Boston Renaissance Charter Public School

Minutes

Academic Excellence Committee Meeting

Date and Time
Wednesday April 27, 2022 at 9:00 AM

Location
Join Zoom Meeting
ID: 78278705147
Passcode: c437Z3

MISSION
The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social and emotional competence while building confidence, character and citizenship among its students.

Committee Members Present
A. Buckmire (remote), C. Beckhusen (remote), M. Gardner (remote)

Committee Members Absent
E. Alphonse

Guests Present
Kaitlyn O'Keeffe (remote), Kendra Leuken (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Gardner called a meeting of the Academic Excellence Committee of Boston Renaissance Charter Public School to order on Wednesday Apr 27, 2022 at 9:00 AM.

C.

Approve Minutes from March 7, 2022

M. Gardner made a motion to approve the minutes from Academic Excellence Committee Meeting on 03-07-22.
A. Buckmire seconded the motion.
The committee **VOTED** to approve the motion.

II. Data Update

A. Lower School Data Update

The Data being looked at is the Scores and Skills Report for each subject area for each grade level broken down into: overall grade level, students with disabilities and English Language Learners for our Aimsweb Winter Benchmark

Next Year hoping to use CLEVER to provision accounts. This year AIMSWEB was manually setup and demographic information was not included and because the system was set up manually we can't retroactively go back and add the demographic data and have it be captured holistically in these group reports.

Next year we will hopefully add AIMSWEB to be provisioned on CLEVER like i-ready, lexia, and seesaw already are. This will make looking at Data more seamless.

It was asked if once we integrate the Aimsweb over to the CLEVER platform, will any of our historical data be lost because of the platform we are currently on with Aimsweb.

The answer is no because a Manula Data Check is done.

Board Member asked if Clever was the platform that housed all of the school's data?

CLEVER pulls information from Powerschool and then CLEVER can be used to provsion accounts and also allows for students to have a single sign on for all accounts associated with CLEVER. This means our rosters in our Ed Tech Platforms are always up to date. It is not a Data Warehouse, but it is used to support the Ed Tech platforms that can then send the information through our warehouses.

The Data is organized by grade from K-2, Math is first with the Scores and Skills graphs for the Overall, Special Education and EL's.

Board member asked, When looking at this data are we able to pull it apart more into more specific areas of weaknesses?

Yes, we are able to look at general areas of weakness and an individual student's area of weakness. Once we upload to CLEVER we will be able to further sort our data to look at specific disability catgory, level of support, etc.

Summary of Data:
K2:
For each grade level we have our whole grade Aimsweb Math Information

Looking at percentage from fall to winter. Also anaylzed to look at our greatest areas of concern

ELA Tier 1 went down for K2 - Biggest reason for this is NONSENSE Word Fluency and Phoneme Segmentation- Expectation is that students are beginning to be able to start taking a part words and this is an area of struggle for a good amount students

In the K2 Data Meetings that took place in March there was a discussion about Phoneme Segmentation and Phonological Awareness and how to address the needs of the students who are in the Tier 3 Intervention Groups

Board member asked, how this is being addressed:
Literacy coaches have been supporting teachers by sending activities that can be worked on with students and have been checking in on this topic at team meetings

Board member asked if this data was consistent with DIBELS Data:
It is consistent with data. While there was a slight drop, it is not unexpected just given how quickly the expectation jumps up between the fall and winter benchmark, in K2 in particular.

Board Member asked what is being done to monitor in between benchmarking?
Progress monitoring goals have been set for students in Tiers 2B,3, & 3B through the Aimsweb system

Each Grade Level has a WIN Handbook:
They have group data, benchmark information, overview where we analyze each student's results and looked at what they needed to work on. Students were then put on a Progress Monitoring Goal which was set together at data meetings. Students are monitored by the most foundational skills they need to work on and progress monitored every 2 weeks.

Teachers have been great and very invested in progress monitoring data. Coaching Support and suggestions for tightening up individual teacher's literacy blocks have been implemented as well.

Board Member stated: The gaps in phonological awarness in K2 seems to be a historical trend, are changes being made to shift this?

The K2 teachers will work wiith the Lower School Literacy Coach with an emphasis on implementing more Phonological Awareness driven lessons right from the beginning of the year. There will also be more focus around the expectations of the consistency of literacy block and implementing the Heggerty Phonics System.

Math Data:
Concepts and Applications-Number Naming Fluency is an area of growth for students with disabilities and ELs
Strengthening all early math skills-subatizing and number naming would support all of our learners
If students are working above grade level this will support them working with 2-digit numbers, but if they are at or below grade level that will support them working with numbers 1-10

Reading Data:
Phoneme Segmentation, Letter Names and Letter Sounds must have some level of mastery by the end of K2, particulary Phonological Awareness

Board Member asked if teachers are recognizing and taking ownership realizing that this trend needs to change?

Teachers' willingness to approach increase in data collection and working with data to make decsions has been impressive.

Having Ms. Okeeffe, Lower School Data Coordinator, in this role to meet and give suggestions has been really helpful and beneficial.

Key Practice is having the teachers give the assessments

In tha Fall, the benchmarking was done by reading specialists, but in the winter the teachers did the benchmarking and now progress monitoring. This has been a good shift. Helpful for teachers to see the whole approach and why they should adjust their instruction, etc.

First Grade:
Math
Data for students with disability is concerning
Board Member asked, if this could be a result of COVID?
It is being seen more in 1st grade than any other grade level because of that Kindergarten year being almost fully remote. Especially when looking at the foundational skills.
Classroom Readiness and academic gaps have been a huge focus in 1st grade.

The school shared that they are piloting new math curriculum next year. They are looking at a curriculum with a more hands on approach when building those foundational math concepts, which our current program doesn't have. After a year of piloting, the school will make a decison of which math curriculum they will implement.

Math Fact Fluency is an area of growth for all first graders- this is the Team Goal as well.
Number Comparison Fluency (place value)-added it in more frequently throughout daily instructions. Fact Fluency is another historical area of growth school wide. A discussion was held around what can be donw to improve Math Fact Fluency across the entire school.

ELA
Explicit instruction in the area of Phonics-supporting learners at all levels
Specifically making sure students understand when to use specific phonics strategies and when not to use them

Second Grade
Math
Aimsweb breaks the data down into performance bands: Tier 1 & 3 increased. Tier 2 decreased. Huge jump in Tier 1. Although students are exposed to Number Comparison, the way AIMSWEB presents it is different than what the students are used to seeing. Students with strong knowledge of place value are able to do without prior knowledge

How do we make significant improvemens with Students with Disabilities? The data shows really disproportionately below. When administering AImsweb you can not alter the methodology in any way. For example, if a student has an accommodation such as extended time on assignments or assessments, that accommodation does not apply when they are administered the AIMSWEB Probes.

It is more helpful to look at i-ready data for this grade level becuase it gives a more holistic view of the student and what specific areas or standards they may need more intervention in.

It is helpful to look at Aimsweb and then i-ready- looking at which skills matched up. i-ready helps us pinpoint more specifically where the skill deficit for each student is

A board member asked: Looking at our students with disabilities; is there a way to really work with this small group of students?
Make it specific and clear what supports we have in place for students with disabilities and after 4 weeks we will be able to see if these supports are working

ELA
The main areas of weakness are:reading comprehension, understanding and using vocabulary and oral reading fluency for across the grade level. The Intervention Groups during WIN have had a heavy focus in these areas.

B. Upper School Data

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:00 AM.

Respectfully Submitted,
M. Gardner

Documents used during the meeting

- Aimsweb data for committee mtg..pdf
- Aimweb Winter Benchmark Data (1).pdf