

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

EDUCATION COMMITTEE

May 20, 2019
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Jerry Wilson (Chair), Richard Dunning, Crista Salamy, Bernd Foecking, Linda Quintanilha, Kristen Reilly

Present: Jerry Wilson, Richard Dunning, Bernd Foecking, Kristen Reilly, Kimberly Saunders, Cari Christian-Coates, Rich Cahoon, Kim Chandler, Michelle Voto, Greg Morris, Lauren Mann, Nicole Pease, Cheryl Orcutt, Kat Foecking, Janine Lesser

Jerry Wilson called the meeting to order at 5:30 p.m.

5:30 Approval of April 15, 2019 Minutes

Dick Dunning moved to approve the minutes of April 15, 2019. Bernd Foecking second. Kristen Reilly abstained. Motion carried.

5:35 Multiage

Related to SP Action Step 3.1.2 Determine whether to pursue multi-grade/multi-age as District practice.

Nicole Pease and Kat Foecking shared a presentation on Multi-Age Education.

Dublin Consolidated School (DCS) successes include the ability for collaboration for teachers, and the ability to specialize and focus on one curriculum primarily.

Challenges include scheduling, the need for more co-planning time, and assessment tools to regroup students.

What is to come? Redesign the schedule to enable more co-planning time, working with Learning Progressions to regroup across grade spans, and partner with Francestown Elementary School (FES) to exchange ideas and best practices.

Kat Foecking reported that originally, FES was adhering to time guidelines set by the district. Teachers were getting frustrated with not having enough time in the day to get to everything that kids needed in. Growth was being made, but not at the rate desired; real time data was needed. No specific math intervention time was in place. Literacy-focused, classroom-based intervention.

Where is FES now? FES took their schedule apart and removed the time barriers. As a result, a 30-minute multi-age literacy and a 30-minute math intervention was set up. Flexible grouping, based on data, was used to set groups up. Remedial, Reinforcement, and Enrichment Groups were set up. Pre and Post assessment was available for every student every six weeks. Dramatic student growth was the result. All staff are involved. It has built the FES community.

Where is FES headed? FES wants to implement full-day, multi-age education, utilize learning progressions to create personalized learning paths, science and social studies will be co-taught with three teachers, daily team co-planning time will be possible when specials take place, and a true co-teaching model will be employed.

Why is FES doing this? It provides for a more inclusive learning environment and changed peer group dynamics. The FES staff is motivated for this change. It is a sustainable model for FES. This is directly aligned with the Strategic Plan. There is an impact on the budget.

Continued professional networking through school visits, Plymouth State University, and collaboration with DCS is in the future plan. FES is planning a parent information seminar on June 6th after the go ahead; no additional financial impact.

Board support to move forward is what is needed next. This will be at FES only for the whole building. Determining if it will work in other places will be the driver going forward.

Having the same teachers for more than one year is a positive; there are benefits.

Dick Dunning moved to approve the multi-age education model as presented for both DCS and FES. Kristen Reilly second. Bernd Foecking abstained. Motion carried.

6:05 Universal Preschool

Related to School Board Goal: By June 2019, report out on the implications of universal preschool; through research related to effectiveness, cost, implementation, resources needed, and current programming to determine whether or not it is the most effective preschool model for the school district.

This is related to the School Board Goal and one of the SAU goals as well.

Cari Christian-Coates reminded that the definition of Universal Preschool was accepted by the board. Since then, financial impact, transportation, facilities, educational implications and community implications were looked at.

Lower income children is one of the target groups. There will be budgetary implications; a Phase I model would look at the existing resources in our current preschool programs. Extending the day, five days a week for four year olds in the program is the proposal. Teachers and paras would have an increased day. Adding a full-time social worker would be of value in connecting to families. 2020/2021 is the proposed start year, 125 slots for a total of 8 classrooms, adding four more classrooms to the current model. Transportation would need discussion. \$1,283,238 is the proposed cost; it does not include related services, transportation and other costs. Questions remain including annual cost increases for 4 year olds attending, how many students will access this program, how will educational outcomes be improved, food service and free and reduced lunch implications, long term outcomes, and the effect on kindergarten transitions.

Potential costs for related services with speech and language pathologists was discussed. There is difficulty hiring for these positions and may result in contracted services.

Greater discussion took place about transportation possibilities, what do the staff of the current preschool programs have for input.

ConVal has a current preschool program; this would be an expansion of this program. It is not the push down of the elementary program.

Phase I would look at the current 4 year olds in that current year, and extend their day.

For 20/21 the waiting list process will be followed for that first year.

Making sure that the word gets out to allow all families equal opportunity was cited as important.

Creating a pre-K program that is full-day may be an attraction for people looking into the area. Based on research aimed at NH students, the savings is between \$2 and \$6 for every dollar spent on preschool.

How many students are currently in the program? The goal is not to stop at Phase I; it is scalable. It would not be cost effective to stop at Phase I.

Where would additional classrooms be located? They have not been identified as of yet. This proposal is not to put a preschool in every single elementary school. We cannot do that; it is not possible. Likely add into Greenfield, Antrim, and Peterborough with the addition of one new location. Bernd Foecking cautioned using any figures for cost savings at this stage.

The recommendation will be to adopt Phase I of this program.

Any recommendations for additional pieces to be added should be voiced soon to be included.

Dick Dunning moved to go forward with the presentation that this is Phase I moving into Phase II; it is Phase I and the continuation to bring to the board for permission to continue. Bernd Foecking second.

Rich Cahoon said that this would encompass two budget cycles; it would be new programming in the second budget cycle. If a default were to result, it would kill the program.

Would a public preschool be eligible for CFP or food service program? No one has been able to identify as of yet. Possible revenue resources will be pursued.

Dick said that we are not saying that this is being funded by the taxpayers; we are saying that this would be funded by parents on a sliding scale.

Kimberly Saunders said that the information provided reflects the all in cost. Sliding scale would bring the cost down.

Do we have existing classrooms for Phase II or would we incur facilities costs? We have classrooms and might need to change out some facilities needs i.e. toilets.

It is critical for those that can pay to pay and for those that need a scale to have one.

This will go to the full board at the first meeting in June.

6:25 Follow-up Items

For Consideration: Should students be required to take a math course each semester until they have completed Algebra I (Part 1) and Algebra I (Part 2)?

- What impact would this have on staffing and the schedule?

Michelle Voto referenced data on 17/18 and 18/19. Failure rates were discussed.

A full time (FTE) math instructor would be needed. The department head could step in and teach three blocks rather than two.

There are 36 graduates that will not have taken Algebra I currently.

Dick Dunning clarified that the change was that all students would take math every semester, every year. Discussion took place. That was not the understanding. The understanding was that everyone would have to take four credits of math.

Right now, our students who aren't struggling to pass algebra are taking math all four years up to the highest they can achieve.

Rich Cahoon said that math credits might be counted starting with Algebra I. Math Concepts would not count.

A differentiated diploma for students with significant needs is what is being discussed.

Consistently, we have had 33%-43% of our students proficient in math. We have to look at what we are doing and how we do it. We have an obligation to look at what we are doing and do something else if it is not working. A decision was made that every student needed to pass Algebra I and continue to take math until they have passed Algebra I. Our system is broken and needs fixing.

A recommendation to add a full-time FTE will be brought forward.

If you took Algebra I in middle school and took Algebra II you have met the requirements. There would be four remaining math credits needed.

Related to Request by Ed. Committee: A request was made by members of the Ed. Committee to review the number of students who drop a math course after the course has started.

6:55 Other – Need to reschedule the June 17th Ed. Committee Meeting due to a conflict.

Rescheduling the June 17th Education Committee meeting will be looked at during calendar discussion at the next School Board meeting.

Jerry Wilson motioned to adjourn. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

Advancing Investments in Evidence-Based Early Childhood Programs in the Granite State

New Hampshire is often hailed as a state where children’s well-being is high relative to other states. However, a 2017 RAND study pointed to the substantial share of children in the state who are at risk of adverse developmental outcomes because of low family resources and other factors that can compromise healthy development in the first few years of life. Further, available funding streams—primarily federal funds—for early childhood interventions such as Early Head Start, Head Start, and home visiting through the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program are not sufficient to reach all New Hampshire children and families who could benefit.

The RAND study also estimated that New Hampshire would gain from further investments in two types of evidence-based early childhood interventions: home visiting and preschool education, with estimated returns of \$2 to \$6 in benefits for every \$1 invested. Despite this potential return, New Hampshire has fallen behind other states that have recognized the value of further investments in early childhood programs. The state’s contribution to home visiting is modest, and New Hampshire is one of seven states that does not use state dollars to fund preschool, either through public schools or private programs.

Given the unmet need and potential for positive economic returns, the RAND Corporation was asked to identify ways that New Hampshire can be strategic in making new early childhood investments, with a focus on evidence-based home visiting and high-quality preschool. RAND researchers assembled data across communities in the state (defined by school districts) to understand the variation in the factors that place children and families at risk and where publicly funded early childhood programs are currently available. Recognizing the limitations of the available community-level data, in-depth information was also collected for four communities—Claremont, Manchester, Nashua, and Coös County—to understand local implementation of early childhood programs, including innovative strategies and challenges. Analyses of the indicators and focal community experiences support recommendations for strategic investments in evidence-based early childhood programs in New Hampshire.

Landscape of Need for Early Childhood Investments

Extensive research from developmental science, psychology, neuroscience, and other fields documents the importance of the first five years of children’s lives for their cognitive, social, emotional, behavioral, and physical development, with implications for their school readiness and educational outcomes, as well as their lifelong health and well-being. This same research points to factors that can compromise healthy development, including risk factors at birth, such as limited family resources (e.g., because of single parenthood, teen parenthood,

Key findings:

- There is tremendous variability across New Hampshire communities in the extent to which the state’s youngest children and their families face risks and stressors that can compromise healthy child development.
- Home visiting programs serve up to 1,100 families and children in New Hampshire each year, far below the estimated 9,200 who could benefit.
- There is little information about the nature and quality of school district preschool programs, which reach about 4,000 children annually, including both children with special needs and their typically developing peers.
- Access to district preschool programs is not aligned with the districts where children are most at risk of poor academic performance because of high rates of poverty and other disadvantages.
- To maximize the expected return from investments in evidence-based early childhood programs, focus first on those communities with the greatest need but with current low rates of enrollment, while also building infrastructure at the state level to support an efficient and effective system of early childhood services.

or low family income more generally) and being born with a low birth weight.

The indicators the RAND team assembled for the 154 New Hampshire elementary and unified school districts demonstrate that there is tremendous variability across communities in the extent to which the state’s youngest children and their families face various risks and stressors. At one extreme, the indicators for birth outcomes, family demographics, and economic status show that some communities have no or few new mothers or young children facing adverse circumstances, median family incomes are as much as two times the state median, and the child poverty rate is below 5 percent. At the other extreme, about 40 districts (the 25 percent of districts with the worst outcomes) see half or more of new births to unmarried women and about one-third or more of new mothers living in near poverty. One-quarter of districts also have more than one in three children

under age 5 in single-parent families. Median family income falls as low as 40 percent of the statewide median, and the child poverty rate reaches up to three times the state average.

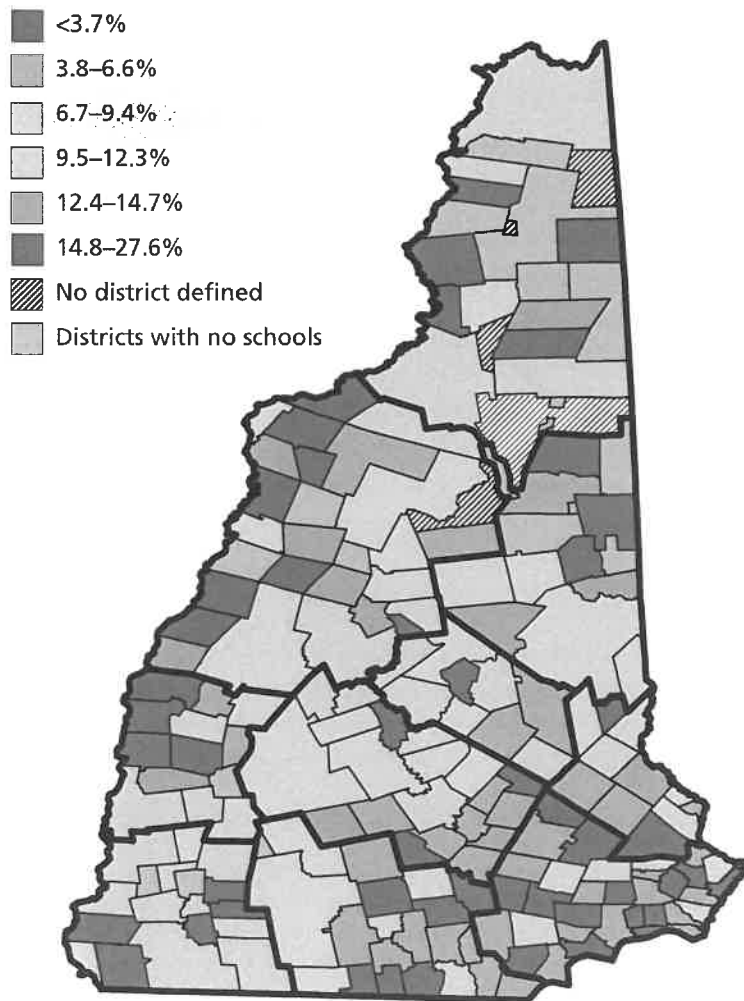
These contrasts are evident in the figure, which maps the poverty rate for children ages 5 to 17 across New Hampshire school districts as of 2017 using estimates from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) Program. Districts with poverty rates below the state average are shown in gradients of green shading, and those with above-average rates are shaded in gradients of purple. Overall, the child poverty rate for the state was 9.1 percent in 2017. Across districts, the poverty rate ranged from 1 percent to nearly 26 percent. One in four districts had a poverty rate that exceeded 13 percent.

Publicly Funded Home Visiting Programs

New Hampshire has had a long track record of implementing home visiting, most recently using the Healthy Families America (HFA) evidence-based model supported by a federal MIECHV grant. Home visiting services are also provided through state contracts for Compre-

Poverty Rates in New Hampshire, by School District, 2017

Percentage of children ages 5–17 living in poverty



SOURCE: RAND analysis of 2017 Census Bureau SAIPE data.

hensive Family Support Services (CFSS). Home visits may begin as early as the prenatal period. HFA continues until the child reaches age 3, and the CFSS home visits may continue until the child is age 21. A third funding stream, Early Head Start, includes a home-based option that involves home visiting from birth to age 3. The Early Head Start programs are found in 13 sites statewide located in Belknap, Hillsborough, Merrimack, and Strafford counties. New Hampshire has ten counties, and the agencies offering home visiting through HFA and CFSS contracts operate in all of them.

In most communities, the HFA and CDSS home visiting services are provided by one or more Family Resource Centers (FRCs), which also support other related support services for families with young children. (Some of those services may include a home visiting component.) This potentially allows for a more comprehensive set of services than what any given home visiting funding stream can support. At the same time, the programs are not necessarily following a specific evidence-based home visiting model or even a common model across FRCs.

Together, those three funding streams reach about 1,100 families per year, far below the estimated 9,200 families who could potentially benefit. Because of limitations on data access, it was not possible to map the location of the participating families and determine whether home visiting services in New Hampshire are concentrated in those communities where the need is greatest. Even without this information, given the potential need for home visiting services, it is evident that the current levels of funding are not sufficient to reach all families and children who could benefit.

Publicly Funded Preschool Programs

Although New Hampshire does not have a state-funded preschool program, there are publicly funded preschool options through Head Start and district-funded preschool programs. In addition, some private early learning programs may accept child care subsidies, making them more affordable (but not necessarily fully subsidized) for at-risk children.

Head Start

New Hampshire has five Head Start grantee agencies that have programs across 35 communities covering much of the state. Extensive community needs assessments are used to ensure that Head Start sites are located where they can serve eligible children in the community and surrounding area. However, because the program is not fully funded to serve all eligible children, there are districts and clusters of districts with above-average child poverty rates with no Head Start program, especially in Coös, Carroll, and Grafton counties.

District-Funded Preschool

Enrollment data for New Hampshire's 154 elementary and unified school districts show that as of October 2017, 94 districts reported enrollment of at least one preschool-age child, for a total enrollment of nearly 3,900 children (see Table 1). Further, district enrollment data indicate an increase in preschool enrollments in recent years, a period of declining K–12 enrollments.

Beyond the enrollment count and counts of preschool-age children identified with special needs, little is known about the nature or quality of district preschool programs. The data gaps include the breakdown in preschool enrollments by age, special education status, and program hours and days. The four focal communities provide some insight into the nature of district preschool programs (with

New Hampshire School District Preschool Enrollments, by School Year

	2015–2016	2016–2017	2017–2018
Districts with preschool enrollment (N)	88	91	94
District preschool enrollments (N)	3,670	3,894	3,876
Statewide estimated 4K district enrollment rate (%)	20 to 24	22 to 27	–

SOURCE: New Hampshire Department of Education enrollment data and author’s estimates.

NOTE: Enrollment figures are as of October 1 in each school year. – = unable to estimate.

White Mountains Regional School district serving as the study’s focus in Coös County):

- For the most part, the preschool programs in the four districts evolved over time, from an initial focus on serving children with special needs to more broadly serving children in the community in integrated classrooms, where possible.
- All districts serve children one and two years before entering kindergarten (i.e., 3K and 4K). With the exception of Manchester, all of the district-based programs operate with a part-day schedule, and often for only part of the week (two, three, or four days per week).
- The program features for teacher qualifications, class size, and teacher-child ratio are all consistent with standards for high-quality preschool, as defined by the National Institute for Early Education Research.
- In most cases, the preschool rooms are part of an elementary school, but there was one site located at a high school and used for field experience for students in an education career program, as well as several in stand-alone facilities.
- To cover the cost of the preschool program, the four focal districts used federal Title I funds and funds for special education students, along with district funds and, in some cases, funds raised from philanthropies and private companies.

Although the division of the state-level preschool enrollment total by special education status is not reported, other data indicate that the total preschool enrollment figure is higher than what would be expected if these district programs served only children with identified special needs. In particular, the RAND team estimates that about one in four grade 1 students, counting both students with special needs and their typically developing peers, were enrolled two years earlier in a district 4K program (i.e., one year before entering kindergarten) (see Table 1).

Extending estimates of the 4K enrollment rate to the district level, there is almost no correlation between the district poverty rate and the estimated 4K enrollment rate for the districts where this comparison can be made. This indicates that that current enrollment in district-funded preschool programs is not aligned with the districts where children are most at risk of poor school performance (as indicated by the poverty rate) or where student performance indicators are below average, and thus increased preschool attendance could improve academic performance. Thus, there is scope for expanding preschool access in a strategic fashion, focusing on those districts with the greatest need—as measured by indicators such as the child poverty rate and student performance on statewide assessments—but with current low rates of enrollment.

Private Early Learning Programs

In addition to Head Start and district-funded preschool programs, licensed private home- and center-based child care and early learning programs also serve children one or two years prior to kindergarten entry, some in programs that provide high-quality learning environments. At present, information is not systematically collected from each licensed provider to record annual enrollments of preschool-age children and various program features (e.g., hours per week, weeks per year) and indicators of program quality.

New Hampshire’s quality rating improvement system (QRIS) has rated about 26 percent of licensed centers in the middle quality tier known as Licensed Plus. That designation requires no direct observational assessment of quality, but instead relies on a document review against the QRIS standards. The top quality tier, reserved for programs accredited by the National Association for the Education of Young Children, is a more rigorous assessment of quality, but just 8 percent of licensed centers currently have that designation.

Thus, at least some of the private licensed programs are providing publicly subsidized high-quality preschool for their enrolled children, but the number of additional children served beyond those in Head Start and district programs is not readily known. Further, because Child Care Scholarship subsidy funds are not an entitlement, funding is not sufficient to reach all income-eligible children. In fact, estimates indicate that, at most, one in five 3- and 4-year-olds who meet the income requirement receives a child care subsidy. Those who receive a Child Care Scholarship may not be fully subsidized, as many families still face parent co-pays and provider fees to make up for the difference in the provider’s fee rate and the reimbursement they receive from the Child Care Scholarship program. These fees may be unaffordable for some families or consume a large share of their budget.

Insights from Early Childhood Programs in the Focal Communities

The information gathered about home visiting and preschool education programs in the focal communities provides a deeper understanding of the varied strategies that communities are using as they implement programs locally—both innovative approaches and challenges. Promising strategies include the following:

- **Combining universal strategies with targeted approaches.** One example is the FRC in Coös County, which has raised local funds to support a voluntary initial home visit for families of all newborns in the county. Another example is the movement toward universal developmental screening through the state’s Watch Me Grow program. Families and children identified as facing potential challenges based on a universal home visit soon after birth or a universal screening can then be referred to more-specialized services to meet their needs.

- **Institutionalizing collaboration across birth-to-5 service areas.** The work of the Coös Coalition for Young Children and Families is illustrative of the collaborative approach to strengthening early childhood systems by building opportunities for leaders and practitioners in the same community to work together and advance their respective services in a coordinated, high-quality fashion. However, it can be costly in terms of time and other resources to build bridges across agencies and organizations, and it can be challenging to sustain a collaborative once it is in place.
- **Leveraging multiple resources in the public and private sectors.** In most cases, the home visiting services, preschool programs, and other early childhood services being provided in the focal communities relied on multiple sources of funding from both the public and private sectors. The FRCs, for example, had multiple sources of government funding. District preschool programs often tapped federal and local public funds. Members of the Coös Coalition for Young Children and Families and outside observers credit the multiyear core funding from the Tilton Fund, which has supported coalition leaders and partner organizations, as a critical factor in the progress that the county has made in moving toward a well-integrated and supportive early childhood system.

Given the study's focus on four local communities with a high incidence of at-risk children, it may not be surprising that there are also commonalities in the challenges they face as they implement early childhood initiatives. The challenges include engaging children and families, recruiting and retaining qualified program staff, meeting needs for appropriate facilities, addressing potential displacement of services, undertaking program monitoring and evaluation, and building useful data systems.

A Strategic Approach to Advancing Early Childhood Investments

The 2017 RAND study showed the expected economic returns from expanding evidence-based home visiting programs and high-quality preschool programs, also informed by research evidence. The findings in this study point to a strategic approach to these investments, namely focusing first on those communities with the greatest need but with current low rates of access to early childhood programs. This approach has the potential to maximize the return on the investment

by starting with those children and families where there is the greatest potential to improve outcomes.

This approach is effectively targeting communities for future investment. However, targeting in this way does not preclude the implementation of universal programs within the identified communities, such as a voluntary initial home visit for all newborns or universal eligibility for publicly funded preschool delivered through schools or private programs. Within the universal programs, there may also be varied intensity of service options depending on a child's or family's need, such as continued home visiting services or more-specialized learning supports in a preschool program for children with special needs. Communities may also seek to tailor the evidence-based programs they offer to the context in their community.

A strategic approach to new investments in early childhood programs should include the following features:

- **Investments from the public and private sectors.** The focal communities demonstrate that federal and local funding support some investment in early childhood programs. But without new funding from the state, it is unlikely that significant investments in early childhood programs can advance. Private-sector funds from philanthropy and the business sector could further add to the early childhood initiatives, leveraging the public-sector funds for greater impact.
- **Funding for pilot communities.** State funds could be used to collaboratively or competitively award funds to local communities to invest in adding or expanding evidence-based early childhood programs. Ideally, a plan for evaluation would be required, either for each community or as part of a pooled evaluation across the pilot sites.
- **Continuation of a community of practice.** A current set of state-fostered communities of practice brings together a set of regional initiatives and demonstrates the value of collective efforts to address the need for a well-integrated and effective early childhood system within cities, counties, or the state as a whole. The present set of regional initiatives covers a portion of the state and could be expanded to new pilot communities and other communities making advances in early childhood.
- **Support for local-level investments with improved state-level infrastructure.** Infrastructure components such as data systems, accountability systems, and workforce development systems are best implemented at the state level to support common metrics, accountability rubrics, and consistent workforce development.

This brief describes work done in RAND Education and Labor documented in *Advancing Investments in the Early Years: Opportunities for Strategic Investments in Evidence-Based Early Childhood Programs in New Hampshire*, by Lynn A. Karoly, RR-2955-EH, 2019 (available at <http://www.rand.org/t/RR2955>). To view this brief online, visit www.rand.org/t/RB10055. The RAND Corporation is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND is nonprofit, nonpartisan, and committed to the public interest. RAND's publications do not necessarily reflect the opinions of its research clients and sponsors. RAND® is a registered trademark. © RAND 2019

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CVHS Math Data Review - May 20, 2019

2017-2018					
	Total Enrolled	Withdrawn	Failed	Rate of Failure	
S1 Pre-Alg (1)	18	1	0	0.00%	
S1 A. Concepts (2)	20	3	2	10.00%	
S1 Alg1Part1 (4)	150	18	20	13.33%	
S1 Alg1Part2 (5)	21	1	7	33.33%	
S1 G. Concepts (3)	21	8	3	14.29%	
S1 Senior Math (1)	N/A	N/A	N/A		
S1 Geometry (4)	54	3	1	1.85%	

2018-2019					
	Total Enrolled	Withdrawn	Failed	Rate of Failure	Reasons
S1 Pre-Alg (1)	16	3	1	6.25%	Pre-Alg (1) wasn't placed correctly - moved to ILS math, (2) no longer in Powerschool, (3) switched sections - moved to ILS Math
S1 A. Concepts (2)	N/A	N/A	N/A		
S1 Alg1Part1 (4)	99	6	5	5.05%	Algebra 1 Part 1: (1)schedule changed (1)Selected VLACS Math because he didn't like the teacher. (1)withdrew to private school, (2)ESP student moved to modified schedule, (3)switched to lower level/IEP, (4)switched to lower level/IEP
S1 Alg1Part2 (5)	N/A	N/A	N/A		
S1 G. Concepts (3)	31	4	3	9.68%	G. Concepts (1)didn't need the credit for ADP (2) withdrew from school (1)switched sections / teacher change, (2)changed schedule
S1 Senior Math (1)	26	8	0	0.00%	(1)Went to IMPACCT; withdrew, (2)Did not like class; moved to different class semester 2, (3) Was informed he already knew the material; added Geometry second semester, (4) withdrawn from school, (5) switched to adult diploma (only needs 2 math credits), (6) had already fulfilled grad requirements for math, didn't want to take more, (7) behavior / switched to IMPACCT Academy, (8) Adult Diploma, did not need the credit.
S1 Geometry (4)	49	9	2	4.08%	Geometry (1) switched sections, (2) switched sections, (3) withdrew from school, (4) student changed mind about class

CVHS Math Data Review - May 20, 2019

2017-2018						
	Total Enrolled	Withdraw	Failed	Rate of Failure		
S1 Algebra 2 (4)	55	8	4	7.27%		
S1 Algebra 3 (2)	48	9	1	2.08%		
S1 Statistics (2)	21	10	0	0.00%		
S1 Calculus (1)	N/A	N/A	N/A			
S1 Algebra 2 Honors (2)	21	0	0	0.00%		
S1 Geometry Honors (2)	20	5	0	0.00%		
S1 Pre-Calculus Honors (1)	17	0	0	0.00%		
S2 Pre-Alg (1)	15	0	4	26.67%		
S2 A. Concepts (2)	41	4	10	24.39%		

2018-2019						
	Total Enrolled	Withdraw	Failed	Rate of Failure	Reasons	
S1 Algebra 2 (4)	26	2	2	7.69%	Algebra 2 (1) switched sections, (2) moved to concepts, (3) was thinking of dropping, but stayed in course, (4) moved to concepts level, (5) changed schedule	
S1 Algebra 3 (2)	45	1	0	0.00%	Algebra 3 (1) attendance concerns-switched to ADP, (2) attendance concerns-switched to ADP	
S1 Statistics (2)	23	0	0	0.00%	best intentions but in over her head.	
S1 Calculus (1)	15	0	0	0.00%		
S1 Algebra 2 Honors (2)	41	7	0	0.00%		
S1 Geometry Honors (2)	N/A	N/A	N/A		(1) wrong placement / shouldn't have been in honors, (2) wrong placement / shouldn't have been in honors, (3) wrong placement, (4) failure to thrive-switched to VLACS	
S1 Pre-Calculus Honors (1)	21	4	1	4.76%	(1) wrong placement, (2) wrong placement, (3) dropped down to regular Algebra 2, (4) schedule change	
S2 Pre-Alg (1)	N/A	N/A	N/A		(1)moved down to Alg 3, (2)moved down to Alg 3, (3) failure to thrive attempted vlacs instead, (4)moved down to Alg 3	
S2 A. Concepts (2)	29	5	5			

CVHS Math Data Review - May 20, 2019

		2017-2018				Rate of Failure
		Total Enrolled	Withdrawn	Failed		
S2	Alg1Part1 (4)	20	1	0	0.00%	
S2	Alg1Part2 (5)	115	5	9	7.83%	
S2	G. Concepts (3)	32	2	3	9.38%	
S2	Senior Math (1)	23	6	2	8.70%	
S2	Geometry (4)	51	10	7		
S2	Algebra 2 (4)	49	5	4	8.16%	
S2	Algebra 3 (2)	17	2	0	0.00%	
S2	Trigonometry (2)	32	5	0	0.00%	
S2	Statistics (1)	25	0	0	0.00%	

		2018-2019				Rate of Failure	Reasons
		Total Enrolled	Withdrawn	Failed			
S2	Alg1Part1 (4)	N/A	N/A	N/A			(1)switched to IMPACCT and late arrival, (2)switched to IMPACCT and late arrival
S2	Alg1Part2 (5)	110	5				(1) went to IMPACCT, (2)Schedule changed, (3)went to IMPACCT
							(1)Hospitalized for long-term care; will retake next year, (2)Missing basic skills, attempted tutoring, several conferences with teacher. Dropped after determining grade was unrecoverable.
							(1)not strong enough to go onto part 2, (2)schedule changed
							switched sections
S2	G. Concepts (3)	16	1				Moved to Geometry.
S2	Senior Math (1)	N/A	N/A	N/A			
S2	Geometry (4)	47	3				withdrew from school
							changed schedule
S2	Algebra 2 (4)	65	4				Moved out of district
							(1)was failing and already had credit for the course, (2) placed outside for mental help for a few months, (3) no longer wanted class, (4) Moved to a different section
S2	Algebra 3 (2)	N/A	N/A	N/A			
S2	Trigonometry (2)	27	3	0			(1)best intentions but was in over his head, (2) dropped because it was too hard
							dropped to take precalc on vlacs
S2	Statistics (1)	24	2	0			

