

**New Milford Board of Education  
Committee on Learning Special Meeting Minutes  
October 13, 2022  
Sarah Noble Intermediate School Library Media Center**

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TOWN CLERK  
2022 OCT 17 A 8:28  
NEW MILFORD, CT

Present:	Mrs. Tammy McInerney, Chairperson Mr. Brian McCauley Mrs. Olga I. Rella, Alternate Mrs. Wendy Faulenbach, Ex Officio
Absent:	Mrs. Leslie Sarich Mr. Keith A. Swanhall Jr.
Also Present:	Dr. JeanAnn C. Paddyfote, Interim Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent Ms. Karen Bosco, District Data Coach

<b>1.</b>	<b>Call to Order</b>  The special meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mrs. McInerney. Mrs. Rella was seated in the absence of Mrs. Sarich. Mrs. Faulenbach was seated in the absence of Mr. Swanhall.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Items for Information and Discussion</b>  <b>A. District Assessment Results</b>  • Ms. Hollander said this is an update through 2021-22 that reviews where we are and starts to look at opportunities for growth. For perspective, the last “normal” year for comparison purposes was 2018-19 and that is where the state looks as well. With the reality of COVID, the district wants to be thoughtful about the kinds of assessments given to students so that we value what is assessed and use it to address needs.  • Ms. Hollander said momentum gained in SBAC ELA was lost during the pandemic. That is the case with SBAC Math as well, but at a greater level. We are aware that this is an area that must be addressed and we will be looking	<b>Items for Information and Discussion</b>  <b>A. District Assessment Results</b>

	<p>at it from a K-12 totality. Ms. Hollander said the new universal screener, iReady, aligns with SBAC but provides more immediate feedback to teachers.</p> <ul style="list-style-type: none"><li>• Ms. Bosco discussed the SBAC “21” Cohort group which is now our grades 5-9 to demonstrate that some cohorts are showing growth within areas of results.</li><li>• Mr. McCauley said he found it interesting that the most growth is in grades 3 and 4 and that those students would have been kindergarteners during COVID.</li><li>• Ms. Hollander said they approach all data as information, not as a “gotcha” moment, but for how to use it for growth. Teacher professional learning is tremendously important in this area.</li><li>• Ms. Bosco said they did a comparison with like population DRG districts and with four towns in the surrounding area, as well as to the state benchmark.</li><li>• In ELA, 44 % of New Milford students reached state level benchmarks in 3rd-8th grade which is 10.8 percent below pre-pandemic and 4.1 percent lower than the state average. Growth rates are similar to years past, however continue to fall just shy of the average growth rates in the state. The gap in students' meeting proficiency is widening between New Milford and the DRG. The gap in students' meeting proficiency is staying consistent in relationship to local districts. Certain cohorts of students are showing growth.</li><li>• In Math, 35 % of New Milford students reached state level benchmarks in grades 3rd-8th which is an increase of 5.1 percent from last year but 17.4 percent below pre-pandemic and 5.4 percent lower than the state average. Growth rates are similar to years past, however continue to fall just shy of the average growth rates in the state. The gap in students' meeting proficiency is widening between New Milford and the DRG. The gap in students' meeting proficiency is widening between New Milford and local districts. Certain cohorts of students are showing growth.</li></ul>	
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	<ul style="list-style-type: none"> <li>• In the area of NGSS (Science), Ms. Hollander said they are meeting with teachers to review the data and talk about what skills they should be looking for in day to day teaching as a result.</li> <li>• Regarding the SATs, Ms. Bosco said we are making gains here to the pre-pandemic level. Regarding the PSAT, all grade levels are above the state average and exceeding benchmark in literacy, while running just shy in math. AP data is similar to previous years in the number of students taking classes, with a slight increase in the number of tests taken. The passing percentage is similar to historical data.</li> <li>• Ms. Hollander said the next steps will be to identify Science of Reading needs and align them with our ELA units of study; ensure coherence of K-12 math including review of K-5 curriculum; use data teams to assess and address; continue to focus on Tier 1 instruction; and use the diagnostic assessment i-Ready data to drive instruction.</li> <li>• Mr. Hollander said there is work to be done and some of it will have a budgetary impact. She will continue to inform the Board going forward.</li> <li>• Mrs. McInerney said it is obvious that progress is needed. She asked that the presentation be sent to the full Board.</li> <li>• Mrs. Faulenbach said numbers don't lie and she is very concerned that the gap between New Milford and the DRG is getting larger.</li> <li>• Ms. Hollander said there is work already in progress. They are building shared ownership and compliance.</li> </ul>	
<b>B. Sports Literature: Adjustment of Resources</b>	<ul style="list-style-type: none"> <li>• Ms. Hollander said this curriculum was just approved. In practice, some of the resources turned out not to be accessible to students under the district's use policy so adjustments are being made and the instructors are pivoting and revising to using other tools. The course itself is full and very well received.</li> </ul>	<b>B. Sports Literature: Adjustment of Resources</b>

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4.	<b>Public Comment</b> <ul style="list-style-type: none"><li>• There was none.</li></ul>	<b>Public Comment</b>
5.	<b>Adjourn</b> <p>Mrs. Faulenbach moved to adjourn the meeting at 8:17 p.m., seconded by Mr. McCauley, and passed unanimously.</p>	<b>Adjourn</b> <p><b>Motion made and passed unanimously to adjourn the meeting at 8:17 p.m.</b></p>

Respectfully submitted:



