



**BOE/CO  
Friday Packet  
September 22, 2023**

Upcoming Meeting Dates

9-22-2023 International Field Trip Memo

9-22-2023 SBA Assessment Results Memo



Upcoming Board of Education Meeting Dates **2023**

<b>September 26</b>	<b><u>6:30 PM</u></b>	Regular Meeting CO Board Room 501 Kings Hwy East
<del><b>October 3</b></del>	<del><b>5:00 PM</b></del>	<del>Policy Committee Meeting</del> <i>Canceled</i>
<b>October 4</b>	<b>5:00 PM</b>	Finance Committee Meeting Superintendent Conference Room 501 Kings Hwy East
<b>October 10</b>	<b>7:30 PM</b>	Regular Meeting CO Board Room 501 Kings Hwy East
<b>October 16</b>	<b>5:00 PM</b>	Policy Committee Meeting Superintendent Conference Room 501 Kings Hwy East
<b>October 18</b>	<b>2:30 PM</b>	Facilities Committee Meeting Superintendent Conference Room 501 Kings Hwy East
<b>October 24</b>	<b>7:30 PM</b>	Regular Meeting CO Board Room 501 Kings Hwy East



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## MEMORANDUM

**To:** Mr. Michael J. Testani, Superintendent  
Board of Education Members

**From:** Dr. Zakia Parrish, Deputy Superintendent

**Date:** September 22, 2023

**Re:** 2023-2024 International Field Trips

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The following student international travel trips for our secondary schools have been approved by the administration. In an effort to maintain consistent instructional practices, no staff or students will miss more than two (2) full days of school for any field trip.

**Fairfield Ludlowe High School/ Fairfield Warde High School**

Destination: Quebec City, Canada  
Date of Trip: February 1-4, 2024  
Teachers Responsible: Marie Lavigne (lead) and Fanny Connolly  
Estimated Cost of Trip: \$1,050.00 (per person)  
Number of Students Attending: 44  
Number of Chaperones: 7

Students will communicate and interact with cultural competence while participating in multilingual communities. They will develop insight into the native language and culture and use language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**Fairfield Warde High School**

Destination: Costa Rica  
Date of Trip: April 9–17, 2024 (leaving after dismissal on April 9<sup>th</sup>)  
Teachers Responsible: Robin Terwilliger (lead) and Paul Zhitomi  
Estimated Cost of Trip: \$3,300.00 (per person)  
Number of Students Attending: 40  
Number of Chaperones: 7

This is an interdisciplinary eco-tourism field trip, combining students from Business and Biology courses, as well as the Warde Sustainability Club. Costa Rica's contrasting landscapes provide

learning opportunities across both curricular areas, including understanding the global business environment and cross-cultural perspectives in business and the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

**Fairfield Warde High School**

Destination: London, England and Paris, France  
Date of Trip: April 9–18, 2023 (leaving after dismissal on April 9<sup>th</sup>)  
Teachers Responsible: Steven O'Brien  
Estimated Cost of Trip: \$3,601.00 (per person)  
Number of Students Attending: 30  
Number of Chaperones: 5

Students will visit museums and cultural sites that are aligned with the Board approved AP Modern European History and AP Comparative Government curricula. This trip will focus on the absolutism of Louis XIV, the French Revolution, the Romantic Era, the Revolutions of 1848, the western front in WWI, the Renaissance, 20<sup>th</sup> century fascism, the European Union, and the current political situation in Europe.

**Fairfield Warde High School**

Destination: Paris, France  
Date of Trip: April 11–18, 2024  
Teachers Responsible: Lori DeGroat (lead) and Margaret Capron  
Estimated Cost of Trip: \$4,519.00 (per person)  
Number of Students Attending: 25  
Number of Chaperones: 4

Students in fashion design and art courses will analyze the cultural diversity and explore the influence of the arts, various resources, and cultures on the textile, apparel, and fashion industry. They will also explore the multitude of creative and integrated artistic techniques, including the use of line to show form, color to create form and contrast, and perspectives of complex or irregular shapes.

**Roger Ludlowe Middle School**

Destination: Paris, Giverny, and Versailles, France  
Date of Trip: April 9–18, 2023 (leaving after dismissal on April 9<sup>th</sup>)  
Teachers Responsible: Gjorgi Kroqi  
Estimated Cost of Trip: \$3,740.00 (per person)  
Number of Students Attending: 40  
Number of Chaperones: 21 (some parents/guardians)

This concert tour combines performing concerts in northern France with significant learning experiences for students.



**Patricia Wood**  
*Data and Assessment Coordinator*  
 Phone: 203-255-8390

To: Mr. Michael Testani, Superintendent of Schools

From: Ms. Patricia Wood, Data and Assessment Coordinator

Date: September 20, 2023

RE: Smarter Balanced, SAT, and NGSS District Results 2023

Included, please find the 2022-2023 results from the Smarter Balanced Assessment (SBA), Next Generation Science Standards Assessment (NGSS), and the high school SAT. This report provides an overview of district and school performance. Results are reported as percent of students who are proficient. This proficiency target/metric varies by grade and assessment. When applicable, multiple years are reported for a year-to-year comparison. Growth indicators follow the proficiency indicators.

Nearly all schools met participation requirements during the Spring 2023 SBA and NGSS administration. Grades and assessments below the 95% participation rate include:

School	Grade	Assessment	Percent Complete
Holland Hill ES	5	NGSS	94.59%
McKinley ES	3	ELA	94.20%
McKinley ES	3	Math	94.20%
McKinley ES	3	Math – Performance Task	94.20%
Riverfield ES	5	ELA	93.15%
Riverfield ES	5	Math	91.78%
Riverfield ES	5	Math – Performance Task	94.52%
Riverfield ES	5	NGSS	91.78%
Stratfield ES	5	Math – Performance Task	94.74%
Walter Fitzgerald Campus	11	NGSS	71.43%

The SBA, NGSS, and SAT were all administered in person. In addition, SBA results reported both proficiency *and* growth in 2023. *Average Growth of Target Achieved* (Tables 23-26) is the indicator of the percentage of the available growth target achieved by students (e.g.: A student should have achieved 50 points growth but only achieved 45 from grade 3 to grade 4 and thus has achieved 90% of the growth) versus the percentage of students who achieved expected growth.

Results in this report are aggregate data of all test takers. Schools or subpopulations with twenty or fewer students are not reported in this performance summary as indicated by an asterisk.

Public data are currently accessible on EdSight ([https://public-edsight.ct.gov/?language=en\\_US](https://public-edsight.ct.gov/?language=en_US)).

## School and District Level Proficiency Data

### Smarter Balanced

**Table 1: Smarter Balanced (3-8)– English Language Arts– Percent Proficient (Score of 3 or 4)**

School	2020-2021	2021-2022	2022-2023
Burr	77%	82%	77%
Dwight	80%	86%	84%
Holland Hill	69%	80%	75%
Jennings	77%	81%	72%
McKinley	54%	47%	52%
Mill Hill	76%	82%	82%
North Stratfield	74%	77%	75%
Osborn Hill	78%	72%	77%
Riverfield	84%	77%	78%
Sherman	91%	87%	83%
Stratfield	66%	72%	61%
Ludlowe MS	74%	81%	80%
Tomlinson MS	63%	57%	62%
Woods MS	69%	69%	71%
<b>District</b>	<b>71%</b>	<b>72%</b>	<b>73%</b>

**Table 2: Smarter Balanced (3-8)– Mathematics – Percent Proficient (Score of 3 or 4)**

School	2020-2021	2021-2022	2022-2023
Burr	70%	77%	76%
Dwight	85%	84%	87%
Holland Hill	69%	73%	72%
Jennings	72%	80%	72%
McKinley	47%	49%	55%
Mill Hill	67%	77%	76%
North Stratfield	65%	65%	70%
Osborn Hill	77%	71%	74%
Riverfield	83%	79%	77%
Sherman	85%	89%	91%
Stratfield	57%	67%	62%
Ludlowe MS	66%	72%	72%
Tomlinson MS	40%	51%	52%
Woods MS	53%	57%	57%
<b>District</b>	<b>62%</b>	<b>66%</b>	<b>67%</b>

## School and District SAT Proficiency Data

**Table 3 – SAT (11) – English Language Arts – Percent Proficient (Minimum Score of 480)**

School	2020-2021	2021-2022	2022-2023
Ludlowe HS	85%	85%	84%
Warde HS	72%	78%	72%
<b>District</b>	<b>79%</b>	<b>81%</b>	<b>78%</b>

**Table 4 – SAT (11) – Mathematics – Percent Proficient (Minimum Score of 530)**

School	2020-2021	2021-2022	2022-2023
Ludlowe HS	69%	68%	68%
Warde HS	52%	54%	54%
<b>District</b>	<b>61%</b>	<b>60%</b>	<b>61%</b>

## Next Generation Science Standards School and District Proficiency Data

**Table 5 – NGSS – Grades 5, 8, and 11 – Percent Proficient**

School	2020-2021	2021-2022	2022-2023
Burr	63.9%	76%	72%
Dwight	83.3%	88.6%	75%
Holland Hill	72.7%	80.9%	73%
Jennings	76%	81.8%	93%
McKinley	46.7%	48.4%	52%
Mill Hill	70.3%	68.5%	79.4%
North Stratfield	71.7%	72.9%	86.6%
Osborn Hill	78.6%	68.9%	82.8%
Riverfield	83.8%	89.1%	78.3%
Sherman	91.9%	94.4%	77.6%
Stratfield	71.2%	76.8%	71%
Ludlowe MS	68.2%	70.4%	64.4%
Tomlinson MS	61.5%	48.8%	56.3%
Woods MS	73.4%	64.2%	62.2%
Ludlowe HS	61.6%	60.5%	64.7%
Warde HS	58.8%	67.3%	65.1%
<b>District</b>	<b>67.2%</b>	<b>66.5%</b>	<b>66.8%</b>

## District Level Proficiency Data by Subgroup

### District Special Education and Multilingual Learners Proficiency Data

**Table 6 – Smarter Balanced – English Language Arts – District Percent Proficient – Special Education and Limited English Proficiency Subgroups – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
Special Education	36.4%	36.1%	36.6%
Non-special education	77.4%	79.4%	79.2%
MLL	22.5%	*	17.1%
Non-MLL	72.7%	73.9%	74.6%

*\*Suppressed Public Data*

**Table 7 – Smarter Balanced – Mathematics – District Percent Proficient – Special Education and Limited English Proficiency Subgroups – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
Special Education	28.7%	29.6%	34.3%
Non-special education	66.9%	73.3%	73.1%
MLL	*	26.1%	28.4%
Non-MLL	62.5%	67.4%	68.5%

*\*Suppressed Public Data*

**Table 8 – NGSS – Percent Proficient – Special Education and Limited English Proficiency Subgroups – Grades 5, 8, 11**

District	2020-2021	2021-2022	2022-2023
Special Education	30.8%	31.9%	32.4%
Non-special education	72.7%	73.2%	72.7%
MLL	*	*	20.4%
Non-MLL	68.2%	67.3%	68.0%

*\*Suppressed Public Data*

**Table 9 – SAT – English Language Arts– Percent Proficient – Special Education and Limited English Proficiency Subgroups – Grade 11**

District	2020-2021	2021-2022	2022-2023
Special Education	39.8%	39%	39.6%
Non-special education	84.2%	88.7%	84.1%
MLL	*	*	*
Non-MLL	79.7%	81.6%	*

*\*Suppressed Public Data*

**Table 10 – SAT – Mathematics – Percent Proficient – Special Education and Limited English Proficiency Subgroups – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
Special Education	*	16.9%	18.9%
Non-special education	67.1%	68%	67.5%
MLL	*	*	*
Non-MLL	61.2%	60.4%	*



**District High Needs Subgroup Proficiency Data  
Multilingual Learner, Special Education, and Free/Reduced Lunch**

**Table 11 – Smarter Balanced – English Language Arts – District Percent Proficient – High Needs Subgroup – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
High Needs	44.8%	44.3%	43.5%
Non-High Needs	70.8%	83.2%	83.9%

**Table 12 – Smarter Balanced – Mathematics – District Percent Proficient – High Needs Subgroup – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
High Needs	34.9%	36.4%	40.3%
Non-High Needs	80.9%	77.7%	77.5%

**Table 13 – NGSS – District Percent Proficient – High Needs Subgroup – Grades 5, 8, 11**

District	2020-2021	2021-2022	2022-2023
High Needs	40.5%	40.4%	42.1%
Non-High Needs	76.3%	76.7%	76.0%

**76.0**

**Table 14 – SAT – District Percent Proficient – English Language Arts - High Needs Subgroup – Grade 11**

District	2020-2021	2021-2022	2022-2023
High Needs	50.3%	55.1%	49.1%
Non-High Needs	88.4%	90.9%	89.2%

**Table 15 – SAT – District Percent Proficient– Mathematics- High Needs Subgroup – Grade 11**

District	2020-2021	2021-2022	2022-2023
High Needs	24.9%	23.7%	28.8%
Non-High Needs	72.7%	74.4%	73.3%

## District Racial Subgroups Proficiency Data

**Table 16 – District Smarter Balanced – English Language Arts – Percent Proficient – Subgroup by Race – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
Asian	81.9%	78.9%	80.6%
Black	46.6%	47.6%	49.3%
Hispanic	56.8%	54.9%	55.7%
Two or more	73.9%	77.5%	79.3%
White	73.9%	75.6%	75.5%

**Table 17 – District Smarter Balanced – Mathematics – Percent Proficient –Racial Subgroup – Grades 3-8**

District	2020-2021	2021-2022	2022-2023
Asian	75.8%	80.8%	79.0%
Black	31.3%	34.4%	39.9%
Hispanic	43.7%	45.3%	45.8%
Two or more	70.4%	70.9%	75.9%
White	63.7%	69.9%	70.5%

**Table 18 – District SAT (11) – English Language Arts – Percent Proficient –Racial Subgroup**

District	2020-2021	2021-2022	2022-2023
Asian	84.2%	84.8%	91.5%
Black	*	*	*
Hispanic	60.4%	57.1%	*
Two or more	71.9%	*	68.4%
White	83.8%	84.8%	83.5%

**Table 19 – District SAT (11) – Mathematics – Percent Proficient –Subgroup by Race**

District	2020-2021	2021-2022	2022-2023
Asian	76.3%	81.8%	87.2%
Black	*	*	22.2%
Hispanic	42.9%	32.1%	38.0%
Two or more	*	*	*
White	64%	63.2%	64.7%

**Table 20 – District NGSS - Percent Proficient –Subgroup by Race – Grades 5, 8, 11**

District	2020-2021	2021-2022	2022-2023
Asian	76.2%	72%	82.7%
Black	32.1%	42.6%	*
Hispanic	51.4%	48.9%	48.8%
Two or more	69.8%	73.7%	76.4%
White	70.1%	69.3%	68.9%

## District Longitudinal (Year-to-Year) Proficiency Data

**Table 21 – Smarter Balanced – English Language Arts and Mathematics**

District	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
ELA	74%	74.5%	77.9%	78%	71.6%	72.4%	72.6%
Math	65%	67.9%	70.5%	72.5%	61.6%	66.3%	67.1%

\*2019-2020 was not tested due to the COVID-19 Pandemic

**Table 22 – SAT – English Language Arts and Mathematics**

District	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
ELA	84.6%	85.5%	82.1%	82.9%	78.8%	80.4%	77.7%
Math	63.4%	62.5%	59.8%	66.4%	60.6%	59.5%	60.6%

