

**Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE**

**April 2, 2018
6:30 pm
TEAO, Meeting Room 200**

Agenda

- I. Approval of March 5, 2018 Minutes

- II. ERBs, PSATs, Winter Keystones

- III. Update on College and Career Transition Course

- IV. Later Start Times and Adolescent Sleep

- V. Other

- VI. Public Comment

Board Education Committee Goals

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Next Meeting Date: May 7, 2018

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
March 5, 2018

Tredyffrin/Easttown Administrative Offices
6:30 p.m.

Attending all or part of the meeting:

Board Committee Members: Roberta Hotinski (chair), Kyle Boyer, Katharine Murphy, Tina Whitlow

Other Board Members: Michele Burger, Scott Dorsey, Heather Ward

TE School District Representatives: Wendy Towle (Administrative Liaison), Michele Staves, Nancy Adams, Chris Groppe, Richard Gusick, Nicole Roy, Kate Parker

Community Members: Ray Clarke, Sarah Culbert, Jerry Henige, Cheryl Lowery, Jamie Lynch, Kate Mayer, Wendy DiMarco, Sarah Henry, Jessica Schneck, Nicole Brigham, Stephanie Tanner, Ellen Galka, Susan McGowan, Karen Huang, Jessica Tinneney, Marine Havel, Wendy Brooks, Lori Peterson, Giulia Ghibellini

The meeting was called to order at 6:35 p.m.

Public Comment:

Jessica Tinneney commented on the **Special Education Report**.

Kate Mayer commented on the **Special Education Report**.

Wendy Brooks commented on the **Special Education Report**.

Lori Peterson commented on the **Special Education Report**.

Giulia Ghibellini commented on the **Special Education Report**.

Susan McGowan commented on the **Special Education Report**.

Ray Clarke commented on the **Special Education Report**.

Cheryl Lowery commented on the **Special Education Report**.

Wendy DiMarco commented on the **Special Education Report**.

Jessica Schneck commented on the **Special Education Report**.

Kate Mayer commented on **Reading Support Programs in TESD**.

Lori Peterson commented on **Reading Support Programs in TESD**.

Susan McGowan commented on the **Reading Support Program in TESD**.

Ellen Galka commented on the **Reading Support Program in TESD**.

Lori Peterson commented on the **Reading Support Program in TESD**.

Ray Clarke commented on the **Reading Support Program in TESD**.

Ray Clarke commented on the **Business Curriculum**.

Karen Huang commented on the **Business Curriculum**.

Marine Havel commented on school start times.

Approval of Minutes:

The February 5, 2018 minutes were approved.

Committee Discussion and Recommendations:

The Committee received the **Special Education Report** from Chris Groppe, Director of Individualized Student Services. Mr. Groppe updated the Committee on the District's continuum of student services, multi-tiered intervention, student health services, psychological services, mental health supports, numbers of special education students and caseload limits, staffing, budget impact items, and points of pride. He shared selected results from the 2017 parent survey on special education that is part of the state's cyclical monitoring process. Mr. Groppe answered several questions from community and Committee members.

The Committee reviewed **Reading Support Programs in TESD**. Michele Staves, Curriculum Supervisor of Language Arts updated the Committee on the District's reading support program from K-12. She presented an overview of the balanced literacy approach which includes Houghton Mifflin's *Literacy by Design* program in grades K-4. She further described the supplemental reading support program provided by reading specialists and paraprofessionals. The pre-referral service is available to eligible students in grade K-6 who need individualized and targeted instruction in any of the key components of reading. Programs and courses for students in grades 7-12 are also in place to support students with reading needs at those levels. Mrs. Staves stated that most students who receive early reading intervention in TESD make progress toward exiting the program by fifth grade. Dr. Wendy Towle and Mrs. Staves answered questions from the Committee members and the community. The Committee requested additional data on the diversity of students in reading support programs, which the administration will gather and provide. The Committee requested additional data on the diversity of students in reading support programs, which the administration will gather and provide to the Committee members, and a process for addressing additional questions was discussed.

The Committee reviewed the **Business Curriculum**. Dr. Nancy Adams, Curriculum Supervisor for Business/Technology updated the Committee on the Business curriculum at Conestoga High School. Dr. Adams shared an overview of the current courses offered. She then shared data collected on other high school and college offerings which led to the development of a new Business course for 2018-19 called *Business Promotion and Marketing*. Dr. Adams answered questions from the community and Committee members. The Committee expressed support for ongoing changes in the Business curriculum to meet the changing needs of the students and the community.

The meeting was adjourned at 10:05 p.m.

Next meeting: **April 2, 2018**

ERB Testing 2017

EDUCATIONAL RECORDS BUREAU

Overview

Students in grades 2, 3, 4, 6, and 8 participated in ERB testing in early October and individual results were mailed to parents in December

- Grade 2 & 3: Reading Comprehension, Word Analysis, Math
- Grades 4, 6 & 8: Verbal Reasoning, Reading Comprehension, Quantitative Reasoning, Mathematics 1 & 2

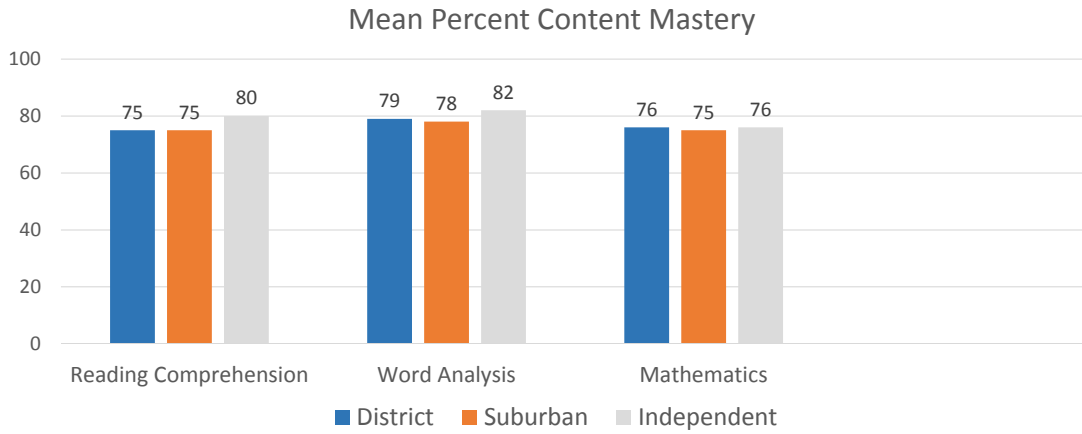
Multiple choice format

Norm-referenced measures

Teachers utilize the results as one piece of data to identify strengths, relative weaknesses and to assist in grouping

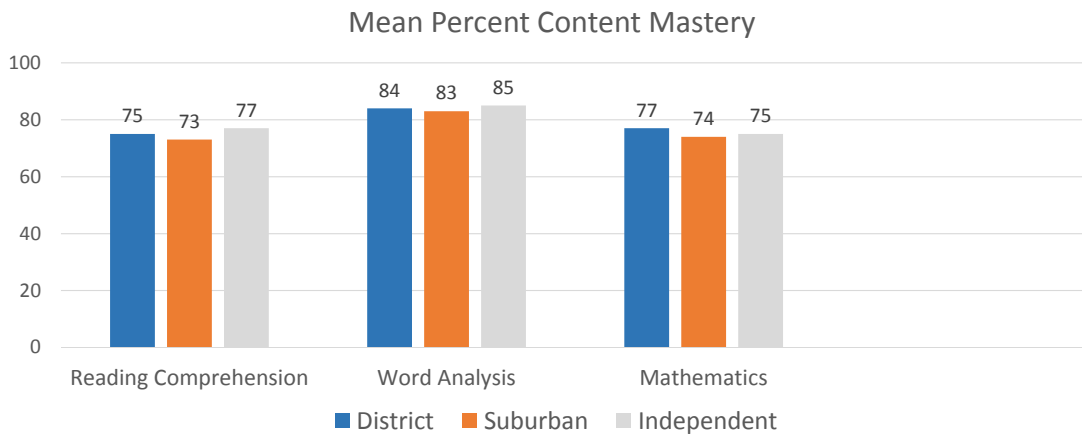
Grade 2

n=464



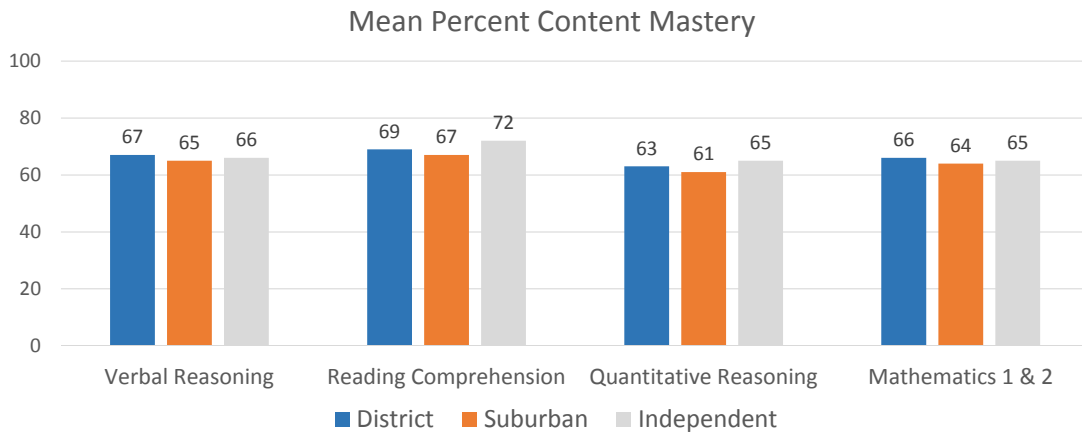
Grade 3

n=527



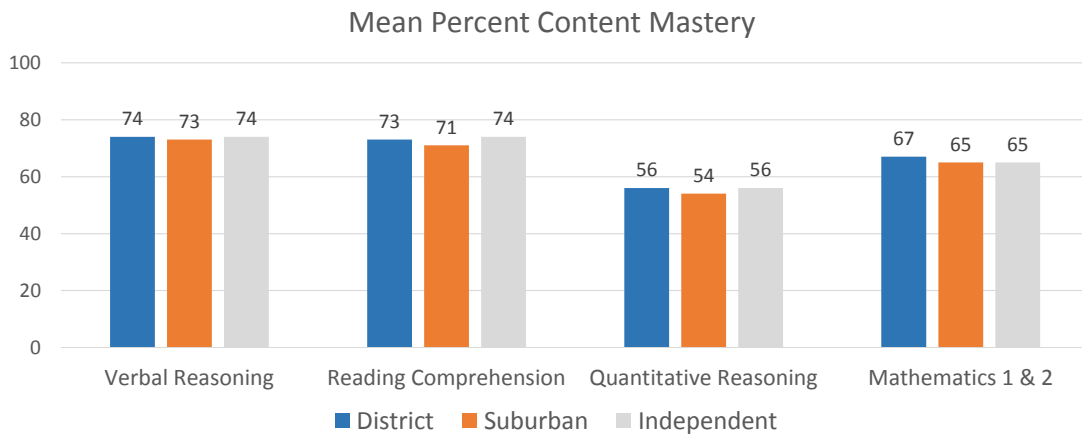
Grade 4

n=500



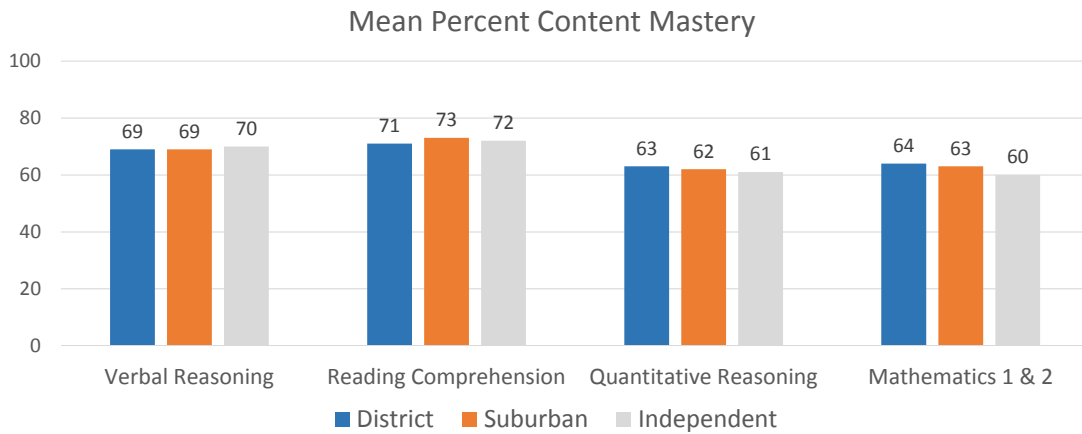
Grade 6

n=611



Grade 8

n=541



Sample Individual Narrative Report

National Norm

Suburban Norm

Independent Norm

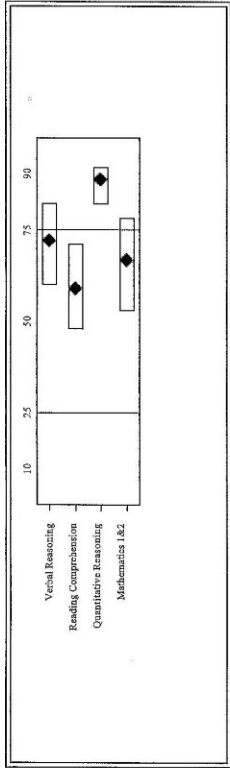
Stanines

The table below compares your child's scores on each test with the scores of one or more "norm groups" of the students in the same grade. Two types of comparison scores are reported for each of these norm groups: "Percentile rank" is the percentage of students in the norm group who scored lower than this student. "Stasine" refers to a division of the norm group into nine score categories, from 1 (lowest) to 9 (highest). It is important to remember that the question on each test are only a sample of all the questions that could have been written to test the same skills and types of knowledge, and that the student might have performed differently on a different sample of questions.

Test:	Scaled Score	National Norm Group		Suburban Public Schools		Independent Schools	
		%ile rank	Stasine	%ile rank	Stasine	%ile rank	Stasine
Verbal Reasoning	349	72	6	30	4	22	3
Reading Comprehension	346	59	5	23	4	23	4
Quantitative Reasoning	357	89	8	42	5	39	4
Mathematics I&II	334	67	6	20	3	19	3

In each line in the graph below, the diamond indicates the percentile rank of your child's score. The bar indicates a probable range for that percentile rank. The probable range reflects scores a student would earn if tested with many different editions of the test.

Percentile Rank in National Norm Group



The following descriptions list the skills and abilities assessed by each of the tests that are part of the CIP4. This report contains scores for only the tests administered to your child at this grade level.

Verbal Reasoning: the ability to analyze information and draw logical inferences, to recognize analogical verbal relationships, and to generalize verbal categorical attributes.

Reading Comprehension: comprehension of written material, including recall of information, identifying of main ideas, and hypothesizing using information from passages.

Quantitative Reasoning: the ability to analyze mathematical concepts and principles, to make generalizations, and to compare quantities mathematically.

Mathematics: conceptual understanding of mathematics, application of mathematical knowledge to solve problems, and the ability to compute or estimate solutions.

Budget Strategy

Eliminate ERBs - \$80,000

- (1) new reusable test booklets for grades 6 & 8 must be purchased to administer in 2018; additional cost of about \$8,000
- (2) increase in cost for score reporting

PSATs 2017

PSAT 8/9

PSAT/NMSQT (NATIONAL MERIT SEMIFINALIST QUALIFYING TEST)

Overview

3rd year of PSAT 8/9 and redesigned PSAT/NMSQT

PSAT 8/9 was administered during the school day on October 12, 2017

PSAT/NMSQT was offered on Saturday, October 14, 2017

Scores for Evidence-based Reading & Writing (ERW) and Math

Total score range

- 240-1440 PSAT 8/9
- 320-1520 PSAT/NMSQT

National Merit Semifinalists & National Hispanic Scholars TBD

Participation

PSAT 8/9

510 students in grade 9

9 opt outs

17 opt ups

PSAT/NMSQT

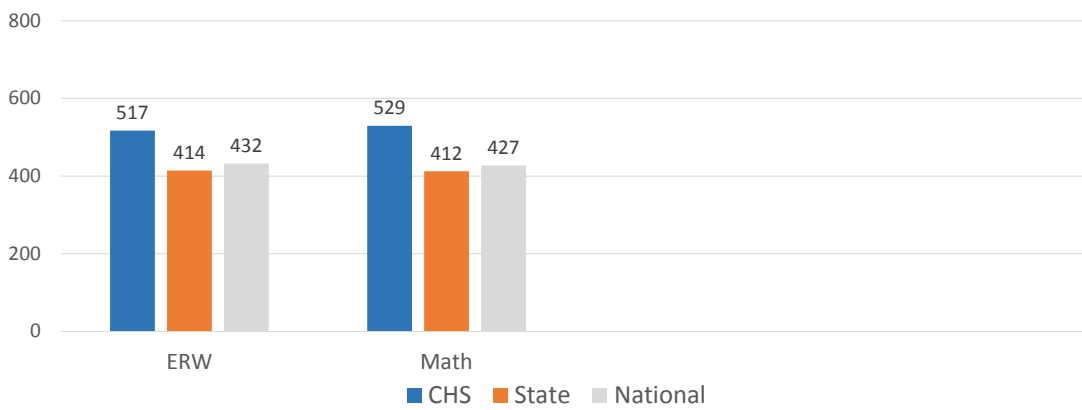
717 students in grades 9, 10, 11

No data was available for the 17 students in grade 9

PSAT 8/9

Grade 9 n = 510

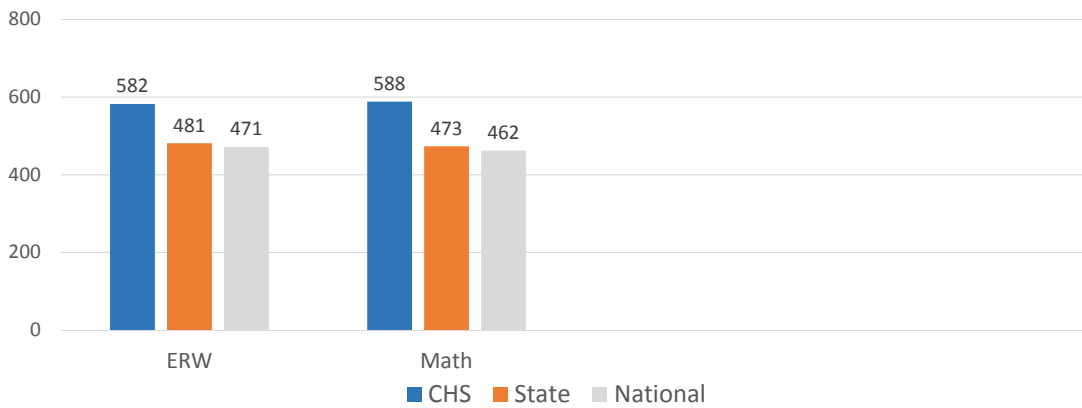
Mean Scores



PSAT/NMSQT

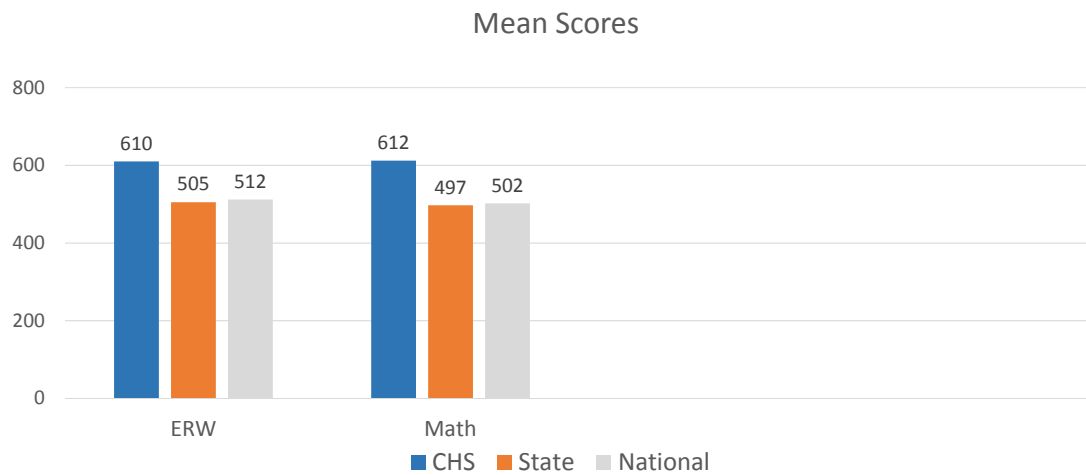
Grade 10 n = 366

Mean Scores



PSAT/NMSQT

Grade 11 n= 334



Budget Strategy

Charge for PSAT 8/9 - \$5000

Schedule options: during the school day or on a Saturday

Saturday incurs additional expense to pay proctors

Keystone Exams

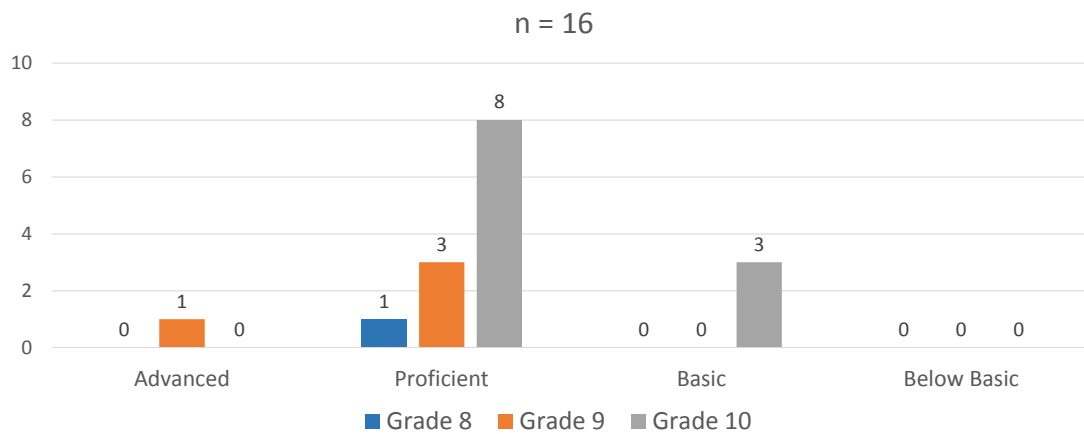
WINTER 2018 TEST WAVE

Algebra I Grades 8, 9, 10, 11, 12

n = 51

Performance Level	Number of students	Percent
Advanced	16	31.4
Proficient	20	39.2
Basic	14	27.5
Below Basic	1	1.9

