

Conneaut School District
Additional Work Session Minutes
September 19, 2017
Alice Schafer Annex Gym

The Conneaut School Board of Directors met Tuesday, September 19 2, 2017 at the Alice Schafer Annex Building cafeteria.

The meeting was called to order at 7:00 p.m. by Board Vice President Mrs. Dorothy Luckock.

The following members answered to roll call:

Mr. Burnham	Mr. Ellis	Mr. Hornstein
Mrs. Luckock	Mrs. Klink	Mrs. Krachkowski
Mr. McQuiston	Mr. Schaef	

It is noted Mr. Burnham, Mr. Ellis, Mrs. Klink, and Mrs. Sperry were absent.

Administrators Present-

Superintendent: Jarrin Sperry

Director of Special Education – Susy Walters

Business Manager: Greg Mayle

Director of Buildings and Grounds- Frank Kimmel

Technology Coordinator – Rick Kelly

Curriculum Director – Brenda Kantz

Principals: Adam Jardina, Kevin Burns, Doug Parks and Dave Maskrey.

Visitor Recognition

Mrs. Luckock provided a Visitor Recognition on Agenda Items referencing Policy 903 – Public Participation in Board Meetings. He announced all visitors who are recognized during the Visitor Recognition are allotted a maximum of five (5) minutes to address matters of their concern, unless otherwise determined by the Board President. Visitor recognition is to be limited to thirty (30) minutes unless otherwise decided by the Board.

Theresa Miller approached the podium. She admitted to learning much more over this past week than she knew before last week. In apologizing for her tone at last week’s voting meeting she is still concerned and upset regarding our children’s education. She will strive to bring up clearer and much more tactful questions and concerns as she normally does.

It is noted Mr. Ellis arrived at 7:23 pm.

It is noted Mr. Wentling, CLMS Principal arrived at 7:49 pm.

Discussion Items

- a. *Superintendent's Evaluation*- the Board discussed criteria and proper procedures in relation to completing the Superintendent's Evaluation.
- b. *Data Instrument Review- Conneaut Area Senior High School*- Mr. Maskrey reviewed Keystone Testing with the Board.

Keystones:

- Tests are given in Alg, Bio And 10th Grade English literature
- Currently all of 10th grade students are taking Keystone tests, with 11th grade students that did not pass the test during their 10th grade year, as well as some 8th and 9th grade students take the Alg keystone.
- SPP is based on only the number of current 12 grade students that have passed the keystone tests.
- 5 yrs ago, CASH was doing electronic Keystone Tests.
- Students thought it was a game and just clicked on answers to get it done. Plus we had to shut down all of our computer labs for weeks so all the students could be tested.
- I made the decision to go back to paper/pencil tests. More students are taking the test seriously but not all.
- The rules for giving Keystone tests prevent us from telling kids to redo the test if they just fill in the bubble sheet in 5 minutes and put their head down.
- The state keeps waffling on whether or not passing the Keystones is a requirement for graduation.
- Currently, the Keystones are not a requirement and too many students see it a waste of time, because the test means nothing to them.
- Our Keystone Course Teachers (9/52) have taken ownership of their scores. Mr. Hines and I read their lesson plans, do walk through observation, formal observations etc. Our teachers are doing everything they can to improve scores.
- Supplemental instruction at CASH takes many forms:
- In math – it would be directly addressed through the curriculum and access to higher level courses. This curricular change has been in place 5 years and has yielded assessment progress results. It has also served to retard the mathematical progress of a select group of students as they work toward graduation. This structure was set forth when the test was a graduation requirement. The realization of that appears a fading legislative goal (rightly so). The structure, while yielding some success- serves the entity not the individual.
- In literature it is addressed through the established curriculum in the following year. Students are not pulled nor required to complete another course.

- There have been attempts at during the day and after school remediation offerings. These have been met with limited and pensive participation and have not indicated any impact in increasing scores.
- Belief and evidence, at the high school level has been to address efforts through existing courses and/or improved curricular offerings. Anything deviating from normal offering is looked on as punishment and responded to in that manner.
- Teachers utilize test results to drive instruction looking at both universal and small group weaknesses. They utilize classroom instruction, assessment and assignments. They use the resource of Island for assessment and remedial offerings. All three areas will engage in use of CDT's during this school year to better direct instructional efforts.
- In Biology- this year- it will be addressed through small group and individual work during a period provided to the teacher for efforts of remediation and improvement in reading science text and guidelines for written response. We previously had a remedial Biology course which did not realize success in goals of improving assessment results. It also punished students by disallowing progress toward higher level sciences. In addition to Biology, we teacher 17 sciences- more advanced than biology.
- Intrinsic motivation seems to disappearing proportionally with the decreasing budget for supplying extrinsic motivation.
- Last May, CASH had a visit from the Keystone Cops. CASH passed the inspection easily. She even stated that our testing venue was very efficient
- We give 4 benchmark tests a year that are aligned with the Keystone tests, All 9-11 grade take them unless a student has already passed the Keystone Test in that subject
- Teachers use the data from the benchmark to ID weak spots and to then strengthen the knowledge of the student.
- Our teachers are also diving into the CDT's to see if they are a better avenue to use than Study Island.

Perspective: Each student has 8 classes a year, if they test/quiz at least once a week that is 288 exams a year that determine their grades and GPA. Now add in 12 Benchmark Tests and 6 Keystone tests, (3 main tests with 2 modules each) that mean nothing to the student but everything to their teachers and school administration. That is why it becoming more and more difficult to get students to take the test seriously and to get the results that are published in the papers.

Conneaut Valley and Lake Elementary School-

Mr. Jardina and Mrs. Dougherty presented next for elementary level testing tools. Mr. Jardina started off by showing a video of some of the struggles students have, not in school but in their home life.

Mr. Jardina then explained the Pennsylvania Classroom Diagnostic Tools or CDT's are a computer adaptive test which is a set of online tools designed to provide diagnostic information

in order to guide instruction and provide support for students and teachers. these tools, at no cost to the district, is fully integrated and aligned with the Standards Aligned System (SAS) and will assist educators in identifying students' academic strengths and areas of need while providing links to classroom resources.

The forms of assessments at both elementary for grades 3 and 4 are-

- Diagnostic- CDT
- Formative – classroom assessments
- Benchmark – Study Island, taken online and predictor of how students will do on high-stakes testing.
- Summative – PSSA an assessment used for accountability.

Mr. Jardina explained CDT's are administered 3 times throughout the year but can be given up to 5 times. They take approximately 1 hour, the test is untimed and students can pause and exit the test.

The interactive reports provide teachers with group maps which provide a whole group account of students' results per reporting category and highlight student groups in order to see content that needs addressed.

Individual maps show individual student results with growth and also shows specific needs for each student.

Individual Learning Progression Maps provide the teacher and student with a student's performance in each eligible content area and whether it was less, equal to, or better than expected at grade levels.

Group Learning Progression Maps show the entire classrooms breakdown by eligible content.

Student Accountability provides one on one conferencing. The feedback received is considered to provide the most powerful single modification that enhances achievement.

Once completed, teachers conference with each student individually, highlighting their strengths, weaknesses, and areas where they need to grow based on eligible content. The conversations can vary at each grade level with the lower the grade level the more teacher guided the conversation is. Students conduct their own self reflections about their performance in each reporting category. Students own and accept responsibility for growth or failure to grow in each reporting category.

Eligible content is specific skills within the PA Core Standards. And students set their own goals with the teacher's guidance. Students work with their teacher to create learning contracts focusing around their area(s) of weakness. Flexible groups/centers are formed by the teacher for targeted instruction.

Data walls are provided to see CDT results.

Teacher Evaluation-student centered instruction/assessment is component 3d – using the assessment from the Danielson Framework. This assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring the progress by both student and teacher, and provides a high quality feedback to students from a variety of sources.

Mrs. Dougherty stepped in and discussed the STAR program which gives a reading level and zone of proximal development, otherwise known as zpd.

Accelerated Reader program is for students to read books within individual zpd levels and be tested on the reading comprehension. Students who read enough at their individual levels earn 2 AR points per week. Books within each level are color coded to ensure a student is reading at their zpd level.

Mrs. Dougherty then provided an overview of the Standards Aligned System to show the three testing dates and a student's progression throughout the school year. Examples showed a high overall score, middle score and a learning support student. She pointed out that a learning support student might start out in the red zone or high need scores and never progress out of that zone but as long as they show improvement throughout the school year they are considered to be successful.

Mr. Jardina concluded that this is an individualized plan for each student in not what they need to know it is a snapshot of where they are at and shows their growth throughout the year. He explained several motivational opportunities and activities he provides within his building throughout the school year to encourage and assist students in their learning.

Mrs. Krachkowski thanked the elementary for all that you are doing in the building, it is exciting to hear the motivational incentives and opportunities provided to the students.

The board discussed how to relay this information to the community and to get them involved. They admitted that listening tonight has helped them better understand how our district is accessing our students. Mr. Sperry noted we have 165 new student who registered this summer, with that it is hard to access year to year when you have an influx of new students coming and going. Our challenge is our demographics, the parents we talk to the most are the hardest to get ahead of.

Study Island-

Conneaut Lake Middle School, Joel Wentling addressed the Board on Study Island which is required through IDEA to have a beginning and ending benchmark for all students. Our district test students in ELA, Math and Science in grades 3-11 which then provides student performance

data used for individual instruction.

Study Island cost for the 17-18 school year is \$26,000 for 1,470 students coming out roughly to \$18 per student.

The Science portion uses all modules prior to the PSSA tests; ELA uses it weekly to remediate both group and individual skills and Math builds tests with specific problems.

The impact of CDT's and Study Island provides data driven instruction as the desired outcome. Unfortunately, each student loses 28 days of instruction through the administration of CTD's and Study Island when combining Science, Social Studies, Math, Reading and English.

While using results from a fifth grade reading, Mr. Wentling explained that the results are shared with students and parents using anonymous student responses to show them how their responses are scored to encourage self-assessment.

Small group instructions are conducted in areas of weakness. In essence, Mr. Wentling explained that the students are evaluated, actually this week on what they will be tested on at the end of the school year. This week is the benchmark on what they should know at the end of the year. Unfortunately, as Mr. Jardina reminded us during his discussion we cannot use home life as an excuse but it is a reality. Mr. Wentling emphasized these tests and benchmarks ARE time away from instruction.

Mrs. Pollard, along with Mr. Wentling examined what a 5th grade test might look like and that almost an entire class period is spent on understanding how to read the tests appropriately and earn points.

Fontas & Pinnell Review, Title I Teachers Mrs. Byham, Mrs. Hatheway and Mrs. Mathais along with Mrs. Kantz-

Mrs. Kantz presented an overview of the Fontas & Pinnell and Dibels testing along with three of the Title 1 Teachers.

She explained Fountas and Pinnell helps us meet individual student needs and fits with our reading series! As one of our teachers stated, "I think our District is on the right path of using our reading series and doing small group reading. This is the best of both worlds. Running/reading records are the window into a child's reading work."

Our reading series addresses the need for meeting the needs of student readers who are at grade level, below grade level, and above grade level. The Fountas and Pinnell Benchmark testing helps teachers not only find out this information, but also specifically determines at which level to instruct them. This ultimately helps teachers group students for reading instruction and small group reading.

Teachers are able to see which areas in reading need further development based on this testing. PSSAs are asking students to read and comprehend at a higher level. Fortunately, higher level thinking questions given to students on the Fountas and Pinnell Benchmarking tests help give us this vital information.

The information teachers obtain from testing with Fountas & Pinnell are able to see exactly what the students are doing when reading. Some students rely on meaning, some on visual cues, and some can do nothing if they don't already know the word. With this information, teachers can address specific strategies with each student.

Teachers like the fact that Fountas & Pinnell check comprehension skills, even if a child can read words well, it does not mean that they are good at reading if they do not understand what is read.

Teachers are able to categorize the kinds of errors that the child makes so that they know what to work on for future lessons. A reading/running record is a tool that helps teachers identify patterns in student reading behaviors. These patterns allow a teacher to see the strategies a student uses to make meaning of individual words and texts as a whole. Running records, when paired with comprehension inquiry, can be used to identify an instructional reading level for individual students.

In explaining what reading records are, the group explained they record everything a child does when reading. They are done in a one-on-one setting. They can be used to document reading progress over time, to help teachers decide what students need to learn to become more independent readers, and to help match students to appropriate books. When a child reads for a reading/running record, teachers want to observe what they do independently as a read. Therefore, during the actual running record, we may not help them while they are reading but, after the reading, we will ask some questions about the text; and some of these questions will be at a higher level of thinking. If the child does well with the questions and did well with the reading, the teacher may need to skip a level if the student clearly understands the text. If a child does not answer the text questions well, even if they read all the words, they will need to be tested at a lower level because the understanding of the content was not occurring.

Reading Records can also serve as a way to communicate progress to parents and to the school community.

Assessing Fluency and Accuracy with Fountas & Pinnell- teachers can observe a child's fluency when giving the Fountas & Pinnell assessment. Fluency, however, does not mean that the student is a great reader. They may read fast, but not understand what is being read... fluency is not comprehension.

A child can be a word caller and be able to say most words but have no idea what they are reading about.

Reading Behaviors for Leveled Readers include the following;

- Solving words – this can range from predicting the first letter sounds of a word by using pictures and text to solving undefined words using background knowledge.
- Monitoring and correcting- ranging from 1-50-1 word matching to using multiple sources of information to self-correct.
- Searching for information- begins with using information in pictures and print then continues through using a full range of readers' tools such as headings, subheadings, index, and references to search for information.
- Summarizing- begins with remembering what the story was about to identifying and understanding sets of related ideas and details organized into categories.
- Fluency- reading at a steady rate, also with expression as needed as levels go up
- Predicting—early levels use pictures while later levels justify predictions using text evidence.
- Making connections- students talk about their own experiences related to the text and later use their own personal experiences to interpret characters and events.
- Synthesizing- talk about background knowledge and eventually may express changes in ideas or perspective across the reading as events unfold.
- Inferring- starts with using pictures but then changes eventually by taking perspectives that may be unfamiliar in interpreting aspects of the story.
- Critiquing- early readers provide their opinions about the pictures from the book, but later, they may hypothesize how characters could have behaved differently.

Leveled Literacy Intervention or LLI is used at both Conneaut Lake Elementary and Conneaut Valley Elementary for intervention in Kindergarten, 1st and 2nd grades. This resource fits exactly where it is needed for intervention purposes. This is a powerful and highly successful intervention tool for our students in need of reading support.

In conclusion, the group felt the Fountas & Pinnell is not a quick assessment as they need more than a day to test and some of the comprehension questions are difficult, especially at the kindergarten level.

Dibels Discussion-

Mrs. Kantz explained the Dibels is a screener, an easy way to get quick, easy data. But quite a few teachers feel that this screener does not give enough valuable information, while it was a quick look it does not provide the same information later through other informal testing that are done.

The parts of the Dibels Screener shows LNF or letter naming fluency which asks students to name as many mixed up letters they can in one minute. This test checks for speed more than accuracy. Students may have known more letters but were slow at naming them for various reasons including anxiety, attention problems, and slow processing.

First Sound Fluency, also FSF measures how well a student can hear and produce the initial sounds in words, and again, this is a timed test.

Phoneme Segmentation Fluency or PSF is a standardized, individually administered test of phonological awareness. The PSF measures will assess a student's ability to segment three and four phoneme words into the students' phonemes fluently.

Nonsense Word Fluency or NWF is a standardized, individually administered test of the alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into words in which letters represent their most common sounds.

Oral Reading Fluency or ORF is an individually administered test of accuracy and fluency with connected text.

Retelling Fluency, RTF is intended to provide a comprehension check for the ORF assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through third grades. This checks comprehension, for children in first through third grades. This checks comprehension, but does not prompt them with higher level thinking skills; and the score comes from the child simply naming random points of the story.

The DIBELS website recommends teachers to use additional information that they have about their students, as well as a pattern of performance across all of the DIBELS measures to plan support for their students.

In review, here is why our teachers like Fountas & Pinnell over DIBELS-

- The DIBELS assessment does not answer why the student lacks fluency or accuracy. However, using miscue analysis or running records will answer why.
- NSF asks them to read these crazy words in DIBELS. Also, the phonics part makes us break apart words in tiny pieces instead of chunks.
- Fountas and Pinnell testing is much more thorough.
- Fountas and Pinnell help us work on future lessons.
- It takes longer to test, but the information received from the testing is huge.
- A teacher who was a reading specialist and also had a Reading Recovery background faulted DIBELS because fluency isn't speed. Fluency comes when a student can read and phrase the words. Some children do it without being taught, and others need to be taught.
- Fountas and Pinnell give us the information we need to best instruct all of our students at every level.

PVASS provided by Mr. Doug Parks, Conneaut Lake Elementary School-

Mr. Parks noted that PVASS is not a test but an analysis of two measuring tools. He quickly provided a review of the PVASS scores for 2016 and a three year average of PSSA's for grade 4.

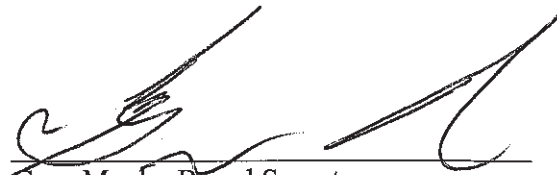
Read 180 provided by Mrs. Susy Walters

Mrs. Walters presented a Read 180 slide show to the Board. In a brief description she showed how it provides assistance from grade 4 to the senior year, noting there is not a lot of programs designed for older learners. Read 180 tracks individual scores throughout their school years. Within Read 180 is System 44 which is for very low readers.

It is noted there was no executive session.

The meeting was adjourned at 9:58 pm.


Dorothy Luckock, Board Vice President
10-11-17


Greg Mayle, Board Secretary