



Equity Impact Statement: Boston Day and Evening Academy Charter Renewal

Title: Boston Day and Evening Academy - Application for Renewal 2022

Date: June 21, 2022

Was the [Racial Equity Planning Tool](#) used? Yes No

If yes, insert date(s) of REPT meetings and link to completed REPT here: _____

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? Yes No

| BPS Racial Equity Planning Tool Sections | Summary/Rationale |
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| <p>1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p> | <p>Boston Day and Evening Academy (BDEA) Head of School Alison Hramiec is making a presentation requesting approval of BDEA's 2022 Application for Charter Renewal. The school's current charter term is 2019-2023, and applications for renewal are due to the Department of Elementary and Secondary Education (DESE) on August 1, 2022.</p> <p>The information presented summarizes the full efforts of the BDEA school community during the previous four years, with detailed description of plans for 2024-2028. BDEA's strategic priorities were identified with whole school input through our SY19-20 planning process led by an outside consultant and 11 BDEA staff (72% people of color).</p> <p>Central goals in the next charter period will be led by the BDEA Leadership Team (65% of color). Each team member oversees an area of the school: Instruction (3 staff), Special Education (1), Student Support (1), Post-Graduate Planning (1), Advancement (1), Operations (1), Data (1), Registrar (1), and Head of School (1). Goals include:</p> <ul style="list-style-type: none"> ● Continue to invest in becoming an anti-racist institution and closing the opportunity gap. ● Enhance the physical health of our students. ● Strengthen our Post-Graduate Planning services by integrating a career pathway model across all programming at BDEA. ● Continue to meet the needs of our students with disabilities and our English learners (ELs). ● Continue to strengthen our competency-based model. ● Invest in the financial stability of our school. ● Prioritize finding a facility that meets the needs of our students. |
| <p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p> | <p>BDEA's mission directly aligns with the BPS strategic plan priority to eliminate opportunity and achievement gaps. BDEA specifically serves students who are over age 21 and under-credited for high school by applying an alternative education competency-based model.</p> |
| <p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p> | <p>BDEA's Application for Renewal presents robust qualitative and quantitative data on the types of students we serve, enrollment, "disciplinary" actions, as well as teacher, student and family satisfaction.</p> <p>BDEA disaggregates data by race throughout the year. Disaggregated data shows that we are serving the students we are chartered to serve (students with disabilities, English learners and low-income students). We met or exceeded student enrollment for the first two years of the charter. SY21 because of the pandemic our Oct enrollment was 46 students below projections. We are exceeding expectations by maintaining only a 3%</p> |

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| | <p>suspension rate (compared to a 32% rate for our students prior to arriving at BDEA). During SY20 our SpEd and EL students completed courses at a lower rate than our general education students.</p> |
| <p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p> | <p>The BDEA Application for Renewal was written and reviewed with the help of multiple stakeholders, including the Student Support Team, Instructional Leadership Team, Data Management and Special Education staff, and Board of Directors (two Board members are also parents of students). Though they were not directly involved in the writing of the application, students and families contributed input through our Youth Truth survey. The Board voted unanimously to approve the application.</p> <p>Overall, our stakeholders stated that BDEA is serving the social emotional needs of our students well. Our stakeholders expressed concern that because our competency-based model does not demonstrate “success” as defined through rates of graduation and college matriculation, the impact of our model will be misunderstood.</p> |
| <p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p> | <p>Our work toward becoming an anti-racist institution drives all we do, and is the central focus of our current strategic plan.</p> <ul style="list-style-type: none"> ● Ninety-nine percent of our students are people of color. ● 2019-2022: Special Education enrollment increased from 27% to 39%. ● 2019-2022: EL enrollment increased from 13% to 16%. <p>In the next charter term we will continue to support dual certification of our teachers. As part of a three year Growing Literacy Equity Across Massachusetts (GLEAM) grant, we are investing in expanding literacy across our curricula. We have added a Coordinator of Special Education Services (COSE) position, a school psychologist, and an English as a Second Language to focus more resources on key subgroups of students.</p> <p>Finally, BDEA maintains a culture of restorative justice that honors the identities of our young people. Included in the application appendices are our Racial Justice Statement and Community Agreements, both of which demonstrate our commitment to racial justice.</p> |
| <p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p> | <p>The Application for Renewal will not alter our school budget.</p> <p>The BDEA Leadership Team is 65% of people of color, and our Board of Trustees is also 65% of color. The full BDEA staff is 70% of color. We are committed to continual efforts to ensure that our team reflects our student demographics, and brings an unwavering equity lens to instruction and operations.</p> |
| <p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p> | <p>We seek approval from the School Committee for our Application for Renewal. If approved, we will then submit all application documents to DESE, and engage in the subsequent review process during SY 22-23.</p> <p>The leader of this process is Head of School Alison Hramiec, who will continue to communicate outcomes to our school community and the School Committee.</p> |