**MOMENTUM ACADEMY**

**SCHOOL PERFORMANCE COMMITTEE REPORT**

**July 2024**

The School Performance Committee (SPC) met on July 8, 2024. The following topics were discussed:

* Ms. Prouhet presented results from the spring 2024 NWEA in ELA and math. Over the course of the 2023-24 school year, 40% of Momentum scholars met their growth targets in ELA, and 42% met their growth targets in math. These percentages are higher than they were in 2022-23 (37% in ELA and 35% in math). However, they are lower than the goal that Momentum had set internally (50%) and the goal proposed to MCPSC (47%). The 1st grade cohort had unusually low academic growth, reflecting persistent behavioral and academic challenges throughout the year.
  + The leadership team’s plans for accelerating academic growth next year include (1) increasing the frequency of math quizzes to get more data on student performance, (2) focusing 1-on-1 meetings between school leaders and teachers on responding to student data and developing reteaching plans, (3) using classroom visits by school leaders to asses the reteaching, (4) using a clearer dashboard to monitor teachers’ proficiency with instructional skills and response to data, and (5) beginning this monitoring during the summer professional development.
* Ms. Prouhet also presented academic indicators from the 4th quarter of 2023-24. Nearly all school leaders achieved proficiency with implementing a high-quality “Do it” portion of coaching meetings (the portion of the meetings focused on action steps for teachers). K-2 teachers monitored reading progress with the intended frequency and executed intervention plans based on the monitoring. About three-fourths of grade 3-8 classrooms demonstrated teacher and student behaviors aligned with reading for the main idea, somewhat short of the target.
* Ms. Major presented culture indicators from the 4th quarter of 2023-24. Disciplinary referrals and suspensions were within the targeted limits. The development and monitoring of behavioral interventions also met their targets, but teachers did not receive the targeted level of feedback on how they could support the implementation of these interventions. For the coming school year, social workers will meet with teachers and observe classrooms to provide feedback on the implementation of behavioral interventions.