Tammy McInerney, Chairperson  
Committee on Learning

# Assessment Results

## 2021-2022



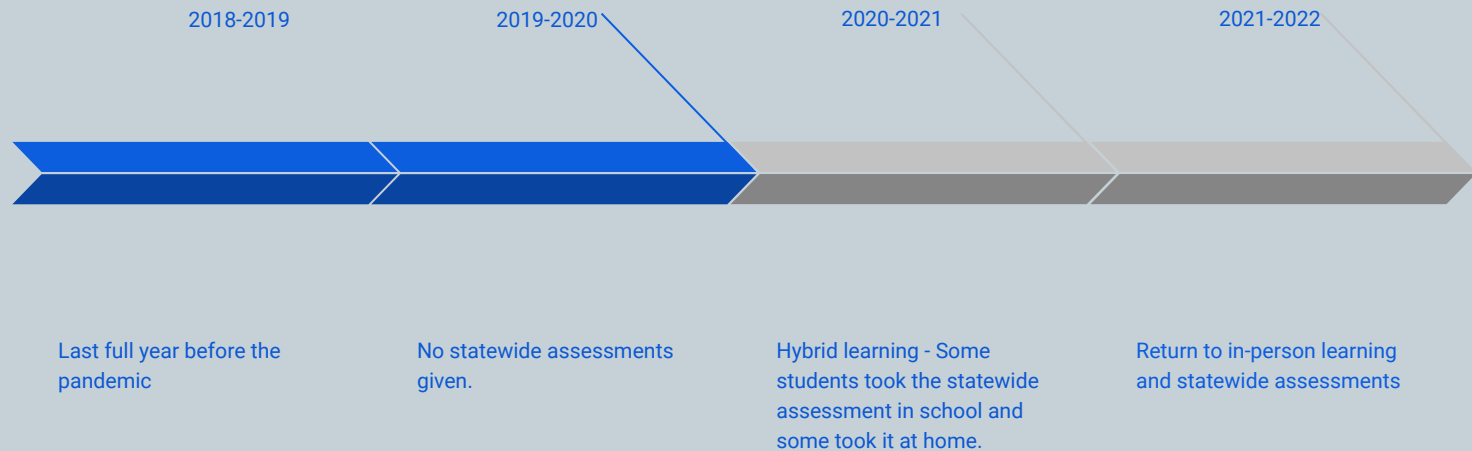
**NEW MILFORD PUBLIC SCHOOLS**

**New Milford Board of Education Workshop  
October 2022**

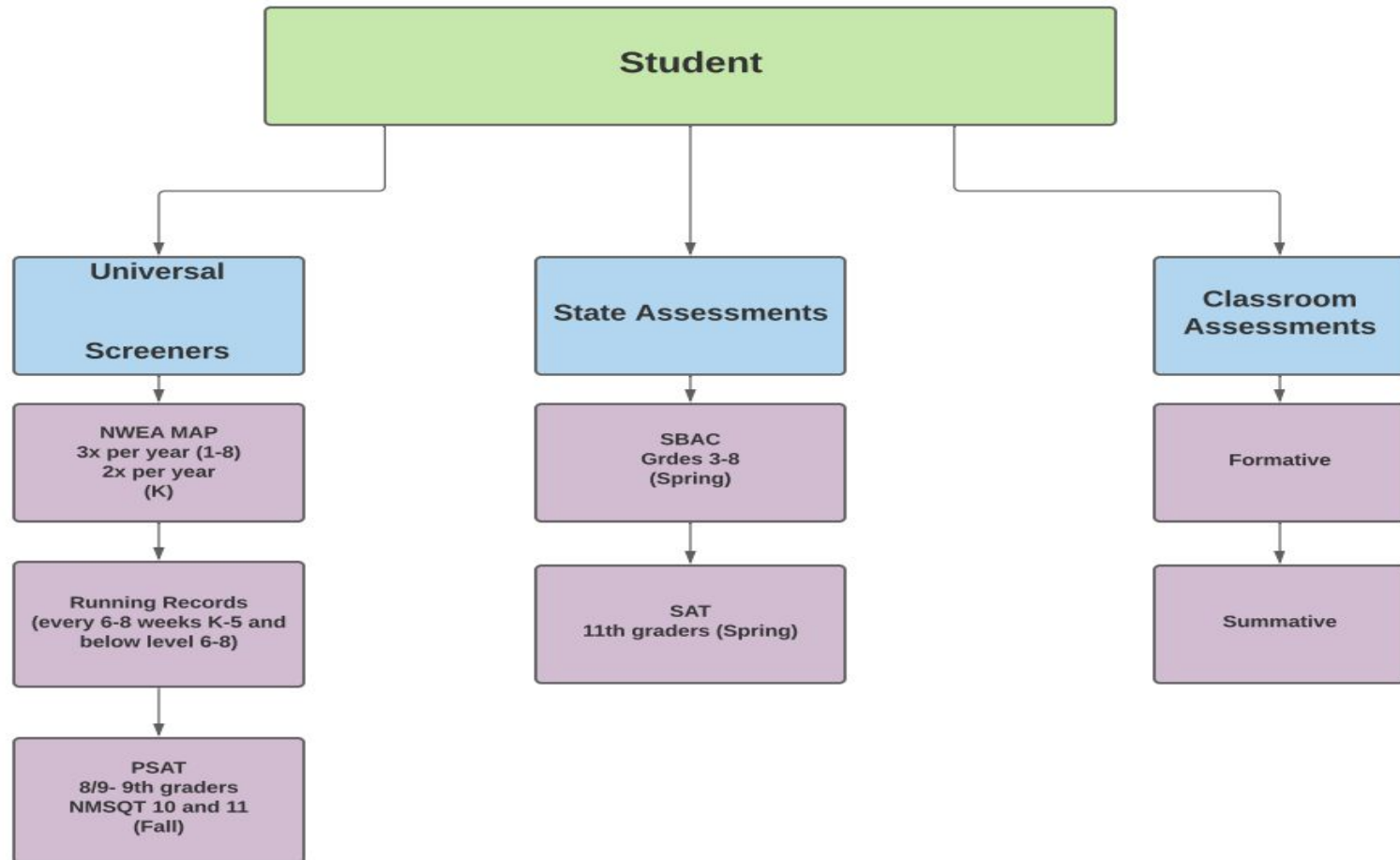
**PRESENTED BY:**

**Holly Hollander, Assistant Superintendent & Karen Bosco, Data Coach**

# Setting the Stage



# Ensuring Student Learning



# Smarter Balanced Assessment



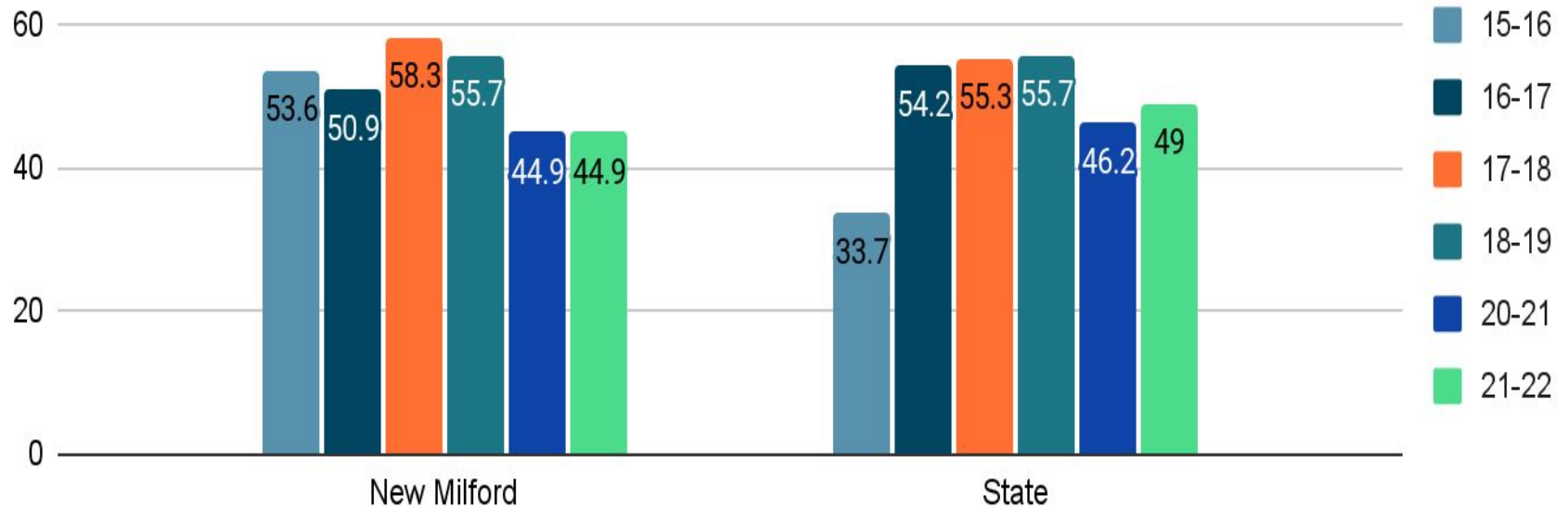
**SBAC- ELA and Math**



# Smarter Balanced ELA Results Historical Performance



## SBAC ELA Trend

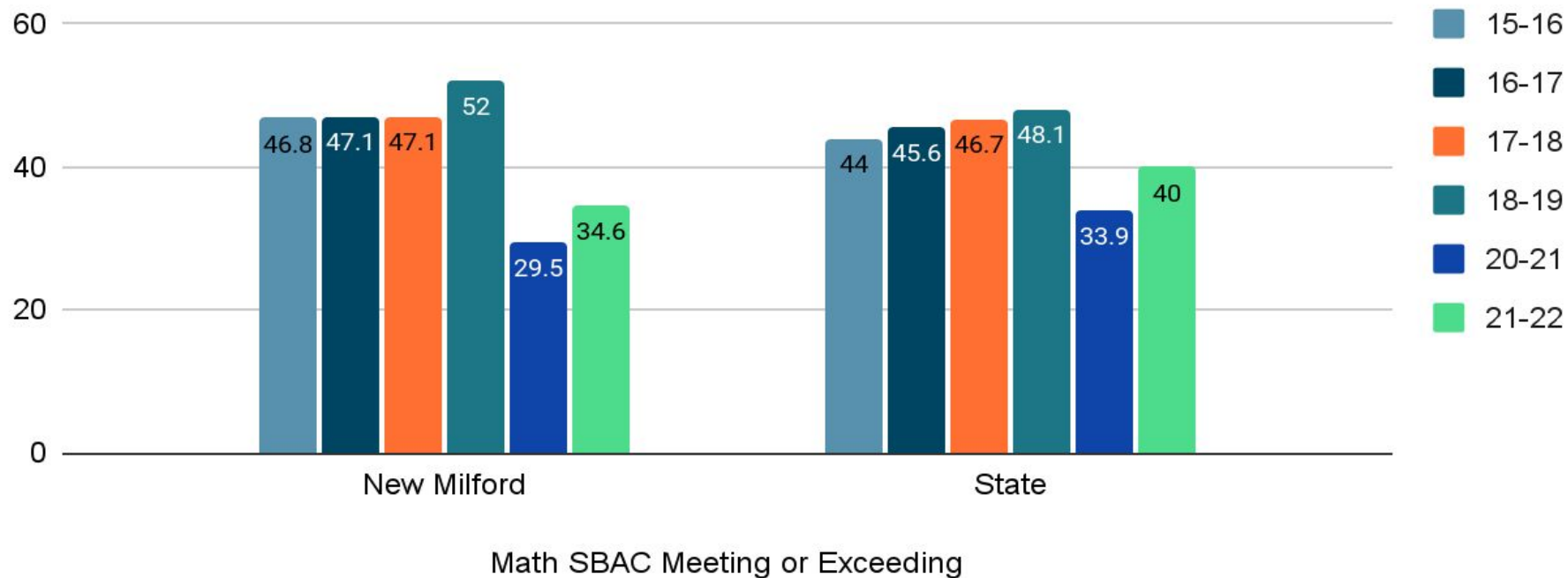


ELA SBAC Meeting or Exceeding

# Smarter Balanced Math Results Historical Performance



## SBAC Math Trend



# Cohort Growth Over Time



## SBAC “21” Cohort Group

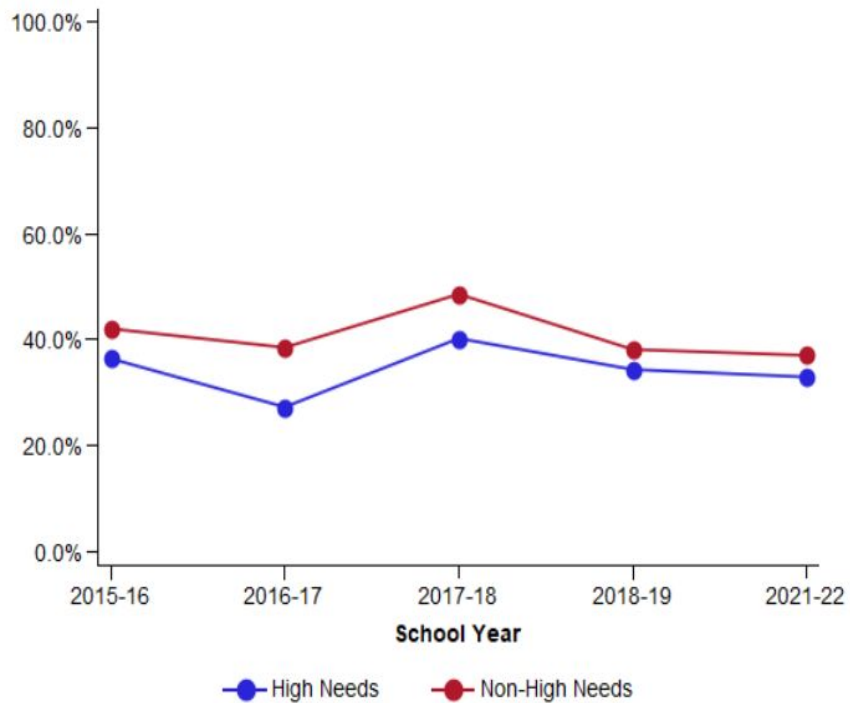
“21” Cohort	Math Previous	Math Current	Change	ELA Previous	ELA Current	Change
3	28	39	+11	35	42	+7
4	34.2	35	+ .8	42.5	52	+9.5
5	29.4	35	+5.6	48.2	43	-4.8
6	35.5	33	-2.5	52.6	50	-2.4
7	27.3	26	-.7	46.1	40	-5.9

# ELA Growth Rate



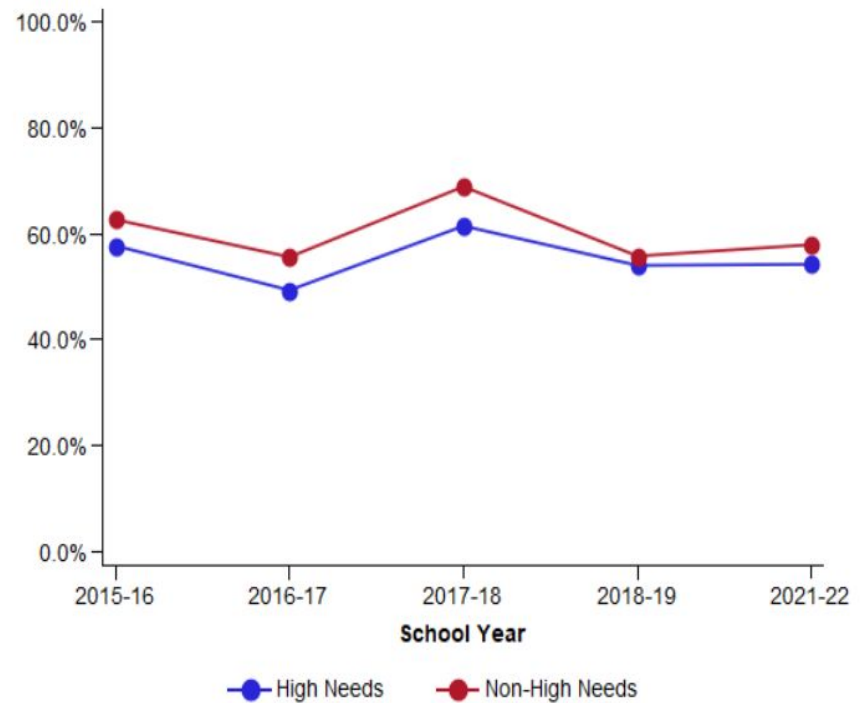
## ELA Growth Rate

Percentage of students who met their growth targets



## ELA Average Percentage of Target Achieved

Percentage of target that was achieved by students on average

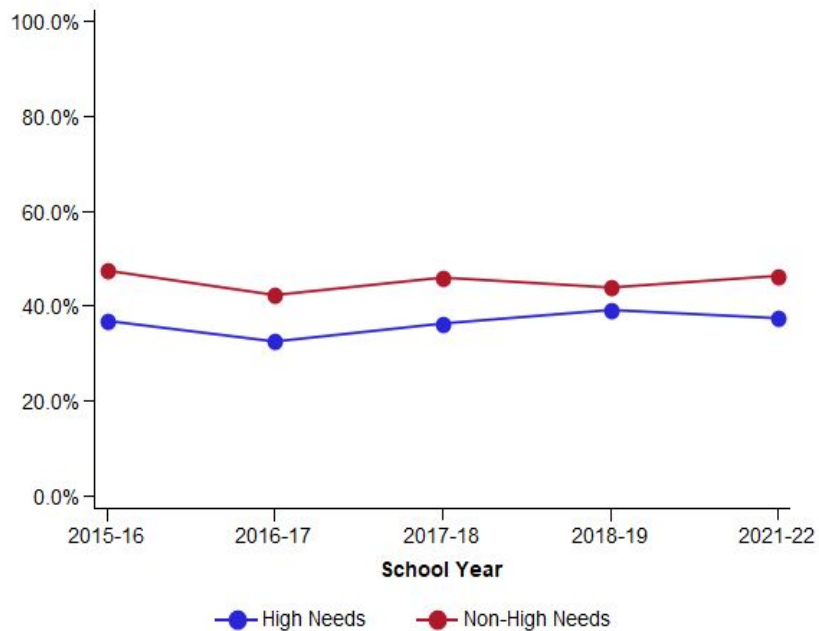


# Math Growth Rate



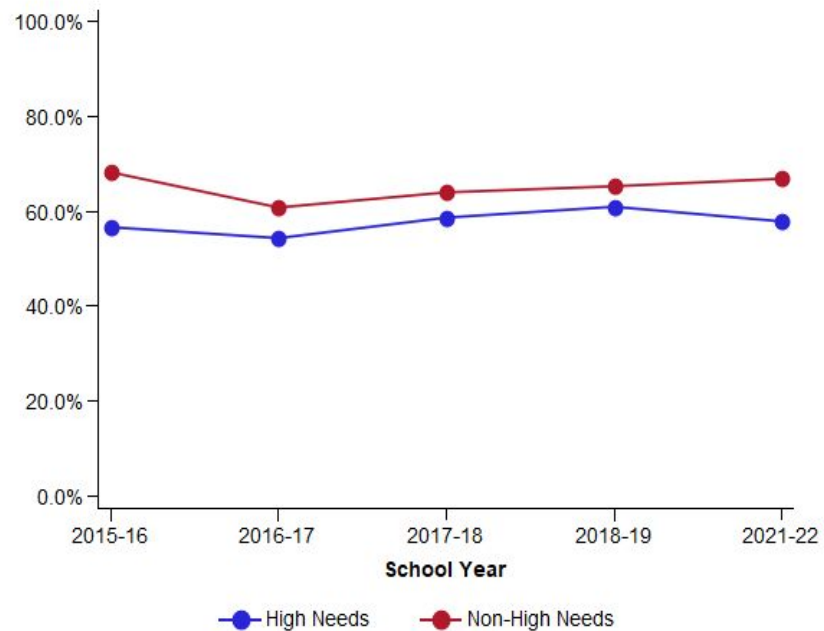
## Math Growth Rate

Percentage of students who met their growth targets



## Math Average Percentage of Target Achieved

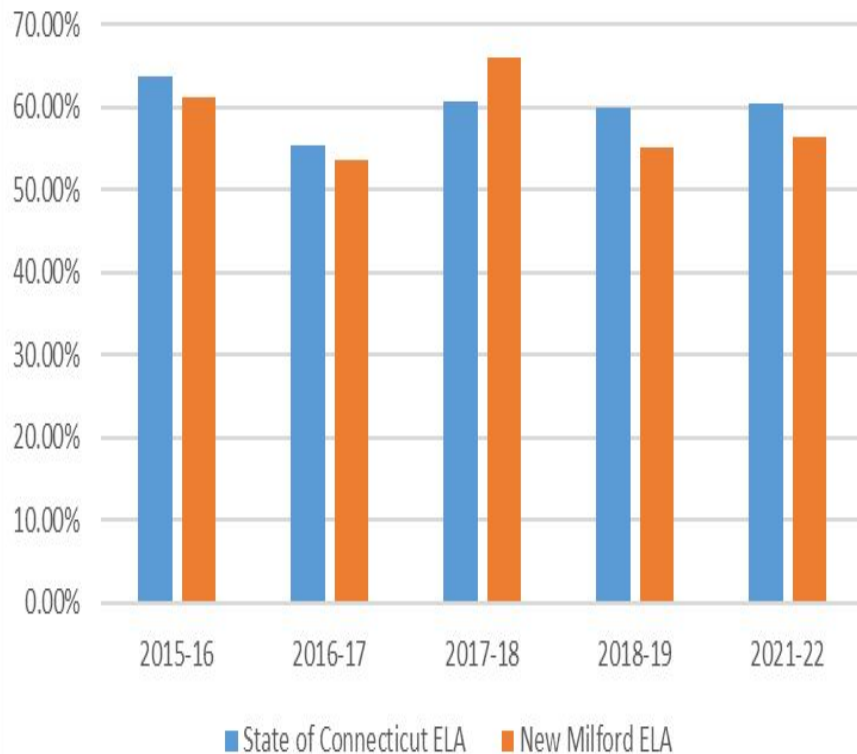
Percentage of target that was achieved by students on average



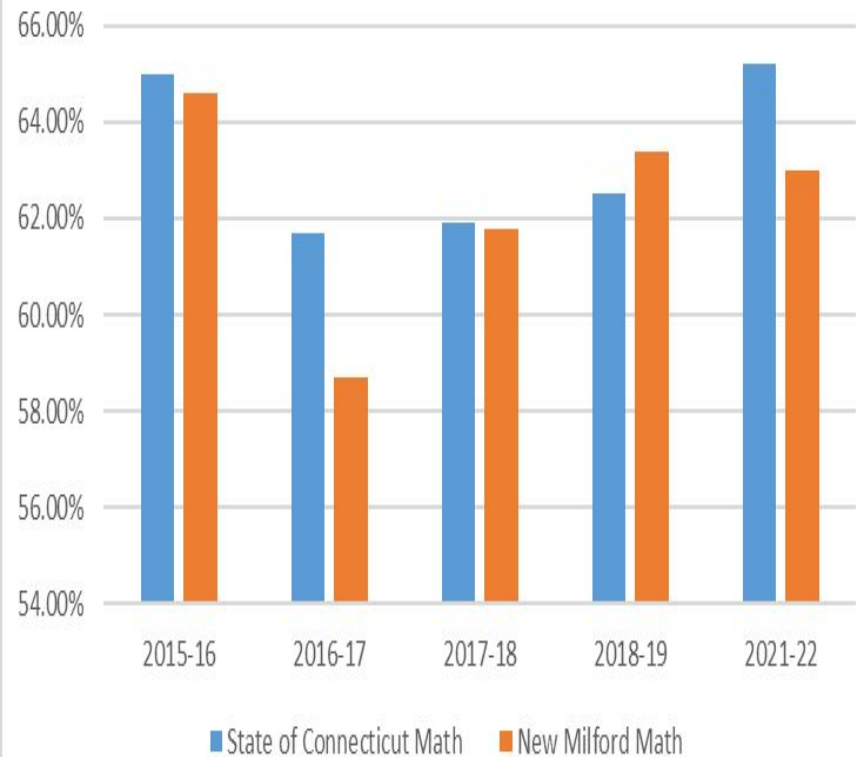
# New Milford to State Growth Comparison



## ELA Average Percent Target Achieved



## Math Average Percent Target Achieved



# District Reporting and Comparisons



- There are 24 districts included in District Reference Group D. Of the 24 districts, we made comparisons to 14 of those districts, removing those with large population differences.
- We also made comparisons with 4 towns who are located in our surrounding area, regardless of other varying factors.
- Comparisons were made between New Milford and the average of the state and/or benchmarks.

# Smarter Balanced Summary



## ELA

- 44 % of New Milford students reached state level benchmarks in 3<sup>rd</sup>-8<sup>th</sup> grade
  - Same as last year
  - 10.8 percent below pre-pandemic
- 4.1 percent lower than the state average
- Growth rates are similar to years past, however continue to fall just shy of the average growth rates in the state
- Gap in students meeting proficiency is widening between NM and DRG
- Gap in students meeting proficiency is staying consistent in relationship to local districts.
- Certain cohorts of students are showing growth

## Math

- 35 % of New Milford students reached state level benchmarks in grades 3<sup>rd</sup>-8<sup>th</sup>
  - Increase of 5.1 percent from last year
  - 17.4 percent below pre-pandemic
- 5.4 percent lower than the state average
- Growth rates are similar to years past, however continue to fall just shy of the average growth rates in the state
- Gap in students meeting proficiency widening between NM and DRG
- Gap in students meeting proficiency is widening between NM and local districts
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# Science Assessment

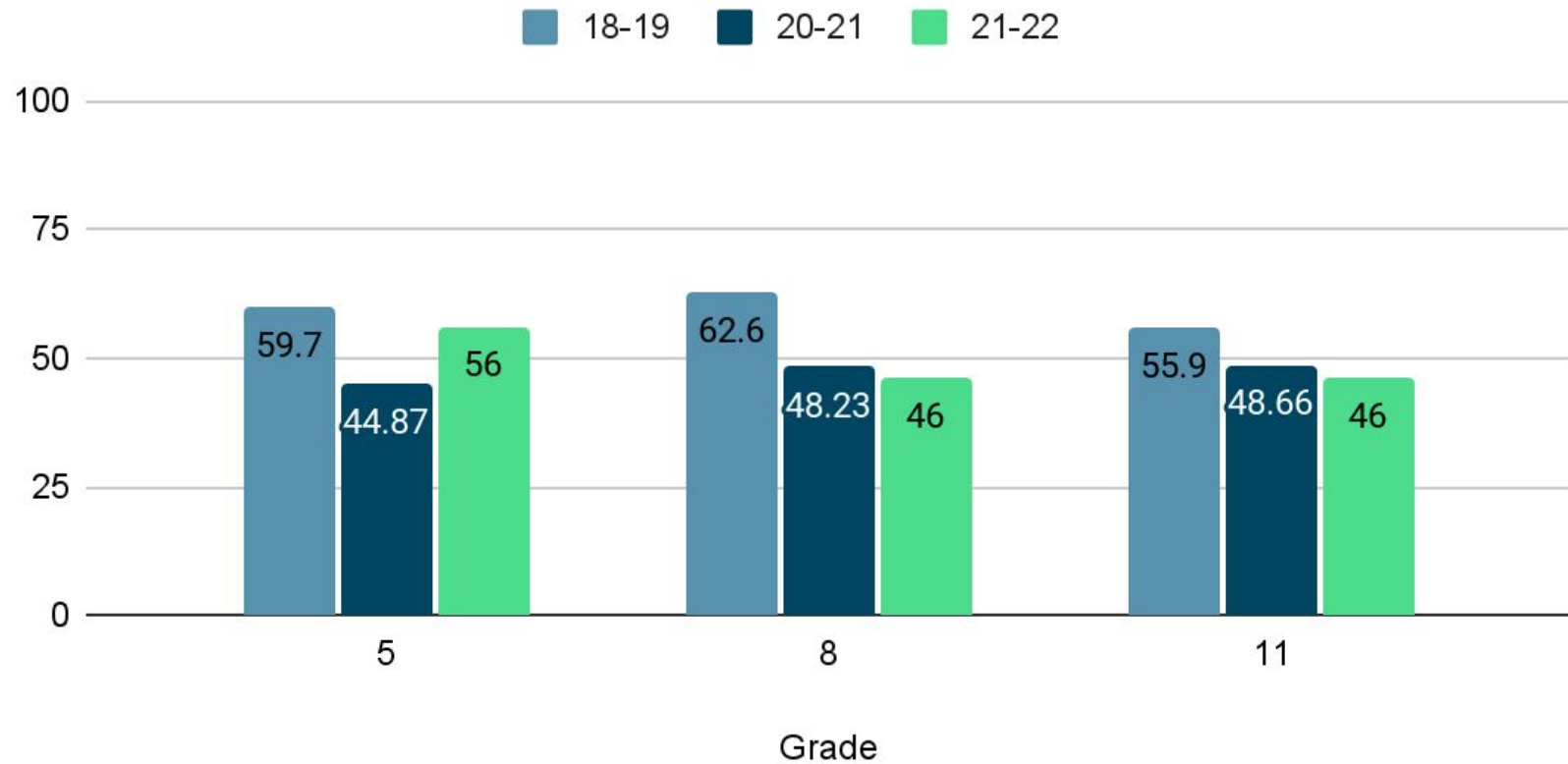


NGSS  
(Next Generation Science Standards)

# NGSS Science Summary



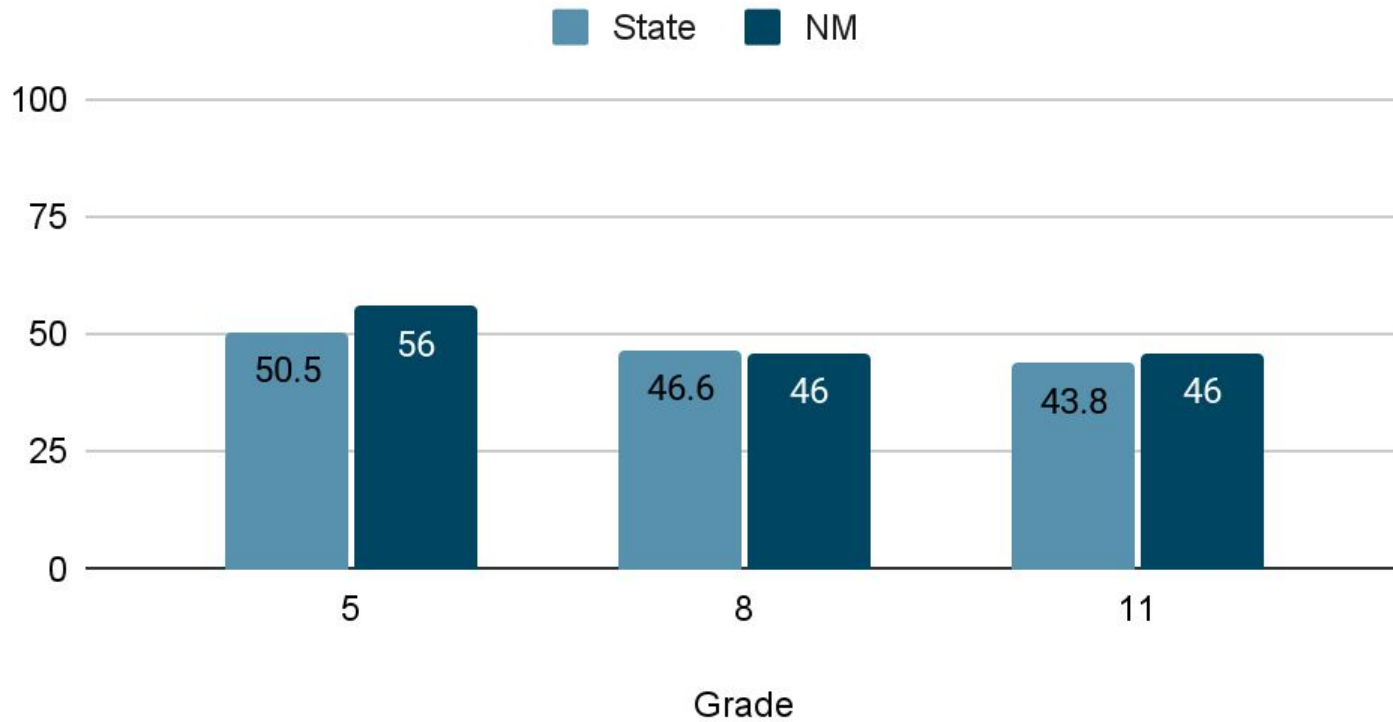
## NGSS Proficiency Trend



# NGSS District to State



## NGSS State and NM Proficiency 21-22



# Scholastic Aptitude Test

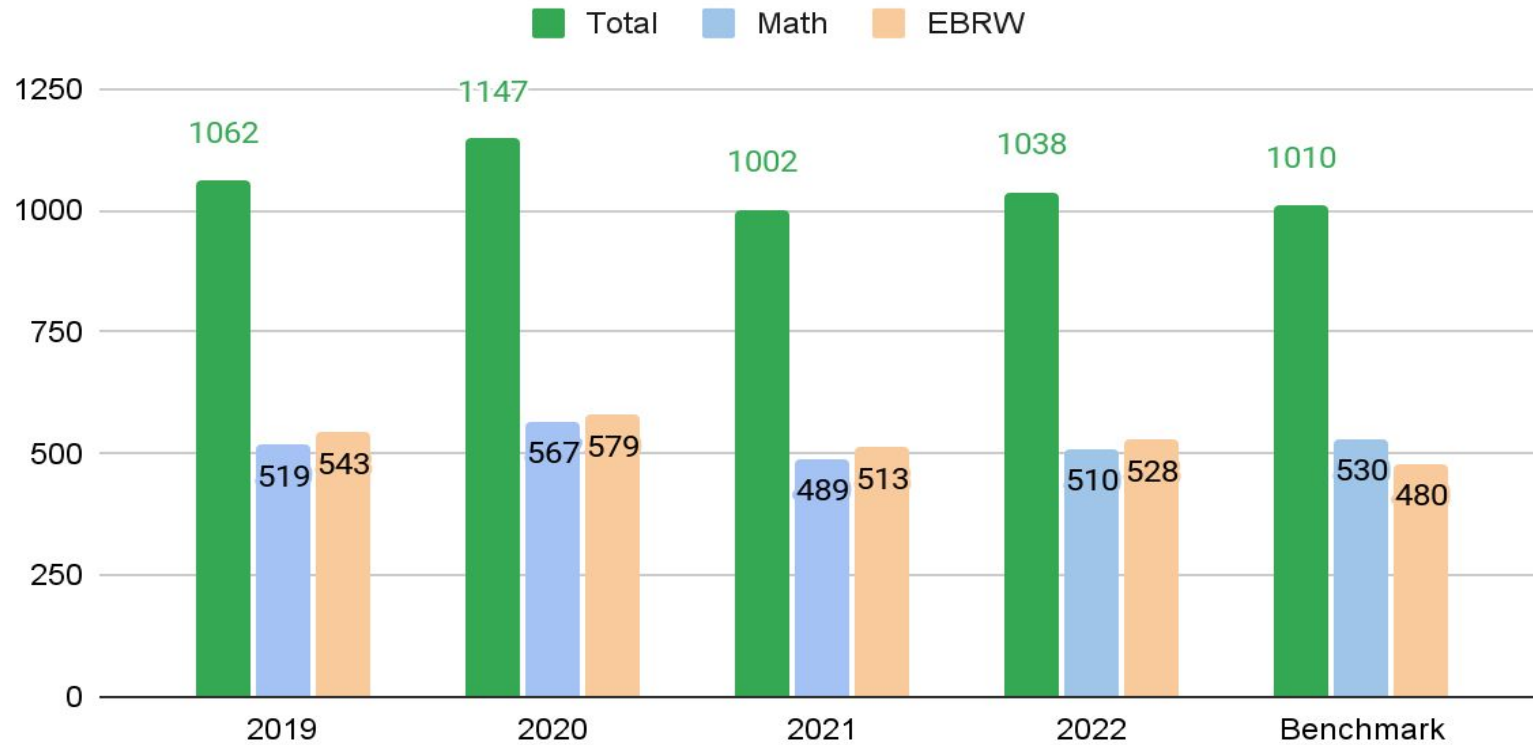


**SAT- EBRW and Math**

# SAT Day School

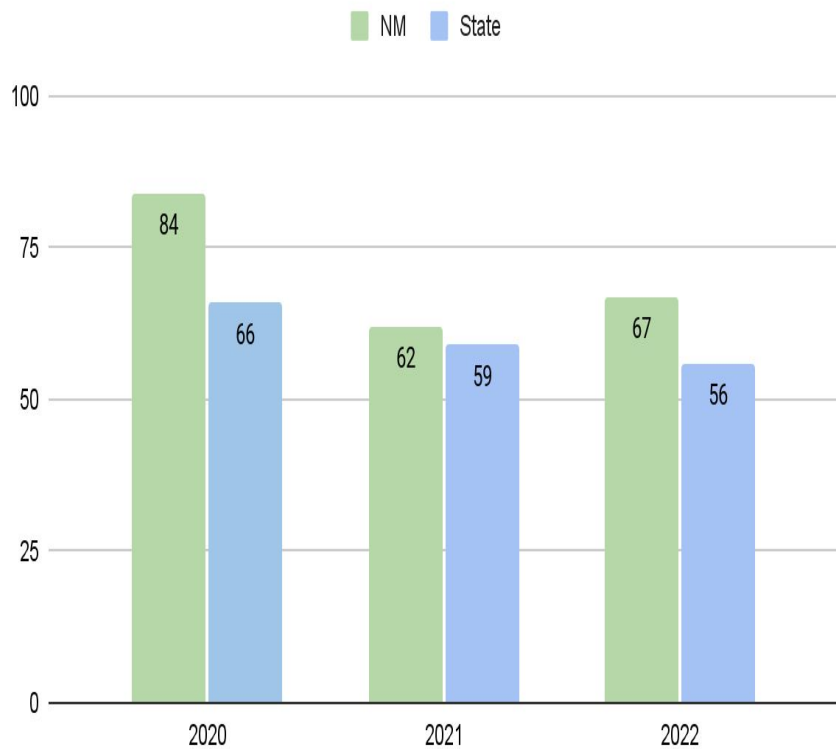


## SAT Scaled Scores

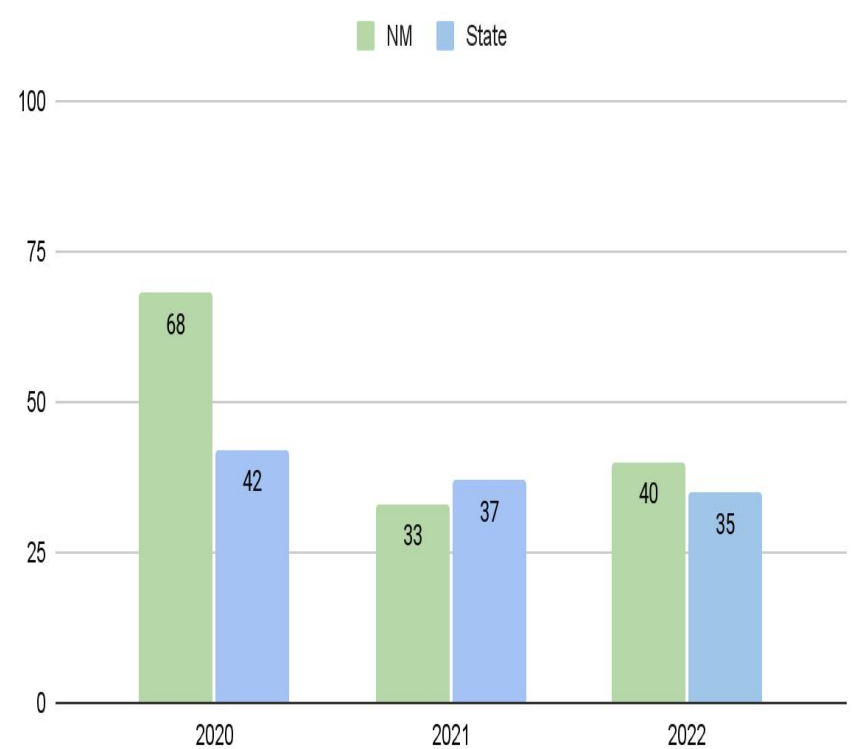


# NMPS vs. State SAT Meeting Benchmark

EBRW (Percentage Meeting Benchmark)



Math (Percentage Meeting Benchmark)



# SAT Performance 2021: Overall Score

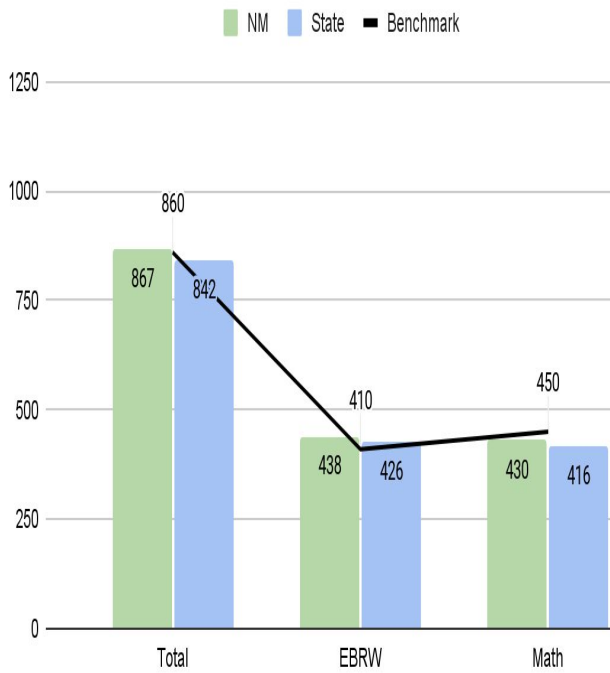


## New Milford and CT

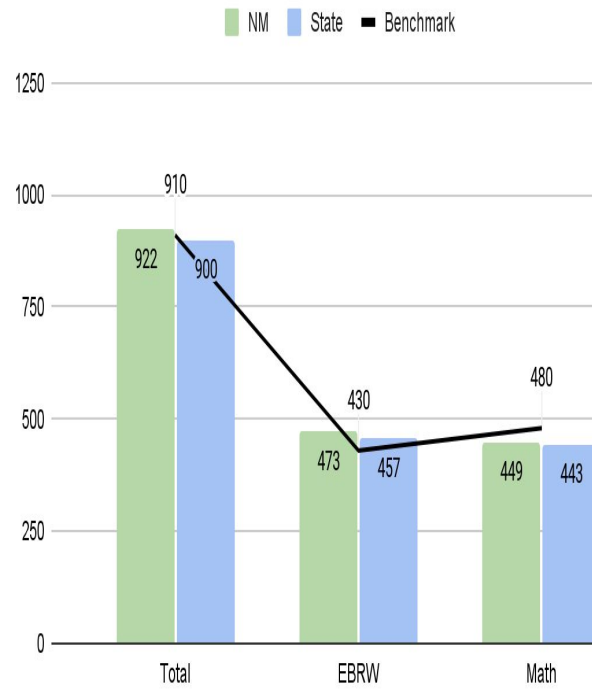


# PSAT

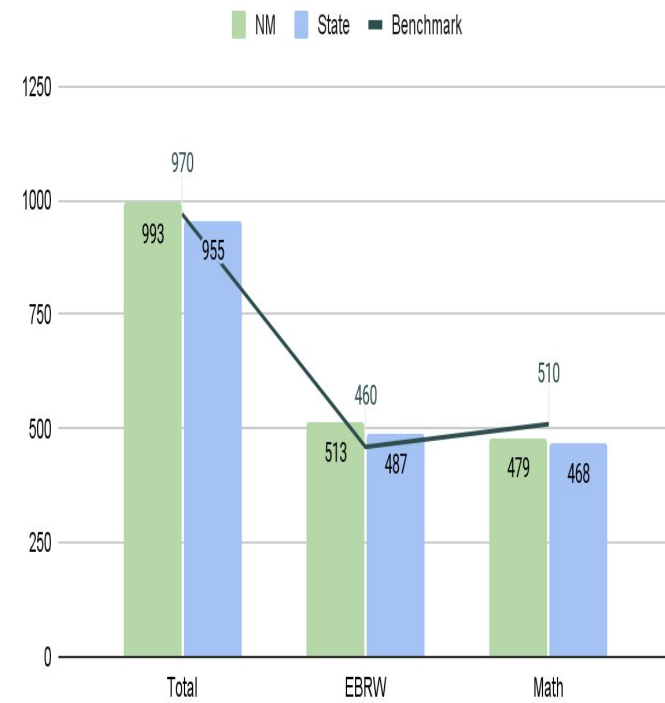
## PSAT Grade 9



## PSAT Grade 10



## PSAT Grade 11





# Universal Screener



## NWEA Assessment

- **Accurately measures what students know, regardless of their grade level (RIT).**
- **Norms based**
- **Growth over time**
- **Computer Adaptive**
- **Data is used to form instructional groupings, identify strengths and weaknesses in curriculum.**

# NWEA Summary



- In ELA, just under 50 percent of our students meet the college and career readiness proficiency
- In Math, approximately 30 percent of our students meet the college and career readiness proficiency
- On average, just under 50 percent of our students are meeting their growth target in both subject areas
- Achievement percentiles have shown growth between terms in math in most grade levels
- Achievement percentiles varied in Reading across grade levels and building
- District mean is overall consistent with the norm mean in ELA
- In math, our mean is slightly lower than the norm in a few grade levels.

# i-Ready Instruction for Groupings

## Reading

Grouping 1

Grouping 2

Grouping 3

Grouping 4

Grouping 5

Below Grade Level in Phonics

On Grade Level in Phonics

Limited vocabulary

Larger vocabulary

Limited vocabulary  
and low  
comprehension

Larger vocabulary  
and low  
comprehension

On or Above  
Grade Level in  
Comprehension

Students									
Showing 7 of 7									
Student	Scale Score	Overall Placement	PA	PH	HFV	VOC	UT	HRG	
Baker, Danielle	560	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	
Choi, Isabelle	568	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4	
Hess, Michael*	563	Grade 4	Tested Out	Grade 3	Tested Out	Grade 3	Grade 3	Grade 3	
Malone, Carla	532	Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3	
Powell, Elijah	577	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	
Simmons, Tristan*	479	Grade 2	Tested Out	Grade 2	Tested Out	Grade 1	Grade 2	Grade 2	
Singh, Brian	577	Grade 4	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4	

### Instructional Priorities

#### Phonics

Students in this profile are experiencing difficulty reading words accurately. In order to read for meaning, these students will n...

[Read more](#)

### Recommendations for Teacher-Led Instruction

#### PHONICS

##### Focus on decoding longer words.

- Teach the meaning of common prefixes (*in-, dis-, mis-, non-, pre-, re-, un-*) and common suffixes (*-y, -ly, -er, -est, -ness, -ful, -less*).
- Teach decoding multisyllabic words with common prefixes and suffixes.
- Teach more complex vowel spellings, including distinguishing vowel pairs (*thief* vs. *science*), difficult vowel + /r/ sounds, and schwa + /l or schwa + n sounds.
- Teach strategies for decoding longer words. Provide both guided and independent practice in applying these strategies.

##### Provide fluency practice.

- Create a word list of 10 to 12 three- and four-syllable words. Repeat the list five times, placing the words in random order each time. Have students practice reading the words aloud. Be sure to vary the list so students are reading words and not relying on memory.
- Provide opportunities for students to practice reading texts that match their skill level.

**Support for English Learners** Nonnative speakers may struggle more obviously with Vocabulary, but if some of your English learners are in this profile, decoding is probably also an obstacle. Prioritize explicit Phonics instruction with these students, but don't neglect oral language development. Support instruction with pictures and review the meaning of any unfamiliar words students are decoding.

### Resources

#### Tools for Instruction

##### Phonics

- [Distinguish Open and Closed Syllables](#)
- [Multisyllabic Words with Prefixes and Suffixes](#)
- [Multisyllabic Words: Three and Four Syllables](#)
- [Words with Two Vowels Sounded Separately](#)
- [Inconsistent Sound-Spelling Correspondences](#)
- [Decode Words with Silent Letters](#)
- [Multisyllabic Words: Three to Five Syllables](#)

##### Vocabulary

- [Teach New Word Meanings](#)
- [Use Context to Find Word Meaning](#)
- [Recognize Multiple-Meaning Words](#)
- [Recognize Synonyms](#)
- [Recognize Antonyms](#)


# Advanced Placement

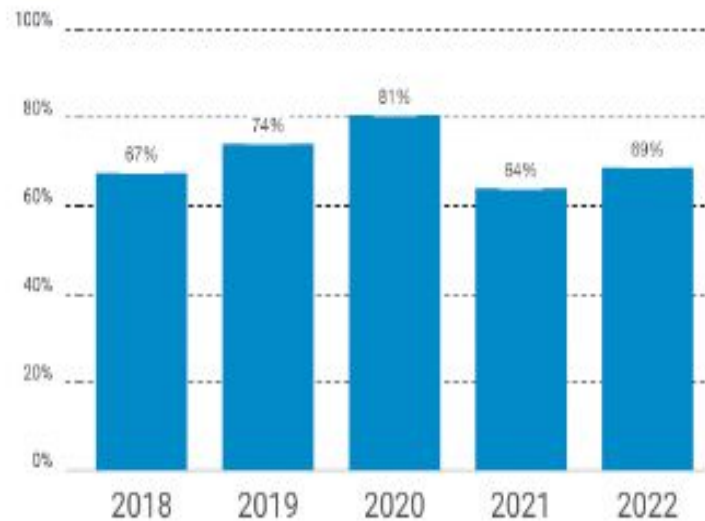


AP -Enrollment, Tests Administered, Tests Passed

# Advanced Placement Enrollment, Participation, and Passing



 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	355	346	329	368	338
Number of Exams	656	638	653	777	716
AP Students with Scores 3+	246	256	265	235	232
% of Total AP Students with Scores 3+	67.40	73.99	80.55	63.86	68.64

# Next Steps K-12



- Identify Science of Reading needs and align with our ELA units of study
- Ensure coherence of K-12 math including review of K-5 curriculum
- Data teams (assess to address)
- SRBI- focus on Tier 1 instruction
- Diagnostic Assessment i-Ready- data to drive instruction

# Questions?

