

Academic Achievement Committee Meeting

Date: May 11, 2021

Time: 5- 6 pm

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

Agenda items	Discussion:	Actions:
Welcome, Check-in (5 min)	Plans for the long weekend	
<p>ELA Committee and Assessment options (20 min)</p>	<p>12 committee members met 3 times this spring</p> <ul style="list-style-type: none"> - ELA Committee Meeting Notes - Discussed what educational equity needs to look like at NECP <ul style="list-style-type: none"> - Discussed literacy screening data - Discussed new draft of MN ELA standards - Began learning about Science of Reading - In process: <ul style="list-style-type: none"> - Drafts of literacy instruction philosophy & curriculum priorities - Compiled a review of current curricular materials - Compiled a list of potential materials based on reviews by EdReports, Arkansas, Colorado & Massachusetts <ul style="list-style-type: none"> - Committee members reviewed some materials and began discussing observations & reflections - The following materials have risen to the surface, but we will want to ensure there aren't other options worth considering before moving forward with final decisions: <ul style="list-style-type: none"> - Amplify CKLA/ ELA - Foundations/ Geodes with Wit & Wisdom - Collaborative Literacy (likely K-2 only) <p>Scarborough's Reading Rope</p> <ul style="list-style-type: none"> - Language Comprehension + Word Recognition = Skilled Reading <p>So far committee members have focused on exploring materials to potentially pilot next year</p> <ul style="list-style-type: none"> - There are more teachers interested in piloting a new curriculum than those who don't - Knowing what we know about the curricular materials we're currently using and knowing the capacity staff have (or don't have) to pilot something new makes it a challenging decision on whether or not to pilot a new curriculum - One option is to have the ELA committee break into a smaller group who have capacity to dig into curricular materials to pilot - If we want to accelerate the timeline to enter formal adoption next year, we will need to inform the committee & all staff & rework our plan for the rest of the spring <ul style="list-style-type: none"> - ex. consider a subcommittee with the capacity to dig in deeper to materials & 	<p>Carl:</p> <ul style="list-style-type: none"> - Ask about assessments that are out there and if there are better ones we should consider

	<p>gather input--could we schedule subs for a few teachers to carve out this time?</p> <ul style="list-style-type: none"> - Questions to consider now & moving forward: <ul style="list-style-type: none"> - How and when will we communicate with staff about any potential changes happening next year, especially if we are accelerating the timeline? <ul style="list-style-type: none"> - Some staff may be resistant to speeding up the timeline. How will we message the reasoning and gather input? - Is a K-8 curriculum a priority? Is there a cap on how many different programs we would implement? - Which curriculum(s) have the best rating according to our curriculum priorities? - If we adopt a knowledge building ELA curriculum, what impact does that have on our current POI? How do we honor the work teachers have done on the POI if we are restructuring it? What impact does adoption have on alignment to MN Science/Social Studies standards? - What is our approach to foundational skills instruction: Tier 1 or differentiated? How does this decision impact the grading structure we have established this year? - How do ELD & intervention services overlay with a new curriculum? - What PD will be essential in August, throughout next year, and beyond? How will we prepare teachers for a potentially huge shift in their literacy instruction? - What are the time allocation considerations and how will this impact the master schedule? <p>Assessment Options</p> <ul style="list-style-type: none"> - Academic Screening Tools Chart - STOP: <ul style="list-style-type: none"> - FAST aReading - KEEP: <ul style="list-style-type: none"> - iReady Math diagnostic K-8th - FAST earlyReading K/1st <ul style="list-style-type: none"> - Can use for dyslexia screening and reporting requirements - FAST CBM-R 2nd/3rd - FAST progress monitoring for intervention & sped - START: <ul style="list-style-type: none"> - iReady Reading diagnostic 2=8th 	
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	<ul style="list-style-type: none"> - Will flag 2nd/3rd graders who require additional screening for dyslexia risk factors - HOWEVER: <ul style="list-style-type: none"> - If we adopt Amplify schoolwide, we would likely want to consider mClass/DIBLES in place of earlyReading & CBM-R because Amplify's systems align with this assessment - Discussion: <ul style="list-style-type: none"> - Q. If we were to change any assessments, would there be any issues with the authorizer? A. If it is nationally normed and we can prove the usefulness of them for us and why the switch would be better for us, there wouldn't likely be a problem - Q. If K/1st did FAST earlyReading and 2-8th did something different, would that be a problem? A. If we can prove we'll use it more and it works better for us, then it will likely be fine. - Q. Is Ready Reading applicable for K-8th or just 2-8th? A. Haven't used it before, but the accuracy of identifying a student's risk level is lower in K/1st <ul style="list-style-type: none"> - If a test can be on an iPad instead of on a laptop/ chromebook for K/1st that might minimize inaccuracy - Take all diagnostics with a grain of salt in K/1st - FAST earlyReading takes a very long time to administer; not married to it - Q. Would it be worth it to do a sample for students to take both assessments to determine reliability? 	
<p>Dashboard Review (5 min)</p>	<p>iReady</p> <ul style="list-style-type: none"> - April might be an anomaly - Hope to see rebound in May, although May is also going to have some questions regarding MCA testing and Mid-Spring Break - Is there time built into the day at school to do iReady and Lexia, or should they be doing that at home? <ul style="list-style-type: none"> - In K-4 it is both, some classes have some subjects online after school and Fridays but others have time in the school day on site to work on these learning opportunities - 5th/6th has been homework expectations all year - Does it get harder as the year goes on? <ul style="list-style-type: none"> - Rigor picks up as the year goes on - Might be worth it to dive into the areas in which students are struggling 	<p>Message continuity to teachers regarding iReady expectations</p>

	<p>Lexia</p> <ul style="list-style-type: none"> - Seems to be about what we expected - Routines are set for students after the model change, so hopeful things get better - There was a lot of transition in April, so hoping to see improvements 	
Academic Goals (5 min)	<p>Revised Outcomes Dashboard</p> <ul style="list-style-type: none"> - Adjusted 2020/2021 School Target - Deprioritize comparison to MPS 	
Preliminary MCA data (10 min)	<p>Science: Charter Goal: 34% (2021/2022 goal is 40%)</p> <ul style="list-style-type: none"> - 5th Grade - 8th Grade <p>Reading: 50% completed - Charter Goal: 46/47% Overall, 60% CE >4 year</p> <ul style="list-style-type: none"> - 3rd Grade - - 4th Grade - - 5th Grade - - 6th Grade - - 7th Grade - - 8th Grade - - All Grades 3-8th - <p>Discussion:</p> <ul style="list-style-type: none"> - This data should drive the decision to accelerate adoption of new ELA curriculum - Be mindful of screen sharing during the board meeting via Zoom - It will be best if all board members can have all of the information possible at the board meeting because scores will impact decisions for next year. All board members should be in the loop and informed. - What all needs to be provided by Joanna WN regarding specific data before the board meeting? <ul style="list-style-type: none"> - Testing ends next Tuesday and will be available at 5:30 p.m. 	<p>Joanna WN:</p> <ul style="list-style-type: none"> - Will review rules regarding discussion of MCA results at the actual board meeting - Be thoughtful regarding how you use this data this year because of the extreme circumstances around the happenings of the school year - What all needs to be provided by Joanna WN regarding specific data before the board meeting?
Carl & Erika report on work with Ashley (5 min)	<p>Met with Ashley from Anet</p> <ul style="list-style-type: none"> - Dug more into math than literacy so far - Trying to establish big goals for literacy and math - Identify major areas of focus for PD, coaching - Backwards plan by month - Track school goals throughout the year next year 	

<p>Academic priorities for SY 21/22 (10 min)</p>	<ul style="list-style-type: none"> - Decision on whether or not to accelerate the adoption of new ELA curricular materials <p>What areas do we want/ need to focus on for 21/22? What initiatives will support these areas? What interim metrics will be used to measure success?</p> <ul style="list-style-type: none"> - Some ELA curricula are stronger in building background knowledge for science - Science results might need to bring science to a greater place of conversation than previously - Stronger foundational skills in K-2 or K-3 to be more targeted to focus in on tier 1. A lot of emphasis has been on tier 2 and 3, but if we focus more on tier 1 then hopefully the needs for tier 2 and 3 will be reduced. - 	
<p>Action items</p>	<p>Connect with Liz Wynne re assessment changes for ELA prior to May 25th (Carl)</p> <p>Schedule follow up meeting after May 25th so ELA committee can meet (Whitney to schedule)</p> <p>ILT will make a decision on ELA curriculum acceleration and assessment changes and notify ELA committee (Carl, Erika, Laura, JWN)</p> <p>Board NDAs for MCA Preliminary data (JWN)</p>	