APPROVED

# Veritas Preparatory Charter School

# Minutes

## Academic Achievement Committee Meeting

Zoom Meeting

---

**Date and Time**
Thursday September 11, 2025 at 8:30 AM

**Location**
Join Zoom Meeting https://vpcs-org.zoom.us/j/3131719731

---

**Committee Members Present**
A. Errichetti (remote), L. Doherty (remote), M. Freeman (remote), R. Sela (remote)

**Committee Members Absent**
A. Hickson-Martin

**Guests Present**
A. Clark (remote), N. Gauthier (remote), R. Romano (remote)

---

### I. Opening Items

**A. Record Attendance**

**B. Call the Meeting to Order**

R. Sela called a meeting of the Academic Achievement Committee of Veritas Preparatory Charter School to order on Thursday Sep 11, 2025 at 8:33 AM.

### C. Approve Minutes

A. Errichetti made a motion to approve the minutes from Academic Achievement Committee Meeting on 08-14-25.
L. Doherty seconded the motion.
The committee **VOTED** to approve the motion.

## II. Academic Achievement

### A. Competency Determination Review

Amy presented a new competency determination policy required by the state following the removal of MCAS as a graduation requirement. Under the proposed policy, students can meet competency determination either by passing MCAS or by completing required coursework and earning credits. Covered courses include English 1 and 2, Algebra 1 and Geometry, Biology or Physics, and U.S. or Modern History. These requirements align with existing graduation expectations but are less rigorous than the school's current standards.

Credit recovery is available through summer school for students who fail required courses. The policy also includes an appeals process, though it is unlikely to be frequently used given existing academic supports. State guidance now limits the use of MCAS for competency determination to special circumstances, such as transfer students with unverified transcripts. The governance committee will review the policy before it goes to the board for approval by the October 31 deadline.

### B. MCAS Data Review

**MCAS Achievement Results – Middle School**
ELA performance declined overall, particularly in grade 5 where only ~10% of students met expectations. Grades 6 and 7 showed gains in reading, while writing scores fell across all grades, attributed in part to the new curriculum's reduced emphasis on explicit writing instruction. The student growth percentile (SGP) in ELA was 40%, below the desired 55–60%.

Mathematics results were more positive. The school met state-set targets, with an SGP of 55% representing strong growth. Grade 8 performance was particularly strong, with students doubling achievement levels. Most subgroups showed improvement, though students with disabilities and English language learners (ELLs) remain areas of concern. Hispanic students met their target, while African American students demonstrated progress.

**MCAS Achievement Results – High School**

High school results were well below state targets. ELA scaled scores averaged 488 versus a target of 502, impacted by multiple teacher turnovers and culture issues. Student opt-outs increased significantly after MCAS was removed as a graduation requirement. High school math results (487) were lower than middle school levels (490), reflecting gaps in review of Algebra and Geometry. School culture and low expectations were identified as key factors influencing performance.

**Staffing Changes and Academic Interventions**
Several staffing adjustments have been made to strengthen instruction in critical areas. An experienced reading interventionist, was reassigned to grade 6. The current DCI, is now teaching grade 6 as well. Amy will directly coach the grade 5 team, focusing on improving writing instruction. A veteran grade 5 teacher, acknowledged the poor results and committed to improvement. A new teacher's resignation prompted strategic placement of experienced staff to maintain stability.

**State Accountability System**
The school remains in the "making moderate progress" category, avoiding state intervention. The overall accountability score declined slightly from 39% to 37%, largely due to high school performance offsetting middle school gains. If measured separately, middle school results would show improvement. The accountability formula weights achievement at 60%, growth at 40%, and absenteeism at 10%. Advanced coursework metrics may not be reflected until the first high school class graduates.

**Charter Renewal Preparation**
Renewal guidelines will be issued in March, with the report due August 1. A site visit is expected the following fall. Current performance data will be critical to demonstrating progress. Teacher qualifications and many achievement concerns have already been addressed, but improvement trends must be clear in renewal materials.

**Attendance and Accountability**
Chronic absenteeism remains a challenge, impacting accountability scores. While complex, attendance represents an area where the school can gain additional points. Middle school grades showed improvement in absenteeism metrics this year.

## III. Other Business

### A. Next Steps

- Governance committee to review competency determination policy before October 31 deadline.
- Academic achievement data to be shared with the board, highlighting middle school gains and grade 5 interventions.
- A deeper dive into grade 5 and 6 data scheduled for the December board meeting.

- Amy Clark and Rachel Romano will prepare a clear presentation of accountability results for the board.
- Leadership will confirm when high school completion and advanced coursework metrics will be included in accountability scores.

## IV. 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,
R. Sela

---

**Documents used during the meeting**

- VPCS Competency Determination Policy.pdf