

Academic Committee Meeting

October 26, 2016

Present: Sara Struhs, Brenda Robertson, Sarah Waltman, Chris Withrow, Marcia Simmons, Nicki Earnshaw, Jill Curtis, Gina Little, Joel Medley

Sara Struhs called the meeting to order at 5:15pm.

Joel Medley provided an overview of the presentation that will be forthcoming and then did a quick look back at last year's EOG/EOC scores. Our school was rated a "D" letter grade and we did not make growth overall. When comparing our school to the other virtual charter, we outperformed them in Biology and 4th grade math. Interesting data is that NCVA tested 95.8% of students while the other school only tested 55%.

Jill Curtis shared the Instructional Levels for elementary school and what that means – below basic, basic, proficient, and advanced. A variety of data was used to set these initially and evaluate how many times students needed to meet with teachers in small groups – below basic meets with teachers 4 times a week. Nicki Earnshaw followed up with a presentation regarding middle school, and this dual effort was due to them working jointly with grades K-8.

Both Academic Administrators then shared the results of the pre-test to give us an idea of what children made. The pre-test covered all the standards they should know; however, the interims only covered what should have been mastered in the first quarter. Elementary showed a lowest average score of 63.4% while middle school. Teachers, tomorrow during face to face professional development, will dig in to USA Test Prep to do item analysis and see what exactly happened. Further, on Friday, the school will host a "Data Day" to help set the instructional levels.

Marcia Simmons took over for the Instructional Levels of high school and reminded the members about the change from a traditional schedule to block. High school does have a more balanced distribution of students throughout the four categories. The interim data also shows positive improvement with English 2 serving as a strength, which occurred last year as well. This data was given ahead of 3-8 due to the block schedule, so a few additional changes occurred at the high school level. These teachers have been able to drill down and see trends (e.g. how to graph a function) that needed to be retaught in the standards-focused small groups.

Gina Little spoke about the special education students and how less than 1% of our students met proficiency in the EOG or PLA readiness assessment. As such, steps that have been taken to improve performance from last year – teachers departmentalized to focus on a content area (reading or math), small groups for remediation, co-teaching model in middle school with small groups, and data-driven instruction conversations. The co-teaching model has been well received by the teachers and, at professional development today, a majority of teachers requested more information about using the model in their own classrooms.

The board had several questions that covered these areas: the multi-sensory reading program, the meaning of DDI (data-driven instruction), the structure of the high school course offerings, numbers of dual enrollment courses, and timing of the benchmarks for high school. A follow-up question was asked about the number of students in MTSS and identified as AIG.

The meeting adjourned at 610pm