



**E: Tuesday, 11/3/2015**

**Members in attendance:**

|  |              |               |               |           |
|--|--------------|---------------|---------------|-----------|
|  | Amy Anderson | Nelson Molina | Pamela Harris | Lee White |
|  | X            | X             | X             | X         |

**Attendance:**

|  |       |             |        |         |     |
|--|-------|-------------|--------|---------|-----|
|  | James | Jenni Reese | Mariah | Carolyn | Amy |
|  | X     | X           | X      | X       | X   |

|  |             |
|--|-------------|
|  | Justin Fong |
|  | X           |

| <b>Agenda Item</b> | <b>Discussion</b>  | <b>Next Step</b>  |
|--------------------|--|---|
| <b>Actions</b>     | Committee members introduced themselves to each other.   |   |
| <b>Board</b>       | Committee members reviewed and discussed STEP status and growth, attrition, NPS score, school culture and teacher development.   |   |
| <b>Big Data</b>    | New RMP scholars' scores differ from scholars who have been at RMP for two or three years. Data analyzing will occur to determine how and why scores differ between the two RMP campuses. Scores are expected to change as the year continues, particularly in December. RMP 2 will continue to dig into scholar assessment data and engage staff and families in this work. | <p><i>Clean up scale &amp; STEP status growth across campus</i></p> <p><i>Jenni and Nelson meet to talk about ELA</i></p> |

|                               |   |   |
|-------------------------------|---|---|
| <b>ement<br/>rk Testing</b>   | Schools will continue to monitor second through fourth grade to compare data to national comps.   |   |
| <b>tions /<br/>ns Learned</b> | In addition to knowing what is going well instructionally, there should also be knowledge of possible gaps. This will be determined through teacher feedback and continued analysis with the academic team. |   |
| <b>I Culture</b>              | Data from staff engagement survey was in line with expectations.  | <i>Increased anecdotal support/themes share with the B</i><br><br><i>Where does staff if they leave RM</i><br><br><i>School leaders present view of around culture &amp; relationships</i><br><br><i>Create opportunity for follow-up</i> |
| <b>C Score<br/>ie</b>         | Prepare for PARCC data analysis and engage school leaders and teachers in the conversation.   | <i>Invite RMP staff the next January meeting</i>  |