

Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

January 7, 2021
7:00 p.m.
Virtual

Agenda

- I. Approval of November 12, 2020 Minutes

- II. Fall Benchmark and Reading Program Update

- III. Math in Focus Update

- IV. Other

- V. Public Comment on Non-Agenda Items

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. Receive and review report on TESD assessment strategy and protocols.
4. Receive and review report on impact of COVID-19 on TESD virtual, integrated, and face-to-face educational programs.
5. Receive and review administrative recommendation for school calendar and make recommendation to the full Board.
6. Receive and review report of on-going modifications and enhancements to curriculum and instructional practices regarding equity, cultural responsiveness and anti-racism.
7. Receive and review results of the TESD evaluation of trauma informed practices.
8. Receive and review report on K-12 opportunities for social emotional learning and support.

Next meeting date: *February 11, 2021*

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
November 12, 2020

Virtual
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, Mary Garrett Itin, Roberta Hotinski, Sue Tiede

TE School District Representatives: Wendy Towle (Administrative Liaison), Richard Gusick, Horace Rooney, George Sundell, Michael Szymendera, Amy Meisinger, Jennifer Kratsa

The meeting was called to order at 7:05 p.m.

Public Comment:

There was no public comment.

Approval of Minutes:

The October 8, 2020 minutes were approved.

Committee Discussion and Recommendations:

The Committee received the **2020 Demographer's Report**.

Dr. Towle began by introducing George Sundell and detailed the level of work involved with creating a report in the midst of the pandemic. Mr. Sundell began by indicating the adjustments that were used to create the Demographer's report including using several different projection models to account for the enrollment anomalies during the pandemic. Projections were made in three different ways – using the current numbers as is, adding approximately 100 students back into the enrollment with a standard growth methodology, and adding 100 students back into the enrollment using an accelerated growth methodology that recognizes this year's cohort survival rate as an outlier. Mr. Sundell explained some of the additional analysis he conducted this year including looking at "exit reasons" and new enrollments vs. graduation numbers. In addition to discussion of the effects of the pandemic on projections, Mr. Sundell also noted that while new residential building has some impact on enrollment, resale of current housing continues to have a larger impact on the District's enrollment trends.

Members of the Committee asked Mr. Sundell to share his experience as to whether or not other districts he works with were finding similar enrollment trends during the pandemic. The Committee also discussed the impact considering a full day kindergarten might have on staffing and facilities. As discussion continued, the importance of ensuring all families were aware of dates and procedures for kindergarten registration was emphasized. Dr. Towle shared that she and the elementary principals were already exploring additional avenues and methods for communicating this information. Finally, Dr. Gusick reminded the Committee that based on the

acceptance of the report, the work with the CCIU to study and report options for configurations of grades of students and possible considerations for a new elementary school will continue.

The Committee accepted the Demographer's Report.

The Committee discussed **High School Transcripts**.

Dr. Towle shared a presentation regarding proposed modifications to the high school transcript. She stated that the transcript had not been changed since 1996. Over that time, there have been numerous changes that have occurred; therefore, the transcript itself needs to change to reflect those modifications. Members of the District consulted with numerous colleges, universities, and professional organizations as part of the transcript review process. During these consultations, representatives of these organizations shared there is a preference for student information to be organized in a more concise manner and that students are being required to self-report more information that has formerly been included on transcripts. The recommended changes to transcripts include full course names, courses organized by year, and an omission of the honors/awards category. Transcripts for current seniors will remain unchanged. However, students in grades 9-11 will receive the updated transcript. The Committee asked for more information about the omission of clubs and activities from the transcript. Mrs. Kratsa, counseling department chairperson at Conestoga, explained that when university officials are reading the transcripts, they do not wish to see those activities. The individuals reading the transcripts want to be able to obtain the essential information as quickly as possible. She reiterated the expectation that students will self-report their participation in activities and clubs.

The Committee recommended moving forward with the updated transcripts.

Other:

Updated Pandemic Information- Dr. Gusick reviewed the two data indicators that are used by the CCHD to make recommendations- incidents rate per 100,000 and the positivity rate for those who are tested. Data from the last week placed the county in the very high category. However, one week of data would not be sufficient; three weeks of data was recommended by the CCHD for Districts to consider moving to an all-virtual scenario. Therefore, if in the next two weeks the numbers remain very high, virtual instruction may be a possibility. The District will continue to monitor the numbers and share findings with TESD stakeholders.

