

Curriculum Committee Meeting

Wednesday, February 19, 2020 9:00 AM

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

I. **Call to order**

II. **Review and discussion of annual Next Generation
State Accountability Reports**

III. **Presentation and Discussion of K-8 Literacy
Program: 6th Grade double block of English
Language Arts**

IV. **Approval of January Minutes**

V. **Other curricular issues**



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

MEMORANDUM

To: William S. McKersie, Ph.D., Superintendent
Date: February 5, 2020
Subject: Release of Next Generation Accountability Reports

As you know, the Connecticut State Department of Education (CSDE) recently released its Next Generation Accountability Reports for the 2018-19 school year. This system is intended to measure school and district progress across the state in preparing students for success in college and careers. There are 12 indicators, as well as sub-indicators, that contribute to an overall accountability index score for each school and district. More than half of the index score is based on academic achievement results as measured by the state accountability tests in ELA, math and science. Additional indicators included in the reports focus on absenteeism, graduation rates, physical fitness, and arts access. (See attached document from the CT State Department of Education explaining the indicators.)

Accountability Index Scores

Overall, WPS received 85.4% of the possible points for the 2018-19 school year. This is a very strong result when compared to the rest of the state (74.2%) and DRG A (85.7%). **It should be noted that Weston High School had the highest index score (98.1 %) of all high schools in the state.**

The data below reflects our ranking out of the DRG A districts that had the same number of max points (1350). Easton (K-8), Redding (K-8), and Region 9 (9-12) are not included in this table in order to make a valid comparison between K-12 districts.

DRG A Districts Accountability Index Comparison		
District	2018-19	2017-18
DRG A Average	85.7	85.7
Darien	89.1	88.0
New Canaan	88.4	88.4
Ridgefield	86.3	82.3
Weston	85.4	86.5
Westport	85.1	83.8
Wilton	85.0	85.2

Performance Index Highlights by School:

School	Successes	Area of Growth
WHS 98.1	<p>Highest index score (98.1) of any high school in the state.</p> <p>Recognized School of Distinction.</p> <p>Index/Rate in Physical Fitness has increased from 52.4% (2017) to 70.7% (2018) to 83.1% (2019)</p> <p>4-year graduation rate was 98.5 %.</p> <p>All participation rates above 95%.</p>	<p>Absentee rate for <i>high needs</i> subgroup is double that of all students.</p>
WMS 76.1	<p>All participation rates above 95%.</p>	<p>WMS index score over the past 4 years has been at or close to the state average.</p> <p>The achievement gap between <i>non-high needs</i> and <i>high needs</i> students was greater than the State gap for both ELA and Math for the second year in a row.</p> <p>Index/Rate in Physical Fitness has dropped from 68.9% (2018) to 63.2% (2019).</p>
WIS 85.0	<p>WIS had a very strong overall index score of 84.9.</p> <p>All participation rates above 95%.</p>	<p>In science, there was a slight performance index gap.</p>
HES	<p>As a K-2 school, there are no tested grades at HES. Absenteeism rates are the only indicators contributing to its index rate.</p>	<p>There seems to be an error with the data reporting for chronic absenteeism. District is looking into this anomaly.</p>

Participation Rates

Overall, Weston’s participation rates in all tested grades were above 95% in 2019 for the state accountability tests. The CSDE requires at least a 95% participation rate for students in all tested subjects for *all students* and for the *high needs* subgroup. The *high needs* subgroup is defined as any student classified under special education, English Language Learner (ELL), or free/reduced lunch. Weston achieved the 95% standard for *all students* as well as the *high needs* subgroup. This was the result of a high level of coordination between central office and the building level administrators.

Note: Our *high needs* subgroups consist of a small group of students; consequently, if a small number of *high needs* students do not sit for the exam, then our numbers will fall below 95%.

For example, if there are 20 students in a subgroup and two students do not take the exam, then our participation rate would be at 90% falling below the expected rate.

We know that there are some families in our district who are adamant that they will not have their child take the state accountability assessments, so this presents a challenge for the WPS administrators in ensuring that we meet expected participation levels. Any lack of full student participation would have a negative effect on Weston’s rankings.

