

INSTRUCTIONS / NOTES FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the SUNY Charter Schools Institute (the “Institute”) has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. The deadline for submission of the APPR is September 15, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
4. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
5. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2018 Total Cohort for Graduation and the 2021-22 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**Broome Street Academy
Charter High School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 7, 2022

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Kelsey Louie, CEO; Sarah Weeks, Interim Head of School; Laisa Khan, Data Manager; Lester Samson, Senior Director of Academics & Adult Learning; Dafina Westbrook, Senior Director of Diversity, Equity & Inclusion; Meredith Soffrin, Senior Director of Social Work & Guidance; Nik Brautigam, Director of Curriculum & Instruction prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
M. David Zurnforfer	Chair	Executive, Strategic Planning, HOS Search
Monica de la Torre	Vice Chair	Executive, Grievance, Development, HOS Search
Noah Leff	Treasurer	Executive, Finance, Audit
Catherine S. Aquila	Secretary	Executive, Development, HOS Search
Katie Jaxheimer Agarwal	Trustee	Program, Finance, Grievance
Elaine Schott	Trustee	Development
Herbert Elish	Trustee	Finance, Executive, Program
Vanda Belusic-Vollor	Trustee	Program
Stephanie Durden Barfield	Trustee	Program, Finance, Audit, Strategic Planning, HOS Search
Jeffrey Katzin	Trustee	Program, Investment, Development, Audit, Strategic Planning
Lauren Blum	Trustee	Finance, Investment
Fernando Snowden-Lorence	Trustee	Program, Development
John Quinn	Trustee	Grievance, Development
Alexandra Wood	Trustee	Development

Kelsey Louie has served as the CEO since June, 2021.

Sarah Weeks has served as the Interim Head of School since July 1st, 2022.

SCHOOL OVERVIEW

MISSION AND POPULATION

Broome Street Academy Charter School (Broome Street or BSA) is a college preparatory high school that serves some of New York City's most vulnerable students. The school opened its doors in the fall of 2011. Our mission states: Broome Street Academy Charter High School will empower our students to reach their highest aspirations for post-secondary success. Our equitable, holistic, and student-centered approach will provide students with access to a rigorous, standards-based curriculum that will equip our graduates with the skills they need to make a positive impact on their communities and the broader world.

BSA is dedicated and designed to serve the City's most vulnerable young people and, as such, we offer a lottery set-aside of 50% for students who indicate that they are:

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement; or
- Unaccompanied youth (not in the physical custody of a parent or guardian); or
- Currently in, or have ever been in, foster care, or otherwise involved in the child welfare system.
- If, after offering this preference to students within and outside of CSD 2, seats remain open, our 5th and 6th preferences are for students who reside in New York City public housing and/or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

PARTNERSHIP WITH THE DOOR

BSA grew from the vision of the staff and Board of Trustees of The Door—a Center for Alternatives, Inc. (The Door), which is BSA's partner institution and with which BSA shares a campus. The Door has been working to support New York City's most vulnerable youth for over 45 years. Each year, The Door serves nearly 11,000 young people from all over New York City, with a wide range of services, including primary and reproductive health care and education, mental health counseling and crisis assistance, legal assistance, academic and college-preparatory services, career development, job training and placement, supportive housing, sports and recreational activities, arts programming, and daily nutritious meals. Through our unique partnership with The Door, all BSA students have had access to the services offered by The Door, all at no cost and in the same building as their school.

BSA'S MODEL:

BSA supports each student in building strong academic skills while receiving a mixture of academic and social support. Key to this model are:

1. A school culture grounded in the principles of youth development;
2. The recruitment, nurturing and retention of quality staff;
3. Rigorous academic curricula with flexible and responsive support;
4. Supportive services are infused within the school day and available after school; and,
5. Post-secondary counseling integrated for all students.

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2021-22 SCHOOL YEAR MODALITIES

During the 2021-22 School year, instruction was in-person with social distancing guidelines in place for most of the year. However, there were points during the year when it was necessary to return to remote instruction due to COVID-19 infection rates. We provided every student with a Chromebook so that they can access remote instruction during these times.

2021-22 SOCIAL, MENTAL AND EMOTIONAL HEALTH SUPPORTS

Mental health support was a critical need as students continued to manage added stress from COVID, deficits related to academic disruption during times of remote learning, and high levels of trauma. In addition, mental health and has come to the forefront of our culture more than ever before. Students' awareness of mental health has allowed them to be more insightful about their own struggles. BSA is an open and welcoming environment so students are also more forthcoming with their need for support. To meet this need, our social work department contacted every incoming first-year student over the course of the summer to assess their incoming mental health needs and identify any history of trauma, as well as learn about their experience in middle school during the last school year. When school resumed in the fall, BSA's social work team similarly reached out to our returning students to assess their needs. All BSA students who need individual or group counseling beyond what is mandated in their IEP were offered counseling. In partnership with The Door, students are able to access psychiatric evaluations and ongoing psychiatry treatment in the building.

In addition to these supports, we have created a more robust mental health team. We added a Crisis Social Worker who works closely with the social work team as well as the Student Life team to provide situational crisis counseling, short term counseling, and thoughtful, well-structured mediations. Our focus on Restorative Justice is related to the mental health work we do, and the crisis social worker bridges the gap between the two departments. Finally, we have added four social work interns to the social work staff to provide access to counseling for every student who wants or needs it.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	101	74	81	78	334
2018-19	96	71	48	82	297
2019-20	59	85	91	77	324
2020-21	115	63	77	76	331
2021-22	76	89	53	104	322

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	80	10	70
2020-21	2017-18	2017	86	3	83
2021-22	2018-19	2018	71	1	70

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	70	-	70
2020-21	2017-18	2017	78	3	81
2021-22	2018-19	2018	71	1	72

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	67	7	74
2020-21	2016-17	2016	65	3	68
2021-22	2017-18	2017	18	7	25

PROMOTION POLICY

BSA Grading and Awarding Course Credit

Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a high school diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each class they pass each semester. A passing grade at Broome Street Academy is 65.

Grades are calculated as follows:

	Quarter 1	Quarter 2	Semester 1	Quarter 3	Quarter 4	Semester 2
Daily Work	45%	45%	Semester grade is the average of grades earned for Quarters 1 and 2	45%	45%	Semester grade is the average of grades earned for Quarters 3 and 4
Common Assessments	15%	15%		15%	15%	
Formative and Summative Assessments	40%	40%		40%	40%	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for Post-Secondary Success.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

BSA did not achieve this graduation leading indicator as many students struggled to adapt to the sudden and continuing changes in life and learning during the COVID-19 pandemic. Although many were exempt from taking the NYS Regents exams, many had difficulty completing all the requirements to earn course credits for a variety of reasons. We adopted robust credit recovery and summer school programs to support students who were eligible for credit recovery, which did benefit many students who had fallen behind and as a result we had a higher rate of credit accumulation in 2021-22 than in the previous school year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	89	66%
2021	76	67%

ADDITIONAL EVIDENCE

We have shown significant growth in the percent of students in the first- and second-year cohorts who earned 5 or more credits since the 2020-21 school year. In that year only 49% of second year students and 43% of first year students earned at least 5 credits. We continue to analyze our data and adjust our instructional and intervention practices to improve in this area so that we may meet and exceed the goal of 75% in the coming school year.

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Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2020 cohort will have completed its second year.

RESULTS AND EVALUATION

BSA did not meet this graduation leading indicator with only 34% of students in the second-year cohort having passed or been exempted from at least three Regents.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	76	87%
2019	2020-21	48	90%
2020	2021-22	89	34%

ADDITIONAL EVIDENCE

Although BSA returned to in person instruction this year, the need to return to remote learning and the frequent need to use substitute teachers due to COVID-19 positive rates, as well as the absences of students due to the pandemic created significant barriers to students' preparation for and passing of the Regents Examinations. The higher rates among the prior two cohorts are also a reflection of the large number of exemptions. Many students in the 2020 cohort did not sit for the Regents exams for which they were eligible in 2021-22 due to their disrupted learning and did not have waivers as the prior cohorts did. In the coming year we will be focus on ensuring students have sufficient opportunities to complete required labs for science classes, have additional Regents preparation sessions prior to sitting for the examinations and attend school to take their Regents exams (assuming they are not prevented from attending due to COVID-19 protocols).

Goal 1: Absolute Measures

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Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

BSA partially met the graduation measure with more 86% of the cohort of 2018 graduating in four years. However, only 73% of the cohort of 2017 graduated after five years. Although the five-year graduation rate for the 2017 cohort in 2021-22 was lower than in prior years, the higher four-year graduation rate for 2018 cohort indicates we are on track to meet or exceed the five-year goal in the coming school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	70	55	79%
2017	2020-21	83	54	65%
2018	2021-22	72	62	86%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	74	59	80%
2016	2020-21	63	55	88%
2017	2021-22	83	61	73%

ADDITIONAL EVIDENCE

We see positive trends in the graduation rate for students with disabilities and the significant improvement in the four-year graduation rate indicate we are on track to meet both portions of this Goal in the 2022-23 school year. We will continue analyze our data and adjust our program to support students in earning credits and passing the Regents Examinations necessary to graduate to ensure that we remain on track with this goal for future cohorts even with fewer or no Regents exemptions for those students.

¹ The state's guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

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Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

The four-year graduation rates for NYC School districts are not yet available for the 2021-22 school year, however BSA did exceed the 2020-21 four-year graduation rate of our district of location Manhattan District #2. We enroll students from a great many districts, with Bronx District #9 being home to our greatest percentage of students. The four-year graduation rate for Bronx District #9 was 77% in 2020-21, which we also exceeded by the cohort of 2018 in 2021-22.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	70	55	79%	7374	81%
2017	2020-21	83	54	65%	8852	83%
2018	2021-22	72	62	86%	TBD	TBD

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

BSA was able to meet two of the graduation metrics for 2021-22 and have shown progress in other metrics. We continue to work with students who do not graduate in four or five years to support them in meeting graduation requirements at BSA with additional resources available through our partnership with The Door.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Not Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

During the 2022-23 school year we are implementing several initiatives to support more of our students in making progress toward graduating in four years. These initiatives include: high dosage tutoring for students in their second year of high school; the addition of office hours two days a week for every course to allow students to access additional support from their teachers and

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opportunities to revise and resubmit assignments; targeted Regents Examination preparation sessions for students who are retaking examinations in January; counseling sessions for every student in advisory to review academic and attendance data, set goals and check on progress toward meeting those goals; and increased communication and collaboration with parents/caregivers around students' academic progress.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to navigate a clearly articulated pathway of next steps in their career and college planning, including social and study skills, motivation, work readiness competencies, resiliency, the ability to make connections to what they learned in school and how it connects to the world of work and their long-term career goals.

BSA’s college preparation program is designed to create an environment in which every student in every grade has multiple touchpoints with the college prep staff, multiple times per year, across all four grades. Each student works on their college/career plans each grade, and will be prepared to graduate, and enter college or the workforce.

Broome Street Academy supports students in the postsecondary planning process in multiple ways:

1. The school works closely with The Door’s College Paths office, which provides multifaceted and comprehensive college/career services and interventions. As our CBO, The Door has worked to support BSA students since the school’s inception and provides nearly all of Broome Street Academy’s college/career services.
2. In addition to The Door, we also partner with community organizations, community members in various fields, companies, banks (i.e. Mizuho, J.P. Morgan Chase) in order to provide students with connections to real world work experiences.
3. The school conducts periodic outreach to recent BSA graduates to support college persistence and reconnect alumni with the school and resources at The Door.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school

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should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

BSA did not meet the measure of demonstrating college preparation for the cohort of 2018 using passing college courses, Regents Diploma with advanced designation and standardized test scores from the Regents and Advanced Placement examinations. However, more than 75% participated in the advance level courses aligned college level expectations. Because we serve a population of students in which many are considered at high risk of not completing high school or attending college, we offer programming to also prepare them for entering the workforce. Many participate in the Summer Youth Employment Program (SYEP) to gain experience and responsibility of what being an employee looks like. When including these career preparation indicators along with college preparation indicators, more than 75% of the graduating students demonstrated post-secondary readiness.

In the 2022-23, in addition to advanced courses such as Physics and Algebra II, and Advance Placement courses, students have opportunity enroll in college course through College Now, take College Level Examination Program examinations, and take the PSAT and SAT. In addition, there will be continued opportunities for workforce preparation through SYEP as well as programs specific programs through The Door to prepare students for culinary arts or other careers.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing College Course through College Now			
Advanced Regents Diploma	4	4	100%
Scored a 65+ on Physics Regents Exam	2	2	100%
65+ on Algebra 2 Regents Exam	31	31 waivers	100%
AP Biology	3	0	0%
AP English Literature	5	0	0%
AP Statistics	1	0	0%
AP US Government	8	0	0%

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Overall	62	37	60%
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Percentage of the 2018 Total Cohort Graduates Demonstrating Post-Secondary Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Summer Youth Employment	17	17	100%
Overall	62	17	27%
Total from both	62	54	87%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

BSA partially met the metric for the 2018 cohort, with 89% of students accepted to college and 68% of students matriculating in 2- or 4-year colleges the fall immediately after graduation. This data was collected from the National Student Clearinghouse. Over the past three years, number of

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graduates and the number of students accepted to college have increased due to the counseling from BSA and The Door to support all students in their post-secondary planning.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	47	36	75%
2017	2020-21	55	25	45%
2018	2021-22	62	42	68%

ADDITIONAL CONTEXT AND EVIDENCE

In partnership with The Door, students also have the opportunity to participate in several programs to prepare them for life after high school if they choose to enter directly into the workforce. 100% of the 2018 graduates in 2021-22 had a post-secondary plan prior to graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Part of BSA's mission is to prepare our students for post-secondary success. While we met the goal for college matriculation, we fell short of the goal for college readiness.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Partially Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Partially Met

ACTION PLAN

As stated previously in this document, we will continue to offer advanced Regents courses and AP courses with the hope that students will have opportunities to take multiple AP exams or complete the requirements for Regents Diplomas with advance distinction, which we believe will have a positive impact on our college preparation indicators going forward. In addition, the following areas of focus will support our progress toward meeting the postsecondary readiness measures going forward.

Continued Focus on College and Career Readiness Initiatives

To improve college preparation at Broome Street Academy, the Advisory curriculum has been bolstered with a weekly Friday curriculum led by three College Counselors, a Work Based Learning Coordinator, and a Postsecondary Coordinator. College Prep Fridays include college trips, resume

building workshops, college and career fairs, alumni events, and guest speakers. In addition to these strategic group interventions, each student will meet with a college counselor multiple times throughout the year across all four years.

In 2021-22, we increased our collaboration with The Door to support college and career readiness for our students. Broome Street Academy hired a Postsecondary Readiness Coordinator who acts as a liaison to The Door in order to coordinate college and career preparation. The coordinator works directly with The Door and our student population to improve college and career readiness. In 2021-22, together with The Door, we conducted a review of New York City's new college and career benchmarks and aligned them with BSA's curriculum for 2022-23. We are also emphasizing career-readiness through work-based learning. In summer 2022, 104 students applied to participate in the Summer Youth Employment Program (SYEP). Through the SYEP, students have opportunities to work over the summer alongside college-educated professionals, which fosters their exploration of college and career options. In addition to continuing to support students in participating in SYEP, we will also be providing students with information about summer academic enrichment programs at colleges.

Increasing Rigor and Student Engagement in Core Academic Classes

With our push to increase rigor schoolwide, we are working to support teachers as they adjust to our higher expectations for instruction. Prior to 2019-20, BSA used a school-designed rubric to evaluate teachers. Recognizing that the in-house rubric did not effectively describe the complexity of the high-quality teaching we want to encourage, we introduced the Danielson Framework in 2019-20 as the primary rubric for coaching and evaluating teachers with 4 priority areas. Returning to in person teaching in 2021-22 allowed for teachers to be informally observed at least 6 times per year, and formal observations happen twice per year and to work more closely with teachers on their curricula and lesson planning. Feedback is delivered in writing as well as at in-person meetings. This process of observations, feedback and evaluation on instruction and curriculum and planning will continue in 2022-23. In addition to monthly professional development and fall in-service, the instructional leadership team will increase teacher supports by implementing focused and targeted teacher training sessions and facilitated collaborative teacher teams every morning before school.

Encouraging Student Self-Direction

To increase students' ownership of their academic trajectories, we are focused on encouraging students to develop self-direction skills. To support this effort, we will be:

- Introducing student-led conferences in 2022-23
- Holding Advisory which will provide students with weekly social-emotional support and opportunities to reflect on their academic progress with an advisor
- Bolstering our engagement with caregivers/parents to increase the home to school connection

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA has not met this goal. For the 2018 cohort, students who sat for the ELA Regents exam, 30% of those who sat for the ELA Regents achieved at least Performance Level 4. Compared the previous 2017 cohort (38%), the percentage of students scoring Level 4 decreased slightly although many students were exempt and chose not to sit for the Regents exam, so the data is not representative of the level of performance of the cohort as a whole.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	15	11	23% of tested
2017	2020-21	83	33	16	38% of tested
2018	2021-22	70	31	10	26% of valid score 30% of tested

² Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

The percent of students achieving a level 4 on the Regents English Common Core Exam for each cohort year indicates an area of growth for BSA. During the 2022-23 school year, we will be working to increase student performance on this metric. The comparison data for Cohorts and years is not valid for BSA as our population of students is highly mobile and we have historically experienced as high as 25% or 30% turnover of students (students leaving new students entering) each year. Thus the 70 students in the 2018 cohort last school year are a different group of students than those students in the 2018 cohort in the 2020-21 school year.

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	48 tested	17% of tested	74 (55 tested)	36% of tested	70 (39 valid scores; 33 tested)	26% of valid 30% of tested
2019	1 Tested	0%	48 (2 tested)	100% of tested	53 (53 valid scores; 36 tested)	30% of valid 44% of tested
2020			85 (none tested)	N/A	89 (86 valid scores; 0 tested)	0% of valid N/A of tested
2021					76 (76 valid; 0 tested)	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA met this ELA metric with 82% of students in the 2018 cohort passing the NYS ELA Regents with a Level 3 or higher.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	15	19	34% of tested
2017	2020-21	83	33	36	72% of tested
2018	2021-22	70	32	32	82% of valid 97% of tested

ADDITIONAL EVIDENCE

BSA met the metric of 82% of students passing the ELA Regents with at least a Level 3 score by their 4th year, and for the cohort in the 3rd year, we are more than halfway to that goal. Nonetheless, during the 2022-23 school year, we will be working to increase student performance on this metric.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	48 tested	29% of tested	74 (39 tested)	90% of tested	70 (39 valid scores; 33 tested)	82% of valid 97% of tested
2019	1 tested	100% of tested	48 (2 tested)	100% of tested	53 (53 valid scores; 36 tested)	53% of valid 77% of tested
2020			85 (none tested)	N/A	89 (86 valid scores; 0 tested)	0% of valid N/A of tested
2021					76	N/A

Goal 3: Absolute Measure

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Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

BSA did not meet this metric of 50% of the 2018 cohort who were not proficient in 8th grade scoring at least Level 4 on the ELA Regents by their 4th year. We do not have the prior cohorts’ data to

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compare with the 2018 cohort, but we note this area of focus for the 2022-23 school year and believe the initiatives and interventions described in our action plan will benefit these students.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				Data not available
2017	2020-21				Data not available
2018	2021-22	41	21	4	20%

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

BSA did not meet this metric of 75% of students who not proficient in 8th grade scoring at least Level 3 on the ELA Regents by their 4th year. We do not have the prior cohorts' data to compare with the 2018 cohort, but we were close to achieving the goal with 70% of this group of students scoring at Level 3 or higher and believe our Action Plan will support more students in meeting this metric in the future.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				Data not available
2017	2020-21				Data not available
2018	2021-22	41	21	14	70%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In the 2021-22 school year we continued to improve rigor in our English Language Arts courses, while addressing learning loss and adjusting to a return to in-person learning. We achieved the accountability measure of 80% of students in the 2018 accountability cohort scoring a Level 3 or higher on the ELA Regents Exam and we were close to achieving the growth measure for students who were not proficient in 8th grade ELA with 70% of these students scoring a Level 3 or higher. We will continue to work to increase the percentage of students in all demographic groups who score at least a Level 4 on the ELA Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

To improve student outcomes in the 2022-23 school year, we are building on initiatives started in the 2021-22 school year and introducing several new school-wide initiatives to support high quality teaching and learning. These school-wide initiatives are as follows:

Interim Assessment Cycle: We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices.

New Visions Public Schools (NVPS) Curriculum: In 2021-22, we adopted the ELA & Math curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. We are continuing to build teacher capacity in implementing this rigorous curriculum to improve student mastery and outcomes and have adopted the framework for all core subjects where available.

The Writing Revolution/Hochman Writing Method: In addition to the NVPS curricula, all ELA and special education teachers are receiving training in the Hochman Method of writing to support students in developing strong writing skills.

Office Hours: BSA is introducing a 9th period Office Hours period for all core subjects for all students that allows students to receive individual and small group academic support in targeted areas when requested by teachers or through referral by parents/caregivers or self-referral by students.

Improving Literacy and Numeracy: We are investing in Achieve 3000 and Castle Learning Software that supports literacy and numeracy across our ELA and math programs through differentiated instructional materials and standards aligned assessments.

High Dosage Tutoring: We have partnered with Great Oaks Foundation to bring tutors to push into ELA and Social Studies classes to provide all 10th graders 1:1 and small group tutoring for 90 minutes each week.

Common Writing Rubric & Portfolios: The ELA department is adopting a common writing rubric to support students understanding of the elements of quality writing and support teachers and students in setting goals and tracking progress over time. Students will also select pieces of work to revise quarterly and place in a cumulative portfolio.

Revise, Resubmit, Retake Weeks: Each quarter students will have an opportunity to select assignments they wish to revise so they can incorporate teacher feedback and demonstrate higher levels of achievement in these published pieces.

Explicit Regents Examination Preparation: In addition to supports aligned to NYS Standards and the NYS Regents Exams that are part of the curriculum, students will be offered opportunities to participate in Regents preparation where they will have explicit instruction in the format of the exam and academic vocabulary necessary for performance indicating college readiness.

Raise expectations to Level 4 performance on Regents Exams: We will be articulating and following through on the expectation that all students strive for Level 4 performance on their Regents Exams to demonstrate they are college and career ready. To support this raised expectation, students in the 2nd year of high school will take the ELA regents exam rather than waiting until their 3rd year with the expectation that those who are not yet scoring at level 4 or higher will sit for the exam again in their third year as they have further developed their skills and understanding.

Observation and feedback to teachers using the Danielson Rubric: The Danielson Rubric allows us to establish a rigorous, shared understanding for quality teaching in ELA classes and across the whole school. To that end, the leadership team will be coaching teachers in effective pedagogy, differentiation and creating substantive writing tasks for students using the methodologies in the NVPS curriculum.

Professional Development: All teachers will be participating in regular professional development aligned to their individual and school wide goals. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA has not met this metric of 65% of students scoring a Level 4 or higher on a Math Regents exam by their fourth year. This is an area of focus for the 2022-23 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	19	0	0%
2017	2020-21	83	26	8	14% of tested
2018	2021-22	70	5	6	9% of valid 10% of tested

ADDITIONAL EVIDENCE

The percent of students achieving at least a level 4 on a Regents Math Common Core Exam for each cohort year indicates that this is an area of growth for BSA. During the 2022-23 school year, we will be working to increase student performance on this metric. As stated earlier, continued disruption in learning due to the COVID-19 pandemic impacted both the performance of students who

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completed a Math Regents Exam and the number of students who actually sat for one of the exams. Nonetheless, we recognize the need to support improved student performance for students on the Math Regents Exams.

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	49 tested, 27 Exempt	0	74 (48 tested)	13% of tested	70 (65 valid scores; 60 tested)	9% of valid 10% of tested
2019	5 tested, 40 Exempt	0	48 (6 tested)	33% of tested	53 (26 valid scores; 20 tested)	12% of valid 15% of tested
2020			85 (none tested)	N/A	89 (62 valid scores; 49 tested)	0%
2021					76 (73 valid scores; 55 tested)	0%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

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RESULTS AND EVALUATION

BSA did not meet the metric of 80% of students scoring at least Level 3 on a Math Regents by their fourth year. This is an area of focus for the 2022-23 school year.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	19	4	8% of tested
2017	2020-21	83	26	49	86% of tested
2018	2021-22	70	5	41	63% of valid 68% of tested

ADDITIONAL EVIDENCE

The interim data shows that the other cohorts are also still below the goal of 80% of the cohort achieving at least a Level 3 on a Math Regents, so this continues to be an area of focus for the 2022-23 school year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	49 tested, 27 Exempt	10% of tested	74 (48 tested)	62% of tested	70 (65 valid scores; 60 tested)	63% of valid 68% of tested
2019	5 tested, 40 Exempt	20% of tested	48 (6 tested)	10% of tested	53 (26 valid scores; 20 tested)	35% of valid 40% of tested
2020			85 (none tested)	N/A	89 (62 valid scores; 49 tested)	3% of valid 4% of tested
2021					76 (73 valid scores; 55 tested)	37% of valid 49% of tested

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

BSA did not meet this metric of 50% of the 2018 cohort who not proficient in 8th grade scoring at least Level 4 on a Math Regents by their 4th year. We do not have the prior cohorts’ data to compare with the 2018 cohort, but we note this area of growth for the 2022-23 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

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2016	2019-20				Data not available
2017	2020-21				Data not available
2018	2021-22	37	5	3	9%

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

RESULTS AND EVALUATION

BSA did not meet this metric of 75% of students who not proficient in 8th grade scoring at least Level 3 on a Math Regents by their 4th year. We do not have the prior cohorts' data to compare with the 2018 cohort, but we were close to achieving the goal with 66% of this group of students scoring at Level 3 or higher.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				Data not available
2017	2020-21				Data not available
2018	2021-22	37	5	21	66%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

BSA did not meet the high school Mathematics goals for the members of the 2018 cohort who took the assessment. Because of the many COVID-19 exceptions for students, far fewer students sat for the exams and the results cannot be assumed to be representative of the level of performance of the cohort as a whole. Nevertheless, we see these results as indicators of a need to focus on supporting students in achieving college level scores on Math Regents exams in the 2022-23 school year.

³ Based on the highest score for each student on the mathematics Regents exam

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Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

As stated in the English action plan above, to improve student outcomes in the 2022-23 school year, we are building on initiatives started in the 2021-22 school year and introducing several new school-wide initiatives to support high quality teaching and learning. The school-wide initiatives that will support mathematics learning of our students include: Interim Assessment Cycle; New Visions Public Schools (NVPS) Math Curriculum; Math Office Hours; Improving Literacy and Numeracy with Achieve 3000 and Castle Learning Software; Revise, Resubmit, Retake Weeks; Raise expectations to Level 4 performance on Math Regents Exams; Explicit Regents Preparation; Observation of and feedback to teachers using the Danielson Rubric; and Professional Development on supporting all learners.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered all four of the science exam(s) in the 2021-22 school year. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

BSA did not the metric of having greater than 75% of the 2018 cohort passing a NYS Science Regents Exam with a performance of at least a Level 3 or above. However, BSA had a 92% passing rate among students in the 2018 cohort who took a science exam in 2021-22 which is greater than the prior year percent passing among test takers.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	*66/70 tested	23	43	100% of tested
2017	2020-21	83	37	42	86% of tested
2018	2021-22	70	20	30	60% of valid 92% of tested

⁴ Based on the highest score for each student on any science Regents exam

ADDITIONAL EVIDENCE

Previous APPR reporting listed the percent passing as a percentage of students who passed a Science Regents out of number of students who took a Science Regents that year. The percent passing among students in the cohort who took a science exam exceeded the goal with 92% of students achieving a score of 65 or higher. Given the exemptions for students since the start of the COVID-19 pandemic, there are fewer students taking the exam, and because of disruptions to learning some students without exemptions did not sit for the exams yet. As a result, the data cannot be assumed to be representative of the level of performance of any cohort of students as a whole. We celebrate the high percentage passing rate among test takers, and recognize the need support more students to take and pass the Science Regents Exams with college readiness levels of proficiency.

Science Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	38 tested, 34 exempt	89% of tested	74 (38 tested)	97% of tested	70 (50 valid scores; 37 tested)	60% of valid 92% of tested
2019	7 tested, 36 exempt	86% of tested	48 (11 tested)	100% of tested	53 (26 valid; 6 tested)	23% of valid 100% of tested
2020			85 (1 tested)	100% of tested	89 (80 valid scores; 5 tested)	4% of valid 60% of tested
2021					76 (75 valid scores; 41 tested)	31% of valid 55% of tested

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2021-22.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

BSA has partially met the science goal. Although we did not achieve 75% of the 2018 Cohort achieving a 65 or greater by their 4th year, this data is limited in validity given the high number of exemptions that led students to not need to take science exams. Among those members of the cohort who took a science exam in the 2021-22 school year, 92% of students achieved a score of 65 or higher. This very high percentage passing rate among test takers indicates strengths in our

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science program that we can sustain and build upon. We also recognize the need support more students to pass the Science Regents Exams with college readiness levels of proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Partially Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

ACTION PLAN

As in the action plans above, to improve student outcomes in the 2022-23 school year, we are building on initiatives started in the 2021-22 school year and introducing several new school-wide initiatives to support high quality teaching and learning. The school-wide initiatives that will support the science learning of our students include: Interim Assessment Cycle; New Visions Public Schools (NVPS) Science Curriculum; Science Office Hours; Improving Literacy and Numeracy with Achieve 3000 and Castle Learning Software; Revise, Resubmit, Retake Weeks; Explicit Regents Preparation; Observation of and feedback to teachers using the Danielson Rubric; and Professional Development on supporting all learners.

GOAL 6: SOCIAL STUDIES

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

BSA has insufficient data to make inferences about the 2018 cohort performance on the U.S. History Regents by their 4th year.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	70, 62 Tested or Rec'd Credit	30	28	88% of tested
2017	2020-21	83	All	N/A	All Exempt
2018	2021-22	70	51	1	5% of valid scores 100% of tested

EVALUATION

The U.S. History Regents Exam has been canceled for the past three years, so meaningful analysis is impossible. The percentage passing among valid scores looks extremely low because there were students in the 2018 cohort who had a US Regents Exam score from middle school or prior to the 2019-20 school year at a different school (BSA students do not take the U.S. history Regents in their first year), but they had no opportunity to retake the exam to pass with at least a 65 because the

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exam was canceled in subsequent years. There are also some students with IEPs who had valid passing scores of 55-64 who are not captured in the way the goal has been stated.

ADDITIONAL EVIDENCE

The U.S. History Regents Exam has been canceled since June of 2020, so we do not have any exam data to report for the 2021 and 2020 cohorts. Similarly, the 2019 and 2018 cohorts had such small numbers of test takers the percentage passing data is not meaningful for analysis.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	2 Tested, 1 Exempt	100% of tested	74	N/A	70 (19 valid scores; 1 tested)	5% of valid 100% of tested
2019	3 tested	67% of tested	48	N/A	53 (14 valid scores; 3 tested)	7% of valid 33% of tested
2020			85	N/A	89 (87 valid scores; 0 tested)	N/A
2021					76 (70 valid scores; 0 tested)	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple

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times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

BSA has insufficient data to make inferences about the 2018 cohort performance on the Global History Regents by their 4th year.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	70, 67 Tested or Rec’d Credit	28	29	74% of tested
2017	2020-21	83	39	34	92% of tested
2018	2021-22	70	56	1	7% of valid 100% of tested

EVALUATION

Students at BSA typically take the Global History Regents in their second year of high school. Thus, the vast majority of the Cohort of 2018 was scheduled to take the Global History Regents in June of 2020, which was canceled. Only one member of the 2018 cohort has test data for the 2021-22 school year – a 100% passing rate. Due to the small number of students who took the exam at BSA (as opposed to prior schools or middle school), the data cannot be assumed to be representative of the level of performance of the 2018 Cohort of students as a whole, nor can the data be used to inform any programmatic decisions.

ADDITIONAL EVIDENCE

Due to the COVID-19 exemptions many students received, we do not have meaningful data to report for the 2018 and 2019 cohorts. The 2021 cohort has not yet taken the Global History Regents at BSA. The data for the 2020 cohort, which was scheduled to take the Global History Regents in June of 2022 shows only half the cohort took the exam and 58% of those students achieved a score of 65 or higher (70% achieved passing scores when including those students with IEPs who met the safe net requirement).

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

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2018	1 Tested, 67 Exempt	100% of tested	74 (3 tested)	100% of tested	70 (14 valid; 1 tested)	7% of valid 100% of tested
2019	0 tested, 1 exempt	N/A	48 (none tested)	N/A	53 (2 valid; 0 tested)	N/A
2020			85 (none tested)	N/A	89 (89 valid; 44 tested)	28% of valid 58% of tested
2021					76 (75 valid; 1 tested)	0%

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

BSA has insufficient data from Regents U.S. History and Global History Exams to make inferences about the 2018 cohort performance in their 4th year. More recent cohorts have not had the opportunity to take the U.S. History exam making analysis of interim data impossible. The 2020 cohort did have an opportunity to take the Global History Exam in 2021-22, their second year of high school, and that interim data shows a need to focus on student performance on this exam. Only about half of the 2020 cohort took the exam due to ongoing disruptions to learning due to COVID-19. Among those who did take the assessment, 58% passed. Based on analysis of the Global History Regents Exams and student work, we see a need to support student writing in social studies, which will benefit students in both U.S. History and Global History. In addition, we recognize the need support more students to take and pass the Social Studies Regents Exams with college readiness levels of proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	N/A

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Comparative	Each year, the percent to students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
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ACTION PLAN

Similar to the action plans described above, we will improve student outcomes in the 2022-23 school year by building on initiatives started in the 2021-22 school year and introducing several new school-wide initiatives to support high quality teaching and learning. The school-wide initiatives that will support social studies learning of our students include: Interim Assessment Cycle; New Visions Public Schools (NVPS) Social Studies Curriculum; The Writing Revolution/Hochman Writing Method; Social Studies Office Hours; Improving Literacy with Achieve 3000 and Castle Learning Software; Revise, Resubmit, Retake Weeks; Explicit Regents Preparation; Observation of and feedback to teachers using the Danielson Rubric; and Professional Development on supporting all learners.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

BSA continues to be in Good Standing.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing