The GLOBE Academy

Academic Committee Meeting

Date and Time
Thursday June 25, 2020 at 2:00 PM EDT

Location
Zoom. - https://us02web.zoom.us/j/89887725575

Vision, Mission and Core Values
Vision: To develop globally minded citizens who have the knowledge, skills, and attitudes to effect positive change in our world.
Mission: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model, and a constructivist approach, GLOBE inspires students to be high- performing lifelong learners equipped to make a positive impact in the world.
Core Values: The GLOBE Academy's core values are expressed in the acronym, CREST: Community, Respect, Empathy, Sustainability and Trust. These values are expected of the governing board, faculty, staff, parents, and students. They are woven into daily life at GLOBE and incorporated into the curriculum.
• Community: We are inclusive, and we nurture and support one another.
• Respect: We treat ourselves and each other with kindness and dignity.
• Empathy: We strive to understand and share the feelings of others.
• Sustainability: We aim to conserve our resources for optimal use in the present and future.
• Trust: We are committed to honesty, transparency, and respectfully sharing our thoughts and encouraging others to do the same.

Agenda

	Purpose	Presenter	Time
I. Opening Items			**2:00 PM**
Opening Items			
A. Record Attendance and Guests			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes	Drew Reynolds	1 m

	Purpose	Presenter	Time

Approving minutes from prior meeting.

Approve minutes for Academic Committee Meeting on April 22, 2020

II. Academic   2:02 PM

Academic

	Purpose	Presenter	Time
A. Developed Data and Reporting Outline for 2020-2021	Discuss	Drew Reynolds	8 m

Reports spaced through the year for regular reporting on standardized testing (MAP, STAMP, Milestones) and other school metrics

B. June Report: GLOBE Discipline			30 m

- Monitoring disparities by race/ethnicity
- Developing next steps in committee regarding addressing disparities

	Purpose	Presenter	Time
C. June Report: Online/hybrid standardized testing	Discuss	Drew Reynolds	20 m

- MAP developed plan for online administration
- GLOBE will administer MAP in the Fall, goal is for in-person, but developing a plan for online if needed,
- Anticipate "Covid-19 Slide", particularly in mathematics.

III. Other Business

IV. Closing Items

	Purpose
A. Adjourn Meeting	Vote

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Committee Meeting on April 22, 2020

The GLOBE Academy

Minutes

Academic Committee Meeting

Date and Time
Wednesday April 22, 2020 at 1:30 PM

Location
Upper Campus

Vision, Mission and Core Values

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Committee Members Present

C. Elliott-Earby (remote), D. Reynolds (remote), J. Limor (remote), K. Padron (remote), L. Dibble (remote), S. Daniel (remote), S. Manns (remote), Z. Funchess (remote)

Committee Members Absent
C. Chestnut, G. Lawton, L. Sum

Guests Present
Cutia Blunt, Marsha Huitt

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

D. Reynolds called a meeting of the Academic Committee of The GLOBE Academy to order on Wednesday Apr 22, 2020 at 1:41 PM.

C. Approve Minutes

S. Manns made a motion to approve the minutes from Academic Committee Meeting on 02-27-20.
J. Limor seconded the motion.
The committee **VOTED** to approve the motion.

II. Academic

A. Data at GLOBE

The committee discussed the data presented at the April GLOBE board meeting, and provided guidance on how to interpret results based on school contextual information.

The committee discussed and agreed upon three key question areas to explore in the coming academic year:

- How can GLOBE support students successfully develop literacy skills in both languages regardless of ability in the K-3 years?
- How can GLOBE support parents as they navigate a dual-language immersion school environment?
- How can GLOBE prepare graduating students to be successful in high school?

The committee intends to explore questions above starting in August 2020. Committee Chair Drew Reynolds will prepare data for analysis for each of the three questions.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:30 PM.

Respectfully Submitted,
D. Reynolds

Coversheet

Developed Data and Reporting Outline for 2020-2021

Section: II. Academic
Item: A. Developed Data and Reporting Outline for 2020-2021
Purpose: Discuss
Submitted by:
Related Material: Data and Reporting at Globe - 6.20.docx

Data and Reporting at Globe

FY 2020-2021

Month	Report	Description
June 2020	Discipline and Attendance Report	Report includes data on racial and ethnic disparities in achievement and discipline data *Note: No EOY MAP
July 2020	Distance Education Report	Report on online/hybrid learning at GLOBE
August 2020		
September 2020	STAMP Testing	Report on target-language learning at GLOBE
October 2020	Fall Map Testing	Results from MAP tests administered in Fall (August-September 2020) *Note: Typically would report on prior year's Georgia Milestones this month, but 2020 Georgia Milestones not administered.
November/ December 2020	County & State Comparison / GLOBE CCRPI	Report on GLOBE performance on academic and other indicators compared to schools in Dekalb County and State of Georgia / Report on GLOBE CCRPI Score
January 2021		
February 2021	Winter Map Testing	Results from MAP tests administered in Winter (December-January 2020)
March 2021		
April 2021	Students with Special Needs	Special needs, ELL, other subgroups
May 2021		
June 2021	EOY Spring Map Testing	Results from MAP tests administered in Spring (April-May 2020)

Coversheet

June Report: GLOBE Discipline

Section: II. Academic
Item: B. June Report: GLOBE Discipline
Purpose:
Submitted by:
Related Material: AC - Board Presentation - 6.20.pptx

ACADEMIC COMMITTEE

June 2020 Board Meeting
Report

Drew Reynolds, PhD, MSW,
MEd
Committee Chair

Racial and Ethnic Differences in Discipline and Attendance at GLOBE Academy

Data from Governor's Office on Student Achievement
K-12 Student Discipline Dashboard

https://public.gosa.ga.gov/noauth/extensions/DisciplineDASHV1/DisciplineDASHV1.html#

CONTEXT: SCHOOL-TO-PRISION-PIPELINE

- The school-to-prison pipeline (STPP) refers to a path from the education system to the juvenile or adult criminal justice system.

| Student involved in school discipline | → | Student experiences higher consequences | → | Discipline interferes with schooling | → | Student involved with criminal justice system |
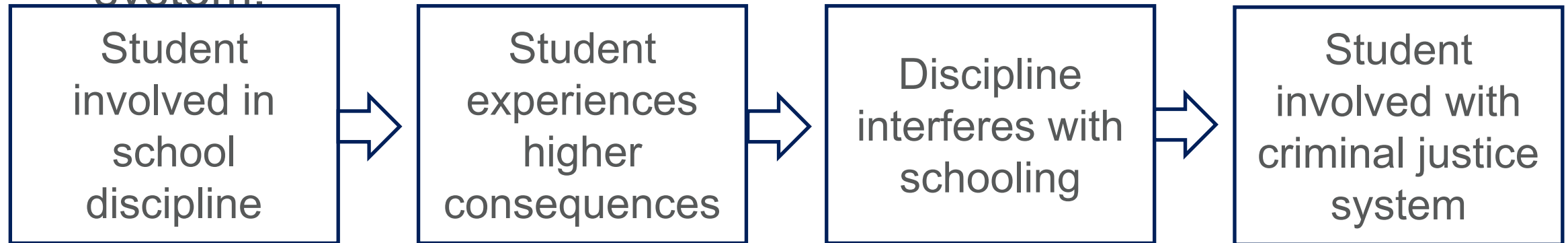
- GOAL: To prevent students from over involvement in discipline system and reduce the likelihood that discipline will interfere with a student's success in school and beyond.

CONTEXT: DISCIPLINE AT GLOBE

- Responsive Classroom – focus on relationships

- Positive approach to discipline that promotes teaching students to be good choice makers.

- Helps children develop the intrinsic decision-making skills that will keep them safe, happy, and successful in their life endeavors.

2019 DISCIPLINE DATA

Student Metrics

Enrollment

909

Students with Incidents

42

In-School Suspensions (ISS) Rate

2.3%

Out-of-School Suspensions (OSS) Rate

2.1%

Expulsion Rate

0%

Discipline Incident Metrics

Total Incidents

58

Percent of Incidents Resulting in ISS

39.7%

Percent of Incidents Resulting in OSS

50%

Percent of Incidents Resulting in Expulsion

0%

2019 DISCIPLINE BY RACE/ETHNICITY

KEY POINT:
Black students are disciplined at higher rate relative to their % of the student population.

