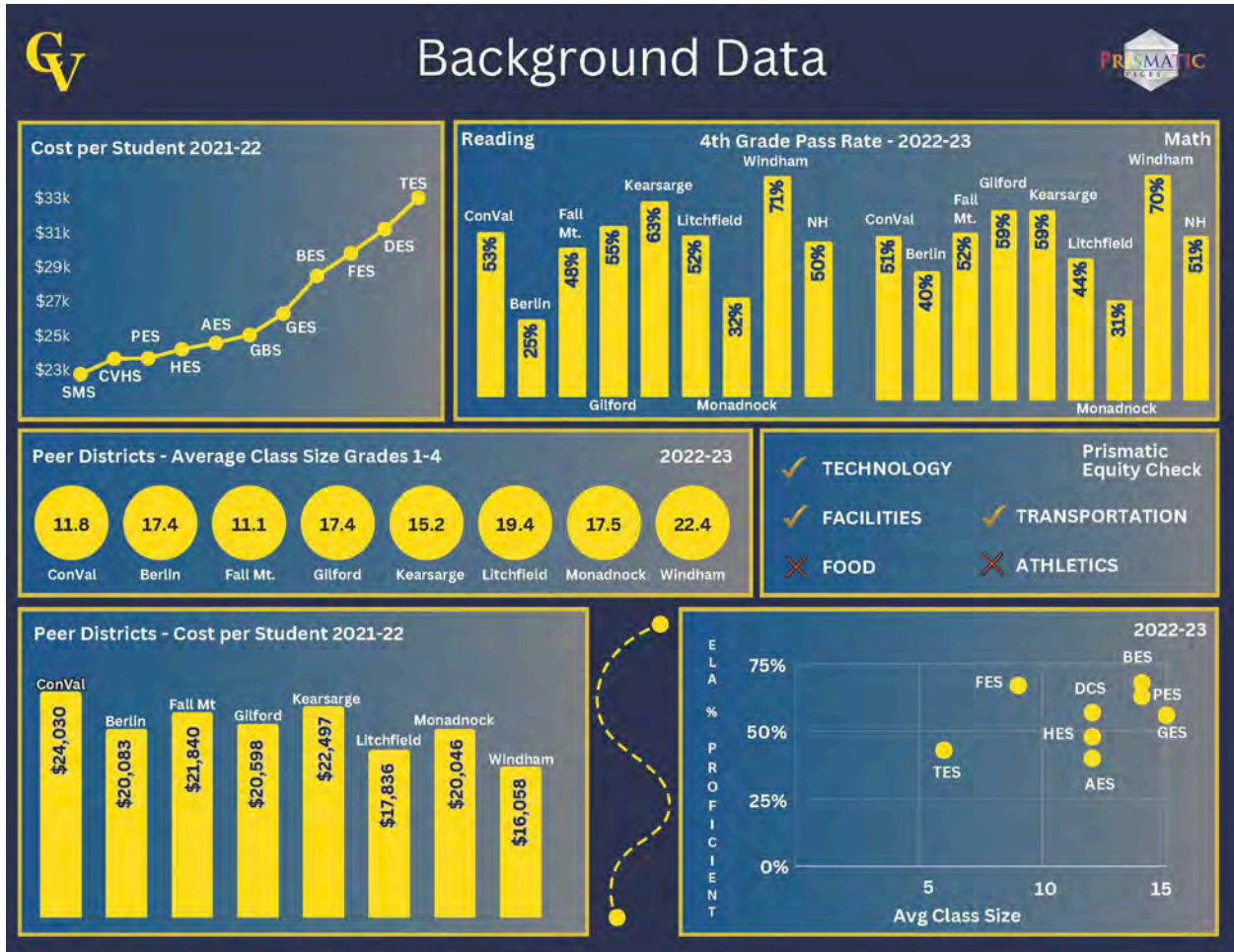
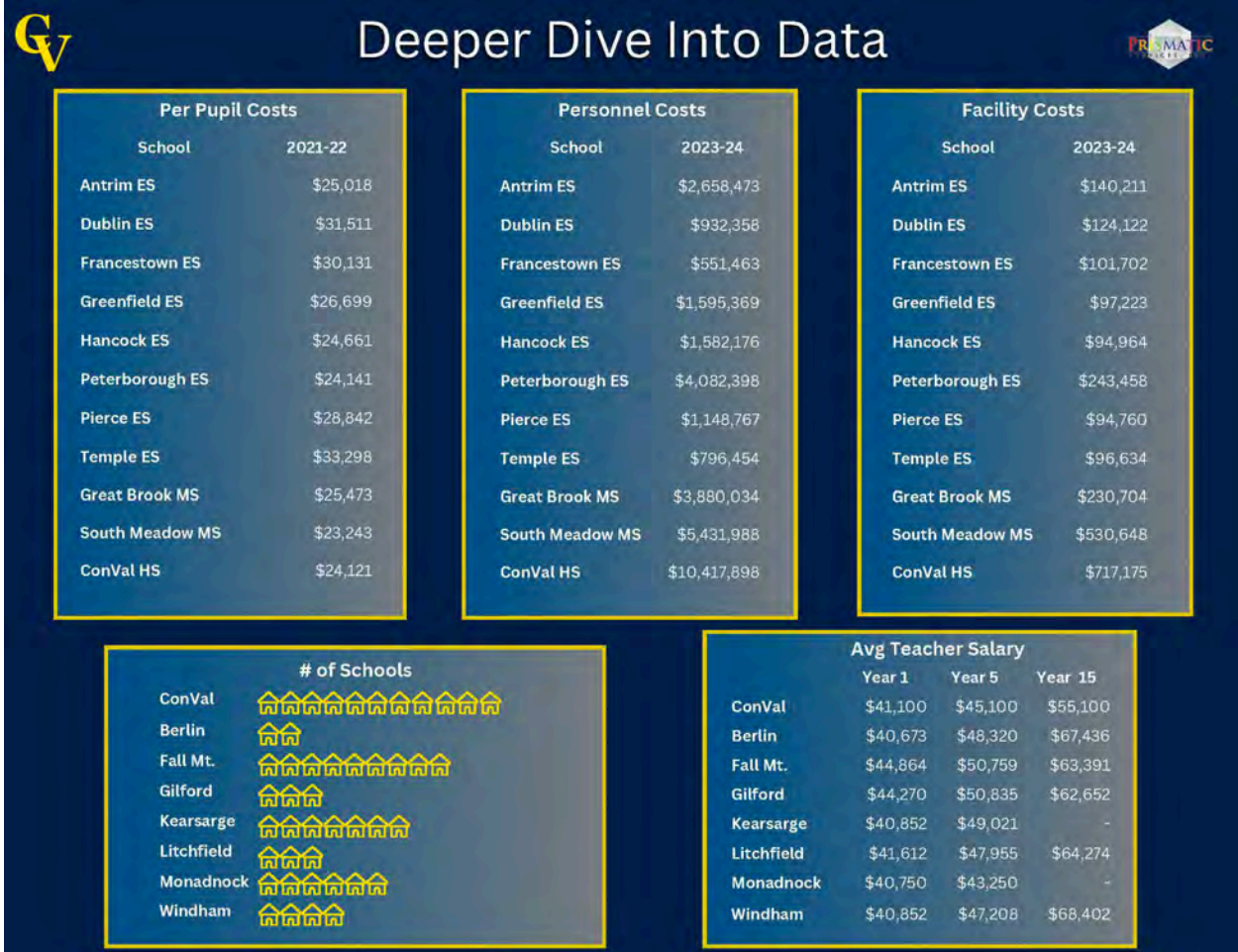


