



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	1/7/25
Facilitator	Sandy Allaire
Attendees	Lucy Canotas, Ashley Harbel, Kim McCormick, Don Woodworth, Mark Pederson, Jennifer Puchlopek, Mary Sullivan, Sandy Allaire, Paul LeCain, Tiffany Eaton, Kelley Brooks, Tim Guanci Not present:Christy Hubley,
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 12/3/24
Notes: Meeting called to order at 4:04PM
Motion to <i>Approve</i> by: Kim McCormick Seconded by: Ashley Harbel
7 in favor; 0 opposed; 3 abstentions

TOPIC: Pre-Algebra - 1st Read	
Discussion:	Jen Puchlopek
<ul style="list-style-type: none">● Started process with pre-algebra PLC - created multiple revisions in different units in Pre-Algebra<ul style="list-style-type: none">○ Original purpose - create stats/prob unit - was only representing 7th grade, did not have any 8th grade - wanted to make sure it reps both grade elements.○ Pre-algebra offered in 7th grade (eligibility process) - includes pre-alg and 8th grade math pieces from state standards to prepare them for algebra○ Used the time to look at how other units used 7th and 8th to create pre-algebra - found errors and items that were missing - to improve units○ Not changing what they are teaching - formalizing and making sure that they are up to date with what is being teaching○ SA - started as an enrichment opportunity for students (took 7th grade math and then used enrichment period to add other standards) so they could start algebra in 8th grade● JP - Changes in docs - see folder in C&A doc<ul style="list-style-type: none">○ Functions unit - no changes - only reps 8th grade (there is no functions in 7th grade math)	



Timberlane Regional School District Minutes

- o Number System unit
 - In every one of our curriculum units across the board, we have three content literacy competencies.
 - 7th grade document - Speaking competency not listed- adding it in.
 - Pre-Alg document - highlighted sections are added from 8th grade document to add missing statements in enduring understanding and transfer language (combined both 7th and 8th grade language).
- o Proportional reasoning unit -
 - Grade 7 - same change - missing speaking competency from document
 - Pre-Alg document - nothing to add from 8th grade - no unit in this content area in 8th grade. Adding speaking competency
- o Geometry unit -
 - Pre-Alg document -
 - Add competency - missing a competency that is found in the grade 8 document.
 - Content standards - from grade 7 that were missing - added into document
 - Enduring Understanding - two 7th grade understandings that were missing -added in.
 - Transfer language -combined to include language from both 7th and 8th grade documents.
- o Expressions and Equations unit -
 - 7th grade doc - nothing to add/change
 - Pre-Alg doc -
 - added language to transfer section (combined)
 - Added two enduring understandings that were missing from grade 8 document
 - 8th grade doc -
 - Changed wording - two different statements in 7th and 8th grade doc under what students will know - same thing, but different wording. Changing to match in all doc
- o Stats and Prob unit -
 - 7th grade doc - nothing changing
 - Pre-Alg doc - needed to add 8th grade material - highlights in doc represent these additions. Things not put in are covered in algebra next year.
- o SA - you worked with 7th and 8th grade math teachers?
 - JP - worked with CIAS and with pre-alg teachers
- o AH - so none of the language is new - it is just pulling from both 7th and 8th?
 - JP - yes - this hopefully will help with turnover and change so that if we have a new student, we will know that the teacher is teaching the 8th grade material that was missing.
- o SA - did the 8th grade CIAS who teaches Alg - have they been able to reflect a plan in 8th grade on how they will fit in/get the information to students? They will have a gap?
 - JP - it was a gap in the document, not in the teaching - the teachers were confident that they were teaching these things already.
- Kim McCormick - make a motion to accept the Pre-Alg revisions for first and second read



Timberlane Regional School District Minutes

<ul style="list-style-type: none"> Lucy Canotas - seconded 10 in favor; 0 opposed; 0 abstentions	
Conclusions:	Move to board
Action Items	Person Responsible / Deadline
Moved to board for first read	

TOPIC: 2024 NHSAS/SAT scores	
Discussion:	Mark Pedersen/Sandy Allaire
<ul style="list-style-type: none"> Document in the shared drive This presentation is shared with C&A to vet before bringing it to the board - information/data is the information, but what should we highlight, etc... District leaders with admin team dig into these results/data in order at a deeper level Spring 2024 - state assessment system - these are the accountability system used by NH <ul style="list-style-type: none"> NHSAS math and English - - grades 3-8 Science SAS - grades 5, 8, 11 SAT (math, reading, writing) - grade 11 Data on the NH DOE portal, available to students/parents, state establishes cut scores <ul style="list-style-type: none"> Scores are based on students who attended 90% of the school year Participation penalty - under 95% will be calculated as a 0 in achievement and growth for accountability score DW - why is the participation rate lower than the 95? <ul style="list-style-type: none"> SA - at the high school level - SATs no longer required by all schools, seen a decline from COVID AH - we also have many students not going into 4 year colleges - they often tell us they don't need it MP - Often responses when they need to request the opt out (has a conversation) - majority of parents responses are test anxiety, stress, etc... MS - already had one parent reach out to opt out of testing this year due to test anxiety. SA - often times they are opting out of all three assessments - rates are different at different schools from math/English because they are on different days. DW - used to be an appeals process for students who were not taking the test - they then would not count against you. Does this still exist? <ul style="list-style-type: none"> SA - when the data is embargoed in the fall, we get the raw data to look at. Not really an exemption for opt out information. SA - the NHSAS participation for science is the only one that is under 95%. SA - sub group data for students can flag schools as needing improvement/assistance. All of our schools are currently in good standing. AH - does the participation include evening division only and HiSet? 	



Timberlane Regional School District Minutes

- MP - evening division only students - yes, HiSet - no
- KM - so this data is for the grade above?
 - SA - yes - the students are now in the next grade. So 5th grade is now 6th grade.
- SA - Data is looked at both across grade level (different groups of kids at the same grade level) or cohorts (as they moved up grades)
- SA - we do not have a large enough sub group of ELL students. The two that we look at are student with disabilities and economically disadvantaged.
- SA - district comparison - geographically close districts - same 25 districts as the last four years. Right around where the majority of districts are.
- DW - what variables do you look at? Class size, special ed populations, etc...?
 - SA - all of the above. When admin team does deeper dives, we take a deep look at not just this data, but other data as well to have conversations and reflections.
- SA - science - the high school scores
 - MP - in 2023 we assessed the students in science the day after the SATs - same setup. 2024 - students took it later in the spring and not the day after. Administered differently - more piecemeal with students to proctor. Have tried to do it in science classes. Also many juniors do not take science during junior year. Kids also look at content and click through versus reading carefully to find what they truly are looking at.
- SA - can you share what the state is looking to do to revamp the science NHSAS?
 - MP - it is broken in three content categories - life science, earth/space science, physical science. $\frac{1}{3}$ of the content is not taken in high school (earth and space not taught in HS). May look at changing it to another grade level? State is looking at the science exam and evaluating. The test is supposed to be skills based. The state even reports out as content areas.
 - KM - could that be explained when you present this?
 - MP/SA - some of it might be information we can share out.
- SA - Elementary schools - do not intend to share individual schools at the board meeting. Do give each school their own data for admin and staff to data dive and have deep conversations around.
- SA - SAT data - participation rates - we fall below the 95%. Can see the dip from after Covid.
 - DW - the breakdown of the sub groups shows how it falls into all
- SA - SAT data - we look at the state data for proficient, but also use the raw data as well. Data from the raw average comes straight from the college board. Can compare to state and national average. Raw scores were a few points below state. But at the same proficiency score.
- SA - different cohorts of students - not able to do cohorts since the last test is in 8th grade.
 - AH - school goal at the HS is to look at PSAT data from the fall juniors to SAT spring juniors so that we can compare cohorts.
- LC - may be interesting to look at the classes that our subgroups are taking. Are they taking the courses that are preparing them to have the skills?
- SA - plans to streamline the data presentation for the board meeting.
- DW - important to have a plan to answer what are we doing about it? Highlight that we are not unique when we look at our scores vs. the state.
- LC - it will take a while to see some of the impact of mystery science.



Timberlane Regional School District Minutes

- TE - It is hard to generalize with reasoning at the elementary level because the populations and buildings are so unique.

Conclusions:	in favor; opposed; abstentions
--------------	--------------------------------

Action Items	Person Responsible / Deadline

TOPIC:	
Discussion:	
•	
Conclusions:	
Action Items	Person Responsible / Deadline

TOPIC: Other	
Discussion:	
Conclusions:	



Timberlane Regional School District Minutes

Action Items	Person Responsible / Deadline

Observers	
Resource Persons	
Special Notes	Meeting adjourned at 5:30