



Boston Preparatory Charter Public School

Board of Trustees Retreat

Published on March 20, 2025 at 5:35 PM EDT

Date and Time

Friday March 21, 2025 at 9:00 AM EDT

Location

Industrious at Post Office Square | 225 Franklin Street, Boston, MA

The public is welcome to attend any meeting of Boston Prep's Board of Trustees or its subcommittees. If communication assistance or any other accommodations are needed to ensure equal participation, please contact Lily Jewell at ljewell@bostonprep.org at least two (2) business days prior to the meeting. Any changes in the agenda will be posted on Boston Prep's website and will be electronically filed with the secretary of state at least forty-eight (48) hours in advance of the meeting.

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Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
A. Record Attendance		Kim Borchert	3 m

	Purpose	Presenter	Time
Kim Borchert			
Claire Newton			
Bryant Jones			
David Russell			
Natalie Branch Lewis			
Amelia Cheers			
Dr. David Wolff			
Sarah James			
Josh Johnson			
David Berkley			
Jovinson Ripert			
Vanessa Lipschitz			
Mayeti Gametchu			
Jon Beck			
Tom Huff			

- B.** Call the Meeting to Order Kim Borchert
- C.** Approve Minutes Approve Minutes
Kim Borchert
1 m

Kim Borchert
 Claire Newton
 Bryant Jones
 David Russell
 Natalie Branch Lewis
 Amelia Cheers
 Dr. David Wolff
 Sarah James
 Josh Johnson
 David Berkley
 Jovinson Ripert
 Vanessa Lipschitz
 Mayeti Gametchu
 Jon Beck
 Tom Huff

Approve minutes for Board of Trustees Meeting #3 on February 7, 2025

II. Retreat Opening

9:04 AM

	Purpose	Presenter	Time
A. Welcome and Warm-up	Discuss	Julia Bowen	30 m
<i>Purpose: Activate all voices in the room. Build a bond with each other based on shared passion and commitment for the power of education.</i>			
III. Key School Updates			9:34 AM
<i>The work of the board requires understanding the challenges the school is facing, the pressures it is managing, the successes it is having.</i>			
A. Sector-wide Considerations	FYI	Meekerley Sanon	15 m
B. Key Strategic Questions	FYI	Meekerley Sanon	10 m
C. School Program Highlights	FYI	Meekerley Sanon	15 m
D. Questions and Discussion	Discuss	Meekerley Sanon	15 m
IV. Break			10:29 AM
A. Ten Minute Break	FYI		10 m
V. Board Roles and Responsibilities			10:39 AM
<i>Purpose: Ensure that everyone on the board shares the same understanding of their roles and responsibilities as a governing board, as well as how everyone on the board is feeling about the board's effectiveness.</i>			
A. The Role of the Board - DESE & Bylaws	FYI	Julia Bowen	15 m
B. Self Assessment Data Overview	FYI	Julia Bowen	15 m
C. Board Governance Scenarios & Discussion	Discuss	Julia Bowen	30 m
VI. Board Goal Development			11:39 AM
<i>Purpose: Collectively agree on the board's goals to increase engagement and commitment by all to meeting them.</i>			
A. Board Goals Brainstorm & Action Plan Development	Discuss	Julia Bowen	60 m

	Purpose	Presenter	Time
VII. Closing and Next Steps			12:39 PM
<i>Purpose: Ensure that the work of the day does not end; the retreat should be a jump-start to work ahead.</i>			
A. Action Items & Outstanding Issues and Items	Discuss	Julia Bowen	15 m
B. Retreat Evaluation	Discuss	Julia Bowen	5 m
VIII. Closing Items			12:59 PM
A. Adjourn Meeting	FYI	Kim Borchert	1 m

Coversheet

Record Attendance

Section: I. Opening Items
Item: A. Record Attendance
Purpose: FYI
Submitted by: Lauren Bardsley

BACKGROUND:

Pre-Read Documents: Please review the attached pre-read documents and supplementary material to strengthen and support the content of the board retreat.

RECOMMENDATION:

- Simplified Strategic Plan** (includes linked sources and additional context)
- NAEP Report Card** (sector context)
- MCPSA Board Self Assessment Survey Results** (internal board review)
- Board of Trustees By-Laws** (reference material)

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting #3 on February 7, 2025

DRAFT



Boston Preparatory Charter Public School

Minutes

Board of Trustees Meeting #3

Date and Time

Friday February 7, 2025 at 8:00 AM

Location

<https://bostonprep-org.zoom.us/j/8467119584> OR Boston Prep RM 147 Fordham (Hybrid)

Trustees Present

A. Cheers (remote), C. Newton (remote), D. Russell (remote), D. Wolff (remote), J. Beck (remote), K. Borchert, M. Gametchu (remote), N. Branch-Lewis (remote), S. James (remote), T. Huff (remote), V. Lipschitz (remote)

Trustees Absent

B. Jones, D. Berkley, J. Johnson, J. Ripert

Guests Present

A. Canto, A. Peterson, L. Bardsley, L. Jewell, M. Sanon, R. Rametti, T. Martin, T. Riley, V. Harris

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

K. Borchert called a meeting of the board of trustees of Boston Preparatory Charter Public School to order on Friday Feb 7, 2025 at 8:06 AM.

Roll call for attendance, Jon Here, Claire Here, Vanessa Here, David Here, Natalie Here, Sarah Here, Mayeti Here, Jon Here, Kim Here, Meekerley Here, David Wolff Here. David Berkley, Josh, Jovi, Bryant not here.

Opened up the meeting and welcomed the board to the new year. We reviewed the overall agenda for the meeting. Conducted an ice breaker to conduct a warm and positive tone.

C. Approve Minutes

K. Borchert made a motion to approve the minutes from Dec Board meeting.

C. Newton seconded the motion.

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

II. Board Meeting Logistics

A. Board Meeting Logistics

School staff expressed new logistics for Board Meetings. Anders will be school staff on point for tech issues and we will have a parking lot for questions that come up during the board meetings. We are open to feedback on this new system.

III. ED Update

A. Human Capital Data

A board priority is making sure that we have qualified staff to educate our students. We reviewed Jewel who is our HR talent acquisition manager. Meekerley reviewed the history of HR at Boston Prep and what it is currently is. Currently, HR consists of Chief of Staff, Director of HC, HR Manager, and Talent Acquisition Manager, and CFO. The main focus currently determining the policies and structures needed to respond to a multi-generational workforce. And determining the needed workforce size in response to the current student enrollment. She also requested if the Board has recommendations on new staff options or ideas to please email HR.

Current key considerations are the size, composition, retention, and salary for our staff. Currently we have 143 full time staff, this is 33% increase from SY22. Over 60% of BP staff are in years 1-3, with progress in increasing the number of BIPOC staff. The target retention is 65% overall retention for SY26. Our salaries are competitive with charter peers but slightly below Boston Public Schools. Our benefits though surpass charter peers.

Lauren launched discussion on Human Capital because she oversees the team. Discussion questions: General questions/What data is missing? And How do we leverage human capital to support achieve our goal of overall really good schooling? To start discussions, school conducted a broad overview of Human capital at Boston Prep school-- total staff, the composition of staff, the retention of staff, etc. We are also compared this to composition of school staff and students at schools across MA. We know that students being taught by teachers who look like them is extremely beneficial for them. This is a commitment for us at Boston Prep. This is something we think about as

we recruit our teachers, currently the teacher pipeline for all students training to become teachers does not reflect the need for diverse teachers. Over the years at Boston Prep our diverse staff has increased. Currently, our diverse teachers are greater. Lauren reviewed the average tenure for staff at Boston Prep, right not the tenure is under 4 years. We want to bring teachers into the fabric of Boston Prep and train them really well and then retain them. It benefits our students when they see consistency in their teachers. We reviewed the average salaries by departments.

Questions asked:

- My employer started sending us a mailer that outlines the “value” of all of our compensation (think pie chart) that outlines how much I get paid AND the value of my healthcare, retirement, etc. Maybe would be helpful for the teachers that are newer to the workforce.
- Is there data on teachers/staff per student - how has that changed over time?
- What % of BP teachers (as opposed to all staff) are in years 1-3

Lauren reviewed the compensation working group. The context is that CFO and COS work with a working group that reviews the overall benefits and salaries that Boston Prep offers to make sure that the offerings are competitive and meeting the needs and goals of the school. Our key questions right now is how do we attract and retain talent in years 1-3? How do we leverage our compensation packages to support this effort? Currently, the compensation working group has three ideas they are deciding between. As we overall think about the overall strategies of the school, we want to make sure that there is a clear talent strategy that aligns with the school goals. There is a whole education context to understand- less people are going into teaching due to factors post the pandemic. We are grappling with critical question of what will motivate our students to stay through many years and feel supported.

IV. Outcomes Committee

A. Graduation Requirements

Outcomes committee led discussion about what the implications of the the MA ballot question #2. The vote determined that it is now up to each individual district to determine local graduation requirements and local competency determinations demonstrating students' mastery of 10th grade standards. All schools will be required to have students sit and take the MCAS still. Now graduating means local graduation requirements and local competency determination. We reviewed with outcomes committee and staff to align new graduation requirements with our mission of preparing students for four years colleges. We have always said the MCAS is not the ceiling for graduation requirements, but rather the floor. We want students still being able to show they can meet this requirement.

We are proposing the following graduation requirements: Local graduation requirements will be MCAS score of 470 in ELA, Math, Sciences (Physics or biology) and the local

competency determination is passing core requirements (ELA, language, History, science, math, PE/Health, arts, electives, ethics, summer enrichment) including an increased weight for IAs from 10% to 20% of final score. Also, passing the ethics defense. This means that the graduation requirements will not shift for students, and expectations will remain the same. Meekerley met with charter schools and this seems aligned with what they are proposing of doing. Discussed how families will feel about this, and emphasized that this aligns with the mission and what families want for their students.

We will continue visit this on the outcomes committee and come up with a cadence of how these requirements should be evaluated.

S. James made a motion to Approve the updated graduation requirements.

T. Huff seconded the motion.

Claire, David W, Mayeti, Amelia, David R, Jon, Vanessa, Natalie, Tom, Kim, Sarah all in favor.

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

V. Governance

A. Immigration Policies

Meekerley led conversation that we want to make sure we have an immigration policy in place to meet the needs of all students. All students have the right to an education, and we will continue to meet this needs. In the agenda there is a hype link to react and address if ICE agents came to the school with a warrant. We want to have the needed steps in place on how to handle. We met with our school lawyers to make sure these are the accurate and necessary steps. Overall steps: notify school leadership, involve legal counsel, request identification, request documentation, inform parents, maintain privacy.

Opened it up for questions. It was emphasized that we want to make sure there is an effort to have privacy within the school building by relocating the individuals to a private space. Board members brought up steps and district liability for bus stops and students being dropped off. This is important because we do pay for private bussing. We are going to norm expectations for bus drivers and bus monitors. Also considering what to do if we see ICE in general community but not in our school yet. Are there steps we will follow here? There are also considerations on how to partner Boston PD

S. James made a motion to Vote to approve the new immigration enforcement policy.

C. Newton seconded the motion.

Kim, Dr. Wolff, Sarah, Tom, Claire, Jon, Amelia, Natalie, Vanessa L, David R, Mayeti all in favor

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

This conversation brought up that there school be an amendment to the campus visitor policy. Boston Prep encourages that community members visiting should have an appointment, they should not photograph or video the school without permission, you must show an ID and they will get a sign in sticker-- this allows us to have a running

record of anyone who comes to campus. This is in our handbook and we wanted to make the board aware.

B. Executive Director Evaluation

Governance informed that they have completed the midyear data gathering for Meekerley's evaluation, which is part of our evaluation cycle. And reviewed the overall cycle of the evaluation.

C. Bellwether Survey

Additionally, the Board received a survey. It is requested that the board take time to complete this Bellwether Survey. It will be in their inbox from Robert Carpenter from the MCPSA. This survey helps the school team understand where the board could use support. We would like to use these responses to help our board retreat planning. The Board retreat will be having in March.

D. Upcoming Board Retreat

The Board retreat will be Friday March 21st, 8:00 AM- 1:00 PM in Downtown Boston. We hope to have everyone there in person. Tentative agenda: relationship building, school updates, board roles, goal development, etc.

VI. Finance

A. Finance Refresher

Tyler reviewed the overall finances of the school and preparatory foundation. The bank sees them as the same entity. Explained high overview of how we plan for our revenue and expenses-- making sure that they are even to keep us in a safe financial space. Also reviews how charter schools are funding: Per pupil tuition, federal grants, and fundraising. Fundraising is used to support additional educational opportunities and experiences.

Kim emphasized that it is a big fiduciary responsibility of the board to support with fundraising efforts and understand how funding works.

Tyler explained how the tuition rate is a combination of two things: state foundation rate and the above foundation rate. This is what gets us to 28k per student. Also reviewed the overall MA budget cycle. The main issue around tuition rate, student enrollment is the biggest challenge. In the past we had much longer lists of wait lists. Our cap for students is 700 and we are having challenges getting this number fully enrolled. The school team has many efforts in action for student enrollment.

Discussed what Boston Prep expenses are. Staffing is our largest expense, 2/3 of budget, building costs, students and administrative costs. And reviewed the timeline for planning the budget for the following year.

Tyler gave overview of financial accountability that we must comply with and how we are doing with it to date. And how this plays into the charter renewal progress.

B. Capital Projects Update

VII. Development

A. Development Primer

Lauren explained how development works and that in future meetings we will be going in depth with the development strategy at Boston Prep

B. Development Update

Anders talked about the Toast and how we hope the Board gets involved with this big fundraising effort. The Toast is April 4th at AFH. We look forward to celebrating the school and the work we do.

VIII. 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,
K. Borchert

Documents used during the meeting

- SY25_Board of Trustees Meeting #3 (1).pdf
- FOR APPROVAL_ SY25 12.13 Board of Trustees Meeting Minutes.pdf
- 02.07.2025 BP Policy.Grad Requirements and CD.pdf
- 02.07.2025.BP Policy.Access to Education, Student Privacy, and Immigration Enforcement Policy.docx (1).pdf
- 02.07.2025.BP Policy.Campus Visitor Policy.docx.pdf
- 2023DigitalPhilanthropicLandscape.pdf

Coversheet

Sector-wide Considerations

Section: III. Key School Updates
Item: A. Sector-wide Considerations
Purpose: FYI
Submitted by:
Related Material: 25-0228 2024 NAEP Results (1).pdf



KEY FINDINGS

GRADE 4



FOURTH-GRADE MATHEMATICS SCORES IMPROVED COMPARED TO 2022

- Scores increased on average and for students at the 50th, 75th, and 90th percentiles
- Higher percentage of students at or above *NAEP Proficient* and lower percentage below *NAEP Basic*
- Higher scores for Black, Hispanic, and White students; no score changes for other racial/ethnic groups
- Scores increased for male and female students as well as students attending schools in the Northeast and South regions
- Most student groups with score increases also increased at the 75th percentile
- Scores increased in 15 states/jurisdictions
- Scores increased in 14 TUDA districts
- Average score lower compared to 2019

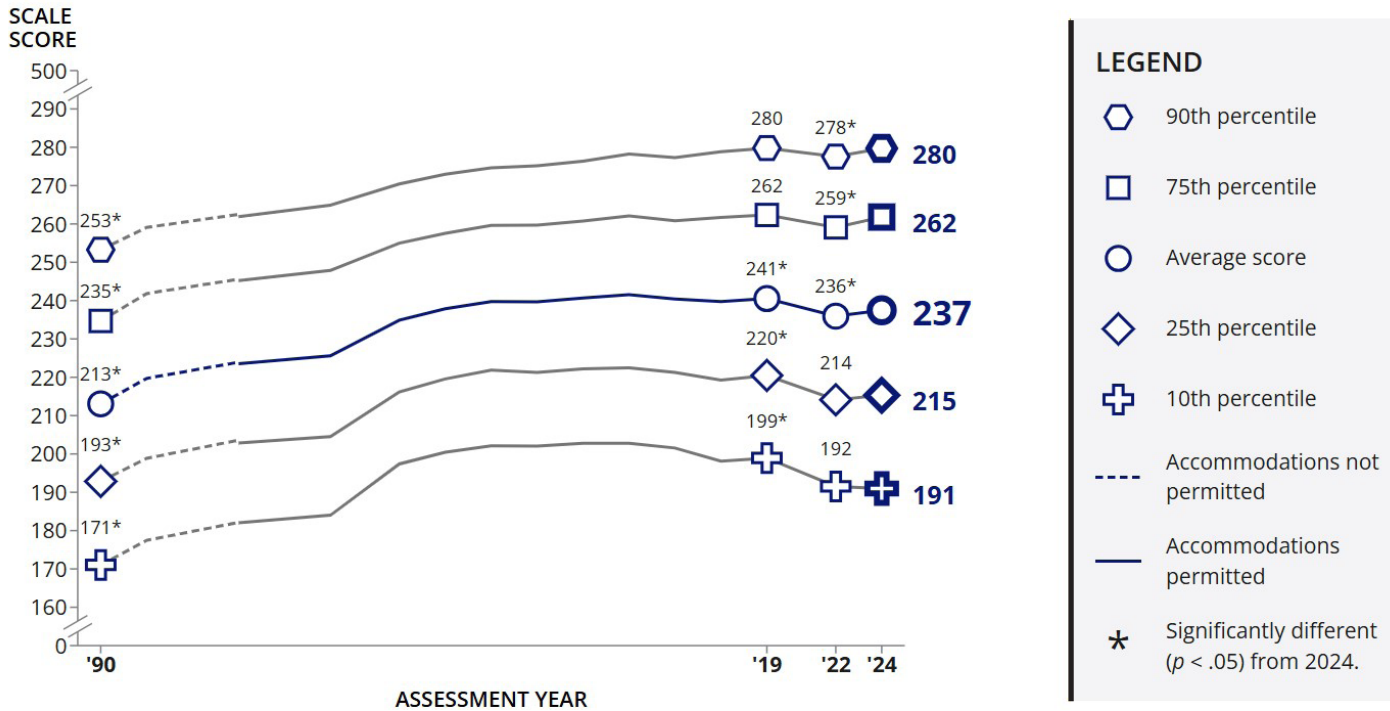
Mathematics grade 4 national score trends

Overall average score changes were:

↑ 24pts
Compared to 1990

↓ 3pts
Compared to 2019

↑ 2pts
Compared to 2022





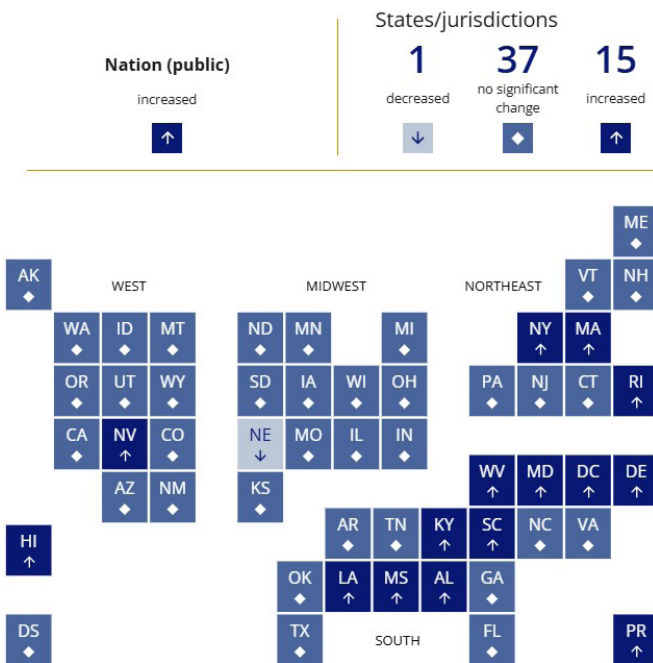
STATES & DISTRICTS

GRADE 4

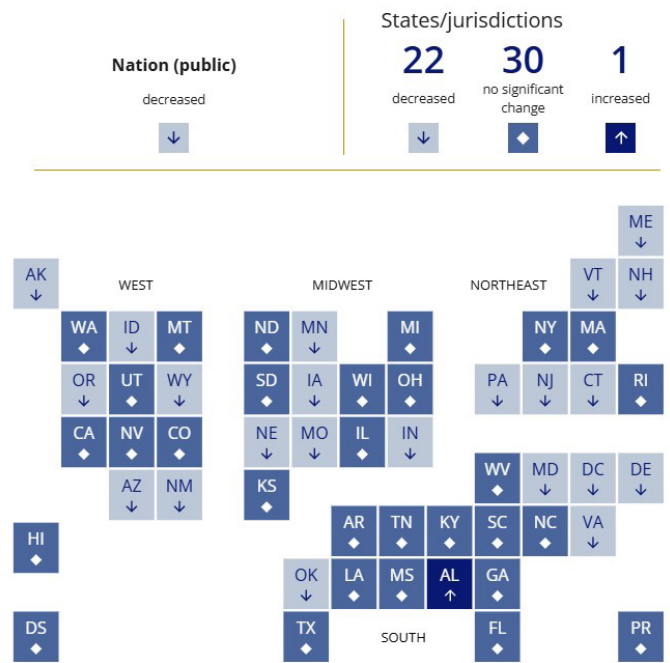


Mathematics grade 4 state score trends pre- and post-pandemic

Between 2022 and 2024, score changes were:



Between 2019 and 2024, score changes were:



NOTE: DS = Department of Defense Education Activity (DoDEA), a federally operated nonpublic school system responsible for educating children of military families.

Mathematics grade 4 district score trends pre- and post-pandemic

Between 2022 and 2024, score changes were:



Between 2019 and 2024, score changes were:



© No data or not applicable.
 NOTE: DCPS = District of Columbia Public Schools. The results for DCPS (District of Columbia Public Schools) include public schools only, while the results for the District of Columbia (DC) shown in the state portion of the report include results for both public schools and charter schools in DC. Large city includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.

