



**Prospect Schools**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By \_\_\_Tresha Ward\_\_\_\_\_

355 Bridge St., Brooklyn, NY 11201

(718) 643-1086

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Laura Robitzek prepared this 2021-22 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)
Burke, Christine	Officer	Finance, Academic
Echenburg, Michael W.	Officer	Finance, Facilities
Garce-Rodriguez, Joanne	Officer	Facilities
Haque, Ahmed	Officer	Academic
Inbar, Jill	Board Chair	Finance, Facilities, Governance
Keenan, Sara	Officer, Secretary	Academic
Koch, Sam	Officer	Governance
Pierre, Gravelle	Officer, Treasurer	Finance, Governance
Ramirez, Michelle	Officer	Academic
Kurzawa, Angela	Ex-officio	N/A
Gaba, Jordan	Ex-officio	N/A
Petrocelli, Maya	Officer	Facilities

**Tresha Ward has served as the school leader since July 2021.**

## SCHOOL OVERVIEW

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

In the 2020-21 school year we opened Windsor Terrace Elementary (CSD 15), which began by serving just kindergarten, growing to K-1 in 2021-22.

Additionally, after a yearlong merger process, in June of 2021, we absorbed International Charter School (CSD 13), to become our third elementary program, renamed International Elementary School.

### Our Mission

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

### Brooklyn Prospect is committed to:

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

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

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

## ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	57	58	58	55	80		223	209	108	111	100	99	95	1253
2018-19	60	58	57	56	55	76	235	217	206	124	111	100	85	1440
2019-20	55	61	54	55	57	54	225	222	204	157	127	102	92	1465
2020-21	113	58	60	58	59	56	230	232	227	171	173	121	98	1660
2021-22	149	156	140	128	125	130	204	226	216	149	157	151	109	2040

## 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 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2019-20	2016-17	2016	112	6	118
2020-21	2017-18	2017	101	5	96
2021-22	2018-19	2018	107	8	99

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove

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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 home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2019-20	2016-17	2016	112	0	112
2020-21	2017-18	2017	96	0	96
2021-22	2018-19	2018	109	0	109

### 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)
2019-20	2015-16	2015	2	0	2
2020-21	2016-17	2016	2	0	2
2021-22	2017-18	2017	5	0	5

## PROMOTION POLICY

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

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

**High School Promotion/Retention Policy:**

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

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

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

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

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

## GOAL 1: HIGH SCHOOL GRADUATION

**GOAL 1: HIGH SCHOOL GRADUATION**

Prospect Schools will maintain high graduation rates each year.

**Goal 1: Leading Indicator**

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

### METHOD

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

### RESULTS AND EVALUATION

Prospect Schools has met this goal, having well over 75% of students earning the required credits to progress to their next year of high school

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### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	157	95%
2021	145	92%

#### Goal 1: Leading Indicator

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

#### METHOD

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

**As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.**

#### RESULTS AND EVALUATION

Prospect Schools met this measure, having 97% of students pass at least three Regents exams by the end of 10<sup>th</sup> grade. We also saw a twelve percentage point increase over last year, some of which we attribute to the “exempted pass” awarded to students during COVID.

### 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)
2018	2019-20	124	91%
2019	2020-21	173	85%
2020	2021-22	157	97%

#### Goal 1: Absolute Measures

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

#### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as

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members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

### RESULTS AND EVALUATION

We have met the goal for both 4<sup>th</sup> and 5<sup>th</sup> year graduation.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	92	90	98%
2017	2020-21	98	94	96%
2018	2021-22	109	108	99%

#### 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
2015	2019-20	2	2	100%
2016	2020-21	2	2	100%
2017	2021-22	5	5	100%

#### Goal 1: Comparative Measure

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

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

### RESULTS AND EVALUATION

Prospect Schools outperforms District 15 by nearly 25 percentage points based on the District's 2020-21 graduation rate.

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	92	90	98%	1586	71%
2017	2020-21	98	94	96%	1698	75%
2018	2021-22	109	108	99%	Data not yet released	

#### Goal 1: Absolute Measure

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

#### METHOD

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

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

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

#### RESULTS AND EVALUATION

We did not have any students opt for alternative pathways to graduation.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Prospect Schools met all of our graduation goals.

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

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

**ACTION PLAN**

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

**Regents Preparation**

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

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

**Extended Support**

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

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

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

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Prospect School graduates will be prepared for success at academic institutions of higher education.

