

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

EDUCATION COMMITTEE

June 18, 2018
SAU Boardroom
5:30 PM

Agenda

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy

5:30 Approval of May 21, 2018 Minutes

5:35 Recommendations from the ELA Committee

Related to Strategic Plan Action Step:

1.1.5 The School District will perform a review of Reading content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

6:15 Review and discuss [Policy IIB Class Size \(Part II\)](#)

6:30 Other

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

EDUCATION COMMITTEE

May 21, 2018
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy

Present: Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, Myron Steere, Michelle Hautanen, Suzanne Ketchum, West, Greg Morris, Alison Bell, Lance Flamino, Colleen Brophy

Crista Salamy called the meeting to order at 5:30 p.m.

5:30 Approval of April 30, 2018 Minutes

Dick Dunning moved to approve the minutes of April 30, 2018. Janine Lesser second. Unanimous.

5:35 Recommendations from the Math Committee

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.

Student data from the Smarter Balanced state assessment was shared for grades 3-8. Data was displayed to show the performance of student cohort groups—e.g., In the bar graph displayed, the results were organized to show the students' performance as they moved from one grade to another. Trends that emerged from the Smarter Balanced data set can also be found in other district-wide assessments that students take—e.g., Measures of Academic Performance (MAP). These trends include performance gaps between students who do and do not qualify for free or reduced lunch and students who do and do not have an Individualized Educational Plan (IEP). The data also indicates the need to further analyze and support students' transition from the elementary to middle school, as well as students' transition from the middle to the high school.

Overall, the percentage of students who scored at the proficient or above level is not as high as the district would like. The recommendations that will be made by the Math Committee focus on increasing the overall numbers of students who score at the proficient or above level, as well as address the gaps in performance experienced by particular subgroups of students.

Recommendations include a focus on instructional resources and materials as well as the need to engage in inquiry and investigate other variables that may be hindering student performance.

Recommendations for instructional resources:

Grade 5 – go with the Eureka program.

- Continuity of program across transition from Elementary to Middle school
- Completes the Grades 3-5 “A Story of Units” spiraling skill and fluency development before shift in domains in Grades 6-8
- Continues OGAP work for multiplicative and fractional reasoning
- Embeds ongoing use for Standards of Mathematical Practice

Considerations for the transition from Eureka to Glencoe

- Comparable Depth of Knowledge (same number of units in a similar order)
- Glencoe provides more resources both digitally and in print
- To bridge curriculums, fifth and sixth grades teachers need to communicate the vocabulary differences

Grades 6-12 – Glencoe Math 1, 2, 3; Algebra 1; Algebra 2; Geometry

- The district would be getting physical textbooks, electronic textbooks and Professional Development

Features include (for students):

- Accessible with chromebook online or offline
- Personal tutor videos
- Lesson resources, online test, self-checks, digital manipulatives

Features include (for teachers):

- Pacing Guides
- Test Generator with editing capabilities to allow for differentiation and to support the transition to competencies
- Resources and Recommendations for Tier 1, 2, and 3 interventions
- Performance Tasks/Real World Connections – provide opportunities for relevance and rigor

Crista Salamy asked about differentiated instruction at the high school level. The plan was to integrate students together and not separate students with IEP's from the others. Concern for continuity in instruction was stated. Lack of consistency was said to be evident in the results. A consistent program from elementary to the end of middle school is

important. Eureka has the challenge that teachers have to make every extension and variety from scratch. Glencoe allows teachers to put their hands on resources without creating from scratch. Glencoe also has resources that students can easily access to support their learning—e.g., video demonstrations.

No program will be a magic fix. It is about how we implement the program, how well our teachers deliver the curriculum, and how well they support students in learning content and skills.

Dick Dunning spoke about the need to look at Eureka; finding a common language through eighth grade. The continuity of concern is K-8. The issue is the materials that teachers have to work with. The scope and sequence is the same but the language is different. Those differences will need to be pointed out to students. Colleen Brophy said that the vocabulary changes in the standards as students' progress through the grades. Gib West said that he hoped that teachers would take the time to understand all of the language regardless. We have struggled in math as of late. We can do better in our district with our vertical teaming. The transitions are difficult because of the configuration of our district; time is needed to get our teachers together. A program is a resource to deliver curriculum.

Next Steps: Recommended Areas for Collaborative Inquiry

- How does the schedule at middle and high school support or hinder students' performance in math? (e.g., time for core instruction, time for/access to a tiered intervention, opportunities to access additional help/support). Students who need additional time often do so by taking away somewhere else—e.g., band or activities. Where is time our variable? Teachers supporting a stronger connection of resources is important.
- What is in place to ensure that teachers are continually strengthening both their content knowledge and their instructional practice? (e.g., Individual PD Plans, Alt. Plan/Content Specific Certification, District-/Building-level PD, Content-specific PLCs, Members of Professional Organization)
- How is the placement of students (and assignment teachers) to classes/courses effectively supporting student learning and achievement? Should something be put in place that ensures that teachers are engaging in content specific professional development? Should we require teachers to get a certification in their content area? (e.g., Some of the teachers teaching math at the middle school have a general K-8 endorsement rather than a math specific endorsement.) Content knowledge is gained as instructional practices strengthen. What can we look at that would have a positive impact on student learning?

The recommendation is Eureka through grade 5 then transitioning to Glencoe while looking at the additional pieces and answering questions.

The recommendations for instructional resources should go forward to the board.

6:15 **Review [Policy IIB Class Size \(Part I\)](#)**

This policy has been referred to the Education Committee. The need is to consider multi-age and multi-grade when looking at this policy. Do we set one range of class size? If a class is combined K/1, do we set the class size at the lowest number of the lower grade as the max class size? Can the ranges be used to tie to decisions on when classes are combined and limits on how many grades will be combined? Research on multi-age classes emphasizes that multiage classes should not be created as a result of budgetary reasons.

A guideline is needed so parents know how decisions are being made. The language suggests that it is all about money. It is a difficult topic. The high school has classes with 7 to 9 students for higher level courses. The question is “when is too small too small?” The chart needs review. The verbiage needs review as well. This should be done for the June meeting.

Do we have a range for straight grades and a separate range for combined classes? Send suggestions to Ann Forrest and Crista Salamy.

Two policies – one that says that multiage should be in place, if implemented, for a period of five years.

6:30 **Other**
None.

Bernd Foeking moved to adjourn at 7:12 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok