TOWN OF EAST HAVEN, CT
EAST HAVEN PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES
35 WHEELBARROW LANE, EAST HAVEN, CT 06513
TUESDAY, SEPTEMBER 27, 2022
7:00 P.M.

1.   CALL TO ORDER
Ms. DeLucia called the board meeting to order at 7:00 pm.
- Pledge of Allegiance
Ms. DeLucia requested everyone stand for the Pledge of Allegiance

2.   ROLL CALL ATTENDANCE

Ms. DeLucia requested roll call attendance.

Ms. DePalma	Present ▾
Ms. DiLungo	Present ▾
Mr. Hennessey	Present ▾
Mr. Milano	Present ▾
Ms. Putney	Present ▾
Ms. Santiago	Absent ▾
Ms. Torello	Present ▾
Mr. Stacey	Absent ▾
Ms. DeLucia	Present ▾

ALSO PRESENT:

Ms. Erica Forti, Superintendet ▾

Mr. Richard Caponera, Chief of Operations and Fiscal Oversight ▾

Dr. Jennifer Murrihy, Assistant Superintendent ▾

Mr. Robert Swan, Director of Pupil Services ▾

3. REPORTS

- Chair's Report

    ○ Ms. DeLucia had no report.

- Committees

    - Finance/Personnel: Ms. DePalma spoke about the ongoing Teacher Negotiations.

    - Athletics & Arts: Mr. Milano explained that all Fall sports teams have a win. The Marching Band took first place over the weekend. He gave a special shoutout for safety initiatives taken to make games more safe.

- Superintendent's Report
    ○ Ms. Forti thanked Dr. Murrihy for her Smarter Balance Presentation earlier (slides attached to these minutes) that night.
    ○ Family Engagement-Julie Church: Ms. Church spoke about a cyber bullying workshop for parents that will take place on 9/28/22. She also spoke about the upcoming Community Conversations date on October 5th, and asked parents to attend. Ms. Church spoke about the surveys being taken by students, parents and staff and thanked schools that have been completing them in a timely manner.

4.   ACCEPTANCE OF THE CONSENT AGENDA
- Invoices for FY 2022-2023 in the amount of: $585,765.26
- Hires, Rehires & Stipends
- Meeting Minutes: September · 13, 2022

 Ms. DeLucia · asked if there were any objections to the consent agenda. No objections were raised.

5.   AUDIENCE OF CITIZENS

  No Community Members came forward.

6.   NEW BUSINESS

6.1   Discussion and possible action on the approval of the revision of the Policy 3320 - Expenditures and Purchasing Procedures.

   Ms. Torello · made a motion to approve the revision of the Policy 3320 - Expenditures and Purchasing Procedures. Ms. DePalma · seconded the motion.

   A roll call vote was taken:

Ms. DePalma	Yes ▾
Ms. DiLungo	Yes ▾
Mr. Hennessey	No ▾
Mr. Milano	Yes ▾
Ms. Putney	Yes ▾
Ms. Santiago	Absent ▾
Ms. Torello	Yes ▾
Mr. Stacey	Absent ▾
Ms. DeLucia	Yes ▾

6 in favor, 1 opposed, Motion passes.

6.2 Discussion and possible action on the approval of a sponsorship for the Shoreline Greenway Trail 20th Anniversary Celebration.

The date of the event had passed when the board reviewed the accompanying documentation. The Board and Ms. Forti spoke about discussing a possible donation at the next meeting. Ms. DeLucia stated there would be no action.

7. DISCUSSION CONCERNING FUTURE AGENDA ITEMS

- Next Meeting October 11, 2022

8. ADJOURNMENT

Ms. DeLucia adjourned the meeting at 7:12 p.m.

Respectfully submitted,

Michele DeLucia/mna
MICHELE DELUCIA, BOARD CHAIR

K-5
STATE SUMMATIVE
ASSESSMENTS

East Haven
Public
Schools
2021-2022

Overview and Summary of Smarter Balanced
Assessments in English Language Arts,
Mathematics, and 5th grade Science

For more information, visit
https://bit.ly/EHPS2022SummativeReport

IMAGE CREDIT:
ABIGAIL BROOKS,
EHHS

Agenda

- **Basic overview of state Summative testing**
- **Initial Overview**
- **Smarter Balanced K-5 Achievement and Growth**
  - **Language Arts**
  - **Mathematics**
- **Next Generation Science**
- **Results in regional/ economic context**
- **Trends (Glows and Grows)**
- **Next Steps**

Smarter Balanced ELA and Math **Claims**

English Language Arts (ELA) Claims		Mathematics Claims	
Claim 1: Reading	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Claim 1: Concepts And Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency
Claim 2: Writing	Students can produce effective and well-grounded writing for a range of purposes and audiences.	Claim 2: Problem Solving	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
Claim 3: Listening	Students can employ effective speaking and listening skills for a range of purposes and audiences.	Claim 3: Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Claim 4: Research/Inquiry	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	Claim 4: Modeling And Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

NOTE: For reporting purposes in CT, Claims 2 and 4 in each subject area are combined into one reporting category.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Claim-Level Performance Categories

ELA

Areas of Knowledge and Skill		Performance
Reading	✓	Above Standard
Listening	=	At/Near Standard
Writing and Research/Inquiry	✓	Above Standard

Mathematics

Areas of Knowledge and Skill		Performance
Concepts and Procedures	✓	Above Standard
Problem Solving and Modeling & Data Analysis	⚠	Below Standard
Communicating Reasoning	=	At/Near Standard

Scale Scores and Achievement Levels

- Students also receive a "performance category" for each area of knowledge and skills within a subject
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area

For example:

Areas of Knowledge and Skill		Performance
Reading	✓	Above Standard
Listening	=	At/Near Standard
Writing and Research/Inquiry	✓	Above Standard

The Standard Error of Measurement (SEM)

- A test score is an estimate of a student's achievement and comes with a certain amount of measurement error

ELA/Literacy Results Jonathan's Total Scale Score=2590 (Scale Score Range 2201-2701)

Level 4: Exceeds the Achievement Standard
Jonathan has **exceeded the achievement standard** for English language arts and literacy expected for this grade. Students performing at this standard are **demonstrating advanced progress toward mastery** of English language arts and literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

		Level 1 Does Not Meet (2201-2441)	Level 2 Approaching (2442-2501)	Level 3 Meets (2502-2581)	Level 4 Exceeds (2582-2701)
Student's Score	2590				
School Average	2521				
District Average	2524				

A student's test scores can vary if tests are taken several times. If Jonathan were tested again on ELA/Literacy, the new scale-score would probably fall between 2580 and 2600.

Areas of Knowledge and Skill	Performance
Reading	✓ Above Standard
Listening	= At/Near Standard
Writing and Research/Inquiry	✓ Above Standard

# What is growth? How is it different from achievement?

Achievement or Proficiency:

- A one-time snapshot measurement of a student's academic performance

Growth:

- Change in achievement score for the same student between two or more points in time.
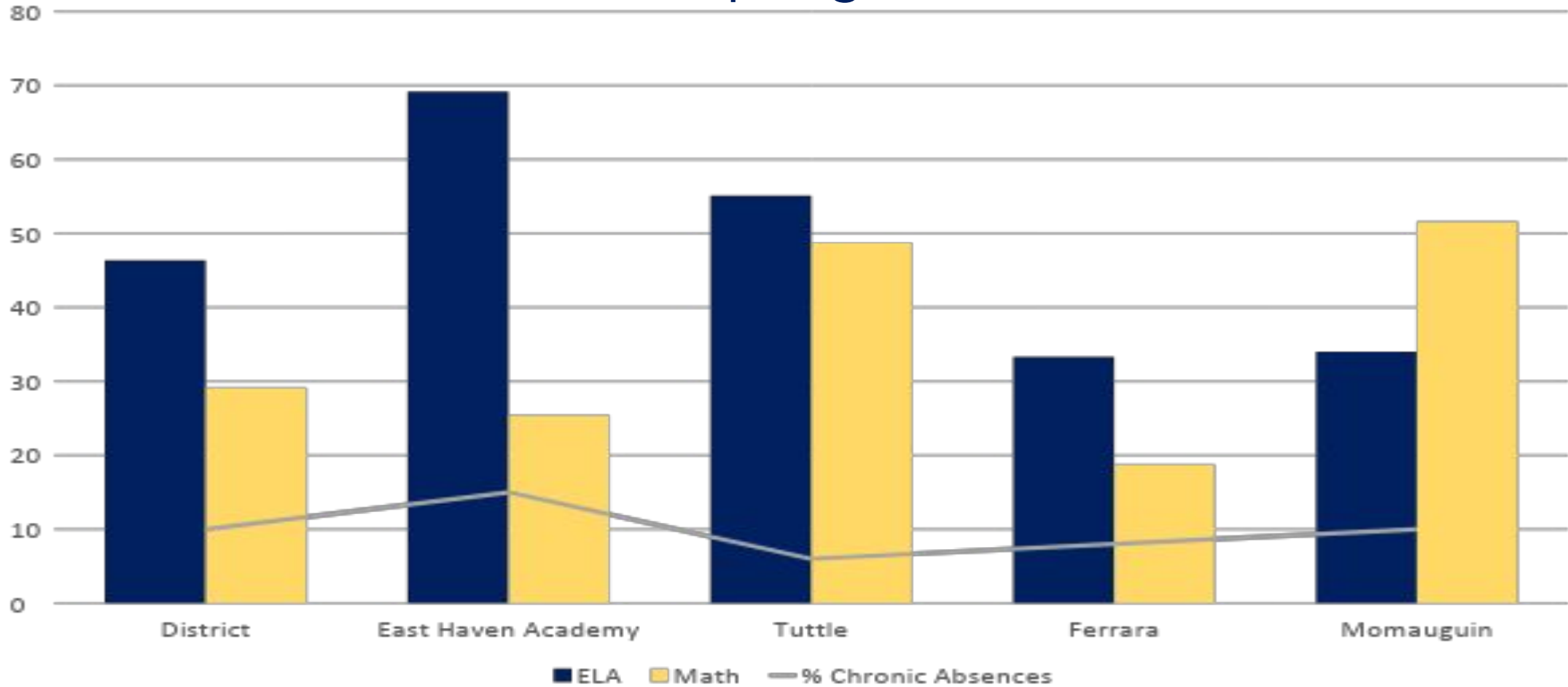
Regional and State Comparison

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Grade Three
Percent of Students at Proficient & Above
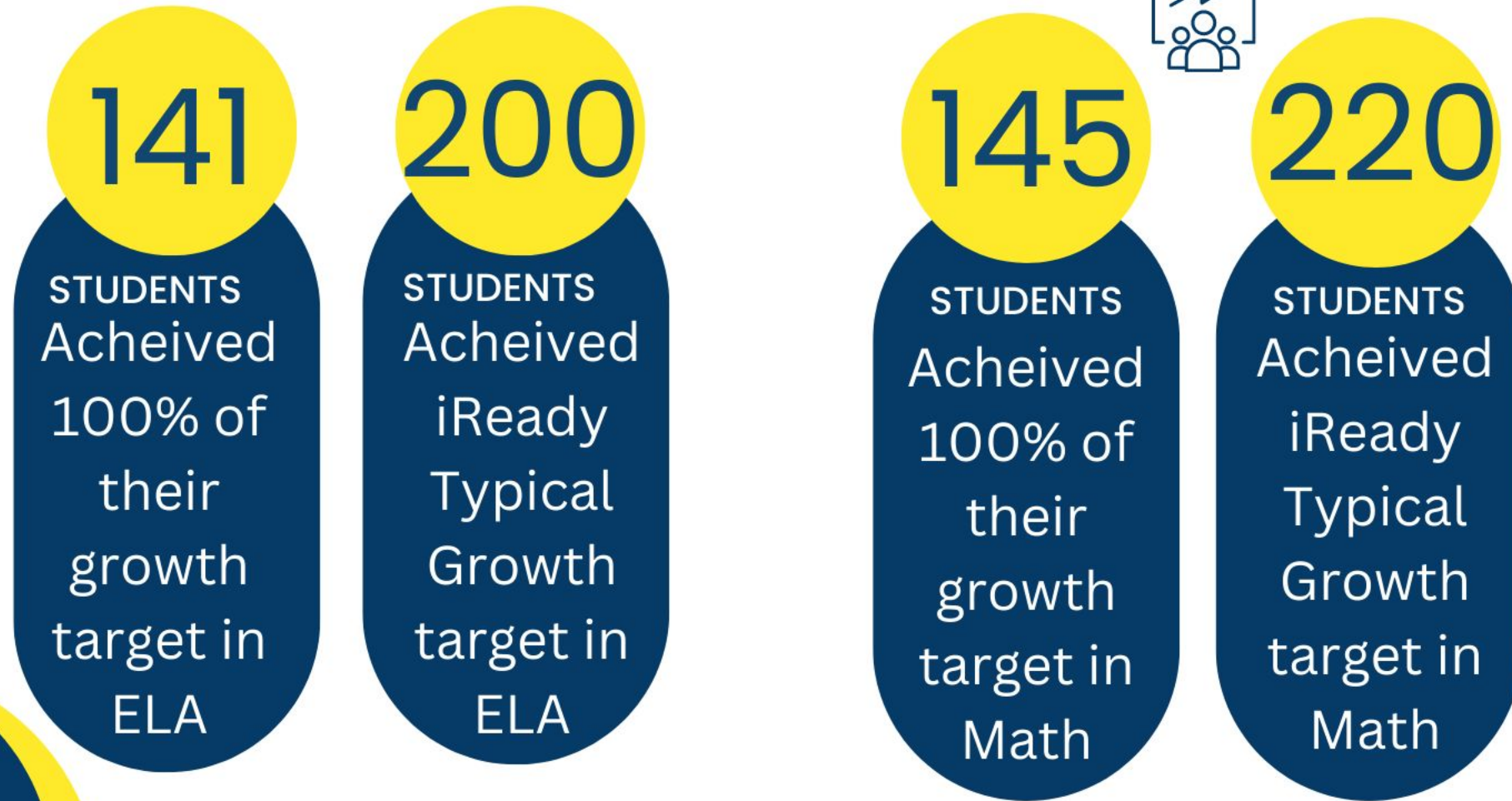ELA and Math SBA
Spring 2022
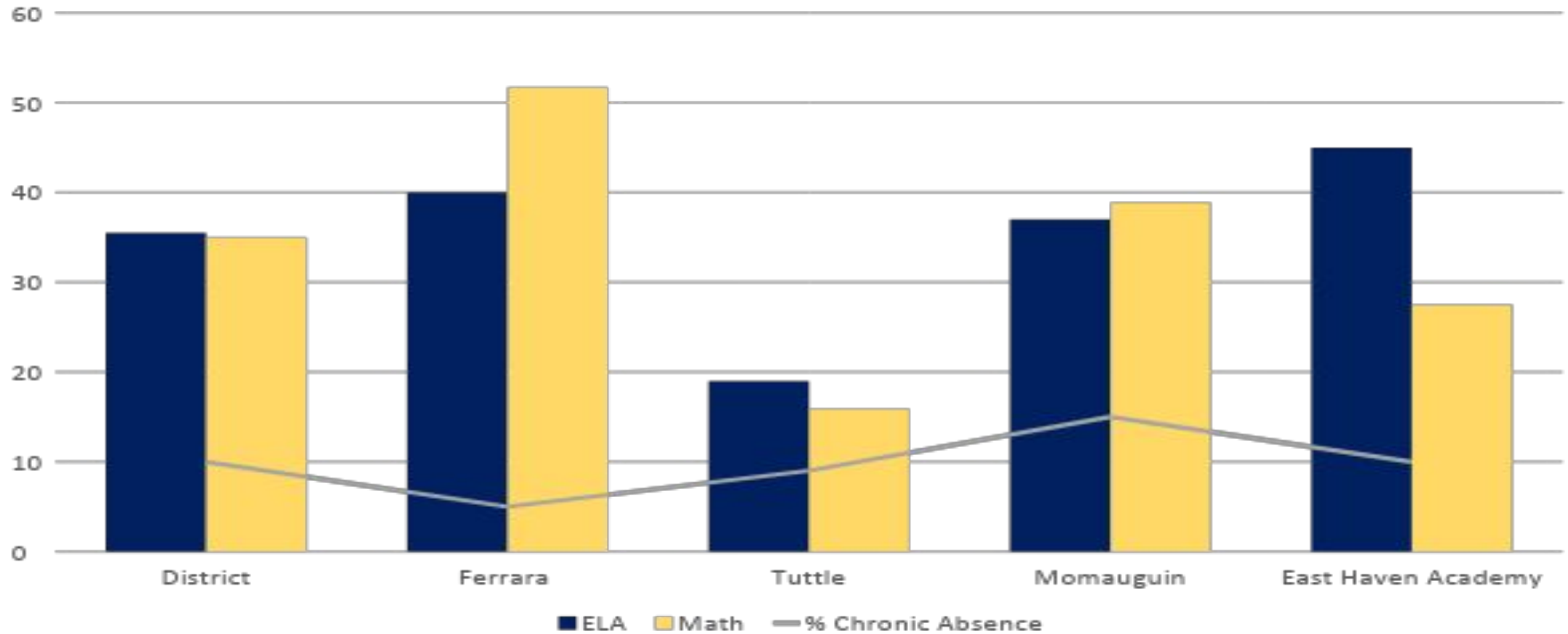
Grade Four
Percent of Students at Proficient & Above
ELA and Math SBA
Spring 2022
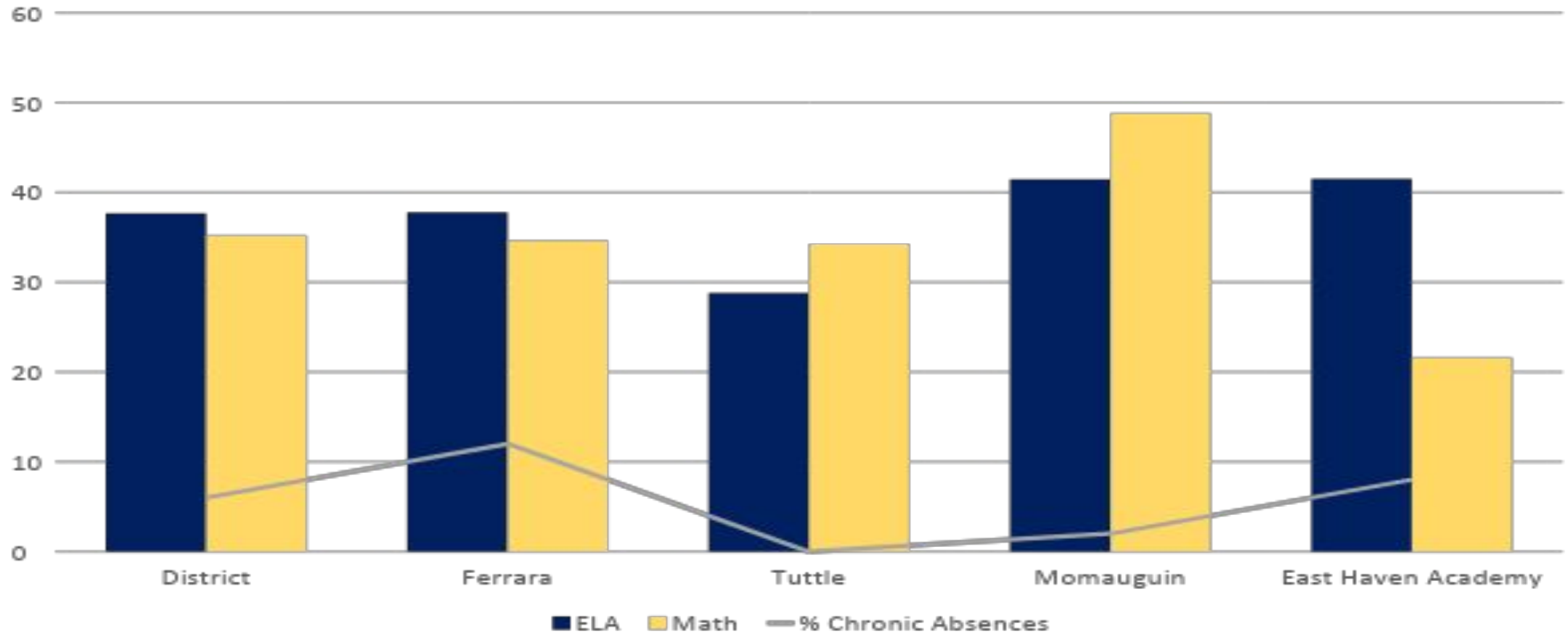
Grade Five
Percent of Students at Proficient & Above
ELA and Math SBA
Spring 2022

How many of our students met their growth targets? SBA vs. iReady Comparison

141
STUDENTS

Acheived 100% of their growth target in ELA

200
STUDENTS

Acheived iReady Typical Growth target in ELA

145
STUDENTS

Acheived 100% of their growth target in Math

220
STUDENTS

Acheived iReady Typical Growth target in Math

Percentage of Target Achieved= 100% is the goal

Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2709+

# Smarter Balanced Assessment (SBA) Literacy Data

- administered to all students in grades 3-8 in the Spring of 2021
- measure of student progress and growth aligned to the Connecticut Core Standards for English language arts
- overview of strengths and focus areas for improvement
- information helps support student learning and monitor student growth over time.

What is expected on the ELA Assessment?

Students will:

- Show they can read and understand a variety of complex, grade appropriate informational and literary texts

- Use evidence from source materials to support their ideas in written responses at every grade level

- Interpret and use information delivered orally to determine main ideas, summarize, or analyze

English Language Arts
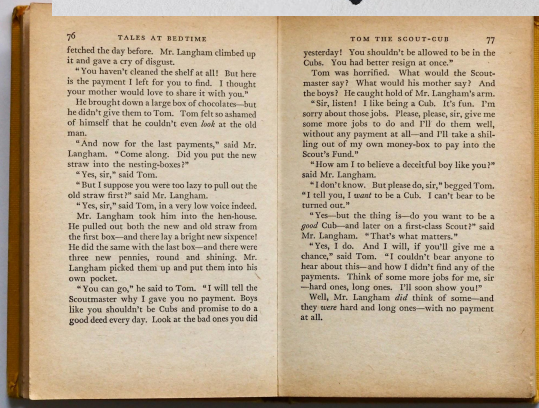
East Haven Public Schools

Key Reading Indicators Assessed in Elementary School

Learning to Read

- Letter Sounds
- Decoding
- Fluency/ Accuracy

DIBELS 8; Curriculum Based Measures

Reading to Learn & Ensure Overall Academic Success

- Key Details
- Central Ideas
- Word Meanings
- Reasoning & Evidence
- Analysis Within & Across Texts
- Text Structure & Features
- Central Ideas
- Word Meanings

Smarter Balanced
iReady Diagnostic
Performance Based
Assessments
Curriculum Based
Measures

Sample Grade Five English Language Arts Item

1

GUEST

A student is writing an opinion paper for her teacher about obesity in the United States. Read the draft of the paper and answer the question that follows.

