



AMERICAN ACADEMY
EDUCATE | INNOVATE | EXPLORE

2020-2021 Academic Data

SEPTEMBER 21, 2021



High-Level Summary

State Assessment (CMAS)

- On CMAS all of our kids outscored the district and state with the exception of third grade ELA.
- The CMAS gap between AA and the district and state widens with each year such that our eight graders leave AA far ahead of their peers.

Local Assessment (i-Ready)

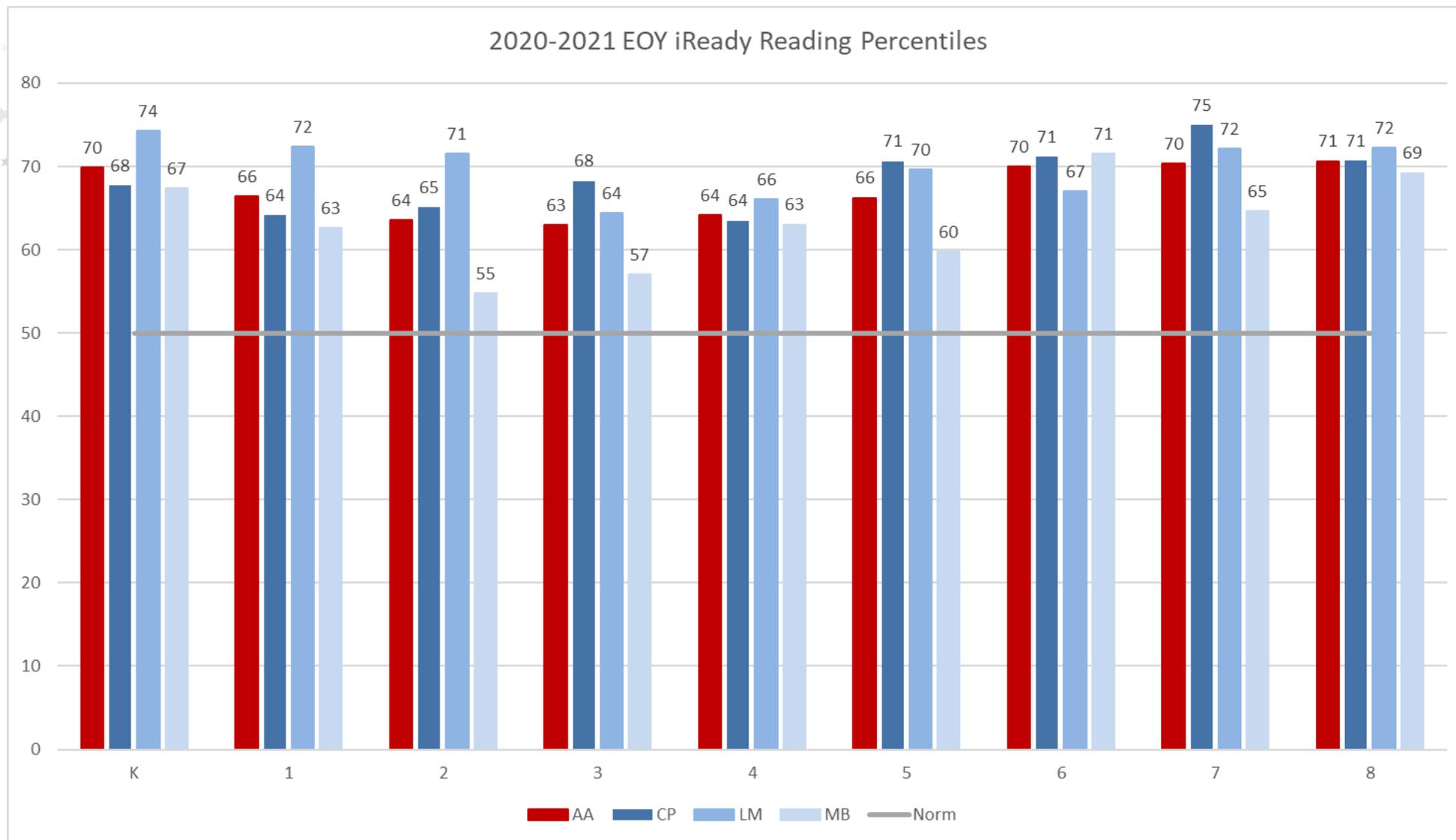
- i-Ready norms are from 2018-19 (a non-pandemic year).
- While most grades had overall scale score increases from fall to spring, not all campuses/grades saw percentile growth increases (percentiles based on 2018-19 norms). This demonstrates that COVID did have an impact, just not a significant one.
- None of our grade levels had either a fall nor a spring average score below pre-pandemic national averages!

General Observations

- The younger the students, the greater the impact of the pandemic.
- It usually takes a few years to line up a new campus with older campus(es). Lincoln Meadows made a strong showing across the board, bringing them in-line (and in some areas, above!) with AA's expectations.



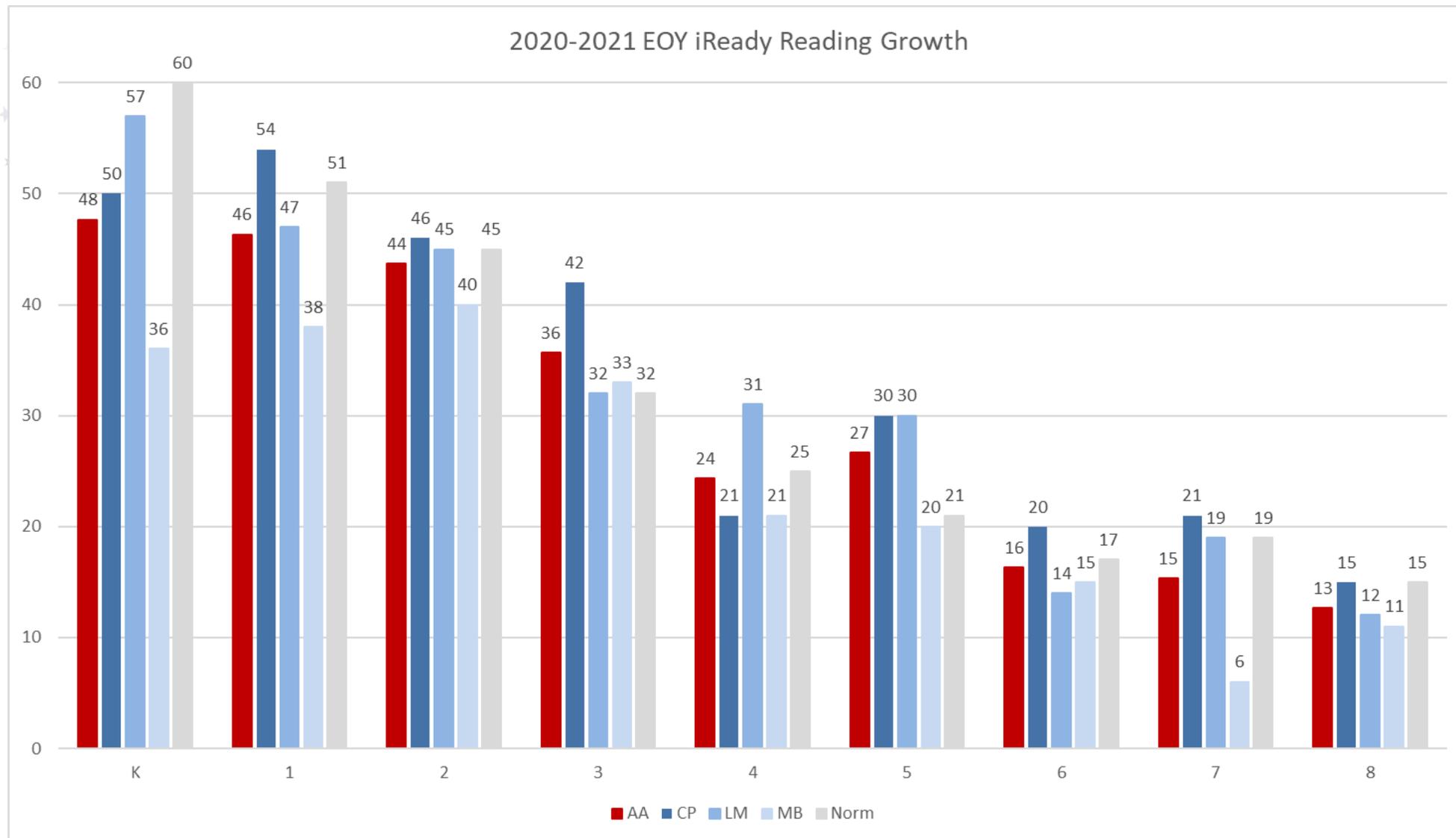
i-Ready Reading End of Year Percentiles



**Based on 2018-19 (pre-pandemic) norms*

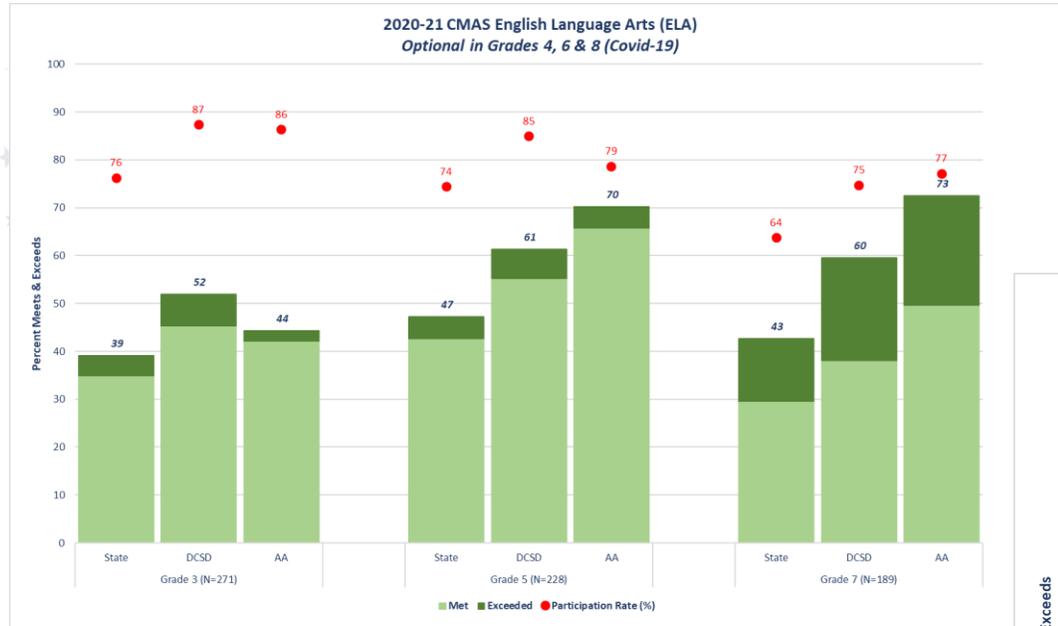


i-Ready Reading Growth



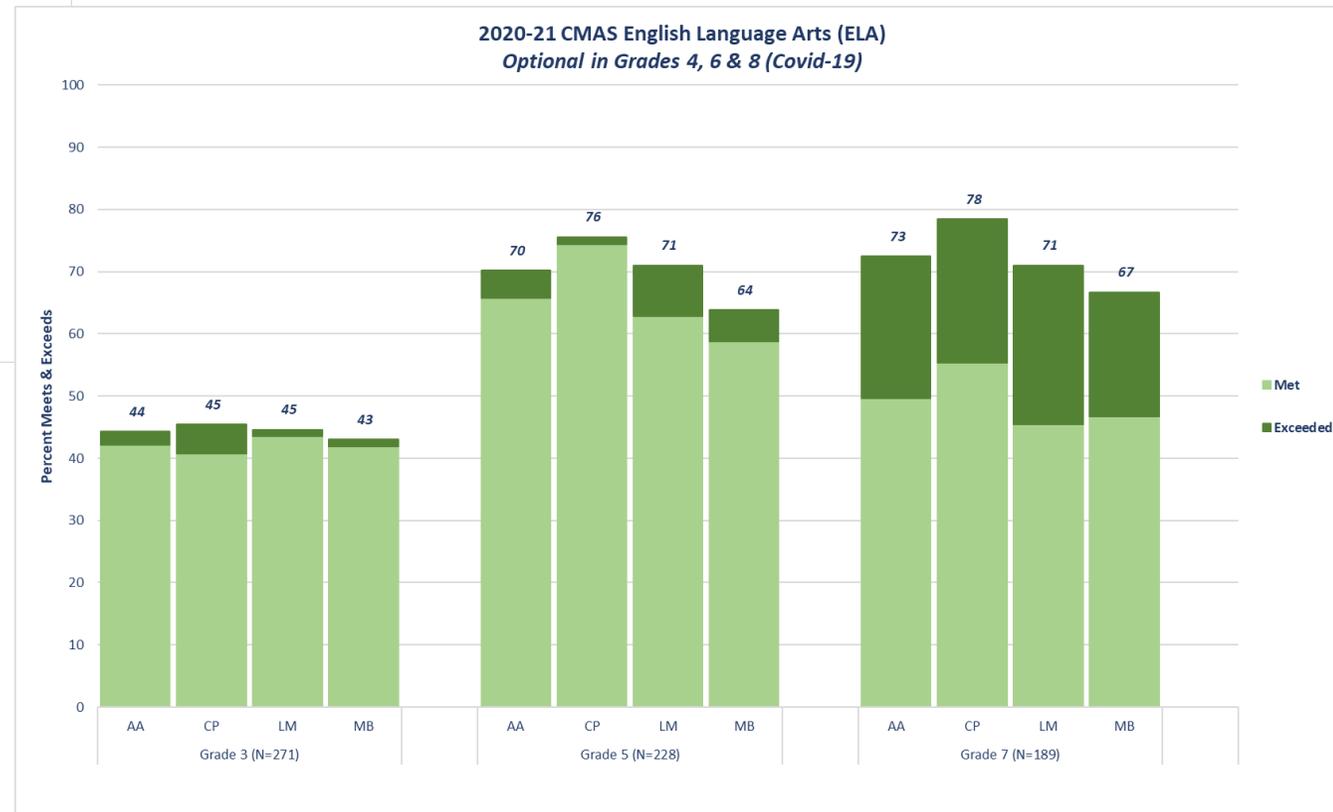
**Based on 2018-19 (pre-pandemic) norms*

CMAS English Language Arts (ELA)



AA Compared to District and State ↑

AA Campus Breakdown ↓



Year-Over-Year AA CMAS Results - ELA

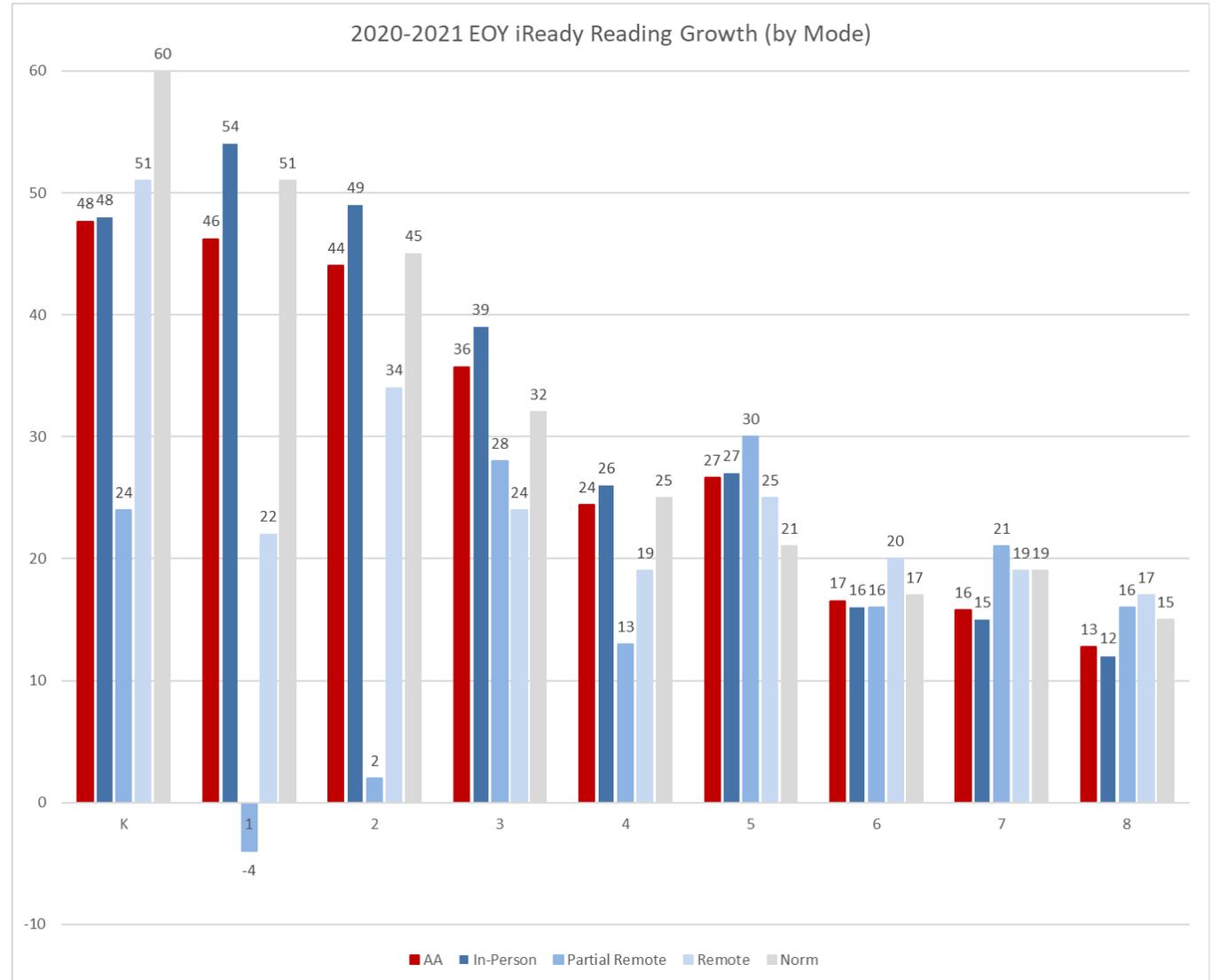
CMAS ELA % Meets & Exceeds (AA: 2021 vs. 2019 vs. 2018)

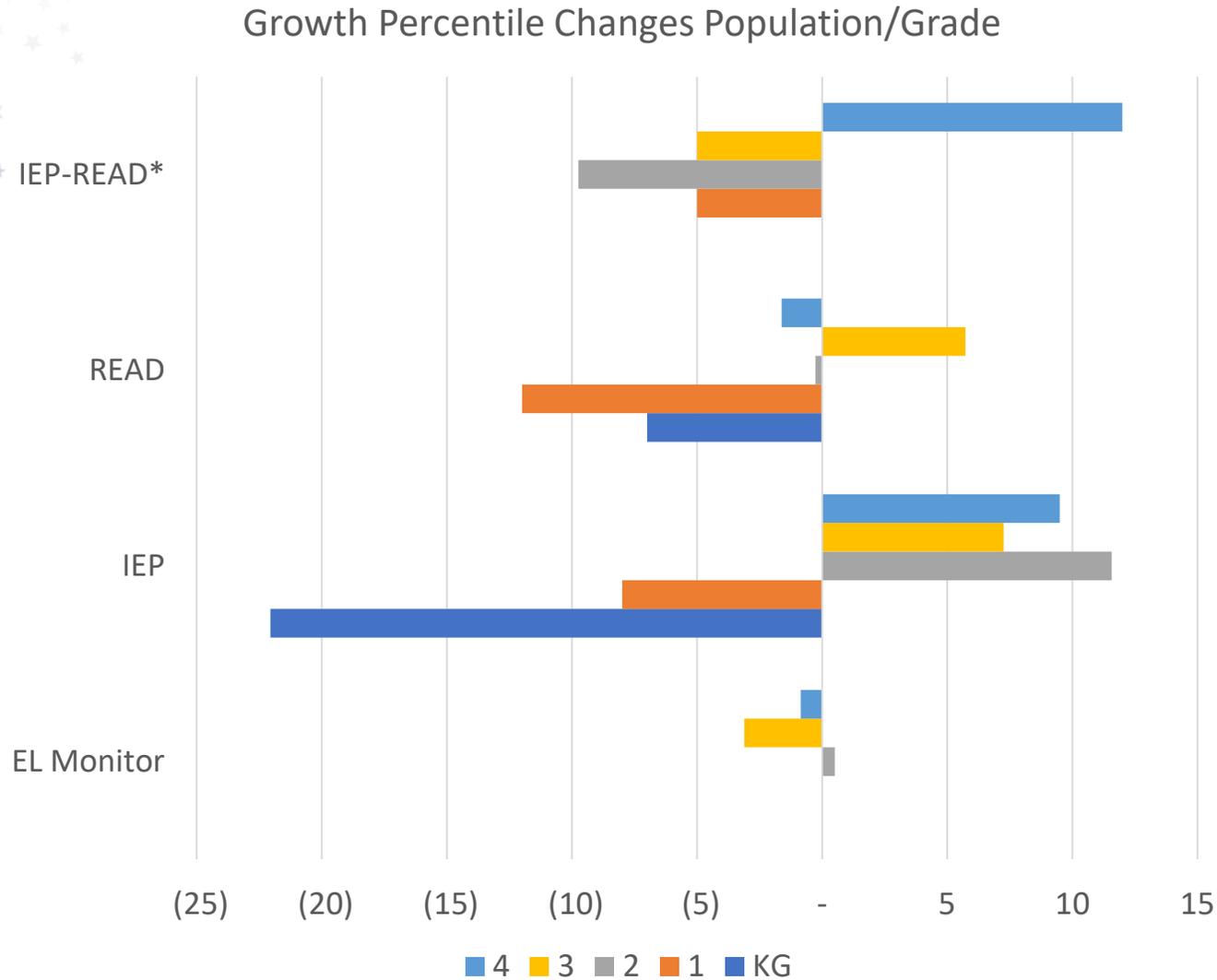
2020 testing was cancelled & 2021 testing was reduced (due to Covid-19)



English Language Arts Analysis

- Overall AA Elementary higher than norms
- AA Middle School achievement very strong!
- Data between three campuses was similar (with MB slightly lower)
- Significant discrepancies between modes
 - In-person (minus K) exceeded the national norm for Fall to Spring growth in Reading.
 - While remote scores were higher overall, our in-person K-4 students made more *growth* than our remote learners.
 - Remote scores and growth higher for 6-8
- Average growth generally similar to pre-pandemic, expect for:
 - Kindies (primarily partially remote)
 - Advanced kids (due to no ability grouping)





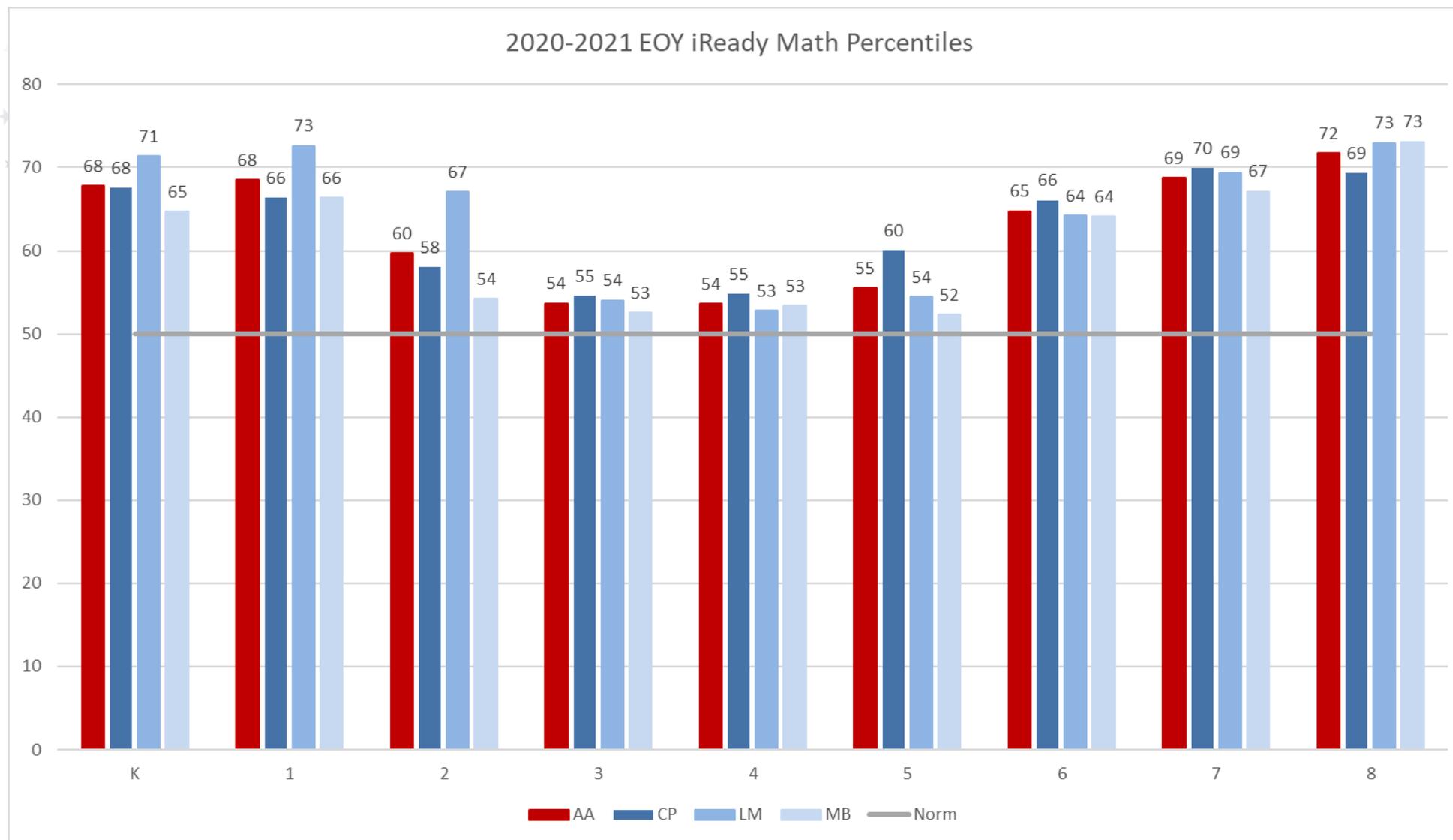
- K-1 demonstrated significant drop over course of the year across all areas - could be some impact of COVID, numerous quarantines, absent staff (teachers/providers) for kids who need most structure to start with.
- 4th grade IEP and READ Students made great progress!

English Language Arts Forward Plan

- Offered summer school programming for our kids with the most significant gaps
- Intentional return to ability grouping (key for growth of our highest and lowest students)
- Dive into data with teacher after each diagnostic to break down sub categories to set goals
- Meeting with grades 3-5 cross-campus to plan using i-Ready and CMAS data to identify areas of strength and areas for growth
- Recognized that our teachers needed some back-to-the-basics with Step-Up-to-Writing curriculum (Professional Development provided in August)
- Analyzing writing data to improve instruction
- Continue to provide excellent reading support, expectations and high level materials across all curriculums.
- Continue to communicate and share resources between departments and campuses to benefit all students.

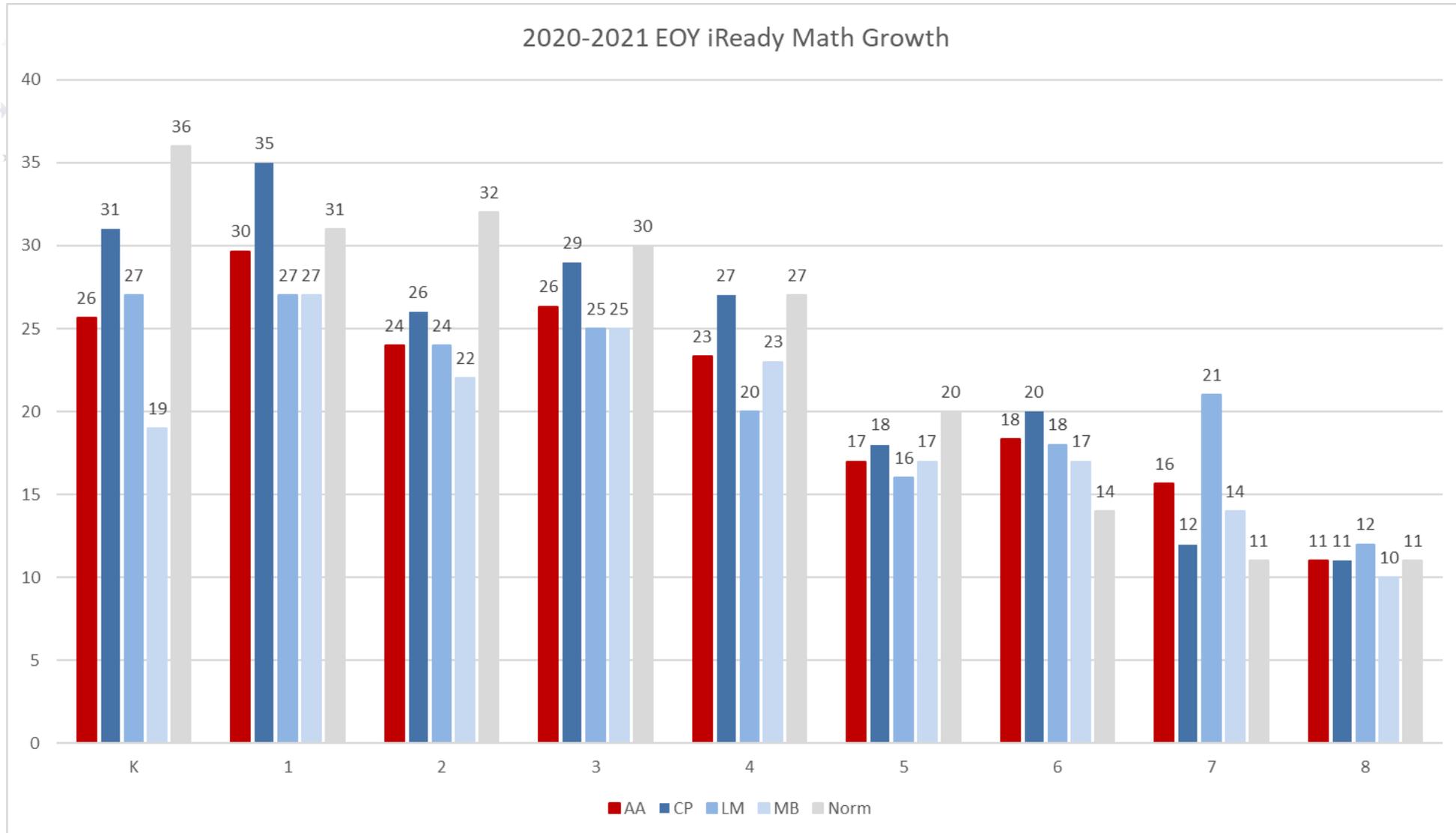


Math End of Year Percentiles



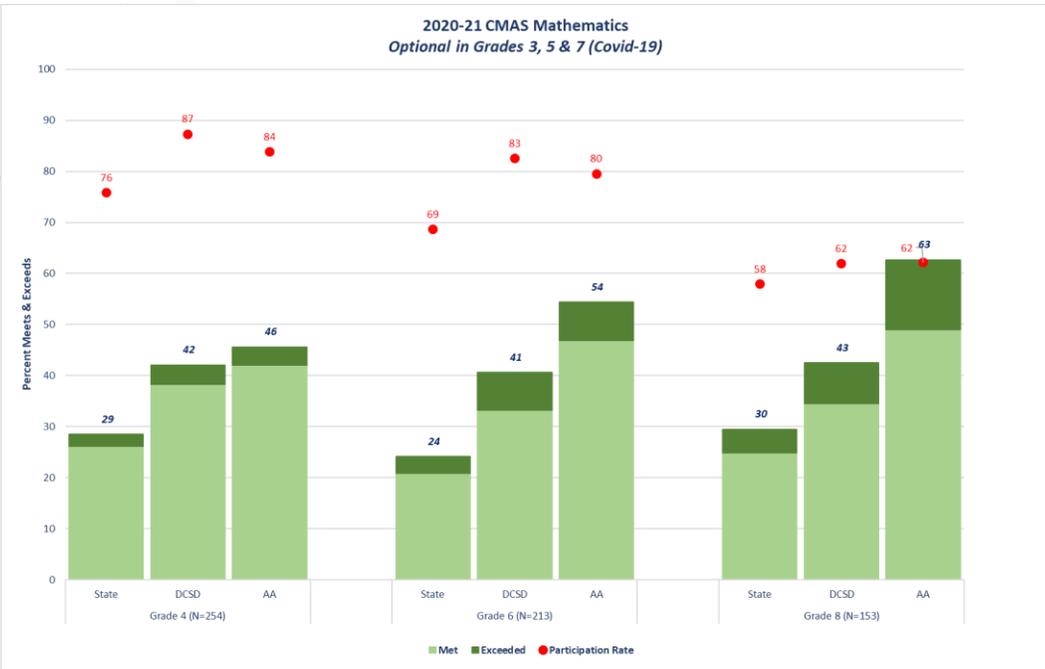
**Based on 2018-19 (pre-pandemic) norms*

i-Ready Math Growth by Campus (Compared to Norm Growth)



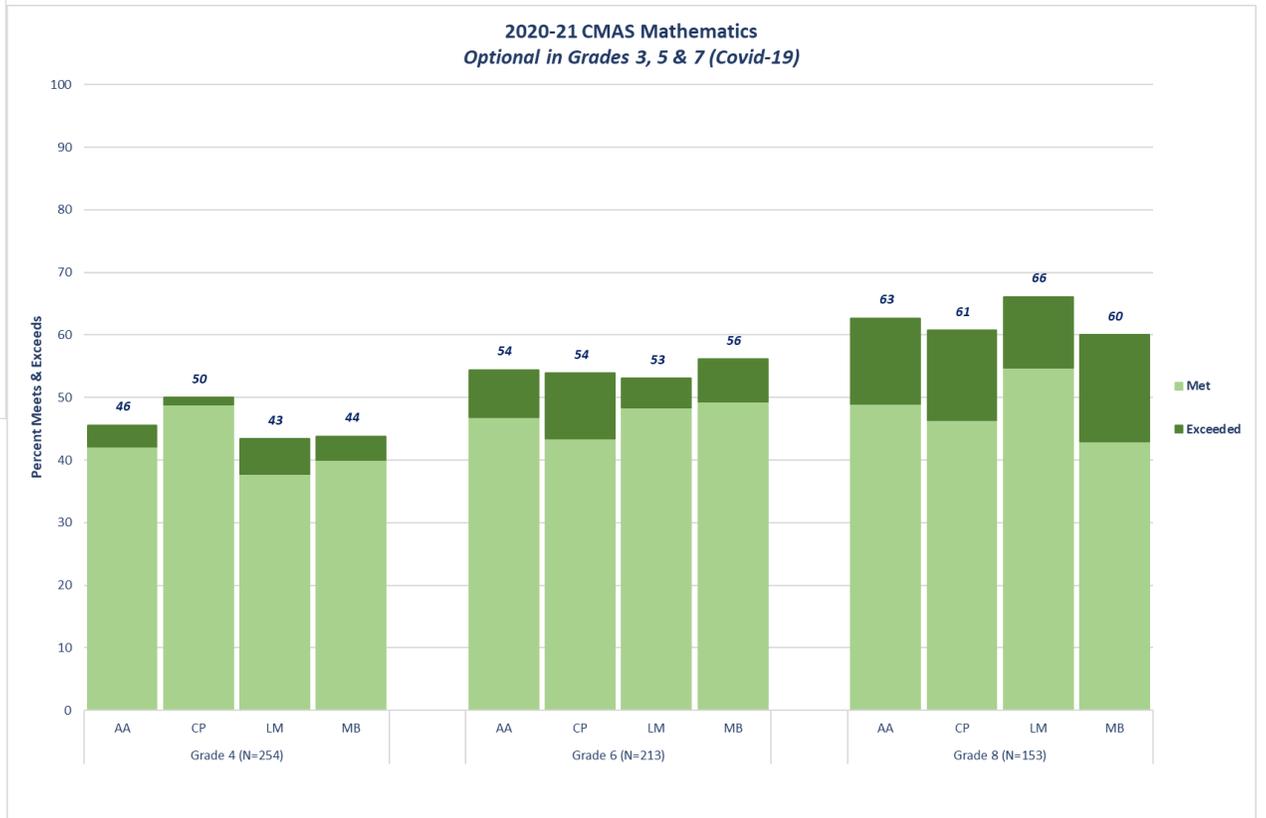
**Based on 2018-19 (pre-pandemic) norms*

CMAS Mathematics



AA Compared to District and State ↑

AA Campus Breakdown ↓



Year-Over-Year AA CMAS Results - MATH

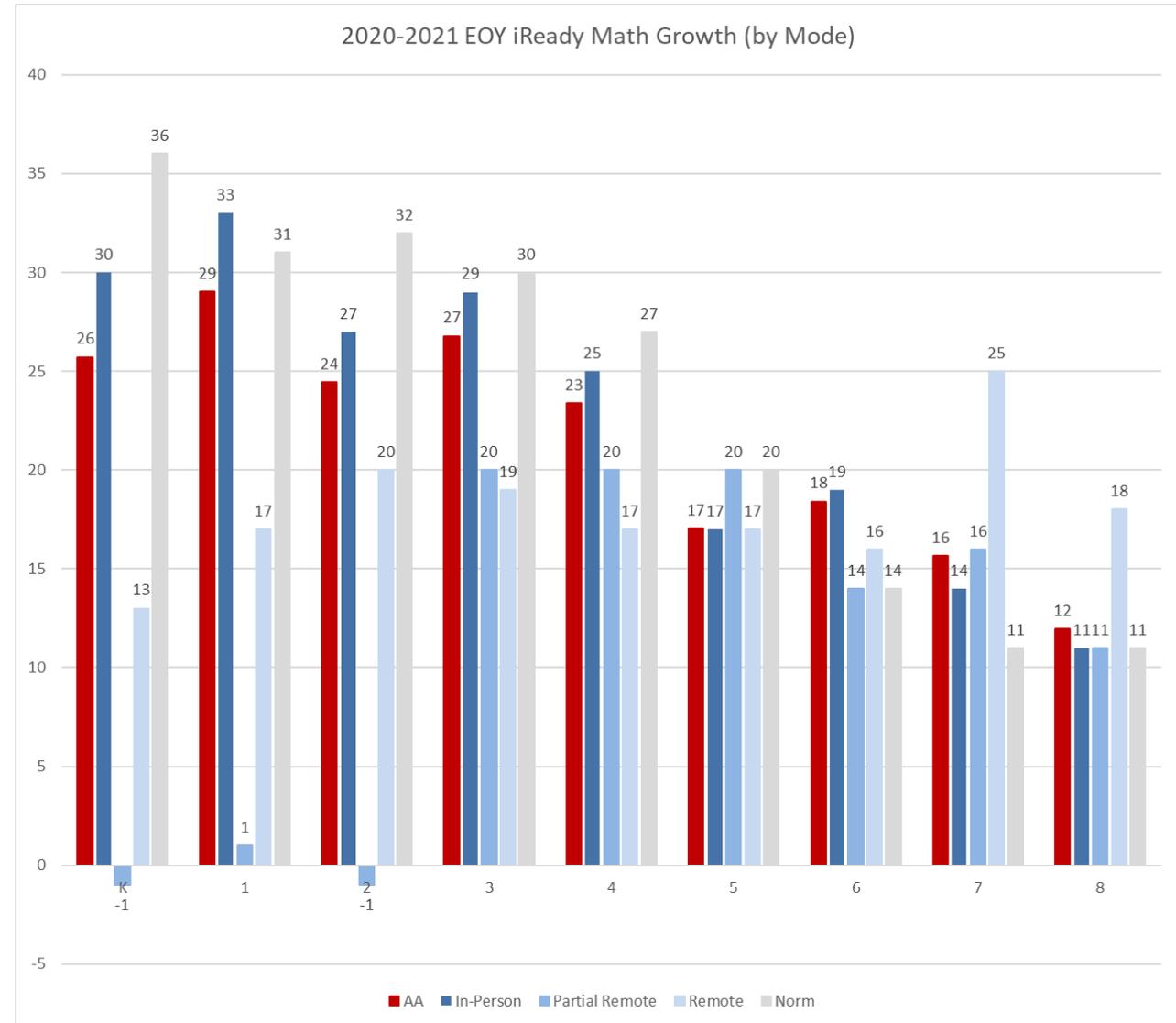
CMAS MATH % Meets & Exceeds (AA: 2021 vs. 2019 vs. 20187)

2020 testing was cancelled & 2021 testing was reduced (due to Covid-19)



Math Analysis

- In K-2 in-person students exceeded the national norm score; however, in growth only 1st grade exceeded the normal growth
- While remote scores were higher overall, our in-person students made more growth than our remote learners.
- Lack of ability grouping, particularly in 3-5, really impacted growth
 - Middle school did better in math and they were ability grouped by math levels.
- Middle school achievement and growth well above norms.





Math Forward Plan

- Intentional return to ability grouping
- Analyzing i-Ready data with teams and teachers after each diagnostic.
- Incorporating use of My Learning Path and progress monitoring in i-Ready math to help with spiraling practice and more frequent check-ins.
- Evaluate alternative scope and sequences for GO Math to better align with assessments.
- Allow for more acceleration to encourage growth.
- Continue to work on revamping our pre-algebra and algebra courses to eliminate introductory topics and dive deeper into the more advanced material (ie. Linear functions & graphing).
- Provide a shared planning time for middle school math teachers to collaborate and enrich our higher-level math courses.
- Continue to communicate and share resources between departments and campuses to benefit all students.

QUESTIONS?

