

APPROVED



Boston Renaissance Charter Public School

Minutes

Academic Excellence Committee Meeting

Date and Time

Tuesday October 15, 2024 at 9:00 AM

Location

Meeting ID: 842 5963 9508

Passcode: 587986

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

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 Tuesday Oct 15, 2024 at 9:00 AM.

C. Approve Minutes

A. Buckmire made a motion to approve the minutes from Academic Excellence Committee Meeting on 06-05-24.

D. Morris seconded the motion.

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

Roll Call

S. Dibinga Absent

D. Morris Aye

M. Gardner Aye

A. Buckmire Aye

II. Beginning of the Year Data

A. Aimsweb & i-ready Fall Data

Dr. Conrady, Chief Academic Officer, presented Fall Benchmarking Data.

Fall Benchmarking Data:

Completed all fall benchmarking (Aimsweb & i-ready)

Used it to create our WIN groups

As a School:

Reading:

43% students = Tier 1 or above

18% students= Tier 2

39% students= Tier 3

Math:

37% students =Tier 1 or above

21% students =Tier 2

42% students=Tier 3

Progress Monitoring 300 students in Reading & 370+ students in Math

The Board members had questions around Aimsweb and why it is being used for benchmarking if it is not recognized or approved by DESE.

Dr. Conrady explained that Aimsweb is not approved by DESE for the Dyslexia Screener. However, it is one of the tools BRCPS has that provides some fairly accurate

information, especially at Tier 1 & Tier 2. Gives us more detail about why the gaps exist with students.

The passages on i-ready are long, it may provide us with some idea of the stamina for students reading the longer passages.

Discussion was had around the percentage of students in Tier 3 for both ELA and Math 20-25% of our students are in Tier 3 for both ELA and Math

We do have a significant number of students in Tier 3 when we look at this data by classroom.

Data was collected to look at the trends of the K2-1st grade Cohort over the last 3 benchmarking windows. After looking at the data, Dr. Conrady shared that students who are falling behind in K2 -1st grade aren't making the gains in Tier 3 and they are consistently staying there. To target this, there has been an extra intervention time built into the lower school schedule and during this time Math & reading resources and specialists are being utilized.

Overall, we are progress monitoring 300 students in Reading & 370+ students in Math Board members are concerned that numbers within cohorts are not moving out of Tier 3 and that overall $\frac{1}{3}$ of our students are in need of progress monitoring In both ELA and Math. Discussion was had about the standards that our teachers are holding our students to. It was questioned if the standards at which teachers hold their students to are not high enough. A board member pointed out that BRCPS has more resources than many schools, whether it be human or financial resources and it just doesn't make sense as to why students are not making the academic growth that they should be making.

A discussion was had around Family Engagement and board members asked if the families are made aware of the implication if their child continues to make little to no growth. It was asked if data was shared with families and if so, do they understand the data and what it means?

Dr. Conrady was asked what the reaction from the staff is when they see this data? If there are teachers who are having challenges, what is being done to help those teachers?

Ms. Buckmire shared that the Lower School director is using teachers as models and having other teachers observe different classrooms. For example, a new K2 teacher spent the day in a seasoned K2 teacher's classroom to observe her classroom management and teaching.

However, there is fatigue from staff that have been here a long time and they feel like they are working so hard and they don't understand why the data looks the way it does.

Dr. Conrady shared that in the lower school, gaps have been identified within the use of the ELA curriculum and facilitators and coaches have clarified, normed, and set expectations around which components are being used. There has also been emphasis on the output of work that the students are producing. We are implementing more centers in K1 & K2 and getting students to read and write about the information in front of them.

There was a discussion around homework within the Lower school. It was asked if homework was given and what the expectations of homework were in K1-2nd grade. A discussion was had around the importance of extra practice at home and how it builds skills and also allows parents to see what skills are being worked on in the classroom. Dr. Conrady shared that the policy on homework in lower school was being revisited.

III. WIN Data

A. Fall 2024

Dr. Conrady gave an update on WIN (What I Need) Intervention. He shared that changes were made and this year all students will get continuous WIN time for Math and ELA. Last year the cycle switched between ELA and Math. Students received ELA intervention for 6 weeks and then Math intervention for 6 weeks. This intervention time includes remediation as well as acceleration. This time is built into grade level scheduling. It is about 25-30 minutes daily. Tier 3 students receive direct instruction from a teacher or specialist. Our students who are above grade level receive a mix of computer adaptive work. This allows them to continue growing as they master the skill.

A discussion was had about how WIN groups are created and it was explained that students have been identified using many different sources to identify the best intervention "fit" for them.

Dr. Conrady explained the reason why students are Progress monitored is to see if the intervention is working. The data is reviewed monthly and continuous cycles allow for more responsive monitoring.

Dr. Conrady shared that supports are also being put into place to better support teachers.

The Math Curriculum coordinators have created Math lesson plans for K2-5 for the 1st 3 units of Math. This allows for teachers to focus on the lessons being taught and the use

of UDL and scaffolding within the lessons. Our Literacy Curriculum Coordinators are doing the same for ELA and this is being done for Science in grades 3-5. Live coaching is also happening and lessons are being modeled for teachers.

Dr. Conrady shared the New Walk Through Tool that was being used as walkthroughs are being done through classrooms. When walkthroughs occur, there are specific components that are be looked for. The focus is on the Learning Environment and instructional components (are we making the moves we need to make) Flexible scaffolding, Student to student discourse, Constructive Feedback, Cultural Component, and Are students thinking critically about the content?

The biggest takeaway from the first walkthrough is that We are not seeing students doing that higher level thinking. We need to focus on how to engage students in higher level thinking which is an area that will continue to be addressed and worked on.

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 10:00 AM.

Respectfully Submitted,
M. Gardner

Documents used during the meeting

- Academic_Excellence_Committee_6_5_24.pdf