

SAU#9

State of the Schools

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*The Current State of Public Education in
Mount Washington Valley*

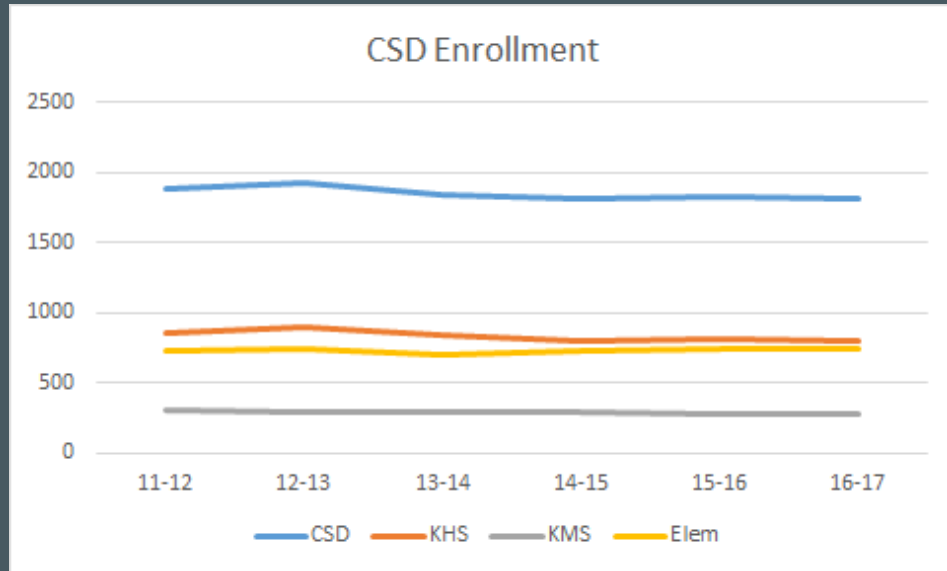
Kevin Richard - Superintendent of Schools
Kathryn Wilson - Assistant Superintendent of Schools
April 6, 2017

Goals for this Session

- Develop an understanding of today's SAU9 students and staff
- Be aware of changes to instructional practices in our schools
- Develop understanding of shifts in education at the state and national levels and their impact on our schools
- Begin to answer the question, "How can we work together to reach our vision of realizing the full potential of each and every student?"

Enrollment Trends

	11-12	12-13	13-14	14-15	15-16	16-17	17-18
CSD	1887	1932	1840	1812	1831	1816	1818
KHS	850	902	838	802	816	749	791
KMS	304	295	296	284	277	281	284
Elem	733	735	706	726	738	747	743



SAU #9 Students- A diverse community

71.4%

Percentage of
Students with AP
Exam Scores of 3+

27

Eagle Academy
Graduates for
2016-2017 School
Year **projected*

16%

Eligible for
Special Education
Services

13%

Turnover of KMS
Students this Year
(as of 4/3/17)

36%

Eligible for Free and/or
Reduced Lunches

63%

Students Attending 4
Year Schools after
Graduating from KHS

Percentage of Students Completing Grades 1-6 at the Same School

School	2015	2016
Conway Elementary	57%	70%
John Fuller School	52%	61%
Pine Tree School	66%	65%
Josiah Bartlett School	72%	75%
Jackson Grammar School	100%	67%

Conway Teachers

- 42% have 5 or fewer years teaching in Conway schools
- 59% have 10 or fewer years teaching in Conway schools

Year Hired	Number Hired	Percentage Still Currently Employed in SAU#9
2012-2013	30	64%
2013-2014	15	60%
2014-2015	25	56%
2015-2016	28	90%
2016-2017	20	90%

Academic Achievement K-6

Literacy

	% at or above benchmark on F&P 2015 (End of year)	% at level 3 or 4 in literacy on SBAC in 2015	State of NH SBAC literacy 2015	% at or above benchmark on F&P 2016 (End of Year)	% at level 3 or 4 on SBAC in ELA 2016	State of NH SBAC literacy 2015
K	58%			54%		
Grade 1	54%			52%		
Grade 2	71%			69%		
Grade 3	65%	49%	55%	74%	56%	56%
Grade 4	71%	53%	56%	65%	53%	67%
Grade 5	62%	70%	53%	67%	73%	63%
Grade 6	61%	53%	57%	61%	64%	59%
Grade 7		56%	63%		55%	62%
Grade 8		53%	58%		46%	62%

Academic Achievement K-8

SBAC Math

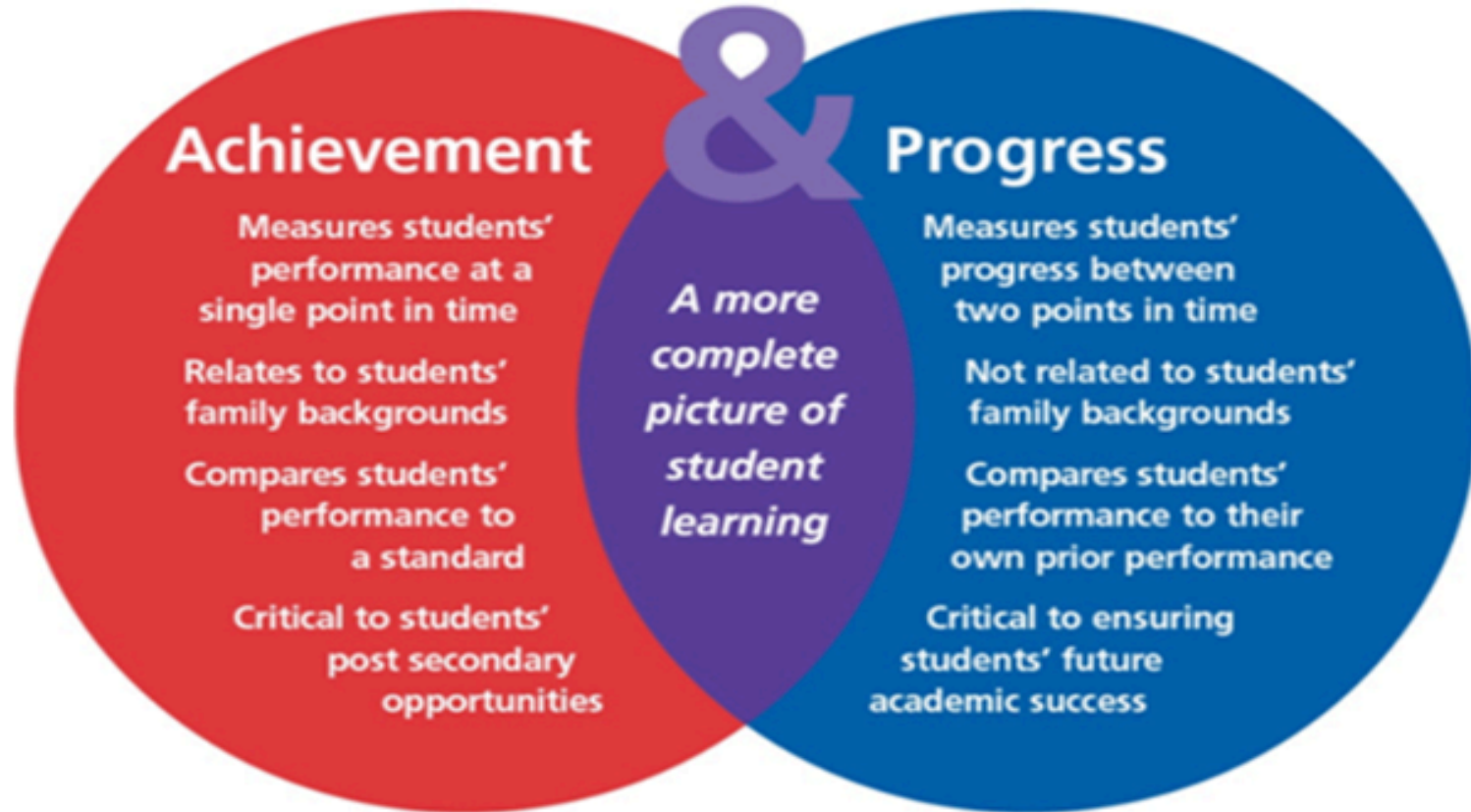
	SAU9 % at level 3 or 4 in math on SBAC in 2015	NH % at level 3 or 4 in math on SBAC in 2015	SAU9 % at level 3 or 4 on SBAC in math 2016	NH % at level 3 or 4 in math on SBAC in 2016
Grade 3	43%	52%	60%	57%
Grade 4	47%	49%	43%	51%
Grade 5	42%	44%	61%	48%
Grade 6	53%	46%	49%	47%
Grade 7	47%	51%	56%	52%
Grade 8	39%	44%	41%	47%

2016 11th Grade SAT Scores

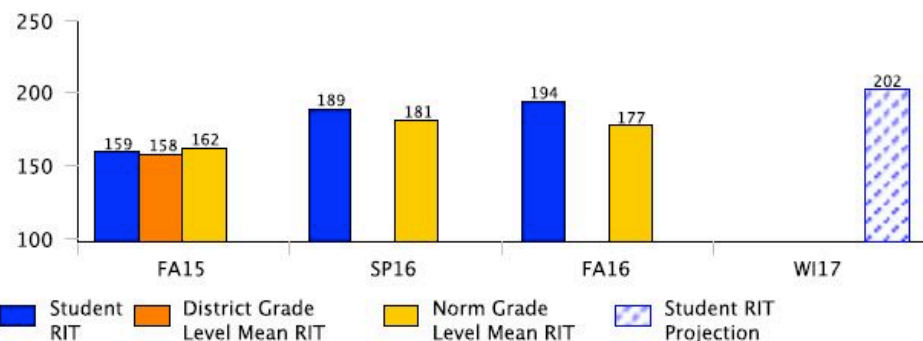
	Evidence-based Reading and Writing	Math	Total
KHS	516	509	1026
NH	520	507	1027
National Average	490	481	971

What do we

v



Mathematics

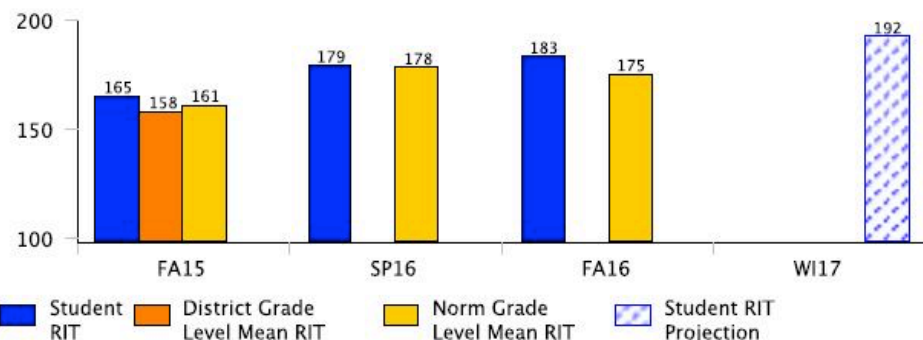


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA16	2	191-194-197			86-90-94
SP16	1	186-189-192			65-73-79
FA15	1	156-159-162			31-40-48

Mathematics Goals Performance - Winter 2016-2017

There were no test events found for the selected term.

Reading



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA16	2	180-183-186			63-70-77
SP16	1	176-179-182			46-54-62
FA15	1	162-165-168			54-63-71

Reading Goals Performance - Winter 2016-2017

There were no test events found for the selected term.

Meeting the Needs of 21st Century Learners

“The future ain’t what it used to be.”

~Yogi Berra

How do you get a job at Google?



- Learning ability
- Leadership
- Humility & ownership
- Collaboration
- Adaptability
- Expertise

Changes in Instructional Practice

8 Things to Look for in Today's Classroom

by George Couros



1 VOICE



- ★ Students should learn from others and then share their learning.

2 CHOICE



- ★ STRENGTH-BASED LEARNING
- ★ Give students a choice.

3 TIME FOR REFLECTION

- ★ EVERYONE (teachers, admin, students) should write and reflect on what is being learned.



8 CONNECTED LEARNING

- ★ Bring experts into your class via social media and video-conferencing.



CLASSROOMS need to be LEARNER-FOCUSED



4 OPPORTUNITIES for INNOVATION

- ★ Example: Build a hovercraft from a YouTube video!



(yes, it can be done!)

7 SELF-ASSESSMENT

- ★ Important that students know how to do this.
- ★ Use portfolios.



6 PROBLEM SOLVERS/FINDERS

- ★ Give students tough challenges and let them find innovative solutions.



5 CRITICAL THINKERS

- ★ Ask questions and challenge what you see.



BLAH BLAH BLAH



Realizing the full potential of each and every student



NEW HAMPSHIRE College and Career Ready
K – 8 ENGLISH LANGUAGE ARTS MODEL COMPETENCIES

	K-2	3-4	5-6	7-8
1. Competency Statements for Foundational Reading Skills <i>"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<p>Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.</p> <ul style="list-style-type: none"> I can apply concepts of print when reading print and non-print texts. I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. I can read with purpose, recognize when something does not make sense, and apply strategies to self-correct. I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings). 	<p>Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.</p> <ul style="list-style-type: none"> I can use grade-appropriate word analysis and word study skills* including syllable types and morphology strategies* to figure out how to pronounce unfamiliar multi-syllabic words in isolation and connected text. When appropriate, I can use context to determine intended meanings of words and phrases. I can read with purpose, recognize when something does not make sense, and apply strategies to self-monitor and self-correct. I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings). 	<p>Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.</p> <ul style="list-style-type: none"> I can use grade-appropriate word analysis and word study skills such as syllable types, morphology and etymology to decode and comprehend unfamiliar words. I can use context to determine intended meanings of words and phrases. I can read with purpose, infer and predict when necessary, recognize when something does not make sense, and apply strategies to self-monitor and self-correct. I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings). 	<p>Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.</p> <p>Although foundational skills are not identified beyond the 5-6 grade span, it is important to continue to develop them with students who may need additional support.</p>

Kennett Middle School Report Card

Standards Codes

- 4- Thorough understanding and application of the standard
I can apply and extend my understanding to new situations
- 3- Satisfactory understanding and application of the standard
I can demonstrate my understanding with minimal guidance
- 2- Partial understanding and application of the standard
I have an emerging understanding but need support and practice
- 1- Minimal understanding and application of the standard
I have a limited understanding of the skills and content

#- Indicates a modified plan

NYA- Not Yet Assessed or Not Yet Introduced

Habits of Learning Codes

- 4- Consistently meets expectations independently
- 3- Consistently meets expectations with minimal guidance
- 2- Inconsistently meets expectations
- 1- Does not meet expectations

#- Indicates Modified Plan

NYA- Not Yet Assessed

Kennett Middle School Report

Trimester Reporting Period:	1st	2nd	3rd	Trimester Reporting Period:	1st	2nd	3rd
Reading:				Writing:			
-Cites textual evidence to support analysis	3	3		-Produces clear and coherent writing	3	3	
-Determines main ideas and themes	NYA	3		-Writes narratives	3		
-Analyzes interaction of ideas in a text	NYA	3		-Writes arguments to support claims	NYA	NYA	
-Interprets words and phrases used in text	NYA			-Writes informative / explanatory texts	NYA	3	
-Identifies and analyzes point of view in text	NYA	2		-Uses the writing process to develop finished projects	3	3	
-Analyzes and compares text structure	NYA			-Conducts research projects	NYA	2	
-Intergrates, analyzes and applies information presented from a variety of sources and formats	NYA	3		-Uses evidence from literary or informational texts to support analysis, reflection and research	NYA	3	
-Independently reads texts in a variety of genres on grade level with fluency, accuracy and comprehension	3			-Demonstrates proper use of grammar and usage	3	3	
				-Demonstrates proper use of capitalization, punctuation and spelling	3	3	
				-Presents knowledge and ideas through public speaking and multi-media	NYA	NYA	
Habits of Learning: Reading				Habits of Learning: Writing			
-Responsibility	4	4		-Responsibility	3	3	
-Self-Advocacy	4	4		-Self-Advocacy		3	
-Perseverance and Effort	3	4		-Perseverance and effort	3	3	
-Respect	4	4		-Respect	3	3	
-Citizenship		4		-Citizenship		3	
-Organization	4	4		-Organization	3	3	

Diverse Opportunities for a Diverse Community

Career and Technical Center

Project SUCCEED

ESSC

Family support liaisons

Co-curricular programming

Performing arts opportunities

Robotics



Strategic Plan 2015-2020

A Blueprint for the Future

We will recruit, recognize and develop the most effective personnel.

We will strive to continuously improve each student's level of achievement and growth.

We will utilize appropriate technology to enhance student achievement and improve operational efficiency.

We will promote a school community that enhances educational opportunities and increases involvement in our schools.

We will provide the appropriate facilities and physical resources to support the current and future needs of the district.

Monitoring the Strategic Plan

	February, 2016	August, 2016	February, 2017	August, 2017	February, 2018	August, 2018	February, 2019	August, 2019	February, 2020	August, 2020
Focus Area 1 - Personnel										
Goal 1.1										
Goal 1.2										
Goal 1.3										
Focus Area 2 - Student Growth										
Goal 2.1										
Goal 2.2										
Goal 2.3										
Goal 2.4										
Focus Area 3 - Technology										
Goal 3.1										
Goal 3.2										
Goal 3.3										
Goal 3.4										
Goal 3.5										
Goal 3.6										
Focus Area 4 - Community										
Goal 4.1										
Goal 4.2										
Focus Area 5 - Facilities										
Goal 5.1										
Goal 5.2										
Goal 5.2										

Focus Area 1 - Personnel

- 3-year Contracts
- Recruit and Hire
- Mentoring
- Professional Development

Focus Area 2 - Student Growth

- Curriculum Committees
- Project-based Experiences

Focus Area 3 - Technology

- 3-year Conway Technology Plan/Goals
- Technology Curriculum Work

Focus Area 4 - Community

- Partnerships - i.e. Tiny House
- New SAU#9 Website - School Websites

Focus Area 5 - Facilities

- Collection of enrollment data
- Bonds

A Tale of Two classrooms

Classroom A

Teacher knows everything.

Mistakes = ☹

Teacher Questions.

Kids listen.

Goal is good grades.

Memorize Facts.

Finish Pages.

One Size Fits All.

Rules enforced.

good
for robots

Classroom B

Teacher as learner.

Mistakes = Learning

Kids Question.

Kids think.

Goal is learning.

Solve Problems.

Create.

One Size Fits EACH.

Rules unnecessary.

great for
kids

Realizing the full potential of each and every student...TOGETHER!



“Success in the slowly changing worlds of past centuries came from being able to do well what you were taught to do. “

Success in the rapidly changing world of the future depends on being able to do well what you were not taught to do.”

~Seymour Papert