



Board of Trustees – Teaching and Learning Committee Meeting
Wednesday, June 8th, 2022 – 12:00pm

MINUTES

ATTENDANCE

Trustees:

Jennifer McKee, Committee Chair
Siobhan Hathhorn, Trustee
Jennifer Walsh, Trustee

Others:

Barb Ridgway, Chief of Staff
Joslyn Davidson, Curriculum Administrator
Jane Shawn, HEA President
Kaitlyn Hess, HSD TOSA Assessment, Federal Programs, and Curriculum
Josh McKay, Assistant Superintendent 6-12
Brian Cummings, Assistant Superintendent K-5
Melissa Romano-Lehman, Instructional Coach
Kayla Ryan, Instructional Coach
Ashlie Buresh, Instructional Coach
Michelle Ford, Instructional Coach
Ashely Komac, Instructional Coach
Kelly Connolly, Instructional Coach
Linda Sorensen, Interventionist Teacher
Riley Thatcher, Instructional Coach
Abby Kuhl, Instructional Coach

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:02 pm by Committee Chair, Jennifer McKee.

II. GENERAL PUBLIC COMMENT

There was no public comment.

III. REVIEW OF AGENDA

No changes were requested to the agenda.

IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 05.04.22 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. Spring Data and Assessment

Joslyn Davidson, Curriculum Administrator, and Mrs. Kaitlyn Hess-Helena School District TOSA Assessment, Federal Programs, and Curriculum- reviewed the Spring Student Achievement Data with the Teaching and Learning Committee.

Ms. Davidson reviewed the Curriculum, Instruction, and Assessment Department and the HPS Continuous Improvement Cycle with the committee. The HPS Continuous Improvement Cycle consists of student data, an action plan with goals, instructional framework, and instructional rounds. Questions that are asked when participating in the Continuous Improvement Cycle are:
1. What is it we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient?

Ms. Hess reviewed criterion-referenced assessments versus norm-referenced assessments. Norm-referenced assessments (i.e., CogAT): provide information on how the performance of an individual compares with that of others, an individual's standing is compared with that of others, and percentile rank (bell curve) is obtained to determine the relative standing in a norm group. Criterion-referenced assessments (i.e., iReady, SBAC, ACT, Acadience): provide information on how the individual performed on some standard of objective, allow users to interpret what an individual can do without the performance of others, and is designed to measure the result of instruction. Ms. Hess discussed that students are scored according to their own individual performance on individual standards, and we can use the results to determine gaps in instructional programming and through the CIC continue to improve upon instructional programming so that students have a better opportunity to learn standards and built upon skills.

Ms. Hess reviewed the dates when students took the ACT, the Multi-State Alt/Alt Montana Science, Smarter Balance and Montana Science, and iReady assessments and what the completion rates were. Ms. Hess reviewed the Grade K-1 Acadience Reading and iReady Reading Grades 2-5 results with the committee. The committee then reviewed the data for the iReady Grades 1-5 Norms and National Placement Distribution Comparison in Reading. Next, Ms. Hess and Ms. Davidson discussed the 2022 SBAC Grades 3-5 ELA data, and the SBAC Grades 3-5 ELA Longitudinal Trend Data. The committee then reviewed and discussed the iReady Math scores for Grades 1-5, and the iReady Grades 1-5 National Norms and National Placement Distribution Comparison in Math. Ms. Hess next reviewed and discussed with the committee the 2022 SBAC

data for Grades 3-5 Math, and SBAC Grades 3-5 Math Longitudinal Trend Data.

The committee moved on to review the Grades 6-8 Spring Assessments data. Ms. Hess and Ms. Davidson reviewed and discussed with the committee the data for iReady Reading Grades for 6-8, SBAC 6-8 ELA for Spring of 2022, and iReady Grades 6-8 National Norms and National Placement Distribution Comparison in Reading. Next, the committee reviewed and discussed the SBAC results for Grades 6-8 ELA Longitudinal Trend Data, iReady scores for Math Grades 6-8, iReady Grades 6-8 National Norms and National Placement Distribution Comparison in Math, SBAC results for 6-8 Math for Spring of 2022, SBAC results for Grades 6-8 Longitudinal Trend Data, and iReady data for Grades 1-8 National Norms and National Placement Distribution Comparison.

The committee moved on to review the Grades 9-11 Spring Assessments data. Ms. Hess began by reviewing the iReady data for Reading Grades 9-10 and the iReady data for Math Grades 9-10. Lastly, the committee reviewed the Spring 2022 ACT% Meeting Benchmark and the ACT Trends % Meeting Benchmark.

VI. BOARD COMMENTS

Committee Chair Jennifer McKee and Trustee Siobhan Hathhorn expressed their appreciation to all the staff members for their hard work and dedication this year in educating children.

VII. ADJOURNMENT

The meeting was adjourned at 1:17 p.m. by Trustee Jennifer McKee.