

# **Boston Day and Evening Academy**

## **A Horace Mann Public Charter School**



## **Annual Report for School Year 2021-22**

### **Submitted on 07/29/22**

**Boston Day and Evening Academy**

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## Introduction to the School

<i>Name of School: Boston Day and Evening Academy</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)	N/A
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2008, 2013, 2018
Maximum Enrollment	505	Enrollment as of (fill in the date)	286 as of 06/03/22
Chartered Grade Span	9-12	Current Grade Span	9-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (fill in the date)	0 as of 07/20/22
Number of Instructional Days during the 2021-22 School Year	180		
School Hours (ex: 8:30am-3:00pm M-F)  (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	9:00am - 3:30pm	Age of School as of 2021-22 School Year	24
<p>*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.</p> <p><i>*Please note, we have revised our mission statement through a collaborative process with key stakeholders. Our new mission is asset-based and better reflects the Key Design Elements outlined in our charter: <b>Boston Day and Evening Academy engages young adults to build a vision for their future through supportive relationships and meaningful competency-based learning experiences.</b> Please note, this mission statement is not yet DESE-approved. We expect to submit a charter amendment request for formal approval in the coming year.</i></p>			

## Letter from the Chair of the Board of Trustees

On behalf of the Board of Trustees of Boston Day and Evening, I am pleased to highlight the strengths, changes and challenges of the 2021-22 School Year. I am proud that despite the pandemic, we continue to effectively educate students through three trauma-informed competency-based academic models:

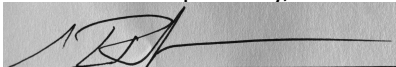
- 1) Our Flagship program allows students to work their way towards a diploma by achieving specific competencies in traditional subject areas including science, humanities and math. Students navigate their high school experience at their own pace in a trimester model with a personal “competency roadmap” which they must complete prior to age 23.

- 2) BDEA 2.0 was started in 2018 after identifying that many of our Black and Latino young men were falling off in attendance and not progressing through their roadmap. The program focuses on work-based learning with required internships, a self-directed pathway-based model towards college, construction or technology and a student-teacher “Crew” model of advisory. This program has the capacity to serve 60 students.
- 3) Recognizing that some students were thriving in remote learning last year, we brought back our Blended Learning program this academic year. Students in Blended Learning attend classes online while also accessing in-person academic and emotional support and enrichment classes. This program serves 50 students.

We have graduated more than 900 young adults; including 34 this year. More than 50% of graduates attend 2- or 4- year colleges and 30% enter trades or technical programs; 100% of graduates complete a postgraduate plan focused on education or employment. We have strength in the diversity and representation of our board which is made up of 64% people of color and includes two parents and two staff members who have worked at BDEA for 26 and 6 years respectively. Our staff retention rate is 91% and our Head of School began at BDEA as a science teacher 17 years ago. More than 70% percent of staff identify as people of color. We prioritize racial justice into all aspects of work while also incorporating restorative justice practices with students, families and staff - as a result we have no expulsions and our most recently recorded suspension rate (School Year 2022) was 3.1%.

Our primary challenge this year remained the continued impact of the pandemic on student attendance and enrollment, the mental health and resilience of our teachers, and the mental and physical health of our students who have needed more emotional and logistical support services than ever before. Additionally, we are approved to enroll more than 500 students, but we are constrained by the limited space within our school facility which was originally designed as an elementary school. In order to honor the academic experience and future aspirations of our students as they so fully deserve, we are in urgent need of a larger and more resourced school building or a full redesign of our current facility.

Submitted Respectfully,



Cris Rothfuss  
Chair of the Board of Trustees (2021-2022 School Year)

## School Performance and Program Implementation

### Faithfulness to Charter

#### Mission and Key Design Elements

##### Mission:

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:

*KDE #1: 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.*

Academic Strength: As we returned from remote learning this school year we prioritized academic strength across departments. Key highlights include:

- We began a three-year literacy initiative. GLEAM (Growing Literacy Equity Across Massachusetts) is funded through DESE using federal Comprehensive Literacy State Development (CLSD) funding. Working with a literacy coach from TNTP, we are working to implement deep and lasting improvements in our curriculum by establishing a multi-tiered system of support for ELA/literacy - an evidence-based approach to providing culturally responsive, tiered instruction to enable academic success of all students. This year, TNTP visited our humanities and science classrooms and performed an Academic Diagnostic of our curriculum. Using the findings of TNTP's diagnostic, we are now finalizing a literacy integration work plan that will be our instructional focus for SY 2023 and SY 2024.
- We contracted with a Culturally Relevant Instructional Coach, Kayla Morse Higgs. Each academic team worked closely with Ms. Morse Higgs to review and carry out necessary curriculum adjustments. To support culturally relevant and anti-racist curricula, the instructional staff utilizes the Culturally Responsive Teaching Rubric (CRT) for assignments to incorporate components in their curriculum of assignments, projects, and assessments. The components are composed of the tenets of Connection, Higher Order Thinking, Social Justice, Equity/Decolonization, Voice, Differentiation, and Access.

A Re-introduced Model: Recognizing that some students were thriving in remote learning during the 2021 SY we brought back our distance learning program and renamed it the Blended Learning Program. Students in Blended Learning attended competency-based classes online while also accessing in-person academic support, enrichment classes such as art and music, and the suite of social emotional supports and post-graduate planning that BDEA offers.

#### Department Highlights:

- *Humanities*: Eleven staff members and two recent alumni who took on Teaching Assistant roles to build skills for their own careers and to serve as mentors for current students. One teacher was newly certified in ESL, we introduced new courses at BDEA 2.0 including Homebuying, Ancestry, and Reparations and we reintroduced an Introductory Humanities class for students with IEPs after a three year hiatus. Two teachers participated in the Project Based Learning World Conference in June and one teacher is doing a residency at the Museum of Fine Arts for creative writing this summer. The department established a "To Build" theme to facilitate increased sharing of best practices and community building within their department and with students.
- *Math*: Nine staff members and two recent alumni who took on Teaching Assistant roles. This year the team carried out a formal analysis of our current credit review process restructuring how they place students on their competency-based roadmap to ensure the highest level of tailored math support. The department received a second grant from the BTU-BPS Teacher Leadership Fund. In School Year 2021 this grant supported research, development, and a pilot of a reference booklet and Frayer cards that were introduced to all math courses while specifically targeting the necessary support for our ELs and students with disabilities populations. The new grant supported integrating the prior year's work into reference booklets and our math curriculum. Financial Literacy became a required course for all BDEA students.
- *Science*: Eight staff members and one Teaching Assistant. Received two grants - one from Vertex and one from Boston Scientific Foundation. Funding was used for professional development

courses, restocking of common lab supplies and books for classroom libraries. Three teachers took part in a Human Endocrine Physiology course at Harvard Extension School with learning translated back to the full team. One teacher successfully completed her national boards and two teachers are working towards SpEd licensure. The team dedicated the year to exploring how meaningful participation plays a role in a culturally responsive science classroom. Teachers followed a cycle of questioning/exploring/explaining concepts to enhance student participation and assess lesson plans for maximum student participation. The Blended Learning science department developed an online/hybrid curriculum for seven of nine science modules and teachers created project based courses for a variety of science modules to better support diverse learners in the BDEA 2.0 program. The science department carried out a number of Interdisciplinary co-teaching courses with Humanities allowing for meaningful writing assessments using science content.

All of the academic departments continue to leverage community partnerships to give our students richer and more engaging school experiences, tied to their lives and interests. A sample of collaborators include:

- Actors' Shakespeare project - While this was primarily Humanities related this year, it has included work around coordinate geometry and scenic design.
- State Street Bank - Adolescent Literacy Learning Cohort through Telescope Network (6-session PD)
- Fidelity - Next Gen Personal Finance 1-hour workshops
- Harvard Med Science - hands-on case study learning for our students at the Harvard Medical School campus
- Boston Partners in Education - tutoring for students

Technology: We sunsetted PowerSchool learning as a Learning Management System, and transitioned to Schoology as a hub of content for students to access anytime and anywhere. An integration was built to read data from Schoology to Connects (our Salesforce database), underscoring efficient data entry between systems. This is now the key database for all departments which has provided increased collaboration and communication with staff and students across the school.

As we reintroduced Blended Learning and continued to strengthen our BDEA 2.0 program established in 2018 around the needs of our Black and Latino students, the programmatic distinctions necessitated adaptation to our Salesforce Database Connects:

- 1) **BDEA 2.0 Competency-Based Roadmap:** released in September 2019. It is composed of blocks, referred to as competencies and are modified for students with disabilities. Students have the flexibility to work on the competencies they need to complete their roadmap.
- 2) **BDEA 2.0 Report Card:** increased efficiency for staff and transparency for students to manage their academic experience in high school. Creating the report card now lays the groundwork to replicate our work-based 2.0 model across our full school, allowing students full understanding of their competency completions.

**KDE #2:** *Student Support Model, including social and emotional supports for all students to foster personal growth and resiliency.*

Our Student Support Team (SST) consists of 13 staff members who are all student-facing and dedicated to the social emotional wellness of our students. This group includes our Community Field Coordinators and four clinicians: two full-time Social Workers, a Social Worker intern, one Clinical Coordinator and our

Special Education staff. The clinicians mentioned here provide 1:1 psychotherapy to students with IEPs who require this intervention. Since 2019 we have doubled the number of students receiving in-house counseling (52 to 101). This year we continued to contract with Wediko Program - The Home for Little Wanderers to provide on-site clinical counseling to non-IEP students four days/week. We also contracted with Youth Harbors for support for our Homeless students. During this school year, 50 students identified as homeless to our staff.

**Family Liaison:** Connecting with parents, guardians, and families (as identified by students) is a critical element of our student support model. This year we added a Family Liaison position. This role has greatly expanded our reach to families with a Parent Council that meets at least quarterly and ongoing Zoom events to celebrate students and offer support and connection to our families. Our two parent board representatives help lead the Parent Council resulting in increased membership and parent ownership. This role has also increased our capacity to work with students who are homeless and in need of urgent support. Supported by the Family Liaison position, we once again managed a small food pantry for urgent student needs and we distributed more than 125 food bags to students during each school vacation this year. In a developing partnership with Whittier Street Health Center, we were able to offer COVID vaccination services and flu shots to all interested students and staff as we returned to school in 2021.

While navigating the pandemic, it became clear that there was an increased need to systematically flag those students who needed referral for immediate support in real time. In summer 2021 we created a new resource within our Connects platform that allows all staff to flag students who need urgent psychotherapy, food aid or housing. In this newly-revised referral process students move through an order of “referred” to “screened” and then “assigned” to a counselor if appropriate. Of the 59 counseling referrals submitted this school year 91% were screened, 55% were assigned to an internal counselor, 7% were referred to external counseling services, and 22% of students declined counseling during screening. There were 53 housing referrals and 22 food aid referrals made that were mediated through P-EBT and Youth Harbor resources.

When students are flagged for psychotherapy either informally or through our new system, members of the SST initiate a meeting with a student’s support network to discuss counseling options. Our in-house clinicians work with students with IEPs while our contracted Wediko Program - The Home for Little Wanderers clinician works with non-IEP students.

A new and critically important support group this year has been our Young Parent Initiative (YPI) launched as a support group for parenting/expectant students to return back to BDEA following school closures. The YPI serves as an attendance intervention with a tiered focus providing connections to community organizations for skill development and parental coping skills. In addition to YPI, Student Support Team members continue to offer weekly groups including a Young Men’s Group, A Young Women’s Leadership Group and a Gay Straight Alliance to support student social emotional growth. All groups are open and optional to all BDEA students and they can receive credit for their participation. We also had basketball teams and a cheerleading team this year - all of which were points of pride and positivity at BDEA.

*KDE #3: Post-Graduate Planning (PGP)/ College and Career Programming: exploration, readiness, practice through real-life experiences, internships, paid jobs, dual enrollment.*

Our PGP office works to ensure that all aspects of our students' post-graduate plans are well laid out prior to graduation. Our team this year included three full time staff: a Director, a BDEA 2.0 Pathway Coordinator and a School Counselor as well as three critical in-office partners: Marley Chase (Boston PIC), Nafisa Bilal (College Advising Corps) and Angellica Diaz (Mass Promise Fellowship). The Pathway Coordinator role was vacant after December 2021 but has been filled for the start of the 2022-23 school year.

BDEA's post-graduate work begins with the very first course in a student's experience at the school: "Beyond BDEA," includes, among other courses, "Career Readiness" and "Road to College" and then ends with a trimester-long Capstone course, in which students research an area of interest (often in the career field of their choice), with hands-on, in-the-field learning. To support our competency-based curriculum, the PGP team works with staff in different disciplines to align PGP courses to current state benchmarks and all PGP courses are added to Schoology. The Director of Postgraduate Planning who teaches these courses has a 23 year tenure at BDEA. For our students with disabilities and English Learners, PGP staff attend all IEP meetings with our special education staff so they can comprehensively support students towards graduation.

Key outcomes:

- 34 students graduated - all of whom have a clearly defined path forward.
  - 10 students (29% of graduates) will matriculate to a 4-year college
  - 11 students (32% of graduates) will matriculate to a 2-year college (three of these graduates are serving as teaching assistants at BDEA)
  - 6 students (18% of graduates) went on to training programs
  - 7 students (21%) went on to employment (three of these graduates are serving as teaching assistants at BDEA)

**Workshops:** The PGP office carries out ongoing weekly workshops during which college or industry representatives come to BDEA, or join us by Zoom, to talk about their field or opportunities at their school. Through these "PGP Thursdays", students develop a sense of the wide scope of career opportunities available to them post-graduation. Shifting to virtual platforms in the pandemic allowed us to introduce an even broader range of guest speakers to meet with our students and we now typically offer all workshops in person and on Zoom. In the 2021-22 school year we carried out 37 PGP Thursday events; 144 different students attended these sessions (429 duplicated count).

**Partnerships:** BDEA works with several community partners to provide students with college and career experience prior to graduation. Partners include Digital Ready, the Private Industry Council (PIC), College Advising Corp and Madison Park Development Corps. Working with staff from these organizations, who have been housed in the PGP office, extends our reach and breadth of services. Through these partnerships, students have secured a wide range of internships, in growing numbers. We are particularly proud that 60 BDEA students participated in PIC programming this year. Additionally 25 students applied for private sector summer internships and 15 of these students secured internships.

**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. We have continued to systematize this process so students have the support they need while straddling two different school



environments and schedules. Six students participated in dual enrollment courses at local higher ed institutions this school year.

**Pathways:** We are now strengthening our work-based model at our BDEA 2.0 program which we initiated during the term of this charter. We have introduced a construction pathway by integrating related courses into our math, science and humanities classes, created hands-on opportunities to apply the skills learned in those classes and linked internship opportunities to this field. We are additionally building out a technology pathway and exploring other pathways based on student interest and community partnerships. This model has allowed our students to explore career interests, participate in industry-related mentorships and build professional networks prior to graduation. Demonstrating the growing strength of this programming, 35 students participated in pathways-related internships this school year.

On our path to becoming an anti-racist institution, we continue to more purposefully introduce direct discussions about race into our PGP work. This year we established a workshop entitled “Navigating the Challenges of Attending a Predominantly White Institution.” We created content by working with one of our graduates who wrote her master’s thesis on the challenges that POC students face at Amherst College, gathering input from staff and using feedback from an alumni survey. Staff members participated in the workshop which will become an ongoing offering within the PGP office.

We continue to prioritize collaboration with our families. Post-Graduate Planning staff joined several Family Council meetings (held quarterly) to present PGP services and opened Tuesday and Thursday evening drop-in Zoom sessions for students and families to answer questions and share updates about the department. The PGP staff also met with cultural competency coach Kayla Morse Higgs to design guidelines for student and family meetings to lay the foundation for increased collaboration and support to families as they navigate towards graduation and a postgraduate plan.

**KDE #4:** *Build and maintain a robust and active professional learning community for teachers and staff at all levels of experience.*

Boston Day and Evening Academy maintains a professional learning community, with deep investments in professional development opportunities both at BDEA and in the broader community. Our Head of School, Alison Hramiec, began at BDEA in 2004 as a science teacher. Moving from that role to Instructional Leader and then to Head of School, she maintains the financial and operation oversight of the school, while understanding the critical importance of ongoing learning to maintain excellence in our competency-based instructional practice. We maintain a 91% turnover rate and the average tenure of the 11-member Leadership Team is 10 years - an astounding figure that demonstrates the dedication of our staff and room for advancement and continued learning at BDEA.

As we established our new strategic plan centered on becoming an anti-racist institution, we began working with race and equity consultants in 2019 (Jenna Chandler-Ward, Joseph DiCenso and Anika Nailah). These consultants have guided our monthly PD sessions, workshops, trainings and retreats as well as four White Caucus and Global Majority Caucus convenings in the 2021-22 school year. In these gatherings, staff explore the impact that systemic racism has had on their lived experiences as well as relationships and interactions with colleagues and students.

This school year we also established a cross departmental Restorative Justice workgroup, which designed staff-wide sessions intended to combat punitive discipline systems in support of our racial equity work

and creating a culture of relationship building and communication instead of punishment. Our SST staff additionally participated in professional development learning on topics including self care, substance misuse and harm reduction, bullying and CPR/AED certification.

The BDEA school week is designed to facilitate professional development opportunities for all staff and teachers. On Wednesdays and Fridays, classes conclude by 1:30 and the afternoon time is organized for formal training or collaborative planning time for staff. Our Instructional Leaders maintain a Professional Development calendar that is updated annually in August based on instructional priorities for the school year. In the 2021-22 school year BDEA focused on restorative justice practices, culturally competent teaching and literacy. The latter topic will be our priority in the 2022-23 school year. Teachers have 34 hours allocated for planning time each month. We carry out one full afternoon Problem of Practice Workshop annually during which staff collaboratively conduct sessions for inquiry and strategy for changes related to challenge areas. This replicates the way we carry out classes with students honoring curiosity, analysis and collaborative ideas for change and improvement. This year problems of practice topics included Teaching Equity vs. Equality, Consensus Decision-Making and Growth Mindset in School Culture. We allocated \$72,000 in our 2021-22 school year budget to professional development. Nearly a quarter of that was dedicated to race and equity work and learning. This area of our budget also supports ongoing external professional development for staff in the areas of competency-based education, Special Education inclusion practices, social emotional learning, cultural competency in teaching and technology among other topics.

### Amendments to the Charter

Date Submitted	Amendment Requested	Pending or Approved?
December 30, 2021	Type A and Type B MOUs	approved
December 30, 2021	BDEA Charter School Accountability Plan	approved

### Access and Equity: Discipline Data

2020-21 Student Discipline <sup>1</sup>					
<a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04240000&amp;orgtypecode=5&amp;=04240000&amp;&amp;fycode=2021">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04240000&amp;orgtypecode=5&amp;=04240000&amp;&amp;fycode=2021</a>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	439	0	0	0	0
English Learner	68	0	0	0	0
Economically Disadvantaged	335	0	0	0	0
Students with Disabilities	153	0	0	0	0

<sup>1</sup> Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school's student discipline data.

<b>High Needs</b>	376	0	0	0	0
<b>Female</b>	232	0	0	0	0
<b>Male</b>	208	0	0	0	0
<b>American Indian or Alaska Native</b>	4	0	0	0	0
<b>Asian</b>	3	0	0	0	0
<b>African American/Black</b>	209	0	0	0	0
<b>Hispanic/Latino</b>	199	0	0	0	0
<b>Multi-race, Non-Hispanic/Latino</b>	6	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>White</b>	18	0	0	0	0

For the past 27+ years, BDEA has been a safe and nurturing environment for students who have otherwise felt unsafe or disconnected from school. Our commitment to strong, positive, and trusting relationships with our students means that each and every young man or woman who attends our school has the social and emotional support they need to be successful. Each student is paired with a teacher advisor and a Student Support Team member who becomes their point person throughout their time at BDEA.

As indicated in the chart above we had no suspensions during the 2020-21 school year because students participated in remote learning for the majority of the year. When BDEA students returned to in-person learning in late Spring 2021, there were few discipline issues. We continued to enhance a restorative justice model, engaging in professional development throughout the year to become more proficient at addressing student issues before they arise, and supplying students with social and emotional scaffolds to combat the negative repercussions of trauma. Our most recent data from 2020 indicates a 3.1% suspension rate - (in contrast, 32% of BDEA students were suspended at their prior high school(s) and those students were subject to out of school suspension 2.2 times over their school career). There is no significant difference for suspension rates for students with disabilities or EL students as compared to rates for all students.

While BDEA strives to ensure that all students remain in school and progressing towards their goals, we do follow the Boston Public Schools safety code of conduct; 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

BDEA prioritizes in District dissemination efforts, but because our competency-based model is unique within the BPS system, we are typically contacted by schools outside of the district to share best practices. These efforts are articulated below. We did not carry out any in-person training this year due to the pandemic, but carried out Zoom meetings for any school/district that reached out to us.

Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2022	Non-Traditional Pathways to Student Engagement	45-minute interactive presentation	Senior Systems Developer	Perrone-Sizer Institute, Cambridge College, BPS, Chelsea Public Schools, Lawrence Public Schools	Teacher Leadership Fund grant received Written Capstone Presentation report submitted to the Perrone-Sizer Institute
2022	Best practices in alternative education	1-Hour Zoom	Head of School, Dir. of Institutional Advancement	A-Venture Academy, Providence, RI	Shared BDEA model. Staff at A-Venture Academy are preparing to add a night program and determine appropriate sequence of programming and staffing
2022	Engaging project-based and relevant learning experiences	1-Hour Zoom	BDEA 2.0 Program Leader, BDEA 2.0 Community Field Coordinator, Dir. of Institutional Advancement	Excel Academy Charter Schools, Boston, MA	Shared BDEA 2.0 model as Excel Charter Schools is exploring work-based alt ed programming
2022	Best practices in alternative education and pathways program development	1-Hour Zoom	Head of School, Dir. of Institutional Advancement	Winooski Middle High School, Winooski VT	Shared history of developing BDEA's competency-based model and developing pathways program

<b>Year Dissemination Occurred</b>	<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of Dissemination</b>
2022	Best practices in alternative education, mapping competency-based education to state standards	1-Hour Zoom	Head of School, Dir. of Institutional Advancement	Silver Creek High School, Hailey ID	Supported small alternative education school in helping to develop a curriculum that is mapped to Idaho state standards
2022	Best practices in alternative education; competency-based model	Email submission	Head of School, Dir. of Institutional Advancement	CANOPY publication, National (USA)	Contributed information about our practice to this collaborative national effort to highlight equitable, student-centered innovation in schools
2022	Best practices in alternative education, mapping competency-based education to state standards	1.25-Hour Zoom	Head of School, Dir. of Institutional Advancement	Rise Academy, Lawrence, MA	Met with four staff members who are expanding an alternative education program for students who have experienced trauma within the Lawrence school system

### Student Performance

<https://reportcards.doe.mass.edu/2021/04240505>

BDEA continues to honor our mission to serve students who are off-graduation cohort upon entry, and who are considered overage for high school. We use a combination of MAP scores, Far/Close status towards graduation, course completion rate, attendance rate and capstone completion to fully understand the academic knowledge students bring with them to our school and to monitor student progress (including dropout and graduation rates).

The NWEA MAP (Measure of Academic Progress) test is a computerized, adaptive test that is administered to children from preschool to 12th grade. BDEA uses this test as a tool to identify skill levels/abilities and along with other data, schedule them for appropriate course work.

- On average, 37% of incoming students test at or above 9th grade level on the ELA MAPS test, 35% test between 6th-8th grade levels, and 28% test at or below 5th grade.
- On average, 35% of incoming students test at or above 9th grade level on the Math MAPS test, 20% test between 6th-8th grade levels, and 45% test at or below 5th grade.

Exemptions are given to students based on the transcript credit they have from their former schools at the time they begin at BDEA. One other way to obtain exemptions is by “testing out” of a particular course module on a diagnostic given by the humanities and/or math departments. On average 12% of incoming students enter “Very Close” to graduation, 23% enter “Close”, 35% enter “Far”, and 30% enter “Very Far” from graduation (Exemption Key: Very Close = 16+ credits, Close = 6-15 credits, Far = 2-5 credits, and Very Far = 2 or less credits).

As a goal in our Accountability Plan, we expect that students that have an average class attendance of 70% or greater will demonstrate competence of knowledge and skill of benchmarks required of that class in 70% or greater of their courses each trimester. In the 2021-22 school year we achieved the following outcomes in this area: In Trimester one, 44.4% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses; in Trimester two, 46.2% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses; and in Trimester three, 80% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses. While this statistic improved during the year, it remains below the goal as it is connected to attendance which continues to be a challenge for our population of students in the wake of the pandemic.

For progress towards graduation, each trimester, PGP staff analyze student academic roadmap data in our Salesforce database Connects to identify students who are within one year of completing graduation requirements. As a competency-based school where students move through their roadmap independently, this is not determined by age or by seat time. Once these students are considered to be “pre-Capstone,” our PGP team engages with them intensively to graduation. We track data including FAFSA submission, applications submitted, admission status, matriculation and program selection or type of employment for all graduating students.

New this year, students at BDEA introduced the YouthTruth Overall School Experience Survey, and YouthTruth Diversity, Equity, and Inclusion items. Students were surveyed in May 2022 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, and College & Career Readiness. In addition, students provided feedback about Student Voice and Leadership and Diversity, Equity, and Inclusion. This report represents feedback from 78 students and compares BDEA students' ratings to the ratings from students at 621 other high schools across the country. We are using feedback from this survey to inform culture changes within the school. Key highlights included:

- Compared to other participating high schools, BDEA's highest rated themes were College & Career Readiness and Relationships. The lowest rated themes were Belonging & Peer Collaboration and Engagement.
- Compared to other participating high schools, BDEA's highest rated question within the key themes was: My school has helped me figure out which careers match my interests and abilities.
- The lowest rated question within the key themes was: How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?
- 46% of respondents responded positively to the question: I feel like I can make a difference at my school.
- 59% of respondents responded positively to the question: My school has made me more interested in getting to know people of diverse backgrounds.

Finally, BDEA uses MCAS Achievement Reviews (per department) to analyze overall student performance outcomes.

## **Academic Program**

### **1) Academic Program Detail**

Understanding that the statewide accountability system focuses on MCAS proficiency, MCAS participation, and graduation rates, BDEA maintains and improves student academic achievement by making sure the social emotional wellness of our students is taken care of on a daily basis.

BDEA's practice is grounded in reviewing disaggregated student outcome data such as attrition, retention, graduation, attendance, course completion and suspension that allows us to identify needed academic program changes (staffing, cohorting, etc.). The instructional staff at the start of each year examines disaggregated MCAS data and makes adjustments to their instructional practice to improve student learning and outcomes including MCAS questions in warm-ups, MCAS prep, interdisciplinary teaching, intro level courses and project-based learning.

The BDEA curriculum consists of 528 competencies in our traditional model and 405 benchmarks for BDEA 2.0. These competencies and benchmarks cover three disciplines: math, humanities and science. Each department has constructed a curriculum map that outlines the series of courses and competencies a student takes at BDEA. Each course and competency is specifically aligned with a portion of the benchmarks and aligned to the Massachusetts Common Core, allowing students time to practice and then demonstrate proficiency. The student's progress towards completing all of the competencies and benchmarks are recorded electronically on a document called the 'Individualized Learning Plan' (ILP).

The math curriculum encompasses the skills and content of number sense, algebra, geometry, advanced algebra, statistics, and financial literacy. The humanities curriculum encompasses the skills and content of reading and writing, genre studies, research, US history, world history, advanced literature and law and ethics. The science curriculum covers the skills and content of physics, biochemistry, cell biology,

genetics, evolution, ecology, scientific method and scientific research and writing. Upon successful completion of these competencies, and passing MCAS in ELA, Math and Science, students spend their final trimester researching an essential question and creating a Capstone project, which in turn prepares them for their post graduate plan. Presentation of the Capstone is a BDEA student's final graduation requirement.

In addition to culturally-responsive instruction, BDEA continues to incorporate project-based learning and work-based learning into school-wide instructional practices as a means to engage students. Our work-based model, carried out in the BDEA 2.0 program, will eventually integrate across the school. Typically in December, though being carried out in May/June this year, students and staff break from the regular school schedule and participate in a four-week Project Month defined by project-based learning culminating in a school-wide Symposium Event. Project Month allows teachers the time to develop interdisciplinary learning units in collaboration with other teachers – strengthening instructional practice. Due to COVID restrictions and staff shortages in December, Project Month took place in May/June 2022 this year.

Competencies and benchmarks are aligned to specific courses. At the end of each trimester students who have demonstrated mastery of these benchmarks move onto the next course in the sequence of classes on their academic roadmap. This system provides an instructional approach that is transparent with clear expectations for student learning. Common classroom routines and structures such as warm-up activities, daily agendas with learning objectives, identified areas for students to pick-up assignments or corrected homework, required student binders with systems of organization and posted charts that record student mastery of benchmarks and daily attendance supports a school culture where students are engaged in the classroom and taking ownership of their academic progress. During COVID with the increased use of our learning management system, many of our teaching staff are utilizing a gradebook in Schoology that allows students to see their progress in courses, versus the paper charts used pre-COVID.

In addition to following the district and state requirements for supervision and evaluation, BDEA supports teachers' progress towards these common instructional goals through the following; writing coaches, lead teacher mentoring of all new staff, peer observation, student feedback surveys, content-specific department meeting time and whole school professional development.

## **2) Academic Program Access**

Boston Day and Evening Academy is a school strongly dedicated to an equitable education for all learners, including those whose first language is not English and for those with learning differences and/or challenges that make accessing curriculum challenging at times. Upon entering BDEA all students take a universal screening and diagnostic test to identify appropriate course placement and needed intervention services. For those coming in with an ELD (English Language Development) level or with an IEP (Individualized Education Program), services are determined based upon students' individual needs as required by law.

Students with an ELD level receive services from a certified ESL teacher. Twenty-two percent (22%) of our staff are certified ESL teachers. All teachers are trained in ESL Categories 1-4.

BDEA is a full inclusion school. We believe in inclusive education and that our low teacher-to-student ratio and professional development opportunities allow for a school culture that is successful with a broad range of learners in each classroom. Forty-eight percent (48%) of our teachers are dual certified in special education (not including our Coordinator of Special Education and Special Education Director). BDEA provides students with individualized needs beyond the regular classroom with literacy, numeracy

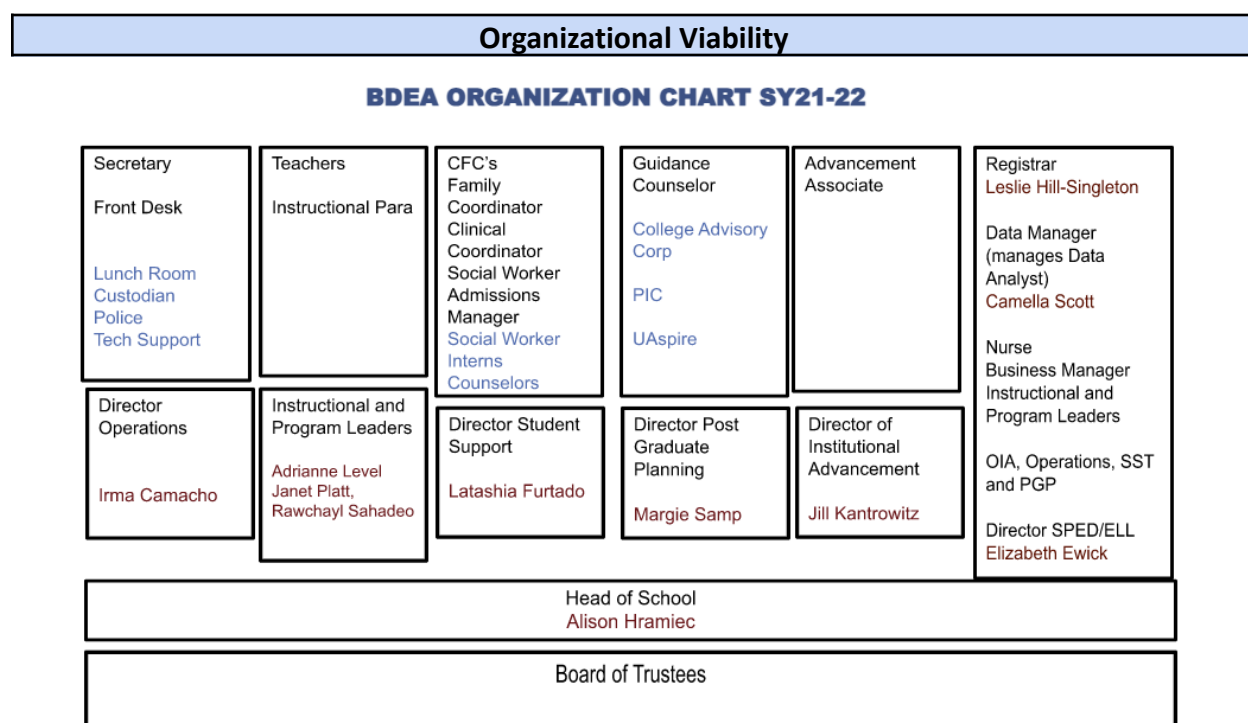


and science support and with the same access to daily resources available to all students. Each of our seasoned instructional experts works with students needing more personalized instruction, and helps teachers to make the curriculum accessible to learners who may need modifications in class or on a test in order to make academic progress.

To ensure we are supporting all students with disabilities, we maintain an Academic Review Committee (ARC) which is made up of the Director of Special Education, Coordinator of Special Education, a Social Worker, an Instructional Leader and literacy, math and science specialists. This team meets weekly to review academic progress of EL students and students with disabilities to plan for and provide academic interventions and support.

### 3) Efforts to Accelerate Student Learning

Because our model is tailored to the needs of each student, our efforts to accelerate learning are built into our competency based curriculum as described above. This is not something we engaged in formally outside the scope of our ongoing practice.



Blue type reflects oversight of partnerships  
 Red type reflects members of the BDEA Leadership Team

There were no changes in the 2021-2022 school year organizational structure. BDEA continues to uphold our values regarding distributive leadership: we have one Head of School, an 11-member leadership team made up of Instructional and Program Leaders, the Director of Student Support, the Director of Post-Graduate Planning, the Director of SPED/ELL, the Registrar, the Operations Director, the Director of Advancement and the Data and Accountability Manager. In addition, BDEA has an active and robust Instructional Leadership Team, which makes decisions related to school norms and policies, and a Department Head Plus team with two members from each department (the head of the department plus one additional) who make curriculum and instructional decisions. BDEA continued our new Department Head selection process, begun last year, which includes a formal selection process. Department Heads will serve 2-year terms for a maximum of four consecutive years to allow for new ideas and shared leadership.

**Network Structure or Multiple Campus Organizational Structure.** There were no changes in the 2021-22 school year, although we have taken part in significant changes for the 2022-23 school year. In School Year 2021-22, BPS allocated additional building space to account for the increased enrollment at BDEA 2.0 which has remained housed at the Timilty building since that time. Through an exciting collaboration with the Whittier Street Health Center, BDEA will add a health center to the school building at 20 Kearsarge Avenue beginning in September 2022. To accommodate this change, and as the Timilty school closed at the conclusion of the 2021-22 academic year, BDEA was granted the full first floor to expand programming and administrative spaces. As a result of this change, BDEA will now be spread across two campuses named for their school buildings: The Wheatley Campus located at 20 Kearsarge Avenue and the Timilty Campus located at 205 Roxbury Street. The Board of Trustees has and will continue to govern both campuses until BDEA is able to secure a space large enough to house both programs under one roof.

## Budget and Finance

### Income Statement

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT			
STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2022 - UNAUDITED			
	SCHOOL	FOUNDATION	COMBINED June 30, 2022
<b>REVENUES</b>			
District Funding (per pupil)	\$ 5,165,859		\$ 5,165,859
District Funding (in-kind)	3,022,933		3,022,933
Government Grants & Funding	1,288,349		1,288,349
Private Support			-
Contributions - Component Unit	46,759		46,759
Contributions - Individuals & Foundations		226,572	226,572
Total: Private Support Funding	46,759	226,572	273,331
Student Programs & Other	404		404
Release from Restriction			-
Interest & Dividends	(48,774)	(55,817)	(104,591)
<b>Total Revenues</b>	<b>\$ 9,475,530</b>	<b>\$ 170,755</b>	<b>\$ 9,646,285</b>
<b>EXPENSES</b>			
Salaries & Related	6,741,292		6,741,292
Administrative Costs	358,661	6,004	364,665
Professional Fees	345,028		345,028
Instructional Services	196,364		196,364
Other Student Services	1,196,478		1,196,478
Operation & Maint of Plant	618,131		618,131
Grant Expense - Component Unit		46,759	46,759
Depreciation & Amortization		2,779	2,779
Advancement	1,375		1,375
Other Costs		1,350	1,350
<b>Total Expenses</b>	<b>\$ 9,457,329</b>	<b>\$ 56,892</b>	<b>\$ 9,514,221</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 18,201</b>	<b>\$ 113,863</b>	<b>\$ 132,064</b>

## Statement of Net Assets

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT			
STATEMENT OF NET ASSETS AT JUNE 30, 2022 - UNAUDITED			
	SCHOOL	FOUNDATION	COMBINED June 30, 2022
<b>ASSETS</b>			
Current Assets			
Cash and Cash Equivalents	1,016,855	1,342,777	2,359,632
Accounts Receivable	321,717		321,717
Other Current Assets			
Prepaid Expenses	15,577		15,577
Deposits			-
Due from Related Parties	329,199	(329,199)	-
Total Other Current Assets	344,776	(329,199)	15,577
Total Current Assets	344,776	1,013,578	1,358,354
Fixed Assets, net of depreciation	47,805	3,237	51,042
<b>TOTAL ASSETS</b>	<b>\$ 1,731,153</b>	<b>\$ 1,016,815</b>	<b>\$ 2,747,968</b>
<b>LIABILITIES</b>			
Current Liabilities			
Accounts Payable	76,880		76,880
Credit Cards	11,672		
Other Current Liabilities			
Accrued Expenses	40,011		40,011
Accrued Payroll & Taxes	11,814		11,814
Payroll Withholdings			-
Deferred Revenue	266,583		
Due to/from Host District	38,869		38,869
Total Other Current Liabilities	357,277	-	357,277
Total Current Liabilities	445,829	-	445,829
<b>TOTAL LIABILITIES</b>	<b>\$ 445,829</b>	<b>\$ -</b>	<b>\$ 445,829</b>
<b>Net Assets</b>			
Unrestricted	1,267,123	902,452	2,169,575
Temporarily Restricted	-	500	500
Net Income	18,201	113,863	132,064
Total Net Assets	\$ 1,285,324	\$ 1,016,815	\$ 2,302,139
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>\$ 1,731,153</b>	<b>\$ 1,016,815</b>	<b>\$ 2,747,968</b>

## BDEA School Budget for FY23 (Approved 6/14/2022)

Boston Day & Evening Academy

FY 2023 Budget (07.01.22 - 06.30.23)

	FY22 Budget Approved	FY23 Budget Approved	\$ variance from FY22	% variance from FY22
<b>REVENUE</b>				
Tuition	5,165,859	5,335,874	170,015	3%
<i>Tuition - in kind</i>	2,731,708	2,875,273	143,565	5%
Government Grants	1,422,163	1,896,426	474,263	33%

Private Contributions - Restricted	-	223,927	223,927	100%
Private Contributions - Unrestricted	-	10,000	10,000	
Grant from BDEA Foundation	-	-	-	
Interest & Miscellaneous Income	-	-	-	
<b>TOTAL REVENUE</b>	<b>9,319,730</b>	<b>10,341,500</b>	<b>1,021,770</b>	<b>11%</b>
<b>EXPENSES</b>				
BPS-Paid Salaries	5,402,219	5,924,991	522,772	10%
BDEA-Paid Wages & Stipends & Payroll expense	226,280	232,836	6,556	3%
Payroll Taxes - in kind	70,229	77,025	6,796	10%
Payroll Taxes	16,545	17,659	1,114	7%
Employee Benefits - in kind	1,242,510	1,362,748	120,238	10%
Grant-funded Benefits	79,010	174,439	95,429	121%
Professional Development	87,000	112,500	25,500	29%
<b>Total Personnel Costs</b>	<b>7,123,793</b>	<b>7,902,198</b>	<b>778,405</b>	<b>11%</b>
Program Expenses & Student Events	268,000	227,650	(40,350)	-15%
Alumni Activity & Post-Grad Program Expenses	15,200	11,200	(4,000)	-26%
Materials/Supplies	65,000	82,000	17,000	26%
Technology	36,000	25,000	(11,000)	-31%
<b>Total Student &amp; Program Costs</b>	<b>384,200</b>	<b>345,850</b>	<b>(38,350)</b>	<b>-10%</b>
Professional Fees & Consultants	269,940	345,600	75,660	28%
Facilities Expenses	37,000	165,000	128,000	346%
Buildings & Grounds - in kind	482,506	484,990	2,484	1%
Board of Trustees Expenses	3,300	3,300	-	0%
Supplies, Travel & Meetings, Postage, Fees	28,280	40,400	12,120	43%
Insurance	23,000	23,000	-	0%
Advancement	13,000	25,000	12,000	92%
Depreciation	10,000	10,000	-	0%
Miscellaneous Expenses	2,000	46,000	44,000	2200%
BPS Purchased Services & Transportation	936,463	950,510	14,047	1%
<b>Total Administrative Costs</b>	<b>1,805,489</b>	<b>2,093,800</b>	<b>288,311</b>	<b>16%</b>
<b>TOTAL EXPENSES</b>	<b>9,313,482</b>	<b>10,341,848</b>	<b>1,028,366</b>	<b>11%</b>
<b>Surplus/Deficit</b>	<b>6,248</b>	<b>(348)</b>	<b>(6,596)</b>	<b>-106%</b>

<b>FY23 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2022 submission	347
Number of students upon which FY23 budget tuition line is based	413
Number of expected students for FY23 first day of school	413
Please explain any variances: <i>(Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

- BDEA does not have a capital plan for FY23

## APPENDICES CHECKLIST

Please use this checklist to ensure that you are including additional information required by the charter school statute and regulations.

- ~~APPENDIX A: Accountability Plan Performance for 2021-22~~
- ~~APPENDIX B: Recruitment and Retention Plan~~
- ~~APPENDIX C: School and Student Data/Board and Committee Information & Schedules~~
- ~~APPENDIX D: Additional Required Information~~
- ~~APPENDIX E: Conditions & Complaints (Not Applicable), Attachments (Not Applicable)~~

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2021-22

### Faithfulness to Charter

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective 1:</b> BDEA will implement student-centered academic programming and assessments for students who struggled to make progress at a traditional middle or high school.		
<p><b>Measure:</b> 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:</p> <ul style="list-style-type: none"> <li>• the need for additional academic support</li> <li>• struggles with mental health               <ul style="list-style-type: none"> <li>• physical health ailments</li> <li>• family or personal trauma</li> </ul> </li> <li>• additional familial responsibilities (e.g., single parenting)</li> <li>• behavioral issues resulting in suspension or expulsion</li> </ul>	<b>MET</b>	<p>46% current students and graduates from SY 21-22 entered BDEA "far" or "very far" from graduation, with five or less incoming transcript credits from their former school(s)</p> <p>48% report not feeling supported in their former school environment as their reason for applying to BDEA</p> <p>41% report that they perceived no academic progress being made toward graduation at their former school</p> <p>66% report feeling unmotivated at the time of their enrollment at BDEA</p> <p>Current students and graduates from SY 21-22 document a total of 756 mental health risk factors; 2.5 mental health risk factors exist for every one student enrolled at BDEA</p>
<p><b>Measure:</b> 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>	<b>NOT MET</b>	<p>In Trimester 1 of SY 21-22, 44.4% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 2 of SY 21-22, 46.2% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 3 of SY 21-22, 80% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p>
<p><b>Measure:</b> 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>	<b>MET</b>	<p>Literacy and humanities support classes are helping students complete English and History classes at a rate higher than students not enrolled in those support classes.</p>

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>-58.1% of students enrolled in literacy support courses completed at least one humanities class in SY 21-22</p> <p>-47.4% of students not enrolled in literacy support completed at least one humanities class in SY 21-22</p> <p>Numeracy and math support classes are helping students complete math classes at a rate higher than not enrolled in those support classes.</p> <p>-56.8% of students enrolled in math support courses completed at least one math class in SY 21-22</p> <p>-49.7% of students not enrolled in math support completed at least one math class in SY 21-22</p>
<b>Objective 2:</b> BDEA will continue to promote a school culture that is safe and equitable for all students and families. (Aligns with key design element #2.)		
<p><b>Measure:</b> 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.</p>	<b>MET</b>	<p>BPS did not administer the annual Panorama school culture climate survey in April 2022. Historically there is difficulty in student access to the survey, resulting in minimal student participation. Instead, a rigorous selection process resulted in the roll out of the Youth Truth School Climate and Diversity, Equity, and Inclusion survey in May 2022. BDEA administered the survey to 78 students, 51 staff, and 12 family members.</p> <p>Students' average ratings (on a 5 point scale) were:</p> <ul style="list-style-type: none"> <li>- Belonging &amp; Peer Collab - 3.45</li> <li>- Culture - 3.78</li> <li>- Relationships - 4.00</li> <li>- Student Voice &amp; Leadership - 3.64</li> <li>- Diversity, Equity, &amp; Inclusion - 4.04</li> </ul>
<p><b>Measure:</b> BDEA will continue to provide multiple opportunities (at least twice yearly) for a minimum of 100 families to engage with BDEA staff, celebrating their students and their successes (e.g., Thanksgiving Community Dinner, symposia, portfolio reviews, Family BBQs, etc.).</p>	<b>MET</b>	<p>Constraints of the pandemic continue to impact this goal. BDEA hosted quarterly virtual family council meetings with 10-12 family members present at each meeting (total: 48).</p>



	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>BDEA distributed Thankful Dinner gift bags directly to 107 families who drove through our campus in November 2021.</p> <p>At each of the three vacations (December, February and April) BDEA created food bags for 125 families. Staff dropped off food bags directly to families if needed.</p> <p>BDEA hosted a two-day outdoor registration event for students to pick-up technology, submit health forms, and receive their bus passes. Fifty-six families engaged with staff during registration.</p>
<b>Objective 3:</b> 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)		
<b>Measure:</b> Annually, by the capstone deadline, 100% of graduating students will complete a post-graduate 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.	<b>MET</b>	<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>100% of SY21-22 BDEA graduates have long-term Postgraduate Plans, ranging from 4-year colleges to Teacher Assistantships.</p>
<b>Measure:</b> 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 postsecondary 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.	<b>MET</b>	<p>This year 34 students graduated, 10 are matriculating to a 4-year college, 11 to a 2-year college and 6 to a job training program. This is a 79% acceptance rate into a viable postsecondary college or training program that begins by Fall 2022.</p>
<b>Objective 4:</b> BDEA will continue to build a Professional Learning Community for all staff. (Aligns with key design element #4)		
<b>Measure:</b> BDEA's administration and election to work committee (ETWA) will gather feedback from staff to ensure work conditions are livable and sustainable.	<b>MET</b>	<p>The ETWA working group met a total of six times during the 21-22 school year to gather input from both staff, LT and the BDEA BoT during their agreement review and update process. Staff voted and approved changes to the ETWA contract on January 7th and BDEA BoT approved changes at the January 12th Board Meeting.</p>

	<b>2021-22 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Measure:</b> 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.	<b>NOT MET</b>	41 staff who took the End-of-Year Staff Survey (72% response rate).  -75.6% of respondents reported almost always, usually or sometimes feeling fulfilled in their work at BDEA. Nearly 25% of staff reported rarely feeling fulfilled in their work at BDEA.
<b>Measure:</b> 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.	<b>MET</b>	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 social emotional learning and restorative justice.

\*Add rows as necessary

#### Dissemination

	<b>2021-22 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective:</b> 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.		
<b>Measure:</b> Each year, BDEA will host monthly school visits from local and national educators as documented by visitor logs.	<b>MET- following COVID protocols</b>	BDEA was unable to host visitors due to COVID-19 again this year; however, we collaborated via Zoom with a number of districts who reached out to gain insight regarding our alternative education model. These are captured in the dissemination section of the report.
<b>Measure:</b> Annually, BDEA will participate and present its innovative school practices at local, regional, and national professional conferences and workshops.	<b>MET</b>	BDEA presented at 1 virtual conference and by Zoom to five additional school districts across the country.
<b>Measure:</b> BDEA will conduct annual summer institutes to offer local and national educators training about competency-based teaching and assessment principles and practices.	<b>NOT MET - due to COVID safety</b>	Due to the pandemic, BDEA was unable to host visitors to the summer institute again this school year.

#### Reach Objectives and Measures (if applicable)

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> 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)		
<b>Measure:</b> 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.	<b>MET</b>	Data collection on student independence continued in SY21-22.  64.8% of end of term grading included student independence ratings in Connects, during Trimester 3 SY 21-22. 24.8% of the independence records indicate that students sometimes complete tasks and assignments independently. 29.4% indicate students usually complete tasks and assignments independently.

#### Objectives and Measures for Alternative Charter Schools Related to Academic Performance (if applicable)

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> Through implementing Restorative Justice Practice, BDEA students will have gained greater conflict resolution skills (Aligns with key design element #2)		
<b>Measure:</b> 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 greater conflict resolution skills assessed by:  <ul style="list-style-type: none"> <li>• a reduction of incidences as students progress through BDEA</li> <li>• on average, annually, students will be suspended fewer times at BDEA than at their other schools</li> </ul>	<b>MET</b>	Due to remote learning in SY 20-21, discipline data is null for all school profiles in the Student Discipline Data Report.  2.7% of all students served in SY 21-22 had between 1-2 internally documented behavior incidents.  100% of students with behavioral incidents recorded in Trimester 1 progressed positively, collectively decreasing their number of incidents recorded by 100% in Trimester 2.  There were no reported incidents in Trimester 2 or 3 of SY 21-22.  Due to system complications with Edwin Analytics, we are unable to analyze historical suspension rates for students prior to their enrollment at BDEA. However, as we tracked student concerns more

	<b>2021-22 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
		efficiently internally, we note that 101 students are enrolled in BDEA counseling and 56 students have received informal counseling. There were a total of 6583 logs entered, 852 of those logs required action, 1494 of those logs were documented interventions, and there were 2817 responses communicating about student needs.

## APPENDIX B: RECRUITMENT AND RETENTION PLAN

### RECRUITMENT PLAN 2022-23

2021-22 Implementation Summary:	
<p>The BDEA Admissions Manager continues to recruit Boston Day and Evening Academy students through current student and guardian networks, collaboration with guidance counselors around the district, visits to district high schools and middle school, and coordination with the Boston Re-Engagement Center. This is an ongoing process as we enroll students on a rolling basis. The nature of our recruitment plan aligns with four graduations that take place each year in September, December, March and June.</p> <p>The BDEA Admissions Manager resumed in person orientation sessions this year incorporating our assessment protocols which include the ACES Survey and MAPS testing. These assessments allowed our staff to design a tailored academic model to meet each student's needs. While we are currently below our enrollment cap, understanding this as an urgent priority for our school we hired a new marketing company in June 2022, Brodeur Partners, and will launch a new marketing campaign for student recruitment in fall 2022.</p>	

Describe the school's general recruitment activities, i.e. those intended to reach all students.
<p><b>General Recruitment Activities for 2022-23:</b></p> <p>BDEA's recruitment focuses in three primary areas: relationships with district guidance counselors, strong communication with the Boston Re-Engagement Center, and student/family word of mouth. Students and families continued to refer friends and relatives to BDEA. Our intake sessions resumed in person and will continue to be carried out in this manner allowing us to create a personalized enrollment experience for all students and families. We have additionally created a new Admissions/Operations Specialist position who will support our Admissions Manager with recruitment and onboarding new students. We are thrilled to enhance our recruitment strategies with the support of a strengths-based new student recruitment marketing campaign which will commence in fall 2022.</p>

Recruitment Plan – 2022-23 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p>School percentage: 39.4%</p> <p>GNT percentage: 15.8%</p> <p>CI percentage: 16.5%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>BDEA's Admissions Manager will continue to host welcoming events at BDEA to increase exposure to BDEA within the community. This year we carried out two events in person and five via Zoom. 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.</p>

Recruitment Plan – 2022-23 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>The Admissions Manager will also meet regularly with SPED and 504 specialists at student sourcing schools. We will also ensure that for all visiting schools, BDEA will have SPED staff represented at the information session with BDEA. Internally our Admissions Manager meets with our Special Education team on an ongoing basis to ensure that all learning plan details for new students are properly transitioned to our staff.</p>
	<b>(c) 2022-23 Additional Strategy(ies), if needed</b>
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p> <p>School percentage: 12.9%</p> <p>GNT percentage: 13.1%</p> <p>CI percentage: 14.3%</p> <p>The school is <b>below</b> GNT percentages and <b>below</b> CI percentages</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>BDEA works to recruit EL students by offering all of our admissions and orientation information in multiple languages. Additionally, we have many members of the staff that are bilingual and help with new student orientations and with family meetings. In the prior year we worked with the BPS Translation Department to translate all admissions materials into Spanish, Chinese, Vietnamese, Crioulo, and Haitian Creole and post them to the admissions portion of our website. This year we translated the application itself to all of these languages which are accessible on our website.</p> <p>BDEA's status as a Horace Mann charter means that we recruit students from within our home district. Boston Public Schools has two schools (Boston International and Newcomers Academy and Boston Adult Technical Academy) that specifically serve EL students. BATA, moreover, is an alternative school that serves older students similarly to BDEA, but focuses almost exclusively on ELs. Because these schools are designed in this way, Boston counselors and the Re-Engagement Center will often refer students to BINCA or BATA rather than to BDEA. While BDEA is fully equipped to serve any EL students, counselors want to make sure that students are getting an educational setting that is tailored to them as closely as possible.</p>
	<b>(c) 2022-23 Additional Strategy(ies), if needed</b>
	<p><input type="checkbox"/> In SY22-23, BDEA will capitalize on having all application materials on our website translated into multiple languages (accomplished) with additional strategies:</p> <p><i>Learning:</i> The BDEA Admissions team will contact BINCA and BATA to carry out information-gathering site visits for increased learning on how best to welcome and support our own population of ELL students.</p> <p><i>Marketing:</i> We are currently working closely with Brodeur Partners, a marketing firm, to generate new language and messaging that better describes the personalized nature of our competency-based program and specific ways we</p>

Recruitment Plan – 2022-23 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>support ELL students. We will create new recruitment materials through this project by January 2023 which we will share with middle schools and high schools who refer students to us, as well as BPS central office (and BINCA and BATA).</p> <p><i>Literacy:</i> As part of our recruitment efforts we are communicating about our new literacy initiative with referring staff and schools so they better understand our ability to meet the needs of all students in a way that is both culturally competent and rigorous (while still appropriately matched to student academic level as understood by MAPS testing when students join us at BDEA).</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p><b>(a) CHART data</b></p> <p>School percentage: 77.9%</p> <p>GNT percentage: 57.8%</p> <p>CI percentage: 62.4%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Demographic data indicates that nearly 80% of BDEA students are economically disadvantaged but anecdotally we know that percentage is much higher.</p> <p>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 remain 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, undercredited 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.</p>
	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p>N/A</p>

<b>Recruitment Plan – 2022-23 Strategies</b> <b>List strategies for recruitment activities for each demographic group.</b>	
<u>Students who are sub-proficient</u>	<p><b>(d) Continued 2021-22 Strategies</b></p> <p>With the assumption that “sub-proficient” means undercredited, this is our exact target audience of students. To recruit students to BDEA 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 social emotional support and academic programming provided by BDEA. Our Admission Manager maintains ongoing communication with staff at the REC throughout the year and we will continue this communication in the coming 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 can be successful in our model. Our investment in a marketing strategy will be particularly helpful in this area in the coming school year.</p> <p><b>2022-23 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Provide additional and/or enhanced strategies needed.</li> </ul> <p>N/A</p>
<u>Students at risk of dropping out of school</u>	<p><b>(e) Continued 2021-22 Strategies</b></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. Again, more clearly articulating through a clear marketing strategy how we can support students at risk of dropping out will further support students to be successful at BDEA.</p> <p><b>2022-23 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Provide additional and/or enhanced strategies needed.</li> </ul> <p>N/A</p>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p><b>(f) Continued 2021-22 Strategies</b></p> <p>BDEA is an excellent high school option for students who have dropped out of school. Strategies to reach this population of students (collaboration with middle school counselors at feeder schools and counselors at the REC) also support recruitment for this population of students. Word of mouth is also particularly relevant for this target population as we encourage students who have previously dropped out to communicate with peers about the opportunity for high school reengagement at BDEA.</p> <p><b>2022-23 Additional Strategy(ies), if needed</b></p>



Recruitment Plan – 2022-23 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> <li>Provide additional and/or enhanced strategies needed.</li> </ul>
<b>OPTIONAL<sup>2</sup></b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2021-22 Strategies</p> <p>N/A</p> <p><b>2022-23 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>Provide additional and/or enhanced strategies needed.</li> </ul>

## RETENTION PLAN 2022-23

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.
<p style="text-align: center;"><b>2021-22 Implementation Summary:</b></p> <p>Disenrollment continues to be a challenge at BDEA. Especially for our population of students remaining in school has been difficult when trying to juggle employment, parenting and family loss. To address these significant obstacles, BDEA focused on the following retention strategies this year:</p> <ul style="list-style-type: none"> <li>Home visits. Throughout the year, our Student Support Team used data to understand which students were not attending school consistently and carried out ongoing home visits to engage both students and families. These meetings include sincere and frank discussions about the barriers to attendance so staff can help students strategize ways to get back to school.</li> <li>Revised Programming: This year we reintroduced a Blended Learning program so that students could take part in a hybrid model of education. This program had 50 students and allowed, in particular, our young parents and other students with additional responsibilities or medical needs to maintain their schooling.</li> <li>Traction Academy: After reviewing data we identified a cohort of students who were not progressing in their academic roadmap and who were at risk of dropping out of BDEA. A small group of teachers experimented by creating a sense of cohort identity among these students to support course completion. The model was impactful as prior to Traction Academy, these 28 students had completed just 22 classes; after the single semester intervention 18 of those students completed 51 courses.</li> <li>Young Parents Initiative: Similarly to Traction Academy this new group offering skills and support to young parents allowed a set of students to build a sense of connection and cohort identity. Thirteen students participated in this group which allowed us to keep young moms engaged in school that would have otherwise been discharged due to poor attendance.</li> </ul>

<sup>2</sup> Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.**

- Family Liaison: New to BDEA this year, this position allows us to engage families in a more tailored and direct way. We carried out quarterly family council meetings to help families understand happenings at the school to better support their students.
- Summer Wellness Checks: The Student Support Team carries out two to four outreach communications and/or physical home visits to all students throughout July and August.

As we look ahead to the new school year, we are making a deeper investment in this area by hiring an Attendance Coordinator who will work with all departments in the school to identify those students at risk of dropping out so we can be more efficient with intervening to re-engage students.

#### **Overall Student Retention Goal**

*The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.*

**Annual goal for student retention (percentage):**

85%

Retention Plan – 2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 14.6% Third Quartile: 14.6%</p> <p>The school's attrition rate is neither <u>above</u> nor <u>below</u> third quartile percentages, but <u>equal</u> to it</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>BDEA's retention rate suffered during COVID, remains a challenge and is currently equal to the third quartile percentage. Our students continue to juggle school and home obligations, including caring for siblings or children of their own. This year we added a full time Coordinator of Special Education Services (COSE) position, which allowed for greater focus on and increased attention to students with IEPs. This year innovative programming including Traction Academy and the Young Parents Initiative supported students with disabilities. As we look to the coming school year, the addition of our new SpEd/EL inclusion teacher will closely work with our Special Education team to further provide academic supports and retention of this population of our student body.</p>
	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. 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>
Limited English-proficient students/English learners	
Limited English-proficient students	
<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 27.3% Third Quartile: 13.5%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p>Like our students with disabilities, our EL population of students continues to face similar competing priorities which cause them to disengage from school. This year we carried out co-teaching methods to bolster in-class support for our EL students. Additionally, BDEA engaged in the first year of a three year literacy grant from the State of MA, which is supporting literacy instruction for all students across the disciplines. We intend as part of this grant to include Tier 3 supports for students generally struggling with literacy, but also for our English Learners. Our Literacy Specialist is leading this initiative within our school and we believe that the increase in literacy instruction, tailored to EL students as we develop our literacy framework and select literacy curricula in the 2022-23 school year will improve retention rates for this population of students.</p>

Retention Plan – 2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: <b>additional and/or enhanced strategies needed.</b> 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><input type="checkbox"/> Our full school focus on literacy (both in developing a framework, adopting new curriculum and creating a cycle of observation and feedback) is the primary strategy enhancement that will drive our support for EL students during the 2022-23 school year. The addition of our SpEd/EL inclusion specialist will also provide the needed academic support for our EL students.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><b>(a) CHART data</b></p> <p>School percentage: <b>18.5%</b></p> <p>Third Quartile: <b>14.4%</b></p> <p>The school's attrition rate is <b>above</b> third quartile percentages.</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The vast majority of BDEA students are economically disadvantaged and the ongoing pandemic continues to impact our families in terms of increased responsibilities at home, food insecurity and housing instability - 50 students identified as homeless at some point during the 2021-22 school year. Our students continue to need to prioritize work and family responsibilities over schooling. To increase retention we continue to focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Work-based learning: the BDEA 2.0 program is focused on this priority. We are building out construction and technology pathways initially. Allowing students to gain hands-on experience in a particular field, while still in high school, has helped students engage in school and push forward towards graduation.</li> <li>• Blended Learning Program: the flexibility afforded by this program allows students to fully engage in school while still managing their responsibilities at home and in the community.</li> <li>• We continue to invest in Student Support Services (SST). This team of teachers and staff, increased in size with the addition of a Family Liaison this year. We also contracted with Youth Harbor to have a part time Social Worker to support students with housing insecurity. Our Young Parents Initiative also added an extra line of support for our young mothers who could not find daycares in the continuation of the pandemic. The SST team provides an outlet for social emotional learning so students have a safe place to talk through challenges they are facing in order to then direct energy into academics.</li> </ul>

	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <p>The Attendance Manager will become part of BDEA's SST team supporting Community Field Coordinators to identify students who are not attending school and who are more likely to drop out.</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2021-22 Strategies</b></p> <p>As mentioned above, with the assumption that "sub-proficient" means undercredited, this is our exact target audience of students. At BDEA we provide all students with a non-judgemental and supportive culture and climate in which to complete their high school education. 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, 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 school, the more likely they will continue to attend. Student Voice, a small group of school leaders, played a particularly strong role in bringing forward student needs in the 2021-22 school year.</p> <p><b>2022-23 Additional Strategy(ies), if needed</b></p> <p>Retaining students is our primary focus in the coming school year. We know that students continue to have competing priorities in the continuation of the pandemic and we need to continue to meet both their social emotional and academic needs. Our competency-based model already allows us to meet students where they are and we will supplement this commitment with an increased focus on our literacy practice and codifying our work-based instruction to eventually replicate across our full school.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2021-22 Strategies</b></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. We continue to meet the needs of our students in the following ways:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>BDEA's ARC (Academic Review Committee) meets weekly to identify and discuss interventions for students who are not making academic</p>

	<p>progress, and an individual plan is immediately put in place to address the myriad challenges these students present.</p> <p>Our student support team meets weekly to review and discuss students who are not attending school and similar to ARC, make modifications and produces an individualized plan of support services and adjusted classes so the student can achieve academic success.</p> <p>BDEA's restorative justice practices have encouraged fewer suspensions and more student and staff responsibility for harm reduction thus encouraging students to stay engaged in school rather than being pushed out.</p> <p style="text-align: center;">●</p> <p style="text-align: center;"><b>2022-23 Additional Strategy(ies), if needed</b></p> <p>We will continue staff trainings on restorative justice with a new focus on literacy.</p> <p>We will continue to host family and student council sessions with our Family Liaison to hear directly what is needed for our students to thrive.</p> <p>We will continue our work towards becoming an anti-racist institution, which will serve to empower students and give them agency in their learning.</p> <p>We have allocated funding in the budget to develop a partnership with a daycare that will allow our young parents more flexibility to attend school.</p> <p>We will continue our Blended Learning program which allows more flexibility for students who need it in order to continue their education.</p>
<p><u>Students who have dropped out of school</u>  <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2021-22 Strategies</b></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 six (increased from four in 2021) 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>

	<ul style="list-style-type: none"> <li>● <b>2021-2022 Additional Strategy(ies), if needed</b></li> </ul> <p>Provide additional and/or enhanced strategies needed.</p> <p>Similar to students who are in danger of dropping out, we believe that the key to retaining students who have dropped out lies in two areas: 1) making sure that our students' non-academic needs are met first; and 2) making BDEA as safe and nurturing as possible so that students want to stay with us. Leveraging outside partnerships as well as internal capacity to connect students to physical and mental wellness services will be paramount, as will continuing our efforts regarding anti-racism and restorative justice.</p>
<p><b>OPTIONAL<sup>3</sup></b></p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2021-22 Strategies</b></p> <p><b>2022-23 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide additional and/or enhanced strategies needed.</li> </ul>

<sup>3</sup> Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

## APPENDIX C: SCHOOL AND STUDENT DATA TABLES

BDEA's demographic enrollment data can be found here:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04240000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	46.6
Asian	1.4
Hispanic	46.6
Native American	0.9
White	3.7
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	0.9
Selected Populations	% of School
First Language not English	35.1
English Learner	12.9
Low-income	77.9
Students With Disabilities	39.4
High Needs	87.1

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alison Hramiec	Head of School	08/20/2004 (BDEA) 07/2015 (Head of School)	
Irma Camacho	Director of Operations	01/14/2008	
Lisa Ewick	Special Education Director	10/29/2001	6/30/2022
Latashia Furtado	Director of Student Support	5/15/2013	
Leslie Hill-Singleton	Registrar	9/15/2003	
Jill Kantrowitz	Director of Institutional Advancement	09/20/2021	
Adrianne Level	Program Leader	08/25/2011 (BDEA) 08/2016 (Instructional Leader)	
Janet Platt	Co-instructional Leader	08/20/2004 (BDEA) 08/2017 (Instructional Leader)	
Rawchayl Sahadeo	Co-instructional	8/31/2019	



ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
	Leader		
Margaret Samp	Director of Post-Graduate Planning	08/25/2001	
Camella Scott	Data and Accountability Manager	10/29/2018	

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	28	0	1	Chose to end employment
Other Staff	29	3	4	5 Chose to end employment, 1 Retired, 1 terminated due to lack of certification (CFC)

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	12
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	25

#### Members of the Board of Trustees for the 2021-22 School Year

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Cris Rothfuss	Chair	Executive, Data	3	10/15/18 - 06/30/20 07/01/20 - 06/30/22 07/01/22 - 06/30/24
Spencer Blasdale		Data, Head of School Evaluation	4	10/26/15 - 06/30/17 06/30/17 - 06/30/19 06/30/19 - 06/30/21 06/30/21 - 06/30/23
Maddrey Goode	Vice-Chair	Executive, Facilities	2	08/01/19 - 06/30/21 07/01/21 - 06/30/23
Jennie Hallisey		Data	1	09/01/20 - 06/30/22

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR				
Salesia Hughes-Hibbert	Non-voting member/Parent		1	08/01/21 - 06/30/23
Perry Hull		Facilities	1	08/01/21 - 06/30/23
Alisa Hunter		Data	1	08/01/21 - 06/30/23
David Jones		Facilities	2	09/01/18 - 09/01/20 09/01/20 - 06/30/22
Jumaane Kendrick		Facilities	1	08/01/21 - 06/30/23
Spencer Kimball		Data	4	11/24/14 - 06/30/16 06/30/16 - 06/30/18 07/01/18 - 06/30/20 07/01/20 - 06/30/22
Lisa Laguerre			1	08/01/21 - 06/30/23
Sonya Page	Trustee		2	08/01/19 - 06/30/21 07/01/21 - 06/30/23
Norma Suárez Quiles	Non-voting member/Parent	Facilities	1	08/01/21 - 06/30/23
Evelyn Zayas	Treasure	Executive, Finance	3	10/15/18 - 06/30/20 07/01/20 - 06/30/22 07/01/22 - 06/30-24
<i>Jill Kantrowitz (ex officio)</i>		<i>Data, Facilities, Finance</i>	<i>n/a</i>	<i>n/a</i>
<i>Alison Hramiec (ex officio)</i>		<i>Data, Facilities, Finance</i>	<i>n/a</i>	<i>n/a</i>

## 2022-23 Board of Trustee and Committee Meeting Schedules

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR (To Be Finalized Sept 2022)	
Date/Time	Location
09/13/22 - 5:30pm - 7:00pm	Zoom
10/15/22 - 8:30am - 12:30pm	BDEA, 20 Kearsarge Ave, Roxbury MA, 02119
11/15/22 - 5:30pm - 7:00pm	Zoom
01/10/23 - 5:30pm - 7:00pm	Zoom
03/07/23 - 5:30pm - 7:00pm	Zoom
04/11/23 - 5:30pm - 7:00pm	Zoom
05/09/23 - 5:30pm - 7:00pm	Zoom
06/06/23 - 5:30pm - 7:00pm	Venezia Restaurant, 20 Ericsson St, Boston, MA

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Executive Subcommittee	First Thursday of each Month, 1 Hour	Zoom
Facilities Subcommittee	08.30.22, again December, February, April, May, 1 Hour in last two weeks of month	Zoom
Finance Subcommittee	09.29.22 (audit review), again December, February, April, June, 1 Hour in last two weeks of month	Zoom
Marketing Subcommittee	December, February, April, May, 1 Hour in first two weeks of month	Zoom

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### Key Leadership Changes for School Year 2022-23

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Maddrey Goode	maddreygoode@masshirebostoncareerctr.org	New position
Charter School Leader	Alison Hramiec	ahramiec@bostonpublicschools.org	No Change
Assistant Charter School Leader	N/A	N/A	No Change
Special Education Director	To Be Hired		Open Position
MCAS Test Coordinator	Camella Scott	cscott2@bostonpublicschools.org	No Change
SIMS Coordinator	Leslie Hill Singleton	lhill@bostonpublicschools.org	No Change
English Learner Program Director	Rawchayl Sahadeo	rsahadeo@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
Admissions Manager	Magdalene Moise	mmoise@bostonpublicschools.org	No Change
[Title - other] Director of Institutional Advancement	Jill Kantrowitz	jkunkel@bostonpublicschools.org	New (09/20/21)

### Facilities

Due to space constraints dating back to 2018, our BDEA 2.0 program is now housed at the Timilty building so our operations and activities are split between two campuses. While the Timilty was slated to close at the end of SY 2022, with the addition of the previously-mentioned health center at 20 Kearsarge in SY 2023, we were able to advocate to BPS for more space and have been granted the ability to expand our programming within one full floor of the Timilty building. In the next five years we will work in close partnership with BPS to establish a clear plan that will allow us to be housed in a state of the art facility that honors the social, emotional and education needs of our students - who deserve no less.

Location	Dates of Occupancy
20 Kearsarge Ave Boston MA 02119	August 2003 - Present
205 Roxbury Street Boston MA 02119	July 2019 - Present

**Enrollment**

“Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1. Every charter school shall conclude its principal enrollment process no later than March 15 of each year” (603 CMR 1.05 (3)(c)).

Action	2021-2022 School Year Date(s)
Student Application Deadline	02/21/2022
Lottery	03/01/2022

Action	2022-23 School Year Date(s)
Student Application Deadline	02/21/2023
Lottery	03/01/2023

**Please schedule the lottery date within a timeframe that allows the school to submit required and time bound pre-enrollment and waitlist data by March 15, 2023.**