



**Broome Street Academy  
Charter High School**

**2022-23 ACCOUNTABILITY  
PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute

on: September 15, 2023

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

BSA’s Cabinet worked with an outside consultant, Future Leaders Incubator to support the compilation of this report and is engaging with the organization for a longer-term support plan with the team. The Cabinet Team, Derek Jones (Head of School), Lester Samson (Senior Director of Operations), Nicholas Brautigam (Senior Director of Academics), Laisa Kahn (School Data Manager), and Dafina Westbrooks (Senior Director of Diversity, Equity and Inclusion), Danielle Glantz (Director of Social Emotional Learning) prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

| Trustee’s Name            | Board Position                             |   |
|---------------------------|--|---|
|                           | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive)                               |
| M. David Zurndorfer       | Chair                                      | Executive Committee   |
| Monica de la Torre        | Vice Chair                                 | Executive Committee<br>Grievance Committee<br>Development Committee |
| Lauren Blum               | Treasurer beginning July 2023              | Finance Committee<br>Audit Committee                                |
| Herb Elish                | Trustee                                    | Executive Committee<br>Program Committee<br>Finance Committee       |
| Catherine Aquila          | Secretary                                  | Executive Committee<br>Development Committee                        |
| Kathryn Jaxheimer Agarwal | Trustee                                    | Program Committee<br>Finance Committee<br>Grievance Committee       |
| Jeffrey Katzin            | Trustee                                    | Program Committee<br>Audit Committee<br>Development Committee       |
| Fernando Snowden-Lorence  | Trustee                                    | Program Committee<br>Development Committee                          |
| Elaine Schott             | Trustee                                    | Program Committee<br>Development Committee                          |
| John Quinn                | Trustee                                    | Grievance Committee<br>Development Committee                        |
| Alexandra C. Wood         | Trustee                                    | Development Committee   |
| Noah Leff                 | Treasurer                                  | Finance Committee   |
| Vanda Belusic-Vollor      | Trustee                                    | Program Committee   |

Kelsey Louie has served as the CEO serving both BSA and our partner organization, The Door; A Center for Alternatives, since June, 2021.

Derek Jones has served as the school leader (“Head of School”) since July 1, 2023.

## SCHOOL OVERVIEW

### **MISSION AND POPULATION**

Our mission: Broome Street Academy Charter High School will empower our students to reach their highest aspirations for post-secondary success. Our equitable, holistic, and student centered approach will provide students with access to a rigorous, standards-based curriculum that will equip our graduates with the skills they need to make a positive impact on their communities and the broader world.

In the 2022-23 school year, we had 274 students, of whom 72 (26%) of those students were identified as having a disability, and additionally 79 (29%) were reported to be currently experiencing or have experienced one or more of the following criteria:

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

In order to meet our mission of serving some of the city's most vulnerable and most at-risk youth, we have a unique public lottery, with a set-aside of 50% for students who indicate the above criteria.

In SY 22-23, 48% of our students fall into one of our specialized population criteria (when we include students who also have an IEP). Of that, 57% of students that meet our specialized population criteria received social work intervention at school including long- or short-term counseling, and crisis intervention. 20% receive additional services through an individualized education plan designed to support unique learning challenges resulting from a disability.

At BSA we serve a very distinct population that is underserved by most NYC Charter Schools. For that reason we think it important that we track other factors that are distinctly connected to alternate measures of success that consider the more holistic needs of vulnerable youth populations, their social and emotional needs, and their ability to connect to their community in meaningful ways.

### **PARTNERSHIP WITH THE DOOR**

BSA's partner institution The Door—a Center for Alternatives, Inc. (The Door) has supported New York City's most vulnerable youth for over 50 years and is a key to BSA's model and success. Each year, The Door serves nearly 11,000 young New Yorkers with a wide range of services, including primary and reproductive health care and education, mental health counseling and crisis assistance, legal assistance, academic and college-preparatory services, career development, job training and placement, supportive housing, sports and recreational activities, arts programming, and daily nutritious meals. As a co-located partner organization, BSA continues to seek ways to better leverage the relationship and better meet the mission of our school through a robust collaboration with The Door. Currently, all BSA students have access to the services offered by The Door, all at no cost and in the same building as their school. BSA and The Door share a CEO, Kelsey Louie, who has been in his role for 2 years. We are working to enhance our relationship with Kelsey's support. Similarly, our new Head of School, Derek Jones, is in his first few months in his role and is working through a set of goals for which he is accountable to Kelsey and the Board, including leveraging the supports that uniquely poise BSA to support our vulnerable population of students.

## **ENROLLMENT SUMMARY**

Broome Street Academy Charter School 2022-23 Accountability Plan Progress Report

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10 | 11 | 12  | Total |
|-------------|---|---|---|---|---|---|---|---|---|-----|----|----|-----|-------|
| 2020-21     | X | X | X | X | X | X | X | X | X | 115 | 63 | 77 | 76  | 331   |
| 2021-22     | X | X | X | X | X | X | X | X | X | 76  | 89 | 53 | 104 | 322   |
| 2022-23     | X | X | X | X | X | X | X | X | X | 35  | 70 | 85 | 84  | 274   |

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

### Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2020-21            | 2017-18                                     | 2017               | 86   | 3                                     | 83  |
| 2021-22            | 2018-19                                     | 2018               | 71   | 1                                     | 70  |
| 2022-23            | 2019-20                                     | 2019               | 63   | 1                                     | 62  |

The total “Senior Class” in SY22-23 included 64 (sixty four) 2019 cohort students (4th year seniors), 8 (eight) 2018 cohort students (5th year seniors), 10 (ten) 2017 cohort students, and 2 (two) 2016 cohort students. This is aligned to our mission of serving primarily students with complex learning needs, including those who are overaged and undercredited.

### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|-----------------------------------|
| 2020-21            | 2017-18                                     | 2017               | 78  | 3  | 81                                |
| 2021-22            | 2018-19                                     | 2018               | 71  | 1  | 72                                |
| 2022-23            | 2019-20                                     | 2019               | 62  | 3  | 65                                |

### Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|-----------------------------------|
| 2020-21           | 2016-17                                     | 2016               | 65   | 3  | 68                                |
| 2021-22           | 2017-18                                     | 2017               | 18   | 7  | 25                                |
| 2022-23           | 2018-19                                     | 2018               | 67   | 3  | 70                                |

### PROMOTION POLICY

BSA's promotional criteria are aligned with the State Commissioner's Part 100.5 Diploma Requirements, with the majority of our students seeking a Regents diploma.

For students who complete high school in 4 years, the following apply: In order to earn a Regents Diploma, students must successfully complete 22 units of credit as well as meeting all 5 Regents assessment requirements with the exceptions outlined by the Commissioner in response to the COVID-19 crisis. Credits must be attained in the following content areas and subject-matter classes that are provided by BSA:

- English, four units of credit and the English Regents comprehensive examination:
  - English 9 (1 credit, 2 sections)
  - English 10 (1 credit, 5 sections)
  - English 11 (1 credit, 4 sections)
  - English 12 (1 credit, 2 sections)
  - AP Composition and Literature (1 credit, 1 section)
  - English Electives - Journalism 1 (0.5 credits), Journalism 2 (0.5 credits), African American Experience (1 credit) *Note: this has since been adjusted to align to history standards and is offered as a History Elective in SY23-24*
- Social studies, four units of credit from the course offerings provided by BSA:

- Global 1 (1 credit, 3 sections)
- Global 2 (1credit, 4 sections)
- US History (1 credit, 4 sections)
- AP US History (1 credit , 1 sections)
- AP Government and Politics (1 credit, 1 Sections)
- Economics (0.5 credits, 4 sections)
- Participation in Government (.5 Credits X sections)
- Social Studies Electives: History of Latin America (1 credit)
- Based on the above list, students are required to gain 1 unit of credit in American history; two units of credit in global history and geography; and a half unit of credit in economics and a half unit of credit in participation in government;
  
- Mathematics, three units of credit and a commencement level Regents examinations in Algebra, Geometry, or Algebra II
  - Algebra 1 REQUIRED (1 credit, 2 sections)
  - Geometry (1credit, 5 sections)
  - Algebra II and Trigonometry I (1 credit, 4 sections)
  - Pre-Calculus (1 credit, 1 sections)
  - Math Elective: Advanced Math (1 credit, 3 sections)
  
- Science, three units of credit and one of the Regents examinations in Living Environment, Earth Science, Chemistry, and Physics
  - Living Environment (1 credit, 3 sections)
  - Earth Science (1 credit,4 sections)
  - Chemistry (1 credit, 3 sections)
  - Physics\* (1 credit, 1 sections)
  - Science Elective: Integrated Physical Science (1 credit, 2 sections)
  - BSA offers Lab hours as reported by the teacher, and accounted as a “Pass/ Fail” on Student Report Cards to meet the required 1,200 minutes of laboratory experience through a combination of hands-on and simulated laboratory experience with documented laboratory reports (for the 2019-2020 and 2020-2021 school years this was not required for students who were exempted from the associated Regents Exam).

