

Brookfield Public Schools: Establishing the baseline



Student Achievement Data & School Improvement Review

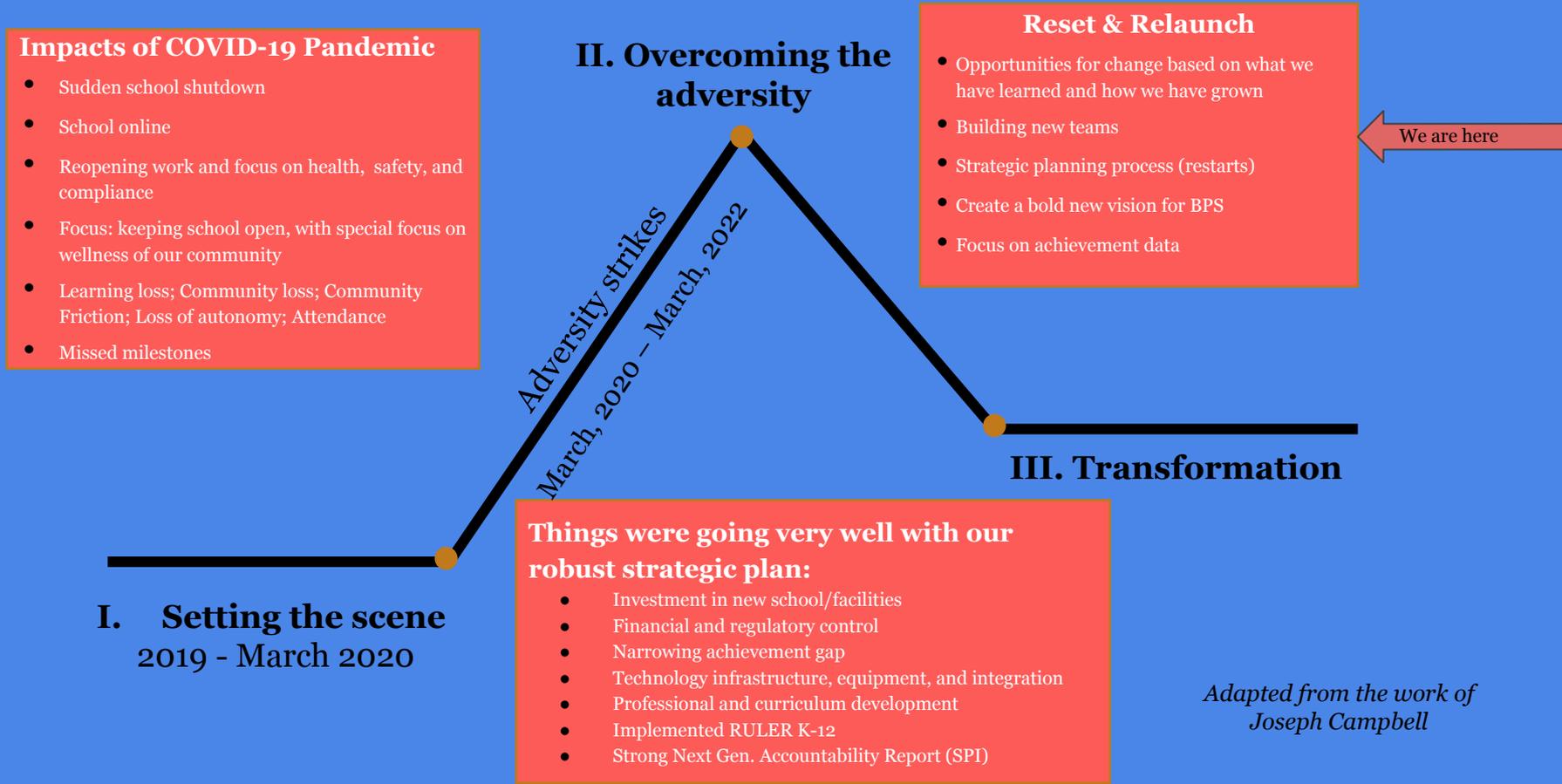
**Presentation to the Board of Education
October 19, 2022**



Overview of Presentation

- Setting the scene-the journey
- 2021-22 ELA and Math Smarter Balanced Assessment achievement results and DRG Comparisons
- 2021-22 NGSS Assessment results and DRG comparisons
- 2021-22 ELA and Math SAT results and DRG comparisons
- Where are our opportunities for improvement?
- Next steps—overview of school improvement plans (SIPs)
- What is the journey forward?

The Hero's Journey



Adapted from the work of
Joseph Campbell



Brief review of Smarter Balanced Assessment (SBA)

- State Assessment in ELA and Math
- Administered to students in grades 3-8 in the spring of each year (during a specified window of time)
- Scored on Achievement Levels (1-4 all relative to the grade level standards):
 - Does Not Meet
 - Approaching
 - Meets
 - Exceeds

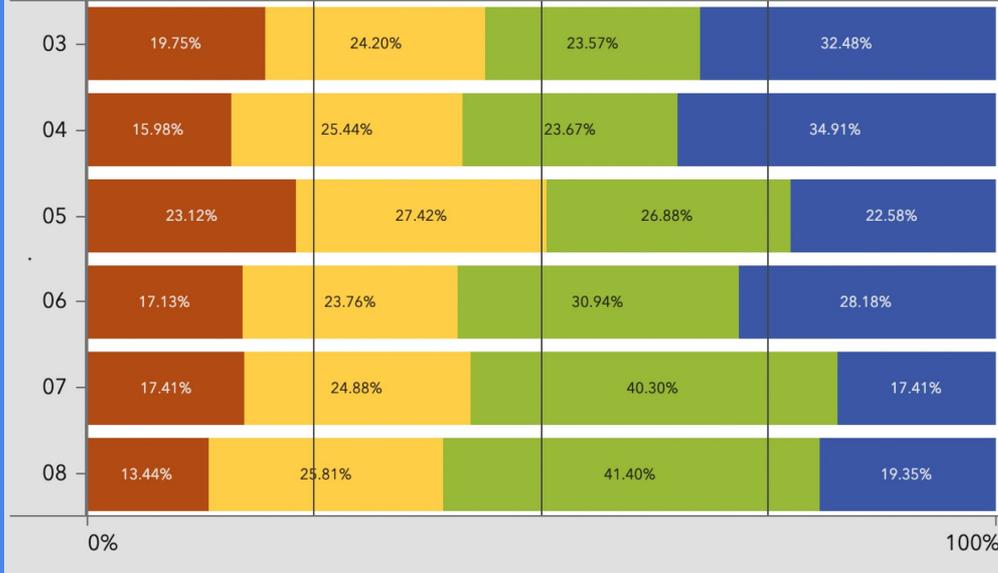
SBA-ELA by Grade

2021-2022

Performance Level

■ Not Met
 ■ Approaching
 ■ Met
 ■ Exceeded

Filter By 2



2021-2022

| Grade | Met or Exceeded Target |
|-------|------------------------|
| 3rd | 56.05% |
| 4th | 58.58% |
| 5th | 49.46% |
| 6th | 59.12% |
| 7th | 57.71% |
| 8th | 60.75% |

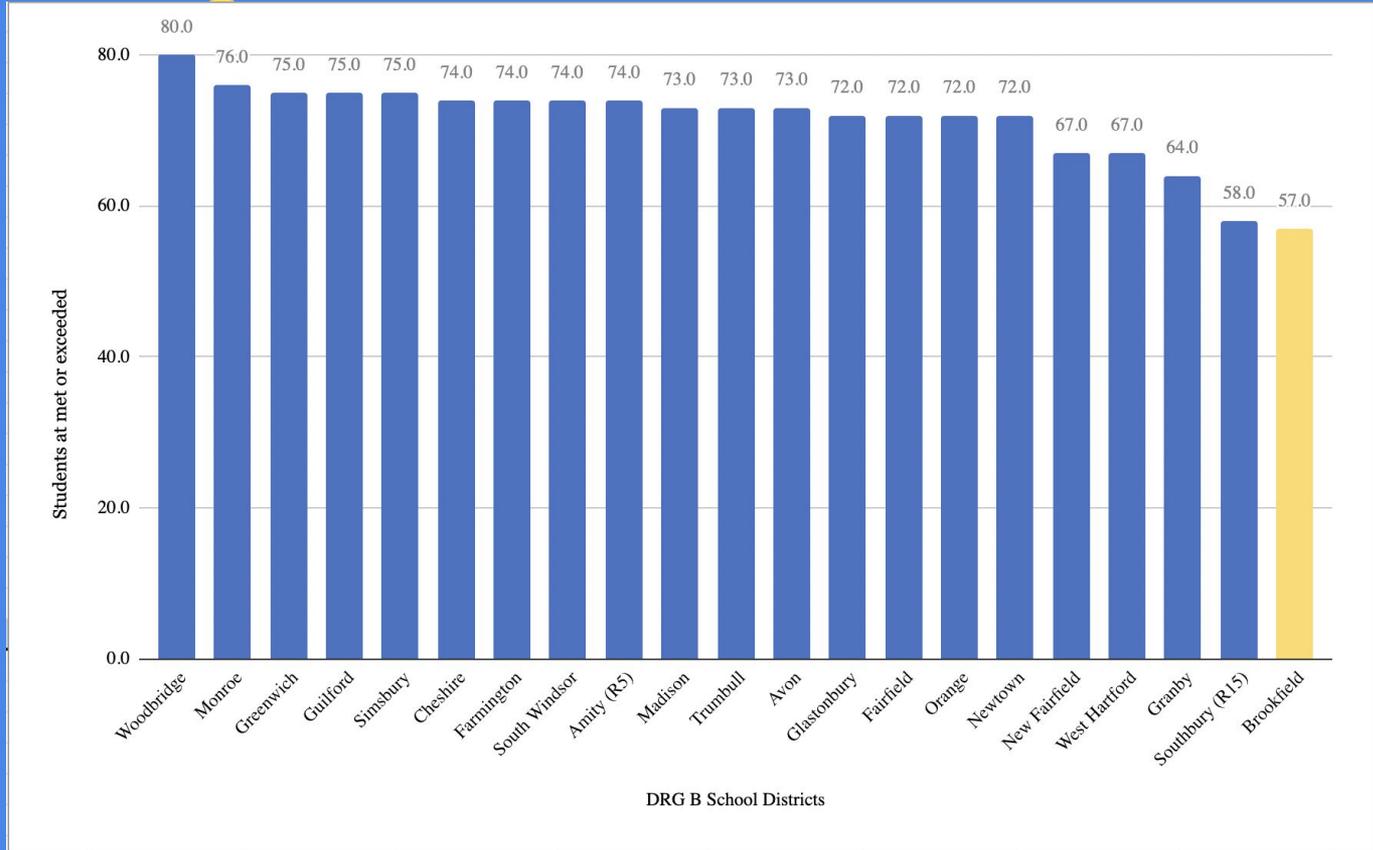
2018-2019

| Grade | Met or Exceeded Target |
|-------|------------------------|
| 3rd | 59.01% |
| 4th | 55.22% |
| 5th | 75.38% |
| 6th | 67.0% |
| 7th | 72.07% |
| 8th | 75.73% |



