

APPROVED



Boston Renaissance Charter Public School

Minutes

Academic Excellence Committee Meeting

Date and Time

Tuesday December 10, 2024 at 9:00 AM

Location

[Join Zoom Meeting](#)

ID: 86894185094

Passcode: 025660

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 Dec 10, 2024 at 9:03 AM.

C. Approve Minutes

D. Morris made a motion to approve the minutes from Academic Excellence Committee Meeting on 10-15-24.

A. Buckmire seconded the motion.

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

Roll Call

D. Morris Aye

M. Gardner Aye

A. Buckmire Aye

S. Dibinga Absent

II. CAO Update

A. Progress monitoring data trends

Dr. Conrady, CAO, presented WIN (What I Need)- Tier 2 & 3 Progress Monitoring Data. Progress Monitoring for students that took the fall benchmark that were identified as "Strategic" (up to 1 year behind) or "Intensive" (1 or more years behind) in i-ready. From this data goals were created to "Close the Gap". This goal correlates to a Student Growth Percentile that is at or above the national norm (50-85) and the corresponding Rate of Improvement. This looks at really pushing us to try to beat that 70-85 range which can be attainable.

When we are looking for students who are on track to meet their goal we will see that closing of the gap for the student to meet their benchmark or goal. We are also looking at students who are making growth, but they aren't closing the gap fast enough to attain that goal by the end of the year. Then we have some students where we need to review the intervention, the placement, and the dosage fidelity.

We had our 1st data review before Thanksgiving with teachers, directors, data coordinators, and the intervention coordinator to really look at the Progress Monitoring Trend. We have a significant amount of students who are making positive growth in both Reading (77%) and Math (66%). We had a good number of students on track to meet their stretch growth in both Reading (55%) and Math (57%).

A Board Member asked what takes place during a WIN Intervention group. What is being used as curriculum, strategies, etc? How are getting to that Higher Level Questioning and making sure students are at least getting that exposure?

Evidence-based curriculum, such as Foundations, i-ready, Read Naturally, Orton Gillingham and Wilson. The interventions are based on where the students needs are when we break down the data in i-ready and aimsweb. For students in Tier 2 & Tier 3, they are meeting with the reading specialist or special education teacher. Teachers have access to and have been trained on those curriculums. There are enrichments within the Wonders curriculum. These groups meet 9 out 10 instructional days.

Fundations Data:

Dr. Conrady explained that Fundations is one of the major interventions that are being used to help students learn the basics of reading, vocabulary, and begin the fluency process.

We have 48 students in 2nd grade, 37 students in 3rd grade, and 12 students in fourth grade that are receiving intervention using Fundations during WIN. Of those students, 19 in 2nd, 22 in 3rd, and 4 in 4th grade who are on track. These students are growing. They just aren't growing fast enough to meet their goal. So we take a closer look to see what changes need to be made during their WIN groups.

With our Progress Monitoring this year, we are tracking each intervention to see how they are performing with each student. This is something that we haven't done in the past. The data is looked at every 2 weeks to the shifts.

A board member asked, Looking at this data, are we providing resources to families? How aware are families of what is at stake by their students being in these categories? How do we get buy in and the added support from home? There should be meetings with those families of students who are at risk of not making the growth. What does it look like for that 23% to have some outreach and some engagement in this process and to meet families where they are?

Dr. Conrady shared that there has been discussion around getting this information to parents and helping them understand where their students are. We are also looking at the homework that is sent home and looking at adaptive programming, such as i-ready, ST Math, Lexia, etc.

Ms. Buckmire shared that In Lower school, the director has sent a letter home and homework will be starting right after break. In addition, she has created 2 nights, A Mega Math Night and Literacy Night. She has been working really hard to incorporate and engage with families.

Bridges Intervention Data:

Dr. Conrady explained that Bridges Intervention is used as one of our main interventions. We are seeing there are some skill gaps in 3rd, 4th, and 5th grade. We may need to dip into previous grade during some of that intervention time to help students access material. We are starting to see some good growth. 87% of our first graders are on track that are in this K1-1 intervention group. We are making adjustments to help students reach and perform better. Overall, 58% of our students are on track to meet their goal in May. Again, with curriculum coordinators, we are looking to see if the intervention is enough and maybe looking at providing more scaffolded lessons like the students see with i-ready.

B. Fall to Mid Year Benchmarking

C. Pre & Post ALP Data

Dr. Conrady, Chief Academic Officer, presented data from School Year 24- Accelerated Learning Program.

40 students from grades 3-6 were invited to participate in the ELA ALP afterschool tutoring program. They met 3 days a week for a 6 week period. The data presented from

aimsweb shows that 8 out of 15 students in 3rd grade increased 1 tier. In 4th grade 1 out of 10 students increased 2 tiers and 6 out of 10 students increased 1 tier and in 5th grade 2 out of the 5 students increased 1 tier.

Board member asked if there was anything that attributed to the 4th grade student who increased 2 tiers? The data from aimsweb and i-ready was also compared.

Dr. Conrady shared that the small group intervention, working directly on targeted skills did have an impact on the growth. There may be other interventions that aren't captured. Board member asked for data pertaining to these students and how they performed on MCAS.

Dr. Conrady shared that of these students, most scored in the *Partially Meets* category, they didn't quite hit *Meets Expectations*, but there was growth in their overall score from one year to the next.

Board member asked for Specifics with MCAS Data because there is some evidence that i-ready is a correlation to MCAS and I would like to see how these specific students performed on MCAS.

Dr. Conrady will gather this information and share it with committee members before the next meeting.

40 students also participated in the Math ALP afterschool tutoring program. They met 3 days a week for a 6 week period.

The data presented shows that 7 out of 15 students increased 1 tier and 1 student increased 2 tiers. In 4th grade, 3 out of 12 students increased 1 tier and 1 student increased 2 tiers and in 5th grade 6 students students stayed on the same tier. 3 of the 4th graders in this group met *Proficiency* on MCAS.

A board member asked, about the remaining students in the group that made no growth and asked if they stayed the same or slipped? Is there anything different happening for those 7 that we are not seeing the increase from.

Dr. Conrady shared that developing some better reporting systems is something that he wants to improve upon so that there is a better correlation of seeing and reporting that growth. Additionally, during the cycle when ALP meets, having access to have students progress monitored so that we can better identify how they are performing during that ALP cycle. Not all students were progressed monitored and we want to make sure that this does happen so that we can capture those immediate wins and instances where they are not showing growth, that way we can asses and do things differently.

A board member shared that they are interested to see which targeted group of students would benefit from the ALP program. Would it be students who are just at the cusp of *Meeting Expectations* or students who need to make significant growth?

Dr. Conrady shared trying to identify those students as we go into the next cycle for this year (mid year benchmarking). We could identify the lowest 25% or those students who are just on the bubble.

A board member shared that we should look at the students who CAN be pushed.

A board member asked to see data showing how these same students performed on our Fall i-ready and where they are now. There is a trend where we see huge growth from a student from fall to winter and not as much to spring and my concern is are they

sustaining this knowledge, are they at a place of mastery? It doesn't make sense where kids are making so many gains and then MCAS comes and it doesn't match our data at all and it seems like they haven't mastered the content.

Dr. Conrady shared that is similar to what we see with MCAS data where students are performing better on the lower complexity questions, but when they have to apply and write about the knowledge we are seeing a gap.

Do we focus this ALP cycle on MCAS preparation to take students from *Partially Meets* to *Meets*?

Ms. Buckmire would like to see slightly different structure or additional structure where students are really working on higher tiers in writing, etc. If we have a group of students who have the ability then we should be pushing them.

D. Math unit assessment data

Dr. Conrady shared that there have been 2 unit assessments for Bridges Math in grades K-5.

Assessments are aligned to grade level standards and are from the Bridges curriculum. We are really looking at how students are performing on standards that are introduced and some that are mastered.

A board member shared that from Grades 2 on, it appears that Fact Fluency is something that really needs to be addressed and worked on.

Dr. Conrady shared that fluency is being worked on during WIN groups and we are starting to see improvement in this area.

Overall, students in Kindergarten are performing fairly well. Data showed the areas where gaps begin to show in grades 2-5. We are looking at where to build in additional supports for students especially, with multi-step word problems, and fact fluency with the four basic operations.

A board member asked what are we doing about this data? what have we done since the last time and what is the outcome? Where is the evidence that what we are doing is making not only an impact, but a lasting impact?

Dr. Conrady shared that regular assessments are being given and during PLC time, grade level teachers are looking at exit tickets and looking to see what students have mastered standards and making teaching points and adjustments to find extra time to target certain students. We are also looking at trends from teacher to teacher to see if certain teachers are having more success than others and having them share what works.

A board member asked if we are having teachers go in and observe other teachers, or looking at teachers areas of strength and utilizing them during WIN.

Dr. Conrady shared that there is some of this happening where teachers are sharing practices and discussing during PLC time. We are also using Math Specialists to model lessons for teachers. Parallel instruction is taking place in some classrooms with Math Specialists as well.

A Board member asked if David could have an if... then....we think the results will be this_____ and here is how we are tracking it. towards that goal. This would be helpful for us as a team and I wonder what the buy in from teachers would be. Do teachers have clarity? Are we having conversations with teachers? Has the leadership team set some goals for the end of the year that is relevant to the data that you have shown us?

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

- Academic Excellence Committee December 2024 presentation (1).pdf