

Academic Achievement Committee Meeting

Date: March 9, 2021

Time: 4- 6 pm

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

Agenda items	Discussion:	Actions:
Welcome & Check-in (5 min)	Rose (success), Thorn (challenge), Bud (potential)	
Why do we use data? (10 min)	Independent activity	
Dashboard Review (10 min)	<p>Items we've settled on:</p> <ul style="list-style-type: none"> - Attendance - iReady min - iReady lessons complete - iReady lessons passed - Lexia min, Lexia skill status - BOY/MOY/EOY iReady and FAST assessments - MCAs - ACCESS <p>Ways to disaggregate data:</p> <ul style="list-style-type: none"> - Students with IEPs - Language Learners - Continuously enrolled* - Grade level - Gender identity - Ethnicity <p>iReady Monthly Usage:</p> <ul style="list-style-type: none"> - Green trend line is going up a lot - The 0 min is going generally in the right direction but has gone up a little from January to February - December was only 2 weeks, so we're seeing a generally positive trend <p>iReady Lessons Completed:</p> <ul style="list-style-type: none"> - 0 trend line has a small upward trend like iReady monthly usage, and green line is decreased a little. Might be because lesson length is increasing? - Did teachers assign lessons or reiterate to students that they could do iReady over the mid-winter break? - Might the discrepancy in numbers be impacted by students completing comprehension checks vs. completing lessons? <ul style="list-style-type: none"> - Don't think comprehension checks contribute to min usage (think it's just MyPath lessons and teacher assigned lessons, but not sure) <p>iReady % Lessons Passed:</p> <ul style="list-style-type: none"> - Seems like there is a consistent group of students who are effectively using the program, but there are a handful of students who are not accessing the program. Why? Can we look into adding them into 	<p>Whitney/ Joanna WN:</p> <ul style="list-style-type: none"> - Are comprehension checks included in minute usage on iReady? - If a student is listed as "in grade level material" at this point in the year, what exactly does that mean. Does it adjust for how far into the year we are in?

	<p>pre-existing interventions, like study hall?</p> <p>Lexia Monthly Usage (240+ min - K-4 required only)</p> <ul style="list-style-type: none"> - Similar to iReady: since December, there is a steady rise with the anomaly of December, and maybe January too - Is the blip uptick of students with no usage the same as the students with no usage on iReady? - We did meet the goal of 50% of students or higher for Lexia - How is the virtual K-4 study hall impacting these trends? <p>Student skill status in Lexia (K-4 required students only)</p> <ul style="list-style-type: none"> - When measuring grade level, are they also measuring where they should be in the year? <ul style="list-style-type: none"> - For example, if a student started in August on grade level then plateaued and in mid year is performing still where s/he was in August, are they still considered within the "in grade level" band, or would they now be in the "below grade level" band? 	
<p>Language Live Data (30 min)</p> <p>Presented by Andrea & Jenna</p>	<p>Findings:</p> <ul style="list-style-type: none"> - There is no direct correlation between full participation in the LL program and growth data. For example, there are students who fully participate in LLand have negative growth while there are students who are less participatory on the LL program and have had positive growth - 5th-6th <ul style="list-style-type: none"> - 9 students (32%) negative FAST aReading data - 5 students (18%) some growth on FAST aReading - 14 students (50%) substantial growth on FAST aReading - 7th-8th <ul style="list-style-type: none"> - 7 students (32%) negative FAST aReading data - 7 students (32%) some growth on FAST aReading - 8 students (36%) substantial growth on FAST aReading - Independent comprehension tasks related to text is where students become really challenged. <ul style="list-style-type: none"> - Texts are far below grade level - Students and parents claim texts are way too easy, but they are showing that comprehension is still really difficult. - Pros: <ul style="list-style-type: none"> - Live instruction components (comprehension, nonfiction texts, vocabulary development, grammar) - Online program does a good job of having students recognize sounds in English 	<p>Lindsay:</p> <ul style="list-style-type: none"> - Mandy, how would students with IEPs fit into a model of sheltered literacy with an ELD teacher?

	<ul style="list-style-type: none"> - Heavy comprehension focus in live instruction - Consistent structure of units from unit to unit - Cons: <ul style="list-style-type: none"> - Online program is not highly engaging for students - Online program is heavily phonics focused (not all students need this skill) - Not much emphasis on writing (a skill all students need) - Online program has A LOT of technical difficulties - The units are long and take awhile to get through (one unit takes 5-6 weeks) - Target group: <ul style="list-style-type: none"> - LL seems to fit the needs of low level students the best, however we are using level 1 with all students - There was also more growth for 5th-6th overall - In the future, we should focus on WIDA ACCESS scores to determine intervention or FASTBridge reading scores? <ul style="list-style-type: none"> - We used Fast this year, but we could consider WIDA for next year - Student Input: <ul style="list-style-type: none"> - It seems like some students do not recognize that they need intervention and are not aware of their current reading skills. <ul style="list-style-type: none"> - "A program like this would be good for learning a new language" - "I would rather never do it again" - "It's too easy" - "It helps a little bit" - "I'm ok with it but it's not the best" - There is a disconnect between reading and writing. Most students can read fluently but can't spell/ write as well. - Questions to Consider <ul style="list-style-type: none"> - Is LL the best program to use for all MS reading interventions? - Is LL a good program to keep as an intervention for specific students who specifically need a phonics intervention? - If we keep LL, is it particularly valuable to have students working on the online program in addition to, or instead of, their Literacy homework? - How are students in LL doing in their other classes? - We are hesitant to have students miss recess, would that further a negative connotation with intervention? - Without missing recess, is 30 min enough? - How interesting and engaging are the texts? 	
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	<ul style="list-style-type: none"> - There is more interest in the topics/ content, but the texts aren't super interesting. - Recommendations <ul style="list-style-type: none"> - The live instruction piece is useful, especially the vocabulary and comprehension sections - We do not find the online portion useful for students unless they are in need of phonics instruction. (However, most ss. Do not spell well, - We do not feel 30 min is adequate intervention using LL as units already take a while to get through with 50 min of live instruction each day. 65 min would be adequate if we go with LL. - We think students need support in Literacy and UOI classes in addition to intervention. Many students struggle with the work in LL, hence additional support is needed for them in Lit. and UOI. - With less intervention time next year, we feel it is necessary to consider other program structures to fully support our students. - In our experience, students have made the most growth when they could have more support throughout the day from an EL trained teacher who can make the material accessible to them through intentional scaffolding. - Possibly have a sheltered literacy (ELL and non-ELL, any struggling readers) and WIN Time <ul style="list-style-type: none"> - Instead of gen ed, they would go to an ELD teacher instead <ul style="list-style-type: none"> - Could teach a separate curriculum like LL, or teach the same curriculum like Amplify but with a lot of scaffolds - What about students with IEPs? <ul style="list-style-type: none"> - Possibly could go to the sheltered class and reduce sped minutes - WIN could be used for math or extra literacy - Sheltered literacy instruction for literacy with co-teaching for inquiry - Co-teaching and WIN time - Questions to consider: <ul style="list-style-type: none"> - How would space work for sheltered classes? - What if families are resistant to sheltered classes? 	
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	<ul style="list-style-type: none"> - Framed and communicated extremely well to students and families - Level of engaging material itself can get so dry sometimes - How to expose students to grade level? <ul style="list-style-type: none"> - I can take Amplify curriculum and make it accessible - What drew us to LL in the first place? Can we even know if LL is effective until EOY data? It makes people nervous to switch curriculum a lot - What does it look like for students at really different levels? <ul style="list-style-type: none"> - Newcomers - Multiple grade levels behind - Ideally they'd be separated in different sheltered classes, but due to staffing and space they could all be combined with scaffolds - What would progress monitoring look like? <ul style="list-style-type: none"> - Use fastbridge CBMs to track fluency/accuracy and comprehension - Use something from WIDA that Joanna WN knows about - What of the students are in which grade? <ul style="list-style-type: none"> - Would there need to be a time in which students from multiple grade levels would all need to be available at the same time? <ul style="list-style-type: none"> - To determine that, we would need to know the range and criteria for sheltered literacy - For long-term language learners, would we need to go to reading level if WIDA isn't giving us enough information? 	
Planning for next year: Using Performance Matters (20 min)	<p>March: Brainstorm how we want to use data next year April: Determine data metrics for SY 2021-22 June: Data systems loaded into PM August: PM is ready to use with staff</p> <p>Before the next AAC meeting, please login to PM and play around with the Baseball card feature.</p> <ul style="list-style-type: none"> - What works well? - What doesn't? - What do you still want to see? 	
Questions, Comments, Concerns, and Ideas		