

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

JOINT MEETING OF EDUCATION AND EQUITY COMMITTEES

Monday, December 21, 2020

5:00 PM

Virtual Location:

Topic: Joint Meeting of Education & Equity Committees
Time: Dec 21, 2020 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84787718011?pwd=dW9oaXRDeHh1Q21CTU84TzJzVXFtQT09>

Meeting ID: 847 8771 8011

Passcode: TOOpLXoDBB

Minutes

Education Committee Members: Richard Dunning, Niki McGettigan (Chair), Linda Quintanilha, Stephen Ullman, and Jerome Wilson

Equity Committee Members: Rich Cahoon, Richard Dunning, Janine Lesser, Linda Quintanilha (Chair), and Tim Theberge

Present: Richard Dunning, Tim Theberge, Stephen Ullman, Jerry Wilson, Niki McGettigan, Rich Cahoon, Janine Lesser, Dr. Ann Forrest, Heather McKillop, Lance Flamino, Kat Foecking

Niki McGettigan called the meeting to order at 5:03 p.m.

5:00 Approval of November 23, 2020 Education Committee Minutes

Dick Dunning moved to approve the minutes of the November 23, 2020 Education Committee meeting. Jerry Wilson second. Unanimous.

Approval of October 27, 2020 Equity Committee Minutes

Janine Lesser moved to approve the minutes of the October 27, 2020 Equity Committee meeting. Tim Theberge second. Unanimous.

**5:10 Exploring Education Equity - Update from
ConVal High School's Math Department (see
attached update)**

2018-2019 School Board Goal

The plan is to refine the goal across this year. Using this as a model for this year and expanding it is the plan.

Lance Flamino, Math Dept. Head, focused on the update of the intervention model. The math department is triaging as they move from remote to in person. The intervention model began just before remote and involved all in person interventions. It has been revamped and available to students in Algebra I and II. Identifying students who are in need of intervention is the first step. Weekly formative or summative assessments are given to students. Students are identified based on assessments given at the end of the week. Invitations are issued late in the week to the parents and student. Availability is asked. That availability is used to schedule resources through links to meetings. Two rounds have taken place; in the first round, 29 students were invited and 15 RSVP'd with 5 students attending. In week two, 68 students were invited, 15 RSVP'd and 12 students attended.

Students don't attend for a variety of reasons; avoidance, they forgot, among other reasons.

Questions were asked about follow up when a student does not respond or does not show. Dick Dunning suggested a deeper reach out to parents to be sure that they know of the intervention invitation.

Heather McKillop shared a communication log where after an email is sent with no response, the next step would be a phone call among other modes of reaching out.

Janine Lesser agreed with Dick Dunning and said that from an equity perspective it is important to reach out.

The total enrollment for Algebra classes is approximately 150-170 students. What percentage of students are experiencing difficulty? With remote instruction, more students than typical.

How long has the current math series been used? Three years in to the current program.

Early intervention, telling students who have not grasped the concepts that they need extra help, using a fresh faced teacher was given high marks.

Weekly evaluations and getting back to students in a timely fashion was applauded.

Are coaches or the Athletic Director informed about students who have been invited and not shown up? Particularly, if they are not going to sessions but are going to practice. Lance said that coaches do not currently have this information.

The percentage of students identified was stated as high.

Offering this intervention at different times that would fall outside of sports might be a thought. Lance said that it is not currently a conflict at this time since sports are not really happening. Long-term, it could be a challenge.

Rich Cahoon cited the 88-minute block per day, plus the opportunity for intervention, provides a lot of time for students to succeed.

How do the implications that have been learned two weeks in with interventions feed into thoughts for summer program? Spending \$1M for only 20% of those that need intervention would be problematic. Ann Forrest said that extended day opportunities funded with Title Funds conversations have begun. Conversations about refining a model for extended day opportunities in other subject matters is underway as well.

National Honor Society students are looking to peer tutor with students in need of extra assistance. The student: student combination can be successful.

Ann Forrest said that when looking at math over the years, there were tracks where students could completely bypass Algebra I. Pre-Algebra is a catchment area that provides a wide array of resources. The goal is for kids to exit Pre-Algebra and successfully move into Algebra I.

Lance Flamino said that a challenge is with kids that come in with a 5th grade math level. If we have something more easily differentiated with support in the classroom, gaps can be closed. Discussion took place about equity. Different instructional approaches would be necessary.

Strategic Plan Action Step 1.2.5 - Align intervention strategies and support services with daily instruction.

Strategic Plan Action Step 1.2.6 - Develop and implement an extended school day and year on an as-needed basis for students

5:45 Student Performance Data

Ann Forrest said that the 50th percentile and above was defined as proficient. Data by cohort was asked. The current grade two class data were reviewed.

To what extent is the growth score considered when looking at intervention? Is the 50th percentile the only consideration? Ann Forrest said that growth and lack of growth are looked at. Rich Cahoon shared, with concern, that students who are proficient might not have learned what they should have this year.

Stephen Ullman shared concern that students above the 50% mark are proficient. In the international scope, how that measures up deserves consideration. Ann Forrest said that when the norms were redone, it was noted that there has been a drop nationwide in performance, which is concerning.

Ann Forrest reported that she is working on disaggregating the data to break it out into students who qualify for free and reduced lunch or have an IEP to look at losses in groups.

The ability to provide intervention with competing demands needs a closer look at in terms of structure.

Time for vertical PLC's to meet is a need.

Discussion took place about assessment results, pedagogy, average growth in a year, demographics, areas of big gaps and differences in performance, teacher turnover, and using this data to make certain conclusions.

Where do we need to invest? That is the appeal in following a cohort; to determine where the problems are. What key content skills are necessary to be successful?

6:15 Other

Rich Cahoon said that the PSAT is still not required but we are requiring the SAT. Taking the PSAT helps when taking the SAT. He shared concern that kids that are least likely to take the PSAT stand to benefit the most. Given our demographics, our SAT results are becoming less impressive. The opportunity to take the PSAT might be considered.

Dick Dunning motioned to adjourn at 6:44 p.m. Jerry Wilson second. Unanimous

Respectfully submitted,

Brenda Marschok