



**Broome Street Academy Charter
High School**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 8, 2021

By Melissa Silberman

555 Broome Street
New York, NY 10013

(212) 453-0295

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Silberman, Head of School; Jen Pasek, Consultant; Nora Clancy, Consultant; Laisa Khan, Data Manager; Matthew Molloy, Senior Dean of Academics prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
M. David Zurndorfer	Chair	Executive
Monica de la Torre	Vice Chair	Executive, Grievance, Development
Noah Leff	Treasurer	Executive, Finance, Audit
Catherine S Aquila	Secretary	Executive, Development
Katie Jaxheimer Agarwal	Trustee/Member	Program, Finance, Grievance
Gail Schargel	Trustee/Member	Program, Investment, Grievance
Elaine Schott	Trustee/Member	Program, Development
Herbert Elish	Trustee/Member	Finance, Executive
Vanda Belusic-Vollor	Trustee/Member	Program
Stephanie Durden Barfield	Trustee/Member	Program, Finance, Audit
Jeffrey Katzin	Trustee/Member	Program, Investment, Development, Audit
Lauren Blum	Trustee/Member	Investment
John Quinn	Trustee/Member	
Fernando Snowden-Lorence	Trustee/Member	
Sarah Weeks	Trustee/Member	
Alexandra C. Wood	Trustee/Member	

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

SCHOOL OVERVIEW

Mission and Population

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

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

- Currently living in, or have lived in a shelter, a hotel/motel, a car, with another family (due to economic hardship), or in another temporary living arrangement; or
- Unaccompanied youth (not in the physical custody of a parent or guardian); or
- Currently in, or have ever been in, foster care, or otherwise involved in the child welfare system.
- If, after offering this preference to students within and outside of CSD 2, seats remain open, our 5th and 6th preferences are for students who reside in New York City public housing and/or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits.

Partnership with The Door

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

BSA's Key Design Elements:

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

2020-21 School Year Modalities

Between September 2020 and April 2021, BSA offered an entirely remote program, offered primarily through synchronous instruction on Zoom. Starting in April 2021, we shifted to a hybrid model until the end of the 2020-21 school year. Our summer school in 2021 was offered in-person with social distancing guidelines in place. Our experience with remote and hybrid learning helped us realize the importance of a 1:1 program; starting in 2020-21, we provided every student with a Chromebook.

2020-21 School Year Mental and Emotional Supports

Mental health support was a critical need as students returned to school in September 2020 with high levels of trauma. To meet this need, our social work department contacted every incoming first-year student over the course of the summer to assess their incoming mental health needs and identify any history of trauma, as well as learn about their experience in middle school during the 2020 closure. When school resumed in the fall, BSA’s social work team similarly reached out to our returning students to assess their needs. All BSA students who need individual or group counseling beyond what is mandated in their IEP were offered mental health services from The Door.

We also formed a caregiver communication committee in the 2020-21 school year. This committee focused on creative, non-traditional caregiver engagement strategies. These strategies, substantially informed by our experience with virtual learning during the COVID-19 closure, taught us that caregivers can be engaged virtually. For example, during our enrollment period in 2020, we offered weekly caregiver drop-in Zooms to support the enrollment process, and in Fall 2020, we launched a monthly “Intro to The Door” virtual session that covers the services and supports, including access to benefits and legal services, available from The Door.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	90	81	80	67	318
2017-18	101	74	81	78	334
2018-19	96	71	48	82	297
2019-20	59	85	91	77	312
2020-21	115	63	77	76	331

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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>)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	75	2	73
2019-20	2016-17	2016	80	10	70
2020-21	2017-18	2017	86	3	83

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	64	17	81
2019-20	2016-17	2016	70	-	70
2020-21	2017-18	2017	78	3	81

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and	Total Graduation Cohort (a) + (b)

			30 th of the Cohort's Fifth Year (a)	Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	
2018-19	2014-15	2014	79	19	98
2019-20	2015-16	2015	67	7	74
2020-21	2016-17	2016	65	3	68

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

BSA will prepare students for Post-Secondary Success.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

BSA did not achieve this graduation measure as many students struggled to adapt to the sudden changes in life and learning during COVID. Although many were exempt from taking the NYS Regents exams, many had difficulty completing all the requirements to earn course credits for a variety of reasons.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent Earning 5 Credits
2019	53	49%
2020	87	43%

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Broome Street achieved this accountability metric with 90 percent of students in their second year of high school earning credit for at least three NYS Regents exams although this includes exemptions.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	62	37%
2018	2019-20	76	87%
2019	2020-21	48	90%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

BSA did not achieve this graduation measure. 65 percent of students in the 2017 Total Cohort graduated after four years in high school dropping by 14 points from the previous year. 88 percent of students in the 2016 Total Cohort graduated after five years in the cohort, up from 80 percent in 2020.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	81	63%
2016	2019-20	70	79%
2017	2020-21	83	65%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
--------------------	-------------	------------------	--------------------

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2014	2018-19	98	81%
2015	2019-20	74	80%
2016	2020-21	63	88%

ADDITIONAL EVIDENCE

The pandemic's changes to the physical setting that our students were able to learn in affected them and their families in different ways. It was very difficult for some to adjust to learning outside of school and it's also been challenging to transition back to being in the building full time.

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. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

BSA did not match the graduation rate of our district of location Manhattan District #2, but we only enroll less than 3 percent of our students from that district. Our students come to us from a great many districts, with Bronx #9 being home to our greatest percentage at 15%. The four year graduation rate for that district was 74% in 2019-20. The other districts that make up the highest percentages of our enrollment at greater than 5 percent each had graduation rates ranging from 66% - 80%.

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
2015	2018-19	81	63%	6974	80%
2016	2019-20	70	79%	7374	81%
2017	2020-21	83	65%		TBD

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Although BSA did not meet any of the applicable graduation metrics in 2020-21, we made great efforts to keep in touch with our students and ensure those who did not graduate in four or five years know that they still can. We have resources at The Door to help them stay on track and some enroll in their Alternative High School Equivalency program while also attending BSA, so they stay on track until completion.

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

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Met
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

In addition to our plans for the academic areas, we are in the process of outlining a plan to address learning loss to begin in January 2022. With the help of grant funds, we plan to have trained tutors push into the classrooms to work directly with our students. Many of our students do not tend to take advantage of supports that occur outside the daily schedule’s timeframe, so we needed to be creative in providing remediation during the school day.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

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

Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;

- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- Achieving a minimum of two industry technical assessment to acknowledged by employers and industry leads (i.e., Google, Microsoft, Cisco, SkillsUSA); or,
- [NYCDOE School Quality Guide’s College Readiness Index](#)

METHOD

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

RESULTS AND EVALUATION

BSA fell just short of this measure, having 72% of graduating students demonstrate an indicator for post secondary preparation. Because we serve a population of students in which many are considered at high risk of not completing high school or attending college, we offer programming to also prepare them for entering the workforce. Many participate in the Summer Youth Employment Program (SYEP) to gain experience and responsibility of what being an employee looks like. In the past we also tracked scores on standardized tests (SAT), but our graduating students did not sit for the assessment because of COVID, and most colleges are not requiring them for admission.

Percentage of the 2017 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
Advanced Placement Govt & Politics	10	3	30%
Advanced Regents Diploma	54	8	15%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	54	10	19%
---------	----	----	-----

Percentage of the 2017 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
Summer Youth Employment Program	38	32	86%
Overall, from Both Tables	54	39	72%

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

BSA did not meet this metric in college matriculation for the year after graduation of the 2016 cohort. 56 percent are confirmed to have matriculated in the spring 2021 and slightly more have matriculated this fall. Our counseling office and services at The Door are available to assist all students with post-secondary planning.

Matriculation Rate of Graduates by Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	47	36	75%
2016	2019-20	55	50	56% accepted

ADDITIONAL EVIDENCE

In partnership with The Door, students also have the opportunity to participate in a number of programs to prepare them for life after high school if they choose to enter directly into the workforce.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The 2020 and 2021 school years were very different than typical years because of the pandemic and the many challenges and shifts in the education community. Most college visits, fairs and interviews took place virtually. Students toured campuses online and did not take the SAT exam. Without most NYS Regents exams in those years, students did not have as big a chance to earn a Regents Diploma with Advanced Designation since it depends on score ranges. BSA also provides options for students to experience work programs during the summers. 68.5 percent of the 2021 graduates participated in the Summer Employment Youth Program and coincidentally 68.5 percent were accepted into 2-4 year colleges.

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

ACTION PLAN

BSA will continue to offer more students opportunities to take multiple AP exams, which we believe will have a positive impact on our college preparation indicator going forward. In addition, the

following areas of focus will support our progress toward meeting the post-secondary readiness measures going forward.

Continued Initiatives for College and Career Readiness

BSA continues its collaboration with The Door to support college and career readiness for our students. The Door employs a Director of College and Academic Services who oversees the College Advisor and our Post-Secondary Success Coach. This team works directly with our student population to improve college and career readiness.

We are also emphasizing career-readiness through work-based learning, specifically the Summer Youth Employment Program (SYEP).

We are addressing college readiness by increasing the rigor in our core academic classes. We recognize that to reach a number of our accountability goals, and to prepare students for college and careers, our instructional rigor must increase. Schoolwide, we are supporting teachers to use data to drive instructional choices; we are also emphasizing the design of assessments that check for mastery of standards rather than basic comprehension. The following are still in place for 2021-22 to challenge students:

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

Teacher Observation and Evaluation

With our push to increase rigor schoolwide, we are working to support teachers as they adjust to our new expectations for instruction. We continue to use the Danielson Framework as the primary rubric for coaching and evaluating teachers.

Teachers are informally observed at least 6 times per year, and formal observations happen twice per year. Feedback is delivered via Whetstone, a software platform designed to support classroom observations that we adopted. BSA also uses the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development.

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

To increase students' ownership of their academic trajectories, we are focused on encouraging students to develop self-direction skills.

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

GOAL 3: ENGLISH LANGUAGE ARTS

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA did not meet this measure. 38% of those tested scored in the Level 4 range on the NYS ELA Regents exam. Because this Regents exam has not been administered in 2020 or 2021, many students are exempt from this and several other Regents graduation requirements.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	16	24%
2016	2019-20	70	15	11	23%
2017	2020-21	83	33	16	38%

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

ADDITIONAL EVIDENCE

As evidenced in the table below, 36 percent of the 2018 cohort students who sat for the ELA Regents scored at Level 4 and both 2019 students did so.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	60	23%	42 Tested 28 Exempted (E)	29%	83 42 Tested	38%
2018	56	25%	48 Tested 0 E	17%	74 55 Tested	36%
2019			1 Tested 0E	0	48 2 Tested	100%
2020					85	--

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

BSA achieved this ELA metric. 86 percent of the 42 students in the 2107 accountability cohort passed the NYS ELA Regents exam with a Level 3 or higher.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	68	0	23	34%
2016	2019-20	70 63 Tested or Rec'd Credit	15	19	40%
2017	2020-21	83 75 Tested or Rec'd Credit	33	36	86%

ADDITIONAL EVIDENCE

Of the students who have taken the NYS ELA Regents greater than 75 percent passed with a Level 3 in the 2017, 2018 and 2019 accountability cohorts.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	47%	42 Tested 28E	36%	83 42 Tested	86%
2018	56	59%	48 Tested 0 E	29%	74 39 Tested	90%
2019			1 Tested 0E	100%	48 2 Tested	100%
2020					85	--

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

BSA did not track NYS ELA results from the 2017 Cohort students when they were in the 8th grade.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Although we continue to improve rigor in our English Language Arts courses, we also had teachers working to improve the quality of instruction in our hybrid model in 2020-21. We achieved the accountability measure with having 86 percent of the 2017 accountability cohort score at 65+ on the ELA Regents but continue to work toward increasing the scores to Level 4 on the ELA Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable

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

ACTION PLAN

To address learning loss in the 2021-22 school year, we are introducing several school-wide initiatives to support high quality teaching and learning. These school-wide initiatives are as follows:

Director of Curriculum: BSA hired a Director of Curriculum and Instruction to oversee our academic program going forward.

Instructional Coach: We are working with an instructional consultant to ensure that our teachers are prepared with the skills necessary to reach all students.

Interim Assessment Cycle: We are using a 6-week interim assessment cycle for all BSA scholars in order to monitor student performance trends and drive instructional choices.

New Visions Public Schools (NVPS) Curriculum: We are adopting the curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. We are confident that the rigor of this program will improve student mastery and outcomes.

Academic Recovery: BSA is introducing an after-school credit recovery model for freshman and sophomores. This program will begin in the fall of 2021.

PM School Program: We are offering a later start time to juniors and seniors so that these students can access morning services, such as workforce readiness, provided by The Door.

Improving Literacy and Numeracy: We are investing in software that supports literacy and numeracy across our ELA and math programs.

As a school, we recognize that students have always needed support in writing. One of the elements of instruction that was lost during covid is the continuity that is needed to engage students fully in an iterative writing process. While it is a school-wide concern, the solution and action steps begin in the ELA classroom. We will be using the writing methodologies in NVPS curriculum to create a coherent vertically sound approach to writing instruction. This work starts in what we are calling Week Zero for instruction (the week we return to school) with intense focus and practice on the writing routines and the overall approach that the curriculum prescribes and carries on in an ongoing way throughout all of the units in the school year. We are supporting this work in three notable ways:

It is an ongoing part of the observation and feedback cycle. We have identified component 3c from the Danielson Rubric as the lever to use to set a bar for quality work on writing in ELA and across the whole school. To that end, the newly hired director of curriculum and the entire academics team will be using 3c as a way to coach people towards creating substantive writing tasks for students using the methodologies in the NVPS curriculum.

We have changed our supervisory model to be less driven by department goals and more driven by school-wide goals. We believe that this will allow us to give clearer feedback and foster greater

development in areas like writing and written task development. Unlike last year, the Dean of Academics and the Director of Curriculum and Instruction will be focused equally on writing across all classrooms and specifically in ELA classrooms.

Using the NVPS curriculum with fidelity supports our goal in creating a vertically sound way to teach writing and to foster growth in the student's ability to engage in an iterative process that supports them in developing and communicating their ideas in writing.

Finally, we will see an upward trend in student performance when looked at longitudinally through the lens of our interim assessment system. We are adopting the rubrics used along with a common assessment system. This system will help us to understand student achievement in writing as individuals and as a whole. Our goal is to see student writing skill increase on the individual grade level writing skill rubrics as well as see scores increase on the holistic rubric.

GOAL 4: MATHEMATICS

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA did not achieve this metric in math. 15 percent of the 55 students in the 2017 accountability cohort scored at the Level 4 range on any NYS Math Regents exam during their four years in the high school.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	1	1%
2016	2019-20	70 69 Tested or E	19	0	0
2017	2020-21	83 55 Tested	26	8	15%

ADDITIONAL EVIDENCE

The 2019 accountability cohort has an increase of the percentage of students who have already earned a score in the Level 4 range on a NYS Math Regents after two years in high school.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	60	5%	63 Tested 25E	0	83 55 Tested	15%
2018	56	11%	49 Tested 27E	0	74 48 Tested	13%
2019			5 Tested 40E	0	48 6 Tested	33%
2020					85 0 Tested	--

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

BSA achieved this metric, having 89 percent of the students who sat for a NYS Math Regents pass with a score in the Level 3 range.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	4	5%
2016	2019-20	70 69 Tested or E	19	4	8%
2017	2020-21	83	26E & 1 Not Tested	49	89%

ADDITIONAL EVIDENCE

Please note that the previous years indicate percent of total accountability cohort earned a Level 3, whereas the 2020-21 percentages are **the percent of those tested as that is more telling of the success rate.**

Percent Achieving at Least Level 3 by Cohort and Year			
Cohort Designation	2018-19	2019-20	2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	60%	63 Tested 25E	6.35%	83 55 Tested	89%
2018	61	61%	49 Tested 27E	10%	74 48 Tested	96%
2019			5 Tested 40E	20%	48 6 Tested	83%
2020					85	--

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

BSA did not track 8th grade NYS ELA exam results for the students graduating this year.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This information is not available.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The vast majority of students who took a NYS Math Regents, passed with a score of at least a 65. 86 percent of the 2017 accountability cohort who took a math Regents earned at least a 65 on after four years in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Info Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade 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.	Info Unavailable

ACTION PLAN

We believe that the department that will most benefit from alignment to a common curriculum is the math department. What we learned as a school community when we stretched Algebra over four semesters as opposed to two is that there is not a common understanding at the school about what students need. The added time to spend on topics resulted in an uneven approach that was not driven by a sustained examination of data. Instead, teachers attempted to close all of the gaps they encountered with students all of the time.

Standardizing curriculum and the approach to math we are providing the structure for teachers to dig deeply into the gaps they encounter with students in a systematic and facilitated way that is led by our Director of Curriculum and Instruction.

In all subjects, but especially in math, a standardized curriculum and regular assessments will not only support teachers in identifying gaps but will also give the school an opportunity to identify school wide deficiencies. Identifiable patterns for the whole school will allow for targeted adjustments on curriculum and instruction as well as developing professionals learning inquiries for the math teachers and academic leaders that were only asked in in some grades last year. BSA is dedicating Election Day 2021 and time at our bi-monthly professional development sessions to learning about the school wide gaps and trends that we identify using the new curriculum.

The instructional coach that has been hired to support instruction at BSA this coming year comes to us with years of experience in supporting instruction in math and science. She will be deployed to give feedback and support instruction in all math classes weekly from the start of the year. To start the year, she is focusing on lesson planning and task development with the teachers. Overall, her goal is to support a more cohesive approach to unit planning and lesson delivery that does not focus on a calendar of discrete skills or concepts but focuses on larger mathematical understandings and working backwards with students to obtain skills and understand discrete concepts.

In addition, to the strategies listed above, refer to the school-wide initiatives described in the ELA action plan.

GOAL 5: SCIENCE

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 the Living Environment, Earth Science and Chemistry Regents prior to the pandemic. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

BSA achieved this science accountability measure, having greater than 75 percent of the 2017 accountability cohort who took a NYS science Regents exam passing with a performance of at least a Level 3 or above.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	63	86%
2016	2019-20	*66/70 tested	23	43	100%
2017	2020-21	83	37	42	86%

ADDITIONAL EVIDENCE

Based on all students who have tested on a science Regents, the four accountability cohorts have achieved this measure in 2020-21.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	47%	71 Tested 8E	95.77%	83 49 Tested	86%
2018	56	41%	38 Tested 34 E	89%	74 38 Tested	97%
2019			7 Tested 36E	85.71%	48 11 Tested	100%
2020					85 1 Tested	100%

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.

The calculation of this measure is not required for 2020-21.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Students typically take this Regents in their third year in high school. Because all the Regents exams were cancelled in 2020 and 2021, none of our 2017 accountability cohort took the NYS U.S. History Regents.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	73	0	53	73%
2016	2019-20	70 62 Tested or Rec'd Credit	30	28	88%
2017	2020-21	83	All	--	All Exempt

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	N/A	82 60E	73%	83	NA

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	59	N/A	2 Tested 1 E	100%	74	NA
2019			3 Tested 0E	67%	48	NA
2020					85	NA

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.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Broome Street met this measure, with 92 percent of those tested earning at least a 65+ on the NYS Global History Regents after four years in high school.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
--------------------	-------------	------------------	-------------------------------------	---------------------------------------	---

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2015	2018-19	73	0	57	78%
2016	2019-20	70 67 Tested or Rec'd Credit	28	29	74%
2017	2020-21	83	39	34/37	92%

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	60	32%	39 Tested 37E	85%	83 37 Tested	92%
2018	56	N/A	1 tested 67E	100%	74 3 Tested	100%
2019			0 Tested 1 Exempt	--	48	NA
2020					85	NA

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.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

BSA met this accountability measure. Because there were not traditional Regents testing at the high school level in 2020-21, BSA’s 2020-21 accountability status is based on the 2019-20 & 2018-19 results: Good Standing.

ADDITIONAL EVIDENCE

BSA continues to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing