



Coney Island Prep

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph, Chief Executive Officer, Eric Green, Chief Academic Officer and Amanda Warco, Senior Director of Data & Compliance prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Officer (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Joe Herrera	Officer	Executive Students, Families, and Staff
Joseph Talia	Officer	Finance
Josh Wolfe	Chair	Executive Governance Facilities
Julie Goran	Officer	Fundraising Governance Executive
Nkonye Okoh	Treasurer	Finance Facilities Executive
Samantha Tweedy	Officer	Academic Accountability Fundraising
Shona Pinnock	Officer	Students, Families, and Staff
Jacob Mnookin	Secretary	Executive Academic Accountability
Brian Buckmire	Officer	Fundraising

Leslie-Bernard Joseph has served as the Executive Director since 2019.

SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,200 scholars across four campuses. At its core, ours is a mission rooted in equity: Students at Coney Island Preparatory Public Charter School will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will realize success through a rigorous academic program in a supportive and structured school community. Every school endeavors to see its kids succeed. But in a city where opportunity is not always so clearly accessible, Coney Island Prep has made the promise of college access a near guarantee for students of color from predominantly low-income backgrounds.

Our mission and our responsibility to our community has never been more critical, nor have the depths of inequity been more apparent since the pandemic. We have significant ground to recover after lost instructional time from nearly a full year of remote learning, four months of hybrid instruction with low in-person attendance, and another full school year where both COVID and chronic absenteeism remained major obstacles.

In response to these unprecedented challenges, Coney Island Prep has stepped up. We have re-doubled our professional development efforts around Trauma-Informed Practices to ensure that all staff members are both sufficiently equipped and developing long-term practices in support of our scholars. We made major investments in accelerating learning, including one-one-one tutoring and phonics instruction to ensure reading growth, restructuring the school day to allow more time for teacher development, and more time in smaller groups for scholars. We have refocused on our teacher development and intellectual prep systems including module internalization, lesson internalization, data, observation, debrief, and feedback cycles to catalyze teacher development. And we've made deep pandemic-era investments to create new opportunities for comprehensive after-school and counseling services K-12. Coney Island Prep remains committed to leveraging the best of our lessons learned over the past three school years into student outcomes that are leaps beyond where we are now.

While we know there is much hard work to be done to ultimately fulfill our lofty mission, we remain particularly proud that we are fulfilling our truly ultimate outcomes. Graduating seniors continue to earn seven college acceptances on average, and they are persisting at rates that are five times the national average for low-income students of color and first-generation families.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

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2017-18	62	62	62	63	60	90	87	89	88	90	84	76	73	986
2018-19	64	61	64	61	64	92	91	88	86	89	91	84	74	1,009
2019-20	60	60	66	64	62	93	91	90	91	92	89	82	75	1,015
2020-21	67	66	65	64	66	88	93	91	93	92	90	77	78	1,030
2021-22	93	95	65	93	93	88	108	93	84	103	94	80	71	1,160

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	79	2	77
2020-21	2017-18	2017	75	0	75
2021-22	2018-19	2018	93	0	93

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 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)
2019-20	2016-17	2016	77	1	78
2020-21	2017-18	2017	75	0	75
2021-22	2018-19	2018	93	1	94

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)
2019-20	2015-16	2015	77	1	78
2020-21	2016-17	2016	75	0	75
2021-22	2017-18	2017	72	2	74

PROMOTION POLICY

Promotion Policies

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Only students who have demonstrated mastery of essential knowledge and skills for a given grade will be promoted.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits
10	Successful completion of standards in academic subject areas	20 credits (Including 4 in English and/or ESL and 4 in social studies)
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas	44 credits in required subject areas

Coney Island Prep High School defines scholars who are at risk for not graduating high school in four years as scholars who enter their 10th grade year with a 4 or more credit deficit, scholars who enter their 11th and 12th grade years with a 2 or more credit deficit, and scholars who have been previously retained at CIPHS or at another school. If a scholar is identified as a “high risk” student, the school’s administration will employ any methods possible to ensure a 4-year graduation rate. These possibilities include, but are not limited to:

1. Scholar enrollment in extra core classes in lieu of elective classes.
2. Scholar enrollment in after school classes from 4:00 – 5:00pm to earn credits.
3. Scholar enrollment in courses that will yield the best opportunity for credit recovery or passed Regents exams.
4. Scholar enrollment in after school tutoring for Regents preparation.

Scholars will be closely monitored throughout the academic year. If a scholar fails to fulfill the requirements to get back on the four-year graduation track and is no longer qualified for a College and Career Readiness Diploma Designation, she will be jeopardy of retention or a change in diploma track. Counselors and school administrators will create the best path forward that could include pursuing another diploma option and/or repeating a full grade. Scholars who are retained at a grade level will still keep the credits they have accumulated. At Coney Island Prep High School, the close of the 4th quarter marks the official end of the school year and Regents examination re-take opportunities are in mid-August. As such, the school makes final promotion decisions each year by August 20th. Due to Covid-19 and the suspension of Regents exams, promotion decisions were made earlier in the summer in the 2020-21 school year, with all promotions and retentions finalized by June 30th.

In 2020 - 2021, Coney Island Prep did not make formal changes to our promotion policies though of course it was necessary to consider Regents exemptions in lieu of Regents exam scores. It was also necessary to change to working with students in a remote only context and we removed penalties

for late work to ensure that students were receiving grades based on their academic work without being penalized for lack of reliable Internet access or challenging family situations. Family illness and economic hardships were a reality of 2021 for far too many of our students. While this grading policy change was a reaction to our current situation, it also allowed us to pilot improvements to grading policy that we fully implemented in 2021.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

In our 2020 cohort, 87% of students graduated in a four year cohort, exceeding the measure by 12%. In our 2021 cohort, 95% of students graduated within five years, meeting the goal exactly.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	82	87%
2021	81	95%

ADDITIONAL EVIDENCE

Our 2020 cohort exceeding the goal is in line with our previous data points. Our 2021 cohort represents an 8% increase over the previous year.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

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 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

In our 2020 cohort, 67% of our students passed at least three Regents exams, using 65% as a bar for passing. If we include students who passed with waivers (scoring higher than 55%), our overall percentage would increase.

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)
2018	2019-20	81	94%
2019	2020-21	92	83%
2020	2021-22	93	67%

ADDITIONAL EVIDENCE

The percent of students earning Regents credit this year is in line with our previous year if we count students who pass with a 55% or higher and earn a waiver. Our percent of students earning a 65% or high did drop this year and we believe this is directly related to the effect of Covid on the 2021-2022 school year. We had a higher rate of student and teacher absences, and a few periods of time when we had to switch to virtual learning, which greatly impacted students achievement.

Goal 1: Absolute Measures

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Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

In our 2017 cohort, 90% of the students graduated within the five year window, falling 5% short of the goal. In our 2018 cohort, 65% of the students graduated withing a four year window, falling 10% short of the goal.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	78	68	87%
2017	2020-21	73	66	90%
2018	2021-22	93	60	65%

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
2015	2019-20	67	64	96%
2016	2020-21	76	74	97%
2017	2021-22	74	72	97%

ADDITIONAL EVIDENCE

We believe this these results are directly related to the effect of Covid on the past few school years school year. We had a higher rate of student and teacher absences, and a few periods of time when we had to switch to virtual learning, which greatly impacted students achievement.

¹ The state's guidance for the multiple graduation pathways can be found here:

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

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	78	68	87%	2,941	74%
2017	2020-21	73	66	90%	3,179	76%
2018	2021-22	93	60	65%		

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

We do not have any students taking alternative exams.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
We do not have any students taking alternative exams.			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	We do not have any students taking alternative exams.	
2017	2020-21		
2018	2021-22		

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.	95%
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.	67%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	65%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	97%
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.	90% vs. 76% for the last year with data (2020-2021)
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

GOAL 2: COLLEGE PREPARATION

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;

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- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

71% of our graduating students demonstrated their preparation for college by meeting one or more of the criteria.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam with a 3 or higher	43	24	38%
Achieving the college and career readiness benchmark on the SAT	50	14	22%
Earning a Regents diploma with Advanced designation	69	49	77%
Passing a college level course offered at a college or university or through a school partnership	7	7	11%
Overall	69	49	71%

ADDITIONAL EVIDENCE

The majority of our students met this criteria by earning an Advanced Regents diploma. While this is a decrease from the previous year, fewer students had Regents waivers this year, which made the metric more realistic. We're hopeful we'll see fewer Covid disruptions this year and be able to improve this metric.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

In our 2018 cohort, 98% of the students matriculated to college, exceeding the goal by 23%.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	68	55	81

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2017	2020-21	66	66	100
2018	2021-22	69	63	98

ADDITIONAL CONTEXT AND EVIDENCE

We do not have any concerns with this data.

SUMMARY 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.	71%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	98

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

Grades	Curriculum	Focus	Assessment	Daily Min.
K-2	Wit & Wisdom	Standards-aligned instruction across ELA standards	Curriculum provided	75
	Reading Mastery	Foundational ELA skills (phonics)	MClass / Dibels	40
	Geodes	Additional fluency practice for foundational ELA skills in a guided reading structure	None	20
	Amplify Reading	Additional fluency practice for foundational ELA skills	None	20

		(computer based)		
3-8	Wit & Wisdom	Standards-aligned instruction across ELA standards	Curriculum provided	90
	Amplify Reading	Additional close reading practice (computer based)	None	10
	Quill	Additional grammar practice (computer based)	None	10

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules’ theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it’s aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.

Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

Our schools were in person for the majority of the school year last year, though there many disruptions with cohort or school closures for 10 day periods of time. These disruptions affected our overall attendance and academic performance.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	90			3		93
4	91			1		92
5	88			1		89
6	101			6		107
7	84			9		93
8	74			5		79
All	528			25		543

RESULTS AND EVALUATION

On average, 52% of students in at least their second year performed at or above proficiency in ELA., falling short of the goal by 23%. We believe this data is largely impacted by Covid’s effect on attendance over the past two years.

Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41%	90	49%	49
4	33%	91	42%	50
5	25%	88	27%	55
6	51%	101	57%	69
7	51%	84	56%	71
8	51%	74	52%	69
All	42%	528	48%	363

ADDITIONAL EVIDENCE

Goal 3: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Goal 3: Comparative Measure

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.

METHOD

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.³

RESULTS AND EVALUATION

We do not have the district data needed to evaluate this measure.

2021-22 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	49%	49	not released yet	
4	42%	50		
5	27%	55		
6	57%	69		
7	56%	71		
8	52%	69		
All	48%	363		

ADDITIONAL EVIDENCE

We do not have the district data needed to evaluate this measure.

Goal 3: Comparative Measure

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

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools should attempt to answer the Institute’s guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

2021-22 NWEA MAP ELA Assessment End of Year Results					
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	539	39	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	Low initial achievers	55	79	63	Yes

the fall will meet or exceed 55 in the spring administration.					
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 ⁴	38	105	40	Yes
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. ⁵	2+ students	75%	437	25%	No

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, we fell short of our the goal of 75% of all students tested who are enrolled in at least their second year performing at proficiency by 27%. For the other metric, we either do not have the comparative data need to evaluate or they are no applicable.

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.	48%
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Not yet released
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A

⁴ 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

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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

During the pandemic, we prioritized student and faculty health and well-being, which often meant not being able to emphasize attendance and practices we know have a large impact on student achievement. Namely, lesson internaliation, observation and feedback, data meetings, and reteaching. This year, we are prioritizing those practices and tracking their progress with EOY and benchmark metrics. All of our network facing professional development is aimed at increasing both teacher and leader skills in these areas. We’ve also launched an attendance working group, aimed at ensuring student attendance returns to our pre-pandemic levels.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Due to exemptions, we are unable to calculate this number.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

⁶ Based on the highest score for each student on the English Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	77	1	36	47%
2017	2020-21	75	5	55	79%
2018	2021-22	75	69	0	0%, due to exemptions

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	81	NA (all exempt)	81	NA (all exempt)	75	0%, due to exemptions
2019	90	0%	90	0%	78	0%, due to exemptions
2020			82	NA (all exempt)	88	27%
2021					86	0%

Goal 3: Absolute Measure

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

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Due to exemptions we were unable to calculate this number.

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)
2016	2019-20	77	1	70	92%
2017	2020-21	75	5	68	97%
2018	2021-22	75	75	0	0% (all exempt)

ADDITIONAL EVIDENCE

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	82	N/A (all exempt)	82	N/A (all exempt)	82	N/A (all exempt)
2019	90	0%	90	0%	79	0%
2020			82	N/A (all exempt)	79	28%
2021					75	0%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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.

RESULTS AND EVALUATION

Due to exemptions we were unable to calculate this number.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	49	1	19	40%
2017	2020-21	32	4	16	57%
2018	2021-22	25	22	0	N/A (all exempt)

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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.

RESULTS AND EVALUATION

Due to exemptions we were unable to calculate this number.

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)
2016	2019-20	49	1	47	98%
2017	2020-21	32	4	27	96%
2018	2021-22	25	22	0	N/A (all exempt)

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

For each goal below, we were either unable to calculator due to exemptions or the measure does not apply to us.

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.	All exempt
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.	All exempt
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	All exempt
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.	All exempt

ACTION PLAN

Given the results of this past year, we’ve launched a robust plan to support unfinished instruction and improve data collection in the 2022-2023 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)

- The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
- The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We've inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
 - If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

GOAL 4: MATHEMATICS

BACKGROUND

We implement several different curriculums across K-8th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Grades	Curriculum	Focus	Assessment	Daily Min.
	EngageNY	Rigorous, grade-level	Curriculum provided	70

K-2		standards-aligned curriculum		
	Zearn	Digit support aligned to EngageNY curriculum	None	20
	Counting jar	Foundational numeracy support in K	Curriculum provided	20
3-5	EngageNY	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	90
	Zearn	Digit support aligned to EngageNY curriculum	None	20
6-8	Illustrative Math	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	90
	Zearn	Digit support aligned to Illustrative curriculum	None	20

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards,

	assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	89			3		92
4	91			1		92
5	86			3		89
6	97			9		106
7	83			10		93
8	70			9		79
All	516			35		551

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	31%	89	37%	49
4	25%	91	26%	50
5	22%	86	19%	53
6	22%	97	22%	67
7	19%	83	21%	70
8	29%	70	28%	65
All	25%	516	25%	354

ADDITIONAL EVIDENCE

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Goal 4: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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.

METHOD

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.⁸

RESULTS AND EVALUATION

We do not have the comparative results needed to be able to evaluate this measure.

2021-22 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	37%	49	Not yet released	
4	26%	50		
5	19%	53		
6	22%	67		
7	21%	70		
8	28%	65		
All	25%	354		

ADDITIONAL EVIDENCE

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Goal 4: Comparative Measure

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. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools should attempt to answer the Institute’s guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

2021-22 NWEA MAP ELA Assessment End of Year Results					
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	561	39	No

Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents 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	133	40	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	41	114	32	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. ¹⁰	2+ students	75%	455	18%	No

ADDITIONAL CONTEXT AND EVIDENCE

We believe there were several factors that affected our results: student and teacher attendance due to Covid, loss of in-person school days due to grade level or classroom shut downs, slower pacing because of those factors, and inserting 15-20 days of coherent lessons from previous grade levels, which also limited the amount of grade-level material we were able to get through.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

We were not able to meet the goal of 75% students enrolled in at least their second year performing proficient in math. We were not able to measure the other goals in this section.

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.	25%

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

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

Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not available
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

To ensure we’re able to meet our goals this year, we’ve created an attendance working group and attendance teams at each school site, and we’re inserting fewer coherent lessons so we’ll be able to cover more material. In addition, we’re putting an extra emphasis on our data and RTI systems to ensure students who need additional support are getting it and the support is aimed at the right areas.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure
 Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

In our 2018 cohort, 36% of students scored at least a Level 4 on a Maths Regents exam, falling 29% short of our goal. We believe there were several factors that affected our results: student and teacher attendance due to Covid, loss of in-person school days due to grade level or classroom shut downs, slower pacing because of those factors, and inserting 15-20 days of coherent lessons from previous grade levels, which also limited the amount of grade-level material we were able to get through.

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)
2016	2019-20	77	42	22	63%
2017	2020-21	75	1	27	36%
2018	2021-22	72	0	25	36%

ADDITIONAL EVIDENCE

To ensure we’re able to meet our goals this year, we’ve created an attendance working group and attendance teams at each school site, and we’re inserting fewer coherent lessons so we’ll be able to cover more material. In addition, we’re putting an extra emphasis on our data and RTI systems to ensure students who need additional support are getting it and the support is aimed at the right areas.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	82	37 (99% exempt)	82	37 (99% exempt)	72	35%
2019	90	N/A all exempt	90	N/A all exempt	78	5%
2020			82	N/A all exempt	90	7%
2021					78	8%

Goal 4: Absolute Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

In our 2018 cohort, 83% of students scored at least a 3 on a Maths Regents exam, exceeding the goal by 3%. This is lower than previous cohorts, but we are confident with fewer Covid disruptions we’ll be able to achieve at the previous levels.

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)
2016	2019-20	77	3	73	99%
2017	2020-21	75	1	74	99%
2018	2021-22	72	0	69	83%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	82	100%	82	100%	69	83%
2019	90	98%	90	98%	78	27%
2020			83	N/A (all exempt)	90	33%
2021					78	60%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

In our 2018 cohort 11% of students scored who were not proficient in 8th grade scored a level 4 on a Maths Regents exam. This is lower than previous cohorts, but we are confident with fewer Covid disruptions we'll be able to achieve at the previous levels.

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)
2016	2019-20	46	0	5	11%
2017	2020-21	32	0	10	31%
2018	2021-22	36	0	4	11%

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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.

RESULTS AND EVALUATION

In our 2018 cohort, 50% of the students who were not proficient in 8th grade scored at least a 3 on a Maths Regents exam, falling short of the goal by 25%.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

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)
2016	2019-20	46	0	42	91%
2017	2020-21	32	0	32	100%
2018	2021-22	36	0	18	50%

ADDITIONAL CONTEXT AND EVIDENCE

Given the previous years' data, we're confident that with fewer Covid disruptions we'll be able to get our results back to where they were following our current math program.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Of the goals we're held accountable to, we met one of out of two. We are confident with fewer Covid disruptions we'll be able to achieve at the previous levels.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	36%
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.	83%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics	11%

¹¹ Based on the highest score for each student on the mathematics Regents exam

	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.	
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.	50%

ACTION PLAN

Overall, we did not meet the majority of our math goals in the 2020-21 school year. Given the switch to virtual instruction and the difficulty of virtual assessments, we are not surprised by this, but have launched a plan for improved instruction and data collection in the 2021-22 school year.

ACTION PLAN

Given the results of this past year, we’ve launched a robust plan to support unfinished instruction and improve data collection in the 2022-23 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We’ll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We’ll use this data to amend a unit’s scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We’ve inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we’re able to provide, we’ve hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
 - If students are not in a small group session, they’ll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)

- For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

GOAL 5: SCIENCE BACKGROUND

Grades	Curriculum	Focus	Assessment	Daily Min.
K-8	Amplify Science	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	45

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module	At least one week before a new module launches, teachers complete a Module

Internalization	Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Overall 61% of students were proficient on the science exam, falling short of the goal by 14%. We

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	66%	90
8	53%	79
All	61%	169

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			-
8	2018-19			-
8	2021-22			-

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Goal 5: Comparative Measure

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 Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

We are not required to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We were not able to meet our goal this year for 4th and 8th grade science, but we're confident that with fewer Covid disruptions we'll be able to meet this goal going forward.

ACTION PLAN

To ensure we're able to meet our goals this year, we've created an attendance working group and attendance teams at each school site, and we're inserting fewer coherent lessons so we'll be able to cover more material. In addition, we're putting an extra emphasis on our data and RTI systems to ensure students who need additional support are getting it and the support is aimed at the right areas.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

In our 2018 cohort, 92% of students scored at least a 65 on a science Regents exam, exceeding the goal by 17%.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹²

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)
2016	2019-20	77	0	76	99%
2017	2020-21	75	2	73	100%
2018	2021-22	73	7	61	92%

ADDITIONAL EVIDENCE

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	82	96%	82	96%	73	92%
2019	6	100%	6	100%	79	15%
2020			83	N/A	79	79%
2021					86	59%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

The calculation of this measure is not required for 2021-22.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Overall, we're on track with our high school science goals. While we are currently meeting our goals, we expect that with fewer Covid disruptions we'll be able to increase the percentage of students passing.

¹² Based on the highest score for each student on any science Regents exam

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2022-23 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We've inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
 - If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

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)
2016	2019-20	77	2	71	95%
2017	2020-21	75	73	2	100%
2018	2021-22	73	73	-	-

EVALUATION

Students did not sit for the US History Regents exam this school year.

ADDITIONAL EVIDENCE

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	82	N/A	82	N/A	73	N/A
2019	90	100%	90	100%	79	N/A
2020			82	N/A	93	0%
2021					86	0%

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

In our 2018 cohort, 100% of the students passed the Global History Regents with a score of at least 65%, exceeding the goal by 25%.

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)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	2019-20	77	2	68	91%
2017	2020-21	75	11	64	100%
2018	2021-22	73	72	1	100%

EVALUATION

In our 2018 cohort, 100% of the students passed the Global History Regents with a score of at least 65%, exceeding the goal by 25%.

ADDITIONAL EVIDENCE

We are currently exceeding the goal and expect to continue to be able to do so.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	83	1%	82	N/A	73	100%/N/A
2019	90	0%	90	0%	79	33%
2020			83	N/A	93	67%
2021					86	0%

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

We are currently meeting all social studies goals.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

We do not have the data needed yet to evaluate this year’s results.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	not yet released