



# Committee on Learning Data Presentation

November 5, 2024



# Our Story

Our work is grounded in creating the conditions for on-track grade level achievement for ALL students.

This is directly aligned to the Board of Education's goal for student achievement.

## ***Student Achievement:***

*Increase the achievement of every student through high quality curriculum, instruction, assessment, and programming.*



# Where We Have Come From

- **Inconsistent student instruction**
- **This created gaps that needed to be filled while at the same time moving students towards grade-level expectations.**
- **The need to address complexities of student needs.**
- **Inconsistent district systems to collect data and plan accordingly.**
- **Siloed building-led curriculum implementation.**





# Cohort Data Review





# **What is a cohort?**

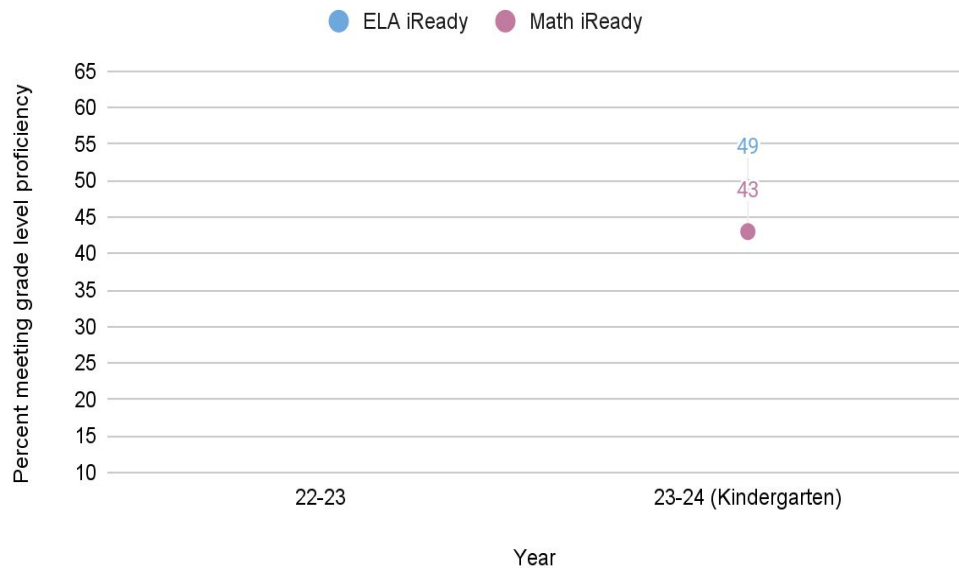
**A cohort is the same students from grade level to grade level.**

**Example: The Grade 1 cohort in 2023-24 is the Grade 2 cohort in 2024-25.**



# Current Grade 1 Cohort: Percent of Students Meeting Grade Level Standard

## Current Grade 1 Cohort

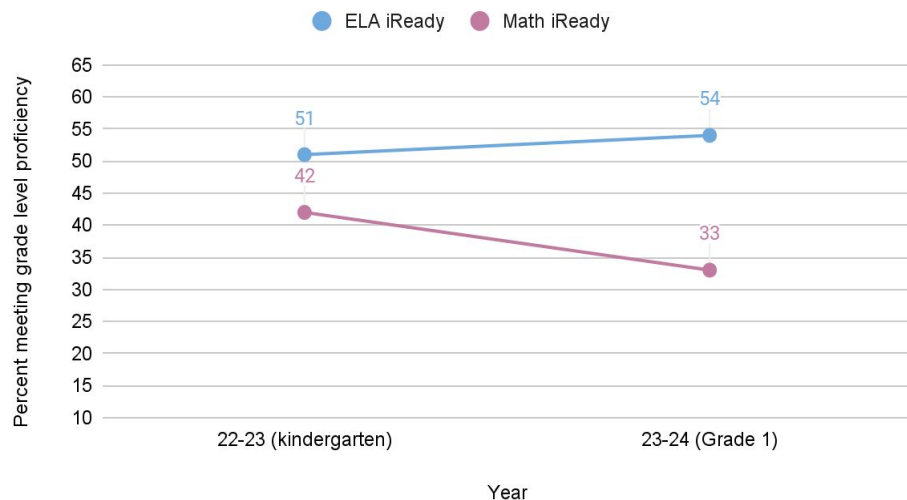


Current Grade 1		
Year	ELA iReady	Math iReady
22-23		
23-24 (Kindergarten)	49	43



# Current Grade 2 Cohort: Percent of Students Meeting Grade Level Standard

Current Grade 2 Cohort

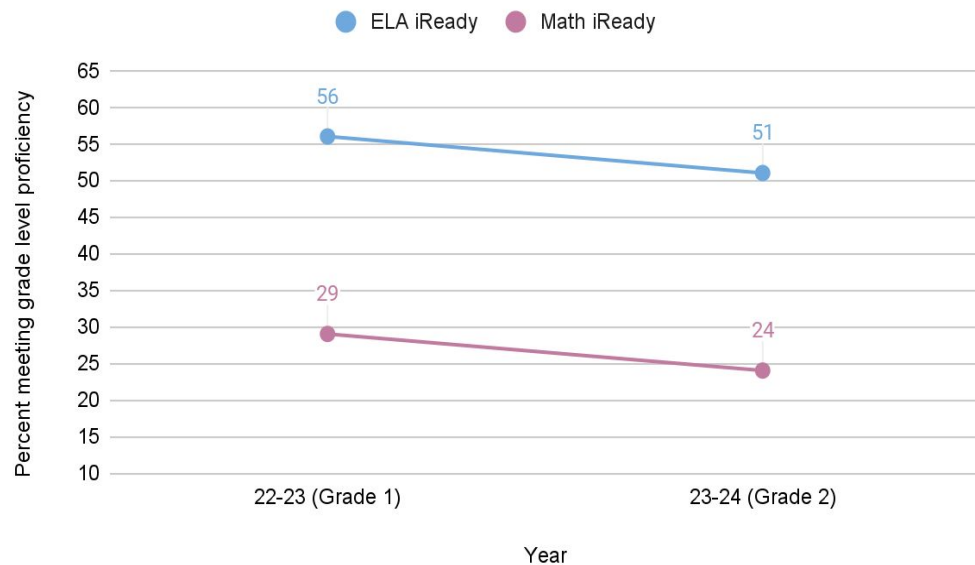


Current Grade 2		
Year	ELA iReady	Math iReady
22-23 (kindergarten)	51	42
23-24 (Grade 1)	54	33



# Current Grade 3 Cohort: Percent of Students Meeting Grade Level Standard

## Current Grade 3 Cohort



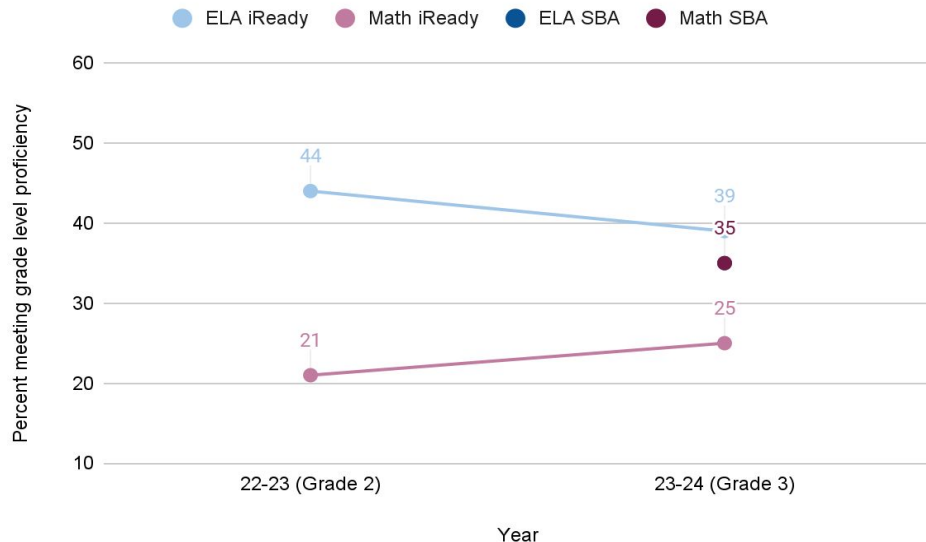
Current Grade 3		
Year	ELA iReady	Math iReady
22-23 (Grade 1)	56	29
23-24 (Grade 2)	51	24





# Current Grade 4 Cohort: Percent of Students Meeting Grade Level Standard

Current Grade 4 Cohort

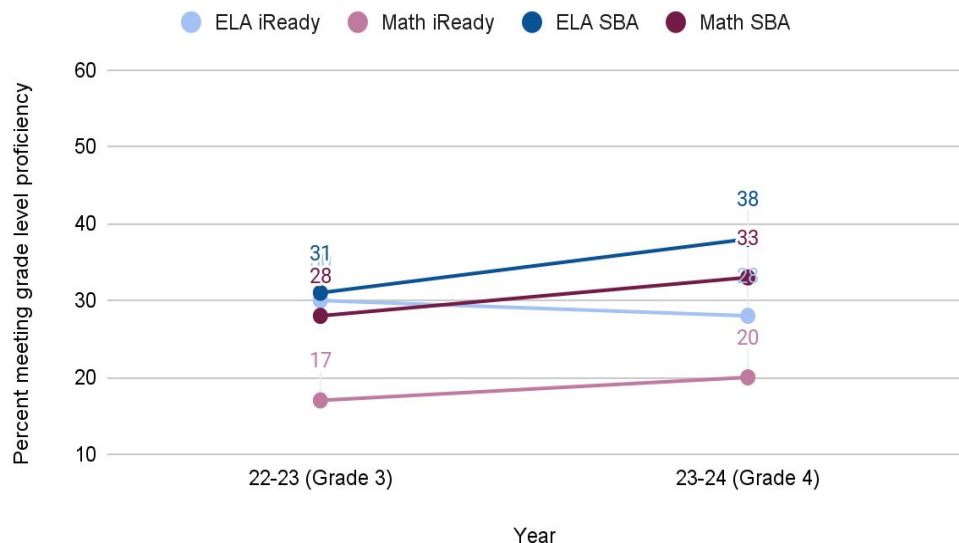


Grade 4				
Year	ELA iReady	Math iReady	ELA SBA	Math SBA
22-23 (Grade 2)	44	21		
23-24 (Grade 3)	39	25	35	35



# Current Grade 5 Cohort: Percent of Students Meeting Grade Level Standard

## Current Grade 5 Cohort

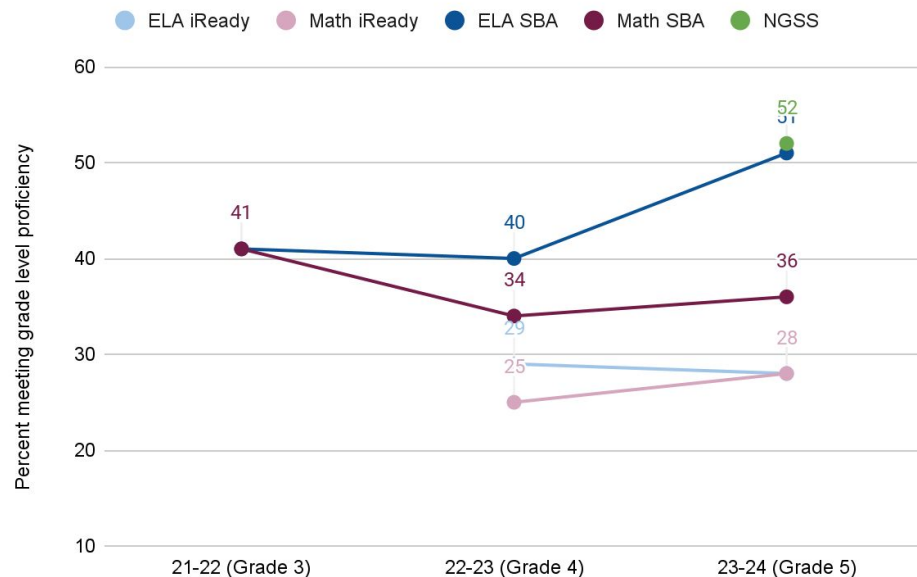


Current Grade 5				
Year	ELA iReady	Math iReady	ELA SBA	Math SBA
22-23 (Grade 3)	30	17	31	28
23-24 (Grade 4)	28	20	38	33



# Current Grade 6 Cohort: Percent of Students Meeting Grade Level Standard

Current Grade 6 Cohort

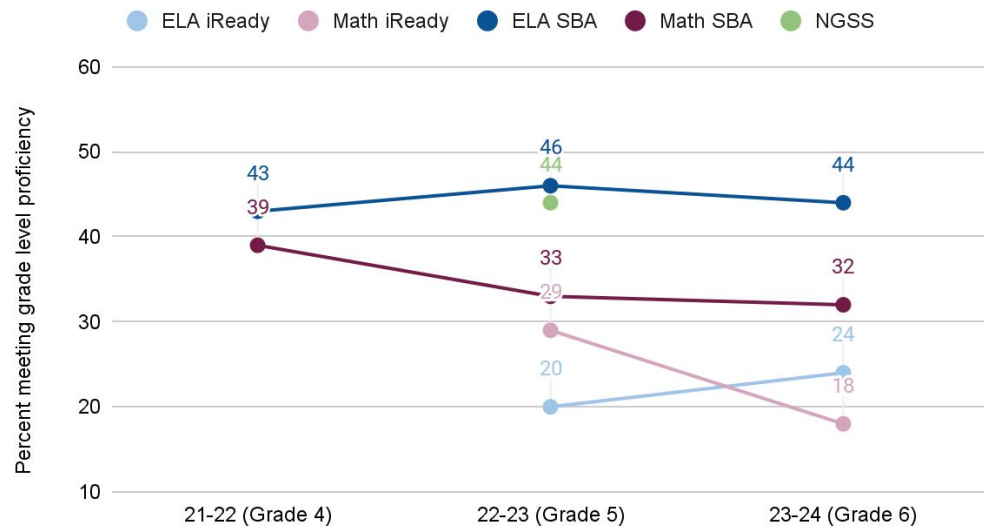


Current Grade 6					
Year	ELA iReady	Math iReady	ELA SBA	Math SBA	NGSS
21-22 (Grade 3)			41	41	
22-23 (Grade 4)	29	25	40	34	
23-24 (Grade 5)	28	28	51	36	52



# Current Grade 7 Cohort: Percent of Students Meeting Grade Level Standard

Current Grade 7 Cohort

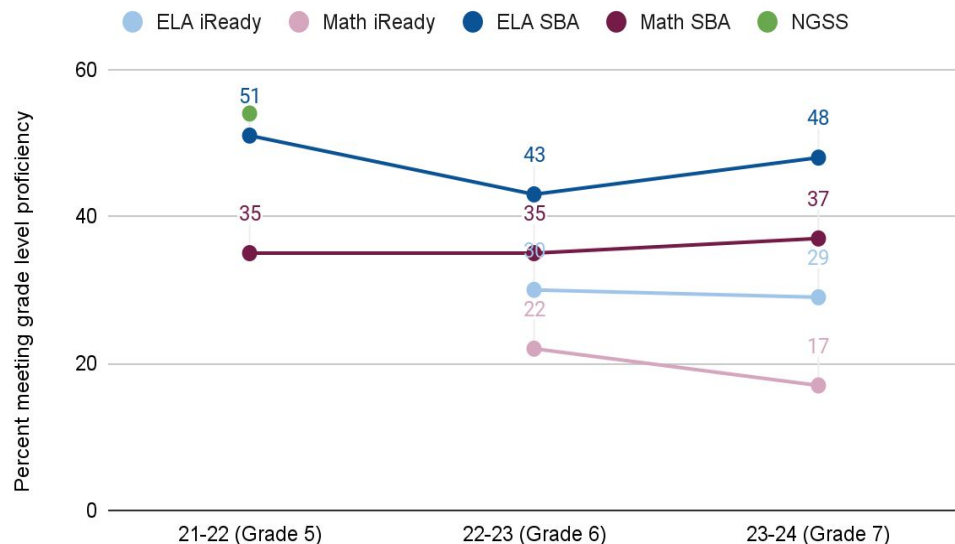


Current Grade 7					
Year	ELA iReady	Math iReady	ELA SBA	Math SBA	NGSS
21-22 (Grade 4)			43	39	
22-23 (Grade 5)	20	29	46	33	44
23-24 (Grade 6)	24	18	44	32	



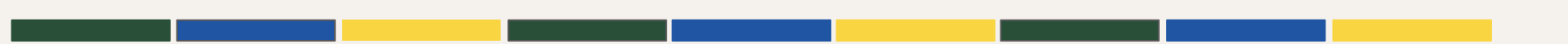
# Current Grade 8 Cohort: Percent of Students Meeting Grade Level Standard

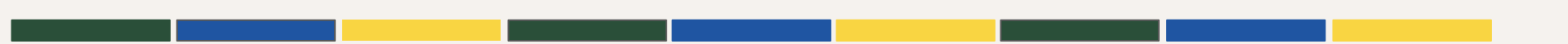
Current Grade 8 Cohort

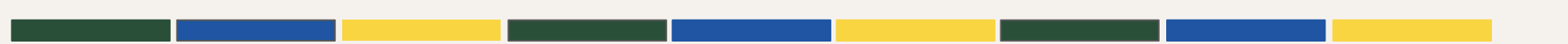


Current Grade 8					
Year	ELA iReady	Math iReady	ELA SBA	Math SBA	NGSS
21-22 (Grade 5)			51	35	54
22-23 (Grade 6)	30	22	43	35	
23-24 (Grade 7)	29	17	48	37	





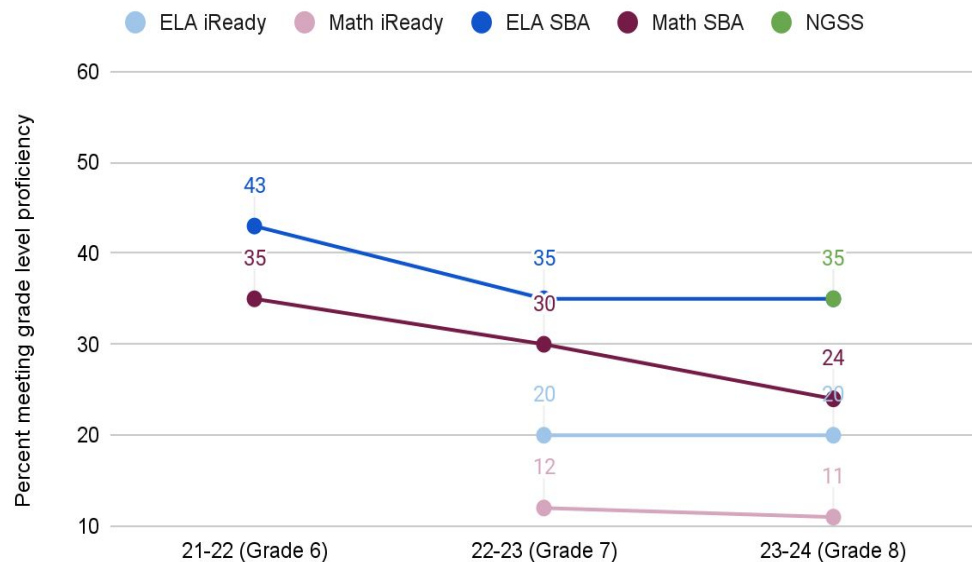






# Current Grade 9 Cohort: Percent of Students Meeting Grade Level Standard

## Current Grade 9 Cohort

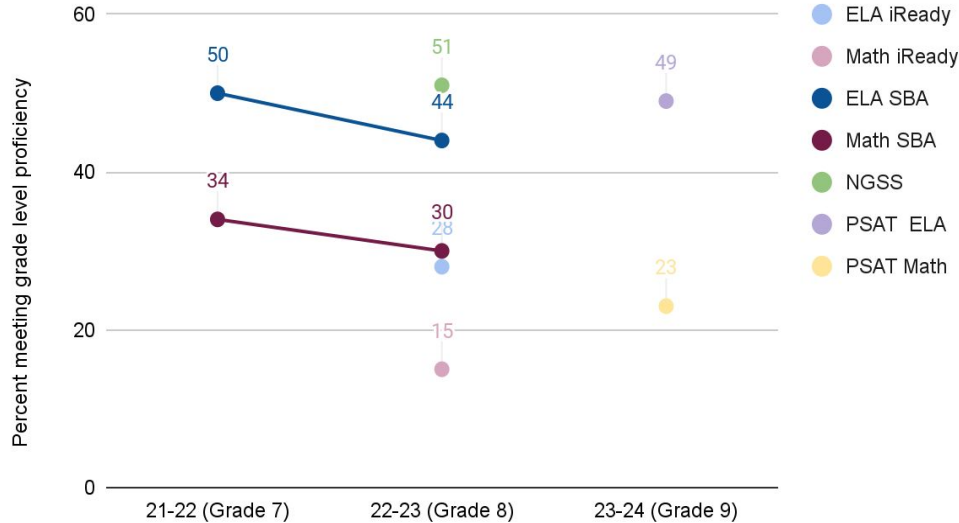


Current Grade 9					
Year	ELA iReady	Math iReady	ELA SBA	Math SBA	NGSS
21-22 (Grade 6)			43	35	
22-23 (Grade 7)	20	12	35	30	
23-24 (Grade 8)	20	11	35	24	35



# Current Grade 10 Cohort: Percent of Students Meeting Grade Level Standard

Current Grade 10 Cohort

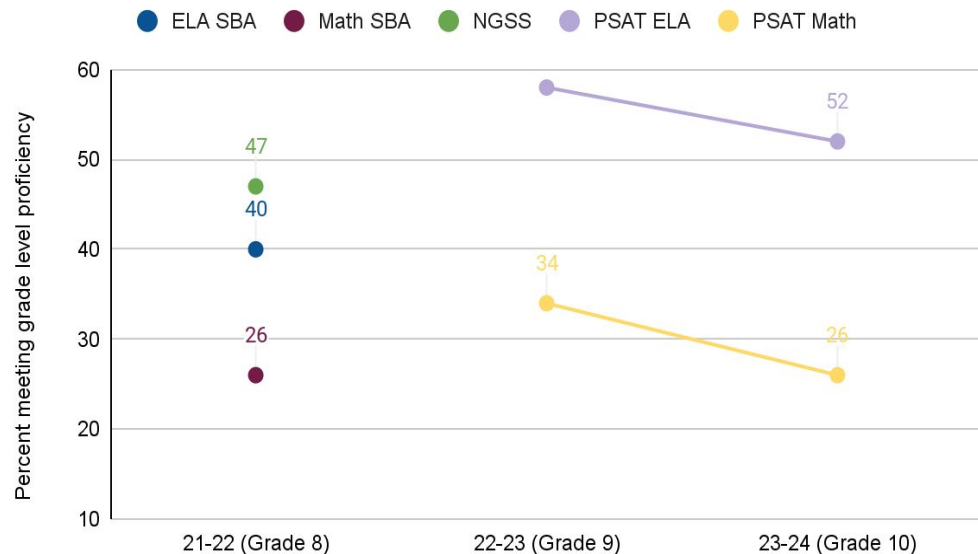


Current Grade 10							
Year	ELA iReady	Math iReady	ELA SBA	Math SBA	NGSS	PSAT ELA	PSAT Math
21-22 (Grade 7)			50	34			
22-23 (Grade 8)	28	15	44	30	51		
23-24 (Grade 9)						49	23



# Current Grade 11 Cohort: Percent of Students Meeting Grade Level Standard

Current Grade 11 Cohort

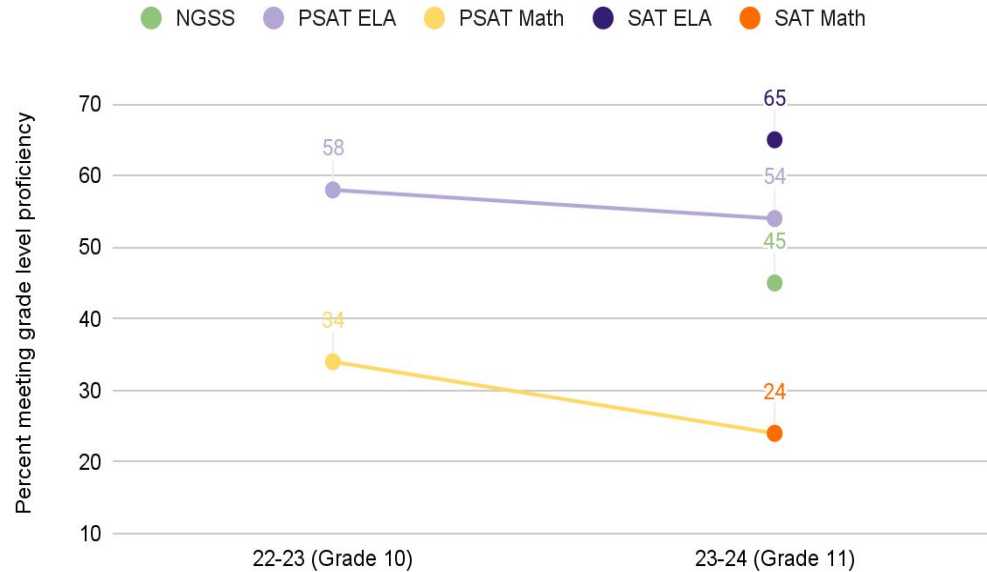


Current Grade 11					
Year	ELA SBA	Math SBA	NGSS	PSAT ELA	PSAT Math
21-22 (Grade 8)	40	26	47		
22-23 (Grade 9)				58	34
23-24 (Grade 10)				52	26



# Current Grade 12 Cohort: Percent of Students Meeting Grade Level Standard

## Current Grade 12 Cohort

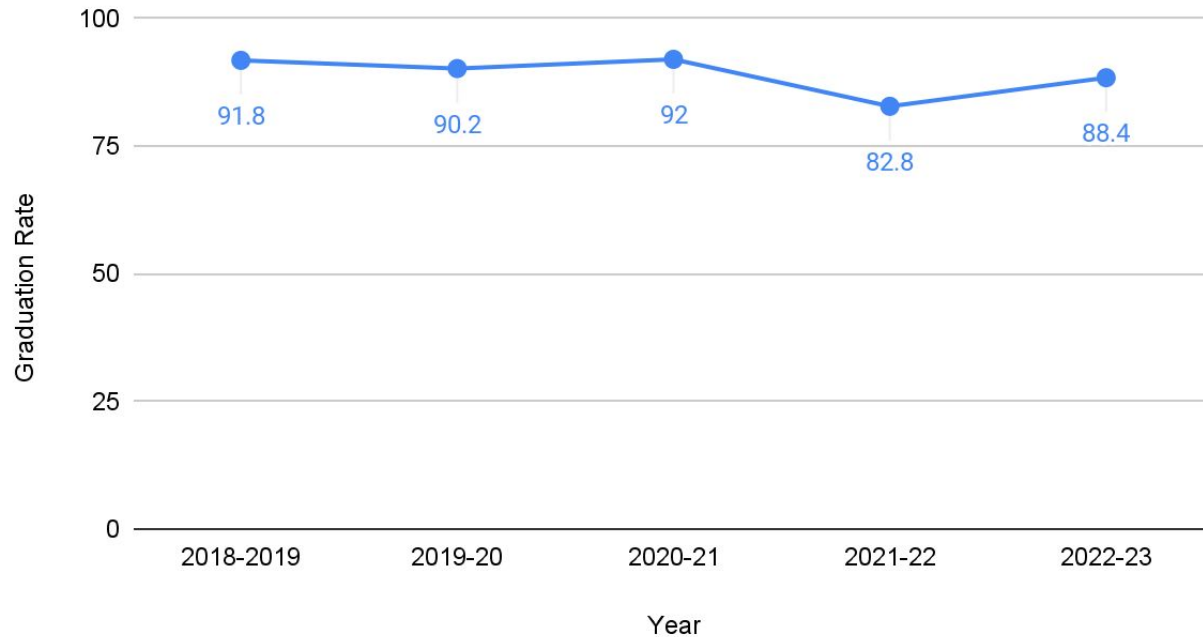


Current Grade 12					
Year	NGSS	PSAT ELA	PSAT Math	SAT ELA	SAT Math
21-22 (Grade 9)					
22-23 (Grade 10)		58	34		
23-24 (Grade 11)	45	54	24	65	24



# Graduation Rate Trend

## 4 Year Graduation Rate



Year	Graduation Rate
2018-2019	91.8
2019-20	90.2
2020-21	92
2021-22	82.8
2022-23	88.4



# High Needs

A	B	C	D	E	F	G	H	I	J	K	L
Academic Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Number of English Learners	120	124	121	145	162	199	190	238	251	315	328
English Learners Percentage of District Population	2.70%	2.90%	2.90%	3.50%	4.10%	5.00%	5.10%	6.50%	6.90%	8.80%	9.40%
Number of Free/Reduced Lunch Students	875	852	953	965	1270	1342	1359	1167	1318	1185	1160
Free/Reduced Lunch Percentage of District Population	20.20%	20.20%	22.80%	23.50%	32%	34.10%	36.70%	31.80%	36.20%	33.20%	33.20%
Number of Students with IEPs	591	604	615	613	615	602	619	578	613	594	632
Students with IEPs Percentage of District Population	13.60%	14.4%	14.70%	15%	15.50%	15.30%	16.70%	15.80%	16.80%	16.70%	18%
District Population	4335	4209	4186	4100	3969	3925	3707	3665	3639	3563	3498

# What we have done, What has been put in place.

Data platform that helps collect and monitor student growth/needs in one place  
(Educlimber)

Implementation of assessment tools to identify and monitor student progress.  
(Dibels K-8)

Implementation of assessment tools to drive instruction (i-Ready).

Developed consistent practices K-12 (MTSS, MLs, 504)

Purposeful review of our K-12 curriculum to ensure alignment – especially between transition grades.

Distribute leadership (teacher and administrators) to foster a shared responsibility



# DRG

Performance  
Index

## ELA

Rocky Hill	75.3
East Granby	74.1
Stonington	73.8
East Lyme	73.2
Old Saybrook	73.1
North Haven	72.7
Southington	71.2
Berlin	70.3
Colchester	70.2
East Hampton	70.1
Bethel	69.1
Wethersfield	68.9
Waterford	68.1
Milford	67.8
Cromwell	67.5
Branford	67.4
Clinton	66.3
Shelton	65.8
Newington	64.8
Wallingford	64.5
Watertown	64
State	63.9
Ledyard	63
New Milford	61.6
Windsor	60.7

## Math

Rocky Hill	73.6
Stonington	71.9
East Lyme	70.1
Southington	69.9
Colchester	69.4
North Haven	69.4
Old Saybrook	68.8
Berlin	68.6
Bethel	68.5
Waterford	67.3
East Granby	67.1
Shelton	66.8
Clinton	65.9
East Hampton	65.6
Branford	65.1
Milford	64.9
Wethersfield	64.2
Cromwell	63.7
Newington	61.5
Wallingford	61.1
Watertown	60.7
State	60.2
Ledyard	60.1
Windsor	57.8
New Milford	56.3





# Grades K-2 Next Steps

## Make sure our students...

... **build confidence** (encourage a “can do” attitude)

... **ask for help** (learn to understand when they need assistance)

... **work collaboratively** (practice working with peers)

... **practice patience through mindfulness** (understanding new learning takes time and it is okay to make mistakes)

... **regulate emotions** (develop strategies to stay calm and focused)

## Ensure that our instruction has...

... **set learning objectives** (provide students with a clear understanding of what they are working towards)

... **differentiated instruction** (using varied materials, grouping strategies, and activities to support all students)

... **timely feedback** (provide constructive, specific feedback on student progress to encourage growth)

... **assessing and adjusting** (monitor understanding throughout the lesson and adjust pacing or strategies)



# Grades 3-5 Next Steps

**Make sure our students are...**

... prepared academically

... prepared emotionally

... prepared socially

to succeed as they move towards middle school.

**Support these targets through...**

...strong Tier 1 instruction that is engaging and rigorous.

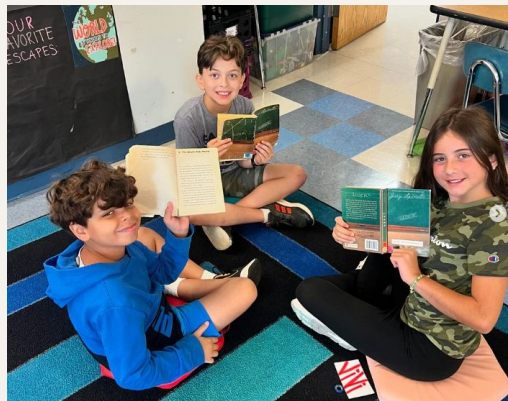
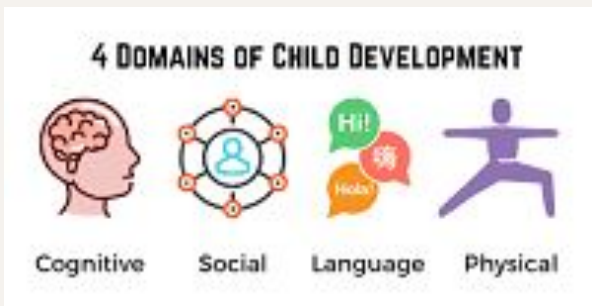
...systems of support for students that are struggling academically.

...systems of support for students that struggle emotionally and socially.

...do all things in collaboration with our families.



# K-5 Developmental Guidance



## Social & Emotional Learning Builds Life Skills



**Self-awareness** to develop a healthy sense of who you are, and better understand your thoughts and feelings



**Self-management** to manage your thoughts, feelings, and actions toward goals



**Social awareness** to better understand different views and have empathy for others



**Relationship skills** to communicate and connect, problem solve together, and stand up for others



**Responsible decision-making** to make constructive choices, analyze our actions, and find solutions

From "What is the CASEL Framework?" on caseL.org



# K-5 Professional Learning

We are working on....

Instructional Play

Analyzing data to plan for instruction

Problem Solving Teams

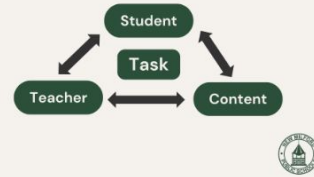
Lab classrooms and head teachers

To meet the district's expectations of ...

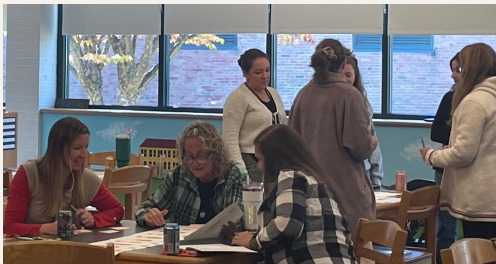
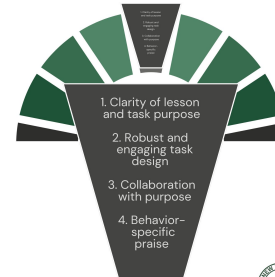
Instructional keystones

Instructional Core

## The Instructional Core



## Instructional Keystones



# Grades 6-8 Next Steps

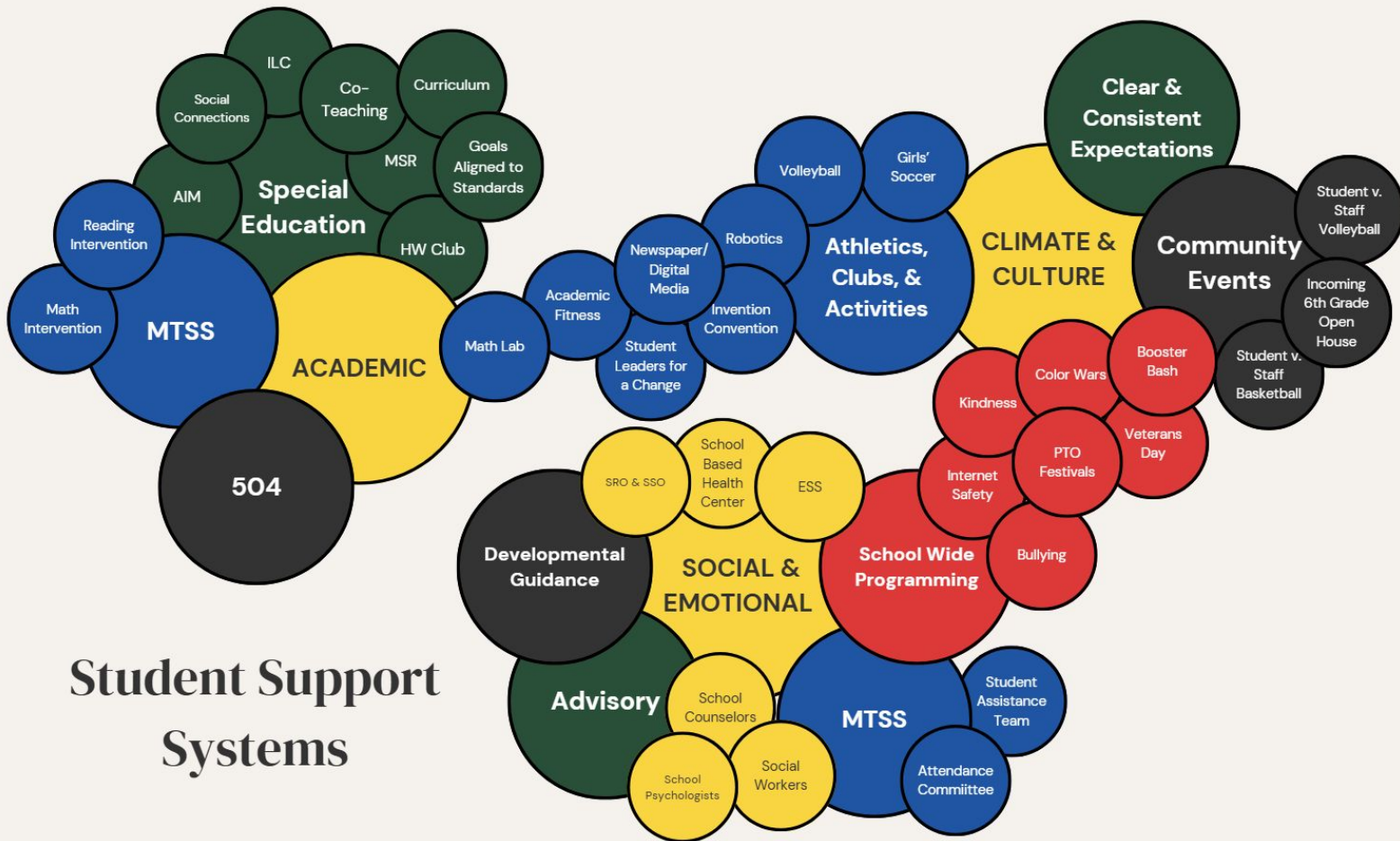
## Make sure our students...

- ... are present.
- ... have their basic needs met.
- ... understand what is expected of them.
- ... are properly supported.

## Ensure that our instruction is...

- ... engaging.
- ... relevant.
- ... rigorous.
- ... meets the needs of all learners.



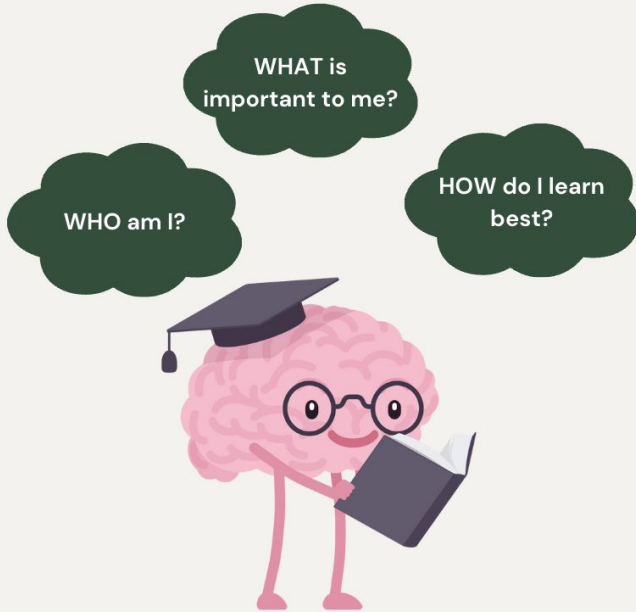


# Student Support Systems



# Young Adolescents

## *Ages 11-13*



- Developmental Guidance & Social Emotional Learning
- Professional Learning:
  - Who are middle school students developmentally?
  - Teaching strategies that support what we know about student learning.
- Expand Course Offerings:
  - Increased time in UA classes
  - Added Communication Arts
  - Revamp STEM, Digital Media, & Computer Science
- Ongoing Curriculum Work in ELA, Math, Science, & Social Studies

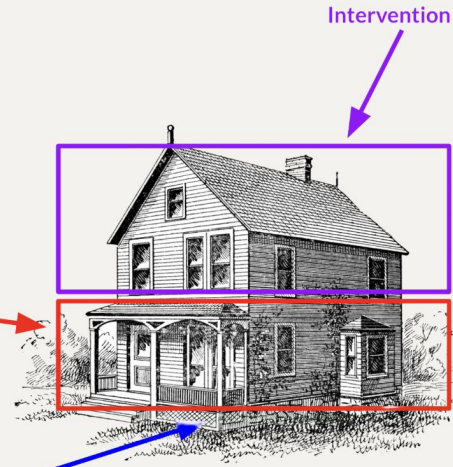
# 6-8 Professional Learning

Our professional learning is designed to ensure that teachers have the tools necessary to provide quality instruction that is engaging, relevant, rigorous, and that meets the needs of all students.

- Unpacking Standards, Learning Targets & Success Criteria
- Data Driven Decision Making & PLC Practices
- The Formative Assessment Cycle
- Discipline Literacy/Explicit Instruction in Academic Vocabulary
- Building Thinking Classrooms
- Student Motivation & Boredom Busters
- Strategies to Support MLL Students
- Utilizing Newline Boards
- Trauma Informed Practices, De-escalation Strategies, & Restorative Practices

**Tier 1 Instruction**

- *Best Practices*
- *Differentiation*
- *SPED/504/EL Accom/Mod*
- *Social Emotional Learning for all*



**Foundation = Community, Connections, Relationships**





# Grades 9-12 Next Steps

## Make sure our students...

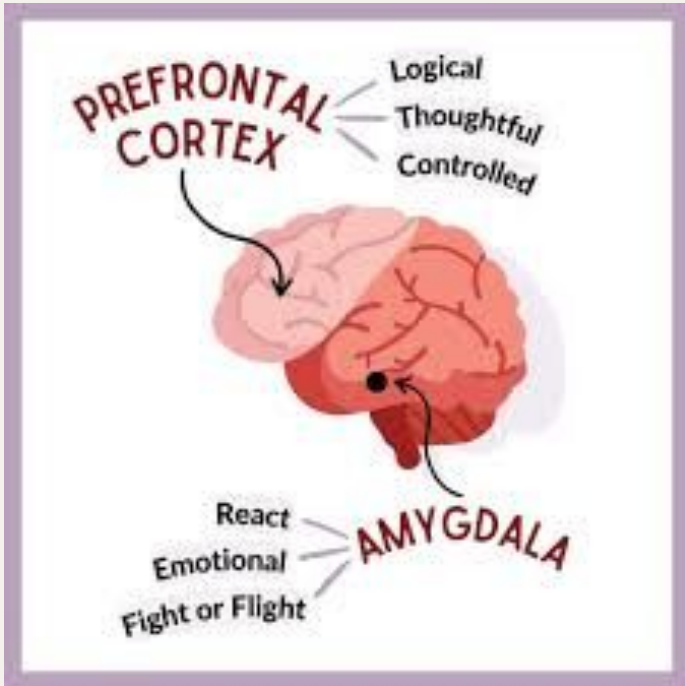
- ... are present.
- ... have their basic needs met.
- ... clear criterion for success.
- ... are properly supported.

## Actions to ensure these outcomes?

- ... Use of our attendance team.
- ... Wingman, P2P, and SBHC.
- ... Walkthroughs, professional learning and Instructional Rounds.
- ... School counseling, FLEX including on-track work.



# The Developing Adolescent Learner



- Reestablishing connections—eliminating cell phones
- Trusted relationships with adults & peers
  - CASEL standards guide Wingman
  - Peer to Peer for freshman & new students
  - Teachers, school counselors, & support team
  - Maximizing SBHC supports
- Know your students' needs
  - MTSS biweekly
  - MLL and SIOP work
  - 504/Special Education
  - Summit



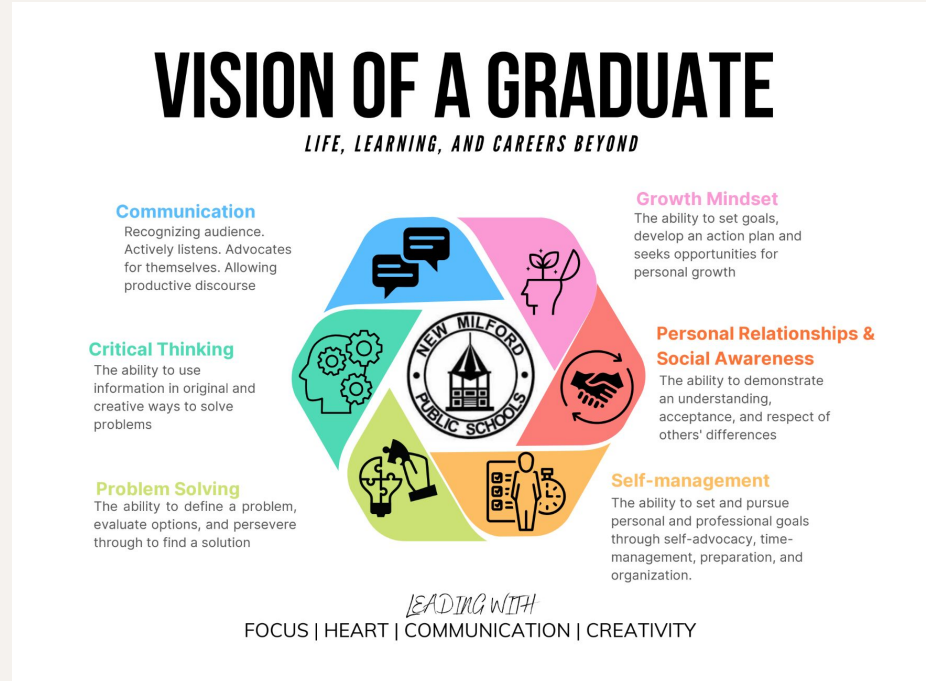
## On-Track: Our Guiding Principle

- New PLC protocols to better meet the needs of our learners
- Biweekly attendance team & appeals process
- FLEX, band, theater, sports, clubs & activities–  
**SOMETHING for EVERYONE**
- Efficient & consistent communications: teacher, student, families



# Our Goal? Celebrating a Graduate!

- Using Data to Inform Practice & Process
- 24-25 teacher goal setting process connecting to VOG
- Walk-through/Instructional Rounds – evidence of implementation
  - Instructional core at NMHS?
  - NMPS keystones in our classes?
- Setting High Expectations
  - Student & Staff Wave Awards
  - Student of the Month
  - *Celebrating together!*



# 9-12 Professional Learning

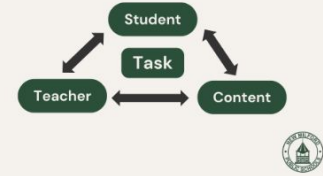
What we're working on:

- Co-Teaching and EdAdvance
- Comprehensible Input and Multi-Language Learners & World Language
- MLL student supports & best practices
- School Based Diversion Initiative & school culture and climate
- PLC practices and data to inform the classroom experience

And why? To meet the district's expectations of ....

- Instructional Keystone
- Instructional Core

## The Instructional Core



## Instructional keystones



# Final Takeaways

- New Milford students are growing academically, but the district is underperforming when it comes to achievement on the grade-level standards.
- There are reasons for underperformance, not excuses.
- We are working to create an instructional culture that consistently employs research-based best practices in each classroom in the district.
- Systems and structures matter tremendously, and we are building them.
- Students with high needs require our immediate attention and curricular and instructional focus.
- Minimize distractions and focus on students' learning.



**Thank You!**

