Museum Learning Assessment Results
February 23, 2015

This data is from the CREC Museum Academy in Hartford, Connecticut.
http://www.crecschools.org/our-schools/crec-museum-academy

The following information shows data from two academic school years, 2012 and 2013. Only third-grade data is available because the Museum Academy is a pre-K to 5th grade school. Data from school year 2014 is unavailable.

The table below shows Grade 3 assessment results in math, reading, and writing on the Generation 4 Connecticut Mastery Test) CMT).

When comparing the state results for minority and for free and reduced lunch students with the Museum Academy's minority and for free and reduced lunch students, it is clear that the Museum learning model is effective with minority students and poverty level students.

The table below is from the following URL:
http://solutions1.emetric.net/cmtpublic/CMTCode/Report.aspx

Instructions for finding this data at this URL:
Go to: State by District/School Report
Select 2012 and 2013.
Select Grade 3.
Select "Schools" in State from the drop down menu.
In the window next to "Select Schools", select CREC at the bottom of the drop down menu.
 "Museum Academy" will be visible. Select it.
When you have "State" and "Museum Academy" in the "Selected" box, click "Get Report" at the bottom of the page.

You will come to a page represented by "Screenshot 1". This is an unnecessary page, but you must travel through it to get to the data you want. When you arrive at this page, click on the blue "Disaggregate" tab at the top. Select "Ethnicity" and "F/R Meals" (free/reduced). Click "Submit".

A very large chart will appear, represented by both "Screenshot 2A" and "Screenshot 2B". (The chart is so large I had to screenshot the top and the bottom.)

You now have the data you need for third-grade assessment results that compare the State results with the Museum Learning results for years 2012 and 2013. Please remember that these are two different annual sets of third-

grade students; you can only compare 2012 third-graders in the State with the 2012 third-graders in the Museum Learning school, and separately, you can only compare the 2013 third-graders in the State with the 2013 third-graders in the Museum Learning school.

The data shows the following:

For the year 2012, Third Grade Black/African American students:

State-wide, Mathematics, percent at or above goal: 38.3%

Museum Learning, Mathematics, percent at or above goal: 41.7%

State-wide, Mathematics, percent at or above proficiency: 67.2%

Museum Learning, Mathematics, percent at or above proficiency: 75.0%

State-wide, Reading, percent at or above goal: 34.1%

Museum Learning, Reading, percent at or above goal: 75.0%

State-wide, Reading, percent at or above proficiency: 54.1%

Museum Learning, Reading, percent at or above proficiency: 91.7%

State-wide, Writing, percent at or above goal: 42.3%

Museum Learning, Writing, percent at or above goal: 45.8%

State-wide, Writing, percent at or above proficiency: 70.1%

Museum Learning, Writing, percent at or above proficiency: 83.3%

For the year 2013, Third Grade Black/African American students:

State-wide students, Mathematics, percent at or above goal: 34.3%

Museum Learning, Mathematics, percent at or above goal: 61.9%

State-wide, Mathematics, percent at or above proficiency: 62.8%

Museum Learning, Mathematics, percent at or above proficiency: 81.0%

State-wide, Reading, percent at or above goal: 32.7%

Museum Learning, Reading, percent at or above goal: 65.0%

State-wide, Reading, percent at or above proficiency: 52.3%

Museum Learning, Reading, percent at or above proficiency: 70.0%

State-wide, Writing, percent at or above goal: 41.0%

Museum Learning, Writing, percent at or above goal: 71.4%

State-wide, Writing, percent at or above proficiency: 67.1%

Museum Learning, Writing, percent at or above proficiency: 90.5%

For the year 2012, Third Grade Free/Reduced Meals students:

State-wide students, <u>Mathematics</u>, percent at or above <u>goal</u>: 44.1%

Museum Learning, <u>Mathematics</u>, percent at or above <u>goal</u>: 40.7%

(Note: This is one of two results that favor the State.)

State-wide, <u>Mathematics</u>, percent at or above <u>proficiency</u>: 71.6%

Museum Learning, <u>Mathematics</u>, percent at or above <u>proficiency</u>: 77.8%

State-wide, <u>Reading</u>, percent at or above <u>goal</u>: 35.2%

Museum Learning, <u>Reading</u>, percent at or above <u>goal</u>: 74.1%

State-wide, <u>Reading</u>, percent at or above <u>proficiency</u>: 54.3%

Museum Learning, <u>Reading</u>, percent at or above <u>proficiency</u>: 81.5%

State-wide, <u>Writing</u>, percent at or above <u>goal</u>: 42.0%

Museum Learning, <u>Writing</u>, percent at or above <u>goal</u>: 40.7%

(Note: This is the second of two results that favor the State.)

State-wide, <u>Writing</u>, percent at or above <u>proficiency</u>: 69.8%

Museum Learning, <u>Writing</u>, percent at or above <u>proficiency</u>: 81.5%

For the year 2013, Third Grade Free/Reduced Meals students:

State-wide students, Mathematics, percent at or above goal: 38.1%

Museum Learning, Mathematics, percent at or above goal: 54.5%

State-wide, Mathematics, percent at or above proficiency: 66.8%

Museum Learning, Mathematics, percent at or above proficiency: 81.8%

State-wide, Reading, percent at or above goal: 32.4%

Museum Learning, Reading, percent at or above goal: 57.1%

State-wide, Reading, percent at or above proficiency: 51.6%

Museum Learning, Reading, percent at or above proficiency: 71.4%

State-wide, Writing, percent at or above goal: 39.2%

Museum Learning, Writing, percent at or above goal: 59.1%

State-wide, Writing, percent at or above proficiency: 66.0%

Museum Learning, Writing, percent at or above proficiency: 77.3%

Summary Statement:

The assessment results for both school years, 2012 and 2013, clearly indicates that third-grade Black/African American and Free/Reduced Meals students at the Museum Learning school in Hartford, Connecticut, scored

significantly higher than third-grade students across the state of Connecticut in mathematics, reading, and writing.

Based on this information, in all instances the third-grade Museum Learning students were significantly more proficient than State third-graders, and in some instances 50% to 100% more proficient than State third-graders.

The data shows that the museum learning model is highly effective with Black/African American students, and with Free/Reduced Meals students.

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