

Board of Education Regular Meeting
Thursday, January 23, 2014 7:00 PM Eastern

New Fairfield Community Room* *Please note
change in location.
3 Brush Hill Road
New Fairfield, CT 06812

Member Aboe: Present
Mr. Scott Akam: Present
Mr. Steve Burfeind: Present
Mr. Ken Chapman: Present
Mr. Kevin Hearty: Absent
Mr. Sean Loughran: Present
Linda Norris: Present
Susan Starr: Present
Dr. Amy Tozzo: Present
Dr. Jay Voss: Present

Present: 9, Absent: 1.

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
 - III.A. December 19, 2013 - Regular
 - III.B. January 6, 2014 - Special
- IV. Approval of the Agenda
- V. Chairman's Report
- VI. Superintendent's Report
- VII. Student Representatives' Report
- VIII. Committees
 - VIII.A. Finance
 - VIII.B. Curriculum
 - VIII.C. Personnel
 - VIII.D. Policy
 - VIII.E. Operations
 - VIII.F. Field Fees
 - VIII.G. Liaison
 - VIII.G.1. Board of Finance
 - VIII.G.2. Magnet School
 - VIII.G.3. Parks and Recreation Committee
 - VIII.G.4. Permanent Building Committee
 - VIII.G.5. Technology
 - VIII.G.6. Safety
 - VIII.G.7. Education Connection
- IX. Information Items
 - IX.A. Introduction of Director of Technology
 - IX.B. CCSS – A Closer Look (CCSS)

- IX.C. Gallup Student Poll Results
- IX.D. NESDEC 2013-2014 Enrollment Projections
- X. Public Participation - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .
- XI. Executive Session for the Purpose of Discussing Security Matters
- XII. Information/Action Items
 - XII.A. 2014-15 Budget
 - XII.A.1. School Resource Officer
- XIII. Action Items
 - XIII.A. Personnel Report
 - XIII.B. Acceptance of Grant
 - XIII.B.1. PEGPETIA Grant – MHHS (Meeting Learners’ Needs)
- XIV. Other
- XV. Adjournment

Smarter Balanced Assessments English Language Arts/Literacy: Claim 1 Reading

Presented by: Ron Michaels



Connecticut State Department of Education
Assessment Literacy Workshops
November 2013

Adapted by Barbara Mechler with permission from Ron Michaels
January 2, 2014

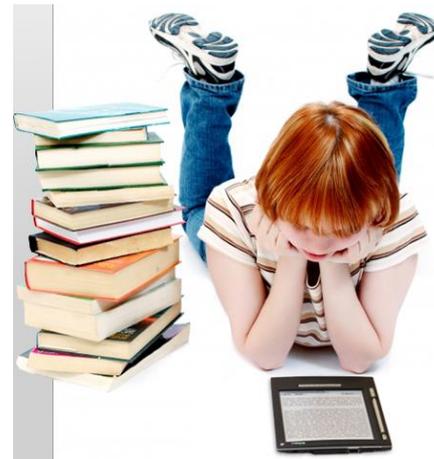


Rationale for Assessing Reading

“At the heart of the Common Core State Standards is a focus on literacy instruction that centers on careful examination of the texts- Reading closely and drawing evidence from the text to support inferences and judgments made.”

Claim 1

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.



Claim 1 and CAT Assessment Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Targets 1-7: Literary Text

Targets 8-14: Informational Text

Targets
1 and 8:
KEY DETAILS

Targets
2 and 9:
CENTRAL
IDEAS

Targets
3 and 10:
WORD
MEANINGS

Targets
4 and 11:
REASONING
and
EVIDENCE

Targets
5 and 12:
ANALYSIS
WITHIN AND
ACROSS
TEXTS

Targets
6 and 13:
TEXT
STRUCTURES
AND
FEATURES

Targets
7 and 14:
LANGUAGE
USE

Reading Stimuli Specifications



Reading Stimuli Specifications

Stimuli must:

- have a grade-level appropriate complexity for Claim 1 reading literary and informational passages
 - Measures to Determine Text Complexity
 - Quantitative measures
 - Qualitative measures

Reading Stimuli Specifications

Stimuli must:

- Be clear and of fine quality
- Meet demands of grade-level interest and appropriateness
- Include titles, authors' and artists' names, source and publication dates for newspaper and magazine articles and cartoons.

