

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

EDUCATION COMMITTEE

Monday, April 19, 2021

5:30 PM

Virtual Location:

Topic: Education Committee Time: Apr 19, 2021 05:30 PM Eastern Time (US and Canada)
Join Zoom Meeting https://us02web.zoom.us/j/81298806706?pwd=MDgxT25PVEpnaGs3R28yZXhwK0pqQT09
Meeting ID: 812 9880 6706 Passcode: 44dEbc One tap mobile +19292056099,,81298806706#,,,,*459302# US (New York)
Dial by your location +1 929 205 6099 US (New York) Meeting ID: 812 9880 6706 Passcode: 459302 Find your local number: https://us02web.zoom.us/u/kclh3ulsfg

Minutes

Education Committee Members: Rich Cahoon, Keira Christian, Richard Dunning, Liz Swan, Stephen Ullman, and Jerome Wilson

Present: Keira Christian, Richard Dunning, Stephen Ullman, Jerry Wilson, Kevin Pobst, Janine Lesser, Dr. Ann Forrest

5:30 Elect Education Committee Chair

Janine Lesser nominated Dick Dunning as Chair of the Education Committee. Dick Dunning did not accept the nomination.

Jerry Wilson nominated Stephen Ullman. Janine second.

Stephen said he would accept provided Ann Forrest would work alongside him.

5:35 Approval of [February 15, 2021 Meeting Minutes](#)

Dick Dunning moved to approve the minutes of February 15, 2021. Jerry Wilson second. Keira Christian abstained. All others in favor. Motion carried.

5:40 Disaggregated Data on Student Performance

Dr. Ann Forrest reported that curriculum renewal previously planned for this agenda has been pushed back. Disaggregated Performance Data was scheduled in its place.

Dr. Forrest said that students with IEP's were not showing up. This information is in draft form and needs to be double checked. Feedback from this committee tonight will be valuable.

NWEA results for ELA and Math were reviewed. State testing has changed multiple times. Aimsweb goes through the elementary level. The board asked to look at results in cohorts or classes. First grade results were compared to second grade for those students who participated at the 50th percentile or above. Results were looked at for those students who qualified for free and reduced lunch. Additionally, students who have an IEP were compared for the 50th percentile in grade one compared to grade two. There could be changes in students that may or may not be contributing to differences.

Is it normal for the progress in math to be above language arts?

Dick Dunning said that looking at one year's results is not the best indicator.

Jerry Wilson said that it is unusual to see a drop in reading if it is the same group of students who are up in math.

Keira Christian said that struggling readers likely are not reading for fun. We have been remote so it is not surprising to see a drop like this.

Stephen Ullman said that the indicator for reading and math was decided at 50%. The demography of this region does not change drastically. We have the expected patterns here; students with intellectual disabilities perform less than all students. Is there any way to tease out statistical significance? Ann Forrest said that it depends on which data set.

Ann Forrest further said that we have to really dig in to look at changes in that way. When looking at reading and talking about learning loss or learning recovery, we are talking about those students who went into the pandemic and were already struggling.

Kevin Pobst said that the trouble we are in is that we need some data to identify learning loss and recovery. Even if the data is chancy, we have to make the most out of this data and place a reasonable hypothesis on it to diagnose learning loss. It is peculiar to see the loss in reading and not in math.

Ann Forrest said that students are taking this test at the beginning of the year. It is a group that is not independent with reading but can be with math at that age. In this case, there is probably a large part of the group that was comfortable with math and not with reading.

These percentiles are based on nationwide results.

Current grade 3 results were reviewed.

Current grade 4 results were reviewed showing growth from grade 3.

Results of 504 students can sway significantly if sample size is only a few. Less than five students result in not showing data.

Ann Forrest said that significant differences could be seen with those students who qualified for free and reduced lunch when moving from elementary to middle school. Is it that families are not applying for FRL at middle school?

Current grade 5 data were reviewed using the same format of bar graph and table.

Keira Christian shared her interest in seeing the data displayed by town. Dr. Forrest cautioned that some of the class sizes are small that would pose a privacy issue. Dick Dunning added that would not be a fair view. Over time, this problem has existed.

Ann Forrest said that it appears that the bar and table format works best. She will complete the comparisons and double check the data to assure the right numbers are being used.

Ann focused next on projected vs. actual growth. In reading, grades 2-10 took the Reading NWEA which resulted in an average growth of 18.6 with an actual growth of 13. Those grades that made expected growth were noted.

Ann Forrest shared that students with IEP's is an area of concern for her.

Dick Dunning said that when you consider the year, for fifth grade students it is a transition year.

Kevin Pobst asked what fourth grade students are learning in math. Math can be uneven in terms of how it is learned. If what was being learned was tricky, it would make sense.

Ann said that place value, fractions, and word problems with multi-steps is the focus at fourth grade math. She further said that she is pulling it all together to look for patterns and trends.

Averages can be misleading.

Dick Dunning said that he will be interested in the 2022/2023 results to see where the growth goes.

Ann Forrest said that it comes back to schedules and the ability to provide an additional dose of instruction.

Dick Dunning said that when a teacher looks at NWEA data they are not surprised. It does provide them a breakdown of where a student struggled. If every child struggles with one question it might be a curriculum issue and not with the student. Then it can be addressed.

Ann Forrest said that OGAP are strategies that teachers can apply in their day to day instructional lives and give a student feedback. NWEA is a snapshot in time in the fall and spring. Both are helpful, just different. Dick Dunning said that he wants to see a change in math results in this school district.

Ann Forrest said that she can look at NWEA and look at the performance in subcategories that teachers can access.

6:00 Other

Jerry Wilson reminded the Education Committee that every year this committee does the Edith Bird Bass Essay Contest. Jerry said that he spoke to Heather McKillop about this to make her aware that it is in the works. He suggested Stephen Ullman touch base with Heather as well. Information is on the shared drive.

Dick Dunning moved to adjourn at 6:30 pm. He shared his appreciation of Ann's work. Jerry Wilson second. Unanimous.

Respectfully submitted,

Brenda Marschok