Instructions / Notes  
for 2020-21 Accountability Plan Progress Report (“APPR”)

1. Due to the cancellation of New York State 3rd- 8th grade exams in 2019-20, the uncertainty about state exam results for 2020-21, and the cancellation of some Regents exam administrations in 2019-20 and 2020-21, the SUNY Charter Schools Institute (the “Institute”) has made substantial changes to the required reporting as part of the APPR. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards goal attainment. The required goals included in schools’ Accountability Plans have not changed and the Institute has developed a framework for analysis to structure the reporting of elementary and middle school results for 2020-21. At the high school level, the calculation of some metrics remains paused for 2020-21. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section
2. In the absence of reliable 3rd – 8th grade state test results, schools should report results from national norm-referenced tests or internally developed assessments under each goal area. In addition to narrative, schools should provide tabular achievement and growth results under the “Results and Evaluation” section of each goal area. Sample tables are available in Appendix A.
3. In order to corroborate the aggregate data for grades 3rd – 8th reported in the APPR, schools must additionally submit a student-level data file as part of the required annual reporting to the Institute. Schools that administer the NWEA MAP or i-Ready do not need to submit a data file contingent on their completion of appropriate consent form allowing test publishers to release these data directly to the Institute.
4. For schools that plan to report data from the NWEA MAP or i-Ready assessments, guidance for calculating attainment of the required measures included in the Institute’s analysis framework is available [here](https://www.newyorkcharters.org/resource-center/school-leaders/accountability/).
5. The deadline for submission of the APPR is August 16, 2021. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
6. 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.
7. 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 2017 Total Cohort for Graduation and the 2020-21 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
8. Please do not include these instructions or the reference guide below in a submitted report.

# Reference Guide to Template Sections

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**INTRODUCTION 1**

**HIGH SCHOOL ONLY GOALS 7**

**ELEMENTARY/MIDDLE AND HIGH SCHOOL GOALS 16**

**ESSA GOAL 40**

**APPENDIX A: DATA REPORTING TABLES 41**

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

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |
| --- |
| **[SCHOOL NAME]** |
| **2020-21 ACCOUNTABILITY PLAN**  **PROGRESS REPORT** |
| Submitted to the SUNY Charter Schools Institute on: |
| Date, 2021 |
| By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Address |
| School Phone Number |

[School Logo]

Enter Name(s) and Title(s) prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

|  |  |  |
| --- | --- | --- |
| Trustee’s Name | Board Position | |
| Office (e.g. chair, treasurer, secretary) | Committees (e.g. finance, executive) |
| Name | Office | Committees |
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| Name | Office | Committees |

**Enter first and last name(s) has served as the school leader(s) 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 modalities of instruction used during the 2020-21 school year (e.g., fully remote, hybrid, etc.) and any notable programmatic adjustments the school made. Finally, in recognition of the tremendous efforts schools continue to make to sustain students’ and families’ social, mental, and emotional health, please include an overview of these supports that the school put in place during the year.

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 |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2018-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# 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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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](http://www.p12.nysed.gov/irs/sirs/))

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 9th 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 |
| 2018-19 | 2015-16 | 2015 | [#] | [#] | [#] |
| 2019-20 | 2016-17 | 2016 | [#] | [#] | [#] |
| 2020-21 | 2017-18 | 2017 | [#] | [#] | [#] |

## 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 9th Grade  Anywhere | Cohort Designation | Number of Students Graduated or Enrolled on June 30th 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 Not Discharged for an Acceptable Reason  (b) | Total Graduation Cohort  (a) + (b) |
| 2018-19 | 2015-16 | 2015 | [#] | [#] | [#] |
| 2019-20 | 2016-17 | 2016 | [#] | [#] | [#] |
| 2020-21 | 2017-18 | 2017 | [#] | [#] | [#] |

Fifth Year Total Cohort for Graduation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fifth Year Cohort | Year Entered 9th Grade  Anywhere | Cohort Designation | Number of Students Graduated or Enrolled on June 30th 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 Not Discharged for an Acceptable Reason  (b) | Total Graduation Cohort  (a) + (b) |
| 2018-19 | 2014-15 | 2014 | [#] | [#] | [#] |
| 2019-20 | 2015-16 | 2015 | [#] | [#] | [#] |
| 2020-21 | 2016-17 | 2016 | [#] | [#] | [#] |

# Promotion Policy

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](http://www.nysed.gov/edtech/guidance-continuity-learning).

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 changes to the school’s modality of instruction (e.g., remote, hybrid, in person).

# GOAL 1: HIGH SCHOOL GRADUATION

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.

Percent of Students in First and Second Year Cohorts

Earning the Required Number of Credits in 2020-21

|  |  |  |
| --- | --- | --- |
| Cohort Designation | Number in Cohort during 2020-21 | Percent promoted |
| 2019 |  |  |
| 2020 |  |  |

## 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 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) |
| 2017 | 2018-19 |  |  |
| 2018 | 2019-20 |  |  |
| 2019 | 2020-21 |  |  |

## 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 2017 cohort and graduated four years later and those who entered as members of the 2016 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]](#footnote-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 |
| 2015 | 2018-19 |  |  |
| 2016 | 2019-20 |  |  |
| 2017 | 2020-21 |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Cohort Designation | School  Year | Number in Cohort | Percent Graduating |
| 2014 | 2018-19 |  |  |
| 2015 | 2019-20 |  |  |
| 2016 | 2020-21 |  |  |

## 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.

## Method

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

## 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   
Graduate in Four Years Compared to the District

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cohort Designation | School Year | Charter School | | School District | |
| Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2015 | 2018-19 |  |  |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled 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 2017 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.

Percentage of the 2017 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 |
| 2015 | 2018-19 |  |  |
| 2016 | 2019-20 |  |  |
| 2017 | 2020-21 |  |  |

## 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. |  |
| 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. |  |
| 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

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;
* 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 2017 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] |  |  |  |
| [Write indicator here] |  |  |  |
|  |  |  |  |
| Overall | [Total number of 2017 Cohort graduates. *Not a sum of entire column*][[2]](#footnote-2) | [Number of 2017 Cohort graduates achieving any indicator] | [Percentage of 2017 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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 2020-21 and provide preliminary matriculation data for 2017 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.

## 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 |
| 2015 | 2018-19 |  |  |  |
| 2016 | 2019-20 |  |  |  |
| 2017 | 2020-21 |  |  |  |

## 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 AND MIDDLE ENGLISH LANGUAGE ARTS

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 changes to the school’s modality (in-person, hybrid, or remote) for ELA instruction throughout the year including any important changes to the ELA program or staff during the 2020-21 school year.

## Method

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2020-21 school year. Schools should have in place systems to administer early diagnostic assessments at the beginning of the year and corresponding “post-tests” that determine student achievement and growth within the school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards. For 2020-21, select and report data on the exam that is nearest to the top of the list in the drop-down menu below. If the school administers more than one assessment on this list, prioritize submitting data and information from the assessment nearest the top of the list. If “other,” please explain.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Choose an item.

## Results and evaluation

Brief narrative highlighting results that directly addresses the goal. The narrative should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable performance in specific grades and student 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.

Schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form. When possible, the reported results should align to the four guiding questions in the Institute’s framework for analysis: 1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school’s general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

**Tables suitable for reporting these data are available in** [**Appendix A**](#_APPENDIX_A:_DATA)**. Paste the completed tables here.**

## Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the ELA goal should report those results here.

ELA Goal: Additional Measure

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

## Method:

## Results and Evaluation:

## Additional Evidence:

## Summary of the Elementary AND MIDDLE English Language Arts Goal

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal. Schools with Accountability Plans containing ELA measures that are academic conditions on renewal should summarize the attainment of these conditions here.

## Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains 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 subpopulations.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

## Method

The school administered 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 2017 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 Cohort**[[3]](#footnote-3)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  | 0 |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | 2019-20 | | 2020-21 | |
| Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2017 |  |  |  |  |  |  |
| 2018 |  |  |  |  |  |  |
| 2019 |  |  |  |  |  |  |
| 2020 |  |  |  |  |  |  |

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 2017 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.

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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | | 2019-20 | | 2020-21 | |
| Number in Cohort | | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017 |  |  | |  |  |  |  |
| 2018 |  |  | |  |  |  |  |
| 2019 |  |  | |  |  |  |  |
| 2020 |  |  | |  |  |  |  |

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 2017 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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cohort Designation | Fourth  Year | Number in Cohort not Proficient in 8th Grade  (a) | Number Exempted with No Valid Score  (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  | 0 |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 2017 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 8th 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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.

ELA Goal: Additional Measure

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

## Method:

## Results and Evaluation:

## Additional Evidence:

## 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 (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. | 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 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 (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 8th 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

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 changes to the school’s modality (in-person, hybrid, or remote) for mathematics instruction throughout the year including any important changes to the mathematics program or staff during the 2020-21 school year.

## Method

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2020-21 school year. Schools should have in place systems to administer early diagnostic assessments at the beginning of the year and corresponding “post-tests” that determine student achievement and growth within the school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards. For 2020-21, select and report data on the exam that is nearest to the top of the list in the drop-down menu below. If the school administers more than one assessment on this list, prioritize submitting data and information from the assessment nearest the top of the list. If “other,” please explain.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Choose an item.

## Results and evaluation

Brief narrative highlighting results that directly addresses the goal. The narrative should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable performance in specific grades and student 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.

Schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form. When possible, the reported results should align to the four guiding questions in the Institute’s framework for analysis: 1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school’s general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

**Tables suitable for reporting these data are available in** [**Appendix A**](#_APPENDIX_A:_DATA)**. Paste the completed tables here.**

## Additional Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the mathematics goal should report those results here.

Mathematics Goal: Additional Measure

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

## Method:

## Results and Evaluation:

## Additional Evidence:

## Summary of the Elementary AND MIDDLE Mathematics Goal

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal. Schools with Accountability Plans containing mathematics measures that are academic conditions on renewal should summarize the attainment of these conditions here.

## Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains 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 subpopulations.

## High School Mathematics

Goal 4: Absolute Measure

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

## Method

The school administered the Regents mathematics exam(s) that students must pass to graduate. The 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

## Results and Evaluation

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 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 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | | 2019-20 | | 2020-21 | |
| Number in Cohort | | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2017 |  |  | |  |  |  |  |
| 2018 |  |  | |  |  |  |  |
| 2019 |  |  | |  |  |  |  |
| 2020 |  |  | |  |  |  |  |

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.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

## Results and Evaluation

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | | 2019-20 | | 2020-201 | |
| Number in Cohort | | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017 |  |  | |  |  |  |  |
| 2018 |  |  | |  |  |  |  |
| 2019 |  |  | |  |  |  |  |
| 2020 |  |  | |  |  |  |  |

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 2017 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 8th 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 2017 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 **[[4]](#footnote-4)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cohort Designation | Fourth  Year | Number in Cohort not Proficient in 8th Grade  (a) | Number Exempted with No Valid Score  (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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.

Mathematics Goal: Additional Measure

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

## Method:

## Results and Evaluation:

## Additional Evidence:

## 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 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. |  |
| Growth | 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 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 AND MIDDLE Science

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 in Kindergarten – 8th grades. Provide a summary of the changes to the school’s modality (in-person, hybrid, or remote) for science instruction throughout the year including any important changes to the science program or staff during the 2020-21 school year.

## Method

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2020-21 school year. For example, a school might have administered an external, nationally 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 should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable performance in specific grades and student 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. When possible, schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form.

## Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the science goal should report those results here.

Science Goal: Additional 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 overall discussion of the school’s attainment of this Accountability Plan goal. Schools with Accountability Plans containing science measures that are academic conditions on renewal should summarize the attainment of these conditions here.

## Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains 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 subpopulations.

## High School Science

Goal 5: Absolute Measure

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

## Method

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 2017 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 Cohort**[[5]](#footnote-5)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | | 2019-20 | | 2020-21 | |
| Number in Cohort | | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017 |  |  | |  |  |  |  |
| 2018 |  |  | |  |  |  |  |
| 2019 |  |  | |  |  |  |  |
| 2020 |  |  | |  |  |  |  |

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## 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

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | | 2019-20 | | 2020-21 | |
| Number in Cohort | | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017 |  |  | |  |  |  |  |
| 2018 |  |  | |  |  |  |  |
| 2019 |  |  | |  |  |  |  |
| 2020 |  |  | |  |  |  |  |

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.

The calculation of this measure is not required for 2020-21.

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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) |
| 2015 | 2018-19 |  | 0 |  |  |
| 2016 | 2019-20 |  |  |  |  |
| 2017 | 2020-21 |  |  |  |  |

## 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 | 2018-19 | | | 2019-20 | | 2020-21 | |
| Number in Cohort | | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017 |  |  | |  |  |  |  |
| 2018 |  |  | |  |  |  |  |
| 2019 |  |  | |  |  |  |  |
| 2020 |  |  | |  |  |  |  |

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.

The calculation of this measure is not required for 2020-21

## 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](http://www.nysed.gov/accountability/essa-accountability-designations).

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 |
| 2018-19 |  |
| 2019-20 |  |
| 2020-21 |  |

# APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](https://www.newyorkcharters.org/resource-center/school-leaders/accountability/).

## NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median growth ​percentile of all 3rd through 8th grade students will be greater than 50.  Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | [#] | [X] | [Yes/No] |
| Measure 2: Each year, the school's median growth ​percentile of all 3rd through 8th grade​students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | [#] | [X] | [Yes/No] |
| Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school. | Students with disabilities[[6]](#footnote-6) | [X][[7]](#footnote-7) | [#] | [X] | [Yes/No] |
| Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[[8]](#footnote-8) | 2+ students | 75% | [#] | [%] | [Yes/No] |

End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment

By All Students and Students Enrolled in At Least Their Second Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grades | All Students | | Enrolled in at least their Second Year | |
| Percent Proficient[[9]](#footnote-9) | Number  Tested | Percent Proficient | Number  Tested |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| All |  |  |  |  |

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment

By All Students

|  |  |  |
| --- | --- | --- |
| Grades | Median Growth Percentile | Number  Tested |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| All |  |  |

## i-Ready

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%. | All students | 100% | [#] | [%] | [Yes/No] |
| Measure 2: Each year, the school’s median ​ percent progress to Annual Typical Growth​ of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.​ | Low initial achievers | 110% | [#] | [%] | [Yes/No] |
| Measure 3: Each year, the median percent progress to Annual​ Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd ​through 8th grade general education students at the school. | Students with disabilities[[10]](#footnote-10) | [%][[11]](#footnote-11) | [#] | [%] | [Yes/No] |
| Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment. ​ | 2+ students | 75% | [#] | [%] | [Yes/No] |

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment

By All Students and Students Enrolled in At Least Their Second Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grades | All Students | | Enrolled in at least their Second Year | |
| Percent Mid-On Grade Level or Above | Number  Tested | Percent Mid-On Grade Level or Above | Number  Tested |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| All |  |  |  |  |

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment

By All Students

|  |  |  |
| --- | --- | --- |
| Grades | Median Percent of Annual Typical Growth | Number  Tested |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| All |  |  |

1. The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. [↑](#footnote-ref-1)
2. This number should match the number of graduates reported under the high school graduation goal. [↑](#footnote-ref-2)
3. Based on the highest score for each student on the English Regents exam [↑](#footnote-ref-3)
4. Based on the highest score for each student on the mathematics Regents exam [↑](#footnote-ref-4)
5. Based on the highest score for each student on any science Regents exam [↑](#footnote-ref-5)
6. Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section [↑](#footnote-ref-6)
7. Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation. [↑](#footnote-ref-7)
8. <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>. [↑](#footnote-ref-8)
9. Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf). Refer to pages 15-16, tables 3.5 and 3.6. [↑](#footnote-ref-9)
10. Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section [↑](#footnote-ref-10)
11. Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation. [↑](#footnote-ref-11)