

Boston Day and Evening Academy Annual Report 2009

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Introductory Description Of The School

Boston Day and Evening Academy (BDEA) began serving at risk students in September 1995 as a Pilot School, the Downtown Evening Academy, Boston's first evening, diploma-granting, public high school. In 1998, the school became a Horace Mann Charter School and was renamed the Boston Evening Academy. In 2001, a Distance Learning Program was added and now operates at full capacity with 50 students. In 2003 the Day program was added, strengthening our ability to serve at-risk, over-age, and academically under prepared 8th grade students who are as old as eighteen but have not yet reached 8th grade benchmarks. Also in 2003, BDEA became a member of the Coalition of Essential Schools (CES), joining a select group of schools that are informing the national conversation around education reform.

All three of BDEA's programs use a competency-based curriculum, and progress is assessed through a variety of methods, both quantitative and qualitative, including written and oral exams, research projects, meeting over 300 benchmarks, internships, capstone projects and field work. The 200 students enrolled in the Day program come directly from 8th grade, the majority at the age of 16 or 17. Evening program students (100) have already attended high school, and are either transferring, or returning after having dropped out of other high schools. Distance Learning students (50) all have family and job responsibilities or health issues that prevent them from attending school on a regular basis, and through project-based holistic learning, demonstrate competency and stay connected with their teachers through appointments, blogs, and emails. BDEA's curriculum and assessment does not include traditional grade levels or Carnegie units for grading, but meets each student "wherever they are" in their education using a combination of individual learning plans and differentiated instruction to meet and exceed Boston Public School graduation requirements.

The school offers wrap-around services to students and families including a student support team, a post-graduate planning center and a family outreach coordinator.

BDEA currently serves 350 students and has a cap of 405. We had hoped to expand by 10 students in 2009-2010 but the request was refused by the Boston Public Schools Superintendent.

Given that our student body is comprised of students who have already dropped out of high school or were failing at middle schools, our current graduation rate of 49% -- virtually the same as the Boston Public Schools graduation rate of 50% reported in the Parthenon Study—shows that BDEA significantly impacts a population of students—72 in 2009—who were otherwise underserved by the public school system and had been given up for lost. However, BDEA considers this reclamation of underserved students to be only half of our job. Our current challenge is to make sure that our graduates are receiving the supports they need to keep them focused on the college or career path they have chosen and to call upon the skills they learned while at BDEA to problem solve, persevere in college and in the workplace and to meet and surpass their goals.

Letter From Chair Of The Board Of Trustees

Dear Commissioner Chester,

It is once again my pleasure to submit the annual report for Boston Day and Evening Academy (BDEA) on behalf of the school and the board of trustees. BDEA is a “second chance” public Horace Mann Charter School located in Roxbury, Massachusetts, serving overage high school students with a competency-based curriculum and preparing them for college and rewarding careers.

As the state’s only “second chance” Horace Mann public charter school, we fill a unique need, serving students who are overage for high school and whose lives come into focus perhaps for the first time, when they walk through our doors and engage in learning. For BDEA, the key to making this happen is to create a learning environment which beckons rather than dismisses them; which supports their individual learning styles; and which not only takes into account but works to help solve the variety of issues which accompany these students to school every day. The governing board is consistently impressed by the work being done by the faculty and staff at the school, and we look forward to the coming year.

This letter provides highlights of the past year and the attached Annual Report describes our work in detail.

Beatriz Zapater Appointed as Permanent Head of School

In March, the Board of Trustees unanimously appointed Beatriz Zapater as the new permanent Head of School starting on July 1, 2009. For the 2008-2009 school year, Ms. Zapater had been serving as Acting Co-Head of School, along with Karen Cowen, while the Board completed the search for a new head. Ms. Zapater has been a member of the BDEA leadership team for the last two years, joining BDEA as head of the day program in the spring of 2007. Prior to joining BDEA, she was the founder and long-time head of Greater Egleston Community High School. From there, she was recruited to join the Center for Collaborative Education as Director of the New England Small Schools Network, funded by Gates Foundation, and as Pilot School Program developer and coach. Throughout her career, she has been a leader in a very wide range of education, community and civic organizations.

Launched Series of Initiatives to Improve Educational Outcomes

BDEA was created to serve a very specific—and growing—number of adolescents who, for a variety of reasons, have given up on participating in their own education. An examination of the underlying reasons for their disengagement reveals wide-ranging contributing factors across family, social, health, disciplinary, and school system lines. In most cases, students who apply to BDEA are those who have lost both faith in themselves and hope in the system. While virtually all of our incoming students have dropped out of school or are at significant risk of dropping out, BDEA is committed to measuring and improving specific educational outcomes for all our students, including graduation, MCAS, attendance, and retention rates. The Board and BDEA Leadership

regularly review this data, examine trends and issues underlying the outcomes, and develop new programs aimed at improving those outcomes particularly targeted to the needs of our students. (This data is presented later in this report)

Almost without exception, students who attend BDEA have never experienced academic success. The students we serve best are those who know they can be successful if they make an effort, and those who experience success soon after enrolling. BDEA has many methods of prompting students towards achieving their goals, including BDEA Seminar, a full trimester of acculturation in the language and practice of alternative education. Our own analysis of student attrition patterns last year made us aware that most students leave the school between one and six months after enrolling. In examining the contributing factors, we realized that while students may come to us because they are looking for a new start or better support or another way of learning, if they don't see immediate changes or are confronted with unknown terminology like "capstone, symposium, assessment, benchmarks, and experiential", they assume BDEA is just like other schools, and they leave. Once students understand that we are who we say we are and that they can count on us for an education that will lead them to graduation and a post-graduate plan, they stay.

BDEA Seminar welcomes students on their first day of school and guides them, as a cohort, through our community rituals (open house, symposium, Interlocken, Coffeehouse), vocabulary (benchmark, rubric, digital portfolio, Habits of Mind), expectations (MCAS, Capstone, post graduate plan) and whole-school celebrations, (Thanksgiving Dinner, ACE Awards, Stepping Up) while demonstrating assessments and expectations by meeting benchmarks and starting a post graduate plan.

BDEA has been "putting students first" for fourteen years. The school leadership has created hiring standards and practices for teachers and staff, which are driven by this message, and they model this behavior in every part of the school's culture. From wrap-around services anchored by the Student Support Team, to the office of institutional advancement which matches funding to opportunities for students, every individual in the school has the same purpose: to do everything they can to help students achieve, create a post graduate plan, and graduate, at their own pace, with a BPS diploma.

BDEA also meets students "where they are" when they walk in the door. Traditional methods have not worked with these students in their entire school career, so the school has created curricula, instruction and assessment measures which reward students for what they know, and nurture their genuine curiosity to find out more about what they don't know. Support services, which include support for issues of homelessness, substance abuse, violence, poverty, and health, alleviate the stress of outside concerns so that students can focus on the work at hand. Post-graduate planning also begins in the student's first trimester at BDEA, as they examine their goals, their interests, and the steps they need to take based on the path they want to pursue after graduation. For students interested in college, campus visits are planned, tutors are provided for SAT prep, and we determine whether students need to pick up language or AP credits through dual enrollment at Benjamin Franklin Institute. If a student has their sites set on a particular career, we initiate job shadows in their chosen field and require that they attend sessions with career speakers who come to the school throughout the year.

The school is also committed to providing professional development for all teachers, and devotes Fridays every week to these opportunities. Again in 2009, all of BDEA's teachers were rated as "highly qualified" and they use their vacations and summers to enhance their own skills through

research, travel, and further education. BDEA is also a member of the Coalition of Essential schools and works closely with the Center for Collaborative Education at Northeastern University and the Project for School Innovation on collaborative research projects and grants. BDEA faculty and administration are often invited to present at local and national conferences on alternative education, and our article on the principal residency network was recently published in the CES Journal *Horace*.

BDEA holds four graduation ceremonies annually in order to accommodate student's rate of mastery over MCAS, benchmarks, and Capstone projects. In 2009, 83% of graduates made the choice to attend college, while the rest are in post-graduate educational and service programs, have joined the military, or are gainfully employed.

Budget

The Board and BDEA leadership worked diligently to develop and approve a budget for 2009-2010 that would maintain the integrity of all of BDEA's programs as well as fund long-standing commitments to expand our services, including student support, enhanced academic programs like BDEA Seminar, and our new transition year program. BDEA's budget for 2009-2010 from the Boston School Department cut nearly \$250,000 (or close to 10%) of the funds we receive from BPS (please note that the final budget numbers are not yet been confirmed). The BDEA Board committed to fund the resulting budget cuts from additional fundraising and reserves. During the budget process, BPS insisted that BDEA maintain several positions that BDEA had determined were not necessary but BPS did not provide any funding for those positions. Not only did this requirement exacerbate our budget challenges but we believe that the staffing requirements violate the intent of the Horace Mann Charter School statute as well as the recently-negotiated MOU with BPS. Further, our per pupil funding formula has never been adequate to the needs of our students and is based on actual rather than average faculty salaries (hurting us since all of our teachers are "highly qualified" and we typically retain a high percentage of our teachers.) While we have applied for federal ARRA funds, which should address some of our budget gap for 2009-2010, we continue to believe that the funding formula for our school and student population needs to be adjusted to ensure that BDEA has a sustainable financial base to meet the goals of the BDEA community and the requirements of our unique mission and charter.

Summary of Major Policy Decisions Made by the Board

BDEA has a very active and engaged board, with board members regularly participating on board and school committees, and frequent participation in school and student activities and events.

As a result of the current recession and specifically the budget shortfall for the Boston School Department, the Board has deferred any decisions on expansion, including developing a potential residential program, as proposed in the school's strategic plan. This decision was based on the recommendation of BDEA administration and the result of meetings and discussions that BDEA board and administration had with BPS leadership, other charter school and alternative education leaders, and funders.

While the Board did not formally adopt any other major new policies during 2008-2009, the Board, working with the leadership team, has focused on a series of program and policy issues at our board meetings, including:

- As noted above, tracking a wide range of data and developing plans for improving academic performance and retention rates of our students
- Developing a new transition year support program, which received major initial funding for the next three years
- Continuing the development of a long range sustainability plan for BDEA in light of the current economic conditions, including, budget, capital and reserves, facility, program, and implementation of strategic plan
- Strengthening the integration of the school's three programs
- Developing an enhanced board development, recruitment and orientation process

During 2008-2009, the Board adopted revised by-laws and approved a new Memorandum of Understanding with the Boston School Department, which runs through June 30, 2013.

Summary of Official Complaints

There were no official complaints addressed to the board during the year.

Oversight of Head of School

Typically, the Executive Committee of the BDEA Board conducts a thorough evaluation of the Head of School each spring, including a review of both short-term workplan goals and longer term strategic goals. For 2009-2010, the Board and the Head of School are establishing an enhanced performance review process, with specific benchmarks for review in both November 2009 and June 2010.

Since for the 2008-2009 school year, BDEA had Acting Co-Heads of School, whose terms ended in June 2009, we did not conduct formal evaluations of them. However, since Ms. Zapater was both an Acting Co-Head and the successful candidate for the permanent Head of School, her performance was reviewed extensively during the selection process.

Board Planning Activities

BDEA is in the third year of a five year strategic plan so we did not take on any new formal planning activities. However, the search for the new Head of School, the ongoing budget discussions, and the regular Board discussions on data and student performance as described above, all involve long-range planning issues for the school and involve regular Board participation.

Again, we are pleased to submit this report. Please do not hesitate to contact me if you need additional information or have questions regarding this report.

Sincerely yours,

DeWitt Jones
Board Chair

School Mission Statement

Boston Day and Evening Academy (BDEA), a unique, innovative, alternative public high school, serves 350 students who are over-age for grade level and who are either at high risk for dropping out or have already dropped out of high school and are returning to earn a diploma. As a Horace Mann school, we use our autonomies to work with experienced faculty in an environment that blends strong academics and wrap-around supports, to give students the tools to reach their fullest potential through a competency-based curriculum, and to inspire critical and creative thinking, independent learning, and active citizenship.

Performance And Plans Section

I. The School Is Faithful To The Terms Of Its Charter

Objective 1: The school will ensure that it serves its target population.

a. The school will increase the number of referrals from Boston Pubic Schools of over-age middle school students by 25% each year.

This measure was met.

BDEA increased referrals and enrollments from BPS middle schools by 88.9% over SY08. BDEA also increased referrals and enrollments from BPS high schools by 176% over SY08, and received referrals and subsequent enrollments from 26 high schools and eight middle schools which had not referred to us in 2008.

b. Outreach and recruitment efforts will include participation at community events and festivals, as well as PSA's, and "teen-media" venues such as "You Tube", and Facebook, resulting in an increase of 25% more student applications per year.

We cannot quantify this measure because we did not have appropriate questions on our admissions application asking for specific referral information. Also, because our Admissions Manager was new this year and this data had not been collected in previous years, there is no basis for comparison. We did receive 218 applications this year, 76% of which resulted in enrollments.

Our Admissions Manager did attend five non-BPS high school fairs and accepted applications on the spot, so we can account for 14 referrals coming from those events. We have also established a presence on Facebook and YouTube, but because BPS blocks access to these sites, we are unable to monitor or visit these sites during the school day.

A question has been added to the BDEA application asking applicants to state specifically where they learned about BDEA. This question will have to be answered before an application is considered complete.

c. The school will meet its enrollment targets for each trimester, with the largest number of incoming students in the first trimester, and declining numbers in subsequent trimesters, as follows:

80% of all seats filled by first trimester (September-December), and 100% of all seats filled by end of second trimester (April).

This measure was close to being met.

At the end of Trimester I, incoming students comprised 71% of the school's total enrollment. In Trimester II an additional 90 enrollments brought the percentage of students enrolled to 97%, with an increase to 98% by the third trimester.

Objective 2: The school will each year show progressive success at retaining students and empowering students to complete their secondary education by earning a high school diploma and creating a plan for success after graduation.

a. 100% of graduating students will complete a plan for success after graduation

This measure has been met.

BDEA graduated 72 students during the 2008-2009 academic year. 100% of those graduates completed a plan for success after graduation. Every BDEA student creates a preliminary Postgraduate Plan (consisting of several prescribed documents) in order to begin their culminating Capstone Project. With the assistance of the Postgraduate Planning Center guidance staff, the plan is refined and solidified. Each student must prove active engagement and progress in his/her individual plan for success. At the Capstone Project presentation, the plan for success after graduation must be successfully demonstrated in order to qualify for graduation. Scholarships and Grant value assigned to BDEA graduates in 2009 reached \$441,570, only \$2,330 below SY08. We consider this an especially large investment in our graduates given the difficult economic climate.

Postgraduate plans:

2-year college = 55%

4-year college = 28%

Post-graduate educational/service programs = 7%

Full-time employment = 8%

Military = 2%

b. Using a clearly defined system for collecting and disaggregating data to measure student retention and graduation rates for the purpose of understanding and addressing the root causes of attrition, the school will reduce the number of students withdrawing within their first six months by 30% in the first year, by an additional 30% in the following year, and continuing thereafter with no more than 30% of students withdrawing within the first six months of enrollment.

This measure has been met.

With the inception of BDEA Seminar in September 2008, the school began to address those factors which we believed were contributing to students withdrawing within the first six months as demonstrated through data collection and analysis conducted in 2007-2008. The creation of a week-long orientation followed by a Trimester-long (for Day students) program called Seminar, has

allowed us to work with incoming students using a variety of strategies which help them learn about the process of experiential education and to acculturate to a new school and environment. Students enroll at BDEA because they have not been successful at “traditional” public schools, and it is important for us to allow them to demarcate from the experience of failure and begin again in an environment which they can recognize as being supportive.

After collecting and measuring data on student attrition for the 2009 academic year, we find that in the day program, only 8 percent of students who enrolled decided to leave before the end of the year. In the Evening program, which opted not to incorporate the Trimester-long Seminar into their program, 20% of students decided to leave before the end of the year. An average of the two programs gives BDEA an attrition rate of 14% for SY09, 37% less than last year’s rate of 22%.

c. For students who have successfully completed the BDEA orientation program (BDEA Seminar), attendance will be tracked and will result in 75% of the student body attending school more than 70% of the time.

This measure has been met.

The incorporation of Seminar into the BDEA curriculum has helped students to maintain interest in their classes and focus on their goal of graduation and post-graduate success.. Our data show that the 193 students who successfully completed Seminar this year attended school 75% of the time. (This is the average of Day student attendance (78%) and Evening student attendance (71%).

d. The school will establish an office of Alumni Relations within the Office of Institutional Advancement for the purpose of creating systems for tracking graduates and recording their post-high school educational and career paths with the goal of having not less than 50% of graduates involved with the BDEA alumni organization five years after graduating.

This measure has been met.

The office of institutional advancement this year created a database system to organize the information we receive about our alumni and their progress after graduation from BDEA. We have files for each of the school’s 354 graduates and have updated information on 313 alumni during the 2009 school year.

We have received a \$300,000 3-year grant from the Hyams Foundation to help us create a Transition Year program for our graduating students beginning in September 2010. This program includes funding to help the alumni office, within the office of institutional advancement, to conduct more thorough outreach to alumni and to find more ways to involve alumni with the school.

Objective 3: School will maintain a service learning program and an internship program.

a. BDEA's current service learning component will be enhanced over the next several years with the result that in SY 09/10, 30% of students will participate in a service learning project; in SY 10/11, 60% of students will participate in a service learning project, and in SY 11/12, 90% of student will participate in a service learning project.

This measure has been met.

Service Learning at BDEA is defined by teaching and learning that is experiential, aligns with BDEA curriculum competencies, and shows students the ways in which classroom material directly affects the communities within and outside of the school. Examples of service learning at BDEA this year include a partnership with the Museum of Science, where students went to the museum every Friday to learn about the exhibits, explore the scientific method that inspired them, and then learned how to present each exhibit to groups of students. BDEA students then became volunteers in the museum, leading other school groups through the exhibits. With a grant from the Massachusetts Department of Elementary and Secondary Education in conjunction with Serve and Learn America, BDEA was able to implement a library project, where students built a library, solicited donations of books, and culminated the project by showcasing it during BDEA's annual Symposium. They also traveled to a neighboring day care center and read to young children, modeling the importance of literacy.

As we look ahead to the coming school year, teachers will be incorporating service learning into Symposium projects with the goals of providing experiential and service oriented education for students, and bringing the community into the school for the event so that students can share their work. BDEA also plans to strengthen its existing partnerships and build new ones with organizations where students can complete benchmarks while learning experientially in the community.

BDEA will focus a portion of its professional development on service learning, including making training opportunities available for faculty, creating service learning opportunities during all staff professional development, and using the office of institutional advancement and alumni as a resource for enhancing and building community partnerships.

b. BDEA will develop an internship program to be run by the College and Career Center with the goal that by SY 10/11, 100% of graduates will have participated in an internship.

This measure speaks to SY10/11.

BDEA's College and Career Center has been renamed the Post-Graduate Planning Center to better represent the work done with students to help them prepare for life after high school graduation. Work on post-graduate planning begins with each student during Seminar, and continues through advisory and increased one-on-one work with the PGP staff. The school's 72 graduates in the 2208-2009 year all had post graduate plans prior to graduation, and although we do not push college over vocational training or employment, all 39 students who graduated in June were accepted into college, with 83% of graduates in SY 09 opting to attend college.

In addition to helping students select appropriate institutions of higher education, work with their families on financial aid forms, and personally bring students on college visits, the director of post-graduate planning also works with students who choose employment or vocational training, and runs job fairs and speaker workshops for students. In September 2008, we were able to hire a part-time (12/hours/wk) assistant, to help the director create job shadows and internship opportunities.

In the coming year, we face enormous obstacles in meeting this objective. Significant funding cuts to our school made by the Boston Public Schools have not allowed us to hire an internship coordinator. We will not have the 2 COACH (early college awareness and college counseling)

interns that we had hoped for due to COACH's reduced funding. During the 2009-1010 year, the PGP office will consist of the director, a 12 hr/week assistant, a 7 hr/wk ACCESS financial aid counselor, and the Transition Year Coordinator who will be working only with our graduates. BDEA shares our PIC counselor with every alternative school in Boston. Therefore, PIC services are almost nonexistent.

The BDEA Leadership team will be examining this measure and modifying it to reflect what is both desirable and possible for our students so that we can maximize exposure to internships in the coming years.

II. The School's Academic Program Is A Success

Objective 1. Students at Boston Day and Evening Academy will make the transition from being users of basic literacy to being effective readers and writers of academic texts.

a. BDEA students who have participated in at least five trimesters will on the average have demonstrated 60% or more of reading and writing competencies and benchmarks

Humanities	Day	Evening/DL
Percent of total student body at BDEA more than 5 trimesters for each program	34%	28%
Average percentage of benchmarks completed by those students at BDEA longer than 5 trimesters	65%	72%

Both Day and Evening programs have met this measure.

An average of the number of humanities benchmarks completed by students who entered BDEA before December 2007 was calculated for each program. On average, students in the Day program completed 65% of their humanities benchmarks and students in the Evening program completed 72%. This percentage represents the average number of benchmarks completed out of the 85 benchmarks required to graduate, which include more than reading and writing as stated in the measure. Consequently, this measure far exceeds the school goal. Students who have been at BDEA longer than 5 trimesters include those that have graduated during the 2008-09 school year, and possibly not those who have graduated in 2007.

The difference between programs can be explained given that the mission of the Evening program is to serve students who have already experienced several years of high school. Consequently, many of our Evening and Distance Learning students are further along in demonstration of benchmarks than are Day program students. The mission of the Day program is to serve students directly from middle school or who have experienced one year or less of high school. Consequently, many of our Day students do not test out of the humanities benchmarks and as a result will not be as far along as the Evening students after 5 trimesters.

b. 75% of students taking the ELA MCAS for the first time will meet the graduation determination.

Chart 1

This chart shows that eighty-four percent of students taking the English Language Arts MCAS for the first time passed. This shows an improvement of forty-three percent from SY 2006 and an improvement of thirteen percent from SY 2007. (MCAS scores are reported one year behind, as results for 2009 are not yet available).

This measure has been met.

84 percent of students taking the ELA MCAS for the first time passed, surpassing our goal of 75%. Furthermore our data over the past three years shows a steady improvement of number of students passing the MCAS as first timers.

c. 85% of students retaking the MCAS ELA exam for the second time will meet the graduation determination by passing the MCAS retest.

Please see table and text following measure “d”.

d. 85% of students retaking the MCAS ELA exam for a third time will meet the graduation determination by passing the MCAS retest.

MCAS ELA 2008-09 Retests Results Table 1

	November 2008 (2 nd timers)	March 2009 (3 rd timers)
Total Number Students	44	15
Passed	27	9
Percent Passed	60%	60%

These measures (c and d) have not been met.

We plan to improve upon this goal next year with the following changes:

- a) We will identify early in the year those students who have not passed the MCAS and offer them intensive MCAS support during the months leading up to the Retest; and
- b) Students will be advised not to take the test until they have finished the appropriate course work.

BDEA staff feels strongly that we should not encourage students to take the MCAS until they are fully prepared to do so. Our students come from years of having failed at previous schools, and most are not prepared to take the MCAS at the traditional marker of 10th grade. We expect that extra preparation and attention to individual students’ readiness to take MCAS will ultimately set students up for success and an opportunity to pass the MCAS with higher scores.

e. 80% of BDEA students will improve their reading skills by an average of 1 grade level for 1 full year of participation at BDEA as indicated by the GRADE or TABE standardized assessment as measured from annual assessments.

Literacy Intervention Program

Table 2

Literacy Test	Average Increase (GE)	Range of Increase (GE) based on Pre and Post test
Word ID	1.7	1-3
Accuracy	1.7	1-3
Fluency	.68	1-2
Listening	.25	1
Rosner	1.6	1-5

We met this measure for students with specific and identifiable low reading skills. On the 3 tests that are specific to reading skills, students on average increased their grade equivalent by 1.6-1.7 grades. We did not have reliable school data to assess this measure for the whole school, but will make changes in SY10 in order to accurately record this measure.

We were able to meet this measure for our students with low reading skills because of the introduction of a new literacy program. This program provided direct services to students identified with a reading level below the 5th grade. The table above illustrates the success of this program. 30 students were identified as needing this service. 16 students completed the pre and post-test and those results are illustrated in the table above. Students who attended class regularly improved their reading scores from 1-5 grade equivalents (GE) over a span of 3 months. On the test-specific reading skills, word identification, accuracy and the Rosner (reading comprehension), students on average increased their GE by 1.6-1.7 grade levels, in just 3 months, surpassing our goal of improving reading levels by 1 GE during one year’s time. Students did not on average increase their fluency and listening skills. This is not surprising since listening skills for students with low reading skills tend to be higher and therefore have less room for improvement.

We conducted an external assessment of student reading levels this year using the TABE. However, we are unable to report on this objective because our data is not statistically relevant. Our procedure for having students complete the post-test at the end of the year was not successful (poor attendance for test and test fatigue). As a result we will be changing how we measure this objective over the next year. First, we will use internal data (benchmarks completed as well as the above data) to measure students’ success on a yearly basis. Second, we will continue to use an external assessment (TABE or GRADE) but will revise our testing method to correct for low attendance by conducting a pre-test at the time of enrollment and post testing when the student has completed their course work and enters their final trimester at BDEA. Furthermore, we hope to improve our system of assessing students’ reading level by using a web-based diagnostic that modifies questions as the student takes the test. It is our hope that this change in our testing policy will provide data that is statically relevant and meaningful to our staff and students.

Objective 2: Students at Boston Day and Evening Academy will demonstrate competency in the understanding and application of mathematical computation and quantitative problem solving.

- a. *BDEA students who have participated in at least five trimesters will on the average have demonstrated 60% or more of number sense and Algebra I competencies and benchmarks.*

Table 3

Math	Day	Evening/DL
Percent of Student Body at		

BDEA more than 5 trimesters	34%	28%
Average percentage of benchmarks completed by students at BDEA longer then 5 trimesters	58%	76%

Given that we were able to calculate the total number of Math benchmarks completed without specifically isolating number sense and algebra benchmarks, we feel it is accurate to report that this measure has been met for both programs. The data shows the total number of benchmarks students completed out of the 89 required math benchmarks.

The data was calculated as follows. An average of the number of math benchmarks completed by those students who entered BDEA before December 2007 was calculated for each program. On average, students completed 58% of the total number of math benchmarks for the Day program and students in the Evening and DL programs completed, on average, 76%. Students who have been at BDEA longer then 5 trimesters include those that graduated during the 2008-09 school year and possibly not those who graduated in 2007. The data do not include students who have left BDEA.

b. 75% of students taking the Math MCAS for the first time will meet the graduation determination.

Chart 2

This chart shows that sixty-six percent of students taking the Math MCAS for the first time passed. This shows an improvement of nineteen percent from school years 2006 and 2007 when only forty-seven percent of students passed the first time. (MCAS scores are reported one year behind, as results for 2009 are not yet available).

Progress is being made towards meeting this measure.

Sixty-six percent of the students taking the Math MCAS for the first time passed, 9 percent lower than our goal. However over the past 3 years our scores have gradually improved. We are hopeful that next year with a school-wide focus on numeracy we will reach our goal of 75 percent of students passing the Math MCAS the first time.

c. 85% of students retaking the MCAS Math exam for the second time will meet the graduation determination by passing the MCAS retest.

Please see table and text following measure “d”.

d. 85% of students retaking the MCAS Math exam for a third time will meet the graduation determination by passing the MCAS retest.

MCAS Math 2008-09 Retests**Table 4**

	November 2008 (2 nd timers)	March 2009 (3 rd timers)
Total Number Students	43	33
Passed	20	10
Percent Passed	47%	30%

These measures (c and d) have not been met.

We plan to improve upon this measure next year by making the following changes:

- a) We will identify early in the year those students who have not passed the MCAS and offer them intensive MCAS support during the months leading up to the Retest; and
- b) Students will be advised not to take the test until they have finished the appropriate course work.

BDEA staff feels strongly that we should not encourage students to take the MCAS until they are fully prepared to do so. Our students come from years of having failed at previous schools, and most are not prepared to take the MCAS at the traditional marker of 10th grade. We expect that extra preparation and attention to individual students' readiness to take MCAS will ultimately set students up for success and an opportunity to pass the MCAS with higher scores.

e. 80% of BDEA students will improve their mathematical application skills by an average of 1 grade level for 1 full year of participation at BDEA as indicated by the GMADE or TABE standardized assessment as measured from annual assessments.

This measure has not been met.

We conducted an external assessment of students' mathematical skills this year using the TABE. However, we are unable to report on this objective because our data is not statistically relevant. Our procedure for having students complete the post-test at the end of the year was not successful (poor attendance and test fatigue). As a result we will be changing how we measure this objective over the next year. First, we will use internal data (benchmarks completed as well as data in Table 4) to measure students' success on a yearly basis. Second, we will continue to use an external assessment (TABE or GRADE) but will revise our testing method to correct for low attendance by conducting a pre-test at the time of enrollment and post testing only when the student has completed their course work and enters their final trimester at BDEA, instead of at the beginning and end of every trimester. Furthermore, we will improve our system of assessing students' reading level by using a web-based diagnostic that modifies questions as the student takes the test. It is our hope that this change in our testing procedure will provide data that is statically relevant and meaningful to our staff and students.

Objective 3: Graduating students will successfully complete a portfolio and a capstone project.

a. 100% of graduating students will complete and present a portfolio demonstrating progress against benchmarks

This measure was close to being met.

This year, 80% of all BDEA students completed a portfolio review. This is a significant success for our students since this was the first year they were asked to publically present their work to their advisor and family/community members. The implementation of a school wide, student-lead portfolio review establishes a culture where students own their learning, are reflective about their academic and social progress and provides students an opportunity to celebrate their successes with family and the school community.

b. 100% of graduating students will successfully complete and present a Capstone Project demonstrating mastery of a chosen subject through research and presentation skills and measured by a rubric.

This measure was met.

Of the 72 students who graduated in 2008/2009, 100% completed a capstone project and presented it publically.

All students who are preparing to graduate complete a capstone project that provides students an opportunity to apply the skills and knowledge learned to answer an essential questions relevant to either their post-graduate plan or interest. The project requires students to demonstrate competency in their academics through a comprehensive research paper and public presentation. (Please see list of Capstone projects and assessment rubric in attachments.)

Common School Performance Criteria

Curriculum: The BDEA curriculum is made up of approximately 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, allowing students time to practice and then demonstrate proficiency in their competencies. 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 biochemistry, cell biology, genetics, evolution, ecology, scientific method and scientific research and writing.

Instruction: This year the BDEA staff implemented 3 school-wide instructional practices to help meet our mission of serving overage students who have histories of failure in the education system. These practices include designing experiential curriculum, developing and implementing common literacy practices, and coaching students to develop portfolios.

BDEA continues to make experiential education a primary school-wide instructional practice, as a means to help re-engage students in learning. Through the support of professional development and department meetings, teachers put into practice creative curriculum that provides students with opportunities to experience new concepts, to reflect upon what they have learned, and to apply these skills and knowledge to new situations.

During the 2008-09 school year, staff in the humanities department helped all teachers strengthen their literacy practices to help fulfill a school-wide goal of supporting all students in making gains in reading and writing. Each department developed common literacy language and protocols for their classrooms. This included such practices as word walls, reading and writing guides,

vocabulary building exercises and direct analytical reading instruction. Teachers also shared best practices around utilizing these protocols in the classroom within and between departments.

Staff also reinstated the school-wide use of student led portfolio reviews as a means for students to be reflective about their learning and academic progress at BDEA. This instructional practice enhanced the student's academic work by allowing them to make connections between their course work, habits of mind, post graduate plan and habits of success.

Program Evaluation: Three times a year, during whole-school retreats, staff use the data inquiry cycle to examine elements of their program and to assess the effectiveness of their practice. Data that is reviewed (and shared previously in this report), is MCAS data for math, ELA and science, retention data, graduation data and attendance data. Through a variety of protocols, staff is provided opportunities to reflect on the data and to make suggestions for change. All voices are asked to participate in retreats to ensure a holistic approach is being used when considering change. These comments are submitted to the Instructional Leadership Team (ILT), a representative body of staff, who make recommendations for next steps.

An example of this system in practice led to the introduction of BDEA seminar this past fall. During March of 2008, all staff reviewed their retention, withdrawal and graduation data. It was clear from the data that a large group of students were not being retained from the 3-6 month mark. Staff hypothesized that students left for a variety of reasons such as inaccurate placement into classes, lack of understanding of the BDEA culture and community etc. As a result, staff formed a work group and designed a new program called 'BDEA Seminar' to address the issue of retention. While BDEA Seminar looked different structurally for the Day and Evening programs (to meet the individual needs of each unique program) it served the same purpose- to acclimate students to BDEA culture as well as provide a comprehensive system for assessing students' skills and allowing for accurate placement in class. As shown in our retention data, this program has already proved to be successful in terms of curbing attrition and shaping BDEA culture.

Another change during the 2008-09 school year that resulted from our review of data, was the implementation of a comprehensive literacy program and the re-introduction of school-wide portfolio reviews. During our 2008-09 mid year retreat, staff again reviewed school data and are hard at work this summer making adjustments so that by Fall, systems will be in place to further support our students and fulfill our school's mission.

Future data review includes the monitoring of individual student progress relative to the number of benchmarks completed at certain milestones. Qualitative data we would like to add includes increased and stronger student voice acquired through student surveys and focus groups.

School Culture: There were a number of policies and structural changes that we implemented this year to support BDEA's school culture. One initiative new this year was the creation of the seminar group cohort for all incoming students. Specific teachers as well as a community field coordinator were assigned to this group for the day program. The goal was to create supports and establish strong relationships with new students to help meet their academic, social and emotional needs and to create a positive school culture by providing more prevention than reaction to crisis. By creating a cohort for new students we were able to strengthen communication amongst the team. which helped to prevent student issues and improve school climate. We also established a four-day orientation for students to better introduce them to the school culture, expectations, and each other. We provided orientation for parents to better support their needs and to help them better

understand the their children's challenges. As part of Seminar, students were offered more field trips and school outings to help build community, including an award ceremony at the Museum of Science at the end of the year. We continued to have our community outings every trimester to create incentives for student attendance and to build positive relationships for students outside of the classroom.

In the 2009 school year, Student Support Services also increased our home visits to meet and parents which and support students which enhances our overall school culture. We also made a concerted effort to be more consistent with our discipline policies, teaching responsible behavior, mediating conflicts, and incorporating elements of restorative justice circles in our school culture. The new Director of Student Support Services managed these new efforts to improve school culture and began discussions regarding the improvement of communication about students through case conferences and house meeting avenues.

Diverse Learners: BDEA continues to meet the needs of diverse learners at BDEA, including those on IEPs, those whose first language is not English as well as those students who have not been successful in traditional educational settings.

BDEA is fortunate to have 50% of fulltime classroom teachers who are dual certified in special education, and we continue to actively seek out new hires with this training. All classrooms have a maximum of 17 students which ensures personalized attention and the individualized instruction they need to be successful. Teachers are also encouraged to attend professional development that strengthens their skills to provide differentiated instruction to our fully inclusive classrooms.

This year we made significant changes to our literacy program to better meet the needs of our students with low reading levels (all of these students were either ELL or IEP students). We created a system for identifying these students during their first few weeks at BDEA and provided them with an additional class taught by the literacy specialist. Using proven literacy strategies, the teacher was able to provide direct instruction, giving students the skills and confidence to be successful in their intermediate to advanced classes. The literacy specialist also provided professional development to teachers in the math, humanities and science department, thereby providing the necessary training to support all of our students but especially those on IEP's and who are English language learners.

Finally, BDEA has a learning specialist whose role is to provide individual support to IEP and ELL students. Our specialist ensures that the school is in compliance with state laws as well as provides teachers with summaries of students' IEPs. These summaries have been particularly useful in helping to ensure all teachers are aware of their students' needs and can make necessary modifications in instruction. The specialist meets with teachers quarterly to review the students on their roster, ultimately providing comprehensive support for these students.

Supervision and evaluation of teachers: Each of the members of the 5-person Leadership Team was responsible for evaluating staff--with the exception of the OIA Director who supervised the Advancement Associate and part-time arts faculty. The evaluation process at BDEA consists of several steps:

1. By October 15, all staff must create a work plan that includes one academic goal in relationship to the experiential education model and which is aligned to school goals, one

Advisory goal, and one personal professional development goal. The supervisor meets with the teacher or staff member to discuss and develop these.

2. All teachers who are provisional have at least 3 formal observations and a formal evaluation during their provisional status. Teachers with permanent status receive at least one formal observation per year, and a full evaluation every 2 years.
3. Each staff member has a “six-month check-in” with their supervisor, in which they receive written feedback on observations and progress towards their work plan.
4. All staff develops a portfolio that is aligned with their annual goals. Each year, staff present their portfolio to their colleagues at whole-school retreats, and receive written feedback from their colleagues and supervisor.

The school uses the data from staff evaluations in various ways: First, it is used to support the staff member in areas that need improvement (support can be given by the supervisor, another staff member, or an external coach). Second, when a supervisor identifies a practice that would benefit other staff members, this often becomes a staff-sharing opportunity at Friday professional development sessions. Finally, when a staff member has demonstrated little or no improvement in their practice, the evaluation can provide supporting documentation in the excessing process.

Professional development: All professional development (PD) at BDEA is aligned to school goals. School goals are set each year by the Instructional Leadership Team (ILT), and they do not change dramatically from year to year. Our accountability plan spells these out clearly, and upon review of progress made for the year, the ILT may add a specific area of focus for inclusion in the PD plan.

For SY09, we had a fully functioning ILT that met at least once per month to set the PD agenda and calendar. In addition, we created other structures and practices that helped us make more gains in our school goals of developing curriculum to match the needs of our students, make gains in reading and writing, and make gains in mathematics. These structures and practices included Department Head meetings, department meetings in academic content areas, as well as Administrators and Student Support, and workgroups –all with the mission of developing new responses to challenges, and to improving communication and sharing of best practices across all levels of the school.

Each of the groups mentioned above met either weekly, bi-monthly, or monthly, and during three, 2-day whole staff retreats.

Among the PD topics this year were Student Portfolios and the Capstone Project. This topic was the focus of 3 Fridays, leading to a whole school effort to re-start portfolio reviews between students, their Advisor, and a family member. In addition, as a staff, we gained a deeper understanding and agreement on the link between the Capstone project as a graduating/culminating requirement for all students, and the portfolio as a formative type of assessment.

III. The School Is A Viable Organization

Objective 1: The school will exercise sound fiscal management by meeting fundraising goals, using funds appropriately, and keeping accurate measures

a. The school will meet annual fundraising goals as determined by the board in conjunction with the head of school and the office of institutional advancement

This measure was met.

In addition to meeting the board's stated fundraising goal, BDEA received in-kind donations of books for its new library, safety glasses for use in Symposium projects, and clothes and donations of goods that were used by our parenting students. (Please see attachment for full list of funders)

BDEA was also extremely fortunate to receive the largesse of the Boston Natural Areas Network, who funded, through their own grant development, the expansion of BDEA's garden to newly leased property across the street from the school. BNAN funded soil testing, removal of tree limbs and railroad ties, and the composting of hundreds of yards of soil to enrich the beds.

b. The school will present a balanced budget to the board annually and maintain an average cash reserve of 60 days and no less than 30 days on hand.

This measure was not met.

The Board has approved to fund the excess of expenses over revenues in SY 2010 through existing net assets to the amount of \$98,923.00. This Board approval was made in an effort to minimize the number of staff positions eliminated due to the dramatic reduction in BPS tuition funding & to maintain student services at a level that will allow us to continue to serve our mission.

c. The school's annual audit will show an unqualified opinion with no material findings

This measure was met.

The school's annual audit for SY 2009 showed an unqualified opinion with no material findings.

Objective 2: School's board and administration will exercise sound management and governance to ensure the quality and effectiveness of its program

a. The head(s) of school will report on academic performance data at each board meeting to demonstrate accountability towards increasing retention, improving graduation rates, and maintaining high academic standards.

This measure was met.

At the November board meeting the Director of Instruction presented data on MCAS and graduation rates and described a plan of action to address areas for improvement. At the January

meeting, acting co-head of school Beatriz Zapater presented preliminary data on BDEA Seminar, a program put in place to improve new student retention and performance. At the board meeting on May 20, both the Director of Instruction and Zapater presented data showing improvements in retention, MCAS scores, and graduation rates.

b. Not less than 90 percent of parent surveys will show satisfaction with their children's academic achievement and with the school as a whole.

This measure has not been met.

Many of BDEA's students do not live with their parents and many are parents themselves. Others are caregivers for siblings, some live with friends, and some are homeless or "couch surf". In recognition of this sprawling demographic, BDEA opened its Family Center in October 2007 and continues to work to engage families, as they exist, in all aspects of the school.

2009 is the first year that we have distributed parent surveys (in English and Spanish) and although the return was not as great as we had hoped, we have learned a good deal about improving methods of communication with parents and guardians. As of the return date on the surveys, 63% of replies indicated satisfaction with their child's academic achievement. Of the responses indicating that a parent or guardian was not satisfied with their child's academic achievement, only three were unsatisfied with the level of instruction; of those three, none were happy with their child's attendance, and respondents indicated that they had never visited the school during the year for events, open houses, or parent conferences.

In the coming year, our parent council will work harder to reach more parents and guardians and find ways to better and more fully engage them in the life of the school.

c. For students who have successfully completed BDEA Seminar, not less than 90% of student surveys will show satisfaction with their experience at the school.

This measure has been met.

Of the 86 surveys returned by students who completed BDEA Seminar, 97% reported that they feel welcomed into the school by staff and comfortable and safe in the school environment; 92% reported that they feel that they know and are comfortable with their classmates; 90% reported that they have a clear understanding of benchmarks and competencies, and 90% reported that they have a clear understanding of school rules and guidelines.

d. The head(s) of school will meet all annual goals set by the board.

This measure has been met.

In the 2009 school year, BDEA's organizational structure included two acting co-heads of school while the board continued its search for a permanent head of school. After a strong start to the year, each of the acting co-heads applied for the position, and the board created a process for vetting and selecting the final candidate. During this time, co-heads continued to meet monthly with the Executive Committee of the board and progress was measured against expectations using the objectives outlined in the strategic plan.

Objective 3: The school will attain the highest level of staff competency through professional development and evaluation

a. For each of three annual retreats, three staff members will present their portfolios to their peers for a total of 9 staff per year.

This measure was close to being met.

Although six staff presented their portfolios at the school's first two retreats, we fell short of this goal by 3 presentations because staff reported to the instructional leadership team that they were too occupied with end-of-year student assessments, capstone projects and student portfolios to be able to provide the considered written feedback required of a full portfolio review.

We plan next year to have 4 staff present their portfolios at the first two retreats of the year and will modify this measure for the 2010 accountability plan.

b. Not less than 60% of faculty in year one, not less than 70% in year two, and not less than 80% in subsequent years will show approval on a questionnaire rating the effectiveness of professional development as meeting school-wide and individual needs.

Chart 3

This chart shows ninety-six percent of faculty responding to the survey believe that professional development in 2009 was beneficial. Of that total, forty percent thought it was highly beneficial, and 56 percent believed it was beneficial.

Staff Survey Results Measuring Effectiveness of Professional Development

This measure has been met.

At the end of the school year staff were asked to rank Professional Development for SY09 relative to how well it helped them understand and support this year's instructional goals. 83% of staff completed the anonymous survey. 96% found PD on Friday's to be beneficial (40% ranked it highly beneficial and 56% ranked it beneficial). Only 1 person felt that Professional Development on Friday's was a waste of time.

Our survey asked a variety of other questions that will help shape next year's PD calendar. We will continue to strive to match this year's success rate in meeting the needs of our staff in regards to their professional development around our school-wide goals.

Common School Performance Criteria

Policy decisions: The only policy decision made by the board this year was to defer discussions about the expansion of the school, including the potential development of a residential program as proposed in the school's strategic plan. The current economic climate, the yearlong search for a new head of school, and upcoming board recruitment in 2010 made this a relatively easy decision.

Amendments to the charter: There were no amendments to the school's charter this year.

Complaints: There were no official complaints addressed to the board during the year.

Oversight: Typically, the Executive Committee of the BDEA Board conducts a thorough evaluation of the Head of School each spring, including a review of both short-term work plan goals and longer-term strategic goals. For 2009-2010, the Board and the Head of School are establishing an enhanced performance review process, with specific benchmarks for review in both November 2009 and June 2010.

Since for the 2008-2009 school year, BDEA had Acting Co-heads of School, whose terms ended in June 2009, we did not conduct formal evaluations of them. However since Ms. Zapater was both an Acting Co-head and the successful candidate for the permanent Head of School, her performance was reviewed extensively during the selection process.

Board planning: BDEA is in the third year of a five-year strategic plan, so we did not take on any new formal planning activities. However, the search for the new Head of School, the ongoing budget discussions, and the regular Board discussions on data and student performance as described above, all involve long-range planning issues for the school and involve regular board participation.

Family satisfaction: 2009 is the first year that BDEA distributed surveys (in English and Spanish) which quantify parent satisfaction. Although the return was not as great as we had hoped, we have learned a good deal about the need to improve methods of communication with parents and guardians. Based on our returns, 63% of replies indicated satisfaction with their child's academic achievement. Of the responses indicating that a parent or guardian was not satisfied with their child's academic achievement, only three were unsatisfied with the level of instruction; of those three, none were happy with their child's attendance, and respondents indicated that they had never visited the school during the year for events, open houses, or parent conferences.

While our family outreach coordinator continues to receive very positive comments from parents on the information gathering survey distributed in the first trimester, the results are not quantifiable. The leadership team will work with the family center to improve communications, translate all school materials into Spanish and Haitian Creole (using a grant from the Boston Foundation), and ensure a greater and more positive return on next year's family satisfaction survey. At the same time, the parent council will become more active and engaged in the life of the school, through expansion of the council and a more specific agenda developed in concert with the family coordinators "Vision and Goals for Family Engagement? For SY 2010.

Financial oversight: This year marked a different process for developing the school budget. The process was a collaborative one, taken on by the Leadership Team, and aligning all budget decisions to school goals. The essential question was, how does our budget reflect our mission, and support the initiatives that we have established in the school? Given the fact that we were cut by 24% by the Boston Public Schools, we needed to review and re-order our priorities, and determine how we would cut positions that would have the least impact on students. We also consulted with staff, so that inevitable lay-offs would not be a surprise at the end of the year. We followed BPS guidelines and timeline for excessing staff. We also worked very closely with our bookkeeper/accountant and the Board Treasurer to create various budget scenarios before presenting the final budget to the Board for approval.

Dissemination

Among the models that we are presenting and sharing with other educators for replication are our Student Seminar, our Distance Learning program, and our Breaking Stereotypes work in collaboration with Hudson High School. BDEA is always very actively participating in local, state, regional, and national conferences to share these practices. Among some of the conferences we presented at were: regional meetings organized by DESE on alternative education, Pilot/Horace Mann Schools Network conference last fall, and the national conference of the Coalition of Essential Schools.

In addition to presenting workshops and sharing practice at conferences, BDEA published 2 articles in *Horace*, the journal of the Coalition of Essential Schools, which is distributed internationally. We also continue to collaborate with the Project for School Innovation on “what matters most” in terms of supporting students’ social/emotional needs. This year, we were recognized by the Commonwealth for our work as a “trauma sensitive” school, and two of our teachers were honored for excellence in their field as a Boston Educator of the Year, and by the National Civic League/Met Life Foundation as an Ambassador in Education.

Other mediums that document our models for replication are our school newsletter and our newly-designed website. Finally, our students and families have not only participated and presented in major conferences this year, but are our best ambassadors and witnesses of our exemplary practices.

Financial Reports

Income Statement

As of School Years Ended 6/30/09 and 6/30/08

	<u>2009</u>	<u>2008</u>
ASSETS		
Current Assets		
Cash	672,621	358,767
Accounts Receivable	38,973	320,354
Prepaid Expenses	2,620	1,200
Total Current Assets	<u>714,214</u>	<u>680,321</u>
Fixed Assets		
Equipment	126,337	127,337
Furniture & Fixtures	66,580	66,580
L/H Improvements	29,068	11,768
Accumulated Depreciation	(211,903)	(181,903)
Total Fixed Assets	<u>10,082</u>	<u>23,782</u>
TOTAL ASSETS	<u><u>724,296</u></u>	<u><u>704,103</u></u>
LIABILITIES & NET ASSETS		
Liabilities		
Accrued Expenses & Other		
Current Liabilities	<u>50,267</u>	<u>70,538</u>
Net Assets		
Investment in Capital Assets	10,082	23,782
Net Assets - Unrestricted	663,947	609,783
Total Net Assets	<u>674,029</u>	<u>633,565</u>
TOTAL LIABILITIES & NET ASSETS	<u><u>724,296</u></u>	<u><u>704,103</u></u>

Balance Sheet

Boston Day & Evening Academy
Statement of Financial Activity
For FYE 6/30/09 and 6/30/08

	2008	2008
Operating Revenue		
Service Fees - City of Boston	\$3,107,292	\$2,956,095
Grants - Dept. of Education	472,261	404,170
Grants - Other	48,401	293,661
Other Income	23,252	-
	<hr/>	<hr/>
Total Operating Revenue	3,651,206	3,653,926
Operating Expenses		
Salaries & Benefits	3,035,267	2,935,931
Advertising	250	21,130
Bank Charges	145	1,031
Board Expenses	841	722
Contracted Services	47,904	64,697
Consultants	76,491	99,995
Depreciation	30,000	33,485
Dues & Fees	2,364	3,192
Equipment Loss	5,000	-
Events	261	9,423
Field Trips	14,521	34,544
Insurance	7,863	7,399
Meetings	7,688	7,113
Minor equipment	31,531	21,390
Miscellaneous	3,465	7,853
Office Expense	19,420	27,997
Postage	4,910	7,009
Printing & Reproduction	17,470	9,693
Professional Fees	18,658	6,000
Program Expenses	49,584	46,516
Repairs & Maintenance	7,960	12,280
Software	22,398	11,371
Staff Development	54,113	46,918
Student Athletics	918	1,599
Student Events	33,547	41,852
Student Transportation	54,220	54,866
Supplies & Overhead	48,564	44,532
Telephone	38	457
Travel	12,777	55,839
Website	2,574	4,300
	<hr/>	<hr/>
Total Operating Expenses	3,610,742	3,619,134
Change in Net Assets	40,464	34,792
Net Assets at the beginning of year	633,565	598,773
Net Assets at the end of year	<u>\$674,029</u>	<u>\$633,565</u>

Fiscal year 2010 approved school budget

School Operating Budget Fiscal Year End 6/30/2010

	<u>Budget SY2010</u>
Revenues	
City of Boston	\$2,832,499
DOE	
Title I	315,000
Sped Grant	65,578
Sped Improv.	4,600
Other DOE	
Funding	35,905
Other Grants & Revenue	
Via	
Development	260,000
Summer	
School	22,000
Federal	
Stimulus	140,000
Other	
Income	<u>2,000</u>
Total	
Revenue	3,677,582
Expenses	
Personnel	3,159,005
Math	5,000
Humanities	5,000
Science	5,000
Tech	6,000
Distant Learning	3,500
Tutor/Sub	
Teachers	23,000
Student Support	25,000
Special Needs	24,000
Staff/Professional	
Development	40,000
Student Activities / Field	
Trips	52,500
Repairs &	
Maintenance	12,000
Transportation	60,000
MIS Support	
Services	60,000
Program	
Overhead	40,000
Summer School	21,500

Depreciation	40,000
Administrative	115,000
Food Service	45,000
Institutional Advancement	<u>35,000</u>
Total	
Expenses	<u>3,776,505</u>
Operating Surplus / (Deficit)	\$(98,923)
Other Funds to Support SY2010 Operations:	
Board Approved Release of Net Assets	
for SY2010 Operations	<u>98,923</u>
Net Surplus/(Deficit) for SY2010	<u><u>\$-</u></u>

Data Section

Instructional Time:	
Total number of instructional days for the 2008-09 school year:	179
First and last day of the 2008-09 school year:	9-2-08 to 6/23/09
Length of school day (please note if schedule varies throughout the week or the year):	Day M-Thurs 5 hrs Fri 3 hrs Eve M-Thurs 5.5 hrs
STUDENT Enrollment Information:	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	57
Total number of students enrolled as of October 1, 2008:	290
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	92
Total number of students who left during the 2008-09 school year, after October 1, 2008:	84
Total number of students enrolled as of the June 2009 SIMS submission:	According to Power School 342
Number of students who graduated at the end of the 2008-09 school year:	72

BDEA's unique community of students and staff working together with an experiential, competency-based curriculum requires a commitment from students and at times, a leap of faith. More often than not, students take that leap and literally turn their lives around. For some, (for instance a student who is the equivalent of a junior in high school) it is too much of a commitment, and they opt out to attend GED programs to complete credits. For others, our community of trust is too challenging or restrictive, and students have been asked to leave for disciplinary reasons. Some students left for family reasons, two students moved out of state, some students were transferred, at our suggestion, to more traditional BPS schools, and some were discharged after working with them on attendance did not result in an improvement.

**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2009 SIMS submission) N= 342**

Race/Ethnicity	# of students	% of entire student body
Black or African American	223	65.2
Asian	3	0.87
Hispanic/Latino-White	83	24.26
Hispanic or Latino American-Native American	1	0.29
Hispanic or Latino - Black or African American	14	4.09
Not Hispanic or Latino - Black American Indian	3	0.87
Not Hispanic or Latino - White & African American	2	0.58
White	13	3.8
Limited English Proficient	8	.02
Low Income	100	100

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR

Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Beatriz Zapater	Acting Co-head of School	3/30/07	
Karen Cowan	Acting Co-head of School	2/3/04	6/30/09
Alison Hramiec	Director of Instruction	8/20/05	
Brian Gonsalves	Director of Student Support	6/1/08	
Andrea Kunst	Director, Institutional Advancement and Alumni	9/4/07	

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	22	0	3
Other Staff	27	0	3

Of the three faculty who left at the end of the year, one moved to California with her family, and two were laid off. Of the three staff who left at the end of the year, one moved to New York, one did not renew her contract, and one was laid off.

BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Dewitt Jones	Chair	Executive	Management, non-profit, financial	1.5
Karl Holland	Acting Treasurer	Finance	Financial, technology	3.5
Martha Cook	Vice Chair	Executive	Ducation, management, non-profit	1.5
Lili Allen		Data	Non-profit management, fundraising, education, youth	2
Constance Borab	Faculty Rep/Day	Site Council	Youth, education	2.5
Karen Cowan	Ex-officio Acting co-head of school		Education, administration	.5
John Henn	Legal Council	Board Recruitment	Non-profit law	1.5
Alison Hramiec	Staff Rep	Data	Education, administration	1
Curtis Jones			Non-profit business, entrepreneurship	1.5
Craig Ruitter	Faculty Rep/Evening		Education	1
Kathy Taylor		Development	Fundraising, marketing, non-profit management	1.5
Albert Whitaker		Development	Non-profit management, fundraising	2
Beatriz Zapater	Ex-officio Acting co-head of school		Education, administration, consulting, research, leadership development	1

Attachments

Organizational Chart for SY09
Capstone Presentation Rubric
List of funders for SY09

Organizational Chart

The Boston Day and Evening Academy Organizational Chart for the school year 2009 was different than in previous years, because it adopted a co-head model while the board conducted a search for a new head of school. The following organizational chart represents one year of the co-head model.

The Board of Trustees oversaw two acting co-heads of school.

Together, the co-heads supervised a leadership team consisting of the director of curriculum, the director of student support, and the director of institutional advancement.

The co-heads shared an administrative assistant, who supervised a staff assistant. The part-time business manager also reported to the co-heads.

The director of institutional advancement supervised an advancement associated and the part-time arts staff.

The director of curriculum and instruction supervised four department leaders, one learning specialist and one literary specialist.

The director of student support supervised the student enrollment manager, the registrar, the family and community outreach coordinator, one full-time and one part-time nurse, and the director of post-graduate planning. He also supervised two student support coordinators, one for the day program (who supervised four community field coordinators) and one for the evening program, who was assisted by one CFC.

The acting co-heads managed 22 faculty, the distance learning faculty of two, and one CFC. They also managed an operations and safety community field coordinator and a cafeteria manager.

**Capstone Presentation Rubric
2007**

STUDENT: _____

DATE: _____

Competencies demonstrated:

- ❖ **The student will present a response to his / her essential question in a digital format.**
- ❖ **The student will present his / her project in an oral presentation.**

PRESENTATION CRITERIA DISTINGUISHED PROFICIENT APPRENTICE / NOVICE

PRESENTATION CONTENT

Throughout the presentation, the student did all of the following:

- Introduced him/herself, and presented the project's Essential Question*
- Explained his/her Real Life Experience; what s/he did and what s/he learned from the activities.*
- Explained how the research process enhanced his / her project experience.*
- Clearly explained at least 3 points to answer his / her Essential Question.*
- Referred to specific evidence from his / her research / RLE to support the main points.*
- Concluded the presentation with an overall summary and reflection to the entire research process / project experience.*
- Responded thoughtfully to questions from the evaluators.*
- The presentation was well organized.*

The presentation had a visual aide. Throughout the presentation, the student did most of the following:

- Introduced him/herself, and presented the project's Essential Question.*
- Explained his/her Real Life Experience; what s/he did and what s/he learned from the activities.*
- Explained how the research process enhanced his / her project experience.*
- Clearly explained at least 2 –3 points to answer his / her Essential Question.*
- Used specific evidence from his / her research to support the main points.*
- Concluded the presentation with an overall summary and reflection to the entire research process / project experience.*
- Responded thoughtfully to questions from the evaluators.*
- The presentation was organized.*

The presentation had a visual aide. In the presentation, the student did not:

- Introduce him/herself, and briefly presented the project's topic.*
- Briefly explained his/her the experiences s/he participated in as part of the research process.*
- Explained what research s/he did for the project.*
- Did not go into detail in answering the project's Essential Question.*
- Used very little evidence from his / her research to support the main points.*
- Concluded the presentation with a brief summary and reflection on the project experience.*
- Responded minimally to questions from the evaluators.*
- The presentation was not organized.*
- The presentation did not have a visual aide*

PRESENTATION MATERIALS REQUIRED

- The student had a well-organized presentation "cover" sheet.*
- The student prepared a visual aid to enhance the overall presentation.*
- The student had a Project Binder prepared as another visual support to his / her project.*
- The student had a well-organized presentation "cover" sheet.*
- The student prepared a visual aid to enhance the overall presentation.*
- The student had a Project Binder prepared as another visual support to his / her project.*
- The student had a brief and / or incomplete presentation "cover" sheet.*
- The student had evidence of project work, but it was not prepared in the Project Binder.*

Eye Contact

The presenter maintained:

Direct eye contact during the entire presentation

Direct eye contact during the presentation
Little or no eye contact during of the presentation

Voice

The presenter spoke:

- Confidently with clarity
- In a direct manner
- Loud enough for the audience to hear throughout the entire presentation.
- With sufficient confidence and clarity
- Directly to the audience
- Loud enough for the audience to hear throughout the presentation.
- With little or no confidence and clarity
- Without direct attention towards the audience
- Inaudibly and was difficult to follow

Comments / Questions @ Outcome:

Sr. Presentation Rubric Cont.

PRESENTATION CRITERIA DISTINGUISHED PROFICIENT APPRENTICE / NOVICE

Overall Assessment of the Competency:

The student will present a response to his / her essential question in a digital format.

The **DIGITAL PRESENTATION** represents each of the following in an obvious and detailed manner:

- Connects** the student's ability to use technology to present his / her experience and research to support the Essential Question.

Reflects a personal and cohesive representation of his / her learning within the Senior Project experience. The **DIGITAL PRESENTATION** represents each of the following:

- Connects** the student's ability to use technology to present his / her experience and research to support the Essential Question.

Reflects a personal and cohesive representation of his / her learning within the Senior Project experience. The **DIGITAL PRESENTATION** does NOT represent any of the following:

- Connects** the student's ability to use technology to present his / her experience and research to support the Essential Question.

Reflects a personal and cohesive representation of his / her learning within the Senior Project experience.

Overall Assessment of the Competency:

The student will present his / her project in an oral presentation. The **ORAL PRESENTATION** represents each of the following in an obvious and detailed manner:

- Reflect** the student's ability to express him / herself within the various project's components.

Explain the **possibilities** presented in his/her research and demonstrate an understanding of how the question can be answered. The **ORAL PRESENTATION** represents each of the following:

- Reflect** the student's ability to express him / herself within the various project's components.

Explain the **possibilities** presented in his/her research and demonstrate an understanding of how the question can be answered

The **ORAL PRESENTATION** does not represent any of the following:

- Reflect** the student's ability to express him / herself within the various project's components.

Explain the **possibilities** presented in his/her research and demonstrate an understanding of how the question can be answered

Comments / Questions @ Outcome:

Capstone questions 08-09

What does it take to pursue a career in nursing?
What is the difference between a Mac and a PC?
How does public art impact the community?
What is the process of creating a sneaker
What is the process of creating a video game?
What are the most common surgeries a veterinarian doctor performs and what are the procedures?
What is the process of starting your own clothing line?
What is the process of being arrested?
What is the process of solving a murder case?
What are the impacts of breast cancer?
How does selling and using drugs affect the individual and the community?
How hard is it to leave a gang? What are some of the reasons why people leave them?
What is the cause of teen violence?
How do you build a business from scratch, to store front to world wide?
What is the criminal court process?
What is the process of getting signed and releasing an album?
What different kinds of metal are used in the sheet metal industry?
Brain injury
What are the causes of and possible solutions for the recession?
What is the difference between a psychologist and a neurologist?
What is the process of opening your own barbershop?
What are the elements of taking a good photograph?
How do you tell a story through video editing?
How does performing and designing for theater productions bring significance to the art of theatre?
What is the process of creating a song?
What do you need to start your own DJ company?
What does it take to start a daycare center?
How do architecture and economy directly relate, specifically in Dubai?
How do you establish and run a successful after school program?
What is the process of opening your own day care?
How has the education and role of nurses changed in the past 50 years?
What are the positives and negatives of the The Department of Children and Families?

Gift Report

Boston Day and Evening Academy Foundation, a 501c3 receives tax-deductible charitable contributions on behalf of the school.

On behalf of the board of trustees, students, and faculty, the Boston Day and Evening Academy Foundation gratefully acknowledges the following individuals and organizations that have supported the school with their financial contributions during the 2008-2009 school year. The following gifts represent both designated funding for specific projects and programs and unrestricted funding that provides a much-needed source of general support.

Gifts listed were made between July 1, 2008 and June 30, 2009. While great care has been taken to include all donors and list their names accurately, we apologize in advance for any errors. If we have omitted your name or listed you incorrectly, please call the office of institutional advancement at (617) 635-6789 x 214 so that we may make the necessary correction.

Organizations

Anonymous (1)	George H. and Jane A. Mifflin Memorial Fund
Cabot Family Charitable Trust	Whole Foods
Hestia Fund	Massachusetts Cultural Council
Jordan Fundamentals Innovation	Mass. Department of Elementary and Secondary Education
Jordan Fundamentals Inspiration	Harvard Pilgrim Health Care
The Patriots Foundation	Boston Youth Fund
The Shamrock Foundation	Boston Natural Areas Network (in-kind)
Elderhostel	The Hyams Foundation
MetLife	Boston Public Library (in kind)
National Civic League	
Best Buy	

Individuals & Corporate Contributions

Brattle Book Shop	Karl and Erika Lambe Holland
Lili Allen	Raquel Leder
Mehmet Can Anbarlilar	Meg Maccini
Jocelyn Bailin	Leigh and Charles Maccini
John Balboni	Susan Maren
Kathleen Beckman and Ted Postol	Shirley Marten
Ilene Carver	Kathleen McGirr and Keith Carlson
Jan Dunn	Deborah Meier
Brenda Law	Martha Merson and Myra Love
Eleanor Jensen	Martha Mueller Cook
Edwin Everett	Mary Samp
Dan French	Leon Stamps
Lori Friedman	Emilie Steele
John and Catherine Henn	Kathy Taylor
Eva and Terry Herndon	Sara Theriault, Lorem Ipsum Books (in kind)
William Hoch and Denise Chicoine	Karl Holland and Erika Lambe-Holland
John and Consuelo Isaacson	Albert Holland
DeWitt Jones and Viki Bok	Alison Hramiec
Kirsten Lagatree	Michele Vitti
Patricia Lawton and Phil Gaisford	Susan Werbe & John Bates

