

Boyertown Area School District  
Curriculum Committee  
February 10, 2015  
Minutes

Dr. Christman called the meeting to order at 6:00 pm in the Education Center.

**Board members in attendance:** Dr. Christman, Mrs. Dennin, Mr. Elsier, Mrs. Hartford, Mrs. Usavage, Ms. Neiman, Mr. Landino and Mr. Stengle

**Administration in attendance:** Dr. Miller, Dr. Woodard, Mr. Scoboria, Dr. Faidley

**BASD Staff in Attendance:** 0

**Members of the Public:** 2

Everyone recited the Pledge of Allegiance to the Flag and observed a moment of silence.

The minutes from the November 18, 2014 meeting were accepted.

**Public Comment**

No public comment

**Presentation and Discussion- Data Summary**

Dr. Miller shared a presentation on the 2013-2014 Data Summary. Copies of the Data Summary were provided to all attendees. The presentation highlighted some information from the summary document. Unfortunately the timing of the Data Summary was held up as the state did not release the SPP scores until the end of November 2014.

Dr. Miller discussed that as a district we have been committed to being a high-performing school system. The focus of the presentation is to review the data and use that information to ensure that all students learn. It is interesting to note that we are looking at a state assessment that continues to change. The PA School Performance Profile (SPP) serves multiple purposes including how to inform and guide goal setting, resource allocation, and targets for improved student achievement. Making comparisons between the initial two years is challenging because the components are somewhat different.

Dr. Miller shared some celebrations within the summary. GES received the highest score in Berks County and the 3<sup>rd</sup> highest in Montgomery County. BASH was the second highest in Berks County. All of our schools scored an 80 or above.

An explanation of the scoring criteria of the School Performance Profile was presented. Scores are broken down as: 40% academic achievement, 10% closing the achievement gap, 40% academic growth/PVAAS, 10% other academic indicators and 7% extra credit for advanced achievement.

The indicators of academic achievement are graded by looking at the state assessment scores: math, reading, science and writing. Looking at the scores, we are seeing a lot of growth in the science program attributed to curriculum alignment and integrating Classroom Diagnostic Testing, (CDT). Dr. Miller explained that CDT is a test we give the students throughout the year to gauge how the students are doing and then we can shape instruction based on their score.

Dr. Faidley asked if CDT was free. Dr. Miller explained it is a free state tool that we have been expanding our use of. It's a computer based assessment that really helps identify strengths and weaknesses.

The data also shows that as a district we offer a solid program in math but can improve in growth in the core content area. Our reading scores were a little lower but we are making the growth which will help increase those scores. This is the last report on the writing assessment as this is now embedded into one ELA assessment.

The indicators of closing the achievement gap are determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. This is only for science right now because the science PSSA did not change unlike the math and reading. Until they have two consistent years of the assessment they are not including reading and math.

The indicators of academic growth/PVAAS will provide growth scores in math, reading, science, writing and Keystone Algebra 1 for JHE and JHW. Dr. Miller also noted this is the first year that individual teachers will receive a growth score. Based on our data, we show significant growth in science, writing and the Keystone exams. We showed lack of growth in reading and math.

Looking at the elementary scores we showed significant to moderate growth. However, we still need to work on those weaker areas.

Mr. Stengle noticed the 6<sup>th</sup> graders have outperformed the growth data much better than the 4<sup>th</sup> and 5<sup>th</sup> graders. Dr. Miller explained that we have very solid instruction in 6<sup>th</sup> grade and are looking to implement the same direction in other grades.

The other academic indicators look at the graduation rate, attendance rate, advanced placement or college credit classes and PSAT participation. Boyertown has a 92.69% graduation rate and 94.77% attendee rate. We scored 100% in the other categories. We as a district will continue to look at ways to improve these rates.

Mr. Landino asked whether students who earn a GED are factored into the data. Dr. Miller explained this is a multiyear piece of data and as long as the district is aware of the GED, the data gets updated.

Districts can also receive up to seven extra credit points based on the percentage of advanced students. The areas eligible for extra credit include the Keystone and PSSA testing, industry-based competency assessments and advanced placement achievement.

Mrs. Usavage asked how many extra credit points Boyertown Area School District received. Dr. Miller explained that it's a building score and based on our data, we received a couple of extra credit points per building.

Dr. Miller explained there is supplemental data included in the Data Summary packet such as growth, achievement and demographic. Please review and if any questions should arise please let him know.

Mr. Stengle asked what the ramification is of scoring bad or good. Dr. Miller believes that Boyertown will always score well. Those schools that are not performing well are given some limitations (i.e., limitations on where spending may occur).

Mrs. Usavage asked if the overall score is tied into the educator effectiveness model. Dr. Miller stated yes, for all of our teachers and administrators the SPP score for their building is a component of their evaluation.

Mr. Elsier asked for the top two or three take-aways if you were to headline Boyertown Area School District. Dr. Miller stated that we have a solid program at a responsible rate. We are strong in math. However we still need to ensure growth for all kids. One additional take-away is that we have been very successful in our Keystone data. We are focusing on a system-wide focus on improving instructional practices to drive our achievement and growth even further upward.

Mrs. Dennin asked how three years' worth of data as a teacher is used to assess that a student has grown and how the data shows an ineffective teacher. Dr. Miller explained they use the previous year's state assessment to judge projection for the next year.

Mrs. Dennin also stated the state assessment is changing and asked whether the test is getting easier or harder. Dr. Miller stated, without a shadow of doubt, the implementation of Common Core is much harder.

Mrs. Dennin asked if we are looking at the same students when looking at the overall track movement of students through the grades. Dr. Miller explained it's a cohort model with some movement in and out. Is there a way to analyze the data for trends? Dr. Miller explained we are having these conversations and planning for those perspectives.

### **2015-2016 BASD Calendar Review**

Mr. Scoboria introduced the tentative 2015-2016 district calendar. He highlighted some key changes pertaining to the start of the school year and increase in half-days needed for professional learning.

Mr. Scoboria stated that draft calendar ideas were shared with a parent advisory focus group and some good feedback was provided. We would like formal Board approval at the February, 24<sup>th</sup> meeting.

Dr. Christman asked if the calendar factors in the after school staff development sessions. Mr. Scoboria stated yes and they're matched with some of those half days to make it more efficient.

Dr. Christman asked (according to the teacher contract) how many professional development days can be scheduled. Mr. Scoboria stated we have the max amount of days added to our calendar. There are 187 days, 4 are contractual.

### **Public Comment**

Ruth Dierolf wanted to confirm the growth data for elementary. It does not appear we are performing well in writing, so why we are getting rid of it? Dr. Miller stated we are not getting rid of writing and will continue to focus on it. The writing assessment is being imbedded into the ELA assessment.

Dr. Faidley added we are moving towards a rubric scoring system with the 6 traits of writing. We are trying to utilize that and train our staff to do that in subjects like science and math instead of just reading and writing.

Linda Curry asked how BASH performed when compared to other Montgomery County schools. Dr. Miller stated he would get that information in writing to her. Linda Curry asked if the 10% in the Academic Indicators section is broken down by components. It is and the information will be provided in writing to her.

Linda Curry asked if pilot programs factored into this data. Dr. Miller explained that any changes in curriculum would factor in.

Linda Curry asked if the cohort graduation rate and attendance rate go hand in hand. Dr. Miller agreed that attendance is a contributing factor to the graduation rate.

### **Announcements**

February 24, 2015 Personnel Committee meeting, CES Library, 6pm

February 24, 2015 Board of School Directors Meeting, CES Multi-Purpose Room, 7pm

Dr. Christman adjourned the meeting at 7:00 PM

**Motion to adjourn:** Ms. Neiman and Mr. Landino