



CIRRUS EDUCATION GROUP, INC. ACADEMIC COMMITTEE MEETING

Minutes

www.cirrusacademy.org

February 22, 2024
10:00 AM

<https://us06web.zoom.us/j/85851981731?pwd=Cp0HvifMUTfn09i22jRw6TZKFyriPH.1>

Meeting ID: 858 5198 1731
Passcode: 606850

1. Call to Order

1.1. Attendance

Committee Member Shirlynn Kelly called the meeting to order at approximately 10:00 am. Committee Member Kelly announced that Chair Olagunju could not be present. Also present was Committee Member Finley, Dr. Fowler, Dr. Beasley, and additional Cirrus Staff. Mr. Stevens was also present.

1.2. Approval of [Committee Minutes from January 4, 2024](#)

Board Member Finley made a motion to approve the Committee Minutes from January 4, 2024, and Committee Member Kelly made a second. The vote was unanimously approved by those present.

2. Matters of Discussion

2.1. [Follow-up of January Academic Meeting](#)

Given that the January Meeting took a deeper look at December data, there was no significant follow-up from the January meeting.

2.2. [January Academic Report](#)

Dr. Beasley opens the academic report by explaining the calculation of Content Mastery scores in various subject areas for grades 6, 7, and 8. Highlighting the distribution of scores across four levels of performance, Dr. Beasley stressed the importance of advancing more students to higher performance levels (Levels 3 and 4) to boost overall Content Mastery scores. The total Content Mastery score has shown improvement from the previous year, signaling positive progress.

The calculation of Progress scores, which measure student growth, applies only to Math and ELA due to the consecutive years of data requirement for accurate analysis. These scores are notably high, demonstrating significant student improvement in these areas. Dr. Beasley details

the methodology for calculating Progress scores, pointing out the school's strong performance in this category.

Dr. Beasley presented forecasts for 2024 based on mid-year data, predicting a slight drop in Math but a substantial gain in ELA scores. The school bases these forecasts on current student performance data to steer instructional strategies aimed at addressing identified learning gaps.

Dr. Beasley then discussed how teachers and the school utilize data to inform instruction and support student learning. Dr. Beasley thoroughly explains the creation of individualized learning plans using IXL and MAP data, showcasing efforts to meet students' specific needs and fill in learning gaps. This focus particularly targets areas where students may have missed content from prior grades.

Teachers employ a variety of strategies to support differentiated instruction and use data from tools like IXL to customize instruction to meet student needs. These efforts aim to improve both Content Mastery and Progress scores by ensuring students not only master grade-level content but also catch up on any skills missed from previous grades.

Dr. Beasley highlighted the support administrators provide to teachers, including data provision to help target instruction more effectively towards student needs. The conversation emphasized the complexity of teachers' roles in addressing the diverse needs of learners and the significance of tools like IXL in facilitating personalized learning experiences.

Throughout the report, committee members clarified the data, forecasts, and instructional strategies, reflecting a collaborative effort to understand and tackle the academic needs of students.

3. Adjournment

3.1. Adjournment

The meeting adjourned at approximately 11:06 am.
