

Boston Day and Evening Academy
Board of Trustees Minutes
May 8, 2024

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

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

Clerk: Jill Kantrowitz

Absent: Norma Suarez, Lisa Laguerre

Location: Zoom

Documents/Exhibits Used: April 10, 2024 minutes (for review and approval), May 8, 2024 meeting agenda, BoT slides

Call To Order

A.Hramiec called the meeting to order at 5:33pm. Provided overview of the meeting agenda and topics.

Board Minutes and Agenda Review

A. Hramiec called for a review of the minutes from the April 20th, 2024 meeting. All read. J. Barry called for approval and C. Rothfuss seconded the motion. All in attendance at 5:38pm approved the meeting minutes. No abstentions.

A.Hramiec welcomed new board member Angela Collins who shared her personal and professional reasons for joining the board.

Connections

A. Hunter shared a connecting prompt: "What is one thing that inspires you, and one thing you are going to do to take care of yourself in the remainder of the week?" All present responded to the prompts.

Update: Instructional Focus

B. Yesselman provided an overview of instruction at BDEA. Yesselman highlighted the school's GLEAM (Growing Literacy Equity Across Massachusetts) grant and BDEA's partnership with TNTP, a nationally-recognized literacy-focused organization that centers the use of high quality texts and academic rigor for academic growth. BDEA has worked with TNTP for three years to collect data on literacy in our practice. Major findings: our culture of learning has been strong all along - defined as students engaged in work from start to finish. We have increased inclusion of questions and tasks in lessons. There has been a positive shift in students taking more ownership in learning within the classroom. There has been a decrease in lessons measuring as focused on high quality text (this was only evaluated in the humanities department). It should be noted that the curriculum during the GLEAM initiative has not changed. As we move forward it will be important to assess the validity of our teaching content and to change content when needed. There is a need to examine instructional materials to ensure all students have access to relevant, rigorous, and culturally responsive curriculum. That can be done through a course revision process. Trustee questions included: how is high quality text defined? How has COVID has set back our practice? How can we work with our staff to help them make instructional

changes? We must ensure that staff have time to do this work. The GLEAM grant will conclude this year. We are now looking at research-based standards aligned practices and how to include real time classroom feedback. The leadership body must ensure that supervisors are well equipped to support teachers. This will be part of next year's professional development plan and professional objectives. Future Goal: All teachers will design and present instructional materials in a consistent way so that we can align to grade level expectations. B. Yesselman will continue to tailor support plans for each department. As an autonomous school we have the dexterity to adapt vs. adopt curriculum and review research based strategies to determine what is best for our community. As GLEAM concludes, we have established a vision for literacy across all of our classes: "At BDEA all students experience evidence-based standards aligned instruction grounded in the science of reading, that builds their knowledge and mental power for thinking about power and equity and the disruption of oppression while building their academic skill sets to critically think, speak, listen, read and write." Additional Trustee questions: Are educators prepared to engage an increasing number of students in the classroom? Are students involved in design of content?

Data Dive: Attendance and Discharge

M. Allman, Data & Systems Manager, presented extensive disaggregated data on Attendance and Discharge with the goal to review attendance progress, understand what may influence attendance, and understand the impact of our new attendance policy. M. Allman provided comparative data from 2019 for pre-COVID comparison. M. Allman presented two measures: building attendance (students walking into the school), and class attendance (students sitting for class within a classroom). Building attendance is measured as the number of days present in the term divided by the number of days enrolled in the term. Class attendance is measured as the number of days present in classes divided by the number of days enrolled in classes. Attendance has increased compared to years past. This has happened while the number of graduates has increased and number of discharges has decreased. This is good news. BDEA's building attendance since SY19-20 falls between 30% and 60%. BDEA's building attendance in SY23-24 is between 53% and 60%. We seek an increase in classroom attendance but it is higher than past years. BDEA's class attendance since SY19-20 falls between 20% and 45%. BDEA's class attendance in SY23-24 is between 38% and 45%. By attendance grouping, the percentage of students with building attendance of 30% and less is decreasing. It is increasing for students with attendance of 70% and above. This is the direction we want to see. Classroom attendance will always lag behind building attendance. M. Allman also walked through attendance by program (Flagship, BDEA 2.0 and Blended Learning). All programs class attendance is better than it was in SY22-23 and BDEA 2.0 continues to do better than any other program. We do not currently have clear comparative data for other alt ed schools as there is an embargo on this data at the state level.

SY24-25 Budget Vote

A. Hramiec talked through the proposed budget for SY24-25 including comparison of key line items year to year. The finance committee has looked closely at this budget and has carried out meetings in partnership with the school's accountants. In kind expenses are included (ie benefits, buildings and grounds, payroll). Careful time was spent projecting grant, individual and corporate donations including what will be restricted or unrestricted. Federal entitlement dollars become clear in the summer so income lines will be adjusted when those numbers are shared with A. Hramiec. ESSER funding will be spent in the first three months of SY24-25. Major changes: budget is reduced by 1.3M compared to SY22-23. This is due to a lower student number projection and the district's end of ESSER funding. We have purposefully

realized savings: salaries are lower (8%), we are using funds for stipends more effectively, reducing professional development (many trainings are free), decreasing athletics (students join other BPS teams). Intending to still buy vans with ESSER funds. If purchased in SY23-24, then those expenses will be realized as depreciation in SY24-25. Budget will show a 16K deficit. A. Hramiec noted that recruitment and enrollment efforts are critical. BPS has funded BDEA for 333 students in SY24-25 but we expect to overshoot this number for the October 1 data deadline. Admissions Manager Magdalene Moise has been on medical leave. Rachel Pizarro has been running admissions in her stead. A. Hramiec reviewed plans for summer recruitment and orientations. A. Hunter emphasized the importance of keeping recruitment targets centered. C. Rothfuss called for a vote to approve the SY24-25 budget as it was presented. J. Hallisey seconded the motion. All in attendance approved the budget. No abstentions.

Head of School Evaluation:

BOT reviewed the HOS evaluation process. In April, the Executive Team reviewed data collected against goals to create a narrative and overall performance summary. Met with A. Hramiec for discussion. First goal: Instructional Leadership: sufficient. With new hire of B. Yesselman, there has been significant progress. BOT looks forward to moving this up to meets expectations next year. There were two goals around standard 2: management and operations including recruitment and retention. BOT deemed this proficient. A. Hunter emphasized the importance of recruiting and getting the word out about BDEA. Facility; the BOT felt there had been significant progress. The BOT recognized that Superintendent Mary Skipper is going through her own planning process for facilities. BDEA was at a meeting in March so we are consistently at the table when these discussions are happening. Family and community engagement: proficient and meets expectations. A. Hramiec did well with this goal. Professional and collaborations: proficient and significant progress. Comments: the review is missing a race and equity goal. This will be introduced next year. A. Hramiec has a functional supervisor from BPS so BOT will find out if they can create a different format. BOT wishes to express pleasure with the school and recognize what is not under BPS control (like MyWay Cafe for example). A. Hunter called for a vote to approve the Head of School evaluation for Alison Hramiec in SY23-24. S. Page seconded the motion. All in attendance approved the evaluation. No abstentions.

New Business

A. Hramiec shared reminders. Graduation is June 13th at the school. Graduation speaker is not yet identified. Suggestions welcome. Last mtg of the year is June 5th at 5:30pm at BDEA or a restaurant nearby. We will reflect on the year by subcommittee.

Adjournment

A motion to adjourn was conducted by S. Page. C. Rothfuss seconded the motion. The meeting adjourned at 7:30pm.

Next meeting

Wednesday June 5th - 5:30-7:30 pm