

Academic Achievement Committee Meeting

Date: 12/8/2020

Time: 4- 6 pm

Members in attendance: Carl, Whitney, Lindsay, Jane, Erika, Julia, Joe, Laura, Joanna WN, Amanda, Joanna S

Agenda items	Discussion:	Actions:
Board Academic Dashboard	<p>What should be reported?</p> <ul style="list-style-type: none"> - K-4 students who met Lexia usage requirements - Year-long graph (including ss. for which Lexia is optional) - Student skill status in Lexia (no usage, above grade, on grade, below grade) <ul style="list-style-type: none"> - Can we monitor in a way that shows what students need? - Is there a way to group optional students in a class to not pull their data? - Students who met iReady usage (0 min, 1-9 min, 10-29 min, 30-49 min, 50+min) - Student lesson passage rates in iReady (no completed lessons, 0-49%, 50-69%, 70-100%) - Time working vs. lesson passage/mastered - Looking at adjusting the data via short weeks (might not work as nicely if we do monthly) <ul style="list-style-type: none"> - Would need to do a weekly, custom, data pull <p>How frequently should we review data at the board level (weekly, monthly, quarterly)?</p> <ul style="list-style-type: none"> - Unanimously MONTHLY <p>What format (bar graph or line graph) - for board and for Academic Achievement Committee meetings?</p> <ul style="list-style-type: none"> - Carl, probably bar graph - Joanna WN, probably line graph - Possibly both <p>Do you want to see just the last 2 months or all of the months as the year progresses?</p> <ul style="list-style-type: none"> - Joanna S, running record personally seems more helpful - Carl, maybe both via a multi-line graph 	Think about what is helpful for ILT vs. what is helpful for the board
<p>Determining KPIs for board-level data dashboard (January roll-out)</p> <ul style="list-style-type: none"> - Aligned to charter based goals (year over year and within academic year) - Provide high level overview of progress and key leverage strategies 	<ul style="list-style-type: none"> - Academic outcome goals for upcoming years (from Bell Weather) - Academic outcomes goals for upcoming years - What are some KPIs you think we should track in our dashboard? - Other things to add: <ul style="list-style-type: none"> - EL progress, SEL, Talent, Behavior, Sped - AND FAST BOY, MOY, EOY - Compare to state AND to a local district - Anything to remove? <ul style="list-style-type: none"> - Would teacher retention be something to report once but not necessarily each time? - National percentile, what would that look like in what we are reporting? <ul style="list-style-type: none"> - Connected to the continuously enrolled ss. For 4 years (in FAST, not predictive of MCAs but another means to measure, also includes percentile growth and percentile over time) - Over the course of a year, but not needed to report on regularly 	Laura and Joanna WN need to figure out details for tracking Lexia

	<ul style="list-style-type: none"> - What specific thing would we want to track for Lexia regarding Lexia passage rates (skills vs. units)? - Would it be helpful to have a tracker of students who ARE enrolled for 4+ years (& who would update that)? <ul style="list-style-type: none"> - We are working with Perf. Matters to figure this out, but it is something to aspire to - Maybe pull the Predictors - Engagement: <ul style="list-style-type: none"> - Might be good for this year, but will we continue to track engagement each year? If yes, maybe keep it on. If no, maybe it's not needed - It is a much harder measure to report on - Have we tracked around family engagement? <ul style="list-style-type: none"> - We have it for previous years, but not this year so far. If we used that, we would have a gap first two quarters - It doesn't necessarily feel like this goes in the academic bucket, but maybe it could live here or in the SEL bucket temporarily, but eventually maybe we could report on family engagement separately which would be good to share with the board - Do we want to see any of this data broken down by demographics? (IEPs, LEP) <ul style="list-style-type: none"> - MCA relation for LEP, so in that case, yes, it would be nice to be broken down - Charter goal related to EL on MCA math and reading compared to EL in MPS 	
Planning for MOY data review	<p>Data goals:</p> <ul style="list-style-type: none"> - BOY 100% ss. Will meet expected growth (1 years worth of growth) - 50% ss. Will meet stretch growth goals <p>What do we expect to see:</p> <ul style="list-style-type: none"> - It seems like it will be inconsistent, in pockets - There are parents who are doing things for the student/ telling answers, so take that into consideration when interpreting data - K-3 is working on 1:1 virtual assessments, in January we will need to do remote assessments for iReady - Students will come in person for ACCESS testing only - Comprehension checks are better this year in K-4th than in past years due to teacher modeling and practice - Really worried about getting true, accurate data (without parents telling answers), then will there be a big EOY decline when students perform independently (or BOY 2021-2022) <p>Trump administration is making standardized testing continue</p> <ul style="list-style-type: none"> - Biden administration might be different - For now, we need to move forward with the thought that testing will occur for the authorizer <p>Data floors:</p> <ul style="list-style-type: none"> - What is the floor that if not met will trigger an intervention? (in person vs. distance) <ul style="list-style-type: none"> - ___ of ss. Will meet expected growth - ___ of ss. Will meet stretch growth goals - Idea: Look at other schools (maybe Ashley could help 	Need to come back to testing because we are very worried about reliability of testing if done at home

	<p>with this) to compare w/ schools that have really great years in math and in those that don't</p> <ul style="list-style-type: none"> - Idea: Compare w/ our previous years to show how many students have historically made expected growth (1 year) <ul style="list-style-type: none"> - FAST data - Math interims (created by NECP) - About 50% = initial thoughts of a few people with questions about rigor of test and how other schools in year 1 of roll-out do to better have a sense - What should be expected this year in this unique year of learning? - What are the resources at our disposal to adjust course if lots of students are not hitting the goal? - From teacher perspective, are we adjusting goals - Do the students we are intaking mid-year, still have a full year growth goal or is it compensated (i.e. taking it now is really their middle of year starting point and not beginning of year)? 	
Looking ahead:	<ul style="list-style-type: none"> • How to roll out next year the ELA curriculum and what roll with this committee have with that? 	