



Coney Island Prep Public Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Amanda Warco

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph, Chief Executive Officer, Eric Green, Chief Academic Officer, and Amanda Warco, Director of Data & Compliance 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)
Josh Wolfe	Chair	Fundraising, Governance, Facilities
Jacob Mnookin	Secretary	Academics, Accountability
Jennifer McArdle		Governance, Facilities
Joseph Talia		Finance
Joe Herrera		Students and Staff
Shona Pinnock		Students and Staff
Julie Goran		Facilities
Nkonye Okoh	Treasurer	Finance, Facilities
Sam Tweedy		Fundraising, Academic Accountability
Leslie-Bernard Joseph		All

Leslie-Bernard Joseph has served as the Chief Executive Officer since 2019.

SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,000 scholars across three campuses. This mission of Coney Island Prep is to prepare our scholars to succeed in the college and career of their choice. At its core, ours is a mission rooted in equity. Every school endeavors to see its kids succeed. But in a city where opportunity and inequity are not always so clearly exposed, Coney Island Prep has made the promise of college access a near guarantee for students of color from predominantly low-income backgrounds.

Our mission and our responsibility to our community has never been more critical, nor have the depths of inequity been more apparent since schools closed in mid-March in response to the spread of COVID-19. Too many of our scholars have lost parents, grandparents, caregivers in their homes, and other loved ones. Countless families are out of work, facing food and housing insecurity. And our resilient scholars are striving to mitigate the threat of potential learning loss through remote instruction.

In response to these unprecedented challenges, Coney Island Prep has stepped up. Like many schools, we loaned out approximately 300 laptops within days of our school closure to support online learning. We re-doubled our efforts for the fall, securing enough iPads, Chromebooks, and headphones for every single scholar in grades K-12. We transitioned from asynchronous instruction to live tutoring in the spring, to fully synchronous instruction at scale this fall. We invested not only in our own organizational tools and online platforms such as Zoom and Nearpod, but we also procured dozens of wireless hotspots to support families who lack broadband access.

When we launched professional development for teachers in August, we did so with dedicated sessions on Trauma-Informed Practices, to ensure that all staff members are both sufficiently equipped and developing long-term practices in support of our scholars.

And we are especially proud of the depth of support we provided to our families and the broader community. By the end of August, Coney Island Prep had distributed more than 125,000 meals to our community, including satellite meal delivery and food truck service near four NYCHA public housing developments in our area. We made food available not just to our students, but to anyone in need. Today, our scholars and their families receive meals through home delivery, ensuring no scholar will face food insecurity on Coney Island Prep's watch.

Lastly, we are supporting families to ensure that no one slips through the social safety net. In addition to all of the support above, Coney Island Prep has disbursed more than \$225,000 in cash microgrants to more than 150 families in need.

We have taken all of these extraordinary steps because we believe this is what equity requires.

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And we have broadened our efforts to support our community without sacrificing our attention to academic outcomes.

Academically, we can confidently say that, while there is much hard work to be done to ultimately fulfill our lofty mission, we are on track. We outperform comparable schools on both New York State ELA and math assessments. We outperform the city and state on many New York State Regents exams, and our scholars have an average SAT score above that of the city, state and country. Over 95% of our first four classes have graduated from high school, and 100% were accepted into college. In fact, our graduating seniors have, on average, earned almost 7 college acceptances each, and earned over \$5,000,000 in scholarships and grants.

Coney Island Prep is in an incredibly diverse part of the city, and that diversity is reflected in our student body.

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
2016-17	64	60	61	59	-	92	87	91	85	90	83	78	71	941
2017-18	62	62	62	63	60	90	87	89	88	90	84	76	73	986
2018-19	64	61	64	61	64	92	91	88	86	89	91	84	74	1,009
2019-20	60	60	66	64	62	93	91	90	91	92	89	82	75	1,015
2020-21	67	66	65	64	66	88	93	91	93	92	90	77	78	1,030

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>)

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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
2018-19	2015-16	2015	66	1	66
2019-20	2016-17	2016	79	2	77
2020-21	2017-18	2017	75	0	75

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)
2018-19	2015-16	2015	66	2	67
2019-20	2016-17	2016	77	1	78
2020-21	2017-18	2017	75	0	75

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)
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2018-19	2014-15	2014	77	4	81
2019-20	2015-16	2015	64	3	67
2020-21	2016-17	2016	75	3	78

PROMOTION POLICY

Promotion Policies

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Only students who have demonstrated mastery of essential knowledge and skills for a given grade will be promoted.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits
10	Successful completion of standards in academic subject areas	20 credits (Including 4 in English and/or ESL and 4 in social studies)
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas	44 credits in required subject areas

Coney Island Prep High School defines scholars who are at risk for not graduating high school in four years as scholars who enter their 10th grade year with a 4 or more credit deficit, scholars who enter their 11th and 12th grade years with a 2 or more credit deficit, and scholars who have been previously retained at CIPHS or at another school. If a scholar is identified as a “high risk” student, the school’s administration will employ any methods possible to ensure a 4-year graduation rate. These possibilities include, but are not limited to:

1. Scholar enrollment in extra core classes in lieu of elective classes.
2. Scholar enrollment in after school classes from 4:00 – 5:00pm to earn credits.
3. Scholar enrollment in courses that will yield the best opportunity for credit recovery or passed Regents exams.
4. Scholar enrollment in after school tutoring for Regents preparation.

Scholars will be closely monitored throughout the academic year. If a scholar fails to fulfill the requirements to get back on the four-year graduation track and is no longer qualified for a College and Career Readiness Diploma Designation, she will be jeopardy of retention or a change in diploma track. Counselors and school administrators will create the best path forward that could include pursuing another diploma option and/or repeating a full grade. Scholars who are retained at a grade level will still keep the credits they have accumulated. At Coney Island Prep High School, the close of the 4th quarter marks the official end of the school year and Regents examination re-take opportunities are in mid-August. As such, the school makes final promotion decisions each year by August 20th. Due to Covid-19 and the suspension of Regents exams, promotion decisions were made earlier in the summer in the 2020-21 school year, with all promotions and retentions finalized by June 30th.

In 2020 - 2021, Coney Island Prep did not make formal changes to our promotion policies though of course it was necessary to consider Regents exemptions in lieu of Regents exam scores. It was also necessary to change to working with students in a remote only context and we removed penalties for late work to ensure that students were receiving grades based on their academic work without being penalized for lack of reliable Internet access or challenging family situations. Family illness and economic hardships were a reality of 2021 for far too many of our students. While this grading policy change was a reaction to our current situation, it also allowed us to pilot improvements to grading policy that we fully implemented in 2021.

GOAL 1: 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

In our 2020 cohort, 87% of students earned at least ten credits toward graduation, exceeding the indicator by 12%. One practice we believe contributed to this measure was the number of small group tutoring sessions we were able to offer during remote instruction. Our assessment structure

was succinct and clear, and as a result we were able to offer targeted support to students who may have struggled in the past.

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	91	71%
2020	82	87%

ADDITIONAL EVIDENCE

The achievement of the 2020 cohort represents an increase of 16% over the 2019 cohort. As stated above, we believe that the switch to remote learning was helpful in this area.

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

In our 2019 cohort, 83% of students passed at least three Regents exams, including those students who were exempted, exceeding the measure by 8%.

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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	86	92%
2018	2019-20	81	94%
2019	2020-21	92	83%

ADDITIONAL EVIDENCE

The results of our 2019 cohort shot a decrease of 9% from our 2018 cohort. We attribute this decline to being remote for the full school year.

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

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

RESULTS AND EVALUATION

In our 2017 cohort, 90% of our students graduated after four years, exceeding the measure by 15%. In our 2016 cohort, 97% of our students graduated after five years, exceeding the measure by 2%

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	67	94%
2016	2019-20	78	87%
2017	2020-21	73	90%

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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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	81	95%
2015	2019-20	67	96%
2016	2020-21	76	97%

ADDITIONAL EVIDENCE

Our four year graduation rate increased three percent over the year before, and our five year graduation rate increased by one percentage point. While there have been small fluctuations, these results have continued to exceed the measure each year.

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

For our 2016 cohort, the most recent cohort where we have comparative data, our four year graduation rate was 87%, exceeding our district of comparison by 13%.

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	67	94%		
2016	2019-20	78	87%	2,941	74%
2017	2020-21	73	90%		

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NOTE: THE 2016 COHORT IS THE ONLY COHORT WITH 4-YEAR GRADUATING DATA CURRENTLY AVAILABLE FOR OUR LOCAL SCHOOL DISTRICT.

ADDITIONAL EVIDENCE

We do not have the data to be able to compare the historical data against our district.

2,941	74%
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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

N/A We do not have any students pursuing an alternative graduation pathway.

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
N/A			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

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Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	
2016	2019-20		
2017	2020-21		

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

For each of the measures below, we have exceeded our graduation goals .

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.	87%
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.	83%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	90%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	97%
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.	90% vs 74%
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

In the 2020-2021 school year we'll launch several initiatives to help us continue to met and improve upon our graduation goals. Twice a week we've added an Acceleration Block to the schedule, where students will spend an hour in small tutoring sessions for their highest need courses. The tutoring will be provided both by teacher and Tutored by Teachers, an outside company, so we're able to reach more students and provide more individualized instruction. Second, we're launching

a new credit recovery and Regents preparation program next summer, so students have additional support and opportunities to pass a course or the Regents exam.

GOAL 2: COLLEGE PREPARATION

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.

RESULTS AND EVALUATION

Overall, 94% of our student population met one of the criteria listed above, with 91% earning an Advanced Regents diploma, 50% achieving the SAT benchmark, and 35% of the students passing an AP exam with a 3 or higher.

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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
Passing an AP exam with a 3 or higher	46	16	35%
Achieving the SAT college and career readiness benchmark	66	33	50%
Earning a Regents diploma with Advanced designation	66	60	91%
Overall	66	62	94%

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.

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

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

In our 2017 cohort, 100% of the students will matriculate into a college or university, exceeding the goal by 25%.

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	63	59	94
2016	2019-20	68	55	81
2017	2020-21	66	66	100

ADDITIONAL EVIDENCE

Recent additions to our College Team, including staff members dedicated to supporting alumni in college have helped us reach this goal. We believe that with their continued support, we'll be able to continue to meet this goal in the future.

SUMMARY OF THE COLLEGE PREPARATION GOAL

For each measure below, we have exceed the goal by at least 20%.

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.	94%
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.	100%

ACTION PLAN

See above.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

BACKGROUND

We implement several different curriculums across K-8th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Grades	Curriculum	Focus	Assessment	Daily Min.
K-2	Wit & Wisdom	Standards-aligned instruction across ELA standards	Curriculum provided	75
	Reading Mastery	Foundational ELA skills (phonics)	MClass / Dibels	40
	Geodes	Additional fluency practice for foundational ELA skills in a guided reading structure	None	20
	Amplify Reading	Additional fluency practice for foundational ELA skills (computer based)	None	20
3-8	Wit & Wisdom	Standards-aligned instruction across ELA standards	Curriculum provided	90
	Amplify Reading	Additional close reading practice (computer based)	None	10
	Quill	Additional grammar practice (computer based)	None	10

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

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Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during

	<p>other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.</p>
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During the 2020-2021 school year our K-8 schools were 100% remote through March, when they were able to launch hybrid instruction through the end of the school year. In-person days generally included about 20-30% of the student population, with many parents choosing to stay fully remote, and were interrupted frequently with individual classroom and school-wide closures.

METHOD

We relied on two different types of data to evaluate student achievement in ELA during the 2020-21 school year: growth data via NWEA in grades 4, 6, and 8, and curricular assessment data across all grades (3-8). A helpful piece of context here is that two years ago, before the pandemic, we began moving away from nationally normed growth assessments, like NWEA, for several reasons: we lost valuable instructional time while implementing them, we did not find the data useful to our instruction, and we believe they paint an incomplete and inaccurate picture of student understanding. We instead chose to focus on assessments that measure student understanding of grade level standards: our curricular assessments, and the NYS ELA Exams. We did keep administering the NWEA in specific grade levels to measure growth over longer periods of time, which is why we have the results for grades 4, 6, and 8.

In the results reported below, you'll see our NWEA data reported in the table for grades 4, 6, and 8, as well as a table showing the percent of grade level standards mastered by students in grades 3, 5, and 7. To determine this percentage, we calculated the percent of students who scored above a 65% in each unit assessment (roughly the state exam cutoff score for a Level 3 and what we consider the baseline for basic standards mastery), and multiplied that by the overall percentage of the grade level standards we completed during the school year. We believe this would be roughly equivalent to the number of students who would have scored a Level 3 or higher on the state exam. Typically we would complete near 100% of the standards for a grade level, but the pandemic and virtual instruction slowed our pace considerably.

RESULTS AND EVALUATION

In grades 4, 6, and 8, where the NWEA was used to measure growth, we did not meet the target for Measures 1, 2, or 4, falling 20-30% below the goal. We did exceed the growth goal for Measure 3, which focuses on the growth of students with disabilities compared to the growth of students who do not have disabilities. In large part we believe we were not able to meet these goals because of the switch to virtual learning, as well as our focus on grade level standards versus NWEA growth. Where we were able to meet the goal, we credit the impact of small group instruction and tutoring that occurred more frequently during virtual instruction.

In grades 3, 5, and 7, students mastered an average 28%, 22%, and 35% respectively, falling well below our goals and where our students have performed historically. This data was greatly impacted by the switch to virtual learning, because of both the difficulties associated with the instruction itself and the slower pace of instruction leading to fewer standards covered.

ADDITIONAL CONTEXT AND EVIDENCE

The vast majority of the data collected this past school year was collected virtually. We relied on several different programs and providers to help us deliver assessments (Assistments, Equip, online platforms provided by curriculums, and NWEA). To help with testing integrity, we communicated with students and families frequently about the importance of reliable data from our assessments, as well as assessment guidelines and best practices. While we did everything in our power to make it easier to administer and take assessments, and to message the importance of valid and reliable data, we know that the virtual environment made it more difficult for students to demonstrate their knowledge and made the data less reliable overall.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Overall, we did not meet the majority of our ELA goals in the 2020-21 school year. Given the switch to virtual instruction and the difficulty of virtual assessments, we are not surprised by this, but have launched a plan for improved instruction and data collection in the 2021-22 school year.

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)

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- We've inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
- The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
- To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
- If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

Results for 4, 6, and 8th Grades Only

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	216	33	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	129	17	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students	Students with disabilities ²	31	42	46	Yes

² 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

with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 8 th 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. ³	2+ students	75%	195	29%	No

Results for 3rd, 5th, and 7th Only



Grade	Average Percent of Grade Level Standards Mastered
3rd Grade	28%
5th Grade	22%
7th Grade	35%

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

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

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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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

In our 2017 cohort, 79% of students scored at least a Level 4, exceeding the goal by 14%.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	66	0		65%
2016	2019-20	77	1	36	47%
2017	2020-21	75	5	55	79%

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	86	62%	80	77%	80	77%
2018	83	0%	81	NA (all exempt)	81	NA (all exempt)
2019			90	0%	90	0%
2020					82	NA (all exempt)

Goal 3: Absolute Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

In our 2017 cohort, 97% of students scored at least a level 3 on the ELA Regents exam, exceeding the goal by 19%.

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	66	0		95%
2016	2019-20	77	1	70	92%
2017	2020-21	75	5	68	97%

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	86	81%	80	90%	80	90%
2018	83	0%	82	N/A (all Exempt)	82	N/A (all Exempt)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2019			90	0%	90	0%
2020					82	N/A (all Exempt)

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

In our 2017 cohort, 57% of students who were not proficient in 8th grade scored at least a Level 4 on the ELA Common Core Regents exam, exceeding the goal by 7%.

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)
2015	2018-19	33	0		61%
2016	2019-20	49	1	19	40%
2017	2020-21	32	4	16	57%

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

In our 2017 cohort, 96% of students who were not proficient in 8th grade scored at least a Level 3 on the ELA Common Core Regents exam, exceeding the goal by 21%.

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)
2015	2018-19	33	0		94%
2016	2019-20	49	1	47	98%

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2017	2020-21	32	4	27	96%
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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Our students met and exceeded each goal that was able to be measured this school year.

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.	79%
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.	97%
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.	57%
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.	96%

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to

Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We've inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
 - If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

We implement several different curriculums across K-8th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Grades	Curriculum	Focus	Assessment	Daily Min.
K-2	EngageNY	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	70
	Zearn	Digit support aligned to EngageNY curriculum	None	20
	Counting jar	Foundational numeracy support in K	Curriculum provided	20
3-5	EngageNY	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	90
	Zearn	Digit support aligned to EngageNY curriculum	None	20
6-8	Illustrative Math	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	90
	Zearn	Digit support aligned to Illustrative curriculum	None	20

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building

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	<p>knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.</p>
Module Internalization	<p>At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)</p>
Lesson Internalization	<p>About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.</p>
Data Meetings	<p>About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.</p>
Observation & Feedback	<p>About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.</p>
Additional PD Sessions	<p>Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.</p>

During the 2020-2021 school year our K-8 schools were 100% remote through March, when they were able to launch hybrid instruction through the end of the school year. In-person days generally included about 20-30% of the student population, with many parents choosing to stay fully remote, and were interrupted frequently with individual classroom and school-wide closures.

METHOD

We relied on two different types of data to evaluate student achievement in math during the 2020-21 school year: growth data via NWEA in grades 4, 6, and 8, and curricular assessment data across all grades (3-8). A helpful piece of context here is that two years ago, before the pandemic, we began moving away from nationally normed growth assessments, like NWEA, for several reasons: we lost valuable instructional time while implementing them, we did not find the data useful to our instruction, and we believe they paint an incomplete and inaccurate picture of student understanding. We instead chose to focus on assessments that measure student understanding of grade level standards: our curricular assessments, and the NYS ELA Exams. We did keep administering the NWEA in specific grade levels to measure growth over longer periods of time, which is why we have the results for grades 4, 6, and 8.

In the results reported below, you'll see our NWEA data reported in the table for grades 4, 6, and 8, as well as a table showing the percent of grade level standards mastered by students in grades 3, 5, and 7. To determine this percentage, we calculated the percent of students who scored above a 65% in each unit assessment (roughly the state exam cutoff score for a Level 3 and what we consider the baseline for basic standards mastery), and multiplied that by the overall percentage of the grade level standards we completed during the school year. We believe this would be roughly equivalent to the number of students who would have scored a Level 3 or higher on the state exam. Typically we would complete near 100% of the standards for a grade level, but the pandemic and virtual instruction slowed our pace considerably.

RESULTS AND EVALUATION

In grades 4, 6, and 8, where the NWEA was used to measure growth, we did not meet the target for Measures 1, 2, 3, or 4, falling 20-30% below the goal.

In grades 3, 5, and 7, students mastered an average 57%, 46%, and 29% respectively, falling well below our goals and where our students have performed historically. This data was greatly impacted by the switch to virtual learning, because of both the difficulties associated with the instruction itself and the slower pace of instruction leading to fewer standards covered.

Results for 4, 6, and 8th Grades Only

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?

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Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	215	24	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	150	14	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	25	49	18	No
Measure 4: Each year, 75% of 3 rd through 8 th 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. ⁶	2+ students	75%	197	14	No

Results for 3rd, 5th, and 7th Only

Grade	Average Percent of Grade Level Standards Mastered
3rd Grade	57%
5th Grade	46%
7th Grade	29%

⁵ 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

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ADDITIONAL EVIDENCE

The vast majority of the data collected this past school year was collected virtually. We relied on several different programs and providers to help us deliver assessments (Assessments, Equip, online platforms provided by curriculums, and NWEA). To help with testing integrity, we communicated with students and families frequently about the importance of reliable data from our assessments, as well as assessment guidelines and best practices. While we did everything in our power to make it easier to administer and take assessments, and to message the importance of valid and reliable data, we know that the virtual environment made it more difficult for students to demonstrate their knowledge and made the data less reliable overall.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Overall, we did not meet the majority of our math goals in the 2020-21 school year. Given the switch to virtual instruction and the difficulty of virtual assessments, we are not surprised by this, but have launched a plan for improved instruction and data collection in the 2021-22 school year.

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
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 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.

- If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
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 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

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

In our 2017 cohort, 36% of students scored at least a level 4, falling 14% short of our goal.

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

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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	66	0		24%
2016	2019-20	77	42	22	63%
2017	2020-21	75	1	27	36%

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	85	32%	80	35% (70% Exempt)	80	35% (70% Exempt)
2018	83	34%	82	37% (99% exempt)	82	37% (99% exempt)
2019			90	N/A all exempt	90	N/A all exempt
2020					82	N/A all exempt

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

In our 2017 cohort, 99% of the students scored at least a level three, exceeding the goal by 19%.

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	66	0		98%
2016	2019-20	77	3	73	99%
2017	2020-21	75	1	74	99%

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	85	96%	80	100%	80	100%
2018	83	82%	82	100%	82	100%
2019			90	98%	90	98%
2020					83	N/A all exempt

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

In our 2017 cohort, 31% of students who were not proficient in 8th grade attained at least a level four, falling 19% short of the goal.

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)
2015	2018-19	26	0		7.4%
2016	2019-20	46	0	5	11%
2017	2020-21	32	0	10	31%

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

In our 2017 cohort, 100% of our students who were not proficient in 8th grade, scored at least a level three on a mathematics Regents exam.

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 ⁷

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)
2015	2018-19	27	0		96%
2016	2019-20	46	0	42	91%
2017	2020-21	32	0	32	100%

ADDITIONAL EVIDENCE

While we did not meet the goal for students attaining a level four, we exceeded the goal for students attaining a level three. We're hopeful that the additional tutoring measures we're putting into place this school year will increase the number of students scoring a level 4 or higher.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS 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.	36%

⁷ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	99%
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.	31%
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.	100%

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)

- We’ve inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
- The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
- To increase the number of small groups we’re able to provide, we’ve hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time. At the high school level, at least 200 students (roughly 60% of the student body) will be in tutoring or small group sessions each day.
- If students are not in a small group session, they’ll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we’ll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we’ll still primarily focus on our curricular assessments, but we’re also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We’ve also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we’re able to target specific areas and adjust our RTI model as needed.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

BACKGROUND

Grades	Curriculum	Focus	Assessment	Daily Min.
K-8	Amplify Science	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	45

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during

	other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.
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During the 2020-2021 school year our K-8 schools were 100% remote through March, when they were able to launch hybrid instruction through the end of the school year. In-person days generally included about 20-30% of the student population, with many parents choosing to stay fully remote, and were interrupted frequently with individual classroom and school-wide closures.

METHOD

In the results reported below, you’ll see a table showing the percent of grade level standards mastered by students in grades 4 and 8. To determine this percentage, we calculated the percent of students who scored above a 65% in each unit assessment (roughly the state exam cutoff score for a Level 3 and what we consider the baseline for basic standards mastery), and multiplied that by the overall percentage of the grade level standards we completed during the school year. We believe this would be roughly equivalent to the number of students who would have scored a Level 3 or higher on the state exam. Typically we would complete near 100% of the standards for a grade level, but the pandemic and virtual instruction slowed our pace considerably.

RESULTS AND EVALUATION

Grade	Average Percent of Grade Level Standards Mastered
4th Grade	20%
8th Grade	30%

ADDITIONAL CONTEXT AND EVIDENCE

The vast majority of the data collected this past school year was collected virtually. We relied on several different programs and providers to help us deliver assessments (Assistments, Equip, online platforms provided by curriculums, and NWEA). To help with testing integrity, we communicated with students and families frequently about the importance of reliable data from our assessments, as well as assessment guidelines and best practices. While we did everything in our power to make it easier to administer and take assessments, and to message the importance of valid and reliable data, we know that the virtual environment made it more difficult for students to demonstrate their knowledge and made the data less reliable overall.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We did not meet our science goals for this past school year.

ACTION PLAN

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 Cohort⁸

⁸ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	67	0		100%
2016	2019-20	77	0	76	99%
2017	2020-21	75	2	73	100%

ADDITIONAL EVIDENCE

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	91	92%	80	99%	80	99%
2018	85	82%	82	96%	82	96%
2019			6	100%	6	100%
2020					83	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.

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

ADDITIONAL EVIDENCE

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2
 - We will not have any additional Tier 2 strategies for science beyond any additional SPED supports that may be required.

- Tier 3
 - Will not have any additional Tier 3 strategies for science beyond any additional SPED supports that may be required.

GOAL 6: SOCIAL STUDIES

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

In our 2017 cohort, 100% of the students passed the US History Regents exam with a score of 65 or higher.

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	67	0		93%
2016	2019-20	77	2	71	95%
2017	2020-21	75	73	2	100%

EVALUATION

We exceeded the goal by 25%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	91	2%	80	92%	80	92%
2018	85	1%	82	N/A	82	N/A
2019			90	100%	90	100%
2020					83	N/A

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

In our 2017 cohort, 100% of the students had a score of 65 or higher on the Global Regents exam.

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)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	82	0		94%
2016	2019-20	77	2	68	91%
2017	2020-21	75	11	64	100%

EVALUATION

We exceeded our goal by 35%.

ADDITIONAL EVIDENCE

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	86	80%	80	90%	80	90%
2018	83	1%	82	N/A	82	N/A
2019			90	0%	90	0%
2020					83	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.

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

GOAL 7: ESSADUE 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](#).

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

We remain in good standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing