

# Hartford Public School District

## 2010 CMT and CAPT Results

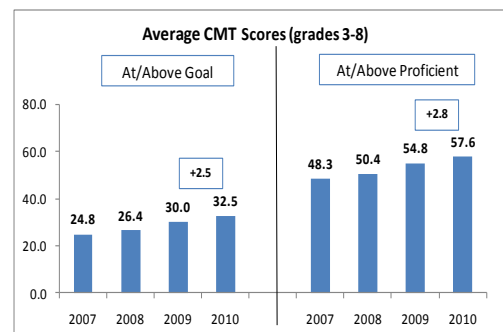
Each year in July, the Connecticut State Department of Education releases the results of the standardized tests administered to students in the 3rd through 8th grades (the Connecticut Mastery Test or **CMT**) and the 10th grade (the Connecticut Academic Performance Test or **CAPT**). These two tests assess how well students in Connecticut are reaching the standards of achievement that have been established by the State Board of Education, and how students are progressing over time. The aggregated information also serves as the primary assessment vehicle to determine how schools and districts are performing across the State. This report summarizes and provides context for Hartford's CMT and CAPT results.

### Highlights

In 2010, the school District has produced another year of solid gains. The third year of gains confirms the positive trend of improvement we have seen from Hartford's schools since the 2007 school year. The results are a clear indication that reform strategies implemented are making a real difference, and protecting the momentum of the reform must remain a priority.

Based on both CMT and CAPT results, the percent of Hartford students performing at proficiency levels continues to rise steadily from when the reform began in 2007.

- Grades 3-8 (CMTs) showed an increase at Proficiency of 2.8 points in 2010 and reflects nearly a 20% improvement since 2007.
- After being flat to down in 2009, 10th grade (CAPTs) posted an increase at Proficiency of 8.7 points, which was an improvement of 9.8 points since 2007, or also 20%.
- Over the last three years, the District has averaged increases of approximately 3 points per year. This slow and steady growth is a key driver to closing the achievement gap.
- Hartford's rates of gains are exceeding the State average. As a result, a closing of the achievement gap is slowly beginning to occur. The gap, however, remains large, and another 8 years of equivalent gains are needed to equal statewide performance.
- Redesigned schools, a key element in the reform strategy, performed particularly well and were a key driver of both the CMT and the CAPT increases.
- 5 of 7 specified District targets were achieved. Writing scores in the 5th and 10th grade, while improved over last year, fell short of the internal targets.
- Overall, based on a comparative school index, 28 schools improved from 2009, 18 of which were deemed significantly improved. 12 schools declined.
- Graduation rate information for 2010 is still being finalized.
- Focus areas include 5th grade performance, particularly in reading and Science, and writing in the 7th and 8th grades. Statewide data also indicated declines in these areas, but to a lesser degree.

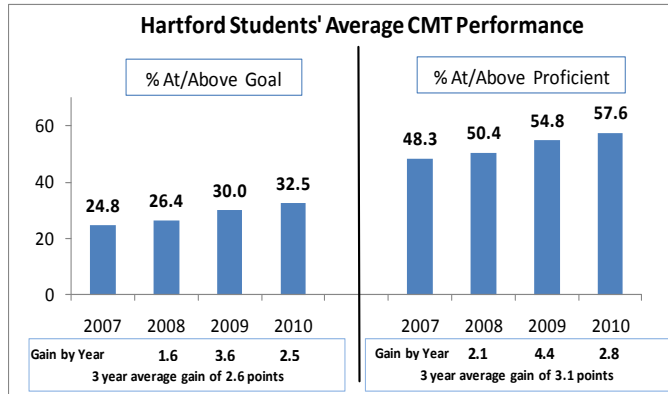


## Hartford CMT and CAPT Results - District Overall

The Connecticut Mastery Test (CMT) is administered to all students in the 3rd through 8th grades annually, while the Connecticut Academic Performance Test (CAPT) is administered only to students in the 10 grade annually. The information below summarizes Hartford's performance over the last three years, per state reported data. Also, due to its lower performing status, we believe it is equally important for Hartford schools to track performance of their students at both the Goal and Proficient levels to better gauge progress.

