# Curriculum Committee Meeting

Wednesday, September 15, 2021 9:00 AM
Google Meet Dial In:+1 570-634-6198 PIN:779 033 237#, 24 School Road, Weston, CT 06883-1623

I. **Call to Order**

II. **Standardized testing results**

III. **Discussion of academic goals for the 2021-22 school year**

IV. **K-12 math update**

V. **Presentation and discussion of Portrait of a Graduate**

VI. **Approval of June 2021 minutes**

VII. **Other curricular issues**

**Weston Public Schools**
**Curriculum Committee**
**September 15, 2021**

The following pages highlight the 2021 state standardized testing results for Weston Public Schools. These results and other measures contribute to the district's overall goal-setting process for the 2021-22 school year.

- Page 1 - School Day SAT Results Grade 11
- Page 2 - Smarter Balanced Assessment Results Grades 3-8
- Page 3 - Next Generation Science Assessment Grades 5, 8 and 11

A comprehensive standardized testing report will be provided to the Board of Education at the October Board of Education meeting. The report will include DRG A and State comparisons for the SAT, SBA and NGSS assessments.

# Weston Public Schools
# School Day SAT
# 5-Year Trend

| Subject | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|---|
| | Average Score | Average Score | Average Score | Average Score | Average Score | Average Score |
| **EBRW** | 585 | 626 | 608 | 604 | NA | 611 |
| **Math** | 582 | 613 | 598 | 590 | NA | 607 |

| Subject | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|---|
| | % Level 3 or 4 | % Level 3 or 4 | % Level 3 or 4 | % Level 3 or 4 | % Level 3 or 4 | % Level 3 or 4 |
| **EBRW** | 84.3 | 92.5 | 92.6 | 86.7 | NA | 88.4 |
| **Math** | 71.1 | 82.0 | 77.7 | 74.6 | NA | 80.7 |

- There are two components of the CT School Day SAT. There is a math section and an evidence-based reading and writing (EBRW) section. The assessment does not include an essay component.
- The State benchmark for achieving goal in math is 530, while the benchmark for EBRW is 480, out of a possible score of 800. The first year of administration of the School Day SAT was in 2015-16.

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

- 2021 Results include students who tested in-person and those who tested remotely.
- The color coding in the trend comparison charts below show cohort performance as students move to their next grade.
- However, these are unmatched cohorts in that some students enter and exit each grade in each school year.

| ELA/Literacy | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| **8** | 78 | 73 | 81 | 80 | NA | 74 |
| **7** | 85 | 72 | 83 | 75 | NA | 75 |
| **6** | 78 | 77 | 77 | 72 | NA | 71 |
| **5** | 84 | 78 | 75 | 82 | NA | 77 |
| **4** | 76 | 76 | 81 | 84 | NA | 75 |
| **3** | 74 | 70 | 77 | 75 | NA | 80 |
| **District 3-8** | 80 | 75 | 79 | 77 | NA | 76 |

| Math | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| **8** | 65 | 79 | 83 | 79 | NA | 54 |
| **7** | 75 | 69 | 76 | 78 | NA | 69 |
| **6** | 65 | 72 | 58 | 55 | NA | 59 |
| **5** | 73 | 66 | 74 | 83 | NA | 67 |
| **4** | 74 | 72 | 79 | 76 | NA | 72 |
| **3** | 80 | 80 | 80 | 79 | NA | 74 |
| **District 3-8** | 72 | 73 | 74 | 75 | NA | 65 |

## Next Generation Science Standards
## Performance Levels Grades 5, 8 & 11
## 2019-2021

The first administration of NGSS was in 2019.

| Grade | Year | Number Tested | Percent Level 1 | Percent Level 2 | Percent Level 3 | Percent Level 4 | % Level 3 or Above |
|---|---|---|---|---|---|---|---|
| **11** | 2021 | 196 | 2 | 17 | 53 | 29 | 82 |
| | 2020 | NA | NA | NA | NA | NA | NA |
| | 2019 | 184 | 4 | 13 | 55 | 28 | 84 |
| **8** | 2021 | 192 | 7 | 26 | 52 | 15 | 67 |
| | 2020 | NA | NA | NA | NA | NA | NA |
| | 2019 | 189 | 5 | 16 | 56 | 23 | 79 |
| **5** | 2021 | 175 | 3 | 22 | 36 | 39 | 76 |
| | 2020 | NA | NA | NA | NA | NA | NA |
| | 2019 | 176 | 3 | 7 | 55 | 35 | 90 |
| **District Grades 3-8** | | | 2021 | | | | 75 |
| | | | 2019 | | | | 84 |

# Weston Public Schools

## District Goals 2021-22

**Draft - September 13, 2021**

## Academic Goals Section

| Curriculum & Instruction | Action Plan | Evidence Indicators of Success | Timeline |
|---|---|---|---|
| **MATH**<br>**To ensure all students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they develop the requisite problem-solving skills.**<br>**Targets:**<br>• A minimum of 75% of our students, grades 3-8, will meet or exceed goal on the spring 2022 Smarter Balanced Assessment.<br>• A minimum of 75% of our students 1-8 will be above the 61st percentile on the spring 2022 MAP assessment.<br>• Freshman Algebra 1 students will demonstrate significant personal growth as measured by unit and MAP assessments.<br><br>**LINKS TO SCHOOL ACTION** | • Utilize data to determine district, school and grade level cohort performance targets.<br>• Align district, school, grade level goals, action steps and student performance targets.<br>• Create a new math curriculum instructional leader (CIL) K-2 position to serve as coach for HES.<br>• Increase math intervention support and revise math intervention (SRBI) approaches and processes, including progress monitoring and data analysis protocols to monitor student performance.<br>• Participate in Tri-State Consortium evaluation in the area of math intervention.<br>• Provide continuous professional development | • Individual school action plans and grade level cohort targets on NWEA and Smarter Balance (SBA) fall/winter/spring.<br>• Student performance on grade level assessments.<br>• Student performance on fall/winter/spring NWEA and SBA assessments.<br>• CIL coaching sessions.<br>• CWT data.<br>• Tri-State Consultancy Report.<br>• IEP progress in math goals. | Goal Presentation: September BOE Meeting.<br>Curriculum Committee updates as needed.<br>District Annual Instructional Update, May 2022<br>**Assessment Administration**<br>• Fall: baseline<br>• Winter: progress<br>• Spring: final analysis<br>• Sept-June: Formative grade-level assessments<br>• Spring 2022- Tri-State Consultancy and Report |

| | | | |
|---|---|---|---|
| **PLANS TO BE PLACED HERE** | focused on high quality math pedagogical practices.<br>• Conduct school walkthroughs (CWT) focused on specific strategies and analyze CWT data to inform instruction. | | |
| **READING**<br>**To ensure all students read at grade level or higher by grade 3, and continue to develop their reading abilities in grades 4-12 using reading as a tool to understand content across instructional areas.**<br><br>**Targets:**<br>• A minimum of 85% of our students, grades 3-8, will meet or exceed goal on the Smarter Balanced Assessment on the spring 2022 assessment.<br>• A minimum of 80% of our students 2-8 will be above the 61st percentile on the spring 2022 MAP assessment. | • Utilize data to determine district, school and grade level cohort performance targets<br>• Align district, school,grade level goals, action steps and student performance targets<br>• Increase reading intervention support and revise reading intervention (SRBI) approaches and processes, including progress monitoring and data analysis protocols to monitor student performance.<br>• Provide phonics training to grade 3 staff, extending the current phonics program from HES to ensure consistency across buildings. | • Individual school action plans and grade level cohort targets on Fountas & Pinnell, NWEA and Smarter Balanced fall/winter/spring.<br>• Student performance on formative grade level assessments.<br>• Student performance fall/winter/spring on NWEA and SBA.<br>• CIL coaching sessions. | • Goal Presentation: September BOE Meeting<br>• Curriculum Committee updates as needed<br>• District Annual Instructional Update, May 2022<br><br>**Assessment Administration**<br>• <u>Fall</u>: baseline<br>• <u>Winter</u>: progress<br>• <u>Spring</u>: final analysis<br><br>• <u>Sep-Jun:</u> Formative grade-level assessments |

| | | | |
|---|---|---|---|
| **PORTRAIT OF A GRADUATE**<br>**To ensure that the Class of 2023 meets the graduation requirement of a mastery based portfolio.** | • Design and develop criteria for Portrait of a Graduate.<br>• Identify specific competencies that WHS graduates must demonstrate upon graduation.<br>• Review, revise, design and/or develop specific assessments aligned to these competencies.<br>• Utilize WHS Advisory to support students.<br>• Establish protocols for an electronic portfolio to house examples of work that demonstrate student mastery of each of the six competencies.<br>• Create a student personal statement component that addresses who the student is as a learner, what his or her journey has been, and what all this means for their future. | • E-portfolios completed prior to graduation | • Curriculum Committee Presentation, September 2021.<br>• Goal Presentation: September BOE Meeting.<br>• Policy Committee Presentation, Oct 2022.<br>• Curriculum Committee updates as needed.<br>• District Annual Instructional Update, May 2022. |
| **SUSTAINABILITY**<br>**Promote green initiatives across schools to educate all WPS students in environmental awareness** | • Document current academic and co-curricular programs that focus on specific sustainability goals. (Curriculum Leadership Council)<br>• Identify sustainability goals that need additional focus.<br>• Design a plan that reflects current and future initiatives and needed supports. | • District mapping of sustainability goals<br>• Units/lessons/tasks related to specific goals<br>• Projects in partnership with town efforts including bottle and can collection | Goal Presentation: September BOE Meeting<br>Curriculum Committee updates as needed |

| | | | |
|---|---|---|---|
| | • Partner with the town sustainability committee to enhance green initiatives. | | |

**Weston Public Schools**
**Curriculum Committee**
**September 15, 2021**

## Reading and Math Performance Targets

As part of the district goal setting process, the administration has identified performance targets in reading and math for each grade level. The grade level targets for 2022 were identified following careful analysis and discussion with building leadership teams.

- **Page 1: Reading Goals**
    - 
- **Page 2: Math Goals**

The district level measures being used to monitor progress toward district goals include the Smarter Balanced Assessment, NWEA Measure of Academic Progress and the Fountas and Pinnell Reading Assessment.

**Weston Public Schools**
**Reading Goals - Draft 9/14/21**
**2021-22**

## HES

| Current Grade | F&P levels % Meeting/above benchmark | | MAP(NWEA) % at or above 61st percentile | |
|---|---|---|---|---|
| | 2021 | 2022 | 2021 | 2022 |
| K | NA | 85 | NA | NA |
| 1 | 74 | 90 | NA | NA |
| 2 | 92 | 95 | NA | 80 |

## WIS

| Grade | SBA % Level 3 or above | | MAP(NWEA) % at or above 61st percentile | |
|---|---|---|---|---|
| | 2021 | 2022 | 21 | 22 |
| 3 | NA | 85 | NA | 75 |
| 4 | 78 | 85 | 79 | 85 |
| 5 | 75 | 85 | 70 | 75 |

## WMS

| Grade | SBA % Level 3 or above | | MAP % at or above 61st percentile | |
|---|---|---|---|---|
| | 21 | 22 | 21 | 22 |
| 6 | 77 | 85 | 67 | 75 |
| 7 | 69 | 80 | 59 | 75 |
| 8 | 75 | 85 | 61 | 75 |

**The 2021 results above are for students currently enrolled in the district.**

**Weston Public Schools**
**Math Goals- Draft 9/14/21**
**2021-22**

## HES

| Current Grade | MAP(NWEA) % at or above 61st percentile | |
|---|---|---|
| | 2021 | 2022 |
| K | NA | NA |
| 1 | NA | 80 |
| 2 | 62 | 80 |

## WIS

| Current Grade | SBA % Level 3 or above | | MAP(NWEA) % at or above 61st percentile | |
|---|---|---|---|---|
| | 2021 | 2022 | 2021 | 2022 |
| 3 | NA | 80 | 68 | 80 |
| 4 | 74 | 80 | 65 | 75 |
| 5 | 73 | 80 | 64 | 75 |

## WMS

| Current Grade | SBA % Level 3 or above | | MAP(NWEA) % at or above 61st percentile | |
|---|---|---|---|---|
| | 2021 | 2022 | 2021 | 2022 |
| 6 | 66 | 80 | 64 | 75 |
| 7 | 59 | 75 | 61 | 75 |
| 8 | 67 | 75 | 69 | 75 |

**The 2021 results above are for students currently enrolled in the district.**

# Weston Public Schools
# Strategic Planning for Mathematics:

## A Comprehensive Approach to Accelerating Student Growth and Performance

**Presented to the Curriculum Committee**
**April 7, 2021**

## Introduction

Due to the pandemic, student performance in math is lagging behind previous years. Since March 11, 2020, the district has employed several learning scenarios (distance learning, hybrid modes) as alternatives to our normal daily operations. While these changes were necessary for health and safety reasons, there has been a resulting negative impact on student growth and performance in math. Despite the best efforts of our teachers, who have done an admirable job adjusting their teaching methods, growth in math is lower than in a typical year, largely due to the reduced amount of in-person instruction.

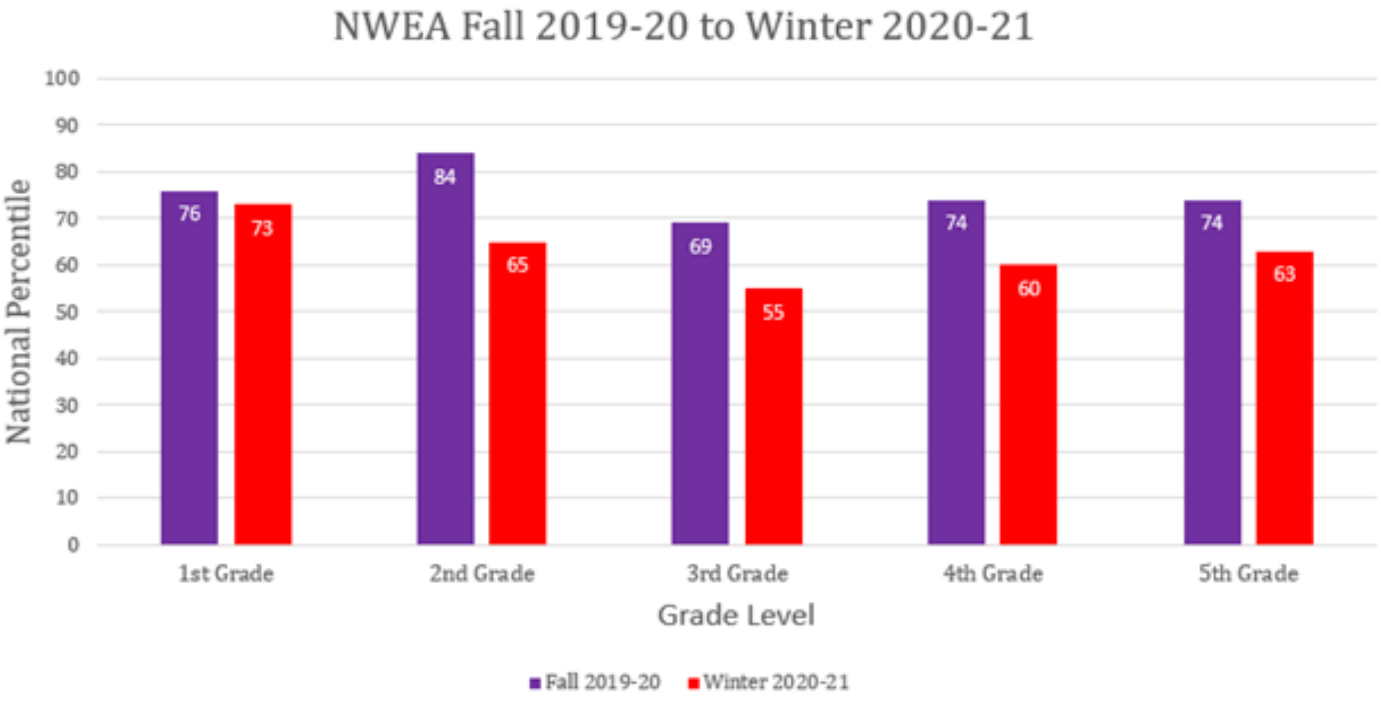
## Math Results 2020-21

The following MAP results for grades 1-8 illustrate the lag in student growth in math performance. These results are consistent with what has been observed in other districts and has been reported by NWEA at the national level.

Graphs 1-4 in the following pages provide an overview of grade level and cohort performance in grades 1-8. The results indicate that math performance is an area of need for targeted improvement, which will likely be a focus for the next several years.

Graph 1 displays the average MAP percentile score for grades 2-5 and indicates that the average MAP score has dropped by more than 10 percentile points when comparing the Fall 2019 MAP results to the Winter 2021 results for grades 2-5.

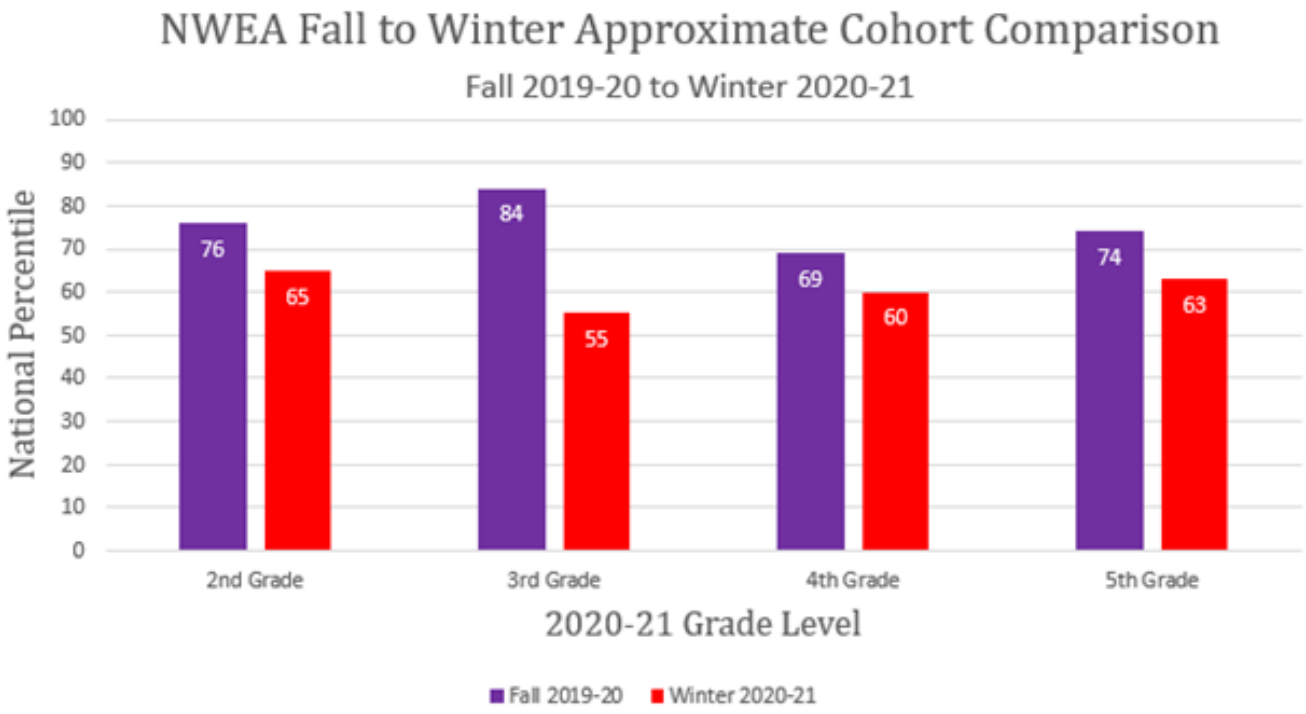
**Graph 1: Average MAP Percentile Score for Grades 1-5 for Fall 2019 v. Winter 2021**



When examining performance data, one approach is to look at year-to-year grade level performance as in the above graph. However, it is more informative to look at the performance of an approximate cohort or matched cohort of students from one year to the next. The cohorts are considered approximations when some students have left the cohort and some new students have entered the cohort.

In looking at the current grades 2-5 cohorts Winter 2021 MAP results below, the data in Graph 2 indicates that there is at least a 9-point reduction in the average MAP score as compared to the fall of 2019, which was coming off of a typical year.

**Graph 2: Fall 2019 to Winter 2021 Cohort MAP Results for Grades 2-5**

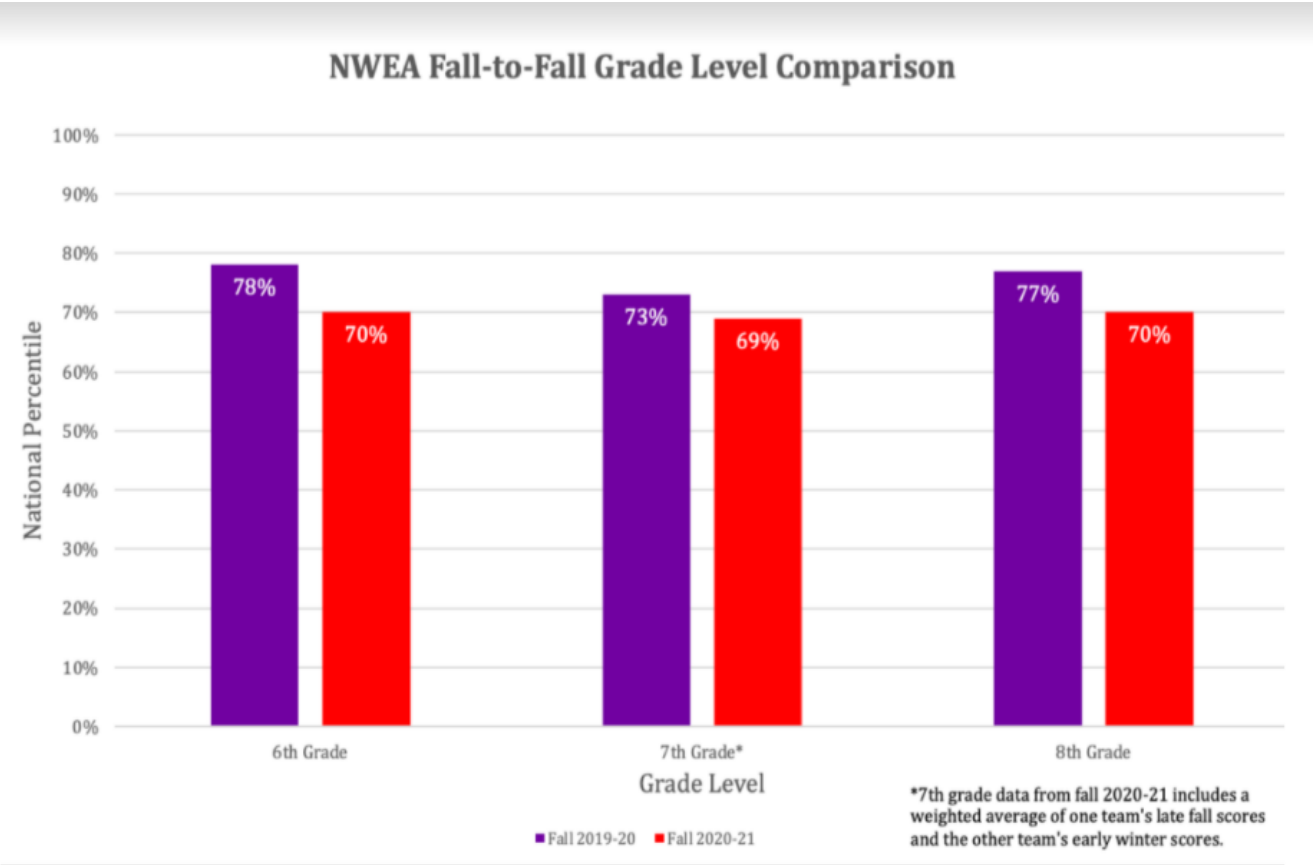



Graph 3 on the next page displays the average MAP percentile score for grades 6-8, which indicates that the average MAP score has dropped when comparing the Fall 2019 MAP results to the Fall 2020 results.

There were statistically significant decreases in performance in grades 6 and 8 as compared to the same grade the previous year.

There are no MAP results for the Winter 2021 for WMS as a comparison, but the district will have Spring 2021 results for further monitoring of the impact of the pandemic on math performance.

**Graph 3: Average MAP Percentile Score for Grades 6-8 for Fall 2019 v. Fall 2020**

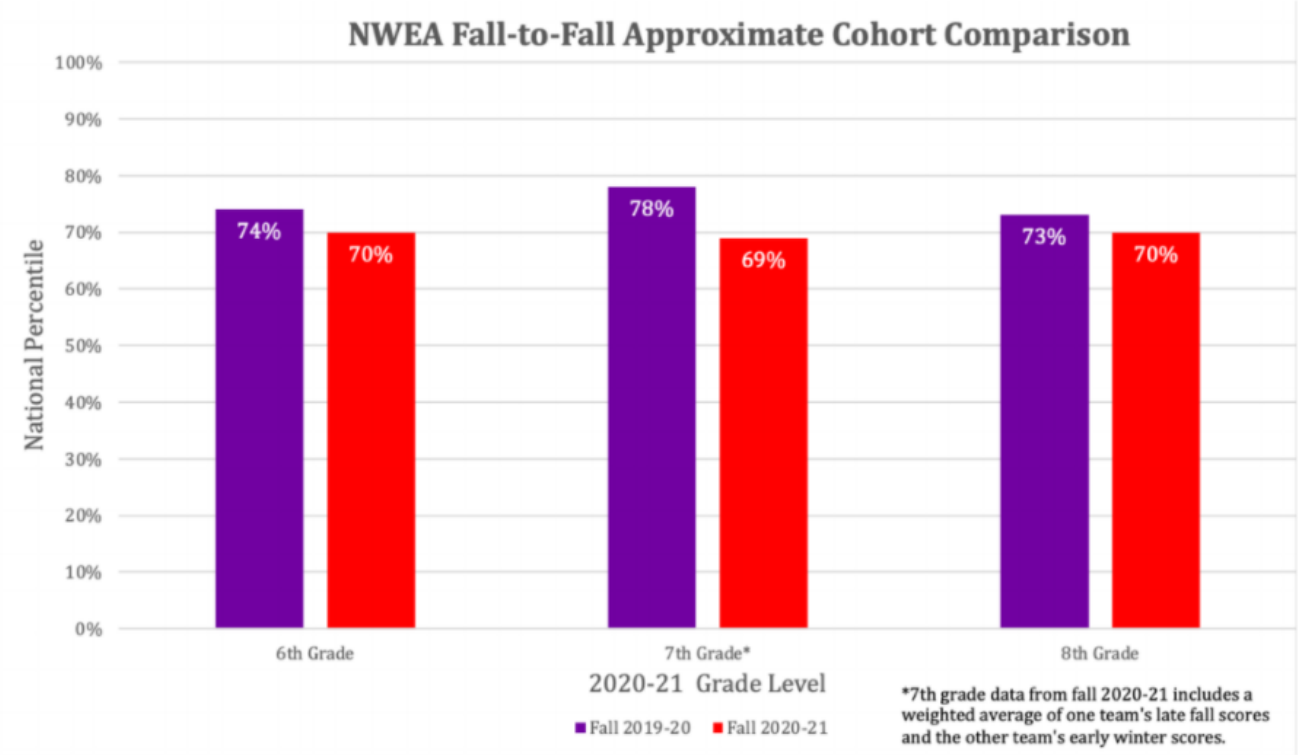



Upon reviewing the grades 6-8 cohorts Fall 2020 results in graph 4, the lag in performance was most pronounced in grade 7 for the start of the school year following the shift to distance learning in March 2020.

The average MAP percentile score for grade 7 was 69% as compared to 78% for the fall of 2019, which was coming off of a typical year.

It is anticipated that the gap has widened in all three grades since the beginning of the year while the schools have been in various learning scenarios. The district will examine the Spring 2021 MAP results to continue to monitor the trend.

**Graph 4: Fall 2019 to Fall 2020 Cohort MAP Results for Grades 6-8**




## Strategic Planning

To address the learning lag in math, our principals and curriculum instructional leaders met on March 30 to begin the strategic planning process for the 2021-22 school year. The group has identified six key strategies to accelerate growth in math. Each of these approaches is described in more detail in the sections that follow.

1. **Goal Setting:** Establish district, school and teacher goals aligned throughout the system on assisting all students in meeting their growth targets. While the administration will use multiple measures to assess performance, both quantitative and qualitative, the NWEA assessment will be a critical tool in grades K-9.

2. **Personnel:** Increase math intervention personnel through the ESSER II grant funding.

3. **Resources:** Accelerate the procurement of the remaining Math in Focus resources listed in the 3-year purchase plan to have them in place for all grades K-8 by the fall.

4. **Professional Learning:** Provide K-12 math and intervention teachers with ongoing training on how to differentiate for math instruction, employ the new Math in Focus resources and effectively deliver SRBI services.

5. **Summer Academy:** Provide an in-person opportunity for any student entering grades 1-8 to attend summer math classes to avoid the summer slide.

6. **Feedback/Evaluation:** Schedule an upcoming external evaluation of our math intervention efforts through the Tri-State Consortium. The external evaluation will take place from March 30 through April 1, 2022.

**Goal Setting:**

SMART goals will be established at the district, school and the department levels to target improvements in math. A SMART goal stands for specific, measurable, attainable, relevant and time bound.

Goals may target the follow areas for improvement:

- Increasing the number of students achieving grade level standards.
- Increasing the number of students meeting their growth targets.
- Accelerating the growth of SRBI students who are below grade level benchmarks.
- Addressing any gaps in performance by subgroups, including special needs, ELL, free-reduced lunch and ethnicity groups.
- Targeting a specific strand of math that is in need of additional instruction and practice (i.e. geometry).

A sample SMART goal at the district, school or department level may be written as follows;

> *75% of students receiving tiered support for SRBI math in grades K-8 will meet their growth targets as measured by the NWEA MAP assessment when comparing their spring 2021 MAP score to their spring 2022 MAP score, and when comparing their spring 2022 MAP score to spring 2023 MAP scores.*

**Grant-Supported Personnel:**

ESSER II funds will be used to augment our intervention staff across grades K-8. The most efficient use of the funds is to make full time our part-time math intervention specialists. The intent is to use grant funding for the 2021-22 and 2022-23 school years to support these staffing levels. These increases will not impact the FY22 or FY23 budgets since grant funding is being used as the sole source of funding.

Table 1 lists two part-time math positions and one part-time reading position that will be made full time through grant funding. In addition, there is one new math intervention specialist position that will be shared between the intermediate and middle schools.

**Table 1: Personnel increases to support Tier 2 and Tier 3 SRBI**

| Personnel | | | | | |
|---|---|---|---|---|---|
| **School** | **Current** | **2021-22 (With Grant)** | **Increase** | **Cost** | **Benefits** |
| HES math Intervention | .6 FTE | 1.0 FTE | .4 FTE | 45,835 | 665 |
| WIS math Intervention | .7 FTE | 1.0 FTE | .3 FTE | 36,043 | 523 |
| Shared WIS/WMS math intervention* | N/A | 1.0 FTE | 1.0 FTE | 75,062 Excludes benefits | 28,016 |
| WMS/WIS reading intervention* | .7 FTE at WMS | 1.0 FTE | .3 FTE | 34,376 | 498 |
| Totals | 2.0 FTE | 4.0 FTE | 2.0 FTE | 191,316 | 29,702 |
| | | | | **$221,018** | |

** Grant funding is also targeted to make a part time-reading specialist full time. The part-time reading intervention teacher is currently at WMS (.7 FTE). Her assignment would become full time but shared with WIS. This would give WIS 2.3 FTE reading intervention, while WMS would remain at 1.7 FTE in total. The added support at WIS is essential in ensuring that all SRBI students receive proper support, while at the same time addressing the increased demands in reading for students with special needs.*

**K-8 Math in Focus Resources:**

We are currently in year one of implementation of the 3-year math resource replacement plan with grades 5, 6 and 8. The grades 3, 4 and 7 are scheduled to be purchased in July with the FY22 funding. We are also seeking to accelerate this purchase plan by purchasing the resources for grades K-2 a year in advance. A combination of funding sources may be used to purchase these resources.

Having all resources for grades K-8 in the hands of our teachers will allow the district to accelerate the teacher training and to provide students with the most up-to-date resources.

**Table 2: Three-year math resource replacement plan for grades K-8**

| 2020- Edition - 6-year Digital and Print Licenses for Students and Teachers | | | |
|---|---|---|---|
| **Year** | **Grade** | **Cost** | **Funding Source** |
| 2020-21 | 5 | 30,998 | FY21 Budget |
| | 6 & 8 | 42,412 | FY21 Budget |
| 2021-22 | 3 & 4 | 55,921 | FY22 Budget** |
| | 7 | 20,412 | FY22 Budget** |
| 2022-23 | K-2 | 77,510 (estimate) | TBD |

***Grades 3, 4 & 7 resources may be purchased with FY21 surplus funds*

**Teacher Professional Learning:**

Math professional development is a key element of the strategic plan. With the influx of new Math in Focus resources, we are planning training sessions on how to employ the new resources and on how they are different from the previous edition. However, most of the professional learning will focus on enhancing instructional practices, particularly in the area of differentiating instruction for students.

There is funding in the FY22 budget to cover the Math in Focus training. Additional training would require additional funding in the amount of $10,00 to $12,000. This funding would come from within the FY22 operating budget and possibly in combination with grants.

**Summer Academy:**

WPS is running a Summer Academy for math and reading for students entering grades 1 through 8. The purpose of the Summer Academy is to provide students with an in-person opportunity to continue to grow as readers and mathematicians.

The program will consist of two classes daily at each grade level: Math Workshop and Reading Workshop. Summer Academy will run from 9:00 a.m. to 12:00 p.m. on Tuesdays, Wednesdays and Thursdays from July 6 to July 29. Classes will be taught by WPS faculty and staff.

There is a $350 registration fee to participate in the program. Based on the initial parent survey, there were 87 students who expressed interest in participating in the program. We are anticipating registration in the area of 65 students. If this is the case, we anticipate revenue of approximately $22,750, which will cover the cost of the instructors and administrative fees. Any transportation costs will be handled through the ESSER II

funding. See attached spreadsheet outlining ESSER II and the Summer Academy budget.

| Summer Academy - Projected Expenses | | |
|---|---|---|
| **Staffing Salary & FICA** | 8 instructors paid at an hourly rate of $58 per hour for 12 sessions each running 3 hours in length. Each instructor will be paid $2088 for 36 hours of teaching. | **Total**<br>$16,704 |
| | FICA | $242 |
| **Administrative fees (registration)** | We are partnering with Weston Youth Services in handling the registration process and payment of instructors. There is a 12% processing fee with WYS for the registrations, refunds, and payment of instructors. We are looking into whether we can bring this service in house for future years | Estimate $2,400-$2,900 |
| **Transportation** | Transportation for Summer Academy will be coordinated with the ESY program, so as to minimize any transportation costs. We are budgeting up to two additional buses to be covered by the ESSER II grant if additional transportation is required beyond ESY. | $10,443 |
| **Total Anticipated Expenses** | | **$30,290** |

**Feedback/Evaluation:**

Weston has been a long-standing member of the Tri-State Consortium, which is a group of high-performing districts in CT, NY and NJ. Every three years, the district is afforded an opportunity to conduct a programmatic evaluation with a particular focus guided by essential questions for a visiting committee of experts to conduct a critical friends evaluation.

Given our strategic focus on improving math performance, we have planned a consultancy for **March 30 to April 1, 2022** to specifically examine our math intervention services across the district. The review will consist of a qualitative and quantitative examination of intervention practices at the tier 1, 2 and 3 levels as well as look at student performance data.

The Tri-State Consortium evaluation model is based on eight indicators of performance. Two or three of these indicators will be selected to focus the visit on the most critical questions regarding our intervention services and student progress. The Tri-State model indicator around equity will be a key lens through which we will examine how our programs and services address the needs of all learners.

Shortly after the visit, the Tri-State Visiting Committee will provide the district with a written evaluation along with recommendations and suggestions for improvement. There is a follow-up meeting with Tri-State two-years following the visit to discuss progress in addressing the recommendations in the original report.

# Portrait of the WHS Graduate

September 15, 2021

DRAFT

# State statute and guidelines

*Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section;* ***and (6) a one credit mastery-based diploma assessment.***

https://www.cga.ct.gov/2017/act/pa/2017PA-00042-R00SB-01026-PA.htm

MBL places emphasis on rigorous college and career learning competencies and quality instruction and curriculum drawn from state graduation requirements and state content standards. Learning will emphasize authentic experiences and application of critical knowledge that students engage in at school, in the community or online.

https://portal.ct.gov/SDE/Mastery-Based-Learning/Guidelines-for-Implementing-Mastery-Based-Learning

# State statute and guidelines cont.

**Guidelines for Implementing Mastery-Based Learning Assessment**

1. Identify locally-developed graduation competencies that align with current state content standards.
2. Employ a variety of instructional strategies that foster both individualized learning and mastery of competencies.
3. Implement a system to ensure validity of assessments and reliability of scoring.
4. Coordinate requirements for Student Success Plans with MBL activities to promote opportunities for academic rigor, provide enrichment and enhance extended learning opportunities for learners who may want to go beyond or learn outside of the established curriculum.
5. Provide avenues of support for learners who demonstrate a need for additional assistance in accordance with current statutory requirements.
6. Districts should also consider the following when implementing MBL:
    a. development of rubrics to describe progress of student work habits;
    b. updating reporting materials including, but not limited to report cards, progress reports, transcripts and school profile; and
    c. reviewing, and as is necessary, revising the school schedule and use of time to implement MBL.

https://portal.ct.gov/SDE/Mastery-Based-Learning/Guidelines-for-Implementing-Mastery-Based-Learning

# NEASC considerations

## New England Association of Schools and Colleges 2020 Standards Vision include:

2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

Graduate Profile - the career, academic, social, and civic skills that our learners will know and be able to do

The vision of the graduate:

- includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement
- includes knowledge, understandings, and dispositions necessary for future success
- is embedded into curriculum, instruction, and assessment practices.

*WHS self-study begins 2022-2023, accreditation visit in 2025*

# Where we are in our work

Fall 2019 training - NEASC Vision of the Graduate Part I

Spring 2020 “Senior Experience”

Fall 2020 Program Council work - cataloguing assured experiences

Winter 2021 school-wide conversation - assured experiences

Spring/Summer 2021 PofG planning team sessions

Fall 2021 school-wide conversation - defining the competencies

Fall 2021 training - NEASC Vision of the Graduate Part II

School year 2021-2022 - Rollout to students/families

# The vision

Students will create and present a digital portfolio demonstrating their mastery of 6 named competencies:

- Critical Thinking
- Communication
- Problem Solving
- Creativity
- Caring for Self
- Caring for Others

Among their artifacts they must include:

- Work from STEM, Humanities, and PE/H
- Examples of their abilities in writing, collaboration, digital literacy

Advisory will be the vehicle for delivery.

*The first set of completed portfolios will be presented next school year. The process begins with all non-seniors this year.*

# The work ahead

Digital design contest - illustrate the vision

Rollout to grades 9-11 this year:

- Introduce the task and the competencies
- Push out Drive materials for collecting artifacts/monitoring progress
- Begin helping students choose artifacts
- Provide work time during the school day (advisory)

Incorporate PofG language in classroom dialogue

Design systems for evaluation and remediation, special considerations for SPED and ELL populations

Family outreach

# Advisory

Advisory will be used to present the task and tools, provide work time, check work in progress, and prepare students for the final assessment.

We will routinely schedule advisory for the purpose of this work.

We will continue to use advisory for other purposes (DBT skills, special events, important information).

The PofG planning team has already begun creating lessons and materials.