

# Nuasin Next Generation Charter School

## Minutes

### Education Committee Monthly Call

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#### Date and Time

Wednesday November 18, 2020 at 3:00 PM

#### Location

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#### Mission

We prepare our students for college through a rigorous arts-infused program.

#### Vision

All students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. The impact of our collective efforts will fundamentally change public education.

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#### Committee Members Present

E. Chen (remote)

#### Committee Members Absent

A. Khatiwada, C. Barnes-Watson, J. Boulet, M. Dorrie, S. Huda

#### Guests Present

A. Ames (remote), Anthony Brown (remote), Jason McNatt (remote), K. Davidson (remote), Liesl Hara (remote), T. Williams (remote)

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### I. Opening Items

#### A. Record Attendance

#### B. Call the Meeting to Order

E. Chen called a meeting of the Education Committee of Nuasin Next Generation Charter School to order on Wednesday Nov 18, 2020 at 3:09 PM.

#### C.

## **Approve October Minutes**

### **II. Education Updates**

#### **A. K - 8 Principal Updates**

- School closing and moving to fully remote learning is really affecting the academic data
- Been contacting families with red-flag: every grade level goes through weekly -> secondary level of outreach
- Younger kids are harder to see how they are learning online
- IA data is up in dashboard:
  - upper middle school are doing better than 3-4th graders (3rd grader is a strong cohort, however the IA data is not reflecting) - 20 in school, 30 at home - seeing differences between home and school results (annotate is harder to observe)
  - how to approach the IA in remote: more frequent and less stake and truly assess
  - first IA taken online
  - action plan to assess the timing of schedules and
  - stronger with informal assessments

7th and 8th graders are out-performing the rest - is it tech savvy or stamina

Ariana: IA results are not public information; every school is struggling with how to collect data

- Difference between teachers who do better than those: teachers who struggle with regular school are struggling with remote - true engagement works - strong structure and organization, and relationship with kids (looping teachers to kids are doing well, but has to be specific situations).
- require to make adaptations to the strategic goals

#### **B. 9 - 12 Principal Updates**

- This year for kids who failed 2+ classes is 34%, last year was 9% - met with new teacher with list of students who have failed classes.
- DoE schools are closed as of tomorrow.
- Attendance: 82-83% - lots of students are working as well
- coaching teachers on what education should look like right now - i.e. recording lessons and send to students; breakout room with red flag students and use difference teaching methods like visuals - teachers being intentional
- Director of scholar culture does walk-through in classes to see who is showing up, cameras on, ratio of teachers lecturing or interactions - to provide meaningful feedback to teachers
- teacher leader
- no changes to the strategic goals, as we are now fully remote
- 10th and 11th grade cohort (population from community versus from MET)

### **III. Other Business**

#### **A.**

## **Other Business**

Liesl: IEPs testing implementation struggles

The students are getting the support - 1-1 engagements, however faces the same struggles

Anuj asked about Principals concerns now, versus the first time remote learning (different concerns for lower and upper grades)

Tyra: concerned that some will give up on remote, and those who have incomplete and SpEd students, thus some are not eligible for regents

- some students are resistant to catch up and be exempted from testing

Kurt: last time, the kids have 7 months of in person learning; this school year only 50% of the kids had 40% of in person learning - the stakes are higher, albeit better equipped - younger kids are the real concerns (especially when the parents do not speak English) - 3/4 teachers are bi-lingual; using phonics tool and occupational therapy methods to teach

Jessi: is there a way to introduce a new element to address the fatigue?

Tyra: asynchronous teaching (do not commit 5 days a week and changing the schedules)

## **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 4:09 PM.

Respectfully Submitted,  
E. Chen