



**KIPP ACADEMY LYNN PUBLIC CHARTER SCHOOL AND
KIPP ACADEMY BOSTON PUBLIC CHARTER SCHOOL
MINUTES OF THE TEACHING AND LEARNING COMMITTEE
September 12, 2024 | 11:00 am**

The meeting of the **KIPP ACADEMY LYNN PUBLIC CHARTER SCHOOL and KIPP ACADEMY BOSTON PUBLIC CHARTER SCHOOL Teaching and Learning Committee** (collectively, the “Schools”) convened at 11:00 am on September 12, 2024 in person and via Zoom, held in compliance with open meeting law, at which a quorum of the committee members was present.

The following Trustees and committee member attended in person: Doug Borchard

The following Trustees and committee member attended via zoom: Eyal Bergman

The following non-committee members attended: Jo Dominique, Cassy Burnham

Additional participants: Elysa Severinghaus

Eyal Bergman called the meeting to order at 11:06 am and presided throughout the meeting. He ascertained that sufficient Committee members were present at the meeting, and that, accordingly, a quorum existed.

The meeting began with a teambuilder.

The Committee transitioned to introductions led by the CAO. A newly voted in committee member shared about herself and her interests. The committee then engaged in some discussion, and Q&A with the team.

After questions, a KIPP MA staff member detailed the agenda which included academic wins from SY24, and thought partner space for teaching and learning goals for expansion, and teaching and learning goals that are not tied to a standardized test.

A KIPP MA staff member shared a high level overview of the great gains KIPP MA has made in K-2 DIBELS testing, especially with 77% of Kindergarten students being at or above benchmark and highlights in end of year MAP data. More detail was shared about key places where



students showed exceptional growth. A Committee member asked a question about the metric being used (DIBELS test) for clarity.

A KIPP MA staff member then shared that with the possibility of expansion, teaching and learning should consider goals that allow us to not encumber any one particular school's progress by focusing our head, minds and hearts on another school(s). She then opened the floor to the committee for ideas on how we can align our focus to support our progress, despite potential expansion. The team shared the following:

- Quality control across foundational literacy instruction (new curricula) foundational instructional skills (HQ instruction in all classrooms, across all blocks)
- Staffing model of both regional support team (T+L) and school based teams
- Able to maintain progress against the MCAS lift plan in both Boston and Lynn, growing academically
- Where we're adding students, how many years they have been with us - thinking strategically about tracking (it would be helpful to share with the board data broken down in this way)
- Maintaining current academic goals and keeping our eye on the impact of expansion
- Comparing cohorts of students who have been with us since the start vs. cohorts of students who joined us later, tracking their growth

The conversation then transitioned to how often we as a region should measure these goals and what could potentially be the metrics. The team shared the following:

- Be strategic about timing of T+L committee meetings to then share the headlines from MAP/DIBELS to discuss the nuts and bolts and what we bring to the larger board
- Backwards mapping post-assessment window to create structure for our time: unpack data, align on what to share with the board
- Recruitment + onboarding metrics - training on curricula etc. Thinking about the fellow to lead teacher pipeline
- Metric around staff instructional culture

CAO discussed from the previous meeting the need to get academic goals that were not tied to MCAS and opened the floor for discussion. The team discussed measuring the following:

- Impact on students beyond KIPP
- HQ instructional goals within implementation of curricula (utilizing implementation rubrics to monitor growth in our instruction)
- Are students on a path for a fulfilled life?
- Portrait of a graduate
- Are students prepared for the next grade-level?
- Staff culture, teacher enthusiasm and engagement, seeing each other, collaborating with each other - measuring staff enthusiasm and collaboration. Similarly with students - student engagement measures - surveys and follow up
- Culture of learning and investment in learning for adults and students



- **What's the academic culture that we need to support the academic outcomes that students deserve?**

A Committee member raised the importance of the last key point.

The Committee discussed and agreed upon future meeting dates being aligned with both board meetings and the assessment calendar, with the Committee committing to sending a doodle for scheduling.

Eyal Bergman moved to close out the September 2024 Teaching and Learning Committee meeting at 12:14 pm. Doug Borchard seconded the motion to close the meeting.

Eyal Bergman

Committee Chair Signature