

**EAST HARLEM SCHOLARS ACADEMY II**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Max Turner

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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
Carolyn Quintana	Trustee	N/A
Billy Rahm	Chair	Exec, External Affairs

**Jessenia Roman has served as school leader since 2022.**

## 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	46	54	61	56	58	58	59	59	53					504
2021-22	42	38	61	50	56	54	57	56	57					471
2022-23	26	39	35	49	43	49	51	49	56					397

## GOAL 1: 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*

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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

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	44	0	5	0	0	0	0	49
4	41	1	2	0	0	0	1	45
5	48	0	1	1	0	0	0	50
6	45	0	0	0	0	0	8	53
7	44	0	0	0	0	0	3	47
8	47	0	0	0	0	0	4	51
All	269	1	8	0	0	0	16	294

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	44	11	25	39	11	28
4	41	19	46	34	15	44
5	48	23	48	42	20	47

<sup>1</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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6	45	18	40	35	15	43
7	44	16	36	39	14	36
8	47	24	51	44	22	50
All	269	111	41	233	97	37

### 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.

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>2</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	28	39	45	550
4	44	34	48	589
5	47	42	44	595
6	43	35	44	689
7	36	39	44	734
8	50	44	61	753
All	37	233	48	3910

### ELA Measure 4 - Comparative

<sup>2</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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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 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>3</sup>

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

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	90	20		
4	90	48		
5	85	44		
6	93	40		
7	88	33		
8	96	51		
All	91	39		

### 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.

<sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>4</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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

### 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%	141	120%	Yes
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%	61	123%	Yes
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>5</sup>	45%	39	97%	Yes

<sup>5</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

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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%	[#]	[%]	[Yes/No]
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### End of Year Performance on 2022-23 i-Ready [ELA] Assessment 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	19%	43	13%	32
4	18%	39	18%	28
5	27%	46	21%	34
All	21%	128	17%	94

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	117%	48
4	105%	43
5	139%	50
All	120%	141

Grade Level	Ed-Vista ELA Assessment 1 Average Score	Ed-Vista ELA Assessment 2 Average Score
3rd	48%	46%
4th	37%	59%
5th	53%	56%

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6th	63%	59%
7th	55%	52%
8th	66%	59%

### SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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).	Yes
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%.	Yes
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. Students achieved the goal for growth and absolute achievement as demonstrated by the EdVista and iReady assessments. However, students still fell short of the ambitious goals set forth in the accountability plan surrounding the NYS exam. 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 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 of 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.

## GOAL 2: MATHEMATICS

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

### 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**

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	44	3	2	0	0	0	0	0	49
4	41	1	2	0	0	0	1	0	45
5	49	0	1	0	0	0	0	0	50
6	47	0	0	0	0	0	6	0	53
7	42	0	0	0	0	0	5	0	47
8	46	0	0	0	0	0	5	0	51
All	269	4	5	0	0	0	17	0	295

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		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	44	13	29	39	11	28
4	41	17	41	34	13	38
5	49	26	53	42	23	55
6	47	10	21	35	8	23
7	42	10	24	39	8	21
8	46	7	15	44	6	14
All	269	83	31	233	69	30

### 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	28	39	43	619
4	38	34	36	639
5	55	42	37	650
6	23	35	38	741
7	21	39	38	780
8	14	44	30	379
All	30	233	37	3808

### 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

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	88	21		
4	90	43		
5	83	48		
6	93	23		
7	88	22		
8	95	11		
All	90	27		

### 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 throughout the school year in mathematics.

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	111%	Yes
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%	77	122%	Yes

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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>6</sup>	[%] <sup>7</sup>	39	111%	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%	[#]	[%]	[Yes/No]

### End of Year Performance on 2022-23 i-Ready [Mathematics] Assessment 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	12%	50	9%	32
4	9%	45	10%	29
5	22%	50	18%	33
All	14%	145	13%	94

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

<sup>6</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>7</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.

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Grades	Median Percent of Annual Typical Growth	Number Tested
3	100%	48
4	100%	45
5	134%	50
All	111%	143

Grade Level	Ed-Vista Math Assessment 1 Average Score	Ed-Vista Math Assessment 2 Average Score
3rd	40%	48%
4th	52%	45%
5th	44%	44%
6th	37%	29%
7th	49%	40%
8th	53%	34%

### SUMMARY OF THE MATHEMATICS GOAL

The school did not attain any of the absolute, comparative, or growth measures that comprise the mathematics goal, except for the goal related to iReady mathematics growth. The school has demonstrated year-over-year growth in mathematics on the NYS 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	No

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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%.	Yes

### EVALUATION OF THE MATHEMATICS GOAL

While the school did not attain most 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. The fact that the growth goal surrounding iReady data was achieved is also a strong sign that the math instruction is effective and students, coming off of several pandemic disruptions, are on the right track. Additionally, we do not have 8th grade Regents data to report in Algebra, but are re-implementing this opportunity in the 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.

## GOAL 3: 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.

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 administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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						
All						

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

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
	[Write in optional measure here]	

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### EVALUATION OF THE SCIENCE GOAL

Due to staffing irregularities, the school did not administer a statistically significant number of Living Environment Regents in 8th grade or 4th/8th grade NYS science tests.

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				
8	2021-22				
8	2022-23				

### 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.

### GOAL 4: 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 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23	In Good Standing
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### 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.

## APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

### NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>8</sup>	[X] <sup>9</sup>	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>10</sup>	2+ students	75%	[#]	[%]	[Yes/No]

### End of Year Performance on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>11</sup>	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

<sup>8</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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>9</sup> Target should reflect the median growth percentile 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 growth percentile of all students at the school not included in that subpopulation.

<sup>10</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>11</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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### End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

### I-READY

#### 2022-23 i-Ready [ELA/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 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <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%	[#]	[%]	[Yes/No]

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <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 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>12</sup>	[%] <sup>13</sup>	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <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%	[#]	[%]	[Yes/No]

### End of Year Performance on 2022-23 i-Ready [ELA/Mathematics] Assessment 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				
4				
5				
6				
7				
8				
All				

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

<sup>12</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>13</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

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		