

# **Boston Day and Evening Academy**

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



## **Annual Report for School Year 2022-23**

### **Submitted on 08/01/23**

**Boston Day and Evening Academy**

Alison Hramiec, Head of School

20 Kearsarge Ave

Roxbury MA 02119

phone: 617-635-6789

fax: 617-635-6380

[www.bdea.com](http://www.bdea.com)

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<b>Boston Day and Evening Academy (BDEA)</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Horace Mann	<b>Location</b> (Municipality)	Boston
<b>Regional or Non-Regional</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	1998	<b>Year(s) Renewed</b> (if applicable)	2003, 2008, 2013, 2018, 2023
<b>Maximum Enrollment</b>	505	<b>Enrollment for 2022-23<sup>1</sup></b>	321
<b>Chartered Grade Span</b>	9-12	<b>Grade Span for 2022-23</b>	9-12
<b>Number of Instructional Days per School Year</b> (as stated in the charter)	180	<b>Students on Waitlist for 2022-23<sup>2</sup></b>	52 are indicated in the report, but we do not maintain a waitlist
<b>Number of Instructional Days during the 2022-23 School Year</b>	180		
<b>School Hours</b> (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	9:00am - 3:30pm	<b>Age of School in 2022-23</b>	25
<p><b>Mission Statement:</b> *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 revised our mission statement through a collaborative process with key stakeholders in 2021. 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. This mission statement is not yet formally approved by DESE. We expect to submit a charter amendment request for formal approval in the coming year.</b></i></p>			

<sup>1</sup> The figure included here should match the figure reported for 2022-23 in the school's Profile. For example, the figure to be reported for Abby Kelley Foster Charter Public School is 1,422, as shown [here](#), in the school's Profile.

<sup>2</sup> The figure included here should match the figure reported in the [Massachusetts Charter School Waitlist Updated Report for 2022-23](#). If there is no waitlist, please report "0".

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

As the Chair of the Board of Trustees of Boston Day and Evening Academy (BDEA), I am proud of our accomplishments during the 2022-23 school year and pleased to highlight strengths and key changes.

Becoming an anti-racist institution remains the central focus of our 2019-2023 strategic plan, and will remain our grounding priority. We continue to build from our 2021 BDEA Racial Justice Statement through which we acknowledge how the social constructs and systematic structures designed to uphold white supremacy manifest in schools in the form of curriculum, policies, culture, interpersonal relationships, microaggressions, biases, and more. We actively counteract the American racist educational system in which we operate - so that our students can more easily and safely navigate their high school experience, and beyond - and thrive. Within this context, we note the following changes:

- **Recharter Approval:** In February 2023 we received a new recharter without conditions, giving BDEA an endorsement of its operation, effectiveness and innovation.
- **Staffing:** One of our three instructional leaders retired in June after more than 30 years in education - 19 years were spent at BDEA. We have hired a new Instructional Leader who begins in September.
- **Marketing and Branding:** As our attendance and enrollment have declined with the pandemic's impact, BDEA launched a student-led marketing and branding initiative to support increased enrollment and retention efforts. Working with the PR firm Brodeur Partners, we established a new tagline "I Knew I Was Home" as well as descriptive pillars that capture the unique way BDEA operates: Welcome, Embrace, Inspire.
- **Investment in Practice:** This year marked the second year of a three-year investment in our literacy practice through a state grant. We established a new vision for this work: *BDEA will cultivate culturally responsive literacy communities that consistently give every student meaningful opportunities to critically think, speak, listen, read and write about rigorous and engaging content and texts in every content area.* To carry out our literacy initiative, we worked in partnership with TNTP, a national organization that guides public schools in catalytic change for excellence in practice. This work was also substantiated by collaboration with additional external literacy coaches, and is laying the foundation for a more effective academic practice for years to come.
- **Leadership in Practice:** As a nationally-recognized model for our trauma-informed competency-based education framework, BDEA has been called upon in many arenas to disseminate our learning. For the past two years, BDEA has participated in conversations with the Massachusetts Department of Elementary and Secondary Education (DESE) and researchers connected to the A-Game program within the National Charter Schools Institute to revise school accountability plan guidelines for alternative charter schools. In connection with our new approved charter, the revised guidelines will strengthen accountability for BDEA moving forward by centering data-driven goals that accurately reflect student progress in our unique setting.

Submitted Respectfully,



Maddrey Goode

Chair of the Board of Trustees (2022-23 School Year)

## FAITHFULNESS TO CHARTER

### CRITERION 1: 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:** The most significant driver of our competency-based, student-centered teaching and assessment system is our current three-year investment in our literacy practice through a state grant. We established a new vision for this work: *BDEA will cultivate culturally responsive literacy communities that consistently give every student meaningful opportunities to critically think, speak, listen, read and write about rigorous and engaging content and texts in every content area.* Utilizing cross-department collaborative teams, we organized and oversaw ongoing professional development for the whole school, incorporating a repeating Cycle of Inquiry framework which supports teachers, in each of our three trimesters, to conduct text-based lesson planning, observation, feedback and adaptation. We created a research-based observation tool for peer and supervisor assessment and feedback to strengthen teaching practice in humanities, math and science.

We continue to work closely with two external consultants, Kayla Morse Higgs and Rebecca Steinitz, who provide coaching directly to teachers, respectively, in cultural competency and equitable literacy. To carry out our literacy initiative we work in partnership with TNTP, a national organization that guides public schools in catalytic change for excellence in practice.

BDEA continues to operate on a trimester model with a month-long project-based learning module “Project Month” taking place once a year. On hold for the duration of the pandemic, Project Month returned to its typical timing in late November/December this year.

#### Department Highlights:

##### *Humanities:*

- Eleven staff members
- Two BDEA Alumni Teaching Assistants
- Department Goal: *The Humanities team will collaborate to review, revise and support each other in implementing literacy intensive curricula and shared practices that reflect perspectives, histories, and stories of oppressed peoples and voices.*

Humanities had a 100% ELA MCAS pass rate this school year. Related to our literacy initiative, the team engaged in three cycles of inquiry around vocabulary acquisition and close reading and three teachers piloted aspects of the Odell Education High School Literacy Program intending to support increased student engagement, build opportunities for students to interact with grade level curriculum and materials and uplift strong instructional practices. The team co-taught four courses including Lit Writing/Advanced Lit, War on Drugs, Psychobiology of Sex and Gender and Mr. Morale & the Big

Steppers. Co-taught courses created a structure in which students could serve as role models to each other, engaged students to write who might typically be resistant to do so, created a supportive community to learn about Black trauma and healing, and increased attendance with a sense of peer-connection and community. Two recent graduates served as Teaching Assistants in the humanities department this year. Moving ahead, because the Boston Public School District will be expecting research-based curriculum maps for content teams, the humanities team began creating their curriculum map this year, with an eye toward being specific about grade level texts. BDEA traditionally outlines this in our scope and sequence - outlining each module: competencies and resources used for teaching and assessments and end of course rubrics. Given our move to a more equitable research-based curriculum this work will continue in the next school year.

*Math:*

- Nine staff members
- Two BDEA Alumni Teaching Assistants
- Department Goal: *Teachers in the math department will learn about, develop and implement culturally responsive numeracy and literacy practices in order to increase academic achievement and engagement.*

With the support of our current literacy initiative, the math department spent the year focused on deepening mathematical rigor by incorporating higher-order tasks into lessons and curricula. The team implemented the “Three Reads Protocol” which requires students to read a math scenario three times with a different goal each time. This process increases student understanding of context, math vocabulary and concepts. The math department co-taught courses including Financial Literacy and BDEA Ballers (which focused on real life financial planning and budgeting, as well as statistics). Teachers also redesigned and co-taught Function Families which is an entry level course for students who are newer to BDEA, or who need extra academic support as they begin their academic journey. A powerful collaboration between our Humanities and Math departments supported two teachers in the BDEA 2.0 program to design and publish a new curriculum on Math, History and Reparations with the Pulitzer Center. Our Math teachers worked collaboratively with partners in the community including interns from Northeastern University to teach a class on Storytelling with Data, and Financial Education Associates to evaluate how we can incorporate more Financial Literacy courses at BDEA 2.0. Finally, our math teachers have begun to explore different types of curricula including IMP and Illustrative Math intending to expand curricula-based lessons in the coming year.

*Science:*

- Eight staff members
- One BDEA Alumnus Teaching Assistant
- Department Goal: *The science department will learn, develop, and implement culturally responsive literacy and numeracy practices in order to create a toolkit and increase time spent on literacy.*

Within the context of our literacy initiative, the science department also carried out three cycles of inquiry during the year. Cycles focused on incorporating text sets, the “Three Reads Protocol” and integrating text-dependent questions and tasks. The team also established a new process for storing and sharing lesson plans to strengthen instructional practice. The science department continues to integrate two strong community partner collaborations. In partnership with HarvardMed Science, 21 students earned a certificate of completion and our partnership with Vertex Pharmaceuticals led to five site Vertex labs visits during which students participated in hands-on lab experience. Our science department is particularly focused on the ways that hands-on, experiential learning and inspiring students to

consider STEM careers is important anti-racist work because students of color have often been held to lower standards in STEM and not pushed toward careers in the field. The science department head participated on the school's Leadership Team this year while earning a Harvard Certificate in School Leadership and Management. One teacher completed the Moderate Disabilities Pathway program and the Level 1 Restorative Justice Course and one teacher completed her CPR instructor certification and used it to support 20 staff members and students to become CPR certified prior to the end of the school year.

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
- Boston Partners in Education - tutoring for students
- Dragonfly Financial
- Fidelity
- Hale
- Harvard Med Science
- Madison Park Development Corporation
- Northeastern University
- Private Industry Council
- Roxbury Center for Financial Empowerment
- The Telescope Network
- Vargas and Vargas Insurance
- Vertex Pharmaceuticals

**MCAS Support:** Across departments, all teaching staff engaged in new strategies to increase MCAS preparation. Strategies ranged from full-day prep workshops to shorter information and content review sessions tailored to both IEP and non-IEP students. The intention of all MCAS prep work and outcomes review is to continue to improve results while maintaining and increasing academic rigor.

**Seminar:**

With a focus on our newer students, considered to be in "Seminar," representative teachers from each content area, Humanities, Math and Science, co-taught a block in which seminar students could earn credit for the "Beyond BDEA" course. Beyond BDEA has two key purposes: to help students get acclimated and familiar with the BDEA "way of school," and to develop professional skills and habits. Students work on developing habits such as checking email, using Google Calendar, communicating with peers, and keeping track of weekly tasks. This innovation across departments created an environment of increased connection with students and cross-content teachers, and continues to help our students effectively integrate into BDEA.

**Technology:**

After sunsetting PowerSchool learning as a Learning Management System in 2021, all teaching staff now utilize 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.

We did not make any significant changes to our Salesforce Database Connects but the database continues to be where we access all progress reports and track all competencies, modules and courses that students must complete in order to progress through their “personalized academic roadmaps” through to graduation or an alternative pathway.

***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 20 staff members who are all student-facing and dedicated to the social emotional wellness of our students. This group includes our Paraprofessional Community Field Coordinators (CFC), five clinicians (including three full-time Social Workers, one School Counselor and one School Psychologist) and our Special Education staff. The clinicians mentioned here provide 1:1 counseling and psychotherapy to students for whom counseling is required with an IEP, as well as non-IEP students requesting this intervention (or flagged for it by an adult in our community). Since 2019 we have more than doubled the number of students receiving in-house counseling from 52 to 125. This year we hired an additional in-house Social Worker to add capacity rather than establishing a new contract with Wediko Program - The Home for Little Wanderers. We maintained a contract with Youth Harbors to support our students experiencing homelessness and housing insecurity, and served 58 students this year which is a 16% increase from the prior year.

**Interventions:** To support academic engagement and provide more wraparound support, all students are connected to two adults in our community, a CFC and an academic Advisor. This year Advisor-CFC pairs met on a biweekly basis to discuss student attendance, interventions and concerns. We also made a significant modification to how we carry out academic, behavioral and attendance interventions. In prior years we have begun interventions with a formal contract. This year we began formal interventions with a restorative conversation that included the student, a parent/guardian, and key staff at BDEA to reflect on behavior and discuss barriers to change. The second step to an intervention was to create a formal contract with an intentional “SMART” goals approach to support staff in working with students in a tiered manner. This allowed staff to determine realistic goals for change given the context driving the behavior that needed to be addressed.

**Family Liaison:** Connecting with parents, guardians, and families (as identified by students) is a critical element of our student support model. We added a Family Liaison position in the 2021-22 school year but this position was vacant due to challenges with rehiring during the 2022-23 school year. Responsibilities were shared between our Director of Operations, Director of Students Support and a Community Field Coordinator during the year. We have hired a new staff Family Liaison who begins at the end of August. We continue to have two parent board representatives who helped connect with current families and parents during the school year. This year, we maintained food and clothing pantries for urgent student needs and we distributed more than 425 food bags to support our families during three school vacation breaks. Volunteers from State Street purchased half of the food bag items this year and dedicated a full day in December to packing bags with our staff.

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 counseling, 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 72 counseling referrals submitted this school year, 95% were screened and 57% were assigned to an internal counselor (the

remaining students declined counseling services after follow-up). There were 39 housing referrals and 12 food aid referrals made that were mediated through P-EBT and Youth Harbor resources.

We have continued to carry out our Young Parent Initiative (YPI) launched as a support group in 2021 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 other groups including a Young Father's 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. With two new BPS-funded positions: the Director of Athletics and Physical Education teacher and an Art Teacher, we were able to offer new Physical Education and Arts enrichment courses this year. Finally, we had Men's and Women's basketball teams this year - both of which were points of pride and positivity at BDEA.

*KDE #3: Postgraduate 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' postgraduate 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 two in-office partners: Sharif Sharif (College Advising Corps) and Ismael Sakhta (Boston PIC). After a vacancy that began in November 2021, we redesigned a Career Exploration Coordinator role which was filled in September 2022. This role focuses on creating partnerships to support career exploration opportunities and extracurricular activities for our students. The Pathway Coordinator role was vacant beginning in June 2023, but has been filled for the start of the 2023-24 school year.

BDEA's postgraduate work begins with the very first course in a student's experience at the school: "Beyond BDEA," and additionally includes "Career Readiness" and "Road to College," and concludes with a trimester-long Capstone course, in which students research an area of interest with 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 24-year tenure at BDEA. For our students with disabilities and English Learners, PGP staff attend all IEP meetings so they can comprehensively support students towards graduation.

Key outcomes:

- 43 students graduated - all of whom have a clearly defined path forward.
  - 9 students (21% of graduates) will matriculate to a 4-year college
  - 10 students (23% of graduates) will matriculate to a 2-year college (one of these graduates served as a teaching assistant at BDEA this year)
  - 12 students (28% of graduates) went on to training programs
  - 8 students (19%) went on to employment (internship or career-related)
  - 4 students (9%) went on to employment (not career-related)
  - 100% of BDEA 2022-2023 graduates completed a postgraduate plan.
  - Each graduate left BDEA with an updated resume, MA ID, valid health insurance, active bank account, and FAFSA - if required for their postgraduate plan.

**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” at the Wheatley campus and “PGP Wednesdays” at the Timilty campus, students develop a sense of the wide scope of career opportunities available to them. We now typically offer all workshops in person and on Zoom. We were pleased to expand the offerings to both campuses for more equitable access to this resource. In the 2022-23 school year we carried out 39 PGP Thursday events; 29 speakers joined us, we presented 13 workshops and 375 students attended (duplicated student 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 Corps (at Boston University), and Madison Park Development Corporation (MPDC). Working with staff from these organizations, two of whom are 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. In our flagship program, 23 students participated in Private Industry Council (PIC) work-based learning programs this year. Our PIC liaison position was vacant for part of the year which led to fewer internships than in previous years. BDEA works with additional partners for student job placement, college/career training, dual enrollment and student financial assistance. These partnerships include Bunker Hill Community College, Benjamin Franklin Cummings Institute of Technology, Roxbury Community College, Lesley University, Hampshire College Baldwin Scholars, UMass Boston: MassEdCo, Mass Hire, Jewish Vocational Services, YouthBuild Boston, Year Up and Boston Partners in Education.

**Dual Enrollment/Early College:** A crucial and growing incentive for our students is the ability to enroll in college level courses at partner colleges while completing classes at BDEA. We have continued to systematize this process so students have the support they need while balancing two different school environments and schedules. Eight students participated in dual enrollment courses at local higher education institutions this school year.

**Pathways and Career Exploration:** We continue to strengthen our work-based model at our BDEA 2.0 program. This position was filled in September 2022, but unfortunately became vacant in June 2023 when the staff member took another role. Our primary work remains the integration of pathway related courses into our math, science and humanities classes, and creating hands-on opportunities to apply the skills learned in those classes and linked internship opportunities. We are still building out a technology and construction pathway and exploring teaching and food services as other pathways based on student interest. This model has allowed our students to explore career interests, participate in industry-related mentorships, and build professional networks prior to graduation. Thirteen students successfully completed pathways-related internships this school year.

To enhance our career exploration programming, 58 students responded to a survey about career interest and we adapted our “PGP Wednesday and Thursday” and career exploration class offerings as a result. We additionally met with family members throughout the year (on Zoom and in-person) in order to gain insight on *their ideas* for their scholars’ postgraduate plans (in addition to financial aid and financial planning meetings). Meeting dates/times were scheduled at each family’s convenience (including evenings/weekends). Overall, we offered 43 career exploration courses and 265 students enrolled (duplicated count).

**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 as a science teacher at BDEA in 2004. 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.

As we established our new strategic plan centered on becoming an anti-racist institution, we began working with race and equity consultants in 2019. These consultants have guided our monthly PD sessions, workshops, trainings and retreats as well as five White Caucus and Global Majority Caucus convenings in the 2022-23 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.

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 beginning in June for the upcoming school year based on current instructional priorities. In the 2022-23 school year BDEA focused on skill building for working with students with a history of trauma, culturally competent teaching, and literacy. The latter topic remains our state grant-supported instructional focus through the 2023-24 school year. Twenty percent of each 35 hour work week for teachers is allotted to self-directed planning time. Annually, staff come together for our Problem of Practice professional development workshop during which staff collaboratively conduct sessions of inquiry and strategy for changes related to challenges in their practice. This replicates the way we carry out classes with students honoring curiosity, analysis and collaborative ideas for change and improvement. This year’s problems of practice included Teaching Strategies with Reduced Enrollment and Engaging Students in Counseling. This year 8-10 staff members joined a working group to read and integrate learning from the book Teaching for Black Lives. This was a grant-supported initiative from Rethinking Schools. The team met twice a month on Zoom to center on book topics and professional and personal sharing of life and work experiences. The group also held three in person staff meetings with 15-20 participants each.

We directed approximately \$164,000 in our 2022-23 school year budget to professional development consultants in the areas of race/equity, literacy, and trauma-informed programming. Finally, we prioritized 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.

There were no amendments to the Charter during the 2022-23 school year.

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
	N/A	

## CRITERION 2: ACCESS AND EQUITY

### [2021-22 Student Discipline Data Report](#)

2021-22 Student Discipline <sup>3</sup>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	458	12	0.0	2.6	0.0
English Learner	54	0	0	0	0
Economically Disadvantaged	387	12	0.0	3.1	0.0
Students with Disabilities	177	8	0.0	4.5	0.0
High Needs	413	12	0.0	2.9	0.0
Female	245	8	0.0	3.3	0.0
Male	212	4	0	0	0
American Indian or Alaska Native	4	0	0	0	0
Asian	5	0	0	0	0
African American/Black	214	11	0.0	5.1	0.0
Hispanic/Latino	215	1	0	0	0
Multi-race, Non-Hispanic/Latino	5	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	15	0	0	0	0

For the past 28+ 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 adult who attends our school has the social and emotional support they need to be successful. Aforementioned, each student is paired with a Teacher Advisor and a Community Field Coordinator who collectively serve as their line of support for academic achievement and overall support throughout their time at BDEA.

As indicated in the chart above we had 12 suspensions during the 2021-22 school year. We continue to enhance our 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 2021 indicates a 2.6% suspension rate - (of the 247 students currently enrolled in BDEA, 14 (6%)

<sup>3</sup> 2021-22 Student Discipline Data Report

were suspended in their prior high schools and those students were subject to out-of-school suspension 1.3 times over their school career). This data compares to a 3.1% suspension rate in 2020. There is no significant difference for suspension rates for students with disabilities or English Learner students as compared to rates for all students.

While BDEA strives to ensure that all students remain in school and are progressing towards their goals, we do follow the Boston Public Schools safety code of conduct and 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 if needed, a behavior contract.

**CRITERION 4: DISSEMINATION**

<p><b>Best Practice Shared</b></p>	<p><b>Vehicle for Dissemination</b> (Describe the method, format, or venue used to share best practices)</p>	<p><b>Who at the school was involved with the dissemination efforts?</b> (Title)</p>	<p><b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)</p>	<p><b>Result of dissemination</b> (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)</p>
<p>Competency-based model including graduation requirements/development of academic roadmaps; assessments; project-based learning; instructional design, student support model</p>	<p>In person meeting which included formal slide deck presentation, school tour, lunch with students for Q and A</p>	<p>Director of Institutional Advancement; Instructional Leader</p>	<p><b>Revere Public Schools</b></p> <p>Grading Practices Instructional Coach, Competency-Based Learning Team Leader, ELA Teacher</p> <p>World Language Lead Teacher, Competency-Based Learning Team Leader, ESL Teacher</p> <p>Guidance Counselor and Alternative Summer Program Director</p> <p>Social Worker; Coast Collaborative (online learning) Program Director</p> <p>STEM Center Coordinator; Mathematics Teacher</p>	<p>Revere High and Revere Public Schools are exploring competency-based Learning. The district is considering moving the school to a model of awarding credit based on mastery of content concepts, content skill and core competencies.</p> <p>The district’s alternative school (Seacoast High School) transitioned this year to an Innovation School (CityLab Revere), so attendees sought to learn about which aspects of our program could be modified to create a school-within a school model at RHS.</p> <p>Guests envision developing a program that would serve 100-125 students at scale providing them with the opportunity to take courses both in the new program at RHS as well as within the mainstream school.</p>

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? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
			Special Education Lead Teacher	
Competency-based model including graduation requirements/development of academic roadmaps; assessments; project-based learning; instructional design, student support model	In person meeting which included formal slide deck presentation, school tour, lunch with students for Q and A	Director of Institutional Advancement; Instructional Leader, Operations Specialist	<b>Framingham Public Schools</b> (Framingham High School)  Vice Principal; Career Development Program Coordinator	The Vice Principal was interested to learn about the BDEA 2.0 Program as they are developing a Pathways Program at Framingham Public Schools. This visitor joined the Revere team to visit BDEA.
Competency-based model including development of academic roadmaps; assessments; mapping state standards to a competency-based model	In person meeting which included formal slide deck presentation, school tour, classroom observation and observation debrief	Director of Institutional Advancement; Humanities Teacher (who is an Alumna of CRLS)	<b>Cambridge Rindge and Latin School</b>  Dean of Students Instructional Technology Specialist Special Educator Special Educator Internship Coordinator/History Teacher Math Teacher PE/Wellness Instructor Dean of Curriculum ELA	Staff at Cambridge Rindge and Latin School are exploring competency-based learning with a particular focus on how best to serve the students in their school who are struggling within the traditional model. They planned to take learning from their visit back to their senior leadership team to explore changes in academic programming.

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? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Competency-based model; trauma-informed culture and support services; postgraduate planning services; restorative justice work; anti-racist practices and commitment; project-based learning; BDEA 2.0 history, design, academic structure and student support model	In person meeting with student panel and tour of the school	Director of Institutional Advancement; Head of School	<b>Lead Boston (YW Boston's signature leadership program)</b> 20 visitors participating in Lead Boston joined BDEA to learn more about alternative education in Boston. Guests work in a broad range of fields ranging from business to education to healthcare	BDEA carried out four follow-up meetings related to advancing the lives of young people of color with attendees from the Lead Boston site visit. The Director of Institutional Advancement met with staff at Blue Cross Blue Shield Foundation, EdVestors, National Association of Health Services Executives and Educators for Excellence.
Competency-based model; trauma-informed culture and support services; postgraduate planning services; restorative justice work; anti-racist practices and commitment; project-based learning; BDEA 2.0 history, design, academic structure and student support model	In person meeting which included formal slide deck presentation, school tour, classroom observation and observation debrief; Additional tour of the BDEA 2.0 program	Director of Institutional Advancement, Instructional Leader, BDEA 2.0 Program Leader	<b>Eight Million Stories</b> Co-Founder and Executive Director of Eight Million Stories, a non-profit organization in Houston, TX that is associated with the Houston Public School system	The Executive Director of Eight Million Stories is looking to restructure their staffing model and create more effective performance measurements.
Competency-based model including development of academic roadmaps; assessments; trauma-informed culture and	Meeting by Zoom for 1.25 hours	Director of Institutional Advancement, Science	<b>Evansville Vanderburgh School Corporation in Evansville, Indiana</b>	We were contacted by an educational consultant from Mass Insight Education & Research (MIER) to set up this visit. MIER was hired by a medium-sized traditional public school district in Evansville, Indiana to support them as they reimagine their alternative high school

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (Describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)	<b>Result of dissemination</b> (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
support services; postgraduate planning services; multi-tiered systems of support		Teacher/Dept. Chair	Principal, Academy for Innovative Studies High School and Middle School Principal  Chief Administrative Officer of High Schools and Innovative Models	programming to better meet the needs of their students in a more equitable and effective way.
Overview of student support programming; trauma-informed culture and support services; multi-tiered systems of support	In person meeting; included a printed slide deck focused on the student support program. Q and A format	Director of Student Support, BDEA 2.0 Social Worker	<b>Saugus Public Schools</b> Three Mental Health Liaisons	We welcomed three guests who were tasked with building an infrastructure within each of Saugus' four schools to bring in clinicians from outside agencies to work with students. They used their time with us to help inform the program they are establishing. This is <a href="#">an article</a> about the work our guests are doing in Saugus Public Schools.
Competency-based model; trauma-informed culture and support services; postgraduate planning services; restorative justice work; anti-racist practices and commitment; project-based learning	International Zoom Meeting; formal slide deck presentation	Director of Institutional Advancement	<b>Centre for Excellence in Child and Family Welfare in Melbourne, Australia</b> Senior Project Officer	The Centre for Excellence in Child and Family Welfare is working on an Out of Home Care Education Project designed for local providers and organizations. The goal is for providers to advocate for innovative education models that better serve young people who are in their equivalent of foster care. We were contacted because the Senior Project Officer is planning an online symposium in the coming year to showcase strength-based education programs. BDEA is invited to present its model at this symposium when it occurs.
Competency-based model; trauma-informed culture and support services; postgraduate planning services, restorative justice	In person meeting which included formal slide deck presentation, school tour,	Director of Institutional Advancement, Instructional Leader, BDEA 2.0	<b>Fall River, Resiliency Preparatory Academy (RPA)</b>  Principal	The Principal is in her first two years at RPA and wanted to learn more about all aspects of BDEA's programming. Given the population of students they serve, they observed the flagship program and BDEA 2.0. This visit took place with our guest from Eight Million Stories.

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? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
work; anti-racist practices and commitment; project-based learning; BDEA 2.0 history, design, academic structure and student support model	classroom observation and observation debrief; Additional tour of the BDEA 2.0 program	Instructional Leader	Vice Principal of High School at Resiliency Preparatory Academy  Director of Guidance for Fall River Public Schools  Community Engagement Lead at Resiliency Preparatory Academy	
Competency-based model; trauma-informed culture; advisory structure mapping to state standards; assessments and grading	Zoom Meeting; formal slide deck presentation	Head of School, Humanities Teacher	<b>Kentwood Public Schools, Grand Rapids, MI</b>  Getting Smart Director of Strategy, President and CEO	The President and CEO of Getting Smart reached out to BDEA's Head of School requesting BDEA to speak about our competency-based model and its origin story with staff at Crossroads Alternative High School - a public high school within the Kentwood Public Schools system in Michigan.

This past year, BDEA had a leadership role in convening a virtual EdCamp for Alternative Education in partnership with The Telescope Network, a Boston Public Schools-supported network that creates opportunities for BPS educators to work collaboratively across the district. A group of 22 educators from within Boston Public Schools, many of whom work at traditional schools, gathered together to discuss the following question: “What are the needs of Alt Education post-pandemic and how must we respond as educators?” This collaboration to support students in Alternative Education programs and their educators was positively received by all attendees, with the following two quotes to illuminate participant experience: *“It was so great to hear other educators share what has worked for them, what has been challenging, specific practices-- nourishing for the teacher's soul!”* and *“Hearing from other alternative Ed teachers about their struggles and knowing that we all are in the same fight to achieve success with adult learners.”* The BDEA teacher who led this EdCamp will continue to expand and grow this network in the 2023-24 school year

## CRITERION 5: STUDENT PERFORMANCE

### 2022 School Report Card

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 for our new students - and along with other data, schedule them for appropriate course work. In the 2022-23 school year:

- On average, 30% of incoming students test at or above 9th grade level on the ELA MAPS test, 37% test between 6th-8th grade levels, and 33% test at or below 5th grade.
- On average, 35% of incoming students test at or above 9th grade level on the Math MAPS test, 18% test between 6th-8th grade levels, and 47% test at or below 5th grade.

Course 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 passing a course diagnostic exam. As of the 2022-23 school year, on average 16% of incoming students enter “Very Close” to graduation, 32% enter “Close”, 25% enter “Far”, and 18% 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 2019-2023 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 2022-23 school year we achieved the following outcomes in this area: In Trimester one, 55% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses; in Trimester two, 73% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses; and in Trimester three, 65% 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.

The following chart details the percentage of courses that were passed by students attending 70% or greater.

	Trimester 1	Trimester 2	Trimester 3	Average
Humanities	41.67%	76.00%	53.33%	58.89%
Math	66.67%	80.00%	61.11%	69.44%
Science	83.33%	81.82%	76.19%	78.31%

The data demonstrates that students pass 60% of their humanities courses, 70% of their math courses and nearly 80% of their science courses. Because BDEA continues to experience challenges with student attendance the sample of students represented by this data is very small (approximately 12-15 students each semester). It is difficult to identify trends with such a small sample, but the difference between subject areas supports BDEA's current investment in equitable literacy (knowing that those courses may be harder for our students to pass). We know we must work to help students continue to build literacy skills through text-based instruction given their learning loss. The data also underscores the connection between attendance and course completion at our school. At BDEA students with 70-100% attendance typically complete 3.4 courses per term, compared to students with 31-69% attendance completing only two.

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 determined to be "pre-Capstone," our PGP team engages with them intensively to support a path towards graduation. We track data including FAFSA submission, college applications submitted, admission status, matriculation and program selection or type of employment for all graduating students.

Initiated in the 2021-22 school year, our students participated for a second year in the YouthTruth Overall School Experience Survey, and YouthTruth Diversity, Equity, and Inclusion items. Students were surveyed in May 2023 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 140 students and compares BDEA students' ratings to the ratings from students at 577 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 understand the steps I need to take in order to apply to college.
- The lowest rated question within the key themes was: I try to do my best in school.

Respondents also provided feedback about Diversity. For example, 59% of respondents responded positively to the question: My school encourages students to speak out against racism. Respondents also provided feedback about Inclusion. For example, 51% of respondents responded positively to the question: I feel like I can talk to students from my school about my religion, faith or spiritual beliefs.

Finally, BDEA uses MCAS Achievement Reviews (per department) to analyze overall student performance outcomes. As instructed, please see the Attachments section of Appendix E for the tables and other

visuals that BDEA used to analyze overall student performance outcomes, specifically for non-statewide results.

## **CRITERION 6: PROGRAM DELIVERY**

### **□ 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.). At the start of each year, the instructional staff examines disaggregated MCAS data and makes adjustments to their instructional practice to improve student learning and outcomes including MCAS questions in class warm-ups, MCAS prep, interdisciplinary teaching, co-teaching, introductory 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 Standards, allowing students time to practice and then demonstrate proficiency. Every student's progress towards completing all of their competencies and benchmarks is recorded electronically on a document called the 'Individualized Learning Plan' (ILP) which is viewed in our Salesforce database, Connects.

As has been the case in prior years, we carry out academic programming that meets the needs of all learners. Sixteen of our staff members are special education certified (including three teachers) as well as administrators, counselors, and school psychologists. There are four teachers that are ESL licensed. We support all learners by ensuring focused instruction for any student who needs it. Each of our numeracy teachers who are certified in special education runs a support class for their subject area which is accessible to all students in support of the primary course. Teachers make themselves available for any student needing extra support before and after school. Our teaching staff follow IEP accommodations and direction for assessments. This year we continued our Academic Review Committee (ARC) that meets weekly to review academic progress of ELL students and students with disabilities to plan for and provide academic interventions and support. The Director of Special Education now runs that group (instead of an Instructional Leader). Three advisories maintain a larger composition of students with disabilities and are led by our teachers with special education certification.

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

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them for their post graduate plan. A Capstone Presentation is the final graduation requirement for a BDEA student.

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. In December, students and staff break from the regular school schedule and participate in a four-week Project Month defined by project-based learning and culminating in a school-wide Symposium Event during which students present their learning to the outside community. Project Month allows teachers the time to develop interdisciplinary learning units in collaboration with other teachers – strengthening instructional practice.

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. We maintain routines and structures so students are engaged in the classroom and taking ownership of their academic progress. Routine and structure examples include: warm-up activities, daily agendas with learning objectives, designated areas for students to pick-up assignments or corrected homework, student binders with systems of organization and posted charts that record student mastery of benchmarks and daily attendance. Initiated during the pandemic, teaching staff now utilize a gradebook in Schoology that allows students to see their progress in courses, versus the paper charts used previously.

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. With the support of our coaching staff at TNTP, this year we developed a new instructional observation tool that evaluates how teachers engage in rigorous text-based instruction. Overall, our practice remained consistent with the prior year.

- **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.

# ORGANIZATIONAL VIABILITY

## CRITERION 10: FINANCE

- Unaudited FY23 statement of revenues, expenses, and changes in net assets

**BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT**  
**STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2023 - UNAUDITED**

AQAAAkFA	SCHOOL	FOUNDATION	COMBINED June 30, 2023
<b>REVENUES</b>			
District Funding (per pupil)	\$ 5,335,874		\$ 5,335,874
District Funding (in-kind)	2,375,874		2,375,874
Government Grants & Funding	2,040,637		2,040,637
Private Support Contributions - Component Unit	187,630		187,630
Private Support Contributions - Individuals & Foundations	3,722	225,291	229,013
<b>Total: Private Support Funding</b>	<b>191,352</b>	<b>225,291</b>	<b>416,643</b>
Interest & Dividends	57,684	54,451	112,135
<b>Total Revenues</b>	<b>\$ 10,001,421</b>	<b>\$ 279,742</b>	<b>\$ 10,281,163</b>
<b>EXPENSES</b>			
Salaries & Related	7,909,843		7,909,843
Administrative Costs	70,733	5,577	76,310
Professional Fees	333,601		333,601
Instructional Services	491,953		491,953
Other Student Services	581,424		581,424
Operation & Maint of Plant	591,951		591,951
Grant Expense - Component Unit		187,630	187,630
Depreciation & Amortization	13,280	2,779	16,059
Advancement	6,965		6,965
Other Costs			-
<b>Total Expenses</b>	<b>\$ 9,999,750</b>	<b>\$ 195,986</b>	<b>\$ 10,195,736</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 1,671</b>	<b>\$ 83,756</b>	<b>\$ 85,427</b>

□ Statement of net assets for FY23

**BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT**  
**STATEMENT OF NET ASSETS AT JUNE 30, 2023 - UNAUDITED**

ASSETS	SCHOOL	FOUNDATION	COMBINED June 30, 2023
<b>Current Assets</b>			
Cash and Cash Equivalents	1,849,479	1,087,802	2,937,281
Accounts Receivable	195,415		195,415
<b>Other Current Assets</b>			
Prepaid Expenses	20,897		20,897
Deposits			-
Right of Use Asset	4,439		
Due from Related Parties	55	(55)	-
<b>Total Other Current Assets</b>	<b>25,391</b>	<b>(55)</b>	<b>25,336</b>
<b>Total Current Assets</b>	<b>25,391</b>	<b>1,087,747</b>	<b>1,113,138</b>
<b>Fixed Assets, net of depreciation</b>	<b>60,708</b>	<b>458</b>	<b>61,166</b>
<b>TOTAL ASSETS</b>	<b>\$ 2,130,993</b>	<b>\$ 1,088,205</b>	<b>\$ 3,219,198</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	137,711		137,711
Credit Cards	(5,425)		
<b>Other Current Liabilities</b>			
Accrued Expenses	11,500		11,500
Accrued Payroll & Taxes			-
Payroll Withholdings			-
Deferred Revenue	236,759		
Lease Liability	4,587		
Due to/from Host District	713,491		713,491
<b>Total Other Current Liabilities</b>	<b>966,337</b>	<b>-</b>	<b>966,337</b>
<b>Total Current Liabilities</b>	<b>1,098,623</b>	<b>-</b>	<b>1,098,623</b>
<b>TOTAL LIABILITIES</b>	<b>\$ 1,098,623</b>	<b>\$ -</b>	<b>\$ 1,098,623</b>

Net Assets

Massachusetts Department of Elementary and Secondary Education

Unrestricted	1,030,699	1,003,949	2,034,648
Temporarily Restricted	-	500	500
Net Income	1,671	83,756	85,427
Total Net Assets	<u>\$ 1,032,370</u>	<u>\$ 1,088,205</u>	<u>\$ 2,120,575</u>
TOTAL LIABILITIES & EQUITY	<u>\$ 2,130,993</u>	<u>\$ 1,088,205</u>	<u>\$ 3,219,198</u>

- School budget for FY24. The Board of Directors voted to approve this draft budget on 06/07/23. Final approval takes place in October.

**Boston Day & Evening Academy  
FY 2024 Draft Budget v2**

	FY23 Budget	FY24 Budget Draft v1
<b>REVENUE</b>		
Tuition	5,335,874	5,989,782
<i>Tuition - in kind</i>	2,925,457	2,912,549
Government Grants	1,958,590	1,928,766
Private Contributions - Restricted	233,927	70,000
Private Contributions - Unrestricted	10,000	145,000
Grant from BDEA Foundation	-	-
Interest & Miscellaneous Income	-	35,000
<b>TOTAL REVENUE</b>	<u>10,463,848</u>	<u>11,081,097</u>
<b>EXPENSES</b>		
BPS-Paid Salaries	6,131,511	6,541,907
BDEA-Paid Wages & Stipends & Payroll expense	232,836	347,000
<i>Payroll Taxes - in kind</i>	79,710	77,867
Payroll Taxes	17,659	26,393
<i>Employee Benefits - in kind</i>	1,410,248	1,377,650
Grant-funded Benefits	174,439	160,116
Professional Development	112,500	67,500
<b>Total Personnel Costs</b>	<u>8,158,903</u>	<u>8,598,433</u>
Program Expenses & Student Events	227,650	299,000
Alumni Activity & Post-Grad Program Expenses	11,200	11,200
Materials/Supplies	82,000	72,000
Technology	25,000	30,000
<b>Total Student &amp; Program Costs</b>	<u>345,850</u>	<u>412,200</u>

Professional Fees & Consultants	295,600	404,500
Facilities Expenses	35,000	45,000
Equipment Rental	130,000	80,000
<i>Buildings &amp; Grounds - in kind</i>	<i>484,990</i>	<i>492,265</i>
Board of Trustees Expenses	3,300	2,800
Supplies, Travel & Meetings, Postage, Fees	40,400	53,700
Insurance	23,000	23,000
Advancement	75,000	27,500
Depreciation	10,000	10,000
Miscellaneous Expenses	46,000	46,000
<i>BPS Purchased Services &amp; Transportation</i>	<i>950,510</i>	<i>964,767</i>
<b>Total Administrative Costs</b>	<b>2,093,800</b>	<b>2,149,532</b>
<b>TOTAL EXPENSES</b>	<b>10,598,553</b>	<b>11,160,165</b>
<b>Surplus/Deficit</b>	<b>(134,705)</b>	<b>(79,068)</b>

a. Budget Submission and Spring 2023 Pre-enrollment Process.

<b>FY24 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2023 submission	305
Number of students upon which FY24 budget tuition line is based	368
Number of expected students for FY24 first day of school	334
<p><i>We concluded the 2022-23 school year with an enrollment of 247 students. Following summer school, which includes a Capstone course, we anticipate that 13 students will graduate in September. We also anticipate enrolling 100 new students following seven orientations taking place May-September. We therefore anticipate an enrollment of 334 on the first day of the 2023-24 school year. BDEA recruits students throughout the school year so we will continue working to meet and exceed our budgeted student enrollment target of 368.</i></p>	

Provide a capital plan for FY24

BDEA does not have a capital plan for FY24.

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-23

### FAITHFULNESS TO CHARTER

	<b>2022-23 Performance</b> M (Met) NM (Not Met)	<b>Evidence</b> (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                             <ul style="list-style-type: none"> <li>●struggles with mental health</li> <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>36% current students and graduates from SY 22-23 entered BDEA “far” or “very far” from graduation, with five or less incoming transcript credits from their former school(s)</p> <p>54% report not feeling supported in their former school environment as their reason for applying to BDEA</p> <p>36% report that they perceived no academic progress being made toward graduation at their former school</p> <p>70% report feeling unmotivated at the time of their enrollment at BDEA</p> <p>Current students and graduates from SY 22-23 document a total of 409 mental health risk factors; 1.5 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 22-23, 55% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 2 of SY 22-23, 73% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p>

	<b>2022-23</b> <b>Performance</b> M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
		<p>In Trimester 3 of SY 22-23, 65% 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>	<p><b>MET</b></p>	<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> <p>61% of students enrolled in literacy support courses completed at least one humanities class in SY 22-23</p> <p>54% of students not enrolled in literacy support completed at least one humanities class in SY 22-23</p> <p>Numeracy and math support classes are helping students complete math classes at a rate higher than students not enrolled in those support classes.</p> <p>50% of students enrolled in math support courses completed at least one math class in SY 22-23</p> <p>44% of students not enrolled in math support completed at least one math class in SY 22-23</p>
<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>		
<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 value of learning.</p>	<p><b>MET</b></p>	<p>BDEA did not administer the annual Panorama school culture climate survey in April 2023. Historically there is difficulty in student access to the survey, resulting in minimal student participation. Instead BDEA administered the YouthTruth School Climate and Diversity, Equity, and Inclusion survey in April 2023 for the second year. BDEA</p>

	<b>2022-23</b> <b>Performance</b> M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
		<p>administered the survey to 140 students, 60 staff, and 32 family members.</p> <p>Students' average ratings (on a 5-point scale) were:</p> <ul style="list-style-type: none"> <li>- Belonging &amp; Peer Collaboration - 3.39</li> <li>- Culture - 3.69</li> <li>- Relationships - 3.83</li> <li>- Student Voice &amp; Leadership - 3.48</li> <li>- Diversity, Equity, &amp; Inclusion - 3.94</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>	<p><b>MET</b></p>	<p>More than 100 BDEA Families engaged with us during the school year:</p> <p>Held a Family Engagement Evening with City Councilor at Large Julia Mejia to gather feedback from families about ways to elevate alternative education within the Boston education landscape. 20 families attended.</p> <p>BDEA met with and distributed Thankful Dinner Gift Bags containing food, a \$50 gift card and a Turkey to 120 different families in November 2022.</p> <p>At three school vacation breaks and at the end of the school year BDEA shared heaping food bags to families: 100 in December, 135 in February, 117 in April and 75 in June</p> <p>BDEA assisted 3 families with furniture and clothing after displacement due to a home fire</p>

	<b>2022-23 Performance</b> M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
		<p>Held a Family Appreciation Zoom Meeting for all BDEA families in December (11 families participated)</p> <p>Created a Family Appreciation and Resource Room during BDEA's December Symposium Event. We had 63 event attendees.</p> <p>Hosted a two-day outdoor registration event in September for students to pick-up technology, submit health forms, and receive their bus passes. Sixty-five families engaged with staff during registration.</p> <p>BDEA hosted two 2-hour parent drop-in sessions on Zoom.</p>

\*Add or remove rows as necessary

	<p style="text-align: center;"><b>2022-23 Performance</b></p> <p style="text-align: center;">M (Met) NM (Not Met)</p>	<p style="text-align: center;"><b>Evidence</b> (Include detailed evidence with supporting data or examples.)</p>
<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)</p>		
<p><b>Measure:</b> 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><b>MET</b></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 BDEA 2022-23 school year graduates have long-term postgraduate plans, ranging from 2-4year colleges to career-advancing employment.</p>
<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.</p>	<p><b>MET</b></p>	<p>43 students graduated, 9 are matriculating to a 4-year college, 10 to a 2-year college, 12 to a job training program. This is a 72% acceptance rate into a viable postsecondary college or training program that begins by Fall 2023.</p>
<p><b>Objective 4:</b> BDEA will continue to build a Professional Learning Community for all staff. (Aligns with key design element #4)</p>		
<p><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.</p>	<p><b>MET</b></p>	<p>The ETWA working group met a total of five times during the 22-23 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 6th and BDEA</p>

	2022-23 Performance  M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		BoT approved changes at the January 18th Board Meeting.
<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>MET</b>	60 staff who took the End-of-Year Staff Survey (86% response rate).  Staff rated the following question as a 3.42 (on a 5-point scale): My school creates a positive work environment.
<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. This takes place on Wednesday and Friday afternoons. Topics this year focused on literacy instruction and trauma-informed skill building.

\*Add or remove rows as necessary

**DISSEMINATION**

	<b>2022-23 Performance</b>	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
<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</b>	As seen in our dissemination description, and captured in our visitor logs, BDEA hosted guests from nine different school systems or non-profit organizations this school year. Some of these meetings took place on Zoom. Though not monthly, frequency may be associated with each month of the school-year
<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 staff facilitated a virtual EdCamp for Alternative Education in partnership with The Telescope Network. BDEA 2.0 teachers, supported by a 1619 grant, designed and published a new curriculum with the Pulitzer Center on math, history, and reparations.
<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</b>	BDEA has not re-introduced the summer institute following the pandemic.

\*Add or remove rows as needed.

**REACH OBJECTIVES AND MEASURES**

	<b>2022-23 Performance</b>	<b>Evidence</b> (Include detailed evidence with supporting data or examples)
	M (Met) NM (Not Met)	
<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	<b>MET</b>	Data collection on student independence continued in SY22-23.

	<b>2022-23</b> <b>Performance</b>  M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples)
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.		74% of end-of-term grading included student independence ratings in Connects, during Trimester 3 SY 22-23. 23.8% of the independence records indicate that students sometimes complete tasks and assignments independently. 27.4% indicate students usually complete tasks and assignments independently.

\*Add or remove rows as needed.

**OBJECTIVES AND MEASURES FOR ALTERNATIVE CHARTER SCHOOLS RELATED TO ACADEMIC PERFORMANCE**

	<b>2022-23 Performance</b>  M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p align="center"><b>Objective:</b> Through implementing Restorative Justice Practice, BDEA students will have gained greater conflict resolution skills (Aligns with key design element #2)</p>		
<p><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:</p> <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>	<p align="center"><b>MET</b></p>	<p>39% of all students served in SY 22-23 had internally-documented behavior incidents.</p> <p>79% of students with behavioral incidents recorded in Trimester 1 progressed positively, collectively decreasing their number of incidents recorded in Trimester 2.</p> <p>89% of students with behavioral incidents recorded in Trimester 2 progressed positively, collectively decreasing their number of incidents recorded in Trimester 3.</p> <p>Few current BDEA students have historical suspension records due to there being no to low suspension rates during the height of the pandemic. Prior to their enrollment at BDEA, 7% of students have in-school suspension records and 24% have out-of-school suspension records. BDEA’s most recent data from 2021 indicates a 2.6% out-of-school suspension rate.</p>

\*Add or remove rows as needed.

## APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-24

### RECRUITMENT PLAN 2023-24

#### 2022-23 Implementation Summary:

BDEA made a significant investment in recruitment efforts in the 2022-23 school year. Between July and December 2022, we embarked on a process to develop new branding and marketing materials. Students participated in the entire process to ensure that our new branding reflected their experience of what makes BDEA unique and impactful. This process allowed us to create a new suite of resources for student recruitment including table set up materials, posters, postcards, lawn signs and language that effectively describes the school. Consistently using these new materials and talking points will also allow us to build a brand within the Boston education landscape - this is critical to ongoing recruitment because one of our key barriers is a lack of awareness that BDEA exists, and for whom it is designed.

Using our new materials, we continued to nurture relationships with guidance counselors at other BPS middle schools as counselor referrals are central to our recruitment efforts. We added a 0.5 FTE Admissions Assistant to support recruitment efforts this year which allowed our Admissions Manager to dedicate more time to building relationships with her referral network in Boston. The new staff member who worked with admissions focused her time on administrative needs including processing paperwork for new applicants, making phone calls to new applicant families and organizing all the logistics for our ongoing 3-day new student orientation sessions. There were no significant differences in subgroup enrollment this year compared to prior years. We expect that our incoming students will meet the comparison index and BDEA's gap narrowing targets given that our school is specifically designed for students who are typically not well served by the traditional school system.

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

##### General Recruitment Activities for 2023-24:

- 1) Community Outreach - Beginning in June 2023, we have organized groups of staff to go into Dorchester, Roxbury, Mattapan and Hyde Park to visit organizations where our students also frequent. This includes community centers, health care centers, youth centers, sports-related businesses and beauty shops/barbers. We provide flyers and information at these organizations and will build personal relationships with staff at these locations to leverage student referrals.
- 2) Goal Setting - We will set quarterly goals for recruitment efforts and students recruited, and maintain an internal staff team to carry out recruitment efforts.
- 3) Board Support - Maintain a board of trustee subcommittee dedicated to recruitment efforts.
- 4) Student Mailing - We will send an advertising flier to all BPS students in 9th and 10th grade.
- 5) Event Tabling - We will participate in ongoing community events in Roxbury, Dorchester, Hyde Park and Mattapan to increase awareness in the community about BDEA.

- 6) Website Redesign - We will revise our website and add alumni stories so that prospective students who come to our website can more easily see themselves at BDEA in the future.
- 7) Social Media - We will establish a social media calendar that consistently incorporates student and alumni stories to spread the word about our school and the programming we provide.
- 8) Expertise Dissemination - We will continue to participate in conferences and workshops to share our expertise about alternative education in order to build brand awareness in the city.

<b>Recruitment Plan – 2023-24 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group</b>	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 39.6%</p> <p><b>GNT percentage<sup>4</sup>:</b> 15.4%</p> <p><b>CI percentage:</b> 15.4%</p> <p>The school is <span style="background-color: #90EE90;">15.4%</span> GNT percentages and <span style="background-color: #90EE90;">15.4%</span> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2022-23 Strategies</b></p> <p style="text-align: center;"><input checked="" type="checkbox"/> <b>Met GNT/CI: no enhanced/additional strategies needed</b></p> <p><i>Strategies from 2021-22 Report:</i> 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> <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>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 8.4%</p> <p><b>GNT percentage<sup>5</sup>:</b> 15.1%</p>	<p style="text-align: center;"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;"><input type="checkbox"/> <input checked="" type="checkbox"/> <b>Did not meet GNT/CI: additional and/or enhanced strategies needed.</b></p>

<sup>4</sup> Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline)

<sup>5</sup> Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).

Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations, 2023 GNT and Comparison

<b>Recruitment Plan – 2023-24 Strategies</b> <b>List strategies for recruitment activities for each demographic group</b>	
<p><b>CI percentage:</b> 15.1% The school is <b>below</b> GNT percentages and <b>below</b> CI percentages</p>	<ul style="list-style-type: none"> <li>● We have developed new branded marketing materials with the support of PR firm Brodeur Partners. We will translate our new student recruitment materials to Spanish, Haitian Creole, and Cape Verdean Creole, Chinese, Vietnamese, and Portuguese.</li> <li>● We will share translated recruitment materials with middle schools and high schools who refer students to us, as well as the BPS central office (and BINCA and BATA).               <ul style="list-style-type: none"> <li>○ We anticipate the translation to Spanish, Haitian Creole, Cape Verdean Creole, Chinese, Vietnamese, and Portuguese to be complete within one year and to see the impact of our strategy within two years.</li> </ul> </li> </ul>
<b>Students eligible for free or reduced lunch (Low-income)</b>	
<p><b>(a) CHART data</b>  <b>School percentage:</b> 77.6%  <b>GNT percentage<sup>6</sup>:</b> 57.0%  <b>CI percentage:</b> 59.9%            The school is <b>above</b> GNT percentages and <b>above</b> CI percentages</p>	<p style="text-align: center;"> <input type="checkbox"/> <input checked="" type="checkbox"/> <b>Met GNT/CI: no enhanced/additional strategies needed</b> </p> <p><i>Strategies from 2021-22 Report:</i> 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 enrolled 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, under credited 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>

Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the “target” Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline), nor does it apply to Low-income/Eco Dis calculations (2014-15 is used for baseline).

<sup>6</sup> Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).

<b>Recruitment Plan – 2023-24 Strategies</b> <b>List strategies for recruitment activities for each demographic group</b>	
<u>Students who are sub-proficient</u>	<p><i>Strategies from 2021-22 Report:</i> 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>(d) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide recruitment marketing materials to our current families and students knowing that word of mouth is how the majority of current students learned about BDEA.</li> <li>● Continue collaborating with middle and high school staff members and the Boston Re-Engagement Center (REC) to identify the students who need BDEA.</li> <li>● Advertise BDEA at local community locations that are frequented by our students.</li> <li>● Build relationships with local community locations that are frequented by our students so a broader network of people across the city feel informed enough to refer students to BDEA.</li> <li>● Share information about BDEA with the network of academic guidance counselors within BPS.</li> <li>● Continue participating in thought leadership opportunities so more people know about BDEA’s programming.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><i>Strategies from 2021-22 Report:</i> 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 to 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>(e) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>● Advertise BDEA at local community locations that are frequented by our students. For this population we will focus on organizations providing homelessness services, scattered sites, transitional housing, and healthcare centers.</li> <li>● Build relationships with local community locations that are frequented by our students so a broader network of people across the city feel informed enough to refer students to BDEA.</li> <li>● Share information about BDEA with the network of academic guidance counselors within BPS.</li> </ul>

<b>Recruitment Plan – 2023-24 Strategies</b> <b>List strategies for recruitment activities for <u>each demographic group</u></b>	
	<ul style="list-style-type: none"> <li>• Share information about BDEA with the network of student support staff at the middle school and high schools that most frequently refer students to us.</li> <li>• Continue participating in thought leadership opportunities for adults who work with youth at risk of dropping out of school so more people know about BDEA’s programming.</li> </ul>
<p><u>Students who have dropped out of school</u>  <u>*only schools serving students who are 16 and older</u></p>	<p><i>Strategies from 2021-22 Report:</i> 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>(f) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>• Meet in person with staff at the Boston Re-Engagement Center (REC) to provide an overview of BDEA, to share our new marketing materials and to ensure that all staff who work at the REC understand BDEA and the opportunity it provides for students who have already dropped out of school.</li> <li>• Advertise BDEA at local community locations that are frequented by our students.</li> </ul>

## RETENTION PLAN 2023-24

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.**

### **2022-23 Implementation Summary:**

Student retention remains a challenge at BDEA but we implemented a number of strategies during the 2022-23 school year to retain our students.

#### **Academic:**

- Academic Screening. 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. Matching students to the right course level, with the right social support is central to student engagement and retention for our population of students.
- Literacy. We have invested in a three-year literacy initiative that is supporting teachers to provide more effective lessons that are tailored to specific student needs while maintaining rigor.
- Blended Learning. We maintained our Blended Learning program so that students could take part in a hybrid model of education. This program currently enrolled around 35 students and allowed, in particular, our young parents and other students with additional responsibilities or medical needs to maintain their schooling.
- Family Meetings. Students participate in a family meeting twice/year during which teachers, family members and students discuss their level of academic and social engagement at BDEA. These meetings help keep students on track and allow BDEA staff to collaborate with families to best meet the needs for every student.
- ELL and Special Education. We invest in ELL and Special Education certification for staff. Currently there are 16 staff at BDEA that are licensed in special education and work to support students in an inclusion setting. One additional staff member will get her license this summer. Of the staff who are certified, nine are teachers. Three are science teachers, three are math teachers, and three are humanities teachers. The other seven staff are administrators, counselors, speech pathologist, and school psychologists. There are four teachers that are ESL licensed. Other teaching staff have RETELL endorsement. Students with an ELD level receive services from a certified ESL teacher.
- ARC. BDEA maintains an Academic Review Committee (ARC) which meets weekly to review academic progress of EL students and students with disabilities to plan for and provide academic interventions and support. The committee 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.

#### **Student Support:**

- Staffing - BDEA added a 1.0FTE Attendance Coordinator who worked collaboratively with the academic and student support teams to support student retention. Using weekly attendance reports, this staff member created ongoing engagement incentives and helped the student

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.**

support team to more efficiently identify students who needed urgent intervention to remain engaged.

- Teacher-CFC Partnership - For the first time Teacher-Community Field Coordinator teams met on a bi-weekly basis to discuss their caseload of students. Any student that was not engaging academically or socially was flagged to receive some kind of intervention much faster than in prior years.
- YPI - Building on its inaugural year in 2021, our Young Parents Initiative (YPI) enrichment course and support offered skill-building to young parents allowing a set of students to build a sense of connection and cohort identity. Thirteen students participated in this group which met twice/week with an outside facilitator from Mothers for Justice allowing our young mothers to remain engaged in school.
- Father's Group - We established a new Young Fathers group that met for after-school support and mentoring as a means to help our young fathers remain more engaged in school.
- Home Visits - Throughout the year, our Student Support Team 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 could help students strategize ways to get back to school. The Student Support Team also carries out two to four summer outreach communications and/or physical home visits for our most at-risk students.
- Emergency Support - BDEA provides emergency services including: food, clothing, showers, laundry services, housing advocacy and support.

**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.*

<b>Annual goal for student retention (percentage):</b>	85%
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**Retention Plan – 2023-24 Strategies**  
**List strategies for retention activities for each demographic group.**

**Special education students/students with disabilities**

<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 16.7%</p> <p><b>Third Quartile:</b> 18.8%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2022-23 Strategies</b></p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> <b>Below third quartile: no enhanced/additional strategies needed</b></p> <p><b>(c) Optional to Share: 2023-24 Additional Strategy(ies)</b></p> <ul style="list-style-type: none"> <li>• Maintain our Academic Review Committee (ARC)</li> <li>• Maintain our universal screening and diagnostic testing processes</li> <li>• Maintain Blended Learning program</li> <li>• Maintain family meetings</li> <li>• Continue investing in staff special education certifications</li> <li>• Maintain Teacher-Community Field Coordinator bi-weekly meeting structure</li> <li>• Maintain home visit processes</li> </ul>
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**Limited English-proficient students/English learners**  
**Limited English-proficient students**

<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 0%</p> <p><b>Third Quartile:</b> 16.5%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2022-23 Strategies</b></p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> <b>Below third quartile: no enhanced/additional strategies needed.</b></p> <p><b>(c) Optional to Share: 2023-24 Additional Strategy(ies)</b></p> <ul style="list-style-type: none"> <li>• Maintain our Academic Review Committee (ARC)</li> <li>• Maintain our universal screening and diagnostic testing processes</li> <li>• Maintain family meetings</li> <li>• Continue investing in staff special education certifications</li> <li>• Maintain Teacher-Community Field Coordinator bi-weekly meeting structure</li> <li>• Maintain home visit processes</li> </ul>
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**Students eligible for free or reduced lunch (low-income)**

<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 28.6%</p> <p><b>Third Quartile:</b> 18.6%</p> <p>The school's attrition rate is <b>above</b> third quartile percentages.</p>	<p><input type="checkbox"/> <input checked="" type="checkbox"/> <b>Above third quartile: additional and/or enhanced strategies needed.</b></p> <p><b>(c) 2023-24 Additional Strategy(ies)</b></p> <p>Given the population of students we serve, we will maintain all of our retention strategies in the 2023-24 school year.</p> <ul style="list-style-type: none"> <li>• Maintain all emergency support services</li> <li>• Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives</li> </ul>
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	<ul style="list-style-type: none"> <li>● Maintain our universal screening and diagnostic testing processes</li> <li>● Maintain our literacy initiative (Collaboration with DESE via GLEAM grant and TNTP, our literacy consultants, and two additional consultants who support us in literacy and cultural competency)</li> <li>● Maintain Blended Learning program</li> <li>● Maintain our Academic Review Committee (ARC)</li> <li>● Continue investing in staff special education certifications</li> <li>● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure</li> <li>● Maintain family meetings</li> <li>● Maintain YPI and Young Fathers’ groups</li> <li>● Maintain home visit processes year round</li> </ul> <p>We anticipate at least a 2-year timeframe to experience a change in attrition data.</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2022-23 Strategies</b></p> <p><i>Strategies from 2021-22 Report:</i> 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><b>2023-24 Additional Strategy(ies)</b></p> <ul style="list-style-type: none"> <li>● Maintain all emergency support services</li> <li>● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives</li> <li>● Maintain our universal screening and diagnostic testing processes</li> <li>● Maintain our literacy initiative (Collaboration with DESE via GLEAM grant and TNTP, our literacy consultants, and two additional consultants who support us in literacy and cultural competency)</li> <li>● Maintain Blended Learning program</li> <li>● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure</li> <li>● Maintain family meetings</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2022-23 Strategies</b></p> <p><i>Strategies from 2021-22 Report:</i></p> <ul style="list-style-type: none"> <li>● We will continue staff trainings on restorative justice with a new focus on literacy.</li> <li>● 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.</li> <li>● We will continue our work towards becoming an anti-racist institution, which will serve to empower students and give them agency in their learning.</li> <li>● 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● We will continue our Blended Learning program which allows more flexibility for students who need it in order to continue their education.</li> <li>● <b>2023-24 Additional Strategy(ies)</b></li> <li>● Maintain all emergency support services</li> <li>● Maintain YPI and Young Fathers’ groups</li> <li>● Maintain home visit processes year round</li> <li>● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives</li> <li>● Maintain Blended Learning program</li> <li>● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure</li> </ul>
<p><u>Students who have dropped out of school</u>  <u>*only schools serving students who are 16 and older</u></p>	<p><b>(f) Continued 2022-23 Strategies</b>  <i>Strategies from 2021-22 Report:</i> 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> <ul style="list-style-type: none"> <li>● <b>2023-24 Additional Strategy(ies)</b></li> <li>● Maintain all emergency support services</li> <li>● Maintain YPI and Young Fathers’ groups</li> <li>● Maintain home visit processes year round</li> <li>● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives</li> <li>● Maintain Blended Learning program</li> <li>● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure</li> </ul>

## APPENDIX C: SCHOOL AND STUDENT DATA TABLES

### STUDENT DEMOGRAPHIC INFORMATION

#### [Enrollment by Race/Ethnicity \(2022-23\)](#)

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	49.2%
Asian	1.9%
Hispanic	46.7%
Native American	0.6%
White	1.6%
Native Hawaiian, Pacific Islander	0%
Multi-Race, Non-Hispanic	0%

#### [Selected Populations \(2022-23\)](#) (SPED DEPT)

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	33.6%
English Language Learner	8.4%
Low-income	77.6%
Students with Disabilities	39.8%
High Needs	89.1%

## ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
Irma Camacho	Director of Operations	01/14/2008	
Lisa Ewick	Special Education Director	10/29/2001	6/30/2022 (resigned)
Latashia Furtado	Director of Student Support	5/15/2013	
Leslie Hill-Singleton	Registrar	9/15/2003	
Alison Hramiec	Head of School	08/20/2004 (BDEA) 07/2015 (Head of School)	
Anita Ivarson	Special Education Director	09/01/2022	
Jill Kantrowitz	Director of Institutional Advancement	09/20/2021	
Adrienne Level	Program Leader	08/25/2011 (BDEA) 08/2016 (Instructional Leader)	
Janet Platt	Co-Instructional Leader	08/20/2004 (BDEA) 08/2017 (Instructional Leader)	06/30/23 (retired)
Rawchayl Sahadeo	Co-Instructional Leader	8/31/2019	
Margaret Samp	Director of Postgraduate Planning	08/25/2001	
Camella Scott	Data and Accountability Manager	10/29/2018	

Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	30	1	6	Retirement, contract not renewed, and other k-12 educational, and administrative opportunities

<b>Other Staff</b>	37	1	2	Contracts not renewed
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### INFORMATION ABOUT THE BOARD OF TRUSTEES

<b>Board Membership During the 2022-23 School Year</b>				
<b>Name</b>	<b>Position on the board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served on the board</b>	<b>Length of each term (start and end date in MM/YY format)</b>
Jonathan Barry	Board Officer	BDEA Development Committee, Finance	1	01/23/23-06/30/25
Spencer Blasdale	Board Officer	Finance, 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 <i>Term Conclusion</i> 06/30/23
Tyron Boswell	Staff Representative	In House Grant Management	1	10/22/22-06/30/24
Maddrey Goode	Chair, Board Officer	Executive, Facilities	3	08/01/19 - 06/30/21 07/01/21 - 06/30/23 07/01/23 - 06/30/25
Jennie Hallisey	Staff Representative	In House Grant Management	2	09/01/20 - 06/30/22 07/01/22 - 06/30/24
Salesia Hughes-Hibbert	Board Officer /Parent Representative	Parent Council	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25
Perry Hull	Board Officer	N/A	1	08/01/21 - 06/30/22 <i>Resignation Date</i> 07/01/22
Alisa Hunter	Vice-Chair, Board Officer	Marketing	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25
David Jones		Facilities	2	09/01/18 - 09/01/20 09/01/20 - 06/30/22 <i>Resignation Date</i> 07/01/22
Jumaane Kendrick	Board Officer	Facilities	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25
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 <i>Resignation Date</i> 06/30/22
Lisa Laguerre	Board Officer	Marketing	2	08/01/21 - 06/30/23

Board Membership During the 2022-23 School Year				
				07/01/23 - 06/30/25
Sonya Page	Board Officer	Marketing	3	08/01/19 - 06/30/21 07/01/21 - 06/30/23 07/01/23 - 06/30/25
Cris Rothfuss	Board Officer	Finance	3	10/15/18 - 06/30/20 07/01/20 - 06/30/22 07/01/22 - 06/30/24
Norma Suárez Quiles	Board Officer /Parent Representative	Parent Council	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25
Dre Woodbury	Board Officer	Marketing	1	01/23/23-06/30/25
Evelyn Zayas	Treasurer, Board Officer	Executive, Finance	3	10/15/18 - 06/30/20 07/01/20 - 06/30/22 07/01/22 - 06/30/24 <i>Leave of Absence</i> 07/01/23-06/30/24
Jill Kantrowitz	Staff: Ex Officio Member	<i>Marketing, Facilities, Finance</i>	<i>n/a</i>	<i>n/a</i>
Alison Hramiec	Staff: Ex Officio Member	<i>Marketing, Facilities, Finance</i>	<i>n/a</i>	<i>n/a</i>

\* Add or remove rows as needed.

- [Board of Trustee and Committee Meeting Notices](#)

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### FACILITIES

- Due to space constraints dating back to 2018, our BDEA 2.0 program, some administrative staff and our Blended Learning program are all now housed at the James P. Timilty Middle School building so our operations and activities are split between two campuses. When the Timilty closed at the end of the 2021-22 school year, BDEA requested more space and has been granted the ability to expand programming within one full floor of the Timilty building. We will continue to work with BPS to establish a clear plan that will allow us to be housed in a single facility that meets the needs of our students.

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

### ENROLLMENT

Action	2023-24 School Year Date(s)
Student Application Deadline	02/21/2024
Lottery	03/01/2024

## APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

### Conditions *(if applicable)*

- BDEA is not operating with conditions.

### Complaints

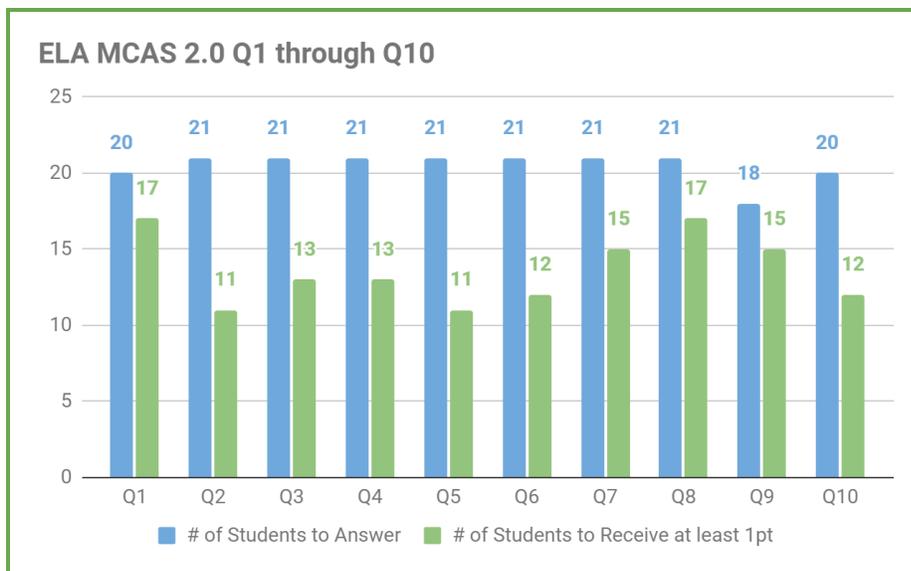
- The Board of Trustees did not receive any written complaints during the 2022-23 school year.

### Attachments:

### **STUDENT PERFORMANCE DATA - CRITERION 5**

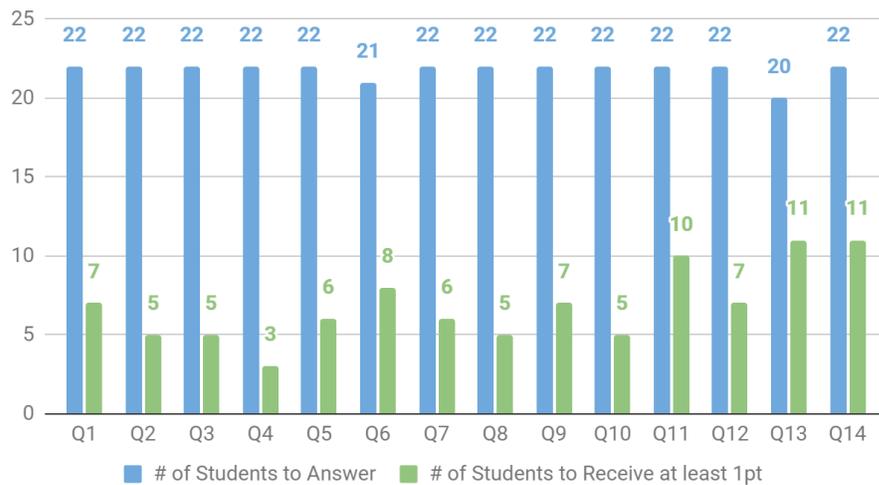
Below are samples of the MCAS data instructional teams use to inform changes in their curriculum and instructional practice. Humanities, Math, and Science departments aligned competencies and benchmarks with the MCAS 2.0, based on data from our most recent tests. The departments worked together to analyze gaps in students' understanding, question by question, and continue to address those gaps through increased attention to skill areas in an annual MCAS results review.

### **ELA - # of Students to Answer Question vs. # of Students to Receive at least 1pt for Answer - PREVIEW**



### **Math - # of Students to Answer Question vs. # of Students to Receive at least 1pt for Answer - PREVIEW**

### Math MCAS 2.0 Q1 through Q14



### ELA, Math or Science Heatmap of Points Received per Question - EXAMPLE

ELA number of points earned = 0 - 8; no response = blank

Math and BIO number of points earned = 0 - 4; no response = blank

First Name	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0
Student 1	1	1	1	1	0	1	2	2	3	1
Student 2	1	0	1	0	1	0	2	2		
Student 3	1	0	0	0	1	1	2	2	2	1
Student 4	1	0	0	0	0	0	1	1	4	0
Student 5	1	0	0	0	1	1	1	1	2	1
Student 6	1	1	1	1	0	1	2	2		1
Student 7		0	1	1	1	0	2	1	2	1
Student 8	1	1	1	1	1	1	0	1		1
Student 9	1	1	1	1	1	0	2	1	7	1
Student 10	1	1	1	1	1	1	2	2	7	1

### Scaled Score per Student - EXAMPLE

Massachusetts Department of Elementary and Secondary Education

Student	Scaled Score	Achievement Level	Status	Points to Pass
Student 1	476	Partially Meeting Expectations, EPP	Passed	0
Student 2	480	Partially Meeting Expectations, EPP	Passed	0
Student 3	467	Not Meeting Expectations	Retest	2
Student 4	445	Not Meeting Expectations	Retest	24
Student 5	508	Meeting Expectations	Passed	0
Student 6	476	Partially Meeting Expectations, EPP	Passed	0

## **STUDENT PERFORMANCE DATA - CRITERION 5**

### **YouthTruth Executive Summary from April 2023 Student Survey Administration**

Students at BDEA were surveyed in April 2023 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, Diversity, and Inclusion. This report represents feedback from 140 students.

In order to put student feedback into context, this report compares BDEA students' ratings to the ratings from students at 577 other high schools across the country.

- 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 understand the steps I need to take in order to apply to college.
- The lowest rated question within the key themes was: I try to do my best in school.
- Respondents also provided feedback about Diversity. For example, 59% of respondents responded positively to the question: My school encourages students to speak out against racism.
- Respondents also provided feedback about Inclusion. For example, 51% of respondents responded positively to the question: I feel like I can talk to students from my school about my religion, faith or spiritual beliefs.

## **CRITERION 7 SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

### **YouthTruth Executive Summary from April 2023 Family Survey Administration**

Family members at BDEA were surveyed in April 2023 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback. In order to put feedback into context, this report compares BDEA family members' ratings to the ratings from family members at 264 other high schools across the country. This report represents feedback from 32 family members.

Compared to other participating high schools, BDEA's highest rated themes were: Engagement and Resources. The lowest rated themes were: Communication & Feedback and Relationships.

Compared to other participating high schools, BDEA's highest rated question within the key themes was: Parent/family members are included in planning school activities. (which is in the Engagement theme)

The lowest rated question within the key themes was: I feel comfortable approaching teachers about my child's progress. (which is in the Relationships theme)

## **CRITERION 8 CAPACITY**

### **YouthTruth Executive Summary from April 2023 Staff Survey Administration**

Staff members at BDEA were surveyed in April 2023 about their perceptions of their school in terms of Culture, Engagement, Relationships, Professional Development & Support, and School Safety. In order to put feedback into context, this report compares BDEA staff members' ratings to the ratings of staff members from 274 other high schools across the country. This report represents feedback from 60 staff members. Based on the enrollment data provided, you had a 86% response rate.

Compared to other participating high schools, BDEA's highest rated themes were Professional Development and Support and School Safety. The lowest rated theme was Culture and Relationships.

Compared to other participating high schools, BDEA's highest rated question within the key themes was: I feel comfortable speaking honestly to families about their child's progress. (which is in the Relationships theme)

The lowest rated question within the key themes was: My school sets high expectations for students. (which is in the Culture theme)