

Curriculum Committee Meeting

Monday, May 8, 2023 3:00 PM

Remote Session

I. Call to order

II. Approval of April 2023 meeting minutes

III. Curriculum & Instruction Updates:

- Literacy
 - Processing ARC and DIBELS8
 - Scaffolded Roll-In
- Math
 - Tri-State Report Received - in the process of reviewing with principals
- Assessment: Completion Rates as of 5/4/23
 - SBAC
 - ELA: 41%
 - Math - CAT: 55%
 - Math - PT: 0%
 - NGSS: 48%
- Summer '23 Weston Youth Services:
 - Junior Flight School: July 24-28
 - Possible Mastery Coding: Society Craft: Minecraft Civilization Camp

IV. Presentation: District Attendance Process, Protocols, and Data

- Policy Revisions - Series 5000
- NextGen Accountability System
 - Indicator 4: Chronic Absenteeism

V. Next meeting agenda topics:

- Academic Year in Review - A Celebration of Many Successes and Opportunities for Growth

VI. Adjournment

Curriculum Committee Meeting

April 18, 2023 at 3:00 p.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), Chad Hoepfner, David Felton

Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Meghan Ward, WHS Principal; Meredith Starzyk,

1. Call to Order

The meeting called to order at 3:02 p.m.

Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meetings and reviewed the virtual meeting norms.

2. Approval of March 2023 minutes

Motion Passed: Move that the Curriculum Committee approve the March 2023 meeting minutes. This motion made by David Felton and seconded by Chad Hoepfner.

3 Yeas – 0 Nays

3. Curriculum and Instruction Updates

Discussion:

- Literacy
 - Dr. Henckel gave an update on the district's transition to a new K-5 literacy program. New literacy resources have been reviewed throughout the year. The final in-depth review of resources took place last week.
 - The District Literacy Committee continues to work with CES to guide the district in the transition. Their latest full-day workshop took place on March 22.
 - Dr. Henckel is working with the PTO in scheduling presentations on the transition to the new K-5 literacy program. Presentations will take place in May.
- Math
 - Dr. Henckel gave a review of the Tri-State Consortium visit that focused on the district math program for grades 5 through 12. A full report from the consortium on their observations and recommendations will be forthcoming in May.
- Assessment
 - The State assessments (SBA and NGSS) are scheduled to take place in May. Dr. Henckel reminded parents to look for and read email communications that will be forthcoming from the principals.
- District Professional Development
 - A full-day professional development took place on March 20. The Professional

Development and Evaluation Committee (PDEC) met throughout the year. One of their functions was to make recommendations and actively participate in creating a choice-based professional development day.

- Dr. Henckel reviewed some of the types of feedback questions and subsequent feedback data from the March 20 PD day.

4. Presentation on SAT/ACT Overview, Purpose, Changes, Preparation and Utilization of Data

- Ms. Starzyk spoke on the PSAT, the purpose of the test and types of feedback it provides for students. The PSAT is given to tenth and eleventh grade students during the school day. It is not required, but students are encouraged to take the exam. The National Merit Scholarship uses the scores from this exam as one of the award criteria.
- Advanced Placement (AP) courses and testing are developed by the College Board to give high school students an introduction to college-level classes and gain college credit.
- Ms. Starzyk gave an overview of the SAT, including the points range, the national average and the scores that put a student in the top 10 percent. The test measures student aptitude in math as well as evidenced-based reading and writing.
- The ACT covers four academic areas—English, mathematics, reading and scientific reasoning.
- Ms. Starzyk spoke on the changes in college admissions post COVID. Approximately 3900 schools have test-optional admission. She listed some of the schools that require SAT or ACT scores for admission. She also spoke on how the counseling department advises students in planning for their post-secondary years.
- Committee members and administration talked about alternative college credit courses as well as the School Day SAT score's effect on the District Accountability Score.

5. Next Meeting Agenda Items

- Chronic absenteeism update
- Summer STEM offerings and an Esports option for middle school students
- Academic year in review presentation

6. Adjournment

Meeting adjourned at 3:59 p.m.

Respectfully submitted,

June Curiano



CT's Next Generation Accountability System

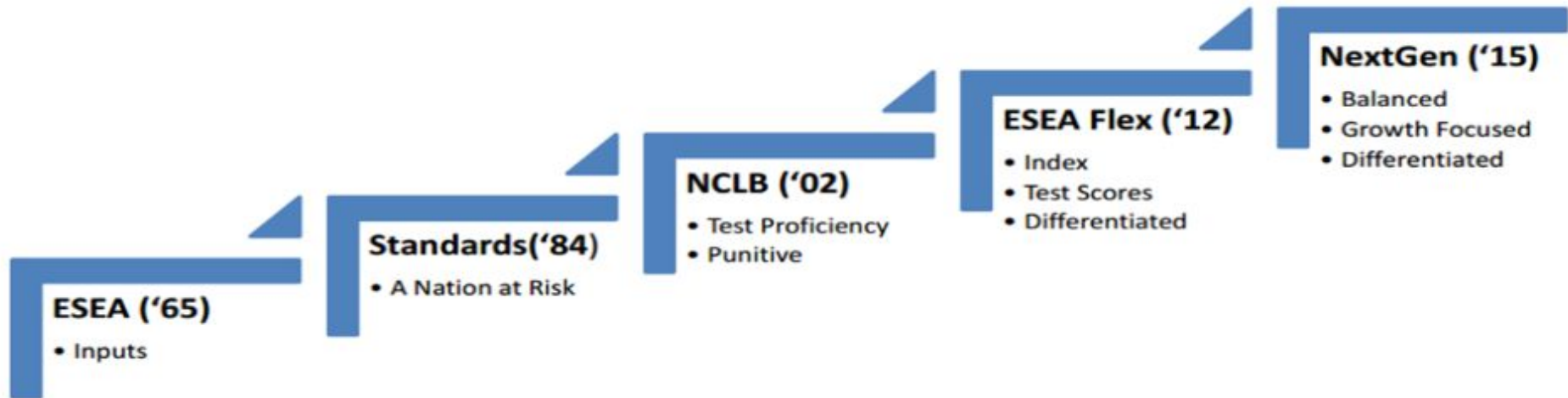
Overview and Weston PS 21-22

Agenda

- Understand the structure and composition of the Next Generation Accountability System
- Review Weston's overall accountability index rating from the 21-22 report
- Explore indicator 4 on chronic absenteeism in Weston
- Discuss our internal progress towards reducing absenteeism in Weston



Evolution of Accountability



CT's Next Generation Accountability System

- The Elementary and Secondary Education Act (ESEA) was reauthorized in December 2015. The reauthorization is referred to as the Every Student Succeeds Act (ESSA).
- Connecticut used its Next Generation Accountability System, initially implemented in 2014-2015, as the foundation of its ESSA plan approved in August 2017.



Principles of Accountability - Theory of Action

Principle	Description	Theory of Action
Inclusive	Accountability indicators should include more than test scores and graduation rates.	One size doesn't fit all. An inclusive set of indicators will: <ul style="list-style-type: none"> • provide a more complete picture of successes and <u>challenges</u>; • guard against narrowing the curriculum to the tested <u>subjects</u>; • expand ownership of accountability to more staff, and • allow schools to demonstrate progress on "outcome pre-cursors."
Transparent	The system should tell it like it is and be easy to understand.	A system that presents results publicly and makes them easily accessible to various stakeholders will gain credibility and invite engagement across the school community.
Reflective	The results of accountability systems should inform decision-making at the local and state level.	An accountability system that provides useful information for decision-making at the state and local level will encourage leaders to view accountability results not as a "gotcha" but as a tool to guide and track improvement efforts.
Collaborative	Indicators and models should be developed with extensive input from district and school leaders.	Listening to local leaders in the development of an accountability system will ensure that the indicators <u>selected</u> and the model used will engender acceptance of the system as a fair reflection of practice and minimize gamesmanship.

Core Features of the NextGen Accountability System

- Values academic growth of the same students over time
- Incorporates indicators beyond test scores
- Student group performance is prominent
 - All student groups (e.g., Black/African American, Hispanic, EL, low-income, etc.) are reported separately.
 - Minimum N size remains at 20.
 - “High Needs” supergroup receives additional weight in **accountability** calculations.
 - Membership: students from economically-disadvantaged families, English learners (ELs), or students with disabilities (SWD).
 - Impact: many more schools with visible student groups AND many more ELs and SWD included in accountability calculations.

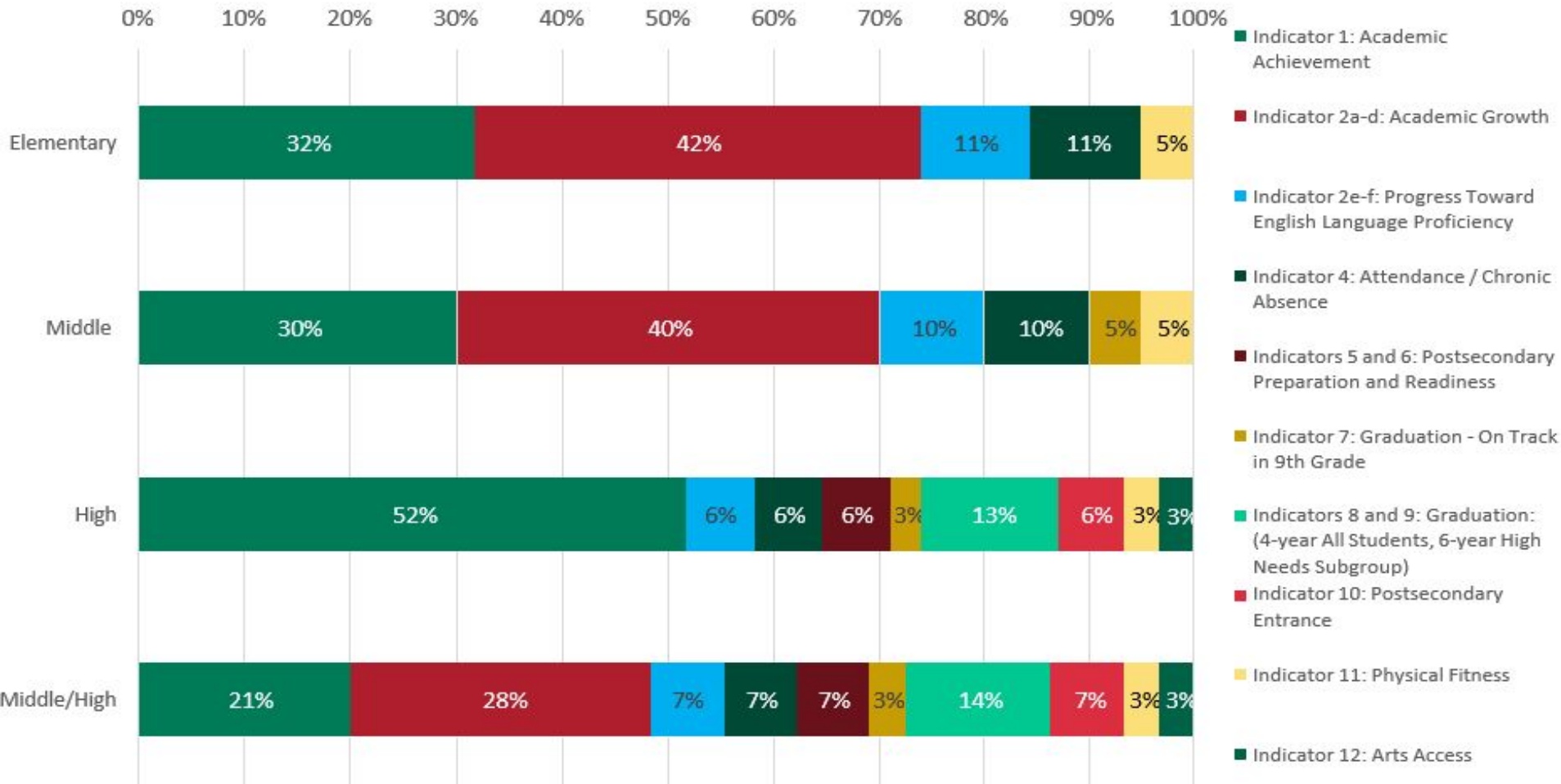


Schools Earn Points on Available Indicators

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a-d: Academic Growth	400	400		400
Indicator 2e-f: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Postsecondary Preparation			50	50
Indicator 6: Postsecondary Readiness			50	50
Indicator 7: On-track to High School Graduation		50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation			100	100
Indicator 9: 6-year Adjusted Cohort Graduation			100	100
Indicator 10: Postsecondary Entrance			100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access			50	50
Total Possible Points	950	1000	1550	1450

Note: Indicator 3 is the participation rate.

Indicator Weights by School Type



Index Scores

- The percentage of total possible points earned on all available indicators is the **“Accountability Index.”**
- **“Performance index”** (SPI/DPI) continues to refer to the index scores derived from state assessment results (Indicator 1).
 - Subject-specific (ELA, Math, Science)



Indicator 4: Chronic Absenteeism

Indicator	Max Points
Percentage of students chronically absent	
• All Students	50
• Students with <i>High Needs</i>	50

- Chronic absenteeism is the percentage of students missing 10 percent or greater of the total number of days enrolled in the school year for any reason.
- Distinct points are awarded based on the chronic absenteeism rate of students with High Needs.
- Full points awarded if the chronic absenteeism rate is 5% or lower. No points awarded if rate is 30% or greater. Chronic absenteeism rates between 30% and 5% are awarded proportional points.

Next Gen 21-22: Weston School District

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	79.6	75	50.0	50	100.0	85.6
1b. ELA Performance Index - High Needs Students	61.4	75	41.0	50	81.9	72.3
1c. Math Performance Index - All Students	76.2	75	50.0	50	100.0	78.2
1d. Math Performance Index - High Needs Students	57.5	75	38.3	50	76.7	63.6
1e. Science Performance Index - All Students	79.6	75	50.0	50	100.0	81.9
1f. Science Performance Index - High Needs Students	58.1	75	38.7	50	77.5	68.4
2a. ELA Academic Growth - All Students	66.3%	100%	66.3	100	66.3	60.4
2b. ELA Academic Growth - High Needs Students	53.1%	100%	53.1	100	53.1	56.2
2c. Math Academic Growth - All Students	76.3%	100%	76.3	100	76.3	65.2
2d. Math Academic Growth - High Needs Students	59.0%	100%	59.0	100	59.0	59.1
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	64.9
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	57.4
4a. Chronic Absenteeism - All Students	6.9%	<=5%	46.2	50	92.4	25.1
4b. Chronic Absenteeism - High Needs Students	12.2%	<=5%	35.7	50	71.3	0.0
5. Preparation for CCR - Percent Taking Courses	98.7%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	81.9%	75%	50.0	50	100.0	58.0
7. On-track to High School Graduation	95.1%	94%	50.0	50	100.0	87.9
8. 4-year Graduation: All Students (2021 Cohort)	97.0%	94%	100.0	100	100.0	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	88.9%	94%	94.6	100	94.6	90.6
10. Postsecondary Entrance (Graduating Class 2021)	88.4%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 100.0%)	58.9%	75%	39.3	50	78.6	61.1
12. Arts Access	68.7%	60%	50.0	50	100.0	87.4
Accountability Index			1138.4	1350	84.3	69.7

District Attendance Committee(DAC)

Composition of the District Attendance Committee:

- Lead by Asst. Superintendent
- Includes K-12 Representation
- Includes IT Representation and Support
- Superintendent Consultation

Tasks of the DAC:

- Refining a more consistent communication to parents.
- Examined our reporting structures to the state and ensured district consistency with our excused and unexcused absences in PS.
- Reviewed and made proposed changes to the policy committee to update all policies related to attendance: Series 5000.

