

Curriculum & Student Development  
Committee  
Tuesday, October 19, 2021 5:30 PM

Remote  
10 Campus Drive  
Madison, CT 06443

## **Agenda**

- I. Easy CBM Fall 2021 Results  
**Speaker(s):** Gail Dahling-Hench
- II. Preparation for Social / Emotional Screen  
**Speaker(s):** Becky Frost
- III. Public Comment  
**Speaker(s):** Becky Frost
- IV. “The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town’s ADA/Human Resources Director Debra Milardo at 203-245-5603 or by email to [milardod@madisonct.org](mailto:milardod@madisonct.org) at least five (5) business days prior to the meeting.”



# 2021-2022 FALL

## Grade K-8

### EasyCBM Benchmarks

October 19, 2021

# Fall 2021 Universal Assessments Easy CBM

K

- Letter Names
- Letter Sounds
- Phoneme Segmenting
- Proficient Math

1

- Letter Sounds
- Phoneme Segmenting
- Word Reading Fluency
- Proficient Math

2

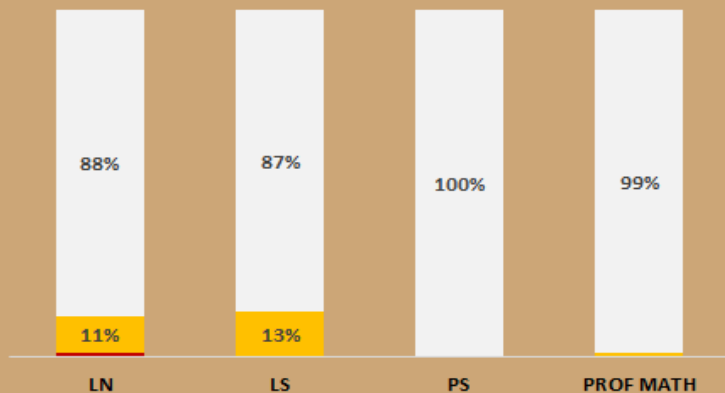
- Passage Reading Fluency
- Vocabulary
- Proficient Reading
- Proficient Math

3-8

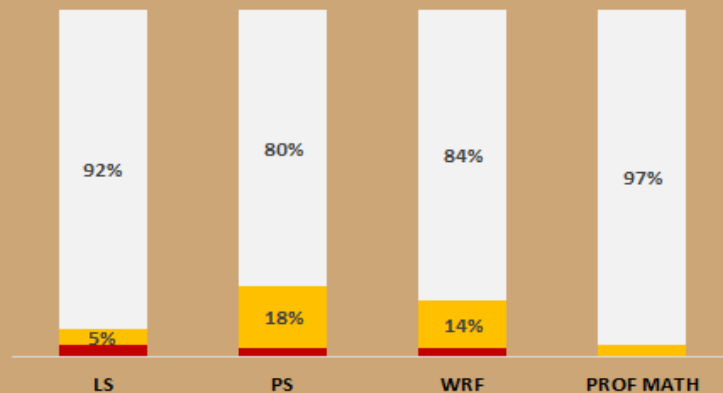
- Passage Reading Fluency
  - Vocabulary
  - Proficient Reading
  - Proficient Math
-

# Grade K-3 easyCBM Benchmark Results - 25th Percentile

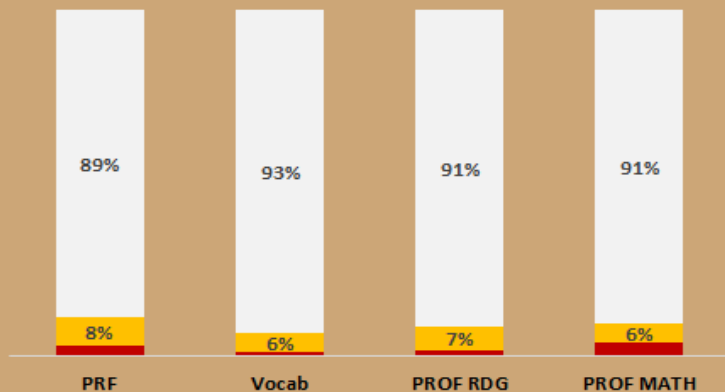
K



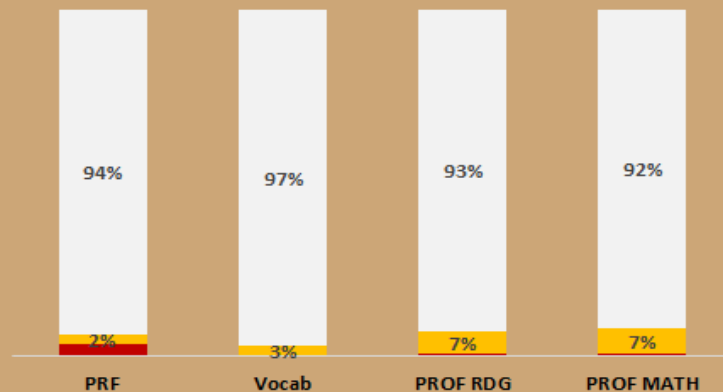
1



2



3



# Two Years Grade K Performance Comparison

Missed 60 days of PreK

2020-2021

	KINDERGARTEN			
	LN	Reading		Math
		LS	PS	CCSS
10th or below	0	0	0	1
11th-25th	9	10	0	5
26th-49th	42	31	23	12
50th-74th	53	54	67	43
75th-89th	17	30	36	38
90th or above	18	14	13	39
Total	139	139	139	138
11th Percentile	100%	100%	100%	99%
26th Percentile	94%	93%	100%	96%
50th Percentile	63%	71%	83%	87%
75th Percentile	25%	32%	35%	56%
90th Percentile	13%	10%	9%	28%

18 students screened for ELL  
8 students qualified for services

COVID year of PreK

2021-2022

	KINDERGARTEN			
	LN	Reading		PROF MATH
		LS	PS	
10th or below	2	0	0	0
11th-25th	17	21	0	2
26th-49th	48	46	45	11
50th-74th	46	52	79	26
75th-89th	39	33	27	49
90th or above	8	8	9	72
Total	160	160	160	160
11th Percentile	99%	100%	100%	100%
26th Percentile	88%	87%	100%	99%
50th Percentile	58%	58%	72%	92%
75th Percentile	29%	26%	23%	76%
90th Percentile	5%	5%	6%	45%

# Two Years Grade 1 Performance Comparison

Missed 60  
days of K

2020-2021

	Grade 1			Math CCSS
	Reading			
	LS	PS	WRF	
10th or below	12	11	6	0
11th-25th	29	40	22	10
26th-49th	48	47	46	25
50th-74th	44	49	37	56
75th-89th	15	8	29	26
90th or above	8	1	16	36
Total	156	156	156	153
11th Percentile	92%	93%	96%	100%
26th Percentile	74%	67%	82%	93%
50th Percentile	43%	37%	53%	77%
75th Percentile	15%	6%	29%	41%
90th Percentile	5%	1%	10%	24%

Missed 60  
days of  
PreK

2021-2022

Jan start  
Foundations

	Grade 1			PROF MATH
	Reading			
	LS	PS	WRF	
10th or below	5	4	4	0
11th-25th	7	27	21	5
26th-49th	34	63	39	14
50th-74th	55	40	36	47
75th-89th	32	18	26	27
90th or above	20	1	27	61
Total	153	153	153	154
11th Percentile	97%	97%	97%	100%
26th Percentile	92%	80%	84%	97%
50th Percentile	70%	39%	58%	88%
75th Percentile	34%	12%	35%	57%
90th Percentile	13%	1%	18%	40%

# Two Years Grade 2 Performance Comparison

Missed 60  
days of  
Grade 1

2020-2021

	Grade 2			Math CCSS
	PRF	Reading Vocab	MCRC	
10th or below	4	1	3	1
11th-25th	10	8	11	14
26th-49th	27	11	13	25
50th-74th	42	35	37	31
75th-89th	28	21	24	38
90th or above	31	67	56	34
Total	142	143	144	143
11th Percentile	97%	99%	98%	99%
26th Percentile	90%	94%	90%	90%
50th Percentile	71%	86%	81%	72%
75th Percentile	42%	62%	56%	50%
90th Percentile	22%	47%	39%	24%

Missed  
60 days  
of K

2021-2022

Full year of  
Grade 1  
Foundations

	Grade 2			PROF MATH
	PRF	Reading Vocab	PROF RDG	
10th or below	5	2	3	6
11th-25th	13	9	11	9
26th-49th	32	24	20	24
50th-74th	50	37	54	43
75th-89th	29	31	23	45
90th or above	32	57	50	34
Total	161	160	161	161
11th Percentile	97%	99%	98%	96%
26th Percentile	89%	93%	91%	91%
50th Percentile	69%	78%	79%	76%
75th Percentile	38%	55%	45%	49%
90th Percentile	20%	36%	31%	21%

# Two Years Grade 3 Performance Comparison

Missed 60  
days of  
Gr 2

2020-2021

	Grade 3			Math CCSS
	PRF	Reading Vocab	MCRC	
10th or below	7	3	3	10
11th-25th	16	7	16	16
26th-49th	38	37	22	31
50th-74th	50	53	42	40
75th-89th	28	27	33	29
90th or above	19	27	43	31
Total	158	154	159	157
11th Percentile	96%	98%	98%	94%
26th Percentile	85%	94%	88%	83%
50th Percentile	61%	69%	74%	64%
75th Percentile	30%	35%	48%	38%
90th Percentile	12%	18%	27%	20%

Missed 60  
days of  
Gr 1

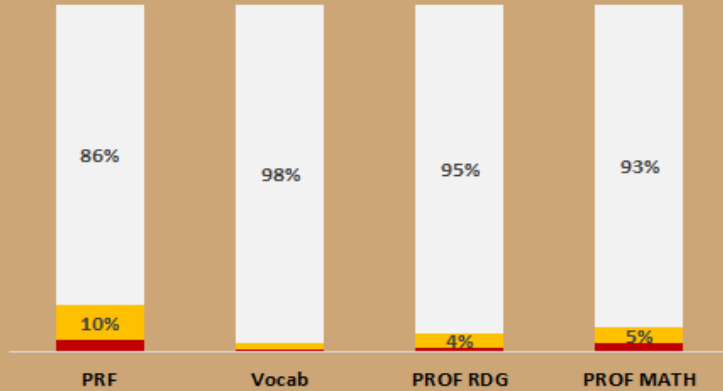
2021-2022

Full Year of  
Grade 2  
Foundations

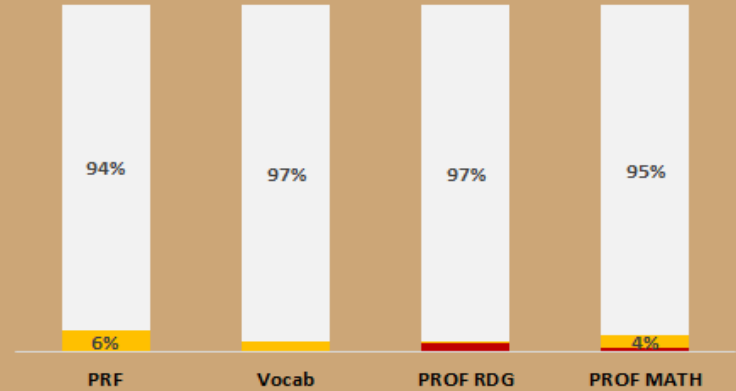
	Grade 3			PROF MATH
	PRF	Reading Vocab	PROF RDG	
10th or below	6	0	1	1
11th-25th	4	5	11	12
26th-49th	26	24	19	29
50th-74th	65	45	38	37
75th-89th	35	34	55	37
90th or above	28	56	40	48
Total	164	164	164	164
11th Percentile	96%	100%	99%	99%
26th Percentile	94%	97%	93%	92%
50th Percentile	78%	82%	81%	74%
75th Percentile	38%	55%	58%	52%
90th Percentile	17%	34%	24%	29%

# Grade 4-5 easyCBM Benchmark Results - 25th Percentile

4



5



# Two Years Grade 4 Performance Comparison

Missed 60  
days of Grade  
3

2020-2021

	Grade 4			
	PRF	Reading Vocab	MCRC	Math CCSS
10th or below	4	5	4	3
11th-25th	15	3	7	8
26th-49th	36	26	30	26
50th-74th	57	46	40	49
75th-89th	29	46	37	35
90th or above	16	31	39	36
Total	157	157	157	157
11th Percentile	97%	97%	97%	98%
26th Percentile	88%	95%	93%	93%
50th Percentile	65%	78%	74%	76%
75th Percentile	29%	49%	48%	45%
90th Percentile	10%	20%	25%	23%

Missed 60  
days of Grade  
2

2021-2022

Grade 2  
Foundations last  
year, Grade 3  
this year

	Grade 4			
	PRF	Reading Vocab	PROF RDG	PROF MATH
10th or below	6	1	2	4
11th-25th	17	3	7	8
26th-49th	25	32	29	19
50th-74th	53	45	34	52
75th-89th	40	47	36	44
90th or above	28	41	61	41
Total	169	169	169	168
11th Percentile	96%	99%	99%	98%
26th Percentile	86%	98%	95%	93%
50th Percentile	72%	79%	78%	82%
75th Percentile	40%	52%	57%	51%
90th Percentile	17%	24%	36%	24%

# Two Years Grade 5 Performance Comparison

2020-2021

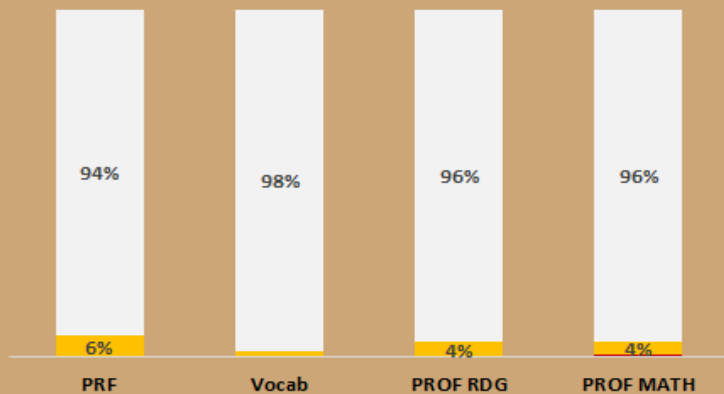
	Grade 5			
	PRF	Reading Vocab	MCRC	Math CCSS
10th or below	5	3	3	2
11th-25th	11	5	10	6
26th-49th	36	10	37	18
50th-74th	62	42	42	44
75th-89th	33	36	40	46
90th or above	14	65	29	44
Total	161	161	161	160
11th Percentile	97%	98%	98%	99%
26th Percentile	90%	95%	92%	95%
50th Percentile	68%	89%	69%	84%
75th Percentile	29%	63%	43%	56%
90th Percentile	9%	40%	18%	28%

2021-2022

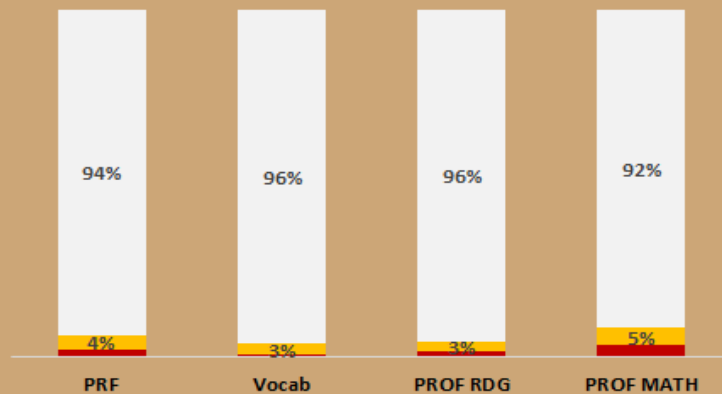
	Grade 5			
	PRF	Reading Vocab	PROF RDG	PROF MATH
10th or below	0	0	4	2
11th-25th	10	5	1	6
26th-49th	40	16	26	19
50th-74th	55	43	51	28
75th-89th	45	32	32	41
90th or above	15	69	51	68
Total	165	165	165	164
11th Percentile	100%	100%	98%	99%
26th Percentile	94%	97%	97%	95%
50th Percentile	70%	87%	81%	84%
75th Percentile	36%	61%	50%	66%
90th Percentile	9%	42%	31%	41%

# Grade 6-8 easyCBM Benchmark Results - 25th Percentile

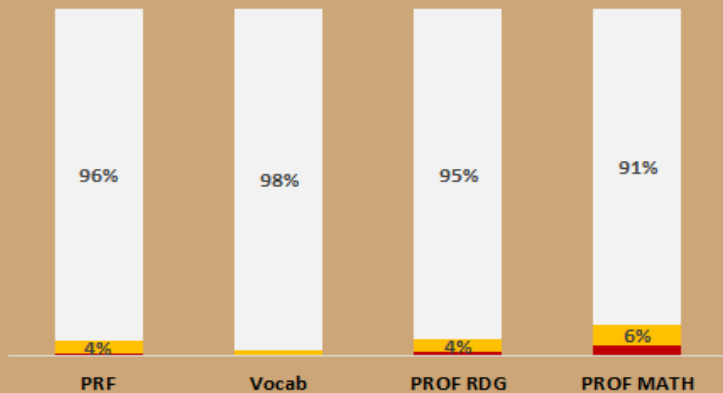
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7



8



# Two Years Grade 6 Performance Comparison

2020-2021

	Grade 6			
	PRF	Reading Vocab	MCRC	Math CCSS
10th or below	0	3	4	6
11th-25th	17	5	8	10
26th-49th	35	23	27	31
50th-74th	53	64	51	44
75th-89th	42	0	31	45
90th or above	24	77	52	38
Total	171	172	173	174
11th Percentile	100%	98%	98%	97%
26th Percentile	90%	95%	93%	91%
50th Percentile	70%	82%	77%	73%
75th Percentile	39%	45%	48%	48%
90th Percentile	14%	45%	30%	22%

2021-2022

	Grade 6			
	PRF	Reading Vocab	PROF RDG	PROF MATH
10th or below	0	0	0	1
11th-25th	10	3	7	6
26th-49th	22	15	21	13
50th-74th	53	53	52	36
75th-89th	56	0	30	47
90th or above	23	93	54	60
Total	164	164	164	163
11th Percentile	100%	100%	100%	99%
26th Percentile	94%	98%	96%	96%
50th Percentile	80%	89%	83%	88%
75th Percentile	48%	57%	51%	66%
90th Percentile	14%	57%	33%	37%

# Two Years Grade 7 Performance Comparison

2020-2021

	Grade 7			
	PRF	Reading		Math
		Vocab	MCRC	CCSS
10th or below	3	0	1	4
11th-25th	6	7	7	7
26th-49th	35	28	30	15
50th-74th	74	51	41	46
75th-89th	41	49	49	50
90th or above	23	48	55	61
Total	182	183	183	183
11th Percentile	98%	100%	99%	98%
26th Percentile	95%	96%	96%	94%
50th Percentile	76%	81%	79%	86%
75th Percentile	35%	53%	57%	61%
90th Percentile	13%	26%	30%	33%

2021-2022

	Grade 7			
	PRF	Reading		PROF
		Vocab	PROF RDG	MATH
10th or below	4	1	3	6
11th-25th	7	6	5	9
26th-49th	27	22	29	9
50th-74th	67	56	30	43
75th-89th	35	46	49	47
90th or above	39	48	63	63
Total	179	179	179	177
11th Percentile	98%	99%	98%	97%
26th Percentile	94%	96%	96%	92%
50th Percentile	79%	84%	79%	86%
75th Percentile	41%	53%	63%	62%
90th Percentile	22%	27%	35%	36%

# Two Years Grade 8 Performance Comparison

2020-2021

	Grade 8			
	Reading			Math
	PRF	Vocab	MCRC	CCSS
10th or below	1	0	0	4
11th-25th	4	2	4	5
26th-49th	34	9	30	11
50th-74th	66	52	44	49
75th-89th	55	59	64	43
90th or above	26	64	43	75
Total	186	186	185	187
11th Percentile	99%	100%	100%	98%
26th Percentile	97%	99%	98%	95%
50th Percentile	79%	94%	82%	89%
75th Percentile	44%	66%	58%	63%
90th Percentile	14%	34%	23%	40%

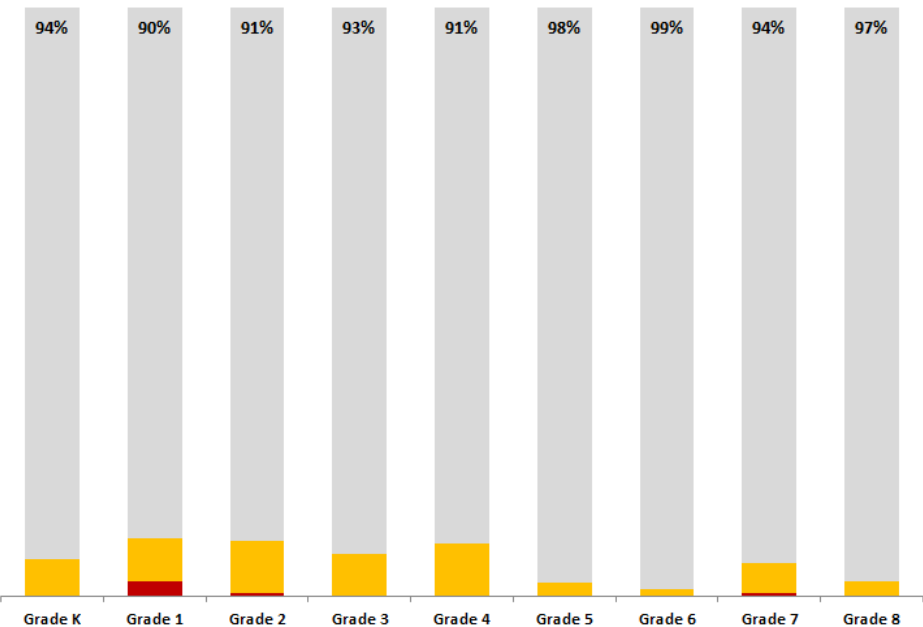
2021-2022

	Grade 8			
	Reading			PROF
	PRF	Vocab	PROF RDG	MATH
10th or below	1	0	2	6
11th-25th	7	3	7	11
26th-49th	21	19	25	19
50th-74th	55	52	41	49
75th-89th	56	42	63	43
90th or above	48	71	50	61
Total	188	187	188	189
11th Percentile	99%	100%	99%	97%
26th Percentile	96%	98%	95%	91%
50th Percentile	85%	88%	82%	81%
75th Percentile	55%	60%	60%	55%
90th Percentile	26%	38%	27%	32%

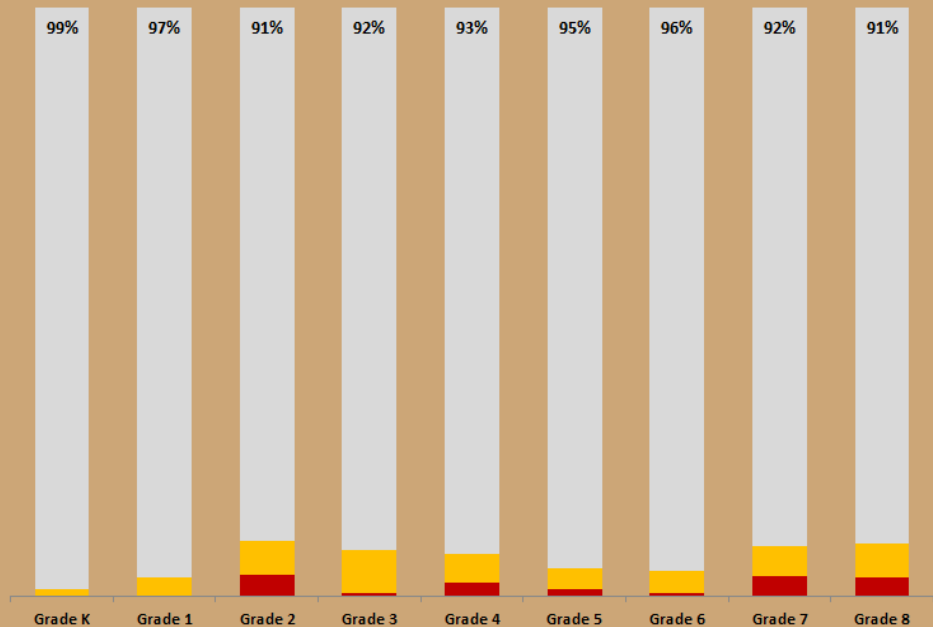
# Grade K-8 ELA & Math Risk Analysis

■ High Risk ■ Some Risk ■ Low Risk

## English Language Arts



## Mathematics



## SRBI Parent Guide for Social/Emotional Learning

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### **What is Social/Emotional Learning?**

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are the tools both children and adults use in social interactions and to manage everyday emotional responses.

### **Why does Madison screen all students for Social/Emotional Health?**

Universal screenings allow us to learn more about our students' strengths and areas for growth. It is an equitable and systematic way of identifying those who may need additional supports.

### **What universal screening tool is used?**

In collaboration with the State Department of Education, Madison Public Schools will use the DESSA-mini. The DESSA is an empirical, standardized social and emotional competence (SEC) assessment with editions that support students K-12. The DESSA-mini is used to inform the delivery of SEL at every stage.

### **When is the DESSA-mini given?**

Much like we screen for reading and math, the DESSA-mini will be administered to all students three times a year- Fall, Winter, and Spring.

### **Who will administer it?**

In grades K-8, the homeroom teacher will administer the eight question assessment.

In grades 9-12, students will complete a 55 item self-assessment.

### **What areas of my child's social emotional health will be assessed?**

The DESSA evaluates students in the following areas:

*Self-Management*  
*Goal-Directed Behavior*  
*Responsible Decision-Making*  
*Personal Responsibility*

*Relationship Skills*  
*Social-Awareness*  
*Self Awareness*  
*Optimistic Thinking*

These competency areas make it easier for educators to define and measure where students have strengths and where they have a need for instruction, or an opportunity to grow. It also provides a framework for specific social and emotional strategy development, so educators, students and families can work together to target a specific skill or set of skills to work on in a set time period.

**Who will see the results? Will they be a part of my child's permanent record?**

Only those staff members working directly with your child will be privy to the results of any assessments. As a parent, you will have the results as well. Results from universal screens are not part of a student's permanent record.

**What if my child needs help?**

Students who are identified as needing intervention may participate in whole class lessons, small group skill development, and/or individual counseling. These interventions may be implemented by the classroom teacher, a counseling staff member (i.e. school counselors, school psychologists, school social workers), or both. We may also collaborate with outside providers/agencies.

**How can I support my child's Social/Emotional Learning at home?**

Parents play a critical role in supporting what their children are learning in school. Research is clear that the more parents are involved in student learning, the higher the student achievement. Parents can be involved in the process by communicating any concerns to the child's teacher, providing insight into their child's learning and development and assisting with identified interventions at home.

For more ideas, click here: [https://casel.org/wp-content/uploads/2017/11/CASELCaregiverGuide\\_English.pdf](https://casel.org/wp-content/uploads/2017/11/CASELCaregiverGuide_English.pdf)

**What if I have questions or concerns?**

At the elementary level, families should reach out to their child's classroom teacher if they have specific questions or concerns.

At the intermediate, middle, and high school levels, families should reach out to their child's school counselor.

Conversations may be had in collaboration with a member of the school's SEL team.

## K-8 SRBI for Social Emotional Health

	Instruction and Intervention	Screening & Progress Monitoring Tools	Frequency/Intensity of Instruction and Intervention
<b>Core</b> 100%	<ul style="list-style-type: none"> <li>• Responsive Classroom Model for Grades K-8</li> <li>• Teaching of both School and Classroom Routines and Procedures</li> <li>• K-8 Developmental Guidance Curriculum</li> <li>• K-8 Health Curriculum</li> <li>• Differentiated Instruction/Support</li> <li>• DESSA Aligned Lessons- Whole/Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• DESSA Mini</li> <li>• Teacher observation</li> <li>• Behavioral Data Collection</li> <li>• Attendance</li> <li>• Nurse/Health office visits</li> <li>• Discipline referrals</li> </ul>	Per core curriculum
<b>Tier I</b> 10-20%	In addition to the core curricula, a focused objective is created and materials are selected that are aligned with that goal as a target.	Data collected specific to focused objective	As needed per the focused objective
<b>Tier II</b> 5-15%	<ul style="list-style-type: none"> <li>• Group and/or individual sessions with counseling staff</li> <li>• Weekly Check in-Check outs</li> <li>• Push-In support from Social Worker, School Counselors or School Psych</li> <li>• Daily/Weekly Feedback via Behavior Plan</li> <li>• DESSA Aligned Lessons- Small Group or Individual</li> </ul>	Structured observations Behavior Plan Data Informal Behavior Rubrics Full DESSA	At least weekly- Increase intensity
<b>Tier III</b> 1-5%	<ul style="list-style-type: none"> <li>• More frequent/focused group and/or individual sessions with counseling staff</li> <li>• Daily Check in-Check outs</li> <li>• Push-In support from Social Worker, School Counselors, or School Psych</li> <li>• DESSA Aligned Lessons- Small Group or Individual</li> <li>• Functional Behavior Analysis (FBA)</li> <li>• Behavior Intervention Plan (BIP)</li> <li>• Access to <i>Effective School Solutions</i> Program (ESS) for Grades 6-8</li> </ul>	Structured observations Behavior Plan Data Informal Behavior Rubrics Full DESSA	At least weekly-Increase intensity, most often several times a week

## 9-12 SRBI for Social Emotional Health

	Instruction and Intervention	Screening & Progress Monitoring Tools	Frequency/Intensity of Instruction and Intervention
<b>Core</b> 100%	<ul style="list-style-type: none"> <li>Teaching of both School and Classroom Routines and Procedures</li> <li>9-12 Developmental Guidance Curriculum</li> <li>9-12 Health Curriculum</li> <li>Differentiated Instruction/Support</li> <li>PAW meetings</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Behavioral Data Collection</li> <li>Attendance</li> <li>Nurse/Health office visits</li> <li>Discipline referrals</li> <li>DESSA-HSE</li> <li>SST Data Workbooks</li> </ul>	Per core curriculum
<b>Tier I</b> 10-20%	In addition to the core, a focused objective is created and materials are selected that are aligned with that goal as a target.	Data collected specific to focused objective	As needed per the focused objective
<b>Tier II</b> 5-15%	<ul style="list-style-type: none"> <li>Group and/or individual sessions with counseling staff</li> <li>Weekly Check in-Check outs</li> <li>Push-In support from Social Worker, School Counselors or School Psych</li> <li>Daily/Weekly Feedback via Behavior Plan</li> </ul>	Structured observations Behavior Plan Data Informal Behavior Rubrics Consultation with school staff and families as needed Collaboration with outside providers Full DESSA	At least weekly-Increase intensity
<b>Tier III</b> 1-5%	<ul style="list-style-type: none"> <li>More frequent/focused group and/or individual sessions with counseling staff</li> <li>Daily Check in-Check outs</li> <li>Push-In support from Social Worker, School Counselors, or School Psych</li> <li>Functional Behavior Analysis (FBA)</li> <li>Behavior Intervention Plan (BIP)</li> <li>Access to <i>Effective School Solutions</i> Program (ESS) for Grades 9-12</li> </ul>	Structured observations Behavior Plan Data Informal Behavior Rubrics Consultation with school staff and families as needed Collaboration with outside providers Full DESSA	At least weekly-Increase intensity, most often several times a week

# DRAFT

Dear K-8 Parent(s)/Guardian(s),

We are thrilled to let you know we are focused on supporting your child's social-emotional needs this school year! Over two decades of research has shown the important roles social and emotional skills play in each child's success in school and the community. Skills such as demonstrating self-control, persisting at challenging tasks, and making good decisions are all necessary to being successful students and adults. The process by which students learn these and other similar skills is called social and emotional learning (SEL).



As part of state and local priorities, your child's teacher will be completing a short 8 question tool called the Devereux Student Strengths Assessment, or DESSA-mini. This tool asks how often a child has demonstrated specific social and emotional skills in the past month.

Some sample DESSA questions include:

- *How often did the child keep trying when unsuccessful?*
- *How often did the child offer to help somebody?*
- *How often did the child work well in groups?*

The purpose of the DESSA is to identify which SEL skills your child has already learned and what skills he or she might still need to develop. Once our teachers identify the skills their students still need to learn, they will teach those SEL skills. Our goal is to ensure that your child is continuously developing the SEL skills that they need for lifelong success. We believe that the information gathered from the DESSA will be beneficial to your child's overall success both inside and outside of the classroom.

We are excited to implement the DESSA this school year. **If you would prefer that your child not be included in this assessment, please let your child's principal know.** If you have any questions, please feel free to call the school office.

You can find out more information at the CT Department of Education website:

<https://portal.ct.gov/SDE/Press-Room/Press-Releases/2021/CSDE-Announces-New-Partnership-to-Launch-Statewide-K12-Social-Emotional-Learning-Assessment-System>

Sincerely,

Gail Dahling-Hench

# DRAFT

Dear DHHS Parent(s)/Guardian(s),

We are thrilled to let you know we are focused on supporting your child's social-emotional needs this school year! Over two decades of research has shown the important roles social and emotional skills play in each child's success in school and the community. Skills such as demonstrating self-control, persisting at challenging tasks, and making good decisions are all necessary to being successful students and adults.



As part of this state and local initiative, your child will be completing a 55 question tool called the Devereux Student Strengths Assessment, or DESSA-mini. The online self-assessment takes about 7 minutes to complete. Upon completing the DESSA, students are engaged with instant feedback on eight social competencies.

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The DESSA is published by Aperture Education. Hundreds of school districts and afterschool programs nationwide utilize the DESSA and trust Aperture Education with protecting their students' data. Aperture Education will never share your child's data with a third party. We also chose Aperture Education because they offer a Family Resources page on their website that provides resources, tips, and strategies to parents on supporting their child's social and emotional development. To view additional information about the DESSA, the privacy policy, or the Family Resources page, visit [www.ApertureEd.com](http://www.ApertureEd.com) You can find out more information at the state department of education website: <https://portal.ct.gov/SDE/Press-Room/Press-Releases/2021/CSDE-Announces-New-Partnership-to-Launch-Statewide-K12-Social-Emotional-Learning-Assessment-System>

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Sincerely,

Gail Dahling-Hench