Multiracial: 7.8% (Overall), 9.5% (Disciplined)
Asian: 4.0% (Overall), 0.0% (Disciplined)
Hispanic: 12.9% (Overall), 11.9% (Disciplined)
Black: 26.1% (Overall), 45.2% (Disciplined)
White: 48.8% (Overall), 31.0% (Disciplined)

■ % of Disciplined Population ■ % of Overall Population
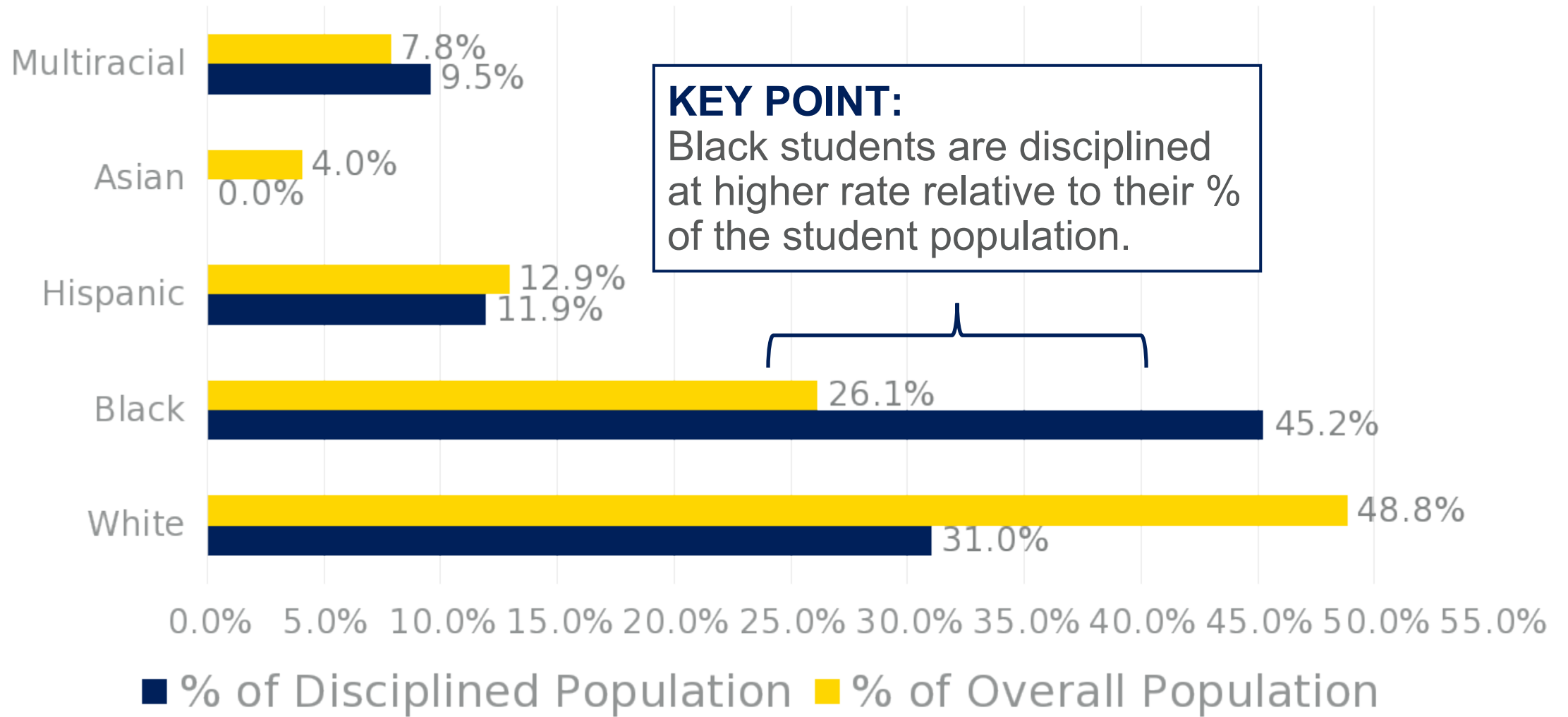
DISCIPLINE BY RACE/ETHNICITY & YEAR

% of disciplined population

Legend: White, Black, Hispanic, Asian, Multiracial

2018:
- White: 41.5%
- Black: 34.1%
- Hispanic: 12.2%
- Multiracial: 12.2%
- Asian: 0.0%

2019:
- Black: 45.2%
- White: 31.0%
- Hispanic: 11.9%
- Multiracial: 9.5%
- Asian: 0.0%
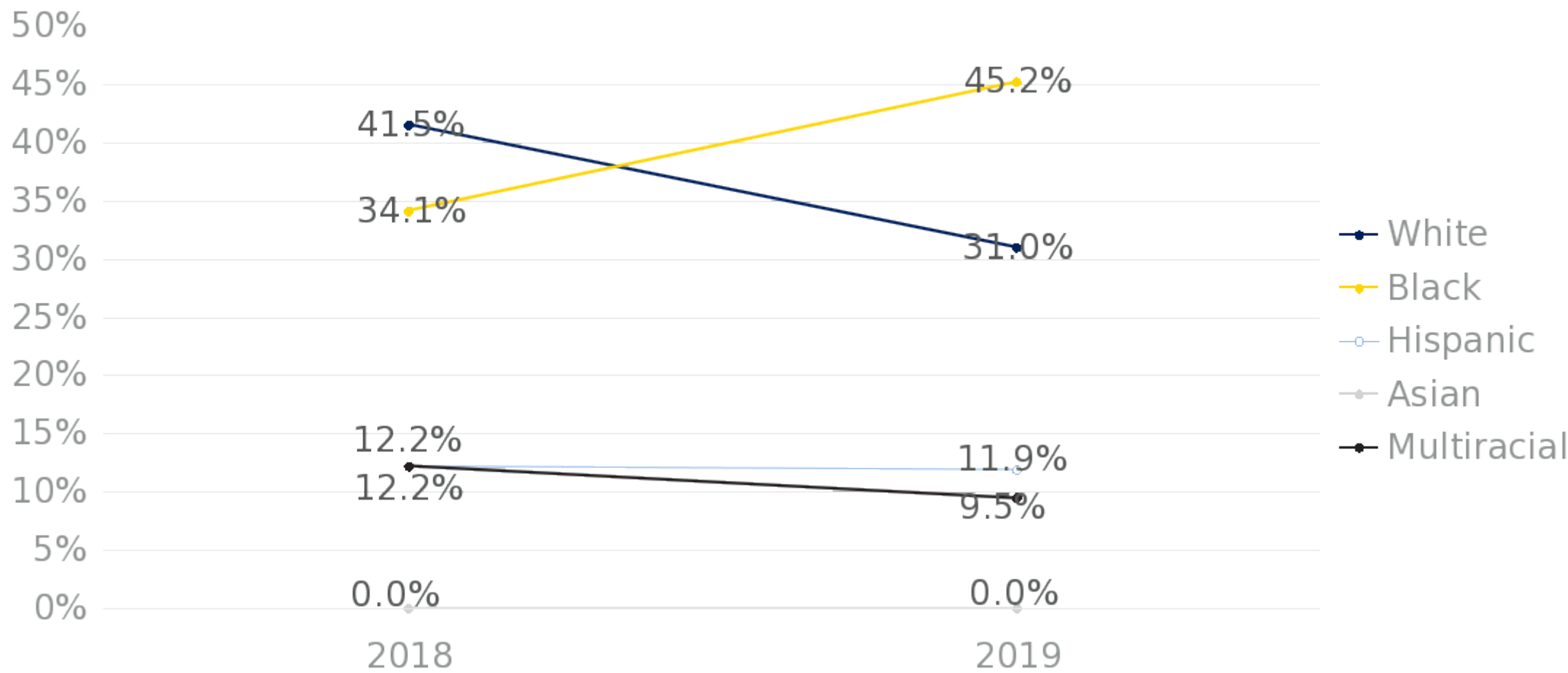
ATTENDANCE RACE/ETHNICITY & YEAR

% Of students who missed more than 15 school days
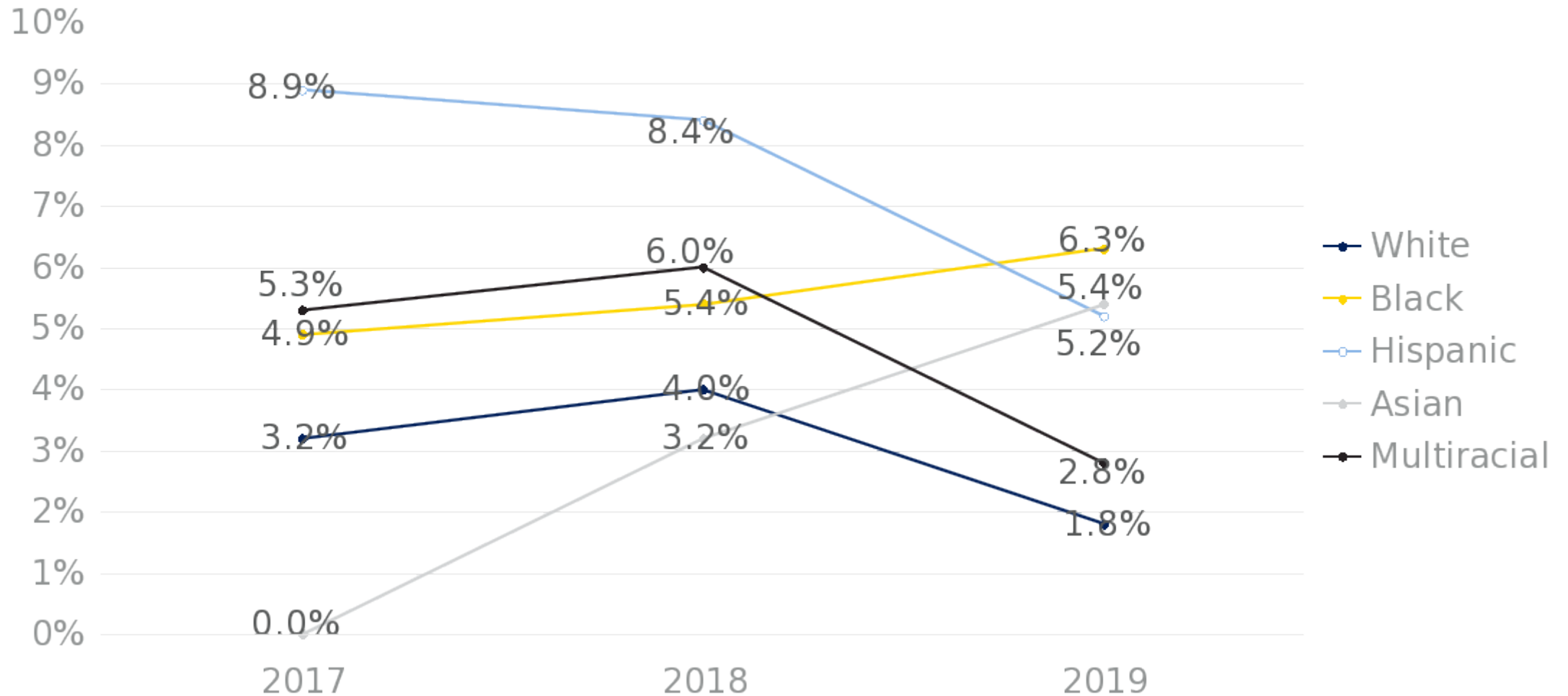
Anticipating the "Covid-19 Slide" at GLOBE Academy

Projections on changes in student achievement as a result of lost school time due to Covid-19

https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

COVID-19 SLIDE

"Projections suggest major academic impacts from COVID closures for students, especially in mathematics."

Figure 1. Mathematics forecast
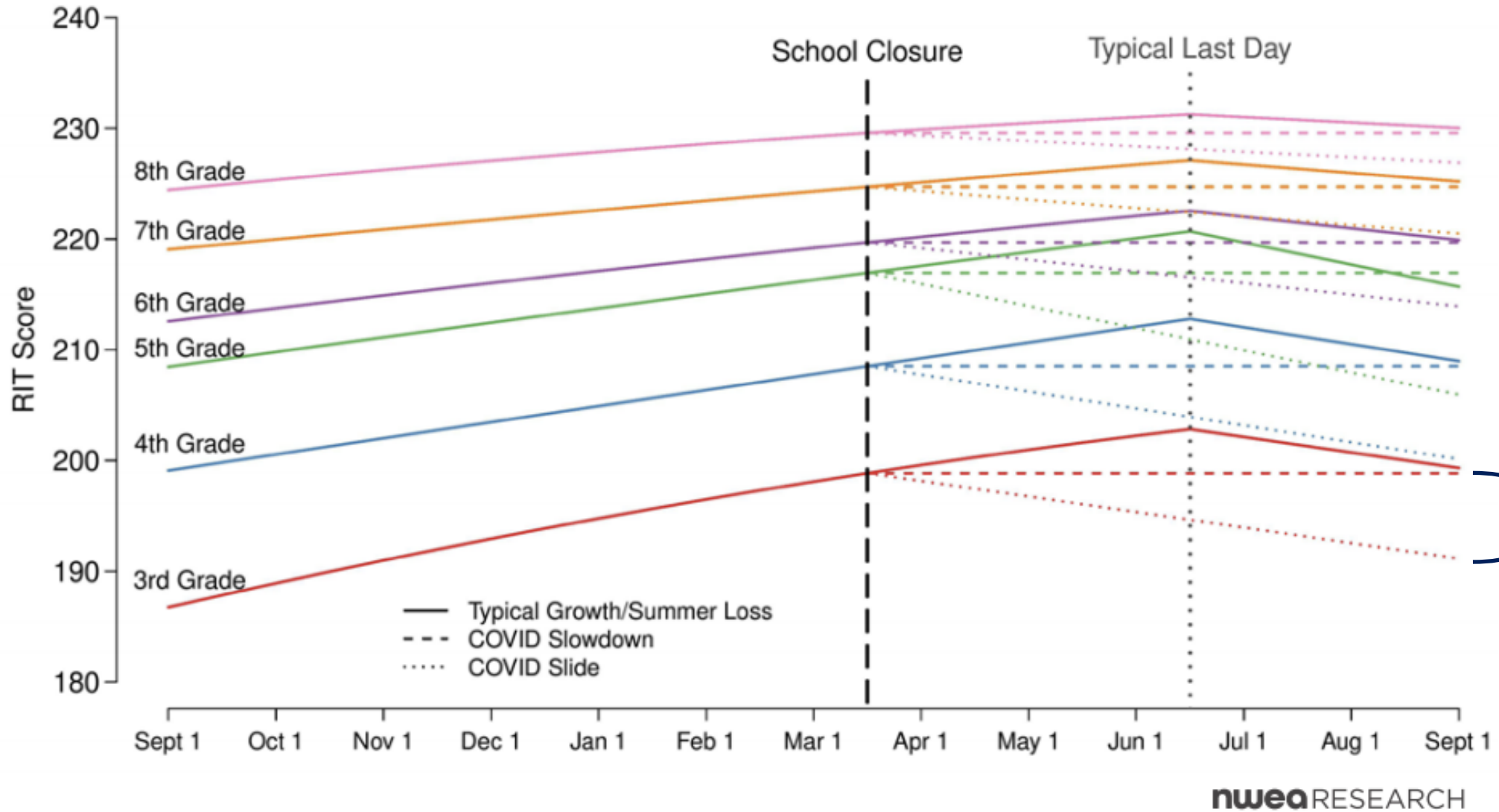
KEY POINT: We should expect students to have higher summer learning loss

RECOMMENDATIONS

- Policymakers, educators, families, and communities should further their work to provide support, especially in mathematics, to students while school is disrupted.
  - **GLOBE: Provide <mark>teacher professional development</mark> in distancing learning and supporting student social/emotional needs -> Eureka Math**
- To guide curriculum and instruction to support students, educators will need data.
  - **GLOBE: <mark>Prioritize MAP testing in Fall</mark>, hope for in-person**
- Researchers, policymakers, and schools should work together to understand potential policies and practices for recovery
  - **GLOBE: <mark>Identify what has worked and what needs improvement</mark>**

NWEA Guidance on Remote Testing