### Elementary - CMT Scores

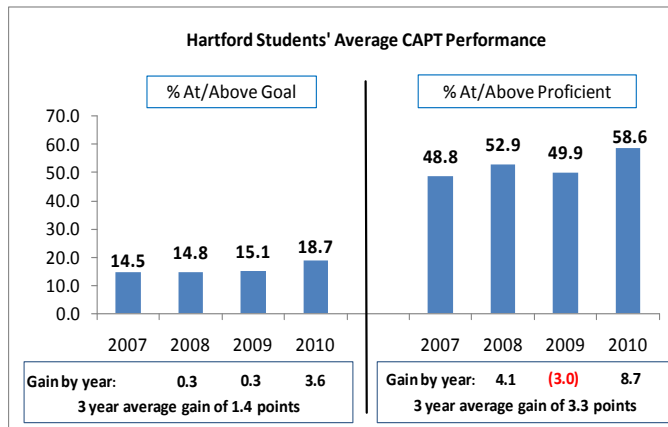
The percent of students performing in 2010 at Goal increased by 2.5 points over 2009 and 7.7 points, or 31% since 2007. Relative to at Proficient, Hartford increased by 2.8 points over last year and 9.3 points, or nearly 20%, since 2007. At both goal and proficient, the gains have averaged close to 3 points per year demonstrating a slow and steady improvement that is foundational for long term success for the reform efforts.



These result were led by improvements in a number of elementary schools, most notably America's Choice at SAND.

### Secondary - CAPT Scores

Similar gains were seen in the 10th grade scores. The percent of students performing in 2010 at Goal increased by 3.6 points over 2009 and 4.2 points, or 29% since 2007. Relative to at Proficient, after a declining 2009, Hartford students increased by 8.7 points in 2010 and a total of 9.8 points, or 20%, since 2007. At Proficient, the results have produced an average 3.3 point yearly gain since 2007.



Meaningful gains at several redesigned high schools were the key drivers of the CAPT improvement, led by the Culinary Arts Academy, the Nursing Academy, and the Bulkeley Lower School.

We do note, however, that the 59% of 10th graders who performed at Proficient is consistent with the 58% of the grade 3-8 Proficient students. This consistent performance between the two tests was not seen at the Goal level. As shown above, only 19% of 10th graders are performing at Goal level compared to nearly 33% of grades 3-8. This is a wide gap at the Goal range and, accordingly, efforts to increase student performance at Goal, particularly at the High school level, must continue to be emphasized.,

(1) These overall scores exclude the results from Achievement First, a charter school within Hartford, as the State's aggregated data excludes charter schools. However, Achievement First, is performing at rates in excess of Hartford's overall scores.

### By Subject, By Grades

By subject, the District overall continued to improve. Math scores improved across the board in 2010 and reading was generally up led by strong gains in the 3rd, 6th, 8th and 10th grades. These gains exceeded the 4 point annual gain targeted as part of the District's Strategic Operating plan. Notable declines were posted in 4th and 5th grade reading and 7th and 8th grade writing. Interestingly, statewide data indicated declines in these four grades as well, but to a lesser degree.

Grade	Math	Reading	Writing	Science	Total
3	5.1	8.0	0.9		4.7
4	5.0	(2.7)	4.2		2.2
5	3.8	(8.0)	1.2	(6.6)	(2.4)
6	7.7	14.0	4.3		8.6
7	5.7	0.8	(8.8)		(0.8)
8	9.3	8.1	(5.6)	6.1	4.5
10	6.8	11.7	6.3	10.0	8.7

Finally, at the grade level, the fifth grade decline will necessitate a focus, particularly in Reading and Science. For comparison, statewide average performance in 5th grade was flat.

### The Trend - its importance

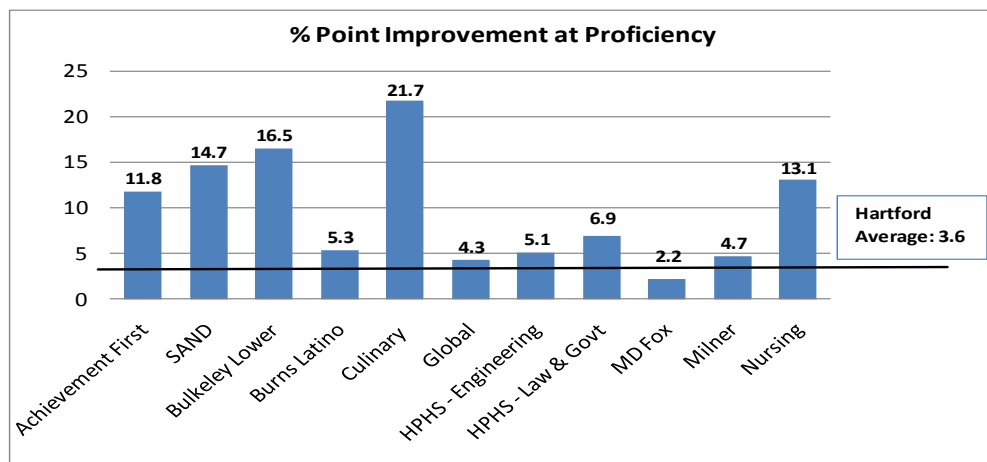
To be sure, the trend demonstrated in these results is a key takeaway. Having a third year of gains, with averages approximately 3 points per year and growth of nearly 20% since 2007, confirms that system-wide reforms adopted by the Board in 2007 are having long term impact. School level analysis of what is working well and not so well on the ground must become the focus in order to ensure the trend continues.

### Reform Initiatives Highlighted

System wide reform initiatives have largely focused on the closing and redesigning of chronically low-performing schools. In addition, schools with proven national models, such as the Community Schools, are showing favorable results.

### Redesigned schools

Of the schools deemed new or redesigned in 2010 with baseline performance established in 2009, all but one school performed above the overall Hartford average. Such performance is very encouraging and signals that reform efforts are having an impact.



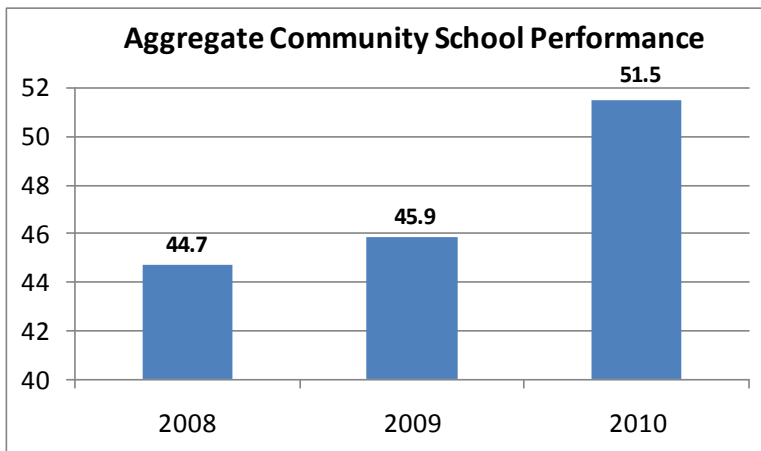
### Community schools

Hartford has five schools designated as “Community Schools”. They are Burr Elementary School, the Latino Studies Academy at Burns, Hartford Magnet Middle School, the Core Knowledge Academy at Milner, and Bellizzi.

The combined CMT performance of these schools at Proficiency grew at a rate 5.6 points from last year compared to Hartford’s overall rate CMT growth of 2.8 points.

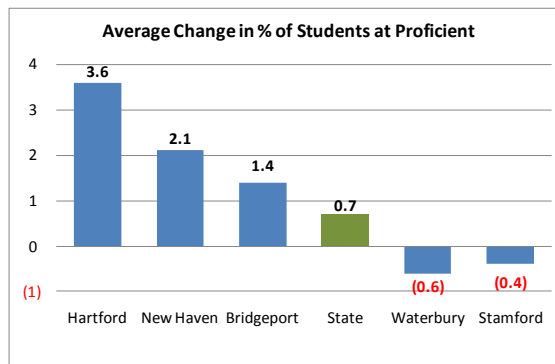
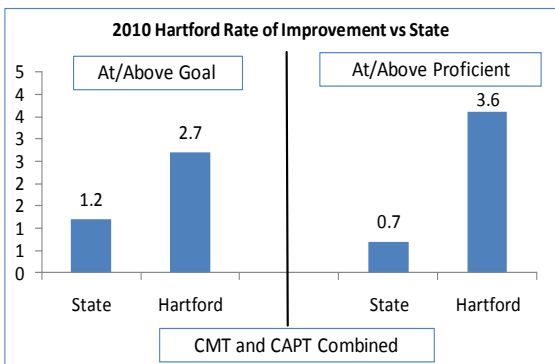
While both growth rates are solid indications of the reform progress, a Community School rate of gain of two times faster does seem to support the benefits being created from the Community school model.

Achieve Hartford! supports the Community School approach as it is one effective strategy that helps to address barriers to learning created by poverty in Hartford.



### The Achievement Gap — beginning to close

Based on the recent performance, Hartford’s achievement gap is slowly beginning to close. The closing is being driven by Hartford leading all other urban districts in its outperformance of statewide averages. In 2010, Hartford’s combined CMT /CAPT rate of gain was over twice that of the State when measured at Goal and over five times the rate at Proficient. Additionally, when compared to its peer districts, Hartford’s rate of gain at Proficient is highest.



Much work remains as Hartford is still well below State and Peer district averages. The 2010 gap (based on a combined CMT and CAPT Proficiency scores) is 25 points compared to the State and 7 points compared to Peer districts. The gap at Goal is somewhat larger. However, compared to the State, the Gap at Proficiency has narrowed 6 points, or 20%, since 2007. Improvements need to continue, as it will still take Hartford another 8 years at its present three year performance average to equal the statewide performance.

	Hartford Gap Compared to:	
	State	Peers
2007	(31)	(12)
2008	(29)	(10)
2009	(28)	(10)
2010	(25)	(7)

### School level analysis

The district tracks school by school performance based on overall student performance and relative improvements (or declines) over the prior year. The methodology is based on an index that assigns weights to each tested student's scores. The aggregated total results is the Overall School Index or "OSI". Schools with an OSI at or above 70 points are considered performing at Goal Level; school scores between 50 and 70 are deemed Proficient; and schools with scores below 50 are considered Below Proficient. These scores are incorporated into an overall performance matrix that the District uses to track the performance of schools relative to others.

In 2010, the District updated its OSI methodology to better reflect performance of each school's advanced level students. Such methodology change is reasonable, but to measure performance over the prior year on a consistent basis, last year's OSI calculations must also be comparatively adjusted. Calculated school OSI's are as follows:

Schools at Goal	Schools at Proficient	Below Proficient
Montessori Magnet at Fisher 103	Kinsella 69	M.D. Fox CommPACT 49
Hartford Magnet Middle 85	Fisher 65	Moylan 49
Classical Magnet 80	Wish 61	Batchelder 48
Webster 80	Hooker 58	Simpson Waverly 48
University High 79	Pathways 57	HPHS Nursing 46
Sport & Medical Sciences 76	IB Global Communications 57	Clark 45
Breakthrough Magnet 75	Burr 57	Betances 44
Achievement First 73	Bulkeley Lower 56	Bellizzi 43
Capital Preparatory 72	Kennelly 56	HPHS Law & Government 43
Parkville 71	M.L. King 55	Culinary Arts 43
Dwight 70	Rawson 54	HPHS Engineering and Green Tech. 38
	Naylor 53	High School Inc. 38
	Sanchez 51	Journalism & Media 37
	America's Choice at SAND 51	Burns Latino Studies 36
	West Middle 51	Quirk Middle 36
	McDonough 50	Breakthrough II 36
		Milner Core Knowledge 34
		OPPortunity High School 28

Based on the 2010 updated OSI methodology consistently applied to 2009 performance:

- 28 schools improved over last year (Green).
- 12 schools declined (Pink),
- 5 schools have newly established baselines (Yellow). Note: the District does not formally consider these five schools in their performance matrix given their baseline year, but we have included them to show their relative standing.
- 3 schools, HPHS Freshman Academy, Bulkeley Upper and Weaver I I-12, do not test so scores (and their corresponding OSI) are not shown.

Based on the comparative OSI, 18 schools improved over last year by greater than 4 points, which is deemed significant by the District. The most notable improved schools (greater than 10 points) were: Achievement First, America's Choice at SAND, Bulkeley Lower, Burr, Culinary Arts and the HPHS Nursing Academy.

Schools with notable OSI declines (greater than 4 points) include Dwight, Kennelly, Pathways to Technology, Simpson Waverly and University High. However, despite the declines, Dwight and University High still remained in the Goal Range.

**District Measures and Targets**

The school District maintains a set key performance metrics with specific internal targets. These measures provide a snapshot of key areas of the district’s performance and essentially represents the District’s and Superintendent’s report card. Below is a chart that demonstrates performance against those metrics:

MEASURE	2008-2009 Actual	2009-2010 Actual	2009-2010 Target	2010 Actual vs Target	Δ 2010 Actual/ 2009 Actual
3 <sup>RD</sup> GRADE READING	37.7	45.7	41.3	4.4	8.0
4 <sup>TH</sup> GRADE MATHEMATICS	53.9	58.9	52.5	6.4	5.0
5 <sup>TH</sup> GRADE WRITING	64.9	66.1	68.8	(2.7)	1.2
7 <sup>TH</sup> GRADE MATHEMATICS	60.1	65.8	53.8	12.0	5.7
8 <sup>TH</sup> GRADE SCIENCE	38.3	44.4	39.3	5.1	6.1
10 <sup>TH</sup> GRADE READING	52.6	64.3	61.8	2.5	11.7
10 <sup>TH</sup> GRADE WRITING	61.8	68.1	68.6	(0.5)	6.3

HPS performed well against these measures, increasing in all areas from last year’s actual performance. Relative to established 2010 targets, however, writing in the 5th and 10th grades fell modestly short. Accordingly, for these specific test score related measures, the District achieved 5 of the 7 targets.

Additional metrics, including net number of improved schools, graduation rates, college matriculation rates and climate/satisfaction surveys, will be assessed and evaluated over the next 30 days as data becomes finalized.