

Curriculum Committee Meeting

Wednesday, September 18, 2019 9:00 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to Order**

II. **Dialectical Behavior Therapy Implementation and Update**

III. **Information on Seal of Biliteracy Assessment Results and Implementation Plans for 2019-20**

IV. **Update on Implementation of Grade 3 and 4 Science Curriculum**

V. **Review of State Standardized Testing Results for SAT and SBA**

VI. **Planning for Calendar of Topics for Curriculum Committee in 2019-20**

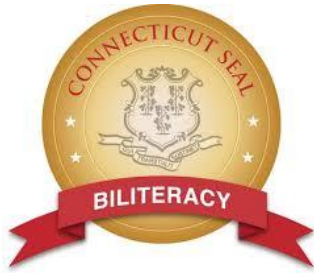
VII. **Approval of June 2019 minutes**

VIII. **Other curricular issues**

DBT Update

BOE Curriculum Committee Meeting

High School	Middle School
<ul style="list-style-type: none"> • Full implementation in grade 9 with the goal being to deliver lessons 1-15. • Lessons 16-30 will be addressed in grade 10. • Follow-up and reinforcing lessons will occur in grades 11 and 12. • Students so far seem to be engaged and invested. • Reflective work has been of high quality with a very high completion rate. • Teachers are still learning the program and feel they could benefit from additional training and understanding. • Teaching a scripted lesson is sometimes frustrating. Looking to explore the idea of using the DBT content and creating more innovative/authentic experiences in some areas. • Possible upcoming co-teaching experiences with DBT trainers. • Will coordinate with counselors regarding Advisory lessons. 	<ul style="list-style-type: none"> • Health - Creating lead-up activities and experiences to compliment upcoming DBT skill experiences. • Grade 8 - Daily journaling and mindfulness, Grade 6 – Mindful Minute and visualizations. • In both grades students are becoming progressively more introspective. This is resulting in more meaningful and personal experiences for our students. • Will incorporate more DBT language when advisory lessons begin. • Regularly connecting to the Mood Meter and other EI anchor tools. • Grade 7 – Will be incorporating language into all areas including self/ body image, substance abuse refusal skills, and harassment issues and concerns. • Advisory – This is being headed by Ande Ogden. The plan is to start after the Wingman program begins and will include the first five lessons over the course of approximately 15 Advisory periods. • DBT Trainer to work with staff at an upcoming faculty meeting to discuss lesson delivery.



World Languages – CT Seal of Bilingual Proficiency

Introduction

The Connecticut State Seal of Bilingual Proficiency was established to recognize public high school graduates who have attained a high level of proficiency in English and one or more languages. Affixed on the high school diploma and transcript, the Seal of Bilingual Proficiency provides immediate recognition of a critical twenty-first century language and communication skill. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Bilingual Proficiency recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st century global citizens in a multicultural, multilingual world. The Seal of Bilingual Proficiency acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Bilingual Proficiency provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language. All students are eligible to receive the Seal of Bilingual Proficiency based on evidence of achieving the designated language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one more additional languages in grade 10, 11, or 12.

Eligibility

1. Students must complete all English Language Arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through one of the specified assessment methods. For more information visit:
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Assessments or Evidence

This is a list of acceptable assessments for evidence of proficiency in another language:

- AAPPL: www.AAPPL.org (Score: Intermediate 3)
- AP World Language Exam (Score: 3 or higher)
- OPI and WPT: www.LanguageTesting.com (for advanced students: they can get college credit)
- ASL Proficiency Interview or Sign Language Proficiency (Score: Intermediate 3)
- Avant Stamp: <https://avantassessment.com/stamp4s> (Score: Intermediate Mid)
- ALIRA Latin Interpretive Reading Assessment (Score: Intermediate 3)
- DELE and DELF (Diplomas from Ministry of Education – Score: B1)

Initial Steps 2018-2019

- Teacher pilot: WL teachers piloted assessments to familiarize themselves with them and be able to choose the best option.
- Student pilot: juniors participated in the assessment in the spring of 2019 in order to determine their proficiency level and areas of focus for improvement.
- Planned for test administration and logistics.
- Determined areas of curricular focus for the 2019-2020 school year.

2019-2020 Seal of Biliteracy Implementation Plan

Who will participate in the assessment?

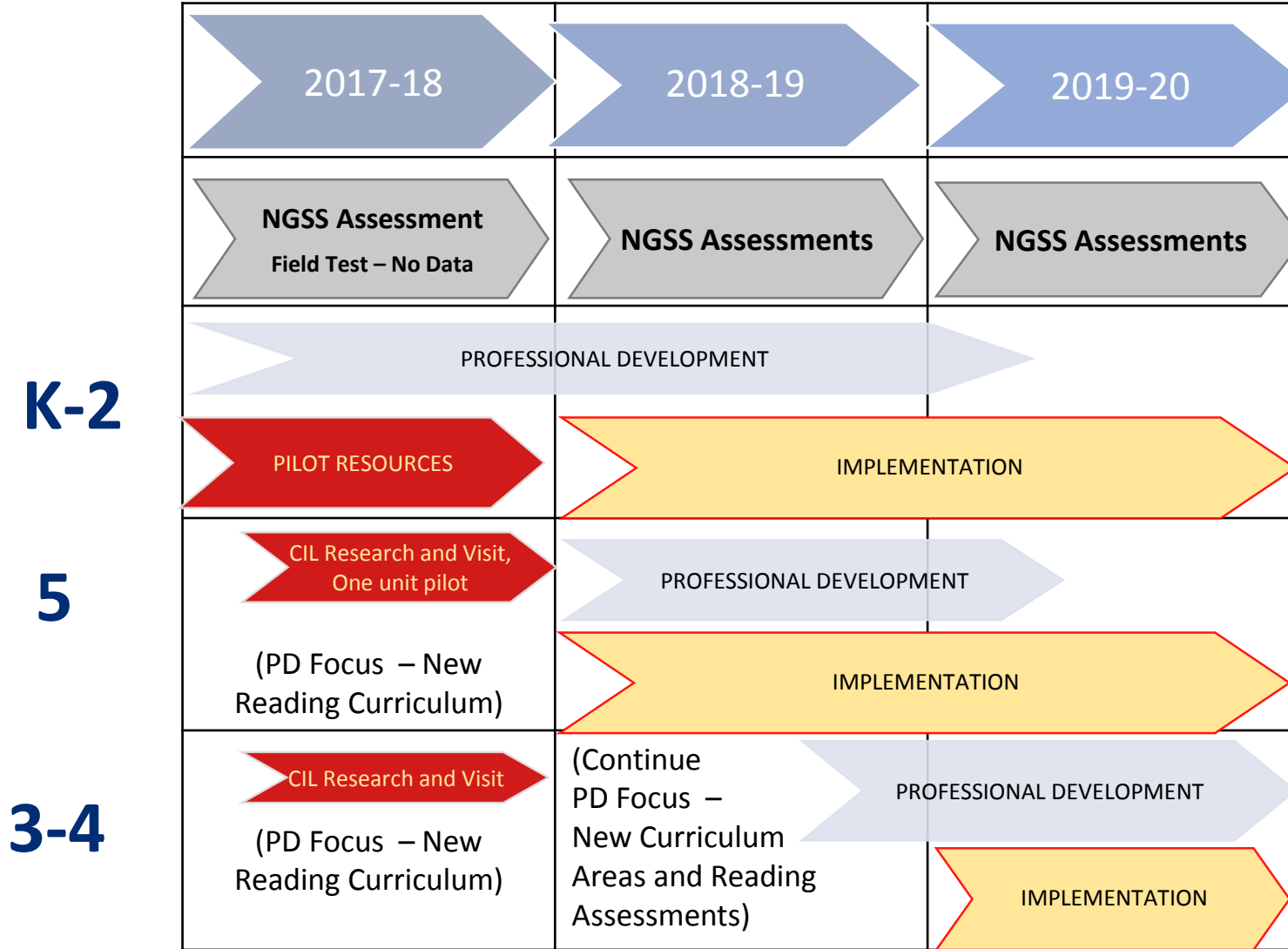
Juniors and Seniors in French 4/4 Honors, Latin 3/3 Honors, Spanish 5/5 Honors, qualifying Chinese students, and any other student who is proficient in another language and wishes to be assessed.

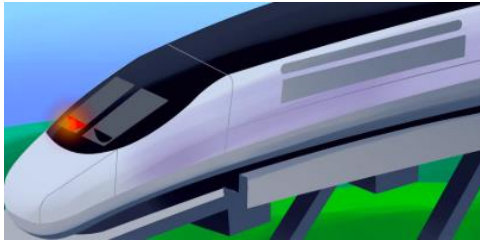
- September 2019: Inform families about what the State of Connecticut Seal of Biliteracy represents, how it will be awarded, and when students will be assessed for it.
- September 2019: Mail detailed results to all students who participated in the assessment in the spring of 2019. Offer students the opportunity the retake of a section where they did not reach the desired level of proficiency.
- September 2019 to May 2020: Address areas for continuous improvement in the curricula. Familiarize students with the assessment topics annually released by AAPPL.
- October 2019: Administer the test to those students who did not achieve Intermediate 3 in one or more sections of the assessment.
- March 2020: Administer the test to seniors.
- May 2020: Administer the test to juniors.
- June 2020: Award the Seal of Biliteracy to qualified graduating seniors in their final transcript.

Seniors may indicate whether they qualify for the State of CT Seal of Biliteracy in their college applications.



Weston NGSS Implementation Timeline K-5





Balancing Forces

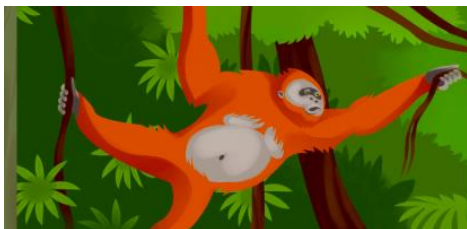
Amplify.



Living Things:

Survival and Change Over Time

MYSTERY science
and
Weston resources



Weather and Climate

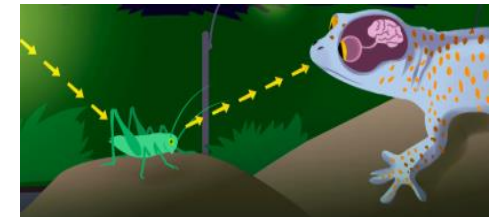
Amplify.

Amplify.



Energy Conversions

Amplify.



Vision and Light

Amplify.



Earth's Features



Weston Public Schools
Office of the Assistant Superintendent
of Curriculum & Instruction
Kenneth G. Craw, Ed.D.

MEMORANDUM

To: William S. McKersie, Ph.D., Superintendent
Date: September 11, 2019
Subject: Smarter Balanced Assessments Results

On September 9, the Connecticut State Department of Education (CSDE) released the Smarter Balanced Assessment (SBA) results from the spring 2019 test administration. All students in grades 3-8 were expected to take the SBA in ELA and math, as required by State and Federal law. The 2019 SBA consisted of computer-adaptive tests designed to measure achievement in relation to the Connecticut Common Core Standards for ELA and math. There was a performance task component associated with the test for math, but not for ELA.

There are four achievement levels for the SBA:

- Level 4 Exceeds the achievement standard
- Level 3 Meets the achievement standard
- Level 2 Approaching the achievement standard
- Level 1 Does not meet the achievement standard

Results

- The percentage of students scoring at *Level 3 or above* in grades 3-8 in Weston was:
 - ELA: 77.6 % (State: 55.7 %)
 - Math: 75.1 % (State: 48.1 %)
- Weston's overall growth in percentage points for students at *Level 3 or above* as compared to last year was:
 - ELA: 1.5 % decrease (State: 0.4 % increase)
 - Math: 0.4 % increase (State: 1.3 % increase)
- Attachment A: The SBA trend comparison chart provides a snapshot of growth over time in ELA and math. This chart is intended to be read starting with a grade in 2016 and following the cohort step-wise to 2019. Data points are shown in the same color to indicate that it was the same cohort of students.
- Attachment B: The enclosed District Reference Group (DRG) "A" charts for ELA and math list the results for the eight districts in our comparison group. It shows the percentage of students scoring at *Level 3 and above* in ELA and math for 2019, and where Weston performed in relation to the DRG.

Discussion

SBA is one of multiple measures we use to monitor student achievement in ELA and math. These results serve as a point of comparison as we look at the change in student performance (growth) over time. With the 2019 scores, we now have several years of cohort data to monitor student performance as they progress through our system.

Mathematics

The 20% increase in achievement for seventh grade math is an outstanding improvement and one that we can trace back to some very specific strategies employed by the teachers. Greg Ferro and Alyson Agler, in collaboration with Janine Russo, embedded SBA-type problem solving into instruction and assessments throughout the school year. This was accomplished with little impact on the existing curriculum or the classroom environment.

However, we have a concerning trend in sixth grade math. For the second year in a row, we have a greater percentage of students scoring significantly below their fifth grade performance. In 2019, 55% achieved *level 3 or above*, while 74% achieved this standard as fourth graders in 2018. In response to this information, I convened a meeting with the math CIL and math teachers to review these results and develop an action plan for 2019-20 to address this problem. Raising the level of achievement in sixth grade math will be an important focus during this school year.

English/Language Arts

Overall, the percentage of students in grades 3-8 achieving *level 3 or above* decreased by 1.5% as compared to the previous year. This decrease is primarily due to slightly lower performance at the middle school in 2019 when compared to 2018.

- Grade 6 – 72% (-3%)
- Grade 7 – 75% (-2%)
- Grade 8 – 80% (-3%)

On the positive side, 84% of the grade 4 cohort in 2019 achieved *level 3 or above*. This represents a 6% increase as compared to their performance in grade 3 (77%) in 2018.

Next Steps

Outlined here are several approaches our administrators, CILs and teachers will use in analyzing the results:

- Review scores in the same grade from year to year (e.g. compare grade 3 scores from 2017 to grade 3 scores in 2018). This approach looks at different groups of students.
- A more useful approach is to examine achievement results for a particular grade in one year and compare it to the next grade the following year (e.g. compare grade 3 scores in 2016 to grade 4 results in 2017 to grade 5 scores in 2018 and to grade 6 scores in 2019). One must keep in mind that students migrate in and out of a cohort from year to year.
- A more precise approach follows each student from year-to-year. This information is obtained by mining the data to examine each individual student's performance annually.
- Finally, it is important to disaggregate data by subgroups to ensure that all students are meeting with success (e.g., gender, special education, English language learners, free-reduced lunch, race /ethnicity).

All of these approaches are used to examine student performance. Our administrators, curriculum instructional leaders, data teams, and departments will be working together to analyze the SBA, and other measures. I will discuss these results at the upcoming Curriculum Committee Meeting on September 18. In addition, our team will prepare a detailed "Gauging Progress Report" to be presented to the Board at the October 2019 Board of Education meeting. It will include additional information and insights related to the SBA results.

APPENDIX A

**Smarter Balanced Assessments
Trend Comparison – ELA and Math
Percent at Level 3 and Above**

ELA/Literacy				
Grade	2016 (No PT)	2017 (No PT)	2018 (No PT)	2019 (No PT)
8	78	73	81	80
7	85	72	83	75
6	78	77	77	72
5	84	78	75	82
4	76	76	81	84
3	74	70	77	75

Math				
Grade	2016 (With PT)	2017 (With PT)	2018 (With PT)	2019 (With PT)
8	65	79	83	79
7	75	69	76	78
6	65	72	58	55
5	73	66	74	83
4	74	72	79	76
3	80	80	80	79

APPENDIX B

**Smarter Balanced Assessments
DRG A ELA Comparison - % Level 3 or Above
2018-2019**

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Darien	82.3	83.1	86.2	86.6	84.7	83.8
Easton	70.5	82.6	71.7	84.9	91.3	81.8
New Canaan	88.4	88.0	92.9	89.9	90.7	88.1
Redding	72.0	82.5	79.8	78.6	83.7	76.7
Ridgefield	85.4	86.0	87.5	82.7	81.3	81.3
Weston	74.5	83.5	81.8	71.8	74.9	79.6
Westport	83.5	87.2	87.6	83.0	80.0	81.5
Wilton	85.3	80.0	82.8	82.5	86.8	74.8
DRG A Average	80.3	84.6	85.9	83.5	83.8	81.5
State Average	54.3	54.6	58.1	55.3	56.1	55.8

APPENDIX B

**Smarter Balanced Assessments
DRG A Math Comparison - % Level 3 or Above
2018-2019**

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Darien	86.6	86.7	81.8	83.4	87.4	83.5
Easton	78.4	82.6	68.4	79.2	77.5	62.8
New Canaan	90.0	91.9	88.8	87.9	85.0	86.3
Redding	89.9	86.3	70.8	74.5	82.6	68.0
Ridgefield	84.8	85.9	76.5	74.8	76.6	69.8
Weston	79.4	76.2	82.8	55.2	78.5	78.8
Westport	85.1	85.6	82.0	81.3	81.9	84.5
Wilton	77.6	75.0	65.9	76.3	85.8	67.8
DRG A Average	84.5	84.4	78.9	78.4	82.5	77.2
State Average	55.0	52.5	46.5	45.4	46.1	43.5



Weston Public Schools
Office of the Assistant Superintendent
Kenneth G. Craw, Ed.D.

MEMORANDUM

To: William S. McKersie, Ph.D., Superintendent
Date: August 27, 2019
Subject: School Day SAT Results

The Connecticut State Department of Education (CSDE) has released the School Day SAT results for the spring 2019 test administration. This was the fourth year that this assessment was administered to all juniors in Connecticut in math and evidence-based reading and writing (EBRW). Weston juniors continued to demonstrate very strong performance in math and literacy in relation to the State and DRG A. The results are as follows:

Results

- The percentage of Weston students scoring at *Level 3 or above* in grade 11 was:
EBRW: 86.7% (State: 62%) – Weston ranked 8th overall in the State
Math: 74.4 % (State: 41%) – Weston ranked 8th overall in the State
- The mean score for Weston juniors on the 200-800 SAT scale was:
ELA: 604 (State: 515) – Weston ranked 6th overall in the State
Math: 590 (State: 501) – Weston ranked 6th overall in the State
Total: 1194 (State: 1016)
- Attachment A: The enclosed DRG A chart lists the results for the seven districts in our DRG. It shows the percentage of students scoring at *Level 3 or above* and the mean scores for EBRW and math.

Discussion:

Benchmark scores

The SAT college and career readiness benchmark scores are 480 for EBRW and 530 for math out of a possible 800, which the CSDE uses to calculate the percentage of juniors meeting *Level 3 or above*.

Participation Rate

Weston's strong participation rate of 97.8% met the CSDE requirement that at least 95% of all juniors must complete the test for accountability purposes. This participation rate includes outplaced students.

School Day SAT Trends

Table 1 on the next page shows the 4-year trend of results for EBRW and math. It should be noted that with cohorts of approximately 200 students, each percentage point fluctuation corresponds to only two students. An additional caution is that these results reflect four entirely different cohorts of students. Nevertheless, it is sometimes helpful to compare results from year-to-year. The 2019 results trended lower for Weston when compared to 2018, but within the 4-

year range of scores. Furthermore, slight fluctuations in the scores from year to year should be expected.

Table 1: Weston School Day SAT Results: Year-to-Year Comparison

Year	EBRW		Math	
	% Level 3 or Above	Mean Score	% Level 3 or Above	Mean Score
2019	86.7	604	74.4	590
2018	92.6	608	77.7	598
2017	92.5	626	82.0	613
2016	84.3	585	71.1	582

Gender

There were 87 girls and 93 boys in the junior class who completed the School Day SAT. The disaggregated results are shown below (Table 2). A higher percentage of boys achieved the benchmark for both EBRW (12%) and Math (20%). Differences in performance that represent gaps of 10% or greater, like we see here, are cause for deeper analysis.

Table 2: Weston School Day SAT Results: Disaggregated by Gender

Gender	EBRW		Math	
	% Level 3 or Above	Mean Score	% Level 3 or Above	Mean Score
Male	92.5	622	83.9	617
Female	80.5	586	64.4	562

Summary

Overall, the performance of our juniors demonstrates that they are achieving at high levels on the School Day SAT and are well positioned for success in college. The 20% gender gap in math is an unusual result for Weston juniors, which warrants further analysis by administrators and teachers. It raises the question of whether or not this is a one-year anomaly or is it indicative of a trend.

Another important takeaway is that our performance continues to group Weston High School with the top performing high schools in the state. The relative ranking of WHS should not be the primary focus when looking at the School Day SAT results, rather our continued grouping within the top tier schools in Connecticut is of greater value.

The School Day SAT is only one of several measures we employ at the school level for monitoring student progress. In the fall, Ms. Wolak, Mrs. Starzyk and I will also present SAT, ACT, and AP results for the Class of 2019 as part of a statistical analysis of the college acceptances. This presentation will provide a more comprehensive picture of student achievement at Weston High School.

**Weston Public Schools
2018-19 School Day SAT
DRG A Results**

Percent At/Above Level 3		
District	ERBW	Math
Darien	93.1	85.8
New Canaan	94.2	81.3
Region 9	90.3	75.2
Ridgefield	92.6	80.4
Weston	86.7	74.4
Westport	92.2	78.2
Wilton	91.8	76.1
State	61.6	40.6

Mean Scores (200-800 Scale)			
District	ERBW	Math	Total
Darien	611	628	1,239
New Canaan	618	619	1,237
Region 9	588	587	1,175
Ridgefield	604	604	1,208
Weston	604	590	1,194
Westport	612	610	1,222
Wilton	614	595	1,209
State	514	500	1,014