

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 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 calculations of the typical required elementary and middle school metrics are paused for 2019-20.
2. 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 under each goal area. In addition to narrative, schools should provide tabulated achievement or growth results if available under the “Results and Evaluation” section of each goal area.
3. 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](#).
4. **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.
5. **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.
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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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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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														

GOAL 1: 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 1: 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 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. 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 Period¹. 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.

¹ 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.

Goal 1: 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.

GOAL 2: 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 2: 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. 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 2: 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.

GOAL 3: 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 3: 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. 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. 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 3: 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.

GOAL 4: 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	[?/?]		