

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Summarize the school’s performance on its approved Accountability Plan for the charter term using the template below. An example of how to summarize the school’s performance is provided. The table should include information the school reported in annual reports for 2018-19, 2019-20, 2020-21, and 2021-22. If a revised Accountability Plan has been approved, report on the most recently approved plan. **Please submit this section in Microsoft Word format, not in PDF format.**

If the school was not able to gather data for a particular measure due to the COVID-19 pandemic, please note that. In the example below, the school was not able to gather data related to the measure in 2019-20 or in 2020-21. The school’s Summary of Review will note when measures were not met due to the pandemic, and this does not negatively impact a school’s Accountability Plan performance for the charter term.

FAITHFULNESS TO CHARTER

	Charter Term Performance				Evidence
	M (Met) NM (Not Met)				
	2018-19	2019-20	2020-21	2021-22	
	2	2	2	2	
	0	0	0	0	
	1	1	2	2	
	8-	9-	0-	1-	
	1	2	2	2	
	9	0	1	2	
Objective 1: BDEA will implement student-centered academic programming and assessments for students who struggled to make progress at a traditional middle or high school. (Aligns with key design element #1.)					
Measure 1a: Annually, based on students’ documented and reported histories, 100% of students enrolled in BDEA have struggled to make progress at a traditional middle or high school because of the following:	PM	M	M		2018-19: Of all BDEA students served in SY 19: 71.7% have documented risk factors including but not limited to anxiety, depression, homelessness, and food insecurity

<ul style="list-style-type: none"> ● the need for additional academic support ● struggles with mental health ● physical health ailments ● family or personal trauma ● additional familial responsibilities (e.g., single parenting) ● behavioral issues resulting in suspension or expulsion 				<p>65.8% report leaving their previous school due to feeling unsupported, progressing toward graduation too slowly, lack of teachers caring, and/or lack of self-motivation</p> <p>1.6 mental health risk factors exist for every 1 student</p> <p>7% were pregnant and/or parenting</p> <p>2019-20:</p> <p>82% of BDEA’s currently enrolled students and SY19-20 graduates enrolled with academic risk factors, were 18 years old or older, and were further than one year from graduation.</p> <p>Of the remaining students who entered BDEA younger than 18 and close to graduation, 65% of those students report non-academic risk factors.</p> <p>2.6 mental health risk factors exist for every 1 student enrolled at BDEA</p> <p>2020-21:</p> <p>91% of BDEA’s currently enrolled students and SY20-21 graduates enrolled with academic risk factors and were 18 years old or older. Of those students 47.3% were further than one year from graduation.</p> <p>Of the remaining students who entered BDEA younger than 18, 65% of those students report non-academic risk factors.</p> <p>3.5 mental health risk factors exist for every 1 student enrolled at BDEA</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 1B: Each trimester, students that have an average class attendance of 70% or greater will demonstrate competence (demonstrate knowledge and skill of benchmarks required of that class) in 70% or greater of their courses each trimester.</p>	PM	PM	NM	<p>2018-19:</p> <p>In Trimester 1 of SY 18, 43.2% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 2 of SY 18, 59.1% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p>

				<p>In Trimester 3 of SY 18, 70% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>2019-20:</p> <p>In Trimester 1 of SY 19, 49.2% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 2 of SY 19, 44.4% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Trimester 3 of SY 19, 70% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>2020-21:</p> <p>In Quarter 1 of SY 20, 54.1% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Quarter 2 of SY 20, 60.9% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Quarter 3 of SY 20, 57.1% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>In Quarter 4 of SY 20, 46.7% of students with 70% or greater attendance demonstrated competence in 70% or more of their courses.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 1C: Annually, all students testing at or below the 6th grade level who participate in literacy and numeracy support classes will have math and humanities classes' completion rates on par with their peers who have not participated in support classes.</p>	M	M	M	<p>2018-19:</p> <p>Numeracy and math support classes are helping students complete math classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>88.9% of students enrolled in math support courses completed at least one math class SY 18</p>

				<p>49.1% of students not enrolled in math support completed at least one math class.</p> <p>Literacy and humanities support classes are helping students complete english and history classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>76.5% of students enrolled in literacy support courses completed at least one humanities class SY 18</p> <p>49.3% of students not enrolled in literacy support completed at least one humanities class.</p> <p>2019-20:</p> <p>Literacy and humanities support classes are helping students complete english and history classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>61.4% of students enrolled in literacy support courses completed at least one humanities class in SY 19</p> <p>43.2% of students not enrolled in literacy support completed at least one humanities class in SY 19</p> <p>Numeracy and math support classes are helping students complete math classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>65.9% of students enrolled in math support courses completed at least one math class in SY 19</p> <p>46.2% of students not enrolled in math support completed at least one math class in SY 19</p> <p>2020-21:</p>
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				<p>Literacy and humanities support classes are helping students complete english and history classes at a rate on par with the completion rate of students not enrolled in those support classes.</p> <p>32.4% of students enrolled in literacy support courses completed at least one humanities class in SY 20</p> <p>32.1% of students not enrolled in literacy support completed at least one humanities class in SY 20</p> <p>Numeracy and math support classes are helping students complete math classes at a rate higher than the completion rate of students not enrolled in those support classes.</p> <p>45.7% of students enrolled in math support courses completed at least one math class in SY 20</p> <p>29.5% of students not enrolled in math support completed at least one math class in SY 20</p> <p>2021-22: To be calculated in July 2022</p>
<p>Objective 2: BDEA will continue to promote a school culture that is safe and equitable for all students and families. (Aligns with key design element #2.)</p>				
<p>Measure 2a: On the yearly administered Boston Public Schools' (BPS) school culture survey, students will, on average, rate the school with 3 out of the 4 elements that measure sense of belonging, feeling safe, teacher interest in students and valuing of learning.</p>	M	NM	NM	<p>2018-19:</p> <p>BPS school culture survey results were inaccessible to BDEA for SY 18.</p> <p>However, on the Tripod Diversity, Equity, and Inclusion Survey, administered to BDEA students in SY 18 students rated their experiences at school this year as:</p> <p>4.17 on a 1 to 5 bipolar scale that juxtaposed Unsafe (1) vs. Safe (5)</p> <p>4.40 on a 1 to 5 bipolar scale that juxtaposed Unwelcoming (1) vs. Welcoming (5)</p>

				<p>2019-20:</p> <p>Due to school closures, BDEA was unable to administer BPS’s school culture climate survey in March, nor the Tripod 7C’s survey in April.</p> <p>However, BDEA crafted and administered an internal Virtual Learning Student Survey to gather feedback from students about their remote learning experience and preferences. The results of this survey are helping to inform the instructional structure of Summer School and Term 1 SY20-21.</p> <p>2020-21:</p> <p>BPS administered the annual school culture climate survey in April 2021. There was difficulty accessing the survey, resulting in minimal student participation for BDEA students. BDEA did not administer the Tripod 7C’s survey in SY20-21.</p> <p>BDEA administered the Youth Truth Barr Engage New England survey to our BDEA 2.0 students (53) and staff (7). Students’ average ratings (on a 5 point scale) were:</p> <ul style="list-style-type: none"> - Belonging & Peer Collab - 3.63 - Culture - 4.13 - Relationships - 3.83 <p>Lastly, BDEA crafted and administered several internal student surveys to gather feedback from students and families about their remote learning experience and preferences. The results of these surveys helped to inform the virtual and hybrid instructional structure of SY20-21, as well as the term structure for SY21-22.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 2b: BDEA will continue to provide multiple opportunities (at least twice yearly) for a <i>minimum</i> of 100 families to engage with BDEA staff,</p>	M	M	M	<p>2018-19:</p> <p>BDEA Hosted a Thankful Dinner in November, which including 249 attendees.</p> <p>Hosted a Family Symposium Night in December.</p>

<p>celebrating their students and their successes (e.g., Thanksgiving Community Dinner, symposia, portfolio reviews, Family BBQs, etc.).</p>					<p>Hosted a Health and Wellness Day for families in March.</p> <p>Held a New Family Welcome event in April.</p> <p>2019-20:</p> <p>BDEA hosted a back to school family barbecue in September- 123 family members attended.</p> <p>BDEA Hosted a Thankful Dinner in November, which including 136 attendees.</p> <p>Hosted a Family Symposium Night in December - 66 family members attended.</p> <p>Conducted 4 Family Meetings via Zoom for help with COVID closure and remote learning.</p> <p>2020-21:</p> <p>BDEA hosted monthly virtual family meetings to share important information about safety, PPE, and re-opening timelines. There were 84 parents in attendance, cumulatively.</p> <p>BDEA hosted a Thankful Celebration for families to pick-up turkeys, gift cards, and gifts in November. There were 103 families in attendance.</p> <p>BDEA hosted two on-site registration days for students to pick-up technology, submit health forms, and receive their bus passes. Collectively, there were over 215 students and 80 parents in attendance.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Objective 3: BDEA will maintain an active and robust Post Graduate Planning (PGP) Center that ensures all students will have a personalized and viable post-secondary school plan. (Aligns with key design element #3)</p>					
<p>Measure 3a:</p>	<p>M</p>	<p>M</p>	<p>M</p>		<p>2018-19:</p>

<p>Annually, by the capstone deadline, 100% of graduating students will complete a Postgraduate Planning portfolio in <i>Connects</i> that contains evidence of career skills, college and career searches, self-reflection on habits of success rubric and a statement of intent.</p>				<p>100% of graduating students met this requirement with the concrete delivery of a capstone presentation; presenting a culmination of their research and career interests to advisors, teachers, family, classmates, and friends.</p> <p>81.4% of SY 18-19 BDEA graduates have long-term Postgraduate Plans documented in <i>Connects</i>.</p> <p>2019-20:</p> <p>100% of graduating students met this requirement with the concrete delivery of a capstone presentation; presenting a culmination of their research and career interests to advisors, teachers, family, classmates, and friends.</p> <p>100% of SY 19-20 BDEA graduates have long-term Postgraduate Plans, ranging from 4-year colleges to Teacher Assistantships.</p> <p>2020-21:</p> <p>100% of graduating students met this requirement with the concrete delivery of a capstone presentation; presenting a culmination of their research and career interests to advisors, teachers, family, classmates, and friends.</p> <p>100% of SY20-21 BDEA graduates have long-term Postgraduate Plans, ranging from 4-year colleges to Teacher Assistantships.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 3b: Annually, as a result of PGP activities (such as career readiness workshops, field trips to colleges, and transition planning sessions), 70% of each graduating class (Sept-June graduations) will be accepted into a viable post-secondary college or program by the fall of the following year. Viable post-secondary programs include two and four-year</p>	M	PM	M	<p>2018-19:</p> <p>80% of SY 18-19 BDEA graduates were accepted into a viable post-secondary college or program that begins by Fall 2019.</p> <p>2019-20:</p> <p>66% of SY 19-20 BDEA graduates were accepted into a viable post-secondary college or program that begins by Fall 2020.</p>

college, job-training programs and/or volunteer programs.					<p>2020-21: 79% of SY20-21 BDEA graduates were accepted into a viable postsecondary college or program that begins by Fall 2021.</p> <p>2021-22: To be calculated in July 2022</p>
Objective 4: BDEA will continue to build a Professional Learning Community for all staff. (Aligns with key design element #4)					
<p>Measure 4a: BDEA’s administration and election to work committee (ETWA) will gather feedback from staff to ensure work conditions are livable and sustainable.</p>	M	M	M		<p>2018-19: The ETWA working group met a total of 11 times across the 18-19 school year.</p> <p>The ETWA presented findings to the entire staff, as well as to the Board of Trustees. Made recommendation to move further planning to the strategic planning process.</p> <p>2019-20: The ETWA working group met a total of 5 times across the 19-20 school year.</p> <p>The ETWA gathered input from both staff, LT and BDEA BoT during the process. Staff voted and approved changes to ETWA on Dec 18th and BDEA BoT approved ETWA at January 14th Board Meeting.</p> <p>2020-21: The ETWA working group met a total of 13 times across SY20-21.</p> <p>The ETWA gathered input from both staff, LT and BDEA BoT during the process. Staff voted and approved changes to ETWA on January 8 and BDEA BoT approved ETWA at January 12th Board Meeting.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 4b: 80% (out of 70% response rate) of staff will rate BDEA’s work environment at a 3 or above on a 5 point scale as livable or sustainable, measured annually.</p>	M	M	M		<p>2018-19: 94% of staff who took the End-of-Year Staff Survey reported sometimes, usually, or always fulfilled in their work at BDEA.</p> <p>2019-20:</p>

				<p>97.3% of staff who took the End-of-Year Staff Survey reported sometimes, usually, or always fulfilled in their work at BDEA.</p> <p>2020-21:</p> <p>94.6% of staff who took the End-of-Year Staff Survey reported sometimes, usually, or always fulfilled in their work at BDEA.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 4c: All staff will continue to be engaged in at least 90 minutes per week of collaborative professional learning time to enhance teaching and learning practices and continue to foster a healthy professional learning community.</p>	M	M	M	<p>2018-19:</p> <p>All staff participated in at least 90 minutes per week of collaborative PD, consisting of department time and full-staff PD on a variety of topics. In addition, many staff met in optional committees around topics such as sustainability and SEL.</p> <p>2019-20:</p> <p>All staff participated in at least 90 minutes per week of collaborative PD, consisting of department time and full-staff PD on a variety of topics. In addition, many staff met in optional committees around topics such as sustainability and SEL.</p> <p>2020-21:</p> <p>All staff participated in at least 90 minutes per week of collaborative PD, consisting of department time and full-staff PD on a variety of topics. In addition, many staff met in optional committees around topics such as learning management systems, learning lab support, and blended learning.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Optional Reach Objective 6: BDEA will support the development of students' non-cognitive skills for post-secondary school success (i.e., self-regulation, vision, curiosity, perseverance, and social intelligence). (Aligns with key design elements #2)</p>				
<p>Measure: Annually, staff will scaffold teaching and learning strategies so that students in beginning classes will move towards greater demonstration of independent learning in the advanced level courses. Progress will be reported annually based on average teacher</p>	M	M	M	<p>2018-19:</p> <p>SEL workgroup met bi-weekly throughout the year - major topic was the scaffolding of Habits of Success from beginning Seminar Courses to Capstone.</p>

<p>rating of student independence from the first trimester to the last.</p>				<p>70.1% of end of term grading included student independence ratings in Connects, during Trimester 3 of SY 18-19.</p> <p>2019-20:</p> <p>As part of strategic planning, a workgroup of staff met regularly to look closely at BDEA’s Habits of Success to revise and determine methods of tracking growth on non-cognitive skill markers.</p> <p>The same workgroup (see above) met to discuss academic rigor in courses and methods for supporting students.</p> <p>74.2% of end of term grading included student independence ratings in Connects, during Trimester 3 of SY 19-20.</p> <p>2020-21:</p> <p>Examining BDEA’s Habits of Success to revise and determine methods of tracking growth on non-cognitive skill markers will resume in SY21-22.</p> <p>The workgroup will meet to discuss academic rigor in courses and methods for supporting students.</p> <p>Data collection on student independence continued in SY20-21.</p> <p>79.2% of end of term grading included student independence ratings in Connects, during Quarter 4 SY20-21. 20.5% of the independence records indicate that students sometimes complete tasks and assignments independently. 17% indicate students usually complete tasks and assignments independently.</p> <p>2021-22: To be calculated in July 2022</p>
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*Add rows as needed.

DISSEMINATION

	Charter Term Performance				Evidence
	M (Met)	NM (Not Met)			
	2018-19	2019-20	2020-21	2021-22	
	0	0	0	0	
	1	1	2	2	
	8-	9-	0-	1-	
	1	2	2	2	
	9	0	1	2	
Objective 5: BDEA will continue to enhance its role for local, regional, national and international educators as a model for the dissemination of competency-based, student centered learning.					
Measure 5a: Each year, BDEA will host monthly school visits from local and national educators as documented by visitor logs.	M	M	NM		<p>2018-19: This year, the school hosted 213 visitors to the school in monthly 3 hour visits, in addition to several visits specifically for education networks from Boston and across the country.</p> <p>2019-20: This year, the school hosted 91 visitors to the school in monthly 3 hour visits, in addition to several visits specifically for education networks from Boston and across the country. Despite closing for COVID, BDEA was still able to host 7 visits between August and March.</p> <p>2020-21: While BDEA was unable to host visitors due to COVID-19, we collaborated with a number of districts who reached out to gain insight regarding our remote learning practices.</p> <p>2021-22: To be calculated in July 2022</p>

<p>Measure 5b: Annually, BDEA will participate and present its innovative school practices at local, regional, and national professional conferences and workshops.</p>	M	M	M	<p>2018-19: In SY18-19, BDEA presented at several local, regional, and national conferences hosted in Boston, for the State of MA, and across the country (CA, TN). The presentations covered a range of topics from student-centered learning to dropout prevention, to cutting edge data systems.</p> <p>2019-20: In SY19-20, BDEA presented at several local, regional, and national conferences hosted in Boston, and across the region. BDEA was slated to present at several additional conferences nationally and regionally, though they were canceled as a result of COVID.</p> <p>2020-21: BDEA presented at 3 virtual conferences despite barriers caused by the pandemic.</p> <p>2021-22: To be calculated in July 2022</p>
<p>Measure 5c: Measure: BDEA will conduct annual summer institutes to offer local and national educators training about competency-based teaching and assessment principles and practices.</p>	M	M	NM	<p>2018-19: In summer 2018, BDEA hosted a two-week Summer Intensive (the REAL) institute to educators from around the country.</p> <p>2019-20: In summer 2019, BDEA hosted a two-week Summer Intensive (the REAL) institute to educators from around the country.</p> <p>2020-21: Due to the pandemic, BDEA was unable to host visitors this school year.</p> <p>2021-22: To be calculated in July 2022</p>

*Add rows as needed.

ACADEMIC PERFORMANCE (ALTERNATIVE CHARTER SCHOOLS ONLY)

	Charter Term Performance				Evidence
	M (Met) NM (Not Met)				
	2	2	2	2	
	0	0	0	0	
	1	1	2	2	
	8-	9-	0-	1-	
	1	2	2	2	
	9	0	1	2	
Optional Objective 7: Through implementing Restorative Justice Practice, BDEA students will have gained greater conflict resolution skills (Aligns with key design element #2)					
<p>Measure:</p> <p>The development of Conflict Resolution Skills is a core feature and intended outcome for implementing Restorative Justice Practices at BDEA. We will measure the efficacy of this core outcome of Restorative Justice Practice by the students' evidence of having gained greater conflict resolution skills assessed by:</p> <ul style="list-style-type: none"> • a reduction of incidences as students progress through BDEA • on average, annually, students will be suspended fewer times at BDEA than at their other schools 	M	M	M		<p>2018-19:</p> <p>64% of students with behavioral incidents recorded in trimester 1 progressed positively, collectively decreasing their number of incidents recorded by an average of 89.2% in trimester 2.</p> <p>62% of students with behavioral incidents recorded in trimester 2 progressed positively, collectively decreasing their number of incidents recorded by an average of 97.4% in trimester 3.</p> <p>60% of BDEA students were suspended at their prior school; on average, those students were suspended 3.7 times over their school career. BDEA's suspension rate was 2.1%.</p> <p>2019-20:</p> <p>71% of students with behavioral incidents recorded in trimester 1 progressed positively, collectively decreasing their number of incidents recorded by an average of 92.3% in trimester 2.</p> <p>Because trimester 3 was 100% remote learning, the number of incidents recorded from trimester 2 to trimester 3 decreased by an average of 98.9%.</p>

				<p>33% of BDEA students were suspended at their prior high school(s); on average, those students were suspended 2.6 times over their school career. BDEA's suspension rate was 2.7%.</p> <p>2020-21: Because SY 20-21 was majority remote learning, there were few incidents to report:</p> <p>100% of students with behavioral incidents recorded in Quarter 1 progressed positively, collectively decreasing their number of incidents recorded by 100 % in Quarter 2.</p> <p>100% of students with behavioral incidents recorded in Quarter 2 progressed positively, collectively decreasing their number of incidents recorded by 100 % in Quarter 3.</p> <p>There were no reported incidents in Q3 or Q4.</p> <p>32% of BDEA students were suspended at their prior high school(s); on average, those students were subject to out of school suspension 2.2 times over their school career. In SY 19-20, BDEA's suspension rate was 3.1%.</p> <p>2021-22: To be calculated in July 2022</p>
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