November 3 Inservice Day - Dr. Towle provided a brief update on the November 3 staff inservice day. The staff was involved in myriad activities. Some were designed and provided by the District, with other options being designed by the teachers. These areas of focus included use of technology, hybrid instruction, and offerings from the CCIU. Additionally, sessions were held to provide LETRS training for teachers in grades 3-4 and a review of the SOS (Signs of Suicide) program.

The meeting was adjourned at 8:52 p.m.

Future Meeting Date: ~~December 10, 2020~~ – The meeting scheduled for 12/10/2020 was cancelled.



Fall Benchmarks and Reading Program Presentation

EDUCATION COMMITTEE
JANUARY 7, 2021

Featured Content

- Fall Benchmarks
- Reading Program Selection
- Professional Development

Explanation of Oral Reading Fluency

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 benchmarks administered in TESSO can be found [here](#).

• **ACADEMIE 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.

This ORF is given to students in grades 2-4 in the fall.

This fall, the assessment was conducted virtually.

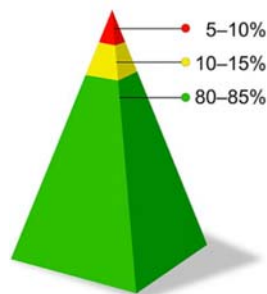
RTI/MTSS TRIANGLE

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 competency:

*Information cited from PaTTAN

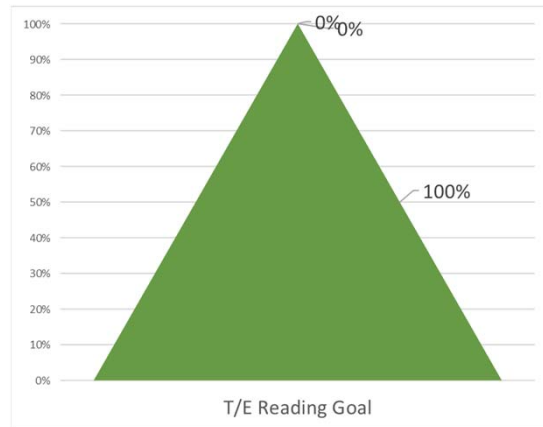


Intensive intervention (also referred to as tertiary or Tier 3 instruction) is provided in a smaller-group setting of one to three students or more frequently than in targeted instruction to meet the individual needs of students; it is provided to students in addition to primary instruction.

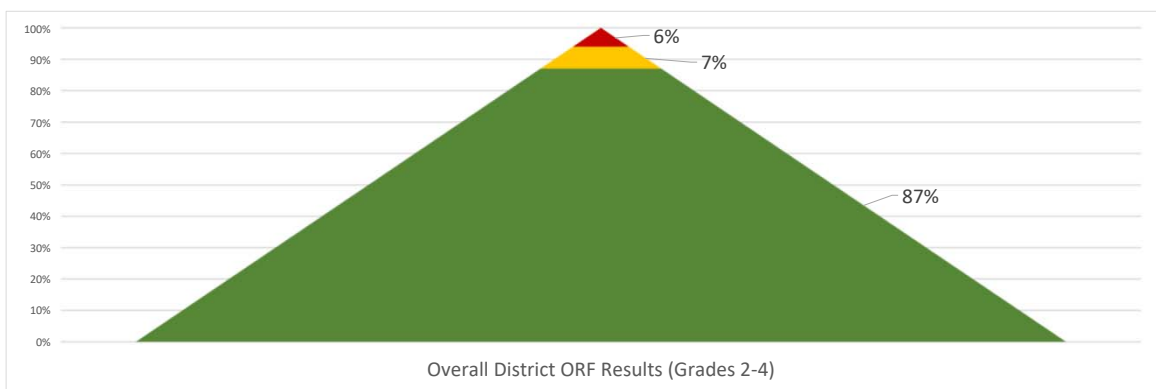
Targeted instruction (also referred to as secondary or Tier 2 instruction) offers a standard validated instructional approach or program to students in a small-group setting of three to five students; it is also provided in addition to primary instruction.

