

Application for Renewal of a Public School Charter



Boston Day and Evening Academy
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Roxbury, MA 02119

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Application approved by BDEA Board of Trustees on: 6.14.22

Application approved by Boston School Committee on: _____

Application is being submitted on: _____

COVER LETTER

Mission and History: Boston Day and Evening Academy (BDEA) is an alternative public charter high school located in Roxbury, MA. The school began as a diploma-granting night program in 1995 and became a Horace Mann Charter School in 1998, with a day program added in 2004. Since then, the school has successfully rechartered four times to a current enrollment cap of 505 students. Our mission is to engage young adults to build a vision for their future through supportive relationships and meaningful competency-based learning experiences within a larger singular strategic priority of becoming an anti-racist institution. BDEA has served Boston's most marginalized students for 24 years. Our students are over-age for high school, have experienced persistent attendance issues and have not been given the tools and resources necessary to be successful in traditional high schools.

Geography and Population Served: BDEA was founded to re-engage students across Boston who were not well-served by traditional models, and who struggled academically due to challenges like mental health, economic circumstances, family obligations, or generally feeling that schooling was not relevant to their lives. Our school is located in the heart of Nubian Square in Roxbury, MA with bus transportation that allows our students to access our school from all parts of the city. Currently more than 70% of our students live in Roxbury, Dorchester and Mattapan.

More than 95% of students at BDEA have grown up in the cycle of poverty, and have experienced a multitude of childhood traumas. As research indicates, unlike their more affluent peers, most students from low-income households do not have role models to help them envision themselves as participants in the innovation economy, nor do they have professional networks to leverage for access to jobs and internships. Most importantly, our population of students have been taught, directly or indirectly, that they do not belong in the spaces associated with high income career fields. For our students of color, persistent racial wealth inequalities in Boston create a resource and access gap that is difficult to overcome. Navigating high school on to higher education or a career pathway is essential to upending the professional and economic disparities in this city.

Programs and Services: We carry out three distinct trauma-informed programs, each of which utilizes a competency-based academic model:

- Our Flagship program allows students to work their way towards a diploma by achieving specific competencies in traditional subject areas including science, humanities and math. Students navigate their high school experience at their own pace in a trimester model with a personal "competency roadmap" which they must complete prior to age 23.
- BDEA 2.0 was started in 2018 after identifying that many of our Black and Latino young men were falling off in attendance and not progressing through their roadmap. The program focuses on work-based learning with required internships, a self-directed pathway-based model towards college, construction or technology and a student-teacher "Crew" model of advisory. This program has the capacity to serve 60 students, with 55 students currently enrolled.
- Recognizing that some students were thriving in remote learning last year, we brought back our Blended Learning program this academic year. Students in Blended Learning attend classes online while also accessing in-person academic and emotional support and enrichment classes. This program serves 50 students.

Major Accomplishments:

- Established the BDEA 2.0 Program
- More than 900 graduates; approximately 35 annually

- More than 50% of graduates attend 2- or 4- year colleges; 27% enter trades/technical programs
- 100% of graduates complete a postgraduate plan focused on education or employment
- 2.5 years: average time to graduation for students who attend >50%
- Board of Trustees: 65% people of color, two parents, two staff members
- Average staff retention rate: 91%
- Head of School: 17-year tenure
- Full Staff: >70% people of color; Leadership Team: 65% people of color
- We incorporate restorative justice practices with students, families and staff which leads to a 3.1% suspension rate - (in contrast, 32% of BDEA students were suspended at their prior high school(s))
- We are financially stable with 1.66M in assets (\$778K in cash and cash equivalents, \$523K in an investment account and \$52K in fixed assets, net of accumulated depreciation)

Major Challenges: As is the case for everyone, our primary challenge during this charter term was the fall-out of the ongoing pandemic and the toll it has taken on the resilience of our teachers, and our students who disproportionately experienced family loss due to COVID-19 coupled with the emotion of the racial reckoning of the past two+ years. Our students and staff need more emotional support than ever before. Along with all schools, we have also experienced a distinct drop in attendance and enrollment in the latter half of this charter term. We are strategically investing in ways to address this so that we may return to pre-pandemic enrollment and retention as soon as possible. Finally, within this charter period we are approved to support more than 500 students, but we are constrained by the limited space within our school building which was originally designed as an elementary school. In order to honor the academic experience and future aspirations of our students as they so fully deserve, we are in urgent need of a larger and more resourced school building or a full redesign of our current facility.

TABLE OF CONTENTS

<input type="checkbox"/> Introduction to the School	4
<input type="checkbox"/> Criterion 1: Mission and Key Design Elements	4
<input type="checkbox"/> Amendments	11
<input type="checkbox"/> Criterion 2: Access and Equity	11
<input type="checkbox"/> Criterion 3: Compliance	13
<input type="checkbox"/> Criterion 4: Dissemination	14
<input type="checkbox"/> Criterion 5: Student Performance	17
<input type="checkbox"/> Criterion 6: Program Delivery	18
<input type="checkbox"/> Criterion 7: Climate and Family Engagement	21
<input type="checkbox"/> Criterion 8: Capacity	22
<input type="checkbox"/> Criterion 9: Governance	23
<input type="checkbox"/> Criterion 10: Finance	25
<input type="checkbox"/> Plans for the Next Five Years	26

Appendices

- Appendix A: Accountability Plan Performance (single document)
- Appendix B: General Statement of Assurances (Appendix bundle - scanned; Originals mailed to Dept.)
- Appendix C: Documents (Appendix bundle)
- Appendix D: Board of Trustees Turnover, Student Performance Data, School Climate and Family Engagement Data, Capacity Data and Racial Justice Statement, 2021-2022 Org Chart, culturally-responsive for Assignments (CRT) Rubric, Community Agreements (Appendix bundle)
- Appendix E: Application Content Checklist (Appendix bundle)

**BDEA's Application is within the 25-page limit (which excludes the Cover Page and Cover Letter)*

INTRODUCTION TO THE SCHOOL

Boston Day and Evening Academy			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann I	Location (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	1
Year Opened	1998	Year(s) Renewed (if applicable)	2002, 2007, 2012, 2018
Maximum Enrollment	505	Current Enrollment and Date Calculated	286 as of 6.03.22
Chartered Grade Span	High School	Current Grade Span	High school
Number of Instructional Days Per School Year	180	Students on Waitlist and Date Calculated	0
School Hours	9:00-3:30	Current Age of School	24
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.			

FAITHFULNESS TO THE CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS (KDE)

DESE-Approved Mission: Boston Day and Evening Academy re-engages off-track students in their education preparing them for high school graduation, post-secondary success and meaningful participation in their community.

Since our last recharter application in 2018, we have revised our mission statement through a collaborative process with key stakeholders. Our new mission is asset-based and better reflects the Key Design Elements outlined in our charter: **Boston Day and Evening Academy engages young adults to build a vision for their future through supportive relationships and meaningful competency-based learning experiences.** *Please note, this mission statement is not yet DESE-approved. We expect to submit a charter amendment request for formal approval in the coming year.*

Key Design Elements: Boston Day and Evening Academy is built upon four Key Design Elements that allow us to fulfill our mission. The following provides evidence of our performance and progress against these Elements since 2019.

KDE #1: Competency-based, student-centered teaching and assessment system that encourages greater student ownership for over-age, under-credited students at high risk for dropping out or who have already dropped out of high school.

Key Charter Data/Outcomes (2019-2022):

- *Initiated a new Strategic Plan*
- *Built out BDEA 2.0 program, and brought back Blended Learning*
- *Secured a three-year Growing Literacy Equity Across Massachusetts (GLEAM) grant*
- *Hired a Culturally Relevant Instructional Coach*
- *Revised Salesforce Connects database to support programming and student needs*

Boston Day and Evening Academy (BDEA) is the oldest, consistently operating alternative public charter schools in Massachusetts. Since its inception in 1995 (and approval as a charter school in 1998), BDEA has utilized a competency-based method of education. We maintain our belief that this method is the best suited for the academic success of our students, whose needs have not been met by traditional models. At its heart, BDEA is a student-centered school, and we reflect constantly on our systems and pedagogy to ensure that students are well-supported socially and challenged academically. The following highlights are related to our methodology over the last four years:

- BDEA initiated a new strategic plan after incorporating stakeholder feedback from staff, students, families, Board Members, and community partners. We identified five strategic priority areas, the foundation of which is “Becoming an Anti-Racist Institution.” This central focus uplifts our additional areas of priority: (1) strengthening student programming, (2) defining data for learning, (3) planning for organizational stability and sustainability, and (4) articulating our practice.
- In SY 2021 as we initiated a school year carried out primarily with remote teaching, we added synchronous instruction via Zoom and a working group of staff revamped our remote instructional practices with extensive feedback from student and family focus groups and surveys. This team worked to create streamlined systems for delivering remote instruction, including templates that would make Learning Management Systems (LMS) courses look and feel the same across disciplines.
- In our current 2022 SY we began a three-year literacy initiative. GLEAM (Growing Literacy Equity Across Massachusetts) is funded through DESE using federal Comprehensive Literacy State Development (CLSD) funding. Working with a literacy coach from TNTP, we carried out a formal assessment of our science and humanities curricula and are now finalizing a literacy integration work plan to ensure highest quality literacy instruction for our future.
- In our current 2022 SY we are contracting with a Culturally Relevant Instructional Coach, Kayla Morse Higgs. Each academic team works closely with Ms. Morse Higgs to review and carry out necessary curriculum adjustments. To support culturally relevant and anti-racist curricula, the instructional staff utilizes the culturally-responsive for Assignments (CRT) rubric to incorporate components in their curriculum of assignments, projects, and assessments (see Appendix D). The components are composed of the tenets of Connection, Higher Order Thinking, Social Justice, Equity/Decolonization, Voice, Differentiation, and Access.

In this charter term we have invested deeply in two groups of students in need of more tailored support.

- 1) We have built out our BDEA 2.0 program specifically designed around the needs of our young men (though it is open to all students) with student design collaboration. BDEA 2.0 focuses on work-based learning with required internships, a self-directed pathway-based model towards college, construction or technology and a focus on shared responsibility via a student-teacher “Crew” model of advisory. This program began with 30 students in 2018 and now serves 55.

- 2) Recognizing that some students were thriving in remote learning during the 2021 SY we brought back our distance learning program, renamed it The Blended Learning Program and accepted students into this program in our current 2022 School Year. Students in Blended Learning attend competency-based classes online while also accessing in-person academic support, enrichment classes such as art and music, and the suite of social emotional supports and post-graduate planning that BDEA offers.

The Blended Learning program follows the same academic modules as the primary flagship program, but the BDEA 2.0 curriculum blends rigorous interdisciplinary studies with hands-on, work-based learning for which students can gain academic credit. This programmatic distinction necessitated adaptation to our Salesforce Database Connects:

- 1) **BDEA 2.0 Competency-Based Roadmap:** released in September 2019. It is composed of blocks, referred to as competencies and are modified for students with disabilities. Students have the flexibility to work on the competencies they need to complete their roadmap.
- 2) **BDEA 2.0 Report Card:** increased efficiency for staff and transparency for students to manage their academic experience in high school. Creating the report card now lays the groundwork to replicate our work-based 2.0 model across our full school, allowing students complete understanding of their competency completions.
- 3) **Schoology Integration:** sunsetted PowerSchool learning as an LMS, and transitioned to Schoology as a hub of content for students to access anytime and anywhere. An integration was built to read data from Schoology to Connects, underscoring efficient data entry between systems.

KDE #2: Student Support Model, including social and emotional supports for all students to foster personal growth and resiliency.

Key Charter Data/Outcomes (2019-2022):

- *33% increase in staff dedicated to Student Support*
- *94% increase in the number of students participating in formal therapy in school*
- *Increased investment in restorative justice practices and becoming an anti-racist institution*

Since our last charter, and within the context of our new pandemic reality, we have deeply invested in social emotional learning for our students and focused on becoming an anti-racist institution. We were particularly proud to ground this priority in our Racial Justice Statement, created in May 2021 (See Appendix D). Through a restorative justice lens, the BDEA Student Support Team (SST) led efforts to revise our community norms, now called Community Agreements (see Appendix D) to eradicate white dominant structures of oppression. We established an interdisciplinary Restorative Justice workgroup, which designed monthly staff-wide sessions intended to combat punitive discipline systems in support of our racial equity work. With the recognition that becoming an anti-racist institution means eliminating oppressive structures for both staff and students, the SST redesigned their own department job descriptions with an eye towards moving SST away from a disciplinarian/policing role, and more towards a restorative justice and resource connection role. We believe this creates a safer and more equitable space for students and staff alike. In our current school year we dedicated more than \$80,000 towards this goal through curriculum enhancements focused on topics like cultural competency coaching for teachers, training on restorative justice practices, leadership team and Head of School coaching around dismantling white supremacy culture and all-staff professional development around anti-racist practices.

Student Intake: We have revised the way we intake students and prioritize their social emotional support through data collection and staffing. Upon enrollment, all students are paired with two adults: an academic advisor and a Community Field Coordinator. These staff members work collaboratively to support students as they navigate their high school experience. At orientation, each student is administered the ACES survey which identifies instances of childhood trauma. In addition, each student writes a personal journey letter during orientation. The quantitative data of the ACES survey and the qualitative data of the student journeys is recorded in Connects and reviewed closely by SST staff to help inform ongoing support throughout a student's time at BDEA. *(As a means of reference, Over 90% of BDEA students exhibit at least one risk factor for trauma, and over 75% of our students are considered "at risk" based upon their ACES score. Over 50% of BDEA students each year self-report mental health concerns or have a diagnosed condition affecting their mental health.)*

Staffing: We have invested in SST staffing over the term of our charter to meet our students' mental health needs. Of our 63 staff members, 26% are dedicated to the social emotional wellness of our students (as defined by their job descriptions). This includes four clinicians: two full time Social Workers, a Social Worker intern one Clinical Coordinator and our Special Education staff. The clinicians mentioned here provide 1:1 psychotherapy to students with IEPs who require this intervention. Since 2019 we have doubled the number of students receiving in-house counseling (52 to 101).

We also contract with Wediko Program - The Home for Little Wanderers to provide on-site clinical counseling to non-IEP students four days/week. We contract with Youth Harbors for support for our Homeless students, and have worked with Catie's Closet to create a clothing and supplies resource area. Our staff also manage a small food pantry for urgent student needs and we distributed more than 125 food bags to students during each school vacation this year. In a developing partnership with Whittier Street Health Center, we were able to offer COVID vaccination services and flu shots to all interested students as we returned to school in 2021.

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

At BDEA 2.0, staff shifted away from our Crew advisory model to a "primary person" model, and SST members set up weekly rotations for individual check-ins with students. All BDEA 2.0 staff joined in conducting bi-weekly home visits, prioritizing students they knew were disengaged or in distress.

Systems Support:

In SY 2019 BDEA launched a new PATH program for students on an IEP who experience high levels of anxiety and who need additional supports in order to be successful in a regular school environment. This program, accessed through the special education process or by referral when indicated on the student's IEP, teaches students coping skills, executive functioning skills, and self-regulation.

While navigating the pandemic, it became clear that there was an increased need to systematically flag those students who needed referral for immediate support in real time. In summer 2021 we created a new resource within our Connects platform that allows all staff to flag students who need urgent psychotherapy, food aid or housing. In this newly-revised referral process students move through an order of “referred” to “screened” and then “assigned” to a counselor if appropriate. Of the 59 counseling referrals submitted in SY 2021, 91% were screened, 55% were assigned to an internal counselor, 7% were referred to external counseling services, and 22% of students declined counseling during screening. There were 53 housing referrals and 22 food aid referrals made in SY 2022 that were mediated through P-EBT and Youth Harbor resources.

When students are flagged for psychotherapy either informally or through our new system, members of the SST initiate a meeting with a student’s support network to discuss counseling options. Our in-house clinicians work with students with IEPs while our contracted Wediko Program - The Home for Little Wanderers clinician works with non-IEP students.

Support Groups: During this charter term, we have continued to carry out support groups. Topics included: loss, anger management, young women’s empowerment, men’s empowerment, young parents, young mothers, and GSA. A new and critically important group this year has been our Young Parent Initiative (YPI) launched as a support group for parenting/expectant students to return back to BDEA following school closures. The YPI serves as an attendance intervention with a tiered focus providing connections to community organizations for skill development and parental coping skills. All groups are open and optional to all BDEA students and students can receive credit for their participation. We have also added intramurals, basketball teams and a cheerleading team during our current charter, all of which have become central points of pride and positivity at BDEA.

Family Liaison: Connecting with parents, guardians, and families (as identified by students) is a critical element of our student support model. In SY 2022 we added a Family Liaison position. This role has greatly expanded our reach to families with a Parent Council that meets monthly and ongoing Zoom events to celebrate students and offer support and connection to our families. Our two parent board representatives help lead the Parent Council resulting in increased membership and parent ownership. This role has also increased our capacity to work with students who are homeless and in need of urgent support.

KDE #3: Post Graduate Planning (PGP) / College and Career Programming: exploration, readiness, practice through real-life experiences, internships, paid jobs, dual enrollment.

Key Charter Data/Outcomes (2019-2022):

- *161 students graduated from BDEA*
 - *54% to college*
 - *19% to work*
 - *27% to training programs*
- *Hosted an average of 35 PGP Workshops annually, with an average of 165 unique students attending/year*
- *31 students in dual enrollment*
- *Added additional Guidance Counselor 2019, two new PGP staff in 2021: Pathways Coordinator and an AmeriCorps Mass Promise Fellow*

Many of our students arrive at BDEA discouraged and with the perception that school is not for them.

In response to the specific barriers facing our students, our Post Graduate Planning (PGP) office offers robust programming designed around helping students with “what comes next” after BDEA. The PGP Office consists of two full time members and 2-4 partner organizations (all of whom have desks within the PGP Office). Partners and staff work together to coordinate services for all students.

Each trimester, PGP staff analyze student academic roadmap data in Connects to identify students who are within one year of completing graduation requirements. (Because we are a competency-based school where students move through their roadmap independently, this is not determined by age or by seat time.) Once these students are considered to be “pre-Capstone,” our PGP team intensifies efforts to engage with them.

Our PGP office works to ensure that all aspects of our students’ post-graduate plans are well laid out prior to graduation. BDEA’s post-graduate work begins with the very first course in a student’s experience at the school: “Beyond BDEA” and ends with a trimester-long Capstone course, in which students research an area of interest (often in the career field of their choice), with hands-on, in-the-field learning. Although our programming ends with Capstone, a student’s experience with BDEA does not end - our PGP office remains connected to students, especially immediately following their graduation.

There are a number of unique elements of the PGP program that have remained steadfast during the terms of our current charter:

- **Workshops:** We carry out weekly workshops during which college or industry representatives come to BDEA, or join us by Zoom, to talk about their field or opportunities at their school. Through these “PGP Thursdays,” students develop a sense of the wide scope of career opportunities available to them post-graduation. Shifting to virtual platforms in the pandemic allowed us to introduce an even broader range of guest speakers to meet with our students.
- **Partnerships and Internships:** BDEA works with several community partners to provide students with college and career experience prior to graduation. Partners include Digital Ready, the Private Industry Council (PIC), College Advising Corp and Madison Park Development Corps. Working with staff from these organizations, who have been housed in the PGP office, extends our reach and breadth of services. Through these partnerships, students have secured a wide range of internships, in growing numbers.
- **Dual Enrollment/Early College:** A crucial and growing incentive for our students is the ability to take college level courses at some partner colleges while completing classes at BDEA. We have continued to systematize this process so students have the support they need while straddling two different school environments and schedules. Thirty-one students have taken part in dual enrollment during the terms of this charter.
- **Pathways:** We are now strengthening our work-based model at our BDEA 2.0 program which we initiated during the term of this charter. We’ve introduced a construction pathway by integrating related courses into our math, science and humanities classes, created hands-on opportunities to apply the skills learned in those classes and linked internship opportunities to this field.

Additional benefits include the chance for our students to explore career interests, participate in industry-related mentorships and build professional networks prior to graduation.

KDE #4: Build and maintain a robust and active professional learning community for teachers and staff at all levels of experience.

Key Charter Data/Outcomes (2018-2022):

- **10.3 Years:** Average tenure of leadership team
- **14 PD Hours** per month for all staff, including teachers

Boston Day and Evening Academy maintains a professional learning community, with deep investments in professional development opportunities both at BDEA and in the broader community. Our Head of School, Alison Hramiec, began at BDEA in 2004 as a science teacher. Moving from that role to Instructional Leader and then to Head of School, she has the unique ability to maintain the financial and operation oversight of the school, while understanding the critical importance of ongoing learning to maintain excellence in our unique instructional practice. The average tenure of the 11-member Leadership Team is 10 years - an astounding figure that demonstrates the dedication of the team, room for advancement and growth within our school, and the positive work experience cultivated at BDEA.

The BDEA school week is designed to facilitate professional development opportunities for all staff and teachers. On Wednesdays and Fridays, classes conclude by 2:30 and afternoon time is organized for formal training or collaborative planning time for staff. Teachers have 34 hours allocated for planning time each month.

As we established our new strategic plan centered on becoming an anti-racist institution, we began working with race and equity consultants in 2019 (Jenna Chandler-Ward, Joseph DiCenso and Anika Nailah). These consultants have guided our monthly PD sessions, workshops, trainings and retreats as well as White Caucus and Global Majority Caucus convenings. In these gatherings, staff explore the impact that systemic racism has had on their lived experiences as well as relationships and interactions with colleagues and students.

In SY 2020, we reorganized many of our monthly meetings around our new strategic priorities. Teachers self-selected into four workgroups: 1) Making BDEA an Anti-Racist Institution; 2) Strengthening Student Programming; 3) Data Systems Design; and 4) Bolstering Student Attendance. Each workgroup was responsible for a set of strategic priority benchmarks and was led by two administrators and, in most cases, by an outside consultant who helped to frame and guide the work.

Throughout the pandemic technology professional development was critically important. As BDEA became a remote learning environment, PowerSchool platform “Learning Coaches” ran weekly drop-in sessions for teachers, and several teachers and Instructional Leaders taught individual technology tool trainings. The same group that created our PowerSchool lesson plan templates also created an executive functioning course that all students completed during advisory, teaching how to navigate online courses. During the pandemic, we continually monitored our balance between the very immediate need for professional development in technology deployment with our commitment to anti-racist practices and restorative justice.

Finally, BDEA offered several PD sessions to all staff on the topic of trauma - both to support students as well as staff experiencing personal and secondary trauma. We leveraged Wediko Program - Home for Little Wanderers and our in-house social workers to offer these critical sessions. We also focused on teambuilding and community-building throughout the year, knowing the impact that strong relationships can have on our students' wellbeing.

Amendments

Date	Amendment Requested	Approved?
May 15, 2019	Update Enrollment Policy, alignment to charter school law, define lottery process, clarify waitlist process (to meet the changes made to DESE charter school law 603 CMR 1.05)	approved
February 27, 2019	Expand Charter School Seat Cap from 405 to 505	approved
December 30, 2021	Type A and Type B MOUs	approved
December 30, 2021	BDEA Charter School Accountability Plan	approved

CRITERION 2: ACCESS AND EQUITY

BDEA is committed to ensuring access and equity to all students eligible to attend. To reach our enrollment goals, BDEA enrolls students year round who are overage and under-credited for their high school experience. We begin the traditional academic school year by contacting Boston area middle and high schools to inform them of BDEA’s mission, application process, and timeline for enrollment. As applications are received, BDEA carries out individual admissions meetings with each applicant, gathers required application information and, as they are admitted, schedules students to take part in a new student orientation. Because BDEA graduates students at the end of each of our three trimesters as part of our competency based model, new students are enrolled in an ongoing manner during the year to fill the vacated seats for the following trimester. The number of available seats changes throughout the year depending on the number of graduates and any additional attrition. All of our recruitment materials, including our non-discriminatory enrollment practices, are outlined on our website which details our enrollment process. Our application is available online in English, Spanish and Chinese. Understanding the need for more effective recruitment, we will be investing resources in marketing and branding support for our 2023 school year. We have included more information about this endeavor in the future plans section of our application.

BDEA has a formal Recruitment and Retention Plan which we update on an annual basis. We also maintain a team of staff who meet monthly to evaluate retention data so we can respond in real time with actions around attendance issues, student discharges and new student recruitment. During this charter term we have been effective at recruiting our target population of students particularly students with disabilities, English Learners (EL) and students from low-income backgrounds. We have struggled, particularly since the onset of the pandemic with student retention. These topics are discussed in depth with supporting data below:

Enrollment

Boston Day and Evening Academy - Enrollment History (%)				
	2019	2020	2021	2022
Students with Disabilities	27.3	36.2	37.9	39.4
English Learners	12.6	14.7	16.0	12.9

Since 2019, our enrollment of students with disabilities has grown from 27.3% to 39.4%. Our English Learner enrollment grew by 3.4 percentage points from 2019 to 2021. In 2022, there was a decrease of 3.1 percentage points. As mentioned previously, 2022 marked the first year of a three year literacy grant from the State of MA. As a part of this grant we include Tier 3 supports for students generally struggling with literacy, but also for our English Learners. In this charter term, the number of dual certified (ESL & SpEd) teachers on staff has increased. We believe that the increase in attention to students with disabilities and literacy instruction tailored to EL students will increase retention rates as we anticipate higher enrollment rates.

Attrition and Retention

Boston Day and Evening Academy - Attrition History (%)				
	2019	2020	2021	2022
All students	5.7	6.4	17.5	17.2
Students with Disabilities	4.1	10.7	16.7	14.6
English Learners	0.0	13.6	22.9	27.3

The school's 2022 attrition rate is above third quartile percentages (13.7) for all students. The school's 2022 attrition rate is equal to third quartile percentages (14.6) for Students with Disabilities. The school's 2022 attrition rate is above third quartile percentages (13.5) for English Learners. While attrition for special education students has increased over the past years, it remains lower than all students and EL populations.

BDEA's retention rate suffered during COVID. Many of our students juggled school and home obligations, including caring for siblings or children of their own. This was perhaps especially true for our students with disabilities, who craved more hands-on support than our remote pull out sessions could give. Like our students with disabilities, our EL students faced similar competing priorities which caused them to disengage from school. While we expect these metrics to improve to normal levels in 2-3 years, we do plan to incorporate strategies specifically designed to address the needs of students with disabilities. In addition to the literacy initiative we have added a full time Coordinator of Special Education Services (COSE) position, a full time school psychologist and an ESL teacher which will allow for greater attention to subgroups of students.

Suspension, Emergency Removal, and Expulsion Data

During the summer of 2021, huge technical improvements were made to the BDEA log system to streamline communication and increase our efficiency in resolving student concerns. Through this enclosed communication system, teachers and staff communicate and record the following log categories: Action Required, Contact, Intervention, Referral, Risk Factor, and Shout-Out. As a snapshot of these metrics, in our current school year, 101 students are enrolled in counseling at our school and 56 students have received informal counseling. There were a total of 6583 logs entered, 852 of those logs required action, 1494 of those logs were documented interventions, and there were 2817 responses communicating about student needs in just SY 2022. We believe these metrics suggest that we are helping our students improve their emotional and physical safety so they can come to school ready to learn.

Boston Day and Evening offers restorative justice practices which includes student to student and student to staff mediations, co-constructed agreements, as well as parent meetings in lieu of in-school suspension. With this, our school maintains 0% in-school suspension rates. Thirty-two percent 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. BDEA's out-of-school suspension rate increased minimally from 2.7% to 3.1% from SY 2019 to SY 2020.

We are particularly proud that our investment in restorative justice practices results in low suspension rates and essentially non-existent expulsion. This is a particular measure of strength for BDEA and there is no significant difference for suspension rates for students with disabilities or EL students as compared to rates for all students.

Recruitment Materials: BDEA does not have isolated tracks for students with disabilities or students who are English learners. As such, we do not specifically advertise this resource, but instead frame all of our outreach clarifying that we support all students, including those with an IEP and English learners. Our website offers our application materials in English, Spanish and Chinese.

Mission-Driven and Equitable Programming: BDEA has capitalized on a long history of referral relationships with a broad range of connections to support our school's recruitment efforts. We recruit new students from regional high school and middle school teachers and counselors (both from district and charter schools); from the Re-engagement center, and from attending students and BDEA alumni. We also reach disengaged, over-age students through our community partners who also work with diverse learners across the district. Our Recruitment Manager holds recruitment events annually (when not in COVID) for counselors and representatives from middle and high schools and youth-focused organizations from around the city to introduce our school, our mission, and our work, so that students referred to us have realistic expectations about the BDEA experience. On average, students were enrolled in two high schools prior to BDEA enrollment.

CRITERION 3: COMPLIANCE

At no time in the current charter period has the school been out of compliance with the terms of its charter and/or applicable state and federal laws and regulation.

CRITERION 4: DISSEMINATION

Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts.)	Result of Dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
2019	Introduction to student- centered, competency-based trauma-sensitive programming	School visits from educators interested in learning about competency-based education/ systems for a safe and supportive school climate.	Dir. of Institutional Advancement, Advancement Associate, Instructional Leaders, teachers, students	In school year 18-19, we hosted 213 visitors in our monthly, 3-hour visits	We revise our materials regularly so that visitors are always receiving information that is up-to-date and pertinent to the program development needs of the visitors.
2019	BDEA offers summer learning labs that instruct and coach educators in student-centered, competency-based trauma-sensitive programming	REAL Summer Institute	Head of School, Co-Instructional Leaders, Dir. of Institutional Advancement, Advancement Associate, content teachers, students, thought partners	Schools from PA, IL, MA (Boston, Brookline, Attleboro, Everett)	The pilot program for REAL was initially funded by the Nellie Mae Education Foundation, which provided stipends for teaching staff to create the materials and coaching model that we have continued to revise and use each summer since 2011. We survey participants ahead of REAL to ensure that we are aligning our programming to the focus areas of the attendees.
2019	Vision for maintaining student engagement	DESE Conference (Safe and Supportive Learning Environments)	Director of Advancement	Department of Education, Schools from across MA	Presentation led to increased interest from MA districts, including participation in REAL Summer Institute by Attleboro Public Schools.
2019	Managing wrap-around services	Dreamforce Conference	BDEA Data Manager	Schools, districts, nonprofits,	Strengthened BDEA’s partnership with Salesforce.org - BDEA was a K-12 early adopter

Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts.)	Result of Dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
	for the whole student using Salesforce			corporations, and individuals from across the world, held in San Francisco, CA.	and continues to be a thought leader around improved data systems to promote student-centered, trauma-informed school culture.
2020	Introduction to student-centered, competency-based, trauma-sensitive programming	School visits from educators interested in learning about competency-based education/ systems for a safe and supportive school climate.	Dir. of Institutional Advancement, Advancement Associate, Instructional Leaders, teachers, students	hosted 91 visitors in our monthly, 3-hour visits from Sept-Feb (Mar-June visits canceled due to COVID)	We revise our materials regularly so that visitors are always receiving information that is up-to-date and pertinent to the program development needs of the visitors.
2020	Best practices in alternative education	Youth Transitions Taskforce	BDEA 2.0 Program Leader, BDEA 2.0 Humanities Teacher, Head of School	Regular meetings with BPS, the Boston PIC and the Boston Re-Engagement Center	Part of a greater Boston opportunity youth network sharing best practices around dropout prevention, engagement, and student support.
2020	Engaging project-based and relevant learning experiences	Barr Foundation/ Springpoint Leadership Convening	BDEA 2.0 Program Leader	Regular convenings with other Barr grantees across New England	Part of Barr Foundation grantee cohort, BDEA has participated in workshops led by Springpoint with other districts across region to improve practice around relevant, project-based learning

Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts.)	Result of Dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
2021	Re-Engaging Learners in a remote environment	Remote “school visits”	Dir. of Institutional Advancement	Districts across US (YouthBuild PA, CHARIHO RI)	In lieu of in-person school visits, several districts reached out to BDEA as a thought leader in supporting alt ed students. We shared our SEL and academic practices, and gained new insights from “visiting” districts
2021	Using data to support social and emotional learning	Webinar hosted by Salesforce.org & National Charter School Association	Data & Accountability Manager, Dir. of Institutional Advancement	Charter schools from across the United States	BDEA received early access to explore Salesforce.org’s new K12 platform (influenced by BDEA’s student support and PGP models). Salesforce offers pro-bono thought partnership to build our SEL data tracking
2022	Non-Traditional Pathways to Student Engagement	45-minute interactive presentation	Senior Systems Developer	Perrone-Sizer Institute, Cambridge College, BPS, Chelsea Public Schools, Lawrence Public Schools	Teacher Leadership Fund grant received Written Capstone Presentation report submitted to the Perrone-Sizer Institute
2022	Best practices in alternative education	1-Hour Zoom	Head of School Dir. of Institutional Advancement	A-Venture Academy (RI)	Shared BDEA model as staff at A-Venture Academy prepare to add a night program and determine appropriate sequence of programming and staffing
2022	Engaging project-based and relevant learning experiences	1-Hour Zoom	BDEA 2.0 Program Leader, BDEA 2.0 Community Field Coordinator, Dir. of Institutional Advancement	Excel Academy Charter Schools	Shared BDEA 2.0 model as Excel Charter Schools is exploring work-based alt ed programming

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

BDEA has an accountability classification of requiring assistance because of our low graduation and attendance rates. We have included MCAS results as required by the Charter School Performance Criteria as well as measures we use to track student performance in a more nuanced way.

In SY 2019, BDEA administered the first Next Generation MCAS test for ELA and Math. The next-generation MCAS is a reformatted test from the legacy MCAS, and the scores are not comparable. The legacy Science MCAS was administered through 2021, and shifted to the Next Generation format in June 2022. There was significant growth between the 2019 and 2021 results for ELA and Math. More students earned scores in the meeting expectations achievement level and there was a decrease in the percentage of students earning partially or not meeting expectations achievement levels. While this is true for both subjects, there was considerable improvement in ELA, increasing from 6% of students scoring meeting expectations to 35% in 2021. The Board of Elementary and Secondary Education approved modified Competency Determination (CD) requirements due to the cancellation of testing opportunities during the COVID-19 pandemic. Students may exempt the MCAS and fulfill their CD requirements via Department-identified coursework completion. The modified CD eligibility is in place for the following graduating classes and subjects: ELA and Mathematics — classes of 2020–2022 and STE — classes of 2020–2023. Lastly, our participation rate remains consistent for subgroups, with population sizes of less than 10 who are students with disabilities or ELs.

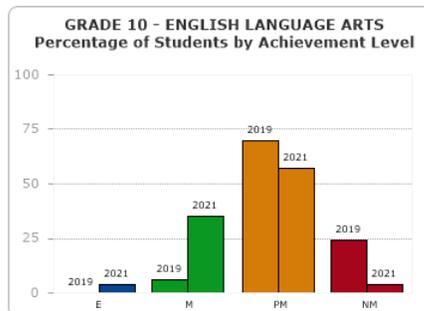
Next Generation MCAS Annual Comparisons

Data Last Updated on September 21, 2021

[More about the data](#)

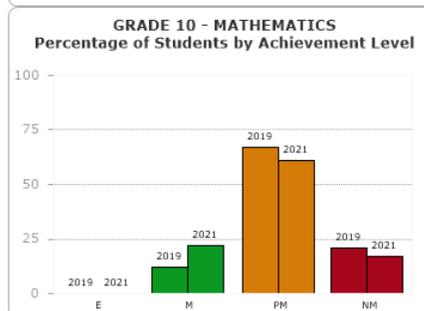
GRADE 10 - ENGLISH LANGUAGE ARTS		2019	2021
ACHIEVEMENT LEVEL			
■ Exceeding Expectations (E)		0	4
■ Meeting Expectations (M)		6	35
■ Partially Meeting Expectations (PM)		70	57
■ Not Meeting Expectations (NM)		24	4

2021 Participation Rate = 56%



GRADE 10 - MATHEMATICS		2019	2021
ACHIEVEMENT LEVEL			
■ Exceeding Expectations (E)		0	0
■ Meeting Expectations (M)		12	22
■ Partially Meeting Expectations (PM)		67	61
■ Not Meeting Expectations (NM)		21	17

2021 Participation Rate = 56%



As a means to fully understand the academic knowledge students bring with them from the moment of enrollment to graduation, we evaluate student’s MAP scores, Far/Close status, and course completion. The NWEA MAP (Measure of Academic Progress) test is a computerized, adaptive test that is administered to children from preschool to 12th grade. BDEA uses this test as a tool to identify low skilled students, and along with other data, schedule them for appropriate course work.

- On average, 37% of incoming students test at or above 9th grade level on the ELA MAPS test, 35% test between 6th-8th grade levels, and 28% test at or below 5th grade.
- On average, 35% of incoming students test at or above 9th grade level on the Math MAPS test, 20% test between 6th-8th grade levels, and 45% test at or below 5th grade.

Exemptions are given to students based on the transcript credit they have from their former schools at the time they begin at BDEA. One other way to obtain exemptions is by “testing out” of a particular course module on a diagnostic given by the humanities and/or math departments. On average 12% of incoming students enter “Very Close” to graduation, 23% enter “Close”, 35% enter “Far”, and 30% enter “Very Far” from graduation (Exemption Key: Very Close = 16+ credits, Close = 6-15 credits, Far = 2-5 credits, and Very Far = 2 or less credits).

Since returning to in-person learning full-time, students are completing on average 25% of the courses they are enrolled in, with 3.5% of all course enrollments per term resulting in basic competent ratings, 1.5% competent ratings, and 10% highly competent ratings. IEP students receive in progress and basic competent ratings slightly more than their non-IEP peers. English Learners have the highest rate of incompletions (71.8%). They are also the least likely to receive a basic competent rating based on 3-years of course rating data. *Please note: We are aware that course completion is tied to student attendance. Like all schools, this is a present challenge for BDEA and something we are addressing with new staffing, innovation and additional student supports in the year to come. We continue to monitor our outcomes in course completion against other competency-based schools.*

BDEA uses other methods and assessment tools to analyze overall student performance outcomes, including but not limited to MCAS Achievement Reviews (per department), YouthTruth Overall School Experience Survey, and YouthTruth Diversity, Equity, and Inclusion items (see Appendix D).

Maintaining and Improving Student Academic Achievement: Understanding that the statewide accountability system focuses on MCAS proficiency, MCAS participation, and graduation rates, BDEA maintains and improves student academic achievement by making sure the social emotional wellness of our students is taken care of on a daily basis as described previously.

BDEA’s practice is grounded in reviewing disaggregated student outcome data (attrition, retention, graduation, attendance, course completion, suspension) that allows us to identify needed academic program changes (staffing, cohorting, etc.). The instructional staff at the start of each year examines disaggregated MCAS data and makes adjustments to their instructional practice to improve student learning and outcomes (including MCAS questions in warm-ups, MCAS prep, interdisciplinary teaching, intro level courses, project based learning, etc.).

CRITERION 6: PROGRAM DELIVERY

Key Indicator 6.1: Curriculum

The BDEA curriculum consists of 528 competencies in our traditional model and 405 benchmarks for BDEA 2.0. These competencies and benchmarks cover three disciplines: math, humanities and science. Each department has constructed a curriculum map that outlines the series of courses and competencies a student takes at BDEA. Each course and competency is specifically aligned with a portion of the benchmarks and aligned to the Mass Common Core, allowing students time to practice and then

demonstrate proficiency. The student's progress towards completing all of the competencies and benchmarks are recorded electronically on a document called the 'Individualized Learning Plan' (ILP).

The math curriculum encompasses the skills and content of number sense, algebra, geometry, advanced algebra, statistics, and financial literacy. The humanities curriculum encompasses the skills and content of reading and writing, genre studies, research, US history, world history, advanced literature and law and ethics. The science curriculum covers the skills and content of physics, biochemistry, cell biology, genetics, evolution, ecology, scientific method and scientific research and writing. Upon successful completion of these competencies, and passing MCAS in ELA, Math and Science, students spend their final trimester researching an essential question and creating a Capstone project, which in turn prepares them for their post graduate plan. Presentation of the Capstone is a BDEA student's final graduation requirement.

During this charter term, the Instructional Leadership Team made revisions to improve overall rigor and create a consistent culture of expectations across programs and departments. Changes included:

- Revised modules in math, science and humanities based upon a co-created shared practice rubric to ensure that all classes across BDEA were both rigorous and reflective of BDEA's culturally-responsive teaching priority.
- Science, Math, and Humanities departments aligned competencies and benchmarks with the MCAS 2.0, based on data from our most recent tests. The departments worked together to analyze gaps in students' understanding and address those gaps through increased attention to skill areas, as well as improved interventions. Along with this, all departments focused on rigorous instruction and ensuring that all students are exposed to and prepared for grade-level work. The Math Department revisited their rubrics to ensure commonality when assessing students against competencies. To support students with disabilities and EL students, the Humanities Department created a new co-teaching model, which included double blocks co-taught by a Humanities teacher and interventionist for our ELD Level 2 and 3 students.
- As mentioned previously, with our DESE GLEAM grant, we are evaluating our science and humanities curricula to ensure highest quality literacy instruction for our future.

Key Indicator 6.2: Instruction

BDEA's instructional practice includes the following priorities: establishes a community of respect, creates consistent systems and routines to encourage academic success, provides a combination of direct instruction and collaborative work with the goal of gradually releasing students to be independent learners, and uses a culturally-responsive instructional approach to provide relevance and rigor.

In addition to culturally-responsive instruction, BDEA continues to incorporate project-based learning and work-based learning into school-wide instructional practices as a means to engage students. Our work-based model, carried out in the BDEA 2.0 program, will eventually integrate across the school. Typically in December, though being carried out in May/June this year, students and staff break from the regular school schedule and participate in a four-week Project Month defined by project-based learning culminating in a school-wide Symposium Event. Project Month allows staff the time to develop learning units in collaboration with other staff – strengthening staff's instructional practice. Many projects developed during Project Month become courses in the regular schedule.

Competencies and benchmarks are aligned to specific courses. At the end of each trimester students who have demonstrated mastery of these benchmarks move onto the next course in the sequence of classes on their academic roadmap. This system provides an instructional approach that is transparent

with clear expectations for student learning. Common classroom routines and structures such as warm-up activities, daily agendas with learning objectives, identified areas for students to pick-up assignments or corrected homework, required student binders with systems of organization and posted charts that record student mastery of benchmarks and daily attendance supports a school culture where students are engaged in the classroom and taking ownership of their academic progress. During COVID with the increased use of our learning management system, many of our teaching staff are utilizing a gradebook in Schoology that allows students to see their progress in courses, versus the paper charts used pre-COVID.

Though not unique to BDEA, within this charter term our staff rose to the immense challenge of learning to teach remotely - a skill set that no one anticipated at the time of our last application. We adapted our technology to support this immediate and significant transition in our teaching practice. Finding that remote learning was highly effective for some students, staff recommended re-introducing a hybrid model of instruction for three teachers with one Community Field Coordinator.

In addition to following the district and state requirements for supervision and evaluation, BDEA supports teacher's progress towards these common instructional goals through the following; writing coaches, lead teacher mentoring of all new staff, peer observation, student feedback surveys, content-specific department meeting time and whole school professional development.

In our current 2022 SY our most significant instructional investment was contracting with a Culturally Relevant Instructional Coach, Kayla Morse Higgs. Each academic team works closely with the coach to review and carry out necessary curriculum adjustments. To support our culturally relevant and anti-racist curricula, the instructional staff utilizes the culturally-responsive for Assignments (CRT) rubric to incorporate components in their curriculum of assignments, projects, and assessments. The components are composed of the tenets of Connection, Higher Order Thinking, Social Justice, Equity/Decolonization, Voice, Differentiation, and Access (see Appendix D).

Key Indicator 6.3: Assessment and Program Evaluation

Please refer to information provided in Criterion 5.

Key Indicator 6.4: Supports for All Learners

Boston Day and Evening Academy is a school strongly dedicated to an equitable education for all learners, including those whose first language is not English and for those with learning differences and/or challenges that make accessing curriculum challenging at times. Upon entering BDEA all students take a universal screening and diagnostic test to identify appropriate course placement and needed intervention services. For those coming in with an ELD (English Language Development) level or with an IEP (Individualized Education Program), services are determined based upon students' individual needs as required by law.

Students with an ELD level receive services from a certified ESL teacher. Twenty-two percent (22%) of our staff are certified ESL teachers. Two of these teachers provide direct ESL services in English for ELD levels 2-3. Two teachers are math instructors and a science instructor found getting certification a way to provide extra services for ELs in their classrooms. All teachers are trained in ESL Categories 1-4.

BDEA is a full inclusion school meaning students are removed from general education 21% or less of the school day. We believe in inclusive education and that our low teacher-to-student ratio and professional development opportunities allow for a school culture that is successful with a broad range of learners in each classroom. Forty-eight percent (48%) of our teachers are dual certified in special education (not including our Coordinator of Special Education and Special Education Director). Based on assessment results and on service delivery mandated in each IEP, we do understand the need for supplemental services where specially designed instruction is necessary for students to succeed.

BDEA provides students with individualized needs beyond the regular classroom with literacy, numeracy and science support and with the same access to daily resources accessed by all students. Each of our seasoned instructional experts works with students needing more personalized instruction, and helps teachers to make the curriculum accessible to learners who may need modifications in class or on a test in order to make academic progress.

To ensure we are supporting all students with disabilities, we maintain an Academic Review Committee (ARC) which is comprised of the Director of Special Education, Coordinator of Special Education, a Social Worker, an Instructional Leader and literacy, math and science specialists. This team meets weekly to review academic progress of EL students and students with disabilities to plan for and provide academic interventions and support.

CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

Key Indicator 7.1 Safe and Supportive Environment

- We survey our students annually - (See Appendix D).

We include our students in creating our school environment. Student Voice is the BDEA equivalent to student government. Our Head of School and Operations Specialist work with this team of students to inform and make decisions central to our operations and programming. During our current charter term, we have expanded upon our Teaching Assistant program which gives BDEA graduates another layer of representation within the school - and role models that students can look to for advice and direction. TAs become part of the staff, attend staff meetings and PD sessions, and plan and deliver one to three lesson plans in the trimester. TAs also help their mentor teacher by supporting students in the classroom either one-on-one or in small groups. TAs meet weekly with their mentors to assess the week, meet individually with the program manager and meet with other TAs and the program manager to discuss common practices, experiences, successes and challenges.

Key Indicator 7.2 Family Engagement

As was the case for everyone, family engagement has been a challenge for BDEA in the pandemic. In a typical year, our students' families are always welcome at BDEA and are specifically invited to events to celebrate and support their childrens' academic, social and emotional growth. In a typical year, BDEA staff also, on occasion, meet with our families in their homes and around the community.

Each BDEA student has an academic advisor who maintains communication with the parents and guardians of our students. Report cards are sent to families, upon conclusion of each trimester however throughout the trimester, academic advisors are in regular communication with families. Academic advisors provide families with updates on their student's progress in their courses and any other concerns that may arise such as inconsistent attendance or poor conduct. Additionally, twice a year advisors meet with students and their families for student-led reflection and goal setting (family meetings). In the pandemic, these meetings were carried out by Zoom. Family meetings are a

collaborative review and conversation of students' academic progress, goals, as well as any challenges the student may be facing. During the fall of 2021, 181 families attended family meetings and 159 families attended in the spring of 2022.

In addition to these student led family meetings, students have the opportunity to showcase their academic achievement to their families during our school Symposium which is the culmination of Project Month previously-mentioned. Families bring neighbors and friends to join staff and community members for the annual Symposium experience. Students and their families are also invited to commune with staff at our Back to School BBQ and annual Thankful Dinner. We have held no large indoor events since March 2020 but shifted to engaging families virtually whenever possible.

The most significant change regarding family engagement during the term of our charter was hiring a Family Liaison at the start of SY 2022. This role has allowed us to greatly expand our reach to families with a parent council that meets monthly and ongoing Zoom events to celebrate students and offer support and connection to our families. Our Family Liaison has worked with our Director of Operations to establish the previously-mentioned in-house food pantry, clothing and supplies closet as well as the food bags prepared for each of our school vacations.

ORGANIZATIONAL VIABILITY

CRITERION 8: CAPACITY

Key Indicator 8.1: School Systems and Leadership

The leadership of the school changed in July 2015 when then director of instruction, Alison Hramiec, was appointed Head of School by the Board of Trustees following a national search. The process was led by a leadership training and organizational development consultant, who included representation from all constituencies of the school.

BDEA believes strongly in empowering staff to innovate and lead conversations that promote deep thinking about how to serve our students better. Opportunities for staff leadership include the Instructional Leadership Team (ILT); Department-Plus and two staff positions on the Board of Trustees. Empowering staff to own and advance their work, take advantage of PD opportunities both inside and outside of school, lead professional development and share thinking on practice creates a healthy and proactive community of professionals whose goal is always to improve the lives and education of our students.

In her long-tenured role at Boston Day and Evening Academy, Ms. Hramiec is part of a strong network of other school leaders who have worked collaboratively to navigate the pandemic over the last two years. Because BDEA operates within a unique model, the Head of School has built upon relationships within the central office at BPS to advocate for a better understanding of the allocation formulas and buy-backs and weighted metrics that control our staffing budget. Our fiscal autonomy allows us to maximize our grant awards, fundraising, and partnerships to support academic and non-academic services and opportunities needed by our students so they are all post-secondary ready.

Our instructional practice is led by two veteran teachers who have taken on the role of Instructional Leaders. They along with the 2.0 Program leader supervise all 24 teachers. All teaching staff have access to an instructional coach and the culturally-responsive coach. During this charter term, the Head of School transitioned her leadership team from an Administrative Leadership Team (ALT) comprised of the

Head of School, Director of Student Support, Director of Postgraduate Planning, Director of Operations, Director of Advancement, Instructional Leaders and 2.0 program leader to also include the Senior Systems Developer, Head of Special Education and Registrar. This team with an average tenure of more than 10 years meets bi-weekly to make decisions on the high level operations, budgeting, staffing and programming at the school. The school uses the BPS Vector for annual reviews of teaching and support staff, and includes time for goal setting, conversations about progress, and modification of goals and end-of-year evaluations. Our Board of Trustees carries out an annual review of our Head of School soliciting feedback from all staff in the BDEA community.

Finally, BDEA staff participate in an annual internal assessment to help leadership improve supervision and evaluation, and continue to improve school culture. In particular, on average, 80% of staff believe their evaluation ratings were an accurate reflection of their effectiveness. Though satisfaction has been challenged during the global pandemic, 83% of staff report feeling fulfilled in our most recent assessment. Staff also propose SpEd and ELL topics to discuss in the upcoming year, as well as rate the effectiveness of professional development (Caucuses, culturally-responsive Teaching, Department Time, Bullying, etc.) We utilize the feedback to design the academic calendar for the following year with staff voice guiding the work.

Key Indicator 8.2: Professional Climate and Standards for Performance

As we have shown throughout this document, BDEA engages in year-round dissemination of practice in a variety of capacities. Most of our visitors, or Zoom meeting guests since March 2020, are planning to or starting to implement aspects of our programming in their own schools, typically working with a similar population of students in an alternative education setting. Teaching others contributes to our own learning internally as staff and teachers prepare to disseminate our practice, often doing so collaboratively based on subject matter expertise. Also contributing towards our professional climate is our commitment to reflect on our biases in the process of dismantling white supremacy culture within our school; this is particularly critical for our white and white-identifying staff. Our Racial Justice Statement articulates Leadership Teams commitment to eliminating racial injustice, treating all members of our community with compassion, and promoting an ongoing process of healing and reconciliation to dismantle white supremacy culture.

When Alison Hramiec became the new Head of School in 2015 she flipped the organizational chart from a traditional structure in order to visually demonstrate that the Head of School is the foundation that supports the work of the staff rather than the director of the work. Our organizational chart (See Appendix D) shows the distribution of supervisory, teaching and support staff for our current 2022 SY.

Key Indicator 8.3: Contractual Relationships

The school has an Election-to-Work committee comprised of BTU teaching and support staff, that meets during the fall and winter to review the ETW agreement and present it to the Head of School who then presents it to the Board of Trustees for final approval. The ETWA stipulates to agreed upon working conditions, hours, and opportunities to receive stipends for work throughout the year in accordance with the guidance of the Boston Teachers Union. BDEA teachers, student support coordinators, registrars, CFC's and nurses receive compensation and benefits as they would at any other Boston Public School. Other conditions of employment - such as length of the school day and school year, the amount of time required beyond the regular school day, and any additional required time during the summer or school vacations - are defined in the Election to Work Agreement.

CRITERION 9: GOVERNANCE

The BDEA Board of Trustees (BoT) is made up of volunteers with specific expertise relative to the school, who, collectively, are legally and ethically accountable to the community for the health, vitality and effectiveness of the organization. The role of the BoT is “governance”, which encompasses legal responsibilities, general oversight, Head of School evaluation, planning and policy-making, and fiduciary compliance.

We currently have 14 members of our BoT and 64% of the members identify as people of color. Thirty-six percent (36%) identify as white. Over the term of the current charter, we have brought on eight new board members with expertise in fundraising, community organizing, higher education, social work and workforce education. The diversity in expertise of our board has allowed us to carry out a number of changes with efficiency and efficacy:

- initiating a new strategic plan with a focus on becoming an anti-racist institution
- carrying out four amendments to our charter
- piloting our BDEA 2.0 program
- re-introducing a Blended Learning program
- navigating the COVID-19 pandemic while prioritizing the mental health of our students and staff
- providing financial oversight including on time audits, balanced school budgets and guidance of ESSER spending
- carrying out programming in two distinct BPS facilities
- strengthening our Post Graduate Programming
- updating by-laws for the BDEA Foundation

The board meets seven times during the year (including a retreat in September) and includes an Executive Committee that meets monthly with the Head of School to review operations and finance reports and to advise on the agenda for full board meetings. The board also establishes three-four sub committees annually to move forward school priorities. In SY 2022 we maintained committees for data, facilities and finance. The Executive Committee, Head of School and Senior Systems Developer collaboratively set an annual board meeting schedule that details topics and data to cover so the board is planning in advance to discuss the most relevant topics throughout the year. Each meeting includes a review of disaggregated student data, staff, operations and advancement efforts and outcomes.

One of the great benefits of our deeply involved Board of Trustees is their ongoing engagement with students, families and staff at our four annual graduations and other school events including our annual Partners’ Party, Registration BBQ, Thankful Dinner, Symposium, and garden festivals. During the current charter term, we carried out these events in 2019, and board members joined virtual versions of these events as available.

Fiscal oversight

As detailed further in the Finance section of our application, the Board of Trustees, Head of School and Director of Operations work with our accountants (Insource Services) who follow standard accounting practices to monitor expenses and revenues, and protocols are followed by all staff to ensure a clear paper trail and an approval system for all expenditures. The board finance subcommittee reviews quarterly budget-to actual reports and the board reviews and approves the annual budget and the audit. Any material variances between actual and budgeted revenues and expenses are reviewed by the Board with the Head of School and board Treasurer. The audit is reviewed by the Finance Committee prior to presenting to the Board.

CRITERION 10: FINANCE

During the term of our current charter we have significantly strengthened our financial position. At the time of our last charter application, the school's net assets were \$831,968. We had accumulated cash & cash equivalents of \$738,266 (as of 6/30/16). The school now has assets of 1.66M (\$778K in cash and cash equivalents, \$523K in an investment account and \$52K in fixed assets, net of accumulated depreciation). We have \$502K in liabilities.

We attribute our strong financial position to three important changes in the current charter term:

In January 2018, we hired new accountants at Insource Financial Services. With support from Insource, we have systematized our budgeting process which is led by our Head of School and financially driven by per pupil allocations outlined by Boston Public Schools. Our budgeting process has clear annual projections for anticipated revenue and expenses, ongoing management of expenses with line item coding and sound federal, state and private grants management. We have created and maintained balanced budgets annually from 2019-2022. Meeting with our accountants on a quarterly basis and maintaining ongoing communication in between, Insource generates budget-to actual financial reports which are reviewed quarterly by the Board of Trustees' finance subcommittee. With the addition in October 2018 of a board member who works in the banking sector, we shifted assets from a savings account to an investment portfolio and have increased the school's revenue as a result.

In 2001 we established a BDEA Foundation with its own 501c3. Because the per pupil allocation assigned to us is not adequate to cover the costs of all services we provide, the school relies on internal efforts to raise funds to supplement programming. With the autonomy included in our charter, the foundation allows us to establish financial security with less dependence on per pupil allocation and secure funding from a broad range of funders including individuals, corporations and private foundations for ongoing operations, specific projects related to our school and long term future stability.

In response to the COVID-19 pandemic, we received three rounds of Federal ESSER funding during the term of our current charter, totaling \$4,160,765. As intended with this funding, we made investments in the health and safety of our facilities and dedicated additional resources towards the urgent mental and physical health needs of our students. In a collaborative process with board, staff and students, we are closely monitoring our spending and intended spending to meet the terms of the ESSER funding by the planned conclusion in September 2024.

We are keenly aware that when Federal ESSER funding is fully spent, we need to be in a strong financial position to maintain our current operations. To that end, we have worked with our accountants at Insource to create a five year budget projection, inclusive of ESSER spending that will serve as a guide to necessary fundraising over the next five years. We have one FTE position dedicated to fundraising who is focused on this task.

A review of the School's finances since its original charter shows continually unqualified audits (no material misstatements or material findings). The school implements internal control procedures via a process of independent opening of incoming mail, required authorized approval of cash disbursements prior to creation of payment, and review and authorized signature on cash disbursements.

PLANS FOR THE NEXT FIVE YEARS

At Boston Day and Evening Academy, we are grateful to have the support of the state and the city to serve a demographic of students who are too often left behind by our traditional school models. It is our goal that we will use these next five years to continue evolving our best practices in student support and academic strength while staying true to our mission catering to the students who are most at risk of falling short of high school graduation or steadfast professional opportunities and the chance for upward economic mobility. In the coming charter term, we plan to submit an amendment request for approval of our new mission statement.

Our vision of a Boston Day and Evening Academy graduate is a young person who has earned their diploma and is departing our school with a clear post-secondary plan tied to employment or higher education - with the social emotional independence to navigate the obstacles they will continue to face in their lives both personally and professionally. Because of this vision, the following are our long terms goals and objectives tied to our application:

- Continue to invest in becoming an anti-racist institution. At this time last year, we completed the previously-mentioned BDEA Racial Justice Statement. As laid out in this statement, we acknowledge how the social constructs and systematic structures designed to uphold white supremacy manifest in schools in the form of curriculum, policies, culture, interpersonal relationships, microaggressions, biases, and more. We are actively counteracting the American racist educational systems in which we operate - so that our students can more easily and safely navigate their high school experience, and beyond - and thrive. In our current school year we dedicated more than \$80,000 towards this goal through curriculum enhancements focused on topics like Black joy, cultural competency coaching for teachers, training on restorative justice practices, leadership team and Head of School coaching around dismantling white supremacy culture and all-staff professional development around anti-racist practices. We will continue to make this “north star” the central focus of our strategy moving forward knowing that it is the foundation for safety and support for our student body.
- Invest in the health of our students. Through a Department of Public Health-funded collaboration, we are thrilled to share that Whittier Street Health Center will run a health center within BDEA beginning in the 2023 SY. This is an incredible opportunity for us to provide primary health care and preventative healthcare as well oral, behavioral and eye care to all students at BDEA - free of charge. We will have a structured case management system coordinated between us and look forward to expanding our holistic care with this deeply impacting resource. Aligned with prioritizing healthcare in the coming five years we will establish a formal partnership with a daycare so we can support the more than 30 young parents, particularly young moms, who struggle to attend school due to childcare needs.
- Strengthen our Post Graduate Planning services by integrating a career pathway model across all programming at BDEA. We are uniquely positioned for this goal given the level of independence teachers have in curriculum development within our competency-based model. We will continue to prioritize community partnerships to support professional internships for which students can gain credit during the school day, understanding other schools that are doing this well, reviewing new pathways-related curricula and leaving room for professional development for our staff to support this initiative. During the term of our current charter we piloted the concept at BDEA

2.0. The strong results from this pilot will drive the expansion of the model over the subsequent five years.

- Continue to meet the needs of our students with disabilities and our English Language Learners. During the time of our charter we added a full time Coordinator of Special Education Services (COSE) position, which has allowed for greater focus on and increased attention to students with IEPs which has been critical as our population of students with disabilities has increased by more than 10 percentage points during our current charter term. We will add another Special Education/EL Teacher for SY 2023 to ensure our capacity to meet the needs of this population and increase our school psychologist from 1 day a week to full time.
- Continue to strengthen our competency-based model. We are fortunate to have received a multi-year literacy-focused grant from the state for school years 2022-2024. We are using this grant to strengthen our curriculum both in disciplinary literacy and equitable literacy through work with our contracted cultural competency coach and an internal planning team. In the 2021-2022 school year we worked with TNTP to carry out a formal evaluation of our literacy practices which has informed a formal work plan that lays the groundwork for prioritizing literacy expansion as the key focus of our instructional team's professional development in the coming two years. A team of staff and teachers also intends to form a working group around Teaching for Black Lives. This endeavor seeks to center the celebration of culture, resilience, joy and liberation for our students.
- We are investing in the financial stability of our school. We are hiring a full time Attendance Coordinator to work in partnership with our admissions office, student support, family liaison and teachers to both support student integration and ongoing attendance and attrition challenges. Also central to our financial strength, we will dedicate resources to branding, marketing and building out a foundation board of directors to help increase our student enrollment, increase fundraising and create deeper connections within the Boston community.
- Finally, we must prioritize finding a facility that meets the needs of our students. BDEA is serving the most marginalized population of students in the BPS system. Supporting students to complete high school with the skills and experience to maintain a career-advancing job has the potential to contribute millions of increased dollars to the city through future gainful employment. It is a matter of social and racial justice to provide our students with an equitable environment in which to learn - and our current facility is not meeting our students' needs. Due to space constraints dating back to 2018, our BDEA 2.0 program is now housed at the Timilty building so our operations and activities are split between two campuses. While the Timilty was slated to close at the end of the 2021-2022 school year, with the addition of the previously-mentioned health center at 20 Kearsarge in the 2022-2023 school year, we were able to advocate to BPS for more space and have been granted the ability to expand our programming within one full floor of the Timilty building. In the next five years we will work in close partnership with BPS to establish a clear plan that will allow us to be housed in a state of the art facility that honors the social, emotional and education needs of our students - who deserve no less. To begin this process, we have hired a consultant to carry out a feasibility study evaluating different options around Nubian Square for location options and expense forecasts for a future facility.