

Boston Day and Evening Academy
Board of Trustees Minutes
April 10, 2024

Attendance: Maddrey Goode, Jennie Hallisey, Alison Hramiec, Jonathan Barry, Dre Woodberry, Alisa Hunter, Amanda Shabowich, Salesia Hughes-Hibbert, Jumaane Kendrick, Cris Rothfuss,

Others in Attendance: Blaine Yesselman, Margaret Samp, Jill Kantrowitz, Michelle Allman

Clerk: Jill Kantrowitz

Absent: Norma Suarez, Lisa Laguerre, Sonya Page, Tyron Boswell

Location: Zoom

Documents/Exhibits Used: March 6, 2024 minutes (for review and approval), March 6, 2024 meeting agenda, BoT slides

Call To Order

M. Goode started the meeting at 5:35pm. Provided overview of the meeting agenda and topics. M. Goode extended appreciation to J. Kendrick for his board welcome at the April graduation. Noted attendance of Rebecca Grainger, a BPS facilities representative as well as City Councilor Tania Fernandez Anderson. A. Hramiec also thanked M. Goode for his attendance at the April facilities meeting that BPS carried out.

Board Minutes and Agenda Review

M. Goode called for a review of the minutes from the March 6, 2024 meeting. All read. A. Hunter called for approval and J. Hallisey seconded the motion. All in attendance at 5:45pm approved the meeting minutes. No abstentions.

Connections

A. Hramiec shared a connection prompt submitted by A. Hunter: "What is one of your superpowers and how do you use it?" All present shared responses.

New Board Membership

Executive team shared interview results from new board member candidate, Angela Collins, SVP, Diversity and Inclusion at Brodeur Partners. Team felt she was mission-focused, motivated and aligned to the school's short and long term goals. Angela led the marketing and branding efforts for the school for the last two years and the team feels she is keenly poised to help BDEA. She has gathered extensive data and feedback from board, students and staff stakeholders. A. Hramiec clarified that she lives in VA but is able to attend the in person meetings because she works out of a Boston based company. M. Goode called for a vote to be brought forth. C. Rothfuss moved that the board accept Angela Collins as a new Trustee to the BDEA Board of Trustees. D. Woodberry seconded the motion. Motion approved. A. Collins will join the next board meeting on May 8, 2024.

Data Drive: Course Completion and Graduation

M. Allman, Data & Systems Manager, presented extensive disaggregated data on course completion for BDEA students. A key goal of the presentation was understanding variables that influence course completion because course completion

direction impacts graduation. M. Allman reviewed the BDEA course roadmap for Blended Learning, the Flagship program, and BDEA 2.0. Roadmaps dictate required courses or competencies (in BDEA 2.0) for graduation. In the Flagship program and BL, students can typically pass all required courses in 2.5 years if they take and pass four courses/term. This is our goal. M. Allman explained how competency levels translate to traditional letter grades, as well as categories that indicate students must repeat a course. Overall trends are positive: the percent of students who earn the highest grading level (highly competent) has increased over time. Simultaneously, the percent of incompletes has dropped. Course completion by term is also trending well. The BDEA 2.0 program is designed around a set of competencies that students need to complete, not specific courses. Students can take up to five competencies per term in two interdisciplinary classes each term. We expect students to complete at least 12 competencies per year in order to complete a BDEA 2.0 roadmap in three years. Students are currently completing three competencies per year. We must increase this rate but it is challenging as BDEA 2.0 serves students with the least amount of prior course credit, and the lowest math and reading skills.

Blended Learning and Flagship program: students with IEPs and ELL students are not completing courses at the same rate as their peers. This is a trend across programs. Need to consider more ELL teacher certifications and need to consider how we support ELL students. Their attendance is also lower than non ELL students. Non ELL students have increased in their course completion percentages over time but ELL students are behind their peers by 10 percentage points. M. Allman emphasized that students who pass courses attend school more than the average rate, and students who earn highly competent ratings have the highest attendance rates of all students.

Graduation: we are on track to surpass last year's graduation rate as we expect 50 graduates. Before establishing BDEA 2.0 we had more female graduates; now slightly more male students are graduating. Graduates snapshot in SY 2023-24: 3.2 years to graduate. This is the time we expect for graduation if a student enters BDEA with zero prior credit. 74% of this year's graduates entered with six or more courses already completed on their roadmap indicating that these graduates did not complete all courses in each term. Average attendances for graduates was 47% and average age upon entry was 20.7. Key takeaways: BDEA staff build relationships with students the influence of which shows up in attendance, course completion and graduation rates. Our new attendance policies have been positive. We need to increase our retention rates and maintain supports for increased attendance and engagement.

BDEA 2.0 Update

A. Level, BDEA 2.0 Program Leader gave an update on BDEA 2.0 programming. BDEA 2.0 was designed by and for Black and Latino students. Classes are designed with an emphasis on hands-on learning, ownership, agency, and teaching students how to advocate for themselves. The BDEA 2.0 roadmap requires students to develop competencies that build the skills and knowledge which can support a Black or Brown young person to thrive in this society. There are three phases to the roadmap: *Hook* = the start of the roadmap which includes entry level classes during which students prepare for the MCAS and career pathways by taking courses such as career readiness, workplace etiquette and career research. They participate in an entry-level internship experience. *Commit* = students identify a career pathway of interest and then refine their goals and skills through a second industry-specific internship. *Launch* = towards the end of the roadmap, students take dual enrollment courses, enroll in pre apprenticeship pathways with organizations like Youth Build, Brighter Boston and Tremco. Some students do a traditional BDEA Capstone Project. A. Level shared recent and historical data: 3 students are currently

participating in dual enrollment. Historically 33, at locations like RCC, Suffolk U, BFIT, Bunker Hill CC. 29 internships at locations including Paige Academy, the MSPCA, Future Chefs, MPDC. Historically 107 completed internships. Not all are completed. Pay rate: \$14.75 as supported by DYEE (Dept. of Youth Employment and Engagement). The city does payroll for our students. Discussion about the importance of partnerships to advance BDEA 2.0 goals. .

BDEA Head of School Evaluation - Feedback

M.Goode shared with board members the head of school goals for SY23-24. Board members had the opportunity to provide feedback and evidence on A.Hramiec's progress on those goals.

Adjournment

A motion to adjourn was conducted by J. Barry. J Kendrick seconded the motion. The meeting adjourned at 7:30pm.

Next meeting

Wednesday May 8th - 5:30-7:30 pm