

October 2009

A Powerpoint presentation on CMT scores, given by consultant Paula Banas, indicates positive growth in scores in grades 3-6. Currently, Thomaston Center School's "Safe Harbor" position removes Thomaston Center School from the No Child Left Behind (NCLB) list of schools not making Adequate Yearly Progress. This report was presented at the September Board Meeting. It provides specific information on district performance on the 2009 CMT, as well as a diagnosis of strengths and areas of concerns. Also included is a plan to address concerns so growth will continue.

Connecticut Mastery Test Results 2009

Thomaston Public Schools
Grades 3 - 6

Critical Questions for Thomaston

- How did the district perform on the 2009 CMT?
- How did the district perform compared to last year?
- How did the same group of students perform compared to last year?
- What are the strengths?
- What are the areas of concern?
- What can be done to address the concerns?

Performance Levels

Level 1 – Below Basic*

Level 2 – Basic*

Level 3 – Proficient

Level 4 – Goal

Level 5 – Advanced

*Intervention Levels

Adequate Yearly Progress Benchmarks

- Mathematics: 82 % at or above proficient
- Reading: 79 % at or above proficient
- Writing: 70 % at or above the basic performance in writing on the CMT
- Test Participation: 95 % must participate

AYP

For a school to achieve AYP, standards must be met by the whole school and by each subgroup of 40 or more students.

If a school or subgroup does not achieve AYP for two consecutive years, the school is identified as *in need of improvement*.

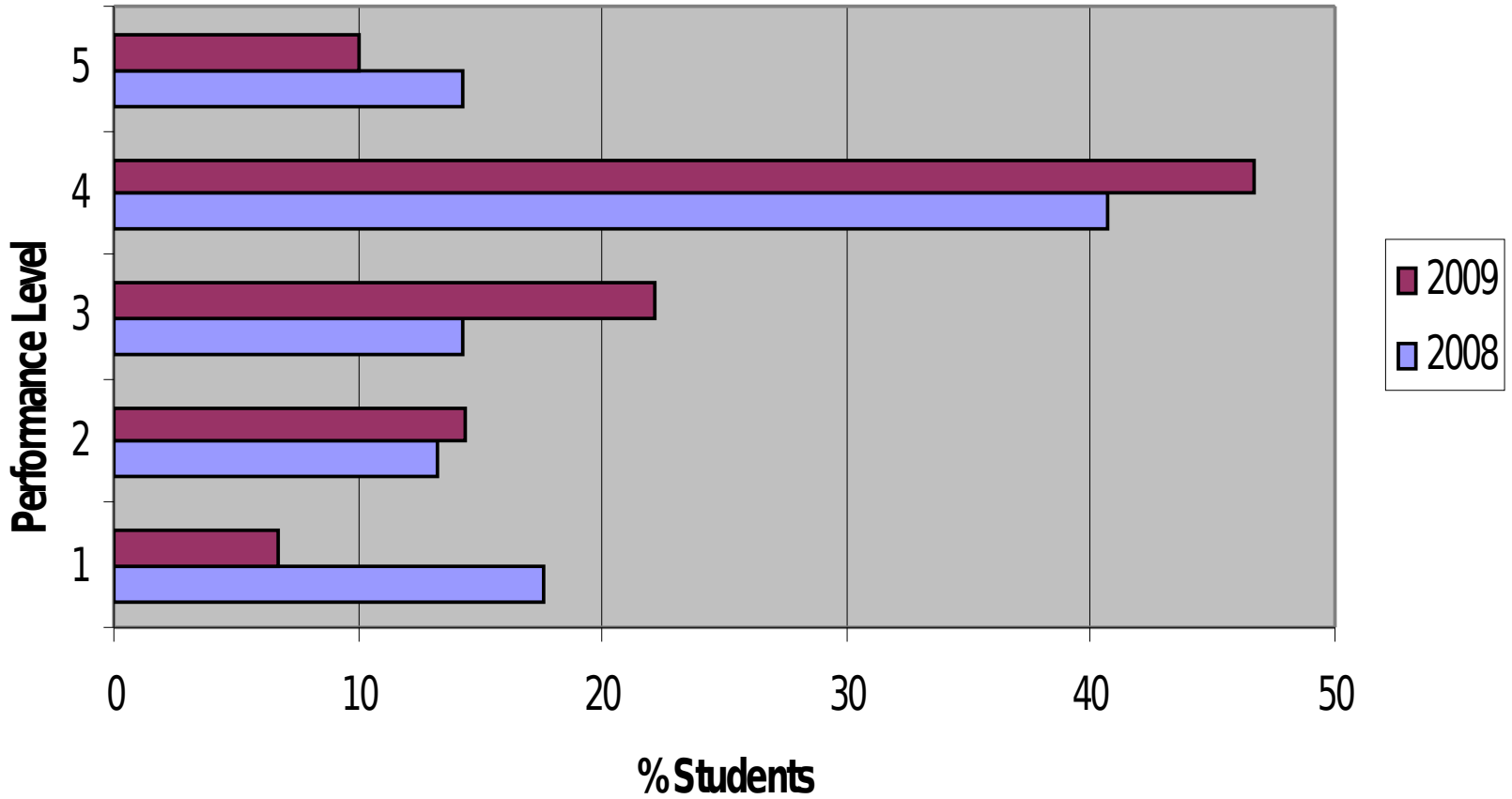
If a school is “in need of improvement” and made AYP this year, they are on “hold” pending next year’s AYP determination.

If they make AYP next year, they will be removed from “in need of improvement.”

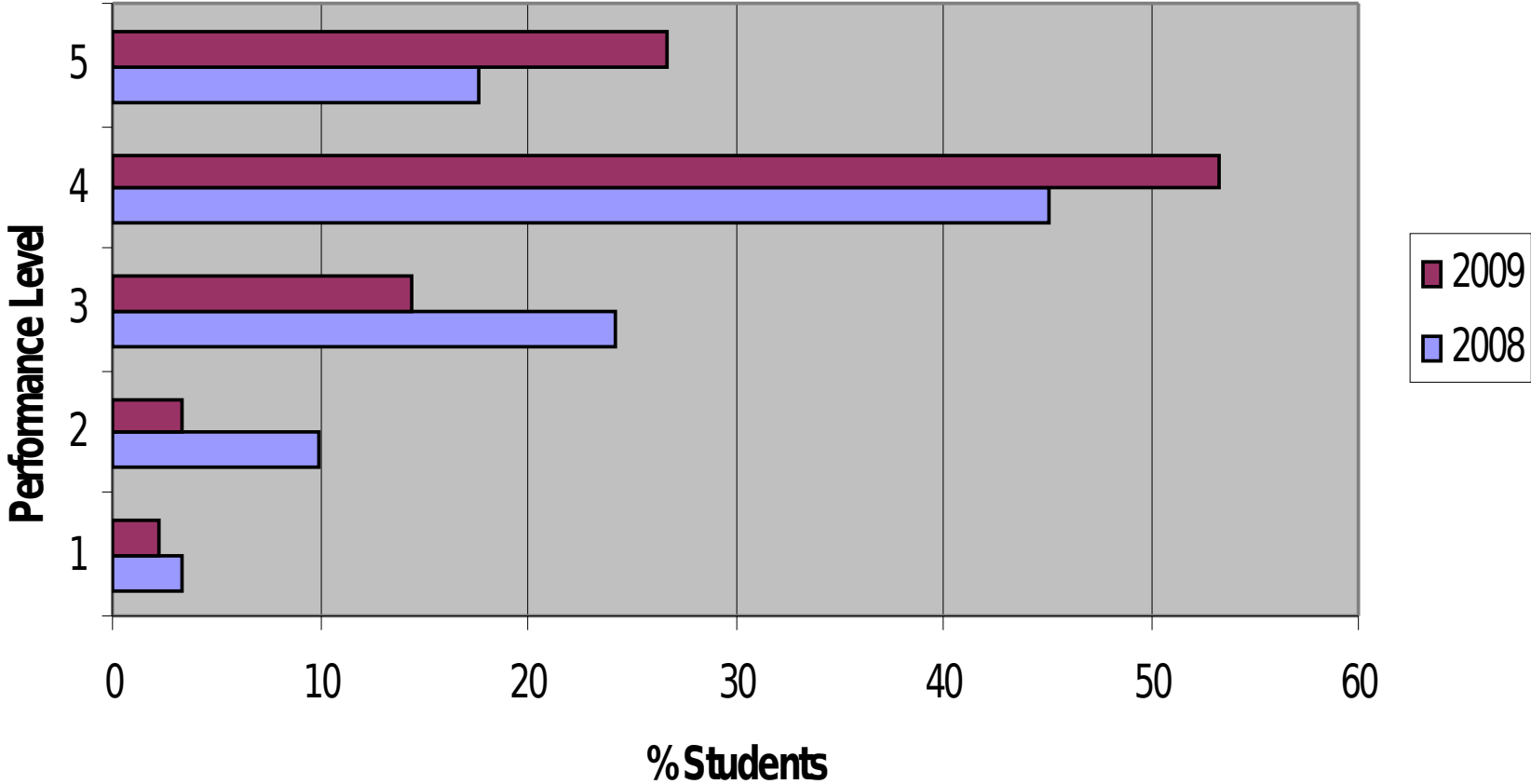
TCS is on “Hold”

Grade 3 Results

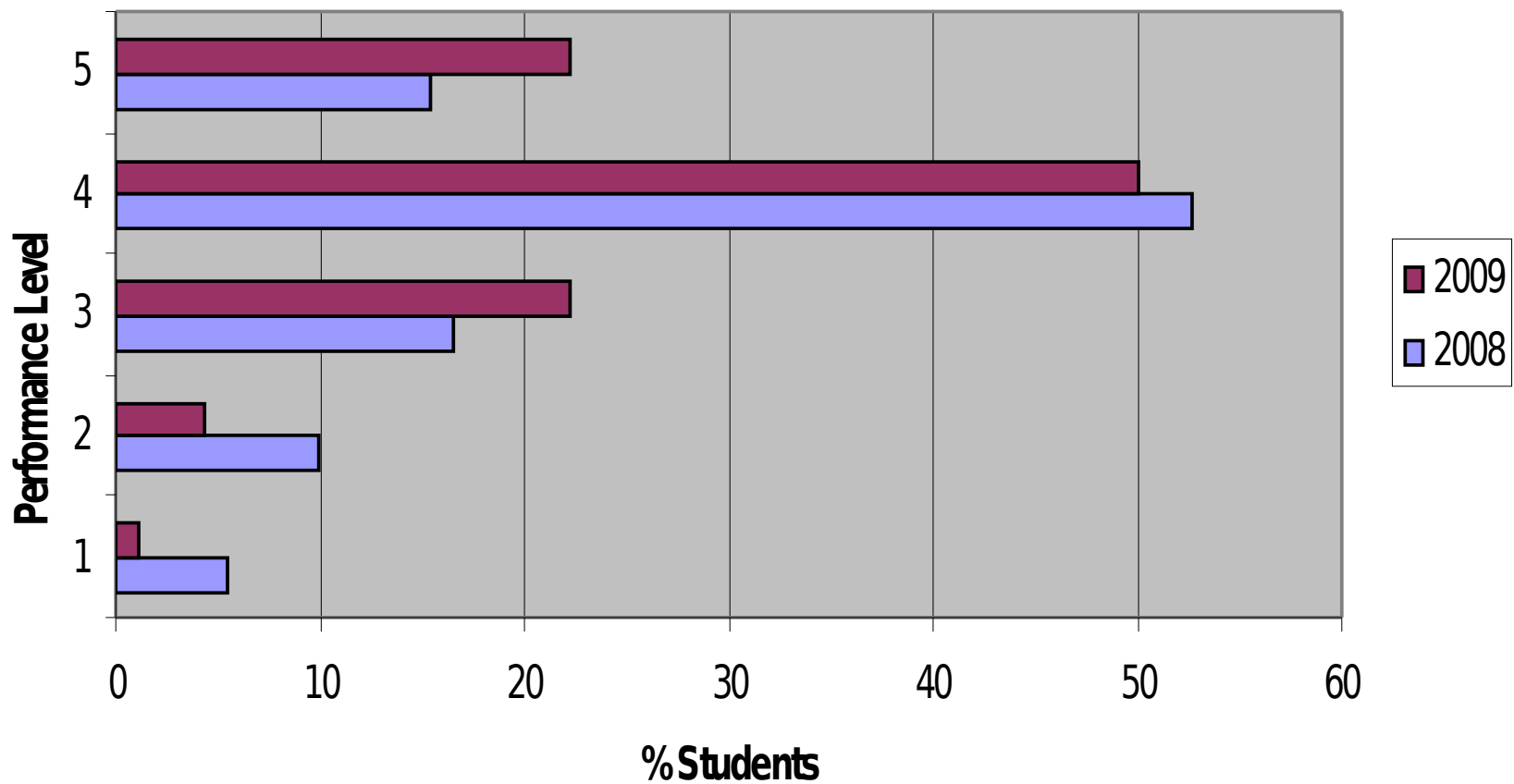
Grade 3 Reading



Grade 3 Mathematics

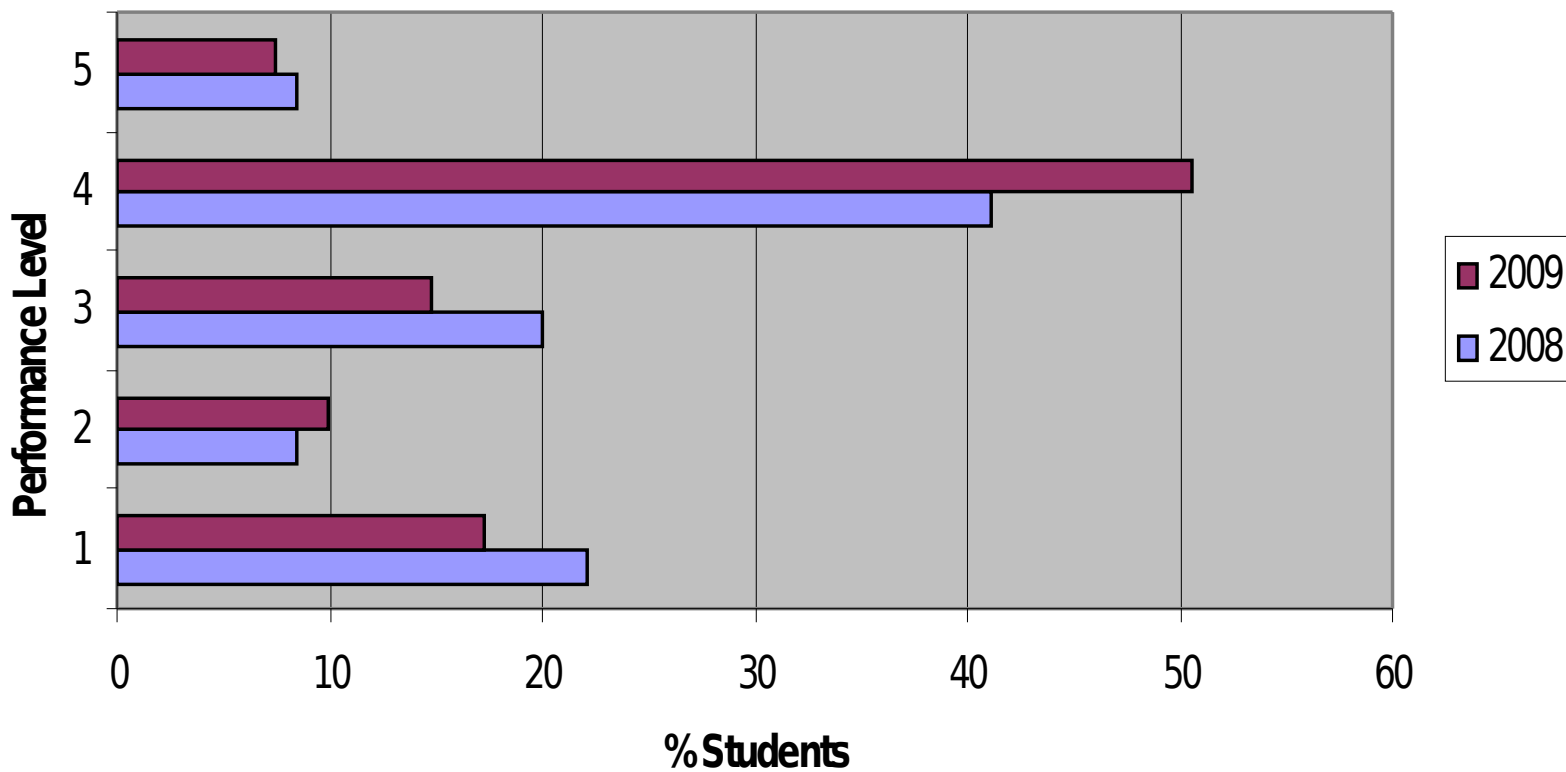


Grade 3 Writing

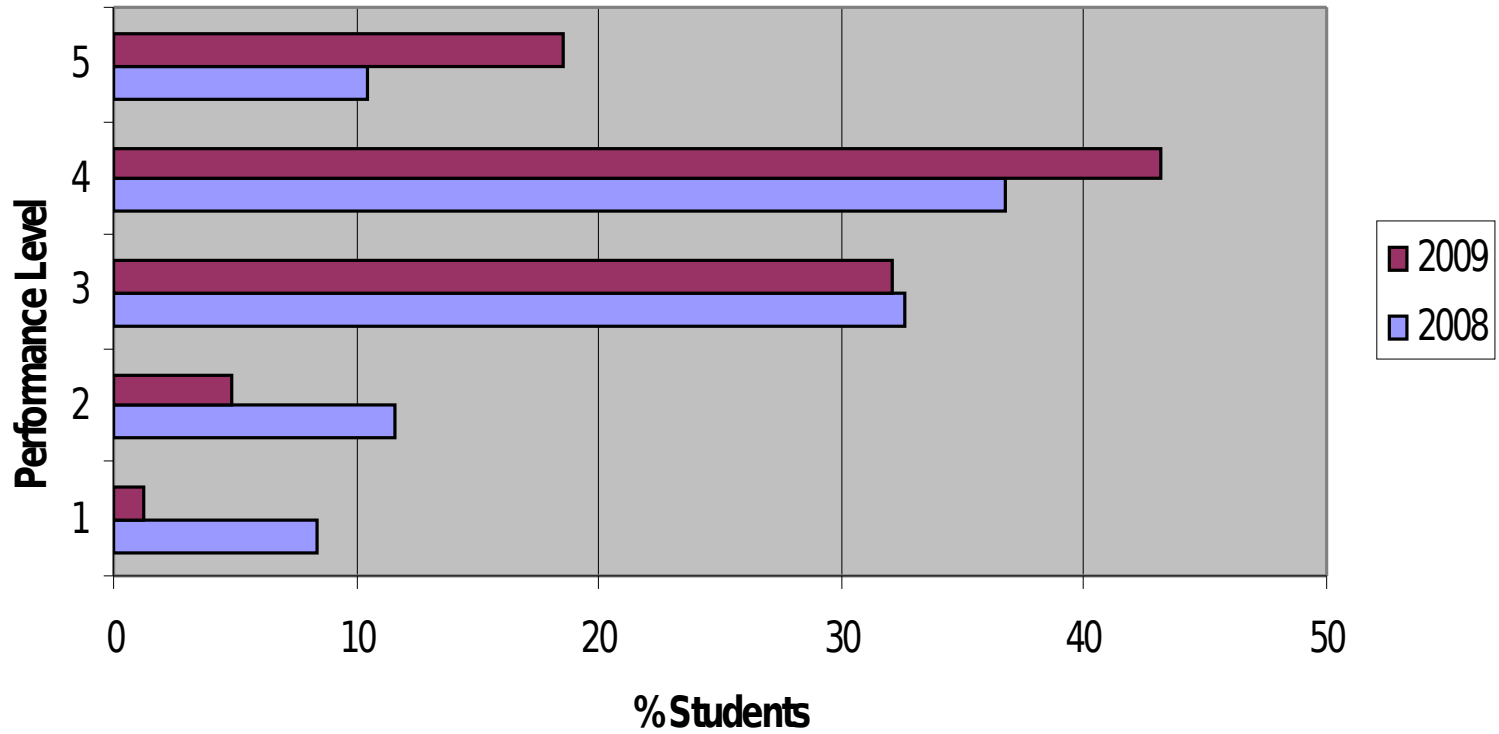


Grade 4 Results

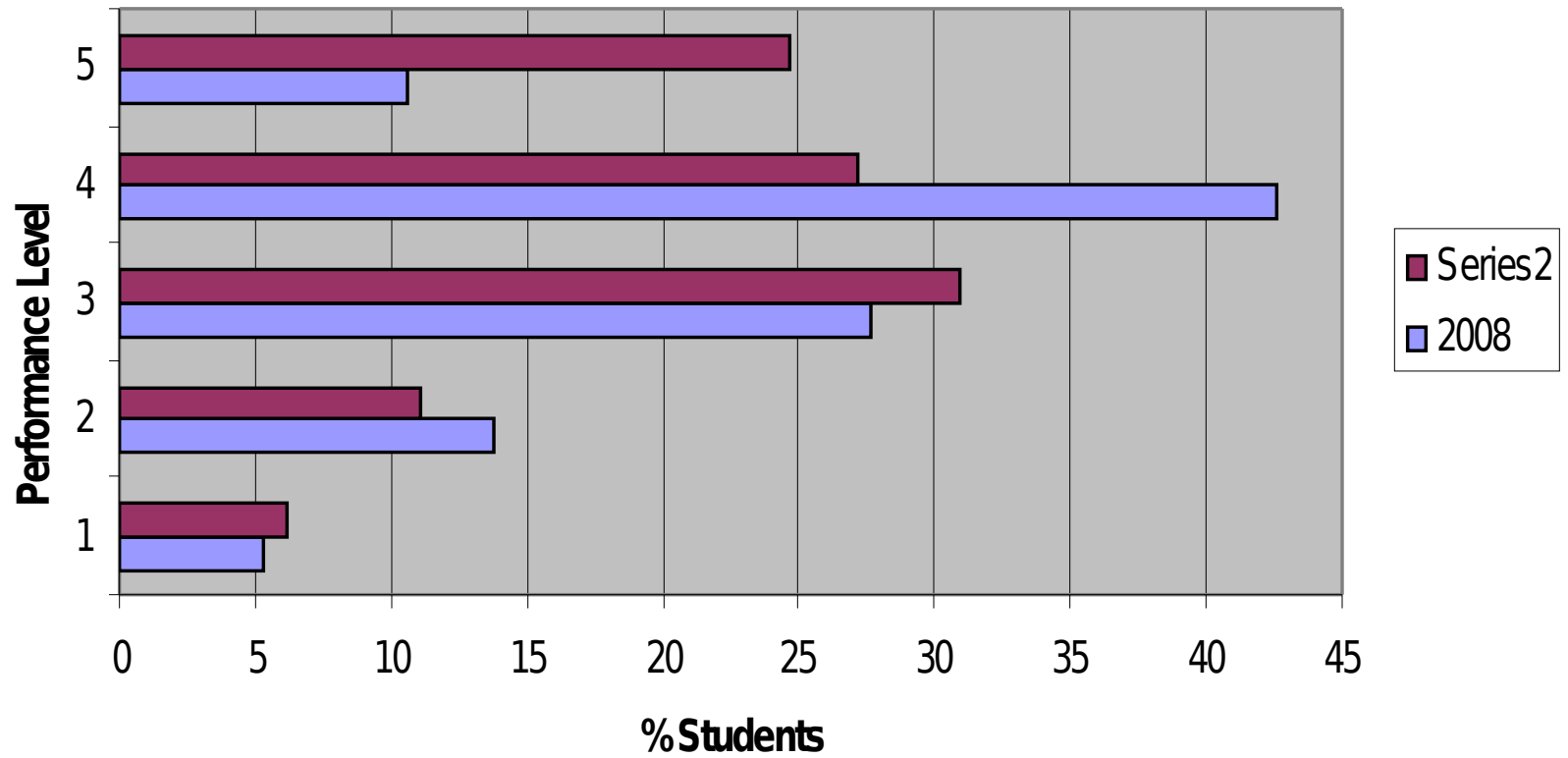
Grade 4 Reading



Grade 4 Mathematics

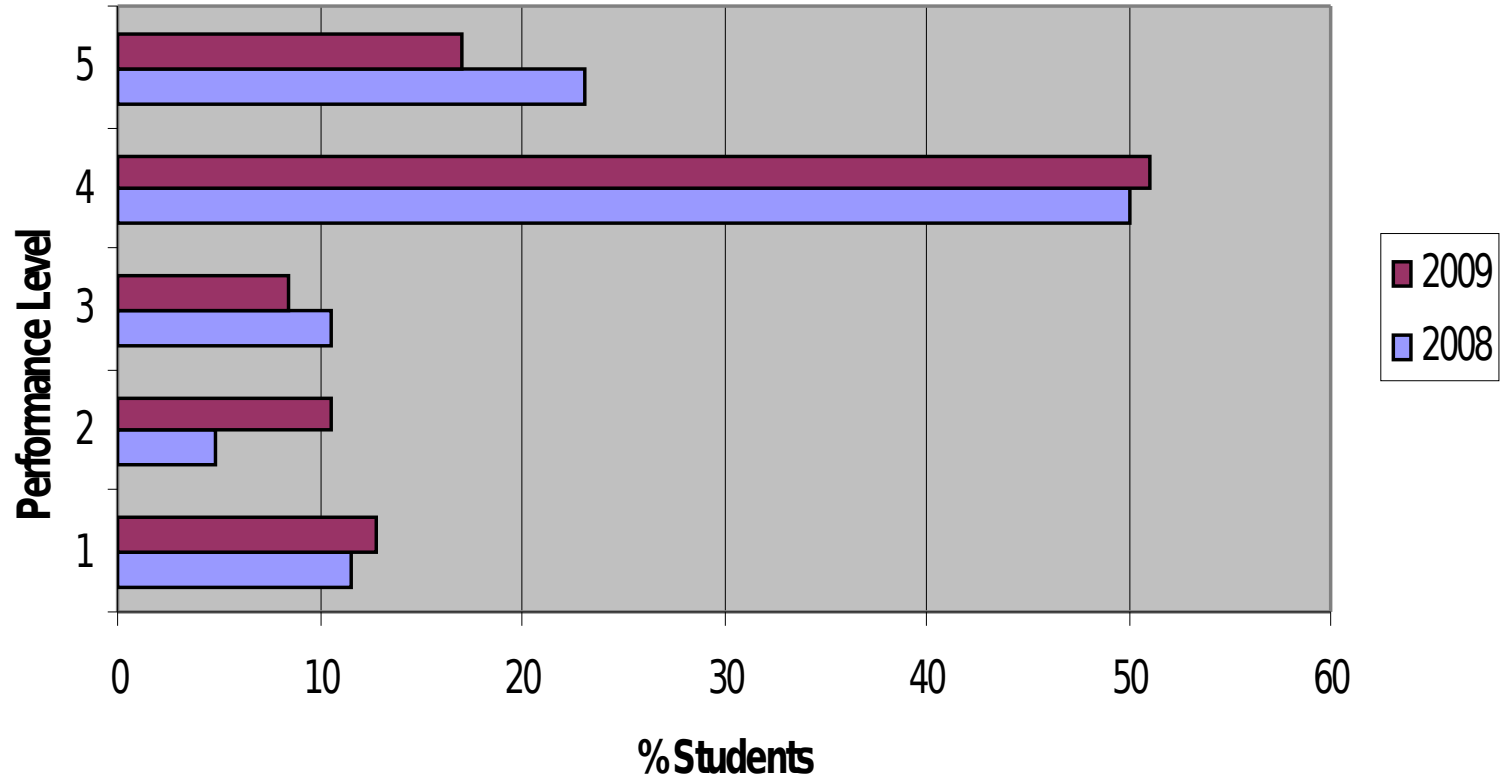


Grade 4 Writing

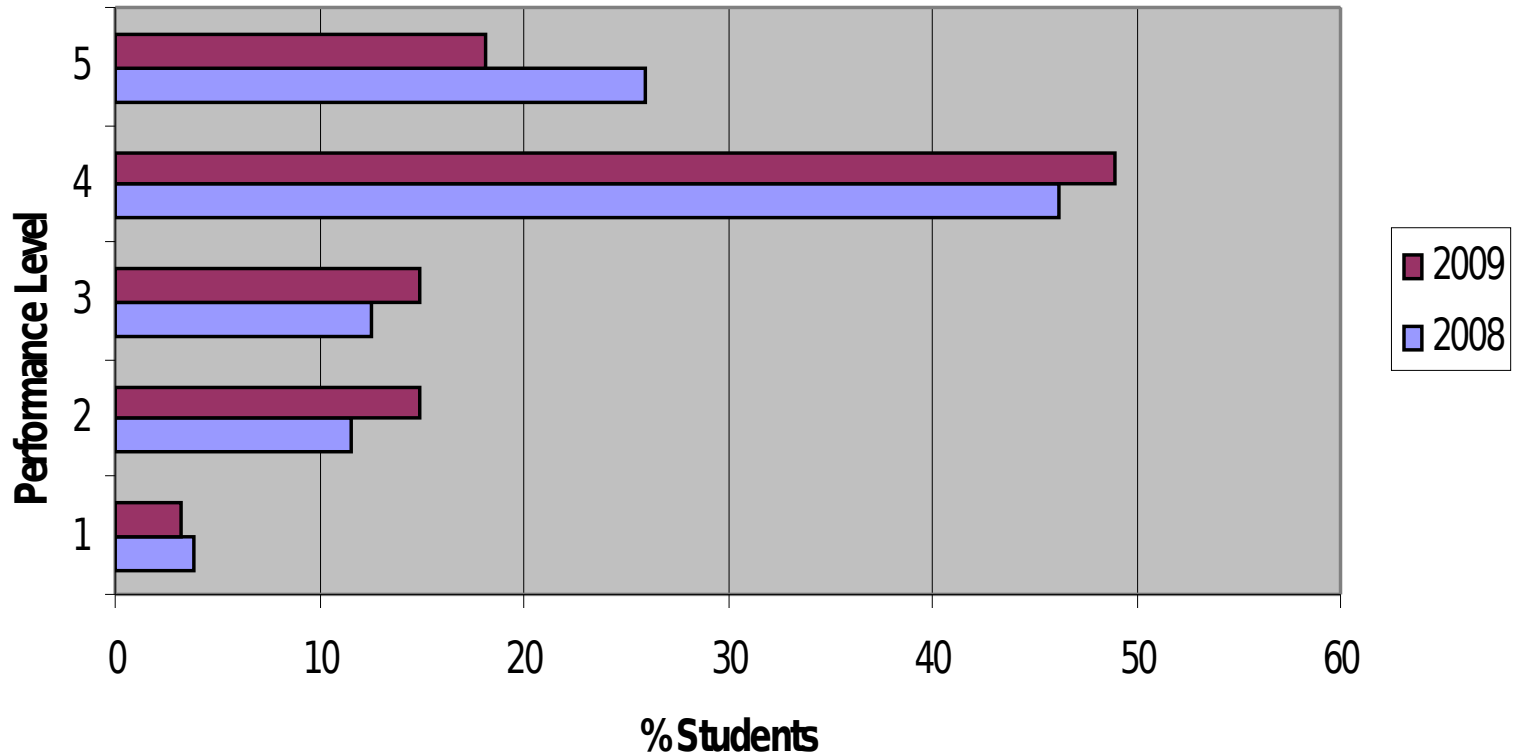


Grade 5 Results

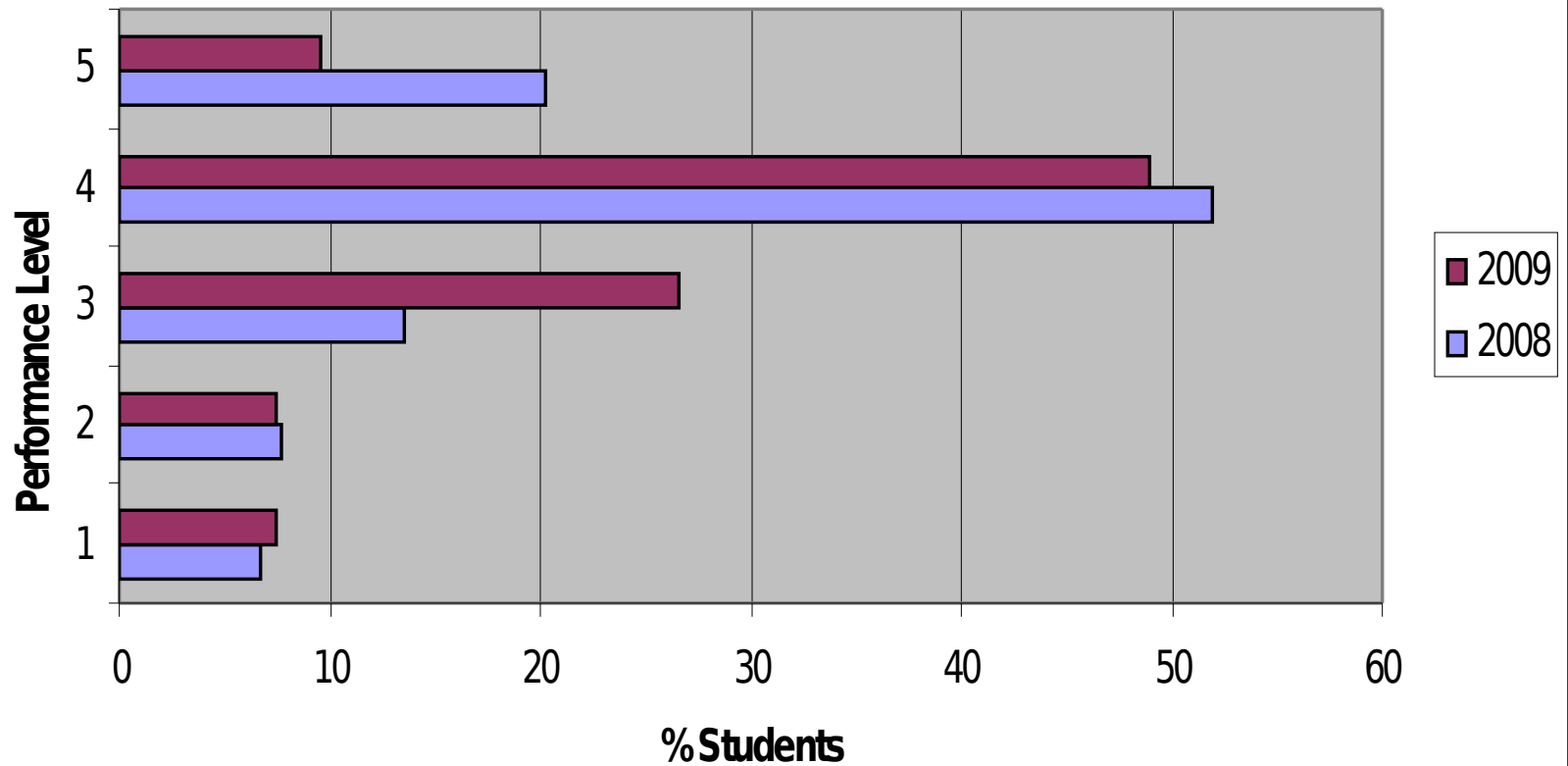
Grade 5 Reading



Grade 5 Mathematics

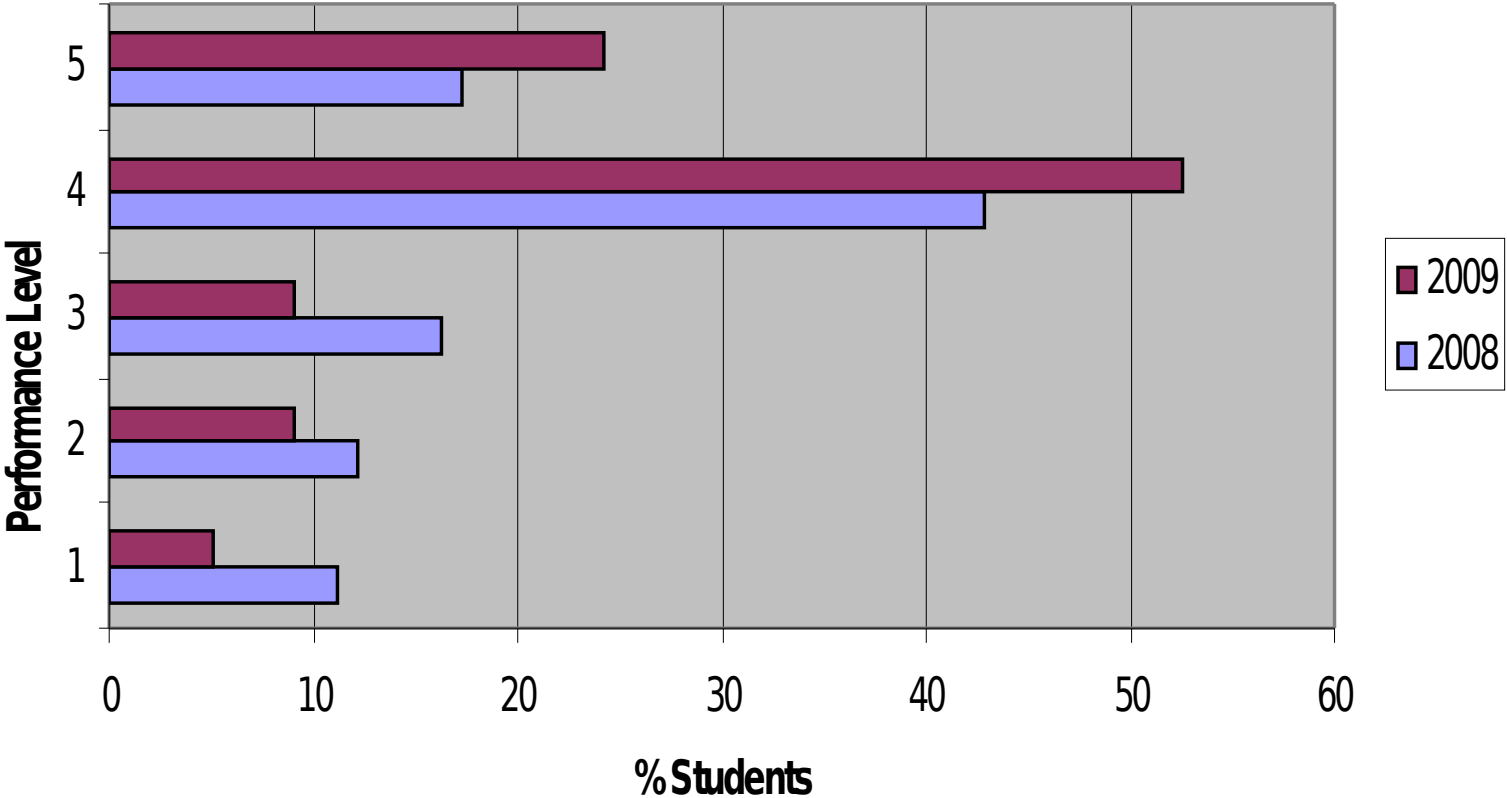


Grade 5 Writing

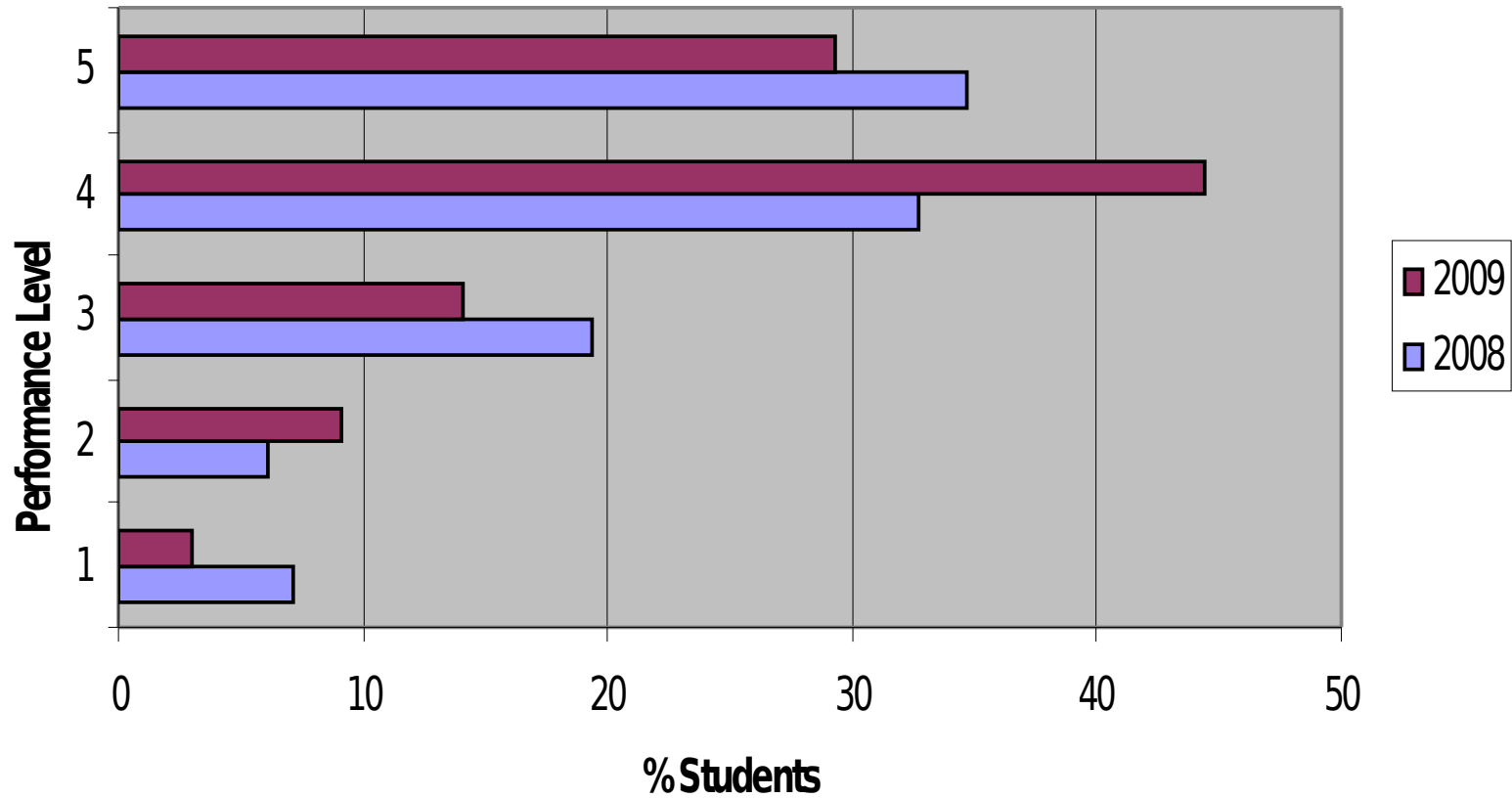


Grade 6 Results

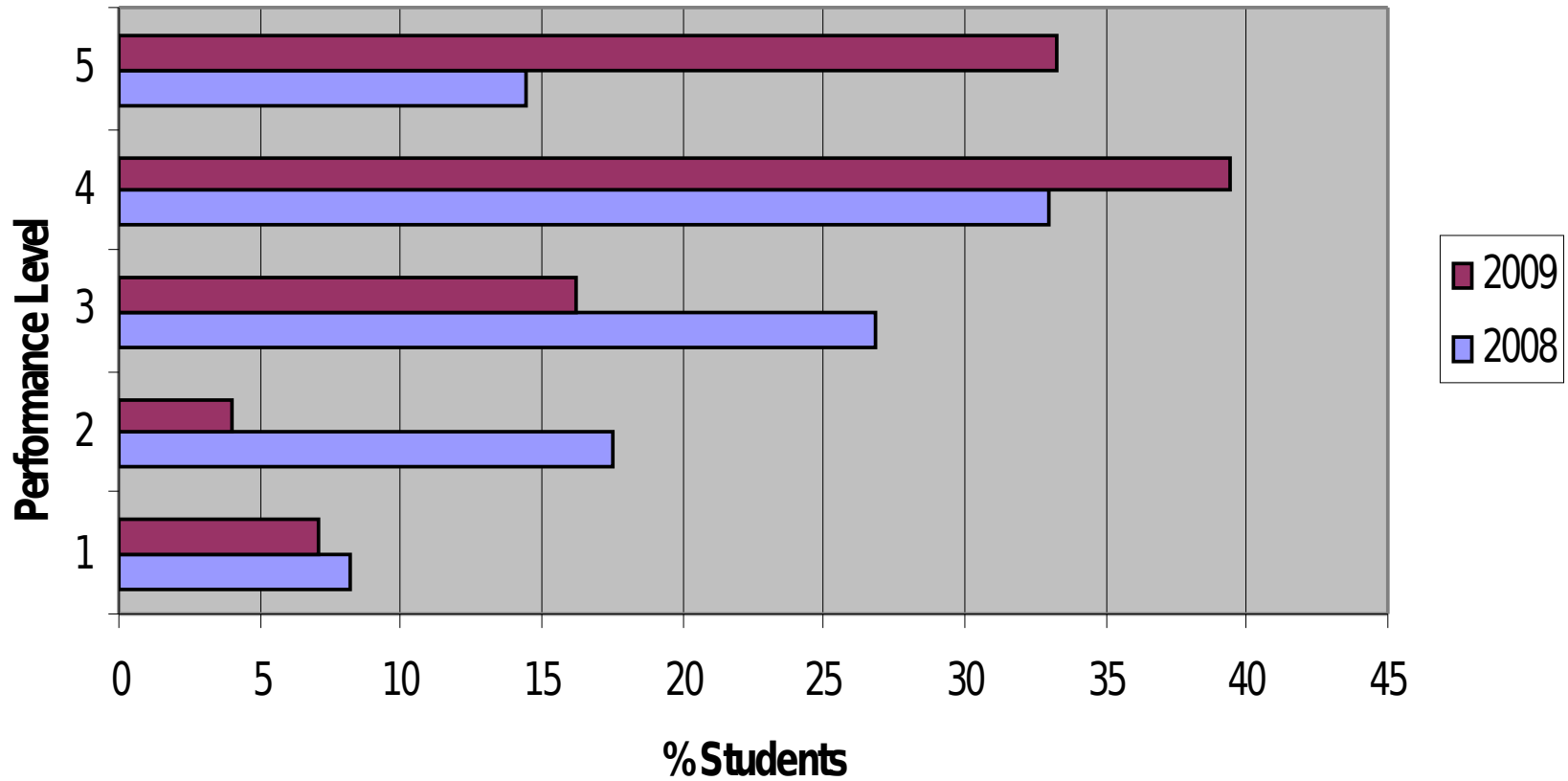
Grade 6 Reading



Grade 6 Mathematics



Grade 6 Writing

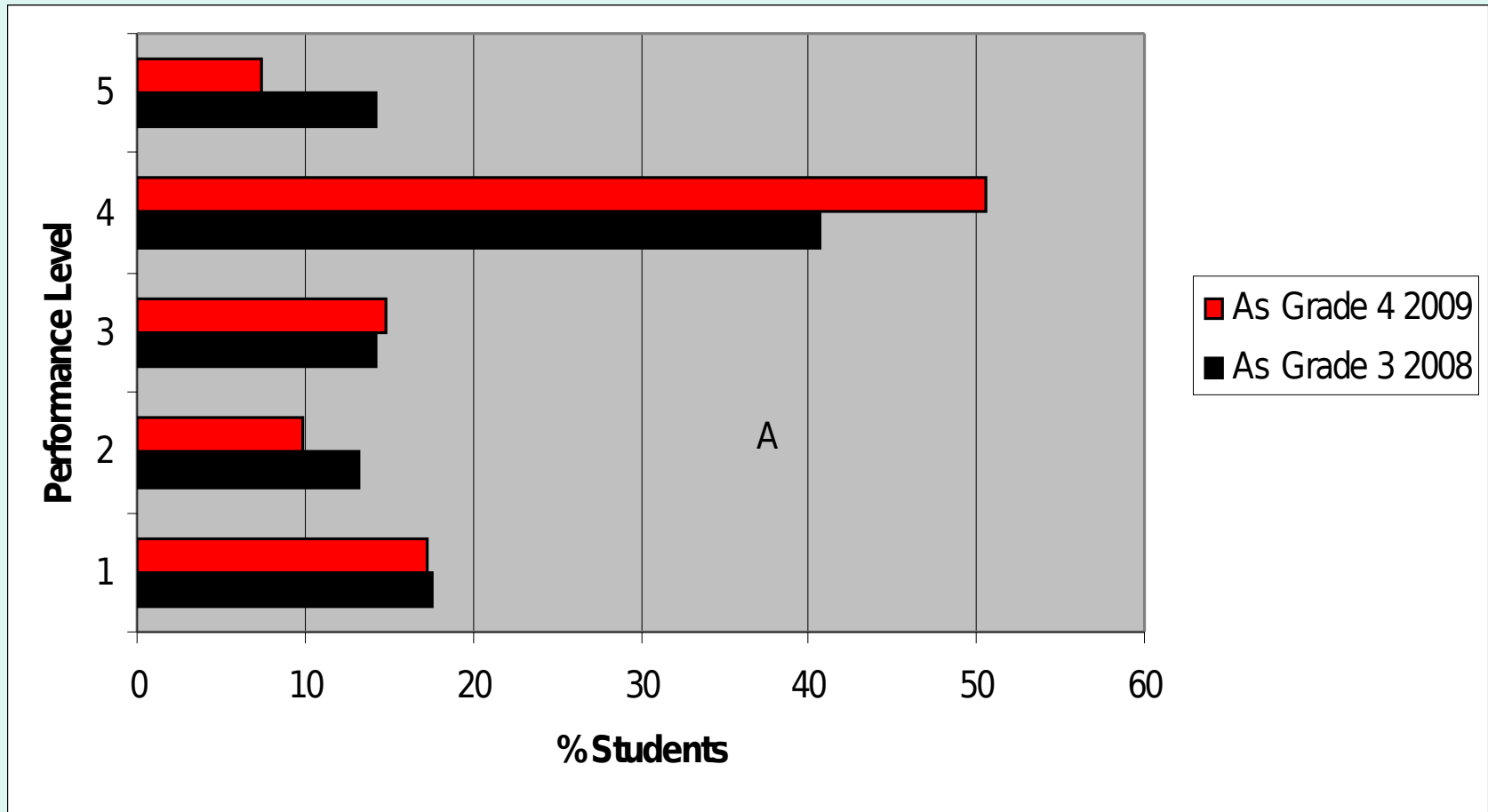


Cohort Data: Same Students 2008 to 2009

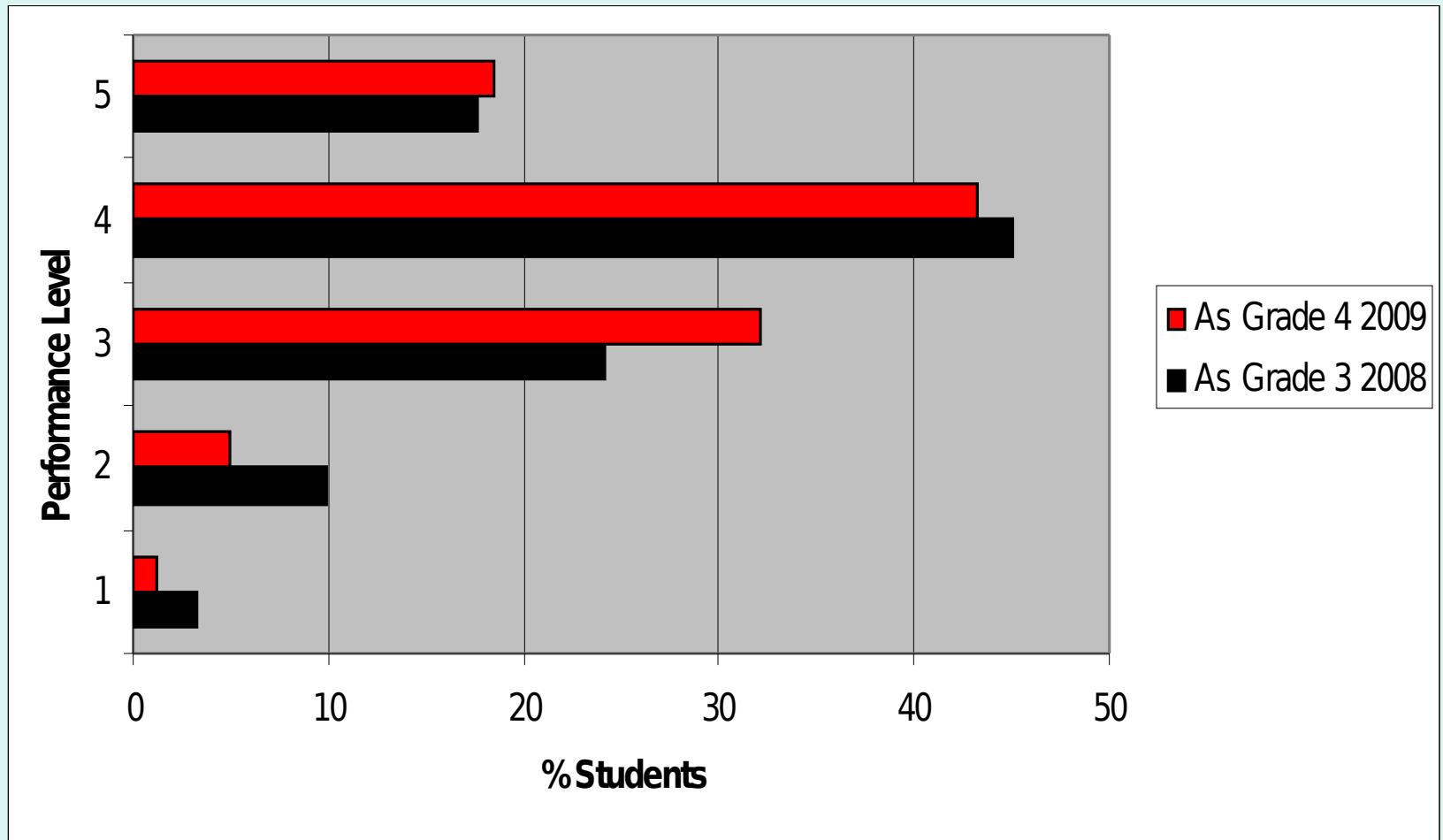
It is important to look at same student data over time...comparing apples to apples.

It is even more important to look at individual student data over time. The “growth model” is most valuable for determining individual student needs.

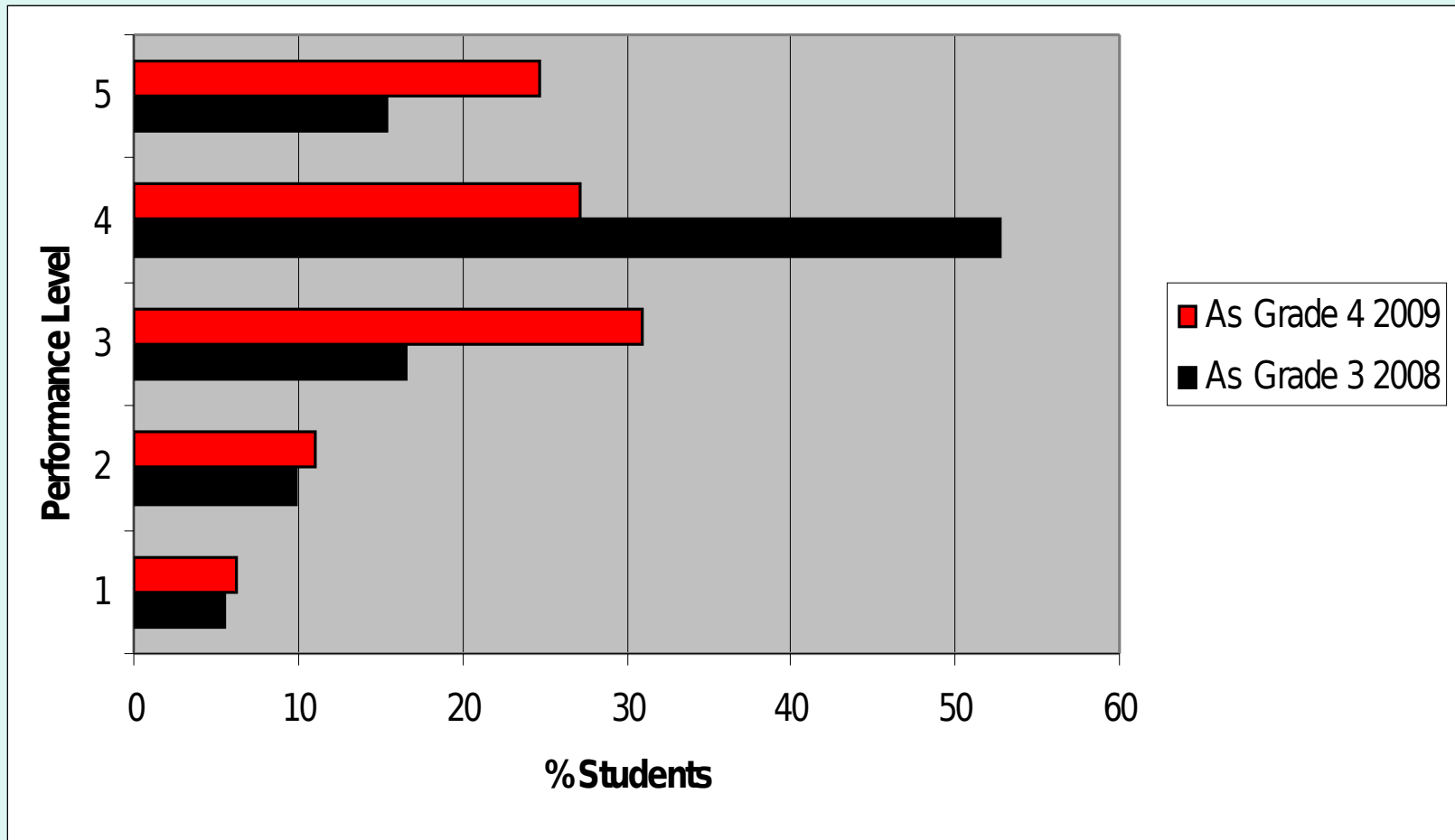
Cohort Data: Reading Grade 3 to Grade 4



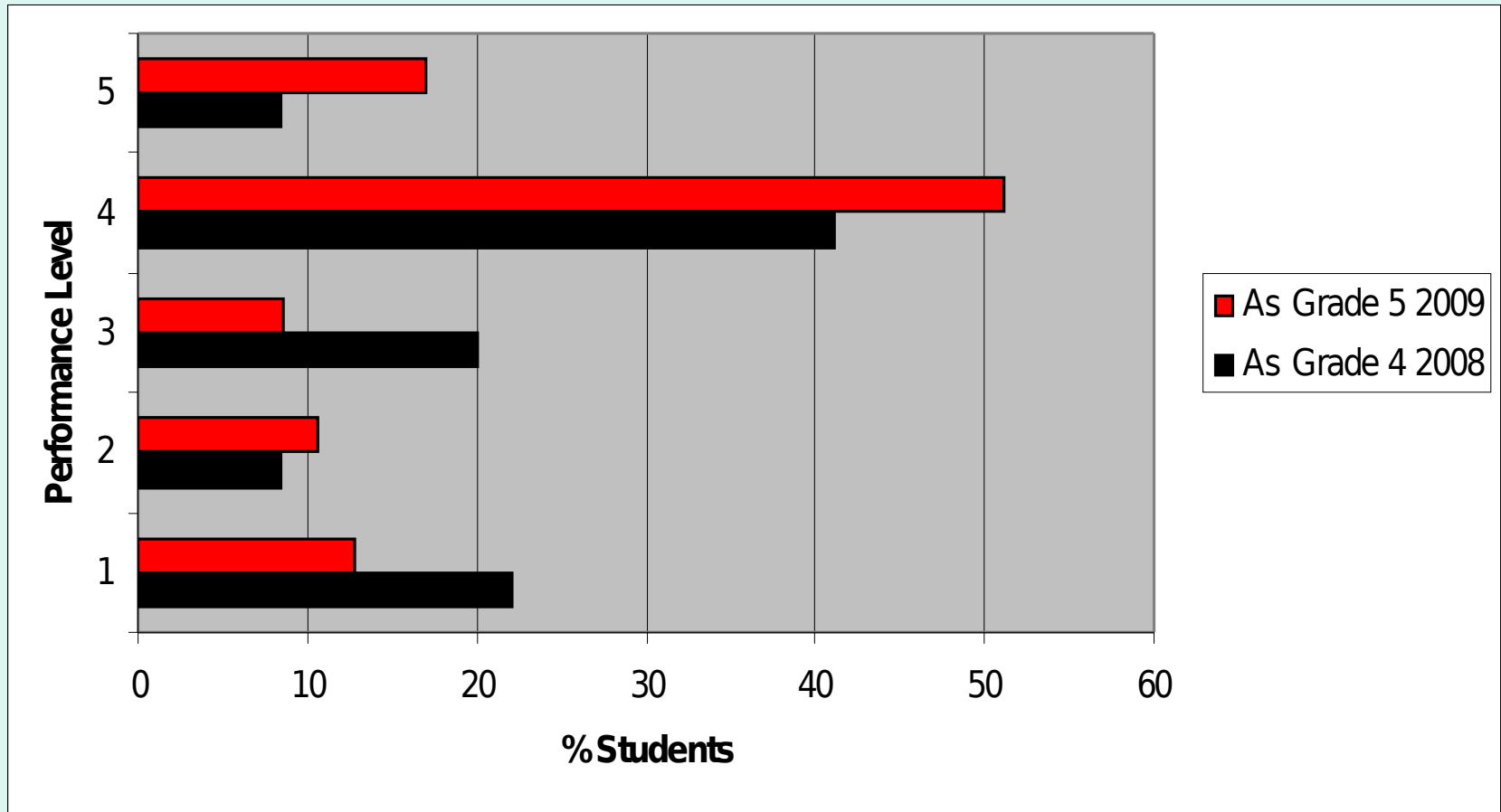
Cohort Data: Mathematics Grade 3 to Grade 4



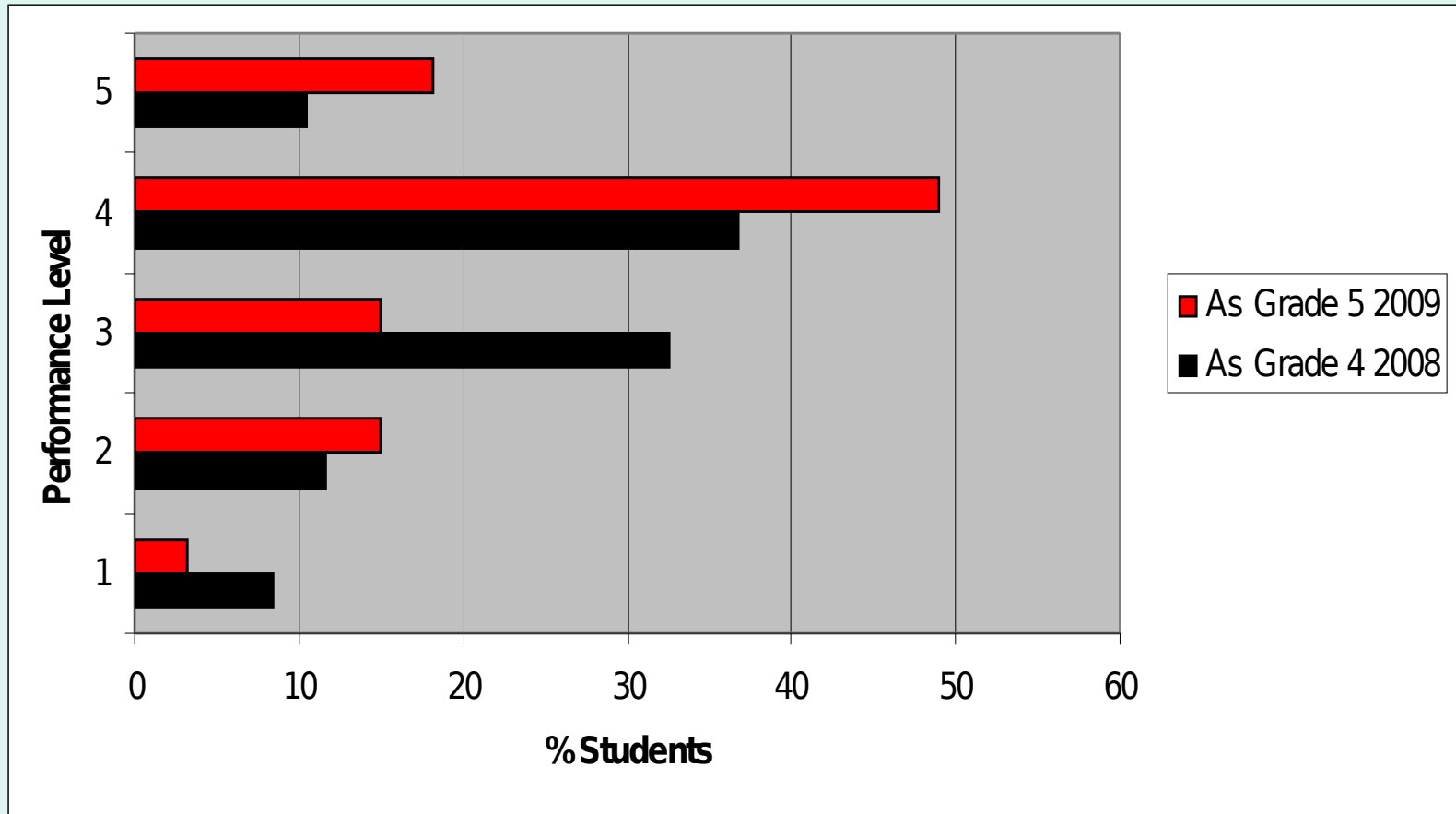
Cohort Data: Writing Grade 3 to Grade 4



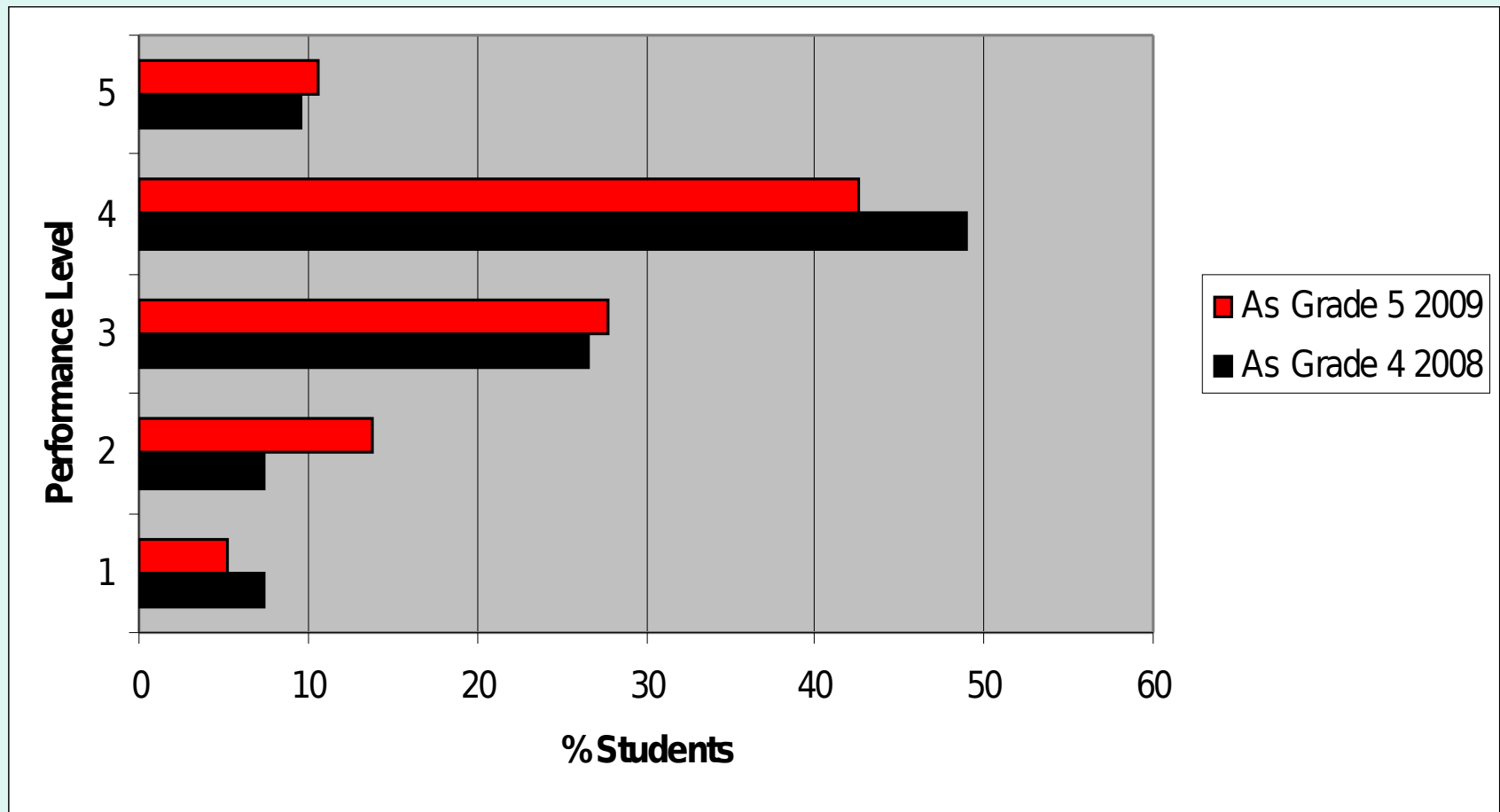
Cohort Data: Reading Grade 4 to Grade 5



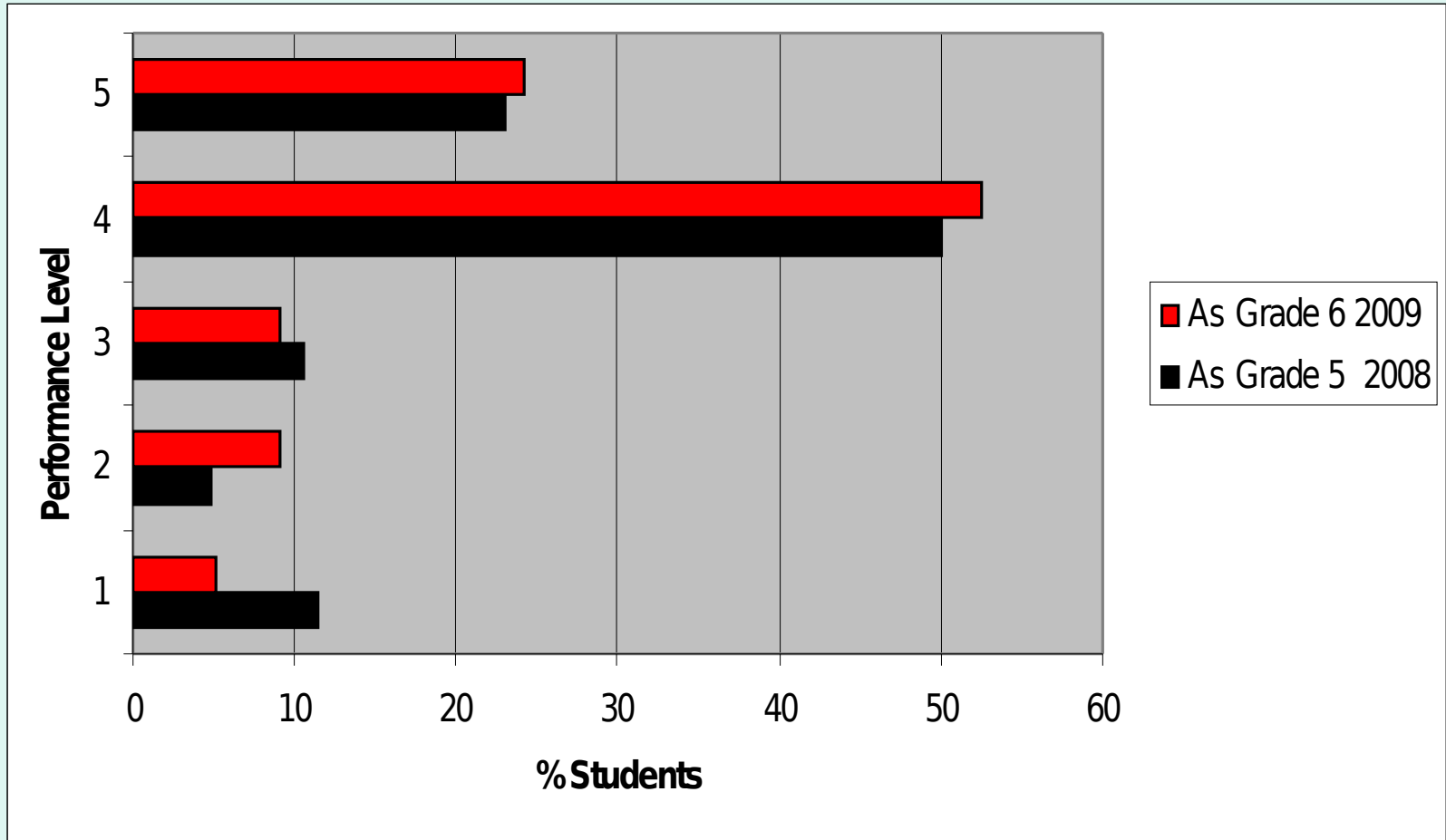
Cohort Data: Mathematics Grade 4 to Grade 5



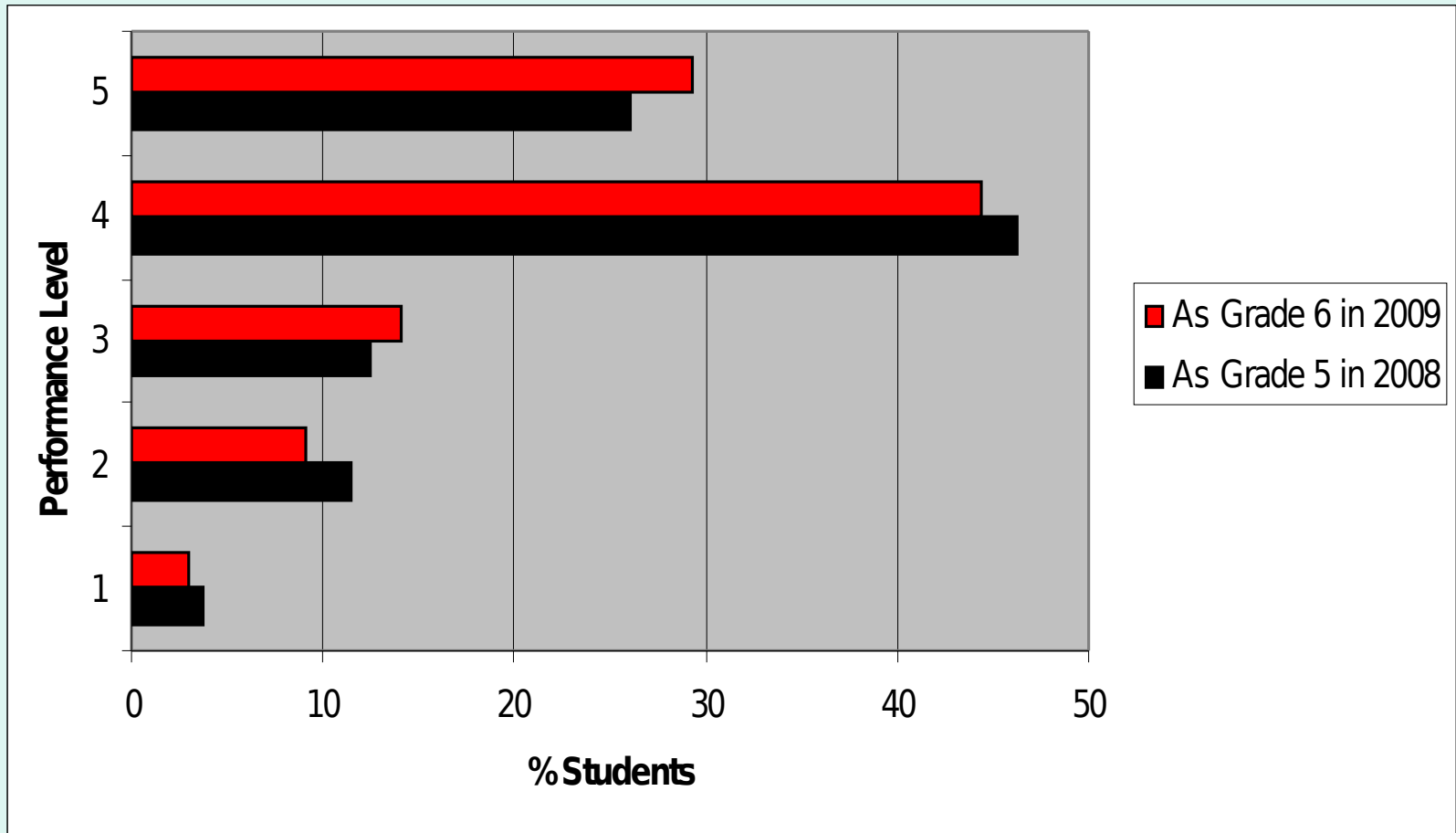
Cohort Data: Writing Grade 4 to Grade 5



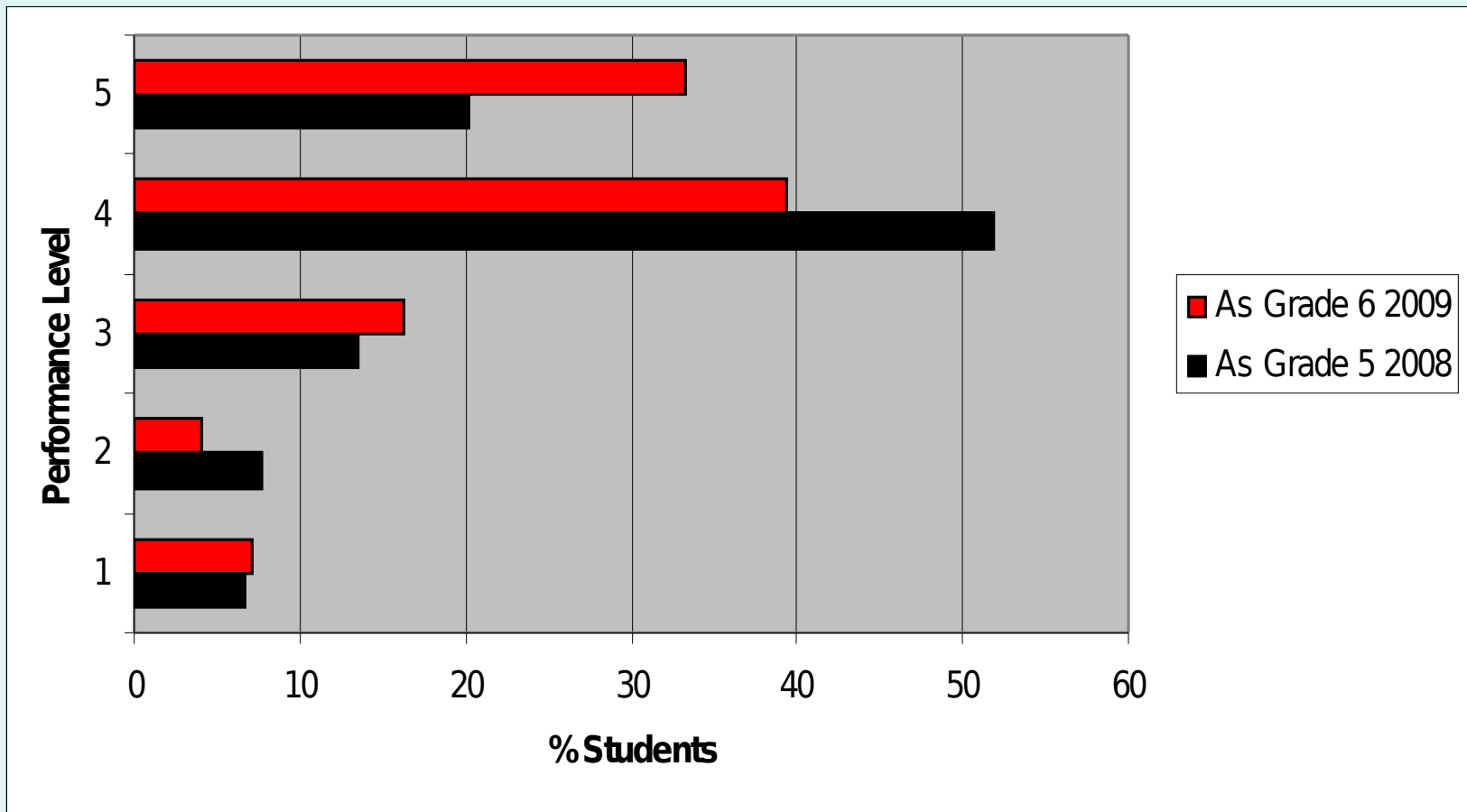
Cohort Data: Reading Grade 5 to Grade 6



Cohort Data: Mathematics Grade 5 to Grade 6



Cohort Data: Writing Grade 5 to Grade 6



Areas of Concerns

Reading

- ▶ Making Reader/Text Connection (all)
- ▶ Reading Specific Types of Material at an Instructional Level (all)

Writing

- ▶ Composing/Revising (all)

Areas of Concern

Mathematics

- ▶ Computation with Fractions/Integers (6)
- ▶ Equivalent Fractions, Decimals, Percents (4,5)
- ▶ Estimation and Approximation (all)
- ▶ Customary and Metric Measures (5,6)
- ▶ Statistics and Data Analysis (5,6)
- ▶ Classification and Logical Reasoning (4,5)
- ▶ Mathematical Applications (all)
- ▶ *Mastery of Basic Facts*

Addressing the Concerns

- Reading Intervention K-6
- Mathematics Intervention K-6
- Data Teams K-12
- Response to Intervention (RtI) K-12
- Effective Teaching Strategies
- Curriculum Review, Update and Alignment
- Pacing of Instruction
- Development of Assessment Protocol³⁶

Where is Thomaston?

- Great Accomplishments
- Employing “Best Practice” to meet the needs of students
- Teachers are using data to drive instruction and are committed to improving student performance at all levels
- Administrators are supporting teachers’ improvement efforts