*\*Students enrolled in Physics attained the tech requirement through an integrated course combining technology within this science classroom. The school’s Cabinet Team is working to make a plan that will include either more integrated components in additional science courses required for all students, or a Technology Course (as we have had in previous years) that will become a required component for all students to meet the State learning standards in technology.*
  
- The Arts one unit of credit
  - Theater 1 (0.5 credit, 3 sections), Theater 2 (0.5 credits)
  - -Music 1 (0.5 credit, 2 sections)
  - Art 1, Art 2 (0.5 credit, 4 sections)
  - Culinary Arts (collaboration with The Door), (0.5 credits)
  - Independent Study Photography (0.5 credits)

- Health, one unit of .5 credit
  - Health (0.5 credit)
  - In SY22-23, the learning standards for parenting have been met through integration into our health class, but we are currently working to meet these requirements through our partnership with The Door for SY23-24.
- World Languages, one unit of commencement-level credit.
  - French 1 (1credit, 4 sections)
  - Spanish 1 (1credit, 4 sections)
  - Spanish 2 (1credit, 1 sections)
- Physical Education: two units of credit (with half a unit earned each of 4 years of high school)
  - Physical Education 1 (0.5 credits)
  - Physical Education 2 (0.5 credits)
  - Physical Education 3 (0.5 credits)
  - Physical Education 4 (0.5 credits)
- Additional units in order to attain 22 credit units can be attained by taking additional courses, as outlined above.
- BSA allows unlimited opportunities for all students to retake required Regents examinations to improve their scores.

**Regents Exams and Administration.** BSA administered Regents exams three times in SY 2022-23, as follows:

- January 2023: ELA, Living Environment, Earth Science, Algebra I, and Global History.
- June 2023: ELA, Living Environment, Earth Science, Chemistry, Physics, Algebra I, Geometry, Algebra II, Global History, and US History.
- August 2023: ELA Living Environment, Earth Science, Algebra I, Geometry, Global History, and US History.

**Students with Disabilities documented with an IEP have additional options for acquiring their diploma,** as aligned with the 100.5 Diploma Requirements. A Regents exception does apply to this special population; a score by a student with an IEP of 55-64 may be considered as a passing score on any Regents examination required for graduation.

**Transfer credit.** The guidance counselor and/or the Head of School evaluates incoming transcripts or other records of a transfer student enrolling in BSA. Based on the student's transcript or other records, the principal shall award the appropriate units of transfer credit towards a high school diploma.

**COVID-19 Emergency Exam Process.** Students who passed the content level course and scored between 50-64 on the exam were eligible to apply for an appeal to receive a “pass” in accordance with the state’s COVID-19 appeals process. Some students also qualified for Regents waivers, for which we followed state and Chancellor guidance. An appeal may be initiated by the student, the student's parent or guardian, or the student's teacher, and had to be submitted in a form prescribed by the commissioner to the student's school principal. We do not anticipate this practice to be continued in SY 2023-24.

**Credit Recovery.** BSA provides students the opportunity to complete a unit of study in a given high school subject if they previously failed to demonstrate mastery of the learning outcomes. In order to

make up the credit, students consult with their Advisor and/or other school-based staff to determine the best recovery pathway, which include repeating an entire course; taking the course again as part of our summer school program; and receiving intensive instruction in the deficiency areas of the course via rare independent study courses. Finally, students had the opportunity to make up credits through digital learning via an online study program provided through Edgenuity, with assigned teacher-tutors to supervise and support student’s independent study. Credit recovery options are provided for all Core Classes via the following options: provided during afterschool and summer school times, students would be eligible, based on a mastery of content standards approach (which aligns with BSA’s future plans to adopt a mastery-based grading scale), the opportunity to recover credits through a teacher-created standards aligned alternate Assignment and Assessment.

**Academic Policies that were adjusted** for the 22-23 SY to better meet the needs of students included:

- Teachers enter updated grades weekly into PowerSchool. NYSED standards were aligned with courses to be able to award credit.
- BSA used New Visions Curriculum on a full-scale for all core content areas to guide lesson and state standards.
- BSA used Achieve 3000 as a diagnostic tool to assess student needs in math and ELA and was administered at the beginning and end of year. In SY 2023-24, BSA will administer this assessment 3 times, at the beginning, middle, and end of year.
- Classroom and course-level assessments aligned to the New Visions Curriculum are used when available, otherwise teacher created assessments are based on State standards, and were reviewed by our Director of Curriculum Instruction and/ or our Senior Director of Academics. All assessment scores were recorded in PowerSchool.
- Grades are stored and available to students, parents and staff each quarter/semester on PowerSchool.
- Regents exams are offered in June, January and August. All exams were offered for June 2023.
- Makeup regents were administered January 2023, June 2023, and August 2023.

## GOAL 1: HIGH SCHOOL GRADUATION

### **GOAL 1: HIGH SCHOOL GRADUATION**

For SY 2022-23, our reported goal was the following: “BSA will prepare students for Postsecondary Success.”

Moving into SY 2023-24, we have assembled the Cabinet Team to reassess our goal, seeking to write a measurable, accountable goal for which we will be able to report during SY23-24.

### **Graduation Goal Measure 1 - Leading Indicator**

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

| Cohort Designation | Number in Cohort during 2022-23 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2021               | 73                              | 82%              |
| 2022               | 35*                             | 44%              |

*\*15 students in the '22 Cohort received at least 5 credits, and 60 in the '21 Cohort*

### Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

### 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) |
|--------------------|-------------|------------------|---|
| 2019               | 2020-21     | 48               | 90%   |
| 2020               | 2021-22     | 89               | 34%   |
| 2021               | 2022-23     | 70               | 33%*  |

*\*23 students in the 2021 cohort passed at least 3 Regents*

### Graduation Goal Measures 3 & 4 - Absolute

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.

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

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2017               | 2020-21     | 83               | 54                   | 65%                |

<sup>1</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|      |         |    |    |     |
|------|---------|----|----|-----|
| 2018 | 2021-22 | 72 | 62 | 86% |
| 2019 | 2022-23 | 65 | 45 | 68% |

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

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2016               | 2020-21     | 63               | 55                   | 88%                |
| 2017               | 2021-22     | 83               | 61                   | 73%                |
| 2018               | 2022-23     | 70               | 60                   | 86%                |

### Graduation Goal Measure 5 - 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.

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

| Cohort Designation | School Year | Charter School   |                      |                    | School District  |                    |
|--------------------|-------------|------------------|----------------------|--------------------|------------------|--------------------|
|                    |             | Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
| 2017               | 2020-21     | 83               | 54                   | 65%                | 8852             | 83%                |
| 2018               | 2021-22     | 72               | 62                   | 86%                | TBD              | TBD                |
| 2019               | 2022-23     | 65               | 45                   | 68%                | TBD              | TBD                |

### Graduation Goal Measure 6 - 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.

### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

| Exam                      | Number of Graduation Cohort Members Tested (a) | Number Passing or Achieving Regents Equivalency (b) | Percentage Passing = [(b)/(a)]*100 |
|---------------------------|--|---|------------------------------------|
| [Write name of exam here] | N/A  | N/A   | N/A                                |
| [Write name of exam here] |  |   |                                    |
| [Write name of exam here] |  |   |                                    |

<sup>2</sup> 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|         |                       |                  |                      |
|---------|-----------------------|------------------|----------------------|
| Overall | [Total number tested] | [Number passing] | [Percentage passing] |
|---------|-----------------------|------------------|----------------------|

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

| Cohort Designation | School Year | Number in Cohort Tested | Percent Passing a Pathway Exam |
|--------------------|-------------|-------------------------|--------------------------------|
| 2017               | 2020-21     | 0                       | 0                              |
| 2018               | 2021-22     | 0                       | 0                              |
| 2019               | 2022-23     | 0                       | 0                              |

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

| 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.                                  | NO      |
| 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.             | NO      |
| Absolute          | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.  | NO      |
| Absolute          | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.   | NO      |
| 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.                             | TBD     |
| 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     |

### EVALUATION OF THE GRADUATION GOAL

Although we are not yet meeting the goals set forth for high school graduation rates, we have taken proactive and successful steps to remain connected with students and ensure that they have a pathway for post-secondary success. We have a robust team and system to ensure that efforts to re engage youth after they leave our school are supportive to the youth's success. We work with our 5-7th year seniors diligently to either help them achieve a diploma, or to enter a high-school equivalency equivalent. At this point, two additional students who were designated as seniors (4-7th years students) from SY 2022-23 have achieved their high school equivalency (HSE) and two others are on track to receive theirs (with anticipated achievement any day). Another student is working with our team and she is in the process of

enrolling in a GED program with our support; we anticipate she will start programming before the end of September 2023.

While we work to ensure that undercredited and overage youth in our program have a pathway, we do lose students either to aging-out or dropping out. Of students designated as “seniors” in SY 2022-23, eight either signed themselves out or were signed out by their caregiver. One of these eight actually re-enrolled and attended school several times last year but has not returned this year and we have not been able to reestablish contact with them or their caregivers. Based on the high-risk needs of our complex student population, this is not an uncommon situation. We will continue to reach out, offer space for her to continue her learning trajectory, and encourage alternate pathways to support long-term success.

Unfortunately we had a mid-year departure from our Guidance Counselor, and also had a lack of continuity within our partnership with the Door. The Community Schools Supervisor role remains vacant at this time, after several years of a revolving position as well as a lack of continuity in the College Counseling role due to an FMLA departure. With these holes in key programming for AIDP students, our planning process and systems are in need of support and restructuring, of which we are in the process of making happen. Danielle Glantz, BSA’s Director of Social and Emotional learning will provide clinical supervision to the AIDP social worker; SY23-34 will also be the first year that we are adding an additional AIDP social worker through our partnership with The Door. This deep collaboration between both programs will better serve undercredited and overage youth who are at risk of drop-out and enrolled in BSA to achieve a graduation pathway that promotes post-secondary success outcomes.

**BSA did not meet the indicator for Goal Measure 1.** Students are entering undercredited and overage, and with the combination of COVID-19, students have struggled academically. However, we have had a smaller freshman class, historically in 2022-23, and we added additional support from the Great Oaks Fellowship specifically to support our freshman cohort. We also revamped our credit recovery to allow any student who was not on-track with credits to attend a credit recovery program during summer school as well as during the second semester via Edgenuity in an afterschool program.

**BSA did not meet the indicator for Goal Measure 2.** Due to COVID-19, we had been able to provide appeals for students in response to the COVID-19 crisis. These appeals played a crucial role in supporting many students to pass the New York Regents exams under unprecedented circumstances. In SY22-23, we provided the opportunity for 10th graders to take the ELA Regents exam, allowing more students to meet this indicator, but we are still not where we need to be. We focused on enhancing our teaching capacity specifically in the area of geometry as well as providing additional support via push-in and/ or pull-out tutoring during the core block of time.

Our team has some concerns that academic achievement is not yet to the level that we would like to see to be able to achieve this indicator moving forward in SY2023-24, but are working to address anticipated discrepancies and re-evaluate after the January 2023 Regents administration. We are focusing efforts on the following supports that the appeals process allowed for, but we believe even without appeals we should be able to address with our student population:

- Addressing Stress and Mental Health: The pandemic’s mental health impact on students was significant. Appeals recognized that students may have experienced increased stress, anxiety, or trauma during this period. They provided a compassionate avenue for students to explain how these challenges affected their exam performance and request reconsideration. We are continuing robust mental health support even without the appeals moving forward.

- Ensuring Educational Equity: COVID-19 disproportionately affected vulnerable populations. Appeals helped address potential disparities in students' access to resources and support during remote learning, promoting educational equity and fairness. Through our school model and wrap-around supports, we are able to continue to provide intensive assistance to our vulnerable student population, even without the assistance of a guaranteed appeals process.
- Data-Driven Improvement: Appeals provided valuable data on how the crisis impacted student performance. This data could be used to inform educational policies and interventions to better support students during emergencies in the future. We are working to bolster our data systems to allow systems to support student achievement gaps and provide more credit-recovery and study options for our students.

**BSA did not meet Graduation Goal Measure 3.** Because of the adjusted requirements, we have almost been able to meet this goal for 4th year graduates, with 68% graduating. We will continue to focus on support that can be provided beyond the COVID safety net policies that we believe supported us to coming close to meeting this goal, and as outlined above. In order to address anticipated drops in “pass” rates without the Appeals process in SY 2023-24, we will need a clear action plan rooted in adherence to content-level State Standards alignment, teacher capacity development, and robust data systems.

**BSA did not meet Graduation Goal Measure 4.** Attendance for 5th year has not been where we want it, which has not allowed us to award credit to students who are not making up the time to meet the standards for failed or missed coursework. The Attendance Improvement/ Drop-Out Prevention Team (AIDP team) saw a great deal of turn-over in staffing and our partnership with The Door’s team didn’t meet goals to get into approved alternative programs that would have better supported our greatest risk population of students. We are working to strengthen the partnership as well as set goals that better align to our specific population of students, as well as currently seeking to hire new members for the AIDP Team and refreshing our partnership efforts with The Door specifically for these vulnerable students.

**BSA did not meet Goal Measure 5.** We are currently being compared to CSD2, which is where the school is located, however this is not encompassing a comparative population. The district encompasses various neighborhoods in Manhattan, fostering an inclusive educational environment for students from a small geographic region. Our school specifically serves students from across NYC’s boroughs, with vulnerable and low-income students being the majority of the population served. Further, unlike our host district, we intentionally seek to serve over-aged and under-credited students who are already at risk of academic failure. Our cabinet team is currently working to identify schools that would provide a better comparative model, are working with outside consultants to support with setting robust goals, and implementing systems to ensure that we are rigorous with our expectations, but that they are attainable and realistic given our student population.

**BSA did not meet Goal Measure 6.** Regents passing scores, particularly those scores that were attained in summer months, generally did not meet the bar to be considered a “passing” score, and even with the appeals process, we were not where we needed to be to ensure that our students were able to show notable progress towards standard based on these standardized assessments. Not only are we disappointed in our ability to move forward with student learning goals in this regard, but we also are looking forward to a renewed opportunity to partner with CSI to be able to set goals that better show progress specifically for our student population. In SY23-24 we are working to address concerns by creating an “alternative learning coordinator” role that tracks credit recovery throughout the year and works with academic teams to put a plan in place, in particular for 5th year students. We have also

added an AIDP social worker who tracks academic failure as the result of attendance issue, which is a large percent of the cohort unable to meet this measure because of our student population.

Some students do age-out of school programming, including 7 of those that “dropped out” last year; however this does not stop our efforts to support them in their post-secondary journey. We are using phone calls, letters, and home visits to try to reengage them and create with a discharge/transition plan.

### ACTION PLAN

Our school has recognized the need for significant improvements in order to meet graduation requirements and effectively fulfill our mission of supporting post-secondary success, irrespective of college acceptance and individual goals. To address these challenges, we are taking several strategic steps and initiatives in addition to those that are outlined above.

Firstly, we've **established a cabinet team to assess our progress and develop a comprehensive action plan**. This team will help us stay organized and focused on our goals as we move forward. Because we have a relatively new Cabinet team, in addition to a new Head of School, we are strategically partnering and working with consultants to guide this process in order to make sustainable changes that will support systems and processes moving forward.

We believe that we need to improve our systems and data collection in regard to our catchment populations; prior to the COVID-19 crisis, this data was captured through a variety of systems that we are still working to reinstate. We have already sought out professional development opportunities to learn more about how to use the McKinney-Vento Scales to identify homeless youth and address their complex needs, and are seeking additional resources to support our reporting mechanisms for court-involve, housing unstable, food insecure, foster-involved, and other special subpopulations that require the wrap-around services that are integral to our school model.

The first initiative of the Cabinet team is to **reevaluate our graduation pathways**. In SY 22-23, no 4+1 or Advanced Regents diplomas were awarded. We see this as problematic and limiting options for students who need more. Particularly, we see the 4+1 pathway as essential to future success, and will adhere to the following action plan specifically to re-institute this pathway for our learners. This process will be largely overseen and implemented by School Counselors, the Operations Team and the AIDP Team, which is a collaboration between BSA and the Door.

**The 4+1 graduation pathway** in NYC is a vital program, particularly for complex learners who require specialized support and flexibility to achieve their educational goals. This innovative approach recognizes that the traditional four-year high school model may not be suitable for all students. Here's how the 4+1 pathway works and why it's essential for complex learners at BSA:

- Flexible Progression: The 4+1 pathway allows complex learners to progress through high school at a pace that suits their individual needs. During the first four years, students work on earning the credits required for a standard diploma, but they are not bound by a strict timeline. This flexibility is crucial for complex learners who may require additional time to master academic content.
- Transitional Fifth Year: After completing the initial four years, students enter a transitional fifth year. This year is designed to provide targeted support and skill-building opportunities. Complex learners can focus on specific academic areas where they need additional help, such as literacy or mathematics. They can also explore vocational training, job readiness skills, or engage in internships to better prepare for the workforce.

- Individualized Planning: The 4+1 pathway emphasizes the importance of individualized education planning. Complex learners work with educators, counselors, and specialists to create a personalized plan that considers their unique strengths, challenges, and career aspirations. This tailored approach ensures that students receive the specific support they require to succeed academically and transition successfully after graduation to a program or career pathway that is best suited for them.
- Emphasis on Post-Secondary Readiness: Beyond academic achievement, the 4+1 pathway places a strong emphasis on preparing complex learners for life beyond high school. It assists them in exploring various post-secondary options, including college, vocational training, or supported employment. Career exploration and guidance are integrated into the curriculum to help students make informed decisions about their future.
- Supportive Learning Environment: Complex learners benefit from a supportive and inclusive learning environment that accommodates their diverse needs. Educators receive specialized training to work with these students effectively, and the program encourages collaboration among teachers, counselors, therapists, and families to ensure a holistic approach to education

The 4+1 graduation pathway in NYC offers complex learners a flexible and comprehensive approach to education which we will identification of students on track for a 4 +1, will be greatly facilitated by the use of the New Visions data portal, which identifies students eligible for a 4+1 credential, addressing their unique needs and circumstances. It recognizes that success is not solely defined by traditional graduation timelines but by the ability to acquire the skills, knowledge, and confidence necessary for a fulfilling post-secondary life. This pathway ensures that complex learners have the opportunity to graduate and transition into adulthood with the tools they need to thrive.

Additional **Action Steps for Remediating our Academic Programming** include:

- Adoption of the New Visions data portal. This tool provides valuable insights and data that guide our decision-making process and helps us identify areas that require attention and improvement.
- To bolster our academic offerings, we have assigned Department Leaders to secondary leadership roles in math, social studies, and English language arts. These leaders are now actively involved in coaching, providing feedback, and offering support to both educators and students. This approach is intended to elevate academic standards and promote a culture of continuous learning.
- We've made a significant scheduling change to allocate professional development time every Wednesday. This investment in our educators ensures that they stay current with best practices and remain dedicated to improving their teaching skills.
- To gain clarity and fidelity to the implementation of the New Visions Curriculum in Social Studies, Science, and ELA, We will have teachers enrolled in the Professional Learning Series that New Visions offers throughout SY 23-24.
- Credit recovery has been integrated into our seventh period, allowing students a second chance to bridge gaps in their education. This change aims to ensure that students have the necessary resources to succeed academically.
- Recognizing the importance of students' social and emotional well-being, we've expanded the school day to provide additional academic time. Additionally, we've introduced a four-day-a-week advisory program. This initiative allows students and advisors to review student achievement data and address social and emotional needs, fostering a supportive environment.

- Beyond the regular school day, we continue to offer after-school office hours and tutoring four days a week, providing students with additional opportunities for academic support. To gain expertise and fresh perspectives, we've partnered with an external consulting group. Their guidance will help us refine our strategies and stay aligned with our mission.
- To improve student performance in math and English language arts, we've implemented Achieve 3000 as a baseline diagnostic tool. This tool helps us accurately place students in content-specific math classes, supporting them in earning math credits and passing math regents exams. A similar approach is applied to ELA. In order to gain clarity and fidelity to the New Visions Curriculum, we will have teachers register for Professional Development with New Visions for implementation of ELA, Science and SS curriculum.

Finally, we need to **improve our academic accountability and reporting systems** specifically for the subpopulation groups that fall into our preferred catchment, as well as for students with complex learning needs including our Special Education and MLL populations. While we currently have clear data reporting mechanisms, we do not have easily accessible statistics based on the specialized sub-populations that need access and utilization of all wrap-around services in conjunction with how these services support academic achievement.

Our school is committed to addressing the challenges we face in meeting graduation requirements and fulfilling our mission of supporting post-secondary success. Through strategic initiatives, partnerships, and the dedication of our educators, we are working diligently to create a brighter future for our students.

**External Partnerships.** We recognize that we need support to be accountable to the goals for our student's success, to the action plans that we have devised, and also to evaluating the effectiveness of our partnership with The Door. We believe in our model, understand the needs of the students we serve, but do not always have the roles and resources to ensure that we are leveraging what we have. Through a newly re-ignited partnership with Future Leaders Incubator, we will utilize the external support of a team familiar with our school and school model and ensure higher levels of fidelity to program implementation as well as accountability to meeting our goals and metrics.

## GOAL 2: COLLEGE PREPARATION

**The School's Graduation Goal:** Students will be prepared to navigate a clearly articulated pathway of next steps in their career and college planning, including social and study skills, motivation, work readiness competencies, resiliency, the ability to connect what they've learned in school to the world of work and their long term career goals.

BSA's college preparation program is designed to create an environment in which every student in every grade has multiple touchpoints with the college prep staff, multiple times per year, across all four grades. Each student works on their college/career plans in each grade, and will be prepared to graduate, and enter college or the workforce upon graduation.

Broome Street Academy supports students in the postsecondary planning process in multiple ways:

1. The school works closely with The Door's College Paths office, which provides multifaceted and comprehensive college/career services and interventions. As our CBO, The Door has worked to

support BSA students since the school's inception and provides nearly all of Broome Street Academy's college/career services.

2. In addition to The Door, we also partner with community organizations, community members in various fields, companies, banks (i.e. Mizuho, J.P. Morgan Chase) in order to provide students with connections to real world work experiences.

3. The school conducts periodic outreach to recent BSA graduates to support college persistence and reconnect alumni with the school and resources at The Door.

4. There are two additional goals specifically designed for our target population that are the result of the Attendance Improvement and Dropout Prevention (AIDP) team. The first is the prevention of absenteeism and chronic absenteeism among those students who have encountered barriers to their attendance at school and in their participation in classes. The second goal is to re-engage chronically absent students and address the barriers impacting their attendance so that they feel comfortable and empowered to return to school. One point of engagement with chronically absent students is to help them draw the connection between attendance and post-secondary success.

**Detailed Post-Secondary Success Planning Process:** The process begins the summer before senior year. Each senior is invited to a 1:1 meeting with the advisor. The purpose of this meeting is to discuss any plans that the student may already be considering and to create a college list based upon the student's interests and academic profile. The student and advisor will also discuss the SAT and all students will be encouraged to sit for the exam to broaden their options. Once the school year begins, we host a Senior Parent Night to lay out what the process will look like for students and caregivers. Since not all caregivers attended college or are familiar with the process, the following areas are discussed:

- Public and Private Options and applications for each, including the Common App and the HBCU Common App
- Opportunity Programs: SEEK/CD, ASAP, HEOP
- Scholarship Opportunities: Posse, Questbridge, Fastweb

In the next meeting 1:1 with the advisor, students will review the deadlines and requirements for the colleges to which they will be applying. Students are expected to share their letter of recommendation request form and brag sheet with teachers, and with the assistance of the advisor, all students are encouraged to apply to CUNY in addition to their other choices so that they have an affordable option close to home. The college advisor will host a Senior Financial Aid night that builds upon the meeting held during the spring of their junior year which discusses the different types of aid (loans, grants, Excelsior). Families will receive an overview of the FAFSA (Free Application for Federal Student Aid) so they know which documents they will need to have on hand to complete the application. The advisor will then meet with individual families to discuss and complete the FAFSA, and they will continue to hold 1:1 meetings with students until all college and scholarship applications have been completed and submitted.

Student timelines are a little more varied during the spring semester. While many colleges send acceptance letters until late April or early May, some students will already have committed to their college. Regardless, there are a number of discussions that all students will have with the College Advisor. Before committing to any college, all students and their caregivers are asked to meet with the advisor to discuss the financial aid package and the expected family contribution. All students are

expected to attend the appropriate college transition workshop (CUNY, SUNY, Private). During these workshops the discussion includes but is not limited to:

- Responding to document requests from the college for immunization/vaccination, financial verification, student services/student disabilities office, housing, setting up email, and attending orientation.
- Student finances: work-study, budgeting, debit v. credit cards, books.
- Time management
- Email etiquette

Prior to leaving at the end of the school year, all students are informed that we will be continuing to reach out to them during the summer and upcoming school year. We also share the date for the alumni event that is to be held in the following January. Students also receive information about how to stay in contact with the advisor in case they should have any challenges once they arrive on campus.

While all the steps above are taking place for students who would like to attend college, a similar sequence of events is happening for students who would like to pursue a career technical education or vocational program. Once a student shares their interest, the advisor will work with them to find a program that suits their needs and preferences. There are several CUNY colleges that offer automotive repair, culinary, certified medical assistant, and certified medical administrative assistant programs. To this end, we always include these schools and programs when we conduct college tours. Similarly, there are cosmetology programs for those students whose interests fall in that area. Once accepted into a program, the advisor will work with these students, where appropriate, to complete the FAFSA form and formally enroll. These students will also attend a transition workshop as they will face similar responsibilities and potential challenges when they enter their program.

**Detailed College-Preparation Supports in place include:**

- We host a college and career fair that is attended by colleges/universities and employers from across the city and state.
- We take students on college tours, both two- and four-year colleges, throughout the Northeast
- We offer grade appropriate post-secondary readiness programming weekly
- We assist students to enroll in the College Now program at CUNY Borough of Manhattan Community College (we have not yet been able to bring the program back on campus).
- We host an annual alumni event so that current students can hear from their peers about various aspects of the college experience

**Supporting Students with Special Learning Needs:** We use ICT classes and an increased menu of elective courses to support the academic needs and engagement of students with IEPs. Additionally we will use Achieve 3000 as a diagnostic and intervention tool to improve the literacy level of students with IEPs. This year we are incorporating elements of the Writing Revolution to provide explicit writing instruction to all students, particularly those with IEPs. We also have our SETSS and speech therapist provide direct literacy support to students with IEPs and coaching of their teachers. We have a new MLL Coordinator who is providing coaching to ELA teachers with direct support to provide to MLLs in the classroom. This includes the use of translated Google slides, use of bilingual dictionaries, vocabulary words, and pairing students with others who speak their language. We will also provide a stand alone course that provides direct instruction in the student's native language.

**College Preparation Goal Measure 1 - Absolute**

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.

**Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>**

| Indicator                            | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|--------------------------------------|---|-------------------------------|--|
| Advanced Regents Diploma             | 0   | 0                             | 0  |
| Scored a 65+ on Physics Regents Exam | 2   | 1                             | 50%  |
| 65+ on Algebra 2 Regents Exam        | 26  | 1                             | 4%   |
| AP English Literature                | 6   | 1                             | 17%  |
| AP US Government & Politics          | 6   | 0                             | 0%   |
| AP US History                        | 4   | 0                             | 0%   |
| Overall                              | 0   | 0                             | 0  |

**College Preparation Goal Measure 2 - Absolute**

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.

<sup>4</sup> Schools use any method listed above, 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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

**College Preparation Goal Measure 3 - Comparative**

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

**College Preparation Goal Measure 4 - Absolute**

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

**Matriculation Rate of Graduates by Year<sup>5</sup>**

| Cohort | Graduation Year | Number of Graduates<br>(a) | Number Enrolled in 2 or 4-year Program in Following Year<br>(b) | Matriculation Rate<br>=[(b)/(a)]*100 |
|--------|-----------------|----------------------------|---|--------------------------------------|
| 2017   | 2020-21         | 55                         | 25 (28)*  | 45% (51%*)                           |
| 2018   | 2021-22         | 62                         | 46  | 74%                                  |
| 2019   | 2022-23         | 43**                       | 27  | 63%                                  |

*\*the following numbers of students graduated at each of the following times in SY22-23 from the 2019 cohort: Jan - 2 graduates, June - 43 graduates, August - 1 graduate*

*\*\*The matriculation rate for the 2017 cohort has increased to 51% since we last reported in the previous APPR, with anticipated matriculation from an additional student this fall, which would bring our matriculation to 53%. Similarly, we anticipate matriculation rates for the 2018 cohort as several are in the process of securing financial aid to be able to enroll and attend college.*

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

In the 2022-23 SY, in addition to advanced courses such as Physics and Algebra II, and Advanced Placement courses, students had the opportunity to enroll in college courses through College Now, take College Level Examination Program examinations, and take the PSAT and SAT.

BSA did not meet preparation Goal Measures 1 or 4, and while we are seeking to be able to give youth more post-secondary options, including college pathways, we also strive to include other

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

measures of success for our population when considering life after high school.

| 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. | No      |
| 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.                             | No      |

EVALUATION OF THE COLLEGE PREPARATION GOAL

**BSA did not meet measure 1:** Because we serve a population of students in which many are considered at high risk of not completing high school or attending college, we have found college-readiness is a goal that is significantly more challenging for students who are more likely to have already been overage or undercredited when entering our program. We seek to measure indicators of success for post-secondary success in addition to college readiness, to ensure that regardless of the pathway, our students have options when leaving high school.

A major component of our career-readiness mission is preparing students to enter the workforce. We have a robust Summer Youth Employment Program (SYEP) that offers paid job training that supports our youth to understand roles of interest, but also supports their families financially. Through SYEP, students have opportunities to work alongside career professionals, fostering their exploration of college and career options. Ninety-seven students participated in SYEP and twenty (our slot allocation) of those students participated in Work, Learn, and Grow which is the school year component of the program. Students who participated in this portion of the program take a one credit college course that focuses on building academic skills and career readiness. Upon successful completion of the course, students will complete a two and a half month internship with a community partner. When including our career preparation indicators in conjunction with college preparation indicators, more than 75% of the graduating students demonstrated post secondary readiness, but not necessarily college preparation.

**BSA did not meet measure 4:** While we did not meet this goal based on matriculation data specifically for students in cohort year 2019, based on the overall "senior class of 2023," which included our 5-7th year seniors, 83% of students in the class of 2023 earned college acceptances. (We use the National Student Clearinghouse to check our data, and are waiting on confirmation for total matriculation to date; once the fall semester begins, we will confirm each student's matriculation information in the National Student Clearinghouse).

Additionally, three students received their culinary arts certificate while enrolled in a partnership program while attending BSA in partnership with the door, two have enrolled in cosmetology programs, one student is entering the military, two are currently working with an advisor to apply for college programs in the spring semester, and three have entered the workforce.

BSA works closely with our partner organization, The Door, to have robust systems for both supporting youth on their post-secondary journey, but also to verify the data that we have. When tracking college matriculation, we use the National Student Clearinghouse, but also speak with students and past students about their experiences and pathways of choice. In the case of some larger university systems, such as CUNY, we receive a spreadsheet with the admissions status of each student who has applied, allowing us to work with students before they decide whether they will matriculate or try a different pathway. In other instances, we ask students to show us their acceptance letters so that we may verify but also because it gives us an opportunity to make sure the student knows what their next steps should be depending on whether they are considering committing to that college or not. This is particularly important if their acceptance letter includes financial aid information.

### ADDITIONAL CONTEXT AND EVIDENCE

We look forward to partnering with CSI to define post-secondary goals that better align with our mission, vision, and student population so that we effectively measure success based on student needs. We continue to work with our partner organization to create pathways for success and continue to develop systems to measure these successes. One component of our program is a post-secondary plan that is required for all students to complete prior to graduation. With the help of our unique social work support and partnership, we are able to meet the post-secondary goals of students with varying needs; even when a student is aging out or is voluntarily withdrawing from school, our AIDP Team is diligent to support good decisions, career aspirations, technical training, or HSE programming.

Not only has our team been working with The Door to collect data which informs next steps and post-secondary planning for all students, we also continue to seek additional ways to measure the impact of our wrap-around programming. We are aware of the mental health challenges our population of students are facing due to racism, the pandemic, social media, and generational poverty, and recognize how critical it is to evaluate the impact of our interventions. More specifically, we seek to assess the effectiveness of existing key design elements and how they support students' ability to manage challenges and move on after high school to be successful, regardless of their chosen post-secondary pathway.

### ACTION PLAN

Broome Street Academy had previously partnered with the SUNY Charter Schools Institute to establish a cogent and credible data collection, analysis, and reporting structure that allowed Broome Street to include alternative measures of success aligned to our school model as part of our charter Accountability Plan. With the shifts in leadership over the past several years, we have lost some of the institutional knowledge of how we supported these measures and tracked them. Nonetheless, we are eager to include data on our specific program model as well as student population. We would like to include clear indicators for success that link the robust mental (and physical) health services that are provided as evidence of how these bolster students' engagement in their academic pursuits.

Moving into SY 2023-24, we are establishing a new Cabinet Team and expanding the possibilities of our partnership alignment with The Door in order to put an action plan into place to better set post-graduation (both college- and career- readiness indicators) along with measuring program supports, beyond academic, that will allow us to assess the effectiveness of our unique wrap-around services model. In order to ensure that college is a viable pathway for students, we continue to offer advanced Regents and AP courses; we had 0 Advanced Regents diplomas granted at the end of SY2022-23, but believe that in order to be successful, we need to ensure that our students have this as

a pathway to post-secondary success moving forward.

Additionally, the cabinet is assessing the feasibility, sustainability, and student needs in the following areas:

- **Students with IEPs** are supported by being in fully co-taught classes with additional SETSS provided as needed. We have credit recovery options built into the school day and provide a full battery of related services, including speech therapy and counseling, to support our students holistically. Instructional staff receive coaching on how to best deliver co-taught, tier 1, instruction to all students and then provide tier 2 and tier 3 support as needed. We need to assess how these efforts are enhancing results for students, and if not, we need to create a plan of action to better support this population.
- **For our MLLs** we held a stand-alone course with targeted native language instruction to support English-acquisition skills and content-area development for core classes. In the spring we hired a full time ELL Coordinator whose sole role is to increase our ability to better serve our MLLs. We will use this support to develop and coach staff on how to support MLLs in their courses and provide both a teacher toolkit for delivering content to non-native English speakers as well as translation services as a communication tool.
- In SY 2023-34, 227 **students qualified for FRPL**, indicating a need that we seek to address with our wrap-around support services. We want more robust systems to understand the needs and how the programs we have in place are being utilized to support the basic needs of many of our students. For students who are dealing with food insecurity we connect them with Door services which include access to their pantry to ensure that they eat, but we need to improve on our systems to make this happen.
- **Students experiencing high levels of trauma** for any reason, but specifically those suffering from racism, experiencing homophobia or transphobia, and unstable housing conditions. BSA is a school that knows holistic instruction is the only way to provide culturally relevant and trauma-informed instruction for our scholars who've experienced tremendous hardships. During our pre-service training we review the elements of trauma informed care, and have experts for LGBTQI organizations train staff on implicit bias and how to support students and staff members who identify as members of this community. We honor everyone's pronouns and did this work in advocacy throughout the school year. We have taken a zero tolerance stance on bullying and began implementing restorative practices to address microaggressions that impair a student's ability to learn in classes. We had social workers check in with students on a regular basis and attend grade team meetings to provide additional insight on creating safer learning spaces for students. We are evaluating additional training for staff, which would be incorporated into our newly developed professional calendar.

**Teacher Development and Support for Core Academic Classes** - Supporting teacher effectiveness with at-risk youth is crucial for enhancing their academic achievement. One key strategy is to provide professional development opportunities that equip teachers with the skills and tools necessary to address the unique needs of this student population. Training in trauma-informed teaching, culturally responsive pedagogy, and behavior management techniques can empower educators to create a more inclusive and supportive classroom environment. Additionally, fostering strong relationships between teachers and at-risk students is essential. Encouraging open communication, active listening, and empathy can help teachers better understand and respond to their students' individual challenges and motivations. Collaborative efforts between teachers, counselors, and social workers can also provide a comprehensive support system, offering additional resources and interventions when needed.

