BOARD OF TRUSTEES
Academic Achievement Committee Meeting Agenda
Committee Members: Maimouna Kane, Kimberly Wedderburn-Henderson, Adam Jimenez-Schulman, Marsha Michael, & Ambrosia Johnson (HOS)
STANDING MEETING DATE SECOND WEDNESDAY OF THE MONTH
November   , 2019|8:00pm – 8:30pm (Meeting Re-scheduled from 11/13/19)
ZOOM DIAL IN: https://zoom.us/j/9699543901

1. **Review Academic Dashboard for the Month**
   - Decide what to highlight during monthly board meetings.
   - Decide if any other information should be included.

2. **Review Proposed IHP Academic Philosophy**
   - Review and Revise if Necessary
   - Decide how to inform full board

3. **Decide on training for full board on academic oversight.**
   - Review board on track webinar on board's role in academic excellence.
   - Review sample trustee questions on academic achievement and decide whether to provide to the full board.

Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of purpose and opportunity.

**Ivy Hill Preparatory Charter School
Academic Philosophy**

Ivy Hill Prep's instructional design is rooted in the successful practices and research of high performing charter schools across the country. At Ivy Hill Prep, we realize that to drive academic achievement, a rigorous curriculum must be coupled with dynamic execution of instruction. The following strategies and practices are at the core of our academic program:

Strong Emphasis on Differentiated Instruction in Literacy. Our model allows for two groups of 10 scholars to receive direct instruction in phonics and reading comprehension. Scholars will be grouped based on reading levels and literacy proficiency. Teachers will use data to drive instruction and intervention for scholars based on most recent assessment data. This strategic approach allows for increased opportunities for differentiated instruction for all scholars, including our scholars with special needs, ELLs, and those at risk of academic failure. Each scholar will participate in three literacy blocks daily. While one group is receiving direct instruction from one teacher in phonemic awareness, another will receive direct instruction from the other teacher in reading comprehension. Remaining scholars will engage in blended learning, practicing decoding and comprehension skills using a computer-based literacy program. Depending on individual educational development plans, scholars may receive pull-out services for literacy development during time allotted for blended learning.

Word Walls and Anchor Charts will be posted in an organized format by content area, used by scholars in all classrooms. Students will learn the meaning of a resource, and how resources in our world are used to assist us when we do not know certain pieces of information. Across all grades and content areas, resources will be used as an anchor for teacher-to-student prompting, as well as peer-to-peer prompting.

Rap, Rhythm, and Rhyme. Chants, cheers, rhymes, and songs will fill Ivy Hill Prep's hallways. Chanting and rhyming build excitement for learning and play a key role in children remembering concepts across content.

Kinesthetic Learning. Physical activity helps to maintain student engagement, reinforces understanding, and makes learning enjoyable. Scholars will use hand signals to non-verbally communicate with the teacher and one another (i.e. placing one fist on top of another to indicate they are prepared to build off another scholar's response; snapping fingers to show agreement), and reinforce their learning by matching hand signals to key vocabulary.

Taxonomy of Teaching. We will use a variety of academic, behavioral and advanced instructional techniques that reinforce student behavioral and academic expectations, as well as ensuring that teachers constantly build high levels of student engagement. Ivy Hill Prep has adapted many of Doug Lemov's *Teach like a Champion* techniques that allow teachers to maintain structure, teach effectively, check for understanding, and infuse joy simultaneously. Techniques such as Strong Voice, Clear What to Do's, Right is Right, and No Opt Out are present in all classrooms.

Aggressive Monitoring. We will collect data daily from informal and formal assessments. After receiving and analyzing data, teachers will intervene strategically and frequently to close academic gaps as quickly as possible. To ensure teachers are gathering data frequently in the moment, they will be trained to aggressively monitor: a technique used in many high-performing schools across the country. While scholars are independently working, both teachers will have individual zones, or groups of students each is responsible for monitoring. Teachers will evaluate work against an exemplar, using an Aggressive Monitoring Feedback Code to mark each paper and communicate progress to scholars.

Format Matters. Excellence is not an accident, it is purposeful. When scholars respond, orally or in writing, the way they respond is an opportunity to reinforce college readiness skills, such as clarity of language and professionalism. Students will always be encouraged to respond in complete sentences and use correct grammar. The culture will be one of constant growth. Students will become accustomed to being stopped, corrected, and asked to rephrase to practice perfect. By encouraging scholars to *do it again*, they will internalize the corrections and begin to self-correct in the future, when they are writing and when they are speaking.

Ratio. We value a high student talk and think ratio. This means that we prioritize how much teacher talk vs. student talk is present in a classroom. By using different techniques such as choral response, turn and talk, and cold calling, teachers will ensure that scholars' voices are heard. Secondly, we prioritize and value the effectiveness of prompting. When scholars give a partially right or wrong answer, prompting is paramount. Teachers will prompt using universal prompts to push students to the right answer without *giving* them the right answer or just informing them that they are incorrect. As the year progresses and students mature, Ivy Hill Prep teachers will prompt less and less because other scholars will hold their peers accountable by prompting them on a peer-to-peer level. This contributes to the Habits of Discussion and creates a higher student talk *and* think ratio. As scholars mature, not only do we want to hear their voices frequently, we want to ensure students are doing the majority of the cognitive lifting.

Interim Assessments General Questions: (to ask the HOS)

1. What does this test assess, from your perspective?

2. What kind of decisions do you and other staff base on the data from this assessment?

3. Who wrote this assessment/how was it developed?
   ➢ If it was developed by school staff, how did they decide what skills/standards to assess?
   ➢ How closely did they base the assessment on either your state's tests or the nationally normed standardized test your school administers?

4. Is this assessment "formative," "cumulative," or "summative"?
   ➢ Formative means that each assessment tests only the skills taught since the last test. On formative assessments, you want to see a high level of mastery (say, 80% or more correct, on average) for every testing period. Since you are only testing the topics taught since the last test, there is no reason to expect that low scoring students can "make up" for these low scores on tests later in the year, as those tests will assess different standards than this one did.

   ➢ Cumulative means that each successive test in the year tests the standards from the last test given as well as the new standards taught (e.g., if teachers taught six standards in September and then another six standards in October, the October test would test not just the six standards taught during October but also the six standards taught during September). On cumulative tests, seeing increasing scores over the course of the year is a good thing and can be telling you that students are "catching up," as they are mastering both new standards and those taught earlier in the year.

   ➢ Summative means that each test assesses all the standards for the entire year. It means that you are, in effect, giving the end-of-the-year test repeatedly throughout the year (though the specific questions should be altered). So, on a summative test, you would expect students to score lower at the beginning of the year (when relatively few of the standards have been taught) and to increase their scores throughout the year.

5. Is this assessment "normed"?
   ➢ In other words, is there a way to interpret our students' scores against those of a larger sample?

Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of purpose and opportunity.

> ➢ Does this test tell us if students are "on grade level" for this point in the year?

6. How similar is this test to our state's test or to the nationally normed standardized test our school uses? (NOT APPLICABLE YET)

7. How predictive is data from this test of how our students will score on our state's test or to the nationally normed standardized test our school uses? (NOT APPLICABLE YET)

Data Set Specific Questions:

1. How did our students score on the test overall, by grade level?

2. How does this compare to other schools that took this test? (Data might or might not be available for this comparison.) *NOT APPLICABLE HERE*

3. If our students took this same interim assessment last year, how do this year's results compare to last year's? *NOT APPLICABLE HERE*

4. If this test is "normed," what does the norm data tell us about how our students compare to a national sample or to grade level? (E.g., our scores averaged in the 83rd percentile or 94% are "at grade level" or above.)

5. Did all subgroups of students score similarly on this assessment or make similar progress since the last test?
   - ➢ The subgroups you look at should be determined based on the specific demographics of your school and the weaknesses you find for certain groups.
   - ➢ Possible groups to monitor are: – Boys vs. girls – Special education vs. general education –Low income vs. higher income (usually measured in terms of students qualifying for free or reduced-price lunch under the federal guidelines) – Students receiving extra services (intervention, tutoring, etc) vs. those not receiving these services

6. What do you see as the areas of strength for our students reflected in this data?

7. What do you see as the areas of weakness for our students reflected in this data?
   - ➢ Are the key action steps you are taking/overseeing in response to these weaknesses? (*Note: The intention here is not that you will provide ideas or an approach to*

Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of purpose and opportunity.

responding to the data; that is the HOS's role. Your role is to hear the plan and simply establish that there is a plan and that it seems to be a reasonable one.)

8. What are your three biggest takeaways from this data? Where in the data do you see these things?

Questions about Using Results:

1. How is our organization using information from assessments to improve teaching and learning in our schools?
   - ➢ What do the teachers do with the assessments?
   - ➢ Does the school use this information to inform practices?
   - ➢ Inform what goes on in the classroom?
   - ➢ Inform curriculum decisions?
   - ➢ Inform school improvement efforts?
   - ➢ Inform program design?

2. How does our organization manage the data on student performance?

3. Is there a system in place that allows our organization to analyze student achievement data on a regular basis?

4. How does this information impact/interface with our organization's budgeting process?

Questions about Communicating Results:

1. How is our organization communicating assessment data to students and parents?

2. How is our organization communicating assessment data to the community and other external audiences?
   - ➢ What data are presented in annual reports?
   - ➢ What data are reported to the media?
   - ➢ What data are reported to the Department of Education?

Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of purpose and opportunity.