

Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

April 13, 2016
1:00 PM
TEAO, Meeting Room 200

Agenda

- I. Approval of March 9, 2016 Minutes

- II. Public Comment

- III. ERB/Keystone/PSAT Report

- IV. Minding Your Mind/Mental Health/Resiliency/MIT Report

- V. Other

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 11, 2016

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
March 09, 2016

Tredyffrin/Easttown Administrative Offices
1:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Scott Dorsey (Chair), Roberta Hotinski, Katharine Murphy

Other Board Members: Michele Burger

TE School District Representatives: Wendy Towle (Administrative Liaison), Nancy Adams, Mark Cataldi, Patrick Gately, Richard Gusick, Mike Szymendera, Andrea Chipeco, Art McDonnell

Community Members: Amy Alvarez, Doug Anestad, Ray Clarke, Jamie Lynch, Cinda Marturano, Sam Elsen, Karen Cruickshank, Michael Wiemuth

The meeting was called to order at 1:05 p.m.

Public Comment:

Jamie Lynch commented on **PSSA Remediation.**

Doug Anestad commented on **PSSA Remediation.**

Cinda Marturano commented on **PSSA Remediation.**

Sam Elsen commented on **PSSA Remediation.**

Karen Cruickshank commented on **PSSA Remediation.**

Ray Clarke commented on **PSSA Remediation.**

Ray Clarke commented on **Grade 6 Math.**

Ray Clarke commented on **Special Education Update.**

Ray Clarke commented on **Enrollment/Staffing/Facilities Report.**

Doug Anestad commented on **Technology Update.**

Ray Clarke commented on **Technology Update.**

Approval of Minutes:

The February 10, 2016 were approved.

Committee Discussion and Recommendations:

The Committee discussed the report on **PSSA Remediation** from Mr. Cataldi, Director of Assessment and Accountability. Previously, in keeping with Chapter 4 of PA School Code, the District provided additional learning opportunities for elementary and middle school students who did not achieve proficiency (advanced or proficient) on the PSSA English Language Arts or Math. Mr. Cataldi explained the format and structure of the additional learning opportunities at the elementary and middle schools. Revisions to Chapter 4 have indicated providing additional learning opportunities is no longer a specific requirement for PA school districts. Instead, districts must afford students “instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.” No requirement exists regarding how these instructional opportunities must be structured. The Committee also received information about the Pennsylvania Department of Education (PDE) decision in the summer of 2015 to change the cut scores for proficiency on the PSSA English Language Arts and Math, and the impact the decision had District-wide on the number of students considered non-proficient on both tests. Mr. Cataldi addressed several questions from Committee and community members. The Committee recommended, moving forward, the District provide opt-in additional learning opportunities for elementary and middle school students who do not achieve proficiency on the PSSA English Language Arts and/or math, as the state has removed the mandate for these additional learning opportunities. As has always been the practice, student needs in language arts and math will also continue to be addressed through core classroom instruction.

The Committee discussed the report on **Grade 6 Math** from Mrs. Adams, Supervisor of Math. The current Grade 6 Math courses are aligned to the new PA Core Standards through teacher-developed supplements to the current materials. As such, text resources are needed for full curricular alignment. A review of the *Math in Focus* implementation in grades K-5 was provided for the Committee. Mrs. Adams addressed several questions from Committee and community members. The Committee recommended that the District move forward with the adoption of the *Math in Focus* text for 6th Grade on-level and above-level Math for the 2016-2017 school year.

The Committee received a **Special Education Update** from Dr. Andrea Chipego, Director of Individualized Student Services. Dr. Chipego updated the Committee on the continuum of student supports, the special education process, the number of District students receiving special education in various categories, mandated District-wide student support services, staff caseload limits, projected staffing and facility needs, special education trends, and Student Services points of pride, among other topics. Dr. Chipego addressed several questions from Committee and community members.

The Committee received an **Enrollment/Staffing/Facilities Report** from Dr. Towle, Director of Curriculum, Instruction, Staff Development, and Planning. Dr. Towle addressed several questions from Committee and community members. The Committee discussed the available classroom space at each Elementary, Middle School and the High School, based on projected enrollment numbers for the 2016-2017 school year. The Committee discussed options for meeting the needs of students if enrollment numbers grow larger than predicted by the Demographer’s Report and the District’s study of enrollment trends. The Committee was informed that the present enrollment projections at Devon Elementary School indicate that classroom space currently used for science instruction may have to be converted into core instruction classroom space for the 2016-2017 school year. The Committee recommended that the District continue to monitor projected enrollment numbers for the 2016-2017 school year to inform regular Committee Reports moving forward.

Under the agenda topic of “other”, the Committee received a **Technology Update** from Dr. Szymendera, Director of Instructional Technology. Exploration of access to technology is a District goal for this school year. Following the direction the Committee provided in the fall, prior to the February Technology Update, Dr. Szymendera met with groups of parents, teachers, and administrators throughout the District to gather information regarding student access to technology. Findings of this investigation were shared with the Committee in February and an option for increased student access utilizing a 1:1 model in grades 7-12 was outlined. During fall meetings with Dr. Szymendera, teachers, students and parents cited increased opportunities for flexibility, differentiation, collaboration, and authentic inquiry based learning as outcomes of increased student access to technology. Research supporting innovative teaching and learning through the use of technology was also shared with the Committee in February. As part of the the March update, Dr. Szymendera addressed several remaining questions from Committee and community members. The Committee supported the 1:1 initiative for its educational value and recommended the proposed initiative be moved forward for full Board discussion and consideration.

The meeting was adjourned at 4:40 p.m.

Next meeting: **April 13, 2016**

ERB Testing 2015

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

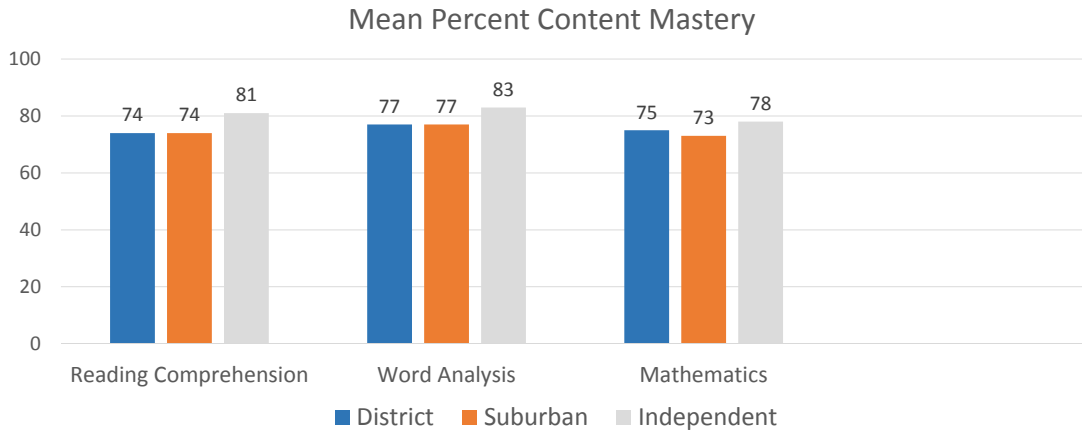
Multiple choice format

Norm-referenced measures

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

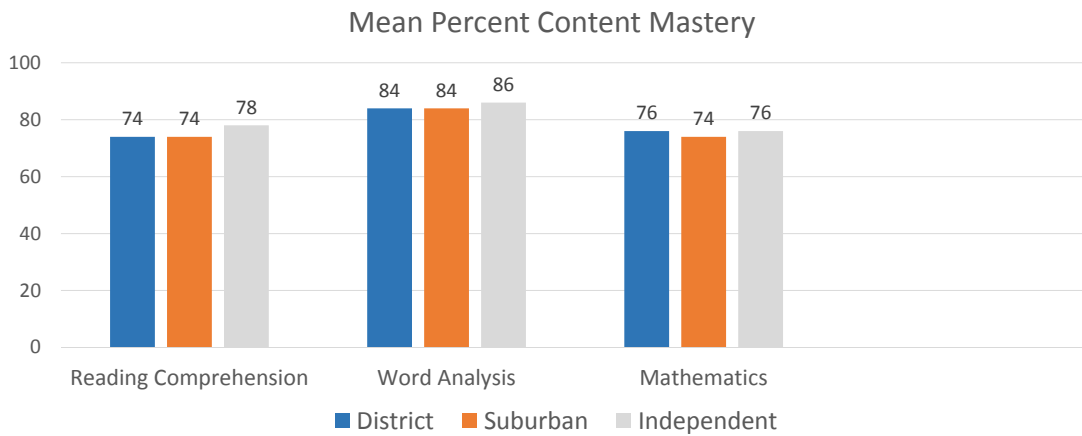
Grade 2

n=455



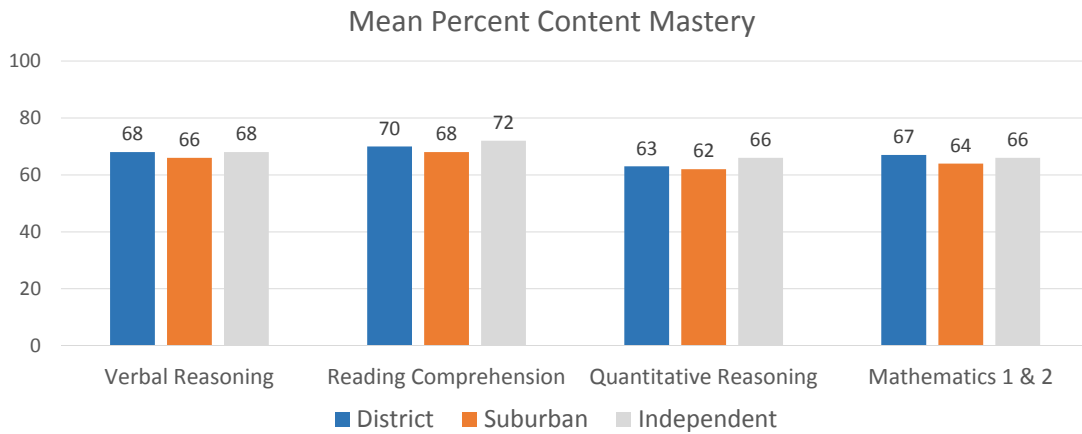
Grade 3

n=520



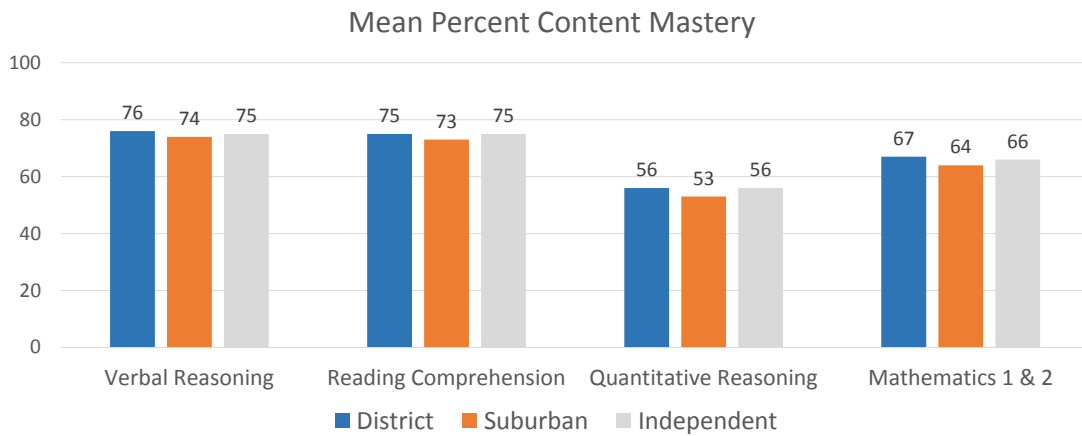
Grade 4

n=575



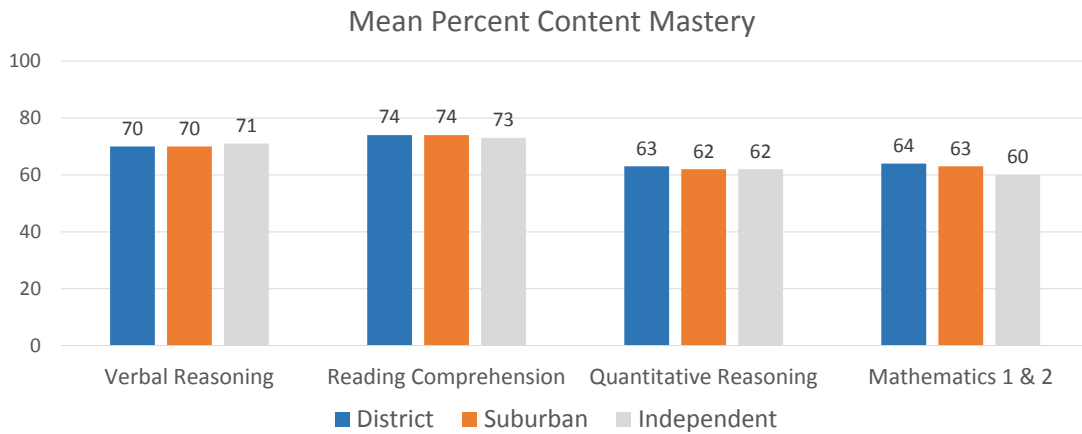
Grade 6

n=514



Grade 8

n=533



Sample Individual Narrative Report

National Norm

Suburban Norm

Independent Norm

Stanines



School: [REDACTED]
 Grade: 8 Level: 7
 Student: [REDACTED]

