

2013 CMT/CAPT ANALYSIS

About our CMT & CAPT Analysis

- **Use of percentage of students at or above “Goal”:** ConnCAN uses the “goal” standard on the CMT and CAPT to analyze results, because it is the state’s best estimate of students meeting or exceeding grade level expectations. According to the State Department of Education, a student scoring at the “goal” level has the knowledge, skills, and critical thinking abilities that are “reasonable to expect of students” within their grade level.
- **Grade levels & subjects included:** Our analysis includes all tested grade levels (grades 3-8 for CMT, grade 10 for CAPT) and subjects, which include math, reading, and writing. It also includes science for grades 5, 8, and 10.
- **Measuring the achievement gap:** We express the achievement gap in terms of the percentage point difference in performance at or above “Goal” between two student groups.



Overall 2013 CMT/CAPT Performance Trends

CMT

- **Decrease in CMT scores across the board.** A lower percentage of Connecticut students scored at or above “Goal” when compared to 2012. This trend holds true for all students combined and for each subgroup for which ConnCAN measures achievement gaps.
- **Slightly narrowed achievement gaps on the CMT.** Achievement gaps on the CMT decreased in size for African-American, Latino/Hispanic, and low-income students. However, these gaps remain large.

CAPT

- **Increase in CAPT Scores for all student groups.** A higher percentage of Connecticut students scored at or above “Goal” when compared to 2012. This trend holds true for all students combined and for each subgroup for which ConnCAN measures achievement gaps.
- **Larger achievement gaps at the high school level.** All four achievement gaps that ConnCAN tracks on the CAPT grew from 2012 to 2013, and fewer than about 1 in 4 students of color or low-income high school students perform at grade level.



2013 CMT Performance

Student Group	2012 Average % at/above Goal	2013 Average % at/above Goal	Change
Connecticut	67.8	65.9	-2.0
African-American	42.9	41.5	-1.4
Latino/Hispanic	44.0	42.5	-1.6
White	79.0	77.1	-1.9
Low-Income	44.6	42.9	-1.7
Non Low-Income	80.6	78.7	-1.9
English Language Learners	17.3	14.5	-2.9
Non-English Language Learners	70.1	68.2	-1.9



2013 CAPT Performance

Student Group	2012 Average % at/above Goal	2013 Average % at/above Goal	Change
Connecticut	51.8	53.1	+1.3
African-American	21.3	22.0	+0.7
Latino/Hispanic	24.8	25.8	+0.9
White	63.7	65.8	+2.1
Low-Income	24.0	24.9	+1.0
Non Low-Income	63.7	65.3	+1.6
English Language Learners	6.4	6.7	+0.3
Non-English Language Learners	53.3	54.7	+1.4



Elementary and middle school gaps (CMT)

- **Minimal progress towards closing achievement gaps** for low-income, African-American, and Latino-Hispanic students in 2013, with gaps narrowing by less than one percentage point.
- **Little progress since 2007.** Connecticut has made little progress on closing the nation's largest achievement gap. If the state continues its average rate of progress towards closing the gap during 2007-2013, it will take:
 - **64.3 years** to close the gap for African-American students
 - **46.1 years** to close the gap for Latino-Hispanic students
 - **75.8 years** to close the gap for low-income students
- **Achievement gap widened for English Language Learners.** The gap has grown a total of 5.3 percentage points since 2007 and now stands at 53.7 percentage points.



Progress toward closing the achievement gap: CMT

Student Group	Size of Gap (Percentage Points)	Percentage point change 2012-2013	Percentage point change 2007-2013	Time needed to close the gap at 2007-2013 rate
African American	35.6	-0.5	-3.3	64.3 Years
Latino-Hispanic	34.6	-0.3	-4.5	46.1 Years
Low-Income	35.8	-0.2	-2.8	75.8 Years
English Language Learners	53.7	+0.9	+5.3	Gap is Growing



High school gaps (CAPT)

- **Low performance** for students of color and low-income students; fewer than 1 in 4 of these students performed at grade level.
- **Widening achievement gaps** for African-American, Latino/Hispanic, low-income, and English Language Learner students in 2013.
- **Minimal progress since 2007.** If the state continues the average rate of progress on closing the gap during 2007-2013, it will take:
 - **600 years** to close the gap for Latino/Hispanic students
- **Since 2007:**
 - **Achievement gap for low-income high school students grew** by 1.2 percentage points and now stands at 40.4 percentage points.
 - **Achievement gap for African-American high school students grew** by 0.8 percentage points and now stands at 43.8 percentage points.
 - **Achievement gap English Language Learners grew** by 7.5 percentage points larger and now stands at 48.0 percentage points.

