



Academy of Collaborative Education

Academic Excellence Committee Meeting

Published on June 30, 2025 at 11:16 AM CDT

Amended on July 1, 2025 at 9:16 AM CDT

Date and Time

Wednesday July 2, 2025 at 3:00 PM CDT

Pursuant to Louisiana Open Meetings Law - La. R.S. 42:19, notice is hereby given to the members of the Board of Directors of Academy of Collaborative Education and to the general public that the Board will hold a regular, special, or re-scheduled meeting, open to the public as specified below. To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other Board members, and Board members should not reply to this message.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
A. Record Attendance		Amy Marcus	1 m
B. Call the Meeting to Order		Amy Marcus	1 m
C. Approve Minutes	Approve Minutes	Amy Marcus	1 m
	Approve minutes for Academic Excellence Committee Meeting on June 4, 2025		
II. Academic Excellence Questions			3:03 PM

	Purpose	Presenter	Time
Questions that may be asked at the August board meeting A.E. committee's presentation.			
A. Academic Data Questions	Discuss	Amy Marcus	10 m
III. Academic Excellence Dashboard and SMART Goals			3:13 PM
A. SY25-26 Teacher surveys	Discuss	Amy Marcus	5 m
Teacher surveys: scheduling, creating, delivering, and using			
B. Discuss Academic Excellence SY25-26 Goals and BOT Dashboard Goals	Discuss	Amy Marcus	30 m
Prepare a presentation for the whole board explaining:			
1) Annual written Academic Excellence goals for the 25-26 school year--			
The committee will complete a draft of the Academic Excellence Committee SY25-26 Goals			
to present to the full board at the August board meeting.			
C. Proposed Academic Excellence Calendar	Vote	Amy Marcus	10 m
IV. Other Business			
V. Closing Items			3:58 PM
A. Adjourn Meeting	Vote	Amy Marcus	1 m

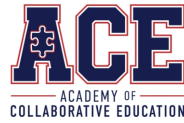
In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Excellence Committee Meeting on June 4, 2025

APPROVED



Academy of Collaborative Education

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday June 4, 2025 at 3:00 PM

Pursuant to Louisiana Open Meetings Law - La. R.S. 42:19, notice is hereby given to the members of the Board of Directors of Academy of Collaborative Education and to the general public that the Board will hold a regular, special, or re-scheduled meeting, open to the public as specified below. To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other Board members, and Board members should not reply to this message.

Committee Members Present

Amy Marcus, Carmen Parks (remote), Joellen Freeman, Karen Roberson

Committee Members Absent

None

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Amy Marcus called a meeting of the Academic Excellence Committee of Academy of Collaborative Education to order on Wednesday Jun 4, 2025 at 3:03 PM.

C.

Approve Minutes

Joellen Freeman made a motion to approve the minutes from Academic Excellence Committee Meeting on 05-07-25.

Karen Roberson seconded the motion.

The committee **VOTED** to approve the motion.

II. Academic Excellence

A. Testing update

Karen updated the committee on this school year's DIBELS (Dynamic Indicators of Basic Early Literacy Skills-a standardized assessment used to measure early literacy skills in students from K to 8th grade), LARR (Linguistic Awareness in Reading Readiness-a standardized assessment used to measure a child's understanding of written language and their readiness for reading designed for children 4–8 years old), and I-Ready (online program for k-12 students in reading and math that provides adaptive personalized instruction and assessments) testing. Karen has begun her Testing PP to use at the August board meeting when she will educate the board around testing.

B. EOY 24-25

Carmen Parks was ill, so the committee will discuss this agenda item at the August committee meeting.

C. Discuss Academic Excellence 2025-26 Goals and BOT Dashboard Goals

Joellen and Karen discussed the SY25-26 addition of Office Puzzle (a software platform and mobile app designed to help providers manage practices and focus on patient/student care by providing tools for office management, document templates, etc., while ensuring compliance with various regulations) and its ability to integrate data from teachers and therapists in real-time with the ability for administrators to view data or lack-the-of and hold staff accountable for timely submissions.

Amy touched on the BOT goals that are already in progress, and Karen spoke about the fact that she would like to use BOT more fully.

Amy will update Karen's permissions on BOT.

III. Academic Excellence Questions

A. Academic Data Questions

Amy clarified the reasons for the Academic Data Questions document that will be reviewed at the upcoming board retreat.

While most board members are not (and need not be) experts in assessment or education, all board members should play an essential role in the success of their organization by asking questions about academic assessment data. The dialogue this promotes enables the ED, Principal, Curriculum Coordinator, Testing Coordinator, etc., to have a sounding board to solidify their understanding of the data, while ensuring that board members fully comprehend the data and closely monitor the organization's results.

IV. 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 3:40 PM.

Respectfully Submitted,
Amy Marcus

In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Academic Data Questions

Section: II. Academic Excellence Questions
Item: A. Academic Data Questions
Purpose: Discuss
Submitted by:
Related Material:
Smart Academic Assessment Data Questions for ACE Board Members to Ask 6-8-25.docx

Smart Assessment Data Questions for ACE Board Members to Ask

While most board members are not (and need not be) experts in assessment or education, all board members should play an essential role in the success of their organization by asking questions about academic assessment data. The dialogue this promotes enables the ED/CEO to have a sounding board to solidify their understanding of the data, ensuring that board members fully comprehend the data and closely monitor the organization's results.

The remainder of this document is intended to help you ask helpful questions.

Each section is also divided into a set of

General Questions that gather background about the assessment in general. They are likely ones that you might only ask once, the first time you review data from that assessment.

and a set of

Data-Set Specific Questions that focus on understanding the key takeaways of a particular administration of that assessment—in other words, the type of questions your committee or board should consider every time that evaluation is administered.

For 2025 retreat purposes, we will work from the assessments recently reported on by ACE's Principal, Karen Roberson, at the Academic Excellence Committee meetings.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a standardized formative assessment used to measure early literacy skills in students from K to 8th grade. It's a series of short, one-minute fluency tests designed to help teachers and schools identify those who may be at risk for reading difficulties and monitor their progress in developing foundational literacy skills.

LARR (Linguistic Awareness in Reading Readiness) – a standardized formative assessment utilized to evaluate a child's comprehension of written language and their preparedness for reading, specifically designed for children aged 4 to 8 years. It assesses various linguistic skills crucial for early reading development, including print awareness, letter knowledge, phonological awareness, and listening comprehension. Results can help educators identify children who may need extra support in developing these foundational skills.

I-Ready is an online program that includes a diagnostic assessment and personalized instruction and is regarded as an interim formative assessment primarily designed for K-8 students. It provides adaptive, customized instruction and assessments in reading and mathematics. The program aims to help educators evaluate students' strengths and weaknesses, tailor their learning, and track their progress throughout the school year.

LEAP (Louisiana Educational Assessment Program) is a standardized summative assessment administered annually in Louisiana to students in grades 3 through 12. It measures student proficiency in state learning standards across various subjects, including English, math, science, and social studies.

LEAP Connect is a Louisiana alternate assessment designed for students with cognitive disabilities in grades 3-8 and 11. It is used in conjunction with the Louisiana Department of Education (LDOE) assessment system.

<u>Assessment Type</u>	Description	Examples	Purpose
Interim	Periodic evaluations conducted throughout the school year	Chapter tests, writing assessments, MAP growth assessments, benchmark assessments, performance tasks	Monitor student progress and provide insights into understanding of specific learning objectives or standards. They <u>assist teachers in adjusting instruction and identifying areas where extra support is needed.</u>
Formative	More frequent and informal evaluations like “screenings”	Student polls, quizzes, exit tickets, think-pair-share, observations	Inform instruction in real-time, evaluate <u>only the skills taught since the last evaluation</u> , and aim for a high level of mastery
Cumulative	Each successive test assesses previously taught standards as well as new standards	Finals, Midterms, Cumulative quizzes, Cumulative Projects or Presentations	They evaluate understanding and <u>retention over time.</u> Observing increasing scores throughout the year indicates students are “catching up.”
Summative	Evaluate all standards for the entire unit, course, or program	Final exam, mid-term, project, portfolio	Measures <u>student learning at the end of the unit, course, or program.</u>

Category	Questions
-----------------	------------------

<p>Interim Assessments</p> <p>- General Questions to ask the ED/CEO</p>	<ol style="list-style-type: none"> 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? 4. If it was developed by school staff, how did they decide what skills/standards to assess? 5. How closely did they base the assessment on your state's tests or the nationally normed standardized test your school administers? 6. Is this assessment "formative," "cumulative," or "summative"? 7. Is this assessment "normed"? 8. Does this test tell us if students are "on grade level" for this point in the year? 9. How similar is this test to our state test or the nationally normed standardized test our school uses? 10. 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?
<p>Interim Assessments</p> <p>-Data Set Specific Questions</p>	<ol style="list-style-type: none"> 11. How did our students score on the test overall, by grade level? 12. How does this compare to other similar schools that took this test? 13. If our students took this same interim assessment last year, how do this year's results compare to last year's? 14. 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?

