

# BOSTON PREP BOARD OF TRUSTEES

## MEETING MINUTES: MEETING #2

DECEMBER 13, 2024

**Trustees Present:** Kim Borchert, Claire Newton, Natalie Branch- Lewis, Vanessa Lipschitz, Jonathan Beck, Tom Huff, Jovinson Ripert, Sarah James, David Wolff, David Russell, Mayeti Gametchu, Amelia Cheers

**Faculty Present:** Meekerley Sanon, Lauren Bardsley, Lily Jewell, Tyler Martin, Vanessa Shiu, Anders Peterson, Tiffany Delaney, Aaron Canto

### **Community Members Present:**

- **Welcome**

- Kim called the meeting to order at 8:03 AM and welcomed everyone to the last meeting of the calendar year. We have Quorum and request for public comment, there was no public comment
- Conducted an ice breaker to create a warm and welcoming tone for the meeting. Icebreaker was "What is your favorite tradition?"
- Kim turned it over to Meekerley and the school based team to understand the progress that is being made and things that we are currently facing. There are some votes and we want to talk about how the Board can support the school.

- **ED Update/School Update -**

- Meekerley introduced the school update, we are going to discuss the MCAS performance. In the last year we came out of COVID and remote schooling. The last two years we were focused on restabilizing and now thinking about where we are heading.
- MCAS: Meekerley emphasized that students who have been with us the longest amount of time started performing better. We are thinking about foundational practices such as the shift from teacher created curriculum to created curriculum. When we look at specific sub groups( IEPs, multilingual) they are still performing lower than our peers but if we take a broader step back they are underperforming. There are key practices that we need to implement
- Meekerley defined some of the school based terms for all board members and for public to understand when used in context
- Discussing: What are charter peers doing that we need to start implementing?
- We have implemented OpenSciEd in middle school and it is great to see that there was progress.
- Board Question: What were some of the things that impacted the math MCAS scores?
  - We are spending a lot of time trying to close gaps and focus is on these gaps rather than progressing
- Board Question: How did 6th grade in SY23 perform to SY24 7th grade

- We are starting to analyze this in outcomes to understand the impact year to year. They performed the same from SY23 to SY24.
- Grade 10: in Math we were on par with charter peers, ELA on par, and the biggest gap was in science
- SGP: How are students growing when compared to peers similar to them? Above 50 they are growing, if they are below 50 they are growing slower than their peers. This helps us understand what we need to do differently for our students. In high school SGP, discussed how growth at high school level has traditionally been difficult, but very important for our students who were greatly impacted by COVID
- Looking at subgroups: Students with disabilities, Non-Students with disabilities, english learners, Non-English learners, Female, Male to understand better how we are serving all students
- Board Question: Do you think there is a correlation between increase in enrollment and lower MCAS Scores?
  - We have had added more students who are english learners and students with disabilities
- Board Question: Can you confirm that Boston Prep is serving more English Learners and IEP students than Boston Public Schools?
  - We have 29% and Boston Public Schools has 19%
  - This is a radical change in the student body for one year
  - This year we got 70 students who were struggling in Boston Public Schools
  - We have all support services and related providers in house which is unique to other students, which allows us to move faster with this
  - We want to continue the conversation of how we are going to support this increase, and refine our structures so that we can fully support them. For example, we hired a Director of Support Services, we have compliance managers, and we have increased the number of staff we have to have at least 1-2 support service staff for each grade level
  - We are noticing the number of support services kids on the waitlist for enrollment have been much higher. Our peers are also doing additional lotteries throughout the year
  - Discussed our response:
    - Short Term: adoption of high quality materials, additional teacher coaches, intervention pilots providing our students with the best supports, reintroducing quarterly interim assessments to track how progress is throughout the year
    - Long Term: development of multi-tiered support system to address all needs of students, literacy focus, refinement of Boston Prep's core instructional vision and strategy, introduction of data cycles to ensure decisions are aligned to student needs
  - Board Question: How are we going to recruit teachers who have support services?
    - We are prioritizing recruitment and attracting diverse and highly qualified candidates

- Board Question: Are we collaborating and visiting other charter schools? Are we learning best practices from them?
  - Board Question: How are we comparing to charter peers who also don't have an elementary school?
    - We would like to take time to compare data to school who don't have feeder schools vs. charter schools who do have feeder schools
  - Kim and Meekerley introduced Tiffany Delaney. Additionally re-introduced Aaron Canto to new trustees
- Discussed Compensation Working Group: Chief Financial Officer leads staff working group to review data and current state with the goal of creating a proposal in late winter. The goal of this years compensation group is to see what we can do differently to attract new teachers in the year stages of their career and retain them. The biggest argument is competitive salaries. The focus will be on retaining 1-4 year teachers.
  - Jon Beck offered support as he does with his work
- **SY25 Board Governance -**
  - Kim stated we would be voting on the accountability plan
  - Meekerley introduced the accountability plan and explained what the purpose is. This is a set of goals that we submit to DESE and we are held accountable to these goals. Key Takeaways: increasing measurable accountability and focusing on equity for all of our students. We are focused on GPA performance vs. MCAS performance. We had a big push to make sure that the goals that are achievable in five years, what feels achievable and movable, while still working towards our mission of making sure that 100% of students are prepared to succeed in and persist in four year colleges. This accountability plan is different from the strategic plan.
  - Sarah asked for a motion to approve. Claire Made motion, Kim Seconded, all in favor. 2024-2029 Accountability Plan was approved.
  - Welcomes questions on accountability plan
  - Staff and student handbooks: we are getting feedback from our lawyers and understanding necessary changes. Once this happens we will ask the Board to give feedback and vote on them. We welcome all questions and feedback on the handbooks.
  - Executive Director evaluation: we are track for the process, we have wrapped up conversations with direct reports
  - Strategic Planning: our north star is our mission and we are continuing the work of analyzing what is happening in the building. We asked for feedback from staff and they recommended it be clearer and simpler. To do so Meekerley proposes to do so.
    - Asked Board members to review the proposed strategic plan and submit feedback on the survey
- **Outcomes -**
- **Finance -**
- **Development -**

- **Vote on 10.25 Minutes \*\*\* LINK PDF of Minutes\*\*:** Claire made a motion to vote, David Wolff seconded, all in favor. 10.25 Minutes were approved.
- **Closing: Kim concluded by recapping the conversations and the accomplishments made.**

**\*\*Kim called the meeting to a close at 9:15am\*\***