



Boston Green Academy

Empowering Leaders to Change our World
Believe **G**row **A**chieve

Annual Report School Year 2018 - 2019

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Introduction to the School

<i>Boston Green Academy</i>			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	n/a
Year Opened	2011	Year(s) the Charter was Renewed (if applicable)	2016
Maximum Enrollment	595	Enrollment as of (7/30/2019)	516
Chartered Grade Span	6 - 12	Current Grade Span	6 - 12
Number of Instructional Days per School Year	180	Students on Waitlist as of (5/21/2019)	590
School Hours	8:00 – 3:00 (M,T,Th,F) 8:00 – 12:00 (W)	Age of School as of 2018-2019 School Year	Eight years
Mission Statement: <i>Boston Green Academy welcomes diverse students of all abilities, educates and empowers them to succeed in college and career, and prepares them to lead in the sustainability of our community and world.</i>			

School Performance and Program Implementation

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

Boston Green Academy continued to make significant progress towards fulfilling our mission and key design elements in SY 2018-2019. Specifically, we completed our eighth year as a Horace Mann charter school, and our third year as a fully enrolled 6-12 school, deepened our focus on instructional improvement and expanded resources devoted to it, continued to serve and support at-risk students and our diverse general population, and were nationally recognized for our excellent green programming and opportunities.

In SY2019, we also completed all elements of our 2-year DESE-approved Action Plan in response to the terms of our probation set by the Commissioner in 2014 (see Updated Conditions, page 27 below). The plan, created in partnership with Mass Insight, was created to help BGA identify and strengthen major areas for improvement of student achievement and resulted in numerous significant changes. We provided an update on our progress to the Department in November 2018, and throughout the year continued to address the small number of benchmarks that were in progress at the time of our update. We are pleased to share that the Action Plan has been completed and has greatly contributed to our progress as a school. Please find a link to our completed plan [here](#).

Our four key design elements continue to guide our growth and to inform the ways in which we increase supports, deepen programming, and improve outcomes.

1. Prepare students for success in college and career

In 2018-2019, students at BGA continued to demonstrate increased preparation for college and career. BGA's four-year graduation rate of 75.8% (DESE Profiles data) rose from the previous year. BGA's five-year graduation rate declined to 82.1% from 86.7%, but still exceeds Boston Public Schools' average (78.6%). BGA's drop-out rate was 3.0 % (DESE CHART data), again besting the Boston Public School's dropout rate (5.4%). The percentage of BGA graduating students attending higher education was 69.8%, up from 61.1%, well above the 44% in the last year of Odyssey High School, the school BGA 're-started' in 2011, and higher than the district rate of 66.1%.

The graduating class of 2019, comprised of 49 students, contained 11 students who scored 1000 or above on the SATs and thirty students (61%) took at least one Advanced Placement class during their junior and/or senior year, both BGA records. The senior class used Project Week and their final term to engage in a wide variety of internships at Boston area organizations and businesses, including New England Community Services, Franklin Park Zoo, 826 Boston, Boston City TV, Resonant Energy, Lila Frederick Middle School, and Venture Cafe, among others.

Seniors submitted 411 applications to college, averaging 8.4 applications per student. The class of 2019 received over 175 offers of admission from colleges, career programs and bridge programs, an increase of 14 from last year's high. Among the colleges and universities offering admission are Boston University, Emerson College, Ithaca College, and Rutgers University. In addition to a record number of college and career offers, the class of 2019 received more than one million dollars in scholarships and grants, including 7 recipients of the John and Abigail Adams Scholarships. Sixty-five percent of our students were admitted to 4-year programs, 56% will attend 4-year colleges, and 38% will attend 2-year colleges. Five percent have decided to go directly to a trade school, job, or City Year.

Ninety-eight percent of the senior class submitted an application to college or a post-secondary program. 100% of students who submitted an application received an offer of admission at a 2- or 4-year college, and at this writing, 82% of our students have decided where they are attending in the fall. 90% of our students are the first in their family to go to college. 97% of First-Gen students applied to and were admitted to college. 48% of First-Gen students were admitted to a 4-year college. 27% of First-Gen students are enrolling in a 4-year college

In SY 2019, BGA offered its first dual enrollment course in physics in partnership with Cambridge College. Ten seniors were enrolled and all received credit for the course, which will become part of their college transcript. This was also the first year that all high school Project Week groups visited a

college as a part of their week's experience. In prior years some PW groups visited multiple colleges, but this year we established an expectation that all projects will include a meaningful college visit. Another new offering for our high school students was the Career Cafe event, where panels of professionals in fields of interest to our students presented to targeted groups of 9th through 12th graders interested in a particular career.

In a major step forward for our school, we received approval by DESE of a Chapter 74 Career and Technical Education program in Environmental Science & Technology, making it possible for up to 80 students in grades 9-12 to take in-depth college and career-preparatory courses in Environmental Science. Over four years they will have the opportunity to gain industry-standard certifications and earn college credit through a dual enrollment partnership with Quincy College. BGA is the first and currently the only school with a CTE Environmental Science program in Boston and builds upon our previous mission-consistent work over many years. The program will continue to be supported by an industry advisory council that was assembled and convened during the application process. We also continue to partner with over 20 green organizations to provide field trips, speakers, mini-programs, and green resources for our students throughout the year in all areas of our curriculum. BGA continues to engage in a widespread dissemination grant focused on green practices and sustainability, the Teaching Our Cities grant, which connects BGA to numerous regional schools with a sustainability focus and allows us to share our innovative work in this area.

In SY2019, BGA offered CTE classes in 9th and 10th grades (20 students per class), and will add an 11th grade class in the coming school year, and a 12th grade class in 2021. Our Program Advisory Council (PAC) continues to meet regularly to support our work and to offer expertise in a variety of areas including relevant curriculum, internship and job opportunities, and funding options to acquire and maintain equipment and materials that will deepen the classroom experience. It is also becoming increasingly clear that students need to begin to think about college and career before high school in order to ensure that they are taking advantage of relevant, interest-related opportunities including clubs, field trips, internships, and potential after-school jobs. To help jump-start our middle schoolers' thinking in this area, this year we administered a career assessment to our 8th graders for the first time. Our college and career staff also used online college support program Naviance to teach skills to all students in grades 8 through 12, and staged the second annual middle school career fair.

2. Prepare students to be leaders in the sustainability of our community and our world

This year, BGA was acknowledged by the state and federal governments as a Green Ribbon School. In January, the school was notified that it had received the [Massachusetts Green Ribbon Schools Award](#) for 2019. This is the state's highest award for schools that exemplify a commitment to sustainability, STEM education, health and wellness, and green practices, and BGA is only the second BPS school to win in the history of the award. BGA subsequently became a Massachusetts nominee to the U.S. Department of Education for the national round of this competition. In May, the school was notified by the U.S. Department of Education that BGA was one of only 34 schools in the country to be named a national [U.S. Department of Education Green Ribbon School](#) in 2019 and has been invited to Washington D.C. in September for the official award ceremony. Feedback from the proposal review shared with BGA's Headmaster included comments that BGA's application was one of the strongest they had received due to the comprehensive approach to sustainability clearly addressed in all aspects of the school from maintenance, to recycling, to partnerships, to our ever-expanding green curriculum, and our

commitment to providing out-of-school, work-based opportunities for our students. We are extremely proud of this award and all the great work that went into it.

BGA continues to develop and deepen its Green mission, and has enjoyed a particularly impactful year with this work. With our 6-12 growth plan fulfilled, we now have meaningful green experiences at every grade level, and have mapped our [Green Line](#) through all grades, developing continuity between exposure, engagement, and experience of Green curriculum and opportunities. We continue to require a weekly green elective for all students in our middle grades (6-8) that builds a foundation of green awareness and experiences. As in past years, grades 6-11 engaged in major green exhibitions at the end of the year, while the 12th grade completed the six-week green internship that is a graduation requirement.

As we look ahead to the employment landscape for our graduates, we are both encouraged by the rate of growth in these sectors and dismayed by the lack of diversity in the workforce. In May, BGA held an evening event that began a conversation with industry professionals and existing school partners to help create a more diverse pipeline of applicants for jobs in the green sector. This was the first convening in what we hope will become an annual event, drawing professionals from a variety of industries, businesses and nonprofits, to further the important work in ensuring that our students are prepared to lead the future. BGA occupies a unique space to convene community members and disseminate our best practices and we intend to continue in this important role.

3. Welcome and enroll a diverse group of students

BGA continues to exceed the targets set in our original charter to enroll, attract and retain a diverse group of students that is reflective of the Boston community and the Boston Public Schools. As shown in our Recruitment and Retention plan analysis in Appendix B, BGA's enrollment of high needs students, diverse subgroups, economically disadvantaged and Special Education students, all exceed state averages and comparative indicis to the point where BGA has no gap narrowing targets to meet. Enrollment of English Language Learners, while increased this year to exceed the gap narrowing target, is the only area where we remain below the comparative index (see Recruitment Plan in Appendix B for details). In the past, ELLs at BGA have comprised the highest performing subgroup at BGA, exceeding BPS and state performance averages in many cases. This year, BGA absorbed 15 additional ELD 1s and 2s, most of whom are recently arrived in the country from Central America. We are proud of the students we enroll, their diverse heritages that are our strength, and their tremendous contributions to our school and citywide community. We will continue to welcome and serve them all.

BGA's attrition and churn rates have remained relatively steady since 2017. Attrition is down from 14.4% in 2018 to 13.3% in 2019, and although the churn rate is up from 17.6% in 2017 to 21.8% in 2018, it is only 0.8% above the district churn rate and still half of what it was in 2016 at 40.7% (which reflected above-average enrollment changes due to moving our facility). We are pleased to see that over 85% of our 8th graders have decided to stay with us for high school for the second year in a row.

Our highest attrition rates occur in 6th grade when students apply to the exam schools, and from 8th to 9th grade when they apply to exam and other charter schools, often closer to where they live. Also, the number of students leaving BGA for other schools in Boston (including Commonwealth Charters) has decreased significantly. The most common reason for students to leave BGA is when their families to leave Boston altogether. While churn is inevitable in an urban setting, we are pleased with the increased stability of our student population at BGA.

4. Provide a trauma-sensitive school environment

As detailed in our original charter, BGA is committed to serving high-needs and at-risk students and we have continued to do so. Based on state and BPS data, we continue to enroll one of the highest needs populations of any charter school in Massachusetts. To serve them well, we have invested in a robust Student Support Team (SST), consisting of a Director of Student Support, three full-time social workers, four Community Coordinators, an Outreach Coordinator, and several interns from graduate schools of social work and mental health counseling, including the Boston College School of Social Work. This strong team, along with additional psychologists and specialists from Arbor Counseling, school partners, and over 40 staff members who serve as Advisors, provide support for students in a trauma-sensitive manner every day. In 2019, all staff participated in monthly diversity and restorative justice practices training as part of school-wide professional development meetings, and BGA staff worked with DCF, DYS, and community partners on over 100 cases involving students with traumatic needs. BGA is committed to supporting the social and emotional needs of our students as described in our charter and continues to drive resources towards this very important dimension of our student's lives.

Additionally, BGA's supportive programs for students and staff was recognized by Boston Public Schools in May 2019 with the Excellence in Health & Wellness Award. This award is presented annually to the school that best creates and exemplifies a supportive and healthy environment for students. BPS recognized BGA's sexual health program, our Gay Straight Alliance (GSA), our restorative justice program, and our support of diversity at our school. We are proud to receive this award and believe it exemplifies our continued commitment to providing a trauma-sensitive school environment as envisioned in our original charter.

Amendments to the Charter

Amendments concerning our MOU with the Boston Public Schools and our Accountability Plan reached their long awaited final stages this past year, while the approval of our Career Technical Education program in Environmental Science in 2018 triggered our application for amendments to our enrollment policy. Their progress is reflected below:

Date	Amendment Requested	Pending or Approved?
TBD	MOU-A with Boston Public Schools (2016-2021)	Pending- revised MOU language submitted to DESE in July 2019
June 11, 2019	Accountability Plan	Approved
June 11, 2019	Updated Enrollment Policy to reflect new CTE program	Approved

Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04110000&orgtypecode=5&=04110000&>

Through monthly tracking of our ABC data - Attendance, Behavior, and Course Performance, all BGA staff are aware of and contribute to addressing each of these crucial areas in real time. Even slight changes in our numbers result in grade and content teams of teachers and support staff having conversations that reinforce practices that result in positive change and re-examining practices that may not be providing the intended outcome. BGA's continued commitment to restorative justice has resulted in fewer incidents and a greatly improved school culture. In 2017, our combined in-school (1.6%) and out-of-school (8.6%) suspension rate was 10.6%. In 2018, it was 9.9%. Our in-house data tracking of discipline categories shows 44 total suspensions in 2019 as compared with 68 in 2018, as well as a reduction in incidents reported to the Student Support Team (95 vs. 67).

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	526	51	0.4	9.5	0
EL	82	6	0	7.3	0
Economically Disadvantaged	362	39	0.6	10.5	0
Students with Disabilities	169	19	0	11.2	0
High Needs	433	43	0.5	9.7	0
Female	247	19	0.4	7.3	0
Male	279	32	0.4	11.5	0
American Indian or Alaska Native	2				
Asian	12				
African American/Black	258	31	0.4	12	0
Hispanic/Latino	206	19	0.5	8.7	0
Multi-race, Non-Hispanic/Latino	11	0			
Native Hawaiian or Pacific Islander	0				
White	37	1 (1)			

Our analysis of our internal data also shows that the majority of suspensions were given to middle grades students, specifically males and Students with Disabilities and we are developing additional supports and systems within the MS teaching and support teams to identify triggers, anticipate behavior, and prevent suspensions. We will also continue to deepen our restorative justice practices for next year and expect a reduction in our suspension rate going forward.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Practices which earned BGA an award from the US Dept. of Ed. As Green Ribbon School.	US Dept. of Ed Blog US Dept of Ed newsletter US Dept. of Ed sent press releases specific to participating states; notification to pertinent state and local officials; and to U.S. Congress members. Highlights from the Honorees Report . BGA is on the Greenstrides map Will be featured on US Dept of Ed twitter feed and facebook page at least once. Also featured in DESE's weekly Charter School Update email to all charter schools statewide.	Headmaster, Director of Green Programming, Development Coordinator	Local, regional, and national education networks including schools, districts, and legislative bodies	Results: BGA's work as a green school is now publicized nationally and across Massachusetts and BGA is nationally-recognized as a model green school. US Education Department will be hosting a ceremony on September 2019 in Washington DC to officially present the awards and convene green schools to share their best practices further, in partnership with the US Green Building Council. We expect numerous additional dissemination opportunities in 2019-2020 and beyond as a result of this award.
Green School Best Practices: How to use your city as a sustainability teaching tool (for urban green schools)	Teaching Our Cities is a grant funded Green School Exchange with 5 other urban green schools in the New England Area. We used 3 formal meetings (at each other's schools), Google forums and Facebook to communicate and share best practices.	Headmaster, Director of Green Programming, Science Facilitator, 8th Grade Humanities Teacher, ELL Teacher, Environmental Science Teacher	Common Ground High School (New Haven, CT); CT River Academy (Hartford, CT); Green School (Greenwich, RI); Two Rivers Magnet High School (Hartford, CT); New Roots School (Ithaca, NY)	Results: We participated in a Green School Exchange with 5 urban green schools that had two purposes: 1) Disseminate best practices at your school through a planned visit and 2) Receive support from these urban green schools on a Problem of Practice. Outcomes: 1) We were able to highlight our best practices and received support on our Green Cross-Curricular end of year Exhibitions. Grant: Each school received up to \$5,000 in reimbursements through a grant from Teaching Our Cities to support the exchanges and we report via blog and Facebook posts
Supports for Young Men of Color: Charles Hayden Foundation Boston Working Group	Monthly meetings with other schools in the grantee cohort	Headmaster	Tech Boston Academy, Burke HS, Boston Community Leadership Academy, Charlestown HS, New Mission HS; Charter: Boston Prep, Boston Collegiate, Codman Academy	Results: Collaboration across schools on the Young Man with a Plan Program (support for Young Men of Color) and sharing of best practices in charter and public sectors; monthly agendas and curriculum materials from YMWAP. Funded by the Hayden Foundation, grant report submitted yearly.
Moral and Intellectual Curriculum Models: Facing History Innovative Schools Network	Yearly meeting of schools with similar core values and missions	Headmaster, three teachers	List of schools in the network can be found here	Sharing of best practices across schools, curriculum development, and classroom visits

Leadership Practices of Autonomous Schools: Boston Autonomous Schools Network	Convened by the Center for Collaborative Education, this is a group of Pilot, Innovation and Horace Mann Charter Schools in Boston that share best practices and advocate around common issues. BGA has been a member since 2011 and is very active in working with other schools to leverage autonomies to increase student achievement.	Headmaster, School	All autonomous schools within BPS	Results: sharing of best practices across the network, collaboration between Headmasters, strong advocacy for autonomous schools.
Social- Emotional Supports for Students: Boston College School of Social Work	BGA serves as the training ground for 4-6 full-time interns every year who support our trauma sensitivity work and directly serve our students. Our Director of Student Support serves as mentor and program coordinator to them, as well as adjunct faculty to share best practices	Director of Student Support Services	Boston University School of Social Work students and staff	Results: sharing of best practices with University community, researchers, and student interns.
Successful strategies for supporting at risk learners: Boston University School of Education	Since 2013, BGA has partnered closely with the BU School of Education so that faculty and university students may research our school, share findings internally and externally, and engage in cycles of inquiry together to help BGA	Five teachers, Headmaster	BU School of Education students and staff (Boston) and at BGA for school-based courses	Results: materials for courses used at BUSED to train new teachers, especially those seeking to work in urban schools; agendas from meetings, work produced by students as part of the course

ACADEMIC PROGRAM SUCCESS

Student Performance

<http://reportcards.doe.mass.edu/2018/DistrictReportcard/04110000>

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04110305&orgtypecode=6>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
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2018	2018	2018
Requiring assistance or intervention Reason for classification: In need of focused/targeted support	5th percentile in the Middle-High/K-12 category* Found here: http://profiles.doe.mass.edu/statereport/accountability.asp 	Meeting 44 percent of Improvement targets

* See below for additional context regarding school percentile.

BGA uses STAR assessments to help staff develop appropriate and targeted interventions needed for our students who struggle with reading and math. We currently assess the 40-minute online formative assessment three times annually before the MCAS season begins in March. Results showed average to above average student growth percentile in all grades in which MCAS was given (grades 6, 7, 8, and 10), which aligned with growth in student approximate grade level for skills (ELA and Math) and lexile (ELA) for all grade levels. SGP had been an area of concern for BGA in the past and we were pleased that our 2018-19 STAR results continued a trend of improvement begun with the 2018 MCAS exams. We continue to monitor our progress in this area closely.

2018-19 BGA STAR Testing SGP as of March 2019 (last assessment prior to MCAS)

Grade	Math SGP	ELA SGP
6	43	83
7	43	70
8	53	48
9	54	74
10	66	61

In addition, 2018 MCAS results showed progress in a number of areas, including improvement in SGP by cohort in our middle school (an area of previous concern) and in math (our greatest area of improvement) compared to 2017. ELA achievement scored dipped slightly due to the transition to computer based testing that resulted in declines in open response scores. Teachers in 2018-19 made this a priority and we are expecting a return to improvement in ELA assessments in 2019. Detailed data is below:

BGA MCAS Comparison 2017 vs. 2018							
Subject	Grade	2017 Avg. Scaled Score or CPI	2018 Avg. Scaled Score or CPI	Diff.	2017 SGP	2018 SGP	SGP Diff
ELA	6-8	488.3	483.4	-4.9	53	47.8	-5.2
Math	6-8	477	477.6	0.6	26	45.4	19.4
Science	8	45	36.6	-8.4			
ELA	10	91.8	91.7	-0.1	28	51.5	23.5
Math	10	73.7	79.6	5.9	27.5	42.7	15.2
Science	10	73.1	75	1.9			

Subject	Grade	2017 SGP	2018 SGP	
ELA	6	44	39	
ELA	7	44	52.8	Cohort +8.8
ELA	8	71	49.5	Cohort +5.5
Math	6	16	37.2	
Math	7	21	51.1	Cohort +35.1
Math	8	47	46.5	Cohort +25.5
ELA	6-8	53	47.8	
Math	6-8	26	45.4	

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BGA's performance relative to other high schools in the Boston Public Schools, especially for Students with Disabilities and High Needs students, continues to be successful. On almost all MCAS assessments, BGA scores in the top half of BPS high schools or higher. Compared to non-selective BPS high schools (those that use no criteria for admission, such as a test, essay, recommendation or performance), BGA consistently scores in the top third or higher, and in some cases is among the highest scoring for Students with Disabilities or high needs. The data table below shows BGA's success at serving the at-risk students we were established to serve, as well as all students in Boston who come to BGA. This serves as further evidence that within our urban Boston context, BGA is both strengthening the Boston Public Schools (a key purpose of being a Horace Mann charter school) and serving our students well given their needs. We continue to be committed to improvement, but are proud of our progress and results within the BPS.

	All Students				High Needs Students		
ELA	CPI	BPS HS Rank (All)	BPS HS Rank (Non-Selective)	ELA	CPI	BPS HS Rank (All)	BPS HS Rank (Non-Selective)
BGA	91.7	17/32	11/24	BGA	90.6	18/31	12/24
BPS	92.9			BPS	90.4		
Math				Math			
BGA	79.6	14/32	7/24	BGA	77.4	14/32	7/23
BPS	83.6			BPS	79.1		
Science				Science			
BGA	75	13/31	6/23	BGA	75.5	11/31	4/22
BPS	78.7			BPS	72.8		

	Students with Disabilities		
ELA	CPI	BPS HS Rank (All)	BPS HS Rank (Non-Selective)
BGA	88.5	15/27	11/22
BPS	83.3		
Math			
BGA	68	8/27	5/20
BPS	63.8		
Science			
BGA	68.5	5/25	2/19
BPS	60.5		

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While we are proud of our progress, we continued to make targeted improvements to our academic program in 2018-19 that we believe will support continued progress on student achievement. These include scheduling math classes (our lowest achieving subject) in the morning when students are more alert and focused; purchasing dedicated chromebook carts for all math classrooms, and supplementing math instruction with online math programs such as IXL and Ten Marks. We continued our tutoring supports after school (in both English and Spanish for our ELLs) and increased our online credit recovery supports after school with the addition of the Phoenix program which requires students who are behind in credits to stay after school on Wednesday, our normal early release day.

Finally, we want to note for the Department that we believe our school percentile rank in the new accountability system is inaccurate. When compared to all schools in Massachusetts with similar grade levels and tests (i.e. all schools giving the 6th grade ELA MCAS, etc.), BGA's average percentile is higher than what is reported solely in the MS-HS/K-12 category, which includes only approximately 83 schools. BGA's average percentile across all Massachusetts schools in all assessed grade levels and content areas was the 11th percentile. If this had been our official percentile we believe we might not have been classified as needing assistance by the Department. While we are committed to meeting the terms of our probation, we believe schools with grade level structures like ours are portrayed inaccurately in the new accountability system and look forward to the Department making changes that will better capture

our progress.

Accountability

Grade	ELA Rank	ELA Percentile	Math Rank	Math Percentile	Science Rank	Science Percentile
6	37/560	7%	45/560	8%		
7	82/480	17%	28/480	6%		
8	62/429	15%	28/478	6%		
10	45/360	13%	57/357	16%	41/353	12%
Average		13%		9%		12%
			Overall Approx. Percentile	11.3%		

Program Delivery

Guided by our Action Plan (required and approved by DESE last year) and consistent with feedback from all parts of our community, we continued to focus on improving student outcomes by strengthening classroom instruction and school culture in the following ways:

School Wide Support and Instructional Focus

BGA took numerous steps to strengthen our teaching and learning work in 2017-18. We increased our Director of Teaching & Learning position from 4 days per week to full time, continued last year’s implementation of a revised teacher evaluation system that increased teacher observations to five times annually, and focused professional development around our four instructional focus areas:

- Urgency
- Intellectual Demand
- Student Engagement
- “Student as Worker, Teacher as Coach” (taken from the work of Ted Sizer and the Coalition of Essential Schools, a founding influence of BGA)

Professional development also concentrated on the following additional areas:

- Diversity and Restorative Justice
- Improving student achievement in content areas
- Adjusting instruction based on data
- Using the teacher evaluation process to make meaningful improvements

BGA continues to use our autonomies as a Horace Mann charter school to offer over 150 hours of professional development per year, compared with the 18-24 hours afforded most Boston Public Schools. Our Instructional Leadership Team was expanded this year to include all content area leaders and to reflect the diversity of our staff as a whole. Together, they meet bi-weekly to plan our professional development and make policy decisions about instruction at BGA. This group continues to provide strong leadership rooted in the classroom that has resulted in improvements at BGA and will continue to do so.

Middle Grades

This past year we implemented a schedule change to increase academic time and decrease transitions between classes. In SY18, middle school included a half day of electives (“Compass” classes) on Wednesdays, the school’s early release day. By restructuring elective time and moving away from electives on Wednesdays we added over 100 hours of instructional time to the academic year. In addition, the rest of the week moved from 6 academic blocks to 5, lengthening classes in core content areas and combining the “green” and Library electives into one class, which now rotates throughout the year with art and physical education.

In 2019, BGA added an important partnership with City Year, which provided each middle school ELA and Math classroom with an additional adult to assist students. City Year also provided targeted after-school tutoring and attendance support. In SY20, we will be expanding City Year into our 9th grade classes and are pleased to offer this core academic support for students.

High School

In SY2019 we added the Phoenix program for under-credited juniors and seniors needing help with credit recovery. The online credit-recovery program takes place at the school on Wednesday afternoons, our usual early dismissal day for most students, and is monitored by paraprofessionals who are able to give students individual attention as they complete credits. At least 20 students completed credits they otherwise would be missing or need to take at night or summer school. BGA also offered a summer school for off-track students for five weeks using both online and in-person instruction, enrolling over 50 students.

Our Mentor 2.0 program with Big Brothers and Big Sisters of MA expanded this year to include students in 11th grade so that all students in 9-11 are now partnered with a mentor and receive academic supports during the day. In SY2020 we will round out the program by expanding to include 12th grade. This program provides important support and social capital for all students so that they have multiple types of support to rely upon throughout the year and all of high school.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

The organizational chart for BGA remained essentially the same in SY2019. The Director of Teaching & Learning who was added in 2016-17 at part-time, 3 days/week, was expanded to 4 days per week in 2017-18 and was full time in 2018-19. The Student Support Team’s discipline unit now reports to the Assistant Headmaster. The position of Development Director was restored. An updated organizational chart for 2018-19 is attached in the appendices.

Teacher Evaluation

Boston Green Academy uses the Massachusetts Model System of Educator Evaluation as implemented by the Boston Public Schools through the online Educator Development and Feedback System (EDFS). This system meets all requirements set out by the Department and incorporates DESE rubrics and regulations. There were no changes in the process from the previous year. We would like to note that we increased support and evaluation resources for all staff this year, including having every classroom teacher observed at least five times by their evaluator, in addition to numerous other instruction-focus professional development support in keeping with our areas of instructional focus (increasing intellectual demand and engagement, urgency, and student as worker/teacher as coach). We are keeping the same focus areas and structure for 2019-20 and look forward to continued gains and participation in supported peer observation.

Budget and Finance

BGA continued our successful partnership with InSource Services in 2018-2019 to manage our budget and finance needs. The FY18 audit was submitted on time, was deemed free of any material weaknesses or concerns, and met all probationary and regulatory conditions.

BGA’s required financial documents can be found in the appendices. They include the unaudited FY19 income statement, balance sheet, statement of net assets and the FY20 budget approved by the BGA Board of Trustees in January 2019. There are no BGA-funded capital projects anticipated for the coming year.

APPENDIX A: ACCOUNTABILITY PLAN

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BGA will effectively prepare students for success in college and career		
Measure: Each year, all BGA seniors will successfully receive a grade of “pass” for a six-week internship with a culminating project as measured by the BGA Internship Rubric in June of their Senior Year.	Met	All seniors in the class of 2019 completed the internship requirement successfully.
Measure: All BGA seniors will successfully receive a grade of “pass” to complete the Junior Review exhibition (usually given in May of their Junior year) as measured by the BGA Junior Review Rubric.	Met	All seniors in the class of 2019 successfully complete the Junior Review exhibition.
Measure: The number of BGA graduates attending institutions of higher education as measured by the National Student Clearinghouse Data will increase every year.	Partially Met	The most recent data from DESE’s Profiles page is available for the Class of 2018. The decrease in the number of graduates attending college (69.8% in 2018, compared to 76.4% in 2017) can be attributed to the large number of non-diploma bound students with

		Severe Disabilities who aged out of BGA in 2018 at age 22. If these six students were excluded, BGA's Class of 2018 would have 78.7% of students attending college, an increase over the previous year. The number of Students with Severe Disabilities who age out changes every year, as does their impact on this statistic. We will continue to disaggregate the data so the Department has a full picture of our progress.
Objective: BGA will graduate students prepared to be leaders in sustainability of our community and world		
Measure: All BGA students will successfully complete a cross-curricular green project every year as measured by achievement of a passing score based on the rubric for each project.	Met	All high school students have successfully completed a cross-curricular green project. This measure will apply to our middle school students in SY 2020 when cross-curricular green projects become part of the MS curriculum.
Objective: BGA will provide a trauma-sensitive school environment where students feel safe and supported		
Measure: All BGA staff will undergo professional development training in trauma sensitive topics every year of at least eight hours.	Met	All BGA staff participated in monthly diversity and trauma sensitivity training as part of all-staff PD.
Measure: Each year, over 90% of BGA students will report that they feel safe and supported at school	Met	91% of BGA students reported feeling safe at school on the BPS Student Climate Survey 2018 report.
Measure: BGA will enroll at least 50% students defined as 'at-risk' by the Boston Public Schools Leading and Lagging Indicators Report. BGA's enrollment of 'high needs' students will also exceed 50% as defined by DESE enrollment reports in Profiles annually.	Met	In 2018, BGA maintained its enrollment percentage of "high needs" students at 80.3% as defined by DESE and enrolled 74% "at-risk" students according to BPS.
Measure: BGA's graduation rates for 'high needs' students will be within 5% of those for all students.	Met	Our graduation rate for students with high needs exceeded our graduation rate for all students by 3.4% at 79.2%.

Dissemination

Objective: BGA will share its green programming best practices with other Massachusetts public schools		
Measure: BGA will participate in at least three sharing networks of green schools every year, including the Boston Public Schools.	Met	BGA continues to engage with the Teach Our Cities Network three times a year, as well as additional dissemination efforts ties to our winning the Green Ribbon School Award for both Massachusetts and the United States in 2019 (see above).

Student Performance

Objective: BGA will graduate students at rates that exceed the Boston Public Schools average		
Measure: BGA's four- and five-year adjusted graduation rates will exceed the Boston Public	Met	For 2018, BGA's 4-year graduation rate was 75.8% and the 5-year rate was 81.4%,

Schools high school district average adjusted graduation rate as reported in DESE Profiles annually.		exceeding the BPS 4-year rate of 75.1% and 5-year rate of 78.6%.
Measure: BGA's annual drop-out rate will be lower than the Boston Public Schools average drop-out rate for high schools as reported in DESE Profiles annually.	Met	BGA's drop-out rate for SY 2018, the most recent data available through DESE is 3%, or 2.4% lower than the BPS average dropout rate of 5.4%.
Measure: Each year, BGA's CPI in Math, Science, and ELA in 10th grade, 4- and 5- year graduation rates, and annual drop-out rate will exceed those of Odyssey High School, the school BGA replaced, in its final year 2010-2011	Met	For the 8th straight year (every year on record), BGA's performance exceeded that of Odyssey HS. For documentation and comparison, in 2011, Odyssey High School had a 59% 4 year adjusted graduation rate, a 67.9% 5 year adjusted graduation rate, a 13.7% dropout rate for all students, and MCAS 10 th grade CPI of 79.4 (ELA), 61.9 (Math), and 48.3 (Science). In 2018, BGA's graduation rates (4 year: 75.8%, 5 year: 81.4%), drop out rate (3%), and MCAS CPI (ELA 91.7, Math 79.6, and Science 75) all exceed Odyssey's data.

APPENDIX B: SCHOOL RECRUITMENT AND RETENTION PLAN

RECRUITMENT PLAN 2019-2020

School Name: Boston Green Academy

2018-2019 Implementation Summary

In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?

BGA had a successful year in terms of recruitment. We continue to enroll percentages of Students with Disabilities, High Needs Students, Low- Income Students, and all ethnic groups that equal or exceed BPS, charter school, and Massachusetts averages. We have no gap narrowing targets for any group except English Language Learners, which continues to be our focus moving forward for recruitment.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

BPS tends to cluster ELLs in schools with language-specific programs. We are working with BPS Enrollment, as well as increasing outreach to ELL communities across Boston, to increase the awareness of BGA as an option and to enroll more ELLs. Our current percentage (15.5%) is improved from last year (13.8%), exceeds Massachusetts averages (10.5%), but is just below the comparison index (16.8%) and

well below the BPS average of 32.1%. We continue to provide a strong program for ELLs and are working to increase enrollment.

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1st SIMS demographic information.

In 2018-19 BGA received over 700 applications for approximately 160 seats, double the number from 2017-18, and 1100 students ranked BGA as a school of choice with BPS. We believe that the incoming class of students will mirror all major subgroups in the past but we are hopeful for a slight increase in ELLs so we can continue to contribute to this work within the district. We would be happy to discuss with the Department strategies for recruiting ELLs in Boston if needed following submission of the October SIMS report.

Describe the school’s general recruitment activities, those intended to reach all students.

General Recruitment Activities for 2019-2020

Each year BGA engages in the following general recruitment practices:

- BPS City-Wide Showcase of Schools High School Fair
- Visits to all BPS K-5 schools and 6-8 (approx. 22)
- 10 site-based high school fairs at BPS middle schools
- Mass mailing to all rising 6th, 7th and 9th graders in Boston
- Outreach visits to 3-5 Allston/Brighton nonprofits and community organizations
- Outreach to city-wide Boston nonprofits (Boys & Girls Clubs, YMCA, etc.)
- Charter School Fairs (when invited)
- 5 information sessions at BGA prior to the lottery
- On-site tours as requested (over 60)

Recruitment Plan 2019-2020 Strategies

Special education students/students with disabilities

School . 30.5%
 GNT N/A
 CI . 16.5%
 The school is above
 GNT % and above
 CI %

Continued 2018-2019 Strategies

Director of Special Education and some special education staff attend school information nights both at the school and at district-wide recruitment events and reaches out to SPED families by phone.

Limited English-proficient students/English learners

<p>School 15.5 % GNT 15.3 % CI..... 16.8 %</p> <p>The school is above GNT % and below CI %</p>	<p style="text-align: center;">2019-2020 Additional Strategies, if needed</p> <p>For the first time, BGA sits above the GNT for ELLs, and closing in on the comparative index. While ELL enrollment has been mostly consistent over time, we will continue our efforts in this area for future recruitment. All recruitment and application materials continue to be translated into the predominant six major language groups for the Boston Public Schools. Bilingual staff will continue to call families who need translated outreach. Several of the middle schools that act as feeder schools for BGA have above average LEP rates, and we will continue to strengthen our relationships with those schools. We will continue to reach out to community groups with ELLs in Brighton and other immigrant rich neighborhoods in Boston to set up school visits and provide translators at recruitment events in the major BPS languages (starting with Spanish and Haitian Creole, the two largest language groups). The BGA web site offers applications for online completion and for download in all six major languages and new recruitment materials being developed during the summer of 2019 will be welcoming and also translated into the major six languages.</p> <p>Additional Targeted Steps BGA is partnering with the BPS Office of English Language Learners to increase awareness of BGA as an option for ELLs and to increase ELL applicants to the lottery. Over the next two years, we plan to also partner with local Allston/Brighton community groups to publicize BGA to ELLs and increase recruitment. BGA continues to post all recruitment materials in the six main languages represented in BPS, including Spanish and Haitian Creole, the two most dominant languages in the district.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>School 60.9% CI 46.5%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">Continued 2018-2019 Strategies</p> <p>Participate in school showcases. Reach out to BPS family resource centers. Visit middle school fairs. Give tours of the school. Call all students that have applied and check-in throughout application process.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">Continued 2018-2019 strategies</p> <p>BGA enrolls students who are representative of the Boston Public Schools, which represents the lowest 10% of districts on MCAS performance in the state. Enrollment of students with low MCAS scores and academic skills continues in great numbers. As measured by our incoming reading assessments (STAR 360), BGA students who enroll in 6th and 9th grade are on average, 3 grade levels below in reading. We expect that to continue for the foreseeable future.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">Continued 2018-2019 strategies</p> <p>BGA enrolls a population that is at very high risk of dropping out. 80% of our students in 2018-2019 (5% higher than in 2016-2017) were categorized as being “high needs” by DESE (CHART data) compared to a comparison index of 65.9. We continue to recruit at all middle school programs citywide and through all BPS venues, which continue to produce similar populations.</p>

<u>Students who have dropped out of school</u>	<p style="text-align: center;">Continued 2018-2019 strategies</p> <p>BGA strives to re-engage students who have dropped out, either from BGA or other district schools. We continue to backfill all seats in grades 9-11 and work closely with the BPS Family Resource centers to place students in need of a new school. We also had four students graduate in 2018-19 who were in their fifth or sixth year of high school, continuing a trend of retaining connections to students so they can finish. Our 5-year graduation rate of 82.1% is higher than the BPS average and reflects our efforts to increase both our 4-year and 5-year graduation rates.</p>
OPTIONAL Other subgroups of students	<p style="text-align: center;">Continued 2018-2019 strategies</p> <p>BGA works consistently, throughout the year, to ensure that our mission, programming, and values of equity in education are communicated to all current and potential students.</p>

RETENTION PLAN 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention plan.

2018-2019 Implementation Summary

In 2018-2019, BGA’s retention strategies included: Frequent assessment and modification of instruction; Individual check-ins and tutoring through advisory; and counseling when needed through the Student Support Team in addition to frequent parent outreach. All of these were implemented consistently for all students including those who had challenges staying in school.

2018-19 saw a slight decline in BGA’s stability rate from 82.8% to 80.3%, but still significantly above the 2016 rate of 61.7%. We also had a decline in our attrition rate from 14.5% to 13.3% among all students, and from 13.9% to 11.7% for our high needs students who comprise 80% of our enrolled students. BGA’s churn rate also declined from 40.7% to 17.6% in 2017 but increased in 2018 to 21.8%. While these numbers still exceed Boston and Massachusetts averages, we believe our school continues to stabilize following our move and expansion. Our dropout rate decreased from 3.8% to 3% while our ‘extended engagement rate’ of students who graduated or were still enrolled at BGA after 5 years was 90.1% (and almost 100% for Students with Disabilities and ELLs). While we still have work to do, we are pleased with our progress in this important area. We are paying attention to our stability rates which decreased from 83% to 79% for our high needs students and for all students from 82.8% to 80.3%. This reflects an ongoing challenge relating to our location, as most of our students come to us from Roxbury, Dorchester and Mattapan and parents have to consider transportation times commutes to and from school. We also lose students to the exam schools, which, given plans to host entrance exams at all public schools, will affect many improving schools like BGA in the future.

We continue to make gains in the area of attrition which, for our ELLs, which decreased from 18.2% to 12.3%, below the state average, and for our high needs students decreased from 13.9% to 11.7%. Our attendance rate bumped up slightly from 90.1% in 2017 to 91.5 in 2018 and our retention rate showed a significant decrease from 5.9% in 2018 to 1.7% in 2019, approaching statewide rate of 1.3%
Our 4-year graduation rate rose from 74.6% to 75.8%.

Overall Student Retention Goal

Annual goal for student Retention (percentage):	85%
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Retention Plan – 2019-2020 Strategies

List strategies for retention activities for each demographic group

Special education students/students with disabilities

<p>School 8.9% Third Quartile 16.3 %</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p>
<p>Regular check-ins with family by Advisor and Special Education Staff; interventions as prescribed by IEP; mandatory conferences with all teachers if needed on a quarterly basis; additional outreach by teachers; accommodations as prescribed by IEP; review in weekly team meetings.</p>	

Limited English-proficient students/English learners

<p>School 12.3% Third Quartile 16.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>Continued 2018-2019 Strategies</p>
<p>Regular check-ins with family by Advisor and Special Education Staff; interventions as prescribed by IEP; mandatory conferences with all teachers if needed on a quarterly basis; additional outreach by teachers; accommodations as prescribed by IEP; review in weekly team meetings.</p>	

Retention Plan – 2019-2020 Strategies

List strategies for retention activities for each demographic group

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>School 12.1 % Third Quartile 17.7</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>Below median and third quartile: no enhanced/additional strategies needed.</p>
<p>In accordance with our Title I schoolwide plan, we utilize schoolwide Interventions support our low-income students in literacy, math and student support.</p>	
<p>Students who are sub-proficient</p>	<p>Continued 2018-2019 Strategies</p> <p>Each student has an advisor who monitors their academic performance and coordinates interventions. Grade level teams also monitor MCAS scores and</p>

	grades to determine who needs supports.
Students at risk of dropping out of school	<p style="text-align: center;">Continued 2018-2019 Strategies</p> <p>Our Student Support Team, along with advisors and teachers, monitor students who are at high risk of dropping out. Special plans are created for students who are in this category that include family involvement. The Credit Recovery Program is available to students who are eligible to make up credits, as well as support from the BPS ReEngagement Center.</p>
Students who have dropped out of school	<p style="text-align: center;">Continued 2018-2019 Strategies</p> <p>Our Student Support Team contacts all students who are long term absentees and dropouts to re-engage them. The goal is to re-enroll them at BGA or in an alternative program within the BPS that can provide the needed supports.</p>
<p>OPTIONAL</p> <p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p style="text-align: center;">Continued 2018-2019 Strategies</p> <p>We review our CHART, DART, CPI and MCAS data regularly to assess what subgroups need particular support and to narrow achievement gaps. The Administrative Team sets targets for our school and grade level and content teams look at specific data to support subgroups. Occasionally, special programs are created for certain groups, such as ELLs and young men of color to support their development</p>

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450105&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	214	45
Asian	13	2.7
Hispanic	191	40.1
Native American	1	0.2
White	43	9
Native Hawaiian, Pacific Islander	2	0.4
Multi-race, non-Hispanic	12	2.5
Special education	145	30.5
Limited English proficient	74	15.5
Economically Disadvantaged	382	80.3

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Chamberlain Segrest, Director, Green Programming	Helps BGA achieve its mission of environmental sustainability	01/01/2013	
Brian Gonsalves, Director of Student Support Services	Responsible for the coordination and supervision of the Student Support Team	07/01/2011	
Jeffrey Becker, Assistant Headmaster	Assistant Building Administrator	09/15/2014	
Ryne Deckard, Director of Technology	Supports school-wide technology	10/01/2012	
Jennifer Rios, Head Staff Assistant	Provides and coordinates all clerical support activities for administrators and school staff	07/01/2017	
Matt Holzer, Headmaster	Head of School role and responsibilities	07/01/2011	
Jessica Madden-Fuoco, Director of Teaching and Learning	Director of Teaching and Learning	8/01/2016	6/30/2019
Jodi Then, High School Counselor	High School Guidance Counselor	07/01/2017	
Vanessa Brea, Middle School Counselor	Middle School Guidance Counselor	07/01/2016	
June Grunert, Coordinator of Special Education	Coordinator of Special Education	07/01/2017	
Andre Woodberry, Coordinator of Enrollment and	Supports student enrollment and family outreach	10/01/2017	

Outreach			
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TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	39.5	1	3.5	One teacher departed in October to move to Florida; three teachers chose to end their employment at the end of the year; .5 FTE teacher's position was eliminated due to budget reduction
Other Staff	26.5		2	One administrative position was eliminated due to budget reduction; one paraprofessional was non-renewed
Narrative: BGA experienced its lowest-ever turnover in 2018-19. The vast majority of departures were voluntary and filled quickly. 1.5 FTE were eliminated due to budget reductions. Only one employee was non-renewed. BGA staff report that BGA is a very positive and desirable place to work and our staff retention reflects that.				

BOARD AND COMMITTEE INFORMATION	
Number of Commissioner approved board members as of August 1, 2019	11
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	No limit
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	NA

Members of the Board of Trustees for the 2018-2019 School Year

BGA board members serve 3-year terms, unless they are faculty representatives whose terms run for two years.

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Ada Diaz	Trustee		2.5	6/12-6/15; 6/15-6/18; 6/18-6/21
Teresa Colon	Trustee/Parent Rep		1	1/17-1/20
Ashley Zahlaway	Trustee/Teacher Rep	Academic	1.5	9/16-9/18; 9/18-9/20
John Keller	Trustee	Finance/Development	2.5	6/11-6/14; 6/14-6/17; 6/17-6/20
Martha Pierce	Trustee/Vice-Chair	Governance	2	12/14-12/17; 12/17-12/20
James Cater	Trustee		1	6/17-6/20
Alex Chu	Trustee, Chair	Academic	1	1/17-1/20
Amanda Downey	Trustee		1	9/16-9/19
Molly Schen	Trustee	Development	3	2/11-2/14; 2/14-17; 2/17-2/20
Nikki Tabron	Trustee		new	3/18-3/21
Angela DeFranco	Trustee		new	3/18-3/21
Casel Walker	Trustee		2	2/11-2/14; 2/14-17; 2/17-2/20
Aimee Van Wagenen	Trustee/Faculty Rep		.5	9/18-9/20

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

There were no key leadership changes during the 2018-2019 school year.

Position	Name	Email Address	Status
Board of Trustees Chairperson	Alex Chu	alexander.chu.2@gmail.com	No Change
Charter School Leader	Matt Holzer	mholzer@bostongreenacademy.org	No Change
Assistant Charter School Leader	Jeffrey Becker	jbecker@bostongreenacademy.org	No Change
Special Education Director	June Grunert	jgrunert@bostongreenacademy.org	No Change
MCAS Test Coordinator	Jeffrey Becker	jbecker@bostongreenacademy.org	No Change
SIMS Coordinator	Ryne Deckard	rdeckard@bostongreenacademy.org	No Change
English Language Learner Director	Jeffrey Becker	jbecker@bostongreenacademy.org	No Change
School Business Official	Elizabeth Stasiowski	estasiowski@insourceservices.com	No Change
SIMS Contact	Ryne Deckard	rdeckard@bostongreenacademy.org	No Change

Facilities

Location	Dates of Occupancy
20 Warren Street, Brighton, MA 02135	September 2014 to present

Anticipated Board Meeting Schedule for 2019-2020

The BGA Board of Trustees plans to continue to meet monthly in 2019-2020. Meetings are held on the first Tuesday of the month starting at 6pm in the Boston Green Academy library (20 Warren St., Brighton, MA) and are posted on the BGA website (www.bostongreenacademy.org) in accordance with the Massachusetts Open Meeting law.

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 14, 2020 (tentative)
Lottery	February 26, 2020 (tentative)

UPDATE ON PROBATION CONDITIONS

As we have described elsewhere in this document, Boston Green Academy was placed on probation by the Commissioner in October of 2014. BGA worked diligently and successfully to meet the conditions of probation over the next year and a half. In February 2016, the Commissioner recommended that BGA receive a new 5-year charter with extended probation. In February 2017, the Commissioner recommended and the Board unanimously approved an updated, extended probation to last until 2019, based on BGA's progress. The current probation conditions are listed below along with our progress towards meeting them:

- Until further notice, Boston Green Academy Horace Mann Charter School must submit to the department, at charterschools@doe.mass.edu, board meeting agendas, materials and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.

Progress: BGA continues to submit all documentation as required

- The school must maintain the established escrow account to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.

Progress: BGA has established and funded the escrow account with the approval of the Department

- By June 30, 2017, BGA must submit to the Department a comprehensive evaluation of the school's mathematics, English language arts, and science programs including, but not limited to, whether and how such programs effectively create an environment conducive to learning, hold students to high expectations, and foster student engagement. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to and approved in advance by the Department. The external consultant(s) may be employed by Boston Public Schools if they are not also employees of BGA.

Progress: BGA submitted the required evaluation, conducted by Mass Insight Education, on time, to the Department. Mass Insight returned to the school in the fall of 2018 to conduct a follow-up evaluation at the request of BGA and that report has also been submitted to the Department.

- By July 31, 2017, BGA must submit an action plan to improve academic performance to the Department for approval. Such action plan must specify the strategies to improve mathematics, English language arts, and science performance for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timetable and deadlines for completion of key tasks, to allow the school's board of trustees and the Department to monitor implementation.

Progress: BGA submitted the required action plan on time to the Department. As of this writing, BGA has completed all parts of the 2017 Action Plan as detailed above.

- By December 31, 2019, the school must demonstrate continued, significant, sustained academic improvement in mathematics, English language arts, and science.

Progress: BGA is intensely focused on meeting this condition based on student achievement data for 2017, 2018, and 2019 (currently embargoed). While DESE has changed assessments and increased their rigor in recent years, BGA made progress in improving academic achievement from 2017 to 2018. Specifically, SGP in Math and ELA in almost all grade levels rose by large amounts from 2017 to 2018 and the scaled score performance of BGA's middle school grade cohorts improved from grade to grade (i.e. 6th to 7th and 7th to 8th). In addition, BGA's MCAS performance for Students with Disabilities and High Needs Students continued to be in the top half of all BPS secondary schools overall and the top third or better of all non-selective schools (schools that do not select students via test, interview, recommendation or other selective means; admission to BGA is by lottery as required by law). And finally, BGA's drop out rates, 4 and 5 year graduation rates, and extended engagement rates continue to be among the highest in the BPS for schools that do not select their students. Data to support these assertions can be found earlier in this report and has already been submitted to the Department. We look forward to demonstrating further continued, significant and sustained academic improvement on the 2019 MCAS assessments and beyond.

Complaints

The Boston Green Academy Board of Trustees did not receive any official complaints as defined by State Charter School Regulations (603 CMR 1.09) in 2018-2019. In May, 2019, DESE's Problem Resolution System Office received a complaint from a BGA parent regarding a Special Education IEP meeting concern. BGA submitted a Local Report to the Department in response on June 28, 2019. Resolution is pending as of this writing.

Attachments

The following attachments can be found by clicking on the links below:

[The 2019-2020 organizational chart](#)

[FY19 unaudited financial statements](#) (tab one) and [FY19 statement of net assets](#) (tab two)

[Approved FY20 budget](#)