



Boston Day and Evening Academy
A Horace Mann Public Charter School

Annual Report for School Year 2019-20
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Boston Day and Evening Academy

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Table of Contents

Introduction to the School	
School Performance and Program Implementation	3
Faithfulness to Charter	4
Mission and Key Design Elements	4
Amendments to the Charter	8
Access and Equity	8
Dissemination	10
Academic Program Success	12
Student Performance	12
Program Delivery	13
Organizational Viability	13
Organizational Structure of the School	13
Budget and Finance	15
ADDITIONAL INFORMATION	18
Accountability Plan	18
Recruitment and Retention Plan	25
School and Student Data	34

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)	2002, 2007, 2012, 2018
Maximum Enrollment	405 (505 as of 1/2020)	Enrollment as of (fill in the date)	387 as of 6/1/2020
Chartered Grade Span	High School	Current Grade Span	High School
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (fill in the date)	55 as of 7/1/2020
Final Number of Instructional Days during 2019-2020 School Year ¹ Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	120 in person days; 60 remote days		
School Hours	9:00am - 3:30pm	Age of School as of 2019-2020 School Year	22
Mission Statement: <i>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.</i>			

❑ School Performance and Program Implementation

In SY18-19, BDEA was re-chartered for the 4th time, making it one of the oldest, consistently operating alternative public charter schools in Massachusetts. In the last 25 years, BDEA has grown from a diploma-granting night program serving 25 students to a full-fledged student-centered, competency-based high school serving over 400 students. BDEA’s success in providing rigorous academic programming while also ensuring that the social, emotional, and physical needs of its young men and women is highly apparent: in SY 19-20, BDEA was approved for an enrollment cap increase to 505 students. BDEA does not, however, believe in resting on its laurels: instead, over the last two years we have sought to improve upon our highly supportive

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of “in person” days and the number of “remote learning” days.

model in order to reach those students who were not experiencing success in our program and to provide students with a stronger foundation for post-graduate success.

In SY 19-20, BDEA embarked upon a new strategic planning initiative, which seeks to completely shift the paradigm of what it means to “do school.” After a sweeping stakeholder feedback process which included staff, students, families, Board Members, and community partners, BDEA identified five strategic priority areas. The foundation of all these lies in Priority 1: “Becoming an Anti-Racist Institution.” BDEA recognizes that the manner of operation for K-12 schools across our country is derived from an historically oppressive white-dominated social system. Only by dismantling these practices can we truly reach our students and ensure their success. Along with this work, we will embark upon the work of our other strategic priorities: strengthening student programming, defining data for learning, planning for organizational stability and sustainability, and articulating our practice. Together, these priorities will redefine BDEA as an institution, and will entail broad-reaching reform within the school on behalf of our students.

Along with our strategic planning, since SY 17-18, BDEA has designed, piloted, and launched a new program (now dubbed BDEA 2.0). Presently housed at the Timilty Middle School, BDEA 2.0 has been co-designed by students and staff to primarily address the needs of our young men of color who were not experiencing as positive outcomes as their peers (defined by attendance, benchmark completion, and a sense of connectedness to their schooling and community). This program saw a strong pilot year in 18-19 with 30 students, followed by a refined launch year in 19-20 with 50 students. BDEA 2.0 places a strong focus on work-based learning, relevant project-based instruction, and a culture of shared ownership and responsibility. The work of BDEA 2.0 not only helps to inform our practice at the flagship campus, but also serves as a model for how school can look and feel different for our students.

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:

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.

In School Year 19-20, the Science, Math, and Humanities Departments continued their work in aligning competencies and benchmarks with the MCAS 2.0, based on data from our most recent tests. The departments worked together to analyze gaps in students’ understanding and address those gaps through increased attention to skill areas, as well as improved interventions. Along with this, all departments focused on rigorous instruction and ensuring that all students are exposed to and prepared for grade-level work. The Math Department revisited their rubrics to ensure commonality when assessing students against competencies. To support students with disabilities and EL students, the Humanities Department created a new co-teaching model, which included double blocks co-taught by a Humanities teacher and interventionist for our ELD Level 2 and 3 students. In order to provide rigorous and relevant learning opportunities for all students, the departments leveraged community based partnerships that BDEA teachers and staff have cultivated over the years - in Science, learning objectives are tied to experiences at Vertex Pharmaceuticals and Harvard

MedScience. In Humanities, a partnership with Actor Shakespeare Project brings drama and theatre to the classroom experience.

All three departments additionally placed a strong focus on culturally relevant teaching. In the Science Department, team members joined a Boston Public Schools teacher “hangout” group, where they discussed culturally relevant teaching practices and received feedback from peers. The Humanities Department created an electronic archive of culturally responsive teaching tools and resources to be shared throughout the school. Additionally, several members of the Humanities Department worked with team members from BDEA 2.0 to re-envision Humanities competencies through a lens of empowerment. These new emancipatory competencies will form the basis of Humanities instruction at BDEA 2.0 and will begin to inform instruction at our flagship program.

At BDEA 2.0, staff continued their work in designing relevant, project-based learning experiences with emancipatory themes embedded in the content competencies. In math projects, students explored “math through a lens of activism,” scrutinizing mass incarceration rates and other emancipatory themes. In Science, students learned to grow and nurture their own plants while learning about ecosystems - this continued during the COVID closure, as BDEA 2.0’s science teacher dropped off “Let’s Grow” kits to each student in her class. An interdisciplinary math and history project, which continued during the COVID closure, studied the impact of housing policies on families and communities of color in Boston. This type of relevant, project-based learning is a reflection of BDEA 2.0’s commitment to providing students with “learning that sticks.”

For all BDEA teachers, the closure of school due to COVID-19 brought an entirely new set of challenges to our community. BDEA teachers began online instruction on the first day after closure, working tirelessly to convert their classes to both synchronous and asynchronous remote learning. Having already moved their course content onto PowerSchool Learning in previous years, BDEA teachers were a step ahead in making this transition, and added regular Zoom meetings (both full group and small group) to supplement the instructional materials that exist on PowerSchool Learning. All of our teachers, however, found that engaging students online is very challenging, perhaps particularly for the student body we serve. Many BDEA students have financial and family obligations that mean that they are full time in the workforce or full-time caregivers. Finding the right balance to ensure that students continue on their roadmap successfully is work that our teachers continue to undertake as we move into next school year. Additionally, BDEA teachers are working this summer to incorporate more direct instruction into their PowerSchool Learning courses - currently, the system is used to house curriculum materials, but will need to include videos and other instructional tools to better serve as a full remote learning solution.

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

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

Throughout their roadmap, BDEA students have access to a number of College and Career exploration and readiness courses, ranging from skill-based Career Readiness classes to hands-on learning opportunities through our community partner organizations. Students can explore the medical field via a course at Harvard MedScience, learn about the pharmaceutical industry at Vertex, develop coding and drafting skills at the Clubhouse Network, or discover a passion for welding at Stonybrook Fine Arts. Along with these standing courses, students have access to “PGP Tuesdays,” where college or industry representatives come to BDEA to talk about their field or opportunities at their school. Through PGP Tuesdays, students can develop a sense of the wide scope of career opportunities available to them post-graduation, and get inspired to try out new fields they were previously unaware of. In SY19-20, PGP hosted over 25 workshops or speakers (fewer than usual due to COVID closure).

In SY19-20, BDEA had 45 graduates over the course of our four graduation ceremonies (September, December, April, and June). Of those, 42% went directly to a 2 or 4 year college, while 20% pursued a career or technical training program or the military. Across the board, BDEA had a higher number of students than usual who pursued full-time employment or who took a gap year (37%), largely as a result of the economic pressures of COVID-19. BDEA’s culminating roadmap experience, the student Capstone project, continued seamlessly despite remote learning, with students presenting their research projects via Zoom almost immediately after our physical closure in March. Given the modifications and accommodations made for all capstone students during COVID, BDEA students still had an equitable opportunity to graduate on time. We anticipate a number of additional graduates in September due to extended summer learning for Capstone completions.

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

As a Horace Mann charter school, BDEA places a high value on continued learning for all adults in our building. Regular professional development has always included collaborative learning time in departments, new teacher support groups, seminar workgroups for those teaching our newest students, and leadership opportunities such as Department Head Plus (consisting of department heads plus an additional team member from each department) and Instructional Leadership Team. In School Year 19-20, we reorganized many of our monthly meetings around our strategic priorities. Teachers self-selected into four workgroups: 1) Making BDEA an Anti-Racist Institution; 2) Strengthening Student Programming; 3) Data Systems Design; and 4) Bolstering Student Attendance. Each workgroup is responsible for a set of strategic priority benchmarks. Each is led by two administrators and, in most cases, by an outside consultant who helps to frame and guide the work.

In addition to our strategic planning workgroups, we continued as a whole staff to engage in race and equity professional development to further our whole school goal of becoming an anti-racist institution. Meeting at least monthly as a whole group, we explored the impact that white dominant culture has had not only on the world at large, but also on our school specifically. We have examined the structures that underpin many of the decision-making processes at BDEA, and have begun the process of dismantling those structures. We also meet at least monthly in our White Caucus and Global Majority Caucus to share experiences and explore the impact that systemic racism has had on our own lived experiences and how that plays out in our dealings with our colleagues and students.

Outside of their work in our race and equity PDs and strategic planning workgroups, many members of the BDEA staff have engaged in additional professional development. Two teachers won a Teacher Leadership Grant through the Boston Teachers’ Union that allowed them to conduct research into the unique needs of our special education students in terms of social emotional learning and self-regulation - this informed their work in the workgroup centered around strengthening student programming, as they brought additional expertise in the realm of SEL instruction. BDEA also had a contingent of staff members who participated in district Restorative

Justice training, which supports these areas as well. Several staff members also participated in the LearnLaunch Conference, and gained valuable insights into the future of work-based learning. Several members of the Science Department also engaged in a professional learning series via Mass BioEd, earning graduate credit and strengthening BDEA's relationship with that organization. Finally, a contingent of BDEA 2.0 staff members attended a project-based learning conference via the Buck Institute, bringing back valuable insights to their departments.

Our work in strategic workgroups, restorative justice PD, and our race and equity sessions have continued throughout our time in remote learning. We recognize this as work that cannot be placed on the back burner: it is imperative that we continue these conversations regardless of the setting. BDEA met twice in strategic planning workgroups post-closure, and nearly weekly in our race and equity caucuses. This work, already begun over the last couple of years, became all the more urgent in light of the current unrest and racial injustice gripping our nation. BDEA seeks to become an institution where we will actively combat racism for both our staff and students of color.

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

BDEA continues to build upon our robust student support model, leveraging both internal talent and external community partnerships. Upon enrollment, all students are paired not only with an advisor, but also with a student support team member who becomes their "go-to" person in times of distress. The student support team, with backgrounds in social work, psychology, and other related backgrounds, are highly adept at supporting our students not only in their own capacity, but in connecting students with necessary resources both in school and outside of school. Our student support team goes well beyond mediation and student discipline: they are truly the staff who come to know our students best, and who ensure that students' non-academic needs are met so that they can be successful in school.

BDEA's Student Support Team partners with organizations such as Wediko Children's Services and Youth Harbors to provide clinical counseling, along with our internal social worker and clinical psychologist. For housing and other resources, BDEA maintains strong partnerships with Catie's Closet, Youth Harbors, Rosie's Place, and the Home for Little Wanderers. For students needing medical attention, both physical and mental, we are able to refer students to the Whittier Street Health Center or the Dimock Community Health Center. In maintaining these strong relationships, BDEA is able to connect students to necessary resources and support their physical, emotional, and mental wellbeing. This would not be possible without our community partners, and is additionally strengthened by our relationship with area schools such as Simmons, Wheelock, and Boston College, who provide interns in counseling. This year, SST put a strong emphasis on improving student attendance. As part of the strategic planning implementation, a committee of staff members gathered information regarding student attendance patterns, reasons for missing school, etc. They collected best practices around attendance from other schools in the area, and are currently exploring changes to our school model that could help bolster attendance.

Our Student Support Team, in addition to providing these critical resources (as well as conducting student-student and student-teacher mediations), also run weekly support groups for any students who are interested and in need. These range from our Gay-Straight Alliance (GSA) to our Young Mothers' Group. These groups provide students with informal therapy or counseling sessions, but also grant them access to additional resources (for example, our Young Women's Empowerment Group has worked with Madison Park Development Corp to obtain job readiness skills and access to internships). One of our SST members also launched, for the first time in many years, a BDEA men's basketball team. The team not only allows students to participate in athletics at BDEA (rather than playing elsewhere), but also helps keep them engaged in school and in their academics.

When BDEA closed due to COVID-19, the Student Support Team immediately sprang into action to ensure that our students' needs continued to be met despite our remote setting. The team connected students and families with housing and unemployment relief opportunities via the City of Boston, and reached out frequently to all families to determine who lacked access to technology, internet, food, or housing. SST created a student tracking system that pulled from our student information system to determine which students were not engaging with their school work, or who were not receiving regular contact from staff. They devised a three layer system for supporting students, organizing advisories into "pods" that would be supported by a member of the SST team, as well as an administrator. SST pulled data weekly and analyzed together which students were at most risk of disengaging. They conducted phone and in-person check ins with any students they identified to ensure continued success at BDEA.

A. Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
1/28/2020	Increased enrollment to 505	Approved

Access and Equity: Discipline Data

A. <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04240000&orgtypecode=5&=04240000&>

B.

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	549	18	0	2.7	.5
English Learner	65	2			
Economically Disadvantaged	385	15	0	3.4	.5
Students with Disabilities	160	9	0	4.4	1.3
High Needs	448	18	0	3.3	.7
Female	283	15	0	4.2	1.1
Male	265	3	0	0	0
American Indian or Alaska Native	3	0	0	0	0
Asian	5	0	0	0	0

African American/Black	259	12	0	3.9	.8
Hispanic/Latino	239	4	0	0	0
Multi-race, Non-Hispanic/Latino	11	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	32	0	0	0	0

C.

BDEA believes strongly in building a culture for all students and staff members that is safe, supportive, and inclusive. To that end, our staff is trained in a restorative justice approach, and relies upon relationship building rather than strict discipline measures. BDEA staff members are respectful of our students as adults, but also understand that students' life circumstances sometimes cause them to struggle to remain focused in school. By providing students with at least two dedicated caring adults (an advisor and a student support team member) when they enroll, they are able to form strong, trusting, and meaningful relationships with adults in the building -- research shows that this often can lead to more positive outcomes. BDEA assesses all students for risk factors at intake, and lays the groundwork for a support network even before students enter our building.

Our data shows that nearly 33% of students who come to BDEA were suspended at least once prior to coming to us; on average, those students were suspended 2.6 times in their school career. We believe that these suspensions can be attributed, at least in part, to a punitive discipline system. Our stance that a preventative approach, grounded in personal relationships with students and an understanding of their life circumstances, is effective is substantiated by BDEA's low suspension rate of 2.7%. 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

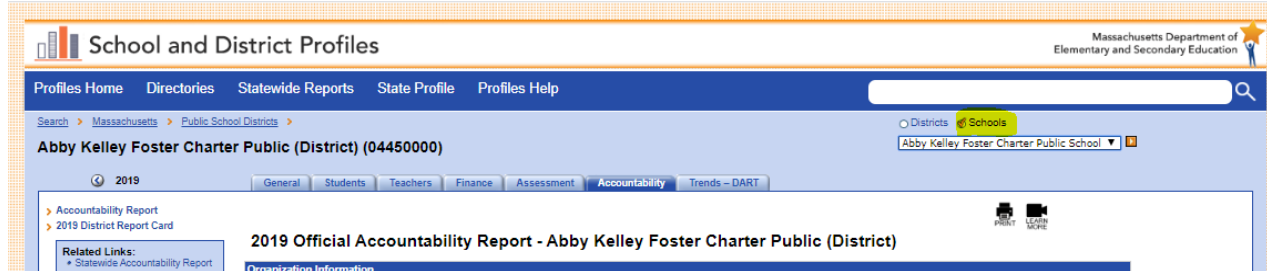
Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Introduction to student-centered, competency-based, trauma-sensitive programming	Visits to the school from educators interested in learning about competency-based education and systems and structures that support a safe and supportive school culture and climate.	Director of Institutional Advancement, Advancement Associate, Instructional Leaders, teachers, students	In school year 19-20, we hosted 91 visitors in our monthly, 3-hour visits from Sept-Feb (Mar-June visits cancelled due to COVID)	We revise our materials regularly so that visitors are always receiving information that is up-to-date and pertinent to the program development needs of the visitors.
BDEA offers summer learning labs that instruct and coach educators in student-centered, competency-based, trauma-sensitive programming	REAL Summer Institute	Head of School, Co-Instructional Leaders, Director of Advancement, Advancement Associate, content teachers, students, thought partners (instructional coach/consultant)	Schools from PA, IL, MA (Boston, Brookline, Attleboro, Everett)	The pilot program for REAL was initially funded by the Nellie Mae Education Foundation, which provided stipends for teaching staff to create the materials and coaching model that we have continued to revise and use each summer since 2011. The funding for REAL has since been brought in-house, but we remain committed to working each year to tailor the experience for each new incoming group. Each year, we survey participants ahead of REAL to ensure that we are aligning our programming to the focus areas of the attendees.

Work-based learning strategies	Co-drafted proposal to EdVestors with in-district BPS alternative school. Selected to participate in sharing panel.	Director of Advancement, Head of School	Dissemination event (showcase) cancelled by EdVestors due to COVID	N/A
Best practices in alternative education	Youth Transitions Taskforce	BDEA 2.0 Program Leader, BDEA 2.0 Humanities Teacher, Head of School	Regular meetings with Boston Public Schools, the Boston Private Industry Council and the Boston Re-Engagement Center	Part of a greater Boston opportunity youth network sharing best practices around dropout prevention, engagement, and student support.
Engaging project-based and relevant learning experiences	Barr Foundation/ Springpoint Leadership Convening	BDEA 2.0 Program Leader	Regular convenings with other Barr grantees across New England	Part of Barr Foundation grantee cohort, BDEA has participated in workshops led by Springpoint with other districts across region to improve practice around relevant, project-based learning
Culturally relevant practices and anti-racism strategies	DESE Systems for Student Success Cohort	Director of Advancement, Humanities Teacher, Math Teachers (2)	Zoom meetings with other grantee districts across MA (15 in total)	Part of a grant awardee convening for districts selected to participate. Grant report forthcoming in FY21. BDEA selected by DESE staff to share practices with other districts.

Academic Program Success

Student Performance

- A. <http://reportcards.doe.mass.edu/2019/04240505>
- B.



2019 Official Accountability Report – [Boston Day and Evening Academy]	
Overall classification	Requiring Assistance or Intervention
Reason for classification	Low Graduation Rate, Low participation rate: Afr. Amer./Black -Economically disadvantaged -High needs -All students
Progress toward improvement targets	30% (Moderate Progress)
Accountability percentile	N/A (not calculated for our school)

BDEA continues to progress towards meeting our Improvement Targets. Our recruitment strategies ensure that we avoid mission drift, and continue to serve students who are over age for high school and at least two years behind grade level. For all students enrolled in SY19-20, the average reading level at intake was between 6th and 8th grade (math levels are similar). On average, students enter BDEA at age 17.6, with 5 or fewer high school credits on their transcripts. Despite the setbacks they have experienced, including a transition to remote learning in March 2020, students who attend BDEA at least half of the time, on average, complete 5 courses per year and graduate within 2.9 years. BDEA considers this evidence of academic improvement to be indicative of the efficacy of our model.

As an alternative Horace Mann Charter School serving students from across Boston who have not found success in traditional models, BDEA is keenly aware that our students present with higher than average risk factors that may contribute to higher dropout rates than their peers. Many BDEA students have already dropped out of school and returned, and as such, we know that we must provide a much higher level of support than a traditional charter school. Year to year, BDEA’s Board of Trustees reflects upon the Department of Education’s dropout and graduation rates. We consider our five and six year graduation rate to be of primary concern, as our students universally arrive at BDEA already off-cohort, and it is highly unlikely, given our mission, that our four year rate will improve to a considerable degree. Our small cohort size means that our graduation and dropout percentages fluctuate considerably (due to small sample

size). BDEA also sees our graduation rates as tightly correlated to the status of our incoming cohorts each year: in some years, average student transcript credits upon entry fluctuate, which directly impacts our projected graduation rates. BDEA offers four graduation ceremonies per year so that students can immediately embark upon their post-graduate plans. We are pleased that our rate at which students enter a constructive post-graduate opportunity such as college or apprenticeship consistently falls above 70% (this year notwithstanding due to COVID).

Academic Program

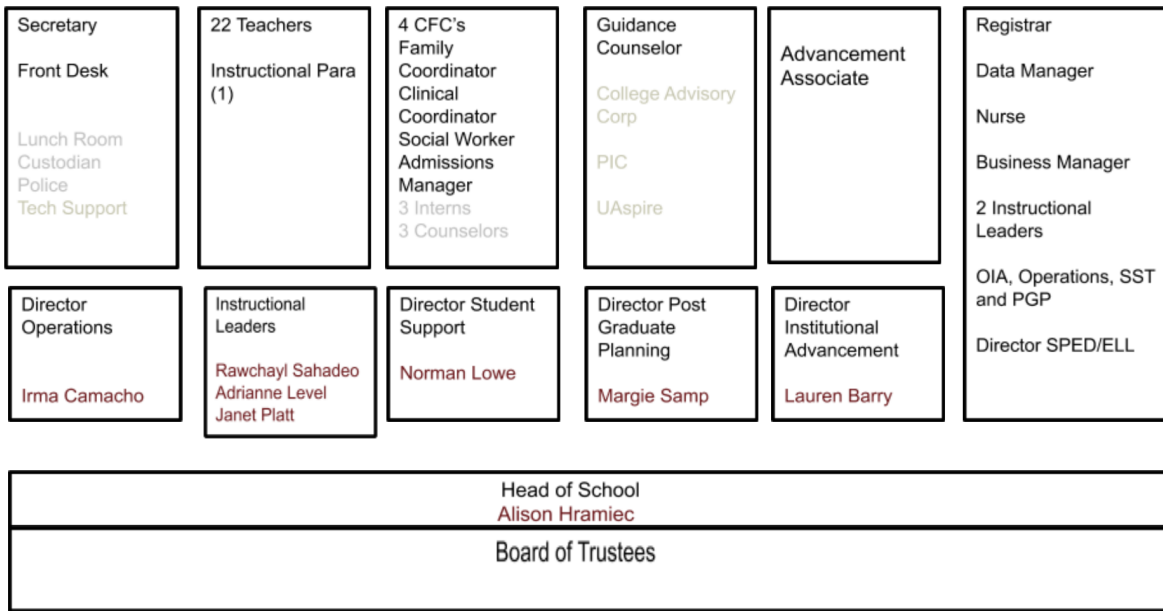
BDEA made a significant shift in our academic programming in FY19-20 due to the transition to remote learning in March due to COVID-19. While teachers already had much of their curriculum uploaded to PowerSchool Learning, the setup of these courses was geared more towards supplementing classroom instruction and housing materials than towards a full-fledged online learning model. To address the lack of direct virtual instruction, teachers supplemented these PowerSchool courses with synchronous video instruction via Zoom. Along with regular classroom instruction, BDEA made the shift to virtual support for students with IEPs and English Learners - we continued our usual push-in and individual support models virtually. For next year, teachers plan to work towards incorporating more direct instruction into PowerSchool. Additionally, BDEA teachers are working over the summer to create models for high quality, engaging, relevant competency-based instruction that can be adapted as needed for in-person, hybrid, or remote models - this may include virtual project-based instruction and continued partnership with community organizations who can provide experiential learning opportunities remotely. These new models will be based upon our existing rigorous, standards-aligned competency-based programming that has existed at the school for many years, but with an eye towards envisioning how BDEA can better support students in need of flexible learning environments.

Organizational Viability

Organizational Structure of the School

In School Year 19-20, BDEA made no major structural changes to the organizational structure of the school. BDEA continues to uphold our values regarding distributive leadership: we have one Head of School, a leadership team composed of instructional leaders, student support team directors, the Director of Post-Graduate Planning, 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 curriculum, and a Department Head Plus team with two members from each department (the head of the department plus one additional). This year, BDEA did make changes to the Department Head selection process, which includes a formal selection process. Department Heads will now serve 2 year terms for a maximum of 4 consecutive years to allow for new ideas and shared leadership.

BDEA ORGANIZATION CHART SY20-21



A. Network Structure or Multiple Campus Organizational Structure

In School Year 19-20, BPS allocated additional building space to account for the increased enrollment at BDEA 2.0. Now operating as a small satellite campus, BDEA 2.0 resides in the Timilty Middle School building within its own wing of the school. The BDEA 2.0 program leader continues to serve as the onsite administrator for the satellite, with the support of the entire BDEA flagship leadership team (the two locations are less than one mile distant from each other, which allows for frequent visits between buildings). The Board of Trustees has and will continue to govern both the flagship program and BDEA 2.0. BDEA's goal is to eventually secure a space large enough to house both programs under one roof.

Budget and Finance

A. Income Statement

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2020 - UNAUDITED

	SCHOOL	FOUNDATION	COMBINED June 30, 2020
REVENUES			
District Funding (per pupil)	\$ 4,353,313		\$ 4,353,313
District Funding (in-kind)	2,257,417		2,257,417
Government Grants & Funding	677,505		677,505
Private Support			-
Contributions - Component Unit	200,000		200,000
Contributions - Individuals & Foundations	42,957	123,455	166,412
Total: Private Support Funding	242,957	123,455	366,412
Student Programs & Other	14,790	7,064	21,854
Release from Restriction	-		-
Interest & Dividends	12,611	5,790	18,401
Total Revenues	\$ 7,558,593	\$ 136,309	\$ 7,694,902
EXPENSES			
Salaries & Related	5,843,246		5,843,246
Administrative Costs	53,447	2,945	56,392
Professional Fees	183,619		183,619
Instructional Services	40,373		40,373
Other Student Services	192,473	3,500	195,973
Operation & Maint of Plant	449,802		449,802
Grant Expense - Component Unit	-		-
Depreciation & Amortization	18,951	80,224	99,175
Advancement	2,999		2,999
Other Costs	766,001		766,001
Total Expenses	\$ 7,550,911	\$ 86,669	\$ 7,637,580
CHANGE IN NET ASSETS	\$ 7,682	\$ 49,640	\$ 57,322

B. Statement of Net Assets

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT

STATEMENT OF NET ASSETS AT JUNE 30, 2020 - UNAUDITED

ASSETS	COMBINED		
	SCHOOL	FOUNDATION	June 30, 2020
Current Assets			
Cash and Cash Equivalents	856,099	778,209	1,634,308
Accounts Receivable	272,960		272,960
Other Current Assets			
Prepaid Expenses	14,439	35	14,474
Deposits	-		-
Due from Related Parties	218,395	(218,395)	-
Total Other Current Assets	232,834	(218,360)	14,474
Total Current Assets	232,834	559,849	792,683
Fixed Assets, net of depreciation	23,543	51,224	74,767
TOTAL ASSETS	\$ 1,385,436	\$ 611,073	\$ 1,996,509
LIABILITIES			
Current Liabilities			
Accounts Payable	22,810		22,810
Credit Cards	318		
Other Current Liabilities			
Accrued Expenses	10,200	1,669	11,869
Accrued Payroll & Taxes	(2,733)		(2,733)
Payroll Withholdings	12,991		12,991
Deferred Revenue	-		
Due to/from Host District	53,352		53,352
Total Other Current Liabilities	73,810	1,669	75,479
Total Current Liabilities	96,938	1,669	98,607
TOTAL LIABILITIES	\$ 96,938	\$ 1,669	\$ 98,607
Net Assets			
Unrestricted	1,280,816	559,786	1,840,582
Temporarily Restricted	-	-	-
Net Income	7,682	49,639	57,321
Total Net Assets	\$ 1,288,498	\$ 609,405	\$ 1,897,903
TOTAL LIABILITIES & EQUITY	\$ 1,385,436	\$ 611,074	\$ 1,996,510

C. Approved FY21 Budget (voted on and approved by Board of Trustees on 6/16/2020)

Boston Day & Evening Academy						
FY 2021 Proposed Budget						
Code		FY 20 Budget Approved	FY21 Budget Proposed	\$ variance YoY	% variance YoY	Notes
REVENUE						
1a	Tuition	4,353,313	4,991,935	638,622	15%	
2a.1	Tuition - in kind	2,432,146	2,639,687	207,541	9%	
1b	Government Grants	619,603	510,000	(109,603)	-18%	Flat-funding FY20 grants; some rollover grants may be added here
1c	Private Contributions - Restricted	200,000	81,000	(119,000)	-60%	Private grants into Foundation will be released to school here (ex: Barr)
1d	Private Contributions - Unrestricted			-		
1e	Grant from BDEA Foundation	-	-	-		Can use to plug deficit if desired
1f	Interest & Miscellaneous Income			-		
	TOTAL REVENUE	7,605,062	8,222,622	617,560	8%	
EXPENSES						
2a	BPS-Paid Salaries	4,282,300	4,900,547	618,247	14%	
2b	BDEA-Paid Wages & Stipends & Payroll expense	132,900	165,000	32,100	24%	
2b.1	Payroll Taxes - in kind	55,670	63,707	8,037	14%	
2c	Payroll Taxes	10,167	11,858	1,691	17%	
2c.1	Employee Benefits - in kind	963,518	1,127,126	163,608	17%	
2d	Grant-funded Benefits	-	-	-		no BPS staff charged to grants in FY20, only in-kind benefits paid for staff
2e	Professional Development	72,000	72,000	-	0%	
	Total Personnel Costs	5,516,555	6,340,237	823,682	15%	
3a	Program Expenses & Student Events	257,850	143,000	(114,850)	-45%	
3b	Alumni Activity & Post-Grad Program Expenses	15,200	15,200	-	0%	
3c	Materials/Supplies	66,200	55,000	(11,200)	-17%	
3d	Technology	25,000	30,000	5,000	20%	
	Total Student & Program Costs	364,250	243,200	(121,050)	-33%	
4a	Professional Fees & Consultants	231,290	178,500	(52,790)	-23%	
4b	Facilities Expenses	23,000	19,000	(4,000)	-17%	
4b.1	Buildings & Grounds - in kind	513,193	526,231	13,038	3%	
4c	Board of Trustees Expenses	3,000	2,000	(1,000)	-33%	
4d	Supplies, Travel & Meetings, Postage, Fees	24,500	15,000	(9,500)	-39%	
4e	Insurance	23,000	23,000	-	0%	
4f	Advancement	17,500	13,000	(4,500)	-26%	
4g	Depreciation	20,000	20,000	-	0%	
4h	Miscellaneous Expenses	8,638	2,000	(6,638)	-77%	
4f.1	BPS Purchased Services & Transportation	899,766	922,624	22,858	3%	
	Total Administrative Costs	1,763,887	1,721,355	(42,532)	-2%	
	TOTAL EXPENSES	7,644,692	8,304,792	660,100	9%	
		159%				
	Surplus/Deficit	(39,630)	(82,170)	(42,540)	107%	

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	405
Number of students upon which FY21 budget tuition line is based	444
Number of expected students for FY21 first day of school	444
Please explain any variances: <i>Because BDEA's cap has not yet been updated with the Department of Education, we have been limited to the old cap of 405.</i>	

- D. Provide a capital plan for FY21
 a. No Capital Plan for FY21.

Additional Information (Aligned with Charter School Statute and Regulations)

APPENDIX A

Accountability Plan Evidence 2019-2020

Faithfulness to Charter

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: BDEA will implement student-centered academic programming and assessments for students who struggled to make progress at a traditional middle or high school. (Aligns with key design element #1.)</p>		
<p>Measure: Annually, based on students' documented and reported histories, 100% of students enrolled in BDEA have struggled to make progress at a traditional middle or high school because of the following:</p> <ul style="list-style-type: none"> ● the need for additional academic support ● struggles with mental health ● physical health ailments ● family or personal trauma ● additional familial responsibilities (e.g., single parenting) ● behavioral issues resulting in suspension or expulsion 	<p align="center">Met</p>	<p>82% of BDEA's currently enrolled students and SY19-20 graduates enrolled with academic risk factors, were 18 years old or older, and were further than one year from graduation.</p> <p>Of the remaining students who entered BDEA younger than 18 and close to graduation, 65% of those students report non-academic risk factors.</p> <p>2.6 mental health risk factors exist for every 1 student enrolled at BDEA</p>
<p>Measure: Each trimester, students that have an average class attendance of 70% or greater will demonstrate competence (demonstrate knowledge and skill of benchmarks required of that class) in 70% or greater of their courses each trimester.</p>	<p align="center">Partially Met</p>	<p>In Trimester 1 of SY 19, 49.2% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 2 of SY 19, 44.4% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 3 of SY 19, 70% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p>

<p>Measure: Annually, all students testing at or below the 6th grade level who participate in literacy and numeracy support classes will have math and humanities classes' completion rates on par with their peers who have not participated in support classes.</p>	<p>Met</p>	<p>Literacy and humanities support classes are helping students complete english and history classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>61.4% of students enrolled in literacy support courses completed at least one humanities class in SY 19</p> <p>43.2% of students not enrolled in literacy support completed at least one humanities class in SY 19</p> <p>Numeracy and math support classes are helping students complete math classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>65.9% of students enrolled in math support courses completed at least one math class in SY 19</p> <p>46.2% of students not enrolled in math support completed at least one math class in SY 19</p>
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Dissemination

	<p>2019-2020 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: BDEA will continue to enhance its role for local, regional, national and international educators as a model for the dissemination of competency-based, student centered learning.</p>		
<p>Measure: Each year, BDEA will host monthly school visits from local</p>	<p>Met</p>	<p>This year, the school hosted 91 visitors to the school in monthly 3 hour visits, in addition to several visits specifically for</p>

and national educators as documented by visitor logs.		education networks from Boston and across the country. Despite closing for COVID, BDEA was still able to host 7 visits between August and March.
Measure: Annually, BDEA will participate and present its innovative school practices at local, regional, and national professional conferences and workshops.	Met	In SY19-20, BDEA presented at several local, regional, and national conferences hosted in Boston, and across the region. BDEA was slated to present at several additional conferences nationally and regionally, though they were cancelled as a result of COVID.
Measure: BDEA will conduct annual summer institutes to offer local and national educators training about competency-based teaching and assessment principles and practices.	Met	In summer 2019, BDEA hosted a two-week Summer Intensive (the REAL) institute to educators from around the country.

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will continue to promote a school culture that is safe and equitable for all students and families. (Aligns with key design element #2.)		
Measure: On the yearly administered Boston Public Schools' (BPS) school culture survey, students will, on average, rate the school with 3 out of the 4 elements that measure sense of belonging, feeling safe, teacher interest in students and valuing of learning.	Not Met	Due to school closures, BDEA was unable to administer BPS's school culture climate survey in March, nor the Tripod 7C's survey in April. However, BDEA crafted and administered an internal Virtual Learning Student Survey to gather feedback from students about their remote learning experience and preferences. The results of this survey are helping to inform the instructional structure of Summer School and Term 1 SY20-21.
Measure: BDEA will continue to provide multiple opportunities (at least twice yearly) for a minimum of 100 families to engage with BDEA staff, celebrating their	Met	BDEA hosted a back to school family barbecue in September- 123 family members attended.

<p>students and their successes (e.g., Thanksgiving Community Dinner, symposia, portfolio reviews, Family BBQs, etc.).</p>		<p>BDEA Hosted a Thankful Dinner in November, which including 136 attendees.</p> <p>Hosted a Family Symposium Night in December - 66 family members attended.</p> <p>Conducted 4 Family Meetings via Zoom for help with COVID closure and remote learning.</p>
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	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: BDEA will maintain an active and robust Post Graduate Planning (PGP) Center that ensures all students will have a personalized and viable post-secondary school plan. (Aligns with key design element #3)</p>		
<p>Measure: Annually, by the capstone deadline, 100% of graduating students will complete a Postgraduate Planning portfolio in Connects that contains evidence of career skills, college and career searches, self-reflection on habits of success rubric and a statement of intent.</p>	<p>Met</p>	<p>100% of graduating students met this requirement with the concrete delivery of a capstone presentation; presenting a culmination of their research and career interests to advisors, teachers, family, classmates, and friends.</p> <p>100% of SY 19-20 BDEA graduates have long-term Postgraduate Plans, ranging from 4-year colleges to Teacher Assistantships.</p>
<p>Annually, as a result of PGP activities (such as career readiness workshops, field trips to colleges, and transition planning sessions), 70% of each graduating class (Sept-June graduations) will be accepted into a viable post-secondary college or program by the fall of the following year. Viable post-secondary programs include two and four-year</p>	<p>Partially Met</p>	<p>66% of SY 19-20 BDEA graduates were accepted into a viable post-secondary college or program that begins by Fall 2020.</p> <p>18% of graduates are taking a gap year before college. This number is higher than usual, most likely as a result of COVID-19.</p>

college, job-training programs and/or volunteer programs.		
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	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will continue to build a Professional Learning Community for all staff. (Aligns with key design element #4)		
Measure: BDEA’s administration and election to work committee (ETWA) will gather feedback from staff to ensure work conditions are livable and sustainable.	Met	The ETWA working group met a total of 5 times across the 19-20 school year. The ETWA gathered input from both staff, LT and BDEA BoT during the process. Staff voted and approved changes to ETWA on Dec 18th and BDEA BoT approved ETWA at January 14th Board Meeting.
Measure: 80% (out of 70% response rate) of staff will rate BDEA’s work environment at a 3 or above on a 5 point scale as livable or sustainable, measured annually.	Met	97.3% of staff who took the End-of-Year Staff Survey reported sometimes, usually, or always fulfilled in their work at BDEA.
Measure: All staff will continue to be engaged in at least 90 minutes per week of collaborative professional learning time to enhance teaching and learning practices and continue to foster a healthy professional learning community.	Met	All staff participated in at least 90 minutes per week of collaborative PD, consisting of department time and full-staff PD on a variety of topics. In addition, many staff met in optional committees around topics such as sustainability and SEL.

Reach Objectives and Measures

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BDEA will support the development of students’ non-cognitive skills for post-secondary school success (i.e., self-regulation, vision, curiosity, perseverance, and social intelligence). (Aligns with key design elements #2)		

<p>Measure: Annually, staff will scaffold teaching and learning strategies so that students in beginning classes will move towards greater demonstration of independent learning in the advanced level courses. Progress will be reported annually based on average teacher rating of student independence from the first trimester to the last trimester.</p>	<p>Met</p>	<p>As part of strategic planning, a workgroup of staff met regularly to look closely at BDEA’s Habits of Success to revise and determine methods of tracking growth on non-cognitive skill markers.</p> <p>The same workgroup (see above) met to discuss academic rigor in courses and methods for supporting students.</p> <p>74.2% of end of term grading included student independence ratings in Connects, during Trimester 3 of SY 19-20.</p>
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Additional Objectives and Measures Related to Student Performance

	<p>2019-2020 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: Through implementing Restorative Justice Practice, BDEA students will have gained greater conflict resolution skills (Aligns with key design element #2)</p>		
<p>Measure: The development of Conflict Resolution Skills is a core feature and intended outcome for implementing Restorative Justice Practices at BDEA. We will measure the efficacy of this core outcome of Restorative Justice Practice by the students’ evidence of having gained greater conflict resolution skills assessed by:</p> <ul style="list-style-type: none"> ● a reduction of incidences as students progress through BDEA ● on average, annually, students will be suspended fewer times at BDEA than at their other schools 	<p>Met</p>	<p>In SY 19-20:</p> <p>71% of students with behavioral incidents recorded in trimester 1 progressed positively, collectively decreasing their number of incidents recorded by an average of 92.3% in trimester 2.</p> <p>Because trimester 3 was 100% remote learning, the number of incidents recorded from trimester 2 to trimester 3 decreased by an average of 98.9%.</p> <p>33% of BDEA students were suspended at their prior high school(s); on average, those students were suspended 2.6 times over their school career. BDEA’s suspension rate was 2.7%.</p>

APPENDIX B
Charter School Recruitment and Retention Plan Template

Recruitment Plan
2020-2021

School Name: Boston Day and Evening Academy

2019-2020 Implementation Summary:

BDEA continues to see a waitlist for seats each year, and has accordingly raised our enrollment cap this year from 405 to 505. Our admissions manager conducts regular meetings with Boston Re-Engagement Center staff as well as district guidance counselors. We are in close contact with these staff to ensure that they are aware of application and orientation timelines. Our enrollment each year is reflective of the demographic makeup of the district, as a result of our strong relationships with area schools. BDEA also continues to recruit students via word of mouth: current students and their families refer new students to BDEA regularly, which provides a strong pipeline, as they fully understand the school and what it can offer.

When BDEA transitioned to remote learning in March, we experienced a drop in applications, although we transitioned quickly to conducting admissions activities remotely. This summer, BDEA is hosting our first fully remote orientation sessions to onboard new students for the Fall - while we are confident that this will be a success, we are cognizant that the number of applications may be in decline as a result of students disengaging during COVID. We will continue to work with the Re-Engagement Center to make sure that we are offering seats to all students who are in need.

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

General Recruitment Activities for 2019-2020:

BDEA's recruitment strategies continue to center around our relationships with the Boston Re-Engagement Center and area schools. We host open house days, visit other schools, and send frequent electronic communications (in multiple languages) to acquaint counselors with BDEA's model and their options for their students. Additionally, we encourage students and their families to refer friends and family members to the school at any time. Finally, we keep our website updated with upcoming open houses that are available to any interested students, and with enrollment timeline information.

Recruitment Plan – 2020-2021 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2019-2020 Strategies

Met GNT/CI: no enhanced/additional strategies needed

(a) CHART data

School percentage:

36.2%

GNT percentage:

13.3%

CI percentage:

15.1%

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

BDEA’s Recruitment and Admissions Manager will continue to host welcoming events at BDEA to increase exposure to BDEA within the community. These welcoming events bring middle and high school guidance counselors, student support teams, special education liaisons, and administrators to the school for a “Sending School” orientation. We use these opportunities to reinforce our enrollment policy, which clearly states that BDEA accepts applications from and enrolls students with disabilities and who have active IEPs.

The Recruitment Manager will also meet regularly with SPED and 504 specialists at sending schools. We will also ensure that for all visiting schools, BDEA will have SPED staff represented at the information session with BDEA.

Our director of special education services works with BPS and special education directors at middle and high schools in the district to identify potential students and to keep them updated on the school’s programming and supports, in the same way that we reach out to all students across the district. BDEA serves our special education students well, as our data show that this sub group performs better in the area of course completion than students without special needs.

Limited English-Proficient Students/English learners

(c) 2020-2021 Additional Strategy(ies), if needed

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

(a) CHART data

School percentage:

14.7%

GNT percentage:

12.4%

CI percentage:

16.3%

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

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. Moving forward, BDEA will work 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 to meet the needs of our prospective students and families.

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.

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

(b) Continued 2019-2020 Strategies

Met GNT/CI: no enhanced/additional strategies needed

(a) CHART data

School percentage:

65.0%

GNT percentage:

Blank

CI percentage:

47.0%

The school is **above**
CI percentages

Review of the demographic data indicate (and by virtue of its mission and its location) that between 89-99% of BDEA’s students qualified for free and reduced lunch over the past 4 years. This has been the case since our founding. We believe our current recruitment strategy is meeting this goal, which aligns to the mission of the school. Free lunch is currently given to all Boston Public School students regardless of their income qualifications. We are deeply concerned about the calculation used to determine “Low Income/Economically Disadvantaged” students, as it does not account for older students who live alone or couch surf and do not use benefits or services, nor does it account for students who were previously incarcerated and cannot qualify for many services. We also have students whose families are first generation, and they prefer to work two and three jobs rather than apply for services of any kind. Our beliefs and values as a school have always been and will remain to support the city’s overage, off-track students through high school graduation, giving them the tools they need to thrive in college and career, and to be happy and successful citizens and neighbors. The determination of “economically disadvantaged” significantly and adversely affects our students and families, as they are all poor, with many unable to receive the social services used as determining factors in eligibility, due to previous legal infractions, ineligibility for Section 8 housing due to previous incarceration, lack of understanding of enrollment process for Mass Health Care, and general mistrust of social service organizations. If they are not able to access social services for this or other reasons, our numbers of eligible students will be misrepresented with a correspondingly significant cut in our funding allocation to the city’s neediest students.

(d) Continued 2019-2020 Strategies

Students who are
sub-proficient

We will continue to maintain a positive rapport with middle and high school staff members and the Boston Re-Engagement Center (REC) to identify the students who need the supports and programming provided by BDEA. Our admission manager meets with the REC throughout the year, and holds a meeting with REC staff at Boston Day and Evening once a year. We will continue this communication pattern in the coming school year. By emphasizing our nontraditional competency based education system and the support it can provide to students who are sub-proficient at a traditional school, we are able to recruit students who need our academic and social/emotional supports. With 95% of our enrolling students categorized as sub-proficient, we believe that we are recruiting well in this area.

<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <p>Our strong relationships with high schools, middle schools, and the REC allow us to be connected to the people who are closest with students at risk of dropping out of school. These staff and community partners identify students who need the support and programming provided by BDEA, and actively refer these students to our school. BDEA students are increasingly playing a role in recruitment of at-risk students. Current students, their parents, and alumni increasingly refer friends, neighbors and relatives who are struggling in their current school, and know that we are the right support for them.</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2019-2020 Strategies</p> <p>As long as students continue to drop out of high school, we will continue to be here as a resource. In SY20, BPS raised our enrollment to its chartered cap of 505 because there are so many students waiting for another chance at a school that better meets their needs. Our Recruitment and Admissions Manager works closely with counselors at the REC, communicating weekly—and visiting the center to speak with students and make presentations about BDEA. We do not underestimate the power of “word of mouth” as so many of our students find us through this method. BDEA continues to have high numbers of students applying per year, and we continue to exceed the BPS enrollment targets for our school each year.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	

**Retention Plan
2020-2021**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

BDEA made great strides in SY19-20 on bolstering our recruitment. We had multiple staff who became dual certified in ESL or Special Education, which provides additional supports to students. We launched a new co-taught Humanities course for ELD Levels 2&3 with a Humanities Teacher and Literacy Specialist to ensure that those students receive direct language instruction. We also placed a strong focus on WIDA testing so that we were able to accurately track and respond to students' language needs.

In SY19-20, BDEA re-vamped our new student orientation to include one-on-one transcript reviews with our instructional leaders. This was in response to instances in which students became disheartened when they discovered that their graduation date was further than they anticipated. By accurately and clearly setting expectations for all new students, and supplying them with necessary support classes, we believe that they will be better positioned to persevere through to graduation.

Moving to remote learning due to COVID-19 presented numerous challenges to our retention. Many BDEA students have, in normal times, a myriad of responsibilities aside from school: they care for family members or their own children, and many work part or full-time. During the COVID closure, we saw many students disengaging from school to attend to these needs. In response, our Student Support team put in place a robust tracker, which pulls data from our student information system, that allowed them to flag students who were not engaging with their coursework. They developed a tiered system of response which involved frequent contact from teachers, advisors, and SST members, as well as home visits and connections to resources in the community.

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

Retention Plan – 2020-2021 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 10.7%</p> <p>Third Quartile: 12.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p>In order to best serve these students, we encourage our staff to become SPED certified. Currently, 41% of our staff are dual certified in SPED. We also provide literacy and numeracy support classes, regular check-ins, and close monitoring of progress from the advisor and SPED coordinator. 23% of BDEA students have IEPs. Students on IEPs have a 6% higher attendance rate and a 18% lower discharge rate than students on IEPs and complete courses at a slightly higher rate than students who do not have IEPs.</p>
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Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 13.6%</p> <p>Third Quartile: 16.1%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <p>BDEA will continue to provide professional development supports for faculty to pursue dual licensure in ESL through the BPS district-sponsored Pathways program. Currently, 100% of all BDEA teachers hold their SEI endorsement, and 6 teachers hold ESL licensure.</p> <p>We explicitly discuss translation needs of family members with students so that these family members can be included in the enrollment process and receive translation during information sessions at BDEA. This school year, we also increased our family engagement strategies which included translation and interpreting services at portfolio reviews with students' advisors. Because of BDEA's high number of bilingual staff members, we are able to provide families with interpretation services in-house during family meetings.</p> <p>All efforts will continue to be focused on helping ELL students to progress by at least one ELD level in one year based on the WIDA.</p> <p>As mentioned above, BDEA will continue to incorporate teaching strategies that a blend active learning, technology and community partners, to support an increase in student engagement, and thus, retention of ELL students.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 3.1%</p> <p>Third Quartile: 16.2%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p>Our retention of students in this subgroup is the result of the supports and services that we provide all students on a daily basis. We provide healthy snacks throughout the day, offer healthy cooking classes where students can eat what they prepare; tie food into monthly all-school events; and provide gift cards to grocery stores as attendance incentives. Ten years ago, a teacher started the Moment of Need Fund with an award check presented to her by the National Civic Association, and staff and donors keep the fund liquid. Students in immediate need of necessities can apply to the fund anonymously and receive what they need to make it through another day or week.</p> <p>Last year, with the support of an outside foundation, we were able to access a new lunch service, MyWay Cafe, which provides fresh food made daily onsite. This new service provides more flexible options for students with dietary restrictions and has increased the number of students eating in the cafeteria daily by approximately 40%.</p> <p>Our student support team works with families to maintain or reconnect utilities when necessary, helps connect them to social and medical services as they are needed, and makes sure that all students, parents and guardians are aware of the supports we are able to provide so that a student's only concern is to learn. We continue to partner with Youth Harbors, a program of The Justice Resource Institute/Rediscovery House, who have provided a counselor 5-days a week to work specifically with students who are unaccompanied/homeless. In addition, we have received funding to add an external counselor from Wediko Children's Services, which complement our internal student support team.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <p>One of the very basic ways in which we are able to keep students engaged is to provide them with a non-judgemental and supportive culture and climate. We do this at a whole-school level by being attentive to both language and intent: removing "fail" from our vocabulary; never shaming a student who has been absent for several days by asking where they've been; and ensuring that protocols and norms are consistent among all staff, from front office personnel to custodians. Students who have struggled in school are often discouraged by behaviors and attitudes outside the classroom as much as in class, so we pay close attention to interaction in hallways and on school grounds to make sure that students are engaged and safe throughout their day.</p> <p>BDEA also encourages student voice in all aspects of the school, from surveys asking about Enrichment class options to whether the school's class schedule still meets their needs, to hiring new teachers. The more students are invested in their school, the more likely they will continue to attend.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p>

	<p>Most students who attend BDEA have had significant problems with regular attendance at previous schools, often as a result of family responsibilities, housing concerns, job schedules, or chronic illness. Those issues do not disappear because they enroll at BDEA, so we do everything we can to take a student’s outside responsibilities into account when creating their schedule. While competency-based teaching and assessment does not measure “seat time”, it is important that students be present in order to be introduced to content, collaborate with classmates, and progress through inquiry and demonstration of benchmarks. However, to ensure that students have access to content in a timeframe that works for them, teachers continue to put content modules into the Personalized Online Learning Lab, which students can access from any computer in the school at any time of day.</p> <p>BDEA’s ARC (Academic Review Committee) meets weekly to identify and discuss interventions for students who are not making academic progress, and an individual plan is immediately put in place to address the myriad challenges these students present. Our student support team also meets weekly to review and discuss students who are not attending school and similar to ARC, makes modifications and produces an individualized plan of support services and adjusted classes so the student can achieve academic success. In addition, BDEA’s focus on restorative justice has worked to prevent students from dropping out.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>Because we are an alternative school working with students that have not been successful at other schools, measuring our outcomes using traditional metrics is not helpful in determining whether we are successful with those students. As such, this is not a subgroup of BDEA students: it is BDEA students. All of the interventions and programming described above pertain to all of our students, most of whom have dropped out of previous schools or were on the verge of dropping out and referred to us by counselors to prevent the student from dropping out. In addition to these measures, we continue to maintain a welcoming, safe, unbiased and non-discriminatory school culture where students feel safe and respected. Safety, respect, and acceptance are practiced by every member of the staff at BDEA, but we also have a student support team of four community field coordinators who work with students individually and in groups to support students in crisis and to connect all students to social emotional and health services as needed.</p> <p>The ILT and subsequently the entire staff have reorganized advisory into pod system, which groups newer teachers with experienced teachers in adjacent classrooms to provide a supportive, more collaborative advisory system with more opportunities for students to participate in engaging activities and to receive more intentional guidance and support around portfolios, scheduling of classes, and roadmap progress.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>The BDEA student body includes a representative proportion of students who are poor, at-risk of dropping out, socially and or emotionally disengaged, carrying one or more risk factor for trauma, have current or elapsed IEPs, and/or</p>

are pregnant or parenting, LGBTQ, or victims of bullying, in addition to being behind grade level and overage for high school.

In addition to the interventions and programs described above, our student support team provides groups for students with common concerns and stories who find support in each other and guidance from group leaders and mentors. Our Men's group, GSA, and young mother's groups have, over the years, formed and disbanded according to the need at the time. This past year, our GSA, young women's group, and men's groups were particularly active, as was our Student Voice Group. Students gain confidence at BDEA and we give them all the support they need in order to discover their own voice—as well as the encouragement to use it.

APPENDIX C
School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04240505&orgtypecode=6&leftNavId=305&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	48.1%
Asian	1.0%
Hispanic	42.8%
Native American	1.0%
White	5.8%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	1.4%
Selected Populations	% of School
First Language not English	35.3%
English Language Learner	14.7%
Students with Disabilities	36.2%
High Needs	79.5%
Economically Disadvantaged	65%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alison Hramiec	Head of School	8/20/2004 (BDEA) 7/15 (Head of School)	
Irma Camacho	Director of Operations	1/14/2008	
Norman Lowe	Director of Student Support	8/24/2002	
Margie Samp	Director, Post-Graduate Planning	8/25/2001	
Adrienne Level	Co-instructional Leader	8/25/2011 (BDEA) 8/2016 (Instructional Leader)	

Janet Platt	Co-instructional Leader	8/20/2004 (BDEA) 8/2017 (Instructional Leader)	
Camella Scott	Data and Accountability Manager	10/29/2018	
Lauren Barry	Director of Advancement	1/24/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	27	0	1	Retired
Other Staff	26	1	2	2 - chose to end employment 1- not renewed

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	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 2019-2020 School Year

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Evelyn Zayas		Fiscal Stability	1	10/15/2018- 6/30/2020
Cris Rothfuss	Vice-Chair	Development	1	10/15/2018- 6/30/2020
Danny Rivera	Chair	Development	3	10/26/15-6/1/17 6/1/17-6/1/19 6/1/19-6/1/21
Spencer Kimball	Treasurer	Fiscal Stability	3	11/24/14 - 6/30/16 6/30/16 - 6/30/18 6/30/18 - 6/30/20
Toni Elka			4	1/3/2013 - 6/30/2015 6/30/2015 - 6/30/2017 6/30/2017 - 6/30/2019 6/30/2019 - 6/30/2021
George Cox		Fiscal Stability	3	10/26/2015- 6/1/2017 6/1/2017 - 6/1/2019 6/1/2019 - 6/1/2021
Spencer Blasdale		Head of School Support/Eval	3	10/26/2015- 6/1/2017 6/1/2017 - 6/1/2019 6/1/2019 - 6/1/2021

David Jones		Fiscal Stability	1	9/1/2018-9/1/2020
Constance Borab		Head of School Support/Eval	2	9/1/2017-9/1/2019 9/1/2019-9/1/2021
Sonya Page			1	8/1/2019-8/1/2021
Maddrey Goode			1	8/1/2019-8/1/2021
Brandy Crawford			1	8/1/2019-8/1/2021
Alison Hramiec	Ex Officio (Head of School)			

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
Sept. 15/ 5:30-7:30pm	Zoom
Oct 13/ 5:30-7:30pm	Zoom
Nov 10/ 5:30-7:30pm	Zoom
Jan 12/ 5:30-7:30pm	Zoom
March 9/ 5:30-7:30pm	Zoom
May 11/ 5:30-7:30pm	Zoom
June 15/ 5:30-7:30pm	Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Fiscal Responsibility	Oct 6/ 8:00-8:50am Nov 10/ 8:00-8:50am Dec 8/ 8:00-8:50am Feb 2/ 8:00-8:50am Mar 9/ 8:00-8:50am Apr 6/ 8:00-8:50am May 11/ 8:00-8:50am	Zoom
Head of School Support/Evaluation	Oct 13/ 7:00-7:30pm March 9/ 7:00-7:30pm	Zoom
Development	Oct 13/ 7:00-7:30pm Add'l dates TBD	Zoom

Appendix D
Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Danny Rivera	riverad116@gmail.com	New
Charter School Leader	Alison Hramiec	ahramiec@bostonpublicschools.org	No Change
Assistant Charter School Leader	N/A		
Special Education Director	Elisabeth Ewick	eewick@bostonpublicschools.org	No Change
MCAS Test Coordinator	Camella Scott	cscott2@bostonpublicschools.org	New
SIMS Coordinator	Leslie Hill-Singleton	lhill@bostonpublicschools.org	No Change
English Learner Program Director	Rawchayl Sahadeo	rsahadeo@bostonpublicschools.org	New
School Business Official	Insource Financial Services	estasiowski@insourceservices.com	No Change
SIMS Contact	Leslie Hill-Singleton	lhill@bostonpublicschools.org	No Change
Admissions and Enrollment Coordinator	Magdalene Moise	mmoise@bostonpublicschools.org	No Change
Title 1 Director	Lauren Barry	lbarry@bostonpublicschools.org	No Change

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality?

Location	Dates of Occupancy
N/A	

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	2/28/2021
Lottery	3/1/2021