

# GREEN TECH HIGH CHARTER SCHOOL



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Paul Miller, Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pamela William	Chairwoman
Jahmel Robinson	Vice-Chairman
Dona Bulluck	Secretary
Laura Chmielinski	Member
Jermaine Privott	Member

**Dr. Paul Miller has served as the principal since 2012.**

### **Vision**

To prepare young men to be college and career ready through a rigorous academic and character-building educational experience.

### **Mission**

Green Tech High Charter School prepares young men to complete high school with a Regents diploma, so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

### **School Philosophy**

Green Tech High Charter School was founded on the belief that all students are capable of developing the skills, motivation and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

### **Culture**

As of BEDS Day 2017, Green Tech High had 356 scholars enrolled. 71 percent were economically disadvantaged students, 7 percent were students with disabilities and less than 1 percent were former English language learners.

Green Tech is committed to creating and maintaining a culture that is conducive to an effective learning environment. An effective learning environment is one where the Core Values of the Organization are non-negotiable. Students at the School will take pride in their efforts to follow the School's motto, "Taking the Initiative, while showing Integrity on the Road to becoming Intellectuals." Throughout the day, students will practice the School's Keys to Success, cultivating the virtues embodied therein. Staff, students, and parents at Green Tech High will work together to help each student reach his full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on following character virtues, our Keys to Success in school, the workplace, and society at large.

The Keys to Success are broken into two categories of character development: Moral and Performance Character virtues. Performance Character consists of those qualities needed to realize one's potential for excellence in academics, the work place or any other area of endeavor. The development of Performance Character is necessary for our students to be able to challenge themselves academically and gain lifelong proficiency skills. On the other hand, Moral Character consists of those qualities needed for successful interpersonal relationships and ethical behavior. The development of Moral Character is critical for enabling our students to treat others with respect and to act with integrity in their ethical lives.

In the classroom, students will follow the teacher's rules for group instruction, which will be articulated for each activity. Green Tech High is a living community, dependent on its members in order to succeed

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and grow. In addition to a focus on academics and respectful conduct, the school asks each student to take an active part in making Green Tech a better place. We believe this teaches students life-lessons of equal value to those learned in the classroom. Given the school's emphasis on responsibility and community, students will be responsible, on a rotating basis, for cleaning classrooms, leaving it better than they found it, at the end of each class period. While the school will also employ professional maintenance services, it is important that everyone in the school — students and staff alike — participate in daily cleaning activities. Additional responsibilities may include lunch duty, interviewing prospective Green Tech High staff, light office work, attendance at fund-raisers, set-up and take down of school furniture, leading tours of the school, and computer up-keep and maintenance.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	111	98	79	67	355
2014-15	111	88	79	66	344
2015-16	132	81	61	75	349
2016-17	123	92	59	57	331
2017-18	126	96	75	56	353

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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 30<sup>th</sup> of that year.

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### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2015-16	2012-13	2012	70	7	63
2016-17	2013-14	2013	57	5	52
2017-18	2014-15	2014	50	2	48

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> 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	60	7	67
2016-17	2013-14	2013	53	0	53
2017-18	2014-15	2014	49	3	52

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> 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)
2015-16	2011-12	2011	56	3	59
2016-17	2012-13	2012	66	3	69
2017-18	2013-14	2013	52	1	53

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Green Tech High 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.

#### Promotion Policy

10th- 12th grade students must earn a "C-"(70) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (67) or higher for freshmen Core Classes only. Elective and Spanish classes always (70 or higher) in each final grade to be eligible for promotion to the next grade.

#### Final Grades are assigned as follows:

Event 1	Value	Event 2	Value	Event 3	Value
1st Quarter Performance	16% of total grade	2nd Quarter Performance	16% of total grade	Mid-Term Examination	8% of total grade
Event 4	Value	Event 5	Value	Event 6	Value
3rd Quarter Performance	20% of total grade	4th Quarter Performance	25% of total grade	Final Exam	15% of total grade

A student may be retained (discretion of the Principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a 4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam at the next time it is offered.

