



For Immediate Release:

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## **2013 CAPT Results Show Increases and CMT Results Show Decreases**

*Commissioner's Network Schools Make Gains in First Year;  
Some Alliance Districts Show Improvements, Outpacing the State*

(HARTFORD, CT)—The Connecticut State Department of Education today released the results of the 2013 statewide student assessments, the Connecticut Academic Performance Test (CAPT) and Connecticut Mastery Test (CMT). The results show some bright spots in two key reform initiatives. Each of the Commissioner's Network schools, and one quarter of the Alliance Districts, showed noteworthy improvement.

The statewide results of the 2013 CAPT were generally positive. Performance increased slightly in mathematics, science and reading, but decreased slightly in writing. Compared to the baseline year of 2007, student performance increased in all content areas. Student performance data on the CMT show decreases in all grades and content areas as compared to last year. In most cases however, CMT data demonstrates a marked improvement over the baseline year of 2006.

“Over the past two years, thanks to Governor Malloy and the General Assembly, we have taken significant steps to enhance public education in our state. And there are initial signs that our signature reforms are working. We are encouraged by the bright spots, especially gains on the CAPT test and in the Commissioner's Network this year, though it remains clear that major work lies ahead to ensure that each student is prepared for success in college and career,” said State Department of Education Commissioner Stefan Pryor. “It is increasingly apparent that our legacy tests are out of sync with the new Common Core State Standards. That's one of the reasons why we're enabling districts to accelerate their testing transition, permitting districts to opt in to Common Core-aligned assessments this year. We must continue to pursue critical reforms – implementing the Common Core, evaluating and supporting teachers and administrators, and turning around our lowest performing schools – with sustained focus in order to elevate overall performance and close the achievement gap.”

Classrooms in Connecticut are nearing completion of a significant instructional transition. In 2010, the State Board of Education adopted the Common Core State Standards, a set of clearer, fewer, and higher expectations articulating what students need to learn in a given grade. With new standards, Connecticut will need to administer new assessments. The CAPT/CMT assessments are not designed to measure student learning relative to the Common Core standards. For this reason, Connecticut will sunset the administration of the ELA and math CAPT/CMT tests in 2014-15 and implement the Smarter Balanced assessments statewide, though science CAPT and CMT will continue to be administered. Furthermore, under the direction of Governor Malloy and Commissioner Pryor, the Department plans to seek flexibility from the US Department of Education regarding the use of student assessment data in the educator evaluation and support system for 2013-14 and to provide local choice in the decision of which standardized test to administer next year. If Connecticut's flexibility requests are approved, districts will have the option to choose whether or not to include student assessment data in educator evaluation for the 2013-14 academic year and will be able to choose to administer either the legacy assessments, a

Common Core aligned test (or both), in 13-14.

The State Department of Education also announced today that it has pulled down the School Performance Reporting website containing the School Performance Indexes (SPIs). The Department concluded that the site contained calculation errors due to human error; however, the underlying test data used to calculate SPIs remains valid. No funding decisions were based on these SPIs. No district or school classification designations are expected to change. To date, no consequences for districts, schools, educators, or students have occurred based on the SPIs that are being revised. At the request of the CSDE, the 2012-2013 CAPT and CMT assessment data released today was independently verified by an external auditor (as a supplement to Connecticut's traditional process). Release of the assessment data was delayed to ensure its accuracy. This comprehensive analysis confirmed and validated the accuracy of 2013 CAPT and CMT student assessment scores.

## 2012-13 Assessment Data

In the following pages, the CSDE will undertake analysis of performance trends using traditional (at/above Proficiency or Goal level) methods. Once historical SPI data are revised and new 2013 SPIs are completed and audited it will be possible to conduct additional analysis, evolve observations, and derive additional insights.

### COMMISSIONER'S NETWORK: Encouraging Improvements in Year One

The Commissioner's Network is a program that provides supports and rigorous interventions directly to the state's chronically struggling schools. It also provides funding and greater flexibility to implement high-leverage strategies like extended school days and years in these high poverty, low achieving schools.

Connecticut admitted a first cohort of historically low performing schools into the Commissioner's Network in 2012. These schools were Curiale in Bridgeport, Milner in Hartford, Stanton in Norwich, and High School in the Community in New Haven. While it was expected that scores in these schools would initially decrease as comprehensive and disruptive turnaround initiatives were implemented, the results for year 1 were largely positive. The percentage of students scoring at/above Proficient or Goal increased in each of the four Commissioner's Network schools in a majority of opportunities (Proficient or Goal across tested grades and content areas). The CSDE will be more deeply analyzing data regarding the Network inclusive of index analysis in the coming weeks. Here are some positive highlights of performance in the Network:

- The percentage of students scoring at/above Proficient in 3<sup>rd</sup> grade math increased in every Network school that administered the CMT. Curiale posted the highest gain in this level and content area, improving from 27.0 percent to 51.9 percent, an increase of 24.9% percent. Statewide, the percentage of students scoring at/above Proficient in 3<sup>rd</sup> grade math decreased by 3.1% percent.
- Reading was an especially strong subject for 8<sup>th</sup> grade students at Curiale and Milner. The percentage of students scoring at /above Proficient or Goal in this content area increased in both schools. At Milner, the percentage of students scoring at/above Proficient in reading increased by 21.3 percent, from 38.7 percent to 60.0 percent. Statewide, the percentage of students scoring at/above Proficient in reading decreased slightly from 86.2 percent to 85.7 percent.
- The middle and late grades at Milner showed positive gains in writing. The percentage of students scoring at/above Proficient or Goal increased in grades 5, 6, 7, and 8. The biggest gain in this content area belongs to the 6<sup>th</sup> grade at Milner, which saw its scores in percent at/above Proficient increase by 29.7% percent from 39.5 percent to 69.2 percent. Statewide, the percentage of students in writing scoring at/above Proficient in writing decreased by 0.5 percent in the 6<sup>th</sup> grade from 84.9 percent to 84.3 percent.
- Stanton school improved in every tested content area in the 4<sup>th</sup> grade. The highest gain was in the percentage of students scoring at/above the Proficient level in reading, which increased by 15.8 percent, from 43.1 percent to 58.9 percent. Statewide, the percentage of students scoring at/above the Proficient level in reading decreased by 0.7 percent, from 78.3 percent to 77.6 percent.
- High School in the Community posted gains in every content area in the percentage of students scoring at/above Goal. The percentage of students scoring at/above Goal in reading at High School in the Community increased from 8.7 percent to 24.4 percent, a gain of 15.7 percent. Statewide, the percentage of students scoring at/above the Goal level in reading rose by 1.0 percent, from 47.5 percent to 48.5 percent.

Table 2

NETWORK SCHOOLS: COMPARISON OF 2012 AND 2013

		MATHEMATICS				READING				WRITING				SCIENCE			
		PROFICIENT		GOAL		PROFICIENT		GOAL		PROFICIENT		GOAL		PROFICIENT		GOAL	
SCHOOL	GRADE	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
<b>CURIALE</b>	<b>ALL</b>																
	03	27.0	51.9	7.9	20.4	21.0	35.2	8.1	14.8	41.4	50.9	18.6	21.1				
	04	62.3	28.1	26.4	15.8	40.4	21.1	26.9	5.3	66.1	46.8	25.0	17.7				
	05	45.5	46.0	14.5	22.0	29.1	26.0	16.4	12.0	47.4	55.8	21.1	25.0	31.6	29.6	10.5	13.0
	06	42.3	56.9	15.4	25.9	33.3	39.7	17.6	24.1	55.4	48.5	19.6	25.8				
	07	63.2	34.7	39.7	10.5	55.7	49.0	32.9	33.3	47.5	52.8	18.8	24.5				
	08	50.0	57.9	26.7	23.2	43.5	51.0	29.0	33.3	53.7	51.8	23.9	23.2	37.3	41.4	19.4	18.9
<b>MILNER</b>	<b>ALL</b>																
	03	5.4	10.0	0.0	0.0	13.5	11.1	2.7	0.0	25.0	20.6	2.5	5.9				
	04	32.4	17.2	11.8	3.4	24.2	6.9	12.1	0.0	51.4	28.1	21.6	21.9				
	05	33.3	21.9	15.2	9.4	18.2	24.2	9.1	3.0	43.6	47.4	23.1	28.9	27.5	21.1	7.5	5.3
	06	43.2	47.8	24.3	17.4	22.2	30.4	13.9	21.7	39.5	69.2	16.3	38.5				
	07	57.6	38.5	12.1	23.1	48.5	36.0	33.3	32.0	45.0	57.6	22.5	24.2				
	08	42.9	46.7	17.9	13.3	38.7	60.0	25.8	36.7	54.1	59.5	16.2	35.1	18.9	31.6	8.1	13.2
<b>STANTON</b>	<b>ALL</b>																
	03	54.5	70.8	36.4	47.7	47.3	44.6	30.9	27.7	55.2	61.5	27.6	33.8				
	04	55.6	69.6	31.9	41.1	43.1	58.9	30.6	37.5	53.9	63.9	25.0	36.1				
	05	71.4	57.4	51.4	39.7	62.9	56.3	54.3	39.1	76.4	77.8	50.0	36.1	67.1	62.5	41.1	37.5

MATH				READING				SCIENCE				WRITING			
PROF		GOAL		PROF		GOAL		PROF		GOAL		PROF		GOAL	
12	13	12	13	12	13	12	13	12	13	12	13	12	13	12	13
46.7	47.6	13.3	14.3	56.5	53.7	8.7	24.4	43.1	57.7	5.9	17.3	74.0	69.4	30.0	34.7

## **ALLIANCE DISTRICTS: Outpacing the State with Disproportionate Gains in Some Districts**

One of the major innovations of Public Act 12-116, the Alliance District initiative, channels greater state financial support to Connecticut's 30 lowest performing districts, provided the districts embrace reforms designed to position their students for success. In the 2013-14 school year, Alliance Districts are deploying these new funds to facilitate the transition to the Common Core State Standards, the implementation of educator evaluation and support systems, and the turnaround of low performing schools.

One quarter of the Alliance Districts showed improvement in the percentage of students scoring at/above Proficient or Goal in half or more of opportunities (Proficient or Goal across tested grades and content areas). And each one of the 30 Alliance Districts improved in some of its tested grades and subjects. Here are some additional Alliance District highlights:

- A majority of Alliance Districts showed improvement in the percentage of students scoring at/above the Proficient or Goal level in reading in the 7<sup>th</sup> grade.
- A majority of Alliance Districts showed improvement in the percentage of students scoring at/above Proficient in writing in the 4<sup>th</sup> grade. Statewide scores dropped slightly in this grade and content area.
- A majority of Alliance Districts posted gains in the percentage of students scoring at/above Proficient in science in the 5<sup>th</sup> grade.
- Some Alliance Districts showed dramatic gains. Of particular note is New Britain, which demonstrated improvement in the percentage of students scoring at/above Proficient or Goal in 97.5 percent of opportunities (Proficient or Goal across tested grades and content areas). Bloomfield and New London also posted increases in 67.0 percent or more of these opportunities.

## Charter Schools

Currently, 17 state charter schools, representing less than 2 percent of public schools, are operating in Connecticut. Until this year, the last time a state charter school was approved by the State Board of Education was in 2008. Funding appropriated in the biennial budget is expected to allow one new state charter school to open in the 2013-14 fiscal year and up to three in fiscal year 2014-15. This year, the State Board of Education approved three new charter schools (two state charters and one local charter). Here are some highlights from charter schools' 2012-13 data:

- On the CAPT, five out of six charter high schools showed gains in the percentage of students scoring at/above Proficient or Goal in a majority of opportunities (Proficient or Goal across tested grades and content areas).
- Also on the CAPT, in three state charter high schools, 97 percent or more of students scored at/above Proficient in writing – nearly 10 percent over the state average.
- On the CMT, a majority of charter schools showed improvement in the percentage of students scoring at/above Proficient or Goal in half or more of opportunities (Proficient or Goal across tested grades and content areas).

## New London Special Master District

Legislation in last year's education reform act enabled the CSDE to identify districts for special master status. New London is the first special master district added under the authority of Commissioner Stefan Pryor. Bolstered by a collaboration between the special master and the New London public schools, and aided by Alliance District funding, New London has shown some positive gains this year on the CMT and the CAPT.

- New London demonstrated improvement in the percentage of students scoring at/above Proficient or Goal in 70.0 percent of opportunities (Proficient or Goal across tested grades and content areas).
- New London produced strong results in the middle grades. In grades 5 and 6, the percentage of students scoring at/above Proficient or Goal increased in every tested content area but one.
- In 6<sup>th</sup> grade, the percentage of students scoring at/above Goal in math increased from 28.0 percent to 39.4 percent, a gain of 11.4 percent. Statewide, this figure decreased by 2.3 percent.
- Also in 6<sup>th</sup> grade, the percentage of students scoring at/above Goal in writing increased by 13.1 percent, from 33.3 percent to 46.4 percent. Statewide, this figure decreased by 2.3 percent.
- New London showed positive gains in 5<sup>th</sup> grade in science in both at/above Proficient or Goal– the percentage of students scoring at these levels increased by 6.0 percent and 8.4 percent respectively.

## Statewide 2013 CAPT and CMT Results

The statewide results of the 2013 CAPT were generally positive. Performance increased slightly in mathematics, science and reading, but decreased slightly in writing. Compared to the baseline year of 2007, student performance increased in all content areas. Student performance data on the CMT show decreases in all grades and content areas as compared to last year. In most cases however, CMT results this year are a marked improvement over the CMT baseline year of 2006.

The CAPT assesses students on their integration and application of skills in the academic content areas of mathematics, reading across the disciplines, writing across the disciplines, and science in the 10<sup>th</sup> grade. The results from the March 2007 CAPT provide a baseline for examining student performance statewide over seven years of CAPT administrations.

The CMT assesses students on their application of skills and knowledge in the academic content areas of mathematics, reading, and writing in Grades 3 through 8, and science in Grades 5 and 8. The March 2006 administration of the CMT serves as a baseline year for examining changes in student performance because it was the first year that the Fourth Generation CMT was administered.

Complete state-, district- and school-level CMT and CAPT results are now available on the Online Reports website ([www.ctreports.com](http://www.ctreports.com)). Parents will receive notification of individual student performance results for their children in September.

## **2013 CAPT Results**

Connecticut students demonstrated improvements in most content areas as compared to 2012 and in all content areas when compared to the baseline year of 2007. Statewide scores show that gains at either the Proficient or Goal level (or both) were posted on the CAPT in every tested content area. Slight decreases were evident in math Proficiency and writing Goal. However, the percentage of students scoring at/above Goal in math increased significantly, improving by 3.3 percent. The percentage of students Proficient in writing also showed slight improvement.

A majority of districts in the state posted scores in the percentage of students at/above Proficiency or Goal that were equal to or improved upon last year's figures in a majority of content areas. Magnet and Charter high schools performed particularly well. Magnet high schools showed increases in the percentage of students at/above Proficient or Goal in all opportunities (Proficient or Goal across tested grades and content areas). Five out of six charter high schools showed gains in the percentage of students at/above Proficient or Goal in a majority of opportunities (Proficient or Goal across tested grades and content areas).

### **Mathematics**

The 2013 results for mathematics show a strong increase in the percentage of students statewide at/above Goal compared to last year. The percentage of students statewide at/above the Proficient level in 2013 decreased slightly from 2012 and increased slightly from 2007.

### **Science**

The percentage of students at/above Proficient has increased slightly from 2007 and the percentage of students scoring at/above Goal has increased from the baseline year. Similarly, the percentage of students scoring at/above Proficient and at/above Goal increased from 2012 to 2013.

### **Reading across the Disciplines**

There have been overall gains for reading across the disciplines in both the percentage of students scoring at/above Proficient and the percentage of students at/above Goal when 2013 data are compared to the baseline data from 2007. Progress from 2012 to 2013 in reading across the disciplines is also evidenced by the data. For example, there is a 1.0 increase in the percentage of students at/above the Goal level compared to last year.

### **Writing across the Disciplines**

Since 2007, there have been strong overall gains in writing across the disciplines in both the percentage of students at/above Proficient and the percentage of students at/above Goal. Comparison of 2013 to 2012 shows a small decrease in the percentage of students at/above Goal with a minor increase in the percentage at/above Proficient.

**Table 4: 2007-2013 CAPT Performance for Percent At/Above Proficient and At/Above Goal**

Year	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	Percent At/Above Proficient	Percent At/Above Goal	Percent At/Above Proficient	Percent At/Above Goal	Percent At/Above Proficient	Percent At/Above Goal	Percent At/Above Proficient	Percent At/Above Goal
2007	77.3	45.3	81.4	44.5	79.7	45.5	82.3	53.0
2008	79.7	50.2	80.5	46.5	82.7	45.5	88.2	57.9
2009	78.4	48.0	78.4	43.0	81.8	47.5	86.5	55.0
2010	78.8	48.9	81.5	45.5	82.9	45.9	86.2	59.6
2011	80.3	49.6	81.7	47.2	81.9	44.8	88.6	61.3
2012	78.8	49.3	80.2	47.3	80.9	47.5	88.8	63.1
<b>2013</b>	<b>78.6</b>	<b>52.6</b>	<b>81.7</b>	<b>49.0</b>	<b>81.0</b>	<b>48.5</b>	<b>88.9</b>	<b>62.1</b>



## **CMT Results Show Greater Decreases in Early Grades: Effects of Common Core Transition**

The Common Core sets fewer standards, but expects a deeper understanding of the subject matter for students in a given grade. Teachers are beginning to adopt new instructional practices aligned with the Common Core – going deeper into essential content and emphasizing critical thinking skills. It is expected that, as districts begin shifting to the Common Core, scores on legacy assessments such as the CMT and CAPT will decrease because traditional classroom instruction associated with these legacy assessments covers more topics and not in the same depth and manner that will be required for success on new assessments.

Results on legacy tests such as the CMT at the earlier grade may show a more significant drop because younger students have had less experience with traditional instruction and with the CMT given schools' more pronounced shifts to the Common Core in earlier grades. The grade 3 CMT tested students on topics they may not have encountered in class over the course of the year if their school was implementing the Common Core Standards with fidelity. The largest overall decrease in scores is in the percentage of students scoring at/above Goal in grade 3 math. This content area and performance level dropped from 66.8 percent to 61.6 percent, a dip of 5.2 percent. In contrast, the percentage of students scoring at/above Goal in math in grades 7 and 8 dropped by only 0.5 percent.

**Table 1: CMT Performance by Grade, Percent At/Above Goal and Percent At/Above Proficient in the Years 2006, 2011, 2012 and 2013**

Grade	Year	Mathematics		Reading		Writing		Science	
		Percent At/Above Proficient	Percent At/Above Goal	Percent At/Above Proficient	Percent At/Above Goal	Percent At/Above Proficient	Percent At/Above Goal	Percent At/Above Proficient	Percent At/Above Goal
3	2006	78.3	56.3	69.2	54.4	81.7	61.1	NA	NA
3	2011	84.3	63.2	73.9	58.3	81.1	61.1	NA	NA
3	2012	85.8	66.8	74.5	59.2	83.2	62.7	NA	NA
<b>3</b>	<b>2013</b>	<b>82.7</b>	<b>61.6</b>	<b>72.4</b>	<b>56.9</b>	<b>80.4</b>	<b>60.0</b>	NA	NA
4	2006	80.3	58.8	71.8	57.8	84.2	62.8	NA	NA
4	2011	85.1	67.2	74.7	62.5	85.4	65.5	NA	NA
4	2012	85.8	68.2	78.3	64.1	83.7	65.3	NA	NA
<b>4</b>	<b>2013</b>	<b>83.8</b>	<b>65.4</b>	<b>77.6</b>	<b>62.7</b>	<b>83.5</b>	<b>63.1</b>	NA	NA
5	2006	80.8	60.7	72.8	60.9	85.3	65.0	NA	NA
5	2011	87.6	72.7	75.1	61.4	88.0	66.8	82.4	60.2
5	2012	85.7	71.8	79.7	67.7	88.5	68.1	82.4	64.1
<b>5</b>	<b>2013</b>	<b>84.4</b>	<b>69.4</b>	<b>79.1</b>	<b>66.9</b>	<b>87.7</b>	<b>65.6</b>	<b>81.7</b>	<b>62.5</b>
6	2006	79.8	58.6	75.4	63.6	82.7	62.2	NA	NA
6	2011	88.5	71.6	86.5	76.0	86.1	65.3	NA	NA
6	2012	87.2	69.5	84.8	74.2	84.9	67.5	NA	NA
<b>6</b>	<b>2013</b>	<b>85.9</b>	<b>67.2</b>	<b>84.5</b>	<b>73.3</b>	<b>84.3</b>	<b>65.2</b>	NA	NA
7	2006	77.8	57.0	76.4	66.7	80.9	60.0	NA	NA
7	2011	87.2	68.7	85.7	77.8	79.8	58.9	NA	NA
7	2012	86.7	68.3	87.4	79.9	83.9	65.6	NA	NA
<b>7</b>	<b>2013</b>	<b>84.9</b>	<b>65.7</b>	<b>87.0</b>	<b>78.9</b>	<b>83.2</b>	<b>65.0</b>	NA	NA
8	2006	78.9	58.3	76.6	66.7	81.9	62.4	NA	NA
8	2011	86.0	66.8	83.4	74.7	81.6	64.8	75.9	63.3
8	2012	87.1	67.4	86.2	76.8	86.2	68.4	77.1	62.1
<b>8</b>	<b>2013</b>	<b>86.1</b>	<b>65.2</b>	<b>85.7</b>	<b>76.3</b>	<b>85.7</b>	<b>67.3</b>	<b>76.5</b>	<b>60.6</b>

### CAPT and CMT Subgroup Performance

A preliminary analysis of subgroup performance on this year’s CAPT/CMT assessment data shows that Connecticut’s achievement gaps have widened in some cases and narrowed in others. Though the trends appear mixed, there are some positive signs. Gaps were somewhat diminished on the CAPT in the percentage of students scoring at/above Proficient in science for many subgroups. CMT data reveals that free and reduced price eligible students, Hispanic/Latino students, and African American students closed the gap or held constant in a majority of opportunities (comparison of performance in Proficient or Goal across tested grades and content areas).

On the CAPT, one positive sign is an increase in the percentage of students scoring at/above proficient in Science. The achievement gap between free and reduced price meal students and full price meal students, ELL and non-

ELL students, and between Hispanic/Latino and African American students and white students diminished. Free and reduced price meal students also diminished the gap slightly between their full meal counterparts in the percentage of students scoring at/above proficient in writing slightly. The gap in the percentage of African American students at/above Proficient in writing and their white peers also diminished slightly.

While some signs on the CAPT are encouraging, the data shows that gaps are widening in other areas. ELL students, African American students, and Hispanic/Latino students experienced a widening of the gap in five out of eight opportunities to increase or diminish the gap – in other words, non-ELL students and white students made greater gains, or experienced lesser losses, when compared to their peers.

CMT data presents a similarly mixed picture. Though there are a number of positive highlights. In the percentage of Hispanic/Latino students scoring at/above Proficient or Goal, Hispanic/Latino students posted greater gains or saw lesser losses compared to their white counterparts in eighteen out of forty opportunities to narrow or widen the gap. The Hispanic/Latino/white achievement gap remained constant in seven other opportunities. Thus, the Hispanic/Latino /white achievement gap diminished or remained constant in twenty eight out of forty opportunities to diminish or narrow the gap.

Comparing the scores of the African American subgroup with the white subgroup, the data reveals that African American students diminished the gap in seventeen of forty opportunities. The African American/white achievement gap remained constant in nine other opportunities. Thus, the African American/white achievement gap diminished or remained constant in twenty eight out of forty opportunities to diminish or narrow the gap.

One distinctly positive sign is in writing for Hispanic/Latino and African American students, where the Goal level in every grade showed the gap narrowing or remaining constant when compared to their white peers. In writing at the Goal level in the 8<sup>th</sup> grade, African American students narrowed the gap by 2% and Hispanic/Latino students in the 4<sup>th</sup> grade diminished the gap by 3%.

Comparing the scores of the free and reduced price meals subgroup with the full price meals subgroup, the data reveals that free and reduced price meals students narrowed the gap in seventeen out of forty opportunities. The free and reduced price meals/full price meal achievement gap remained constant in seven other opportunities. Thus, the free and reduced price meals/full price meal achievement gap diminished or remained constant in twenty four out of forty opportunities to diminish or narrow the gap. In the percentage of students scoring at/above Goal in reading, the gap between free/reduced price and full price meal students narrowed or remained constant in five out of six opportunities to increase or diminish the gap. Free/reduced price meal students narrowed the gap by 2% in the percentage of students at/above Goal in writing.

The achievement gap between ELL students and their non-ELL counterparts widened in most cases. Out of forty opportunities in the percentage of students scoring at or above Proficient or Goal, ELL students experienced a narrowing of the gap in only six. The gap between the percentage of ELL students scoring at or above Proficient in math and the percentage of non-ELL students scoring at this level widened in every grade. ELL students did narrow the gap in some places – by 3% in 7<sup>th</sup> grade writing Proficiency and by 2% in 7<sup>th</sup> grade reading proficiency.

## **Students with Disabilities**

### **The CMT and CAPT Modified Assessment System (CMT MAS & CAPT MAS)**

In March 2013, the CAPT and CMT Modified Assessment System (MAS) were administered for the fourth time. The MAS is one of two United States Department of Education approved alternate assessments used in

Connecticut. It is an alternate test for mathematics and reading only and is available for identified students with disabilities for whom the standard CAPT or CMT is inappropriate. Students are identified to take the MAS through multiple valid measures. They are students who, because of their disabilities, would be unlikely to achieve a Proficient score on the standard test, but who might be better able to demonstrate their capabilities on the modified test. A student with disabilities may qualify for this alternate test in one or both of the reading or math subject areas. These students must also take the standard grade-level writing and science tests. There are three standards that have been established for performance on the MAS: Basic, Proficient, and Goal.

Of the 2013 total tested CMT population, 4.4 percent participated in the MAS reading test and 3.7 percent participated in the MAS mathematics test. The number of students in 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade taking the MAS decreased in 2013 when compared with 2012. The number of students taking the MAS in 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade increased in 2013 when compared with 2012. Of the 2013 total tested CAPT population, 3.0 percent participated in the MAS reading test and 2.7 percent participated in the MAS math test. The results show mixed results from 2012-13. The percentage of students scoring at/above Proficient or Goal in writing increased, while the percentage of students scoring at/above Proficient or Goal in math decreased slightly.

**Table 5: Student Performance on CMT and CAPT MAS**

Cohort Years	Cohort Grade Levels	Mathematics - State						Reading – State					
		Number Tested	Diff.	% At/Above Proficiency	Diff.	% At/Above Goal	Diff.	Number Tested	Diff.	% At/Above Proficiency	Diff.	% At/Above Goal	Diff.
2011	3	1050		65.9		37.3		1410		48.8		30.9	
2012		1203	153	66.3	0.4	36.3	-1	1591	181	47.6	-1.2	30.9	0
<b>2013</b>		1164	-39	60.7	-5.6			1528	-63	43.1	-4.5		
2011	4	1374		59		31.3		1848		63.4		32	
2012		1378	4	63.5	4.5	32	0.7	1851	3	66.7	-1.2	33.7	1.7
<b>2013</b>		1418	40	62.1	-1.4			1853	2.0	65.1	-1.6		
2011	5	1431		61.6		29		1777		65		33.4	
2012		1590	159	59.9	-1.7	25.1	-3.9	2006	229	64.1	-0.9	32	-1.4
<b>2013</b>		1542	-48	59.5	-0.4			1947	-59	67.3	2.2		
2011	6	1538		62.9		31.3		1876		49.5		12.6	
2012		1555	17	60.3	-2.6	28.5	-2.8	1834	-42	47.9	-1.6	14.2	1.6
<b>2013</b>		1629	74	56.1	-4.2			1911	77	43.8	-4.1		
2011	7	1411		38.1		17.8		1610		58.1		27.8	
2012		1570	159	36.2	-1.9	15.2	-2.6	1811	201	59.5	1.4	28	0.2
<b>2013</b>		1548	-22	36.3	0.1			1756	-55	60.1	0.6		
2011	8	1320		38.8		15		1425		63.8		40.1	
2012		1404	84	36.6	-2.2	12.5	-2.5	1525	100	67.9	4.1	44.5	4.4
<b>2013</b>		1582	178	34.8	-1.8			1691	166	63.9	-4.0		
2011	10	914		33.4		15.4		941		61.3		38.4	
2012		995	81	29.8	-3.6	13.3	-2.1	967	26	61.2	-0.1	38.2	-0.2
<b>2013</b>		1109	114	29.7	-0.1	12.7	-0.6	1081	114	67.3	6.1	42.1	3.9

## The CMT and CAPT Skills Checklist

The second alternate assessment in Connecticut's assessment system is the Skills Checklist, which is designed for students with significant cognitive disabilities at each tested grade. The Skills Checklist is completed by the student's primary special education teacher. Judgments are made by the teacher based on observations and interactions with students throughout the year. Three performance standards have also been set for the Skills Checklist: Basic, Proficient, and Independent.

This year approximately 1.3 percent of the total tested population in Grades 3 through 8 were administered the CMT Skills Checklist. The number of students taking the Skills Checklist in 2013 decreased in three grades and increased in four when compared with 2012. Table 20 lists the percentage of Skills Checklist examinees from 2006, 2011, and 2012 performing within each of the higher two levels at Grade 3 and Grade 8.

**Table 6: CMT Skills Checklist Results**

Year	Number Tested	Grade	Mathematics		Reading		Communication		Science	
			Percent Within Proficient Level	Percent Within Proficient Level	Percent Within Proficient Level	Percent Within Proficient Level	Percent Within Proficient Level	Percent Within Proficient Level	Percent Within Proficient Level	Percent Within Proficient Level
2006	344	3	20.3	7.0	7.8	1.7	8.1	2.0	NA	NA
2011	551		23.0	24.0	21.1	2.5	26.1	4.4	NA	NA
2012	556		24.5	24.5	21.4	4.9	26.4	6.3	NA	NA
<b>2013</b>	<b>564</b>		<b>27.0</b>	<b>18.8</b>	<b>16.7</b>	<b>4.6</b>	<b>23.4</b>	<b>4.6</b>	<b>NA</b>	<b>NA</b>
2006	367	8	6.8	3.8	10.9	2.2	16.9	3.8	*	*
2011	495		18.6	8.3	19.2	8.1	27.3	9.7	43.0	20.0
2012	556		24.5	7.9	21.4	7.0	27.2	10.3	45.9	17.8
<b>2013</b>	<b>515</b>		<b>21.0</b>	<b>12.0</b>	<b>21.0</b>	<b>8.0</b>	<b>28.0</b>	<b>11.3</b>	<b>41.6</b>	<b>20.6</b>

\*Science was not tested in 2006

## School Performance Index (SPI) Database

The State Department of Education also announced today that it has pulled down the School Performance Reporting website containing the School Performance Indexes (SPIs). The Department concluded that the site contained inaccuracies. However, the underlying test data used to calculate SPIs remains valid. At the request of the CSDE, the 2012-2013 CAPT and CMT assessment data released today was independently verified by an external auditor (as a supplement to Connecticut's traditional process). This comprehensive analysis confirmed and validated the accuracy of 2013 CAPT and CMT student assessment scores.

Based on preliminary findings, the Department expects that many 2011-12 SPIs will be slightly higher than those previously posted. The difference is expected to be slightly less than one SPI point for SPIs calculated using the CMT and slightly more than one SPI point for SPIs calculated using the CAPT. The SPI targets for 2012-13 will also change, though likely to a lesser extent. These estimates are subject to confirmation in the audit process.

No state funding decisions were based on these SPIs. No district or school classification designations are expected to change.

The primary cause of inaccuracies stemmed from human error. Data had been extracted from incorrect tables from a database. As a result, inaccurate values were displayed online. To a much lesser extent, some SPI values for multiple years were slightly skewed because certain rules were not properly applied.

The Department engaged an independent audit firm, Blum Shapiro, to examine the State's calculations and processes relating to test data and accountability. The auditor's work has already begun. Once the auditor has independently verified the SPIs, the State will re-release them and the CSDE will incorporate recommendations to improve the process to prevent issues in the future. This process is expected to conclude in September. Estimates of the variance between SPIs and targets reported on the website and the corrected versions contained in this release are preliminary and subject to revision pending the conclusion of the audit.

Under the new school accountability system outlined in Connecticut's ESEA waiver from No Child Left Behind, School Performance Indexes (SPIs)—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on CAPT/CMT tests. SPIs are derived through a complex computation that contains certain rules which must be applied to the data. To review the computational guide: [School and District Performance Computational Guide](#).

Henry H. Scherich, president of Measurement Incorporated (CSDE's contracted external vendor) offered the following statement: "In the compilation of the 2011-2012 School Performance Index for Connecticut, Measurement Incorporated worked with the staff of the Connecticut State Department of Education to produce data sets for the purpose of the production of an online report. Measurement Incorporated regrets and takes responsibility for our role in the errors made. We offer an apology to the CSDE and the schools and districts affected by this error. We have cooperated with the audit that the CSDE has hired BlumShapiro to perform and will work with the CSDE and its auditor to create systems to prevent such problems from ever occurring in the future."

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