

APPROVED



Boston Renaissance Charter Public School

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday December 10, 2025 at 9:00 AM

Location

Join Zoom Meeting <https://brcps-school.zoom.us/j/82099768081?pwd=YUCrbaSEmlQJ55dwfbWZopRlcfaxNI.1>

Meeting ID: 820 9976 8081

Passcode: 291433

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.

Committee Members Present

A. Buckmire, D. Morris, M. Gardner

Committee Members Absent

None

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 Wednesday Dec 10, 2025 at 9:00 AM.

C. Approve Minutes

A. Buckmire made a motion to approve the minutes from Academic Excellence Committee Meeting on 10-15-25.

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. Classroom Assessment Data

Dr. Matthews presented an overview of recent unit assessment data and academic initiatives across grades K–6.

A. Literacy – Foundations Program (Grades K–3)

Unit assessment data was reviewed for Kindergarten through Grade 2.

Discussion highlights:

- Strong performance trends were noted in Kindergarten and Grade 1.
- Grade 1 demonstrated modest year-over-year improvement in Unit 1 and steady performance in Unit 2.
- Grade 2 showed measurable improvement compared to the prior cohort, with notable gains across multiple units.
- Early i-Ready benchmarking data for Grade 1 appears promising; full winter benchmarking is still in progress.
- Grade 3 writing data indicates continued need for growth in reading comprehension and written response skills. A novel study with both ongoing and on-demand writing components has been implemented
- Board members acknowledged encouraging literacy trends in early grades and emphasized the importance of maintaining growth as students progress through upper grades.

B. Mathematics – Unit Assessment Review (Grades K–6)

Dr. Matthews presented Math data for both Lower School and Upper School.

Lower School (K–2)

- Modest gains were observed across units.
- Data entry into Performance Matters has improved compared to prior years.

- Curriculum coordination efforts are focused on teacher understanding of standards and lesson design

Grade 3

- Modest gains were observed across units.
- Data entry into Performance Matters has improved compared to prior years.
- Curriculum coordination efforts are focused on teacher understanding of standards and lesson design

Grade 4

- Slight year-over-year gains were noted; however, overall performance remains below desired levels.
- Significant staff turnover in Grade 4 was acknowledged.

The math curriculum coordinator is providing increased coaching, co-teaching, and instructional modeling.

Grade 5

- Data indicates regression in certain performance bands, including an increase in the “Not Yet” category.
- The current Grade 5 cohort previously demonstrated lower MCAS performance.

Board members emphasized the importance of tracking student cohorts from year to year and expressed concern about regression between grade levels.

Grade 6

- This is the first year Grade 6 math data is being entered into Performance Matters.
- Baseline data has been established using Illustrative Math.

Continued monitoring will occur.

B. New Initiatives

A. Upper School WIN – MCAS Targeted Intervention

Administration introduced a targeted intervention during WIN blocks for students near MCAS proficiency thresholds.

The initiative includes:

- Targeted pull-out groups.
- Academic leadership participation-
- Weekly progress monitoring.
- Pre-break introduction to participating scholars.

Board members supported the initiative and emphasized clear progress tracking and accountability.

B. After-School Writing and Book Club (Grades 3–5)

An after-school initiative will focus on:

- Constructed responses
- Essay writing
- MCAS-style question practice
- Engagement through literature

Board members discussed:

- Ensuring instructional quality-Teachers that are leading this group are experienced at teaching ELA
- Implementing progress monitoring-Tracking growth from start of program to the finish

C. Ongoing

The Board reviewed previously presented i-Ready projections and their alignment with historical MCAS performance.

Discussion included:

- Strong correlation between i-Ready projection data and prior MCAS outcomes. • Questions regarding the extent to which unit assessment gains align with predictive benchmark data.
- Consideration of whether i-Ready data should be weighted more heavily in Board-level academic monitoring.
- The need to compare winter i-Ready results directly to recent unit assessments to evaluate alignment.
- Ensuring assessments are used with fidelity
- Whether narrowing the number of platforms may improve clarity and effectiveness.

Board members expressed concern regarding overall trajectory and the urgency of ensuring improved MCAS outcomes.

III. 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 10:00 AM.

Respectfully Submitted,
M. Gardner

Documents used during the meeting

- Academic Presentation for Board (Nov 2025).pdf