SBA ELA 3rd-8th Comparison to other DRG B Districts

State average =
49.1%



SBA-Math by Grade

2021-2022

2021-2022

2018-2019

Performance Level

■ Not Met
 ■ Approaching
 ■ Met
 ■ Exceeded

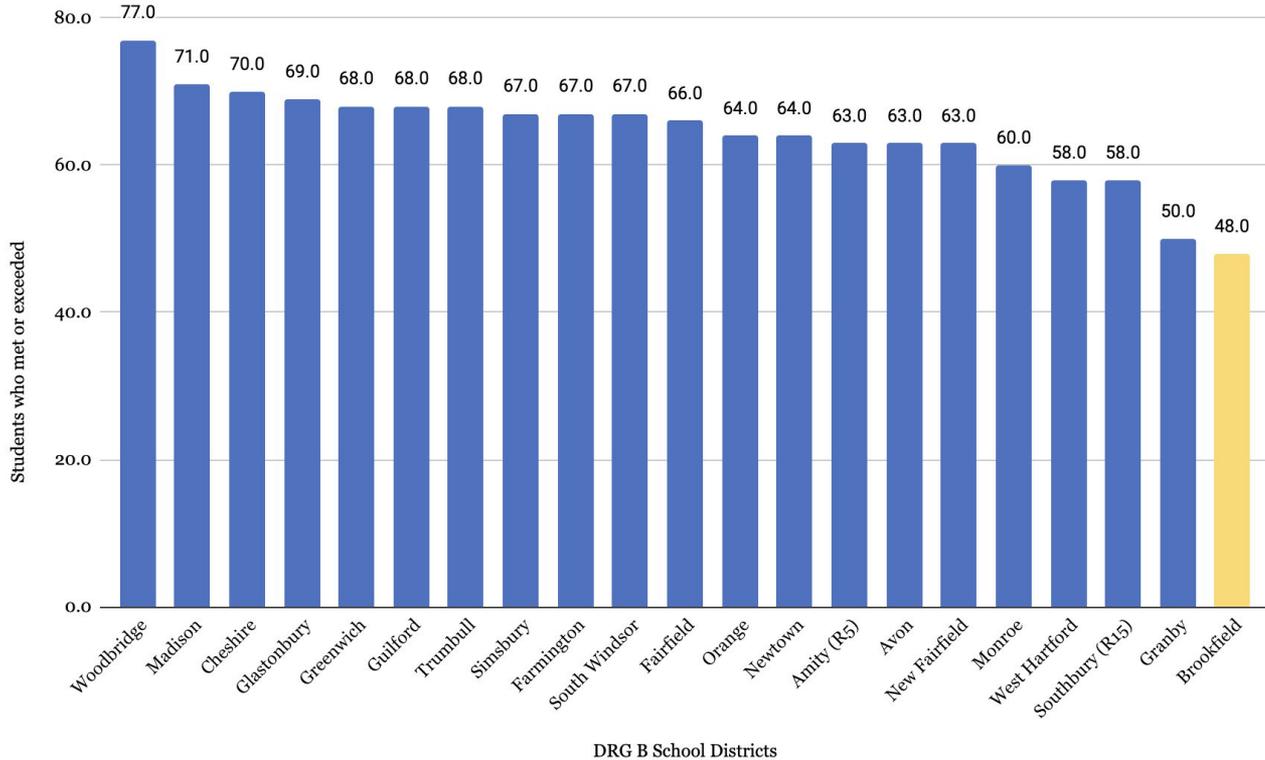
Mathematics

Filter By 2



| Grade | Met or Exceeded Target | Grade | Met or Exceeded Target |
|-------|------------------------|-------|------------------------|
| 3rd | 58.59% | 3rd | 57.92% |
| 4th | 52.07% | 4th | 59.51% |
| 5th | 28.35% | 5th | 51.13% |
| 6th | 54.42% | 6th | 65.51% |
| 7th | 43.50% | 7th | 67.73% |
| 8th | 51.62% | 8th | 73.53% |

