



**Broome Street Academy Charter
High School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Lynnette Ford

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School Phone Number

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Lynnette Ford, Head of School, with support from Zach Sharkey, Data Analyst prepared this 2024-25 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 | Board Chair (beginning July 2024) | Executive Committee Finance Committee Development Committee Audit Committee Program Committee |
| Stephanie Durden Barfield | Vice Chair (beginning July 2024) | Audit Committee Program Committee |
| M. David Zurndorfer | Trustee (until June 2024) | Executive Committee Finance Committee Program Committee |
| Lauren Blum | Treasurer | Finance Committee Audit Committee |
| Catherine S. Aquila | Secretary | Executive Committee Development Committee |
| Katie Jaxhiemer Agarwal | Trustee | Program Committee Finance Committee Grievance Committee |
| William E. Murdock III | Trustee | Program Committee |
| Fernando Snowden – Lorence | Trustee | Program Committee Development Committee |
| Alexandra C. Wood | Trustee | Development Committee Finance Committee |
| Lynn Schnurnberger | Trustee | Program Committee |
| Susan Notkin | Trustee | Program Committee |
| Elaine Schott | Trustee (until June 2024) | Program Committee Development Committee |
| Monica de la Torre | Vice Chair (until June 2024, vacated board June 2024) | Executive Committee Grievance Committee Development Committee |

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.

SCHOOL OVERVIEW

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.

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

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement;
- Unaccompanied youth (not in the physical custody of a parent or guardian);
- 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

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.

ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year | | | | | | | | | | | | | | |
|--------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|-----|-----|-------|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 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 |
| 2024-25 | X | X | X | X | X | X | X | X | X | 46 | 54 | 53 | 110 | 263 |

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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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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 |
|--------------------|---------------------------------------------|--------------------|--------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------|
| 2022-23 | 2019-20 | 2019 | 63 | 1 | 62 |
| 2023-24 | 2020-21 | 2020 | 102 | 7 | 98 |
| 2024-25 | 2021-22 | 2021 | 91 | 6 | 85 |

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 they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 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 home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------|
| 2022-23 | 2019-20 | 2019 | 62 | 3 | 65 |
| 2023-24 | 2020-21 | 2020 | 88 | 10 | 98 |
| 2024-25 | 2021-22 | 2021 | 85 | 0 | 85 |

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Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------|
| 2022-23 | 2018-19 | 2018 | 67 | 3 | 70 |
| 2023-24 | 2019-20 | 2019 | 10 | 10 | 20 |
| 2024-25 | 2020-21 | 2020 | 14 | 4 | 18 |

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:**
 - o English 9 (1 credit)
 - o English 10 (1 credit)
 - o English 11 (1 credit)
 - o English 12 (1 credit)
 - o Advanced Composition and Literature (1 credit)
 - o English Electives - Caribbean Literature (1 credit) & English as a New Language (1 credit, 1 section)
- **Social studies, four units of credit from the course offerings provided by BSA:**
 - o Global 1 (1 credit)
 - o Global 2 (1credit)
 - o US History (1 credit)
 - o AP US History (1 credit)
 - o AP Government and Politics (1 credit)
 - o Economics (0.5 credits)
 - o Participation in Government (0.5 Credits)
 - o Social Studies Electives: History of Latin America (1 credit), The African American Experience (1 credit) - Advanced African American Studies (1 credit)

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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)
 - Geometry (1 credit)
 - Algebra II and Trigonometry I (1 credit)
 - Pre-Calculus (1 credit)

- **Science, three units of credit and one of the Regents examinations in Living Environment, Earth Science, Earth & Space Science, Chemistry, and Physics**
 - Earth & Space Science (1 credit)
 - Physics* (1 credit)
 - Chemistry (1 credit)
 - Life Science Biology (1 credit)
 - Life & Physical Science

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)
 - Visual Art, (1 credit)

- **Health, one unit of 0.5 credit**
 - Health (0.5 credit), the learning standards for parenting have been met through integration into our health class.

- **World Languages, one unit of commencement-level credit**
 - Spanish 1 (1 credit)
 - Spanish 2 (1credit)

- **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)

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○ Physical Education 4 (1 credits)

For students needing credit recovery, Edgenuity was utilized to offer all course work offered during the academic year, including: 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).

Additionally, during the 2024–2025 school year, we offered a Computer Programming class as an elective for students in grades 10–12. The course focused on foundational programming concepts and emphasized problem-solving, logical thinking, and basic coding skills. It was project-based and aligned with the New York State Computer Science and Digital Fluency Standards, ensuring students developed both technical skills and digital literacy. Students who completed the course earned 1 elective credit.

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. Additionally, students may receive a Superintendent Determination, which is reviewed by the Head of School and students must meet prescribed eligibility criteria.

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.

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for post-secondary 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 2024-25

| Cohort Designation | Number in Cohort during 2024-25 | Percent Promoted |
|--------------------|---------------------------------|------------------------------------------|
| 2023 | 37 | 68% overall 76% of attending students |
| 2024 | 36 | 50% |

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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 through at least 2021-22, some second-year cohorts may 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 2025, the 2023 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) |
|--------------------|-------------|------------------|---------------------------------------------------------------|
| 2021 | 2022-23 | 70 | 33% |
| 2022 | 2023-24 | 51 | 10% |
| 2023 | 2024-25 | 34 | 9% |

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 specific graduation requirements appear in this document above the graduation goal.

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 |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2019 | 2022-23 | 65 | 48 | 74% |
| 2020 | 2023-24 | 98 | 54 | 56% |
| 2021 | 2024-25 | 85 | 63 | 76% |

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 |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2018 | 2022-23 | 70 | 60 | 86% |
| 2019 | 2023-24 | 20 | 3 | 15% |

¹ These data reflect August graduation rates.

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| | | | | |
|------|---------|----|----|-----|
| 2020 | 2024-25 | 31 | 15 | 48% |
|------|---------|----|----|-----|

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 |
| 2019 | 2022-23 | 65 | 45 | 68% | TBD | TBD |
| 2020 | 2023-24 | 98 | 57 | 58% | TBD | TBD |
| 2021 | 2024-25 | 85 | 63 | 74% | TBD | TBD |

Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2021 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 | 0 | 0 | 0 |
| Overall | 0 | 0 | 0 |

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 2023-24 results as a temporary placeholder for the district's 2024-25 results.

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

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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort Tested | Percent Passing a Pathway Exam |
|--------------------|-------------|-------------------------|--------------------------------|
| 2019 | 2022-23 | 0 | 0 |
| 2020 | 2023-24 | 0 | 0 |
| 2021 | 2024-25 | 0 | 0 |

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

BSA met the cohort graduation and was able to provide targeted support to students in the 2020 cohort with 15 students obtaining their diploma, as a result of Major Life Exemptions approval.

| Type | Measure | Outcome |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. | No |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | Yes |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. | No |
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | No |
| Comparative | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison. | No |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | No |

EVALUATION OF THE GRADUATION GOAL

Graduation Goal Measure 1: BSA did not meet its targeted promotion rate for the academic year for first- and second-year cohorts. However, data indicates a strong correlation between consistent student attendance and grade-level promotion. Students who remained actively engaged and maintained regular attendance were successfully promoted to the next grade level. This outcome underscores the critical role that sustained attendance and engagement play in student progress and academic success,

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even when overall graduation targets are not fully met. Moving forward, strategies to improve attendance and re-engage chronically absent students will be a central focus in efforts to increase graduation outcomes. The table below highlights the number of credits earned for first and second year cohort

| Cohort | Number in Cohort 24-25 | Number who ever attended BSA | Average number of credits earned |
|--------|------------------------|------------------------------|----------------------------------|
| 2024 | 36 | 18 | 4.61 |
| 2023 | 34 | 32 | 4.11 |
| 2022 | 63 | 62 | 5.03 |
| 2021 | 85 | 83 | 4.33 |
| 2020 | 31 | 22 | 3.09 |
| 2019 | 4 | 2 | 3.00 |
| 2018 | 1 | 0 | 0 |

Graduation Goal Measure 2: BSA did not meet this goal. Despite intensified outreach and consistent communication to students and parents regarding regents and an increase in the number of students taking regents exam, we were not able to meet the goal. When comparing 2024 and 2025, there is a 154% increase in the number of scholars taking the January regents (January 2024: 83 and January 2025: 211). When you remove Algebra II and Chemistry, from the 2025 data, given these tests were not offered in January, the increase appears to be 140% (January 2024: 83 and January 2025: 200). The increase may be due to the coordinated notification efforts undertaken prior to regents testing, this year.

| Number of Regents Exams Taken by Students in the Second Year (2023) Cohort | | | | | | | | |
|----------------------------------------------------------------------------|---------|--------|---------|---------|---------|---------|---------|---------|
| Number of Exams Taken | 0 exams | 1 exam | 2 exams | 3 exams | 4 exams | 5 exams | 6 exams | 7 exams |
| # of Students | 5 | 10 | 9 | 15 | 2 | 3 | 0 | 0 |
| % of cohort | 11% | 23% | 20% | 34% | 5% | 7% | 0% | 0% |

Graduation Goal Measure 3: BSA met this goal, because of targeted academic interventions including targeted tutoring and comprehensive support programs were implemented to assist students in successfully meeting their academic requirements. These initiatives included subject-specific tutoring sessions and credit recovery to address individual student needs. In addition, academic counseling was provided by our school counselors to ensure students were aware of the graduation requirements and available support.

Graduation Goal Measure 4: Although BSA did not meet the overall graduation target, students from the 2020 cohort were actively supported through the Attendance Improvement Dropout Prevention

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program, alongside dedicated efforts from school counselors and social workers. These teams worked collaboratively to develop individualized academic plans designed to enable students to graduate within five years. As a result of this focused outreach, 18 students were engaged and provided with tailored academic assistance. Notably, of these 18 students, 83% (15 students) graduated during the 2024–2025 school year, while the remaining 17% earned their diplomas in September 2025. This represents a 100% graduation rate for the actively attending and engaged 5th year seniors.

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: While BSA did not implement a 4+1 Pathway during the 2024–2025 school year, the school significantly intensified academic supports for students who were not on track to graduate. These supports included individualized academic intervention plans, increased access to credit recovery options, and regular progress monitoring. The goal of these efforts was to ensure that students received the targeted assistance needed to meet graduation requirements and remain engaged in their academic journey.

ADDITIONAL CONTEXT AND EVIDENCE

Graduation Goal Measure 1: BSA met this goal. Additionally, we saw an increase in the number of graduates for at-risk populations, as noted below:

- Students With IEPs: 67%
- ELLs: 86%
- Catchment: 45%

Graduation Goal Measure 2: When comparing 2024 and 2025, there is a 154% increase in the number of scholars taking the January regents (January 2024: 83 and January 2025: 211). When you remove Algebra II and Chemistry, from the 2025 data, given these tests were not offered in January, the increase appears to be 140% (January 2024: 83 and January 2025: 200). The increase may be due to the coordinated notification efforts undertaken prior to regents testing, this year.

Graduation Goal Measure 3 & 4: Of the 31 students in the 2020 cohort, 52% were not actively attending school and were in various stages of being discharged due to lack of engagement. The Attendance Improvement Program proactively worked to identify alternative educational pathways for these students. As a result, 25% of the cohort received support in enrolling in a GED program, providing them with an opportunity to continue their education and work toward obtaining their high school diploma. We are actively working to effectively refer and discharge the 16 students that remain on our roster, for the 2025-2026 school year.

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

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Graduation Goal Measure 6: BSA serves a significant number of transfer students who enter the school in their sophomore year or later, who are under-credited. This population often requires additional academic support to meet New York State graduation requirements within the expected timeframe.

In response, during the 2024–2025 school year, BSA implemented targeted supports to help these students succeed. This included ongoing academic monitoring, personalized learning plans, and increased access to academic interventions. Students were offered opportunities for credit recovery, referred to night school programs, and provided with additional tutoring and instructional support aimed at addressing credit deficits and accelerating progress toward graduation.

These efforts reflect BSA’s commitment to equity in education and to ensuring that all students—regardless of when they enter the school—have a clear and supported pathway to earning their high school diploma.

ACTION PLAN

To ensure that all students have the academic support necessary to stay on track for graduation and meet New York State academic standards, Broome Street Academy will refine and implement the following strategies in the upcoming school year:

- **Targeted Interventions for Over-Age and Transfer Students**
BSA will strengthen its support systems for students who enter behind grade level, particularly over-age and transfer students. This includes expanding academic support services, increasing access to timely credit recovery options, and integrating socio-emotional supports to address non-academic barriers to success.
- **Improving Student Engagement**
To increase retention and support academic progress, BSA will implement strategies designed to improve student engagement. These include the development of personalized learning plans, expanded mentoring programs, and greater emphasis on building strong student-teacher relationships that foster a sense of belonging and motivation.
- **Utilizing Additional Performance Indicators**
BSA will enhance its data tracking systems to monitor a broader range of student success indicators. In addition to academic performance, the school will analyze patterns in attendance, engagement in co-curricular activities, and credit accumulation. These insights will inform timely interventions and allow staff to provide more individualized support to students at risk of falling off track.
- **Improving Teacher Instructional Practices through High-Impact Coaching**
Instructional coaches will provide high – impact coaching to school leaders and department chairs so that they can provide targeted feedback through regular coaching cycles – including classroom observations, collaborative planning and goal – oriented feedback – teachers will receive targeted support to build their instructional capacity, support their professional growth

and ensure that all students receive high-quality, rigorous instruction. In collaboration with Associate Head of School, each teacher will develop an annual professional development plan.

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 includes 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.
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. Weekly meetings are held with stakeholders to identify student with attendance issues to provide proactive, specific intervention to address barriers to school attendance.
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. However, beginning in the 2025-2026 school year, all students will be required to attend a semester-long seminar program for their grade – level.
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.
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.

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For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

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 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|-------------------------|-------------------------------------------------|-------------------------------|------------------------------------------------|
| Summer Youth Employment | 22 | 20 | 90% |
| Work, Learn, Grow | 16 | 16 | 100% |
| Algebra I Regents (>65) | 13 | 1 | 8% |
| Overall | 85 | 37 | 44% |

College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI 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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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

| Cohort | Graduation Year | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Following Year (b) | Matriculation Rate = [(b)/(a)]*100 |
|--------|-----------------|----------------------------|-----------------------------------------------------------------|---------------------------------------|
| 2019 | 2022-23 | 43 | 27 | 63% |
| 2020 | 2023-24 | 54 | 46 | 84% |
| 2021 | 2024-25 | 63 | 51 | 81% |

Percentage of Graduates Leaving BSA With a Plan

| Graduates with Post-Secondary Plan | Graduates with at least one college option (acceptance) |
|------------------------------------|---------------------------------------------------------|
| 94% | 94% |

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 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.

SUMMARY OF THE COLLEGE PREPARATION GOAL

| 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 |

EVALUATION OF THE COLLEGE PREPARATION GOAL

The data presented reflect the impact of BSA's comprehensive support system designed to improve student outcomes and post-secondary success. Our collaboration with The Door's College Paths office has been instrumental in providing personalized guidance, as evidenced by the increasing number of students successfully navigating college and career planning. This partnership has enabled students to make informed decisions, contributing to higher post-secondary enrollment and persistence rates.

Community partnerships have enhanced students' exposure to real-world work experiences, which align with the positive outcomes seen in employment-related indicators. By connecting students with local businesses and banks, we offer meaningful career connections that prepare them for the workforce, particularly through our summer employment programs which serve approximately 95 students annually. Participation in the DYCD-funded Work, Learn, & Grow program further strengthens work-readiness skills, a key factor in successful post-secondary transitions.

Our ongoing engagement with alumni supports students beyond graduation, addressing challenges that may impede their continued success and encouraging reintegration into the BSA community when needed. This persistent support is reflected in sustained graduation and retention rates.

The efforts of the Attendance Improvement and Dropout Prevention (AIDP) team have been critical in reducing absenteeism and re-engaging students. Weekly stakeholder meetings enable timely intervention planning, which correlates with improved attendance and academic engagement metrics. These strategies directly contribute to maintaining students' pathways toward graduation and post-secondary readiness.

Tailored post-secondary planning ensures students are well-prepared for college entrance exams, financial aid applications, and career decisions. The comprehensive advising approach has resulted in increased completion of applications and readiness for the transition beyond high school.

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Data for matriculation into college is initially through college acceptance letters and then confirmed via the National Student Clearinghouse. For the 2024-2025 school year, students received over \$300,000 in scholarships and tuition assistance to decrease the monetary barriers to attending college. Moreover, 11 graduates enrolled in The Door's Trade and Earn Program, which provides training in a range of high-demand, well-paying vocational trades. These include Commercial Driver's License (CDL) training, Heating, Ventilation, and Air Conditioning (HVAC) repair, as well as pathways into medical careers through Pharmacy Technician and Medical Assistant training.

ACTION PLAN

To continue improving student outcomes and post-secondary success, BSA will implement the following strategic actions:

1. **Strengthen Academic and Career Guidance**
 - Deepen collaboration with The Door's College Paths office to expand personalized college and career counseling services.
 - Increase student participation in post-secondary planning sessions starting before senior year to ensure readiness for college and career transitions.
2. **Expand Work-Based Learning Opportunities**
 - Enhance partnerships with community organizations, businesses, and banks to increase access to internships, apprenticeships, and summer employment programs.
 - Promote enrollment in vocational training programs such as The Door's Trade and Earn Program to diversify post-secondary pathways.
3. **Enhance Attendance and Engagement Initiatives**
 - Continue and strengthen the efforts of the Attendance Improvement and Dropout Prevention (AIDP) team with more frequent data-driven intervention meetings.
 - Implement targeted outreach to re-engage students at risk of disengagement, utilizing academic advising, counseling, and social work support.
4. **Support Alumni Persistence and Reintegration**
 - Maintain and grow alumni engagement initiatives to support recent graduates in overcoming post-secondary challenges.
 - Provide mechanisms for reintegration into the BSA community as needed to promote long-term success.
5. **Develop and Implement a Credit-Bearing Seminar Class for Grades 9–12**
 - Design a seminar course that spans grades 9 through 12, focusing on career and college exploration.
 - Integrate curriculum components that help students identify interests, explore career pathways, and prepare for post-secondary education and employment.
 - Ensure the seminar is credit-bearing to incentivize student participation and contribute to graduation requirements.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Through these focused efforts, BSA aims to increase graduation rates, enhance student readiness for college and careers, and ensure sustained success beyond high school.

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

For the 2024 – 2025 school year, BSA implemented and provided teachers with a prescriptive seven – step instructional framework, lesson plan reflects our shared mission to provide equitable access to high – quality and engaging learning. The seven – key steps of the plan includes the components below:

- Do now (which should include a reflective prompt or skill activation activity,
- Connecting the Objective - linking the do now to the posted daily goal and essential question,
- Intro/mini- lesson (teacher)
- Guided practice (students & teacher)
- Independent practice (I do)
- Exit Ticket/CFU's
 - Frequent CFU's must be incorporated throughout the lesson
- Transition/Close

Curriculum: For SY 2024-2025, 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.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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) |
|--------|-------------|----------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2019 | 2022-23 | 62 | 4 | 22 | 38% |
| 2020 | 2023-24 | 98 | 9 | 38 | 43% |
| 2021 | 2024-45 | 85 | 4 | 21 | 26% |

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

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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| 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) |
|--------------------|-------------|----------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2019 | 2022-23 | 62 | 4 | 43 | 74% |
| 2020 | 2023-24 | 98 | 9 | 50 | 56% |
| 2021 | 2024-25 | 85 | 4 | 48 | 56% |

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 4 - Comparative

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|----------------------|------------------|----------------------|------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2019 | 38% | 62 | TBD | TBD |
| 2020 | 43% | 98 | TBD | TBD |
| 2021 | 26% | 85 | TBD | TBD |

High School ELA Measure 5 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2019 | 74% | 62 | TBD | TBD |
| 2020 | 56% | 98 | TBD | TBD |
| 2021 | 56% | 85 | TBD | TBD |

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--------------------------------------------------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2019 | 2022-23 | 35 | 4 | 9 | 29% |
| 2020 | 2023-24 | 95 | 6 | 38 | 43% |
| 2021 | 2024-25 | | | | |

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) |
|--------------------|-------------|--------------------------------------------------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2019 | 2022-23 | 35 | 4 | 20 | 65% |
| 2020 | 2023-24 | 95 | 6 | 50 | 56% |
| 2021 | 2024-25 | | | | |

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

This year's results show a 17% reduction in the percentage of students meeting or exceeding Common Core expectations, scoring at or above a 4, by their fourth year. While we successfully increased the number of 10th-grade students taking the exam, internal assessment data—specifically MAP reading results—revealed that a significant number of students were performing below grade level in reading. Despite the decline in cohort performance, 79% of students who took the ELA Regents exam passed, indicating that the targeted academic supports had a positive impact on those who participated in the assessment.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

| Type | Measure | Outcome |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | 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 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. | TBD |
| 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. | TBD |
| 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: This year's results show a 17% reduction in the percentage of students meeting or exceeding Common Core expectations, scoring at or above a 4, by their fourth year. While we successfully increased the number of 10th-grade students taking the exam, internal

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assessment data—specifically MAP reading results—revealed that a significant number of students were performing below grade level in reading.

In response, the school implemented daily office hours focused on academic support, with an emphasis on building reading comprehension and literacy skills aligned to Common Core standards. These interventions aimed to prepare students more effectively for the ELA Regents exam.

Despite the decline in cohort performance, 79% of students who took the ELA Regents exam passed, indicating that the targeted academic supports had a positive impact on those who participated in the assessment. Notably, several students in the cohort scored a Level 4 or above, demonstrating proficiency that exceeds the basic passing threshold. These results suggest that while overall cohort the interventions—such as daily office hours focused on literacy development—were effective for students who engaged with the supports and took the exam the exam.

Goal Measures 4 & 5 Comparative Data: BSA was unable to identify a direct comparison for the 2021 Accountability Cohort taking the ELA Regents exam in the 2024–2025 school year due to limitations in cohort-specific data. However, based on statewide results from New York State in the 2023–2024 school year, 21% of students scored at Level 3 and 18% scored at Level 4 on the ELA Regents exam.

Goal Measures 6 & 7: BSA did not meet this goal.

ADDITIONAL CONTEXT AND EVIDENCE

BSA made a concerted effort during the 2024–2025 school year to strengthen student outcomes through the implementation of enhanced academic supports. These included Regents prep sessions, targeted tutoring, and mock Regent’s exams administered throughout the year to build content knowledge and test-taking confidence.

Cohort: 28 students, in the cohort, took the NWEA MAP assessment and of those students:

- 75% tested below reading level
- 17% tested below an 8th grade reading level

ACTION PLAN

BSA made a concerted effort during the 2024–2025 school year to strengthen student outcomes through the implementation of enhanced academic supports. These included Regents prep sessions, targeted tutoring, and mock Regent’s exams administered throughout the year to build content knowledge and test-taking confidence.

In addition, the school prioritized student engagement and motivation by delivering more relevant and engaging lessons, with a particular focus on connecting historical content to students’ present-day experiences. These strategies were designed to foster deeper interest in the subject matter and promote more meaningful learning. For the upcoming year, the action plan will include:

- **Academic Supports:** Refine and deepen academic interventions to prepare students for regents exams by:

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- Offer targeted Regents Prep sessions before and after school.
- Provide subject-specific tutoring during and outside of instructional time.
- Administer mock Regents exams throughout the year to build familiarity and reduce test anxiety.
- Use data from mock exams to identify and address learning gaps through targeted instruction
- **Instructional Engagement:** Enhance lessons to increase student engagement and deepen content understanding.
 - Design and deliver more engaging, student-centered lessons in ELA and other core subjects.
 - Integrate contemporary issues and real-life connections into the curriculum to increase relevance.
 - Utilize culturally responsive teaching strategies to reflect students' lived experiences.
- **Student Motivation & Interest:** Strengthen student motivation through connection, relevance, and recognition.
 - Encourage student voice and choice in assignments, especially in capstone and project-based learning and deepen student ownership in their learning.
- **Monitoring:** Track progress consistently and adjust strategies
 - Analyze formative and summative assessment data regularly.
 - Conduct student and teacher surveys to assess effectiveness of supports.
 - Hold data meetings with instructional teams to inform ongoing instruction.

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

For the 2024 – 2025 school year, BSA implemented and provided teachers with a prescriptive seven – step instructional framework, lesson plan reflects our shared mission to provide equitable access to high – quality and engaging learning. The seven – key steps of the plan includes the components below:

- Do now (which should include a reflective prompt or skill activation activity,
- Connecting the Objective - linking the do now to the posted daily goal and essential question,
- Intro/mini- lesson (teacher)
- Guided practice (students & teacher)
- Independent practice (I do)
- Exit Ticket/CFU's

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- a. Frequent CFU's must be incorporated throughout the lesson
- o Transition/Close

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

Assessment: Quarterly assessments were held that consisted of interim and common assessments followed by data analysis and student conferencing to correct student conceptual misunderstandings.

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 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. 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) |
|--------|-------------|----------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2019 | 2022-23 | 62 | 35 | 3 | 11.11% |
| 2020 | 2023-24 | 98 | 48 | 0 | 0% |
| 2021 | 2024-25 | 85 | 20 | 5 | 7.6% |

High School Math Measure 2 - Absolute

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 $(c)/(a-b)$ |
|--------------------|-------------|----------------------|-----------------------------------------|-------------------------------------|------------------------------------------------------------------------------|
| 2019 | 2022-23 | 62 | 35 | 9 | 33% |
| 2020 | 2023-24 | 98 | 48 | 5 | 10% |
| 2021 | 2024-25 | 85 | 20 | 31 | 48% |

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that

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students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|----------------------|------------------|----------------------|------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2019 | 38% | 62 | TBD | TBD |
| 2020 | 43% | 98 | TBD | TBD |
| 2021 | 26% | 85 | TBD | TBD |

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2019 | 74% | 62 | TBD | TBD |
| 2010 | 56% | 98 | TBD | TBD |
| 2021 | 56% | 85 | TBD | TBD |

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending

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further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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) |
|--------------------|-------------|--------------------------------------------------------------|-----------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| 2019 | 2022-23 | 31 | 35 | 0 | 0% |
| 2020 | 2023-24 | 83 | 33 | 0 | 0% |
| 2021 | 2024-25 | | | | |

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 | Number Exempted | Number Scoring at | Percent Scoring at Least Level 3 Among Students |
|--------------------|-------------|----------------------|-----------------|-------------------|-------------------------------------------------|
|--------------------|-------------|----------------------|-----------------|-------------------|-------------------------------------------------|

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| | | Proficient in 8 th Grade (a) | with No Valid Score (b) | Least Level 3 (c) | with Valid Score (c)/(a-b) |
|------|---------|-----------------------------------------------|-------------------------------|----------------------|-------------------------------|
| 2019 | 2022-23 | 31 | 25 | 0 | 0% |
| 2020 | 2023-24 | 83 | 33 | 5 | 10% |
| 2021 | 2024-25 | | | | |

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 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 |
| 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. | TBD |
| 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. | TBD |
| 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 | No |

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| | | |
|--|---------------------------------------------------------------------------------------------------------------------------|--|
| | scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | |
|--|---------------------------------------------------------------------------------------------------------------------------|--|

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Goal Measure 1: BSA did not meet this goal. 26% of the cohort scored a 4 or above on the math regents exam, which is a decrease from the 2023 – 2024 school year.

Goal Measure 2: BSA did not meet this goal, however 56% of the cohort scored a 3 or above on the math regents' exam, which is the same percentage of students that passed the exam in the 2023 – 2024 school year.

Goal Measures 4 & 5 Comparative Data: BSA was unable to identify a direct comparison for the 2021 Accountability Cohort taking a math Regents exam in the 2024–2025 school year due to limitations in cohort-specific data.

Goal Measures 6 & 7: BSA did not meet this goal, as students entered BSA severely below grade – level.

ADDITIONAL CONTEXT AND EVIDENCE

While BSA implemented intensified academic interventions, we were not able to significantly increase pass rates for regents. The NWEA assessment was administered in the Fall 2024 and 37 students from the cohort were tested. The data showed (most significantly) overall 70% of those tested scored below grade – level.

- 57% scored below an 8th grade math level
- 27% scored at a 4th grade math – level
- 8% scored at a 3rd grade math – level

ACTION PLAN

BSA made a concerted effort during the 2024–2025 school year to strengthen student outcomes through the implementation of enhanced academic supports. These included Regents prep sessions, targeted tutoring, and mock Regent's exams administered throughout the year to build content knowledge and test-taking confidence. For the upcoming year, the action plan will include:

- **Academic Supports:** Refine and deepen academic interventions to prepare students for regents exams by:
 - Offer targeted Regents Prep sessions before and after school.
 - Provide subject-specific tutoring during and outside of instructional time.
 - Administer mock Regents exams throughout the year to build familiarity and reduce test anxiety.
 - Use data from mock exams to identify and address learning gaps through targeted instruction
- **Instructional Engagement:** Enhance lessons to increase student engagement and deepen content understanding.

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- Design and deliver more engaging, student-centered lessons in history and other core subjects.
- Integrate contemporary issues and real-life connections into the curriculum to increase relevance.
- Utilize culturally responsive teaching strategies to reflect students' lived experiences.
- **Student Motivation & Interest:** Strengthen student motivation through connection, relevance, and recognition.
 - Encourage student voice and choice in assignments to deepen student ownership in their learning.
- **Monitoring:** Track progress consistently and adjust strategies
 - Analyze formative and summative assessment data regularly.
 - Conduct student and teacher surveys to assess effectiveness of supports.
 - Hold data meetings with instructional teams to inform ongoing instruction

GOAL 5: SCIENCE

The goal of the Broome Street Academy High School Science Department is to deliver rigorous, standards-aligned science instruction that fosters critical thinking, scientific literacy, and problem-solving skills.

BACKGROUND

At Broome Street Academy, the Science Department implements the New Visions curriculum for Living Environment. We utilized the NYCDOE Earth & Space Science curriculum. These curricula provide a structured and standards-aligned framework that supports student learning and assessment preparation.

For Chemistry and Physics, where comprehensive New Visions curricula are not available, course content has been developed internally by instructional staff. These teacher-created curricula have undergone thorough review by school leadership to ensure alignment with the New York State Core Curriculum standards.

To maintain consistency and instructional quality across all science courses, lesson plans and curriculum materials are regularly reviewed by the Associate Head of School.

For the 2024 – 2025 school year, BSA implemented and provided teachers with a prescriptive seven – step instructional framework, lesson plan reflects our shared mission to provide equitable access to high – quality and engaging learning. The seven – key steps of the plan includes the components below:

- Do now (which should include a reflective prompt or skill activation activity,
- Connecting the Objective - linking the do now to the posted daily goal and essential question,

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- Intro/mini- lesson (teacher)
- Guided practice (students & teacher)
- Independent practice (I do)
- Exit Ticket/CFU's
- Frequent CFU's must be incorporated throughout the lesson
- Transition/Close

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.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered 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) |
|--------------------|-------------|----------------------|-----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| 2019 | 2022-23 | 62 | 48 | 8 | 57% |
| 2020 | 2023-24 | 98 | 39 | 4 | 35% |
| 2021 | 2024-25 | 85 | 11 | 29 | 42% |

High School Science Measure 2 - Comparative

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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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2019 | 57% | 68 | TBD | TBD |
| 2020 | 35% | 98 | TBD | TBD |
| 2021 | 42% | 85 | TBD | TBD |

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

| 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. | No |

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Goals 1 & 2: BSA has not met its high school science goals in the past three cohorts, however, we saw a 20% increase in the pass rate for students taking a science regents exam. Because of the consistently low science passing rates, we have hired new teachers for our science department and identified a SPED certified content teacher to support and coach our science teachers in conjunction with the Associate Head of School.

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Instruction: BSA implemented and provided teachers with a prescriptive seven – step instructional framework, lesson plan reflects our shared mission to provide equitable access to high – quality and engaging learning. The seven – key steps of the plan includes the components below:

- Do now (which should include a reflective prompt or skill activation activity,
- Connecting the Objective - linking the do now to the posted daily goal and essential question,
- Intro/mini- lesson (teacher)
- Guided practice (students & teacher)
- Independent practice (I do)
- Exit Ticket/CFU's
 - Frequent CFU's must be incorporated throughout the lesson
- Transition/Close

ADDITIONAL CONTEXT AND EVIDENCE

For the 2024 -2025 school year, we saw a 20% increase in the number of students passing a science regents exam.

ACTION PLAN

For the upcoming year, the action plan will include:

- **Academic Supports:** Refine and deepen academic interventions to prepare students for regents exams by:
 - Offer targeted Regents Prep sessions before and after school.
 - Provide subject-specific tutoring during and outside of instructional time.
 - Administer mock Regents exams throughout the year to build familiarity and reduce test anxiety.
 - Use data from mock exams to identify and address learning gaps through targeted instruction
- **Instructional Engagement:** Enhance lessons to increase student engagement and deepen content understanding.
 - Design and deliver more engaging, student-centered lessons in history and other core subjects.
 - Integrate contemporary issues and real-life connections into the curriculum to increase relevance.
 - Utilize culturally responsive teaching strategies to reflect students' lived experiences.
- **Student Motivation & Interest:** Strengthen student motivation through connection, relevance, and recognition.
 - Encourage student voice and choice in assignments to deepen student ownership in their learning.
- **Monitoring:** Track progress consistently and adjust strategies
 - Analyze formative and summative assessment data regularly.
 - Conduct student and teacher surveys to assess effectiveness of supports.

- Hold data meetings with instructional teams to inform ongoing instruction

GOAL 6: SOCIAL STUDIES

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 24-25, 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: BSA implemented and provided teachers with a prescriptive seven – step instructional framework, lesson plan reflects our shared mission to provide equitable access to high – quality and engaging learning. The seven – key steps of the plan includes the components below:

- Do now (which should include a reflective prompt or skill activation activity,
- Connecting the Objective - linking the do now to the posted daily goal and essential question,
- Intro/mini- lesson (teacher)
- Guided practice (students & teacher)
- Independent practice (I do)
- Exit Ticket/CFU's
 - Frequent CFU's must be incorporated throughout the lesson
- Transition/Close

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. Mock Regents exams were administered throughout the school year to help students become familiar with the format, content, and expectations of the official assessment. These practice exams also served as diagnostic tools to identify learning gaps and provide targeted instructional support, ultimately aiming to deepen students' content knowledge and improve overall performance on the Regents exam.

Additionally, all seniors are required to complete a Senior Capstone Project focused on a social justice issue of their choice. This culminating project includes research, analysis, and a call-to-action component, encouraging students to engage critically with real-world issues and propose actionable solutions. The capstone serves as both an academic and civic engagement milestone, aligning with the school's mission to develop informed, socially responsible graduates.

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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. 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) |
|--------------------|-------------|----------------------|-----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| 2019 | 2022-23 | 62 | 52 | 1 | 10% |
| 2020 | 2023-24 | 98 | 9 | 34 | 38% |
| 2021 | 2024-25 | 85 | 6 | 26 | 45% |

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2019 | 10% | 62 | TBD | TBD |
| 2020 | 38% | 98 | TBD | TBD |
| 2021 | 45% | 85 | TBD | TBD |

Social Studies Measure 3 - Absolute

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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) |
|--------------------|-------------|----------------------|-----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| 2019 | 2022-23 | 62 | 53 | 0 | 0% |
| 2020 | 2023-24 | 98 | 1 | 28 | 29% |
| 2021 | 2024-25 | 85 | 3 | 41 | 58% |

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

| Cohort Designation | Charter School | | School District | |
|--------------------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2019 | 0% | 62 | TBD | TBD |
| 2020 | 29% | 98 | TBD | TBD |
| 2021 | 58% | 85 | TBD | TBD |

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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. | TBD |
| 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. | TBD |

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies Measure 1: While BSA did not meet the benchmark goal, the school experienced a notable improvement in student performance on the U.S. History Regents exam. In the 2024–2025 school year, there was an 18% increase in the number of students passing the exam compared to the previous year. This trend suggests that recent instructional interventions and academic supports are having a positive impact on student outcomes in social studies.

Social Studies Measure 2: While BSA did not meet the established benchmark goal, the school saw a significant improvement in student performance on the Global History Regents exam. In the 2024–2025 school year, 58% of students passed the exam, compared to 29% in the previous year—representing nearly doubling of the pass rate. This growth reflects the impact of targeted instructional strategies and increased academic support provided to students throughout the year.

ACTION PLAN

BSA made a concerted effort during the 2024–2025 school year to strengthen student outcomes through the implementation of enhanced academic supports. These included Regents prep sessions, targeted tutoring, and mock Regent's exams administered throughout the year to build content knowledge and test-taking confidence.

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In addition, the school prioritized student engagement and motivation by delivering more relevant and engaging lessons, with a particular focus on connecting historical content to students' present-day experiences. These strategies were designed to foster deeper interest in the subject matter and promote more meaningful learning, particularly in U.S. and Global History courses. For the upcoming year, the action plan will include:

- **Academic Supports:** Refine and deepen academic interventions to prepare students for regents exams by:
 - Offer targeted Regents Prep sessions before and after school.
 - Provide subject-specific tutoring during and outside of instructional time.
 - Administer mock Regents exams throughout the year to build familiarity and reduce test anxiety.
 - Use data from mock exams to identify and address learning gaps through targeted instruction
- **Instructional Engagement:** Enhance lessons to increase student engagement and deepen content understanding.
 - Design and deliver more engaging, student-centered lessons in history and other core subjects.
 - Integrate contemporary issues and real-life connections into the curriculum to increase relevance.
 - Utilize culturally responsive teaching strategies to reflect students' lived experiences.
- **Student Motivation & Interest:** Strengthen student motivation through connection, relevance, and recognition.
 - Encourage student voice and choice in assignments to deepen student ownership in their learning.
- **Monitoring:** Track progress consistently and adjust strategies
 - Analyze formative and summative assessment data regularly.
 - Conduct student and teacher surveys to assess effectiveness of supports.
 - Hold data meetings with instructional teams to inform ongoing instruction

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

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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 |
|---------|-----------------------------------------------------|
| 2022-23 | Good Standing (Local Support and Improvement – LSI) |
| 2023-24 | Made Progress (Local Support and Improvement – LSI) |
| 2024-25 | Made Progress (Local Support and Improvement – LSI) |

ADDITIONAL CONTEXT AND EVIDENCE

Creating a Culture of Collaboration, Co-Planning, & Intervention: 2025 – 2026 Schedule

To address the need for increased co-planning and both vertical and horizontal instructional alignment, BSA will implement a structured schedule of daily collaborative planning meetings during the 2025–2026 school year. These meetings will focus on aligning curriculum across grade levels and subject areas, ensuring that teachers are supported in implementing effective and coherent instructional practices. In addition, weekly child case study meetings will be held every Friday to review and support students identified as at risk. These meetings will involve teachers, counselors, and support staff, and will aim to develop targeted academic and social-emotional intervention plans. Collaboration with students and their parents or caregivers will be a core component of this process, ensuring that supports are holistic.

| 8:00-8:50 | Monday | Tuesday* | Wednesday** | Thursday | Friday*** |
|---------------|--------------------|-----------------|-------------------------------------------------------------------|----------------------|----------------------|
| | All-Staff Day | Co-Planning Day | Department Day | Grade Team Day | Child Case Study Day |
| Week 1 | All-Staff | Co-Planning | Vertical Alignment | Horizontal Alignment | Child Case Study |
| Week 2 | School Data | Co-Planning | Department Data | Grade Team Data | Child Case Study |
| Week 3 | PD | Co-Planning | Assessments | Flex Time | Child Case Study |
| Week 4 | Flex/Team Building | Co-Planning | Sharing Best/Strong Practices (Teaching Practices and Strategies) | Parent Engagement | Child Case Study |

*The 2nd Tuesday, the Student Life and Social Work Teams will co-plan

*The 3rd Tuesday, and Social Work department will co-plan

** The 2nd Wednesday, the Social Work & Student Life Team will join the grade team meetings.

***Every student will have a child case study conducted, starting those students with at-risk students (IEP, academic jeopardy, ELL). The calendar will be developed for the 2025 – 2026 school year.

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Catchment Data:

For the 2024–2025 school year, 30% of enrolled students—representing 88 unduplicated students—were from within our designated catchment groups and 26% (73) of enrolled students had an IEP.

Foster Care: (n=6)

- 7% or 6 students (n=88) have/had foster care involvement
- 66% or 4 (n=6) with foster care involvement also experienced housing insecurity
- 83% or 5 (n=6) with foster care involvement also have an IEP
- 100% or 6 (n=6) with foster care involvement also have ACS involvement

ACS: (n=43)

- 49% or 43 (n=88) have/had ACS involvement
- 44% or 19 (n=43) with ACS involvement have/had housing insecurities
- 58% or 25 (n=43) with ACS involvement have an IEP

Housing Insecurity: (n=64)

- 73% or 64 (n=88) have/had housing insecurities
- 30% or 19 (n=64) with housing insecurities had ACS involvement
- 6% or 4 (n=64) with housing insecurity also experienced foster care involvement

Counseling Services

The social work department conducted 1,229 counseling sessions during the 2024 -2025 school year.

To further support students' social-emotional development and overall well-being, BSA introduced several key initiatives during the 2024–2025 school year:

- **Calm Corners in Every Classroom:**
Each classroom now includes a designated *Calm Corner*, a safe space where students can self-select to go when they feel the need to self-regulate. These spaces are equipped with comfortable seating, sensory tools, coloring books, and a laminated menu of relaxation strategies. The front page of the menu clearly outlines the expectations and rules for use. Additionally, a sign-in/sign-out sheet allows students to indicate their emotional state before and after using the space via a general feelings scale. This system enables staff to track utilization, evaluate the effectiveness of the intervention, and make timely referrals to counseling services when appropriate.
- **Implementation of Overcoming Obstacles SEL Curriculum:**
BSA adopted the evidence-based *Overcoming Obstacles* social-emotional learning (SEL) curriculum. Delivered during Advisory sessions held on Tuesdays and Thursdays, the program provided structured opportunities for students to build critical life skills. Participation in the curriculum was credit-bearing, with scholars earning 0.50 elective credit upon successful completion.

These initiatives are part of BSA's broader commitment to creating a supportive learning environment that addresses both the academic and emotional needs of all students.