

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

EQUITY COMMITTEE
Tuesday, October 27, 2020
4:30 PM

Virtual Location:

Topic: Equity Committee
Time: Oct 27, 2020 04:30 PM Eastern Time (US and Canada)

Join Zoom Meeting
<https://us02web.zoom.us/j/84048373249?pwd=M2I1WEJlWjNlUkZTSFk1RVFCYVAvQT09>

Meeting ID: 840 4837 3249
Passcode: 78e58Xyqj2

Minutes

Committee Members:

Rich Cahoon, Richard Dunning, Janine Lesser, Linda Quintanilha (Chair), and Tim Theberge

Present: Linda Quintanilha, Rich Cahoon, Richard Dunning, Janine Lesser, Tim Theberge, Dr. Kimberly Saunders, Dr. Ann Forrest, Stephen Ullman, Kevin Pobst, Katherine Heck, Deb Riley

Linda Quintanilha called the meeting to order at 4:30 p.m.

4:30 Approval of September 22, 2020 Minutes

Dick Dunning moved to approve the minutes of September 22, 2020. Tim Theberge second. Unanimous.

4:40 Update on Algebra I Intervention

Dr. Ann Forrest reported that the focus was to develop and refine the delivery of interventions designed to help all students successfully meet the requirement for completing Algebra I. Steps taken include student performance assessments being analyzed, identifying students in need of additional instruction and intervention, students were required to participate, and the choice of when to participate (must pick). At the beginning of February, the after school portion ramped up. Approximately 15 students attended regularly, four math teachers led the intervention, it was held in one of the math classrooms, and did not continue when we went remote due to COVID-19.

When thinking about interventions for this year, Lance Flamino and Heather McKillop were met with. The original intent was that it is a requirement and had to happen during TASC. The high school schedule has changed. This year, the stand-alone block for TASC, Monday-Thursday, was eliminated. This time was taken and divided across the four blocks, extending each one. This impacts the thought on what the intervention could look like this year. The math department has been working together and formed a small subgroup, working through what it could look like. One consideration, is a weekly assessment, looking at how students are performing on a set of skills. They would like to use the weekly assessments to identify which students still need additional support with priority skill and standard areas. Interventions would target those specific skills.

How do we deliver this? There is some class time to work with students who need additional support. Because that may not be enough for struggling students, an after-school option will be offered. An email is sent out to parents/guardians identifying that support is needed and information about the opportunity.

What are the in-school opportunities for students who cannot stay after? In school time with additional time added to class. People are figuring out what works best. Some teachers are using time at the end of the period to provide additional support while some teachers asked that time from the end of day be grouped together to offer a bulk of time each week.

In addition, Friday's flex day is an opportunity for extra help.

Linda Quintanilha asked if this is successful, will others adopt this format. Potentially.

What does current research show about specific intervention techniques with regard to students who are not keeping up. Ann Forrest said that they did not find a lot that was specific to Algebra.

Kimberly Saunders said that the more immediate the intervention, the more likely the student can get right back up. Making sure groups are flexible is the intent.

Things are still being finalized such as how long should the intervention last i.e. 30, 45, or 60 minutes. In order to maximize student-teacher interaction in a remote environment keeping the group size between three to five students is planned. It is an opportunity to strengthen the relationships between teachers and struggling students. The relationship can have a strong impact about how a student can feel about a course and their success.

Dick Dunning asked if teachers are expected to do this or are they being compensated. Ann Forrest said that Title funds are being used to pay teachers.

Dick asked if there are other strategies that are being used if this does not work for certain students.

Ann Forrest said that she would want Lance Flamino to be part of that conversation.

Dick Dunning said that there are great tools to make it more concrete for struggling students.

OGAP means ongoing assessment program, it helps teachers better understand the steps that students go through mentally when they are learning math. They need to understand the signs and where specifically a student is struggling. One step backward to go five forward.

What percentage of Algebra students are deemed to need intervention during the year? What is the profile of these students? Ann said that this just started at the beginning of February. There is not a clear group that stood out.

What form are the weekly evaluations going to take? Is it a quiz each week, teacher observations?

Is there evidence that more private opportunities for intervention would be successful?

Ann asked that questions be sent to Linda Quintanilha and her and they will have Lance respond.

Linda said that keeping math on the agenda for regular updates would be suggested.

5:00 Middle School Schedule - World Language

Schedules have changed this school year. As a result, there are some students that would typically have World Language in their schedule but will not this year and what is the plan for that moving forward? Providing information about schedule was asked for tonight's meeting.

Ann Forrest shared the daily schedule for both Great Brook School (GBS) & South Meadow School (SMS). Each school has the same schedule across the day. SMS is not doing the rotating schedule this year. So, within the daily schedule there are six instructional blocks, four filled with core subjects, two with unified arts (i.e. specials or electives) (art, health, FACS, IAT, Music, PE, and World Language). Ann said that when the schedule was created, things are different from GBS to SMS. GBS has 257 students with SMS at 354. There was an expectation to create pods that would not interact. As a result, GBS has 4 pods, SMS has 5. Other differences were highlighted.

Two Unified Arts teachers rotate by quarter at GBS. Right now, the World Language teacher is at SMS for the first two quarters. When she transitions to GBS, she can only be in person with one pod at a time. At SMS, two Unified Arts per pod, because of 5 pods, rather than rotate by quarter, they have divided the school year into five segments and are rotating every seven weeks. When World Language teachers moves to GBS, SMS will need to replace it with a different special. Do we have SMS students remote in to GBS class? Not an ideal situation. SMS has talked about taking the tech integration specialist and adding it as a special for the year with a focus on technology.

Unified Arts programming will be looked at to assure that grades 5 and 6 experience all of the specials that we offer allowing them to dig into areas of interest in grades 7 and 8. Still in the planning stage but conversations are happening.

5:20 Exploring Equity at the High School - Process and Next Steps

Ann Forrest reviewed the process in place. Going through each department and collecting and compiling data on identified indicators, presenting the compiled data to relevant stakeholders

(departments) for review and analysis, and reporting out on the data collected, analysis of data and proposed next steps/recommendations.

Meetings were completed last year. Data was compiled.

Four years of data was pulled; courses were listed, credits, terms, teacher who taught, years of experience and level of degree for that teacher was compiled. Class size, Free and Reduced Lunch, IEP, and 504 data was gathered on these students. There is a protocol to review the data and ask questions.

Linda Quintanilha honed in on specific data indicators and asked questions. Ann said that assumptions are not always accurate. How do co-teachers get assigned rises and how kids get placed? The impact of band comes out.

Rich Cahoon said that there is likely to be a driving course that drives the schedule.

Challenges include the need for more information; there is a lot of information available to us. Trying to condense it so that it can be understood and analyzed is a point. Co-teaching needs consideration. Potential implications are considered. The power of the process is pulling out themes of what other areas need to be looked into.

Rich said that course selection would be impacted by schedule because the majority of these students are likely freshmen.

Information compiled on other courses is available.

How has the feedback been? An outside facilitator has been brought in so the conversations have been good. Traction that was hoped for is not there quite yet.

It is no longer recommended that an admission process be in place for Advanced Placement Courses. What is the process? A prerequisite course or teacher recommendation is needed. Summer work plays in as well.

The big questions evolve around how the assigning of students works. Having school counseling share the process would be helpful. Some of the constraints are the result of a four by four schedule. There will be positives and negatives. The next step is not to judge the process but uncover the mystery.

Linda reminded the board that it is not their job to do the schedule but rather understand the challenges in doing so. Going through the protocol is valuable.

A presentation on how the schedule is built can come forward to the committee. Kimberly Saunders suggested allowing the new high school Principal and Director of School Counseling to go through one process before presenting. Kimberly agreed to reach out to determine when a good time to present would be. Most schedules are completed in June for the following year.

5:50 Other

Linda Quintanilha said that she has heard from several students who are working to pay for driver's education. She said that it is inequitable.

Kimberly said that we allow an agency to use our facilities to provide driver's education. It is not ConVal's driver's education.

Rich Cahoon asked if we are doing SAT Prep in Block 5 only. No, we are not. Rich asked if it is offered during the school day. The difference between an SAT score makes a difference in your life. Schools don't generally do a great job at SAT prep. It is a subject of its own, SAT Prep, and it is an advantage for those who take it.

Dick Dunning motioned to adjourn at 5:55 p.m. Tim Theberge second. Unanimous.

Respectfully submitted,

Brenda Marschok