

INSTRUCTIONS / NOTES

FOR 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Context and Evidence” sections for each goal area.
3. While the 3rd – 8th grade state test results from 2021-22 established a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 15, 2023. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**Forte Preparatory Academy Charter
School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 1, 2023

By Graham Browne

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929-666-4430

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Graham Browne, Executive Director 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)
Fiona Lin	Chair	Governance, Finance
Wai Lin Yip	Vice Chair	Fund Development
Daniel Moskowitz	Treasurer	Finance
Alexie Rothman	Secretary	Academic Achievement, Governance
Laura Rodriguez		Academic Achievement
Christine Padula		Finance
Lorenzo Mendez		Finance
Katie Mullen		Finance
Ellen Winn		Fund Development
Val Abrams		Fund Development
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees

Graham Browne has served as the Executive Director since 2017.

SCHOOL OVERVIEW

Forte Prep successfully completed its 6th full year of operation, and our first year in our new renewal term. Our mission is the following: “Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and to use their leadership and voice to change the world.” Now, Forte Prep looks to expand to grades 9-12, with its successful application for expansion. Our new mission as a middle and high school program, is “Through a relentless pursuit of academic, community, and personal excellence, Forte Preparatory Academy Charter Schools equip all students to become the next generation of leaders in Queens and beyond.” This mission is even more important today than it has ever been.

One such highlight is the results of our Summer Academy program through support from Bloomberg Philanthropies' Summer Boost initiative. The additional funds empowered our school to further compensate our incredible teaching staff, provide students with summer transportation support, and invest in top-quality curriculum that targeted key skills that students missed during the last months of learning amid the pandemic. We are proud to say that Forte Prep students grew 27 percentage points in ELA proficiency and 31 percentage points in Math proficiency as measured by a pre-test and post-test.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21						89	91	93	83					356
2021-22						85	92	89	90					356
2022-23						85	89	90	90					354

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

BACKGROUND

In middle school, the reading curriculum begins in the fifth grade with a concentration on fluency, comprehension, and, if necessary, phonics and with an introduction to sophisticated pieces of literature for study and analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. Students are taught to identify theme, and to provide evidence for their textual analysis; students are taught to develop theme across multiple texts, fiction and non-fiction, in alignment with the Common

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Core State Standards (CCSS) and in alignment with our ambitious mission. Our reading instruction is centered around whole-class novels and Writing instruction is focused on building a consistent structure for Forte Prep classrooms will maintain robust leveled libraries to

provide students with a wide exposure to grade-level appropriate texts. In 2020-21, we grew our program to 8th grade ELA class for the first time.

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								
4								
5	74							
6	89							
7	88							
8	82							
All	333						13	346

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						

¹ 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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5	74	38	51%	8	2	25%
6	89	42	47%	65	31	48%
7	88	48	55%	85	48	56%
8	82	59	72%	74	53	72%
All	333	187	56%	232	134	58%

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.²

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	8	25%	3602	46.1
6	65	48%	3464	42.4
7	85	56%	3635	47.0

² 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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8	74	72%	3798	56.8
All	232	58%	14499	

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 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.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3				
4				
5	89.2	36.6	24.5	0.78
6	91.8	63.0	44.1	1.17
7	89.9	54.5	36.6	1.08
8	93.6	70.5	38.8	1.89
All	91.1	56.6	36.3	1.24

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.

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ 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.

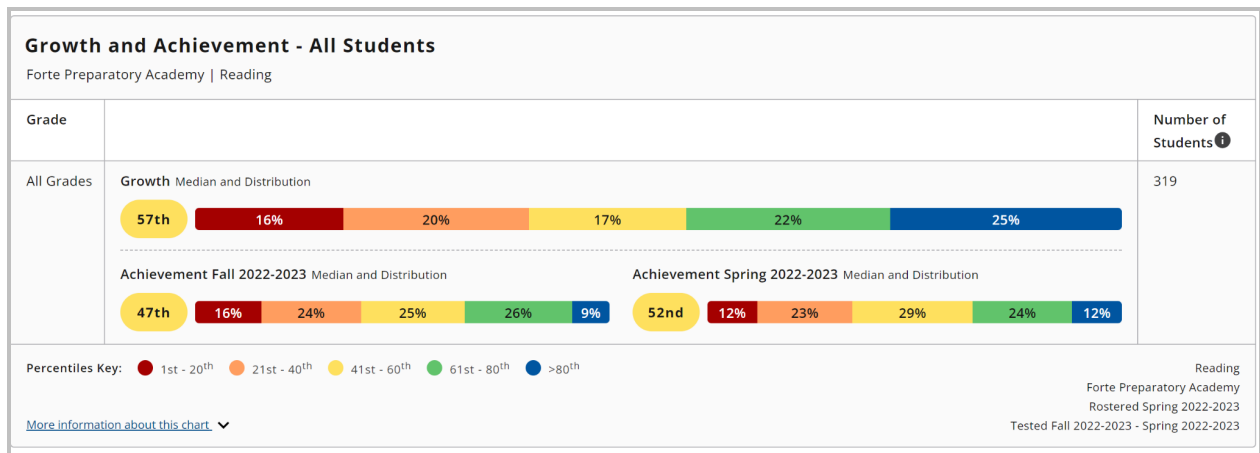
2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

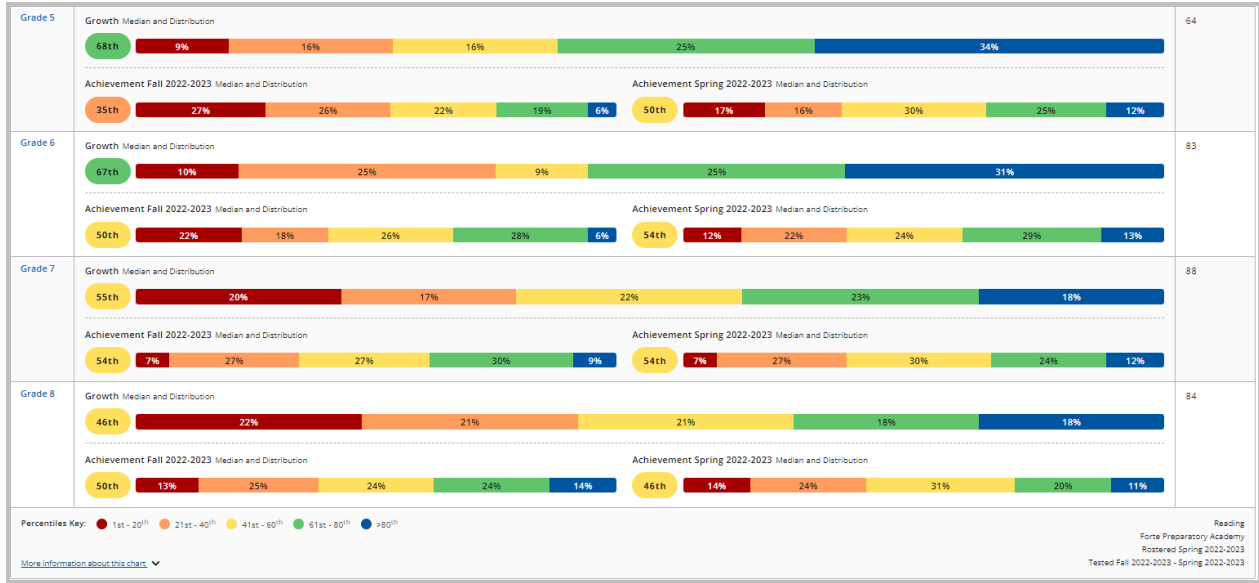
ELA INTERNAL EXAM RESULTS

Forte Prep administers the NWEA MAP Growth Exam every trimester to students to track their progress on ELA and Math goals. Our results indicate that that our overall student growth exceeds 57% of all schools in the nation, without achievement landing in the 52nd percentile of all schools in the country.

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



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT



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.	Approaching
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.	Goal Met
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.	Goal Met
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

EVALUATION OF ELA GOAL

Forte Prep students, overall, performed better on the ELA exam than in 2021-22, demonstrating that Forte Prep is continuing to emerge from the pandemic. The trajectory of our students' performance as they progress from 5th to 8th grade. By the time students graduate from Forte Prep, 72% of students are at or above grade level, ready for the rigors of high school. We are continuing to expand our independent reading program and early interventions to support struggling readers and English language learners.

ADDITIONAL CONTEXT AND EVIDENCE

In summer 2022, Forte Preparatory Academy Charter School rising 6th-9th grade students participated in the Summer Boost NYC Summer Program. This program offered high-quality English Language Arts and Math instruction to support students in recovering from the impact of the COVID-19 pandemic and beginning the next school year on grade level. Overall, these students grew 20 percentage points in ELA and 17 percentage points in Math as measured by a pre-test and post-test. Additionally, 75% of students achieved a Basic or Proficient level in ELA by the end of the program, and 83% of students achieved a Basic or Proficient level in Math by the end of the program.

ELA ACTION PLAN

We will continue to build out our ELA program this year as we continue to learn about the specific academic needs of our student population at the middle school post COVID. Our interventions for ENL students will continue to be a key component of our program, and we will be investing in more intervention programs for students.

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

Mathematics is aligned to New York State P-12 Common Core Learning Standards for fifth through eighth grades. Students have two periods of mathematics (100 minutes per day) to ensure a solid foundation of skills and concepts and to prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (skills) and problem solving (application). Initially fifth grade students will focus on mastering arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Over time, students will progress through linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. The problem solving class complements the skills class; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills and conceptual understanding through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college preparatory focus in high school while simultaneously ensuring that students

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develop and are able to express their conceptual understanding and use a variety of schema to solve complex problems. According to PARCC, “the standards treat mathematics as a coherent subject to promote the sense-making that fuels mastery. The principles of focus and coherence are the twin engines that must be carried forward in implementation efforts and substantiated in curricula and assessments.” By the end of eighth grade, we aim to have the majority of our students complete Algebra I, setting them up to begin high school in Geometry or Algebra II and on track to take Calculus, AP Calculus AB or BC, or AP Statistics by senior year. Students will be unable to access advanced math in high school without this foundation This year, we had 50% of 8th grade students participate in Algebra 1, and all students passed the 8th grade Algebra Regents.

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									
4									
5	80								80
6	89								89
7	87								87
8	85								85
All	341						9		350

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						
4						

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5	80	46	58%	8	4	50%
6	89	64	72%	65	50	77%
7	87	65	75%	84	63	75%
8	85	75	88%	75	66	88%
All	341	250	73%	232	183	79%

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	50%	8	47.0%	3859
6	77%	65	41.6%	3740
7	75%	84	47.1%	3841
8	88%	75	33.3%	2391
All	79%	232		13831

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				
4				
5	89.2	39.2	21.1	1.07
6	91.8	62.6	21.1	2.69
7	89.9	58.6	18.7	2.57
8	93.6	77.3	14.8	3.82
All	91.2	60.0	18.9	2.58

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.

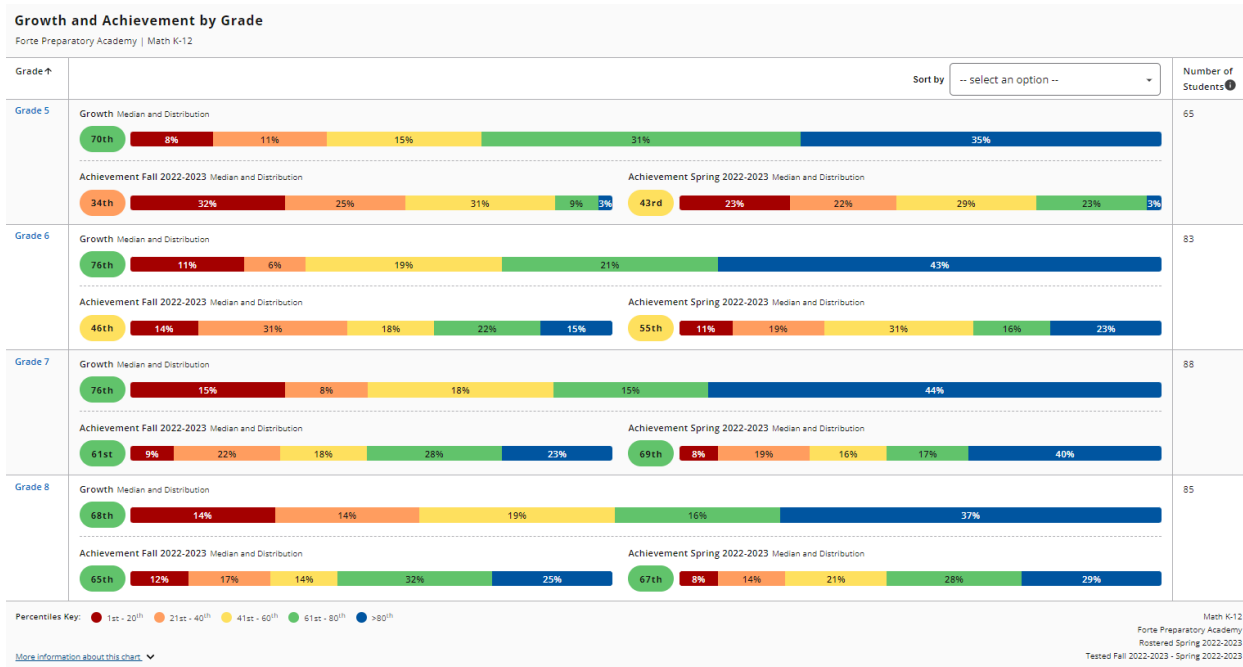
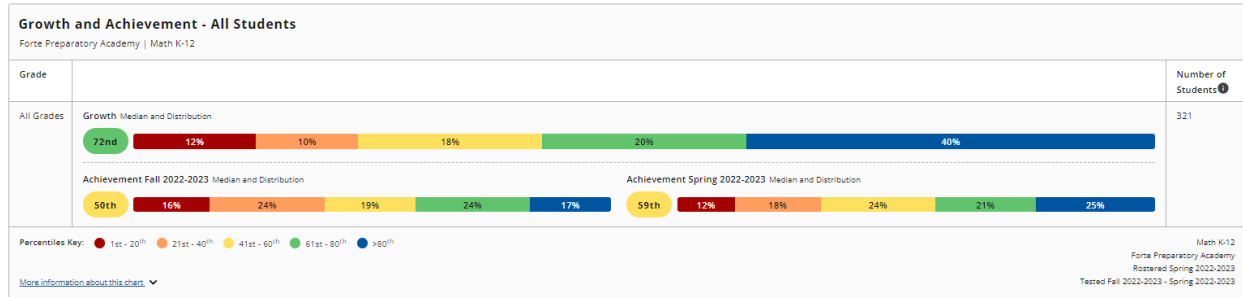
MATHEMATICS INTERNAL EXAM RESULTS

Forte Prep administers the NWEA MAP Growth Exam every trimester to students to track their progress on ELA and Math goals. Our results indicate that that our overall student growth exceeds 57% of all schools in the nation, without achievement landing in the 52nd percentile of all schools in the country.

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

Forte Preparatory Academy



SUMMARY OF THE MATHEMATICS 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 Mathematics exam for grades 3-8.	Goal Met
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	Goal Met

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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.	Goal Met
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
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

Our academic growth across 5-8 grades in math is among the best in the nation. We are incredibly proud of our academic performance and consistency in this regard.

ADDITIONAL CONTEXT AND EVIDENCE

In summer 2022, Forte Preparatory Academy Charter School rising 6th-9th grade students participated in the Summer Boost NYC Summer Program. This program offered high-quality English Language Arts and Math instruction to support students in recovering from the impact of the COVID-19 pandemic and beginning the next school year on grade level. Overall, these students grew 20 percentage points in ELA and 17 percentage points in Math as measured by a pre-test and post-test. Additionally, 75% of students achieved a Basic or Proficient level in ELA by the end of the program, and 83% of students achieved a Basic or Proficient level in Math by the end of the program.

MATHEMATICS ACTION PLAN

For the growth we achieve at the upper grades, we still have work to do to provide better interventions for struggling students in math. It is something that we are prioritizing heavily in the 23-24 school year.

GOAL 3: SCIENCE

Students will be proficient in Science.

BACKGROUND

Forte Prep's science curriculum is informed directly by and aligned to the New York State Education Department's Intermediate Level Science Core Curriculum for grades 5-8, as well as the Standards for Literacy in Science in the New York Common Core Learning Standards for English Language Arts. 5th and 6th grade students take Science for 50 minutes three days per week and 7th and 8th grade students will take Science for four days a week. Students also take Digital Literacy (computer science) 1-2 times per week. Science instruction in grades 5-8 will begin with building skills related to scientific reasoning,

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investigative reading, and writing through coursework in Physical Science, Life Science, and Earth & Space Science. Science classes will focus heavily on the mathematics in the application of science, as well as reinforcing critical writing and analysis from English Language Arts curriculum in each grade. In middle school, for example, students are required to cite text from scientific sources, distinguish between facts, findings and speculation, and analyze an author's purpose in organizing a text and discussing experiments, all of which rely on literacy practice. Science curriculum will emphasize the process of discovery and application of principles and scientific concepts.

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 4th and 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

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 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4			
8	74	56	76%
All	74	56	76%

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

	Charter School Students in at Least 2 nd Year	All District Students
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Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8	74	56	76%			
All	74	56	76%			

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.	Goal Met
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.	Not available
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

This was the second year of full exam administration, and we look forward to pushing our proficiency rates higher next year. We had 21% of students nearly pass the exam, and can work to provide additional preparation to increase our overall performance.

ADDITIONAL CONTEXT AND EVIDENCE

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below. N/A

Performance on a Regents Science Exam
Of 8th 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

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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	Good standing
2021-22	Good standing
2022-23	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

Forte Prep has received a GOOD STANDING distinction every year since founding in 2017.