



Boston Preparatory Charter Public School

Outcomes Committee Meeting #5

Date and Time

Thursday April 17, 2025 at 11:00 AM EDT

Location

Zoom

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			11:00 AM
A.	Record Attendance - Roll Call	Sarah James	1 m
B.	Call the Meeting to Order	Sarah James	

	Purpose	Presenter	Time
C. Approve Minutes	Approve Minutes	Sarah James	3 m

Approve minutes from January and February Meetings

Approve minutes for Outcomes Committee Meeting #4 on February 28, 2025

II. Outcomes

III. Board Retreat Follow-up and Board Dashboard Creation 11:04 AM

Supporting Materials:

[Open Architects Board Dashboard](#)

Log-in Information:

- Email: boardoftrustees@bostonprep.org
- Password: Pho3nix2024!

[BP Board Data Dashboard](#)

[BP Strategic Plan](#)

A. Creation of Board Dashboards to Track Strategic Outcomes Regularly	Discuss	Sarah James	30 m
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1. Assess current strategies: online platform vs data deck
 1. Strengths and weakness of each approach
 2. Missing components?
 3. Alignment to [BP Strategic Plan revised](#)
2. Decision points:
 1. How should data be presented?
 2. How should the Board be trained?

IV. Persistence Updates: Alumni Performance 11:34 AM

	Purpose	Presenter	Time
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Supporting Materials:

[Alumni Data Update](#)

A.	Alumni Persistence Performance	Discuss	Aaron Canto	30 m
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Alumi Persistence Performance Discussion <INFORM/DISCUSS/PROVIDE INPUT>

- 1. What clarifications do you need about any of the data shared today?
- 2. What other information or data do you need to be able to tell our academic story this year?
- 3. What questions or suggestions do these data surface for you that the College Persistence Team should consider as they continue to work with our alumni?

V.	Closing Items	12:04 PM
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A.	Adjourn Meeting	FYI	Sarah James
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Next Outcomes Committee Meeting is on June 2, 2025 at 11AM (Note: This meeting is on a Monday)

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Outcomes Committee Meeting #4 on February 28, 2025 25-0117 Outcomes Committee Meeting Minutes #3.pdf

APPROVED



Boston Preparatory Charter Public School

Minutes

Outcomes Committee Meeting #4

Date and Time

Friday February 28, 2025 at 11:00 AM

Location

Zoom

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Committee Members Present

D. Wolff (remote), M. Sanon (remote), S. James (remote), V. Lipschitz (remote)

Committee Members Absent

D. Berkley, K. Borchert, N. Branch-Lewis

Guests Present

J. Beck (remote), L. Bardsley (remote), L. Jewell (remote), R. Rametti (remote), T. Huff (remote), T. Riley (remote), V. Harris (remote)

I. Opening Items

A. Pre-Work

B. Record Attendance

C. Call the Meeting to Order

S. James called a meeting of the Outcomes Committee of Boston Preparatory Charter Public School to order on Friday Feb 28, 2025 at 11:03 AM.

D. Called for Public comment, no public comment.

E. Approve Minutes

II. Outcomes

A. Framing - The Opportunity Makers (TNTP Pre-Read)

Sarah James led discussion about the TNTP that came out this month, and modeled how she would talk about the data. We are going to work with the outcomes committee to see what data and story details do they need as Board members to tell this story to other outside community members.

Sarah demonstrated how she would talk about she would frame the changes that the school went through with leaderships changes, pandemic changes, and more. We are now focused on literacy and making sure students are on grade level to make sure they are fully prepared for college. In addition, through persistence project we are working to support our alumni who are currently in college to make sure they are succeeding there. We are thinking about what the right moves are to best support our students.

It was also discussed how comparing how we are doing in the general landscape of education in general.

Question was posed: What data do you need as a Board member to make sure that you are sharing the correct story about Boston Prep?

Suggestions of necessary data: Concrete language on how we are comparing to BPS and charter peers & what are the instructional and data collection bets we are taking to improve our data and outperform our peers

- What is good in relationship to where we are supposed to be? What are the standards we are trying to achieve in the next five years? Where are we supposed to be year after year.

- What are the bets that Boston Prep is taking? How are we doing data collection and evaluation? And what are the instructionally things we are doing that would lead kids to be more on grade level? What is special about Boston Prep and how we are approaching education? What are the specific education practices.
- The numbers of how we are preparing to BPS and our charter peers

B. Academic Updates: i-Ready Data and Interim Assessment Performance

Rob led a discussion to analyze this school year's data from iReady data from the fall compared to the winter data. When looking at the reading data it can appear confusing, and by analyzing the data in comparison to TNTP data. The data target increases each year and the gaps become larger. One of the goals we put forward was that in five years we would have 75% of students reading grade level, currently we are around 20% of students reading on grade level.

Opened it up for clarifying questions and what they need to better understand the practices to improve literacy.

Questions:

- Why are our high school students performing below grade level more so than Middle school? Generally speaking some factors are that there is more content for students to access in high school, vs in Middle School there are clearer systems for reading intervention. We are working on improving mindset work in high school as well to address this. There are many different stories to tell about this as well.
- How do we know that the data is impacted directly by the story and hypothesis is accurate for the issue we are seeing? There is no way to fully prove that the hypothesis we have come up with is the only factor. We use coaching and teacher observations to understand what the quality of the instruction is and if that is a factor. There are many factors that go into it, for example our younger kids have had more consistent practices as the foundation of their educational experiences. It is important we codify our practices and stick to it before changing course.
- How do we pick what to prioritize so we can go fully in on those things? As a school based team we are working to think about the educational priorities for next year
- What extent are we relying on reading intervention and reading intervention specialist? Vs how much are we going to rely on the literacy curriculum? We have a team analyzing what core curriculum and we have a diverse group of teachers, reading specialists, director of special services, etc. analyzing this to make sure that all hands are on deck for the decision making.
- How will the curriculum impact the classroom management? We will need tight structures in place for classroom management to make sure it can be implemented to the highest level

III. Closing Items

A.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:15 PM.

Respectfully Submitted,
S. James

Documents used during the meeting

- 25-0228 The-Opportunity-Makers-TNTP (1).pdf
- 25-0228 2024 NAEP Results (1).pdf
- 25-0117 Outcomes Committee Meeting Minutes #3 (1).pdf
- 25-0228 Reading Performance Update.pptx
- 25-0228 IA Performance.pptx



Outcomes Committee Meeting Minutes #3

Via <https://bostonprep-org.zoom.us/j/7171526696>

January 17, 2025

11:00 AM- 12:15 PM

Committee Members Present: Sarah James, Tom Huff, Natalie Branch-Lewis, Vanessa Lipschitz, Bryant Jones, David Berkeley, David Wolff

Staff Members Present: Lauren Bardsley, Robert Rametti, Lily Jewell, Meekerly Sanon, Vanessa Shiu, VaLonda Harris, Tori Riley

I. Open Meeting Protocol:

- Sarah Called the meeting to order at 11:04 AM. Welcomed committee back in the new year
- Set the tone that we have the task of confirming the policy context for graduation requirements
- Conducted icebreaker to set an positive and engaging tone

II. Vote Approval of Minutes

- Sarah presented the previous minutes. Bryant made a motion to approve, Vanessa seconded. All members made a motion to approve.

III. Public Comment

- Sarah James invited members of the community to join. No community members were present.

IV. Agenda/ School Business

- Policy Changes: Question 2 Ballot Questions
 - There have been several policy changes impacting schools on a state level and we will need to address how these policies have impacted our internal policies. Given that question 2 was voted in, MCAS is no longer a HS graduation requirement. The committee works to vote on a policy for graduation to present to the board.
 - Meekerly clarified what Question 2 means for our kids: students will still take the MCAS. It is now up to each individual district to determine local graduation requirements and local competency determinations among our student population
 - Prior to Question 2: Graduation requirements must include local graduation requirements and statewide competency. Now Post Question 2 graduation requirements mean students must meet local graduation requirements as well as local competency determination
 - DESE continues to expect the MCAS tests to continue to be administered by all MA schools with schools demonstrating 95%+ participation to remain in good standing
 - Our goal is to decide and agree on local competency determination
 - Meekerly opened it up for any questions from the committee. Additionally, wanted to make sure that the committee and board feel comfortable explaining to others what the impact of question 2 has on our school community
 - Iteration 1- Worked on and met with community members to receive feedback and further develop. Wanted to make sure that we are still holding a high bar for our students. Moved to iteration 2
 - Iteration 2 of Proposal:



- Local Graduation requirements: MCAS score of 470 in ELA, Math, Science (Physics or Biology)
 - Local Competency Determination: Passing core requirements (ELA, Languages, History, Science, Math, PE/Health, Arts, Electives, Ethics, Summer Enrichment)- includes an increased weight for IAs from 10% to 20% of final score. Additionally, passing ethics defense.
 - The goal is to vote in a policy that will be able to remain consistent over the years to keep it simple for students and staff to understand the bar.
- Discussion Questions on Graduation Requirements:
 - Are we in agreement in support of MCAS as part of the requirement? Why?
 - Minimum Score
 - Avoiding Redundancy
 - History Implications
 - Updating our Approach to Ethics Defense
 - Question: How does this impact our current seniors? And has this been communicated to families?
 - The proposed graduation requirements are currently the requirements students, which would cause less disruptions
 - Question: how will families and kids feel about us keeping MCAS when the state does not?
 - Want to make sure that the language is extremely clear for students, families, and community members
 - We want to make sure the bar is high enough and accurate representation of what students would need to be able to do to succeed in college
 - Question: How does the student experience change? Is it simply the IA counting for more?
 - We can decide if the weight of IA changes this year or next year
 - Question: Do we know what BPS is doing? How will this impact recruiting students?
 - We want to maintain a high bar for students and families so we are fulfilling our mission
- Discuss Next Steps: Re-do iterations and re-meet as a committee, Proposal adaptation right now, Move to recommend iteration 2 with the adjustments we discussed for approval at the board meeting in February with agreement to come back to discussion for future cohorts.
- Sarah requested motion to vote to recommend this iteration to the board, Tom moved, Natalie seconded. Berkeley voted yes, Wolff voted yes, Sarah voted yes, Tom voted yes, Natalie voted yes. We moved to recommend this iteration to the board.
- Committee requested the school based team make sure the language in the memo is super clear for current seniors and how this will impact our future cohorts of students

V. Sarah closed meeting at 12:15 pm