

**New Milford Board of Education
Committee on Learning Meeting Minutes
October 5, 2021
Sarah Noble Intermediate School Library Media Center**

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2021 OCT - 7 A 9:45

NEW MILFORD, CT

Present:	Mrs. Tammy McInerney, Chairperson Mr. Joseph Failla Mr. Brian McCauley Mrs. Leslie Sarich
Also Present:	Ms. Alisha DiCorpo, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent Ms. Karen Bosco, Data Coach

1.	Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:34 p.m. by Mrs. McInerney.	Call to Order
2.	Public Comment • There was none.	Public Comment
3.	Presentation • Mrs. McInerney welcomed Mrs. Sarich to her first meeting of the committee. A. 2020-2021 School Year Reflections: Growth and Opportunities • Assistant Superintendent Holly Hollander and Ms. Karen Bosco, Data Coach, presented the New Milford Public Schools 2020-21 Assessment Results. The presentation is attached to these minutes. • Ms. Hollander said data reflects the challenges presented by learning in the pandemic. Due to the variety of learning models: in-person, hybrid, remote, comparisons are made to District Reference Group D districts that most consistently identified as a hybrid learning model which is the model New Milford used. The trend in district over time is also reviewed. • Ms. Hollander discussed the many different assessments students have which include	Presentation A. 2020-2021 School Year Reflections: Growth and Opportunities

	universal screeners, state assessments, and classroom assessments. The goal is to use all the data to draw conclusions about student learning and instruction. • Ms. Bosco said that the Smarter Balanced assessment was not given in 2020 but was given in 2021 so there are no growth levels to review due to the lack of available comparison. There was a decrease throughout the state which was expected somewhat due to stresses of the pandemic. New Milford ranks 1.3% below state average in ELA Meeting or Exceeding and 4.4% below state average in Math. • Mr. Failla asked why Math was so much lower. • Mrs. Sarich suggested that Math support is especially difficult for remote/hybrid students. • Ms. Bosco agreed that it may be hard to be supported during remote/hybrid because today's math is very different from how parents learned. • Ms. DiCorpo said 2018/19 showed significant growth. We were on a path of growth before the pandemic, now we just need to get back there. Added interventionists and coordinators will lend support. • Ms. Hollander said they are reviewing curriculum and instruction as well. • Mrs. Sarich noted the low math scores at the middle school level. She asked if it is reflective of the SMS teachers. • Ms. DiCorpo said curriculum is the focus. The teachers, coaches, and administrative team have been working to align the core standards with each course moving away from a focus on a program that had been used in the past. The group also recognizes that this is the first time students can experiment with different levels of math and have been reviewing prerequisite skills. All teachers have had access to coaches and receive support via explicit feedback from their administrators through the evaluation process which is focused on growth and support.	
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- Mr. Failla asked about assessment for math beyond grade 8 since Smarter Balanced stops at grade 8.
- Ms. DiCorpo said they are investigating continuity of testing and that may come up at budget time. The PSAT is used as a measure now.
- Mr. Failla is concerned with any impact to STEM and other studies.
- Ms. Hollander said the data coach is meeting with the high school department chair to focus on this.
- Ms. Bosco said she is meeting with all administrators and coordinators to inform them of the data. They are establishing data teams for further review.
- Science results were reviewed. Ms. DiCorpo said they are reviewing the amount of time spent on science as well as Social Studies at the lower levels, as well as what they are covering and when.
- Mr. Failla said his takeaway is that science scores are okay but math is out of balance.
- Mr. McCauley suggested that anything we are looking at from last year should be taken with a grain of salt due to the pandemic.
- Regarding the SAT, Mr. Failla said he believes there is a nationwide move away from the test in relation to college admissions.
- Ms. DiCorpo said that CT requires it be given during the day and that counselors discuss specific college admission requirements with students.
- Mr. Failla said he thinks we over test students and that there is too much teaching to the test versus teaching to learn.
- Ms. DiCorpo said we are teaching to standards not to tests in these assessments.
- Mrs. Sarich asked if SBAC is mandated.
- Ms. DiCorpo said yes, as well as Science and SAT.
- Mrs. Sarich asked what happens if they are not done. Does the district lose funding?
- Ms. DiCorpo said she doesn't know if it is tied to funding but there is a required district

	participation rate. There is no unilateral opt out for the district. • Ms. DiCorpo said almost all districts in CT have a universal screener. It helps determine how much growth is possible and makes goals attainable. • Ms. Bosco says the assessment is used to drive instruction and provides very valuable data. • Regarding Advanced Placement, district participation is up showing students have more access. • Mrs. McInerney asked if it was true that students must take the test to get AP credit and Ms. DiCorpo said that is correct. • Mrs. McInerney said some students are just not good test takers and doing poorly is not necessarily a reflection of what they learned/know. • Mrs. Sarich said there is value in taking AP classes prior to college. • Ms. Hollander discussed next steps to assist with student instruction and to provide actionable feedback to students.	
4.	Public Comment • There was none.	Public Comment
5.	Adjourn Mr. McCauley moved to adjourn the meeting at 8:45 p.m. seconded by Mrs. Sarich and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:45 p.m.

Respectfully submitted:



Tammy McInerney, Chairperson
Committee on Learning

Assessment Results

2020-2021



NEW MILFORD PUBLIC SCHOOLS
New Milford Board of Education Workshop
October 2021
PRESENTED BY:
Holly Hollander, Assistant Superintendent
and
Karen Bosco, Data Coach

Setting the Stage

The 2020-21 school year presented challenges, unlike any other year as students spent a significant part of the year learning remotely. The state collected data from each district to better understand the variety of learning models. The findings demonstrate that:

- *Nearly one-quarter of students were fully/mostly in-person*
- *Nearly half of students were hybrid learners*
- *Nearly one-quarter of students were fully/mostly remote*

In addition to the variety of learning models, there were also varied testing models, findings suggest:

- Nearly 82 percent of Grade 3-8 students tested in-person
- 11.5 percent of students tested remotely.
- In-person test participation was strongest for students who learned fully/mostly in-person (97%) or in hybrid (95%) models.

➤ As of Sept 2021, the state recognizes some discrepancies with the released data.

Continued...



Learning model and assessment model for New Milford

- Hybrid learning, in person testing (most common)
 - Return to school in April
- In person learning, in person testing (high risk students)
- Hybrid learning, remote testing
- Full remote learning, remote testing
- Full remote learning, in person testing

Results were displayed to show growth over time in past, however, for the reasons mentioned prior, this year's data is being looked at as a new baseline

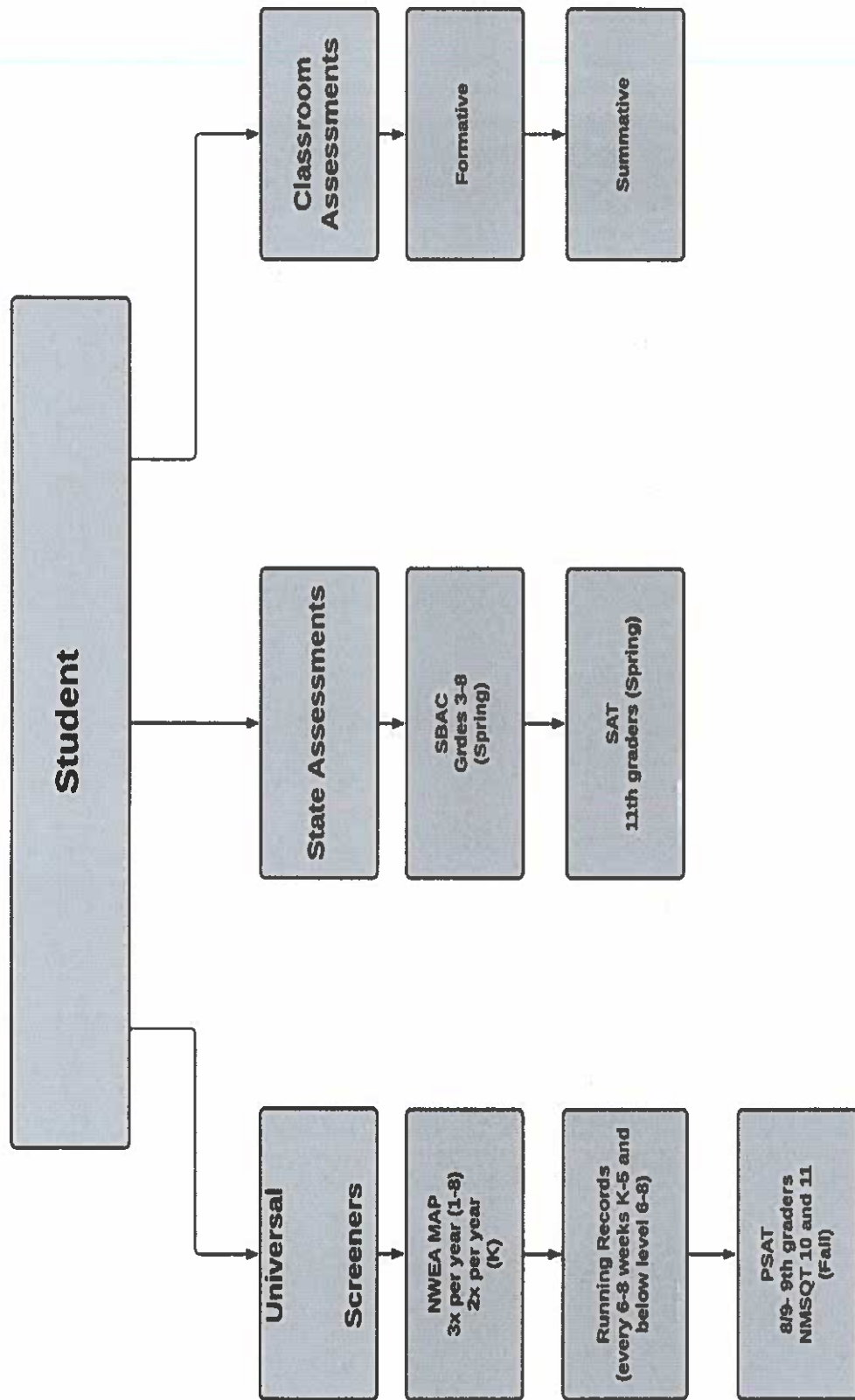
- Other new baselines in the past (CMT-SBAC)
- There was no presentation last year (Covid)
 - Any comparisons are made from the 2019 school year.

District Reporting and Comparisons



- There are 24 districts included in District Reference Group D. Of the 24 districts:
 - Six districts (including New Milford) most consistently identified as a hybrid learning model.
 - As a result of the variety of models and testing, for comparison sake, we have decided for consistency to:
 - Compare our district to the state hybrid scores
 - Look at the trend of our district over time

Assessment Flowchart



Smarter Balanced Assessment

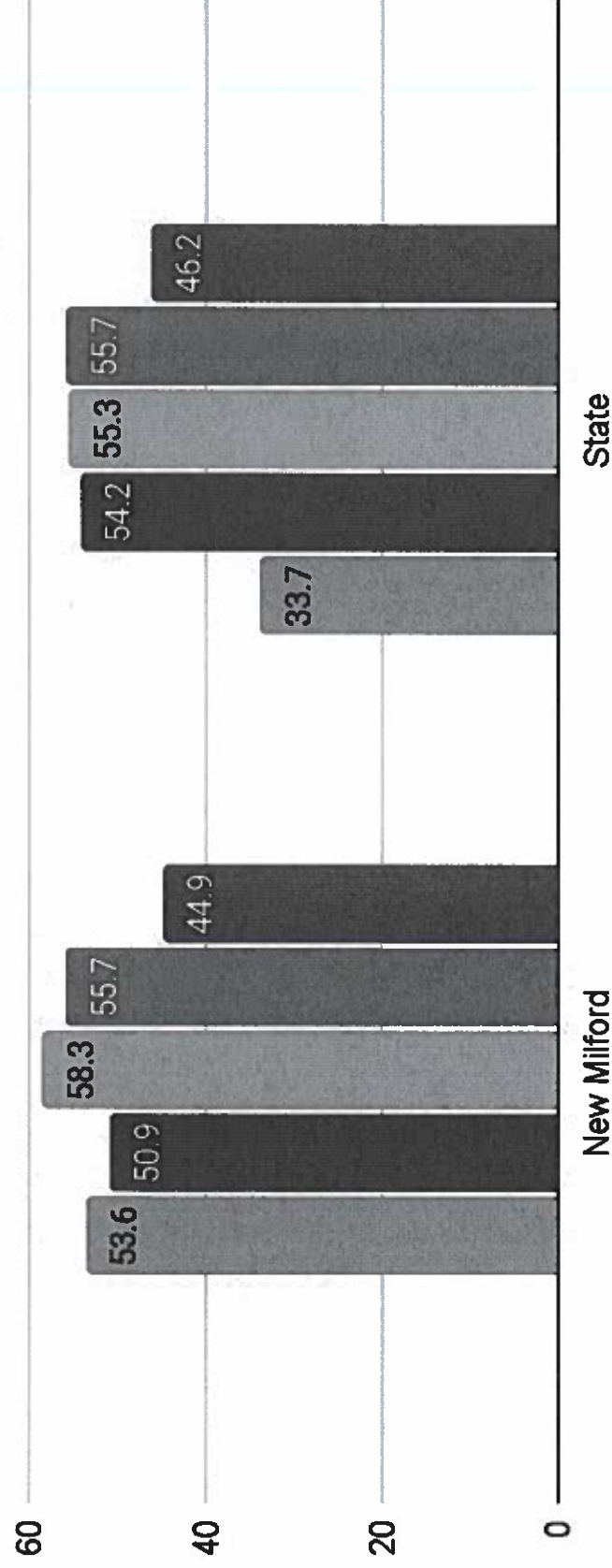


- The Smarter Balanced assessment is aligned to the Connecticut Core Standards for English Language Arts and Mathematics, for grades 3-8.
- The Smarter Balanced assessment replaced the CMT and CAPT.
- Administered in the Spring of 2021
- Adaptive Assessment that includes performance tasks (math only).
- 4 achievement levels (1 – 4) with levels 3 and 4 considered meeting and exceeding goal.

Smarter Balanced ELA Results Historical Performance



■ 15-16 ■ 16-17 ■ 17-18 ■ 18-19 ■ 20-21

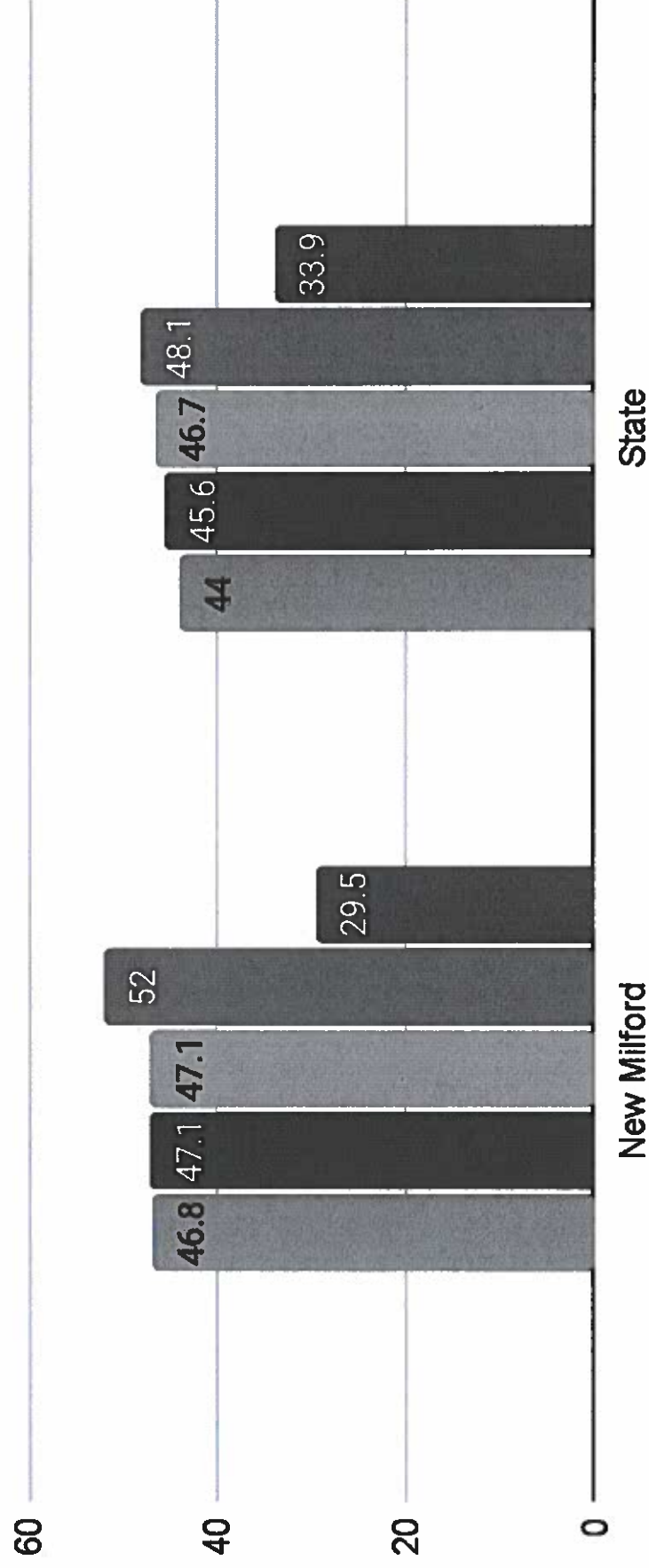


ELA SBAC Meeting or Exceeding

Smarter Balanced Math Results Historical Performance

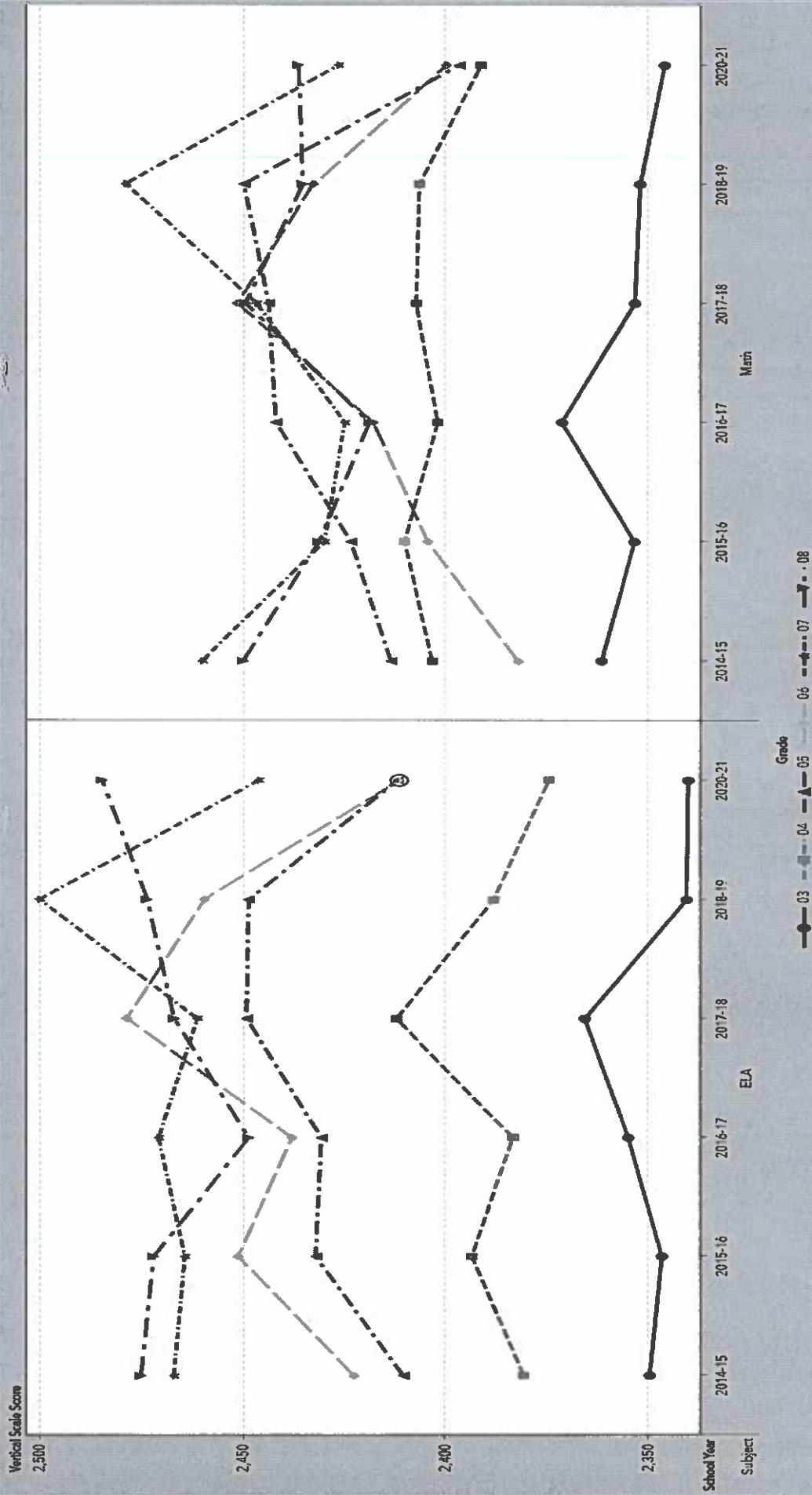


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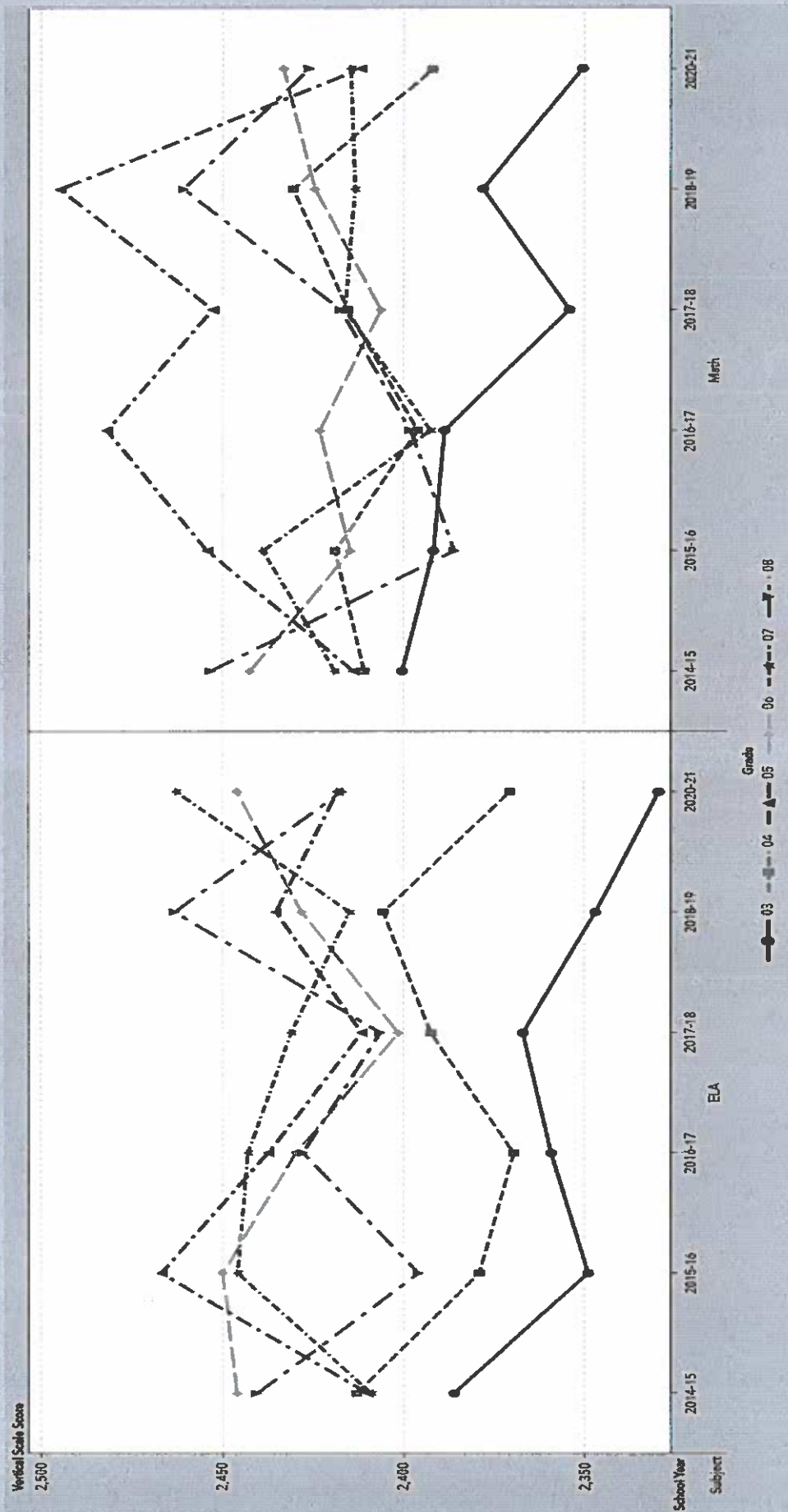


Math SBAC Meeting or Exceeding

Special Education Trend



ELL Trend



High Needs Trend

Vertical Scale Score

2,550

2,500

2,450

2,400

School Year

Subject

2014-15

2015-16

2016-17

2017-18

2018-19

2020-21

Grade

03

04

05

06

07

08

ELA

Math

2014-15

2015-16

2016-17

2017-18

2018-19

2020-21

Grade

03

04

05

06

07

08

ELA

Math

2014-15

2015-16

2016-17

2017-18

2018-19

2020-21

Grade

03

04

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2014-15

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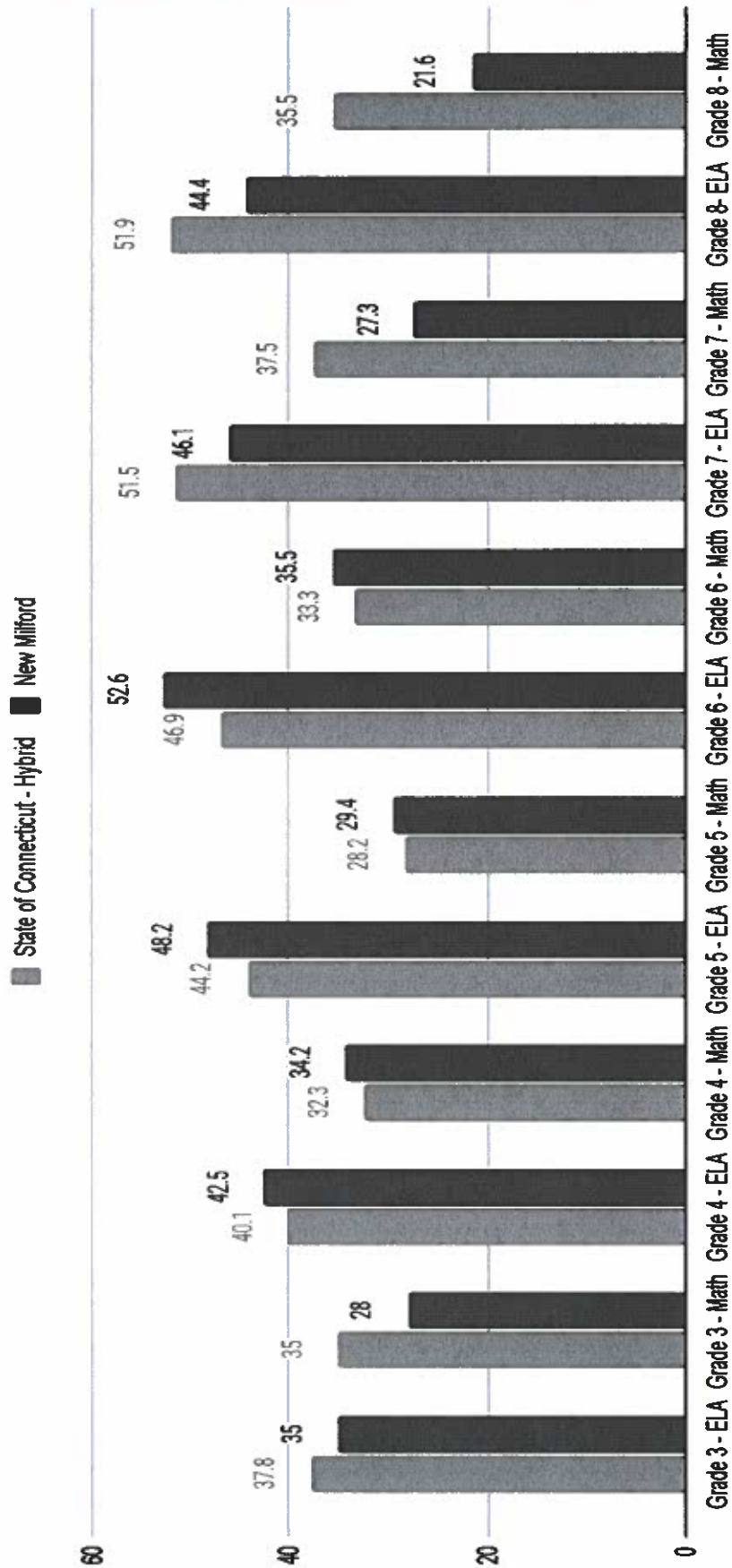
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05

Smarter Balanced Results 2021



State of Connecticut - Hybrid and New Milford



Smarter Balanced Summary

ELA

- 44.9% of New Milford students reached state level benchmarks in grades 3rd-8th
- State had an average decrease of 17%, New Milford had an average decrease of 19% from the 2019 assessment.
- Grades 4,5, and 6 performed above the state average. Grades 3,7, and 8 performed below the state average.

Math

- 29.5% of New Milford students reached state level benchmarks in grades 3rd-8th
- State had an average decrease of 30%, New Milford had an average decrease of 43 % from the 2019 assessment.
- Grades 4,5, and 6 performed above the state average. Grades 3,7, and 8 performed below the state average.

Science Assessment (Next Generation Science Standards)



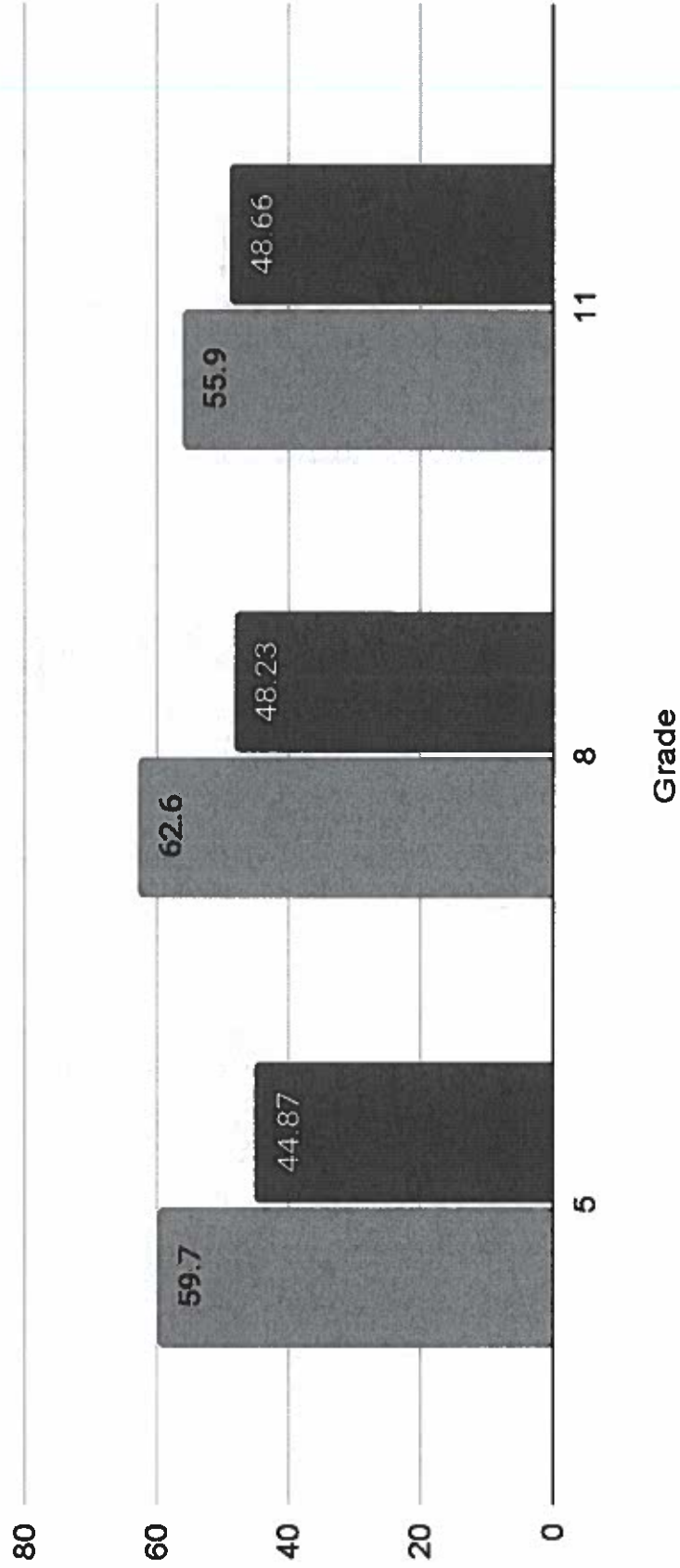
- 2018 was the Pilot year for the NGSS Science assessment in grades 5, 8 and 11.
- 2019 was the first year the NGSS Science assessment in grades 5,8,11 was formally collected.
- 2021 was the second year of administration of the NGSS
 - Due to Covid, the implementation of the NGSS had to be adjusted (social distancing, sharing of materials, virtual labs)

NGSS Science Summary

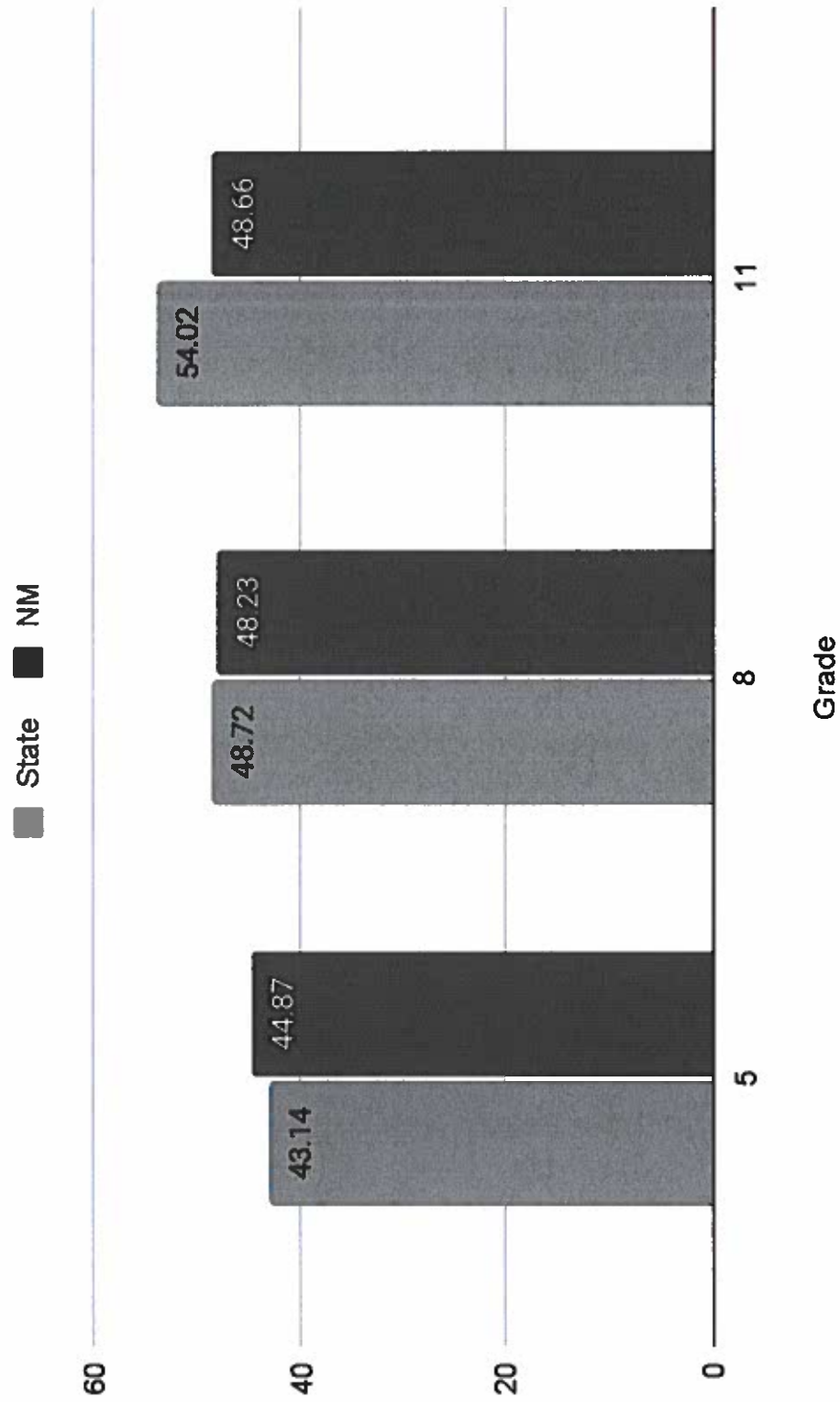


NGSS

■ 18-19 ■ 20-21



NGSS District to State



SAT



- The SAT is designed to assess academic readiness for college
- These exams provide a path to opportunities, financial support, and scholarships
- The SAT test keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century
- State mandated assessment for 11th graders
- 12th graders took the 2020 assessment in September 2020, 11th graders took the assessment in April 2021

SAT Performance 2021: Overall Score



— New Milford ■ CT



PSAT 2021



ELA

Math

Grade	% of Students meeting benchmark: New Milford	% of Students meeting benchmark Connecticut	Grade	% of Students meeting benchmark: New Milford	% of Students meeting benchmark Connecticut
PSAT 8/9	76	65	9	51	39
PSAT 10	83	69	10	46	40
NMSQT 11	82	67	11	42	39

Universal Screener



NWEA Assessment

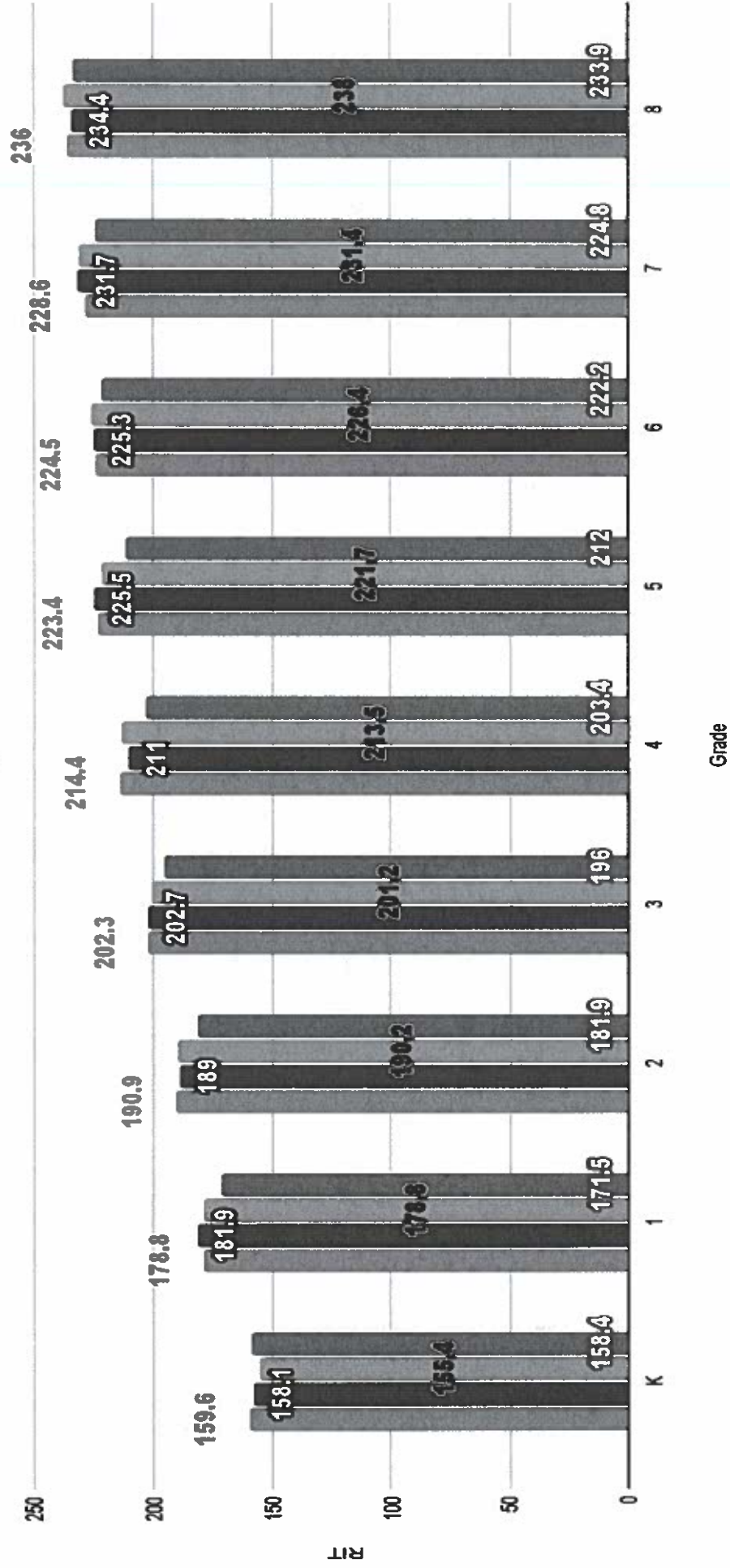
- Accurately measures what students know, regardless of their grade level (RIT).
- Norms based
- Growth over time
- Computer Adaptive
- Data is used to form instructional groupings, identify strengths and weaknesses in curriculum.

NWEA: RIT Math

Trend by Grade Level



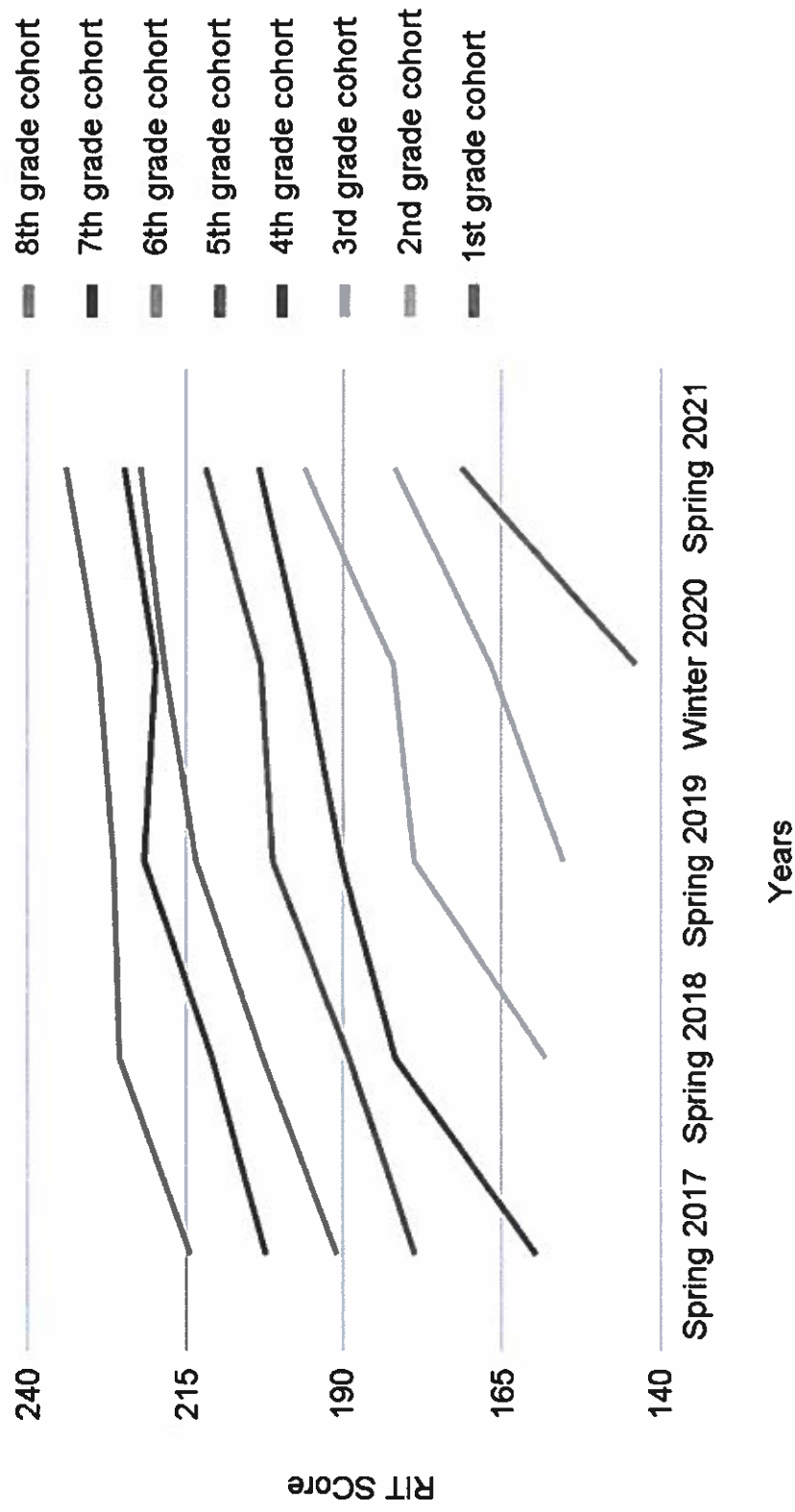
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NWEA Math Cohort



NWEA Math (Same group of students over the years)

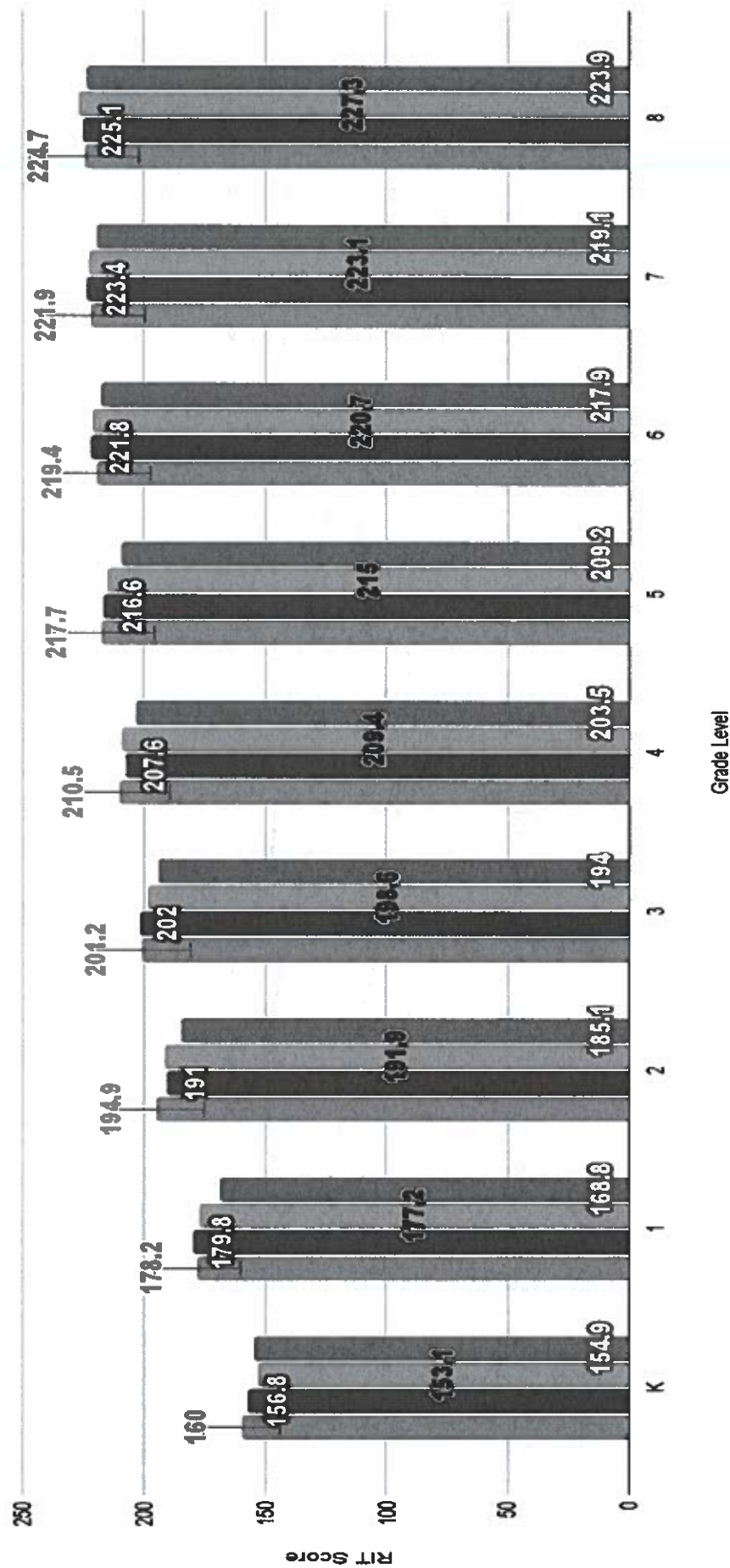


NWEA: RIT ELA

Trend by Grade Level



■ 16-17 ■ 17-18 ■ 18-19 ■ 20-21



NWEA ELA Cohorts



NWEA ELA (Same group of students over the years)



125 Spring 2017 Spring 2018 Spring 2019 Winter 2020 Spring 2021

Years

Universal Screener Summary



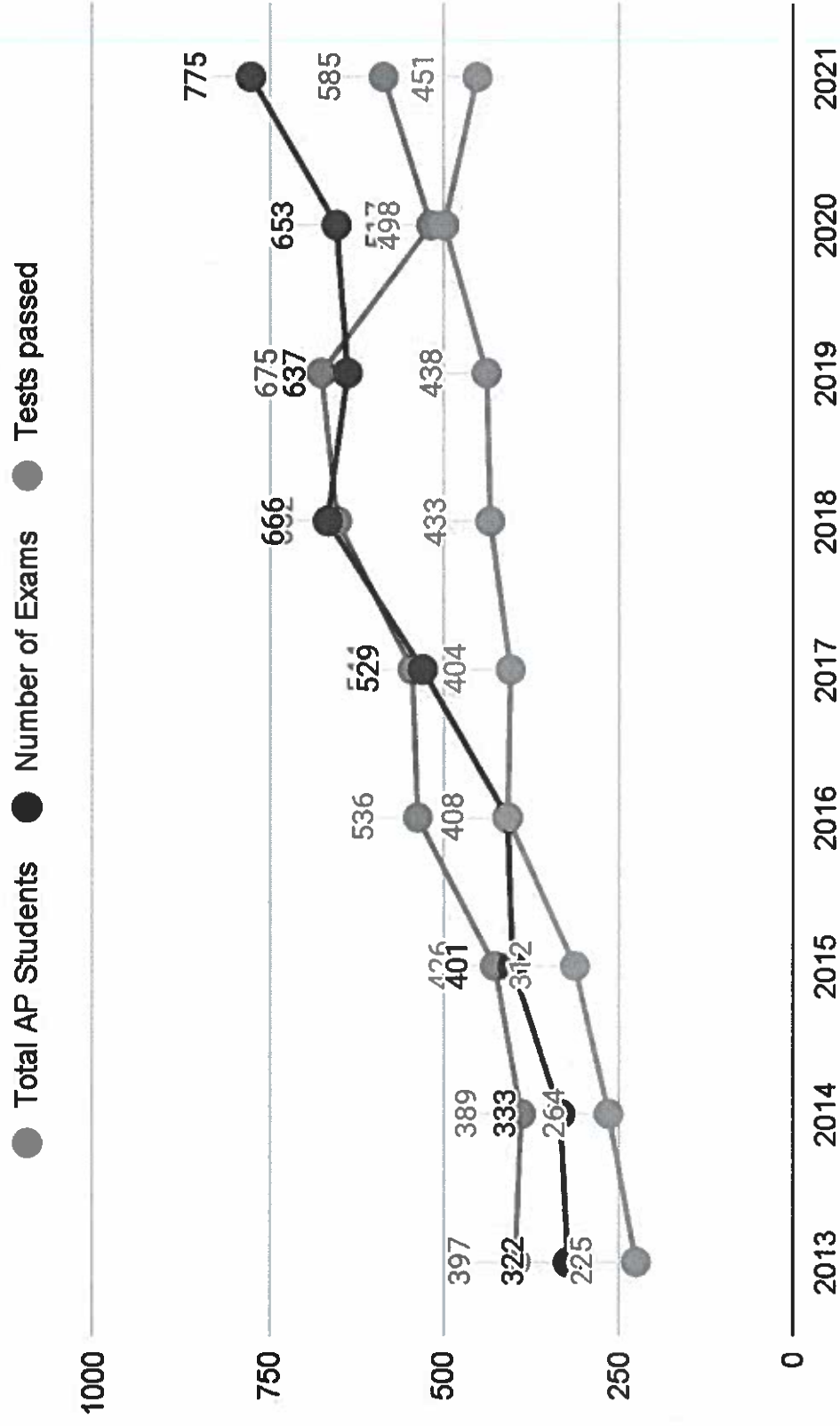
- 2021 scores will be used as a baseline to view growth over time
- Data will be utilized to address student needs, determine and implement effective instructional strategies, and guide curricular decisions
- RIT score is being used as a more reliable indicator than percentile this past year as a result to the normed population not being affected by Covid
- Looking at student growth through multiple data points helps teachers better meet the instructional needs of students

Advanced Placement



- AP gives students the chance to tackle college-level work while they're still in high school.
- Test measures how well you have mastered the content and skills of a specific AP Class.

Advanced Placement Enrollment, Participation, and Passing



Next Steps K-12



Vertical teams developed to review vertical alignment of the curriculum

- Curriculum coordinators
- K-12 teacher representation
- Coaches
- Review data to determine internal gaps in curriculum that need to be addressed
- Identify areas of strength and areas of weakness
- Craft a plan for improvement/continuity
- Review curriculum and programs

Added Heggerty program to address phonemic awareness in addition to continued implementation of phonics curriculum.

Partnership with the Mandell Academy to assist teachers in the implementation of NGSS aligned Curriculum

Partnership with Columbia University as well as continuing to coach into Reading and Writing Units of Study K-8

Continue to help students think like Mathematicians as we implement a math workshop model and update our Math curriculum to best address the major works of each grade level

Next Steps K-12 (cont.)

Develop our capacity as a district to use data to inform teaching and learning.

- District, building, instructional level data teams (4x per year)

Provide high quality feedback about instruction based on student outcomes.

Continue to support teacher efforts to provide quality learning experiences for all students.

Questions?

