



Boston Preparatory Charter Public School

SY26 Additional Governance Meeting

Published on September 15, 2025 at 2:55 PM EDT

Date and Time

Wednesday September 17, 2025 at 4:00 PM EDT

Location

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

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Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
A. Record Attendance		Sarah James	1 m
B. Call the Meeting to Order		Sarah James	1 m

	Purpose	Presenter	Time
C. Approve Minutes	Approve Minutes	Sarah James	1 m
Approve minutes for Governance Committee Meeting #6 on June 3, 2025			
D. Public Comment		Sarah James	1 m
E. Icebreaker	Discuss	Sarah James	1 m
II. Governance			4:05 PM
A. Board ED Evaluation	FYI	Sarah James	10 m
Share highlights from evaluation discussion and final document			
B. ED Self Reflection	FYI	Meekerley Sanon	10 m
Share other highlights from SY25, reflections on areas of growth, and process			
C. SY26 Looking Forward	Discuss	Meekerley Sanon	15 m
Discuss anticipated bright spots and challenges for this upcoming year			
D. ED Strategic Questions	Discuss	Meekerley Sanon, Sarah James	15 m
Review strategic questions Meekerley is considering for this year that need Governance Committee input			
III. Closing Items			4:55 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Committee Meeting #6 on June 3, 2025

APPROVED



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Minutes

Governance Committee Meeting #6

Date and Time

Tuesday June 3, 2025 at 10:30 AM

Location

Zoom

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Committee Members Present

C. Newton (remote), J. Johnson (remote), K. Borchert (remote), M. Gametchu (remote), S. James (remote)

Committee Members Absent

None

Guests Present

B. Jones (remote), L. Jewell (remote), M. Sanon (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. James called a meeting of the Governance Committee of Boston Preparatory Charter Public School to order on Tuesday Jun 3, 2025 at 10:37 AM.

C. Approve Minutes

K. Borchert made a motion to approve the minutes from Governance Committee Meeting #5 on 05-05-25.

C. Newton seconded the motion.

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

Roll Call

C. Newton Aye

M. Gametchu Aye

S. James Aye

K. Borchert Aye

J. Johnson Aye

II. Review of Upcoming Board Meeting Agenda

A. June 2 Board Meeting Agenda Review

Sarah kicked off discussion about draft of June 2 Board Meeting Agenda and opened it up to the committee to give any feedback. Agenda made sure to include Vote on SY26 Budget and Development Goal, celebrate trustees who are exited their role, looking forward to next year to preview what the beginning of the year will look like. It was discussed if there are things that the Board should be doing over the summer and reflecting on? We want to make sure this meeting is a milestone meeting.

The Executive Director Update will have a part one and part two because not all of the data will be in for the end of the year. And then we are hoping to send a follow up email so the end of the year doesn't just fizzle out at the end of the meeting.

We want to make sure we are going in with the top priorities that must get done and make sure we can stick to the time restraints of the meeting.

For Finance, the top priority is voting on the Budget, and we are hoping to do a Finance 101 to make sure people understand how the money moves between foundation and the school. But instead we could reduce the time, give trustees a pre-work to read the information before and then quickly summarize how finance is structured at Boston Prep.

And then next year we can dive into how money flows in the context of hopefully purchasing the parking lot.

For Development, we will need to vote on the fundraising goal, and this will depend on the Budget. Thinking of switching the order of the this to come before the Finance recap. Once we get these done we can then move into the rest of the agenda.

Proposed order: Dev, Finance, Governance, ED Update, Outcomes, Board Dashboard, and Panorama Survey Data. Discussed whether to do the Board Dashboard or Panorama Survey first. Decided we will keep panorama first and do Dashboard second, we can always send out a follow up survey after the meeting.

Goal is to get pre-reads to trustees by June 11th.

III. SY25 Executive Director Evaluation

A. Executive Director Evaluation

Kim and Sarah are beginning to hold upwards feedback conversations. The process has included Sarah and Kim drafting up an initial evaluation in June and then once we get MCAS data back finalizing the evaluation in September/August once all the data is gathered. Governance committee will see a draft of the evaluation in June and will follow up on this in August.

Adjust the scope and sequence of evaluation goal deadlines throughout the years. We will also include all these one off things that happen throughout the year to the Board Manual that Lily has been working on.

IV. SY25 Staff Panorama Survey

A. SY25 Staff Panorama Survey

Held a quick overview of the staff panorama survey data. Reviewed that panorama is a firm that specializes in executing school surveys. They have strong questions and also give us access to comparative data. The results analysis document summarizes where the team is and the certain moves that the school is taking to address the answers.

It was asked why there are only 44 staff who took the survey? There were issues getting everyone to complete, and also figuring out a way to make these surveys more beneficial to non-instructional staff. We want to also find a way to use this data to make sure that school staff feel that their feedback is fully received and heard and adjustments will be made moving forward. And for moving forward to make sure really pitch it as data that will be used moving forward.

Once we get data from students and families, we will be able to see more in depth peer analysis data nationally. We are hoping this data will be even more helpful once we get Boston Prep data year over year.

V. SY25 Human Capital Update

A. SY25 Human Capital Update

Meekerley led discussion about how SY26 staffing will breakdown. Next year we have a large group of goals who respond to our students special needs, similar to this year. For next year we have 16 open roles, which is better compared to previous years. In regards to staff retention, in recent years the highest was 76% which was in 2014, and currently we are not there yet but we are trending upwards. If we just look at signed offer letters, and of course things can change over the year. Currently, we have 81% of offer letter signed. One thing we are proud of is mid-year attrition. This year we cut the mid-year attrition in half.

How do we document unfilled roles for the years? We will count the number when we return in August and we will continue to use that number as a reference point.

We have improved our salary and implemented a bonus system and we are advertising by partnering with our communications director to really sell Boston Prep.

Question as asked about the quality of pipeline for Principal and DCI's. There are internal conversations about whether to have an internal or external candidate fill the role. We did do a more robust interview process for both internal and external candidates.

Questions was asked about how do other schools breakdown with ratio of instructional staff: non-instructional staff. This is a discussion we continue to talk about. Currently, we have a lot of operations staff and non-instructional staff to lessen the load for teachers. School leaders did a peer comparison to understand how our staff structure compares to other similar stand alone charter schools. Question, asked if this model still works for us considering now that instructional staff have less of a heavy lift with curriculum development.

Additionally, we are working on systems for collecting data points around staff exiting Boston Prep using exit interviews.

VI. Executive Session

A. Executive Session

Sarah moved meeting to an executive session.

VII. 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 11:28 AM.

Respectfully Submitted,
S. James

Documents used during the meeting

None

Coversheet

Board ED Evaluation

Section:	II. Governance
Item:	A. Board ED Evaluation
Purpose:	FYI
Submitted by:	
Related Material:	25.09_SY25EdEval_Public.docx



Executive Director Evaluation¹

Head of School Name:	Meekerley Sanon	
Board of Directors (list members):	Kim Borchert Sarah James Bryant Jones Claire Newton Jon Beck Mayeti Gametchu	Jovinson Ripert Natalie Branch-Lewis Josh Johnson David Russell Tom Huff Vanessa Lipschitz
Review Period:	SY 25	
Date of Review:	August 2025	
Reviewed by:	<input type="checkbox"/> Self <input checked="" type="checkbox"/> Board of Directors	

SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND PROFESSIONAL DEVELOPMENT

Directions: Please complete the prompts below.

Overall performance rating:

☐ Exceeds Expectations ☐ Meets Expectations ☒ Partially Meet Expectations ☐ Does Not Meet Expectations

Qualitative Comments:

How are you/the Executive Director **performing overall**?

Meekerley continues to demonstrate remarkable commitment to Boston Prep's mission and the constant and intense work needed to advance it. Meekerley has had several accomplishments in SY 25 and has continued to grow as a leader, especially in her ability to communicate strategic planning and thinking. As part of her vision for academic improvement, she led her team to implement quarterly assessments and data cycles to strengthen instruction and coaching. She has also paired these assessments with a commitment to adopting high quality instructional materials in ELA, math, and science. She has also refined her balance of management vs. trust in how she approaches her ELT.

Discerning the issues for which Meekerley should be involved and the extent to which she should trust vs. directly manage leaders continues to be an important area for development. When Meekerley has the capacity to be directly involved in a board-related projects, the products are meaningful foundations for conversation and iteration.

This being said, we have concerns about tension and distrust in adult culture and its implications for the long-term possibility for steadily increasing student achievement.

¹ The majority of this document is drawn directly from the EdBoard Partners ED Evaluation Toolkit.



We hope that the implementation of high quality instructional materials, increasing alignment among ELT and cross functional teams, and investments in training leaders will help address these concerns in SY 26.

What are the 1-3 **most notable areas of strength**?

Commitment to the mission

- Meekerley's emphasis on student achievement as the driving rationale for all decisions continues to be an invaluable part of her leadership style. Multiple OneTeam interviews noted their appreciation for Meekerley's commitment to investing in ethics, and her valuable expertise in pushing student outcomes. As a board, we have also seen Meekerley's commitment to the mission in how she has framed her strategic priorities, and how she frames important strategic decisions (i.e., grade level spans, parking lots, personnel decisions, etc).
- Specifically, Meekerley led her team to re-implement ethics for all students in SY 25. This is a welcome and lauded step towards committing to the two part mission—one that many upward feedback participants noted in both board interviews and the Leadership Circle profile and cross functional reflections.

Attention to documentation and codification

- Meekerley continued to lead her team and the board to refine and codify organization-wide systems that are repeatable and scalable. This includes job descriptions and evaluation rubrics for key roles, a refined strategic plan, and the drafting and revising of board scope and sequence.
- OneTeam notes the improvement in the documentation and creation of specific policies. 73% of panorama respondents say expectations are clear and 60% say policies are clear, suggesting that this effort is an important one to enhance team and talent at the school. OneTeam members report an improvement in what policies are documented and formalized; retention of law firm that conducted a review of policies (student and faculty handbook most notably).
- More board processes and templates are regular parts of board work, especially towards the end of this year. The progress that Outcomes committee (with Meekerley's guidance) on a data dashboard represent a significant accomplishment.

Supporting and empowering direct reports

- Those who have regular one-on-one interactions with Meekerley report feeling supported and developed. In particular, several ELT members praised her thought partnership in her 11/2024 Leadership Circle Profile.

Continued shift towards High Quality Instructional Materials (HQIM)



- Meekerley has continued to push the team towards adopting HQIM. The CAO led a working group of teachers to identify an ELA curriculum aligned with Boston Prep's mission. The team identified a curriculum and are planning to implement it Fall 2025.
- Continued PD, roll out, and adoption of math and science curricula continue.

Student enrollment

- Despite challenges with enrollment in the broader Boston educational landscape, Boston Prep has maintained stable enrollment at around 700 students.

Development Goal

- The development team hit the \$1.5M goal for SY 25.

What are the **1-3 areas for growth** or improvement?

Changes to the curriculum and school structure can take several years to result in improved academic outcomes. In SY 25, BP students saw modest growth in some academic areas, while remaining stagnant in others. Persistence outcomes outpace national averages for students of color and first generation, low-income students. The rate at which they are improving must also accelerate. The areas for growth are areas in which the board believes making changes will help accelerate student learning.

Academic results

- Student achievement shows mixed results.
 - High school
 - By EOY ~20% of GenEd HS students are on or above grade level for reading. 8% of SWD are on or above grade level.
 - 10th and 11th graders (Gen Ed) showed an 8 PP increase in the students who are reading at or above grade level in SY 25. SWD showed a 4PP and 8PP increase, respectively, in 10th and 11th grades.
 - 12th grade showed a much more modest increase (~3%) for GenEd and 7% increase (from 0% to 7%, so unclear if this was due to data missingness) for SWD.
 - 9th grade showed less growth, with the percentage at or above grade level remained stagnant at 25% and the percent of SWD decreased by 3% over SY 25.
 - Around half of students showed some diagnostic gain in the HS (for GenEd). Subgroups showed more variation, with some making more gains and others making fewer.
 - Middle school
 - Overall ~29% of GenEd MS students are on or above grade level for reading. 17% of SWD are on or above grade level, and 7% of MLL's are on or above grade level.



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- ~63% of MS GenEd, 44% SPED, and 27% of MLL students showed diagnostic gains on iReady in reading
- 7th grade demonstrated the most growth in SY 25, while 8th grade showed less growth than 6th and 7th.
- Persistence Data
 - 63% of Class of 2024 is on track to graduate from a 4 year college within 6 years, another 22% are enrolled in a four year college but off track.
 - 29% of class of 2023 is on track to graduate from a 4 year college within 6 years, another 39% are enrolled in a four year college but off track.
 - 68% of the class of 2024 matriculated into a four year college.
- The implementation of new curriculum in ELA, more experience with interim assessments, along with the planned adjustments to leadership training, HR processes, and adult culture are important levers for developing and retaining teachers, which is critical to increasing the pace of growth for students.
- Continuing to develop the culture of assessment at BP will also be crucial. Meekerley identifies that the usage of the data varies across departments, and the sense of ownership of data varies. Meekerley plans to engage the cross functional team in more detailed progress monitoring, especially with the CAO and COO to help address this. PD to help leaders improve their own data fluency will also be helpful.

Attract, retain, and develop talent

- The quality and commitment of classroom teachers is an incredibly important predictor of student outcomes. Teacher turnover, especially among more veteran teachers, is a concern.
- We retained fewer than half of our classroom teachers this AY (48%), and, at least two veteran teachers left BP for other Boston area charter schools. OneTeam members report concerns about staff attrition and turnover.
- OneTeam members (in both interviews and Panorama Survey data) report concerns about tense and distrustful adult culture. OneTeam members report feeling divisions among different constituencies on the team (i.e., veteran vs. novice, MS vs HS, admin vs. classroom teacher, ops vs directly student facing).
- Panorama survey data confirms that these concerns are felt more widely, given low trust in leadership, low perceptions of efficacy of PD.
- For the third year in a row, nearly all upward feedback interviews noted the inconsistency of the HR team to follow procedures and widespread feelings that HR is not confidential as barriers to improved adult culture.
- There has been progress in developing and codifying HR functions (PIP, evaluations, etc), especially with the retention of a fractional chief people officer, disseminating awareness of, building trust with, and leveraging these materials should be a key focus for next year. The continued support from the fractional chief people officer, we hope, will help facilitate this. However, we also expect that investing in building trust and relationships between



OneTeam and their managers more broadly will be essential for addressing gaps in trust in leadership.

- ELT members express hope that Meekerley's attention to cross-functional team meetings (including an EOY reflection and goal setting meeting) and adjustments to how often and for how long the team meets will help improve divisions and low trust in adult culture in SY 26.
- There is substantial variation in familiarity with and investment in the different "big bets" that the CAO and ED are encouraging.

Strategic communication with board

- Meekerley led her team to craft a data dashboard for the outcomes committee at the end of SY 25 that the board agreed was a substantial improvement in communicating key metrics to the board. Continue to refine and invest in these systems to help build board members' understanding of student outcomes and organizational health (in other words, Meekerley has already shown growth in this area, and we look forward to more in SY 26).
- In addition to clear and consistent data points, Meekerley and the school team should continue to refine how they narrate the data and share their perspective on what the data means in conversations with the board.
- Strategically consulting a wider range of board members in strategic conversations can also help increase board understanding of and buy in for key decisions.

What are the **next steps** for growth or improvements in terms of your/the Executive Director's professional development?

- We expect that diagnosing, investing in, and improving pain points in adult culture will be an important level for addressing high teacher attrition, divisions across different OneTeam groups, and expanding the leadership pipeline
 - Identify ways to build trust in your leadership and to bolster the consistency of middle managers
 - Mission, rationale, and decision-making processes often seem clear for those having direct conversations with Meekerley, but people hearing about decisions from their managers (vs the ED) report much more confusion and distrust about the rationale for different decisions.
- Identify ways to strategically **balance trust and management** with direct reports and principals in SY 26. Trusting that direct reports were indeed following through on important deliverables resulted in unexpected challenges (i.e., LB on AP evaluation and DESE deliverables; RR on outcomes committee deliverables)
- Build on progress towards more effective data dashboards, data fluency, and data storytelling in board materials and OneTeam leaders. Coach leaders towards more effective data fluency and storytelling to ensure that OneTeam and the Board are receiving consistent, relevant, and impactful data points and data stories.



- Using data in an accurate, consistent ways. Clearly articulate the theory of change, align metrics and strategy to this theory, build investment in this.

SECTION IV. BOARD OF TRUSTEES FEEDBACK

Directions: Executive Directors, please share feedback for the Board of Directors on their work this year.

To what extent has the Board of Trustees tailored their management approach to your leadership and philosophy and background? How could the Board of Trustees improve in this area to better personalize their approach to developing you as leader?

From Meekerley's self-evaluation

This year, the Board played an essential role in protecting Boston Prep's long-term vision. Trustees acted as strategic thought partners as we navigated our successful charter renewal, aligned around long-range facilities investments, and deepened our legal and compliance infrastructure. Their active engagement in budget planning, governance development, and fundraising strategy positioned the school to move forward with greater financial and operational stability.

Key Accomplishments:

- The Finance and Development Committees provided critical support during budget forecasting and philanthropic outreach.
- Governance partners worked alongside the Executive Director to refine board calendar alignment and adopt BoardOnTrack to streamline communication and oversight.

Areas for Growth

While the Board has been instrumental in key strategic efforts, there are several areas where continued growth and alignment would strengthen our partnership:

- Governance vs. Management Clarity: During moments of staff transition or internal conflict, lines between governance and operations were occasionally blurred. A more consistent commitment to maintaining these boundaries will better support leadership stability and organizational trust.
- Strategic Data Use: Board data requests, while well-intentioned, were at times disconnected from strategic plan priorities, resulting in duplicative analyses and a dispersion of focus. Anchoring data inquiries to strategic benchmarks would yield more coherent oversight and streamlined planning.
- Executive Understanding & Development: In moments of challenge, Board responses did not always reflect a full understanding of my leadership philosophy, lived experience, or communication style. As Boston Prep continues to evolve, more active engagement from a



broader array of trustees in Executive Director development planning will be critical to long-term leadership sustainability. Forward Recommendations

- Establish clear, shared protocols to reinforce governance/management boundaries.
- Use the strategic plan as the anchor point for all Board data requests and presentations.

From the board:

How could the Board of Trustees improve in this area to better personalize their approach to developing you as leader?

- Advancements in a consistent data dashboard has been helpful for focusing board data requests. At the beginning of the year, board member data requests were not always directly related to strategic priorities or the levers of change that the school team had identified.
- The board should continue to improve its balance between management and governance. The training at the spring board retreat was helpful in orienting the board members' in attendance to which issues belong in which category, there continue to be instances, especially around leadership transitions, that have created moments of distrust or tension between the board and Meekerley.
- During the board retreat, the board reflected on its functioning and set goals for SY 26. Meeting these goals (around clarifying the role of board members and developing data systems relevant to strategic priorities) should be a focus of SY 26 board energy and meetings.
- The board should continue to document processes and procedures for trustee onboarding, succession planning, ED evaluation, addressing board complaints and other important board functions.



EVALUATION PROCESS²

CYCLE OF HEAD OF SCHOOL EVALUATION



² Source: EdBoard Partners & [EdFuel Evaluation](#) Toolkit



TIMELINE FOR ED EVALUATION

August-September: Finalize Prior Year's Data & Evaluation

- Finalize outcomes/progress towards goals as data becomes available (MCAS, final human capital changes, persistence)
- Finalize evaluation document with finalized data from prior school year
- August Outcomes and Governance Committee meetings review and approve goals for full board approval

August-November: Monitoring & Feedback

- Regular check-ins between board chair and Executive Director
- Review data in Outcomes Committee on progress towards goals, including deciding what to bring to the full board

November-December: Mid-Year Data Gathering and Review

- Designated board member oversees gathering of information from board members, parents, students, OneTeam, and other relevant stakeholders.
- Designated board member drafts evaluation report and shares it with full board and Executive Director at least 1 week prior to mid-year check-in meeting
- Field November Insight Survey

May-June: 360 Data Gathering and Review

- Designated board member oversees gathering of information from board members, parents, students, OneTeam, and other relevant stakeholders.
 - Inputs should include, but are not limited to: 360 survey results, 2x2 reflections, interviews with a selection of OneTeam Members, OneTeam surveys, academic outcomes, human capital metrics, persistence metrics to date

End of July: Executive Director Self-Evaluation

- Executive Director completes self-evaluation
- Self-evaluation shared with governance committee

August: Board Review & Goal Setting for Following Academic Year

- Designated board member drafts evaluation report and shares it with governance committee
- Governance committee meets to discuss evaluation draft in the first week of August
- Governance committee chair shares evaluation with ED within 48 hours of debrief meeting with ED, any coaches, Chair of the Board and Governance Committee Chair
- Executive Director to draft goals for following school year based on prior year's performance



- ED meet with Governance committee to reflect, discuss goals, kick start next academic year.

DATA INPUTS

We anticipate using the following data sources to inform the Executive Director's Evaluation:

- Interviews with OneTeam members, including:
 - Direct reports to the ED
 - MS and HS Principal
 - Any other executive team members as is deemed appropriate
 - May include:
 - Cross-institutional selection of teachers of teachers, teacher leaders, Ops, and other support members
- Academic performance data (interim assessments, standardized testing scores, GPA, attendance rates, persistence data)
- Student Culture data (demerits, merits, suspensions)
- OneTeam Culture data (controllable and uncontrollable attrition, percent fully hired, any surveys fielded to assess team reflections on PD, school leadership, etc.)
- Executive Director Self-Evaluation

We also invite the executive director to submit any additional data that they might deem relevant and useful to contextualizing the state of the school and the progress of their leadership.