# Public Notice of Meeting <br> WILTON-LYNDEBOROUGH COOPERATIVE <br> SCHOOL BOARD MEETING <br> Tuesday, March 19, 2024 <br> Wilton-Lyndeborough Cooperative M/H School <br> 6:30 p.m. 

Videoconferencing: meet.google.com/viz-nfyf-kwm
Audio: +1 631-606-4572 PIN: 398021 231\#
All videoconferencing options may be subject to modifications. Please check www.sau63.org for the latest information.

## I. CALL TO ORDER-Ned Pratt-Student Support Services Director

II. PLEDGE OF ALLEGIANCE

## III. ELECTIONS/APPOINTMENTS

## a. Elections

i. School Board Chair
ii. School Board Vice Chair
b. Appointments
i. Committees
IV. ADJUSTMENTS TO THE AGENDA
V. BOARD CORRESPONDANCE
a. WLC PTO Update
VI. PUBLIC COMMENTS: This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH. Must be at beginning of mtg .
VII. FOLLOW-UP DISTRICT MEETING
VIII. 2024-2025 DRAFT SCHOOL DISTRICT CALENDAR
IX. DRAFT SCHOOL BOARD MEETING DATES
X. ACTION ITEMS
a. Approve Minutes of Previous Meeting
XI. COMMITTEE REPORTS
i. Strategic Planning Committee
ii. Facilities Committee

## XII. PUBLIC COMMENTS

## XIII. SCHOOL BOARD MEMBER COMMENTS

XIV. NON-PUBLIC SESSION RSA 91-A: 3 II (C)
i. Review the nonpublic minutes
XV. ADJOURNMENT

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

| Budget Committee |  |
| :---: | :---: |
| Jeffrey | Jones Chair |
| Leslie | Browne Vice |
| Charlie | Post |
| Jonathan | Vanderhoof |
| Adam | Lavallee |
| Caitlin | Maki |
| Bill | Ryan |
| Jennifer | Bernet |
| Michelle | Alley |
| Facilities Committee |  |
| Kristie | LaPlante |
| Peter | Weaver |
| Buddy | Erb |
| Darlene | Anzalone? |
| Geoffrey | Allen Chair |
| Tiffany | Cloutier-Cabral |
| Leslie | Browne Budg. Co |
| Jonathan | Vanderhoof Budg. Co |
| Fran | Bujak Lynd. Community Member |
| Stephanie | Kirsch Wilton Community Member |
| Alex | LoVerme |


| Strategic Planning Committee |  |  |
| :--- | :--- | :--- |
| Dennis | Golding | Chair |
| Tiffany | Cloutier-Cabral |  |
| Jennifer | Bernet | Budget Co. |
| Michelle | Alley | Budget Co. |
| Heather | Gibson | Lynd. Community Member |
| Sarah | Chadzynski | Lynd. Community Member |
| Darlene | Anzalone | Vice Chair |

Negotiations
WLCTA/WLCSSA Contracts
Darlene Anzalone Chair
Geoffrey Allen
Matt Mannarino
WLCTA expires 6/30/2027
WLCSSA expires 6/30/2026

## Policy Committee

Brianne Lavallee, Chair

Jonathan Lavoie Vice
Darlene Anzalone
Tiffany Cloutier-Cabral
Peter Weaver

Budget Committee Board Liaison
Jennifer Bernet
Bill Ryan
Technology Committee
Tiffany Cloutier-Cabral
Dennis Golding
Matt Mannarino
Kristie LaPlante
Peter Weaver
Nicholas Buroker
Sam Dignan
Jeff Jones Budget Co.
Adam Lavallee Budget Co.

## Budget Committee Liaison

Diane Foss

## Short-term Strategic Planning Committee

3/22 Committee discharged (COVID focus)

WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL DISTRICT DRAFT CALENDAR FOR 2024-2025 (174 days + 6 Professional Days)


## Wilton-Lyndeborough Cooperative School District

 2024-2025 School Board Meeting DatesAll Meetings to Begin at 6:30 PM

## Meeting Dates

| August 13, 2024 |
| :---: |
| August 27, 2024 |
| September 10, 2024 |
| September 24, 2024 |
| October 8, 2024 |
| October 29, 2024 |
| November 12, 2024 |
| December 3, 2024 |
| December 17, 2024 |
| January 7, 2025 |
| January 21, 2025 |
| February 4, 2025 |
| February 18, 2025 |
| March 4, 2025 |
| March 18, 2025 |
| April 8, 2025 |
| April 22, 2025 |
| May 13, 2025 |
| May 27, 2025 |
| June 10, 2025 |
| June 24, 2025 |

# WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING <br> Tuesday, March 5, 2024 <br> Wilton-Lyndeborough Cooperative M/H School 6:30 p.m. 

The videoconferencing link was published several places including on the meeting agenda.
Present: Dennis Golding, Brianne Lavallee, Matt Mannarino (6:35pm), Tiffany Cloutier-Cabral, Darlene Anzalone (online), Geoffrey Allen, Diane Foss, and Jonathan Lavoie

Superintendent Peter Weaver, Director of Student Support Services Ned Pratt(online), Business Administrator Kristie LaPlante (exited then online), Principal Tom Ronning and Principal Bridgette Fuller, Assistant Principal Katie Gosselin (online) Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler

## I. CALL TO ORDER

Chairman Golding called the meeting to order at $6: 30 \mathrm{pm}$.

## II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

## III. STUDENT ACKNOWLEDGEMENT

Fifth grade teachers were present to recognize their students who were praised for their academics, effort, initiative and growth. Teacher Holly Easter recognized Alyvia Benson, Teacher Jessica Radloff recognized Brooks Corron and Teacher Alison Dee recognized Harper Perrine. Students were given a round of applause.

Chairman Golding acknowledged the resignation of Ms. Easter who will be missed. He thanked her for all she has done; gives her well wishes and hopes she will return one day.

## IV. ADJUSTMENTS TO THE AGENDA

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Cloutier-Cabral to remove committee reports which included Strategic Planning Committee and Facilities Committee.
Voting: via roll call, all aye, motion carried.
Chairman Golding requests both be put on the next agenda.

## V. PUBLIC COMMENTS

The public comment section of the agenda was read.

Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment.
Ms. Mary Golding congratulated Harper, Brooks, and Olivia, she is so proud of them. She voiced a sad good-bye to Ms. Easter and hopes she returns she is a fabulous teacher and will be missed dearly. Keep up all the great work. There is a big meeting coming up, you are doing a great job.

## VI. BOARD CORRESPONDENCE

a. Reports
i. Business Administrator's Report

Ms. LaPlante reported the Facilities Committee did not get to review the locker room layout as intended. They are looking at 3 plans, hope to better refine it and will have an update after the committee has reviewed them. The gym windows have been ordered and have been scheduled for install the week of June 17. The project will be about $\$ 5,000$ over budget because the caulking is the original and contains asbestos. It will need to be professionally removed. We will try to time that when the kids are out of school. She does not have an update on legalities of food service debt at this time. She is still working on it.

## ii. Technology Director's Report

Mr. Buroker reviewed the past month was business as usual. There was a significant increase from the previous 30 days but still stayed below his service goals for open tickets and response times. We were awarded a seat in a state grant for cybersecurity and the technician at FRES will be doing a correspondence course for CompTiaSecurity+ certification. He is excited to have this and will provide an update when the employee is hopefully certified. Projects over the break proceeded with several hurdles. He may have wrecked a piece of equipment but things are proceeding.

Ms. LaPlante exited and will resume online.
Responding to a question, Mr. Buroker confirms the cybersecurity grant was given to the federal government and then to the state who invited people to apply. He applied for 3 seats for but only 1 has been awarded. The professional development session he taught focused on email management, teaching the finer points of setting up filters in Gmail to his colleagues.

## iii. WLCTA Report

Ms. Morgan Kudlich was present and informed the group of the following events. Any questions for WLC will be shared with Ms. Erin Rosana.
WLC:

- Spirit week was February 19-23- it was a lot of fun for both students and teachers. Teachers especially enjoyed the "Dress like a Student" theme day
- Semester is in full swing and teachers continue to work to set and uphold rigorous standards for academics. The quarter closes the end of March.
- The WLC art and music departments have rescheduled our Showcase to March 7th at 6 pm . Just as it would have been before, this is an opportunity to see some of the wonderful talents that our students have. Performances will include original songs written by students, covers of familiar songs, instrumental works, and more. We are very excited to share this event with the community!
- WLC's drama club has hit the ground running with rehearsals for "Seussical the Musical". Our shows will take place on April 4 th and 5 th, both starting at 6 pm . Tickets will be sold at the door and will be $\$ 5$ for students and $\$ 7$ for adults. This is a very fun show and we hope to see you all there!
- The Art department is planning a museum field trip to the Currier in Manchester, NH for all High School Art Students who took art this year in semester 1 and 2. We are aiming for mid-May after the AP Art students turn in their final portfolios on May 10th.
- Shared last meeting, but sharing again- PTO has shared via social media: In our ongoing effort to tailor the education at WLC to the needs and interests of the students, the Math and Science Department will offer two new classes next year: Intro to Geology and Math for the Trades. With regards to Math for the Trades, we are seeking any relevant charts, diagrams, technical guides, etc. that may be relevant to those entering the trades in the near future. Any townspeople currently working in the trades who have resources that may help, please contact Bill Comerford at b.comerford@sau63.org. We appreciate any help!
- Next year's HS students (current grades 8-11) will be making their class selections and schedules sometime in the next few weeks. Advisors will be working closely with students and communicating with parents to ensure students sign up for classes that are appropriately challenging, as well as meeting both state and WLC requirements to graduate. Students are encouraged to take high-interest electives plus courses that will set them up for their chosen future paths, in addition to their required "core" courses
- 16 HS students from WLC are gearing up for their trip to Italy in April- we will be holding a meeting for students and parents attending on March 20 at 6:00 pm to go over policies, travel tips, etc.
- Last spring, WLC started an initiative to recruit student teachers to the district, with an eye towards developing future educators who might help fill critical vacancies in the district. We built relationships with local teaching colleges and were able to recruit interns from Franklin Pierce, Keene State, Rivier, and Southern New Hampshire University. In addition to a math intern this fall, we are currently hosting 6 student teachers in the district -- 2 Social Studies interns at WLC; 2 Elementary Interns at FRES; and 2 Special Education interns who split their time between WLC and FRES -- bringing our total to 7 student teachers in the first year of our program!


## FRES \& LCS:

- Read Across America is this week $(3 / 4-3 / 8)$. It is one of the favorite weeks of the year. Each day has a theme that connects to our CARES standards, as well as a dress-up option. Students are voting on their favorite books each day, having "Drop Everything and Read" time, and will get to host guest readers from the community on Friday. This is one of our favorite weeks of the year, and we are so thankful for the community members who have signed up to come and celebrate reading with us including several of our board members. We love seeing you in the buildings.
- We will be recognizing our Assertion Ambassadors on Thursday as part of our CARES Initiative. Assertion is shown through the following actions:
- Doing what is right
- Solving a problem
- Having materials you need
- Asking someone for help
- Getting an adult when needed
- 2nd grade students will be going to the Colonial Theatre in Keene to see "Dot Dot Dot: A New Musical",
which is based on books by Peter Reynolds. Ms. Kudlich is excited about this; his books are well written and are for music as well.
- Stephanie Loiselle has started the first round of math clubs at FRES and already has full waiting lists for the next round. Kids are loving working together and expanding their math skills in different ways.
- FRES and LCS will be doing NH SAS testing starting in March, and our fourth graders have been selected for NAEP (National Assessment of Educational Progress/Nation's Report Card) testing this year. Our kindergarten, first, and second grade
classes have each adopted a grade to help support and cheer on during this strenuous time. They have been making and hanging posters in schools.
- Girls on the Run is back and will be starting on April 1st. This is a program for girls in third, fourth, and fifth grade. It is a girlempowerment organization that inspires participants to be joyful, health, and confident using evidence-based lessons that combine relationship building, community strengthening, and goal setting with physical movement. Registration will open February 23rd, and any questions about the program can be directed to Julie Lemire.
- Spring concerts are coming up fast! Kindergarten, first, and second grade will have their concert on April 18th at 6pm, and third, fourth, and fifth grade will be after April Break on May 2nd at 6pm. Fliers will be sent home this month with more details on these exciting events.

A question was raised what specific math trades are they looking for resources for. Ms. Kudlich will direct that question back to Mr. Comerford.

Ms. Lavallee spoke of being excited to see girls on the run is being brought back; it is a great program.

## iv. Curriculum Coordinator's Report/Data Presentation

Ms. Dignan reviewed the winter 2024 benchmark data slides and PSAT data in detail (slides attached to these minutes). She reviewed the agenda, timeline and the color codes. Red indicates the score is below the benchmark by more than one year's academic growth, yellow indicates the score is within one year's academic growth and green indicates the score meets or exceeds the benchmark. She reviewed the juniors PSAT practice test, which shows a great trajectory line fall to winter, they almost flipped the red and green and this is a direct result of the dedication from all the staff to the students. The work ethic is really showing. With iReady data the color codes are expanded to include deep red indicating students are 3 or more years below grade level and dark green indicates students are mid-grade level or above. Grade 10 iReady math fall to winter shows a $19 \%$ decrease in the percentage of students in the dark red. The decrease could be from the new W.I.N. block, SAT prep with Khan Academy, work Ms. Erickson is doing and iReady My Path. Grade 9, iReady math shows a $14 \%$ decrease in percentage of students in red. Grades 6-8 math we are outperforming across the board state and nation. Eighth grade math from fall to winter shows a $17 \%$ increase in both greens. Again, we are doing W.I.N. block at the MS and HS. Teachers are making sure students are doing My Path and we have Title I teachers working in small groups.
Seventh grade math shows $11 \%$ decrease in both reds, $6^{\text {th }}$ grade math shows an increase of $18 \%$ in both greens and grades $2-5$ math shows we are across the board outperforming state and nation in math. In $5^{\text {th }}$ grade math, it shows there was a $19 \%$ increase in both greens and the red areas are shrinking. Fourth grade math shows a $16 \%$ increase in both greens and the percentage of students is shrinking in the reds. Third grade math shows a $24 \%$ increase in both greens. Second grade math shows a $22 \%$ increase in both greens and K-1 grade math shows we have more Kindergarten students on or above the grade level than the state and the nation. First grade math has a $3 \%$ increase in both greens. She spoke of the transition being challenging and students did struggle in the beginning. They now have established routines and know what is expected. Kindergarten math shows a $40 \%$ increase in both greens.

There was a discussion about the difficulties of finding good math teachers and if Ms. Dignan sees a correlation with that and where students need to be. Ms. Dignan spoke that we currently have a HS math position open. She spoke of the students in grades 9 and 10 show decrease in deep red but the students in the green are not making as much progress, not moving from green to dark green. She believes there may be a correlation. Superintendent spoke to this and referred to the $8^{\text {th }}$ grade slide. We would like to see the band increase in green but it was not the case. There are a lot of variables that cause it but one is the lack of experienced educators especially in math. We have a great young teacher that did not come to us as an experienced math educator. We had 2 math position openings, now only one. We have one highly experienced math teacher who is a former principal who is mentoring the other teacher who is on their way to certification. That slide we want to pay attention to as in the spring we should see a big impact from the mentoring and the experienced teacher. We also spoke of the intense focus on struggling students from pandemic learning loss. We need to also focus on the kids who are in the middle who should be above average who need to go from good to great. There is learning loss with those students too but we spent our focus on the kids behind; we came to the conclusion that we need to move those middle kids to the dark green and push them just as hard as the kids who are behind. One of the things to do is use left over money from the summer and have a math camp. Make it a dynamic experience for them and focus on a higher level of math. We are excited about that conversation.

Ms. Dignan continued with the presentation. Grade 10 iReady reading shows a 3\%increase in both greens. She spoke of focusing a lot on math this year and one of the things we are talking about is looking at our resources and seeing how they are used. Ninth grade reading shows a $5 \%$ increase in both greens and grades 6-8 reading shows across the board, we continue to outperform the state and nation. Eighth grade reading shows a $12 \%$ increase in both greens and a $12 \%$ decrease in both reds. She attributes this to interventions, My Path and teacher instruction. Seventh grade reading shows a $13 \%$ decrease in both reds and $6^{\text {th }}$ grade reading shows a $4 \%$ increase in both greens. Reading in grades 2-5 almost across the board shows our students are outperforming the state and nation. Grade 5 reading shows an $11 \%$ decrease in both reds and a $19 \%$ increase in both greens. Fourth grade reading shows a $17 \%$ increase in both greens and a $16 \%$ decrease in both reds. Third grade reading shows a $9 \%$ increase in both greens. Grade 2 reading shows a $25 \%$ increase in both greens. Kindergarten to $1^{\text {st }}$ grade slides shows Kindergarten is outperforming the state and nation by quite a bit and first grade is neck and neck with the state and outperforming the nation. First grade reading shows a $17 \%$ increase in both greens and Kindergarten shows a $41 \%$ increase in
both greens. Overall, we increased the percentage of students falling on or above grade level and decreasing those 2 or more grades below. As a district, we have focused on John Hattie. She spoke a little about this including being clear about what you are learning and how you know you learned it. She reviewed the action plan from the spring district wide, at WLC and at FRES and LCS. It included having data meetings 3 times a year, looking at data collectively, transition meetings between buildings, vetting our curriculum, math PD opportunities and targeting our interventions. At FRES and LCS we are grouping students in a way we have never done before, LTRS training and accelerated learning program are just a few of those. At WLC we moved personal finance to a required course, incorporated high stakes tests into the curriculum, continue to offer advanced placement classes in math, after school homework club, PSAT and SAT prep and W.I.N., and implemented motivators for students taking assessments emphasizing importance and rational of assessment. At FRES afterschool tutoring has begun for reading and math and at WLC they are offering tutoring one afternoon and night for ELA and math which started on February 20 with 3 students and 21 slots still. It has been communicated out regularly to parents and students. Principal Ronning spoke of the staff being hungry when he first started; they looked at our school and said we can do these things. They came up with some simple ideas like cell phones have to go away, the culture and climate needs to change and students are realizing because we have a school limiting distractions they are believing in themselves. The culture and climate has been a large influence. Now the students are beginning to see based on the small changes that we can do this. We have a long way to go but the simple small things we put in place this year are being noticed and they are wanting more, what more can we do. The staff and students have done an amazing job; they are seeing the growth too. Mr. Allen spoke of appreciating the culture shift at WLC from administration and staff down. He notes he sees it carried home with his kids, limiting the distractions and creating homework environments similar to those in school. There was a brief discussion on how we can better as a community or school board engage parents as so much has to take place at home. Principal Ronning spoke that you can see in his newsletter and messages sent out, we are a partnership and we are saying it again and again. Parents are beginning to see it. We have had some reach out from parents. We are willing to do a lot to help the students. We use academic best and best version of self and that does not end when you leave school. Are you a good human being, that is what we are promoting and moving forward. We still have a lot of work to do but are moving in the right direction. Superintendent spoke of the conversation nationally that SAT were being minimized which hurt schools because the state uses it as the only accountability measure for HS. Our goal is to prepare kids for career and college so both doors are open for them. Some communities are college bound communities, here the band is narrower; we have to do a better job reaching out to parents individually. A brief discussion was had regarding the SATs. Ms. Dignan confirms last year we had about 25 juniors taking it and this year it is about 33, some seniors will take it again as well. Ms. Foss noted these are wonderful slides but will anyone see them but us. How will these impact the SAT scores and if not these are good and useful and someone needs to see them not just us. Superintendent spoke of some students not seeing that it is about setting a goal, doing the hard work and achieving it. He confirms for kids going to trade school the SAT is not used to help them get into those schools. Ms. Foss notes it is unfortunate and a hard to sell it. Superintendent spoke of it being about the skills acquired, how we measure critical thinking etc. Our challenge is to keep pressing the kids to develop those skills, to support them and the content we have to continue to crank up the content to push them from good to great. There was a discussion about how it relates to speech and language. Mr. Pratt spent a large sum of money on speech and language and Ms. Foss feels it is large contributor to the scores in the lower grades. Ms. Dignan voiced she has not pulled the data, but Ms. Fuller says phonemic awareness for students K, 1 and 2 are getting it every day and kids that struggle get a "boot camp" to work on those skills to catch them up while they are younger. Ms. Foss noted she knows it has had a big impact somewhere and you should know because if someone comes up and wants to cut the budget she may not be there to tell them. Ms. Lavallee commended the group she noticed a shift. It has carried with administration this year and at the building level, now we are seeing it in the kids, and hopefully we will see it in the parents as well. We are setting the bar higher, that is our goal and we can get there. The constant cheerleading and information that is being sent to parents is great. She has noticed a difference and thank you very much. A question was raised if there is any homework club participation. Principal Ronning confirms there is but always could be more. It was noted that transportation could be a roadblock for students attending some of these options. Chairman Golding noted that perhaps we should look at transpiration opportunities in the future. Principal Ronning confirms there are $8^{\text {th }}$ graders taking advantage of HS algebra. Chairman Golding spoke of consistency across the board is key. Principal Ronning added keeping and retaining teachers is critical, anytime you add 1 new person it changes the dynamics and when you are looking at changing $20 \%$ turnover it is drastic especially if they are not certified. A lot of energy goes into training them. When you raise the bar, the students will reach for the bar. That comes from an experienced teacher and a new teacher does not realize that you need to challenge them. Superintendent confirms turnover is a direct correlation to our scores. There was a brief discussion of it being more difficult to change the habits of the older students. The culture and climate changing has been a significant help. It is being seen in the buildings and at home. Kids who thought no cell phones would be the worst thing are seeing it is better. Ms. Cloutier-Cabral noted she thinks these $8^{\text {th }}$ grade scores may be the best she has seen. Mr. Lavoie asked Principal Ronning to speak about the topic that he and the Chairman brought up, as it will mean a lot coming from him. Principal Ronning agreed. Mr. Lavoie thanked Principal Ronning for making the effort to stick around for the basketball games, great job being here for the school. He voiced appreciation for Principal Fuller as well, she continues to do a great job.

Ms. Dignan returned to the presentation. She reviewed the slide on how much progress the students are making K-8 math. The first bar in blue, if you lined up all our Kindergarten students in order of scores and percentage toward annual growth goal, our middle student is $52 \%$ away from the goal, we would expect to see $50 \%$. The trend is generally going in the right direction. She reviewed the rest of these slides for math and reading. Stretch goals were also provided. She provided slides showing the class of 2026-2035 and looked at how they scored, fall, winter and spring and how they are doing now. She plans to continue to develop
these graphs to see if we are gaining or losing. There was a brief discussion regarding students who do not have a math teacher for a grade and do they carry that with them as they go along. Principal Ronning noted it can be made up but is challenging. Students who are on a trajectory going up, if you see them not making gains you need to look to see why and could it be a situation where a teacher has left. There was a discussion of parent engagement and it being difficult as sometimes parents do not have the tools they need to help, this could be a piece we look at with the shift in culture. How do we keep parents engaged, older kids want to be more independent. The education piece may be helpful for some parents, generally they all want their kids to be successful and it is hard to parent these days with cell phones, social media etc. Principal Ronning noted we held SAT night for example and for elementary kids it can be as simple as reading to your child or asking them math facts. As a family, have reading for half an hour. It is important and helps with vocabulary and in HS, you could have a regularly scheduled homework time regardless if you have homework or not. Do they have an upcoming project to prepare or what about reading then it can be a conversation of what they just read. It starts out when they are young and even when they are independent it is still having those conversations about being the best version of self. You can contact the teacher and ask them how you can help, that is how you build partnerships moving forward. There was a brief discussion that it is not cool to be the "smart kid" and some kids get self-conscious. It was noted $8^{\text {th }}$ grade is a difficult time. Superintendent spoke of rewarding with gym time or some other type of positive recognition. Part of our job is to know what will motivate kids; food seems to work really well too.

Going back to Ms. Dignan's presentation she spoke of growth overall and positive trends. Historical data in reading shows they are still gaining or close to where they were, there is still a lot of growth there. It was noted it looks like some of the issues are the transition times, $5^{\text {th }}$ to $6^{\text {th }}, 8^{\text {th }}$ to $9^{\text {th }}$ etc. A question was raised if a student is taking accelerated math in grade 5 , where are their scores. Ms. Dignan confirms they are in their current grade, grade 5. A question was raised if a junior does not plan on going to college can they take the ACT. Ms. Dignan confirms the state mandates the SAT, if the student does not take it, we will be penalized. Superintendent spoke that it is part of the state's commitment to preparing public school students to college and career. We want kids to aspire to possibly go to college or trades but if we pigeon hole them into non-rigor classes, we are closing the door to the colleges. He thinks that is why they mandate it. There was a brief discussion about this including some kids have terrible SAT scores but are good in post-secondary schools and are good citizens. It was noted adding math in the trades is accomplishing that, one of the barriers is engagement. Maybe they don't like geometry but if they look at it through a lens of the trade, they could be successful. That is where the Board could help.

## VII. POLICIES <br> a. $2^{\text {nd }}$ Read

## i. JH-Student Absences and Excuses

Ms. Lavallee reviewed this is a newer version of an old policy created in conjunction with administration. They led the charge on this one and the Policy Committee supports it. She asked for any questions or comments, none heard.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to approve policy JH-Student Absences and Excuses as written.
Voting: via roll call vote, all aye, motion carried.

## ii. KD-School District Media Websites

Ms. Lavallee reviewed this is the $2^{\text {nd }}$ reading no edits have been made. She asked for any questions or comments, none heard.
A MOTION was made by Ms. Lavallee and SECONDED by Mr. Mannarino to adopt policy KD-School District Media Websites as written.
Voting: via roll call vote, all aye, motion carried.

## b. $3^{\text {rd }}$ Read

## i. BBBE-Vacancies and Unexpired Term Fulfillment

Ms. Lavallee reviewed this is the $3^{\text {rd }}$ reading; we made a change at the last meeting. She received feedback from a school board member after that meeting but it appears the change at the prior meeting addressed their concern. There have been no changes. She asked for any questions or comments, none heard.

## A MOTION was made by Ms. Lavallee and SECONDED by Ms. Cloutier-Cabral to adopt policy BBBE-Vacancies and Unexpired Term Fulfillment as amended. <br> Voting: via roll call vote, all aye, motion carried. (There was no vote heard from Ms. Anzalone.)

## VIII. DISTRICT MEETING FINAL PREPARATIONS

Chairman Golding spoke that at the workshop session last evening they came to the conclusion that the Board would partake in Article 4 if a question were raised. Ms. Foss can partake, as she was the Budget Committee liaison if she is comfortable. Article 5, Ms. Anzalone will start, reading off bullet points. Mr. Mannarino will be here for district meeting and he and Mr. Allen can jump in. Article 6 is the special meeting and Ms. Lavallee will speak on that. Article 7, Mr. Allen, Ms. Cloutier-Cabral and Mr. LoVerme will help on that. Mr. Allen volunteered to speak on Article 8. Chairman Golding asked if there are any questions on what needs to take place and what their role is. He clarified for Ms. Foss that the Budget Committee will mostly speak to it and
answer questions but a question could come up for her as the liaison to the Board. The Budget Committee does present it. He noted Ms. LaPlante is almost done with the slide presentation and will get that to us tomorrow he believes. We should have time to look at it and see if there are any changes needed and get that back to her ASAP.

## IX. ACTION ITEMS

## a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. Allen and SECONDED by Ms. Lavallee to approve the minutes of February 6, 2024 as written. Voting: all aye, motion carried.

## X. COMMITTEE REPORTS

## i. Facilities Committee

This was removed from the agenda.

## ii. Strategic Planning Committee

This was removed from the agenda.

## XI. RESIGNATIONS / APPOINTMENTS / LEAVES

a. FYI-New Hire-Thiago Ferreira-LCS Custodian

Superintendent informed the group Mr. Ferreira had been hired at LCS as the custodian, which had been mentioned at the last meeting. He has been working out wonderfully and hopes he stays.

- Resignation- Holly Easter- FRES Elementary Education Teacher-End of Year

Superintendent reviewed the resignation of Ms. Easter who will not be returning next year. He wanted to mirror what Chairman Golding said, she is really a loss. The reason FRES is so strong and he believes they are one of the best elementary schools in the state, is because of their consistency and their support. He has never heard a parent or administration complain about Ms. Easter. He enjoyed working with her. It is with regret we accept her resignation. We have posted a long-term substitute position, as she will be on leaving in May and posted the position for next year as well. Principal Fuller noted she is an asset and will be missed. Ms. Lavallee voiced a personal experience with Ms. Easter. When she first came to our school she had her daughter in her class and Ms. Lavallee was instantly impressed. She walked through the door with classroom management skills that some teachers take years to get. She hopes she comes back to teaching and keeps us in mind. It was a great experience.

## XII. PUBLIC COMMENTS

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. There were no public comments.

## XIII. SCHOOL BOARD MEMBER COMMENTS

Ms. Foss commented she was impressed with the presentation on SAT prep, reading and math. A lot of work went into that. She thanked them for doing it; it was a tremendous amount of work.

Mr. Allen commented great job, Harper, Brooks and Olivia. He echoed Ms. Foss's comments. Having been part of the Board for over a year, he is impressed with how administration came together under the new additions we have had and it is almost like you turned a switch, ok now we can get to work and you did. It is impressive to see on this side and as a parent. He is happy to see the responses from the teachers, it will be sad to see Ms. Easter go. It is really nice to see how everyone has come together and the changes made. I am a data guy; you are digging into the data, reading the data. It doesn't talk about individuals as much but data tells stories and paints pictures. He is impressed with how the Board came together, the staff and leadership; it has been a really great year.

Ms. Cloutier-Cabral congratulated Harper, Brooks and Oliva, awesome that they came to meet us and glad that you are bring them forward. The star of the show was the data presentation. It is very promising. We will miss Ms. Easter, it is always hard to say good-bye to people that have done so much for us and our kids will take those lessens through their lives. Welcome Mr. Ferreira.

Ms. Lavallee voiced that she will not talk a lot about everything on the agenda tonight but will say that last year sometimes at the end of these meetings she would sometimes take the time to reflect on our behavior as a Board and how that was affecting the district. She thinks tonight is a great example of when we move outside of our comfort zone that is when we really grow. We can really only do that if we are supporting and respecting one another and having good positive conversations. She commends all the board members for all the hard work we all did this year too. Moving up to district meeting, and to help show we support the teachers and staff, that really enables them also to grow and push the kids to grow. She thanked Mr. Mannarino since he is not running again; this is officially his last meeting other than district meeting. She thanked him for all the work he did on the Board and thank all of the Board members here tonight. She commends you all for the hard work everybody did this year.

Mr. Mannarino commented, great work by all the staff. He thanked Ms. Dignan for a great presentation, Mr. Buroker, excellent job and thanked him for all the work in cybersecurity; it is more important now than ever. Ms. Easter, she will be sorely missed.

He was lucky to have her teach 2 of his children who are polar opposites and they both would easily say she was one of their favorite teachers. He thanked the Board for the last few years; it has been always interesting and thinks we accomplished a lot.

Ms. Anzalone thanked Ms. Dignan for the presentation; it was good to see the numbers going in the right direction.
Chairman Golding commented to everyone, district meeting is Saturday March 9, at 9am, show up. We need our teachers and if you want them to stick around, show up, let your voice be heard and vote. There is a lot of money going out the door; we need your help in running the school district.

## XIV. NON-PUBLIC SESSION RSA 91-A: 3 II (C)

i. Review the nonpublic minutes
ii. Student Matter

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Mannarino to enter Non-Public Session to review the nonpublic minutes, discuss a student matter RSA 91-A: 3 II (C) at 8:31pm.
Voting: via roll call vote, all aye, motion carried.

## RETURN TO PUBLIC SESSION

The Board entered public session at 9:26pm.
A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (C) by Mr. Allen and SECONDED by Ms. Lavallee. Voting: all aye, motion carried.

## XV. ADJOURNMENT

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to adjourn the Board meeting at 9:28pm. Voting: all aye, motion carried.

Respectfully submitted,
Kristina Fowler



This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.



As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.


## PSAT/SAT Timeline

## PSAT 9

PSAT 10
PSAT/NMSQT
SAT

Taken annually in March by students in 9th grade.

Taken annually in March by students in 10th grade.

Taken annually in October by students in 11th grade.

Taken annually in March by students in 11th grade.

Yellow

Red indicates the
score is below
benchmark by more than one year's academic growth.

Yellow indicates the
score is within one
year's academic growth.

Green indicates the score meets or exceeds benchmark.
-



I am sure you've heard this several times already, but this year we have a teacher dedicated to supporting our students in raising their SAT scores. Stephanie Erickson has been dedicated to providing resources to staff and students. She provides weekly lessons around SAT prep, whether that's knowing the SAT vocabulary, or greek/latin roots, she is sending out the material weekly. Additionally, teachers at the high school are dedicating time to providing students with these lessons and resources. These scores are a direct result of this collaboration and continued dedication from the WLC-HS staff. The staff truly appreciate the students recognizing the need for higher expectations and continued work ethic. This joint effort is clearly impacting the learning environment at WLC.


## iReady Benchmark Testing Windows

## September 2023

January 2024
May 2024
iReady fall
benchmark data is collected. Teams meet to analyze data and develop plans for students.
iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.
iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

## iReady Scale

Deep red indicates students are 3 or more years below grade level.
below
grade level.

Yellow indicates students are 1 year below grade level.

Red indicates students are 2 years below grade level.

Just to review what each of our colors means. I know it has been a while, so to orient you to the colors, yellow is where most students should be scoring at the beginning of the school year and as we move toward the middle and end of the year we want to see a higher percentage of students moving into the green. Our goal is to move students from any color band into the next color band whether that is light green to dark green, or red to yellow. We are aiming to have all students on a path of continual improvement.


Winter: 2024: 10th Grade iReady Math


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in deep red (3 or more grade-levels behind) has decreased by $19 \%$, and the percentage of students in the yellow band has increased by $14 \%$. This shows that we are reaching our students who are struggling the most.

This decrease in the percentage of students within the two reds could be caused by multiple factors. The high school has implemented a new WIN block which is providing personalized learning including SAT Prep (Khan Academy as well as Stephanie Erickson's work), and iReady MyPath if students are scoring below an 8th grade level on iReady. We have had a heavy focus on math due to the fact that our math scores were the largest area of struggle in both 9th and 10th grade.

Winter 2024: 9th Grade iReady Math


This is a comparison of our ninth grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in red (2 or more grade-levels behind) has decreased by $14 \%$, and the percentage of students in the yellow band has increased by $15 \%$. This shows that we are moving students from 2 grade levels behind to one grade level behind. This has been done in a half a school year. So students in the red color band have made a years worth of progress in 4.5 months.


This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are four sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. Each grade has four bars for a reason. The first bar in each set is the percentage of students who fell within each color band in the fall. The second bar in each set is the percentage of students who fell within each color band in our most recent benchmark assessment in January. The third bar in each set is the percentage of students in the state of New Hampshire who took iReady and fell within each color band in January. The final bar is the percentage of students in the nation who took iReady and fell within each color band in January.

The next few slides will look more closely at each grade-level as we did for the high school.


This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both green colors, and a decrease in the yellow band.

These increases can be attributed to the WIN block implemented at the middle school as well. Not only are teachers working with students to ensure they are completing their MyPath, but students are receiving Title I tutoring at the middle school and are working in small groups with their classroom teachers to hone their skills.


This is a comparison of our 7th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students in both greens have increased. The decrease in the percentage of students in the both reds has decreased by $11 \%$. We are moving students from 3 or more grade-levels behind to 2 grade-levels behind and 1 grade-level behind.

A new math teacher started in January to work with this grade-level, closing the middle school math position we had open.


This is a comparison of our 6th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $18 \%$, while also decreasing the percentage of students in the 3 or more grade-levels behind.


This graph, for grades $2-5$ is the laid out the same as the previous one.
Across the board 2-5, our students are outperforming the state and national students in math.

The next few slides will look more closely at each grade-level as we did for the high school.


This is a comparison of our 5th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $19 \%$, while also decreasing the percentage of students in the 3 or more grade-levels behind.

Scores at FRES also continue to improve, whether we are getting a higher percentage of students in both green bands, or shrinking both red bands. These improvements are likely due to the ongoing WIN block at FRES, and teachers using results from iReady to provide small group instruction.


This is a comparison of our 4th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $16 \%$, while also decreasing the percentage of students in the 3 or more grade-levels behind.


This is a comparison of our 3rd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $24 \%$, while also decreasing the percentage of students in the 3 or more grade-levels behind.


This is a comparison of our 2nd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $22 \%$, while also decreasing the percentage of students in the 2 or more grade-levels behind, what also remains impressive here is that the second grade has maintained a percentage of students in the deep red at 0 .

Winter 2024: K-1 iReady Math


This graph is our Kindergarten and grade 1 students. You can see that our Kindergarten has more students on or above grade-level than the state and the nation. Our first grade is relatively close to both the state and the nation.

You will note, there are no students in K scoring in the red because it is impossible to score 2 grade-levels below in kindergarten.


This is a comparison of our 1st grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $3 \%$, while also decreasing the percentage of students in both red color bands by $22 \%$ that is a large decrease.

This can be explained by a number of factors. The transition to first grade can be challenging for many students. This year, students struggled with that transition, however at this point in the year the teachers and students have established routines, procedures, and students are showing growth with their learning habits daily.


This is a comparison of our Kindergarten students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 40\%.

This level of increase can be due to many factors. One of those factors is having instructional leadership in the building to support all students learning. Additionally, students are getting consistent Title I support as well as small group targeted instruction within the classroom.



This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased by $3 \%$.

As we mentioned earlier in the slides, our focus has been on math this year as far as interventions go, which explains why there was not as much of a drastic increase in reading.


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased by $5 \%$.

Winter 2024: 6-8 iReady Reading


This graph mirrors the middle school math graph where the first column is our students, the second column is the winter benchmark, the third column Year to Date New Hampshire information, and the last column is the Year to Date National information for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.

The next few slides will look more closely at each grade-level as we did for the high school.


This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both green colors by $12 \%$, and a decrease in both bands by $12 \%$.

These improvements can be attributed to the teacher instruction, interventions, and iReady MyPath.


This is a comparison of our 7th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The decrease in the percentage of students in the both reds has decreased by $13 \%$. We are moving students from 3 or more grade-levels behind or 2 grade-levels behind to 1 grade-level behind.


This is a comparison of our 6th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $4 \%$.


This graph, for grades 2-5 is the laid out the same as the previous one.
Almost across the board 2-5, our students are outperforming the state and national students in reading.

The next few slides will look more closely at each grade-level as we did for math.


This is a comparison of our 5th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $19 \%$, while also decreasing the percentage of students in both red bands by $11 \%$.

Many of the teachers at FRES and LCS are continuing with their professional development in LETRS (Language Essentials for Teachers of Reading and Spelling) which is impacting not only their instruction, but student achievement.


This is a comparison of our 4th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $17 \%$, while also decreasing the percentage of students in both reds by $16 \%$.


This is a comparison of our 3rd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $9 \%$.


This is a comparison of our 2nd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $25 \%$, they more than doubled the percentage of students falling within both green bands.


This graph is our Kindergarten and grade 1 students. You can see that our Kindergarten has more students on or above grade-level than the state and the nation. Our first grade is relatively close to both the state and the nation.

You will note, there are no students in K scoring in the red because it is impossible to score 2 grade-levels below in kindergarten.


This is a comparison of our 1st grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased $3 \%$, while also decreasing the percentage of students in both red color bands by $22 \%$ that is a large decrease. They have now moved all students out of the 3 or more years below deep red band.

Refer to earlier slide


This is a comparison of our Kindergarten students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 41\%.

Overall Observations:
Overall we are either increasing the percentage of students falling within the on or above grade-level, and/or we are decreasing the number of students falling within the 2 or more grade-levels behind. The students and the teachers are working together to continue to develop academic rigor.

As a district we are focusing on John Hattie's influence of Teacher Clarity, which is comprised of four components. Each of these components is being becoming a part of our culture, and is central to what we are learning about in professional development, staff meetings, and PLC/IMPACT meetings.



These are the items we listed in our presentation in the spring as our ways to support continuous improvement for our students.


These are the items we listed in our presentation in the spring.
The book study was offered to teachers K-8, and 9/10 seats are filled. Teachers from LCS, FRES, and WLC Middle School are participating in the book study.


These are the items we listed in our presentation in the spring.
Moving the Personal Finance
elective to a required course
$\square$

These are the items we listed in our presentation in the spring.

Now What? - WLC






Students Assessed/Total: 388/404


Learn More About Growth (D)
(i) The Mapping Between 5-Level and 3-Level Placements

The bar on the left is showing that if you lined up every single student $\mathrm{K}-8$ from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is $68 \%$ of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

## How much progress students are making 6-8 - Math

|  |  | Annual Typical Growth (i) |  | Annual Stretch Growth@ (i) |  | \% Students with improved Placement | $\hat{\imath}$ | Students Assessed/Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | $\checkmark$ | Progress (Median) $\hat{\imath}$ | \% Met $\hat{v}$ | Progress (Median) $\hat{\imath}$ | \% Met $\hat{\imath}$ |  |  |  |
| Grade 6 |  | - $52 \%$ | 41\% | - $28 \%$ | 0\% | 44\% |  | 32/35 |
| Grade 7 |  | 80\% | 33\% | - $36 \%$ | 3\% | $33 \%$ |  | 40/45 |
| Grade 8 |  | - $42 \%$ | 28\% | -16\% | 8\% | 28\% |  | 39/41 |

## How much progress students are making 1-5 - Math



How much progress students are making in Kindergarten - Math

| Grace | $\checkmark$ | Annual Typical Grovth (i) |  | Annual Stretch Growte (i) |  | \% Students with Improved Placement | $\hat{\sim}$ | stucents Assessed/Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Progress (Median) $へ$ | \% Met $\hat{\sim}$ | Progress (Median) $\hat{\imath}$ | \% Met $\hat{\sim}$ |  |  |  |
| Grade K |  | 1 - $56 \%$ | 11\% | 1-46\% | 8\% | 49\% |  | 37/39 |

## How much progress students are making K-8 - Reading

Students Assessed/Total: 385/404


The median percent progress towards Typical Growth for this school is $68 \%$. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

(i) The Mapping Between 5-Level and 3-Level Placements

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is $68 \%$ of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

How much progress we are making in 6-8 - Reading

|  |  | Annual Typical Growth (i) |  | Annual Stretch Growthe (i) |  | \% Students with Improved Placement | $\wedge$ | Students Assessed/Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\checkmark$ | Progress (Median) $\hat{\downarrow}$ | \% Met $\hat{\sim}$ | Progress (Median) $\hat{\imath}$ | \% Met $\hat{\sim}$ |  |  |  |
| Grade 6 |  | 63\% | 44\% | 26\% | 13\% | 41\% |  | 32/35 |
| Grade 7 |  | 63\% | 45\% | 18\% | 15\% | 40\% |  | 40/45 |
| Grade 8 |  | - $50 \%$ | 46\% | -18\% | 10\% | 44\% |  | 39/41 |

How much progress we are making in 1-5 - Reading

|  | Annual Typical Growth (i) |  |  | Annual Stretch Growthe (i) |  | \% Students with Improved Placement | Students Assessed/Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Progress (Median) $へ$ | \% Met $\hat{\imath}$ | Progress (Median) $\hat{\imath}$ | \% Met $乞$ |  |  |
| Grade 1 |  | - $44 \%$ | 13\% | $33 \%$ | 0\% | 33\% | 40/41 |
| Grade 2 |  | - $79 \%$ | 40\% | 58\% | 19\% | 58\% | 43/44 |
| Grade 3 |  | - $77 \%$ | 42\% | 45\% | 17\% | 42\% | 59/59 |
| Grade 4 |  | - $124 \%$ | 53\% | 69\% | 35\% | 47\% | 43/44 |
| Grade 5 |  | - $62 \%$ | 47\% | - $26 \%$ | 28\% | 45\% | 53/56 |

How much progress we are making in Kindergarten - Reading

|  |  | Annual Typical Growth (i) |  | Annual Stretch Growthe (1) |  | \% Students with Improved Placement |  | students Assessed/Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | $\checkmark$ | Progress (Mecian) $\hat{\sim}$ | \% Met $\hat{\sim}$ | Progress (Median) $\hat{\sim}$ | \% Met $\hat{\sim}$ |  |  |  |
| Grade K |  | - $60 \%$ | 6\% | - $43 \%$ | 0\% | 64\% |  | 36/39 |



This next round of graphs is a review of the students iReady data last year, compared to this year. This data is following one particular group.


This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady math assessment. The first three columns are last years data, and the second set of columns is how the students scored this year.


This graph is looking at our current 9th grade students and how they scored last year compared to this year on their iReady math assessment.


This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady math assessment. They have shown a higher percentage of growth from Fall of ' 23 to Winter ' 24 than they did at this point last year.


This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady math assessment. This group has move their scores to match more similarly what they scored at the end of last school year. This his hopeful data.


This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. As you can see this group of students continues to increase the percentage of students scoring on or above grade level.


This graph is looking at our current 5th grade students and how they scored last year compared to this year on their iReady math assessment. This group is continuing to outperform themselves with continued growth in percentage of students on or above grade level.


This graph is looking at our current 4th grade students and how they scored last year compared to this year on their iReady math assessment. This group of students has increased their percentage of students in both green and is meeting the percentage of students scoring in both greens from last Spring until this Winter. So in a shorter period of time, they are performing better.


This graph is looking at our current 3rd grade students and how they scored last year compared to this year on their iReady math assessment.


This graph is looking at our current 2nd grade students and how they scored last year compared to this year on their iReady math assessment.


This graph is looking at our current 1st grade students and how they scored last year compared to this year on their iReady math assessment.


This section is designed the same way as the previous section, where it is a review of the students iReady data last year, compared to this year.


This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady reading assessment. The first three columns are last years data, and the final column is how the students scored this fall.

This group of students maintained the percentage of students who scored in the green, but a large percentage of students in the yellow seems to have shifted to the red, and deep red.

## Winter 2024: Class of '27 Growth Reading

8th-9th Scores


This graph is looking at our current 9th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students scoring in both reds have increased from fall to fall.


This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in each category have remained similar from fall to fall. However you will notice the percentage of students in deep green has almost doubled from last fall.


This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in both greens has increased from 23\% to 33\%.


This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady reading assessment. This group of students is particularly interesting because what they are scoring currently is what you would expect around mid-year. They have continued to grow even over the summer.


This graph is looking at our current 5th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in the deep red and red have switched, which implies that the students who were 3 or more years below last fall have decreased and are now closer to grade-level.


This graph is looking at our current 4th grade students and how they scored last year compared to this year on their iReady reading assessment. This group of student has cut the percentage of students in the red category from fall to fall.


This graph is looking at our current 3rd grade students and how they scored last year compared to this year on their iReady reading assessment. This group of students is interesting for the same reason the current 6 th grade is interesting. You would expect this graph in the middle of the year rather than the beginning.


This graph is looking at our current 2nd grade students and how they scored last year compared to this year on their iReady reading assessment. From fall to fall, the percentage of students in both green has increased as well as the percentage of students in the red has increased.


This graph is looking at our current 1st grade students and how they scored last year compared to this year on their iReady reading assessment. We have moved a larger percentage of students in to the red and the dark green categories.


