

Democracy Prep Endurance Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

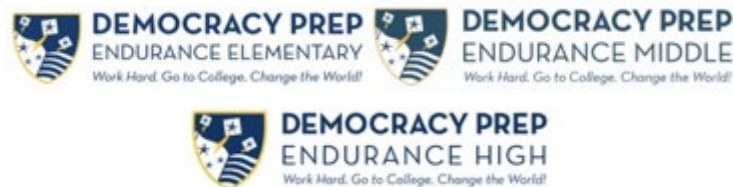
Submitted to the SUNY Charter Schools Institute on:

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Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) 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) |
| Robert North | Board Chair | Executive Committee |
| Roger Berg | Secretary | Executive Committee and Academic Accountability Committee |
| Brian Berger | Treasurer | Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee |
| Brittany Mullings | Trustee | Community and Family Communications Committee |
| Jake Foley | Trustee | Not assigned to any committees as of July 28th, 2021 |
| Sean Windsor | Trustee | Finance and Audit Committee |
| Alastair Wood | Trustee | Academic Accountability Committee and Governance Committee |
| Josh Pristaw | Vice Chair | Executive Committee and Real Estate Committee |
| Doug Snyder | Vice Chair | Executive Committee |
| Kenneth J. Weiller | Trustee | Academic Accountability Committee and Development Committee |
| Greg Weston | Trustee | Real Estate Committee |
| Khary Barnes | Vice Chair | Executive Committee and Governance Committee |
| Stephanie King | Trustee | Governance Committee |
| Farida Ilboudo | Trustee | Development Committee |
| Ross Frommer | Trustee | Development Committee |

Katherine Perez will serve as the founding principal of Democracy Prep Endurance Charter Elementary School in the 2021-2022 school year. Prior to serving as the principal of the Democracy Prep Endurance Charter Elementary School, she served as the principal of Democracy Prep Endurance Charter Middle School.

Andy Clay will serve as the principal of Democracy Prep Endurance Charter Middle School in the 2021-2022 school year. This will be his second year in this position.

Alrica Boler will serve as the principal of Democracy Prep Endurance Charter High School in the 2021-2022 school year. Last year, she served as an Assistant Principal at Democracy Prep Endurance Charter High School.

SCHOOL OVERVIEW

The mission of Democracy Prep Public Schools, including Democracy Prep Endurance Charter School, is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Endurance Charter School is governed by the Democracy Prep New York Charter Schools Board of Trustees, the governing body of the education corporation formed out of the merger of the individual education corporations of Democracy Prep Harlem Charter School, Democracy Prep Charter School, Bronx Prep Charter School, and Harlem Prep Charter School.

Democracy Prep Endurance merged with the Democracy Prep New York ed corp at the outset of the 2019-20 school year. As a result of this merger, Democracy Prep Endurance transitioned from a Board of Regents-authorized school and oversight is now provided by the SUNY Charter Schools Institute. Since then, Democracy Prep Endurance Charter School has been able to drive exemplary student outcomes in neighborhoods of New York City that have traditionally been educationally underserved.

With the opening of an elementary school next year, Democracy Prep Endurance Charter School will operate three school sites: Democracy Prep Endurance Charter Elementary School, Democracy Prep Endurance Charter Middle School, and Democracy Prep Endurance Charter High School. In the 2021-2022 school year, Democracy Prep Endurance Charter School will serve scholars in grades K-1 and 6-12. The following year, it will additionally serve scholars in 2nd grade, and in the 2023-2024 school year, it will serve scholars in grades K-3 and 6-12.

88% of Democracy Prep Endurance Charter School students were considered economically disadvantaged. 21% of Democracy Prep Endurance Charter School students qualified for Special Education (SPED) services, and 3% were identified as Multilingual Learners (MLL). 97% of Democracy Prep Endurance Charter School students were Black or Latinx. The percentage of Democracy Prep Endurance Charter School scholars who were living in temporary housing was 10%.

The academic model at Democracy Prep Endurance Charter School features five common elements:

- Rigorous college-prep academics – The academically rigorous, research-proven program includes the core subjects, with a focus on literacy, as well as engaging electives such as art, music, and fitness;
- More time to learn – The school year includes 180 days of instruction, and students in need of additional individual support have the ability to attend after-school tutoring and on additional Saturdays;
- Data-driven decision-making – Democracy Prep Endurance Charter School utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide data tool, interim assessments, and comparative academic measures to drive effective instruction;
- Safe and supportive school culture – The Democracy Prep Endurance Charter School culture is based on the “DREAM Values” according to which all staff and students live: Discipline, Respect, Enthusiasm, Accountability, and Maturity; and
- Exemplary talent – Democracy Prep Endurance Charter School has an extremely selective staff application process, and all staff members undergo extensive performance reviews and

receive weekly professional development during the school year and three weeks of PD during the summer.

