

# **East Harlem Scholars Academy**

## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Max Turner, Managing Director of Operations, Kayla McPherson, Director of Data and Reporting, and Arnelle Johnson, Data Manager prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Carlos Morales	Secretary	Finance
David Wildermuth	Trustee	Exec and Finance
Iris Chen	Trustee	Ed & Accountability
Marilyn Simons	Trustee	Governance
Joan Solotar	Trustee	Governance
Lili Lynton	Trustee	Governance, Facilities
Hope Knight	Trustee	Facilities, Governance
Brian Gavin	Treasurer	Facilities, Governance
Saskia Levy Thompson	Vice Chair	Exec Ed & Accountability
Carolyne Quintana	Trustee	N/A
Billy Rahm	Chair	Exec, External Affairs

**Tiffany Thomas has served as the elementary school leader since 2022. Falyn Wiggan has served as the middle school leader since 2023, and Brandon Swaby has served as high school leader since 2023.**

## SCHOOL OVERVIEW

*East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities and realize their best possible selves. East Harlem Scholars Academies are operated by East Harlem Tutorial Program, a community-based organization founded in 1958.*

EHSA serves a K-12 student population reflective of the community (CSD4) within which it is located. Over 90% of the students in the charter qualify for free or reduced price lunch, roughly 20% are multilingual learners, and just over 20% of the students have IEPs. EHSA prides itself in its anti-racist approach to instruction, family engagement, and student culture and invests heavily in creating an inclusive environment for all learners.

Key design elements include a deep commitment to strong instructional leadership and professional development, culturally responsive teaching, integration of social emotional learning, and the integration of performance-based assessment. Particularly unique to this charter school is the long history with partner organization, EHTP, and our deep history in East Harlem and partnership with East Harlem families.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	49	46	44	54	50	60	63	64	62	106	114			712
2021-22	57	56	55	57	55	59	61	62	62	93	109	112		838
2022-23	46	55	53	51	50	52	54	53	60	68	83	93	90	808

## 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 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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
2020-21	2017-18	2017	[#]	[#]	[#]
2021-22	2018-19	2018	[#]	[#]	[#]
2022-23	2019-20	2019	90	12	78

### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	[#]	[#]	[#]
2021-22	2018-19	2018	[#]	[#]	[#]
2022-23	2019-20	2019	78	0	78

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
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2020-21	2016-17	2016	[#]	[#]	[#]
2021-22	2017-18	2017	[#]	[#]	[#]
2022-23	2018-19	2018	[#]	[#]	[#]

### PROMOTION POLICY

EAST HARLEM SCHOLARS ACADEMY HIGH SCHOOL PROMOTES SCHOLARS WHO EARN A MINIMUM OF 5.5 CREDITS TO THE NEXT GRADE LEVEL.

9th Grade: 5.5 credits

10th Grade: 11 credits

11th Grade: 16.5 credits

12th Grade: 22 credits

Of these credits, a scholar must earn credits of the following academic subjects in order to graduate:

4 English credits

4 History credits

- 2 credits of World History
- 1 credit of US History
- 1 credit of Government & Economics

3 Math credits

- At least 2 credits in advanced math

3 Science credits

- 1 credit of life science
- 1 credit of physical science
- 1 credit life or physical sciences

1 credit in World Languages

2 credits in Physical Education, every year in specific ways

.5 credit in Health education

1 credits in Arts education

3.5 credits in electives

In addition to credits earned, scholars must pass a minimum of **five** Regents examinations. All scholars must pass or receive an appeal or waiver for the following exams:

1 English Regents

1 History Regents

- Global History or US History & Government

1 Mathematics Regents

- Algebra I, Geometry, or Algebra II

1 Science Regents

- Living Environment, Earth Science, Chemistry, or Physics

1 additional Regents in any subject area

Scholars who do not earn 5.5 credits during the school year and scored a minimum of 60 in a core subject class are invited to participate in Summer School to recover a maximum of three credits. Scholars who do not pass Regents examinations are also expected to attend Summer School to prepare to retake Regents exams in August.

