



Monument Academy

School Accountability Advisory Committee (SAAC)

Tuesday, February 9, 2021

Multi-Purpose Room 1:20 p.m. – 2:20 p.m. and/or Zoom

Charlie Richardson	MA Elementary Principal
Laura Barrette	MA Elementary Assistant Principal
Jennifer Ralph	SAAC Chair
Jamie Harding	SAAC Vice Chair
Jilinda Dygert	SAAC Secretary
Chris Dole	MA Board Liaison
Britany Blair	Teacher Representative
Kim Stoltenberg	PTO President
TBA	Member at Large

I. Introduction and Attendance

- a. Jennifer called the meeting to order at 1:33pm.
- b. Members present: Charlie Richardson, Laura Barrette, Jennifer Ralph (virtual), Jamie Harding, Jilinda Dygert (virtual), Britany Blair, and Kim Stoltenberg.
- c. Members absent: Chris Doyle.

II. Review and Approve Meeting Minutes from January 11, 2021

- a. Kim made the motion to approve the January minutes.
- b. Jamie seconded the motion.
- c. Jennifer approved the January 2021 meeting minutes.

III. Review and Approve Agenda

- a. Kim made the motion to approve the February agenda.
- b. Jilinda seconded the motion.
- c. Jennifer accepted the February 2021 meeting agenda.

IV. Business

a. January DAAC Report- Britany (10 minutes)

Paraphrasing the important points –

- District 38 is adding 1.2 mil of cares funds that will be usable until September 2021.
- An owner's representative was selected for the Grace Best facility.
- Requests for elementary, middle, and high schools to return to in-person instruction have been heard and the district will be moving to fulltime in-person instruction in the near future.
- Kudos to MA for being an important asset to the district.
- The District requested 900 rapid-response COVID tests and were granted 600.
- Colorado legislation will be meeting later this month to decide if CMAS testing will be mandated or waived this year.
- There was about \$3 billion more in the budget than was originally projected. So, PPR funding will increase to \$900 and that should help return the funding for full-day Kindergarten for students for next year. That also allocates for funds being up for grabs in different areas. Some funding will go to families for financial support during the pandemic. It's all dependent of federal aid and revenues.
- Looking at possible legislation changes that would require the reporting of student discipline, suspension, expulsion with representation of race, ethnicity, and gender.
- Cares funding of about \$2.25 million went to MA this year. MA also received some SR1 funds from the district in the amount of about \$41,000.

b. School Board Report – Chris Dole (15 minutes)

Since Chris is absent, Jennifer will have him send these to us to discuss another time. Perhaps even at the next meeting.

c. Further review of Mid-Year Survey (10 minutes)

During the drafting of Jennifer's letter to the board, Chris made mention that he wanted to go over it more in-depth with what we are recommending. Again, since he is not present today, we will table this topic until further notice.

d. Review UIP Draft- Laura (25 minutes)

1. Every public school in Colorado is required to create a Unified Improvement Plan.
2. All schools in our district are rated “performance” schools.
3. If a school’s CMAS scores do not show achievement and growth according to the standards set forth by CDE, the state steps in and provides support and oversight until the school improves. Further interventions are taken should a school not improve.
4. MA includes our NWEA scores as an additional accountability measure, as we have high participation rates for NWEA and not so much CMAS.
5. What did the Data Show?
 - a. Because most schools did not take NWEA or CMAS in the spring of 2020, we are analyzing Fall to Fall data as opposed to our normal Spring to Spring augmented with Fall to Spring NWEA data.
 - b. In a broad overview, we saw a dip in math growth and achievement for every grade.
 - c. We had dips in reading scores that were less prominent and noted more in the younger grades as opposed to the older grades.
 - d. While our students are high achievers in math and reading when comparing them to national standards, our yearly growth in these subjects is inconsistent. Consistent growth, specifically in math and reading, is an identified priority in our UIP.
 - e. Our priority performance challenges and their root causes are:
 - i. Academic growth in ELA and math.
 1. Teacher ability to use data driven instructional techniques-ongoing process.
 - ii. Academic achievement in math.
 1. Teacher ability to use data driven instructional techniques-ongoing process.
 2. Alternate learning environment-all remote learning in spring 2020.
 3. Regular curriculum review-the school continues to develop instructional frameworks which drive instruction in all core content areas.
 - f. Target Goals
 - i. MA will meet or exceed the state expectation of a conditional student growth percentile ranking on NWEA of 50 for students in grades 3-5 in both Reading and Math in the current school year. Assuming a

minimum of 33% of eligible MA students will take the CMAS state assessment, the school will produce MGP results between 40-50 in both ELA and Math.

- ii. MA's math achievement scores on NWEA are at or above national norms in grades 3 & 4 and approaching in grade 5. MA will show an increase in achievement percentile ranking on NWEA during the next 2 years. Assuming 33% of eligible students participate in CMAS testing in the spring of 2021, 65% of MA elementary school students will meet or exceed state expectation in ELA and Math.

6. Review and discuss:

- a. What can and can't we do to increase participation rates in CMAS testing?
 - i. We can inform parents about the CMAS tests –what they are and what they are used for- but cannot in any way try to influence them to have their children take the tests.
 - ii. We can pass along information from the CDE website.
- b. When talking about our UIP goals of meeting or exceeding the state expectations, are the state expectations getting our children to grade level or higher or just showing growth?
 - i. We are looking for growth. Our students are already high achievers, so while it is hard to show growth that is what we are looking to achieve.
- c. What happens if we get a higher participation in CMAS testing and the scores are low because we do not teach to that test?
 - 1. Then, we know where we need to focus our attention. This will allow teachers to modify their teaching to specific students so that we can fill in the holes.
 - 2. CMAS testing is not teaching to the test; standards are standards. If we are teaching the material, they will meet the standards.
- d. In the coming month, please review the UIP and offer up questions and edits at our next meeting. Laura will present our UIP to DAAC this evening to get their feedback and will update us with any edits or suggestions they make.

7. Other topics

- 1. Charlie and Laura will look at the master calendar to determine a date for the PJ day reward from the surveys.

V. Next meeting

March 9, 2021

Multi-purpose Room and/or Zoom

1:20-2:20pm

Britany made the motion to end the meeting.

Kim seconded the motion.

Jennifer ended the meeting at 2:17pm