Academy of Collaborative Education

Academic Excellence Committee Meeting

Published on July 30, 2025 at 12:31 PM CDT

Date and Time

Wednesday August 6, 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 July 2, 2025

		Purpose	Presenter	Time
II.	**Present academic goals, assessments, data collection, and accountability practices to the AE com.**			**3:03 PM**

1) Karen will present the Academic Assessment Data presentation, which will be given to the full board at the next meeting.
2) Karen will present the Principal's Academic Goals and Accountability Practices for SY25-26.

A.	Karen's presentation of Academic Assessment Data	Discuss	Karen Roberson	10 m
B.	The committee asks questions	Discuss	Karen Roberson	5 m

The committee will use the Smart Academic Assessment Data Questions document found in last month's agenda and the AE committee documents in BOT.

C.	Principal's Academic Goals and Accountability Practices	Discuss	Karen Roberson	10 m

Karen presents academic goals and accountability practices for SY25-26.

Goal 2: Increase Reading and Literacy Scores by 35% school-wide compared to the previous year. By May 2026, ACE will increase reading and literacy scores by 35% compared to the 2024–2025 school year as measured by benchmark assessments and progress monitoring tools. This will be achieved through the implementation of targeted reading interventions, differentiated small-group instruction, and consistent data-driven instructional practices. Progress will be reviewed quarterly to ensure all students receive timely support aligned with their individual learning needs.

D.	Metrics/Rubric for Renewal Data		Joellen Freeman	10 m

Discuss metric/rubric for renewal data from Tammy Morgan and ACE leadership.

E.	Digital Portfolios		Joellen Freeman	10 m

Discuss Requirements:
IT
Training
Cost

F.	Staff Professional Development	Discuss	Karen Roberson	10 m
G.	Parent Engagement	Discuss	Karen Roberson	10 m

Plans for PVO and Parent Resource Meetings

		Purpose	Presenter	Time
III.	**Academic Excellence Dashboard and SMART Goals**			**4:08 PM**
A.	SY25-26 Teacher surveys	Discuss	Amy Marcus	5 m

Teacher surveys: scheduling, creating, delivering, and using-these can be used for dual purposes by the Academic Excellence Committee and the ED Support and Evaluation Committee.

B.	Discuss Academic Excellence SY25-26 Goals and BOT Dashboard Goals	Vote	Amy Marcus	15 m

Prepare a presentation for the whole board explaining:

Annual written Academic Excellence goals for the 25-26 school year:

a) Karen presents the SMART goal of improving parent knowledge and involvement in student assessment data through digital portfolios. (divided into two more specific goals)

b) Joellen presents the SMART goal of integrating ABA principles more fully for improved behavior management (divided into two more specific goals).

c) Amy presents the SMART goal of fostering enhanced collaboration among school, family, and community (divided into three more specific goals).

C.	Non-Exhaustive Annual Academic Excellence Calendar	Discuss	Amy Marcus	3 m
IV.	**Other/Unfinished Business (goals/responsibilities/previous agenda)**			
V.	**Committee Member Research and Preparation (Homework)**			**4:31 PM**
A.	Committee Expansion		Amy Marcus	3 m

		Purpose	Presenter	Time
	Using a simplified version of the board's recruiting documents, members will recommend and help interview substantive candidates for membership on the Academic Excellence Committee.			
B.	Written staff retention plan submitted before the next committee meeting.	FYI	Amy Marcus	3 m
VI.	**Closing Items**			**4:37 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.orgdescribing 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 July 2, 2025

APPROVED

Academy of Collaborative Education

Minutes

Academic Excellence Committee Meeting

Date and Time
Wednesday July 2, 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 (remote), 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 Jul 2, 2025 at 3:05 PM.

C.

Approve Minutes

Joellen Freeman made a motion to approve the minutes from Academic Excellence Committee Meeting on 06-04-25.
Karen Roberson seconded the motion.
The committee **VOTED** to approve the motion.

II. Academic Excellence Questions

A. Academic Data Questions

In preparation for the August board meeting, Karen will give her Academic Data presentation to the Academic Excellence Committee at the August committee meeting.

The committee members will ask questions from the "Smart Academic Assessment Data Questions" document.

III. Academic Excellence Dashboard and SMART Goals

A. SY25-26 Teacher surveys

The committee members agreed to regularly check and attend to their BoardOnTrack dashboard, goals, and tasks.

The committee discussed the goals that Carmen Parks had already crafted for the committee.

They will divide and conquer, turning each of the goals into SMART goals by the August committee meeting.

SMART GOALS:

Karen will work on "Enhance parent engagement and student assessment through digital portfolios."

Joellen will work on "Integrate ABA principles for improved behavior management."

And Amy will work on "Foster school-family-community collaboration."

B. Proposed Academic Excellence Calendar

Amy discussed the Academic Excellence Committee's calendar of objectives and responsibilities.

Karen is already preparing for the first one-the August board presentation.

These dates will be entered into BOT as tasks and goals for the committee.

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 3:22 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.orgdescribing the assistance that is necessary.

Coversheet

The committee asks questions

Section: II. Present academic goals, assessments, data collection, and accountability practices to the AE com.
Item: B. The committee asks questions
Purpose: Discuss
Submitted by:
Related Material:
Smart_Academic_Assessment_Data_Questions_for_ACE_Board_Members_to_Ask_6-8-25 (1).docx
Check-In Question List for Interim Assessment Data.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.

Assessment Type	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 assist teachers in adjusting instruction and identifying areas where extra support is needed.
Formative	More frequent and informal evaluations like “screenings”	Student polls, quizzes, exit tickets, think-pair-share, observations	Inform instruction in real-time, evaluate only the skills taught since the last evaluation, 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 retention over time. 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 student learning at the end of the unit, course, or program.

Category	Questions

Interim Assessments - General Questions to ask the ED/CEO	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?
Interim Assessments -Data Set Specific Questions	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?

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

	31. What do you see as the areas of weakness for our students reflected in this data? 32. What are the key action steps you are taking/overseeing in response to these weaknesses? 33. What are your three biggest takeaways from this data? 34. Where in the data do you see these conclusions? 35. How do these results compare to the promises made in our accountability plan or charter contract? 36. How do you think our authorizer will view this data in terms of a reflection of our school's overall performance?

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** –
 	
General Questions
	37. Why did we choose to use this assessment?
	
	38. How often do we administer this assessment?
	
	39. How alike or different from our state test is this assessment?
	
	40. What kind of decisions do you and other staff make based on the data from this assessment?
	
	41. How are the scores reported?
	
	• Possible options:
	  ○ Percentiles
	  ○ Normal Curve Equivalents (NCEs; like percentiles)
	  ○ Percentages of students at grade-level
	  ○ Grade-level equivalents (e.g., grade level 3.4)

Nationally Normed Standardized Tests	42. How did our students perform overall by grade level and subject?

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

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

Check-In Question List for Interim Assessment Data

Assessment Type	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 assist teachers in adjusting instruction and identifying areas where extra support is needed.

Category	Questions
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Check-In Question List for Interim Assessment Data

	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?
Interim Assessments -Data Set Specific Questions to ask the ED or Principal	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? 15. Did all subgroups of students score similarly on this assessment or make similar progress since the last test? 16. What do you see as the areas of strength for our students reflected in this data? 17. What do you see as the areas of weakness for our students reflected in this data? 18. Are the key action steps you are taking/overseeing in response to these weaknesses? 19. What are your three biggest takeaways from this data? 20. Where in the data do you see these things?

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: Sample Teacher Survey Questions AE.docx

Sample Teacher Survey Questions

from the Louisiana Charter School Association

Respondents will respond with: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

Clarity and Resources

- I know what is expected of me to do my job well each day.
- I have the necessary resources and materials to perform at my best.

Support and Leadership

- My supervisor cares about me as a person.
- I feel supported in my role.
- The leadership team members consistently model the school's values and expectations for staff and students.

Professional Growth

- By working at this school, I am improving my job performance.
- The professional development I have received has effectively helped me improve in my role.

Job Satisfaction

- Even on my hardest days, I feel like this school is the right place for me to work.
- Internal communication enables us to work effectively and efficiently.
- My opinions matter at this school.

School Culture and Procedures

- The school-wide rules, routines, and procedures are effective in establishing the desired school culture.
- Roles and responsibilities are clear among the staff.

Evaluation and Recommendation

- I am aware of how I am evaluated, and my performance is measured.
- I would recommend this school as a wonderful place to work.

Compensation and Benefits

- I am satisfied with the benefits and believe the pay is fair and reasonable.

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: Vote
Submitted by:
Related Material:
SMART Goal #1 for Amy- Academic Excellence Committee SY 25-26.docx
SMART Goal #2 for Amy-Academic Excellence Committee SY25-26.docx
SMART Goal #3 for Amy-Academic Excellence Committee SY 25-26.docx
JCF-Karen and Joellen's AE draft SMART goals for SY25-26.docx (1) (1).pdf

SMART Goal for Academic Excellence Committee SY 25-26 (Amy's Goal 1)

Enhance Parent Training Participation and Effectiveness

By August 31, 2025, the Academic Excellence Committee, with the assistance of Faith Gremillion, will develop and implement a monthly parent training program designed to enhance collaboration between the school and families. The program's success will be measured by achieving an average monthly participation rate of at least 75%, thereby fostering a supportive learning environment for parents and students. To evaluate the program's effectiveness, the Academic Excellence Committee will monitor participation rates monthly and conduct quarterly surveys of parents. Based on these assessments, necessary adjustments will be applied by July 31, 2026.

SMART Goal #2 for Amy-Academic Excellence Committee for SY 25-26

Strengthen Communication Systems

By August 31, 2025, the Academic Excellence Committee, in partnership with the school leadership team, will implement and enhance communication systems to track emails, texts, and meetings, ensuring full engagement with 100% of parents. This effort supports the Academic Excellence Committee's goal to promote a collaborative environment. The leadership team will carefully monitor communication reach and report progress to the Academic Excellence Committee on a monthly basis to ensure comprehensive coverage. The effectiveness of these system improvements will be assessed by the end of the 2025-26 academic year.

SMART Goal #3 for Amy-Academic Excellence Committee SY25-26

Increase Volunteer Engagement

By August 31, 2025, the Academic Excellence Committee, in partnership with school leadership, will enhance volunteer engagement by offering opportunities for the community at large and for parents to complete 10 hours of volunteer work annually. A range of volunteer options will be developed and posted on the ACE website through Bloomerang Volunteer to encourage shared educational responsibility between families and the school. Volunteer hours will be closely monitored and reported through the Bloomerang Volunteer Site. The Academic Excellence Committee will assess the success of engagement efforts at the end of the 2025-26 academic year.

Karen's goal (broken into two) is to improve parent knowledge and involvement in student assessment data through digital portfolios.

Goal 1: A. Develop and Implement a Digital Portfolio System:

By December 1, 2025, the Academic Excellence Committee, in partnership with the leadership team and teachers, will develop and implement a digital portfolio system using platforms such as Google Sites, PortfolioGen, or Bulbapp. This will allow parents and caregivers to monitor their child's academic and IEP progress. A representative from the Academic Excellence Committee will train teachers to effectively utilize these tools and incorporate them into the assessment process. This project aligns with the school's mission to improve academic excellence by actively involving parents in the educational process.

B. Enhance Parent Engagement with Digital Portfolios:

By May 1, 2026, the Academic Excellence Committee, in partnership with the leadership team and teachers, will achieve at least 90% parent/caregiver access with consistent engagement with their child's digital portfolio. To support this engagement, the teachers will schedule at least one additional touchpoint per grading period, such as a virtual meeting or home visit, to discuss the use of digital portfolios for tracking student progress. This goal is aligned with fostering active parent involvement to enhance academic excellence by ensuring the successful integration of digital portfolios in the educational process.

Goal 2: Increase Ready and Literacy Scores by 35% School wide compared to previous year

By May 2026, ACE will increase reading and literacy scores by 35% compared to the 2024–2025 school year as measured by benchmark assessments and progress monitoring tools. This will be achieved through the implementation of targeted reading interventions, differentiated small-group instruction, and consistent data-driven instructional practices. Progress will be reviewed quarterly to ensure all students receive timely support aligned with their individual learning needs.

I believe we need to discuss the appropriate percentage given our 2 programs. This is a starting place.

Joellen's goal (broken into two) is to integrate ABA principles more fully for improved behavior management:

Goal 1: A. Integrate ABA Principles into Daily Protocols:

By September 30, 2025, the Academic Excellence Committee, in partnership with the leadership team, Jessica Burkett, and ACE line techs, will incorporate Applied Behavior Analysis (ABA) principles into daily protocols, ensuring that adequately trained staff are available to implement interventions and support strategies as required. This initiative will involve securing contracts with new Board-Certified Behavior Analysts (BCBAs) and employing Jessica Burkett as a trainer for line technicians. The objective is to provide ongoing professional development and support for line technicians, aligning with the school's commitment to fostering a supportive and effective learning environment through evidence-based behavioral management. Full implementation and staff training are targeted for completion by May 1, 2026.

B. Reduce Maladaptive Behaviors through ABA Training:

By May 1, 2026, the objective is to attain a 30% reduction in maladaptive behaviors, as documented by behavior incident reports. To facilitate this reduction, at least 80% of the staff will undergo training in ABA principles. This objective aligns with the school's mission to cultivate a supportive and effective learning environment and will be accomplished through comprehensive training and ongoing professional development for staff.

Could I offer this one since it is our "School Wide Goal" for the year:

Goal 2: Integrate Communication Boards school wide:

By October 1, 2025, ACE will implement universal communication boards using SymbolStix in key common areas across the school—including the playground, cafeteria, front lobby, and designated bathrooms—to support students and visitors when AAC devices are unavailable. These boards will provide accessible communication options to promote engagement in daily routines, play, and social interactions. By May 1, 2026, full implementation will be complete, including staff and student training, and observable use of the boards will be documented.

Coversheet

Non-Exhaustive Annual Academic Excellence Calendar

Section: III. Academic Excellence Dashboard and SMART Goals
Item: C. Non-Exhaustive Annual Academic Excellence Calendar
Purpose: Discuss
Submitted by:
Related Material:
Non-Exhaustive_Annual_ACADEMIC_EXCELLENCE_Committee_Calendar.docx

Non-Exhaustive Annual
ACE ACADEMIC EXCELLENCE
Committee Calendar

Month	**Activity**
July	
August	**Provide full-board training (August board meeting), in conjunction with the ED, on the assessments the school uses and what each one assesses.**
September	Committee Expansion Process
October	Committee Expansion
November	Complete the first check-in on Interim assessments using the “Check-in Question List for Interim Assessment Date” in committee docs.
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 the “Check-in Question List Interim Assessment Data” in committee docs.
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.**