**PRESENT THE SCHOOL'S PROMOTION REQUIREMENTS HERE; INCLUDE A LIST OF ALL CORE ACADEMIC SUBJECTS AND OTHER RELEVANT INFORMATION, ENSURING THAT THE SCHOOL'S REQUIREMENTS ARE CONSISTENT WITH THE STATE COMMISSIONER'S PART 100.5 DIPLOMA REQUIREMENTS.**

### GOAL 1: HIGH SCHOOL GRADUATION

#### **Graduation Goal Measure 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.

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### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	89	89
2022	88	33

### Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

### 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)
2019	2020-21		
2020	2021-22		
2021	2022-23		

### Graduation Goal Measures 3 & 4 - Absolute

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.

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

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21			

<sup>1</sup> 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.

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2018	2021-22			
2019	2022-23	78	74	95

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21			
2017	2021-22			
2018	2022-23			

### Graduation Goal Measure 5 - 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.

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21					
2018	2021-22					
2019	2022-23	78	75	95		

### Graduation Goal Measure 6 - 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.

### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

<sup>2</sup> 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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.

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Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21		
2018	2021-22		
2019	2022-23		

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

East Harlem Scholars Academy students dramatically outperformed the absolute measure of graduation percentage with 95 percent of students graduating in year 4. The school did not meet the leading indicator of students in the 2022 cohort earning enough credits to be on track for graduation.

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.	NO
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.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
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.	District Data Unavailable

Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
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### EVALUATION OF THE GRADUATION GOAL

The high graduation rate (95%) of our year four cohort of students is attributable to a significant investment in all possible pathways to graduation for our students. The school invested heavily in credit recovery options for those students who were credit-deficient after the 2022 school year. These investments included summer school as well as Saturday Academy and an investment in the Bright Thinkers curriculum. These efforts allowed us to redirect students who were previously not on track to graduate without lowering the bar for graduation or credit acquisition.

### ACTION PLAN

Our goal is to continue the success of our first graduating class with many of the same measures. As indicated by our 2022 cohort leading indicator (33% of students on track), our efforts to course correct in the senior year need to be supplemented by more intensive work in 9th and 10th grade to identify off-track scholars, plan early interventions, and bring them on track prior to their senior year. We believe that implementing some of our credit recovery opportunities earlier in students’ careers, along with stronger post-secondary counseling and coursework in 9th and 10th grade will allow students to have a richer overall high school experience, take courses at a pace that better supports retention and application of learning (rather than simply acquiring necessary credit).

## GOAL 2: COLLEGE PREPARATION

**Students will graduate as highly qualified candidates for two and four year colleges.**

All students at East Harlem Scholars Academy Charter School in grades 9-12 are required to be enrolled in a post-secondary access or success class in each year of their tenure. In these courses, students are taught specific skills to prepare themselves for a variety of post-secondary pathways, including college. Students have the opportunity to explore interests and careers with the guidance of a teacher, determine the educational pathways to their desired career and interests, and practice the skills necessary to demonstrate their aptitude for colleges and universities. Post-secondary classes do both virtual and in-person college tours which help increase familiarity and preparedness for the many first-generation college attendees we serve.

In addition, we currently have Advanced Placement (AP) courses and register students for corresponding College Board exams to earn college credit prior to graduation, which increases both their preparedness for college and the likelihood of timely graduation from college.

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All students are also eligible, beginning in their senior year, to be in a 1:1 college mentoring program through which they work with a trained volunteer mentor who guides them through the college application process and their first year of college.

### College Preparation Goal Measure 1 - Absolute

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.

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
Overall			

<sup>4</sup> Schools use any method listed above, 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.

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### College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21			
2018	2021-22			
2019	2022-23	75	61	81%

## SUMMARY OF THE COLLEGE PREPARATION GOAL

EHSA was successful in enrolling students in college after their senior year. This was the school’s first year having a graduating class, so we look forward to more robust and year-over-year data next school

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

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year and through the renewal term. The school did not achieve the measure of having students demonstrating college readiness prior to graduation through AP, IB, and other indicators.

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.	No
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.	YES

### EVALUATION OF THE COLLEGE PREPARATION GOAL

The high percentage of students who matriculated to colleges and universities in the year after graduation is an indicator of the success of our post-secondary programming, which requires students to explore college options, fully understand the college application process, and supports them with getting application fee waivers and removing all potential barriers to college application and acceptance. The school's long history with EHTP and long-standing relationships with NY colleges and universities ensures that students have access to many knowledgeable adult mentors and resources.

The corresponding data that shows students are not demonstrating college readiness through other measures (IB, AP, etc.) is indicative of the fact that the remainder of our curriculum is newer and not as robust as our post-secondary curriculum. Additionally, pandemic years that dominated most of these students' academic career limited our ability to expand and fully implement our AP and college partnerships to get students college credits in high school.

### ADDITIONAL CONTEXT AND EVIDENCE

Given that this is our first graduation cohort, it is not possible to identify trends over time. However, given the extremely high graduation rate, we can identify that, to date, we do not see disparities across IEP or MLL status among our students which is a testament to the heavy investment we made from the founding of our high school in a large inclusive learning staff and a school leadership team member (Director of Inclusive Learning) dedicated entirely to ensuring success for those students with IEPs.

### ACTION PLAN

In the coming year, we will expand AP offerings to ensure that more students are meeting the indicators of college readiness prior to graduation. In addition, we have continued our investment in Bright Thinkers as a credit recovery platform, particularly for those students who have transferred into our school in upper grades with missing credits. We are also revamping our post-secondary coursework to

ensure that students are exposed to a greater variety of college options earlier in their high school careers.

### GOAL 3: ENGLISH LANGUAGE ARTS

**Students will be proficient readers, writers and speakers of the English language.**

#### BACKGROUND

East Harlem Scholars Academy implemented a new ELA curriculum, Wit and Wisdom, in the 2020-2021 school year, and the 2022-2023 school year we began to see the fruits of the investment. Wit & Wisdom is a comprehensive English Language Arts curriculum that builds students' content knowledge within science and liberal arts. The instructional approach to teaching and learning includes reading, writing, speaking, listening, grammar, and vocabulary. The Wit and Wisdom curriculum at each grade level includes four different modules or units of study. Each module focuses on a different topic meant to build students' knowledge. Within each module of study, students are exposed to engaging texts, rigorous instruction aligned to the New York State Common Core standards, and develop skills to think critically and make meaningful connections.

Prior to implementation of the Wit and Wisdom curriculum, all staff participated in a series of professional development sessions facilitated by in-house instructional leaders. During these sessions, facilitators reviewed the Wit and Wisdom program design, components of the curriculum, strategies for effective implementation, and provided opportunities to complete module and lesson study protocols. Additionally, with the implementation of the Wit and Wisdom curriculum, teachers engaged in the process of internalization and backwards design within every module and lesson. Prior to teaching a new unit of study, teachers spent time unpacking the module by identifying key standards, skills, new ideas, content knowledge, and reviewing the texts and assessments within the module. This process allowed teachers to gain a deeper understanding prior to teaching the lessons. Lastly, during weekly collaborative planning meetings, teachers engaged in the process of lesson internalization. Teachers met weekly as a grade team to review the lesson objectives, evidence of learning tasks, formative assessments, and backward plans from the goal of the lesson.

#### *Middle School*

During the 2022-2023 school year, grades 6-8 used a cross-curricular Humanities block to teach both ELA and History. During this longer block, students were able to dive deeper into content, create intellectual connections, and engage in project base learning and assessment. Drawing from a variety of sources, including UnboundEd, and others, our ELA coach ensured that instruction and curricular resources were aligned across classrooms and aligned to Next Gen standards.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

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Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	43	0	0	0	0	0	14	57
4	39	0	0	0	0	0	19	58
5	47	0	1	0	0	0	13	60
6	44	1	4	0	0	0	11	55
7	48	0	1	0	0	0	11	59
8	47	2	5	0	0	0	7	54
All	268	3	11	0	0	0	75	357

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	43	15	35	42	15	36
4	39	16	41	37	14	38
5	47	28	59	44	22	50
6	44	17	38	35	15	43
7	48	19	39	43	18	42
8	47	26	55	42	24	57
All	268	121	45	243	108	44

### ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

2022-23 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36	42	45	550
4	38	37	48	589
5	50	44	44	595
6	43	35	44	689
7	42	43	44	734
8	57	42	61	753
All	44	243	48	3910

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces

<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
		Actual	Predicted	
3	86	35		
4	82	34		
5	83	59		
6	82	39		
7	83	40		
8	81	50		
All	83	43		

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

East Harlem Scholars Academies uses two primary platforms to assess student achievement in ELA: The first is iReady, an adaptive instructional and assessment tool developed by Curriculum Associates to measure students’ growth in reading, and interim assessments created by Educational Vistas. These interim assessment are used largely as a predictor of state test readiness and standards mastery.

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady

<sup>8</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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### I-READY ELA

#### 2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	144	93%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	53	90%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>10</sup>	45%	43	74%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%			

#### End of Year Performance on 2022-23 i-Ready [ELA] Assessment

<sup>10</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	21%	48	24%	37
4	21%	47	18%	39
5	14%	50	9%	34
All	19%	145	17%	110

### End of Year Growth on 2022-23 i-Ready [ELA] Assessment

#### By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	69%	48
4	65%	47
5	146%	50
All	93%	145

Grade Level	Ed-Vista ELA Assessment 1 Average Score	Ed-Vista ELA Assessment 2 Average Score
3rd	44%	49%
4th	41%	19%
5th	61%	21%
6th	62%	57%
7th	51%	56%
8th	61%	59%

**SUMMARY OF THE ELA GOAL**

The school did not achieve the ELA goal on measures for which we have data available at this time. While students demonstrated growth on iReady, and were approaching the 50% average set forth as an EdVista goal, the school fell short on each of these measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
Absolute	Each year, students enrolled in grades 3-8 will score 50% on average or above on a nationally-normed interim assessment (EdVista).	No
Growth	Each year, the school’s median percent of annual typical growth of all 3-8 grade students will be equal to or greater than 100%.	No
Growth	Each year, in grades 3-5, the percentage of students reading at or above grade level on a nationally normed reading assessment (Lexia) will increase by 5%, with increases between BOY and EOY.	N/A

**EVALUATION OF ELA GOAL**

The data above demonstrates year over year progress on both NYS assessments in ELA and iReady growth. However, students still fell short of the ambitious goals set forth in the accountability plan. Due to the growth we see from the prior year, we are optimistic that we will have met some of the unavailable state growth measures. The 2022-2023 school year was the first year of implementation of Educational Vistas after switching from ANet in prior years. The school is confident that the EdVista assessments are more rigorous and predictive of NYS test results.

**ADDITIONAL CONTEXT AND EVIDENCE**

Participation rates across all exams were high enough that we are confident in our data reporting. Our final growth goal was unable to be reported because we only very recently began the implementation of East Harlem Scholars Academy Charter School 22-23 Accountability Plan Progress Report

Lexia, and we hope to see the stated growth in the 2023-2024 school year. The school did not meet the conditions of the renewal, in that we did not achieve 3 o 5 or the majority of ELA accountability goals.

**ELA ACTION PLAN**

In order to more effectively drive achievement in ELA, we have revised our instructional coaching structure to have subject specific coaches in the upper grades so that we can continue to build content expertise among our teachers. Additionally, we have invested in Lexia as a learning and assessment platform. We have had prior success using Lexia for MLL students as they learn English and we believe that the expanded use will also give us a deeper set of actionable data and provide a useful instructional tool particularly for those students who are one or more grade levels behind in reading.

**HIGH SCHOOL ELA**

**High School ELA Measure 1 - Absolute**

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.

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.<sup>11</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>12</sup>

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)
2017	2020-21				

<sup>11</sup> Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

<sup>12</sup> Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22				
2019	2022-23	75	22	6	11

### High School ELA Measure 2 - 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.

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.

### 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	75	22	19	36

### High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 5 - Comparative

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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 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.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	25	0	4	16

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	25	0	14	56

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school did not achieve the measurable Regents-aligned ELA goals, either of % of students scoring a 3 or higher or % of students scoring a 4 or higher.

