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# Committee on Learning

*Ensuring Coherent Programming through Collaboration,  
Communication and Careful Planning*

**November 7, 2023**



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# Our Why

The mission of the New Milford Public Schools, a **collaborative partnership** of students, educators, family and community, is to **prepare each and every student** to compete and excel in an ever-changing world, embrace challenges with vigor, **respect and appreciate the worth of every human being**, and contribute to society by **providing effective instruction** and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations

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# Guiding Our Work

## **Vision of Our District**

- Create goals for growth and make decisions guided by a variety of data;
- Operationalize efficient and effective systems, structures, and processes

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## District Goals

During the 2023-2024 academic year, we will:

–Support K-12 students to meet their academic growth targets;



–Build and strengthen relationships with students, families, and the broader community;

–Foster a safe, welcoming, and respectful school climate to support teaching and learning.


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# Our Theory of Action

If we collect and analyze relevant student data systematically and thoughtfully to guide the instructional decisions we make, then educators will be able to make informed instructional decisions that will support students in meeting and exceeding their target growth rate set at the beginning of the year.


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# Mapping out our Way

  
**Where are our students?**

**YOU ARE  
HERE**



  
**Where do they need to go?**

  
**How are we going to get them there?**

# Our Agenda

- Look at Current Performance on Diagnostic and State Assessments
- Discuss Implications
- Share How this Informs Instruction/Curriculum
- Data Management Tool
- Next steps.

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# Common Language

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# Common Terms Used

**SBA** - Smarter Balanced Assessment

**DRG** - District Reference Group

**ELA** - English Language Arts

**Achievement Level** -The achievement levels (levels 1-4) and the accompanying descriptions of performance, serve as a starting point for discussion about the performance of individual students in mathematics and English language arts/literacy across the content areas.

- Level 4: Exceeds the Achievement Level
  - Level 3: Meets the Achievement Level
  - Level 2: Approaching the Achievement Level
  - Level 1: Does Not Yet Meet the Achievement Level
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# Common Terms Used Cont'd

**Cohort Comparison** - The same group of students over time.

**Local Comparison** - Towns in the general vicinity of New Milford

**DRG Comparison** - Towns that have been identified as being in our same reference group.

**SAT** - Scholastic Assessment Test -Take in Grade 11 Spring.

**Graduation Rate** - Group of students who graduate within a four year period of time.

**High Needs** - Subgroups -

- Students with Disabilities

- Multilingual Learners

- Free and Reduced Lunch

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# District Reference Group D

## Group D

|                |                  |                  |                 |                  |
|----------------|------------------|------------------|-----------------|------------------|
| 007 BERLIN     | 033 CROMWELL     | 084 MILFORD      | 119 ROCKY HILL  | 152 WATERFORD    |
| 009 BETHEL     | 040 EAST GRANBY  | 094 NEWINGTON    | 126 SHELTON     | 153 WATERTOWN    |
| 014 BRANFORD   | 042 EAST HAMPTON | 096 NEW MILFORD  | 131 SOUTHINGTON | 159 WETHERSFIELD |
| 027 CLINTON    | 045 EAST LYME    | 101 NORTH HAVEN  | 137 STONINGTON  | 164 WINDSOR      |
| 028 COLCHESTER | 072 LEDYARD      | 106 OLD SAYBROOK | 148 WALLINGFORD |                  |

# By the Numbers

## Subgroup - High Needs

### Multilingual Learners (MLL)

**310** students  
October 1st

Comparison  
187 just three years  
ago.

### Free and Reduced Percent District Wide

Example - June 2019-June  
2022

2022- 36%  
2021 - 32%  
2020 - 32%

### Students with Disabilities (SWD)

District-wide we have  
remained we have held  
consistent at **16%** of the total  
student population with  
some variance at specific  
building - example SNIS and  
SMS



# Smarter Balance

Growth and Achievement



# SBA ELA Growth and Achievement

| <u>Group</u>    | <u>Dates</u>     | <u>ELA Proficiency</u> | <u>ELA Growth</u> |
|-----------------|------------------|------------------------|-------------------|
| <u>District</u> | <b>2018-2019</b> | <b>55.7</b>            | <b>55.0</b>       |
|                 | <b>2021-2022</b> | <b>44.9</b>            | <b>56.3</b>       |
|                 | <b>2022-2023</b> | <b>40</b>              | <b>51</b>         |
| <u>MLL</u>      | <b>2018-2019</b> | 11                     | 54.3              |
|                 | <b>2021-2022</b> | 6.1                    | 59.6              |
|                 | <b>2022-2023</b> | 7.8                    | 49.8              |
| <u>SWD</u>      | <b>2018-2019</b> | 18.4                   | 54.8              |
|                 | <b>2021-2022</b> | 13.3                   | 54                |
|                 | <b>2022-2023</b> | 13.09                  | 47.3              |

# SBA Math Growth and Achievement

| <b><u>Group</u></b>    | <b>Dates</b>     | <b>Math Proficiency</b> | <b>Math Growth</b> |
|------------------------|------------------|-------------------------|--------------------|
| <b><u>District</u></b> | <b>2018-2019</b> | <b>51.5</b>             | <b>63.4</b>        |
|                        | <b>2021-2022</b> | <b>34.6</b>             | <b>63.0</b>        |
|                        | <b>2022-2023</b> | <b>31</b>               | <b>53</b>          |
| <b><u>ELL</u></b>      | <b>2018-2019</b> | 12.2                    | 76.3               |
|                        | <b>2021-2022</b> | 5.3                     | 59.5               |
|                        | <b>2022-2023</b> | 5.68                    | 54.7               |
| <b><u>SWD</u></b>      | <b>2018-2019</b> | 13.3                    | 60.5               |
|                        | <b>2021-2022</b> | 9.8                     | 53.9               |
|                        | <b>2022-2023</b> | 10.74                   | 52.4               |

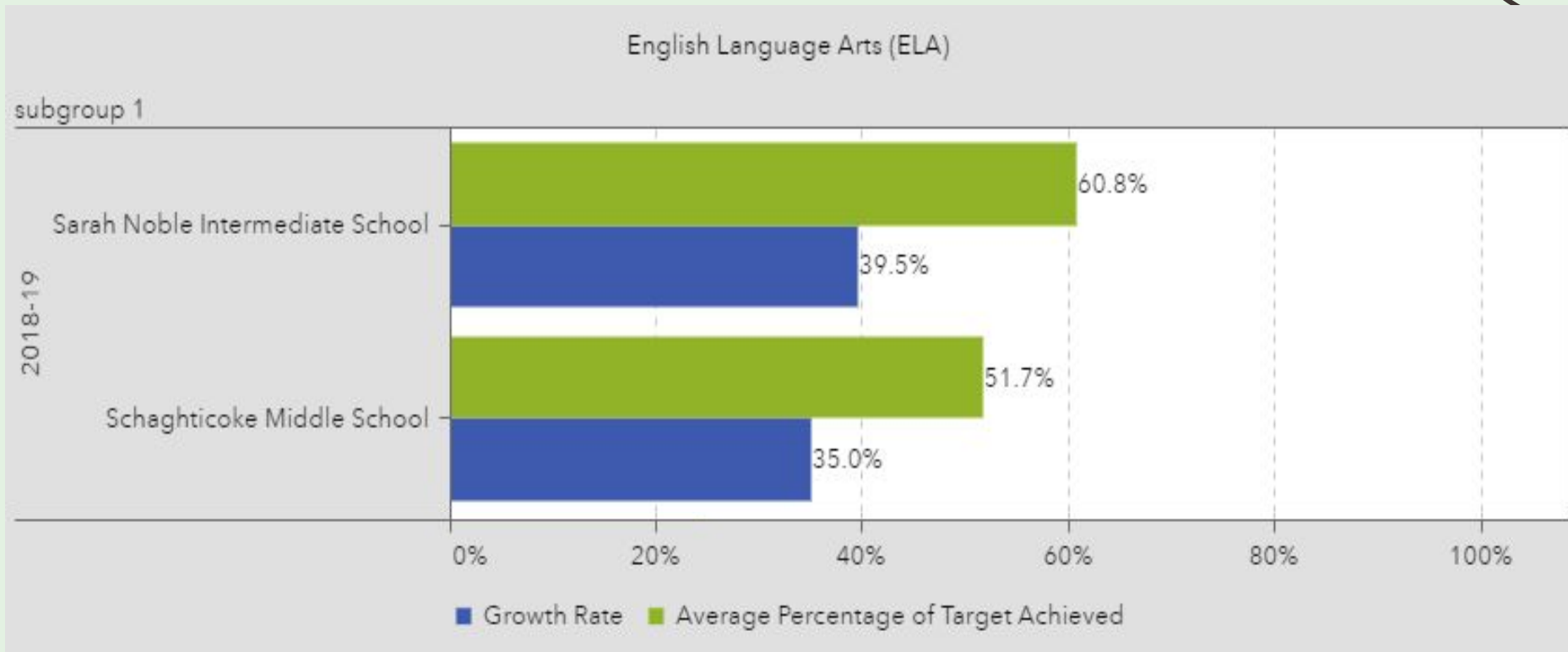
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# Takeaways

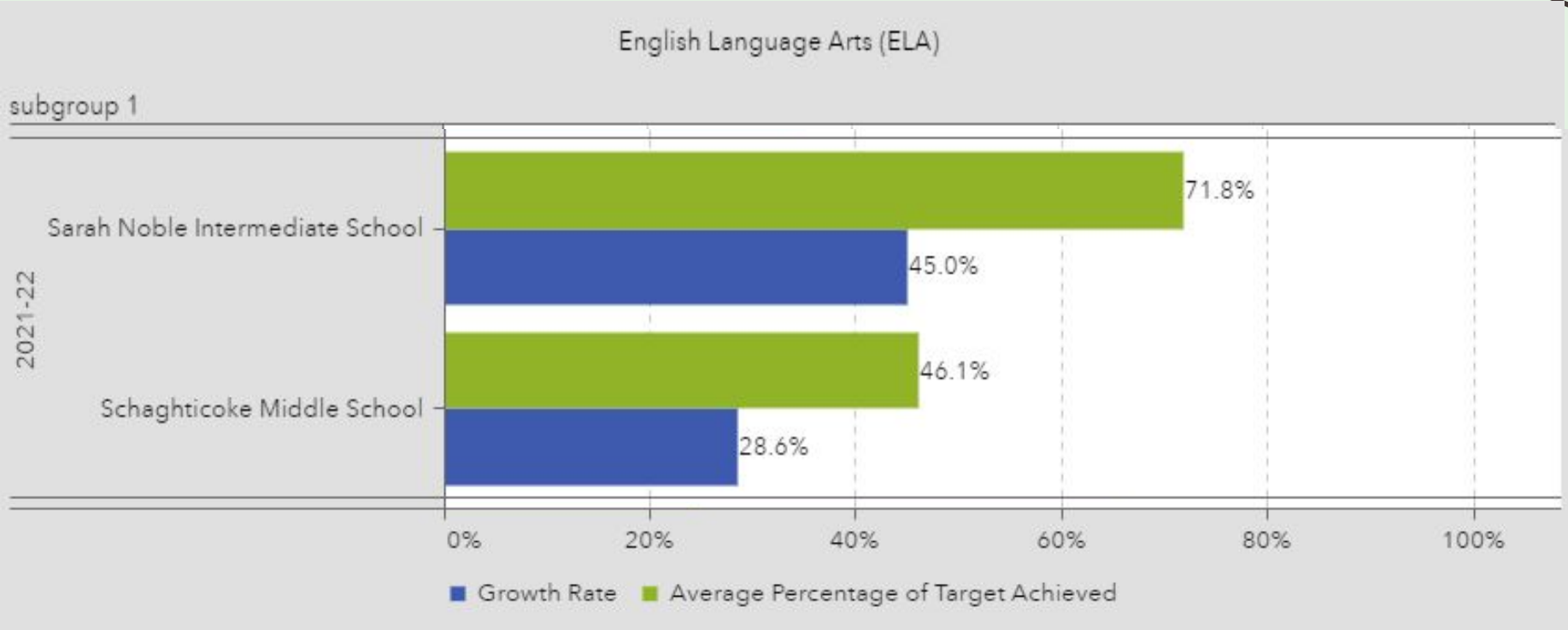
- Decrease in the percentage of students meeting proficiency levels (3 and 4) and percentage growth achieved over the last few administrations (2018-2023) at the district level in English Language Arts.
  - Our subgroup populations are remaining consistent in their proficiency levels over the past two years, but are decreasing in average growth percent being met in English Language Arts.
  - Decrease in the percentage of students meeting proficiency levels (3 and 4) and percentage growth achieved over the last few administrations (2018-2023) at the district level in Math.
  - Our subgroup populations are remaining consistent in their proficiency levels and growth percentage being met over the past two years in Math.
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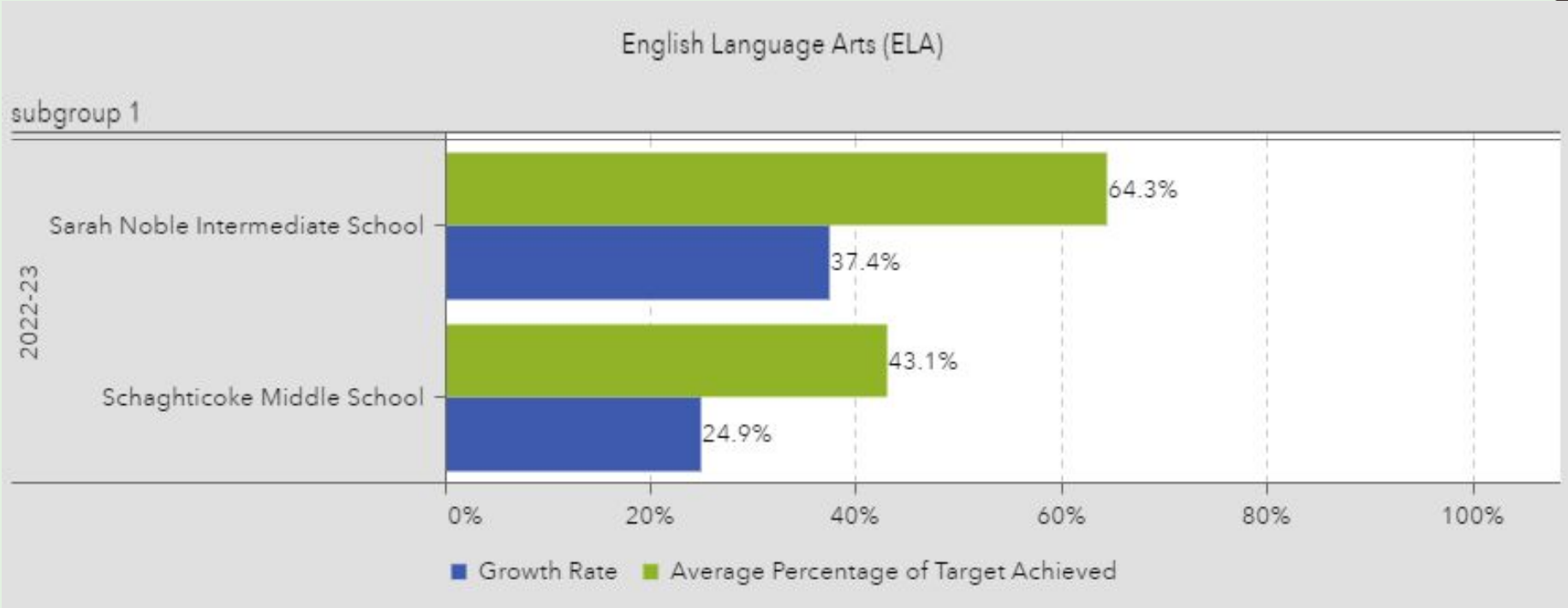
# SBA ELA Trend Growth by School 2018-2019



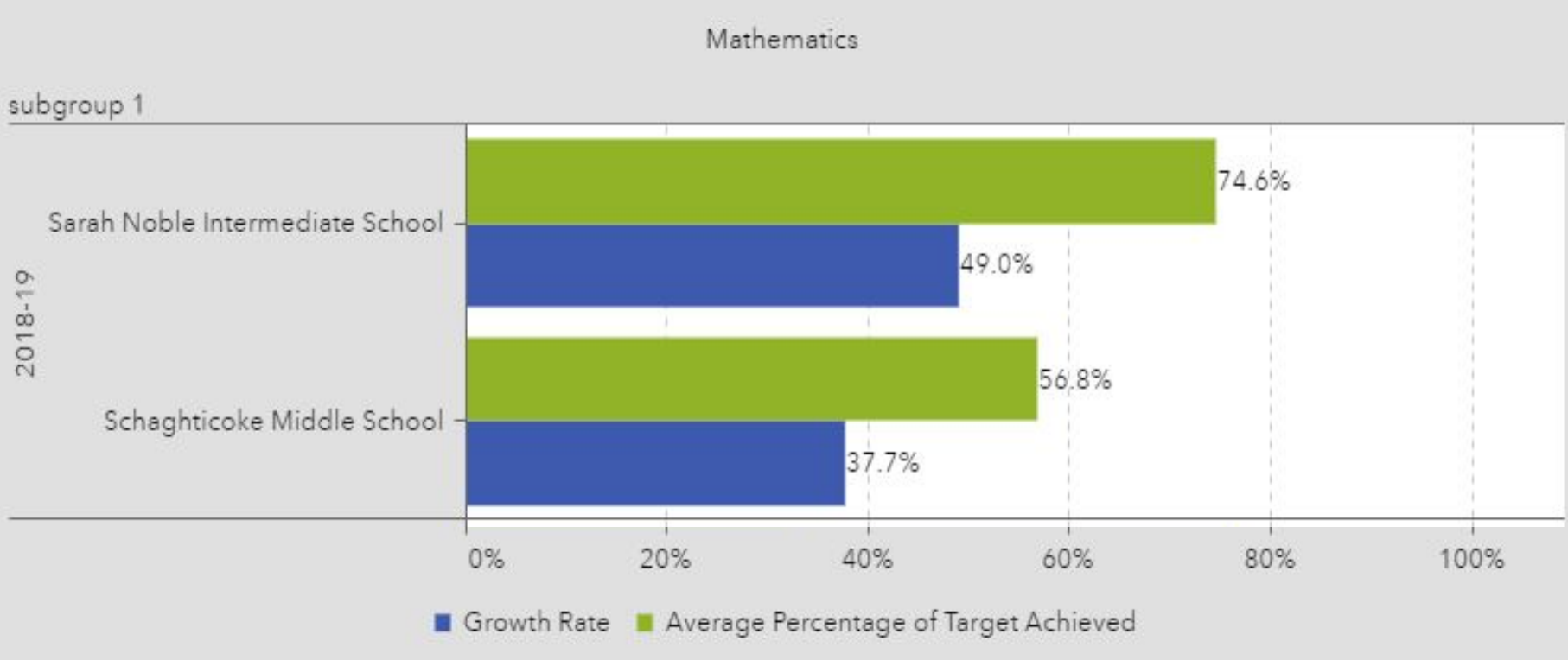
# SBA ELA Trend Growth by School 2021 - 2022



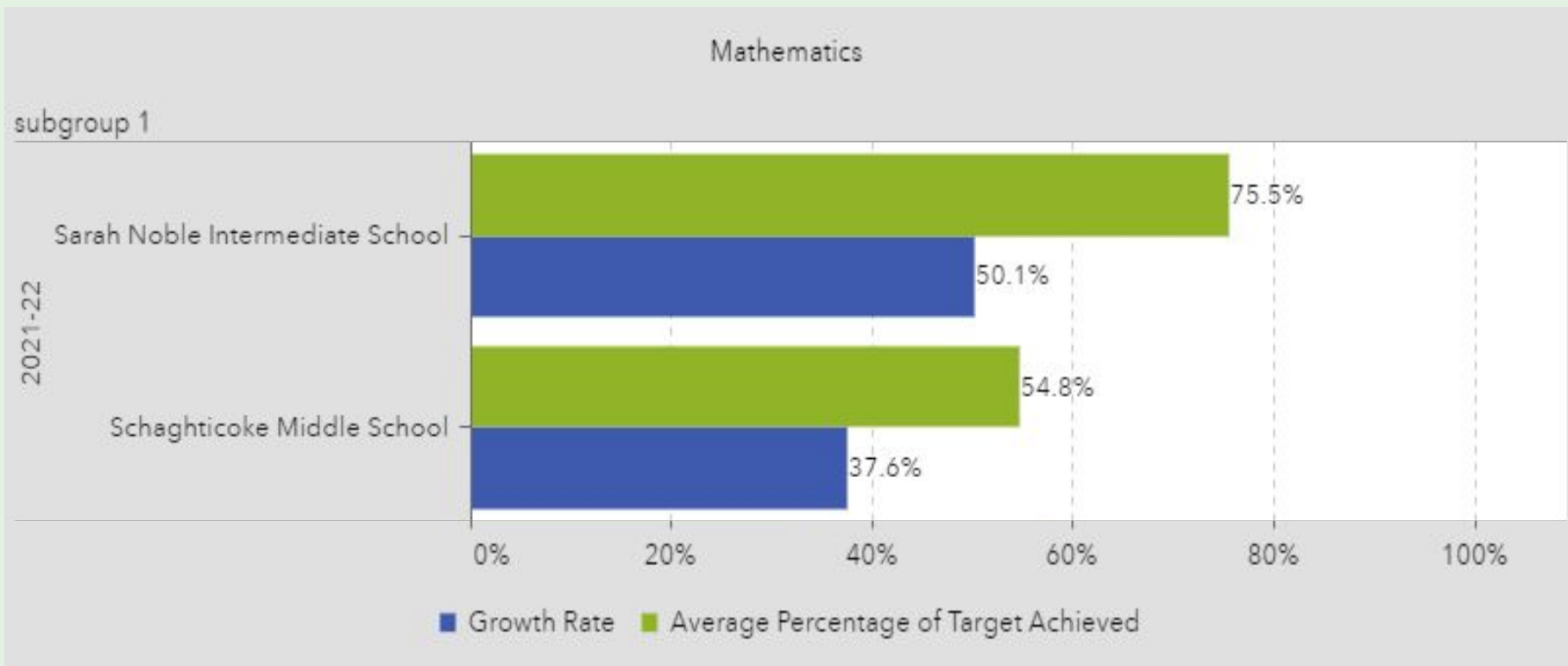
# SBA ELA Trend Growth by School 2022-2023



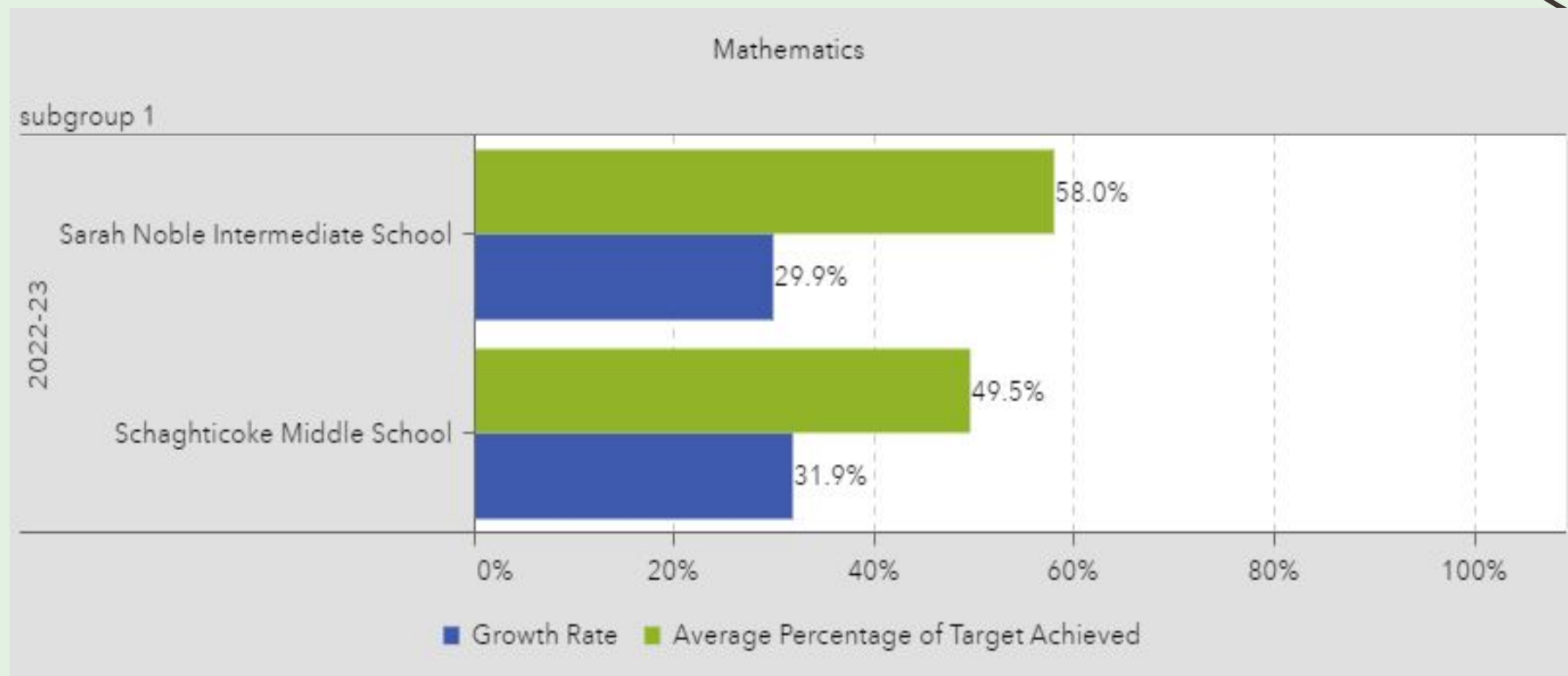
# SBA Math Trend Growth by School 2018-2019



## SBA Math Trend Growth by School 2021 - 2022



## SBA Math Trend Growth by School 2022-2023



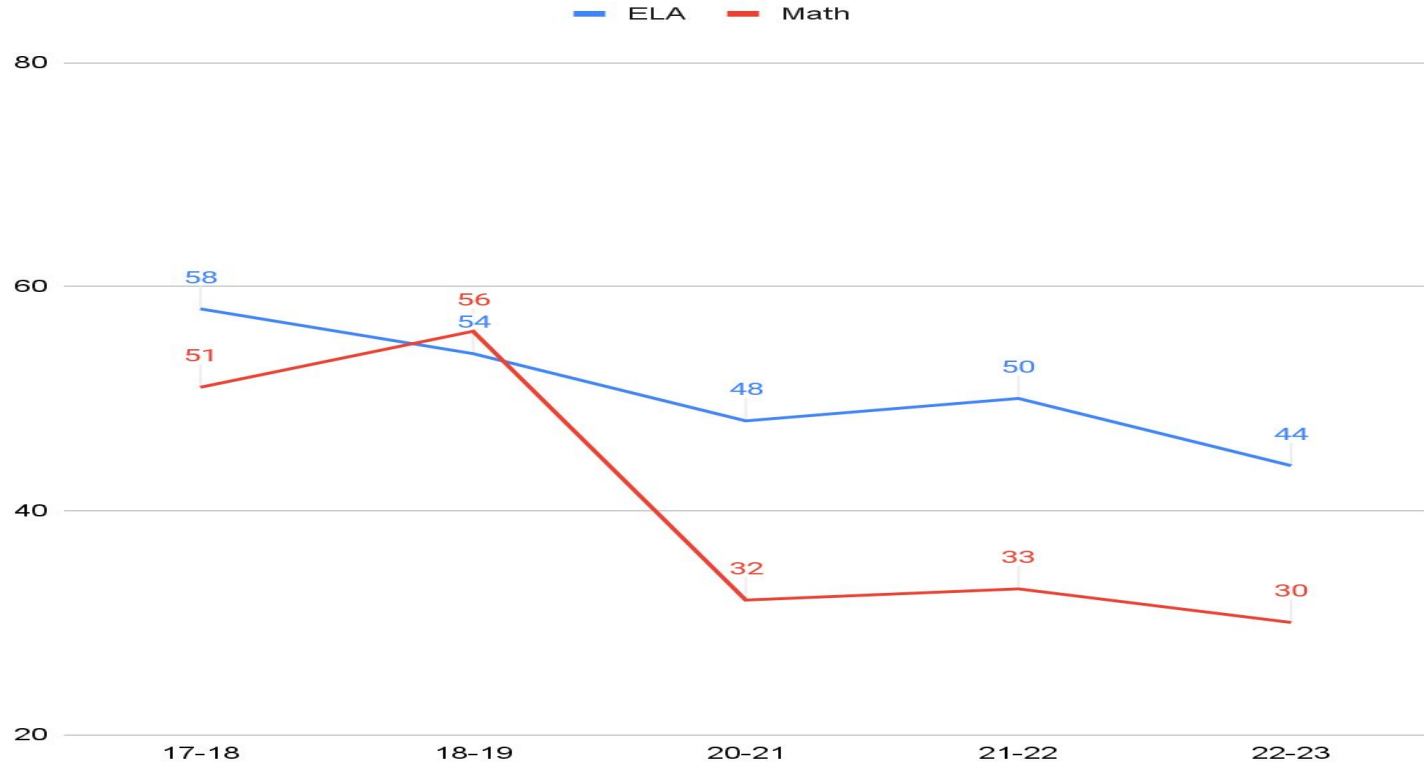
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# Takeaways

- Average percent growth in ELA at SNIS increased significantly in the 21-22 school year as we returned to in person learning. It has decreased this past year in comparison to last , however, remains higher than it was pre pandemic.
  - Average percent growth in ELA at SMS has continued to decrease beginning in the 21-22 school year.
  - Average percent of growth in Math at SNIS increased slightly in the 21-22 school year, but has decreased this past year.
  - Average percent of growth at SMS has decreased slightly each year starting in 21-22.
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# Cohort Data : Percent Proficient

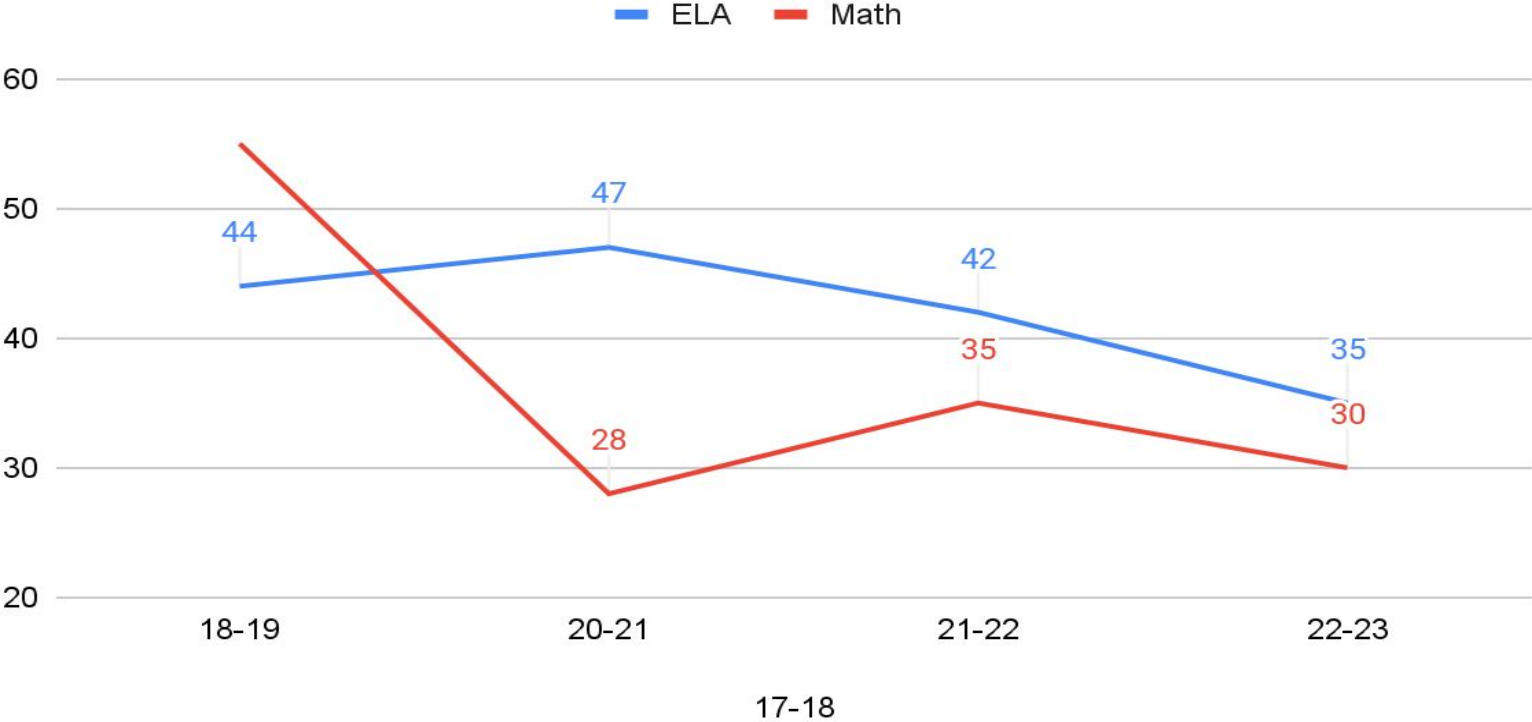
2027 Cohort (Current Grade 9)





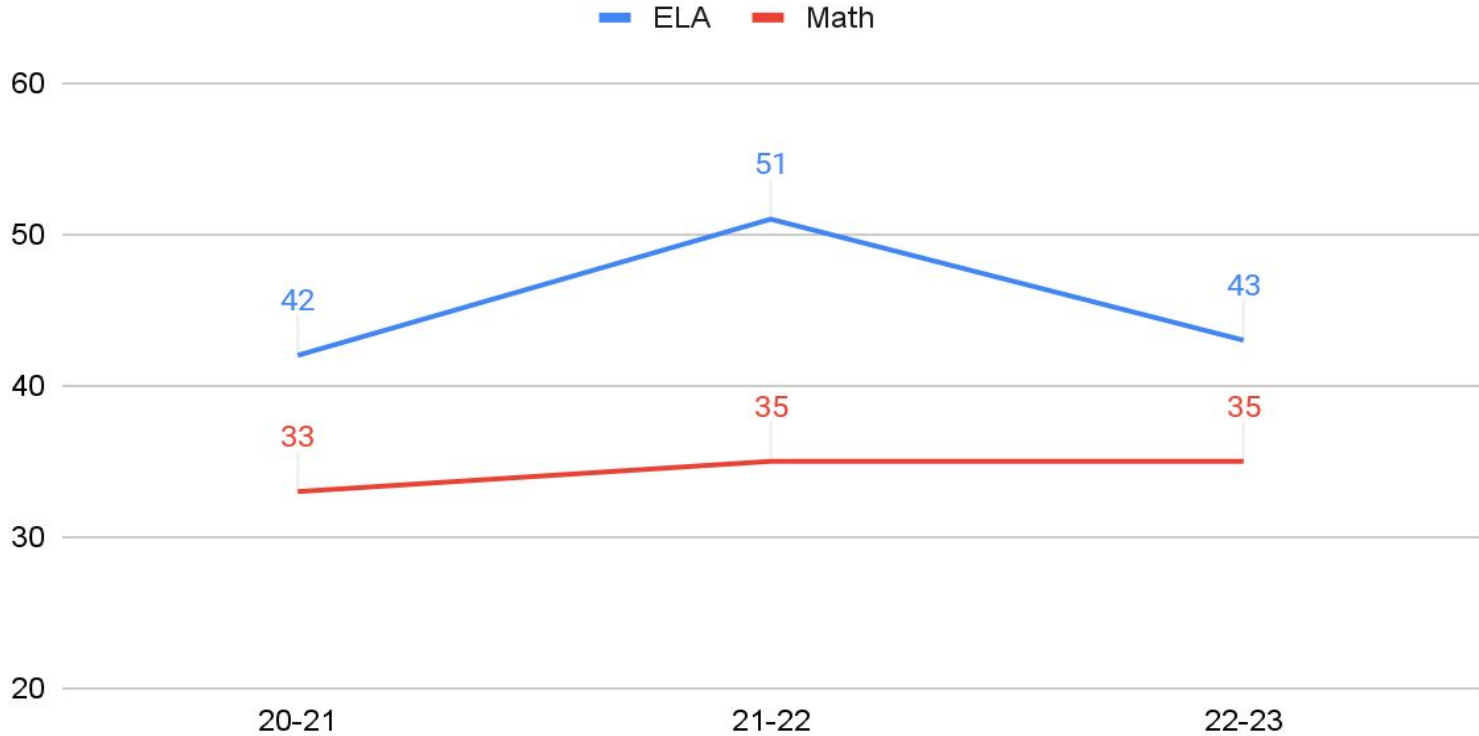
# Cohort Data : Percent Proficient

2028 Cohort (Current Grade 8)



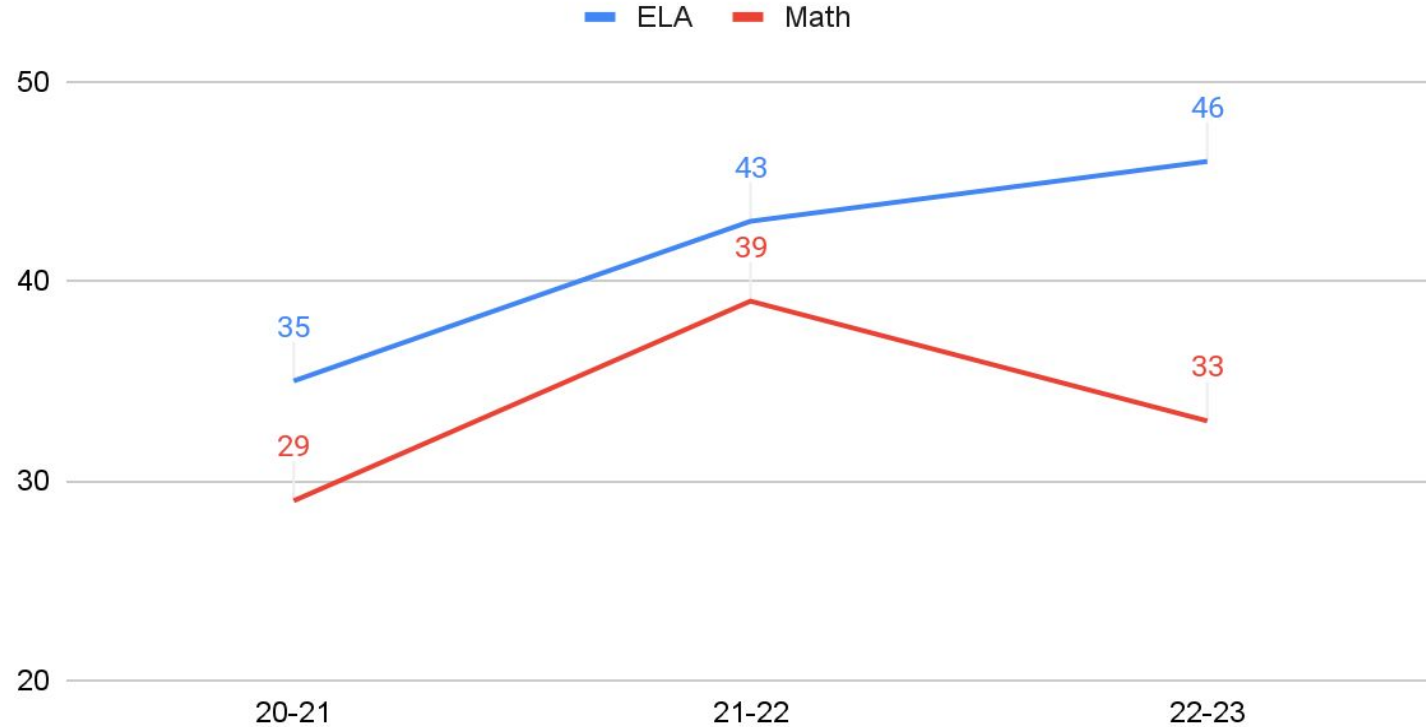
# Cohort Data : Percent Proficient

## 2029 Cohort (Current Grade 7)



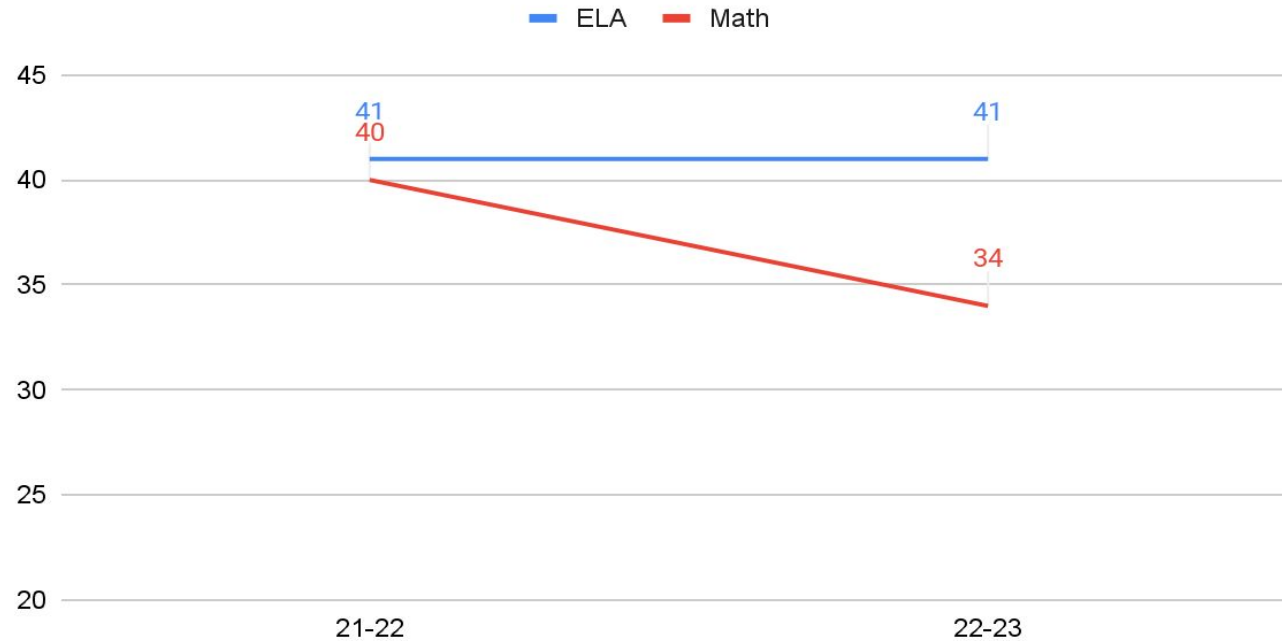
# Cohort Data : Percent Proficient

2030 Cohort (Current Grade 6)



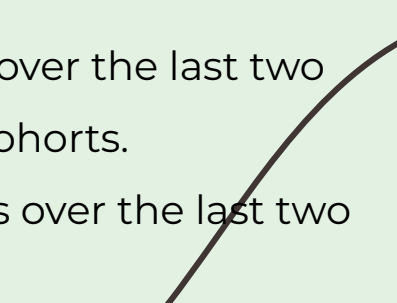
# Cohort Data : Percent Proficient

2031 Cohort (Current Grade 5)



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# Takeaways:

- The 20-21 school year demonstrates a dip in scores as it was our hybrid year returning from the pandemic in most cohorts in both subject areas with the exception of our current grade 8 cohort in ELA ( grade 5 assessment year).
  - All cohorts showed growth in math from the 20-21 school year to the 21-22 school year.
  - All cohorts showed growth in ELA from the 20-21 school year to the 21-22 school year with the exception of our current grade 8 cohort.
  - ELA proficiency percentages have decreased in most cohorts over the last two years, with the exception of our current grade 6 and grade 5 cohorts.
  - Math proficiency percentages have decreased in most cohorts over the last two years, with the exception of our current grade 7 cohort.
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# DRG Comparisons

|             | ELA Proficiency | ELA Growth | Math Proficiency | Math growth | PPE   |
|-------------|-----------------|------------|------------------|-------------|-------|
| <b>DRG</b>  | 56.37           | 57.03      | 51.78            | 63.18       | 20165 |
| New Milford | 40              | 51         | 31.7             | 53          | 17815 |

# Local Comparisons

|              | ELA Proficiency | ELA Growth | Math Proficiency | Math Growth | PPE   |
|--------------|-----------------|------------|------------------|-------------|-------|
| <b>Local</b> | 62              | 59.3625    | 56               | 64.4875     | 21341 |
| New Milford  | 40              | 51         | 31.7             | 53          | 17815 |

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# Takeaways

- New Milford's average proficiency and growth percentage are below the DRG average.
  - New Milford's average proficiency and growth percentage are below the local average.
  - New Milford's average per pupil expenditure is below the DRG average.
  - New Milford's average per pupil expenditure is below the local average average.
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# Secondary Assessments

SAT/PSAT/Graduation Rate

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# SAT

| <b>District vs State SAT Trend<br/>(Average Scaled Score)</b> |                             |                               |                              |                                    |
|---|-----------------------------|-------------------------------|------------------------------|------------------------------------|
| <b>Years</b>  | <b>Grade 11 SAT<br/>ELA</b> | <b>Grade 11<br/>STATE ELA</b> | <b>Grade 11 SAT<br/>Math</b> | <b>Grade 11<br/>STATE<br/>Math</b> |
| <b>2018- Baseline</b>   | 542                         | 516                           | 518                          | 503                                |
| <b>2019</b>   | 530                         | 514                           | 530                          | 500                                |
| <b>2020</b>   | 576                         | 527                           | 565                          | 505                                |
| <b>2021</b>   | 511                         | 509                           | 487                          | 494                                |
| <b>2022</b>   | 529                         | 501                           | 509                          | 485                                |
| <b>2023</b>   | 506                         | 495                           | 494                          | 485                                |

# ELA PSAT

|     | Year      | Grade 9       |                     | Grade 10      |                     | Grade 11      |                     |
|-----|-----------|---------------|---------------------|---------------|---------------------|---------------|---------------------|
| ELA |           | Average Score | Percent Meeting CCR | Average Score | Percent Meeting CCR | Average Score | Percent Meeting CCR |
|     | 21-22     | 436           | 61                  | 474           | 71                  | 514           | 75                  |
|     | 22-23     | 432           | 59                  | 455           | 58                  | 484           | 59                  |
|     | Benchmark | 410           |                     | 430           |                     | 460           |                     |

# Math PSAT

|      | Year      | Grade 9       |                     | Grade 10      |                     | Grade 11      |                     |
|------|-----------|---------------|---------------------|---------------|---------------------|---------------|---------------------|
| Math |           | Average Score | Percent Meeting CCR | Average Score | Percent Meeting CCR | Average Score | Percent Meeting CCR |
|      | 21-22     | 427           | 38                  | 450           | 33                  | 479           | 37                  |
|      | 22-23     | 421           | 35                  | 451           | 34                  | 467           | 31                  |
|      | Benchmark | 450           |                     | 480           |                     | 510           |                     |

# Graduation Rate

|                             |                   | Graduates                         |         |         |         |         |
|-----------------------------|-------------------|-----------------------------------|---------|---------|---------|---------|
|                             |                   | Four-Year Graduation Rate by Year |         |         |         |         |
| District                    | High Needs Status | 2017-18                           | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| New Milford School District | High Needs        | 79.6                              | 83.2    | 81.5    | 82.0    | 66.9    |
|                             | Non-High Needs    | 97.5                              | 96.6    | 97.4    | 98.0    | 97.7    |

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# Takeaways

- 2020 SAT year was unique in its timing and population due to the return to learning.
  - ELA SAT: Overall downward trend with a slight increase in the 2022 school year, maintaining above the state average, however, the difference between the state average is becoming less.
  - Math SAT: Decrease over the last few years, maintaining above the state average, however, the difference between the state average is becoming less.
  - PSAT ELA - Decrease in all grade levels, with a larger decrease at the higher grade levels. New Milford still performs above the benchmark.
  - PSAT Math- Decrease in grades 9 and 11, slight increase in grade 10. Falling shy of meeting benchmark in all grades.
  - Decrease in the percentage of our high needs students graduating within four years.
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# **i-Ready**

**A Diagnostic to Illustrate Growth, Achievement  
and Instructional Needs**

**Given three times a year in Grade K-9.**

# Reading i-Ready Grade Level Expectation 22-23

| <b>Reading-i-Ready (Gr K-8)</b> |                           |                             |                             | <b>Target</b>                      |
|---------------------------------|---------------------------|-----------------------------|-----------------------------|------------------------------------|
|                                 | <b>Fall<br/>2022-2023</b> | <b>Winter<br/>2022-2023</b> | <b>Spring<br/>2022-2023</b> | <b>Target Spring<br/>2023-2024</b> |
| <b>District</b>                 | <b>33%</b>                | <b>45%</b>                  | <b>55%</b>                  | <b>60%</b>                         |
| <b>EL **</b>                    | 4.7%                      | 10.3%                       | 25%                         | 30%                                |
| <b>SWD</b>                      | 11.4%                     | 16.8%                       | 20.6%                       | 25%                                |

# Math i-Ready Grade Level Expectation 22-23

|                 | Math-i-Ready (Gr K-8) |                     |                     | Target                   |
|-----------------|-----------------------|---------------------|---------------------|--------------------------|
|                 | Fall<br>2022-2023     | Winter<br>2022-2023 | Spring<br>2022-2023 | Target<br>Spring 2023-24 |
| <b>District</b> | 19%                   | 30%                 | 45%                 | 50%                      |
| <b>EL **</b>    | 3.2%                  | 7.0%                | 15.8%               | 20%                      |
| <b>SWD</b>      | 4.7%                  | 10.2%               | 15.9%               | 20%                      |

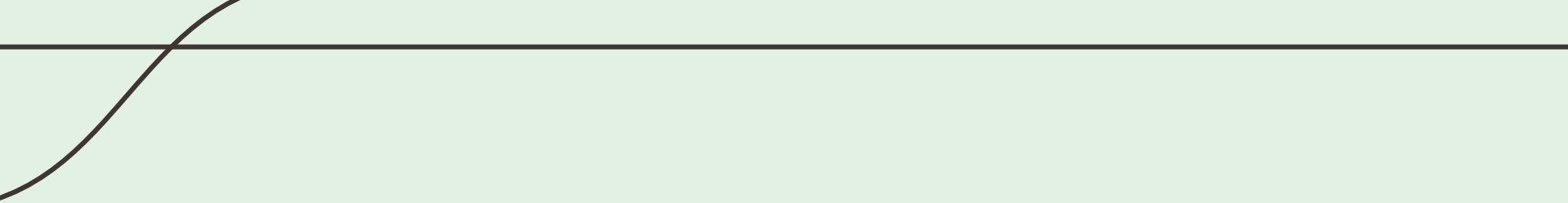


# Reading i-Ready Growth 22-23

|                 | Reading (Gr K-8) | Target           |
|-----------------|------------------|------------------|
|                 | Spring 2022-2023 | Target 2023-2024 |
| <b>District</b> | <b>55%</b>       | 60%              |
| <b>EL **</b>    | <b>45%</b>       | 50%              |
| <b>SWD</b>      | <b>42%</b>       | 50%              |

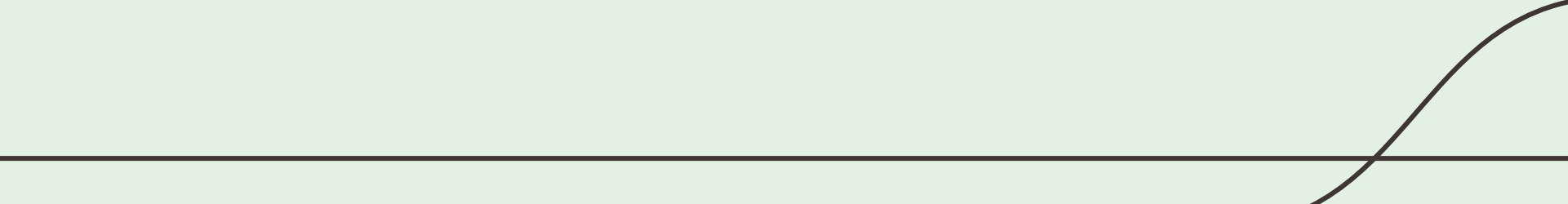
# Math i-Ready Growth 22-23

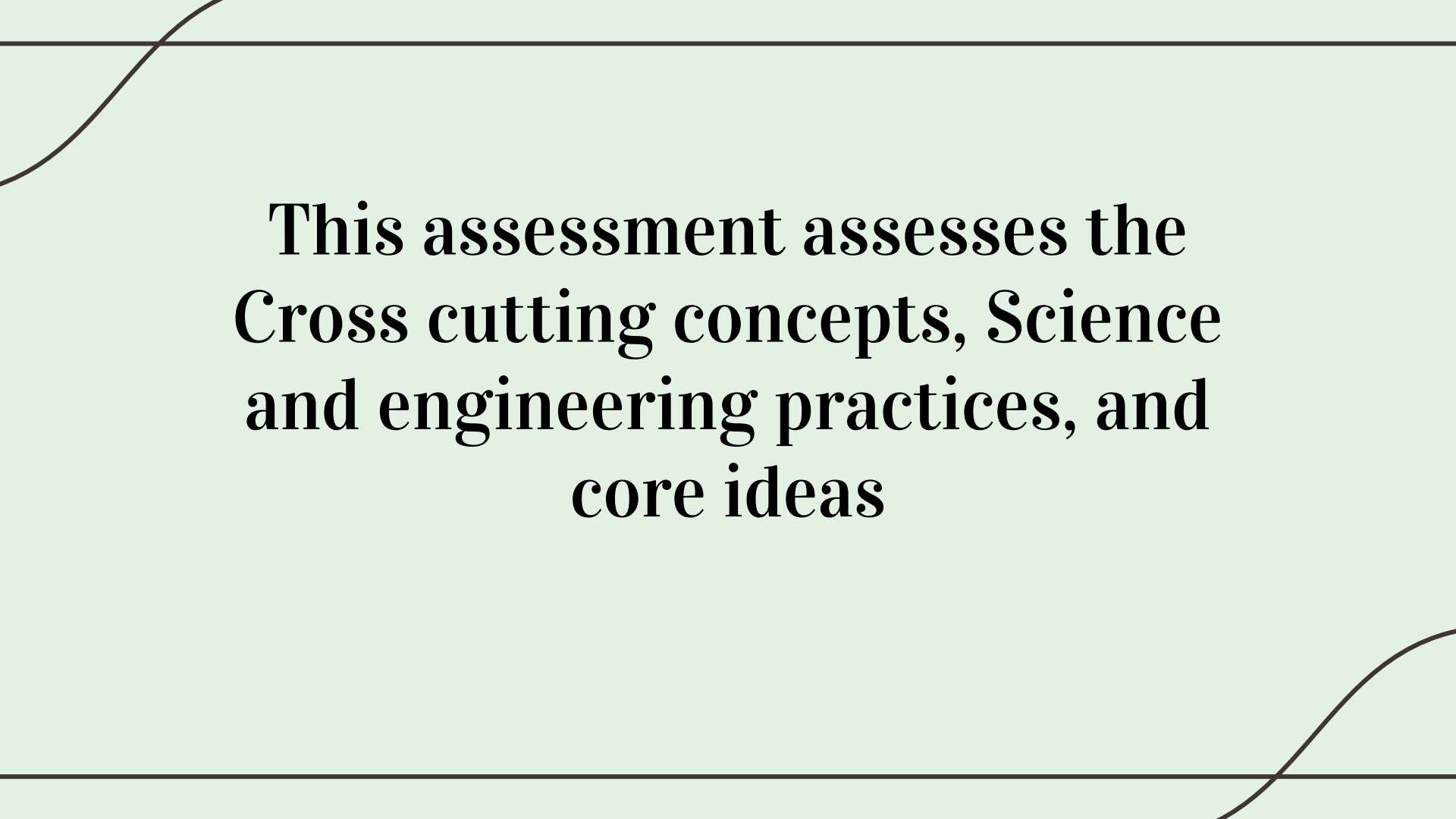
|                 | <b>Math-i-Ready (Gr K-8)</b> | <b>Target</b>           |
|-----------------|------------------------------|-------------------------|
|                 | <b>Spring 2022-2023</b>      | <b>Target 2023-2024</b> |
| <b>District</b> | <b>46%</b>                   | 52%                     |
| <b>EL **</b>    | <b>44%</b>                   | 50%                     |
| <b>SWD</b>      | <b>39%</b>                   | 45%                     |



# Next Generation Science Standards

Grades 5,8,& 11



The slide features a light green background with two horizontal lines, one near the top and one near the bottom. Curved lines in the top-left and bottom-right corners create a frame-like effect.

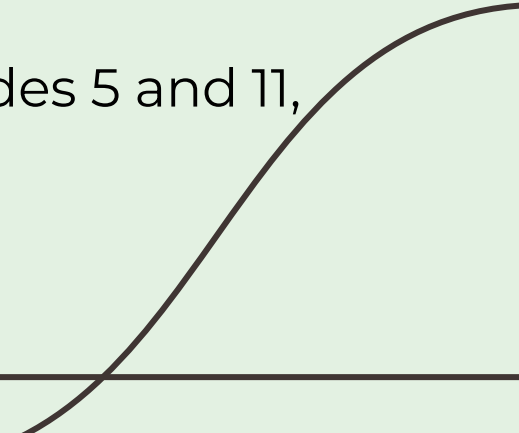
**This assessment assesses the  
Cross cutting concepts, Science  
and engineering practices, and  
core ideas**

# NGSS

| <b>NGSS Percent of students demonstrating proficiency</b> |             |  |
|---|-------------|--|
| <b>Grade</b>  | <b>Year</b> | <b>Overall proficiency<br/>Meets national<br/>achievement levels</b> |
| 5   | 21-22       | 54   |
|   | 22-23       | 44   |
| 8   | 21-22       | 47   |
|   | 22-23       | 51   |
| 11  | 21-22       | 48   |
|   | 22-23       | 41   |

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# Takeaways

- i-Ready- Increase in all district students and subgroups meeting grade level expectation over the three window administration in both subjects.
  - i-Ready- percentage of growth at the district level in both subjects is similar with SBA findings.
  - NGSS -Decrease in overall proficiency in grades 5 and 11, increase in grade 8.
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# Where do we go from here?

## Curriculum

Ensure we have powerful instructional practices in place that are guided by the science of student and adult learning. This must be **anchored by relevant and updated curricula**

- Clarity of lesson and task purposes;
- Delivery of purposeful feedback which guides learning toward the lesson target;
- Creation of substantive student collaboration activities

## Instruction

We (teachers) employ best practices to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. As a result, students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.

## Accountability

Create goals for growth and make decisions guided by a variety of data through efficient and effective systems, structures, and processes

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# K-5 Literacy

## What has been done:

### K-5

- Curriculum/assessment audit
- Determined holes in phonics, vocabulary, fluency, and RAN
- Phonological Awareness Training for Teacher Leaders
- State Science of Reading Masterclass
  - Resulting in 20 hours of turn key professional development
  - Revised reading units with guidance from Eastconn and state coaches
  - Incorporated Vocabulary and Comprehension into read alouds

### Continued

- Curriculum guides created for K-5 with support from Eastconn and state coaches
- Master class participating in a Wiley Blevins book study
- Year two action plan with the state
- Implemented UFLI phonics program
- Provided manipulatives and handwriting tools to support instruction k-2
- Trained with Eastconn in literacy practices to implement for fluency and vocabulary *which will be turnkey-ed literacy training*



# District Math Work

## K-12

- Review and analysis of current programming
- Developed model classrooms for coaches to model i-Ready Classroom units of study at each building for teachers to observe at K-5 level.
- Provided professional learning on the instructional routines for staff at K-5
- Conducted a math manipulative inventory K-8

## Currently:

- Implementing a sequence of professional learning for staff
  - The value of the diagnostic tool and using the data to inform instruction
  - Utilizing the personalized learning pathways
  - Administrator professional learning
- Create teams for capacity building
- Develop a plan for learning walks with an emphasis on the instructional routines

# 6-12

## What has been done

- Looking closely at our tiered supports available and how to best utilize them
- Building capacity of teacher leaders through collaborative conversations
- Discipline based coherence work
- Building based teacher leadership teams to support distributive leadership

## Continue

- Ensure coherence in our secondary programming for both literacy and numeracy.
- Curriculum audit at the 6-8 level to identify strengths as well needs.
- Support teachers to provide students with feedback that is specific and actionable.
- Look at the supports that currently in place for our striving students as well as possible needs for consideration.
- Provide professional learning that aligns with the identified needs.

# District Data Management

## Things we have done:

- Aligned assessments and assessment calendar to the science of reading pillars
- Added Acadience RAN assessment for K-1
- Implemented the i-Ready diagnostic to provide better data
- Trained staff in the accessing and analyzing of data and instructional groupings through the i-Ready platform
- Adopted and trained a team in a new data platform to triangulate and view whole child data

## Currently:

- Providing professional learning in accessing and analyzing data through the use of the new data platform
- Developing the capacity of staff to use data to drive instructional decisions.
- Building coherence in our MTSS systems and structures to best provide additional supports to all students.

If we collect and analyze relevant student data systematically and thoughtfully to guide the instructional decisions we make, then educators will be able to make informed instructional decisions that will support students in meeting and exceeding their target growth rate set at the beginning of the year.

## **Vision of Our District** **Vision of our Practice**

### **Ideas We Live By**

**Focus**



**Heart**



**Collaboration**



**Creativity**



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**Thank you for your  
partnership and support.**

**Do you have any questions?**

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