In addition to featuring these common elements of high-performing charter schools, Democracy Prep Endurance Charter School is unique in its commitment to three other key design elements:

- Commitment to educating all students, in all subjects, in all grades – Democracy Prep Endurance Charter School actively recruits students at risk of academic failure, including those with Multilingual Learner classifications, IEPs, and 504 plans, and strives to enroll students in high-needs subgroups in numbers similar or greater than those in traditional public schools. High support is provided for students to achieve high expectations.
- Authentic civic leadership and engagement – Democracy Prep Endurance Charter School places an explicit focus on preparing scholars to become civic leaders in their communities through civic initiatives, community engagement, as well as mandatory speech and debate; and
- Running schools on public funds – Democracy Prep Endurance Charter School operates the core programs at each of its schools on the public funds it receives from the city, state, and federal government.

Democracy Prep Endurance Charter School began the 2020-2021 school year fully remotely. Starting in October 2020, Democracy Prep Endurance Charter School transitioned to a hybrid model of instruction in which most scholars participated in in-person instruction for two days per week.

Throughout the pandemic, Democracy Prep Public Schools has provided scholars and their families with additional materials and other supports. For example, all scholars have had access to their own personal Chromebook, as well as a Wi-Fi hotspot if they do not have access to internet at home throughout. The school provided families with PPE and thermometers upon request. The school worked diligently to provide COVID-related updates to all families on a regular and timely basis in the language in which they are most comfortable. Upon re-opening for Hybrid learning in October 2020 (2 days per week in-person for most students), Democracy Prep Public Schools found that many families were reluctant to send their scholars to the building. Throughout the course of the year, we have worked hard to ensure that families are familiar with our health and safety protocols in anticipation of returning to school full-time in the fall. Amongst the schools in the DPNY Education Corporation, we saw zero cases of COVID transmission within our school buildings, which we attribute to strict adherence to mask wearing, hand washing, social distancing, and a rigorous COVID testing program.

An additional success that was seen during remote instruction at Democracy Prep Endurance Charter School has been the extent to which school and network personnel, particularly teachers, have been able to maintain consistent communication and engagement with scholars and families. Throughout the period of school building closures, the Democracy Prep Public Schools Office of the Superintendent has recommended that teachers call advisees weekly to check in, and some form of engagement or participation was required of scholars each day. Teachers found that scholars were particularly engaged when provided with assignments that allowed them to speak about their experience during this challenging time, and to speak about their personal experiences in general. When scholars return to school in the fall, five days per week in-person barring state and local mandates, Democracy Prep Public Schools intends to encourage teachers to continue providing scholars with opportunities for self-expression.

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Certain data from norm-referenced tests or state exams are not available due to COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students' progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

| School Enrollment by Grade Level and School Year | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|-----|-----|-----|-----|-----|----|----|-------|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2016-17 | | | | | | | 121 | 111 | 102 | 119 | 99 | | | 552 |
| 2017-18 | | | | | | | 105 | 112 | 100 | 99 | 98 | 63 | | 577 |
| 2018-19 | | | | | | | 102 | 120 | 128 | 83 | 93 | 68 | 59 | 653 |
| 2019-20 | | | | | | | 130 | 117 | 113 | 128 | 104 | 71 | 53 | 716 |
| 2020-21 | | | | | | | 52 | 134 | 135 | 113 | 111 | 87 | 69 | 701 |

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>)

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.

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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 30th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2018-19 | 2015-16 | 2015 | 79 | 4 | 83 |
| 2019-20 | 2016-17 | 2016 | 51 | 4 | 55 |
| 2020-21 | 2017-18 | 2017 | 76 | 1 | 77 |

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 | 83 | 4 | 87 |
| 2019-20 | 2016-17 | 2016 | 55 | 4 | 59 |
| 2020-21 | 2017-18 | 2017 | 75 | 1 | 76 |

| 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) |
| 2018-19 | 2014-15 | 2014 | N/A | N/A | N/A |
| 2019-20 | 2015-16 | 2015 | 76 | 5 | 81 |
| 2020-21 | 2016-17 | 2016 | 54 | 4 | 58 |

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Promotion to the Next Grade at Democracy Prep

Democracy Prep has high promotional standards. It is not automatically assumed that a scholar will pass from one grade to the next: the scholar must earn promotion by demonstrating mastery of the essential knowledge and skills in their current grade level. Scholars may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a scholar's course and exam grades, attendance, homework completion record, adherence to DREAM values, and other measures including teacher observations. A scholar may be retained if they miss 10 days in a school year, miss a significant amount of instructional time, or if the scholar fails to complete and hand in a high volume of required assignments.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
 - In the 2020-2021 school year specifically, due to the remote learning context, the threshold for a passing grade was modified to a 60.
- Passing all comprehensive examinations. A passing grade is a 70.
 - In the 2020-2021 school year specifically, due to the remote learning context, the threshold for a passing grade was modified to a 60.
- Passing all necessary Regents.
- Maintaining a satisfactory disciplinary record.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive/state exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade. If a scholar fails more than

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three classes and exams combined, they generally will NOT be eligible for Summer Academy and will be retained.

