GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING MINUTES
APRIL 15, 2024 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11 / HYBRID

MEMBERS PRESENT: Beverly Washington-Vice Chairperson, Andrea Ackerman, Dean Antipas, Adrian Johnson, Matthew Shulman, Ian Thomas, Jennifer White

MEMBERS ABSENT: Robert Meade, Jay Weitlauf-Chairperson

ALSO PRESENT: Susan Austin, Phil Piazza, Denise Doolittle, Lisa Hernandez Corcoran, Lauren Casini

1. CALL TO ORDER – Vice Chairperson Beverly Washington called the meeting to order at 6:05 p.m.

2. REVIEW MARCH 18, 2024 MEETING MINUTES

   MOTION: Ackerman, Shulman; to approve the March 18, 2024 meeting minutes.
   MOTION PASSED UNANIMOUSLY

3. DISCUSSION RE: STATE TESTING & THE STATE REPORT CARD (Attachment #1)

   Denise Doolittle and Lauren Casini gave an overview of the State Testing and the State report.

4. DISCUSSION RE: K-5 LITERACY UPDATE

   Dr. Piazza introduced Lisa Hernandez Corcoran, K-5 Director of Literacy and Humanities. Dr. Piazza shared the HILL for Literacy website. Dr. Piazza stated that Mrs. Hernandez Corcoran had applied for and got accepted for the grant to work with the HILL for Literacy at no cost. Dr. Piazza explained that the Curriculum Committee was composed of K-5 teachers, Interventionists, and Administrators. This group divided into a group of 3 lenses to review the Wit and Wisdom Program. The groups were:

   - Examining the resources for Phonological Awareness, Phonics, Cultural Responses, and Sustained Education.
   - Fluency, Vocabulary Motivation and Engagement, and Speaking.
   - Instructional Design, Comprehension, and Assessment and Writing.

   Dr. Piazza noted that today they met with representatives from the HILL. Review of EL Education will occur over the next week.

5. REVIEW REFERRAL TRACKING SHEET

Ian Thomas made the following referral:

- Discussion re: developing a policy to record and publish all BOE committee meetings - (COW)

Adrian Johnson made the following referrals:

- Discussion re: the Board's interest in drafting a policy regarding family notification of standardized tests - (COW)
- Full review of the state testing data and state report card - (COW)
- Discussion re: the foreign language survey from two years ago and what we currently offer (what languages are students taking and what languages would students like to take) - (COW)
- Review of the Tier 2 & Tier 3 interventions for ELA in the K-5 curriculum - (COW)

Matthew Shulman made the following referrals:

- Discussion re: the number of homeless students - (COW)
- Update re: the health insurance premium payments - (COW or via email to the Board)
- Discussion re: a Board Retreat to discuss the budget planning process for next year - (COW)
- Discussion re: the implementation of the district's DEI plan - (COW)

6. ADJOURNMENT

MOTION: Ackerman, Thomas; to adjourn at 9:00 p.m.
MOTION PASSED UNANIMOUSLY

State Testing
Spring 2024

Attachment #1

Smarter Balanced Assessments (SBAC)

Next Generation Science Standards (NGSS)

Connecticut Alternate Assessment System (CAELP)

Scholastic Aptitude Test (SAT)

Connecticut State Department of Education

2024 Testing Calendar

State Assessment	Grade(s)	Testing Window	Delivery Method
CAAELP	K - 12	February 1 - March 29, 2024	Online
Smarter Balanced ELA & Math	3 – 8	March 25 - May 31, 2024	Online
Connecticut Alternate Assessment (CTAA)	3 – 8 and 11	March 25 - May 31, 2024	Online
NGSS Assessments	11	February 5 - May 31, 2024	Online
	5 and 8	March 25 - May 31, 2024	Online
Connecticut Alternate Science Assessment (CTAS)	5, 8, and 11	Test should be administered throughout the school year. Student ratings entered in the DEI: March 25 - May 31, 2024	Online Upload March 25 - May 31, 2024
Connecticut SAT School Day	11	March 4 - April 19, 2024 (Within the test window, schools can choose primary and make-up test dates.)	Online

Participation - Connecticut General Statutes 10-14n

(b) (1) For the school year commencing July 1, 2015, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade eleven in any public school shall, annually, take a mastery examination in reading, writing and mathematics during the regular school day.

(3) For the school year commencing July 1, 2018, and each school year thereafter, each student enrolled in grades five, eight, and eleven in any public school shall annually take a state-wide mastery examination in science during the regular school day.

Testing Time Reminder

Content Area	Grades	Computer Adaptive Test (CAT) Hours : Minutes	Performance Task (PT) Hours : Minutes	Total Time Hours : Minutes
English Language Arts	3–5	1:30	—	1:30
	6–8	1:30	—	1:30
Mathematics	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
Both English Language Arts and	3–5	3:00	1:00	4:00

2023-24 Accessibility Features for Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments

Universal Tools
Available to All Students

Embedded	Non-Embedded
Digital Notepad	Scratch Paper/ whiteboard with marker
English Glossary ^	
Expanded Passages/ Stimuli/Items	
Highlighter	
Keyboard Commands	
Line Reader	
Mark for Review	
Math Tools	
Writing Tools	
Strikethrough	
Zoom	
Desmos Calculator (Math Segment 1 ONLY, Grades 6-8; Science Grades 5, 8, and 11	Calculator (Science Grades 5, 8, &11)
NGSS Periodic Table (Grades 8 & 11) English and Spanish	NGSS Periodic Table (Grades 8 & 11) English and Spanish *
Breaks	

Refer to the CSDE Assessment Guidelines for detailed information on universal tools, supports, and accommodations.

Designated Supports
Available to Any Student With a Need Determined by Educator Teams

Embedded	Non-Embedded
Print Size Online	Magnification
Color Contrast	Color Contrast
Masking	Color Overlay
Mouse Pointer	
Streamline	
Text-to-Speech- ELA Items (NOT ELA Reading Passages), Math and Science Stimuli and Items	Read Aloud (English) ELA Items, Math and Science Stimuli and Items ~ + Review Read Aloud Guidelines
Text-to-Speech-Spanish (Math, Science Stimuli and Items) *	Read Aloud in Spanish (Math, Science) * ~ + Review Guidelines for Spanish Read Aloud of Stimuli and Items
Spanish Presentation (Math, Science) (Toggle) * **Updated!**	
Translations Glossary (Math) (Includes Illustration Glossary as an available language support) *	Translation Glossary (Math) (Includes Illustrative Glossary as an available language support) **(Note: Requires large-print test booklet and must be requested through CAI Help Desk.)** *
Turn off any universal accessibility tool	
	Smarter Balanced Translated Test Directions (Math, ELA) * ^
	Bilingual Dictionary (Science) *
	Simplified Test Directions (Test Administration Manual for Math and ELA) ^ +
	Native Language Reader of Test Directions (Test Administration Manual for Math, ELA, Science) * +
	Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science) **New!** +
	Printed Test Directions in English (Test Administration Manual for Math, ELA, Science) **New!**
	Separate Setting
	Amplification +
	Noise Buffer

Accommodations
Available to Students with an IEP or Section 504 Plan

Embedded	Non-Embedded
Permissive Mode (compatible third-party accessibility software)	
Refreshable Braille	
Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth)
	Large Print Booklet
American Sign Language Video (ELA Listening, Math) ^	Human Signer/Visual Support for ELA Items and Math/Science Stimuli and Items # ~ +
	Human Signer/Visual Support for ELA Reading Passages (Grades 3-8) # ~ +
Braille/Audio Transcription (ELA Listening) +	
Closed Captioning (ELA Listening)	
Text-to-Speech ELA Reading Passages (Grades 3-8); Complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages	Read Aloud ELA Reading Passages (Grades 3-8) # ~ + Complete the Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages
	Alternate Response Options
Word Prediction **New!**	
Speech-to-Text +	Scribe # ~ +
	Abacus
	(Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11) +
	Calculator (Math Grades 6-8 Segment 1 ONLY) #
	Multiplication Table (Grades 3-8)
	100s Number Table (Grades 3-8)
	Math Manipulatives (Grades 3-8) # +
	Print on Demand # + (Contact the CSDE)
	Medical Device (e.g., glucose monitor)
	Customized Medical Accommodations # ~ + (Contact the CSDE)

Department of Education

Welcome to the Connecticut Comprehensive Assessment Program Portal

smarter BALANCED Smarter Balanced Assessments

NGSS Assessments

Alternate Assessment System

Key

^ NOT available for Science

* Suggested for English learners/multilingual learners (ELs/MLs)

\+ Individual Test Setting

\# Special Documented Accommodation

~ Requires Trained Educator

Grade 5 English Language Arts Sample Problem

Read the sentence from the text.

Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney.

What effect does the author create by using the phrase yawning black throat of the chimney?

Ⓐ It gives the feeling that steam is very important.

Ⓑ It gives the feeling that the chimney is very dark and frightening.

Ⓒ It gives the feeling of being tired and sleepy.

Ⓓ It gives the feeling that the chimney is very large and wide and swallows the steam.

Grade 5 Math
Sample Problem

Lisa claims that when multiplying **any** number between 0 and 10 by 100, the product is **greater** than 100.

What is a possible number that can be multiplied by 100 to show that Lisa's claim is not correct? Enter your answer in the response box.

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Which situation can be represented by this equation?

$4 \div \frac{1}{8} = \square$

Ⓐ Jack has 4 pieces of fabric. Each piece is $\frac{1}{8}$ of a yard long. How many yards of fabric does Jack have?

Ⓑ Jack has 4 pieces of fabric. He gets $\frac{1}{8}$ more yards of fabric. How many yards of fabric does Jack have now?

Ⓒ Jack has 4 yards of fabric. He gives away $\frac{1}{8}$ of his pieces of fabric. How many pieces of fabric does Jack have left?

Ⓓ Jack has 4 yards of fabric. He cuts the fabric into pieces $\frac{1}{8}$ of a yard long. How many pieces of fabric does Jack have?

Grade 5 NGSS Sample Problem

Warning systems in the ocean are used to alert people before a tsunami reaches land. Tsunamis are tall waves in the ocean. When the tall waves reach land, they damage buildings and cause flooding.

Information about three warning systems is shown in Table 1. A buoy is a device that floats in water and is anchored to the ocean floor to keep it in place. A sensor is a device that detects or senses heat, light, sound, and motion.

Table 1. Tsunami Warning Systems

System	Description of the System	Can Data Be Used with Other Two Systems?	Can It Be Moved?	Starting Cost	Continued Cost
DART	• Each buoy is made of one sensor on the seafloor and one on the buoy. • Many buoys collect data. These data are sent to a satellite. The satellite sends the data to a station on the ground. • One broken buoy **will not** affect other buoys in the system.	Yes	Yes	Low	High
Cable	• Sensors are placed on cables. The cables send the data to stations on the ground very quickly. • One broken cable **will** affect the entire system.	Yes	No	High	Low
GPS	• Satellites and buoys use GPS to measure earthquakes that can cause tsunamis. • Many buoys and satellites collect data. The satellite sends the data to a station on the ground. • One broken buoy **will not** affect other buoys in the system.	No	Yes	Medium	High

Click on the blank box and select the **best** warning system. Then, select **three** reasons why the system you selected should be used.

The tsunami warning system that should be used is the [ ].

- [ ] It has many parts.
- [ ] It has a low total cost.
- [ ] It has a low continued cost.
- [ ] It can be moved to different locations.
- [ ] The data can be shared with other systems.
- [ ] It keeps working if one part of the system breaks.

Connecticut Report Card

Connecticut Report Cards

Select a District: Groton School District

Select a School or Leave Blank for District/State Report Card:

Submit

How to use the report card: *Click the headings below (Students, Educators, Instruction/Resources, Performance) to expand(+) and collapse(-) a section and view associated charts. Click on a chart or chart title to disaggregate data by student group (e.g., race/ethnicity, gender, free/reduced-price meal eligibility, English learner, or disability status.)*

List of Schools Identified for State Support and Recognition (.xlsx)

Groton School District

Website: https://www.grotonschools.org/

Phone: 860-572-2100

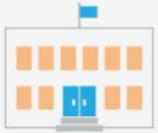
Grade Range: PK-12

Printable Reports (PPRs)

Next Generation Accountability Report

4,099 students

10 schools/programs



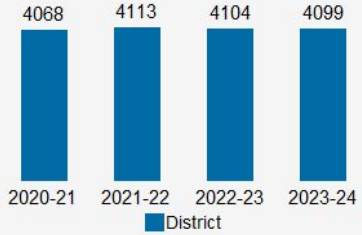
$19,706 per pupil

455.7 certified staff FTE

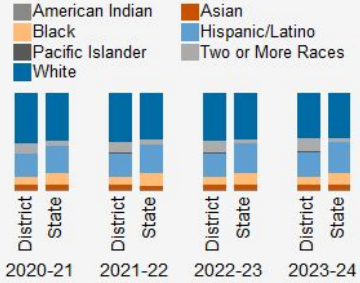
Accountability Index: **67.9**

Student Data Collection

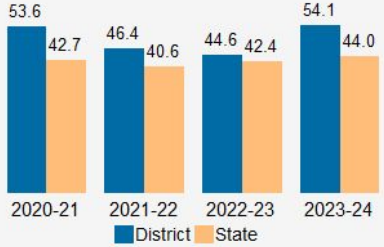
District Enrollment



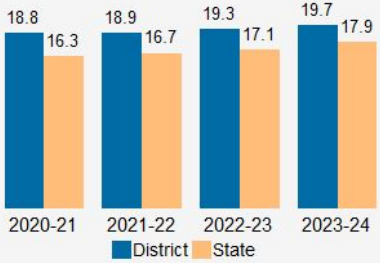
Percentage of Enrollment by Race/Ethnicity



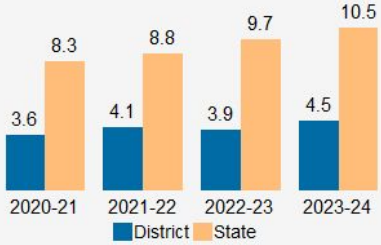
Percentage Eligible for Free/Reduced Price Meals



Percentage Students with Disabilities

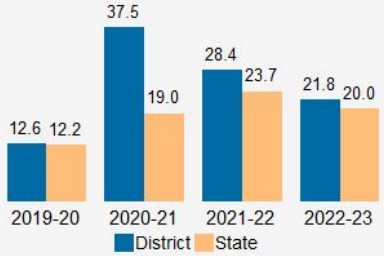


Percentage English Learners



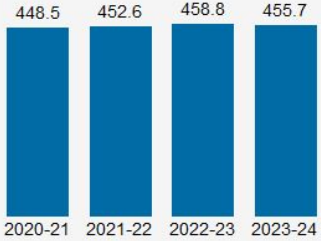
Percentage of Students Chronically Absent

Target: <=5

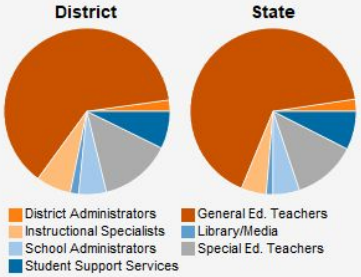


Educator Data Collection

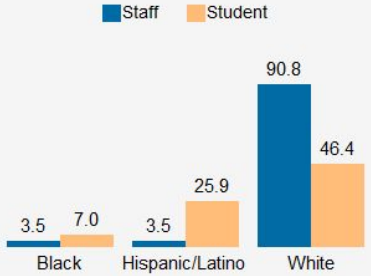
Certified Staff Full-Time Equivalent (FTE)



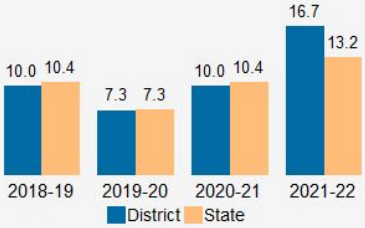
FTE by Assignment Category, 2023-24



Percentage by Race/Ethnicity, 2023-24

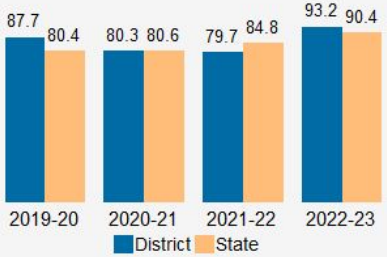


Classroom Teacher Attendance (Average FTE Days Absent)

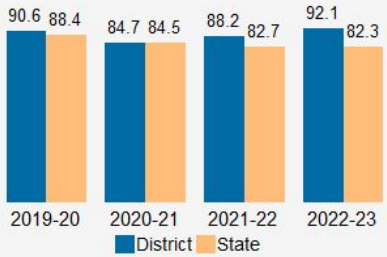


Instruction/Resources Data Collection

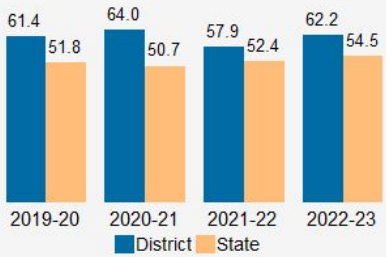
College-and-Career-Readiness Course-Taking
Target: 75



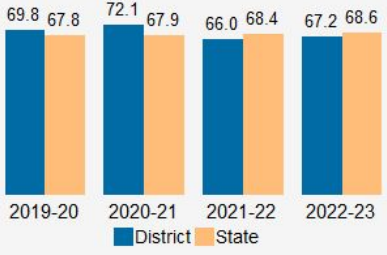
On-Track to High School Graduation
Target: 94



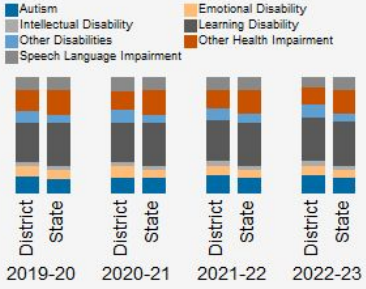
Arts Access
Target: 60



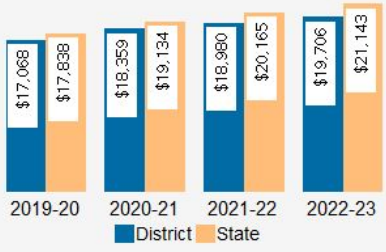
Time with Nondisabled Peers



Percentage by Primary Disability

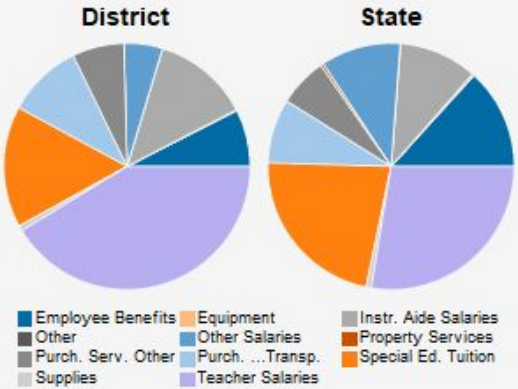


Per Pupil Expenditures
(dollars)

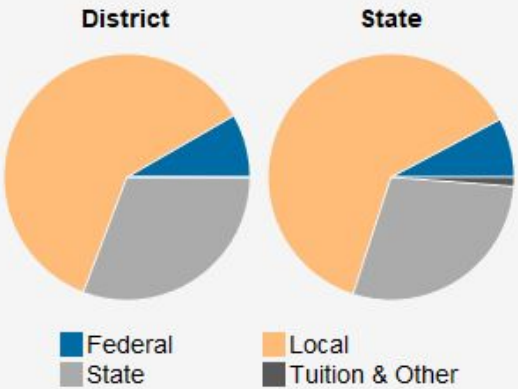


Instruction/Resources Data Collection

Special Education Expenditures by Category, 2022-23

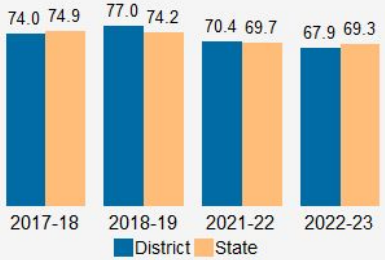


Percentage of Revenue by Source, 2022-23



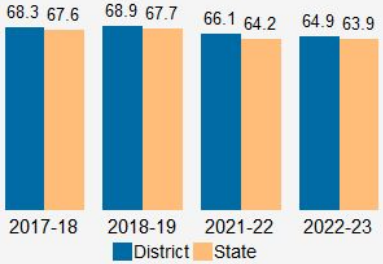
Performance Data Collection

Next Generation Accountability Index



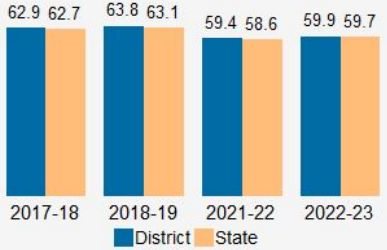
District Performance Index (DPI), ELA

Target: 75



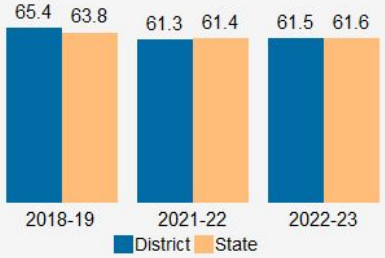
District Performance Index (DPI), Math

Target: 75



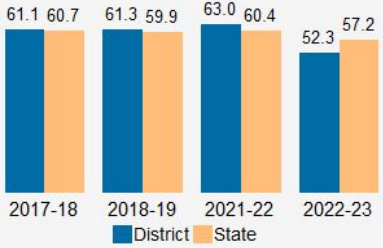
District Performance Index (DPI), Science

Target: 75



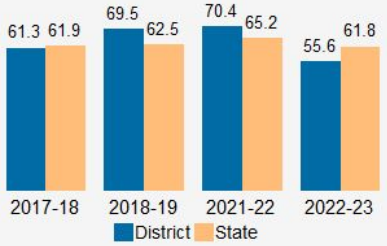
Smarter Balanced Growth, ELA

Target: 100



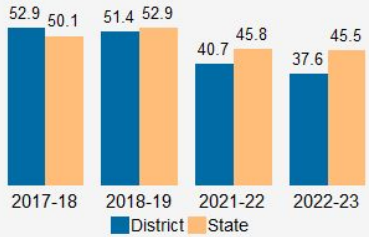
Smarter Balanced Growth, Math

Target: 100

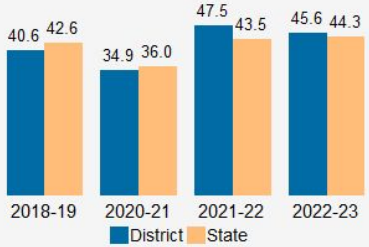


Performance Data Collection

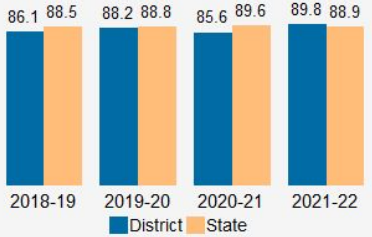
Percentage of Students Reaching Fitness Standard
Target: 75



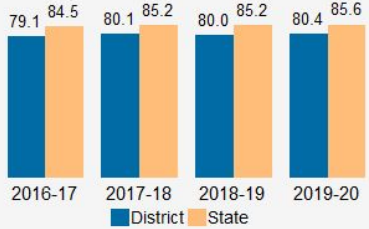
Demonstrating Postsecondary Readiness
Target: 75



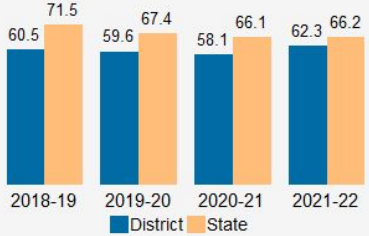
Four-Year Graduation Rate
Target: 94



Six-Year High Needs Graduation Rate
Target: 94



College Entrance
Target: 75



Connecticut State Report Card

1. Go to https://public-edsight.ct.gov/
2. On the right, locate Connecticut Report Card
3. Click on “View Report Card” link
4. Choose the school district you would like to view from the drop down menu
5. Click “Submit”

- CSDE Public Report Card