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

### Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## METHOD

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

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

## RESULTS AND EVALUATION

While we did not meet this measure, 72% is the closest we have ever been to the goal and a significant increase from 2020-21 when our college readiness was 61%

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT: Achieving the college readiness benchmark in both ELA and Math	108	56	51%
IB: Passing at least one IB Exam with a score of 4 or higher	72	65	60%
Overall	109	78	72%

### ADDITIONAL EVIDENCE

Our college readiness has steadily increased since 2017-18.

Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
SAT	51%	53%	59%	53%	51%
IB Exam	48%	55%	57%	46%	60%
Overall	51%	55%	57%	61%	72%

#### Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 2: Absolute Measure

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

## METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

Prospect Schools has significantly surpassed this metric for the past three years. This year, nearly all of our graduating seniors are matriculating to college.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	92	82	89%
2017	2020-21	98	80	82%
2018	2021-22	109	107	98%

## SUMMARY OF THE COLLEGE PREPARATION GOAL

We have continuously met the matriculation to college goal and we are within three percentage points of meeting the college readiness goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet (72%)
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

## ACTION PLAN

Prospect Schools will continue to offer support both in and out of the classroom to prepare all students for college. In the classroom, we will track progress with Mock Regents, and offer extended support via afterschool, weekend, and summer tutoring. Additionally, students take a

class called College & Career Seminar in both grades 11 and 12. These classes prepare students for the college application, acceptance, and matriculation processes.

Our guidance team will continue their monthly analysis of student data to analyze students in all grades tracking toward June graduation and elevating a group of select 11th and 12th grade students in danger as “Tier 3”. They will continue to develop individualized sets of RTI interventions for each, while providing consistent and coordinated communication between school and families of Tier 3 students on student progress toward the earning of adequate credits and Regents scores toward on-time graduation between marking periods.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

All students at Prospect Schools will be proficient at reading and writing the English Language.

#### BACKGROUND

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

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

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

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

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

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

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

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

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

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

#### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	113	0	0	0	15	128
4	123	0	0	0	4	127
5	119	0	0	0	14	133
6	192	0	0	0	16	208
7	195	0	0	0	33	228
8	129	0	0	0	96	225
<b>All</b>	<b>872</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>177</b>	<b>1049</b>

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

We met this goal in two out of the six grades tested and were within five percentage points for all grades combined.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	113	64%	42
4	59%	123	56%	48
5	66%	119	68%	44
6	77%	192	83%	42
7	73%	195	82%	44
8	73%	129	69%	99
All	<b>70%</b>	<b>871</b>	<b>70%</b>	<b>319</b>

### ADDITIONAL EVIDENCE

In 2018 and 2019, 70% of our students were testing at proficient and post-COVID we have kept that number consistent.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2017-18		2018-19		2021-22	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74%	43	74%	43	65%	42
4	80%	74	80%	74	56%	48
5					68%	44
6					83%	42
7	64%	177	64%	177	82%	44
8	71%	100	71%	100	69%	99
All	<b>70%</b>	<b>394</b>	<b>70%</b>	<b>394</b>	<b>70%</b>	<b>319</b>

#### Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state 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 2021-22.

#### Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### RESULTS AND EVALUATION

Overall, we significantly surpassed this goal in District 13. We met it as well in District 15, however, we only had 3 veteran students in 6<sup>th</sup> and 7<sup>th</sup> grade. This is because our established ES is also located District 13 and significantly closer than our District 15 MS. Additionally, all of the students at our newly acquired IES, are not yet counted as veteran.

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All <b>District 13</b> Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64%	42	60%	533
4	56%	48	58%	582
5	68%	44	44%	410
6	85%	41	38%	261
7	83%	42	39%	259
8	74%	42	42%	257
All	<b>71%</b>	<b>259</b>	<b>48%</b>	<b>2302</b>

\* USING DISTRICT PERFORMANCE FROM 2018-19, AS NO STUDENTS WERE TESTED IN 2019-20 AND PARTICIPATION WAS 30% IN 2020-21.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All <b>District 15</b> Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3			62%	1523
4			60%	1518
5			50%	1213
6	0%	1	58%	1213
7	50%	2	60%	1093
8	65%	57	59%	880
All	<b>63%</b>	<b>60</b>	<b>58%</b>	<b>7440</b>

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

\* USING DISTRICT PERFORMANCE FROM 2018-19, AS NO STUDENTS WERE TESTED IN 2019-20 AND PARTICIPATION WAS 30% IN 2020-21.

### ADDITIONAL EVIDENCE

We outperformed both District 13 and 15 in 2021-22. While our overall performance in District 13 mirrored our pre-COVID performance in 2018-19, we outperformed the district by 23 percentage points. In District 15, not only did we significantly improve our own pre-COVID performance by 13 percentage points, but we also outperformed the District by 15 percentage points.

#### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Scoring at or Above Proficiency Compared to District Students			
	2018-19		2021-22	
	Charter School	District 13	Charter School	District 13
3	94%	60%	65%	60%
4	71%	58%	56%	58%
5	73%	44%	67%	44%
6	71%	38%	77%	38%
7	66%	39%	76%	39%
8	69%	42%	78%	42%
All	<b>72%</b>	<b>48%</b>	<b>71%</b>	<b>48%</b>

Grade	Percent of Students Scoring at or Above Proficiency Compared to District Students			
	2018-19		2021-22	
	Charter School	District 15	Charter School	District 15
3				62%
4				60%
5				50%
6	53%	58%	77%	58%
7	58%	60%	70%	60%
8	70%	59%	70%	59%
All	<b>60%</b>	<b>58%</b>	<b>73%</b>	<b>58%</b>

#### Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the

state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Growth Measure**

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

### **INTERNAL EXAM RESULTS**

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: STAR and iReady.

### **Goal 3: Additional Measure**

Each year, the schools' median growth percentile of all grades 3<sup>rd</sup> through 8<sup>th</sup> will be great than 50. Student growth is the difference between the beginning of the year and the end of the year.

### **METHOD:**

In 2021-22 we used Star Reading at three of our four Elementary and Middle School campuses to assess our students' performance and growth over the course of the year. Upon acquiring International Elementary School (IES), in June of 2021, they were using iReady to assess students, so we kept that testing method consistent to be able to monitor their growth.

### **RESULTS AND EVALUATION:**

We met this goal in four out of six of the grades measured. Overall, we increased our median growth from 46 in 2020-21 to 54 in 2021-22. We found that our overall proficiency remained at 65% from last year to the 2021-22 school year. The proficiency data combined with median growth data suggests that we have been have an increased impact on the previously lower performing students.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2021-22 Star Reading Assessment

Percent of Students Proficient Over Time				
Grades	2020-21		2021-22	
	Percent Proficient*	Number Tested	Percent Proficient**	Number Tested
3	53%	55	65%	72
4	61%	51	64%	59
5	77%	53	64%	114
6	71%	198	68%	178
7	60%	170	65%	197
8	65%	170	61%	192
<b>All</b>	<b>65%</b>	<b>697</b>	<b>65%</b>	<b>812</b>

\* This proficiency level was based just on Star Reading performance

\*\* This proficiency combines Star Reading and iReady Reading performance

Median Growth Percentiles by Grade				
Grades	2020-21		2021-22	
	Median Growth Percentile	Number Tested	Median Growth Percentile	Number Tested
3	29	48	51	72
4	35	49	46	59
5	66	47	57	114
6	38	188	49	178
7	54	157	62	197
8	50	151	59	192
<b>All</b>	<b>46</b>	<b>640</b>	<b>54</b>	<b>812</b>

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Prospect schools met the median growth goal as determined by our administrations of Star and iReady. While we did not meet our overall proficiency goal, we are within two percentage points of achieving it.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet (70%)
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, the schools' median growth percentile of all grades 3rd through 8th will be greater than 50. Student growth is the difference between the beginning of the year and the end of the year.	N/A

### ACTION PLAN

Our action for the upcoming 2022-23 school year will be to strengthen our Tier 1 core instructional practices by using Universal Design for Learning (UDL) approaches.

To do this we will empower students' identities as independent learners who are purposeful, self-aware, and motivated. We will do this in part by optimizing relevance of reading and writing assignments, promoting collaboration and continuing to integrate the Instructional Practices of Care and Healing Methodologies.

We will also ensure all students have access to rigorous, grade level learning experiences and use UDL practices such as graduated levels of support and strategies to activate background knowledge

Similar to 2021-22, we will continue to use just-in-time scaffolds to provide access to grade level content. To do this, we will activate or supply background knowledge for assignments and by building fluencies with graduated levels of support for practice and performance.

