



Dana Davisson <dana.davisson@gmail.com>

FW: Academic Achievement Committee Meeting Minutes

Vasta Rita <rita.vasta@nccvt.k12.de.us>

Mon, May 4, 2015 at 9:01 PM

To: Dana Davisson <dana.davisson@gmail.com>, Davisson Dana <Dana.Davisson@pa.k12.de.us>

Rita Vasta, Ph.D.

Assistant Principal

Delcastle Technical High School

1417 Newport Road

Wilmington, DE 19804

302-995-8100

Rita.vasta@nccvt.k12.de.us

From: Vasta Rita <rita.vasta@nccvt.k12.de.us>

Date: Tuesday, March 10, 2015 at 9:52 AM

To: Perry Jack <Jack.Perry@pa.k12.de.us>, Davisson Dana <Dana.Davisson@pa.k12.de.us>, Mosely Eric <Eric.Mosely@pa.k12.de.us>, "Marguerite.E.Vavalla@dupont.com" <Marguerite.E.Vavalla@dupont.com>, Donna Urban <durban@charterschool.org>, "trjackson30@gmail.com" <trjackson30@gmail.com>

Cc: Megan Cox <mcox@amplify.com>, Sharon Bryant <sbryant@charterschool.org>, Greenlea Cordie <cordie.greenlea@nccvt.k12.de.us>, Don Mell <mell3@att.net>, Vasta Rita <rita.vasta@nccvt.k12.de.us>

Subject: Academic Achievement Committee Meeting Minutes

Agenda:

- Working meeting to review IA 3 data

Action Items:

- The chair invited Cordie Greenly, LSC from Delcastle, to support Prestige in special education.
- Donna Urban, CSW, reported that all Prestige scholars who applied to CSW are outside Red Clay. Several students did interview. The 3 scholars are CSW are doing well and are being supported by Donna, Sharon and Cheryl. Donna will report out when the acceptance letters for 2015-2016 are sent.
- Dana reviewed the alignment of the Interim Assessment (IA) from Sungard for ELA and math. Eastside, Edison and Kuumba with Prestige are vetting the test and aligning to the Springboard curriculum. ELA is a good measure but the math scope and sequence needs alignment.
 - What this means is that just looking at the IA test results as a predictor of how the scholars will do on the Smarter Balanced test is not accurate and misleading.
 - In the attachment below, the better indicator of scholar performance are the SMI (math skills) and SRI (reading lexile) growth measures. These tests are administered 3 times a year and the SRI target is 60%.
 - Dana needs to desegregate special education data so that we can see their performance.
- Dana said the best use of the IA data is for formative information to use teacher professional development to inform teaching, re-teaching and remediation. IA is not a growth measure.
- Dana also noted that the IA testing gives scholars practice on completing computer based testing including using on-line calculators and click and drag and scholars are showing improvement in open response questions.
- IA3 testing was delayed because of weather.

- Smarter Balanced (SBAC) testing will occur in May.

Next meeting: Wednesday, April 22 at 4PM at Prestige Academy.
Agenda: Preparations for SBAC.

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Assistant Principal
Delcastle Technical High School
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Wilmington, DE 19804
302-995-8100

Rita.vasta@nccvt.k12.de.us

From: Dana Davisson <dana.davisson@gmail.com>
Date: Tuesday, February 24, 2015 at 1:19 PM
To: Perry Jack <Jack.Perry@pa.k12.de.us>, Vasta Rita <rita.vasta@nccvt.k12.de.us>
Subject: Data Narrative

Please review the data found on Board on Track.

In the section called "DCAS Reading" and "DCAS Math" you will see beginning of year proficiency percentages for each grade level. This data reflects the percentage of students who meet and exceed proficiency on the Scholastic Math (SMI) and Scholastic Reading (SRI) Inventories. These summative growth assessments have been approved by the state as norm-referenced and Common Core aligned (otherwise known as Component V Measure B). Therefore, they have replaced the beginning of year, middle of year, and end of year summative assessments. In the section titled "Percent Proficient on State Standardized Test" reflects **whole school** percentage meeting and exceeding proficiency.

The Smarter Balanced Performance Task and Summative Assessment also occurs in May 2015 is the first year of administration. Therefore, we have no growth nor norm-referenced data available.

The last section called "Percent Proficient on Interim Assessments" shows the **whole school** percentage meeting and exceeding proficiency (70% and above) on Beacon Interim Assessment #1 and #2. These assessments are formative and have replaced our Achievement Network Interim Assessments. Low proficiency percents reflect our scholars' difficulty with open response questions in math and reading. These assessments results are used to action plan, differentiate and reteach standards during Power Hour, our Tier II intervention program. Based upon these low proficiency levels, our teachers have been focused on teaching text-based constructed response with textual evidence. Interim Assessment #3 is being administered 2/24/15 - 2/26/15, and results will be available within a week of administration.

On Tue, Feb 24, 2015 at 11:21 AM, Perry Jack <Jack.Perry@pa.k12.de.us> wrote:

Dana,

Please provide a narrative for this data so that we can present to the board.

Jack L. Perry, Ed.D.
Founder, Executive Director