SBA Math 3rd-8th Comparison to other DRG B Districts



State average =
40%

NGSS by Grade

2021-2022

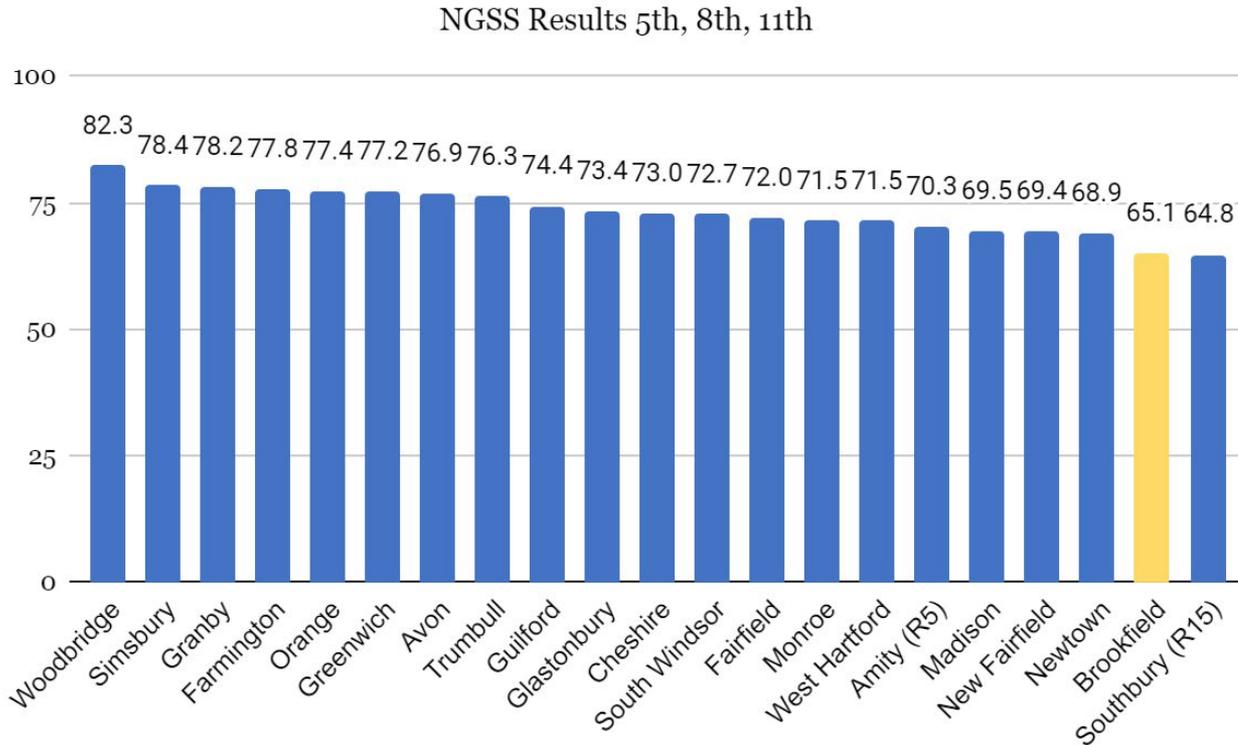


2021-2022

2018-2019

| Grade | Met or Exceeded Target | Grade | Met or Exceeded Target |
|-------|------------------------|-------|------------------------|
| 5th | 51.87% | 5th | 75.57% |
| 8th | 54.02% | 8th | 75.49% |
| 11th | 57.62% | 11th | 55.33% |

NGSS Results Comparison to other DRG B Districts



State average =
47%

Connecticut SAT Day

- Assessment of College Readiness according to College Board
- Administered to all 11th Graders in March each year.
- Students assessed in two main areas: Evidence Based Reading & Writing and Math
- Scores ranges from 400-1600



SAT

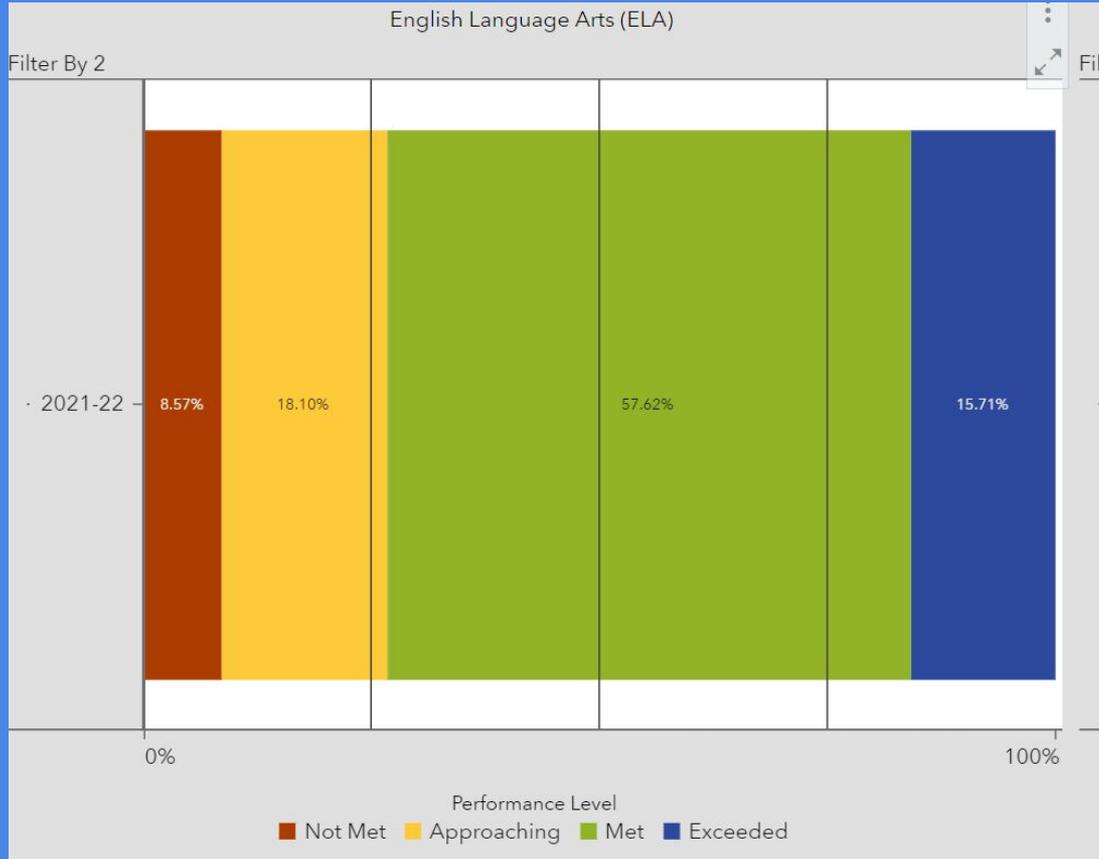
College Board Readiness Benchmarks

11th Grade Section Score Ranges

160–760 Point Scale

| | Red-below benchmark | Yellow-within 1 year of benchmark | Green-at or above benchmark | Exceeded |
|---|---------------------|-----------------------------------|-----------------------------|----------|
| Evidence-Based Reading and Writing | 160–420 | 430–450 | 460–760 | 630–800 |
| Math | 160–470 | 480–500 | 510–760 | 650–800 |

