

APPROVED



Boston Renaissance Charter Public School

Minutes

Board of Trustee Meeting

Date and Time

Wednesday January 14, 2026 at 8:00 AM

Location

[Join Zoom Meeting](#)

ID: 81450856732

Passcode: 835881

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.

Trustees Present

A. Buckmire (remote), B. Keith (remote), C. Barrett (remote), C. Engerman (remote), D. Morris (remote), K. Cherry (remote), K. Davis Kernizan (remote), M. Gardner (remote), R. Clarke Jr. (remote)

Trustees Absent

None

Guests Present

A. Emery (remote), D. Warwick (remote), Gina Mathews (remote), Zach Bestor (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

B. Keith called a meeting of the board of trustees of Boston Renaissance Charter Public School to order on Wednesday Jan 14, 2026 at 8:05 AM.

C. Welcome and Public Comment

II. Approve Minutes

A. Approve Minutes

Will review at the next Board meeting.

III. Finance

A. Finance Update

Q2 Financial review: Financial situation is good. Reviewed our DESE Measure of Risk dashboard. We show green across the board which is what we like to see. Nothing of concern on the balance sheet. Tuition is based on recent postings from DESE end of December, based on Oct 1 SIMS reporting our current enrollment is 948.

As mentioned at the last meeting some of the major projects completed over the summer and to date are the new turf, resurfacing of the basketball court, installed a new fence, and a water heater replacement. We also purchased new security cameras, and we have a new copier lease. We added new workstations and created a new specialist room, with the daycare room that we eliminated this year. Projected to end the year (\$3.4M).

We have some cost savings within contracted services. We were able to hire a psychologist this school year which had been budgeted as a contract, resulting in savings. Anticipate this line could go up slightly, but not over budget, due to recent vacancies within the nursing department. The daycare had their grant renewed, and because of that, we're projecting a daycare surplus.

IV. Brown Rudnick Presentation

A. Brown Rudnick Presentation

Zack Bestor of Brown Rudnick provided an overview of the EPA Action Memorandum regarding the Lower Neponset River Superfund. Moving forward there is a meeting with EPA, between EPA and PRPs, which he will attend.

V. CAO Update

A. CAO Update

CAO Academic presentation:

Reviewed iReady Projections from Spring 2025 vs MCAS 2025 Scores • Review iReady Projections for MCAS 2026 • Review iReady Winter Benchmarking Data • Update on Book Club with Writing Workshop • Update on Additional WIN Support

Reviewed the alignment between the iReady projections with actual MCAS scores. For ELA and Math from last year you'll notice that there are 8 graphs here. They are in pairs of 2, by grade level. So we have grade 3, grade 4, grade 5, grade 6. The left bar graph is the iReady projection, and the right is the actual MCAS score.

For ELA from last year the alignment is pretty close. For grade 3 iReady ELA to Grade 3 MCAS ELA, The main differential is in the not meeting, needs improvement area.

For grade 4 ELA to Grade 4 MCAS, again, the main differential is in our not meeting, needs improvements area. You can see that meeting expectations is very similar in grades 3 and 4 as well as in grade 6. The major differential in grade 5 is in the meeting expectations from the prediction to the actual score, and grade 6 is very closely aligned, from the prediction, projected proficiency, to the actual score. That was ELA last year.

For Math from last year, and again, the iReady predictions, the math aligns even more closely.

For grade 3 iReady Projected Proficiency versus the MCAS, it's almost identical.

For grade 4 iReady vs MCAS it's the same, very close.

Similar with grade 5, the major difference between the projected proficiency and the actual score being in that meeting expectations bar. And grade 6 aligning very closely.

Reviewed the iReady projections for spring of 2026. Looked at where the projections were in the fall, then we had some months in which growth was taken into account, and therefore the projections were updated for the winter.

These graphs show the first grouping with no additional growth, the middle grouping is typical growth, and the last grouping is stretched growth. In each grouping, the first bar graph is the fall projection, the second bar graph is the winter projection. The differential between the projections is based on how students actually grew from fall to winter. And then taking that into account to make the projection for how they're going to grow for the rest of the year.

iReady Projections for MCAS 2026: Reading

Grade 3 we see that in the winter proficiency, we have gained some traction all across the board. And again, we see that for the stretch growth in the winter, it is a little bit more in the not meeting expectations. However, we can see that overall, there is definitely a projection that we will do better than we did last year.

Grade 4 it is projected that we will see some improvements this year in our Grade 4 scholars from their performance in Grade 3.

Grade 5, just over a third of our Grade 5 scholars were not meeting expectations last year, and again, you can see that from our projected proficiencies, even if no additional growth happened, which is not going to be the case, we would still outperform what they did last year.

Grade 6, we can see at the typical growth, in the not meeting, we match, because 2 percentage points really is not significant in statistics. But we would improve, when compared to the cohort's performance last year, in meeting expectations 30% from 20%. So we would see movement as projected by iReady, in reading.

iReady Projections for MCAS 2026: Math

Grade 3, in the fall iReady math, 83% of our scholars were considered Level 1, which would have been not meeting as a projected score. That immediately knocked down to 54% in winter, and it's scheduled to knock down to a third or a quarter, so somewhere in between there is the projection. Because some of our scholars are on track to hit stretch growth, and some of our scholars are on track to typical growth. So it would be somewhere in there. Also, when we take a look at the meeting expectations category from the fall to today, there's improvement, and we project continued improvement.

Grade 4 math, we can see that when they were in grade 3, about a third of scholars were not meeting expectations. In the fall it was projected that 68% in this cohort would not meet expectations. In the winter, with no additional growth, projected 46%, so there was a nice decrease there. With typical growth, 29%, and again some of our scholars are on track with typical growth, and some are on track for stretch growth.

Grade 5 math, last year, when these scholars were in 4th grade, 41% of them did not meet expectations. This year, you can see, even with no additional growth, we will outperform that. So again, we are seeing projected better scores this year for our 5th graders versus what they scored in 4th grade.

Grade 6, last year, just over a quarter of our sixth graders were in the needs improvement, not meeting expectations. And this year, again, we are on schedule to outperform that. Also, if we take a look at the meeting expectations, approximately a quarter last year as fifth graders met expectations. This year, we are easily looking at a third or more meeting those expectations.

Review iReady Winter Benchmarking Data

Reviewed Reading Whole School, Reading by Grade Level, Reading by English Learners, Reading by Special Education, Math Whole School, Math by Grade Level, Math by English Learners and Math by Special Education.

Reading: The students who are at mid or above grade level went from 68 students in the fall to 119 students overall in the school. The students who were early on grade level improved from 107 to 159. The students who are one grade level behind, (one grade level behind could mean that they are in May of their previous school year, or a full year behind, or anywhere in between) went from 358 to 333. Two grade levels or more, 177 down to 139; and 3 or more grade levels, 95 students down to 55 students. So again, we're seeing some traction.

When we take a look at this by domain, we see that traction again by domain. When we look at the phonological awareness, the reason why it is grayed out a little bit is because that particular subtest is not tested once the students are deemed all set with their phonological awareness. Therefore, not every student takes that subtest. The biggest area that we see students who are mid or above grade level, early on grade level, is on the high frequency words and on their phonics, which is excellent. We did see some traction on reading comprehension overall.

Reviewed the distribution of all the students' progress towards their typical growth goal. This is not necessarily where they are, this is their progress towards their growth goal. 48% of our students are 60% or further progressing towards their typical growth goal. So, approximately half of our students are well on track towards their typical growth goal. The 30% who are not progressing satisfactorily are receiving targeted intervention during WIN in addition to any other services received.

Reviewed the distribution of all students towards their stretch growth goal. We see that 29% of our students are 60% or further along towards their stretch growth goals. So we're just under that one-third mark. This is where we want to continue to push our scholars.

Stretch growth is really what we're looking for, and we're looking for consistent stretch growth. It's the stretch growth that will close the gaps. Stretch growth above the 65th percentile within their growth targets is the goal.

Reviewed iReady reading data by grade level:

Grade K: fall to winter 6% to 20% of scholars mid or above, 17% up to 28% are now early on grade level range. The one grade level below range went from 77% to 52% , this decreased by 25%, that's exactly what we want to see.

Grade 1: fall to winter 12% to 15% of scholars mid or above , 3% up to 9% are now early on grade level. 71% to 72% for one grade level or below. Now, there's no decrease there, because when we look at two grade levels below that decreased so those scholars moved someplace else. So we have 15% down to 5% in the two grade levels below. Very good.

Grade 2: fall to winter 4 to 13% of scholars mid or above grade level, 15% to 18% in our early on grade level. 34% to 42%, that's an increase because of the next decrease of 48% down to 27%. So again, we're seeing some great things happening in our lower school. These are our foundations for future MCAS scores.

Grade 3: fall to winter 7% to 10% mid or above grade level, 20% to 31%. 27% to 24%, one grade level or below a slight decrease . Another slight decrease of 27% to 24% in two grade levels or below. Some of these scholars moved somewhere else, some into the one grade level or below, and in the 24%, some of those scholars came from the 19% to 10% decrease in the 3 or more grade levels below category. Some gaps are closing.

Grade 4: fall to winter 9 to 17% mid or above grade level, 10-12% moving to early on grade level. The 43 remained stagnant. Again, that was due to movement in other places.

13% to 17% in two grade levels below, and that increase comes directly from this decrease, 26% down to 11%, a 15% decrease in scholars 3 or more grade levels below. Grade 5: fall to winter 10 to 11% mid or above grade level, 15-21% early on grade level. 25% to 21% for one grade level below, 31% to 34% in 2 grade levels below. 20% to 14% in 3 or more grade levels below. When we look at grade 5, they had the most difficult time on the MCAS test last year, when they were in grade 4.

Grade 6: fall to winter 17% to 20% mid or above grade level, 14-17% moved to early on grade level, 27% to 29% one grade level behind. We can see that this increase comes from the decreases coming up, 17% to 15% two grade levels below. And a 6% decrease, 26% to 20% in 3 grade levels below. So overall, we do see some traction in the right direction.

English language learners: We show traction in the right direction. We now have scholars who are mid or above grade level. We have more scholars who are early on grade level. Again, 41% to 48% one grade level below, but that comes from the decreases that we're going to see. Two grade levels below had a 5% decrease 35% to 30%, and 3 or more had an 8% decrease, 20% to 12%.

Students with disabilities: In reading, we, again, show traction in the right direction. The biggest traction that we see is the 3 or more grade levels below, 42% down to 27%, a nice decrease there. Two grade levels below was 29% to 31% which is essentially stagnant, primarily due to the 15% decrease in three or more grade levels below. One grade level below saw an increase 21% to 29%. Again, the 15% decrease in three or more grade levels below impacts this data point. Early on grade level is 7% to 8%, and mid or above grade level 1 to 4%. So, more scholars are on mid or above grade level with our students with disabilities for reading.

Math: The students who were at mid or above grade level went from 27 students in the fall to 73 students overall. Early on grade level improved from 61 to 115. In the fall, there were 396 who were one grade level below, now there's 417. That increase comes from the next two decreases; 199 students were deemed 2 grade levels below, now, that number is 113. And 102 students were deemed 3 or more grade levels below, that number is now 67.

When we take a look at this by domain, algebra and algebraic thinking was our greatest gain, which is excellent.

Reviewed the distribution of progress towards typical growth. We are very similar in growth in math as we are in ELA. Again, 48% of students are 60% or more in their trajectory towards their typical growth goal. Looking at the 27% who progressed less than 20% towards typical growth, that is where our WIN-targeted intervention is focused. It is where we supplement with those skill sets that they need to continue in their math journeys.

Reviewed the distribution of all students towards their stretch growth goal. Very similar on their stretch growth as well (ELA was 28%) 29% of our students are 60% or more in their progress towards their stretch growth. In both ELA and math, there are scholars who have already met that stretched growth.

Reviewed iReady math data by grade level:

Grade K: 5% to 18% are now mid or above grade level, 6% to 21% are now early on grade level, 89% down to 61% are one grade level below. So, really good movement.

Grade 1: for mid or above grade level increased to 7% from 4%. We had an 11% jump in early on grade level, 2% to 13%. For one grade level below, 72% down to 70%, which looks statistically equal because we had an 11% drop in two grade levels or more below, 22% down to 11%.

Grade 2: had an increase of 5% in mid or above grade level. They had an increase of 9% for early on grade level. One grade level below was 43% to 57%. That's a 14% increase, but there is a 28% decrease in 3 or more grade levels below. The 28% decrease here directly impacts the increase in one grade level below.

Grade 3: we see increases in performance, 2% to 5% for mid or above grade level, 4% to 9% for early on grade level, 40% to 53% for one grade level below. We have a 12% decrease, 34% to 22%, for 2 grade levels below. A 10% decrease in 3 or more grade levels below.

Grade 4: 4% to 8% for mid or above grade level. 11% to 12%, statistically the same, early on grade level. 39% to 49% are now 1 grade level below, and that's because we're looking at 25% to 17% for 2 grade levels below and 21% to 14% for 3 or more grade levels below.

Grade 5: similar increase here, 3% to 8% for mid or above grade level, 11% to 13% for early on grade level, 33% to 42% for one grade level below. 22% down to 14% are now 2 grade levels below. 31% down to 22% for 3 or more grade levels below, that was almost a third of the class in the fall.

Grade 6: 7% to 16% for mid or above grade level. That's really nice. 20% to 25%, a quarter of our students are early on grade level. 26% to 26% are one grade level below. 19% down to 13% are 2 grade levels below. 28% down to 20% are 3 grade levels below. So again, we're seeing traction.

English language learners: We're seeing traction. We have statistically the same number of students, 1% to 2% are mid or above grade level. 1% to 7% are early on grade level. 42% to 56% are one grade level below. We have a 15% reduction in students who are 2 grade levels below, 37% to 22%, and we have a 5% reduction in students who are 3 or more grade levels below.

Students with disabilities: In math, we still do not have any students who are testing mid or above grade level. We do have a mild increase on early on grade level (1% to 4%). 24% to 34%, so a third of our scholars are now one grade level below. 29% to 28%, statistically the same, are 2 grade levels below. We saw an 11% decrease, 46% to 35%, for 3 or more grade levels below. This decrease impacted going up the chain.

Book Club with Writing Workshop: New initiative, replaced the Accelerated Learning Program, ALP. It is a novel study with MCAS prep. It is a 9-week program; 1/20/26 - 3/26/26 with two 90-minute after school sessions per week. For 3rd, 4th, and 5th grade students. The 4th and 5th graders are those who were near the meeting expectations mark in their MCAS the previous year. Third graders were identified using the iReady projections.

WIN (What I Need): This year we have additional WIN support. We're targeting those scholars who were not quite at the meeting expectations marks, but close. We have a lot of supports in-house for those students who are not meeting expectations, but for those students who are partially meeting expectations, we are pushing in for additional MCAS prep support. We are meeting with small groups of scholars at least once a week during the win cycle.

Board Member: A lot of the data you showed was good. I like to see the extra small groups especially those students who might be right at that cusp. I'm excited to see what happens with the book club

Board member: What you are presenting, how you're grappling with the data is really important, but I've noticed that it's not just what everyone else is doing, but you're rolling up your sleeves and getting into it yourself also. I want you to know it's essential, and I think it's impactful, and I'm hopeful for where we're heading.

VI. HOS Update

A. HOS Update

We are conducting a staff climate survey, we are seeing a good response rate with a lot of candid and honest feedback. We used a third-party company that does this work with schools and the responses are confidential. We will share feedback at a later date.

Another survey will be conducted at the end of the school year.

We've updated our ICE protocols. Our communication director trained our front office staff. There will be ongoing discussions and updates with staff as needed.

Black History Celebrations are coming up and all board members are welcome to attend. Friday, February 13th will host student work and performances. And our Chinese New Year celebration will be in the morning of March 6th.

VII. Committee Updates

A. Governance & Nomination

No committee update today.

B.

Academic Excellence

No committee update today. CAO covered the academic update.

C. Facility

We've been in touch with Terva regarding next steps. They submitted a tentative construction schedule, which includes the submission of our design. We will review the schedule over the next few weeks. If there are any internal deadlines or milestones that we know we want to hit on that schedule, please let us know. We will also review the scheduling of the 3 projects and see where there could be potential overlap, just to maximize the schedule.

All of the new cameras and security programs have been installed. We're looking at adding a few more Card access points to the building. We are looking into brick pointing on the south side of the building. Waiting on the results of roof testing, we don't know if we'll be able to patch that roof or have to replace it.

D. Parents of Renaissance

Donuts with Dudes was held December 17th and was a great success. Very impressed by the level of participation from parents and guardians, staff, and board members. The next POR event will be the Roller Skating events at Chez Vous in March.

VIII. 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 9:52 AM.

Respectfully Submitted,

B. Keith

B. Keith made a motion to adjourn the meeting.

C. Barrett seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Morris	Aye
A. Buckmire	Aye
R. Clarke Jr.	Aye
M. Gardner	Aye
K. Davis Kernizan	Aye
C. Barrett	Aye
C. Engerman	Aye
K. Cherry	Absent
B. Keith	Aye

Documents used during the meeting

- Academic Presentation for Board (Jan 2026).pdf
- _BOT Update January 14, 2026.pdf
- FY26 Q2 Finance Report.pdf