

Broome Street Academy Charter High School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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BSA's Head of School (Lynnette Ford) and Associate Head of School (Christopher Means) worked with an outside consultant, Future Leaders Incubator, to support the compilation of this report. The school-based team worked with Vivian Fang (Data and Reporting Analyst) and Laisa Kahn (Data Consultant), as well as other key members of the school's leadership team, to prepare this 2023-24 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)
Jeff Katzin	Chair (beginning July 2024)	Executive Committee Finance Committee Development Committee Audit Committee Program Committee
Stephanie Durden Barfield	Vice-Chair (Beginning July 2024)	Audit Committee
M. David Zurndorfer	Chair (until June 2024) Trustee	Executive Committee Finance Committee
Monica de la Torre	Vice Chair (until June 2024) Trustee	Executive Committee Grievance Committee Development Committee
Lauren Blum	Treasurer	Finance Committee Audit Committee
Herb Elish	Trustee (until June 2024)	Executive Committee Program Committee Finance Committee
Catherine Aquila	Secretary	Executive Committee Development Committee
Kathryn Jaxheimer Agarwal	Trustee	Program Committee Finance Committee Grievance Committee
Fernando Snowden-Lorence	Trustee	Program Committee Development Committee
Elaine Schott	Trustee	Program Committee Development Committee
John Quinn	Trustee (until June 2024)	Grievance Committee Development Committee
Alexandra C. Wood	Trustee	Development Committee Finance Committee
Susan Notkin	Trustee	N/A
William Murdock	Trustee	N/A
Lynn Schnurnberger	Trustee	N/A

Kelsey Louie has served as the CEO serving both BSA and our partner organization, The Door - A Center for Alternatives, since June, 2021.

Lynnette Ford has served as the school leader ("Head of School") since November 7, 2023. Prior to joining BSA, she was the Chief Program Officer at The Door - A Center of Alternatives and led the BSA/Door Collaboration Community Schools Initiative.

SCHOOL OVERVIEW

MISSION AND POPULATION

Our mission: The Broome Street Academy Charter High School will prepare our young people for post-secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of positive youth development.

In the 2023-24 school year, 352 students were enrolled in BSA (an increase from 319 students the prior year), with 266 students who were active participants in the school community. Of our student population, 84 students have an IEP (31% of the active student population, 26% of the overall student population at the end of the school year), and 57 meet our specific catchment (21% of the active student population, or 16% of the overall student population). BSA's catchment includes students who were reported to be currently experiencing or have experienced one or more of the following criteria:

- 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.

In order to meet our mission of serving some of the city's most vulnerable and most at-risk youth, we have a unique public lottery, with a set-aside of 50% for students who indicate the above criteria.

At BSA we serve a very distinct population that is underserved by most NYC Charter Schools. For that reason we think it important that we track other factors that are distinctly connected to alternate measures of success that consider the more holistic needs of vulnerable youth populations, their social and emotional needs, and their ability to connect to their community in meaningful ways.

PARTNERSHIP WITH THE DOOR

BSA's partner institution The Door—a Center for Alternatives, Inc. (The Door) has supported New York City's most vulnerable youth for over 50 years and is a key to BSA's model and success. Each year, The Door serves nearly 11,000 young New Yorkers 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. As a co-located partner organization, BSA continues to seek ways to better leverage the relationship and better meet the mission of our school through a robust collaboration with The Door. Currently, all BSA students have access to the services offered by The Door, all at no cost and in the same building as their school. BSA and The Door share a CEO, Kelsey Louie, who has been in his role for 3 years.

In the 2022 - 2023 school year, through our collaboration with The Door:

- 30 BSA scholars completed the membership process for this school year
- 69% (219) scholars have a Door ID and have gone through the membership process to become a Door member and access services.

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From Sept. 6, 2023 – May 31, 2024,

- 120 unduplicated scholars received 952 services
- The Adolescent Health Center was the most utilized service, followed by Food services
- In May, AHC hosted Deal or No Deal workshops and reached (73) unduplicated scholars. The goal of this workshop was to educate scholars on healthy relationships and sexual and reproductive health.

More specifically, our scholars accessed the following services:

Adolescent Health & Mental Health:

- Health Care: 78 unduplicated scholars | 217 services
- Counseling: 6 unduplicated scholars | 27 services
- Health Education: 3 unduplicated scholars | 3 services

Food and Nutrition:

- Dinner: 35 unduplicated scholars | 238 services
- Pantry: 18 unduplicated scholars | 71 services
- Food Kits: 10 unduplicated scholars | 27 services
- Snacks: 18 unduplicated scholars | 82 services
- Lunch (other than school lunch): 13 unduplicated scholars | 29 services

Supportive Services:

- Group - level interventions: 20 unduplicated scholars | 42 services
- Youth Council (BSA Scholar leadership): 6 unduplicated scholars | 36 services
- Creative Arts: 13 unduplicated scholars | 47 services

Runaway & Homeless Youth Services:

- Drop - In Emergency Services: 13 unduplicated scholars | 35 services
- Housing Support: 1 scholar received emergency housing support
- Crisis Support: 10 unduplicated scholars | 24 services

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year (BEDS Day)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	X	X	X	X	X	X	X	X	X	76	89	53	104	322
2022-23	X	X	X	X	X	X	X	X	X	35	70	85	84	274
2023-24	X	X	X	X	X	X	X	X	X	47	58	104	143	352

BSA's target enrollment for SY 2023-24 was 328 students. In order to meet both our charter goals as well as our financial needs, BSA made a strategic decision to recruit heavily to meet our targets. While we were able to meet the targets, but this required the school to take in a significant number of transfer students (students who were over-age and under-credited) into our 11th and 12th grade cohorts.

Several different factors impacted our enrollment process, including the transition of both our Head of School and key members of our Operations team in the first months of the school year, but it led to a

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large percentage of our student population having been enrolled in ATS, but being unknown to the school.

BSA's student population grew significantly at the start of the 2023-24 school year, which most significantly impacted our upperclassmen. 70% of BSA's students were juniors and seniors.

- BSA's senior class grew by 68%, admitting 58 more students than the previous year. The senior class began the year 3 times larger than our freshman class.
- BSA's junior class grew by 49%, admitting 34 more students than the previous year. The junior class was more than double the population of our freshman class.
- BSA's sophomore class grew by 66%, admitting 23 more students than the previous year.
- BSA's freshman class grew by 34%, admitting 12 more students than the previous year.

School Enrollment by Grade Level and School Year (Last Day of School, SY 2023-24)														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-24	X	X	X	X	X	X	X	X	X	47	57	99	116	319

Due to the significant complex learning needs of students who are coming to BSA after their 9th grade year, our “12th grade cohort” includes a significant number of students who would be considered 5th, 6th, 7th, and 8th year seniors, as outlined in the chart below. BSA’s team and partner organization (The Door) work diligently with these students to ensure that they have a clear post-secondary plan. Unfortunately, the data systems that capture this work also “count” the loss of these students as a “drop-out” for multiple years in a row, even though many of these students are leaving BSA with Post-Secondary plans, goals, and move into programs. Many of these are not captured in ATS as an “acceptable discharge.”

Additional Context for Enrollment in “Grade 12” for SY 2023-24: The table above, “School Enrollment by Grade Level and School Year (BEDS Day)” accounts for 144 students in the “grade 12” column. This number includes all students who remain on BSA’s ATS roster as of BEDS Day from the 2016 through 2020 cohorts. During the school year, we worked with our partners at the Door as well as our school-based social work and operations team to ensure that students who were no longer attending school were discharged from our rosters, resulting in a significant decrease in enrollment, and also a high number of students who are accounted as “drop-outs” (according to the SIRS Manual).

Make-Up of BSA’s “12th Grade Class” in SY 2023-24					
	2016 cohort	2017 cohort	2018 cohort	2019 cohort	2020 cohort
	8th year	7th year	6th year	5th year	“senior”
Enrolled on BEDS Day	3*	8	11	22	102

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Enrolled EOY	3	8	10	20	98
Number Graduated	0	1	0	3	54
Number Discharged	0	0	2	2	7

**All were beyond legal age by the end of the 2023-24 school year.*

By June 30, 2024, of the 315 students still enrolled in BSA via ATS, 54 (or 17% of our overall student population) were “inactive,” meaning that according to the SIRS manual, they would be considered a dropout, having missed more than 20 consecutive days of school, of in the case of the majority of these students, they had never attended the school. Of these students, 77% (44/57) never attended a single day of school at BSA, as seen the the table below:

End of Year Enrollment Table: Understanding the Number of Students Actively Attending BSA				
Cohort Designation	(A) “Active” (does not fall in to category B or C from this chart)	(B) “Drop Out” according to SIRS (20+ consecutively missed days)	(C) “Drop Out” according to SIRS (Never Attended)	(D) Number & Percent of enrolled “Drop Outs” for the cohort year
2016 (8th year)	0	0	3	3/3 (100%)
2017 (7th year)	0	1	7	8/8 (100%)
2018 (6th year)	1	0	9	9/10 (90%)
2019 (5th year)	9	4	7	11/21 (52%)
2020 (12th grade)	88	1	9	10/98 (10%)
2021 (11th grade)	88	4	0	4/92 (4%)
2022 (10th grade)	46	0	5	5/46 (11%)
2023 (9th grade)	33	0	4	4/37 (11%)

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York

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State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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 30th
2021-22	2018-19	2018	71	1	70
2022-23	2019-20	2019	63	1	62
2023-24	2020-2021	2020	102	7	98

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 school 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 30th
2021-22	2018-19	2018	12	2	10
2022-23	2019-20	2019	20	2	22
2023-24	2020-21	2020	98	7	105

they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. 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 homeschooling 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	71	1*	72

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2022-23	2019-20	2019	62	3*	65
2023-24	2020-21	2020	88	10*	98

*14/15 students who were NOT discharged for “an acceptable reason” were students who were enrolled via ATS, but never attended BSA for a single day of school.

