



# Boston Renaissance Charter Public School

## Minutes

### Academic Excellence Committee Meeting

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#### **Date and Time**

Tuesday March 3, 2026 at 8:00 AM

#### **Location**

Join Zoom Meeting [https://brcps-school.zoom.us/j/81918345683?](https://brcps-school.zoom.us/j/81918345683?pwd=8SvXgXVR1ugfxMmF2TVRdRnzexKfz5.1)

[pwd=8SvXgXVR1ugfxMmF2TVRdRnzexKfz5.1](https://brcps-school.zoom.us/j/81918345683?pwd=8SvXgXVR1ugfxMmF2TVRdRnzexKfz5.1) Meeting ID: 819 1834 5683 Passcode: 780266

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#### **MISSION**

The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social and emotional competence while building confidence, character and citizenship among its students.

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#### **Committee Members Present**

A. Buckmire, D. Morris, M. Gardner

#### **Committee Members Absent**

*None*

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### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

M. Gardner called a meeting of the Academic Excellence Committee of Boston Renaissance Charter Public School to order on Tuesday Mar 3, 2026 at 8:00 AM.

### C. Approve Minutes

A. Buckmire made a motion to approve the minutes from Academic Excellence Committee Meeting on 12-10-25.

D. Morris seconded the motion.

The committee **VOTED** to approve the motion.

#### Roll Call

A. Buckmire Aye

D. Morris Aye

M. Gardner Aye

## II. Academic Excellence

### A. Lower & Upper School Literacy Update

#### Kindergarten–Grade 2

- Mid-Year assessment data shows strong performance.
- Overall performance aligns with or exceeds prior year results.

#### Grade 1

- Slight increase from fall to winter
- Encouraging trend, especially as Grade 1 historically showed dips in previous years.
- Early i-Ready benchmarking data appears strong (preliminary).

#### Grade 2

- Significant growth from prior cohort:
  - Previous cohort: 61%
  - Current cohort: 75%
- Data shows continued upward growth.
- Positive carryover from Grade 1 literacy foundations.

#### Grade 3

- Foundations ends in Grade 3.
- Writing data indicates continued need for reading comprehension and writing development.
- Current novel study includes:
  - Ongoing writing assignment
  - On-demand writing assessment at conclusion of units

### B. Lower & Upper School Math Update

#### Lower School (K–2)

- Data now consistently entered into Performance Matters.
- Modest gains are being made
- Strong alignment between K–1 and K–2 teams noted.

#### Grade 3

- Modest gains from SY25 → SY26.
- Two math specialists assigned for small group and WIN support.
- Continued focus on differentiation and scaffolding.

#### Grade 4

- Slight gains, though scores remain below desired levels.
- Significant teacher turnover noted.
- Math curriculum coordinator providing:
  - Co-teaching
  - Modeling
  - Feedback
  - Framework alignment support

#### Grade 5

- Concerning regression noted:
  - Increase in “Not Yet” category (up to 46%)
- Current Grade 5 cohort struggled on prior MCAS.
- Additional supports in place:
  - Veteran math specialist
  - Coaching support
  - Co-teaching model

#### Grade 6

- First year entering data into Performance Matters.
- Illustrative Math used.
- Baseline data established for future comparison.

### III. Data Discussion

#### A. i-Ready and MCAS Data Analysis

Board reviewed:

- i-Ready projections compared to MCAS outcomes.
- Strong alignment between i-Ready predictions and actual MCAS performance.

#### Concerns Raised:

- Unit assessment gains do not necessarily translate to MCAS growth.
- Question whether i-Ready should be weighted more heavily as predictive data.
- Need for alignment between curriculum, unit assessments, and benchmark tools.
- Over-assessment vs. focused assessment strategy discussed.

#### A. Cohort Tracking Concerns

##### Board discussion emphasized:

- Need to track cohorts year-to-year (not just year-over-year averages).
- Concern about regression from “Developing” to “Not Yet” in Grade 5.
- Question raised regarding impact of teacher turnover in Grade 4.

#### B. Benchmarking & Accountability

##### Concern raised regarding:

- Upper School delays in benchmark completion.
- Need for consistent assessment scheduling across the school.
- Importance of holding teachers accountable for timely data submission.

### IV. New Initiatives

#### A. Upper School WIN-MCAS Targeted Support

- Targeting scholars scoring near 500 on MCAS.
- Academic team pushing into WIN blocks.
- Focused MCAS preparation during school day.
- Introductory meetings with scholars before winter break.
- Weekly progress monitoring required.

#### After-School Book Club & Writing Workshop (Grades 3–5)

- Focus on:
  - Constructed responses
  - Essay writing
  - MCAS-style questions
- Runs January–March (Tues/Thurs).
- Teacher stipend positions posted.
- Weekly progress reporting required.
- Board emphasized need for accountability and quality oversight.

#### Ongoing Supports

- Curriculum coordinators providing MCAS-style question integration.
- Grade 5 science implementing daily 5–10 minute MCAS spiral review (Grades 3–4 content).
- PLCs focusing on:
  - Lesson planning
  - Differentiation
  - UDL strategies
  - Standards alignment

## **V. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 AM.

Respectfully Submitted,  
M. Gardner