

# Meeting Minutes - ISC General Meeting

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**Location:** District Administrative Building (DAO), Room 264

**Date:** October 13, 2015

**Time:** 9:30 am


**Presenters:** Brian Cote, Interim Director of Secondary Education  
Scott Eveslage, Principal at HHS  
Jason Potten, Principal at BCMS  
Amy Murphy, Acting Assistant Principal WVMS  
Scott Weinstein, Acting Principal at Gladwyne ES  
Leslie Pratt, Interim Supervisor of Secondary Humanities

**Topic:**

- review the recently released testing results from PSSA and Keystone exams
- outline how test results are useful in addressing specific educational needs of students and upcoming changes in state regulations around testing
- help us to understand the district's efforts to limit disruptions caused by the state required testing, and what is the district's plan for the students of those families who opt out of PSSA testing

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## I. Presenter Brian Cote, Interim Director of Secondary Education

A. See attached pdf of slide show Mr Cote presented 

B. Parent Information

1. Last year, grades 3-8 PSSA, fully aligned with the PA core standards. Older students have keystones so the PSSAs stop at 8th grade.
  - a) process of developing new standards
  - b) teachers have to learn the new standards
  - c) Districts understand that this PSSA's are only a snapshot
    - (1) benchmarks as a more encompassing indicator of student performance.

C. Slide : Final Recommended Scale Score Ranges: English Language Arts

1. The scale will not change, but the raw scores will change
  - a) the state will shift raw scores to fit within the scores
  - b) there is no reason

D. Slides: 2015 Sprig ELA PSSA District 3-5 & 6-8

1. optimal shed patterns - higher number proficient students and progressively lower number of students in lower score areas
2. Reminder: some sections are only one or two questions and parents should be aware that when reviewing the scores

E. Math testing was much more rigorous this year with questions within questions

1. looking at raw data, district could do better but did much better when compared to rest of Pennsylvania


F. For students who opted out

1. There are designate places in the building for particular grade levels
  - a) curriculum studies were given to students, eg.,
    - (1) activities that is something of interest to students
    - (2) not viewed as penalty

## **II. Scott Eveslage, Principal at HHS**

- A. Operating under the guidelines**
  - 1. Acknowledge pressure on students
    - a) much testing at all levels
    - b) three Keystones students must pass to graduate
      - (1) require proficient in those three areas
  - 2. use results to acknowledge where the school can improve
    - a) address gaps in curriculum
    - b) even proficient study areas have need so cannot stop improving
- B. Looks at students individually, they may have a proficient score on Keystones, but how can address a gap when looking at the entire snapshot of a student**
  - 1. a lot of thought goes into how to balance the students needs with the curriculum without a heavy support curriculum
    - a) based upon level need and whether has a special services need
    - b) eg. geometry 4 labs with one being a support lab
      - (1) try not to have many labs because reduces elective options for students
    - c) successfully passing this lab as proficient in lieu of retaking the exam
- C. Keystones - time of when administered**
  - 1. Biology - end of course
  - 2. Algebra
    - a) mid way through algebra II
    - b) moving it out of middle school

## **III. Dr. Leslie Pratt, Interim Supervisor of Secondary Humanities**

- A. See attached pdf of Dr. Pratt's presentation **
  - 1. Shift in literacy core standards from state
    - a) district working to align with standards
  - 2. Parents can help students with literacy practices at home by
    - a) encouraging reading everyday
    - b) asking children to summarize their day or an event instead of retelling
      - (1) summarizing enforces practice of understanding what are the important details to pull from a narrative
    - c) asking children to explain, "why?"

## **IV. Scott Weinstein, Acting Principal at Gladwyne ES**

- A. Receive results of prior year in the summer with PSSAs**
  - 1. What they do with results in September
    - a) Review student data file received by DRC
    - b) Within the building level (school level) look to see what areas need to grow
      - (1) can look at data by teacher to teacher, grade to grade
        - (a) can learn from one another how to teach a subject differently
        - (b) Note: as students move progress from grade to grade or to next school level, teachers receive a complete student data file including all information for students from all years
      - (2) WIN time
        - (a) looking at how can adapt best for students who need support

**V. Jason Potten, Principal at BCMS**

- A. Look at bigger picture around student learning
- B. See attached pdf of Diagram: Multiple Measures
  - 1. Diagram shows the multiple data points encompassed
    - (1) Student Learning
    - (2) School Process
    - (3) Perceptions
    - (4) Demographics
- C. Need to be cognizant of what do well and how it can help with other areas
  - 1. Data from tests is a useful starting point
- D. Remediation given for students who show a need
  - 1. Specific additional class given
    - a) eg. small group reading is working very well to improve reading

**VI. Amy Murphy, Acting Assistant Principal WVMS**

- A. Teachers trying to present more scaffold in questions
  - 1. level of rigor increases as work through the test
- B. LEARN Period
  - 1. Teacher provides interventions
    - a) from benchmarks more so than PSSA
- C. Structure
  - 1. Collaborative structure for teachers
    - a) look at across

**VII. Upcoming Meetings**

*October 20:* ISC/HSA Presidents' Meeting  
*October 28:* LMSD School Board Candidate  
*November 10:* General ISC Meeting  
*November 17:* SC/HSA Presidents' Meeting  
*December 8:* ISC/HSA General and Presidents' Meeting