

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

**EDUCATION COMMITTEE MEETING AGENDA**

Monday, November 15, 2021

5:30 PM

Physical Location: Great Brook Middle School

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

**5:30 Approval of October 18, 2021 Meeting Minutes**

**5:35 Student Performance Data**

**6:00 District Policies Referred to Educ. Committee by the Policy Committee**

- [District Policy IK - Earning of Credit](#)
  - Revisions needed per 2021 enactment of RSA 193-E:3-f (HB182)
- [District Policy IMBC - Alternative Credit Options](#)
  - Revisions needed per 2021 passage of RSA 193-E:3-f (HB182)
- [District Policy IHCD/LEB - Advanced Coursework](#)
  - Revisions needed per (a) 2021 amendment to RSA 188-E:26, (b) 2019 N.H. Laws Ch. 322 (SB 276), (c) RSA 188-E:28, and (d) 2017 N.H. Laws 210 (SB 101).

**Next Education Committee Meeting**

Date: December 20, 2021

Time: 5:30 PM

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**EDUCATION COMMITTEE MEETING AGENDA**

Monday, October 18, 2021

5:30 PM

Physical Location: SAU Boardroom

**MINUTES**

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

**Present:** Stephen Ullman, Rich Cahoon, Keira Christian, Richard Dunning, Jerry Wilson, Dr. Ann Forrest, Amy Janoch

**Stephen Ullman called the meeting to order at 5:30 p.m.**

**5:30 Approval of [September 20, 2021 Meeting Minutes](#)**

**Dick Dunning moved to accept the minutes of September 20, 2021. Rich Cahoon second. Jerry Wilson abstained. Motion carried.**

**5:35 Learning Recovery Update: Summer 2021**

Amy Janoch, reported on the impact and effect of COVID on students and their ability to learn. The goal was to focus on students who needed to recover learning. Research on best practices for program took place. The instruction needs to connect to core subjects and what is going on in the classroom and the size of the groups needed to be very limited.

Understanding priority standards was key. Providing high intensity tutoring was equally important.

Priority Standards – priority standards were identified at the elementary level. Research shows that focus should be on reading foundation skills e.g. phonics and phonemic awareness were the two priority standards. The standards were broken down into measurable steps.

The recommendation at middle school grades and higher was to focus on math. Fractions and decimals are the priority skills.

At the high school level, core subject teachers broke down priority standards into steps. Recommendations on what students needed to progress and complete a class was identified.

Three sessions a week for 30 minutes a day with no more than four students to one teacher is the recommendation.

Elementary and middle school recommendations were shared.

Tutors coupled with contracting with Windy Row Learning Center was used for reading. Aleks was used for math.

How does a teacher determine if a student has mastered a topic? It is based on the assignments that a student has been able to produce. For example, an essay or an assessment might be used. Rubrics for scoring have been developed.

Students were identified and reached out for recovery help. Schools developed a list of those that were below a certain grade. The list was reviewed and ranked into tiers. Families were reached out to personally. The benefit for a student was shared with them.

Slightly over 100 students across the district were identified with 44 elementary students prioritized. Nine students participated from Peterborough and Antrim as a result of the restrictions by Windy Row for one on one instruction. Windy Row is Orton-Gillingham trained.

What is happening to those students who were trained with Windy Row staff? ConVal staff and Title I are taking them from where they were to continue work with Letterland.

What will happen next summer? The desire is to create a model similar to the Title I program without it supplanting it is an intent.

Middle school participation – 98 students were identified of which 83 were prioritized resulting in 18 students participating with a focus on math with some reading.

How many of these students would have been identified in any year, pandemic or no pandemic? Probably all of them.

Rich Cahoon said that this was supposed to be work to bring students up as a result of learning loss because of the pandemic. Rather than access the students who would have struggled anyway, the group of students targeted might be those in the 40-50 percentile.

What lessons have we learned? Are these expandable? Could more participate with another year of preparation? Shifting focus on the students that are being targeted is important.

Discussion took place about how staff are paid for this work.

Dick Dunning asked what we paid for elementary, middle, and high school instruction for this work.

Elementary tutoring cost \$8,805, Middle school \$5,697, and high school \$78,981 (including transportation).