Reading Stimuli Specifications

Stimuli must:

- Adhere to descriptions and level of quality set forth in the CCSS standards, the Smarter Balanced Assessment Content Specifications for ELA and the Smarter Balanced English Language Arts Stimulus Specifications
- Consider accessibility concerns refer to the SBAC Accessibility and Accommodations Guidelines and the SBAC Consortium Bias and Sensitivity Guidelines

Quality Criteria for Stimuli



Passage Text Length by Grade

GRADE	WORD COUNT RANGE (short text)	WORD COUNT RANGE (long text)
3	200-487	488-650
4	450-562	563-750
5	450-562	563-750
6	650-712	713-950
7	650-712	713-950
8	650-712	713-950
11	800-825	826-1100

Will the Stimuli Elicit Potential Questions that...

- are worthy of student attention because it can deliver student insights about the text?
- require the student to engage in close reading of a text? The focus can be on a small part of the text, a section of the text, or the text as a whole.
- require use of evidence from the text to respond to the question?
- are text-dependent and (usually) text-specific (not “canned” questions, but questions that arise organically from the text?)
- are cognitively complex and purposely aligned to the standards and targets?

Stimuli: Topics

- Appeal to students' interests
- Appropriate for assessment grade level
- Care should be taken to choose little-known information about topics of common interest since the goal is not to assess student's prior knowledge
- Topics related to science, social studies, history, or technology
- Additional topics (at the elementary level) include animals, famous people and events in history, robots, and astronomy
- Additional topics (at higher grade levels) may include careers, philosophy, the Constitution and current events
- Stimulus must include topics pertinent to traditionally underrepresented students

Measures to Determine Text Complexity



Text Complexity: Three Part Model

- Quantitative
 - Grade level equivalent
 - Lexile
 - Flesch-Kincaid
- Qualitative
 - Levels of meaning
 - Levels of purpose
 - Structure, organization
 - Language conventionality/clarity
 - Prior knowledge demands
- Reader and Task becomes Considerations for Passage Selection
 - Accessibility
 - Sentence and text structures
 - Archaic language, slang, idioms, or other language challenges
 - Background knowledge
 - Bias and sensitivity issues
 - Word count



Quantitative Analysis

Grade Band	Current Lexile Band	“Stretch” Lexile Band
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Grade 11 Reading Paired-Text Sample Item Solar Energy



Paired-Text: Solar Energy (Stimulus 1)

Energy Digest, June 1980

The Homeowner's Salvation: Solar Power

by Daniella Rayez

In the wake of rising energy costs and depleted resources, President Carter initiated an aggressive program to reduce the country's dependence on fossil fuels like oil and coal. Congress passed Carter's Public Utility Policies Act in 1978, giving tax credits to homeowners who install solar energy cells in their home. The Energy Tax Act encouraged homeowners to invest in energy conservation by giving them a tax credit of up to \$2,000 for home solar devices installed after April 20, 1977.

Today, these solar cells are primarily used to heat water in the home. When sensors attached to the water tank detect that water temperatures are too low, the water is circulated in pipes where heat absorbed by solar energy is transferred to the water. This requires an array of solar panels attached to the home's roof. Initial cost of these panels is quite high, but the money saved through tax credits and monthly energy bills make it a plausible option.

Affordable hot water is a herald of progress; it is hoped that solar energy will soon provide all power a homeowner needs. Dennis Hayes, executive director of the Solar Energy Resource Institute, recently said, "Solar power will offer the United States a clean energy future, decrease our dependence on petroleum, and offer a decentralized approach to solving our energy problems." With added advantages, the cost of a residential-use solar system will certainly go down, giving the people of the United States a cost-effective way to power their homes.

Paired-Text: Solar Energy (Stimulus 2)

Energy Digest, November 2003

What Happened to Solar Power for Home Use?

by Richard Mueller

A 1979 poll in *The New York Times* indicated that 42% of Americans believed solar energy would solve all of the country's energy problems by 1984. President Carter set a goal in his Proposed Energy Policy that solar energy would be used in 2.5 million homes by 1985. Carter's Public Utilities Policies Act in 1978 and the enormous tax credits that went along with it fueled these ideas.

At the time, energy costs were skyrocketing due to the oil embargo of 1973. Citizens were looking for alternatives to petroleum for power and fuel, and solar energy became a focal point. It was clean and inexpensive, not to mention safe. The disasters of Three Mile Island and Chernobyl during the 1980s scared people away from nuclear energy, and the influx of solar systems in residences began. However, the popularity of solar power waned by the 1990s. Carter's tax credits ended in 1986 when President Reagan chose to let commerce dictate the direction of renewable energy sources.

Simultaneously, petroleum prices dropped significantly, further crippling the solar power industry. By 2000, the costs of installing and maintaining a set of residential solar cells were too high, and home use dwindled. Neither Carter nor the citizens of the late 1970s were right. Solar power is not used in over two million homes. It has not solved the country's energy problems. Harnessing the sun was a romantic idea that simply was not realistic.

It may be possible that, in the future, we will revisit the idea of using renewable energy sources like the sun to power our homes, businesses, and perhaps even our cars. For now, though, fossil fuels continue to be the cheapest and most efficient energy source.

Solar Energy Sample Item 62984

Preamble

Read the sentences from "What Happened to Solar Power for Home Use?"

Simultaneously, petroleum prices dropped significantly, further crippling the solar power industry. By 2000, the costs of installing and maintaining a set of residential solar cells were too high, and home use dwindled.

Question

Based on the sentences, what can a reader conclude about the author's predictions in "The Homeowner's Salvation: Solar Energy"? Support your answer with evidence from that text.

Solar Energy Sample Item 62984 Rubric

<i>Rubric</i>		
Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> -Provides the conclusion that the author's predictions were incorrect -Gives sufficient evidence to support the conclusion by citing specific examples <p>Examples may include</p> <ul style="list-style-type: none"> --Carter's Public Utility Policies Act in 1978 or Energy Tax Act or tax credits making solar a plausible option --the statement that costs for residential solar systems will decrease --the statement that residential solar systems will become cost-effective 	<p>Although Rayez clearly believed that the combination of rising energy costs and the passing of the Public Utility Policy Act would serve to inspire a conversion to solar energy, this information clearly disproved her predictions. Once petroleum prices dropped, a situation Rayez failed to predict, solar energy became more costly to build and maintain than the fuel was to purchase. Ultimately, Rayez fell short in her predictions that solar power would eventually replace fossil fuels, and did not take in to account, not only the cheaper fuel prices, but also the prohibitive costs of maintaining a solar cell system.</p>
1	<p>The response:</p> <ul style="list-style-type: none"> -Provides the conclusion that the author's predictions were incorrect -Gives limited evidence to support the conclusion with general reference to examples like those identified in the two-point rubric 	<p>The reader can tell that the first writer's predictions were wrong. Solar energy got to be too expensive for the average person. This is because fuel had been costly, but then fuel became cheaper than having all the solar equipment.</p>
0	<p>A response receives no credit if it does not provide the conclusion that the author's predictions were incorrect.</p>	<p>The author was wrong about changing energy. The prices got cheaper instead of worse.</p>

Solar Energy Sample Item 62988

Question

How does including the quotation in the third paragraph of "The Homeowner's Salvation: Solar Power" help strengthen the author's argument? Select **all** that apply.

Alternative: A

It predicts an end to the use of fossil fuels.

Alternative: B

It lends support to the information previously stated.

Alternative: C

It references a professional in the field of solar energy.

Alternative: D

It illustrates that solar energy has many positive aspects.

Alternative: E

It contradicts what some people have said about solar energy.

Solar Energy Sample Item 62988: Key

Question

How does including the quotation in the third paragraph of "The Homeowner's Salvation: Solar Power" help strengthen the author's argument? Select **all** that apply.

Alternative: A

It predicts an end to the use of fossil fuels.

Alternative: B ✓

It lends support to the information previously stated.

Alternative: C ✓

It references a professional in the field of solar energy.

Alternative: D ✓

It illustrates that solar energy has many positive aspects.

Alternative: E

It contradicts what some people have said about solar energy.

Reflect on Guiding Questions

1. What do educators need to do to support student learning?
2. What do educators need to do to ensure that students are prepared for the Smarter Balanced assessments?

FALL 2013

NEW FAIRFIELD SCHOOL DISTRICT

GALLUP STUDENT POLL RESULTS



HOPE

61%

HOPEFUL

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

ENGAGEMENT

63%

ENGAGED

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

WELL-BEING

64%

THRIVING

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

HOPE

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

I know I will graduate from high school.

There is an adult in my life who cares about my future.

I can think of many ways to get good grades.

I energetically pursue my goals.

I can find lots of ways around any problem.

I know I will find a good job after I graduate.

ENGAGEMENT

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

I have a best friend at school.

I feel safe in this school.

My teachers make me feel my schoolwork is important.

At this school, I have the opportunity to do what I do best every day.

In the last seven days, I have received recognition or praise for doing good schoolwork.

My school is committed to building the strengths of each student.*

I have at least one teacher who makes me excited about the future.*

* Not included in Well-Being Index or GrandMean calculations

WELL-BEING

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

Were you treated with respect all day yesterday?*

Did you smile or laugh a lot yesterday?*

Did you learn or do something interesting yesterday?*

Did you have enough energy to get things done yesterday?*

Do you have health problems that keep you from doing any of the things other people your age normally can do?*

If you are in trouble, do you have family or friends you can count on to help whenever you need them?*

* Not included in Well-Being Index or GrandMean calculations

U.S. OVERALL



HOPE

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

YOUR DISTRICT

61%

HOPEFUL

30%

STUCK

9%

DISCOURAGED

U.S. OVERALL



ENGAGEMENT

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

YOUR DISTRICT

63%

ENGAGED

25%

NOT ENGAGED

12%

ACTIVELY

DISENGAGED

U.S. OVERALL



WELL-BEING

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

YOUR DISTRICT



FALL 2013

NEW FAIRFIELD HIGH SCHOOL

GALLUP STUDENT POLL RESULTS



HOPE

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

YOUR SCHOOL

57%

HOPEFUL

33%

STUCK

10%

DISCOURAGED



ENGAGEMENT

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

YOUR SCHOOL

35%

ENGAGED

35%

NOT ENGAGED

30%

ACTIVELY
DISENGAGED



WELL-BEING

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

YOUR SCHOOL

58%

THRIVING

41%

STRUGGLING

1%

SUFFERING

FALL 2013

NEW FAIRFIELD MIDDLE SCHOOL

GALLUP STUDENT POLL RESULTS



HOPE

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

YOUR SCHOOL

62%

HOPEFUL

29%

STUCK

9%

DISCOURAGED



ENGAGEMENT

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

YOUR SCHOOL

63%

ENGAGED

26%

NOT ENGAGED

11%

ACTIVELY
DISENGAGED



WELL-BEING

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

YOUR SCHOOL



FALL 2013

MEETING HOUSE HILL SCHOOL

GALLUP STUDENT POLL RESULTS





HOPE

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

YOUR SCHOOL

61%

HOPEFUL

30%

STUCK

9%

DISCOURAGED



ENGAGEMENT

The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.

YOUR SCHOOL

83%

ENGAGED

13%

NOT ENGAGED

4%

ACTIVELY
DISENGAGED



WELL-BEING

How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

YOUR SCHOOL