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

Excessive absences may jeopardize on-time promotion.

High School Grade Weighting

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

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

The only exception is science classes at all grade levels.

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

Overall Grade Weighting

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

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|-----------------------|-------------|
| T2 Exam | 5.4% |
| T3 Coursework | 26.6% |
| T3 Final Exam/Regents | 20% |
| TOTAL | 100% |

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

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

Course Requirements:

| Content | Credits | NYS Requirement | Regents Exams |
|---------|---------|-----------------|---|
| English | 4 | 4 | English |
| History | 4 | 4 | Global and US |
| Math | 4 | 3 | One Math (Second exam for diploma w/ distinction) |
| Science | 4 | 3 | One Science (Second exam for diploma w/distinction) |

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|------------------------------|-----|-----|--|
| Foreign Language | 3 | 1 | N/A (One foreign language exam for diploma w/ distinction) |
| The Arts | 1.5 | 1 | N/A |
| Phys. Ed. | 2 | 2 | N/A |
| College Access | 1 | 0 | N/A |
| Health | .5 | .5 | N/A |
| Electives | 1 | 3.5 | N/A |
| Total Credits for Graduation | 25 | 22 | |

DPPS HS Graduation Requirements

In 12th grade, all DPPS seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in.
- Passing grades on all required state exams
- Satisfactory SAT and ACT scores
- Mastery in the Seminar in American Democracy class
- Successful completion of the Civic Skills and Dispositions
- 83% or above on the US Citizenship Exam
- Received a minimum of two college acceptance letters
- Successful completion of the Senior Change the World Project.

Please note that only the Office of the Superintendent may revise any of these requirements, in the interest of preparing our scholars for success in college and beyond.

Consequences for Not Meeting Promotional Criteria

The promotional criteria will be used to determine if a scholar is ready for the challenges and opportunities of the next grade. If a scholar fails to meet all promotional criteria, they may be eligible for Summer Academy in order to meet these criteria.

Scholars whose final assessments and final course evaluations do not meet the expectation of any particular course are required to attend Summer Academy unless it is determined that the scholar must repeat the grade in the following academic year.

Scholars whose final assessments indicate significant growth but for whom there are substantial academic skill deficiencies or content gaps may be required to attend Summer Academy at the discretion of the school director.

Any Democracy Prep scholar who does not show substantial growth or mastery in three or more subjects may be subject to repeating the grade in all classes.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

As seen in the table below, in the 2019 cohort, 70% of scholars earned the required number of credits to meet promotion requirements, and in the 2020 cohort, 61% of scholars earned the required number of credits to meet promotion requirements. Both of these numbers fall short of our 75% goal. We saw lower than expected percentages of scholars meeting requirements largely due to the challenges that scholars faced in the context of remote instruction. In order to ensure that scholars are on track to meet their goals during this upcoming year, we plan to provide targeted support to scholars who did not earn the required number of credits last year. This support will come both in the form of specific instructional interventions and through increasing the

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frequency of communication to these scholars' family members in order to ensure that there are strong partnerships between the school and families to comprehensively support scholars in their academic progress.

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 | 94 | 70 |
| 2020 | 89 | 61 |

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

As seen in the table below, the percentage of scholars in the 2020-2021 school year who passed at least three Regents exams (including exemptions) was 58% for the 2019 cohort. This is lower than our goal of 75%. In both of the school years preceding the 2020-2021 school year, Democracy Prep Endurance Charter School surpassed the 75% goal with a pass rate of 76% in the 2018-2019 school year and a pass rate of 78% in the 2019-2020 school year. The pass rate seen in 2020-2021 is likely lower than the rates seen in previous years due to the higher percentage of the school year that was spent in remote instruction.

In order to close the gaps between the pass rate seen in 2020-2021 and our goal of 75%, we plan to leverage our accelerated learning program to address accumulated learning loss seen throughout the COVID-19 pandemic. Pacing calendars for every grade and subject at Democracy Prep

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Endurance Charter School have been adjusted to allow for 24 days to address learning loss for all scholars. These days are a combination of pre-teaching days to address unfinished learning identified by diagnostic testing and strategic support days, planned individually by teachers to address the unique learning needs of their students. These are paired with increased tutoring and academic support blocks and intersession supports to allow a variety of support for all scholars. Implementing these supports will allow us to ensure that we are providing scholars with the academic support needed to ensure higher pass rates in the upcoming school year and beyond.

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 | 75 | 76 |
| 2018 | 2019-20 | 87 | 78 |
| 2019 | 2020-21 | 94 | 58 |

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

Within both cohorts, we have fallen short of meeting our goal of 75% of students in the fourth year high school Total Graduation Cohort and 95% of students in the 5th grade total graduation cohort graduating. While the 2015 and 2016 cohorts reached graduation rates that were close to our goal, the 2017 cohort (which was scheduled to graduate in the 2020-2021 school year) saw a much lower percentage of scholars graduating. The lower graduation rate was likely caused by the challenges that scholars faced throughout participating in remote instruction.

The rate of scholars who graduated after 5 years was 90% for the 2015 cohort, which was 5% short of our goal of 95%. For the 2016 cohort, the graduation rate was 7% lower than that of the 2015

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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cohort. This lower graduation rate was also likely due to the challenges that scholars faced during remote instruction.

In addition to the impacts of remote instruction, the rigorous coursework that we provide to students creates a higher bar for passing than is seen in many schools. All scholars, including those with at-risk designations, are exposed to rigorous coursework. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery.

In order to ensure that we meet these graduation rate goals in the upcoming academic year, we intend to provide targeted interventions for scholars who are not on track to graduate. We will ensure that scholars have the academic support that they need in order to succeed in their coursework, and we will regularly check in with scholars' family members if scholars are not on track to graduate. This will enable us to create lines of communication that will allow schools and families to form strong partnerships in support of scholars' academic outcomes.

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 | 83 | 70 |
| 2016 | 2019-20 | 55 | 71 |
| 2017 | 2020-21 | 76 | 55 |

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 | N/A | N/A |
| 2015 | 2019-20 | 76 | 90 |
| 2016 | 2020-21 | 54 | 83 |

ADDITIONAL EVIDENCE

Graduating from Democracy Prep Endurance Charter High School is a notable accomplishment. All scholars, including those with at-risk designations, are exposed to rigorous coursework and are encouraged to pursue Regents diplomas with Advanced distinction. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools. It is Democracy Prep Charter School's

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goal to ensure that we continue to increase the number of scholars who graduate from high school after four or five years.

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 both the 2015 and 2016 cohorts, graduation rates for Democracy Prep Endurance Charter High Schools were comparable to those of the surrounding school district. At Democracy Prep Endurance Charter School, our goal is to outperform the graduation rate of surrounding school districts, and this data indicates that we have fallen short of our goal.

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 | 83 | 70 | 901 | 69 |
| 2016 | 2019-20 | 55 | 71 | 971 | 75 |
| 2017 | 2020-21 | 76 | 55 | N/A | N/A |

ADDITIONAL EVIDENCE

It is important to note that Democracy Prep Endurance Charter School serves a higher percentage of scholars who have traditionally been underserved by New York City's education system. Specifically, 88% of Democracy Prep Endurance Charter School students were considered economically disadvantaged. 21% of Democracy Prep Endurance Charter School students qualified for Special Education (SPED) services, and 3% were identified as Multilingual Learners (MLL). 97% of Democracy Prep Endurance Charter School students were Black or Latinx. The percentage of Democracy Prep Endurance Charter School scholars who were living in temporary housing was 10%. Democracy Prep Endurance Charter School actively works to increase the percentage of scholars who are traditionally underserved. Therefore, while we are actively working to increase our

graduation rate, we are proud that our scholars who face additional challenges within the education system are performing on par with the surrounding district.

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

Democracy Prep Endurance Charter School did not have any scholars pursuing an alternative graduation pathway in the 2020-2021 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, we fell short of the specific accountability metrics of focus for Democracy Prep Endurance Charter School. In significant part, this was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Endurance, saw a decrease in instructional outcomes. Our Network Academics Team has created a comprehensive plan to address learning loss across all Democracy Prep Public Schools, including Democracy Prep Endurance, which will support our ability to ensure that scholars graduate at rates that allow us to meet our goals in the upcoming year.

| Type | Measure | Outcome |
|-------------------|---|--------------|
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. | Did not meet |
| 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 | Did not meet |

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| | | |
|-------------|--|--------------|
| | New York State Regents exams required for graduation by the completion of their second year in the cohort. | |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. | Did not meet |
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | Did not meet |
| 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. | Did not meet |
| 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. | Did not meet |

ACTION PLAN

There are several actions that Democracy Prep Endurance will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Democracy Prep Endurance Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished learning. Leading the way in this work will be Learning Intervention Coaches at each of Democracy Prep Endurance Charter School’s campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep Endurance Charter School will prepare students for success in college.

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

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

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; 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

The indicator of focus at Democracy Prep Public Schools is the percentage of scholars who earned a Regents diploma with an advanced designation. Within the 2017 cohort, 51% of graduates had achieved this indicator. This is lower than our goal percentage of 75%. A key reason for this lower percentage was the remote learning context as a result of the COVID-19 pandemic. In this context, Democracy Prep Endurance Charter School scholars, like many scholars across the country, experienced unique challenges in mastering rigorous content in a remote setting. Additionally, many scholars were unable to take the assessment due to the pandemic. For these reasons, the percentage of scholars who met this indicator did not reach our goal.

As previously mentioned, we will be addressing this through intentionally adjusting our academic programming to address learning loss seen through the COVID-19 pandemic. Action items will include academic remediation for scholars and adding additional time of tutoring blocks. Additionally, teachers will focus on providing targeted instruction of key skills from the previous grade level. We expect that these interventions will allow students to pass the Regents exams at higher rates, leading us to the realization of our academic goals.

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 |
|---|---|-------------------------------|--|
| Earning a Regents diploma with advanced designation | 76 | 39 | 51 |
| Overall | 76 | 39 | 51 |

Goal 2: Absolute Measure

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

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

Goal 2: Comparative Measure

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

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

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data seen below is based both on scholar interviews and information that is available through Common App.

| 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 | 58 | 52 | 89 |
| 2016 | 2019-20 | 53 | 44 | 83 |
| 2017 | 2020-21 | TBD | TBD | TBD |

ADDITIONAL EVIDENCE

Prior to the pandemic (in the 2018-2019 school year), approximately 90 percent of Democracy Prep Endurance scholars matriculated to college in the year after high school graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Both of our 2015 and 2016 cohorts met our goal of a 75% matriculation rate. Specifically, our 2015 cohort reached a matriculation rate of 89%, and our 2016 cohort reached a matriculation rate of 83%. There were several actions that contributed to the success that Democracy Prep Endurance Charter School saw here. First, Democracy Prep Endurance Charter School operates academically rigorous, college preparatory campuses. Our curriculum is based on an accelerated introduction to the New York State Standards. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school. This curriculum provides scholars with the rigorous academic preparation that they need in order to succeed on gate-keeping assessments such as the SAT and ACT. Additionally, the consistent discussion of college preparation and readiness instills in our scholars the importance of working toward this important goal.

| Type | Measure | Outcome |
|------|---------|---------|
|------|---------|---------|

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | |
|-------------|--|--------------|
| Absolute | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | Did not meet |
| 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. | Met |

ACTION PLAN

In order to ensure that we are able to continue meeting our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Democracy Prep Endurance Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Endurance Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

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

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

METHOD

Democracy Prep Endurance Charter School used internally and privately-developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-2021 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The passing rate of 70 percent was used as the benchmark for proficiency.

At the beginning of each year, Democracy Prep Endurance Charter School, like all Democracy Prep Public Schools, administers diagnostic assessments in order to develop a baseline understanding of scholars' levels of academic mastery. The results of these diagnostic assessments inform subsequent academic strategies. Throughout the year, formative and summative assessment results are used to evaluate scholars' academic progress and understand the levels of growth and achievement that scholars are demonstrating.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Percentage of scholars meeting 70% mastery in ELA.**

RESULTS AND EVALUATION

The percentage of scholars who demonstrated 70% mastery in English Language Arts can be seen below. Data includes overall mastery by grade, and it also highlights the percentage of scholars who met this academic target amongst specific historically-underserved subgroups (including scholars with IEPs and scholars who are English language learners) within each grade level.

| Grades | Percentage of Students Meeting 70% in Overall Grades | Percent of ELL Scholars Meeting 70% | Percent of IEP Scholars Meeting 70% |
|--------|--|-------------------------------------|-------------------------------------|
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | 33% | 17% | 14% |
| 7 | 46% | 55% | 25% |
| 8 | 59% | 77% | 59% |
| 9 | 29% | 29% | 14% |
| 10 | 36% | 50% | 29% |
| 11 | 53% | 57% | 50% |
| 12 | 72% | | 0% |

ADDITIONAL CONTEXT AND EVIDENCE

With the exception of 6th grade scholars at Democracy Prep Endurance Charter School, the percentage of scholars who are English Language Learners who demonstrate proficiency is on par with or exceeding the overall percentage of scholars who are meeting 70% proficiency within the grade. Across grades and educational models, there is a need to address gaps between proficiency scores for the overall student population and students with IEPs.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

While the percentages of scholars mastering grade-level standards in elementary and middle English language arts is lower than we would like to see, we expected lower levels of proficiency given the transition to remote instruction and subsequent learning loss in this context.

This year, we have created targeted plans for addressing learning loss in literacy specifically. In direct response to evaluation data, Democracy Prep network schools, including Democracy Prep

Endurance Charter School, have comprehensively overhauled their approach to literacy instruction. One of our ultimate goals is to ensure that we are building knowledge over time in a coherent and cohesive manner. We know from research that the more background knowledge our scholars build over time, the more access they'll have to gaining more knowledge. Reading comprehension and language growth are a direct function of background knowledge. Democracy Prep has also worked to develop phonics instruction as a remediation tool at the middle school level based on lessons learned from Democracy Prep's Pathways program. Democracy Prep Public Schools has implemented these curricular shifts at the middle school level network-wide.

ACTION PLAN

Democracy Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Democracy Prep Endurance Charter School succeeded in meeting this metric for all cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort²

| 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 | 83 | 0 | 66 | 80 |
| 2016 | 2019-20 | 55 | 2 | 36 | 67 |
| 2017 | 2020-21 | 76 | 12 | 42 | 65 |

ADDITIONAL EVIDENCE

All three cohorts met or surpassed this goal. Within the 2015 cohort, 80% of students scored at least a 4, surpassing the goal by 15%. Within the 2016 cohort, 67% of students scored at least a 4, surpassing the goal by 2%. Within the 2017 cohort, 65% of students scored at least a 4, which allowed the cohort to meet the goal exactly.

Within the 2019 cohort, the percentage of scholars who passed (including those who exempted) is lower than comparable percentages amongst other cohorts due to the fact that many scholars are missing this exam or have not yet taken it.

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 | Exempted | Percent Passing including Exempted | Number in Cohort | Exempted | Percent Passing including Exempted |
| 2017 | N/A | N/A | 80 | 11 | 69 | 76 | 12 | 71 |
| 2018 | N/A | N/A | 87 | 65 | 79 | 85 | 65 | 83 |
| 2019 | | | N/A | N/A | N/A | 94 | 41 | 45 |
| 2020 | | | | | | N/A | N/A | N/A |

Goal 3: Absolute Measure

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

² Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Democracy Prep Endurance Charter School met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. Amongst all cohorts, 93% of scholars are at least partially proficient, with all scholars in the cohort taking the exam by their fourth year.

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 | 83 | 0 | 77 | 93 |
| 2016 | 2019-20 | 55 | 1 | 50 | 93 |
| 2017 | 2020-21 | 76 | 12 | 59 | 93 |

ADDITIONAL EVIDENCE

The third year cohort has already achieved this measure, even though scholars in their third year have only had 2.5 years in which to earn a valid exam score.

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 | Exempted | Percent Passing including | Number in Cohort | Exempted | Percent Passing including |
| | | | | | | | | |

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| | | | | | Exempted | | | Exempted |
|------|-----|-----|-----|-----|----------|-----|-----|----------|
| 2017 | 75 | 73 | 80 | 11 | 91 | 76 | 12 | 78 |
| 2018 | N/A | N/A | 87 | 65 | 79 | 85 | 65 | 80 |
| 2019 | | | N/A | N/A | N/A | 94 | 41 | 46 |
| 2020 | | | | | | N/A | N/A | N/A |

Goal 3: Absolute Measure

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

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

The school met the goal of at least 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort. The school exceeded this goal by 7 percentage points even though the fourth year cohort had fewer than four full years in which to earn a valid score on the exam. The fifth year cohort exceeded the goal by 14 percentage points, even though the cohort had only 4.5 years in which to earn a valid exam score.

| Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th 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 | 18 | 0 | 12 | 67 |
| 2016 | 2019-20 | 15 | 1 | 9 | 64 |
| 2017 | 2020-21 | 25 | 11 | 8 | 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.

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RESULTS AND EVALUATION

Democracy Prep Endurance met the goal of at least 75 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. In fact, 100 percent of scholars were at least partially proficient by their fourth year even though the cohort had fewer than four full years in which to earn a valid exam score.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2015 | 2018-19 | 18 | 0 | 17 | 94 |
| 2016 | 2019-20 | 15 | 1 | 14 | 100 |
| 2017 | 2020-21 | 25 | 11 | 15 | 100 |

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Endurance Charter School met all of the measures in the High School English Language Arts Goal applicable to the 2020-2021 school year, including achieving fourth year measures within 3.5 years.

| Type | Measure | Outcome |
|-------------|---|----------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts | N/A |

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| | | |
|-------------|--|----------|
| | (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. | N/A |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Achieved |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Achieved |

ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

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

METHOD

Democracy Prep Endurance Charter School used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

RESULTS AND EVALUATION

Across grade levels at Democracy Prep Endurance Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 34% to 73%.

| Grades | Percentage of Students Meeting 70% in Overall Grades | Percent of ELL Scholars Meeting 70% | Percent of IEP Scholars Meeting 70% |
|--------|--|-------------------------------------|-------------------------------------|
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | 54% | 33% | 29% |
| 7 | 49% | 55% | 32% |
| 8 | 60% | 69% | 41% |
| 9 | 34% | 29% | 9% |
| 10 | 46% | 50% | 38% |
| 11 | 57% | 53% | 42% |
| 12 | 73% | | 0% |

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Across grade levels, proficiency in mathematics ranged from 34% to 73%. Across all grade levels, levels of proficiency were lower for scholars with IEPs than the general population of students. For 5 grade levels, the percentage of scholars who are English Language Learners who met proficiency

benchmarks either exceeded or was within 5 percentage points of the percentage of scholars who met proficiency benchmarks across all grades.

ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

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

Democracy Prep Endurance Charter School did not meet the goal for the percentage of scholars in the 2017 cohort who scored at a level 4 among students with a valid score. Due to the state’s cancellation of Regents exams, we expected to see a lower percentage of scholars who met this metric.

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 | 83 | 0 | 48 | 58 |
| 2016 | 2019-20 | 55 | 1 | 39 | 72 |
| 2017 | 2020-21 | 76 | 7 | 24 | 25 |

ADDITIONAL EVIDENCE

Due to the context of the COVID-19 pandemic, Democracy Prep Endurance Charter School saw a lower percentage of scholars who met this goal than it has historically seen. For example, the 2016 cohort surpassed this goal by 7%.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2018-19 | 2019-20 | | | | 2020-21 | | |
|--------------------|-----------------|------------------|------------------|----------|------------------------------------|------------------|----------|------------------------------------|
| | Percent Level 4 | Number in Cohort | Number in Cohort | Exempted | Percent Passing including Exempted | Number in Cohort | Exempted | Percent Passing including Exempted |
| 2017 | 75 | 33 | 80 | 8 | 40 | 76 | 7 | 41 |
| 2018 | 57 | 25 | 87 | 17 | 40 | 85 | 20 | 46 |
| 2019 | | | 97 | 44 | 71 | 94 | 43 | 73 |
| 2020 | | | | | | 89 | 51 | 57 |

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.

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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

The school exceeded the goal of at least 80 percent of the fourth year accountability cohort who have taken the exam earning at least a level 3 on a Regents exam in Mathematics by their fourth year. The school exceeded this goal by 10 percentage points even though this year’s fourth year accountability cohort had fewer than four full years in which to earn a valid score.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2015 | 2018-19 | 83 | 0 | 82 | 99 |
| 2016 | 2019-20 | 55 | 1 | 52 | 96 |
| 2017 | 2020-21 | 76 | 7 | 64 | 90 |

ADDITIONAL EVIDENCE

Within the 2018 cohort, the percentage of scholars who have passed or been exempted from the exam has already surpassed the goal, even though scholars in their third year have had fewer than three full years to earn a valid Regents exam score.

Percent Achieving at Least Level 3 by Cohort and Year

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

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| Designation | Number in Cohort | Percent Passing | Number in Cohort | Exempted | Percent Passing including Exempted | Number in Cohort | Exempted | Percent Passing including Exempted |
|-------------|------------------|-----------------|------------------|----------|------------------------------------|------------------|----------|------------------------------------|
| 2017 | 75 | 91 | 80 | 8 | 94 | 76 | 7 | 93 |
| 2018 | 57 | 81 | 87 | 17 | 87 | 85 | 20 | 88 |
| 2019 | | | 97 | 44 | 74 | 94 | 20 | 79 |
| 2020 | | | | | | 89 | 51 | 58 |

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep Endurance Charter School did not meet the goal of having at least 50% of students meet the college and career readiness standard (as measured by scoring at a Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by their completion of their fourth year in the cohort. The decrease in the percentage of scholars who met this goal (from the 2019-2020 school year to the 2020-2021 school year) is likely caused by the transition to remote learning and the context of the COVID-19 pandemic. In the 2019-2020 school year, Democracy Prep Endurance Charter School surpassed the goal by 14 percentage points.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2015 | 2018-19 | 16 | 0 | 7 | 38 |
| 2016 | 2019-20 | 15 | 1 | 9 | 64 |
| 2017 | 2020-21 | 36 | 10 | 3 | 7 |

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

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

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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 ³

| 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 | 16 | 0 | 16 | 100 |
| 2016 | 2019-20 | 15 | 1 | 14 | 100 |
| 2017 | 2020-21 | 36 | 10 | 26 | 100 |

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Endurance Charter School achieved the measure of 80% of scholars at least partially meeting 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, and it met the goal of 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. However, it did not meet the metric of 65 percent of students in the high school Accountability Cohort meeting or exceeding Common Core expectations by the completion of their fourth year in the cohort or having 50% of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations by the completion of their fourth year in the cohort.

| 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. | Did not meet |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |

³ Based on the highest score for each student on the mathematics Regents exam

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| | | |
|-------------|---|-----------------|
| 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. | Did not achieve |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Achieved |

ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

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

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

METHOD

Democracy Prep Endurance Charter Schools used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

RESULTS AND EVALUATION

According to available data, across grade levels, the percentage of scholars meeting 70% proficiency ranged from 31% to 70%.

| Grades | Percentage of Students Meeting 70% in Overall Grades | Percent of ELL Scholars Meeting 70% | Percent of IEP Scholars Meeting 70% |
|--------|--|-------------------------------------|-------------------------------------|
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | 67% | 50% | 43% |
| 7 | 58% | 55% | 39% |
| 8 | 69% | 69% | 59% |
| 9 | 31% | 14% | 9% |
| 10 | 49% | 33% | 50% |
| 11 | 55% | 60% | 25% |
| 12 | 70% | | 0% |

ADDITIONAL CONTEXT AND EVIDENCE

Rates of proficiency seen in targeted subgroups (including scholars with IEPs and scholars who are English language learners) was typically lower than or comparable to the rates of proficiency seen across the general population within each grade level.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Rates of proficiency for grade levels ranged from 31% to 70%. Performance was typically lower amongst scholars with IEPs and scholars who are English language learners, although in two grades, scholars who are English language learners either had the same or higher levels of proficiency when compared to the general population.

ACTION PLAN

Democracy Prep Public Schools will continue to leverage a science curriculum that is based on Next Generation Science Standards, and schools will continue to provide scholars with hands-on learning opportunities. Additionally, diagnostic assessments will be administered at the beginning of the upcoming school year in order to gather baseline data that will allow for measuring scholar growth and achievement throughout the upcoming school year.

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 Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of 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

The school met the goal of at least 75 percent of scholars who have taken a Regents exam in Science passing with a score of at least 65 on a Regents exam in Science. In fact, the school

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exceeded the goal by 22 percentage points, even though scholars in the fourth year cohort had fewer than four full years in which to earn a valid score for this fourth year measure.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

| 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 | 83 | 0 | 82 | 99 |
| 2016 | 2019-20 | 55 | 2 | 49 | 92 |
| 2017 | 2020-21 | 76 | 8 | 66 | 97 |

ADDITIONAL EVIDENCE

Democracy Prep Endurance Charter School's 2018 and 2019 cohorts have already met this fourth year measure, even though the 2018 cohort has only had 2.5 years in which to earn a valid score on a Regents exam in Science, and the 2019 cohort has only had 1.5 years in which to earn a valid score.

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

| Cohort Designation | 2018-19 | | 2019-20 | | | 2020-21 | | |
|--------------------|------------------|-----------------|------------------|----------|------------------------------------|------------------|----------|------------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Exempted | Percent Passing including Exempted | Number in Cohort | Exempted | Percent Passing including Exempted |
| 2017 | 75 | 85 | 80 | 8 | 95 | 76 | 8 | 94 |
| 2018 | 57 | 58 | 87 | 28 | 90 | 87 | 28 | 93 |
| 2019 | | | N/A | N/A | N/A | 94 | 75 | 90 |
| 2020 | | | | | | N/A | N/A | N/A |

Goal 5: Comparative Measure

⁴ Based on the highest score for each student on any science Regents exam

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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.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of 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

Due to the state’s cancellation of administration of the Regents Exams, Democracy Prep Endurance Charter School does not have sufficient data to indicate whether or not schools met this goal for the 2017 cohort. However, historical data indicates that both the 2015 and 2016 cohorts have surpassed this goal.

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

| Cohort Designation | Fourth Year | Number in Cohort | Number Exempted with No Valid Score | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|------------------|-------------------------------------|---------------------------------------|---|
| | | | | | |

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| | | (a) | (b) | | |
|------|---------|-----|-----|-----|-----|
| 2015 | 2018-19 | 83 | 0 | 73 | 88 |
| 2016 | 2019-20 | 55 | 8 | 41 | 87 |
| 2017 | 2020-21 | 76 | 58 | N/A | N/A |

EVALUATION

Scholars in the 2015 and 2016 cohort have surpassed this goal by 13% and 12%, respectively.

ADDITIONAL EVIDENCE

Scholars in the 2017 cohort had 56 scholars exempted from taking the exam, leading to a percentage of scholars who either passed or were exempted that exceeded the goal of 76%.

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 | Exempted | Percent Passing including Exempted | Number in Cohort | Exempted | Percent Passing including Exempted |
| 2017 | N/A | N/A | 80 | 57 | 74 | 76 | 56 | 76 |
| 2018 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2019 | | | N/A | N/A | N/A | N/A | N/A | N/A |
| 2020 | | | | | | N/A | N/A | 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.

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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

The school met the goal of at least 75 percent of scholars in their fourth year who had taken the Global History Regents exam passing by the end of their fourth year. The school exceeded the measure by 17 percentage points even though scholars in the 2017 cohort had fewer than four full years in which to earn a valid exam score.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2015 | 2018-19 | 83 | 0 | 78 | 94 |
| 2016 | 2019-20 | 55 | 1 | 51 | 94 |
| 2017 | 2020-21 | 76 | 13 | 58 | 92 |

EVALUATION

Scholars in the 2015, 2016, and 2017 cohorts all surpassed this goal.

ADDITIONAL EVIDENCE

Scholars in their third year have already achieved this measure, even though they have only had 2.5 years in which to earn a valid score on the Global History Regents exam. While we saw that 56% of scholars passed (including exemptions), this is lower than we would normally expect. The lower rate is due to the fact that over 40 students still have not taken this test.

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

| Designation | Number in Cohort | Percent Passing | Number in Cohort | Exempted | Percent Passing including Exempted | Number in Cohort | Exempted | Percent Passing including Exempted |
|-------------|------------------|-----------------|------------------|----------|------------------------------------|------------------|----------|------------------------------------|
| | | | | | | | | |
| 2017 | 75 | 73 | 80 | 12 | 91 | 76 | 13 | 93 |
| 2018 | N/A | N/A | 87 | 68 | 79 | 85 | 68 | 85 |
| 2019 | | | N/A | N/A | N/A | 94 | 53 | 56 |
| 2020 | | | | | | N/A | N/A | N/A |

Goal 6: Comparative Measure

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

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

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep Endurance achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2018-19 | Good standing |
| 2019-20 | Good standing |
| 2020-21 | Good standing |