Furthermore, implementing data-driven assessment and intervention strategies allows teachers to identify academic gaps early and tailor instruction to meet specific learning needs. Overall, enhancing teacher effectiveness through training, relationship-building, and collaboration is vital for improving academic achievement among at-risk youth. As such, our Cabinet Team has reinstated a Department Lead position that includes responsibilities to support teachers through a coaching system which will include:

- **Feedback** - Teachers will get feedback on lesson planning. We are working to make assessments more robust and aligned to learning standards, and provide both professional development workshops as well as instructional feedback to teachers regarding their teaching practices. While there is a nation-wide teacher shortage, we have come to understand that supporting teachers for systems not only mitigates teacher attrition, but also allows us to ensure a level of expertise increased with on-the-job training, development, and support for our educators.
- We piloted the use of the **Danielson Rubric** for teacher development in SY22-23. In SY 23-24 we will be utilizing the tool on a large-scale with all instructional team members. The Danielson Rubric allows us to establish a rigorous, shared understanding for quality teaching in ELA classes and across the whole school. To that end, the leadership team will be coaching teachers in effective pedagogy, differentiation and creating substantive writing tasks for students using the methodologies in the NVPS curriculum.
- **Lessons and Planning Processes** - We will continue to use the Danielson Framework as the primary rubric for coaching and evaluating teachers with 4 priority areas. Teachers were informally observed at least 6 times per year, with formal observations happening twice per year. Moving into the Content Lead model, we will also be able to provide weekly feedback on planning, instructional practice, and content development outside of these informal and formal observations.
- **Weekly Professional Development Workshops** - something about schedule adjustments and early-release wednesdays for students The school has adjusted its academic schedule to allow for common planning time and professional development amongst staff members and department leads. Each day educators have common planning time. This time is also used to analyze student data and make adjustments to lesson plans. Department chairs also use this time to meet with staff to review observation data, provide feedback, and work on teaching skills/practices necessary to improve their classroom outcomes. Weekly, on Wednesday's, students are dismissed early to allow for whole staff professional development. These sessions rotate between whole staff professional development, department meetings, grade team meetings, focused PD targeting skills/practices that are identified as areas of staff needs. Teachers are also encouraged to attend outside Professional Development aligned with our school goals and content development.

In all core academic areas, the school is focusing on the following implementation areas for academic achievement and growth:

- **Office Hours:** BSA is introducing a 7<sup>th</sup> period Office Hours period for all core subjects for all students that allows students to receive individual and small group academic support in targeted areas when requested by teachers or through referral by parents/caregivers or self-referral by students. We have assigned our Senior Director of Operations to evaluate the effectiveness of this time period and are setting aside professional development time to share and implement systems to make this time accountable and supportive of student

needs.

- We had a plan to implement several **targeted remedial interventions** to support students who were not achieving mastery toward learning standard. Though we were able to pilot on a small scale, this year we will fully implement the following interventions based on student data:
  - **Revise, Resubmit, Retake Weeks**, and will be rolling it out formally in SY 2023-24: Each quarter students will have an opportunity to select assignments they wish to revise so they can incorporate teacher feedback and demonstrate higher levels of achievement in these published pieces.
  - **Explicit Regents Examination Preparation:** In addition to supports aligned to NYS Standards and the NYS Regents Exams that are part of the curriculum, students will be offered opportunities to participate in Regents preparation where they will have explicit instruction in the format of the exam and academic vocabulary necessary for performance indicating college readiness.

### GOAL 3: ENGLISH LANGUAGE ARTS

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 3 on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

#### BACKGROUND

Broome Street Academy's ELA program uses New Visions curriculum as a framework for vertically aligned reading and writing skill building. To support this we developed a secondary leadership role of English Department Chair to coach staff on sound instruction and implementation of the curriculum. Achieve 3000 assessment was implemented. Targeted small group tutoring through our partnership with Great Oaks supported students in ELA 10.

ELA teachers and ELA Special Education teachers were trained in the Writing Revolution to address common writing curriculum and strategies. While we have several staff members and leadership team members trained in this method we have decided to discontinue Writing Revolution and instead focus on adherence to the NV Curriculum.

Department meetings occurred every other week during zero period where ELA teachers received focused professional development and shared strong pedagogical practices.

**Curriculum.** For SY 2022-23, we continued to use the ELA curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive a well rounded ELA class that includes reading and writing at their grade level.

**Instruction.** For the 22-23 we worked to streamline our instructional process to be one in which all teachers across the ELA department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from the previous day's instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content.

**Assessment.** English courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All English courses developed a summative interim common assessment and final common assessment for each quarter. ELA courses 10th -12th grade culminated in taking the NYS ELA Regents. All students were tested using Achieve 3000 Literacy to assess students' literacy levels and provide Lexile levels. We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices.

**Professional development.** All teachers will be participating in regular professional development aligned to their individual and school wide goals that occur during a common period. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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.

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.<sup>6</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

| 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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2017   | 2020-21     | 83                   | 33                                      | 16                                  | <b>38% of tested</b>   |
| 2018   | 2021-22     | 70                   | 31                                      | 10                                  | <b>26% of valid score<br/>30% of tested</b>                                |

<sup>6</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>7</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|      |         |    |   |    |            |
|------|---------|----|---|----|------------|
| 2019 | 2022-23 | 62 | 4 | 22 | <b>38%</b> |
|------|---------|----|---|----|------------|

### High School ELA Measure 2 - 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.

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.

### 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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2017               | 2020-21     | 83                   | 33                                      | 36                                  | <b>72% of tested</b>   |
| 2018               | 2021-22     | 70                   | 32                                      | 32                                  | <b>82% of valid<br/>97% of tested</b>                                      |
| 2019               | 2022-23     | 62                   | 4                                       | 43                                  | <b>74.14%</b>  |

### High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet 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 school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     |  |   |                                     | <b>Data not available</b>  |
| 2018               | 2021-22     | 41   | 21                                      | 4                                   | <b>20%</b>   |
| 2019               | 2022-23     | 35   | 4                                       | 9                                   | <b>29%</b>   |

### High School ELA Measure 8 - Growth

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

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     |  |   |                                     | <b>Data not available</b>  |
| 2018               | 2021-22     | 41   | 21                                      | 14                                  | <b>70%</b>   |
| 2019               | 2022-23     | 35   | 4                                       | 20                                  | <b>65%</b>   |

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.   | No.     |
| 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.  | No.     |
| 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 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.       | No.     |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | No.     |

EVALUATION OF HIGH SCHOOL ELA GOAL

**BSA did not meet measures 1 & 2:** In SY22-23, BSA set a goal to raise expectations to Level 4 performance on Regents Exams: We set the expectation that all students strive for Level 4

performance on their Regents Exams to demonstrate they are college and career ready. To support this raised expectation, students in the 2<sup>nd</sup> year of high school will take the ELA regents exam rather than waiting until their 3<sup>rd</sup> year with the expectation that those who are not yet scoring at level 4 or higher will sit for the exam again in their third year as they have further developed their skills and understanding. While we found this initiative helpful from a data standpoint (we know earlier in their HS trajectory which students are at risk of non-promotion due to gaps in ELA), we found that this expectation may have triggered additional test-related anxieties and concerns for most of our students. We seek to be a school that is acutely aware of our student's social and emotional needs, and will continue to work to refine messaging, set clear and attainable goals, and also measure alternative indicators of ELA success. (This was a similar situation in the other core content areas.)

**BSA did not meet measures 7 & 8:** New Visions Public Schools (NVPS) Curriculum: In 2021-22, we piloted ELA & Math curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. We re-evaluated and decided in SY 22-23 that we would adopt the curriculum across all content areas, and uniformly. This shift required a lot of teacher-building capacity, but was paired with a financially-related decision to moved towards bringing back Department Leaders to help focus on building up instructional capacity during the 22-23 SY and we plan to expand that in 23-24SY Department Leaders. Unfortunately, implementing this rigorous curriculum to improve student mastery and outcomes has been a struggle, but one that we believe long-term will have a positive impact. We will be using the Department Lead structure to assess teacher's fidelity to the curriculum and assessment provided, and believe that with greater adherence to the program, training, and the data tool, we will be able to achieve better student achievement outcomes.

### ADDITIONAL CONTEXT AND EVIDENCE

Because of the catchment of students that we work with, we have a high level of mobility within our student population. We take in a high number of students who come to us in grades 10-12, needing alternative learning programs to support their needs. For these reasons, year-over-year comparatives are hard to make because we are not comparing growth from the same students in each cohort year.

We were close to meeting indicators for Goal 2 was close, with the need for just one more student to achieve this measure to have been able to say that we accomplished this.

### ACTION PLAN

Improving Regents passing rates in ELA for complex learners requires a multifaceted approach that addresses their diverse needs and challenges. To improve student outcomes in the 2023-24 school year, we are building on initiatives started over the past two years, but that were not held accountable or consistent due to several leadership transitions within the school's team. We have invested considerable time and energy into creating a Cabinet team that is both representative of the veteran teaching team from BSA, but also that brings new, talented leadership from other schools and with varied experience to join the team in order to ensure that we will be able to implement our action plans. Several of the initiatives that we are working towards in ELA include:

- **Interim Assessment Cycles:** We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices and will use data-systems to be able to effectively adjust, re-teach, and provide additional

support to students who are not able to master the standards.

- **Tailored ELA Instruction:** BSA is prioritizing tailored ELA instruction aligned to the NV Curriculum. We are working toward capacity Development regarding the adoption of our new curriculum; implementing this rigorous curriculum proved to be a challenge without dedicated coaches and department/ content- specific leadership. For SY 23-24 we have re-dedicated to content leaders, have a robust lesson planning cycle, and are developing assessment review systems to ensure alignment of curriculum to assessments such that we can use data-driven instructional techniques to intervene when standards have been unmet. Educators must adapt their teaching methods and materials to accommodate diverse learning styles and abilities. This will involve the need for teachers to provide extra support, offer alternative reading materials in particular for students with IEPs and/or who are non-English proficient, and utilizing assistive technologies to make ELA content more accessible. Adhering to individualized education plans and frequent progress monitoring will support teachers to track each student's growth and enable educators to adjust instruction accordingly.
- **Specialized ELA Support Services:** To boost ELA performance, schools should invest in robust special education services and support teams with expertise in language and literacy development. Hiring skilled special education teachers, speech therapists, and literacy specialists can help provide one-on-one or small group interventions for complex learners. Individualized education plans (IEPs) should be developed to outline specific ELA goals and accommodations. Ongoing collaboration between general education and special education staff ensures a cohesive and supportive learning environment for ELA success. We need a robust RTI program.
- **Targeted ELA Enrichment:** Improving ELA scores on Regents exams may also require targeted enrichment opportunities. Schools can offer after-school ELA tutoring, summer programs focused on literacy development, or access to online resources designed to reinforce reading, writing, and critical thinking skills. Incorporating ELA test preparation and effective study strategies into the curriculum can empower complex learners to develop the specific skills needed to excel on the ELA Regents exams. Cultivating a growth mindset and setting realistic goals can motivate these students to persist and achieve success in ELA.

By integrating these strategies into the school's approach, and by fostering a commitment to continuous improvement and collaboration among educators, schools can work towards enhancing ELA scores on Regents exams for complex learners, ultimately improving their overall language and literacy skills.

## GOAL 4: MATHEMATICS

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 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### BACKGROUND

**Curriculum:** Mathematics curriculum for the 2022-23, we continued to use the Math curricular framework from NVPS, which is a standards-aligned, adaptable curriculum. The majority of the Math

department used NVPS math curriculum to deliver rigorous daily instruction that was evaluated by the Academic Leadership team using the Danielson and Kim Marshall rubrics.

**Assessment:** Quarterly assessments were held that consisted of interim and common assessments followed by data analysis and student conferencing to correct student conceptual misunderstandings.

Achieve 3000 assessment was implemented in the 2022-2023 school year to assess student skills. We continued to reflect on previous work to strengthen the Math curriculum, instruction, assessment, and professional development at BSA.

**Instruction:** Our work the 22-23 SY has centered around ensuring that we have a balanced approach to how we continue to grow in the key tenets of our math community, but also are flexible with things like discussion-based learning. We have sought to ensure that there are multiple touchpoints in the curriculum to ensure that students have the opportunity to be assessed and given feedback to students on Regents-aligned assessments.

**Professional Development:** Math teachers are being supported to develop planning strategies around student needs, by strengthening unit planning routines and implementation, in addition to leveraging data to create support for underlying skills and capacities. The Math Department also engaged in strengthening its content team structures, which serves as a critical hub where teachers are collaborating and co-planning to revise lesson materials to address gaps in students’ mathematical understanding.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

### 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 $(c)/(a-b)$ |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2017   | 2020-21     | 83                   | 26                                      | 8                                   | 14%  |
| 2018   | 2021-22     | 70                   | 5                                       | 6                                   | 9%   |
| 2019   | 2022-23     | 62                   | 35                                      | 3                                   | 11.11%   |

### High School Math Measure 2 - Absolute

## 2022-23 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.

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 a Regents Exam in mathematics. 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.

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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2017               | 2020-21     | 83                   | 26                                      | 49                                  | <b>86% of tested</b>   |
| 2018               | 2021-22     | 70                   | 5                                       | 41                                  | <b>63% of valid<br/>68% of tested</b>                                      |
| 2019               | 2022-23     | 62                   | 35                                      | 9                                   | 33%  |

### High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     |  |   |                                     | <b>Data not available</b>  |
| 2018               | 2021-22     | 37   | 5                                       | 3                                   | 9%   |
| 2019               | 2022-23     | 31   | 35                                      | 0                                   | 0%   |

### High School Math Measure 8 - Growth

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

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 mathematics requirement for graduation.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     |  |   |                                     | <b>Data not available</b>  |
| 2018               | 2021-22     | 37   | 5                                       | 21                                  | 66%  |
| 2019               | 2022-23     | 31   | 35                                      | 0                                   | 0%   |

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

BSA did not meet the high school Mathematics goals for the members of the 2019 cohort who took a Math Regents Exam. While we are and should be held accountable for these scores, we also believe that we need to set additional metrics to measure math successes.

Because of the many COVID-19 exceptions for students, far fewer students sat for the exams, and the

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

results cannot be assumed to be representative of the level of performance of the cohort as a whole. Nevertheless, we see these results as indicators of a need to focus on supporting students in achieving college level scores on Math Regents exams in the 2022-23 school year.

In the school year 2022-2023, BSA did not achieve any of the four measures with data available in the high school mathematics goal. Four measures were not applicable for the school year 2022-23.

| 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.   | No      |
| 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.  | No      |
| 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 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.       | No      |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | No      |

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

**BSA did not meet measure 1:** we struggled with a staffing shortage and mid-year departures that contributed to a loss of learning time, non-continuity in classroom expectations and curriculum alignment.

**BSA did not meet measures 2 & 8:** we did not meet this goal, but were able to award exemptions based on the year they took the Regents course. For this reason, many students did not sit for Math

Regents exams, but those that did struggled to meet the learning standards that were assessed. We are working with our team to hire more Math teachers with specific expertise in Geometry and Algebra.

**BSA did not meet measure 7:** based on our catchment of students and specialized populations, we have not focused on a goal to exceed Regents expectations. Rather, we are focusing our attention on meeting the complex learning needs of our students through dropout prevention, attendance accountability, and remedial mathematics instruction and support.

### ADDITIONAL CONTEXT AND EVIDENCE

We attribute our performance in this area to several factors, first students struggled to pass the Algebra I course. Secondly, our school was unable to find a stable teacher for both Algebra II/Trig and Pre-Calculus. The pandemic and the decrease of in-person instructional days impacted student performance. During the 2022-23 school year we used the Achieve 3000 Math assessment for the first time to identify our students proficiency levels in Algebra I, Geometry, and Algebra II/Trig. This data reinforced what math teachers were identifying as large mathematics proficiency gaps in some of our students' learning largely impacted by learning during the pandemic and students enrolling with math proficiency levels below math courses their transcripts indicated they should be.

### ACTION PLAN

Similar to the English action plan above, to improve student outcomes in the 2022-23 school year, we are building on initiatives started in the 2021-22 school year and introducing several new school-wide initiatives to support high quality teaching and learning.

The school-wide initiatives that will support mathematics learning of our students include: Interim Assessment Cycle; New Visions Public Schools (NVPS) Math Curriculum; Math Office Hours; Improving Literacy and Numeracy with Achieve 3000 and Castle Learning Software; Revise, Resubmit, Retake Weeks; Raise expectations to Level 4 performance on Math Regents Exams; Explicit Regents Preparation; Observation of and feedback to teachers using the Danielson Rubric; and Professional Development on supporting all learners.

We've specifically looked to address students with IEPs who struggle in math by creating a 2 year Algebra course that is co-taught and provides pre-Algebra remediation before giving grade level math instruction. This two year cycle allows more practice, conceptual understanding, and will increase students' performance on the regents when they attempt it after two years. Additionally our SETSS instruction pushes in to support Algebra, Geometry, and Algebra 2 to remediate the gaps in numerical understanding for students. We also use Achieve 3000 math as a diagnostic and intervention tool in ALL math classes

Finally, we will adhere to the College Preparation Action Plan which outlines core elements of our academic support plan for the 23-24 SY.

## GOAL 5: SCIENCE

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.

## BACKGROUND

Broome Street Academy's Science program uses New Visions curriculum in both its Living Environment and Earth Science courses. Because New Vision curriculums aren't fully created for Chemistry and Physics courses, curriculum in these courses have been generated by staff and evaluated by Leadership to ensure they align with NYS Core Curriculum standards in each course. To support these curriculums, lesson plans and standards were reviewed by the Director of Curriculum and Instruction during regular weekly meetings with science teachers.

**Curriculum.** For SY 2022-23, we continued to use the curricular framework from NVPS for Living Environment and Earth Science which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive robust science classes that include labs, data analysis and inquiry based learning. Chemistry & Physics teachers created a curriculum that aligned with the NYS Core Curriculum standards for each course in addition with the support of School Leadership. These developed curriculums ensured that students received robust science classes that include labs, data analysis and inquiry based learning.

**Instruction.** For the 22-23 we worked to streamline our instructional process to be one in which all teachers across the science department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from the previous days instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content. Students are exposed to laboratory classes through both lab classes and integration into the classroom model. All science classes conducted labs and inquiry projects that reinforced concepts and standards found in each course exceeding the 1,200min lab requirement for students to sit for their respective science regents.

**Assessment.** Science courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All Science courses developed a summative interim common assessment and final common assessment for each quarter. These assessments were rooted in inquiry lab work in addition to regents based questions to better prepare students for their end of year science regents. Science courses 9th -12th grade culminated in taking the NYS Science Based Regents. We are continuing to use common interim and final assessment cycles followed by data analysis and student conferencing to correct student conceptual misunderstanding.

**Professional development.** All teachers will be participating in regular professional development aligned to their individual and school wide goals that occur during a common period. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students. Department meetings occurred every other week during zero period where Science teachers received focused professional development and shared strong pedagogical practices.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, Chemistry, and Physics Regent exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2017               | 2020-21     | 83                   | 37                                      | 42                                    | <b>86% of tested</b>                                      |
| 2018               | 2021-22     | 70                   | 20                                      | 30                                    | <b>60% of valid<br/>92% of tested</b>                     |
| 2019               | 2022-23     | 62                   | 48                                      | 8                                     | <b>57%</b>  |

### High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

| Type        | Measure  | Outcome |
|-------------|--|---------|
| Absolute    | 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.                       | No      |
| Comparative | 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. | N/A     |

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

**BSA did not meet measure 1:** BSA did not meet the metric of having greater than 75% of the 2019 cohort passing a NYS Science Regents Exam with a performance of at least a Level 3 or above. However, BSA had a 92% passing rate among students in the 2018 cohort who took a science exam in 2021-22 which is greater than the prior year percent passing among test takers. We attribute our performance in this area to several factors, first students struggled to pass the Living Environment course. Secondly, our school was unable to find a stable teacher for both Chemistry and Living Environment. The pandemic and the decrease of in-person instructional days impacted student performance.

### ACTION PLAN

In order to meet the science indicators, we will:

- Utilize a department model structure with common planning time in order to ensure that

educators have the opportunity to analyze student work data and make adjustments to teaching practices.

- Continue to refine our balanced assessment approach of authentic tasks with cumulative regents aligned assessments for each unit.
- Leverage student's second and third years as opportunities to prepare and resit for exams that they have not met the benchmark for.
- Utilize high dosage tutoring for student remediation.
- Ensuring that we have hired highly qualified instructors who receive consistent support and development.
- Continue to provide professional development opportunities for science teachers inside and outside of BSA.

We will also adhere to the College Preparation Action Plan which outlines core elements of our academic support plan for the 23-24 SY.

### GOAL 6: SOCIAL STUDIES

Goal: 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.

#### BACKGROUND

**Curriculum.** For SY 2022-23, we continued to use curricular framework from NVPS for Global I, Global II and US History, which is a standards-aligned, adaptable curriculum. This curriculum ensures that students receive robust history classes that includes reading, documentary based writing and document analysis at their grade level. This curriculum allows students to examine primary sources to answer questions.

**Instruction.** For the 22-23 we worked to streamline our instructional process to be one in which all teachers across the History department had a streamlined process for classroom instruction. The first 5-minutes included an engaging Do Now that served as a check for understanding from previous days instruction. Followed by a standards based mini-lesson, which then led to gradual release in which students received multiple at bats to show mastery of content.

**Assessment.** History courses used or adapted assessments from the NVPS framework in addition to self developed formative and summative assessments based on NYS standards. All History courses developed a summative interim common assessment and final common assessment for each quarter. History courses 10th and 11th grade culminated in taking the NYS Global History and US History Regents. We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices.

**Professional development.** All teachers will be participating in regular professional development aligned to their individual and school wide goals that occur during a common period. This professional development will support teacher growth in planning and pedagogy, supporting struggling learners and

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

students with disabilities, assessment, and classroom structures and routines. These opportunities for collaborative learning among teachers will support better outcomes for students.

### Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

#### 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2017               | 2020-21     | 83                   | 39                                      | 34                                    | 92% of tested   |
| 2018               | 2021-22     | 70                   | 56                                      | 1                                     | 7% of valid<br>100% of tested                             |
| 2019               | 2022-23     | 62                   | 52                                      | 1                                     | 10%   |

*\*two students took the exam, one received an 83% (passed) and one received a 63%, (passed with an appeal).*

### Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

#### 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2017               | 2020-21     | 83                   | 39                                      | 34                                    | 92% of tested   |
| 2018               | 2021-22     | 70                   | 56                                      | 1                                     | 7% of valid   |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|      |         |    |    |   |                |
|------|---------|----|----|---|----------------|
|      |         |    |    |   | 100% of tested |
| 2019 | 2022-23 | 62 | 53 | 0 | 0%             |

### Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

Because of the many COVID-19 exceptions for students, far fewer students sat for the exams, and the results cannot be assumed to be representative of the level of performance of the cohort as a whole. Nevertheless, we see these results as indicators of a need to focus on supporting students in achieving college level scores on History Regents exams in the 2022-23 school year.

In the school year 2022-2023, BSA did not achieve any of the two measures with data available in the high school Social Studies goal. Two measures were not applicable for the school year 2022-23

| Type        | Measure   | Outcome |
|-------------|---|---------|
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.                         | No      |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.   | N/A     |
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.                       | NO      |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A     |

### EVALUATION OF THE SOCIAL STUDIES GOAL

**BSA did not meet measure 1:** There were a large number of students who passed the US History course; only 10 percent of students took and passed the exam with a 65 or higher.

**BSA did not meet measure 3:** There were a large number of students who passed the Global History course; no students took and passed the exam with a 65 or higher.

### ADDITIONAL CONTEXT AND EVIDENCE

We seek to have members of the humanities team to collaborate vertically to allow for more effective lesson planning, data collection and analysis and therefore student academic performance improved. History teachers were able to also offer office hours for struggling students, however due to various extenuating circumstances students were able to use waivers to be exempt from the exam.

### ACTION PLAN

**Interim Assessment Cycles:** We are continuing to use common interim assessment cycles for all BSA students to monitor student performance trends and drive instructional choices and will use data-systems to be able to effectively adjust, re-teach, and provide additional support to students who are not able to master the standards.

**Tailored Social Studies Instruction:** BSA is prioritizing tailored Social Studies instruction aligned to the NV Curriculum. We are working toward capacity Development regarding the adoption of our new curriculum; implementing this rigorous curriculum proved to be a challenge without dedicated coaches and department/ content- specific leadership. For SY 23-24 we have re-dedicated to content leaders, have a robust lesson planning cycle, and are developing assessment review systems to ensure alignment of curriculum to assessments such that we can use data-driven instructional techniques to intervene when standards have been unmet. Educators must adapt their teaching methods and materials to accommodate diverse learning styles and abilities. Adhering to individualized education plans and frequent progress monitoring will support teachers to track each student's growth and enable educators to adjust instruction accordingly.

We will also adhere to the College Preparation Action Plan which outlines core elements of our academic support plan for the 23-24 SY.

## GOAL 7: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

### Accountability Status by Year

| Year    | Status   |
|---------|--|
| 2020-21 | Good Standing                                      |
| 2021-22 | Good Standing                                      |
| 2022-23 | Good Standing (Local Support and Improvement -LSI) |

### ADDITIONAL CONTEXT AND EVIDENCE

All subgroups remained in Good Standing (LSI) with the subgroup Students with Disabilities rating LSI: Potential Support and Improvement for the 2022-2023 school year. This designation signifies that our school is effectively harnessing local resources and assistance to bolster its educational endeavors, which is essential to our wrap-around services model in partnership with The Door. We actively collaborate to optimize student success in post-secondary outcomes and student’s ability to meaningfully engage in school programming both as a minor, but also as an overage and undercredited youth. The symbiotic relationship between the school and BSA is integral to future success, and we seek to demonstrate a commitment to continuous growth and progress through this partnership.

For students with IEPs we begin by ensuring that all academic, support staff, and social workers review the students' IEPs and understand their assessment requirements. We ensure that we are in compliance with all mandated academic programming. We provide supplemental support through targeted small group tutoring, SETSS, and regular progress monitoring of their academic success. We also create IEP goals that are standards aligned and therefore easily targeted in their core classes. Additionally for all students who are not on grade level we used our tiered intervention tools, regular case conferencing, and additional office hours to close the skills gap.

To better leverage the resources and benefits of being in "Good Standing (LSI)," we are embarking on a journey under our new Cabinet Team to conduct regular needs assessments to identify specific areas where support from The Door can make the most significant impact, in particular when looking at graduation rates, AIDP youth, college and career preparation programs, mental and physical health services, legal services and/or parental engagement initiatives. Through our robust partnership, we have established transparent communication channels to keep stakeholders informed about progress and opportunities for involvement, fostering a sense of ownership and shared responsibility for student success.