We will also continue our Social-Emotional Learning Integration and supporting our Independent Learners. This requires that we optimize relevance, value, and authenticity of what we read and write. During our time in class, we also emphasize fostering collaboration and community.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

Grade	Course	Notes
9th	<ul style="list-style-type: none"> <li>Literature and Composition</li> <li>* Honors option available</li> </ul>	Optional Embedded Honors program is available
10th	<ul style="list-style-type: none"> <li>Literary Genres *</li> <li>Honors option available</li> </ul>	Optional Embedded Honors program is available
11th	<ul style="list-style-type: none"> <li>IB Language and Literature HL (year 1)*</li> <li>IB Language and Literature (year 1)</li> </ul>	Students taking HL Language and Literature for a certificate and not the full Diploma Programme need a recommendation from a teacher
12th	<ul style="list-style-type: none"> <li>IB Language and Literature (year 2)</li> <li>IB Language and Literature HL (year 2)</li> </ul>	All students are continuing the course they began in 11 <sup>th</sup> Grade, as it is a 2 year sequence.

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

### Goal 3: Absolute Measure

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

## METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## RESULTS AND EVALUATION

Prospect Schools met this goal. The vast majority of students were exempted out of the Regents Exam, however; eleven out of the thirteen who sat the exam scored fives.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>4</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)
2016	2019-20	92	0	74	<b>80%</b>
2017	2020-21	98	7	66	<b>73%</b>
2018	2021-22	109	95	11	<b>79%</b>

## ADDITIONAL EVIDENCE

This year's cohort of graduates and the two subsequent have already met this measure. It should be noted that our 2019 cohort only had one student sit for the exam and subsequently score a five, so that number is skewed high.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	124	80%	121	NA*	109	79%
2019			173	NA*	152	100%*
2020					153	68%
2021						

\*Only one student sat for the exam, 148 students were exempted

### Goal 3: Absolute Measure

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

## METHOD

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

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

Prospect Schools met this measure. The majority of our 2018 graduates exempted out of this exam, but the 13 students who took the assessment scored a three or higher.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	92	0	88	<b>96%</b>
2017	2020-21	98	0	87	89%
2018	2021-22	109	95	13	99%

### ADDITIONAL EVIDENCE

Our 2018 Cohort and the subsequent two have already met this metric.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018					109	99%
2019					152	100%*
2020					153	92%
2021						

\*Only one student sat for the exam, 148 students were exempted

### **Goal 3: Absolute Measure**

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Growth Measure**

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

## **METHOD**

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

## **RESULTS AND EVALUATION**

We did not have any students who were not proficient in 8<sup>th</sup> grade take the ELA Regent; all 19 were Exempted Pass.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2016	2019-20	27	0	16	59%
2017	2020-21	26	4	13	59%
2018	2021-22	19	19	NA	NA

#### Goal 3: Growth Measure

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

#### METHOD

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

#### RESULTS AND EVALUATION

We did not have any students who were not proficient in 8<sup>th</sup> grade take the ELA Regent; all 19 were Exempted Pass.

### 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)
2016	2019-20	27	0	16	59.3%
2017	2020-21	26	4	13	59.1%
2018	2021-22	19	19	NA	NA

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

We met both of the Absolute Goals. However, we were unable to determine if we met the Growth Goals, because the students who were Not Proficient in 8<sup>th</sup> grade got an Exempted Pass on the ELA Regent.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <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.	N/A
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.	N/A

**ACTION PLAN**

**Common Core and IB Integration**

Over the last few years, the HS English department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we expect all students to sit the Common Core English Regents at the end of 10th grade, rather than at the middle of 11th grade in order to provide students with the

necessary skills and time to focus on IB Language and Literature courses (at both the High and Standard levels). Any student who does not receive a college-ready score of a 75 or above on the Common Core English Regents will be asked to re-sit the exam after another semester of English classes.

### **Extended ELA Regents Support**

Beginning in the 2019-20 academic year, students who had not yet passed the ELA Regents were supported through additional after school tutoring by a staff member and differentiated instruction within the classroom. In 2022-23, we will continue our more formalized targeting of students and standards through our mock-Regents data.

### **Targeted Data-Driven Instruction**

During the 2022-23 academic year, the HS English department will continue to administer diagnostics and interim assessments to collect data about student progress and mastery on English standards and skills. In 9th and 10th grade classes, diagnostics will focus around the Common Core English Regents and BPCS Literacy Skills, while 11th and 12th grade SL and HL diagnostics are focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to continue supporting the alignment of our HS courses to the IBDP, our departmental goal is to implement and appropriately sequence the Prospect Schools Literacy Standards and Core Tasks. Based on our successes last year, we will also continue to use active reading strategies, write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses in the 11th and 12th grades.

## **GOAL 4: MATHEMATICS**

### **Goal 4: Mathematics**

All students at Prospect Schools will be/become proficient in Mathematics.

### **BACKGROUND**

In the Prospect Schools mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students will be prepared to take a rigorous sequence of HS Math classes by the end of 8<sup>th</sup> grade.