School Classifications

The CSDE classifies schools from *Level 1* (highest) to *Level 5* (lowest) based on their accountability index points earned. It also takes into account any participation rates that fell below the 95% threshold and any achievement gaps between *non-high needs* and the *high needs* subgroup. The way it works is that the school classification is initially based on the accountability index score, but then lowered one category if any one or more of the following three conditions are met:

- Outlier Gap in ELA, Math or Science;
- Outlier Gap in 6-Year Graduation Rate;
- Participation below 95% in any tested subject for *all students* or *high needs*.

The classifications for WIS and WMS were lowered by one category as a result of triggering one of the above conditions. The table below lists the classifications for the previous two school years. Highlighted in yellow is the factor that lowered the school classification for each school. At WIS, the participation rate for the *high needs* subgroup in science lowered the result, while at WMS there were performance gaps between *non-high needs* and the *high needs* subgroup for both ELA and math. HES does not receive a classification since it is does not have any tested grades.

Next Generation Accountability Reports School Classifications				
School Classification	HES	WIS	WMS	WHS
2016-17 Classification	NA	2	3	2
2017-18 Classification	NA	2	3	2
2018-19 Classification	NA	2	3	1
2018-19 Accountability Index Points	NA	722	685	1030
Max Index Points	NA	850	900	1050
Accountability Index Value	NA	85.0	76.1	98.1
Category 1 (accountability index values)	NA	85-100	85-100	85-100
Category 2 (accountability index values)	NA	70-84.9	70-84.9	70-84.9
Category 3 (accountability index values)	NA	0 – 69.9	0 – 69.9	0 – 69.9
Outlier Gap in ELA, Math or Science	NA	Science	ELA & Math	No
Outlier Graduation Rate Gap (based on 6-year graduation rate)	NA	NA	NA	No
Participation below 95% in any subject for all students or high needs students	NA	None	None	None

Achievement Gaps

The CSDE compares the performance of the *high-needs* subgroup with the rest of the cohort (*non-high needs*) for each of the tested subjects. When the size of the gap is greater than the state gap, which is defined as the mean plus one standard deviation, this gets noted on the district's accountability report.

The table below compares the index gaps for ELA, math and science for each of the DRG A districts. Highlighted in yellow are the district scores that exceeded the State Gap Mean for each subject area. For Weston, there was a gap in science of 16.9% that exceeded the state gap.

District	ELA Index Gap	Math Index Gap	Science Index Gap
Darien	8.3	8.9	15.5
New Canaan	8.5	9.4	10.4
Region 9	18.1	20.6	16.1
Ridgefield	14.7	18.1	12.3
Weston	12.1	15.1	16.9
Westport	12.	14.9	14.8
Wilton	9.4	14.8	16.4
State Gap Mean +1 Stand. Dev.	15.4	17.6	16.1

Chronic Absenteeism

Another indicator contributing to the accountability index is chronic absenteeism. Chronic absenteeism is defined by the state as being absent for 10% or more of the total enrolled days. The state goal is for districts and schools to have a chronic absenteeism rate less than 5%. The state tracks this data for *all students* and the *high needs* subgroup.

In 2017-18, the overall district rate was 4.6% for all students. The rate increased in Weston as students move from the lower schools to the high school. WHS had the highest level for all students (7.4%). The rate for the *high needs* subgroup at the district level was 9.1%. The rate for the *high needs* subgroup by school was 3% at HES, 8.1% at WIS, 12.2% at WMS and 14.7% at WHS.

For 2018-19, there appears to be a discrepancy at HES with the chronic absenteeism rate that is affecting the overall absenteeism rates. The chronic absenteeism rate at HES for all students is reported as 19.3%, while the *high needs* groups is 25.8%. We are working with the state to correct this perceived error.

College and Career Readiness (CCR)

There are two indicators for College and Career Readiness – one for the participation in challenging coursework and the other is with regard to student performance. WHS received 100% of the points for both of these categories for the second year in a row, which is a testament to the school's rigorous, comprehensive curriculum and the continued high-performance of our students on AP, SAT and ACT assessments.

CCR Courses: WHS had an outstanding result of 99% of students taking CCR courses. The state target is for 75% of high school students to participate in at least one of the following in grades 11 or 12:

- 2 AP courses or,
- 2 courses in one of 17 Career & Technical Education (CTE) categories or,
- 2 workplace experience “courses” in any area.

CCR Exams: Similarly, WHS had a strong result of 86.2% of students who met at least one of the benchmarks below. The state target is for 75% of students who participate in grades 11 and 12 achieving the CCR benchmark on at least one of the following:

- SAT (EBRW=480 and Math=530)
- ACT (Meeting benchmark on 3 of 4 exams- benchmark varies by exam.)
- AP (3 or higher on an AP exam.)

Summary

There are several indicators signaling that our district and schools are performing at high levels. The district’s graduation rates and CCR results are a testament to the collective efforts of our pre-K to 12 faculty and staff in delivering high-quality programs and services to support high levels of student achievement. Student performance on state accountability assessments and CCR exams indicates that students are achieving high standards at both WIS and WHS. However, student performance at WMS is lagging behind in ELA and math.

Based on this report, there are two areas that have emerged as areas of focus to inform our continuous improvement efforts.

1. ELA and math academic growth and performance indicators at WMS are in need of improvement.
2. There is an achievement gap between *non-high needs* students and the *high-needs* subgroup, particularly at WMS. Our investment in reading and math intervention as part of the proposed FY21 budget seeks to provide an improved structure to identify and support students in need of remediation.

Next Generation Accountability Index 2018-19

Weston School District

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	79.0	75	50.0	50	100.0	90.2
1b. ELA Performance Index - High Needs Students	62.9	75	41.9	50	83.8	77.5
1c. Math Performance Index - All Students	76.5	75	50.0	50	100.0	84.1
1d. Math Performance Index - High Needs Students	59.9	75	40.0	50	79.9	70.2
1e. Science Performance Index - All Students	80.4	75	50.0	50	100.0	85.0
1f. Science Performance Index - High Needs Students	58.1	75	38.8	50	77.5	72.2
2a. ELA Academic Growth - All Students	64.7%	100%	64.7	100	64.7	59.9
2b. ELA Academic Growth - High Needs Students	52.6%	100%	52.6	100	52.6	55.1
2c. Math Academic Growth - All Students	75.1%	100%	75.1	100	75.1	62.5
2d. Math Academic Growth - High Needs Students	64.2%	100%	64.2	100	64.2	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	7.5%	<=5%	44.9	50	89.9	78.3
4b. Chronic Absenteeism - High Needs Students	13.0%	<=5%	34.1	50	68.2	55.7
5. Preparation for CCR - Percent Taking Courses	98.7%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	85.0%	75%	50.0	50	100.0	56.7
7. On-track to High School Graduation	98.7%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	98.0%	94%	100.0	100	100.0	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	96.7%	94%	100.0	100	100.0	88.6
10. Postsecondary Entrance (Graduating Class 2018)	93.1%	75%	100.0	100	100.0	94.5
11. Physical Fitness (estimated participation rate = 93.3%)	70.6%	75%	47.0	50	94.1	70.6
12. Arts Access	69.7%	60%	50.0	50	100.0	86.5
Accountability Index	.		1153.3	1350	85.4	74.2

Weston School District (con't.)

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 St dev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.9	12.1	15.4	N
Math Performance Index Gap	75.0	59.9	15.1	17.6	N
Science Performance Index Gap	75.0	58.1	16.9	16.1	Y
Graduation Rate Gap (2016 Cohort)	94.0	96.7	-2.7	11.1	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.9
ELA - High Needs Students	96.6
Math - All Students	98.6
Math - High Needs Students	96.6
Science - All Students	98.9
Science - High Needs Students	97.1

Minimum participation standard is 95%.

Next Generation Accountability Index 2018-19

Weston High School

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	74.1	75	148.2	150	98.8	90.2
1b. ELA Performance Index - High Needs Students	.	75	.	.	.	77.5
1c. Math Performance Index - All Students	71.6	75	143.2	150	95.5	84.1
1d. Math Performance Index - High Needs Students	.	75	.	.	.	70.2
1e. Science Performance Index - All Students	79.1	75	100.0	100	100.0	85.0
1f. Science Performance Index - High Needs Students	.	75	.	.	.	72.2
2a. ELA Academic Growth - All Students	.	100%	.	.	.	59.9
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	55.1
2c. Math Academic Growth - All Students	.	100%	.	.	.	62.5
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	4.4%	<=5%	50.0	50	100.0	78.3
4b. Chronic Absenteeism - High Needs Students	10.7%	<=5%	38.6	50	77.1	55.7
5. Preparation for CCR - Percent Taking Courses	99.0%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	86.2%	75%	50.0	50	100.0	56.7
7. On-track to High School Graduation	98.1%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	98.5%	94%	100.0	100	100.0	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	96.7%	94%	100.0	100	100.0	88.6
10. Postsecondary Entrance (Graduating Class 2018)	93.1%	75%	100.0	100	100.0	94.5
11. Physical Fitness (estimated participation rate = 93.3%)	83.1%	75%	50.0	50	100.0	70.6
12. Arts Access	70.3%	60%	50.0	50	100.0	86.5
Accountability Index	.		1029.9	1050	98.1	74.2

Weston High School (con't.)

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 St dev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	.	.	15.3	
Math Performance Index Gap	73.1	.	.	17.4	
Science Performance Index Gap	75.0	.	.	16.3	
Graduation Rate Gap (2016 Cohort)	94.0	96.7	-2.7	8.0	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.4
ELA - High Needs Students	.
Math - All Students	98.4
Math - High Needs Students	.
Science - All Students	99.5
Science - High Needs Students	.

Minimum participation standard is 95%.

Next Generation Accountability Index 2018-19

Weston Middle School

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	78.2	75	50.0	50	100.0	90.2
1b. ELA Performance Index - High Needs Students	57.8	75	38.5	50	77.1	77.5
1c. Math Performance Index - All Students	75.5	75	50.0	50	100.0	84.1
1d. Math Performance Index - High Needs Students	54.7	75	36.5	50	73.0	70.2
1e. Science Performance Index - All Students	78.8	75	50.0	50	100.0	85.0
1f. Science Performance Index - High Needs Students	60.4	75	40.3	50	80.5	72.2
2a. ELA Academic Growth - All Students	58.1%	100%	58.1	100	58.1	59.9
2b. ELA Academic Growth - High Needs Students	47.5%	100%	47.5	100	47.5	55.1
2c. Math Academic Growth - All Students	70.2%	100%	70.2	100	70.2	62.5
2d. Math Academic Growth - High Needs Students	59.1%	100%	59.1	100	59.1	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	6.6%	<=5%	46.8	50	93.6	78.3
4b. Chronic Absenteeism - High Needs Students	7.1%	<=5%	45.7	50	91.4	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	99.5%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 93.3%)	63.2%	75%	42.2	50	84.3	70.6
12. Arts Access	.	60%	.	.	.	86.5
Accountability Index	.		684.8	900	76.1	74.2

Weston Middle School (con't.)

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 St dev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	57.8	17.2	15.3	Y
Math Performance Index Gap	75.0	54.7	20.3	17.4	Y
Science Performance Index Gap	75.0	60.4	14.6	16.3	N
Graduation Rate Gap (2016 Cohort)	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.4
ELA - High Needs Students	95.9
Math - All Students	98.1
Math - High Needs Students	95.9
Science - All Students	98.4
Science - High Needs Students	100.0

Minimum participation standard is 95%.

Next Generation Accountability Index 2018-19

Weston Intermediate School

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	81.8	75	50.0	50	100.0	90.2
1b. ELA Performance Index - High Needs Students	68.0	75	45.4	50	90.7	77.5
1c. Math Performance Index - All Students	79.6	75	50.0	50	100.0	84.1
1d. Math Performance Index - High Needs Students	66.9	75	44.6	50	89.2	70.2
1e. Science Performance Index - All Students	84.1	75	50.0	50	100.0	85.0
1f. Science Performance Index - High Needs Students	57.7	75	38.5	50	76.9	72.2
2a. ELA Academic Growth - All Students	75.8%	100%	75.8	100	75.8	59.9
2b. ELA Academic Growth - High Needs Students	62.1%	100%	62.1	100	62.1	55.1
2c. Math Academic Growth - All Students	83.9%	100%	83.9	100	83.9	62.5
2d. Math Academic Growth - High Needs Students	76.5%	100%	76.5	100	76.5	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	3.7%	<=5%	50.0	50	100.0	78.3
4b. Chronic Absenteeism - High Needs Students	5.7%	<=5%	48.6	50	97.1	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	.	94%	.	.	.	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 93.3%)	70.4%	75%	47.0	50	93.9	70.6
12. Arts Access	.	60%	.	.	.	86.5
Accountability Index	.		722.2	850	85.0	74.2

Weston Intermediate School (con't.)

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 St dev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	68.0	7.0	15.3	N
Math Performance Index Gap	75.0	66.9	8.1	17.4	N
Science Performance Index Gap	75.0	57.7	17.3	16.3	Y
Graduation Rate Gap (2016 Cohort)	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.8
ELA - High Needs Students	100.0
Math - All Students	99.4
Math - High Needs Students	100.0
Science - All Students	99.4
Science - High Needs Students	100.0

Minimum participation standard is 95%.

Next Generation Accountability Index 2018-19
Hurlbutt Elementary School

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	.	75	.	.	.	90.2
1b. ELA Performance Index - High Needs Students	.	75	.	.	.	77.5
1c. Math Performance Index - All Students	.	75	.	.	.	84.1
1d. Math Performance Index - High Needs Students	.	75	.	.	.	70.2
1e. Science Performance Index - All Students	.	75	.	.	.	85.0
1f. Science Performance Index - High Needs Students	.	75	.	.	.	72.2
2a. ELA Academic Growth - All Students	.	100%	.	.	.	59.9
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	55.1
2c. Math Academic Growth - All Students	.	100%	.	.	.	62.5
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.2
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	60.0
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	52.1
4a. Chronic Absenteeism - All Students	19.3%	<=5%	21.4	50	42.8	78.3
4b. Chronic Absenteeism - High Needs Students	25.8%	<=5%	8.4	50	16.8	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	.	94%	.	.	.	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 93.3%)	.	75%	.	.	.	70.6
12. Arts Access	.	60%	.	.	.	86.5
Accountability Index	.		29.8	100	29.8	74.2

Hurlbutt Elementary School

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 St dev	Is Gap an Outlier?
ELA Performance Index Gap	
Math Performance Index Gap	
Science Performance Index Gap	
Graduation Rate Gap (2016 Cohort)	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	.
ELA - High Needs Students	.
Math - All Students	.
Math - High Needs Students	.
Science - All Students	.
Science - High Needs Students	.

Minimum participation standard is 95%.

Weston Public Schools K-8 Literacy Program

Curriculum Committee
February 19, 2020

Curriculum - Instruction - Assessment

Curriculum	Instructional Model	Assessments
<ul style="list-style-type: none">● TC Units of Study● Additional, home grown units● Grammar and Mechanics● Word Study and Vocabulary	<ul style="list-style-type: none">● Explicit mini-lesson● Data-based, differentiated small group and individual conferring● Routine feedback	<ul style="list-style-type: none">● Unit-based performance assessments● Fountas and Pinnell Benchmark Assessment (K-5)● NWEA● Ongoing formative assessments

Instructional Approach

Reader's and Writer's Workshop is an instructional model within which readers and writers receive daily explicit instruction on the skills and strategies of proficient readers and writers. They are provided daily whole group and differentiated instruction and feedback.

What is the value of workshop?

The workshop model has been around for about 30 years and is predicated on a strong research base on reading and writing growth and development. TC units have been “planned, taught, revised, and retaught [in] literally thousands of classrooms.” Units are built around current research that strongly supports the daily need for students to:

- Develop a “toolkit of strategies for dealing with difficult texts”
- Receive explicit instruction in the strategies and skills of proficient readers and writers
 - Whole class
 - Differentiated small-group instruction
- Spend extended periods of time on sustained reading and writing
- Read and write a balance of fiction and nonfiction texts

Commendation from 2018 Tri-State Visit Grades K-6

“In grades K-6 classrooms, curricular changes engage students in writing across many genres and have increased the volume of writing across time. Teachers across all classrooms are implementing common units of study and the components of writing workshop. Common resources, structures, and tools such as anchor charts, conferences/small groups, and mini-lessons support student learning”.

Commendation from 2018 Tri-State Visit Grades 7-12

“In grades 7-12 classrooms, English language arts and social studies teachers guide students through significant writing tasks in every course, including inquiry-based research. Certain key aspects of the writing workshop model that meet the needs of their students, such as conferring and mini-lessons, are evident”.

Grade 5 Reading and Writing Curriculum

Reading Units:

1. Interpretation Book Clubs (Fiction)
2. Tackling Complexity (NonFiction)
3. Historical Fiction* (Fiction)
4. Argument and Advocacy (NonFiction)
5. Reading in the Content Areas* (NonFiction)
6. Fantasy Book Clubs (Fiction)

Writing Units:

1. Literary Essay (Opinion)
2. Narrative Craft (Narrative)
3. Research-Based Argument Essay (Opinion)
4. Shaping Texts (Narrative)
5. Lens of History (Informational)
6. Journalism* (Informational)

Impact of Reading and Writing in 5th Grade

Two Hours Daily of Literacy Instruction Means:

- Students read about a book a week, or more, throughout 5th grade. This roughly equates to 30-40 books per year, depending on the student.
- Students cycle through the writing process at least twice per writing unit, sometimes three times. This roughly equates to 12-15 writing pieces a year for most students.
- The impact of this is **Growth** as readers and writers, greater **Volume**, and greater **Stamina**.
- Teachers are able to meet with each student in their classes to provide differentiated instruction, individually or in small groups, multiple times per week.

Grade 6 Reading and Writing Curriculum

Reading Units:

1. A Deep Study of Character
(Fiction)
2. Character and Effect on Theme:
Bridge to Terabithia (Fiction)*
3. Tapping the Power of Nonfiction
4. Conflict and Change: *Roll of Thunder* (Fiction)*
5. Social Issues Book Clubs
(Nonfiction)
6. Author Study Book Clubs
(Fiction)*

Writing Units:

1. Writing Territories
2. Realistic Fiction (Narrative)
3. Research-Based Information
Writing
4. The Art of Argument (Nonfiction
focus)*
5. Teen Activism Outreach
(Information)*
6. Literary Essay (Argument)

Impact of Reading and Writing in 6th Grade

- Students have 43 minutes of reading and 43 minutes of writing instruction daily
- Reading units are 4-5 weeks in length
- Writing units average 5 weeks in length
- All students are engaged in independent reading, with a goal of increasing stamina and volume
- Through regular writing activities, students learn to transfer skills from previous units and develop independence while strengthening their own voices
- Workshop allows for opportunities for teachers to observe and assess student learning throughout a unit; she then pulls individual students or small groups to address specific student needs

Grade 7 ELA Curriculum

Critical Literary Analysis: Novella Study and Character Analysis Paragraph

Characterization: Young Adult Fiction Book Clubs and Character Analysis Essay

Analyzing Literary Technique Through Short Stories and Literary Analysis Essay

Analyzing Literary Technique Through Poetry and Argument Essay (nonfiction)

Conflict and Drama: Reading and Analytical Paragraph Writing

Allegory and Symbolism: Book Clubs and Narrative Writing

Impact of Reading and Writing in 7th Grade

- Students have one 43-minute ELA block each day
- Current curriculum includes 6 reading and 5 writing units
- Reading units average 3-4 weeks in length
- Writing units average 3 weeks in length
- Students are still engaged with independent reading and book clubs
- Shorter writing units means that students do not have as much time to cycle through the writing process in a single unit
- More of a focus on argumentative writing

Impact of Eliminating 6th grade ELA Double Block

- 6th grade Standards will be taught with less depth.
- Level of personalization and differentiation is significantly reduced
 - Number of students per ELA teacher approximately doubles
 - Reduced amount of teacher feedback as part of writing process.
 - Impacts teachers' ability to confer individually with students.
- 6th grade bridge to the 7-12 English model impacts transition to WMS
 - Transition from 120 minutes of ELA in 5th grade to current 86 minute double block in 6th grade becomes more dramatic shift in a 43 minute single block. (Single block is $\frac{1}{3}$ of the time that 5th grade has).
 - Double block allows deeper learning into topic and less frenetic pace.
 - Affects teacher ability to teach process writing.

Impact of Eliminating 6th grade ELA Double Block

- Units of study that were recently revised will need to be revamped again.
- Teachers will need to shift direction after first year of implementation of new curriculum.
- Teachers will require professional development on how to integrate reading and writing within a single block.
- Potential negative impact on standardized test scores.

****Contractual concerns have been raised by the WTA regarding disparity between 6th grade versus 7th and 8th grade teacher schedules.

Recommendations

The CILs, Principals, and Assistant Superintendent recommend the following next steps in reviewing the K-8 literacy model:

1. Maintain the current 6th grade structure during the 2020-21 school year.
 - a. Continue to support teachers with the curricular shifts that have been made this year to incorporate increased rigor and volume of reading and writing.
 - b. Continue to strengthen and align curriculum with 6th grade CT Core Standards.

Recommendations

2. Continue to study the current double block structure during the upcoming school year.
3. Provide Curriculum Committee with an update on the K-8 literacy model during the fall semester 2020.

Additional Note - World Language

- Schools with a **single block of ELA** in 6th grade have **World Language daily**.
- Schools with a **double block of ELA** have **World Language every other day**.
- Last year, the Curriculum Committee affirmed the latter approach placing greater value on the double block of English.
- If the double block of ELA is eliminated -- a 1.0 FTE reduction -- consideration should be given to reallocating the FTE to daily World Language.
- There are no schools in DRG A that have a **single block of ELA** and **World Language every other day**.

Curriculum Committee Meeting

January 16, 2020 9:00 a.m.

Central Office Conference Room

1. Call to Order

The meeting was called to order at 9:00 a.m.

Present Committee Members:

Taffy Miller (Chairperson), Gina Albert, Hillary Koyner

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal

2. Update on WIS and WMS enrichment

Discussion:

- Committee members discussed the budget proposal recommending reductions to the enrichment classes at both WIS and WMS.
- At WIS, teachers are now able to differentiate instruction for math and provide enrichment to students on a more regular basis than the model that is in place now whereby the Project Challenge teacher provides math enrichment to each classroom every other week.
- The committee discussed the declining interest in the eighth grade Passion Project and alternative ways of delivering this project to the entire grade.

3. Grades 3-8 Project Challenge

Discussion:

- Committee members discussed two budget proposal options for reducing 1.0 FTE devoted to Project Challenge across WIS and WMS.
- The Committee agreed that each option has its benefits and challenges and agreed to continue to flush out more details and to refine the options.

4. Discussion of class size guidelines

Discussion:

- The Committee looked at class size comparisons in the DRG A chart.
- A question was raised last budget season as to whether the elementary classrooms could raise their cap to 25 students.
- Mrs. Falber expressed her concern at increasing the cap to 25 at WIS as the classrooms are only built for 24 students.

- Committee agreed not to recommend changing the classroom capacity at this time.

5. Update on Reading and Math SRBI proposal

Discussion:

- Ms. Wolak spoke about setting up a math enrichment program at the high school.
- This program would provide Tier 2 and 3 intervention.
- Intervention access would be based on data provided by the math data team.
- No additional FTE would be necessary for this program.

6. Information on K-2 Spanish curriculum

The Committee did not discuss this topic.

7. Information on Grade 3-8 Theater Coordinator position proposal

Discussion:

- The Theater Coordinator position would add new administrative time during the day.
- The role would have the teacher at .8 FTE for teaching and .2 FTE for administrative duties.
- With this proposal, the current \$8,000 Theater Coordinator stipend would be eliminated.

8. Information on Director of School Counseling position proposal

The Committee did not have any questions about this topic.

9. Approval of November 2019 Minutes

Motion Passed: passed with a motion by Gina Albert and a second by Taffy Miller.
2 Yeas - 0 Nays.

10. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 10:30 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent