



Boston Day and Evening Academy

A Horace Mann Public Charter School

Annual Report for School Year 2018

Submitted July 27th, 2018

Boston Day and Evening Academy

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Introduction to the School

Boston Day and Evening Academy			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location of School (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	1
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2002, 2007, 2012, 2018
Maximum Enrollment	405	Enrollment as of June 1, 2018	414
Chartered Grade Span	High School	Current Grade Span	High School
Number of Instructional Days per School Year	180	Students on Waitlist as of (fill in the date)	55
School Hours	9:00 – 3:30	Age of School as of 2017-2018 School Year	20 years
Mission Statement: Boston Day and Evening Academy re-engages off-track students in their education, preparing them for high school graduation, post-secondary success, and meaningful participation in their community.			

School Performance and Program Implementation

In SY2018, BDEA was re-chartered for the 4th time, making it one of the oldest, consistently operating alternative, public charter schools in Massachusetts. This year, the school used a planning grant from the Barr Foundation to create a program that will further improve the services and supports provided to young men of color, to invest in more project- and problem-based programming, and to commit to including paid internships and work-based learning as part of a completely new approach to preparing underserved students for their futures.

BDEA has come a long way, from a program with 25 students, changing location nearly every year, meeting from 5-9 p.m., to a school of over 400 students who are known well by staff, with strong teaching platforms supported by individualized social and emotional services and counseling, with college and job development programming an integral part of student's daily experience. The number of students off-track for graduation has become a national crisis since BDEA was founded, and the school serves as a model for local and national schools and districts looking for a more authentic and impactful ways to reach students who are mostly poor, discriminated against due to race and ethnicity, LGBTQ, homeless, and/or who suffer from untreated depression and anxiety. So many of our students are trying to find their way on their own, and BDEA is proud to be among those leading the way in the ongoing work for equity in all aspects of public education.

Faithfulness to Charter

Mission and Key Design Elements

Boston Day and Evening Academy re-engages off-track students in their education preparing them for high school graduation, post-secondary success and meaningful participation in their community.

Key Design Elements

Since 1995, when Boston Evening Academy opened with 25 students, we have been guiding our young men and women to graduation using a competency-based method of assessing learning. As the school has matured, progressed and developed, so have our pedagogy, our own understanding of what it means to graduate a student who is prepared for the world, our commitment to do whatever it takes to support students in every aspect of their educational, social and emotional development, and our resolve to solicit and include student voice in all aspects of the school.

Competency based, student centered teaching and assessment that encourages greater student ownership of learning and progress for over-age, under-credited students who are at high risk for dropping out or who have already dropped out of high school.

As the school has grown (from 25 to 405 students) and matured, so has our understanding of the systems and the structures that support our CB assessment practices. There is little information archived at the school about how CB was envisioned and practiced when Boston Evening Academy was founded in 1995, but the school's focus on student-centered learning did begin then, and became forever inextricably intertwined with our practice as it has evolved over the years. The greatest changes to our own understanding of competency based education began in 2007 with the hiring of one of our teachers as the school's director of instruction. With that change in staff there began to evolve a profound understanding of the ways in which CBE could revolutionize the way teaching happens in the new millennium, how best practices in trauma sensitive and strength-based teaching and coaching can include all students, along with lists of ideas about how to make it accountable to students, staff and measurable by the state and the district.

Our embedded cycle of inquiry dictates that BDEA continues to revisit our systems and structures in weekly department and instructional leadership team meetings. We started in 2007 by having teachers within each department look at the Mass State Standards and decide what it was that students needed to know in order to graduate. In 2011, content departments went through the same process using the Common Core Standards, pulled out the standards that supported BDEA's prioritized competencies, and correlated them to the benchmarks that led to each competency. Based on a broader understanding of the common core, the math team did a second review and revised their competencies and benchmarks again in SY15-16. The Humanities department went through the same process during SY16-17, and the Science department began this process this year changes on the science standards adapted by the state in 2016.

Last year, the school redefined the Math pathway on the academic Roadmap by replacing modules Algebra A through Algebra E with the sequence: Algebra Fundamentals, DAV (Distance, Area, Volume), Linear Relations, Function Families, Advanced Mathematical Decision Making, Algebraic Systems, and Advanced Algebra. Geometry 1 and 2 were streamlined to Geometric Constructions and

Transformations. The example this process demonstrates is that of a collaborative department of committed teachers who know their content well, know their students well, and have the autonomies necessary to allow them to create a Math Roadmap that serves the needs of all of our students, providing them with the full range of math skills they need in order to negotiate the worlds of higher education and work post-graduation. Humanities and Science will finalize similar work this coming year.

Student support model which provides students with social and emotional support to encourage personal growth and to practice the Habits of Success.

In 2018, we added a FT school psychologist and 2 FT Community Field Coordinators (CFC) to our Student Support Team. One of the CFCs takes the place of a CFC's lateral move to Post-graduate planning (described below). In addition to the work of serving students over 16 with documented IEPs (25.5%), our SpEd director also identifies and creates new IEPs for students who signed themselves off of historical IEPs when they left their previous school. On average, 33% of the students we serve have had SpEd designations prior to enrolling at BDEA (via DESE), with about 20% of enrolling students on IEPs. Because BDEA serves students who are overaged for high school and can support them in school until they are 23, we have a large number of students who age out of their IEPs at 21 but remain with us for another year or two.

Through partnerships with the following community health and counseling centers, Arbor House, Home for Little Wanderers and Wediko we are able to provide the following counseling supports for our students:

- 7 students participating in a weekly grief and loss therapeutic group
- 52 students receiving in-house counseling (with 97 additional students on waiting list)
- Weekly men's, women's and GSA groups facilitated by BDEA support staff

Focus on student-centered learning

Student Centered Learning at Boston Day and Evening Academy combines competency-based teaching and assessment with attention to sharpening meta-cognitive skills, supported by a focus on emotional and physical health and wellbeing. The teaching and learning taking place in classrooms and online would not be possible without the daily emotional supports and connections to social services provided by our student support team (SST). In 2015, we began an Academic Intensive pilot that focused on our students in "pre-cap", or three trimesters away from graduating. Some students who had persisted through years of fighting the odds reacted to having their graduation date in site by relapsing into the behaviors that brought them to BDEA in the first place: missing school and not completing classes. Looking at data, we recognized that some of our Pre-cap students were still in a holding pattern after two years and required a different kind of support for that final sprint.

The Academic Intensive that resulted identified pre-capstone students who were not making progress, assigned them to a cohort that met daily, included teachers who could provide the academic inflection needed to move ahead with classwork, and perhaps most important, provided a student support staff member who learned from each student about the specific concerns or fears they were experiencing and helped them to work through those issues. The successful pilot has led to the provision of an academic intensive every year during Project Month so that students who could graduate in January, April or June get back on track with the supports they need in place.

In 2018 we built out the program even more intentionally, and moved the CFC who piloted the Academic Intensive into the post-graduate planning office full time. As a result our graduate numbers

increased from 48 SY17 to 62 SY18. The percentage of male graduates of color has increased from 22% to 50% in a single year. We cannot ignore the fact that the school's planning year for the creation of a new program focusing on young men of color likely influenced this metric by infusing that intention into the fabric of the school. The design team included students and staff whose mission it is to identify and meet the specific needs of a group of young men whose challenges are exacerbated by racism and a difficult-to-negotiate pathway to resources including health care, job training, and even a high school diploma. In addition to securing additional funding to pilot the newly-designed program in SY 2019, BDEA this year added two FT Community Field Coordinators to the Student Support team, as well as a FT school psychologist.