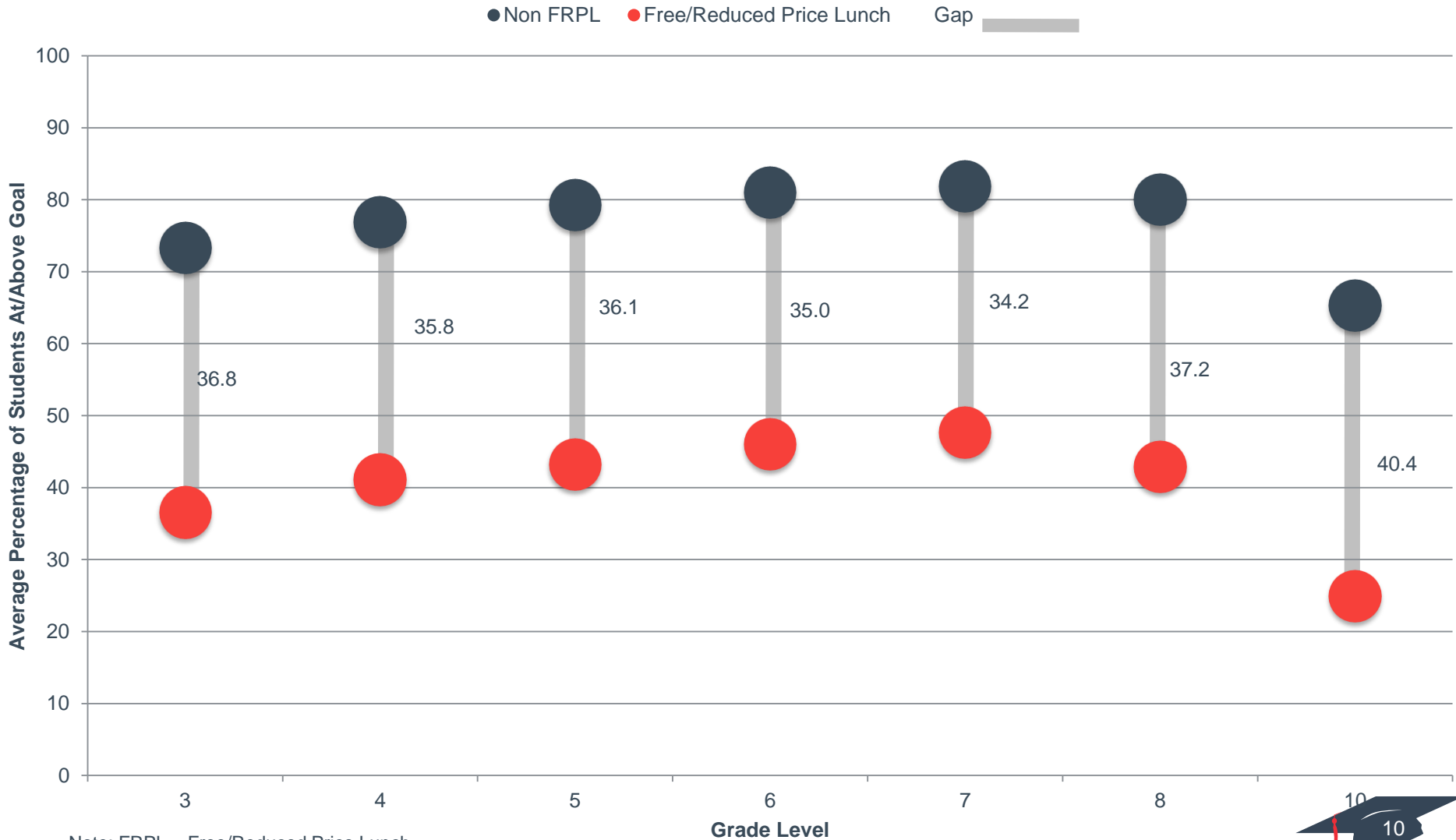


Progress toward closing the achievement gap: CAPT

Student Group	Size of Gap (Percentage Points)	Percentage point change 2012-2013	Percentage point change 2007-2013	Time needed to close the gap at 2007-2013 rate
African-American	43.8	+1.5	+0.8	Gap is growing
Latino-Hispanic	40.0	+1.2	-0.4	600.4 Years
Low-Income	40.4	+0.6	+1.2	Gap is growing
English Language Learners	48.0	+1.1	+7.5	Gap is growing



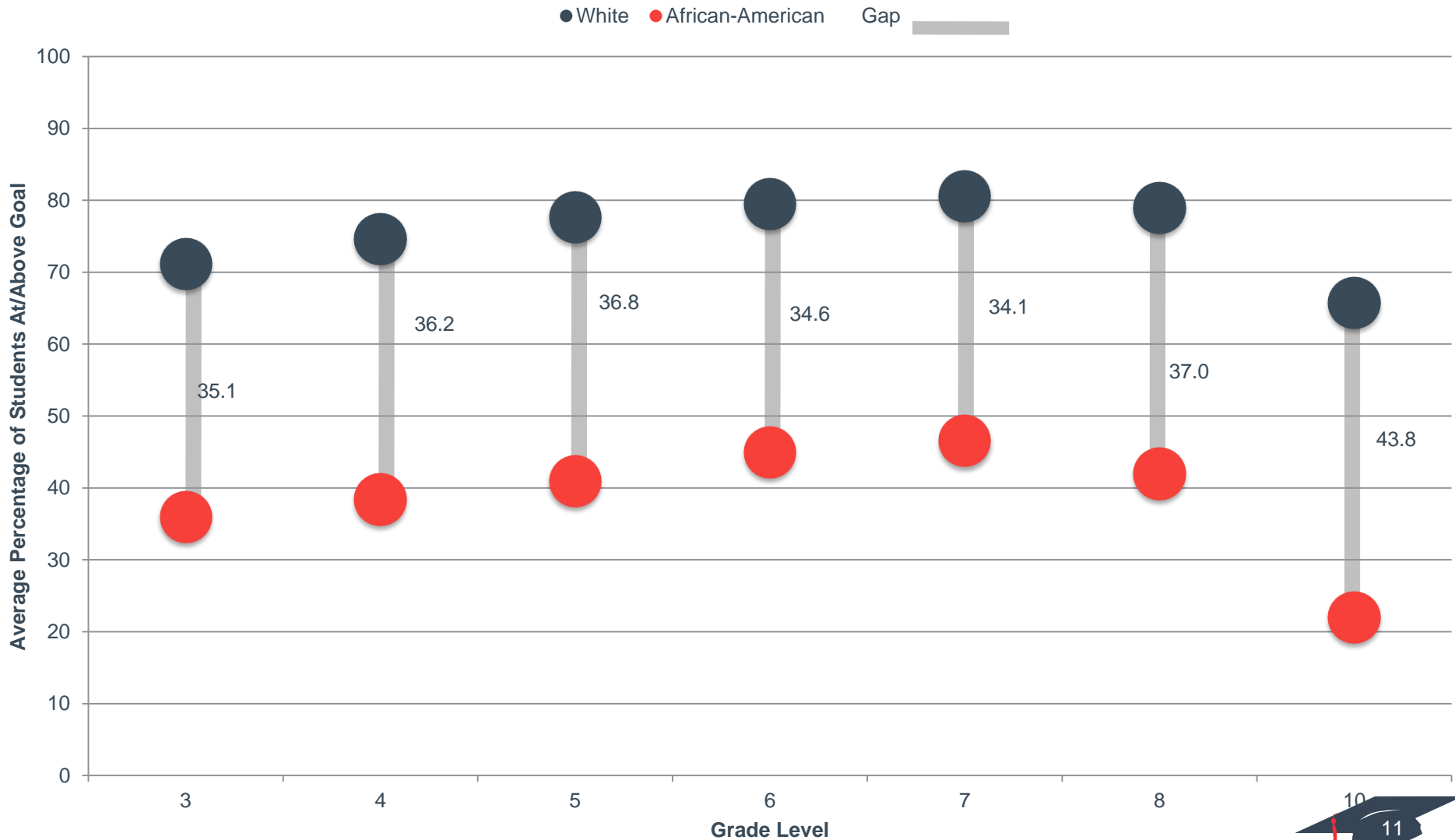
Low-Income / Non Low-Income Gap 2013 CMT and CAPT



