

APPROVED



Boston Renaissance Charter Public School

Minutes

Board of Trustee Meeting

Date and Time

Wednesday November 19, 2025 at 8:00 AM

Location

[Join Zoom Meeting](#)

ID: 88637933480

Passcode: 729874

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. Davis Kernizan (remote), M. Gardner (remote), R. Clarke Jr. (remote)

Trustees Absent

K. Cherry

Guests Present

A. Emery (remote), D. Warwick, Gina Mathews (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 Nov 19, 2025 at 8:05 AM.

C. Welcome and Public Comment

II. Approve Minutes

A. Approve Minutes

B. Keith made a motion to approve the minutes from Board of Trustee Meeting on 09-17-25.

C. Engerman seconded the motion.

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

Roll Call

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

B. Approve Minutes

B. Keith made a motion to approve the minutes from Board of Trustee Meeting on 10-22-25.

C. Engerman seconded the motion.

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

Roll Call

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

III. CAO Update

A. CAO Update

The BRCPS 2025 accountability report was released and can be found on the DESE website. The targets set forth for the accountability report in 2025 were based on the 2024 MCAS results.

2025 Progress Toward Improvement Targets:

We were at 48% moderate progress towards targets. The accountability percentile of 13th percentile means that with respect to schools that are of similar to us, we rank 13 out of every 100, because it is a percentile, not a percentage.

Taking a deeper dive into the accountability report, we do have points earned. For lowest performing students, that represents the lowest 25% academically, it shows they have 2 points earned, that means that for this particular demographic they improved on MCAS, but did not meet the stated target, in Ela and Math achievement.

There is no science data because only Grade 5 takes science.

With respect to our growth targets, again for our lowest performing students, they made improvements, they were in the 40th to 49.9th percentile in growth. The 50th percentile of growth being average growth for a student who originally scored whatever the student scored in 2024. So, they were just below that average growth.

When we look at all students, we did not score any points in ELA achievement. That indicates, on average, we declined in our score on the MCAS ELA portion of the test. In math, we earned one point. That indicates that there was no change in our math achievement on the MCAS score. Science achievement, the 4 indicates that we didn't just meet the target set for us based on the 2024 MCAS, but we exceeded it.

When we look at the Growth, the 2 represents that our average was between 40th percentile and 49.9th percentile, and the 3 represents that we were between the 50th percentile to the 59.9th percentile.

The next point we earned was the English language proficiency points. That is based on our access scores, and the zero indicates that the percent of students declined.

Under Additional indicators., under Chronic absenteeism, we earned no points on that. That indicates that our chronic absenteeism rate increased. It is interesting to note that our lowest performing students earned 4 points in chronic absenteeism, which is an indicator that they not only met their target, but they exceeded their target being present in school.

Overall MCAS DATA:

Overall you can see the data is stagnant for 4 straight years. That indicates that our scholars have done an excellent job at meeting their targeted growth. In other words, meeting that 50th percentile for growth, but not going above that 50th percentile, and not stretching their growth. Because it's that extended growth, 65th to 75th percentile and higher, over time, when we consistently can have that stretched growth, that moves the achievement needle, because the growth pulls the achievement scores.

The reason why we earned no points and were declined is that in 2024, the scaled score was 484, which falls in partially meeting. And we went down by 8 tenths of a point to 483.2, when our target was 486. When we look at ELA they, too, were at 478.5, which also falls in the partially meeting, and they dropped 2.6 points to 475.9 in lieu of going up to the 482. And our students with disabilities also fell 8 tenths of a point, from 466.8. to 466.

ELA Growth: When we look at the ELA growth over 4 years we have stayed hovering in that average growth. The average Student growth percentile was 46.4% , just below the 50th percentile, which is just below the typical growth. And that is why we earned the 2 points. We do need to hit at least typical growth, which is the 50th percentile, to earn the 3 points.

Math Growth: Similar to ELA the math growth over 4 years, the graphs look very similar and that is an indicator that scholars are meeting their targeted 50th percentile growth, but we're not exceeding that, and we're not doing the stretch growth to pull the achievement along.

These scaled scores remained identical, which is how the average growth for all students was essentially the 50th percentile. Breaking the subgroups down into our smaller subgroups we're in the 40th to 49.9th percentile. So again, this really highlights the need to look at those stretch growths, not just the typical growth.

Science Growth : We did score all 4 points because they met and exceeded their target. Target is based on 2024, So now we're going to keep on moving that up. Every subgroup exceeded their target. Some of the things that we noticed in-house was that the science curriculum coordinator did a lot of time modeling lessons last year and we have extended that to both ELA and math.

English language proficiency: This is based on our Access assessment, and it's calculated the percent of students who met the annual targets that keep them on track for attaining their English proficiency in 6 years. This 2024 rate is a percentage of students meeting their annual language proficiency target in 2024 and meeting their annual proficiency target for 2025. Our target was to go up 4 percentage points but we went down a little over 5 percentage points. We are working on additional targeted push-ins this year to address this.

Chronic absenteeism: 2024 rate was 29.1 for chronic absenteeism, with a 2025 target to drop to 26.9 percent. However, we went up to 34.8 and that is why we have a decline there. A highlight was our lowest performing scholars, who have at least 2 years of data on MCAS, they actually improved their attendance by 6.5 percentage points.

Board member question: Regarding chronic absenteeism. What are the interventions from a school level? What are the consequences?

Last year we added a stipend position of an attendance officer. We started bringing families to court with chronic absenteeism. We're continuing that this year and also launching a schoolwide attendance campaign. We will have incentives for scholars who attend regularly. We'll have trimester incentives, and then an end-of-year prize.

MCAS by grade level: Presented MCAS slides by cohort, to see the growth of cohorts looking at the years they have taken MCAS.

MCAS Comparisons: Presented MCAS Comparisons slides looking at how we are doing when we compare our MCAS scores to Boston Public and the State, and then the area charter schools.

We did have some bright spots there with respect to our counterparts, but we still have work to do, and our teachers, principals, curriculum coordinators and our coaches are all working hard digging into this data.

MCAS Conclusions/Actions ELA:

There is a focus, we have noticed this even on some Unit 1 assessments and some early writing assessments that have occurred in the first couple of months of school, that the foundational skills are there, but now it's putting those skills into action, and the actual application of said skills.

Increase reading comprehension and writing skills:

Writing every day - Pacing charts have been adjusted to ensure scholars are engaging in the entire writing process (planning-drafting-editing) including conferencing.

Initiate the practice of pre-reading text with level 1 depth of knowledge questions as regular homework

SIP Goal 2: Student Learning - Increase student Literacy (reading and writing) proficiency

SIP Goal 5: Student Engagement & Higher Level Thinking.

MCAS Conclusions/Interventions Math & Science:

In Math, Increase fluency with numbers (computational and number sense) and problem solving skills

SIP Goal 3: Student Learning - Increase student math proficiency

Introducing "Number Talks" (daily mental math practice) and in addition to Bridges Number

Corner, Initiated the practice of reading word problems as stories first, math problems second

Ensure students are writing in math, Introducing intentional spiraling strategies

In Science, a focus on the constructed response

SIP Goal 2: Student Learning - Increase student Literacy (reading and writing) proficiency & SIP

Goal 5: Student Engagement & Higher Level Thinking

Teaching teachers how to engage scholars in scientific writing (claim, evidence, reasoning)

Ensuring scientific writing is being graded as it will be graded on MCAS.

Board Member question: At our next Academic subcommittee meeting, could you share a comparison of an MCAS sample writing, for example what an expected 4 or 3 should look like and where our students are? Yes. We're currently doing that with our PLCs.

Board member question: What are we doing to push students from partially meets to meets or from meets to exceeds?

During the WIN groups, we have identified those scholars who are just on that meeting expectations mark, and we are doing some targeted interventions during WIN groups. We already have some additional adult push-in during WIN groups and small groups for our Grade 4 class. We have hired additional specialists, so that we have more specialists to work with small groups in addition to WIN groups, because this is not just a WIN group thing, this also is a core content piece. All of our scholars do need to have whatever assistance they need in reaching that Tier 1 instruction.

Additionally, for some of our scholars, who are still in language acquisition, we have increased the push-in service during core content. Again, to assist them not only during their pull-out sessions when they're using their REACH program (which is our ESL program) but also to assist them when they're in their core content in accessing that Tier 1 instruction with support.

Math does have more scholars that do need some intervention pieces, which we have identified, and we have the small groups working with identified skill areas that they need to, based on both iReady, AIMSweb, as well as assessments done in class.

Using all of the data that we have, we have identified some areas of gaps for individual groups of scholars that we are attending to in the WIN block, very specifically, so that when we build upon these foundational skills, they are ready and they have those supports to continue with their math instruction.

Scholars' Performance on MCAS is the responsibility of all grades, it starts in the lower school. This was shared with faculty at our all staff meeting in October. Additional strategies include .

Lower School ELA and Math Curriculum Coordinators have regular, optional "office hours".

US ELA and Math Curriculum Coordinators schedule optional "office hours" as needed. Curriculum Coordinators and Data Analysts are working with teachers on what a "stretch goal is" during PLC time.

Standardized the homework practice across all grades with Curriculum Coordinators identifying suitable homework options that tie to the classwork directly as well as gaps as identified by standardized testing.

PLC's are moving from presentations to interactive sessions as well as lesson planning sessions.

Instructional Coaches are actively coaching and modeling best practices.

Instructional Coaches are setting up peer observation opportunities for all teaching faculty, not just those in a coaching cycle.

Board member question: Are those office hours being utilized? Yes, so for the first two months of school, just about all of the teachers were using them, and now that we're into the school year and folks are feeling more confident with the curriculum itself, with knowing their scholars and being able to really look at stuff, now the office hours have

turned into more coming for help with specific planning or questions, which has been great.

Presented MCAS slides in conjunction with iReady data and Aimsweb Fall Benchmarking data for Gr 3 - 6 .

Board Member question: Does Aimsweb look at the foundational skills, and iReady look at the actual grade level standards and where they are being tested? Yes. And Aimsweb, if in red or yellow, they're being progress monitored? Yes

Board Member question: When you're looking through AIMSweb, every grade has more than half in green, meaning more than half of our students have the foundational skills. But then, when they need to apply the foundational skills, they're not. How are we teaching them how to apply those skills?

When we take a look at information that's used not only in assisting our faculty members in creating more opportunities for scholars to reach the Tier 1 instruction during whole group and small group during CORE, but also iReady is being used during WIN groups as one of our support mechanisms, because it has on iReady what's called a MyPath. The MyPath on iReady. creates individualized learning paths for the scholars based on their ability to apply said foundational skills. So we are using that frequently as one of our interventions, as well as one of our extension activities for our scholars. Additionally, iReady also has on it a bank of MCAS-like questions that we are pulling from in conjunction with those released questions on the DESE website, that we are pulling from to ensure that our scholars have some introduction to and fluency with the wording of and the formatting of MCAS questions. So we're using iReady in a few different ways.

Board Member question: Are there scaffolds for adults? Are there interventions for teachers where there may be a skill gap?

Yes, so in September and early October, all of our new teachers went to the office hours. We have coaching cycles and instructional coaches are actively coaching and modeling best practices. Those coaching cycles are based on faculty needs and their own gaps in practice. Additionally, we have some peer observation opportunities set up, not just for those teachers who are in coaching cycles, but for all teachers who want to improve their craft, and those are being scheduled now.

Board Member question: If we notice that there is a higher concentration of students who are not meeting expectations, are there interventions for those classrooms?

Yes, there is differentiation. We do look regularly at each classroom's data and from that then action plans are put into place.

Board Member question: Are we reaching out to parents when students are not meeting expectations or struggling?

Yes, most of our teachers do send out weekly emails to our parents with resources and what's going on in the classroom so that they can offer support at home.

Additional strategies include an increase in teacher efficacy of small group instruction. To assist we have additional specialists during WIN for Tier 1 instruction with scaffolds and differentiated instruction.

Intervention Curriculum and Child Study Coordinator is supporting the implementation of specialized curriculum and assisting with that lesson planning. She is also hosting professional development and training for faculty on platforms such as Decoding Duo, iReady, and ReadLive.

In rooms with both general education and special education teachers, there's specialized instruction throughout the day including Core content and WIN blocks. Special education teachers are tracking data to provide targeted intervention in small groups, as well as throughout the day in moments where the need arises.

Scheduled scholars strategically this year with language acquisition levels taken into account to streamline push-in and pull-out support.

Push-in support scheduled in most grade levels to provide language acquisition support during Core, tier 1 instruction. And we are leaning on WIDA standards incorporated into the core instruction. They're also reflected in our rubrics, as well as using REACH

Presented Unit assessments: Overall, in class assessments show slight gains when compared to last year.

Board Member question: for homework could we send home more explicit instructions when parents are asked to do something or log into a program? Yes.

Board Member question: Is there a way we could share parent homework help links or videos on the website, showing the work, to help support parents at home .

Suggestion will be brought back to the team.

IV. HOS Update

A. HOS Update

Homework continues to be a schoolwide area of focus. Curriculum coordinators will work with teachers developing baseline homework, which teachers may then differentiate, scaffold, or enrich to meet the needs of their students. So not every child should be getting the exact same homework. We plan to send a homework survey home to families soon.

Our 3rd and 4th grade students have officially launched the Math Challenge! Through the challenge, students work to earn badges aligned to various math skills, with levels that increase in difficulty as they complete more tasks.

We just wrapped up Celebration for Hispanic Heritage Month and Spirit Week, which was just amazing.

We had the Arts|Learning 38th Annual Champions of Arts Education Advocacy Awards held here at BRCPS on November 6th. They gave an award to April Shepherd, our

Director of Visual and Performing Arts, and they invited our choir to perform. After seeing their performance they extended an invitation for VOR to be featured performers and for our Choir Director and Assistant Choir Director to lead a workshop highlighting the program at the MMEA All State Conference in March.

We have changed the name of the annual 'Mentoring breakfast' to the 'Voices of Influence Breakfast'. It will be held here March 18,2026. We are reaching out to community members of influence who may be interested in attending the event.

V. Finance

A. Finance Update

Q1 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. Some of the major projects completed over the summer: new turf, resurfacing of the basketball court, the fence, and a water heater replacement. We also got new security cameras, and we have a new copier lease. We are projecting a surplus at \$5.2 million for FY26. Daycare EEC grant received which should give us a little bit of a surplus if we continue to receive it monthly and help us to avoid a deficit like we have seen in past years. Rental fees for our school space will increase slightly, due to the increase in space used and fee schedule update.

VI. Committee Updates

A. Governance & Nomination

No committee update today.

B. Academic Excellence

No committee update today. CAO covered the academic update.

C. Facility

We have chosen our OPM and are moving forward with the Terva group. We are waiting to hear back from the design selection board, for final approval. Will keep you updated with next steps.

D. Parents of Renaissance

Noche de Rumba was held November 14th. The next event to be held is Donuts with Dudes , December 17th from 8 to 10 in the cafeteria. Board members are welcome to attend.

VII. 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 9:55 AM.

Respectfully Submitted,

B. Keith

B. Keith made a motion to adjourn the meeting.

C. Barrett seconded the motion.

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

Roll Call

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

Documents used during the meeting

- Academic Presentation for Board (Nov 2025).pdf
- BOT Update November 19, 2025.pdf
- FY26_Q1_Finance_Report.pdf