Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

February 13, 2020
7:00 pm
TEAO, Meeting Room 200

Agenda

I.   Approval of January 9, 2020 Minutes

II.   Reading Update

III.   Other

IV.   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.

Future Meeting Dates: March 11, 2020, April 16, 2020, May 14, 2020

BOARD EDUCATION COMMITTEE MEETING MINUTES
January 9, 2020

Tredyffrin/Easttown Administrative Offices
7:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Tina Whitlow (chair), Kyle Boyer, Scott Dorsey, Stacy Stone

Other Board Members: Michele Burger, Roberta Hotinski, Sue Tiede

TE School District Representatives: Wendy Towle (Administrative Liaison), Richard Gusick, Horace Rooney, Amy Alvarez

Community Member: Ali Brazunas

The meeting was called to order at 7:00 p.m.

Public Comment: None

Approval of Minutes:

The December 17, 2019 minutes were approved.

Committee Discussion and Recommendations:

The Committee discussed the **Enrollment and Facilities Update.** Dr. Towle began the presentation by summarizing the purpose of the report. Following that, she provided an analysis of the projected enrollment numbers for District schools. The analysis included the number of classrooms, seminar rooms, program locations, and specialty rooms in each school. The report also displayed how the space in each school is currently being used and projected how the spaces would be used leading into the 2022-2023 school year. She emphasized the point that while science labs will function in the capacity for which they are designed, given the increasing numbers, it may necessitate using the rooms to provide additional space for other classes. Dr. Gusick discussed enrollment numbers at Beaumont Elementary, then explained that their projections had been complicated by fluctuating numbers in Kindergarten. He stated that observing enrollment numbers for another year would provide more information to assist in making a determination. He also noted that if numbers increased again, creative means would need to be used to accommodate the increased numbers. In terms of Devon Elementary, Dr. Towle commented that the school is ably prepared to handle the projected number of students. Hillside Elementary was also deemed to have sufficient space for the projected number of students. At New Eagle Elementary, she highlighted that the number of students projected to attend next year will require that the school uses both science labs for the purpose of conducting other classes. She stated that the following year they would only need to use one of the rooms in this capacity, but by school year 2022-2023, they would need to use both of the labs again. To mitigate this issue, school staff are working to create a comparable science experience given the spatial limitations. When the Committee inquired about kindergarten at New Eagle, Dr. Towle answered that enrollment has fluctuated from 72-94 students over the course of numerous years. Regarding Valley Forge Elementary, she mentioned that while they have the capacity to

accommodate the students, the science labs will need to be used for other classes. Lastly, she stated that the middle schools should have sufficient space, but that attention should be given to eighth grade classes, given the creative solutions needed to provide space for students in that grade level in the past. Both TE And Valley Forge Middle Schools have the inventory to meet the growing enrollment but will have more shared classrooms. Dr. Towle clarified that does not mean two teachers will be teaching in the same room at the same time. Rather, it means that during a free period a teacher would leave their regular classroom and another teacher would use that space.

Dr. Towle then made reference to the live birth analysis contained in the report. In the analysis, she noted the increase of births from 2009-2019. Dr. Gusick explained that the numbers indicate that children are being born elsewhere, then moving into the District. At the conclusion of the presentation, the Committee inquired about exploring the use of a "science bus" to provide options for additional space. Dr. Towle noted challenges and possibilities associated with using that as an option. Based upon the results of the discussion, the Committee recommended that the District begin the preliminary steps towards needed to possibly use a science bus to accommodate the increasing number of students.

Other:

A member of the Board inquired about PTO feedback from the elementary enrollment presentations. Dr. Gusick shared the feedback from parents included questions about the possibilities of redistricting and questions about the length of time to build a new school. Dr. Gusick stated he had informed the parents that three years would be needed to build a school.

The meeting was adjourned at 8:10 p.m.

Future Meeting Dates: February 13, 2020; March 11, 2020; April 16, 2020; May 14, 2020

T/E READING PROGRAM UPDATES
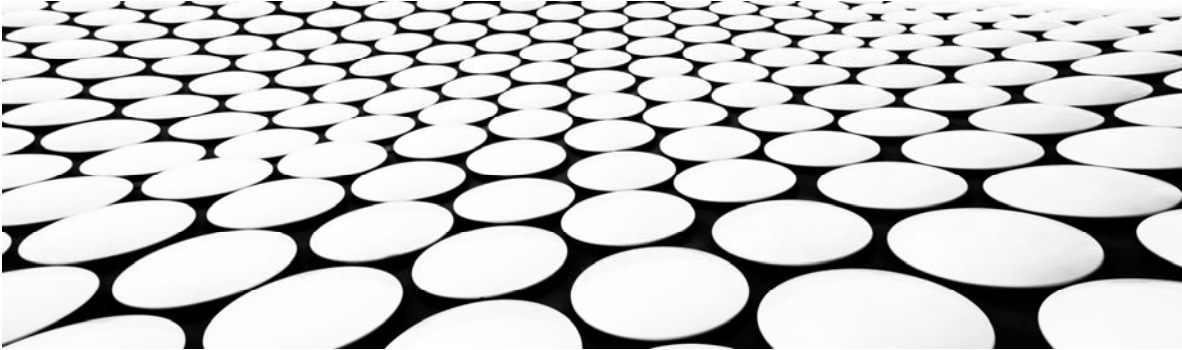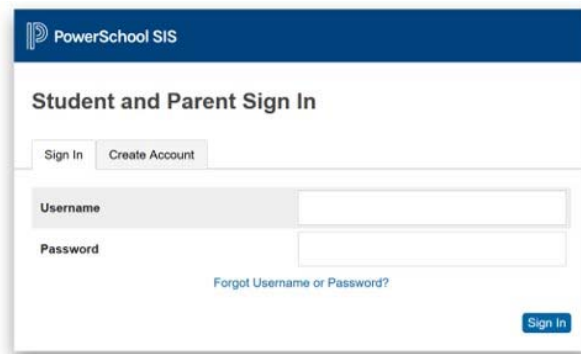

PRESENTATION OBJECTIVES

- Unpack the use, purpose, and capabilities of the PowerSchool Parent Portal
- Explain the benefits of Performance Matters
- Discuss the work of the Reading Program Selection Committee

POWERSCHOOL PARENT PORTAL

- PowerSchool's Parent Portal provides parents with access to their children's progress on benchmark assessments.

- The portal also allows parents to compare how their children fared on fall, winter, and spring assessments.

- Once the data have been uploaded, parents have continued access to the information.

- The information is accessible to parents, prior to report card conferences, so that it can be used as discussion points. Current data include the results from fall benchmark assessments. In February, the Parent Portal will include the results from the winter benchmark assessments.

- Information sessions have been held to explain how to access and interpret the information on the Parent Portal.

PARENT PORTAL ACCESS

www.powerschool.tesd.net

PowerSchool SIS

Student and Parent Sign In

| Sign In | Create Account |

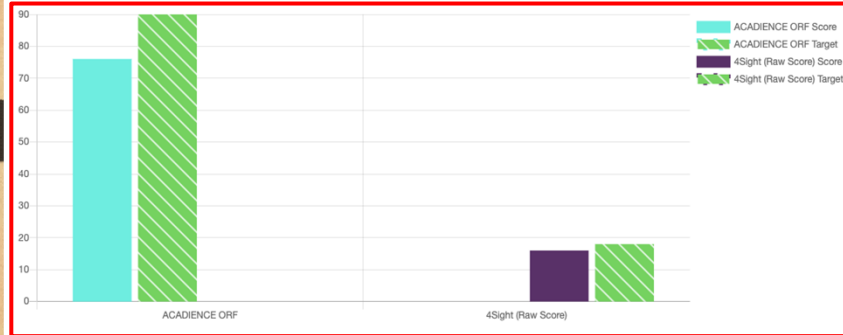Username

Password

Forgot Username or Password?

Sign In

Accessing and Interpreting Data Link

https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/1/Reading%20Benchmark%20Presentation%20November%202019.pdf

Slide 1 (top):

Navigation

- Benchmarks
- Grades and Attendance
- Grade History
- My Schedule
- School Information
- Student Information
- Account Preferences

Benchmarks

Grades and Attendance

Grade History

My Schedule

School Information

Student Information

Account Preferences

Assessment Name			
ACADIENCE ORF			
4Sight (Raw Score)			

*Benchmark proficiency ranges are provided by ACADIENCE.

Slide 2 (bottom):

1

Benchmark assessments are administered three times a year (Fall, Winter, Spring) to provide an update on student performance in certain skill areas necessary to becoming a successful reader. Below is a summary of the skills tested.

Detailed information about all of the benchmaks administered in TESD can be found here.

- **ACADIENCE Oral Reading Fluency** (ORF) is a one-minute probe that assesses accuracy and fluency with text, the ability to effortlessly translate letters to sounds and sounds to words. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.

- **The 4Sight PA Core Standards Reading Benchmark Assessment** provides teachers with reading data on each student that is aligned to state standards. This predictive tool also enables teachers to assess students' reading achievement three times a year. The test includes reading passages followed by multiple choice questions and a written response that assesses comprehension.
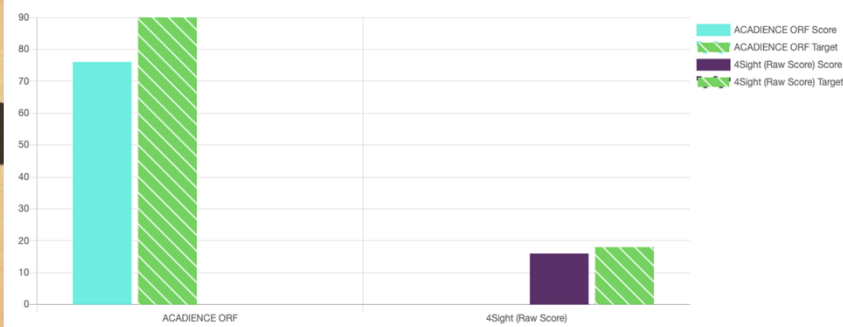
Legend:
- ACADIENCE ORF Score
- ACADIENCE ORF Target
- 4Sight (Raw Score) Score
- 4Sight (Raw Score) Target