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.	No
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.	No
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	

### EVALUATION OF HIGH SCHOOL ELA GOAL

The most telling data for the school’s high school ELA program is that 34% of students scored at least a 3 on the Regents exam. Due to the high population of MLL students and students with IEPs, a substantial portion of these students were able to attain exemptions. However, this data point is a guiding point for the school moving forward. The school is invested in ensuring students are college-ready, and achievement in ELA is a key indicator of college readiness.

### ADDITIONAL CONTEXT AND EVIDENCE

Due to the large number of students transferring into our 9th grade from other schools, districts, and even countries, we have significant data gaps in the historical 8th grade achievement so are unable to report statistically significant results for the growth measures.

### ACTION PLAN

In addition to promoting a new staff member into the ELA department chair role, the school is infusing literacy and writing more thoughtfully throughout the curriculum, across content areas. A major finding in Regents data analysis was that students were submitting incomplete or insufficient essay responses, so the increased push to write across the curriculum will help increase Regents passing rates. The school is also implementing Saturday and after school academies earlier in the year to provide students with more opportunities for Regents-aligned practice.

## GOAL 4: MATHEMATICS

**Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.**

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### BACKGROUND

East Harlem Scholars Academy Elementary engaged in sixty minutes of direct math instruction daily. In addition, students used i-Ready, an adaptive digital tool that provided targeted practice and support to students in both Math and ELA. In the 2020-2021 school year, Scholars Academy adopted the Eureka math curriculum, and the school has continued its investment in the curriculum to the present. Eureka Math is a program grounded in a developing conceptual understanding of math for both students and teachers implementing the program. The Eureka Math curriculum team trained staff in the foundations of Eureka prior to implementation. Also, school-based instructional leadership has provided professional development on unpacking modules and making accommodations for digital learning. There has been a particular emphasis on increasing student engagement, progress monitoring during lessons, leveraging digital tools during instruction, and designing asynchronous instruction for our fully remote learners, and virtual cohorts.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	41	1	3	0	0	0	12	0	57
4	31	3	0	0	0	0	25	0	59
5	46	1	0	0	0	0	14	0	61
6	47	1	5	0	0	0	7	0	60
7	48	1	3	0	0	0	9	0	61
8	43	4	12	0	0	0	2	0	61
All	256	11	23	0	0	0	69	0	359

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students	Enrolled in at least their Second Year
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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	41	15	36	39	14	36
4	31	16	51	28	15	53
5	46	15	32	43	13	30
6	47	8	17	34	8	24
7	48	13	27	40	12	30
8	43	10	23	35	8	23
All	256	77	30	219	70	32

### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### 2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36	39	43	619
4	53	28	36	639
5	30	43	37	650
6	24	34	38	741
7	30	40	38	780
8	23	35	30	379

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	32	219	37	3808
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### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

#### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	83	35		
4	84	46		
5	85	31		
6	83	18		
7	83	25		
8	84	22		
All	84	28		

### Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## MATHEMATICS INTERNAL EXAM RESULTS

The school implemented iReady as both an instructional and assessment tool to measure progress and provide formative assessment data through the school year in mathematics.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady

### I-READY

2022-23 i-Ready [Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	143	93%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	64	88%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>13</sup>	93% <sup>14</sup>	42	70%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%			

### End of Year Performance on 2022-23 i-Ready [Mathematics] Assessment

<sup>13</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>14</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	13%	48	14%	37
4	11%	47	13%	39
5	14%	50	9%	34
All	13%	145	12%	110

### End of Year Growth on 2022-23 i-Ready [Mathematics] Assessment

#### By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	93%	48
4	83%	47
5	83%	48
All	86%	143

Grade Level	Ed-Vista Math Assessment 1 Average Score	Ed-Vista Math Assessment 2 Average Score
3rd	45%	49%
4th	59%	51%
5th	47%	43%
6th	36%	35%
7th	43%	40%
8th	48%	34%

### SUMMARY OF THE MATHEMATICS GOAL

The school did not attain any of the absolute, comparative, or growth measures that comprise the mathematics goal. The school has demonstrated year-over-year growth in mathematics on the NYS

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

exam, which is indicative of an upward trend that makes the school confident in the results for the remainder of the accountability period.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Absolute	Each year, students in grades 3-8 will score 45% average or higher in Mathematics by scoring at or above proficient on a nationally-normed assessment (EdVista).sx	No
Absolute	Each year, 75 percent of all Grade 8 students who take Integrated Algebra in Grade 8 and who were enrolled in the School for at least two consecutive BEDS dates will achieve a score of Level 3 or higher on the New York State Algebra Common Core Exam.	N/A
Comparative	Each year, the proportion of 8th grade students in at least their second year and scoring at or above performance Level 3 will exceed the district's proportion of 8th graders scoring at or above performance Level 3 on the Algebra 1 Regents exam.	N/A
Growth	Each year, scholars the school's median percent of annual typical growth of all 3-8 grade students will be equal to or greater than 100%.	No

### EVALUATION OF THE MATHEMATICS GOAL

While the school did not attain any of the ambitious goals set forth in the accountability plan, the substantial (19% point) year-over-year growth in NYS test scores is deeply promising, and a sign that the implementation of the Eureka Math resources with fidelity and face time (which we lacked in prior pandemic years) is resulting in greater math achievement for students in grades 3-8. Additionally, we do not have 8th grade Regents data to report in Algebra, but are re-implementing this opportunity in the

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-2024 school year, and, based on prior results, are confident that we will attain the absolute measure set forth here.

### ADDITIONAL CONTEXT AND EVIDENCE

The school did not meet the condition set forth in the renewal that 3 of 5 (or the majority) of mathematics measures in grades 3-8 would be met. We are confident in the validity of our data and look forward to having more comprehensive data from the state and Regents data to report moving forward.

### MATHEMATICS ACTION PLAN

In the 2023-2024 school year, the school will expand the use of iReady for mathematics to ensure consistent data tracking occurs and instructors are able to identify student needs. Additionally, the school has invested in subject-specific math coaches with content expertise to support particularly the upper grades mathematics teachers.

The school has also fully invested in the updated Eureka Squared curriculum that offers expanded opportunities for students to apply and practice mathematical concepts. This additional investment, and the corresponding professional development will allow us to ensure all students have access to quality math instruction and the opportunity to build deeper math understanding.

In 8th grade, we are also working with our high school to create spring and summer bridge opportunities for students to gain Regents credit and be more prepared for higher level high school math.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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)
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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21		0		
2018	2021-22				
2019	2022-23	75	75		

### High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

### 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)
2017	2020-21		0		
2018	2021-22				
2019	2022-23	75	75		

### High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	27	0	2	7

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	27	0	13	48

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school did not meet the Regents goals for either students performing at Level 3 or students performing at Level 4. However, the 75% of students scoring Level 3 is approaching the goal of 80%.

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.	No
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.	No
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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 <sup>th</sup> 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The school nearly achieved the goal of 80% of students scoring level 3 or higher on mathematics Regents exams, falling just 5% short. This represents year-over-year growth, and is a testament to our extremely focused math department support. This school year we named a math department chair and expanded his purview to include coaching teachers and working with the most struggling scholars. This allowed many students who were not on track to pass math classes to get the support necessary to both pass and achieve a level 3 Regents score.

### ADDITIONAL CONTEXT AND EVIDENCE

We are confident in our administration and data collection. The conditions of our renewal do not yet include high school measures.

### ACTION PLAN

In addition to the professional development and content expertise that the staff has been cultivating, the school will be implementing weekly tutoring support sessions across all mathematics courses at the high school level and expanding our mathematics offerings to include financial literacy and other topics to engage students in conceptual mathematical thinking outside of the core math classes.

## GOAL 5: SCIENCE

**Students will demonstrate competency in the understanding and application of science concepts.**

### BACKGROUND

The science curriculum at East Harlem Scholars Academy is rooted in experiential and project-based learning. In the elementary grades, students use the PhD Science curriculum created by Great Minds. The alignment with the Wit and Wisdom ELA curriculum and Eureka Squared Math curriculum allow instructors to draw cross-curricular connections.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

On the secondary level, our STEM department chairs in grades 6-12 work to align science and math curriculum. In 8th grade, students are enrolled in Living Environment and are able to receive Regents credit prior to entering high school.

**The school did NOT administer the 4th or 8th grade science test in 2023.**

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school did not administer the 4th and 8th grade science tests in the spring of 2023.

#### Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4			
8			
All			

#### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

#### 2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8						

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All						
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### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

**N/A**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
Absolute	Each year, 75 percent of all Grade 8 students who take Living Environment in Grade 8 and who were enrolled in the School for at least two consecutive BEDS dates will achieve a score of Level 3 or higher on the New York State Living Environment Common Core Exam	
Comparative	Each year, the proportion of 8th grade students in at least their second year and scoring at or above performance Level 3 will exceed the district's proportion of 8th graders scoring at or above performance Level 3 on the Living Environment Regents exam.	

### EVALUATION OF THE SCIENCE GOAL

Due to irregularities in staffing, the school did not administer the living environment regents or the 8th grade science exam in 2023. Therefore, we are unable to report on science goals for the 2022-2023 school year.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	LE	42	29	69
8	2021-22	LE	63	15	24
8	2022-23	LE			

**ACTION PLAN**

Beginning again in 2024, students in 5th grade will take the NYS science test, and students in 8th grade will take the Living Environment Regents. The school has leaned on the successful administration at the 9th and 10th grade level, under the guidance of the high school STEM chair to apply a model for living environment labs and instruction at the 8th grade level, and the school will fully implement the 5th grade PhD Science curriculum from Great Minds to ensure students are prepared for spring test administration.

**HIGH SCHOOL SCIENCE**

**High School Science Measure 1 - Absolute**

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	75	75		

**High School Science Measure 2 - Comparative**

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 Institute does not require charters to report on this measure for 2022-23

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

It is difficult to assess this goal, as the 2019 cohort was subject to so many exemptions in this area.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	YES

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	on a New York State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	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.	N/A
	[Write in optional measure here]	

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Due to the fact that all students eligible received exemptions in the 2019 cohort, the school does not have substantive reflections on this data.

### ACTION PLAN

All cohorts after the 2019 cohort have participated fully in live Regents examinations, and the school has seen proficiency increases year-over-year. Therefore, the school is confident that the 2020 cohorts and beyond, following the instructional practices that have been successfully implemented, will continue to meet the proficiency goals.

## GOAL 6: SOCIAL STUDIES

**Students will demonstrate college and career readiness in social studies.**

### BACKGROUND

The school's social studies curriculum consists of Regents-aligned courses in US History, Global History I & II, and additional courses in Civics and Government for students who pursue additional credits. The majority of students complete their Global History coursework in 9th and 10th grade before proceeding to US History in 11th Grade.

The history department chair coaches all social studies teachers and reviews curriculum to ensure rigor and alignment across specific history courses. History courses are rooted in teaching students critical analysis, incorporating literacy, and global citizenship.

#### **Social Studies Measure 1 - Absolute**

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	75	44	31	100

#### Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

#### Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### 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)
2017	2020-21				
2018	2021-22				
2019	2022-23	75	73	1	50

#### Social Studies Measure 4 - Comparative

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

The school has shown extremely strong results in US History and is still approaching the goal in Global History.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
	[Write in optional measure here]	

### EVALUATION OF THE SOCIAL STUDIES GOAL

The high school has seen the greatest success in US History Regents examinations. In Global History, we do not yet have the robust set of data we would like, given that the 2019 cohort was largely subject to exemptions so were not able to provide substantive data for reflection.

### ACTION PLAN

Given the promising US History results, we have created a history department chair position, led by the instructor who has demonstrated so much success. Our history department Professional Learning

Communities are starting early in the school year for teachers as are direct Regents-preparation after school programs weekly for students in Regents-aligned courses.

## GOAL 7: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	In Good Standing
2021-22	In Good Standing
2022-23	In Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

The school has been in good standing each year and prioritizes progress for students with IEPs, MLL scholars, and all students.