



**GREEN TECH HIGH
CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Paul Miller, Principal, 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)
Pamela Williams	Chair	Executive Committee
Jahmel Robinson	Vice Chair	
Dona Bulluck	Secretary	
Laura Chmielinski	Treasurer	
Madalyn Royal	Member	
Matt Toporowski	Member	

Dr. Paul Miller has served as the principal since 2012.

SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) has provided a vital option for young men in grades 9-12 in the Capital Region since 2008. In 2016, GTHCS was renewed for a five-year term through 2021. The school moved to a new, larger facility in July 2016, and now has more space than in its previous years of operation. GTHCS is seeking to optimize the additional space by introducing middle school grades. This would offer the meaningful opportunity to reach students at an earlier point in their educational trajectory. It would also fill a demand for a single gender public middle school in the Capital Region, which ended with the closure of Brighter Choice Middle School for Boys in 2015.

The GTHCS board anticipates that introducing students to Green Tech's expectations and approach in middle school would positively impact high school college readiness outcomes, which require students to receive higher scores on high stakes Regents Exams; not just passing scores of 65. In addition, the revenue generated by the additional grades would considerably strengthen the school's finances by the close of FY 2020, our first full year with grade 6. The school gains additional financial strength in the next charter term fully grown to 6-12.

Vision

To prepare young men to be college and career ready through a rigorous academic and character-building educational experience.

Mission

Green Tech High Charter School prepares young men to complete high school with a Regents diploma, so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

School Philosophy

Green Tech High Charter School was founded on the belief that all students can develop the skills, motivation and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

Modifications to Program During Remote Learning

When school closed in March due to COVID 19 on March 13th, the GTH administration loaded all high school students into the [Plato online learning portal](#) (Math, English, Social Studies, Science, all courses appropriate to student's schedule.) Chromebooks were ordered and distributed upon arrival. Teachers monitored their advisory students' progress on Plato and coached, encouraged, taught and tutored their students virtually. Instruction was provided on how to use and monitor within the Plato system. Students had a GTH daily participation requirement of 1 hour per day per class enrolled and various Google Classroom teacher led support.

For the middle school group we developed a hybrid model of [MobyMax](#) and Google Classroom where teachers ran lessons in real time.

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End of semester tests (finals) were given in the PLATO courses for all students enrolled and reached the end of the course. Appropriate accommodations were made for students with IEPs.

Throughout the school closure, staff kept in touch with students directly, through Google classrooms and utilized social media to connect.

The School Counseling teams plays a critical role in supporting social/emotional development and needs as they:

- Understand the nature and range of human characteristics specific to child and adolescent development
- Identify and employ appropriate appraisal methods for individual and group interventions that support K–12 students’ social/emotional development
- Know and utilize counseling theories, collaborate with classroom teachers and build key relationships with students and parents.

In response to Covid-19, GTH School counselors established an intentional focus on social and emotional skill building, mental and behavioral health, personal safety and self-regulatory capacity, which likely has been impacted. School counselors will try to build from some of the unique learning experiences students may have had and promote resilience. In addition to and/or in the absence of formal screenings, counselors establish regular informal check-ins with all students especially in times of virtual learning. This allows prevention services to continue and establishes a system to determine how to provide effective intervention services as needed. GTH continues the referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals. School Counselors continue to be informed of Best Practices as outlined from the American School Counseling Association (ASCA).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	9	10	11	12	Total
2016-17				123	92	59	57	331
2017-18				126	96	75	56	353
2018-19				106	97	73	62	338
2019-20	44			91	80	70	73	358
2020-21	46	45		85	82	74	64	396

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.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	64	4	60
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	66	0	66

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	60	0	60
2019-20	2016-17	2016	64	3	67
2020-21	2017-18	2017	66	3	69

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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	54	2	52
2019-20	2015-16	2015	58	1	59
2020-21	2016-17	2016	3	64	67

PROMOTION POLICY

GTH Promotion Policy for Traditional In-Person Learning

For 2020-21, the minimum final grade for passing was adjusted to 60, instead of the usual 70, as we graded on a curve in the high school courses.

10th- 12th grade students must earn a "C- "(60) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (60) or higher for freshmen Core Classes only. Elective and Spanish classes always (60 or higher) in each final grade to be eligible for promotion to the next grade.

Final Grades are assigned as follows:

Event 1	Value	Event 2	Value	Event 3	Value
1 st Quarter Performance	16% of total grade	2 nd Quarter Performance	16% of total grade	Mid-Term Examination	8% of total grade
Event 4	Value	Event 5	Value	Event 6	Value
3 rd Quarter Performance	20% of total grade	4 th Quarter Performance	25% of total grade	Final Exam	15% of total grade

A student may be retained (discretion of the Principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a 4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam at the next time it is offered.

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

2020-21 High School Grading

Grading Calculation is based on two categories for Standard Courses:

Attendance Participation Grade - 60%

- Arrive on time to Google Classroom session
- Camera is on, student is visible, and present for the entire class
- Failure to follow the expectations will result in the loss of the entire 25% for the day
- Teachers will mark track a daily Google Classroom Attendance and Participation grade in Powerschool

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

Plato Current Grade - 40%

- Grades will be based on the real scores from completed work and assessments.
- The Plato grades will be updated and put in Powerschool weekly

Friday Advisory: 10-15 minute virtual meeting is mandatory weekly. Friday does not count towards the instructional class days

Late: *If students are more than 15 minutes late to class they will not receive credit for the day, unless they have a Doctor's note or a note from their parent due to an emergency.

Oversleeping is not an emergency or an excuse.

On Fridays, Teachers will be responsible for entering PLATO current grade based on that week's pacing. Students and Parents are able to access student grades in PowerSchool and progress report cards will be mailed out consistent with prior years.

Notes: Google Classroom Attendance and Participation cannot be made up. It is crucial that your student is engaged in live learning for effective delivery of instruction.

College Courses: College classes will remain fully in Google Classroom directed by the teacher. No Plato required.

AP Courses will be a hybrid of Google classroom assignments and PLATO fulfilling both AP/HS Requirements as directed by Teacher.

Absences: All students are expected to participate in online learning unless doctor's note or proof of family crisis is approved and entered into Powerschool.

Middle School Grading

Grade Calculations for standard courses are based on four categories:

60% - Attendance Participation

- Arrive on time
- Camera is on, student is visible, and present for the entire class
- Failure to follow the expectations will result in the loss of the entire 25% for the day
- Teachers will mark daily Google Classroom Attendance and Participation grade in Powerschool.

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

20% - Performance Grade

- Other Questions the teacher assigns during the class period
- The teachers will have a daily work assignment during the work period
- Homework when necessary
- 10% Classroom Participation
- Thoughtful responses to Do Now, Closure and Exit Tickets
- 10% Assessments (Test and Quizzes) and Project Based Assignments
- Assessments will be every 2 weeks and Projects are once per quarter at a minimum

Friday Advisory: 10-15 minute virtual meeting is mandatory weekly. Friday does not count towards the instructional class days

Late- *If students are more than 15 minutes late to class they will not receive credit for the day, unless they have a Doctor's note or a note from their parent due to an emergency. Over sleeping is not an emergency or an excuse.

On Sundays, Teachers will be responsible for entering all grades based on that week's pacing. Students and Parents are able to access student grades in Powerschool and progress report cards will be mailed out consistent to prior years.

Absences: All students are expected to participate in online learning unless doctors note or proof of family crisis is approved and entered into Powerschool from the front office. Teachers may not excuse a student only front office staff.

Notes: Google Classroom Attendance and Participation cannot be made up. It is crucial that your student is engaged in live learning for effective delivery of instruction

Attendance:

Attendance monitoring will be a requirement for all GTH teachers and Administrators with the plan to reopen Fall 2020.

Students are assigned to 3 Tracks for the School Year:

Track A- Hybrid A (Two day Rotation: in person, remote)

Track B - Hybrid B (Two day Rotation: remote, in person)

- All tracks will stay in session because remote learners are expected to participate online during the associate time period.
- Powerschool is set up so that teachers can view attendance of all students remote or in person scheduled for that course. misspelled: teachers
- When the child attends the in-person learning day, attendance is taken daily each period by the classroom Teachers.

Track C - Remote (Remote Learner only)

- Remote learners earn their day of membership, by logging into PLATO on their school provided/or home device. Teachers will be able to see a record of student engagement from all online learners and mark attendance.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Green Tech High Charter School will maintain high graduation rates each year.

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

GTH achieved this measure. Greater than 75% of students in their first and second year in high school earned the required credits and were promoted to the next grade.

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	70	90%
2020	74	85%

ADDITIONAL EVIDENCE

Both the 2018 and 2019 cohorts achieved this measure in 2019-20.

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.

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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

Given that all students in their second year have been exempt from taking NYS Regents exams in 9th and 10th grade, Green Tech High achieved this measure.

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	89	26%
2018	2019-20	67	75%
2019	2020-21	74	100%

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

Green Tech High achieved the 4 year graduation measure with 88 percent of students in the 2017 cohort graduating. The fifth year graduation rate of the 2016 cohort was also 88 percent.

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

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	60	90%
2016	2019-20	67	93%
2017	2020-21	68	88%

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	52	96%
2015	2019-20	59	93%
2016	2020-21	67	88%

ADDITIONAL EVIDENCE

The 5th year graduation rate dipped a bit below previous years in part because some of the students were discouraged after not graduating on time and being required to return remotely. That said, there are still a couple 2016 cohort students working toward graduating.

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

Green Tech High's graduation rates continue to be greater than the local district.

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	60	90%	476	68%
2016	2019-20	67	93%	515	71%
2017	2020-21	68	88%		

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

The 2017 graduation cohort were exempt from taking many of the Regents requirements for graduation, therefore did not need to utilize the 4+1 alternative pathway option.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

With the exception of the fifth year cohort falling short of the 95% target, all other graduation measures were achieved in 2020-21. Green Tech utilized remote learning throughout the year and ensured students were able to continue with instruction and complete the necessary steps to graduate.

In addition to the traditional graduation requirements, Green Tech High provides Service-Learning opportunities in a variety of contexts. The graduation requirement is that students must complete 100 hours of Service-Learning experience by the end of his senior year. Service Learning is a discipline rooted in the majority of higher education experiences. In preparing our students for college, introducing them to Service-Learning in an intensive way gives them a leg up when entering college. Opportunities are provided through various academic opportunities that work to connect a community service project or partnership with the classroom topic. Reflection serves as the method by which a strong connection is made between the service and academic components.

Outside of the classroom, various Service-Learning opportunities are provided for students throughout the school year. Some examples are Senior Service Day and various opportunities that surround Dr. Martin Luther King Jr. Day. These events are more focused on a service project, and include a reflection component to solidify the "Learning" component of the Service-Learning opportunity.

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Finally, individual students have the opportunity to build a meaningful relationship with a site in the community. Through consistent service with this organization, they are able to build a relationship that eventually leads to a larger service project. In many cases, this project will draw upon the individual's talents and skills and involves connection to academic strengths.

Overall, support is given to students to complete the graduation requirement. It is not unusual for students to exceed the recommended hour requirement.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
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.	Not Applicable

ACTION PLAN

Green Tech High will continue with its current programs to prepare scholars for graduation. We continue to expand grades with the addition of seventh grade in 2020-21 during hybrid learning. Our organization is expanding grades to enroll students earlier in their academic careers so the enter high school with better basic skills and are better able to experience success in high school and graduate on time. The Personal Academic Review program continues to empower our male scholars to reflect on what they need to do to earn credits and prepare for their futures.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students at GTHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

The College Counseling office is dedicated to helping each student find the best school after graduation. Each student is paired with a counselor to meet one on one to discuss options, receive help applying, finding scholarships and talk about life after graduation.

The office hosts multiple college tours and instant admission days where local colleges come to GTH to meet with students and choose admission status that day. All seniors are required to meet with HVCC and SCCC. In addition, all juniors attend a college fair at HVCC in the spring and again as a senior in the fall. With the generous support of donors and allotted budget money, we are able to assure every student has the opportunity to find, apply, and enroll in a college best suited for him. We are proud to boast our 100% college acceptance rate for all graduating classes so far!

Green Tech will be using Naviance Family Connection to assist you and your parents with the college research and the college application process. Naviance is an efficient and near-paperless system for processing and submitting college application materials to a college or university.

In addition, there are sections on the website for each class, Freshmen – Seniors, with a timeline including what activities scholars should be doing each season to prepare for college research and choice, applications, SATs, visits, fairs, scholarships and financial aid.

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.

Currently, Green Tech partners with SUNY Schenectady and Hudson Valley Community College to offer college level courses. Examples are below:

COM100 Intro to Human Communication, COM105 Public Speaking, ENG123 College Composition, ENG124 Literature & Writing and PSY121 Introduction to Psychology

RESULTS AND EVALUATION

GTH did not achieve this measure. 15 percent of the 2021 graduates earned a regents Diploma with Advanced Designation.

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
Regents Diploma with Advanced Designation	60	9	15%

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.

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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

All graduating students were accepted in college for the fall 2021. Matriculation numbers are pending.

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	54	39	74%
2016	2019-20	62	Pending Report	
2017	2020-21	60	60 Accepted	

SUMMARY OF THE COLLEGE PREPARATION GOAL

Green Tech High’s programming for college preparation and success is always evolving as we identify additional needs of our scholars. Students will need to transition back to live in person classes this year, while also being prepared to revert to remote learning as the need arises for quarantine or a numbers surge. Although one measure were not achieved this year, there are other supports in place to help scholars graduate, gain acceptance into college and experience success once there. Our counseling office is proud to report 98 percent of 2020 graduates were accepted into a 2 or 4 year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending Data (Met)

ACTION PLAN

The counseling office continues to provide a grade specific list of actions students should complete. It is posted on the website so our young gentlemen know what needs to be done. The supports we have in place to assist our scholars in improving basic skills, completing coursework, taking responsibility for their education and ultimately graduating are working. We plan to continue fine tuning our offerings and providing our students with what they need to succeed during and beyond high school.

In addition to the annual support that our scholars receive to find and get accepted into a college, we are implementing a new year-long schedule change to foster independence in our young gentlemen. In 2021-22, our scholars will be returning to in-person school on campus and will have a one hour open campus Community Time.

Community time is an hour daily that is devoted to the development and social well-being of all our students by providing built in time to enhance the whole child, making stronger men for the future.

Students will be trained to be responsible and independent thinkers by having an open campus at lunch time. Students will have the ability to socialize, meet with teachers, participate in-school activities, eat lunch, and get some exercise.

The goal is to teach social responsibility; how to conduct themselves appropriately in different situations from the time they enter 9th grade.

All students grade 9-12, upon entering GTH will be treated as they would on a college campus.

Parents can opt out of allowing students leave campus for any reason.

The potential benefits of allowing our scholars this Community Time:

- Build Community
- Freedom
- Independence
- Attract students who previously were against the rigidity
- Teach real world behavior and expectations
- College atmosphere
- Solves potential space issue for lunches
- Gives teachers and opportunity to connect with students outside of academics

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Green Tech High Charter School students will become proficient readers and writers of the English language.

BACKGROUND

Middle School Background

Integrated English Language Arts -A Framework for Deeper Literacy and Writing Instruction

Teachers of students in grades six will use the Collections Anthology series by Houghton Mifflin Harcourt and Novel Studies in English Language Arts classes. Collection materials support the mastery of the New York State Next Generation English Language Arts Standards through the use of anchor texts and supporting texts in a variety of genres; classical and contemporary texts (including digital sources): informational and fictional texts; texts that are culturally diverse; and texts that present a range of complexity to provide multiple access points to learners.

Green Tech Middle grades will build a culture of literacy instruction that spans content areas and creates a strong foundation of learning for each student. It is our deep belief that reading is the cornerstone of learning. In that vein, our program must serve to not only instill foundational reading skills in our students, but also inspire a love for the written word and communication in our children. It is our goal that students learn to read, think and write like scientists, mathematicians, historians, engineers, poets, and artists. To achieve these results, our pedagogical approach to reading/writing instruction hinges on incorporating reading experiences into each classroom. Through strong professional development in literacy best practices, all teachers on our team will feel equipped and inspired to build the literacy skills of our students within their content area.

Integrated English Language Arts Block: Infused Literature and Composition Study -Our approach to English Language Arts is that strong instruction must be grounded in Common Core Learning Standards while also including high quality learning targets, texts, and include thematic alignment. The information outlines these key details of ELA planning and instruction. Teachers will plan and implement reading, writing, listening and speaking instruction along an aligned scope and sequence of Common Core Standards from 6th grade through 8th grade. Scope and sequence and unit plans will be created by the Instructional leaders and teachers using Common Core Standards and Engage NY. Each scope and sequence will outline key unit information such as time frame, area of focus, novels and text bundles. Discrete learning tasks will be developed before each 4 to 6-week long unit of study, per lesson. Each unit of study will be designed by our Instructional Team using Backwards by Design (BBD) framework. This framework will provide teachers as well as our Instructional Team with ways to individualize and differentiate learning for our young men. Each unit of study will contain: daily objectives with pacing calendar of when each objective will be taught, standards to be taught and assessed, key vocabulary, desired outcomes, performance assessment prompt, exit ticket questions, pre-requisite skills and standards, instructional materials, key text and text bundle titles, unit time frame, assessment dates, essential questions, key understandings, unit narrative, and misconceptions with ways in which teachers will address them.

Selection of High Quality Central Texts integrated ELA

It is critical that our students are engaged in rigorous and appropriately challenging readings that thematically connect fiction and non-fiction texts. Text must be carefully selected to ensure proper grade-level complexity for our students. Unit topics should be designed with a central text or text set in mind, and additional texts may be layered on to add scaffolds for learning, increase rigor, or deepen student background knowledge for unit study. When approaching text selection, teachers must consider what texts are most “worthy” of student attention. These text sets should be carefully planned by teachers to ensure engaging content that is at the correct level of text complexity for the students in the classroom. Berger focuses on the words “complex” (meaning where on the text complexity scale does the text fall) and “compelling” (meaning to what degree will the text spark student curiosity to learn). We find these terms to be strong criteria for text selection. In accordance with the National Assessment of Educational Progress (NAEP) reading framework, each year students will read both fiction and non-fiction with ratios gradually shifting towards a heavier focus on non-fiction in grades 7 and 8. Across grades, we will focus on specific genres as recommended by CCSS guidance and spiral in new genres each year. For example, in 6th grade we will layer on historical novels and short stories. In 7th grade, students will study drama as well as experience a dramatic increase in their non-fiction reading. By 8th grade students will be studying traditional works, religious texts, and reading a heavy dose of non-fiction texts.

During remote learning, classes moved forward using a combination of MobyMax online coursework and Google Classrooms with daily check ins with teachers. All students were assessed at the end of the class units in each subject using MobyMax.

METHOD

As previously described, Green Tech middle school scholars took MobyMax assessments in the fall and spring to evaluate learning gains/losses in reading.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

RESULTS AND EVALUATION

Forty students in grade 6 took the MobyMax Reading exam in both fall and spring. 92.5% scored at or above grade level in the fall and 65% did so in the spring.

32 students took the assessment in the fall and 22 did so in June, however only twelve students in grade 7 took the MobyMax Reading exam in both fall and spring. 58% scored at or above grade level in the fall and 25% did so in the spring.

We place great emphasis on remediation of basic skills when students arrive at Green Tech. The pandemic constraints on in person classes hit this group hardest. While keeping in mind that many our middle school students were burned out for obvious reason by June, MobyMax enabled us to assess learning loss and plan for 2021-22.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As we look forward to returning to in-person learning in 2021-22, we look forward to having our middle school students back in the classroom. It has been a given in the educational community that the pandemic would cause learning loss for many students. By using MobyMax, we have an idea of which students will benefit from remediation this year. We will be reassessing where students are in terms of ELA grade level equivalency when we return to school.

ACTION PLAN

Going forward, Green Tech has added new positions to support our students across academic areas; 1) an English as a Second Language teacher who will continue to build our ESL program and support all students with any additional time and 2) Response to Intervention teacher who will work with students on increasing basic skills to enable them to be successful in the classroom. Basic reading and comprehension skills are a major focus as we prepare our middle school scholars to be able to succeed with high school coursework and eventually college level courses.

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

This ELA measure was not achieved, but is the highest percentage in three years with 51 percent of the 2017 Accountability Cohort scoring at an annual performance level of 4 or higher.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam 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	60	0	22	37%
2016	2019-20	64	5	25	42%
2017	2020-21	66	37	15	51%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	89	17%	71	22%	66	51%
2018	95	N/A	72	17%	71	25%
2019			83	N/A	74	11%
2020					70	--

Goal 3: Absolute Measure

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

METHOD

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

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Green Tech High had all students in the 2017 cohort earn credit for the NYS English Language Arts Regents.

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	60	0	51	85%
2016	2019-20	64	5	56	88%
2017	2020-21	66	37	29	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	33%	71	45%	66	100%
2018	95	N/A	72	21%	71	39%
2019			83	N/A	74	11%
2020					70	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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Unfortunately, Green Tech high does not have access to the scores of scholars from 8th grade.

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.

Unfortunately, Green Tech high does not have access to the scores of scholars from 8th grade.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

All of the 2017 accountability cohort received credit for the ELA Regents with an exemption of through passing it. 51% of those who sat for the exam and passed it, earned a Level 4. Although some of our MS students will require a period of time to catch up to grade level after returning to in person school, we are confident that the basic reading and writing skills will improve allowing students to develop better ELA strategies to dive further in depth when interacting with literature. Our goal is to push our scholars to not just pass the Regents but pass with higher scores through higher rigor in the instruction.

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.	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 the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

Green Tech High is preparing to welcome students back to school full time on campus. After experiencing the pros and cons of online learning, we are altering our weekly schedule to include traditional 4 in person days of classes with Virtual Fridays set up for advisory, catching up on work with support, credit recovery, college exploration and Lyceum (our meeting spot/speakers).

In addition, we have purchased an online program called **Edulastic** that will:

- 1) Assess: Quickly identify learning gaps with diagnostic and formative assessments
- 2) Instruct: Give students differentiated assignments to remediate, reinforce or challenge
- 3) Measure: Monitor progress towards standards mastery to ensure students stay on track

This will be utilized across academic areas to ensure our scholars receive personalized remediation.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Green Tech High Charter School students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

MS Background: The following outlines our planned math program that had to be adjusted due to our school being 100% virtual in 2020-21. We look forward to having our students MS back full time in person but will always be prepared should we need to shift to online learning at any time.

The goal of the math curriculum at Green Tech MS is to focus on learning mathematical concepts both for teachers and students. Aligned with EngageNY, math classrooms empowers students to succeed at a higher mathematical level. Specifically, instruction builds student capacities with problem solving and critical thinking while fostering collaboration and ensuring content mastery. Our goal is to build a culture of mathematics where both students and teachers are comfortable with grappling with complex topics and concepts and using problem solving reasoning and strategies to continually reach higher levels of understanding and build on the math skills they already know through exploration of conceptual mathematics. Students develop growth mindset as they begin to see themselves improve and persevere through mathematical challenges. This starts with meeting students where they are, which is the foundation of math fluency and conceptualization. The Integrated Math curriculum and course are aligned to the NYS Common Core Standard. Students achieve content mastery while developing problem solving skills. Throughout our Mathematics Course, students collaborate in order to discuss math concepts and work on learning tasks to deepen their conceptual understanding of math related topics. Teachers establish classroom cultures where they facilitate student discourse and construct arguments around math related topics. We use EngageNY to support our curriculum development. The purpose of our curriculum and math course is to prepare all students for mastery of grade level standards.

Learning mathematics requires more than learning facts and procedures for solving certain types of problems. Our math lesson structure compels students to grapple with problems that challenge them while learning to be comfortable with mathematical arguments that happen within the classroom. In addition, students demonstrate a deeper understanding of concepts not just through discourse but through application (independent practice). This structure allows us to revisit our key design element of intensive skill building in the 6th grade while still tackling higher level thinking for 7th and 8th grade.

Our Math Course prepares students within our school to develop proficiency and expertise in several mathematical practices that have longstanding importance in mathematics education and in the world. Our math framework is aligned with the Common Core State Standards for Mathematical Practice, which will be integral to the design of our courses and units of study. The instructional team will develop units of study before the beginning of the school year for the entire year derived from the Math Modules found on EngageNY. Our curriculum requires a balance of solid conceptual

understanding (procedural skill and fluency, speed and accuracy in calculation, etc.) and application of skills in problem solving situations. Through deeper instruction and exploration, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems. Our goal is to build a culture of mathematics where both students and teachers are comfortable with exploration and analysis of mathematical real world situations. The math resources are:

6th: Singapore Math and Math in Focus,

7th: Math in Focus and Dimensions Math,

8th: Math in Focus, Dimensions Math, Integrated Algebra: Glencoe Algebra I curriculum and supplemented by EngageNY, Hands-on Standards, Ready NY, NY Common Core Math Coach, IXL.com, Do the Math by Marilyn Burns.

This approach to teaching math guides teachers to utilize children's natural problem solving skills in order to perform complex problem solving. Students and teachers use direct modeling and story problems each day as part of the math block.

Mathematical Intervention

At Green Tech MS, our interventions fill a deficit area in a student's math development. The student may need pre-teaching (acceleration), re-teaching, fluency development, or conceptual development. Intervention times and teachers are built into the school schedule. Intervention groups are no larger than 10 students to maintain an appropriate student to teacher ratio when working with our most struggling students. Planning and preparation for our interventions include several components: targeted focus, mental math, and procedural fluency practice. Teachers select standards to teach based on student data. Data comes from diagnostics, interim Assessments, and post-unit assessments. Data can also be extracted from Plato and MobyMax. Teachers determine the root cause of students' misunderstanding and create a teaching plan that develops students' mastery of prerequisite skills and grade level skills using concrete, pictorial and abstract representations.

Math Enrichment

All students that are performing on or above grade level take a 30-minute enrichment course beginning in 6th grade that offers an accelerated math curriculum in which students will have the opportunity to be placed on track to take our Algebra Regents course by 8th grade. Green Tech MS will use a customized mathematics curriculum, created by the Instructional Leadership Team, based on the Singapore Math and Dimensions Math curriculum and supplemented by EngageNY resources, to create tasks and assignments for our enrichment block to provide additional learnings for our students that are performing on or above grade level. **The goal is that every student will be on track to take 9th grade math.**

METHOD

Students were assessed at the end of each math unit, in the fall and in June using MobyMax.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

RESULTS AND EVALUATION

Forty students in grade 6 took the MobyMax Math exam in both fall and spring. Zero students in sixth grade tested on or above grade level in October and 10 percent tested at grade level in June. 35 percent did improve by one grade level during 2020-21.

23 students took the assessment in the fall and in June. Again, no 7th grade scholars tested at grade level in the fall test administration and only 1 student (4%) tested at grade level in the spring. 39 percent did improve at least one grade level in math progress during 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We anticipate that many of our MS students arrive at Green Tech behind in basic math skills, and the MOBYMax assessments verify this. None of the 6th or 7th grade students performed at grade level in the fall test administration. Although fewer than 10 percent reached the on/above grade level performance scores by June, greater than 35 percent of 6th and 7th increased by one grade level, further demonstrating how much the math deficit was upon entry.

ACTION PLAN

Refer to the previously mentioned overall school updates.

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

GTH did not meet this measure. 14 percent of 2017 accountability cohort achieved a performance level of at least 4 on a math Regents exam by the fourth year in the cohort.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	11	18%
2016	2019-20	64	6	10	17%
2017	2020-21	66	15	7	14%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	89	12%	71	14%	66	14%
2018	95	11%	72	13%	71	13%
2019			83	7%	74	7%
2020					70	N/A

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

GTH achieved this metric. All of the 2017 accountability cohort achieved performance level of at least 3 on a math Regents exam by the fourth year in the cohort. Students who had not passed a required Regents exam were exempted during COVID-19.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	52	86%
2016	2019-20	64	6	56	97%
2017	2020-21	66	15	51	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	60%	71	45%	66	100%
2018	95	37%	72	51%	71	54%
2019			83	16%	74	24%
2020					70	1% ³

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.

³ Not including Regents exemptions

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Green Tech does not have access to students’ grade 8 NYS Math results.

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.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All the students in the 2017 accountability cohort passed a math Regents after four years in high school.

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.	Not Met
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.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	comparable students from the school district of comparison.	
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.	Unable to Assess
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.	Unable to Assess

ACTION PLAN

Going forward, students will continue to receive differentiated instruction to build skills in middle school with the intent to enter 9th grade on track to succeed in the high school level math courses.

Edulastic has been purchased and will be rolled out in 2021-22, which includes differentiated math practice and distance learning support as well as assessments and a state test question bank.

Reteaching and practice in Edulastic may take place on Fridays online.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Middle School Science

The science program takes an interdisciplinary approach to building understanding. Our Science curriculum develops our young men to become life-long problem solvers and critical thinkers. Based on the New York State P-12 Science Standards, we design units of study that prepare Green Tech MS students for high school science courses and beyond. Through experimentation, inquiry, critical thinking, problem solving, lab work and teamwork, all students are provided with the experiences necessary to become responsible decision-makers in this increasingly technological world. Our science curriculum focuses heavily on developing the language and computational skills of our students. Green Tech MS students asks questions and defines scientific problems while using models and lab-based inquiry to carry out investigations. Students use mathematical thinking to analyze data and construct explanations or develop plans for further investigation. Teachers provide support through content focused mini-lessons that instill foundational knowledge in students. Additionally, teachers will foster independent learning habits through coaching and pushing students to sharpen their thinking through high-order questioning.

Middle school science provides a more rigorous conceptual change model for Living Environment. The goal as a college prep school is to have students work towards Advanced Regents Diplomas. Having students exposed to Living Environment earlier than most, provides the opportunity for students to be on an advanced track for Science and Math in high school. Green Tech has a goal to prepare students for college by striving for students to score 85 or above on exams and in courses. Sixth grade instruction uses FOSS kits that build student understanding around a phenomena to answer the overarching question of the unit. Teachers are provided with a lesson storyline which acts as a lesson plan with scripts they can choose to follow or adapt. Seventh and Eighth grade teachers will also largely use EngageNY unit plans which use Lab-Aids kits to provide constructed hand-on lab experiences.

S.T.E.M. –Our experimental learning program will organize Science, Technology, Engineering, and Math (STEM) in an infused academic program that will integrate pre-selected Common Core aligned curricula in Math and Science with a home-grown humanities program that ties big concepts and enduring understanding together. We offer students at the middle school an opportunity to integrate the learning from their core curriculum into experiences outside of the traditional classroom setting using Paxton/Patterson college and career ready curriculum for middle school students. The learning systems engage students with problem-based, real-world technology allowing our middle school to explore interests and aptitudes for a career in the construction industry - from Blueprint Reading to Weatherization. Students will be empowered to discover their interests and aptitudes, along the pathway to postsecondary success. GTMS will provide engaging STEM-based education programs for the middle schools focusing on building 21st century skills including: problem solving, teamwork, initiative, self-direction, and career development. Our experiential learning curriculums will ensure middle school students achieve and excel not only on New York State mandated assessments but in life. Continuous improvement on the curriculum will happen yearly as a result of extensive reflection, analysis of student progress towards goals, classroom trials, and evaluations by teachers and school leaders. Our school will always search for new and better curricula and teaching devices.

All STEM related courses will follow the New York State Science Standards while also using National Next Generation Science Standards as a supplement. Students will take semester long courses to fulfill their Experiential Learning requires for two to three years. Students that select the STEM Pathway will culminate their middle school experience with a Presentation of Learning. Each student will work closely with faculty to identify an area of interest or specific skill that they will showcase for the project. The project will include evidence of problem solving, critical writing, speaking, and a creative presentation in front of a panel of teachers and school leaders.

Students transitioned to online learning in March 2020 and continued remotely throughout 2020-21. All middle school students sat for the year end assessments in each course.

METHOD

Similar to ELA and math, MS science students utilized online teacher instruction, group work in Google classrooms and MOBYMax for online learning and assessments.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

The Green Tech MS science department is looking forward to having class back on campus to be able to dive into hands on learning and scientific experimentation.

ACTION PLAN

Green Tech MS will be grades 6-8 in 2021-22 and back in person with all grades 6-12. Science is such an experiential subject that we look forward to really allowing the students to be there for labs and projects that could not be completed virtually. Being in person unlocks many more learning opportunities in science.

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 no Regents exams in 2021. 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

This measure was achieved with 100% of the 2017 accountability cohort passing or being exempted from a Regents exam in science by their fourth year in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	60	0	53	88%
2016	2019-20	64	8	53	95%
2017	2020-21	66	23	43	100%

ADDITIONAL EVIDENCE

Green Tech High scholars consistently meet the science measure.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	62%	71	63%	66	100%
2018	95	60%	72	69%	71	81%
2019			83	5%	74	8%
2020					70	6%

Goal 5: Comparative Measure

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

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

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

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Green Tech High Charter School students will understand, analyze and evaluate history and geography.

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

All students in 2017 accountability cohort were exempt from sitting for the U.S. History Regents exam due to COVID-19.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	60	0	46	77%
2016	2019-20	64	12	50	96%
2017	2020-21	66	66	0	0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	--	71	Exempt	66	Exempt
2018	95	--	72	--	71	--
2019			83	--	74	--
2020					70	--

Goal 6: Comparative Measure

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

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

Goal 6: Absolute Measure

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

METHOD

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

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

RESULTS

Green Tech High achieved this metric with 43 students earning a level 3 or higher and 23 students were exempt. All students in the 2017 cohort passed the Global History Regents.

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	60	0	46	77%
2016	2019-20	64	12	50	96%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	66	23	43	100%
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Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	--	71	Exempt	66	Exempt
2018	95	--	72	--	71	--
2019			83	--	74	--
2020					70	--

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

Green Tech High continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

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