

Lisbon School Committee Minutes
February 26, 2024

Minutes of the Lisbon School Committee Meeting held on Monday, February 26, 2024 at 6:00 P.M.
(Note: These minutes are not official until approved by the School Committee. Such action, to either approve or amend and approve, is anticipated at the March 11, 2024 meeting.)

Members Present: Margaret Galligan-Schmoll, Kim Labbe-Poisson, Len Lednum, Laura Craig, Christopher Rugullies and Richard A. Green, Superintendent of Schools

Members Excused:

Administrators Present: Julie Nichols, Ryan McKenney

Administrators Excused: All other members excused due to limited audience seating

Called to Order:

Chair Galligan-Schmoll called the meeting to order at 6:02 PM and the Pledge of Allegiance was recited.

Participants wishing to make public comments are asked to email them to Lisbon School Committee Chair Galligan-Schmoll at mgalliganschmoll@lisbonschoolsme.org prior to the Public Comment section of the agenda.

4. Adjustment to the Agenda:

- A. Add item 9A – Executive Session

5. Communication:

- A. None.

6. Public Comment:

- A. None.

7. New Business:


- A. **VOTED (1)** to approve the Lisbon School Department Budget for the 2024-2025 school year. (Lednum – Labbe-Poisson) (5-0)

8. Workshop:

- A. NWEA Update – Director Nichols explained to the board what NWEA Testing is and gave the following report. Any specific questions regarding these results by the public can be answered by contacting Director Nichols directly at the Central Office.

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NWEA PROFICIENCY Overview Grades Kindergarten through Fifth Grade- Winter 2024

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
	The test is read to the students.			Students read the test to themselves unless reading below grade level based on their most recent Running Record or FPBA assessment and/or as evidenced by daily classroom accommodations.			
	Proficiency Percentages		Proficiency Percentages				
Math	56%	39%	36%*	40%	54%	33%*	
Change from Fall 2023			(-11%)	(-8%)	(-5%)	(-9%)	
Change from Spring 2023			(+16%)	(+8%)	(+44%)	(+20%)	
Literacy	50%	29%	64%	46%	50%	48%	
Change from Fall 2023			(-11%)	(-15%)	(-14%)	(-9%)	
Change from Spring 2023			(+4%)	(+13%)	(+38%)	(+25%)	

*end of progressions for math at these grade levels

*end of progressions for math at these grade levels

Factors of Fall Data Influence

Testing student populations are inconsistent

Year 1 implementation of math

Realignment of skills, strategies, and content with appropriate grade levels

Realignment of assessments with appropriate taxonomy and grade levels

Transition year for literacy

Implications for teaching

Support for increasing the use of differentiated

Use of pre-unit, pre-week, pre-lesson formative assessment for instructional grouping

Knowledge of student developmental phase- Concrete, Representational, Abstract (CRA) Model

Proficiency of standards are a year-long development process, as is communicated by our district Mission and Vision

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Achievement- Math

LCS

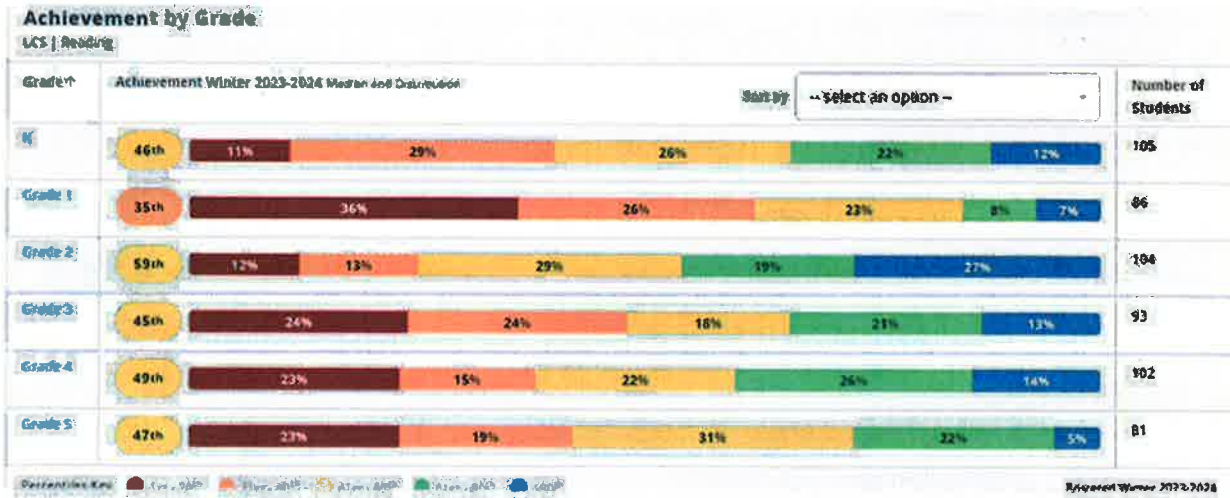


Achievement- Reading

LCS



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NWEA PROFICIENCY Overview Grades Sixth through Eighth- Winter 2024

	Grade 6	Grade 7	Grade 8
	Students read the test to themselves unless reading below grade level based on their most recent Running Record or FPBA assessment and/or as evidenced by daily classroom accommodations.		
	Proficiency Percentages		
	Math	36%*	55%
Change from Fall 2023	(-2%)	(+2%)	(+12%)
Change from Spring 2023	(+29%)	(+10%)	(+23%)
Literacy	55%	53%	56%
Change from Fall 2023	(-3%)	(-5%)	(-15%)
Change from Spring 2023	(+16%)	(+7%)	(+3%)

*beginning of progressions for math at these grade levels

Factors of Fall Data Influence

Testing student populations are inconsistent:

- 6th: -10 students
- 7th: -14 students
- 8th: -10 students

Transition from REVEAL Math to OpenUpResources

Last year was a pilot of REVEAL and a disjointed year for students with one math teacher out for a period of time

Realignment of assessments with appropriate taxonomy and grade levels

Transition year for literacy

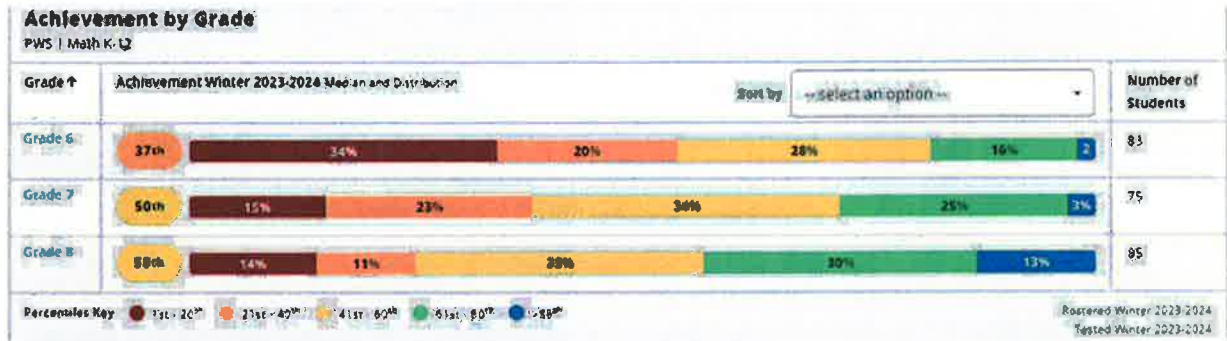
Implications for teaching

Support for increasing differentiation

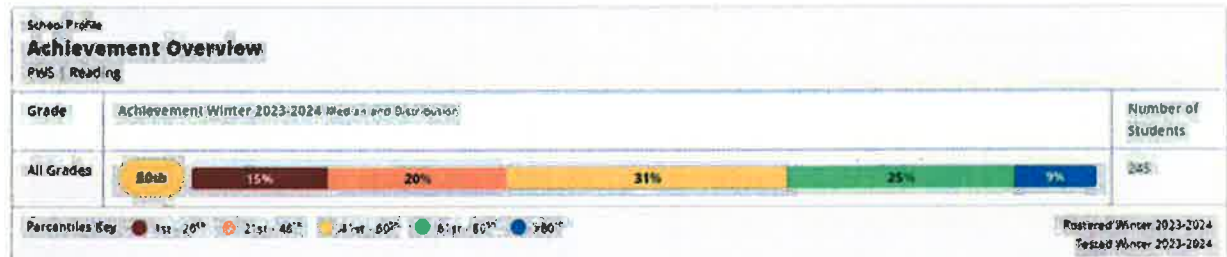
Proficiency of standards are a year-long development process, as is communicated by our district Mission and Vision

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Achievement- Math PWS




Achievement- Reading PWS




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NWEA PROFICIENCY Overview Grades Ninth through Eleventh- Spring 2023

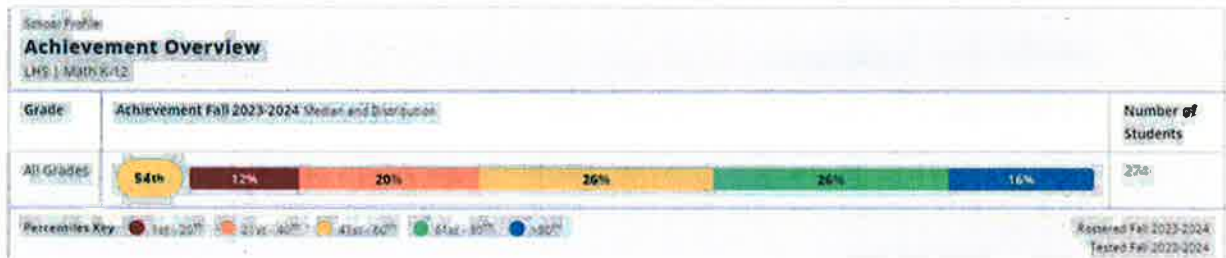
	Grade 9	Grade 10	Grade 11
	Students read the test to themselves unless reading below grade level based on their most recent Running Record or FPBA assessment and/or as evidenced by daily classroom accommodations.		
	Proficiency Percentages		
Math	51%	31%	57%
Literacy	43%	25%	51%

NWEA PROFICIENCY Overview Grades Ninth through Eleventh- Fall 2023

	Grade 9	Grade 10	Grade 11
	Students read the test to themselves unless reading below grade level based on their most recent Running Record or FPBA assessment and/or as evidenced by daily classroom accommodations.		
	Proficiency Percentages		
Math	67%	60%	53%
Literacy	63%	51%	52%

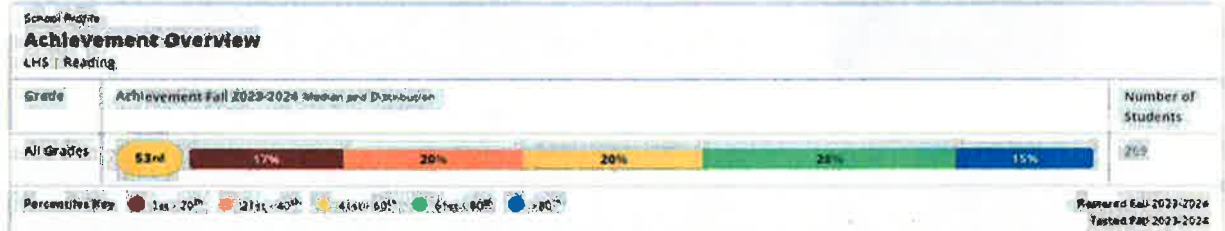
LHS Math Proficiency

LHS



LHS Literacy Proficiency

LHS




NWEA GROWTH Comparisons

2020 Reading Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	0.63	0.75	0.81	0.30	0.45	0.50
1	0.29	0.48	0.29	0.27	0.47	0.74
2	0.04	0.28	0.37	0.37	0.22	0.77
3	0.28	0.48	0.22	0.37	0.50	0.77
4	0.82	0.76	0.33	0.31	0.16	0.53
5	0.84	0.78	0.66	0.30	0.50	0.49
6	1.64	0.68	0.58	0.24	0.33	0.26
7	2.09	0.90	0.27	0.21	0.18	0.15
8	2.51	0.71	0.34	0.30	0.65	0.46
9	1.82	0.68	0.80	0.30	0.51	0.23
10	1.68	0.68	0.60	0.28	0.04	0.30
11	1.31	0.27	0.08	0.62	0.18	0.88
12	0.05	0.38	0.47	0.70	0.52	0.92

2020 Mathematics Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	3.38	6.07	4.77	17.58	6.63
1	10.13	5.22	6.12	4.62	16.35	6.91
2	9.05	6.21	5.35	4.75	14.39	5.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.08	3.32	4.71	8.13	6.38
7	3.83	4.96	2.89	4.66	6.59	6.18
8	3.20	5.37	2.18	4.86	5.38	6.93
9	2.84	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.98	5.36	1.18	8.75


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 Growth Percentage Comparison Pre and Post-COVID School Years				
Math	Grade 2	Grade 3	Grade 4	Grade 5
Pre-COVID 18-19	48%	25%	28%	38%
21-22	40%	45%	26%	18%
22-23*	21%	38%	30%	32%
Literacy	Grade 2	Grade 3	Grade 4	Grade 5
Pre-COVID 18-19	68%	30%	42%	46%
21-22	51%	38%	41%	33%
22-23*	34%	23%	39%	33%

*New Maine Through Year Assessment


PWS

 Growth Percentage Comparison Pre and Post-COVID School Years			
Math	Grade 6	Grade 7	Grade 8
Pre-COVID 18-19	41%	57%	49%
21-22	45%	64%	36%
22-23*	17%	47%	40%
Literacy	Grade 6	Grade 7	Grade 8
Pre-COVID 18-19	48%	47%	47%
21-22	60%	44%	57%
22-23*	52%	26%	55%

*New Maine Through Year Assessment

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LHS

 Growth Percentage Comparison Pre and Post-COVID School Years			
Math	Grade 9	Grade 10	Grade 11
Pre-COVID 18-19	49%	60%	-
21-22	35%	44%	53%
22-23*	46%	18%	44%
Literacy	Grade 9	Grade 10	Grade 11
Pre-COVID 18-19	53%	59%	-
21-22	46%	36%	44%
22-23*	51%	15%	41%

Committee member Rugullies questioned if it is always grades 3 to 4 that loop? Director Nichols stated that not always; this year the 3rd grade team wanted to try it and this data reflects that. Member Rugullies next asked if that could be the driver for the scores? Director Nichols stated that it could be; however, another reason could be that 3rd grade is also the beginning of a progression in learning. The way the common core standards and Maine Learning Results as they are adopted are that 3rd grade, especially for math, students begin learning all new progressions of things that are all either brand new learning for them or is advanced learning that requires them to have the prerequisite skills to be successful. So it could be that sometimes when kids are learning new skills in that developmental phase that they needed a little more time to attach to a concept. There could be many different reasons stated Director Nichols.

Member Rugullies questioned if Director Nichols knew how our proficiency compares to the state or is there a benchmark that we are comparing ourselves to? Director Nichols stated that we will have that data this spring. When the State moved to the Maine Through Year Assessment; they still provided us with norms of what students should look like at each grade level, however, they wont be looking at proficiency and comparable proficiency until spring. It will be one full year of testing from last year's Spring Full year testing to this Spring.

Member Lednum asked if Special Education Students fall in to these charts? Director Nichols stated yes. Member Lednum next asked how do we know for example in Math how do we know what percentage of the 37% are special education students. Director Nichols states that in the Spring she can pull Sub Population data for example, how many of those students are Special Education Students, McKenney Vento or ELL etc..

