



Monument Academy

School Accountability Advisory Committee (SAAC)

Minutes December 9, 2019
Administration Conference Room 1:00 pm

Charlie Richardson	Elementary School Dean
Julie Seymour	Middle School Dean
Janyse Skalla	SAAC Chair
Corrie Dunkerton	SAAC Vice Chair
Chris Dole	MA School Board Liaison
Laura Barrette	Elementary School Teacher Representative
Michael Herbert	Middle School Teacher Representative
Brad Cheatwood	Parent; MA PTO President
Melissa Billiard	Public Member
Cheryl Darnell	Parent; SAAC Secretary

- I. Introductions and Attendance
 - a. Janyse called meeting to order at 1:10 pm
 - b. Attendance: Charlie Richardson, Janyse Skalla, Corrie Dunkerton, Chris Dole, Laura Barrette, Brad Cheatwood, Cheryl Darnell, Karen Michael (Director of Literacy & Intervention), Marty Venticinque
 - i. Julie Seymour, Michael Herbert, and Melissa Billiard absent
- II. Review and Approve Meeting Minutes from 11/18/19
 - a. Brad motioned to approve minutes from last meeting- Cheryl seconded
- III. Review and Approve Agenda
 - a. Cheryl moved to approve agenda; Chris seconded
- IV. Business
 - a. Board Update- Chris mentioned board meeting tonight, 12/9/19, at 6:00; Board member resigning
 - b. Monument Academy Uniform Improvement Plan (UIP) –targeting areas of weakness and setting goals/strategies to improve in those areas
 - i. Overview- Marty Venticinque & Karen Michael
 1. Karen explained that MA is working on “using data to drive instruction,” providing professional development for teachers to better understand and utilize
 - a. Students on READ plans or SRA – must be progress monitored, using DIBELS- parents receive updates/reports every 2 weeks
 - b. DIBELS Deep- longer assessment, pinpoints specific missing skill(s)

- c. 90 students at MA are READ or partially proficient
- 2. Marty discussed NWEA- results aren't skills-specific; suggestions for improvement are based on giant data sets, thus difficult to pinpoint specific areas of weakness in individual students
 - a. Therefore, difficult for teachers to differentiate
 - b. Using MAP Skills- will tell exactly what skills a student is missing
 - c. Teachers differentiating more will help with growth
 - d. Recommending that teachers use MAP Skills to pinpoint specific areas of growth – then differentiate however the teacher would like/sees appropriate, not necessarily using the MAPS Skills program
 - e. MAPS Skills also great for goal setting
 - f. Importance of fostering “buy in” with the teachers- helping empower them with professional training
 - g. Brad asked about K-2 MAPS to help with content that PTO puts in Summer Workbooks – Marty confirmed K-2 MAPS content exists, but at MA, teachers determine proficiency at those grade levels- doesn't see the need to do it at that platform at those levels—not much available in MAPS for parents to use...but Karen mentioned that Beth Weber has many online resources to recommend (provide apps/links for Summer Workbooks)
 - h. Communicating with stakeholders- MA has held assessment information meetings at night, but hardly anyone attends; info is posted online
- 3. Testing scheduling- try to avoid weather & minimize taking away from instructional time, so condense to small window of testing
- 4. CMAS isn't purposeful because results aren't received in time to utilize and then help efficiently, & CMAS isn't reliable/consistent for our school with so many opt-outs
- 5. Discussion of how to increase participation rate in CMAS; Marty confirmed that MA parents are informed that students are required to take CMAS and that participation provides information for teachers, affects school rating, etc- yet most parents, due to their belief that the test is invalid, unreliable, and inappropriate, continue to choose to opt-out. Marty also confirmed that the CDE accepts NWEA, in lieu of CMAS, as MA's proof of student academic performance/growth.
- 6. NWEA results weren't what we'd like to see them be; discussed Targets for 2019/20 for Academic Growth, Academic Achievement, & Participation- no trend up or

down in last 4 years with CMAS results- flat- about 75% refusals to testing

7. Janyse questioned the increase in READ students over past few years- Charlie confirmed due to culmination of now having more qualified experts to identify students, stronger emphasis on identifying the kids, and stronger ESS program

c. Parent Survey closes December 20, 2019

d. National Standard, Goals, & Indicators for Family-School Partnerships
i. Brad motioned to table this until next meeting; Corrie seconded

V. Next Meeting Monday, 1/27/20 at 1:00 pm in Administration Conference Room

a. Topics to be discussed – Survey results review, create Focus Group questions, date for Focus Group discussion, random selection process

VI. Meeting adjourned 2:38 pm (Chris motioned; Marty seconded)