Feeling full? Over the last twenty years the amount of food being served has increased dramatically. Fast food restaurants want to super-size everything from your sandwich, to your fries, and even your drink. These big portions are a contributing factor to obesity in the United States.

Which more exact word **best** replaces the underlined word?

Ⓐ small

Ⓑ tiny

Ⓒ fabulous

Ⓓ immense

English Language Arts

K-5 State Summative Results 2021-2022

Grades 3-5 English Language Arts
Percent of Students at Proficient & Above
Smarter Balanced (SBA) Assessment 2018-2022
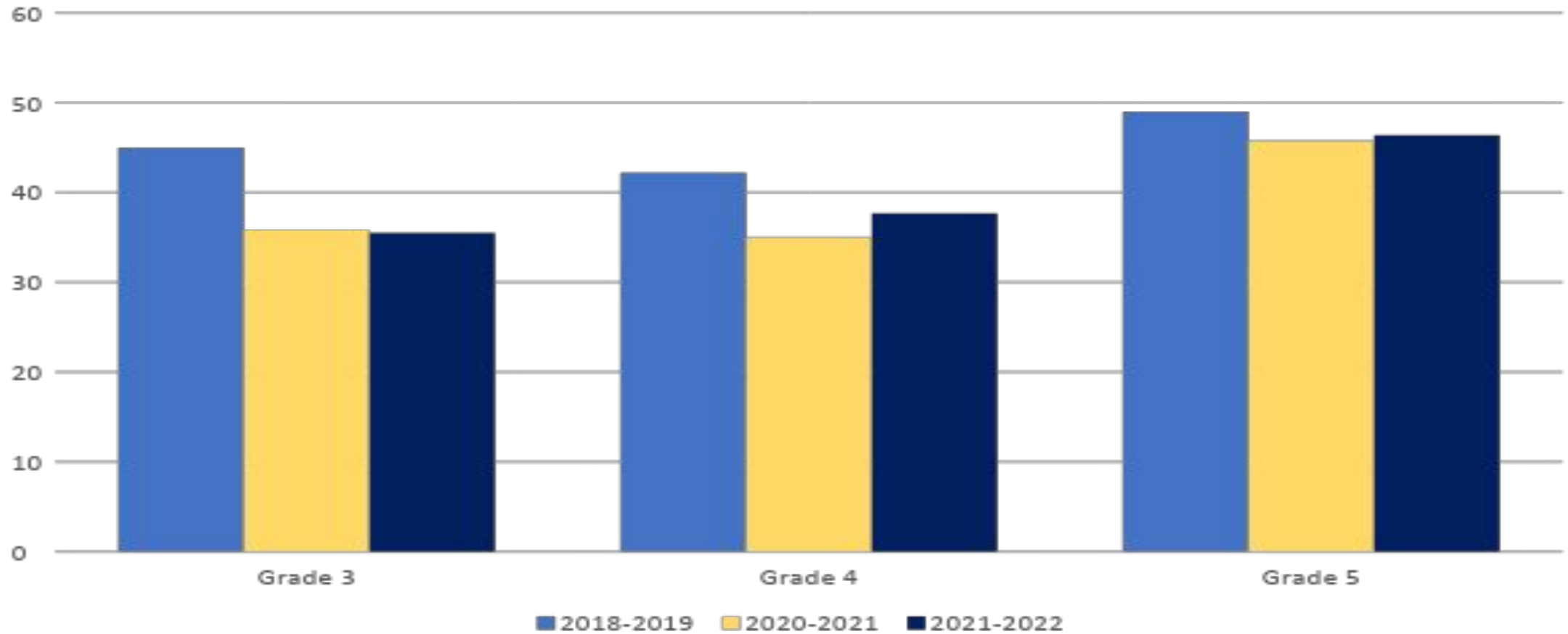
Grade 4 English Language Arts Performance vs. Growth Bubble Plot

English Language Arts

Grade 5 English Language Arts Performance vs. Growth Bubble Plot

Percentage of Target Achieved

100%
90%
80%
70%
60%
50%

20 — 40 — 60 — 80

Performance Index

Count

49
39
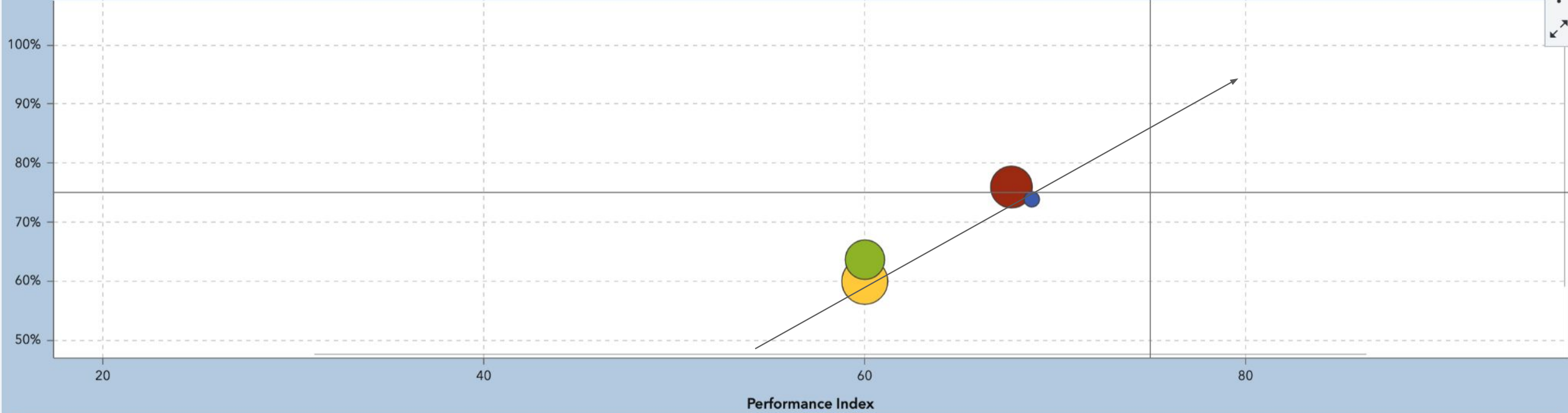
GroupBy

- Carbone School/East Haven Academy
- Dominick H. Ferrara School
- Grove J. Tuttle School
- Momauguin School

English Language Arts

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels
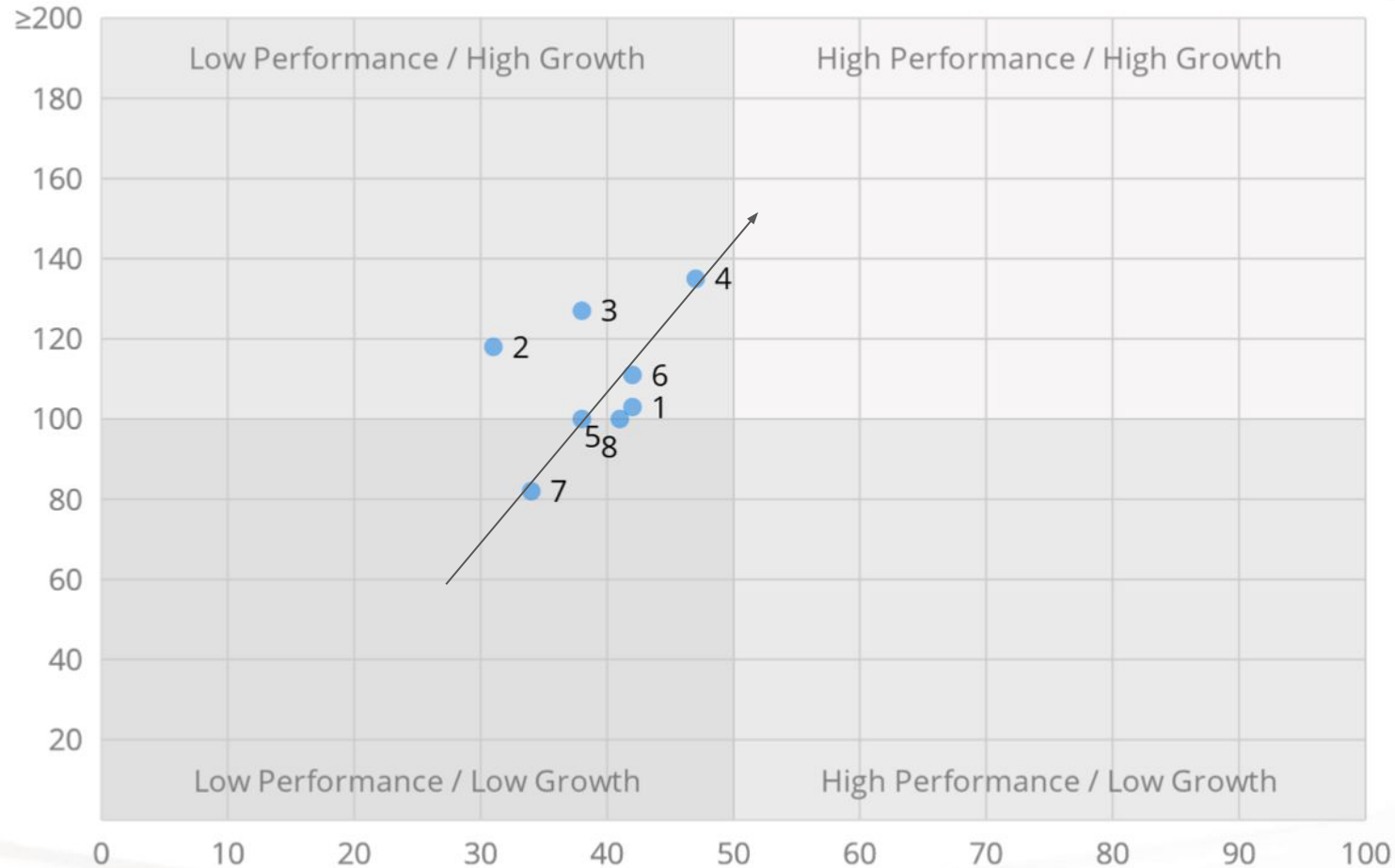
Performance — Median student performance relative to historical 18-19 norms
(50th percentile is the national median)

K-5 State Summative Results 2021-2022

Grades 4-5 English Language Arts
Smarter Balanced Growth and % of Target Achieved

English Language Arts

21

Smarter Balanced Assessment (SBA) Numeracy Data

- administered to all students in grades 3-8 in the Spring of 2021
- measure of student progress and growth aligned to the Connecticut Core Standards for Mathematics
- overview of strengths and focus areas for improvement
- information helps support student learning and monitor student growth over time.

What is expected on the Mathematics Assessment?

Students will:

- Explain and use mathematics to solve problems

- Complete math problems quickly and accurately

- Understand how math concepts link together

- Apply their mathematical knowledge to solve real-world problems

- Communicate their mathematical reasoning
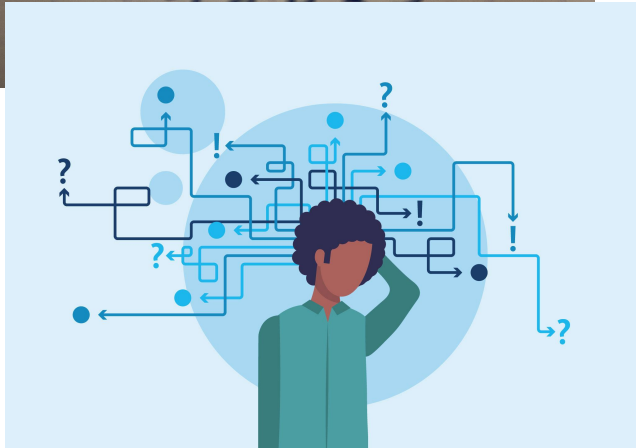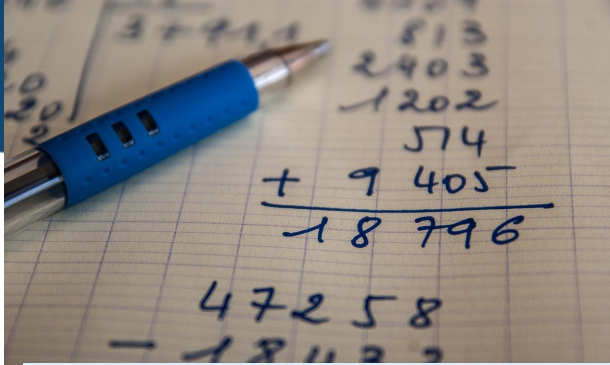
Mathematics

Sample Grade Three Mathematics Item

Enter the number that belongs in the box on the number line.

Mathematics
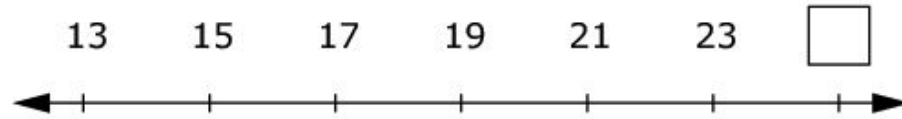
East Haven Public Schools

Key Numeracy Indicators Assessed in Elementary School

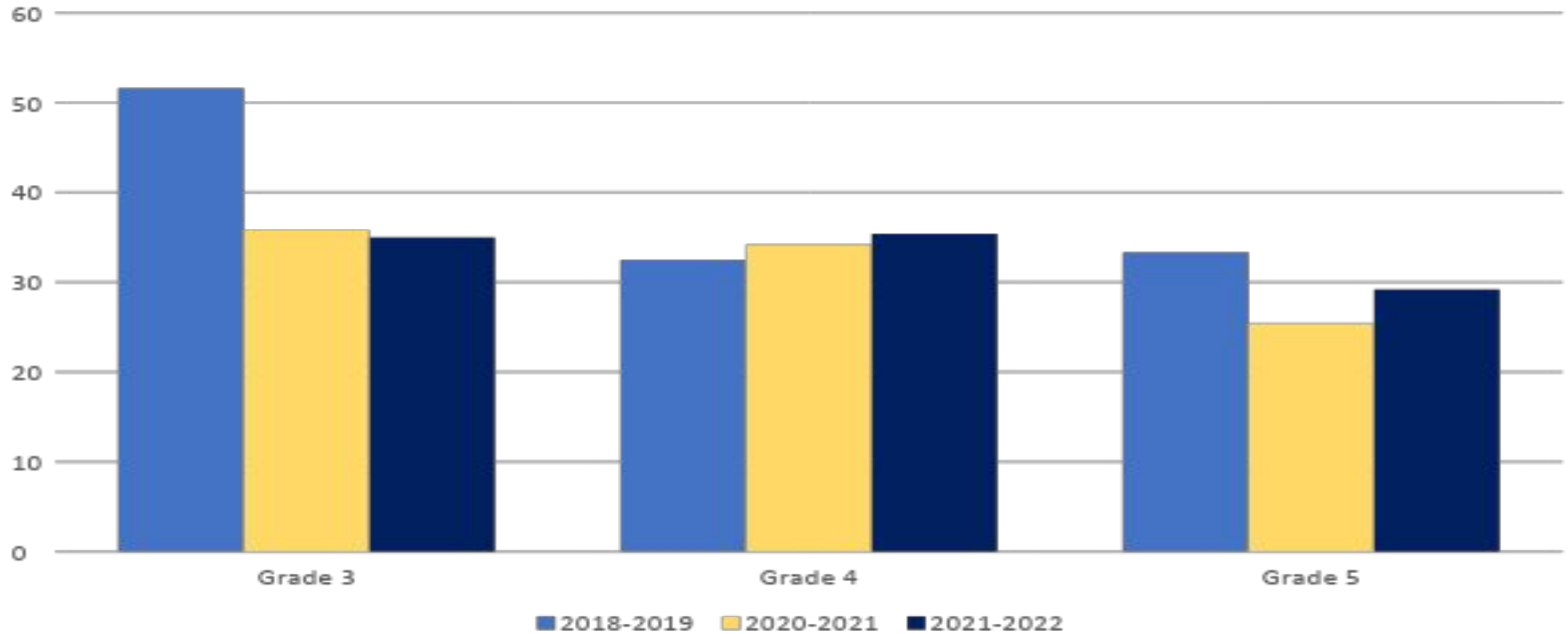| |
|---|
| Number ID |
| Recognizing Patterns |
| Fact Fluency/ Accuracy |
| Math Practices |
| Understanding Number and Operations |
| Algebra and Algebraic Thinking |
| Communicating with Reasoning & Evidence |
| Measurement and Data |
| Geometry |
| Problem Solving |
| Application |

Learning Numeracy

Using Numeracy Skills to Learn & Ensure Overall Academic Success
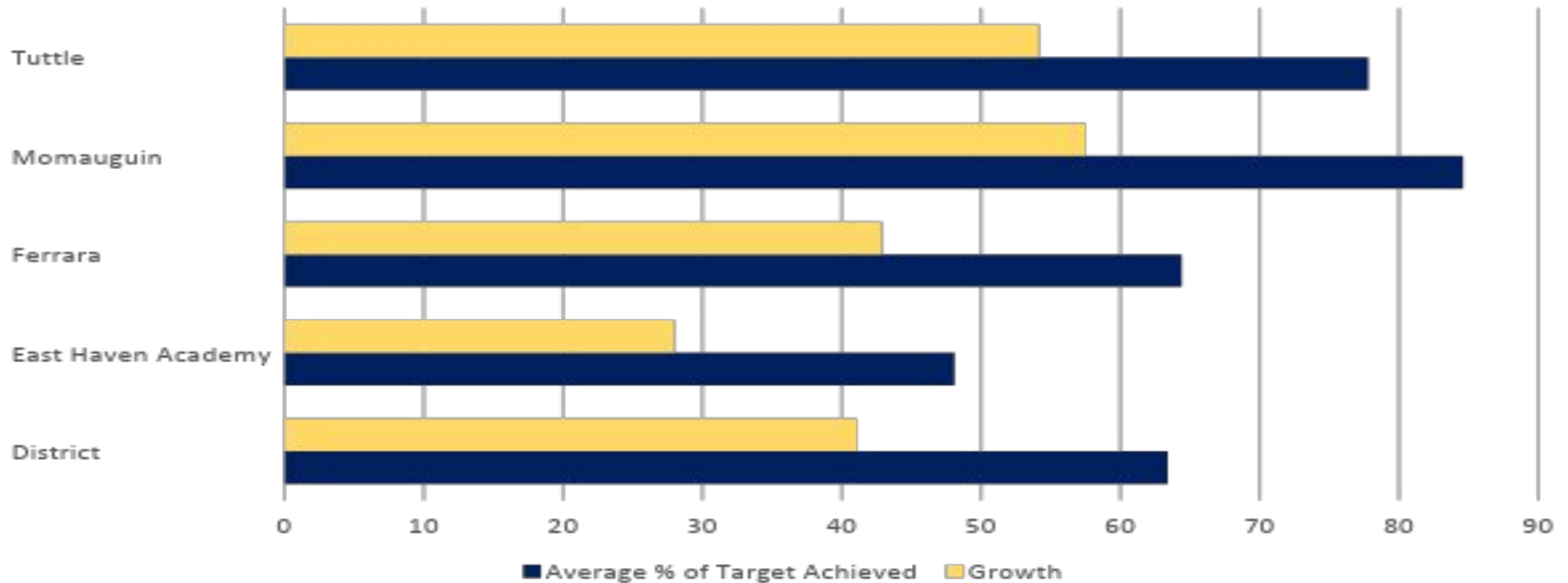
Observation, Curriculum Based Measures

Smarter Balanced, Topic and Cumulative Assessments, Math Problem solving, Curriculum Based Measures

Grades 3-5 Mathematics
Smarter Balanced Growth and % of Target Achieved

Mathematics

28

Comparison: Grades 4 and 5
Smarter Balanced Mathematics SBA Growth and iReady Typical Growth Indicators

Mathematics

Grade 4 Mathematics SBA
Performance vs. Growth Bubble Plot

Mathematics

Grade 5 Mathematics SBA
Performance vs. Growth Bubble Plot

Mathematics

Next Generation Science Standards (NGSS) Assessment Data

- Administered on a computer
- uses real-world science applications and questions so students can apply science and engineering practices
- Students demonstrate understanding of life sciences, physical sciences, and Earth
- Students take this assessment in grades 5, 8 and 11

Sample Grade Five Science/ NGSS Item

n 2016, Scottsdale, Arizona, received one-third of its annual rainfall
uring the summer. Tucson, Arizona, received one-half of its annual
ainfall during the same time period.

igure 1 shows the typical annual rainfall, in inches, for different areas
n the state.

Figure 1. Typical Arizona Rainfall
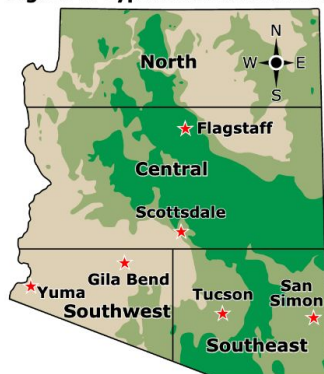
Key
Rainfall in Inches
- More than 20
- 10 to 20
- Less than 10

Part A

Use Figure 1 to rank the Central, Southeast and Southwest Arizona regions by the typical annual rainfall.

	Most Rainfall	Second Most Rainfall	Least Rainfall
Central	☐	☐	☐
Southeast	☐	☐	☐
Southwest	☐	☐	☐

Part B

Use Figure 2 to identify the time of the year during which each city receives the most rain. Select the boxes to choose the **best** answer for each city.

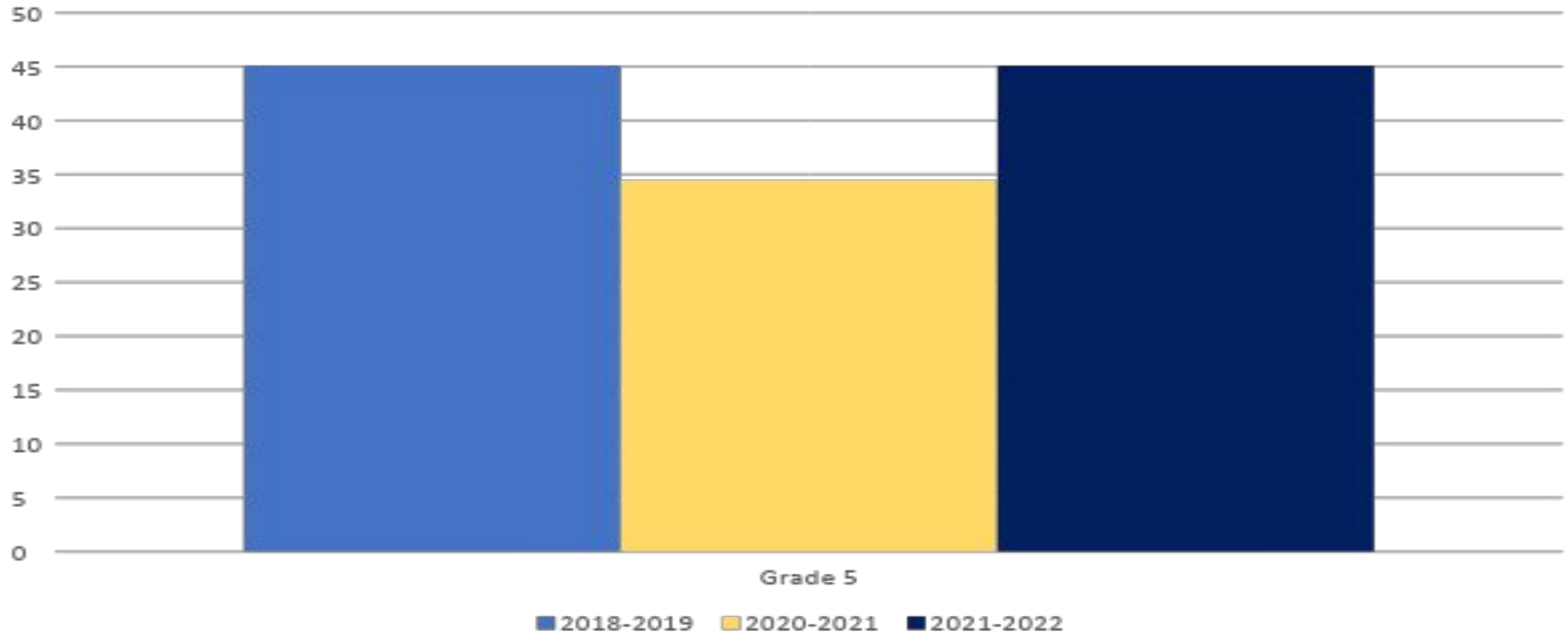| City	Receives the Most Rain during the Spring	Receives the Most Rain during the Summer	Receives the Most Rain during the Fall
Scottsdale	☐	☐	☐
Tucson	☐	☐	☐
Yuma	☐	☐	☐

Part C

The rainfall received in a fourth city during 2016 is shown in Figure 3.

Scan the QR code or click the link for a video overview of how students can manipulate the science assessment tools

Regional Cohort

MIDDLETOWN- DRG G
HAMDEN- DRG G
EAST HAVEN- DRG G
NAUGATUCK- DRG G

DERBY- DRG H
WEST HAVEN- DRG H
ANSONIA- DRG H
NEW HAVEN- DRG H
MERIDEN- DRG H

These districts are within the ACES region, in Demographic Reference Group G or H, and receive alliance funding.

Where does East Haven rank among regional cohort of Alliance Districts?

4th
PER PUPIL SPENDING

9th
ALLIANCE GRANT AMOUNT

3rd
RANKED IN MATH 3-5

4th
RANKED IN ELA 3-5
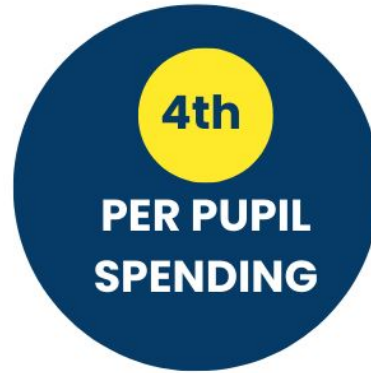
Among a cohort of 9 local districts with the Alliance designation, our district is ranked
- 4th out of 9 in per pupil spending, which ranges from $15,160 to $21,734
- 9th out of 9, with the smallest alliance allocation of $1.15m, ranging up to $20.3m with an average of $7.4m
- Ranked 4th out of 9 in the percent of students achieving at levels 3 and 4 in both Math and ELA

*ranking based on % at or above proficient inclusive students in EHPS vs. Alliance cohort totals in grades three through five

English Language Arts 2016-2022

Comparisons of Achievement: Percent of Students at Proficient or Above

- State of Connecticut
- Average of Regional Alliance Cohort
- East Haven (3-8 inclusive)

Please note, there is no data available for 2020-2021 for regional cohort or state, and this data is not included in comparison

Legend: ■ 16-17 ■ 17-18 ■ 18-19 ■ 21-22

Categories: State of CT, East Haven, Alliance Districts
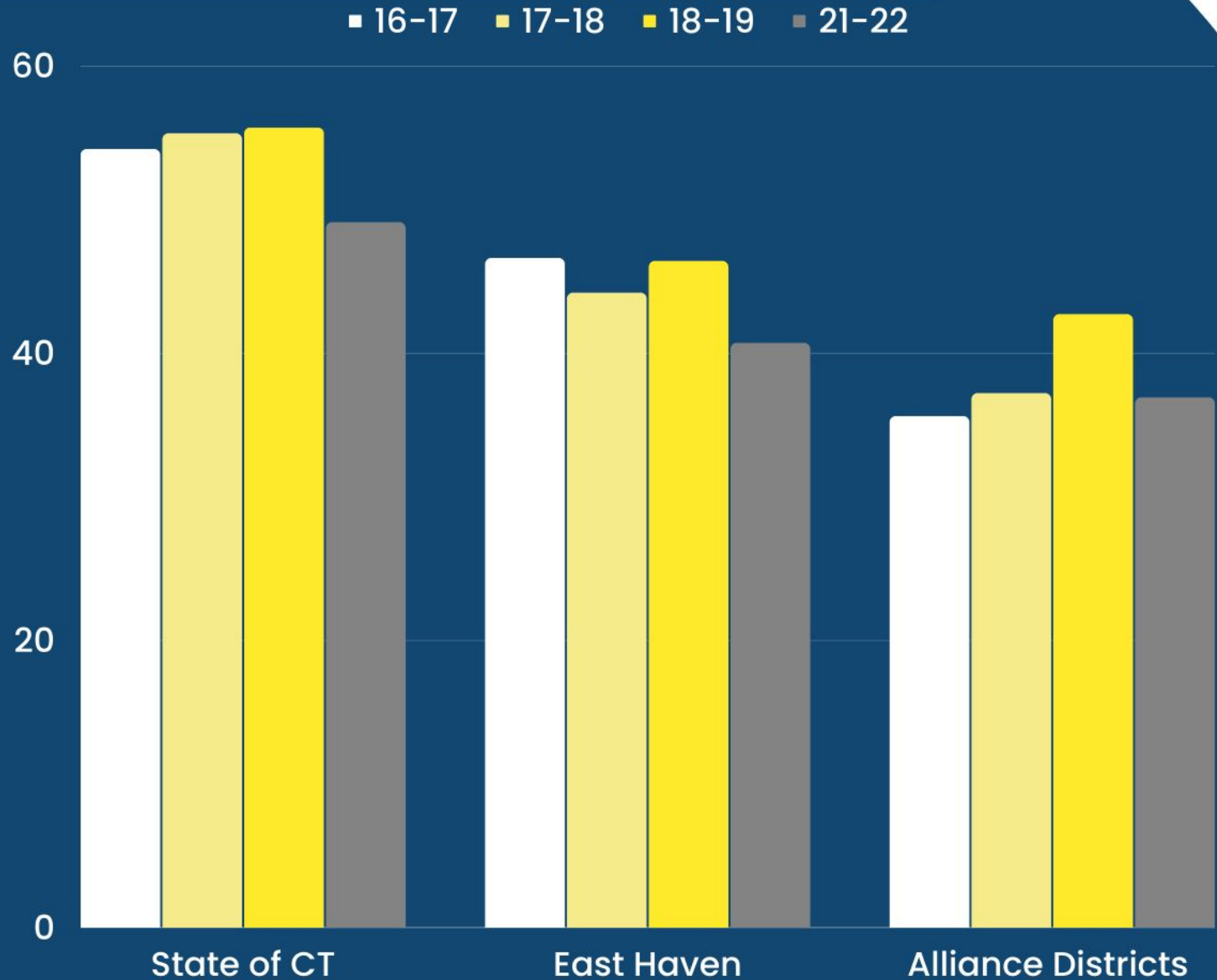
SBA Mathematics 2016-2022

Comparisons of Achievement: Percent of Students at Proficient or Above

- State of Connecticut
- Average of Regional Alliance Cohort
- East Haven (3-8 inclusive)

Please note, there is no data available for 2020-2021 for regional cohort or state, and this data is not included in comparison
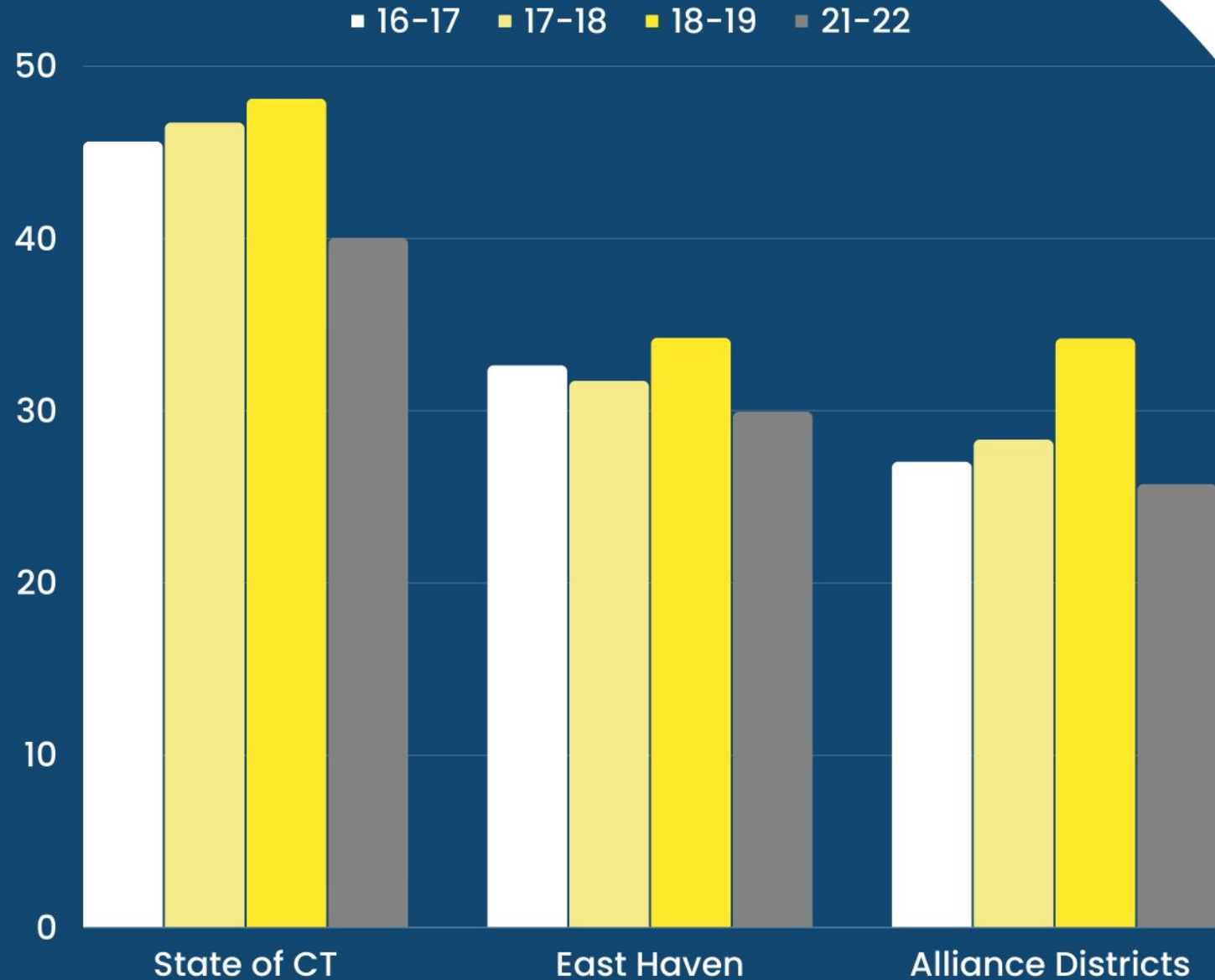
Legend: ■ 16-17 ■ 17-18 ■ 18-19 ■ 21-22

Chart categories: State of CT, East Haven, Alliance Districts

Next Steps for Academic Improvement Based on 2021–2022 Data

1 **Routines and Systems for Consistency and Cohesion**

Implement leadership routines and systems necessary to improve evidence-based numeracy and literacy practices to ensure sustainability

2 **Professional Learning**

Create a consistent knowledge base and common language among teachers that is based on current literacy and numeracy research and evidence-based practices in mathematics and reading instruction.

3 **Making Use of Data for Tailored Instructional Decision Making**

To establish a framework and process for using scientifically-based dynamic assessments to make instructional decisions at the district, school, grade, classroom, and individual student levels.

4 **Leveraging the Power of Family Learning**

Develop and implement a family engagement model that supports parent involvement and student learning at home.

2022-2023 School Year Action Items

Desired outcome: Decrease achievement gaps among students with disabilities, multilingual learners, and racial and ethnic groups

- Adopt Visual Thinking Strategies (VTS) protocols in classrooms to ensure access to improved outcomes and discourse-oriented core instruction for all learners; develop expertise among Technology and ESL teachers to embed in year one
- Increase capacity for all staff to differentiate for students with learning differences through professional development and regular sub-group data analysis through intervention/ EIT cycles

Desired outcome: Increase overall performance in ELA and Math proficiency

- Comprehensive coaching cycles related to district literacy and numeracy plan
- District data team analysis with focus on iReady growth targets
- Classroom observation tool prioritizing high success teaching present in significant growth classrooms

Glows & Grows

Glows

- Actual SBA growth percentage exceeded iReady benchmark typical growth indicators
- Exceeded pre-pandemic performance in some areas, reduced achievement gaps among ELs

Grows

- Reduce racial and ethnic achievement gaps
- Increase overall proficiency

THANK YOU!

STUDENTS, FACULTY AND STAFF, ADMINISTRATION, BOARD OF EDUCATION, AND COMMUNITY PARTNERS

We value your partnership and support as we climb to new heights. Thank you especially to our hardworking students who do their best every day to show what they know.

For more information, visit
https://bit.ly/EHPS2022SummativeReport

OFFICE OF CURRICULUM AND INSTRUCTION