



## Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	2/1/2022
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Mark Pedersen, Lucy Canotas, Ken Henderson, Amy Gentile, Barbara Kiszka, Ashley Harbel, Tim Guanci, Sarah Galligher, Chris Snyder Mitch Mencis - presenting
Agenda	Previously disseminated and posted online.
Notetaker	Mark Pedersen

Approval of minutes from January 4, 2021

Notes: Meeting called to order at 1606 by S. Allaire

Motion to *Approve* by: B. Kiszka  
Seconded by: A. Gentile

9 in favor; 0 opposed; 0 abstentions

### TOPIC: TRMS Schedule Update

Discussion: Mitch Mencis (TRMS Principal)

- Video to explain the schedule to parents
- Thought exchange
  - 184 participants
  - 160 thoughts
  - Thoughts
    - Lunch- More time for lunch
    - Concern about HW every day since they have core class everyday.
      - Teams of teachers can make sure that
    - HS already on block, 8th grade can schedule to 'create' blocks to prepare 8th grade students to transition to HS block.
- Hard deadline: self imposed timeline of a decision by end of the month.
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Conclusions:



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Action Items	Person Responsible / Deadline

## TOPIC: Assessment Presentation

Discussion: Sandy Allaire

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- Background 2016-2021
  - 2016-2017 Smarter balanced
  - 2017-2018 NH SAS
  - 2018-2019 New format due to seperation of reading and writing
  - 2019-2020 canceled due to COVID
  - Fall 2020 grades 4-8 took NH SAS took interim associated with their PREVIOUS grade level
  - 2020
- Accountability
  - %Participation and %Proficiency overview (see presentation for details)
- Review of district data- each point below is/ are (a) slide(s) that displayed the data (see presentation for details)
  - 2019 / 2021 overview and participation
  - 2018-2021 TRSD vs State
  - Participation rates by school
  - 2021 ELA % at/above grade level vs state by grade level overview and by cohorts
  - 2018-2021 ELA Grades 3-8, 11, subgroups (disabilities, economically disadvantaged) subgroups below 11 students are NOT represented.
  - 2021 MATH % at/above grade level vs state by grade level overview and by cohorts
  - 2018-2021 MATH Grades 3-8, 11, subgroups (disabilities, economically disadvantaged) subgroups below 11 students are NOT represented.
  - 2021 SCIENCE % at/above grade level vs state by grade level overview and by cohorts
  - 2018-2021 SCIENCE Grades 3-8, 11, subgroups (disabilities, economically disadvantaged) subgroups below 11 students are NOT represented.
- Review of individual School data- each point below is/ are (a) slide(s) that displayed the data (see presentation for details)
  - Two data reports
    - Online reporting system (ORS) 3 level system, student achievement data, goes home to families
    - DOE School and district report card (SDRC) state website, 4 level placement
  - Overview of Atkinson's score data
  - Cohort tracking chart for Atkinson (including ORS and SDRC data)
  - Atkinson subgroup achievement both ELA and MATH
  - Overview of Danville's score data



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- Cohort tracking chart for Danville (including ORS and SDRC data)
- Danville subgroup achievement both ELA and MATH
- Overview of Pollard's score data
- Cohort tracking chart for Pollard (including ORS and SDRC data)
- Pollard subgroup achievement both ELA and MATH
- Overview of Sandown North's score data
- Cohort tracking chart for Sandown North (including ORS and SDRC data)
- Sandown North subgroup achievement both ELA and MATH
- Overview of Middle school's score data
- Cohort tracking chart for Middle school (including ORS and SDRC data)
- Middle school subgroup achievement both ELA and MATH
- Overview of High School's score data (SAT School day)
  - 2015 all kids take SAT
  - 2019 all kids take Essay portion of exam
- Cohort tracking chart for High School (including ORS and SDRC data)
- High School subgroup achievement both ELA and MATH3
- 2016-2021 SAT Reading and Writing vs state
- 2016-2021 SAT Math vs state
- Data informed action planning
  - District and building admin meet to look at data and develop plans to
    - Share data with teachers
    - Support teachers to dig into the data at a deeper level
- NHSAS interim assessments: shorter/ smaller
  - Elementary: students take these interim assessments
    - Prepare students
    - Teachers use the data generated by these assessments
  - Discussion about prep for and higher stakes 'attitude' of the SATs having a factor into success.
  - Can/does the use of interim/ practice tests help students to prepare for the actual assessment?
  - Discussion about validity, usefulness, and time spent of having students do the interim.
  - Discussion about district wide content committees/ meetings?
    - Competency alignment
    - Reporting alignment
- SAT Essay preparation across content areas
- iReady District-level results
  - District level reading results
    - 5 level reporting
  - Went though the data grade by grade (see presentation for details)
  - Discussion about how the data is being used.
    - RTI, MS WIN block, Parent Report



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- Now that we have seen the data, and math is seen as something to work on, what is the plan? A. Gentile
  - L. Canotas spoke of OGAP training, digging into the curriculum, looking at resources,
  - Discussion about a math program- L. Canotas spoke that schools use Envision math program as a resource. Need time to look into programs.
  - B. Kiszka asked how many teacher PD days would be ideal.
  - Discussion about the use of Flex Days.- could teachers use flex time to do mandated trainings.
  - Discussion about committee work funding

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Conclusions:		
Action Items		Person Responsible / Deadline

**TOPIC:** Emerging technology second read- Table till next meeting for time sake.

Discussion:		
Conclusions:	N/A	
Action Items		Person Responsible / Deadline

Observers	N/A
Resource Persons	
Special Notes	Meeting adjourned at 1737