

## WLPCS Academic Committee Meeting Minutes – 5.23.2024

**Present:** Caroline Gifford, Paul Vom Eigen, Khashiffa Roberts, Jimmy Kelly, Peter Anderson, Laurie Ballenger, Barry Caldwell, Alyse Graham, Anna Jesseman, Lisa Rucker,

**Absent:** Josiah Osgood, Brendan Williams-Kief, Viticia Thames

The meeting began shortly after 4:30pm

Ms. Graham reminded the committee that this would be the final regular meeting of the '23-'24 school year. There will be a special all-Board meeting on June 20<sup>th</sup> to hear the College Counseling report. She also introduced our new non-Board Committee Member, Viticia Thames, who could not be present but will be participating on the Committee going forward.

Ms. Gifford presented up to date data on:

1. Attendance:
  - a. we met goals in most divisions and looking at STARS specifically, though fell short in a few places by 1-2%.
  - b. Our chronic truancy (which is a factor in ASPIRE) rate went down from 10 to 6% and we strongly outperform in the sector on both overall attendance and low chronic truancy
  - c. At Cooper in particular bc of N size, one particular student (the oldest in a family with 7+ children) has been driving poor attendance #s; the school is working closely with her and all students on truancy concerns and putting many different interventions towards this
2. Discipline
  - a. We met charter goals across the LEA on disproportionality of OSS, but when broken down by division fell short in two. The OSSs in these cases were very carefully considered and students were supported with OSS tutoring.
  - b. There was no disproportionality across racial groups
3. On-track to Graduate Rates
  - a. These were consistent across the all the past data – they are very low for the sector and the school works with precarious students throughout the summer to get them to graduation
4. MAP
  - a. Math growth scores were very strong, stronger than reading at both campuses
  - b. Math teachers at both campuses were very invested in MAP throughout the year and perhaps more focused on how to use it to strong results than ELA teachers. Math is easier to break down to individual MAP skills so the school will be looking at ways to get reading/humanities teachers to use MAP more effectively in a way that is authentic to what Latin believes about how the humanities should be taught.
  - c. Both campuses came close to meeting ambitious yearly goals and will continue to work towards the 100% on grade level goal for students who have completed grades 5-8
  - d. The data on both math and reading were extremely consistent across both campuses – this seems to indicate some Latin systematization to our methods and excellence. Leadership is curious about additional insights on this point.
  - e. Ms. Roberts suggested that Lavinia's support in both math and reading had been a strong factor.

Several members noted the advances the school has made with implementing and maximizing MAP and with data. Gratitude was expressed for the hard and successful work of Latin's educators.

That concluded the committee's business.