

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

January 30, 2017
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Crista Salamy - Chair, Linda Quintanilha, Bernd Foecking, Janine Lesser, Rich Cahoon

Committee Members Present: Crista Salamy, Linda Quintanilha, Janine Lesser, Rich Cahoon

Others Present: Kimberly Saunders, Dr. Ann Forrest, Myron Steere, Nicky Fraley

Crista Salamy called the meeting to order at 5:34 p.m.

5:30 Approval of November 28, 2016 Minutes – 5 minutes

Janine Lesser moved to accept the minutes of November 28, 2016. Rich Cahoon second. Unanimous.

5:35 Status of Performance of Competency Education (PACE) Application

- The district's PACE application was submitted to the NH Department of Education (NHDOE).
- PACE Meeting at the DOE on Thursday, January 19th
 - Information shared:
 - Resources Available to PACE Schools
 - Required Activities for PACE Schools
 - Optional Activities for PACE Schools
- Next Steps
 - Bring information to the Administrative Council for feedback.

Ann Forrest shared that districts that have applied were invited to an informational meeting. Notes from that January 19th meeting were distributed. PACE is more about a system on how to implement competency based education.

Tier 1 is full implementation of PACE as an accountability system; Tier 2 consists of performance tasks and building a common understanding of what competency looks like; and Tier 3 focuses on competency based education professional development.

Our application has been submitted which allows the discussion about which tier would make the most sense for ConVal. We have not heard back from the State about our application. What does it mean should ConVal become a PACE District? Mobilized resources would allow for a year of coaching in Tier 3; Tier 2 would allow for 5 cross district days of training and 18 days of coaching in-district.

Ann Forrest's recommendation was to wait to hear from the State with a recommendation to follow.

Funding comes from the Department of Education (DOE).

Discussion took place about competency based assessment. The inability for colleges and universities to use it to compare student achievement is problematic.

Our Strategic Plan includes goals on assessment. The State will work and tailor their coaching to our needs.

Rich Cahoon noted that the ATC has been using competency based assessment, which is required for Running Start; we could emulate some of what we are already going here.

5:50 Equity Audit: Data Collection Phase

Information titled "Conducting an Equity Audit" was shared. A sample titled "Achievement Data" was shared. This was one measure from one assessment.

The goal is to share the process for the audit tonight. Patterns are important.

Discussion took place about utilizing high quality staff to teach all levels of learners.

Further discussion took place about data that might be available in the area of discipline other than office referrals. The hope is to see patterns and trends that can be responded to.

6:10 Policy for Consideration and Review

- Multiage/Multi-Grade

Kimberly Saunders reported that she would like to wait until data is digested from the equity audit before making a change to the way we develop our multi-grade classrooms.

- [IIB – Class Size](#)

This relates to multiage/multi-grade

- [IGA – Curriculum Development](#)
- [IHBH – Extended Learning Opportunities](#)
- [ILBA – Assessment of Education Programs](#)
- [IK – Earning of Credit](#)

PACE related.

- [IKF – High School Graduation](#)

This will not be a focus this year in terms of recommending change.

Brief discussion took place about the change in practice from the ability to fulfill one half credit of PE/Health with varsity sport participation.

- [IMBC – Alternative Credit Options](#)

6:30 Other

None.

Linda Quintanilha motioned to adjourn at 6:49 p.m. Unanimous.

Respectfully submitted,

Brenda Marschok

Excerpts from NHDOE PACE Meeting

January 19, 2017

PACE has been evolving.

- In the beginning PACE was a pilot focused on developing an accountability system more aligned to competency-based education, project-based learning, etc.
- Now PACE is transitioning from being just an accountability system to being a system of how to implement competency-based education.

PACE consists of three tiers.

- Tier 1 – Full Implementation of PACE as an Accountability System
- Tier 2 – Performance Tasks: Building a Common Understanding of What Competency Looks Like
 - Year 1 Focus - Writing Performance Tasks
 - Year 2 Focus – Use of Performance Tasks & Calibration of Scoring
- Tier 3 – Competency-based Education PD (Based on Identified Needs of the District)

Becoming a PACE District

- Districts apply to be a PACE District.
- Depending on where a district is relative to implementing competency-based education, a district can start at any one of the three tiers.
- Possible Progression – 1 year in Tier 3, 2 years in Tier 2, and then Tier 1

Commitment to PACE

- Tier 3 Districts
 - The specific focus for PACE work is based on the identified needs of the district.
 - The DOE will mobilize contracted services to provide a year of coaching.
- Tier 2 Districts
 - PACE Team attends 5 cross-district days.
 - THE DOE provides 18 days of coaching in-district.
 - Building administrators participate in a bi-monthly webinar.

