

APPROVED



Veritas Preparatory Charter School

Minutes

Academic Achievement Committee Meeting

Zoom Meeting

Date and Time

Thursday February 12, 2026 at 8:30 AM

Location

Join Zoom Meeting <https://vpcs-org.zoom.us/j/3131719731>

Committee Members Present

A. Errichetti (remote), L. Doherty (remote), R. Sela (remote)

Committee Members Absent

A. Hickson-Martin, M. Freeman

Guests Present

N. Gauthier (remote), R. Romano (remote), S. Mahoney (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

N. Gauthier called a meeting of the Academic Achievement Committee of Veritas Preparatory Charter School to order on Thursday Feb 12, 2026 at 8:32 AM.

C. Approve Minutes

L. Doherty made a motion to approve the minutes from Academic Achievement Committee Meeting on 01-08-26.

A. Errichetti seconded the motion.

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

II. Academic Achievement

A. High School Academic Data Update – Principal Steve Mahoney

Principal Mahoney began by highlighting upcoming High School Honor Roll Recognition efforts. Students earning a GPA of 3.2 or higher with attendance rates of 94% or better will be recognized at an upcoming ceremony, along with twenty students who achieved perfect attendance for the second quarter. Recognition is intentionally structured around quarter-by-quarter improvement to acknowledge students demonstrating growth, not just overall cumulative performance. These events continue to generate strong family participation.

The committee reviewed February Vacation programming, which includes structured academic and enrichment opportunities. Students will have one day off during the break, while the remainder of the week includes credit recovery through the GenAI lab, attendance buyback opportunities, and multiple field trips. Planned experiences include visits to Smith College's Botanic Gardens to explore potential summer partnerships, Springfield College for campus tours and lunch, and the Basketball Hall of Fame—an experience many students have not previously had. The week will conclude with a sports day. Two teachers will serve as lead coordinators, supported by twelve-month staff members.

Significant reforms have been implemented within the GenAI online credit recovery system. Previously, some students remained enrolled for extended periods without measurable progress. New expectations now require students to maintain a 90% attendance rate, complete at least 5% of coursework weekly, and reach 25% completion monthly. Attendance at February or April vacation labs for a minimum of two days is mandatory. The minimum passing score has been raised to 80%, and students with incomplete courses may not add additional failures until current coursework is completed. A high school staff member has been assigned to monitor usage and attendance and may restrict access for students who do not comply.

The committee also reviewed the High School's standardized test preparation initiative. Beginning after February break, Math and English teachers will dedicate Fridays to SAT and PSAT preparation. All sophomores and juniors will take the PSAT/SAT on April 27th

or 28th, and sophomores will take MCAS English at the end of March. Practice workbooks and test materials have been purchased. Test-taking skills are being emphasized not only for college admissions but also for professional pathways requiring licensure or certification exams.

B. Middle School Academic Data Update – Principal TJ Hebert

Principal Hebert presented January MAP Growth assessment results in math, ELA reading, and science. In mathematics, overall student growth ranked in the 57th percentile nationally, with achievement rising from the 49th to the 52nd percentile. Seventh and eighth grades demonstrated particularly strong performance, with seventh grade achieving both high growth and high achievement. Sixth grade showed high growth but not yet high achievement, which aligns with anticipated entry-level performance. Fifth grade, however, continues to demonstrate both low growth and low achievement in mathematics.

ELA reading results show school-wide high growth and high achievement overall. Seventh grade achieved both high growth and high achievement, while sixth grade demonstrated high achievement and strong growth near the 60th percentile. Eighth grade showed high growth but not yet high achievement. Fifth grade continues to struggle in reading, mirroring math performance trends.

The committee discussed the distinction between MAP Growth assessments, which measure student progress, and AIM assessments, which evaluate grade-level mastery of specific standards. Amy developed targeted analysis guides for teachers focusing on two priority standards per grade. Teachers received training on question analysis, distractor evaluation, and reteaching strategies. In fifth grade, for example, a focus standard centers on accurate text quotation and inference. Reteaching includes modeled instruction followed by curriculum-integrated practice and reassessment.

Annotation strategies were also refined. The previous “notice and wonder” approach often resulted in unfocused student work. The new approach requires an initial read using notice and wonder, followed by targeted annotation aligned directly to the question being asked. This shift ensures that student annotations support deeper analysis tied to author’s purpose and text-based evidence.

Significant discussion centered on ongoing fifth grade challenges. Despite substantial support—including assistant principal classroom presence and Mount Holyoke math coaching—fifth grade performance remains low in both growth and achievement. Leadership identified mindset concerns and a cycle of lowered expectations contributing to stagnation.

To address this, leadership plans to return to the school’s founding instructional model for fifth grade, contingent upon securing high-quality staff. Financial projections account for

this shift. If ideal candidates are not secured, a hybrid model may be implemented to preserve instructional integrity.

Organizational restructuring at the Middle School was also discussed. The current culture model, which includes a Director of School Culture and multiple grade-level coordinators, has created fragmentation between culture and academics. Moving forward, the school will transition to two Assistant Principals overseeing grades 5–6 and 7–8 respectively. The second Assistant Principal position has been posted, with preference for candidates possessing strong instructional leadership and elementary experience.

The restructuring integrates academic leadership and discipline under unified leadership. School counselors will take on increased responsibility for attendance and chronic absenteeism interventions. This shift reflects a broader transition from post-pandemic crisis management to a more focused academic strategy.

C. Teacher Compensation & Organizational Chart Updates

Due to time constraints, this item was not discussed. The committee will revisit teacher compensation and organizational chart updates at the upcoming Finance Committee meeting, and all Board members will be invited to participate in that discussion.

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 9:32 AM.

Respectfully Submitted,
R. Sela

Documents used during the meeting

None