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

Using space freed up by 2020-21 curriculum prioritization to ensure deep learning of the most essential grade level concepts, and to design experiences that build and sustain mathematical communities where all students see themselves, and each other, as mathematicians. Mathematical mindsets, experiences, and transferable skills (e.g.: standards for mathematical practice) take precedence over breadth of content coverage.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

#### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	113	0	0	0	15	128
4	121	0	0	0	6	127
5	118	0	0	0	15	133
6	188	0	0	0	20	208
7	193	0	0	0	35	228
8	180	0	0	0	45	225
All	913	0	0	0	136	1049

### RESULTS AND EVALUATION

Prospect Schools did not meet this measure in 2022. We are unable to see the performance difference between students who have been enrolled for at least two years.

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	113	63%	41
4	52%	121	37%	48
5	67%	118	64%	45
6	58%	188	71%	41
7	68%	193	62%	45
8	60%	180	64%	142
All	58%	913	54%	362

### ADDITIONAL EVIDENCE

While we saw our proficiency go up in ES and MS ELA, our numbers were not where they were pre-COVID in Math.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Achieving Proficiency			
	2018-19		2021-22	
	Percent	Number Tested	Percent	Number Tested
3	91%	53	68%	113
4	74%	53	52%	121
5	81%	73	67%	118
6	67%	223	58%	188
7	73%	209	68%	193
8	74%	193	60%	180
All	73%	804	58%	913

#### Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state 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 2021-22.

#### Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

We met this metric in District 13, but did not meet it in District 15, again because we have just a handful of veteran students testing in 6<sup>th</sup> and 7<sup>th</sup>.

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 13 Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63%	41	54%	892
4	37%	48	49%	985
5	64%	45	47%	937
6	73%	40	29%	674
7	65%	43	31%	670
8	45%	88	25%	470
All	56%	305	42%	4628

\* USING DISTRICT PERFORMANCE FROM 2018-19, AS NO STUDENTS WERE TESTED IN 2019-20 AND PARTICIPATION WAS 30% IN 2020-21.

Grade	Percent of Students at or Above Proficiency*			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 15 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3			66%	2520
4			60%	2555
5			59%	2451
6	0%	1	54%	2083
7	0%	2	56%	1812
8	44%	54	19%	126
All	42%	57	57%	6907

\* USING DISTRICT PERFORMANCE FROM 2018-19, AS NO STUDENTS WERE TESTED IN 2019-20 AND PARTICIPATION WAS 30% IN 2020-21.

### ADDITIONAL EVIDENCE

We met this goal in District 13, but were one percentage point shy in District 15. We believe that because we have no veteran students in 6<sup>th</sup> and 7<sup>th</sup> grades in District 15, it makes sense that this first year testing post pandemic, our performance was level with the district.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2021-22 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School		All District 13 Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	113	54%	892
4	52%	121	49%	985
5	67%	118	47%	937
6	55%	97	29%	674
7	61%	106	31%	670
8	50%	105	25%	470
<b>All</b>	<b>59%</b>	<b>649</b>	<b>42%</b>	<b>4628</b>

\* USING DISTRICT PERFORMANCE FROM 2018-19, AS NO STUDENTS WERE TESTED IN 2019-20 AND PARTICIPATION WAS 30% IN 2020-21.

Grade	Percent of Students at or Above Proficiency*			
	Charter School Students		All District 15 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3			66%	2520
4			60%	2555
5			59%	2451
6	62%	91	54%	2083
7	59%	87	56%	1812
8	45%	75	19%	126
All	56%	253	57%	6907

\* USING DISTRICT PERFORMANCE FROM 2018-19, AS NO STUDENTS WERE TESTED IN 2019-20 AND PARTICIPATION WAS 30% IN 2020-21.

#### Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### Goal 4: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

### STAR

**At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams.** Schools should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute's [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

### Goal 4: Additional Measure

Each year, the school's median growth percentile for 3<sup>rd</sup> through 8<sup>th</sup> grade will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

### METHOD:

In 2021-22 we used Star Math at three of our four Elementary and Middle School campuses to assess our students' performance and growth over the course of the year. Upon acquiring International Elementary School (IES), in June of 2021, they were using iReady to assess students, so we kept that testing method consistent to be able to monitor their growth.

### RESULTS AND EVALUATION:

We met this goal overall and in three out of the six individual grades. Over the past year we have improved the percentage of students scoring proficient from 43% to 64% and we have also increased our median growth percentile from 30 to 51.

End of Year Performance on 2021-22 Star Reading Assessment

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students Proficient Over Time				
Grades	2020-21		2021-22	
	Percent Proficient*	Number Tested	Percent Proficient**	Number Tested
3	39%	57	52%	119
4	42%	52	56%	108
5	62%	53	64%	121
6	49%	89	66%	186
7	33%	95	70%	193
8	28%	29	69%	191
All	43%	375	64%	919

\* This proficiency level was based just on Star Reading performance

\*\* This proficiency combines Star Reading and iReady Reading performance

Median Growth Percentiles by Grade				
Grades	2020-21		2021-22	
	Median Growth Percentile	Number Tested	Median Growth Percentile	Number Tested
3	15	51	36	119
4	32	52	39	108
5	38	42	63	121
6	27	59	57	186
7	27	83	74	193
8	34	21	46	191
All	30	314	51	919

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

We did not meet the Absolute Goal for Mathematics, however, we did meet both the Comparative and the Growth Goals in ES/MS Mathematics.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did not meet (54%)
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Partially Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, the school's median growth percentile for 3rd through 8th grade will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Met

### ACTION PLAN

In the upcoming year, we plan to continue to develop student agency and collaboration through devising rich and “groupworthy” tasks and student discourse around problem solving.

Our teachers will continue to cultivate an assets-oriented view of students and provide regular time and space for reflection around patterns of equity or inequity. We will provide opportunities for students to share and reflect on their own assets and strengths as mathematicians. We will ensure that we continue to give space to teachers to identify mathematical strengths for each individual student. Our leadership will work to uncover trends and coach explicitly around confronting teacher biases, using equity participation tracking.

To ensure high quality, on-grade-level instruction, where students co-construct deep knowledge of the most essential concepts of the grade we will:

- Define high quality math instruction (discourse-based, student-centered, inquiry-based), according to NCTM’s Effective Math Teaching Practices, and the 5 Practices
- Unpack the major work of each grade and vertical connections to previous and subsequent grades and determined the most essential grade-level content to prioritize, and key points for just-in-time support.
- Coach explicitly around effective lesson implementation that preserves grade-level rigor and students’ cognitive lift.
- Dedicate ongoing time and resources to development of an inquiry-based IB math curriculum.
- Perform instructional walkthroughs, peer observations, and video cycles to elevate examples of high-quality, on-grade-level math instruction where students are carrying the cognitive load.

Last, we will provide high-quality small group intervention as a way to regularly respond to formative data. To do this we will implement a staffing and scheduling model for math intervention spaces that allows for highest-need students to receive small group intervention

from grade level math teacher. We will create menus of activities for math intervention spaces that foster engagement and differentiation and implement data cycles that allow for flexible small groups and response to fresh, formative data.

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

### RESULTS AND EVALUATION

We are within three percentage points of meeting this measure. This is the closest we have ever been to achieving this Absolute Metric.

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)
2016	2019-20	92	0	52	57%
2017	2020-21	98	1	45	46%
2018	2021-22	109	4	65	62%

### ADDITIONAL EVIDENCE

While our 2018 Cohort was within three percentage points of this goal, over the next two years, it will be difficult to track our progress with the next two cohorts having only exemptions.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	124	57%	119	58%	109	62%
2019			112	N/A*	152	N/A*
2020					153	N/A*
2021					149	17%

\*Students only had exempted results.

#### Goal 4: Absolute Measure

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

#### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

#### RESULTS AND EVALUATION

We have continuously met this measure.

### 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)
2016	2019-20	92	0	88	96%
2017	2020-21	98	1	92	95%
2018	2021-22	109	4	104	99%

## ADDITIONAL EVIDENCE

While we have continuously met this measure, over the next two years, it will be difficult to confirm our excellence with all of the student exemptions.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	99	91%	119	93%	109	99%
2019	124	96%	112	N/A*	152	N/A*
2020					153	N/A*
2021					149	65%

\*Students only had exempted results.

### Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

### Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

### Goal 4: Growth Measure

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

**METHOD**

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

**RESULTS AND EVALUATION**

We met this metric for the first time in our Network’s history.

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)
2016	2019-20	23	0	7	30%
2017	2020-21	31	0	5	16%
2018	2021-22	25	1	12	50%

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Prospect Schools has continuously met this measure.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>7</sup>

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)
2016	2019-20	23	0	22	96%
2017	2020-21	31	0	30	97%
2018	2021-22	25	1	24	100%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We met one of the two Absolute Goals and for the first time, both of the Growth Goals measured this year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet (62%)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <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.	Met

<sup>7</sup> Based on the highest score for each student on the mathematics Regents exam

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.	Met
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## ACTION PLAN

### Common Core and IB Alignment

Over the last few years, the HS Mathematics department worked on aligning the curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. The department offers a variety of Regents based courses (Algebra 1, Geometry, and Algebra 2) and IB Diploma Programme courses (IB Mathematics SL and IB Mathematical Studies SL). During the 2015-16 academic year, the department worked to align our coursework to the IB Math SL course - which is our pinnacle mathematics course offered at Brooklyn Prospect. The department focused upon pushing students to persevere by enduring the productive struggle with familiar and unfamiliar math problems as well as ‘making sense’ of their work. Within our classes, we incorporated numerous literacy strategies to tackle word problems and problem-solving techniques to equip our students with the appropriate mathematical practices. In 2022-23, we will continue to use principles of college and career readiness to determine the most essential content and prioritize new content rather than staying within overlap from previous courses.

### Targeted Data-Driven Instruction

During the 2022-23 academic year, the HS Math department will continue to administer diagnostics and interim assessments to collect data about student progress and mastery on mathematics standards and skills. We continue to use small-group instruction in-class and during office hours to address the individualized needs of our student body. Prior to the annual January, June, and August Regents exams, we have implemented small group tutoring and individualized support to support students who aim to score a 65 on any math Regents exam to meet the graduation requirement for a Regents diploma or those who aim to score an 80 to meet the college and career readiness standard.

## GOAL 5: SCIENCE

### Goal 5: Science

All students at Prospect Schools will demonstrate understanding in scientific reasoning.

### BACKGROUND

The science curriculum at Prospect Schools is based on the New York City Scope and Sequence for Science, which includes standards from life, earth, and physical science each year, using themes like energy or systems to organize these concepts. Each year, students learn laboratory techniques appropriate to the content of the course. The MYP engineering design and the scientific method are taught to students in a scaffolded manner so that they develop

independence in problem-solving and experiment design over the course of three years. Similarly, nonfiction reading, writing, and research skills are taught each year with increasing levels of complexity. Students produce written lab reports and essays, design projects, and multimedia presentations at each grade level.

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

### ELEMENTARY AND MIDDLE SCIENCE

**Goal 5: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS AND EVALUATION

We have outperformed this metric for the past three testing years.

Charter School Performance on 2021-22 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	86%	50
8	76%	139
All	78%	189

**ADDITIONAL EVIDENCE**

Performance on a NYS Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Percent Passing with a 65	Number Tested
8	2017-18	92%	101
8	2018-19	86%	195
8	2021-22	81%	179

**Goal 5: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

**ADDITIONAL CONTEXT AND EVIDENCE**

We are including our mock scores below, as some supporting evidence of proficiency, given that we do not yet have NYS Science Results.

**METHOD**

Our Middle Schools both administered and Science Mock Exam to our 8<sup>th</sup> graders in the spring of 2022.

**RESULTS AND EVALUATION**

Our two Middle Schools had roughly the same proficiency on our Mock, just shy of 50%. Historically, more than 90% of our students are proficient on the NYS Science exam and our mock has a much higher level of rigor.

School	Grade	Number Tested	Percent Proficient
Clinton Hill Middle	8 <sup>th</sup>	105	48%
Windsor Terrace Middle	8 <sup>th</sup>	112	46%

**SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL**

We cannot at this time adequately evaluate our ES/MS Science performance.

**ACTION PLAN**

The 2022-23 SY will be the first time that our organization will have a Head of Science Curriculum at the central office level. This new staff member is currently charting our way forward.

## HIGH SCHOOL SCIENCE

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

Grade	Course	Special Notes
9th	<ul style="list-style-type: none"> <li>Living Environment (2014 to present: Class of 2016, 2017 and 2018 may take course in Grade 10, 11, 12)</li> </ul>	Living Environment is an introductory biology course that includes a 1200-minute laboratory component. The course provides students with a strong foundation. This course aligns with the New York State Core Curriculum and is specifically designed to prepare students for the Living Environment Regents Exam.
10th	<ul style="list-style-type: none"> <li>Chemistry (Offered 2014-to present)</li> <li>Earth Science (2016) - mixed grade levels</li> </ul>	Earth Science is taught to prepare students for the Regents exam. It will introduce students to the systems that make life on Earth possible. 10th Grade students who still need to pass a Regents exam or have already taken Chemistry will be taking Earth Science. In addition, students who are credit deficient will take Earth Science.
11th	<ul style="list-style-type: none"> <li>IB Ecosystems and Societies SL *</li> <li>IB Biology HL (Year 1)</li> <li>Genetics (mixed grade levels)</li> </ul>	Students enrolling in IB Biology HL must receive an overall grade of 80 or higher in Chemistry and must have at least ONE Regents Science Exam with an 85+ or higher. Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam with an 85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course. Genetics is an introductory course that provides students with an understanding of general concepts concerning genes, heredity, and variation of organisms. The objective of this course is to explore the mechanisms of human heredity and how our understanding of our own self is revealed by scientific experimentation.
12th	<ul style="list-style-type: none"> <li>Physics (11th and 12th)</li> <li>IB Ecosystems and Societies SL</li> <li>IB Biology HL (Year 2)</li> </ul>	Students enrolling in IB Biology HL (Year 2) must receive an overall grade of 65 or higher in IB Biology HL (Year 1). Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam with an 85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course. Physics is an introductory course in high school physics designed to prepare students for the NYS Regents Physics Examination. Students should be familiar with basic algebra, geometry, and trigonometry in preparation for this course.

**Goal 5: Absolute Measure**

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

**METHOD**

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

**RESULTS AND EVALUATION**

Prospect Schools has continuously outperformed on this measure.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>8</sup>

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)
2016	2019-20	92	7	79	94%
2017	2020-21	98	8	82	91%
2018	2021-22	109	9	99	97%

**ADDITIONAL EVIDENCE**

Again, our 2018 Cohort has significantly outperformed this measure, but in the coming years, it will be difficult to gauge our performance with Exempted Pass scores.

<sup>8</sup> Based on the highest score for each student on any science Regents exam

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	124	93%	102	91%	109	99%
2019					152	N/A*
2020					153	N/A*
2021					122	84%

\*Students only had exempted results.

#### Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

## GOAL 6: SOCIAL STUDIES

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

Grade	Course	Notes
9th	<ul style="list-style-type: none"> <li>Global Studies I</li> </ul>	
10th	<ul style="list-style-type: none"> <li>Global Studies II</li> </ul>	This and the 9th grade course combined are in preparation for the Global History Regents Exam, which students take at the end of their 10th grade year
11th	<ul style="list-style-type: none"> <li>US History</li> <li>Participation in Government</li> <li>IB History HL</li> <li>IB Psychology HL</li> </ul>	<p>US History prepares students for the US History Exam, which students take at the end of their 11th grade year</p> <p>In 11th grade IB History HL covers US History and prepares students for the Regents</p>

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>12th</b>	<ul style="list-style-type: none"> <li>• Government &amp; Economics</li> <li>• IB History HL</li> <li>• IB Psychology HL</li> </ul>	Both Social Science IB course are two year courses, at the end of which students are prepared to take the correspond IB exam towards their IB Diploma
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### Goal 6: Social Studies

Prospect Schools students will demonstrate proficiency in the social sciences.

### Goal 6: Absolute Measure

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

## METHOD

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

**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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS

None of our Cohort 2018 students sat for the exam; however, 89% passed the course and were exempted.

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)
2016	2019-20	92	0	78	85%
2017	2020-21	98	85	0	N/A*
2018	2021-22	109	97	0	N/A*

\*Students only had exempted results.

**ADDITIONAL EVIDENCE**

All students only had exempted scores.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018					109	N/A*
2019						
2020						
2021						

\*Students only had exempted results.

**Goal 6: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 6: Absolute Measure**

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

**METHOD**

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

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

**RESULTS**

None of our Cohort 2018 students sat for the exam; however, 91% passed the course and were exempted.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2016	2019-20	92	0	77	84%
2017	2020-21	98	0	77	79%
2018	2021-22	109	99	N/A	N/A*

\*Students only had exempted results.

### ADDITIONAL EVIDENCE

While we will not be able to assess our performance in Global History for Cohort 2018 or 2019, because of exemptions, our 2020 students have already achieved this goal.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			119	N/A*	109	N/A*
2019					152	N/A*
2020					153	86%
2021						

\*Students only had exempted results.

#### Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Prospect Schools remains in Good Standing.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

## APPENDIX A: DATA REPORTING TABLES

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

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

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

### NWEA

2021-22 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	[X] <sup>10</sup>	[#]	[X]	[Yes/No]

<sup>9</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>10</sup> Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>11</sup>	2+ students	75%	[#]	[%]	[Yes/No]
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### End of Year Performance on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>12</sup>	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### End of Year Growth on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students

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

## I-READY

### 2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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<sup>11</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>12</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>13</sup>	[%] <sup>14</sup>	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

### End of Year Performance on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

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

<sup>13</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>14</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

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