	<p>15. Did all subgroups of students score similarly on this assessment or make similar progress since the last test?</p> <p>16. What do you see as the areas of strength for our students reflected in this data?</p> <p>17. What do you see as the areas of weakness for our students reflected in this data?</p> <p>18. Are the key action steps you are taking/overseeing in response to these weaknesses?</p> <p>19. What are your three biggest takeaways from this data?</p> <p>20. Where in the data do you see these things?</p>
<p>State Tests - General Questions</p>	<p>21. What are the different ratings or scores a student can get on this test?</p> <p>22. What decisions or ratings do the state or district make based on this test?</p>
<p>State Tests - Data Set Specific Questions</p>	<p>23. How did our students perform overall by grade level and subject?</p> <p>24. Specifically, how does it compare to the scores of:</p> <p>25. Schools that serve similar students?</p> <p>26. Our students last year?</p> <p>27. Students at the best open-enrollment public school in our district?</p> <p>28. Did all subgroups of students score similarly on this assessment/make similar progress since the last test?</p> <p>29. Do the “raw scores” reflect any important takeaways that are obscured by the “advanced,” “proficient,” “basic,” or “failing” categories that many states use?</p> <p>30. What do you see as the areas of strength for our students reflected in this data?</p>

	<p>31. What do you see as the areas of weakness for our students reflected in this data?</p> <p>32. What are the key action steps you are taking/overseeing in response to these weaknesses?</p> <p>33. What are your three biggest takeaways from this data?</p> <p>34. Where in the data do you see these conclusions?</p> <p>35. How do these results compare to the promises made in our accountability plan or charter contract?</p> <p>36. How do you think our authorizer will view this data in terms of a reflection of our school's overall performance?</p>
<p>Nationally Normed (administered to a large representative sample of students across the US- establishes norms, which are used to compare an individual to other students of the same grade level) Standardized (all test-takers receive same questions, instructions, and time limits, and their answers are evaluated using a predetermined, standard scoring system.) Tests –</p> <p>General Questions</p>	<p>37. Why did we choose to use this assessment?</p> <p>38. How often do we administer this assessment?</p> <p>39. How alike or different from our state test is this assessment?</p> <p>40. What kind of decisions do you and other staff make based on the data from this assessment?</p> <p>41. How are the scores reported?</p> <ul style="list-style-type: none"> • Possible options: <ul style="list-style-type: none"> ○ Percentiles ○ Normal Curve Equivalent (NCEs; like percentiles) ○ Percentages of students at grade-level ○ Grade-level equivalents (e.g., grade level 3.4)
<p>Nationally Normed Standardized Tests</p>	<p>42. How did our students perform overall by grade level and subject?</p>

<p>- Data Set Specific Questions</p>	<p>43. How does this compare to how our students scored last year?</p> <p>44. How does it compare to how students at other charter schools within and outside of our city scored?</p> <p>45. What proportion of our students would the test makers say were “at grade level” or above?</p> <p>46. What proportion do we believe are “at grade level” by our own internal standard for what it means to be on track for college?</p> <p>47. How does this compare to what percent were “at grade level” last year?</p> <p>48. Did all subgroups of students score similarly on this assessment/make similar progress since the last test?</p> <p>49. What do you see as the areas of strength for our students, as reflected in this data?</p> <p>50. What do you see as the areas of weakness for our students, as reflected in this data?</p> <p>51. Are there key action steps you are taking/overseeing in response to these weaknesses?</p> <p>52. What are your three biggest takeaways from this data?</p> <p>53. Where in the data do you see these things?</p> <p>54. How do these results compare to the promises made in our accountability plan or charter contract?</p> <p>55. How do you think our authorizer will view this data, in terms of a reflection of our school’s overall performance?</p>
<p>Questions about Using Results</p>	<p>56. How is our organization using information from internal and external assessments to improve teaching and learning in our schools?</p> <p>57. What do the teachers do with the assessments?</p>

	<p>58. Does the school use this information to inform practices?</p> <p>59. Inform what goes on in the classroom?</p> <p>60. Inform curriculum decisions?</p> <p>61. Inform school improvement efforts?</p> <p>62. Inform program design?</p> <p>63. How does our organization manage the data on student performance?</p> <p>64. Is there a system allowing our organization to analyze student achievement data regularly?</p> <p>65. How does this information impact/interface with our organization's budgeting process?</p>
<p>Questions about Communicating Results</p>	<p>66. How is our organization communicating assessment data to students and parents?</p> <p>67. How is our organization communicating assessment data to the community and other external audiences?</p> <p>68. What data are presented in annual reports?</p> <p>69. What data are reported to the media?</p> <p>70. What data are reported to the Department of Education?</p>

Coversheet

SY25-26 Teacher surveys

Section: III. Academic Excellence Dashboard and SMART Goals
Item: A. SY25-26 Teacher surveys
Purpose: Discuss
Submitted by:
Related Material: [BoardOnTrack Survey Builder \(for Staff and Parent Surveys\)](#)

Coversheet

Discuss Academic Excellence SY25-26 Goals and BOT Dashboard Goals

Section: III. Academic Excellence Dashboard and SMART Goals
Item: B. Discuss Academic Excellence SY25-26 Goals and BOT Dashboard Goals
Purpose: Discuss
Submitted by:
Related Material: Academic Excellence Committee SY25-26 SMART GOALS ROUGH DRAFT 2025.docx

Academic Excellence Committee **2025-2026 S.M.A.R.T. GOALS (Rough Draft)**

Goal 1: Enhance Parent Engagement and Student Assessment through Digital Portfolios

Specific:

Develop and implement a digital portfolio system that enables parents and caregivers to track their child's academic and IEP progress.

Measurable:

By the end of the 2025-26 academic year, at least 90% of parents should have access to and regularly engage with their child's digital portfolio. Schedule at least one additional touchpoint per grading period, potentially a virtual meeting or home visit, to discuss progress.

Achievable:

Utilize platforms like Google Sites, PortfolioGen, or Bulbapp to create student portfolios. Train teachers on how to effectively use these tools and integrate them into the assessment process.

Relevant:

This goal aligns with the school's mission to enhance academic excellence by actively engaging parents in the educational process.

Time-bound:

Begin the portfolio integration process by the start of the 2025 school year, with full implementation and parent engagement by the end of the 2025-26 academic year.

Goal	Specific	Measurable	Achievable	Relevant	Time-bound
Enhance Parent Engagement and Student Assessment through Digital Portfolios	Develop and implement a digital portfolio system that enables parents and caregivers to track their child's academic and IEP progress.	By the end of the 2025-26 academic year, at least 90% of parents should have access to and regularly engage with their child's digital portfolio. Schedule at least one additional touchpoint per grading period, potentially a virtual meeting or home visit, to discuss progress.	Utilize platforms like Google Sites, PortfolioGen, or Bulbapp to create student portfolios. Train teachers on how to effectively use these tools and integrate them into the assessment process.	This goal aligns with the school's mission to enhance academic excellence by actively engaging parents in the educational process.	Begin the portfolio integration process by the start of the 2025 school year, with full implementation and parent engagement by the end of the 2025-26 academic year.

**SOMETHING LIKE THIS...*

**By the end of the fiscal year 2026/SY25-26, the Academic Excellence Committee will develop*

and implement a Digital Portfolio System for parents/caregivers system to

enhance parent engagement and awareness of academic and IEP student progress, as measured

by (quarterly/monthly) _____, ensuring that

_____.

The achievement of this goal will be measured by (quarterly/monthly) _____

_____ and

will be conducted by _____ to assess its effectiveness and make

necessary adjustments.

Goal 2: Integrate ABA Principles for Improved Behavior Management

Specific:

Integrate Applied Behavior Analysis (ABA) principles into daily protocols, ensuring trained staff are available to implement interventions and support strategies as needed.

Measurable:

By the end of the 2025-26 school year, reduce maladaptive behaviors by 30% as measured by behavior incident reports. Have at least 80% of staff trained in ABA principles.

Achievable:

Secure contracts with new BCBA's and utilize Jessica as a trainer for line techs. Ensure line techs have ongoing professional development and support.

Relevant:

This goal supports the school's commitment to creating a supportive and effective learning environment through evidence-based behavioral management.

Time-bound:

Finalize contracts and begin training by the start of the 2025 school year, with full implementation and staff training completed by the end of the 2025-26 academic year.

Goal	Specific	Measurable	Achievable	Relevant	Time-bound
Integrate ABA Principles for Improved Behavior Management	Integrate ABA principles into daily protocols, ensuring trained staff are available	By the end of the 2025-26 school year, reduce maladaptive behaviors by 30%, 80% of staff trained in ABA principles	Secure contracts with new BCBA's, utilize Jessica as a trainer, ensure line techs have ongoing professional development and support	Supports the school's commitment to creating a supportive and effective learning environment through evidence-based behavioral management	Finalize contracts and begin training by the start of the 2025 school year, full implementation and staff training completed by the end of the 2025-26 academic year

**SOMETHING LIKE THIS...*

**By the end of the fiscal year 2026/SY25-26, the Academic Excellence Committee will develop and implement a _____ system to _____, as measured by (quarterly/monthly) _____, ensuring that _____.*

The achievement of this goal will be measured by (quarterly/monthly) _____ and will be conducted by _____ to assess its effectiveness and make necessary adjustments.

Goal 3: Foster School-Family-Community Collaboration

Specific:

Enhance collaboration among the school, families, and community by providing monthly parent training sessions and increasing opportunities for communication and volunteer involvement.

Measurable:

Conduct monthly training sessions with at least 75% parent participation. Achieve 100% communication coverage through emails, texts, and meetings. Have parents complete 10 hours of volunteer work per year.

Achievable:

Contract with Faith Gremillion for parent training, ensure communication systems are in place, and establish volunteer opportunities. Consider implementing the DARE program for 5th- and 6th-grade students.

Relevant:

This goal aligns with ACE's mission to share educational responsibility and foster a supportive learning environment.

Time-bound:

Initiate monthly training sessions and communication enhancements by the start of the 2025 school year, with progress evaluations at the end of the 2025-26 academic year.

Goal	Specific	Measurable	Achievable	Relevant	Time-bound
Foster School-Family-Community Collaboration	Enhance collaboration among the school, families, and community	Conduct monthly training sessions with at least 75% parent participation	Contract with Faith Gremillion for parent training	Aligns with ACE's mission to share educational responsibility	Initiate monthly training sessions by the start of the 2025 school year
	Providing monthly parent training sessions	Achieve 100% communication coverage through emails, texts, and meetings	Ensure communication systems are in place	Foster a supportive learning environment	Progress evaluations at the end of the 2025-26 academic year
	Increasing opportunities for communication and volunteer involvement	Have parents complete 10 hours of volunteer work per year	Establish volunteer opportunities		
			Consider implementing the DARE program for 5th- and 6th-grade students		

**SOMETHING LIKE THIS...*

**By the end of the fiscal year 2026/SY25-26, the Academic Excellence Committee will develop*

and implement a _____ system

to _____, as measured by

(quarterly/monthly) _____, ensuring that

_____.

The achievement of this goal will be measured by (quarterly/monthly) _____

_____ and

will be conducted by _____ to assess its effectiveness and make

necessary adjustments.

Coversheet

Proposed Academic Excellence Calendar

Section: III. Academic Excellence Dashboard and SMART Goals
Item: C. Proposed Academic Excellence Calendar
Purpose: Vote
Submitted by:
Related Material:
ACADEMIC EXCELLENCE Committee Calendar-Objectives and Responsibilities.docx

ACADEMIC EXCELLENCE

Committee Calendar: Objectives and Responsibilities

Month	Activity
July	
August	Provide full-board training, in conjunction with the ED, on the assessments the school uses and what each one assesses.
September	
October	
November	Complete the first check-in on Interim assessments using the BOT Assessment Check-in Question List.
December	Update the full board on the first Interim Assessment Check-in.
January	Provide full-board training, in conjunction with the ED, on the assessments we use and what each one assesses.
February	Complete the second check-in on Interim Assessments using BOT Assessment Check-in Question List.
March	Update the full board on the second Interim Assessments Check-In.
April	
May	Review end-of-year state assessment data with the committee.
June	Share review of end-of-year state assessment data with the full board.

