

Boston Day and Evening Academy

A Horace Mann Public Charter School



Annual Report for School Year 2024-25

Boston Day and Evening Academy

Alison Hramiec, Head of School

ahramiec@bostonpublicschools.org

20 Kearsarge Ave

Roxbury MA 02119

phone: 617-635-6789

www.bdea.org

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Introduction to the School

Boston Day and Evening Academy			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	1998	Year(s) Renewed (if applicable)	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	505	Chartered Grade Span	9-12
<p>Mission Statement: *Boston Day and Evening Academy re-engages off-track students in their education preparing them for high school graduation, post-secondary success and meaningful participation in their community.</p> <p><i>*Please note, we revised our mission statement through a collaborative process with key stakeholders in 2021. Our new mission is asset-based and names the Key Design Elements outlined in our charter: 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 will submit a charter amendment request for formal approval in the coming year.</i></p>			

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 2024-25 school year and pleased to highlight strengths and key changes:

- We created a **Portrait of a Graduate** which articulates the habits that BDEA students develop to lead a life of opportunity and choice. Through a collaborative process with student, family, staff, board and community stakeholders, the following five habits will guide us forward: Accountability, Curiosity, Pride, Criticality, and Empathy.
- Aligned with the Mayor and Superintendent's priorities, BDEA was selected as one of the three schools, and specifically as the alternative education school, through which BPS will pilot a formal **Pathway Program**. With the support of the Executive Director of Strategy and Operations in the Office of Secondary Schools at BPS, we will spend the next year planning for a school year 2026-27 Pathway Program launch.
- **Graduation:** 76 students graduated.
- We created an **Alumni Association**. With two engaged Alumni on our Board of Trustees, we have built the infrastructure to track alumni contact information, highest level of education and field of study to demonstrate the impact of BDEA's programming and support current students with professional alumni connections.

- **Financial Stability:** Planning for our conclusion of Federal COVID relief funding (ESSER) we continued our 3-year, \$3,000,000 fundraising campaign to create future financial stability for the school.

Submitted Respectfully,



Maddrey Goode

Chair of the Board of Trustees (2024-25 School Year)

School Performance and Program Implementation

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.

This year BDEA served 300 students. Through the rigor of our competency-based academic model, 76 students graduated across four ceremonies held in September, December, April, and June—a nearly 50% increase in the number of graduates compared to the 2023–24 school year.

Postgraduate plans:

- 18 students (24%) plan to attend a 4-year college
- 24 students (32%) plan to attend a 2-year college
- 23 students (30%) plan to enter career training programs
- 7 students (fewer than 9%) plan to begin employment (internship or career-related)
- 2 students (fewer than 3%) plan to begin employment (not career-related)
- 1 student (1%) plans to join the military
- 1 student (1%) is taking a gap year to focus on grassroots organizing

100% of BDEA's 2024–25 graduates completed a postgraduate plan. The majority leave BDEA with an updated résumé, MA ID, valid health insurance, an active bank account, and completed FAFSA forms, if required for their plan.

Key Design Elements:

1. Competency-based, student-centered teaching and assessment
2. Post secondary preparation
3. Social emotional development and wellness

KDE #1: Competency-based, student-centered teaching and assessment

- 29 Teachers

- Director of Instruction
- Program Leader for BDEA 2.0 and Blended Learning

Academic Strength: In September 2023, BDEA welcomed a new Director of Instruction (DOI). In her second academic year, we began operationalizing insights from our Growing Literacy Equity Across Massachusetts (GLEAM) grant to increase instructional rigor and quality. We introduced a teaching assessment tool to evaluate all teachers on their use of complex texts and grade-level-aligned tasks. The tool also assesses how students demonstrate mastery through discourse, writing, reading, and problem-solving.

Coaching Expertise: We continue to partner with external consultants: Kayla Morse Higgs provides leadership team coaching support for our collective efficacy and strategic planning. Dr. Malcolm Andrews from the BPS Telescope Network and Rebecca Steinitz, serve as instructional coaches for our teaching staff.

Program Model: BDEA operates on a trimester model that includes a month-long, project-based learning module called “Project Month,” held annually in late November and December. We offer three distinct program models:

- Flagship (Original): The school’s foundational model.
- BDEA 2.0: A work-based learning program designed with and for Black and Latino young men. Launched in 2018, this model addresses disproportionate attendance and academic progress challenges for male students by providing access to career exploration and field experiences in sectors such as construction, the arts, food services, and technology. Students earn high school credit for their work-based learning experiences.
- Blended Learning: Originally launched in response to the pandemic, this hybrid model primarily supports students with internalizing emotional impairments and those facing barriers to in-person learning.

Technology: All teaching staff use Schoology as a remotely accessible content hub. Schoology is integrated with our Salesforce database, Connects. Our full-time Data Systems Manager continues to streamline both platforms for greater efficiency. We use Connects to access progress reports and track all competencies, modules, and courses students must complete to progress through their personalized academic roadmaps to graduation.

Learning and Growth: The BDEA school week includes structured professional development time. On Wednesdays and Fridays, classes conclude at 1:30 p.m. to support staff training and collaborative planning. Instructional Leaders maintain a PD calendar aligned to current school priorities. This school year BDEA increased planning time and adjusted the PD calendar to emphasize department-based collaboration and targeted learning by focus area (e.g., instruction, student support). We also initiated Professional Learning Communities (PLCs), during which groups of teachers focused on different problems of practice each trimester. Approximately twenty percent of each teacher’s 35-hour work week is allocated to self-directed planning. Each year, staff participate in a school-wide Problem of Practice professional development session. This year’s themes included student engagement with complex texts, collaborative learning, and supporting productive struggle amid high absenteeism. In alignment with our GLEAM work, we have now embedded inquiry cycles into each trimester.

KDE #2: Post secondary preparation

- Four full time staff: Two Guidance Counselors, a BDEA 2.0 Pathway Coordinator and Career Exploration Program Coordinator
- Two in-office local partner positions: College Advising Corps and Boston PIC

Our Postgraduate Planning (PGP) office ensures that all aspects of students' plans for life after high school are thoughtfully developed prior to graduation. Many BDEA students do not initially view themselves as candidates for college or a career of their choosing, but PGP programming helps shift that mindset. The PGP team collaborates closely with the Student Support Team and special education staff, attending all IEP meetings and aligning support across services.

In the 2024–25 school year, our PGP programming included:

- Coursework required for graduation
- One-on-one college and career planning sessions with guidance counselors
- Financial aid counseling for families and students in partnership with MassEdCO
- Exposure to colleges and career tracks, including on-site admissions events
- Dual enrollment opportunities at local college campuses
- Weekly PGP workshops, required for all students 12 months from graduation
- College tours to UMass Boston, Roxbury Community College, and Franklin Cummings Tech
- Internships coordinated through the Boston Private Industry Council (PIC)
- Four graduation cycles per year, allowing students to complete coursework and transition directly to postsecondary pathways

Key outcomes: 76 graduates.

- 18 students (24%) plan to attend a 4-year college
- 24 students (32%) plan to attend a 2-year college
- 23 students (30%) plan to enter career training programs
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Courses:

Two required trimester-long courses introduce students to diverse postsecondary options and workforce skills. Students in BDEA 2.0 complete three courses, with added emphasis on career research and internship preparation. This year, we launched a new Pre-Capstone Seminar for students within one year of graduation. The seminar introduced Naviance, a college and career readiness platform, and supported students in exploring goal-setting, campus visits, training programs, and financial aid options. Students are also required to complete a final BDEA Capstone Course, which culminates in a research paper and a formal presentation.

College and Career Day Events:

In October and April, BDEA hosted two all-school, mandatory College and Career Day events. These gatherings connected students with industry professionals and college representatives across various fields. This year, 24 organizations and colleges visited BDEA, and 232 students participated in career fairs and recruitment events. This new model replaced our previous weekly programming, offering more concentrated and impactful exposure.

Partnerships: BDEA partners with community organizations to expand students' college and career experiences before graduation. Key partners include the Private Industry Council (PIC), College Advising Corps (Boston University), and Madison Park Development Corporation (MPDC). Staff from PIC and College Advising Corps work on-site at BDEA, extending the reach and capacity of our PGP office. This year, 25 students worked with our PIC Specialist for 31 work placements at 27 distinct companies, programs and organizations. Employment sites included 826Boston, Artist for Humanity, Brigham and Women's Hospital, the Institute of Contemporary Art (ICA), and Vertex Pharmaceuticals as examples.

Dual Enrollment/Early College: BDEA continues to support students in enrolling in college-level courses while completing their high school requirements. This year, 10 students participated in dual enrollment—up from 3 students the previous year—through partnerships with local colleges and universities.

KDE #3: Social emotional development and wellness

- 18 time staff: Community Field Coordinators (CFCs), School Nurses, Special Education staff, Counseling/Mental Health team, Registrar.

Student Support Team: BDEA's Student Support Team (SST) plays a critical role in fostering student success. This 18-member team includes paraprofessional Community Field Coordinators (CFCs), a Registrar, school nurses, special education staff, a Family Liaison, and five mental health clinicians. The clinicians consist of three full-time Social Workers and two School Psychologists, who provide one-on-one counseling and therapy for students—with and without Individualized Education Programs (IEPs). This year, we launched a new partnership with Children's Services of Roxbury, bringing two additional in-school interns to support non-IEP students. To promote family engagement, our Family Liaison manages a Family Council that meets monthly via Zoom or in person.

Health and Wellness: BDEA operates an in-school health clinic in partnership with Whittier Street Health Center. Staffed by a Nurse Practitioner and a Caseworker, the clinic offers both treatment and preventive healthcare, along with assistance enrolling in MassHealth. The clinic is also grant-funded for a Social Worker, though that position is currently vacant.

Housing Support: Many BDEA students face housing insecurity. This year, 64 students reported housing-related needs, and 46 received formal support. A dedicated staff member serves as the in-school housing liaison for all students. While BDEA was able to address some needs directly, we also referred students to Boston Public Schools' Housing Support Department or to the Justice Resource Institute's Housing Options Program, which provides rental subsidies and related services.

Support Groups: BDEA facilitates a variety of student support groups tailored to student needs. Our Diversity Group (a Gender and Sexualities Alliance) meets weekly and is open to all students. We also

partner with MBK617 and InnerCity Weightlifting—two organizations that mentor youth, counter violence, and promote community and workforce engagement. Additionally, we host *Beats, Rhymes, and Life*, a therapeutic music production program that empowers students to explore identity and justice through original music.

Addressing Basic Needs: We ensure students have access to essential resources that remove barriers to school attendance and academic success. This includes:

- A fully stocked clothing resource room
- A food pantry
- Hygiene products
- On-campus laundry and private shower facilities
- Food bag distributions prior to each of our three extended school breaks—a long-standing commitment to students and families

This year, we continued implementing the new attendance policy introduced in 2023–24, supported by ongoing training and communication with staff. These policies contributed to our highest attendance rate in recent history: 64%.

Criterion 2: Access and Equity

- [Enrollment by Race/Ethnicity \(2024-25\)](#)
- [Selected Populations \(2024-25\)](#)
- [2023-24 Student Discipline](#) Data Report

Criterion 4: Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
BDEA Overall Model	In person meeting	Dir. of Institutional Advancement; Head of School; Dir. of Instruction	Aurora Leadership Team: (Laurie Gagnon, Jim Benson, Virgel Hammonds, Jazminn Williams, Jennifer Kabaker, Chiara Wegener, Loretta Goodwin, Jilliam Joe, Kelly Organ)	<p>Artifacts: Slide deck presentation, school tour, student panel, Q and A, resource discussion</p> <p>Laurie Gagnon wrote a Blog Post about BDEA's model</p> <p>This is the Aurora Site Visit Guide. The team came to experience a learning community rooted in transformative, competency-based education practices; Deepen their understanding of opportunities and challenges in implementing student-centered change on the ground; and connect BDEA to new resources</p>
BDEA Overall Model	In person meeting	Dir. of Institutional Advancement; Dir. of Instruction	Carolyn Eastman, Director of Personalized Learning for NHLI (New Hampshire Learning Initiative)	<p>Artifact: Slide deck presentation, school tour, classroom observation, resource discussion</p> <p>Carolyn coaches school districts nationally and wanted to learn more about our model. After touring with us she connected us to Traverse City High School to support them.</p>
BDEA Overall Model	Zoom meeting	Dir. of Institutional Advancement	Traverse City High School (alt ed high school in Traverse City MI) - joined full staff meeting - first meeting (November)	<p>Artifact: Slide deck presentation, Q and A, resource discussion</p> <p>Traverse City High School is struggling with rapid growth and a new remote learning option. They wanted to learn about all programs and</p>

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
			Contact: Holly Decker, School Social Worker; ~30 staff total	how we individualize our academic model effectively
BDEA Blended Learning model	Zoom meeting	Dir. of Institutional Advancement	Traverse City High School (alt ed high school in Traverse City MI) - joined full staff meeting - second meeting (February) Contact: Holly Decker, School Social Worker; ~30 staff total	Artifact: Slide deck presentation, Q and A, resource discussion The school has been directed to create a remote learning option and they wanted to talk about accountability to learning goals and effective programming. Shared details about best practices from BDEA's Blended Learning Program
BDEA Overall Model	Zoom meeting	Dir. of Institutional Advancement	RISE Academy (Lawrence) - Mtg 1 Carlos Cordero, Principal; Jahnlsa Cartagena, Dean of School Culture and Climate; Jacob Beaudoin, School Counselor	Artifact: Slide deck presentation, Q and A, resource discussion Referred by Brianna Higgins at DESE to learn best practices from an alternative program. Shared overall programming with a focus on how student support and academics work together. After meeting by Zoom, we agreed to continue discussion during an in-person visit to BDEA 2.0
BDEA Instruction and BDEA 2.0 Model	In person meeting	Dir. of Institutional Advancement, Dir. of Instruction, Program Leader BDEA 2.0 and Blended Learning,	RISE Academy (Lawrence) - Mtg 2 Carlos Cordero, Principal; Jahnlsa Cartagena, Dean of School Culture and	Artifact: Slide deck presentation about BDEA 2.0, Q and A, resource discussion, shared attendance policies and a document about tiered intervention

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
		Director of Student Support, BDEA 2.0 Pathway Coordinator	Climate; Jacob Beaudoin, School Counselor	Focus on student support, attendance policies, work-based program (BDEA 2.0), and accountability Following the visit, we connected the team with Liz Murray, instructional coach in Boston, as well as Hope & Comfort which provides hygiene products to schools
BDEA Overall Model Instruction History of developing BDEA's competency-based model	Zoom meeting	Dir. of Institutional Advancement; Head of School; Dir. of Instruction	Shah Family Foundation, Joey Griffith and Anna Valuev (both junior staff, carrying out research for Ross Wilson, Executive Director)	Artifact: Slide deck presentation, Q and A, resource discussion The Shah Foundation seeks to establish an online competency-based education program so they are exploring different models. We focused on curriculum development, technical support (online platforms), and instruction
BDEA Overall Model, (focus on Instruction and our Post graduate planning work)	In person meeting	Dir. of Institutional Advancement; Dir. of Instruction, Guidance Counselor	New Liberty Innovation School (NILS) - Meghan Murtagh, Employment and Post-Secondary Specialist Holly O'Leary, Instructional Leader	Artifact: Slide deck presentation, observation of a Precapstone seminar class, we shared our pre-cap seminar syllabus . They shared their Impact Seminar class syllabus . NILS is reviewing their program of study and seeking to strengthen their post graduate pathways. They wanted to talk through their ideas and gather feedback and information about best practices at BDEA

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Overall Model BDEA 2.0 (work-based learning)	In person meeting	Dir. of Institutional Advancement, Dir. of Instruction	Woonsocket Education Department - CTE Catherine Rickert, administrator at Woonsocket High School and Aréema Sweeney-Ashby, Assistant Principal	Artifacts: Slide deck presentation, classroom observation, Q and A Woonsocket is a large urban high school located in Woonsocket, Rhode Island, with an adjacent Career and Technical Center. They were curious about how we create our schedule and innovate around instruction.
BDEA Overall Model	In person meeting	Head of School, Dir. of Institutional Advancement , Leadership Team, Teachers, Students	Springpoint Evaluation Team. Led by: Ashley Tierra Hendricks, Director, Leadership and School Design	Artifact: Mtg occurred over two days which included in depth artifact review (staff and student), classroom observation, department meetings and feedback/reflection time The BPS central office hired Springpoint to do a comprehensive assessment of all BPS alt ed schools. BDEA received a favorable review. The final report positions BDEA as leaders in establishing a highly-individualized, highly-supportive, culturally competent academic experience
BDEA Overall Model - role in the alt ed landscape	In person presentation	Head of School, Dir. of Institutional Advancement	Local funders, BPS leadership, local non-profits	Artifact: Slide deck presentation We carried out a presentation to BPS leadership about alternative education within the district. In follow up, BDEA was selected by the district to be the alt ed pilot site for a new Pathway Program that will begin in school year 2026-27

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Board Diversity	Zoom presentation	Dir. of Institutional Advancement, BDEA Board of Trustees Vice Chair, Alisa Hunter	United Way MA Bay (UWMB), Katie Barnes Ferrer - Senior Vice President, Diversity, Equity and Inclusion	Artifact: N/A BDEA was invited to join a panel discussion with UWMB's ~50 person Board Connection cohort to talk about developing a diverse board that is reflective of the communities being served. All attendees were community members who are learning how to serve effectively on community boards in MA.
BDEA's Overall Model and community impact	In person event	Dir. of Institutional Advancement, Operations Specialist, School Secretary, Dir. of Operations	Audax Financial Volunteers (19 individuals)	Artifact; N/A Massive garden clean up effort to prepare our community garden for the upcoming summer. We also engaged one donor to make a significant financial contribution to the garden

Academic Program Success

Criterion 5: Student Performance

□ [2024 School Report Card](#)

Assessment:

- Overall we have low numbers for these assessments because many students come to BDEA having already taken MCAS at a prior high school
 - (Retesters, who are the majority of who we serve, do not show up in this data which only represents students taking MCAS for the first time)
- Assessment participation rates are strong and we are proud of our internal processes that support these rates. These processes include outreach to parents and caregivers, repeated, advanced communication with students, in school MCAS kick off events, MCAS prep sessions and special breakfasts for students.
- BDEA students perform better in English than Math
- BDEA students perform below comparative state targets in all categories as expected given the population of students we serve, however each trimester we are now instituting MAP and MCAS data reviews that are identifying curricular, social/emotional and academic supports to improve performance.
- While we do have results for science which teachers reviewed, they aren't provided in DESE's BDEA profile since "only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results."
 - We rarely have students who begin their first 9th grade year with us.
- Department analysis of MCAS results showed that this year's changes to curriculum in math and science should have a positive impact on student results. In ELA, students need additional support for on demand writing tasks.

Criterion 6: Program Delivery

Our academic program is designed to meet the needs of young adults who have been previously disengaged from school. We are a competency based school, built around innovative, autonomous curriculum development, student-centered instruction, multi-faceted assessment practices, and responsiveness to all learners.

We use data to inform our instruction. At the start of each year, the instructional staff examines disaggregated MCAS data and is now starting to review MAPs data and connectedness phases to inform adjustments in practice to improve student learning and outcomes.

The BDEA curriculum consists of 528 benchmarks in our flagship model and 405 benchmarks for BDEA 2.0. These benchmarks make up the competencies within our three academic disciplines of math, humanities and science, as well as our postgraduate planning programming. Each department has constructed a curriculum map that outlines the series of courses and competencies a student takes at BDEA. Each course and competency/benchmark is specifically 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 accessible in our Salesforce database.

Curriculum Development: Teachers at BDEA have the autonomy to develop and adapt grade-level content to meet student interests, academic needs, and real-world relevance. This year, teachers developed several new courses and units including *History of Black People in the Military*, *The Transcendentalist in Me*, *Who Gets Cancer and Why*, and *The Mathematical Analysis of Martial Arts*. These courses uniquely introduced identity development, critical thinking, and inquiry-based learning to complement the academic experience for students. As is the case with all courses, teachers collaborate to align content with existing benchmarks and BDEA's trimester system.

The science department piloted the OpenSciEd curriculum, which introduced phenomenon-based units that frame science content around real-world questions. In math, teachers incorporated Illustrative Math and NGPF (Next Gen Personal Finance) to support inquiry, financial literacy, and collaborative problem solving. Humanities teachers expanded their curriculum by integrating materials from the College, Career, and Community Writers Program (C3WP), designed by the National Writing Project, and the Library of Congress to support argumentative and investigative writing.

Curriculum development was further strengthened through external partnerships, such as the UMass Boston Writing Project, which provided professional learning opportunities and helped shape interdisciplinary curriculum that resulted in student publications on topics such as prison abolition and Palestinian freedom. The BPS Telescope Network from BPS also had a positive impact in supporting instruction and curriculum development.

Instructional Practice: Instruction at BDEA emphasizes student engagement, voice, and ownership. Learned through our GLEAM grant, we are further focused on making sure students (vs. teachers) are 'doing the work' of learning. Instructional strategies and examples of this included phenomenon-based inquiry in science, student-led community discussions in humanities, project-based learning in math, and real-world skill building in career readiness courses.

Through a survey given to all teachers in June about their practice, teachers reported increased collaboration within and across departments, supported in part by Cycles of Inquiry (COIs), Professional Learning Communities built into each teacher's weekly schedule, and support from the Telescope Network- a division of BPS that supports collaborative learning for educators. We were fortunate to welcome Dr. Malcolm Andrews from the Telescope Network to work at BDEA two times/week to support this collaborative learning. Instructional shifts this year also included more cross-content teaching (e.g., co-teaching math and science through a golf unit), the integration of multiple modalities (visual, kinesthetic, auditory), and increased use of grade-level texts and scaffolded writing instruction. The latter shifts were a direct result of learning through our GLEAM grant.

Classroom structures were also adapted to prioritize relationship-building and independent learning. Teachers emphasized calm, inclusive environments, while also developing tools like structured notebooks, reference sheets, and graphic organizers to support student learning and autonomy. Many

staff reflected on their efforts to adjust class structures to support more effective collaboration and student ownership of the learning process.

Assessment Strategies: Given BDEA’s academic autonomies, teachers use a wide variety of assessments aligned with benchmarks and learning objectives, including diagnostic assessments, formative checks for understanding, student self-assessments, and performance-based tasks.

Examples of assessment tools used this year included:

- OpenSciEd transfer tasks and embedded assessments
- Writing portfolios aligned to specific benchmarks
- Mock interviews and real-world tech tasks (e.g., using Gmail and calendar tools in Career Readiness)
- Quizzes, oral presentations, and culminating projects
- Progress trackers and student self-assessments
- Rubrics designed to measure growth across specific competencies

In literacy and numeracy intervention programs, diagnostic tools like WADE and WIST were used to identify student needs and track progress. Many teachers created their own assessments, adapting them for varied learners and incorporating choice-based formats that allowed students to demonstrate understanding in multiple ways.

Teachers also reflected on the need to improve cohesion and consistency in assessment practices, especially as benchmarks are revised and new curricula are piloted. This reflection has led to school-wide conversations about refining the roadmap and strengthening alignment across departments.

Support for All Learners: Equity and access are foundational to BDEA’s instructional model, particularly since we are an inclusion school. As reported on the DESE website, 42.4% of our students require special education services. Teachers consistently reported modifying instruction and assessments to support students with disabilities, English learners, and others with differentiated needs. Support included pre-teaching vocabulary, using picture-rich materials, offering oral and alternative assessments, providing extended time, and designing multisensory activities. Many classrooms used scaffolds such as graphic organizers, structured notebooks, and video-based instruction to enhance access.

Special education staff played an active role in co-planning, pushing into classrooms, and holding advisory groups composed entirely of students with IEPs. Student support teams—including SST, ARC, and IPT—met regularly to coordinate interventions, ensure continuity of services, and design individualized learning pathways. Teachers also offered additional one-on-one and small group instruction outside of class time, including during advisory and after school.

Staff consistently support student self-advocacy and work with students to better understand and use their IEP accommodations. We are also developing new staff training for September to ensure that IEP accommodations are clear to all teachers. Advisory structures supported social-emotional development

and connection, while external partnerships (like the Telescope Network and UMass Boston Writing Project) provided professional learning around trauma-informed teaching and inclusive practice.

Organizational Viability

Criterion 10: Finance

- ☐ Provide an unaudited FY25 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, 2025 - UNAUDITED

	SCHOOL	FOUNDATION	COMBINED June 30, 2025
REVENUES			
District Funding (per pupil)	\$ 6,081,070		\$ 6,081,070
District Funding (in-kind)	2,224,520		2,224,520
Government Grants & Funding	1,783,322		1,783,322
Private Support			-
Contributions - Component Unit	64,245		64,245
Contributions - Individuals & Foundations	12,535	179,297	191,832
Total: Private Support Funding	76,780	179,297	256,077
Interest & Dividends	60,190	57,345	117,535
Total Revenues	\$ 10,225,882	\$ 236,642	\$ 10,462,524
EXPENSES			
Salaries & Related	8,135,637		8,135,637
Administrative Costs	109,674	5,223	114,897
Professional Fees	387,868		387,868
Instructional Services	274,999		274,999
Other Student Services	163,375		163,375
Operation & Maint of Plant	541,056		541,056
Grant Expense - Component Unit		64,245	64,245
Depreciation & Amortization	14,233		14,233
Advancement	4,070		4,070
Other Costs	248,136		248,136
Total Expenses	\$ 9,879,048	\$ 69,468	\$ 9,948,516
CHANGE IN NET ASSETS	\$ 346,834	\$ 167,174	\$ 514,008

Note: An independent audit for the year ending June 30, 2025, must be filed with the Department and the State Auditor **by October 31, 2025**.

This will be filed on time.

- ☐ Provide a statement of net assets for FY25

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT
STATEMENT OF NET ASSETS AT JUNE 30, 2025 - UNAUDITED

ASSETS	SCHOOL	FOUNDATION	COMBINED June 30, 2025
Current Assets			
Cash and Cash Equivalents	2,223,362	1,659,697	3,883,059
Accounts Receivable	244,099	18,045	262,144
Other Current Assets			
Prepaid Expenses	20,800		20,800
Deposits			-
Right of Use Asset	1,877		
Due from Related Parties	94,302	(94,302)	-
Total Other Current Assets	116,979	(94,302)	22,677
Total Current Assets	116,979	1,583,440	1,700,419
Fixed Assets, net of depreciation	146,913	-	146,913
TOTAL ASSETS	\$ 2,731,353	\$ 1,583,440	\$ 4,314,793
LIABILITIES			
Current Liabilities			
Accounts Payable	34,380		34,380
Other Current Liabilities			
Accrued Expenses	43,105		43,105
Accrued Payroll & Taxes			-
Payroll Withholdings			-
Deferred Revenue			
Lease Liability	2,033		
Due to/from Host District	654,087		654,087
Total Other Current Liabilities	699,225	-	699,225
Total Current Liabilities	733,605	-	733,605
TOTAL LIABILITIES	\$ 733,605	\$ -	\$ 733,605
Net Assets			
Unrestricted	1,650,914	1,406,266	3,057,180
Temporarily Restricted	-	10,000	10,000
Net Income	346,834	167,174	514,008
Total Net Assets	\$ 1,997,748	\$ 1,583,440	\$ 3,581,188
TOTAL LIABILITIES & EQUITY	\$ 2,731,353	\$ 1,583,440	\$ 4,314,793

☐

☐ Approved school budget for FY26:

Boston Day & Evening Academy**Fiscal Year July 1 2025 - June 30 2026**

	FY25 Budget	FY26 Budget
REVENUE		
Tuition	6,081,070	6,718,924
<i>Tuition - in kind</i>	2,229,930	2,327,440
Government Grants	1,923,673	480,558
Private Contributions - Restricted	185,000	191,268
Private Contributions - Unrestricted	-	-
Grant from BDEA Foundation	-	-
Interest & Miscellaneous Income	-	-
TOTAL REVENUE	10,419,673	9,718,190
EXPENSES		
BPS-Paid Salaries	6,745,512	6,434,003
BDEA-Paid Wages & Stipends & Payroll expense	222,000	172,224
<i>Payroll Taxes - in kind</i>	79,054	79,015
Payroll Taxes	16,983	13,175
<i>Employee Benefits - in kind</i>	1,404,062	1,397,956
Grant-funded Benefits	170,459	-
Professional Development	40,000	15,000
Total Personnel Costs	8,678,070	8,111,373
Program Expenses & Student Events	270,000	265,073
Alumni Activity & Post-Grad Program Expenses	11,200	11,200
Materials/Supplies	107,000	152,000
Technology	40,000	40,069
Total Student & Program Costs	428,200	468,342
Professional Fees & Consultants	461,000	328,268
Facilities Expenses	40,000	40,000
Equipment Rental	-	-
<i>Buildings & Grounds - in kind</i>	498,680	492,265
Board of Trustees Expenses	3,000	3,000
Supplies, Travel & Meetings, Postage, Fees	44,200	44,335
Insurance	18,000	33,000
Advancement	27,500	27,500
Depreciation	33,000	33,000
Miscellaneous Expenses	15,000	-
<i>BPS Purchased Services & Transportation</i>	<i>248,134</i>	<i>358,204</i>
Total Administrative Costs	1,388,514	1,359,572
TOTAL EXPENSES	10,494,784	9,939,287
Surplus/Deficit	(75,111)	(221,098)

The board of trustees **voted to approve** the FY26 budget on May 14, 2025

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	411

Number of students upon which FY26 budget tuition line is based	411
Number of expected students for FY26 first day of school	350
<p>Because we enroll, discharge and graduate students throughout the year our numbers vary based on time of year. The following is our best prediction of student numbers:</p> <p>Our database showed 238 enrolled students at the end of June 2025. We expect to enroll at least 112 new students for the start of school - (following seven orientations taking place May-August 2025). We therefore anticipate an enrollment of 350 on the first day of the 2025-26 school year. We always have an influx of new students in September - and we will graduate 12 students from summer Capstone - so our numbers will increase beyond 350 prior to the first SIMS reporting deadline on October 1st.</p>	

☐ Provide information on current or future capital plans by completing the table below.

Table: Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
	BDEA is dependent on BPS for facilities planning. Our school has not been named for a current building upgrade or change despite our need so we do not have any planned capital projects for FY26. We are waiting to have our auditorium seats replaced but are fifth on the waitlist for this project. We are unclear if that project will be initiated in the next five years.			

Appendix A: Accountability Plan Evidence 2024-25- Faithfulness to Charter

Objective (for KDE 1): BDEA will engage all students in competency-based, student-centered, research-based, culturally-relevant and responsive learning experiences that will prepare them to be readers, writers, critical thinkers, and communicators.				
Measure KDE1A: Each year 80% of students enrolled for the full academic year will meet or exceed their course completion goal, based on their October 1 assigned engagement phase. (academic achievement - content learned) Year 2 MET: 182/224 = 81.25% Total number of students enrolled for the full year that are still enrolled or graduated = 224	Minimally Connected (MC)	Partially Connected (PC)	Connected (C)	Data to be reported: <ul style="list-style-type: none"> Numerator: Cumulative number of students (from each level of connectedness), who met their course completion goal (or graduated), per their October 1 assigned engagement phase Denominator: Number of students who are enrolled on or before October 1 and who complete the school year at BDEA/or graduated Attendance, behavior or academic agreement interventions will be documented as a student contract record within Salesforce
	Students who begin the year in this engagement phase will have graduated <u>OR</u> complete 1 course <u>OR</u> received an attendance, behavior or academic agreement intervention RESULT: 45/224 were minimally connected. 44/45 completed at least 1 course; 1/45 had an attendance contract	Students who begin the year in this engagement phase will complete at least 3 courses per school year or graduate RESULT: 55/224 were partially connected. 42/55 completed at least 3 courses this school year or graduated	Students who begin the year in this engagement phase will complete at least 5 courses per school year or graduate RESULT: 123/224 were connected. Of the 93/123 completed at least 5 courses or graduated	

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

Objective (for KDE 1): BDEA will engage all students in competency-based, student-centered, research-based, culturally-relevant and responsive learning experiences that will prepare them to be readers, writers, critical thinkers, and communicators.				
Measure KDE1B: By the fourth year of the charter term, 75% of partially connected and connected students who complete the pre and post tests during the academic year will meet or exceed their academic growth goal (Lexile levels), based on their October 1 assigned engagement phase. (Academic Growth) Year 2 MET: 65/86 = 75.58%. This is a significant increase over the prior year which we believe is rooted in having more students completing courses.	Minimally Connected (MC) Students who begin the year in this engagement phase will not be included in the numerator or denominator for this measure * RESULT: N/A	Partially Connected (PC) Students who begin the year in this engagement phase will show growth in Lexile results OR have a Lexile score that falls within the range of 700-999 AND complete at least one humanities OR science course RESULT: 15/27	Connected (C) Students who begin the year in this engagement phase will show growth in Lexile results OR have a Lexile score of at least 1000 AND complete at least one humanities OR science course RESULT: 50/59	Data to be reported: <ul style="list-style-type: none"> Numerator: Cumulative number of students (from partially connected and connected students), who met their academic growth goal (or graduated), per their October 1 assigned engagement phase. Excludes Minimally Connected students. Denominator: Number of students who are enrolled on or before October 1 and who complete the school year at BDEA/or graduated. Excludes Minimally Connected students. Student MAP reading lexile score as measured twice/year in the fall and spring of each academic year

*Within the five year charter term, we will standardize our practice around benchmark data collection as a marker of academic growth for minimally connected students

Objective (for KDE 2): BDEA will operate an active and robust Post Graduate Planning (PGP) Center that ensures all students have a personalized and viable post-secondary school plan at graduation	
<p>KDE2A: 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 internships/apprenticeship programs.</p> <p>NOT MET: During the 2024-25 academic year 76 students graduated. Forty-eight have been accepted to a college, training programs and/or will be/have engaged in an internship or career-related employment role. This is a total of 48/76 = 63%</p> <p>We are currently re-evaluating our data collection processes for PGP. The former PGP Director retired in June 2024 after 24 years so many of the processes and data tracking systems were new to the PGP staff this year. While not met, we believe this is a matter of needing a better process to confirm acceptances and postgraduate plans with students following graduation given that graduations take place four times per year. We look forward to discussing this further with DESE in the coming year.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • <i>Evidence of acceptance via school correspondence</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> • <i>Point Person: Post-Graduate Director</i> • <i>Data is currently stored on an Excel spreadsheet that is stored in the BDEA shared drive</i> • <i>DEA intends to build out Connects to hold this data during the term of our new charter</i>

<p>KDE2B: Each year, at least 80 percent of students who are identified as potential graduates, as defined by enrolling in a Capstone course during the academic year, will graduate within the same academic year before June 30th.¹</p> <p>(Graduation data)</p> <p>MET: During the 2024-25 academic year 77 students enrolled in a Capstone course intending to graduate. Of those 77 students, one student transferred to another program outside of BDEA given housing instability.</p> <p>76 students graduated. The Capstone to graduation percentage = 76/77 = 98.7%</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • # of students who enroll in Capstone annually • graduates per school year (September -June) <p>Data collection plan:</p> <ul style="list-style-type: none"> • Point Person: Data Team • Data will be stored in BDEA’s unique instance of Salesforce, known as Connects. • The enrollment status for each graduate is changed from enrolled to graduate by the Registrar in Connects, upon completion of all BDEA course requirements and state-required testing.
<p>Objective (for KDE 3): BDEA will continue to promote the use of MTSS, restorative practices, relationship- building, trauma-informed care and restorative language to build a safe and supportive school climate for students, staff and families</p>	
<p>KDE3A: By the end of each year, students will report an average rating of 3 or higher in the categories of culture and relationships in the YouthTruth survey. At least 40% of students will complete the survey each year.</p> <p>MET: Students reported a rating of 3.55 in culture and 3.69 in relationships. Forty-seven percent (47%) of students completed the survey this year.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • <i>YouthTruth outcomes</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> • <i>Point Person: Data Team</i> • <i>Data will be stored and reported out by YouthTruth</i> • <i>Culture and climate data is collected in April as survey assessments administered to staff, students, and families</i>

¹ Students enter Capstone when they have completed at minimum 30/33 courses in their roadmap (or 38/42 courses in a BDEA 2.0 roadmap) demonstrating competency in all academic areas. For Capstone, students develop an essential question around a topic and must then complete research to answer specific questions about their topic culminating in a cited research paper and a formal presentation.

<p>KDE3B: By the end of each year, staff will report an average rating of 3 or higher in the categories of culture and relationships in the YouthTruth survey. At least 80% of staff will complete the survey each year.</p> <p>MET: Staff reported a rating of 3.22 in culture and 3.84 in relationships. Ninety-Seven (97%) of staff completed the survey this year.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • YouthTruth outcomes <p>Data collection plan:</p> <ul style="list-style-type: none"> • Point Person: Data Team • Data will be stored and reported out by YouthTruth • Culture and climate data is collected in April as survey assessments administered to staff, students, and families
<p>KDE3C: 75% of documented student needs within each school year are considered resolved² through restorative justice interventions.</p> <p><i>MET SY24: BDEA documented 441 student logs for occurrences including attendance agreements, parent meetings, home visits, mediation circles, behavioral agreements, restoration conversations and resource connections. Of those logs, 396 were closed for a resolved rate of 90%.</i></p> <p>MET SY25: BDEA documented 494 student logs for occurrences including attendance agreements, parent meetings, home visits, mediation circles, behavioral agreements, restoration conversations and resource connections. Of those logs, 472 were closed for a resolved rate of 95.5%.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Open and closed logs <p>Data collection plan:</p> <ul style="list-style-type: none"> • Point Person: Data Team • Data will be stored in BDEA's unique instance of Salesforce, known as Connects. • Action required logs are collected as documentation in Connects and are managed by Community Field Coordinators to launch and complete the intervention process for each student, where applicable. Closed logs indicate resolve.

Objective and Measures related to Dissemination (*required*):

Objective: To carry out ongoing cycles of innovation, reflection, and sharing to advance learning in the alternative education community

² Student needs are documented within our Salesforce database Connects. Resolved is defined as at least one of a set of 14 actions that resolve the outstanding issue have taken place. Actions include: attendance agreement, connecting a student to resources, home visit, literacy support recommendation, nurse/medical attention, reduce class load, restorative conversation with a student, attendance warning letter, family liaison support, IEP support, math support recommendation, parent meeting, restorative conversation with an advisor or safety plan created.

<p>Dissemination: BDEA will have at least 8 formal points of engagement with the local (and broader) alternative education community between July 1 and June 30th each year</p> <p>Year 2 MET: As seen in the dissemination chart, BDEA carried out 13 formal points of engagement with the local and alternative education community.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • <i>Conferences</i> • <i>Demos</i> • <i>School Visits</i> • <i>Site Visits</i> • <i>Volunteer Service Days</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> • <i>Point Person: Director of Institutional Advancement</i> • <i>Data will be stored in a spreadsheet on the BDEA Office of Advancement drive documenting target of dissemination, practices shared, date and means of sharing, and outcomes.</i>
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*Please note a significant change for our Annual Report this year - and for the remainder of the charter term: As discussed with staff at DESE, BDEA has switched from using ACEs scores as the measure for Experiences of Trauma to instead use Resonant Education which measures the skills, conditions and behaviors that foster student success. We introduced a new social-emotional assessment tool to guide programming and student support. For many years, BDEA used the Adverse Childhood Experiences (ACE) Survey at student intake to identify risk factors such as toxic stress, violence, substance use, and delinquency. While the survey revealed that over 90% of our students are high-risk, staff observed that administering it could be triggering, leading to withdrawal and disengagement. To address this, we adopted the Resonant Education screener—a more sensitive and responsive tool. Administered twice annually, this 3–5-minute survey evaluates five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Student Support Team and Advisors use this data to understand needed services and supports over time. As noted in our Accountability Plan. For the purposes of our Annual Report, scores are recorded for all students on October 1 when we create our engagement phases. Using this new assessment tool, Minimally Connected is defined as any student who is flagged as a “concern” for either internal or external behaviors. Concern is defined as scoring 9-15 for internalizing behaviors and/or 7-15 for externalizing behaviors. These students were coded as 0 towards the SEL connectedness rating. Students who were identified as “possible concern” were defined as Partially Connected. These students scored a 7-8 on internalizing behaviors and/or 5-6 on externalizing behaviors. These students were coded as 1 towards the SEL connectedness rating. Finally, students who were *not* identified as a “possible concern” in either internal or external behaviors earned a 2 towards their connectedness rating. These students needed to have scored a 0-6 in internalizing behaviors and a 0-4 in externalizing behaviors. Please let us know if we should update our original Accountability Plan to reflect these new descriptions.

*For the credit accumulation data point in our Accountability Plan, we have made a slight adjustment after conferring with DESE to define connectedness according to the percent of courses remaining until graduation instead of the number of courses left to take. Because BDEA has

different programs with different required courses, calculating percent of courses remaining is a more accurate descriptor of credit accumulation. The percentages associated with each connectedness phase are the following: Minimally Connected: 100-67% of courses left to complete, Partially Connected: 34-66% of courses left to complete, and Connected: 33% or fewer of courses left to complete.

Appendix B: Recruitment and Retention Plan 2025-26

Recruitment Plan 2025-26

2024-25 Implementation Summary:
<p>Successes:</p> <ul style="list-style-type: none"> ● Application Tracking – We will continue to track application source as part of the data we gather from new applicants. By comparing source to BDEA student outcomes, we’ve been able to better understand which students are most successful at BDEA and to target increased recruitment at these schools. ● Referral Partner Relationship Building – Newly tracking which schools, and staff at specific schools, refer students, we will build relationships with these schools through visits and welcoming guests to BDEA so more students can know about us and transfer. This has continued to be a positive strategy, allowing us to welcome students who are well prepared to join our community. ● 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. We were fortunate to present our model at a meeting for BPS and community leaders. This led to BDEA being selected as the alt ed pilot school for a new Pathway Program initiative for BPS. ● Targeted Email Outreach – Targeted email outreach to all potential BPS referring school leadership contacts via the Head of School prior to each new trimester at BDEA. This was a positive effort led by our Head of School, which gathered significant response from fellow principals and counseling staff. ● Alumni Engagement – Incorporate alumni engagement into student recruitment by attending recruitment presentations and tabling events. We created a new Alumni Association this year, which sets the groundwork for more effectively including alumni in student recruitment efforts next year. ● BPS Re-engagement Center Relationship – Build closer relationships with staff at the BPS Re-engagement Center to ensure we are receiving active referrals for students who have dropped out of another school and are now seeking a new option. We spent significant time building relationships with the BPS Re-engagement Center this year. Our staff joined the monthly YTTF collaboration calls, which also allowed for increased understanding of how we can work together on behalf of our students. ● Community Outreach – Continue to send groups of staff to 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. We carry out this positive effort each year in the summer. ● Goal Setting – We will set quarterly goals for recruitment efforts and students recruited, and maintain an internal staff team to carry out recruitment efforts. This was managed by the

internal team at BDEA and allowed us to better monitor recruitment and new student numbers.

- **Event Tabling** – We will participate in ongoing community events in Roxbury, Dorchester, Hyde Park, and Mattapan to increase awareness in the community about BDEA. We participated in BPS-related tabling events and a small number of community tabling events. From our application data tracking, we know that the majority of referrals for BDEA come from family and student recommendations (vs. tabling).

Challenges:

- **Translated Materials** – We will translate three new one-pager flyers for our school into the same languages that our application can be found in (Cape Verdean Creole, Haitian Creole, Portuguese, Vietnamese, Chinese, Spanish, or English). Our revised one-pager materials are being translated this summer.
- **Board Support** – Maintain a Board of Trustees subcommittee dedicated to recruitment efforts. We shifted this away from the board and instead created an internal committee focused on recruitment efforts. This was a positive effort, but different than originally planned.
- **Social Media** – We will increase social media posts to at least 4x/month as part of a formal calendar that consistently incorporates student and alumni stories to spread the word about our school and the programming we provide. We were not able to maintain this cadence of posting in school year 2024–25. We will be working with a board member and consultant in the new year to increase social media visibility.

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

General Recruitment Activities for 2025-26:

- **Application Tracking** – We will continue to track application sources as part of the data we gather from new applicants.
- **Referral Partner Relationship Building** – Newly tracking which schools, and staff at specific schools, refer students, we will build relationships with these schools through visits and by welcoming guests to BDEA so more students can learn about us and transfer.
- **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.
- **Translation** - We will complete the translation of our recruitment materials into Spanish, Haitian Creole, Chinese, Crioulo, Vietnamese, and Portuguese.
- **Targeted Email Outreach** – Targeted email outreach to all potential BPS referring school leadership contacts will come from the Head of School prior to each new trimester at BDEA.
- **Community Outreach** – Continue to send groups of staff to Dorchester, Roxbury, Mattapan, and Hyde Park to visit organizations that 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.

- **Social Media** – We will increase social media posts to at least 3x/month, consistently incorporating student and alumni stories to spread the word about our school and the programming we provide.
- **Internal Recruitment Team** – Maintain an internal recruitment team with quarterly goals for recruitment efforts and students recruited.
- **Event Tabling** – We will participate in ongoing community events in Roxbury, Dorchester, Hyde Park, and Mattapan to increase awareness in the community about BDEA.

Recruitment Plan – 2025-26 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

<p>(a) Charter School Dashboard data</p> <p>School percentage: 42.4%</p> <p>CI percentage:16.1%</p> <p>The school <u>above</u> CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input type="checkbox"/> X At or Above CI: no enhanced/additional strategies needed</p> <p>Copy and paste strategies here from last year’s approved Annual Report.</p> <ul style="list-style-type: none"> ● BDEA’s Admissions Manager will host welcoming events at BDEA to increase exposure to BDEA within the community. ● For all visiting schools, BDEA will have SPED staff represented at the information session with BDEA. ● 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. ● New: Ensure the website properly represents BDEA Special Education services
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
English learners ³⁴	
(a) Charter School Dashboard data School percentage: 5.9% CI percentage: 16.8% The school is <u>below</u> CI percentages	(b) Continued 2024-25 Strategies <input type="checkbox"/> At or Above CI: no enhanced/additional strategies needed Copy and paste strategies here from last year’s approved Annual Report. <ul style="list-style-type: none"> • New: Add a language toggle to our admissions application that converts the application into any language • Expand on a targeted email outreach that our Head of School initiated in School Year 2024 year.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed <input checked="" type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <ul style="list-style-type: none"> • Translate our revised student recruitment materials to Spanish, Haitian Creole, Chinese, Crioulo, Vietnamese and Portuguese • Expand targeted email outreach from the Head of School to include BINCA and Newcomers Academy • Invite staff and appropriate students from BINCA and Newcomers Academy to attend a BDEA Admissions Open House • Maintain a new webpage on our website that describes our English Learner services and programming • Ensure that Bilingual or Multilingual staff are available during our open houses and information sessions.

³ According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment.” *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district. **Please note that a country’s official language is not an acceptable substitute for the prevalent languages in the “List of charter schools that are located in districts that enroll 10% or more of English learners” document located on the Department website.*** For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country’s “official” language in Cape Verde.

⁴ Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
	<ul style="list-style-type: none"> ● Leave translated copies of our recruitment materials at community organizations in Roxbury, Dorchester, Hyde Park and Mattapan that serve non-English speaking populations <p>We expect data to change in the coming two years as a result of these efforts. We have not collaborated with any local community organizations on these strategies yet</p>
Low income	
(a) Charter School Dashboard data School percentage: 78.6% CI percentage: 60.8% The school is <u>above</u> CI percentages	(b) Continued 2024-25 Strategies <input type="checkbox"/> At or Above CI: no enhanced/additional strategies needed Copy and paste strategies here from last year's approved Annual Report. Prior year strategies were not listed out effectively so listing properly below: <ul style="list-style-type: none"> ● Provide excellent lunch and breakfast to all students, while maintaining an open campus ● Leave recruitment materials at community organizations in Roxbury, Dorchester, Hyde Park and Mattapan that serve non-English speaking populations ● Targeted email outreach from the Head of School to other BPS middle and high schools with a strong track record of achievement at BDEA ● Carry out open house events throughout the year for local families as well as referring schools ● Continue a strong relationship with the Reengagement Center at BPS which frequently refers students, the majority of whom are low-income, to BDEA
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed <input type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

Recruitment Plan – 2025-26 Strategies <u>Each student group should have its own set of specific and deliberate strategies.</u> <u>Do not repeat strategies below.</u>	
<u>Students who are sub-proficient</u>	<p>(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • 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. • Continue collaborating with middle and high school staff members and the Boston Re-Engagement Center (REC) to identify the students who need BDEA. • Advertise BDEA at local community locations that are frequented by our students. • 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. • Share information about BDEA with the network of academic guidance counselors within BPS. • Continue participating in thought leadership opportunities so more people know about BDEA’s programming. • Email outreach campaign from Head of School • Continue to track application sources and change strategies as a result • Incorporate alumni engagement into student recruitment by attending recruitment presentations and tabling events <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • 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. • 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. • Share information about BDEA with the network of academic guidance counselors within BPS. • 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.

Recruitment Plan – 2025-26 Strategies <u>Each student group should have its own set of specific and deliberate strategies.</u> <u>Do not repeat strategies below.</u>	
	<ul style="list-style-type: none"> • 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. • Email outreach campaign from Head of School • Build closer relationships with staff at the BPS Re-engagement center to ensure we are receiving active referrals for students who have dropped out of another school and are now seeking a new option <p>2025-26 Additional Strategy(ies), if needed Provide additional and/or enhanced strategies needed.</p>
<p><u>Students who have dropped out of school</u></p> <p><u>*Only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Meet in person with staff at the Boston Re-Engagement Center (REC) to provide an overview of BDEA, to share our 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. • Advertise BDEA at local community locations that are frequented by our students. <p>2025-26 Additional Strategy(ies), if needed Provide additional and/or enhanced strategies needed.</p>

Retention Plan 2025-26

2024-25 Implementation Summary:

Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan.

Successes:

- Enforce attendance policy and ensure all staff are trained on accountability to the policy – *this resulted in a 64% attendance rate, nearly doubled from recent years.*
- Maintain all emergency support services – *our staff have clear systems to respond to emergency needs that range from mental health support to housing.*
- Maintain home visit processes year-round – *this is unique to BDEA and allows us to understand obstacles to our students' attendance and take quick action to support returning to school.*
- Maintain Blended Learning program – *this program uniquely supports our "emotionally impaired" students. We had 8 Blended Learning graduates this year.*
- Maintain our universal screening and diagnostic testing processes – *this continues to allow us to tailor each student's academic experience while understanding the supports they need to thrive.*
- Maintain family meetings – *we created new structure and support for all staff to carry out family meetings this year. Staff reported this as a strength that allowed them to support their students.*
- Maintain our Academic Review Committee (ARC) – *this committee continues to effectively support our larger population of special education students by increasing internal communication, understanding of supports needed, and communication with families.*
- Continue investing in staff special education certifications - *two new staff were certified this year.*

Challenges

- Maintain YPI and Young Fathers' groups – *these became informal groups this year that did not meet consistently.*
- Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives – *we did not maintain the Attendance Coordinator position in school year 2024–25. Instead, we shifted data-driven evaluation to our Data Manager. While this worked well to understand the data, we will improve further on this by expanding data monitoring to our Dean of Culture who will more quickly use that information to initiate family engagement and attendance contracts.*
- Maintain Teacher–Community Field Coordinator bi-weekly meeting structure – *this worked better in some advisories than others. We will do more this year to support these meetings taking place weekly instead of bi-weekly, so students who are missing school or classes can continue to be discussed and supported as quickly as possible.*
- 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) – *our GLEAM grant has concluded, though we are still continuing our work to create engaging, relevant and culturally-responsive curriculum - to improve student engagement.*

Overall Student Retention Goal	
<i>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.</i>	
Annual goal for student retention (percentage):	[85]%

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 13.3% 1 Standard Deviation: 17.89% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-25 Strategies <input type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed <ul style="list-style-type: none"> strategies here from last year's approved Annual Report. Maintain our Academic Review Committee (ARC) Maintain our universal screening and diagnostic testing processes Maintain Blended Learning program Maintain family meetings Continue investing in staff special education certifications Maintain Teacher-Community Field Coordinator bi-weekly meeting structure Maintain home visit processes
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed <input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.
English learners - Limited English-proficient students	
(a) Charter School Dashboard data	(b) Continued 2024-25 Strategies <input type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed.

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
<p>School percentage: 15.5%</p> <p>1 Standard Deviation: 24.98%</p> <p>The school's attrition is <u>below</u> 1 standard deviation.</p>	<ul style="list-style-type: none"> ● Copy and paste strategies here from last year's approved Annual Report. ● Maintain our Academic Review Committee (ARC) ● Maintain our universal screening and diagnostic testing processes ● Maintain family meetings ● Continue investing in staff special education certifications ● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure ● Maintain home visit processes <p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2024-25 school year. No retention strategies needed.</p>
Low Income	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 14.7%</p> <p>1 Standard Deviation: 18.68%</p> <p>The school's attrition rate is <u>below</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year's approved Annual Report. ● Maintain all emergency support services ● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives ● Maintain our universal screening and diagnostic testing processes ● 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)

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
	<ul style="list-style-type: none"> ● Maintain Blended Learning program ● Maintain our Academic Review Committee (ARC) ● Continue investing in staff special education certifications ● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure ● Maintain family meetings ● Maintain YPI and Young Fathers' groups ● Maintain home visit processes year round <p>We anticipate at least a 2-year timeframe to experience a change in attrition data.</p>
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p>
<u>Students who are sub-proficient</u>	<p>(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year's approved Annual Report if they are still relevant or revise strategies as needed. ● Maintain all emergency support services ● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives ● Maintain our universal screening and diagnostic testing processes ● 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) ● Maintain Blended Learning program ● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure ● Maintain family meetings ● Enforce attendance policy and ensure all staff are trained on accountability to the policy <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. ● Maintain all emergency support services ● Maintain YPI and Young Fathers’ groups ● Maintain home visit processes year round ● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives ● Maintain Blended Learning program ● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure ● Center attendance policy and ensure all staff are trained on accountability to the plan <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	<p>(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. ● Maintain all emergency support services ● Maintain YPI and Young Fathers’ groups ● Maintain home visit processes year round ● Support Attendance Coordinator to build upon her data-driven processes to initiate interventions and incentives ● Maintain Blended Learning program ● Maintain Teacher-Community Field Coordinator bi-weekly meeting structure. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year (BDEA Leadership Team)			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Irma Camacho	Director of Operations	01/14/2008	
Latashia Furtado	Director of Student Support	5/15/2013	
Alison Hramiec	Head of School	08/20/2004 (BDEA) 07/2015 (Head of School)	
Anita Ivarson	Special Education Director	09/01/2022	
Adrienne Level	Program Leader	08/25/2011 (BDEA) 08/2016 (Instructional Leader)	
Blaine Yesselman	Director of Instruction	09/01/2023	

*Add or remove rows as needed.

- ☐ Our district/school profile and directory administration are up to date with the correct names and contact information for key leaders.

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31 st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	25	4	0	Resignation, excessed
Other Staff	32	3	0	Retirement, resignation

Information About the Board of Trustees

All board terms are two years and community members may be renewed up to six times for a total of 12 years served.

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Jonathan Barry	Board Officer	BDEA Foundation Board of Directors, Executive Committee, Finance Committee, Treasurer	1	01/23/23 - 06/30/25 07/01/25 - 06/30/27	2031
Angela Collins	Board Officer	Marketing/Student Recruitment	<1	04/10/24 - 06/30/2026 <i>Resigned, July 2024 - moving to the Foundation Board of Directors</i>	2032
Tyron Boswell	Staff Representative	Marketing/Student Recruitment , In House Grant Management	1	10/22/22 - 06/30/24 <i>Resigned, July 2024</i>	2030
Maddrey Goode	Chair, Board Officer	Board Chair, Executive Committee, Facilities	3	08/01/19 - 06/30/21 07/01/21 - 06/30/23 07/01/23 - 06/30/25 07/01/25 - 06/30/27	2027
Jennie Hallisey	Staff Representative	Marketing/Student Recruitment, In House Grant Management	2	09/01/20 - 06/30/22 07/01/22 - 06/30/24 <i>Resigned, July 2024</i>	2028
Charell Hendricks	Board Officer, Staff Representative	In House Grant Management	<1	10/26/24 - 06/30/26	2026
Alison Hramiec	Head of School Representative	All Committees	N/A	N/A	N/A
Salesia Hughes-Hibbert	Board Officer /Parent Representative	Family Council	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25 07/01/25 - 06/30/27	2029

Board Membership During the 2024-25 School Year					
Alisa Hunter	Vice-Chair, Board Officer	Executive Committee, Marketing/Student Recruitment	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25 07/01/25 - 06/30/27	2029
Akshata Kadagathur	Board Officer, Staff Representative	Finance Committee	<1	10/26/24 - 06/30/26	2026
Jumaane Kendrick	Board Officer	Finance Committee	2	08/01/21 - 06/30/23 07/01/23 - 06/30/25 07/01/25 - 06/30/27	2029
Sonya Page	Board Officer	Family Council	3	08/01/19 - 06/30/21 07/01/21 - 06/30/23 07/01/23 - 06/30/25 <i>Resigned July 2025</i>	2027
Cris Rothfuss	Board Officer	Finance Committee, Executive Committee	>3	10/15/18 - 06/30/20 07/01/20 - 06/30/22 07/01/22 - 06/30/24 07/01/24 - 06/30/26	2026
Amanda Shabowich	Board Officer, BDEA Alum	Alumni Engagement	<1	01/10/24 - 06/30/26	2032
Dre Woodbury	Board Officer, BDEA Alum	Alumni Engagement	1	01/23/23 - 06/30/25 07/01/25 - 06/30/27	2031

* Add rows as needed.

- ☐ Please make sure your records within the Board Member Management System (BMMS) are up to date with the correct status, positions, and email addresses for all trustees. Please ask your school's BMMS portal user to update this data in BMMS. School leaders or BMMS portal users can contact James DiMaio at James.DiMaio2@mass.gov or 781-338-3228 for assistance.
- ☐ The board's roster on BDEA's website accurately reflects current board membership.
- ☐ [Board of Trustee and Committee Meeting Notices](#)

Appendix D: Conditions, Complaints, and Attachments

Conditions *(if applicable)*

- ☐ BDEA is not operating with conditions.

Complaints

- ☐ [Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
	The BDEA Board of Trustees did not receive any written complaints to summarize	

Attachments *(if applicable)*

N/A