PACE Benefits

- Strengthen teachers' assessment literacy
- Implement fewer but higher quality assessments

Next Steps

- Still waiting to hear back from the state regarding application
- Bring to Admin. Council for feedback
- Bring back to Ed. Committee
- Bring to full Board

NH PACE READINESS TOOL				
DISTRICT NHPACE READINESS INDICATORS	PERFORMING	DEVELOPING	INITIATING	
COMPETENCIES AND STANDARDS	<ul style="list-style-type: none"> COMPETENCIES ARE IDENTIFIED FOR EVERY COURSE IN THE DISTRICT COMPETENCIES INCLUDE EXPLICIT, MEASUREABLE, TRANSFERABLE LEARNING OBJECTIVES THAT EMPOWER STUDENTS COMPETENCIES ARE TRACKED AND REPORTED TO STUDENTS AND PARENTS LEARNING OUTCOMES EMPHASIZE COMPETENCIES THAT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF IMPORTANT SKILLS AND DISPOSITIONS. STUDENT CHOICE IS EVIDENT IN PRODUCTS PRODUCED 	<ul style="list-style-type: none"> COMPETENCIES ARE IDENTIFIED IN SOME COURSES COMPETENCIES PROVIDE SOME EXPLICIT, MEASUREABLE, TRANSFERABLE LEARNING OBJECTIVES THAT EMPOWER STUDENTS SOME COMPETENCIES ARE TRACKED SOME STANDARDS ARE ALIGNED WITH COMPETENCIES LEARNING OUTCOMES INCONSISTENTLY EMPHASIZE COMPETENCIES THAT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF IMPORTANT SKILLS AND DISPOSITIONS. SOME STUDENT CHOICE EVIDENT 	<ul style="list-style-type: none"> COURSES ARE ORGANIZED BY UNITS COMPETENCIES ARE NOT IDENTIFIED COMPETENCIES ARE NOT TRACKED STANDARDS ARE NOT ALIGNED WITH COMPETENCIES LEARNING OUTCOMES DO NOT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF IMPORTANT SKILLS AND DISPOSITIONS. NO STUDENT CHOICE IN LEARNING 	
WORK STUDY PRACTICES	<ul style="list-style-type: none"> WORK STUDY PRACTICES ARE MESASURED IN ALL COURSES AND FOR ALL STUDENTS WORK STUDY PRACTICES ARE REPORTED TO PARENTS AND STUDENTS WORK STUDY PRACTICES ARE IDENTIFIED FOR PERFORMANCE ASSESSMENTS AND EVIDENCE IS COLLECTED ON HOW THOSE PRACTICES IMPACTED THE QUALITY OF THE PRODUCT 	<ul style="list-style-type: none"> WORK STUDY PRACTICES ARE IDENTIFIED FOR STUDENTS WORK STUDY PRACTICES ARE NOT MEASURED OR REPORTED TO PARENTS AND STUDENTS 	<ul style="list-style-type: none"> WORK STUDY PRACTICES ARE NOT IDENTIFIED WORK STUDY PRACTICES ARE NOT MEASURED 	
CURRICULUM AND INSTRUCTION	<ul style="list-style-type: none"> CURRICULUM MATERIALS AND RESOURCES ALLOW TEACHERS THE FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING. LEVELED READING MATERIALS ARE AVAILABLE TO STUDENTS IN ALL CONTENT AREAS. CLASSROOM INSTRUCTION REFLECTS A STUDENT DRIVEN LEARNING ENVIRONMENT. INSTRUCTIONAL PRACTICE IS FOCUSED ON MASTERY OF SKILLS AND KNOWLEDGE RATHER THAN "GETTING" THROUGH THE CURRICULUM STUDENTS ARE ASKED TO SOLVE REAL WORLD AND AUTHENTIC CHALLENGES 	<ul style="list-style-type: none"> CURRICULUM MATERIALS AND RESOURCES ALLOW TEACHERS SOME FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING. LEVELED READING MATERIALS ARE AVAILABLE TO STUDENTS IN LIMITED CONTENT AREAS. CLASSROOM INSTRUCTION REFLECTS SOME STUDENT DRIVEN LEARNING ENVIRONMENTS. INSTRUCTIONAL PRACTICE IS FOCUSED LITTLE ON MASTERY OF SKILLS AND KNOWLEDGE AND MORE ON "GETTING" THROUGH THE CURRICULUM STUDENTS ARE ASKED TO SOLVE SOME REAL WORLD AND AUTHENTIC CHALLENGES BUT THEY ARE THE EXCEPTION 	<ul style="list-style-type: none"> CURRICULUM MATERIALS AND RESOURCES DO NOT SUPPORT TEACHER FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING. LEVELED READING MATERIALS ARE NOT AVAILABLE TO STUDENTS IN ANY CONTENT AREAS. CLASSROOM INSTRUCTION REFLECTS NO STUDENT DRIVEN LEARNING ENVIRONMENTS. INSTRUCTIONAL PRACTICE IS FOCUSED ONLY ON "GETTING" THROUGH THE CURRICULUM STUDENTS ARE NOT ASKED TO SOLVE SOME REAL WORLD AND AUTHENTIC CHALLENGES 	
ASSESSMENT	<ul style="list-style-type: none"> ASSESSMENTS ARE CREATED USING DEPTH OF KNOWLEDGE (3-4) TO ASSESS COMPETENCY STUDENTS ARE REQUIRED TO APPLY THEIR UNDERSTANDING, KNOWLEDGE, AND SKILLS FOR SUMMATIVE ASSESSMENTS (PERFORMANCE ASSESSMENTS) STUDENTS DESIGN THEIR OWN PRESENTATION OF COMPETENCY STUDENTS HAVE OPPORTUNITIES TO RELEARN MATERIAL AND REASSESS TEACHERS USE PROGRESSIONS TO MONITOR STUDENT LEARNING 	<ul style="list-style-type: none"> ASSESSMENTS INCONSISTENTLY DESIGNED WITH DOK 3-4 TRADITIONAL ASSESSMENTS WITH LOW DOK ARE INCLUDED AS EVIDENCE OF COMPETENCY SOME EVIDENCE OF STUDENT PRESENTATION OF COMPETENCY SOME OPPORTUNITY FOR RELEARNING/REASSESSMENT SOME EVIDENCE OF THE USE OF PROGRESSIONS TO MONITOR STUDENT LEARNING 	<ul style="list-style-type: none"> ASSESSMENTS ARE NOT DOK 3-4 FOR COMPETENCY ASSESSMENTS ARE TRADITION NO EVIDENCE OF STUDENT PRESENTATION OF COMPETENCY NO OPPORTUNITY FOR RELEARNING/REASSESSMENT NO USE OF PROGRESSIONS TO MONITOR STUDENT LEARNING 	
GRADING	<ul style="list-style-type: none"> GRADING PRACTICES ARE ALIGNED WITH COMPETENCY-BASED EDUCATION GRADING PRACTICES SEPARATE BEHAVIOR FOR COMPETENCY GRADES. 	<ul style="list-style-type: none"> GRADING PRACTICES ARE ALIGNED WITH STANDARDS-BASED EDUCATION GRADING INCLUDES BEHAVIOR 	<ul style="list-style-type: none"> GRADING PRACTICES ARE NOT ALIGNED WITH COMPETENCIES OR STANDARDS GRADING INCLUDES BEHAVIORS 	
PROFESSIONAL LEARNING COMMUNITIES STUDENT WORK REVIEW	<ul style="list-style-type: none"> DISTRICT/SCHOOL HAVE ESTABLISHED TIME (WEEKLY) TO REVIEW STUDENT WORK STUDENT WORK REVIEW RESULTS IN CHANGES TO INSTRUCTIONAL PRACTICE AND IMPROVEMENTS TO ASSESSMENTS 	<ul style="list-style-type: none"> DISTRICT/SCHOOL HAVE SOME OPPORTUNITIES FOR REVIEW OF STUDENT WORK SOME CHANGES ARE MADE TO INSTRUCTION AND ASSESSMENTS AS A RESULT OF THESE REVIEWS 	<ul style="list-style-type: none"> DISTRICT HAS NO OPPORTUNITIES ESTABLISHED FOR REVIEW OF STUDENT WORK. 	

Achievement Data

Essential Questions

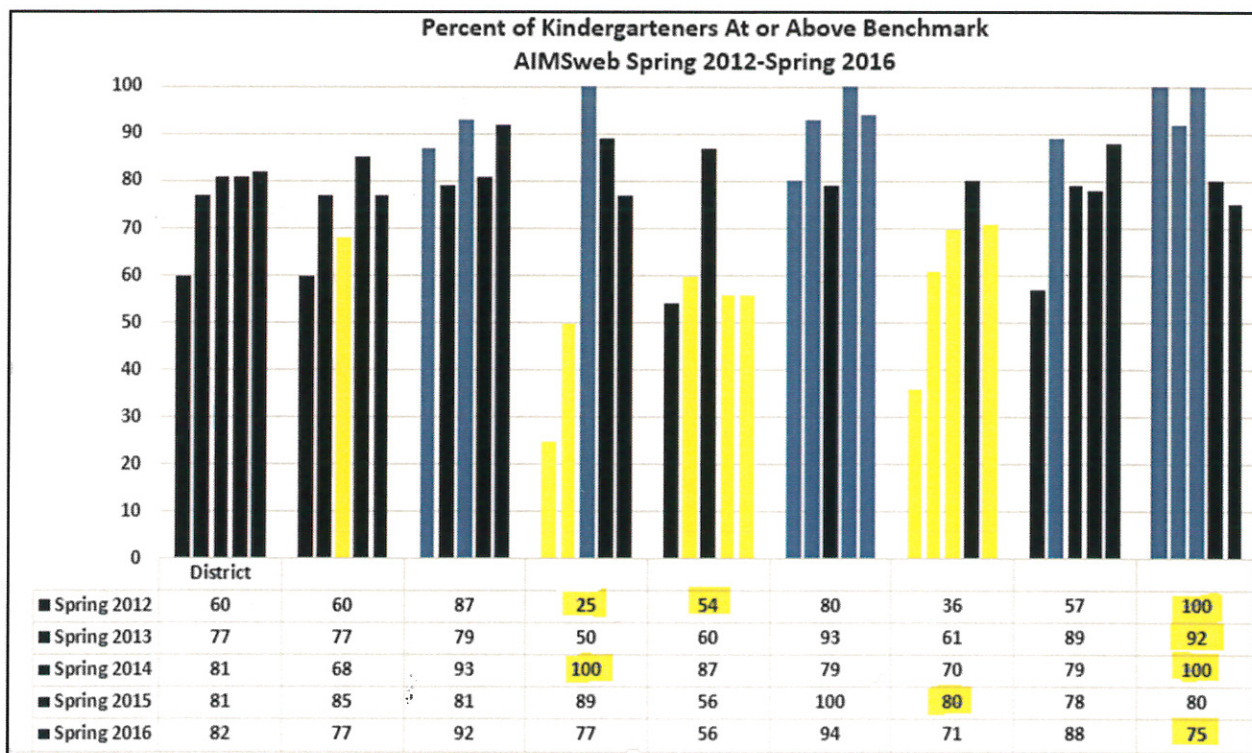
- Do systematic differences exist across schools within the ConVal School District on the indicators of the equity audit? Are there schools that differ substantially from the district mean (greater than a 10% difference)?
- Are these differences associated with the economic composition of the school?
- Are these differences associated with other indicators of the equity audit?

