

Timberlane Regional School District Minutes

CURRICULUM AND ASSESSMENT COMMITTEE

TYPE OF MEETING	Curriculum & Assessment Committee
FACILITATOR	Sue Sherman and Christi Michaud
ATTENDEES	S. Allaire, S. Sherman, K. Henderson, R. Carlson, C. Michaud, M. MacDonald, M. Widman, M. Flynn, L. Paul, C. DesRosiers. D. Woodworth in attendance to present.
AGENDA	Previously disseminated

Meeting called to order by Sue Sherman at 7:00 PM.

Quote: Mark Twain "In the first place, God made idiots. That was just for practice. Then he made school boards."

Approval of minutes from Dec. 5, 2017 were accepted by general consent. No meeting was held on January 2, 2018.

DISCUSSION	<p>Update on extended learning opportunity from D. Woodworth</p> <p>When comparing 1st semester last year to 1st semester this year, total absences are down more than half, fewer students are reported late to class, and total class cuts are down.</p> <p>Discipline that was followed from 1st trimester last year to 1st trimester this year falls under the categories of alcohol, assaults, bullying, cell phone, drug events, fighting, harassment, and inappropriate student behavior.</p> <p>Students are using email and Google Classroom more often to reach out to teachers.</p> <p>Positive changes are being noted at both the high school and the middle school.</p>	
CONCLUSIONS	<p>Overall, staff is happy with climate of the building. They have more time to get planning done. Students are dressing and looking better in halls. Students are showing up timelier to class. Staff is happy with schedule.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Monthly updates	D. Woodworth	March C&A Meeting

DISCUSSION	<p>Update on extended learning opportunity from M. Flynn</p> <p>At the middle school, attendance has dropped by over 200 since last year between August to January. Minor office referrals due to discipline are up 3 since last year. This data is from comparing cohorts. Low level behaviors have gone up; however this is from the same cohort of students. Behavioral instances are down between the same students.</p> <p>L. Paul stated that Technology Integrators are available to come in and help with resisters.</p> <p>Positive changes are being noted at both the high school and middle school.</p>
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Timberlane Regional School District Minutes

CONCLUSIONS	Staff feel things are slowing down with trimesters. Mr. Flynn met with every team at end of the 1 st trimester. Teachers who have students on Thursday, don't see students until Monday in core classes. They feel this is too many days between. They are discussing possibilities of making Friday a "skinny" to bring week together and prepare for following week. This is an ongoing discussion and no decisions have been made to date.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Monthly Updates	M. Flynn	March C&A Meeting

DISCUSSION	<p>Results of AAPPL Foreign Language Testing shared by S. Allaire.</p> <p>In foreign language classes, we previously had classroom assessments, however nothing independent of their own classes to measure student performance.</p> <p>Background: curriculum rewrite and 21st Century language classroom; it was noted that students understood language, but not a lot of language retention was happening; rewriting curriculum allowed support for teachers and aligns to instructional approach; shifted away from text books; teachers are designing assessments and writing text themselves; teachers are integrating authentic audio, audio-visual resources, and teaching grammar in context to connect it to relevance</p> <p>Modes of communication on AAPPL test: speaking, writing, reading, and listening components. These come from the world readiness standards.</p> <p>Format: Form A – novice to intermediate; Form B – intermediate to advanced This takes two days in class, 2 sections/day to administer and requires a headset and microphone. It is delivered over the internet. Last spring, technical issues were frustrating. It was noted that these technical issues were on testing company end, not on the district end.</p> <p>Content: assessment of performance toward proficiency – assesses ability to engage in linguistic tasks on topics of personal, social, and academic relevance within a classroom setting. Proficiency is putting students in a real world situation and asking them to perform and navigate based on what they have learned to that point, in a non-rehearsed manner. The AAPPL test measures proficiency.</p> <p>Scoring is designed to provide individualized student feedback. There are four separate scores aligned to proficiency guidelines and performance scale. A brief narrative is provided. The results do not rank students against peers. Proficiency targets/benchmarks have been set by TRHS.</p> <p>Exit proficiency expectations were shared through the visual of a chart in the PowerPoint presentation. TRHS course level proficiency targets were broken down by hours/year. They always appear to be on the low end of the range in hours. Correlation of AAPPL Scores and TRHS Proficiency Targets were shared through the visual of a chart in the PowerPoint presentation.</p> <p>2016-2017 results showed a decline, with some exceptions. This is the 1st year of implementation of the new curriculum. There is a possible implementation dip. Teachers explored new instructional practices and methods of assessment. Integration of authentic resources challenged students to interact with content designed for native speakers.</p>
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Timberlane Regional School District Minutes

	<p>Overall, reading an area of relative strength across most levels and languages. Student improvement was noted in: Speaking – French 3 & Spanish 4; Writing – German 2, German 3 & Spanish 5; Listening – German 1, German 2, Spanish 4 & Spanish 5; Reading – French 2, French 3, Spanish 4 & Spanish 5.</p> <p>Moving forward Speaking and Writing are both focus areas of growth. The plan is to continue to provide professional development and to engage teachers in PLCs.</p> <p>This spring, we will be moving from AAPPL to AVANT Stamp 4S assessment. Why AVANT? It is designed for students K-12 to provide consistency in data collection and interpretation. It aligns with the TRSD curriculum. It helps inform curriculum effectiveness, student placement and professional learning. It allows the opportunity for enhanced technical and non-technical support. It costs less per student than AAPPL.</p> <p>This test does not assess classical languages. We are exploring an exam for Latin students which is modeled similar to AP exams.</p>	
CONCLUSIONS	<p>AVANT for 3rd graders will take place this spring in the areas of Speaking and Listening only. By the time these students are in 5th grade, they will be tested on all four components. We will also administer AVANT to 8th graders in May. Communication to parents including student and parent letters will be sent home with links to practice items.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Communication to parents about AVANT	C. Michaud/S. Allaire	prior to testing

DISCUSSION	<p>Statewide Assessment Changes were outlined by C. Michaud.</p> <p>SBAC assessment replaced by NHSAS Science NECAP also replaced by NHSAS We will be using the same vendor: AIR</p> <p>The science assessment is moving from grade 4 to grade 5. Grades 8 and 11 will also take the science assessment. This is a baseline year. Test items are written from NextGen science standards. Unlike NECAP testing, this is taken completely online. New Science assessment data will not be comparable to NECAP data.</p> <p>ELA and Math test items banks come from (ICCR) Independent College Career Readiness and replaces the Smarter Balanced test item bank. Teachers were involved in the design of test items.</p> <p>The testing window is from March to June. The advantage in such a large window, is that it allows us to look at other spring assessments and spread them out. We will be able to get in more instructional time if we test toward the end of the window. We will receive ELA and Math assessment results before the end of this school year, allowing teachers to see results of their current students. We will not see science scores until late summer to early fall. The scores need to go through a standardization process and norming.</p> <p>An advantage to the NHSAS is that there is less testing time, especially with the science assessment. Interim assessments will be accessible for teachers to use with students. Short and long forms are available to practice test items, testing format, and review test taking skills.</p> <p>The middle school has set up time to do interim assessments as guided practice with teachers in class.</p>	
CONCLUSIONS	<p>Christi will be sending out communication to parents letting them know of changes.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

Timberlane Regional School District Minutes

parent communication	Christi Michaud	prior to start of testing

DISCUSSION	<p>Future agenda item of Summer Work Policy discussed by group.</p> <p>Parent TPAF rep would like to consider bringing this topic of discussion to TPAF. If this were to happen, we may want to consider changing the format of the evening from the typical presentation style.</p>	
CONCLUSIONS	<p>Look at current policy at March C&A Meeting, as this will need to go back to the Policy Committee. Need to look at TRMS policy.</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Proposed TRMS policy to C. Michaud	M. Flynn	before March C&A meeting

OBSERVERS	
RESOURCE PERSONS	
SPECIAL NOTES	