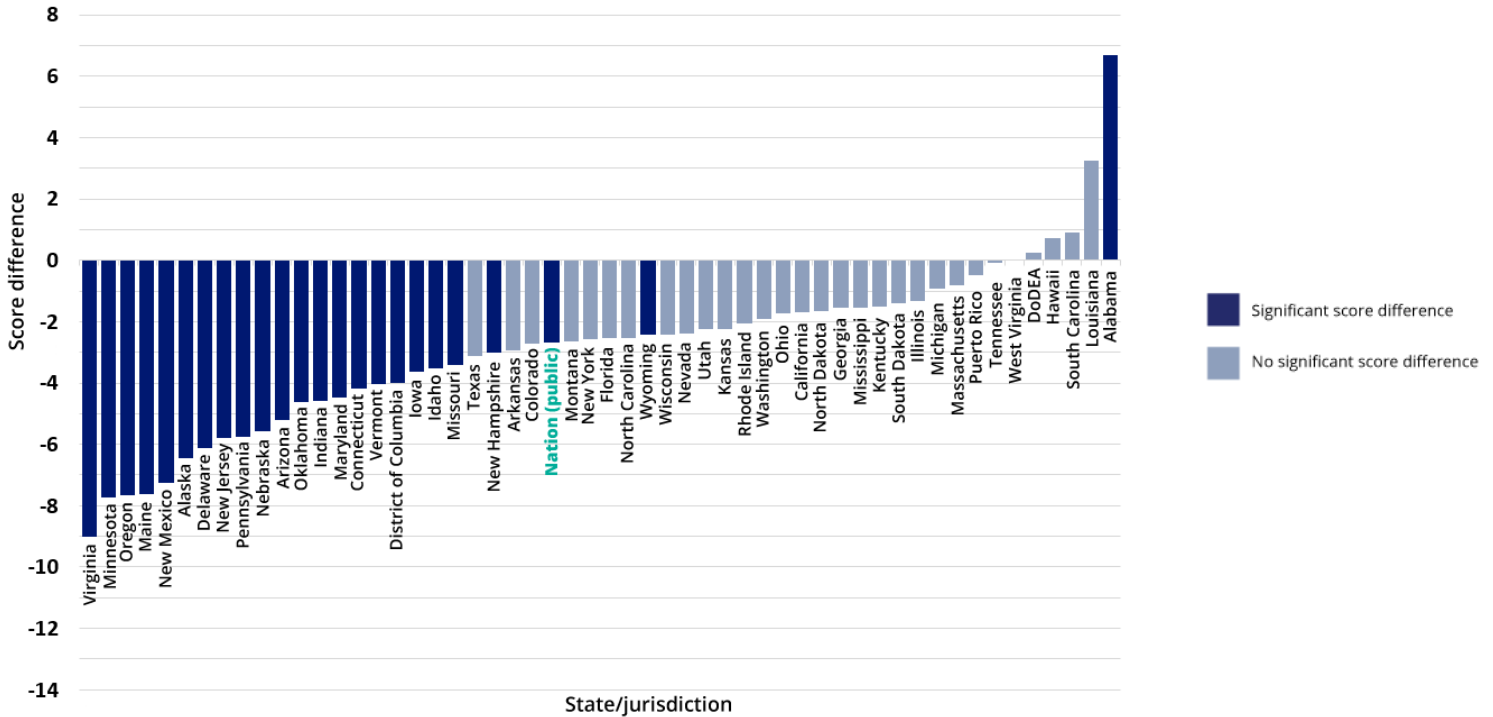


STATES & DISTRICTS

GRADE 4

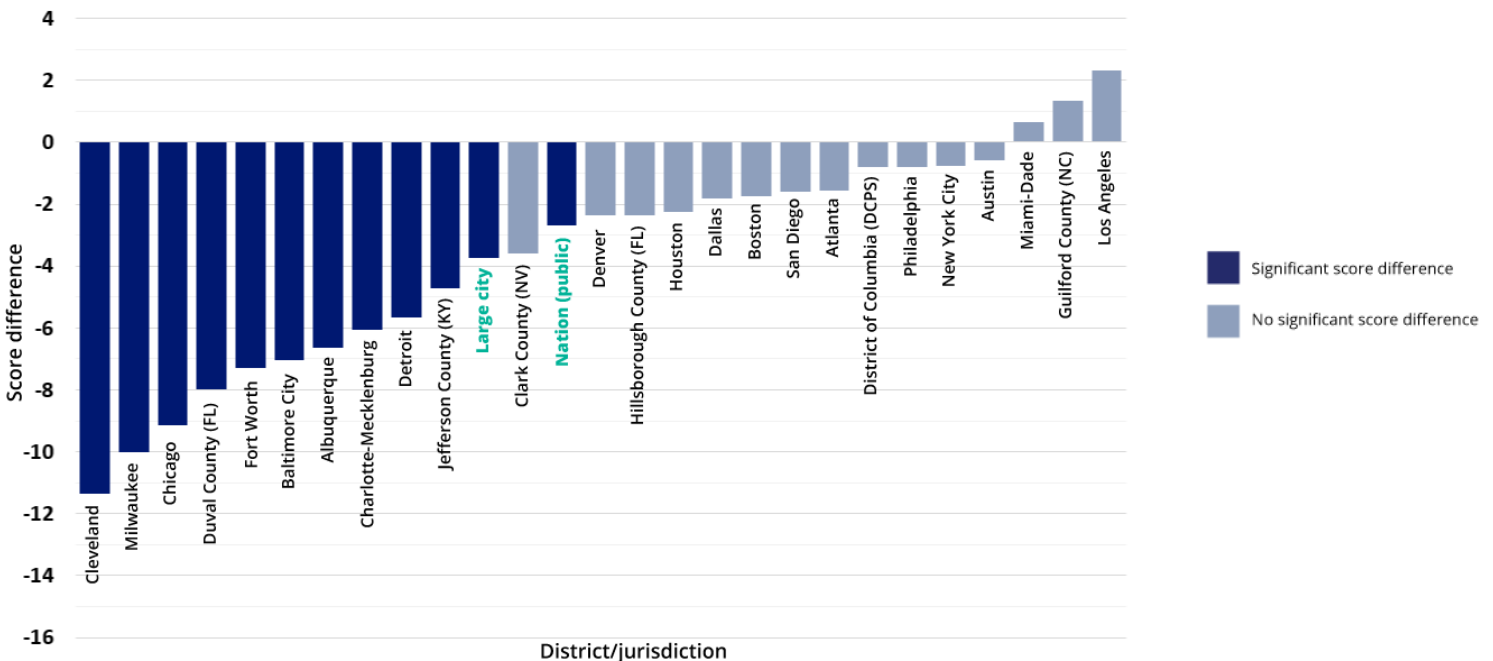


Score point difference from 2019 to 2024 in grade 4 mathematics by state/jurisdiction



NOTE: DoDEA = Department of Defense Education Activity, a federally operated nonpublic school system responsible for educating children of military families.

Score point difference from 2019 to 2024 in grade 4 mathematics by district/jurisdiction



NOTE: DCPS = District of Columbia Public Schools. Large city includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.



KEY FINDINGS

GRADE 8



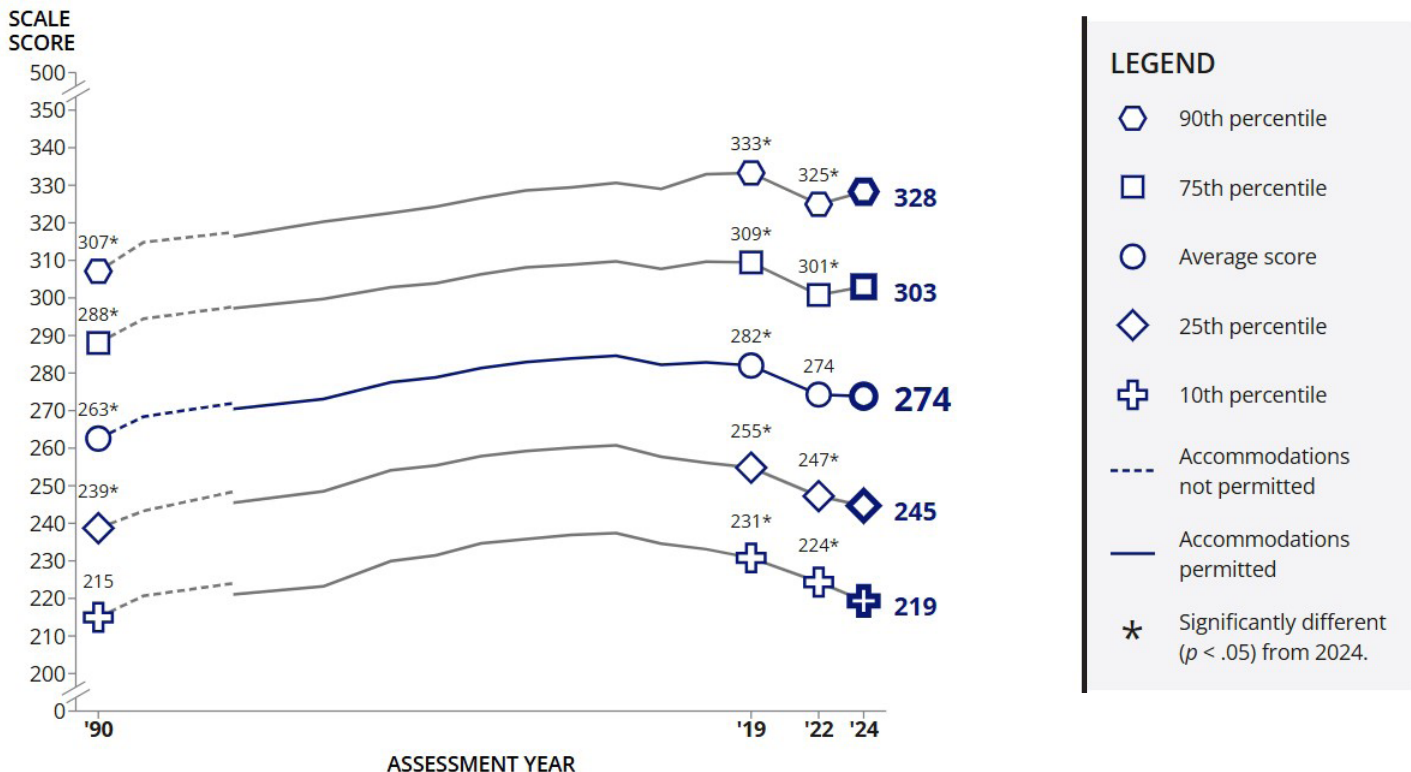
EIGHTH-GRADE AVERAGE MATHEMATICS SCORE DID NOT SIGNIFICANTLY CHANGE WITH DIFFERENCES IN PERFORMANCE BETWEEN HIGHER- AND LOWER-PERFORMERS

- Scores diverged with increases for students at the 75th and 90th percentiles and decreases for students at the 10th and 25th percentiles
- Higher percentages of students at or above *NAEP Proficient* and below *NAEP Basic*
- Scores declined for Hispanic students, students who were identified as economically disadvantaged, students with disabilities, and English learners
- Student groups with score declines also declined at the 25th percentile
- Scores declined in 4 states/jurisdictions
- Scores declined in 8 TUDA districts
- Average score lower compared to 2019

Mathematics grade 8 national score trends

Overall average score changes were:

- ⬆️ **11pts** Compared to 1990
- ⬇️ **8pts** Compared to 2019
- ⬇️ No significant change Compared to 2022





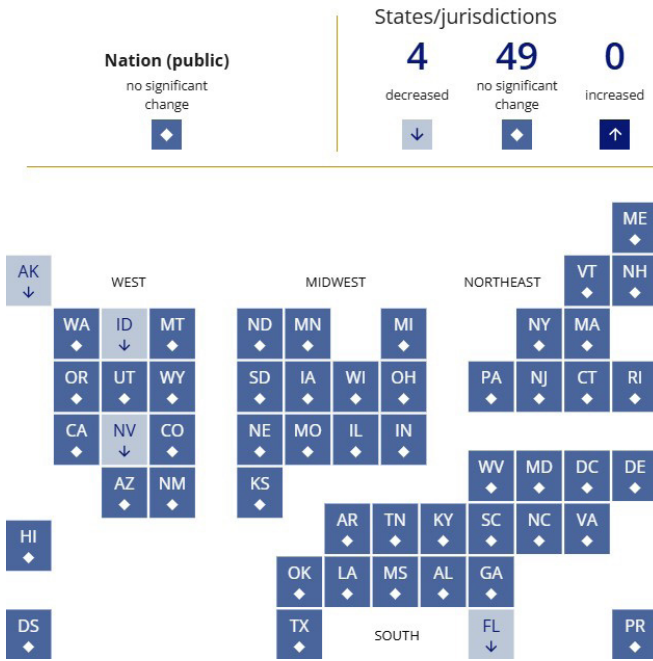
STATES & DISTRICTS

GRADE 8

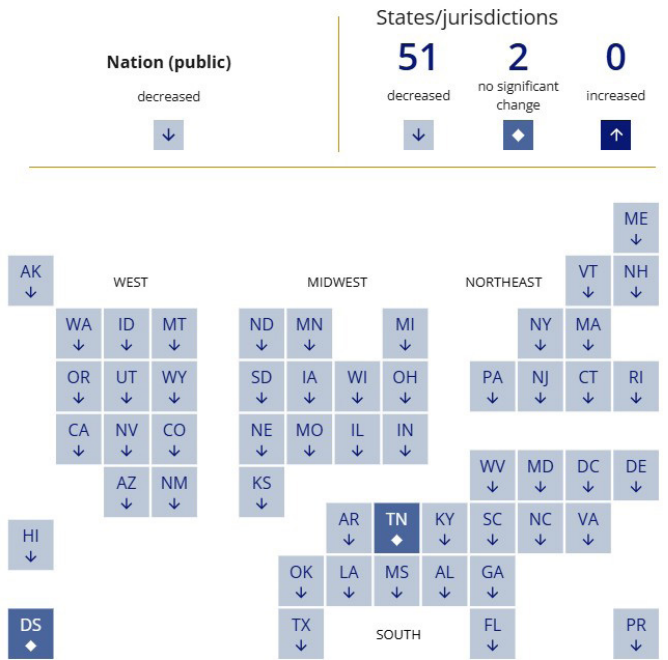


Mathematics grade 8 state score trends pre- and post-pandemic

Between 2022 and 2024, score changes were:



Between 2019 and 2024, score changes were:



NOTE: DS = Department of Defense Education Activity (DoDEA), a federally operated nonpublic school system responsible for educating children of military families.

Mathematics grade 8 district score trends pre- and post-pandemic

Between 2022 and 2024, score changes were:



Between 2019 and 2024, score changes were:



© No data or not applicable.

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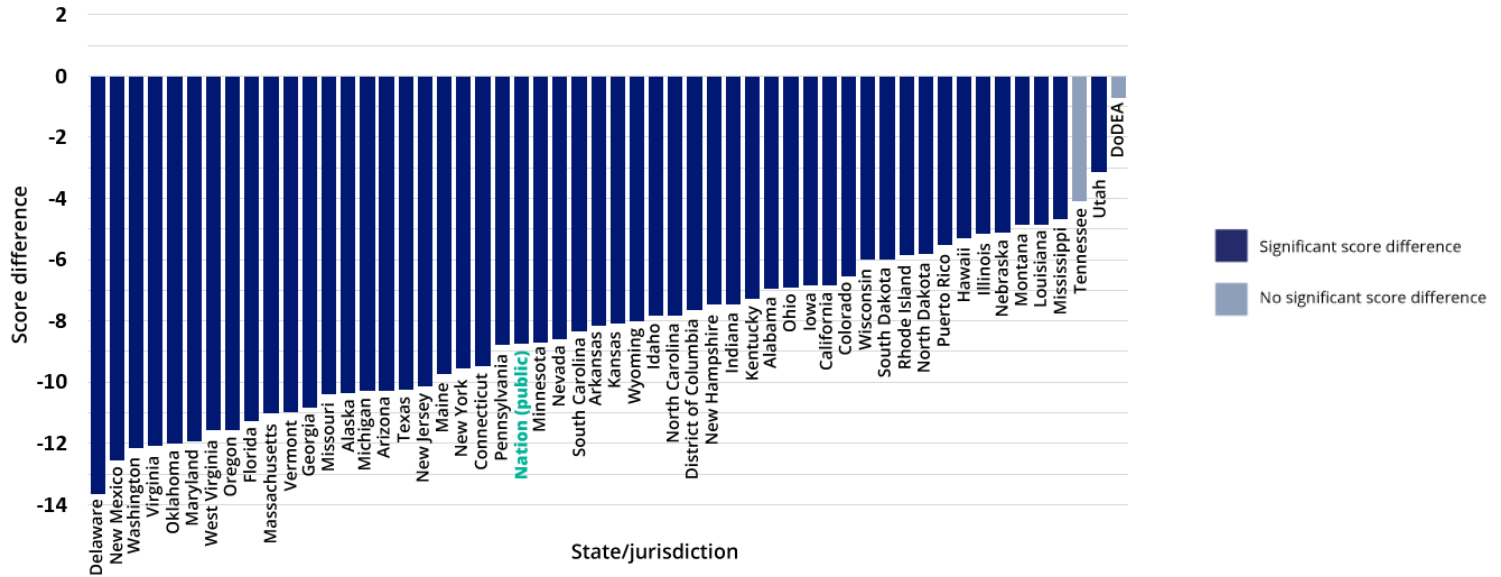


STATES & DISTRICTS

GRADE 8

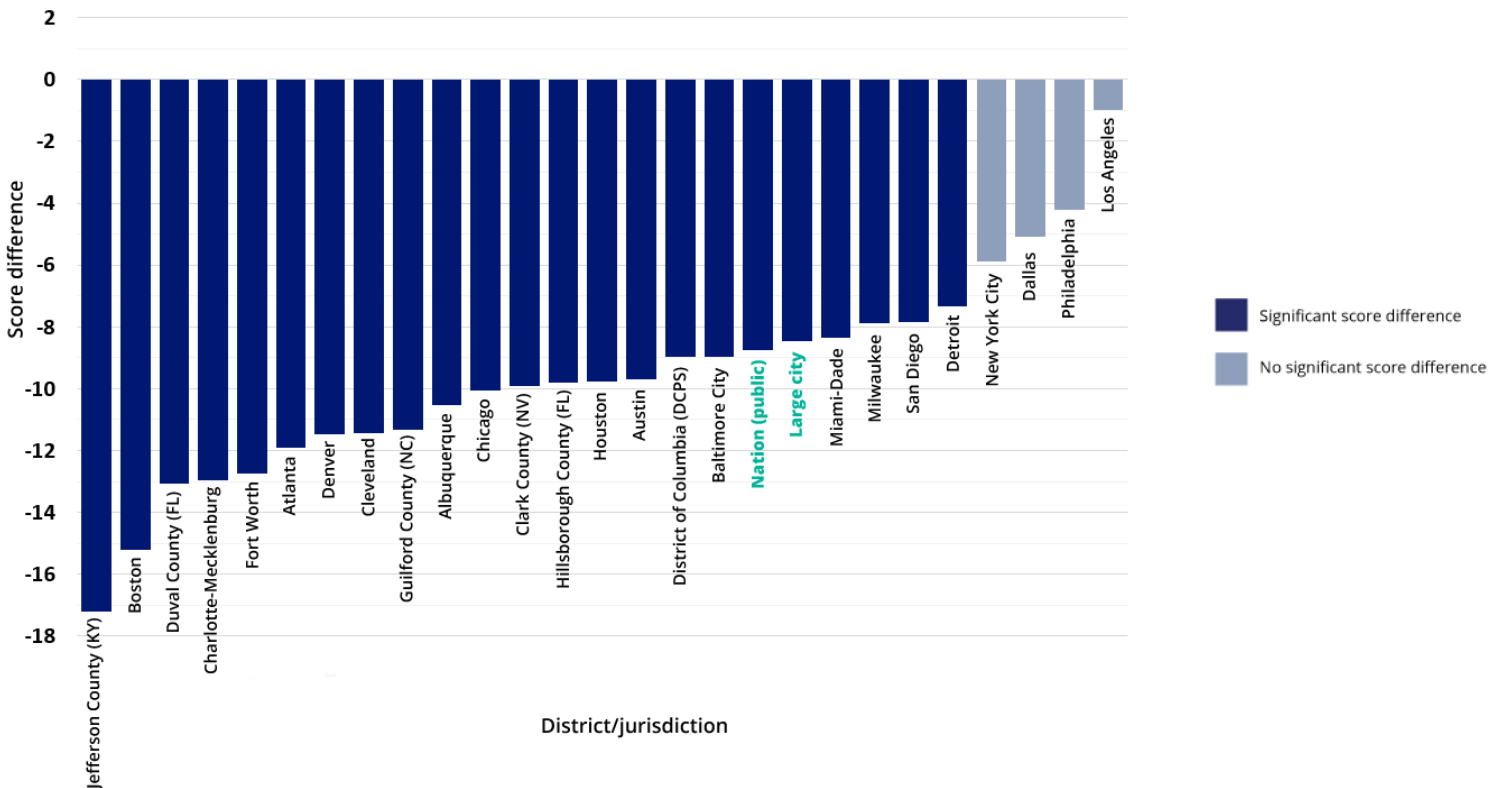


Score point difference from 2019 to 2024 in grade 8 mathematics by state/jurisdiction



NOTE: DoDEA = Department of Defense Education Activity, a federally operated nonpublic school system responsible for educating children of military families.

Score point difference from 2019 to 2024 in grade 8 mathematics by district/jurisdiction



NOTE: DCPS = District of Columbia Public Schools. Large city includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.



KEY FINDINGS

GRADE 4



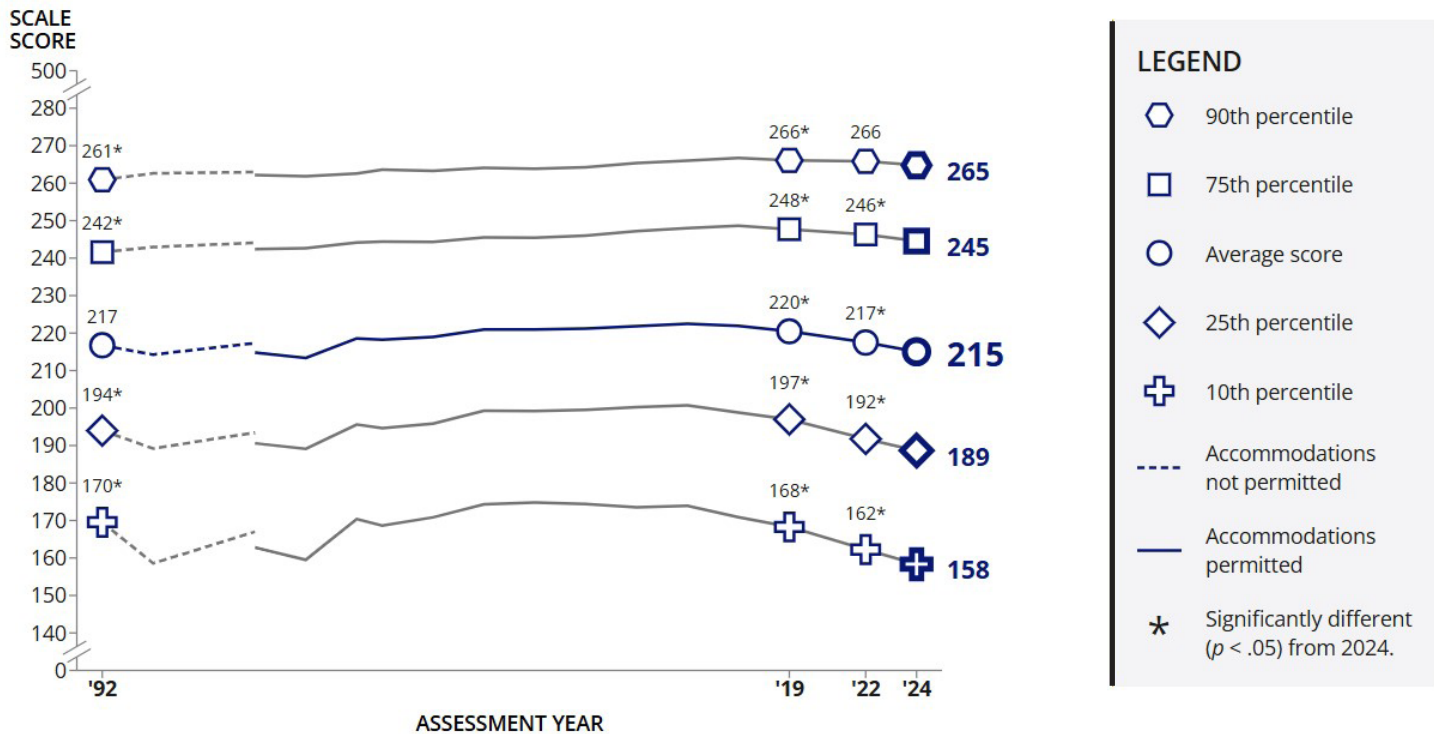
FOURTH-GRADE READING SCORES CONTINUE A DECLINE THAT BEGAN PRE-PANDEMIC

- Lower average score reflected in declines at the 10th, 25th, 50th, and 75th percentiles
- Lower percentage of students at or above *NAEP Proficient* and higher percentage below *NAEP Basic*
- Scores declined for many student groups, for example: Asian, Asian/Pacific Islander, students of Two or more races, and White students; male and female students
- Scores declined in 5 states/jurisdictions
- Scores declined in 4 TUDA districts; score increased in 1 district
- Average score lower compared to 2019

Reading grade 4 national score trends

Overall average score changes were:

- ◊ No significant change Compared to 1992
- ↓ 5pts Compared to 2019
- ↓ 2pts Compared to 2022





STATES & DISTRICTS

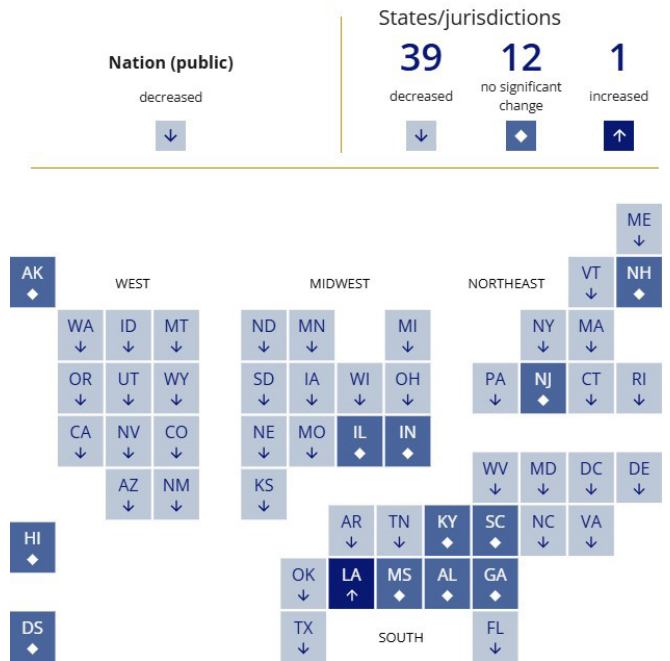
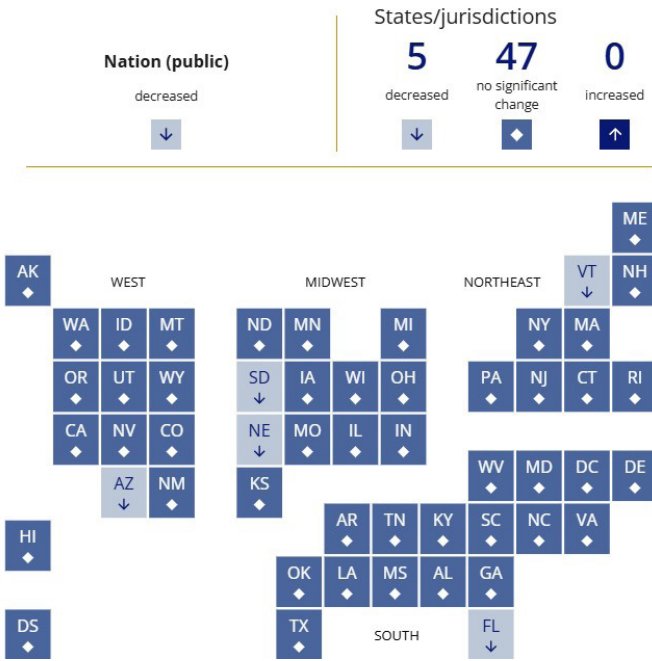
GRADE 4



Reading grade 4 state score trends pre- and post-pandemic

Between 2022 and 2024, score changes were:

Between 2019 and 2024, score changes were:



NOTE: DS = Department of Defense Education Activity (DoDEA), a federally operated nonpublic school system responsible for educating children of military families.

Reading grade 4 district score trends pre- and post-pandemic

Between 2022 and 2024, score changes were:

Between 2019 and 2024, score changes were:



© No data or not applicable.

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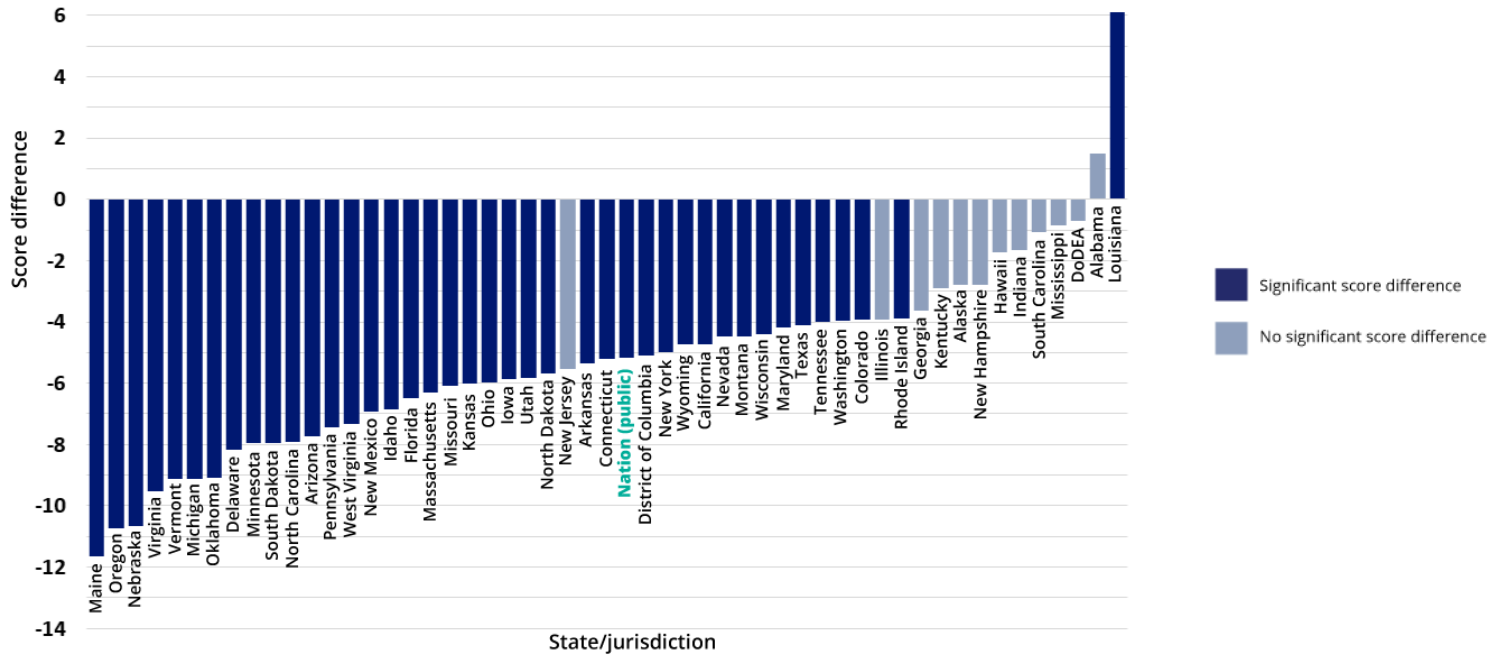


STATES & DISTRICTS

GRADE 4

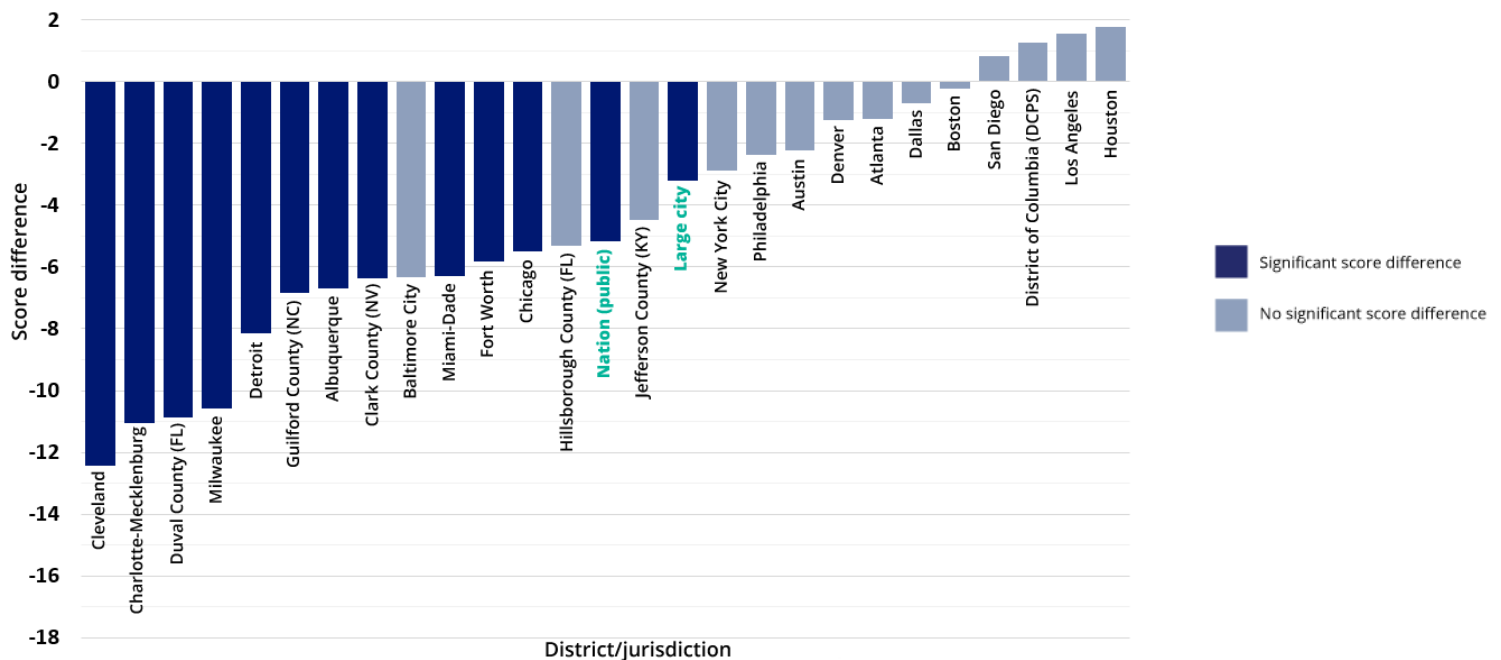


Score point difference from 2019 to 2024 in grade 4 reading by state/jurisdiction



NOTE: DoDEA = Department of Defense Education Activity, a federally operated nonpublic school system responsible for educating children of military families.

Score point difference from 2019 to 2024 in grade 4 reading by district/jurisdiction



NOTE: DCPS = District of Columbia Public Schools. Large city includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.



KEY FINDINGS

GRADE 8



EIGHTH-GRADE READING SCORES CONTINUE TO DECLINE

- Lower average score reflected in declines at the 10th, 25th, and 50th percentiles
- Higher percentage of students below *NAEP Basic*; no significant change in percentage at or above *NAEP Proficient*
- Scores declined for many student groups, for example: Hispanic and White students; male and female students
- Most student groups with score declines also declined at the 25th percentile
- Scores declined in 8 states
- Scores declined in 7 TUDA districts
- Scores at the 10th and 25th percentiles and the percentage of students below *NAEP Basic* lowest since the first assessment in 1992
- Average score lower compared to 2019

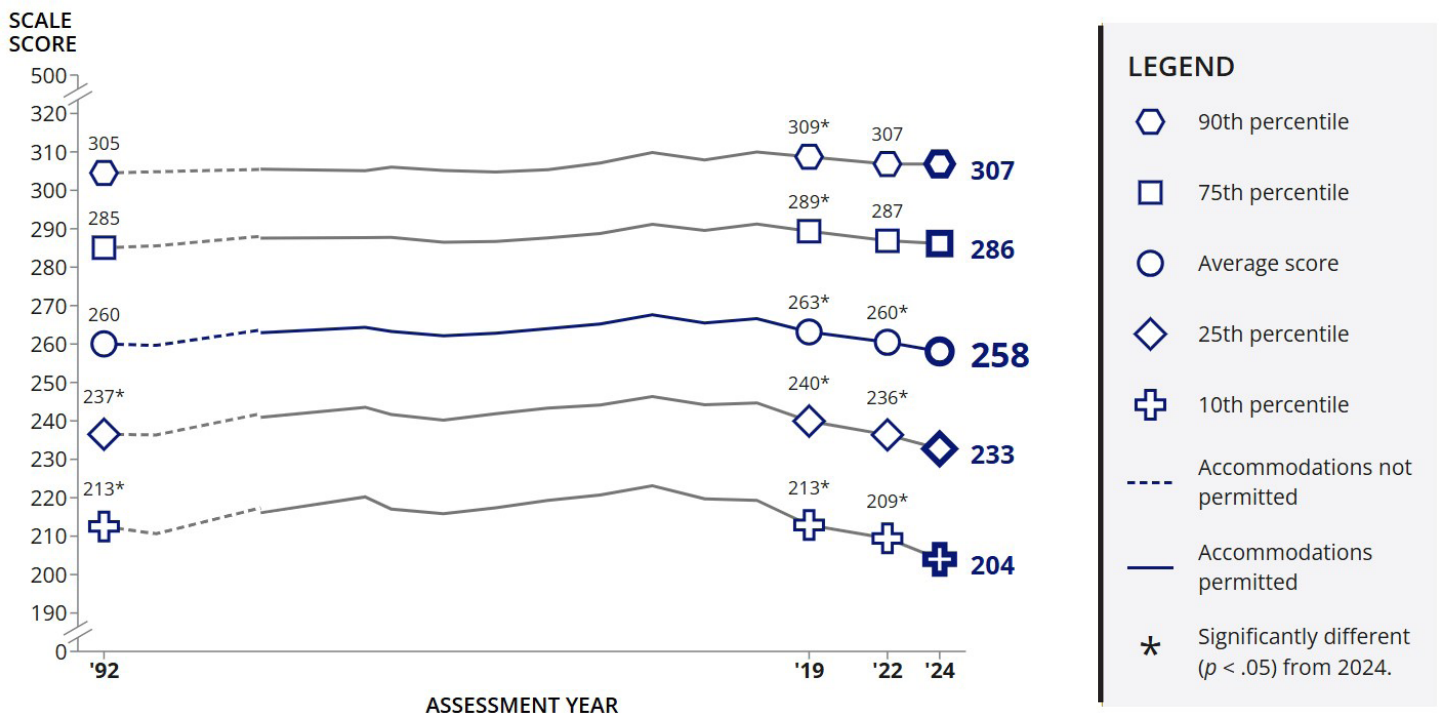
Reading grade 8 national score trends

Overall average score changes were:

◊ No significant change
Compared to 1992

↓ 5pts
Compared to 2019

↓ 2pts
Compared to 2022





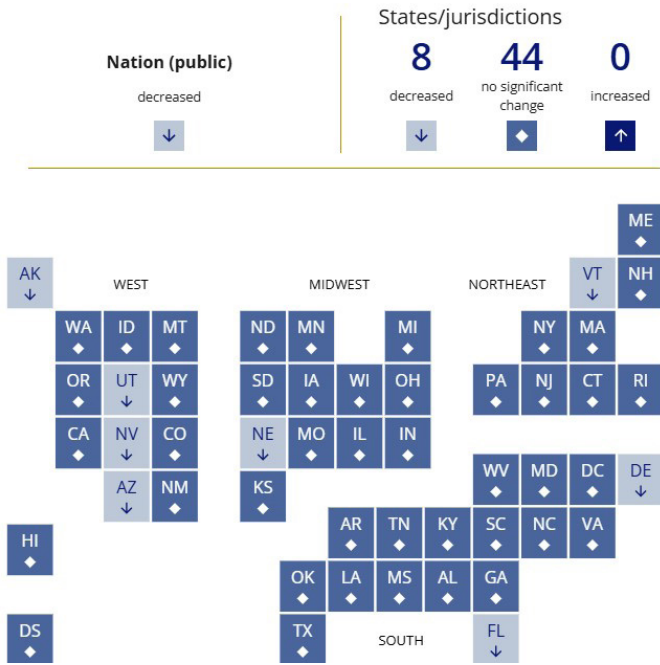
STATES & DISTRICTS

GRADE 8

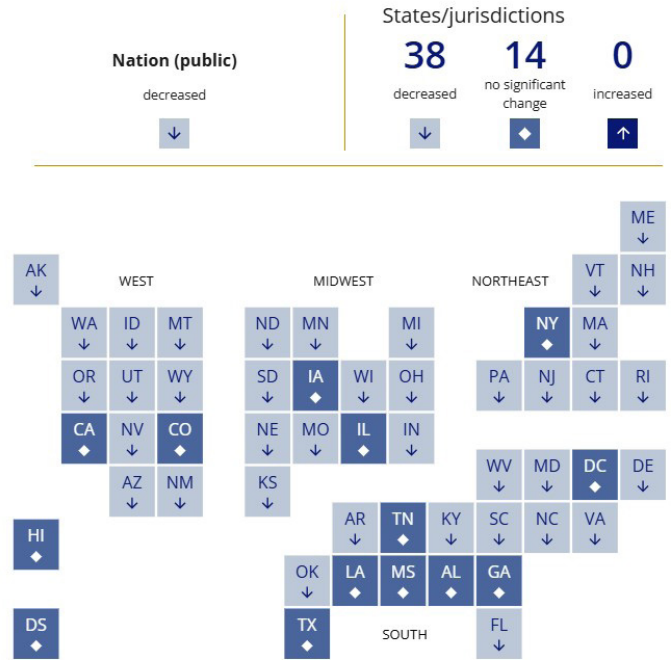


Reading grade 8 state score trends pre- and post-pandemic

Between **2022** and **2024**, score changes were:



Between **2019** and **2024**, score changes were:



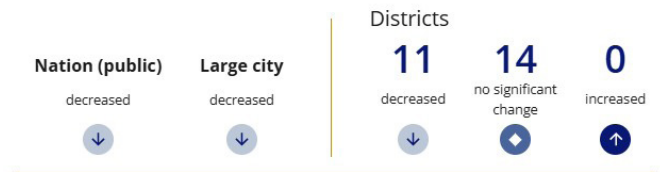
NOTE: DS = Department of Defense Education Activity (DoDEA), a federally operated nonpublic school system responsible for educating children of military families.

Reading grade 8 district score trends pre- and post-pandemic

Between **2022** and **2024**, score changes were:



Between **2019** and **2024**, score changes were:



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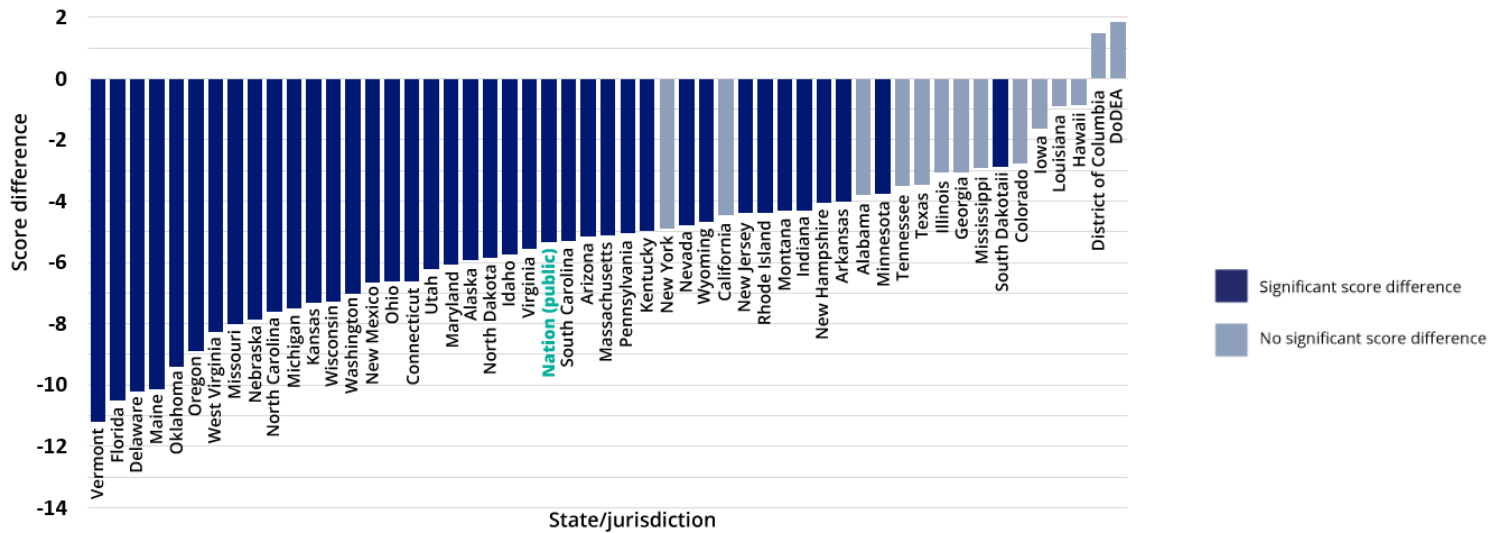


STATES & DISTRICTS

GRADE 8

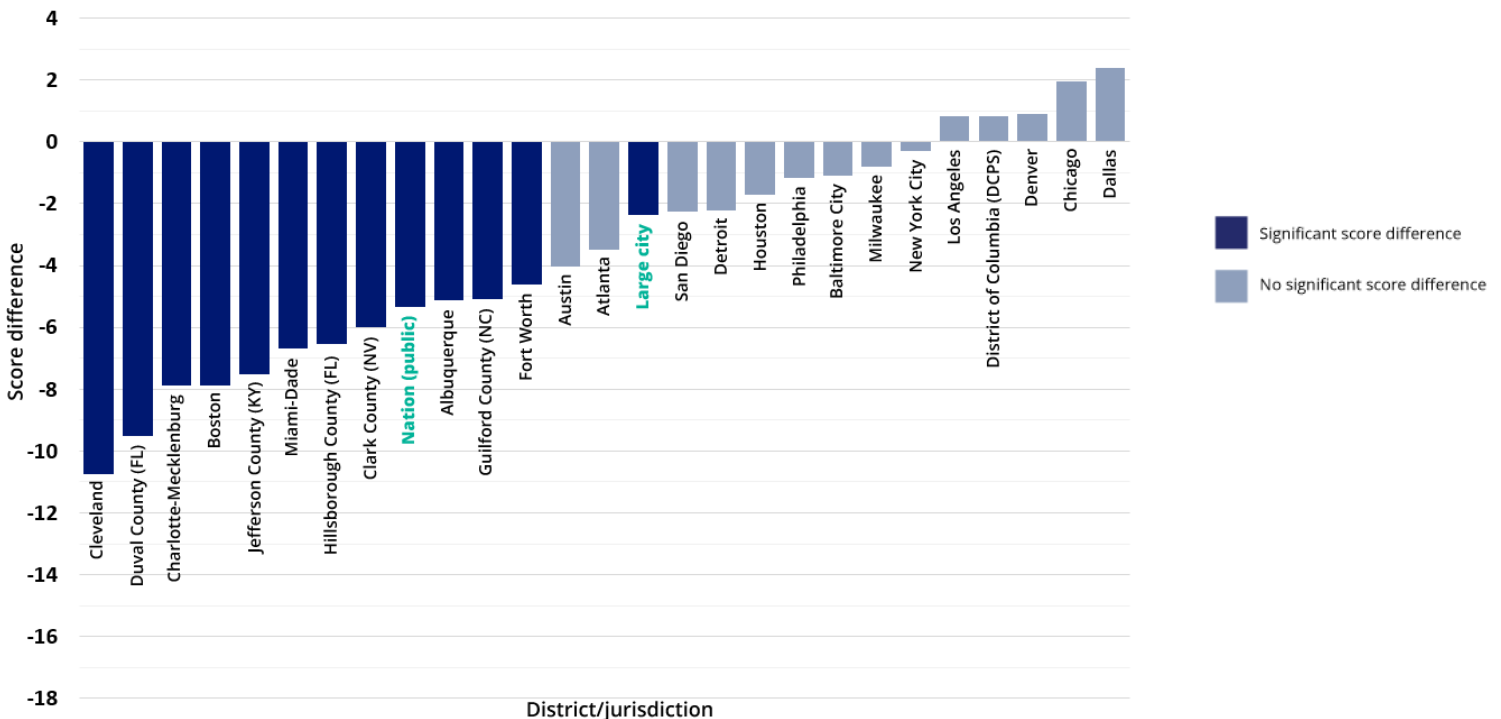


Score point difference from 2019 to 2024 in grade 8 reading by state/jurisdiction



NOTE: DoDEA = Department of Defense Education Activity, a federally operated nonpublic school system responsible for educating children of military families.

Score point difference from 2019 to 2024 in grade 8 reading by district/jurisdiction



NOTE: DCPS = District of Columbia Public Schools. Large city includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts.

Coversheet

Key Strategic Questions

Section: III. Key School Updates
Item: B. Key Strategic Questions
Purpose: FYI

Submitted by:

Related Material:

BP Strategic Plan Simplified.V3.15.2025 - Boston Prep.SY25-SY28 Strategic Plan.pdf

BP Strategic Plan Simplified.V3.15.2025 - Data Dashboard.BP.SY25-SY28 Strategic Plan.pdf



Boston Prep SY25-SY28 Strategic Plan

Boston Prep Mission: *Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.*

Boston Prep Goal: We will maximize the number of students who earn a four-year degree in four years (**4 in 4**), after graduating from Boston Prep, by:

1. Dramatically increasing literacy achievement in grades 6-12 (**College is Our North Star**).
2. Building a thriving school culture rooted in ethics and habits (**Ethics is Our Compass. Excellence is a Habit**), and
3. Ensuring organizational stability to support long-term success (**Built to Last**).

Boston Prep's Turnaround Journey: Assess. Stabilize. Strategize. Rise

1. **Assess (Years 1-2 | 2022-2024)** – We examined the state of our school, identifying strengths, gaps, and opportunities for improvement in academics, culture, and operations.
2. **Stabilize (Years 3-7 | 2024-2029)** – We focused on laying a strong foundation, addressing urgent challenges, and creating consistency in instruction, school culture, and leadership.
3. **Strategize (Years 8-9 | 2030-2031)** – Next, we'll shift towards identifying, leveraging and advancing Boston Prep's strategic advantages in order to position Boston Prep as a local and national model.
4. **Rise (Beyond 2031)** – With strong systems and outcomes in place, Boston Prep will rise as a national model for college persistence, ethics-based education, and organizational excellence.