Family engagement

Connecting with parents, guardians, and family (as identified by students) is a cornerstone of our student support model. Many of our students are no longer a part of their nuclear family--if one ever existed--but they rely on friends and neighbors and classmates for those important personal connections, and we make sure that those individuals are identified and included in our whole-school celebrations (like beginning of school year BBQ and Thanksgiving Dinner) and rites of passage (like Portfolio Reviews and Symposium). For students who have the support of parent(s) and family, we encourage them to learn about their child's journey at BDEA so they fully understand the importance that their support plays in their child's progress. Parent engagement in school activities increased by 10% this year with almost 300 family members attending school based events.

Our team continues to offer a variety of ways for students and staff to connect with one another through fun whole school activities. BDEA plays the role of many students' families who either do not celebrate holidays or have the means to make them special. We try to make sure BDEA's culture provides that place for celebration. Here is a list of activities run through the year.

September: advisory fun day, October: whole school team building field trip to ropes course, Halloween town hall celebration (students and advisors decorated their doors), November: Thanksgiving Dinner, December: school spirit day (ugly holiday sweater contest, cookie/ornament decorating and giveaways), January: good character luncheon, whole school bowling field trip, February: school spirit day (super bowl kick off event), March: Black History Town Hall Celebration, April: whole school field trip to see Black Panther, June: end of year whole school trip to Canobie Lake.

PGP/College and Career Planning

Post graduate planning at BDEA helps students to consider their future choices before they graduate. PGP comprises a full pathway that parallels the academic Roadmap including enrichment classes to build Habits of Success, career readiness classes, career exploration, and early college.

PGP has always played an important role in our students' journey through BDEA, helping them to learn how to think about the future and how to prepare for the day after graduation, but we have in the past charter cycle concentrated even more closely on the question of what it takes to prepare a student who is just appreciating their academic acumen to make the jump to "the rest of your life."

The PGP pathway includes all of the following:

1. A PGP sequence on the Roadmap (attached), including:
 - *Beyond BDEA*: An overview of the college and career landscapes and an opportunity to begin

constructing a resume, explore careers/colleges of interest, along with an introduction to the Habits of Success that will be incorporated into classes and enrichments throughout their BDEA career.

- *Career Explorations*: A chance to hear weekly from professionals representing myriad careers of interest to our students. As in all areas of the school, we solicit specific information from our students in order to present them with opportunities that are connected specifically to their interests.
- *Career Readiness*: Presented every trimester, including summer, Career Readiness is the next step towards professionalism. Taught by our on-site PIC representative, these classes are practical, grounded, delivered with humor and very specific expectations.
- *Pre Capstone*: When a student has completed all but their last three modules, they apply to enter Pre-Cap. Their presentation, focused on a Habit of Success that they found most challenging or which they felt had eluded them, is made to family, staff and peers who want to support and celebrate the student's journey. These are always very emotional, as students have an opportunity to reflect and share all aspects of their experience, as well as look forward to their final year at BDEA and to their future.
- *Capstone Workshop and Capstone*: Capstone Workshop has always been part of a student's journey at BDEA, but only two years ago did we add the condition that a student must have completed their entire Roadmap before entering Capstone. Prior to that, students could make a case for entering Capstone "with just one more paper to do for Advanced Lit." or "just one more assessment for Advanced Algebra." Inevitably, that bit of unfinished work would hang over the Capstone experience and make the race to the finish line excruciating for all involved. We believe strongly that both the Capstone and the Capstone Workshop experiences are important to the students' continued growth and readiness for graduation, so the final trimester is now devoted exclusively to the full Capstone experience. The workshop brings together all parts of the PGP pathway experience, and Capstone is the final step to a diploma.

2. Adding partners:

The PGP office has also added staff in 2018. The FT CFC (described above) is focusing exclusively on supporting students in pre-capstone and Capstone through their final trimesters, keeping them on track, and supporting students through challenges including leaving a safe and nurturing environment and confronting anxiety and concern over finances, change, and moving on in life. This position has replaced that of the transition year coordinator (grant-funded for 7 years) and supplements the PGP bullpen, including:

- Boston Private Industry Council: a .66 PIC staff who runs our career readiness classes, connects students to jobs, connects students to internships (including paid), runs an astonishingly successful career fair, hires and pays all of our summer garden student workers, and is a member of our staff
- College Advisory Corps: Helps students to explore (1-on-1) college options. Arranges and accompanies students on trips to colleges. Assists with applications.
- YouthHarbors: FT staff, paid for by Youth Harbors, assists BDEA students who are homeless or who suddenly find themselves without appropriate shelter. This has been an incredible addition to the school, as we are uncovering rowing numbers of homeless students who may not have self-identified without knowing there was help inside the building. In

November, our YH counselor was working with 30+ students, finding them shelter, and helping them transition into stable living situations.

3. Pre-cap:

As described above, students apply to go into their pre-cap year, and reflect on their time at BDEA and what they anticipate as challenges and opportunities in their final three trimesters.

4. Dual enrollment/early college:

A crucial and growing incentive for our students is the ability to take college level courses at some partner colleges while completing classes at BDEA. This works best with a committed partner, and Benjamin Franklin Institute of Technology has been there for our students for years. In this last rechartering period, we have become more intentional about the supports that we provide for these students and more systematic about the process. In 2018, BDEA had 4 students dual enrolled at BFIT and one at Bunker Hill Community College.

- BFIT: 3 (Automotive Engines, Automotive Brakes, Intro to Marketing, Electrical Technology)
- BHCC: 1 (Psychology 101)

5. Career Pathways partners:

BDEA has, through conversations across the school and leadership levels, developed career pathways that intentionally link content areas with opportunities for internships and college courses in professions and careers of interest to students. Our first corporate partner, signing on with us three years ago, is Vertex, a pharmaceutical company that hosts our science students at their lab in Cambridge. They have set the bar for thoughtful, invested partnerships, and in addition to sending a bus to pick up our students in Roxbury to transport them to the Vertex lab, they have also extended their involvement to provide full-time paid summer internships for our students.

We are also completing the first full year of partnership with Harvard MedSci, a science of health project that serves as a lab for BDEA's Anatomy class. The program provides case management and skills-based labs to our students once a week at Harvard Medical School. The program is an unqualified success, giving our students a practical and realistic lens into the healthcare field while also providing consistent exposure to practical skills which they demonstrate in the practicum portion of the class.

The work that has taken place this year by our design team has included as a focus the creation of job readiness skills as a support to practical experience in paid internships, and includes a focus on creating partnerships that will support paid internships for each student prior to graduation.

6. Career/College Workshops: Tuesday advisory time is dedicated to providing students with resources and exposure to colleges and careers. Trimester 1 is primarily focused on college presentations and Trimester 2, on career presentations. The PGP team also conducts a workshop series providing students time and support to complete college applications, essays, financial aid etc. This year, the PGP office has held the following workshops:

- a. 17 PGP college/career speakers
- b. 10 PGP workshops
- c. 160 students have attended at least one workshop or speaker presentation

Post Graduate College Update:

- 31 students submitted college applications
- 141 college applications submitted
- 45 FAFSAs submitted (we expect approx. 95% submission by graduation)
- 58 SAT/ACT completed (22 students completed the S.A.T at BDEA this April, for the first time)

Constant building and improvement of an active professional learning community for teachers and staff at all levels of experience.

Everything that is positive, successful, and innovative about teaching, assessment, culture and climate at BDEA comes from our strong and empowered professional learning community. The school has a balance of veteran and new teachers, as well as administrators and department heads with over 10 years' experience, and an impressive group of emerging leaders. BDEA has always committed to developing its leaders from within, so those who are interested in leadership roles are supported with additional PD and mentoring to facilitate their growth. The leader of the program pilot was originally a math teacher at BDEA, promoted to co-instructional leader two years ago, and now the leader of the newly designed program pilot.

Additionally, BDEA provides all staff with three whole-school, all day retreats every year. These retreats give all staff the opportunity to connect with colleagues we may not see regularly, to share initiatives and plans with our colleagues, to get caught up on the school's rapidly increasing dissemination opportunities, and to present to the whole staff any anticipated changes or new programming. Twenty percent of teacher's time is self-directed and time is carved out each week for department and for whole-staff meetings, as well as time for data entry. Teachers have time to prep, to plan, and to collaborate with their colleagues on team teaching projects, Project Month, and Advisory.

Amendments to the Charter

There were no amendments to the charter in 2018.

Access and Equity

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04450000&orgtypecode=5&=04450000&>

Over the years, BDEA has built—and continues to build—a culture and climate of acceptance, inclusion, respect, trust, and agency which provides students with the latitude they need to air and solve grievances for themselves and for each other. The work of the student support team provides students with the tools they need to problem solve, to de-escalate, to reflect, and to discourse rather than shame and blame. All students have access at all times to individual SST members, counselors, the school psychologist, and to groups of students sharing the same challenges. Students build confidence with groups of peers who share their same challenges, and create networks of peer support. Staff attention paid to larger issues of depression and anxiety (our students most highly documented risk factors) permeate all of their work. As a result, student “discipline” is not anyone’s job, or any single person’s responsibility. In fact, the word is almost never heard at the school because there is an entirely different mindset around supporting students through the issues that contribute to inappropriate behavior. Our data show that there are BDEA students who were suspended as many as 70 times within one year at a previous school, the result of a punitive and “disciplinary” approach rather than a preventive approach,

grounded on personal knowledge of the student, and an assessment of their previous challenges, social and emotional risk factors, and life situation.

Even so, there were 11 suspensions (3%) in SY 2018 (per BPS data). BDEA has non-negotiables which are clearly communicated to students, and which are upheld. The school does not tolerate weapons, drugs, or behavior that is a threat to themselves or others. Students returning to BDEA after suspension follow a protocol that includes a conversation with all parties involved in the incident, resolution of the misunderstanding or issue, and a public apology to the community for disrupting its code of safety and trust.

Dissemination in 2018

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (see link to Criteria above or list below)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Trauma-sensitive and competency-based school practices to support off-track high school students	Regular coaching provided to administrative leadership and a team of teachers at Brighton HS.	BDEA’s co-instructional leader, Special Education director, Math department head, and the data and communications manager.	<p>partnerships with other schools implementing key successful aspects of the charter school’s program,</p> <p>active participation in district turnaround efforts,</p> <p>sharing resources or programs developed at the charter school,</p> <p>hosting other educators at the charter school, and</p>	Brighton High School, Brighton MA	<p>We collected baseline attendance and course completion data on students in the ACES program at Brighton. Specifically, in the school year prior to entering the ACES program (SY 16-17), students currently in the program were absent 21.7% of the time on average (39 days) and tardy 37.8% of the time on average (69 days). They completed 1.2 courses on average in the school year. Once this school year is over, we will compare attendance and course completion data from SY 16-17 to attendance and course completion data for SY 17-18.</p> <p>In addition to examining attendance and course completion data, we are in the process of administering surveys to students in the ACES program in order to determine if the program has an impact on students’ resiliency and self-concept.</p>

					Specifically, to assess resiliency, we will be administering the Sense of Mastery (MAS) scale component of the Resiliency Scale for Children & Adolescents measure, a peer-reviewed, valid measure of resiliency. Additionally, we modified and are administering the MAS scale of the Resiliency Scale for Children & Adolescents to assess student resiliency with regard to school. In order to assess self-concept, we are administering Self-Concept Inventory of the Beck Youth Inventories, a peer-reviewed, valid set of inventories. Finally, we will administer a survey to students to get their feedback on the effectiveness of ACES program.
Introduction to student centered, competency based, trauma sensitive programming	Visits to the school from educators interested in learning about competency based education and systems and structures that support a safe and supportive school culture and climate.	Advancement Associate, Co-instructional leaders, teachers, students	Curriculum, instruction, assessment, supports for diverse learners, SE and Health Needs	In school year 2018 we hosted 187 visitors in monthly, 3-hour visits.	We revise our materials regularly so that visitors are always receiving information that is up-to-date and pertinent to the program development needs of the visitors
BDEA offers summer learning labs that instruct and coach educators in student centered, competency based, trauma sensitive practices	REAL, 2REAL,	Co-instructional leaders, head of school, content teachers, students, thought partners (instructional coach/consultant)	Curriculum, instruction, assessment, supports for diverse learners	MA, PA, WI	The pilot program for REAL was funded by the Nellie Mae Education foundation, and provided stipends for teaching staff to create the materials and coaching model that we have continued to revise and use each summer since 2011. In 2018 modified REAL to include best-practices for creating student-centered, trauma-informed, competency based learning models, along with 2REAL which provide educators time to design competency-based curriculum with students

					and BDEA staff.
BDEA's definition of competency, its learning community, and the systems and structures created by the school to support the unique needs of students	Learn Launch	Co-instructional Leader Adrienne Level	Instruction, Assessment, Supports for diverse learners	Knowledgeworks, Sanborn Regional HS, Southern NH University	
Student reflection on his education, specifically comparing competency-based ed with his previous experiences in traditional schools.	Reflection as part of an education panel on alternative education	BDEA student who is also on the Design Team	Supports for diverse learners, SE and Health needs	Attendees at the SxSWE Conference in Austin, TX	
Day 1: 90-minute presentation; Day 2: 5-minute "Ignite" overview followed by staff stations.	Association for Supervision & Curriculum Development "Empower 18" Conference	Co-instructional leaders, teacher, student support staff	Curriculum, instruction, assessment, supports for diverse learners, SE and Health Needs	Educators from around the country	

Academic Program Success

Student Performance

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04240000&orgtypecode=5>

BDEA remains a Level 3 school with no expectation that it will move out of this level. Were BDEA to move up to a Level 2 or 1, it would be a demonstration that the school is not meeting its mission to serve students who are over age for high school and at least 2 years behind grade level. In SY2016, 67% of students enrolled at the school with two years of high school experience and less than one year of transcript credit. 20% are on IEPs, and we continue to work at determining exactly how many are on discontinued IEPs, having signed off when they turned 16. Even so, in this charter period, 70% of students who graduated did so in under two years as compared to 55% in the previous charter period. 97% graduated in under three years in this charter period as compared with 81% in the previous charter period.

Although BDEA's ELA CPI exceeds the state average by 6.7, the school's Math CPI, while improving, lags the state by 11.3. Improving the school's CPI will mean that BDEA students are making progress towards narrowing proficiency gaps by scoring Proficient and Advanced on MCAS, but because their lives still

encroach on their ability to attend school regularly or to graduate within 4 or 5 years—especially those who have spent two or more years in previous high schools, our PPI will keep us at a Level 3.

Program Delivery

In 2018, the Math department led the process of having all teachers begin to put their curriculum online in order to provide student access to classroom materials. This work will continue over the summer as BDEA teachers continue to put class materials online as part of the school's 2REAL summer intensive. Educators from around the country who are ready to develop competency-based curriculum, and who have previously participated in a REAL summer intensive, will join BDEA teachers in this work.

This resource will help students who may need to catch up on a missed class, as well as support our POLL classes (content-supported study halls), and Literacy and Numeracy classes. Having class materials online will give teachers more flexibility in how they use their time in class, and will help students build some independence by not having to rely on their teachers for work, along with taking some ownership of their own learning.

The academic leaders in this work chose PowerSchool Learning as the LMS to house the classes because it is able to track competency-based progress and because it can be organized by unit of study. PS Learning was chosen over Google Classrooms because it easily supports asynchronous learning, make-up work, and is easy to navigate. PS Learning also integrates with Google Docs and Links to Docs.

As mentioned above, over the course of the last three years each content team (math, humanities and science) has gone through the thoughtful and time consuming process of ensuring the BDEA competencies are aligned to our new understanding of the Mass. Curriculum Frameworks and in preparation for MCAS 2.0. Math was the first team to go through this revision process in SY16. This year was year two of building curriculum and assessments aligned to the new competencies and benchmarks. Humanities revised their competencies SY17 and this year spent the year building new courses, curriculum and assessments aligned to the changes. The science team, lead by our instructional coach went through phase one, understanding the new (adopted in SY16) state science standards and spent the year SY18, making revisions to their competencies, benchmarks and course sequence. SY19 they will begin to build their curriculum and assessments.

BDEA has also experienced a sustained increase in attendance during 2018. Adding staff to the student support team has increased access for students to adults who can help them with short-and long-term physical and mental health, and life concerns. The men's group has seen increased attendance and fosters deep discussion around social and emotional issues. The greatest shift this has produced school-wide is this: Now that we are able to provide the full complement of supports that we know students need, we are now able to hold them accountable for their choices, including whether they show up for school. Previous to this year, BDEA has struggled with the reality of four people in a student support team being able to provide the complex supports needed by 400 students. Now that we are able to do so, students who are receiving the supports they need are expected to attend classes.

Organizational Viability

Organizational Structure of the School

The school has added a co-instructional lead teacher to better distribute the body of work that BDEA completes each year both on campus and as a provider of year-round professional development for schools and educators interested in competency based education. (see attachments)

Network Structure or Multiple Campus Organizational Structure

BDEA does not operate a network of schools, but this year has convened a design team to create a new program for young men of color, which will pilot during SY19, and which is being partially funded by the Barr Foundation. Because the pilot includes the creation of project-based programming, job pathways and workforce development, the school is exploring site options that are not part of the current BDEA campus. The program will pilot with 30 students (included in the school's cap of 405), but will grow to between 80 and 100 over the next five years. The school is working with BPS to explore appropriate spaces at other existing schools (i.e., the new Dearborn), as well as options through the City and partner organizations (DSNI). No decisions have been made as of this writing. Should appropriate space not be found external to BDEA, we will work with BPS facilities around any modifications needed to house the new program during its pilot year while we continue to look for additional space to house the program. Depending on the outcome of the pilot, there is also an option to grow the program within BDEA, not add seats, and repurpose the current campus to address the space and facilities needs of a program that will be focused on workforce and skill development.

Budget and Finance

A. Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)

Jul '17 - Jun
18

Income	
4000 · Income	
4010 · BPS Tuition	3,682,691.04
4011 · BPS Income - Addn Support	3,254.55
4012 · BPS Tuition - In Kind	1,833,687.06
4015 · State & Federal Grants	604,745.00
4035 · Foundation Grants	188,216.50
Total 4040 · Contributions Income	2,000.00
4065 · Miscellaneous Income	50,720.44
4080 · Interest Income	799.26
Total 4000 · Income	<u>6,366,113.85</u>
Total Income	<u>6,366,113.85</u>
Expense	
6000 · Personnel & Related	
6001 · BPS - Paid Salaries	3,477,459.00
Total 6040 · BDEA-Paid Wages	215,856.31
6190 · BDEA Staff Stipends	48,114.59
6050 · Employee Benefit Expense	827,635.32
6130 · Payroll Service	1,230.18
6201 · Payroll Tax - BPS In-Kind	-6,278.48
Total 6150 · Professional Development	<u>46,160.42</u>
Total 6120 · Professional Fees	<u>171,067.64</u>
Total 6000 · Personnel & Related	4,781,244.98
6300 · Facilities Expenses	
Total 6320 · Repairs and Maintenance	282,956.32
6370 · Utilities - In-Kind BPS	37,288.57
Total 6550 · Furniture	4,328.10
6300 · Facilities Expenses - Other	<u>748.79</u>
Total 6300 · Facilities Expenses	325,321.78
6700 · Student & Program Expenses	
6795 · Scholarships	3,050.00
6360 · Food Services	38,428.72
6720 · Student Events	17,807.41
6730 · Program	124,988.16
6740 · Field Trips	18,783.12
6770 · Post Grad Program Expenses	12.74
6780 · Symposium/Project Month	6,272.93
Total 6500 · Materials/Supplies Expenses	66,587.38
6700 · Student & Program Expenses - Other	<u>2,141.38</u>

Total 6700 · Student & Program Expenses	278,071.84
6900 · Administrative Expenses	
6160 · Board of Trustees	1,690.11
6540 · Office Supplies	39,136.69
6545 · Medical Supplies	41.94
6570 · Equipment Rental	2,601.39
6575 · Copier	1,354.39
6750 · Recruiting	506.36
Total 6920 · Travel & Entertainment	50,105.80
6927 · Meeting Expense	7,468.58
6940 · Insurance	18,196.28
Total 6950 · Fees	1,042.64
6960 · Telephone	251.66
6970 · Postage and Delivery	2,183.41
6340 · Depreciation Expense	2,109.28
6990 · Bank Service Charges	938.75
6995 · Interest Expense	288.75
6980 · Miscellaneous Expense	<u>6,467.74</u>
Total 6900 · Administrative Expenses	134,383.77
Total 6800 · Advancement Expenses	4,091.11
6905 · BPS Purchased Services_In Kind	187,800.25
6906 · BPS Transportation_In Kind	504,158.27
6999 · Uncategorized Expenses	<u>14,758.42</u>
Total Expense	<u>6,229,830.42</u>
Net Income	<u><u>136,283.43</u></u>

A. Statement of net assets for FY18 (balance sheet)

	<u>Jun 30, 18</u>
ASSETS	
Current Assets	
Checking/Savings	
Total 1000 · Cash	682,504.08
Total Checking/Savings	682,504.08
Accounts Receivable	
1300 · Accounts Receivable	243,855.00
Total Accounts Receivable	243,855.00
Other Current Assets	
1360 · Due to/from Institute	105,916.97
1380 · Deposits	67,453.48
1400 · Prepaid Expense	2,315.05
Total Other Current Assets	175,685.50
Total Current Assets	1,102,044.58
Total Fixed Assets	0.00
TOTAL ASSETS	<u>1,102,044.58</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	92,585.01
Total Accounts Payable	92,585.01
Total Credit Cards	8,041.10
Other Current Liabilities	
2050 · Accrued Expenses	16,550.84
2055 · Accrued Payroll & PRT	1,668.76
2100 · Payroll Tax W/Holds	-6,223.35
2200 · Due to Boston Public Schools	-205,231.92
2300 · Due To BDEA Foundation	139.23
2400 · Deferred Revenue - CCE	3.60
Total Other Current Liabilities	-193,092.84
Total Current Liabilities	-92,466.73
Total Liabilities	-92,466.73
Equity	
3110 · Retained Earnings	371,922.06
3200 · Net Assets	686,305.82
Net Income	136,283.43
Total Equity	1,194,511.31
TOTAL LIABILITIES & EQUITY	<u>1,102,044.58</u>

B. Approved School Budget for FY19

	<u>Jul '18 - Jun 19</u>
Income	
4000 · Income	
4010 · BPS Tuition	3,964,188.00
4015 · State & Federal Grants	476,384.04
4040 · Contributions Income	
4042 · Unrestricted	<u>82,527.96</u>
Total 4040 · Contributions Income	82,527.96
4060 · BEA Institute Gifts	<u>85,000.00</u>
Total 4000 · Income	<u>4,608,100.00</u>
Total Income	<u>4,608,100.00</u>
Expense	
6000 · Personnel & Related	
6001 · BPS - Paid Salaries	3,870,105.00
6040 · BDEA-Paid Wages	
6111 · BDEA Direct Program Spt Salary	45,000.00
6115 · BDEA Direct Security Salary	15,000.00
6116 · BDEA Special Projects Salary	<u>82,528.00</u>
Total 6040 · BDEA-Paid Wages	142,528.00
6190 · BDEA Staff Stipends	31,000.00
6150 · Professional Development	
6151 · PD Conference Fees	21,500.04
6154 · PD General	<u>18,000.00</u>
Total 6150 · Professional Development	39,500.04
6120 · Professional Fees	
6122 · Accounting & Auditing	47,400.00
6124 · Consultants - Technology	<u>41,000.00</u>
Total 6120 · Professional Fees	<u>88,400.00</u>
Total 6000 · Personnel & Related	4,171,533.04
6300 · Facilities Expenses	
6320 · Repairs and Maintenance	5,000.00
6550 · Furniture	<u>5,000.00</u>
Total 6300 · Facilities Expenses	10,000.00
6700 · Student & Program Expenses	
6360 · Food Services	3,500.00
6710 · Student T Pass	5,000.00
6720 · Student Events	32,300.00
6730 · Program	78,020.00
6765 · Alumni Activity	8,000.00
6770 · Post Grad Program Expenses	7,200.00
6780 · Symposium/Project Month	5,000.00
6500 · Materials/Supplies Expenses	
6520 · Instructional Supplies	22,200.00

6521 · Paper - Inst. Supplies	30,000.00
6522 · Toner - Inst. Supplies	4,080.00
6530 · Technology Purchases	
6531 · Computer Hardware, Non Capital	40,000.00
6532 · Computer Software, Non Capital	<u>13,670.00</u>
Total 6530 · Technology Purchases	<u>53,670.00</u>
Total 6500 · Materials/Supplies Expenses	<u>109,950.00</u>
Total 6700 · Student & Program Expenses	248,970.00
6900 · Administrative Expenses	
6160 · Board of Trustees	
6171 · Board Events	<u>3,000.00</u>
Total 6160 · Board of Trustees	3,000.00
6575 · Copier	8,000.00
6920 · Travel & Entertainment	
6923 · Travel	<u>5,000.00</u>
Total 6920 · Travel & Entertainment	5,000.00
6940 · Insurance	20,000.00
6950 · Fees	
6952 · Dues and Subscriptions	<u>3,500.00</u>
Total 6950 · Fees	3,500.00
6970 · Postage and Delivery	5,500.00
6340 · Depreciation Expense	10,000.00
6980 · Miscellaneous Expense	<u>13,000.00</u>
Total 6900 · Administrative Expenses	68,000.00
6800 · Advancement Expenses	<u>17,500.00</u>
Total Expense	<u>4,516,003.04</u>
Net Income	<u><u>92,096.96</u></u>

C. Capital Plan for FY19

No plans for capital changes

Appendix A

Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will ensure that it serves its target population		
Measure: 100% of students enrolling at BDEA will be at least 2 years behind grade level	Partially Met	86.5% of BDEA students starting in SY 18 were at least 2 grades behind traditional grade level, according to students' transcripts
Measure: Each year, the percentage of BDEA students classified as English Language Learners (ELLs) and/or students with disabilities (SWDs) will reflect the proportion of BPS students classified as ELL and SWD.	Partially Met	25.5% of BDEA students have IEPs compared to 19.6% of BPS students. Conversely, 7.9% of BDEA students are ELL compared to 31.7% of BPS students.

*Add rows as necessary

Dissemination

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Through BDEA's Responsive Education Alternative Lab, the school will continue to enhance its role as a model for dissemination of competency-based, student centered learning.		
Measure: BDEA will host monthly school visits and participate and present about its innovate school practices at professional conferences and workshops locally, regionally, and nationally.	Met	This year the school hosted 187 visitors to the school in monthly, 3-hour visits.
Measure: BDEA will conduct summer or other intensive institutes to teach educators about competency-based teaching and assessment and/or provide support to returning participants as they convert from traditional models.	Met	In summer 2017, BDEA hosted a sold-out summer intensive for educators from around the country.

*Add/remove rows as necessary

Academic Program Success *(if applicable)*

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will continue to promote a school culture that is safe and equitable for all students, families, staff, and visitors.		

<p>Measure: At the end of each academic year, 90% of staff will report that professional development training has prepared them to promote a safe, positive culture at BDEA</p>	<p>Met</p>	<p>On our End of the Year staff survey, 96% of staff rated our PD time as effective.</p>
<p>Measure: On average, BDEA students will report feeling safe as measured on school climate surveys administered annually.</p>	<p>Met</p>	<p>According to the BPS student climate survey results from SY 16-17*, BDEA students reported feeling physically and emotionally safer at school than other BPS students, including other BPS secondary school students. On a 5-point scale (5 is the safest), BDEA students reported above a 4 on average in reference to physical and emotional safety.</p> <p>Similarly, on the Tripod Survey administered to BDEA students in SY 17-18, 63% of students responded favorably to the statement, "This school feels like a safe place to me", 32% responded neutrally, and only 5% responded negatively.</p> <p>*BPS climate survey results for SY 17-18 are not available yet.</p>
<p>Objective: BDEA will serve its mission by ensuring that all of its programs and assessments are student-centered.</p>		
<p>Measure: Students testing at or below the 6th grade level in reading and/or math will participate in literacy and numeracy support classes, resulting in demonstration of mastery of essential competencies necessary for participation in high school level courses by the end of three trimesters.</p>	<p>Partially Met</p>	<p>Numeracy and math support classes are helping students complete math classes at a rate higher than the completion rate of students not enrolled in support classes.</p> <p>72.2% of students who attended math support courses completed at least one math class in SY18.</p> <p>47.3% of students not enrolled in math support completed at least one math class.</p> <p>However, literacy and humanities support classes are helping students complete math classes at a rate lower -- but close to -- the completion rate</p>

		<p>of students not enrolled in support classes.</p> <p>50.9% of students enrolled in literacy support completed at least one humanities class in SY18.</p> <p>53.7% of students not enrolled humanities support classes also completed at least one humanities class.</p>
Objective: : BDEA will maintain an active post-graduate planning center.		
<p>Measure: 100% of graduating students will develop and compile a Postgraduate Planning portfolio that contains evidence of career skills, college and career search, self-reflection and a personal statement of intent.</p>	Met	<p>All graduating students met this requirement; presenting their portfolios to advisors, teachers, family, classmates, and friends.</p>
<p>Measure: 100% of BDEA students will participate in the Career readiness Program designed to develop 21st Century skills, provide supervised career experiences, and assist with transition to college and career.</p>	Not Met	<p>80.9% of BDEA students participated in Enrichment, Capstone, or Beyond BDEA classes to develop career readiness skills in SY18.</p>

Appendix B

Charter School Recruitment and Retention Plan Template

Recruitment Plan

2018-2019

School Name: **Boston Day and Evening Academy**

2017-2018 Implementation Summary:

From 2017 AR

The most effective method of recruitment continued to be visiting and communicating regularly with counselors and staff at other Boston Public Schools and local charter schools about specific students who are interested in BDEA and about BDEA's timeline for recruitment and enrollment. This year we continued to host open houses for interested students and their families, which gave them opportunity to see the school, understand our competency-based teaching and assessment practices, supportive school climate and culture, enrichment programming, college and career readiness track and post-graduate planning and supports. In addition, we continued to reach out to the Re-engagement Center once a month to keep them updated on BDEA's timeline for recruitment and enrollment. Our application is available online (English and Spanish) as well as in hard copy and can be picked up from the school or downloaded from any connected device.

BDEA is fortunate to have diverse staff, community partners and strong connections to our local middle and high schools, all ensuring our student population reflects our school mission and the demographics of our city.

We expect our incoming cohort for October 2018 to continue to reflect the percentages seen in SY17-18, due to our diverse and robust recruitment strategies. We have created outreach materials (currently in English, next year it will be in Spanish and Haitian Creole).

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2018-2019:

BDEA will continue to enroll students year-round, starting the traditional academic school year by contacting Boston area middle and high schools to inform them of BDEA's mission, application process, and timeline for enrollment. Once applications are received, BDEA holds lotteries each trimester and then holds regular orientation sessions, which immerse new students in the culture of the school for a full week and allow the students to think critically about how to achieve their academic goals. We receive referrals from high school and middle school teachers and counselors (both from district and charter schools); from the Re-engagement center, and from attending students and BDEA alumni. We also reach disengaged, over aged students through our community partners who also work with diverse learners across the district. 82.7% of our enrolling students in SY18 came from traditional high schools, 4.1% from middle schools. The additional 13.2% came from charter high schools, charter middle schools and out of state/private and home schools.

As a result of our recruitment methods, we have a year-round waitlist of between 50-100 students who meet our mission. (The fluctuation is due to our four enrollments/year.) Our recruitment manager

welcomed families, students, advocates school counselors and representatives from middle and high schools and youth-focused organizations from around the city, and held meetings at BDEA to introduce student advocates from these schools to our teachers, students, and classrooms. Given the difference between “traditional” classrooms and the competency based and experiential work that we do at BDEA it is important that our partner schools understand the scope of our work to ensure that they understand how to describe our programs to their students.

Each school year the Admissions Manager sends out a quarterly update of enrollment timelines and process to all of our high school, middle school and community partner contacts. The website is also constantly updated with new enrollment dates during the year.

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 25.5%</p> <p>GNT percentage: 12.0%</p> <p>CI percentage: 15.1%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report. <p>BDEA’s Recruitment and Admissions Manager will continue to host welcoming events at BDEA to increase exposure to BDEA within the community. These welcoming events bring middle and high school guidance counselors, student support teams, special education liaisons, and administrators to the school for a “Sending School” orientation, and our fall registration event attracted over 200 families to the school in September of 2017. We use these opportunities to reinforce our enrollment policy, which clearly states that BDEA accepts applications from and enrolls students with disabilities and who have active IEPs. The Recruitment Manager will also meet regularly with SPED and 504 specialists at sending schools. We will also ensure that for all visiting schools, BDEA will have SPED staff represented at the information session with BDEA. Our director of special education services works with BPS and special education directors at middle and high schools in the district to identify potential students and to keep them updated on the school’s programming and supports, in the same way that we reach out to all students across the district. BDEA serves our special education students well, as our data show that this sub group performs better in the area of course completion than students without special needs.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 16.1%</p> <p>GNT percentage: 25.1%</p> <p>CI percentage: 40.2%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>While we do not meet the GNT or CI percentages, BDEA has increased enrollment of ELL students from 1.1% in 2014 to 16.1% in SY2018. This year’s enrollment of ELL increased from 12.% in 2017. The steady increase indicates that the strategies we list are working, even though the gains are slow. The gain of 15% in 4 years also exceeds the gains of the statewide average (3.1%), the Median (10.1%), the Comparison Index (4.6%)</p>

the Gap Narrowing Target (12%), and BPS (1.8%) in the same time period.

BDEA will distribute enrollment information to the ESL staff at each BPS or charter middle and high school. Our recruitment materials and application will be made available in English, Spanish, and Haitian Creole. We will also do targeted outreach to community organizations that serve ESOL populations, such as Haitian Multi-Service Center, Somali Community Center, Alianza Hispana, Sociedad Latina, VACA, Adult Basic Education, ESL and HiSet community programs, and Jewish Vocational Services (JVS). In addition, we will ensure that MIRA (Massachusetts Immigrant and Refugee Advocacy Coalition) receives our outreach collateral to distribute to their membership.

Our admissions manager will connect regularly with the staff at the ‘Newcomers Center’, providing them with information (in multiple languages) regarding our school and school mission. We will also reinforce our nondiscriminatory enrollment policy with sending schools and the Re-engagement center (REC) by inviting staff members from these locations for a presentation from BDEA staff, including our ESL licensed staff, with a standing invitation to observe full inclusion classes as well as individual and group support for students from literacy and numeracy specialists at BDEA. When the Recruitment/Admissions Manager visits sending schools to present on BDEA, ELL staff is included whenever possible so that they can give proper guidance to their students, having full knowledge of BDEA literacy programs. After receiving accurate information about our literacy support, visiting our school, and seeing the success of ELL students at BDEA, we feel confident that referring staff members will feel comfortable sending limited English-proficiency students to BDEA.

BDEA will continue the above strategies. Our EL population remains lower than the target for the following reasons:

- BPS has a new focus on asking BPS alternative schools to specialize in subgroups of off-track students. As mentioned below, most EL students are going to BATA.
- Boston Adult Technical Academy (BATA), another of Boston’s alternative schools, has specialized in serving EL students, and therefore attracts most of the EL referrals from our high schools and re-engagement center.
- By virtue of our mission (serving overage students--at least 16 years of age and 2 grades behind level), most EL students have been identified and served well by BPS before reaching the age of 16, specifically the new Margarita Munoz school and Boston International Newcomers Academy (BINCA).

However, because BDEA provides a culture and climate that appeals to all students, we will continue to attract EL students using the recruitment strategies as identified above.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 55.9%</p> <p>CI percentage: 46.5%</p> <p>The school is above percentages</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year’s approved Annual Report. <p>Review of the demographic data indicate (and by virtue of its mission and its location) that historically between 89-99% of BDEA’s students qualified for free and reduced lunch. Over the past few years this number become significantly lower based on the new state laws on how this number is calculated. We believe our current recruitment strategy allows us to meet our goal, which aligns to the mission of the school. Free lunch is currently given to all Boston Public School students regardless of their income qualifications. We are deeply concerned about the calculation used to determine “Low Income/Economically Disadvantaged” students, as it does not account for older students who live alone or couch surf and do not use benefits or services, nor does it account for students who were previously incarcerated and cannot qualify for many services. We also have students whose families are first generation, and they prefer to work two and three jobs rather than apply for services of any kind. Our beliefs and values as a school have always been and will remain to support the city’s overage, off-track students</p>
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	<p>through high school graduation, giving them the tools they need to thrive in college and career, and to be happy and successful citizens and neighbors. The determination of “economically disadvantaged” significantly and adversely affects our students and families, as they are all poor, with many unable to receive the social services used as determining factors in eligibility, due to previous legal infractions, ineligibility for Section 8 housing due to previous incarceration, lack of understanding of enrollment process for Mass Health Care, and general mistrust of social service organizations. If they are not able to access social services for this or other reasons, our numbers of eligible students will be misrepresented with a correspondingly significant cut in our funding allocation to the city’s neediest students.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>We will continue to maintain a positive rapport with middle and high school staff members and the Boston Re-Engagement Center (REC) to identify the students who need the supports and programming provided by BDEA. Our admission manager meets with the REC throughout the year, and holds a meeting with REC staff at Boston Day and Evening once a year. We will continue this communication pattern in the coming (2019) school year. By emphasizing our nontraditional competency based education system and the support it can provide to students who are sub-proficient at a traditional school, we are able to recruit students who need our academic and social/emotional supports. With 95% of our enrolling students categorized as sub-proficient, we believe that we are recruiting well in this area.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>Our strong relationships with high schools, middle schools, and the REC allow us to be connected to the people who are closest with students at risk of dropping out of school. These staff and community partners identify students who need the support and programming provided by BDEA, and actively refer these students to our school. BDEA students are increasingly playing a role in recruitment of at-risk students. Current students, their parents, and alumni increasingly refer friends, neighbors and relatives who are struggling in their current school, and know that we are the right support for them.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>As long as students continue to drop out of high school, we will continue to be here as a resource. In SY16, BPS raised our enrollment to its chartered cap of 405 because there are so many students waiting for another chance at a school that better meets their needs. Our Recruitment and Admissions Manager works closely with counselors at the REC, communicating weekly—and visiting the center to speak with students and make presentations about BDEA. We do not underestimate the power of “word of mouth” as so many of our students find us through this method.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>NA</p>

Retention Plan

2018-2019

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2017-2018 Retention Plan

2017-2018 Implementation Summary:

All of BDEA’s programming, including teaching, supports, establishment of safe and trauma-sensitive culture and climate, professional development, and administrative practices are guided by a powerful and responsive data system, customized by the school specifically to inform our work. We subscribe to the Cycle of Inquiry in our decision-making, which relies on the solicitation of information from all constituent groups and includes the collection and analysis of pertinent and accurate data. All of our systems have been created to support students who have not been successful at traditional schools, and to that end, we enroll students whose challenges include one or more of the following sub-groups.

Since our founding in 1995, we have built a strong and inclusive community specifically for students who are expelled, discharged or who drop out of schools that have not served their needs. They are older than traditional high school students, have more out-of-school responsibilities than traditional students, and often have not progressed as far as their grade assignment would indicate.

Throughout the year, the work of our Instructional leadership Team (ILT) is to examine and re-examine the health of the school, and then to look more deeply into where it is that our students are getting “stuck.” As an alternative school using a competency-based model of assessment and a trimester system, we are now able to determine in which classes students are struggling so that we can provide additional, and appropriate supports. Among those supports we include the following: Creating trusting relationships with students through honest interactions, transparent practices (especially our competency-based system of assessment); providing targeted interventions for subgroups of students with specific needs; providing strong supports for students with social and emotional risk factors (over 90% of our students); increasing family engagement more opportunities for families to celebrate students and their successes; maintaining strong community partnerships, increasing on-site services for our homeless students from 3 to 5 days/week in FY17; using restorative justice practices as a solution and a deterrent for inappropriate or disruptive behavior; providing one-on-one counseling to students in need of consistent personal support; and tracking all of these efforts and their effectiveness using a customized and responsive data system.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85%

Retention Plan –2018-19 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 3.8%</p> <p>Third Quartile: 14.4%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p>☐ Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year's approved Annual Report <p>In order to best serve these students, we encourage our staff to become SPED certified. Currently, 50% of our staff are dual certified in SPED. We also provide literacy and numeracy support classes, regular check-ins, and close monitoring of progress from the advisor and SPED coordinator.</p> <p>25.5% of BDEA students have IEPs. Students on IEPs have a 12% higher attendance rate and a 10% lower discharge rate than students on IEPs and complete modules at a rate that is on par with students who do not have IEPs.</p> <hr/> <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>☐ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Limited English-proficient students/English learners

Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>Third Quartile: 17.67%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p>☐ Below third quartile: no enhanced/additional strategies needed</p> <p>Copy and paste strategies here from last year's approved Annual Report.</p> <p>Retention rate is 100%, up from 94.4% in 2017.</p> <p>BDEA will continue to provide professional development supports for faculty to pursue dual licensure in ESL through the BPS district-sponsored Pathways program.</p> <p>We explicitly discuss translation needs of family members with students so that these family members can be included in the enrollment process and receive translation during information sessions at BDEA. This school year, we also increased our family engagement strategies which included translation and interpreting services at portfolio reviews with students' advisors.</p> <p>All efforts will continue to be focused on helping ELL students to progress by at least one ELD level in one year based on the WIDA.</p> <p>As mentioned above, BDEA will continue to incorporate teaching strategies that a blend active learning, technology and community partners, to support an increase in student engagement, and thus, retention of ELL students.</p> <hr/> <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>☐ Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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	<p>☐ No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 6.7%</p> <p>Third Quartile: 15.6%</p> <p>The school's attrition rate is <u>above/below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p>☐ Below median and third quartile: no enhanced/additional strategies needed</p> <p style="background-color: yellow;">Copy and paste strategies here from last year's approved Annual Report.</p> <p>Our retention of students in this subgroup is the result of the supports and services that we provide all students on a daily basis. We provide healthy snacks throughout the day, offer healthy cooking classes where students can eat what they prepare; tie food into monthly all-school events; and provide gift cards to grocery stores as attendance incentives. Seven years ago, a teacher started the Moment of Need Fund with an award check presented to her by the National Civic Association, and staff and donors keep the fund liquid. Students in immediate need of necessities—everything from glasses, to diapers to money for a utility bill to food or clothing—can apply to the fund anonymously and receive what they need to make it through another day or week. DESE grants have provided us resources to support our homeless youth, with gift cards, bus passes, haircuts, childcare needs etc.</p> <p>Our student support team works with families to maintain or reconnect utilities when necessary, helps connect them to social and medical services as they are needed, and makes sure that all students, parents and guardians are aware of the supports we are able to provide so that a student's only concern is to learn. We continue to partner with Youth Harbors, a program of The Justice Resource Institute/Rediscovery House, who have provided a counselor 5-days a week to work specifically with students who are unaccompanied/homeless. The need for housing has grown so quickly that in 2018, YouthHarbors is adding staff at BDEA to help connect our students with appropriate shelter. YouthHarbors' wraparound case management also includes a housing model which includes mediation with family/friends, access to emergency housing if needed, room rentals and host family arrangements as appropriate; employment assistance; provision of basic necessities including food and clothing; provisions for health and wellness including helping students to navigate health insurance, connect students with primary care physicians and mental health referrals (internal and external); collaboration with BDEA student support team, clinicians, faculty, and staff to identify students in need of YH services; provide assistance with developing financial literacy and other skills required to live independently of family; and facilitate positive connections to the community through established and vetted resources.</p> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>☐ Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year's approved Annual Report if they are still relevant or revise strategies as needed. <p>Over 60% of our students are sub-proficient, reading at the 6th grade level or below at enrollment. One of the very basic ways in which we are able to keep students engaged is to provide them with a non-judgemental and supportive culture and climate. We do this at a whole-school level by being attentive to both language and intent: removing</p>

	<p>“fail” from our vocabulary; never shaming a student who has been absent for several days by asking where they’ve been; and ensuring that protocols and norms are consistent among all staff, from front office personnel to custodians. Students who have struggled in school are often discouraged by behaviors and attitudes outside the classroom as much as in class, so we pay close attention to interaction in hallways and on school grounds to make sure that students are engaged and safe throughout their day.</p> <p>BDEA also encourages student voice in all aspects of the school, from surveys asking about Enrichment class options to whether the school’s class schedule still meets their needs, to hiring new teachers. The more students are invested in their school, the more likely they will continue to attend.</p> <p>We have also this year enhanced our ability to collect accurate data on student’s needs and use it both to provide appropriate interventions and to assess those interventions for effectiveness. The database that we have been customizing over the last 18 months was launched this spring and while we continue to enhance functionality, student access to their roadmaps, progress reports and attendance will, we expect, help them to understand the correlation between being in class and graduating.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>Most students who attend BDEA have had significant problems with regular attendance at previous schools, often as a result of family responsibilities, housing concerns, job schedules, or chronic illness. Those issues do not disappear because they enroll at BDEA, so we do everything we can to take a student’s outside responsibilities into account when creating their schedule. While competency-based teaching and assessment does not measure “seat time”, it is important that students be present in order to be introduced to content, collaborate with classmates, and progress through inquiry and demonstration of benchmarks. However, to ensure that students have access to content in a timeframe that works for them, teachers continue to put content modules into the Personalized Online Learning Lab, which students can access from any computer in the school at any time of day.</p> <p>BDEA’s ARC (Academic Review Committee) meets weekly to identify and discuss interventions for students who are not making academic progress, and an individual plan is immediately put in place to address the myriad challenges these students present. Our student support team also meets weekly to review and discuss students who are not attending school and similar to ARC, makes modifications and produces an individualized plan of support services and adjusted classes so the student can achieve academic success.</p> <p>In addition, BDEA’s focus on restorative justice has worked to prevent students from dropping out.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>Because we are an alternative school working with students that have not been successful at other schools, measuring our outcomes using traditional metrics is not helpful in determining whether we are successful with those students. As such, this is not a subgroup of BDEA students: it is BDEA students.</p> <p>All of the interventions and programming described above pertain to all of our students, most of whom have dropped out of previous schools or were on the verge of dropping out and referred to us by counselors to prevent the student from dropping out. In addition to these measures, we continue to maintain a welcoming, safe, unbiased and non-discriminatory school culture where students feel safe and respected. Safety, respect, and acceptance are practiced by every member of the staff at BDEA, but we also have a student support team of four community field coordinators who work with students individually and in groups to support students in crisis and to connect all students to social emotional and health services as needed.</p> <p>The ILT and subsequently the entire staff have reorganized advisory into pod system,</p>

	<p>which groups newer teachers with experienced teachers in adjacent classrooms to provide a supportive, more collaborative advisory system with more opportunities for students to participate in engaging activities and to receive more intentional guidance and support around portfolios, scheduling of classes, and roadmap progress.</p>
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year's approved Annual Report if they are still relevant or revise strategies as needed. <p>The BDEA student body includes a representative proportion of students who are poor, at-risk of dropping out, socially and or emotionally disengaged, carrying one or more risk factor for trauma, have current or elapsed IEPs, and/or are pregnant or parenting, LGBTQ, or victims of bullying, in addition to being behind grade level and overage for high school.</p> <p>In addition to the interventions and programs described above, our student support team provides groups for students with common concerns and stories who find support in each other and guidance from group leaders and mentors. Our Men's group, GSA, and young mother's groups have, over the years, formed and disbanded according to the need at the time. This past year, our GSA and Men's groups were particularly active, as was our student leadership team. Also this year, student voice continued in the monthly BDEA-hosted Youth Slam at Haley House. Students gain confidence at BDEA and we give them all the support they need in order to discover their own voice—as well as the encouragement to use it.</p>

Appendix C

School and Student Data Tables

Example: Abby Kelley Foster Charter Public School's student demographic enrollment data link would be as follows: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04240000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	179	46.13
Asian	2	.51
Hispanic	169	43.55
Native American	1	0.25
White	23	5.92
Native Hawaiian, Pacific Islander	3	0.77
Multi-race, non-Hispanic	11	2.83
Special education	97	25
Limited English proficient	23	5.92
Economically Disadvantaged	388	100

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alison Hramiec	Head of School	8/20/2004	
Irma Camacho	Director of Operations	1/14/2008	
Andrea Kunst	Director of Advancement	9/1/2007	9/30/2017

Norman Lowe	Director of Student Support	8/24/2002	
Margie Samp	Director, Post Graduate Planning	8/25/2001	
Adrienne Level	Co-instructional Leader	8/25/2011	
Janet Platt	Co-instructional Leader	8/20/2004	
Sandra Copman	Director of Advancement	6/19/18	

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	25	1 paraprofessional; 2 teachers	1 teacher	3 Personal 1 Deceased
Other Staff	19	1 Admin	1 CFC	Personal
BOARD MEMBER INFORMATION				
Number of commissioner approved board members as of August 1, 2018			10	
Minimum number of board members in approved by-laws			number not specified	
Maximum number of board members in approved by-laws			number not specified	

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Liliana Mickel	Chair	Head of School Support and Evaluation	2	2014-2016 2016-2018
Danny Rivera	Vice-Chair	Development	1.5	2015-2017 2017-2019
Spencer Kimball	Treasurer	Finance	2	2014-2016 2016-2018
George Cox		Fiscal Stability	1.5	2015-2017 2017-2019
Toni Elka		Head of School Support and Evaluation	3	2012-2014 2014-2016 2016-2018
Spencer Blasdale		Development	1.5	2015-2017 2017-2019

Lyndon Vincent		Head of School Support and Evaluation	3.5	2011-2013 2013-2015 2015-2017
Cris Rothfuss		Development	.5	2018-2020
Margie Samp	Staff Representative	Development	1	2016-2018
Constance Borab	Staff Representative	Development	1	2016-2018

Appendix D Additional Required Information

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Liliana Mickel	No change
Charter School Leader	Alison Hramiec	No change
Assistant Charter School Leader	N/A	
Special Education Director	Lisa Ewick	No change
MCAS Test Coordinator	Arpi Karapetyan	No change
SIMS Coordinator	Leslie Hill-Singleton	No change
English Language Learner Director	Bernadette Kuan	No change
School Business Official	Insource Financial Services	New
SIMS Contact	Leslie Hill-Singleton	No change
Title I Director	Janet Platt	New

*Add additional rows as necessary

Facilities

Not applicable for 2018

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	Students apply year-round for 3 intake dates: September, January and April.
Lottery	Lotteries are conducted when we have more applications than seats and they are held on the first business day of the month preceding the start of the new trimester.