



## **Broome Street Academy**

# **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15th, 2016

By Dr. Barbara McKeon

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Barbara McKeon, Head of School and Jessica Zulawski, Data and Evaluation Associate prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. David Zurndorfer	Board President, Executive and Audit Committees
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**Name Dr. Barbara McKeon has served as the Head of School since August 2013.**

**Introduction:**

Broome Street Academy is dedicated to recruiting and serving some of New York City's most vulnerable students whose educational attainment has traditionally been significantly below their peers. To insure that we are reaching this 'highest risk' group we recruit students who are currently/recently homeless or transitionally housed, or are/were in foster care or otherwise involved in the child welfare system, setting aside 50% of our lottery seats for this group. Secondary preference is given to those whose only known risk factor is having attended a middle school where fifty percent or more of students failed the eighth grade ELA exam. These students arrive at BSA with reading and writing skills significantly below grade level.

BSA plans academic and social intervention based on the identified risk factors cited above that are mutable. Our goals are designed to keep students in school and promote high school graduation rates, given that attendance and educational attainment are especially difficult for our demographic. Recognizing the importance of attendance itself as a critical life skill, we will provide targeted support through our student engagement models (No Nonsense Nurturer© and the CHAMPION Model©) and our Attendance Improvement/Drop-Out Prevention (AIDP) Grant. These interventions will support our focus on increasing attendance both at school and in classes, with an eye toward improving achievement, increasing graduation rates and supporting college/career sustainability.

During our initial authorization period we have seen the impact of these supports. Our graduation rate for the 2012 graduation cohort was 74%, which was a notable increase from 37% last year. Our English Regents pass rate was 35% in its first year of administration and during the 2015-16 school year, 77% of students passed the English Common Core Regents. This year we also celebrated college acceptance rate of 70% for our 2016 graduating class. Eighty-three percent of students who were enrolled at Broome Street Academy for four years graduated with a Regents diploma this past year.

Over the course of the next five years we will build on the culture of learning created in our first charter period and work diligently to insure that our students, the students for whom educational outcomes are traditionally poor, are provided with the social-emotional and academic skills needed to become successful, contributing members of society. Using rigorously developed curricula, and state, standardized, and locally developed assessments, BSA will demonstrate notable and reliable evidence of achievement. Creating industry certified classes in technology and culinary arts and Advanced Placement courses we will strive to meet the needs of all learners. Additionally, having become a College Now school allows our students opportunities to earn college credits during their high school term.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	0	0	0	0	0	0	0	0	0	124	0	0	0	124
2012-13	0	0	0	0	0	0	0	0	0	144	39	2	0	185
2013-14	0	0	0	0	0	0	0	0	0	146	79	37	4	266
2014-15	0	0	0	0	0	0	0	0	0	119	89	76	38	322
2015-16	0	0	0	0	0	0	0	0	0	102	87	68	77	334

## Academic Measures

### GOAL I: HIGH SCHOOL GRADUATION

**Goal:** BSA will prepare students for post-secondary success.

#### Absolute Measures

- **Each year, 75% of students in each Accountability Cohort will earn at least five credits each year towards graduation.**

<b>Cohort Designation</b>	<b>Number in cohort</b>	<b>Percent Earning at least five credits</b>
2009	1*	0%
2010	1*	0%
2011	11*	36%
2012	74	30%
2013	75	75%
2014	86	77%
2015	82	74%

\*Number of students in cohort enrolled during 2015-16 year

Students in the 2013 and 2014 Accountability Cohorts met or exceeded this goal. Students in the 2015 cohort missed the goal by only one point. Cohorts of students who began high school in 2012 or earlier, missed this goal, but this likely attributed more to programming than student effort. Many students in these cohorts had shortened schedules since these students had few remaining graduation requirements.

- **Each year, 75% of students in the first year Accountability Cohort will pass one Regents exam by the end of their first year of high school.**

<b>Cohort Designation</b>	<b>Number in cohort</b>	<b>Percent passing one Regents</b>
2015 Accountability Cohort	82	57%

The 2015 Accountability Cohort fell short of this goal by eighteen percentage points with 57% passing one Regents exam by the end of the 2015-16 school year.

- **Each year, 75% of students in the second year high school Accountability Cohort will pass three Regents exams by the end of their second year of high school.**

Cohort Designation	Number in cohort	Percent passing three regents
2014 Accountability Cohort	86	74%

The 2014 Accountability Cohort fell only one point short of this goal with 74% of the cohort passing at least three Regents exams by the end of the 2015-16 school year.

- **Each year, 75% of students in the third year high school Total Graduation Cohort will earn a total of at least fifteen credits towards graduation and pass four Regents exams by the end of their third year of high school.**

Cohort Designation	Number in cohort	Percent passing four regents and earning fifteen credits
2013 Graduation Cohort	78	54%

Fifty-four percent of students in the graduation cohort earned at least fifteen credits and passed four Regents exams by the end of their third year of high school. Upon further analysis, 71% of students in this cohort earned at least fifteen credits, while only 54% passed four Regents. All students who passed four or more Regents earned at least 15 credits.

- **Each year, 75% of students in their fourth year at BSA will graduate with a Regents Diploma.**

Cohort Designation	Number in cohort	Percent Graduating with a Regents Diploma
Fourth-year BSA Students	53	83%

This goal focuses on students who have completed four years of schooling at Broome Street Academy which hones in on the impact of Broome Street Academy as opposed to that of other schools from which our students may have transferred. Eighty-three percent of these students graduated with a Regents diploma, exceeding our goal of 75%.

- **By the end of four years at BSA, 75% of the students choosing a career pathway following graduation will attain industry certifications before they graduate.**

BSA began instruction in two of the three pathways leading to industry certification with the addition of our Computer Science class serving 26 students and our partnership with the DOOR's This Way Ahead program with 15 Broome Street Academy students participating. We will begin our culinary certification program in the fall of 2017 after we have been certified by the State School Food Authority.

- **By the end of their fourth year at BSA, 95% of students will matriculate into college having completed the required coursework, application process and financial aid requirements leading to college acceptance or will demonstrate career readiness by completing a pathways-specific training program leading to industry certification, entrance to the military or employment in the public sector.**

By the end of their fourth year at BSA, 83% of students successfully completed one of the following: matriculating into college, enrolling in a vocational training program, enlisting in the military, or securing employment following their 2016 graduation. Remaining students are working with our guidance team to finalize post-secondary plans.

*Summary of Absolute Measures*

Each year, 75% of students in each Accountability Cohort will earn at least five credits each year towards graduation.	met
Each year, 75% of students in the first year Accountability Cohort will pass one Regents exam by the end of their first year of high school.	made progress towards
Each year, 75% of students in the second year high school Accountability Cohort will pass three Regents exams by the end of their second year of high school.	made progress towards
Each year, 75% of students in their fourth year at BSA will graduate with a Regents Diploma.	met
By the end of four years at BSA, 75% of the students choosing a career pathway following graduation will attain industry certifications before they graduate.	n.a.
By the end of their fourth year at BSA, 95% of students will matriculate into college having completed the required coursework, application process and financial aid requirements leading to college acceptance or will demonstrate career readiness by completing a pathways-specific training program leading to industry certification, entrance to the military or employment in the public sector.	made progress towards

## Comparative Measures

- **Each year, the graduation rate for BSA students identified with a history of foster care will exceed the citywide graduation rate for students involved in foster care as provided by data obtained from the Administration for Children’s Services.**

The percent of students in foster care in the 2011 cohort who graduated in 2015 was 54%. According to the Administration for Children’s Services<sup>1</sup> High School Graduation Rates of Students in Foster Care, the percent of youth in foster care who are 17 or older who are on track to graduate is 23.3%. Given that we focus our outreach on enrolling these students we anticipate being able to meet this goal in this current accountability plan. Using this as a proxy for comparison, Broome Street Academy met this goal.

- **Each year, the graduation rate for BSA students without an identified risk factor (homelessness, foster care, or involvement in preventative services) will exceed the average graduation rate of our identified peer schools.**

### 2014-15 Graduation Rate for students without identified risk factor compared with peers

School Name	Four year graduation rate
Broome Street Academy	52%
Peer School Average	47%

### *Summary of Comparative Measures*

Each year, the graduation rate for BSA students identified with a history of foster care will exceed the citywide graduation rate for students involved in foster care as provided by data obtained from the Administration for Children’s Services.	met
Each year, the graduation rate for BSA students without an identified risk factor (homelessness, foster care, or involvement in preventative services) will exceed the average graduation rate of our identified peer schools.	met

<sup>1</sup> [http://www1.nyc.gov/assets/acs/pdf/data-analysis/2016/High\\_School\\_Graduation\\_Rates\\_of\\_Youth\\_in\\_Foster\\_Care\\_Annual\\_Report\\_2015.pdf](http://www1.nyc.gov/assets/acs/pdf/data-analysis/2016/High_School_Graduation_Rates_of_Youth_in_Foster_Care_Annual_Report_2015.pdf)



## **Action Plan**

This year BSA has scheduled Regents Prep classes during the school day in each of the Regents areas to provide extra support to struggling students. We are continuing to support Dept. Chairs as they become proficient at coaching teachers addressing the needs of our diverse learner population. We have added the support of a doctoral level math coach who will work directly with our math department to improve instructional pedagogy. Additionally, we have expanded the role of our Academic intervention Program to offer an additional SETSS class during the school day. Finally, we are using data from both NWEA and teacher reports to target struggling students for our after school tutoring program.

BSA has added a daily College/Career Prep class intended to help students identify and find resources for their post-secondary goals. The instructors are both BSA Guidance Counselors and DOOR College Readiness Counselors who work closely with the instructional team on developing the necessary college and career readiness skills. Beginning in the fall of 2016 BSA has partnered with BUILD.org to teach a 4 year sequence of coursework in entrepreneurial literacy to a 9<sup>th</sup> grade cohort.

## **GOAL II: SOCIAL-EMOTIONAL GROWTH**

**Goal:** Students will develop positive coping responses to stress.

### **Absolute Measures**

- **Students participating in one or more of the social-emotional support groups (anger management, SPARCS and/or Conflict Resolution) will reduce their number of Student Code of Conduct violations by 50% each year over the course of four years at BSA.**

In the 2015-16 school year the number of code of conduct violations was tracked in conjunction with group participation in one or more of the social-emotional support groups. We will examine the change in number of code of conduct violations for these students at the end of the 2016-17 school year.

- **Students who score a 3 or higher on the ACE (Adverse Childhood Experience) Scale, and have entered BSA with any of our identified risk factors (homelessness, foster care, involvement in preventative services) will demonstrate a decline in their PCL-C (PTSD Checklist-Civilian) score following participation in a 16-week chronic stress program.**

We began administering the ACE scale during the 2016-17 school year in an attempt to improve our ability to match students with appropriate services. Nine out of seventy-three freshmen who had taken this assessment scored a three or higher on the ACE.

*Summary of Absolute Measures*

Students participating in one or more of the social-emotional support groups (anger management, SPARCS and/or Conflict Resolution) will reduce their number of Student Code of Conduct violations by 50% each year over the course of four years at BSA.	n.a.
Students who score a 3 or higher on the ACE (Adverse Childhood Experience) Scale, and have entered BSA with any of our identified risk factors (homelessness, foster care, involvement in preventative services) will demonstrate a decline in their PCL-C (PTSD Checklist-Civilian) score following participation in a 16-week chronic stress program.	n.a.

**GOAL III: COLLEGE and CAREER PERSISTENCE**

**Goal:** Students who graduate from BSA will demonstrate resilience by committing to a post-secondary program of study.

**Absolute Measures**

- **Each year, 75% of graduates will have completed art portfolios deemed proficient by a panel of external experts using BSA’s portfolio rubric.**

This is an expectation that students will complete art portfolios prior to graduation. This means 100% of graduates completed this requirement and Broome Street Academy has met this goal.

- **75% of graduates will score a 4 (Meets Standards) on the career-readiness portfolio as measured by a career-readiness rubric based on a personal resume, a sample cover letter, a personal statement, a research paper, sample thank-you notes, and a sample job application.**

Broome Street Academy met this goal with 100% of graduates completing the portfolio. Every member of the graduating class completed a resume, personal statement and a

research paper and scored a 4 (Meets Standards) on their career-readiness rubric as judged by a team of five staff members.

*Summary of Absolute Measures:*

Each year, 75% of student-completed art portfolios will be deemed proficient by a panel of external experts using BSA’s portfolio rubric.	met
75% of graduates will score a 4 (Meets Standards) on the career readiness portfolio as measured by the inclusion of a personal resume, a sample cover letter, a personal statement, a research paper, sample thank-you notes, and a sample job application.	met

**Comparative Measure**

- **BSA will track and compare data with identified peer schools of graduating students who successfully enroll in programs of study in a four-year or two-year college program, vocational certification program, or public service program six and eighteen months after graduation. The percentage of students who remain enrolled six months and eighteen months after graduation will exceed that of our peer schools.**

The most recently available comparative data comes from the 2014-15 school year and is based on 2011 graduates. For Broome Street Academy only the six-month data point is available as this graduating class has not yet been out of school for eighteen months. Sixty-three percent of the 2015 graduating class was still enrolled in a post-secondary program six months after graduation.

**Post-secondary enrollment six and eighteen months after graduation**

<b>School Name</b>	<b>Post-secondary enrollment six months after graduation</b>	<b>Post-secondary enrollment eighteen months after graduation</b>
Broome Street Academy	63%	n.a.
Peer School Average	30%	40%

## **GOAL IV: ORGANIZATIONAL VIABILITY**

**Goal:** BSA will foster a positive school culture as measured by increased attendance, staff and student retention and parent satisfaction.

### **Absolute Measures**

- **By the end of each year, BSA will have achieved an average daily student attendance rate of 80%.**

The average daily attendance rate for Broome Street Academy for the 2015-16 school year was 84%. We surpassed our goal of 80% during the 2015-16 year by four percentage points.

- **Each year, 75% of students will have an annual attendance rate of at least 80%.**

During the 2015-16 school year, 76% of students had an annual attendance rate of at least 80%. We achieved our goal of 75% during the 2015-16 year.

- **Each year, parent satisfaction with the school's program will meet or exceed parent satisfaction with identified peer schools based on the NYC DOE annual survey report.**

During the 2015-16 school year, the New York City Department of Education reported the percentage of positive responses from parents. We compared our percentage of positive responses from parents to that of our selected peer schools. We increased our response rate from 30% to 33%. Eighty-eight percent of responses from Broome Street Academy parents were positive. Broome Street Academy did not exceed the parent satisfaction on peer school ratings during the 2015-16 school year.

### **Percent of Positive Caregiver Responses on the 2015-16 NYC DOE Survey**

<b>School Name</b>	<b>Percent of Positive Responses from Parents</b>	<b>Response Rate of Caregivers</b>
Broome Street Academy	88%	33%
Peer School Average	92%	38%

- **Each year, 80% of all eligible students enrolled on BEDS day will return and be enrolled on BEDS day of the following year.**

This goal will be reported on next progress report when enrollment data from BEDS day 2016 are available.

*Summary of Absolute Measures:*

<b>Measure</b>	
Each year, the school will have an average daily attendance (ADA) of at least 80%.	met
Each year, 75% of students will have an annual attendance rate of at least 80%.	met
Each year, parent satisfaction with the school's program will meet or exceed parent satisfaction with identified peer schools based on the NYC DOE annual survey report.	made progress towards
Each year, 80% of all eligible students enrolled on BEDS day will return and be enrolled on BEDS day of the following year.	n.a.

**Action Plan:**

Our new Caregiver Coordinator has been assigned to the Culture Team, a new Department this year with the specific goal of increasing access to caregivers and involvement in school through regularly scheduled meetings, coffees with the HOS and CHAMPION activities. In the first month of school our Caregiver Coordinator has called the homes of 255 students reaching 122 (48%) on the first try. Twenty-six caregivers returned the call, bringing the caregiver response rate to 58%. This means that our Caregiver Coordinator has spoken to 148 caregivers in the first month of school alone.

**Goal:** BSA will comply with applicable laws and regulations.

### **Absolute Measures**

- **Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.**

BSA is assessed by the Charter School's Institute and by external auditors. As we begin our first year following reauthorization, the school continues to comply with federal education law and NCLB guidelines and completes all required documentation in support of federal title funding and funding for students with disabilities for annual allocation of funds. BSA continues to comply with the NY State Charter Schools Act, Freedom of Information Laws, and Open Meeting Laws, as well as the provisions of the Broome Street Academy by-laws and charter. We provide ongoing communication of progress to BSA caregivers, community, and stakeholders in the evaluation of our work through appropriately noticed public board meetings, annual accountability progress reports, and a comprehensive complaint and grievance procedure which allows concerns to be heard by the Board of Trustees, Charter Schools Institute, and Board of Regents.

- **Each year the school will maintain the systems, policies and procedural controls that ensure compliance with legal and charter requirements.**

The school's policies and procedures outlined in the staff handbook and student/caregiver handbook outline practices that are in place regarding code of conduct, disciplinary procedures and personnel policies, in compliance with legal and charter requirements.

- **Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.**

BSA has established a relationship with independent legal counsel that reviews all relevant policies, documents and makes recommendations as needed in proportion to the legal expertise on the board of trustees.

- **Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.**

BSA has not needed to take corrective action to address deficiencies identified by our external auditor, the State Department of Education or the Charter Schools Institute.

It is the goal of Broome Street Academy to demonstrate organizational viability by continually improving the academic achievement of our students and sustaining a level of trust and commitment of the Board of Trustees and the Charter Schools Institute in partnership with our students and their caregivers.

*Summary of Absolute Measures*

Measure	
Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.	met
Each year the school will maintain the systems, policies and procedural controls that ensure compliance with legal and charter requirements.	met
Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	met
Each year Broome Street Academy will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.	met

**GOAL V: ENGLISH LANGUAGE ARTS**

**Goal:** Students will demonstrate skills of fluency, comprehension, critical analyses, cogent reasoning and communication in the English language.

## Absolute Measures

- **By the end of their fourth year at BSA, 75% of students will pass the English Regents with a score of 65 or higher.**

Cohort Designation	Number in cohort	Percent Passing the English Regents with a 65 or higher
Fourth Year BSA Students	53	90%

- **By the end of their fourth year at BSA, 50% of students who entered BSA having a failing score on the eighth grade ELA assessment will meet the college and career readiness standard established by the New York State Regents.**

Cohort Designation	Number in cohort with failing score	Percent Passing Meeting the College and Career-Readiness Standard*
Fourth Year BSA Students	32	47%

\*scoring 75 or higher on the Regents

Broome Street Academy fell short of this goal by only three percentage points. Forty-seven percent of fourth-year Broome Street Academy students who were in their fourth year during the 2015-16 year with a failing score on the eighth grade ELA assessment met the College and Career-Readiness standard on the English Regents.

- **By the end of their fourth year at BSA, 50% of students who are in need of specialized intervention (students with a special education or ELL designation) will meet the college and career ready standard.**

Cohort Designation	Number in cohort in need of specialized intervention	Percent Passing Meeting the College and Career-Readiness Standard*
Fourth Year BSA Students	11	27%

\*scoring 75 or higher on the Regents

Eleven students fell into this category. Of these students, 27% met the College and Career Readiness standard on the English Regents.



- **By the end of their fourth year at BSA, 65% of students who are in need of specialized intervention (students with a special education or ELL designation) will pass the English Regents with a score of 55 or higher.**

Cohort Designation	Number in cohort in need of specialized intervention	Percent Passing the Regents with a 55 or higher
Fourth year BSA students	11	91%

Broome Street Academy met this goal with 91% of students with this designation scoring at least a 55 on the English Regents.

- **Each year, the Accountability Performance Level (APL)<sup>2</sup> on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet or exceed the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.**

Number in Cohort tested	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
68	3%	31%	50%	16%

The AMO for English for the 2015-16 school year is 174. Sixty-eight students in the 2012 Accountability Cohort sat for the English Regents exam, resulting in an APL of 163. This fell short of the AMO by eleven points.

### *Summary of Absolute Measures*

By the end of their fourth year at BSA, 75% of students will pass the English Regents with a score of 65 or higher.	met
By the end of their fourth year at BSA, 50% of students who entered BSA having a failing score on the eighth grade ELA assessment will meet the college and career readiness standard established by the New York State Regents.	made progress towards
By the end of their fourth year at BSA, 50% of students who are in need of specialized intervention (students with a special education or ELL designation) will meet the college and career ready standard.	made progress towards

<sup>2</sup>The APL for Regents exams is based on the college- and career-ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

By the end of their fourth year at BSA, 65% of students who are in need of specialized intervention (students with a special education or ELL designation) will pass the English Regents with a score of 55 or higher.	met
Each year, the Accountability Performance Level (APL) <sup>3</sup> on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet or exceed the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	made progress towards

### Comparative Measures

- **Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of identified peer schools.**

#### 2011 Cohort English Accountability Performance Level (APL)

School	Number of Students in Accountability Cohort	English APL
Broome Street Academy Charter School	54	122
Peer School Average	55	98

The most recently available comparative data for this goal is based on the 2014-15 school year data and the 2011 cohort. The APL for Broome Street Academy students in this year is 122 which is greater than the average APL for our peer schools. Only one peer school had a higher APL compared to Broome Street Academy (see Table 4).

- **Each year, the percent of students passing the Regents English exam with a score of at least 65 will exceed the average pass rate of our identified peer schools.**

#### Comprehensive English Regents Pass Rates for Peer Schools 2014-15 School year

School	Number Taking exam	Percent Passing at 65
Broome Street Academy Charter School	89	82%
Peer School Average	83	53%

<sup>3</sup> The APL for Regents exams is based on the college- and career-ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

The most recently available comparative data is from the 2014-15 school year. In that year the pass rate for the English exam at Broome Street Academy was 82%. The average pass rate for our peer schools in that year was 53%. Broome Street Academy met this goal.

*Summary of Comparative Measures*

Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of identified peer schools.	met
Each year, the percent of students passing the Regents English exam with a score of at least 65 will exceed the average pass rate of our identified peer schools.	met

**Growth Measure**

**75% of students who have a baseline NWEA literacy score that falls at least two levels below grade level will increase their score by two grade levels by the end of each year until they are performing at grade level.**

**NWEA literacy grade-level growth and attainment**

Cohort	Number of Students scoring at least two grade levels below 9 <sup>th</sup> grade	Percent increasing NWEA score at least two grade levels at the end of 9 <sup>th</sup> grade	Percent increasing NWEA score at least two grade levels at the end of 10 <sup>th</sup> grade
2014	21*	28%	11%
2015	26*	31%	n.a.

\*Students scoring two grades levels below with baseline and end of year data points

According to our assessment schedule, Broome Street Academy administers the NWEA at five points throughout a student’s high school career: before 9<sup>th</sup> grade, at the end of the school year at each grade level. During the 2015-16 school year, Broome Street administered the NWEA to students in grades 9-10. Next year we will be including the 11<sup>th</sup> grade and including the 12<sup>th</sup> grade in the year after that. Only students with all baseline and end of year data points were included in the sample. Thirty-one percent of the 2015 cohort and 28% of the 2014 cohort improved their NWEA score by at least two grade levels at the end of the 9<sup>th</sup> grade. In the 2014 cohort, 11% grew by at least two grade levels between 9<sup>th</sup> and 10<sup>th</sup> grade.

*Summary of Growth Measures*

75% of students who have a baseline NWEA literacy score that falls at least two levels below grade level will increase their score by two grade levels by the end of each year until they are performing at grade level.	made progress towards
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**Action Plan**

All students that test more than 2 levels below grade level on NWEA have been flagged for more thorough evaluation. The Academic Intervention Instructor assesses all students that scored 2 or more levels below grade level using the WADE and QRI. Based on these results, it will be determined if student requires additional small group reading instruction and/or pull out reading services. These students are also using Achieve 3000 which also tracks students’ levels and growth. Achieve is currently used by all 9<sup>th</sup> grade students, SETSS students, and ESL students.

**GOAL VI: MATHEMATICS**

**Goal:** Students will demonstrate deep understanding and competency in problem-solving, reasoning and proof, representation and mathematical computation.

**Absolute Measures**

- **By the end of their fourth year at BSA, 75% of students will pass a math Regents by scoring a 65 or higher.**

Cohort Designation	Number in cohort	Percent Passing the Math Regents with a 65 or higher
Fourth Year BSA Students	53	98%

- **By the end of their fourth year at BSA, 50% of students who entered BSA with a failing score on the eighth grade math assessment will meet the college- and career-readiness standard established by the New York State Regents.**

Cohort Designation	Number in cohort with failing score on math exam	Percent meeting the college and career-readiness standard*
Fourth Year BSA Students	33	6%

\*College and Career-readiness is scoring 80% on a New York State Regents or fully meeting the Common Core expectations on the Algebra I Regents

Broome Street Academy did not meet this goal. Only six percent of students who completed their fourth year at Broome Street Academy with a failing score on the math exam performed at the college and career-ready level.

- **By the end of their fourth year at BSA, 50% of students who are in need of specialized intervention (students with a special education or ELL designation) will meet the college- and career-ready standard.**

Cohort Designation	Number in cohort in need of specialized intervention	Percent Meeting the college and career ready standard*
Fourth year BSA students	11	0%

\*College and Career-readiness is scoring 80% on a New York State Regents or fully meeting the Common Core expectations on the Algebra I Regents

Broome Street Academy did not meet this goal in the 2015-16 school year. None of the students with this designation met the college and career ready standard.

- **By the end of their fourth year at BSA, 65% of students who are in need of specialized intervention (students with a special education or ELL designation) will pass the math Regents with a score of 55 or higher.**

Cohort Designation	Number in cohort in need of specialized intervention	Percent Meeting passing the Regents with a 55 or higher
Fourth year BSA students	11	100%

However, despite the fact that none of the students in this cohort in need of specialized intervention performed at the College and Career-Ready standard, every student with this designation scored at least 55 on a Mathematics Regents. This would fulfill the graduation requirement for these students.

- **Each year, Accountability Performance Level (APL)<sup>4</sup> on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.**

<sup>4</sup> The APL for Regents exams is based on the college- and career-ready standard. In math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

Number in Cohort Tested	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
74	4	73	23	0

Broome Street Academy’s APL for the 2012 Accountability cohort is 119. The AMO for the 2015-16 school year is 159. Broome Street Academy fell short of this goal in the most recent school year.

*Summary of Absolute Measures*

By the end of their fourth year at BSA, 75% of students will pass a math Regents by scoring a 65 or higher.	met
By the end of their fourth year at BSA, 50% of students who entered BSA with a failing score on the eighth grade math assessment will meet the college- and career-readiness standard established by the New York State Regents.	made progress towards
By the end of their fourth year at BSA, 50% of students who are in need of specialized intervention (students with a special education or ELL designation) will meet the college- and career-ready standard.	made progress towards
By the end of their fourth year at BSA, 65% of students who are in need of specialized intervention (students with a special education or ELL designation) will pass the math Regents with a score of 55 or higher.	met
Each year, Accountability Performance Level (APL) <sup>5</sup> on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	made progress towards

**Comparative Measures**

- **Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of identified peer schools.**

<sup>5</sup> The APL for Regents exams is based on the college- and career-ready standard. In math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

**2011 Cohort Math Accountability Performance Level (APL)**

<b>School</b>	<b>Number of Students in Accountability Cohort</b>	<b>Math APL</b>
Broome Street Academy Charter School	54	98
Peer School Average	55	78

The most recently available data is from the 2014-15 school year representing the 2011 cohort. Broome Street Academy met this goal with an APL of 98. The average for our peer schools is 78.

- **Each year, our pass rate at the 65 level of any Regents math exam will exceed the average pass rate of our identified peer schools.**

**2014-15 Math Regents exam pass rates**

<b>Exam</b>	<b>BSA Pass Rate</b>	<b>Peer School Average Pass rate</b>
Integrated Algebra	71%	41%
Geometry	49%	25%
Algebra 2/Trig	75%	9%
Common Core Algebra	34%	16%

The most recently available data for this school year is from the 2014-15 school year. Broome Street Academy's pass rate surpassed the peer school average on all exams except for Common Core Geometry.

*Summary of Comparative Measures*

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of identified peer schools.	met
Each year, our pass rate at the 65 level of any Regents math exam will exceed the average pass rate of our identified peer schools.	met

## Growth Measure

- **75% of students who have a baseline NWEA mathematics score that falls at least two levels below grade level will increase their score by two grade levels by the end of each year until they are performing at grade level.**

According to our assessment schedule, Broome Street Academy administers the NWEA at five points throughout a student's high school career: before 9<sup>th</sup> grade, at the end of the school year at each grade level. During the 2015-16 school year, Broome Street administered the NWEA to students in grades 9-10. Next year we will be including the 11<sup>th</sup> grade and including the 12<sup>th</sup> grade in the year after that. Only students with all baseline and end of year data points were included in the sample. In the 2015 cohort, 33 students had a baseline score at least two grade levels below 9<sup>th</sup>. Six percent of these students improved their score by at least two grade levels at the end of 9<sup>th</sup>. In the 2014 cohort, 27 students had a baseline score at least two grade levels behind. None of these students improved by two grade levels by the end of 9<sup>th</sup> grade, however 15% improved by at least two grade levels between 9<sup>th</sup> and 10<sup>th</sup> grade.

### NWEA math grade-level growth and attainment

Cohort	Number of Students scoring at least two grade levels below 9 <sup>th</sup> grade	Percent attaining grade level status by the end of 9 <sup>th</sup> grade	Percent increasing NWEA score at least two grade levels at the end of 10 <sup>th</sup>
2014	27*	0%	15%
2015	33*	6%	n.a.

\*Students scoring two grades levels below with baseline and end of year data points

### Summary of Growth Measures

75% of students who have a baseline NWEA mathematics score that falls at least two levels below grade level will increase their score by two grade levels by the end of each year until they are performing at grade level.	made progress towards
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### Action Plan

Students scoring below 219 (6<sup>th</sup> Grade level) will be flagged and further evaluated by the Academic Intervention instructor. Students requiring remediation based on this evaluation will be assigned a math group to meet with once a week. Information obtained from both content data and grade team



meetings will be used to identify students struggling with specific standards. These students will receive 1 extra period of math support each week with the Academic Intervention Instructor. Students will access this service as often as needed throughout the school year. The AI Instructor will also be available to push in to Math classes for small group work based on data review and teacher referral.

This year BSA has scheduled Regents Prep classes during the school day in each of the Regents math areas to provide extra support to struggling students. We are continuing to support Dept. Chairs as they become proficient at coaching teachers addressing the needs of our diverse learner population. We have added the support of a doctoral level math coach who will work directly with our math department to improve instructional pedagogy. Additionally, we have expanded the role of our Academic intervention Program to offer an additional math-targeted SETSS class during the school day. Finally, we are using data from both NWEA and teacher reports to target struggling students for our after school tutoring program.

**GOAL VII: SCIENCE**

**Goal:** Students will build skills in scientific reasoning and critical thinking and be able to analyze scientific texts and perform technical procedures.

**Absolute Measure**

- **By the end of their fourth year at BSA, 75% of students will pass a science Regents with a score of 65 or higher.**

Cohort Designation	Number in cohort	Percent Passing a Science Regents with a 65 or higher
Fourth Year BSA Students	53	94%

Broome Street Academy was able to meet this goal with 94% of students passing a science Regents before completing their fourth year at BSA.

*Summary of Absolute Measures*

By the end of their fourth year at BSA, 75% of students will pass a science Regents with a score of 65 or higher	met
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## Comparative Measures

- Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year of instruction at BSA will exceed that of the students in our identified peer schools.

### Percent of 2011 Cohort passing Science with a 65

School	Number of Students in Cohort*	Percent Passing Science with a 65
Broome Street Academy Charter School	78	53%
Peer School Average	69	54%

\*The NYSED report card reports this based on Total Cohort

The most recently available data for this goal is from the 2014-15 school year. Fifty-three percent of the 2011 cohort passed this exam. The peer school average is fifty-four percent. Broome Street Academy missed this goal by one percentage point.

- Each year, our pass rate at the 65 level of any Regents science exam will exceed the average pass rate of our identified peer schools.

### 2014-15 Science exam pass rates

Exam	BSA Pass Rate	Peer School Average Pass Rate
Living Environment	75%	44%

The most recently available data is from the 2014-15 school year. In this year, Broome Street Academy's pass rate on the Living Environment test surpassed the average pass rate for our peer schools.

### Summary of Comparative Measures

Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year of instruction at BSA will exceed that of the students in our identified peer schools	made progress towards
Each year, our pass rate at the 65 level of any Regents science exam will exceed the average pass rate of our identified peer schools.	met

**GOAL VIII: SOCIAL STUDIES**

**Goal:** Students will cultivate a deep understanding of social studies through exploration and analysis of historical texts, and will exhibit an ability to apply course knowledge to their understanding of current events and international relations.

**Absolute Measure**

- **By the end of their fourth year at BSA, 75% of students will pass a Social Studies Regents with a score of 65 or higher.**

Cohort Designation	Number in cohort	Percent Passing a Science Regents with a 65 or higher
Fourth Year BSA Students	53	94%

Ninety-four percent of Broome Street Academy students passed a Social Studies exam by the end of their fourth year at Broome Street. This goal was met during the 2015-16 school year.

*Summary of Absolute Measure*

By the end of their fourth year at BSA, 75% of students will pass a Social Studies Regents with a score of 65 or higher.	met
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**Comparative Measures**

- **Each year, the percentage of students in the high school Accountability Cohort who by their fourth year have passed a U.S. History or Global History Regents exam with a score of 65 or above will meet or exceed that of the students in our identified peer schools.**

**Percent of 2011 Cohort passing US History with a 65**

School	Number of Students in cohort	Percent Passing US History with a 65
Broome Street Academy Charter School	78	56%
Peer School Average	69	53%

\*NYSED Report Card reports this based on Total Cohort

Based on the most recently available data, Broome Street Academy was able to meet this goal with a 56% pass rate on the US History exam. This exceeded the average peer school pass rate of 53%.

- **Each year, the percentage all of students who have passed a U.S. History or Global History Regents exam will meet or exceed the average pass rate of our identified peer schools.**

**2014-15 US History pass rate for Broome Street Academy and peers**

<b>Exam</b>	<b>Broome Street Pass Rate</b>	<b>Average Peer School Pass Rate</b>
US History	86%	43%

Broome Street Academy was able to meet this goal. Our pass rate for both US History during the 2014-15 school year (the most recently available comparative data) exceeded the average peer school pass rate.

*Summary of Comparative Measures*

Each year, the percentage of students in the high school Accountability Cohort who by their fourth year have passed a U.S. History or Global History Regents exam with a score of 65 or above will meet or exceed that of the students in our identified peer schools.	met
Each year, the percentage all of students who have passed a U.S. History or Global History Regents exam will meet or exceed the average pass rate of our identified peer schools.	met

**GOAL IX: NCLB**

**Goal:** The school will make adequate yearly progress.

**Absolute Measure**

- **Under the state’s NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school**

BSA has met this goal in each school year of its charter term including the 2015-16 school year.

*Summary of Absolute Measures*

<b>Measure</b>	
Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.	met