(Chart: ACADIENCE ORF, 4Sight (Raw Score))

Assessment Name	Your Child's Score: Fall	*Proficiency Range
ACADIENCE ORF	76	90+
4Sight (Raw Score)	16	18+

*Benchmark proficiency ranges are provided by ACADIENCE. N/A= Not Administered

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Slide 3:

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1 – Explanation of Assessments

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Detailed information about all of the benchmaks administered in TESD can be found here.

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TESD BENCHMARK ASSESSMENTS

TESD Elementary Benchmark Assessments/Criteria by Marking Period

	Fall	Winter	Spring
K	K Screening FSF; LNF	K Mid-Year FSF; LNF; PSF; NWF- CLS/WWR	KIDS LNF; PSF NWF-CLS/WWR
1st	PSF; NWF-CLS; WWR	ORF; NWF-CLS/WWR	ORF; NWF-CLS/WWR
2nd	ORF; Maze	ORF; Maze	ORF; Maze
3rd	ORF; 4Sight	ORF; 4Sight	ORF; 4Sight
4th	ORF; 4Sight	ORF; 4Sight	ORF; 4Sight

KIDS: Kindergarten Inventory of Development Screening
FSF: First Sound Fluency
LNF: Letter Naming Fluency
PSF: Phonemic Segmentation Fluency
NWF: Nonsense Word Fluency
CLS: Correct Letter Sound
WWR: Whole Word Read
ORF: Oral Reading Fluency
SDS: Shaywitz Dyslexia Screener- (Given to K students one time)

For more information about each assessment, click the link below:

https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/33/TESD%20LA%20Assessment%20overview.pdf
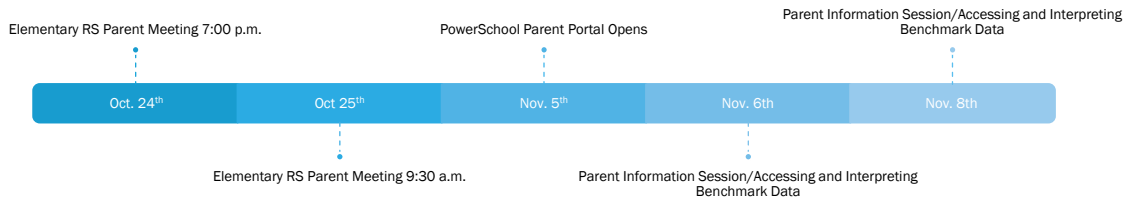
2 – Graph of Your Child's Performance
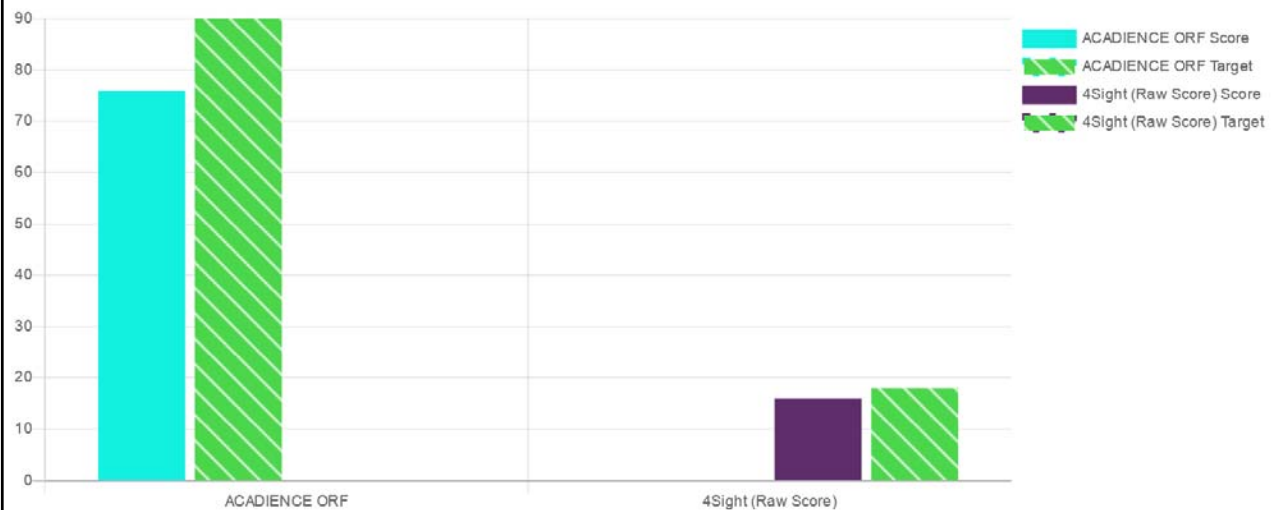
3 – Chart of Your Child's Performance

Assessment Name	Your Child's Score: Fall	*Proficiency Range
ACADIENCE ORF	76	90+
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PARENT PORTAL DATA SUPPORT TIMELINE

Elementary RS Parent Meeting 7:00 p.m.

PowerSchool Parent Portal Opens

Parent Information Session/Accessing and Interpreting Benchmark Data

| Oct. 24th | Oct 25th | Nov. 5th | Nov. 6th | Nov. 8th |

Elementary RS Parent Meeting 9:30 a.m.

Parent Information Session/Accessing and Interpreting Benchmark Data

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PERFORMANCE MATTERS

- Performance Matters is the portal that teachers and administrators use to analyze the various data from state and local assessments.

- Information can be displayed in various forms in order to provide perspective about the efficacy of instruction and the learning needs of the students.

RTI/MTSS TRIANGLE

To provide an idea as to the use of Performance Matters, the results from the Oral Reading Fluency benchmark conducted throughout the school year in grades 2-4, will be used.

The information will be displayed using the Response to Intervention/ Multi-Tiered System of Support Triangle

According to research, one means of denoting the efficacy of instruction within a school/district is whether it is reaching the following levels of reading proficiency:

*Information cited from PaTTAN

5–10%
10–15%
80–85%
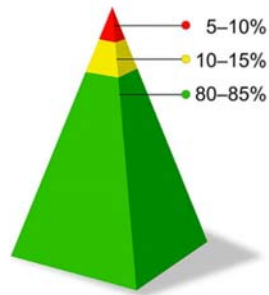
Intensive intervention (also referred to as tertiary or Tier 3 instruction) is provided in a smaller-group setting of one to three students or more frequently than in targeted instruction to meet the individual needs of students; it is provided to students in addition to primary instruction.

Targeted instruction (also referred to as secondary or Tier 2 instruction) offers a standard validated instructional approach or program to students in a small-group setting of three to five students; it is also provided in addition to primary instruction.

Primary instruction (also referred to as Tier 1 instruction) is high-quality instruction provided in the general education classroom.
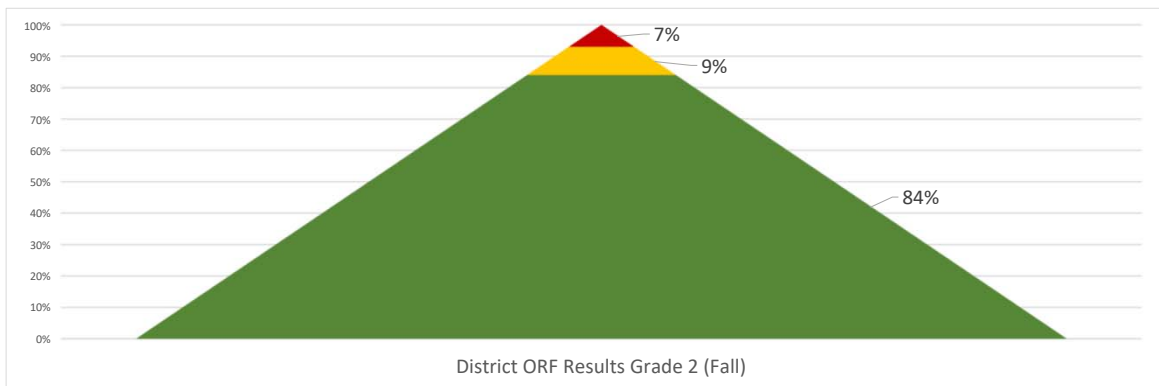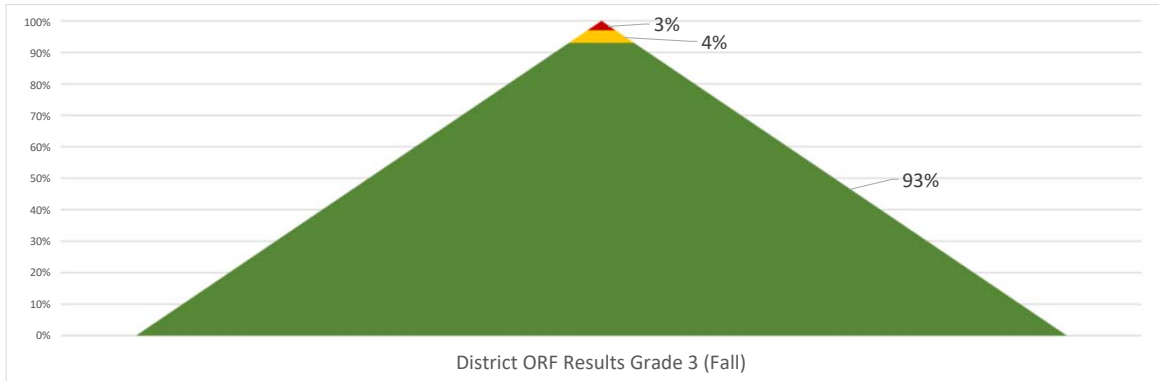

THE IDEAL

0% 0%

100%

T/E Reading Goal

DISTRICT WIDE ORF RESULTS (FALL)

6%
7%
87%

Overall District ORF Results (Grades 2-4)
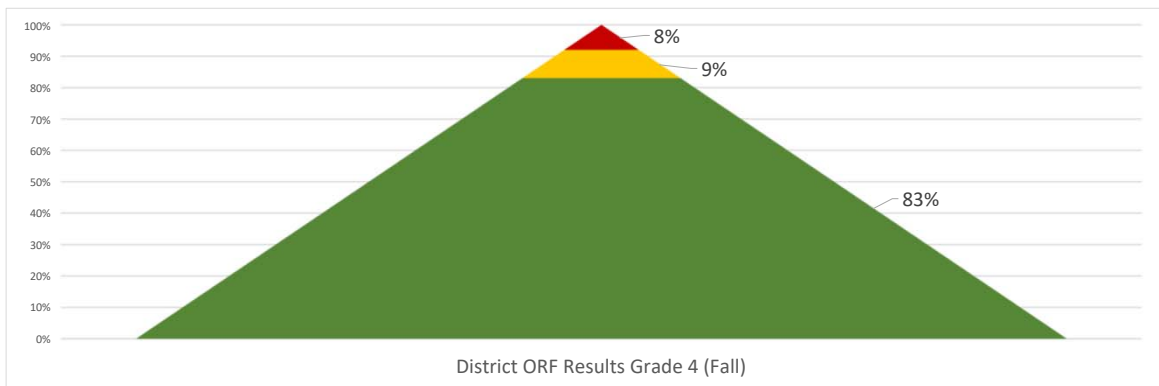
DISTRICT ORF RESULTS GRADE 2 (FALL)

7%
9%
84%
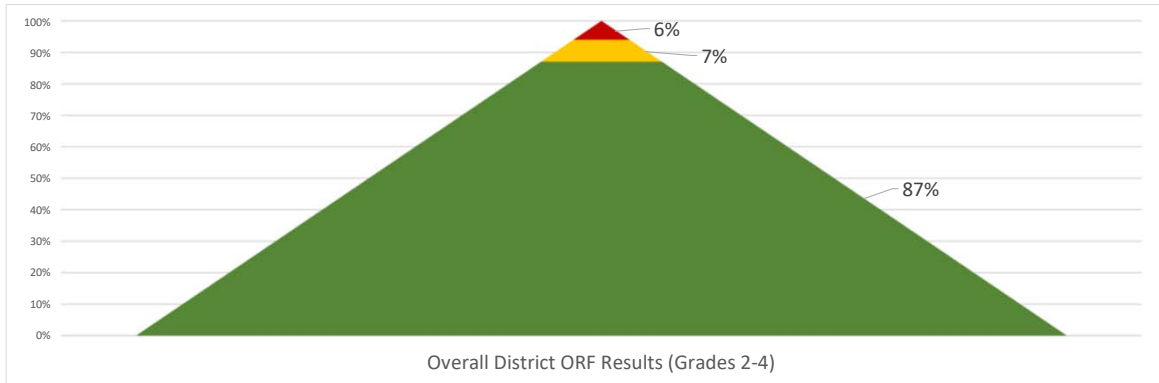
District ORF Results Grade 2 (Fall)

DISTRICT ORF RESULTS GRADE 3 (FALL)
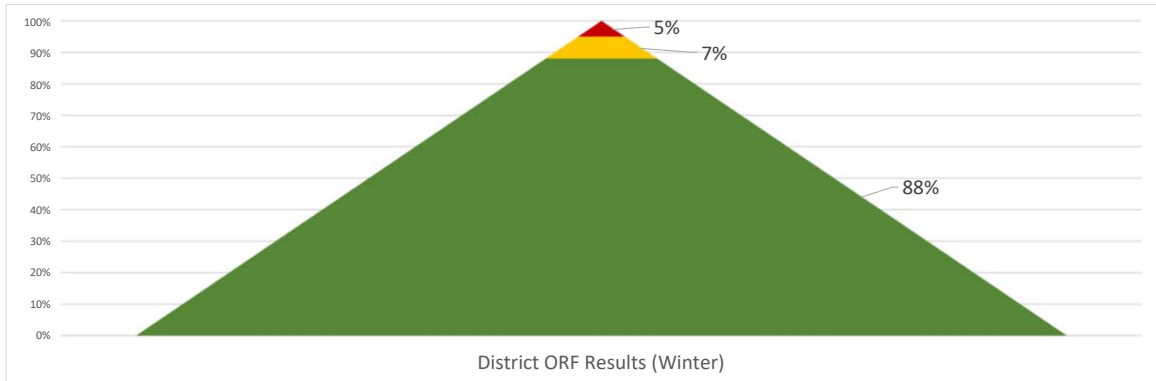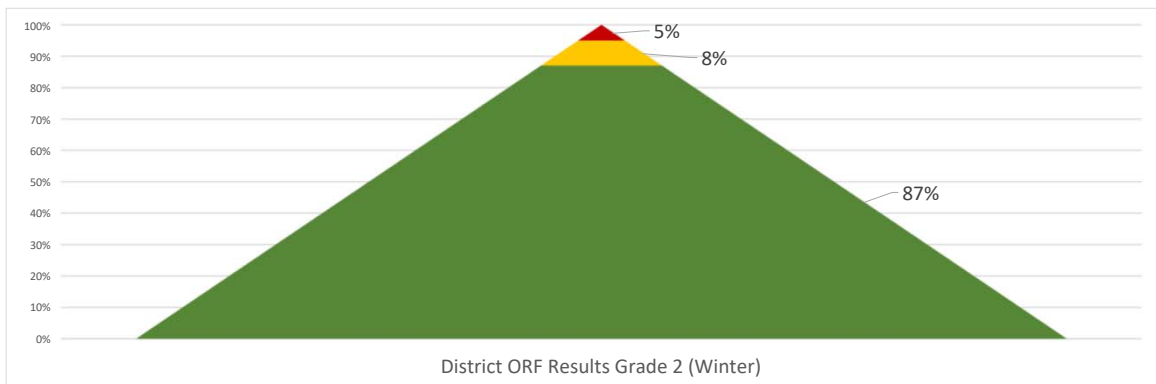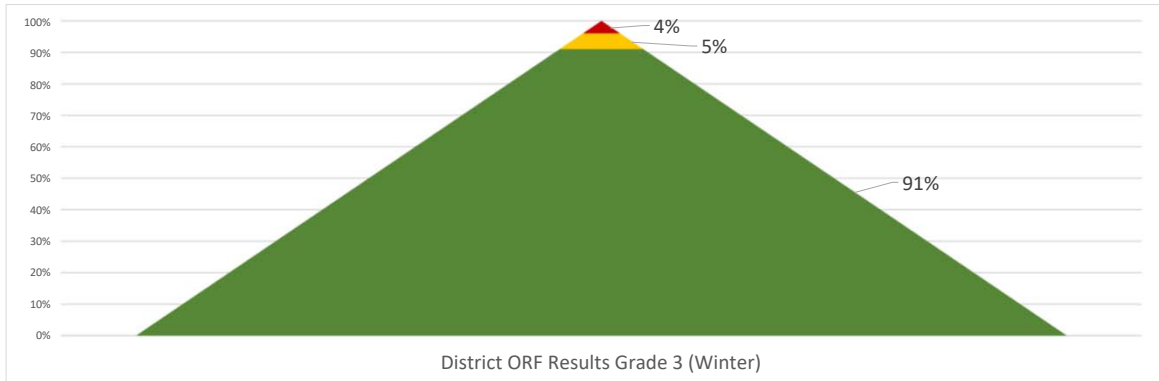

District ORF Results Grade 3 (Fall)

DISTRICT ORF RESULTS GRADE 4 (FALL)

District ORF Results Grade 4 (Fall)
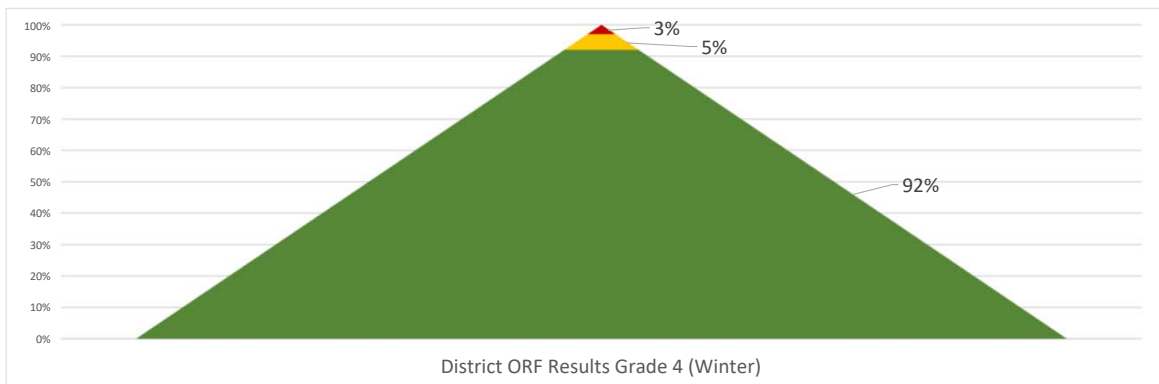
DISTRICT WIDE ORF RESULTS (WINTER)
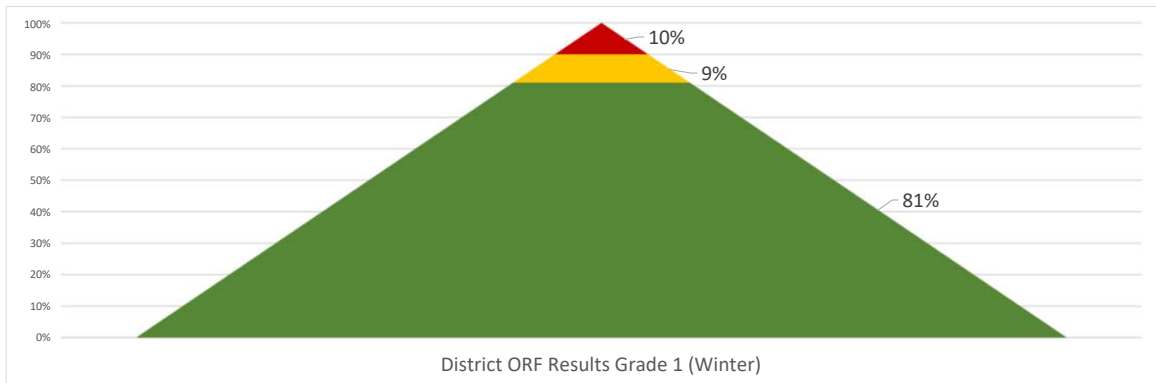

5%
7%
88%

District ORF Results (Winter)

DISTRICT ORF RESULTS GRADE 2 (WINTER)

5%
8%
87%

District ORF Results Grade 2 (Winter)

DISTRICT ORF RESULTS GRADE 3 (WINTER)

District ORF Results Grade 3 (Winter)

DISTRICT ORF RESULTS GRADE 4 (WINTER)

District ORF Results Grade 4 (Winter)

DISTRICT ORF RESULTS GRADE 1 (WINTER)

10%

9%

81%

District ORF Results Grade 1 (Winter)

MOVING FORWARD

- Teachers have received training in the use of Performance Matters.

- In-Service Professional Development sessions have been implemented to provide teachers with additional enrichment in the use of Performance Matters and opportunities for analysis.

- T/E administrators and teachers are currently analyzing the data available in Performance Matters.

- The data will be used to formulate strategies that will enrich instruction, and benefit T/E students.

READING PROGRAM SELECTION COMMITTEE UPDATE

2018-2020

READING PROGRAM SELECTION COMMITTEE

Time Frame: The process of selecting the new program was started and completed over a span of two years.

Goal: The goal of the committee was to ensure that the new reading program would address the diverse learning needs of T/E students.

Committee members were comprised of Administrators, Teachers, Learning Support Instructors, and Reading Specialists from each school across grades K-4.

SELECTION COMMITTEE TRAINING

- In the fall of 2018, members of the committee received training in LETRS (Language Essentials for Teachers of Reading and Spelling). This training provided additional enrichment towards the goal of pinpointing curricula with systematic foundational instructional activities.

SELECTION COMMITTEE TRAINING (ADMINISTRATION)

- Administrators on the Selection Committee participated in the PaTTAN Leadership in Literacy training program, which promoted systemic change to build success in reading, and included information regarding various forms of assessment, reading support structures, and data to drive instruction.

READING PROGRAM SELECTION PROCESS

- The Reading Program Selection Committee incorporated a systematic approach during the selection process:
  - Assessed the previously used curriculum
  - Analyzed the educational needs of the students within the District
  - Identified a notable rubric that would reflect these needs and be used to evaluate the new reading program
  - Reflected cutting edge practices and addressed the five pillars of reading.
  - Implemented new curricula in class to assess student reaction and adaptation
  - Provided teachers (not on the committee) with access to materials to develop familiarity and incorporate their feedback and concerns
  - Considered evaluative resources such as EdReports
  - Incorporated the input of Reading experts from CCIU, PaTTAN, and The Reading League

READING PROGRAM RUBRIC

- One of the most important means that the committee used to evaluate the programs was the use of the rubric adapted from the National Center for Educational Evaluation. The rubric contained a plethora of components that it used for assessment. Components included but were not limited to the following areas:
  - Explicit Systematic Phonemic Awareness, Phonics & Morphology Materials
  - Aligned Spelling Component
  - Content aligned with speaking, listening, vocabulary, and writing development and skills
  - Aligned with reading comprehension for literary and informational texts
  - Leveled and Decodable Texts
  - Whole group with grade level texts aligned with standards
  - Materials for Instruction and Assessment
  - EdReports "Certified"
  - Incorporable by new/sub teachers
  - Culturally Diverse

READING PROGRAM CONSIDERATIONS

Alongside the rubric, programs were evaluated on content, adaptability, and rigor.

Seven programs received consideration for implementation:

- Wit and Wisdom
- EL Education (Expeditionary Learning)
- CKLA (Core Knowledge Language Arts)
- ReadyGen
- MyView
- Benchmark Advanced
- Wonders 2020

READING PROGRAM FINAL ANALYSIS

- After analyzing the different curricula, the committee selected two of the programs for final analysis. (Wonders 2020 and MyView).
- Using the rubric, these two programs were rigorously assessed for efficacy in the following areas:
  - Kindergarten
  - First Grade
  - Second Grade
  - Online Capabilities
  - English Learners
  - Special Education
  - Writing

WONDERS 2020

- After careful deliberation, the Wonders 2020 program was selected for implementation. Although each program had strengths, there were numerous factors that led to the final decision.

  - Kindergarten- 2nd Grade

    *Foundational Skills: Systematic decoding, encoding, and controlled text available for each skill.

    * Spelling words and activities are incorporated into daily lessons.

    * Models conversational routines to enhance speaking and listening skills.

    * Possesses Social/Emotional Learning Lessons.

    * Additional options for collaboration among the students via activities.

    * Developmentally appropriate, scaffolded academic vocabulary.

    * Explicit Close Reading Routines

    * Exceptional comprehensive scaffolding is evident.

    * Content is Aligned to Common Core Standards.

    * Contains a digital home component and technology for learning stations that matches foundational skills being taught in class from week to week.

WONDERS 2020

- English Learners

  * Stronger digital and home component would benefit EL families.

  * Supports embedded directly into the curriculum.

- Special Education

  * Possesses explicit Tier III instruction as opposed to digital only approach.

  * Additional opportunities and materials for differentiation

- Writing

  * Greater depth of writing activities embedded in the curriculum.

  * In depth focus on writing process skills.

WONDERS 2020 FOUNDATIONAL SKILLS

- Scope and Sequence Sample Unit 2
    - <u>Kindergarten</u>- Phonological Awareness: Recognize Alliteration Phonemic Awareness: Phoneme Isolation, Phoneme Categorization,
        - Phoneme Blending. Phonics: /p/p (initial/ final) Consonant/Vowel Review: /a/a, /m/m, /s/s Spelling: Words with p; a
    - <u>Grade 1-</u> Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation
        - Phonics/Spelling: Short e spelled e and ea- Handwriting: Upper and Lowercase Ee
        - Structural Analysis: Inflectional Ending -ed
    - <u>Grade 2</u>- Phonemic Awareness: Addition, Substitution, Blending Phonics/Spelling*: Short o, Long o: o_e
        - Structural Analysis: Inflectional Endings -ed, -ing

Scope and Sequence Sample Unit 3

- <u>Kindergarten</u>- Phonological Awareness: Recognize Rhyme-Phonemic Awareness: Phoneme Isolation (initial/ medial), Phoneme
    - Blending, Phoneme Categorization/ Phonics: /i/i (initial and medial) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s,
        /t/t
- <u>Grade 1</u>- Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme
    - Segmentation. Phonics/Spelling: Long a spelled a_e- Handwriting: Upper and Lowercase Dd
    - Structural Analysis: Contractions with "not"
- <u>Grade 2-</u> Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Long
    - a: a, ai, ay, ea, ei, eigh, ey- Structural Analysis: Contractions with 's, 're, 'll, 've

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WONDERS 2020 ED REPORTS RATING

ELA K-2   ELA 3-8

ELA K-2 Summary of Alignment & Usability

The materials for Wonders K-1-2 meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include many high quality texts and tasks that support students' development of literacy skills, although their organization is not consistently focused on increasing students' comprehension skills from beginning to end of year. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

WONDERS 2020 ED REPORTS (GATEWAY 1 & 2)
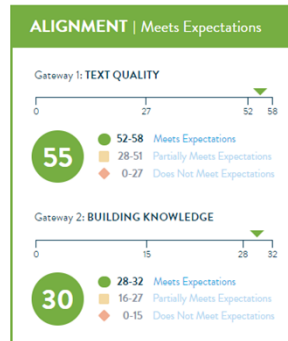
WONDERS 2020 ED REPORTS (GATEWAY 3)
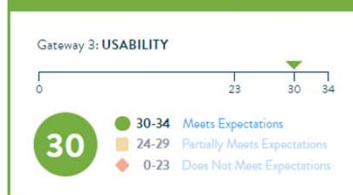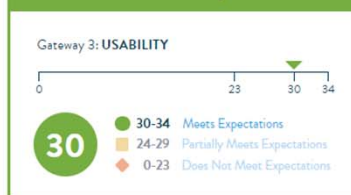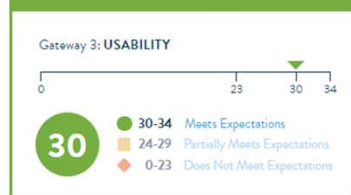
NEXT STEPS

- Purchase of the program- Initial 6-year license
    - Additional purchase & licensing would need to occur upon deliberation
- Materials delivery and distribution
- LETRS Training Program Infusion
- K-2 Rollout- August 2020
    - Parent Workshops
    - In-Service Days
    - Professional Development Sessions
    - Curriculum Night Presentations
- Grades 3-4 Program Selection
    - 2020-2021
    - LETRS Training