

Prospect Schools

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Laura Robitzek, Director of Data prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
	Office (e.g. chair, treasurer, secretary) Committees (e.g. finance, executive)
Burke, Christine	Member, Academic Oversight, Facilities, Finance & Audit
Echenberg, Michael	Member, Facilities, Finance & Audit
Garce-Rodriguez, Joanne	Member, Cross-Board DEI
Haque, Ahmed	Member, Academic Oversight, Cross-Board Affiliation, Cross-Board Transition
Inbar, Jill	Board Chair, Member of all committees
Keenan, Sara	Board Secretary, Academic Oversight, Cross-Board DEI
Koch, Sam	Member, Governance, Cross-Board Affiliation
Pierre, Gravelle	Board Treasurer, Finance & Audit, Cross-Board DEI
Ramirez, Michelle	Member, Academic Oversight
Richards, Cherry Ann	Parent Rep, Cross-Board DEI

Daniel Rubenstein served as the Executive Director of Brooklyn Prospect Charter School from 2009 to 2021, when he became the Chief Executive Officer of Prospect Schools, a nonprofit charter management organization contracted by Brooklyn Prospect Charter School.

SCHOOL OVERVIEW

Prospect Schools began as Brooklyn Prospect Charter School (“BPCS”), which opened in 2009 with sixth grade in the Sunset Park neighborhood in Brooklyn School District #15 (“CSD #15”). In 2012, BPCS moved to a new location, in the CSD #15 neighborhood of Windsor Terrace. In the 2014-15 school year, BPCS served kindergarten through first, and sixth through eleventh grade. In April 2013, BPCS submitted a request to amend the BPCS charter so that BPCS may add kindergarten through fifth grade. BPCS secured a facility for this elementary school in Brooklyn School District #13 (“CSD 13”) and served kindergarten and first grade students in the 2014-15 school year. Again in 2016 we amended our charter, so that BPCS may add another middle school sixth through eighth grade and in 2016-2017 our Clinton Hill campus in CSD 13 served its first sixth grade cohort. Per our chartered plan, BPCS added one grade each year to ultimately serve students in grades kindergarten through twelve, with our first class of seniors having graduated in 2016. 2018-19 was the first year that we served all grades K-12.

Our Mission

Prospect Schools is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Brooklyn Prospect is committed to:

Diversity - Building a truly diverse and inclusive community is our most important goal, our hardest challenge, and the driving force behind everything we do. By thoughtfully serving students and families from all backgrounds — racial, cultural, linguistic, and socioeconomic — we create learning environments where students can gain a deep understanding of the ways in which alternative perspectives drive innovation and creativity. We are a proud founding member of the Diverse Charter Schools Coalition.

World Class Academics - An IB world school, Brooklyn Prospect models its curriculum on the renowned International Baccalaureate Program. This rigorous program raises the level of academic responsibility for our students and serves as an important indicator of their capacity for success in college and beyond. Our liberal arts-focused curriculum inspires creative inquiry, problem solving, critical thinking, personal reflection and collaborative learning, going far beyond the basic standards required by the state.

Excellent Teaching - The bedrock of any successful school is strong, professional teachers. Our teachers are highly skilled in their content areas and are constantly improving their craft. They are committed to the Brooklyn Prospect mission and excel as enthusiastic collaborators and engaged community members. We conduct regular class observations, one-to-one meetings and professional reviews, as well as routinely send out surveys to ensure the needs of every student are being met.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	52	57	52	80			198	106	104	103	102	99	99	1052
2017-18	57	58	58	55	80		223	209	108	111	100	99	95	1253
2018-19	60	58	57	56	55	76	235	217	206	124	111	100	85	1440
2019-20	55	61	54	55	57	54	225	222	204	157	127	102	92	1465
2020-21	113	58	60	58	59	56	230	232	227	171	173	121	98	1660

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>)

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	84	7	91
2019-20	2016-17	2016	112	6	118
2020-21	2017-18	2017	101	5	96

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	84	0	84
2019-20	2016-17	2016	112	0	112
2020-21	2017-18	2017	96	0	96

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	1	0	1
2019-20	2015-16	2015	2	0	2
2020-21	2016-17	2016	2	0	2

PROMOTION POLICY

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

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements. Indicate any adjustments made due to changes to the school's modality of instruction (e.g., remote, hybrid, in person).

High School Promotion/Retention Policy:

Students receive 1 credit per semester for each course that meets for 180 minutes/week.

Students must receive a minimum grade of 65% in order to be considered as having met the standard in academic subject areas and to receive course credit.

In alignment with the NY guidelines, promotion from to each grade will be based on whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulates the annual minimum number of required credits.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	10 credits
10	Successful completion of standards in academic subject areas including 4 in English and/or ESL and 4 in Social Studies	20 credits
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas Passing score on 5 Regents Exams – English, Global History, U.S. History, Math, and Science	44 credits in required subject areas

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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Brooklyn Prospect Charter School will maintain high graduation rates each year.

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

Prospect Schools met this goal. Greater than 95 percent of students in the 2019 and 2020 Graduation Cohorts were promoted, an increase from our performance last year.

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 promoted
2019	157	99.4%
2020	171	95.3%

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

Prospect Schools has achieved this measure. We saw an uptick in this number over the past two school years; however, we cannot make a direct comparison to previous years based on this and last year's exemption policy.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	111	78.4%
2018	2019-20	124	91.2%
2019	2020-21	173	84.9%

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

Prospect Schools continues to meet this goal.

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

¹ 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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Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	85	97.6%
2016	2019-20	92	97.8%
2017	2020-21	98	95.9%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	6	66.7%
2015	2019-20	2	100%
2016	2020-21	2	100%

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

We have been outperforming the district on our graduation rates since our first graduating cohort in 2015-16. Although the final numbers for 2020-21 have not yet been released for the district, and will not be directly comparable to past years, we are confident that with a graduation rate of more than 95%, we have again outperformed the 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
2015	2018-19	95	95.8%	1575	71%
2016	2019-20	85	97.6%	1586	71%
2017	2020-21	92	97.8%		

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

Since our first graduating class in 2015-16, we have not had any students opt for an alternative pathway to graduation

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Prospect met all of the graduation goals that applied to our 2017 Cohort.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met

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

The following initiatives were used this past year and will continue to be utilized going forward in an effort to attain our graduation goals.

Regents Preparation

Prospect Schools teachers embed differentiated Regents preparation throughout the year in ELA, U.S. and Global History, Algebra I, Living Environment and advanced math and science classes. Our teachers track student performance on mid-year and mock Regents, analyzing standards mastery for the class and subgroups. Reteach is designed to target the range of needs in the class, to the end of raising performance on June Regents.

Outside of the classroom, Prospect Schools offers additional afterschool and weekend tutoring and Regents Prep for 9-12 students across all departments throughout the year. Beyond the regular school year, we offer a remote-based summer school program that emphasized engaging struggling students through our robust RtI system, small group instruction, skill building and Regents preparation. This system was able to be offered remotely for students that we were concerned about due to their spring performance during the transition to remote instruction.

Extended Support

Prospect Schools has a dedicated high school IEP and 504 Plan Coordinator to the Student Support Services team who can serve as a liaison between families and the school on the IEP process, coordinating related services and testing accommodations and ensure strong collaboration between teachers to the end of raising achievement of students with disabilities. We maintain student performance data into usable teacher tools and our SIS for effective analysis and record keeping to inform Tier 3 groupings and interventions.

Our guidance team leads monthly analysis of student data to analyze students in all grades tracking toward June graduation and elevating a group of select 11th and 12th grade students in danger as "Tier 3". Additionally, our guidance counselor, principal and grade level team develop individualized sets of RTI interventions for each student including academic support, Regents Prep and counseling, as necessary. We also provide consistent and coordinated communication between school and

families of Tier 3 students on student progress toward the earning of adequate credits and Regents scores toward on-time graduation between marking periods.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Brooklyn Prospect Charter School will be prepared for academic institutions of higher education.

Beginning with the 2020-21 school year, we are mandating a credit-bearing course for students to aid them with the college preparation and application process.

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;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

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.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

Prospect Schools did not achieve this measure. In 2019-20 56.8% of our graduating class achieved college preparedness through a combination of meeting the SAT benchmark in both EBRW and Math and IB examinations. This year, that number grew to 61%.

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
SAT	93	49	50%
IB Exam	61	45	45.9%
Overall	98	60	61%

ADDITIONAL EVIDENCE

Our College Readiness has moved from 56.8% in 2019-20 to 61% in 2020-21.

Indicator	2017-18	2018-19	2019-20	2020-21
SAT	50.6%	52.9%	59.1%	52.6%
IB Exam	48.4%	55.3%	56.8%	45.90%
Overall	50.6%	55.3%	56.8%	61%

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-

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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

Prospect Schools has achieved this goal for the past four years. We collect data from CollegeBoard, and from our students. Based on reports from families and students, the matriculation to college was impacted by uncertainty of college classes due to the COVID-19 pandemic. We also found it very difficult to follow up with students and families about their post-HS plans, which is why in our workbook, we left the cells regarding matriculation for some students blank.

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	85	73	85.9%
2016	2019-20	92	82	89.1%
2017	2020-21	98	80	81.6%

SUMMARY OF THE COLLEGE PREPARATION GOAL

We met the majority of the college preparation goals, with the exception of “Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.”

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	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.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

Integrated SAT Preparation

Prior to the 2019-20 school year, SAT prep courses were offered after school on an opt-in basis. However, this was prohibitive to many students who were involved in extracurricular activities, had long commutes, held jobs outside of schools etc. As such, 2019-20 was the first school year in which we integrated SAT prep for 11th graders into the school day, giving the entire cohort the opportunity to benefit from the program. Further, we included the provision of a preparation course during the mid-winter break and on weekends to target students that needed additional supports for SAT preparation.

Increased PSAT Frequency

Beginning in 2019-20 our 9th and 10th grade students used the Mathematics PSAT as an interim assessment, taking it in the Fall and Spring of each school year. Increasing the frequency of this SAT-aligned assessment, will give teachers actionable data on student performance, sufficient time to reteach and then the opportunity to analyze growth. From a student perspective, this will also increase student comfort with the testing program through more frequent exposure to SAT-style assessments.

IB Language and Literature Requirement

Cohort 2014 was the first graduating cohort, in which all students were enrolled in IB Language and Literature as a course beginning in 11th grade. This gave all students exposure to the IB programme, as well as the opportunity to take at least one IB examination during their time at Brooklyn Prospect. A study has shown that students who participated in the IBDP regardless of whether or not they received the IB diploma graduated college at a rate much higher than the national average: 79% of participating students graduated college within 4 years, 20% higher than the national average, and 83% of IB participating students graduated within 6 years, 24% higher than the national average. College graduation rate increased when students received an IB Diploma to 84% in 4 years and 87% in 6 years.² We are anticipating that our now required participation in an IB course will not only increase our students' likelihood of matriculating to college but also graduating.

While the students in Cohort 2017 also took IB Language and Literature, we did not require those students to take the IB exam, most of them did; however, a few who were not enrolled in the IB Diploma Program, did opt out of taking the exam.

² Bergeron, Liz, Ph.D. "Diploma Programme Students' Enrollment and Outcomes at US Postsecondary Institutions 2008-2014." January 2015. <https://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at Brooklyn Prospect Charter School will be proficient at reading and writing the English Language.

BACKGROUND

We embrace a vision of literacy education that empowers all Prospect Schools students to have voice and agency in our world.

Our literacy classrooms foster positive identity, belonging, and agency, and serve as conduits to learning about content, identities, cultures, and peoples through culturally affirming curriculum.

We design classrooms and learning communities that serve as disruptors of structural racism, and also equip our students with the knowledge and tools to create a more equitable and just world.

Beginning in Kindergarten, we believe in a structured, data-informed literacy program that explicitly develops students' foundational reading and expressive communication (speech and writing) skills so that all of our children have access to advocate for themselves and unlock their passions as their educational journey unfolds.

In English Language Arts courses at Prospect Schools students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the Common Core Standards. Curriculum maps for K-12 are created by teachers at each level to ensure that instruction addresses the New York State Common Core ELA standards. Curriculum maps are reviewed by the department chair to ensure vertical alignment and increase rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media.

We build students' on-demand and process-oriented writing skills. In addition, students' work on expressive skills includes formal presentations and writing in a variety of genres, including narrative, persuasive, informational, analytical and poetic expression. The thematically organized curriculum scaffolds each speaking and writing assignment, leading students through the stages of the writing process, focusing on revision and editing to produce high-quality work.

Vocabulary instruction in the middle school is approached in two ways: through the development of English Language Arts takes a variety of forms, including whole-class and small group discussions, skill-based stations teaching, independent reading and writing projects, as well as close reading and mentor text study. Each class begins with a "Do Now," that previews thematic or topical lenses for the day, reinforces skills instruction from previous lessons, or provides time for immersive reading or journaling. Skills instruction typically involves a teacher-led mini-lesson that models the work of powerful readers and writers. Teachers strive for regular conferences with students about their reading and writing growth.

At Prospect Schools we have an inclusion model, so students in the CTT sections receive the same general education experience as their peers in the non-CTT sections; this is then buttressed with differentiated materials, support and pacing as necessary. One to two sections at every grade are co-taught by a certified special education teacher in a CTT classroom, and SETSS push-in instruction is also available for ELA.

We began remote learning in March of 2020 and continued and it continued at the beginning of the 2020-21 school year and all year for some students.. All grade levels learned through a combination of live and asynchronous instruction, using various remote-learning tools like Google Classroom, Flipgrid, and Nearpod. Live learning focused on collaborative meaning-making and skills instruction, while asynchronous learning focused on productive struggle and choice. context clues skills to help students determine the meaning of unfamiliar words and through direct instruction to build students' academic tier 2 vocabulary. Starting in 7th grade, there is extended study of classical morphemes. Since the 2015-2016 school year, the middle school has been teaching one tier-two vocabulary word in homeroom each week at each grade level. These are words that are essential in multiple disciplines, and they are in addition to the words already taught in ELA and the tier-three words students learn in their content classes.

METHOD

This year, we used Star Reading to assess our students' performance and growth over the course of the year. We also administered shortened Interim Assessments and a Mock Exam.

On a more regular basis, we also monitored our student's reading progress using a platform called Literably.

For the 2020-21 school year, we monitored student reading growth through STAR, Literably, and ELA Snapshots (unweighted annotation scores). We monitored student writing growth through self-efficacy surveys and ELA Snapshots with short and longer responses. We focused primarily on monitoring student growth and addressing internal academic achievement gaps.

RESULTS AND EVALUATION: STAR READING

2020-21 Star Reading Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	640	46	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade	Low initial achievers	55	77	55	Yes

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students whose achievement did not meet or exceed the scaled score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	46	138	41	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the scaled score proficiency equivalent according to the most recent linking study comparing Star Growth to New York State standards. ⁴	2+ students	75%	499	63%	No

End of Year Performance on 2020-21 Star Reading Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁵	Number Tested	Percent Proficient	Number Tested
3	53%	55	54%	48
4	61%	51	60%	47

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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5	77%	53	79%	48
6	71%	198	71%	49
7	60%	170	59%	146
8	65%	170	64%	161
All	65%	697	63%	499

End of Year Growth on 2020-21 Star Reading Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	29	48
4	35	49
5	66	47
6	38	188
7	54	157
8	50	151
All	46	640

ADDITIONAL EVIDENCE

In addition to the Star Reading assessment, we also administered mock exams to our Middle Schoolers. The exams were significantly pared down from previous years and only contained a short and extended response section. We then relied on our Winter administration of Star Reading for our reading comprehension data, rather than administering a multiple choice section of the Mock Exam.

School	Mock Exam	6th	7th	8th
Clinton Hill Middle School	Short Response	54%	67%	49%
	Extended Response	32%	53%	37%
Windsor Terrace Middle School	Short Response	50%	72%	73%
	Extended Response	33%	59%	47%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

We found it extremely difficult this past year to gauge where are students are academically, compared with previous years. We know that students will need additional support next year, and that seems to be particularly true for the transitory grades of 3rd and 6th, where growth was lowest.

ACTION PLAN

In 2020-21, we invested the majority of our time in alignment of rubrics and making sure our texts hold cultural relevance. In the 2021-22 school year, our next push is around holding grade-

level expectations. We believe that opportunities for student choice and agency need not be at the expense of rigor.

We have three guiding principles for this year. Firstly, we believe in the science of reading - that all of our students can read on grade level when they receive appropriate instruction. Secondly, we believe in Voice and Agency - we will empower our students to grow via Culturally Responsive Teaching (CRT), Project Based Learning (PBL) and holding an asset orientation. Lastly, through grade-level instruction and strategic support - we design developmentally-appropriate reading interventions that increase students' efficacy and access to grade-level content.

Additionally, by digging into the lesson level of our instruction in 2021-2022, we will continue to enact our commitment to DEI work (decolonizing and decentering our curricula and designing learning experiences from a culturally responsive and sustaining lens) while and by holding grade-level expectations.

Ensuring grade-level instruction after 18 months of remote/hybrid instruction is an equity imperative. We must ground our instructional decision-making in research-based practices, specifically focusing on the science of reading and explicit writing instruction, because we know that access to high-quality instructional materials and trained educators is a part of our equity work.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

In HS, the Brooklyn Prospect Charter School has developed a sequence of English courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Notes
9th	Literature and Composition * Honors option available	Optional Embedded Honors program is available
10th	Literary Genres * Honors option available	Optional Embedded Honors program is available
11th	- IB Language and Literature HL (year 1)* - IB Language and Literature (year 1)	Students taking HL Language and Literature for a certificate and not the full Diploma Programme need a recommendation from a teacher
12th	- IB Language and Literature (year 2) - IB Language and Literature HL (year 2)	All students are continuing the course they began in 11 th Grade, as it is a 2 year sequence.

*High School English language Learners and students who have been identified as reading significantly below grade level may be supported through an additional Reading course in lieu of World Language (9th grade) or World Language/Art (10th grade).

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

Prospect Schools has met this goal since the 2015-16 school year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

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	85	0	65	76.5%
2016	2019-20	92	0	74	80.4%
2017	2020-21	98	7	66	72.5%

ADDITIONAL EVIDENCE

Our Cohort 2017 achieved this goal, and Cohort 2018 as well.

⁶ Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	111	64.0%	99	74.7%	98	72.5%
2018			124	79.8%	121	NA*
2019					173	NA*
2020						

***Students in the 2018 and 2019 Cohorts have exemptions, but have not tested**

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

BPCS met this measure. For the past four years we have maintained 95% plus of our students passing the ELA exam with a Performance Level of 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	85	0	83	97.7%
2016	2019-20	92	0	88	95.7%
2017	2020-21	98	7	81	89.0%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Prospect Schools achieved these measures for the 2020-21 year and has already achieved it for the upcoming Cohorts of 2018 and 2019.

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	111	78.4%	99	89.9%	98	89.0%
2018			124	79.8%	121	NA*
2019					173	NA*
2020						

*Students in the 2018 and 2019 Cohorts have exemptions, but have not tested

Percent Achieving at Least Level 3 or EXEMPTED 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	111	78.4%	99	89.9%	98	89.7%
2018			124	79.8%	121	82.3%*
2019					168	76.8%*
2020						

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Prospect Schools met this goal and has met it for the past three years. Our performance stayed consistent from last year to this year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (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	31	0	0	67.7%

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2016	2019-20	27	0	16	59.3%
2017	2020-21	26	4	13	59.1%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

Common Core and IB Integration

Over the last few years, the HS English department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we expect all students to sit the Common Core English Regents at the end of 10th grade, rather than at the middle of 11th grade in order to provide students with the necessary skills and time to focus on IB Language and Literature courses (at both the High and Standard levels). Any student who does not receive a college-ready score of a 75 or above on the Common Core English Regents will be asked to re-sit the exam after another semester of English classes.

Extended ELA Regents Support

During the 2019-20 academic year students in 2016 Cohort who had not yet passed the ELA Regents were supported through: additional after school tutoring by a staff member and differentiated instruction within the classroom. During the 2020-21 year, we will continue our more formalized targeting of students and standards through our mock-Regents data.

Targeted Data-Driven Instruction

During the 2020-21 academic year, the HS English department will continue to administer diagnostics and interim assessments to collect data about student progress and mastery on English standards and skills. In 9th and 10th grade classes diagnostics will focus around the Common Core English Regents and BPCS Literacy Skills, while 11th and 12th grade SL and HL diagnostics are focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to continue supporting the alignment of our HS courses to the IB DP, our 2019-20 departmental goal was to implement and appropriately sequence the BPCS Literacy Standards and Core Tasks. Based on our successes last year, we will also continue to use active reading strategies, write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses, in the 11th and 12th grades.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

All Students at Brooklyn Prospect Charter School will become proficient in Mathematics.

BACKGROUND

In the Prospect Schools mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students will be prepared to take a rigorous sequence of HS Math classes by the end of 8th grade. Students who have shown readiness for greater challenge earlier enter an accelerated track in 7th grade, beginning Algebra in 8th grade.

For the 2020-21 school year, we prioritized deep learning of the most essential grade level content. We identified which Common Core standards were the highest priority-- defined as standards that are critical for students' progression in mathematics and for their conceptual understanding in the next grade/course. We integrated both supporting content and "just-in-time" supports that bolstered conceptual understanding from the previous grade's units that were impacted by the COVID closure. Kindergarten through 5th grade used the Navigator curriculum, while grades 6 through 8 used Illustrative Mathematics.

Prior to the school year, curriculum maps were created ensuring that the grade level and, where appropriate, Regents standards would be covered and the math and science departments would be able to support each other's work. The curriculum for the standard 6th, 7th, and 8th grade courses is based on Curriculum Associates' Ready Mathematics program and Houghton Mifflin Harcourt's Go Math curricula. The curriculum is standards aligned with units designed by teachers to align with the International Baccalaureate Middle Years Program. Each grade's curriculum is tightly aligned to New York State Common Core standards. The 8th grade Algebra curriculum is based on the Prentice Hall New York State Integrated Algebra course, a regents-aligned curriculum.

Through instruction in mathematics takes a variety of forms, class usually commences with a "Do Now" including a spiraled review of topics, and includes a mini-lesson or guided exploration, discussion, pair work, independent practice time, and exit assessment. Teachers provide various opportunities for extension work such as the problem of the day, tiered assignments, seeker opportunities, and differentiated homework assignments.

Students take a diagnostic test of foundational skills in the first week of school, which is used to remediate skill gaps and plan for extra support and challenge. Students are assessed through "Do Nows," homework, biweekly quizzes, and standards-aligned interim assessments. For the third year data will be provided by the STAR exam, along with a series of interim assessments, and a full mock NYS exam aligned to the grade-specific standards. Students take three interim assessments covering grade level standards, and a full mock exam in the spring assessing standards that have already been taught. Data collected through exams is used to inform instruction and tutorial groups. These groups, which are incorporated into the school day, allow math and science teachers to work with students in small groups. These groups work on tiered mastery sheets, a research-based technique for developing students' skills in mathematics.

When remote learning began, all grade levels learned through a combination of live and asynchronous instruction, using various remote-learning tools like Google Classroom, Flipgrid, and Nearpod. Live learning focused on collaborative meaning-making and skills instruction, while asynchronous learning focused on productive struggle and choice.

METHOD

Due to remote instruction, schools did not administer the New York State Testing Program Math assessment to students in 3rd through 8th grade. Instead, we assessed students using Star Math and internally produced Interim Assessments.

RESULTS AND EVALUATION: STAR MATH

2020-21 Star Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	314	30	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the scaled score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	117	36	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through	Students with disabilities ⁷	30	57	18	No

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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8 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the scaled score proficiency equivalent according to the most recent linking study comparing Star Growth to New York State standards. ⁸	2+ students	75%	300	39%	No

End of Year Performance on 2020-21 Star Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁹	Number Tested	Percent Proficient	Number Tested
3	39%	57	33%	51
4	42%	52	42%	48
5	62%	53	60%	48
6	49%	89	49%	39
7	33%	95	29%	85
8	28%	29	28%	29
All	43%	375	39%	300

End of Year Growth on 2020-21 Star Math Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	15	51

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

4	31.5	52
5	37.5	42
6	27	59
7	27	83
8	34	21
All	30	314

ADDITIONAL EVIDENCE

In addition to the Star Math assessment, we also administered mock exams to our Middle Schoolers. The exams were significantly pared down from previous years and only contained constructed response questions. We then relied on our Winter administration of Star Math for our reading comprehension data, rather than administering a multiple choice section of the Mock Exam.

We found that our 8th graders not in Algebra had an extremely difficult time on the constructed response questions and most were not able to score proficient on any of the questions. Our Head of Math Instruction believes that this performance can be attributed to the difficulty of the 8th grade math, combined with the fact that 8th graders not in Algebra are traditionally our lower performing students, and because of remote learning, most practice problems in virtual class did not require multi-step problem solving.

School	6th	7th	8th	8th Alg
Clinton Hill Middle School	37%	41%	0%	27%
Windsor Terrace Middle School	49%	64%	7%	36%

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We did not meet the growth or performance goals originally established for the NWEA MAP assessments, which we translated for use with Star Math.

ACTION PLAN

The work that we did in 2020-21, to pare down math curriculum, presents an opportunity to increase the quality of instruction and equity of outcomes in 2021-22. Rather than trying to address every micro-topic back in, we instead will focus on deep conceptual understanding of the most essential concepts of each course. With the additional space that this affords, we can incorporate more rich tasks, projects, collaborative work, and mathematical experiences that will develop students' identity and agency. We will also need to use some of this capacity to re-engage prior concepts, but we will do so in a way that is strategic (just-in-time), responsive, and student-centered, so as to avoid the pitfall of blanket remediation.

In short, from a content perspective, we owe it to our students to engage them in cognitively demanding mathematics instruction that is on grade level, and to provide universal supports without lowering the rigor.

After a year when many, especially marginalized, students experienced a loss of agency, it is vital that we empower their identities as independent learners. To do so in mathematics, we will focus on the four themes laid out by equitablemath.org: **Agency, Belonging, Discourse, and Identity**, further outlined below.

- **Agency** - Regularly engage students in rich, “group-worthy” tasks in order to optimize relevance, value, and authenticity, and to promote collaboration.
- **Belonging** - Use discussion protocols to provide a safe environment for students to share their developing thinking and to allow for interactions where peers value multiple contributions. (STRIDE 3 Belonging, p. 8)
- **Discourse** - Structure lessons according to the [5 Practices framework](#)
 - Increase student talk time so it is balanced with, or exceeds, teacher talk within lessons (STRIDE 3 Discourse, p. 2)
 - Allow for opportunities for students to understand the viewpoints of others, including both/multiple sides of an issue. (STRIDE 3 Discourse, p. 2)
- **Identity** - Promote development of students’ positive mathematical identities by:
 - Providing opportunities for students to share aspects of their personal and cultural identities, as well as prior experiences and perceptions of themselves as mathematicians. Explore intersections between these different aspects of identity.
 - Provide opportunities for students to reflect on their own thought processes as learners of mathematics.

Finally, in order to address the ways in which our math program has *not* always met the learning needs of students of color, students with IEP’s, and other marginalized students, we need to reckon with our own mindsets and uncover harmful practices. We will focus explicitly on assets-based views of students, and on the ways in which our internalized asset/deficit views play out in classroom interaction.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Prospect Schools did not meet this measure and our performance fell from that of 2019-20.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	85	0	36	42.4%
2016	2019-20	92	0	52	56.5%
2017	2020-21	98	1	45	46.4%

ADDITIONAL EVIDENCE

We did not meet this measure this year. Our scores have fluctuated between 40% and 60% over the past three years.

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	111	32.4%	99	44.4%	98	46.4%
2018	124	52.4%	124	57.1%	119	58.0%
2019					112	N/A*
2020						

***N/A because they have not tested, but been exempted**

Goal 4: Absolute Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Prospect Schools met this measure and has had more than 90% of its students pass a Mathematics Regents for the past five years.

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	85	0	84	98.8%
2016	2019-20	92	0	88	95.7%
2017	2020-21	98	1	92	94.8%

ADDITIONAL EVIDENCE

We met this measure and our upcoming cohorts are on track to meet it as well.

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	100	92.0%	92	95.7%	98	94.8%
2018	111	86.4%	99	90.9%	119	93.3%
2019	124	82.2%	124	95.9%	112	N/A*
2020						

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

***N/A because they have not tested, but been exempted**

Percent Achieving at Least Level 3 or EXEMPTED by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	100	92.0%	92	95.7%	98	94.9%
2018	111	86.4%	99	90.9%	119	97.5%
2019	124	82.2%	124	95.9%	112	92.9%
2020						

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.

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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

Prospect Schools did not achieve this measure.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (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	27	0	3	11.1%
2016	2019-20	23	0	7	30.4%
2017	2020-21	31	0	5	16.1%

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

Prospect Schools has met this measure for the past three years.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (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	27	0	20	100%

¹⁰ Based on the highest score for each student on the mathematics Regents exam

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2016	2019-20	23	0	22	95.7%
2017	2020-21	31	0	30	96.8%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

As with the high school ELA progress towards goals, there is room for improvement in high school Math going forward. We are extremely pleased that nearly 100% of our students are passing a Mathematics Regents. We are focusing our attention on increasing the number of students who attain Performance Level 4 or higher, to be sure to meet both absolute and comparative PI and performance standards.

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.	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.	Did not meet

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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.	Met
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ACTION PLAN

Common Core and IB Alignment

Over the last few years, the HS Mathematics department worked on aligning the curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. The department offers a variety of Regents based courses (Algebra 1, Geometry, and Algebra 2) and IB Diploma Programme courses (IB Mathematics SL and IB Mathematical Studies SL). During the 2015-16 academic year, the department worked to align our coursework to the IB Math SL course - which is our pinnacle mathematics course offered at Brooklyn Prospect. The department focused upon pushing students to persevere by enduring the productive struggle with familiar and unfamiliar math problems as well as 'making sense' of their work. Within our classes, we incorporated numerous literacy strategies to tackle word problems and problem solving techniques to equip our students with the appropriate mathematical practices. In 2020-21, we will use principles of college and career readiness to determine the most essential content, and prioritize new content rather than staying within overlap from previous courses.

Targeted Data-Driven Instruction

During the 2020-21 academic year, the HS Math department will again administer diagnostics and interim assessments to collect data about student progress and mastery on mathematics standards and skills. We continue to use small-group instruction in-class and during office hours to address the individualized needs of our student body. Prior to the annual January, June, and August Regents exams, we have implemented small group tutoring and individualized support to support students who aim to score a 65 on any math Regents exam to meet the graduation requirement for a Regents diploma or those who aim to score an 80 to meet the college and career readiness standard.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

All students at Brooklyn Prospect Charter School will demonstrate competency in the understanding of scientific reasoning.

BACKGROUND

The MS science curriculum at Brooklyn Prospect is based on the New York City Scope and Sequence for Science, which includes standards from life, earth, and physical science each year, using themes like energy or systems to organize these concepts. Each year, students learn laboratory techniques

appropriate to the content of the course. The MYP engineering design and the scientific method are taught to students in a scaffolded manner so that they develop independence in problem-solving and experiment design over the course of three years. Similarly, nonfiction reading, writing, and research skills are taught each year with increasing levels of complexity. Students produce written lab reports and essays, design projects, and multimedia presentations at each grade level.

Student progress is generally tracked in all three grades through a fall diagnostic exam and four interim exams that test the standards taught. Students are provided with extra support in science through a combination of differentiated assignments, small group tutorials and office hours, and collaboration with the ELA, Reading, and SETSS teachers, who reinforce content in their classes and tutorials. Eighth grade students take the NYS Intermediate Level Science exam in May and June. To prepare students for the test, a full mock exam will be given in the spring of that year. Standards-based extra support will be provided for eighth graders who show significant skill gaps on the mock exam.

METHOD

Due to remote learning, schools did not administer the New York State Testing Program science assessment to students in 4th and 8th grade in Spring 2020 or 2021.

RESULTS AND EVALUATION

N/A

ADDITIONAL CONTEXT AND EVIDENCE

In Science, we chose not to present a final and/or mock due to the strains of COVID and remote learning and required remote testing in both ELA and Math. However, we have historically had a high correlation between our course pass rates and passage rates on the NYS Science exam. Thus, we present the Science course pass rates, pre-COVID, which involve a mixture of formative and summative assessments that directly correlate to the historical science passage rates.

Grade Level	Number of Students	Percent of Students who Passed a Full-Year Core Science Course
6	228	96.05%
7	231	76.19%
8	227	92.95%
All	686	88.34%

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

HIGH SCHOOL SCIENCE

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

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

In HS, Brooklyn Prospect Charter School has developed a sequence of Science courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Special Notes
9th	● Living Environment (2014 to present: Class of 2016, 2017 and 2018 may take course in Grade 10, 11, 12)	Living Environment is an introductory biology course that includes a 1200 minute laboratory component. The course provides students with a strong foundation This course aligns with the New York State Core Curriculum and is specifically designed to prepare students for the Living Environment Regents Exam.
10th	● Chemistry (Offered 2014-to present) ● Earth Science (2016) - mixed grade levels	Earth Science is taught to prepare students for the Regents exam. It will introduce students to the systems that make life on Earth possible. 10th Grade students who still need to pass a Regents exam, or have already taken Chemistry will be taking Earth Science. In addition, students who are credit deficient will take Earth Science.
11th	● IB Ecosystems and Societies SL * ● IB Biology HL (Year 1)	Students enrolling in IB Biology HL must receive an overall grade of 80 or higher in Chemistry and must have at least ONE Regents Science Exam with an 85+ or higher. Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam with an

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	Genetics (mixed grade levels)	85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course. Genetics is an introductory course that provides students with an understanding of general concepts concerning genes, heredity, and variation of organisms. The objective of this course is to explore the mechanisms of human heredity and how our understanding of our own self is revealed by scientific experimentation.
12th	- Physics (11th and 12th) - IB Ecosystems and Societies SL - IB Biology HL (Year 2)	Students enrolling in IB Biology HL (Year 2) must receive an overall grade of 65 or higher in IB Biology HL (Year 1). Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam with an 85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course. Physics is an introductory course in high school physics designed to prepare students for the NYS Regents Physics Examination. Students should be familiar with basic algebra, geometry, and trigonometry in preparation for this course.

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 all of the previously listed exams. 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

Prospect Schools has significantly outperformed this measure for the past four years.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹¹

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	85	0	81	95.3%
2016	2019-20	92	7	79	93.5%
2017	2020-21	98	8	82	91.1%

ADDITIONAL EVIDENCE

We have achieved this goal and our upcoming cohorts are on track to do so as well.

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	111	78.4%	99	83.8%	98	91.1%
2018	124	71.8%	124	92.7%	102	91.2%
2019						
2020						

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

The faculty of the Brooklyn Prospect Social Studies Department endeavors to shape curious thinkers

¹¹ Based on the highest score for each student on any science Regents exam

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who question and explore the world, its history and the possibilities for change; creative thinkers who empathize and fair-mindedly accept others' rights in being different; critical thinkers who manifest intellectual integrity, humility, perseverance, courage, and autonomy; and reflective thinkers who regularly assess their own thinking for clarity, accuracy, precision, relevance, and logic. We will always work to implement stronger vertical alignment across grade levels in teaching academic skills, implementing grading practices, integrating IB concepts, establishing strong inquiry-based units on connections centered around critical thinking, and differentiated assessment practices that put a strong emphasis on academic writing and accountable speaking activities.

Grade	Course	Notes
9th	Global Studies I	
10th	Global Studies II	This and the 9th grade course combined are in preparation for the Global History Regents Exam, which students take at the end of their 10th grade year
11th	- US History - Participation in Government - IB History HL - IB Psychology HL	US History prepares students for the US History Exam, which students take at the end of their 11th grade year In 11th grade IB History HL covers US History and prepares students for the Regents
12th	- Government & Economics - IB History HL - IB Psychology HL	Both Social Science IB course are two year course, at the end of which students are prepared to take the correspond IB exam towards their IB Diploma

Goal 6: Social Studies

All Brooklyn Prospect Charter School students will demonstrate proficiency in the social sciences.

Goal 6: Absolute Measure

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

METHOD

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

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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

Prospect Schools has continuously achieved this measure since 2015-16, however, this year, no students took the US History exam.

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	85	0	79	92.9%
2016	2019-20	92	0	78	84.8%
2017	2020-21	98	85	0	0

ADDITIONAL EVIDENCE

Prospect Schools achieved this measure for Cohort 2017 and has already achieved it for Cohort 2018, if you consider exemptions.

U.S. History Regents Passing Rate with a score of 65 OR EXEMPTION 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	100	79.0%	92	84.8%	98	86.7%
2018			99	85.6%	117	83.8%
2019						
2020						

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.

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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

Prospect Schools achieved this measure in 2020-21 and for the past five years.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	85	0	78	91.8%
2016	2019-20	92	0	77	83.7%
2017	2020-21	98	0	77	78.6%

ADDITIONAL EVIDENCE

In addition to our 2017 Cohort having met this measure, our Cohort 2018 has already as well.

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	111	73.0%	99	78.8%	98	78.6%
2018			124	85.5%	119	87.4%
2019						
2020						

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

Prospect Schools remains in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing (ESSA)
2019-20	Good Standing (ESSA)
2020-21	Good Standing (ESSA)

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	[X] ¹³	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed	2+ students	75%	[#]	[%]	[Yes/No]

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹³ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁴					
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End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁵	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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¹⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁶	[%] ¹⁷	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

¹⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		