Academic Achievement Committee Meeting

Date: February 9, 2021

Time: 4- 6 pm

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

Agenda items	**Discussion:**	**Actions:**
Goals	- Review dashboard trends & highlight areas of success and/or focus - Review MOY data and highlight areas of success and/or focus (NOTE possible inconsistencies due to distance administration) - Set goals for EOY and SY 21-22	
Dashboard Review/ Trend Analysis	Lexia (K-4) - Might need clarification from Joanna WN regarding why one trend line is going down but others aren't going up - With no-usage students decreasing, are those students then filtered into the below grade level? iReady Monthly usage (goal 240+): - Overall positive trend; very few students are reported as 0 minutes, increased 240+ to where we first were in November - If we had continued in December with the same instructional days, we've met about where we were in November as of right now after winter break. - We are anticipating that February might be a little all over the place with conferences and mid-winter break, but we expect March to continue with an upward trajectory, especially with all of the instructional days in March and no major interruptions. - Are about 40% of students meeting their iReady goals? - For K-4, it seems like one class in each grade is meeting their targets and the other is not, which is pretty appropriate for what we see on the trend lines. iReady Lessons Completed & Lessons Passed: - It seems like although most students are completing 1-14 lessons, the majority are passing 70-100% of the lessons, which indicates they are learning even if not at a super fast rate.	Joanna WN to clarify the trend lines for Lexia
MOY iReady & FAST Data Review/ Analysis	**iReady Overall BOY to MOY** Shout Outs: - Tier 3 students have essentially been decreased by half - Seeing growth among all tiers of students Questions: - How does this compare to surrounding districts/ schools? Is it appropriate to have 28% of students on or above grade level iReady K-3 BOY to MOY	There is a meeting on March 9 to compare iReady data...they use Eureka as their instructional curriculum and iReady as supplemental adaptive support

	- Kindergarten is making huge growth
	- There is real progress to celebrate in every grade level; green bands (on or above grade level) have increased in every grade
	- Does the red band go up as skills increase in difficulty? Possible evidence of the gap growing as foundational skills continue to build
	- If we had a Pre-K, would we be able to start the year out with all students ending on grade level?
	- What is the floor/ basal for kindergarten?
	- How does this relate to resource allocation and to teaching?
	  - Should we be doing things differently, or is what we're doing working?
	  - There have been drastically fewer number of sped evals this year and CST meetings have shown consistent interventions and ELD support to have been a huge support in making that happen.
	iReady 4-8 BOY to MOY
	- The inverted triangle doesn't seem to have the same pattern in 4-8 as we see in K-3
	- 6th grade has a lot of major foundational math skills required for 7th and 8th grade.
	- Last year (19-20) the BOY 6th grade math was really inconsistent (teachers), so missing that foundational unit might have played a factor
	- Might the growth in green be more correlated to the fidelity teachers are using the curriculum?
	- Current 6th grade is the only grade level who has had iReady curriculum two years in a row
	
	Math Domains in iReady
	- ALG is greatest growth, NO second, MS third, and GEO last
	- First units in grades are number and units and last units are geometry, so if they were missed at the end of last year, it makes sense that they show the least growth this year.
	- In sixth grade, the previous years of reteaching was taught in Number Talks previously.
	- What would we want to prioritize in looking at the data of grade level by domain?
	  - Geometry as a domain is low. 7th graders had a tough year last year. DL is tough for little kids, especially first grade.
	  - ANet and Achieve the Core would not place geometry at the top of the list, so I wouldn't necessarily as a coach go in and say we need to do more geometry. Rather, look at what skills and standards they need in order to be able to do the work in the following grade
		It would be really cool to have a reporting group that was all students who had been with us consistently for multiple consecutive years.
		
		Joanna WN can look to see if FAST data is compared to historical national percentiles or if it is compared to the current national percentiles for this year specifically
		
		Do we want to get a custom report for Performance Matters to indicate the Risk Level, National Percentile, and Growth all in one place?
		
		Other data points to corroborate with literacy data?
		- ESGI
		
		Should Jenna compile data to show for Language Live?

(really look at the foundational skills). Maybe address some of the geometry and other possibly cut off skills during summer school.
- First grade has very large classes, and Zoom is really hard.
- How does language learning affect geometry and the concepts that correspond within geometry?
- How do students with IEPs play into these as well, regarding the concepts taught?
- Last year (19-20) between two different kindergarten teachers were using two different math curricula, so that might also play into how tricky first grade has been this year.

Progress toward Growth and Stretch Goals (iReady)
- Median progress is lower in grades 1-4
- What could be driving the growth?
    - Conditions around BOY testing should be considered (first year doing this BOY diagnostic, coming out of home learning for so long)
    - Not as much teacher turnover, no major transitions, continued stability/ consistency
    - Consistent coaching across grade levels
    - Implementation of schoolwide curriculum
    - Are MOY data true and independent for students or did they have extra help from family?
    - Is growth coming from adaptive questions by students filling in gaps from before, or is it more around the instructional teaching of more grade level type standards?
    - Majority of growth, especially 6th graders, is related to the iReady interventions. Students who met iReady minutes goal were also those who had made significant growth.
    - Support and 1:1 testing accommodations (especially for K)

FAST

aReading (4-8) Data
- Some students are finishing testing as of today
- If compared to historical national percentile data or compared to their peers for this year?
- Students are holding consistent progress from where they started.
- What percentile do the median scores relate to?
    - We could make our own

2nd & 3rd grade FAST CBM Reading
- Both classes in second grade have made a lot of fluency growth this year

	- Are the bar graphs showing national percentile? We think so.
	- Currently 54% of students are in the green/ blue categories (at or above grade level).
	- Our hypothesis was that about 70% of students in the green/ blue would indicate 45-50% passing MCA scores.
	
	Takeaways:
	- There seems to be more growth in math than in reading. Why?
	  - Is it easier to teach math in DL than reading?
	  - Do we have a better curriculum for math that aligns more with what students need and hand itself to DL?
	  - Students are reading less for pleasure and for school in DL than in person for previous years
	  - Reading comprehension builds overtime with genuine reading and takes more time to teach and maintain than math skills and standards.
	  - The tools we have are lending themselves more to math than to literacy
	- The second grade fluency data does show a big growth jump. Arguably there is growth and progression across grades.
	- Students are completing more iReady independently compared to Lexia.
	- Students are doing more practice in math than in reading.
	- What would it look like if we measured comprehension over fluency?
	- What impact are interventions having on our scores?
	- How is Language Live impacting student scores? (compared to students not taking Language Live)
	  - There is progress for some, but it seems to be targeted for a very specific type of student who is very far behind grade level. It's working well for some students, but it doesn't seem to be the best fit for all of the students.
	- Data reviews, Reading and Math Corps and CST show a lot of growth. Not sure how to bring all of those pieces together yet. Could they all go into Performance Matters? Is a student who is in Reading Corps making more growth than a student who is not? Is a student who is in Language Live making more growth than a student who is not? Is a student who is in ADSIS (1-4th) literacy making more growth than a student who is not?	

Prep for February data & board meeting	Determining presentation slides - Number of slides didn't seem too unreasonable for a	

	board meeting (about 10-12 for MOY data)
	Relevant info
	- Lexia and iReady growth are helpful
	- For MOY data:
	  - Show by grade level
	  - Domains might not be as helpful (more helpful for teachers to know, but maybe not necessary for the board level)
	  - Still share what might happen if pacing is not on (might be a better conversation for thinking about next year and how to catch students up)
	Presenters
	-	