Individual Narrative Report

Test Date: 10/15

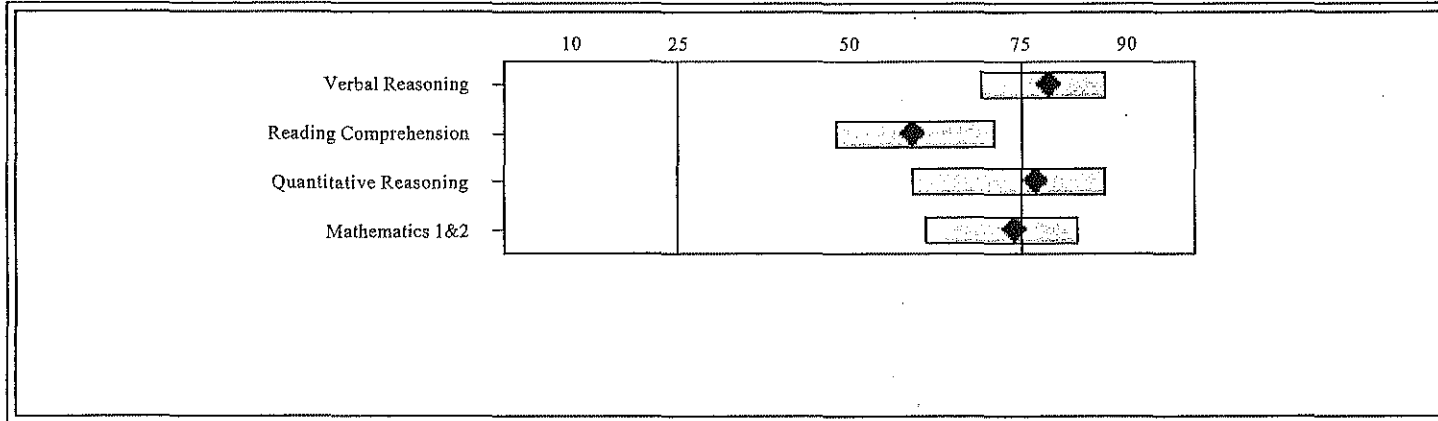
Norm: Fall

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. "Stanine" 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 questions 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	Stanine	%ile rank	Stanine	%ile rank	Stanine
Verbal Reasoning	355	79	7	39	4	29	4
Reading Comprehension	349	59	5	21	3	21	3
Quantitative Reasoning	348	77	7	27	4	22	3
Mathematics 1&2	338	74	6	25	4	25	4

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 CTP4. 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.

PSATs 2015

PSAT 8/9

PSAT/NMSQT (NATIONAL MERIT SEMIFINALIST QUALIFYING TEST)

