



Accountability Plan Template

SUNY Authorized Charter Schools

For schools serving students in grades Kindergarten - 12

This Accountability Plan template for schools enrolling students in Kindergarten – 12th grades outlines to the required Accountability Plan goals and measures in place since 2013 and revised in 2018 to incorporate the state’s ESSA accountability system and update academic measures to account for the state’s phase out of pre-Common Core Regents exams.

Sections highlighted in **yellow** indicate where to insert information to complete the Accountability Plan. Some yellow highlighted sections provide space for the inclusion of additional academic or organizational goals and measures. It is not required that schools include additional goals. For further discussion, or for a detailed explanation of the goals and measures included in this template and required of all SUNY authorized charter schools, refer to the *Guidelines for Creating an Accountability Plan*, revised July, 2019.

Fill in school name here Charter School

**Accountability Plan
for the Accountability Period 20__ - __ TO 20__ - __**

ACADEMIC GOALS

GOAL I: HIGH SCHOOL GRADUATION

Goal: Write the school's graduation goal here.

Leading Indicators

- Each year, 75 percent of students in first and second year high school Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second year high school Graduation Cohort will score at or above proficiency on at least three different New York State Regents exams required for graduation.

Absolute Measure

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

Comparative Measure

- Each year, the percent of students in the fourth year high school Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL II: COLLEGE PREPARATION

Goal: Write the school's college prep goal here.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
 - passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
 - earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
 - passing a College Level Examination Program (“CLEP”) exam;
 - passing a college level course offered at a college or university or through a school partnership with a college or university;
 - achieving the college and career readiness benchmark on the SAT¹;
 - earning a Regents diploma with advanced designation; or,
 - a school-created indicator approved by the Institute.
- Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.
- Each year, the school’s CCCRI for the Graduation Cohort will exceed that of the district’s Graduation Cohort.
- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.
- Write additional measure(s) here.

GOAL III: ENGLISH LANGUAGE ARTS

Goal: Write the school’s English language arts goal here.

Absolute Measures

Elementary and Middle School

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

¹ Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf, p3.

- Each year, the school’s aggregate Performance Index² (“PI”) on the state English language arts exam will meet that year’s state MIP set forth in the state’s ESSA accountability system.

High School

- 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.
- Each year, 80 percent of students in the high school Accountability Cohort 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.
- Each year, the PI on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state’s ESSA accountability system.
- Write additional absolute measure(s) here.

Comparative Measures

Elementary and Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment economically disadvantaged students among all public schools in New York State.

High School

² The method for calculating a school’s Performance Index is detailed in the state’s Revised State Template for the Consolidated State Plan, p 47. The state’s Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. See: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

- 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.
- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district partially meeting Common Core expectations.
- Each year, the PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.
- Write additional comparative measure(s) here.

Growth Measures

Elementary and Middle School

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

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th 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) by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the 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.
- Write additional absolute measure(s) here.

GOAL IV: MATHEMATICS

Goal: Write the school's mathematics goal here.

Absolute Measures

Elementary and Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

High School

- 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.
- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, the PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.
- Write additional absolute measure(s) here.

Comparative Measures

Elementary and Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for

the enrollment of economically disadvantaged students among all public schools in New York State.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.
- 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 partially meeting Common Core expectations.
- Each year, the PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.
- Write additional comparative measure(s) here.

Growth Measures

Elementary and Middle School

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

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8th 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.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.
- Write additional absolute measure(s) here.

GOAL V: SCIENCE

Goal: Write the school's science goal here.

Absolute Measures

Elementary and Middle School

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

High School

- 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.
- Write additional absolute measure(s) here.

Comparative Measures

Elementary and Middle School

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

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Write additional comparative measure(s) here.

GOAL VI: SOCIAL STUDIES (High Schools Only)

Goal: Write the school's social studies goal here.

Absolute Measures

- 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.
- 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.
- Write additional absolute measure(s) here.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Write additional comparative measure(s) here.

GOAL VII: ESSA

Goal: The school will remain in good standing.

Absolute Measure

- Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

GOAL VIII: ADDITIONAL ACADEMIC GOAL(S)

Goal: Write the school’s additional academic goal here.

- Write additional measure(s) here.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: ADDITIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: Write in the additional organizational or other non-academic goal here.

- Write additional measure(s) here.

GOAL II: ADDITIONAL ORGANIZATIONAL GOAL(S)

Goal: Write in the additional organizational goal here.

Write additional measure(s) here.