

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	September 16, 2014
TIME:	7:30 PM
PLACE:	Lillis Administration Building – Room 2

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T. J. CLERK
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NEW MILFORD, CT
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AGENDA

New Milford Public Schools Mission Statement

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.

1. CALL TO ORDER

2. PUBLIC COMMENT

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of items on this agenda. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

3. ITEMS FOR INFORMATION AND DISCUSSION

- A. NEASC Update
- B. Review District Assessment and Testing

Marc Balanda/Linda Scoralick
Joshua Smith

4. ADJOURN

Sub-Committee Members: Mr. David A. Lawson, Chairperson
Mrs. Angela C. Chastain
Mrs. Daniele Shook
Mr. John W. Spatola

Alternates: Mr. Dave Littlefield
Mr. David R. Shaffer

New Milford High School

NEASC Accreditation

Process

Board of Education
Committee on Learning
Tuesday September 16, 2014

What is NEASC?

- NEASC stands for the New England Association of Schools and Colleges.
- NEASC is a public school accrediting association with a goal to establish and maintain high standards for **ALL** levels of education across New England.
- Membership in and accreditation by the NEASC is similar to membership in professional organizations such as the American Bar Association and the American Medical Association.
- In each case, a commitment toward continual self-evaluation, a pledge to self-improvement, and a desire to maintain the Standards for Accreditation are necessary.

What does NEASC do?

- Approximately every 10 years, schools are visited and evaluated for 3 days by a team of teachers, administrators, and support staff.
- The visiting team evaluates every important aspect that makes a school successful from teachers and administrators to the actual building, as well as community resources.
- The visiting team makes recommendations that will help the school improve.

What are NEASC's standards?

These are the standards the visiting team evaluates:

- Core Values, Beliefs, & Learning Expectations
- Curriculum
- Instruction
- Assessment of and for Student Learning
- School Culture and Leadership
- School Resources for Learning
- Community Resources for Learning

Where is NMHS in the NEASC accreditation process?

- The administration and faculty have nearly completed the self-study process that:
 - examined how NMHS adheres to each of the seven standards
 - leads to a final written report to be submitted to NEASC
- From **May 3, 2015 to May 6, 2015**, approximately 18 educators from all over New England will conduct a formal on-site evaluation .
- The visiting committee will collect evidence to validate the results of our self-study report.
- The visiting committee will share the results of their findings and identify areas of strength along with areas in need of improvement.

Continuous improvement

- The self-study process began with a faculty review of the standards that led to separate, yet concurrent, school improvement.
- Some key changes included:
 - Faculty identification of key themes in our current mission statement to develop a set of Core Values and Beliefs.
 - Faculty adoption of a set of 21st Century Learning Expectations for all students.
 - Development of draft school-wide rubrics to measure student progress toward meeting our 21st Century Learning Expectations.

Core Values and Beliefs

The New Milford community, a collaborative partnership of students, teachers, parents and community members...

WAVE

Work

Work to become lifelong learners and peer collaborators who meet challenging goals by applying 21st century skills.

Achieve

Achieve through hard work, honest reflection, and self-advocacy using critical thinking and problem solving.

Core Values and Beliefs

The New Milford community, a collaborative partnership of students, teachers, parents and community members...

WAVE

Value

Value civic responsibility and the diversity within our community and global society.

Empower

Empower students and teachers to become curious, creative, innovative, and insightful.

21st Century Learning Expectations

Communication

Students communicate information clearly and effectively in a meaningful way using a variety of methods.

Problem Solving

- *Students analyze, synthesize, and evaluate to solve problems.*
- *Students independently and collaboratively set and accomplish goals.*
- *Students demonstrate innovation and adaptability in various environments.*

21st Century Learning Expectations

Civic and Social

Students demonstrate personal, social, and civic responsibility.

Technology

Students demonstrate technological literacy using relevant research tools to access and collect information to formulate new understandings.

On-site evaluation

- Sunday May 3rd, 2015 – Wednesday May 6th, 2015
- Sample Visiting Committee work schedule (see handout)



**New Milford Public Schools
Committee on Learning**

New Milford Public Schools



Testing Overview

Presented to the Committee on Learning

Joshua Smith, Assistant Superintendent of Schools
September 16th 2014

Testing Overview



- SAT report
- ACT report
- Advanced Placement Testing report
- Connecticut CMT Science report
- NWEA Map Assessment report

SAT

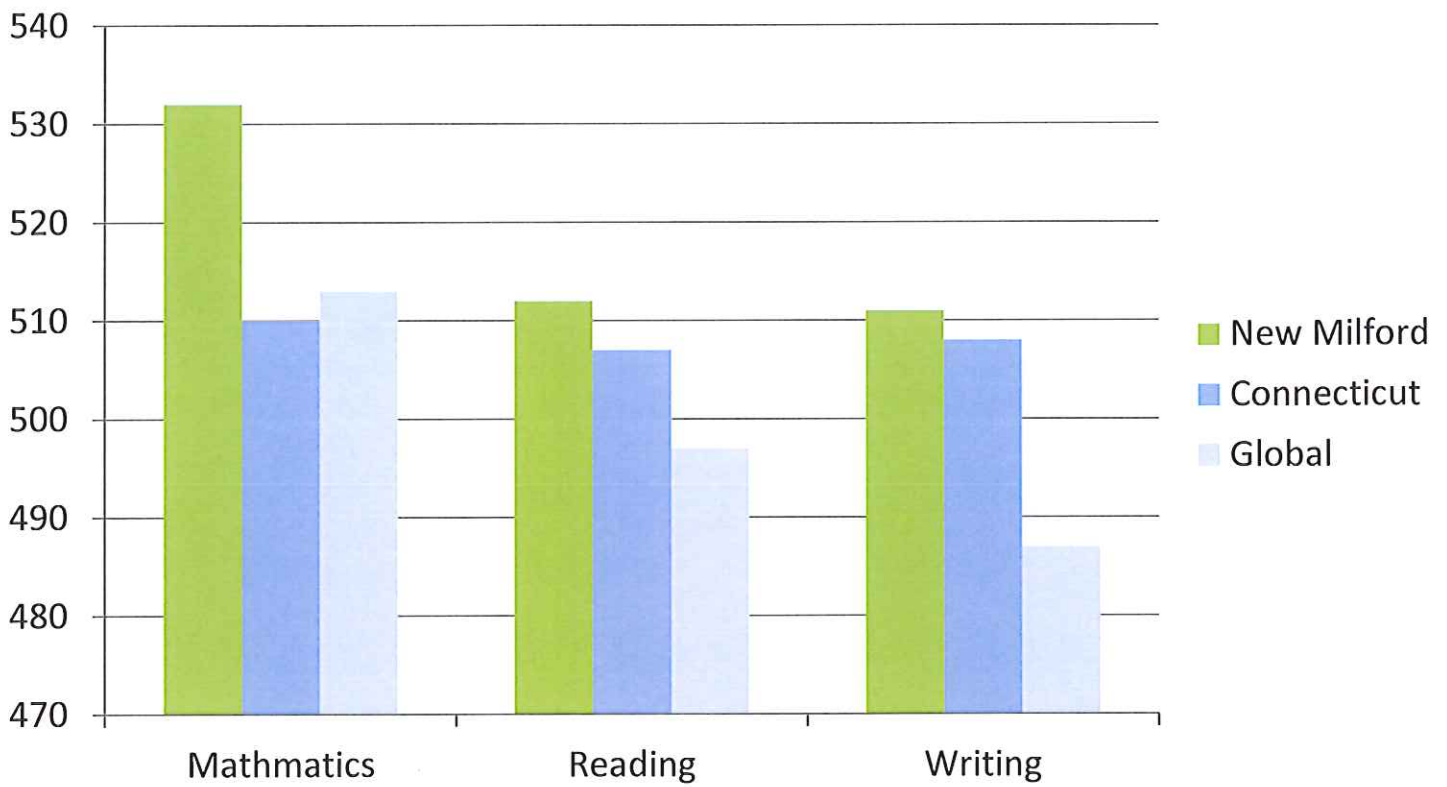


The SAT and ACT Subject Tests are designed to assess your academic readiness for college.

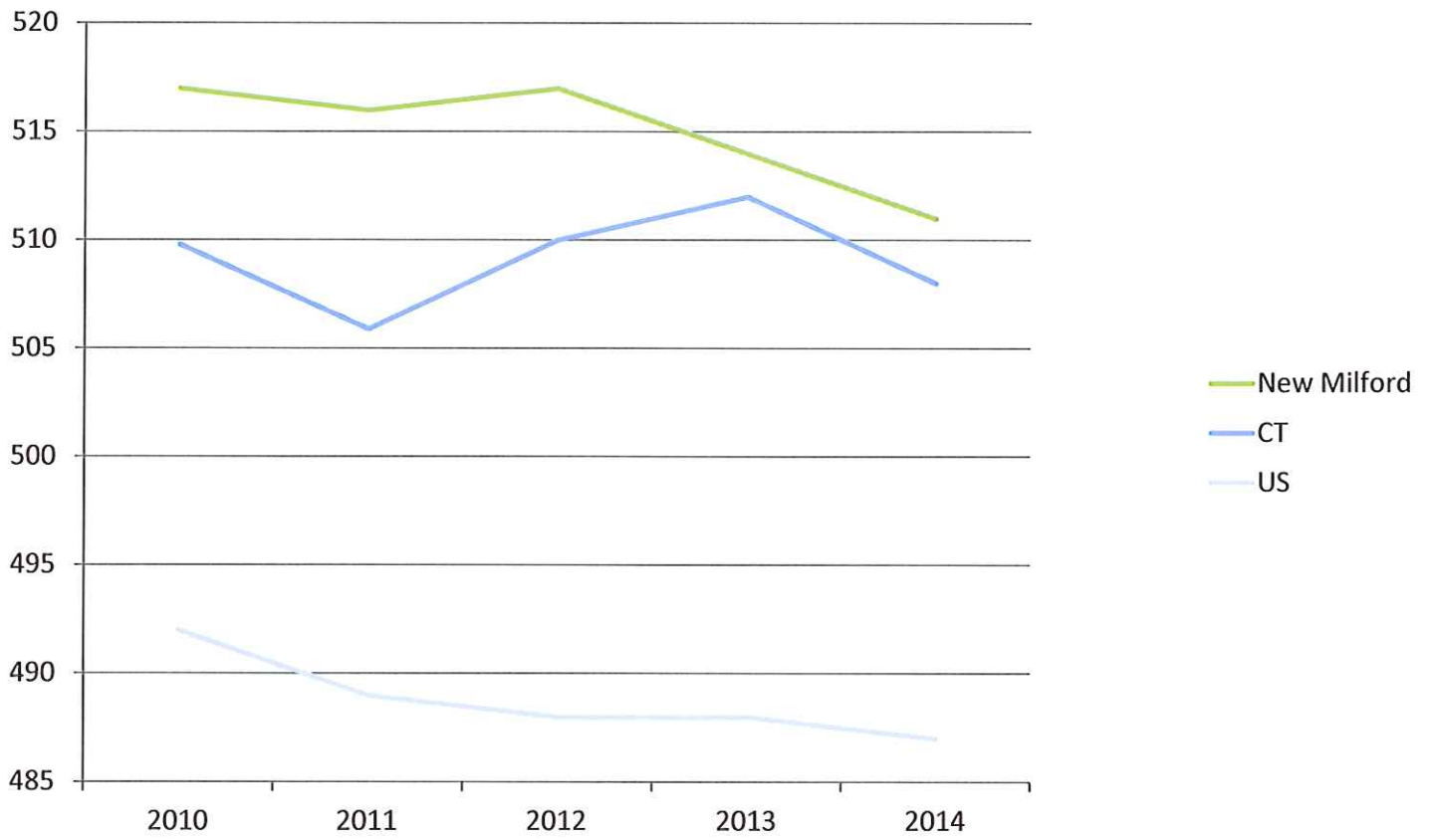
These exams provide a path to opportunities, financial support, and scholarships, in a way that's fair to all students.

The SAT and ACT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

2014 SAT Performance



SAT Over time



Improvement Initiatives



- SAT Prep Course
 - Juniors enrolled
- PSAT Participation

ACT



- Overview: The ACT college readiness assessment is a curriculum and standards based educational and career planning tool that assesses students' academic readiness for college.
- The ACT tests educational development in English, Mathematics, Reading, and Science.
- Test scores reflect what students have learned throughout high school and provide colleges and universities with information for recruiting, advising, placement, and retention.

What is a Good Score?



- Any student scoring a 34, 35, or 36 is among the top 1% of test-takers in the country
- The average composite score is roughly a 21
- About 50% of test-takers score below a 21

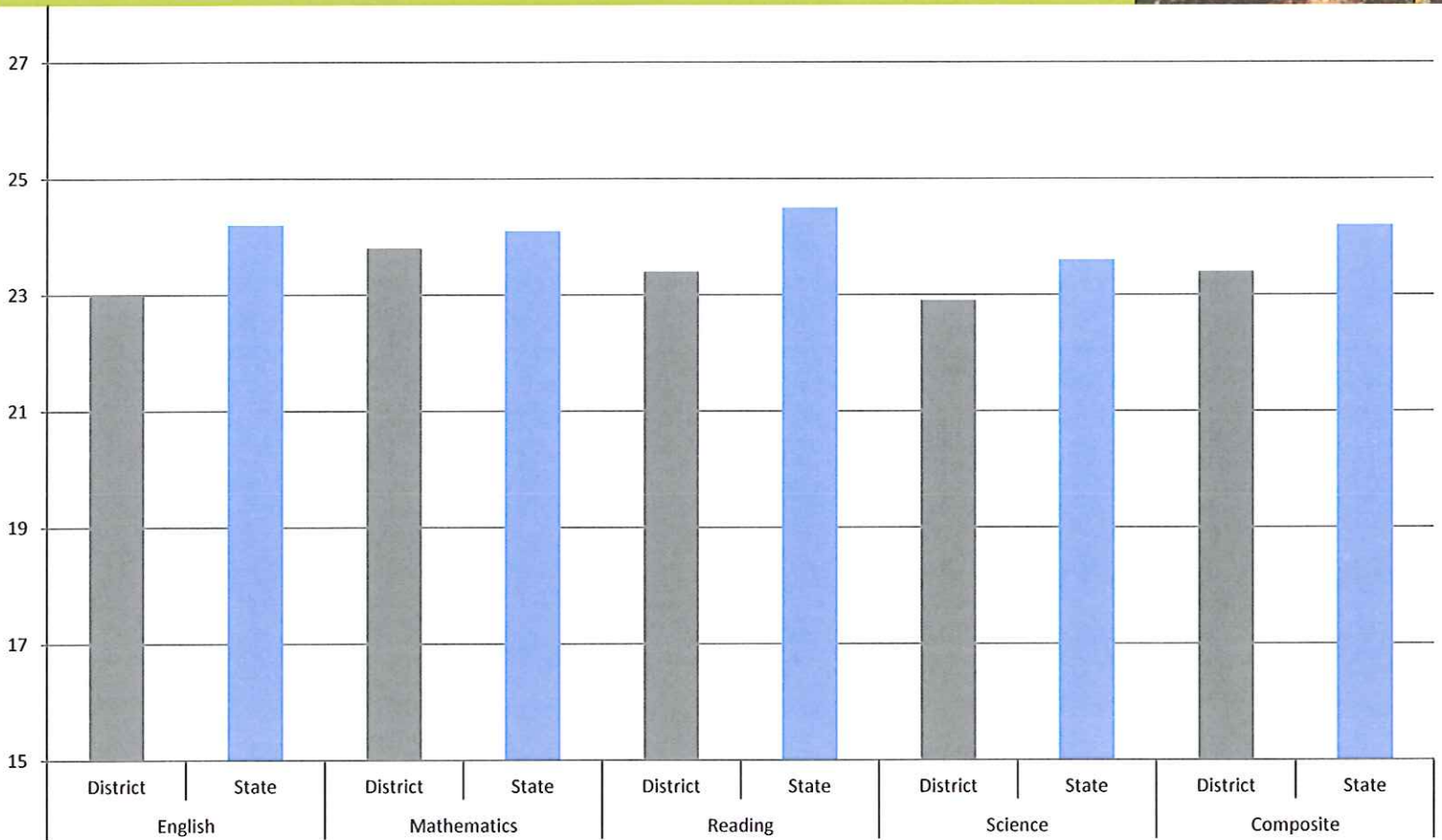
ACT Admission Scores and Acceptance Rates to Universities in Connecticut



- **Fairfield University** – 24 or higher, 69% admitted
- **Quinnipiac University** – 20 or higher, 69 % admitted
- **SCSU** – 17/22 or higher, 75% admitted
- **UCONN (Main Campus)** – 25 or higher, 45% admitted
- **Yale University** – 30 or higher, 8% admitted

<http://collegeapps.about.com/od/choosingacollege/a/CollegeProfiles.htm>

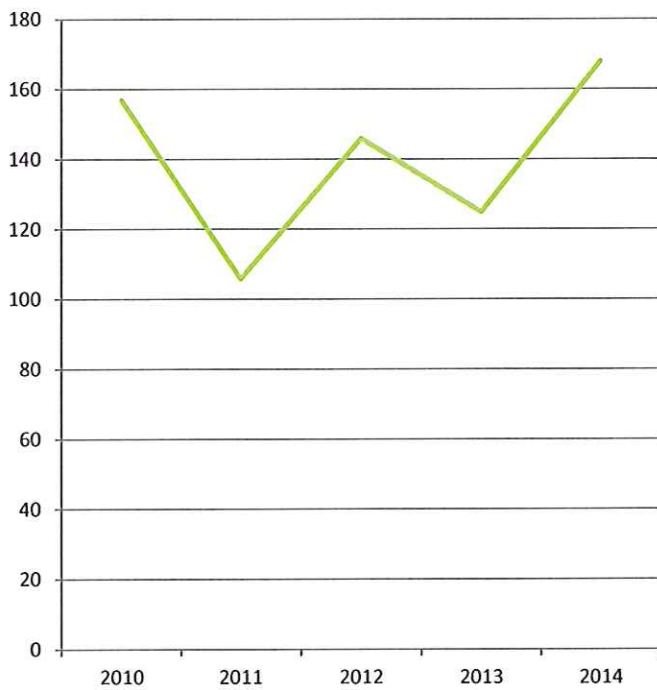
2014 ACT Performance



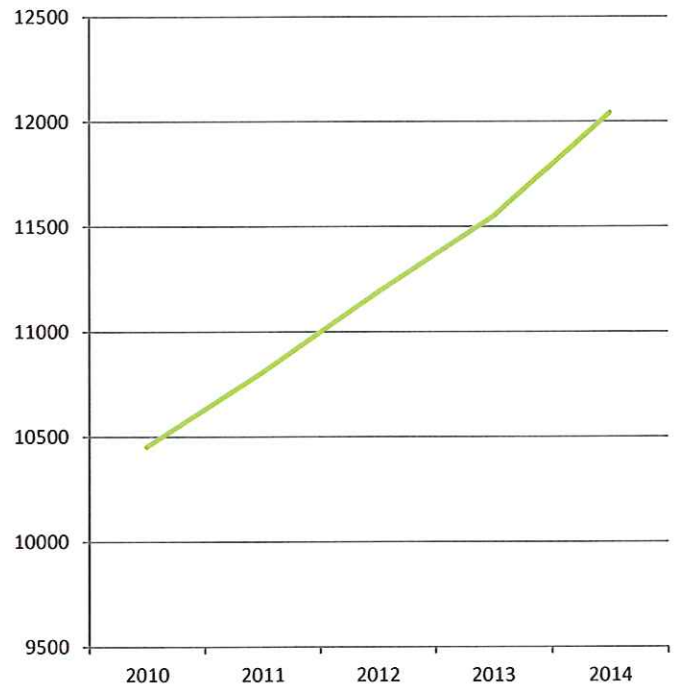
ACT Participation Rate



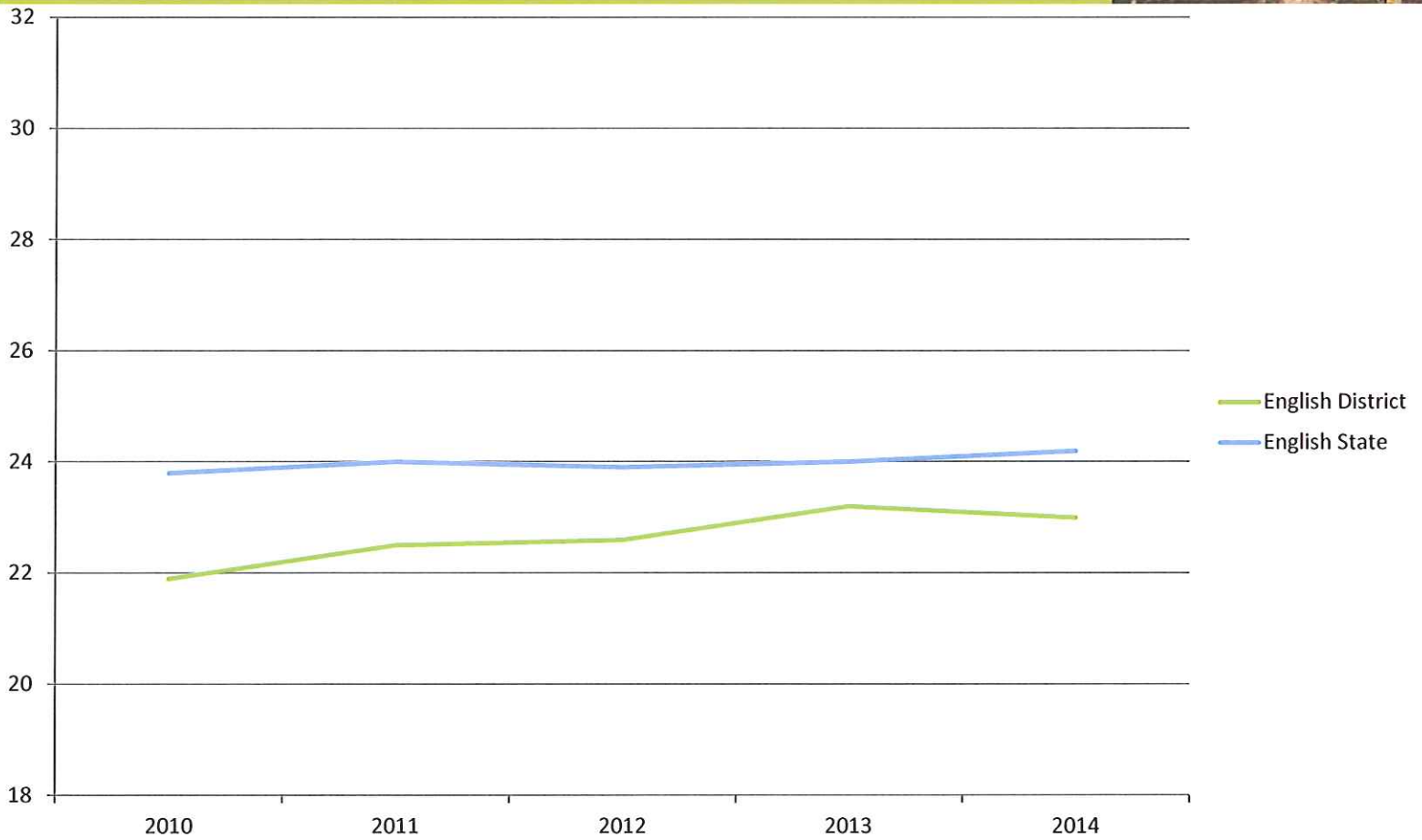
New Milford ACT Participation



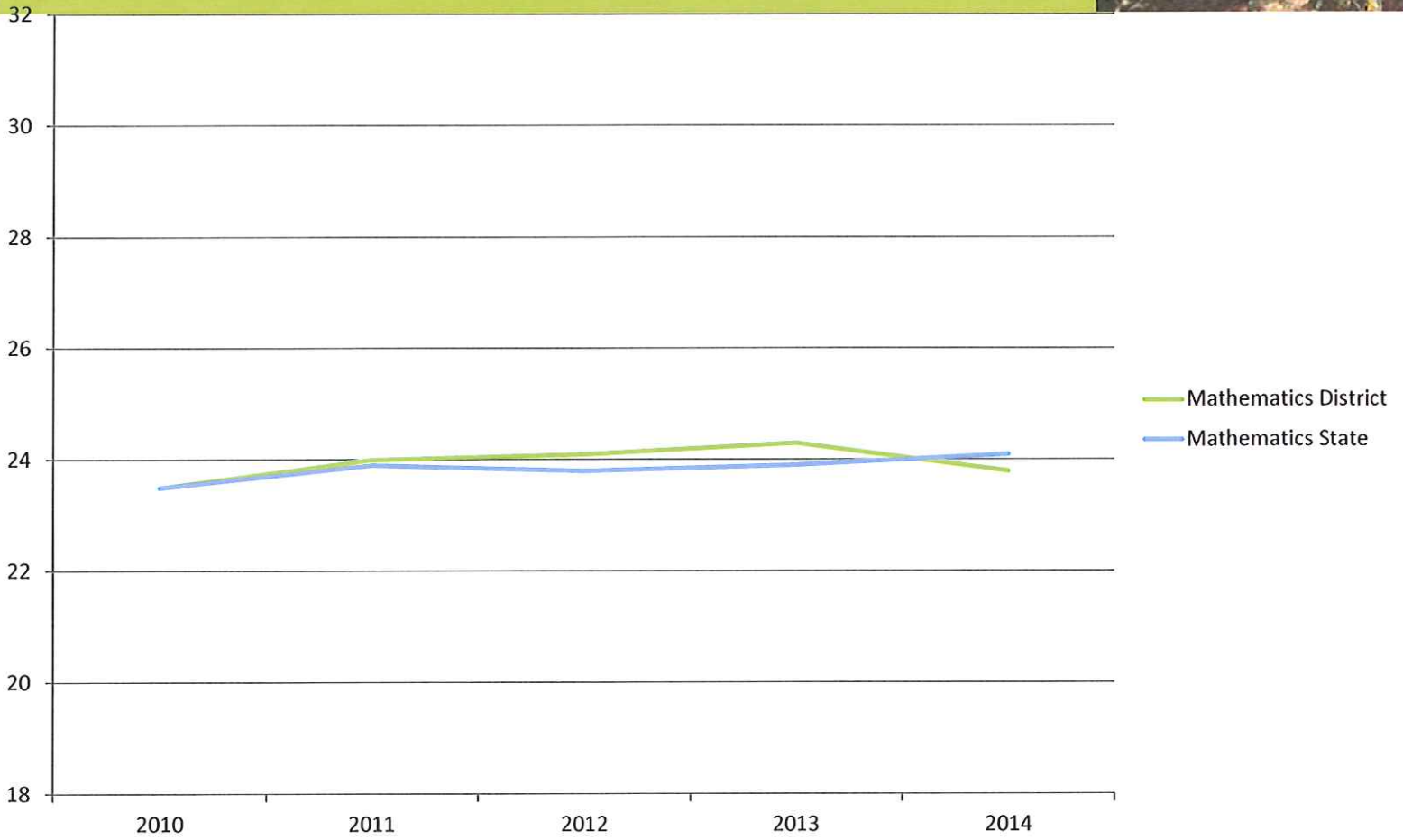
Connecticut ACT Participation



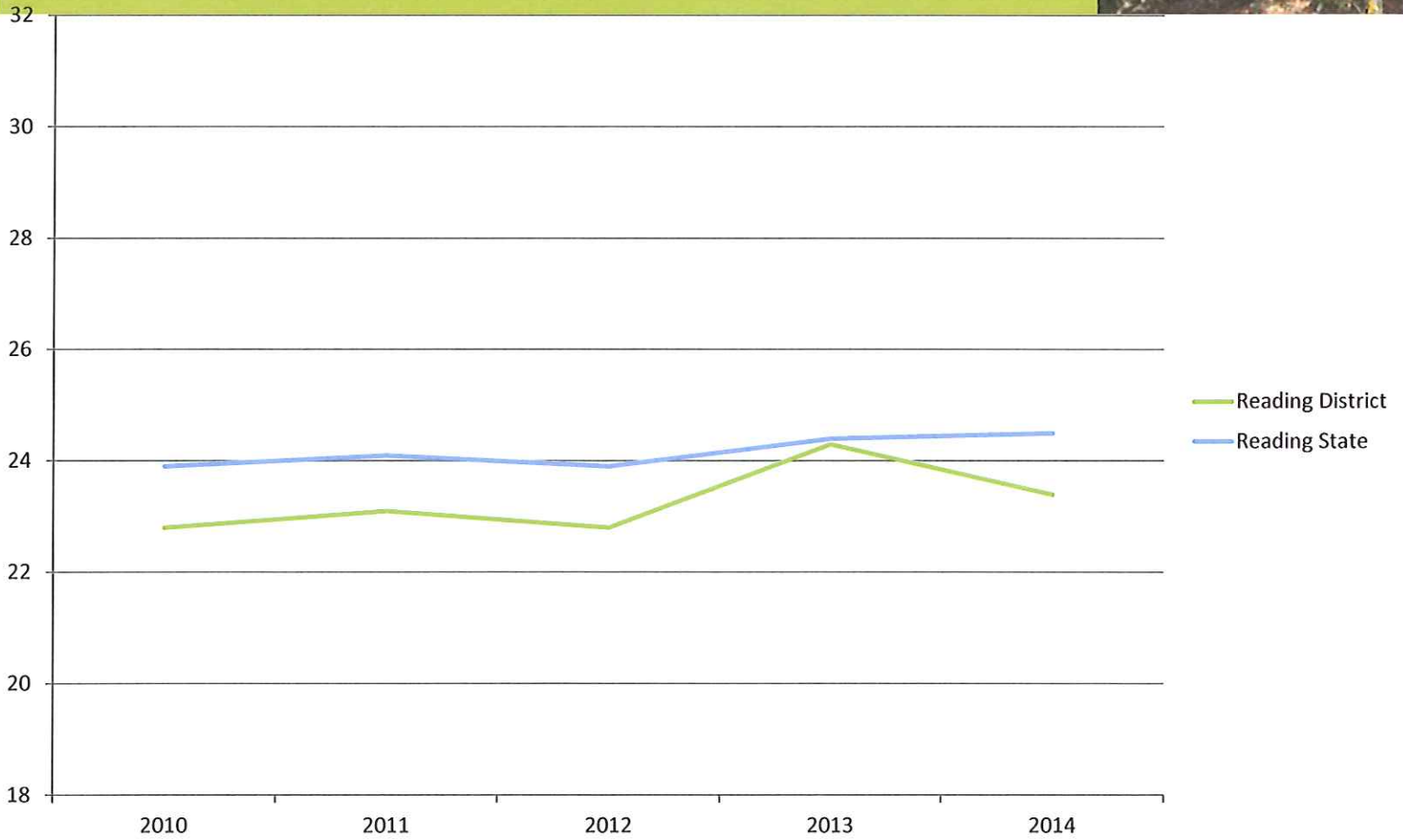
ACT Historic Performance (English)



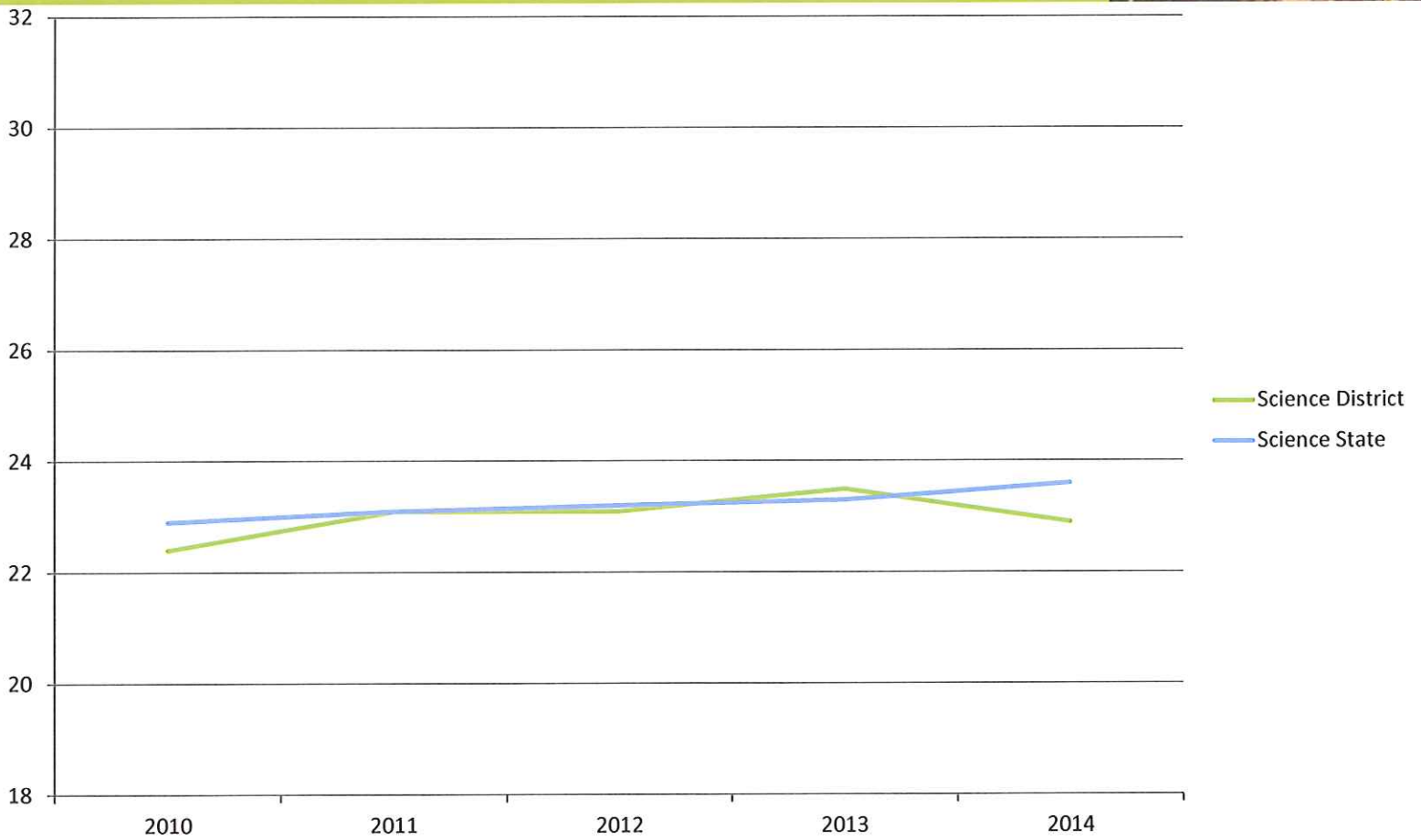
ACT Historic Performance (Math)



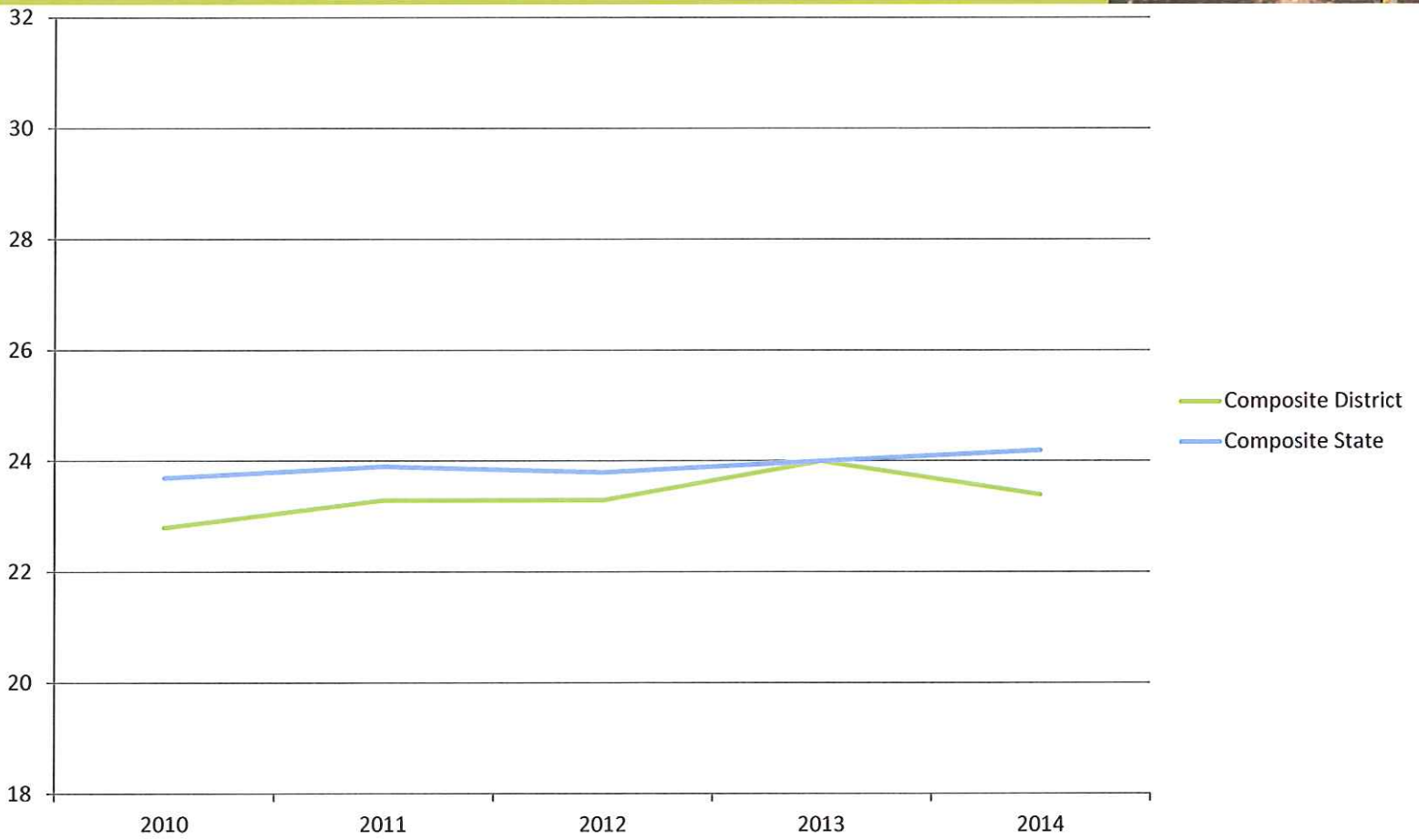
ACT Historic Performance (Reading)



ACT Historic Performance (Science)



ACT Historic Performance (Composite)



ACT Summary



- There was a major increase last year in participation of the ACT, however only 50% of the students participate in the exam.
- From 2012-13 to 2013-14 there was a decrease in average scores, but the 2013-14 average was in the range of the four year district average.
- The differences in performance between the ACT and the SAT speaks in part to the differences in the assessments, the number of students that take the tests and the content specific nature of the ACT.

Improvement Initiatives



- **Average ACT Scores 2014** – 24 out of a 32
 - Students who took at least one AP scored a 25.75 (59 students)
 - Students who did not take and AP Average score was a 19.88 (25 students)
-
- **Average SAT score** 1591 from 2400 score
 - AP students average SAT score 1766 (94 students)
 - non-AP students average SAT score 1491.8 (186 students)

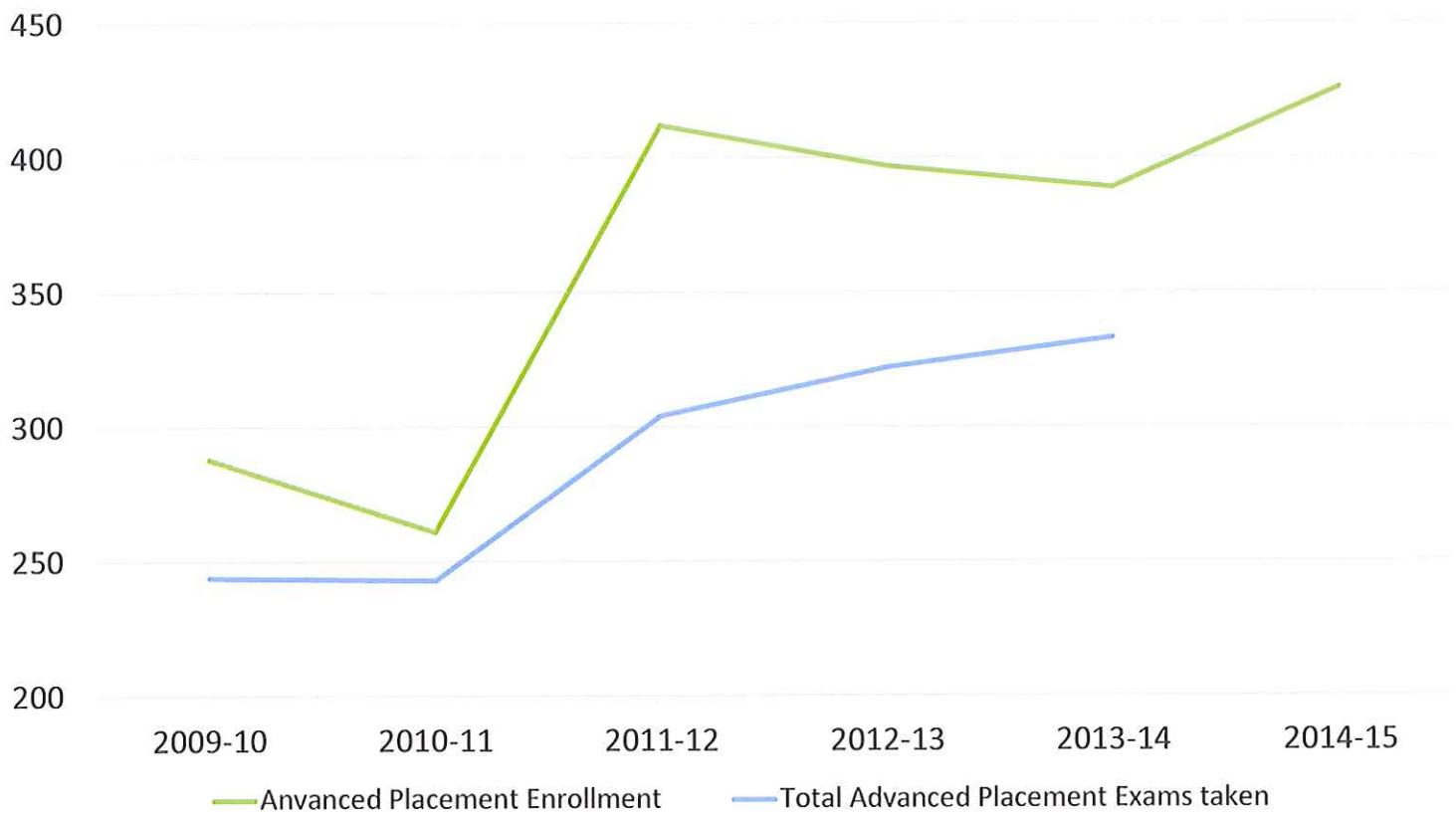
Advanced Placement Courses



- Advanced Placement courses are opportunities for students to take college level courses in high school.
- With successful completion of the Advanced Placement course and exam, students have an opportunity to earn college credit or opt out of basic college coursework.
- There have been numerous studies that link participation in AP courses to college graduation rates. In some cases students that participate in AP classes are 20%-60% more likely to graduate college*.

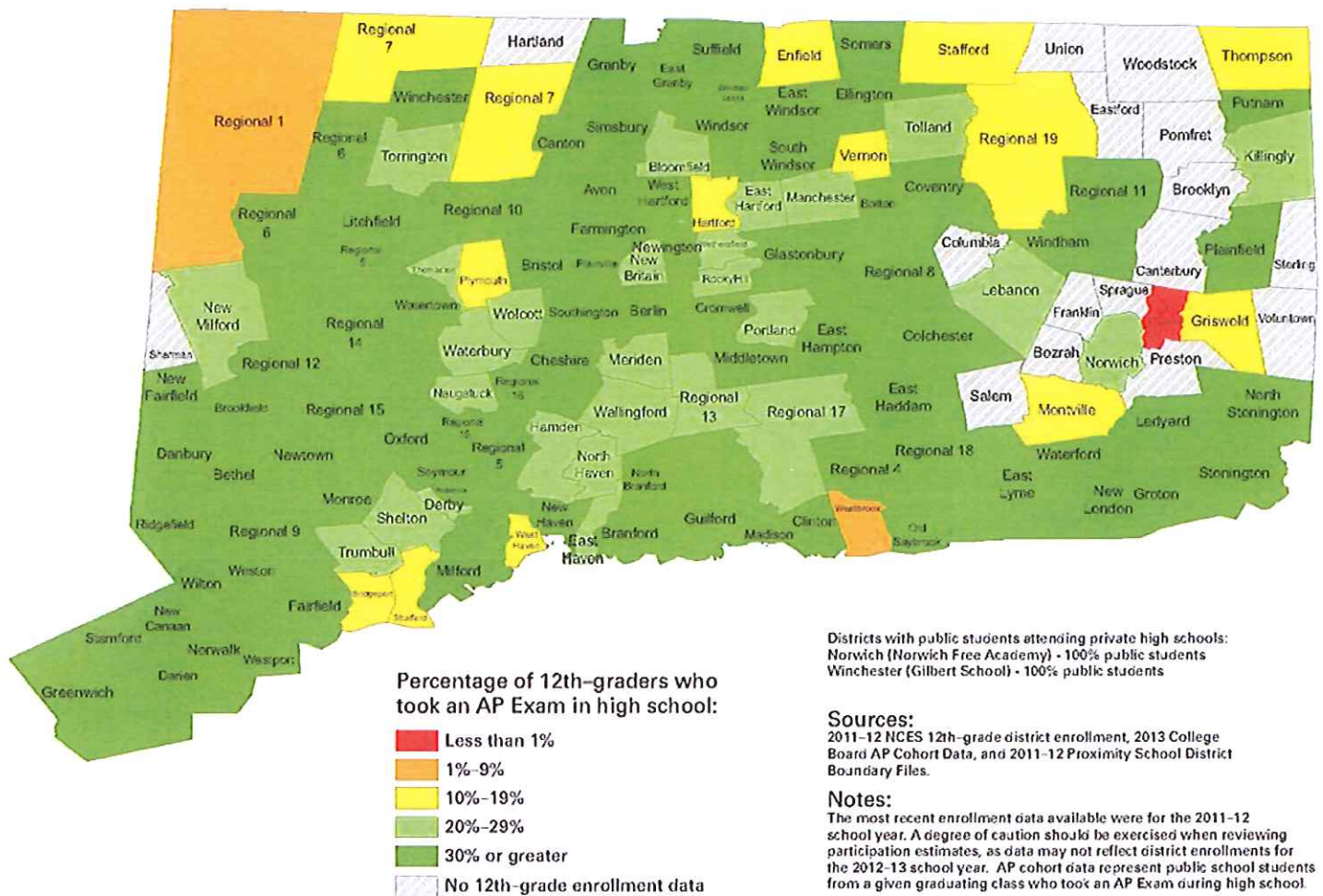
* <http://collegeready.rice.edu/ap-and-college-readiness>
<http://files.eric.ed.gov/fulltext/ED519365.pdf>

Advanced Placement Exams Taken v. Student Enrollment



Connecticut Public Schools

AP[®] Participation by District: Class of 2013



US News



- US News and World Reports has created a metric for gauging the preparedness of high school students for their first two years of college.
- It references multiple assessments, enrollments in college level courses (IB and AP), student performance on corresponding exams, and overall student demographic information.

<http://www.usnews.com/education/best-high-schools>

AP District Comp



School District	College Readiness Score (US News)	AP enrollment	Percent of students passing AP exams
New Milford	18.7	21%	17.7%
DRG D average	33.6	44%	31.8%
Bethel (DRG)	33.5	42%	30.6%
Southington (DRG)	28.2	33%	26.7%
Danbury (GEO)	29.7	40%	26.2%
New Fairfield (GEO)	43.9	61%	38.3%
Newington (DRG)	26.8	30%	25.8%
Norwalk	26.5	38%	22.9%

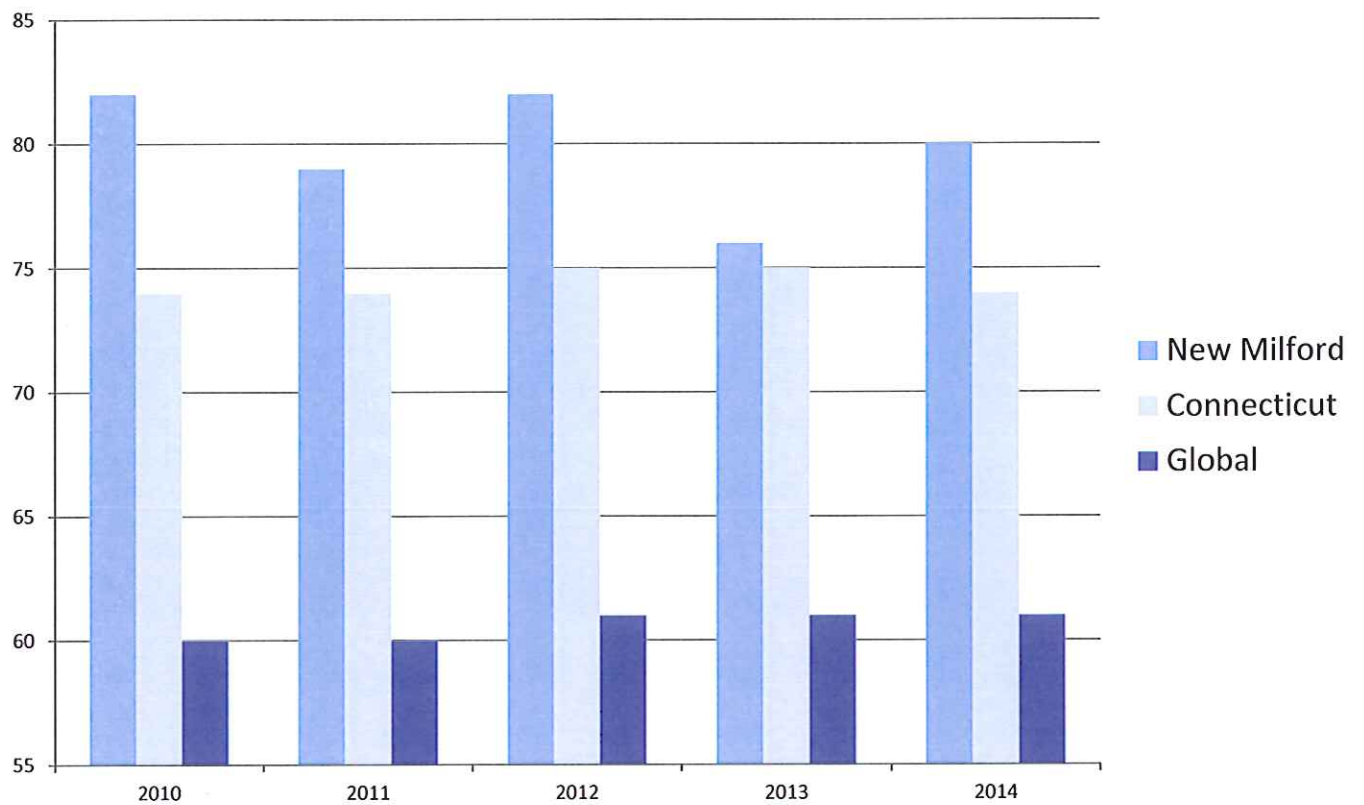
Advanced Placement Scores by Course



	Enrollment	AP Tests Taken	Percent Passing	Average Score	State Average
Studio Art	2	1	100%	3.0	n/a
English Language Comp	25	28	89%	3.71	3.34
English Literature	15	11	100%	3.55	3.21
Psychology	24	20	100%	4.4	3.28
US Government/Politics	19	14	86%	3.29	3.11
US History	59	57	56%	2.95	3.29
Calculus	54	48	88%	3.88	3.34
Computer Science	22	16	63%	2.94	2.93
Statistics	33	22	55%	2.73	3.19
Biology	38	38	97%	3.76	3.36
Chemistry	14	14	50%	2.64	3.09
Physics	26	24	88%	3.38	3.15
French	9	2	100%	3.5	3.55
German	13	13	69%	3.15	3.91
Spanish	15	11	100%	4.18	3.89
Total	389	333	80.3%	3.44	3.30

Advanced Placement Test Performance

(Percent of students scoring a 3 or higher)



Advanced Placement Summary



- New Milford's student achievement scores boost our college readiness score, however due to the low enrollment in Advanced Placement courses (21% of eligible students) New Milford ranked 92nd of 125 school districts in Connecticut with a score of a 18.7. The overall score of 18.7 placed New Milford 23rd of 24 school districts in DRG D, and was one of the lowest in the area
- By increasing the participation in Advance Placement enrollment there will be a positive correlation to the overall college readiness score.
- In terms of performance, our students are doing well in many areas with above average scores not only on state assessments but also the Advance Placement exams.

Connecticut CMT / CAPT Assessments



In 2013-14 the Connecticut Mastery Test (CMT) is the standard assessment administered to students in 5th and 8th grade for Science. In 2013-14 the Connecticut Academic Performance Test (CAPT) is the standard assessment administered to students in 10th grade for Science.

Science CMT / CAPT Results



	Grade 5				Grade 8				Grade 10			
	% At/Above Proficient		% At/Above Goal		% At/Above Proficient		% At/Above Goal		% At/Above Proficient		% At/Above Goal	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
New Milford	83.1	87.9	57.2	59.4	84.1	91.6	69.6	77	91.9	93.9	63.3	71
DRG Avg	89.3	91.5	71.9	69.9	86.7	88.2	71.1	74.5	91	89.4	59.6	55.7
Statewide	81.7	83.4	62.5	59.6	76.5	78.3	60.6	62.5	81.7	78.7	49	46.8

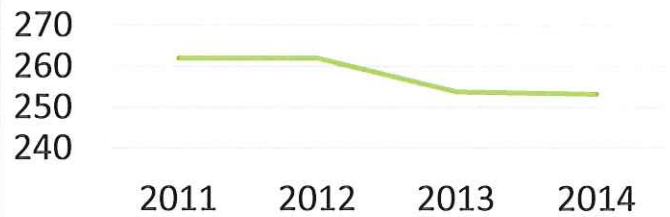
Yellow indicates improvement over previous year

Science CMT Results Grade 5



	Mean Score	Percentage of Students Meeting Goal Range
2013-14	253.3	59.4%
2012-13	253.9	57.2%
2011-12	262.1	68.7%
2010-11	262.1	66.5%
2013-11 Avg.	259.3	63.9%

5th Grade Science CMT Mean Score



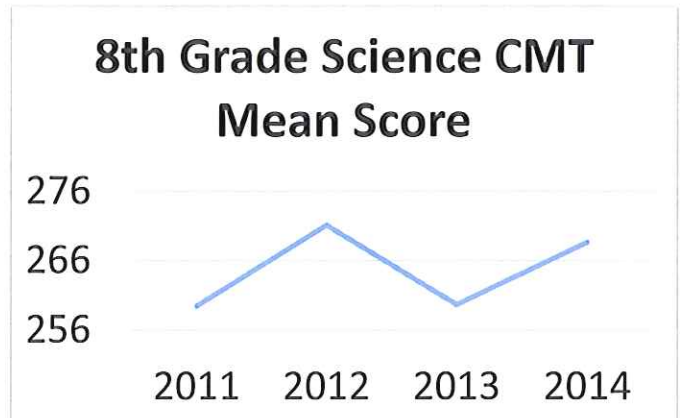
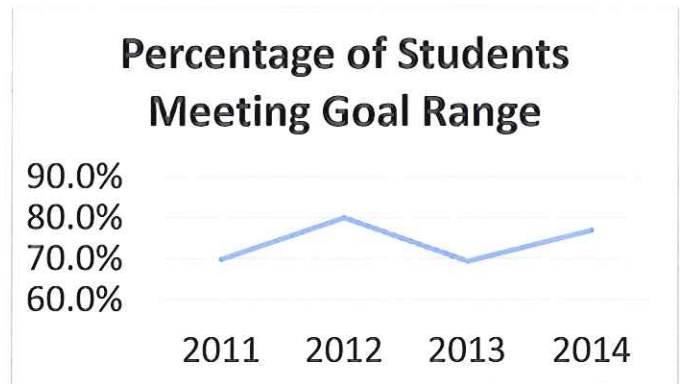
Percentage of Students Meeting Goal Range



Science CMT Results Grade 8



	Mean Score	Percentage of Students Meeting Expectations
2013-14	268.7	77.0%
2012-13	259.7	69.4%
2011-12	271.1	80.0%
2010-11	259.5	69.9%
2013-11 Avg.	263.4	72.9%

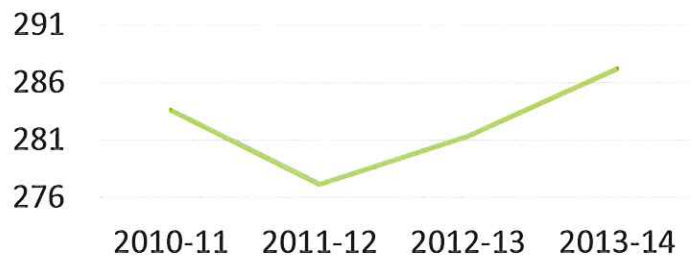


Science CAPT Results Grade 10



	Mean Score	Percentage of Students Meeting Goal Range
2013-14	287.2	71%
2012-13	281.4	63.3%
2011-12	277.2	60.1%
2010-11	283.6	64%
2013-11 Avg.	280.7	62.5%

10th Grade Science CAPT Mean Score



Percentage of Students Meeting Goal



NWEA Map Assessment



- NWEA Map Assessments are administered in grades Kindergarten – 10th grade.
- In Kindergarten and 1st grade the assessments are given in reading and mathematics.
- In 2nd grade – 10th grade the NWEA Assessments are given in reading, mathematics and language usage.
- The NWEA Map Assessment monitors student progress three times annually and demonstrates one measure of student progress.

NWEA Map Reading Assessment Performance



	Mean RIT - Reading	National Norm
K	160.4	157.7
First	182.2	176.9
Second	192.2	189.6
Third	201.8	199.2
Fourth	207.3	206.7
Fifth	214.9	212.3
Sixth	217.6	216.4
Seventh	220.5	219.7
Eighth	224.1	222.4
Ninth	224.9	222.9
Tenth	231.6	223.8

Average

NWEA Map Math Assessment Performance



	Mean RIT - Math	National Norm
K	158.4	159.1
First	182.2	179.0
Second	191.7	191.3
Third	202.7	203.1
Fourth	210.2	212.5
Fifth	221.4	221.0
Sixth	223.7	225.6
Seventh	231.2	230.5
Eighth	235.3	234.5
Ninth	237.9	236.0
Tenth	246.6	236.6

Average

NWEA Map Reading Scores and Science CMT Correlation



Grade	Meeting Goal % IF NWEA Exceeded Goal by 1 Grade Level	Meeting Goal % IF NWEA Meet Goal	Meeting Goal %	Meeting Goal % IF NWEA Below Goal by 1 Grade	Meeting Goal % IF NWEA Below Goal by 2 Grades	Meeting Goal % IF NWEA Below by 3+ Grades
5th	98%	86%	60%	16%	4%	0%
8th	95%	95%	77%	55%	50%	41%
10 th	92%	89%	71%	29%	32%	14%

NWEA MAP Summary



- The three NWEA MAP assessments (reading, mathematics and language usage) are designed as an instructional tool for teachers and students.
- The assessments are able to track students' progress annually and gives normed referenced data that helps teachers deliver individualized support to all of their students.
- New Milford students did better than the nationally referenced norms and demonstrated more growth than the average.
- The MAP's correlation to the Science CAPT and CMT data trends were provide predictive metrics for the classroom teachers in their efforts to ensure student achievement.