

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

**EDUCATION COMMITTEE**

January 28, 2019

SAU Boardroom

5:30 PM

**Minutes**

**Committee Members:**

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Crista Salamy (Chair)

**Present:** Crista Salamy, Niki McGettigan, Dick Dunning, Myron Steere, Janine Lesser, Dr. Ann Forrest, Michelle Voto, Kim Chandler, Gib West, Rachel Bowman, Jo Ann Fletcher, Rebecca Dunn, Bernd Foecking

**Approval of December 17, 2018 Minutes**

**Dick Dunning motioned to approve the minutes of December 17, 2018. Crista Salamy second. Janine Lesser abstained. All else in favor. Motion carried.**

**Student Achievement Presentation**

Dr. Ann Forrest shared New Hampshire Statewide Assessment information (see attached). Discussion took place about following a cohort of students over several years to determine their progress. Challenges occur when the assessment is used changes over time. NWEA should be the most consistent but revamped when ConVal went to the Common Core.

Student Achievement data for one of the elementary schools was reviewed on the Department of Education website and linked to the school. Discussion took place in the area of determining growth. Some schools were too small to report; data was not available. There are advantages to being a larger school.

This discussion is a result of trying to determine which data is appropriate and usable to teachers for instruction and for parents.

**Extended year and summer Programming – Summer Adventures Program and Communication Plan**

SP Action Step 1.2.6 Develop and implement an extended day and year on an as needed basis for students to assure all students make or exceed a year's worth of growth.

Information about the Summer Adventures Program was shared (see attached). Some summer programs target specific students; we do not do that at the middle school level. Dates have been identified. Transportation has been addressed. It is a two week experience at each of the two middle schools. Students are encouraged to participate in all four weeks, but need to participate in a complete two week session. There is both an

academic and an enrichment focus. The goal is for everything to be ready to send home once the budget passes. Early communication for parents is essential.

Janine Lesser asked if information is placed in Parent Express for this opportunity. Other camps advertise there. It was suggested.

### **VLACS discussion**

Gib West thanked the committee for the invite on this discussion. Mr. West asked the committee what they know about VLACS, what questions exist, how VLACS is interfaced with and the supports. It is important to lay the framework for discussion.

How is VLACS supported? How are students supported with VLACS? How many VLACS courses can a ConVal student enroll? Why would we offer a VLACS course to students? Is there a profile of a student who normally seeks to enroll in VLACS's courses? Enrollments in Advanced Placement (AP) classes are often low; is it possible for a student to take AP courses through VLACS?

Gib West reported that VLACS is a public education school in NH.

Kim Chandler reported that when counselors meet with students to select courses, they steer them toward taking courses at the high school. Students will often choose to take electives through VLACS to free up space scheduling wise. They take it to accommodate their schedule. The courses are not easier than taking a course at school. Often, students simply don't finish a VLACS course. Students log in to VLACS on their own and create their own account. They set up a plan. The instructor follows up with the student to complete the course. It is self-paced; they can take as long as they like as long as they are engaged or if they finish earlier.

Rachel Bowman said that any student can sign up for VLACS courses on their own. They are encouraged to work on their schedule with counselors. Eighty-seven students are enrolled in a VLACS course. Half are taking the course during the day. ConVal offers technical support and walks the student through the process. It is a contract between the student, the parent, and VLACS. ConVal keeps track of progress every couple of weeks and shares information with the student's counselor. Because there are no due dates, it is self-paced. Students either are withdrawn from the course or typically get an A or B.

If a student is withdrawn from the VLACS course, they would need to complete a course at ConVal if they have not yet met the credit requirement. Students can seek extra help from VLACS teachers. ConVal teachers try to support students who are taking VLACS courses. The challenge is that we don't know the curriculum; we don't have their curriculum map. How do we support a student who has chosen not to take the course with ConVal?

Rebecca Dunn said that the majority of students are taking courses that ConVal offers.

Jo Ann Fletcher said that a student can sign up for up to four courses at a time and be considered a part-time VLACS student.

Gib West said that absent policy, if a student is not taking courses at ConVal but are present every day, accessing ConVal staff and ConVal resources, is it ethical? There are few rules. If a senior student is in VLACS second semester and needs the credit to graduate, it is a challenge to monitor. Gib said that he does not recommend senior students taking VLACS courses during second semester to graduate. He has drafted a letter to parents outlining this. Is it appropriate to use community resources to support students taking VLACS courses during the school day?

Rebecca Dunn reported that other schools have guidelines around how many credits a student can participate through VLACS for their total high school career. Other schools only offer VLACS for courses not offered at their schools. Some schools do not allow students to take courses during the school day in their building. Some only allow elective courses and not core requirements. Other schools have identified what a VLACS course would count for. Some schools do not allow VLACS courses to factor into the GPA. There are challenges that exist when students cheat in a VLACS course. ConVal has no oversight.

Rachel Bowman spoke about the parent side of students taking VLACS courses. The online experience can be valuable.

Gib West said that we haven't said "no" formally absent a policy.

Dick Dunning said that he believes it is a problem with using ConVal resources to support students taking VLACS courses.

Gib asked what the committee can provide in terms of guidance as to where they want the high school to go to with virtual learning. Dick Dunning said that he would like the high school to provide input because they know most about the relationship.

Discussion took place about various opportunities for diplomas; adult diploma, regular ConVal diploma, and the potential for an advanced diploma with 32 credits.

Gib said that he needs someone to take a stand on the supports provided by ConVal.

Dr. Ann Forrest said that we cannot say that we will not accept VLACS credit. We can make the decision as to whether or not we will allow students to access ConVal and its resources to take a VLACS course. Cross referencing our courses against VLACS courses to identify which meet our requirements should take place.

Rachel Bowman said that she thinks that not allowing students to take a VLACS course during the day if ConVal offers the course and it isn't a scheduling conflict is a good starting point.

Rebecca said that identifying the minimum academic load that a student must take to be a ConVal student is needed.

The high school will put together a proposal and return to this committee.

### **Policies IHBH, IHBI, ILBA, ILBAA, and IMBC**

#### **Other**

None.

**Crista Salamy motioned to adjourn at 7:02 p.m. Dick Dunning second. Unanimous.**

Respectfully submitted,

Brenda Marschok

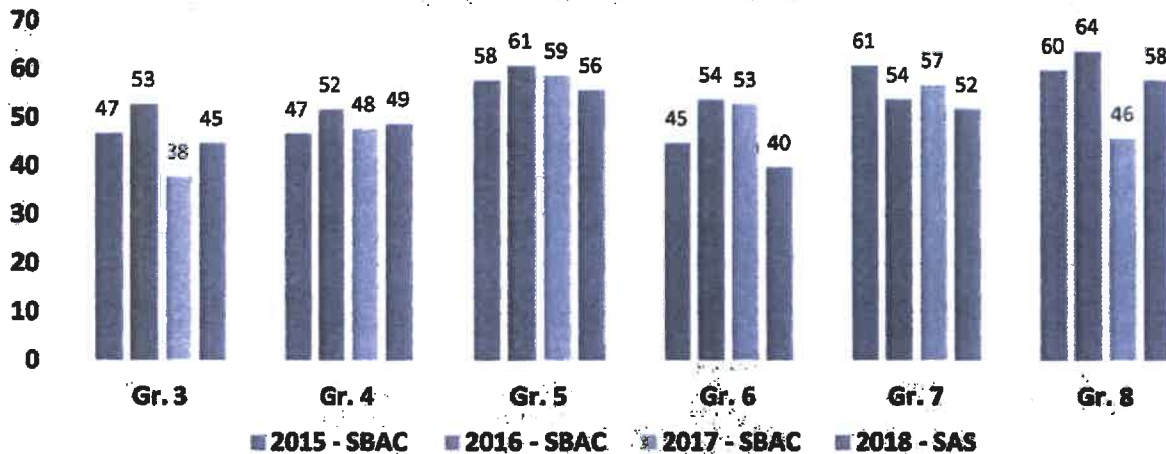
**The minutes of this meeting were amended and updated with those amendments at the February 18, 2019 Education Committee Meeting.**

## New Hampshire Statewide Assessments

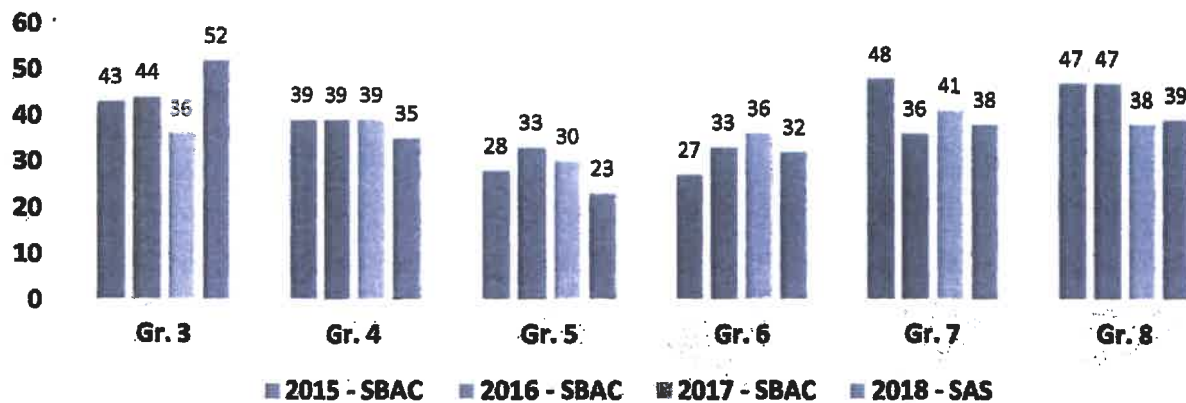
The New Hampshire Statewide Assessment System (SAS) was administered for the first time during the 2017-2018 school year. The New Hampshire Statewide Assessment for English Language Arts (ELA) and Math replaced the Smarter Balanced Assessment Consortium (SBAC), and the New Hampshire Statewide Assessment for science replaced the New England Common Assessment Program (NECAP). Students in grades 3-8 take the New Hampshire Statewide Assessment for ELA and math, and students in grades 5, 8, and 11 take the New Hampshire Statewide Assessment for science.

New Hampshire Statewide Assessments are designed to measure students' progress in meeting New Hampshire's College and Career Readiness Standards, which focus on the critical thinking, problem solving, and reasoning skills students need in today's world.

**State Test for English Language Arts  
Percent Proficient or Above**

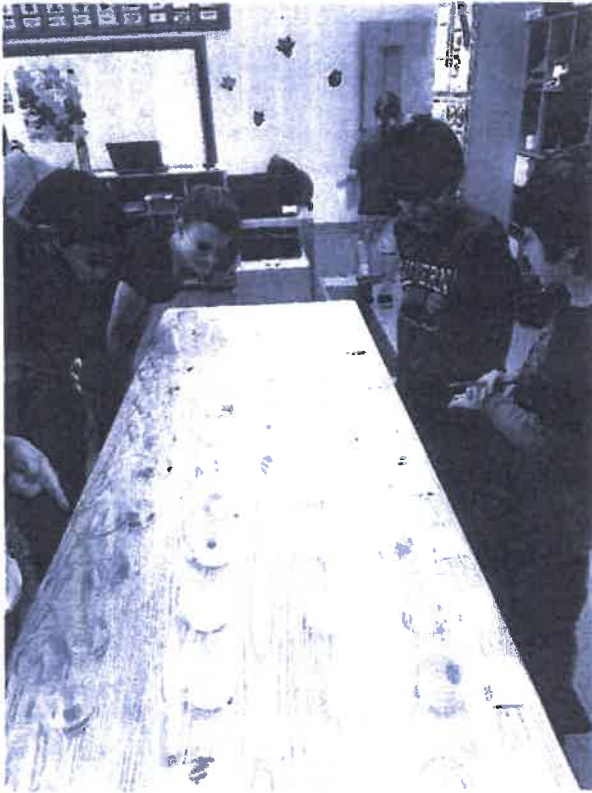
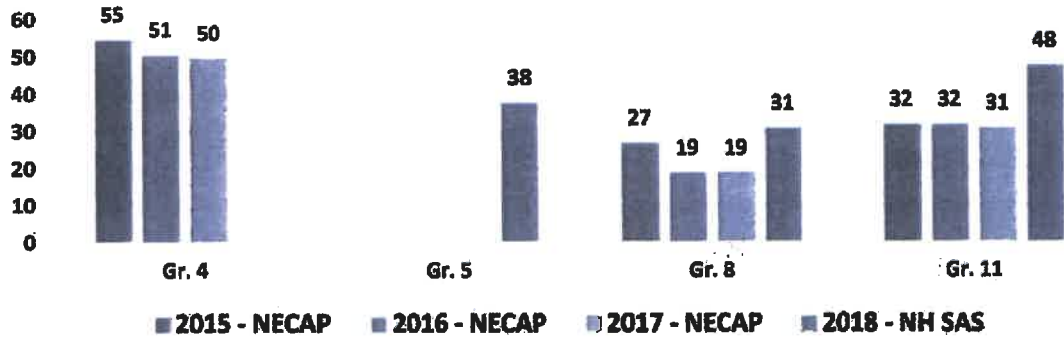


**State Test for Math  
Percent of Students Proficient or Above**



## New Hampshire Statewide Assessments, cont.

### State Test for Science Percent of Students Proficient or Above



**Dublin Consolidated Gummy Bears  
Science Experiment**

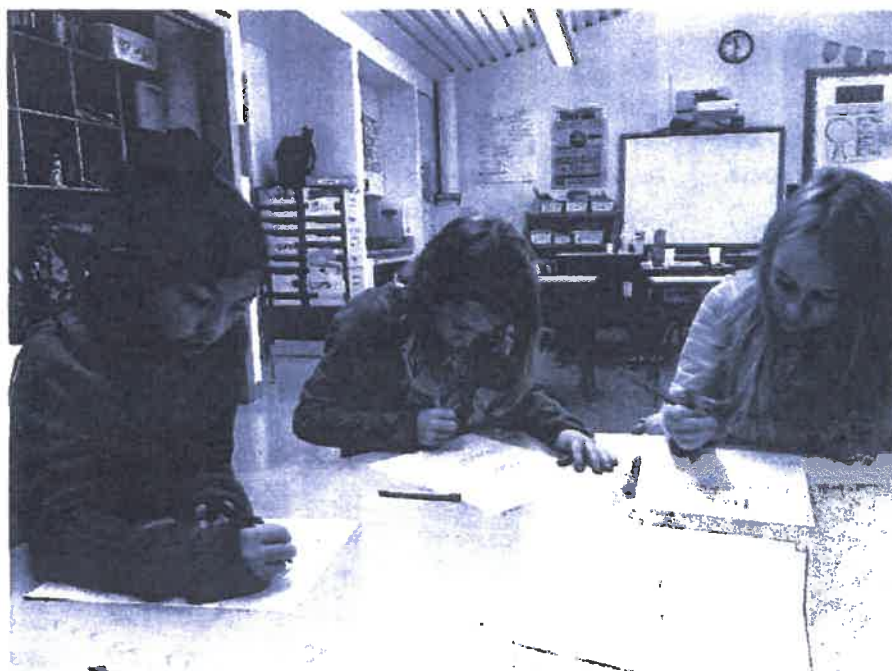
## AIMSweb

AIMSweb® is a benchmarking and progress monitoring system based on direct, frequent, and continuous student assessment. A “benchmark” is a standard measure of what a student should know and be able to do at a given time. These benchmarks span from letter naming at the primary level to reading fluency and comprehension through high school. The results are reported to teachers and administrators online and shared with students and parents. AIMSweb’s assessments are aligned with grade-level expectations and used for monitoring students’ learning progress.

### How is AIMSweb testing done?

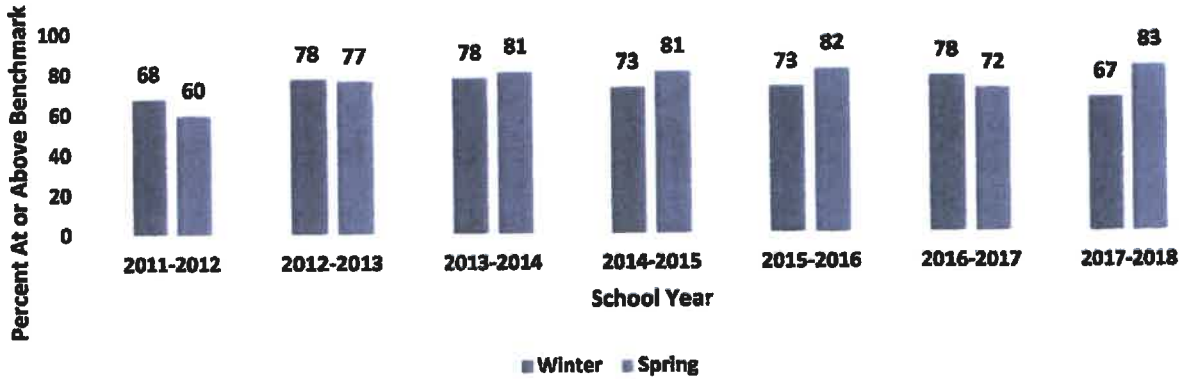
- AIMSweb testing is administered orally and/or “paper/pencil” style
- Testing is done individually or in groups, depending on the measure
- AIMSweb measures take 1–10 minutes to complete (most take 1–4 minutes)
- Scores are uploaded into the AIMSweb system

Benchmarking helps to inform instruction and to improve achievement. Benchmark assessments are given three times per year (September, January, and May) for all students in grades kindergarten through fourth, using grade-level assessment tools. Reports help focus areas of individualized instruction and evaluate student progress.

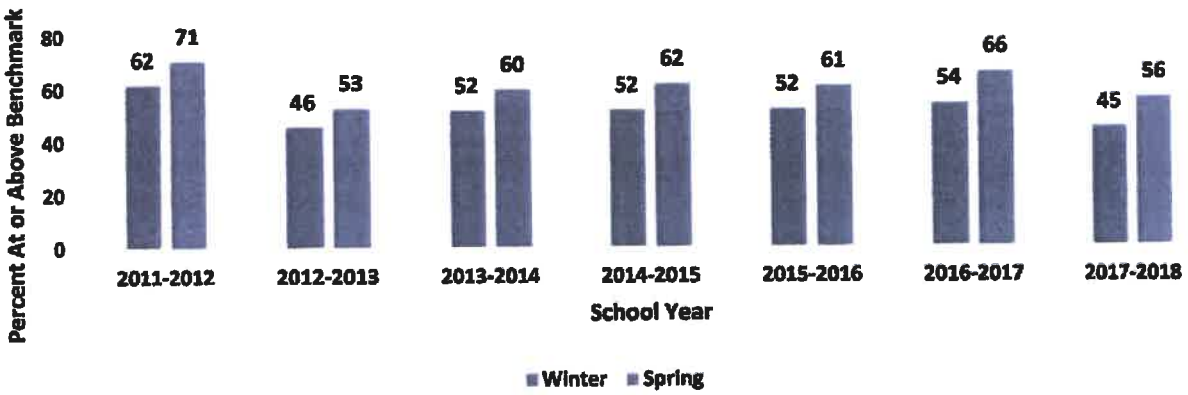


# AIMSweb Reading Test Results

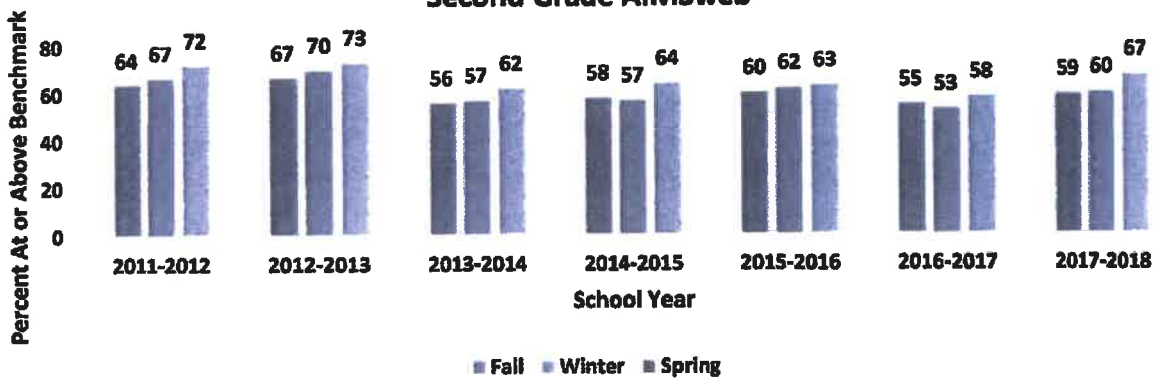
## Kindergarten AIMSweb



## First Grade AIMSweb

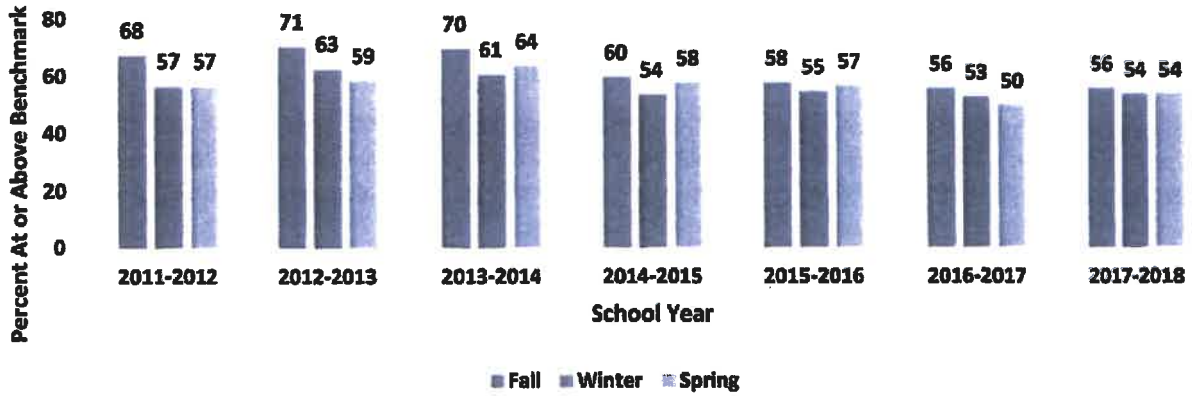


## Second Grade AIMSweb

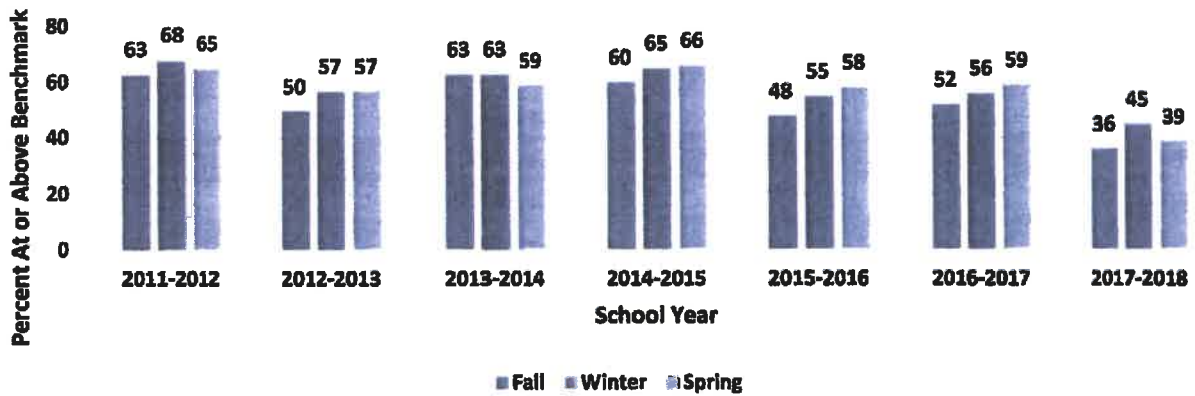


## AIMSweb Testing Results continued

### Third Grade AIMSweb



### Fourth Grade AIMSweb



Dublin Kindergarten students learning their Ladybug letters





## NWEA

NWEA's Measures of Academic Progress™ (MAP) assessment provides teachers and parents with a clear picture of students' achievement and growth year-over-year in the areas of reading and math. Additionally, beginning in the Fall of 2013, the MAP assessment aligned with the skills and content outlined in New Hampshire's College and Career Readiness Standards.

One of the unique advantages of MAP is that it is a computer test that adapts to a student's level of learning. What this means is that as a child answers questions accurately the test questions get harder, if they get questions incorrect the following questions will be easier. This creates a context for each student to have the same opportunity to succeed and maintain a positive attitude toward testing. With MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about a student's growth. Teachers use the results to guide their instruction and planning as they work to meet each child's learning needs.

	Reading	
	Fall 2016 On or Above Grade Level	Spring 2017 On or Above Grade Level
Kindergarten	-	50%
Grade 1	65%	71%
Grade 2	57%	58%
Grade 3	58%	60%
Grade 4	57%	-
Grade 5	68%	-
Grade 6	61%	-
Grade 7	63%	-
Grade 8	64%	-
Grade 9	74%	72%
Grade 10	85%	-

	Math	
	Fall 2016 On or Above Grade Level	Spring 2017 On or Above Grade Level
Kindergarten	-	58%
Grade 1	64%	73%
Grade 2	57%	63%
Grade 3	53%	49%
Grade 4	45%	45%
Grade 5	49%	-
Grade 6	42%	-
Grade 7	51%	-
Grade 8	53%	-
Grade 9	79%	69%
Grade 10	79%	76%

**NWEA, cont.**

	<b>Reading</b>	
	Fall 2017 On or Above Grade Level	Spring 2018 On or Above Grade Level
<b>Kindergarten</b>	-	60%
<b>Grade 1</b>	58%	66%
<b>Grade 2</b>	71%	74%
<b>Grade 3</b>	56%	52%
<b>Grade 4</b>	57%	52%
<b>Grade 5</b>	67%	-
<b>Grade 6</b>	61%	-
<b>Grade 7</b>	61%	-
<b>Grade 8</b>	57%	-
<b>Grade 9</b>	59%	70%
<b>Grade 10</b>	69%	53%

	<b>Math</b>	
	Fall 2017 On or Above Grade Level	Spring 2018 On or Above Grade Level
<b>Kindergarten</b>	-	69%
<b>Grade 1</b>	61%	76%
<b>Grade 2</b>	69%	74%
<b>Grade 3</b>	48%	54%
<b>Grade 4</b>	47%	43%
<b>Grade 5</b>	49%	-
<b>Grade 6</b>	39%	-
<b>Grade 7</b>	43%	-
<b>Grade 8</b>	50%	-
<b>Grade 9</b>	57%	58%
<b>Grade 10</b>	75%	45%



# Summer Adventures Program

## What is the purpose of Summer Adventures?

- Stem summer learning loss
- Boost academic achievement

## Who can attend Summer Adventures?

Students who will be in grades five through eight during the 2019-2020 school year are eligible to sign up for the Summer Adventures program.

## When and where will the Summer Adventures program run?

The Summer Adventures program will run from 9am to 12pm Tuesdays through Thursdays for four weeks. Two of those weeks will be at South Meadow Middle School (SMS) in Peterborough, and two of those weeks will be at Great Brook Middle School (GBS) in Antrim. Below are the specific dates at each school:

- Summer Adventures at South Meadow School—July 9-11 and July 16-18
  - Bus transportation from GBS to SMS each day offered at 8:30am leaving SMS and returning to GBS at 12:30pm.
- Summer Adventures at Great Brook School—July 23-25 and July 30-August 1
  - Bus transportation from SMS to GBS each day will be offered at 8:30am leaving GBS and returning to SMS at 12:30pm.

## Do students need to attend all four weeks?

Students are encouraged to attend all four weeks, but they also have the option to attend either the first two weeks at SMS or the second two weeks at GBS.

## What type of sessions will be offered at Summer Adventures?

Sessions offered will include both an academic and enrichment focus. The goal is to run a summer school program that doesn't feel like summer school!

## Timeline

- January to February
  - Finalize the specific sessions that will be offered.
  - Recruit highly effective teachers.
  - Develop a Summer Adventures brochure that will be ready for distribution once the budget has passed.
  - Develop an online option for signing up for Summer Adventures.
  - Develop/Finalize the plan for communicating information about the program to students and families multiple times, as well as a plan for personalized recruitment of students.  
Below are actions that will be included in the plan:
    - Send brochure home with students in grades 4-7.
    - Ask principals to include information in their newsletters home.
    - Post information on the elementary and middle school websites.
    - Feature Summer Adventures on the middle school's morning shows.
    - Have principals meet with staff members to identify students who may benefit from getting a personalized invitation to attend Summer Adventures—calls/letters home encouraging students to sign up.
    - Share information about Summer Adventures during events that focus on supporting incoming 5<sup>th</sup> graders—school visits, parent nights, etc.
  - March through the Beginning of June
    - Implement the developed communication/student recruitment plan.