Appendix E

Background Data Placemat





District Leadership Feedback

Thought Question	Responses from Board Members, District Administrators, and Principal
<p>What are the data telling you?</p>	<ul style="list-style-type: none"> ◆ For the larger part, the schools that are larger cost less to run. ◆ The cost per student for CU is higher than our district peers and our class sizes are lower. ◆ Cost per student higher in ConVal than peers. ◆ Lowest class sizes – which research does not support – limit resources. ◆ Facilities costs for small schools are high for low students. ◆ That our long-term salaries are not likely conducive to retaining staff. ◆ That our district is reasonably comparable to similar districts in the state. ◆ Smaller class sizes cost more and do not yield better “pass” rates ◆ Smaller population, higher cost per pupil. ◆ Salary, distance for experience educators (in salary). ◆ Cost per student with other districts higher.. ◆ ConVal has higher per student cost, but lower teacher pay. ◆ Food service/athletics are different at smaller schools. ◆ Per students costs are higher in smaller schools.

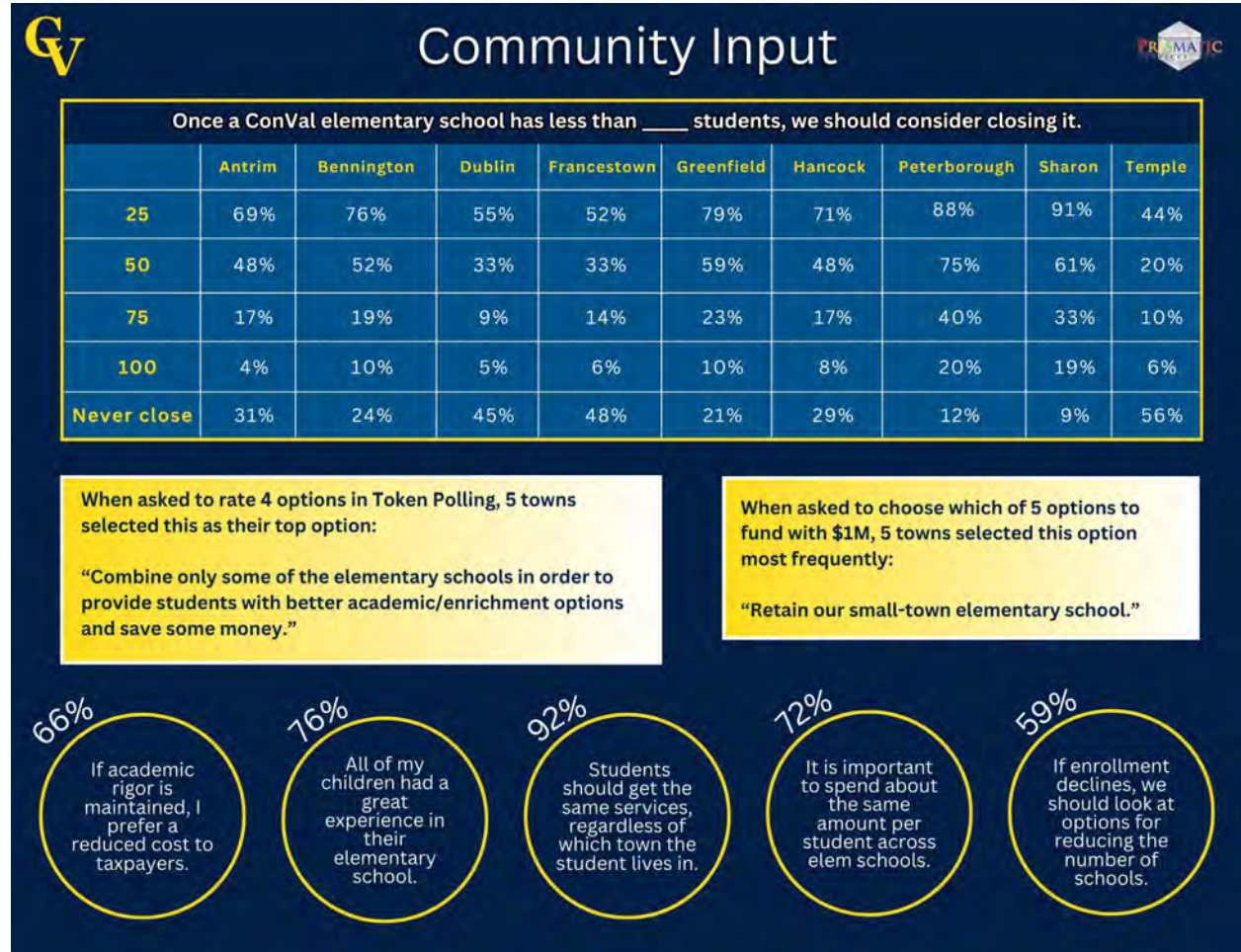
Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ <i>ConVal consistently scores at the state average.</i> ◆ <i>Small schools are expensive to run. Our biggest schools are the most cost efficient.</i> ◆ <i>Class size doesn't appear to correlate with higher achievement.</i> ◆ <i>Socioeconomic factors appear to affect resources available (financial).</i> ◆ <i>Inequity in what we spend per student.</i> ◆ <i>ConVal has small classes and is expensive to educate smaller class sizes.</i> ◆ <i>In general, the smaller the schools, the higher the pupil cost.</i> ◆ <i>Class size and cost per student do not directly predict performance.</i> ◆ <i>We spend the most per student, but least (by far) on experienced teachers.</i> ◆ <i>Three biggest schools have the lowest cost per pupil.</i> ◆ <i>Class size 1-4 is low.</i> ◆ <i>Something needs to change.</i> ◆ <i>ConVal is more expensive, however teacher costs are not when comparing to other districts.</i> ◆ <i>Larger schools in the district have lower costs.</i> ◆ <i>Cost/teacher salary does not equal pass rates.</i> ◆ <i>Comparing ConVal with local districts of similar size.</i>
<p>What most concerns you about the data?</p>	<ul style="list-style-type: none"> ◆ <i>Any time there is an equity issue, there is a concern in food and middle school athletics.</i> ◆ <i>Spending most per student in smaller school which is costing the most to run.</i> ◆ <i>Teacher salaries.</i> ◆ <i>The districts with the least cost per student have the highest pass rate and highest class size.</i> ◆ <i>Lowest teacher pay after 15 years compared to other districts among lowest all years.</i> ◆ <i>Temple: food program equity.</i> ◆ <i>That DCS as a building costs so much.</i> ◆ <i>Disparity between spending and achievement.</i> ◆ <i>Highest number of schools compared to other districts.</i> ◆ <i>Cost per student within district – average class size.</i> ◆ <i>That ConVal has more buildings than comparable districts.</i> ◆ <i>Food service.</i> ◆ <i>Small class sizes aren't always better.</i> ◆ <i>The school with the smallest class size has the lowest scores.</i> ◆ <i>Cost per student among district and difference in teacher salaries across time (Joffrey and Hillsborough).</i> ◆ <i>Not about data, but teacher turnover; increasingly difficult to fill positions with qualified people.</i> ◆ <i>Spending more and getting less.</i> ◆ <i>Too much emphasis (in towns) on small class sizes.</i> ◆ <i>TES costs 33,000 per student.</i> ◆ <i>Demographics of comparison are not considered in the data.</i> ◆ <i>Lack of demographics of included towns per pupil cost are concerning to me.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ <i>No demographic info.</i> ◆ <i>Demographics.</i> ◆ <i>What about transportation?</i> ◆ <i>Costs.</i> ◆ <i>Results.</i> ◆ <i>Belief of class size differences.</i>
<p>In discussing the data at your table, what concerns were raised that you had not considered?</p>	<ul style="list-style-type: none"> ◆ <i>Class sizes comparisons to our peer districts with personnel costs given class size recommendations.</i> ◆ <i>That PES costs much more than AES.</i> ◆ <i>That specialists are not included in costs.</i> ◆ <i>We pay more money per student and our scores are average.</i> ◆ <i>What is Windham doing to be successful?</i> ◆ <i>Turnover rates in future years, not the beginning.</i> ◆ <i>SMS higher costs for personal, but likely due to special ed programs.</i> ◆ <i>Low class sizes do not hold Fall MT either</i> ◆ <i>That Peterborough ES and SMS have such significantly higher costs for Personnel and Facilities compared to other schools in the district.</i> ◆ <i>Windham has the largest student number.</i> ◆ <i>Number of buildings.</i> ◆ <i>The comparison to alike schools.</i> ◆ <i>Highest achievement.</i> ◆ <i>We are spending the most but performing lower on assessment data and have low average class sizes.</i> ◆ <i>Food equity.</i>
<p>How do the data align with your expectations?</p>	<ul style="list-style-type: none"> ◆ <i>We don't expect what we are seeing.</i> ◆ <i>Enrollment and class size are low, costs are highest, and academic results are middle of the pack.</i> ◆ <i>The district seems comparable to other similar districts.</i> ◆ <i>Fairly well aligned with what I expected.</i> ◆ <i>No surprise.</i> ◆ <i>Was known and now validated.</i> ◆ <i>Not sure the facility costs are completely adequate – they reflect special costs like parking lot at high school or boilers.</i> ◆ <i>Fairly well – just surprised at how many areas demonstrated that cost and class sizes.</i> ◆ <i>This was what I expected.</i> ◆ <i>Was surprised the ConVal class sizes were one of the smallest.</i> ◆ <i>HES cost per student out of line with other small schools.</i> ◆ <i>This is no surprise.</i> ◆ <i>We have been looking at these comparisons for years!</i> ◆ <i>Generally what I expected.</i> ◆ <i>Surprised that class size does not equate to achievement.</i> ◆ <i>Yes, it is consistent with what I expected.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
<p>What surprises you about the data?</p>	<ul style="list-style-type: none"> ◆ <i>Teacher salaries – especially as your tenure evolves with the district.</i> ◆ <i>Did not know the number of schools in peer district, most fewer schools.</i> ◆ <i>We also have more schools than our peer districts.</i> ◆ <i>That tech, facilities, and transportation have passed the equity checks (we are happy).</i> ◆ <i>That it costs 20% more to operate DCS.</i> ◆ <i>Disparity in cost per student, facilities costs, and class size.</i> ◆ <i>That year 15 salaries are so much lower in ConVal.</i> ◆ <i>To the public, salaries might be a surprise.</i> ◆ <i>We are spending the most, but not on experienced teachers (year 15).</i> ◆ <i>What happens to salary comparison between year 5 and year 15</i> ◆ <i>Windham test scores.</i> ◆ <i>We may be over emphasizing lower class sizes when prioritizing budgeting/spending.</i> ◆ <i>I am not surprised.</i> ◆ <i>We have been analyzing this data for years!</i> ◆ <i>Cost of teachers at ConVal and peer schools.</i> ◆ <i>Schools have different costs.</i> ◆ <i>Success of Windham at cost.</i> ◆ <i>Costs at GBS are greater than high school.</i> ◆ <i>We have low teacher salary but are the highest cost per student.</i> ◆ <i>Per pupil costs (schools within district) compared to peer districts.</i> ◆ <i>HES has lower cost per student.</i> ◆ <i>Number of schools comparatively.</i> ◆ <i>Teacher salary (veteran)</i> ◆ <i>Class sizes in other districts.</i>
<p>What factors may explain the data results?</p>	<ul style="list-style-type: none"> ◆ <i>Our operations plan has not changed even though enrollment and other factors have determined a need.</i> ◆ <i>Lots of money goes into small schools teaching and facilities that could be used to support students if we consolidate.</i> ◆ <i>DCS cost per pupil is due to Veteran staff.</i> ◆ <i>Less children equal higher cost per student.</i> ◆ <i>Socioeconomics.</i> ◆ <i>We need to make some significant changes.</i> ◆ <i>Low student to teacher ratio.</i> ◆ <i>School size/enrollment differences in costs.</i> ◆ <i>Multiple buildings.</i> ◆ <i>ConVal has too many elementary schools.</i> ◆ <i>Socioeconomics.</i> ◆ <i>Staff retention.</i> ◆ <i>Shared resources across buildings.</i> ◆ <i>One assessment data point.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
Based on the data, what actions does ConVal need to take?	<ul style="list-style-type: none"> ◆ <i>Review consolidation based on the data.</i> ◆ <i>Ask our peer district schools what they are doing with their resources.</i> ◆ <i>There is a need to make changes.</i> ◆ <i>Consider consolidation of elementary schools, so there is richer programing, instructions, and equity.</i> ◆ <i>Increase class sizes to reduce costs and provide resources</i> ◆ <i>Looking at advantages of reducing cost.</i> ◆ <i>Equity in cocurricular/athletics.</i> ◆ <i>Equity in planning time.</i> ◆ <i>Clearly showing impact of population growth in next 10 years.</i> ◆ <i>Correlation between local schools and home values.</i> ◆ <i>Reduction everywhere in district except for teachers (admin, facilities, food services)</i> ◆ <i>Temple needs additional supports, ways to grow class sizes</i> ◆ <i>Increase class sizes to decrease costs.</i> ◆ <i>Do something about small schools.</i> ◆ <i>Consolidation!</i> ◆ <i>Look to consolidate some of the schools and reevaluate spending priorities outside of consolidation.</i> ◆ <i>Consolidate.</i> ◆ <i>The high number of buildings creates inequities.</i> ◆ <i>Not enough resources to be fully equitable.</i> ◆ <i>Chosen to prioritize tech/facilities/transport over food and athletics.</i> ◆ <i>Reconfiguration that includes consolidation.</i> ◆ <i>Increase class sizes (consolidate).</i> ◆ <i>Increase teacher salaries.</i> ◆ <i>Something needs to happen, we are spread too thin.</i>

Community Input Placemat



Community Input



32%

Our middle school does not offer some academic or extracurricular opportunities I would like my children to have.



44%

I worry about how I will pay my tax bill each year.



56%

The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.

Select Comments from Town Meetings:

- o "A great school has great teachers that know how to teach and care about the students." - Antrim resident
- o "A school in town gives a sense of community, pride, and family unity." - Pierce resident
- o "A strong sense of belonging and self-worth are developed here." - Dublin resident
- o "We need an excellent elementary school to encourage young families to move here. It will be an asset for all future generations." - Francestown resident
- o "I think that combining some of the elementary schools is good, but young students need to identify with their towns, so this would need to be worked out." - Greenfield resident
- o "We can't have vibrant schools if we don't have families." - Hancock resident
- o "Status quo makes no sense and costs much cents." - Peterborough resident
- o "Other towns don't realize that they will be fine without a school. We are." - Sharon resident
- o "Music and theater are vital parts of education. Sports are not. ConVal has consistently spent far too much on sports." - Temple resident

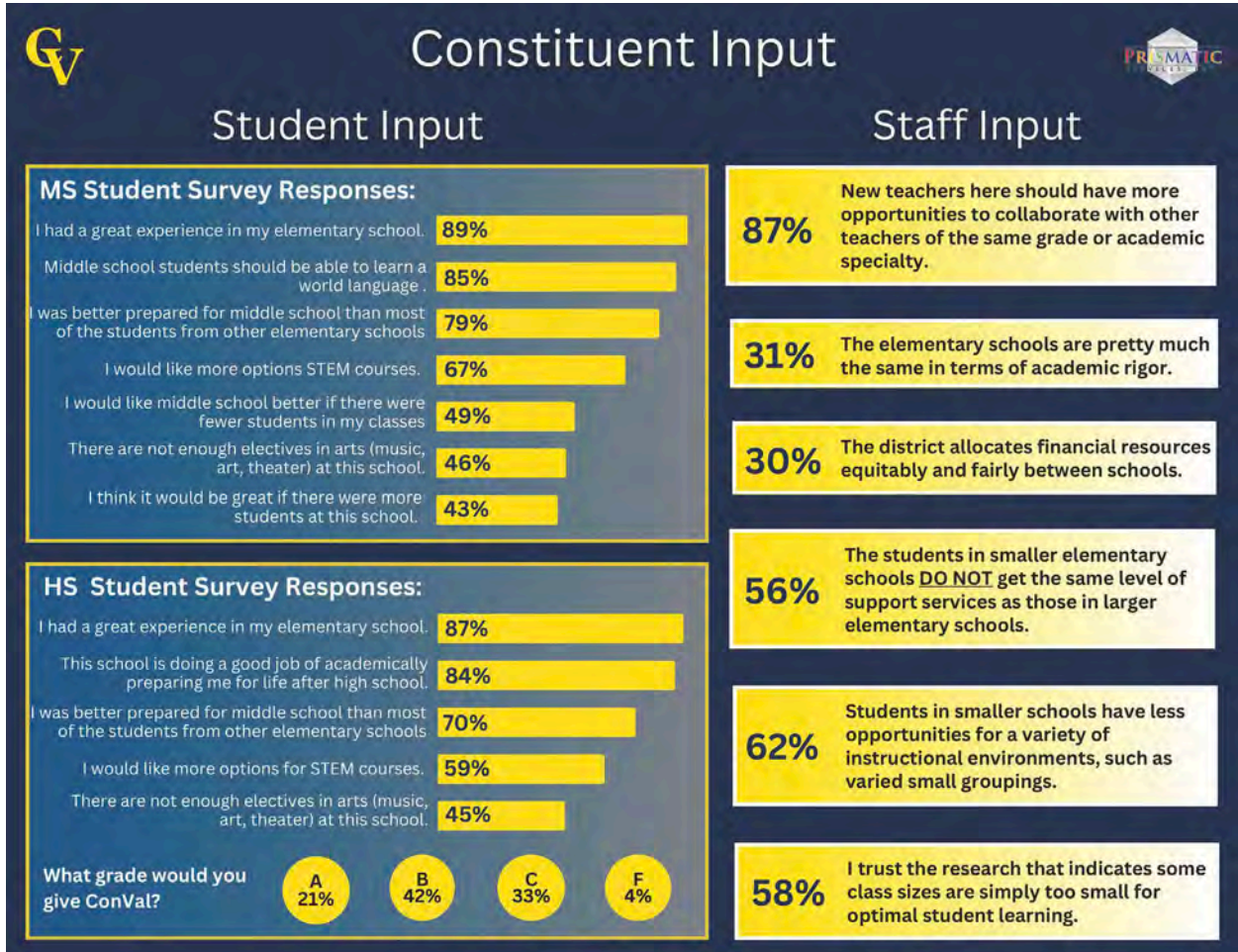
74%

If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.

90%

One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.

Constituent Input Placemat



District Leadership Feedback

Thought Question	Responses from Board Members, District Administrators, and Principal
What are the data telling you?	<ul style="list-style-type: none"> ◆ <i>Collaboration.</i> ◆ <i>People in many smalls don't want changes.</i> ◆ <i>Kids have had good experience overall (4% "F")</i> ◆ <i>The community is invested in keeping their schools but not paying for them.</i> ◆ <i>Nothing surprising.</i> ◆ <i>So many varied opinions... varying communities, varied ages.</i> ◆ <i>People have conflicting opinions and want different things.</i> ◆ <i>The data shared re: elementary schools they want them open</i> ◆ <i>That people love their elementary schools – which is consistent with the Kappan survey.</i> ◆ <i>The most costly schools are most likely to say to never close.</i> ◆ <i>High percentage middle high school reported having a great elementary experience.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ <i>Most towns identifies less than 50 students as the most frequent response of when to consider closing. Dublin, Francestown, and Temple had the highest %'s.</i> ◆ <i>Data shows that we really need to pay attention, 44% worry about tax bill</i> ◆ <i>56% believe current configuration is not the best use of financial resources.</i> ◆ <i>That people do not want to close schools.</i> ◆ <i>Change is difficult</i> ◆ <i>74% believe later start for high school would be good.</i> ◆ <i>People do not want elementary to close.</i> ◆ <i>56% make up not good.</i> ◆ <i>Small towns want their small schools.</i> ◆ <i>50% of the board think current configuration is the best use of financial resources.</i> ◆ <i>59% believe they should look at options to reduce small schools.</i> ◆ <i>The challenge we face is clear in the yellow boxes on community input sheet.</i> ◆ <i>Combine schools but retain school in our town.</i> ◆ <i>Students had great elementary experiences.</i> ◆ <i>Staff are aware of inequities.</i> ◆ <i>Parents feel their children had good elementary experiences.</i> ◆ <i>The smallest towns are most against closing elementary schools.</i>
What really stands out for you?	<ul style="list-style-type: none"> ◆ <i>Only 58% trust research about class sizes too small – 33% don't want change, even if it saves money.</i> ◆ <i>Rigor inequities.</i> ◆ <i>Small schools have less opportunity.</i> ◆ <i>People strongly believe small class sizes aid in learning.</i> ◆ <i>The conflict between how to reduce costs and meet community desire to have a school in town.</i> ◆ <i>Nearly 70% of staff agree on difference of elementary academic rigor and that financial resources aren't allocated fairly.</i> ◆ <i>3 of 9 towns say never close my school (45%+)</i> ◆ <i>79% better than other schools less than 50% said never close.</i> ◆ <i>Some communities have no understanding of the lack of affordable housing.</i> ◆ <i>Most student input reflected a positive experience at their respective elementary school.</i> ◆ <i>That the % of people saying "never" is consistent and trends with the population of the school.</i> ◆ <i>HS students (84%) think the HS is doing a good job.</i> ◆ <i>31% think ES have some rigor.</i> ◆ <i>Difference between staff input and community input regarding the small school.</i> ◆ <i>44% of the district worries about the tax bill.</i> ◆ <i>Collaboration is very important to staff, but opportunities don't exits.</i> ◆ <i>Student want a foreign language.</i> ◆ <i>62% of students in small schools have less opportunity.</i> ◆ <i>Small towns resistant to closing schools.</i> ◆ <i>Middle school students want foreign language.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
<p>What most concerns you about the student data?</p>	<ul style="list-style-type: none"> ◆ 67% want more STEM (MS) and 59% HS. ◆ Not enough students included in the data (not enough participants). ◆ 66% (community input) state if rigor is maintained, I prefer a reduced cost to taxpayers . ◆ They would like more options without considerations of costs. ◆ That the students almost 50% at the middle and almost 60% at HS feel that something is missing ◆ Both middle and high schools reported wanting more STEM and arts opportunities. ◆ No huge concerns – but more STEM (what would that look like to students?) ◆ Desire for more electives. ◆ Looking at new data – asking for larger schools for more friends, maybe less bullying. ◆ 50/50 for wanting smaller classes predominantly female replies. ◆ Students should get same services belief (92%). ◆ Retain small elementary school. ◆ 30% different in rigor staff input. ◆ That students do not feel that there were enough art/music. ◆ That so few students think there are enough arts electives; that there are so many looking for additional STEM options.
<p>What most concerns you about the community data?</p>	<ul style="list-style-type: none"> ◆ Limited desire for any type of change/consolidation. ◆ 31% staff with rigor equity and 30% staff with money equity. ◆ For the question that asks if MS students were better prepared (3rd question on student response) – what school did each student come from – who answered them based on home elementary? ◆ See what stands out and that 1 million can provide enough money to keep equity and not cut MS/HS programming. ◆ 44% worry about paying tax bill! ◆ That will continue to go up. ◆ 5 towns selected to retain our small school. ◆ Community not understanding the measures/supports – transportation, special education, instruction. ◆ Not making the connection of keeping school open and paying taxes. ◆ 44% worry about how they will pay their tax bill. ◆ 56% believe the low enrollment elementary schools believe it is not the best use of financial resources. ◆ 92% of the community believe students should get the same services across all schools. ◆ Comments seem to indicate that great schools are most drawn for young families to move into town. ◆ A great factor is the lack of affordable housing. ◆ 72% said every school have equal student spending.

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ While were need to reduce costs (by increasing class sizes), community and staff agree that smaller class sizes learn better. ◆ That 5 towns chose diametrically opposing options with token polling vs \$1 million activity. ◆ That only 66% state agree with keeping rigor and reducing taxes (seems that would be a logical yes). ◆ They want equity, but not apparent changes to structure. ◆ 44% tax concerns. ◆ 92% want “Equity” for elementary schools – to achieve 92% would further increase tax burden.
In discussing the data at your table, what concerns were raised that you had not considered?	<ul style="list-style-type: none"> ◆ Most people don’t want to consider closing small schools. ◆ Comment that 44% close to half worry about tax bill. ◆ Contradictions in response, worry about taxes, but keep schools open. ◆ Change school time 74% parents. ◆ 92% same services impossible with so many schools without ways to reduce costs ◆ That the community believes students should get some services 92% at whichever school they attend. ◆ Setting benchmarks for size to close schools. ◆ Electives, world language. ◆ That teachers may not be aware of mentoring/collaboration opportunities for new teachers. ◆ Educational rigor questions – do the respondents feel like they excel or like they fail to achieve?
How do the data align with your expectations?	<ul style="list-style-type: none"> ◆ Aligned with expectations. ◆ Not surprising. ◆ How community members define great schools – perspectives on what the smaller school have to offer students. ◆ I would expect the community to say a way to ensure CV has create teachers to offer competitive smarties. ◆ Expectation that students have had a good experience. ◆ Glad to hear 89% of students had a great elementary school experience. ◆ Student data more positive. ◆ There seems to be more support for later start times than closing a school. ◆ Data does not suggest 60% support for a closure. ◆ About what I expected. ◆ They met my expectations. ◆ There are strongly held beliefs around the elementary schools. ◆ Mostly align, but somewhat surprise that 59% agree to look at reducing the number of schools.
What surprises you	<ul style="list-style-type: none"> ◆ Contradictions. ◆ Not surprised. ◆ Only 58% of staff trust true research that indicates some class sizes are simply too small for optimal student learning.

Thought Question	Responses from Board Members, District Administrators, and Principal
about the data?	<ul style="list-style-type: none"> ◆ 43% of students think it would be great. ◆ There were more students. ◆ Same residents do not make connection between costly schools and tax bill. ◆ I am surprised by this data. ◆ 30% believe that resources are allocated equitably ◆ 90% - offer teachers competitive salaries. ◆ 96% of students gave C or better. ◆ That many teachers feel they do not have enough time to collaborate with peers as we do have opportunities to do so. ◆ 90% parents said offer competitive salaries. ◆ That 44% worry about paying their tax bill each year. ◆ 90% agree with competitive salaries. ◆ 74% support early start time!!!
What factors may explain the data results?	<ul style="list-style-type: none"> ◆ Taxpayers without students in building or are not aware of the conversations around consolidation. ◆ Culture and context – personal experience. ◆ Change is challenging. ◆ Small towns. ◆ People are not basing their decisions on data. ◆ I wish I could see the student data broken out by which elementary they went to. ◆ Not knowing all ramifications of closing schools. ◆ Not fully understanding the social-emotional challenges of small schools. ◆ Emotional responses. ◆ They are purely emotional responses and they have no understanding how a school is run. ◆ The way questions were asked. ◆ Who responded to the opportunities to provide feedback? ◆ Community thought this was done just to close their schools. ◆ Community knowledge of school resources. ◆ 92% same service across school and 90% increase salaries, but also want small school and better experiences. ◆ Strong attachments to local schools – sense of community and pride. ◆ Some community members influence by whether their town school would most likely be one to close. ◆ “Never close”% seems influence by that.

Beliefs and Research Placemat

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: 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%

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.

Beliefs and Research

Belief: MS/HS students are not missing opportunities.

- o Only Spanish/German offered in HS; no world language offered in MS
- o Some seniors run out of electives after they meet 26 credits because of lack of classes and teachers.
- o Students would like to have more music, visual and performing arts, literature, culinary, engineering, trades, and STEM courses in middle and high school.
- o Some students are unable to participate in afterschool activities because they lack transportation.
- o 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.

- o There is currently a lack of equity of curriculum currently in ConVal schools. Teachers shared that they pick and choose from available resources.
- o 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
- o 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

District Leadership Feedback

Thought Question	Responses from Board Members, District Administrators, and Principal
Which beliefs do you find hard to believe?	<ul style="list-style-type: none"> ◆ <i>That some students have the same opportunities and performance.</i> ◆ <i>Also smaller is better.</i> ◆ <i>Smaller is not always better, one of my kids moved from a smaller elementary to a bigger one and the larger class sizes and increased opportunities helped them.</i> ◆ <i>MS/HS students are not missing opportunities.</i> ◆ <i>Smaller is better.</i> ◆ <i>No surprises.</i> ◆ <i>% of ELA data/math data don’t touch on “same opportunities”, only performers</i> ◆ <i>Multi-age classrooms are bad.</i> ◆ <i>More students will come.</i> ◆ <i>MS/HS students are not missing opportunities.</i> ◆ <i>Multi-age is bad.</i> ◆ <i>That the people believe the students come.</i> ◆ <i>Because we provide a late bus, it is hard to believe they can’t participate due to transportation</i>



Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ <i>More students will come.</i> ◆ <i>Multi-age classrooms are bad.</i>
<p>Which beliefs do you find easy to believe?</p>	<ul style="list-style-type: none"> ◆ <i>Property values could decrease.</i> ◆ <i>Prices rise with school quality and people look for good schools when purchasing a home.</i> ◆ <i>Population is not growing.</i> ◆ <i>That curriculum, quality of teachers and efficacy, and instructional strategies have a greater impact than class size.</i> ◆ <i>Class size data showing smaller is not better.</i> ◆ <i>Multi-age can work if certain things are in place.</i> ◆ <i>Access to school/not having a school matter for property values</i> ◆ <i>Smaller is better.</i> ◆ <i>Property values benefits from having an ES in town.</i> ◆ <i>More students will come.</i> ◆ <i>That people think home values will increase with a school in the district.</i> ◆ <i>That people believe smaller class sizes = better scores.</i> ◆ <i>Smaller is better.</i> ◆ <i>Multi-age classrooms are bad.</i> ◆ <i>Smaller is better.</i> ◆ <i>Home value will decrease without a school.</i> ◆ <i>All of them, I have heard them all.</i>
<p>What really stands out for you in the data?</p>	<ul style="list-style-type: none"> ◆ <i>That consideration should be given to who is assigned to a multi-age class.</i> ◆ <i>Seniors are running out of electives, lack of world language options.</i> ◆ <i>Why German?</i> ◆ <i>Enrollment decline.</i> ◆ <i>The general declines in student numbers.</i> ◆ <i>They will not come. Smaller is not better.</i> ◆ <i>The belief of multi-age.</i> ◆ <i>ConVal math scores were up 8% and ELA was up 4% (both were more than all others).</i> ◆ <i>There is no distinction between multi-age and grade.</i> ◆ <i>Doesn't accurately reflect the reality of our small school reality of multi-grade classes.</i> ◆ <i>16.5% decline in district.</i> ◆ <i>Lack of equity in curriculum.</i> ◆ <i>The student enrollment declines and the comments from the community regarding this.</i> ◆ <i>Projected enrollment decline.</i> ◆ <i>Belief students are not missing opportunities.</i> ◆ <i>Population drops over time (come on slowly, not dramatic).</i> ◆ <i>Student opportunities.</i> ◆ <i>Decrease in enrollment.</i>

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<p>In discussing the data at your table, what concerns were raised that you had not considered?</p>	<ul style="list-style-type: none"> ◆ <i>How planning for multi-age classrooms occurs – they need more planning time.</i> ◆ <i>The cost of housing.</i> ◆ <i>Concern is that change may rest on voter decisions and turnout the beliefs of smaller/better real estate prices.</i> ◆ <i>They welcome other things over research based plans.</i> ◆ <i>How much homeschooling, private and charter.</i> ◆ <i>Affordable housing.</i> ◆ <i>There is no place for the average person to live.</i> ◆ <i>The want of more electives.</i> ◆ <i>Instructional statistics/equity in curriculum .</i> ◆ <i>How did the realtor data reflect a town with no ES vs one with and ES.</i> ◆ <i>Seniors run out of electives.</i> ◆ <i>That the children are not being born.</i> ◆ <i>How to validate/support “no local effect noted” on property values.</i>
<p>Which of the beliefs do you think will be hardest to counter with research? Why?</p>	<ul style="list-style-type: none"> ◆ <i>Small class sizes – parents and students love their small schools and teachers.</i> ◆ <i>Smaller is better. I feel that class size has been a high priority consideration for so long that it’s part of the cultural discourse.</i> ◆ <i>Smaller is better – research resistant. It is a feel-good perception – a nutrist philosophy.</i> ◆ <i>None.</i> ◆ <i>Smaller class sizes are best.</i> ◆ <i>Class size, people believe small classes are good and that bigger classes may affect student learning and experience negativity weekly)</i> ◆ <i>More students will come. Hope is hard to counter.</i> ◆ <i>MS not missing opportunities unless only speaking about foreign language. There are a ton of extra opportunities at both SMS and GBS.</i> ◆ <i>Belief that smaller is better. People will think they are right.</i> ◆ <i>Property value based off school in town.</i> ◆ <i>Smaller is better.</i> ◆ <i>When is too small, too small.</i> ◆ <i>Multi-age classrooms are bad.</i> ◆ <i>Range is the range.</i> ◆ <i>Small class size is 20.</i> ◆ <i>Smaller is better.</i> ◆ <i>That MS/HS aren’t being short changed.</i> ◆
<p>Based on the beliefs and research shown, what actions does</p>	<ul style="list-style-type: none"> ◆ <i>Educate the community regarding the data to help alter beliefs.</i> ◆ <i>Educate populace about research. Lack of affordable housing makes it unlikely that more students will come.</i> ◆ <i>ConVal needs to make a big effort to help communities.</i> ◆ <i>There is a sweet spot where large classrooms (average 20) are better than the very small classes.</i> ◆ <i>What we are giving up for is the very small class sizes.</i>

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ConVal need to take?	<ul style="list-style-type: none"> ◆ <i>Prepare for less students.</i> ◆ <i>Strong focus on curriculum.</i> ◆ <i>They need to look at increasing class sizes and consolidation schools.</i> ◆ <i>Reduce class size.</i> ◆ <i>Increase collaboration.</i> ◆ <i>Recognizes there will not be an increase in enrollment.</i> ◆ <i>First – share info about how they will not come.</i> ◆ <i>Accept things that we can't tame and take action with what we can do.</i> ◆ <i>We need to come to terms with the data and make some changes.</i> ◆ <i>Public awareness of inadequacies (pros and cons)</i> ◆ <i>Something about elementary schools.</i>
Based on the beliefs and research shown, what new questions do you have?	<ul style="list-style-type: none"> ◆ <i>What would happen to “empty” school buildings?</i> ◆ <i>Current GPA system discourages high school students interested in class rank from taking advantage of already limited electives and graded opportunities.</i> ◆ <i>Expand the research.</i> ◆ <i>Under 20 outcomes do not improve.</i> ◆ <i>Need to increase teacher efficacy and lack of equity in curriculum</i> ◆ <i>Consolidation along with other components such as training collaboration, etc. is needed.</i> ◆ <i>Need more cited research in this area.</i> ◆ <i>What can towns do to enhance the resources, values and experiences for families that they would miss if their school closed?</i> ◆ <i>Can we build mentorship programs for all teachers and staff?</i> ◆ <i>How would consolidation benefit our community?</i> ◆ <i>How do we capitalize on the information about teacher quality and instruction and impact upon achievement?</i> ◆ <i>On December 4th, will prismatic offer multiple choices/recommendations to move forward to the school board?</i> ◆ <i>Will the options be ranked based on professional rec's/data from prismatic.</i> ◆ <i>When is too small, too small? Reference of “20 or fewer” in NCTE, 2023 quote.</i> ◆ <i>None.</i>