Strategic Priority Area	Our Why	3-Year Goal(s)	Key Strategic Investments
<p>1. Dramatically Increase Literacy Achievement for All Populations</p> <p>Rallying Cry: <i>College is Our North Star</i></p> <p>Big-Picture Question: <i>Are we ensuring every student has the literacy skills needed for college and beyond?</i></p>	<p>1. Connection to College Persistence: "Vocabulary and comprehension skill predicted academic reading and early college success...Reading comprehension is critical to performance on complex, academic literacy tasks... Results show that helping students learn strategies and dispositions to overcome and persist through literacy challenges is an important aspect of college success..." (Talwar et al., 2022)</p> <p>2. Connection to Anti-Racism Commitment: Enslaved individuals often sought literacy as a means to empowerment and liberation. "Knowledge makes a man unfit to be a slave." (Frederick Douglass, 1845; Boston Prep Anti-Racist Vision Statement)</p> <p>3. Local & National Trends: While MA continues to lead the nation in Math and ELA scores on the NAEP, there continues to be a significant gap in performance between white and non-white students. As a community primarily serving Black and brown students, we need to invest significantly in closing the gap facing our students. (NAEP)</p>	<p>20 percentage point gain schoolwide in ELA proficiency (26% → 46%);</p> <p>Special populations (IEPs, 504s, MLLs) improve by 20 points (7% → 27%)</p>	<ul style="list-style-type: none"> - Regularly scheduled Diagnostic Testing Tool: iReady (\$32,000) - Targeted Intervention Tools: Read180 (~\$40,000) - Standards Aligned Curriculum Pilots: Odell/pre-AP frameworks (~\$10,000) - Targeted Teacher Professional Development by Teaching Lab (~\$30,000) - Specialized Literacy Professionals: 2 reading specialists 6th -12th (\$200,000) - In-House Curriculum Support & Project Planning: Dir of Academic Projects (\$125,000) - Expanded ELA & History Teaching Team: 18 total ELA/History Teachers 6-12 (~\$1,260,000) - 2 Dedicated SpEd Teachers/Grade: 25 total SpEd/ELL teachers & paras 6-12 (~\$1,750,000)
<p>2. Build a Thriving School Culture Rooted in Ethics and Habits</p> <p>Rallying Cry: <i>Ethics is Our Compass. Excellence is a Habit.</i></p> <p>Big-Picture Question: <i>Are we ensuring every student is equipped with the needed skills to be ethical contributors to our society?</i></p>	<p>1. Alignment to our Portrait of a Graduate: In our quest to shape ethical contributors, we aspire to help our students "take action, independently and with others, to make our community and world a more equitable place". (Boston Prep Portrait of a Graduate).</p> <p>2. Academic and Executive-Functioning Habits Impact Persistence: Multiple studies have shown a direct correlation between college preparedness, college persistence and general habits. More specifically, students who are more traditionally "less prepared" for college benefit more from explicitly taught habits and strategies, which in turn increases the probability of them persisting through different material. (Hawkins et al., 2021)</p>	<p>85% of students and families surveyed report a strong connection between ethics class and decision-making.</p> <p>85% of students and families surveyed report students being taught "college-ready" academic skills and habits.</p>	<ul style="list-style-type: none"> - Comparative Survey Tool: Panorama (\$8,600/yr) - Ethics Curriculum: (\$5,500) - School Scheduling Online Tool: Timely (\$20,000) - 9 Total Culture-Dedicated Staff Members: 6 Deans, 2 APs, 1 Chief Culture & Equity Officer (~\$900,000/year)
<p>3. Ensure Organizational Stability to Sustain Excellence</p> <p>Rallying Cry: <i>Built to Last</i></p> <p>Big-Picture Question: <i>Are we developing the board-level, financial, operational, and human capital foundations to ensure lasting student success?</i></p>	<p>1. Addressing Gaps in our Foundation is Essential to Long-lasting Success: Gaps in leadership, governance, finance and operations can all lead to a charter school being in distress and facing possible closure/disciplinary action (WestEd's Indicators of Distress in Charter Schools, 2021; Boston Prep Bellweather Board Diagnostic Survey).</p> <p>2. Next Steps Post-Boston Prep Expansion: Given Boston Prep's expansion during COVID and the current charter cap, now is the time to re-align systems and strengthen our foundation to serve our current community size.</p>	<p>[TBD Board goals]</p> <p>100% clean audit yearly</p> <p>Consistent enrollment of 710-715 annually</p> <p>Annual fundraising of \$1.7 million</p> <p>85% teacher retention, 90% leadership retention, 90% teachers meeting performance benchmarks</p>	<ul style="list-style-type: none"> - External Professional Development Providers & Coaches: UnBoundEd, Lynch Leadership, Relay School of Ed, Instructional Coaching for CAO (\$175,000) - Teacher/Student Recruitment: (\$110,000) - 2 Total Development Staff Members: (~\$230,000)
<p>4. Maximize College Persistence and Career Readiness for all Students</p> <p>Rallying Cry: <i>4 in 4</i> (i.e 4 year degrees in 4 years)</p> <p>Big-Picture Question: <i>Are we preparing students not just to enter college, but to complete it and thrive in their careers?</i></p>	<p>1. Persistent Racial Gaps in College Degree Attainment: While progress has been made in the last few decades, there still remains a persistent gap in college degree attainment between white and non-white racial groups (Inside Higher Ed, 2024).</p> <p>2. Graduating in 4 Years is Critical in Minimizing Costs and Dropout Rates: Studies have shown that Black students, in particular, struggle to finish the traditional 4 year degree in 4 years, opening the door to increased costs related to college and a higher likelihood of dropping out (National Center for Educational Statistics, 2019)</p>	<p>90% of seniors matriculate to 4-year colleges</p> <p>60% of alumni earn a degree in 4 years</p>	<ul style="list-style-type: none"> - College Persistence Budget: (\$183,000) (this includes travel for counselors, credit recovery classes for alumni, textbook stipends, paying for SAT testing for BP students) - 2 Alumni Counselors (~\$200,000) - 2 College Counselors (~\$200,000)



Boston Prep SY25-SY28 Strategic Plan - Data Dashboard

Boston Prep Mission: *Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.*

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Boston Prep's Turnaround Journey: Assess. Stabilize. Strategize. Rise

1. **Assess (Years 1-2 | 2022-2024)** – We examined the state of our school, identifying strengths, gaps, and opportunities for improvement in academics, culture, and operations.
2. **Stabilize (Years 3-4 | 2024-2026)** – We focused on laying a strong foundation, addressing urgent challenges, and creating consistency in instruction, school culture, and leadership.
3. **Strategize (Years 5-6 | 2026-2028)** – Now, we are designing and executing high-leverage strategies to drive long-term, measurable improvement in literacy, culture, and organizational sustainability.
4. **Rise (Beyond 2028)** – With strong systems and outcomes in place, Boston Prep will rise as a national model for college persistence, ethics-based education, and organizational excellence.

Strategic Priority Area	3-Year Goal(s)	Key Metrics	Starting State (as of end of SY24)	2025-26 Goal	2025-2026 Status
<p>1. Dramatically Increase Literacy Achievement for All Populations</p> <p>Rallying Cry: <i>College is Our North Star</i></p> <p>Big-Picture Question: <i>Are we ensuring every student has the literacy skills needed for college and beyond?</i></p>	<p>20 percentage point gain schoolwide in ELA proficiency (26% → 46%);</p> <p>Special populations (IEPs, 504s, MLLs) improve by 20 points (7% → 27%)</p>	<p>December iReady projections; % of students meeting grade-level standards</p>	<p>According to 2024-2025 iReady data, 25% of students read on grade level.</p> <p>On the 2024-2025 MCAS, 26% of our students met or exceeded expectations in ELA. Only 7% of our students in special populations met or exceeded expectations in ELA.</p>	<p>7 percentage point gain in 2025-26 (26% → 33%); Special populations gain 7 points (7% → 14%)</p>	<p>Yellow: Based on current projections, we may come in under our 2025-2026 goal. Our SpEd/ELL population continues to be an area of focus, specifically with a growing number of our students demonstrating a need for individualized education plans.</p> <p>According to the iReady projection, we are projected to have 30% 6th graders, 14% 7th graders and 26% of 8th graders meeting expectations. This is a delta +9% in 6th grade, -2% in 7th grader and +6% in 8th grade from 2024.</p>
<p>2. Build a Thriving School Culture Rooted in Ethics and Habits</p> <p>Rallying Cry: <i>Ethics is Our Compass. Excellence is a Habit.</i></p> <p>Big-Picture Question: <i>Are we ensuring every student is equipped with the needed skills to be ethical contributors to our society?</i></p>	<p>85% of students and families surveyed report a strong connection between ethics class and decision-making.</p> <p>85% of students and families surveyed report students being taught "college-ready" academic skills and habits.</p>	<p>Panorama survey results, classroom walkthroughs, attendance rates</p>	<p>We are in the midst of collecting our initial starting point data.</p> <p>2025-2026 will be the first time Ethics, Circle and Advisory will be offered to our students across all grade levels.</p>	<p>80% of students report a strong connection to school's ethical and values-driven culture</p>	<p>Red: While we are laying the foundation towards a cohesive vision of culture at Boston, continued work is needed to connect our progress thus far with our broader mission and proposed strategy.</p> <p>As of March 21, 2025, every student at Boston Prep is engaged in an Ethics class. That said, we are still working on differentiating the current Ethics curriculum to respond to our students across all of our grades and learning needs.</p> <p>In addition, our initial Panorama survey is scheduled to be distributed to families in May 2025.</p>
<p>3. Ensure Organizational Stability to Sustain Excellence</p> <p>Rallying Cry: <i>Built to Last</i></p> <p>Big-Picture Question: <i>Are we developing the board-level, financial, operational, and human capital foundations to ensure lasting student success?</i></p>	<p>[TBD Board goals]</p> <p>100% clean audit yearly</p> <p>Consistent enrollment of 710-715 annually</p> <p>Annual fundraising of \$1.7 million</p> <p>85% teacher retention, 90% leadership retention, 90% teachers meeting performance benchmarks</p>	<p>Enrollment numbers, financial audits, donor engagement data, employee engagement surveys</p> <p>Annual retention tracking, exit surveys, teacher effectiveness rubric</p>	<p>We ended the school year with student enrollment at 701. However, we exhausted our waitlists for SY25 in grades 6-10 and re-opened our lotteries for all eligible grades.</p> <p>Fundraising closed slightly under the desired goal of \$1.5 million.</p> <p>At the end of 2024, DESE reported BP teacher retention rate at 50%, as well as school principal retention.</p> <p>Internally, 74% of teachers met performance benchmarks based on mid-year evaluations.</p>	<p>Maintain 715-720 student enrollment, sustain financial reserves of 4+ months, increase diversified fundraising sources</p> <p>80% teacher retention, 85% leadership retention</p>	<p>Yellow: Operationally and financially, we remain stable. Retention and development of our teachers, as well as continued cultivation of potential donors, continues to be a high-level focus area.</p> <p>- A clean audit was achieved in 2024. We continue to meet our bank covenants, while also maintaining enough flexibility to explore projects in support of our community (i.e parking lot)</p> <p>- Student enrollment has consistently been above 700. However, enrollment application numbers remain an area of concern. After our lottery on March 6, we made 350 offers to students entering grades 6-10 for SY26. Filling ~165 seats will ensure we are at capacity for enrollment of ~710 total students. In our first application cycle for SY26, we received 733 applications for SY26 with plans to open the application cycle again. As comparison, in SY25, in our initial application cycle, we received 882 total applications. For SY25, with multiple application cycles and lotteries, we received a total of 1051 applications.</p> <p>While we are still challenged by declining rates of school-aged children in the city of Boston, our enrollment rate has remained steady over the last several years.</p> <p>- Fundraising continues to be an area of improvement. Current numbers have us slated to come in slightly below our desired fundraising goal of \$1.5 million with several multi-year grants set to expire in the upcoming 3 years.</p> <p>Teacher/Leader retention remains to be seen for this school year. We are in the midst of offer letter season. Mid-year exits have dropped significantly. With Boston Prep on track to have a -35% reduction in mid-year teacher exits.</p> <p>100% of teachers were evaluated against a common benchmark (i.e Boston Prep's Effective Teacher Rubric).</p>

<p>4. Maximize College Persistence and Career Readiness for all Students</p> <p>Rallying Cry: 4 in 4 (i.e 4 year degrees in 4 years)</p> <p>Big-Picture Question: <i>Are we preparing students not just to enter college, but to complete it and thrive in their careers?</i></p>	<p>85% of seniors matriculate to 4-year colleges</p> <p>75% of alumni earn a degree in 4 years</p>	<p>College acceptance/matriculation data, alumni tracking (Salesforce)</p>	<p>In 2024, 79/88 (90%) seniors submitted the FAFSA; 68/88 (77%) applied to at least one 4-year institution.</p> <p>70/88 (80%) seniors were accepted to a 4-year institution, and 76/88 (86%) matriculated to a defined 2- or 4-year institution the fall after HS graduation.</p> <p>For cohorts 2011-2019, 114/328 (35%) earned a 4-year degree within 4 years</p>	<p>75% of seniors matriculate; 35% of alumni earn a degree in 4 years</p>	<p>Yellow: We have stepped up our commitment to four-year colleges, however our persistence through college remains an area of continued focus.</p> <p>99% of seniors applied to a defined post-secondary program (2-year, FCIT, 4-year). The one senior that has yet to apply is looking to pursue esthetician school and that is an application that will come this summer after graduation.</p> <p>72/78 have completed the FAFSA (1 will not submit FAFSA because of learning profile, 3 are just waiting to complete family section, 2 are outstanding).</p> <p>Alumni persistence data is currently being collected.</p>
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Coversheet

School Program Highlights

Section: III. Key School Updates
Item: C. School Program Highlights
Purpose: FYI
Submitted by:
Related Material:
Executive Director Update_ Charting the Course Towards Long-Lasting Excellence.pdf

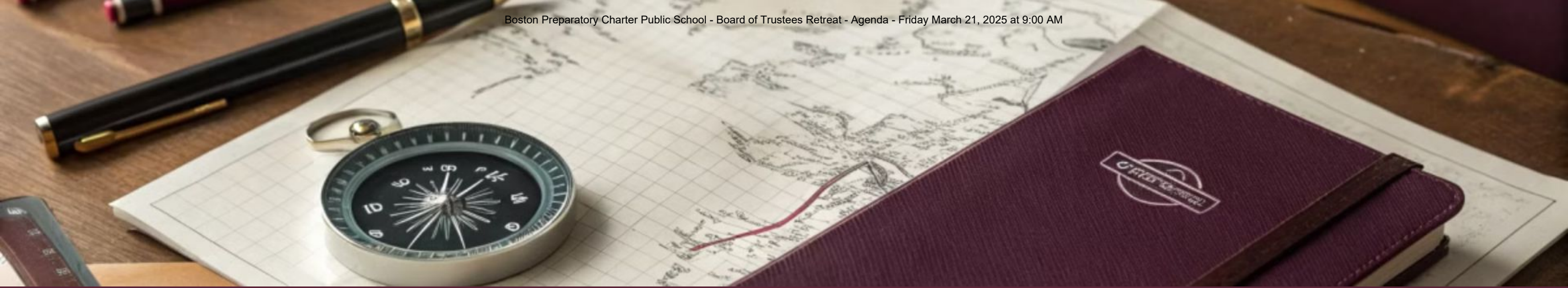


Executive Director Update: Charting the Course Towards Long-Lasting Excellence

Welcome to the SY25 Board of Trustees Retreat for Boston Prep Charter Public School. Today we'll examine our position, strategic direction, and key initiatives driving our mission forward.



by Meekerley Sanon



Setting the Stage: Today's Journey

1

Current Position

Facts-based assessment
within broader context

2

Strategic Plan

Short-term roadmap
update

3

Key Initiatives

Priority strategies driving
progress

4

Board Asks

Areas where we need your
guidance



Executive Summary: Where We Stand

Current Position

Our unique middle/high school model continues to provide academic excellence despite enrollment challenges.

Strategic Focus

We're prioritizing literacy advancement, enhanced SpEd/MLL support, and strengthened social-emotional learning programs.

Board Support Needed

We seek guidance on enrollment strategies, community partnerships, and resource allocation for our priority initiatives.

Our Turnaround Journey: Four-Phase Approach



ASSESS (2022-2024)

Examining our school to identify strengths, gaps, and improvement areas.



STABILIZE (2024-2029)

Building strong foundations in instruction, culture, and leadership.



STRATEGIZE (2030-2031)

Leveraging advantages to position as a model school.



RISE (Beyond 2031)

Emerging as a national model for excellence.

SWOT Analysis: Understanding Our Position

STRENGTHS

- Single-site middle/high school model
- High-quality instructional supports
- Strong financial and operational standing

WEAKNESSES

- Shifts in teaching workforce
- Lack of organization-wide SOPs
- Delayed action on COVID impacts



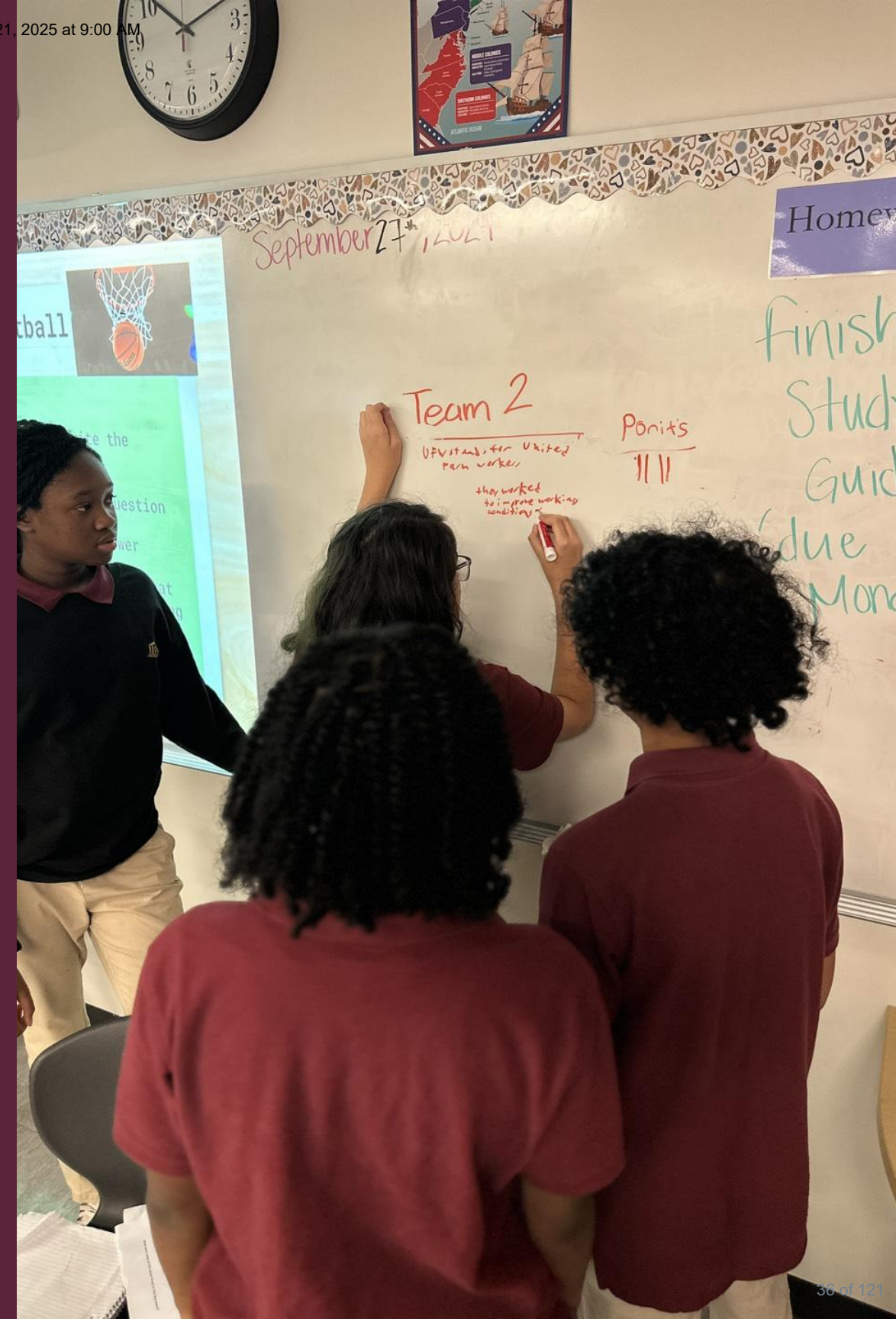
SWOT Analysis: Understanding Our Position

OPPORTUNITIES

- Established college persistence programs
- Unique ethics-based school culture approach
- Growing partnerships with results-proven experts

THREATS

- Local: Decreasing school-aged population, in addition to rising living costs in Boston.
- Local: BPS shift to K-6/7-12 configuration creates unique challenge for Boston Prep.
- National: New policies threaten DEI funding and create family stressors with immigration enforcement concerns.



Boston Prep

Boston Prep Strategic Plan Framework

Proposal Intent

Interim strategic plan focused on long-term stabilization.

1

Approach

Systematic, evidence-based advancement of our core model.

2

3

Vision

Establishing Boston Prep as a leading charter school.

Strategic Planning Process Overview

Stakeholder Engagement

Gathering input from across our organization.

Refinement

Adjusting based on continued stakeholder input.



Data Collection

Analyzing performance metrics and feedback.

Strategy Formation

Developing focused initiatives and goals.

Alumni College Persistence: Critical Driver

Our data reveals significant opportunities to improve our alumni persistence through college. This has become a central metric in our strategic planning.

35%

Currently Persisting

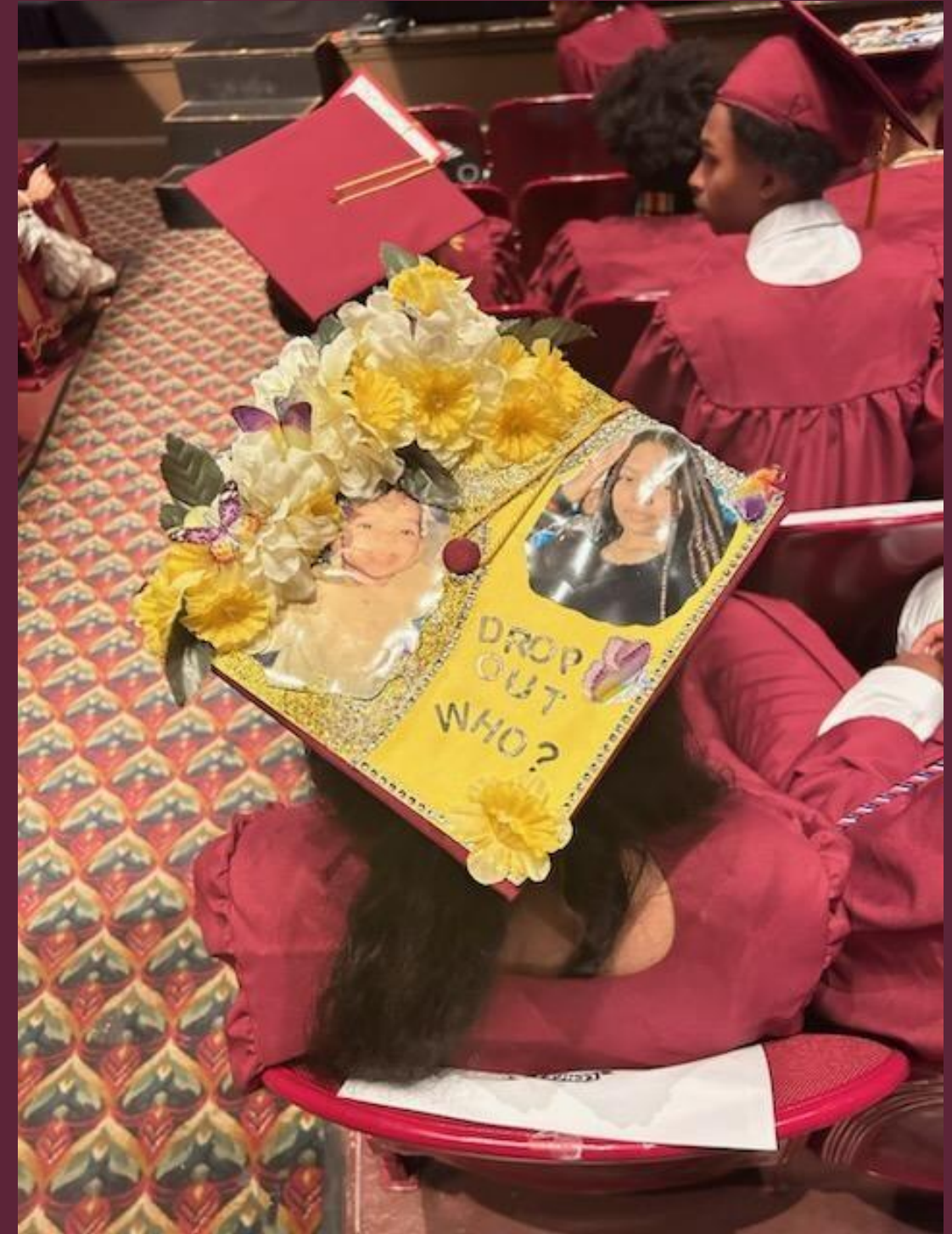
Alumni actively continuing their college education

65%

Not Persisting

Alumni who have paused or discontinued their college journey

These figures highlight the critical need to strengthen our persistence support systems as we develop our strategic initiatives.



Initial Strategic Framework Evolution

Our strategic framework has progressed through several development stages:



Clarity Concerns

Stakeholders expressed need for greater focus.



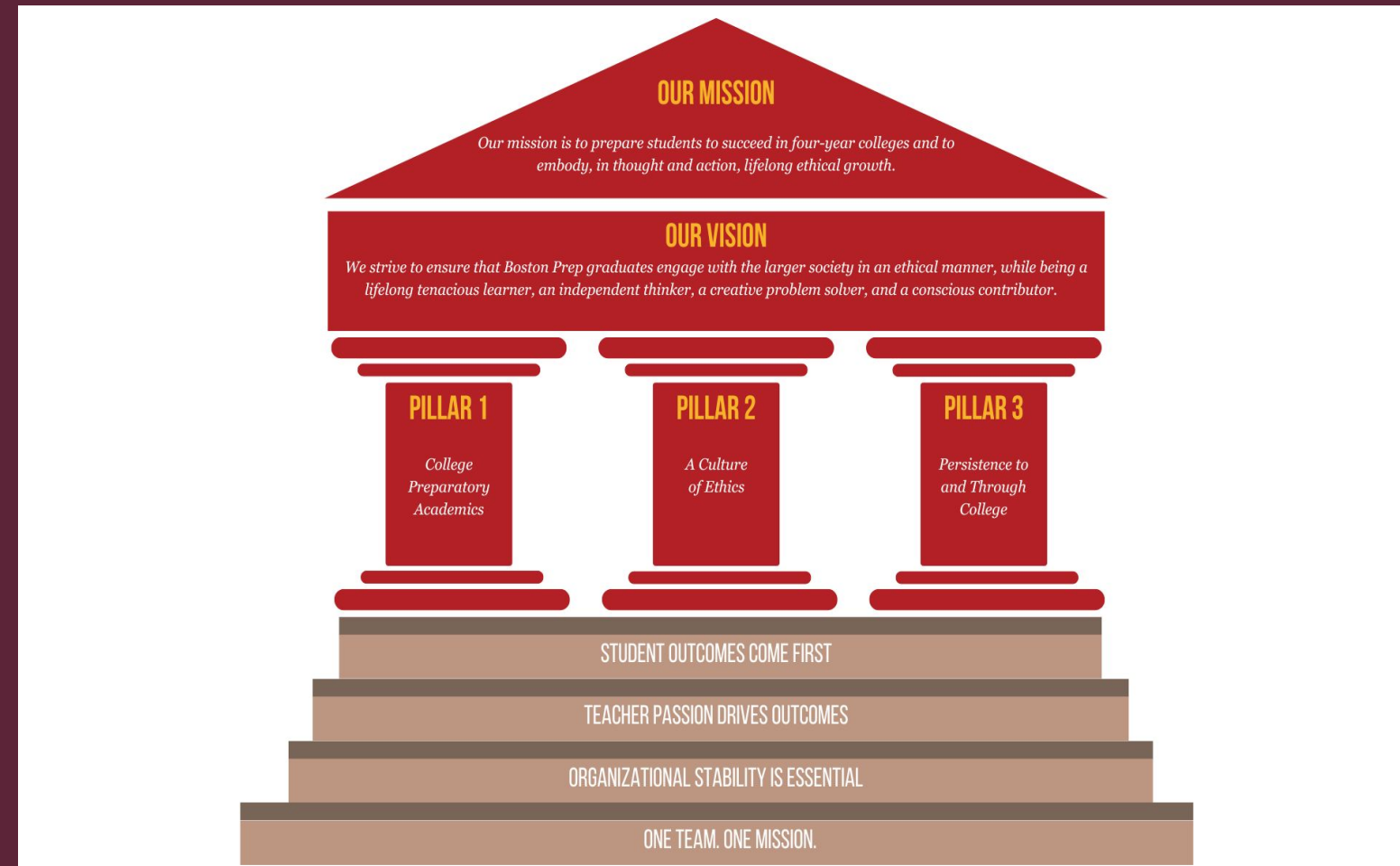
Framework Structure

Initial diagram lacked cohesion and direction.



Iterative Development

Continued refinement through Spring 2024.



Updated Strategic Plan: Clearer Focus and Direction

Our refined strategic priorities create a coherent roadmap for Boston Prep's future:



College is Our North Star

Dramatically increasing literacy achievement in grades 6-12.



Ethics is Our Compass

Building a thriving school culture rooted in ethics and habits.



Built to Last

Ensuring organizational stability to support long-term success.



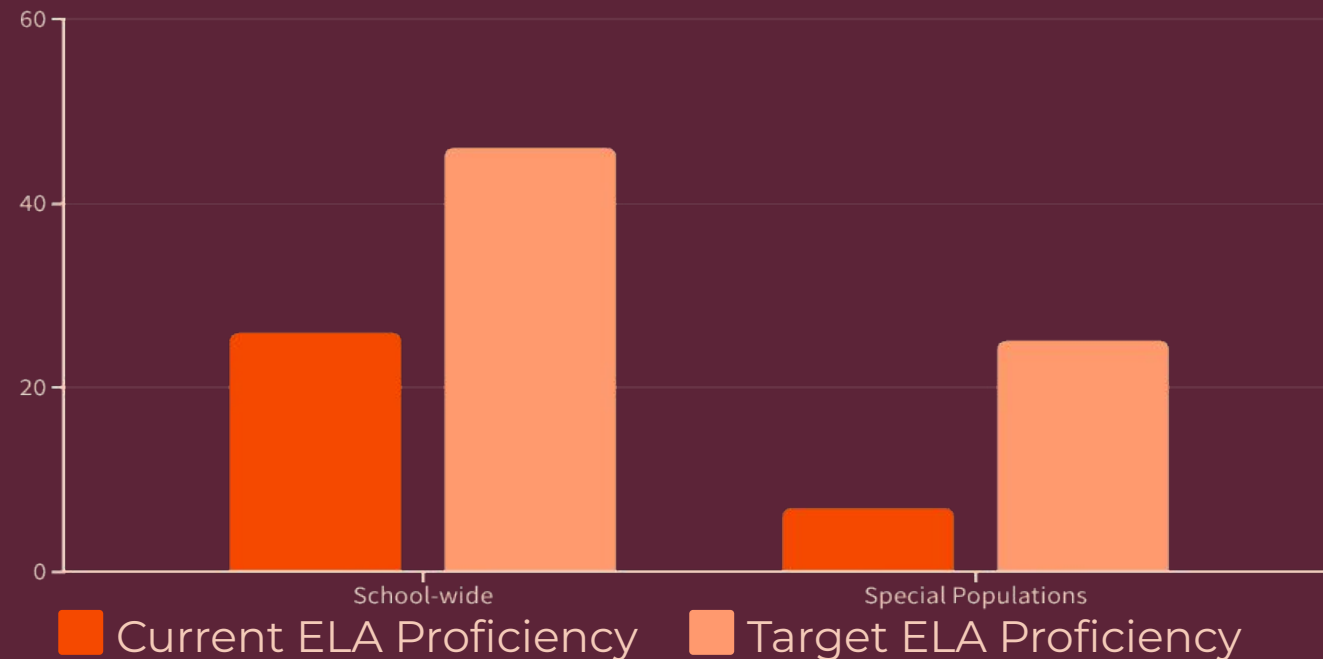
4 in 4

Maximizing students who earn four-year degrees in four years.



Priority 1: Increase Literacy Achievement

Our literacy initiative focuses on dramatically improving ELA proficiency across all student populations.



Our Literacy Initiative

- Current school-wide ELA proficiency is at 26%
- Ambitious target of 46% proficiency
- Special populations (IEPs, 504s, MLLs) currently at 7%
- Annual investment of \$3.4M in literacy programming

This strategic priority represents our commitment to building strong academic foundations for all students.



Priority 2: Build Ethics-Based School Culture

Strategic Alignment

Portrait of Graduate emphasizes ethical contributors to society

Research Foundation

Academic habits directly correlate with college persistence

Success Metrics

85% reporting ethics-decision making connection

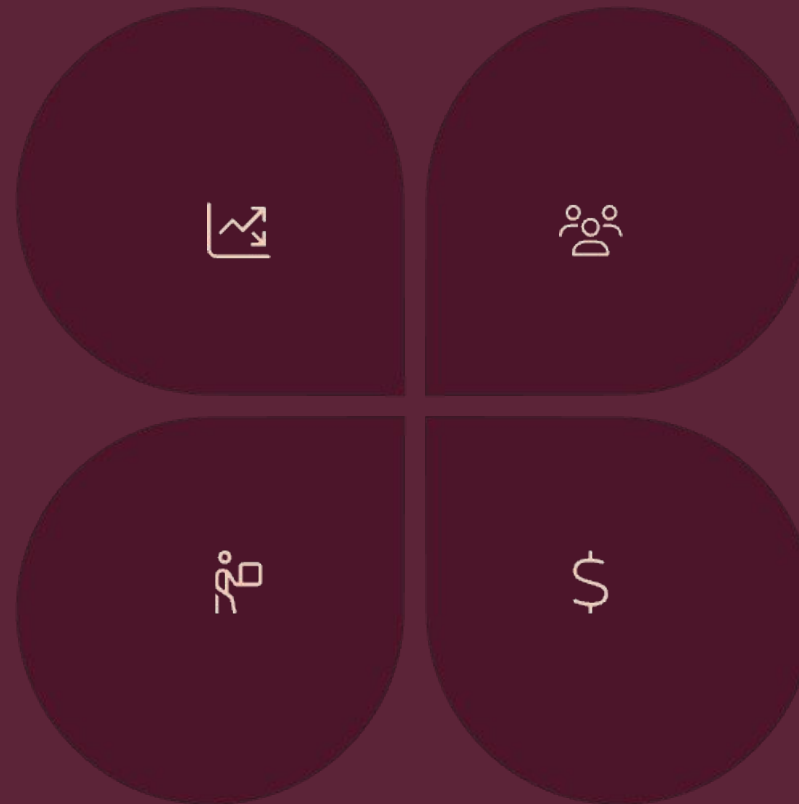
Key Investments

9 culture staff, ethics curriculum, assessment tools

Priority 3: Ensure Organizational Stability

Financial Health

100% clean audit yearly
4+ months of financial reserves



Enrollment Targets

Consistent enrollment of 710-715 students

Staff Retention

85% teacher retention
90% leadership retention

Development

Annual fundraising of \$1.7 million

Priority 4: Maximize College Persistence

Our comprehensive approach to supporting students through their college journey:



The Challenge

Persistent racial gaps in college degree attainment remain nationwide.

Black students face unique challenges in completing degrees within 4 years.



Our Targets

- 90% of seniors matriculate to 4-year colleges
- 60% of alumni earn a degree in 4 years



Key Investments

- \$183,000 College Persistence Budget
- 2 Alumni Counselors (\$200,000)
- 2 College Counselors (\$200,000)

These strategic investments reflect our commitment to supporting students from high school through college completion.

Data Dashboard: Progress Tracking



Our comprehensive data dashboard tracks progress across all strategic priorities, using color-coding to highlight areas needing attention.

Literacy Achievement: Current Status

1

Current Status

Yellow 27% of students reading at grade level. 26% meeting MCAS expectations.

2

Special Populations

Only 7% of special population students meeting ELA expectations.

3

2025-26 Goal

33% meeting expectations, with special populations at 14%.

4

Grade-Level Projections

Grade 6: +9%, Grade 7: -2%, Grade 8: +6% from 2024.

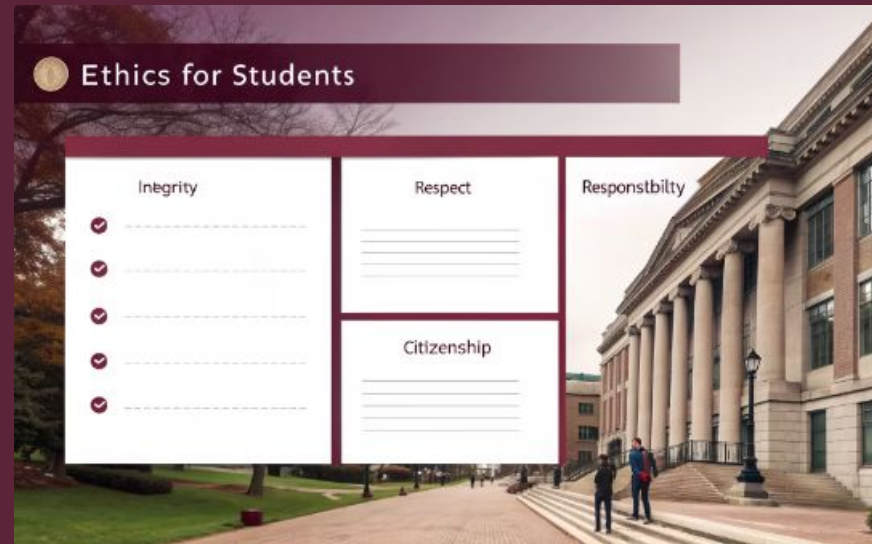


Ethics-Based Culture: Current Status



Ethics Curriculum

First time offering Ethics, Circle and Advisory across all grade levels in 2025-2026.



Current Status (Red)

Foundation being built but needs stronger connection to mission and strategy.



Implementation

All students now engaged in Ethics class as of March 2025.



Organizational Stability: Current Status



Financial Health (Green)

Clean audit achieved in 2024. Bank covenants met with flexibility for projects.



Enrollment (Yellow)

Current enrollment at 701. Application numbers declining from 882 to 733 initially.

Fundraising (Yellow)

Slightly below \$1.5M goal with multi-year grants expiring soon.

Staff Retention (Yellow)

Mid-year exits down 35%. 100% of teachers evaluated against benchmarks.

College Persistence: Current Status

FAFSA Completion

90% of seniors (79/88) submitted FAFSA in 2024.

92% of current seniors (72/78) have completed FAFSA.

College Applications

77% applied to at least one 4-year institution in 2024.

99% of current seniors applied to post-secondary programs.

Matriculation

86% matriculated to 2- or 4-year institutions after graduation.

Current goal: 75% matriculation to 4-year colleges.

Degree Completion

35% earned 4-year degrees within 4 years (cohorts 2011-2019).

Current goal: 35% of alumni earning degrees in 4 years.





Next Steps & Board Support Needed

Enrollment Strategy

Board guidance on recruitment approaches amid declining school-aged population.
Strategies to maximize applications in competitive landscape.

Fundraising Support

Board connections for new funding sources as grants expire.
Input on development priorities aligned with strategic plan.

Advocacy Support

Board voice on policy matters affecting charter funding.
Community outreach to strengthen Boston Prep's position.

Resource Allocation

Board guidance on balancing investments across strategic priorities.
Input on key trade-offs to maximize impact.

Coversheet

The Role of the Board - DESE & Bylaws

Section: V. Board Roles and Responsibilities
Item: A. The Role of the Board - DESE & Bylaws
Purpose: FYI
Submitted by:
Related Material: Boston Prep Bylaws_updated July 2021 (1).pdf



Bylaws of Boston Prep Charter Public School

Updated May 28th, 2021

Approved by the Commissioner July 14th, 2021

ARTICLE I

Purposes

The purposes for which the Boston Preparatory Charter Public School (the “School”) is organized are: to utilize a rigorous curriculum, extended academic time, and a range of supports for children and families to prepare 6th-12th grade students to succeed in college. The School is a public school chartered by the Commonwealth of Massachusetts in accordance with M.G.L. c. 71, sec. 89. The Board of Trustees of the School (the “Board”) is a public entity which operates independently of any school committee and is a public employer for purposes of tort liability under M.G.L. c. 258 and for collective bargaining purposes under M.G.L. c. 150E. Individual members of the Board are considered special state employees.

ARTICLE II

Board of Trustees

Section 1 **Number:** The Board shall consist of at least nine (9) Trustees and no more than eighteen (18) Trustees, no more than three (3) of whom shall be Faculty Trustees. The Board may exercise its powers regardless of any deficiency in the number of Trustees. All Trustees shall have identical rights and responsibilities except where differentiated roles are described in these bylaws.

Section 2 **Responsibilities:** The Board holds the charter granted by the Commonwealth of Massachusetts and is responsible for ensuring that the School complies with all applicable state and federal laws and regulations, as well as ensuring that the School is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal, including but not limited to:

- (a) Successfully completing the opening procedures process in according with M.G.L. c. 70, sec. 89, 603 CMR 1.00, and any guidelines issued by the Department of Elementary and Secondary Education;
- (b) Requesting the appointment of any new Trustees and receiving such approval by the Commissioner of Elementary and Secondary Education (the “Commissioner”) prior to any new Trustees beginning their service as members;
- (c) Submitting timely annual reports;
- (d) Submitting timely annual independent audits;
- (e) Hiring, evaluating, and removing, if necessary, qualified personnel to manage the School’s day-to-day operations and holding these administrators accountable for meeting specified goals;
- (f) Approving and monitoring progress towards meeting the goals of the School’s Accountability Plan;
- (g) Adopting and revising School policies, including plans for student recruitment and retention;
- (h) Responding to complaints in writing as required by 603 CMR 1.09; and
- (i) Ensuring that members of the Board receive an orientation and training regarding their duties and obligations as members of the Board.

No Trustee shall receive payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary School activities in accordance with School policies. The members of the Board shall fulfill their fiduciary responsibilities, serve the School with the highest degree of undivided duty, loyalty, and care, and shall undertake no enterprise to profit personally from their position with the School.

Section 3 Powers: The powers of the Board include but are not limited to:

- (a) Adopting, amending, or repealing the Bylaws of the School, with approval of the Commissioner;
- (b) Amending the material terms of the School's charter, with approval from the Board of Elementary and Secondary Education ("BESE") or the Commissioner, as applicable;
- (c) Submitting charter amendments to BESE or the Commissioner, as applicable;
- (d) Determining general School policies, in compliance with state and federal law;
- (e) Overseeing the financial affairs of the School, including the School's budget.

The Board may not exercise managerial powers over the day-to-day operations of the School.

Section 4 Qualifications: Board members shall be sought who reflect the qualities, qualifications, and diversity determined by the Board. The Board may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition.

Section 5 Nomination and Election: The governance committee of the Board shall identify and recommend to the Board candidates for election to the Board, and a slate of candidates for re-election. Trustees shall be elected by a majority vote of the sitting Trustees. The Board shall not submit a candidate to the Commissioner for approval of appointment to the Board, unless the Board has determined that no financial interest under M.G.L. c. 268A exists which may preclude a majority of the Board from participating in deliberations or voting on certain matters that are within the scope of the authority of the Board.

Section 6 Term and Tenure: Each Trustee shall hold office until the third annual meeting following his or her election, whether elected at the annual or any special or regular meeting, and whether or not elected to fill a vacancy, which term shall be considered a three-year term, at which time the Trustee's term shall end, so long as there are at least nine (9) Trustees remaining on the Board. After election, the term of a Trustee may not be reduced, except as specified in these Bylaws. Trustees may be elected to successive terms, in accordance with Article II, Section 5, and may serve up to three consecutive three-year terms. Under special circumstances, a Trustee may be elected for a fourth consecutive three-year term by a two-thirds (2/3) vote of all Trustees then in office. In all cases, a Trustee who has left the Board must observe a one-year layoff period before becoming eligible for re-election.

Section 7 Faculty Trustees: Faculty Trustees are defined as Trustees who are under contract as employees of the School. Faculty Trustees shall hold office until the third annual meeting following their election, whether elected at the annual or any special or regular meeting, and whether or not elected to fill a vacancy, which term shall be considered a three-year term, at which time the Trustee's term shall end. A Faculty Trustee shall be deemed to have resigned when he or she ceases to be employed by the School. Faculty Trustees may not serve consecutive terms. Faculty Trustees may serve up to three total terms, but must observe a one-year layoff period before becoming eligible for re-election.

Section 8 Resignation: A Trustee may resign at any time by delivering a written resignation to the Chair. Notwithstanding anything contained in these Bylaws to the contrary, any Trustee who misses three consecutive meetings of the Board during one calendar year shall be deemed to have resigned.

Section 9 Removal: Any Trustee may be removed with or without cause at any regular or special meeting of the Board by two-thirds (2/3) vote of the sitting Trustees. A Trustee may be removed for cause only after a statement of the reason or reasons is mailed by registered mail to the Trustee proposed for removal at least thirty (30) days before any final action is taken by the Board, which shall be accompanied by a notice of the time and place that the Board is to vote on the removal, and the Trustee is given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 10 State Ethics Statute: Trustees shall comply with the Commonwealth's state ethics requirements under M.G.L. c. 268A (the "conflict of interest law") including, but not limited to, meeting all training requirements, filing all required disclosures pursuant to the conflict of interest law, and filing all statements of financial interest in a timely fashion as required by M.G.L. c. 71, sec. 89(u). Failure to comply with the conflict of interest law may result in removal of individual Trustees by the Board or by the Commissioner.

ARTICLE III

Officers

Section 1 Officers: There shall be four (4) elective officers of the Board: a Chair, a Vice-Chair or Co-Chair, a Secretary, and a Treasurer.

Section 2 Nomination and Election: The governance committee of the Board shall present candidates to serve as officers to the Board. The nominated officers shall be drawn from among the members of the Board. Officers shall be elected by majority vote of the sitting Trustees at the annual meeting of the Board or at a special meeting held in lieu thereof.

Section 3 Term and Tenure: All officers shall hold office until the next annual meeting of the Board or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified. An officer may serve up to nine (9) consecutive terms in the same office.

Section 4 Vacancies: In the event that the office of the Chair becomes vacant, the Vice-Chair or Co-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair, Secretary, or Treasurer becomes vacant, the Chair shall appoint interim officers to fill such vacant offices until the Board fills the vacancy by a vote of the majority of the Board at any meeting of the Board.

Section 5 Resignation: Any officer may resign by delivering a written resignation to the Chair (in the case of resignation of the Chair, to the Vice-Chair or Co-Chair).

Section 6 Removal: The Trustees may remove any officer with or without cause by a vote of a majority of the Trustees then in office. An officer may be removed for cause only after a statement of the reason(s) is mailed by registered mail to the officer proposed for removal at least thirty (30) days before any final action is taken by the Board, which shall be accompanied by a notice of the time and place that the Board is to take action on the removal, and the officer is given an opportunity to be heard by the Board at the time and place mentioned in the notice.

Section 7 Chair: The Chair shall be the senior volunteer leader of the School, who presides at all meetings of the Board and other meetings as required. The Chair shall oversee implementation of School policies and shall ensure that appropriate administrative systems are established and maintained.

Section 8 Vice-Chair or Co-Chair: The Vice-Chair or Co-Chair shall preside over meetings of the Board in the Chair's absence and shall work closely with the Chair to support the work of the Board. In order to support strong succession planning for the Board, prior to the final year of the current Chair, the Board may vote to elect the Vice-Chair as Co-Chair for a one year term. The Co-Chair will perform Chair duties under the guidance of the current Chair to support their future effectiveness as the elected Chair if selected by the Board at the end of the one year term. The one year term as Co-Chair will not count toward the nine (9) consecutive terms that the individual may serve as Chair.

Section 9 Treasurer: The Treasurer, jointly with the Chair, shall ensure that current records are maintained, reflecting the financial condition of the School. These records shall include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets).

Section 10 Secretary: The Secretary, jointly with the Chair, shall ensure that current School and Board records are maintained in accordance with the School's Bylaws, charter, the guidance and directives of BESE, and all applicable laws of the Commonwealth of Massachusetts.

ARTICLE IV

Meetings

Section 1 Meetings: Meetings of the Board shall be held at least quarterly within the Commonwealth of Massachusetts, at such times and such places as the Chair or the Board shall determine. The annual meeting of the Board shall occur in the last quarter of the fiscal year. If the annual meeting is not held in the specified quarter, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Chair or the Board may set a regular meeting schedule. In addition, special meetings of the Board may be called by the Chair or by any four members of the Board (provided that number is less than a majority of the Board) filing a written request for such a meeting with the Chair and stating the object, date, and hour.

Section 2 Action at Meetings: A majority of the Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board. Unless otherwise specified in these Bylaws, at any meeting of the Board at which a quorum is present, a majority vote of Trustees in attendance shall decide any matter, unless these Bylaws or any applicable law requires a different vote.

Section 3 Meeting Format: The Board shall select its own meeting format in any method allowed by the laws of the Commonwealth of Massachusetts. Any such meeting, whether annual, regular, or special, complying with Sections 1 and 2 of Article IV shall constitute a meeting of the Board and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4 Notice: Public notice of any meeting of the Board shall be given as required by law. Notice of all meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Trustees prior to the meeting in person or by telephone, facsimile, or electronic mail sent to each Trustee's usual or last known business or home address. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting also shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 5 Proxy: Voting by Trustees by proxies shall not be permitted.

Section 6 Representative: An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

Section 7 Open Meeting Law: All meetings of the Board shall be conducted in accordance with the Open Meeting Law, M.G.L. c. 30A, sec. 18-25, as amended from time to time, and the regulations, guidance, and directives of the Office of the Attorney General, including but not limited to training, notice of meetings, records of meetings, and executive sessions.

Except as otherwise permitted by the Open Meeting Law, (i) no quorum of the Board shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and (ii) no executive session shall be held until (a) the Board shall have first convened in an open session for which notice shall have been given in accordance with law, (b) a majority of the Trustees at such meeting have voted to go into executive session, (c) the vote of each Trustee shall have been recorded on a roll call vote and entered into the minutes, (d) the Chair (or other person presiding over the meeting) shall have cited the purpose of the executive session, stated all subjects that may be revealed without compromising the purpose for which the executive session was called, and stated whether or not the Board shall reconvene after the executive session, and (e) accurate records of the executive session shall be maintained pursuant to M.G.L. c. 30A.

The Board may meet in executive session only for the purposes permitted by M.G.L. c. 30A, sec. 21(a), as it may be amended from time to time, which include the following purposes as of the date hereof:

- (1) To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual. The individual to be discussed shall have the rights provided in M.G.L. c. 30A, sec. 21(a)(1);
- (2) To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
- (3) To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the Board and the Chair so declares;
- (4) To discuss the deployment of security personnel or devices, or strategies with respect thereto;
- (5) To investigate charges of criminal misconduct or to consider the filing of criminal complaints;
- (6) To consider the purchase, exchange, lease, or value of real property if the Chair declares that an open meeting may have a detrimental effect on the negotiating position of the Board;
- (7) To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements;
- (8) To consider or interview applicants for employment or appointment by a preliminary screening committee if the Chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening; or
- (9) To meet or confer with a mediator, as defined in M.G.L. c. 233, sec. 23C, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group or entity, provided that (i) any decision to participate in mediation shall be made in an open session and the parties, issues involved and purpose of the mediation shall be disclosed; and (ii) no action shall be taken by the Board with respect to those issues which are the subject of the mediation without deliberation and approval for such action at an open session.

Section 8 Remote Participation: Trustees shall attend meetings in person whenever possible. However, a Trustee shall be permitted to participate remotely in a meeting, provided that such participation complies with the requirements of 940 CMR 29.10 including, but not limited to, meeting the permissible reasons for remote participation, if the Chair (or other person presiding over the meeting) determines that physical attendance would be unreasonably difficult.

Section 9 Procedure for Complaints: Individuals or groups may file a complaint with the Board concerning any claimed violations of M.G.L. c. 71, sec. 89 or 603 CMR 1.00 by the School. Any such complaints shall be in writing, shall set forth, in detail, the circumstances which constitute the alleged violation, and shall be submitted to the Board at the principal office of the School. After receipt of a complaint, the Board shall determine what actions are appropriate in order to ensure compliance with the applicable laws and regulations. With respect to claimed violations of M.G.L. c. 71, sec. 89 or 603

CMR 1.00, the Board shall respond no later than forty-five (45) days from receipt of the complaint in writing to the complaining party and shall conduct reviews to ensure compliance with M.G.L. c. 71, sec. 89, and 603 CMR 1.00.

ARTICLE V

Staff

The Board shall have the discretion to appoint, evaluate, and/or remove an Executive Director, who shall be the chief staff person responsible for carrying out the work of the School in accordance with the policies established from time to time by the Board. The Board may not select, appoint, evaluate, and/or remove school staff other than the Executive Director.

ARTICLE VI

Committees and Task Forces

Section 1 Committees: The Chair shall appoint committees or task forces of the Board, except the governance committee, which will be appointed by the Secretary in consultation with the Chair. Committees may be composed of Trustees or community members, or both. Each committee must include at least one Trustee. Meetings of all committees shall comply with the Open Meeting Law, M.G.L. c. 30A, sec. 18-25, and the regulations, guidance, and directives of the Office of the Attorney General, including but not limited to training, notice of meetings, records of meetings, and executive sessions.

Section 2 Governance Committee: There shall be a standing governance committee. Members of the governance committee shall elect the chair of the governance committee. The duties of the governance committee shall be:

- (a) To study the qualifications of Trustee candidates and present the best qualified candidates for vacant Trustee positions on the Board;
- (b) To present candidates for officers to the Board for election at the annual meeting;
- (c) To provide ongoing orientation to Trustees;
- (d) To oversee a Trustee assessment process to ensure optimum performance;
- (e) To recommend the appointment of a past Chair to the Board, if necessary, in the interest of continuity; and
- (f) To lead recruitment efforts for the Executive Director, and to recommend the Executive Director to the full Board.

Prior to its submission of candidates for their election to the Board, the governance committee shall exercise due diligence in assessing the suitability of all candidates with respect to potential conflicts of interest and areas of skill and expertise that will be of value to the Board.

ARTICLE VII

Fiscal Year

The fiscal year of the School shall begin on July 1 of each year and terminate on June 30 of the following year.

ARTICLE VIII

Indemnification

The School shall indemnify its Trustees and officers to the fullest extent permitted by the laws of the Commonwealth of Massachusetts.

ARTICLE IX

Amendments

These Bylaws may be amended at a regular meeting by a two-thirds (2/3) vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is given to each Trustee in person or by telephone, facsimile, or electronic mail at least forty-eight (48) hours prior to the meeting at which the amendment is to be considered. Amendments to these Bylaws shall become effective immediately on their adoption or at such later time as specified in the amendment, contingent upon approval by the Commissioner.

Coversheet

Self Assessment Data Overview

Section: V. Board Roles and Responsibilities
Item: B. Self Assessment Data Overview
Purpose: FYI
Submitted by:
Related Material: Boston Prep - BED Report 2025 (1).pdf



MASSACHUSETTS BOARD EFFECTIVENESS SURVEY

Boston Preparatory

Spring 2025

Why is board self-assessment important?

- This report shows your board's strengths and areas for improvement as compared to governance best practices.
- We believe that healthy boards take an honest look in the mirror and measure how well you are performing as a board – just as boards (should) measure the performance of the school and the school leader.
- The goal of board assessment is to give boards the information you need to govern more effectively. We hope your board takes this opportunity to ask yourselves: Are we doing everything possible as a board to ensure that all students in this school are succeeding? What can we do better?

What is in this report?

- Massachusetts' framework for effective governance
 - The survey you took mirrors this framework
- For each element of good governance, the report includes:
 - An overview of best practice
 - A summary of your board's responses for that element
 - Responses are not attributed to individuals; survey results are reported only collectively
- A compilation of board members' comments

What might you do with this report?

- We suggest that your board set some meeting time aside to discuss the data and encourage each board member to review the dashboard in advance of this meeting.
- Some questions the board might discuss:
 - How does your board perceive its governance performance?
 - Review your school's rating from the authorizer, student population information, and student performance over the last 3-5 years; does the board's assessment of its governance feel aligned to these indicators of school success?
 - Is there consensus among board members about how well the board is governing? Where are the biggest areas of disagreement?
 - What are the most important areas the board might focus on for improving governance?
 - What can your board do differently going forward to support student success?
 - What will each board member personally commit to doing differently?

How to interpret your board's data

- The survey questions are designed to serve as a rubric for best governance practice; the questions model what effective boards do. It is important to note that answers are subjective, and each board member comes to their own answers based on prior experience, perspective, points of comparison, etc.
 - Questions to which all or most of board members respond *Strongly Agree* or *Agree* are likely areas in which the board is governing effectively
 - Questions to which all or most of board members respond *Strongly Disagree* or *Disagree* are likely areas in which the board is not governing effectively
 - Questions to which there is a *wide range of responses* may indicate a lack of alignment in perspective or board members' individual experiences, confusing or unclear information given to the board, or different interpretations of the question
 - A significant number of board members responding with *I Don't Know* may indicate communication challenges, a disengaged board, many new members, or a new school

Our research-based governance framework

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Headlines of Governance Practices at Boston Preparatory

Dimension of Governance	Strengths	Opportunities for Improvement
Student Achievement	<p>Nearly all respondents are familiar with accountability data and regularly review dashboards with academic data broken down by subgroup. Respondents are comfortable asking questions about student data. Nearly all respondents review trends in student data, comparisons to other schools, and student data other than test scores.</p>	<p>Although respondents indicate that the board reviews student data regularly, 27% of respondents are not confident in the board's understanding of student outcomes, and 33% do not believe the board is effective in its accountability for high student outcomes.</p>
Exceptional Leadership	<p>Most board members have seen the school leader's goals. The board conducts a school leader evaluation, which includes input from a variety of stakeholders and identifies areas of growth.</p>	<p>One quarter of respondents stated that the board does not regularly monitor the school leader's progress toward their goals. Two board members indicated that there may be opportunities to improve the relationship between the board and the school leader. There appears to be a lack of shared understanding about the school leader succession plan. Only three respondents said that there is a school leader emergency and planned succession plan and know who would take over as interim leader in the event of an emergency.</p>
Exemplary Governance	<p>Most respondents believe there is a positive board culture that supports members actively participating in board meetings. Nearly all board members understand expectations and find board and committee meetings to be well-run and strategic. Respondents believe the board is diverse in skills, expertise, and demographics.</p>	<p>Responses are mixed about board engagement; all board members believe they are highly engaged, but one third of respondents disagreed that the majority of board members are highly engaged. Only 40% of respondents know what happens when a board member is not fulfilling their responsibilities. Onboarding practices may need to be strengthened. While respondents share that the board is diverse, there may be opportunities to increase racial diversity on the board to better reflect the students the school serves. The top identified expertise needs for boards are education, fundraising, and human resources. There appears to be misalignment as to if the board conducts an annual self-assessment.</p>
Strategy & Accountability	<p>The board regularly holds retreats. Most, but not all, respondents understand the differences between governance and management. Most respondents believe the board steps back from decisions that are the responsibility of the school leader.</p>	<p>Strategic planning is an area of opportunity for the board. Responses are mixed about if the board has approved a strategic plan, sets annual board goals, or reviews progress toward those goals. There are opportunities to improve stakeholder engagement. One quarter of respondents believe the board does not regularly discuss how racism or biases appear within the school.</p>

Dimension of Governance	Strengths	Opportunities for Improvement
Resources	<p>The board asks questions about financial data, particularly enrollment data. Respondents believe the board holds the school leader accountable for strong financial management.</p>	<p>Several respondents do not review financial statements regularly, have not recently reviewed the financial policies, and/or have not reviewed the school's last audit and management letter. Approximately 30% of respondents have not made a financial contribution to the school this year.</p>
Compliance	<p>The board has fairly strong compliance practices and proactively addresses compliance issues. The board adheres to Open Meeting Law, has access to legal counsel, and operates according to its bylaws. Respondents are familiar with the school's charter and the results of the most recent financial audit. The board has discussed school policies that may disproportionately impact some students negatively and/or advantage some over others.</p>	<p>Only one quarter of respondents are familiar with the results of the most recent Tiered Focused Monitoring.</p>
Advocacy & Public Engagement	<p>Respondents speak positively about the school. Respondents know how to respond when they see negative or misleading information about charter schools. Respondents receive regular updates about the legislative and political environment.</p>	<p>There are opportunities to improve advocacy and public engagement. Only half of respondents know who their state legislators are, and many fewer have engaged with them. Most respondents have not taken action in the past year to influence education policies and public opinion. 40% of respondents do not feel equipped to speak positively about charter schools.</p>

Strengths named by respondents

- Diversity of experience and perspectives
- Willingness to engage and participate in thoughtful, candid conversations
- Commitment to the school and alignment to mission
- Deep knowledge and understanding of the school
- Partnership with and trust in school leadership

Challenges named by respondents

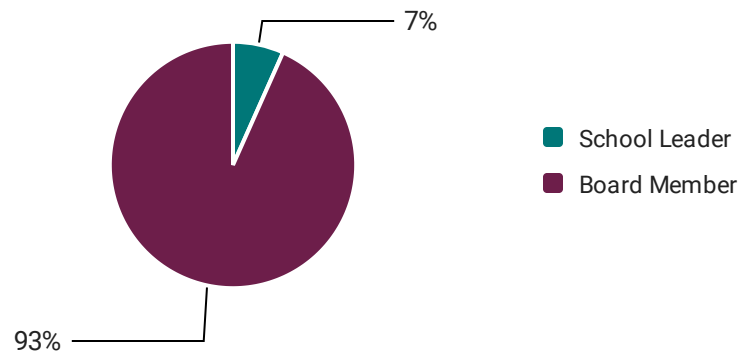
- Need for more board members with education experience
- Holding the school and school leadership accountable for student outcomes
- Need for a strategic plan, board goals, and clear metrics
- Inconsistent participation and engagement by board members
- Opportunity to increase in-person engagements and visits to the school
- Opportunity to increase diversity of the board to better reflect the demographics of the students the school serves

Respondent Summary

Total Responses: 15

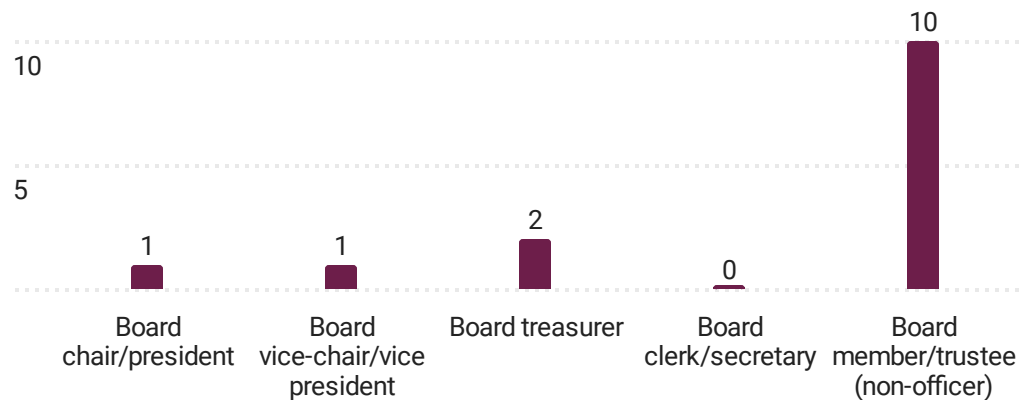
Role

15 Responses

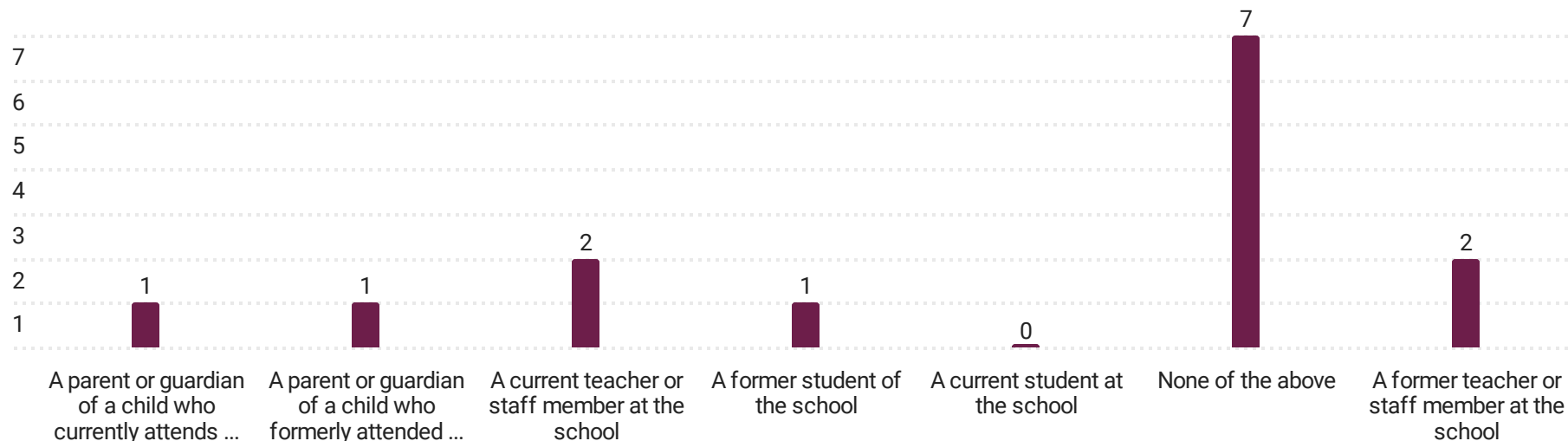


Role on the board

14 Responses

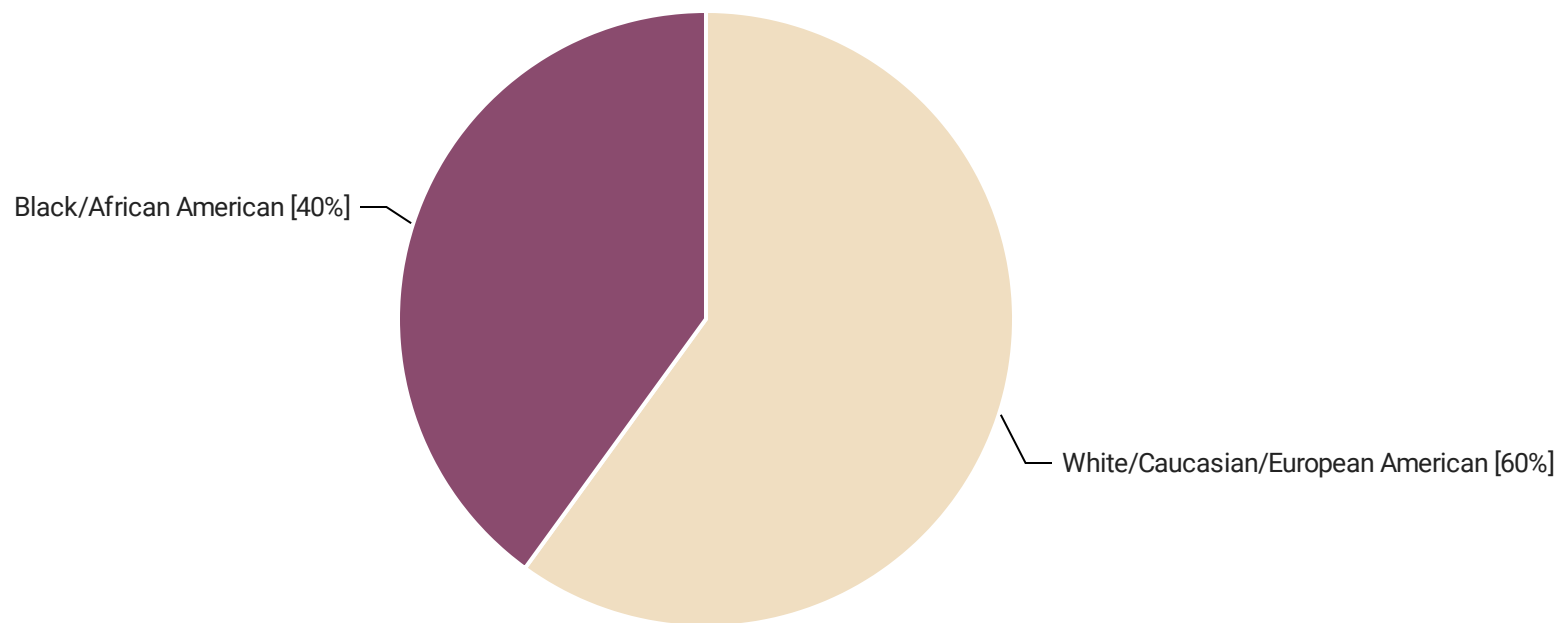


Parent or caregiver of current student



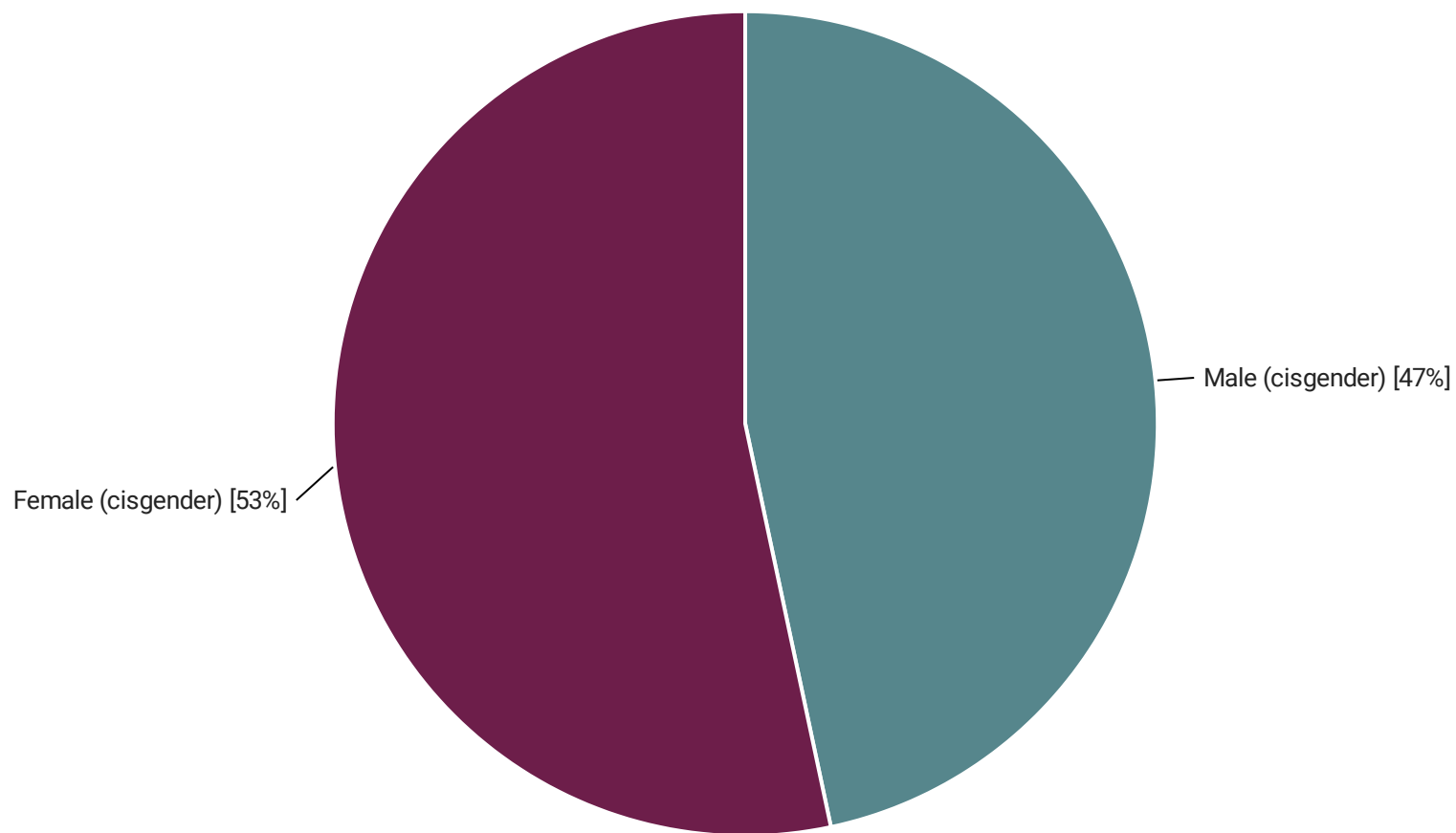
Race/Ethnicity

15 Responses



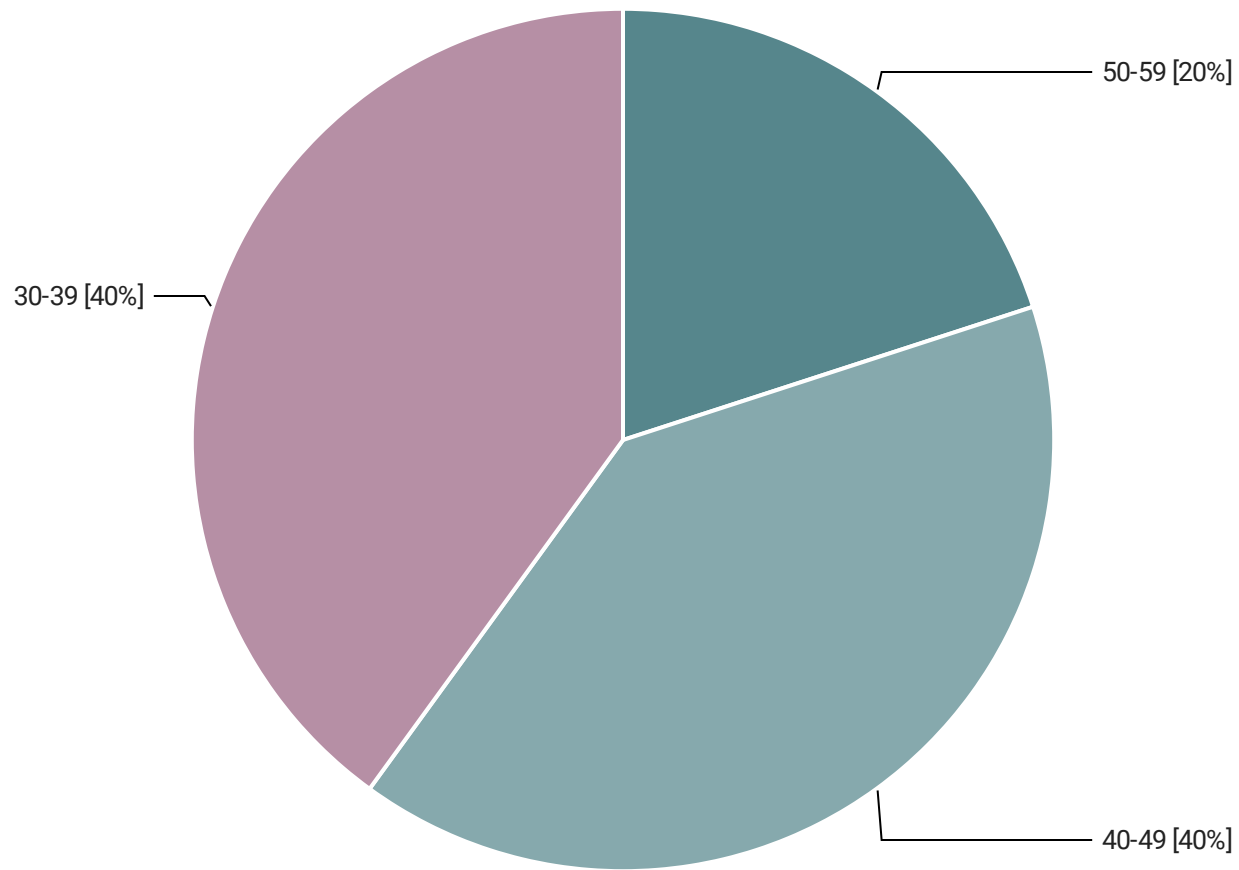
Gender Identity

15 Responses



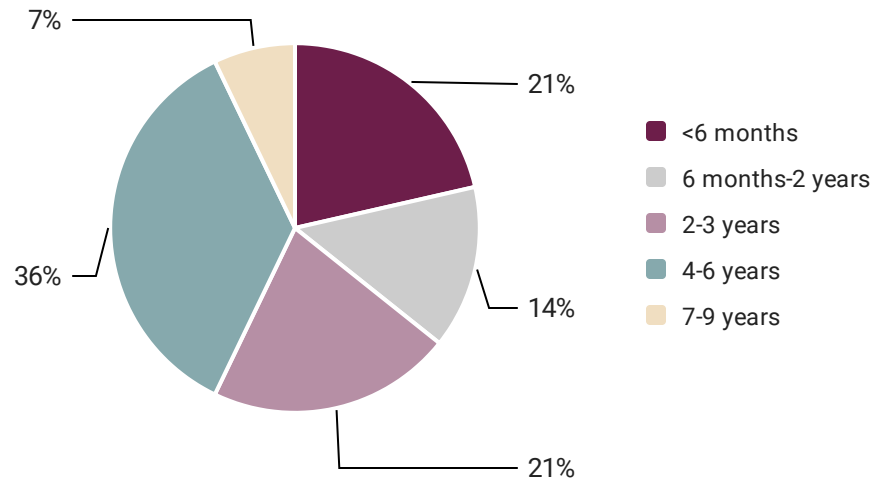
Age

15 Responses



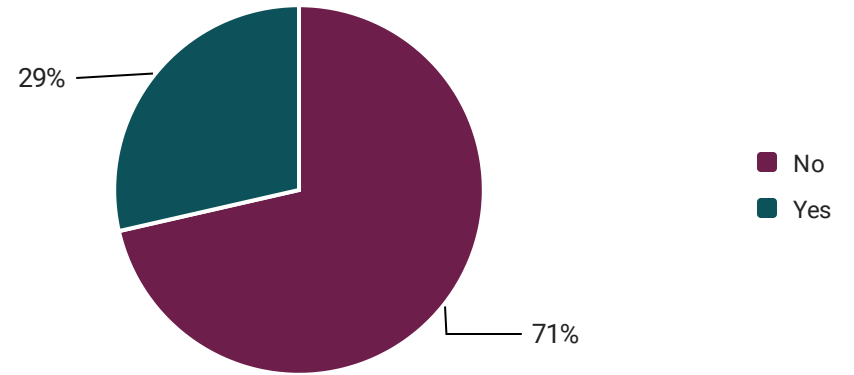
Years of Board Service

14 Responses



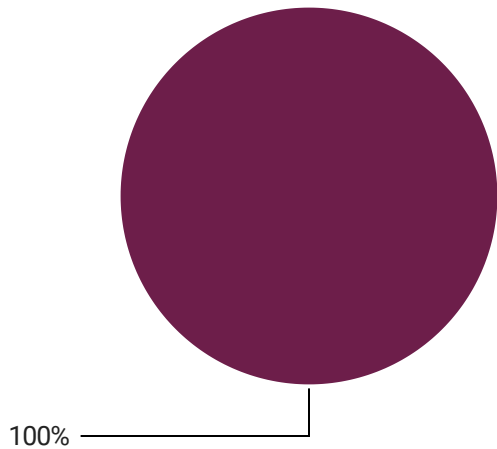
Final Year

14 Responses



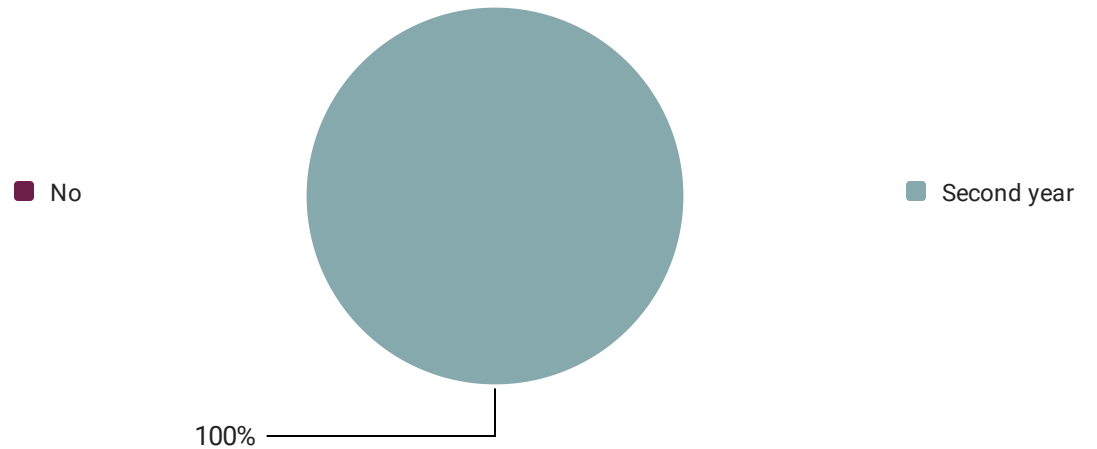
Current Students

15 Responses



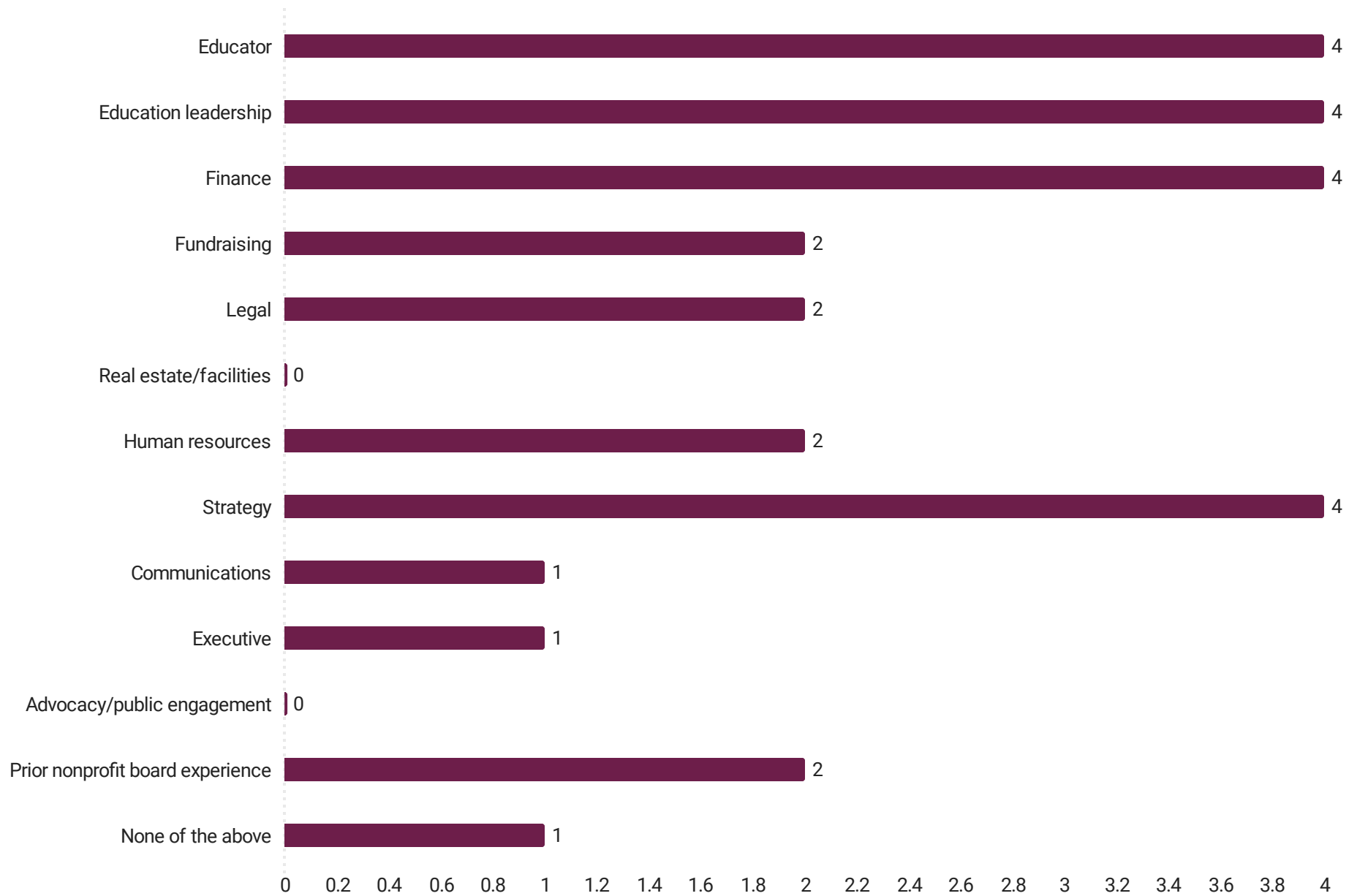
Board Chair Term

1 Responses



Areas of Professional Experience

14 Responses



Student Achievement

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Focus board's work on supporting school leadership in improving student outcomes

DESE requires Charter Public School Boards of Trustees to:

- *Engage “in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy”*
- *Review “disaggregated student data to ensure that the school’s academic program is a success for all students”*

Best Practice tells us that Boards Should:

- Prioritize student success in all board work
- Align with school leader on a set of clear and measurable goals that are aligned with:
 - Mission and charter
 - School's approved accountability plan
 - Accountability systems in place
- Align on what data the board will review to measure progress towards goals
- Monitor progress to goals quarterly
- Do not waver from monitoring progress towards agreed-upon goals
 - What metrics will boards review?
 - What data will boards see, how often, and from who?

Focus board's work on supporting school leadership in improving student outcomes

DESE requires Charter Public School Boards of Trustees to:

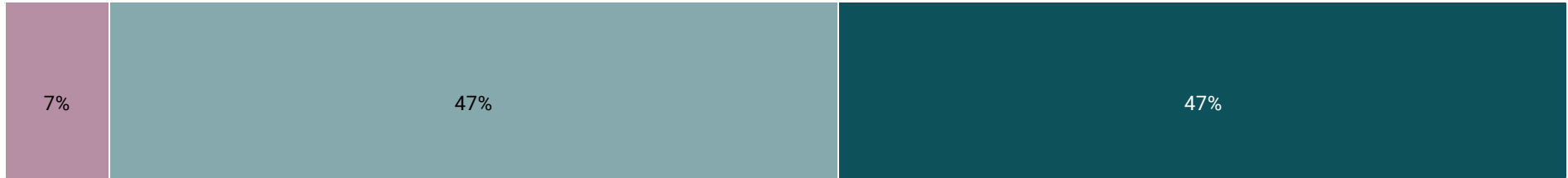
- *Engage “in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school’s mission, vision, and educational philosophy”*
- *Review “disaggregated student data to ensure that the school’s academic program is a success for all students”*

What does this look like?

- Has the board engaged in conversation about disaggregated state accountability data, including MCAS?
- Have you discussed the results in your annual report (includes accountability plan), plus state/district accountability data, which include MCAS and chronic absenteeism?

I know the goals in the school's approved accountability plan, the school's accountability data, and how the state holds the board accountable for achieving accountability plan goals.

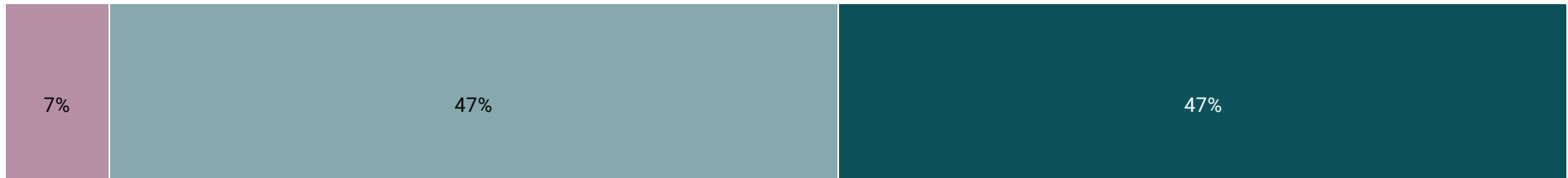
15 Responses



Strongly disagree Disagree Agree Strongly agree

I review a data dashboard at least quarterly that provides academic achievement data for all students, broken down by subgroup (e.g., race, gender, special needs, English language learner).

15 Responses



Strongly disagree Disagree Agree Strongly agree

I review student data that indicates measures of student success other than test scores.

15 Responses



Strongly disagree Disagree Agree Strongly agree

I feel comfortable asking questions when I notice something of concern in student data, even if I am the only board member raising questions.

14 Responses



Strongly disagree Disagree Agree Strongly agree

The board asks questions about gaps in outcomes between subgroups of students.

15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board compares year-over-year student data to identify patterns/trends.

15 Responses



Strongly disagree Disagree Agree Strongly agree

I understand how the school's performance compares to that of other public schools in the city/state.

15 Responses



- No, I do not understand how the school's performance compares to that of other public schools in the city/state
- The data are benchmarked against ONLY the highest performing schools
- The data are benchmarked against ONLY city/state averages
- The data are benchmarked against BOTH city/state averages and the highest performing schools

I am confident that the board has a full and accurate understanding of student outcomes.

15 Responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

I believe the board is effective in holding the school accountable for high student outcomes.

15 Responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

Exceptional Leadership

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Hire and retain a strong leader by providing ongoing support and thoughtful evaluation

DESE requires Charter Public School Boards of Trustees to:

- *Hire, and evaluate admin to manage the charter school's day-to-day operations and holds these parties accountable for meeting specified goals*

Best Practice tells us that Boards Should:

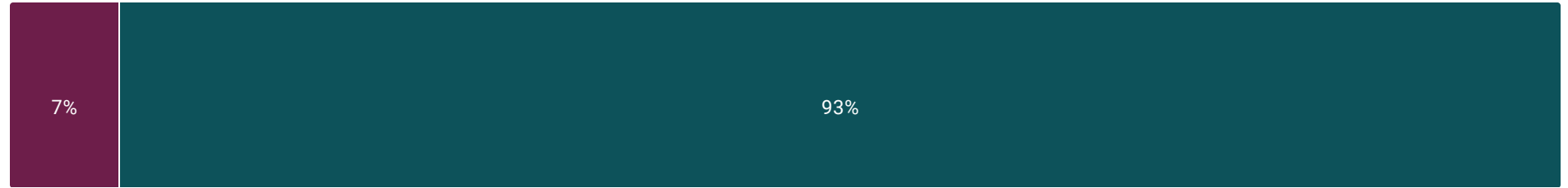
- Support the ED
 - Formal & informal ways
 - Give and earn trust
- Evaluate ED performance annually
 - Based on goals
 - Include ED self-evaluation
 - Gather important feedback from key stakeholders
- Ensure a clear and equitable compensation policy
 - Timely
 - Grounded in regional compensation comparables
- Organize leader support around achieving goals

What does this look like?

- Have you set your goals with your ED for the year?
- Do you have a regular time set up to have conversations with your ED?
- Are you aware of the ways in which the ED needs support from the board?

I have seen the school leader's goals for this year.

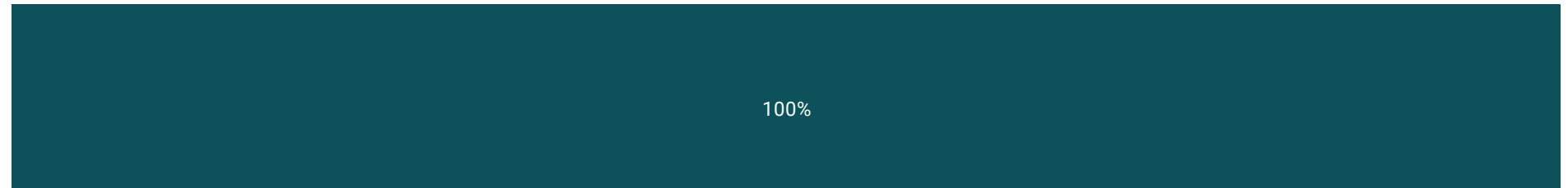
14 Responses



No Yes

I have annual goals for this year as the school leader.

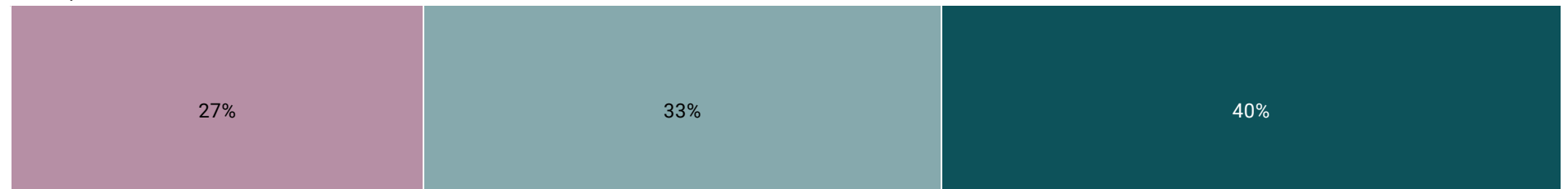
1 Responses



No Yes

The board monitors the school leader's progress toward their goals at least quarterly.

15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The school leader candidly and proactively speaks with the board about both successes and challenges.

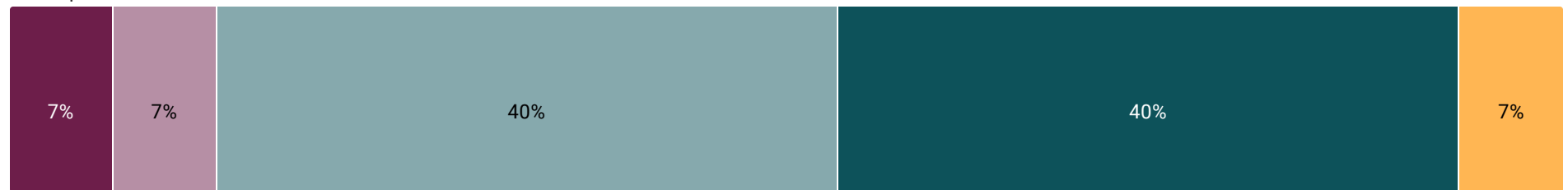
15 Responses



Strongly disagree Disagree Agree Strongly agree

My perception is that the board chair and school leader have a candid and supportive relationship.

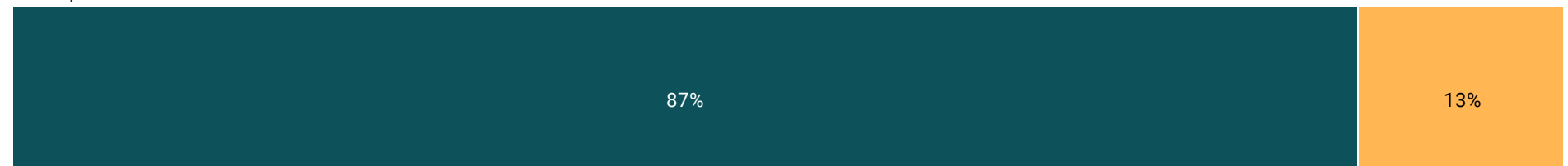
15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board evaluates the school leader each year.

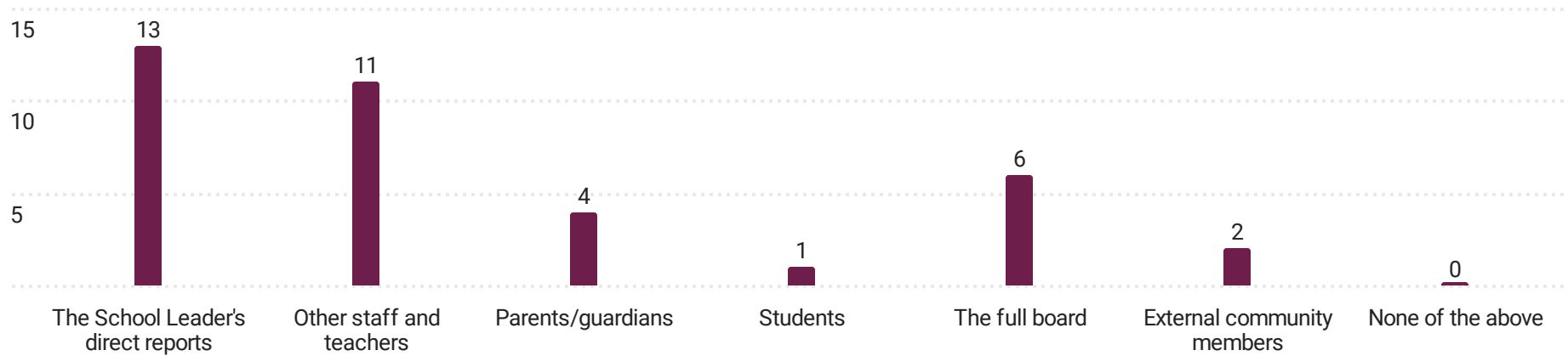
15 Responses



No, the board does not evaluate the School Leader The board evaluates the School Leader, but not annually Yes, the board evaluates the School Leader annually I don't know

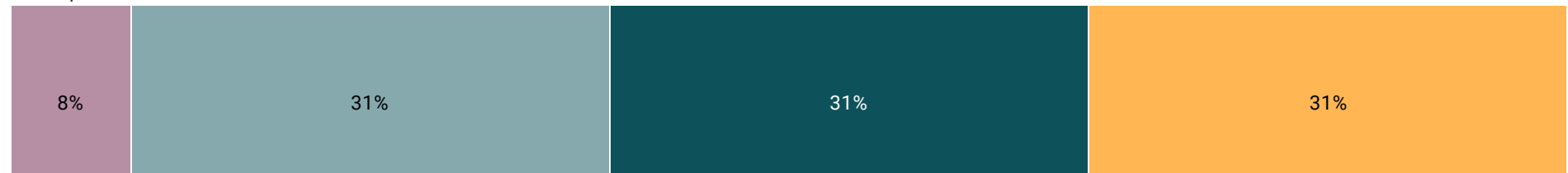
The school leader evaluation process includes input from:

13 Responses



The school leader evaluation includes measures of Diversity, Equity, and Inclusion within the school (e.g., diversity of faculty, measures of inclusive school culture, DEI programming for staff and students, measures of parents feeling welcome in the school, closing gaps in achievement and student success by race).

13 Responses



■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree
 ■ I don't know

The board holds the school leader accountable for high student outcomes/academic improvement as part of their annual evaluation.

13 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

If student achievement levels are low, the board elevates this as a serious concern to the school leader.

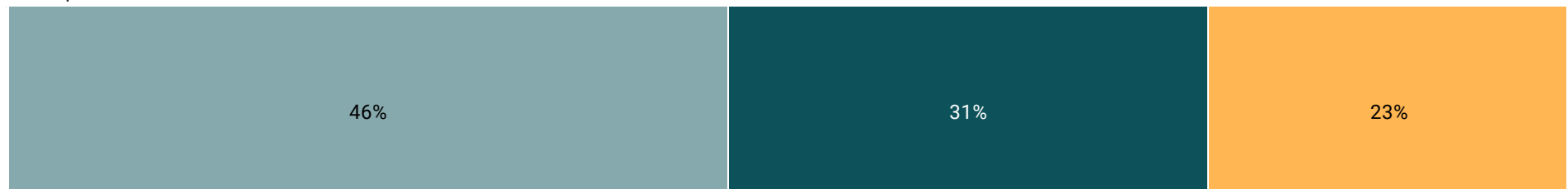
15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board's most recent evaluation of the school leader identified specific areas for growth.

13 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board has a school leader succession plan that covers both emergency and planned departure.

15 Responses



- No, the board does not have a School Leader succession plan
- It covers ONLY planned departure
- It covers ONLY emergency departure
- Yes, it covers BOTH emergency and planned departure
- I don't know

The board knows who would take over as interim leader in the event of an emergency in which the school leader cannot lead.

15 Responses



- No
- Yes
- I don't know

Exemplary Governance

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Diversify board membership across demographics and experience

DESE requires Charter Public School Boards of Trustees to:

- *Ensure sustainability of the school by: Recruiting, selecting, orienting and training members with skills, expertise, and connections to the community that enables the board of trustees to sustain an excellent school*

Best Practice tells us that Boards Should:

- Ensure board includes a diverse set of skills and experiences (lived and professional) that will support mission, vision, and strategy
- Have and follow equitable processes for recruiting, interviewing, selecting, and onboarding new board members
- Align on what representation of student population means to this board
- Embrace conversations about diversity on the board

What does this look like?

- Do you have a board composition matrix? Does the governance committee review this every year and update it?
- Do you know when board members are rolling off? Is there a tracker for this?
- Do you have a process for recruiting and supporting new board members?

Establish strategic and inclusive processes for board and committee meetings, expectations, and engagement

DESE requires Charter Public School Boards of Trustees to:

- *Ensure sustainability of the school by establishing clear processes for board of trustees and school leadership succession*
- *The board of trustees has clear and well-understood systems for decision-making and communication processes*

Best Practice tells us that Boards Should:

- Invest in committee-driven governance:
- Revisit board meeting agendas to focus on highest priorities for student success
- Set and uphold clear expectations and shared norms
- Articulate processes for selecting board officers
- Ensure bylaws are clear and complete
- Have a school leader succession plan in place

What does this look like?

- Is the board bringing an equity lens to all decisions about meetings, board operations, and expectations?
- Are these foundational structures in place?

I am a highly engaged board member (e.g., attends almost all board meetings, attends committee meetings in-person or by video conference, and actively promotes the mission of this school).

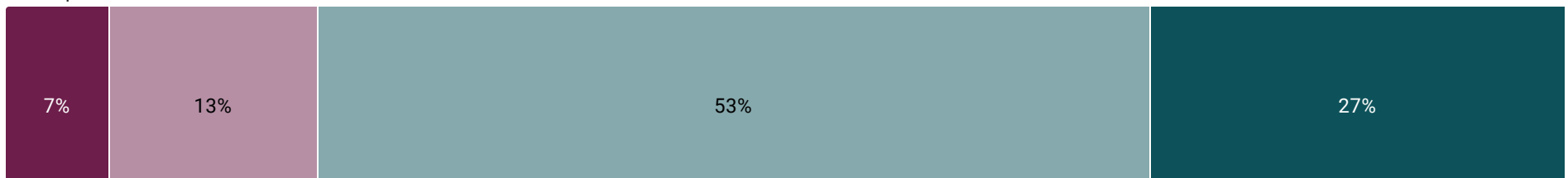
14 Responses



Strongly disagree Disagree Agree Strongly agree

The majority of board members are highly engaged.

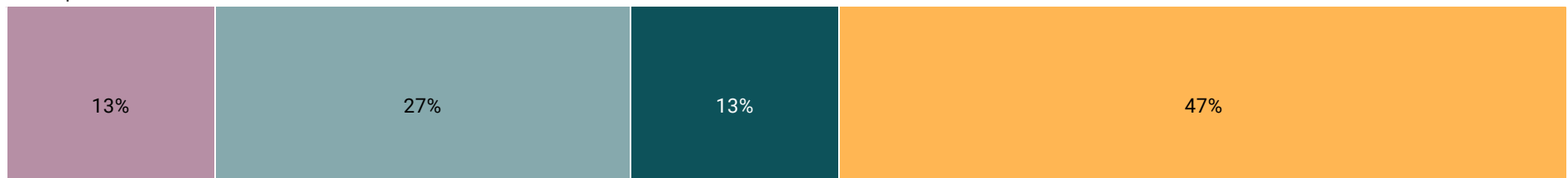
15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board takes action when a board member is not fulfilling their responsibilities.

15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board has an onboarding process that helps new members understand the school, its mission and goals, and board expectations.

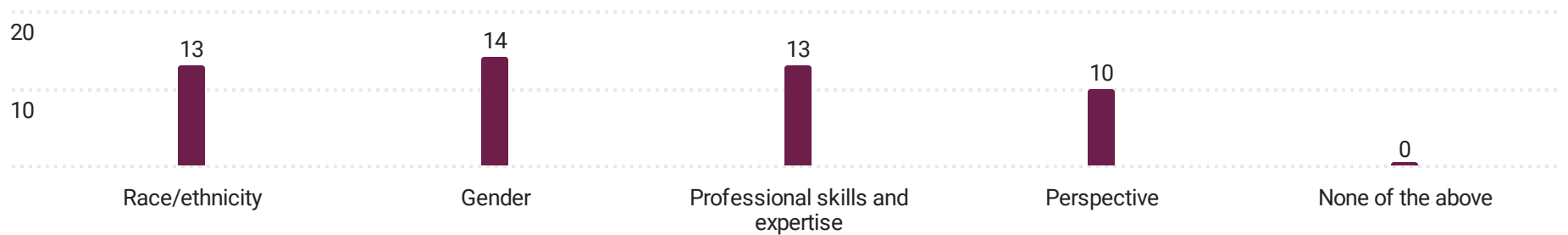
15 Responses



■ Yes ■ No ■ I don't know

The board is diverse in terms of:

15 Responses



The board has concrete board recruiting goals to ensure that the board is racially diverse.

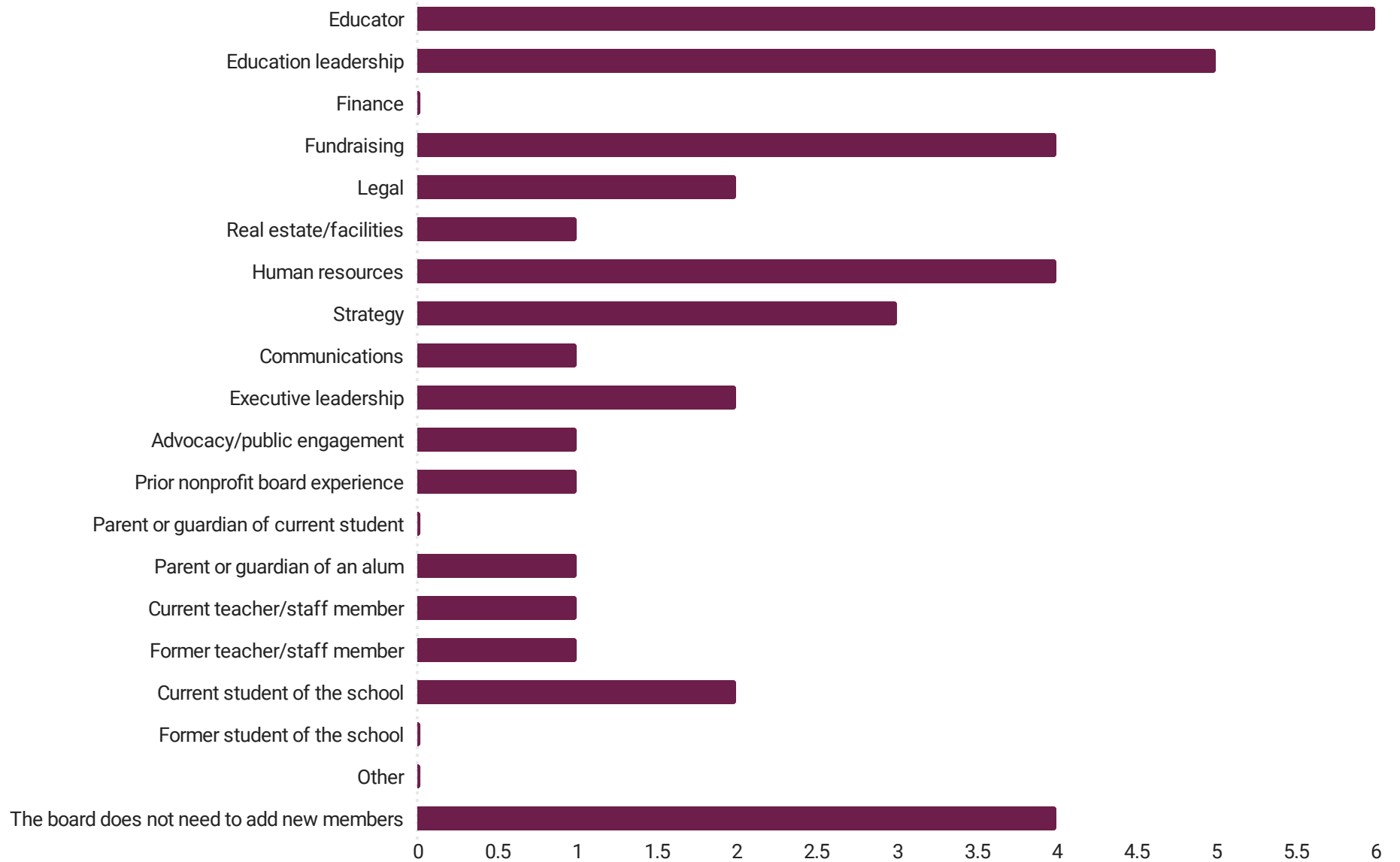
15 Responses



■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree ■ I don't know

The board needs to add board members with the following experience:

15 Responses



I have a clear understanding of what is expected of me as a board member.

14 Responses



Strongly disagree Disagree Agree Strongly agree

The board committee on which I serve moves strategic board work forward toward the board's goals.

14 Responses



Strongly disagree Disagree Agree Strongly agree The board does not have committees I do not serve on a committee

Board meetings are well-run.

15 Responses



Strongly disagree Disagree Agree Strongly agree

Board meetings focus on strategic issues.

15 Responses



Strongly disagree Disagree Agree Strongly agree

Board members treat one another with respect.

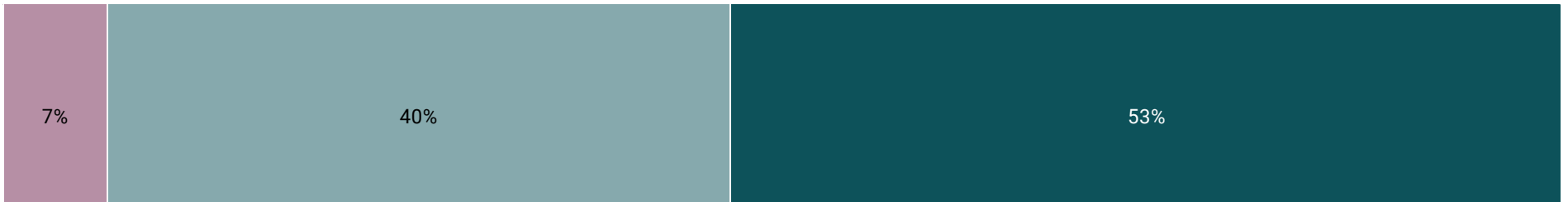
15 Responses



Strongly disagree Disagree Agree Strongly agree

All board members are actively encouraged to share their perspectives.

15 Responses



Strongly disagree Disagree Agree Strongly agree

I feel comfortable expressing my true opinions, even when I am a dissenting voice.

15 Responses



Strongly disagree Disagree Agree Strongly agree

The board conducts a self-assessment every year.

15 Responses



No Yes I don't know

Strategy & Accountability

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Spend board time on issues that impact student success

DESE requires Charter Public School Boards of Trustees to:

- *Demonstrate appropriate oversight of the charter school administration... done so without managing the day-to-day operations of the school*
- *Act in the best interests of the school community*

Best Practice tells us that Boards Should:

- Take ownership for board work rather than imposing on school staff
- Be courageous enough to stop spending energy on lower-impact work
- Ask leading questions, not just lagging questions
- Maintain accountability to each other

What does this look like?

- Be aware of what's in your Summary of Review (SOR) and your recent site visit report

The board has approved a multi-year strategic plan that defines the long-term vision for the school and the strategy for achieving it.

15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board sets annual board goals that drive the work as a board.

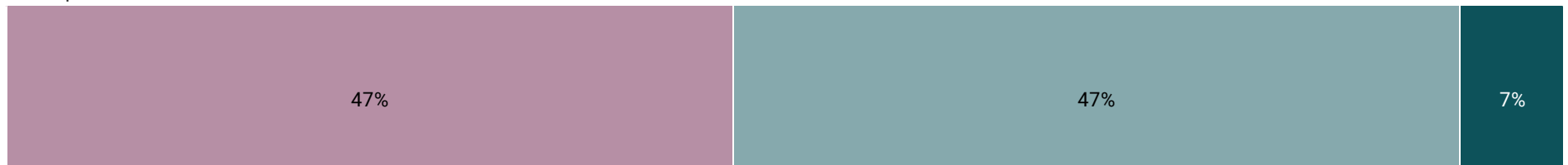
15 Responses



Strongly disagree Disagree Agree Strongly agree

The board regularly reviews its progress toward its annual goals, and course-corrects in order to hold itself accountable for achieving them.

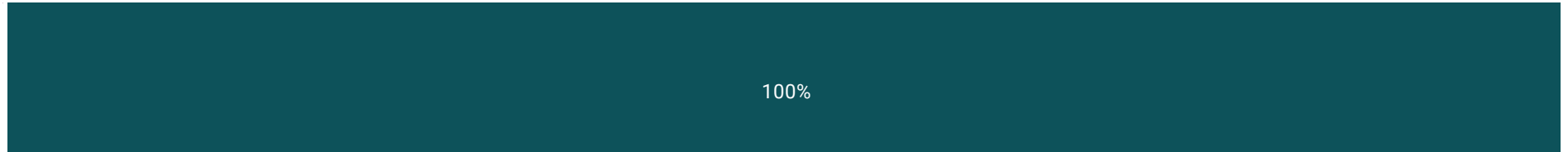
15 Responses



Strongly disagree Disagree Agree Strongly agree

When was the last time the board had a board retreat? Definition: A retreat is a time outside of normal meetings to discuss issues that require time and space, such as long-term strategic planning, board roles and responsibilities, board goal setting, improving board culture, etc.

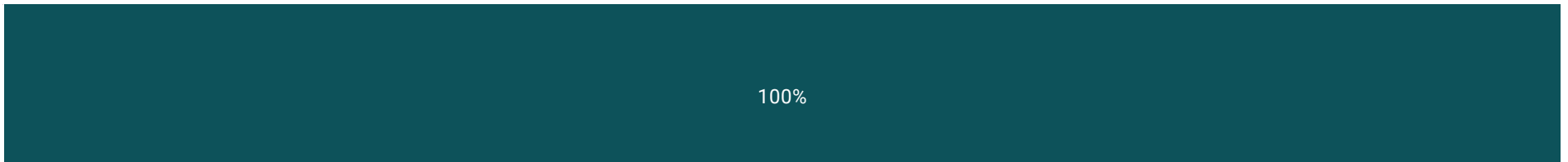
1 Responses



■ My board has never had a board retreat ■ More than 2 years ago ■ Within the last 2 years ■ Within the last 12 months

The board plans to hold a board retreat within the next 12 months.

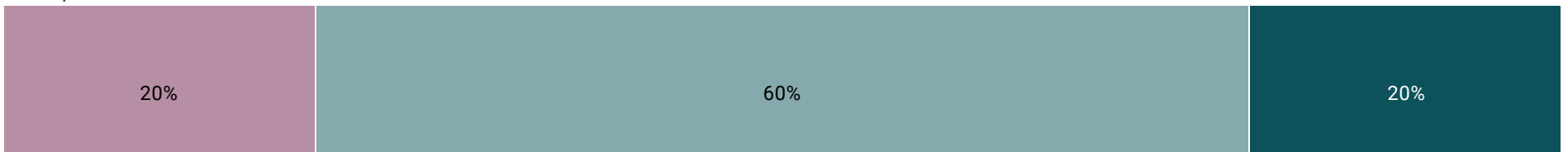
1 Responses



■ No ■ Yes ■ I don't know

The board is clear on which decisions are owned by the board and which are owned by the School Leader.

15 Responses



■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

In the last 12 months, the board and the School Leader have had at least one substantive conversation clarifying the balance between governance and management and aligning on who makes what decisions.

15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board steps back from decisions that are the responsibility of the School Leader, even high-stakes decisions.

15 Responses



Strongly disagree Disagree Agree Strongly agree

In partnership with the School Leader, the board regularly engages with stakeholders (e.g., families and community members), especially around big decisions.

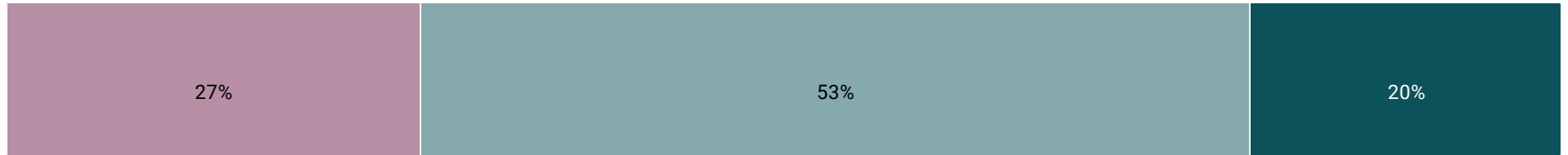
15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board regularly discusses how racism or implicit bias appears within the school in relation to issues such as achievement gaps, teacher retention and recruiting, ED evaluation, and engaging parents/the community.

15 Responses



Strongly disagree Disagree Agree Strongly agree

Resources

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Be a good steward of resources and ensure budget is aligned with program success

DESE requires Charter Public School Boards of Trustees to:

- *Demonstrate appropriate oversight of the charter school financial health*

Best Practice tells us that Boards Should:

- Approve annual budget aligned with mission and strategic plan
- Monitor long term financial health and sustainability; plan for the future
- Ensure resources are allocated to student success
- Support the school by fundraising and friendraising

What does this look like?

- Ask about student enrollment
- Examine your school's audit
- Do you know your school's financial procedures? Who on the board understands them? Is the board doing what's outlined in the procedures?

I review financial statements at least quarterly.

15 Responses



■ No ■ Yes ■ No, I am a new board member (within the last 3 months)

Financial statements reviewed by the board include actuals vs. budget, expenses, revenues, cashflows, and variances.

15 Responses



■ No ■ Yes ■ No, I am a new board member (within the last 3 months)

The board asks questions about student enrollment.

15 Responses



■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

I ask questions when I notice something of concern in financial data, even if I am the only board member raising questions.

14 Responses



Strongly disagree Disagree Agree Strongly agree

The board holds the School Leader accountable for strong financial management, including hitting expense and revenue projections each year.

15 Responses



Strongly disagree Disagree Agree Strongly agree

The board has a full set of financial policies and procedures that protect the school's long-term sustainability.

15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

I have reviewed our financial policies/procedures in the last year.

15 Responses



No Yes

I have reviewed our school's last audit and management letter.

15 Responses



No Yes

I have made or plan to make a personally meaningful financial contribution to the school this year.

14 Responses



No Yes Our board does not fundraise

Compliance

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Commit Steadfastly to Compliance

DESE requires Charter Public School Boards of Trustees to:

- *Adhere to Open Meeting Law and ByLaws*

Best Practice tells us that Boards Should:

- Follow Open Meeting Law for board and committee meetings
- Comply with the board's bylaws

What does this look like?

- Do all board members understand Open Meeting Law?
- Is your board operating in compliance of your bylaws?

The board adheres to Massachusetts' Open Meeting Law.

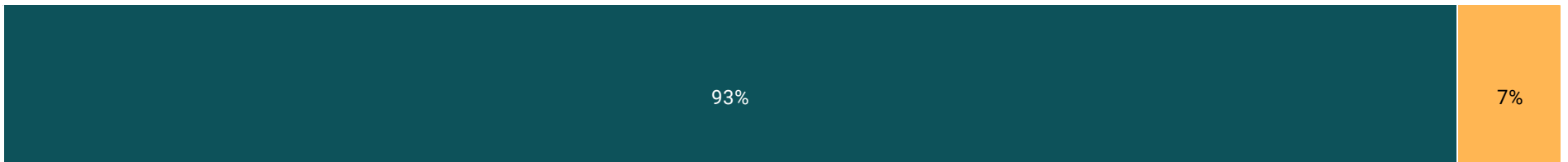
15 Responses



Strongly disagree Disagree Agree Strongly agree I don't know

The board has access to legal counsel.

15 Responses



No Yes I don't know

The board operates according to its approved bylaws.

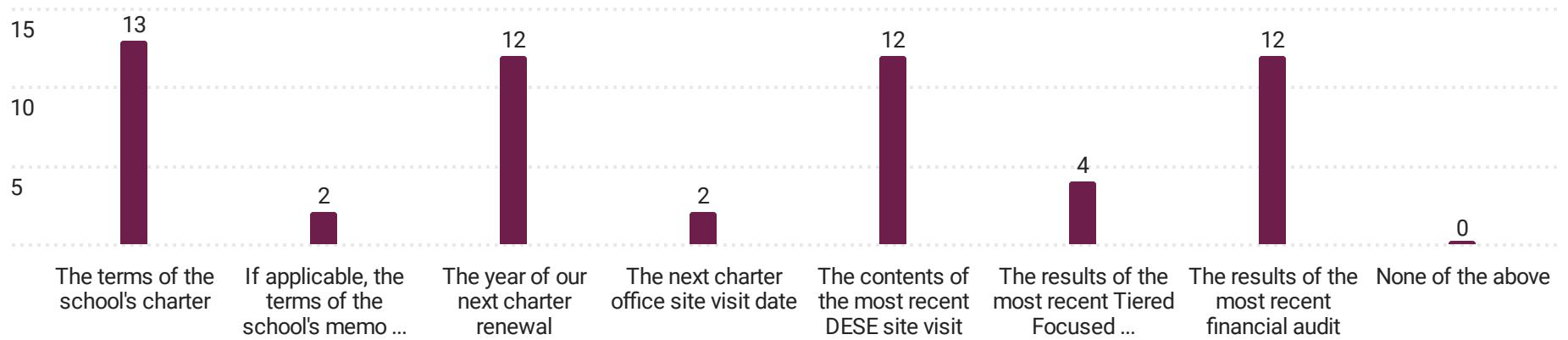
15 Responses



Strongly disagree Disagree Agree Strongly agree

I am familiar with:

15 Responses



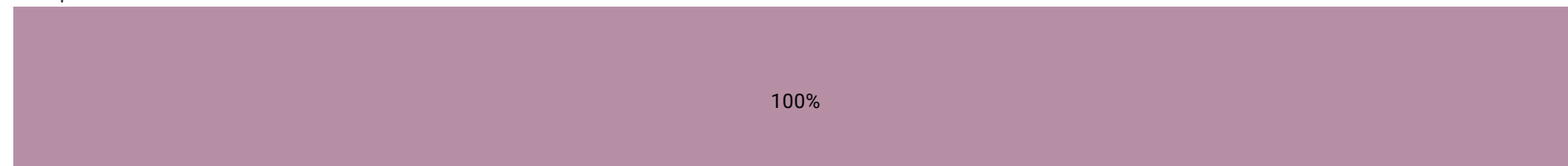
I or another board member has initiated a discussion about whether any school policy or practice may disproportionately impact some students negatively and/or advantage some over others.

14 Responses



A board member has initiated a discussion about whether any school policy or practice may disproportionately impact some students negatively and/or advantage some over others.

1 Responses



Strongly disagree Disagree Agree Strongly agree

The board proactively addresses compliance issues.

15 Responses



Strongly disagree Disagree Agree Strongly agree

Advocacy & Public Engagement

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country.



Engage with and within the community; serve as partners and ambassadors for region

- Be visible and open to community
- Ensure board reflects and represents the community
- Advocate for high quality schools
- Stay connected with MCPSA

I receive regular updates on the broader legislative and political environment, including potential implications for the school.

15 Responses



Strongly disagree Disagree Agree Strongly agree

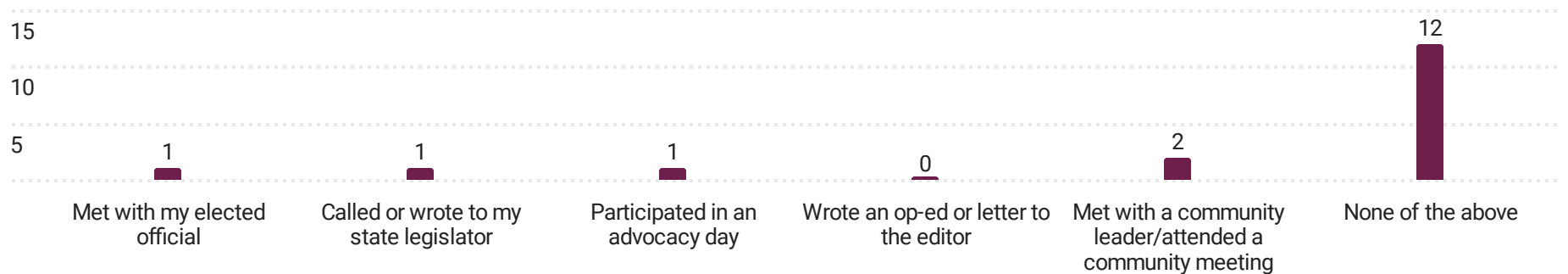
In regard to my state legislators:

15 Responses



I have personally taken at least one action in the last 12 months to influence education legislation, policy, regulations, or public opinion, including:

15 Responses



I routinely speak positively and proudly about the school.

15 Responses



Strongly disagree Disagree Agree Strongly agree

I feel equipped to speak positively about what makes charter public schools special.

15 Responses



Disagree Agree Strongly disagree Strongly agree

I know how to respond when I hear or see misleading or negative information about charter public schools.

15 Responses



Strongly disagree Disagree Agree Strongly agree

Additional Questions

I find board meetings to be a good use of my time.

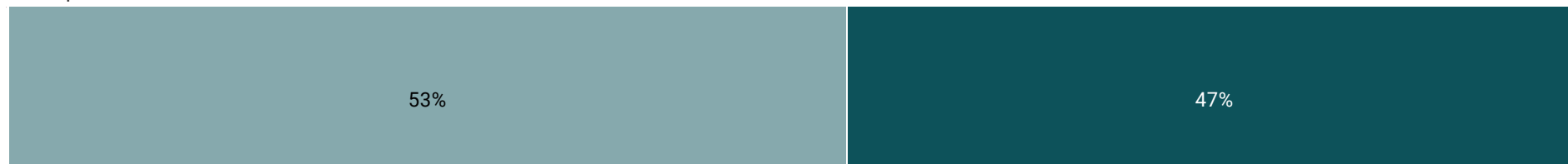
15 Responses



Strongly disagree Disagree Agree Strongly agree

I find the culture of the board to be positive and supportive.

15 Responses



Strongly disagree Disagree Agree Strongly agree

I find my board service to be a rewarding and meaningful experience.

14 Responses



Strongly disagree Disagree Agree Strongly agree