



**Broome Street Academy  
Charter High School**

**2017-18 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Marquis Alvaradous, Director of Data and Assessment, and Dr. Louise Grotenhuis, Assistant Head of School, prepared this 2017-18 Accountability Progress Report on behalf of the School's Board of Trustees:

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Melissa H. Silberman has served as the Head of School since June 1<sup>st</sup> 2018.

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

Broome Street Academy (BSA) sets aside 50% of the seats in each entering 9<sup>th</sup> grade class for students who a) are or were recently homeless or transitionally housed, or b) in foster care or otherwise involved with the child welfare system. A preference is also given to students graduating from middle schools in which 50% of students perform below grade level on the State ELA exam.

### **Key Design Elements**

*Partnership with The Door* - BSA partners with The Door - a Center of Alternatives, Inc., a not-for-profit organization located in the same building, to provide students with access to substance abuse counseling, anger management and college and career readiness programs as well as health, recreation and legal services.

*Cohort and Content Teams* - BSA prioritizes commitment to teacher voice and agency through distributed leadership. In Cohort and Content teams, teachers: 1) collaborate on the design of professional development opportunities; 2) build relevant and challenging content within structures of inter-visitation, coaching, mentorship, and small group leadership; 3) develop structured, data-rich meetings to benchmark student performance, evaluate student progress, inform instructional decision-making and shape ongoing schoolwide impact analysis.

*Block scheduling* - A hybrid block schedule in which Math, English, Social Studies and Science classes meet every other day for 80 minutes, permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons.

*Family and Community Involvement* - Structured events such as enrollment meetings, parent-association meetings, and teacher-caregiver conferences encourage caregivers and families to be informed members of the school community. To ensure the accurate and timely academic performance and attendance information of their children, caregivers have access to BSA's school information platform, PowerSchool.

### **Academic Support and Intervention**

*Special Education and ELL Support* - ELL services are provided through a push-in model and in stand-alone classes. The special education approach combines push-in SETTS services with the ICT model, giving students personalized supports consistent with their IEPs in the least restrictive environment. In addition to the service mandates in their IEPs, students with learning differences receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.

*Counseling* - The school model includes: 1) three dedicated Social Workers who provide mandated and at-risk counseling for social and emotional issues; 2) one *Attendance Improvement / Dropout Prevention (AIDP)* counselor who, in collaboration with an Attendance Manager, provides layered support services; 3) two Guidance Counselors; and, 4) one College Counselor, who assists caregivers and students with each step of the application, admissions, and financial aid processes. All school counselors facilitate professional development to support teachers in differentiating instructional practices for the diverse range of learners in their classrooms, and in developing more effective, trauma-informed practice.

*Advocacy* -The Advocacy program is a 45-minute period in the middle of the school day, five days per week, designed to support students’ academic progress and social-emotional development. Students practice preparation, self-assessment, goal setting, stress management and healthy decision-making. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.

**Professional Development**

Professional development for teachers and leaders is a critical component of BSA’s program. Scheduled into the daily routine of BSA, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

- BSA’s Modified Danielson Rubric is used for self assessment, teacher inter-visitations and informal and formal observations.
- Professional Development sessions are dedicated to supporting teachers in the design of Common Core and Data-Driven instruction
- New and Returning Teacher Roundtables develop staff-wide awareness of school goals and strategies and work with staff to remove barriers and provide ongoing support to ensure student success.
- *After School Study*: Teachers, with peer tutors, provide individual and small group support for students at least two hours per week, providing extended and targeted instruction and developing in students a sense of ownership for their own learning.
- *Summer Bridge Program* - The Bridge Program is a mandatory summer session to orient incoming grade 9 students.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	146	79	37	4	266
2014-15	119	89	76	38	322
2015-16	102	87	68	77	334
2016-17	108	86	88	55	337
2017-18	105	74	76	75	330

## 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 9<sup>th</sup> grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <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 anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2015-16	2012-13	2012	78	6	72
2016-17	2013-14	2013	66	5	65
2017-18	2014-15	2014	94	4	90

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> 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)
2015-16	2012-13	2012	72	-	72
2016-17	2013-14	2013	61	-	61
2017-18	2014-15	2014	90	-	90

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> 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)
2015-16	2011-12	2011	10	-	10
2016-17	2012-13	2012	9	-	9
2017-18	2013-14	2013	10	-	10

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Goal: 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 five credits (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.

BSA's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

Core academic subjects include:

Mathematics sequence: Algebra I, Geometry, Algebra II, Pre-Calculus

Science sequence: Living Environment, Earth Science, Chemistry, Physics

English Language Arts sequence: ELA 9, ELA 10, ELA 11, ELA 12

Social Studies sequence: Global I, Global II, U.S. History, Economics and Government

Language Other Than English

Physical Education

Performing Art

Electives

Health

## RESULTS AND EVALUATION

In 2016 BSA fell short of the measure by 2% and in 2017 BSA exceeded the measure by 1%. To continue an upward trend, BSA will:

- Utilize blended learning methods to provide targeted instruction and academic intervention
- Continue to provide professional development on Common Core - aligned, Data-Driven Instruction and effective Co-teaching models

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	74	73%
2017	71	76%

## ADDITIONAL EVIDENCE

The 2016 Cohort consisted of 74 students obtaining a promotion rate of 73%. The 2017 cohort consisted of 71 students and obtained a slightly higher promotion rate of 76%.

### 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. In August of 2018, the 2016 cohort will have completed its second year.

## RESULTS AND EVALUATION

The 2014 cohort totaling 90 students had a 74% passing rate of at least three regents. The 2015 cohort totaling 68 students had a 47% passing rate of at least three regents. The 2016 cohort totaling 62 students had a 40% passing rate of at least three regents.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	90	74%
2015	68	47%
2016	62	40%

## ADDITIONAL EVIDENCE

The 2014 cohort totaling 90 students had a 74% passing rate of at least three Regents. The 2015 cohort totaling 68 students had a 47% passing rate of at least three Regents. The 2016 cohort totaling 62 students had a 40% passing rate of at least three regents. The significant downward trend in Regents pass rates is under investigation by new administration. To correct this trend BSA will:

- Utilize blended learning methods to provide targeted instruction and academic intervention
- Continue to provide professional development on Common Core-aligned, Data-Driven Instruction and effective Co-teaching models
- Provide preparatory sessions for Regents exams

### 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 9<sup>th</sup> grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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.

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

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

## RESULTS AND EVALUATION

The 2012 cohort included 72 students with a graduation rate of 70%. The 2013 cohort had a class of 65 students and a graduation rate of 69%. The 2014 cohort had a class of 90 students and a graduation rate of 77%.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	72	70%
2013	65	69%
2014	90	77%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	81	(9) 11%
2012	72	(7) 10%
2013	65	(9) 14%

## ADDITIONAL EVIDENCE

The 2011 Cohort had 81 students. An additional 9 graduated in year 5 totaling 11% in the 5<sup>th</sup> year. The 2012 cohort had 72 students. An additional 7 graduated in year 5 totaling 10%. The 2013 cohort had 65 students. An additional 9 graduated in year 5 totaling 14%. The numbers indicate BSA students' disengagement for a variety of reasons and the need for additional months to earn credits and pass required Regents exams.

### Goal 1: Comparative Measure

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

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.<sup>2</sup> Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## RESULTS AND EVALUATION

The 2012 cohort graduation rate is 70%, compared to the Manhattan District 2 graduation rate of 74% percent. The 2013 cohort graduation rate is 69%, compared to the Manhattan District 2 graduation rate of 73% percent. Both years, BSA fell short by 4 percentage points. The 2014 cohort graduation

<sup>2</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

rate is 77% and Manhattan District 2 has not yet publicly released the results. BSA’s 2012 and 2013 cohorts did not meet the measure.

BSA’s failure to meet or exceed Manhattan District 2 graduation rates is under investigation by new administration. To correct this failure, BSA has:

- Implemented a new Block Schedule with a focus on effective sequencing of classes that caters to differentiated instruction and targets students’ greatest areas of need

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	72	70%	8,980	74%
2013	65	69%	9,572	73%
2014	90	77%	Not Released	Not Released

**ADDITIONAL EVIDENCE**

While BSA has not yet performed additional analysis of data such as performance disaggregated by student characteristics, BSA’s 2014 cohort graduation rate is higher than the 2012 and 2013 cohorts because of concerted efforts to:

- add blended learning credit recovery options
- optimize +1 pathways

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

**METHOD**

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

**RESULTS AND EVALUATION**

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2014 Cohort who have passed the exam with a comparison to previous years’ performance.

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

#### Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
English	85	78	92%
Algebra I	84	60	71%
U.S History	84	71	85%
Overall	253	209	83%

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	72	93%
2013	65	87%
2014	90	93%

#### ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments and additional analysis of the data such as: performance of cohorts that have not yet completed their fourth year or trends towards meeting the measure's target.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

BSA has met one absolute measure and made growth on one absolute measure.

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.	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	Did not meet

	graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Made progress towards
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
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.	Unavailable
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

The significant downward trend in Regents pass rates is under investigation by new administration. To correct this trend BSA will:

- Utilize blended learning instruction to provide targeted intervention (Edgenuity MyPath)
- Provide professional development on Common Core-aligned, Data-Driven Instruction and effective Co-teaching models
- Provide preparatory sessions for Regents exams

## GOAL 2: POST-SECONDARY PREPARATION

### GOAL 2: Post-Secondary Preparation

**Goal:** 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

### Goal 2: Absolute Measure

**Each year, 75 percent of graduating students will demonstrate their post-secondary readiness by at least one or some combination of the following indicators:**

- Achieving a minimum of a “Bronze” score on the ACT WorkKeys exam in Applied Math, Graphic Literacy and Workplace Documents.
- 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 assessments to be acknowledged by employers and industry leads (e.g. Google, Microsoft, Cisco, SkillsUSA)

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.

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

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

## 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 measures, and the overall percentage achieving the measure.

## RESULTS AND EVALUATION

Provide a brief narrative

Percentage of the 2014 Total Cohort Graduates Demonstrating Post Secondary Readiness by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Overall	Total number of graduates	[Number of graduates achieving any indicator]	[Percentage of graduates achieving any indicator]

## ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

### 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.

## METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).<sup>3</sup>

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and

<sup>3</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here:

[www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

## RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	72	N/A	N/A
2016-17	2013	65	N/A	N/A
2017-18	2014	90	TBD	TBD

## ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

### 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.**

## METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

## RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A

2014	N/A	N/A
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## Goal 2: Absolute Measure

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

## METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

## RESULTS AND EVALUATION

Mike S to contribute to the below-

Provide a brief narrative highlighting results in a data table that directly address the measure.

**Narrative explaining how the school collected the data (e.g. National Student Clearinghouse, student surveys).** Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	64	52	81%
2013	55	49	89%
2014	69	62	90%

## SUMMARY OF THE POST SECONDARY PLAN GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their post secondary preparation	Have not set
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.	Unavailable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Unavailable



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

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

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

### BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school and any important changes to the English language arts program or staff prior to or during the 2017-18 school year.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

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

### METHOD

The school administered a 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 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).<sup>4</sup> 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.

### RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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<sup>4</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

**Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>5</sup>**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	72	(20/68) 29%
2013	65	(18/60) 30%
2014	90	(20/85) 24%

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	74	4%	89	24%	90	24%
2015	80	N/A	85	N/A	79	16%
2016			69	N/A	70	N/A
2017					76	N/A

**Goal 3: Absolute Measure**

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

**METHOD**

The school administered a 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

<sup>5</sup> Based on the highest score for each student on the English Regents exam

(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.

## RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>6</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	72	(45/68) 66%
2013	65	(35/60) 58%
2014	90	(58/85) 68%

## ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	74	4%	89	43%	90	68%
2015	80	N/A	85	N/A	79	25%
2016			69	N/A	70	N/A
2017					76	N/A

### 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.**

## METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability

<sup>6</sup> Based on the highest score for each student on the English Regents exam

Level 4.<sup>7</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

## RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

### English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
88	2%	6%	68%	24%

$$\begin{aligned}
 \text{PI} &= [6] + [68] + [24] = [98] \\
 &= [2 * 6] + [2.5 * 2] = [19] \\
 &= [60] \\
 &= [20]
 \end{aligned}$$

## ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

### 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.**

## METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order

<sup>7</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 4 or Higher on English Regents  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	29%	72	38%	8,980
2013	30%	65	62%	9,572
2014	25%	88	Unavailable	Unavailable

## ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

### 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.**

## METHOD

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

## RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and

populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 3 or Higher on English Regents  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	66%	72	85%	8,980
2013	58%	65	84%	9,572
2014	69%	88	Unavailable	Unavailable

**ADDITIONAL EVIDENCE**

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

**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.**

**METHOD**

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

**RESULTS AND EVALUATION**

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

English Regents Performance Index (PI)<sup>8</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	156.5	72	192	8,980
2013	150.5	65	202	9,572
2014	202	88	Unavailable	Unavailable

**ADDITIONAL EVIDENCE**

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

**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 8<sup>th</sup> 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**

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8<sup>th</sup> grade who achieved Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem area.

<sup>8</sup> For an explanation of the procedure to calculate the school's PI, see page 20.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort<sup>9</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	70	1%
2013	51	4%
2014	68	1%

### ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

### 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 8<sup>th</sup> 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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8<sup>th</sup> grade who achieved Performance Level 3 or higher with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

<sup>9</sup> Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	70	<b>37%</b>
2013	51	11%
2014	68	13%

### ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>11</sup>

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
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.	Did not meet
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.	
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Did not meet

<sup>10</sup> Based on the highest score for each student on the English Regents exam

<sup>11</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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.	Did not meet
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. (Using 2016-17 school district results.)	Unavailable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Did not meet

## ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.



## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

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

#### BACKGROUND

**mathematics curriculum instruction;** shift to mathematics **curriculum** that is data driven and has track record of improvement of students academic with similar populations. Change from block to **multiple pathways** based on the students grades, attendance, and previously mentioned exam results. (ie: new incoming 9th grade who has high math skill, will follow a pathway to complete algebra 1 in one semester so by 12th grade, they can finish calculus. A 9th grader with low math skills will be in a class which starts with pre-algebra semester 1 and semester 2 they take algebra 1 thus by 12th grade they will finish pre-calculus)

- Prioritize 9th grade Algebra 1 and give more support thus developing stronger basic skills in the 9th grade.

**assessment;** analyze NWEA, PSAT, and implement entrance exam for newcomers, and use the data to create multiple pathway to successful 4 year completion

#### professional development

Create more opportunities for teacher to attend PD's that deals with students with similar background, Opportunities for more PD on co-teaching

Hire experienced math teachers for 9th grade cohort to address the low passing rate of incoming freshmen

#### any important changes prior to or during the 2017-18 school year. - 80 minute blocks

\*class passing rate matched regents passing rate from 2017 to 2018

\*Regents prep class for Algebra 1 and Geometry

\*FLI on site working with co-teacher on being more effective in the classroom

\*Observation

\*Data driven talks

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

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

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.<sup>12</sup> 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.

#### RESULTS AND EVALUATION

results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 4 with a comparison to previous years' performance.

whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, **attributing the results to effective practices or problem areas.**

**Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>13</sup>**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	72	(2/69) 3%
2013	61	(0/33) 0%
2014	88	(1/84) 1%

#### ADDITIONAL EVIDENCE

additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	74	0%	89	1%	88	1%
2015	80	1%	85	1%	79	1%
2016			69	0%	70	0%
2017					76	1%

<sup>12</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

<sup>13</sup> Based on the highest score for each student on a mathematics Regents exam

#### 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 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 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.

#### RESULTS AND EVALUATION

highlight results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 3 with a comparison to previous years' performance.

explicitly state whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts.

discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

**Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>14</sup>**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	72	(35/69) 51%
2013	61	(1/33) 3%
2014	88	(2/84) 2%

#### ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

<sup>14</sup> Based on the highest score for each student on a mathematics Regents exam

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	74	1%	89	2%	88	2%
2015	80	1%	85	1%	79	1%
2016			69	4%	70	4%
2017					76	5%

#### 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.**

#### METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>15</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

#### RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

#### Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
88	27%	71%	1%	1%

<sup>15</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

$$\begin{array}{r}
 \text{PI} = \begin{array}{l} [7 \\ 1] \end{array} + \begin{array}{l} [1] \\ [2*1] \end{array} + \begin{array}{l} [1] \\ [1] \\ (2.5)*[1] \\ \text{PI} \end{array} = \begin{array}{l} [73] \\ [3] \\ [2.5] \\ [75.5] \end{array}
 \end{array}$$

ADDITIONAL EVIDENCE

discuss additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

**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.**

METHOD

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

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

**Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	3%	72	23%	8,980
2013	0%	61	27%	9,572
2014	1%	88	Unavailable	Unavailable

\*\*

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

#### 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.**

#### METHOD

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

#### RESULTS AND EVALUATION

highlight results in the data table that directly addresses the measure.

state whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	54%	72	79%	8,980
2013	3%	61	78%	9,572
2014	2%	88	Unavailable	Unavailable

#### ADDITIONAL EVIDENCE

discuss additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

#### 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.**

#### METHOD

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

#### RESULTS AND EVALUATION

highlight results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Mathematics Regents Performance Index (PI)<sup>16</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	120	72	175.5	8,980
2013		61	176.5	9,572
2014	75.5	88	Unavailable	Unavailable

#### ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

#### 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 8<sup>th</sup> 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.**

<sup>16</sup> For an explanation of the procedure to calculate the school’s PI, see page 29.

## 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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8<sup>th</sup> grade who achieved Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort<sup>17</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	70	9%
2013	51	2%
2014	68	1%

## ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

### 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 8<sup>th</sup> 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.

<sup>17</sup> Based on the highest score for each student on the English Regents exam

## RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8<sup>th</sup> grade who achieved Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort<sup>18</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	70	31%
2013	51	8%
2014	68	7%

## ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

### Goal 4: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

**METHOD:**

**RESULTS AND EVALUATION:**

**ADDITIONAL EVIDENCE:**

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL<sup>19</sup>

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

<sup>18</sup> Based on the highest score for each student on the mathematics Regents exam

<sup>19</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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.	Did not meet
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.	Did not meet
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.	
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.	Did not meet
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.	Did not meet
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. (Using 2016-17 school district results.)	Did not meet
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Did not meet



## ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.



## GOAL 5: SCIENCE

### Goal 5: Science

**Students will proficiently develop a thorough understanding of scientific explanations of the world, formulate research questions and develop a plan for research, use research to support and develop their own opinions and identify claims in their work that require outside support or validation.**

#### BACKGROUND

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. 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.

#### RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2014 Cohort who have passed the exam with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	72	(64/67) 96%
2013	61	(50/57) 88%
2014	90	(67/82) 82%

**ADDITIONAL EVIDENCE**

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	74	51%	89	58%	90	82%
2015	80	38%	85	83%	78	96%
2016			69	74%	70	82%
2017					76	54%

**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.**

**METHOD**

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

**RESULTS AND EVALUATION**

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

<sup>20</sup> Based on the highest score for each student on any science Regents exam

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	96%	72	81%	8,980
2013	88%	61	80%	9,572
2014	82%	90	Unavailable	Unavailable

**ADDITIONAL EVIDENCE**

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance



## GOAL 6: SOCIAL STUDIES

### 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.

### RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2013 Cohort who have passed the exam with a comparison to previous years' performance.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>21</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	39	(37/39) 95%
2012	72	(68/71) 96%
2013	61	(48/60) 80%

### EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

<sup>21</sup> Based on the highest score for each student on a science Regents exam

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	61	N/A	65	71%	65	80%
2014	74	3%	74	3%	89	73%
2015			80	1%	85	1%
2016					69	N/A

**Goal 6: Comparative Measure**

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

**METHOD**

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

**RESULTS**

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	95%	39	74%	8,980
2012	96%	72	73%	9,572
2013	80%	61	Unavailable	Unavailable

**EVALUATION**

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

#### ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

#### 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.

#### RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2013 Cohort who have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>22</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	39	(34/39) 87%
2012	72	(62/67) 93%
2013	61	(46/59) 78%

#### EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

#### ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

<sup>22</sup> Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	61	45%	65	66%	65	78%
2014	74	7%	74	61%	89	71%
2015			80	1%	85	56%
2016					69	N/A

**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.**

**METHOD**

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

**RESULTS**

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	87%	39	75%	8,980
2012	93%	72	75%	9,572
2013	78%	61	Unavailable	Unavailable

**EVALUATION**

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance

## GOAL 7: ESSA

### Goal 7: ESSA

BSA will maintain the ESSA determination of Good Standing

#### 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

The School’s ESSA status is good standing. This is BSA’s first year of ESSA accountability, and BSA has met the ESSA absolute measure of being in good standing.

Accountability Status by Year

Year	Status
2015-16	Unavailable
2016-17	Unavailable
2017-18	Unavailable