

Academic Achievement Committee Meeting

Date: April 13, 2021

Time: 4- 6 pm

Members in attendance: Lindsay, Whitney, Carl, Jane O, Erika, Joanna S, Joanna WN, Laura, amanda

Agenda items	Discussion:	Actions:
iReady Minutes	<ul style="list-style-type: none">- Is there a way that we can look at YTD information for this one as well? Perhaps 9/21 - 12/4? Just for consistency with the next slide? I wish--I haven't been able to find YTD in i-Ready for time on task. I have only been able to find average total time spent on task. Again, this is one thing I'd really like to get clarity on for the dashboard--there are limits to the innate reporting tools, and I don't know how much time I should sink into certain data.	<p>JWN, Patrick, do lessons get harder as the year goes on, or why are there fewer lessons passed as the year goes on?</p> <p>Response from Patrick via email on 4/16: Per your question, I don't think it's as simple as saying that lessons get harder as the year goes on. Rigor definitely picks up each year but there may be some concepts that students do better on and some that students struggle with. I think it would be good to do a dive into where students seem to be struggling. That is where you might be able to further leverage the Prerequisites Report for helpful small group instruction as well as strategically using Personalized Instruction and using Teacher-Assigned lessons for extra practice.</p>
iReady Lessons Completed	<ul style="list-style-type: none">- is this a data point that we want to include? It was hard to determine what the cut-offs should be for lesson completion given the time for lessons varies by lesson and grade.	

iReady Lessons Passed	<ul style="list-style-type: none"> - Do we have the number of students for this one as well? Or what percent of our population this is? 	
Lexia minutes, Lexia skill status	<ul style="list-style-type: none"> - Does Lexia correlate to MCA? Should it be included for PM? How does it compare to FAST? - From Lexia help chat: the difference between a student who has 0 minutes in a period of time vs a student who has no usage is it that the student with no usage never logged into the program, and a student with 0 minutes logged in but didn't do anything. - Do we need to break-out this data by grade levels below? I.e. one grade level below versus 2 grade levels. - 	
Baseball Card Review	<ul style="list-style-type: none"> - Add continuously enrolled students to PowerSchool - Update indicators - Gender updates - FRL tags and biases that might come from them 	
Planning for Next Year	<ul style="list-style-type: none"> - AAC responsibilities <ul style="list-style-type: none"> - Bell Weather success plan - Excellence rubric - 20-21 is year 1 of the plan/ baseline year because of implications due to COVID-19 - Curriculum review still started - Morgan goes through this with Carl twice a year - Pull and monitor those that can be received for AAC meetings - Some are survey based so we'll need to do that at the EOY - Which indicators do you want AAC to monitor? Are there already ways to get that info in place? <ul style="list-style-type: none"> - MCA and FAST related indicators (academics) - Group students based on repeated enrollment and look at their percentile ranks - Bell Weather won't address all of the indicators in the success plan - Start with goals in the success plan and consider goals related to other indicators - Charter goals are set in stone with authorizer and monitored - Bell Weather helps us move toward meeting charter goals <ul style="list-style-type: none"> - Should this committee be honing in on those Bell Weather goals to support the charter goals? - Should we keep the Bell Weather 	

	<p>goals?</p> <ul style="list-style-type: none"> - It feels like there are two pieces. We could put things into place and set a goal for math to track over time and help us decide what parts of iRedy to adjust for year 2. For ELA, we need to go all the way back to what is our school philosophy on ELA? Right now everyone is doing different things. It's going to be a lot more messy than Ready Math. It will be more involved and won't likely be a K-8 adoption. Not saying to not set an ELA goal for next year, but there are a lot of things to come back to (i.e. FAST - what does it do for us? Do we want to keep it? Is it worth it?) - ELA seems like 1.1 and Math might be 1.4 - Language doesn't need to change - Should be in 1 transparent plan that can be communicated to everyone. It seems like right now there are a lot of different parts, but not sure if everyone knows about the Bell Weather goals or authorizer goals which affects investment. - "This is where we are, and this is where we're going." - Do we want to do this in sub-committees or should Bell Weather support this with us? Is there someone else who could support that/ other resources? - Connect with Ashley from Anet to review and/ or form a subcommittee for an overview and to support in creating clear, overarching, schoolwide goals that will make the most impact and will drive what we need to do to move forward and how the AAC will support those goals. 	
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	<p>Ashley is scheduled to come to the ILT meeting Friday 4/23. She has been working with us on assessment strategy. She could support assessment conversation - why do we use this particular assessment? What does it tell us? Can that need be met with something different?</p> <ul style="list-style-type: none"> - FAST conversation <ul style="list-style-type: none"> - It is not a diagnostic. It is a screener. - It is a progress monitoring tool we use a lot in sped - Need to clarify the purpose of assessments. Mght consider switching in some grades and not others - If we make a split for assessments, maybe K-1 face-to-face and 2-8 FAST or NWEA or at K-2 and then 3-8 (MCA purposes) - What is the purpose? Is it expected to be used to inform instruction? Is it just to determine the students' achievement compared to grade level? <ul style="list-style-type: none"> - Would require training and support for teachers to use it effectively 	
Questions, Comments, Concerns, Ideas	<ul style="list-style-type: none"> - Should Ashley from Anet come to AAC meeting or a different meeting? Remember she is an hour ahead. <ul style="list-style-type: none"> - Sub-group: Carl, Erika, Ashley, Laura, Joanna WN, Lindsay, Hala <ul style="list-style-type: none"> - Carl and Erika meet with Ashley first - Next Time: <ul style="list-style-type: none"> - Preliminary MCA data - Next year - Won't have EOY diagnostic info until June - Discuss ELA assessment for next year <ul style="list-style-type: none"> - It is worth exploring what else is out there. - If it is just as a screener, keep FAST aReading - If it wants to inform instruction, think about something else - Call the rep and invite them to the May meeting - iReady, NWEA - Learning loss: where and how should AAC be involved? 	