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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	18	7	25
2022-23	2018-19	2018	67	3	70
2023-24	2019-20	2019	10	10	20

Despite the challenges, BSA’s 5th-year cohort has shown strong graduation rates. For the 2023-24 school year, 87 students from the 2020 cohort were either graduated or still enrolled by June 30th, demonstrating effective support strategies for older students.

Students transferring to BSA tend to be older than the average student when they enroll at BSA. The National Center for Education Statistics (NCES) provides educational statistics including that students usually enter high school at age 14.0. The table below shows the age at which students enter BSA.

Average Age of Students when Enrolling at BSA								
Cohort Year	2016	2017	2018	2019	2020	2021	2022	2023
Average Age entering BSA	16.3	15	16.4	15.4	14.8	14.5	14.5	14.1
Avg. difference btw. on-time peers	2.3 years older	1 year older	2.4 years older	1.4 years older	0.8 years older	0.5 year older	0.5 year older	SAME (0.1 year older)

As would be expected, the further into their school career a student transfers to BSA, the more likely they are to be over-age. Because so many of our student population begin attending during their upperclassmen years, our population tends to be more than a year older than their on-time peers.

Students at BSA are more likely to face struggles with attaining enough credits to graduate, are at higher risk of dropping out, have had gaps in their prior education, and are more likely to struggle with mental well-being based on the age at which they enter. The NECS reports that overage students are at a higher risk of dropping out of high school compared to their on-time peers due to the additional academic challenges they face (2017). Further, a 2015 report by The New York City Department of Education found that students who enter high school overage often struggle with academic performance due to gaps in their prior education. These gaps can make it difficult to meet graduation requirements and

succeed in a high school curriculum designed for their age group. The American Youth Policy Forum reports that overage students often experience increased academic pressure and stress due to the need to accelerate their learning and meet graduation requirements. This added pressure can negatively impact their academic performance and overall well-being.

PROMOTION POLICY

BSA's promotional criteria are aligned with the State Commissioner's Part 100.5 Diploma Requirements, with the majority of our students seeking a Regents diploma.

For students who complete high school in 4 years, the following apply: In order to earn a Regents Diploma, students must successfully complete 22 units of credit as well as meeting all 5 Regents assessment requirements.

Credits must be attained in the following content areas and subject-matter classes that are provided by BSA:

- English, four units of credit and the English Regents comprehensive examination:
 - English 9 (1 credit, 3 sections)
 - English 10 (1 credit, 4 sections (fall)/ 3 sections (spring))
 - English 11 (1 credit, 5 sections)
 - English 12 (1 credit, 4 sections)
 - Advanced Composition and Literature (1 credit, 1 section)
 - English Electives - Caribbean Literature (1 credit, 1 section), English as a NewLanguage (1 credit, 1 section)
- Social studies, four units of credit from the course offerings provided by BSA:
 - Global 1 (1 credit, 4 sections)
 - Global 2 (1 credit, 4 sections)
 - US History (1 credit, 4 sections)
 - AP US History (1 credit, 1 section)
 - AP Government and Politics (1 credit, 1 section)
 - Economics (0.5 credits, 4 sections)
 - Participation in Government (0.5 Credits 4 sections)
 - Social Studies Electives: History of Latin America (1 credit, 2 sections), The African American Experience (1 credit, 1 section)
 - Advanced African American Studies (1 credit, 1 section)
 - Based on the above list, students are required to earn 1 unit of credit in American history; two units of credit in global history and geography; (or an advanced AP course of the equivalent) and a half unit of credit in economics and a half unit of credit in participation in government;
- Mathematics, three units of credit and a commencement level Regents examinations in Algebra, Geometry, or Algebra II:
 - Algebra 1 (1 credit, 3 sections) or Algebra 1a (1 credit, 2 sections) - REQUIRED
 - Geometry (1 credit, 3 sections)
 - Algebra II and Trigonometry I (1 credit, 4 sections)
 - Pre-Calculus (1 credit, 1 sections)
 - Math Elective: Statistics (1 credit, 3 sections)

- Science, three units of credit and one of the Regents examinations in Living Environment, Earth Science, Chemistry, and Physics
 - Living Environment (1 credit, 4 sections (fall)/ 2 sections (spring))
 - Earth Science (1 credit, 4 sections)
 - Physics* (1 credit, 1 sections)
 - Science Elective: Environmental Science (1 credit, 5 sections)
 - BSA offers Lab Experience hours as reported by the teacher, and is accounted as a “Pass/Fail” on Student Report Cards to meet the required 1,200 minutes of laboratory experience through a combination of hands-on and simulated laboratory experience with documented laboratory reports.

****Students enrolled in Physics attained the tech requirement through an integrated course combining technology within this science classroom. The school's Cabinet Team has developed a Computer Programming course that is offered for all students beginning in the 2024-25 school year as a required component for all students to meet the State learning standards in technology.***

- The Arts one unit of credit
 - Performing Arts (1 credit, 5 sections)
 - Visual Art, (1 credit, 5 sections)
 - Film (0.5 credit, 4 sections (spring))
- Health, one unit of 0.5 credit
 - Health (0.5 credit)
 - In SY22-23, the learning standards for parenting have been met through integration into our health class.
- World Languages, one unit of commencement-level credit.
 - French 1 (1 credit, 4 sections), French 2 (1 credit, 1 sections),
 - Spanish 1 (1 credit, 3 sections), Spanish 2 (1 credit, 2 sections)
- Physical Education: two units of credit (with half a unit earned each of 4 years of high school)
 - Physical Education 1 (1 credits)
 - Physical Education 2 (1 credits)
 - Physical Education 3 (1 credits)
 - Physical Education 4 (1 credits)
- For students needing credit recovery, Edgenuity was utilized to offer the following courses throughout the academic year:
 - AP Biology (1 credit), Chemistry (1 credit), Earth Science (1 credit), Environmental Science (1 credit), Living Environment (1 credit), Physics (1 credit), English 9 (1 credit), English 10 (1 credit), English 11 (1 credit), English 12 (1 credit), Advanced Math (1 credit), Algebra I (1 credit), Algebra II (1 credit), Geometry (1 credit), Economics (0.5 credit), Participation in Government (0.5 credit), Global History & Geography 9 (1 credit), Global History & Geography 10 (1 credit), US History & Government (1 credit), Lifetime Fitness (0.5 credit), French 1 (1 credit), Spanish 1 (1 credit), and Visual Arts (1 credit).

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- Additional units in order to attain 22 credit units can be attained by taking additional courses, as outlined above.
- BSA allows unlimited opportunities for all students to retake required Regents examinations to improve their scores.

Regents Exams and Administration. BSA administered Regents exams three times in SY 2023-24, as follows:

- January 2024 : Algebra I, Earth Science, ELA, Geometry, Global History, Living Environment, and US History
- June 2024: Algebra I, Algebra II, Earth Science, ELA, Geometry, Global History, Living Environment, US History, and Physics
- August 2024: Algebra I, Algebra II, ELA, Earth Science, Geometry, Global History, Living Environment, and US History

Students with Disabilities documented with an IEP have additional options for acquiring their diploma, as aligned with the 100.5 Diploma Requirements. A Regents exception does apply to this special population; a score by a student with an IEP of 55-64 may be considered as a passing score on any Regents examination required for graduation.

Transfer credit. The guidance counselor and/or the Head of School evaluates incoming transcripts or other records of a transfer student enrolling in BSA. Based on the student's transcript or other records, the principal shall award the appropriate units of transfer credit towards a high school diploma.

Academic Policies that were adjusted for the 23-24 SY to better meet the needs of students included:

- 10th grade scholars were afforded the opportunity to take the ELA regents examination. A total of 27 students from our 10th-grade cohort voluntarily signed up for the exam. 24 out of the 27 students came on time and sat for the exam, resulting in an 88% attendance rate. Out of the 24 students (10th grade only) who took the test, 14 passed, which gives us a passing rate of 58%.
- BSA used Achieve 3000 as a diagnostic tool to assess student needs in math and ELA and was administered at the beginning and end of year.
- While the goal was to administer the exam three times a year, we were not able to do this; however, for Math 40 scholars completed both an initial assessment and final assessment and 12 scholars showed an improvement of >110Q from baseline assessment to final assessment. The highest increase was 205Q from baseline to final assessment. Many scholars either did not fully complete the initial assessment or final assessment to show/demonstrate growth.
- For ELA, we saw the biggest improvement in Lexile scores for our 9th grade class when comparing baseline to final assessment. For 9th grade, the average baseline score was 817 (5th - 6th grade) and the final average score was 887 (7th grade). For 10th grade, there was a decrease in the baseline average of 764 and the final average of 742. For 11th grade, there was a baseline average of 767 (5th grade) and a final average of 800 (6th grade). For the upcoming school year, we are moving to NWEA and will refine our testing procedures and policies.

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for postsecondary success.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	51*	33% overall 37% of attending students
2023	37**	68% overall 76% of attending students

Graduation Goal Measure 2 - 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.

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, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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)
2020	2021-22	89	34%
2021	2022-23	70	33%
2022	2023-24	51	10%

Graduation Goal Measures 3 & 4 - Absolute

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.

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	72	61	85%
2019	2022-23	65	48	74%*
2020	2023-24	98	54**	56%

*Since the previous APPR, there were 3 additional students from the 2019 cohort who graduated, increasing that number from 69% to 74% (nearly meeting the 5+ year Graduation Cohort goal).

**of the 2020 cohort, 44 students graduate in June 2023 and 10 graduated in August 2023

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
2017	2021-22	83	62	73%
2018	2022-23	70	60	86%
2019	2023-24	20	3	15%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	72	62	86%	TBD	TBD
2019	2022-23	65	45	68%	TBD	TBD
2020	2023-24	98	57	58%	TBD	TBD

Graduation Goal Measure 6 - Absolute Measure

¹ These data reflect August graduation rates.

² 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

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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.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
N/A	N/A	N/A	N/A
Overall	0	0	0

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	0	0
2019	2022-23	0	0
2020	2023-24	0	0

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Measure 1: 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.	NO
Leading Indicator	Measure 2: 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.	NO
Absolute	Measure 3: Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	NO
Absolute	Measure 4: Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO
Absolute	Measure 5: Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates will be fourth year will exceed that of the Total Graduation Cohort from the exemption. For purposes of this measure, only report results for students with valid scores for any pathway exam.	N/A
Absolute	Measure 6: Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will	N/A

³ 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 will be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

	achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	
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EVALUATION OF THE GRADUATION GOAL

Graduation Goal Measure 1: BSA did not meet this goal. The data from Graduation Goal Measure 1 indicates that BSA has not fully met the defined goal of ensuring 75% of first and second-year high school students earn the required credits for graduation. However, a closer analysis of student demographics, credit accumulation trends, and cohort performance reveals that BSA is making notable progress, particularly in addressing the unique challenges faced by its student population. The data suggests an improvement in the promotion rates from 2022 to 2023, with a higher percentage of students in the 2023 cohort meeting promotion criteria.

Graduation Goal Measure 2: BSA did not meet this goal. Attendance is a critical factor in Regents exam performance. The significant drop in passing rates can be attributed to the high percentage of students who either did not take enough exams or were absent. Specifically:

- **53%** of students did not take enough exams to meet the benchmark of passing three.
- **14%** took only three exams, meaning any non-passing score would prevent them from meeting the requirement.
- The average number of exams taken by 10th graders was **2.333**, which is below the number needed to meet the benchmark.

Graduation Goal Measures 3 & 4: Despite a decline to 56%, this rate still surpasses the NYC average for over-age students, indicating that BSA's support systems and interventions are effective relative to similar schools serving this demographic. Data from the NYC Department of Education indicates that 50-60% of transfer students—students who move from other schools, often mid-year or late in their high school career—graduate before aging out, and this is largely representative of the student body that we serve. With the drastic shift in the composition of our junior and senior classes (with significantly more junior and seniors entering the school after being in their 3rd and 4th years in high school at a different school prior), we also noticed a large shift in our 4-year graduation rate over the past couple years. While this shift has trended downwards, and is alarming, it is within the range of what is expected for transfer students who are starting at a new school over-age and undercredited.

Similarly, according to the NYC Department of Education, about 40% of students who do not graduate within four years eventually earn their diploma; at BSA, we have been able to increase the number of 5+-year graduates, with one additional student from our 2017 and 3 additional students from our 2019 cohort graduating in SY 2023-24.

Graduation Goal Measure 5: At the time of compiling this report, we don't yet have comparative data from the district.

Graduation Goal Measure 6: BSA does not currently have alternative graduation pathways and needs to develop a program to include this option for students, particularly for those not on track to graduate in their 4th year.

ADDITIONAL CONTEXT AND EVIDENCE

Graduation Goal Measure 1: BSA did not meet the graduation goal as defined by the Institute, which is a goal that only accounts for incoming freshmen and sophomores. BSA's student population is significantly larger (the freshmen and sophomore classes make up just 30% of the student population. When measuring the number of credits earned throughout their time at BSA, we can see that although we are not yet meeting the benchmark for students in 9th and 10th grades, most of whom (59%) transfer in to the school after BEDS Day, students are able to accumulate more credits the longer they are enrolled. For example, in our 2021 cohort, where the majority of students have been enrolled at BSA for at least one year, students are earning 1.5 more credits on average than students in our 2022 cohort. Students entering in 9th grade are also on-track, earning an average of 5.4 credits. Being that most of our students come in over-age and under-credited, we expect that it will take time to build habits that afford students an opportunity to catch up with academic and socio-emotional goals.

Students in Third and Fourth Year (and beyond) Cohorts				
Average Number of Credits Earned in SY 2023-24				
Cohort Designation	Number in Cohort during 2023-24	Number who ever attended BSA	Average number of credits earned	Notes:
2023	37	33	5.4	
2022	51	46	4.4	
2021	88	88*	5.9	*4 were chronically absent
2020	98	89*	5.2	*1 was chronically absent
2019	20	13*	4	*4 were chronically absent
2018	10	1	2.7	
2017	8	1*	NA	*1 was chronically absent
2016	3	0	NA	

*of the students in our 2022 cohort (10th grade in SY23-24), five (5 or 10%) never attended BSA for a single day, four (8%) transferred sometime after BEDS Day, and 24 (47%) entered BSA in their second year of high school. Students entering BSA as a 10th grader in SY 2023-24 earned on average 4.4 credits.

** of the students in our 2023 cohort (9th grade in SY23-24), four (or 11%) never attended BSA for a single day, and one (or 4%) entered BSA after BEDS day.

Transfer Students: Although we continue to have work to do to increase the graduation rate for all BSA students, when looking specifically at transfer students coming in to BSA, % students are accumulating more credits per year at BSA than they were in their previous institutions. Given that nearly 10% of transfer students never attend BSA, we have data to support that nearly all students who attend are benefitting from their education at the school.

Graduation Goal Measure 2: BSA saw a significant drop in the 10th grade pass-rates for Regents Exams. We attribute this mainly to student attendance when considering which students are “sitting” for Regents. The table below outlines the number of exams taken by 10th grade students in SY 2023-24. Moving forward, the school will need to ensure that more students are prepared and show up for their

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scheduled Regents, because in the previous year, 53% of students did not take enough exams to be able to meet this benchmark. Further, 14% took only 3 exams, leaving no room for a non-passing score on any of the exams taken. On Average, students in the 10th grade take 2.333 exams during the 2023-2024 school year.

Number of Regents Exams Taken by Students in the Second Year (2022) Cohort								
Number of Exams Taken	0 exams	1 exam	2 exams	3 exams	4 exams	5 exams	6 exams	7 exams
# of students	17	3	7	7	9	4	3	1
% of cohort	33%	6%	14%	14%	18%	8%	6%	2%

The breakdown of the number of Regents exams taken by the 2022 cohort provides insight into student exam-taking patterns:

- **33%** of students took no exams, which likely contributes to the low pass rate.
- **6%** took only one exam, and **14%** took two exams, showing a limited engagement with the required assessments.
- A notable portion of students, **18%**, took four exams, which is closer to the recommended number, yet still indicates a need for improvement.
- Only **2%** of students took seven exams, suggesting that while some students are engaging extensively, this is not yet widespread.

Historical Context: The context of canceled or waived Regents exams in previous years (2019-20, 2020-21, and 2021-22) may have disrupted students' preparation and familiarity with the exams. Students who missed these administrations may have faced challenges in catching up, contributing to the lower passing rates.

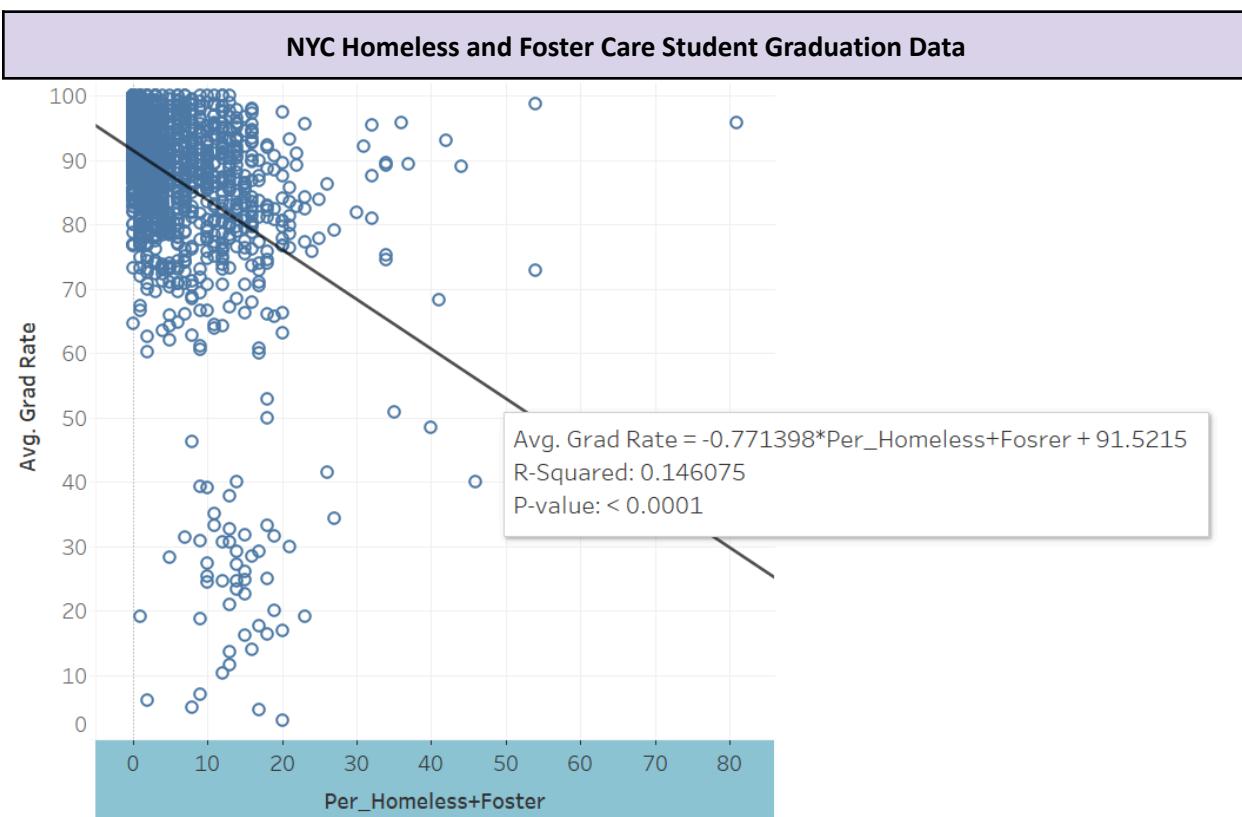
Graduation Goal Measures 3 & 4: Data from the NYC Department of Education shows that about 30-40% of over-age students who enter high school in 11th grade graduate within four years. BSA is well above this target for getting students to graduate within 4 years, however we have significant work to do to meet the goal of graduating for all students, regardless of the year or age of entry at BSA. The DOE also reports that NYC 50-60% of "transfer students" will graduate before they age-out of school, and we are continuing to work on our processes to ensure that once students join a 5th year cohort or beyond, that they remain engaged in the academic program until they do indeed graduate. Many BSA students take more than 4 years to meet readiness goals for post-secondary success and also because we accept a significant number of "transfer" students.

Only 54% of students graduated within four years, but for students that entered BSA in their 9th grade year, 61% graduated within 4 years whereas 53% of students transferring after 9th grade graduated within 4 years. Several factors impacted our low graduation rates, including the impact of remote learning (with these students having entered high school in a very unconventional way, and noting that for many, the remote learning environment at the high school they started at did not prove successful,

and hence they ended up transferring to BSA). Further, challenges associated with a large cohort of students who may have entered with academic gaps or were over-age.

Graduation Goal Measure 5: BSA is located in NYC's CSD2, however this is not encompassing a comparative population. NYC CSD 2 serves an inclusive educational environment for students from a small geographic region in Manhattan, NY. Our school specifically serves students from across NYC's boroughs, with the majority (73%) of students residing in an outerborough, and just 13% of our Manhattan-residing student population living south of Harlem. BSA only has 11 students (3%) enrolled from NYC CSD2, meaning that more than 96% of our student population resides outside of the district. Dissimilar from the district in which we are located, BSA serves a majority vulnerable and low-income student body, intentionally seeking to serve over-aged and under-credited students who are at risk of academic failure.

Graduation Goal Measure 6: BSA has a significant number of transfer students who join in their sophomore or later years. This group often requires additional support to meet graduation requirements. The implementation of the 4+1 pathway would be particularly beneficial for these students, providing them with the necessary flexibility to earn their diploma. Further, because of our unique catchment of seeking to intentionally serve systems-involved youth, specifically those who are or have struggles with stable housing, our graduation pathways must be more flexible. The table below outlines the direct correlation between graduation rates and the impact on students who are homeless or in foster care.



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For the model (above) examining the percentage of homeless + foster care students, there is a direct negative correlation. For every additional percentage point increase in homeless+foster students, the 4 year graduation rate decreases by 0.7714. At BSA, 16% of our student population in SY 2023-24 met the criteria for homelessness.

ACTION PLAN

Our cabinet team is currently working to identify schools that would provide a better comparative model, are working with outside consultants to support with setting robust goals, and implementing systems to ensure that we are rigorous with our expectations, but that they are attainable and realistic given our student population.

Graduation Goal Measure 1: Performance Disaggregation:

1. Student Characteristics:
 - Transfer Students: A substantial portion of students in the 2022 cohort transferred in later in the year, affecting their ability to meet credit earning goals. Future efforts should focus on integrating transfer students more effectively to help them catch up academically.
 - Chronic Absenteeism: Chronic absenteeism continues to be a factor impacting credit accumulation. For instance, the 2021 and 2020 cohorts included students with high absenteeism, which negatively influenced their average credits earned.
2. Programmatic Interventions:
 - Co-Academic Support: BSA has implemented various co-academic interventions to support credit accumulation, including targeted tutoring, mentoring programs, and socio-emotional support. These efforts have contributed to the gradual improvement in credit accumulation over the years.
 - Additional Leading Indicators: Internally developed leading indicators, such as student engagement metrics, participation in support programs, and progress monitoring, provide additional insights into student performance and growth.

Graduation Goal Measure 2: The percentage of students passing at least three Regents exams dropped significantly from 34% in the 2020 cohort to just 10% in the 2022 cohort. This sharp decline indicates a need for an in-depth investigation into the factors affecting students' performance and participation.

- **Preparation and Scheduling:** There's a clear gap in ensuring that students are both prepared for and attend their scheduled Regents exams. This gap is critical to address, as students' ability to meet the benchmark relies heavily on both preparation and exam attendance. In terms of next steps, the school must:
 - **Increase Preparation:** Focus on preparing students more effectively for the Regents exams, including targeted review sessions and practice tests.
 - **Improve Attendance:** Implement strategies to ensure higher attendance rates for scheduled exams, such as reminder systems and addressing barriers to attendance.

- **Monitor Exam-Taking Patterns:** Track and support students' exam-taking patterns more closely to ensure they are taking the necessary number of exams to meet the benchmark.

Graduation Goal Measures 3 & 4: Tracking student participation in co-curricular activities, academic interventions, and support programs can provide additional insights into factors contributing to graduation success. For example, higher engagement in support programs may correlate with improved graduation rates.

Performance Disaggregation by Student Characteristics:

- **Over-Age and Transfer Students:** BSA serves a significant number of over-age and transfer students, who typically face greater challenges in meeting graduation requirements within four years. The data reflects these challenges, with lower graduation rates for cohorts including a higher percentage of transfer students.
- **Retention and Engagement:** The lower five-year graduation rates for the 2019 cohort highlight the need for improved strategies to engage and support students who may need additional time. The high dropout rate indicates challenges in keeping students engaged through extended high school years.

Additional Opportunities:

- **Targeted Interventions:** By focusing on specific interventions for over-age and transfer students, BSA can continue to improve its graduation rates. This includes enhancing academic support, providing socio-emotional resources, and ensuring timely credit recovery.
- **Improving Engagement:** Strategies to increase student engagement, such as personalized learning plans and mentoring programs, can help retain students and support them in meeting graduation requirements.
- **Utilizing Additional Indicators:** BSA can benefit from tracking additional performance indicators, such as attendance patterns, engagement in co-curricular activities, and progress in credit accumulation, to better support students and improve graduation outcomes.

Graduation Goal Measure 6: Action Plan for Implementing the 4+1 Pathway Program

1. Assessment and Planning:

- **Conduct Needs Assessment:**
 - Evaluate current student data to identify those who would benefit from the 4+1 pathway. Utilize the New Visions data portal for identifying eligible students.
 - Analyze current academic performance, credit accumulation, and any challenges faced by students at risk of not graduating on time.
- **Set Goals and Objectives:**
 - Define specific goals for the 4+1 pathway program, such as the number of students to be served, expected outcomes, and benchmarks for success.

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- Develop clear objectives for academic achievement, career readiness, and personal development.

2. Program Design:

- Flexible Curriculum Development:
 - Design a flexible curriculum that allows students to earn required credits at their own pace during the first four years.
 - Incorporate essential academic subjects and electives that cater to students' interests and career goals.
- Transitional Fifth Year Plan:
 - Create a structured plan for the fifth year that includes targeted academic support, vocational training, job readiness skills, and internships.
 - Develop partnerships with local businesses, vocational schools, and community organizations for internship and training opportunities.
- Individualized Education Plans (IEPs):
 - Develop personalized education plans for each student in the 4+1 pathway, addressing their unique needs, strengths, and career aspirations.
 - Include academic, socio-emotional, and career goals in each plan.

3. Implementation:

- Staff Training and Development:
 - Provide training for school counselors, teachers, and support staff on the 4+1 pathway, including how to work with complex learners and implement individualized plans.
 - Ensure that staff are equipped to provide academic, emotional, and career support.
- Student Enrollment and Support:
 - Identify and enroll students in the 4+1 pathway program, ensuring they understand the benefits and requirements.
 - Offer orientation sessions to familiarize students with the pathway structure and available resources.

4. Monitoring and Evaluation:

- Track Progress:
 - Implement a system to monitor student progress throughout the 4+1 pathway, including credit accumulation, exam performance, and engagement in transitional activities.
 - Regularly review and adjust individualized plans based on student progress and feedback.
- Evaluate Program Effectiveness:
 - Assess the success of the program through metrics such as graduation rates, student satisfaction, and post-secondary outcomes.
 - Gather feedback from students, parents, and staff to identify areas for improvement and make necessary adjustments.

5. Community and Stakeholder Engagement:

- Engage with Families:
 - Communicate with families about the 4+1 pathway program, its benefits, and how they can support their child's success.

- Hold informational meetings and workshops to keep families informed and involved.
- Build Partnerships:
 - Develop partnerships with local organizations, businesses, and post-secondary institutions to support the transitional fifth year.
 - Seek grants and funding opportunities to support the program's resources and activities.

6. Documentation and Reporting:

- Maintain Records:
 - Keep detailed records of student participation, progress, and outcomes in the 4+1 pathway program.
 - Document best practices and lessons learned to inform future iterations of the program.
- Report Outcomes:
 - Regularly report on the program's effectiveness and student outcomes to stakeholders, including school leadership and funding agencies.
 - Share success stories and data to highlight the program's impact and secure ongoing support.

GOAL 2: COLLEGE PREPARATION

BSA 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 connect what they've learned in school to the world of work and their long term career goals.

Our approach to post-secondary success goes beyond college preparation to include multiple pathways for students. Here's how we support their transitions:

1. **Comprehensive Support:** We collaborate with The Door's College Paths office to provide extensive college and career services. This partnership allows us to offer personalized support to students throughout their high school journey and beyond.
2. **Community Partnerships:** We engage with community organizations, businesses, and banks to provide students with real-world work experiences and career connections. This network includes partnerships with Mizuho and J.P. Morgan Chase.
3. **Alumni Engagement:** We maintain connections with recent graduates to support their persistence and reintegrate them into the BSA community as needed. This ongoing support helps address challenges faced after graduation and encourages continued success.
4. **Attendance and Re-engagement:** Our Attendance Improvement and Dropout Prevention (AIDP) team works to prevent and address absenteeism. By connecting attendance with post-secondary success, we aim to re-engage students and remove barriers to their participation.
5. **Tailored Post-Secondary Planning:** Starting in the summer before senior year, each student meets with an advisor to discuss their college or career plans, explore options, and prepare applications. We offer guidance on SATs, financial aid, and college transition workshops. For students pursuing vocational or technical programs, we provide similar support tailored to their chosen fields.

6. **College Preparation:** Students have multiple interactions with college prep staff each year, including one-on-one meetings to discuss college and career plans, application processes, and financial aid.
7. **Specialized Supports:** We use ICT classes and specialized interventions to support students with IEPs and other learning needs. Programs like Achieve 3000 and Writing Revolution, along with bilingual resources and direct literacy support, ensure all students receive the assistance they need to succeed.

Tracking and Evaluation: BSA monitors various indicators of success to evaluate our effectiveness in supporting post-secondary outcomes. This includes tracking student progress in college readiness and career pathways, and adjusting our strategies based on these outcomes. We recognize the importance of reporting on college readiness to meet authorizer requirements, but we also value broader measures of success that reflect our commitment to holistic student development.

Our unique focus on serving vulnerable youth populations and our comprehensive approach to post-secondary planning demonstrate our commitment to achieving positive outcomes for all our students.

College Preparation Goal Measure 1 - Absolute

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.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school 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.

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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Scored a 65+ on Physics Regents Exam	3	0	0%
65+ on Algebra 2 Regents Exam	10	1	10%
AP English Literature	2	1	50%
AP US Government & Politics	16	2	13%
Overall	54	4	8%

College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

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Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	62	46	74%
2019	2022-23	43	27	63%
2020	2023-24	54	46*	84%

**50 students received acceptances into colleges, 46 of those students graduated from BSA and would have been able to attend the college of their choice.*

NOTE: We use the National Student Clearinghouse to check our data, and are waiting on confirmation for total matriculation to date; once the fall semester begins, we will confirm each student's matriculation information in the National Student Clearinghouse.

SUMMARY OF THE COLLEGE PREPARATION GOAL

BSA did not meet preparation Goal Measures 1 or 4, and while we are seeking to be able to give youth more post-secondary options, including college pathways, we also strive to include other measures of success for our population when considering life after high school.

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.	NO
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.	YES* <i>see note above</i>

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Preparation Goal Measure 1: Our target was for 75% of graduating students to demonstrate college preparation through various indicators. However, our data shows that only 4% of the 2020 cohort met this measure, with notable successes in AP exams (50% in AP English Literature) but overall lower performance in Regents exams and other indicators. This shortfall highlights areas for improvement in our academic preparation programs, particularly in expanding advanced coursework and enhancing student support for standardized tests.

College Preparation Goal Measure 4: Our goal of 75% matriculation into college or university was surpassed, with 84% of the 2020 cohort either accepted to or graduating and attending college in the following year. This result reflects the effectiveness of our post-secondary planning and support

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programs. It shows a significant improvement from previous years, highlighting our success in preparing students for higher education.

While we face challenges in certain academic indicators, our strong performance in post-secondary planning processes and ongoing improvements in our support systems underscore our commitment to preparing students for successful post-secondary pathways.

ADDITIONAL CONTEXT AND EVIDENCE

College Preparation Goal Measure 1: BSA works closely with our partner organization, The Door, to create pathways for success and continue to develop systems to measure these successes. One component of our program is a post-secondary plan that is required for all students to complete prior to graduation. In SY 2023-24, BSA students submitted 345 applications to post-secondary programs, averaging 3.5 applications submitted per student still enrolled in their 4th (or beyond) year. Students were accepted into 45 different schools, and 11 different college trips were taken to help prepare students for their college pathways before graduation.

An additional indicator that may be more indicative of our program setting students up for success is both exposure to and preparation for college application processes. Specifically looking at college matriculation goals, the BSA and Door teams ensure that graduates are applying for colleges:

Number of BSA Graduates Who Applied for College - SY 2023-24		
June Graduates who applied to college	August Graduates who applied to college	Total
41/45 (91%)	7/13 (54%)	48/58 (83%)

College Preparation Goal Measure 4: With the help of our unique social work support and partnership, we are able to meet the post-secondary goals of students with varying needs; even when a student is aging out or is voluntarily withdrawing from school, our AIDP Team is diligent to support good decisions, career aspirations, technical training, or HSE programming. We work with students to ensure that there is a post-secondary plan in place, and that students who are on-track for graduation have a college option, by ensuring that they are applying to colleges and universities with the support of the school. Our goal has been to ensure that students have viable post-secondary options, and the majority of our students who are graduating do have these options.

Post-Secondary Success Planning - Percent of graduates Leaving BSA with a Plan - SY 2023-24	
Graduated with Post-Secondary Plan	Graduated with at least one college option (acceptance)
81%	84%

Further, because a combined 47% of our student population are either systems-involved (homeless or foster care) and/or have an IEP, with an additional 20% of our students qualifying as ELLs, we need to ensure that our intervention programs are targeting ways to better support graduation and

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post-secondary success programs for these students.

Promotion Levels BSA Students with Complex Learning Needs						
	Number of students in cohort with an IEP	Promotion Rate to next grade level for Students with IEPs	Number of ELL students in cohort	Promotion Rate to next grade level for ELLs	Number of students in catchment group	Promotion Rate to next grade level for catchment
2023 Cohort (5 credits)	9	3 (33%)	2	2 (100%)	7	3 (42%)
2022 Cohort (10 credits)	16	3 (19%)	1	1 (100%)	9	0 (0%)
2021 Cohort (at least 15 credits)	22	12 (55%)	7	6 (86%)	21	15 (71%)
2020 cohort (graduated)	22	11 (50%)	6	3 (50%)	20	7 (35%)

ACTION PLAN

In order to improve performance on the Graduation Goal Measure 1, BSA needs to re-evaluate our program, including our work with the Institute to ensure that we provide opportunities for students to meet this measure. Currently, just 18% of our graduating class is taking an AP Exam, we do not provide a CLEP, IB, or college courses, and we do not have students graduating with advanced designations on their diplomas.

- **Expand Advanced Coursework:** Increase the availability of AP. Collaborate with partners to offer additional advanced classes and ensure that students in those classes are prepared for the AP Exams.
- **Enhanced Support for Regents Exams:** Implement targeted tutoring and review sessions for Regents exams, focusing on subjects with lower pass rates, including Algebra.
- **Academic Skills Workshops:** Introduce workshops focusing on test-taking strategies, study skills, and academic resilience.

In order to address the unique challenges faced by over-age students to improve their graduation and college readiness, BSA will increase supports for our over-age and under credited students, including a major push to support our students who have complex learning needs:

- **Individualized Academic Plans:** Develop tailored academic plans that address gaps in knowledge and provide additional support to over-age students. Each student needs to have a clear pathway to graduation which includes targets and benchmarks for credit accrual, number of Regents exams needed to pass, and accumulation of lab-hours. Currently, our students with complex learning needs are struggling more than our general education population, but with the addition of better wrap-around planning for post-secondary success, starting with academic goals, we will be able to better meet the needs of these students. We see this as an additional component of the Post-Secondary Plan and process that is already successfully in place.
- **Specialized Advising:** BSA currently offers dedicated advising sessions for over-age students to focus on credit recovery and accelerated learning options, and have found that these plans are successful. In the coming school year, we will work to ensure that in addition to the AIDP and The Door's planning processes, our Director of Special Education, Intervention Teachers, and all BSA staff are also engaged in planning to get students on-track for graduation beginning with meeting cohort promotion goals beginning with 9th graders.

BSA must work to improve student attendance and re-engagement to reduce dropout rates and increase graduation rates. In order to do this, we will implement:

- **Attendance Interventions:** Implement proactive attendance tracking and intervention strategies to address absenteeism.
- **Re-engagement Programs:** Develop programs to re-engage students who have been absent or at risk of dropping out.

GOAL 3: ENGLISH LANGUAGE ARTS

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 3 on the Regents Exam in English Language Arts (Common Core) by the completion of their fifth year in the cohort.

BACKGROUND

In the 2023-24 school year Broome Street Academy supported the ELA department with the addition of a secondary leadership role of English Department Chair to coach staff on sound instruction and implementation of the curriculum as well as vertical alignment through standards-mapping for ELA teachers. Department meetings occurred every other week during zero period where ELA teachers received focused professional development and shared strong pedagogical practices.

Curriculum. For SY 2022-23, we continued to use the ELA curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive a well rounded ELA class that includes reading and writing at their grade level.

Instruction. We focused on teachers submitting lesson plans that included an opening, closing, checks for understanding, and near the end of the school year added in criteria for success. We required a Do Now for each lesson plan to include a "Do Now" that served as a check for understanding from the

previous day's instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content. We utilized lesson plan audits to ensure that Coaches were able to follow up with teachers.

Assessment. English courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All English courses developed a summative interim common assessment and final common assessment for each quarter. We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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 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.⁶

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

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)
2018	2021-22	70	31	10	26% of valid score 30% of tested
2019	2022-23	62	4	22	38%

⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁷ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

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2020	2023-24	98	9	38	43%*
<i>*Of this cohort, 10 students no longer (or had never) attended school in SY2023-24. When accounting for these students, 48% (38/79) of students would have passed from the 2020 cohort with a Level 4.</i>					

High School ELA Measure 2 - 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.

METHOD

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.

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)
2018	2021-22	70	32	32	82% of valid 97% of tested
2019	2022-23	62	4	43	74%
2020	2023-24	98	9	50	56%

**Of this cohort, 10 students no longer (or had never) attended school in SY2023-24. When accounting for these students, 63% (50/79) of students would have passed from the 2020 cohort with a Level 4.*

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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.

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

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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)
2018	2021-22	41	21	4	20%
2019	2022-23	35	4	9	29%
2020	2023-24	95	6	38	43%*
<i>*Of this cohort, 10 students no longer (or had never) attended school in SY2023-24. When accounting for these students, 48% (38/79) of students would have passed from the 2020 cohort with a Level 4.</i>					

High School ELA Measure 8 - Growth

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.

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)
2018	2021-22	41	21	14	70%
2019	2022-23	35	4	20	65%
2020	2023-24	95	6	50	56%*
<i>*Of this cohort, 10 students no longer (or had never) attended school in SY2023-24. When accounting for these students, 63% (50/79) of students would have passed from the 2020 cohort with a Level 4.</i>					

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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	NO

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	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	NO
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.	NO
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.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

BSA did not meet measures 1 & 2: In SY23-24, BSA set a goal to schedule more 10th graders for the ELA Regents exam; students in the 2nd year of high school were scheduled to 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 have an opportunity to sit for the exam again in their third year as they have further developed their skills and understanding. With more students re-taking the exam, we were able to increase the percentage of students achieving a level 4 on their ELA regents (from 38 - 43%), however the initial pass-rate for scoring a 3 or greater was not improved with this strategy. From the 2020 cohort, 8 students were scheduled for the ELA regent at least once but never took it; 3 students were not scheduled for ELA Regents. All of these 3

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students came from out of state, and none of them are true grade 12s. There are 77 students who took the ELA regents at least once, 38 scored Level 4 or above (49%) and 50 scored Level 3 or above (64%)

BSA did not meet measures 7 & 8: When accounting for students who have not attended school, BSA is nearly meeting goals for measures 7 and 8. We have a large influx of students joining the team beginning in their Junior year, with 95+% coming in having been below grade-level in 8th grade, yet even with these complex learners, BSA was able to achieve a 63% pass rate with 48% achieving a level 4 by the their 4th year of high school.

ADDITIONAL CONTEXT AND EVIDENCE

BSA has made notable progress in its English Language Arts (ELA) program despite facing unique challenges. Over the 2023-24 school year, the percentage of students achieving a Level 4 on the Regents Exam increased from 38% to 43%. This improvement is attributed to our strategy of scheduling more 10th graders for the exam, allowing students more opportunities to achieve higher scores as they advance through their high school years.

While BSA did not meet the absolute targets for measures 1 and 2, we are seeing promising results with students who did not score proficient in 8th grade. By their fourth year, 63% of these students are passing the ELA Regents, and 48% are achieving a Level 4. This performance underscores our effective interventions and support for students with significant academic gaps.

Because of the large influx of students entering BSA in their Junior and Senior years, it is important to take into consideration the number of exams that students are passing before they enter BSA, and then as a result of being at BSA. The table below outlines the number of students in the 2020 cohort that transferred to BSA during their 11th or 12th grade year, and the rate at which they are passing Regents Exams (although we are including this data in the ELA section of this report, it should be considered for each core content area):

ELA Regents Pass-Rates for 2020 Cohort Transfer Students (Who Entered BSA in their 11th and 12 Grade Years)					
	Number of Transfer Students	Number of Waivers Received prior to enrolling at BSA*	Regents Passed prior to enrolling at BSA	Regents passed after one year of enrollment at BSA	Regents passed after two years of enrollment at BSA
2020 cohort students who started BSA in 11th grade	14 students	24 (Avg 1.7/ student)	5 (Avg 0.4/ student)	11 (Avg 0.8/ student)	18 (Avg. 1.3/ student)
2020 cohort students who started BSA in 12th grade	21 students	48 (Avg 2.3/ student)	16 (Avg. 0.8/ student)	22 (Avg. 1.0/ student)	N/A

*No additional waivers were provided to BSA students from the 2020 cohort after enrolling at the school.

Although we still have growth to make, students in the 2020 cohort passed twice as many Regents in their first year with us as they did in the first two years of their high school experience, and then an additional 1.3 exams in the following year. For students who transfer to BSA in their senior year, they entered with significantly more waivers, but also saw less growth with only one year to master content to be able to pass Regents exams, and are only passing, on average, one Regent exam by the end of their 4th year in high school.

Challenges such as high turnover and attendance issues, particularly among students who enroll but do not consistently attend, impact our data. Despite these obstacles, BSA remains committed to improving outcomes and is close to meeting several key performance measures. Our ongoing efforts include utilizing internal assessments to guide instruction and providing targeted support for transfer students.

Moving forward, we will continue to refine our ELA strategies, focusing on enhancing student support and leveraging data to drive instructional decisions. BSA's progress, especially considering our complex student population, reflects our dedication to achieving high academic standards and preparing students for future success.

ACTION PLAN

By strategically utilizing interim common assessments, providing targeted support for specific grades and cohorts, enhancing professional development, and addressing the needs of diverse student sub-populations, BSA is poised to improve and maintain high academic performance in ELA (and all other content areas as well. In the other core content reporting areas of this APPR we will implement the same strategies specifically regarding the use of Interim common Assessment Data Cycles and Interventions).

Steps to Improve Academic Performance:

1. **Enhanced Utilization of Interim Common Assessments:** To better gauge student progress and readiness for the Regents exams, BSA will enhance its use of interim common assessments. These assessments will be employed not only to track student performance but also to identify those at risk of falling behind. The key steps include:
 - **Regular Analysis and Review:** Interim common assessments will be administered at strategic points throughout the school year. Results will be analyzed to determine student preparedness for the Regents exams, identify students who may require additional support, and evaluate overall instructional effectiveness.
 - **Data-Driven Interventions:** Based on assessment results, specific interventions will be implemented. For students who show signs of struggling, individualized remediation plans will be created. These plans will focus on addressing specific learning gaps and reinforcing key concepts.
 - **Progress Monitoring:** Continuous monitoring of student progress through interim assessments will ensure that interventions are effective and that students are on track to

meet their academic goals. Adjustments to instruction and support will be made based on real-time data.

2. Focused Support for Specific Grades and Cohorts: We will implement targeted interventions for specific grades and cohorts, particularly those with lower performance levels. The plan includes:

- **10th Grade ELA Regents Preparation:** Given that the pass rate for the ELA Regents exam improved when 10th graders took the exam, we will continue to schedule more 10th graders for the exam. This strategy allows students to retake the exam in their third year if needed, providing additional opportunities for mastery.
- **Junior Year Support:** For students entering BSA in their junior year, intensive support will be provided to accelerate their ELA skills. This will include tailored instruction and additional resources to help these students catch up and perform at grade level.

3. Enhanced Professional Development for ELA Teachers

Professional development will be enhanced to support ELA teachers in delivering effective instruction and utilizing data. The focus will be on:

- **Standards-Based Instruction:** Continued emphasis on standards-aligned lesson planning and implementation. Teachers will receive training on using assessment data to inform instruction and create more engaging, effective lessons.
- **Collaborative Planning:** Teachers will work collaboratively to share best practices and strategies for addressing student needs based on interim assessment results.

4. Support for Specific Student Sub-Populations

To address the needs of diverse student populations, including transfer students and those with significant gaps in prior learning, BSA will:

- **Tailored Support for Transfer Students:** Develop and implement support programs specifically designed for transfer students who join BSA with prior ELA deficiencies. These programs will focus on bridging gaps and accelerating learning to help these students succeed.
- **Remediation and Enrichment Opportunities:** Provide additional remediation for students who are not yet meeting proficiency standards, as well as enrichment opportunities for those who are performing above grade level to ensure continued growth and challenge.

GOAL 4: MATHEMATICS

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 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

BACKGROUND

Curriculum: Mathematics curriculum for the 2023-24, we continued to use the Math curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. The majority of the Math

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department used NVPS math curriculum to deliver rigorous daily instruction that was evaluated by the Academic Leadership team using the Danielson rubric.

Assessment: Quarterly assessments were held that consisted of interim and common assessments followed by data analysis and student conferencing to correct student conceptual misunderstandings. Achieve 3000 assessment was implemented in the 2022-2023 school year to assess student skills. We continued to reflect on previous work to strengthen the Math curriculum, instruction, assessment, and professional development at BSA.

Instruction: Our math department saw a great deal of turn-over in the 2023-24 school year, and we struggled to find qualified instructors for our math classes. That being said, we did have a Department Chair who has worked with the school for many years working with new teachers to try to circumvent learning gaps caused by gaps in instruction.

Professional Development: Math teachers are being supported to develop planning strategies around student needs, by strengthening unit planning routines and implementation, in addition to leveraging data to create support for underlying skills and capacities. The Math Department also engaged in strengthening its content team structures, which serves as a critical hub where teachers are collaborating and co-planning to revise lesson materials to address gaps in students' mathematical understanding.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. 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.

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)
2018	2021-22	70	5	6	9%
2019	2022-23	62	35	3	11.11%

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2020	2023-24	98	48	0	0
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High School Math Measure 2 - 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.

METHOD

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 a Regents Exam in mathematics. 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.

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)
2018	2021-22	70	5	41	63% of valid 68% of tested
2019	2022-23	62	35	9	33%
2020	2023-24	98	48	5	10%

High School Math Measure 3 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

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 meet the mathematics requirement for the college and career readiness standard.

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)
2018	2021-22	37	5	3	9%

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2019	2022-23	31	35	0	0%
2020	2023-24	83	33	0	0%

High School Math Measure 8 - Growth

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 English requirement for graduation.

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

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)
2018	2021-22	37	5	21	66%
2019	2022-23	31	35	0	0%
2020	2023-24	83	33	5	10

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The overall performance across the mathematics goal measures reveals several key areas of concern. The consistent underachievement in advanced performance levels (Measure 1) and a significant decline in meeting basic performance standards (Measure 2) suggest systemic issues within the math program. While there are indications of successful strategies for some cohorts, such as the near-achievement of Measure 8 in 2018, the general trend is one of declining performance.

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.	NO
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.	NO

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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.	NO
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.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

High School Math Goal Measure 1: BSA did not meet this goal. The goal was for 65% of students in the Accountability Cohort to exceed Common Core expectations (scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year. The data reveals a significant shortfall in meeting this goal.

High School Math Goal Measure 2: BSA did not meet this goal. The goal was for 80% of students to meet at least Performance Level 3 on a Regents mathematics exam. The performance varied significantly across cohorts:

- **2018 Cohort:** 63% of students with valid scores met Level 3 expectations.
- **2019 Cohort:** 33% met Level 3 expectations.
- **2020 Cohort:** 10% met Level 3 expectations.

While the 2018 cohort approached the target, subsequent cohorts showed a steep decline. This suggests that while some students are meeting the minimum graduation requirements, overall performance is declining, indicating a need for more targeted interventions and support for students struggling to meet these standards, as well as enhanced teacher development and data analysis skills to intervene and remediate before students fall short of meeting standards.

High School Math Goal Measure 7: BSA did not meet this goal. The goal was for 50% of students who did not score proficient in 8th grade mathematics to meet Performance Level 4 by their fourth year. The inability of students who were previously not proficient to reach the highest level of performance on the Regents exams highlights a critical area for improvement and also a need for a remedial math course for students entering BSA for the first time.

High School Math Goal Measure 8: The goal was for 75% of students who did not score proficient in 8th grade to at least partially meet Common Core expectations (Performance Level 3) by their fourth year. The data indicates inconsistent results and the need for the Algebra program to have clear benchmarks, utilization of assessment and benchmark data, and a plan to support teachers to remediate:

- **2018 Cohort:** 66% achieved Level 3.
- **2019 Cohort:** 0% achieved Level 3.
- **2020 Cohort:** 10% achieved Level 3.

ADDITIONAL CONTEXT AND EVIDENCE

The data presents several critical concerns regarding the math performance of BSA students. The low percentage of students achieving Performance Level 3 and 4 on Regents exams, particularly within the 2020 cohort, underscores significant challenges in meeting both baseline and advanced math proficiency standards. A few factors that stand out regarding our math achievement results are below:

1. **Performance Level 3 Achievement:** With only 10% of the 2020 cohort meeting Performance Level 3, there is a clear need for improved foundational math instruction. The low percentage highlights difficulties in achieving even the baseline level of proficiency necessary for graduation and further education and underscores that none of our students achieved a Level 4.
2. **Growth from 8th Grade:** There is a high percentage of students entering high school below proficiency (with 83 out of 98 (85%) (2020 Cohort) not meeting 8th grade proficiency levels). This poses significant challenges for math advancement. The data shows that none of the students who were not proficient in 8th grade achieved Performance Level 4, and only 10% achieved Performance Level 3 by the end of high school. This indicates a severe gap in the effectiveness of interventions aimed at students who entered high school below grade level.
3. **Benchmark Assessments:** The high percentage (72%) of students who were not proficient in 8th grade failing to meet Level 3 or 4 in high school points to a persistent issue with the effectiveness of current math instruction and interventions. This suggests that foundational skills gaps are not being adequately addressed.
4. **Additional Context:** The data indicates that a significant portion of students who entered high school below grade level did not meet math goals by high school graduation. This further emphasizes the need for more effective strategies to address early math proficiency issues.

ACTION PLAN

In addition to the professional development, data, and coaching goals outlined in the ELA section, BSA also needs to introduce some specific actions to support math achievement for students. To address these concerns, BSA will implement the following actions:

- **Enhanced Early Interventions:** Implement more robust early math interventions targeting students below grade level before they enter high school. This could involve increased support in middle school and more frequent assessments to identify and address gaps early.
- **Tailored Instructional Support:** Develop and implement tailored support programs for high school students, especially those who were below grade level in middle school. Personalized tutoring, differentiated instruction, and additional resources may help address individual learning needs more effectively.
- **Focused Skill Development:** Emphasize core math skills and foundational knowledge in high school instruction. Ensure that the curriculum builds on prior learning and addresses gaps in understanding that persist from middle school.
- **Continuous Monitoring and Adjustment:** Regularly monitor student progress and adjust instructional strategies based on data. This approach will help identify effective methods and areas needing improvement, ensuring that interventions are aligned with student needs.

By addressing these issues through targeted strategies and data-driven approaches, BSA can work towards improving math performance and ensuring that students are better prepared for success in high school and beyond.

GOAL 5: SCIENCE

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.

BACKGROUND

Broome Street Academy's Science program uses New Visions curriculum in both its Living Environment and Earth Science courses. Because New Vision curriculums aren't fully created for Chemistry and Physics courses, curriculum in these courses have been generated by staff and evaluated by Leadership to ensure they align with NYS Core Curriculum standards in each course. To support these curriculums, lesson plans and standards were reviewed by the Director of Curriculum and Instruction during regular weekly meetings with science teachers.

Instruction. For the 23-24 we worked to streamline our instructional process to be one in which all teachers across the science department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from the previous days instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content. Students are exposed to laboratory classes through both lab classes and integration into the classroom model. All science classes conducted labs and inquiry projects that reinforced concepts and standards found in each course exceeding the 1,200min lab requirement for students to sit for their respective science regents.

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Assessment. Science courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All Science courses developed a summative interim common assessment and final common assessment for each quarter. These assessments were rooted in inquiry lab work in addition to regents based questions to better prepare students for their end of year science regents. Science courses 9th -12th grade culminated in taking the NYS Science Based Regents. We are continuing to use common interim and final assessment cycles followed by data analysis and student conferencing to correct student conceptual misunderstanding.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - 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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered 24 exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2018	2021-22	70	20	30	60% of valid 92% of tested
2019	2022-23	62	48	8	57%
2020	2023-24	98	39	4	35%

High School Science Measure 2 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

BSA has struggled to meet its science passing rate goals over the past three cohorts. The passing rate has consistently fallen short of the 75% target. The most recent cohort (2020) shows a notable decline in the passing rate to 35%, reflecting a significant challenge in ensuring that students meet the minimum passing criteria for science Regents exams.

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.	NO
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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

BSA has not met its high school science goals in the past three cohorts. The consistently lower passing rates compared to the 75% target signal underlying issues in the science program. The significant drop in passing rates in the most recent cohort (2020) highlights an urgent need for reassessment of instructional strategies and student support mechanisms.

ADDITIONAL CONTEXT AND EVIDENCE

In the final quarter of SY 2023-24, BSA was able to promote a science teacher from our team to be the Science Department Chair. We are confident that having someone working with this specific cohort of teachers will be beneficial. We were unable to enact the action plan from the previous year without this role filled, but plan to utilize a department model structure with common planning time in order to ensure that educators have the opportunity to analyze student work data and make adjustments to teaching practices. In order to meet the science indicators, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative regents aligned assessments for each unit.
- Leverage student's second and third years as opportunities to prepare and resit for exams that they have not met the benchmark for.
- Utilize high dosage tutoring for student remediation.
- Ensuring that we have hired highly qualified instructors who receive consistent support and development.
- Continue to provide professional development opportunities for science teachers inside and outside of BSA.

ACTION PLAN

In addition to the plans outlined in the ELA section for overall improvement of instruction and data-driven practices, we also have the following concerns and recommendations specific to BSA's science achievement:

- **Instructional Quality:** The declining passing rates suggest potential issues with the effectiveness of current science instruction. BSA should evaluate the curriculum and teaching methods to ensure they are aligned with Regents exam expectations and effectively address students' learning needs.
- **Student Support:** There may be a lack of adequate support for students struggling with science content. Enhanced intervention programs, such as targeted tutoring and supplemental instruction, could help improve student outcomes.
- **Engagement and Resources:** The school should assess whether students have sufficient resources and motivation to succeed in science. Providing additional resources, including study guides and interactive learning tools, may help students better prepare for exams.
- **Monitoring and Feedback:** Implementing regular formative assessments and feedback mechanisms can help track student progress and adjust instructional strategies in real-time.

GOAL 6: SOCIAL STUDIES

Goal: 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.

BACKGROUND

Curriculum. For SY 23-24, we continued to use the curricular framework from NVPS for Global I, Global II and US History, which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive robust history classes that include reading, documentary based writing and document analysis at their grade level. This curriculum allows students to examine primary sources to answer questions.

Instruction. Lesson plans were submitted weekly by teachers. The first 5-minutes included an engaging Do Now that served as a check for understanding from the previous days instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content.

Assessment. History courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All History courses developed a summative interim common assessment and final common assessment for each quarter. History courses 10th and 11th grade culminated in taking the NYS Global History and US History Regents.

Social Studies Measure 1 - 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.

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.

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These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2018	2021-22	70	56	1	7% of valid 100% of tested
2019	2022-23	62	52	1	10%
2020	2023-24	98	9	34	38%

Social Studies Measure 2 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - 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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2018	2021-22	70	56	1	7% of valid

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					100% of tested
2019	2022-23	62	53	0	0%
2020	2023-24	98	1	28	29%

Social Studies Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

The data provided highlights Broome Street Academy's (BSA) performance in meeting its social studies accountability goals. Here is a summary of the school's attainment of these goals.

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 U.S. History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents 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 Global History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents 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

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies Measure 1: BSA has struggled significantly to meet the 75% passing rate goal for the U.S. History Regents exam. The data shows a substantial improvement in the 2020 cohort compared to previous years, but the passing rate remains below the target. The low passing rates in earlier cohorts indicate systemic challenges in preparing students for this assessment.

Social Studies Measure 3: BSA has faced significant challenges in achieving the 75% passing rate for the Global History Regents exam. The passing rates have been consistently low across the cohorts, indicating persistent issues in both instruction and assessment preparation.

Results:

- **2018 Cohort (2021-22):** 7% passing rate (1 out of 14 with valid scores).
- **2019 Cohort (2022-23):** 0% passing rate (0 out of 12 with valid scores).
- **2020 Cohort (2023-24):** 29% passing rate (28 out of 97 with valid scores).

ACTION PLAN

In addition to the plan outlined in the ELA section, we have the following concerns and recommendations for social studies improvement at BSA:

- **Curriculum and Instruction:** The current curriculum and instructional strategies may need revision. Although BSA uses a standards-aligned curriculum from NVPS and submits lesson plans weekly, the low passing rates suggest that further improvements are needed. Re-evaluating the curriculum to ensure it aligns more closely with Regents exam expectations and enhancing instructional methods may help improve outcomes.
- **Student Support:** There may be a lack of effective support mechanisms for students struggling with social studies. Additional interventions, such as targeted tutoring, study groups, and supplemental resources, could assist students in better preparing for exams.
- **Assessment and Feedback:** Regular and rigorous formative assessments should be used to monitor student progress and address learning gaps promptly. Providing timely and specific feedback can help students understand their weaknesses and improve their performance.
- **Engagement and Motivation:** Increasing student engagement and motivation in social studies through interactive lessons, relevant content, and real-world applications might enhance student interest and performance.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing (Local Support and Improvement -LSI)
2023-24	Made Progress (Local Support and Improvement - LSI)

ADDITIONAL CONTEXT AND EVIDENCE

The school's designation as "Made Progress (Local Support and Improvement)" status indicates that the school has implemented successful strategies to enhance student outcomes, particularly in areas requiring targeted support. This designation signifies that our school is effectively harnessing local resources and assistance to bolster its educational endeavors, which is essential to our wrap-around services model in partnership with The Door. We actively collaborate to optimize student success in post-secondary outcomes and student's ability to meaningfully engage in school programming both as a minor, but also as an overage and undercredited youth. The symbiotic relationship between the school and BSA is integral to future success, and we seek to demonstrate a commitment to continuous growth and progress through this partnership.

To ensure that we are leveraging the resources and benefits of being in "Good Standing (LSI)" and implementing a plan to move back to that status through a process of developing a needs assessments to identify specific areas where support from our specialized services (special education, ELL, and social work services, as well as our partnership with The Door) can make the most significant impact, in particular when looking at graduation rates, AIDP youth, college and career preparation programs, mental and physical health services, legal services and/or parental engagement initiatives. Through our robust partnership, we have established transparent communication channels to keep stakeholders informed about progress and opportunities for involvement, fostering a sense of ownership and shared responsibility for student success.

APPENDIX A: DATA REPORTING TABLES

LEXILE LEVELS

BSA tests student Lexile levels 3 times annually, including a BOY baseline and an EOY summary. The table below shows the results comparing BOY to EOY:

2023-24 Lexile (Reading Level) Assessment: Beginning of Year Compared to End of Year Results						
	BOY Average Lexile	EOY Average Lexile	Average Growth	BOY Students at or above Grade Level	EOY Students at or above Grade Level	Grew 1 or more years
9th Grade 2023 cohort (23 tested)	806 (7.5 GLE)	885 (8.6 GLE)	+66.5 points (+1.1 grade levels)	6 26%	9 39%	18 78%
10th Grade 2022 cohort (24 tested)	778 (7.6 GLE)	782 (7.7 GLE)	+4 points (+0.1 grade levels)	6 25%	7 29%	1 4%
11th Grade 2021 cohort (49 tested)	814 (8.0 GLE)	830 (8.2 GLE)	+6 points (+0.2 grade levels)	10 20%	11 22%	10 20%
12th Grade 2021 cohort (43 tested)	930 (9.3 GLE)	938 (9.4 GLE)	+8 points (+0.1 GLE)	12 28%	12 28%	3 7%

The data reveals that students, particularly those in 9th grade, have shown substantial growth from the beginning of the year (BOY) to the end of the year (EOY). For the 2023-24 9th grade cohort, the average Lexile level increased by 66.5 points, equivalent to approximately 1.1 grade levels. Evidence from *Graham, S., & Harris, K. R. (2016). Evidence-based practices for reading instruction and intervention: An overview. Reading Research Quarterly* shows that the average growth for a 9th grader entering high school below grade level reading is just 0.5-1 year growth. Comparatively, BSA is providing intervention that supports more than average growth, which is needed for students to be on track. This cohort not only saw a significant average growth but also experienced an improvement in the percentage of students at or above grade level, increasing from 26% to 39%. 78% of students grew by one or more years in reading level, underscoring the effectiveness of BSA's reading interventions for underclassmen.

In contrast, growth among older cohorts (10th through 12th grades) was more modest. The 10th grade cohort showed minimal progress with an average increase of only 4 points, and only 4% of students grew by one or more years. Similarly, 11th and 12th grades showed slight improvements, with average gains of 6 and 8 points respectively, but the percentage of students achieving significant growth remained low.

SOCIAL AND EMOTIONAL SUPPORT AND SERVICES

At BSA we serve a very distinct population that is underserved by most NYC Charter Schools. For that reason we have a more robust social work department and a partnership with The Door to provide extensive services. We are seeking to continue to better track factors and data related to the impact of these programs. Below we have outlined highlights of the counseling services that are provided by our teams, and see them as distinctly connected to alternate measures of success that consider the more holistic needs of vulnerable youth populations, their social and emotional needs, and their ability to connect to their community in meaningful ways.

Mandated Counseling Services Provided SY 2023-24			
Students with IEPs	Students with Counseling on their IEP	Number of Mandated Sessions Provided	Referred for additional Support (Psychiatry) via The Door
63	81 (95%)	689 sessions	2

Many students come to BSA with mandated counseling services on their IEPs; in our case, the vast majority of students that have academic deficiencies as defined by having a disability also require social and emotional support, with 97% of our students with IEPs also needing counseling services.

Number of General Education Students Accessing Regular Counseling Services by Grade Level	
Cohort	Number of Students
2023 (9th Grade)	16
2022 (10th Grade)	14
2021 (11th Grade)	37
2020 (12th Grade)	30
totals:	97 general education students + 81 students with IEPs 178 in total

We offer a variety of supports to meet the needs of both our general education and special education population:

At-Risk Counseling Services Provided SY 2023-24					
Number of students accessing	At-Risk Sessions Provided	Referred for additional Support	Crisis Intervention Sessions	Safety Plans Created and Implemented	Catchment population accessing

counseling services		(Psychiatry) via The Door	Provided		counseling services
158 (50% of the student body)	1,393	1	182*	18 (11% of students receiving counseling)	26** (46% of catchment population)

* Crisis Intervention Sessions result from a physical or psychological safety concern or if a scholar required or sought additional support to regulate behaviorally or emotionally

** For 12 of these scholars, we were unable to confirm their current housing status last year and their housing status is reflective of historical data. We will be working to finalize confirmation of their housing status at the beginning of this school year

Beyond supporting students with identified disabilities served through an IEP, we also serve many students that are overage and undercredited, that are systems-involved, or who have been identified as having experienced or currently experiencing homelessness. This leads to half of our population utilizing regular counseling services to be ankle to have their social and emotional needs met in school.

SOCIAL AND EMOTIONAL SUPPORTS ACTION PLAN

BSA is proud of the work that we have done to expand services and provide the support that students need. That being said, we have also identified several strategies for the 2024-2025 school year to strengthen our program and to better measure the impact of outcomes for these services, as outlined below:

- Additional Tier 1 Interventions (in-classrooms support for all students)
 - a. Introducing the “Calm Corner”: In every classroom, there is a designated space for scholars to self-select if they identify a need to self-regulate. Each calm corner has a comfortable seating area, a basket of sensory toys/coloring book, as well as a laminated menu of relaxation options (including the rules of the Calm Corner on the front page.) There is a sign-in/sign-out sheet that includes a general feelings scale for scholars to fill out before and after using the space. The objective of this is so we can track scholar utilization, effectiveness of intervention, and make referrals to counseling if needed
 - b. Adding an Explicit SEL curriculum in Advisory: in SY 2023-24 BSA implemented a 4 day/ week advisory that was largely teacher-driven. Moving forward, we will implement a strategic Advisory Curriculum (“Overcoming Obstacles,” Lessons are specifically selected that align with CASEL designated SEL competencies) and Advisory will meet every Tuesday and Thursday for 15 minutes. Advisories will implement a restorative circle model with a check-in, activity, and check-out
- Expansion of Targeted Tier 3 Interventions (for students needing extensive counseling)

- a. In SY 2024-25, BSA will be thoroughly evaluating the service recommendations for every scholar seen in counseling and offering short-term treatment options (i.e. 6 weeks, 8 weeks) depending on goal completion and need. The objective for this initiative is to implement more solution focused therapy and to create more opportunities for other scholars to access services and to have clear benchmarks and goals that will be measured through shorter cycles.
- b. For SY 2024-25, BSA revised our intake form to include the Ohio Scales, an academic portion of the SAEBRS scale, and questions from the Panorama Social Emotional Learning Survey
 - i. We will be re-administering this assessment tool quarterly to scholars; the objective for this is to formally assess progress towards goals in the problem areas/performance indicators, which are identified in the initial assessment. For at-risk scholars, progress towards goals will inform the need to continue or terminate services
- c. In SY 2024-25, we are moving all notes for all scholars onto a revised treatment plan in the shared drive. This revised treatment plan includes language for what to include in notes (1) scholar's presentation and presenting problem/topic 2) intervention 3) scholar's response to intervention 4) next steps/necessary follow-up.), a section for the scholars' goals (which social workers are setting by the 3rd session this year), a section to delineate which evidenced-based or other interventions we are using for each goal, and a section for collateral contacts/agencies who are involved with the family or young person.
- d. In SY 2024-25, Social Workers are conducting observations in classrooms for scholars with IEPs who require a BIP due to ongoing behavioral problems that interfere with learning.
 - i. Social Workers will be completing ABC charts during observations, along with a member of the student life team and instructional staff. Together, they will meet to synthesize a BIP.
 - ii. The SPED, Social Work, and Student Life Team created and implemented a MTSS Referral Form this year for recommended interventions via the departments listed above.

ACHIEVE 3000

BSA Students take a nationally normed assessment, the Achieve 3000 so that we can see trends in data. Achieve 3000 is an educational platform that offers differentiated reading instruction through its nationally normed assessments and instructional materials. The platform provides students with leveled reading passages and assessments that adjust to their individual reading levels, allowing for personalized learning experiences. This approach helps in addressing diverse reading abilities within a classroom by providing texts that are both challenging and accessible to each student. The following table shows our results from SY 2023-24:

By All Students and Students Enrolled in At Least Their Second Year

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Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
10	71%	28	71%	14
11	67%	39	66%	32
12	87%	83	87%	82
All	78%	151	78%	128