

Application for Renewal of a Horace Mann  
Public School Charter



BOSTON DAY AND  
EVENING ACADEMY

20 Kearsarge Avenue  
Roxbury, MA 02119

Alison Hramiec, Head of School  
[ahramiec@bostonpublicschools.org](mailto:ahramiec@bostonpublicschools.org)

20 Kearsarge Avenue  
Roxbury, MA 02119  
617 635-6789 x 119

Application approved by BDEA Board of Trustees on: \_\_\_\_\_  
Application approved by Boston School Committee on: \_\_\_\_\_  
Application is being submitted on: \_\_\_\_\_

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- Appendix A: Accountability Plan Performance (single document)
- Appendix B: General Statement of Assurances (Appendix bundle)
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- Appendix E: Application Content Checklist (Appendix bundle)

### **Attachments**

1. BDEA Roadmap: Revised SY17
2. Writing competencies: updated competencies, benchmarks and correlating rubrics
3. Scope & sequence, vertical alignment of assessments, LASW protocols, & Hess Matrix
4. Organizational Chart (2014)
5. Organizational chart (2016)
6. Agenda, ILT
7. Agenda, ALT
8. ETWA Agreement

Introduction to the School

<b>Name of School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	<b>Horace Mann</b>	<b>Location of School (Municipality)</b>	<b>Boston</b>
<b>Regional or Non-Regional?</b>	<b>Non-Regional</b>	<b>Chartered Districts in Region (if applicable)</b>	<b>1</b>
<b>Year Opened</b>	<b>1998</b>	<b>Year(s) Renewed (if applicable)</b>	<b>2002, 2007, 2012</b>
<b>Maximum Enrollment</b>	<b>405</b>	<b>Current Enrollment</b>	<b>405</b>
<b>Chartered Grade Span</b>	<b>High School</b>	<b>Current Grade Span</b>	<b>High School</b>
<b># of Instructional Days per school year</b>	<b>180</b>	<b>Students on Waitlist</b>	<b>100+</b>
<b>School Hours</b>	<b>9:00 - 3:30</b>	<b>Age of School</b>	<b>19 years</b>
<p><b>Mission Statement:</b></p> <p>Boston Day and Evening Academy re-engages off-track students in their education preparing them for high school graduation, post-secondary success and meaningful participation in their community.</p>			

## Charter School Performance Criteria Relating to the Charter

If there is a single phrase that describes the past five years of BDEA's evolution and continued development, it would have to be "data-driven inquiry". But the daily ways in which we use data to help define and measure student progress and engagement, emotional growth, and social intelligence; enrich professional development for teachers and staff; progress on regional metrics, and move towards being able to quantify student's post-graduate success, have been augmented by the creation of a new database that is revolutionizing the way we think about how to educate the whole student. With the development over the past two years of the school's customized *Connects* platform, we are now able to use data to identify student's individual challenges, individual strengths, interests, motivators, support networks, and risk factors so that we can provide them with the tools, levels of attention, and appropriate supports for their specific need(s), while engaging them in the habit of identifying and anticipating their own challenges and progress. The process of developing and beta-testing the platform has in itself added dimension to our original assumptions, by moving our school-wide perception of the work that we do with over-aged students from deficit-based to strength-based programming and supports. We will describe BDEA's next five years in the appropriate section of this document, but introduce the concept here as our work in this recent charter cycle has moved us towards preparing for this next stage of figuring out how to serve all of our students well.

### ❑ Criterion 1: Mission and Key Design Elements

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.

#### A. Key Design Elements

Since 1995, when Boston Evening Academy opened with 25 students, we have been guiding our young men and women to graduation using a competency-based method of assessing learning. As the school has matured, progressed and developed, so have our pedagogy, our own understanding of what it means to graduate a student who is prepared for the world, our commitment to do whatever it takes to support students in every aspect of their educational, social and emotional development, and our resolve to solicit and include student voice in all aspects of the school.

- **Competency based, student centered teaching and assessment that encourages greater student ownership of learning and progress for over-age, under-credited students who are at high risk for dropping out or who have already dropped out of high school.**

As the school has grown (from 25 to 405 students) and matured, so has our understanding of the systems and the structures that support our CB assessment practices. There is little information archived at the school about how CB was envisioned and practiced when Boston Evening Academy was founded in 1995, but the focus on individual students also began then, and became forever inextricably intertwined with our practice as it has evolved over the years. The greatest changes to

our own understanding of competency based education began in 2007 with the hiring of one of our teachers as the school's director of instruction. With that change in staff there began to evolve a profound understanding of the ways in which CBE could revolutionize the way teaching happens in the new millennium, how best practices in trauma sensitive and strength-based teaching and coaching can include all students, along with lists of questions about how to make it accountable to students, staff and measurable by the state.

Since our recharter in 2013, BDEA has continued to revisit our systems and structures in department and instructional leadership team meetings. We started in 2007 by having teachers within each department look at the Mass State Standards and decide what it was that students needed to know in order to graduate. In 2011, content departments went through the same process using the Common Core Standards, pulled out the standards that supported BDEA's prioritized competencies, and used the standards to correlate to the benchmarks that were built leading to each competency. Based on a broader understanding of the common core, the math team did a second review and revised their competencies and benchmarks again in SY15-16. The Humanities department went through the same process this year (SY16-17), and the Science department will be revising theirs in the coming SY17-18 based on changes to newly adopted science standards (2016).

BDEA's attention to data, even before the evolution of *Connects* (our database), has informed our process of revisiting the competencies regularly to make sure they remain relevant to our student's learning and outcomes. We track student progress as they demonstrate their understanding of the content and skill embedded in a benchmark, and record their progress on their individual Roadmap to graduation. Our most significant change in the Roadmap (Please see Attachment 1) over the last five years has been the evaluation of our Math courses and the refinement of the Math Roadmap by replacing modules Algebra A through Algebra E with the sequence: Algebra Fundamentals, DAV (Distance, Area, Volume), Linear Relations, Function Families, Advanced Mathematical Decision Making,, Algebraic Systems, and Advanced Algebra. Geometry 1 and 2 have been streamlined to Geometric Constructions and Transformations. The math Roadmap also begins with Statistics 1 and inserts Statistics 2 before the final Algebra sequence. The example this process demonstrates is that of a collaborative department of committed teachers who know their content well, know their students well, and have the autonomies necessary to allow them to create a Math Roadmap that serves the needs of all of our students, providing them with the full range of math skills they need in order to negotiate the worlds of higher education and work post graduation.

- **Student support model which provides students with social and emotional support to encourage personal growth and to practice the Habits of Success.**

In SY 2017 we were able to bring our .7 specialist to full time, a move that has created even more depth to our already inclusive academic programming. In addition to the work of serving students over 16 with documented IEPs (27.2%), our SpEd director also identifies and creates new IEPs for students who signed themselves off of historical IEPs when they left their previous school. On average, 33% of the students we serve have had SpEd designations prior to enrolling at BDEA (via DESE), with about 20% of enrolling students on IEPs.

- **Data informed – Academic Intensive**

Student Centered Learning at Boston Day and Evening Academy combines competency-based teaching and assessment with attention to sharpening meta-cognitive skills, supported by a focus on emotional and physical health and wellbeing. The teaching and learning taking place in classrooms and online would not be possible without the daily emotional supports and connections to social services provided by our student support team (SST). In 2015, we began an Academic Intensive pilot that focused on our students in “pre-Cap”, or three trimesters away from graduating. Some students who had persisted through years of fighting the odds reacted to having their graduation date in site by relapsing into the behaviors that brought them to BDEA in the first place: missing school and not completing classes. Looking at data in our ILT (Instructional leadership Team) meetings in 2014, which includes Student Support, we recognized that some of our Pre-cap students were still in a holding pattern after two years, and we applied to DESE for funding through Alt Ed to help address the situation.

The Academic Intensive that resulted from that collaboration, identified pre-cap students who were not making progress, assigned them to a cohort that met daily, included teachers who could provide the academic inflection needed to move ahead with classwork, and perhaps most important, provided a student support staff member who learned from each student about the specific concerns or fears they were experiencing and helped them to work through those issues. The pilot was so successful that we now provide an academic intensive every year during Symposium so that students who could graduate in January, April or June get back on track with the supports they need in place.

- **Family engagement**

We say much more about our Family Engagement programming in the appropriate section below, but want to emphasize that connecting with parents, guardians, and family (as identified by students) is a cornerstone of our student support model. Many of our students are no longer a part of their nuclear family--if one ever existed--but they rely on friends and neighbors and classmates for those close personal connections, and we make sure that those individuals are identified and included in our whole-school celebrations (like beginning of school year BBQ and Thanksgiving Dinner) and rites of passage (like Portfolio Reviews and Symposium). For students who have the support of parent(s) and family, we encourage them to learn about their child’s journey at BDEA so they fully understand the importance that their support plays in their child’s progress.

We also began working with 1647, a non-profit that coaches teachers in a wildly successful home visit protocol, and with BPS’ family engagement office, and had several pair of staff move ahead with that during the year. Funding the coaching aspect and being able to pay our staff to follow through with necessary visits is the challenge, but we recognize how effective this connection is, and we continue to look for sources of sustainable funding.

- **PGP/College and Career Planning**

Post graduate planning at BDEA helps students to consider their future choices before they graduate. PGP offers a full pathway including enrichment classes to build Habits of Success, career readiness classes, career exploration, dual enrollment, and early college.

PGP has always played an important role in our students' journey through BDEA, helping them to learn how to think about the future and how to prepare for the day after graduation, but we have in the past charter cycle concentrated even more closely on the question of what it takes to prepare a student who is just appreciating their academic acumen to make the jump to "the rest of your life."

Our post-graduate and career planning services have improved in the following ways since our last charter renewal:

1. Adding a PGP sequence on the Roadmap (Please refer to the PGP sequence on the Roadmap, Attachment 1, with class descriptions listed below)

The PGP Pathway parallels each student's academic roadmap and includes:

- *Beyond BDEA*: An overview of the college and career landscapes and an opportunity to begin constructing a resume, explore careers/colleges of interest, and be introduced to the Habits of Success that will be incorporated into classes and enrichments throughout their BDEA career.

- *Career Explorations*: A chance to hear (almost) weekly from professionals representing myriad careers of interest to our students. As in all areas of the school, we solicit specific information from our students in order to present them with opportunities that are connected specifically to their interests.

- *Career Readiness*: Presented every trimester, including summer, Career Readiness is the next step towards professionalism. Taught by our PIC representative, these classes are practical, grounded, delivered with humor and very specific expectations.

- *Pre Capstone*: When a student has completed all but their last three modules, they apply to enter Pre-Cap. Their presentation, focused on a Habit of Success that they found most challenging or which they felt had eluded them, is made to any staff and students who want to support and celebrate the student's journey. These are always very emotional, as students have an opportunity to reflect and share all aspects of their experience, as well as look forward to their final year at BDEA and to their future.

- *Capstone Workshop and Capstone*: Capstone Workshop has always been part of a student's journey at BDEA, but only two years ago did we add the condition that a student must have completed ALL of their roadmap before entering Capstone. Prior to that, students could make a case for entering Capstone "with just one more paper to do for Advanced Lit." or "just one more assessment for Advanced Algebra." Inevitably, that bit of unfinished work would hang over the Capstone experience and make the race to the finish line excruciating for all involved. We believe strongly that both the Capstone and the Capstone Workshop experiences are important to the students' continued growth and readiness for graduation, and after much conversation, the decision was made that the final trimester is to be devoted exclusively to the full Capstone experience. The workshop brings together all parts of the PGP pathway experience, and Capstone is the final step to the stage on

graduation night.

## 2. Adding partners:

The PGP office also moved into what was once the BDEA Distance Learning suite, and in the process gained additional space that now accommodates representatives from partner organizations who support our students in a variety of important and necessary ways. Current partners in the PGP bullpen include:

- Boston Private Industry Council: a .66 PIC staff who runs our career readiness classes, connects students to jobs, connects students to internships (including paid), runs an astonishingly successful career fair, hires and pays all of our summer garden student workers, and is a member of our staff
  - College Advisory Corps: Helps students to explore (1-on-1) college options. Arranges and accompanies students on trips to colleges. Assists with applications.
  - UAspire: Meets with students and families around all aspects of Financial Aid, including FAFSA completion and filing
  - YouthHarbors: FT staff, paid for by Youth Harbors, assists BDEA students who are homeless or who suddenly find themselves without appropriate shelter. This has been an incredible addition to the school, as we are uncovering rowing numbers of homeless students who may not have self-identified without knowing there was help inside the building. In November, our YH counselor was working with 30+ students, finding them shelter, and helping them transition into stable living situations.
3. Pre-cap: As described above, students apply to go into their pre-cap year, and reflect on their time at BDEA and what they anticipate as challenges and opportunities in their final three trimesters.
  4. 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. This works best with a committed partner, and Benjamin Franklin Institute of Technology has been there for our students for years. In this last rechartering period, we have become more intentional about the supports that we provide for these students and more systematic about the process. (More about this in our five year plan)
  5. Career Pathways partners: Also in the recent charter period, BDEA has, through conversations across the school and leadership levels, developed career pathways that intentionally link content areas with opportunities for internships and college courses in professions and careers of interest to students. Our first corporate partner, signing on with us two years ago, is Vertex, a pharmaceutical company that hosts our science students at their lab in Cambridge. They have set the bar for thoughtful, invested partnerships, and in addition to sending a bus to pick up our students in Roxbury to transport them to the Vertex lab, they have also extended their involvement to provide full-time paid summer internships for three of our students.

This spring, we have looked at the persistent interest of our students in health



care fields, and partnered with Harvard MedSci to provide case management and skills-based labs once a week to our students once a week at Harvard Medical School. The program has been in place for a few years, but the founder was looking to work with students who would most benefit from this kind of exposure while in high school. We are arranging our class schedule so that Anatomy class falls at the end of the day, so students can be released after their lab. They are also providing transportation by sending a bus to pick up students.

We have been encouraged by our work with these two amazing partners and will continue to identify partners who are eager to engage with our students and help to prepare them with the specific skills they will need for whatever career they choose after high school and college.

- **Constant building and improvement of an active professional learning community for teachers and staff at all levels of experience.**

Everything that is positive, successful, and innovative about teaching, assessment, culture and climate at BDEA comes from our strong and empowered professional learning community. The school has a balance of veteran and new teachers, as well as administrators and department heads with over 10 years experience, and an impressive group of emerging leaders. BDEA has always committed to developing its leaders from within, so those who are interested in leadership roles are supported with additional PD and mentoring to facilitate their growth.

Additionally, BDEA provides all staff with three whole-school, all day retreats every year. These retreats give us the opportunity to connect with staff we may not see regularly, to share initiatives and plans with our colleagues, to get caught up on the school's rapidly increasing dissemination opportunities, and to present to the whole staff any anticipated changes or new programming. Twenty percent of teacher's time is self-directed and time is carved out each week for department and department+ (new since the last recharter) meetings, as well as for whole-staff meetings, and time for data entry. Teachers have time to prep, to plan, and to collaborate with their colleagues on team teaching projects, Project Month, and Advisory.

## **B. Amendments**

We have had no amendments in this charter period, but we did modify our day and evening schedules within our hours. In September 2016, we moved from a 4-day week with Day programming beginning at 9 a.m. and Evening Programming beginning at noon, with Enrichment classes on Fridays. to a 5-day schedule with 9 a.m. and a 10 a.m. start times, and early release for students on Wednesdays and Fridays to allow for Enrichment. This change occurred in response to three consecutive years of survey data that showed most entering students requesting a Day schedule. We made accommodations for the few students whose schedules could not be modified, and have been running class time for the same number of academic and enrichment hours, while allowing staff time for department meetings, prep, and planning. We consulted with DESE about the schedule modification and were told that we did not need to submit an amendment as there was no change in overall number of hours.

## ❑ Criterion 2: Access and Equity

	SPED (%)	EL (%)	Low Income (%) (2015-7)
<b>BDEA</b>	21.7	6.4	51.2
<b>State</b>	17.1	8.6	27.9
<b>Boston</b>	19.5	30.4	51.4

Over the course of our charter period; our SPED enrollment stayed consistently around 21%, the EL enrollment rose from 3.1% to 9.2% specifically in the past three years and low income/economically disadvantaged enrollment dropped from 99.7% (2013) to 56.2% (2017), similar to district decline (61.7% to 43.4%) and reflecting the change in how these students are identified.

To reach our enrollment goals, BDEA enrolls students year round, starting 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. Once applications are received, BDEA holds lotteries each trimester and then holds regular orientation sessions, which immerse new students in the culture of the school for a full week and allow the students to think critically about how to achieve their academic goals.

Each school year the Admissions Manager sends out a quarterly update of enrollment timelines and process to all of our high school, middle school and community partner contacts. Recruitment materials are translated into Spanish. While efforts are made to recruit our EL population, or percentage stays low due to the fact that the district has one EL high school and one EL alternative school that captures a majority of the EL students.

We receive referrals from 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 aged students through our community partners who also work with diverse learners across the district. Over the course of our charter period (2013-2017) 80% of our enrolling students in came from traditional high schools and 6% from traditional middle schools. The additional 14% came from charter high schools, charter middle schools and from state/private and home schools.

As a result of our recruitment methods, we have a year-round minimum wait list of 100 students who are at least two grades behind level. Our recruitment manager holds an annual open house for counselors and representatives from middle and high schools and youth-focused organizations from around the city, for the purpose of describing the school, our mission, and our work, so that students referred to us have realistic expectations about the BDEA experience.

## ❑ 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 regulations, including the Statement of Assurances.

❑ **Criterion 4: Dissemination**

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Criteria that best aligns to the shared best practice (choose from the drop down menu) (drop down option does not work)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Introduction to student centered, competency based, trauma sensitive programming	2015 - 2017	Visits	Curriculum, instruction, assessment, supports for diverse learners, SE and Health Needs	In this charter period we have hosted just short of 500 visitors from around the country and from Iceland and Japan.	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.

Two full days of coaching at BDEA for teams of teachers and program staff who plan to implement student centered teaching and, competency based assessment in their schools or districts.	2014-2017	Residencies	Curriculum, instruction, assessment, supports for diverse learners, SE and Health Needs	CB Community Schools in Philadelphia; Emily Griffiths HS in Denver, McKinley School, Southbridge, and Milford, Keifer, and Akron public schools in Ohio	Our school coach has developed materials that are relevant to all schools seeking to implement a competency based program, but information packets and delivery of information is modified depending on school or program-
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					specific needs (i.e., PD, culture and climate, etc.)
Coaching, (time determined by agreement, ranges from one day to several days a month for a year) on-site	2015-2017	Coaching	Curriculum, instruction, assessment, supports for diverse learners, SE and Health Needs	Philadelphia, Dorchester Academy, Lowell	All materials are standardized by the school for consistency, but are adapted for use by other schools based on their specific needs and programming.
BDEA offers 3 summer programs that instruct and coach educators in student centered, competency based, trauma sensitive practices.	2013-2017	REAL, 2REAL, and Data REAL	Curriculum, instruction, assessment, supports for diverse learners	Educators from the following 17 states have participated in our summer intensive since 2013: MA, PA, VT, CA, HI, OH, NH, ME, NY, CT, MD, IL, CO, VA, DC, IN, MN	The pilot program for REAL was funded by the Nellie Mae Education foundation, and provided stipends for teaching staff to create the materials and coaching model that we have continued to revise and use each summer since 2011.
<i>What Data is Important and Why in Education</i>	2016-2017	Presentation	Assessment and Program Evaluation, Social Emotional and Health Needs,	BARI Conference at NEU	The creation of our Connects data base has been funded through a Force for Change grant from Salesforce.
<i>Sustainable Systems for Student-Centered Education</i>	2015-2016	Presentation	Assessment and Program Evaluation; Social, Emotional and Health Needs; Professional	NESCC Conference. Though MA is not a member of NESCC, we were asked to present on the way we use data and our new data system to help identify social	Interest from participants at the conference in knowing more about our data system. Potential users of the system.

			Climate	and emotional challenges in students, how we address them, and how quickly and well interventions work.	
<i>Using data to inform student supports and student-centered programming</i>	2015-2016	Presentation at Dreamforce Conference in CA	Assessment and Program Evaluation; Social, Emotional and Health Needs;	Dreamforce Conference in San Francisco. Presented the concept behind the work and our work so far on our Connects database.	Connection to the “data” world and continued connection to organizations interested in learning about how we developed the system and ultimately, learning about the school.
	2013-2014	Presentation		Nellie Mae	
<i>Sustainable Systems for Student-Centered Education</i>	2016-2017	Presentation	Assessment and Program Evaluation; Social, Emotional and Health Needs; Professional Climate	Knowledgeworks; Orlando	More interest in the school as a result of the work presented.
About BDEA and our work	2016-2017	Presentation to KW Board at Annual Meeting	Assessment and Program Evaluation; Social, Emotional and Health Needs; Professional Climate	Knowledgeworks Headquarters, Cincinnati, OH	Knowledgeworks funded four school districts in Ohio to attend REAL and then to attend Residencies during the year.
<i>Introduction to student centered, competency based, trauma sensitive programming</i>	2013-2014	Presentation	Curriculum, instruction, assessment, supports for diverse learners, SE and Health Needs	Dennis/Yarmouth HS	More interest in the school: attendance at REAL.

	2013-2014	Presentation		Jobs for the Future	
<i>Learning w/Tech and Movement</i>	2014-2015	Workshop	Curriculum and Instruction	iNacol Presentation by 3 BDEA staff on active learning.	Huge audience for student centered learning. More exposure for BDEA.
<i>Competency Based Education Systems</i>	2014-2015	Presentation	Curriculum, instruction, assessment, supports for diverse learners	Coalition of Essential Schools Fall Forum, SF.	More exposure for BDEA and our definition of what systems and supports are needed to make CBE work well in schools.
<i>Student-centered, competency-based, trauma sensitive, project-based teaching and learning</i>	2015-2016	Webinar	Curriculum, instruction, assessment, supports for diverse learners, Social Emotional and Health needs, Professional Climate.	Pioneer Lab	Conversation with people using or considering CBE around the country. This was an extension of our membership in the Pioneer Lab learning community.

**Charter School Performance Criteria Relating to Academic Program Success**

**❑ Criterion 5: Student Performance**

A. If academic performance has resulted in an Accountability Level of 2 or 3 during the charter term, please provide the school’s assessment of those results and describe what has been done to improve academic performance.

BDEA remains a Level 3 school with no expectation that it will move out of this level. Were BDEA to move up to a Level 2 or 1, it would be a demonstration that the school is not meeting its mission to serve students who are over age for high school and at least 2 years behind grade level. In SY2016, 67% of students enrolled at the school with two years of high school experience and less than one year of transcript credit. 20% are on IEPs, and we continue to work at determining exactly how many are on discontinued IEPs, having signed off when they turned 16.

Although BDEA’s ELA CPI exceeds the state average by 6.7, the school’s Math CPI, while improving, lags the state’s by 11.3. Improving the school’s CPI will mean that BDEA

students are making progress towards narrowing proficiency gaps by scoring Proficient and Advanced on MCAS, but because their lives still encroach on their ability to attend school regularly or to graduate within 4 or 5 years—especially those who have spent two or more years in previous high schools, our PPI will keep us at a Level 3.

- B.** In the event that a school believes that the core indicators of the statewide Accountability System are not fully representative of student performance at the school, or if the school did not have sufficient data to render an Accountability Level, please provide additional valid and reliable data demonstrating the progress the school has made in meeting academic benchmarks.

BDEA has been in existence, first as a program and then as a school, since 1995. Since our inception, the school has had to work hard at correcting public misconception about the school's students and performance; perceptions that are often based on nothing more than hearing that we are an "alternative" school, or seeing BDEA as perpetually Level 3, never "improving". While there are high schools that serve the same students as we do, BDEA students are often the students who drop out of or are suspended from those other schools. While there are other high schools that serve students living in poverty and diminished circumstances, all of BDEA's students are dealing with the challenges of poverty and the various trauma and risk factors borne of that circumstance. There are no other public high schools that are using competency based assessment in a student centered and trauma sensitive culture and climate, and few if any that match our low suspension rate.

The statewide Accountability System is one which does not include assessment of social or emotional growth (both critical to developing the skills and mindset necessary to plan for and pursue plans for a future after high school graduation), or accept that some students can take up to 8 or 9 years to earn their diploma. The resilience and perseverance that it takes a young man or woman who has been failed by the traditional school system to *continue* to do the work that it takes to earn that diploma—while suffering from social anxiety, working one or two or three jobs, taking care of family—is supported by BDEA, but becomes a penalty in the state Accountability column. Instead, the statewide accountability system focuses on MCAS proficiency, MCAS participation, and graduation rates. BDEA has met its CPI targets for the last two years and has come close to meeting those targets in the two prior years, suggesting our students perform strongly on academic measures. However, our school has remained a Level 3 school because of our MCAS participation rates and graduation rates; both of these metrics are flawed. Annually, we test between 25 and 40 students. In order to be categorized as a Level 2 school, 90% of students slated to test must take the math, ELA, and science tests. At most, four students can be absent for each test administration. This is challenging because our students are face housing insecurity, mental illness, physical illness, and host of other challenges that make participation in the MCAS difficult. During the last test administration, we had one student who was homeless, two students who were out of the country coping with family issues, one student who is chronically anxious, and another student who could not find child care. Similarly, the graduation metric does not take the experiences of our students into consideration. Our average age of entry is 17.7, and 23% of our students have been in high school for at least 3 years before starting with us. On average, our students have been in high school for 2 years. However, 4- and 5-year graduation rates do not take into account the amount of time students spent at other schools, not making progress. In fact, most students who graduate from BDEA do so in under 3 years.

We would like to propose a more holistic way of looking at accountability. Currently, 79 students are enrolled at counseling at our school. An additional 52 students are on a waiting list for counseling. We have provided housing assistance to 40 students so far in SY 16-17 and respond to over 200 incidents a year through mediations, meetings, and resource-level support. 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.

In terms of progress, internally, we are looking at the average rate of course completion among our student population to assess the effectiveness of our practice. We've found that among our most vulnerable students -- those far from graduating -- the average rate of course completion over the last five years has not changed. Currently, we are exploring ways of better supporting this population in order to improve outcomes for them. In particular, we have found that hiring recent graduates as teaching assistants has improved attendance in those classes as well as the rate of course completion in introductory-level courses.

As BDEA continues to be visited by schools from around the country that are looking to our model both as a competency based school, but also for its practices around supportive and trusting culture and climate, we are discovering that schools are facing the same challenge nationally, and looking for ways to engage and support them.

<b>Additional Assessment Data - not applicable for this charter period.</b>
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## **Criterion 6: Program Delivery**

### **Curriculum**

#### **BDEA Competencies/Benchmarks: Framework for Engaging Curriculum**

BDEA curriculum is comprised of 300 competencies and benchmarks covering 4 disciplines: math, humanities, science and technology. Each department has constructed a curriculum map that outlines the series of courses a student takes at BDEA. Each course 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 and advanced algebra. The humanities curriculum encompasses the skills and content of reading and writing, genre studies, research, US history, world history, and advanced literature. The science curriculum covers the skills and content of physics, biochemistry, cell biology, genetics, evolution, ecology, scientific method and scientific research and writing. The technology curriculum covers the skills and content of Microsoft Word, Excel, PowerPoint and Google Documents. Upon successful completion of these competencies, and passing MCAS in ELA, Math and Science, students spend a 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 period, the instructional leadership team made significant revisions to



improve overall rigor and create a consistent culture of expectations across programs and departments. This included completing three significant projects. Beginning in the winter of 2014 the Instructional Leadership Team lead a whole school academic vertical alignment of our essential skills and dispositions that we wanted all BDEA students to master before graduating from BDEA. Each content area identified the essential skill and content (using the mass common core framework) that students would master by the end of their course work at BDEA. Mapping backwards from these essential skills in the advanced classes, each team then vertically align their courses so that each module would be building towards these skills. Beginning in SY13-14 and continuing through SY15-16 the academic teams, used specific protocols and *Hess's Cognitive Matrix* and reviewed and revised each teacher's course assessments and essential course activity to create consistent rigor across the courses, as well as build rigor vertically through the scope and sequence of courses.

Based on a broader understanding from the educational field since the adoption of the Mass. Common Core Standards in 2010 and BDEA's realignment in 2011, the academic teams are currently in the process of reviewing BDEA's current competencies and benchmarks to ensure that they are prioritizing the deep understandings that we know students need to know and be able to show in ELA, Math and Science. The math team revised their competencies during SY15-16, Humanities is revised their competencies during SY16-17 and Science will begin their revisions during SY17-18. (Please see Attachment 2 for updated writing competencies/benchmarks with correlating rubrics, and Attachment 3 for the BDEA scope and sequence for each content area, including vertical alignment of assessments, LASW protocols, and Hess Matrix.)

## **Instruction**

BDEA's instructional practice includes the following priorities to help meet our mission of re-engaging off-track high school students: 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 an experiential instructional approach where appropriate to provide relevance and rigor.

BDEA continues to make active or experiential learning a primary school-wide instructional practice, as a means to help re-engage students in learning. Each December, students and staff break from the regular school schedule and participate in 3 weeks of experiential learning culminating in a school wide symposium. This 'project month' allows staff the time to build experiential learning units in collaboration with other staff – strengthening staff's instructional practice and knowledge of experiential learning. For the course of this charter period, teachers have been piloting different versions of their project month courses in the regular trimester courses, allowing for engaging experiential units throughout the school year.

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.

BDEA staff also realizes the benefits of technology as they build curriculum that is engaging and relevant. Earlier in our charter period many of our courses were on Moodle. Over the past two years we have revised and developed new courses on Haiku, a student learning system preferred by students and teachers. More and more of our teachers are putting the core elements of their courses on either Google classroom or Haiku so that we can have increased flexibility for students to catch up or accelerate their learning.

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 survey's, content specific department meeting time and whole school professional development.

### **Assessment and program evaluation**

The instructional leadership team reviews data quarterly to inform our thinking about potential modifications needed to better address the needs of our changing (younger and farther from graduation) student body. For example, in SY16, ILT reviewed annual trends for course completion data with a result that recommendations were made to modify benchmarks in courses early in the Roadmap sequence to make sure students experience early success and develop a foundation of content knowledge upon which to build in subsequent courses.

Maps data combined with our internal assessments help us identify learning strengths and gaps to ensure that all students have access to the supports they need.

Our Academic Review Committee is comprised of the Director of Special Education, literacy and math specialists who meet regularly to review academic progress of EL and SPED students and provide academic interventions.

Using this data, we have placed students in academic support classes for one or more trimesters over the recharting period. We've found that a higher proportion of students in these support classes finish at least one class a trimester than students not enrolled in a support class, suggesting the support model is working well for students who might otherwise struggle to complete classes at BDEA.

### **Supports for diverse 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 Plan), services are determined based upon student's individual needs as required by law.

Students with an ELD level receive services from a certified ESL teacher. As a school, we currently have six certified ESL teachers. Three out of the six teachers provide direct ESL

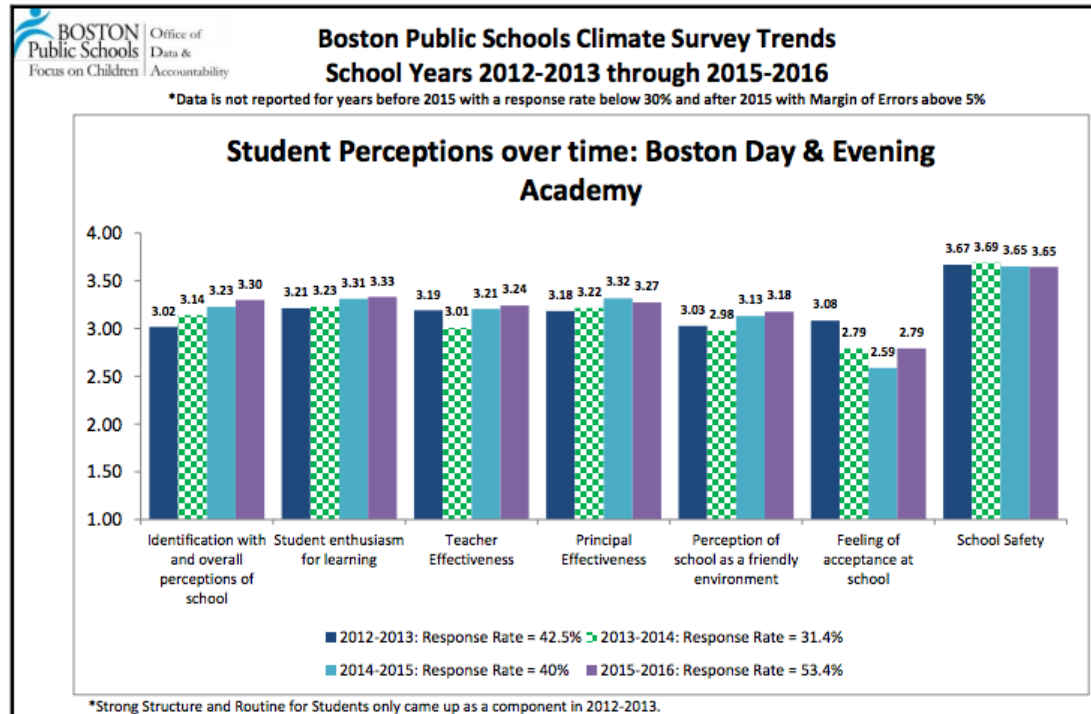
services in English for ELD levels 2-5. Two teachers are math instructors who found getting certification a way to provide the extra services for ELL's in the math classroom. In addition, all teachers are trained in ESL Categories 1-4. Students who are not accessing the services available to them do not make academic progress and are most challenged by poor attendance..

BDEA is a full inclusion school and we pride ourselves on providing services for students with disabilities. Philosophically, we believe in inclusive education and that our low teacher-to-student ratio, number of dual-certified teachers (7), and professional development opportunities allow for a school culture that is successful with a broad range of learners in each classroom. However, 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 both literacy and numeracy 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. On average, our SPED students discharge at a rate 3% lower than our non-SPED students, attend at a rate 5% higher, and complete modules on par with the rate of our non-SPED students.

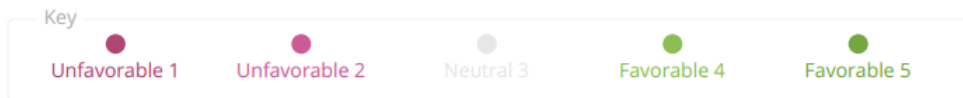
**Criterion 7: Culture and Family Engagement**

**A. Social, Emotional, and Health Needs**

What our students say about our BDEA's school culture and climate:

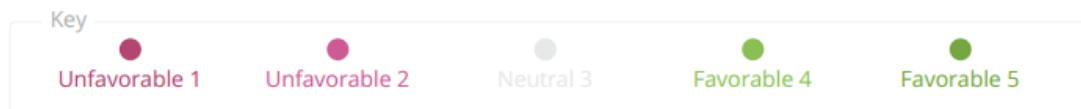
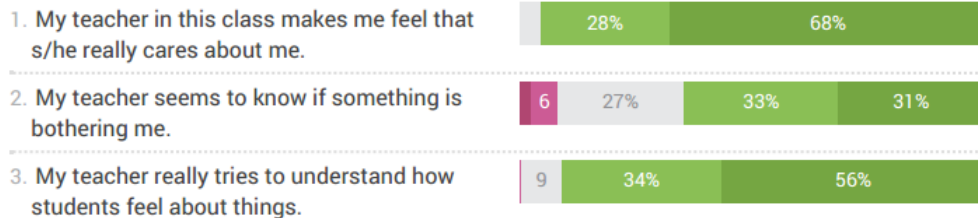


Consistently, BDEA students report that BDEA is a safe and supportive school. In particular, BDEA performs better than other high schools in the district on school safety and perception of school as a friendly environment on the Boston Public Schools student climate survey. On a four-point scale, BDEA has scored at or above a 3.65 on school safety since SY 12-13 and at or above a 3.00 on perceptions of school as a friendly environment. Moreover, we have steadily increased in the perceptions of school as a friendly environment metric, scoring a 3.18 in SY 15-16. In addition, internally, we have also administered the Tripod survey for the last two years. In Spring 2017, over 90% of the students taking this survey say that they believe their teacher cares about them. Additionally, over 90% of the students taking this survey in Spring 2017 report that students are not teased in class for making mistakes, suggesting bullying is not a major issue in the classroom. Our past administrations of this survey have yielded similar responses.



### 7Cs Components of Effective Teaching

#### Care



### Peer Support

#### Peer Support



The classroom and school environment is supported by the instructional practices described above, the advisory model and a responsive Student Support Team (SST). BDEA believes that learning begins once strong relationships of mutual respect are established

between all staff and students. Our SST help support students understanding of classroom and school policies. For some students establishing trust takes time. Staff are committed to a philosophy at BDEA that building new habits takes time, requires different levels of support but ultimately can not put classroom safety or learning in jeopardy.

Advisory is the foundational tier of support for all students. Each teacher has an advisory of 16-20 students and advisory currently meets three times a week for 45 minutes. Advisory has evolved over the year to support the needs of staff and students as well as streamline the purpose of advisory. The primary goals of BDEA's advisory model is to provide a home base for students to be connected to the BDEA community, to ensure that for each student there is at least one teacher who knows the student's personal growth and post graduate plan (roadmap completion, class scheduling and post graduate plan) and teaches the student to be in control and most aware of their progress towards graduation. In SY16-17 made the change to no longer have a pre-capstone advisory cohort so that students now stay with the same advisor from the start of their time at BDEA to the trimester before they enter capstone (their last trimester at BDEA). Advisors also connect with our families (phone calls, family meetings etc.) and facilitate two student/family portfolio reviews each year for each student.

A robust student support model comprised of BDEA staff and community partners (counselors) provides the next layer of support for our students who struggle with many of the factors connected with multi-generational poverty.

During orientation all students complete a series of surveys and assessments to not only assess their academic strengths, but also their social emotional risk factors. Students are surprisingly honest and open about the factors that have made attending school a struggle. The student support team (SST) reviews this data upon entry and along with advisors makes recommendations for which students might benefit from participating in 1:1 counseling (provided by community partners inside BDEA) or SST groups (young men and women, GSA, grief and loss).

Lastly, our talented SST listens closely to the pulse of the school climate and provides interventions before situations escalate. Our daily practice is to help teach students the skills of self-regulation and conflict resolution. Staff work with students to reflect and learn from their mistakes, and facilitate on a regular basis mediations between student to student or student to adult. Our data is evidence of their hard work.

## **B. Family Engagement**

BDEA creates opportunities throughout the year to build and foster meaningful relationships with our students' families. Each BDEA student has an academic advisor who maintains communication with the parents and guardians of our students. Our students' families are welcome at BDEA during any time however there are specific events where families are invited to celebrate along with the school community and support their students' academic growth. On occasion, BDEA staff also meet with our families in their homes and around the community.

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 portfolio reviews. Portfolio reviews 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 2016, 150 families attended portfolio reviews and 78 families attended in the spring.

In addition to portfolio reviews, students have the opportunity to showcase their academic achievement to their families during our school Symposium. A month prior to Symposium traditional classes are suspended and students partake in an experiential learning project. 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 Thanksgiving Dinner, during SY 16-17, 112 and 72 families attended respectively.

The competency-based curriculum of BDEA can be difficult for individuals accustomed to traditional schools to comprehend. Accordingly, BDEA provides an orientation for parents new to the school. BDEA also participates in the Parent Teacher Home Visit Project and conducts home visits for interested families. During the visits families are made aware of opportunities and services available to them and their students. As a result of BDEA's efforts to strengthen relationships with our families, participation in the Parent Climate Survey increased by 18% from SY 14-15 to SY 15-16 and we are hopeful that participation will continue to increase.

## ❑ **Criterion 8: Capacity**

### **A. School 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. This is the first leadership change since the appointment of the previous head of school in 2009.

The first thing that the new school leader did was to flip the organizational chart and make the head of school the foundation that supports the work of the staff rather than the director of the work. The attached organizational chart (Attachment 4) shows the distribution of supervisory, teaching and support staff for the past two years. The organizational chart from 2014 in Attachment 5 provides a comparison of leadership styles. The school uses the BPS EDFS online evaluation system 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.

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<sup>Plus</sup>, 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 out of the school, and share their thinking and their practice with their colleagues, creates a healthy and proactive community of professionals whose goal is always to improve the lives and education of our students.

To the question of capacity, the head of school has sought out and met with department heads at the district, and has advocated for a better understanding of the allocation formulas and buy-backs and weighted metrics that control our staffing budget. The result has been that for the first time in this charter period, BDEA is able to cover staff salaries using only our BPS allocation. This allows our grant awards, fundraising, and partnerships to be allocated to the support and non-academic services and opportunities needed by our students to get through their day, their trimesters, the holidays, their summers, and to graduation.

When the current head of school moved into the position from being director of instruction for 7 years, she re-evaluated the role as it pertains to the work of the school and created a co-lead teacher model that splits supervision of 22 teaching staff between them, and assigns areas of supervision to each. For instance, one of the co-leads has also become the school's coach, working with other district and regional schools adopting a competency based model. He also has been instrumental in helping to create the custom version of our new database with funding from Salesforce. The other co-lead has focused on family engagement, taking over the Enrichment program, and overseeing the home visits program.

Finally, the Administrative Leadership Team (ALT) is comprised of the head of school, director of student support, director of post-graduate planning, director of operations, director of advancement, and the two co-lead teachers. The team meets monthly and follows an agenda that has been agreed to at the end of the previous meeting. ALT meetings, as do the ILT and staff retreats, begins with a reading of our whole school goal which informs all of our agendas (Attachments 6 and 7) throughout the year. This year it is: *Continue to create a consistent, unified and vibrant BDEA school culture that stimulates greater student engagement.*

## **B. Professional Climate**

As we have shown throughout this document, BDEA engages in year-round dissemination of practice and hosts hundreds of visitors each year in a variety of capacities. Most of these visitors are planning or starting to implement aspects of our programming in their own schools, and they all want to know about the magic; what is it that makes BDEA teachers not just stay for 15 years, but never want to leave? What is it that makes a previously disengaged student walk into the school and decide that *this* is the place where they can make it happen? We think long and hard about these questions, because we are not sure that even we know the answer--but we are pretty sure that everything starts with a strong, collaborative, supportive and engaging professional learning community. It is from those roots that everything else grows. The challenge for leadership is to maintain that collegial culture through transitions (when it feels as though we are not making enough difference in the lives of our students, and when it feels like there are more students needing our services now than there were in 2007 when the Dropout Crisis became public knowledge through the publication of the Parthenon Study.) Given the demands of the work and the hours devoted by all staff to supporting students both in and outside of the academic day, our staff rely on each other and on leadership to provide opportunities for self and group reflection, and to contribute ideas to the ongoing evolution of our practice.

We know how difficult this work is, so we support each other, and we embrace every occasion for celebration. One of our greatest gifts is that we are able to see four classes of

students graduate every year, and staff are always in attendance. Additionally, our operations manager celebrates the birthday of every student and staff person in the school; we have a staff/student/family Thanksgiving dinner, two Garden festivals that bring everyone including alumni to the school to plant and then harvest our garden; we do yoga together, have student/staff basketball playoffs, and 3 whole staff, full day retreats each year. BDEA staff participates in the Instructional Culture Insight survey administered to all Boston Public Schools. Consistently, BDEA has scored above the 70th percentile on this metric, suggesting staff culture at BDEA is strong relative to other Boston Public Schools. In particular, annually, over 90% of our teaching staff agree with a number of statements including: “My school is a good place to teach and learn”, “My school is committed to improving my instructional practice”, and “School leaders promote a safe and productive learning environment in my school”. We also work hard to address areas of growth at our school. For example, on the Spring 2016 insight survey, some staff suggested that they would like more time for collaborative work within their departments, so we constructed the PD calendar this year to increase department time.

### **C. Contractual Relationships**

The school has an Election-to-Work committee comprised of teaching and support staff, that meets during the fall and winter to review the ETW agreement and present it to the head of school. The ETWA (Attachment 8) 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.

#### **□ Criterion 9: Governance**

The BDEA Board of Trustees (BoT) is comprised 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 Board of Trustees is “governance”, which encompasses legal responsibilities, general oversight, planning and policy-making, and fiduciary compliance..

As such, the BDEA BoT, during the term of its Charter, has created systems and structures that allow them to gain a deeper understanding of the school, its student population, its instructional and support model, and its place and potential within the school district, the region, and nationally. Over the term of its charter, BDEA’s board has been able to attract professionals who are elected as board members, who can provide oversight for a spectrum of issues faced by the school, and provide new perspectives on the long-term sustainability of the school.

Over the term of this charter, the BoT was responsible for conducting a national search for a new Head of School and hired and appointed Alison Hramiec to that position effective July 1, 2016.

BDEA’s board has transitioned along with the school leadership. Our board is diverse and membership represents a variety of professional and community expertise. The board meets seven times during the year (including a retreat in September), and engages with students, families and staff at our 4 annual graduations and other school events including our annual Partners’ Party, Registration BBQ, Thanksgiving Dinner, Symposium, and garden festivals.



The executive committee meets monthly with the head of school to review the operations and finance reports that will be delivered to the board and to advise on the agenda for the full meeting. This year, the board has also created sub committees for Finance and Development and is this year hosting a recruitment breakfast at the school to add two more members.

The board is also supporting the new head of school with coaching and a comprehensive evaluation structure, and requests presentations on student data, staff, operations and advancement at each meeting.

#### **❑ Criterion 10: Finance**

BDEA has managed successful financial operations since it was first chartered.

The School achieved a cumulative net surplus of revenues over expenses for the 5-year period totaling \$106,866, and which increased the School's net assets to \$831,968. The School is projecting to close SY17 with a surplus of revenues over expenses, though we cannot estimate those numbers until the end of our fiscal year. In the charter period, the school has accumulated cash & cash equivalents of \$738,266 (as of 6/30/16) providing both adequate cash reserves to sustain school as outlined in our annual budget.

Annual budgets are built by the Head of School in conjunction with per pupil allocations outlined by Boston Public Schools. In the first three years of this charter, those projections included actual and/or estimated awards from DESE and private funders (grants). For SY16 and '17, the annual budgets have been balanced without additional grant projections in an effort to create a sustainable financial model that can support staffing costs entirely using our per pupil allocation from BPS.

A review of the School's finances since its original charter shows 15 years of 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. Finance generates actual-to-budget financial reports throughout the year for Head of School, Treasurer and Board review.

Because the per pupil allocation assigned to us is not adequate to cover the costs of service we provide to Boston's most challenged students, the school relies on internal efforts to raise funds through grants to cover the gap. While this has been successful to date, the school does not have any control over annual raises in teacher or staff salaries through the Boston Teacher's Union and most foundation grants do not cover personnel expenses or operations. As the board projects our costs vs. revenues, we find that we will reach a point in the next couple of years where expenses far outstrip revenue, even including potential increases in fundraising. Over the next year we will be constructing our 5 year projected cost vs revenues plan and determine how we will address the gap created by salaries increasing at a rate higher than per pupil allocation. We will create a tiered plan that combines advocacy for a higher allocation from BPS with school-based fundraising to support a lean and effective staffing model.

The following financial dashboard indicates that BDEA is at low risk on most of the financial

metrics used to determine fiscal stability.

Boston Day and Evening Academy Charter School - Boston - Est. 1998						
5-Year Financial Summary						
	▲ Low Risk	▲ Moderate Risk	▼ Potentially High Risk			
Financial Metric	FY12	FY13	FY14	FY15	FY16	5 year AVG
<b>1. Current Ratio</b> <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>	▲ 8.2x	▲ 8.3x	▲ 3.8x	▲ 3.3x	▲ 4.7x	▲ 5.7x
<b>2. Unrestricted Days Cash</b> <small>indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by (Total Expenses-Depreciated Expenses)/265. Important Note: This is based on the current quarterly tuition payment schedule.</small>	▲ 46	▲ 66	▲ 101	▲ 74	▲ 70	▲ 71
<b>3. Percentage of Program Paid by Tuition</b> <small>measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>	▲ 78%	▲ 75%	▲ 76%	▲ 78%	▲ 83%	▲ 78%
<b>4. Percentage of Program Paid by Tuition &amp; Federal Grants</b> <small>measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>	▲ 93%	▲ 94%	▲ 93%	▲ 91%	▲ 98%	▲ 94%
<b>5. Percentage of Total Revenue Expended on Facilities</b> <small>measures the percentage of Total Revenue spent on Operation &amp; Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation &amp; Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.</small>	▲ 0%	▲ 0%	▲ 1%	▲ 1%	▲ 0%	▲ 1%
<b>6. Change in Net Assets Percentage</b> <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>	▲ 0.3%	▲ 0.9%	▲ 0.1%	▲ -0.9%	▲ 0.6%	▲ 0.2%
<b>7. Debt to Asset Ratio</b> <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>	▲ 0.12x	▲ 0.12x	▲ 0.26x	▲ 0.30x	▲ 0.21x	▲ 0.20x
<b>Enrollment</b>	347	359	368	380	380	367
<b>Total Revenues</b>	\$ 3,554,687	\$ 3,593,584	\$ 3,840,179	\$ 3,899,416	\$ 3,914,694	\$ 3,760,512
<b>Total Expenditures</b>	\$ 3,542,371	\$ 3,551,061	\$ 3,837,875	\$ 3,934,304	\$ 3,889,839	\$ 3,753,094
<b>Total Net Assets</b>	\$ 807,194	\$ 839,697	\$ 842,001	\$ 807,113	\$ 831,968	\$ 825,595
<b>Financial Metrics Comments from School (optional):</b>						
Audit Indicator	FY12	FY13	FY14	FY15	FY16	Repeat Findings
A. Did the audit include an unqualified opinion?	Y	Y	Y	Y	Y	N
B. Is the audit free of findings of Material Weakness?	Y	Y	Y	Y	Y	N
C. Is the audit free of findings of Significant Deficiency?	Y	Y	Y	Y	Y	N
D. Is the audit free of Instances of Noncompliance under GAAS?	Y	Y	Y	Y	Y	N
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y	N
<b>Audit Comments from School (optional):</b>						

## Fiscal oversight

The board of trustees and the Head of School work with the Business Manager to ensure that standard accounting practices are followed. There is an accounting manual that guides 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 treasurer reports to the board on a regular basis on the financial health of the school, the board reviews financial statements at meetings, and 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 Treasurer. The audit is reviewed by the Executive Committee prior to presenting to the Board.

The Board serves as a critical component in the planning of long-term initiatives. The fiscal impact of long-term planning is always a component of the planning process and typically multiple scenario financial models are employed in that process.

At the annual whole-day board retreat, the board reviews the school's long-term goals to determine their feasibility and/or how funding will support attainment of the goals. The school is currently undergoing a strategic planning process, which will also include the development of a business model for the school's Responsive Education Alternatives Lab (REAL).

## Plans for the Next Five Years

BDEA will be celebrating its 20<sup>th</sup> year anniversary this coming 2017-18 school year. We are grateful to have the support of the state and the city to serve a unique demographic of students, often left behind by our traditional school models. It is our goal that we will use these next five years to continue on the same trajectory, evolving as our student population evolves, but not straying from our vision and mission.

Before we draft a new strategic plan (the end of SY17-18) a small team of BDEA staff and community partners will embark on an intensive internal assessment of our current practice and identify elements of our current model that need innovation. We will specifically look at how we are preparing our students for the skills they will need to be college and/or career ready.

Some potential items that may fall into the new strategic plan as updates to our current strategic plan include:

1. Continue to develop and refine engaging and relevant curriculum by incorporating increased opportunities for experiential learning in classrooms to provide:
  - professional development to staff for inquiry based learning, and
  - flexibility in our master schedule for double blocks or inter-disciplinary projects.
2. Continue to develop 21<sup>st</sup> century skills. In the past, the development of these skills has lived primarily in our post-graduating planning and career exploration courses and not specifically in our academic courses. We are exploring ideas that will embed those essential skills into our academic courses, emphasizing the relevance and importance of these skills as we prepare our students for post-graduate plans. This may include more emphasis on work-based learning.
3. Continue to develop meaningful and wherever possible, reciprocal partnerships with organizations, individuals and institutions that will support our students academically, socially and emotionally and through work based skill development.
4. Identify funding from sources, including, BPS to design and/or renovate our facilities to provide teachers and students with a design-based, trauma-sensitive learning environment that matches our non-traditional teaching and assessment practices and pushes students to be creative, think critically and communicate effectively.
5. Continue developing our competency-based, trauma informed data collection system, CONNECTS, specifically revising the language and student pages so that it is strength-based and student-centered.

Connected to all five steps above are two very successful programs that we launched in the past two years and which we intend to grow in SY18. First, our Teaching Assistant program gives BDEA graduates interested in careers in education an opportunity to work with a mentor teacher at the school for a minimum of one trimester and a maximum of three. Graduates apply for a position as a TA with the recommendation of a mentor teacher with whom they will work for a full trimester. 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; they meet weekly, individually with the program manager, and they meet with other TAs and the program manager to discuss common practices, experiences, successes and challenges. Funding for the program, which consists of an hourly wage for the TAs and a \$500 stipend for the mentor teachers, has been provided for two consecutive years by State Street Foundation. Data compiled at the end of year 1 showed that class attendance and class completion rates in classes with TAs were higher than in classes without them. Anecdotally, students in classes with TAs were surveyed about the experience were unanimous in their appreciation of the importance of having a TA in their class. Finally, mentor teachers have been so positive in their assessment of the program that almost every BDEA teacher has asked for a TA next year. We are looking for funding to support this expansion.

We are also planning to expand our Early College program by increasing our college partners and by embedding student supports for this opportunity into career planning pathways. For several years, BDEA has partnered with Benjamin Franklin Institute of Technology to provide opportunities for qualified BDEA students to enroll at BFIT when they have completed their math and/or science roadmaps and have an interest in engineering. Until this year, those students would work with the admissions office at BFIT in conjunction with the PGP office at BDEA, to make sure the student was connecting with all the supports and resource they needed at both sites.

The opportunity for our students to earn college credits for no cost while still in high school is a clear win-win, so we have worked with BFIT to enhance the program to make sure that BDEA grads are fully and supported and prepared for this next step. The program, developed in SY16 and piloted this year, starts by identifying students who meet the criteria of being interested in Engineering careers, and completing their math and science pathways as competent or highly competent. Those students are assigned as a cohort to two advisors who work together to identify the strengths of each student in order to better support them in their pathway. Students then enroll at BFIT for one or two classes in the mornings, then return to BDEA for afternoon classes (to finish up their outstanding classwork in content areas) and to receive homework and/or tutoring help for their BFIT classes. We have this year connected with the Harvard Medical Science program which we hope will develop into a dual enrollment program in Health Careers at Roxbury Community College, and are looking at other potential college partners with whom to develop additional dual enrollment programs.