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Member Rugullies asked if in Math, with the 5th grade being in the 37%, is that typical? Director Nichols states that it is not typical. Once the CTL Team drills down on this, it is likely they will find it is centered around operations with decimals and fractions. This is the first year for them in a full new program (Reveal Math). The prior program (Everyday Math) is very different in structure, language accessibility and some of the strategies they teach and they are now immersed in Reveal. The students are doing well with the program and we are hoping there will be improvement within the next two years.

- B. Budget – Superintendent Green reviewed the Subsidy Comparison Sheet which had not changed since the February meeting. The administrators have not met yet to prioritize the tier II request and none have been included in this budget. The only positions with the exception of the social worker which is paid with ESSER Funds are all our current positions and are included in this budget. The Tier II positions include the following:

- LHS Guidance Councilor
- Night Facilities Supervisor (there is a plan being worked on that may address this need)
- Additional District Nurse
- Science Teacher at LHS
- Social Studies Teacher at LHS
- Social Worker at Gartley Street
- Social Worker District Wide

Superintendent Green shared that there was a question asked regarding the increase in some lines and decrease in others. This was a direct result of Staff being assigned to different schools and or asking to be transferred to different schools. Also changes in staffing, for example if we had someone leave and they had more experience there would be a change. All of those lines would be impacted. If you have a particular page or line that you are interested in, please ask. Superintendent Green shared that generally we would budget for any of the positions you would like to add roughly \$80,000. That is a master's degree with full family coverage. It varies depending on who you hire. This is just a ballpark.

Member Rugullies asked on the current subsidy comparison report, what is the current increase to taxes. Superintendent Green stated \$685,172. Superintendent Green stated that he has not been given what the mil rate is as of yet but would share once he is informed. Member Lednum asked for an explanation on why the audit was extended. Superintendent Green stated that the financial reports have to get sent to the Department of Education within a certain time frame and the auditors are still working with the town side of the audit so they keep asking us to do an extension. We have had to do this for the last 4-5 years. It is not a result of any of our financials, they have had a lot of changes on the town side with software is what we have been told.

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Member Rugullies asked if there were positions that we could eliminate if there were any tier two positions that were prioritized over something else? Superintendent Green stated that historically if they were presented with that, administration takes a look at it and weighs it out. Superintendent Green stated that he is guessing that the positions that we currently have are based on being the top priority of the administrative team and knowing that the administrative team has not had any changes within the last couple of years, it is unlikely that they would make any changes.

Member Rugullies asked based on what was given to them today, is there a lot of flexibility. Superintendent Green stated that there is a lot of flexibility both positive and negative. For example, we have not budgeted anything for the Maine Family Leave Act, if we do not do a waiver for that next January we would have to come up with close to \$100,000 and we would need to look at where that is going to come from. Insurance is the biggest variable. 1% is approximately \$20,000; so if it comes in at 1% there would be approximately \$160,00 which could be taken off the bottom line and or add in a tier II position.

Member Lednum asked if when the Administrative Team has the Tier II discussions, would Director Nichols be involved as she may have a global view as opposed to a school? Superintendent Green stated that all directors and administrators are involved and it is never unanimous. But they do know that this year is different than last year because we are not coming in with a low number. Member Rugullies stated that we still have a couple months to work through this process and these variable items will become better known as we get closer correct? Superintendent Green stated that is correct.


9. Executive Session:

- A. To enter into executive session to discuss personnel issues, pursuant to Freedom of Access Statute, Title 1 M.R.S.A. § 405(6)(A). (Labbe-Poisson - Craig) (5-0)

Time in: 7:00 PM / Time out: 8:06 PM

10. Adjournment:

VOTED (2) to adjourn. (Labbe-Poisson - Craig) (5-0) (8:06 PM)


Richard A. Green Ed.D.
Secretary, Lisbon School Committee

