Mansfield Public Schools

Group Test Results

2012-2013

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2012-2013 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.

CONNECTICUT MASTERY TEST
TESTING PLAN AND PARTICIPATION RATE
During March 2013, the following tests were administered:

Grade	N	Test
Grade 3	114	Total Mathematics*
(117)	115	Total Writing
	115	Total Reading
	0	Modified Assessment
	0	Skills Checklist
	0	Absent
	2	ELL Exempt
Grade 4	124	Total Mathematics
(132)	124	Total Writing
	122	Total Reading
	2	Modified Assessment
	5	Skills Checklist
	0	Absent
	3	ELL Exempt
Grade 5	135	Total Mathematics
(141)	136	Total Writing
	134	Total Reading
	137	Total Science
	3	Modified Assessment
	2	Skills Checklist
	0	Absent
	2	ELL Exempt
Grade 6	141	Total Mathematics
(142)	140	Total Writing*
	140	Total Reading
	1	Modified Assessment
	1	Skills Checklist
	0	Absent
	0	ELL Exempt
Grade 7	135	Total Mathematics
(141)	135	Total Writing*
	135	Total Reading
	0	Modified Assessment
	2	Skills Checklist
	0	Absent
	4	ELL Exempt
Grade 8	140	Total Mathematics
(142)	140	Total Writing*
	140	Total Reading*
	141	Total Science
	1	Modified Assessment
	1	Skills Checklist
	0	Absent
	0	ELL Exempt

** 1-No Valid Score*

At the time of testing, the total census for grades 3, 4, 5, 6, 7 and 8 was 815 students. Of this total, 11 students were English Language Learners Exempt. 804 (99%) 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

	MATHEMATICS # of Students/Percentage								WRITING # of Students/Percentage								READING # of Students/Percentage							
	2006	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
Advanced																								
Goodwin	18/43.9	9/24.3	14/34.1	16/44.4	14/43.8	22/62.9	17/43.6	12/41.4	13/31.7	10/26.3	7/18.1	15/41.7	7/21.9	14/40.0	14/35.0	8/27.6	16/39.0	9/24.3	6/14.6	11/30.6	10/31.3	13/37.1	11/28.2	14/48.3
Southeast	19/40.4	22/44.9	9/24.3	28/56.0	15/29.4	20/46.5	20/47.6	11/33.3	21/45.7	17/34.7	7/18.9	11/22.0	15/29.4	12/28.6	11/25.0	7/20.6	16/34.0	14/28.6	6/16.2	14/28.0	11/22.0	13/30.2	12/27.9	10/29.4
Vinton	13/30.2	20/46.5	27/61.4	30/63.8	16/32.0	26/51.0	18/43.9	21/40.4	18/41.9	11/26.2	15/34.1	20/42.6	13/26.5	9/17.6	18/43.9	18/34.6	14/32.6	9/21.4	14/31.8	15/31.9	17/34.0	8/15.7	16/39.0	21/40.4
Goal																								
Goodwin	15/36.6	16/43.2	16/39.0	11/30.6	9/28.1	10/28.6	15/38.5	16/55.2	16/39.0	14/36.8	26/63.4	10/27.8	11/34.4	13/37.1	13/32.5	16/55.2	16/39.0	17/45.9	24/58.5	16/44.4	11/34.4	18/51.4	16/41.0	12/41.4
Southeast	15/31.9	11/22.4	14/37.8	16/32.0	27/52.9	17/39.5	17/40.5	13/39.4	13/28.3	17/34.7	18/48.6	23/46.0	18/35.3	16/38.1	24/54.5	17/50.0	23/48.9	21/42.9	11/29.7	23/46.0	26/52.0	16/37.2	19/44.2	14/41.2
Vinton	18/41.9	6/14.0	16/36.4	12/25.5	20/40.0	15/29.4	13/31.7	22/42.3	15/34.9	15/35.7	22/50.0	17/36.2	15/30.6	29/56.9	10/24.4	23/44.2	19/44.2	17/40.5	22/50.0	19/40.4	18/36.0	26/51.0	14/34.1	17/32.7
Proficient																								
Goodwin	3/7.3	9/24.3	5/12.2	5/13.9	6/18.8	1/2.9	4/10.3	1/3.4	7/17.1	7/18.4	5/12.2	6/16.7	6/18.8	5/14.3	10/25.0	5/17.2	2/4.9	7/18.9	3/7.3	2/5.6	2/6.3	2/5.7	8/20.5	3/10.3
Southeast	8/17.0	11/22.4	8/21.6	5/10.0	4/7.8	4/9.3	4/9.5	5/15.2	7/15.2	10/20.4	10/27.0	11/22.0	11/21.6	8/19.0	7/15.9	4/11.8	6/12.8	3/6.1	10/27.0	5/10.0	4/8.0	4/9.3	9/20.9	3/8.8
Vinton	6/14.0	13/30.2	1/2.3	5/10.6	6/12.0	6/11.8	9/22.0	7/13.5	5/11.6	8/19.0	6/13.6	7/14.9	15/30.6	7/13.7	8/19.5	7/13.5	3/7.0	8/19.0	4/9.1	5/10.6	8/16.0	8/15.7	2/4.9	8/15.4
Basic																								
Goodwin	2/4.9	1/2.7	4/9.8	2/5.6	2/6.3	2/5.7	1/2.6	0/0.0	3/7.3	7/18.4	3/7.3	4/11.1	6/18.8	2/5.7	0/0.0	0/0.0	4/9.8	1/2.7	3/7.3	1/2.8	4/12.5	0/0.0	1/2.6	0/0.0
Southeast	3/6.4	4/8.2	2/5.4	1/2.0	3/5.9	1/2.3	1/2.4	2/6.1	5/10.9	3/6.1	2/5.4	5/10.0	3/59.9	5/11.9	0/0.0	3/8.8	0/0.0	6/12.2	4/10.8	4/8.0	5/10.0	6/14.0	2/4.7	1/25.9
Vinton	2/4.7	2/4.7	0/0.0	0/0.0	5/10.0	3/5.9	0/0.0	1/1.9	3/7.0	6/14.3	1/2.3	3/6.4	3/6.1	1/2.0	4/9.8	2/3.8	4/9.3	2/4.8	1/2.3	4/8.5	0/0.0	4/7.8	3/7.3	4/7.7
Below Basic																								
Goodwin	3/7.3	2/5.4	2/4.9	2/5.6	1/3.1	0/0.0	2/5.2	0/0.0	2/4.9	0/0.0	0/0.0	1/2.8	2/6.3	1/2.9	3/7.5	0/0.0	3/7.3	3/8.1	5/12.2	6/16.7	5/15.6	2/5.7	3/7.7	0/0.0
Southeast	2/4.3	1/2.0	4/10.8	0/0.0	2/3.9	1/2.3	0/0.0	2/6.1	0/0.0	2/4.1	0/0.0	0/0.0	4/7.8	1/2.4	2/4.5	3/8.8	2/4.3	5/10.2	6/16.2	4/8.0	4/8.0	4/9.3	1/2.3	6/17.6
Vinton	4/9.3	2/4.7	0/0.0	0/0.0	3/6.0	1/2.0	1/2.4	1/1.9	2/4.7	2/4.8	0/0.0	0/0.0	3/6.1	5/9.8	1/2.4	2/3.8	3/7.0	6/14.3	3/6.8	4/8.5	7/14.0	5/9.8	6/14.6	2/3.8
Advanced																								
Goodwin	11/26.8	20/47.6	11/27.5	15/39.5	21/61.8	15/51.7	28/73.7	12/30.8	9/22.0	18/42.9	11/28.2	9/23.7	13/38.2	12/41.4	22/57.9	11/28.2	19/46.3	20/47.6	12/30.8	12/31.6	10/29.4	13/44.8	19/50.0	9/23.1
Southeast	13/32.5	15/27.8	14/29.2	12/33.3	16/33.3	13/26.5	15/34.1	16/38.1	16/40.0	20/37.7	18/38.3	7/17.9	18/37.5	8/16.7	18/40.9	13/31.0	11/27.5	19/35.2	11/23.4	7/19.4	10/20.8	16/32.7	12/27.9	11/27.5
Vinton	14/28.0	18/38.3	19/43.2	27/58.7	33/68.8	29/55.8	29/56.9	28/67.4	18/36.0	17/36.2	16/36.4	17/36.2	20/40.8	15/28.8	19/37.3	17/39.5	12/24.0	15/31.9	12/27.3	17/37.0	18/37.5	19/36.5	16/39.0	12/27.9
Goal																								
Goodwin	21/51.2	13/31.0	18/45.0	14/36.8	8/23.5	8/27.6	8/21.1	19/48.7	22/53.7	16/38.1	16/41.0	19/50.0	12/35.3	10/34.4	11/28.9	19/48.7	13/31.7	12/28.6	14/35.9	18/47.4	20/58.8	9/31.0	15/39.5	22/56.4
Southeast	18/45.0	29/53.7	18/37.5	14/38.9	21/43.8	22/44.9	15/34.1	16/38.1	20/50.0	23/43.4	20/42.6	18/46.2	23/47.9	27/56.3	14/31.8	16/38.1	22/55.0	26/48.1	21/44.7	16/44.4	29/60.4	18/36.7	15/34.9	20/50.0
Vinton	19/38.0	19/40.4	12/27.3	18/39.1	10/20.8	18/34.6	16/31.4	10/23.3	14/28.0	15/35.7	14/31.8	22/46.8	20/40.8	25/48.1	23/45.1	14/32.6	23/46.0	19/40.4	19/43.2	21/45.7	19/39.6	24/46.2	30/58.8	18/41.9
Proficient																								
Goodwin	4/9.8	2/4.8	7/17.5	6/15.8	3/8.8	5/17.2	1/2.6	6/15.4	6/14.6	2/4.8	10/25.6	9/23.7	6/17.6	3/10.3	3/7.9	6/15.4	3/7.3	4/9.5	7/17.9	4/10.5	2/5.9	5/17.2	2/5.3	4/10.3
Southeast	7/17.5	9/16.7	4/8.3	5/13.9	9/18.8	9/18.4	9/20.5	5/11.9	2/5.0	8/15.1	5/10.6	11/28.2	5/10.4	6/12.5	8/18.2	8/19.0	6/15.0	6/11.1	6/12.8	10/27.8	5/10.4	7/14.3	5/11.6	5/12.5
Vinton	13/26.0	4/8.5	11/25.0	0/0.0	3/6.3	3/5.8	4/7.8	2/4.7	12/24.0	8/17.0	11/25.0	6/12.8	8/16.3	4/7.7	6/11.8	11/25.6	4/8.0	5/10.6	3/6.8	4/8.7	4/8.3	6/11.5	6/11.8	6/14.0
Basic																								
Goodwin	1/2.4	3/7.1	2/5.0	2/5.3	2/5.9	1/3.4	0/0.0	2/5.1	1/2.4	2/4.8	2/5.1	0/0.0	3/8.8	2/6.9	1/2.6	1/2.6	2/4.9	2/4.8	3/7.7	3/7.9	1/2.9	2/6.9	1/2.6	1/2.6
Southeast	1/2.5	0/0.0	11/22.9	5/13.9	2/4.2	4/8.2	4/9.1	2/4.8	0/0.0	1/1.9	4/8.5	3/7.7	2/4.2	4/8.3	3/6.8	3/7.1	1/2.5	1/1.9	2/4.3	1/2.8	0/0.0	6/12.2	2/4.7	4/10.0
Vinton	4/8.0	5/10.6	2/4.5	1/2.2	0/0.0	1/1.9	0/0.0	2/4.7	6/12.0	3/6.4	3/6.8	2/4.3	0/0.0	3/5.8	1/2.0	1/2.3	5/10.0	1/2.1	6/13.6	3/6.5	5/10.4	2/3.8	0/0.0	4/9.3
Below Basic																								
Goodwin	4/9.8	4/9.5	2/5.0	1/2.6	0/0.0	0/0.0	1/2.6	0/0.0	3/7.3	4/9.5	0/0.0	1/2.6	0/0.0	2/6.9	1/2.6	2/5.1	4/9.8	4/9.5	3/7.7	1/2.6	1/2.9	0/0.0	1/2.6	3/7.7
Southeast	1/2.5	1/1.9	1/2.1	0/0.0	0/0.0	1/2.0	1/2.3	3/7.1	2/5.0	1/1.9	0/0.0	0/0.0	0/0.0	3/6.3	1/2.3	2/4.8	0/0.0	2/3.7	7/14.9	2/5.6	4/8.3	2/4.1	4/9.3	0/0.0
Vinton	0/0.0	1/2.1	0/0.0	0/0.0	2/4.2	1/1.9	2/3.9	0/0.0	0/0.0	2/4.3	0/0.0	0/0.0	1/2.0	5/9.6	2/3.9	0/0.0	6/12.0	7/14.9	4/9.1	1/2.2	2/4.2	1/1.9	4/7.8	3/7.0

Connecticut Mastery Test - Fourth Generation/ Grades 5 - 8

		Mathematics # of Students/Percentage							
Gr		2006	2007	2008	2009	2010	2011	2012	2013
5	Advanced	47/31.8	41/30.8	66/46.8	49/36.0	48/35.6	76/53.9	64/44.1	74/54.8
	Goal	58/39.2	55/41.4	49/34.8	48/35.3	62/45.9	49/34.8	56/38.6	50/37.0
	Proficient	27/18.2	23/17.3	13/9.2	22/16.2	18/13.3	12/8.5	15/10.3	6/4.4
	Basic	9/6.1	10/7.5	8/5.7	14/10.3	4/3.0	3/2.1	6/4.1	4/3.0
	Below Basic	7/4.7	4/2.6	5/3.5	3/2.2	3/2.2	1/0.7	4/2.8	1/0.7
	Total # Students	148	133	141	136	135	141	145	135
6	Advanced	33/24.3	64/41.8	47/34.6	65/46.1	58/39.7	60/43.2	73/52.1	53/37.6
	Goal	70/51.5	50/32.7	56/41.2	48/34.0	58/39.7	50/36.0	48/34.3	55/39.0
	Proficient	17/12.5	28/18.3	21/15.4	17/12.1	23/15.8	23/16.5	15/10.7	26/18.4
	Basic	13/9.6	7/4.6	5/3.7	6/4.3	5/3.4	5/3.6	2/1.4	4/2.8
	Below Basic	3/2.2	4/2.6	7/5.1	5/3.5	2/1.4	1/0.7	2/1.4	3/2.1
	Total # Students	136	153	136	141	146	139	140	141
7	Advanced	68/41.0	50/35.2	70/44.3	57/42.9	75/52.4	62/43.7	61/43.6	58/43.0
	Goal	57/34.3	64/45.1	56/35.4	48/36.1	40/28.0	47/33.1	50/35.7	59/43.7
	Proficient	21/12.7	17/12.0	26/16.5	20/15.0	19/13.3	25/17.6	21/15.0	12/8.9
	Basic	7/4.2	6/4.2	3/1.9	7/5.3	4/2.8	8/5.6	4/2.9	4/2.8
	Below Basic	13/7.8	5/3.5	3/1.9	1/0.8	5/3.5	0/0.0	4/2.9	3/2.1
	Total # Students	166	142	158	133	143	142	140	141
8	Advanced	75/46.9	74/43.8	45/30.2	63/39.4	57/41.3	70/48.6	56/38.6	61/43.6
	Goal	55/34.4	61/36.1	66/44.3	68/42.5	55/39.9	46/31.9	51/35.2	44/31.4
	Proficient	23/14.4	17/10.1	24/16.1	20/12.5	20/14.5	17/11.8	32/22.1	29/20.7
	Basic	5/3.1	6/3.6	9/6.0	5/3.1	2/1.4	5/3.5	6/4.1	4/2.9
	Below Basic	2/1.3	11/6.5	5/3.4	4/2.5	4/2.9	6/4.2	0/0.0	2/1.4
	Total # Students	160	169	159	160	138	144	145	140

		Writing # of Students/Percentage							
Gr		2006	2007	2008	2009	2010	2011	2012	2013
5	Advanced	50/33.8	50/37.6	62/44.9	56/40.9	53/39.0	66/46.8	40/27.8	65/47.8
	Goal	57/38.5	49/36.8	54/39.1	43/31.4	52/38.2	45/31.9	61/42.4	51/37.5
	Proficient	20/13.5	22/16.5	15/10.9	23/16.8	23/16.9	24/17.0	26/18.1	14/10.3
	Basic	12/8.1	6/4.5	4/2.9	12/8.8	6/4.4	5/3.5	9/6.3	4/2.9
	Below Basic	9/6.1	6/4.5	3/2.2	3/2.2	2/1.5	1/0.7	8/5.6	2/1.5
	Total # Students	148	133	138	137	136	141	144	140
6	Advanced	47/34.6	46/29.9	29/21.3	48/34.3	49/33.6	49/35.3	78/56.1	65/47.8
	Goal	52/38.2	58/37.7	63/46.3	61/43.6	66/45.2	56/40.3	47/33.8	51/37.5
	Proficient	22/16.2	33/21.4	26/19.1	18/12.9	24/16.4	26/18.7	10/7.2	14/10.3
	Basic	11/8.1	12/7.8	10/7.4	7/5.0	3/2.1	5/3.6	3/2.2	4/2.9
	Below Basic	4/2.9	5/3.2	8/5.9	6/4.3	4/2.7	3/2.2	1/0.7	2/1.5
	Total # Students	136	153	136	140	146	139	139	136
7	Advanced	77/45.8	56/39.4	75/47.2	54/39.7	68/47.6	61/42.7	55/39.3	57/40.7
	Goal	52/31.0	54/38.0	50/31.4	56/41.2	4632.2	47/32.9	55/39.3	50/35.7
	Proficient	17/10.1	20/14.1	18/11.3	12/8.8	17/11.9	22/15.4	20/14.3	26/18.6
	Basic	13/7.7	7/4.9	10/6.3	6/4.4	6/4.2	10/7.0	8/5.7	5/3.6
	Below Basic	9/5.4	5/3.5	6/3.8	8/5.9	6/4.2	3/2.1	2/1.4	2/1.4
	Total # Students	168	142	159	136	143	143	140	140
8	Advanced	68/42.8	73/43.2	45/30.2	84/52.5	57/41.0	55/37.7	57/39.3	78/57.8
	Goal	64/40.3	59/34.9	72/48.3	55/34.4	58/41.7	68/46.6	61/42.1	42/31.1
	Proficient	19/11.9	21/12.4	16/10.7	12/7.5	10/7.2	12/8.2	21/14.5	12/8.9
	Basic	4/2.5	11/6.5	8/5.4	7/4.4	9/6.5	3/2.1	5/3.4	1/0.7
	Below Basic	4/2.5	5/3.0	8/5.4	2/1.3	5/3.6	8/5.5	1/0.7	2/1.5
	Total # Students	159	169	149	160	139	146	145	135

Gr		Reading # of Students/Percentage							
		2006	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
5	Advanced	51/34.5	37/27.8	40/28.4	32/23.4	10/29.4	53/37.6	38/26.8	45/33.6
	Goal	60/405	59/44.4	69/48.9	69/50.4	51/37.5	58/41.1	65/45.8	63/47.0
	Proficient	11/7.4	12/9.0	16/11.3	11/8.0	22/16.2	15/10.6	16/11.3	16/11.9
	Basic	11/7.4	8/6.0	5/3.5	10/7.3	6/4.4	6/4.3	8/5.6	4/3.0
	Below Basic	15/10.1	17/12.8	11/7.8	15/10.9	17/12.5	9/6.4	15/10.6	6/4.5
	Total # Students	148	133	141	137	136	141	142	134
6	Advanced	54/39.7	58/37.7	48/35.6	54/38.6	60/41.1	59/42.4	51/36.4	31/22.1
	Goal	16/41.2	60/39.6	58/43.0	66/47.1	62/42.5	50/36.0	70/50.0	81/57.9
	Proficient	8/5.9	17/11.0	11/8.1	3/2.1	13/8.9	17/12.2	12/8.6	16/11.4
	Basic	7/5.1	8/5.2	9/6.7	5/3.6	4/2.7	10/702	3/2.1	4/2.9
	Below Basic	11/8.1	10/6.5	9/6.7	12/8.6	7/4.8	3/2.2	4/2.9	8/5.7
	Total # Students	136	153	135	140	146	139	140	140
7	Advanced	79/47.6	65/46.1	81/51.6	54/40.6	70/49.0	60/42.9	63/45.0	73/54.1
	Goal	54/32.5	56/39.7	54/34.4	62/46.6	57/39.9	55/39.3	59/42.1	49/36.3
	Proficient	11/6.6	5/3.5	6/3.8	7/5.3	2/1.4	9/6.4	9/6.4	4/3.0
	Basic	5/3.0	7/5.0	6/3.8	5/3.8	8/5.6	8/5.7	5/3.6	5/3.7
	Below Basic	17/10.2	8/5.7	10/6.4	5/3.8	6/4.2	8/5.7	4/2.9	4/3.0
	Total # Students	166	141	57	133	143	140	140	135
8	Advanced	77/47.8	80/47.1	58/3/.9	75/47.2	61/43.9	76/52.8	67/46.5	63/45.0
	Goal	64/39.8	63/37.1	/7/45.0	63/39.6	56/40.3	48/33.3	55/38.2	55/39.3
	Proficient	9/5.6	7/4.1	8/5.4	8/5.0	11/7.9	5/3.5	10/6.9	14/10.0
	Basic	2/1.2	5/2.9	5/3.4	6/3.8	4/2.9	4/2.8	5/3.5	5/3.6
	Below Basic	9/5.6	15/8.8	11/7.4	7/4.4	7/5.0	11/7.6	7/4.9	3/2.1
	Total # Students	161	170	149	159	139	144	144	140

Gr		Science # of Students/Percentage							
		2006	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*	*2013*
5	Advanced	N/A	N/A	52/36.9	60/43.8	50/36.5	62/43.7	63/43.4	51/37.2
	Goal	N/A	N/A	69/48.9	50/36.5	57/41.6	59/41.5	53/36.6	68/49.6
	Proficient	N/A	N/A	15/10.6	21/15.3	19/13.9	17/12.0	16/11.0	12/8.8
	Basic	N/A	N/A	5/3.5	3/2.2	9/6.6	2/1.4	11/7.5	3/2.2
	Below Basic	N/A	N/A	0/0.0	3/2.2	2/1.5	2/1.4	2/1.4	3/2.2
	Total # Students	N/A	N/A	0/0.0	137	137	142	145	137
6	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Goal	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total # Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Goal	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Total # Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Advanced	N/A	N/A	48/32.0	83/52.2	50/36.2	59/41.0	50/34.2	63/44.7
	Goal	N/A	N/A	79/52.7	59/37.1	67/48.6	69/47.9	64/43.8	54/38.3
	Proficient	N/A	N/A	11/7.3	8/5.0	13/9.4	7/4.9	14/9.6	12/8.5
	Basic	N/A	N/A	3/2.0	5/3.1	5/3.6	3/2.1	9/6.2	6/4.3
	Below Basic	N/A	N/A	9/6.0	4/2.5	3/2.2	6/4.2	9/6.2	6/4.3
	Total # Students	N/A	N/A	150	159	138	144	146	141

PURPOSE OF THE CMT INTERPRETIVE GUIDE

The *Connecticut Mastery Test (CMT) Interpretive Guide* is designed to help students, parents, educators, the general public, and members of the media understand and explain the results of the CMT. This guide provides interpretation rules to consider when analyzing CMT data and information about making valid comparisons of student performance.

Sample paper reports (e.g., Individual Student Report) are included in this guide. A complete list of paper reports provided to each school district is located on page 54.

CMT results are also available on the Connecticut CMT Online Reports Web site (www.ctreports.com). The Public Summary Performance Reports site provides school district personnel and the general public access to state, district, and school performance results. The data can be disaggregated by gender, ethnicity/race, free/reduced meal, special education, and English language learner (ELL) status. The Individual Student Performance Reports site is password protected and provides school district users access to individual student performance results.

The CMT is only one indicator of student performance. CMT results should be used along with other information, such as class work and other tests, when making educational decisions.

Additional information about the CMT is available through the Student Assessment link on the Connecticut State Department of Education (CSDE) Web site (www.ct.gov/sde). General questions about the CMT should be directed to the Student Assessment Office at 860-713-6860 or CMT@ct.gov.

Specific questions about individual student results should be directed to local school personnel.

THE TESTS

Connecticut General Statutes (Section 10-14n) mandate that the State Board of Education shall administer an annual statewide mastery test to all public school students enrolled in Grades 3 through 8. Students are assessed in reading, writing, mathematics, and science (Grades 5 and 8). The purpose of the CMT is to provide for a statewide evaluation of student performance and to ensure that students' academic strengths and weaknesses are identified.

THE STANDARD CMT

The standard CMT assesses essential reading, writing, mathematics, and science (Grades 5 and 8) skills. The specific skill areas included in the CMT were reviewed and revised by content consultants and committees of educators from across the state. Pilot tests were administered during the years prior to actual test form construction. The content areas focus on the following skills and strands:

The **Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands which are represented and aligned with the content and performance standards delineated in the *PreK–8 Connecticut Mathematics Curriculum Standards*. Students respond to multiple choice, grid-in (Grades 5–8 only) and open-ended test items. Additional information about the Mathematics test is available in the *CMT Mathematics Handbook*.

The **Science** test is administered in Grades 5 and 8. The test assesses science knowledge and abilities described in the *2004 Core Science Curriculum Framework*. The Grade 5 test includes expected performances and inquiry standards for Grades 3, 4, and 5. The Grade 8 test includes expected performances and inquiry standards for Grades 6, 7, and 8. Students respond to multiple-choice and open-ended test items. Additional information about the Science test is available in the *CMT Science Handbook* and the *CMT Science Test Format*.

The **Reading** test is comprised of three test sessions, the **Degrees of Reading Power® (DRP)** and two test sessions of **Reading Comprehension**. The DRP is a holistic, multiple-choice measure of reading ability. This test measures a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and open-ended questions after reading each passage.

The **Writing** test is comprised of two test sessions, the **Direct Assessment of Writing (DAW)** and **Editing & Revising.** The DAW test session requires students to write a response to a prompt. The DAW assesses how well students can communicate written ideas in a coherent, elaborated, and organized way. The Editing & Revising test session is a multiple-choice test that measures the writing process. Students are provided with scenarios and rough drafts followed by sets of questions.

The Reading and Writing tests draw from content and performance standards delineated in the *2006 Connecticut English Language Arts Curriculum Framework*. Additional information about the Reading and Writing tests is available in the *CMT Language Arts Handbook*.

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

The CMT Modified Assessment System (MAS) is a modified assessment designed to be more appropriate for those special education students whose disability would preclude them, during a given school year, from achieving grade-level proficiency on the standard CMT. The student's Individualized Education Program (IEP) team determines if a student meets the eligibility criteria to be assessed with the CMT MAS in mathematics and/or reading. Students who are administered the CMT MAS in mathematics and/or reading participate in the standard grade-level CMT for all other content areas. Additional information about the CMT MAS is available on the CSDE Web site.

The **MAS Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands which are represented and aligned with the content and performance standards delineated in the *PreK–8 Connecticut Mathematics Curriculum Standards*. The CMT MAS Mathematics test includes multiple-choice and a limited number of open-ended questions. The test question formats are similar to those on the standard Mathematics test with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems.

The **MAS Reading** test is comprised of three test sessions, the **MAS Degrees of Reading Power® (DRP)** and two test sessions of **MAS Reading Comprehension**. The MAS DRP is a holistic, multiple-choice measure of reading ability. This test is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The test is similar to the standard DRP with the modifications of more accessible presentation of text, a combination of shortened and full length DRP passages, and four answer choices rather than five. The MAS Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and a limited number of open-ended questions after reading each passage. The test question formats are similar to those on the standard Reading Comprehension test with modifications such as more accessible presentation of text and embedded scaffolding within questions.

THE CMT SKILLS CHECKLIST

The CMT Skills Checklist is an alternate assessment designed for students with significant cognitive impairments. The student's Individualized Education Program (IEP) team must determine that the student meets ALL of the following criteria to be assessed with the CMT Skills Checklist:

1. The student has a significant cognitive disability;
2. The student requires intensive individualized instruction to acquire, maintain, or generalize skills that students without disabilities typically develop outside of a school setting;
3. The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school, and community, and
4. The student's instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and life skills component.

The CMT Skills Checklist is used to assess academic skills in language arts, mathematics, and science (Grades 5 and 8). The academic skills sections of the CMT Skills Checklist corresponds to grade-level performance standards and specific expected performance statements that are found in the Connecticut curriculum frameworks.

The CMT Skills Checklist includes Access Skills that are rated on the following:

- Communication (Receptive, Expressive, and Social Interactive Communication)
- Basic Literacy
- Quantitative (Basic Spatial Relationships)

Additional information about the CMT Skills Checklist is available through the Student Assessment link on the CSDE Web site.

THE SCORES (Standard and MAS)

Each student who completes the CMT (standard and MAS) receives a total scale score for each content area. Scale scores are based on the raw scores (i.e., number of points earned). These raw scores are converted to scale scores 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 test form. 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 in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given content area within the same grade, they are **not** comparable across content 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 Grade 3 test be compared with a scale score on a Grade 4 test. See page 20 for additional information about analyzing CMT scores.

MATHEMATICS (Standard and MAS)
A total mathematics scale score ranging from 100 to 400 is reported. A total mathematics raw score is reported as well as a score relative to the mastery criteria for each tested content strand.

SCIENCE
A total science scale score ranging from 100 to 400 is reported. A total science raw score is reported for each content strand and dimension. There are no established mastery criteria for this test.

READING (Standard and MAS)
A total reading scale score ranging from 100 to 400 is based on a combination of scores from two reading tests, the Degrees of Reading Power® (DRP) and Reading Comprehension. A DRP unit score is reported, as well as a score relative to the mastery criteria for the four Reading Comprehension content strands. Each test accounts for 50% of the total reading scale score.

WRITING
A total writing scale score ranging from 100 to 400 is based on a combination of scores from two writing tests, the Direct Assessment of Writing (DAW) and Editing & Revising. A DAW holistic score that ranges from 2 to 12 is reported. A student may receive an NS, non-scorable, if the written response is:

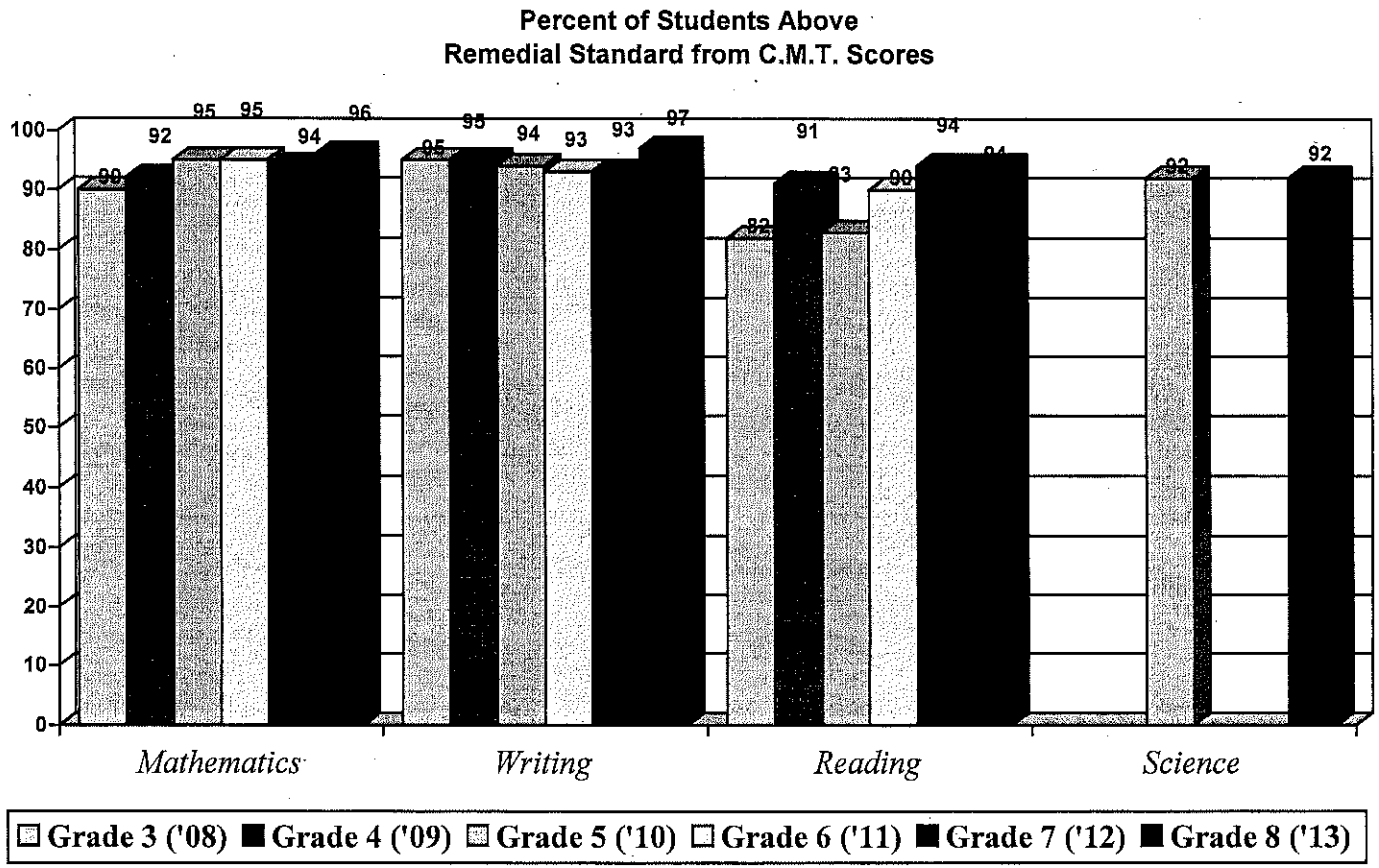
(1) A copy of the prompt
(2) Written in a language other than English
(3) Too brief to score
(4) Illegible
(5) Written about something other than the topic indicated by the prompt

A score relative to the mastery criteria for the two Editing & Revising content strands is also reported. The DAW accounts for 60% and Editing & Revising accounts for 40% of the total writing scale score.

Detailed information regarding the calculation of scale scores is available in the *2012 CMT Score Conversion Tables/Technical Bulletin* available on the CSDE Web site (www.ct.gov/sde).

TABLE 1

MANSFIELD MIDDLE SCHOOL
CLASS OF 2013



Reading/Language Arts District Assessments Administration Schedule 2013-2014

Grades 3-8 CMT: TBD	Grades 3-8 Spring SBAC Practice TBD

District– Assessment scores to be recorded in district database by teacher (not performance task or classroom)

Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	DSA					Test admin: Jan 13-17 Score entry: By Jan 24 Letter Name				Test admin: May 19-23 Score entry: By May 30 Letter Name	
	PAST *Subtests not yet mastered		Test admin: Sep 30-Oct 4 Score entry: By Oct 11			*Test admin: Jan 13-17 Score entry: By Jan 24				*Test admin: May 19-23 Score entry: By May 30	
	DRA2					Test admin: Jan 13-17 Score entry: By Jan 24				Test admin: May 19-23 Score entry: By May 30	
*Writing review only	*CCSS 3 Types of Writing	**Sep 24**				**Jan 7**			**Apr 29**		
1	DSA		Test admin: Sep 30-Oct 4 Score entry: By Oct 11 Letter Name			Test admin: Jan 13-17 Score entry: By Jan 24 Letter Name				Test admin: May 19-23 Score entry: By May 30 Letter Name	
	*PAST Subtests not yet mastered		*Test admin: Sep 30-Oct 4 Score entry: By Oct 11			*Test admin: Jan 13-17 Score entry: By Jan 24				*Test admin: May 19-23 Score entry: By May 30	
	DRA2	**New and Below Grade level**				Test admin: Jan 13-17 Score entry: By Jan 24				Test admin: May 19-23 Score entry: By May 30	
	*CCSS 3 Types of Writing	**Sep 25**				**Jan 8**			**Apr 30**		

Reading/Language Arts District Assessments Administration Schedule 2013-2014

Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2	DSA	Test admin: Sep 30-Oct 4 Score entry: By Oct 11 Within Word				Test admin: Jan 13-17 Score entry: By Jan 24 Within Word				Test admin: May 19-23 Score entry: By May 30 Within Word	
	DRA2	N/BG				Test admin: Jan 13-17 Score entry: By Jan 24				Test admin: May 19-23 Score entry: By May 30	
	*CCSS 3 Types of Writing		Oct 1			Jan 14				May 6	
	STAR Pilot	Sep 23-27				Jan 27-31				May 19-23	
3	DSA	Test admin: Sep 30-Oct 4 Score entry: By Oct 11 Within Word				Test admin: Jan 13-17 Score entry: By Jan 24 Syllable Jun.				Test admin: May 19-23 Score entry: By May 30 Syllable Jun.	
	DRA2	N/BG				Test admin: Jan 13-17 Score entry: By Jan 24				Test admin: May 19-23 Score entry: By May 30	
	*CCSS 3 Types of Writing		Oct 2			Jan 15				May 7	
	STAR Pilot	Sep 16-20				Jan 13-17				May 12-16	
4	DSA	Test admin: Sep 30-Oct 4 Score entry: By Oct 11 Syllable Jun.				Test admin: Jan 13-17 Score entry: By Jan 24 Syllable Jun.				Test admin: May 19-23 Score entry: By May 30 Syllable Jun.	
	*CCSS 3 Types of Writing		Oct 8			Jan 22				May 14	
	STAR Pilot	Sep 9-13				Jan 6-10				May 5-9	

Reading/Language Arts District Assessments Administration Schedule 2013-2014

	Grades 3-8 CMT: TBD				Grades 3-8 Spring SBAC Practice TBD						
Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
5	Writing/Performance Task Review		**Oct 22**			**Jan 28**				**May 20**	
	STAR	**Sep 3-13 Reading**			**Dec. 9-20 Reading**				**Apr 1-11 Reading**		
6	Writing/Performance Task Review		**Oct 22**			**Jan 28**				**May 20**	
	STAR	**Sep 16-20 Reading Only**				**Jan 6-17 Reading**			**Apr 21 - May 2 Reading**		
7	Writing/Performance Task Review		**Oct 24**			**Jan 30**				**May 22**	
	STAR	**Sep 23-27 Reading Only**				**Jan 21-31 Reading**				**May 5-16 Reading**	
8	Writing/Performance Task Review		**Oct 24**			**Jan 30**				**May 22**	
	STAR	**Sept. 30 - Oct. 4 Reading Only**					**Feb 3-14 Reading**			**May 19-30 Reading**	

Mathematics District Assessments Administration Schedule 2013-2014

Gr. 3-8	CMT: TBD								Spring SBAC Practice Test TBD		
District– Assessment scores to be recorded in district database by teacher											
Grade	**Test**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**June**
K	Kindergarten Cumulative Assessment		Test admin: Oct 16 – 25 Score entry: Oct 25 – Nov. 8				Test admin: Feb 19 - Mar 7 Score entry: Feb 24 – Mar 21			Test admin: May 12 – May 30 Score entry: May 27 – June 10	
1	Number Corner		NC Check-up 1 Test admin: Oct. 28- Nov. 1 Score Entry: Oct. 28 – Nov. 11			NC Check-up 2 Test admin: Jan 27-31 Score entry: Jan 27- Feb 7		NC Check-up 3 Test admin: Mar 24 – 28 Score entry: Mar 24- Apr 4		NC Check-up 4 Test admin: May 27 – June 6 Score entry: May 27 – June 13	
	Unit Assessments*	To be entered within 2 weeks of completion of the unit									
2	Number Corner	Baseline Test admin: Sept 23-27 Score entry: Sept 23 – Oct 4	NC Check-up 1 Test admin: Oct. 28- Nov. 1 Score Entry: Oct. 28 – Nov. 11			NC Check-up 2 Test admin: Jan 27-31 Score entry: Jan 27- Feb 7		NC Check-up 3 Test admin: Mar 24 – 28 Score entry: Mar 24- Apr 4		NC Check-up 4 Test admin: May 27 – June 6 Score entry: May 27 – June 13	
	Unit Assessments*	To be entered within 2 weeks of completion of the unit									
	STAR Assessment	Sept. 23 - 27				Jan. 27 - 31				May 19 - 23	
3	Number Corner	Baseline Test admin: Sept 23-27 Score entry:	NC Check-up 1 Test admin: Oct. 28- Nov.			NC Check-up 2 Test admin: Jan 27-31		NC Check-up 3 Test admin: Mar 24 – 28		NC Check-up 4 Test admin: May 27 –	

		Sept 23 – Oct 4	1 Score Entry: Oct. 28 – Nov. 11			Score entry: Jan 27- Feb 7		Score entry: Mar 24- Apr 4		June 6 Score entry: May 27 – June 13	
	Unit Assessments*	To be entered within 2 weeks of completion of the unit									
	STAR Assessment	Sept. 16-20				Jan. 13 -17				May 12 - 16	
4	Number Corner	Baseline Test admin: Sept 23-27 Score entry: Sept 23 – Oct 4	NC Check-up 1 Test admin: Oct. 28-Nov. 1 Score Entry: Oct. 28 – Nov. 11			NC Check-up 2 Test admin: Jan 27-31 Score entry: Jan 27- Feb 7		NC Check-up 3 Test admin: Mar 24 – 28 Score entry: Mar 24- Apr 4		NC Check-up 4 Test admin: May 27 – June 6 Score entry: May 27 – June 13	
	Unit Assessments	To be entered within 2 weeks of completion of the unit									
	STAR Assessment	Sept. 9 - 13				Jan. 6 - 10				May 5 - 9	
5	STAR Assessment	Sept. 3 - 13			Dec. 9 - 20				Apr. 1 - 11		
6	STAR Assessment					Jan. 6-17			Apr. 21 – May 2		
7	STAR Assessment					Jan. 21- 31				May 5 - 16	
8	STAR Assessment						Feb. 3 - 14			May 19 - 30	

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.

SUMMARY/DISCUSSION

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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.

2012-2013 Results - Findings, Issues, and Actions

- Participation rates on grade level tests are high (100%).
- A substantial percentage of students achieved an advanced level score 22.1%-57.8%).
- A low percentage of students achieved either a basic or below basic score (0% - 7.4%).
- Approximately two thirds (67.4%) of all students reached or exceeded the state goal on all tests (66.1% - grade 3) (60.5% - grade 4) (68.6% - grade 5)(59.6% - grade 6) (80.7% - grade 7) (68.8% - 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.
- 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 (91.5%) as grade eight students.
- Results for grade eight students who have taken the Connecticut Mastery Test- Fourth Generation at six grade levels indicate that 97 students 68.8% 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 six 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 thirteen 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 2013-2014 school year in preparation for spring 2014 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 Language Arts and 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 sixth 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 District has implemented a Common Core State Standards District Plan to begin the transition from Connecticut Mastery Test to the Smarter Balanced Assessment Program which will be implemented during the 2015-2016 school year.

- The District has implemented year two of the CPM: Core Connections Mathematics Series in grades six, seven, and eight to address Common Core State Standards including objectives at those grade levels.

- The District has implemented year one of the Bridges in Mathematics, Second Edition, in grades kindergarten, one, and two to address Common Core State Standards including objectives at those grade levels.

- School staff will review total school and sub-groups targets for testing to be measured through Connecticut Mastery Tests for the next two years and eventually through the Smarter Balanced Assessment.

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

ISSUES	ACTIONS TO BE TAKEN
1) Implementation of a Language Arts Management Plan	The Language Arts teachers will continue to implement a revised Language Arts Curriculum with a transition to Common Core State Standards during the 2013-2014 school year.
	K-6 District staff will implement the anthology, Houghton Mifflin, *Reading, A Legacy of Literacy* (year 13), 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 with a yearlong focus on Common Core State Standards.
2) Implementation of *Bridges in Mathematics* K-5	K-2 mathematics teachers will implement the *Bridges in Mathematics, Second Edition,* year one.
	Mathematics consultant and trained teacher leaders will provide support for K-5 during year six implementation.
3) Implementation of CPM: Core Connections Series	Mathematics consultant and trained teacher leaders will provide support for 6-8 during year two implementation
4) 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.
5) 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.
6) Curriculum alignment:	Appropriate curriculum councils will review Connecticut Mastery Test - Fourth Generation results, as well as align to Common Core State Standards (CCSS) and recommend test or curriculum adjustments as necessary.
	Language Arts and Mathematics curriculum guides will acknowledge and denote Connecticut Mastery Test - Fourth Generation objectives with alignment to the Common Core State Standards (CCSS) at appropriate grade levels.
	Appropriate staff will investigate districts that have shown consistently positive results at particular grade levels.
	Science teachers will review and revise our current program based on an outside evaluation and will prepare changes to the K-8 scope and sequence in order to prepare for the CMT science test administered in grades five and eight.

ISSUES	ACTIONS TO BE TAKEN
7) **Staff development:**	A significant amount of professional development time will be devoted to implementing the *Bridges in Mathematics* program to include unit pacing and assessments.
	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, instruction, and assessment.
	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.
	Staff will be encouraged to attend State of Connecticut, Department of Education TEAM training which has a strong emphasis on the teaching and learning process.
	Technology applications will be explored for their benefits in enhancing student proficiency and achievement in all areas currently tested.
	Literacy coaches will support and sustain training to all kindergarten, grade one, two, and three teachers regarding Literacy How strategies.
6) **Connecticut Mastery Test – Fourth Generation**	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.
7) **Sub-Group Results**	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.
8) **Additional Support**	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, including online programs for students in need of additional support.
	A full day kindergarten program for all students will be implemented at each elementary school (Year 9).
	Additional days of summer school instruction for identified students will be implemented to the extent possible.
	Study Island will be made available to all grade three and four students to provide practice in reading and mathematics (Year 5).
9) **Assessment**	Star Assessments from Renaissance Learning will be administered in grades three through eight three times a year to measure student progress and provide an online Smarter Balanced Assessment experience.
	The district will review options provided by the CT State Department of Education and Smarter Balanced Assessment Consortium.

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

TO: Superintendents of Schools

FROM: Stefan Pryor, Commissioner

DATE: October 7, 2013

SUBJECT: Student Assessment, Accountability, and Educator Evaluation Flexibilities

The Connecticut State Department of Education (CSDE) is deeply supportive of the Common Core State Standards (CCSS) and committed to preparing all students to be ready for college and careers. As we and other state departments of education across the nation transition to the CCSS, the CSDE is working to provide student assessments that align with the CCSS.

The CSDE also recognizes that local educational agencies (LEAs) are in a process of transition to these standards. To this end, the CSDE will be seeking a waiver from the U.S. Department of Education (USED) on provisions of Title I of the Elementary and Secondary Education (ESEA) Act regarding:

1. Student Assessment Options; and

2. District and School Accountability.

In addition, the CSDE is submitting an amendment to ESEA Flexibility Principle 3, which seeks additional flexibility with respect to the use of state assessment data in Connecticut's Educator Evaluation and Support system in 2013-14.

Though we are optimistic that Connecticut will be granted the flexibility needed to administer state assessments as delineated within this memorandum that are in the best interests of students and teachers, we are working in advance of the approval of such flexibility, to prepare for the implementation of the 2014 assessment program. Therefore, we are asking LEAs to inform the CSDE of their choices, conditional upon federal approval, as to:

(i) which assessment(s) your LEA aims to administer in the 2013-2014 school year; and

(ii) whether your LEA will utilize state assessment data in the educator evaluation and support system in 2013-14.

Please submit your choices using the District Choice Form at the end of this memorandum by **October 18, 2013**. The flexibilities sought in the three areas of student assessment options, district and school accountability, and educator evaluation and support are explained in greater detail on the following pages.

1. Student Assessment Options: The following options are available for 2013-14.

Assessment Options: Grades 3-8	Assessment Options: High School
• All students in grades 5 and 8 will take the Science Connecticut Mastery Test (CMT) *AND*:	• All students in grade 10 will take the Science Connecticut Academic Performance Test (CAPT) *AND*:
• CMT in grades 3-8 for English language arts (ELA) and Mathematics, *OR* • the Smarter Balanced Field Test (SB-FT) in grades 3-8 for ELA and Math, *OR* • both the CMT and the SB-FT*.	• the CAPT in grade 10 for ELA and Mathematics *OR* • the SB-FT in grade 11 for ELA and Mathematics *OR* • both the CAPT and SB-FT*.

*The choice to administer both assessments indicates that the district will test all students in the respective grades with both assessments.

Districts indicating assessment options that include the SB-FT should consider that student performance data may be limited and available later than usual – in fall 2014 (Smarter Balanced currently estimates November 2014, though this timing is subject to revision).

Additionally, the SB-FT administered in 2014 will not include a paper-pencil option. As such, LEAs must have the necessary computer devices and network requirements and specifications in order to select this option. The CMT/CAPT and Skills Checklist will continue to be paper-pencil tests and the Modified Assessment System (MAS) will continue to be administered via the online portal. Additional information on Skills Checklist and MAS administration will be forthcoming.

The CMT/CAPT administration window will continue to be during March in 2014. The SB-FT administration window will be assigned, district by district, and will occur between February and June 2014. The length of a district's field testing window may vary based on district size.

Regardless of district assessment choice, students with disabilities must be provided with all required accommodations and modifications, as per their Individualized Education Plans (IEP). Guidance regarding any planning and placement team (PPT) actions and/or IEP modifications, as required for compliance with the Individuals with Disabilities Education Act (IDEA), will be forthcoming.

The CSDE is also aware that performance on the CMT/CAPT is an integral component of the criteria used to determine exit from English language instruction programs for English

Language Learners (ELLs). Guidance on determining exit of ELLs for districts that may choose the SB-FT will be forthcoming.

For questions regarding the student assessment options, please contact Dianna Roberge-Wentzell at 860-713-6775 or Dianna.Roberge-Wentzell@ct.gov.

2. District and School Accountability

Currently, per federal requirements, Connecticut must evaluate the performance of districts and schools annually on results from standardized assessments to determine their attainment of annual measureable objective targets.

In May 2012, the USED approved Connecticut's flexibility request (or waiver), allowing the State to establish a new accountability system. Per this flexibility, Connecticut uses the results from CMT/CAPT assessments to calculate a School Performance Index (SPI). The SPI recognizes and values improvement in student achievement at all performance levels; the old system only recognized movement of students from "not proficient" to "proficient." SPI performance targets are also set based on the expectation that all students will perform at the higher state "goal" level on the majority of tests.

The CSDE is currently evaluating 2012-13 data to compare the performance of schools against their customized annual performance targets (i.e., SPI targets) and to determine whether all students as well as those from traditionally underperforming subgroups (e.g., English Language Learners, students with disabilities, Black students, and Hispanic students) are meeting established targets. In 2013-14, however, the CSDE will only be able to calculate an SPI and evaluate progress against performance targets for those districts that administer the CMT/CAPT; for districts that administer the SB-FT, the CSDE will be unable to calculate an SPI.

Therefore, as permitted in the flexibility guidance, the CSDE will seek approval from the USED to carry forward the 2012-13 federal accountability determinations for an additional year (to 2013-14) for schools and districts that administer the SB-FT. In addition, the CSDE is in dialogue with federal colleagues regarding the possibility of carrying forward the 2012-13 accountability determinations even for those schools and districts that choose to administer the CMT/CAPT in 2013-14. However, until the CSDE receives a final federal response on this point, districts and schools that administer the CMT/CAPT in 2013-14 should operate under the assumption that results from those assessments will be used to evaluate the attainment of annual measureable objective targets, as this assumption is likely to be confirmed by the USED. Also, regardless of test choice, the CSDE is required to continue reporting CMT/CAPT Science achievement results in 2013-14 for all schools and districts.

Please note that this waiver does not affect Connecticut's ability to classify all schools this fall 2013, after SPIs are calculated for 2012-13, into one of the following five categories: Excelling, Progressing, Transitioning, Review (including Focus), and Turnaround. These

classifications will remain in effect until all schools are reclassified after the SB operational test in 2014-15.

For questions regarding district and school accountability, please contact Ajit Gopalakrishnan at 860-713-6888 or ajit.gopalakrishnan@ct.gov.

3. Educator Evaluation and Support

As a result of Connecticut's education reform legislation (Public Act 12-116), passed in 2012, Connecticut LEAs are expected to incorporate student assessment data in Connecticut's educator evaluation and support system. As outlined in the Guidelines for Educator Evaluation (June 2012), 45% of a teacher's annual summative evaluation is based on student outcomes as measured by standardized and non-standardized assessments, as available and appropriate. For teachers in tested grades and subjects, half of the 45% (22.5%) must incorporate state assessment data.

Connecticut's new administrator evaluation and support system requires that 45% of the annual summative evaluation be based on multiple student learning indicators. Half of this component (22.5%) is determined using a district's or school's progress from year to year and progress on subgroups through the District or School Performance Index (DPI or SPI), which is calculated using state assessment data.

To support LEAs that are prepared to transition to the CCSS-aligned assessments, the CSDE offers a new element of choice: LEAs have the option of whether or not to incorporate state standardized student assessment data for educator evaluation and support purposes in the 2013-14 school year. It is expected that districts will be required to incorporate state test data, where appropriate, in educator evaluation in the 2014-15 academic year.

Please note that in the 2013-14 transition year, the Guidelines provide for other assessments to be used in the absence of state assessment data. For instance, if a district doesn't require the use of state assessment data in the 2013-14 year, then the 45% would be composed of 22.5% locally-available assessments (standardized assessments for those grades and subjects where available and appropriate) and the other 22.5% based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, then the educator's 45% would be based fully on non-standardized indicators in the 2013-14 year.

The Guidelines provide for similar flexibility with respect to the administrator evaluation and support model. For districts that administer the SB-FT only, it will not be possible to calculate an overall SPI or DPI for 2013-14. In this instance, the Guidelines state that, "...the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators [as] described in subsection [3.3(1)(b)]." These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator

rating for teachers, unless they have chosen to incorporate Student Feedback for the teacher's 5% component.

For questions regarding educator evaluation and support, please contact Shannon Marimon at 860-713-6816 or Shannon.Marimon@ct.gov.

The CSDE remains committed to supporting LEAs as they move to the CCSS and college and career ready assessments. We believe that local decision-making coupled with state support is the best way to serve our students during this time of transition. Please submit your choices using the District Choice Form at the end of this memorandum by **October 18, 2013**.

Thank you.

District Choice Form for 2013-14

Instructions:

- Please complete, sign, scan and email this form to Jeanne Newton at Jeanne.Newton@ct.gov by October 18, 2013.

District Name: _____

Student Assessment Choice (pending approval by USED)

Assessment Options: Grades 3-8	Assessment Options: High School
Please choose one:	Please choose one:
○ CMT ELA and Math in grades 3-8	○ CAPT ELA and Math in Grade 10
○ SB-FT ELA and Math in grades 3-8	○ SB-FT ELA and Math in Grade 11
○ Both SB-FT and CMT in grades 3-8	○ Both CAPT and SB-FT
Required:	Required
☒ CMT Science in Grades 5 and 8	☒ CAPT Science in Grade 10

Evaluation Choice (pending approval by USED)

My LEA chooses to include the 2014 state assessment results within our educator evaluation and support plan for the 2013-14 school year. *(Note: A selection of "No" constitutes a request to amend the district's state approved educator evaluation and support plan for 2013-14. Please be advised that plan amendments must appropriately involve the local or regional board of education and the professional development and evaluation committee for the school district as described in Section 10-151b of the Connecticut General Statutes, as amended by Public Act 13-245, and must be adopted by the local or regional Board of Education.)*

○ Yes ○ No

_____

Signature of Authorized Representative Date

_____

Print Name (please print legibly) Title