

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

EDUCATION COMMITTEE

December 11, 2017

SAU Boardroom

5:30 PM

Agenda

Committee Members:

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

- 5:30 Approval of November 13, 2017 Minutes**

- 5:35 Exploring Educational Equity in the ConVal School District**
Related to Strategic Plan Action Step: 3.3.3 The School District will develop a plan for any changes to school and/or grade level organizational structures.
 - Review of Phase I Report (see attached)

- 6:00 Math Committee Update**
Related to Strategic Plan Action Step: 1.1.1 The School District will conduct a review of the mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

- 6:15 Action Steps in Strategic Plan Involving Education Committee**
 - Proposed Timeline (see attached)

- 6:30 Other**

Next meeting: Monday, January 15, 2018 in the SAU Boardroom

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EDUCATION COMMITTEE

November 13, 2017
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

Committee Members Present: Crista Salamy - Chair, Bernd Foecking, Janine Lesser

Others Present: Carol Young, Robin Croteau, Gib West, Myron Steere, Dick Dunning, Gerald Wilson, Niki McGettigan, Ann Forrest

Meeting called to order at 5:30.

Chair Crista Salamy asked to shuffle the order of the agenda items.

5:30 Approval of October 2, 2017 Minutes.

Move to approve by Janine Lesser, seconded by Crista. All in Favor.

The minutes were approved as written.

5:35 Curriculum Renewal Cycle

Related to Strategic Plan Action Focus Area 1.1 The district will implement research-based learning frameworks, as they relate to content area, teaching strategies, critical thinking, and problem-solving skills to increase student learning and student achievement.

At the last Budget meeting, Rich Cahoon raised that this is planned for programming that is spread out so it's affecting the budget regularly. Ann Forrest mentioned that on this copy we listed K-12 Language, which we normally do not do. But currently, we are looking at that.

Crista Salamy added that we should try to stay on this schedule. In the past things got bumped and it affected the budget.

Dick Dunning asked where we are with the middle/high school math curriculum. He is concerned that there will be a training crunch put upon the teachers if we wait too long before piloting. This is a valid concern. If we are going to pilot, we need a clear plan and Ann Forrest will bring this back to the next Education Committee meeting.

Crista Salamy asked if the renewal plan was ready to go to the Board. Yes, at the Nov. 21st meeting. The December Board will be about moving Math forward, grades 5-12. Janine Lesser indicated that the K-4 math (Eureka) is well liked.

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Review of High School Science Curriculum

Related to Strategic Plan Action Step 1.1.3 The School District will perform a review of the Science content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

Carol Young and Robin Croteau presented their PowerPoint presentation with showing their view of the Science curriculum, which is in line with the Strategic Plan.

Enhanced curricula activities and outside organizations, such as the Harris center, Harris Center, Rotary Camp Quest, and ConVal Youth Sports.

Also presented were slides on the:

- Summer Work Overview - aligning curriculum
- Science and Engineering Practices – cross cutting concepts for grades K-5 and 6-9.
- The 4th NGSS Strand: Engineering, Technology & Applications of Science

In looking at the next Generation skills, physical, biology, and earth and life science, as well as electives all contains strands from the NGSS. Some of these standards are also being expressed in some of our other subjects.

4th NGSS strand: Engineering, Technology, and applications of Science. Again, Physical science, biology, and earth and space science, which also has a writing focus. Students analyze and write about existing technology.

Partnerships include the Harris Center, NCC, and Cornucopia Project (sustained agriculture). NCC is partnering with Ms. Milne's AP Chemistry class.

One Science goal is to meet the needs of all learners. We are reaching our goal by co-teaching, differentiated instruction, blended learning (one-to-one initiative), extending learning opportunities, and co-curricular activities. Celebration of learning at the end of the semester.

Stem co-curricular include: Envirothon, ocean bowl, Chem Club, Robotics Rocketry, Forensics club, Math club.

The next steps include: developing course competencies based on Science and Engineering Practices and applying physical science mode to biology; more opportunities to integrate engineering design, proactive into all courses; making chemistry running start opportunity accessible to more students; offering AP Environmental science.

Stand outs:

ReRun: We want to make sure we were on the same page with student's expectations. Templated response for an assignment/experiment. Self-regulated writing strategies. Students learn and remember the rerun piece.

Honors Chemistry weekly schedule. This is finely tuned by Ms. Milne. The running start credit could possibly fit here.

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Dick Dunning asked about conversations with ATC to support Running start. Ms. Milne did speak with John Reitnauer and was directed to speak with Nashua Community College (NCC). We want to encourage students on both side of ATC and Science.

Myron Steere asked for a number of students attending the classes.

Crista Salamy asked if they are finding the opportunity for more students to take the science classes and will they open up for more extending learning. Ms. Young did not think so at this time.

Janine Lesser asked about running start. Looking for clarification. Is the college credit with Nashua CC only? We also have some course through Manchester CC. Ms. Milne had to get the NCC's approval. NH state colleges will accept the credits. Some colleges will not accept the AP credits, depending on whether it's a student's major.

Myron Steere asked how many people are qualified to teach running start. Gib West thinks it is 8 or 9 in the building. In science, Ms. Milne could probably do three. Mr. West indicated that some of our AP courses are year long. We don't want to reduce our staff to create more running start courses. We have to maximize resources. Some students do not take an AP test. Janine wonders if it is possible to align the running start classes around the ATC and vocational opportunities. Most of them already are.

Dick Dunning asked about the sustainable agriculture.

AP courses fees: Crista Salamy asked about the fees for this. AP testing occurs during the first two weeks of May. The fee for an AP test is \$90.00. There are about 101 students taking the test, and some take multiple tests. AP was not included in covering costs.

Myron Steere asked if there is anything they want that we did not address tonight: Ms. Young smiled and said "A new Suite of Science labs."

Carol Young is proud of what the Science department has accomplished. She would like to see more engineering pieces in the classes.

Myron Steere asked about vocational related courses that Ms. Young might be aware of. Is there an integrated Science course? No but Ms. Croteau offers one. She offers the student a perspective.

6:00 Fees in the ConVal School District (Part IV)
Related to Strategic Plan Action Step: 1.2.7 All opportunities that are made under the auspices of the District will promote inclusion and equity for all students.

Ann Forrest and Crista Salamy met to discuss moving this forward to the Board, and coming up with a policy to accompany fees.

Let's talk about either the policy piece first, or the fees. But we need a decision tonight.

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Ms. Forrest mentioned the previous fees list, but now the list is separated into categories. This list is not all inclusive and can change from year to year.

This shows the categories and their sub listing. The last page of this section shows what the students have to bring/pay for in order to participate.

The other action item for the SAU is policies. Ann has included several fee related policies.

Concern: is charging fees limiting student participation?

See List of Fee Discussion (Part IV). We do not have an official Waiver policy.

Janine Lesser asked how often do parents come forward to request financial support? Ms. Forrest did not know that number.

Niki McGettigan indicated that at the small-school level you know the families and hence we can approach the family to offer support.

Mr. West does not have a clear picture of this issue. Our trips abroad do not provide funding. All monies are raised by the students. How do we make the support successful and confidential?

We have a large number of F& R students. 64 Hours bags at the high school are underutilized.

Myron Steere asked that if we had a modest fee would it make a difference. Gib West responded there appeared to be no difference, based on the data from the Athletic Director.

List issue of the "Common Approach". This group wants to support curriculum-based fees and curriculum-based field trips.

Pending are the overnight and international field trips. Should there be a waiver process in place?

We've chose to waive fees related to SOME extracurricular activities.

Policy JQ: Bernd Foecking discussed that we are asking our tax payers to fund our activities. If we're asking kids to contribute, it is only a small part of the overall expense. What is the real cost for a player? If we asking the taxpayer to fund education, we cannot present obstacles. Or we make the students pay the whole cost.

Ann Forrest feels that we might not be able create a policy on this.

Mr. West feels it comes down to the expansion of what we offer. To create a new team/club, they must be self-supporting for the first 3 years, and then the district picks up the funding, following Board approval. These activities are based on what the students ask for.

We need to look at the history of athletics and co-curricular, looking at the growth and the associated fees.

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We came from the place that we did not want to charge (equity).
Crista Salamy says it is philosophical for her. How many of these students that we are trying to help will take advantage of the opportunity?

Is the focus on the high school only? Are there areas we can identify where we should absolutely cover the fees? Janine Lesser indicated she believes it is the sports that are more of a concern than during the school day (curriculum based).

Dick Dunning raised the fact that NHDI occurs during the day, which the district supports. We pay for the grades 5-8 and at the elementary level we pay for some of them.

Mr. Dunning feels this is a Pandora's Box, either reduce the amount of activities, or leave it alone. There is no solution except reducing.

Ms. Forrest would encourage this group to bring something back to the Board. Do we want to put forth a recommendation for a more official waiver process for, say the middle school D.C. trip?

Mr. West said he's looking at cutting 5 staff members but no cuts to co-curricular.

Bernd Foecking indicated that it feels crazy to cut staff and not co-curricular.

Waiver policy. Crista Salamy asked how would we do this. Go to the Policy Committee with guidelines?

Crista Salamy presented the majority of not changing anything and then waiving sports fees though spring of 2018 and fees would return in Fall of 2018.

Will this continue to be an equity issue? There is no simple answer to this. How many things will we offer to the students?

Do we want to recommend to the Board that both sports and co-curricular fees come back in the Fall of 2018.

Myron Steere suggested having a budgeted amount to cover the cost of those students who cannot afford to participate.

Crista Salamy would like to include that the AP exams also be covered. Janine Lesser wondered if those students who would not take an AP course would then take it if it is free of charge.

AP would run around \$9K. No fees for academics. Fees would cover AP and Running Start. Take fees (money) and put them into a waiver line item. Ann Forrest encourages the group to look into a Waiver Fee policies (for any fee). Athletic fees for 18/19 at the high school will be reinstated in the Fall of 2018(?) but not at the middle school level. Also, this would not affect co-curricular fees. Everything else stays the same.

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Aside of NHDI, we don't want to say. We will take the money to put aside as a waiver for academic hardship.

At the last meeting the committee covered the school-day curriculum-based field trips. We've already put that money in the budget.

We want to bring this to Policy.

Myron/Carol will remember to add fees to the Board agenda so that Mr. Foecking can bring it forward.

6:20 Exploring Educational Equity in the ConVal School District

Related to Strategic Plan Action Step: 3.3.3 The School District will develop a plan for any changes to school and/or grade level organizational structures.

- Share copies of Phase I Report for review.
- Discussion of the report will happen at the December 11th meeting.
- Email comments and questions to Ann Forrest (afortrest@conval.edu) by December 4th.

Ann wanted to view the Exploring Educational equities. We are sharing this document with you. Please take the time to review this before we discuss this at our next meeting. Please email any comments/questions to Ann Forrest by December 4th.

6:30 Other

Overdue Strategic Plan items – Crista Salamy and Ann Forrest will meet to discuss this.

Ms. Forrest went through the Strategic Plan and created a draft Timeline. She thought it important to map these out.

Meeting adjourned at 7:17 PM.

Next meeting: Monday, December 11, 2017 in the SAU Boardroom

Respectfully Submitted,

Carol Hills

2017-2018

Exploring Educational Equity in the ConVal School District



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PREFACE

When Kimberly Saunders and I moved into the positions of superintendent and assistant superintendent for the ConVal School District, we were asked by the School Board to present our vision for the district. The vision we presented then—and continue to present—focuses on becoming a model of educational excellence. Our definition of excellence centers on creating learning conditions that ensure success for *all* students—learning conditions that overcome the presence of factors too frequently correlated with lower levels of achievement. In the ConVal School District, these factors include socio-economic and disability status.

For this vision to become a reality, we, as a district, need to consider, recognize, and ultimately redress any factor established through policy, procedure, practice, belief, and/or assumption that contributes to a pattern of inequity. With that, Kimberly and I believe it is critically important that we engage in an on-going, district-wide dialogue about educational equity.

Wanting to approach this exploration in a thoughtful and systematic way, we turned to a number of resources, including a book entitled [*Using Equity Audits to Create Equitable and Excellent Schools*](#) (Skrla, McKenzie, & Scheurich, 2009). This book outlines a process for examining educational equity that we decided to follow, making modifications as needed. This process includes gathering and examining data related to three key areas—teacher quality equity, programmatic equity, and achievement equity. (These key areas will be further detailed in the body of this report.)

As stated in the title of this paper, we have initiated the process of exploring educational equity in the ConVal School District. The report that follows represents *phase one* of this exploration. Throughout the report, you will notice that action steps for later phases have been identified. These action steps are not a complete set. Instead, they represent the action steps individuals and groups identified as needed as they reviewed district- and school-level data related to teacher quality equity, programmatic equity, and achievement equity.

While we understand that an individual (or a small group of individuals) could conduct the equity audit in isolation, Kimberly and I feel strongly that we need to involve as many stakeholders as possible in the process of exploring and examining educational equity.

The power of this form of equity auditing is in the *process itself*—the process of making the choices about how to proceed, of gathering the data, of discussing the presentation of results, of grappling with the meaning of what is revealed by the audit, and of planning for change (Skrla et al., 2009, p. 25).

Ann Forrest, Ed.D.
Assistant Superintendent
September 2017

BACKGROUND

Equity in education is a nationwide issue. Results from the National Assessment of Educational Progress (NAEP) reveal significant differences between the performance of students from low-income households and the performance of students from middle- to high-income households (NCES, 2015a, 2015b). Results from the NAEP assessment also highlight significant performance gaps that separate students with disabilities from their non-disabled peers (NCES, 2015a, 2015b). These statistically-significant disparities exist nationwide and raise critical questions regarding educational equity and students' opportunity to learn.

While the reporting of performance by student subgroup ensures "a focus on the extent to which an achievement gap exists" (Shaul & Ganson, 2005, p. 152), it fails to identify the key factors hindering student performance (Braun, 2005; Stecher, 2005). Identifying and understanding key factors hindering student performance is critical knowledge when working to redress elements within a school or district that need to change in order for student learning to improve. Boykin and Noguera (2011) emphasize the importance of understanding these underlying complexities, warning:

Before undertaking efforts to eliminate the disparities in outcomes that, in most districts, correspond to the race and class backgrounds of students...it is essential that educators understand the nature of the gap and why it exists. Absent a clear understanding of the causes of the gap, it is easy for schools to adopt strategies that either do not work or, in some cases, even exacerbate the problem (p. 1).

In an effort to better understand the nature of performance gaps and why they exist within the ConVal School District, members of the Education Committee, a subcommittee of the larger School Board, unanimously voted in October of 2016 to conduct an equity audit.

EQUALITY VS. EQUITY

Understanding the difference between equality and equity is essential, as these terms are frequently (and mistakenly) used interchangeably. Barth (2016, January) provides the following definitions:

Equality in education is achieved when students are all treated the same and have access to similar resources.

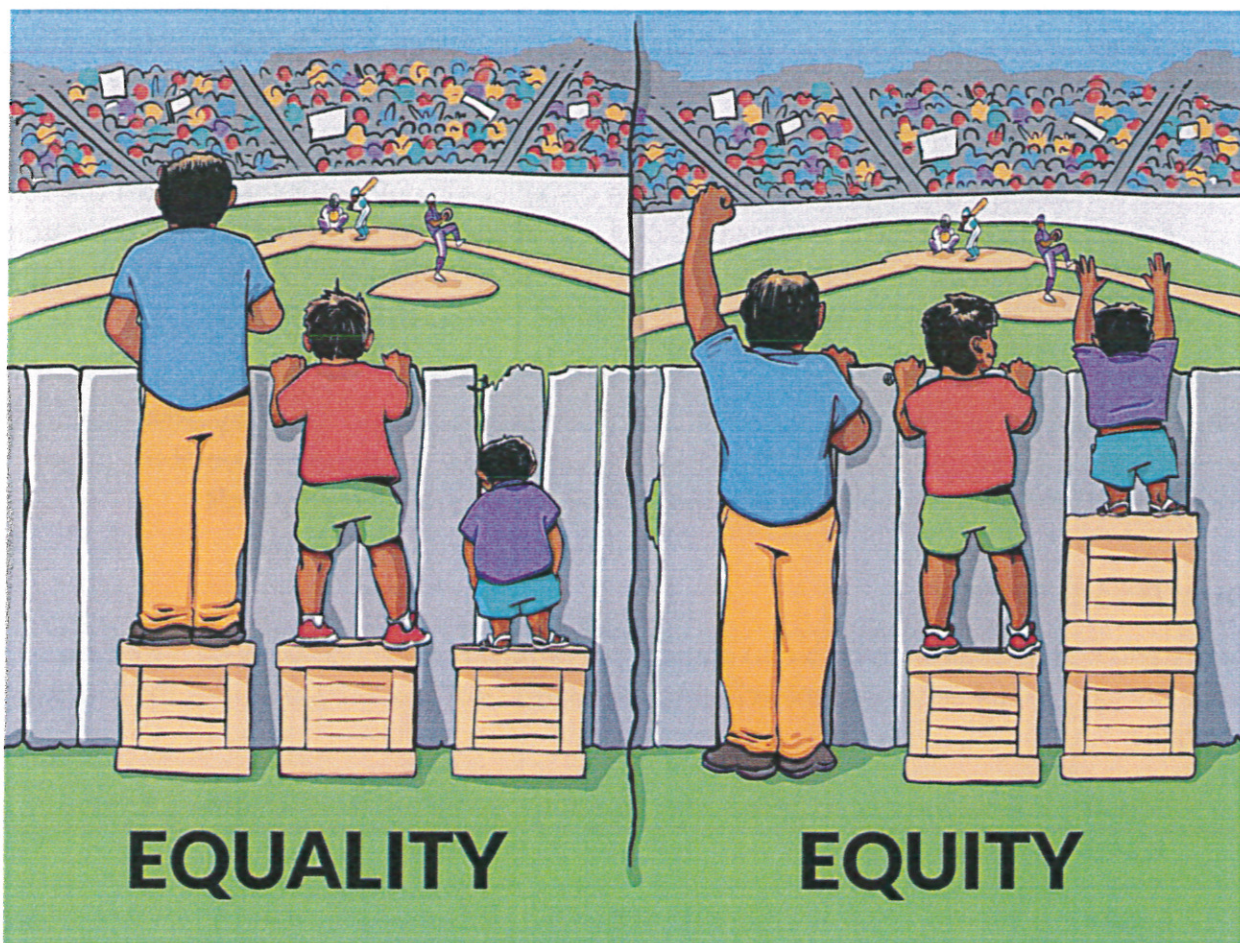
Equity is achieved when all students receive the resources they need so they graduate prepared for success after high school (p.1).

Fisher, Frey, Pumpian, and Smith (2017) also emphasize the difference between equality and equity: "Whereas equal means everyone gets the same treatment and services as everyone else, equitable means each person gets what he or she needs to succeed" (p. 2). Similarly, Greene (1983) explains that equality focuses on *providing the same* to all, while equity focuses

on *achieving the same* outcomes for all. While definitions of equality involve providing each student with the same resources, definitions of equity entail "a focus on outcomes and results" (Boykin et al., 2011, pp. vii-viii).

As described, equity involves providing each individual the resources he or she needs to be successful. Given that different people need different resources to be successful, the concept of equity can be viewed as providing fair treatment through "justified inequality" (Green, 1983, p. 331). Equity acknowledges and promotes the notion of accommodating "for differences so that the outcomes are the same for all individuals" (Lindsey, Robins, & Terrell., 2009, p. 166).

The image shown below is often used to illustrate the difference between equality and equity.



Interaction Institute for Social Change | Artist: Angus Maguire (see interactioninstitute.org and madewithangus.com)

DEFINING EDUCATIONAL EQUITY

In addition to the definitions of equity offered in the previous section, a number of other scholars have developed definitions for educational equity (see table below).

Scholars	Educational Equity Definitions
Scott (2001)	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 (p. 6).
Singleton and Linton (2006)	Raising the achievement of all students while narrowing the gaps between the highest- and lowest-performing students; and eliminating the...predictability and disproportionality of which student groups occupy at the highest and lowest achievement categories...Equity is not a guarantee that all students <i>will</i> succeed. Rather, it assures that <i>all</i> students will have the opportunity and support to succeed (pp. 46-47).
Skrla et al. (2009)	The educational policies, practices and programs necessary to (a) eliminate educational barriers... and (b) provide educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children (pp. 3-4).
Lindsey, Nuri Robins, and Terrell (2009)	The outcome of practices that result in the same outcomes for members of a group. Equitable programs may make accommodations for differences so that the outcomes are the same for all individuals (p. 166).

ACTION STEP: Define what educational equity means to the ConVal School District.

As we seek to better understand and effectively address challenging situations, we need to engage in conversations and activities that support the development of a shared understanding of what educational equity means to the ConVal School District community. Having a shared understanding of educational equity will support our collective ability to consider, recognize, and ultimately redress factors contributing existing inequities.

CONDUCTING AN EQUITY AUDIT

The definition of systemic equity, as developed by Scott (2001), guided phase one of exploring educational equity in the ConVal School District:

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 (p.6).

Based on Scott's definition of systemic equity, the following essential question was crafted: *What educational inequities exist across (or within) the eleven schools that make up the ConVal School District?* In order to answer this question, data was (and continues to be) collected in the following key areas—teacher quality equity, programmatic equity, and achievement equity.

Teacher Quality Equity 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 groups 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

Focus: Do the levels of achievement for various groups of students match the overall proportional levels of achievement of these same groups in the school population as a whole?

BEGINNING A CONVERSATION ABOUT EDUCATION EQUITY

During the Spring of 2017, sample district-wide data was gathered for each of the three equity indicators. The data gathered was shared with, and discussed by, members of the SAU Leadership Team, members of the Administrative Council Leadership Team, some members of the School Board, and members of the Schoolwide Integrated Framework for Transformation (SWIFT) Leadership Team (see table below for more information about these different groups and their members).

Group	Members in Attendance
SAU Leadership Team	Superintendent Assistant Superintendent Director of Human Resources Director of Student Services Assistant Director of Student Services Business Administrator Director of Facilities Systems Administrator
Administrative Council Leadership Team	8 SAU Leadership Team Members 11 Building Principals 1 Assistant Principal 1 Dean of Students 1 Director of School Counseling 1 Special Education Coordinator 1 Athletic Director
Schoolwide Integrated Framework for Transformation (SWIFT) Leadership Team	1 AES Representative 1 BES Representative 3 CVHS Representatives 1 DCS Representative 1 FES Representative 1 GBS Representative 1 GES Representative 1 HES Representative 1 PES Representative 3 SAU Office Representatives 1 SMS Representative 1 TES Representative 1 Community Member from Antrim
School Board	Myron Steere, Chair Crista Salamy, Antrim Representative Linda Quintanilha, Bennington Representative Janine Lesser, Peterborough Representative Kristen Reilly, Peterborough Representative

Four goals were identified for these beginning conversations about educational equity:

1. Examine and describe educational equity indicators and sample data.
2. Raise questions about the indicators and sample data.
3. Speculate about the meaning of the data presented.
4. Surface ways to learn more and dig deeper into educational equity in the ConVal School District.

Since the exploration of educational equity often raises challenging thoughts and questions, the decision was made to bring in outside experts to facilitate these beginning conversations about educational equity. With that, the District connected with Kim Carter and Kevin Fahey, both of whom are members of the School Reform Initiative (SRI).

The Mission of the School Reform Initiative is to create transformational learning communities that are fiercely committed to educational equity and excellence (<http://www.schoolreforminitiative.org/>).

Kim Carter is also the Executive Director of the Q.E.D. Foundation. "Q.E.D. Foundation is an organization of adults and youth working together to create and sustain student-centered learning communities" (<http://qedfoundation.org/who-we-are/>). Kevin Fahey is the current Past Board Chair on the SRI Board, and co-author of [Leading for Powerful Learning: A Guide for Instructional Leaders](#). Kim and Kevin facilitated two beginning conversations about educational equity. The first conversation included members of the Administrative Council Leadership Team. The second conversation included some School Board members and the SWIFT Leadership Team. Kim and Kevin facilitated both conversations following the same agenda:

EDUCATIONAL EQUITY AGENDA

Who are we? What will we learn together?

- Introductions, review agenda, goals

Educational Equity: What do we see?

- Examine the equity data
- Description *without* judgment

Educational Equity: What do we wonder about?

- What questions does the equity data raise? What do we need to hear more about?

Educational Equity: What meaning can we make of the data?

- What are our speculations? What do we think the data tells us?

Educational Equity: What do we need to do to learn more?

- What next steps will help us learn more, and understand educational equity within the ConVal School District? What additional data do we need?

Whole group: Implications and next steps

What are you thinking now?

Additionally, Kim and Kevin presented the *Four Agreements of Courageous Conversations* to each group, and the members of each group were asked to adhere to these agreements as they engaged in conversation.

Four Agreements of Courageous Conversations

(Singleton & Linton, 2006)

1. **Stay engaged:** "Staying engaged means remaining morally, emotionally, intellectually, and socially involved in the dialogue" (p.59).
2. **Experience discomfort:** "Participants need to be personally responsible for pushing themselves into a real dialogue--the kind that may make them feel uncomfortable but also will lead to real growth" (p. 63).
3. **Speak your truth:** "Speaking your truth means being absolutely honest about your thoughts, feelings, and opinions and not just saying what you perceive others want to hear" (p. 60).
4. **Expect and accept non-closure:** This agreement asks participants to "commit to an ongoing dialogue as an essential component of their action plan...If people expect and accept non-closure...then the more they talk, the more they learn; and the more they learn, the more appropriate and promising will be their actions and interventions" (pp. 64-65)."

Sharing and Discussing District Data

The following sections present the data shared and discussed in the initial conversations about educational equity, which were held during the spring of 2017. In each section, readers will also find (a) how the data was described, (b) what questions were raised by the data, and (c) related action steps.

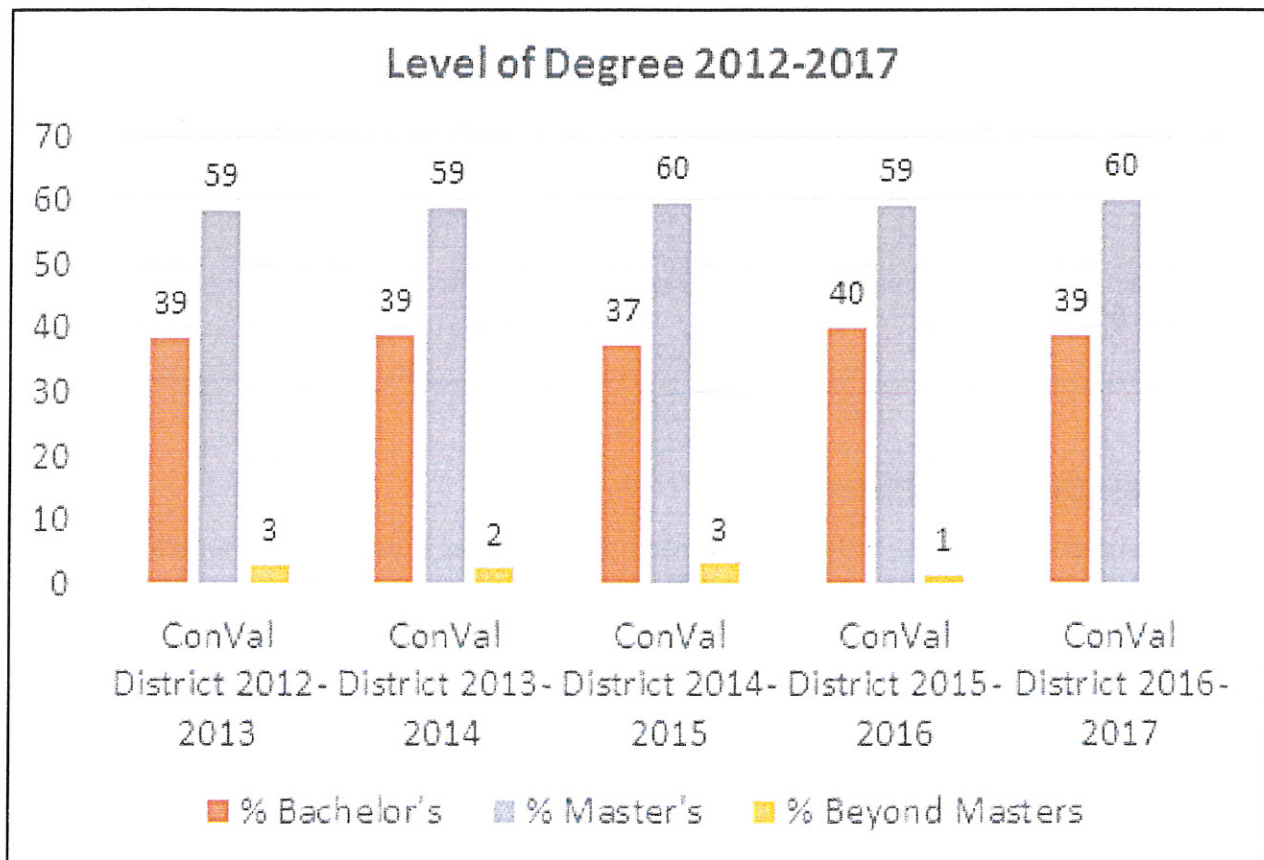
Before advancing to the following sections, it is important to note that although our essential question asks us to explore whether or not educational inequities exist across (or within) the eleven schools that make up the ConVal School District, the data shared for these initial conversations was intentionally *not* disaggregated by school. Since we are in the beginning stages of developing a shared understanding of what educational equity means in the ConVal School District, it seemed appropriate to start with district-level data, with the intent of digging into school-level data in subsequent phases.

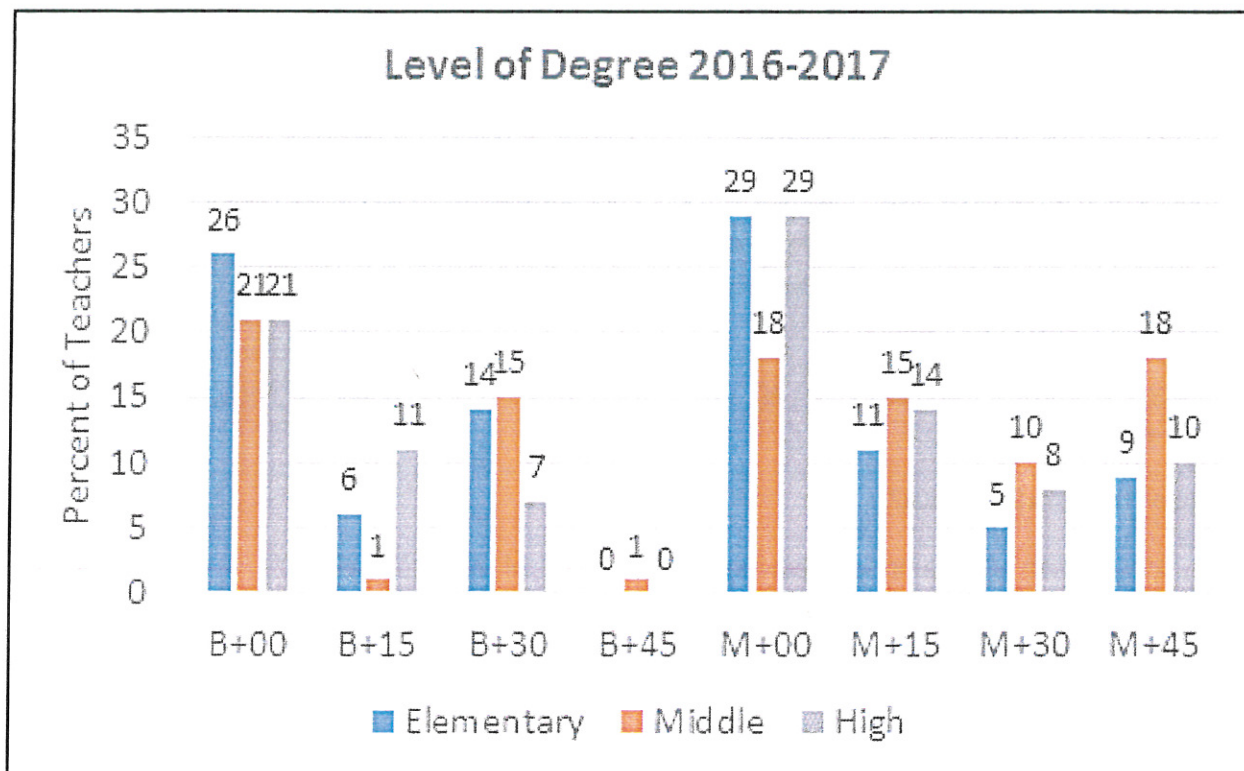
ACTION STEP: Develop a plan for expanding the educational equity conversation.

TEACHER QUALITY EQUITY INDICATORS

Teacher Quality Indicator 1: Level of Degree

Hill, Rowan, and Ball (2005) explored the relationship between teachers' content knowledge and students' gains in achievement. The researchers found the relationship to be significant in that a teacher's subject-area content knowledge proved to be a significant predictor of students' gains in achievement (Hill, Rowan, & Ball, 2005, p. 396). While a teacher's level of degree does not equate with the teacher's level of content expertise, Skyla, McKenzie, and Scheurich (2009) offer that "it can serve as a proxy indicator how much education in course content a teacher has received" (pp. 33-34).





What do we see? (Description without Judgement)

- The percent of teachers at each level of degree (i.e., Bachelor's, Master's, and Beyond Master's) has remained fairly constant across the last five years.
- Most of our teachers have a Master's degree (59-60%).
- 37-40% of our teachers are at the Bachelor's level of degree.
- Very few teachers have gone beyond a Master's degree (1-3%).
- At the elementary school level, 46% of teachers are at the Bachelor's level of degree, and 54% of teachers are at the Master's level of degree.
- At the middle school level, 38% of teachers are at the Bachelor's level of degree, and 61% of teachers are at the Master's level of degree.
- At the high school level, 39% of teachers are at the Bachelor's level of degree, and 61% of teachers are at the Master's level of degree.

What do we wonder about? (Questions Raised by the Data)

- How many years of experience do the teachers at the Bachelor's level of degree have?
- Is the reason why the percentage of teachers at the Beyond Master's level of degree is so low? Is it because there is no bracket in the compensation scale?
- How many teachers in the Master's level of degree got a Master's degree in the subject-area that they are teaching?
- Are there significant differences in percentages at each level when disaggregated by school? by department?

Teacher Quality Indicator 2: Years of Experience

Rockoff (2010) found that teaching experience, specifically teachers with ten or more years of experience, can have a significant impact on student achievement. Berliner (2004) found that teachers can become highly skilled in five to seven years, "if one works hard at it" (p. 14). Berliner (2004) went on to describe the different stages teachers progress through as they work to refine their skills in establishing routines and managing the classroom, developing relationships with students, implementing instructional strategies, and problem solving unexpected classroom situations.

Currently, the District does not have accurate data, which is also easily retrievable, on teachers' years of experience.

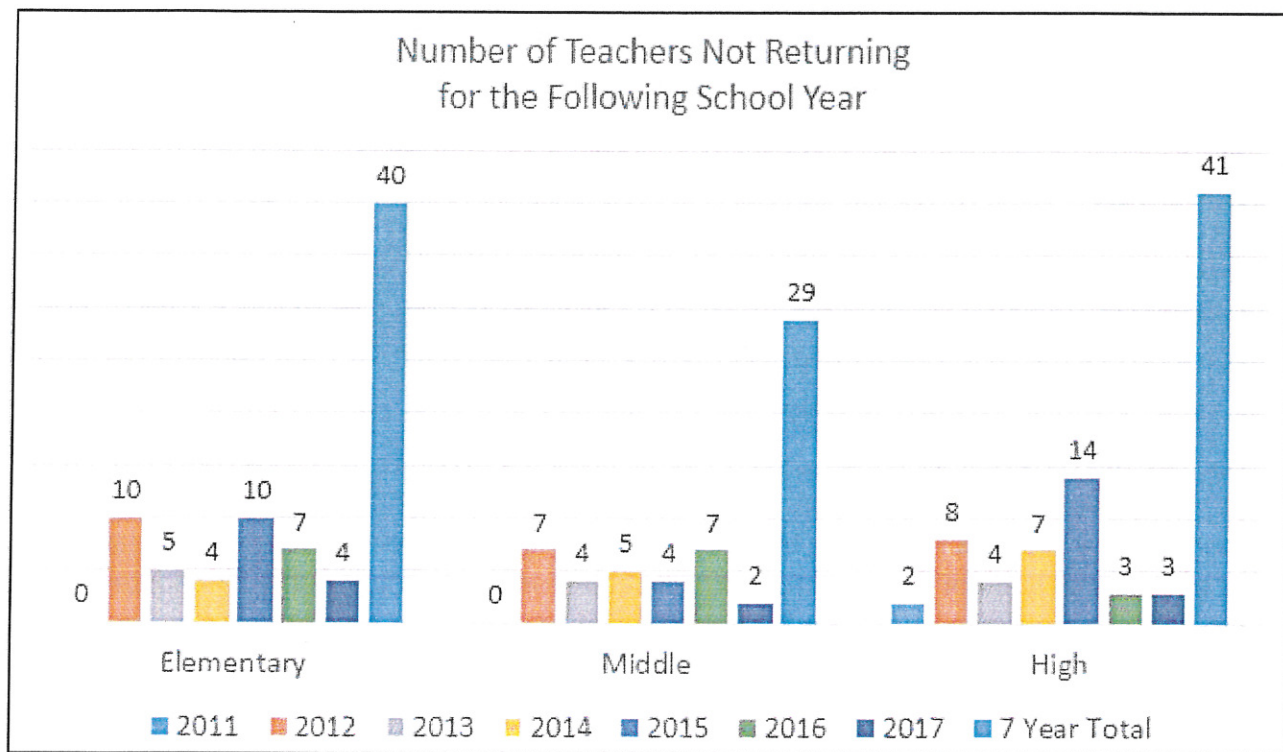
What do we wonder about?

- Why do we not maintain accurate data on years of experience?
- What are the barriers to maintaining accurate data on years of experience?
- Where are our most experienced teachers?
- What are our most experienced teachers teaching?
- Who are our most experienced teachers teaching?
- What is in place to support our teachers to grow and learn across their years of experience?

ACTION STEP: Determine how to best collect and maintain data on teachers' years of experience.

Teacher Quality Indicator 3: Teacher Mobility

Lankford, Loeb, and Wyckoff (2002) researched the impact of attrition and transfers. The researchers found that teacher mobility due to attrition and transfers can be linked to systematic differences in student performance. They warn that when highly qualified teachers retire or transfer and leave "behind...less qualified colleagues, the negative impact of this turnover may increase" (p. 50). While this illustrates a potential impact on the school that is being left behind, Skyla et al. (2009) point out that there is also an impact to the receiving school: "Whenever a teacher changes campuses, there is learning curve period that takes place while the teacher learns to be effective and comfortable operating in new system of routines and procedures and a new campus culture" (pp. 36-37).



What do we see? (Description without Judgement)

- Across the last seven years, 110 teachers have left the district.
- Across the last seven years, the elementary and high school level have experienced similar numbers of teachers not returning--i.e., 40 and 41.
- 2011 only had 2 teachers not returning for the following school year.
- 2012 and 2015 had the highest numbers of teachers not returning--i.e., 10 and 14.
- Since hitting a high of 14 in 2015, numbers of teachers leaving have progressively dropped--i.e., 7 in 2016 and 3 in 2017.

What do we wonder about? (Questions Raised by the Data)

- Why are teachers not returning--retirement? transfer? RIF? Exit data?
- Why do the numbers at elementary and high school seem to mimic each other?
- Why are less teachers leaving the middle school level?
- What subject areas are affected by teachers not returning?
- Why so little movement?
- What incentives are in place to keep our strongest teachers in the district?
- How many teachers leave as a result of poor performance/not being asked to return?
- How difficult is it to find qualified applicants for openings?

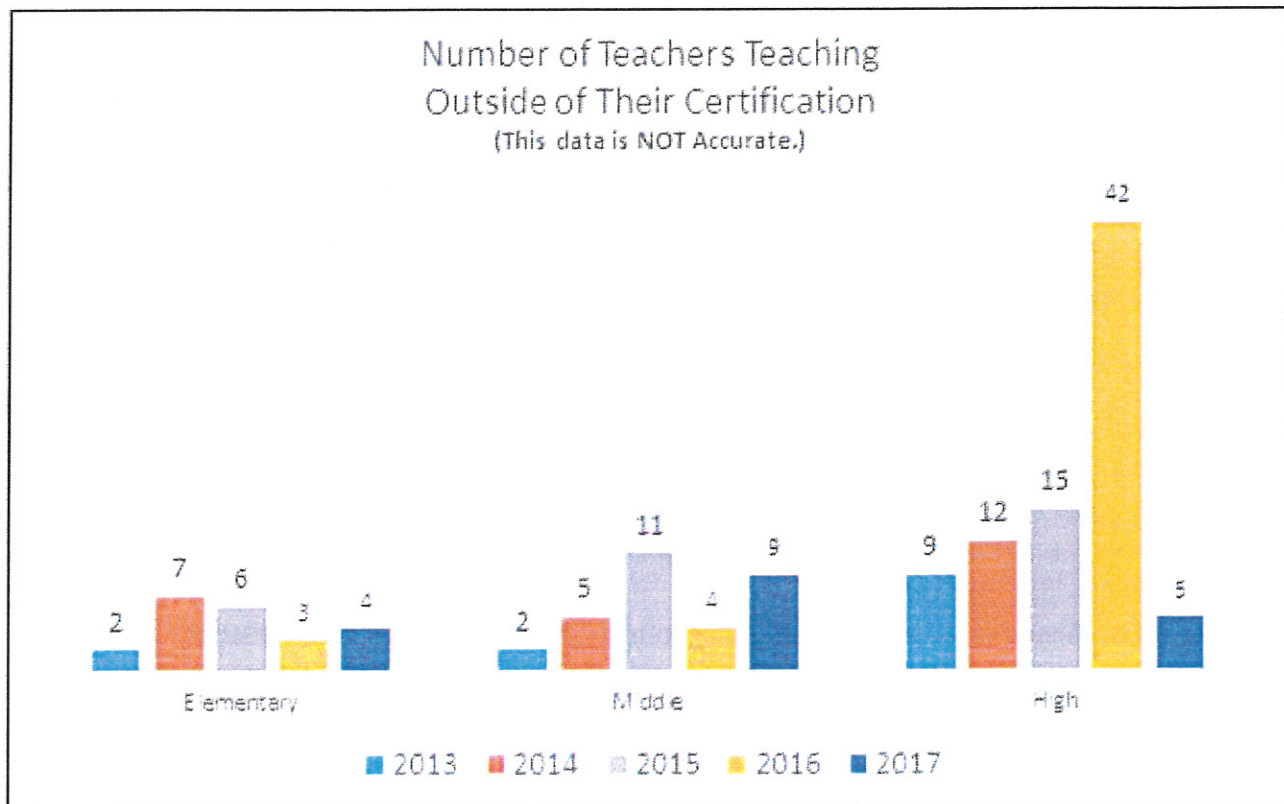
Teacher Quality Indicator 4: Teacher Certification (Teaching Outside Certification)

The fourth teacher quality indicator--teacher certification--is very similar to the other three indicators in this category in that it can be a proxy for teachers' subject-area content knowledge. Therefore, it can have a significant impact on students' learning and level of achievement.

In New Hampshire, professionals employed in public schools "must possess the appropriate credential for an assignment" (<https://www.education.nh.gov/certification/index.htm>). One exception includes allowing teachers to teach a subject for which they are not certified as long as the teacher is teaching the subject for less than 50% of the school day.

The state also offers alternative routes to certification. If eligible, teachers can develop plans that, if approved by the Department of Education, allow an individual to earn certification while teaching. As a result, "it is possible to have an appropriately degreed teacher in the classroom but to have that teacher lack the proper certification for the particular subject or content area he or she is assigned to teach" (Skyla et al., 2009, pp. 37-38).

Note: The data in the below graph is not accurate, but it is what was reported to New Hampshire's Department of Education.



What do we wonder about?

- What is the accurate number of teachers teaching a subject or course in an area for which they are not certified?
- Is certification by an alternative plan as good as certification gained by completing a college or university program?
- How many ConVal teachers received their certification through an alternative plan?
- How many ConVal teachers are currently working to get their certification through an alternative plan?
- What are the barriers to getting certified staff?
- What are the barriers to getting accurate data?

ACTION STEP: Ensure that the data being reported to the New Hampshire Department of Education is accurate.

PRIORITY NEXT STEP FOR ANALYZING TEACHER QUALITY: Compile into a spreadsheet data on individuals' years of teaching experience, years of teaching experience in the ConVal School District, years in current teaching position, years in current school building, level of degree, area(s) of certification, and current teaching assignment.

PROGRAMMATIC EQUITY INDICATORS

Programmatic Equity Indicator 1: Special Education

A major focus when looking at programmatic equity indicators is whether or not participation rates for various groups of students match the overall proportional representation of these same groups in the school population as a whole.

Table 1 Representation of Student Groups in Special Education and General Population (2017)

Student Group	Percentage of School Population K-12	Percentage of Special Education K-12	Difference
Females	47%	33%	-14%
Males	53%	67%	+14%
Eligible for Free and Reduced Lunch	31%	48%	+17%

What do we see? (Description without Judgement)

- Females make up 47% of the K-12 population in the ConVal School District, yet only 33% of students receiving special education services are female.
- Males make up 53% of the K-12 population in the ConVal School District, yet 67% of students receiving special education services are male.
- Students eligible for free or reduced lunch make up 31% of the K-12 population in the ConVal School District, yet 48% of students receiving special education services are eligible for free or reduced lunch.
- The largest difference between "Percentage of School Population K-12" and "Percentage of Special Education K-12" exists for students who are eligible for free and reduced lunch--+17 percentage points.
- While the percentage of females and males within the school district differs by only 6 percentage points, the percentage of females and males receiving special education differs by 34 percentage points.
- Students who are eligible for free or reduced lunch make up almost half of the students receiving special education services.

What do we wonder about? (Questions Raised by the Data)

- Why are more males than females being identified for special education services?
- Why so many males?

- How big of a role does behavior play when identifying students who may be eligible for special education services? Could this be playing a role in the lower number of females and the higher numbers for males and students eligible for free or reduced lunch?
- Do girls get treated differently?
- Do students belonging to each subgroup (i.e., males, females, students eligible for free or reduced lunch, students who qualify for special education services) get treated differently?
- What would the data look like if disaggregated by level (i.e., elementary, middle, and high school)?
- How do these percentages compare to national averages?

Programmatic Equity Indicator 2: Behavior/Discipline

Skyla et al. (2009) point out:

The reason discipline is such an important area to consider...is that students who are involved in the discipline system at their schools are frequently removed from their regular classes and do not have the same access to learning as their peers who are not considered "discipline problems" (Skyla et al., 2009, pp. 42-43).

Student Group	Served at Least One In-school Suspension	Served at Least One Out-of-school Suspension
All Students	5.5%	9.3%
Male students <i>not</i> receiving Special Education Services	2.9%	5.1%
Female students <i>not</i> receiving Special Education Services	1.5%	2.5%
Male students receiving Special Education Services	10.2%	14.9%
Female students receiving Special Education Services	0%	0%

Note: The above data is from the 2013-2014 [Civil Rights Data Collection](#).

What do we see? (Description without Judgement)

- Each student group experienced more out-of-school suspensions than in-school suspensions.

- Male students served both out-of-school and in-school suspensions at a higher rate than female students.
- Male students who qualified for special education services had the highest percentages of students serving both out-of-school and in-school suspensions.
- Female students who qualified for special education services served zero out-of-school and in-school suspensions.

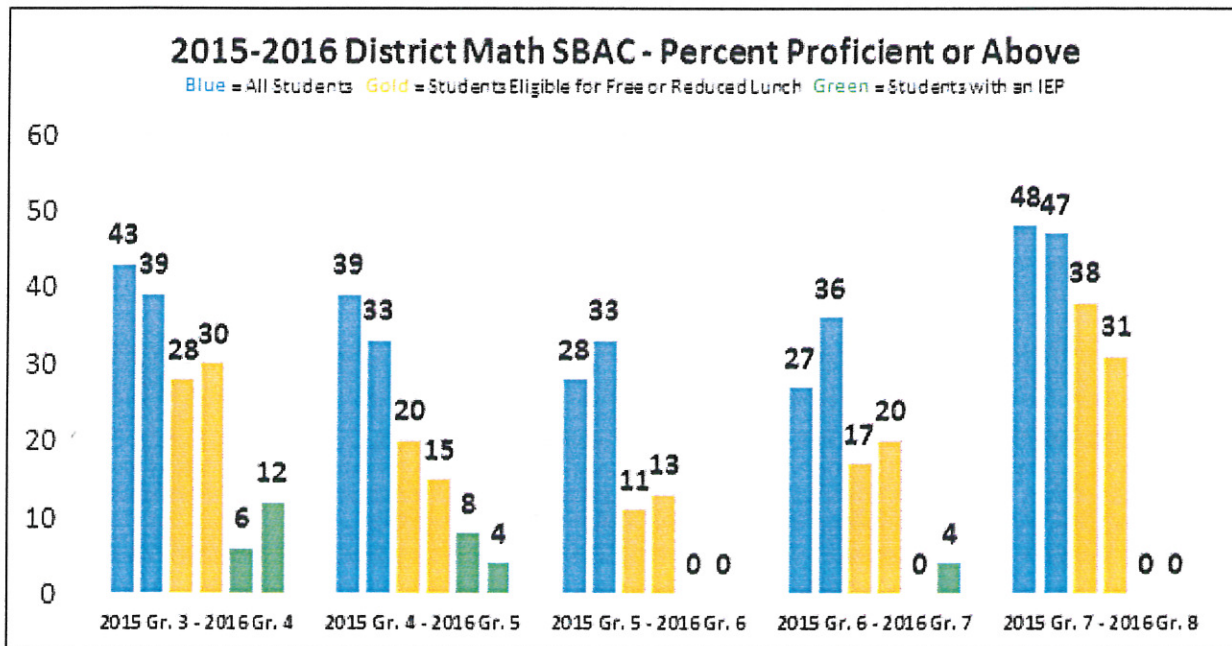
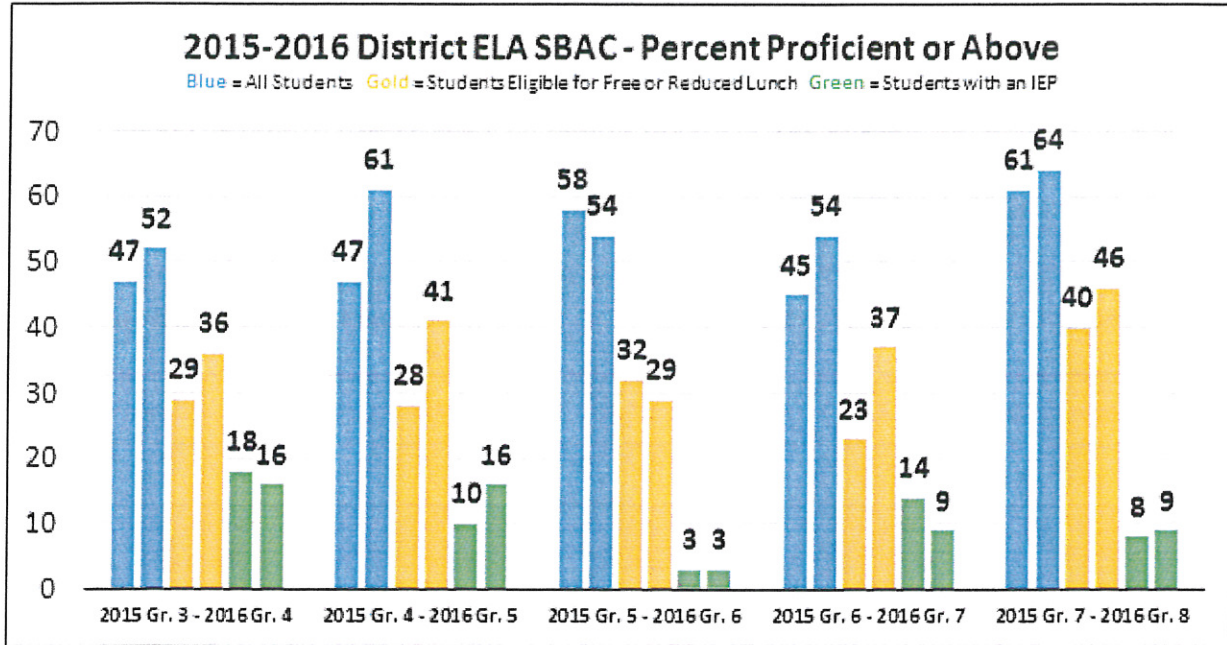
What do we wonder about? (Questions Raised by the Data)

- Why are there so many males serving suspensions?
- Has the suspension data changed since the 2013-2014 school year? If yes, in what ways?
- Why doesn't the Civil Rights data include the percentages of students eligible for free or reduced lunch in their suspension reporting?
- What are the numbers associated with these percentages? How many students do these percentages represent?
- Why are there no female students receiving special education services serving out-of-school or in-school suspensions?
- How many suspensions are related to a student's disability?
- Why are there more out-of-school suspensions?
- Do male and female students get treated differently?
- What are the alternatives to suspension?
- What supports are provided to students who get suspended?
- Are there gender differences in behavior?
- Are there gender difference in response to behavior/consequences?
- What behaviors get a student an out-of-school or in-school suspension?

PRIORITY ACTION STEP: Collect and report on suspension data for the following school years 2014-2015, 2015-2016, and 2016-2017, disaggregated by gender, disability status, and eligibility for free or reduced lunch.

ACHIEVEMENT EQUITY INDICATORS

Achievement Equity Indicator 1: State Achievement Tests



What do we see? (Description without Judgement)

- ELA - *All Students* and *Students Eligible for Free or Reduced Lunch* made gains in each cohort of students except for students in grade 5 during the spring of 2015 and grade six during the spring of 2016.
- ELA - Students in grade four during the spring of 2015 and grade five during the spring of 2016 made the most gains across all subgroups--*All Students*, *Students Eligible for Free or Reduced Lunch*, and *Students with an IEP*.
- ELA - A very small percentage of students with IEPs scored proficient or above.
- ELA - Differences in Students Scoring Proficient or Above between *All Students* and *Students Eligible for Free or Reduced Lunch*:

Cohorts of Students	All Students	Students Eligible for Free or Reduced Lunch	Difference
2015 Grade 3	47	29	-18
2016 Grade 4	52	36	-16
2015 Grade 4	47	28	-19
2016 Grade 5	61	41	-20
2015 Grade 5	58	32	-26
2016 Grade 6	54	29	-25
2015 Grade 6	45	23	-22
2016 Grade 7	54	37	-17
2015 Grade 7	61	40	-21
2016 Grade 8	64	46	-18

- The performance gap separating *All Students* from *Students Eligible for Free or Reduced Lunch* shrunk by 5 percentage points for the cohort of students who were in grade six during the spring of 2015 and grade seven during the spring of 2016.
- In general, the performance gaps separating *All Students* from *Students Eligible for Free or Reduced Lunch* stayed relatively stable from 2015 to 2016.
- The largest performance gap separating *All Students* from *Students Eligible for Free or Reduced Lunch* exists within the cohort of students who were in grade five during the spring of 2015 and grade six during the spring of 2016.
- The smallest performance gap separating *All Students* from *Students Eligible for Free or Reduced Lunch* exists within the cohort of students who were in grade three during the spring of 2015 and grade four during the spring of 2016.

- ELA - Differences in Students Scoring Proficient or Above between *All Students* and *Students with an IEP*:

Cohorts of Students	All Students	Students with an IEP	Difference
2015 Grade 3	47	18	-29
2016 Grade 4	52	16	-36
2015 Grade 4	47	10	-37
2016 Grade 5	61	16	-45
2015 Grade 5	58	3	-55
2016 Grade 6	54	3	-51
2015 Grade 6	45	14	-31
2016 Grade 7	54	9	-45
2015 Grade 7	61	8	-53
2016 Grade 8	64	9	-55

- The performance gaps separating *All Students* from *Students with IEPs* are significant and growing larger in each cohort of students except for students who were in grade 5 during the spring of 2015 and grade six during the spring of 2016.

- MATH - Differences in Students Scoring Proficient or Above between *All Students* and *Students Eligible for Free or Reduced Lunch*:

Cohorts of Students	All Students	Students Eligible for Free or Reduced Lunch	Difference
2015 Grade 3	43	28	-15
2016 Grade 4	39	30	-9
2015 Grade 4	39	20	-19
2016 Grade 5	33	15	-18
2015 Grade 5	28	11	-17
2016 Grade 6	33	13	-20
2015 Grade 6	27	17	-10
2016 Grade 7	36	20	-16
2015 Grade 7	48	38	-10
2016 Grade 8	47	31	-16

- MATH - Differences in Students Scoring Proficient or Above between *All Students* and *Students with an IEP*:

Cohorts of Students	All Students	Students with an IEP	Difference
2015 Grade 3	43	6	-37
2016 Grade 4	39	12	-27
2015 Grade 4	39	8	-31
2016 Grade 5	33	4	-29
2015 Grade 5	28	0	-28
2016 Grade 6	33	0	-33
2015 Grade 6	27	0	-27
2016 Grade 7	36	4	-32
2015 Grade 7	48	0	-48
2016 Grade 8	47	0	-47

What do we wonder about? (Questions Raised by the Data)

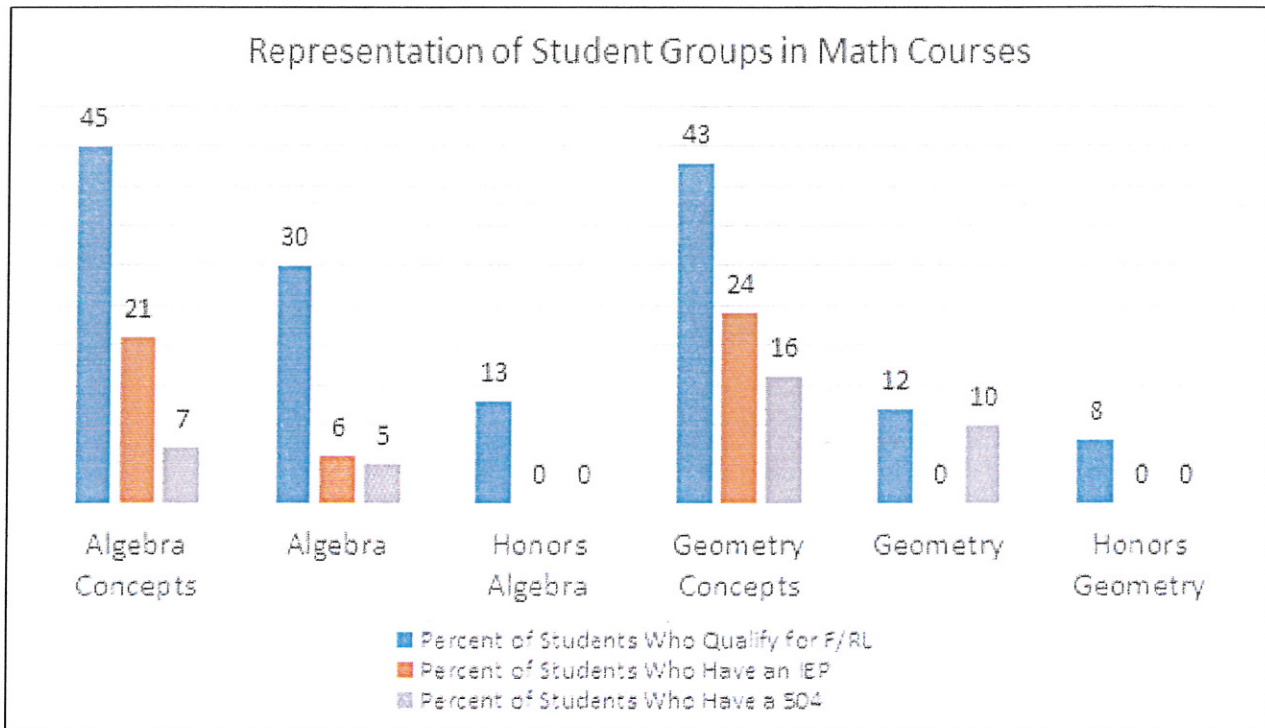
- What supports are in place to help students to be successful in Math?
- Why are our Math scores lower than our ELA scores?
- Are there other measures that show growth by students with an IEP?
- What about gifted or above proficient?
- Is there a relationship between the professional development offered and gains in student achievement?
- Would we see differences in performance if we disaggregated by gender?
- What is the rigor of the curriculum?
- What other assessments does the District use to monitor and measure progress in students' learning?
- Are there research-validated programs that assist students with lower skills and less opportunities?
- What picture do other assessments used by the district paint?
- What is the relationship between performance on the SBAC assessment and grades?

ACTION STEP: Add the 2016-2017 SBAC data to existing graphs. Share additional disaggregated data--i.e., NWEA.

Achievement Equity Indicator 2: Graduation Tracks

Skyla et al. (2009) point out:

All students who graduate from high school may not have the same opportunity to master equally demanding curricula....Those from low-income homes are typically found in the college track at much, much lower numbers than are the children from middle- and upper-income homes (Oakes, 1986;Sizer, 1997; Wheelock, 1993) (pp. 42-43).



Note: The overall population of high school students (a) who qualify for F/RL is 25%, (b) who have an IEP is 11%, and (c) who have a 504 Plan is 6%.

What do we see? (Description without Judgement)

- We see a disproportionate amount of *Students Who Qualify for F/RL* and *Students Who Have an IEP* enrolled in Algebra Concepts and Geometry Concepts.
- *Students Who Qualify for F/RL* are underrepresented in Honors Algebra (13%) and Honors Geometry (8%).
- No *Students Who Have an IEP* or *Students Who Have a 504 Plan* are enrolled in Honors Algebra or Honors Geometry.

What do we wonder about? (Questions Raised by the Data)

- Why are there no students with an IEP or 504 Plan in Honors Algebra or Honors Geometry?

- How are students placed in math courses?
- What is the role of self-selection? Are students with IEPs and 504 Plans not self-selecting? If so, why?
- Why do Concepts courses have so many students with either an IEP or a 504 Plan?
- What is in place to support students to be successful? To take more challenging courses? Accommodations in advanced courses?
- What role does tracking play in our schools?
- Are we better at sorting talent than cultivating talent?
- How big are math classes? Are there systematic differences in class size between lower-level courses (e.g., Concepts) and advanced courses (e.g., Honors)?
- Honors English in grade nine is an Extended Learning Opportunity (ELO). Does that make it more difficult for student with an IEP or 504 Plan to participate?
- How many students with an IEP or 504 Plan go to college? Is this connected to high school course choices?

PRIORITY ACTION STEP: Expand data set to include other subject areas.

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DRAFT TIMELINE FOR 2017-2018

Education Committee Meeting	Agenda	Strategic Plan Alignment
Monday, December 11, 2017	Exploring Educational Equity: Phase I Report	<p>Related to Strategic Plan Action Steps: 3.3.3 The School District will develop a plan for any changes to school and/or grade level organizational structures.</p>
Monday, January 15, 2018	Math Committee Update	<p>1.1.1 The School District will conduct a review of the mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.</p>
Monday, February 19, 2018	Balanced Assessment Program Grading Practices	<p>Related to Strategic Plan Focus Area: 1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.</p>
Monday, March 19, 2018	Technology Competencies for Staff and Students	<p>Related to Strategic Plan Focus Area: 4.13 Develop a consistent K-12 Technology experience and set of competencies for students and staff.</p>
	Learning Commons	<p>Related to Strategic Plan Action Steps: 4.14.2 The School District will assure that adequate resources are available for implementation. 4.14.3 The School District will implement Learning Commons model.</p>
Monday, April 16, 2018	Process for Exploring Post-Secondary Career Opportunities	<p>Related to Strategic Plan Action Steps: 1.4.1 The School District will develop a process for students to explore and study post-secondary career opportunities. 1.4.2 The School District will establish appropriate and meaningful work opportunities by offering an increased number of work and internship experiences.</p>
Monday, May 7, 2018	Recommendations from the Science Committee	<p>Related to Strategic Plan Action Step: 1.1.3 The School District will perform a review of the Science content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.</p>
Monday, May 21, 2018	Recommendations from the ELA Committee	<p>Related to Strategic Plan Action Step: 1.1.4 The School District will perform a review of the World Language content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.</p>
Monday, May 21, 2018	Recommendations from the Math Committee	<p>Related to Strategic Plan Action Step: 1.1.1 The School District will conduct a review of the mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.</p>

Education Committee Meeting	Agenda	Strategic Plan Alignment
Monday, June 18, 2018	Senior Capstones CVHS PE/Health Pilot Report?	Related to Strategic Plan Action Step: 1.5.4 ConVal High School will research the implementation and viability of senior capstone projects.

Now Overdue (Due in October 2017)

- 1.1.8 The School District will examine the potential of participating in the [International Baccalaureate \(IB\)](#) programs.
- 1.1.9 The School District will explore the potential of applying for distinction as a [Blue Ribbon School District](#) and having schools designated as Blue Ribbon Schools.

Additional Topics for Consideration

Co-teaching

- 2.1.1 The School District will implement co-teaching models at all levels.

Personalized Learning Plans

- 2.2.1 The School District will train students to create personalized plans for success.

Summer Programming

- 2.3.1 The School District will expand middle/high school summer opportunities.

