



Brooklyn Prospect Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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Daniel Rubenstein, Chief Executive Officer of Prospect Schools, prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Benn, Jennifer	Cross-Board DEI Committee (Chair)
Burke, Christine	Member
Camp, Elizabeth Varley	Governance (Chair), Finance and Fundraising
Haque, Ahmed	Member
Inbar, Jill	Member
Keenan, Sara	Member
Koch, Sam	Member
Mole, Kevin	Finance and Fundraising (Chair)
Pierre, Gravelle	Member
Richards, Cherry Ann	Member (pending)
Walker, Kate Eberle	Governance, Personnel and Management (Chair)

Daniel Rubenstein served as the Executive Director of Brooklyn Prospect Charter School from 2009 to 2020, when he became the Chief Executive Officer of Prospect Schools, a nonprofit charter management organization contracted by Brooklyn Prospect Charter School.

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INTRODUCTION

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

Our Mission

Brooklyn Prospect Charter School 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
2013-14	75						107	108	103	111	107			613
2014-15	51	79					109	108	107	104	107	104		769
2015-16	54	54	80				108	107	106	108	107	104	96	924
2016-17	52	57	52	80			198	106	104	103	102	99	99	1052
2017-18	57	58	58	55	80		223	209	108	111	100	99	95	1253
2018-19	60	58	57	56	55	76	235	217	206	124	111	100	85	1440
2019-2020	55	61	54	55	57	54	225	222	204	157	127	102	92	1465

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <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 anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	96	6	102

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2016-17	2013-14	2013	99	6	105
2017-18	2014-15	2014	94	1	95
2018-19	2015-16	2015	84	7	91
2019-20	2016-17	2016	112	6	118

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to 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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	96	0	96
2016-17	2013-14	2013	99	0	99
2017-18	2014-15	2014	94	1	95
2018-19	2015-16	2015	84	0	84
2019-20	2016-17	2016	112	0	112

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
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2015-16	2011-12	2011	NA	NA	NA
2016-17	2012-13	2012	1	0	1
2017-18	2013-14	2013	2	0	2
2018-19	2014-15	2014	1	0	1
2019-20	2015-16	2015	2	0	2

PROMOTION POLICY

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Present the school’s promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school’s requirements are consistent with the State Commissioner’s Part 100.5 Diploma Requirements. Indicate any adjustments made due to the Covid-19 school closure.

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

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

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Prospect met this goal. Greater than 92 percent of students in the 2018 and 2019 Graduation Cohorts were promoted, an increase from our performance last year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort	Percent promoted
2018	124	92.8%
2019	161	92.0%

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2020, the 2018 cohort will have completed its second year.

As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, 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 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

BPCS has achieved this measure. We saw an uptick in this number compared to our 2018-19 school year; however, we cannot make a direct comparison to previous years based on this year’s exemption policy.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	104	89.4%
2015	102	82.4%
2016	107	75.7%
2017	111	78.4%
2018	124	91.2%

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

The school’s graduation requirements appear in this document below the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Brooklyn Prospect met the first measure of this goal for the fifth consecutive year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	104	79.8%
2013	99	89.9%
2014	95	95.8%
2015	85	97.6%
2016	92	97.8%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	NA	NA
2012	2	100%
2013	1	100%
2014	6	66.7%
2015	2	100%

Goal 1: Comparative Measure
 Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² In the past, given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. This year,

² Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

since Regents exams were cancelled and exemptions were based on class grades, students who might have taken or retaken exams in the summer of their fourth year did not have the opportunity to do so. Class grades are composed of summative assessments, otherwise known as Regents Mock exams, which are directly aligned to the Regents exams within their specific content areas. This predictive measure, combined with our historical use of the Mock exams (over the past 3 years), gives us a high degree of confidence in utilizing the approved exemption guidance, to predict performance)

RESULTS AND EVALUATION

We have been outperforming the district on our graduation rates since our first graduating cohort in 2015-16. Although the final numbers for 2019-20 have not yet been released, and will not be directly comparable to past years, we are confident that with a graduation rate of more than 97%, we have again outperformed the district.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	104	79.8%	1335	65%
2013	99	89.9%	1460	66%
2014	95	95.8%	1550	67%
2015	85	97.6%	1575	71%
2016	92	97.8%		

Goal 1: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Prospect met all of the graduation goals that applied to our 2014 Cohort.

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

Brooklyn Prospect 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, BPCS 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

Brooklyn Prospect 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 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

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: COLLEGE PREPARATION

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

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

Goal 2: Absolute Measure

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

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

- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

METHOD

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

RESULTS AND EVALUATION

BPCS did not achieve this measure. In 2019-20 56.8% of our graduating class achieved college preparedness through a combination of meeting the SAT benchmark in both EBRW and Math and IB examinations. This number is up from 55.3% in 2018-19.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT	88	88	52	59.1%
IB Exam		52	50	56.8%
Overall		88	50	56.8%

ADDITIONAL EVIDENCE

Our College Readiness has moved from 55.3% in 2018-19 to 56.8% in 2019-20.

Indicator	2015-16	2016-17	2017-18	2018-19	2019-20
SAT	56.0%	51.8%	50.6%	52.9%	59.1%

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IB Exam	34.4%	37.8%	48.4%	55.3%	56.8%
Overall	59.4%	51.8%	50.6%	55.3%	56.8%

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 fall following graduation.

RESULTS AND EVALUATION

Brooklyn Prospect has achieved this goal for the past four years. We collect data from CollegeBoard, and from our students. Our matriculation numbers are lower than our college acceptance numbers; 88 graduates (95.7%) were accepted into at least one program. Based on reports from families and students, the matriculation to college was impacted by uncertainty of college classes due to the COVID-19 pandemic.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012	2015-16	104	87	87.7%

2013	2016-17	99	87	87.9%
2014	2017-18	95	89	93.7%
2015	2018-19	85	73	85.9%
2016	2019-20	92	82	89.1%

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did Not Meet
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

Integrated SAT Preparation

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

Increased PSAT Frequency

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

increase student comfort with the testing program through more frequent exposure to SAT-style assessments.

IB Language and Literature Requirement

Cohort 2014 was the first graduating cohort, in which all students were enrolled in IB Language and Literature as a course beginning in 11th grade. This gave all students exposure to the IB programme, as well as the opportunity to take at least one IB examination during their time at Brooklyn Prospect. A study has shown that students who participated in the IBDP regardless of whether or not they received the IB diploma graduated college at a rate much higher than the national average: 79% of participating students graduated college within 4 years, 20% higher than the national average, and 83% of IB participating students graduated within 6 years, 24% higher than the national average. College graduation rate increased when students received an IB Diploma to 84% in 4 years and 87% in 6 years.³ We are anticipating that our now required participation in an IB course will not only increase our students' likelihood of matriculating to college but also graduating.

While the students in Cohort 2016 also took IB Language and Literature, we did not require those students to take the IB exam, most of them did; however, a few who were not enrolled in the IB Diploma Program, did opt out of taking the exam.

GOAL 3: ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: English Language Arts

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

BACKGROUND

In English Language Arts courses at Brooklyn Prospect Charter School 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.

³ Bergeron, Liz, Ph.D. "Diploma Programme Students' Enrollment and Outcomes at US Postsecondary Institutions 2008-2014." January 2015.

<https://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>.

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 context clues skills to help students determine the meaning of unfamiliar words and through direct instruction to build students' academic tier 2 vocabulary. Starting in 7th grade, there is extended study of classical morphemes. Since the 2015-2016 school year, the middle school has been teaching one tier-two vocabulary word in homeroom each week at each grade level. These are words that are essential in multiple disciplines, and they are in addition to the words already taught in ELA and the tier-three words students learn in their content classes.

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

We began remote learning on March 16th for grades 6-8, and March 17th for grades K-5. All grade levels learned through a combination of live and asynchronous instruction, using various remote-learning tools like Google Classroom, Flipgrid, and Nearpod. Live learning focused on collaborative meaning-making and skills instruction, while asynchronous learning focused on productive struggle and choice.

METHOD

Due to remote instruction, schools did not administer the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade. Instead, we assessed students using Mock ELA assessments, which we have used for the past three years as predictors of the New York State Exam, with an accuracy of 2% points. We feel confident on the use of the mock and interim assessments as methods to assess predictive proficiency paired with appropriate intervention and reteaching, due to their historical reliability and consistent usage across 3-8.

RESULTS AND EVALUATION

	1819 NYSTP Mock Prediction	1819 NYSTP Result	1920 NYSTP Predicted	On Track Towards Network Goals (75%)
Downtown Elementary School	73%	79%	77%	On Track
Clinton Hill Middle School	67%	69%	75%	On Track
Windsor Terrace Middle School	64%	70%	66%	Within <5 %pts

ADDITIONAL EVIDENCE

All three campuses with 3rd through 8th graders showed growth in their predicted Mock exams from the 201-19 school year to the 2019-20 school year. Further, looking at the interim assessment scores across ELA, and examining the effect size growth year-to-year, all subgroups had a positive effect size change, demonstrating the year over year cohort growth on internally benchmarked ELA assessments.

ELA Black	0.44
ELA Hispanic	0.05
ELA White	0.17
ELA IEP	0.03
ELA Non-IEP	0.21
ELA SED	0.10
ELA Non-SED	0.19

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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.	N/A
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.	N/A
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	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. (Using 2016-17 results.)	N/A

ACTION PLAN

Focus on Intensive Reading

Beginning the 2016-17 school year, the entire middle school population participated in a regular “Reading Hall”. This is a consistent time, 3-5 times per week, depending on grade level, for students to read books at their level that they have selected as per their interests. Two teachers are assigned to each room so as to facilitate conferring around student interests, reading habits, and growth, and one teacher is responsible for conducting running record assessments 2-3 times per year via the Fountas & Pinnell system.

In the 2017-18, 2018-2019, and 2019-2020 (before remote learning) school years, we engaged reading hall proctors in professional development in best practices in conferencing with students. We also made the switch from the MAP assessment to STAR to facilitate real-time tracking of student reading growth.

Data Collection/Monitoring

- **Diagnostic.** In grades 6-8, every classroom did a more formalized writing diagnostic. These have already been completed (ELA paragraphs, Humanities DBQs).
 - We have had the first full department meeting looking at student work to identify skills and skill gaps.
 - This push furthered an alignment process around Student Work Quality
- **STAR Assessment.** WTMS further committed to STAR 360. During the Fall 100% of 7th and 8th graders have completed STAR testing, and the 6th grade is nearly there.
- **Data Driven Accountability:**
 - WTMS and DTES increased the access to all data to inform instruction for all centralized assessment (IAs, STAR, Mocks, Data Bursts, etc.) to all educators.
 - WTMS and DTES further be utilizing the early warning ELA Data Bursts based post the State Mock Assessment to assess cohort on-track.
 - We have a robust IA process in place, with dedicated time for analysis, reflection and re-teaching. Because we have used the same IAs for multiple years, we are able to understand the

meaning of the data and how it could translate into performance on the state test.

Beginning in the 2015-16 school year and continuing through 2019-20, we have set out to participate in an assessment collaborative with other charter schools. With this group, we have created an assessment bank that will allow teachers to create standards-aligned mock state tests. Coupled with our STAR beginning and end of year assessments, one mock state exam, and as-needed F&P testing for struggling readers, we will have a robust picture of students' skills mastery and growth in relation to the state test and to the approximate reading levels of students nationwide.

Students in all grades will complete diagnostic tests in ELA in September in Reading and Writing. The achievement results of these tests will drive classroom instruction and will be used to inform student groupings and differentiation needs.

Beginning in the 2017-18 school year, the middle school administered interim assessments created by the new, full-time Literacy Alignment Coordinator. We also continue to administer F&P assessments at least twice a year to students whose reading level is below Z.

Middle School-Wide Literacy Initiatives

In the 2016-17 school year, we created a literacy alignment committee to examine and align our practices K-12. In addition to continuing the practice of grade-wide tier 2 vocabulary instruction, we developed common rubrics for writing and shared writing expectations across each grade. Finally, we have overhauled our study hall structure to carve out sacred, choice reading time in the form of Reading Hall. Teachers will be trained on best practices for student reading conferences, and conducting and analyzing running records.

In 2019-20, the ELA department focused on developing strong close reading practices, robust discussion protocols including socratic circles, and engaging in mentor text study. The Literacy Curriculum Specialist developed supports for each of these practices, which we will continue to use in the 2020-21 school year.

Remote Learning Action Plan

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

Regardless of whether we are in-person or remote, we will encourage deeper learning by emphasizing interactivity and student choice.

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

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

Goal 3: Absolute Measure

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

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁴ For 2019-2020, students with a 65 or above in an ELA class were considered “exempted pass” from the ELA Regents Exam, and students with a 75 or above were considered “college ready”. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 or an average of 75 and above by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

BPCS has met this goal since 2015-16.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

⁴ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

by Fourth Year Accountability Cohort⁵

Cohort Designation	Number in Cohort	Number Exempted with no Valid Score	Number Scoring at Least Level 4	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	96	0	74	77.1%
2013	99	0	75	75.8%
2014	95	0	68	71.6%
2015	85	0	65	76.5%
2016	92	0	74	80.4%

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	107	62.6%	100	70.0%	92	80.4%
2017			111	64.0%	99	74.7%
2018					124	79.8%
2019						

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.

⁵ Based on the highest score for each student on the English Regents exam

METHOD

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

RESULTS AND EVALUATION

BPCS met this measure. For the past four years we have maintained 95% plus of our students passing the ELA exam with a Performance Level of 3 or higher.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort	Number with No valid score	Number scoring at least level 3	Percent Scoring at Least Level 3 on the Regents English Exam
2012	2015-16	96	0	91	95.8%
2013	2016-17	99	0	96	97.0%
2014	2017-18	95	0	92	96.8%
2015	2018-19	85	0	83	97.7%
2016	2019-20	92	0	88	95.7%

ADDITIONAL EVIDENCE

BPCS achieved these measures for the 2019-20 year and has already achieved it for the upcoming Cohort 2017.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in cohort	Percent Passing
2016	107	82.2%	100	92.0%	92	95.7%
2017			111	78.4%	99	89.9%

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

2018					124	79.8%
2019						

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and

career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

BPCS met this goal and has met it for the past three years and this past year, our percent of students who did not pass the ELA 8th grade state test, but who achieved a four or higher on the ELA Regent has increased by six percentage points.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort ⁷					
Cohort Designation	Fourth Year	Number in Cohort Proficient in 8th Grade (a)	Number exempted with no valid score (b)	Number scoring at least level 4 (c)	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2013	2016-17	51	0	0	66.7%
2014	2017-18	31	0	0	61.3%
2015	2018-19	31	0	0	67.7%
2016	2019-20	27	0	16	59.3%

Goal 3: Growth Measure

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

METHOD

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

⁷ Based on the highest score for each student on the English Regents exam

RESULTS AND EVALUATION

BPCS met this measure and has met it for the past four years.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort ⁸					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade	Number Exempted With No Valid Score	Number Scoring at Least Level 3	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	51	0	50	98.0%
2014	2017-18	31	0	30	96.8%
2015	2018-19	31	0	31	100%
2016	2019-20	27	0	25	92.6%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁹

Brooklyn Prospect Charter School Met all of the HS level ELA goals.

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	N/A

⁸ Based on the highest score for each student on the English Regents exam

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
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. (Using 2017-18 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

Common Core and IB Integration

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

Extended ELA Regents Support

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

Targeted Data-Driven Instruction

During the 2020-21 academic year, the HS English department will continue to administer diagnostics and interim assessments to collect data about student progress and mastery on English standards and skills. In 9th and 10th grade classes diagnostics will focus around the Common Core English Regents and BPCS Literacy Skills, while 11th and 12th grade SL and HL diagnostics are

focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to continue supporting the alignment of our HS courses to the IB DP, our 2019-20 departmental goal was to implement and appropriately sequence the BPCS Literacy Standards and Core Tasks. Based on our successes last year, we will also continue to use active reading strategies, write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses, in the 11th and 12th grades.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

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

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

BACKGROUND

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

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

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

Students take a diagnostic test of foundational skills in the first week of school, which is used to remediate skill gaps and plan for extra support and challenge. Students are assessed through "Do

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

We began remote learning on March 16th for grades 6-8, and March 17th for grades K-5. All grade levels learned through a combination of live and asynchronous instruction, using various remote-learning tools like Google Classroom, Flipgrid, and Nearpod. Live learning focused on collaborative meaning-making and skills instruction, while asynchronous learning focused on productive struggle and choice..

METHOD

Due to remote instruction, schools did not administer the New York State Testing Program Math assessment to students in 3rd through 8th grade. Instead, we assessed students using Mock Math assessments.

	1819 NYSTP Mock Prediction	1819 NYSTP Result	1920 NYSTP Predicted	On Track Towards Network Goals (75%)
Downtown Elementary School	79%	82%	75%	On Track
Clinton Hill Middle School	67%	75%	70%	On Track
Windsor Terrace Middle School	66%	66%	70%	On Track

ADDITIONAL EVIDENCE

In 2019-2020, we saw an increase in Mock Predicted Math scores in our middle school campuses, but a slight decrease in the elementary school. Further based on the 2018-19 to 2019-20 interim assessments, there was a positive effect size gain across 95% of all subgroups. Considering our robust RtI model we feel confident that the group that made minimal effect size growth was poised to meet and/or exceed proficiency outcomes.

Math Black	0.23
Math Hispanic	0.39

Math White	0.37
Math IEP	0.49
Math Non-IEP	0.33
Math SED	0.31
Math Non-SED	0.39

SUMMARY OF THE MATHEMATICS GOAL

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.	N/A
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 mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
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 small 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

ACTION PLAN

Aligned Interims and Reteach

In the 2019-20 school year, Brooklyn Prospect closely monitored the performance of students in the extra assistance tutorial group, using interim assessment data and classroom observations. In the 2018-19 school year, in collaboration with an outside consulting firm, we had a math alignment committee create interim assessments coordinated with our curriculum. The 2020-22 school year will be the third year we have a full-time centralized Head of Network Math Instruction, responsible for our aligned curriculum, interim and mock assessments. In 2020-21 we will again administer a series of 3 interim assessments and 1 mock exam, analyze data at department meetings and design and track interventions for students in 1:1 meetings between teachers and the Department Head. Collaborative analysis time is provided during department meetings to ensure that all teachers understood and responded to the data collected.

Extended Math Support

In 2020-2021, we will continue our tutorial program, taught by math and science teachers. Students will be identified for small group tutorial based on classroom observations and assessment data. We will continue to use tiered mastery sheets and the computer-based IXL program to provide scaffolded practice on weak skills for students in tutorial. Additionally, this year we will offer these tutorial services after school for both small groups of students and individual students during office hours.

Improving Conceptual Foundations

Our math department is focusing on making our teaching more conceptual, and we are developing in-house professional development toward this end while also pursuing outside opportunities. Brooklyn Prospect has hosted a two-day Math Solutions PD focused on teaching [Ratios and Proportionality](#) through inquiry. As part of this initiative, we gather and provide resources for math teachers to support them in making a shift to integrating more conceptual work and open-ended problem-solving in their instruction. The Math Department Head or principal will work with math teachers to integrate these activities into their curricula and will model lessons as necessary.

Remote Learning Action Plan

For the 2020-21 school year, we plan to prioritize deep learning of the most essential grade level content. We have identified which Common Core standards are 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 will integrate both supporting content and "just-in-time" supports that bolster conceptual understanding from the previous grade's units that were impacted by the COVID closure. Kindergarten through 5th grade will use Navigator, while grades 6 through 8 will use Illustrative Mathematics.

GOAL 4: 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 school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.¹⁰ This

¹⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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

BPCS did not meet this measure, but saw a significant increase from our Cohort 2015’s performance, moving from 42.4% in 2018-19 to 56.5% in 2019-20.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort ¹¹					
Cohort Designation	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
2012	2015-2016	96	0	42	43.8%
2013	2016-2017	99	0	54	54.5%
2014	2017-18	95	0	29	30.5%
2015	2018-2019	85	0	36	42.4%
2016	2019-2020	92	0	52	56.5%

ADDITIONAL EVIDENCE

While we did not meet this measure for this school year, we did improve greatly from our Cohort 2015’s performance of 42.4% scoring a 4 or higher.

Percent Achieving at Least Level 4 by Cohort and Year			
Cohort Designation	2017-18	2018-19	2019-20

¹¹ Based on the highest score for each student on a mathematics Regents exam

	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	97	41.5%	100	43.0%	92	56.5%
2017	100	30.0%	111	32.4%	99	44.4%
2018			124	52.4%	124	87.1%
2019						

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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

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

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort ¹²					
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 on a Regents Mathematics Exam (c)/(a-b)

¹² Based on the highest score for each student on a mathematics Regents exam

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2012	2015-16	96	0	94	97.9%
2013	2016-17	99	0	98	99.0%
2014	2017-18	95	0	87	92.0%
2015	2018-19	85	0	84	98.8%
2016	2019-20	92	0	88	95.7%

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-2020	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	100	97.0%	100	92.0%	92	95.7%
2017	111	83.8%	111	86.4%	99	90.9%
2018			124	82.2%	124	95.9%
2019						

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Prospect did not achieve this measure. We did increase this number by 19 percentage points from 2018-19 to this year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Fourth Year	Number in Cohort not proficient in 8th grade (a)	Number exempted with no valid score (b)	Number scoring at least level 4 (c)	Percent Achieving Level 4 on Common Core Exam (c)/(a-b)
2012	2015-16	25	0	0	0%
2013	2016-17	49	0	16	32.7%
2014	2017-18	30	0	2	6.7%

¹³ Based on the highest score for each student on the English Regents exam

2015	2018-19	27	0	3	11.1%
2016	2019-20	23	0	7	30.4%

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

BPCS achieved this measure, with 95.7% of our students who were not proficient in math in 8th grade passing a Mathematics Regents in High School.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Fourth Year	Number in Cohort not proficient in 8 th grade (a)	Number exempted with no valid score (b)	Number scoring at least level 3 (c)	Percent Achieving Level 3
2012	2015-16	25	0	24	96%
2013	2016-17	49	0	47	95.9%
2014	2017-18	30	0	30	100%
2015	2018-19	27	0	20	100%
2016	2019-20	23	0	22	95.7%

¹⁴ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁵

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2017-18 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics	Met

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	<p>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.</p>	
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ACTION PLAN

Common Core and IB Alignment

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

Targeted Data-Driven Instruction

During the 2020-21 academic year, the HS Math department will again administer diagnostics and interims 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.

Early Integration of Regents

In 2020-21 we are continuing to realign our curriculum in grades 6-8, to better prepare students to be eligible to take the Algebra I Regents Exam at the end of their 8th grade year. This will increase the likelihood that they will participate in and succeed in the higher level mathematics courses offered at BPCS.

GOAL 5: SCIENCE

Goal 3: Science

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

BACKGROUND

The MS science curriculum at Brooklyn Prospect is based on the New York City Scope and Sequence for Science, which includes standards from life, earth, and physical science each year, using themes like energy or systems to organize these concepts. Each year, students learn laboratory techniques appropriate to the content of the course. The MYP engineering design and the scientific method are taught to students in a scaffolded manner so that they develop independence in problem-solving and experiment design over the course of three years. Similarly, nonfiction reading, writing, and research skills are taught each year with increasing levels of complexity. Students produce written lab reports and essays, design projects, and multimedia presentations at each grade level.

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

METHOD

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

RESULTS AND EVALUATION

NA

ADDITIONAL EVIDENCE

In science, we did not have an opportunity to present a final and/or mock due to COVID. However, we have historically had a high correlation between our course pass rates and passage rates on the NYS Science exam. Thus we present the Science course pass rates, pre-COVID, which involve a mixture of formative and summative assessments that directly correlate to the historical science passage rates.

Grade Level	Number of Students	Percent of Students who Passed a Full-Year Core Science Course
6	225	96.4%
7	222	95.0%
8	204	93.6%
All	651	95.1%

SUMMARY OF THE SCIENCE GOAL

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

HIGH SCHOOL SCIENCE

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

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

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

Grade	Course	Special Notes
9th	<ul style="list-style-type: none"> ● Living Environment (2014 to present: Class of 2016, 2017 and 2018 may take course in Grade 10, 11, 12) 	Living Environment is an introductory biology course that includes a 1200 minute laboratory component. The course provides students with a strong foundation This course aligns with the New York State Core Curriculum and is specifically designed to prepare students for the Living Environment Regents Exam.
10th	<ul style="list-style-type: none"> ● Chemistry (Offered 2014-to present) ● Earth Science (2016) - mixed grade levels 	Earth Science is taught to prepare students for the Regents exam. It will introduce students to the systems that make life on Earth possible. 10th Grade students who still need to pass a Regents exam, or have already taken Chemistry will be taking Earth Science. In addition, student who are credit deficient will take Earth Science.
11th	<ul style="list-style-type: none"> ● IB Ecosystems and Societies SL * 	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

	<ul style="list-style-type: none"> • IB Biology HL (Year 1) • Genetics (mixed grade levels) 	<p>an 85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course.</p> <p>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.</p>
12th	<ul style="list-style-type: none"> • Physics (11th and 12th) • IB Ecosystems and Societies SL • IB Biology HL (Year 2) 	<p>Students enrolling in IB Biology HL (Year 2) must receive an overall grade of 65 or higher in IB Biology HL (Year 1).</p> <p>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.</p> <p>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.</p>

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry 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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

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

Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Fourth Year	Number in Cohort	Number exempted with no valid score	Number passing with at least a 65	Percent Passing with a Valid Score
2012	2015-16	96	0	90	93.8%
2013	2016-17	99	0	93	93.9%
2014	2017-18	95	0	92	96.8%
2015	2018-19	85	0	81	95.3%
2016	2019-20	92	7	79	93.5%

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2017-18		2018-19		2019-2020	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	100	85.0%	100	85.0%	92	93.5%
2017	111	65.8%	111	78.4%	99	83.8%
2018			124	71.8%	124	92.7%
2019						

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

¹⁶ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

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

Goal 6: Social Studies

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

The faculty of the Brooklyn Prospect 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"> ● Global Studies I 	
10th	<ul style="list-style-type: none"> ● Global Studies II 	This and the 9th grade course combined are in preparation for the Global History Regents Exam, which students take at the end of their 10th grade year
11th	<ul style="list-style-type: none"> ● US History ● Participation in Government ● IB History HL ● IB Psychology HL 	<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>
12th	<ul style="list-style-type: none"> ● Government & Economics ● IB History HL ● IB Psychology HL 	Both Social Science IB course are two year course, at the end of which students are prepared to take the correspond IB exam towards their IB Diploma

Goal 6: 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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

BPCS has continuously achieved this measure since 2015-16.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Number Exempted with no valid score	Number passing with at least a 65	Percent Passing with a score of 65
2012	96	0	89	92.7%
2013	99	0	87	87.9%
2014	95	0	85	89.5%
2015	85	0	79	92.9%
2016	92	0	78	84.8%

ADDITIONAL EVIDENCE

BPCS achieved this measure for Cohort 2016 and has already achieved it for Cohort 2017.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

¹⁷ Based on the highest score for each student on a science Regents exam

2016			100	79.0%	92	84.8%
2017					99	85.6%
2018						
2019						

Goal 6: Comparative Measure

Each year, the percent of 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

Brooklyn Prospect achieved this measure in 2019-20 and for the past four years.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65	Percent Passing with a score of 65
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¹⁸ Based on the highest score for each student on a science Regents exam

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2012	96	0	89	92.7%
2013	99	0	86	86.9%
2014	95	0	84	88.4%
2015	85	0	78	91.8%
2016	92	0	77	83.7%

ADDITIONAL EVIDENCE

In addition to our 2016 Cohort having met this measure, our Cohort 2017 has already as well.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	100	86.0%	100	81.0%	92	83.7%
2017			111	73.0%	99	78.8%
2018					124	85.5%
2019						

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

Goal 7: ESSA

Brooklyn Prospect will remain in good standing.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Prospect Charter School remains in good standing under the Every Student Succeeds Act.

Accountability Status by Year

Year	Status
2015-16	Good Standing (NCLB)
2016-17	Good Standing (NCLB)
2017-18	Good Standing (ESSA)
2018-19	Good Standing (ESSA)
2019-2020	Good Standing (ESSA)