Jerry Wilson said that trying to put together a program at the last minute is difficult.

Ann Forrest said that high students who did not master the standards will continue on beyond with support to achieve mastery.

## **6:00 Health Programming (Grades 5-8)**

- September 2020 Education Committee Meeting - Due to the additional demands on educators due to the pandemic, the decision was made when developing the 2020-2021 timeline for the Education Committee that “only things that are already in the works, and do not require a new initiative, should be asked of teachers. We should put new items on hold for this year” (September 17, 2020 Education Committee Meeting Minutes).
- November 2020 Education Committee Meeting - [Recommendation for adopting the HealthSmart Program K-4](#)
- October 2021 - Review of [HealthSmart \(New 3rd Edition\) for Middle School](#)

Last September, things not already in the works were put on hold in terms of health programming at the middle school level. Middle school health teachers and administrators are conducting the review. Funding was built into the budget in the current year. More information will come back about the review and recommendation.

Rich Cahoon asked that information be shared in paper form for the Education Committee to review before making a recommendation.

Are the lessons computer driven or instructor driven?

The group that is reviewing this will make a recommendation to the Education Committee.

It is the Board who sets curriculum therefore, it is important to know what is being chosen. Continuity is critical.

Healthsmart allows 30 days of free access. Ann Forrest suggested that committee members review.

### **6:15 District Policies Referred to Educ. Committee by the Policy Committee**

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Three policies have been referred to Education Committee by Policy Committee. These policies have been updated by NHSBA. Policy Committee has asked that the policies be reviewed. There is a ConVal and NHSBA Sample policy for each of the three requested.

Ann Forrest brought focus to the revision notes at the end of the NHSBA sample policies.

In the Education Committee shared drive, the policy and all related policies are linked because of the domino effect.

HB182 codifies something that we have been doing over the years. It is the anti VLAC discrimination law. VLAC is an approved school and therefore their credits transfer. Not all schools agreed. This resolves that. Credits shall be granted for similar courses.

Committee members should read through the policies for the next Education Committee meeting.

**Dick Dunning motioned to adjourn at 6:43 p.m. Keira Christian second. Unanimous.**

Respectfully submitted,

Brenda Marschok

# Student Performance Data

NH Statewide Assessment System for Grades 3-11

NWEA's PRIMARY Measures of Academic Progress for Reading and Math for Grades 1- 2

NWEA's Measures of Academic Progress for Reading and Math by Cohort for Grades 3-10

2021 NH Statewide  
Assessment System  
(NH SAS) for Reading  
*Percent Proficient or Above*

All grades	All students	47	52
	IEP/SWD	< 10 %	15
	SES	28	29
Grade 3	All students	45	44
	IEP/SWD	< 10 %	13
	SES	24	25
Grade 4	All students	51	49
	IEP/SWD	13	15
	SES	32	27
Grade 5	All students	44	54
	IEP/SWD	16	18
	SES	26	33
Grade 6	All students	39	51
	IEP/SWD	< 10 %	14
	SES	23	28
Grade 7	All students	45	51
	IEP/SWD	14	14
	SES	34	30
Grade 8	All students	40	49
	IEP/SWD	< 10 %	11
	SES	31	26
Grade 11	All students	60	63
	IEP/SWD	14	21
	SES	30	39

ConVal Data

Statewide Data

2021 NH Statewide  
Assessment System  
(NH SAS) for Math  
*Percent Proficient or Above*

All grades	All students	32	38
	IEP/SWD	< 10 %	11
	SES	18	18
3	All students	50	45
	IEP/SWD	14	18
	SES	27	24
4	All students	33	41
	IEP/SWD	< 10 %	17
	SES	29	22
5	All students	17	33
	IEP/SWD	< 10 %	< 10 %
	SES	< 10 %	15
6	All students	26	35
	IEP/SWD	< 10 %	< 10 %
	SES	< 10 %	16
7	All students	27	34
	IEP/SWD	14	< 10 %
	SES	19	16
8	All students	32	33
	IEP/SWD	< 10 %	< 10 %
	SES	24	14
11	All students	36	42
	IEP/SWD	< 10 %	< 10 %
	SES	< 10 %	21

ConVal Data

Statewide Data

## NWEA Reading Data by Grade

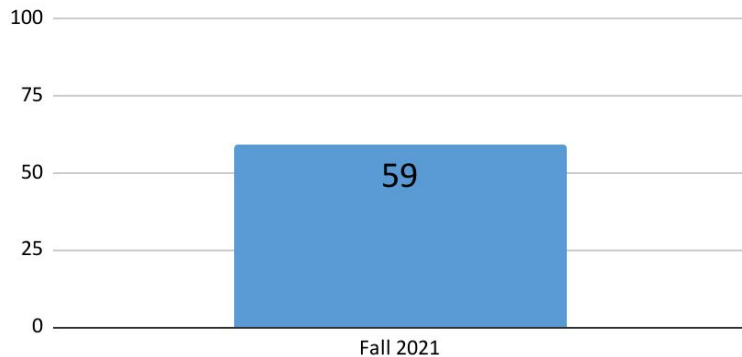
**Note:** In Grades 1-2 students take the *Primary Measures of Academic Progress*, which is different from the test taken by Grades 3-10 (e.g., more of the assessment is read to the students).

Percent of Students Scoring At or Above the 50th Percentile in Reading						
Reading	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Grade 1	65	58	64	65	N/A	75
Grade 2	57	71	67	73	68	59
Grade 3	58	56	55	55	67	63
Grade 4	57	57	53	65	71	62
Grade 5	68	67	60	56	71	68
Grade 6	61	61	64	64	66	68
Grade 7	63	61	68	59	76	61
Grade 8	64	57	73	67	69	70
Grade 9	74	59	65	63	71	71
Grade 10	85	69	75	56	69	59



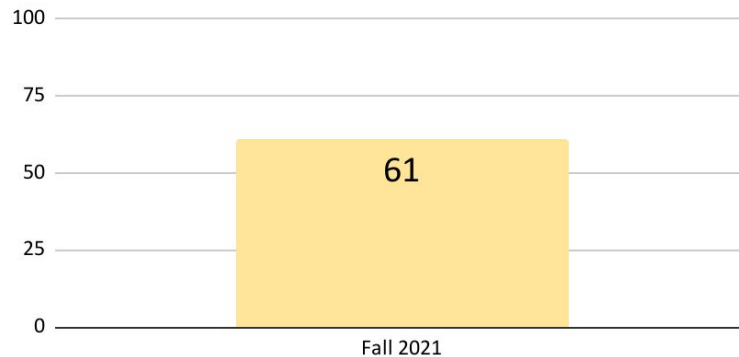
# Class of 2032 *Current Grade 2*

NWEA's Primary Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA Reading	Grade 2
All Students	59
Qualify for F/R Lunch	43
Have an IEP	20
Have a 504 Plan	33

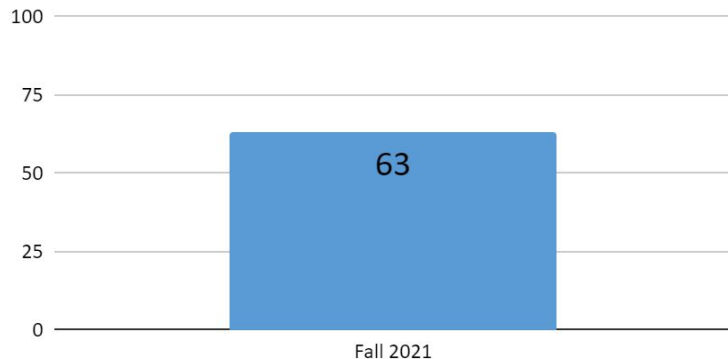
NWEA's Primary Math  
Percent of Students Scoring At or Above the 50th Percentile



NWEA Math	Grade 2
All Students	61
Qualify for F/R Lunch	44
Have an IEP	22
Have a 504 Plan	33

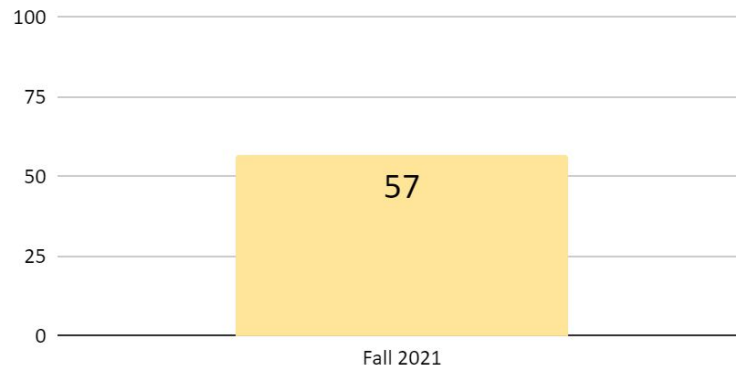
# Class of 2031 *Current Grade 3*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA Reading	Grade 3
All Students	63
Qualify for F/R Lunch	45
Have an IEP	48
Have a 504 Plan	75

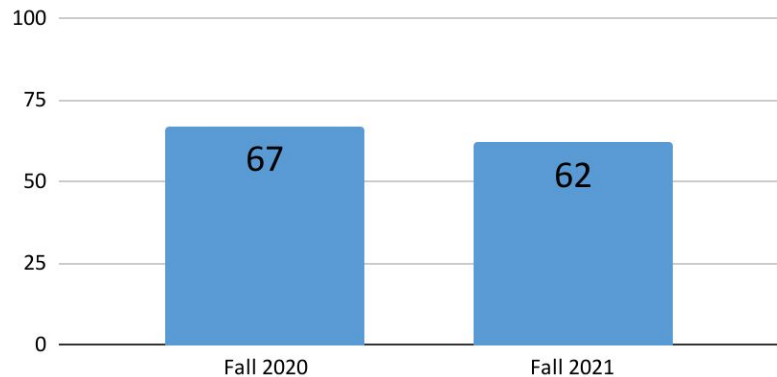
Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile



NWEA Math	Grade 3
All Students	57
Qualify for F/R Lunch	29
Have an IEP	41
Have a 504 Plan	75

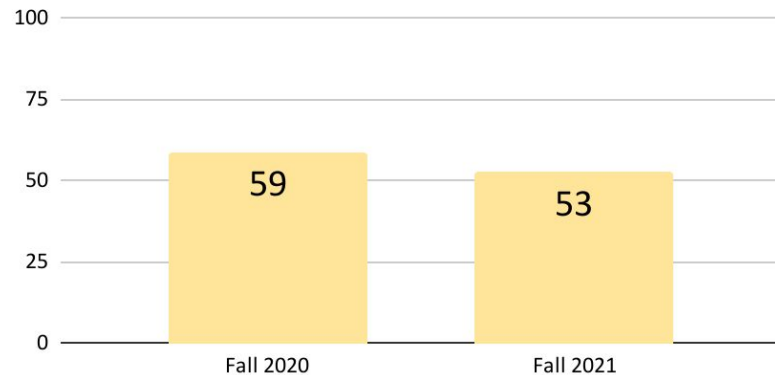
# Class of 2030 *Current Grade 4*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA Reading	Grade 3	Grade 4
All Students	67	62
Qualify for F/R Lunch	50	38
Have an IEP	33	19
Have a 504 Plan	50	50

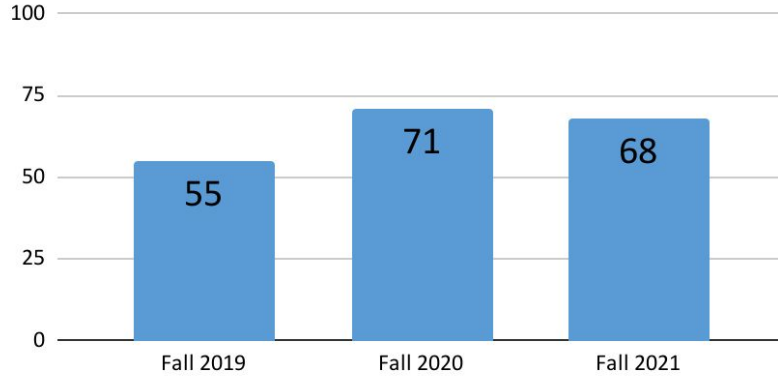
NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile



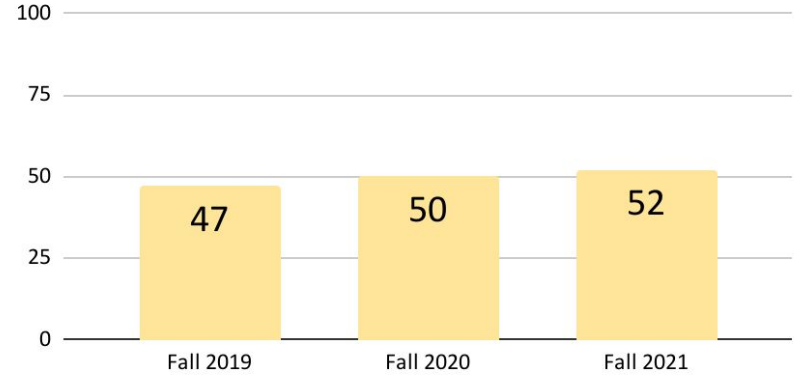
NWEA Math	Grade 3	Grade 4
All Students	59	53
Qualify for F/R Lunch	41	31
Have an IEP	32	19
Have a 504 Plan	33	50

# Class of 2029 *Current Grade 5*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile

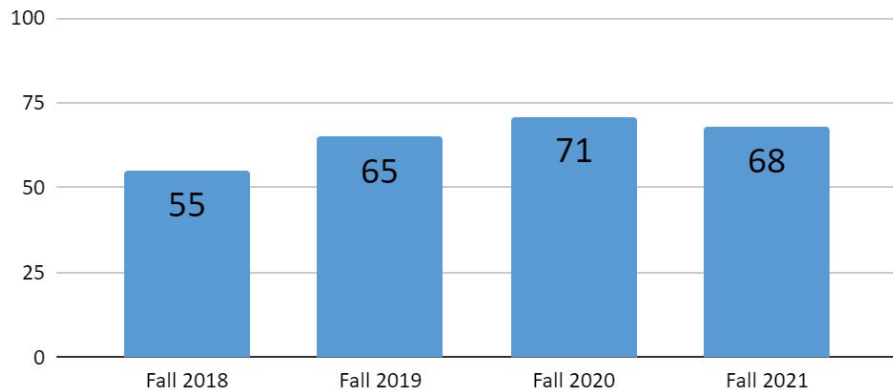


NWEA Reading	Grade 3	Grade 4	Grade 5
All Students	55	71	68
Qualify for F/R Lunch	45	48	50
Have an IEP	24	43	28
Have a 504 Plan	50	50	43

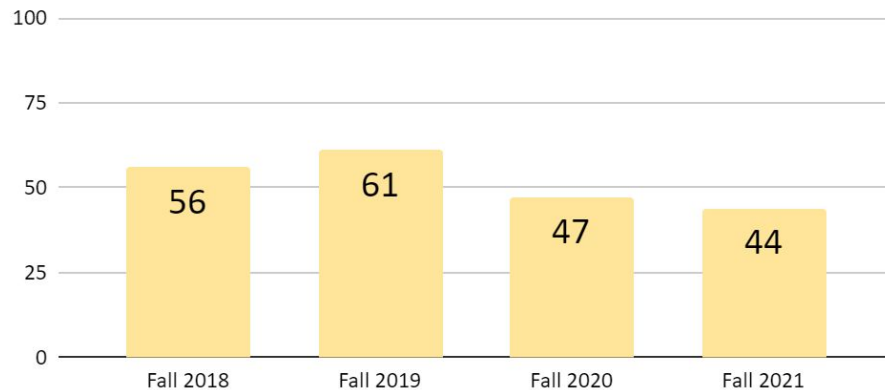
NWEA Math	Grade 3	Grade 4	Grade 5
All Students	47	50	52
Qualify for F/R Lunch	31	34	41
Have an IEP	14	22	28
Have a 504 Plan	50	50	29

# Class of 2028 *Current Grade 6*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile

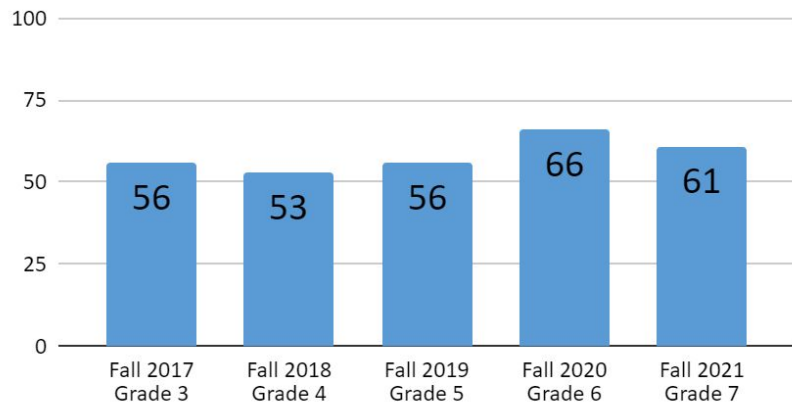


NWEA Reading	Grade 3	Grade 4	Grade 5	Grade 6
All Students	55	65	71	68
Qualify for F/R Lunch	46	60	53	49
Have an IEP	19	24	17	21
Have a 504 Plan	60	50	75	60

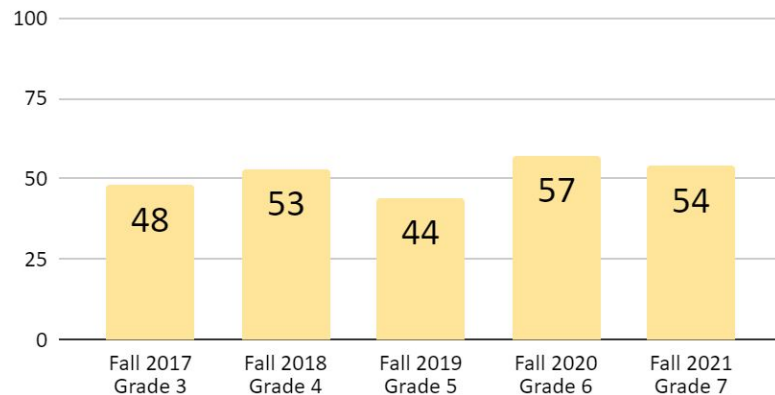
NWEA Math	Grade 3	Grade 4	Grade 5	Grade 6
All Students	56	61	47	44
Qualify for F/R Lunch	41	51	38	35
Have an IEP	24	24	10	6
Have a 504 Plan	60	33	50	30

# Class of 2027 *Current Grade 7*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile

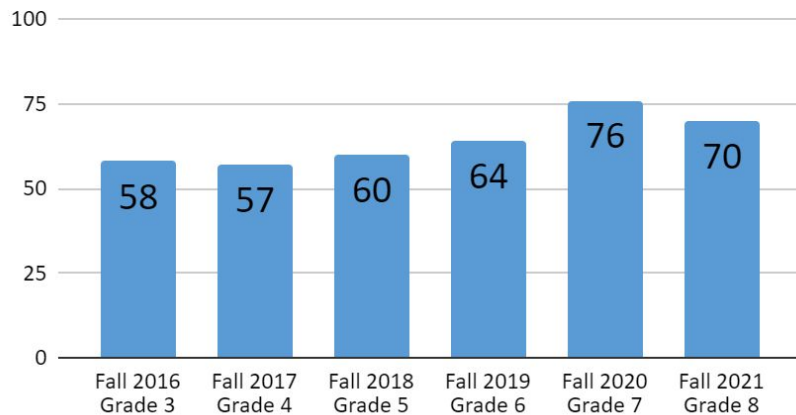


Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
All Students	56	53	56	66	61
F/R Lunch	39	38	42	47	53
IEP	11	5	0	18	11
504 Plan	80	75	100	100	80

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
All Students	48	53	44	57	54
F/R Lunch	39	45	29	37	41
IEP	11	20	0	6	0
504 Plan	80	33	40	17	40

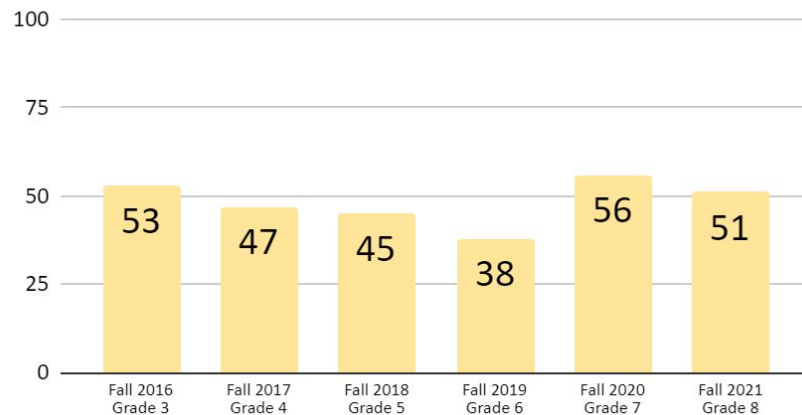
# Class of 2026 *Current Grade 8*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



Reading	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
All Students	63	60	60	64	76	70
F/R Lunch	40	42	47	45	66	57
IEP	9	10	21	26	44	34
504 Plan	75	55	60	60	50	70

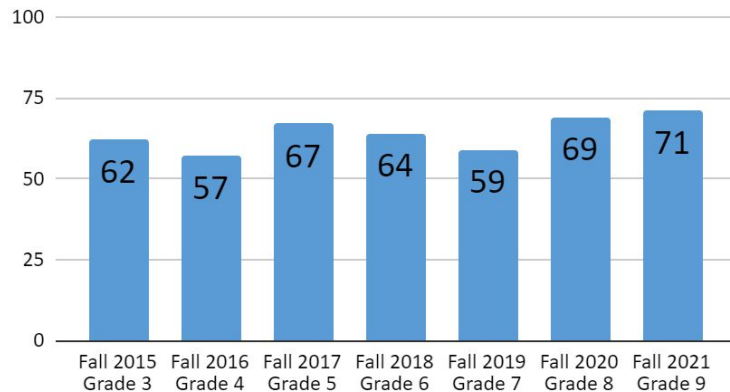
NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile



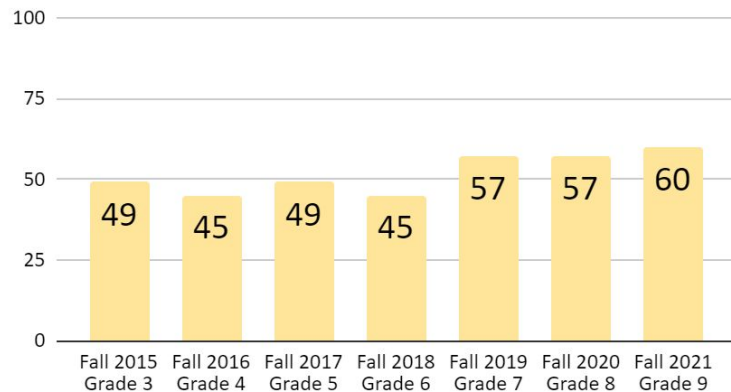
Math	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
All Students	53	47	45	38	56	51
F/R Lunch	42	41	29	26	41	36
IEP	30	34	19	20	26	17
504 Plan	50	45	50	50	50	40

# Class of 2025 *Current Grade 9*

NWEA's Measures of Academic Progress for Reading  
Percent of Students Scoring At or Above the 50th Percentile



NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile



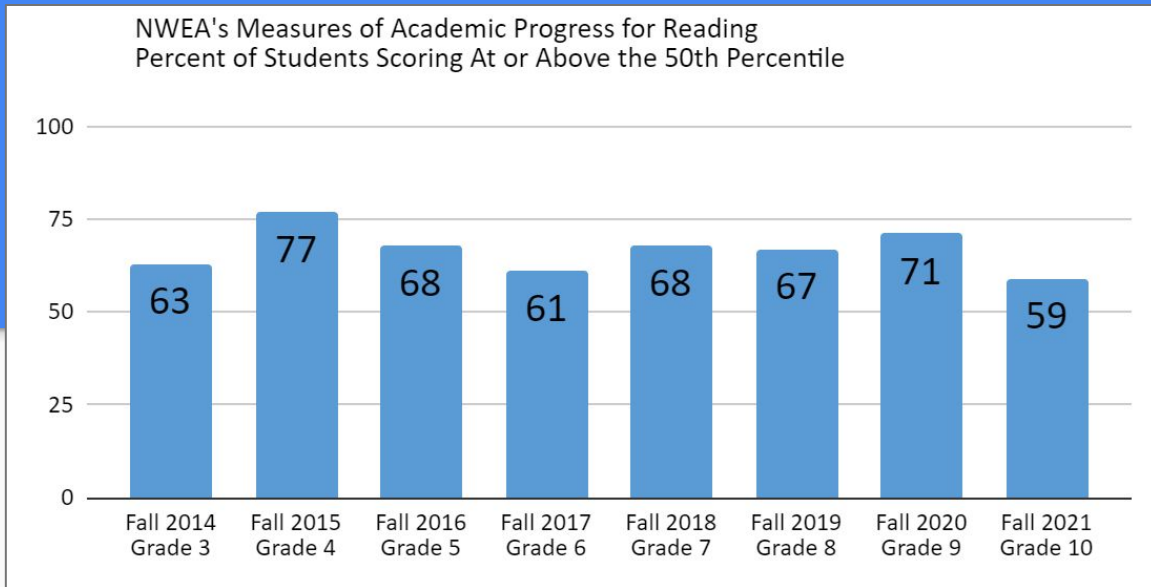
Reading	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9
All Students	62	66	67	64	59	69	71
F/R Lunch	56	63	52	51	46	50	54
IEP	19	16	12	12	15	25	16
504 Plan	64	64	75	67	50	69	77

Math	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9
All Students	64	53	52	45	57	57	60
F/R Lunch	65	32	39	28	37	41	40
IEP	24	16	12	15	15	16	11
504 Plan	64	64	58	45	54	58	69



# Class of 2024

## *Current Grade 10*

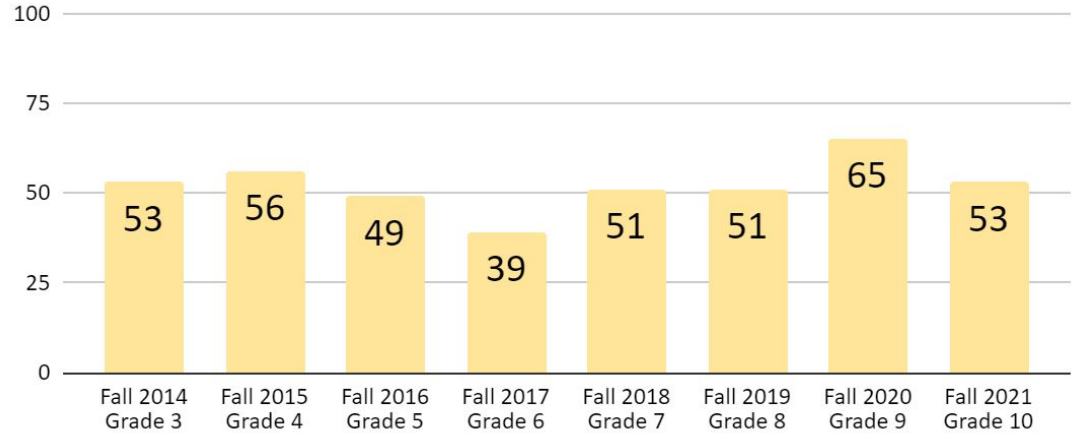


Reading	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10
All Students	63	77	68	61	68	67	71	59
F/R Lunch		64	56	58	58	48	55	53
IEP		53	39	40	40	52	50	27
504 Plan		100	87	89	91	64	82	89

# Class of 2024

## Current Grade 10

NWEA's Measures of Academic Progress for Math  
Percent of Students Scoring At or Above the 50th Percentile



Math	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10
All Students	53	56	49	39	51	51	65	53
F/R Lunch		38	36	27	31	29	47	42
IEP		20	21	10	10	14	33	14
504 Plan		83	50	33	45	36	73	63