SAT ELA 2021-2022

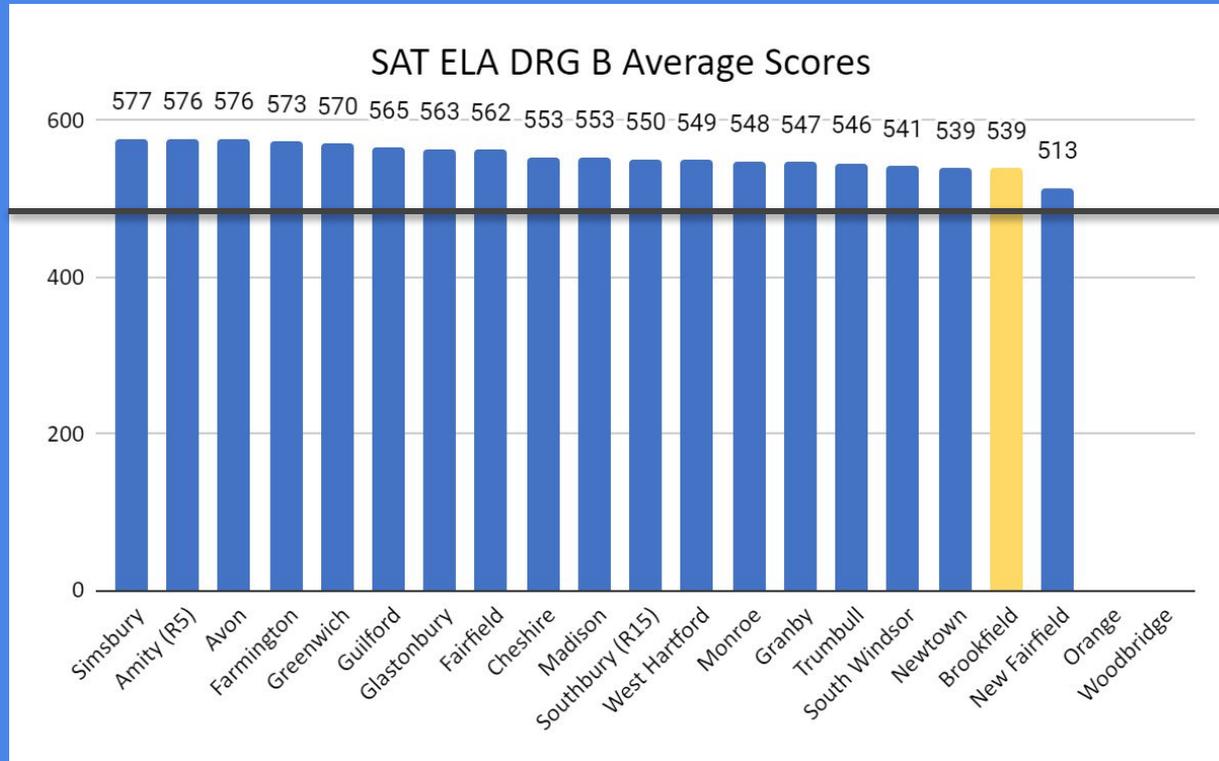


State average =
55.6%

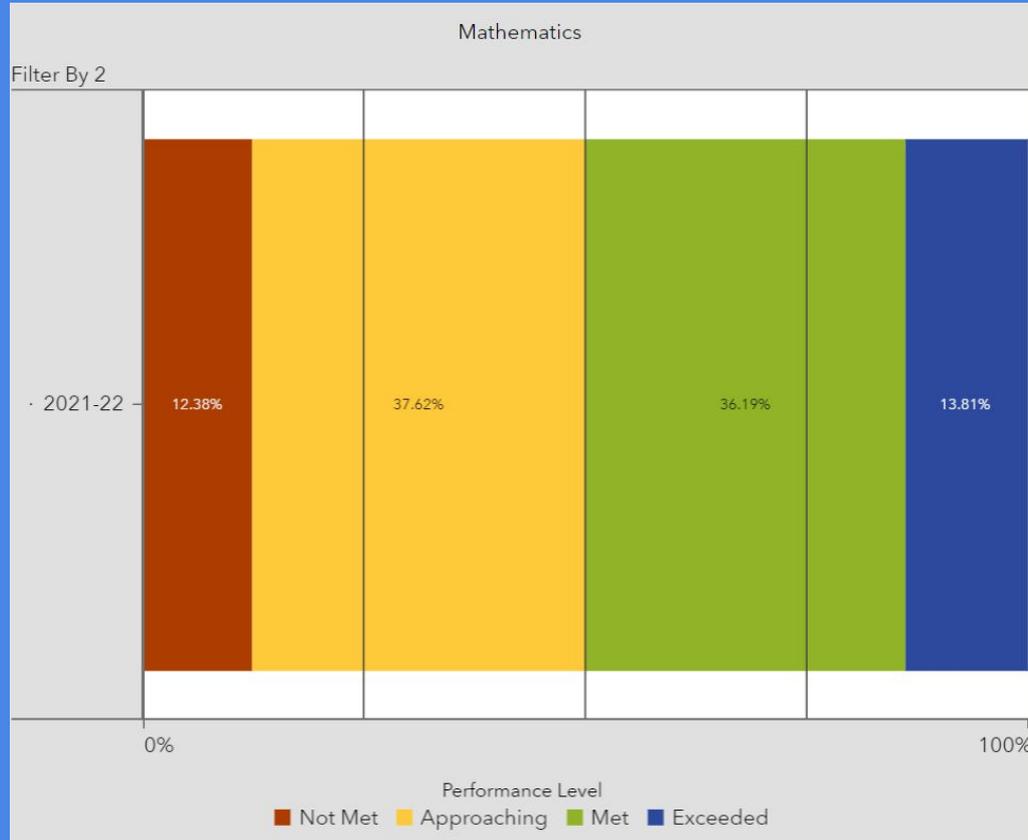
73.3% met or exceeded

SAT ELA Average Score Comparison to other DRG B Districts

State average =
501



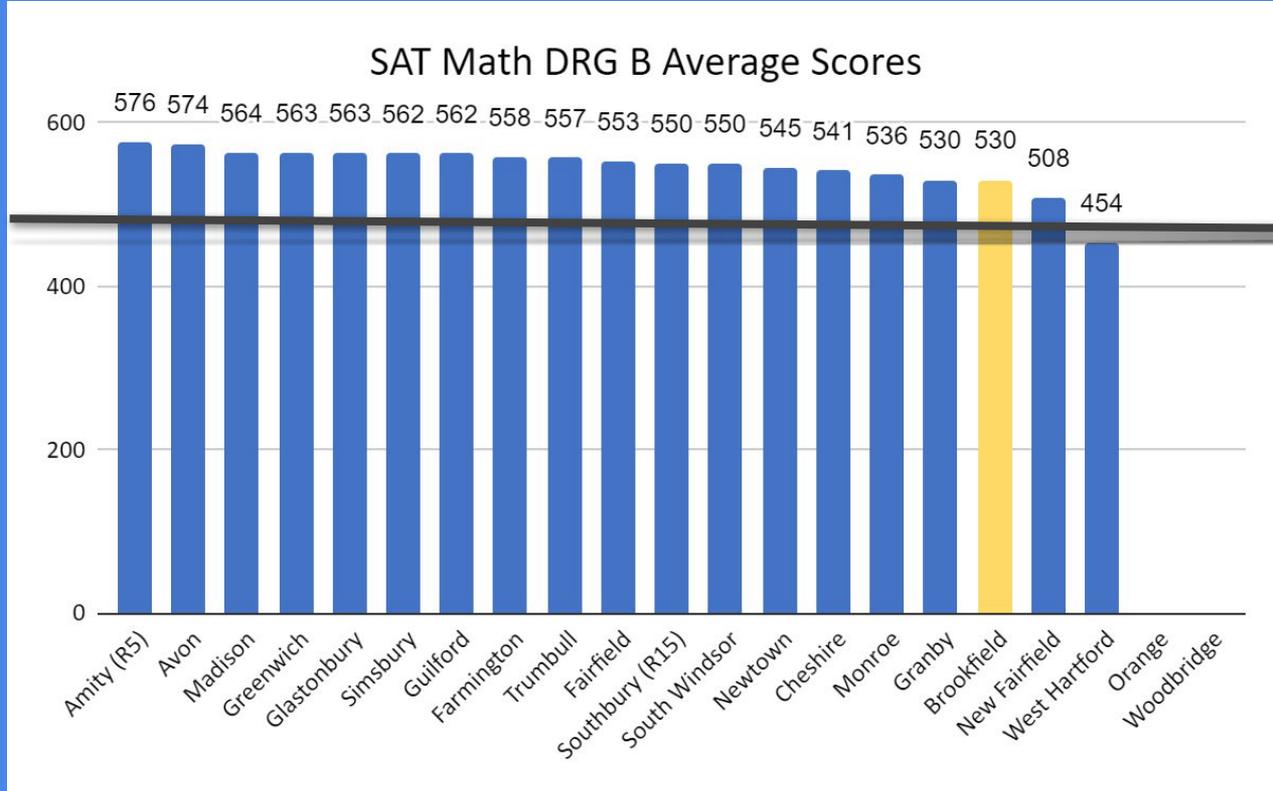
SAT Math 2021-2022



State average =
34.8%

50% met or exceeded

SAT Math Average Score Comparison to other DRG B Districts



State average =
486



BPS opportunities for improvement

- After 3 years of limited external data—now have information to focus on
- Continue a focus on students in specific subgroups, such as those designated as "high needs" subgroup (EL, SWD, and F&R)
- Strategic planning and a refocus on educating the whole child
- Next Generation Accountability Reporting released in early 2023; will give us a more comprehensive snapshot

This is a top priority...for now and into the future

CES: Where We Are...



Beginning of Year (BOY) Data

Kindergarten

Core Phonics:

Letter Names: **11%** at Benchmark

Acadience Reading

First Sound Fluency: **46%** Benchmark or Above

Composite: **53%** Benchmark or Above

Acadience Math

Composite: **63%** Benchmark or Above

First Grade

Core Phonics

CVC Words: **37%** at Benchmark

Acadience Reading

Phoneme Segmentation : **80%** Benchmark or Above

Nonsense Words Fluency CLS: **66%** Benchmark or Above

Nonsense Words Fluency WWR: **65%** Benchmark or Above

Composite: **70%** Benchmark or Above

Acadience Math

Composite : **72%** Benchmark or Above

Computation: **79%** Benchmark or Above

EOY 2022**Core Phonics:**

Letter ID/Sounds: **86%** Benchmark or Above

CVC Words: **77%** Benchmark or Above

Acadience Reading

Phoneme Segmentation: **87%** Benchmark or Above

Composite: **70%** Benchmark or Above

Acadience Math

Composite Score: **74%** Benchmark or Above

EOY 2022**Core Phonics:**

CVC Words: **96%** Benchmark

Blends: **86%** Benchmark

Acadience Reading

Nonsense Words Fluency WWR: **84%** Benchmark or Above

Composite: **70%** Benchmark or Above

Acadience Math

Composite: **67%** Benchmark or Above

Computation: **64%** Benchmark or Above



CES is Future Focused: School Improvement Plan Highlights

- Instructional practice that encompasses the the components of the Gradual Release of Responsibility Model (GRRM)
- Standards-aligned, curriculum development work with facilitation by Dr. Alcock.
- Instructional opportunities to transfer learned skills into connected text, ie., using decodable texts
- Promote and support instructional coaching cycles as embedded, personalized Professional development
- Develop Student Learning Plans for units in Reading, Writing, and Math
- Engage in data- informed collaboration through the SRBI and Data Team process
- Implement data informed, flexible student groupings, during ELT across grade levels that efficiently/effectively use our teachers/interventionists.
- Whole School Focus on SEL and the integration of RULER tools/strategies
- Increase engagement opportunities with the family community
- Invest in staff/talent development by providing choice, voice, and autonomy in professional learning opportunities.



HHES: Where we are...

| Beginning of Year (BOY) Data | | |
|---|---|---|
| Second Grade | Third Grade | Fourth Grade |
| <p>Acadience Reading</p> <p>Words Correct: Benchmark or Above = 71% Accuracy: Benchmark or Above = 74%</p> <p>Acadience Math</p> <p>Computation: Benchmark or Above = 74% C&A: Benchmark or Above = 55%</p> | <p>Acadience Reading</p> <p>Words Correct: Benchmark or Above = 76% Accuracy: Benchmark or Above = 77%</p> <p>Acadience Math</p> <p>Computation: Benchmark or Above = 57% C&A: Benchmark or Above = 61%</p> | <p>Acadience Reading</p> <p>Words Correct: Benchmark or Above = 72% Accuracy: Benchmark or Above = 69%</p> <p>Acadience Math</p> <p>Computation: Benchmark or Above = 49% C&A: Benchmark or Above = 64%</p> |
| | EOY 2022 SBA Data | EOY 2022 SBA Data |
| | <ul style="list-style-type: none"> • ELA Level 3 or 4: 56% • Math Level 3 or 4: 58% | <ul style="list-style-type: none"> • ELA Level 3 or 4: 59% • Math Level 3 or 4: 52% |



HHES

School Improvement Plan Highlights

- Increased focus on “you do together” in Gradual Release model and Depth of Knowledge questioning
- Purposefully planned meeting time to review data, set SRBI goals/plans with Reading Interventionists and Math Interventionist
- Whole school focus on reading comprehension as part of the teacher evaluation process
- Curriculum development work continues to align with standards (PD with Dr. Alcock)
- Promote coaching cycles for every teacher in all academic areas and technology
- Use Interim Assessment Blocks (IABs) with purpose throughout the year.
- Create Student Learning Plans for units in Reading, Writing, and Math for students to take ownership of their learning.
- Increased opportunities for parents to come to HHES (and CLES!!)
- Increased opportunities for staff choice for professional development opportunities

WMS: Where we are...

| | | | |
|--|---|--|--|
| <u>5th Grade Acadience Reading Composite</u> <ul style="list-style-type: none"> At/Above = 60% Below = 29% Well Below = 11% | <u>6th Grade Acadience Reading Composite</u> <ul style="list-style-type: none"> At/Above = 86% Below = 11% Well Below = 4% | <u>7th Grade STAR Reading</u> <ul style="list-style-type: none"> At/Above = 56% Watch = 22% Intervention = 13% Urgent Int = 8% | <u>8th Grade STAR Reading</u> <ul style="list-style-type: none"> At/Above = 60% Watch = 21% Intervention = 12% Urgent Int = 9% |
| <u>5th Grade Acadience Math Composite</u> <ul style="list-style-type: none"> At/Above = 63% Below = 25% Well Below = 12% | <u>6th Grade Acadience Math Composite</u> <ul style="list-style-type: none"> At/Above = 31% Below = 41% Well Below = 28% | <u>7th Grade STAR Math</u> <ul style="list-style-type: none"> At/Above = 40% Intervention = 34% Urgent Int = 26% | <u>8th Grade STAR Math</u> <ul style="list-style-type: none"> At/Above = 37% Intervention = 35% Urgent Int = 28% |

| | | | |
|---|---|---|---|
| <u>5th Grade SBAC ELA</u> <ul style="list-style-type: none"> At/Above = 50% Approaching = 27% Below = 23% | <u>6th Grade SBAC ELA</u> <ul style="list-style-type: none"> At/Above = 59% Approaching = 24% Below = 17% | <u>7th Grade SBAC ELA</u> <ul style="list-style-type: none"> At/Above = 57% Approaching = 25% Below = 17% | <u>8th Grade SBAC ELA</u> <ul style="list-style-type: none"> At/Above = 60% Approaching = 26% Below = 13% |
| <u>5th Grade SBAC Math</u> <ul style="list-style-type: none"> At/Above = 29% Approaching = 42% Below = 30% | <u>6th Grade SBAC Math</u> <ul style="list-style-type: none"> At/Above = 55% Approaching = 31% Below = 15% | <u>7th Grade SBAC Math</u> <ul style="list-style-type: none"> At/Above = 44% Approaching = 38% Below = 19% | <u>8th Grade SBAC Math</u> <ul style="list-style-type: none"> At/Above = 52% Approaching = 28% Below = 20% |

WMS - School Improvement Plan Highlights

- Content teams will continue to work on their curriculum maps to ensure alignment to CT State Standards (Marie Alcock professional development).
- Strengthen staff knowledge on the different components of Gradual Release of Responsibility Model (GRRM) through the observation process: purpose or learning target, activating background knowledge and modeling think-aloud (modeling - “I do”), giving students specific and relevant feedback and student discourse (guided practice - “We do together or in small groups”), and then independent practice (“You do”).
- Promote instructional coaching cycles to be ongoing support to improve instructional strategies.
- Provide professional learning choices based on staff feedback.
- Utilize our reading and math interventionist/tutors to create small groups based on our Acadience and STAR Benchmark Assessment results for specific areas in need of improvement.
- Continue to monitor our benchmark data and progress monitoring tools for the purpose of planning interventions for instruction based on areas of weakness.
- Utilize the SBA Interim Assessment Blocks (IABs) to create interventions based on student data on standards to ensure growth over time.
- Provide opportunities for parents to attend presentations around topics of interest (Social Media, Mental Health, Middle School Behaviors, etc.)

BHS: Where we are...

PSAT and SAT - Benchmarks

| Cohort | Evidence-based Reading & Writing | | Mathematics | |
|----------------------|--|--|--|--|
| Class of 2022 | PSAT (460) | SAT (480) | PSAT (510) | SAT (530) |
| | Met= 83% Approach= 6% Strengthen= 11% | Met= 70% Approach= 10% Strengthen= 20% | Met= 44% Approach= 20% Strengthen= 36% | Met= 43% Approach= 6% Strengthen= 52% |
| Class of 2023 | PSAT (460) | SAT (480) | PSAT (510) | SAT (530) |
| | Met= 73% Approach= 10% Strengthen= 17% | Met= 73% Approach= 6% Strengthen= 21% | Met= 43% Approach= 13% Strengthen= 44% | Met= 50% Approach= 10% Strengthen= 40% |



BHS

School Improvement Plan Highlights

- Every member of the Brookfield High School faculty will create a 2-year, self-directed professional learning plan
- **Curriculum development work to align with standards and updated universal format in Atlas**
- **Use of the SRBI process to identify students in need of additional support**
- **Analysis of subscores of NGSS, SAT, PSAT, and AP tests to identify strengths and improvement opportunities**
- Expansion of opportunities for students to access mental health activities and resources
- Establish regular meetings of the Student and Family Support team
- **Track usage of ILT to ensure successful academic interventions and expand enrichment offerings**
- **Identify precursors for students heading to loss of credit (Ds or Fs) and intervene with strategies to interrupt patterns of current performance**
- Expand student participation in clubs, activities, and sports through the use of Student Government resources and connections
- Provide yearly opportunities for career exploration for all students
- Involve students in a regularly scheduled Principal's Advisory meeting format to work collaboratively to provide answers and address issues if they arise
- Re-focus and revise the Brookfield High School Vision of a Graduate utilizing K-12 staff, students, families, and community members
- Re-establish the Brookfield High School Parent-Teacher Organization

The Hero's Journey

Timeline: Dec 2019 – Spring 2023

Impacts of COVID-19 Pandemic

- Sudden school shutdown
- School online
- Reopening work and focus on health, safety, and compliance
- Focus: keeping school open, with special focus on wellness of our community
- Learning loss; Community loss; Community Friction; Loss of autonomy; Attendance
- Missed milestones

II. Overcoming the adversity

Reset & Relaunch

- Opportunities for change based on what we have learned and how we have grown
- Building new teams
- Strategic planning process (restarts)
- Create a bold new vision for BPS
- Focus on achievement data and....

Adversity strikes
March, 2020-March, 2022

I. Setting the scene December, 2019 - March

Things were going well with out robust strategic plan:

- New programming (ex. RULER),
- Investment in new school/facilities
- Financial and regulatory control
- Narrowing achievement gap
- Technology infrastructure, equipment, and integration
- Professional and curriculum development
- Implemented RULER K-12
- Strong Next Gen Accountability Report

III. A new and transformed hero!

...moving toward the extraordinary with a focus on the whole child

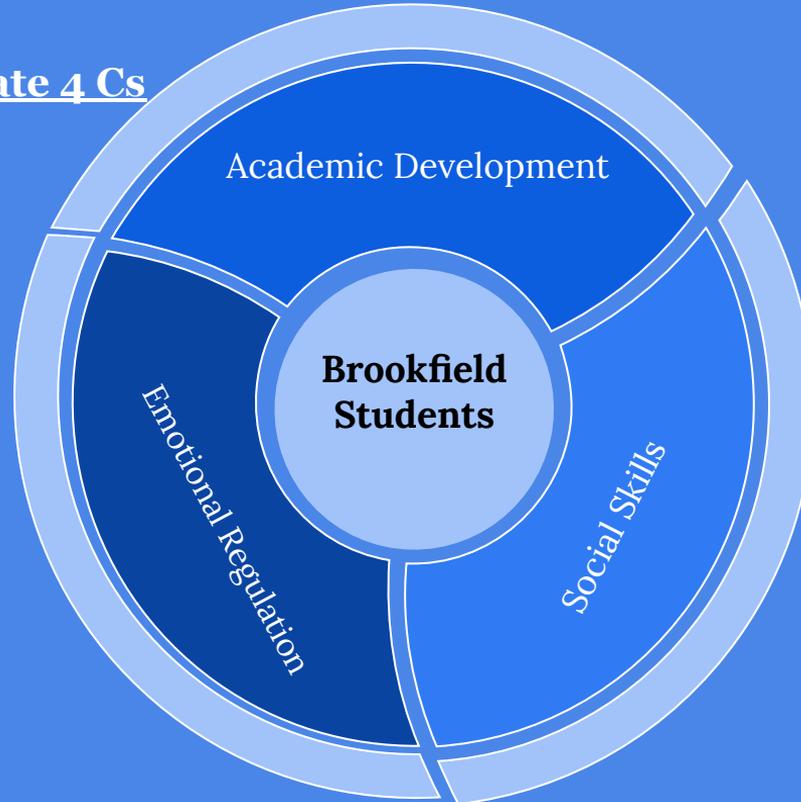
- Tangible outcomes: student health and wellbeing; new school; stronger culture; high achievement
- Intangible outcomes: resilience, trust, belief and unity of purpose

Adapted from the work of Joseph Campbell

The Ultimate Goal

Brookfield's Vision of the Graduate 4 Cs

- **Critical & Creative Thinkers**
- **Communicators**
- **Collaborators**
- **Change Makers**



Belief
Trust
Unity

Questions or reflections?