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

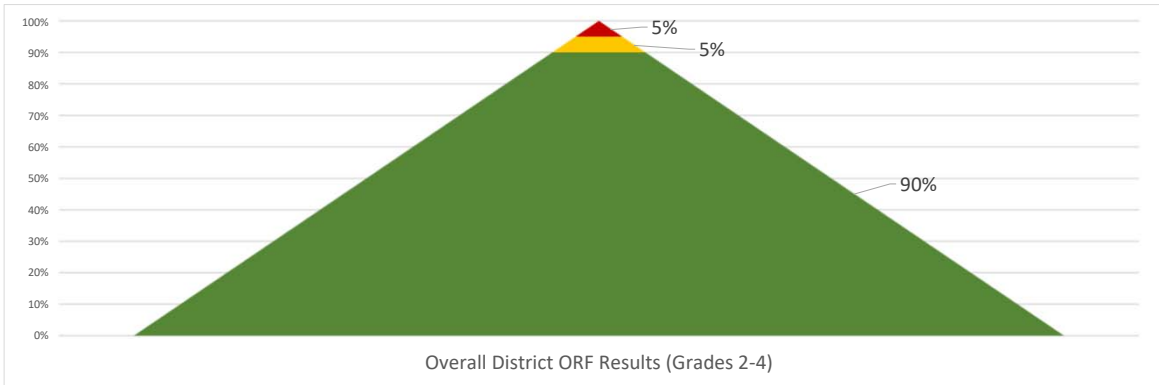
THE IDEAL



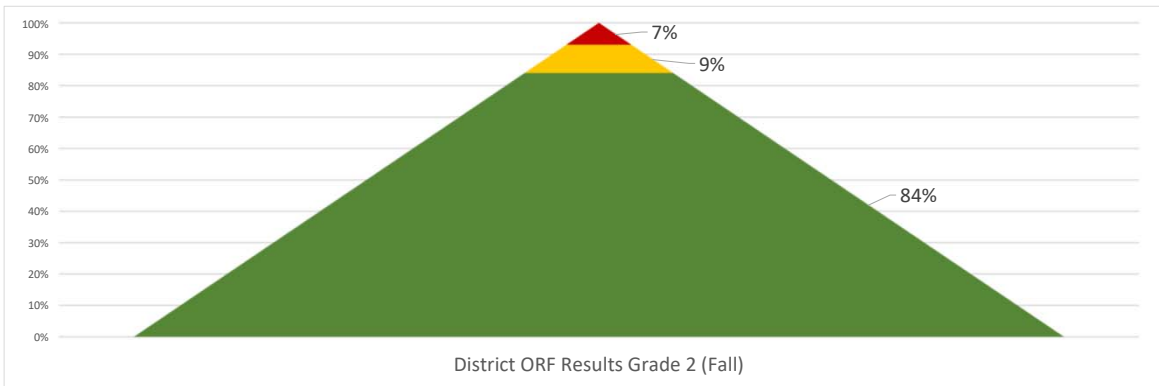
DISTRICT WIDE ORF RESULTS (FALL) 2019-2020



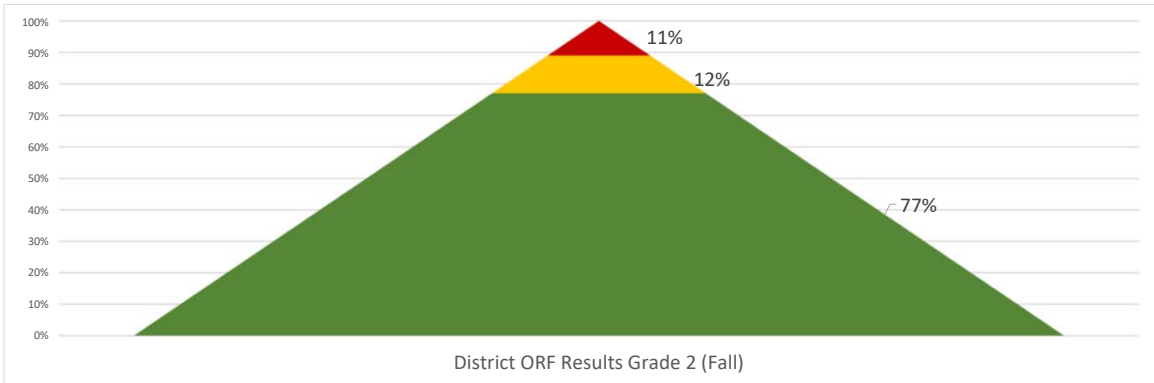
**DISTRICT WIDE ORF RESULTS (FALL)
2020-2021**



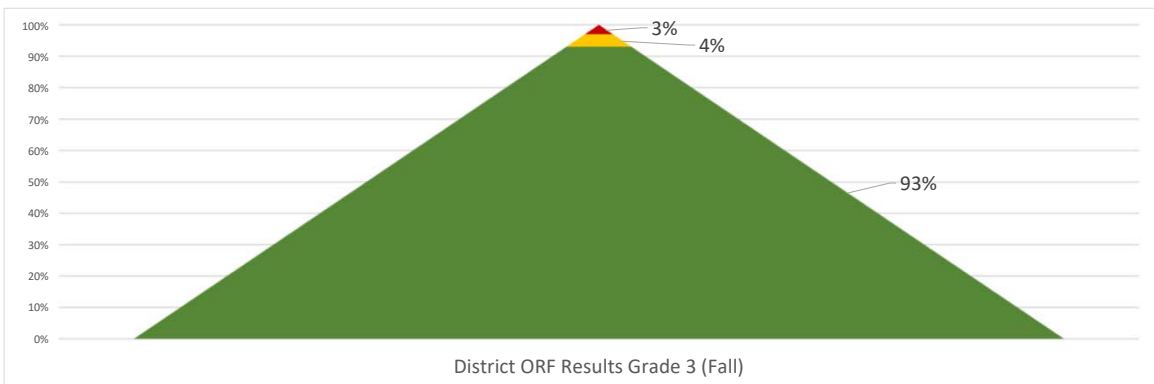
**DISTRICT ORF RESULTS GRADE 2 (FALL)
2019-2020**



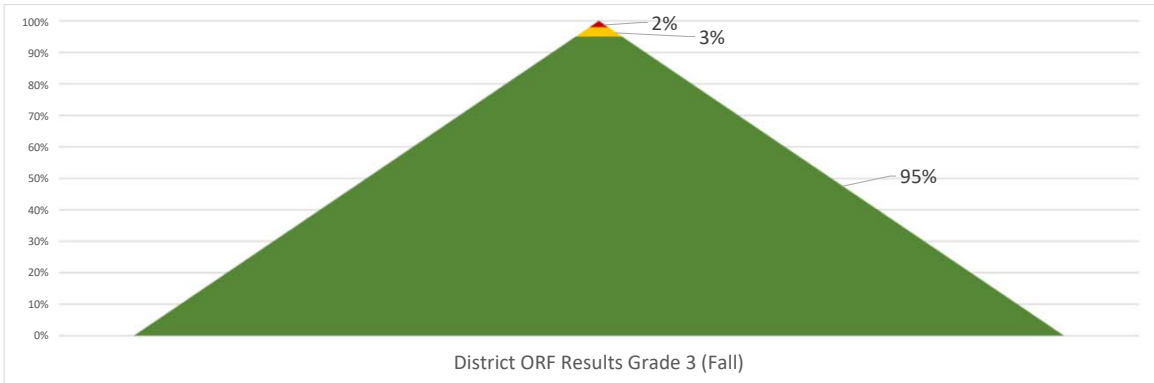
**DISTRICT ORF RESULTS GRADE 2 (FALL)
2020-2021**



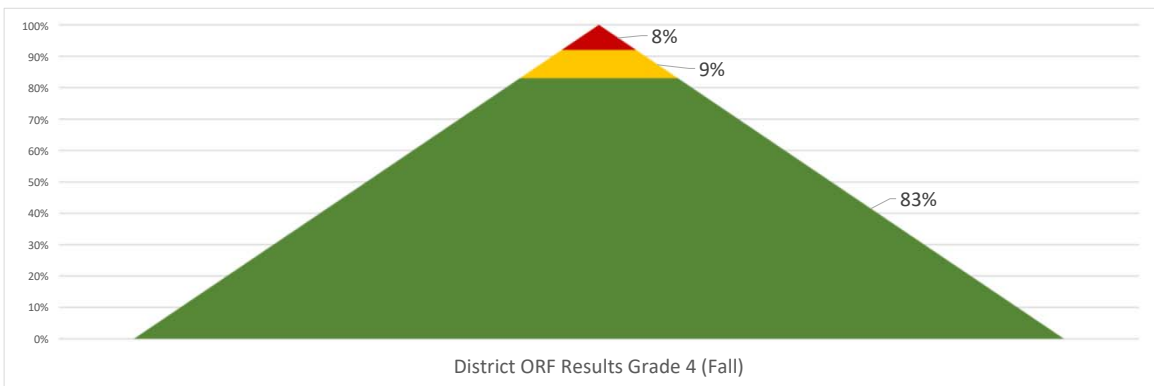
**DISTRICT ORF RESULTS GRADE 3 (FALL)
2019-2020**



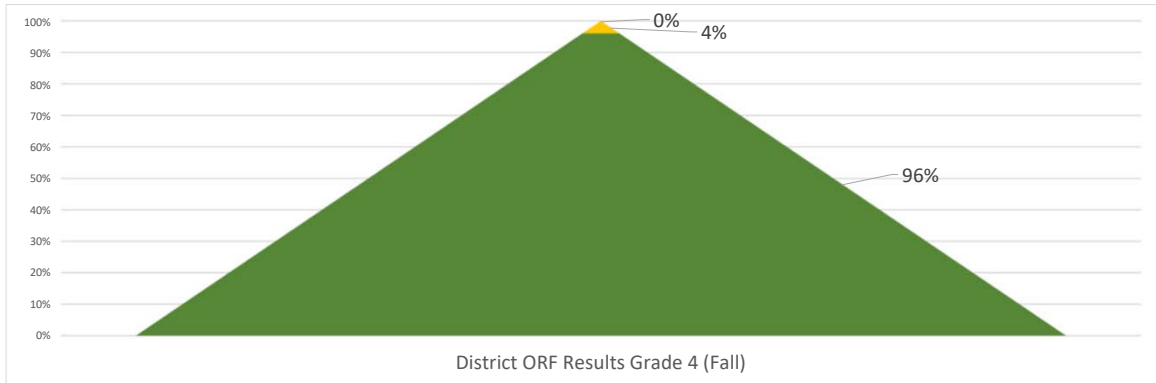
**DISTRICT ORF RESULTS GRADE 3 (FALL)
2020-2021**



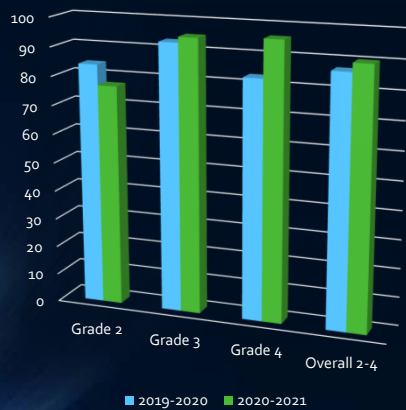
**DISTRICT ORF RESULTS GRADE 4 (FALL)
2019-2020**



DISTRICT ORF RESULTS GRADE 4 (FALL) 2020-2021

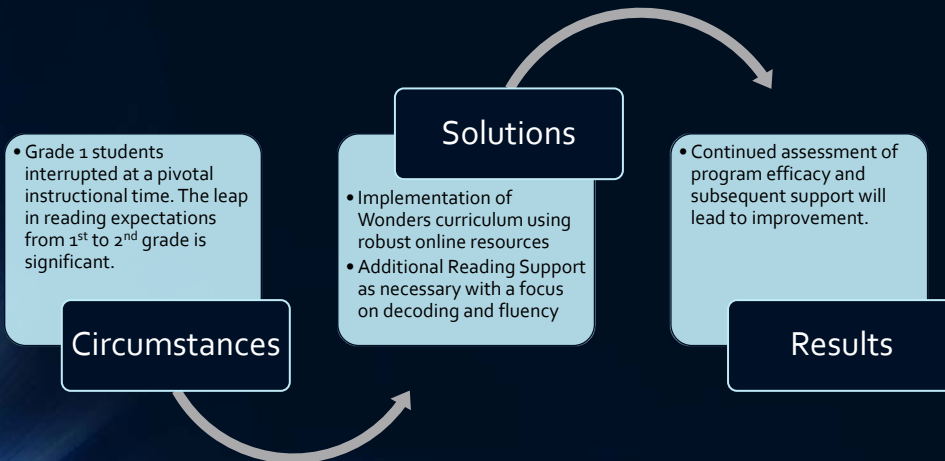


Grade Level ORF Comparison Charts 2019-2020/2020-2021



ORF Results	2019-2020	2020-2021
Grade 2	84%	77%
Grade 3	93%	95%
Grade 4	83%	96%
Overall (2-4)	87%	90%

Grade 2 Circumstances, Solutions, & Results



Reading Program Selection Committee Results

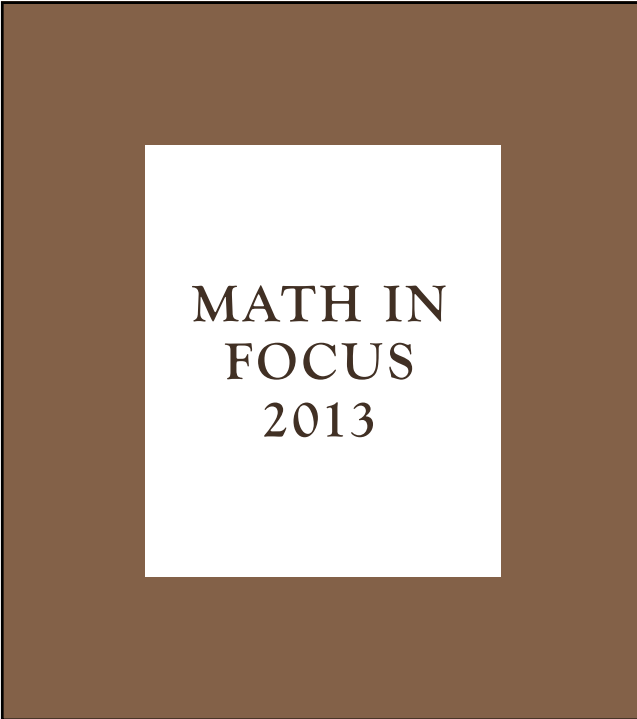
- The members of the RPSC consisted of teachers in grades k-4, Reading Specialists, and administrators.
- Grades 3-4 teachers intensely vetted the Wonders program as it was being considered for grades k-2.
- During the recent meeting of the Reading Program Selection Committee, we discussed numerous topics as it pertained to choosing Wonders for grades 3-4.
 - Review
 - McGraw-Hill adjustment
 - Our experience thus far (K-2)
 - Recommendation
 - Timeline

LETRS and Wonders Training

- Grades 3-4 participated in LETRS module 1 training on November 3rd
- Teachers will receive access to materials and Wonders Professional Development between April-June
- Emphasis will be placed upon teachers obtaining core skills training to ensure that they are duly prepared in the fall of 2021-2022



**MATH IN
FOCUS 2020**



**MATH IN
FOCUS
2013**

- Physical resources are out of print
- Digital resources are not available
 - Flash based

MATH IN FOCUS 2020

New features

- Write-In textbook
- Math Fact Fluency Practice
- Home-To-School Connections
- Data Analysis with connections to standards, differentiated materials, and lessons across grade levels
- Reduced chapters and topics to allow for deeper investigation of ideas

Digital learning platform

- Designed to be used within the classroom
 - Whole group presentations
 - Individual differentiation based on data
- Designed to be intuitive and easy to navigate
- Resources are integrated into the chapters
- Includes support for teachers, parents, and students

DATA

Individual Student Data

Beginning and end of year assessments
Chapter assessments
Formative assessments, exit slips

Standardized Data

PSSA
Keystone



PROFESSIONAL DEVELOPMENT

- Spring 2021
 - Receive digital teacher resources
 - Professional Learning Opportunities
 - Digital Platform training
 - by Math in Focus Trainers
 - Curriculum Crosswalks
 - Lesson Plan Development
 - Math-In-Focus Refresher