\*2019-2020 was not tested due to the COVID-19 Pandemic

## District and School Average Growth Target Achieved

**Table 23 – Smarter Balanced Average Growth Achieved – English Language Arts – Grades 3-8**

School	2018-2019	2021-2022	2022-2023
Burr	79.7%	77.7%	64.7%
Dwight	70.8%	88%	82.8%
Holland Hill	64.9%	91%	70.1%
Jennings	71.6%	83.6%	70.1%
McKinley	74.9%	68.3%	67.1%
Mill Hill	60.8%	90.4%	71.0%
North Stratfield	72.8%	77.6%	77.5%
Osborn Hill	70.1%	65.5%	76.6%
Riverfield	83.7%	80.9%	80.7%
Sherman	80.2%	72.4%	62.9%
Stratfield	78.5%	80.4%	71.8%
Ludlowe MS	58.8%	65.5%	58.9%
Tomlinson MS	61.4%	53.8%	58.9%
Woods MS	60.3%	59.1%	53.2%
<b>District</b>	<b>65.4%</b>	<b>67%</b>	<b>62.7%</b>

**Table 24 – Smarter Balanced Average Growth Achieved – Mathematics – Grades 3-8**

School	2018-2019	2021-2022	2022-2023
Burr	79.2%	69.3%	71.6%
Dwight	71.9%	83.9%	81.4%
Holland Hill	78.7%	95.5%	87.1%
Jennings	89.2%	82%	73.1%
McKinley	63%	75.2%	73.3%
Mill Hill	71.7%	87%	70.8%
North Stratfield	72%	80%	77.8%
Osborn Hill	71.2%	64%	75.2%
Riverfield	84%	84.5%	86.9%
Sherman	79.7%	84%	81.3%
Stratfield	72.8%	81.8%	74.6%
Ludlowe MS	71.6%	74.4%	59.9%
Tomlinson MS	73.4%	69.7%	58.4%
Woods MS	66%	60.5%	56.7%
<b>District</b>	<b>72%</b>	<b>72.7%</b>	<b>65.7%</b>

**Table 25 – Smarter Balanced *Average Growth Achieved* – English Language Arts- Subgroups – Grades 3-8**

<b>School</b>	<b>2018-2019</b>	<b>2021-2022</b>	<b>2022-2023</b>
Black/African American	67.9%	59.7%	55.4%
Two or More Races	66.7%	72.7%	66.5%
Asian	72.1%	77.6%	72.5%
Hispanic/Latino	62%	61.5%	59.1%
White	65%	66.9%	62.5%
High Needs	60.4%	59.7%	56.0%
Non-High Needs	67.1%	69.7%	65.1%
<b>District</b>	<b>65.4%</b>	<b>67%</b>	<b>62.7%</b>

**Table 26 – Smarter Balanced *Average Growth Achieved* – Mathematics –Subgroups - Grades 3-8**

<b>School</b>	<b>2018-2019</b>	<b>2021-2022</b>	<b>2022-2023</b>
Black/African American	65%	67.7%	55.0%
Two or More Races	74.9%	76.1%	66.8%
Asian	84.2%	85.9%	77.2%
Hispanic/Latino	63.7%	67.5%	64.1%
White	72.3%	72.4%	65.4%
High Needs	63.7%	64.1%	58.9%
Non-High Needs	74.8%	75.9%	68.1%
<b>District</b>	<b>72.1%</b>	<b>72.7%</b>	<b>65.7%</b>

## Discipline Specific Interpretation and Summary

### *Analysis Provided by:*

- Ms. Janine Goss, Executive Director of PK12 Literacy
- Dr. Nicole Danishevsky, Executive Director of PK12 Mathematics and STEM
- Ms. Julie Heller, Program Director of English Language Arts 6-12
- Ms. Justine LaSala, Program Director of PK12 Science

### **English Language Arts 3-5**

#### Observations:

- 6 of the 11 elementary schools met the District Improvement Plan's district goal of 76% proficiency on the 2023 spring SBA.
- 3 of the 11 elementary schools increased proficiency from 2021-22 to 2022-23 on the SBA.
- 1 elementary school increased the percentage of target achieved by 11 percentage points from 2021-22 to 2022-23 on SBA.
- Grades 3-5 overall averages remain flat at 74% proficiency for the past three years.
- District achievement gaps exist (grades 3-8) between non-special education/special education and non-MLL/MLL subgroups for the past three years.
- 7 of the 11 elementary schools decreased in proficiency between 2% - 11% on the SBA from the 2021-22 to 2022-23 administration.
- The proficiency gap has widened over the past three years between high needs and non-high needs (grades 3-8).

