

Beliefs and Research

Belief: More students will come.

| School | Student Enrollment | | | |
|-----------|--------------------|---------|----------|----------|
| | 2013-14 | 2022-23 | # Change | % Change |
| AES | 152 | 128 | -24 | -15.8% |
| BES | 54 | 65 | 11 | 20.4% |
| DES | 61 | 57 | -4 | -6.6% |
| FES | 58 | 42 | -16 | -27.6% |
| GES | 97 | 93 | -4 | -4.1% |
| HES | 77 | 69 | -8 | -10.4% |
| PES | 246 | 238 | -8 | -3.3% |
| TES | 65 | 31 | -34 | -52.3% |
| GBS | 261 | 224 | -37 | -14.2% |
| SMS | 441 | 339 | -102 | -23.1% |
| Conval HS | 845 | 683 | -162 | -19.2% |
| District | 2,357 | 1,969 | -388 | -16.5% |

Belief: Property values benefit from having an ES in town.

- “Prices rise with school quality” - NYT 2017
- “Parents do pay more to live in areas with better schools.” - Wulsin, 2009
- Prismatic checked with local realtors - no local effect noted.

Belief: Smaller is better.

- Of influences which impact student achievement, reducing class size ranked 186 out of 252, with an effect size of 0.21. Collective teacher efficacy, teacher quality, curriculum, and instructional strategies have a greater impact than reducing class size. (Hattie, 2018).
- Class size research typically refers to classes with 20 or fewer students as “small” in size. In elementary classes with 20 or fewer students, achievement, engagement, and long-term success were better overall, than classes with more than 20 students. - NCTE, 2023

Belief: ConVal students have the same opportunities and performance of those in peer districts.

| District | 2020-21 | | 2021-22 | | 2022-23 | |
|------------|---------|------|---------|------|---------|------|
| | ELA | MATH | ELA | MATH | ELA | MATH |
| ConVal | 47% | 32% | 48% | 37% | 51% | 40% |
| Fall Mtn | 48% | 33% | 50% | 36% | 51% | 36% |
| Gilford | 53% | 53% | 57% | 50% | 54% | 49% |
| Kearsarge | 60% | 44% | 56% | 44% | 59% | 41% |
| Litchfield | 56% | 39% | 52% | 37% | 55% | 38% |
| Monadnock | 37% | 25% | 38% | 29% | 39% | 31% |
| Windham | 74% | 64% | 73% | 68% | 75% | 70% |
| State | 52% | 38% | 51% | 40% | 52% | 42% |

Beliefs and Research

Belief: MS/HS students are not missing opportunities.

- Only Spanish/German offered in HS; no world language offered in MS
- Some seniors run out of electives after they meet 26 credits because of lack of classes and teachers.
- Students would like to have more music, visual and performing arts, literature, culinary, engineering, trades, and STEM courses in middle and high school.
- Some students are unable to participate in afterschool activities because they lack transportation.
- Some neighboring districts have clubs that ConVal middle and high schools do not have (Builders Club, Coding Club, Game Club, School News, Guitar Club, Honor Societies, etc.)

Belief: Multi-age classrooms are bad.

- There is currently a lack of equity of curriculum currently in ConVal schools. Teachers shared that they pick and choose from available resources.
- In multi-grade classes, “older children have the opportunity to serve as mentors and to take leadership roles. Older children model more sophisticated approaches to problem solving, and younger children are able to accomplish tasks they could not do without the assistance of older children. This dynamic increases the older child’s level of independence and competence.” - ACEI
- Multi-grade classrooms can be successful if the following are in place:
 - time for adequate teacher planning
 - appropriate instructional resources for both grade levels
 - careful consideration of which students are selected to be assigned to the multi-grade class
 - classroom support to ensure the teacher has adequate time to teach curriculum for each grade level as appropriate, and offer support for students who struggle