

Harlem Prep Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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DEMOCRACY PREP
HARLEM PREP ELEMENTARY



DEMOCRACY PREP
HARLEM PREP MIDDLE



DEMOCRACY PREP
HARLEM PREP HIGH



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Alexa Feldman (Director of Accountability) and Katelyn Kenney (Grants 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)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee Finance & Audit Committee Academic Accountability Committee Community & Family Communication Committee
Jake Foley	Trustee	Not assigned to any committees
Brittany Buffaloe	Trustee	Community & Family Communication Committee
Joshua Pristaw	Trustee	Executive Committee Real Estate Committee
Douglas Snyder	Trustee	Executive Committee
Ken Weiller	Trustee	Development Committee
Greg Weston	Trustee	Real Estate Committee
Sean Windsor	Trustee	Finance & Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee Governance Committee
Khary Barnes	Trustee	Executive Committee
Ross Frommer	Trustee	Development Committee
Farida Ilboudo	Trustee	Development Committee
Drew Gannon Singh	Trustee	Governance Committee

Greg Daniel has served as the Harlem Prep High School Principal since the school’s founding in the 16-17 school year.

Andre Geddes has served as the Harlem Prep Middle School Principal since the 18-19 school year.

Bryan Stroud has served as the Harlem Prep Elementary School Principal since the 20-21 school year.

SCHOOL OVERVIEW

The mission of Harlem Prep Charter School is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Harlem Prep joined the Democracy Prep Public Schools network in Fall 2011, and received a five-year renewal in 20-21. Along with the other four charters in the Democracy Prep New York Charter Schools merged education corporation, Harlem Prep is currently in the renewal application process for the 24-25 through 28-29 accountability period. The Harlem Prep academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous instructional model and school culture across all grades. In 22-23, Harlem Prep operated an elementary, middle and high school, and in 22-23 served scholars in grades 3-12, with a total enrollment of 758 on BEDS Day. Harlem Prep Charter School operated in-person instruction throughout the 22-23 school year.

The academic model at Harlem Prep features eight key design elements: *1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; 5) Exemplary talent; 6) Commitment to educating all students, in all subjects, in all grades; 7) Authentic civic leadership and engagement, and 8) Running core programming on public funds.*

Rigorous college-prep academics: Harlem Prep operates academically rigorous, college preparatory campuses. Our curriculum is based on an accelerated introduction to the New York State Next Generation Learning Standards. Students are challenged to do their best academically regardless of language proficiency, special education classification status, or the academic level at which they enter the school. Our rigorous academic program includes the core subjects, as well as engaging electives such as art, music, and fitness.

More time to learn: Harlem Prep operates an extended day schedule Monday through Thursday, which equates to more time spent in the classroom over the course of the year than the comparable surrounding district schools. Students in need of additional individual support or who require remediation have multiple opportunities to receive additional time immersed in instruction through week-day tutoring, and some Saturdays throughout the year. Elementary and middle schools both have after-school tutoring, Saturday Academies, as well as an intervention block built into the school day to ensure scholars' individual needs are met. High schools offer after school-day tutoring along with Saturday Academy to ensure that scholars' individual needs are met. Scholars who do not meet the criteria for promotion may be retained, or School Leaders may utilize Summer Academy, a three week long July program, to provide scholars with additional time and intervention to master additional grade level content prior to confirming EOY promotion to the following grade. Our goal is always for scholars to achieve mastery through intervention and to decrease instances of retention.

Data-driven decision-making: Harlem Prep utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide data tool, interim assessments, and comparative academic measures to drive effective instruction at the student, class, teacher, grade, school, and network levels. Assessments include absolute measures, value-added measures, high-quality and vetted curriculum-aligned assessments, and internally developed/externally validated trimester and comprehensive exams.

Safe and supportive school culture: Harlem Prep believes that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. School culture is based on our shared DREAM Values: Discipline, Respect, Enthusiasm, Accountability, and Maturity. Schools have a token economy system based on DREAM Dollar currency, and they have the opportunity to earn DREAM Dollars by displaying these values throughout the school day. Our vision for culture is one in which scholars look forward to coming to school, and classrooms are characterized by joyful engagement in the content. Leaders, teachers, and staff members take every opportunity to nurture “high expectations, high support” environments in every classroom. In order to create that reality, educators design classrooms that are clean, well-organized, reflect a college-going culture of achievement, and are designed to maximize scholar learning. Teachers execute rigorous and engaging lessons during which learning time is maximized. There is strong ratio and scholar voices are prominent.

Teachers utilize a clear and transparent behavior management system which is developmentally appropriate and where proactive measures are taken to build a positive, welcoming, safe environment for learning. To that end, teachers use proactive approaches to set scholars up for success. Expectations are thoughtfully crafted and reflect our deep belief in purpose over power. If scholars do not meet expectations, staff members exude a “warm/firm” demeanor and adhere to the behavior management system consistently, and they employ key tenets of art of the consequence, including maintaining emotional consistency at all times. Staff members find ways to communicate these expectations to scholars and their families on an ongoing basis in the spirit of being partners in educating our scholars. Ultimately, DP teammates keep the bar high, not for the sake of being strict or to create order for its own sake, but because they respect what scholars are capable of achieving.

Exemplary talent: Harlem Prep has an extremely selective staff application process. Lead teachers receive a base salary commensurate with their experience that exceeds the local scale and are eligible for excellent benefits. All staff members undergo extensive performance reviews and receive weekly professional development (PD) during the school year and three weeks of intensive PD in the summer. Harlem Prep teachers and leaders are afforded ample opportunities for growth.

Commitment to educating all students, in all subjects, in all grades: Harlem Prep actively recruits students at risk of academic failure, including those with Multilingual Learner/English Learner classifications, IEPs, and Section 504 plans. Students with a special education classification and Multilingual Learners benefit from the same transformational education and support that all our students receive, including all elective offerings. In addition, just like a traditional public school and unlike many charters, the school welcomes new scholars at all grade levels at the beginning of and throughout the school year. This policy ensures that a constant stream of students can embark on the path to college and civic success whenever there is an available seat.

Authentic civic leadership and engagement: Harlem Prep places an explicit focus on preparing scholars to become civic leaders in their communities. Through non-partisan civic initiatives, community engagement, and speech and debate, our scholars acquire the knowledge, skills, and dispositions to change the world. Through advocacy, in-school programming, curricular components, research, and reports, Harlem Prep reminds educators, policymakers, and all Americans that the founding purpose of public education was to prepare our nation's youth for self-government in our democracy, and that restoring the civic mission of education must be an urgent national priority.

Running core programming on public funds: In order to serve as a proof-point for what is possible in public education, Harlem Prep operates its core programming on the public funds it receives from the city, state, and federal government. The school efficiently spends money as close to the student as possible, spending the most on the great teachers and much less on its comparatively lean administration.

Harlem Prep's academic program is rooted in research-proven curricula that have been shown to accelerate progress to mastery for students, including those with disabilities and English-language deficits. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school. Our curricula are aligned with the New York State Next Generation Learning Standards. Harlem Prep uses regular assessment cycles to assess student mastery of standards-based knowledge and skills. Following each assessment, teachers analyze student performance data, identify which standards are causing the most difficulty, and create reteach plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers use interim assessment data to create tutoring groups that address student learning deficiencies and to help determine which students receive push-in assistance from instructional support personnel during class periods. Data is tracked throughout the year to ensure scholars are maintaining growth.

In the 2022-2023 school year, Harlem Prep continued to take a focused approach to learning acceleration in response to learning loss from the pandemic. The DPPS Academics team created adjusted pacing calendars for each grade level and content area with just-in time support days. Some of these days were designed to be pre-planned to address the most common and necessary unfinished learning to ensure scholars' full mastery of the most important skills necessary to tackle grade-level content. The other flex days are for teachers to plan data-driven lessons to address the content their scholars needed most using network-provided resources.

In the 2023-2024 school year, Harlem Prep will enter an exciting phase in which new curriculum has been rolled out 3-12 in both ELA and Math. Over the past few years, Democracy Prep has embarked on an intensive process to research, vet, and roll out new curricula to staff, families and students at all schools as part of our 5 Year Strategic Plan in operation from 2020-2025.

Harlem Prep is committed to supporting scholars' and families' social, mental and emotional health. In 22-23, the school worked to address this via the below strategies. In the 23-24 year, the network has the added role of Director of Social and Emotional Wellness to help ensure effective implementation at all DPNY schools, including Democracy Prep Endurance.

- Implementation of strong systems and routines in every classroom, to ensure a clear floor of tier 1 supports for all scholars
- Increased study of suspensions using an equity lens to ensure discipline practices resulted in equitable outcomes for scholars
- Planning for and funding of robust social work teams using ESSER funding to ensure the school was prepared to provide the necessary social/emotional support to all scholars
- Facilitation of regular social worker PD by network lead-social workers, including:
 - differentiated opportunities to engage in restorative justice practices
 - ongoing case management and clinical support
 - crisis escalation and CPI/de-escalation techniques
 - enhanced accreditation opportunities/advanced learning frameworks for social workers and mental health therapists
- Investment in a series of social worker learning communities which provide differentiated content based on professional learning objectives pertinent in the field, such as continuing education opportunities, case work, family and organizational outreach, & community engagement

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	57	62	61	64	65	67	79	103	118	116	101	89	65	1047
2021-22	27	49	58	70	55	66	82	79	113	119	99	83	83	983
2022-23	--	--	--	44	49	53	82	68	71	132	104	80	75	758

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th 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>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	71	5	76
2021-22	2018-19	2018	68	1	67
2022-23	2019-20	2019	70	2	70

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 9th 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.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	59	5	64
2021-22	2018-19	2018	67	1	68
2022-23	2019-20	2019	70	2	72

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	74	4	78
2021-22	2017-18	2017	70	5	75
2022-23	2018-19	2018	63	1	64

PROMOTION POLICY

Elementary School End of Year Promotion Criteria

- Core (ELA and Math) coursework grades (70 or above in each core course)
- Scoring above the 40th percentile in MAP Growth Reading and Math (3-5)

Elementary School Summer School and Auto-Retention Thresholds:

- Core courses used for summer school and auto-retention thresholds:
 - ELA/SLA
 - Math

Elementary School Summer School Thresholds

Gen-Ed Scholars	Grades in one or more core courses are <70% for the year. Spring MAP Growth (3-5) 3rd - Score is at a 192 or below on MAP Reading; Score is at a 197 or below on MAP Math 4th - Score is at a 200 or below on MAP Reading; Score is at a 206 or below MAP Math
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	5th - Score is at a 206 or below on MAP Reading; Score is at a 214 or below on MAP Math
Scholars with IEPs and ELL Scholars	Grades in all core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC)

Elementary School Auto Retention Policy

- Elementary school scholars are eligible for automatic retention if they are failing both ELA and Math with scores below 60%. School leaders will evaluate this pool of scholars and determine if they will recommend any scholars for automatic retention. If they would like to recommend a scholar for automatic retention, they will submit those scholars to the MD of Elementary Schools and the Elementary Director of Academics.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the elementary level cannot exceed 10%, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Summer school for automatically retained scholars will be highly recommended, but optional at the ES level.
- Modified promotional criteria will be applied for IEP and ELL scholars that meet the wide-net indicators on our DPPS internal policy. Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

Middle & High School End of Year Promotion Criteria

- 70+ coursework in each core course (ELA, Math, Science, Social Studies)
- End of year assessments are generally not standalone criteria for promotion. NY Regents Exams continue to be a key factor in promotion decisions, since they are both graduation requirements and key indicators of college academic readiness.

Middle School Summer School and Auto-Retention Thresholds

- Core courses used for summer school and auto-retention thresholds:
 - ELA
 - Math
 - History
 - Science

Middle School Summer School Thresholds

Gen-Ed Scholars	Grades in 1 or more core courses are <70% for the year.
Scholars with IEPs and ELL Scholars	Grades in 1 or more core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC)

Middle School Auto-Retention Thresholds

Gen-Ed Scholars	Grades in all 4 core courses are <70% for the year.
Scholars with IEPs and ELL Scholars	Grades in all core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC)

Middle schools may retain no higher than 20% of their scholars (and ideally fewer), including both scholars who are auto-retained and those who fail summer school.

Details for Middle School Algebra 1

The Algebra 1 Regents counts as scholars’ Trimester 3 exam grade, and therefore counts as part of their year-end coursework grade. We follow the same rules for promotion, with a single exception :

1. If a scholar passes their Algebra 1 Regents exam with a 65+ and a coursework grade of 70%+ they are promoted and take Geometry as a 9th grader.
2. If a scholar fails their Algebra 1 Regents exam (<65) but passes their Algebra 1 course they will need to go to summer school and pass the Algebra 1 Regents in August. Otherwise, they will be placed in Algebra 1 again in 9th grade. Schools should particularly focus on scholars with scores 60-64 on the Regents exams.
3. If a scholar passes their Algebra 1 Regents exam with a 65+ but has an overall coursework grade under 70%:
 - a. They should be placed in summer school. If they pass Algebra 1 in summer school they will take Geometry in 9th grade. They should still take the Algebra 1 Regents in August, to try to get a higher grade, but they are not required to pass the August exam if they passed the June exam.

- b. If they fail Algebra 1 in summer school they can still be promoted, but will take Algebra 1 again in 9th grade. This only works if the scholar passed all of their other courses.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the secondary (MS + HS) level cannot exceed 20% across each school, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Since there is no Tier 1 summer school this year it's imperative that we work with scholars throughout the school year to ensure that as many scholars as possible pass all of their core courses. This will help limit the size of summer school cohorts and ensure those cohorts get the attention they deserve.
- Modified promotional criteria will be applied for IEP and ELL scholars that meet the wide-net indicators on our DPPS internal policy. Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

High School Summer School and Auto-Retention Thresholds

- Core courses used for summer school and auto-retention thresholds:
 - ELA
 - Math
 - History
 - Science
 - Korean/Spanish (may not apply to seniors if they've passed 3 years of world language and gotten their LOTE/WLE credit in NY)

High School Summer School Thresholds

Gen-Ed Scholars	Grades in 1 or more core courses are <70% for the year.
Scholars with IEPs	Grades in 1 or more core courses are <70% for the year.
ELL Scholars	Grades in 1 or more core courses are <65% for the year.

High Auto-Retention Thresholds

Gen-Ed Scholars	Grades in all core courses are <70% for the year and the scholar is taking at least four core courses. Scholars with three or fewer core courses cannot be autoretained. Please note, this applies to auto retention but does not determine which scholars take summer school classes. Scholars should continue taking summer school classes for each core course they failed.
Scholars with IEPs	Grades in all core courses are <70% for the year.
ELL Scholars	Grades in all core courses are <65% for the year.

High schools may retain no higher than 20% of their scholars (and ideally fewer), including both scholars who are auto-retained and those who fail summer school.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the secondary (MS + HS) level cannot exceed 20% across each school, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Since there is no Tier 1 summer school this year it's imperative that we work with scholars throughout the school year to ensure that as many scholars as possible pass all of their core courses. This will help limit the size of summer school cohorts and ensure those cohorts get the attention they deserve. This is also important because if a scholar's Regents score brings their year end grade below 70 they will need to attend summer school. Schools should identify scholars who are on the cusp and provide additional coursework grades, as appropriate, before summer school.
- If scholars fail both their Algebra 1 and their Living Environment Regents in both June and August they should be retained.
 - PACE scholars receive automatic approval to pass with a 55 and work toward a local diploma
 - This only applies to scholars taking Algebra 1 and Living Environment, not Geometry and

Living Environment or any other combination of courses

- If a scholar fails both exams in both June and August but passes all of their courses we strongly recommend submitting a proposal for them to be promoted. This proposal should be addressed to the HS Managing Director and the Director of Secondary Academics and include an individualized schedule for that scholar.

For ELL scholars, previous policies outlined below will continue:

- HS: passing coursework threshold is 65%
- Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

Modified Promotion Criteria Policy: ES & MS Scholars with IEPs & MLL Scholars

DPPS is committed to providing a rigorous education to all scholars, including scholars with disabilities. For some K-8 scholars with IEPs who struggle to demonstrate proficiency in content knowledge and conceptual understanding via standard assessment measures across a sustained period of time, we consider modified promotion criteria (MPC).

The rationale for modified promotion criteria for a scholar with an educational disability classification or who is a multilingual learner is to ensure that scholars with a disability or learning difference are not retained when repetition of that grade level will not result in a deeper understanding of the material as demonstrated through academic report card grades of 70+.

Qualifiers

The Deans of Special Services (DSS) will generate a wide-net list of scholars at each elementary and middle school campus based on the following indicators that flag scholars with IEPs or ELL scholars for consideration of MPC. The indicators are below. **All scholars considered must have a current IEP or have a formal ELL classification.**

- Scholar was enrolled in Summer Academy or was PID in at least 1 course in T3 of the previous school year
- Scholar is 2+ years overage for their enrolled grade
- Scholar is repeating their current grade
- Scholar had MPC last school year on their IEP/ELP or per internal DP policy

Please note: the fact that a scholar is 'flagged' does not mean they should automatically have MPC. But it does mean that they should be considered based on one or more of these indicators.

Parameters for Scholars with IEPs

While MPC determinations should be individualized for each scholar, there are some general parameters that will apply to all students.

- Modified promotion criteria for course grades cannot fall below 50%.
 - For scholars unable to demonstrate mastery of 50% of course content, a full IEP meeting should be held to discuss the scholar’s cognitive abilities, and consider the appropriateness of classifying the scholar as one whose progress is measured by alternate assessment.

- Scholars whose cognitive abilities demonstrate that they are appropriately measured by standard assessment should be held to a bar no lower than 50%. If scholars do not master 50% of course content, they are not set up for success in the subsequent grade.
- Modified promotion criteria should take into account the following metrics:
 - Psycho-educational testing results conducted in the last 3 years
 - MAP or other standardized assessment data
 - Intervention or benchmark data (i.e. trimester exams, Eureka and Into Reading module assessments, STAR assessments, iReady assessments, etc.)
 - SIS coursework and exam data; homework should not be a determining factor
 - Work samples
- Modified promotion criteria will be applied to the raw grade in the SIS at the end of each trimester. Floored grades will not be factored into MPC.

MPC will follow this general framework for scholars in grades 3-8. Scholar proficiency level will be assessed for math and ELA separately. Exceptions may apply to this framework on a case-by-case basis.

- If a scholar is performing at 1 grade level below their current grade, they will qualify for a 65% MPC.
- If a scholar is performing at 2 grade levels below their current grade, they will qualify for a 60% MPC.
- If a scholar is performing at 3 grade levels below their current grade, they will qualify for a 55% MPC.
- If a scholar is performing at 4+ grade levels below their current grade, they will qualify for a 50% MPC.

Promotion for scholars in grades K-2 will be determined with the teachers and leadership team at each elementary school in collaboration with the Special Services team. Mastery of ELA and math standards will be evaluated to determine if promotion is in the best interest of the scholar.

Parameters for ELL Scholars

While MPC determinations should be individualized for each scholar, there are some general parameters that will apply to all students.

- Modified promotion criteria for course grades cannot fall below 50%.
 - For scholars unable to demonstrate mastery of 50% of course content, a full LPT (Language Proficiency Team) meeting should be held to discuss the scholar's language acquisition, and consider the appropriateness of classifying the scholar as one whose progress is measured by alternate assessment. The LPT includes school leadership, ELL Coordinator, ELA/Math teacher, and the network MLL team.
 - Scholars whose language acquisition demonstrates that they are appropriately measured by standard assessment should be held to a bar no lower than 50%. If scholars do not master 50% of course content, they are not set up for success in the subsequent grade.
- Modified promotion criteria will be applied to the raw grade in the SIS at the end of each trimester. Floored grades will not be factored into MPC.

MPC will align with a scholar's NYS determined language proficiency level based on NYSITELL or NYSESLAT results. Exceptions may apply to this framework on a case-by-case basis.

- If a scholar is performing at Expanding level, they will qualify for a 65% MPC.
- If a scholar is performing at the Transitioning level, they will qualify for a 60% MPC.
- If a scholar is performing at the Emerging level they will qualify for a 55% MPC.
- If a scholar is performing at the Entering level, they will qualify for a 50% MPC.

*If an ELL scholar also has an IEP, both parameters for IEP scholars and ELL scholars will be applied; however, the scholar will not be given an MPC higher than their English proficiency level qualifies them.

Determinations review and approval

To ensure we are enacting determinations in accordance with the policy framework and acting consistently across regions, grades and schools, MPC determinations and rationale will be reviewed and given final approval by the Directors of Special Services.

Family communication

Schools will communicate MPC Determinations to families in writing using a network-generated and translated template letter by the appropriate regional deadline. Where translated letters are not available, schools should use interpreters via a telephonic language line or consult the Senior ELL Specialist for additional resources.

Application of MPC at EOY

School leaders will apply approved MPC during each trimester to determine PID for scholars and when making EOY promotion decisions. Scholar-specific MPC determinations will be entered into the ADMS once approved, and will be pulled into the Promotion Status System from the ADMS. School leaders will be responsible for ensuring that their final promotion decisions take scholars' MPC into account.

High School Graduation Requirements

All graduating seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in
- Satisfactory compilation of credits in all content areas as outlined by NYS
- Passing grades on all required state exams
- Successful completion of the Senior Change the World Project

All scholars must earn the following course credit to earn graduation:

- 4 years of English
- 4 years of Math
- 3 years of Science
- 4 years of History (including completion of a Change the World Project)
- 3 years of a language (unless the scholar is a late transfer)
- 3 semesters of the Arts
- 1 semester of Health
- Physical Education each year of high school

Important Notes on the 2019 Accountability Cohort and Reported Data

It is important to note that the reported 2019 Total Cohort data and associated data points in this Accountability Plan Progress Report are reflective of June 2023 graduates, and are not inclusive of August 2023 graduates. August 2023 graduate data was not available nor included in any SIRS reports at the time of the compilation of this report.

It is also important to name the context in which the 2019 cohort experienced high school in order to do a robust analysis of the data reported for this cohort of students and to understand the larger picture in which to ground that analysis.

- Their freshman year in high school (19-20) saw the onset of the Covid-19 pandemic, and a sudden and drastic shift to all-virtual instruction for the last three and a half months of the school year. July and August 2020 Regents Exams were canceled, and scholars who passed a course culminating in a Regents exam were given an exemption.
 - Their sophomore year in high school (20-21), the 2019 cohort experienced a full year of virtual instruction. Limited Regents Exams were administered in June 2021, there was no August 2021 Regents Exam administration, and most scholars who passed a course usually culminating in a Regents exam were given Regents exemptions given the cancellations.
 - Their junior year in high school (21-22), the 2019 cohort experienced a return to full-time in-person instruction that was punctuated by school closures due to Covid-19 outbreaks and limited staff attendance due to illness, novel restrictions physically imposed on them such as social distancing, mask wearing, & desk dividers, and the onset of extreme social and emotional needs that followed the full year of remote learning at a level not previously experienced. January 2022 Regents were canceled, and the June 2022 US History Regents exam was also canceled, during the administration period that the vast majority of the cohort was slated to sit for the exam.
 - Their senior year in high school (22-23) was largely a return to “normal,” for the adults, but the 2019 cohort did not have any previous high school experience in a “normal” educational year. A normal year of full-time, in-person rigorous high school education was therefore much more difficult for this cohort of students than any other previous cohort, all of whom started their high school experience with a full year of “normal” education.
-

GOAL 1: HIGH SCHOOL GRADUATION

Harlem Prep Charter School students will meet requirements for 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.

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	98	81
2022	103	83

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	88	81
2020	2021-22	100	58
2021	2022-23	98	49

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.

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	76	40	53
2018	2021-22	67	51	76
2019	2022-23	70	47	67

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	74	56	80
2017	2021-22	70	51	73
2018	2022-23	63	58	92

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 District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	76	40	53	1016	87
2018	2021-22	67	51	76	970	88
2019	2022-23	70	47	67	TBD	TBD

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.

¹ 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.

² 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.

There were no Harlem Prep scholars pursuing an alternative pathway to graduation in 22-23, nor any scholars exempted from or scholars who took a pathway examination in 22-23, nor is there previous data to report toward this metric.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, Harlem Prep did not meet its High School Graduation Goal, with the school meeting one of the five applicable measures of the goal. In some metrics, the school made progress toward meeting the goal, demonstrating positive gains toward high school graduation metrics.

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.	YES
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.	NO
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO
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.	NO
Absolute	<i>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.</i>	N/A

EVALUATION OF THE GRADUATION GOAL

Harlem Prep did not meet its High School Graduation Goal, with the school meeting one of the five applicable measures of the goal.

- Harlem Prep **met** the first leading indicator, with 81% of the 2021 Accountability cohort and 83% of the 2022 Accountability cohort promoted in 22-23, exceeding the goal of 75% by 6 and 8 percentage points respectively.
- Harlem Prep **did not meet** the second leading indicator, with 49% of the 2021 Accountability cohort meeting this goal, missing the target of 75% by 26 percentage points.
- Harlem Prep **did not meet** the first absolute measure, with 67% of the 2019 Accountability cohort graduating in four years, missing the target of 75% by 8 percentage points.

- Harlem Prep **did not meet** the second absolute measure, with 92% of the 2018 Accountability cohort graduating in five years, missing the target of 95% by only 3 percentage points. It is worth noting that this is a significant increase from last year, with 73% of the 2017 Accountability cohort graduating in five years.
- Harlem Prep **did not meet** the comparative measure for the most recent year for which comparative data is available (21-22) with a graduation rate of 76% vs. the CSD graduation rate of 88% for the 2018 Accountability cohort, missing the target of the CSD's graduation rate by 12 percentage points. The school has demonstrated growth on this measure from the previous year (20-21) when the graduation rate was 53% vs. the CSD graduation rate of 87% for the 2017 Accountability cohort.

ADDITIONAL CONTEXT AND EVIDENCE

Harlem Prep continues to demonstrate positive progress in this goal over time. For example, the school met the first leading indicator of the school's Graduation Goal in 22-23, when in 21-22 the school did not, and making significant growth in closing the gap in the comparative measure between the school's graduation rate vs CSD's graduation rate. Harlem Prep will iterate on its action plan aligned to this goal to work toward meeting all five measures in 23-24.

ACTION PLAN

Harlem Prep has a specific focus in the 23-24 school year on implementing frequent, consistent and high quality coaching of teachers and school leaders as the most high leverage way to improve academic outcomes for students, which will directly support the school's growth in meeting graduation metrics. Coaching will focus on the network's 23-24 focus areas of data analysis, strong school culture, and lesson execution. Network leaders have developed a clear roadmap for providing targeted coaching to the Harlem Prep school leadership teams to ensure that school leaders are supported and equipped to run their schools with a focus on coaching and leading their instructional teams. The Harlem Prep principals worked collaboratively with the Democracy Prep Public Schools network-wide school leader team to develop their 23-24 instructional coaching priorities by doing analysis of their school's 22-23 data. In addition to targeted coaching throughout the year from their school leader on their specific instructional practices and goals, Harlem Prep teachers will also receive professional development in 23-24 from the DPPS CMO Academics team specific to their grade band and content area curriculum with a focus on lesson execution.

GOAL 2: COLLEGE PREPARATION

Harlem Prep Charter School will prepare students for success in college.

Harlem Prep Charter School has created a strong culture around college through the robust staffing of its high school college office with knowledgeable college counselors, by inculcating excitement about college through programming across all grade levels, and through the consistency of a strong CMO College Access and Success Team (CAST) with connections to and an understanding of the current and ever-shifting college landscape. Using an iterative process inspired by the experiences of Democracy Prep Public Schools alumni who transition to college each year and the lessons we learn by supporting them, CAST makes available a comprehensive two-year curriculum to cover the essential elements of being a successful college student that is offered to juniors and seniors. The first year is structured as a college-readiness full-class course; the second year provides both the opportunity to tackle the tasks associated with applying to and preparing for college during the school day, as well as for targeted, individualized support sessions during which seniors meet with their college counselor one-on-one. CAST members visit the school regularly and work alongside school-based teams on every aspect of the college process including financial aid counseling, help with matriculation decisions, and general transition counseling to provide individualized support to every potential graduate. Throughout this process, we hold critical conversations with students about how to navigate the challenges students typically encounter as they transition to 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.

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Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents Diploma with advanced designation	47	33	70%
Passing an Advanced Placement (“AP”) exam with a score of 3 or higher	32	9 <i>0 are additional</i>	19%
Achieving the college and career readiness benchmark on the SAT	47	7 <i>0 are additional</i>	15%
Overall	47	33	70%

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.

³ 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.

Matriculation Rate of Graduates by Year⁴

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	58	41	71
2018	2021-22	51	46	90
2019	2022-23	47	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Prep met one of the two applicable measures of the College Preparation goal.

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	<i>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.</i>	N/A
Comparative	<i>Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.</i>	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

Overall, Harlem Prep is demonstrating progress toward meeting the College Preparation Goal, with the school meeting one of the two applicable measures of the goal.

- Harlem Prep **did not meet** the first absolute indicator, with 70% of graduating students demonstrating their preparation for college by one or more of the possible indicators of college readiness, missing the target of 75% by only 5 percentage points.
- Harlem Prep **met** the second absolute indicator for the most recent year for which the data is available (21-22), with 90% of the 2018 cohort matriculating into a college or university in the year after graduation, exceeding the goal by 15 percentage points. The school grew from the preceding year in this indicator by 19 percentage points.

⁴ 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

ADDITIONAL CONTEXT AND EVIDENCE

In the 2016 cohort, the matriculation rate surpassed the goal of 75% by a significant margin with 91% of graduates matriculating to college in the year after graduating from high school. In the 2017 cohort, the school did not meet this goal with a 71% matriculation rate in 20-21. The decrease in the school's matriculation percentage in the face of the Covid-19 pandemic speaks to the many-layered effect that the Covid-19 pandemic had on high school graduates' college-attendance plans, and we see the decrease trend reversing in the 2018 cohort, with the percentage rising to 90%.

ACTION PLAN

Support from the College Access and Success Team and the Democracy Prep Public Schools CMO is being provided to Harlem Prep Charter School's graduates, particularly in the form of robust communication regarding student wellness, college matriculation, and financial aid options. The network's microgrant program guidelines have been expanded to allow alumni to use funds to cover a wide variety of costs, and we proactively encourage students who appear to be struggling to apply for these funds to help cover their expenses.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

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

Harlem Prep benefits from the CMO curriculum resources and Tier One curricular resources that the CMO Academics team has thoroughly analyzed. The CMO Academics Team focuses on analyzing curriculum at the network level. There is a dedicated Academics Team member partner for the school, who supports with classroom observations, data analysis, and professional development planning and execution. Teachers receive the benefit of the CMO-vetted lesson plans, and then adapt the lesson based on their students' needs, receive regular feedback from a coach, and implement the feedback in future lessons. Regularly, the Office of the Chief of Schools and Academics Team analyze academic data such as course pass rates and formative and summative literacy and math assessment data to help coach principals and coaches on high leverage areas when coaching teachers in their regular coaching sessions.

The ELA curriculum used at Harlem Prep Elementary School is Into Reading. Into Reading was selected by a working group of Democracy Prep stakeholders including teachers, administrators, members of the CMO, parents and scholars. The curriculum was selected because of its integrated programming allowing a one-stop shop for all ELA instruction. Stakeholders were also very excited about the paired SLA program, Arriba La Lectura.

The ELA curriculum used at Harlem Prep Middle School is KIPP Wheatley. This curriculum was created by the KIPP Foundation out of their work on Wit and Wisdom with Great Minds. It incorporates all of the wonderful features of Wit and Wisdom's curriculum with a greater focus on diverse representation in the curriculum.

The ELA curriculum used at Harlem Prep High School is StudySync. This curriculum allows scholars to read full book-length texts—both fiction and non-fiction throughout the year while engaging in

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aligned reading and writing skill lessons. The curriculum allows for scholars to both develop the necessary skills to master ELA standards and develop a true love of reading.

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	45	0	2	0	0	0	1	43
4	50	1	0	1	0	0	1	52
5	60	0	0	0	0	0	0	60
6	77	3	1	1	0	0	1	82
7	72	0	1	0	0	0	0	73
8	77	0	0	0	0	0	2	79
All	381	4	4	2	0	0	5	389

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	45	22	49	28	15	54
4	50	25	50	35	21	60
5	60	18	30	36	14	39
6	77	27	35	36	12	33
7	72	45	63	52	30	58
8	77	48	62	55	34	62
All	381	185	49	242	126	52

ELA Measure 2 - Absolute

⁵ 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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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.⁶

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	54	28	TBD	TBD
4	60	35	TBD	TBD
5	39	36	TBD	TBD
6	33	36	TBD	TBD
7	58	52	TBD	TBD
8	62	55	TBD	TBD
All	52	242	TBD	TBD

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.

⁶ 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](#).

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.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
3	90.0	39.3	32.5	0.36
4	89.1	17.3	27.8	-0.61
5	95.5	25.0	22.0	0.21
6	96.3	66.2	2.4	1.52
7	92.4	45.6	35.7	0.59
8	92.0	38.0	39.3	-0.07
All	92.7	39.9	34.2	0.36

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

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:

Curriculum-based module assessments in 3-5, and Trimester Final Exams in 6-12.

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁸ 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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NWEA MAP Growth 2x per year in 3-8; curriculum-based module assessments in 3-5; and curriculum-based Trimester Final Exams in 6-12.

The school reviewed the data collected from its internal exams according to the data analysis cycles discussed in the 21-22 APPR action plan, and focused on implementing targeted unit and lesson plan adjustments based on the results of teachers' and leaders' assessment data analysis. NWEA MAP Assessment data is reported below. The school administered the NWEA Map Exam with a large enough sample size to report data for the Fall and Winter administrations - not Spring - and those results are displayed in the tables below.

NWEA MAP DATA

2022-23 NWEA MAP ELA Assessment End of Year Results*					
<i>Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data</i>					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	361	48	NO
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	171	54	NO
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	47	83	50	YES

⁹ 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

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Measure 4: Each year, 75% of 3 rd through 8 th 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. ¹⁰	2+ students	75%	231	37%	NO
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End of Year Performance* on 2022-23 NWEA MAP

ELA Assessment

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

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3	37	46	43	28
4	40	49	44	36
5	25	50	34	32
6	29	72	28	29
7	33	70	33	51
8	34	74	38	55
All	33	361	37	231

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

¹¹ 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 Assessment

By All Students

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	Median Growth Percentile	Number Tested
3	52	46
4	56	49
5	43	50
6	55	72
7	39	70
8	45	74
All	48	361

SUMMARY OF THE ELA GOAL

Harlem Prep met one of two applicable measures of the ELA goal, and is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

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
<i>Absolute</i>	<i>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.</i>	N/A
<i>Comparative</i>	<i>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.</i>	TBD
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.	YES

Growth	<i>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.</i>	N/A
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EVALUATION OF ELA GOAL

Harlem Prep met one of two applicable measures of the ELA goal, and is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

- Harlem Prep **did not meet** the first absolute measure, with 52% of all tested students who are enrolled in at least their second year performing at proficiency on the 3-8 NYS ELA Exam, missing the target of 75% by 23 percentage points. The school has demonstrated growth on this measure from the previous year - 39% of the tested second year students performed at proficiency in 21-22, demonstrating growth of 13 percentage points.
- Harlem Prep **met** the second comparative measure, exceeding its predicted level of performance on the 3-8 NYS ELA Exam with an overall effect size of 0.36, exceeding the target of 0.3.

ADDITIONAL CONTEXT AND EVIDENCE

We can supplement the NYS Exam data with NWEA MAP assessment data analysis, which show that among students enrolled in at least their second year, the percent proficient is at 37%, and the overall median growth percentile is 48, missing the target of 50 by 2. Please note that Harlem Prep utilized the NWEA MAP assessment during the fall and winter assessment windows in 22-23 (September 2022 and January 2023, respectively), but not during the spring assessment window. The growth data reported in the tables above is therefore the reportable growth from Fall to Winter. While the median growth percentile does not meet the target of 50, we would anticipate that had the assessment also been administered during the 22-23 Spring assessment window, we would have seen scores rise from Winter to Spring with the extra four months of instruction between January and May 2023. In 23-24 and beyond, Harlem Prep intends to administer the NWEA MAP assessment during the Spring administration window.

ELA ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 ELA teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to ELA teachers

in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

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.¹²

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³

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)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	76	11	42	65	65	65
2018	2021-22	67	64	1	1	1	100
2019	2022-23	70	58	2	17	12	17

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.

¹² Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹³ 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

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)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	76	11	61	94	65	94
2018	2021-22	67	64	1	1	1	100
2019	2022-23	70	58	4	33	12	33

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The school 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	35	11	14	58	–	–
2018	2021-22	34	64	0	0	0	0
2019	2022-23	29	23	1	17	6	17

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 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	35	11	24	100	–	–
2018	2021-22	34	64	0	0	0	0
2019	2022-23	29	23	3	50	6	50

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Prep did not meet the High School ELA Goal, meeting none of the applicable measures of the goal.

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	<i>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.</i>	N/A
Comparative	<i>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.</i>	TBD
Comparative	<i>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.</i>	TBD

Comparative	<i>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.</i>	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

Harlem Prep did not meet the High School ELA Goal, meeting none of the applicable measures of the goal.

- Harlem Prep **did not meet** the first absolute measure, with 17% of students in the 2019 Accountability cohort scoring at or above Performance Level 4 on the CC-aligned ELA Regents Exam, missing the target of 65% by 48 percentage points. The school has demonstrated progress from the prior year, when 1% of the 2018 cohort scored at or above Level 4.
- Harlem Prep **did not meet** the second absolute measure, with 33% of students in the 2019 Accountability cohort scoring at or above Performance Level 3 on the CC-aligned ELA Regents Exam, missing the target of 80% by 47 percentage points. The school has demonstrated progress from the prior year, when 1% of the 2018 cohort scored at or above Level 3.
- Harlem Prep **did not meet** the first growth measure, with 17% of students in the 2019 Accountability cohort who did not score proficient on their New York State 8th grade ELA exam scoring at or above Performance Level 4 on the CC-aligned ELA Regents Exam, missing the target of 50% by 33 percentage points. The school has demonstrated growth from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade scored at least a Level 4.
- Harlem Prep **did not meet** the second growth measure, with 50% of students in the 2019 Accountability cohort who did not score proficient on their New York State 8th grade ELA exam scoring at or above Performance Level 3 on the CC-aligned ELA Regents Exam, missing the target of 75% by 25 percentage points. The school has demonstrated growth from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade scored at least a Level 3.

ADDITIONAL CONTEXT AND EVIDENCE

The Harlem Prep 2019 Accountability cohort only had 12 students out of the cohort total of 70 take the CC-aligned ELA Regents Exam. This small sample size makes it difficult to extrapolate larger

trends in ELA proficiency. Harlem Prep will iterate on its action plan aligned to this goal to work toward meeting all four applicable measures in 23-24.

ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 ELA teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to ELA teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 4: MATHEMATICS

Harlem Prep Charter School students will demonstrate proficiency in mathematics.

BACKGROUND

Harlem Prep benefits from the CMO curriculum resources and Tier One curricular resources that the CMO Academics team has thoroughly analyzed. The CMO Academics Team focuses on analyzing curriculum at the network level. There is a dedicated Academics Team member partner for each DPNY school site, who supports with classroom observations, data analysis, and professional development planning and execution. Teachers receive the benefit of the Tier One curricular resources that are then vetted by the CMO. They are then able to adapt the lessons based on their students’ needs, receive regular feedback from a coach, and implement the feedback in future lessons. Regularly, the Office of the Chief of Schools and Academics Team analyze academic data such as course pass rates and formative and summative literacy and math assessment data to help coach principals and coaches on high leverage areas when coaching teachers in their regular coaching sessions.

The math curriculum used at Harlem Prep Elementary is Eureka Squared. Eureka Squared is the new and improved version of the Eureka curriculum, which DPNY has been implementing for years. This new and improved version will allow our scholars to continue to dive deep into true mathematical understanding and develop mastery of all standards.

The math curriculum used at Harlem Prep Middle and Harlem Prep High is Illustrative Math. This curriculum allows scholars to master both the content standards and the mathematical practice standards, truly engaging in deep thinking and discovery around mathematics. The curriculum takes scholars well beyond algorithms to deep, lifelong learning.

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 ACCOUNTABILITY PLAN PROGRESS REPORT

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	42	1	1	3	0	0	4	0	48
4	50	0	1	1	0	0	1	0	52
5	59	0	0	1	0	0	1	0	60
6	78	2	2	0	0	0	0	0	82
7	70	1	0	0	0	0	1	0	72
8*	-	-	-	-	-	-	1	78	78
All	299	4	4	5	0	0	8	78	392

*In 22-23, Harlem Prep 8th graders took the Algebra Regents Exam and not the NYS 8th Grade Math exam.

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	42	10	24	26	8	31
4	50	26	52	34	19	56
5	59	10	17	35	5	14
6	78	25	32	36	12	33
7	70	42	60	51	29	57
8*	-	-	-	-	-	-
All	299	113	38	182	73	40

*In 22-23, Harlem Prep 8th graders took the Algebra Regents Exam and not the NYS 8th Grade Math exam.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	31	26	<i>TBD</i>	<i>TBD</i>
4	56	34	<i>TBD</i>	<i>TBD</i>
5	14	35	<i>TBD</i>	<i>TBD</i>
6	33	36	<i>TBD</i>	<i>TBD</i>
7	57	51	<i>TBD</i>	<i>TBD</i>
8	-	-	<i>TBD</i>	<i>TBD</i>
All	40	182	<i>TBD</i>	<i>TBD</i>

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	90.0	19.7	32.5	-0.63
4	89.1	7.4	25.6	-0.97
5	95.5	9.8	18.0	-0.51
6	96.3	21.1	18.7	0.18
7	92.4	29.2	17.5	0.75
8	–	–	–	–
All	92.8	18.2	22.1	-0.17

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

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:

Curriculum-based module assessments in 3-5; curriculum-based Trimester Final Exam assessments in 6-12.

NWEA MAP Growth 2x per year in 3-8; curriculum-based module assessments in 3-5; and Trimester Final Exams in 6-12.

The school reviewed the data collected from its internal exams according to the data analysis cycles discussed in the 21-22 APPR action plan, and focused on implementing targeted unit and lesson plan adjustments based on the results of teachers’ and leaders’ assessment data analysis. NWEA MAP Assessment data is reported below. The school administered the NWEA Map Exam with a large enough sample size to report data for the Fall and Winter administrations - not Spring - and those results are displayed in the tables below.

NWEA MAP DATA

2022-23 NWEA MAP					
Mathematics Assessment End of Year Results*					
<i>Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data</i>					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	364	51	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	201	52	NO
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁴	51	85	48	NO
Measure 4: Each year, 75% of 3 rd through 8 th 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. ¹⁵	2+ students	75%	234	19%	NO

¹⁴ 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

¹⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance* on 2022-23 NWEA MAP

Mathematics Assessment

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

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁶	Number Tested	Percent Proficient	Number Tested
3	24	46	32	28
4	16	49	19	36
5	4	50	6	32
6	14	73	13	30
7	27	71	29	52
8	13	75	13	56
All	16	364	19	234

End of Year Growth* on 2022-23 NWEA MAP

Math Assessment

By All Students

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	Median Growth Percentile	Number Tested
3	55	46
4	61	49
5	45	50
6	50	73
7	46	71
8	50	75
All	51	364

¹⁶ 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.

SUMMARY OF THE MATHEMATICS GOAL

Harlem Prep did not meet the Math goal, meeting none of the applicable measures, but is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

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	<i>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.</i>	N/A
Comparative	<i>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.</i>	TBD
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.	NO
Growth	<i>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.</i>	N/A

EVALUATION OF THE MATHEMATICS GOAL

Harlem Prep did not meet its Math Goal, but is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

- Harlem Prep **did not meet** the first absolute measure, with 40% of all tested students who are enrolled in at least their second year performing at proficiency on the 3-8 NYS Math Exam, missing the target of 75% by 35 percentage points. The school has demonstrated growth on this measure from the previous year - 18% of the tested second year students performed at proficiency in 21-22, demonstrating growth of 22 percentage points.
- Harlem Prep **did not meet** the second comparative measure for the most recent year for which comparative data is available (21-22).

ADDITIONAL CONTEXT AND EVIDENCE

We can supplement the NYS Exam data with NWEA MAP assessment data analysis, which show that among students enrolled in at least their second year, the percent proficient is at 19%, and the overall median growth percentile is 51, exceeding the target of 50 by 1. Please note that Harlem

Prep utilized the NWEA MAP assessment during the fall and winter assessment windows in 22-23 (September 2022 and January 2023, respectively), but not during the spring assessment window. The growth data reported in the tables above is therefore the reportable growth from Fall to Winter. While the median growth percentile does exceed the target of 50, we would anticipate that had the assessment also been administered during the 22-23 Spring assessment window, we would have seen an additional rise in scores from Winter to Spring with the extra four months of instruction between January and May 2023. In 23-24 and beyond, Harlem Prep intends to administer the NWEA MAP assessment during the Spring administration window.

MATHEMATICS ACTION PLAN

Harlem Prep has a specific focus in 23-34 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, and implementing higher quality math lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 math teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to math teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 23-24, Harlem Prep will operate a fully rolled-out new mathematics curriculum in K-10. We anticipate that the new curricula will help leaders and teachers address the identified gaps in our math proficiency data. This is being paired with the addition of a third secondary mathematics curriculum and instruction specialist at the CMO to support the implementation of the curriculum.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	76	4	30	32	71	42
2018	2021-22	67	66	21	31	67	31
2019	2022-23	70	2	12	18	68	18

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)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	76	4	68	94	71	96
2018	2021-22	67	66	64	96	67	96
2019	2022-23	70	2	39	57	68	57

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

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 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)	Number Tested of Group (a)	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	39	8	6	19	–	–
2018	2021-22	27	66	0	0	27	0
2019	2022-23	30	1	4	14	29	14

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 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)	Number Tested of Group (a)	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	39	8	29	94	–	–
2018	2021-22	27	66	26	96	27	96
2019	2022-23	30	1	14	48	29	48

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Prep did not meet the high school math goal, meeting none of the applicable measures.

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	NO

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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	<i>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.</i>	N/A
Comparative	<i>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.</i>	N/A
Comparative	<i>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.</i>	N/A
Comparative	<i>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.</i>	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Prep did not meet the High School Math Goal, meeting none of the applicable measures..

- Harlem Prep **did not meet** the first Absolute measure, with 18% of students in the 2019 Accountability cohort scoring at or above a Performance Level 4 on a Regents math exam, missing the target of 65% by 47 percentage points.
- Harlem Prep **did not meet** the second Absolute measure, with 57% of students in the 2019 Accountability cohort scoring at or above a Performance Level 3 on a Regents math exam, missing the target of 80% by 23 percentage points.
- Harlem Prep **did not meet** the first Growth measure, with 14% of students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade Math Exam scoring at or above a Performance Level 4 on a Regents math exam, missing the target of 50% by 36

percentage points. The school has demonstrated progress from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade scored at or above a Level 4.

- Harlem Prep **did not meet** the second Growth measure, with 48% of students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade Math Exam scoring at or above a Performance Level 3 on a Regents math exam, missing the target of 75% by 27 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Harlem Prep students, in line with the nationwide trend, have struggled to demonstrate math proficiency post-pandemic. Harlem Prep will iterate on its below-outlined action plan to tackle improving both math growth and math proficiency head-on.

ACTION PLAN

Harlem Prep has a specific focus in 23-34 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, and implementing higher quality math lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 math teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to math teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 23-24, Harlem Prep will operate a fully rolled-out new mathematics curriculum in K-10. We anticipate that the new curricula will help leaders and teachers address the identified gaps in our math proficiency data. This is being paired with the addition of a third secondary mathematics curriculum and instruction specialist at the CMO to support the implementation of the curriculum.

GOAL 5: SCIENCE

Harlem Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

Harlem Prep uses an internally-developed, immersive, thorough, and experiment-driven science curriculum. Science units give scholars the practical knowledge and hands-on experience to critically investigate the world around them. Elementary school science is four days a week for approximately 40 minutes. At the 3-5 level science and social studies alternate by unit. The Science curriculum is loosely based on Pearson Interactive Science units of study and enhanced to meet the demands of the Next Generation Science Standards. Our scope and sequence builds on the core standards outlined in the NGSS and fleshes them out to add additional content and investigative study to each grade. Scholars in each grade study life science, earth science, and physical science to master content that increases in complexity each year. Every unit includes at least one laboratory investigation and numerous opportunities for hands-on learning, in addition to non-fiction reading, live demonstrations, and web-based interactive learning.

Science courses require scholars to internalize scientific content and apply it to understand and explain the world around them. As scholars move through the courses they use science to explore and solve real world problems. These courses are largely inquiry-based and require scholars to grapple with different examples to build their own knowledge, within a structured framework. Conducting labs, analyzing data, building arguments and supporting those arguments with quantitative data are all essential parts of these courses. Middle school science courses meet for a single block every Monday through Thursday, and for a single block every other Friday. Network-provided course materials are aligned to Next Gen Science Standards and to internal DPPS standards. They are fully aligned to New York state standards. These course materials also incorporate many of the best practices from the NSTA, specifically around inquiry-based learning and writing in science class. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are vertically aligned with the DP network high school science curriculum. Scholars are expected to demonstrate mastery of the major branches (Life, Biology, Astronomy, Physical, Health) of Science. Scholars are expected to pass our internal and external (grade 8 NYS State Science Exam) assessments to demonstrate mastery. ELA standards are integrated into science courses to ensure that deeper thinking and literacy integration are happening in each of our classes.

High school scholars take four years of science courses. Science instruction at the high school level focuses on imparting content knowledge while also having scholars practice “thinking like a scientist.” To that end, scholars routinely utilize critical thinking and analysis skills to better gain a deep, conceptual understanding of the content.

Literacy plays a significant role in any science class. More traditional uses of literacy include reading chapters from the textbook or lab instructions and guidelines. However, literacy also provides impactful opportunities for application when scholars can grapple with real-life scenarios. For example, scholars may read a New York Times article on genetic engineering. While reading, scholars would need to identify the exact connection between DNA and genetics, including what ways scientists can manipulate DNA, and evaluate the ethical concerns of such a practice. By engaging in high-level thinking, we ensure that scholars have a deep understanding of the content.

Science demonstrations and labs must play a key role in any science curriculum. As per the Regents requirements, all scholars must complete 900 minutes of lab work. In all Science classes, hands-on learning and labs are regularly integrated into the curriculum and scholars’ learning.

High school science courses typically meet for a single block every Monday through Thursday, and for a single block every other Friday. Network-provided course materials are aligned to Next Gen Science Standards and to internal DPPS standards. They are fully aligned to state standards. These course materials also incorporate many of the best practices from the NSTA, specifically around inquiry-based learning and writing in science class. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are directly aligned with what scholars will be asked to do in freshman science courses in college. Scholars generally take Biology in 9th grade, Chemistry in 10th grade, Physics in 11th grade, and an elective or Advanced Placement Science course in 12th grade. These courses require scholars to internalize scientific content and apply it to understand and explain the world around them. As scholars move through the courses they use science to explore and solve real world problems. These courses are largely inquiry-based with scholars grappling with different examples to build their own knowledge, within a structured framework. Conducting labs, analyzing data, building arguments and supporting those arguments with quantitative data are all essential parts of these courses.

Writing will also play a significant role in science education. Most commonly, scholars will routinely be asked to explain their answers, using specific science content to defend their thinking. The ability to explain one’s understanding of science through the written word demonstrates higher-level thinking skills and mastery, specifically when scholars are prompted to critique, predict, and analyze.

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

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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
8 (All)	49	25	51

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 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8 (All)	49	25	51	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Harlem Prep did not meet the Elementary/Middle Science goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

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.	NO
<i>Comparative</i>	<i>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.</i>	<i>TBD</i>

EVALUATION OF THE SCIENCE GOAL

Harlem Prep did not meet the Elementary/Middle Science goal, with 51% of 8th graders scoring proficient on the NYS Science Exam, missing the target of 75% by 24 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context. Harlem Prep 8th graders do not take a science Regents exam in 8th grade.

ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 science teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to science teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

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 **Living Environment, Chemistry, & Physics**. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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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)	Number Tested	Percent Scoring at Least at 65 Out of Total Tested
2017	2020-21	76	5	68	96	70	96
2018	2021-22	67	66	59	88	66	89
2019	2022-23	70	5	14	22	65	22

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

Harlem Prep did not meet the High School Science goal.

Type	Measure	Outcome
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.	NO
Comparative	<i>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.</i>	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Harlem Prep did not meet the High School Science goal, with 22% of the 2019 Accountability cohort scoring at least 65 on a Science Regents exam, missing the target of 75% by 53 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context.

ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 science teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to science teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Social Studies units at Harlem Prep provide scholars with essential content knowledge and promote the network's mission of civic engagement for all. Elementary school social studies happens four days a week for approximately 40 minutes. At the 3-5 level science and social studies alternate by unit. The curriculum is based on the units of study set forth by the Alexandria Plan for history. All Social Studies units are paired to address the informational reading standards outlined by the Common Core. Units have been updated in each grade to infuse geography and civics. Each Social Studies unit asks an essential question that scholars will work to answer by developing enduring understandings about topics ranging from geography to history to government. Lessons engage scholars with authentic nonfiction texts, videos, simulations, and projects to build deep content knowledge about the world around them. Each grade focuses on an overarching question and uses examinations of specific time periods and moments in history to delve into answers.

Scholars study history four to five days per week from the standards derived and created internally by the network curriculum team. In grade 6, the scholars will take Global Literacy. This class, with a heavy emphasis on integrating literacy skills, emphasizes the study of ancient cultures (Ancient Greece, Ancient China, Ancient Rome, Ancient Egypt, and Ancient West African cultures). In grades 7 and 8, scholars take a two-part United States History Course that will prepare all scholars for high school history. The goal for students is to grow comfortable with making historical claims as well as practicing the skills of comparison, causation and basic sourcing. Scholars engage in a research writing project each year, with increasing complexity based on school year. Middle social studies courses meet one period Monday through Thursday with alternative Fridays. Network provided resources are skill-aligned in literacy to Common Core ELA standards and in historical thinking skills to College Board's History Disciplinary and Reasoning Skills.

Social studies courses at the high school level meet for a single block every Monday through Thursday and for a single block every other Friday. Network provided resources are skill-aligned in literacy to Common Core ELA standards and in historical thinking skills to College Board's History Disciplinary and Reasoning Skills. Students receive content instruction based on internal standards centered around College Board content standards for pre-AP and AP World and US History with some adjustments based on state assessment expectations.

Social studies instruction at the high school level focuses on both the facts and details of history, which form the basis of cultural literacy, and the development of historical thinking skills. Such historical thinking skills include, but are not limited to: using background information to identify potential author bias; utilizing diction and author's word choice to ascertain tone or bias; and

interpreting a graph, chart or other data to predict changes, determine trends, and form coherent hypotheses about causes and effects.

Literacy is a significant part of any social studies class, as scholars must routinely grapple with a variety of texts, including: textbooks; academic secondary sources, academic journal articles; and primary source documents. The rigor of such lessons is determined not by the complexity of the texts, but the level of questioning that is provided and the quality of answer expected from the scholar. Scholars in history class will regularly show what they know through writing samples: responding to a daily essential question with evidence, explaining how bias is conveyed in a primary source document, or predicting what could have happened if one historical variable was shifted. Scholars routinely practice writing long pieces, especially for the Regents, AP Level Document-Based Regents essays, and Regents-Level Thematic essays. Each essay cycle must involve a peer editing cycle that utilizes Regents anchor essays and a revision process.

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.

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)	Number Tested	Percent Scoring at Least at 65 Out of Total Tested
2017	2020-21	76	51	0	0	1	100
2018	2021-22	67	10	2	3	5	40
2019	2022-23	70	58	2	17	6	33

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.

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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)	Number Tested	Percent Scoring at Least at 65 Out of Total Tested
2017	2020-21	76	9	61	80	66	92
2018	2021-22	67	63	1	1	1	100
2019	2022-23	70	61	6	66	7	86

Social Studies Measure 4 - Comparative

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

Harlem Prep did not meet the Social Studies goal, meeting none of the applicable measures.

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.	NO
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	N/A

	<i>exceed that of the high school Total Cohort from the school district of comparison.</i>	
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	<i>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.</i>	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Harlem Prep did not meet the Social Studies goal, meeting none of the applicable measures.

- Harlem Prep **did not meet** the first absolute measure, with 17% of students in the 2019 Accountability cohort scoring a 65 on the US History Regents Exam, missing the target by 67 percentage points. However, it is important to note that this number jumps to 33% when only students who sat for the exam are considered, and that the June 2022 US History Regents exam administration was canceled, when most students in the 2019 cohort were scheduled to sit for this exam but instead earned an exemption.
- Harlem Prep **did not meet** the second absolute measure, with 66% of students in the 2019 Accountability cohort scoring a 65 on the Global History Regents exam, missing the target of 75% by 9 percentage points. However, it is important to note that this number jumps to 86% - exceeding the target by 11 percentage points - when only students who sat for the exam are considered, and that the June 2021 Global Regents exam administration was canceled, when most students in the 2019 cohort would have been scheduled to sit for this exam but instead earned an exemption.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school’s scores in a broader context, especially given the exemptions that this cohort population earned with regard to Regents exams.

ACTION PLAN

Harlem Prep has a specific focus in 23-34 on increasing the frequency of and the quality of social studies teacher observations by school leaders and coaches, and implementing higher quality social studies lesson plan feedback to more quickly develop newer teachers, and better support the good-to-great growth of more veteran teachers. The 23-24 social studies teacher coaching plan has

a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to social studies teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

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	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

The school’s 22-23 ESSA status is *Local Support and Improvement*, the new nomenclature for *Good Standing*. The school’s historical ESSA status has consistently been *Good Standing*, including all years of the current Accountability period. Accountability statuses have been static since 19-20. The school will continue to revise and implement action plans to work toward improving academic outcomes for scholars in 23-24 and beyond.