

APPROVED



# Boston Renaissance Charter Public School

## Minutes

### Board of Trustee Meeting

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#### Date and Time

Wednesday October 9, 2024 at 8:00 AM

#### Location

[Join Zoom Meeting](#)

ID: 81349482761

Passcode: 096353

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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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#### 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), S. Dibinga (remote)

#### Trustees Absent

*None*

#### Guests Present

D. Warwick (remote), David Conrady (remote), Sarah Spatafore (remote)

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#### 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 Oct 9, 2024 at 8:03 AM.

### **C. Welcome and Public Comment**

## **II. MCAS update**

### **A. MCAS update**

Presented overall MCAS data looking at performance goals, past performance, comparisons to other schools and trends and action planning. BRCPS performance is not where we want it to be.

The 1st piece is just looking at our accountability percentage or criterion reference target percentage. Overall percentage increased from 43% to 48% of the possible points. Last year we are the 43rd percentage, This year, we're at the 48th percentage. So our total criterion reference target percentage is 46, which puts us in a category of moderate progress towards targets.

BRCPS, State and Boston performance over time. The State is in gold, Boston is in red & Renaissance is in blue. Since 2018, you can see the State and Boston have had this continual decline in performance as well as some areas for Boston Renaissance.

ELA: Overall 4 pt decrease in percentage of students meeting proficiency. 3rd grade scores decreased 3 pts (31 to 27), 4th grade scores no change (stayed 19), 5th grade scores decreased by 13 (29-16), 6th grade scores decreased by 10 (41-31)

Math: Decrease in all students; increase in lowest performing students by 8.4. 3rd grade scores decreased by 6 (25-19), 4th grade scores increase by 6 (20 -26), 5th grade scores increased by 2 (14-16), 6th grade scores decreased by 21 (38-17)

Since 2021 the State and Boston have seen increases and slight increases in the math performance. We have had increases through 23, and then we had a dip last year, going down to 21.

Science: Making small gains in overall science proficiency; but not enough to close that gap to meet the targets that we need to meet. Lowest indicators looked at analyzing data, looking at curriculum to see if any gaps, determining next steps from an information set or interpreting data.

Board member asked: What is the current Science curriculum? K1-2nd grade Mystery Science. 3rd-5th grade Project Lead the Way, and 6th grade is using Open Science. Are we able to use Project Lead in the earlier grade levels? Yes, Sometimes it's more meant to be an enrichment curriculum at some of the lower grades.

Board member asked is Science taught everyday? Science is scheduled to be taught 4 days a week.

Board member: I appreciate not just the breakdown of scores, but also given the cohort of kids over time. Are you able to say staffing was a contributor to the decrease of 4 points from cohort 4th to 5th? We had some significant staff turnover in 5th grade last year, which affected math and Ela instruction. In one classroom we had teacher absence starting December and then teaching was kind of piecemeal and then ended up being taught by a substitute for a significant amount of time.

Board member: when we do have a long term substitute in a classroom is there a plan in place? Is there coaching that's going on for the substitute teacher? Yes, Some of the core content was delivered by our math curriculum coordinator. However that then creates this cascade effect of where a good majority of our curriculum coordinators and instructional coaches were in classrooms from January to April providing instruction.

Ms. Buckmire shared that last year was probably the worst year at the school in terms of teacher shortages, not being able to fill positions. We also had a 4th grade class that a teacher left very early in the year and that class had a substitute teacher for the year, but couldn't fill the position. We had positions that were vacant the entire school year when we came to the board at the end of the last year with the request for the hard to fill positions. It's helped because we filled quite a few special education vacancies this year that we were open all last year.

MCAS data disaggregated by subgroup: grade, standard and type of question patterns began to emerge: Trend 1 - Students underperformed in areas when asked to create a written response to a question in each of the subject area assessments. Especially SwD & EL. Trend 2 - Students performed at or near the state level when questions required lower level of thinking or application (DOK 1-2). Trend 3 - Students underperformed when asked to utilize higher level thinking skills to analyze, evaluate or create a product at DOK level 3 & 4. Especially SwD & EL. Trend 4 - K2 - 2 academic gaps in basic number skills and reading skills are impacting ability to conduct more complex skills. Tier 1 instructional pacing is not supporting development of student access to more complex work. The lack of instructional routines impacted the pacing of classrooms and student access to grade level work

Action Steps - Trend 1 - Focus on Writing :Implementation of writing strategies in Feb 2024 to support writing across all content. Continue to focus on writing development. We've identified gaps in the wonders curriculum. There's grammar practice books for all grade levels and then ensuring that all grade levels are doing that 6th week of wonders which really intensively focuses on process writing

Action Step - Trend 2,3 & 4 - Access to Grade Level Rigor and Higher level Thinking Skills: Implemented Instructional routines in August to provide a more common structure to blocks of instruction to ensure students have access to grade level rigor and differentiated small group instruction. We have integrated the creation and submission of weekly lesson plans. So we can also help write feedback and ensure grade level lesson plans have clear objectives, UDL supports.

HOS is in discussion with a consultant, to help take a deep dive into our data, looking at qualitative and quantitative data and giving us some feedback and direction for what they think we can do to make some short term and long term improvements. To give us some

objective feedback around what we are doing and not doing because this can't continue. He has worked with another charter school that has seen improvement.

We also plan on visiting a few schools with steady high achievement as well as those who have made substantial gains/turnaround. Board members are welcome to join.

Board member: What are some of the root causes? If staffing is one of those causes we have to solve it.

Staffing as well as seeing that gap in MCAS getting to those higher level thinking skills which takes a lot more skill from an educator to get to if it's not explicitly set out and done with the curriculum. Also the pacing, If something's supposed to take 20 min, it may be stretched out to 40 min or 30 min in a classroom, then students weren't able to have the deeper, higher level thinking portions. And so they never reached that rigor. And so that's that part of that gap.

Board member: We look at the data, create interventions etc. and previously mentioned the root causes. If we think about what successful schools are doing, if they're targeting their teaching staff in a way that they are getting senior quality teachers then why aren't we doing that? Maybe we need to be bold about what we want to do to tackle the problem, because it just appears to be a long standing problem and we do everything else great.

Board member: Science is 4 days, a week, 45 min, and I'm just curious what type of flexibility there is with that? Teachers have shared they don't always have time. You can have all the curriculum in the world but what are we doing to make sure that we're supporting teachers so that they can get to all the content that they need to get to and teach it well.

Board member: One component that I haven't heard is discipline & classroom management which can play a large part. How's the discipline in ? The suspensions? Is that playing a role in these scores? The laws have changed and there's a limit of time that a student can be out of the classroom, it is timed. At times there can be blaming, that's why they can't teach or they are removed and sent directly back to class. But it's other things. It's about pacing. It's making sure that teachers understand how you're pacing, how you're provisioning, because all that downtime that you're spending doing something that should take 2 min. But you're taking 27 minutes, the behaviors will start because kids are not engaged. So it's just a bigger issue.

### 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 9:33 AM.

Respectfully Submitted,

B. Keith

B. Keith made a motion to adjourn meeting.

M. Gardner seconded the motion.

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

**Roll Call**

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

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**Documents used during the meeting**

- October 2024 MCAS presentation.pdf