

## **WLPCS Academic Committee Meeting Minutes – 2.1.24**

**Present:** Caroline Gifford, Paul Vom Eigen, Khashiffa Roberts, Laurie Ballenger, Barry Caldwell, Alyse Graham, Anna Jesseman, Josiah Osgood

**Absent:** Brendan Williams-Kief

The meeting began at 4:35pm

Caroline Gifford led the committee through mid-year MAP data for 2<sup>nd</sup> Street and Cooper Campuses. She explained Achievement data vs Growth Data and that the latter is more valuable both for the Committee and the school.

L Ballenger asked about the danger of over-testing with 3 MAPS and having to schedule MAP and DCCAPE closely at the end of the year. C Gifford noted that it can be challenging – especially with schedule and space constraints – but overall feels worth it for the actionable data provided to the teachers and school leaders.

A question was asked about whether the data indicates the persistence of COVID learning lags, to which K Roberts answered that she does think we are still seeing COVID-era gaps, including for middle schoolers who were in elementary school during COVID and now demonstrate gaps on specific skills or content that they would have otherwise learned during that time.

A Jesseman asked whether the teachers find value in the MAP data for their teaching. C Gifford answered that it varies. There has been a cultural transformation under way as using MAP data in this way and to this extent is very new for Latin teachers, especially at 2<sup>nd</sup> Street. Some who were more resistant have found it surprisingly useful. It has been best used when discussed within grade-level and department teams. K Roberts indicated that it feels generally well accepted at Cooper because the school opened with more testing and data practices in place so it has always been part of what is done there. She also explained that coaches are using the MAP data as part of weekly coaching sessions with teachers.

A Graham asked whether the lower growth % numbers for last year reflect only struggling students or students at the high end also. C. Gifford explained that the data is useful for understanding both, and that the most useful data for the committee to focus on is the growth target % for all students and subgroups. She noted that the school is focused in particular on student achievement levels by 8<sup>th</sup> grade because the school believes its model is proven over time and that gives enough time for students entering in 5<sup>th</sup> to make the growth needed by 8<sup>th</sup>.

L. Rucker asked whether MAP performance helped predict performance on PARCC/DC CAPE. C Gifford said MAP is predictive and that there is even a predictive score.

B Caldwell asked about how the school uses the data to manage student performance to goals. C Gifford noted that teachers will use it to focus on class-wide gaps in content, individual student performance and on whether students need certain interventions.

C. Gifford noted that she does think there is a correlation between MAP growth and teacher strength. The greatest winter MAP gains took place in classrooms led by the strongest teachers.

B Caldwell asked about whether there is overlap between At Risk, SPED and Non-at-Risk students in the data we reviewed. C Gifford said there is overlap of SPED in both the At Risk and Non-At Risk populations.

There was not enough time to discuss the enrollment demographic data for AP/Honors classes, so C Gifford and P Vom Eigen will send that data to the committee to review.

A Graham asked members to consider how the committee can get to a practice of meaningful, consistent review of data that best informs the committee and allows it to track school progress quarter over quarter and year over year. B Caldwell asked about seeing the data as the school looks at it, and A Graham said that there are questions about the right altitude for the Committee to be looking. L. Rucker said it would be helpful to have the school goals and data in the same place in a dashboard rather than in separate places. The committee agreed to think about best data review practices going forward and to send feedback to the committee chair.

That concluded the committee's business.