# Boston Day and Evening Academy

A Horace Mann Public Charter School

## Annual Report for School Year 2025-26

**Boston Day and Evening Academy**
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## Introduction to the School:

**Name of School:** Boston Day and Evening Academy

**Mission Statement**: Boston Day and Evening Academy engages young adults to build a vision for their future through supportive relationships and meaningful competency-based learning experiences. *Formally approved by the Boston School Committee on July 8, 2026.*

**School Facts**

| School Fact Type | School Facts |
|---|---|
| **Type of Charter** | Horace Mann |
| **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional |
| **Districts in Region** | N/A |
| **Year Opened** | 1998 |
| **Year(s) Renewed** | 2003, 2008, 2013, 2018, 2023 |
| **Maximum Enrollment** | 505 |
| **Chartered Grade Span** | 9-12 |

**Letter from the Chair of the Board of Trustees:**

As Chair of the Board of Trustees of Boston Day and Evening Academy (BDEA), I am proud of what our students and staff accomplished during the 2025-26 school year. This year was marked by thoughtful planning and careful innovation.

Career Pathways: BDEA engaged in a planning process to design our new Pathway Program, which will launch in school year 2027-28. With broad stakeholder input and a collaborative internal team process, we decided to build two pathways: one in healthcare and one in construction/trades. We will spend the coming year identifying college, industry, and funding partnerships to launch and sustain this initiative, which will serve as a model for other alternative education schools in Boston.

Student Supports & Opportunities: We implemented a new bell schedule, which allowed for Supports & Opportunities blocks during the school day. These blocks helped support peer connection and facilitated increased academic intervention - all intended to increase student engagement. We believe this had a positive impact on achieving our highest school and class attendance rates since we began measuring this data in school year 2017-18.

Postgraduate Planning: We restructured our Postgraduate Planning (PGP) curriculum to more intentionally prepare students for life after graduation. This also allowed for innovation in dual enrollment opportunities piloting a Psychology course taught by Urban College at BDEA. Through expanded career readiness programming, workforce preparation, college and career exploration, mentoring, and work-based learning experiences, students engaged in a more

cohesive pathway toward their postsecondary goals.

Graduation: BDEA celebrated a record 87 graduates across our four commencement ceremonies!

Submitted respectfully,



Maddrey Goode
Chair of the Board of Trustees (2025-26 School Year)

## School Performance and Program Implementation

### Faithfulness to Charter

***Criterion 1: Mission and Key Design Elements***

- □ **Mission:** Boston Day and Evening Academy engages young adults to build a vision for their future through supportive relationships and meaningful competency-based learning experiences.

BDEA formally presented our revised Mission, MOU A and B, as well as our Accountability Plan and our Student Expulsion Policy to the Boston School Committee on June 10th. All documents were approved at the subsequent meeting on July 8, 2026.

This year BDEA served 300 students. Through the rigor of our competency-based academic model, 87 students graduated across four ceremonies held in September, January, April, and June. To present the most accurate postgraduate plans in accordance with our Accountability Plan, we reached out to all graduates in June and July by email, email-based survey, phone call, voice memo, and text. All graduates were asked about program acceptances since their time of graduation and current plans. We heard back from 66/87 graduates who reported the following postgraduate plans:

- 18 (27%) are attending a 4-year college
- 21 (32%) are attending a 2-year college
- 13 (20%) June graduates are currently seeking work or planning to apply to college
- 7 (11%) are engaging in a job training program
- 3 (4.5%) are in an apprenticeship program
- 3 (4.5%) are working full time
- 1 (1%) has joined the military
- Of the 21 graduates who did not respond to outreach, 11 students had planned to attend college, six were pursuing the trades, and four were planning to work.

100% of BDEA's 2025–26 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:**

➔ Competency-based, student-centered teaching and assessment

➔ Postsecondary preparation
➔ Social-emotional development and wellness

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

- 31 Teachers
- 1 Program Leader
- Director of Instruction

BDEA continued to strengthen its competency-based academic model. With learning from our investment in equitable literacy supported by a DESE GLEAM grant, we increased time for instructional collaboration among teachers and offered more ways for teachers to access student-level data to inform their practice. Data included MCAS, MAP Growth, course completion, and student connectedness scores. All curricula remain aligned to the Massachusetts Curriculum Frameworks through clearly defined competencies and benchmarks that allow students to progress at an individualized pace while demonstrating mastery.

Professional development remains central to supporting our teachers. We once again engaged in Professional Learning Communities with a focus on the year's instructional goal: "While using complex materials and creating a collaborative learning environment, BDEA educators will design grade level tasks which ensure students will carry the cognitive load of their learning." Program Leaders, peer teachers, and the Director of Instruction carried out ongoing walk-through observations with written feedback to support a culture of continual learning and strength of practice.

We maintained two primary program models: the Flagship original model and BDEA 2.0, our work-based, project-based model designed in 2018 around the needs of our Black and Latino young men. We renamed our Blended Learning program to become the Blended Life and Learning Program and a small teaching staff worked with these students who navigate internalizing emotional impairment. This programming had a dedicated Clinical Coordinator and paraprofessional Community Field Coordinator for additional support.

Finally, we continued to refine our technology systems, including Schoology and Salesforce to support students to be able to access their work online and to allow teachers to effectively assess and evaluate student performance. We maintained our trimester model, with a December Project Month and culminating Capstone course required for graduation. We continue to receive ongoing requests to learn about our competency-based academic model as evidenced by carrying out 11 non-charter school dissemination visits.

KDE #2: **Postsecondary 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 (now called BU Path) and Boston PIC (Private Industry Council)

Our Postgraduate Planning (PGP) programming remains focused on all students' plans for life after high school. Unique to our school, PGP courses are required for graduation and programming is integrated with the Student Success and Special Education teams. In the 2025-26 school year, our PGP programming included:

- Coursework required for graduation, which was restructured to have a greater focus on career exploration and research

- One-on-one college and career planning sessions with our two guidance counselors
- Financial aid counseling for families and students in partnership with MassEdCO
- Exposure to colleges and career tracks, including on-site admissions events and college tours
- Dual enrollment opportunities, including a piloted Psychology 100 course taught by an Urban College professor weekly at BDEA
- 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: 87 graduates:

- 18 (27%) are attending a 4-year college
- 21 (32%) are attending a 2-year college
- 13 (20%) June graduates are currently seeking work or planning to apply to college
- 7 (11%) are engaging in a job training program
- 3 (4.5%) are in an apprenticeship program
- 3 (4.5%) are working full time
- 1 (1%) has joined the military
- Of the 21 graduates who did not respond to our rigorous outreach, 11 had planned to attend college, six were pursuing the trades, and four were planning to work.

*College and Career Exposure:* BDEA hosted an all-school, mandatory College and Career Day event in October 2025. The event began with an alumni career panel and then 19 different organizations and colleges hosted one-hour information sessions. One hundred and fifty-five students participated in two sessions followed by a community lunch. We also carried out 12 distinct college tours attended by 57 students in total. Twenty-one students attended an HBCU information session, and three students were nominated for POSSE. We carried out two field trips to Masshire attended by nine students total.

*Partnerships:* BDEA partners with community organizations to expand students' college and career experiences before graduation. Key partners include Boston PIC and BU PATH which place staff on-site at BDEA, extending the reach and capacity of our PGP office. This year, our PIC Specialist conducted 101 intake meetings. She reviewed 41 resumes and directly placed 21 students in jobs with indirect support for 18 additional job placements. Employment sites included 826Boston, Artist for Humanity, More Than Words, Hale, the Boston Police Cadet Program, Staples, and Wegmans. Distinct from these internships, BDEA 2.0 which integrates paid internships into its program model, supported 24 internships with eight community partners including Future Chefs, Tremco Rising Stars, and the Roxbury YMCA.

*Dual Enrollment/Early College:* We had a particularly successful year with 18 dual enrollment placements. We piloted an Urban College Psychology 100 course at BDEA between January and May and additional students participated in Digital Ready and a certificate program at Roxbury Community College.

*KDE #3:* **Social-emotional development and wellness**

- 18 staff: Community Field Coordinators (CFCs), School Nurses, Special Education staff, the Family Liaison, and Counseling/Mental Health team

This year, we reorganized our student support model into two complementary teams. The Student Success Team focuses on helping students navigate the day-to-day barriers that impact

attendance, engagement, and persistence, while Team Empowerment provides special education, counseling, and therapeutic mental health services. Together, the teams collaborate to ensure students receive coordinated, individualized support while enrolled at BDEA.

*Family Engagement:* Family engagement remains a significant element of our Student Success programming. To promote family engagement and enhance support for our students, our Family Liaison manages a Family Council that meets monthly via Zoom or in person. The Family Liaison has also established partnerships with Higher Ground, JRI Youth Harbors, Healthy Baby Healthy Start, and FamilyAid Boston. Higher Ground worked with 30 BDEA families to provide support with shelter placement, housing stabilization, and job training opportunities this year.

*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-site laundry and shower
- Food bag distributions prior to each of our three extended school breaks
    - We were pleased to secure $17,000 for food bags and emergency food support this year from three different foundation sources.

*Health and Wellness:* BDEA continues to operate an in-school health clinic in partnership with Whittier Street Health Center. Staffed by a Nurse Practitioner, a Behavioral Health Specialist, and a Caseworker, the clinic offers both treatment and preventive healthcare, along with assistance enrolling in MassHealth.

*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. For a third year, we partnered with *Beats, Rhymes, and Life*, a therapeutic music production program run out of Children's Services of Roxbury that empowers students to explore identity and justice through original music. Revising our bell schedule which allowed for the establishment of Support & Opportunities blocks during the day also allowed us to carry out a much larger set of activity offerings ranging from chess to hairbraiding and real estate investing. These served as new sources of peer connection and school engagement.

*Student Voice:* The new bell schedule created more opportunities for student leadership during the school day. Student Voice, BDEA's student leadership council, included 10 students who provided input on major school decisions, including revisions to the Community Agreements, the implementation of metal detectors, and a new cell phone policy. Student Voice members also planned and organized BDEA's first prom in more than seven years.

*Safety Update:* As referenced in the prior section, in January, BDEA installed metal detectors at both school sites at the recommendation of Boston Public Schools safety office following an incident with a weapon. We made this change with continued emphasis on preserving the strong interpersonal relationships and supportive culture that define BDEA.

***Criterion 2: Access and Equity***

- **Enrollment by Race/Ethnicity (2025-26)**
- **Selected Populations (2025-26)**
- **2024-25 Student Discipline Data Report**

***Criterion 4: Dissemination***

**Dissemination Activities to Public Schools (that are not charter schools) *in* the District Where the School Is Located 2025-26**

| **School Year Dissemination Occurred** | **Best Practice Shared** | **Vehicle for Dissemination** (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.) | **Who at the school was involved with the dissemination efforts?** (Title) | **With whom did the school disseminate its best practices?** (Identify the title of the individual(s) and name of the school(s) within the district.) | **Result of Dissemination** (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.) |
|---|---|---|---|---|---|
| School Year 2025-26 | BDEA Model, with a focus on Student Success programming and counseling services | In person meeting | Dir. of Institutional Advancement; BDEA School Psychologist | Rahiel Tazele -Mary E. Curley K-8 School; Nick Merry -Maurice J. Tobin K-8 School; Hannah Long -Thomas J. Kenny Elementary School; Jamie O'Sullivan and Valerie Lee -Madison Park Technical Vocational High School; Marilene Landoni -Muriel Sutherland Snowden; organized by Alex Freeman -CBHM Instructional Coach out of Behavioral Health Services. | Used a curated slide deck about BDEA with a focus on our Student Success model |
| School Year 2025-26 | Postgraduate Planning Programming | Event at BDEA for all funders, local schools, program partners | BDEA Partner Breakfast Panel Speakers | Erin Jaques, Assistant Director of College & Career Advising for BPS<br>Robin Cohen, Director of Development and School Partnerships for Fenway High School; Eli Zvi, Director, Data Analysis, Marketing | Panel of BDEA speakers including students who spoke about their experience in the PGP program and what we do that supported their journey. Other speakers: Digital Ready and BU Path Program representative |

| | | | | | |
|---|---|---|---|---|---|
| | | | | and Systems (OFCA) for BPS; | |
| School Year 2025-26 | BDEA Model - Key Design Elements | In person meeting | Dir. of Institutional Advancement; Director of Instruction | Melvin H. King South End Academy:<br>Derek Washington, Assistant Program Director<br>Jenn Mahoney, Instructional Coach | Used a curated slide deck about BDEA with a focus on our Student Success model. Also shared a survey we use with teachers to understand academic assessment, our Accountability Plan and the instructions from the charter office about how to create the plan. They are interested in setting goals by engagement phase |
| School Year 2025-26 | BDEA Pathway Program being developed | In person meeting | Dir. of Institutional Advancement; Head of School | Youth Transitions Task Force organized out of Boston PIC. All alt ed BPS schools are invited. | Used a curated slide deck about BDEA with a focus on our developing Pathway Program |
| School Year 2025-26 | Work-based learning/BDEA 2.0 model | Regional conference for educators in BPS and around Boston | Christopher Quaye, BDEA 2.0 Pathway Coordinator | Attendees at the EdVestors Seamless Advising Summit: "Connecting education professionals to resources that support career connected learning for students in grades 6-16" | Used a curated slide deck that focused on our BDEA 2.0 Program and how we integrate work-based learning into earning school credit within our competency-based model |
| School Year 2025-26 | BDEA Model - Key Design Elements | Conference at BPS Central Office for Alternative Education | 11 BDEA Students! | BPS student lead summit for Alternate Education | This was a first-time conference for alternative education school students to share what they like about their schools and what they hope will change. It was targeted to peers, BPS staff, and administrators. |

**Dissemination Activities *Beyond* the District Where the School Is Located 2025-26**
*Anything italicized is a charter school. Included for information-sharing purposes only*

| School Year Dissemination Occurred | Best Practice Share | 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 |
|---|---|---|---|---|---|
| School Year 2025-26 | BDEA Model - Key Design Elements - with focus on academic model | In person meeting | Director of Institutional Advancement; Director of Instruction | Monica Brase, Planning Principal supported by the Mind Trust's North Stars Fellowship. Opening TransformED Academy a planned school in Hartford, CT. | Used a curated slide deck about BDEA with a focus on our competency based model. We shared our full list of competencies and made an introduction to another school leader. This was to inform the academic model for the new school. |
| *School Year 2025-26* | *BDEA Model - Key Design Elements - with focus on academic model* | *In person meeting* | *Director of Institutional Advancement; Director of Instruction* | *David Brown, Founding Principal supported by the Mind Trust's North Stars Fellowship. Opening Proud Academy, a new school in the Ansonia region of CT.* | *Used a curated slide deck about BDEA with a focus on our competency based model. We shared our full list of competencies and made an introduction to another school leader. This was to inform the academic model for the new school.* |
| *School Year 2025-26* | *BDEA history, charter establishment, and school oversight/board structure* | *Zoom meeting* | *Director of Institutional Advancement* | *David Brown, Proud Academy Founding Principal and Patricia Nicolari, Executive Director of Proud Academy* | *Used a curated slide deck to discuss the school's board structure (school and foundation) and how we do budgeting. This was to inform the governance of the new school.* |
| School Year 2025-26 | BDEA Model - Key Design Elements, Special Education Program | In person meeting | Director of Institutional Advancement; Director of Instruction | Lena Sadowitz, Director of Learning Access and Student Achievement; Liz Leyden, Associate Dean of Faculty. TheLoomis Chaffee School | Used a curated slide deck about BDEA with a focus on our competency based model. They are researching new ways to innovate at Loomis and doing a tour of unique schools nationally |
| School Year 2025-26 | BDEA Model - Key Design Elements | In person conference at Alnoba Education | Director of Institutional Advancement | The Future Ready Solutions Collective in NH. "A community of educators, students, employers, and community members working | Used a curated slide deck about BDEA with a focus on our competency based model. Many different schools were in the audience. This led to a site visit |

| | | | | | |
|---|---|---|---|---|---|
| | | Conference/Art Center in Kensington, NH | | together to design and implement real solutions that prepare young people for a rapidly changing world." | taking place July 2026 with Spaulding High School in New Hampshire |
| *School Year 2025-26* | *BDEA Model - Key Design Elements* | *Zoom meeting* | *Director of Institutional Advancement; Director of Instruction* | *Tommy Guy. Head of School at Phoenix Charter Springfield* | *Used a curated slide deck about BDEA with a focus on our competency based model. Mr. Guy wanted to learn more about our student support programming.* |
| School Year 2025-26 | BDEA Pathway Program Development | In person presentation in the BDEA Auditorium | Head of School, Director of Institutional Advancement; Program Leader, BPS Executive Director of Strategy and Operations for the Office of College, Career & Life Readiness at BPS | https://www.gettingsmart.com/ Getting Smart Conference Site Visit. The following people joined us: Shawnee Caruthers (Getting Smart), Annie Leonard (Center for Collaborative Education), Michael Rubin (Uxbridge Schools), Holly Garner (Tuition Fit), Lisa Hicks (Lisa Hicks Consulting), Carrie Duff (Big Picture Learning), Erica Bouris (JFF), Anthony Britt (Fidelity Foundation), Pam Gordon (Big Picture Learning), Anggun Citra Berlian (Common Group), Carrie Wihbey (WPS Institute), Heidi Solomon-Orlick (GirlzWhoSell), Nicole Yongue (City Year Greater Boston), Juanita Zerda (National Equity Project), Kim Oliver (TNTP), and George Greenidge (Greatest MINDS). | This was an optional site visit for any participant in the Getting Smart conference. The conference had a focus on pathway program development |
| School Year 2025-26 | *BDEA Model - focus on academics* | National Council of Teachers of English annual conference in Denver, CO | Humanities Teacher | Thousands of educators from across the country attend this conference | The humanities teachers received many emails about the positive impact of their presentation and how elements of our model would be included in new practices |

## Academic Program Success

***Criterion 5: Student Performance***

- **2025 School Report Card**
    - BDEA's 2025 school report card is available on the school website at https://bdea.org/official/bdea-annual-report/

**Analysis of state assessment results for the school**.

- Overall we have low numbers for state assessments because many students come to BDEA having already taken MCAS at a prior high school.
    - Our students are often test-avoidant based on negative experiences at prior academic institutions. The additional change in requirements for graduation has made MCAS compliance a continued challenge.
- Over the last three years we have strengthened our internal process to support assessment participation through full school training, communication with families, and communication with students.
- BDEA students perform better in English than Math.
- BDEA students perform below comparative state targets in English and Math, which we expect given that BDEA students have been academically disengaged.
- There are no results for science 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.

- **Progress in academic achievement during the 2025-26 school year as measured by *non-statewide assessments*.**

BDEA has two academic goals as part of our 2024-2028 Accountability Plan: one for achievement and one for growth. Within these goals, there are subcategory goals for students who are grouped, based on data, into one of three engagement levels. The following provides a more detailed account of outcomes in the 2025-26 year:

Academic Achievement: The BDEA Academic Achievement goal is for 80% of students enrolled for the full academic year to meet or exceed their course completion goal, based on their October 1 assigned engagement phase. Among Minimally Connected students, whose goal was to graduate, complete at least one course, or receive an attendance, behavior, or academic intervention, 100% (43 of 43) met their goal. Among Partially Connected students, 80% (36 of 45) met their goal of completing at least three courses or graduating, and among Connected students, 89% (90 of 101) met their goal of completing at least five courses or graduating. Overall, 89% (169 of 189) of students met their engagement-phase course completion goal, exceeding the schoolwide target of 80%.

Academic Growth: BDEA's Academic Growth goal is for 75% of Partially Connected and Connected students who complete pre- and post-tests to meet or exceed their academic growth goal, based on their October 1 assigned engagement phase. Academic growth is measured using students' MAP Reading Lexile scores, administered twice each academic year in the fall and spring. Minimally Connected students are not included in this measure because these

students are typically experiencing significant attendance and engagement challenges; the initial priority is to strengthen consistent participation in school and learning before academic growth can be meaningfully assessed. Among Partially Connected students, whose goal was to demonstrate Lexile growth or score between 700–999 and complete at least one humanities or science course, 86% (12 of 14) met their goal. Among Connected students, whose goal was to demonstrate Lexile growth or score at least 1000 and complete at least one humanities or science course, 69% (18 of 26) met their goal. Overall, 75% (30 of 40) of eligible students met their engagement-phase academic growth goal, meeting the schoolwide target of 75%.

***Criterion 6: Program Delivery***

Program Summary and Data: Our academic program 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. Our benchmarks align to MA state standards which allows teachers the flexibility to design engaging courses that respond to student interests and current events. This year we extended our focus on incorporating student level data into instruction. Data sources include attendance, course completion, lexile level, Resonant Social Emotional Learning Survey responses, and Individualized Education Program (IEPs) details. Departments also continued using common planning time to review student work, compare assessment practices, and discuss curriculum and instructional rigor.

To share details about our practice during the 2025-26 school year, we asked all teachers to fill out a survey about their practice, learnings, how they carried out assessments, and new courses taught. The following is a synthesis of information gathered, excluding assessment information which is previously described. AI was used to help summarize trends and details in teacher responses:

**New Courses:** The science department added two new required courses this year: Scientific Research and Experiential Design. With the incorporation of Supports and Opportunities blocks, we offered additional academic elective courses such as Tech Ethics, Spanish, Haitian Kreol, and College Writing. There were additional art and social-emotional courses such as knitting, garden meditation, and yoga. Teachers reported increasing opportunities for students to engage in authentic research, project-based learning, scientific writing, presentations, and real-world problem solving.

We expanded implementation of the OpenSciEd science curriculum. Building on last year's pilot, science teachers incorporated more phenomenon-based units that frame scientific concepts around real-world questions and investigations, encouraging students to think critically, analyze evidence, and apply scientific reasoning. The math department expanded financial literacy instruction and inquiry-based mathematics. The humanities department developed courses centered on justice, civic engagement, analytical writing, and authentic research. Departments began reviewing existing benchmarks, competencies, and curriculum maps in preparation for larger curriculum revisions planned for school year 2026-27. Teachers consistently described department meetings focused on comparing student work, and establishing greater consistency across courses.

**Teacher Observation/Walk-Throughs:** Teachers reported benefiting from classroom observations, department collaboration, and peer feedback that encouraged reflection on classroom routines, student engagement, questioning techniques, and instructional scaffolds. Many teachers also described increased collaboration within and across departments as one of the year's greatest strengths.

**Partnerships:** External partnerships continued to strengthen instructional practice. Humanities teachers worked closely with consultants from the National Writing Project to deepen writing instruction and curriculum development. The science team continued to work with Harvard Med Science and Vertex Pharmaceuticals for hands-on, laboratory student experiences. Teachers also participated in a variety of external professional learning opportunities related to curriculum design, educational technology, inquiry-based instruction, literacy, and culturally responsive teaching, bringing new strategies back into their classrooms.

**AI:** The use of AI was also an important instructional topic this year. Teachers reported monitoring inappropriate use, teaching students how to critically evaluate AI-generated information, discussing ethical use, and incorporating conversations about responsible AI use into research and writing instruction. Staff consistently expressed the need to continue developing school-wide expectations and guidance in this area.

**Support for All Learners:**
As reported on the DESE website, 49.2% of our students received special education services this year (increasing from 42.4% the prior year). In our survey, teachers consistently described differentiating instruction to meet the needs of students with disabilities, English learners, and students requiring additional academic or executive functioning support. This year we carried out two PD sessions focused on support for students in the special education program and the use of the SMARTS Executive Function Curriculum, for which we purchased seven licenses. This helped us introduce more consistent Tier 1 supports which benefit all students.

**Evaluation and Accommodation:** The Special Education team completed 50 evaluations and reevaluations during the school year, both to meet the reevaluation cycle and to meet first-time referrals from staff and families. Because we welcome students at four entry points per year, the demand and need for special education evaluations is constant. Special Education staff taught teachers how to access IEP information on EdPlan, Massachusetts' new special education platform, and we are working to make this platform an ongoing resource for teachers and staff so accommodations are implemented consistently across classrooms. Teachers reported supporting students through scaffolding assignments, graphic organizers, visual supports, structured note-taking, vocabulary pre-teaching, modified reading materials, flexible grouping, extended time, oral assessments, one-on-one conferencing, and offering more than one way for students to demonstrate mastery.

**Partnerships:** BDEA continued to leverage community partnerships to expand services for our special education population. Counseling collaborators included: Arbour Counseling (eight students) and Whittier Street Health Center (eight students) - as well as Bridges to Work (25 students) and MassAbility, JRI, Friends of the Children, the Massachusetts Commission for the Blind, and the Department of Mental Health.

**Family Collaboration:** Family communication remained an important component of student support. Teachers described regularly contacting families through phone calls, email, text messaging, ParentSquare, and family meetings to celebrate successes, address concerns, and improve attendance. Twice each year, BDEA holds Family Meeting Days, during which parents and guardians meet with their student's advisor to review academic progress and discuss goals. Students help lead these conversations, reflecting on their own learning, sharing their progress, and identifying their personal academic goals.

Overall, the 2025-26 school year demonstrated continued growth in curriculum development, department collaboration, and data-informed teaching. Teachers consistently reflected on ways to strengthen alignment across courses while maintaining the flexibility and responsiveness that are central to BDEA's competency-based educational model.

## Organizational Viability

### *Criterion 10: Finance*

*An independent audit for the year ending June 30, 2026, will be filed with the Department and the State Auditor by October 30, 2026.*

**Unaudited FY26 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, 2026 - UNAUDITED

| | SCHOOL | FOUNDATION | COMBINED June 30, 2026 |
|---|---|---|---|
| REVENUES | | | |
| District Funding (per pupil) | $ 6,434,003 | | $ 6,434,003 |
| District Funding (in-kind) | 2,185,813 | | 2,185,813 |
| Government Grants & Funding | 537,198 | | 537,198 |
| Private Support | | | - |
| Contributions - Component Unit | 212,982 | | 212,982 |
| Contributions - Individuals & Foundations | 1,534 | 486,330 | 487,864 |
| Total: Private Support Funding | 214,516 | 486,330 | 700,846 |
| Interest & Dividends | 94,868 | 165,366 | 260,234 |
| **Total Revenues** | **$ 9,466,398** | **$ 651,696** | **$ 10,118,094** |
| EXPENSES | | | |
| Salaries & Related | 8,212,184 | | 8,212,184 |
| Administrative Costs | 306,414 | 12,828 | 319,242 |
| Professional Fees | 357,024 | | 357,024 |
| Instructional Services | 275,132 | | 275,132 |
| Other Student Services | 146,717 | | 146,717 |
| Operation & Maint of Plant | 438,826 | | 438,826 |
| Grant Expense - Component Unit | | 212,982 | 212,982 |
| Depreciation & Amortization | 23,631 | | 23,631 |
| Advancement | 12,700 | | 12,700 |
| Other Costs | | | - |
| **Total Expenses** | **$ 9,772,628** | **$ 225,810** | **$ 9,998,438** |
| **CHANGE IN NET ASSETS** | **$ (306,230)** | **$ 425,886** | **$ 119,656** |

**Statement of net assets for FY26**

BOSTON DAY AND EVENING ACADEMY & COMPONENT UNIT
STATEMENT OF NET ASSETS AT JUNE 30, 2026 - UNAUDITED

| | SCHOOL | FOUNDATION | COMBINED June 30, 2026 |
|---|---|---|---|
| ASSETS | | | |
| Current Assets | | | |
| Cash and Cash Equivalents | 1,160,596 | 2,299,441 | 3,460,037 |
| Accounts Receivable | 106,196 | 9,000 | 115,196 |
| Other Current Assets | | | |
| Prepaid Expenses | 16,059 | | 16,059 |
| Deposits | | | - |
| Right of Use Asset | 1,877 | | |
| Due from Related Parties | 302,400 | (303,175) | (775) |
| Total Other Current Assets | 320,336 | (303,175) | 17,161 |
| Total Current Assets | 320,336 | 2,005,266 | 2,325,602 |
| Fixed Assets, net of depreciation | 121,401 | - | 121,401 |
| TOTAL ASSETS | $ 1,708,529 | $ 2,005,266 | $ 3,713,795 |
| LIABILITIES | | | |
| Current Liabilities | | | |
| Accounts Payable | (3,180) | | (3,180) |
| Other Current Liabilities | | | |
| Accrued Expenses | 36,500 | | 36,500 |
| Accrued Payroll & Taxes | | | - |
| Payroll Withholdings | | | - |
| Deferred Revenue | | | |
| Lease Liability | 2,033 | | |
| Due to/from Host District | - | | - |
| Total Other Current Liabilities | 38,533 | - | 38,533 |
| Total Current Liabilities | 35,353 | - | 35,353 |
| TOTAL LIABILITIES | $ 35,353 | $ - | $ 35,353 |
| Net Assets | | | |
| Unrestricted | 1,979,406 | 1,394,870 | 3,374,276 |
| Temporarily Restricted | - | 184,511 | 184,511 |
| Net Income | (306,230) | 425,886 | 119,656 |
| Total Net Assets | $ 1,673,176 | $ 2,005,267 | $ 3,678,443 |
| TOTAL LIABILITIES & EQUITY | $ 1,708,529 | $ 2,005,267 | $ 3,713,796 |

**BDEA school's budget for FY27 (Approved May 13, 2026)**

| Boston Day & Evening Academy<br>FY 2026-27 Budget<br>Board Approved on May 13, 2026 | FY27 Budget Approved |
|---|---|
| **REVENUE** | |
| Tuition | 6,733,866 |
| *Tuition - in kind* | 2,327,440 |
| Government Grants | 477,558 |
| Private Contributions - Restricted | 325,000 |
| Private Contributions - Unrestriced | |
| Grant from BDEA Foundation | |
| Interest & Miscellaeous Income | |
| **TOTAL REVENUE** | 9,863,864 |
| | |
| **EXPENSES** | |
| BPS-Paid Salaries | 6,711,846 |
| BDEA-Paid Wages & Stipends & Payroll exper | 139,302 |
| *Payroll Taxes - in kind* | 79,015 |
| Payroll Taxes | 10,657 |
| *Employee Benefits - in kind* | 1,397,956 |
| Grant-funded Benefits | - |
| Professional Development | 5,000 |
| **Total Personnel Costs** | 8,343,776 |
| | |
| Program Expenses & Student Events | 243,050 |
| Alumni Activity & Post-Grad Program Expens | 11,200 |
| Materials/Supplies | 93,100 |
| Technology | 40,069 |
| **Total Student & Program Costs** | 387,419 |
| | |
| Professional Fees & Consultants | 309,568 |
| Facilities Expenses | 12,500 |
| Equipment Rental | |
| *Buildings & Grounds - in kind* | *492,265* |
| Board of Trustees Expenses | 3,000 |
| Supplies, Travel & Meetings, Postage, Fees | 34,335 |
| Insurance | 40,000 |
| Advancement | 15,000 |
| Depreciation | 33,000 |
| Miscellanous Expenses | - |
| *BPS Purchased Services & Transportation* | *358,204* |
| **Total Administrative Costs** | 1,297,872 |
| | |
| **TOTAL EXPENSES** | 10,029,067 |
| | |
| **Surplus/Deficit** | **(165,203)** |

**FY27 Enrollment**

| Question | School Response |
|---|---|
| What is the number of students pre-enrolled via March 13, 2026, submission? | 340 |
| What is the number of students upon which FY27 budget tuition line is based? | 341 |
| What is the number of expected students for FY27 first day of school? | 341 |
| What is the explanation for any variances? | Within SIMS, we showed 224 enrolled students at the end of June 2026. We had 50 students previously accepted and oriented to begin school in September. Following summer recruitment and our summer orientations we expect to enroll an additional 75 students before the first day of school. We expect some summer attrition. We anticipate meeting our expected enrollment of 341 on the first day of the 2026-27 school year. |

**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. We do not have any planned capital projects for FY27. | | | | |

## Appendix A: Accountability Plan Evidence 2025-26

**Faithfulness to Charter**

**Academic Performance (alternative charter schools only)**

**Objective 1**

- 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

- 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.

**Evidence Summary**

**2025-26: Met**
**[Evidence] 169/189 = 89%**
Progress Discussion: BDEA exceeded this goal, with 89% of students enrolled for the full academic year meeting or surpassing their course completion target based on their engagement phase - (89% of connected students reached their goal, 80% of partially connected reached their goal and 100% of connected students reached their goal). We continue to see the benefit of adhering to a strong attendance policy that leads directly to course completion.

Measure

- 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.

**Evidence Summary**

**2025-26: Met**
**[Evidence] 30/40 = 75%**
Progress Discussion: Although we met this goal, we are aware that relatively few of our students (40) were enrolled for the full school year *and* completed both the pre- and post-assessments. We will be talking in the coming year about this measure with the school's two key decision-making bodies: the Instructional Leadership Team (ILT) and the Policy and Culture Team (PCT) to consider how we can increase assessment participation and continue effectively evaluating academic growth.

**Objective 2**

- 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

Measure

- 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.

**Evidence Summary**

**2025-26: Met**

**[Evidence] 50/66**

Progress Discussion: We had more success this year reaching all graduates, particularly those who graduated in September 2025 and April 2025 to understand their actual postgraduate experience as an indicator of the impact of our postgraduate planning programming. Our purposeful outreach over a six week period led to responses from 66/87 graduates. We are particularly proud that we have connected six of the 16 graduates who have not yet been accepted to a college, internship, job training program or apprenticeship to the Boston PIC for continued support this summer (and beyond). Of the 66 graduates who responded to outreach. 75.7% have been accepted into a viable postsecondary college or program. We also have a higher percentage of graduates than ever before attending college, and more graduates than ever before. The following are postgraduate plans:

- 18 (27%) are attending a 4-year college
- 21 (32%) are attending a 2-year college
- 13 (20%) June graduates are currently seeking work or planning to apply to college
- 7 (11%) are engaging in a job training program
- 3 (4.5%) are in an apprenticeship program
- 3 (4.5%) are working full time
- 1 (1%) has joined the military
- Of the 21 graduates who did not respond to outreach, 11 students had planned to attend college, six were pursuing the trades, and four were planning to work.

Measure

- 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

**Evidence Summary**

**2025-26: Met**

**[Evidence] 87/96**

Progress Discussion: This continues to be one of BDEA's strongest measures of student success, reflecting the quality of our Capstone instruction and our support for students taking the class. Sharif Muhammad has been a teacher at BDEA for 22 years, and his experience and leadership have been instrumental in helping students successfully complete this final requirement for graduation.

**Objective 3**

- 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

Measure

- 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.

**Evidence Summary**

**2025-26: Met**

**[Evidence] Youth Truth Ratings: Culture 3.4, Relationships 3.5, Response Rate 42%**

Progress Discussion: While these results are encouraging, there is opportunity to increase students' sense of belonging and connection at BDEA. Next year, we will expand student leadership opportunities, expand upon our Support and Opportunity offerings which build peer connection, and increase the use of Student Voice, BDEA's student leadership group, to inform school practices and decision-making.

Measure

- 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.

**Evidence Summary**

**2025-26: Not Met**

**[Evidence] Culture 3.0, Relationships 3.6, Response Rate 78%**

Progress Discussion: While staff reported strong relationships, the culture rating indicates an opportunity for improvement and our response rate was below the stated goal. Next year, we will focus on strengthening communication, increasing consistency in expectations and practices across the school, and creating more regular opportunities for staff feedback and collaboration. We are implementing bi-weekly staff meetings to support these expected changes.

Measure

- KDE3C: 75% of documented student needs within each school year are considered resolved through restorative justice interventions.

**Evidence Summary**

**2025-26: Met**

**[Evidence] 763/778 = 98%**

Progress Discussion: This continues to be a strong measure of the effectiveness of our student Success staff and the relationships they build with students. Our Salesforce database also continues to support our ability to track needs for all students across the school. Next year, we want to more consistently review trends in student needs to inform student support services.

**Dissemination**

Objective

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

Measure

- 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

**Evidence Summary**

**2025-26: Met**

**[Evidence] - 11 (excluding charter schools)**

Progress Discussion: BDEA continues to be recognized as a leader in alternative education and is regularly asked to share our practice. People may request to visit the school via the website

or by reaching out to staff directly. We set three dates annually for visiting but also accommodate individual school schedules as needed. We use a curated slide deck that focuses on our history, mission, Key Design Elements, and outcomes. The Director of Instruction is typically present for all visits as the majority of visitors want to know about our competency-based academic model.

## Appendix B: Recruitment and Retention Plan 2026-27

## Recruitment Plan 2026-27

### 2025-26 Implementation Summary - Successes and Challenges

We made good progress on our recruitment goals with particular strength in continuing to use data to refine our approach. We tracked application sources for the third consecutive year. It has been especially helpful to track which schools refer students who are most successful at BDEA as defined by completing courses and graduating. We focus our recruitment efforts accordingly. We strengthened our collaboration with the BPS Re-Engagement Center which led monthly meetings with all the alternative education schools in BPS. We brought the Clinical Coordinator from our Blended Life & Learning Program to one targeted recruitment visit, and we translated all recruitment materials into the primarily languages spoken in our area. While we participated in one large BPS recruitment event, we completed fewer community outreach events and social media engagement posts than planned due to staff capacity. Next year, we hope to increase student involvement in our social media efforts and add marketing support through an intern from a local college. We accepted 205 students and 195 enrolled with us.

General Recruitment Strategies for 2026-27:

- **Application Tracking** – Track application sources as part of the data we gather from new applicants to then inform recruitment outreach and relationship-building.
- **Referral Partner Relationship Building** – Build relationships with schools through visits and by welcoming guests to BDEA.
- **Expertise Dissemination** – Participate in conferences and workshops to share our expertise about alternative education in order to build brand awareness in the city.
- **Translation** - Translate any new recruitment materials into Spanish, Haitian Creole, Chinese, Crioulo, Vietnamese, and Portuguese.
- **Targeted Email Outreach** – Head of School targeted email outreach to all potential BPS referring school leadership contacts prior to each new trimester at BDEA.
- **Social Media** – Incorporate student voice and support into social media for recruitment purposes.
- **Internal Recruitment Team** – Maintain an internal recruitment team with quarterly goals for recruitment efforts and students recruited.
- **Event Tabling** – Participate in ongoing community events in Roxbury, Dorchester, Hyde Park, and Mattapan to increase awareness in the community about BDEA.

### Recruitment Strategies for 2026-27 for Specific Student Groups

**Students with Disabilities**

- School percentage: [49.2]%
- Comparison Index percentage: [16.7]%
- The percentage of students with disabilities enrolled at the school is **above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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 special education staff represented at the information session.
- We will bring a staff member from our special education team to participate in school visits.
- Admissions Manager/Special Education team collaboration to ensure that all learning plan details for new students are properly transitioned to our staff.
- New: Ensure the website properly represents BDEA's special education services.

*Reflection: With an increasing special education population, our outreach and recruitment efforts are working well in this area. We have revised the strategy list slightly for the year ahead.*

Enhanced/additional strategies to be used in 2026-27

- N/A

**English Learners**

- School percentage: [9.9]%
- Comparison Index percentage: [16.1]%
- The percentage of English learners enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- Leave translated copies of our recruitment materials at community organizations in Roxbury, Dorchester, Hyde Park and Mattapan that serve non-English speaking populations

*Reflection: We continue to serve fewer English Learners than the comparison index percentage. This remains a very small population of students at BDEA. We translated all recruitment materials this year, and ensured that there were bilingual staff at all open house events (specifically who spoke Haitian Creole, Spanish and Cape Verdean Creole). We need to do a better job of targeted outreach into the community and tabling events, though we are sensitive to the fact that word of mouth recruitment is likely experienced as safer for families at this time.*

Enhanced/additional strategies to be used in 2026-27

- Expand targeted email outreach from the Head of School to all BPS schools, and regional charter schools, twice a year, with specific messaging about our ability to serve English Learners. Time: 1 year
- Ensure that the website can be translated into Crioulo.Time: 1 year
- Work with the Re-Engagement center to recruit more EL students with clarity about the supports we can offer. Time: 2 years

**Most Prevalent Language**: *Reflection: We are currently working to ensure that our website can be translated into Crioulo. Our current platform does not integrate this language so we are exploring how to work around this barrier, potentially by moving to a new platform.*

**Low Income**

- School percentage: [79.2]%
- Comparison Index percentage: [15.3]%
- The percentage of students in the low income group enrolled at the school is **above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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 Re-Engagement Center at BPS which frequently refers students, the majority of whom are low-income, to BDEA

*Reflection: This population is the majority of our students so all strategies are relevant and needed. Targeted outreach from the Head of School is particularly important for helping referring schools understand our model and impact. Providing an excellent lunch is a challenge within the BPS system and an open campus presents different challenges for engagement. This strategy was more relevant immediately following the pandemic and is no longer as directly impactful.*

Enhanced/additional strategies to be used in 2026-27

- N/A

**Students Who Are Sub-Proficient**

Strategies used in 2025-26 that will be continued in 2026-27

- 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

*Reflection:* Our strongest efforts included continued collaboration with the Boston Re-Engagement Center and school-based staff, referrals from current students and families, and using application source data to target outreach more effectively. We need to do better expanding our presence in community locations frequented by disengaged youth and strengthen relationships with community organizations and trusted adults who can connect students to BDEA. We also want to improve alumni engagement.

Enhanced/additional strategies to be used in 2026-27

- Strategies above plus:
    - Recruitment flyers at the Re-Engagement Center
    - Collaborate with recent graduates to refer friends and family members to BDEA

**Students Who Are at Risk of Dropping out of School**

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- 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.
- 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.

*Reflection: BDEA strengthened relationships with the Boston Re-Engagement Center, including attending monthly Admissions Manager meetings and participating in the Youth Transitions Task Force monthly meetings. We strengthened relationships with academic guidance counselors, school-based student support staff, and other professionals who regularly work with students at risk of dropping out, while continuing to participate in thought leadership opportunities that increased awareness of our program. We had less follow through in expanding outreach to community locations frequented by disconnected youth, including organizations serving students experiencing homelessness, transitional housing programs, and healthcare centers. This will remain a priority next year as we work to build stronger referral partnerships with community-based organizations.*

Enhanced/additional strategies to be used in 2026-27

- ☐ Strategies above plus:
    - Give recruitment flyers to 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.

**Students Who Have Dropped out of School**

☐ Complete this section only if the school serves students aged 16 and older.

Strategies used in 2025-26 that will be continued in 2026-27

- 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
- 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.

Enhanced/additional strategies to be used in 2026-27

- N/A

## Retention Plan 2026-27

**2025-26 Implementation Summary**

This year, we strengthened several systems that helped students stay connected to school. We relocated our Blended Learning program into its own dedicated space and added a Clinical Coordinator with a private office, allowing students to access immediate social-emotional support when they needed it most. We also created more organized family meeting days and fully integrated attendance monitoring into our student support systems through stronger data analysis, behavioral contracts, and timely follow-up with students and families. Across the school, we increased the use of data to inform instruction and implemented more consistent classroom observations and coaching to strengthen teaching practice, resulting in more engaging learning experiences for students. Professional development continued to reinforce that supporting students with disabilities is the responsibility of all staff, not just special education teachers. Finally, during a year of uncertainty around federal funding, we raised nearly $20,000 in emergency funding for food and other basic needs, allowing us to mitigate one barrier that might otherwise have prevented students from engaging in school.

Despite stronger attendance monitoring, consistently engaging students with complex life circumstances remains our greatest challenge. We remain focused on addressing engagement barriers including housing instability, employment, caregiving responsibilities, mental health needs, and inconsistent transportation. We also continue working to improve consistency in classroom practice so all students experience high-quality, engaging instruction every day.

**General Retention Activities for 2026-27**

- Enforce attendance policy and ensure all staff are trained on accountability to the policy
- Maintain all emergency support services prioritizing food, clothing, and housing support
- Maintain home visit processes year-round
- Maintain family meetings
- Train all staff on the use of EdPlan to better monitor student IEP accommodations in the classroom
- Expand Support and Opportunity options to increase peer support and school

engagement
- Expand Student Voice to more students who give critical input on school policy and culture
- Support Advisory model that includes a Teacher–Community Field Coordinator collaboration to support the academic and life needs of every student

**Overall Student Retention Goal**

- Annual goal for student retention: [88.2]%

## Retention Strategies for 2026-27 for Specific Student Group

**Students with Disabilities**

- School percentage: [9.7]%
- 1 Standard Deviation percentage: [35.2]%
- The rate of attrition for **students with disabilities** is [below] 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Copy and paste here the list of strategies from the final version of last year's annual report. If the rate of attrition for students with disabilities is **at or below** the 1 Standard Deviation percentage, no enhanced or additional strategies are required.

Strategies 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

Enhanced/additional strategies to be used in 2026-27

☐ N/A

**English Learners**

- School percentage: [40]%
- 1 Standard Deviation percentage: [47.05]%
- The rate of attrition for **English learners** is [below] 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Copy and paste here the list of strategies from the final version of last year's annual report. If the rate of attrition for English learners is **at or below** the 1 Standard Deviation percentage, no enhanced or additional strategies are required.

- 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

Enhanced/additional strategies to be used in 2026-27

□ N/A

**Low Income**

- School percentage: [12.5]%
- 1 Standard Deviation percentage: [36.46]%
- The rate of attrition for students in the **low income** group is [below] 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

  - Copy and paste here the list of strategies from the final version of last year's annual report. If the rate of attrition for students in the low income group is **at or below** the 1 Standard Deviation percentage, no enhanced or additional strategies are required.

- 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 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

Enhanced/additional strategies to be used in 2026-27

- N/A

**Students Who Are Sub-Proficient**

Strategies used in 2025-26 that will be continued in 2026-27

  - Copy and paste here the list of strategies from the final version of last year's annual report if those strategies are still relevant. Revise strategies as needed.

- Maintain all emergency support services
- 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

Enhanced/additional strategies to be used in 2026-27

  - List additional and/or enhanced strategies as needed.

- Continue to increase rigor and engagement of classes
- Ensure all staff are accountable to supporting students in the special education program

**Students Who Are at Risk of Dropping Out of School**

Strategies used in 2025-26 that will be continued in 2026-27

- Copy and paste here the list of strategies from the final version of last year's annual report if those strategies are still relevant. Revise strategies as needed.

- Maintain all emergency support services
- Maintain home visit processes year round
- Maintain Blended Learning program
- Maintain Teacher-Community Field Coordinator bi-weekly meeting structure and ongoing collaboration to care for students' life and academic needs
- Center attendance policy and ensure all staff are trained on accountability to the plan

Enhanced/additional strategies to be used in 2026-27

- Continue to increase rigor and engagement of classes
- Ensure all staff are accountable to supporting students in the special education program

**Students Who Have Dropped Out of School**

☐ Complete this section only if the school serves students aged 16 and older.

Strategies used in 2025-26 that will be continued in 2026-27

- Copy and paste here the list of strategies from the final version of last year's annual report if those strategies are still relevant. Revise strategies as needed.

- Maintain all emergency support services
- Maintain home visit processes year round
- Maintain Blended Learning program
- Maintain Teacher-Community Field Coordinator bi-weekly meeting structure and ongoing collaboration to care for students' life and academic needs

Enhanced/additional strategies to be used in 2026-27

- List additional and/or enhanced strategies as needed.

- Continue to increase rigor and engagement of classes
- Ensure all staff are accountable to supporting SWD

## Appendix C: Information About the School Administration, Staff, and Board of Trustees

### Administrative Roster and Staff Attrition Data

**Administrative Roster During the 2025-26 School Year**

| Name | Title | Start Date in Current Role | End Date (if no longer employed at the school) |
|---|---|---|---|
| Irma Camacho | Director of Operations and Finance | 01/14/2008 | |
| Latashia Furtado | Director of Student Success | 05/15/2013 | |
| Alison Hramiec | Head of School | 08/20/2004 (BDEA)<br>07/2015 (Head of School) | |
| Anita Ivarson | Special Education Program Leader | 09/01/2022 | |
| Adrianne Level | Program Leader | 08/25/2011 (BDEA)<br>08/2016 (Program Leader) | |
| Blaine Yesselman | Director of Instruction | 09/01/2023 | |

**Teacher Attrition for the 2025-26 School Year**

| Number employed as of the last day of the 2025-26 school year | Number of departures during the 2025-26 school year | Number of departures following the end of the 2025-26 school year through July 31st | Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.) |
|---|---|---|---|
| 31 | 2 | 0 | Excessed (2) |

**Other Staff Attrition for the 2025-26 School Year**

| Number employed as of the last day of the 2025-26 school year | Number of departures during the 2025-26 school year | Number of departures following the end of the 2025-26 school year through July 31st | Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.) |
|---|---|---|---|
| 33 | 3 | 0 | Excessed (1), Resignations (2) |

## Information About the Board of Trustees

### Board Membership During the 2025-26 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<br>07/01/25 - 06/30/27 | 2031 |
| Kelly Cameron | Board Officer | Alumni Engagement | <1 | 10/25/25 - 06/30/27 | 2037 |
| Maddrey Goode | Chair, Board Officer | Board Chair, Executive Committee, Facilities | 3 | 08/01/19 - 06/30/21<br>07/01/21 - 06/30/23<br>07/01/23 - 06/30/25<br>07/01/25 - 06/30/27 | 2027 |
| 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<br>07/01/23 - 06/30/25<br>07/01/25 - 06/30/27 | 2029 |
| Alisa Hunter | Vice-Chair, Board Officer | Executive Committee, Marketing/Student Recruitment | 2 | 08/01/21 - 06/30/23<br>07/01/23 - 06/30/25<br>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 | 2029 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 07/01/23 - 06/30/25<br>07/01/25 - 06/30/27<br>*Resignation: 06/30/25* | |
| Meena Kothandaraman | Board Officer | School Culture Committee | <1 | 10/25/25 - 06/30/27 | 2037 |
| Norvia Peña | Board Officer | Family Council | <1 | 10/25/25 - 06/30/27 | 2037 |
| Cris Rothfuss | Board Officer | Finance Committee, Executive Committee | >3 | 10/15/18 - 06/30/20<br>07/01/20 - 06/30/22<br>07/01/22 - 06/30/24<br>07/01/24 - 06/30/26<br>*Resignation: 06/30/25* | 2026 |
| Amanda Shabowich | Board Officer, BDEA Alum | Alumni Engagement | <1 | 01/10/24 - 06/30/26 | 2032 |
| Christian Walkes | Board Officer | Family Council | <1 | 10/25/25 - 06/30/27 | 2037 |
| Dre Woodbury | Board Officer, BDEA Alum | Alumni Engagement | 1 | 01/23/23 - 06/30/25<br>07/01/25 - 06/30/27 | 2031 |
| Cherina Wright | Board Officer | Finance Committee | <1 | 10/25/25 - 06/30/27 | 2037 |

- **Board of Trustee and Committee Meeting Notice**

## Appendix D: Additional Information

### Complaints

- Board of Trustees Contact Information

### Summary of Complaints

| Date | Summary of Complaint | Summary of Complaint Resolution |
|---|---|---|
| | The Board of Trustees did not receive any written complaints during the 2025-26 school year | |

### Conditions

### Efforts to Address Concerns Resulting in Conditions

| Condition | Actions Taken by the School in 2025-26 to Address the Concern That Resulted in the Condition |
|---|---|
| BDEA is not operating with any conditions | |

### Accelerating Achievement

☐ N/A