Academic Growth & Achievement

Where We Are Today
October 2022

Terms for and Ways of Looking at our Data

- Achievement for All (percent at each level or PI)
- Achievement for Some (percent meeting benchmarks)
- Growth (percent of target achieved by all students)
- Vertically (across the district at one point in time)
- Longitudinally (across time)
- Cohort (one group of students over time)
- Performance Index (average achievement of all students)
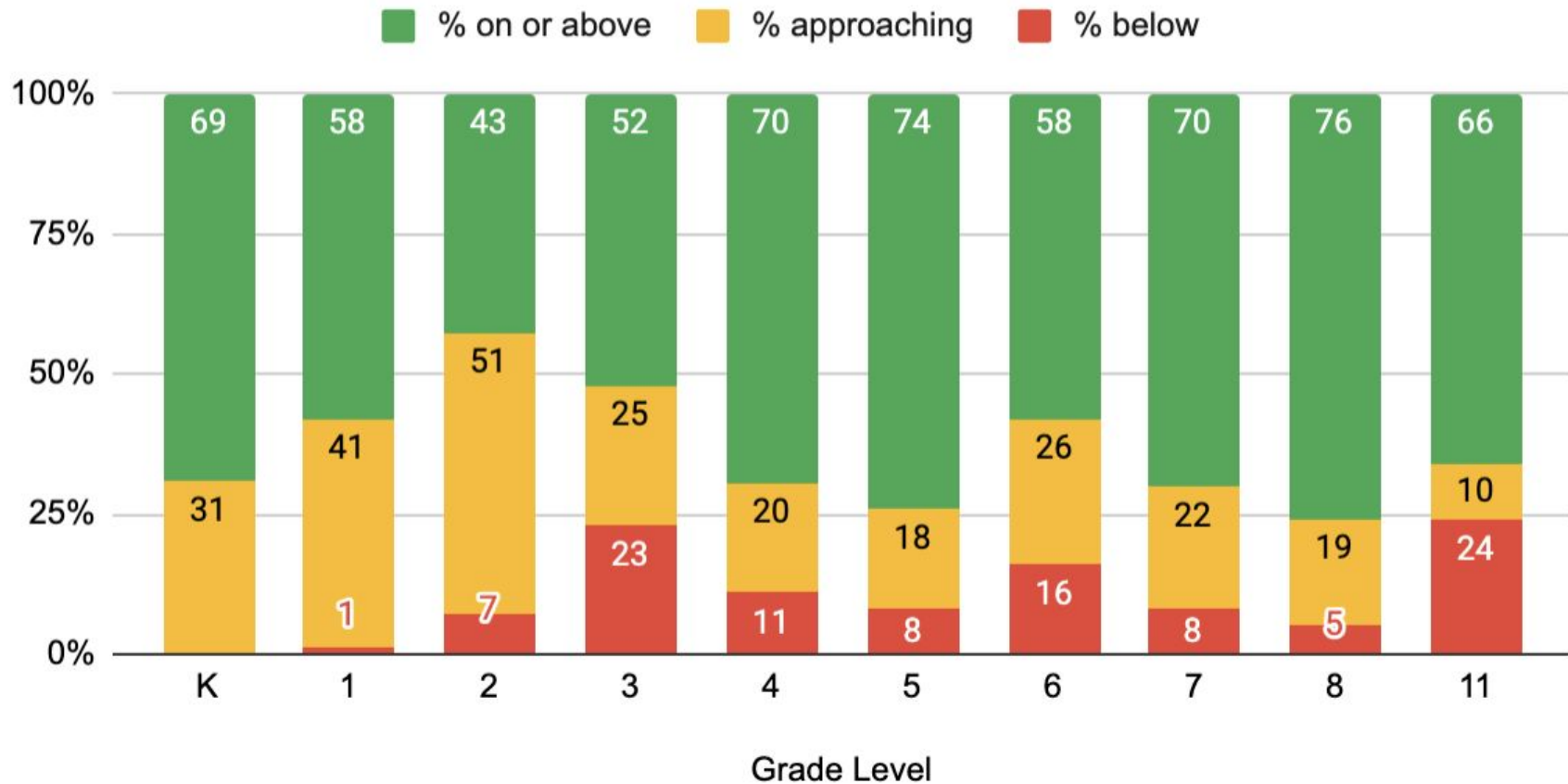
Notes to Inform Our Thinking...

- 2019 - 2020 was Pandemic Year One - Students lost ⅓ of the year
- 2020 - 2021 was Pandemic Year Two - There were school closures, room & zoom, and a remote option that meant some students never attended in-person
- 2021 - 2022 was Pandemic Year Three - It was impacted by high rates of quarantines; there was Q-school and windowing for part of the year; there was no room & zoom
- During the 2020 - 2021 school year, more than 50% of HS students were virtual
- When looking at this data, which is from the end of last year, subtract 2 to know what grade students were in when school closed abruptly in March 2020 and add 1 to know what grade students are in now
- When thinking about *this year's* students, subtract 3 to know what grade students were in when school closed abruptly in March 2020

English Language Arts

English Language Arts

End of Year 2022

- 🟩 % on or above
- 🟨 % approaching
- 🟥 % below

Grade Level	% on or above	% approaching	% below
K	69	31	
1	58	41	1
2	43	51	7
3	52	25	23
4	70	20	11
5	74	18	8
6	58	26	16
7	70	22	8
8	76	19	5
11	66	10	24

ELA
Percent Meeting or Exceeding Benchmark on iReady, SBAC & SAT

Grade	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022
K					67	**69**
1					58	**58**
2					55	**43**
3	76	73	**63**		55	**52**
4	73	78	**74**		61	**70**
5	76	76	**79**		59	**74**
6	64	77	**73**		65	**58**
7	73	77	**77**		75	**70**
8	68	78	**72**		72	**76**
3-8 Combined	72	77	**73**		64	**67**
11	80	86	**78**		77	**65**

Student Growth
Average Percentage of Target Met

Grade	ELA	
	2019	**2022**
4	76	84
5	69	75
6	61	55
7	61	69
8	45	66
Combined	**62**	**69**
State	*60*	*60*

Change in Performance Index (2018-19 to 2021-22)

