

INSTRUCTIONS / NOTES FOR 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Due to the extraordinary circumstances associated with the transition to remote learning and cancellation of state exams in 2019-20, the SUNY Charter Schools Institute (the “Institute”) has made substantial changes to the required reporting as part of the Accountability Plan Progress Report (“APPR”). Although the cancellation of the New York State 3rd – 8th grade exams and the June and August administrations of the Regents poses challenges to traditional accountability reporting in 2019-20, schools must report on student achievement and progress towards goal attainment. The required goals and measures included in schools’ Accountability Plans have not changed but the calculation of some metrics is paused for 2019-20. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. The deadline for submission of the APPR is September 15, 2020. As a result of the unique challenges and uncertainty facing schools as they transition into 2020-21, the Institute may modify the deadline as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its [website](#).
3. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
4. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
5. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2016 Total Cohort for Graduation and the 2019-20 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.

[School Logo]

[SCHOOL NAME]

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Date, 2020

By _____

School Address

School Phone Number

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Enter Name(s) and Title(s) prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Name	Office (e.g. chair, treasurer, secretary), committees (e.g. finance, executive)
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
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Name	Office, Committees

Enter first and last name(s) has served as the school leader since [XXX].

SCHOOL OVERVIEW

Narrative description of the school, e.g. mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of the programmatic adjustments the school made as a response to the transition to remote learning in March 2020.

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
2015-16														
2016-17														
2017-18														
2018-19														
2019-20														

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 sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th

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2017-18	2014-15	2014	[#]	[#]	[#]
2018-19	2015-16	2015	[#]	[#]	[#]
2019-20	2016-17	2016	[#]	[#]	[#]

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 Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	[#]	[#]	[#]
2018-19	2015-16	2015	[#]	[#]	[#]
2019-20	2016-17	2016	[#]	[#]	[#]

Fifth Year Total Cohort for Graduation

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

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.

GOAL 1: HIGH SCHOOL GRADUATION

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

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

Write the school’s graduation goal here.

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

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018		
2019		

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, how credit accumulation was impacted by the transition to remote learning, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of 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

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19		
2017	2018-19		
2018	2019-20		

ADDITIONAL EVIDENCE

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. In addition, the school may present additional internally developed leading indicators that do not align to the required measures above.

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 or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18		
2015	2018-19		
2016	2019-20		

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18		
2014	2018-19		
2015	2019-20		

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

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

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.

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 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.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2016 Cohort who have passed the exam with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18		
2015	2018-19		
2016	2019-20		

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments and additional analysis of the data such as: performance of cohorts that have not yet completed their fourth year or trends towards meeting the measure's target.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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

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

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

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

Write the school’s college preparation goal here.

Present a narrative describing the school’s policies and procedures for supporting students in the college application and acceptance process. Include list of any partnerships the school is entered into the help support these efforts.

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;

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

METHOD

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

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

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percentage of the 2016 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
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			

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[Write indicator here]			
Overall	[Total number of 2016 Cohort graduates. <i>Not a sum of entire column</i>] ²	[Number of 2016 Cohort graduates achieving any indicator]	[Percentage of 2016 Cohort graduates achieving any indicator]

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

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 school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

² This number should match the number of graduates reported under the high school graduation goal.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly address the measure. **The narrative should explain how the school collected the data (e.g. National Student Clearinghouse, student surveys)** and explicitly state whether the school met the measure, discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18			
2015	2018-19			
2016	2019-20			

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	
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.	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY 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

Enter the school's English Arts Goal Here:

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the important changes to the English language arts program or staff as a result of the March 2020 transition to remote learning.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can

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describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. When possible, schools report tabular data aligned to the narrative. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period³. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Goal 3: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.

³ A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

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- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of 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 achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort who ever sat for the English Language Arts Regents and have achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

⁴ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

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						
2017						
2018						
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.

METHOD

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

Due to the state’s cancellation of 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 achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort who ever sat for the exam who have achieved at least Performance Level 3 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

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						
2017						
2018						
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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students

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Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

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2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

Goal 3: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts	N/A

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

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics 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 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 4: Mathematics

BACKGROUND

Provide a brief narrative discussing mathematics curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the important changes to the mathematics program or staff as a result of the March 2020 transition to remote learning.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. When possible, schools report tabular data aligned to the narrative. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Goal 4: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

HIGH SCHOOL 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.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of 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 an exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort who sat for a mathematics exam and have achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or

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exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

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						
2017						
2018						
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 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.

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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 an exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort who sat for the exam and have achieved at least Performance Level 3 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

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						
2017						
2018						
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 meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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 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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort not proficient in 8th grade who sat for the exam and achieved at least Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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 ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 4: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

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

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report 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 5: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school and any important changes to the science program or staff prior to or during the 2019-20 school year. Provide a summary of the important changes to the science program or staff as a result of the March 2020 transition to remote learning.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2019-20 school year. For example, the school might have administered an internally developed exam aligned to state standards.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. When possible, schools report tabular data aligned to the narrative. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Goal 5: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

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.

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

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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

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2016 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure’s target.

Science 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						
2017						
2018						
2019						

Goal 5: Comparative Measure

⁶ Based on the highest score for each student on any science Regents exam

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.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

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

Write the school's Accountability Plan social studies goal here.

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.

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RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2016 Cohort who sat for the exam and have passed the exam with a comparison to previous years' performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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
2016						
2017						
2018						
2019						

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.

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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

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2016 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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						
2017						
2018						
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.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2017-18	
2018-19	
2019-20	

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Write the school's goal here.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

RESULTS

Provide a narrative of parents' responses.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

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Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September

METHOD

Provide a narrative explaining how students are tracked year to year

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
[#]	[#]	[#]	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	[%]
2018-19	[%]
2019-20	[%]

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent

METHOD

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

RESULTS

Provide a narrative describing the year’s attendance rate.

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2019-20 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Overall	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	[%]
2018-19	[%]
2019-20	[%]

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2018-19 and 2019-20. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on [XXX] Test from Spring 2019 to Spring 2020

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2018-19	Target	2019-20	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort

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came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2017-18	
2018-19	
2019-20	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2016-17	[?/?]		
2017-18	[?/?]		
2018-19	[?/?]		
2019-20	[?/?]		

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

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RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2016					YES/NO
2017					YES/NO
2018					YES/NO
2019					YES/NO

EVALUATION

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

ADDITIONAL EVIDENCE

Narrative provides an analysis of year-to-year cohort performance including the previous year.