#### Next Steps and Areas for Growth:

- Further examine SBA data for specific targets and claims that are areas of strength and areas that need improvement for implications for classroom instruction.
- Examine Interim Assessment Block (IAB) data during the school year and identify and implement classroom strategies/practices to support student learning.
- Examine SBA grade-level cohort data for growth from 2021-22 to 2022-23.
- Prioritize standards in new ELA curricula to be approved by the BOE in November that align with areas that have needed improvement for several years.

### **English Language Arts 6-8**

#### Observations:

- 2 of the 3 middle schools showed an increase in proficiency, while the third middle school remained consistent on the spring 2023 SBA.
- All race subgroups except white have increased proficiency on the Smarter Balanced Assessment. The White student subgroup achievement level has remained consistent.
- The Asian subgroup has consistently shown the highest average growth and proficiency over the past three administrations of SBA.

#### Next Steps and Areas for Growth:

- Continue to identify and implement high-impact instructional strategies and appropriate means of modification that will allow greater access to all aspects of the curriculum for all high-needs students.
- Continue to work toward closing the achievement gap between student groups and increase achievement on the SBA for all students.

- Further examine SBA data for specific targets and claims that are areas of strength and areas that need improvement for implications for classroom instruction.
- Examine Interim Assessment Block (IAB) data during the school year and identify and implement classroom strategies/practices to support student learning.
- Examine SBA grade-level cohort data for growth from 2021-22 to 2022-23.
- Prioritize standards in new ELA curricula to be approved by the BOE in November that align with areas that have been in need of improvement for several years.

### **English Language Arts SAT grade 11**

#### Observations:

- Overall districtwide high school results on the Evidence Based Reading and Writing portion of the SAT have remained fairly consistent and stable over the past three years.
- The SAT EBRW scores have remained consistent for both high-needs and non-high needs sub-groups; however, a gap remains between the two groups.

#### Next Step and Areas for Growth:

- Investigate opportunities that could afford high-needs students greater access to success on the SAT.
- Engage in deeper analysis of PSAT and SAT data to leverage areas of strength and identify instructional strategies to implement in the classroom for improvement.
- Prioritize standards in new ELA curricula to be approved by the BOE in November that align with areas that have needed improvement for several years.

### **2023 Mathematics Assessment Results Analysis**

#### Observations:

Overall, 67% of all students in Grades 3-8 met or exceeded proficiency in 2023 which is consistent with prior progress in 2022. The district has improved proficiency scores from 62% to 67% over the past three years.

Forty percent of students identified as high needs met or exceeded proficiency in 2023 as compared to 36% in 2022. The district's high needs students increased their proficiency from 36% in 2022 to 40% in 2023. While there is a gap between high needs students (40%) and non-high needs (78%), the district has outperformed the state averages in both areas.

Overall, 61% of all students in Grade 11 met or exceeded the SAT proficiency in 2023 consistent with 2022 performance.

### **Mathematics 3-5 (SBA); 6-8 (SBA); 11 (SAT)**

#### Observations:

- Grades 3 and 5 demonstrated a 2% increase in proficiency.
- 74% of all students in grades 3-5 achieved proficiency on the assessment.
- Grade 7 students grew from 58% proficiency in 2022 to 66% proficiency in 2023.
- Overall, 61% of all students in Grade 11 met or exceeded the SAT proficiency in 2023 as compared to 60% in 2022.

#### Next Steps and Areas of Growth:

- Collaborate with the Math Science Teachers (MSTs) and Math Resource Teachers (MRTs) to review curriculum expectations.
- Work with MSTs and the Data Assessment Coordinator to further analyze SBA information to help identify next steps in growth targets and growth over time.
- Plan professional learning with MSTs/MRTs for teachers and special educators based on data indicators and improve content knowledge.
- Review how intervention and enrichment opportunities are provided to students.
- Implement NWEA for universal screening data and instructional planning.
- Implement Pre-AP Curriculum for Algebra I.
- Continuing professional development on Building Thinking Classrooms.
- Establish vertical meetings of the PK-12 Mathematics Team.

## **2023 NGSS Assessment Results Analysis**

### Background:

NGSS was first administered and field tested in 2018. The subsequent year was the first-year districts received scores. NGSS was not administered in 19-20 and CT SDE has [cautioned against analysis](#) of 20-21 results as only scores from students who tested in person were included.

The NGSS Assessment continues to evolve over time as in 2023 was the first year the test was adaptive. This further complicates the comparison of year over year scores.

Finally, it is important to remember that this assessment assesses the 3-dimensional performance expectations of the NGSS standards over 3 years of science instruction. For example, the grade 8 assessment assesses both knowledge and skills developed in all science courses in 6th, 7th, and 8th grade. The scores are representative of students' ability to think critically about science concepts versus factual recall.

### District Proficiency Data

Overall, 66.8% of all students in Grades 5, 8, and 11 met or exceeded proficiency in 2023 as compared to 66.5% in 2022.

In 2023, the scores report a gap in district-level performance (all students in Grades 5, 8, and 11) between students identified for Special Education (32.4% met or exceeded proficiency) and non-special education students (72.7% met or exceeded proficiency). This gap is consistent with scores in 2022. In addition, the scores report a gap in district-level performance (all students in Grades 5, 8, and 11) between students identified as MLL (20.4% met or exceeded proficiency) and non-MLL students (68% met or exceeded proficiency).

In 2023, the scores report an improvement in district-level performance (for all students in Grades 5, 8, and 11) and for the High Needs subgroup from 40.4% meeting or exceeding proficiency in 2022 to 42.1% meeting or exceeding proficiency in 2023. This indicates a smaller gap in performance between High Needs and non-High Needs subgroups.

### Grade 5 Areas of Strength:

Overall Grade 5 scores remain relatively consistent from 2022 (75.7%) to 2023 (76%). This parallels CT statewide data.



#### Next Steps and Areas of Growth:

Collaboration with MST staff to collect data needed to identify strengths and areas for growth in the elementary science program through the gathering of data about how science is currently being taught across all elementary buildings. This includes instructional time, use of materials, and use of departmentalization in addition to gathering feedback from elementary staff on the NGSS aligned units that were developed and implemented over the past two years. Collaboration with MSTs to plan and deliver professional learning aligned with identified areas for growth.

#### Grade 8 Areas of Strength:

Overall Grade 8 scores remain relatively consistent from 2022 (61.1%) to 2023 (61.3%).

#### Next Steps and Areas of Growth:

2021-2022 was the first year of full implementation of new units and common unit assessment tasks in Grades 6, 7, and 8. Thus, we will continue refining our implementation of these new units and assessments during the 23-24 school year as teachers become more comfortable and knowledgeable with NGSS learning goals. Professional learning for middle school science staff will focus on instructional best practices that promote student learning in science and calibrating scoring on common assessments.

#### Grade 11 Areas of Strength:

In 2023, the scores report an improvement in district-level performance for all students in Grade 11 (FLHS and FWHS) from 63% meeting or exceeding proficiency in 2022 to 65% meeting or exceeding proficiency in 2023.

#### Next Steps and Areas of Growth:

Continue to align our curriculum, instructional practices, and assessments to these new 3-dimensional standards. Specifically, in 23-24, the alignment process continues through:

- improving student participation in a FPS core science curriculum sequence: 9th grade Biology, 10th grade Chemistry/Environmental Chemistry, and 11th grade Physics
- the development and implementation of an updated, NGSS aligned Physics course
- the implementation of unit based, NGSS-aligned common assessment tasks in Biology and Environmental Chemistry
- professional learning for staff on instructional best practices that promote student learning and success in science.