



Boston Day and Evening Academy
A Horace Mann Public Charter School

Annual Report for School Year 2018-19
Submitted 8/1/2019

Boston Day and Evening Academy

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Introduction to the School

<i>Name of School</i>			
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 (fill in the date)	385 as of 6/1/2019
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)	104 as of 3/1/2019
School Hours	9:00am - 3:30pm	Age of School as of 2018-2019 School Year	21
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. Last year, the school received a Barr Foundation grant to create a program that will further improve the services and supports provided to our young men of color, to invest in more project- and problem- based programming, and to commit to including internships and work-based learning as a part of a completely new approach to preparing underserved students for their futures. This year, the pilot program (now called BDEA 2.0) launched with 30 male students and one female student. The pilot teachers became adept at implementing project-based, interdisciplinary learning, which increased student engagement. In addition, more than half of the pilot students successfully completed their first internship and set career goals based on those experiences. Next year, we plan to build upon the successes of our pilot year, and BDEA 2.0 will grow from 30 to 50 students. This year, the pilot program was housed next door to the BDEA flagship location at the new Dearborn STEM Academy building; for next year, Boston Public Schools has committed a larger space to accommodate the increase in students. In SY19-20, the BDEA 2.0 pilot program will be housed at the Timilty Middle School, a short walk from BDEA.

As an institution, BDEA has come a long way. From a night program with 25 students in a new location each year, BDEA has become a school with over 400 students who are known well by staff, with strong teaching platforms supported by individualized social and emotional services and counseling, and with college and job development programming an integral part of students' daily experience. The number of students off-track for graduation has become a national crisis since BDEA was founded, and a crisis for Boston in particular, as evidenced by the recently-released Parthenon report, "*Excellence and equity for all — Unlocking opportunities for off-track youth in Boston Public Schools.*" BDEA has long been a model both within the district and across the country for serving students who have experienced adversity, from poverty to mental health concerns to discrimination. Despite this status, BDEA continues to seek out opportunities to improve our practices, as evidenced by the pilot program and by our work this year on our new strategic plan. Throughout this spring, we engaged in a thorough process of evaluating all of our systems and practices from the perspectives of a wide array of stakeholders, and of creating a set of strategic priorities that will carry us through our work in the next several years.

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

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

Since its inception in 1995, Boston Day and Evening Academy has utilized a competency-based method of education. In the last twenty five years, we have maintained our belief that this method of instruction is the best suited to ensuring the academic success of our students, whose needs have not been met by traditional models. In school year 2018-19, BDEA continues to iterate on our competency-based model, as we understand that as our students' needs change, so too must our practice. At its heart, BDEA is a student-centered school, and we reflect constantly on our systems and pedagogy to ensure that students are well-supported socially and challenged academically.

In SY 17-18, all academic departments re-wrote their competencies and benchmarks to align with MassCore. This school year, the department teams created and revised modules through which the material is taught. The new modules, aligned to the revised competencies and benchmarks, were all drafted and evaluated based upon a co-created shared practice rubric to ensure that all classes across BDEA are both rigorous and reflective of BDEA's culturally responsive teaching priority. The Math Department in particular focused on culturally responsive practice in the redesign of their modules, rolling out units that infuse community-based issues into math practice. In Humanities, the new learning modules place a strong emphasis on incorporating student voice, social justice, and equity/decolonization. The Humanities team took a strong collaborative approach in their revision process, with each member sharing at least one new assignment and receiving peer feedback based upon the shared instructional rubric. The Science Department re-organized the overall order of modules in response to student feedback, placing high-interest topics such as genetics at the start of the student roadmap in

order to generate early interest. Additionally, the science team emphasized practical applications of learning in their revised curriculum.

BDEA 2.0, our Barr-funded pilot program focused on serving our Black and Latino male students who are far from graduation, experienced an exciting and enlightening first year of implementation. BDEA 2.0 teachers created an interdisciplinary, project-based model with a strong focus on college and career readiness. The curriculum blends rigorous interdisciplinary studies with hands-on learning: students learned about the impact of stress on the body in a co-taught anatomy/statistics project, developed an understanding of Geometry through a partnership with Bikes not Bombs, a Boston nonprofit that intertwines math and social justice, and created their own business plans in a financial literacy course. The pilot program witnessed improved outcomes in student attendance and benchmark completion, but also offered valuable insights that will be brought back to the flagship school with regards to relevant, engaging instruction.

Student Support Model, including social and emotional supports for all students to foster personal growth and resiliency.

BDEA continues to build upon our strong student support team model, which draws upon internal members of the SST team as well as external partners. This year, we strengthened our programming through Wediko Children Services and Arbour Counselling to provide mental health counseling to all students who are in need of it. We created a dedicated private space in the school for our Wediko counselors, who were therefore able to take on additional students. In addition, we had two social work interns from Simmons College who worked on-site part time with our students. In leveraging these partnerships, as well as our internal capacity, we were able to serve nearly 80 students this school year. We have also engaged with Home for Little Wanderers, who have agreed to provide us with one of their counselors for next school year. Within SST, we continue to provide as-needed supports such as mediation, along with group support. We currently run weekly groups for our young women, our young men, our young mothers, students experiencing grief and loss, and our LGBTQ students. In future years, we also hope to add an anxiety and depression group, as well as an anger management group.

In addition to counseling services, BDEA leverages our partnerships to ensure that all of our students' needs are met. We partner with YouthHarbors, Katie's Closet, and Rosie's Place to provide services to students experiencing homelessness, and to connect them to resources in the community. We work with Whittier Street Health Center and Dimock Community Health Center to ensure that students are receiving proper medical attention, medication, and counseling services. Finally, BDEA was able to send a large contingent of staff and students to the annual COSEBOC (Coalition of Schools Educating Boys of Color) conference - we hope to deepen that partnership and benefit from mentorship opportunities for our young men.

Along with students mental and physical well-being, the student-centered model at BDEA focuses on providing meta-cognitive and executive functioning supports. To that end, our counselors have implemented programs for students who are "stalled" prior to their capstone experience. These Academic Intensive take a holistic approach in determining why students are not making progress, and our staff partner with students to identify barriers (whether within the walls of BDEA or outside) and co-create plans for forward progress. The Academic Intensives, which take place largely during our December project month, have been successful in propelling students towards their capstone experience and graduation.

Post Graduate Planning (PGP) / College and Career Programming: exploration, readiness, practice through real-life experiences, internships, paid jobs, dual enrollment.

As one of the pillars of Boston Day and Evening, our Post Graduate Planning (PGP) office offers robust programming designed around helping students with “what comes next” after BDEA. Like our Student Support Team, the PGP office relies on internal staff members and external partners to ensure that all aspects of students’ post-graduate path are well laid out prior to graduation. BDEA’s post-graduate roadmap, which runs in tandem with our academic roadmap, begins with the very first course in a student’s experience at the school: Beyond BDEA gives students an overview of the college and career landscape and offers an opportunity to begin writing resumes and building upon the BDEA Habits of Success. A student’s roadmap ends with a Capstone project, in which students research an area of interest (often in the career field of their choice), and includes hands-on, in-the-field learning. Although the roadmap ends with capstone, a student’s experience with BDEA does not end - our Post Graduate Planning Office often assists students who are several years post-graduation, and who want to return to school or seek out a new path.

Throughout a student’s time at BDEA, we offer several career readiness course options, which include partnerships with organizations such as Vertex Pharmaceuticals and Harvard MedScience. These two partnerships allow students to experience firsthand what a career in biopharmaceuticals or medical care is like. Outside of our career readiness courses, PGP programming includes PGP Tuesdays, in which speakers from an array of colleges and career fields come in to speak with groups of students. Students are able to sign up for these experiences, and are encouraged to attend any and all sessions that are of interest. This year, PGP hosted 21 speakers and hosted 10 college planning workshops - over the course of these sessions, over 150 students attended at least once. In addition, BDEA students visited 18 different colleges, both in-state and out-of-state. BDEA’s combination of college and career readiness programming allows students to explore their career interests from the beginning of their time with us, map out the steps needed to meet their goals, and receive the supports necessary to achieve those goals.

The Post Graduate Planning Office works with several community partners to provide students with college and career experience prior to graduation. Our students take advantage of dual enrollment opportunities at several area colleges, including Ben Franklin Institute of Technology (3 students this year), Bunker Hill Community College (5 students), Roxbury Community College (2 students), and MassBay Community College (1 student). PGP has worked closely with the Private Industry Council (PIC) to provide students with access to internships; this year, 17 of our pilot students successfully completed internships via the PIC and Madison Park Development Corporation. Both the PIC and College Advising Corp have placed staff members at BDEA on a full-time basis, thus extending the reach of the PGP office and its breadth of services. BDEA is a member of the WINS Network, sponsored by State Street Corp, in which we meet regularly with partners such as the PIC, College Advising Corp, UAspire, Bottom Line, and Year Up to track the progress of our current and former students. Our strong partnerships are instrumental in our efforts to provide the types of services to our students that are generally only available to their more affluent peers, as they require hiring private services.

Build and maintain a robust and active professional learning community for teachers and staff at all levels of experience.

Continuing our work from last year following the three “Unpacking the Mask We Wear” sessions, we held seven PD sessions this year that aligned to our whole school goal on race and equity. Scheduling difficulties resulted in our first three sessions being self-led through an ad-hoc committee of interested staff. We held a

structured reading day, an Ed-Camp discussion of issues, and a film-fest. In our four facilitated sessions, we refined our understanding of bias and of key vocabulary terms. To meet staff needs, we also spent parts of three meetings in racial-affinity groups to create a safe space to explore and discuss the effects of white supremacy on ourselves and our community. This separate work is important so that we can come together with a stronger understanding of ourselves in the hopes of better understanding each other and how race colors our words and actions. In the meantime, departments were charged with creating culturally relevant curriculum, and to varying degrees the departments were able to share out and discuss their practices. We will continue this work next year, and also work to identify and correct the systems and structures that obstruct equity in our institution.

This school year, BDEA convened an Election to Work Agreement (ETWA) work group to analyze two priorities: a sustainability plan for BDEA teachers and the need to meet the state-mandated 990 hours of student-received instruction. The need for a sustainability plan arose from responses to surveys conducted in SY17-18 that indicated that teachers on the whole were feeling more stressed and less fulfilled than in prior years. The ETWA group continued to delve into these issues, and determined that teachers desired more collaboration time, as well as more time spent on advisory-related tasks. Parallel to the work, we also convened an SEL work group to look at school-wide practices that influence both staff and student morale. The ETWA group formulated several plans for improved sustainability, but ultimately decided to move this work into the strategic plan rather than implementing next year. With regards to the issue of 990 hours, the group determined that BDEA must continue to ensure that our schedule *offers* 997 hours (as it currently does), while continuing to explore solutions to ensure that all students *receive* 990 hours in a way that respects the needs of all students.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
5/15/19	Enrollment Policy and Student Application	Approved
	Expansion of Seats	Pending

Access and Equity: Discipline Data:

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	530	11	0	2.1	0

EL	33	0	0	0	0
Economically Disadvantaged	354	8	0	2.3	0
Students with Disabilities	141	3	0	0	0
High Needs	408	10	0	2.5	0
Female	287	8	0	2.8	0
Male	243	3	0	0	0
American Indian or Alaska Native	3	0	0	0	0
Asian	6	0	0	0	0
African American/Black	235	6	0	2.6	0
Hispanic/Latino	239	3	0	0	0
Multi-race, Non-Hispanic/Latino	19	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	28	2	0	0	0

BDEA’s culture is one of acceptance, inclusion, respect, trust, and student agency. All of our staff believe strongly in building a community where students can feel safe mentally and physically - to that end, a restorative justice lens is built into our school norms and procedures. Our student support team works diligently with students to build their problem-solving and relationship management skills, and all students have consistent daily access to the student support team when challenges arise. Our staff members are keenly aware that our students come to us with a host of mental health issues and risk factors, and that positive and trusting relationships with adults in the school community can often help overcome those obstacles. As a result, at BDEA we rarely reference student “discipline” as such; instead, we focus on relationship building.

Our data shows that nearly 60% of students who come to BDEA were suspended at least once prior to coming to us; on average, those students were suspended 3.7 times in their school career. We believe that these suspensions can be attributed, at least in part, to a punitive discipline system. Our stance that a preventative approach, grounded in personal relationships with students and an understanding of their life circumstances, is

effective is substantiated by BDEA’s low suspension rate of 2.1%. While BDEA strives to ensure that all students remain in school and progressing towards their goals, we do follow all Boston Public Schools safety protocols and non-negotiables; we do not tolerate weapons, drugs, or threatening behavior. As such, we do have occasional instances of suspension, but have carefully crafted a restorative re-entry protocol which includes mediation, resolutions, and a public apology to the community.

Dissemination Efforts

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)	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.)
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.	Director of Institutional Advancement, Advancement Associate, Instructional Leaders, teachers, students	In school year 18-19, we hosted 213 visitors in our 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 programming	REAL Summer Institute	Head of School, Co-Instructional Leaders, Director of Advancement, Advancement Associate, content teachers, students, thought partners (instructional coach/consultant)	Schools from PA, IL, MA (Boston, Brookline, Attleboro, Everett)	The pilot program for REAL was initially funded by the Nellie Mae Education Foundation, which provided stipends for teaching staff to create the materials and coaching model that we have continued to revise and use each summer since 2011. The funding for REAL has since been brought in-house, but we remain committed to working each year to tailor the experience for each new incoming group. Each year, we survey participants ahead of REAL to ensure that we are aligning our programming to the focus areas of the attendees.
Vision for maintaining student engagement	DESE Conference (Safe and Supportive Learning Environments)	Director of Advancement	Department of Education, Schools from across MA	Presentation led to increased interest from MA districts, including participation in REAL Summer Institute by Attleboro Public Schools.

Supporting the whole student with strong data practices	iNacol Conference	Instructional leaders, BDEA Data Manager, Student Support Team	Schools, districts, nonprofits from across the nation, held in Nashville, TN	Strengthened data practices internally via close analysis of current systems.
Managing wrap-around services for the whole student using Salesforce	Dreamforce Conference	BDEA Data Manager	Schools, districts, nonprofits, corporations, and individuals from across the world, held in San Francisco, CA.	Strengthened BDEA's partnership with Salesforce.org - BDEA was a K-12 early adopter and continues to be a thought leader around improved data systems to promote student-centered, trauma-informed school culture.

Academic Program Success

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Requiring assistance or intervention Reason for classification: Low graduation rate Low participation rate: High needs -All students	N/A: Percentile not calculated for our school	Meeting [75%] percent of Improvement targets

C. BDEA remains true to its mission of serving students who are over age for high school and at least two years behind grade level, and therefore we expect to remain in this classification category. We continue to progress towards meeting our Improvement Targets, but our recruitment strategies dictate that all new incoming students fall into the aforementioned category. For all students enrolled in SY18-19, the average reading level at intake was between 6th and 8th grade (math levels are similar). On average, students enter BDEA at age 17.6, with 5 or fewer high school credits on their transcripts. Despite the setbacks they have experienced, students who attend BDEA at least half of the time after enrollment complete, on average, 6 courses per year and graduate within 2.5 years. BDEA considers this evidence of rapid academic improvement to be indicative of the efficacy of our model.

Program Delivery

As referenced in the Key Design Elements, each academic department has worked over the last two years to refine their curriculum and improve alignment with MassCore. In addition, BDEA teachers met our goal of ensuring that all courses are uploaded to PowerSchool Learning (PSL) by June 2019. The use of PSL ensures not only that curriculum materials are easily shared with new staff members, but it also promotes sustainability for existing teachers, as they have materials organized and downloadable throughout the year. Student access to online materials also promotes anywhere, anytime learning. This year, BDEA refined our Personalized Online Learning Labs (POLL) by combining students in multi-discipline groupings and scheduling in a teacher from each content area. In this way, we increased our scheduling flexibility, as well as allowing students to work on recouping missing benchmarks in any subject area. Prior to these changes, students would be scheduled for a POLL class in each subject area for which they did not complete benchmarks in the prior term - this led to rigidity in scheduling for both students and teachers, and created barriers for students who needed to make up work in multiple courses. The use of PSL facilitated the shift to multi-discipline POLLs, as students can access work for any course in which they must make up work and can request the help of a teacher for that content area.

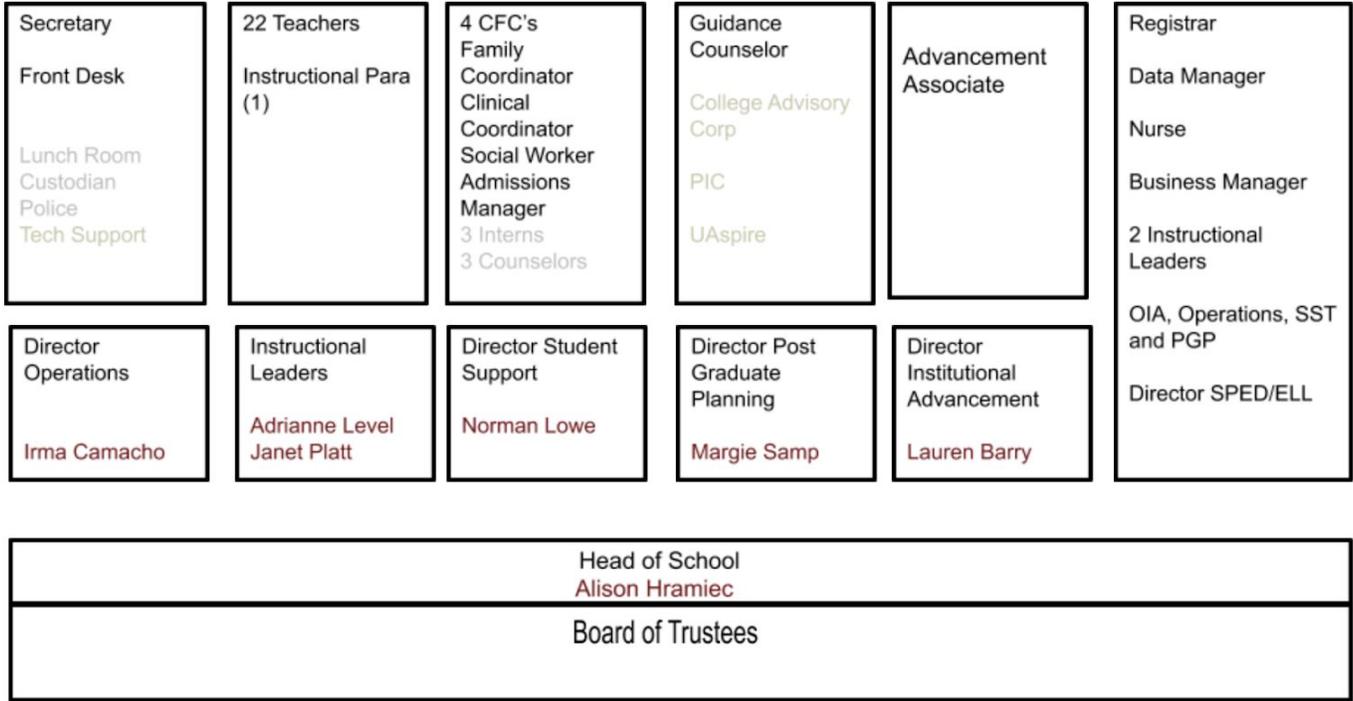
BDEA launched a new PATH program for students who experience high levels of anxiety and who need additional supports in order to be successful in a regular school environment. This program, accessed by referral and when indicated on the student's IEP, teaches students coping skills, executive functioning skills, and self-regulation. In addition to this new program, BDEA hired an additional social worker specifically to support students on IEPs, in addition to our regular counseling and student support services.

Organizational Viability

Organizational Structure of the School

In SY 18-19, our organizational chart remained largely unchanged, except for the leadership of our BDEA 2.0 pilot program. This year, one of our two instructional leaders split time between the pilot program and the flagship; however, we felt that the pilot required a dedicated leader to ensure its success. To that end, we committed to moving one of our existing instructional leaders to BDEA 2.0 beginning in SY19-20, and have hired an additional instructional leader to fill the gap at the flagship.

BDEA ORGANIZATION CHART SY18-19



Network Structure or Multiple Campus Organizational Structure

In SY18-19, BDEA 2.0 (our pilot program) operated next door to the BDEA flagship in the new Dearborn STEM Academy building. Next year, in response to the growth of the pilot from 30 to 50 students, Boston Public Schools has committed a new space at the Timilty Middle School, a short walk from BDEA. The Timilty location will have a full-time program leader (formerly a BDEA flagship instructional lead) with an administrator’s license. The Program Leader will remain a part of the BDEA Leadership Team, which meets bi-monthly to ensure continuity of school practices. In addition, members of the BDEA Leadership Team will work closely with the Program Leader throughout the year to make sure that resources are distributed equitably across all programs/campuses. Although the pilot program exists in a separate space, it remains closely connected to the flagship school, and the Board of Trustees receives monthly updates on its progress.

Teacher Evaluation

No changes made.

Budget and Finance

Income Statement

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT
STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2019 - UNAUDITED

	SCHOOL	FOUNDATION	COMBINED June 30, 2019
REVENUES			
District Funding (per pupil)	\$ 3,964,188		\$ 3,964,188
District Funding (in-kind)	2,244,946		2,244,946
Government Grants & Funding	738,227		738,227
Private Support			-
Contributions - Component Unit	300,000		300,000
Contributions - Individuals & Foundations	56,807	32,093	88,900
Total: Private Support Funding	356,807	32,093	388,900
Student Programs & Other	1,887	4,770	6,657
Release from Restriction		300,000	300,000
Interest & Dividends	1,516	663	2,179
Total Revenues	\$ 7,307,571	\$ 337,526	\$ 7,645,097
EXPENSES			
Salaries & Related	5,292,201		5,292,201
Administrative Costs	323,838	1,773	325,611
Professional Fees	230,870		230,870
Instructional Services	182,320		182,320
Other Student Services	726,973		726,973
Operation & Maint of Plant	491,683		491,683
Grant Expense - Component Unit	-	300,000	300,000
Depreciation & Amortization	11,415		11,415
Advancement	6,732		6,732
Other Costs	1,239		1,239
Total Expenses	\$ 7,267,271	\$ 301,773	\$ 7,569,044
CHANGE IN NET ASSETS	\$ 40,300	\$ 35,753	\$ 76,053

Balance Sheet

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT
STATEMENT OF NET ASSETS AT JUNE 30, 2019 - UNAUDITED

ASSETS	SCHOOL	FOUNDATION	COMBINED June 30, 2019
Current Assets			
Cash and Cash Equivalents	782,225		782,225
Accounts Receivable	433,640		433,640
Other Current Assets			
Prepaid Expenses	10,460		10,460
Deposits			-
Due from Related Parties	91,910		91,910
Total Other Current Assets	102,370	-	102,370
Total Current Assets	102,370	-	102,370
Fixed Assets, net of depreciation	14,941		14,941
TOTAL ASSETS	\$ 1,333,176	\$ -	\$ 1,333,176
LIABILITIES			
Current Liabilities			
Accounts Payable	23,858		23,858
Credit Cards	13,186		
Other Current Liabilities			
Accrued Expenses	22,760		22,760
Accrued Payroll & Taxes	2,383		2,383
Payroll Withholdings	14,783		14,783
Deferred Revenue	6,848		
Due to/from Host District	(42,183)		(42,183)
Total Other Current Liabilities	4,591		4,591
Total Current Liabilities	41,635		41,635
TOTAL LIABILITIES	\$ 41,635	\$ -	\$ 41,635
Net Assets			
Unrestricted	1,251,241		1,251,241
Temporarily Restricted	-		-
Net Income	40,300		40,300
Total Net Assets	\$ 1,291,541	\$ -	\$ 1,291,541
TOTAL LIABILITIES & EQUITY	\$ 1,333,176	\$ -	\$ 1,333,176

C. Approved School Budget for FY20

Boston Day & Evening Academy FY 2020 Proposed Budget		
Code		FY 20 Budget Approved
REVENUE		
1a	Tuition	4,353,313
1a.1	Tuition - in kind	2,432,146
1b	Government Grants	503,274
1c	Private Contributions - Restricted	24,000
1d	Private Contributions - Unrestricted	
1e	Grant from BDEA Foundation	130,000
1f	Interest & Miscellaneous Income	
	TOTAL REVENUE	7,442,733
EXPENSES		
2a	BPS-Paid Salaries	4,282,300
2b	BDEA-Paid Wages & Stipends	113,000
2b.1	Payroll Taxes - in kind	55,670
2c	Payroll Taxes	7,115
2c.1	Employee Benefits - in kind	963,518
2d	Grant-funded Benefits	-
2e	Professional Development	38,000
	Total Personnel Costs	5,459,603
3a	Program Expenses & Student Events	148,000
3b	Alumni Activity & Post-Grad Program	15,200
3c	Materials/Supplies	60,000
3d	Technology	25,000
	Total Student & Program Costs	248,200
4a	Professional Fees & Consultants	210,390
4b	Facilities Expenses	23,000
4b.1	Buildings & Grounds - in kind	513,193
4c	Board of Trustees Expenses	5,500
4d	Supplies, Travel & Meetings, Postage	25,300
4e	Insurance	18,000
4f	Advancement	17,500
4g	Depreciation	20,000
4h	Miscellaneous Expenses	2,500
4f.1	BPS Purchased Services & Transport	899,766
	Total Administrative Costs	1,735,149
	TOTAL EXPENSES	7,442,952
		154%
	Surplus/Deficit	-219

D. Capital Plan for FY20

No capital plan for FY20.

Anticipated Board Meeting Schedule for 2019-2020

Date	Time	Location
Sept. 7th (Saturday)	8:30-12:30pm	BDEA Room 211
Oct. 8th	5:30-7:30pm	BDEA Room 211
Nov. 12th	5:30-7:30pm	BDEA Room 211

Jan. 14th	5:30-7:30pm	BDEA Room 211
Feb. 11th	5:30-7:30pm	BDEA Room 211
March 10 th	5:30-7:30pm	BDEA Room 211
April 14 th	5:30-7:30pm	BDEA Room 211
May 12 th	5:30-7:30pm	BDEA Room 211
June 9th (Tuesday)	5:30-7:30pm	BDEA Room 211

❑ Attachments (optional)

Any attachments should be explicitly referred to in the text of the report and must be directly relevant to that part of the text. Attachments do not count toward the 25 page maximum but should not exceed 5 pages in total. This attachment is in addition to any accountability plan evidence attachments.

Additional Information

Appendix A
Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will implement student-centered academic programming and assessments for students who struggled to make progress at a traditional middle or high school. (Aligns with key design element #1.)		
Measure: Annually, based on students' documented and reported histories, 100% of students enrolled in BDEA have struggled to make progress at a traditional middle or high school because of the following: <ul style="list-style-type: none"> ● the need for additional academic support ● struggles with mental health ● physical health ailments ● family or personal trauma ● additional familial responsibilities (e.g., single parenting) 	Partially Met	<p>Of all BDEA students served in SY 18:</p> <p>71.7% have documented risk factors including but not limited to anxiety, depression, homelessness, and food insecurity</p> <p>65.8% report leaving their previous school due to feeling unsupported, progressing toward graduation too slowly, lack of teachers caring, and/or lack of self-motivation</p>

<p>●behavioral issues resulting in suspension or expulsion</p>		<p>1.6 mental health risk factors exist for every 1 student</p> <p>7% were pregnant and/or parenting</p>
<p>Measure: Each trimester, students that have an average class attendance of 70% or greater will demonstrate competence (demonstrate knowledge and skill of benchmarks required of that class) in 70% or greater of their courses each trimester.</p>	<p>Partially Met</p>	<p>In Trimester 1 of SY 18, 43.2% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 2 of SY 18, 59.1% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 3 of SY 18, 70% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p>
<p>Measure: Annually, all students testing at or below the 6th grade level who participate in literacy and numeracy support classes will have math and humanities classes' completion rates on par with their peers who have not participated in support classes.</p>	<p>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 those support classes.</p> <p>88.9% of students enrolled in math support courses completed at least one math class SY 18</p> <p>49.1% of students not enrolled in math support completed at least one math class.</p> <p>Literacy and humanities support classes are helping students complete english and history classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>76.5% of students enrolled in literacy support courses completed at least one humanities class SY 18</p> <p>49.3% of students not enrolled in literacy support completed at least one humanities class.</p>

Dissemination

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will continue to enhance its role for local, regional, national and international educators as a model for the dissemination of competency-based, student centered learning.		
Measure: Each year, BDEA will host monthly school visits from local and national educators as documented by visitor logs.	Met	This year, the school hosted 213 visitors to the school in monthly 3 hour visits, in addition to several visits specifically for education networks from Boston and across the country.
Measure: Annually, BDEA will participate and present its innovative school practices at local, regional, and national professional conferences and workshops.	Met	In SY18-19, BDEA presented at several local, regional, and national conferences hosted in Boston, for the State of MA, and across the country (CA, TN). The presentations covered a range of topics from student-centered learning to dropout prevention, to cutting edge data systems.
Measure: BDEA will conduct annual summer institutes to offer local and national educators training about competency-based teaching and assessment principles and practices.	Met	In summer 2018, BDEA hosted a two-week Summer Intensive (the REAL) institute to educators from around the country.

	2018-2019 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 and families. (Aligns with key design element #2.)		
Measure: On the yearly administered Boston Public Schools' (BPS) school culture survey, students will, on average, rate the school with 3 out of the 4 elements that measure sense of belonging, feeling safe, teacher interest in students and valuing of learning.	Met	BPS school culture survey results were inaccessible to BDEA for SY 18. However, on the Tripod Diversity, Equity, and Inclusion Survey, administered to BDEA students in SY 18 students rated their experiences at school this year as: 4.17 on a 1 to 5 bipolar scale that juxtaposed Unsafe (1) vs. Safe (5) 4.40 on a 1 to 5 bipolar scale that juxtaposed Unwelcoming (1) vs. Welcoming (5)
Measure: BDEA will continue to provide multiple opportunities (at least twice yearly) for a minimum of 100 families to engage with BDEA staff, celebrating their	Met	BDEA Hosted a Thankful Dinner in November, which including 249 attendees.

<p>students and their successes (e.g., Thanksgiving Community Dinner, symposia, portfolio reviews, Family BBQs, etc.).</p>		<p>Hosted a Family Symposium Night in December.</p> <p>Hosted a Health and Wellness Day for families in March.</p> <p>Held a New Family Welcome event in April.</p>
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	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will maintain an active and robust Post Graduate Planning (PGP) Center that ensures all students will have a personalized and viable post-secondary school plan. (Aligns with key design element #3)		
<p>Measure: Annually, by the capstone deadline, 100% of graduating students will complete a Postgraduate Planning portfolio in Connects that contains evidence of career skills, college and career searches, self-reflection on habits of success rubric and a statement of intent.</p>	<p>Met</p>	<p>100% of graduating students met this requirement with the concrete delivery of a capstone presentation; presenting a culmination of their research and career interests to advisors, teachers, family, classmates, and friends.</p> <p>81.4% of SY 18-19 BDEA graduates have long-term Postgraduate Plans documented in Connects.</p>
<p>Annually, as a result of PGP activities (such as career readiness workshops, field trips to colleges, and transition planning sessions), 70% of each graduating class (Sept-June graduations) will be accepted into a viable post-secondary college or program by the fall of the following year. Viable post-secondary programs include two and four-year college, job-training programs and/or volunteer programs.</p>	<p>Met</p>	<p>80% of SY 18-19 BDEA graduates were accepted into a viable post-secondary college or program that begins by Fall 2019.</p>

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will continue to build a Professional Learning Community for all staff. (Aligns with key design element #4)		
<p>Measure: BDEA's administration and election to work committee (ETWA) will gather feedback from staff to ensure work conditions are livable and sustainable.</p>	<p>Met</p>	<p>The ETWA working group met a total of 11 times across the 18-19 school year.</p>

		The ETWA presented findings to the entire staff, as well as to the Board of Trustees. Made recommendation to move further planning to the strategic planning process.
Measure: 80% (out of 70% response rate) of staff will rate BDEA's work environment at a 3 or above on a 5 point scale as livable or sustainable, measured annually.	Met	94% of staff who took the End-of-Year Staff Survey reported sometimes, usually, or always fulfilled in their work at BDEA.
Measure: All staff will continue to be engaged in at least 90 minutes per week of collaborative professional learning time to enhance teaching and learning practices and continue to foster a healthy professional learning community.	Met	All staff participated in at least 90 minutes per week of collaborative PD, consisting of department time and full-staff PD on a variety of topics. In addition, many staff met in optional committees around topics such as sustainability and SEL.

Reach Objectives and Measures

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will support the development of students' non-cognitive skills for post-secondary school success (i.e., self-regulation, vision, curiosity, perseverance, and social intelligence). (Aligns with key design elements #2)		
Measure: Annually, staff will scaffold teaching and learning strategies so that students in beginning classes will move towards greater demonstration of independent learning in the advanced level courses. Progress will be reported annually based on average teacher rating of student independence from the first trimester to the last trimester.	Met	SEL workgroup met bi-weekly throughout the year - major topic was the scaffolding of Habits of Success from beginning Seminar Courses to Capstone. 70.1% of end of term grading included student independence ratings in Connects, during Trimester 3 of SY 18-19.

Additional Objectives and Measures Related to Student Performance

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Through implementing Restorative Justice Practice, BDEA students will have gained greater conflict resolution skills (Aligns with key design element #2)		
Measure: The development of Conflict Resolution Skills is a core feature and intended outcome for implementing Restorative Justice Practices at BDEA. We will measure the efficacy of this core outcome of Restorative Justice Practice by the students' evidence of having gained	Met	In SY 18-19: 64% of students with behavioral incidents recorded in trimester 1 progressed positively, collectively decreasing their number of incidents recorded by an average of 89.2% in trimester 2.

<p>greater conflict resolution skills assessed by:</p> <ul style="list-style-type: none"> ● a reduction of incidences as students progress through BDEA ● on average, annually, students will be suspended fewer times at BDEA than at their other schools 		<p>62% of students with behavioral incidents recorded in trimester 2 progressed positively, collectively decreasing their number of incidents recorded by an average of 97.4% in trimester 3.</p> <p>60% of BDEA students were suspended at their prior school; on average, those students were suspended 3.7 times over their school career. BDEA's suspension rate was 2.1%.</p>
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Appendix B
Charter School Recruitment and Retention Plan Template

Recruitment Plan
2019-2020

School Name: Boston Day and Evening Academy



2018-2019 Implementation Summary:

BDEA's unique position as an in-district alternative Horace Mann charter school brings with it both benefits and limitations in terms of recruitment. As we consistently have students on a waitlist, we feel confident that our recruitment strategies are successful. We work closely with the BPS Re-Engagement Center to refer students who have dropped out or are in danger of dropping out, meeting regularly with REC staff to facilitate the referral process. In addition, we host open house sessions for guidance counselors across the district to familiarize them with our model and enrollment processes, and remain in close contact with them throughout the school year to ensure transparent communications. While our close ties with our referring schools are certainly a benefit, we do rely heavily on other schools to ensure that our enrollment policies and procedures are communicated effectively to potential students at the outset of their exploration of BDEA as an option. Once a student has expressed interest in the school, we maintain frequent contact with them with regards to our trimester-based enrollment dates, materials needed to enroll, and our orientation session schedule.

Overall, we expect our recruitment trends to continue to reflect percentages seen in SY18-19, as we leverage our community connections to bring in a diverse student body. All of our materials (application, outreach flyers, etc.) are translated into Spanish.

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

General Recruitment Activities for 2019-2020:

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 the 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 school or downloaded from any connected device.

Recruitment Plan – 2019-2020 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: **27.3%**

GNT percentage: **12.4%**

CI percentage: **14.7%**

The school is **above** GNT percentages and **above** CI percentages

(b) Continued 2018-2019 Strategies

Met GNT/CI: no enhanced/additional strategies needed

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. 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 that students without special needs.

Limited English-proficient students/English learners

(a) CHART data

School percentage: **12.6%**

GNT percentage: **11.0%**

CI percentage: **16.3%**

The school is **above** GNT percentages and **below** CI percentages

(c) 2019-2020 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed.

According to our GNT percentage, BDEA is actively narrowing the gap with regards to recruitment of EL students. Currently, two major barriers stand in the way of meeting these goals: 1) 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. 2) 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 Margarita Muniz school and Boston International Newcomers Academy (BINCA).

With those barriers in mind, we continue to work towards meeting our goals. Last year, we ensured that all application materials were translated to Spanish. Next year, we will focus on making sure our application is being translated and delivered in Spanish and Haitian Creole to Welcome Center and Re-Engagement Center.

In SY18-19, BDEA hired new admissions manager who is fluent in Haitian Creole. We also hired more CFCs who help with intake and recruitment who are bilingual. Our diverse staff will help ensure that EL students have a smooth intake experience.

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

<p>(a) CHART data</p> <p>School percentage: 60.6%</p> <p>CI percentage: 44.7%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>Review of the demographic data indicate (and by virtue of its mission and its location) that between 89-99% of BDEA’s students qualified for free and reduced lunch over the past 4 years. This has been the case since our founding. We believe our current recruitment strategy is meeting this 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 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>(d) Continued 2018-2019 Strategies</p> <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 (2017) 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>(e) 2018-2019 Strategies</p> <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> <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. BDEA continues to have high numbers of students applying per year, and we continue to exceed the BPS enrollment targets for our school each year.</p>
<p><u>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2019-2020 Strategies</p>

**Retention Plan
2019-2020**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

BDEA continues to refine its practices around student retention, using our robust data system (BDEA Connects) to track which interventions are working well for our students, and which subsets of students are struggling to “stick” and progress through their roadmaps. As an alternative, competency-based school with a high rate of students experiencing poverty and mental health concerns, we know that we must continue to iterate on our systems in order to provide students with an environment in which they can thrive.

This year, with the understanding that many students disengage from school as a result of mental health concerns (anxiety, depression, etc.), we have increased our focus on in-house counseling. This entails adding a social worker for students on IEPs and contracting with Wediko Children’s Services for additional counselors. Simultaneously, we have placed a stronger emphasis on student attendance and regular family communications - we have strengthened our use of attendance agreements and have increased the frequency of check-ins from our student support team.

From an academic lens, we piloted a concept that we refer to as SuperPOLL. Prior to this year, students would be placed in “POLL” (Personalized Online Learning) courses when they did not finish all of the benchmarks for a course in the previous term - these “targeted study halls” placed students with a content

teacher that matched the course they needed to complete, and students were able to finish in that way, rather than being placed back into the same course again. We found that many students had multiple courses to complete, and that the single-discipline POLL classes led to a rigidity in scheduling; to that end, we created SuperPOLL, which takes place in our Learning Lab. A content teacher from each discipline is assigned to the same SuperPOLL, and all students work in the same room, obtaining help as needed. In addition to SuperPOLL, we have increased supports for students who have “stalled” prior to entering Capstone, giving them academic and executive functioning support blocks.

BDEA is highly aware that there are a myriad of reasons why students stop coming to school, or struggle to attend and progress. We engage in a cycle of inquiry every year to determine which supports work and should be increased, and which do not work and should be replaced.

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

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 4.1%</p> <p>Third Quartile: 14.9%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p>In order to best serve these students, we encourage our staff to become SPED certified. Currently, 40% 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>22.7% of BDEA students have IEPs. Students on IEPs have a 7% higher attendance rate and a 10% lower discharge rate than students on IEPs and complete courses at a slightly higher rate than students who do not have IEPs.</p>
Limited English-proficient students/English learners	
Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 0.0%</p> <p>Third Quartile: 15.0%</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</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. Currently, 92% of all BDEA teachers hold their SEI endorsement, and 6 teachers hold ESL licensure.</p>

<p>The school's attrition rate is below third quartile percentages.</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. Because of BDEA's high number of bilingual staff members, we are able to provide families with interpretation services in-house during family meetings.</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>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 9.2%</p> <p>Third Quartile: 16.5%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</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 can apply to the fund anonymously and receive what they need to make it through another day or week.</p> <p>This year, with the support of an outside foundation, we were able to access a new lunch service, MyWay Cafe, which provides fresh food made daily onsite. This new service provides more flexible options for students with dietary restrictions and has increased the number of students eating in the cafeteria daily by approximately 40%.</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. In addition, we have received funding to add an external counselor from Wediko Children's Services, which complement our internal student support team.</p>
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<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2018-2019 Strategies</p> <p>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 "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,</p>
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	<p>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><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <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. 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> <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, 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 <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> <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>
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Appendix C
School and Student Data Tables

Boston Day and Evening Academy student demographic enrollment data link:
<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	199	47.3
Asian	4	1.0
Hispanic	181	43.0
Native American	2	.5
White	24	5.7
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	11	2.6
Special education	115	27.3

Limited English proficient	53	12.6
Economically Disadvantaged	255	60.6

ADMINISTRATIVE ROSTER FOR THE 2018-2019 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 (BDEA) 7/15 (Head of School)	
Irma Camacho	Director of Operations	1/14/2008	
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 (BDEA) 8/2016 (Instructional Leader)	
Janet Platt	Co-instructional Leader	8/20/2004 (BDEA) 8/2017 (Instructional Leader)	
Sandra Copman	Director of Advancement	6/19/2018	12/21/18
Lauren Barry	Director of Advancement	1/24/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	28		1 teacher	non-renewal
Other Staff	21	1 Admin 1 Managerial	1 Managerial 1 CFC .5 Nurse	non-renewal personal personal personal/retire

BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members as of August 1, 2019	9
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	25
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	0

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Lilliana Mickle	Chair	Head of School Support/Evaluation	3	11/14-12/16 12/16-12/18 12/18-12/20
Danny Rivera	Vice-Chair	Board Fund/Friend Raising	3	10/15-6/17 6/17-6/19 6/19-6/21
Evelyn Zayas		Fiscal Stability	1	10/18-6/20
Toni Elka		Head of School Support/Evaluation	3.5	1/13-6/15 6/15-6/17 6/17-6/19 6/19-6/21
Constance Borab	Staff Representative	Head of School Support/Evaluation	1	8/17-6/19
David Jones	Staff Representative	Fiscal Stability	1	pending
Cris Rothfuss		Board Fund/Friend Raising	1	10/18-9/20
Spencer Blasdale		Head of School Support/Evaluation	2	10/15-9/17 9/17-9/19

Spencer Kimball	Treasurer	Fiscal Stability	3	11/14-6/16 6/16-6/18 6/18-6/20
George Cox		Fiscal Stability	3	10/15-9/17 9/17-9/19 9/19-9/21

Appendix D Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Lilliana Mickle	liliana.mickle@umb.edu	No Change
Charter School Leader	Alison Hramiec	ahramiec@bostonpublicschools.org	No Change
Assistant Charter School Leader	N/A		No Change
Special Education Director	Lisa Ewick	eewick@bostonpublicschools.org	No Change
MCAS Test Coordinator	Arpi Karapetyan	akarapetyan@bostonpublicschools.org	No Change
SIMS Coordinator	Leslie Hill-Singleton	lhill@bostonpublicschools.org	No Change
English Language Learner Director	Bernadette Kuan	bkuan@bostonpublicschools.org	No Change
School Business Official	Insource Financial Services	estasiowski@insourceservices.com	No Change
SIMS Contact	Leslie Hill-Singleton	lhill@bostonpublicschools.org	No Change

Title 1 Director	Lauren Barry	lbarry@bostonpublicschools.org	New
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Facilities

Location	Dates of Occupancy
N/A - No Changes	N/A

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	Rolling
Lottery	Conducted when we have more applications than seats and they are held on the first business day of the month preceding the start of a new trimester