

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

BOARD OF EDUCATION
MEETING NOTICE

DATE: **October 15, 2019**
TIME: **6:30 P.M. – 7:25 P.M.**
PLACE: **Sarah Noble Intermediate School – Library Media Center**

BOARD WORKSHOP 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**
A. Pledge of Allegiance
2. **PRESENTATION**
A. District Assessments and Survey Data
3. **ADJOURN**

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NEW MILFORD, CT

Making Meaning of Assessment



New Milford Board of Education Workshop
October 15, 2019

Tonight's Agenda

Time	Topic	
6:30-6:35	Setting Agenda and Purpose/ Background/Honoring Past Work	Kerry and Alisha
6:35-7:15	SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)	Kerry and Alisha Overview of SWOT (Stakeholder Feedback and data x4)
7:15-7:20	Analysis in Groups of Two-Overview	Large Post-its One Focus per Pair-Board Members (Highlight Priorities to Share out)
7:20-7:25	Summarize and Discuss Next Steps	Share out of Findings/Establish Priorities

The Journey to Where We Are



The Last Four Years . . . Our Journey Together

- Established District Theories of Action
 - Board Adopted
 - Shared at Convocation
 - School initiatives and activities were aligned to the DTOA in each school
 - Grounded in supporting: Student Belonging, Student Aspirations, and Academics

SWOT ANALYSIS

Tonight you will be reviewing several artifacts of data that you will analyze using the SWOT Analysis Tool.

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

Through each of these lenses, you will review data focused on the strengths, weaknesses, opportunities, and threats that exist for NMPS as we look to collaborate and plan for the future.

STRENGTHS

Reflect On! What do we do well in the District?

Base your strengths on what data you've seen and read (i.e. survey data, focus group data, district testing data and the Leadership Profile Report)

WEAKNESSES

Reflect On! What challenge do we face as a District?

Base your findings on data that you've seen and read (i.e. survey data, focus group data, district testing data and the Leadership Profile Report)

OPPORTUNITIES

Reflect On! How will this help us move forward as a District?

Base your findings on data that you've seen and read (i.e. survey data, focus group data, district testing data and the Leadership Profile Report)

THREATS

Reflect On! What are the barriers to achieving our goals?

Base your findings on data that you've seen and read (i.e. survey data, focus group data, district testing data and the Leadership Profile Report)

Evidence and Data Considered For SWOT

- Leadership Profile Report
- Focus Group Data Around NEASC Standards
- Superintendent's Entry Plan Survey
- District Data Analysis

Leadership Profile Report

STRENGTHS: What do we do well in this District?

- Community is supportive of the schools
- Teachers and administrators are appreciated for their dedication
- Teachers viewed as well prepared and committed to their students and teaching
- Students bond with teachers and believe teachers help with academic needs
- Students know their building administrators well
- Strong Special Education and Gifted and Talented programs
- Strong music and art programs
- Safe schools practices are appreciated and presence of law enforcement makes students, staff, and community members feel more secure within the teaching and learning environment

WEAKNESSES: What challenges do we face as a District?

- The need for a balanced vision of who we are
- Administrative and teacher turnover
- Lack of continuity among schools
- Inconsistent Special Education services
- Lack of professional development
- Technology issues or lagging
- Facilities need attention
- Lack of communication

OPPORTUNITIES: How will this help us move forward?

- Having a clear, compelling vision for the future
- Partnering with the community to improve the District
- Fostering a positive, professional climate of mutual trust and respect among faculty, staff, and administrators
- Establish a culture of high expectation for all students and personnel
- Better support for students ‘in the middle’
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies

THREATS: What are the barriers to achieving our goals?

- Addressing skepticism about the budget and being underfunded
- Per Pupil Expenditure funding ranking 151 of 171 public schools in Connecticut
- Non-competitive wages and keeping our teachers
- State funding being taken away
- Declining student population
- Perceived inconsistencies
- Long-term commitment for new superintendent

Focus Groups

The Purpose of Teacher and Administrative Focus Groups

- Target: To gather input from our administrator and teacher stakeholders to advance professional learning for next school year.
 - We identified foundational elements that need to be built upon as a district
 - We identified needs via self study/reflection on descriptors of practice
 - This will help to inform a plan of action to address the needs collectively.
- Why do this work?
 - Gather input from K-12 staff via a self-study model to identify needs in real time.
 - To support students beginning in Kindergarten in preparation for college and career readiness
 - Begin a conversation about the “Vision of the New Milford High School Graduate”
 - What do we want students to know and be able to do?
 - What can we do to enhance our system to support this?

STANDARDS FOR ACCREDITATION	FOUNDATIONAL ELEMENTS
Standard 1 LEARNING CULTURE	<p>The school community provides a safe environment.</p> <p>The school has a written document describing its core values, beliefs about learning, and vision of the graduate.</p>
Standard 2 STUDENT LEARNING	<p>There is a written curriculum in a consistent format for all courses in all departments across the school.</p>
Standard 3 PROFESSIONAL PRACTICES	<p>The school has a current school improvement/growth plan.</p>
Standard 4 LEARNING SUPPORT	<p>The school has intervention strategies designed to support learners.</p>
Standard 5 LEARNING RESOURCES	<p>The school site and plant support the delivery of curriculum, programs, and services.</p>

STRENGTHS: What do we do well in this District?

Standard 1: Learning Culture: *Safe Environment: Each school has a document with written beliefs about learning and the Vision of the Graduate.*

- Mission Statement
- School Acronyms (S.U.R.G.E, W.A.V.E, etc.)
- PBIS-Positive Behavior Supports for students
- Core Values and Beliefs (TOA)
- SEL supports for students

Standard 2: Student Learning: *There is a written curriculum in a consistent format for all courses in all departments across schools.*

- Curriculum has a consistent format for all courses at HS, Literacy (Reading, Writing, Phonics) and Math K-8, Science K-8

STRENGTHS: What do we do well in this District?

Standard 3: Professional Practices: *The school has a current school improvement/growth plan.*

- Educators engage in ongoing formal and informal collaboration and professional learning
- Educators examine evidence of student learning to improve curriculum, instruction, and assessment practices

Standard 4: Learning Support: *The school has intervention strategies designed to support learners.*

- We have a process in place for referral and support for each level of intervention
- Inclusive practices

Standard 5: Learning Resources: *The school site and plant support the delivery of curriculum, programs, and services.*

- Vertical alignment of curriculum

WEAKNESSES: What challenges do we face as a District?

Standard 1: Learning Culture: *Safe Environment: Each school has a document with written beliefs about learning and the Vision of the Graduate.*

- A need to support school climate so it can become dynamic and vibrant with a shared sense of agency and responsibility
- Need for Vision of the Graduate

Standard 2: Student Learning: *There is a written curriculum in a consistent format for all courses in all departments across schools.*

- Need to update Social Studies curriculum
- Vertical alignment-time to meet to discuss alignment
- Improve collaboration between the K-2 schools
- Consistent implementation of units/lessons
- Need for differentiation

WEAKNESSES: What challenges do we face as a District?

Standard 3: Professional Practices: *The school has a current school improvement/growth plan.*

- Lack of consistency in leadership at district level
- Need for English Learner professional learning support across district
- Need for a school improvement/growth plan
- Family and student engagement in the school improvement process

Standard 4: Learning Support: *The school has intervention strategies designed to support learners.*

- Behavioral supports/strategies/referral process
- Sub coverage for classrooms a challenge
- EL professional learning is needed to support a wide-range of learners
- Intervention strategies (entry and exit)
- Enrichment
- Support for mental health across district beyond ESS
- Parent engagement

WEAKNESSES: What challenges do we face as a District?

Standard 5: Learning Resources: *Ensure that the school has the resources necessary to meet the learning needs of all students.*

- BYOD can be hard to manage
- There's a need for Chromebooks and updated Smartboards
- Inconsistent cleaning of classrooms and building
- Concerns with the condition of the facilities
- Lack of on-site summer programming at NMHS

OPPORTUNITIES: How will this help us move forward?

Standard 1: Learning Culture: *Safe Environment: Each school has a document with written beliefs about learning and the Vision of the Graduate.*

- Opportunity to build 90-day plans for each school which incorporate NEASC needs
- Vision of the Graduate profile
- Strategic Operating Plan (promise to community that VOG will be delivered over time and supported by operating funds)

Standard 2: Student Learning: *There is a written curriculum in a consistent format for all courses in all departments across schools.*

- Enhance opportunities for curriculum development K-5 and for Social Studies K-8
- Create opportunities within curriculum that enhance problem based learning and thinking like, mathematicians, scientists, historians, etc.
- Continue to support vertical alignment and common meeting times for K-2

OPPORTUNITIES: How will this help us move forward?

Standard 3: Professional Practices: *The school has a current school improvement/growth plan.*

- Create support for English Learner professional learning for teachers
- Construct collaboratively school improvement plans (90-day plan)
- Design family engagement opportunities (Parent University, etc.)

Standard 4: Learning Support: *The school has intervention strategies designed to support learners.*

- Construct collaboratively school improvement plan (90-day plan)
- Create support for English Learner professional learning
- Build support for Intervention Strategies/Behavioral Strategies across district (SRBI Committee)
- Frame resources available to support mental health across district and beyond ESS (Staff website/Google support folder)
- Design family engagement opportunities (Parent University)

OPPORTUNITIES: How will this help us move forward?

Standard 5: Learning Resources: *Ensure that the school has the resources necessary to meet the learning needs of all students.*

- Building walk throughs to look at facilities and the cleanliness of facilities
- Technology audit (Chromebooks, Smart Boards, etc.)

THREATS: What are the barriers to achieving our goals?

- Budgetary Restrictions
- Changes in legislation
- Administration/Teacher retention
- Administration/Teacher recruitment
- Parent involvement and support
- Community involvement and support

Superintendent's Survey Results

STRENGTHS: What do we do well in this District?

- Teachers and administrators are appreciated for their dedication
- Parent involvement and outstanding PTO
- Students know their building administrators well
- Strong Special Education and Gifted and Talented programs
- Strong music and art programs
- High number of outstanding sports, clubs, and activities for students

Most repeated words: Teachers (28%); Staff (18%); Students (16%); Community (9%)

WEAKNESSES: What challenges do we face as a District?

- Inconsistencies regarding the 'rules'
- School funding/budget
- Lack of administrative support regarding student discipline
- Lack of professional development
- Relationship between the BOE and Town Council
- Teacher pay and morale: retaining staff

Most repeated words: Teachers (27%); Students (27%); Need (20%); School (18%)

OPPORTUNITIES: How will this help us move forward?

- Diversified opportunity for ALL students such as culinary, IT, small business skills, etc.
- Provide professional development and have a district-wide focus
- School funding/budget/staffing
- Relationship between BOE members, Central Office and employees
- Relationship between BOE and Town Council
- Being consistent
- Most repeated words: Students (30%); Teachers (24%); Need (18%); School (17%)

THREATS: What are the barriers to achieving our goals?

- Failure to address the 21st century needs of ALL students
- Relationship between BOE and Town Council regarding school funding
- Perceived inconsistencies of administration regarding student discipline
- Addressing the challenges of the middle school
- Employee morale

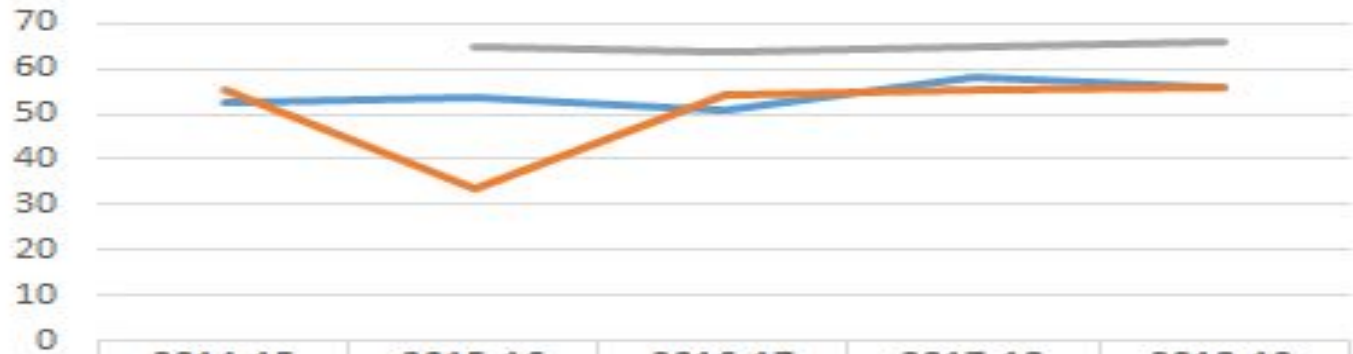
District Data Analysis 2018-2019

Smarter Balanced Results

ELA Historic Performance



SBAC ELA

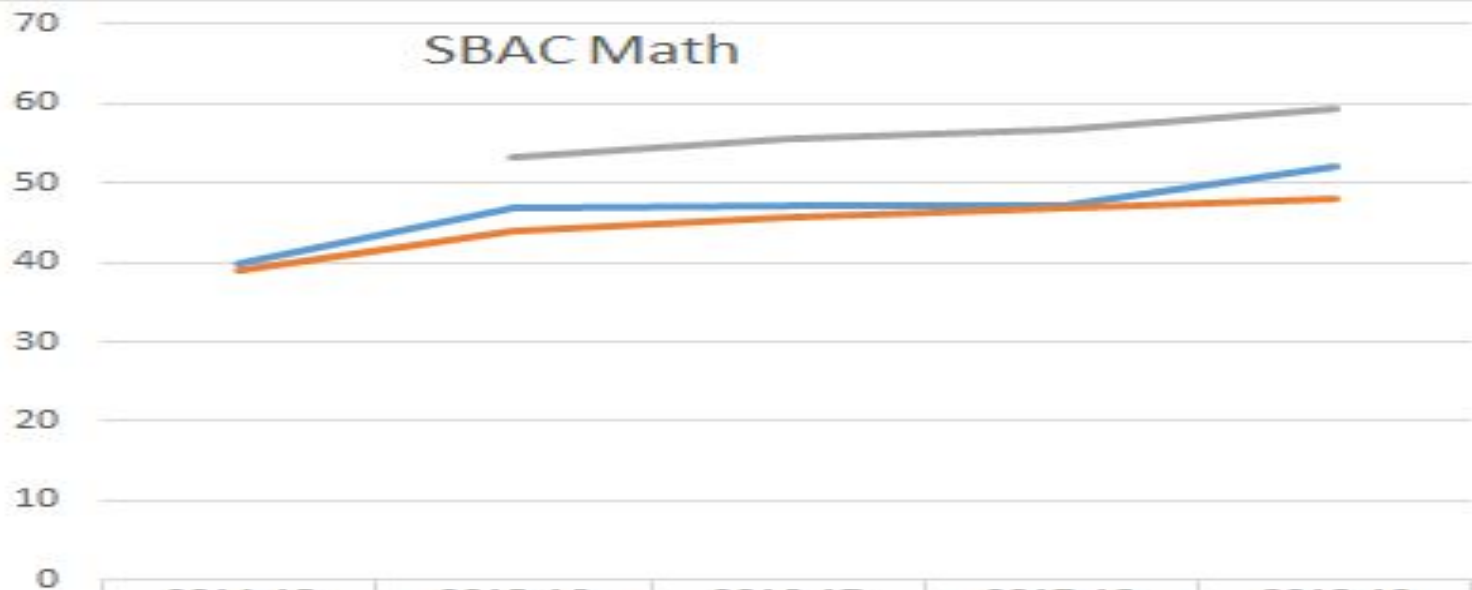


	2014-15	2015-16	2016-17	2017-18	2018-19
New Milford	52.8	53.6	50.9	58.3	55.7
Connecticut	55.3	33.7	54.2	55.3	55.7
DRG	64.9	64.9	63.9	64.8	66.1

New Milford Connecticut DRG

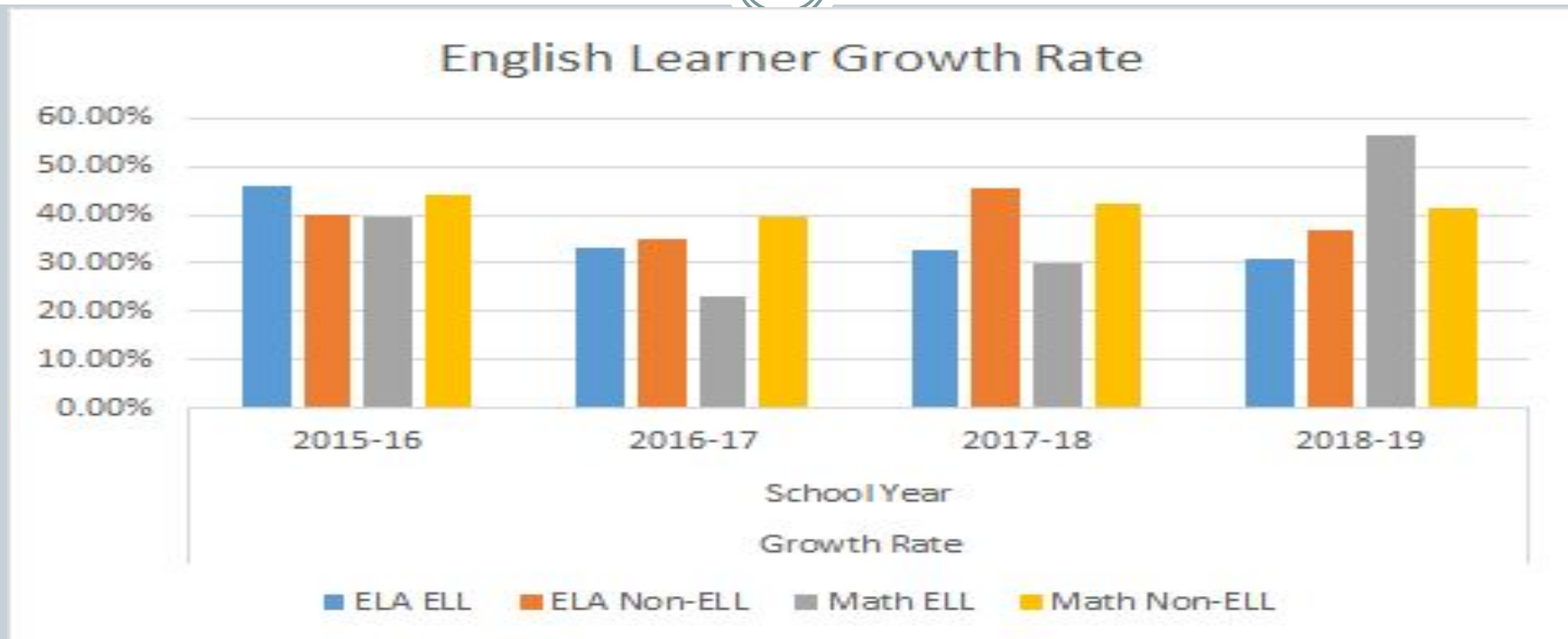
Smarter Balanced Results Math Historic Performance

SBAC Math



	2014-15	2015-16	2016-17	2017-18	2018-19
New Milford	40	46.8	47.1	47.1	52
Connecticut	38.9	44	45.6	46.7	48.1
DRG		53.1	55.5	56.6	59.4

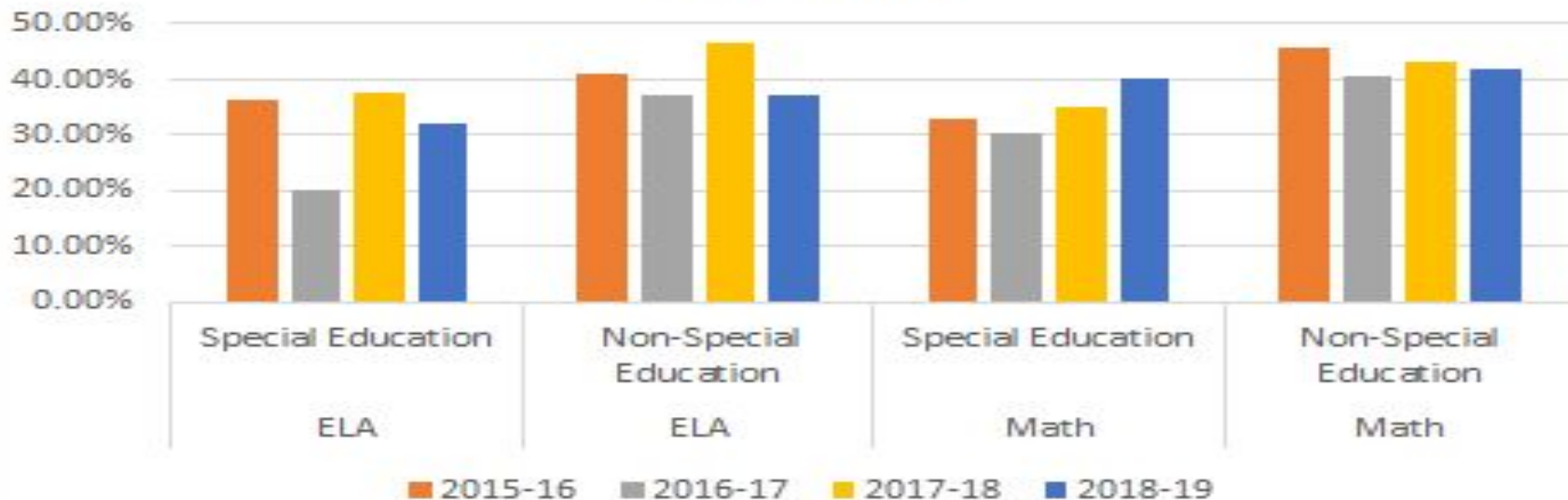
English Learner Growth Rates



Growth Rate-Smarter Balance



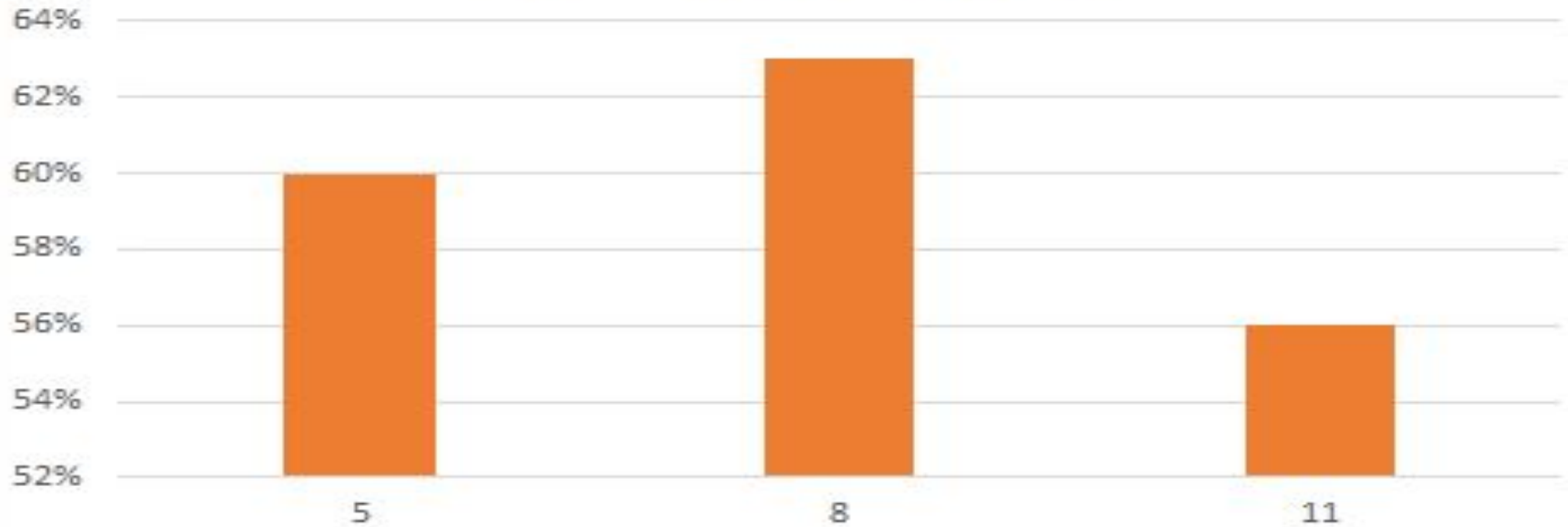
Growth Rate Special Education and Non-Special Education



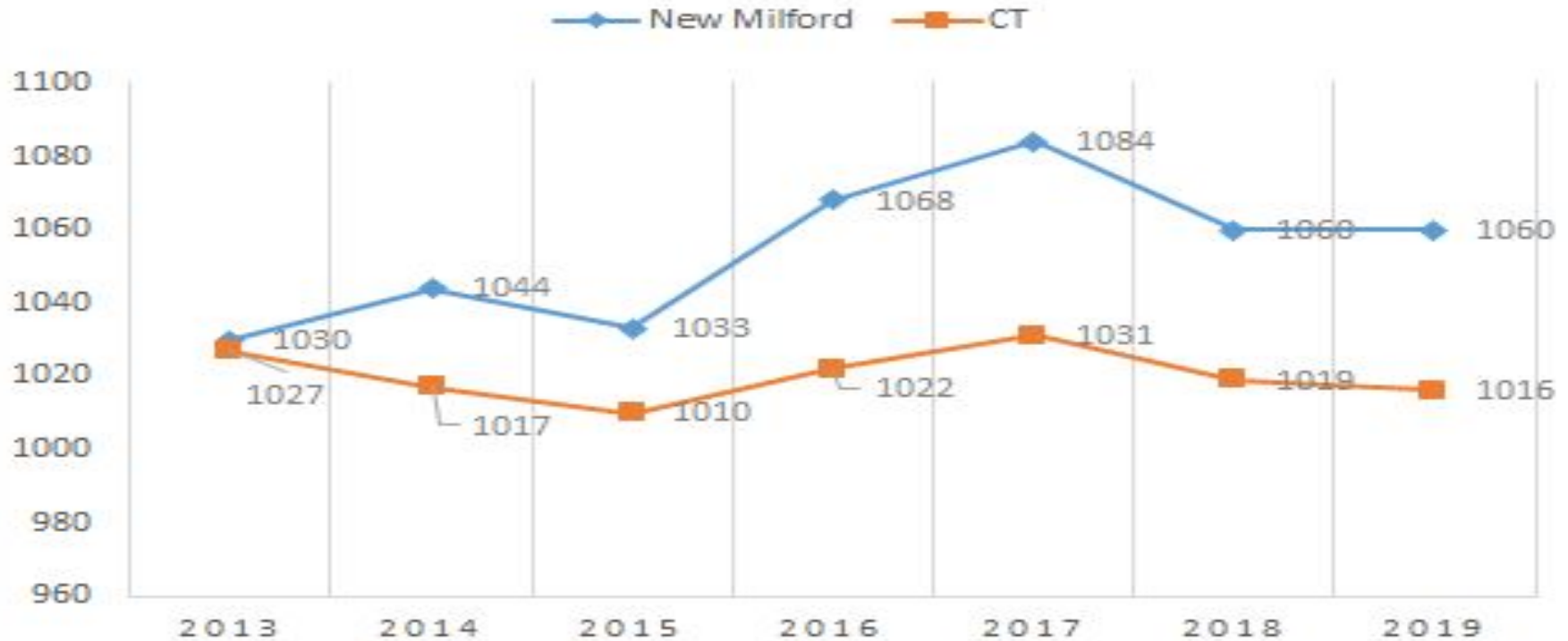
NGSS Science Summary



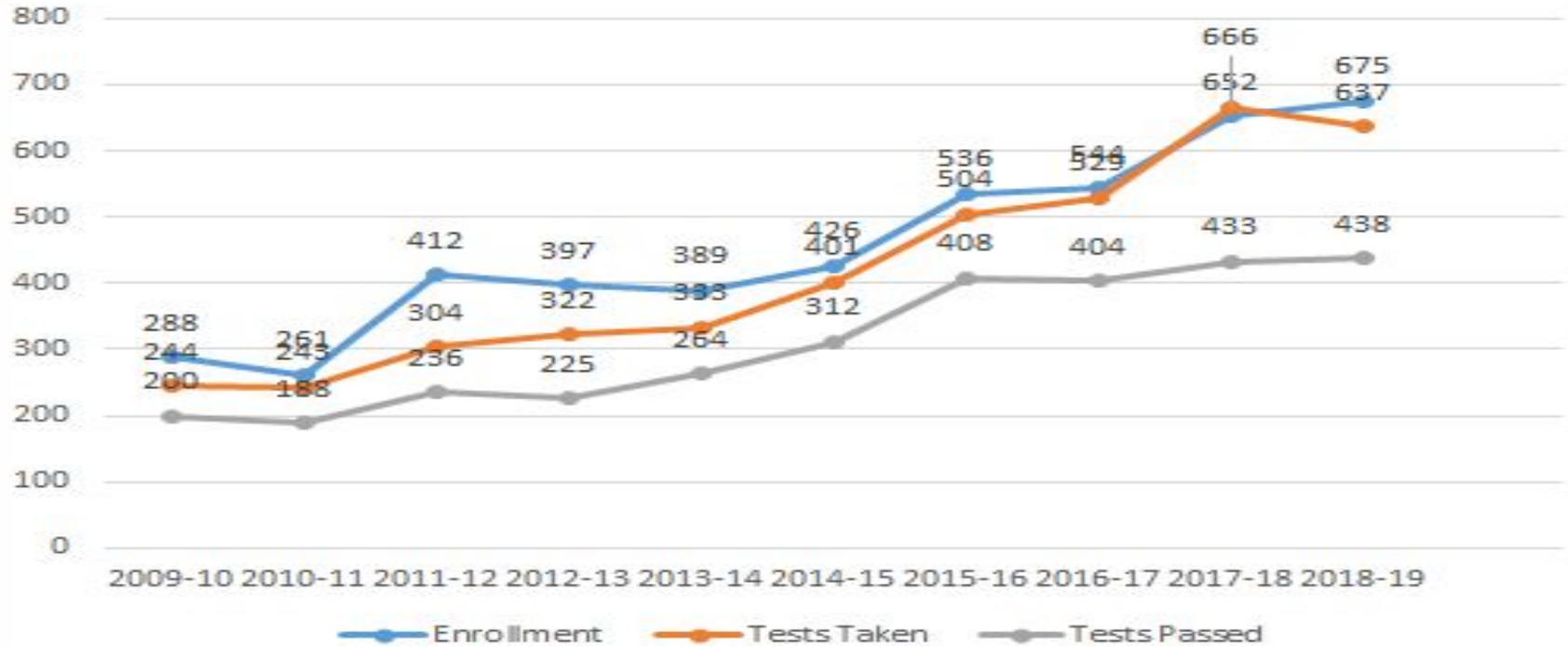
Percentage of Students Scoring a 3 or 4 on the
NGSS State Assessment



SAT Performance: Overall Score



Advanced Placement Enrollment, Participation, and Passing



STRENGTHS: What do we do well in this District?

- Articulating curriculum K-12
- Coaches for Literacy and Mathematics
- Provide support for students who are struggling
- Curriculum ensures that units are rigorous and engaging
- Universal assessments
- PBIS
- Science professional learning supports
- District Councils

WEAKNESSES: What challenges do we face as a District?

- Instructional supports
- Technology updates and integration
- Data analysis to inform instruction
- Data interpretation
- Need to develop an understanding of conceptual math
- Curriculum supports needed for academic areas at the school level

OPPORTUNITIES: How will this help us move forward?

- Data from our assessments will drive our school plans
- Data from assessments drives our curriculum
- Data demonstrates needs for instructional strategy support
 - Intervention support
 - Curriculum support
 - PL at building level (school plans)

THREATS: What are the barriers to achieving our goals?

- Cuts to funding
- Teacher retention
- Structures
- Systems
- School Planning

Now, It's Your Turn

- Break up into pairs
- Analyze one SWOT element with your partner
- Prioritize needs on post-its
- Be prepared when asked to share out



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SWOT ANALYSIS
NEW MILFORD PUBLIC SCHOOLS
OCTOBER 15, 2019

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

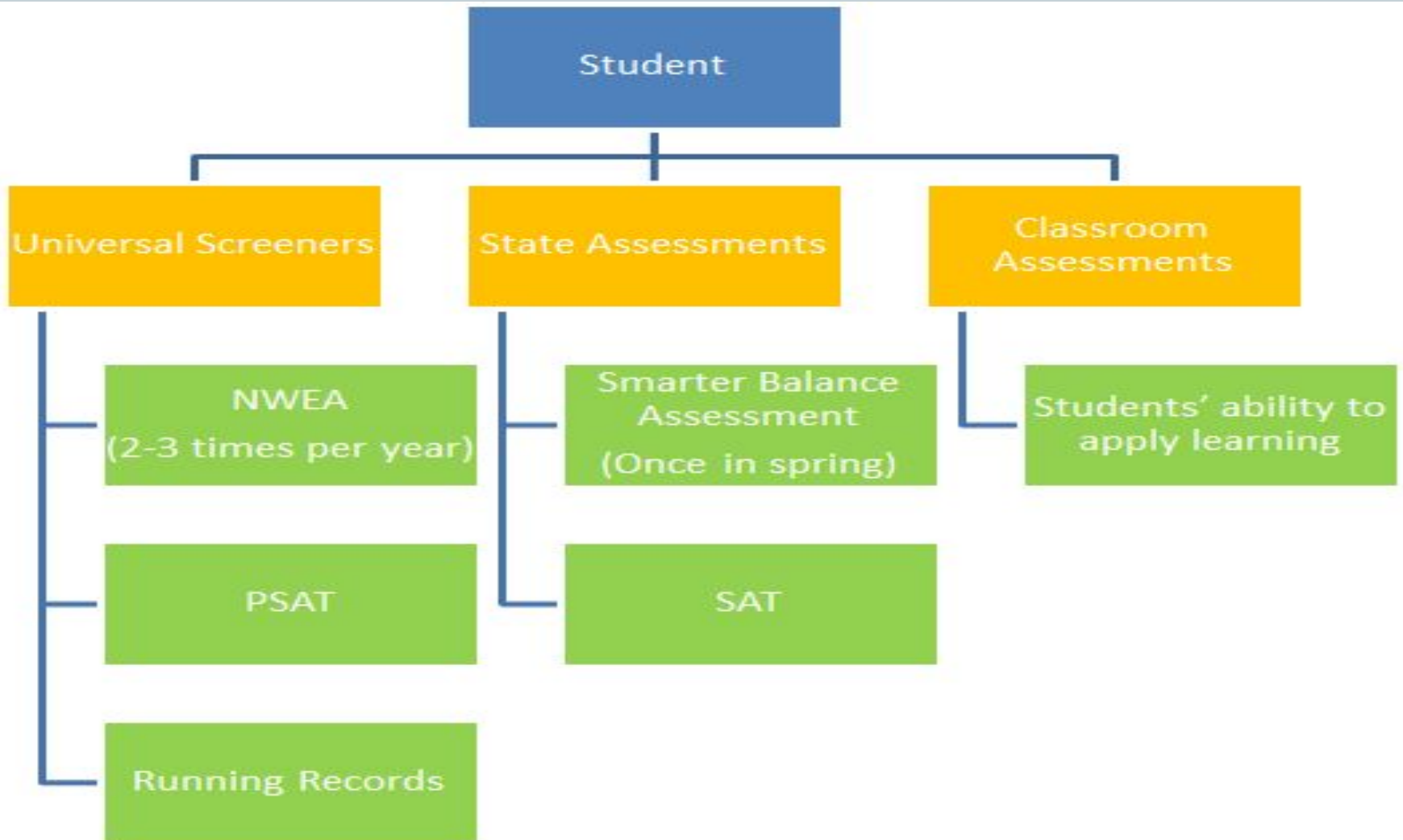
Summary/Next Steps

2019-20 Assessment Results



NEW MILFORD PUBLIC SCHOOLS
New Milford Board of Education Workshop
OCTOBER 2019
PRESENTED BY:
ALISHA DICORPO, ASSISTANT SUPERINTENDENT

Assessment Flowchart



Smarter Balanced Assessment



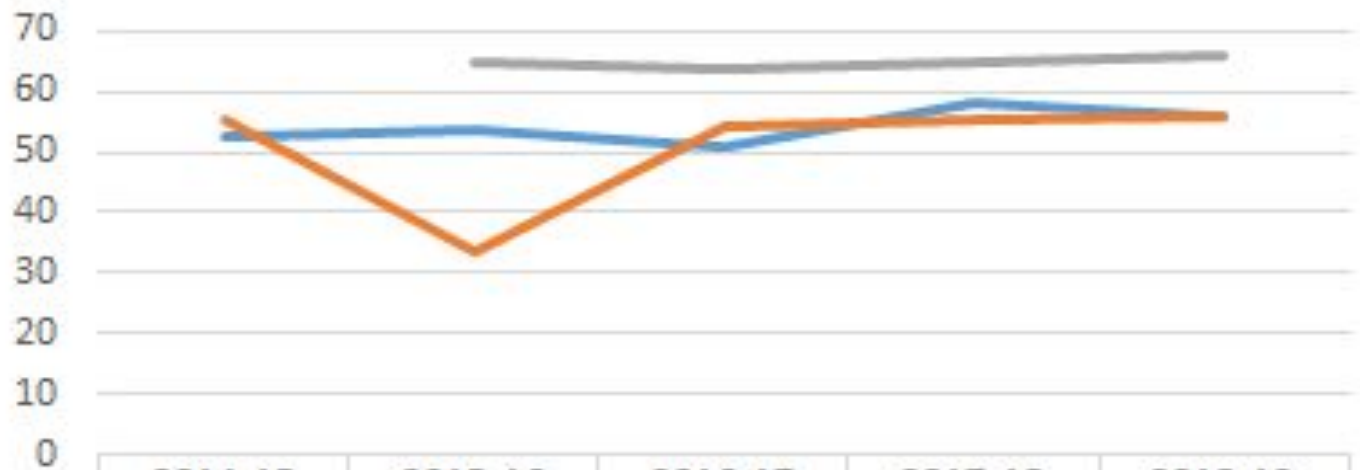
- The Smarter Balanced assessment is aligned to the Connecticut Core Standards for English Language Arts and Mathematics, for grades 3-8.
- The Smarter Balanced assessment replaced the CMT and CAPT.
- Administered in the Spring of 2019
- Adaptive Assessment that includes performance tasks (math only).
- Schools and districts are evaluated not only by performance, but also individual student growth.
- 4 achievement levels (1 – 4) with levels 3 and 4 considered meeting goal.

Smarter Balanced Results

ELA Historic Performance



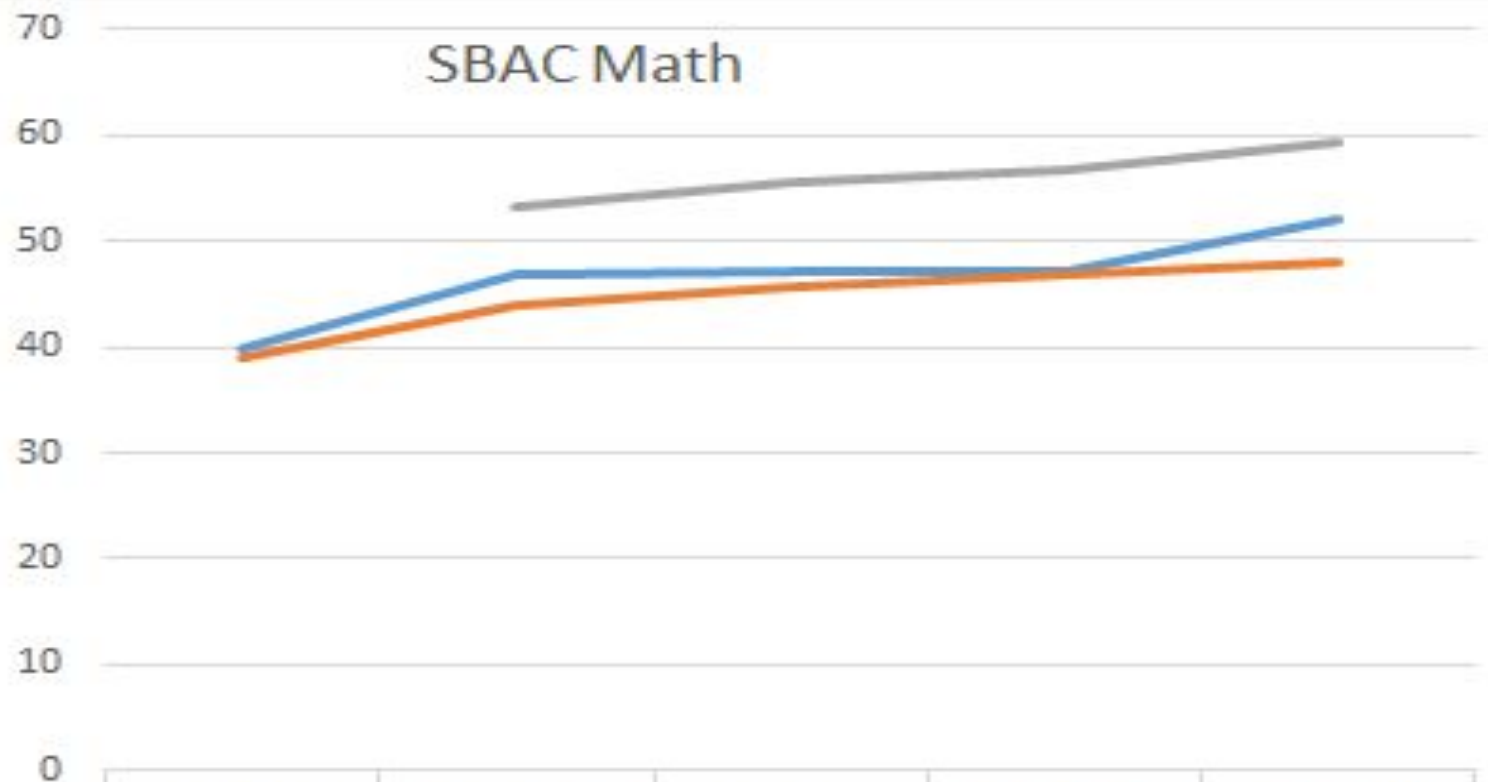
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New Milford Connecticut DRG

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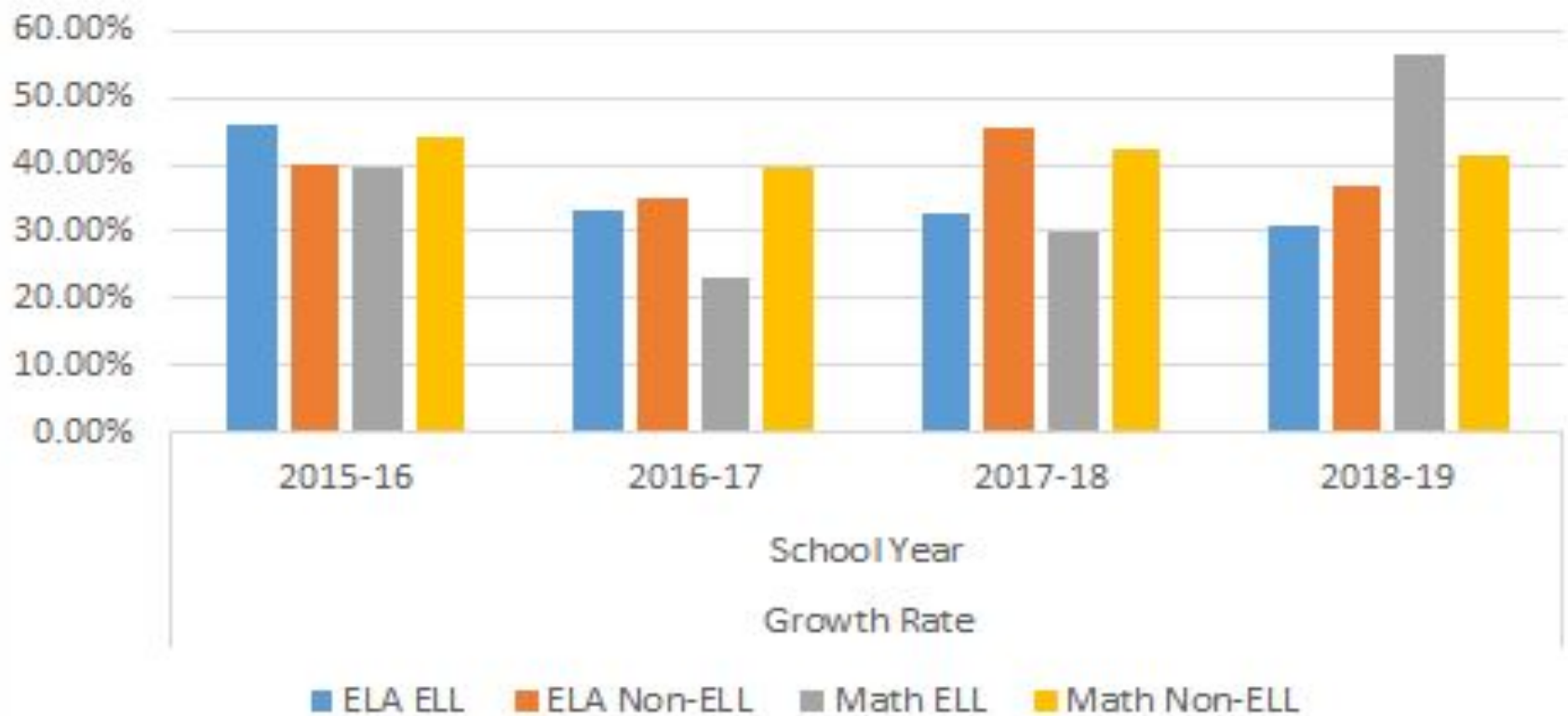


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English Learner Growth Rates



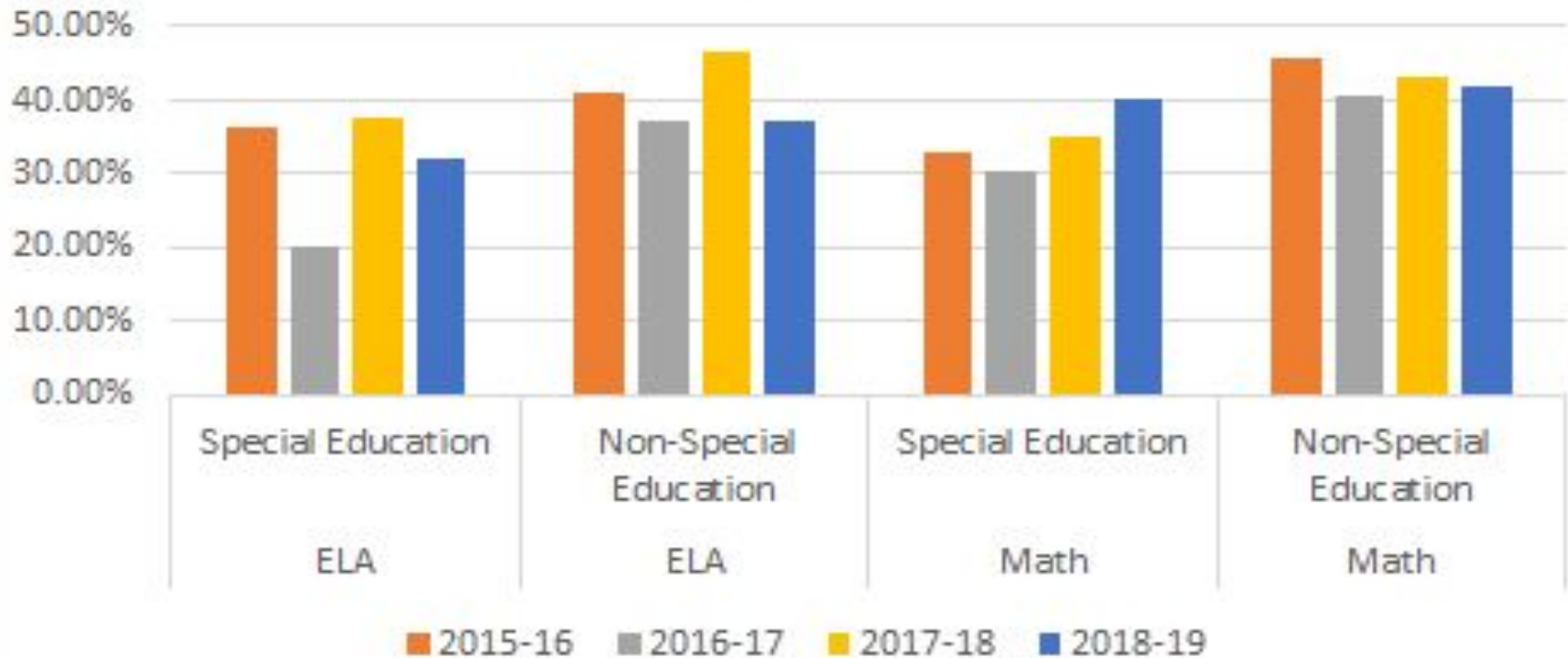
English Learner Growth Rate



Growth Rate-Smarter Balance



Growth Rate Special Education and Non-Special Education



Smarter Balanced Summary



ELA

- New Milford had 7.4% increase in amount of students reaching state level benchmarks in grades 3rd-8th in 2018. In 2019, there was a 2.6% decrease
- State had a .4 increase and DRG had a 1.3% increase
- Went from 20th of 24 districts in DRG in 2018 to 21st
- Growth rate for ELA was .37% overall with grades 4, 6 and 8 demonstrating growth

Math

- Maintained performance with 52% of New Milford students reaching state level benchmarks in grades 3rd-8th
- State had a 1.4% increase and DRG had 2.8% increases. New Milford attained a 4.9% increase
- Was 20th in 2016-17 DRG and slid to 22nd (of 24) in 2017-18 and currently we are positioned as 21 out of 24
- .419% growth rate 21 out of 24 in the DRG

Science Assessment (Next Generation Science Standards)



- 2018 was the Pilot year for the NGSS Science Assessment in grades 5, 8 and 11
- Participation rates and scores count for 2018

NGSS Assessment Achievement Level Descriptors for Science



Level 4 Exceeds the Achievement Standard: The student has exceeded the achievement standard for science expected for this grade. Students performing at this standard are demonstrating advanced progress toward mastery of science knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Level 3 Meets the Achievement Standard: The student has met the achievement standard for science expected for this grade. Students performing at this standard are demonstrating progress toward mastery of science knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

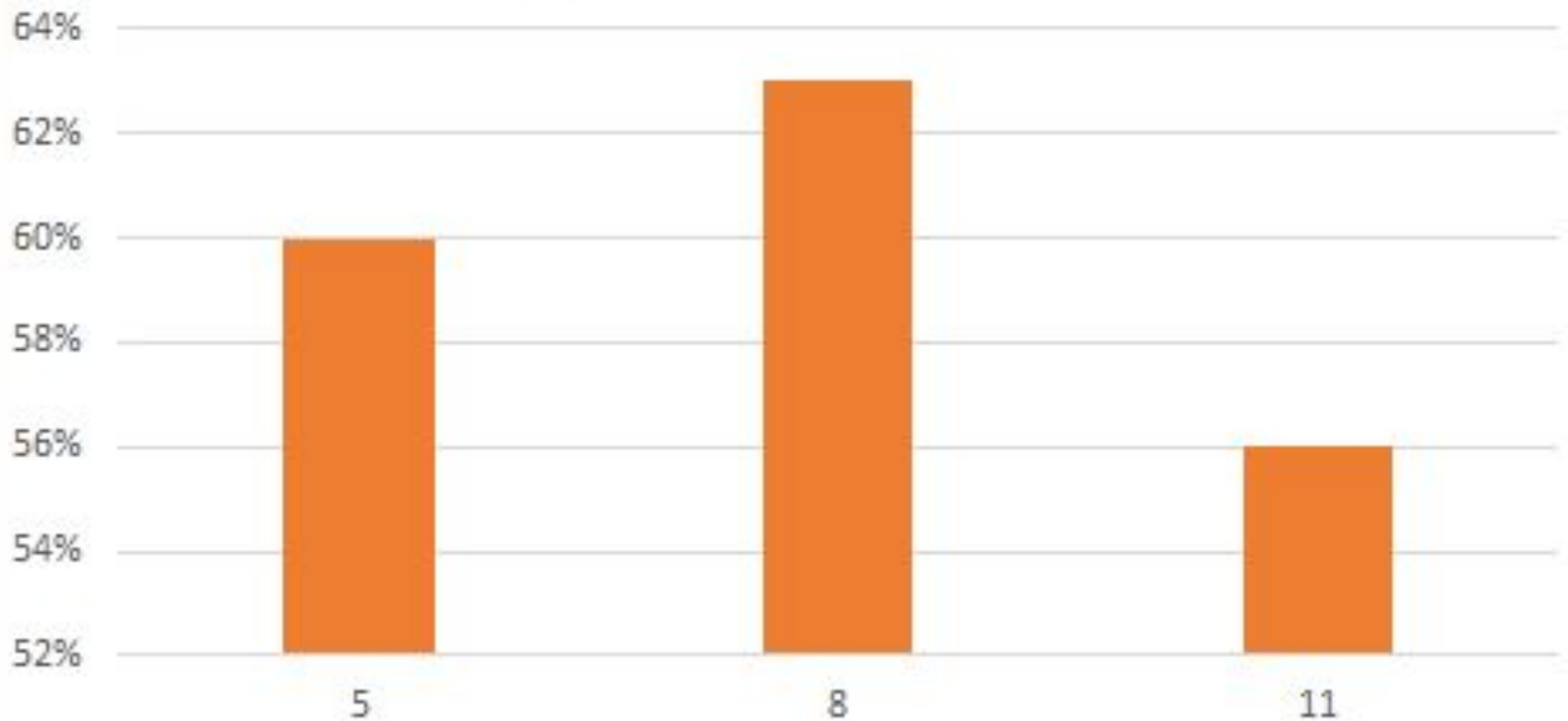
Level 2 Approaching the Achievement Standard: The student has nearly met the achievement standard for science expected for this grade. Students performing at this standard require further development toward mastery of science knowledge and skills. Students performing at this standard will likely need support to get on track for success in the next grade.

Level 1 Does Not Meet the Achievement Standard: The student has not yet met the achievement standard for science expected for this grade. Students performing at this standard require substantial improvement toward mastery of science knowledge and skills. Students performing at this standard will likely need substantial support to get on track for success in the next grade.

NGSS Science Summary



Percentage of Students Scoring a 3 or 4 on the
NGSS State Assessment

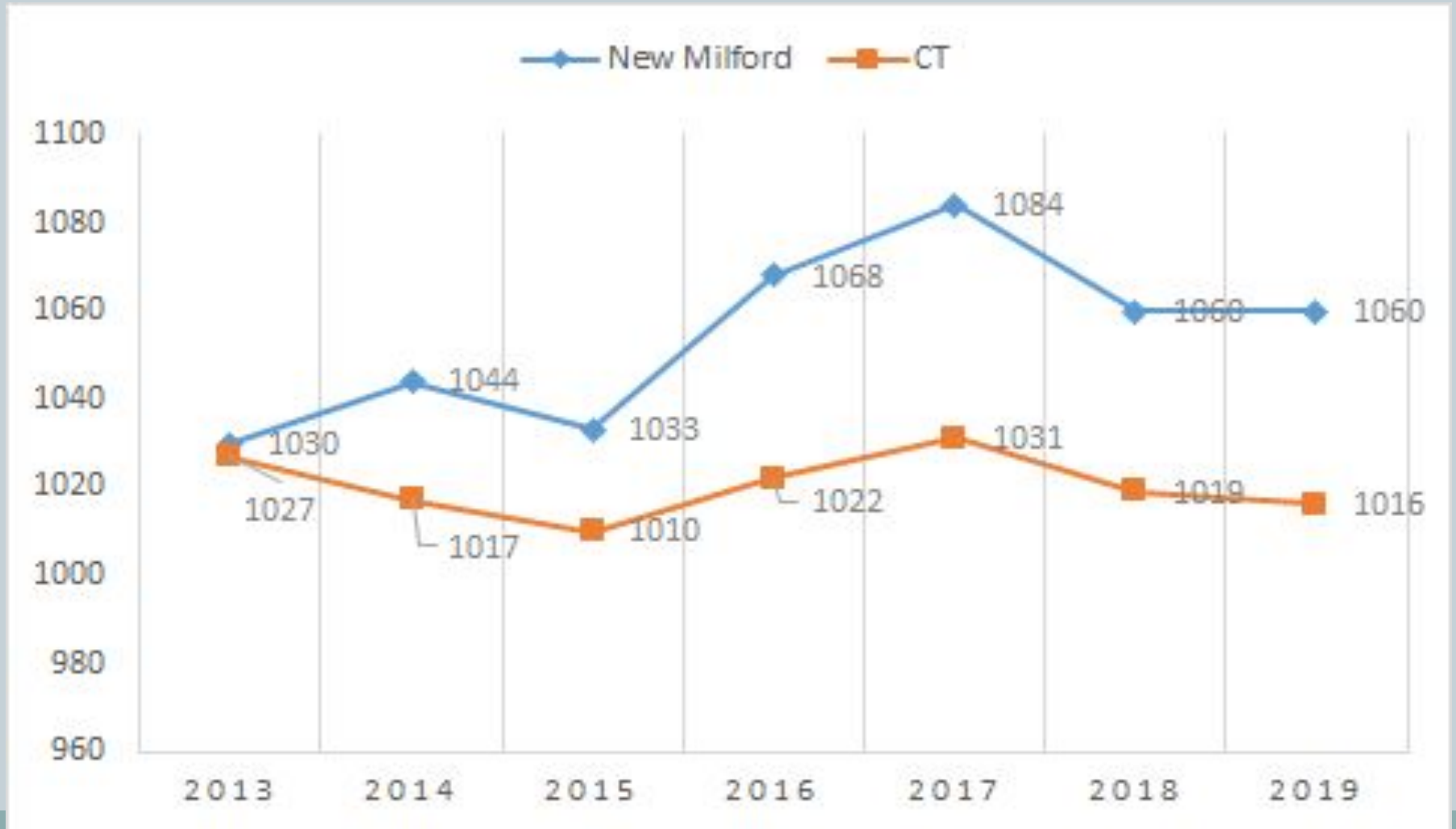


SAT



- 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

SAT Performance: Overall Score



PSAT: Fall



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
Grade 9	71%	58%	Grade 9	47%	41%
Grade 10	72%	63%	Grade 10	44%	39%
Grade 11	75%	64%	Grade 11	41%	37%

Universal Screener

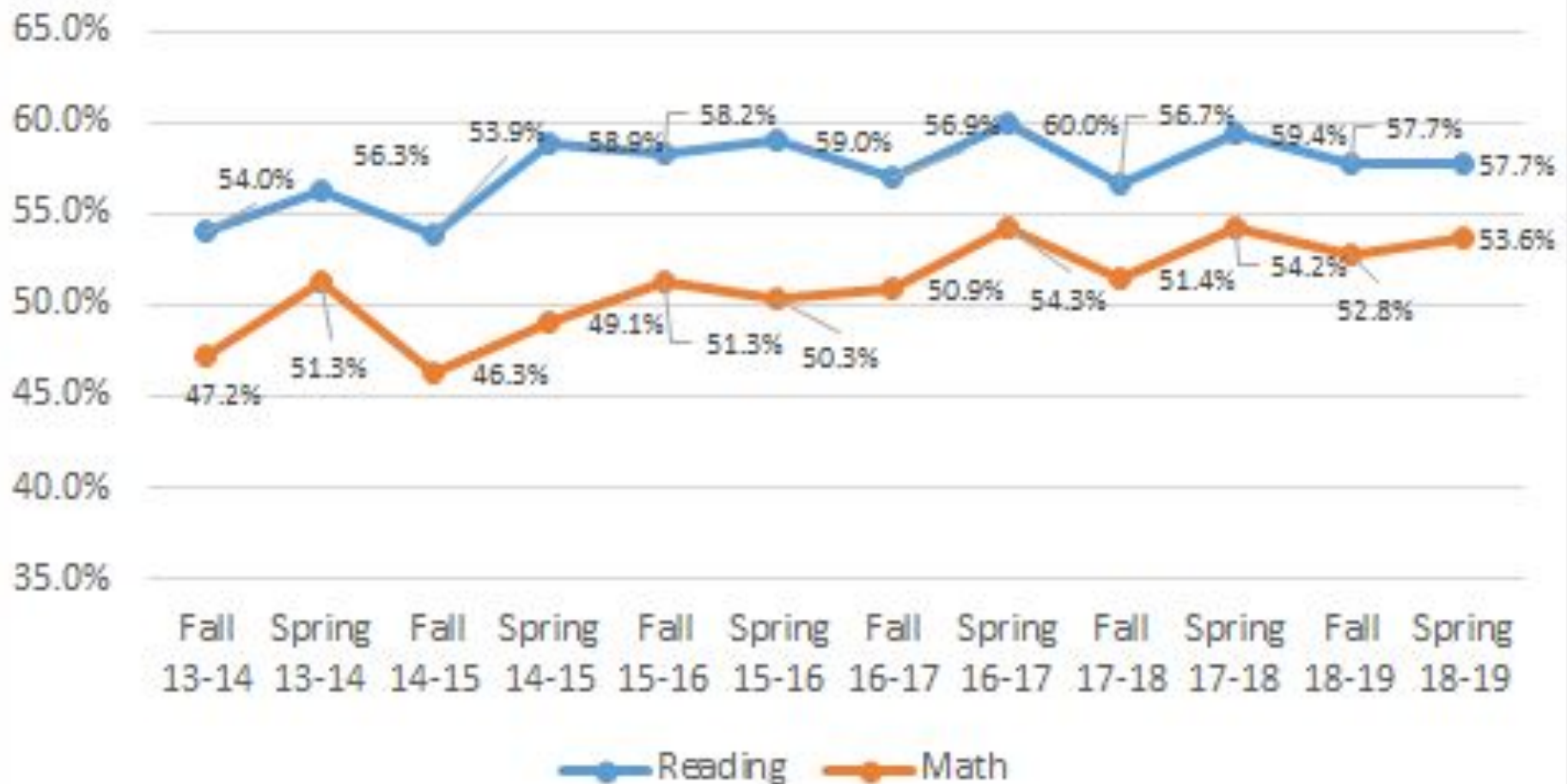


NWEA Assessment

NWEA: Percentile Change

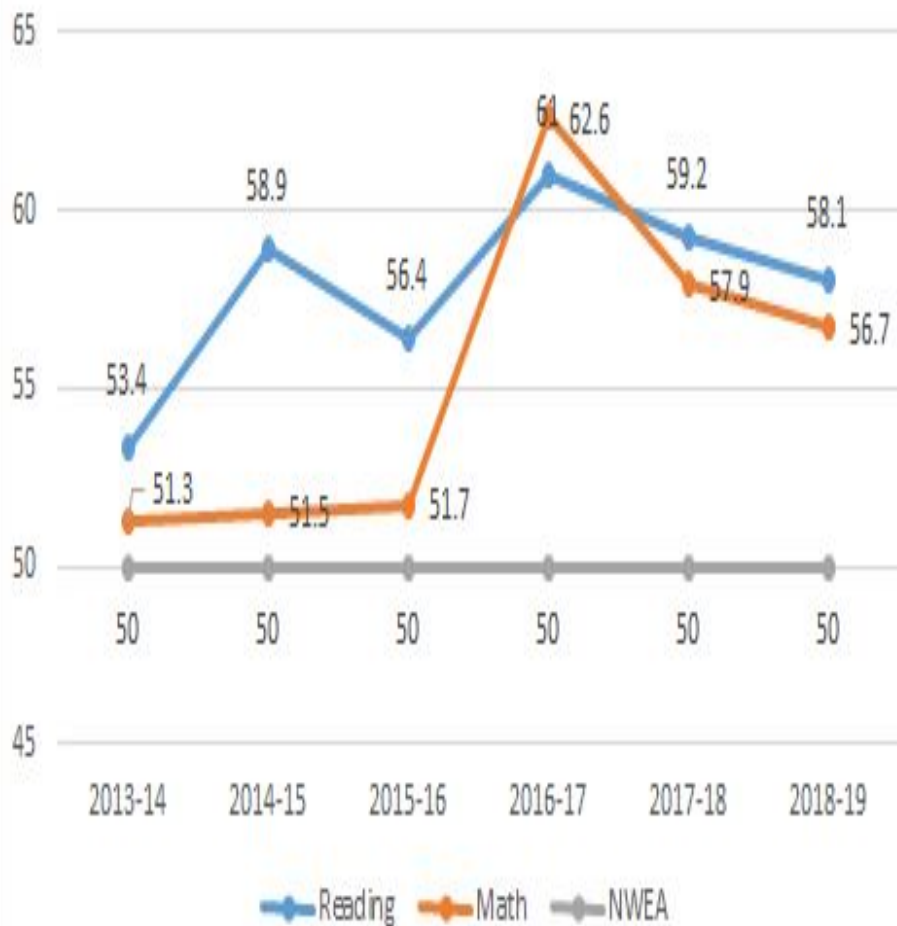


Average Percentile - NWEA MAP



NWEA: Growth Comparison

Percent of Students Making 1 Year's Growth: NWEA



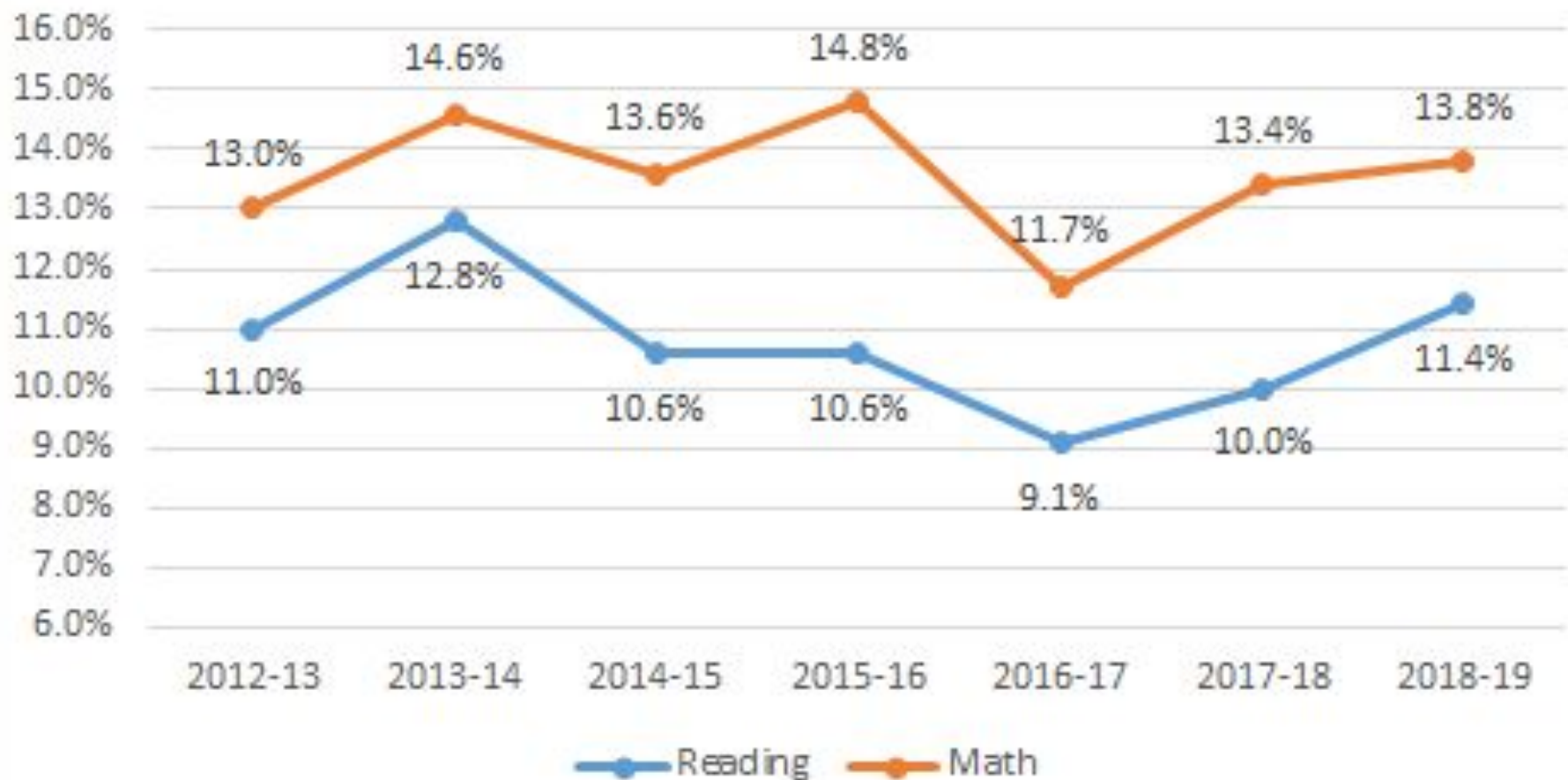
Percent of Overall Growth: NWEA



NWEA: At Risk



Percentage of students below 20th percentile: NWEA



Universal Screener Summary

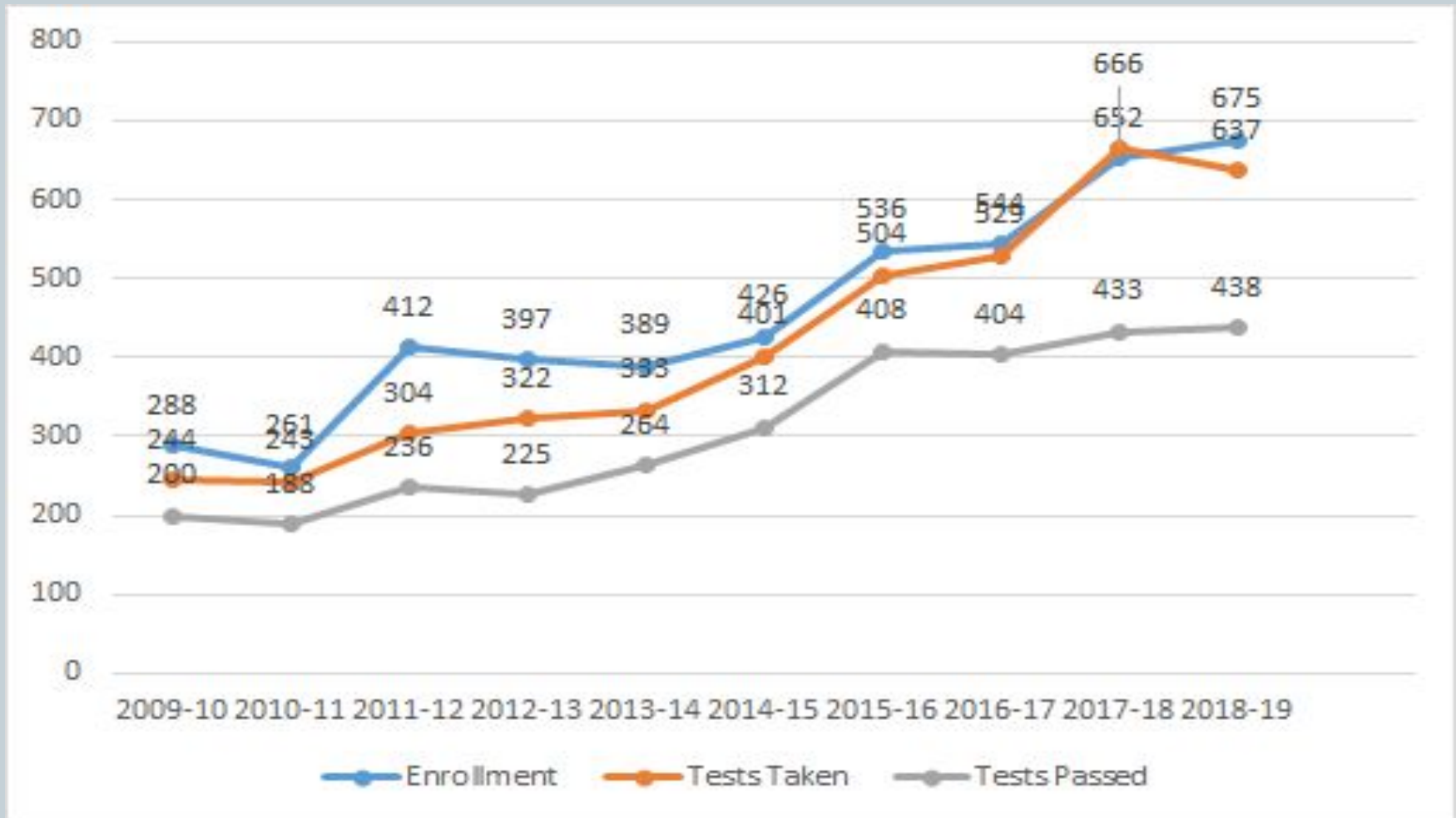


- Can see growth even when students do not make it to the goal threshold
- Data correlates to the weaknesses in curriculum
- The information supports our known areas for growth and the changes we have instituted
- Looking at student growth through multiple data points helps teachers better meet the instructional needs of students
- Allowing district to make predictive models of student success due to correlation of normed percentiles and achievement on other assessments (SBAC, CMT/CAPT, PSAT, SAT)

Advanced Placement



Advanced Placement Enrollment, Participation, and Passing



Improvement Initiatives K-12



Vertical teams developed to review vertical alignment curriculum

- 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 phonics curriculum in school year 2019-2020 (Pilot held in 2018)

Added a unit of study at various grade levels and support for Science curriculum implementation K-12

Continue to coach into Reading and Writing Units of Study K-8

Continue to help students think like Mathematicians as we update our Math units to incorporate additional student supports and practice

Improvement Initiatives K-12



District-wide focus on the writing of objectives and supporting students with opportunities to practice and learn

Provide high quality feedback about instruction based on student outcomes

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

Questions?

