



**Broome Street Academy Charter  
High School**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Jen Pasek, Consultant; Gunnar Zuber, Data Manager; Matthew Molloy, Humanities Director; and Paul Hale, STEM Director prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. David Zurndorfer	President, Executive Committee Chair, Grievance Committee Chair
Monica de la Torre	Vice President, Executive Committee, Development Committee, Grievance Committee
Cathy Aquila	Secretary, Executive Committee, Development Committee Chair
Noah Leff	Treasurer, Finance Committee Chair, Executive Committee, Audit Committee Chair
Herb Elish	Trustee, Executive Committee, Finance Committee, Program Committee
Katie Jaxheimer Agarwal**	Trustee, Program Committee, Finance Committee, Grievance Committee
Vanda Belusic-Vollor	Trustee, Program Committee Chair
Stephanie Durden Barfield	Trustee, Program Committee, Finance Committee, Audit Committee
Benjamin Felt	Trustee, Investment Committee Chair, Finance Committee, Development Committee
Jeffrey Katzin	Trustee, Program Committee, Development Committee, Audit Committee, Investment Committee
Marlene Nadel	Trustee, Finance Committee
Gail Schargel	Trustee, Program Committee, Development Committee, Investment Committee
Elaine Schott	Trustee, Program Committee, Development Committee
Julie Shapiro	Trustee

\*\*Katie Jaxheimer Agarwal became a trustee on October 16<sup>th</sup>, 2019.

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

### Notes:

- The 2018-19 information contained in this report has been checked for accuracy by the team who completed this report.
- All data from previous years was sourced applicable past APPRs, SUNY CSI Accountability Dossiers, and NYSED publicly posted data.
- Due to transitions in staff and record keeping procedures, data for years prior to the 2018-19 school year contained in the tables in this report may have some inaccuracies.
- Going forward, the BSA data team will continue to implement consistent record keeping strategies to ensure accurate reporting for all future reporting.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Broome Street Academy Charter School (Broome Street or BSA), is a college preparatory high school that serves some of New York City's most vulnerable students. The school opened its doors in the fall of 2011. Broome Street's mission statement states: The Broome Street Academy Charter High School will prepare our young people for post-secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of positive youth development.

Broome Street sets aside 50% of available seats 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.

Broome Street partners with The Door – a Center of Alternatives, Inc. (The Door), a not-for-profit organization located in the same building. Through this unique partnership, all BSA students have access to health care and education, mental health counseling and crisis assistance, legal assistance, college preparation services, career development, housing supports, arts and recreational activities, and nutritious meals – all for free and in the same building as their school. Through this relationship, The Door and BSA work together to holistically support BSA students, ensuring that they have the resources necessary to succeed in high school and successfully transition into adulthood.

As of BEDs day 2018, the enrollment of BSA was:

	<b>Number</b>	<b>Percentage</b>
Total Enrollment	297	
Students with Disabilities	76	26%
Economically Disadvantaged Students	228	77%
English Language Learners	16 plus 7 Fmr ELL	8%

BSA's model is designed to provide individualized academic programs in combination with social supports to ensure our students can overcome barriers to success both inside and outside of school. Grounded in the principles of positive youth development, BSA's model is built upon a rigorous, integrated curriculum and the development of personalized plans designed to address students' individual needs and increase their engagement and achievement. By supporting our vulnerable population in this way, we can help each student reach their academic potential, graduate with a NYS Regents diploma, and achieve their individual post-secondary education and career goals.

## School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2014-15	124	96	81	29	330
2015-16	95	95	75	65	330
2016-17	95	85	80	70	330
2017-18	103	76	76	75	330
2018-19	95	80	80	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 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 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>
2017-18	2014-15	2014	94	4	90
2018-19	2015-16	2015	75	2	73

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 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. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

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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 Graduated or 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)
2016-17	2013-14	2013	65	-	65
2017-18	2014-15	2014	90	-	90
2018-19	2015-16	2015	64	17	81

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2016-17	2012-13	2012	72		72
2017-18	2013-14	2013	65		65
2018-19	2014-15	2014	79	19	98

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for Post-Secondary Success.

#### Goal 1: Leading Indicator

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

#### METHOD

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

#### BSA Grading and Awarding Course Credit

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

#### Grades are calculated as follows:

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

#### RESULTS AND EVALUATION

As shown in the tables below, BSACS has made progress toward the indicator. 73% of the 2018 Cohort earned the required number of credits, an increase of 2 points from the 2017 Cohort. The 2018 Cohort was 2 points away from the target of 75%.

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### Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	59	71%
2018	60	73%

#### ADDITIONAL EVIDENCE

In 2017-18, 76% of the 2017 Cohort earned the required number of credits in their first year of high school.

#### 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 2019, the 2017 cohort will have completed its second year.

#### RESULTS AND EVALUATION

As shown in the tables below, 37% of the 2017 total cohort passed three Regents by the end of their second year (the 2018-19 school year). This result fell short of the target. The 2017 cohort performed 3 points lower than the 2016 cohort on this measure but fell 10 points below the 2015 cohort on this measure.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	68	47%
2016	2017-18	62	40%
2017	2018-19	62	37%

#### ADDITIONAL EVIDENCE

BSA continues to struggle with this measure. Many of our students need at least 4 years to pass three Regents exams, while some even more. Much of the student population at BSA come to us with additional risk factors that often interfere with their focus on academics. We provide a lot of services that are not necessarily academic to ensure they persevere to stay in school and graduate, but it can take longer.

## 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 2015 cohort and graduated four years later and those who entered as members of the 2014 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.<sup>1</sup>

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.

### RESULTS AND EVALUATION

#### Four Year Graduation Rate

As shown in the table below, the 2015 Total Cohort at BSA fell short of the target graduation rate of 75% graduating after four years with 63% in 2018-19. Please note that 48 students graduated from BSA, while the other 3 students transferred to an approved AHSEP program where they completed the program and received a GED.

#### Five Year Graduation Rate

As shown in the table below, the target of 95% graduating after 5 years in high school continues to be a challenge for BSA.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	65	69%
2014	2017-18	90	80%
2015	2018-19	81	63%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	72	80%
2013	2017-18	65	83%
2014	2018-19	98	81%

<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/>.

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### ADDITIONAL EVIDENCE

Of the 48 students in the 2015 Total Cohort who graduated from BSA, 67% were Economically Disadvantaged, 15% had IEP's and 4% were homeless.

#### 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. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

### RESULTS AND EVALUATION

In 2018-19, the BSA 4-year graduation rate fell below the local district.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	65	69%	9,572	73%
2014	2017-18	90	80%	9,114	75%
2015	2018-19	81	63%	8767	80%

### ADDITIONAL EVIDENCE

Although the 4-year graduation rate has fallen below the local district, the current team at BSA has identified that only a very small percentage of our student roster resides in the local district. We are putting processes in place to better track our students if and when they leave BSA as this cohort includes quite a few students that may have enrolled in high school elsewhere. Without the proper documentation being collected in the past, they remained on our list as dropouts, thus pulling down the grad rate. It is evident we have work to do on both fronts.

<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](#).

## Goal 1: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

At Broome Street Academy, students attempt to follow a standard academic path through high school requirements and would only utilize the 4+1 pathway as a secondary means to graduate. Therefore, there are not students identified as pursuing the alternative pathway with success rates. One student utilized an alternative pathway to graduation, by using an additional science or math course instead of the US History Regents exam.

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Unfortunately, the graduation measures proved challenging for BSA students in the 2018-19 school year. Guiding our students through high school to ultimately graduate is of the utmost importance to our organization. Although our student population does often come with risk factors identified (often more than one), we are working to create clear paths to succeed even if that might mean a non-traditional setting for learning. The team is exploring ways that we can best offer the delivery of high school courses so that all our students have an option to participate. We are researching additional models that might work for some students such as night school models, online coursework and independent study. Some students have obstacles preventing them from consistently attending school. Some of the aforementioned ideas could work well for them.

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.	Did Not Meet
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Meet

Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Did Not Meet
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Did Not Meet
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.	Did Not Meet
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.	NA

## ACTION PLAN

### Programming for 2019-20

Starting this year, and going forward, BSA has increased the opportunity for students to earn credits in a school year by twenty percent. This has been achieved through an aggressive revision of the program of study that includes:

- Strengthening overall programming by moving from block programming to daily class meetings
- Teachers teach five academic classes a day
- The scope and sequence of core instruction and electives into streamline coherent offerings that ensure that all students have access to the classes they need to pass to complete commencement level course work and be eligible to graduate.

Increase in academic rigor through more targeted, daily time with students:

- 8 period day
- 50-minute periods
- Algebra stretched to 4 units (up from 2)
- Double period in English for 9<sup>th</sup> graders

Offering more pathways to commencement & post-secondary success:

- Returning students scheduled for more commencement level classes per semester
- Academic Scope & Sequence
  - Aligned with NYS Standards
  - Focus towards college & career readiness
- CS4All

## GOAL 2: POST SECONDARY PREPARATION

### GOAL 2: POST SECONDARY PREPARATION

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

### 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 Literacy, Workplace documents and Applied Mathematics
- Completing work-based learning opportunity or internships
- Passing a college level course offered at a college or university or through a school partnership with a college or university
- Achieving a minimum of two industry technical assessment to acknowledged by employers and industry leads (i.e. Google, Microsoft, Cisco, SkillsUSA); or,
- [NYCDOE School Quality Guide’s College Readiness Index](#)

### METHOD

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

### RESULTS AND EVALUATION

Overall, 52 percent of the graduates demonstrated their post-secondary readiness in at least one of the indicators. 44 percent of the graduating BSA students achieved both an ELA and math requirement to be counted in the College Readiness Index on the NYC DOE’s 2018-19 School Quality

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Guide. Based on NYS Regents and SAT scores, each student who achieved any combination of the required ELA and math numbers was counted. For example, a student who scored a 490 on the SAT Reading and Writing test and a 75 on the Geometry Regents contributes to this metric providing they achieve both one ELA and one math qualifying score.

### Percentage of the 2015 Total Cohort Graduates Demonstrating Post-Secondary Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT Evidence-Based Reading and Writing Test (480)	41	19	
NYS English Regents 75	48	20	
SAT - Math (530)	41	9	
Common Core Math Regents (Algebra I or Geometry) 70	48	26	
Overall	48	21 achieved both a qualifying ELA and math score	44%

### Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Summer Youth Employment Program	25	13	52%
ACT Workkeys	3	0	0
Overall	28	13	46%

### ADDITIONAL EVIDENCE

In addition to preparing our students for college, BSA offers work preparation for our students who may choose or need to transition directly to a job. It is imperative that our at-risk population be equipped with tools to succeed in either environment. We participate with the Summer Youth Employment Program, a grant the school receives from the NYC Dept. of Youth and Community Development to hold training on professional skills, workplace communication and resume building. The students are then placed in employment for 8 weeks over the summer. This was the first year that the school received this grant.

Also offered is ACT WorkKeys, an online college prep course focused on workplace readiness and applied Math, Literacy and workplace standards.

## 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 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 an Advanced 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 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

### RESULTS AND EVALUATION

With a CCCRI of 55, BSA did not achieve this measure in 2018-19.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2018-19	2015	80	130	55

### ADDITIONAL EVIDENCE

Going forward, BSA will be developing more ways to offer college readiness courses, workplace partnerships and experiences. The current leadership team is looking at ways to provide more opportunities for students to gain experience with college level coursework and demonstrate success in that environment.

## 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.

<sup>3</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

The BSA's Total Cohort's CCCRI was not greater than that of the local district.

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

Cohort	Charter School	School District
2015	55	126.9

### Goal 2: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

BSA's guidance department tracks college matriculation rates. In 2018-19, BSA met the target with 75% of students in the 2015 cohort matriculating to a 2- or 4-year program. All but three graduates, 94%, went on to middle level jobs, the military or college.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	55	49	89%
2014	2017-18	69	62	90%
2015	2018-19	47	36	75%

## SUMMARY OF THE COLLEGE PREPARATION GOAL

One of BSA’s mission is to prepare our students for post-secondary success. Because our students often are affected by risk factors, sometimes more than one, we want to ensure they leave us with the tools to continue their education or follow a path to a middle level skilled job. Both measures that were met within this goal are in line with this mission.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their post-secondary readiness by at least one or some combination of the indicators.	Did Not Meet
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.	Did Not Meet
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	Did Not Meet
Absolute	Each year, in the year after graduation, 75 percent of graduating students will matriculate in a college or university in the year after or enter into post-secondary ready pathway, a middle skill employment pathway requiring work readiness certifications such as an apprenticeship or “gap year” model such as City Year, AmeriCorps or Year UP.	Met

## ACTION PLAN

In addition to increasing academic rigor and expanding course options for next year, BSA has increased its collaboration with The Door this year for college and career readiness for our students. We will continue to increase this collaboration as we move forward. Namely, The Door hired a new Director of College and Academic Services who oversees a new College Advisor and our Post-Secondary Success Coach. This team, in part, works directly with our student population to improve college and career readiness.

Additionally, we received 130 Summer Youth Employment Program (SYEP) seats for BSA students where many will have opportunities to work this summer alongside college-educated professionals in aiding their exploration of college and career options.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

Students will proficiently read with comprehension and analysis, write standard English in a variety of styles, develop democratic discussion and presentation skills rooted in critical thinking and analysis and use technology for credible research, creation of presentations, writing and communication.

#### BACKGROUND

The English Language Arts Curriculum is a standards-based curriculum that generally follows the learning progressions outlined by common core standards. This year we have used Engage NY as a guide for both pacing and standard per grade. Next year, we will be adopting a standard ELA curriculum. We are leaning towards Houghton Mifflin Harcourt's Collections because it is well supported by the New York City Department of Education and has strong writing integration.

## 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 the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

#### RESULTS AND EVALUATION

As shown in the table below, 36% of the 2015 cohort scored at least a level 4 on the Common Core ELA exam. The school did not meet the target of 65%, missing it by 29 points.

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

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	65	<b>30%</b>
2014	2017-18	90	48%
2015	2018-19	73	36%

### ADDITIONAL EVIDENCE

As evidenced in the table below, the 2016, 2017 and 2018 Accountability Cohorts are making progress toward this measure.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	85	N/A	79	16%	73	36%
2016	69	N/A	70	N/A	73	19%
2017			76	N/A	60	23%
2018					56	25%

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

BSA met this measure with 90 percent of the 2015 Accountability Cohort passing the Common Core ELA Regents exam with at least a 65.

<sup>4</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	65	<b>58%</b>
2014	2017-18	90	<b>68%</b>
2015	2018-19	73	<b>90%</b>

### ADDITIONAL EVIDENCE

As evidenced in the table below, the 2016, 2017 and 2018 Accountability Cohorts are making progress toward this measure.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	85	N/A	79	25%	73	<b>90%</b>
2016	69	N/A	70	N/A	73	49%
2017			76	N/A	60	47%
2018					56	59%

### 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

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>6</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 191.

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 Accountability Cohort. The Regents Examination in English Language Arts

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

<sup>6</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)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

(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

This measure was not achieved. The BSA English Language Arts Performance Index calculates to 143 based on accountability performance levels achieved after four years in the cohort, below the state MIP of 191.

#### English Language Arts Performance Index (PI)

For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
70	6%	57%	14%	23%

$$\begin{aligned}
 \text{PI} &= 57 + 14 + 23 = 94 \\
 &14 + 23 = 37 \\
 &+ (.5)*23 = 11.5 \\
 \text{PI} &= 143
 \end{aligned}$$

### ADDITIONAL EVIDENCE

The English Regent's PI in 2017-18 was 147, so this year's 143 demonstrates a slight dip.

#### 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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

BSA did not outperform the district in this measure. Only 32 percent of students scored at Level 4 or higher after four years in the cohort, versus 61% in the district.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	30%	65	63%	9,572
2014	2017-18	24%	88	64%	9,114
2015	2018-19	32%	81	61%	8,767

## ADDITIONAL EVIDENCE

The 2018-19 percentage of students scoring at Level 4+ on the Common Core English Language Arts Regents increased 8 points over last year's 4-year graduation cohort.

### 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

BSA fell short of achieving this measure. 83 percent of the 2015 Total Cohort passed the English Regents with an annual performance level of at least 3 compared to 84 percent at the local district in 2019.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	58%	65	84%	9,572
2014	2017-18	69%	88	84%	9,114
2015	2018-19	83%	81	84%	8,767

### ADDITIONAL EVIDENCE

The 2015 Total Cohort's percent at PL 3+ on the CC ELA Regents is much improved (+14) over last year's 2014 Cohort.

#### 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

BSA did not achieve this measure with an ELA Regents Performance Index of 143 versus the local district's 179.

English Regents Performance Index (PI)<sup>7</sup> of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	151	65	160	9,572
2014	2017-18	147	88	183	8,197
2015	2018-19	143	70	179	7,927

<sup>7</sup> For an explanation of the procedure to calculate the school's PI, see page 28.

## ADDITIONAL EVIDENCE

This measure continues to challenge our four-year cohort students.

### 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.

### 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.

## RESULTS AND EVALUATION

Unfortunately, 8th grade results are unavailable for the 2015 accountability cohort.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

90 percent of the 2015 accountability cohort scored at least a 65 on the CC ELA Regents exam. BSA outperformed the local district by having a higher percent partially meeting CC expectations.

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.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Did Not Met
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 Met
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.	Met
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	Did Not Met

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	comparable students from the school district of comparison. (Using 2018-19 school district results.)	
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.	Data Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <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.	Data Unavailable

### ACTION PLAN

BSA sought to improve ELA instruction in several ways this year:

- We used the writing across the curriculum framework called Educating Powerful Writers to begin to standardize our approach to writing throughout our core ELA classes.
- As a school, we emphasize discussion and assessment during observation reports. In ELA, we have used this opportunity to support teachers in developing practices that test ELA standards as opposed to basic comprehension.
- Doubled the number of periods freshmen have in ELA

To support students who have achieved a 65 or higher or who are on the cusp of achieving a performance level of 4, we emphasized writing across the curriculum for seniors. Specifically, we ramped up the rigor of writing in senior ELA classes.

BSA partnered with Harvard University to offer a Harvard Poetry class at BSA for students who have either passed the ELA Regents or are juniors/seniors who need more academically.

### GOAL 4: MATHEMATICS

#### Goal 4: Mathematics

Students will proficiently make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others and use appropriate tools strategically.

### HIGH SCHOOL MATHEMATICS

#### BACKGROUND

The math curriculum at BSA is aligned to the Common Core standards and instruction is primarily delivered under a co-teaching model. We currently offer Algebra I, Geometry, Algebra II, and Pre-Calculus. Approximately 88% of courses are co-taught -- beyond the mandated ICT for students with special needs. Assessments are aligned to the culminating exams. Professional development happens for three or more hours on alternating Fridays throughout the academic year. We hired three certified special educators to work with the math team this year. Additionally, we adopted a "stretch" Algebra I model where students can either take two semester or four semester Algebra I in two separate sequences.

#### 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. 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

This measure was not met as just 1 percent of students in the 2015 Cohort have achieved at least Performance Level 4 on a NYS math Regents exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>8</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-17	61	0%
2014	2017-18	88	2%
2015	2018-19	73	1%

### ADDITIONAL EVIDENCE

As evidenced by the table below, our 2016, 2017 and 2018 accountability cohorts have greater percentages scoring at level 4 on a NYS math regents.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	68	0%	64	0%	73	1%
2016	60	0%	62	0%	73	4%
2017			53	3%	60	5%
2018					56	11%

### 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

BSA achieved this measure having 82 percent of students in the 2015 accountability cohort score at annual performance level 3 and above.

<sup>8</sup> Based on the highest score for each student on a mathematics Regents exam

## Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>9</sup>

Cohort Designation		Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
	Fourth Year		
2015	2018-19	73	82%

### ADDITIONAL EVIDENCE

The 2016, 2017 and 2018 accountability cohorts are making progress toward this measure.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	68	0%	64	0%	73	82%
2016	60	5%	62	5%	73	60%
2017			53	8%	60	60%
2018					61	61%

### 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

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>10</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

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 Accountability Cohort. 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

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

<sup>10</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)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Level 4. *Please note that if the math Regents exam was taken in the 2015-16 school year, the corresponding accountability performance levels were used.*

### RESULTS AND EVALUATION

BSA did not meet this measure. The math performance indicator calculates to 89, which is below the MIP of 151.

#### Mathematics Performance Index (PI)

For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
73	16	78	4	1

$$\begin{aligned}
 \text{PI} &= 78 + 4 + 1 = 83 \\
 & \quad \quad \quad 4 + 1 = 5 \\
 & \quad \quad \quad + (.5)*1 = .5 \\
 \text{PI} &= 89
 \end{aligned}$$

#### 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 exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

#### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

This comparative measure was not met.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	0%	61	27%	9,572
2014	2017-18	1%	88	27%	9,114
2015	2018-19	1%	81	32%	8,767

#### 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 exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

#### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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

BSA did outperform the local district with 79 percent of the 2015 total graduation cohort scoring at annual performance level 3 or higher on a math Regents exam versus their 76 percent.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2015	2018-19	79%	81	76%	8,767

#### 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

This measure was not met. The BSA math performance index was 89, well below the district's 137.

Mathematics Regents Performance Index (PI)<sup>11</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2014	2017-18	69	88	132	9,114
2015	2018-19	89	59	137	6807

## ADDITIONAL EVIDENCE

The math PI is up 20 points since 2017-18.

### 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.

### 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.

## RESULTS AND EVALUATION

Unfortunately, the 8th grade NYS math exam results are not available.

<sup>11</sup> For an explanation of the procedure to calculate the school's PI, see page 29.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>12</sup>

BSA students performed best at scoring at level 3 or greater on a math Regents exam by the fourth year in the high school cohort. 82 percent of the high school accountability cohort scored a 65 or higher and outscored the district in this metric.

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.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Did not Meet
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.	Met
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 2017-18 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.	Data Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <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.	Data Unavailable

<sup>12</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

### ACTION PLAN

Strategically, BSA is expanding the Algebra I sequence over four semesters will give students two additional opportunities to pass the Algebra I Regents examination within their coursework enrollment. That is, historically, students were attempting to pass the Algebra I Regents examination two to four semesters beyond their last instruction in the course. By expanding the course sequence, the students requiring intervention due to low academic achievement in middle school will have extended exposure to the Algebra I curriculum to support their efforts at passing the Algebra I Regents examination.

We are planning to offer AP Statistics next year as an accessible advanced mathematics course in addition to Geometry, Algebra II, and Pre-Calculus.

## 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

The science curriculum at BSA is aligned to the NGSS and instruction is via project-based learning in the laboratory model. We currently offer Living Environment, Earth Science, Chemistry, Physics, and Forensics. We have laboratory classrooms for all science courses and these courses are aligned to the culminating exams. Professional development happens for three or more hours on alternating Fridays throughout the academic year. We hired two special educators to work with the science team this year. We plan on adding AP Environmental Science and AP Biology as expanded options for our students in science. We will likely be expanding staffing as we expand course options but will also survey present staff for next year's academic courses.

#### 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. 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

86% of BSA's 2015 accountability cohort passed the science Regents by their fourth year. This exceeded the target of 75% by 11 points. Further, this was an increase from the 2014 cohort, which had 82% pass the science Regents with a score of 65.

## Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>13</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	61	88%
2014	2017-18	88	82%
2015	2018-19	73	86%

### ADDITIONAL EVIDENCE

84 percent of the cohort scored highest on the Living Environment exam with an 82 percent pass rate, while the rest did so on the Physical Setting/Earth Science Regents with an 80% pass rate.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	68	47%	64	80%	73	86%
2016	60	43%	62	79%	73	60%
2017			53	45%	60	47%
2018					56	41%

### 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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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

BSA achieved this measure with 78 percent of the total graduation cohort scoring higher than 65 on a science regents exam. 74 percent of the comparable district cohort did so.

<sup>13</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	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	88%	61	80%	9,572
2014	2017-18	82%	88	74%	9,114
2015	2018-19	78%	81	74%	8,767

### ADDITIONAL EVIDENCE

BSA has outperformed the district on their measure for three years in a row.

### ACTION PLAN

Effective practices in our science program center on well-resourced, hands-on learning with multiple opportunities for success in both the life and physical sciences over four years of science education.

## 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.

### BACKGROUND

Global Studies classes use the New Visions curriculum for Global Studies. US History, Economics and Participation in Government all use resources from engage to support pacing and standards-based instruction.

### Goal 6: Absolute Measure

Each year, 75 percent 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

BSA did not meet this measure. 73% of BSA's 2015 accountability cohort passed the U.S. History Regents with a score of 65. This was a decrease from the 2013 and 2014 cohorts, of which 80% and 79% passed with a score of 65, respectively.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	61	<b>80%</b>
2014	2017-18	88	79%
2015	2018-19	73	73%

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

36 percent of the 2016 cohort have already passed the US History exam, however only 48 of the 73 have taken the exam.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	68	4%	64	73%	73	73%
2016	60	3%	62	3%	73	36%
2017			53	0%	60	N/A
2018					59	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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

#### RESULTS

BSA did not meet this measure. 65 percent of the 2015 Total Graduation Cohort passed the US History exam, while 67 percent did so at the local district (NYC Geographic District #2).

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	61	80%	69%	8685
2014	2017-18	88	79%	68%	9114
2015	2018-19	81	65%	67%	8685

#### 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

BSA met this target, with 78% of the 2015 cohort scoring at least a 65 on the Global History Regents.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2015	2018-19	73	78%

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	68	57%	64	80%	73	78%
2016	60	2%	62	45%	73	41%
2017			53	0%	60	32%
2018					56	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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

<sup>15</sup> Based on the highest score for each student on a science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS

BSA achieved this measure with 70 percent of the 2015 Total Graduation Cohort passing the NYS Global History Regents exam and outperformed the district by 2 points.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	78%	61	67%	8685
2014	2017-18	63%	101	67%	9114
2015	2018-19	70%	81	68%	8767

### ACTION PLAN

Teacher retention in Social Studies was particularly strong leading to the testing of the 2015 cohort. This year's staff retention across all subjects reflects the retention that happened in the social studies department that is responsible in part for the success of the 2015 cohort.

The social studies team participated in the same professional learning opportunities as the ELA team regarding writing, classroom discussion and questioning techniques. As a school, we are looking forward to the coming year when we will be using standard curriculum across all core academic classes. We expect that as we move towards more and more cohesive practices and consistent pedagogical and content choices that next year's cohort will demonstrate greater success than the 2015 cohort.

## 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

Broome Street Academy continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

**GOAL 8: OPTIONAL ORGANIZATIONAL GOAL**

**Goal 8: Optional Measure**

Through its partnership with The Door, BSA will offer all of its students wrap around services on-site at no cost to the student including primary care, vision, dental services, mental health and counseling, career and education, three meals a day through house school food services , legal services, and the arts.

**RESULTS AND EVALUATION**

This measure is achieved year to year. The Door offers all the services listed for free to students. Some services like art, meals and college counseling are offered at both BSA and The Door.