

APPROVED



Boston Renaissance Charter Public School

Minutes

Academic Excellence Committee Meeting

Date and Time

Monday March 7, 2022 at 9:00 AM

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

C. Beckhusen (remote), E. Alphonse (remote), M. Gardner (remote)

Committee Members Absent

A. Buckmire

Guests Present

Kaitlyn O'Keeffe (remote), Kendra Lueken (remote), Rachel Beck (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 Monday Mar 7, 2022 at 9:07 AM.

C. Approve Minutes from December 15, 2021

E. Alphonse made a motion to approve the minutes from Academic Excellence Committee Meeting on 12-15-21.

M. Gardner seconded the motion.

The committee **VOTED** to approve the motion.

II. Data Update

A. Lower School Data Update

Lower School

- No major changes to WIN structure, we just closed our Winter Benchmark window for Aimsweb, I-Ready, and PELI. WIN cycle 4 begins today.
 - Benchmark data from Aimsweb and I-Ready are used to create new WIN groups. Students are grouped first by Tier and then by skill.
- WIN related changes
 - increased involvement of teachers in the WIN process. Teachers were involved in benchmark data collection and were also involved in creating WIN groups with guidance.
 - Tier 3 family meetings-will be meeting with families of students who are in Tier 3, especially
- Tier 2b and 3 are using the Number Worlds Intervention Program. Tier 2b and 3 ELA WIN groups are using supplemental multisensory curricula that vary depending on student need (Project Read, Haggerty, Foundations, or Lively Letters).

In Reponse to Benchmark data

- K1 and K2 ELA Data
 - academic coaches will be providing teachers with whole group and small group interventions in foundational skills such as letter names, letter sounds, and phonological awareness. Individual classrooms are also being asked to increase intervention time by pulling small groups in the morning.
- Grade 1 Math and ELA:
 - We have deployed more support to two classrooms in particular during core instruction time. We have increased the amount of specialist support both classrooms are receiving and are now pulling a supplemental math small group in the afternoons to provide triple dosing to the six students in Tier 3B
 - Teacher led I-Ready lessons will now be used in addition to Number Worlds as skill based interventions for Tier 3 math. Sounds Abounds will be added to reading intervention options for Tier 3 reading.
 - Format of lesson delivery during core content is being shifted to a shorter whole group and longer small groups, allowing teachers more opportunity to supplement foundational skills even during grade level content.
 - Coaches, Facilitators, and directors have been alerted to classrooms of concern and will continue to monitor those rooms closely.
- Grade 2: I-Ready lessons are now an option for both Math and ELA WIN groups. Focus is on following WIN model with fidelity now that COVID cases have started to drop.

Progress Monitoring

- Students in Tier 2b and 3 students are progress monitored every two weeks using Aimsweb progress monitoring probes. Starting in cycle three, that data will be collected electronically via the Aimsweb system. Students in Tier 2b and 3 are also given Number Worlds assessments as required by

the curriculum. This data is used largely to track the impact of the Number Worlds program and is part of implementing Number Worlds with fidelity.

B. Upper School Data

• i-ready Data All students (K2-6)

◦ Reading

- Students on or above grade level increased from 19% (124 students) to 32% (200 students)
 - Greatest improvement was in 2nd and 5th grades (each an increase of 15%)
 - Highest percentage of students on or above grade level is in 3rd grade (44%), followed next by 2nd grade (33%)
- Students two or more grade levels below decreased from 44% (275 students) to 30% (192 students)
 - Greatest improvement was seen in 3rd grade (decrease by 20%); followed by 4th grade (decrease by 19%)
 - Highest percentage of students below grade level is 6th grade (55%), followed by 5th (48%)
- The domains that measure decoding (Phonological Awareness, Phonics, and High Frequency Words) are all strengths
- Domains related to making meaning from reading (Vocabulary, Comprehension of Literature and Informational text) are showing a need for more intense improvements

◦ Math

- Students on or above grade level increased from 9% (n=64) to 20% (n=149)
 - Greatest improvement was 1st grade (increase of 15%) followed by Kindergarten (increase of 14%)
 - Highest percentage of students on grade level is K2 with 36%, then all other grade levels are below 20%
- Students two or more grade levels below decreased from 42% (n=321) to 28% (n=215)
 - Greatest improvement was third grade (decrease by 26%) followed by fourth grade (decrease by 18%)
 - The grade with lowest percentage of students two or more grade levels below is 1st grade (15%); all others are at least 30% with the exception of K2 because there aren't any grade levels below kindergarten
 - There is not a significant difference in student performance depending on the domain of standards. Algebra and Algebraic Thinking has the most students performing at or above grade level and the least students two or more grade levels below. Geometry has the highest proportion of students two or more grade levels below

In Reponse to Benchmark data

- Looking at Student Work meetings - Teams meet w/ coaches biweekly to look at student work together to score, norm scoring practices, and discuss next steps for reviewing or reteaching skills and share best practices
- US Math Weekly meeting - CB, math facilitator, upper school math lead

- Looking at data - making determinations for pacing in core curriculum; identifying topics to cover in WIN
- Math facilitator meeting with teachers to look at their pacing and lesson delivery
- New WIN cycle starting - teachers have multiple pieces of data to look at (iReady and WIN assessments) to reorganize their groups and identify the specific skill students need to work on for the next 5 week cycle
- Math ALP - after school program just concluded - assessments are still being scored - will be available for analysis March 3
- 5th grade Tier 3 students will use iReady instead of Number Worlds to be more aligned with student needs
- 5th Grade ELA - utilizing the SS block twice a week to focus on Writing - using MCAS released texts and prompts - pacing guide and materials selected by US ELA coach
- 6th graders going to K1 to help with math skills/games

Progress Monitoring

- Teachers are giving pre and post tests for each cycle
- Assessments are based on the skill and curriculum used for each group

III. MTSS

A. MTSS Update

Ms. Lueken reported that the school directors are continuing to attend professional development and are continuing to receive resources from DESE

They have been completing a Self Assessment which looks at every aspect of the school and focuses on what we do well and how we can focus on that and also looks at improvements and making shifts for the needs that are presenting themselves.

IV. 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 9:41 AM.

Respectfully Submitted,
M. Gardner

Documents used during the meeting

None