Northwood Academy Charter School

Academic Excellence Committee Meeting

Date and Time

Wednesday February 23, 2022 at 6:00 PM EST

Location

Zoom Link to join the webinar:https://us02web.zoom.us/j/88311081198

This is a public meeting of Academic Excellence Committee of the Board of Trustees of Northwood Academy Charter School that was properly advertised pursuant to the Pennsylvania Sunshine Act. The public meeting schedule is posted at the school and on the website.

Members of the public are welcome to attend and listen to the Academic Excellence Committee conduct its business tonight. All written comments submitted to the Committee via email (board@northwoodcs.org) will be acknowledged and incorporated into the official minutes. This meeting is accessible to the public via the remote platform Zoom and is being recorded.

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Agenda

I. **Opening Items**

A. Call the Meeting to Order

B. Record Attendance

C. Approve Agenda

D. Community Comment

II. Assessments and Schoolwide updates

A. Kathryn Henry Presentation

https://docs.google.com/presentation/d/1JNbFTug7EIm7PdioTU3gQlc_GKeGzPX2/edit#slide=id.p1

III. Closing Items

A. Adjourn Meeting

Coversheet

Kathryn Henry Presentation

Section:	II. Assessments and Schoolwide updates
Item:	A. Kathryn Henry Presentation
Purpose:	Discuss
Submitted by:	
Related Material:	Copy of Academic Excellence Committee 2_23_22 - Revised (1).pptx

Northwood Academy Charter School

Academic Excellence Committee Meeting

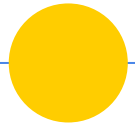
Wednesday, February 23, 2021

Agenda

- **Assessments**
  - Timeline
  - What each test tells us
  - Results
    - Where we are
    - Where do we stand by comparison
- **Current Deficits/Things That Haven't Worked**
  - Assessment programs
  - Curricular programs
  - Staffing
- **Action Plan - What will work and why**
  - Immediate - Plan for the next 15 weeks
  - Plan for 22-23 SY



Assessments



Timeline

- January
  - Kindergarten F&P Testing (baseline)
- February
  - 3rd Grade = Mid-Year Test
  - 4-8 Grades = LinkIt Benchmark (2nd)
- March
  - K-2 = ESGI End of Trimester Test (2nd)
  - 1-4 Grades = F&P Testing (3rd)
- April
  - PSSA, grades 3-8 (reading, math, science - 4/8 only)
- May
  - End of Year Tests - ESGI, F&P, LinkIt

What each test tells us

- PSSA
  - Where do our students perform in comparison to schools locally and across the state?
  - Who are students that are performing high above the average? Far below the average? On the cusp who can be easily pushed to proficiency?
- F&P
  - Are students reading at, above, or below level?
  - Are students making growth in reading?
- ESGI
  - Which standards taught so far have been mastered by students (phonics, math)?
  - Which standards need to be retaught to the whole group? To small groups of students?
  - Which students stand apart from the rest (far above/far below the norm) to identify intervention or enrichment programming
- LinkIt
  - Predict scores on future state tests, and identify students who are likely to score below proficient on state tests
- Mid-Year Test for 3rd Grade
  - Same as ESGI

F&P Assessment

Students Reading AT/ABOVE Grade Level			
GRADE	SEPTEMBER	DECEMBER	% Change
1st	49%	68%	19%
2nd	41%	59%	17%
3rd	9%	36%	27%
4th	40%	79%	39%

Students Reading BELOW Grade Level			
GRADE	SEPTEMBER	DECEMBER	% Change
1st	51%	31%	-20%
2nd	59%	41%	-17%
3rd	91%	64%	-26%
4th	60%	21%	-39%

- On average, 60% of students are reading at or above grade level expectations (up 25% since September)
- On average, 40% of students are reading below grade level expectations (down 26% since September)
- On average, 92% of students made growth in reading level since September. Students who did not make growth have been identified and provided with research-based interventions and support.
- Third grade is a priority reading level benchmarks. Only 36% of students are reading at or above grade level. Progress has been made, with a 27% increase in students on or above level and 93% of students making growth since September. However, they remain, on average, 33% behind other elementary grade levels. This grade will be a priority for applying research-based strategie and interventions moving forward, while I continue to monitoring progress of all other grades.

Preliminary LinkIt Benchmark Data

Students Performing PROFICIENT or ADVANCED

	ELA			MATH		
	October	February	% Change	October	February	% Change
3rd Grade	29%			9%		
4th Grade	26%			15%		
5th Grade	32%	27%		13%		
6th Grade	25%			16%		
7th Grade	34%	55%		4%		
8th Grade	38%	40%		16%		

Immediate Steps

1. Identify interventions/supports for 5th Grade ELA
   - walkthroughs/observations to provide targeted feedback
   - 1:1 data review and planning meeting for next steps/interventions
   - Provide additional reading support for students via Instructional Support Coach
2. Watch closely those highlighted in yellow – identify immediate intervention if no or minimal growth

Fall 2021 PSSA Data - ELA

	Below Basic	Basic	Proficient	Advanced
Class of 2026 (4th)	24%	42%	26%	3%
Class of 2025 (5th)	18%	53%	24%	5%
Class of 2024 (6th)	18%	57%	23%	1%
Class of 2023 (7th)	5%	43%	45%	7%
Class of 2022 (8th)	3%	54%	38%	6%
Class of 2021	9%	48%	30%	13%

Immediate Steps:

1. Identify BASIC students - provide intensive small group instruction to push to proficient for PSSA

Fall 2021 PSSA Data - Math

	Below Basic	Basic	Proficient	Advanced
Class of 2026 (4th)	68%	21%	6%	1%
Class of 2025 (5th)	79%	19%	3%	0%
Class of 2024 (6th)	55%	36%	6%	1%
Class of 2023 (7th)	59%	36%	5%	0%
Class of 2022 (8th)	64%	22%	8%	1%
Class of 2021	67%	24%	11%	2%

Immediate Steps:

1. Identify BASIC students - provide intensive small group instruction to push to proficient for PSSA

Fall 2021 PSSA Data - Science

	Below Basic	Basic	Proficient	Advanced
Class of 2026 (4th)	**19%**	**34%**	**40%**	**8%**
Class of 2021	**33%**	**31%**	**30%**	**7%**

8th Grade High School Acceptances

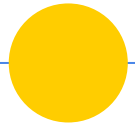
- Philadelphia Public Schools
- Charter Schools

https://docs.google.com/spreadsheets/d/1Cj5q1wHygt52NPYnVAPa_LXn8eiSWog55e-0BHXHTUI/edit#gid=0

Further analysis needed in the follow areas:

- % of students accepted to special admissions schools
- % of students attending neighborhood high school
- % of students accepted to private schools
- % of students received scholarship to private schools
- % of students attending top-performing charter schools
- Alumni HS graduation rate
- Alumni College graduation rate

Current Deficits & Next Steps/Solutions



Assessment Programs

Assessment	Problems	Next Steps/Solutions
PSSA	• Has not been administered since 2019	• Scores from September of 2021 will serve as a new performance baseline for Northwood.

LinkIt! Benchmarks	• Predictive Test
	  ○ There is no correlation between what has been taught and what students are tested on (Teachers have taught A, B, and C. LinkIt tests on A, X, Y, and Z).
	• This test provides no useful data for 3rd grade at this point
	• System for analysis not user friendly
	• Teacher feedback indicates the data is not useful for guiding instruction
		• We need a formative assessment
		  ○ Teachers need data to inform their teaching
		• Immediately implement a mid-year assessment for 3rd grade that is standards-based and covers all 3rd grade content covered so far this year - allows for reteaching/remediation
		• They will take LinkIt again at the end of the year to check for growth.

F&P	• Only suitable for elementary grades and students reading far below level • Too time consuming to implement across 5-8 grades	• Need assessment that provides instructional reading levels for 5-8 grades

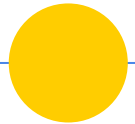
Deficits in Curricular Programming

- Impacts of pandemic
  - Extended period of virtual learning
  - Lack of consistency around in-person learning since April 2021 (quarantined classes/grades)
- Lack of streamlined instructional expectations/practices across K-8
- Curriculum is not specific to Northwood - lack of horizontal and vertical articulation

Changes for 21-22 SY That Will Make a Positive Impact

- Loosening of COVID-19 restrictions, allowing for consistent in-person learning
- Research-based phonemic awareness program put in place for 2021-22 SY
- Classroom assistants in 1st/2nd - intensive training was required to bring up-to-speed on implementing research-based interventions; more training is still needed
- Math interventionist for 5-8
- Start of mapping initiative for math, K-8 in 21-22 SY

Action Plan - What WILL Work & Why



Immediate Steps - February

- Close the achievement gap in 3rd-grade students reading at or above grade level expectations by 8% by June 2022 (baseline = 33%; goal = 25%)
- Establish Tier Time period across 3rd grade. (Tier Time Plan) - expand to 2nd grade
- Conduct observations across K-8 to identify gaps in instruction and curriculum.
- Hire the current 3rd-grade student teacher as *Intervention Support Coach*
  - Provide intervention support across 3rd grade ELA/Math, 5th grade ELA, and other grades identified upon further data analysis for the remainder of the school year.
  - Desired start date = 3/7
- 3/7 - Implement Tier Time Model
- Plan for March/April tutoring programin lead up to PSSA
- Work with leadership team and Master Teacher to finalize needs assessment of assessment program and identify action steps for changes for the 22-23 school year.
- Further analysis (by end of February)
  - PSSA - identify" bubble" kids who can be pushed to proficient
  - LinkIt Benchmark- identify" bubble" kids who can be pushed to proficient (look for overlaps with other data)
  - Kindergarten F&P
  - Assign *Intervention Support Coach* to support in other classrooms for ELA/Math
  - Streamline *Math Interventionist* schedule to strategically support "bubble" students

March - June

- Conduct formal evaluations
  - Look for - Standards for Mathematical Practice and identify areas of need for PD, schoolwide expectations
- Establish annual curriculum review and revision procedures
- Conduct review of current ELA, Math, and digital programming
- Create plan for mapping initiative for math and ELA to ensure horizontal/vertical alignment
- Begin planning 22-23 PD plan
- Identify staffing needs for 22-23
- Identify staff in need of improvement, establish improvement plans

Plan for 22-23 SY

- **Change**
  - Increase data meetings/PD
  - Scrap LinkIt - teacher don't like is/doesn't tell us what we need to move kids
  - Adopt STAR 360 *research-based, peer reviewed, nationally recognized benchmark platform for K-8*
    - Adaptive test
    - Instructional reading level for every student, K-8
    - Grade level equivalent for math for every student, K-8
    - Excellent reporting - informs teacher planning for whole class, small group, and 1:1 instruction
    - Resuts, Results, Results - research shows this program works to raise student achievement when the data is used effectively (training, training, training)
  - Digital programs that align to student needs - JUST RIGHT instruction/practice
- **Continue**
  - F&P across K-3
  - Continue ESGI at end of trimester to inform standards-based report cards/progress in Phonics across K-2
  - Continue progress monitoring program across special education
- **Expand Master/Mentor Teacher Program** -provide specific training

Staffing Issues That Impact Student Achievement

- Classroom assistants have minimal experience and only require HS diploma
  - Need thorough induction program for all classroom assistants with comprehensive training on research-based instructional strategies and techniques
  - Upper grades do not need assistants, they need highly qualified teachers with specific expertise in reading and math intervention (ex. Reading specialists for K-8)
- Instructional coaching needed for math K-8
- Continue to monitor and observe to identify staffing needs for 22-23 SY