Note: FRPL = Free/Reduced Price Lunch
Source: Connecticut State Department of Education

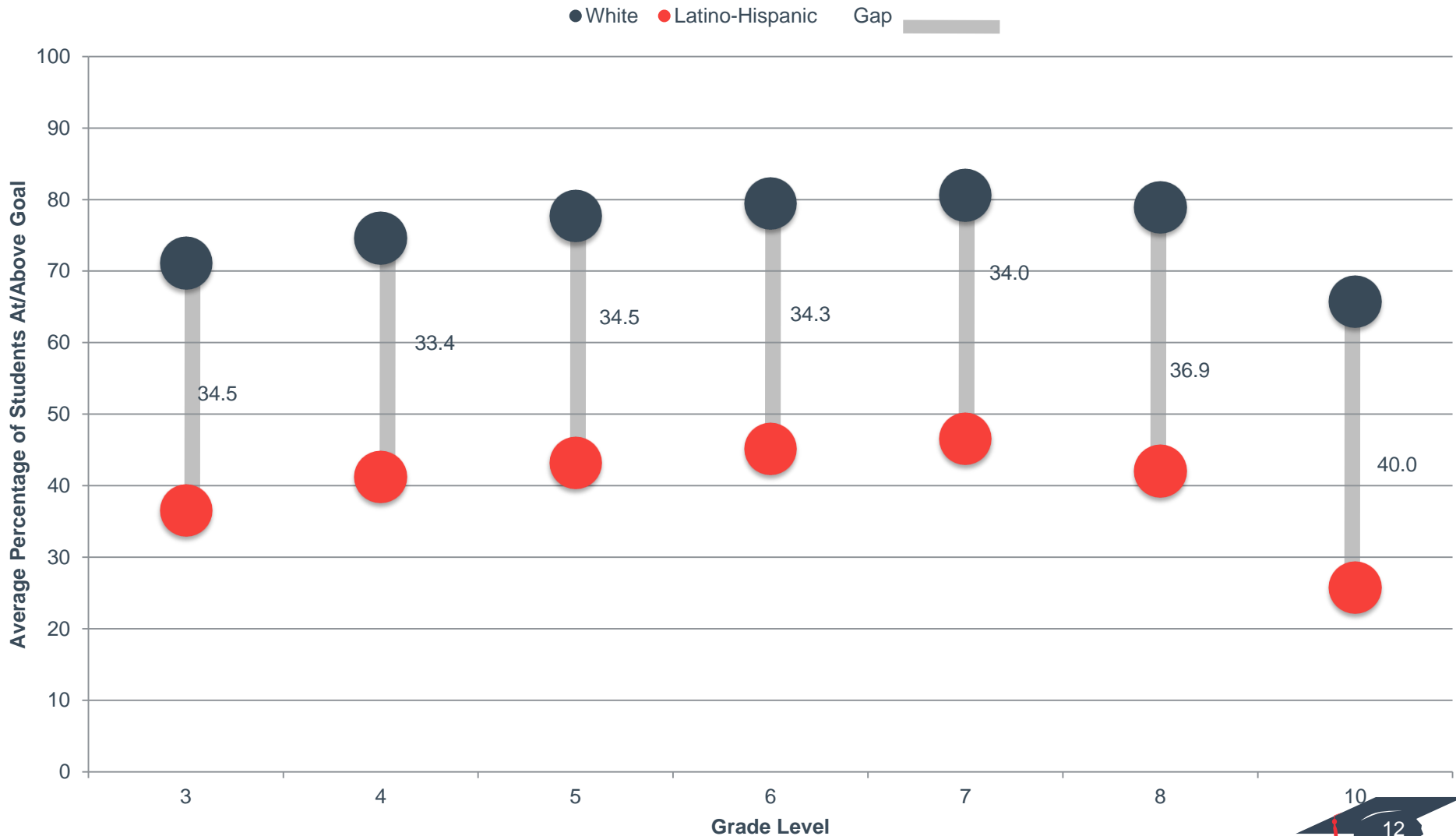


African-American / White Achievement Gap 2013 CMT and CAPT



Source: Connecticut State Department of Education