Difference 2018-19 to 2021-22

Target

No Difference

5

0

-5

-10

60   80   100

2018-19 Performance Index
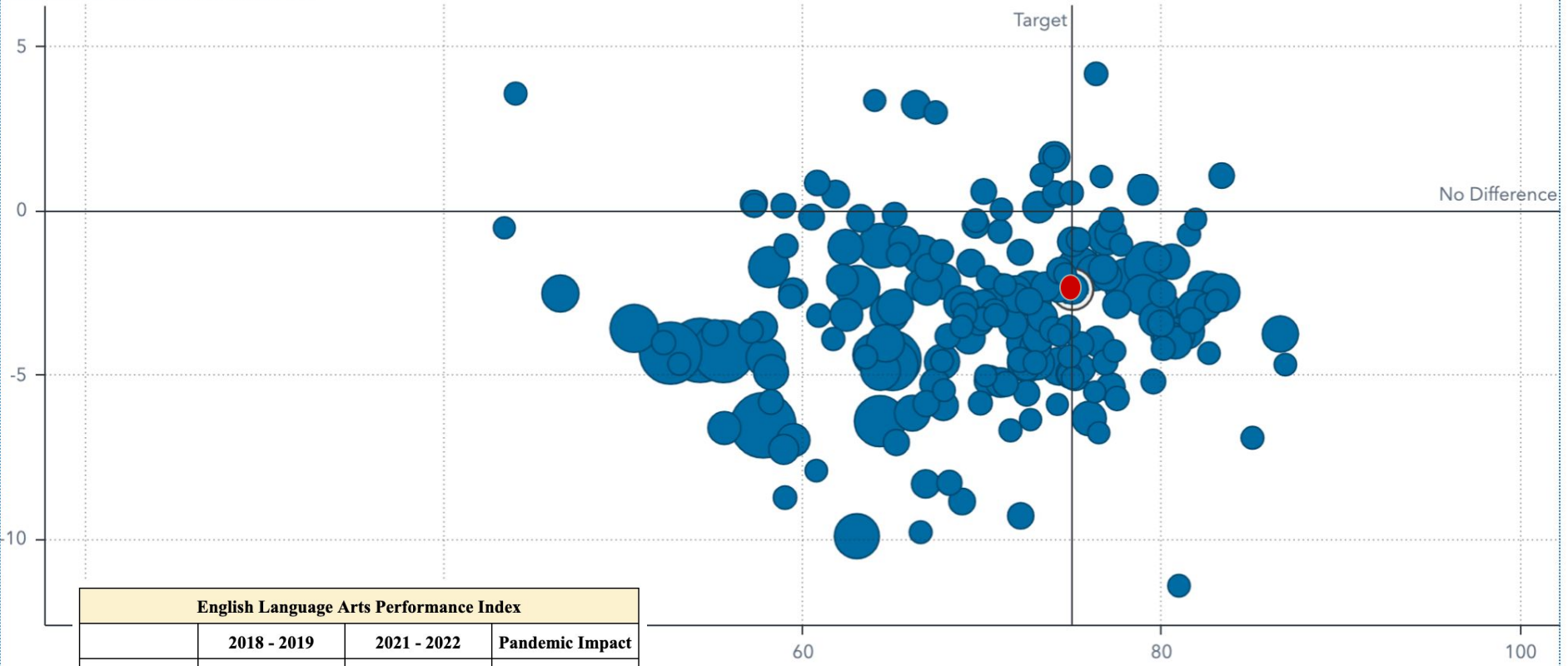
English Language Arts Performance Index			
	2018 - 2019	**2021 - 2022**	**Pandemic Impact**
State of CT	67.7	64.2	- 3.5
New Fairfield	75.1	72.7	- 2.4

Notes to Inform Our Thinking...

- Masks were worn in school, likely impacting early language and literacy learning in all of 2020 - 2021 and ⅔ of 2021 - 2002
- Fundations was first implemented in grades K - 2 in the 2019 - 2020 school year
- Students currently in grade 5 had one partial year of Fundations in grade 2

Actions implemented to positively impact student learning & academic performance in literacy

Elementary School: reprioritized time use in K - 1, PL on dyslexia K-5, updated version of grades 3-5 word study resource, new resource for phonemic awareness K-1, continued PL on strategy group reading instruction, units aligned to standards

Middle School: shift in specialized reading instructional model to assure regular and special education support, update of intervention processes, excellent hiring of highly trained reading staff
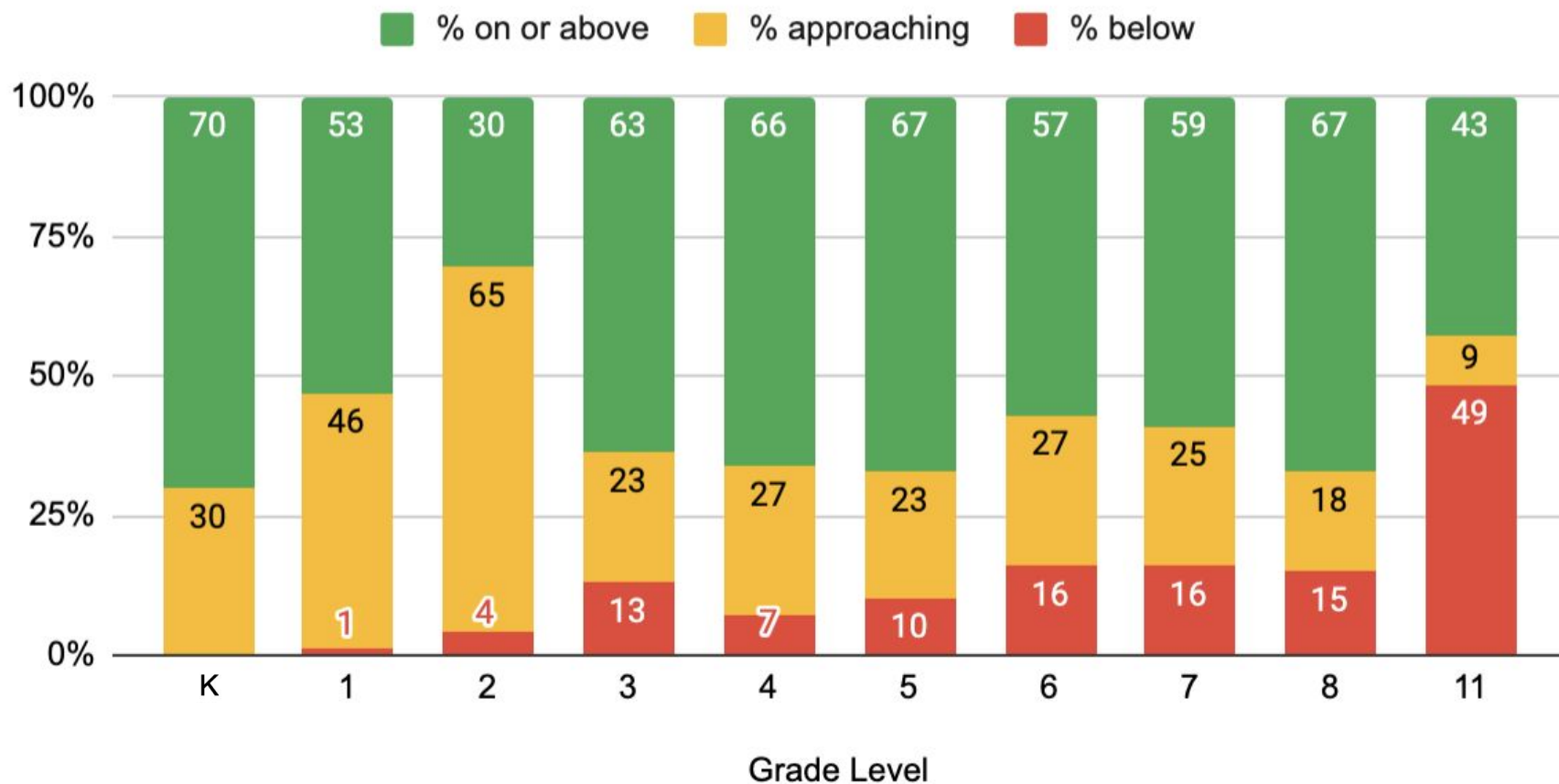
High School: New 9th grade reading intervention class

Mathematics

Mathematics

End of Year 2022

Legend: ■ % on or above ■ % approaching ■ % below

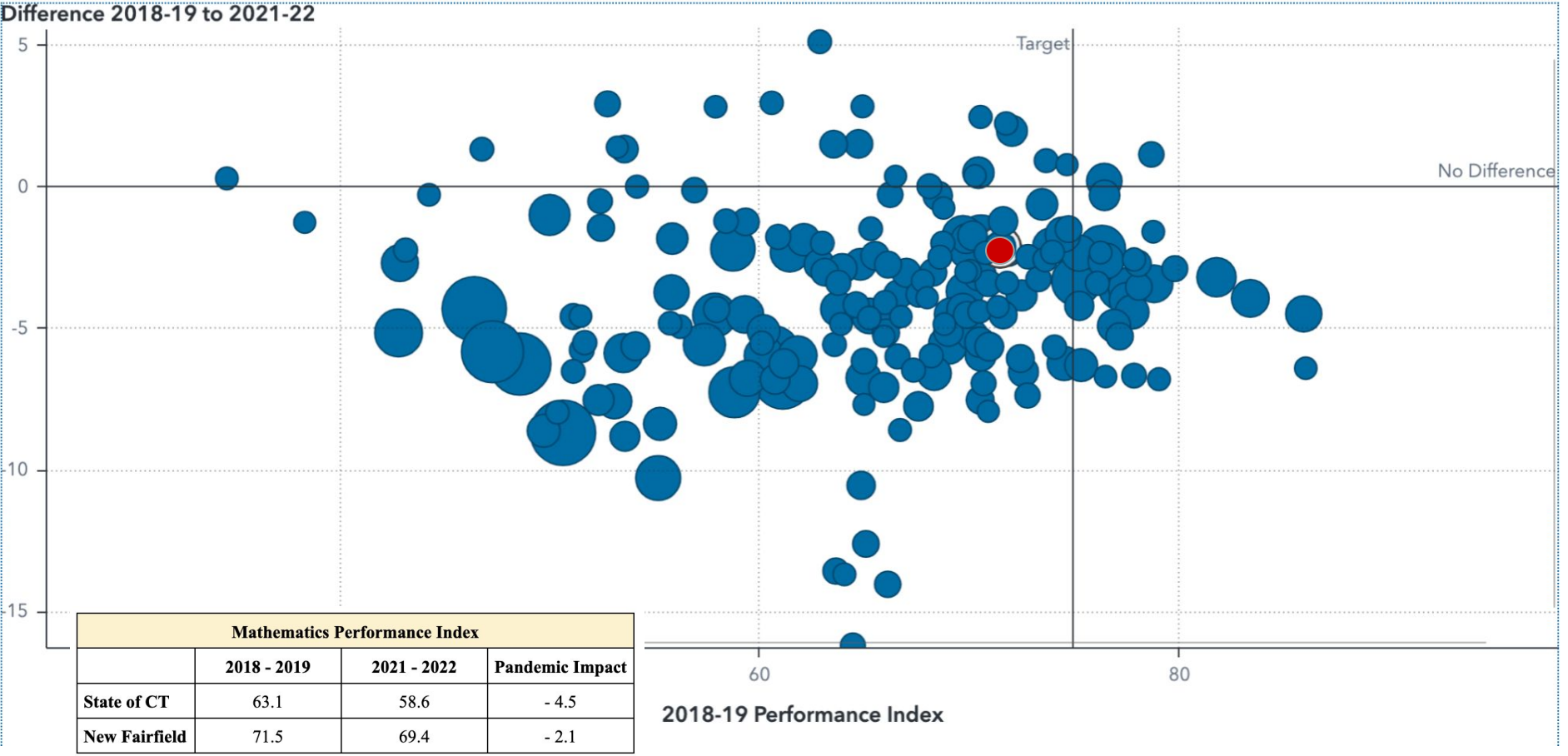| Grade Level	K	1	2	3	4	5	6	7	8	11
% on or above	70	53	30	63	66	67	57	59	67	43
% approaching	30	46	65	23	27	23	27	25	18	9
% below		1	4	13	7	10	16	16	15	49

MATH

Percent Meeting or Exceeding Benchmark on iReady, SBAC & SAT

Grade	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022
K					60	**70**
1					44	**53**
2					27	**30**
3	83	84	**74**		55	**63**
4	70	75	**69**		58	**66**
5	64	62	**69**		46	**67**
6	59	69	**66**		54	**57**
7	56	58	**67**		56	**59**
8	56	71	**59**		47	**67**
3-8 Combined	65	70	**67**		52	**64**
11	43	57	**48**		55	**42**

Student Growth
Average Percentage of Target Met

Grade	MATH	
	2019	**2022**
4	50	82
5	72	79
6	72	82
7	54	72
8	77	80
Combined	**65**	**79**
State	*63*	*65*

Change in Performance Index (2018-19 to 2021-22)

Difference 2018-19 to 2021-22

Mathematics Performance Index			
	2018 - 2019	**2021 - 2022**	**Pandemic Impact**
State of CT	63.1	58.6	- 4.5
New Fairfield	71.5	69.4	- 2.1

2018-19 Performance Index

Notes to Inform Our Thinking...

- The majority of the 11th graders were enrolled in Algebra I in Pandemic Year 1
- The majority of the 11th graders were in Geometry/Data Science in Pandemic Year 2
- K-5 instruction aligned to standards

Actions implemented to positively impact student learning & academic performance in mathematics

Elementary School: Bridges implementation, instruction aligned to standards

Middle School: focus on math practices, exploring potential resources, supporting special education math teachers, algebra in grade 7, focus on standards and discourse

High School: math everyday for all Algebra I (new), math everyday for non-proficient in Geometry & Algebra II
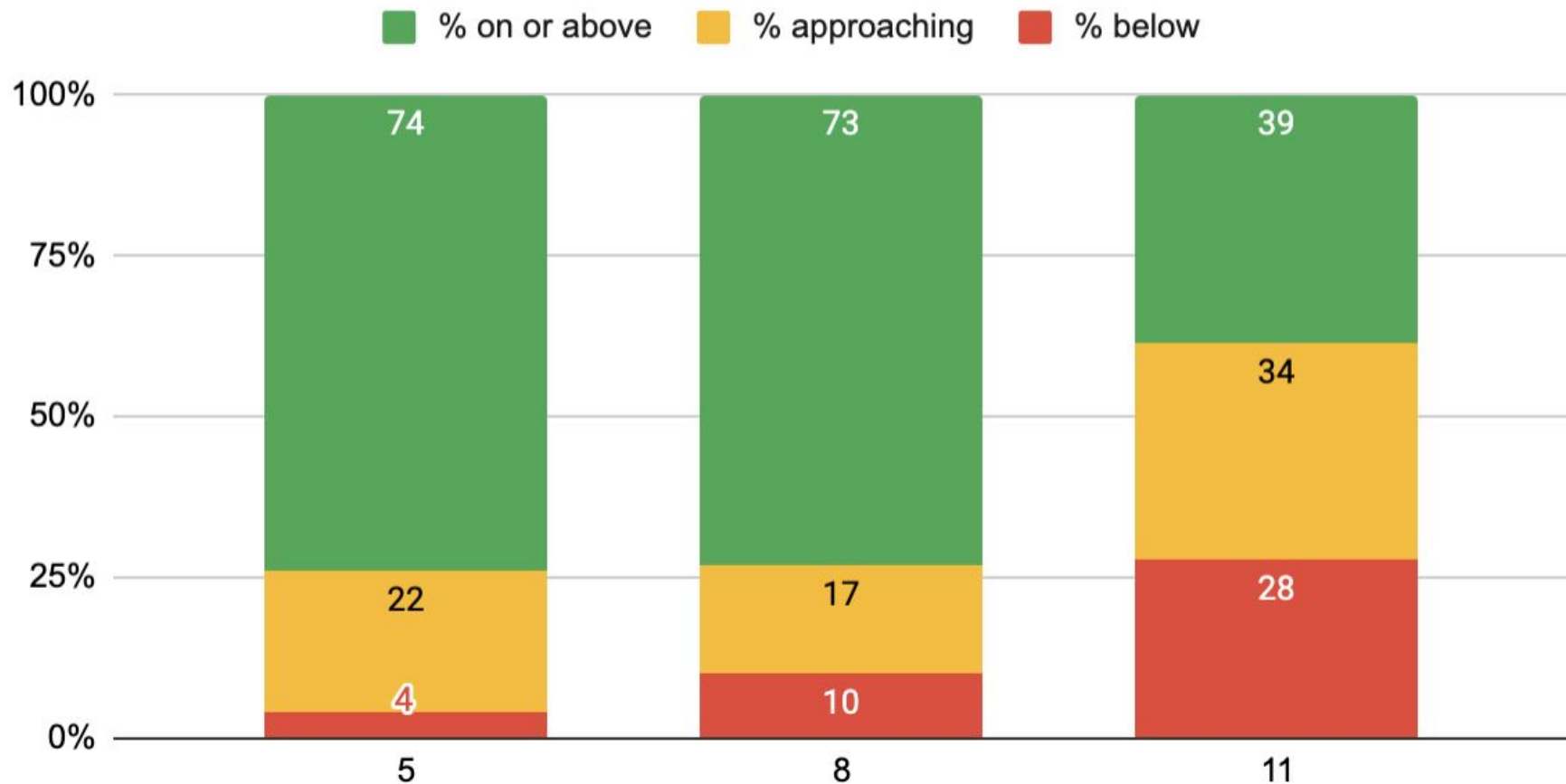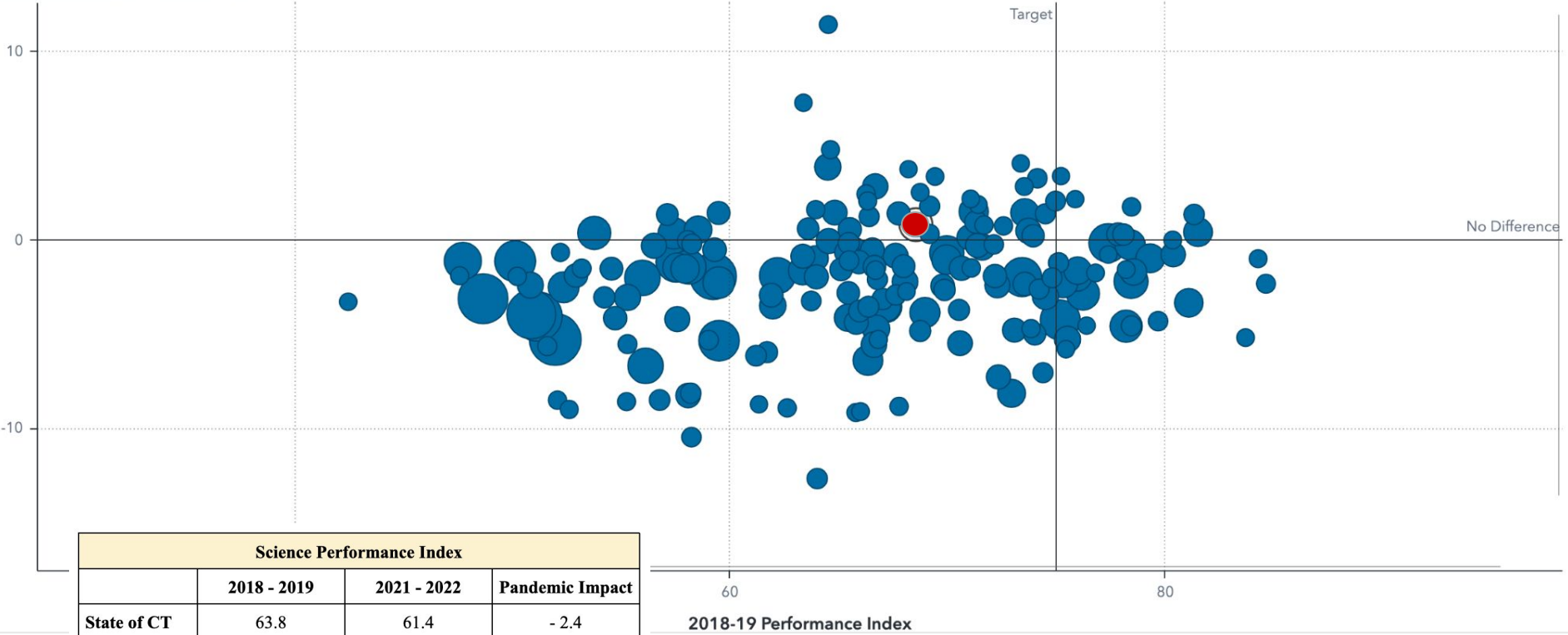
...

Science

Science

End of Year 2022

Legend: ■ % on or above   ■ % approaching   ■ % below

Grade	% on or above	% approaching	% below
5	74	22	4
8	73	17	10
11	39	34	28

Science

Percent Meeting or Exceeding Benchmark on NGSS

Grade	2018 2019	2019 2020	2020 2021	2021 2022
5	82		61	74
8	56		60	73
11	48		55	39
Combined	62		59	63

Change in Performance Index (2018-19 to 2021-22)

Difference 2018-19 to 2021-22

Science Performance Index			
	2018 - 2019	**2021 - 2022**	**Pandemic Impact**
State of CT	63.8	61.4	- 2.4
New Fairfield	68.6	69.4	+ 0.8

Notes to Inform Our Thinking...

- 2019 - 2020 was the first year of the reorganized HS Science sequence that allows all students to take Biology, Chemistry and Physics
- Students in grade 11 in 2021 - 2022, had significant disruption to both Biology and Chemistry and some disruption to Physics
- Students who are in grade 11 this year, had significant disruption to Biology and some disruption to Chemistry and should have a typical Physics experience this year
- The middle school reorganized their units of study, starting in 2019 - 2020
- The middle school science department implemented a new assessment tool in 2021 - 2022 in all 3 grades

Actions implemented to positively impact student learning & academic performance in science

Elementary School: Exploring new resources

Middle School: Exploring new resources, implementation of new assessment tool

High School: Developing resources, focus on science practices, integrating IABs, emphasis on labs and rigor across levels

Systems of Support to Impact Continuous Growth & Achievement

NEW FAIRFIELD'S DISTRICT INSTRUCTIONAL STRATEGY MAP
2022 - 2023

District Leaders will	Building Leaders will	Coaches, Department Chairs and Grade Level Leaders will	Teachers will	Students will	So that our Graduates are…
Utilize the district's vision for our graduates as a "true north" Communicate our shared vision Collaborate regularly with building leaders Lead district-wide equity work Support the work through Professional Learning: • Task Design (Antonetti) • Responsive Classroom (A. Story) • Reading Strategy Groups (Dignon) • Community Building (Cobb/Hall) • Numeracy Practices • Gifted consultant (Dr. Earle) • Coaching training for coaches • Dyslexia/Literacy Acquisition (Nascimento) Share in teacher evaluation, focusing on this plan Provide an SLO that addresses the district focus Continue to develop a comprehensive K-12 systemic curricula Purchase new resources as necessary and appropriate Promote a positive district culture and climate	Utilize the district's vision for our graduates as a "true north" Create building specific strategy maps to support this plan Observe instruction regularly Use the co-created HQI definition to discuss and evaluate instruction Build off of our work with JA about task design and support teachers' work Listen closely to staff to understand their needs Support a "Walk-through" model for teachers Support the coaches in implementing the district coaching model (no opt-outs) Support the implementation of our systemwide, tiered intervention process Promote a positive school culture and climate	Utilize the district's vision for our graduates as a "true north" Implement the district coaching model Work side-by-side, hands-on, with teachers Encourage teacher reflection Participate in PL alongside teachers Participate in coaching training Develop a deep understanding of HQI Develop a deep understanding of "agency" Build off of our work with JA about task design and support teachers' work	Utilize the district's vision for our graduates as a "true north" Design tasks that support mastery of the standard and for which success is clearly defined and are designed for students to make meaning and provide an opportunity for *each* student to engage personally, intellectually, and academically Create a learning environment that is inclusive, flexible, and emotionally and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking Intentionally and purposefully orchestrate student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning Provide tiered intervention in a systematic manner in line with our Intervention Process Partner with colleagues to support student learning Actively engage with coaching	Develop their ability to integrate thinking, feeling, and behaving to succeed at important developmental tasks (CASEL) Be academically and intellectually engaged to make meaning and connections Take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering	**Knowledgeable Scholars** **Talented Communicators** **Critical & Creative Thinkers** **Engaged Global Citizens** **Self-determined & Self-reliant Individuals**

Vision of the Graduate... Introduced at New Teacher Orientation, PL linked with HQI and Task Design, Coaches & admins developing this

High-quality Instruction... student centered, agency, discourse, differentiation and specialized instruction (special education and gifted services)

Through-line... teacher and admin goals from strategy map, HQI as an evaluation tool

Coaching... Newly articulated coaching model

Intervention... systematic, systemic and intentional, dedicated WIN block K-8

Curriculum... Standards driving instruction, vertical articulation

"A dream written down with a date becomes a goal. A goal broken down into steps becomes a plan. A plan backed by action makes your dreams come true." Greg S. Reid