

**MOMENTUM ACADEMY
SCHOOL PERFORMANCE COMMITTEE REPORT**

March 2025

The School Performance Committee (SPC) met on March 10, 2025. The following topics were discussed:

- Ms. Bedessie presented the proposed academic calendar for the 2025-26 school year. The calendar includes 169 instructional days (the minimum number of scheduled instructional days that allows Momentum to qualify for extra state funding) and 1,102 instructional hours (58 hours more than the required minimum).
 - SPC members felt that a strength of the calendar was the inclusion of frequent breaks for staff throughout the year. SPC members suggested that the leadership team could remind staff at several points throughout the year that the calendar was explicitly designed to promote staff well-being.
 - SPC requested confirmation that eligibility for extra state funding is based on having 169 scheduled instructional days, not 169 actual instructional days. The leadership team will provide this confirmation before the March board meeting.
- Ms. Valerio summarized results from the fall 2024 TNTP Insight survey of Momentum's teachers. The survey was designed to measure teachers' perceptions of a variety of job-related factors (such as feedback, workload, professional development, career progression, etc.) that could potentially shape their satisfaction and performance. On a summary index of all of these factors, Momentum scored higher than it did in the previous two years, as well as higher than the national average. The factors on which teachers had the most positive perceptions were leadership and workload. The factors on which teachers had the least positive perceptions were the hiring process and compensation. Teachers generally reported having a strong sense of belonging at Momentum. Most teachers (71%) reported experiencing two or more strategies that were designed to retain them at Momentum, such as positive feedback and public recognition of accomplishments.
 - Momentum leaders are planning focus groups with recently hired teachers to learn more about what aspects of the hiring process may or may not be appealing.
 - SPC members noted that there is room for expanding the percentage of teachers who report getting regular, positive feedback. Ms. Valerio observed that one area for growth is to ensure that teachers in nonpriority areas continue to get feedback even as much of the coaching continues to focus on priority areas.
 - SPC members also encouraged the leadership team to continue thinking about ways to expand teacher leadership roles, another potential retention strategy.
- Ms. Valerio updated the SPC on key academic strategies that have been shaped by the midyear assessment data. Regular progress monitoring is now fully in place for early reading, and data from biweekly math quizzes are regularly being used in data meetings. Nearly all leaders are demonstrating improvement in the quality of the data meetings that they conduct.
 - SPC members noted that regularly collecting and analyzing this data is an important step, but future areas for growth include setting up a well-defined structure for reteaching material based on the data.