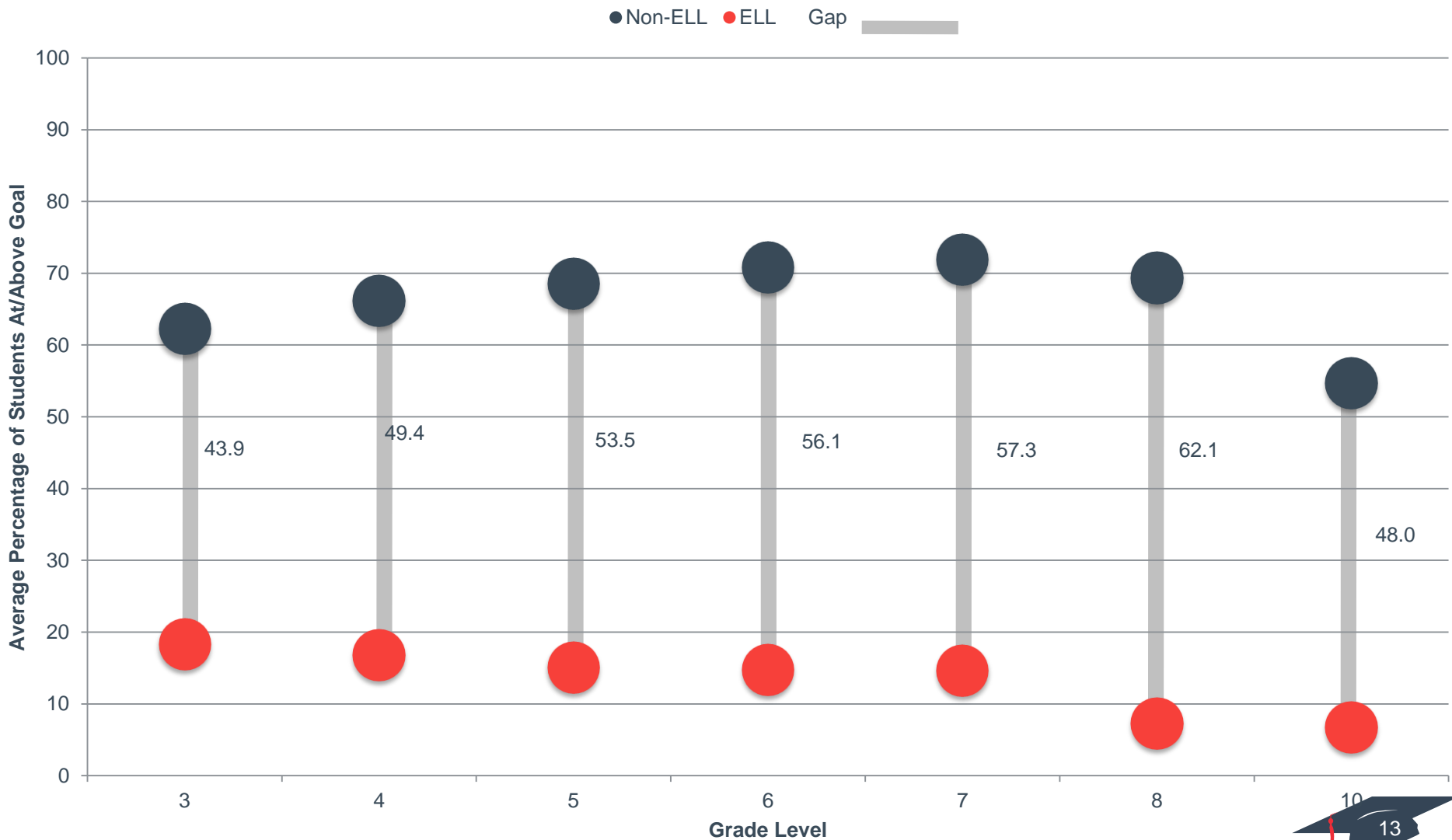
Latino-Hispanic / White Achievement Gap 2013 CMT and CAPT



Source: Connecticut State Department of Education



English Language Learner Achievement Gap 2013 CMT and CAPT



Source: Connecticut State Department of Education