Achievement Data

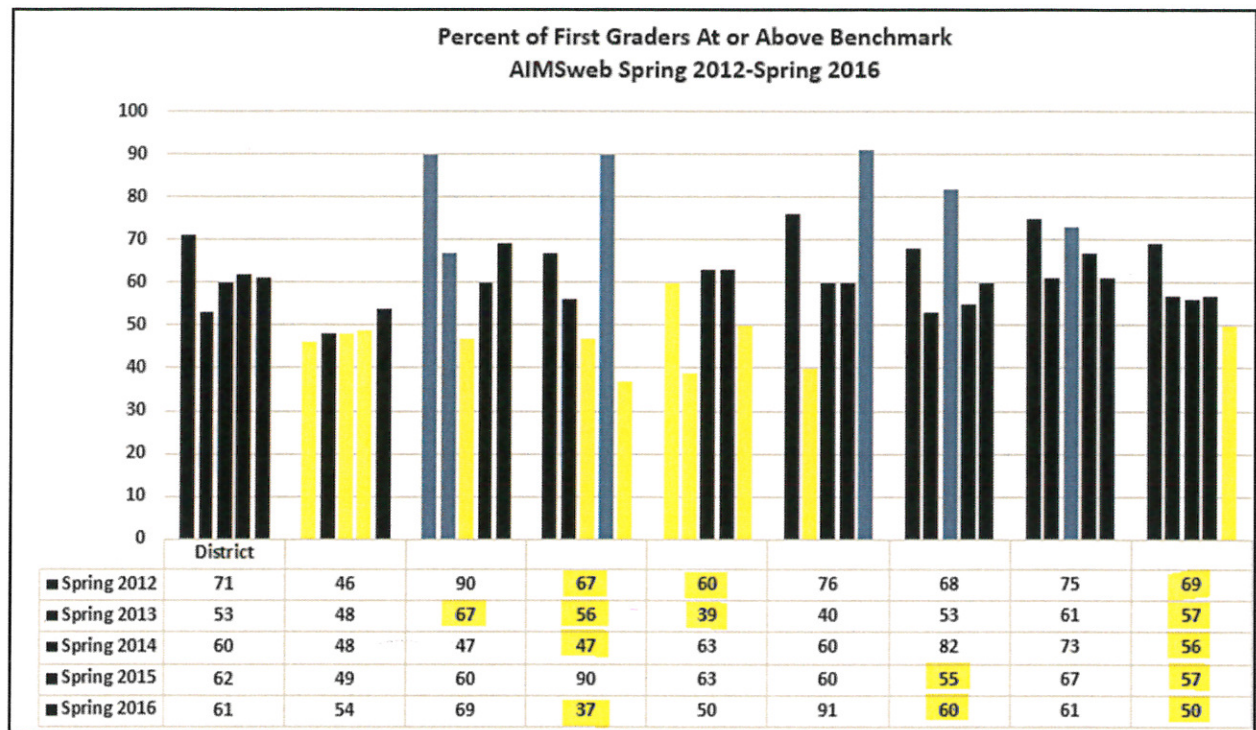
Blue Bar = The school's percent of students at or above benchmark is *greater than* the district's percent of students at or above benchmark by more than 10%.

Yellow Bar = The school's percent of students at or above benchmark is *less than* the district's percent of students at or above benchmark by more than 10%.

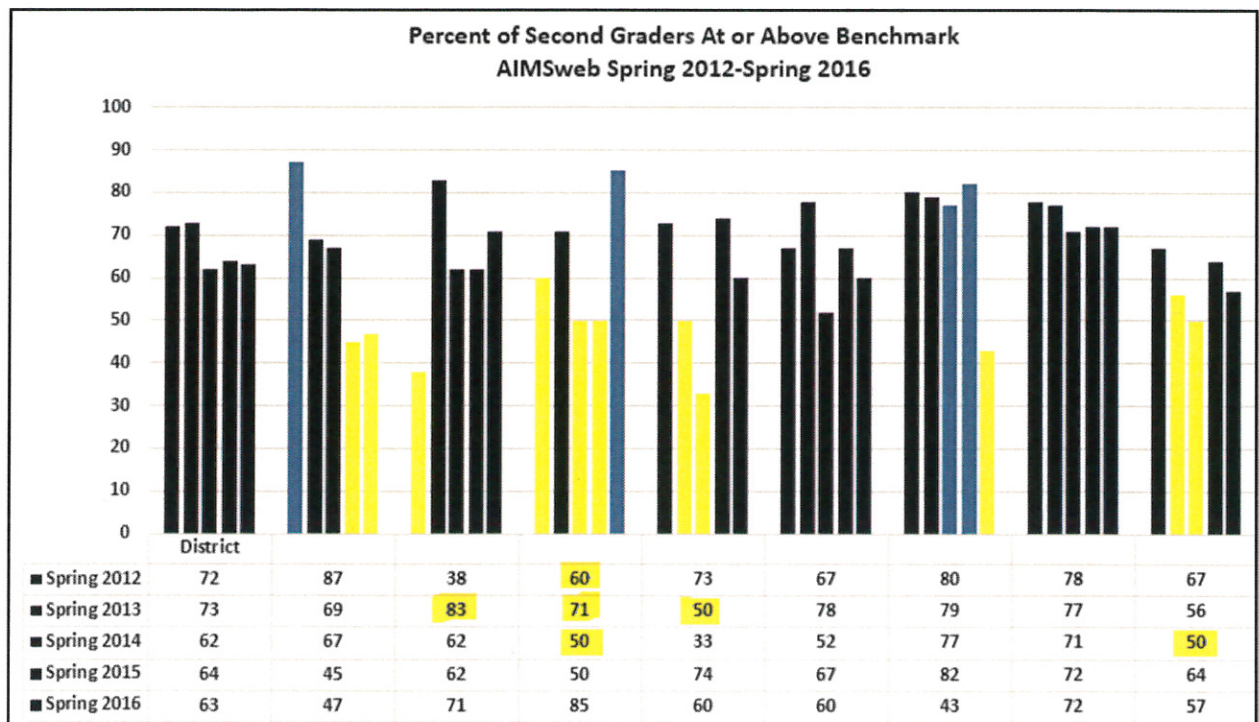
Highlighted Percent = Indicate a Multiage Classroom



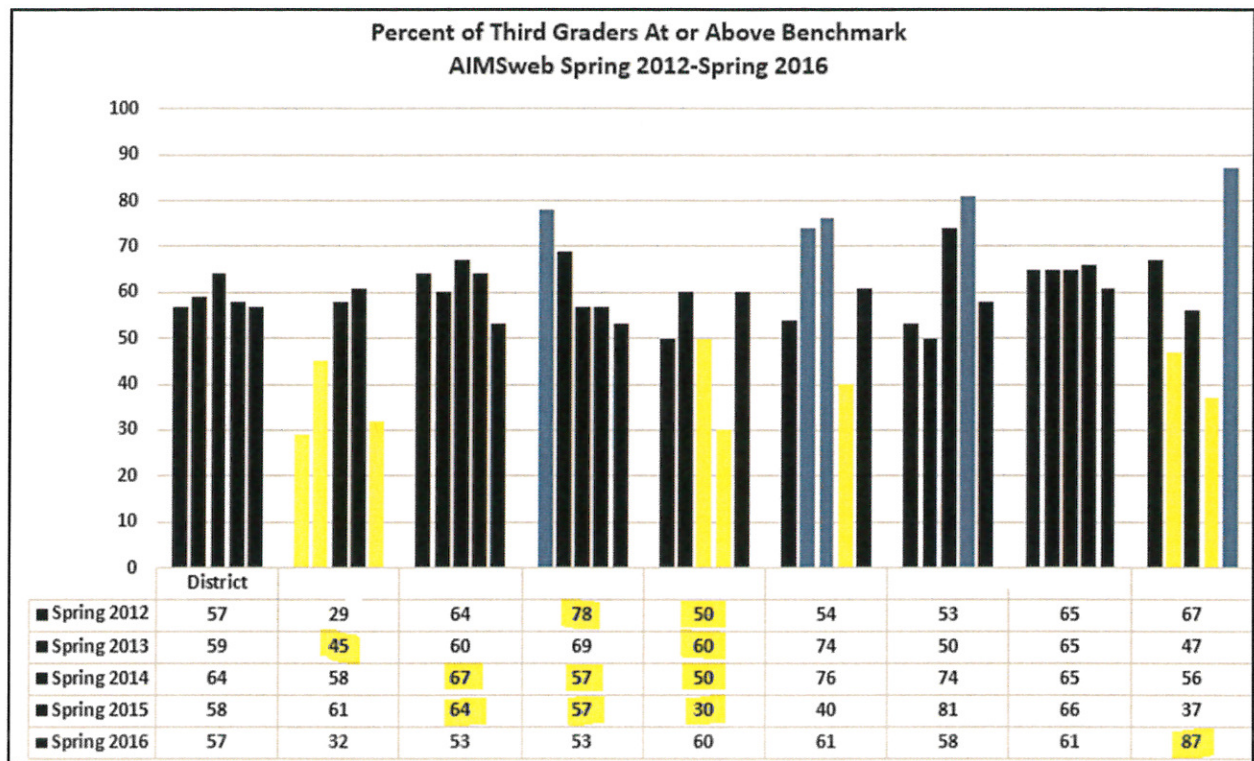
Notes:



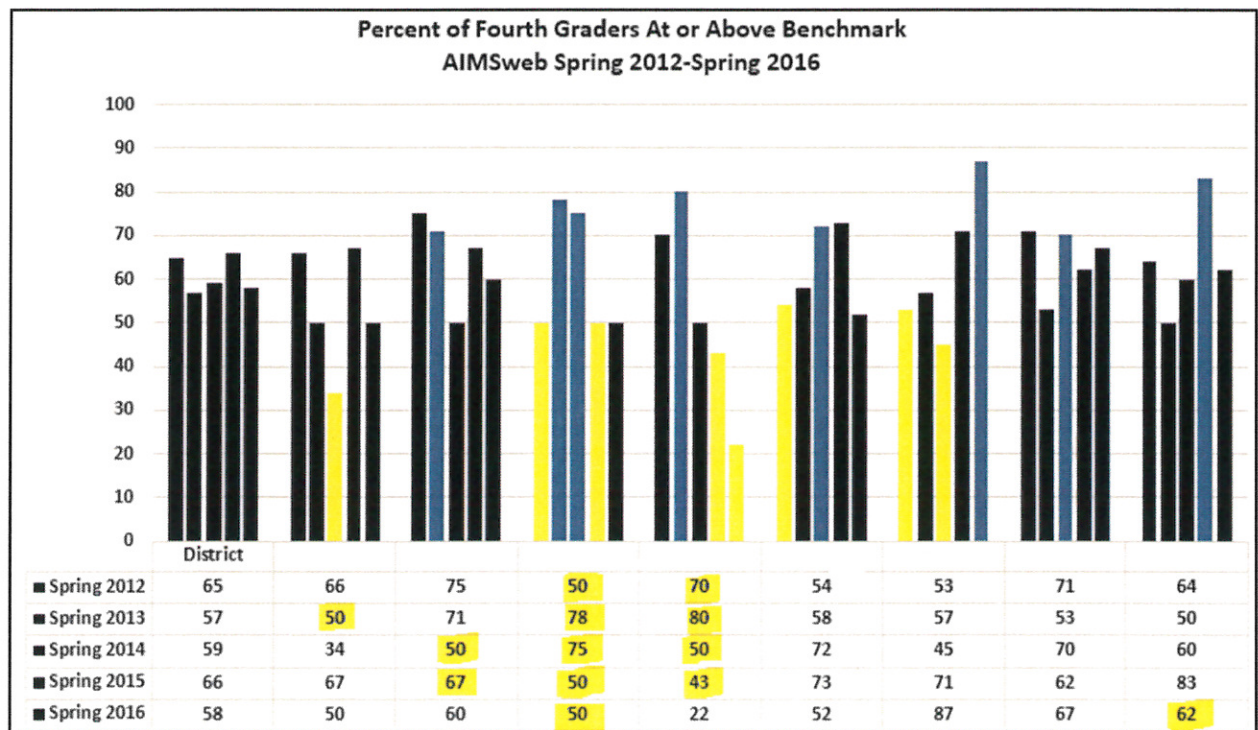
Notes:



Notes:



Notes:



Notes:

Conducting an Equity Audit

Question: Do systematic educational differences exist across (or within) the individual schools that make up the ConVal School District?

Potentially Helpful Definition: *Systemic equity* is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner – in whatever learning environment that learner is found – has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life (Scott, 2001).

Teacher Quality Indicators

- Teacher Education – Level of Degree
- Teacher Experience – Years of
- Teacher Mobility – Turnover Rate
- Teacher Certification – Teachers Teaching Outside of their Certification Area

Focus: Looking for distribution patterns and how increasing levels of expertise are being utilized within a building and/or across a district.

Programmatic Equity Indicators

- Special Education
- Behavior/Discipline
- AP/Honors Courses
- ATC
- Class Size

Focus: Do the participation rates for various group of students match the overall proportional representation of these same groups in the school population as a whole?

Disaggregated Achievement Data

- Student Performance (e.g., state tests, district assessments, SAT)
- Dropout Rates
- Graduation Tracks

Timeline

- Collect and compile data on identified indicators (December-February).
- Present the data to relevant stake holders for review and analysis (March-April).
- Create a report that includes data collected, analysis of data, and proposed next steps/recommendations (March-May 15th).
- Report to the Ed. Committee and/or full Board the findings and recommendations for next steps (May 15th-June).

Resources

Scott, B. (2001, March). Coming of age. IDRA Newsletter [On-line]. Retrieved October 19, 2016, from http://www.idra.org/IDRA_Newsletter/March_2001_Self_Renewing_Schools_Access_Equity_md_Excellent/Coming_of_Age/

Skrlla, L., McKenzie, K.B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin.