

# Academic Committee Updates

*5.23.23  
Board Meeting*



G I R L  
G L O  
—  
A C A E

# Agenda

- **Review: Priority performance targets for 3-year strategic plan**
- **Updates:**
  - **What has the committee done so far?**
  - **What has the committee normed on?**
  - **What next?**
- **Questions**

# Performance Targets - Priority Areas

- PARCC Growth and Achievement
- Graduation Rates
- College & Career Readiness
  - IB
  - CTE
  - Dual-Enrollment

## Why these targets?

- They are critical to the GGA mission.
- They are measures of impact of the GGA mission.
- They all also inform our PMF Score (Performance Management Framework) by the DCPCSB.

## What has the committee done since the retreat?

- Met 2x to meet consensus of what we care about the MOST for 2 of the the 3 measures; reviewed draft language for the goals
- Discussed what we care about the MOST regarding the goals
- Will meet again between now and June meeting to finalize:
  - Consensus for C&C Readiness
  - Numbers for each goal

# PARCC Growth & Achievement

- Measures student progress on grade-level standards for ELA and Math.
  - 9th & 10th grades
  
- Level 5: Exceeds expectations
- Level 4: Meets expectations
- Level 3: Approaches expectations
- Level 2: Partially meets expectations
- Level 1: Did not yet meet expectations

# Graduation

- 4-year graduation rate
  - PMF:
    - Floor: 67%
    - Target: 90%
- 5-year graduation rate
  - PMF:
    - Floor: 67%
    - Target: 100%

# College & Career Readiness

- **IB Exam Passing rate**
  - 4 on the exam
- **Dual-Enrollment**
  - Passing: C- or higher
- **CTE Certification**
  - A CTE certification must be earned in an eligible CTE career sector per the Strategic Plan for Career and Technical Education in the District of Columbia (CTE Strategic Plan)
  - A CTE certification exam is the test to receive an industry-recognized certification
  - Earning a certification means completing all the requirements and receiving the certification

# What have we normed on for each?

Target	Consensus	Goal Language
<b>PARCC</b>	Growth is more important than achievement right now because: <ul style="list-style-type: none"> <li>• It has integrity and it's what our kids need us to emphasize given where they are performing currently.</li> <li>• The PMF incentivizes &amp; places greater weight on growth.</li> </ul>	% of students scoring a Level 3+ increases by ___% to get to ___% by SY2526. % of students scoring a Level 4+ increases by ___% each year to get to ___% by SY2526. <i>Internal:</i> <ul style="list-style-type: none"> <li>• % of students growing from 1 to 2</li> <li>• % of students growing from 0 to 1</li> <li>• SPED differentials</li> </ul>
<b>Graduation</b>	<ul style="list-style-type: none"> <li>• We need to shift our focus between 4-year and 5-year graduation goals based how many cohorts we have at that given time AND based on the historical data we have each year.</li> <li>• We are still getting to the core of what it takes to ensure students graduate within 4 years.</li> <li>• Strategies HAVE to align and vary based on 4-year vs. 5-year focus.</li> </ul>	<ul style="list-style-type: none"> <li>• SY2324 - 4 year-target focus - 80%</li> <li>• SY2425 - 4 year target focus - 90%</li> <li>• SY2526 - 5 year target focus; 4-year target focus - 90%?</li> </ul>
<b>College &amp; Career Readiness</b>	Focus of upcoming Meeting #3	Focus of upcoming Meeting #3



# What next?

- **Meeting #3 will:**
  - **Norm on focus and consensus for what we want to focus on for performance targets related to College & Career Readiness**
- **Karen & GGA team will meet to brainstorm:**
  - **Where are students w/:**
    - **PARCC**
    - **#s of girls enrolled in C&C Readiness pathways**
    - **Current projections look like for 4- and 5-year graduation**
  - **What growth is both manageable and ambitious over each of the next three years, and what strategies will drive that growth?**
- **Karen will bring a memo for committee with those ideas.**
- **Norm and draft goals given memo & Meeting #1 and #2 work.**

**QUESTIONS?**

**How is GGA performing on  
the academic key levers?**

# Academic Lever: Normalize strong routines of effective instruction

This means that teachers do the following effectively:

- Communicate Expectations for learning
- Check for understanding
- Questioning and Probing
- Demonstration of learning

# Q1 Instructional Coaching Focus

## Overview of Danielson Framework & IB Standard Instructional Coaching w/ Approaches to Learning

### Quarter 1: Establishing a Community of Learners

#### **Narrative #1: Relationships Before Rigor**

**GGA Approach & Focus - Self & School**

**Approaches to Learning: Social**

#### **FFT & IB:**

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Establishing a Culture for Learning

# Q2 Instructional Coaching Focus

## Overview of Danielson Framework & IB Standard Instructional Coaching w/ Approaches to Learning

**Quarter 2:**

**Inquiry and Differentiation**

**GGA Approach & Focus - Local & School**  
**Approaches to Learning: Thinking and Research**

### **FFT & IB:**

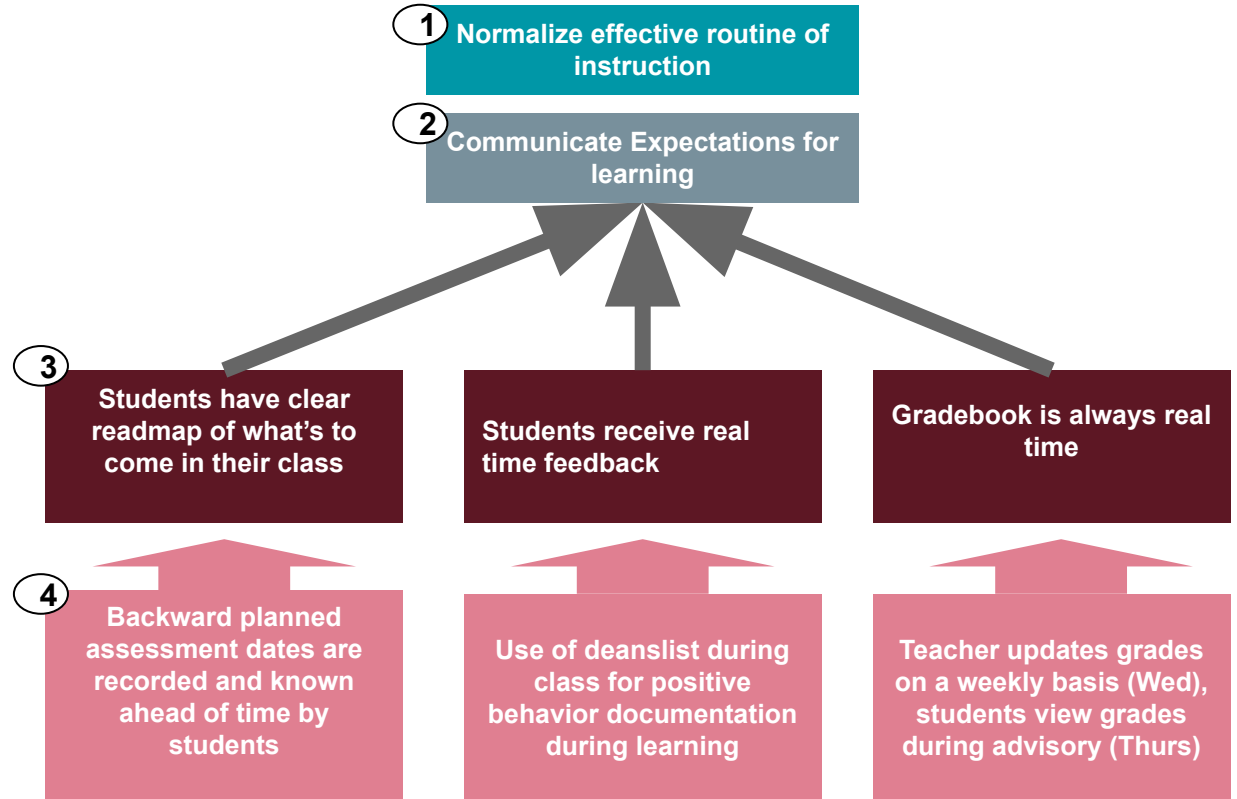
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2b: Establishing a Culture of Learning
- 2e: Organizing Physical Space
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Indicators

Backward planning - using LP template to write down the units  
Curriculum and unit maps  
Differentiated summative assessment submitted to ICs  
Accountable Talk in classrooms  
Peer to Peer support in classroom spaces

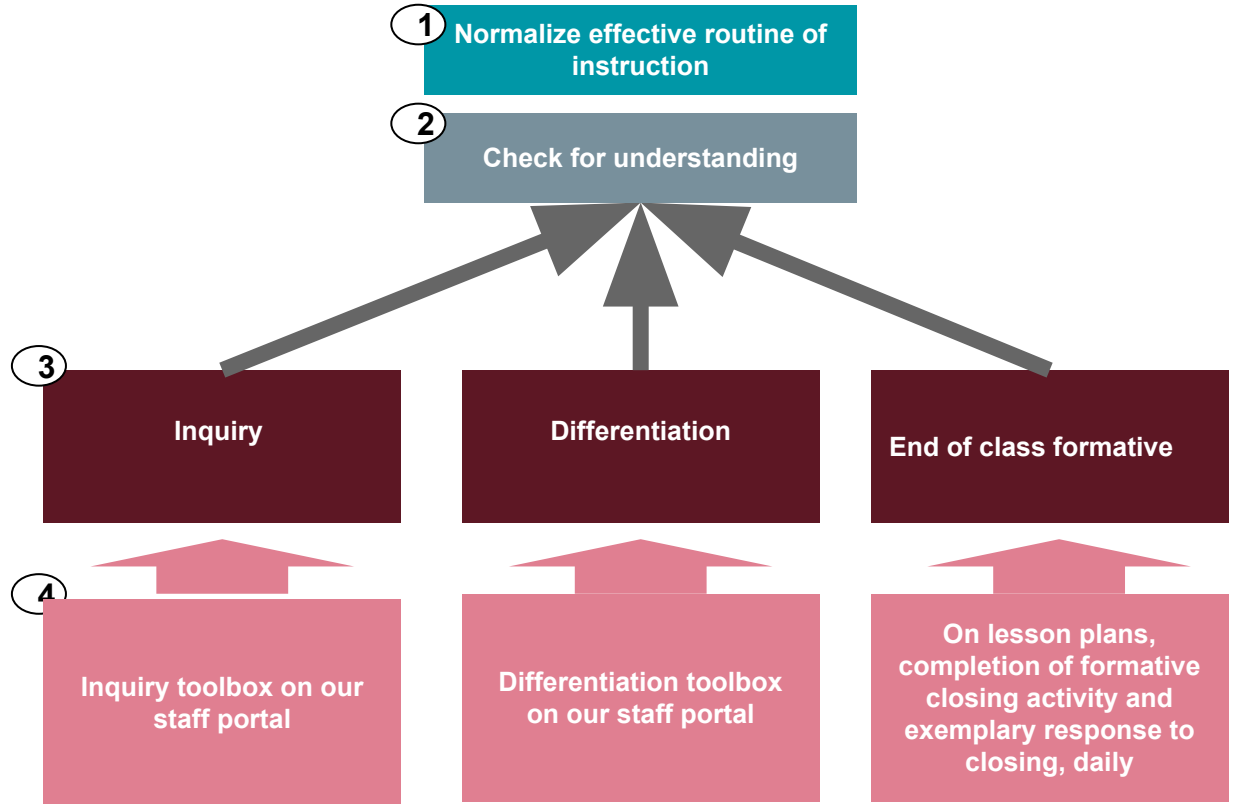
# Communicate Expectations for learning

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions



# Check for understanding

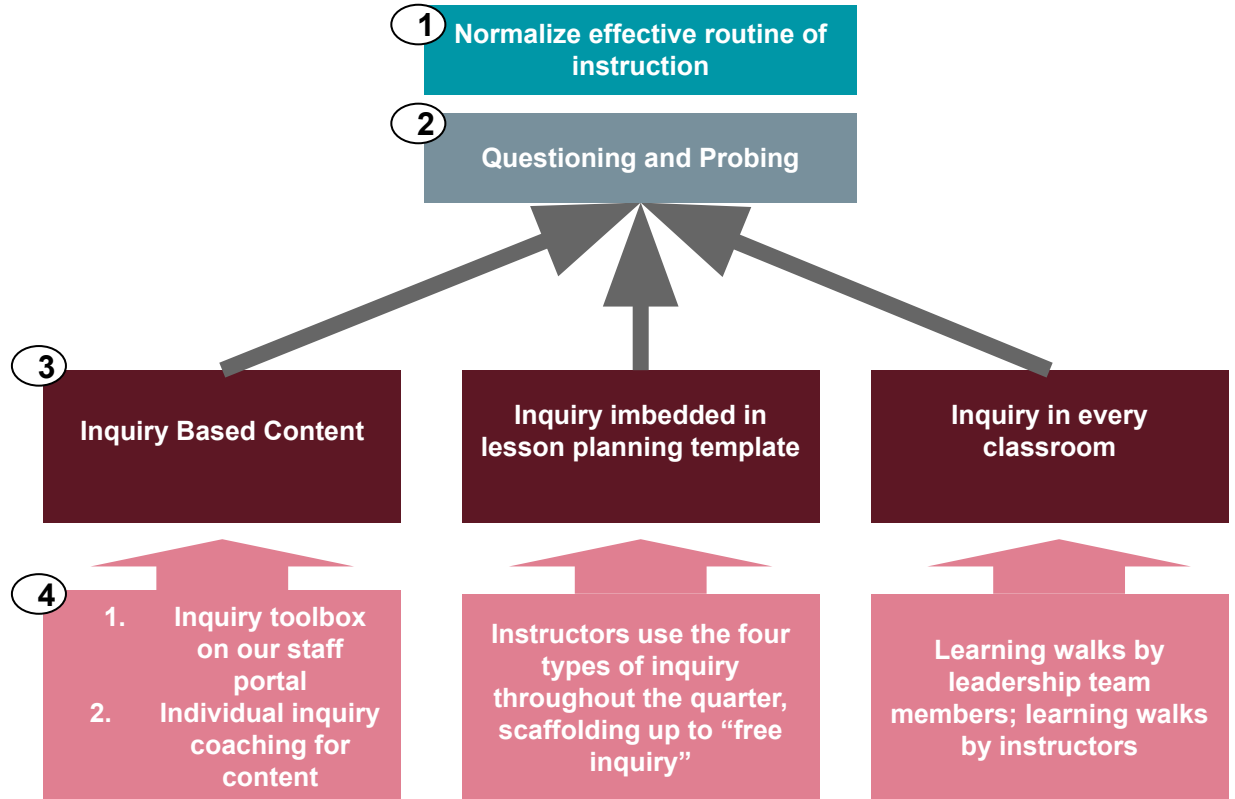
- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions





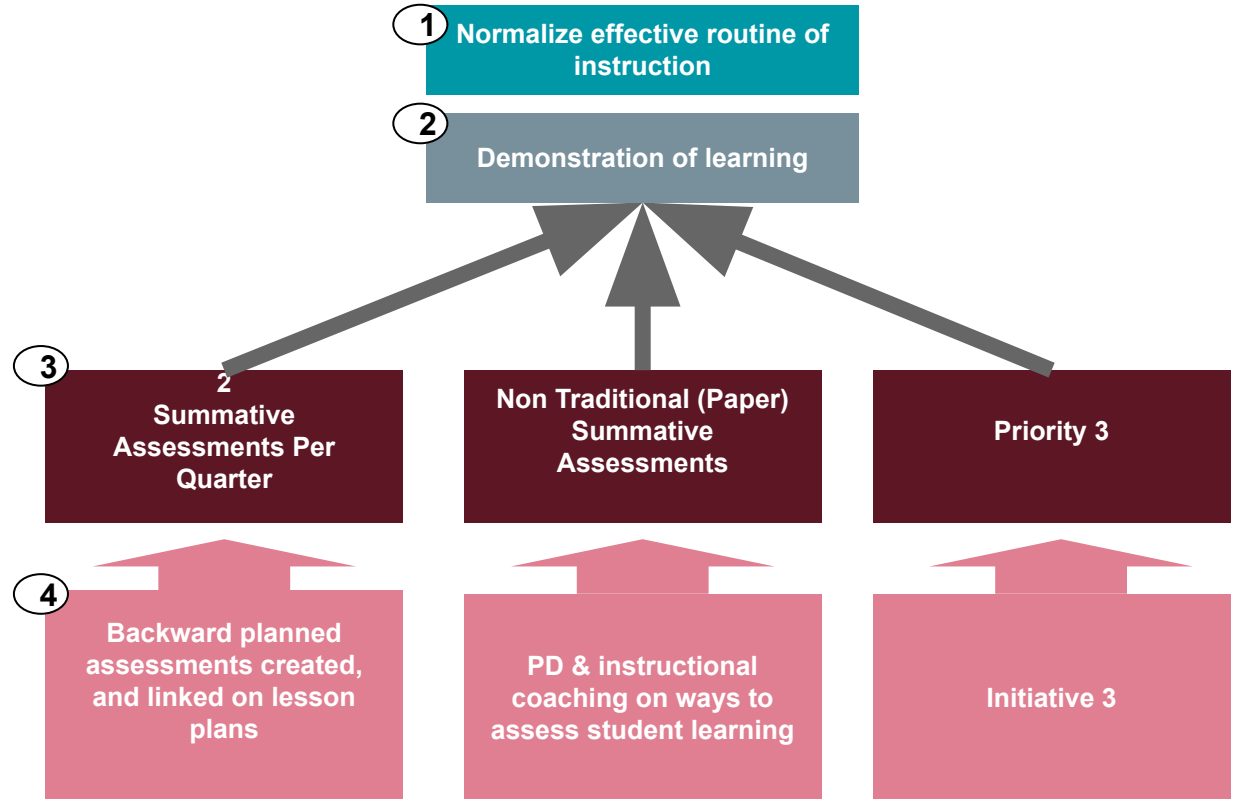
# Questioning and Probing

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions



# Demonstration of learning

- ① **SSP:** The long term skills, habits, mindsets your organization seeks to instill in students
- ② **Goals:** The targeted, specific outcomes your organization will focus on achieving this year to move closer to SSP
- ③ **Priorities:** A major category of work that will drive you toward achieving your goals
- ④ **Initiatives:** A smaller workstream will help you realize the key actions



# How are the levers impacting student outcomes and KPIs (Key Performance Indicators)?

**What did SY2122 PARCC data tell us?**

**What additional data points are available?**

**What data is coming down the road in December?**

# SY2122 PARCC Data

## Reading:

Assessment	Percent
ELA Level 3+ PARCC SY 21-22 9th	54.79%
ELA Level 4+ PARCC 9th	24.66%
ELA Level 3+ PARCC SY 21-22 10th	62.30%
ELA Level 4+ PARCC 10th	29.51%

## Math:

Assessment	Percent
Math Level 3+ PARCC SY 21-22 Algebra	25.35%
Math Level 4+ PARCC Algebra	1.41%
Math Level 3+ PARCC SY 21-22 Geometry	0%
Math Level 4+ PARCC Geometry	22.22%
Math Level 3+ PARCC SY 21-22 Algebra II	0%
Math Level 4+ PARCC Algebra II	0%

PARCC uses five performance levels that delineate knowledge, skills and practices students are able to demonstrate:



# Key Takeaways from PARCC

## ELA

- 10th grade students performing higher than 9th grade students (for scores 3 & 4).
- 55%-62% of students **APPROACHING** grade-level expectations.
- 25-30% of students **MET** grade-level expectations.

## Math

- Math performance significantly lower than ELA performance for students approaching and on grade-level expectations.
  - 0-1% **MET** grade-level expectations.
  - 25% **APPROACHING** expectations in 9th Algebra.
  - 0% **APPROACHING** in Geometry and Algebra II.

# *Additional Data Points*

## Beginning of Q1 Data:

Student led conference attendance:

- $115/167 = 69\%$

Lesson Plan Submission Rate: 20%

## End of Q1 Data

Lesson Plan Submission Rate: 75%

# What now?

- The academic Q2 key levers are in week 3 of implementation.
- Quarter 2 data in comparison to Quarter 1 data will give insight into the impact of the levers.
  - This will include Q2 grades (% failing 2 or more courses)
  - We will be discussing that data, along with MAP data, as a committee in December and January as more data is collected to measure impact on student outcomes.
  - The December Dashboard will include updated academic data for this group to review as well.



***QUESTIONS?***

***UNUSED SLIDES***

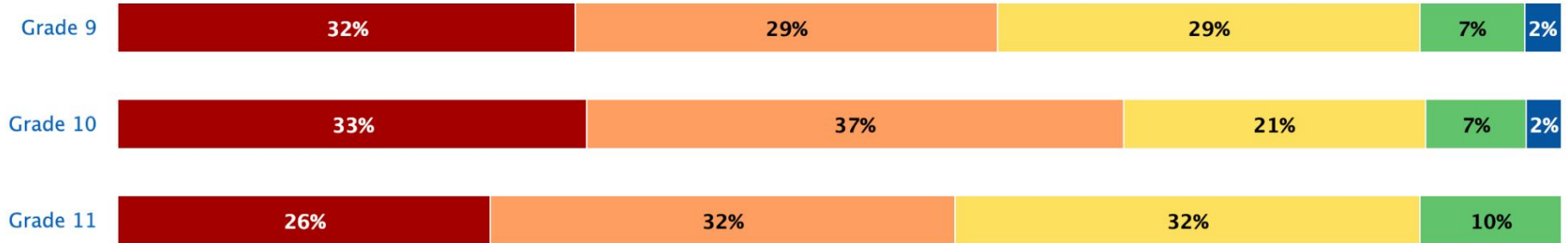
# 22/23 Fall MAP Growth Data

*What percent of GGA girls are meeting their growth goals?*

# 22/23 Fall MAP Growth Data

Girls Global Academy

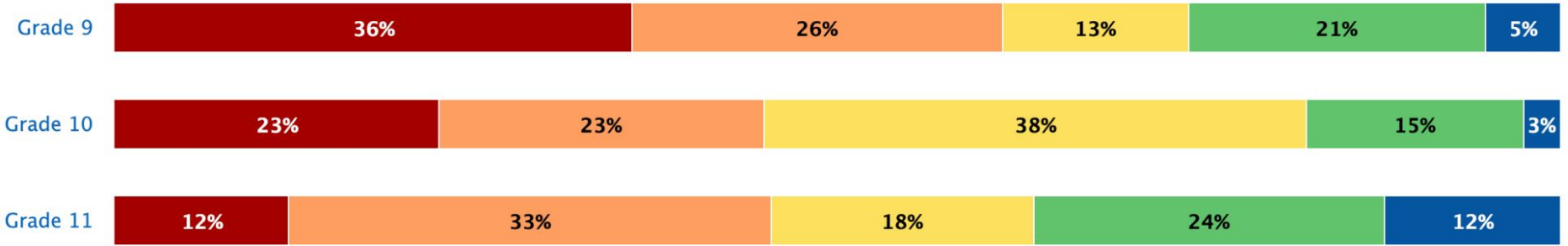
School Achievement **Math K-12**



# 22/23 Fall MAP Growth Data

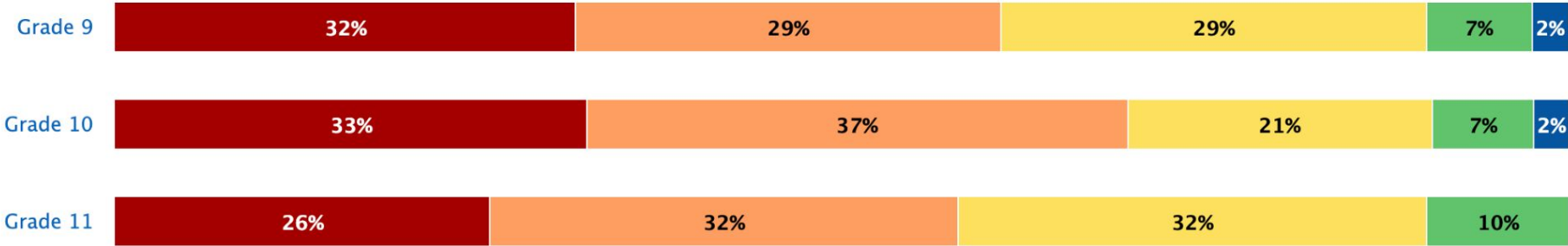
Girls Global Academy

School Achievement Reading

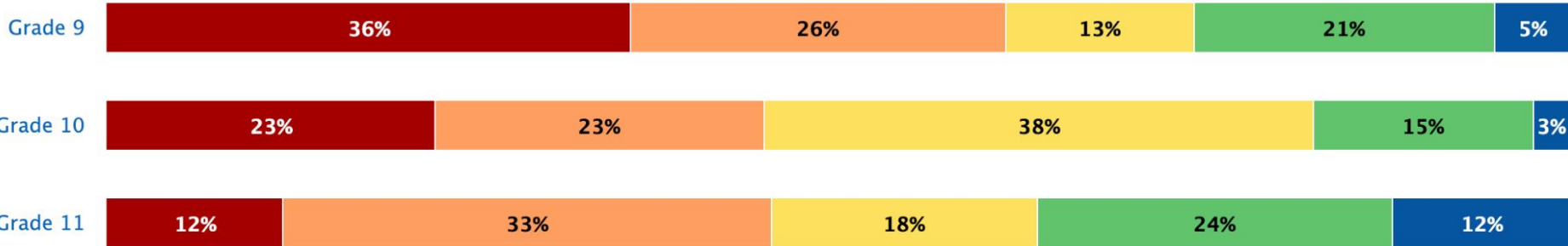


# Math and Reading Comparison, Fall 22/23

## Math:



## Reading:



# Key Takeaways from NWEA