#### RESULTS AND EVALUATION

Green Tech High achieved this measure. 86% of the 2016 and 90% of the 2017 Graduation Cohort earned the required number of credits

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent Promoted
2016	87	86%
2017	107	90%

#### 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 2018, the 2016 cohort will have completed its second year.

#### RESULTS AND EVALUATION

Green Tech High achieved this measure as fewer than 75 percent of the 2016 Graduation Cohort passed at least three Regents exams by the end of the second year in high school.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	67	81%
2015	85	60%
2016	87	59%

#### ADDITIONAL EVIDENCE

Although Green Tech High has struggled with meeting this metric, the graduation rate after four years continues to be steady at greater than 90 percent the past three years.

#### Goal 1: Absolute Measures

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

#### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 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

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graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

### RESULTS AND EVALUATION

The 2014 Graduation Cohort at Green Tech High achieved this measure. 90 percent of the 2014 Total Cohort earned a diploma after four years in high school. 94 percent of the 2013 Total Cohort did so after five years, missing the target by one percentage point.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	67	93%
2013	53	94%
2014	52	90%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	59	95%
2012	69	90%
2013	53	94%

### ADDITIONAL EVIDENCE

Because of our small fifth year cohort sizes, the percentage of students who persevere to earning a diploma can vary greatly year to year just based on one or two student circumstances. We continue to offer incentives and support for all our scholars to complete high school regardless of their timeline.

#### 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.<sup>2</sup> 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.

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

<sup>2</sup> 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](#).

## RESULTS AND EVALUATION

Green Tech High achieved this measure.

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	67	93%	660	58%
2013	53	94%	655	62%
2014	52	90%		

## ADDITIONAL EVIDENCE

Green Tech High’s four-year graduation rate continues to be significantly higher than the local district, this year our 90% to their 62% in 2016-17.

### 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 bellow.

## RESULTS AND EVALUATION

At Green Tech High Charter School, students follow a standard academic path through high school requirements and would only utilize the 4+1 pathway as a secondary means to graduate. Therefore, there are not students identified as pursuing the alternative pathway with success rates.

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Green Tech High continues to graduate at least 90 percent of scholars after four years in high school. Because our students often arrive at our doors with basic skill deficits in grade 9, we must spend the time bringing them up to grade level. Because these students may take longer to accomplish the graduation requirements, we don’t always have 75 percent passing three Regents

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after two years. GTH continues to offer our young men a stronger chance of graduating than the local district, which had just 56% of males graduate in 2016.

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.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Achieved
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Achieved
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.	Achieved
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.	Not Applicable

### ACTION PLAN

Green Tech High is proud of the progress we have made in achieving our graduation goals. Our 87% graduation rate in 2017-18 is most compelling since the students entering ninth grade are typically in academic peril from middle school. The supports we have in place to assist our scholars in improving basic skills, completing coursework, taking responsibility for their education and ultimately graduating are working. We plan to continue fine tuning our offerings and providing our students with what they need to succeed during and beyond high school. Green Tech hired a second school counselor to help provide more access to resources and provide even deeper individualized attention.

There is an initiative to assist more students to pass their NYS Regents by the end of their second year in high school cohort. Seminar courses are specifically designed to help students who have not passed their Regents in a particular area. Examples include:

- a. Intermediate Algebra
- b. US History in Review
- c. Global History in Review
- d. Bio B
- e. Senior English Seminar

Please refer to the Action Plan following the College Prep section for more information on the ways our scholars are gaining access to planning and attending college.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students at GTHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

### 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

Green Tech High did not achieve this measure. Although we have provided the data available at this time, it is not necessarily a complete list and it’s difficult to identify the number of students who attempted a Regents Diploma with Advanced designation as it just happens for some. Going forward we will attempt to identify a set of factors to assist in reporting this in a meaningful way.

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### Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam	24	3	6%
College Level Course	7	1	15%
Advanced Regents	Unable to quantify	9	17%
Overall	47	13	28%

### ADDITIONAL EVIDENCE

GTH offers many options in terms of college coursework and encourage students to participate. Scholars who attempt, but do not earn credit for a college level or AP course do gain a level of understanding as to what will be expected in terms of academic difficulty and time commitment in college. Just experiencing a class at this level contributes to our students' college readiness, regardless of the course credit outcome.

#### 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.

### METHOD

The state's recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).<sup>3</sup>

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

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<sup>3</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: [www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

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## RESULTS AND EVALUATION

The state has not released the CCCRI MIP at the time of this report.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012		N/A	
2016-17	2013		N/A	
2017-18	2014	52	TBD	

### 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.

### METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

### RESULTS AND EVALUATION

Information Unavailable

### 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

Green Tech High achieved this measure, having 80 percent of the 2013 Cohort matriculate in a 2 or 4-year college during the year after graduation.

### ADDITIONAL EVIDENCE

The school uses multiple indicators of college enrollment and retention.

1. National Clearinghouse which has articulation agreements with 80% of colleges report out through Naviance about our class retention based on cohort years.
2. Students self-report when they bring in their report cards and schedules for their consecutive terms and years.

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3. I keep in touch with students and families and gather information from them to track.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)] * 100$
2012	62	57	92%
2013	50	40	80%
2014	47	n/a	n/a

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the table below indicates only one college preparation goal was achieved, we can summarize that 94 percent of the 2013 Total Cohort graduated after four years and 80% of them matriculated in college in the 2017-18 academic year.

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.	Not Achieved
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.	Not Applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not Applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

### ACTION PLAN

During 2018-19, we will also ask our students to upgrade their accountability in their own academic lives and become more autonomous. To date, our approach has been supportive in trying to get students to care more about striving for the loftier outcomes such as scoring well on SAT or advanced Regents exams. However, even those plans can fall on deaf ears if the adults are doing all the motivating. In response to that, we are instituting a series of 6-8 dates where during advisory, students in all grades will be gaining more agency of their academic lives by participating in goal setting and tracking. We call this Personal Academic Review (PAR) and it will pilot this school year.

We also continue to improve and update programs that will foster a readiness for college in our GTH scholars. Following are some partnerships and experiences scholars are offered:

- 1) Partnered with SUNY Albany to offer University in high school classes
  - a) Topics in finite Mathematics
  - b) Topics in Contemporary Mathematics
  - c) African American Studies

- 2) Cultivated deep partnerships with local area colleges and programs through these colleges so that students had first hand experiences as College students on College Campuses.
  - a) Core Program with SUNY Albany. Students spend 3 weeks on SUNY Albany campus and take an introductory college course for credit.
  - b) COAP program with SUNY Albany. Students spend a week on SUNY Albany Campus exploring post-secondary options in business and accounting education and professions.
  - c) Deep Partnerships with various STEP programs focused on STEM careers
  - d) Deep partnership with SIENA College for Teen Corps program- Arm of AmeriCorps where students receive a college stipend for committing to over 500 hours of community service.
- 3) Frequent College Visits (2 in fall, 2 in spring) as well as multi-state week long HBCU College Visit
- 4) College Fairs
- 5) College Access Day: All day event open to students grades 9-12 all about college access options covering each aspect of the high school journey into college pathways.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

Green Tech High Charter School students will become proficient readers and writers of the English language.

#### BACKGROUND

Students take World Literature in grades 9 and 10, then American Literature in 11th grade. Students who qualify may elect to take Honors Literature in grades 9-11. Students who successfully complete Literature 11 Honors may enroll in AP English Language and Composition. Otherwise they take the required Literature 12. This course is designed to engage students in literature, as well as enable students to work toward an understanding of what skills are necessary to succeed in college and/or the workplace. Major themes include: “Living the American Dream;” “the Minority Experience in America;” “Living in an Increasingly Connected World; and “Writing that Leaves a Legacy.” This course will also focus on the college application process, public speaking, research, and composition.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

#### METHOD

The school administered 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).<sup>4</sup> This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

#### RESULTS AND EVALUATION

Green Tech High did not achieve this measure, having 54 percent of the 2014 Accountability Cohort achieve a level 4 on the Regents English Exam.

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<sup>4</sup> 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.

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### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

Cohort Designation	Number in Cohort	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	63	57%
2013	52	54%
2014	48	54%

### ADDITIONAL EVIDENCE

Because many of our students enter grade 9 with deficits in ELA, it's difficult to make the gains necessary to earn a level 4 by the end of four years. That said, we continue to improve upon our strategies for this population.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	56	50%	52	54%	48	54%
2015	68	45%	53	57%	63	29%
2016		--	84	27%	87	22%
2017					107	N/A

### Goal 3: Absolute Measure

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

### METHOD

The school administered 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.

<sup>5</sup> Based on the highest score for each student on the English Regents exam

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## RESULTS AND EVALUATION

Green Tech High achieved this measure. 96% of the 2014 Accountability Cohort scored at least a 65 on an English Regents after four years in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>6</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	63	95%
2013	52	88%
2014	48	96%

## ADDITIONAL EVIDENCE

GTH consistently meets this target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18	
	Number in Cohort	Percent Passing
2014	48	96%
2015	63	68%
2016	87	40%
2017	107	N/A

### 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.

## METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>7</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

<sup>6</sup> Based on the highest score for each student on the English Regents exam

<sup>7</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

The GTH English Language Arts Performance Index calculates to 174.5 based on accountability levels achieved after four years in the cohort, however the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system has not been released at the time of this report.

English Language Arts Performance Index (PI)  
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each <b>Accountability</b> Level			
	Level 1	Level 2	Level 3	Level 4
48	2%	42%	25%	33%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 42 & + & 25 & + & 33 & = & 100 \\
 & & & & 25 & + & 33 & = & 58 \\
 & & & & & + & (.5)*33 & = & \underline{16.5} \\
 & & & & & & \text{PI} & = & 174.5
 \end{array}$$

### 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.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

Green Tech High achieved this measure by having 54% score at levels 4+ to their 45% last year.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving **Annual Performance Level 4 or Higher** on English Regents of Fourth-Year **Total Cohorts** by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	57%	63	23%	660
2013	54%	52	45%	655
2014	54%	52		

### ADDITIONAL EVIDENCE

Green Tech High consistently has a greater percentage of students scoring at Level 4+ on the English Regents than the local district.

#### 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.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

Green Tech High achieved this measure. 94 percent of the 2014 Total Cohort passed the English Regents with a score of at least 65.

### Percent Achieving **Annual Performance Level 3 or Higher** on English Regents of Fourth-Year **Total Cohorts** by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	91%	69	69%	660
2013	92%	53	68%	655
2014	94%	52		

## 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.

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

Green Tech High achieved this measure. The English PI of this year’s Graduation Cohort is greater than the most recently released from the local district, 175 to 133.

English Regents Performance Index (PI)<sup>8</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	156	63	127	541
2013	125	52	133	542
2014	174.5	48		

## Goal 3: Growth Measure

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

### RESULTS AND EVALUATION

This measure does not apply to GTH as our school does not have access to the grade 8 scores of our scholars.

## Goal 3: Growth Measure

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

<sup>8</sup> For an explanation of the procedure to calculate the school’s PI, see page 20.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>9</sup>

As previously stated, almost all Green Tech High students achieve at least a 65 on the English Regents exam by their fourth year in the cohort and outperform the local district. We continue to offer remediation to our incoming scholars reading and writing below grade level to improve their overall performance in high school and on this exam.

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.	Not Achieved
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.	Achieved
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.	Info Unavailable
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Achieved
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.	Achieved
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 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Info Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Info Unavailable

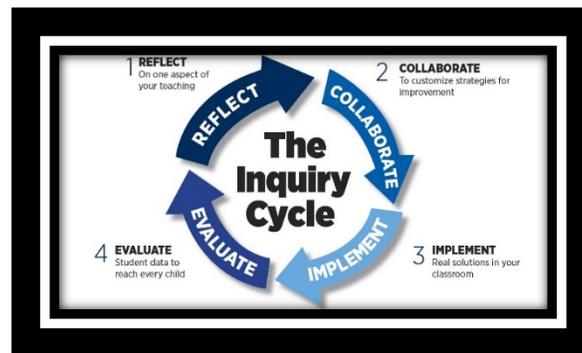
<sup>9</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## ACTION PLAN

Going forward, Green Tech High is implementing or refining strategies to improve student outcomes across academic areas.

### Data Driven Instruction: Procedures and Action Steps for Instructional Coaches

Based on data analysis through meetings and discussions, student performance is discussed to better understand what our students know and are able to do as well as identifying gaps in their learning. Once an assessment or series of assessments identify academic areas of concern, action steps for the Instructional Coach are generated. This is a systematic and cyclical process working with teachers, and administration to create a process working toward effective and positive change.



The process follows a similar sequence as:

1. Specific Analysis is provided to teachers recognizing areas within instruction needing further attention and revision.
2. Teachers are invited to meet with the instructional coach to REFLECT on the area(s) not meeting success.
3. Collectively, the team of content area teachers and coaches COLLABORATE, generating possible explanations for the problem(s) and academic struggles students incurred during the assessment.
  - a. Surface questions are created to initiate further investigation
  - b. For Example:
    - i. I noticed 43% of students... what errors are students making?
    - ii. From your perspective, what are key ideas students are confused about? Why?
    - iii. What don't students know yet which would allow them to be more successful with...?

4. Once hypotheses have been made about student's confusion, misconceptions and skill level, teachers and coaches COLLABORATE to strategize action items which will increase student's success. For Ex:
  - a. Reteach various components labeled as areas of academic concern.
  - b. Assign students into smaller and flexible groups
  - c. Make explicit connections to prior teaching
  - d. Adjust what is taught in response to student readiness
5. Action Item(s) are IMPLEMENTED into the classroom. The solutions generated are applied and new data is collected and monitored through observation, classroom research, student assignments.
6. Action items are EVALUATED with follow up assessments looking for student improvement and increased success.
7. As the data team meets to review assessments, the cycle repeats itself for additional content areas.

During 2018-19, we will also be utilizing the Mobymax suite of products which allows pinpointing learning gaps for all our students. This will be a valuable resource for a school day already challenged to find time for more instruction. Unlike other products that also do a great job finding gaps, Mobymax goes further and actually fills the gap with content or new skills and strategies. This online resource can be used on the student's schedule.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

Green Tech High Charter School students will become proficient in the application of mathematical skills and concepts.

#### BACKGROUND

In grade 9 students typically take Algebra, unless they completed the course in grade 8. Algebra A, Integrated Algebra and Integrated Algebra Honors are offered. Algebra A is the first year in a two-year sequence of basic Algebra. Math Lab/ Exploring Algebra through Technology is a course that is only taken as a second Math course along with Algebra A. In this course, students will learn the fundamentals of Algebra in an interactive, technology-focused setting, while also strengthening their Arithmetic and Pre-Algebra skills.

The next year students have similar options in Geometry or Algebra II/Trigonometry. Then students can continue in math and choose Intro to Calculus. Finally, as seniors our scholars can choose to take college level math courses as Green Tech High has partnered with the University at Albany and Hudson Valley Community College to offer a selection of math options.

#### 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.<sup>10</sup> This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

#### RESULTS AND EVALUATION

Green Tech High did not achieve this measure. Although none of the 2014 Accountability Cohort scored at level 4 or higher, 98 percent scored at level 3 (65) or better.

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<sup>10</sup> 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.

## Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>11</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	63	16%
2013	52	21%
2014	48	0

### ADDITIONAL EVIDENCE

Most Green Tech High students consistently score at least a 65 or better on a math Regents after four years in the cohort. Because many enroll with below grade level math skills in grade 9, they often struggle to achieve levels 4+ on the Regents exams even after remediation.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	67	13%	52	21%	48	0%
2015	99	12%	53	15%	63	17%
2016			84	13%	87	17%
2017					7	10%

### 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.

### RESULTS AND EVALUATION

Green Tech High achieved this measure with 98% scoring at least a 65 on a math Regents.

<sup>11</sup> Based on the highest score for each student on a mathematics Regents exam

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>12</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	63	95%
2013	53	92%
2014	48	98%

### ADDITIONAL EVIDENCE

Green Tech High students consistently meet this measure.

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18	
	Number in Cohort	Percent Passing
2014	48	98%
2015	63	78%
2016	87	76%
2017	107	28%

### 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.

### METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>13</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level

<sup>12</sup> Based on the highest score for each student on a mathematics Regents exam

<sup>13</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

The math Performance Index calculates to 121. The state has not released the target Measure of Interim Progress (MIP) at the time of this report.

#### Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
48 (47 Tested)	0	75	23	0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 75 & + & 23 & + & 0 & = & 98 \\
 & & & & 23 & + & 0 & = & 23 \\
 & & & & & + & (.5)*0 & = & \underline{0} \\
 & & & & & & \text{PI} & = & 121
 \end{array}$$

#### Goal 4: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

Green Tech High did not achieve this measure.

#### Percent Achieving Annual Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	6%	69	8%	660
2013	25%	53	13%	655
2014	0	48		

## 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 exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

Green Tech High achieved this measure.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	91%	69	69%	660
2013	92%	53	68%	655
2014	98%	48		

### ADDITIONAL EVIDENCE

GTH Continues to outperform the local district with 98 percent of the 2014 cohort scoring at least a 65 on a math Regents.

## 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.

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Green Tech High achieved this measure with a PI of 121 in math versus the most recently published local district's results of 103.

Mathematics Regents Performance Index (PI)<sup>14</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	111	63	99	541
2013	113	52	103	542
2014	121	48		

### ADDITIONAL EVIDENCE

GTH consistently achieves this measure.

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Green Tech High does not have access to grade 8 results.

#### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL<sup>15</sup>

Green Tech High students achieved the majority of the high school math measures; however, we continue to work on improving scores on math Regents to performance levels 4 and 5. We are rolling out a new software system described in the action plan to assist in filling math gaps as students work independently to identify and review concepts identified as lacking understanding.<sup>4</sup>

The 2014 Cohort had 98% passing a math Regents after four years in high school and continues to outperform the local district on all other measures.

<sup>14</sup> For an explanation of the procedure to calculate the school's PI, see page 29.

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Achieve
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.	Achieved
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.	Data Unavailable
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.	Did Not Achieve
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.	Achieved
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 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Data Unavailable

### ACTION PLAN

At GTH, we continue to reflect on ways to improve student math outcomes. Please refer to the aforementioned Data Driven Instruction model for an overview of how we hope to better understand the gaps that exist in learning, therefore affording us the ability to update pacing and review topics as needed.

During 2018-19, we will also be handling our Math lab programming differently. In the past, the extra lab period was an extra setting to reinforce regular algebra skills taught in the typical ninth grade schedule. We face significant issues with the prior achievement levels of our entering ninth grade students. Approximately 80% of students are annually entering well below grade level, most in the range of 6<sup>th</sup> grade. In order to manage this better, we are now offering Math instruction back to the 6<sup>th</sup> grade level, with 7<sup>th</sup> and 8<sup>th</sup> layered in throughout the year. We are anticipating that this will be a more balanced approach to tackling the significant skill deficiencies that the overwhelming majority of our students face.

## GOAL 5: SCIENCE

### Goal 5: Science

Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

Our science department offers courses in Living Environment/Biology, Chemistry, Physics, AP Biology and AP Environmental Studies.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered 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.

#### RESULTS AND EVALUATION

Green Tech High achieved this measure with 96% of the 2014 Accountability Cohort passing a science Regents exam after four years in high school.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	63	89%
2013	52	96%
2014	48	96%

<sup>16</sup> Based on the highest score for each student on any science Regents exam

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Green Tech High students consistently achieve this measure, often in less than four years in the cohort.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	56	95%	52	96%	48	96%
2015	67	88%	53	91%	63	89%
2016			84	85%	87	75%
2017					97	38%

### 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.

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS AND EVALUATION

Green Tech High achieved this measure with 88 percent of the Total Cohort passing a science Regents with a score of 65+ whereas 67% of the local district's most recent cohort did so.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	89%	63	62%	660
2013	96%	52	67%	655
2014	88%	52		

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Green Tech High Charter School students will understand, analyze and evaluate history and geography.

### 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.

### RESULTS & EVALUATION

Green Tech High achieved this measure with 90% of the 2014 Accountability Cohort passing the U.S. History Regents.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>17</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	63	86%
2013	52	85%
2014	48	90%

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	56	70%	52	85%	48	90%
2015	67	1%	53	68%	63	59%
2016			84	--	87	--
2017					97	--

<sup>17</sup> Based on the highest score for each student on a science Regents exam

## Goal 6: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

### RESULTS & EVALUATION

Green Tech High achieved this measure and continues to outperform the local district high school on the U.S. History Regents.

U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	80%	69	58%	660
2013	85%	53	62%	665
2014	85%	52		

## 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.

### RESULTS & EVALUATION

Green Tech High achieved this measure with 90% of the 2014 Accountability Cohort passing the Global History Regents.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>18</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	63	79%
2013	52	83%
2014	48	90%

#### ADDITIONAL EVIDENCE

The school consistently meets this social studies measure.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	56	79%	52	83%	48	90%
2014	67	72%	53	79%	63	70%
2015			84	55%	87	52%
2016					97	--

#### 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.

#### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

#### RESULTS & EVALUATION

Green Tech High achieved this measure with 90 percent of our scholars passing the Global History Regents, while the local district had 57 percent pass in 2016-17.

<sup>18</sup> Based on the highest score for each student on a Global History Regents exam

## Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	79%	63	53%	660
2013	83%	52	57%	665
2014	85%	50		

### ADDITIONAL EVIDENCE

Green Tech High students consistently outperform the local district on both social studies Regents exams.

## GOAL 7: ESSA

### Goal 7: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

#### 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

Green Tech High continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing