


**New Milford Board of Education
 Board Workshop Minutes
 October 17, 2017
 Sarah Noble Intermediate School Library Media Center**

Present:	Mr. David A. Lawson, Chairperson Mrs. Angela C. Chastain Mr. Robert Coppola Mr. Bill Dahl Mrs. Wendy Faulenbach Mr. Dave Littlefield (arrived at 6:57 p.m.) Mr. Brian McCauley Mrs. Tammy McInerney Mr. J.T. Schemm	 RECEIVED TOWN CLERK 2017 OCT 19 P 2:52
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NEW MILFORD, CT

Also Present:	Mr. Joshua Smith, Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Mr. Michael Clyne, District Data Coach
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1.	Call to Order A. Pledge of Allegiance The Board Workshop of the New Milford Board of Education was called to order at 6:34 p.m. by Mr. Lawson. The Pledge of Allegiance immediately followed the call to order.	Call to Order A. Pledge of Allegiance
2.	Presentation A. District Assessments <ul style="list-style-type: none"> • Mr. Lawson said this would be a presentation on the 2017 district assessment results. • Mr. Smith invited Ms. DiCorpo and Mr. Clyne to begin the presentation. • Ms. DiCorpo said the data represents a commitment to student learning and achievement. • The Smarter Balanced assessment is aligned to the CT Core Standards for English Language Arts and Mathematics for grades 3-8. • The Smarter Balanced assessment replaced the CMT and CAPT. 	Presentation A. District Assessments

	<ul style="list-style-type: none">• Schools and districts are evaluated not only by performance, but also individual student growth from grade to grade.• The district focus for implementation for 2016-17 was on writing units for K-8, reading units grades 3-5, data collection grades 3-5, pacing guide creation and common assessments.• The District focus for implementation for 2017-18 includes full implementation K-2 of Reading and Writing Units, Running Records Implementation K-8, Formative Assessment Creation, Collaboration, Student Work Analysis, Data Teams (DLET) and School Year 2018-19 Data Collection K-8 Reading and Writing• Mrs. McInerney asked about the MAP testing and Ms. DiCorpo said that it is given K-8 and kindergarten testing starts in January.• Mr. Clyne discussed the Smarter Balanced results for Reading and Language noting that New Milford is almost keeping pace with the State but has room to grow in relation to the schools in our DRG, which are schools that are similar in size, demographics, and socioeconomic status in comparison to New Milford. He said the good news was the 4th graders from last year, now in 5th grade, had a 10% increase in the passing rate.• Mr. Clyne noted the non-high needs students show a deficit data-wise compared to the DRG and the State.• Mrs. McInerney asked for clarification between high-needs students versus special education students and Mr. Clyne said high-needs would be any student that qualifies for one or more services such as ELL or free lunch.• Ms. DiCorpo said there are connections to literacy in both the math and science components.• As far as the math curriculum is concerned, the Investigations program was implemented in grades K-5 in 2014-15.	
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- Connected Math (grades 6-8) began in 2014-15 for grade 6, in 2015-16 for grade 7, and in 2016-17 for grade 8.
- Performance Assessments (exemplars) were implemented in grades K-5 in school year 2016-17 as a pilot.
- Full implementation of Exemplar Performance Assessments will happen in the 2017-18 school year.
- Ms. DiCorpo noted that grade 5 has had the new math and language arts programs longer than the other grades.
- Mr. Clyne presented the data for the math results and Mrs. McInerney noted the passing rates for New Milford are decreasing.
- Mr. Clyne said the grade 4 cohort is the win as New Milford maintained a 53% pass rate from grade 4 to grade 5.
- Mr. Lawson asked if no one is passing the test what does that say about the test and Mr. Smith said these results are being recalibrated to the new standards, which are more rigorous. He said the district knew it had a gap in math and the teaching is now fundamentally different. The standards are higher and all districts in the state are working to rise to meet them.

Mr. Littlefield arrived at 6:57 pm.

- Mr. Lawson asked if the standards have changed and Mr. Smith said the bar is now higher. Mr. Lawson said this will likely require more in-service time and funding.
- Mr. Clyne said again the non-high needs students are not performing as well as the state average. Mr. Dahl asked why that was and Ms. DiCorpo said there have been a lot of changes implemented at once due to standard and testing state updates including the areas of ELA, math and science.
- Mr. Dahl asked if the district was doing a better job supporting the high needs students and Mr.

	<p>Clyne said co-teaching has been added and they are involved in more core activities throughout the day. Mr. Smith said the non-high needs students also cover a broad spectrum.</p> <ul style="list-style-type: none">• Mrs. McInerney said one thing she hears from the K-2 teachers is they would like more time with the coaches and to have them in the classroom more.• Mr. Schemm noted that each child did not represent a percentage, so one or two students moving up or down would impact the reporting significantly whereas more students in the non-high needs category meant that an individual had less impact on the overall rate.• Mr. Coppola asked if paraeducators should be put back in the classroom and Ms. DiCorpo said the help needed was instructional and curriculum based and that intervention and classroom teachers would have the greatest impact.• Mr. Coppola asked how this data would improve the instructional piece and Mr. Smith said all this data is now in the hands of the teachers and coaches to help improve instruction. Instructional and curriculum work is being driven by the gaps found in the assessment results. Ms. DiCorpo said it takes time to see these changes take effect but there is certainly a sense of urgency when they see this data.• Ms. DiCorpo gave an overview of the Connecticut Mastery Test: In 2015-16 the (CMT) was the standard assessment administered to students in grades 5 and 8 for Science. In 2015-16 the Connecticut Academic Performance Test (CAPT) was the standard assessment administered to students in grade 10 for Science. In all science assessments, the state has begun to pilot questions aligned to Next Generation Science Standards (NGSS).• In the Spring of 2018, students in grades 5-8, and 11 will take the NGSS Field Test. Data	
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	<p>from this assessment will not be comparable to prior years data.</p> <ul style="list-style-type: none">• Ms. DiCorpo said the District focus on science included the approval of the initial curriculum in school year 2016-17, and beginning stages of implementation of the NGSS aligned curriculum.• For the school year 2017-18, the K-5 focus will be on the creation of lessons surrounding phenomenon, LiveBinders of ready resources have been created for each K-5 teacher, time has been created in the schedule to plan science lessons as a team and training on curriculum writing from the state.• Mrs. McInerney said she was shocked to learn that grade 5 was being tested in science without a science curriculum and Ms. DiCorpo said a curriculum was written in 2016 but there was not enough time to implement it in the schedule. Mrs. McInerney said parents may panick when they see their children's scores and Ms. DiCorpo said the students are not doing poorly in science and that the time and scheduling pressures around science and social studies instruction are faced by all elementary schools.• Ms. DiCorpo said the State has not recommended a K-5 curriculum template in Science yet and not many schools have a Science curriculum aligned to the new standards as a result.• Mr. Clyne noted on the CMT performance for grade 5 that the uptick in 2015 was due to the beginning use of the Teachers College Units of Study.• The SAT and SAT Subject Tests are designed to assess 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 SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.	
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	<ul style="list-style-type: none"> • Last year marked the first year using the newly re-designed SAT exam, and global data has yet to be released. • The NWEA MAP summary does show growth even when students do not make it to the goal threshold. Data correlates to the known weaknesses in curriculum. The information supports the known areas for growth and the changes that have been instituted. Looking at student growth through multiple data points helps teachers better meet the instructional needs of students, allowing the district to make predictive models of student success due to correlation of normed percentiles and achievement on other assessments (SBAC, CMT/CAPT, PSAT, SAT). • Mr. Clyne said New Milford is improving in ELA and Math much quicker than the state average. <p>Mr. Lawson noted there was still quite a bit to discuss but the workshop meeting time was over so this topic will be placed back on a workshop agenda perhaps in the spring.</p>	
<p>3.</p>	<p>Adjourn</p> <p>Mrs. Faulenbach moved to adjourn the meeting at 7:30 p.m., seconded by Mr. Dahl and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 7:30 p.m.</p>

Respectfully submitted:



Tammy McInerney
 Secretary
 New Milford Board of Education