Algebra I Second-time Testers

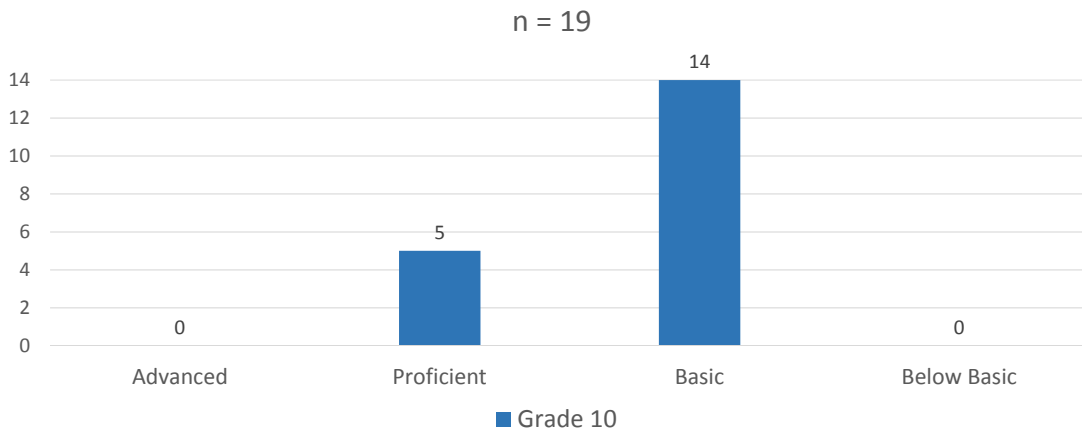


Biology Grades 10, 11, 12

n = 35

Performance Level	Number of students	Percent
Advanced	2	5.7
Proficient	11	31.4
Basic	19	54.3
Below Basic	3	8.6

Biology Second-time Testers



Literature Grades 11, 12

n = 12

Performance Level	Number of students	Percent
Advanced	1	8.3
Proficient	4	33.3
Basic	5	41.7
Below Basic	2	16.7

PSSA Support

Budget Strategy

Eliminate PSSA Support - \$174,000

Reduction of 2.0 FTE at the middle schools by not offering the opt-in English Language Arts and Math seminar for students in grades 5 & 6

Reading Specialists and Math Support Teachers remain at elementary with no reduction in staffing and middle schools with reduced staffing

Middle School PSSA Seminar

English and Math seminar are offered

About 30% opt-in to seminar

For students who qualified:

- About 33% scored proficient after taking the seminar
- About 20% scored proficient without taking the seminar

COLLEGE AND CAREER TRANSITION COURSE

UPDATE
APRIL 2018

Purpose and Need

This course would be designed to:

- *provide all students with further preparation for post-high school transition*
- *enhance college and career readiness skills and contribute to meeting career readiness requirements*
- *increase students' capacity to maintain healthy and productive responses to challenges*
- *integrate cohesive learning opportunities on a variety of essential topics*

District Strategic Plan

- To empower students to overcome academic and personal challenges; and develop the intellectual courage to grow, excel, and innovate.
- To develop students' capacity for resilience, grit, and flexibility that will serve as a foundation for success as life-long learners.

Course Components

Brain Health	Brain Development, Healthy Coping Skills, Resiliency, Substance Misuse, Suicide Prevention
Social Health	Healthy Relationships, Digital Citizenship, Personal Safety, Conflict Resolution, Cultural Competency, Empathy
Post-Secondary Transition	College and Career Transition, Post-Secondary College/Career portfolio, Financial Literacy, Goal Setting
Skills for Success	Time Management, Social/Emotional Style, Decision Making, Self-Advocacy, Self-awareness, Grit
Digital Portfolio	Individualized Student Portfolio, Career Readiness Requirements, <i>SCOIR</i> , Naviance

Course Structure

- Required Grade 11 course starting in 2018-2019
- One semester, 2 days per 6 day cycle
- 0.2 Credit for graduation
- Certified School Counselor will teach the course
- Does not count against the cap of 42 class periods per 6 day cycle

ADOLESCENT SLEEP AND SCHOOL START TIMES

Presentation to Education Committee

April 2018

GOALS FOR 2017-18 SCHOOL YEAR

- Continue to educate the Board and Administration about adolescent sleep needs and school start times
- Monitor the actions of other local districts who are investigating adolescent sleep needs and school start times

ACTIONS TAKEN

- Participate in discussions during meetings of the Chester County Intermediate Unit Curriculum Council
- Receive updates from the Regional Adolescent Sleep Needs Coalition (RASNC)
- Communicate directly with administrators in local districts including Unionville-Chadds Ford, Phoenixville, and Radnor
- Attend presentation in Radnor School District for administrators by Dr. Wendy Troxel about adolescent sleep needs
- Survey Chester County districts to determine actions taken this year and actions planned for next year

ADOLESCENT SLEEP RESEARCH HIGHLIGHTS

- During adolescence, internal circadian rhythms and biological sleep drive change to result in later sleep and wake times. As a result of these changes, early middle school and high school start times curtail sleep, hamper a student's preparedness to learn, negatively impact physical and mental health, and impair driving safety.
- The AASM recommends that teenagers 13 to 18 years of age should sleep 8 to 10 hours per 24 hours on a regular basis to promote optimal health, and this recommendation has been endorsed by the American Academy of Pediatrics, Sleep Research Society, and American Association of Sleep Technologists.

– Position Statement of the American Academy of Sleep Medicine (2017)

CURRENT START TIMES IN LOCAL DISTRICTS

MIDDLE SCHOOL TESD – 7:50 AM

District	Time
Avon Grove	7:30 AM
Kennett	7:40 AM
Lower Merion	8:15 AM
OJ Roberts	7:30 AM
Oxford	7:35 AM
Phoenixville	7:18 AM
Radnor	8:00 AM
Unionville-Chadds Ford	8:00 AM
West Chester	7:30 AM

HIGH SCHOOL TESD – 7:20 AM

District	Time
Avon Grove	7:30 AM
Kennett	7:40 AM
Lower Merion	7:30 AM
OJ Roberts	7:30 AM
Oxford	7:39 AM
Phoenixville	7:24 AM
Radnor	7:35 AM
Unionville-Chadds Ford	8 :00 AM
West Chester	7:30 AM

LOCAL DISTRICT ACTIONS 2017-18 INFORMATION COLLECTED FROM SURVEYS

District	Actions
Avon Grove	Surveyed stakeholders. Monitored research and actions of other districts.
Kennett	Monitored research and actions of other districts. Developed teacher committee to evaluate high school options.
OJ Roberts	Had a formal task force. Surveyed stakeholders. Monitored actions and research of others.

LOCAL DISTRICT ACTIONS 2017-18
INFORMATION COLLECTED FROM SURVEYS

District	Actions
Oxford	Had a formal task force. Surveyed stakeholders. Monitored actions and research of others. Public presentations during regular meetings of the School Board.
Phoenixville	Sleep exploration study at the present time.
Unionville-Chadds Ford	Changed start times. Continued formal task force. Surveyed stakeholders. Monitored actions and research of others.

PROPOSED LOCAL DISTRICT ACTIONS 2018-19
INFORMATION COLLECTED FROM SURVEYS

District	Actions
Avon Grove	Continue to monitor research and actions of others.
Kennett	Continue to monitor research and actions of others.
OJ Roberts	Continue to monitor research and actions of others.

PROPOSED LOCAL DISTRICT ACTIONS 2018-19
INFORMATION COLLECTED FROM SURVEYS

District	Actions
Oxford	Maintain start times.
Phoenixville	Continue to monitor research and actions of others. Establish a formal task force. Make recommendation to Board November 2018.
Unionville-Chadds Ford	Continue to monitor research and actions of others.

**ADDITIONAL INFORMATION FROM
 LOCAL DISTRICTS**

RADNOR

- Established exploration of student sleep needs and school start times as 2017-18 “priority project”
- Established a committee to study sleep needs and school start times
- Recommendation released by Administration by end of 2017-18 school year

LOWER MERION

- Study of student sleep needs and school start times is part of LMSD’s Strategic Plan
- Committee met from December 2016-May 2017
- Recommendations from Committee include further study of new transportation scenarios, traffic and capital improvement; further community engagement including focus groups and possible surveys; review existing policies and practices

FOR CONSIDERATION

- Include the study of adolescent sleep and school start times as a TESD District goal for 2018-19