

Academic Committee Meeting

01/28/2020

- Meeting was called to order a 3:38 P.M.
- Meeting attendees:

- Ginger Almon
- Michelle Brown
- Teresa Banks
- Danielle VanHousen
- Alex Lovering

Visitors:

- Tony Lee
- Amy Sammons
- Chris Weathersby
- Agenda was amended to show that the committee will only review STAR Reading and STAR math data-All committee members agreed with the amendment
- STAR Early Literacy and STAR Reading data were presented first.
 - The data is broken into sections of below 25th percentile, 25th to 49th percentile, 50th to 74th percentile, and 75th percentile and above
- STAR Early Literacy
 - Mrs. Almon explained the components of the STAR early literacy test. She explained that a lot of times when students begin taking the test things are confusing because many of the kindergarteners have never been on a computer before. The material is read to them.
 - Major gains were made moving students to the 75th and about percentile from the BOY to the MOY
 - Phonics is the emphasis and importance in this area
- First Grade STAR Reading
 - First graders do not take the STAR Early Literacy test. They are expected to sit at the computer and read the questions themselves on STAR Reading.
 - There was a move in MOY data of 24 more students to the below 25th percentile, with a move of 9 more to the 75th and above percentile.
 - With Title I funds it is anticipated to purchase a scripted phonics program to use in k-3 classrooms.
- Second Grade STAR Reading
 - This test is not read to the students and evaluates their reading comprehension
 - Students were consistently moved from below 25th percentile and up
- Third Grade STAR reading
 - Consistent gains were made moving students out of the below the 25th percentile
 - They showed growth in their grade equivalency from 2.4 to 3.5
 - After third grade phonics instruction generally is not standard practice. To help students who are still needing this phonics instruction, this year's schedule has time

built in called WIN time (what I need time) for all students k-5 and as remediation time in the middle/high school.

- 4th grade STAR Reading
 - Scores and population of this group were discussed.
 - There were gains made in their overall grade equivalency
- 5th grade STAR reading
 - Grade equivalency showed minimal growth with a trajectory for being below grade level when leaving 5th grade
- 6th Grade STAR reading
 - It is hard to focus on reading to learn when some students still need to learn how to read
 - Grade equivalency gains become smaller; currently they are 1.5 grade levels behind
- 7th Grade STAR reading
 - The 25th and below percentile is growing
 - Their trajectory is to enter 8th grade two grade levels behind
- 8th grade STAR reading
 - They will enter 9th grade approximately 3 grade levels behind.
- 9th grade STAR reading
 - They will enter 10th grade about 3 grade levels behind
- Conclusions of the Data
 - How can we use this data to inform our instructional practices?
 - Need for a sequential and systematic phonics program in place
 - SPED is getting things in place to be able to teach students to read
 - Middle/high school is trying to expose students to vocabulary
 - Middle/high school- show the importance of reading and how it applies to everything they do.
 - Cold reads of non-fictional pieces - Science and Social Studies
 - Collaboration between Remedial or Enrichment teachers
 - Leveled Reading Passages for students
- 1st Grade STAR Math
 - Grade equivalency growth went from 0 to a 1.1
- 2nd grade STAR Math
 - Grade equivalency moved them from a 2.4 to a 2.9
- 3rd grade STAR Math
 - Grade equivalency moved from a 2.5 to a 3.1
- 4th grade STAR Math
 - Grade equivalency moved from a 4.1 to a 4.7
- 5th grade STAR Math
 - Grade equivalency moved from a 4.2 to a 4.8
- 6th grade STAR Math
 - Grade equivalency moved from a 5.2 to a 5.5
- 7th grade STAR Math
 - Grade equivalency moved from a 6.2 to a 5.7
- 8th grade STAR Math

- Grade equivalency moved from 6.2 to 6.5
- 9th grade STAR Math
 - Grade equivalency moved from 7.4 to 8.5
- STAR Math Conclusions
 - Motivation factors- Celebrations for Meeting Goals for Reading and Math- Intrinsic Value
 - Eureka must be the basis for instruction
 - Making Math relevant to real life
 - Developing Number Sense early on
 - Building confidence-Mastering success
 - Encouraging students
 - Use assessments to drive instruction
- Meeting was called to a close at 4:55 P.M.