improve classroom teaching and continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement.

The CSDE is not requiring districts to use a particular district improvement planning process, or a standard district improvement template. However, district improvement plans must address the deficiencies in the district that prevent students in its schools from achieving proficiency in the core academic subjects of reading and mathematics. In addition to the required components, the improvement plan should give consideration to the complex and difficult work of the district as it relates to the leadership support for schools, governance and fiscal infrastructures and curriculum and instruction. The end result is to determine which of the district’s previous efforts were least effective and to develop a framework of detailed action steps to improve on those efforts.

To assist you, a sample district improvement planning template as well as several district improvement plans can also be found on the CDSE web site at <http://www.csde.state.ct.us/public/cedar/nclb/sip/index.htm> . See Part IV. **District Improvement Planning** for more information.

Notification to Parents/Guardians

The parent/guardian notification letter is prepared by the CSDE and sent to the district. The district must distribute the letter to the parents/guardians of each student enrolled in the district. Please note that this is NOT a sample letter. It must be copied by the district and distributed to every parent/guardian in the district.

The notification letter explains:

- the reason(s) the district was identified; and
- how parents/guardians can participate in improving the district.