



**Broome Street Academy Charter
High School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Silberman, Head of School; Jen Pasek, Consultant; Nora Clancy, Consultant; Gunnar Zuber, Data Manager; Matthew Molloy, Senior Dean of Academics; and Paul Hale, Dean of STEM prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. David Zurndorfer	President, Executive Committee Chair, Grievance Committee Chair
Monica de la Torre	Vice President, Executive Committee, Development Committee, Grievance Committee
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Elaine Schott	Trustee, Program Committee, Development Committee
Joaquin Pichardo	Parent Representative

Melissa H. Silberman has served as the Head of School since June 1st, 2018.

SCHOOL OVERVIEW

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

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

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement; or
- Unaccompanied youth (not in the physical custody of a parent or guardian); or
- Currently in, or have ever been in, foster care, or otherwise involved in the child welfare system.

If, after offering this preference to students within and outside of CSD 2, seats remain open, our 5th and 6th preferences are for students who reside in New York City public housing and/or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

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

BSA’s Key Design Elements are:

1. A school culture grounded in the principles of youth development;
2. The recruitment, nurturing and retention of quality staff;
3. A focus on assessment as a critical analytical tool; and,
4. Multiple pathways to post-secondary success for students not ready for college.

In response to the mandated closure due to COVID-19 in 2020, BSA was well-prepared for a transition to remote learning. We began preparing for a shift to virtual instruction early in March and transitioned to remote instruction—with no down time—on March 13, 2020. BSA was positioned to immediately adopt a virtual program for two reasons. First, our team already had

experience using Edgenuity, a software program that facilitates online learning and is aligned with the National Common Core Standards and the New York State Regents exams. We had been using Edgenuity to help students with credit recovery, but quickly realized that it could be leveraged to support all learners during remote learning. By March 5, 2020, we had all of our students registered in Edgenuity and began training our teachers in how to transition their classes to the platform. Second, we were able to provide every student with a laptop to take home during the closure. The COVID-19-related closure made us realize the importance of a 1:1 program; starting in 2020-21, we will be providing every student with a Chromebook.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2015-16	96	80	67	77	320
2016-17	90	81	80	67	318
2017-18	101	74	81	78	334
2018-19	96	71	48	82	297
2019-20	59	85	91	77	312

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 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

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Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	94	4	90
2018-19	2015-16	2015	75	2	73
2019-20	2016-17	2016	80	10	70

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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 Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	90	-	90
2018-19	2015-16	2015	64	17	81
2019-20	2016-17	2016	70	-	70

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	65	-	65
2018-19	2014-15	2014	79	19	98
2019-20	2015-16	2015	67	7	74

PROMOTION POLICY

BSA Grading and Awarding Course Credit

Our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a high school diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each class they pass each semester. New York State requires that students accrue 108 hours of instruction in order to be awarded credit. Attendance is critical to student success. Students who have 12 or more absences to a class, or 6 absences for an 80-minute class that meets every other day, are at risk of failing and will earn a grade of “54” in the class due to attendance. A passing grade at Broome Street Academy is 65, consistent with New York requirements.

Grades are calculated as follows:

	Quarter 1	Quarter 2	Semester1	Quarter 3	Quarter 4	Semester 2
Classwork & Participation	15%	15%	Semester grade is the average of grades earned for Quarters 1 and 2	15%	15%	Semester grade is the average of grades earned for Quarters 3 and 4
Homework	15%	15%		15%	15%	
Common Assessments	30%	30%		30%	30%	
Formative and Summative Assessments	40%	40%		40%	40%	

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools can report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for Post-Secondary Success.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

As shown in the table below, BSA exceeded the target for the 2018 cohort by one percentage point. The 2019 cohort fell short of the target by 12 percentage points.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2019-20		
Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	76	76%
2019	52	63%

ADDITIONAL EVIDENCE

The 2019 cohort’s percent promoted was 13 percentage points lower than the 2018 cohort. However, we believe this was due to the 9th graders in the 2019 cohort being the most new to BSA. They had less than half a year in their new school before we shifted to remote learning, so they had less time to build relationships with their teachers and become attuned to the demands of high school. These new demands, combined with the stress of COVID-19 likely impacted the promotion rate for the 2019 cohort.

Goal 1: Leading Indicator
 Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

BSA exceeded the target in 2019-20 with 87% of students in their second year passing three Regents exams (including exemptions from June/August 2020). The passing rate was facilitated by a number of improvements made in the 2019-20 school year including:

- A push to increase rigor schoolwide by focusing on standards-aligned instruction, careful planning, and maximizing co-teaching strategies
- A new schedule of 8 periods a day, increasing the number of classes taught by each teacher from 4 to 5
- A new “stretched” Algebra class and a double ELA period for first-year students
- A new focus on more frequent and strategic teacher-coaching and evaluation using the Danielson rubric and Whetstone software
- A focus on improving data reporting and tracking by establishing systems and introducing the role of Data and Evaluation Manager
- A focus on integrating social and emotional support by integrating the social work and academic departments
- An effective transition to a remote program in March 2020, coupled with the use of the Edgenuity program

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 from June/August 2020)
2016	2017-18	62	40%
2017	2018-19	62	37%
2018	2019-20	76	87%

ADDITIONAL EVIDENCE

The 2019-20 school year showed a substantial increase in the percent of students in their second year passing three Regents exams and was the first time we met the target for this indicator.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as

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members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

79% (55 of 70) of the 2016 Cohort graduated after four years and 80% of the 2015 Cohort graduated after five years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	90	80%
2015	2018-19	81	63%
2016	2019-20	70	79%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	65	83%
2014	2018-19	98	81%
2015	2019-20	74	80%

ADDITIONAL EVIDENCE

79% of the 2016 Cohort graduated after four years. This was a substantial increase from the prior year cohort (2015), which had 63% graduate after four years and was consistent with the 80% four-year graduation rate for the 2014 cohort.

The graduation rate disaggregated by student subgroup, shown in the table below, was a particularly strong four-year graduation rate for English language learners (ELLs) (100%) homeless students (88%), and economically disadvantaged students (83%).

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/cia/multiple-pathways/>.

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Graduation Rate for Students in the 2016 Total Graduation Cohort By Subgroup					
% Students with Disabilities	% ELLs	% Homeless	% Foster Care	% ACS Case or Preventative Services	% Economically Disadvantaged
72%	100%	88%	25%	71%	83%

Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

At BSA, students attempt to follow a standard academic path through high school requirements and would only utilize the 4+1 pathway as a secondary means to graduate. Therefore, there are not students identified as pursuing the alternative pathway with success rates.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

BSA made substantial progress in this category compared to the 2018-19 school year. In the 2018-19 school year, we did not meet any of the measures for high school graduation. In 2019-20, we met or partially met three of the four applicable measures.

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.	Partially Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Educational Program Areas of Focus for 2020-21

As BSA enters the 2020-21 school year, our priority is to provide students with access to high-quality instruction whether in-person, or through a virtual, or hybrid model.

Educational Program Area of Focus for 2020-21: Streamlined Scope and Sequence and Expanded Course Offerings

After intensive planning in August 2019, we streamlined our scope and sequence of core instruction and electives to align with NYSED’s guidance for commencement-level coursework. Our scope and sequence is now also aligned with the New York State Learning Standards and infused with the skills and knowledge students need to be college and career ready. We expect that as we move toward more cohesive practices and consistent pedagogical and content choices, we will see growth with the 2016 and 2017 Cohorts.

In addition, recognizing a need to provide more college-preparatory classes, we introduced our first 2 Advanced Placement (AP) classes in 2019-20, and in 2020-21 we will be adding 6 more AP classes to our schedule. Our offerings will now include:

- AP Statistics
- AP Computer Science
- AP Literature
- AP Language
- AP Psychology
- AP Biology
- AP U.S. History
- AP United States Government and Politics

We have appointed an “AP for All Coordinator” who will ensure that BSA AP teachers have access to training and support. Both that appointment and our expansion of AP course offerings are aligned with our aim to provide rigorous academic courses for all students and follow in the path of the New York City Department of Education’s “AP For All” initiative, which is part of a greater equity movement to close the achievement gap for at-risk learners.

In 2020-21, we are also working to provide at least 30% of our student body with a coding class, through the NYC Department of Education’s Computer Science for All initiative. We are also partnering with Per Scholas, a nonprofit focused on technology careers, to provide our students access to technology training.

Educational Program Area of Focus for 2020-21: A New Schedule in 2019-20

In 2019-20, we leveraged a revised schedule as a tool for supporting more learners. We moved from a block schedule to a daily class schedule with eight 50-minute periods. This resulted in an increase in the number of classes taught by teachers, from four to five classes a day. Through these adjustments to our program, we were able to increase the opportunities for students to earn credits in a school year by 20%.

Recognizing that our entering 9th graders typically need intensive support in ELA, our new schedule included a double period in English for 9th grade. Additionally, we adopted a “stretch” Algebra I model where students can either take two-semester or four-semester Algebra I, in two separate sequences. This model provides more access to instruction in Algebra for our students who struggle the most. Historically, BSA students were attempting to pass the Algebra I Regents examination two to four semesters after their last instruction in the course. By expanding the course sequence, the students requiring intervention due to low academic achievement in middle school will have extended exposure to the Algebra I curriculum to support their efforts at passing the Algebra Regents examination.

GOAL 2: POST SECONDARY PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: POST SECONDARY PREPARATION

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

BSA works closely with all seniors to provide individualized support for post-secondary programs. BSA also has the support of a post-secondary readiness coach, provided through The Door’s College Access team (including the Director of Academic Services, and College Advisor). This team, in part, works directly with our student population to improve college and career readiness. Further, the board secured a small foundation grant to pay for a part-time employee who conducts periodic outreach to recent BSA graduates who are furthering their education.

Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Achieving a minimum of a “Bronze” score on the ACT WorkKeys exam in Applied Literacy, Workplace documents and Applied Mathematics
- Completing work-based learning opportunity or internships
- Passing a college level course offered at a college or university or through a school partnership with a college or university
- Achieving a minimum of two industry technical assessment to acknowledged by employers and industry leads (i.e. Google, Microsoft, Cisco, SkillsUSA); or,
- [NYCDOE School Quality Guide’s College Readiness Index](#)

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Overall, 42 percent of the graduates demonstrated their post-secondary readiness in at least one of the indicators. 21 percent of the graduating BSA students achieved both an ELA and math requirement to be counted in the College Readiness Index on the NYC DOE’s School Quality Guide. Based on NYS Regents and SAT scores, each student who achieved any combination of the required ELA and math numbers was counted. For example, a student who scored a 490 on the SAT Reading and Writing test and a 75 on the Geometry Regents contributes to this metric providing they achieve both one ELA and one math qualifying score. This measure was impacted by transition to remote learning as some students in the graduation cohort were not able to demonstrate the indicator for the Regents exams or the SAT exams.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Percentage of the 2016 Total Cohort Graduates Demonstrating Post-Secondary Preparation by Indicator			
	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Govt & Politics	4	0	0
SAT Evidence-Based Reading and Writing Test (480)	37	13	35%
NYS English Regents 75	45	21	47%
SAT - Math (530)	37	6	16%
Common Core Math Regents (Algebra I or Geometry) 70	49	24	49%
Overall	55	15 achieved both a qualifying ELA and math score	21%

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Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator			
	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Summer Youth Employment Program	4	4	100%
Overall	4	4	100%

ADDITIONAL EVIDENCE

In addition to preparing our students for college, BSA offers work preparation for our students who may choose or need to transition directly to a job. It is imperative that our at-risk population be equipped with tools to succeed in either environment. We participate with the Summer Youth Employment Program (SYEP), a grant the school receives from the NYC Dept. of Youth and Community Development to hold training on professional skills, workplace communication and resume building. The students are then placed in employment for 8 weeks over the summer. 2019-20 was the second year of BSA’s participation in the SYEP, which was held virtually due to the COVID-19 pandemic. NOTE: 72 students participated in the Summer Youth Employment Program (SYEP) in 2020, though only 4 were part of the 2016 cohort.

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

Each year, in the year after graduation, 75 percent of graduating students will matriculate in a college or university in the year after or enter into *post-secondary ready pathway, a middle skill employment pathway requiring work readiness certifications such as an apprenticeship or “gap year” model such as City Year, AmeriCorps or Year UP*

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METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

55 of the 55 graduates from the 2016 cohort received at least one acceptance to a 2- or 4-year college program, including one student who was accepted to a technical program. Of this group, at least 50 were enrolled as of September 2020.

BSA's guidance department tracks college matriculation rates. In 2019-20, BSA met the target with 84% of students in the 2015 cohort matriculating to a 2- or 4-year program.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	69	62	90%
2015	2018-19	47	36	75%
2016	2019-20	55	50	91%

ADDITIONAL EVIDENCE

The matriculation rate increased between 2018-19 and 2019-20 by 9 points.

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

As stated previously in this document, we have substantially increased the number of AP courses offered in 2020-21. This will offer more students opportunities to take multiple AP exams, which we believe will have a positive impact on our college preparation indicator going forward. In addition, the following areas of focus will support our progress toward meeting the post-secondary readiness measures going forward.

Educational Program Area of Focus for 2020-21: College and Career Readiness Initiatives

In 2019-20, we increased our collaboration with The Door to support college and career readiness for our students. The Door hired a new Director of College and Academic Services who oversees a new College Advisor and our Post-Secondary Success Coach. This team works directly with our student population to improve college and career readiness. In 2019-20, together with The Door, we conducted a review of New York City's new college and career benchmarks and aligned them with BSA's curriculum for 2020-21.

We are also emphasizing career-readiness through work-based learning. In summer 2020, 72 students participated in the Summer Youth Employment Program (SYEP). Through the SYEP, students have opportunities to work this summer alongside college-educated professionals, which fosters their exploration of college and career options. This program was held virtually in 2020. In 2019-20, we also implemented Career Week, career discovery panels, and adopted a career interest survey called "Career Key."

Educational Program Area of Focus for 2020-21: Increasing Rigor in Core Academic Classes

Finally, we are addressing college readiness by increasing the rigor in our core academic classes.

We recognize that to reach a number of our accountability goals, and to prepare students for college and careers, our instructional rigor must increase. In 2019-20 we introduced a number of strategies to achieve this goal. Schoolwide, we are supporting teachers to use data to drive instructional choices; we are also emphasizing the design of assessments that check for mastery of standards rather than basic comprehension. We also made the following subject-based adjustments to increase rigor:

- We introduced Educating Powerful Writers to standardize our approach to writing throughout our core ELA classes. To support students who have achieved a 65 or higher or who are on the cusp of achieving a performance level of 4, we emphasized writing in all subjects for seniors, with additional focus on writing in senior ELA classes.
- BSA partnered with Harvard University to offer a Harvard Poetry class at BSA for students who have either passed the ELA Regents or who are accelerated juniors or seniors who need more academic challenges.
- In 2020-21 we will introduce AP Statistics as an accessible advanced mathematics course in addition to Geometry, Algebra II, and Pre-Calculus.

Educational Program Area of Focus for 2020-21: Refining Teacher Observation and Evaluation

With our push to increase rigor schoolwide, we are working to support teachers as they adjust to our new expectations for instruction. Prior to 2019-20, BSA used a school-designed rubric to evaluate teachers. Recognizing that the in-house rubric did not effectively describe the complexity of the high-quality teaching we want to encourage, we introduced the Danielson Framework in 2019-20 as the primary rubric for coaching and evaluating teachers. To familiarize teachers with the rubric, we conducted a professional development session in August 2019, followed by continued “deep dives” for each of the Framework clusters during Friday professional development in 2019-20.

Teachers are informally observed at least 6 times per year, and formal observations happen twice per year.

Feedback is delivered via Whetstone, a software platform designed to support classroom observations that we adopted in 2019-20. In 2018-19 and 2019-20, informal observations were conducted by the Dean of STEM, Dean of Humanities, and Director of Special Education, while formal observations were conducted by the Deans. In 2020-21, the new Dean of Diversity, Equity, and Inclusion will also conduct formal observations. In 2020-21, as part of our diversity and inclusion initiative, BSA will introduce the use of the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development. This framework will be used in addition to the Danielson Framework.

For school leaders sitting on the leadership cabinet,² the Head of School follows a formal evaluation system using a goal-setting model to provide an annual formal evaluation of each.

Educational Program Area of Focus for 2020-21: Encouraging Student Self-Direction

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

- Introducing student-led conferences in 2020-21;
- Holding “Champ Circles,” small groups providing students with weekly social-emotional support; and
- Continuing our “townhall” structure during the Advisory period and broadcasting the sessions on Zoom so the entire school can hear and participate.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

² The leadership cabinet includes the Senior Dean of Academics, Dean of STEM, Dean of Diversity, Equity, and Inclusion, Dean of Social Work, Senior Director of Operations, and Dean of Students (6 people).

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

As shown in the table below, 23% of the 2016 cohort scored at least a level 4 on the Common Core ELA exam. The school did not meet the target of 65%, missing it by 42 points.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

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)
2014	2017-18	90	0	43	48%
2015	2018-19	73	0	16	24%
2016	2019-20	70 63 Tested* or Recd Credit	15	11	23%
		*44/63 who sat for the test scored 65+			

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

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ADDITIONAL EVIDENCE

As shown in the table below, the 2017, 2018 and 2019 Accountability Cohorts are making progress toward this measure.

Percent Achieving at Least Level 4 by Cohort and Year

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016 (55)	70	N/A	73	19%	70 63 Tested or Recd Credit	23%
2017 (82)	76	N/A	60	23%	42 Tested 28 Exempted (E)	29%
2018 (76)			56	25%	48 Tested 0 E	17%
2019 (52)					1 Tested 0E	0

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the

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school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA did not meet this measure. 40% percent of the 2016 Accountability Cohort received a level 3 on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	90	0	61	68% ⁴
2015	2018-19	68	0	23	34%
2016	2019-20	70 63 Tested or Recd Credit	15	19	40%

ADDITIONAL EVIDENCE

As evidenced in the table below, the 2017, 2018 and 2019 Accountability Cohorts are making progress toward this measure.

Percent Achieving at Least Level 3 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3
2016 (55)	70	N/A	73	49%	70 63 Tested or Recd Credit	40%
2017 (82)	76	N/A	60	47%	42 Tested 28E	36%
2018 (76)			56	59%	48 Tested 0E	29%
2019 (52)					1 Tested 0E	100%

⁴ NOTE: this number was from a prior administration and has not been verified by our current team.

Goal 3: Absolute Measure

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unfortunately, 8th grade results were unavailable for the 2016 accountability cohort.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unfortunately, 8th grade results were unavailable for the 2016 accountability cohort.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Level 3 and Level 4 targets for the ELA Regents exam continued to be challenging for BSA. We did not meet two of the two applicable measures for ELA. Although students did not achieve the college prep levels on the Regents exam, 92 percent of BSA students who graduated using a score on the English Language Arts Common Core Regents scored a minimum of 65 which is passing.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable	N/A

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	students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable
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.	Data Unavailable

ACTION PLAN

Please refer to the plans described on pages 11-12 and 17-18.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

This measure was not met as no students in the 2016 Cohort achieved at least Performance Level 4 on a NYS math Regents exam.

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)
2014	2017-18	88	0	2	2%
2015	2018-19	73	0	1	1%
2016	2019-20	70 69 Tested or E	19	0	0

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ADDITIONAL EVIDENCE

Although no students scored a level 4 in 2019-20, an average of 92% of students in the 2017, 2018, and 2019 cohorts passed the math regents exam with a score of 65 or higher or were exempted.

Percent Achieving at Least Level 4 by Cohort and Year							
Cohort Designation	2017-18		2018-19		2019-20		
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	
2016	62	0%	73	4%	70 69 Tested or E	0	% passed with a 65+ or E
2017 (82)	53	3%	60	5%	63 Tested 25E	0	91.46%
2018 (76)			56	11%	49 Tested 27E	0	100.00%
2019 (52)					5 Tested 40E	0	84.6%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

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RESULTS AND EVALUATION

This measure was not met as 8% of students in the 2016 Cohort achieved at least Performance Level 3 on a NYS math Regents exam.

**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)
2014	2017-18		0		
2015	2016-19	73	0	4	5%
2016	2019-20	70 69 Tested or E	19	4	8%

ADDITIONAL EVIDENCE

The 2017, 2018, and 2019 accountability cohorts are making progress toward this measure.

Percent Achieving at Least Level 3 by Cohort and Year

Percent Achieving at Least Level 3 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3
2016	62	5%	73		70 69 Tested or E	8%
2017 (82)	53	8%	60	60%	63 Tested 25E	6.35%
2018 (76)			61	61%	49 Tested 27E	10%
2019					5 Tested 40E	20%

Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unfortunately, 8th grade results were unavailable for the 2016 accountability cohort.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unfortunately, 8th grade results were unavailable for the 2016 accountability cohort.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

As with ELA, the Level 3 and Level 4 targets for the Math Regents exam continued to be challenging for BSA. We did not meet two of the two applicable measures for Math. Again, 92 percent of BSA students who graduated using a score on a Mathematics Regents scored a minimum of 65 points.

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

	or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Data Unavailable

ACTION PLAN

Please refer to the plans described on pages 11-12 and 17-18.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

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RESULTS AND EVALUATION

100% of BSA's 2016 accountability cohort passed a science Regents by their fourth year with a score of at least 65. This exceeded the target of 75% by 25 percentage points. Further, this was an increase from the 2015 cohort, which had 86% pass the science Regents with a score of 65.

**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)
2014	2017-18	88	0	72	82%
2015	2016-19	73	0	63	86%
2016	2019-20	*66/70 tested	23	43	100%

ADDITIONAL EVIDENCE

The 2017, 2018, and 2019 accountability cohorts are making progress toward this measure.

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

Cohort Designation	2017-18		2018-19		2019-20		
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	
2016	62	79%	73	60%	70 66 Tested, 23 E	100%	% passed with a 65+ or E
2017 (82)	53	45%	60	47%	71 Tested 8E	95.77%	93%
2018 (76)			56	41%	38 Tested 34 E	89%	95%
2019 (52)					7 Tested 36E	85.71%	81%

Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

Students will proficiently demonstrate historical thinking skills in writing using evidence from primary and secondary sources, compare and contrast treatments of the same topic in several primary and secondary sources, analyze in detail a series of events described in a text and integrate quantitative or technical sources with qualitative sources.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

BSA met this measure. 88% of BSA’s 2016 accountability cohort passed the U.S. History Regents with a score of 65.

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

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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)
2014	2017-18	88	0	70	79%
2015	2016-19	73	0	53	73%
2016	2019-20	70 62 Tested or Rec'd Credit	30	28	88%

EVALUATION

The 2016 cohort had a higher passing rate for the U.S. History Regents Exam compared to the 2014 and 2015 cohorts, of which 79% and 73% passed with a score of 65, respectively.

ADDITIONAL EVIDENCE

The 2017, 2018, and 2019 accountability cohorts are making progress toward this measure.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	60	3%	62	3%	70 62 Received Credit	88%
2017 (82)	53	0%	60	N/A	82 60E	73.17%
2018 (76)			59	N/A	2 Tested 1 E	100.00%
2019 (52)					3 Tested 0E	66.67%

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

74.35% of the 2016 cohort passed the Global History Regents with a score of 65, which fell just .65 of a percentage point below the target.

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)
2014	2017-18	101 ⁵	0	64	63%
2015	2016-19	73	0	57	78%
2016	2019-20	70 67 Tested or Rec'd Credit	28	29	74%

EVALUATION

28 students were exempted and may have increased the rate of passing had they taken the exam.

ADDITIONAL EVIDENCE

The 2017, 2018, and 2019 accountability cohorts are making progress toward this measure.

⁵ Note: data for 2014 cohort in Global History unavailable in school records. Data.nysed.gov lists 63% passing with 101 in the cohort.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Global History Regents Passing Rate with a score of 65 by Cohort and Year							
Cohort Designation	2017-18		2018-19		2019-20		
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	
2016	62	45%	73	41%	70 67 Tested or Rec'd Credit	74%	% Passed with 65 or E
2017 (82)	53	0%	60	32%	39 Tested 37E	84.62%	88%
2018 (76)			56	N/A	1 tested 67E	100.00%	89%
2019 (52)					0 Tested 1 Exempt	--	--

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

BSA’s 2019-20 accountability status based on 2018-19 results was: Good Standing.

ADDITIONAL EVIDENCE

Broome Street Academy continues to be in good standing year after year.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing