

**DEMOCRACY PREP
ENDURANCE**



**Democracy Prep Endurance Charter School
2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Evonne Jones

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Evonne Jones, Democracy Prep Public Schools Policy and Development Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Robert North	Chair
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Emmanuel George has served as the high school school leader since the 2019-20 school year.

Katherine Perez has served as the middle school principal since the 2017-18 school year.

SCHOOL OVERVIEW

The mission of Democracy Prep Endurance Charter School (DPE) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The DPE academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous middle and high school instructional model and school culture across all grades.

Democracy Prep Endurance merged with the Democracy Prep New York ed corp at the outset of the 2019-20 school year. As a result of this merger, Democracy Prep Endurance transitioned from a Board of Regents-authorized school and oversight is now provided by the SUNY Charter Schools Institute.

Data from norm-referenced tests or state exams are not available due to 2020 COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students' progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2020-21 school year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16							113	102	109	112				436

2016-17							121	111	102	119	99			552
2017-18							105	112	100	99	98	63		577
2018-19							102	120	128	83	93	68	59	653
2019-20							130	117	113	128	104	71	53	716

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	-	-	-

2018-19	2015-16	2015	79	4	83
2019-20	2016-17	2016	51	4	55

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	83	4	87
2019-20	2016-17	2016	55	4	59

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	N/A	N/A	N/A
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	55	4	59

PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

High School Grade Weighting

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.

	9 th	10 th	11 th	12 th
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Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
Total	100%	100%	100%	100%

The only exception is science classes at all grade levels.

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%

T3 Coursework	26.6%
T3 Final Exam/Regents	20%
TOTAL	100%

Graduation Requirements. In 12th grade, all Democracy Prep Endurance High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep Endurance in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and U.S.
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A

Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

During COVID-19 related school building closures in spring 2020, grade weighting was revised so that grades during remote instruction could only bring up, not bring down scholars Trimester 1-2 average. In addition, students were exempt from Regents exams.

GOAL 1: HIGH SCHOOL GRADUATION

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

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

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Endurance Charter School students will meet requirements for high school graduation

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

Democracy Prep Endurance met this measure with approximately 90 percent of each cohort of scholars making it to the next grade, earning at least the minimum number of credits required for this goal.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	87	89
2019	97	91

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

Democracy Prep Endurance met the goal of at least 75 percent of students in their second year passing at least three Regents exams required for graduation.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19	68	88
2017	2018-19	75	76
2018	2019-20	87	78

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.^[1]

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

RESULTS AND EVALUATION

Democracy Prep Endurance did not meet the goal of 75% of scholars in the fourth year cohort graduating. As Democracy Prep encourages all scholars in network schools, including Democracy Prep Endurance, to engage in rigorous coursework and pursue Regents Diplomas with Advanced Distinction, it is not unusual for scholars to take five years to graduate. Democracy Prep Endurance fell 5 percentage points short of the 5 year graduation measure. All scholars, including those with at-risk designations, are exposed to rigorous coursework. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools. The impact of 2020 COVID-19 related school building closures on the graduation rate is being examined, as is the impact of concerns about the 2020-21 college experience.

Cohort Designation	School Year	Number in Cohort	Percent Graduating
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2014	2017-18	N/A	N/A
2015	2018-19	83	70
2016	2019-20	55	71

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	N/A	N/A
2014	2018-19	N/A	N/A
2015	2019-20	76	90

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

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

RESULTS AND EVALUATION

Democracy Prep Endurance did not have any scholars pursuing an alternative graduation pathway in the 2019-20 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Democracy Prep Endurance met two of the high school graduation goals applicable to the 2019-20 school year.

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

Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Democracy Prep Endurance and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: COLLEGE PREPARATION

Harlem Prep Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including Democracy Prep Endurance, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

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

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.

RESULTS AND EVALUATION

Earning a Regents Diploma with Advanced distinction was the only applicable College and Career Readiness metric applicable to the 2019-20 school year. Democracy Prep Endurance did not meet the goal of at least 75 percent of graduating scholars earning a Regents Diploma with Advanced distinction. The school fell short of the goal by 13 percentage points.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
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Earning a Regents diploma with advanced designation"	55	34	62
Overall	55	34	62

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college

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

RESULTS AND EVALUATION

The school collects data through scholar surveys, interviews, and school visits throughout the year. Data validated by the National Student Clearinghouse will not be available until January 2021. ***However, the most recent validated data for Democracy Prep New York schools indicate that over 90 percent of students who graduate from Democracy Prep New York schools matriculate to college. Due to the uncertainty around the opening of college campuses in fall of 2020 due to the ongoing COVID-19 pandemic, the Democracy Prep Public Schools College Access and Success Team anticipates that matriculation data for the Democracy Prep Endurance Class of 2020 may not be reliable until after the date of this report.***

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2014	2017-18	N/A	N/A	N/A
2015	2018-19	58	52	89
2016	2019-20			TBD

ADDITIONAL EVIDENCE

In the prior year, approximately 90 percent of Democracy Prep Endurance scholars matriculated to college in the year after high school graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep Endurance did not achieve the applicable college and career readiness measure.

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.	Not Met
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.	TBD Due to COVID (*Early indicators show we will meet)

ACTION PLAN

Increased support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Endurance's 2020 graduates, particularly in the form of robust communication regarding student

wellness and college matriculation and financial aid options. The network is providing microgrants at an increased rate due to widespread economic hardship experienced in the communities served by Democracy Prep schools during the COVID-19 pandemic.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: English Language Arts

Democracy Prep Endurance Charter School students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Endurance provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Democracy Prep Endurance are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Democracy Prep Endurance. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

METHOD

Democracy Prep Endurance used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2019-20 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The passing rate of 70 percent was used as the benchmark for proficiency.

RESULTS AND EVALUATION

94% of scholars in grades 6-12 were proficient in English Language Arts according to available data.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percentage of ELL Scholars Meeting 70%	Percentage of IEP Scholars Meeting 70%
3			
4			
5			
6	96%	75%	88%
7	95%	100%	85%
8	96%	100%	88%
9	88%	60%	67%

10	86%	100%	79%
11	100%		100%
12	96%	100%	60%

ADDITIONAL EVIDENCE

While all grades achieved at least 75% of scholars proficient, including among scholars with IEPs and ELL designations, gaps between subgroup proficiency must be addressed at some grade levels.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

95.7 percent of scholars in grades 6-8 were proficient in ELA according to available data.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the goal of at least 65 percent of the fourth year accountability cohort scoring at least 4 on the Regents English Common Core Exam. The school met this goal even though this year’s fourth year accountability cohort had fewer than four full years in which to earn a valid score on the exam, due to the cancellation of state exams in June and August 2020.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort^[4]

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A

2015	2018-19	83	0	66	80
2016	2019-20	55	1	36	67

ADDITIONAL EVIDENCE

Notably, the 2017 accountability cohort has already met the goal of at least 65 percent scoring at least 4 on the Regents English Common Core Exam, even though this cohort has only had 2.5 years in which to earn a valid English Regents score.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	72	29	68	60	55	67
2017	N/A	N/A	75	48	80	66
2018			N/A	N/A	N/A	N/A
2019					N/A	N/A

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Democracy Prep Endurance met the goal of at least 80 percent of scholars in the 2016 cohort achieving a level 3 on the English Language Arts Regents Exam. The school exceeded the goal by 13 percentage points even though scholars in the cohort had fewer than four full years in which to earn a valid score on an English Regents exam.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2016-19	83	0	77	93
2016	2019-20	55	1	50	93

ADDITIONAL EVIDENCE

The 2017 cohort has already met this goal in three years, even with significantly more students in the class.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	72	60	68	85	55	93
2017	N/A	N/A	101	73	80	86
2018			N/A	N/A	N/A	N/A
2019					N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met the goal of at least 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. The school exceeded this goal by 14 percentage points even though the fourth year cohort had fewer than four full years in which to earn a valid score on the exam. The fifth year cohort exceeded the goal by 17 percentage points, even though the cohort had only 4.5 years in which to earn a valid exam score.

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 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	18	0	12	67
2016	2019-20	15	1	9	64

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

Democracy Prep Endurance met the goal of at least 80 percent of scholars in the 2016 cohort achieving a level 3 on the English Language Arts Regents Exam. In fact, 100 percent of scholars were at least partially proficient by their fourth year even though the cohort had fewer than four full years in which to earn a valid exam score.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	18	0	17	94
2016	2019-20	15	1	14	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Endurance met all of the measures in the High School English Language Arts Goal applicable to the 2019-20 school year, including achieving fourth year measures within 3.5 years, with only one scholar not taking the exam by the fourth year.

Type	Measure	Outcome
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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.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	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 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep network will be using a new English Language Arts curriculum in 2020-21 as well as incorporating professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2020 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2020 school building closures on student achievement.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

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

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.

· However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 4: Mathematics

Democracy Prep Endurance Charter School students will demonstrate proficiency in Mathematics.

BACKGROUND

The Math curriculum at Democracy Prep Endurance is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

METHOD

Democracy Prep Endurance used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2019-20 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The passing rate of 70 percent was used as the benchmark for proficiency.

RESULTS AND EVALUATION

90.3% of shoals in grades 6-12 were proficient in Math according to available data.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percentage of ELL Scholars Meeting 70%	Percentage of IEP Scholars Meeting 70%

3			
4			
5			
6	96%	75%	88%
7	95%	100%	85%
8	96%	100%	88%
9	69%	50%	59%
10	76%	91%	53%
11	100%	N/A	100%
12	100%	100%	100%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

95.7 percent of scholars in grades 6-8 were proficient according to available data, including at least 75 percent of scholars with IPEs and ELL designations.

ACTION PLAN

The Democracy Prep network will be selecting a new mathematics curriculum in 2020-21 as well as incorporating professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2020 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2020 school building closures on student achievement.

HIGH SCHOOL MATHEMATICS

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

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

RESULTS AND EVALUATION

The school met the goal of at least 65 percent of the fourth year accountability cohort who had taken the exam by their fourth year scoring at least a 4 on a Regents Exam in Mathematics. The fourth year accountability cohort achieved this measure in fewer than four full years due to the cancellation of spring and summer 2020 Regents exams.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	83	0	48	58
2016	2019-20	55	1	39	72

ADDITIONAL EVIDENCE

Scholars in their third year have nearly met the goal, even though they have only had 2.5 years to earn a valid score on a Regents exam in Mathematics.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	72	61	68	63	55	72

2017	73	40	75	33	80	61
2018			57	25	N/A	N/A
2019					N/A	N/A

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

RESULTS AND EVALUATION

The school exceeded the goal of at least 80 percent of the fourth year accountability cohort who have taken the exam earning at least a level 3 on a Regents exam in Mathematics by their fourth year. The school exceeded this goal by 16 percentage points even though this year’s fourth year accountability cohort had fewer than four full years in which to earn a valid score.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2016-19	83	0	82	99
2016	2019-20	55	1	52	96

ADDITIONAL EVIDENCE

The 2017 cohort has already met this goal, even though scholars in their third year have had fewer than three full years to earn a valid Regents exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	72	94	68	92	55	96
2017	73	85	75	91	80	86
2018			57	81	N/A	N/A
2019					N/A	N/A

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met this goal even though scholars in their fourth year had fewer than four full years in which to earn a valid Regents exam score in Mathematics. The school exceeded the measure by 14 percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	16	0	7	38
2016	2019-20	15	1	9	64

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

The school met this goal with 100 percent of scholars who were not proficient in 8th grade who took the exam in high school earning a 3 by their fourth year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ^[5]

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	16	0	16	100
2016	2019-20	15	1	14	100

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school met four of the high school mathematics goals, including achieving multiple four year measures in fewer than four full years.

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

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

ACTION PLAN

The Democracy Prep network will be selecting a new mathematics curriculum in 2020-21 as well as incorporating professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2020 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2020 school building closures on student achievement.

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

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

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 5: Science

Democracy Prep Endurance Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Democracy Prep Endurance is based on the Next Generation Science Standards and is designed to give scholars a hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Democracy Prep Endurance put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from

network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

METHOD

Democracy Prep Endurance used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2019-20 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The passing rate of 70 percent was used as the benchmark for proficiency.

RESULTS AND EVALUATION

According to available data, 93.4 scholars in grades 6-12 were proficient in Science.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percentage of ELL Scholars Meeting 70%	Percentage of IEP Scholars Meeting 70%
3			
4			
5			
6	96%	75%	88%
7	95%	100%	85%
8	96%	100%	88%
9	87%	56%	67%
10	84%	100%	74%
11	100%		100%

12	96%	0%	83%
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ADDITIONAL EVIDENCE

Subgroup performance at most grade levels approached proficiency rates for the general population.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

95.7 percent of scholars in grades 6-8 were proficient in Science according to available data. At least 75 percent of scholars with IEPs and ELL designations were proficient in science at each grade level in grades 6-8.

HIGH SCHOOL SCIENCE

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

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents

science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who have taken a Regents exam in Science passing with a score of at least 65 on a Regents exam in Science. In fact, the school exceeded the goal by 17 percentage points, even though scholars in the fourth year cohort had fewer than four full years in which to earn a valid score for this fourth year measure.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort^[6]

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2016-19	83	0	82	99
2016	2019-20	55	2	49	92

ADDITIONAL EVIDENCE

Democracy Prep Endurance’s 2017 and 2018 cohorts have already met this fourth year measure, even though the 2017 cohort has only had 2.5 years in which to earn a valid score on a Regents exam in Science, and the 2018 cohort has only had 1.5 years in which to earn a valid score.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	72	87	68	88	55	92
2017	73	81	75	85	80	93
2018			57	58	87	85
2019					N/A	N/A

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

Democracy Prep Endurance Charter School students will demonstrate proficiency in social studies and civics.

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who had taken the U.S. History Regents exam by their fourth year passing with a score of at least 65. In fact, the school exceeded the goal by 12 percentage points, even though scholars in the fourth year cohort had fewer than four full years in which to earn a valid score for this fourth year measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2016-19	83	0	73	88
2016	2019-20	55	8	41	87

ADDITIONAL EVIDENCE

Scholars in the second and third year cohorts have not yet taken the U.S. History Regents exam.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	N/A	N/A	68	63	55	87
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018			N/A	N/A	N/A	N/A

2019					N/A	N/A
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Goal 6: Comparative Measure

Each year, the percent of 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars in their fourth year who had taken the Global History Regents exam passing by the end of their fourth year. The school exceeded the measure by 19 percentage points even though scholars in the 2016 cohort had fewer than four full years in which to earn a valid exam score.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2016-19	83	0	78	94
2016	2019-20	55	1	51	94

ADDITIONAL EVIDENCE

Scholars in their third year have already achieved this measure, even though they have only had 2.5 years in which to earn a valid score on the Global History Regents exam.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	72	69	N/A	0	N/A	N/A
2017	N/A	N/A	83	0	78	94

2018			55	1	51	94
2019					N/A	N/A

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Democracy Prep Endurance achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

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

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

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

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

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

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