



Boston Public Schools

# Horace Mann Charter School Renewals



June 21, 2022

## What is a Horace Mann Charter School?

# Horace Mann Charter Schools

Boston Public Schools include six Horace Mann Charter Schools:

- Dudley Street Neighborhood Charter House
- Boston Day and Evening Academy
- Boston Green Academy
- Edward M. Kennedy Academy for Health Careers
- UP Academy Boston
- UP Academy Dorchester

Horace Mann Charter Schools are innovative, semi-autonomous schools that are approved by both the Boston School Committee and the Massachusetts Department of Elementary and Secondary Education (DESE) and funded by Boston Public Schools. They are also called in-district charter schools.

## 2022 Horace Mann Charter Renewals and Amendments

### Required Renewals

- EMK
- BDEA
- UP Academy Dorchester

### Amendments

- BGA

*Pursuant to G.L. 71, § 89(dd), “a charter for a Horace Mann charter school shall not be renewed by the board without a majority vote of the school committee and local collective bargaining unit in the district where said charter school is located . . . .”*

## Charter Renewal

According to the 2022 DESE Application for renewal, this process is an opportunity for schools to:

- Present evidence of performance
- Examine practices and decisions
- Offer explanations for operational issues
- Identify actions to correct past problems
- Provide information on a school's plans for improvement

Schools should present evidence of the school's success outside of the performance data already shared with DESE

## Charter Amendments

DESE Approval is required for changes including

- School name
- Mission
- Governance or leadership structure
- Educational programs
- Bylaws
- MOU
- Schedule change
- Enrollment policy and application
- Expulsion policy
- Location change

# **Edward M. Kennedy Academy for Health Careers (EMK)**

# EMK Evidence of Success

EMK is consistently among the highest performing high schools in BPS

MCAS ELA 2021

MCAS Math 2021

MCAS Science 2021

Dropout Rate

Graduation Rate

MassCore Completion Rate

DESE Accountability

Percentile

EMK ranks #4 (exam schools top 3)

EMK ranks #5

EMK ranks #4

EMK ranks #1 (tied) in 2020 & 21

EMK ranks #2 in 2020 & 21

EMK ranks #3 in 2021

EMK ranks #1 of all 9-12 HS in  
BPS

# **EMK Achieves A Dual Mission**

## **Prepare All Students for Higher Education**

- 98% of all EMK graduates over the last five years were admitted to two-year and four-year colleges of their choice

## **Prepare the Health Professionals of Tomorrow**

- 52% of Graduates Over Last 5 Years Identify Health-Related Major
- 18% of Graduates Over Last 5 Years Identify Nursing Major

# EMK Serves High Need Students

**EMK enrolls students by random lottery and serves a population that mirrors BPS (21-22 Data)**

|                            |                   |
|----------------------------|-------------------|
| High Needs                 | 89% EMK / 82% BPS |
| Low Income                 | 82% EMK / 71% BPS |
| Students with Disabilities | 23% EMK / 22% BPS |
| English Learners           | 13% EMK / 30% BPS |
| First Language Not English | 51% EMK / 48% BPS |

**EMK waiting list exceeds 400 students every year**



# Exceptional EMK Faculty/Staff

## EMK Demonstrates Strong Commitment to Professional Growth

- 5 Staff Members hold their Doctoral Degree
- 6 Faculty Members have National Board Certification
- 55% of core academic teachers also hold dual licensure in SPED
- 39% of core academic teachers also hold dual licensure in ESL
- 4 Faculty members are graduates of EMK

## EMK Builds The Next Generation of BPS Leaders

- EMK leaders have grown into leadership roles across the district
  - Deputy Superintendent (Dr. Sam DePina), Chief Communication Officer (Gabrielle Farrell), Director of World Language (Julie Caldarone), BPS/BTU Telescope Network Coaches (Mark Lonergan & Alison Mosher), Transformation Coach (Kwame Adams), History Program Director (Angela Hedley-Mitchell), Social Work Program Director (Carmen Calderon O'Hara) , and Principal (Michael Baulier).

# Boston Day and Evening Academy (BDEA)



# True to Mission

## Serve Target Population (Equity and Access) SY19-22

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>- SpEd enrollment increased 27.3% to 39.4%</li><li>- ESL enrollment increased 12.6% to 16% (SY21)</li><li>- Over-age under credited (63% test below grade level on MAPS assessment)</li></ul> | <ul style="list-style-type: none"><li>- 75% 'at risk' based on ACE assessment</li><li>- 50% self report mental health</li><li>- 78% low income</li></ul> |
|---|--|

## Innovative Competency Based Program - Responding to the Needs of Changing Population

**BDEA Flagship (330 students)** - competency-based, trauma informed, focused on math, humanities, science and post-secondary planning.

**BDEA 2.0 (60 students)** - designed around needs of Black and Latino men, work-based learning, project based learning model, student led  
**Blended Learning Program (50 students)**- blend of remote and in person learning

## Highly Qualified, Consistent and Diverse Staff, Leadership (Support for All Learners)

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>- Dual certified teachers ESL (22%) and SpEd (48%) not including COSE and SpEd Coordinator</li><li>- LT average tenure - 10 years</li><li>- 33% increase in staff dedicated to social emotional needs</li></ul> | <ul style="list-style-type: none"><li>- Staff retention 91%</li><li>- 70% staff people of color</li><li>- 65% leadership people of color</li><li>- 65% board of trustee people of color</li></ul> |
|---|---|

# Academic Success

## Rigorous Competency Based Program

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>- Culturally relevant curriculum</li><li>- Emphasis on project based learning (2.0 especially)</li></ul> | <ul style="list-style-type: none"><li>- SY21 began three year commitment to equitable literacy utilizing outside consultants</li><li>- MCAS - significant growth ELA (6% increase) and Math from SY19 to SY21</li></ul> |
|--|---|

## Robust Data Driven Culture - Ongoing Assessment of Programming

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>- Customized, student and staff facing Salesforce database system (Connects)</li><li>- Whole school LMS, integrated with Connects</li></ul> | <ul style="list-style-type: none"><li>- Improved communication between staff/students, staff/staff (Restorative Justice)</li><li>- Tracking interventions/supports (ongoing &amp; urgent)</li><li>- Review disaggregated data for targeted interventions or staffing changes</li></ul> |
|---|--|

## Supportive Post Graduate Program

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>- Hosted weekly workshops: career and college exploration - 165 students attend/year</li><li>- Dual enrollment - 31 students</li><li>- 40 graduates/year</li><li>- All graduates - graduate with post graduate plan</li></ul> | <ul style="list-style-type: none"><li>- 54% to college ,19% to work, 27% to training programs</li><li>- Expanded Teaching Assistant (TA) pathway</li><li>- Partnerships - AmeriCorps, PIC, College Advising Corps</li></ul> |
|---|---|

# High Level of Accountability

## High Expectations for Restorative Student and Staff Culture

All staff trained (internally or externally) in **restorative justice practices**

- Whole school staff/student community circles,
  - Harm circles (staff/staff, student/student, student/staff)
  - Co-constructed student/family agreements
- 33% increase in student support staff
  - 94% increase in students receiving formal therapy at BDEA
  - 3% suspension rate, for students with history of being suspended 2.2 times in previous school

## During Past Charter Period (SY18-23)

- Two DESE site visits - all providing meaningful (but minimal) feedback
- SY18-19 Tiered focus review of SpEd program. Implemented 29/31 standards. Resolved area of growth SY19-20
- SY19-20 Tiered focus review of ESL program. Implemented 9/12 standards. Resolved two of three areas of growth. Participation rate increasing.



**Governing Board Monitors - Faithfulness to Charter, Fiscal Stability and Head of School Evaluation  
External Accountants and Auditors to Ensure Sound Accounting Practices**



**EXIT TICKET** **UP ACADEMY**  
DORCHESTER SCHOOL OF BUSINESS  
8<sup>th</sup> GRADE MATH

Name: ADAM S. SMITH CW: 10/10/19

1) Find the equation of the following table.

| x  | y |
|----|---|
| -2 | 1 |
| -1 | 2 |
| 0  | 3 |
| 1  | 4 |
| 2  | 5 |
| 3  | 6 |

slope: 1  
y-intercept: 3  
Equation:  $y = x + 3$

2) The number of students who took classes in the summer. The table shows the change in the number of students.

| Time (min) | Students |
|------------|----------|
| 0          | 100      |
| 10         | 110      |
| 20         | 120      |
| 30         | 130      |
| 40         | 140      |
| 50         | 150      |

Write an equation to represent the table above.

3) Which line best describes the table below?

| x | y  |
|---|----|
| 1 | 2  |
| 2 | 4  |
| 3 | 6  |
| 4 | 8  |
| 5 | 10 |

A.  $y = 2x$   
B.  $y = x + 2$   
C.  $y = 2x + 2$   
D.  $y = 2x + 1$

4) The number of students who took classes in the summer. The table shows the change in the number of students.

| Time (min) | Students |
|------------|----------|
| 0          | 100      |
| 10         | 110      |
| 20         | 120      |
| 30         | 130      |
| 40         | 140      |
| 50         | 150      |

Write an equation to represent the table above.

5) The number of students who took classes in the summer. The table shows the change in the number of students.

| Time (min) | Students |
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| 50         | 150      |

Write an equation to represent the table above.

6) The number of students who took classes in the summer. The table shows the change in the number of students.

| Time (min) | Students |
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| 10         | 110      |
| 20         | 120      |
| 30         | 130      |
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| 50         | 150      |

Write an equation to represent the table above.

UP Academy Dorchester (UAD)

# UP Academy Dorchester

*UP has partnered with BPS for over a decade and is privileged to serve students and families*

Founded in 2010, we partner with districts and the state to improve schools

In Boston, we serve ~2,000 students in three schools

- UP Academy Boston (The Gavin) - founded 2011, serves grade 6 - 8
- UP Academy Dorchester (The Marshall) - founded 2013, serves grades K1 - 8
- UP Academy Holland (The Holland) - founded 2014, serves grades K1 - 5

## VISION

We transform schools into exceptional learning environments in partnership with our families and communities. Students in our schools cultivate their sharp minds, share their kind hearts and explore their path and potential. UP graduates succeed on the path to college and pursue their passion.

| Demographics               | UAD | BPS | MA  |
|----------------------------|-----|-----|-----|
| High Needs                 | 92% | 82% | 56% |
| Students with Disabilities | 14% | 22% | 19% |
| English Learners           | 37% | 30% | 11% |
| First Language Not English | 49% | 48% | 24% |
| Economically Disadvantaged | 84% | 71% | 43% |
| Students of Color          | 99% | 85% | 44% |

# We emphasize rigorous academics, with an SEL focus, while students explore their path & potential

***"I would recommend UP Academy Dorchester because this school is great, and the teachers take the time to understand what you're going through; you learn a lot, but you also get to have fun and make new friends" - UAD STUDENT***

## Rigorous Academics

### Research based curriculum

- 5-8 ELA: NAVLIT (Achievement First)
- K2-4 ELA: EL Education
- K2-8 Math: Illustrative Math
- 6-8 Science: OpenScied

### Best practice instruction

- Preparation: Daily, all of our teaching staff deeply prepares for lesson
- Work Analysis: Weekly, at minimum, teachers meet with their teams to analyze student work.
- Lesson Execution: All staff are developed through coaching in lesson execution so that they engage all learners

## SEL Focus

### Proven curriculum and programming

- Second step: Growth mindset - with goal setting through empathy, kindness and problem solving
- Community meetings: Connecting student to student with empathic understanding

### Evaluation and Progress monitoring

- DESSA screener: Evaluates SEL competencies, helps plan instructional strategies and documents strengths and areas of growth
- Mental health team: An entire team of support for student evaluates and helps train staff on best practice implementation

## Path and Potential

### High School choice options

Entire class focused on finding the right BPS school for all of our kids

Additional programming in the school to expose students to more

Extra curricular options: Sports, Clubs, Mentorship to include:

- Flag football, Basketball, Track & Field, Soccer, etc
- Anime, Orchestra, Piano, Art, Theater, etc
- Greenhouse club, Tiger mentorship, School beautification club, operations internship, etc.



# We are extremely proud of our results...but we have much work to do!

*We are extremely proud of all the work that our teachers and staff have done during our time operating the school serving our students...but we know we have more to do*

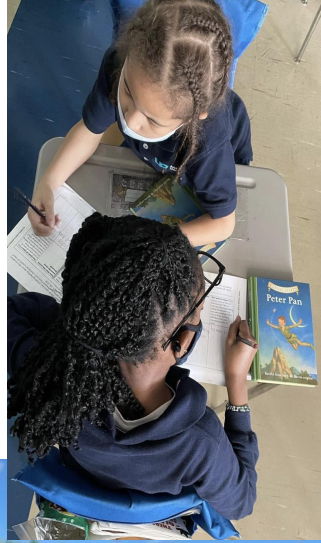
## We have many bright spots...

- **Interim academic results are strong**
  - Math MAP growth results are above the national average in grades 2-4 this year
  - ELA proficiency results increased 10 percentage points for grade 5-9 over the last 2 years
- **Student exclusion numbers have decreased**
  - 54% reduction on our suspension numbers from 2019-2020
  - 69% reduction from 2018-2019
- **Strong support for families**
  - family satisfaction survey results have increased year over year
  - 82% of families rates our school highest on our school rating scale

## ...but we know we need to grow

- **MCAS results need to improve...**we are looking forward to better results
- **We can improve our culture systems even more...**and will in partnership with BPS
- **Create MORE opportunities for students to explore their passions and potential...**by leveraging our curriculum and partnerships.

# We are excited for what is to come in partnership with Boston Public Schools







Boston  
**Green**  
Academy

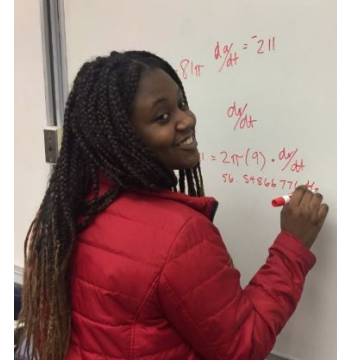
# Who We Are

- A Horace Mann “in-district” Charter School located in Brighton; serving 500+ students in grades 6-12 from every neighborhood with a healthy waiting list; 126 year-old building
- Boston’s only school focused on sustainability and preparing the next generation of leaders for success in college and green careers; Ch. 74 CTE program in Environmental Science; Winner of U.S. & Mass. Green Ribbon Schools Award; numerous green partnerships
- Founded in 2011 as a successful ‘re-start’ of a struggling BPS high school in South Boston; expanded to include middle grades in 2014
- Successful non-selective school providing a rigorous, innovative education with strong student supports to a diverse and high needs population; graduation requirements exceed BPS; successfully rechartered in 2021

|                             | BGA   | BPS   | Mass. |
|-----------------------------|-------|-------|-------|
| 4 Year Graduation Rate      | 88.5% | 78.8% | 89.8% |
| Drop Out Rate- All Students | 0%    | 2.0%  | 1.5%  |
| Students of Color           | 93.6% | 84.8% | 44.3% |
| Students with Disabilities  | 34.2% | 21.9% | 18.9% |
| English Language Learners   | 17.1% | 30.4% | 11%   |
| High Needs Students         | 87.9% | 81.5% | 55.6% |
| Low-Income                  | 78.8% | 71.2% | 43.8% |

Source: DESE Profiles Website, June 2022





# Request of School Committee

Amendments:

- 1) **Memorandum of Understanding** (MOU-A, 2021-2026) - Required to be re-approved every new charter term. Details operating relationship between BPS and BGA. Virtually identical to the previous MOU (2016-21). Negotiated successfully with BPS over the last six months. Conforms to DESE regulations
- 2) **Accountability Plan** (2021-2026) - Required by DESE for each new charter term to identify school-specific accountability measures beyond MCAS. BGA's are mission-consistent, aligned to school's key design elements, and focused on strengthening student achievement and equity, aligned to BGA five-year strategic plan. Conforms to DESE regulations. Developed over the past 12 months by school community.

Both preliminarily approved by DESE and approved by the BGA Board of Trustees and BTU. Equity Impact Statement submitted. With BSC approval, both will be sent to DESE for final approval