

APPROVED



Boston Renaissance Charter Public School

Minutes

Academic Excellence Committee Meeting

Rescheduled from December 14, 2022

Date and Time

Wednesday January 4, 2023 at 9:00 AM

Location

Join Zoom Meeting [https://brcps-school.zoom.us/j/85871546257?](https://brcps-school.zoom.us/j/85871546257?pwd=ZIN2alYreS9LTUJvZjgrdU91M3BRUT09)

[pwd=ZIN2alYreS9LTUJvZjgrdU91M3BRUT09](https://brcps-school.zoom.us/j/85871546257?pwd=ZIN2alYreS9LTUJvZjgrdU91M3BRUT09)

Meeting ID: 858 7154 6257

Passcode: 349524

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, D. Morris, M. Gardner

Committee Members Absent

S. Dibinga

Guests Present

C. Beckhusen, K. O'keeffe, Kendra Leuken, Stacia Copeland

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 Jan 4, 2023 at 9:06 AM.

C. Approve Minutes from October , 2022

M. Gardner made a motion to approve the minutes from Academic Excellence Committee Meeting on 10-24-22.

D. Morris seconded the motion.

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

II. Data Update

A. Lower School WIN Data Update

Katie O'keeffe, lower school data coordinator, shared an update on Lower School data. In the Lower School, there are a lot more smaller skills and subtests that are being progress monitored. We are progress monitoring pieces of foundational math and reading skills. If the area is highlighted green, the average of the students who are being progress monitored in that skill, is exceeding the Goal Rate Of Improvement.. If it is red, they are not meeting the goal and if it is yellow, they are just meeting the goal ROI. As you can see most groups of students are exceeding the goal Rate of Improvement that is expected at this point in the year. There are some students that are being progress monitored at a grade level below their current grade. Overall, students are doing well. This is good for a snapshot overview, but this is not how we look at individual data. Almsweb generates graphs and because these are individualized goals, we look at each student and then we look at if the student is an English Language Learner, on an IEP, etc. But the data we are looking at now shows the collective of students being progress monitored at each grade level. One thing we focus on in our data meetings when a student isn't making expected progress, is the number of minutes they are receiving the intervention and the intervention that they are receiving. We will also see if they may need a different intervention.

A discussion was had about how the phonics instruction (Foundations) was being taught in the classrooms. The big shift is having whole group phonics instruction. In the past, Phonics was taught in small groups. We have been meeting with the reading specialists after some observation rounds to see how they can engage the kids more in the whole group or pull students into small groups to do some parallel teaching to maximize the second adult in the classroom. We are primarily progress monitoring what these students are learning during the WIN group because these are very foundational skills. The benchmark assessments are what we use to mark the efficacy of the whole group instruction.

In Lower School we prioritized progress monitoring because our WIN blocks are a little smaller and they are being progress monitored on the most foundational skill that is being flagged.

Ms. Lueken shared that most of the work that will be happening with data will be happening in the data meetings that are coming up and we will be supporting teachers to be sure that they are confident in which intervention tool they are utilizing for each student. We are also working with the DESE Literacy Consultant around the literacy block and helping teachers plan more thoughtfully with the data and being more flexible with how they are running their literacy block. This is to

ensure they are understanding how to use the data with thorough planning and knowledge of the data. The Literacy Consultant is really helping us look at our literacy blocks, do learning walks and observations to see how our new pieces (Foundations and Hegarty) are working in the Tier 1 Instruction. We will be dedicating some time to help teachers learn how to plan using the Foundations planner so they can be targeted about how they are delivering the lessons.

In Math, we have done some learning walks and observations. We have also asked for a survey to be completed about the programs that are being piloted. Our next step is to look at the survey results and see which pilot teachers like best and helping them to shift to the program that is working best.

B. Upper School Data Update

Christine Beckhusen, Upper school data coordinator, presented an overview of progress monitoring in upper school so far this year. She shared that data meetings with individual classroom teachers will be happening over the next few weeks.

We started the year with Aimsweb benchmarking and then the system will notify teachers of students who may be At-Risk for not reaching their end of year goals based on their performance. Then for those students, we set up progress monitoring. This means every other week these students will take a quick assessment within a certain subtest. In the Upper School, most students are being progress monitored on number sense fluency and oral reading fluency. After six testing sessions, the computer then generates another notification, letting us know if the student will meet the End of Year goal that was set for them. Right now, most students have just enough data points where the computer can start making these predictions. We now have good data to meet with teachers one on one to talk about how students are progressing. There are many things to celebrate and this also gives the opportunities to look deeper at the students who might not be progressing how we would like them to be. From there we begin some action planning with the teachers for these students.

The data point that we really focused on is the ROI, which is the Rate of Improvement. As we set the progress monitoring schedule and say that we want students to be at this score. The system will then say, in order to reach that, this student needs to improve at a certain amount by each testing window. This is the goal ROI. Then it gives each student an average, telling us if they are going to get to the goal or is it below.

A committee member asked how the goals were individually set for each student, but the data we are shown is subgroups of students. It was explained that classroom teachers are able to see individual student growth as well as the subgroups of growth and individual classroom growth. This is looked at and analyzed at the individual data meetings that are taking place.

Christine Beckhusen shared an Upper School overview of Reading and Math data for grades 3-6. Students are monitored below or on grade level. We are also able to see what grade level students are being progress monitored on. The Mean ROI is the average of how that group of students is doing on their progress monitoring. There are students who are performing above and below the goals that have been set. There is a big range. We compared the average of students' performance so far to the average ROI for the goals. Green is at or above the goal and red is below the goal.

In upper school, 8 out of the 13 reading subtest groups have averages above their goal. In Math 2 out of the 7 subtest groups are on track to meet their goal. Next week we will be meeting with teachers and really looking at those individual students and making action plans on what supports we can add for those students

In regards to Math the 4th grade is making some shifts based on data as well as their curriculum assessment data to look at the curriculum they were piloting and make adjustments to support those students more holistically. There is a lot less progress monitoring in the math domains in the upper school. As we meet with teachers over the next couple of weeks, this is something we will pay close attention to. Something to notice is on the Number Sense Fluency. It is made up of two subtests and students usually do well on one and poorly on the other. This isn't always the best representation of their foundational skills. We will be working with teachers on being able to pick out that data, look at it and really understand what they need because we are still in the first year of using Aimsweb. Teachers have gotten used to it and now we are teaching them how to use the information and providing more professional development on how to use this platform. Discussion was had about the number of students in third grade that are being progress monitored and a committee member asked if this is something to be concerned about. It was explained that after the next couple rounds of progress monitoring, we are hoping that students become more familiar with the way their number sense is being assessed. Subtests are different from what the students are used to seeing.

Ms. Copeland shared that in Upper School, we are working and looking at our subgroups of students with disabilities and English language learners. We have gone through the data and targeted a number of students to work with. We are going to follow the Upper School 3-week WIN cycle which starts the week of January 9th. We will be looking to see if certain students are making gains or not and then we will take another look at the data to see if we want to increase their WIN time. This will not happen with all students with disabilities because there are a number of students with different levels of need. We will be working with a subgroup of students who we know have not made any progress and see if there are any shifts or gains after the three weeks.

After our PD on co-teaching, we started learning walks (quick classroom walkthroughs) and will be collecting data on how the co-teaching is going and look at what is going well and what needs improvement. We will then use that data to provide follow up professional development so that we can support this model and make sure that it is translating into student success.

A committee member asked about the new curriculum and the trends the school is seeing.. It was explained that they are looking to find the balance of how much of this data is telling us about what skills students are still recovering from COVID versus what progress is being made based on this curriculum. We feel like we are ready to look more closely at co-teaching models and different classrooms, look at the different teaching styles and what is and may not be working.. We plan to really help the teachers implement the curriculum using the data as skillfully as possible and we are working hard adjusting individual student needs.

C. Goals of the Academic Excellence Committee

This discussion will be tabled until the next academic excellence meeting.

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

- Progress Monitoring Schedules - LS DATA.pdf
- Progress Monitoring Schedules - US DATA.pdf