Overview

1st year of PSAT 8/9 and redesigned PSAT/NMSQT

Testing was administered during the school day on October 14 from

7:20 – 10:20 AM with a 3-hour delay opening for seniors

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

Overview

PSAT 8/9

453 students in grade 9 participated; 9 opt outs; 26 opt ups

1 student in grade 8 participated

\$4,660 District expense

PSAT/NMSQT

1023 students in grades 9, 10, 11 participated

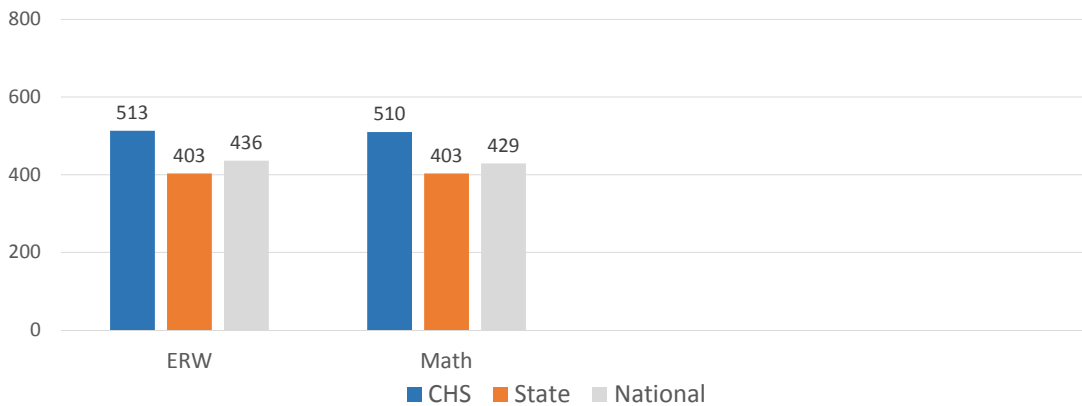
15 opt outs in grades 10 & 11

\$15,420 District expense

PSAT 8/9

Grade 8 & 9 n = 454

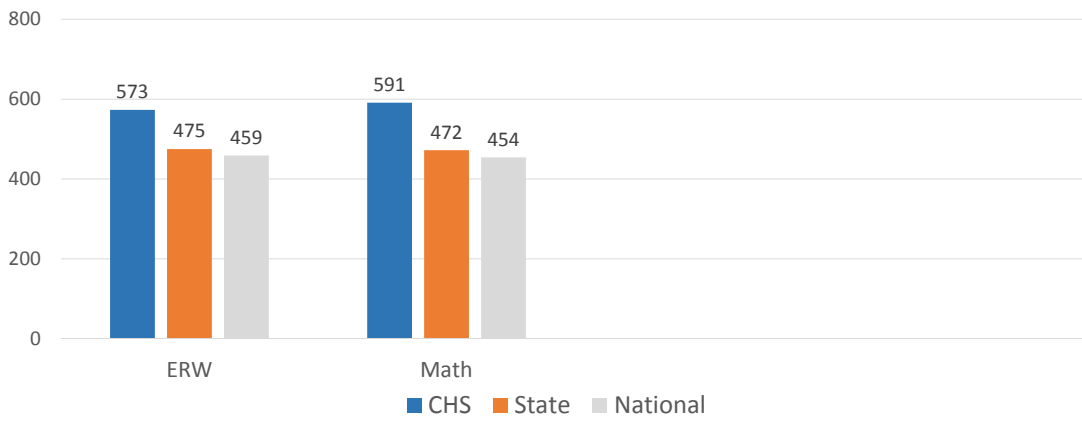
Mean Scores



PSAT/NMSQT

Grade 9 n= 26

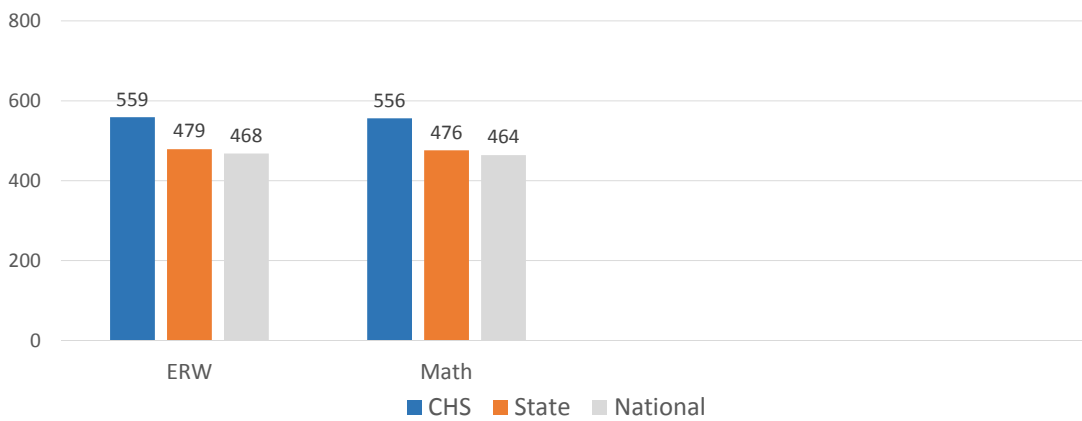
Mean Scores



PSAT/NMSQT

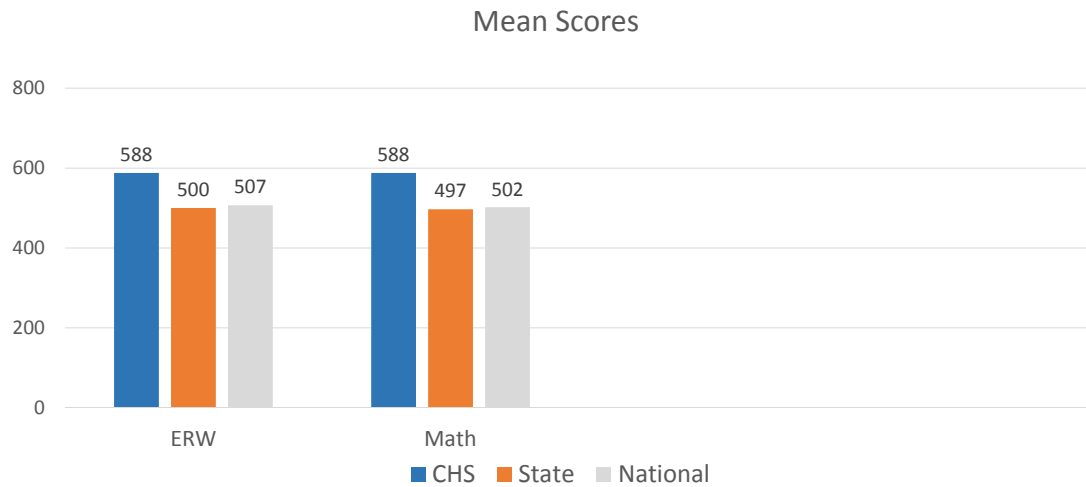
Grade 10 n= 513

Mean Scores



PSAT/NMSQT

Grade 11 n= 469



Things to Consider

What tests and what grade levels?

Testing Schedule

- Fall 2016 PSAT/NMSQT
 - Primary: Wednesday, Oct. 19 or Saturday, Oct. 15
 - Alternate: Wednesday Nov. 2
- Fall 2016 PSAT 8/9
 - Sept. 26, 2016 to Jan. 27, 2017

Last school year the Education Committee discussed the option of 8th graders taking the PSAT 8/9 in lieu of or in addition to ERBs.

Grade 8 ERBs or PSAT 8/9

Factors Considered

Usability

Test time

Expense

Impact on students

Keystone Exams

WINTER 2016 TEST WAVE

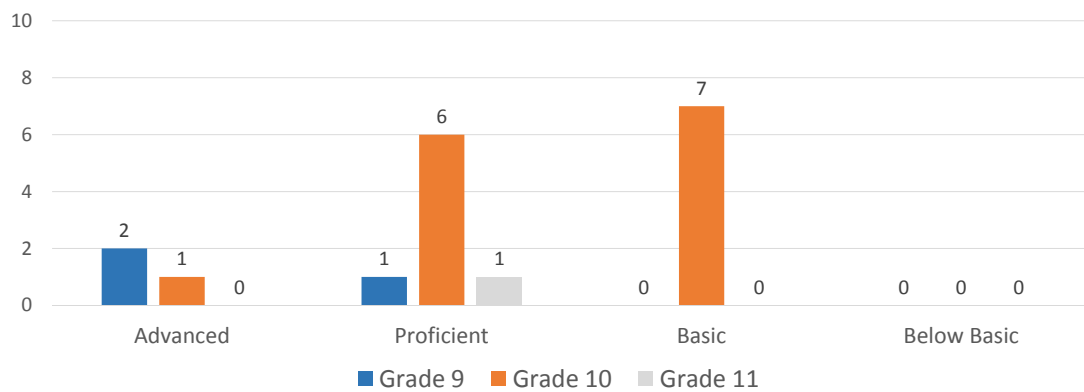
Algebra I Grades 9, 10, 11, 12

n = 48

Performance Level	Number of students	Percent
Advanced	13	27.0
Proficient	21	43.8
Basic	14	29.2
Below Basic	0	0

Algebra I Second-time Testers

n = 18



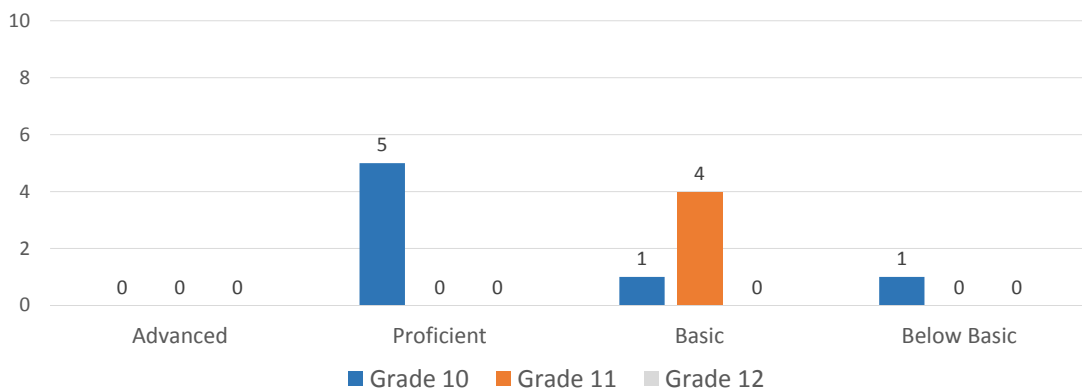
Biology Grades 10, 11, 12

n = 23

Performance Level	Number of students	Percent
Advanced	3	13.0
Proficient	8	34.8
Basic	10	43.5
Below Basic	2	8.7

Biology Second-time Testers

n = 11



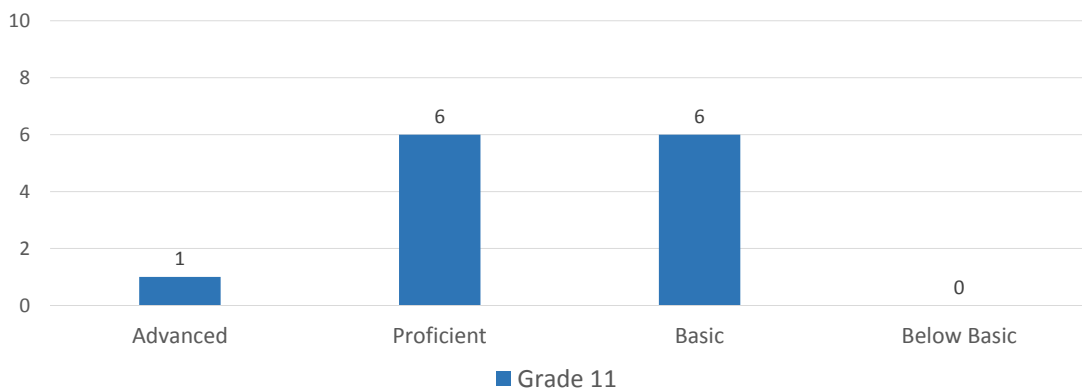
Literature Grades 11, 12

n = 16

Performance Level	Number of students	Percent
Advanced	1	6.3
Proficient	8	50.0
Basic	6	37.5
Below Basic	1	6.3

Literature Second-time Testers

n = 13



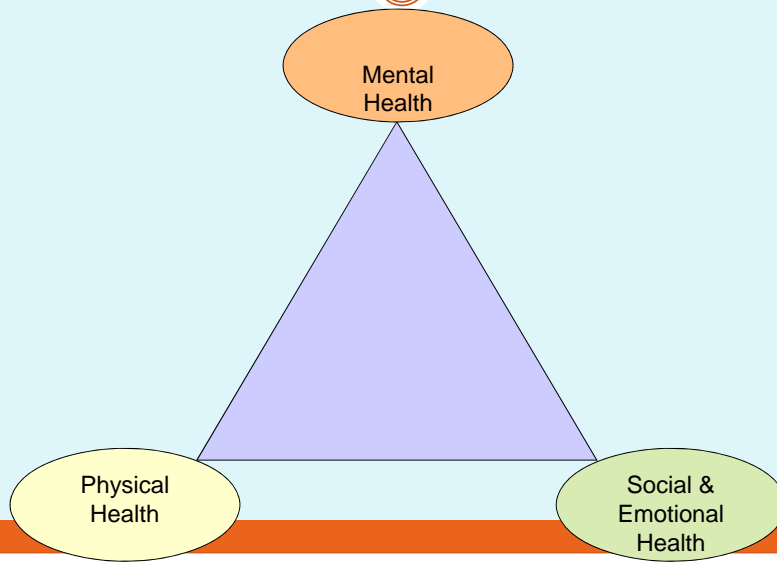
SOS® Signs of Suicide
An Evidence-Based Suicide Prevention
Program in the TESD Schools



EDUCATION COMMITTEE

APRIL 13, 2016

The Balanced Health Triangle



SOS® Signs of Suicide Program Goals

- Encourage individual help-seeking and help-seeking on behalf of a friend
- Reduce stigma - link suicide to mental illness that, like physical illness, requires treatment
- Decrease suicide and attempts by increasing knowledge and adaptive attitudes about depression
- Engage parents and school staff as partners in prevention by educating them to identify signs of depression and suicide and by providing information about referral resources
- Encourage students and their parents to engage in discussion about these issues.

ACT

Acknowledge

Acknowledge that you are seeing the signs of depression or suicide in a friend and that it is serious

Care

Let your friend know you care about them and that you are concerned that he or she needs help you cannot provide

Tell

Tell a trusted adult that you are worried about your friend

The SOS® Program Implementation (2014-2016)

- Fall – October 2015
- Spring – March and April 2016
- ✦ All seventh grade students were presented the SOS curriculum during their regular health classes in the Fall or Spring
- ✦ Counselor and/or mental health specialist were in class with health teacher during lessons
- ✦ Students were very engaged in the lessons and asked a number of questions.
- ✦ 10 students requested to speak with a counselor after the presentations
- ✦ No clinical interviews were required
- ✦ Feedback from teachers, parents, and students was positive

The SOS® Program Implementation Outcome (2014-2016)

- ▶ A clear understanding of the signs and symptoms of teenage depression and suicidal statements was provided to students, staff, and parents.
- ▶ Action steps to seek help for a friend, family member, or self were emphasized
- ▶ Students and staff were observed using the ACT language/process when speaking to others
- ▶ Students reference the term 'trusted adults' and the concepts of how to help a friend
- ▶ Teachers, counselors, and mental health specialists reference the lessons and common language in their work with students
- ▶ Staff awareness of symptoms and action steps has been increased
- ▶ Teacher, student, and parent informal feedback is positive

Expansion of the SOS® Prevention Program



2015-2016

- 5th Sadness and Help-Seeking (ACT)
(Circles of Support)
- 6th Sadness vs. Depression and Review of
Help-Seeking (ACT)
- 7th SOS
- 8th Review of Help-Seeking (ACT) and the
Role of Empathy in the Process
- 9th SOS
- 10th, 11th, and 12th *Minding Your Mind* Student Educational
Opportunities

RESILIENCY INITIATIVE



Developing a framework for
delivering resiliency strategies
to ALL students

WHY RESILIENCY?

- ▶ It is a component of our Strategic Plan to develop students' capacity for resilience, grit, and flexibility that will serve as a foundation for success as a life-long learners.
- ▶ It is an important component of social and emotional development for ourselves, our students, and our community.
- ▶ It is Identified by Parents, Teachers, Staff, Students and Community as a need and a valued topic.

RESULTS OF 2014-2015 STAFF NEEDS ASSESSMENT

Personal Integrity and Social Responsibility

Fostering resilience in students as they manage change and experience adversity
64%

Helping students understand the impact of individual actions on others
54%

Helping students monitor and regulate their reactions to others' statements and actions
41%

PROCESS

Where to begin: Middle School

Committee was formed: Middle School Core, Special Ed, Mental Health & Multi Intervention Teachers

Summer Workshops: to create a **District Specific** overview of Resiliency based on the 7 Core Abilities of Resilience.

Meetings throughout the year: to determine the content of student lessons.

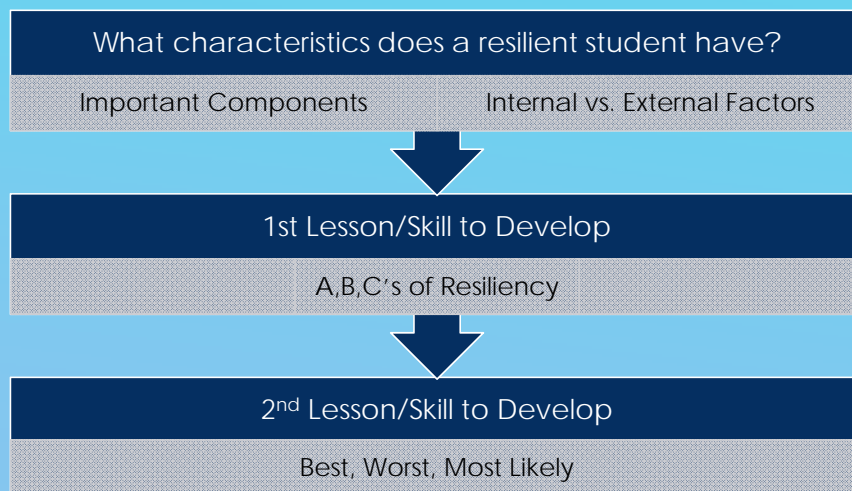
November Inservice: to introduce and identify current and future opportunities for Resiliency lessons

March Inservice: to introduce the Concepts and vocabulary Of Resiliency and to present the student lessons to the staff

THE COGNITIVE BEHAVIORAL MODEL 7 CORE ABILITIES OF RESILIENCE REIVICH & SHATTE, 2002

- ▶ **Emotion Regulation:** Identifying and controlling emotions
- ▶ **Impulse Control:** Slowing down
- ▶ **Optimism:** Thinking optimistically about the future (Realistic)
- ▶ **Causal Analysis:** Thinking comprehensively and accurately about the causes of problems
- ▶ **Empathy:** Identifying and understanding the emotions of others
- ▶ **Self-Efficacy:** Believing in one's ability to solve problems
- ▶ **Reaching Out:** Taking appropriate risks, being authentic, & connecting with others

THE FIRST LESSONS OF RESILIENCY



NEXT STEPS

- All M.S. teachers deliver the lessons on May 6 & 22
- Committee will meet to review lesson delivery and student feedback
- Summer 2016 Workshops: to develop additional lessons for the 16-17 school year to be delivered in a core environment/class or through Advisory.
- Begin the process to expand the Resiliency Initiative to the high school.



We are the same, we are different

Multi-tiered Intervention Team (MIT) Implementation Update

Education Committee

April 12, 2016

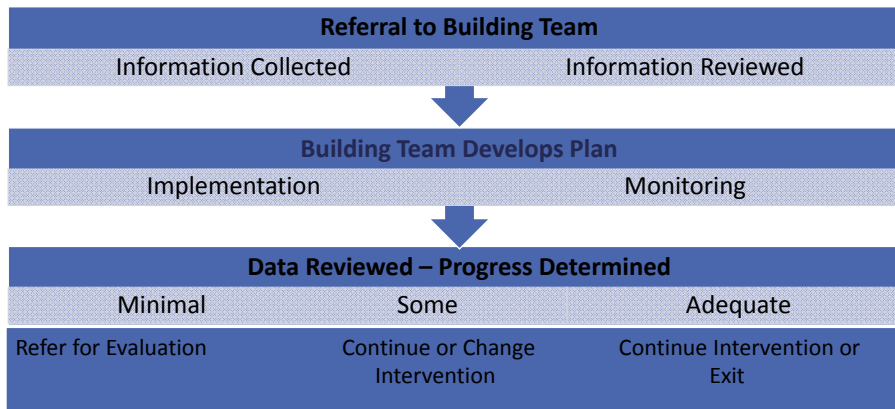
Program Goals

- To meet the educational needs of all students at their individual skill levels in the Least Restrictive Environment (LRE)
- Assure that referrals and eligibility for special education services are timely, appropriate, and data-based

Program Goals

- School Board agreed with the goals and approved these steps:
 - Conduct a comprehensive review of regular education student supports
 - Develop and implement a research based, data based, systematic plan to meet the needs of all students using Multi-tiered levels of intervention in the LRE
 - Reinstitute the intervention teacher positions
 - Four teachers – 1 at each middle school and 2 at CHS

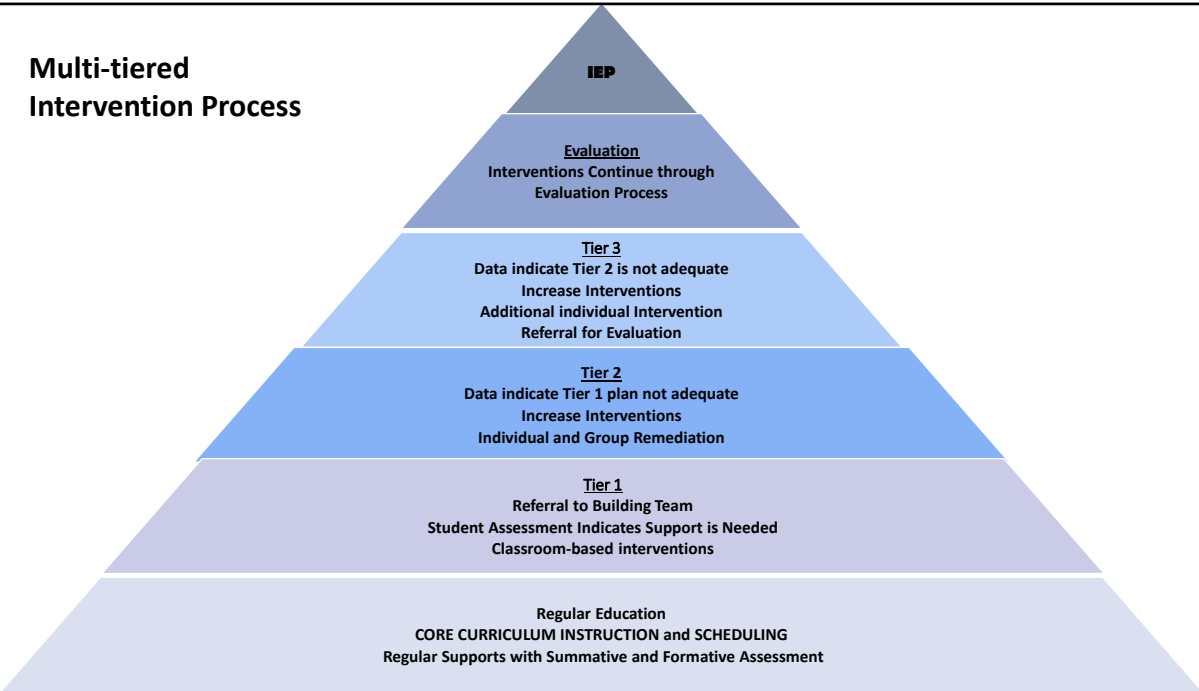
The Pre-Referral Intervention Process



MIT Supports Provided For Students

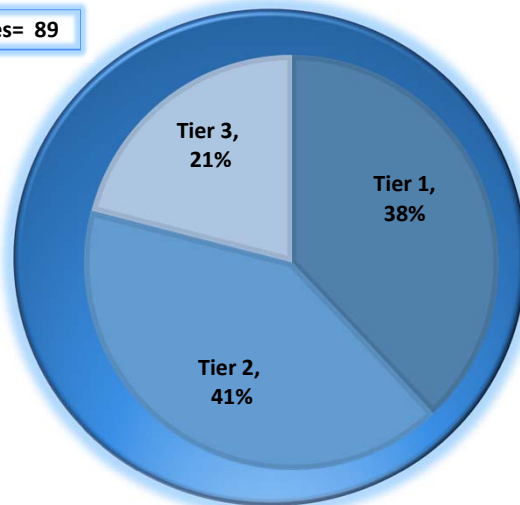
- Students with academic difficulties, organizational issues, issues with problem solving, impulsivity, prioritizing, motivational difficulties, situational impediments
- Students with a need for a mentor, study strategies for content, scheduled sessions with content specialists, test taking strategies, test anxiety
- Students who need additional time, repetition, practice, encouragement
- Transition back to school for homebound tutored students
- Transition back to school for students after part and full time hospitalization
- Early and robust senior student supports for graduation
- ESL students and transfer students adjusting to new school
- Support when transitioning between levels (4th to 5th and 8th to 9th)
- School related anxiety
- Chronic Absences

Multi-tiered Intervention Process



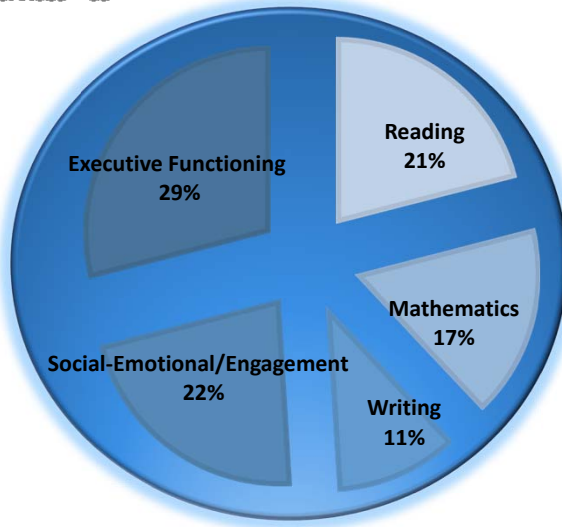
MIDDLE SCHOOL - TIERED SUPPORT SYSTEM

Students receiving MIT services= 89



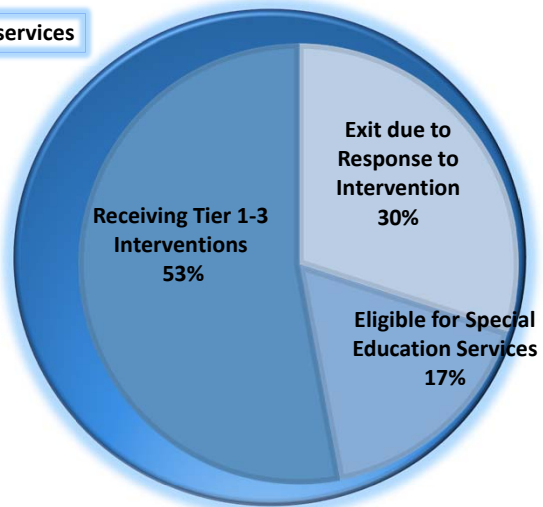
MIDDLE SCHOOL – AREAS OF INTERVENTION

Students receiving MIT services= 89



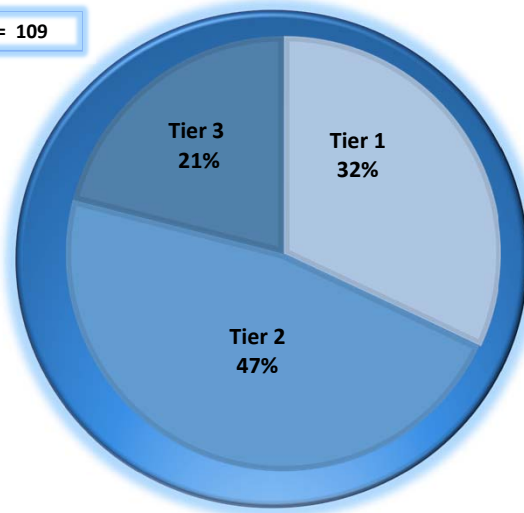
MIDDLE SCHOOL - MIT REFERRAL STATUS

Of 89 Students receiving MIT services



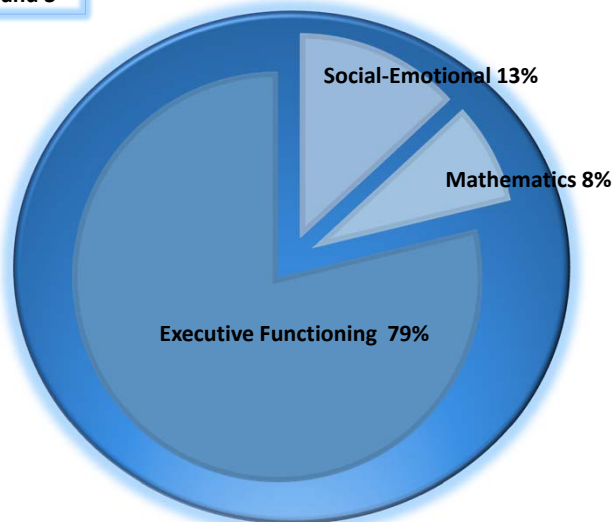
CONESTOGA - STUDENTS RECEIVING MIT SERVICES

Students receiving MIT services= 109



CONESTOGA – AREAS OF INTERVENTION

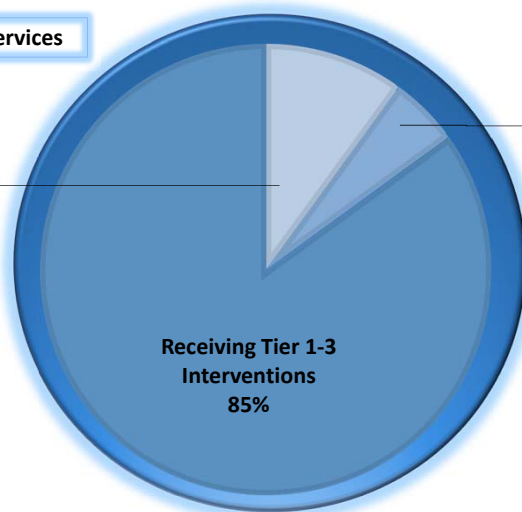
Students In Tiers 2 and 3



CONESTOGA – MIT REFERRAL STATUS

109 Students receiving MIT services

Exit due to Response
to Intervention
10%



Eligible for Special
Education Services
5%

Receiving Tier 1-3
Interventions
85%

MIT – Points of Pride

- School-wide system of supports in place for all students - Research based, individualized interventions and ongoing monitoring
- Proactive consistent, ongoing monitoring of all students to allow early intervention for success
- Electronic documentation of MI student progress over time
- Study Seminar (CHS) available across each period of the day and six support periods at the middle levels to avoid interruption in scheduled classes and increase support availability to all
- MIT support through in class observations, collaboration with teachers and content specialists, work with the Achievement Center staff, drop in, scheduled sessions, self-advocacy.
- Parent, teacher and student participation and communication throughout the process
- Comprehensive data analysis to inform interventions and increase appropriate special education referral and eligibility determination
- All phases of the process documented and archived for future needs of student