

Democracy Prep Endurance Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Jon Harsch (Assistant Director of Compliance & Reporting) and Alexa Feldman (Director of Compliance & Accountability) prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee Overall Chair of Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee Chair of Finance and Audit Committee Chair of Middle School - Academic Accountability Committee Community and Family Communications Committee
Brittany Buffaloe	Trustee	Chair of Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Chair of Governance Committee Chair of High School - Academic Accountability Committee
Josh Pristaw	Trustee	Executive Committee Chair of Real Estate Committee
Douglas Snyder	Trustee	Executive Committee
Kenneth J. Weiller	Trustee	Chair of Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Trustee	Executive Committee
Drew Gannon Singh	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Katherine Perez is the founding principal of Democracy Prep Endurance Charter Elementary School beginning in the 21-22 school year, leading both Democracy Prep Endurance Elementary and Bronx Prep Elementary as sister schools founded in the same year in the same physical building. Prior to serving as the principal of the Democracy Prep Endurance Charter Elementary School & Bronx Prep Elementary School, she served as the principal of Democracy Prep Endurance Charter Middle School.

Andy Clay has served as the principal of Democracy Prep Endurance Charter Middle School beginning in the 20-21 school year. William Cooke will step into the role of principal beginning in the 22-23 year.

Diana Anello has served as the principal of Democracy Prep Endurance Charter High School beginning in the 21-22 school year.

SCHOOL OVERVIEW

The mission of Democracy Prep Endurance Charter School is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Endurance opened in Fall 2012 and received a renewal through 7/31/2024 in 21-22. Democracy Prep Endurance will next apply for renewal in the 23-24 year, and align its renewal process timeline with the other four charters in the Democracy Prep New York Charter Schools merged education corporation. The Democracy Prep Endurance academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous elementary, middle, and high school instructional model and school culture across all grades. Democracy Prep Endurance operates an elementary, middle and high school, and in 21-22 served scholars in grades K-1 & 6-12, with a total enrollment of 670 of BEDS Day. Democracy Prep Endurance Charter School operated in-person instruction throughout the 21-22 school year, with the single two-week-long exception of 1/4/2022-1/17/2022, during which time Democracy Prep Endurance operated a remote instructional program due to staffing challenges arising from the Covid-19 pandemic.

In 21-22, Democracy Prep Endurance implemented an enhanced in-school tutoring block for all scholars at all grade levels. Every scholar had explicitly scheduled time when they received individualized instruction during the school day. Additionally, Democracy Prep Endurance implemented 14 additional intersession tutoring blocks that took place outside the school day aimed at targeted groups of scholars who needed additional time and support to address unfinished learning. Democracy Prep Endurance strategically scheduled 24 just-in-time support days across all core-content areas into the 21-22 academic calendar. 12 of these days were designed to be pre-planned to address the most common and necessary unfinished learning. 12 of these days were flex days where teachers planned data-driven lessons to address the content their scholars needed most using network-provided resources. In 21-22 Democracy Prep Endurance completed the implementation of a new middle school ELA curriculum, KIPP Wheatley, and the 21-22 SY also marked the completion of a staggered roll-out of a new high school ELA curriculum, Study Sync. 21-22 marked the opening of Democracy Prep Elementary, and in concert with the network's other elementary schools, it implemented the ELA curriculum Into Reading.

Democracy Prep Endurance is committed to supporting scholars' and families' social, mental and emotional health. In 21-22, the school worked to address this through the:

- Implementation of strong systems and routines in every classroom, to ensure a clear floor of tier 1 supports for all scholars
- Increased study of suspensions using an equity lens to ensure discipline practices resulted in equitable outcomes for scholars
- Planning for and funding of robust social work teams using ESSER funding to ensure the school was prepared to provide the necessary social/emotional support to all scholars

- Facilitation of regular social worker PD by network lead-social workers, including:
 - differentiated opportunities to engage in restorative justice practices
 - ongoing case management support
 - crisis escalation and CPI/de-escalation techniques
 - enhanced accreditation opportunities/advanced learning frameworks for social workers and mental health therapists
- Investment in a series of social worker learning communities which provide differentiated content based on professional learning objectives pertinent in the field, such as case work, family and organizational outreach, & community engagement
- Targeted support from the CMO Scholar Support Team for the Democracy Prep Endurance Middle & High School campuses’ leaders and scholar support teams to address higher-than-anticipated levels of suspensions and to internalize the connection between culture data and academic data

ENROLLMENT SUMMARY

BEDS Day enrollment is provided in the table below for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	—	—	—	—	—	—	105	112	100	99	98	63	—	577
2018-19	—	—	—	—	—	—	102	120	128	83	93	68	59	653
2019-20	—	—	—	—	—	—	130	117	113	128	104	71	53	716
2020-21	—	—	—	—	—	—	52	134	135	113	111	87	69	701
2021-22	31	30	—	—	—	—	56	83	116	127	79	77	71	670

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>)

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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	51	4	55
2020-21	2017-18	2017	76	1	77
2021-22	2018-19	2018	75	2	77

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	55	4	59
2020-21	2017-18	2017	75	1	76
2021-22	2018-19	2018	73	0	73

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)
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2019-20	2015-16	2015	76	5	81
2020-21	2016-17	2016	54	4	58
2021-22	2017-18	2017	72	1	73

PROMOTION POLICY

The overall goal of Democracy Prep Endurance’s promotion policy is to hold scholars to a high academic bar while addressing learning loss that has been exacerbated by the Covid-19 pandemic, and acknowledging that there continue to be ongoing effects of the Covid-19 pandemic that final promotion decisions must take into account.

Promotion

The school’s promotion criteria are outlined below by school tier:

- Elementary School (K-5)
 - Final coursework grades of 70% or above in core classes: ELA & Math
 - Demonstrated proficiency on the NWEA Map Reading Skills & Fluency assessment
- Middle School (6-8)
 - Final coursework grades of 70% or above in core content courses: ELA, Math, Science & Social Studies
- High School (9-12)
 - Final coursework grades of 70% or above in core content courses: ELA, Math, Science, Social Studies & World Language (if applicable)
 - Passing scores on the Regents Exams required for a diploma

Certain subpopulations of scholars are held to modified promotion criteria:

- ES ELLs: Staff & school leadership engage in an individualized assessment of the appropriate promotion criteria for all ES ELLs
- 6th grade ELLs: passing coursework threshold is 60%
- 7th grade ELLs: passing coursework threshold is 63%
- 8th grade - 12th grade ELLs : passing coursework threshold is 65%
- Scholars with IEPs: Staff & school leadership engage in an individualized assessment of the appropriate promotion criteria for all ES & MS scholars with IEPs

Graduation

All seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in
- Passing grades on all required Regents Exams
- Satisfactory college entrance exam scores
- Mastery in Seminar in American Democracy class

- Successful completion of the Civic Skills and Dispositions
- 83% or above on the US Citizenship Exam
- Received a minimum of two college acceptance letters
- Successful completion of the Senior Change the World Project

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

- 4 years of English
- 4 years of Math
- 3 years of Science
- 4 years of History (including 1 semester Sociology of Change, 1 semester Economics, Seminar in American Democracy, and Change the World Project)
- 3 years of a language (unless the scholar is a late transfer)
- 3 semesters of the Arts
- 1 semester of Health
- Physical Education each year of high school

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Endurance Charter School students will meet requirements for high school graduation.

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

Democracy Prep Endurance is approaching meeting the measure of *75% of students in first and second year Total Graduation Cohort earning the targeted number of credits*, with 60% of the 2020 cohort promoted in 21-22, and 90% of the 2021 cohort promoted in 21-22. The school will continue to provide targeted support to scholars who are not on track to earn the credits needed for promotion in 22-23, including implementing academic interventions and through increased frequency of communication to scholars’ families to ensure a comprehensive support system setting up a strong family & school partnership.

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	89	60
2021	83	90

ADDITIONAL EVIDENCE

The 21-22 data indicates some growth over the previous year’s first and second year cohort data - while 70% of the 2019 cohort were promoted in 20-21, only 61% of the 2020 cohort were promoted in 20-21 - indicating that a return to consistent in-person instruction in 21-22 had a positive effect on scholar promotion and earning of credit, especially for the first year high school cohort. The school will continue to engage in an ongoing, iterative process by which it evaluates its academic &

promotion policies to ensure that the school and scholars continue to make progress toward meeting this goal.

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

Democracy Prep Endurance did not meet the measure of *75% 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* in the 21-22 year with 54% of the 2020 cohort passing/exempted from at least three Regents exams by their second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	87	76
2019	2020-21	93	66
2020	2021-22	89	54

ADDITIONAL EVIDENCE

While the school did not meet this goal in 21-22 or in 20-21, the school met this accountability goal for the 2017 cohort in the 18-19 year with 76% passing/exempt, and for the 2018 cohort in the 19-20 year, with 78% passing/exempt. The school’s performance in this measure dropped below meeting the goal for the 2019 cohort in 20-21 and for the 2020 cohort in 21-22, demonstrating the very real and negative effects of the Covid-19 pandemic.

Goal 1: Absolute Measures

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

The school did not meet the goal of *75% of students in the fourth year high school total graduation cohort will graduate*, but is approaching meeting this goal with 73% of the 2018 cohort graduating in 21-22. The school did not meet the goal of *95% of students in the fifth year high school total graduation cohort will graduate*, with 79% of the 2017 cohort graduating by 21-22.

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	55	39	71
2017	2020-21	76	42	55
2018	2021-22	75	55	73

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	76	68	90
2016	2020-21	54	45	83
2017	2021-22	76	60	79

ADDITIONAL EVIDENCE

Over the past few years, while the school’s five-year graduation rate has dropped, it is at 79% in 21-22. The school continues to work toward reversing this trend and increasing the five-year graduation rate with the goal of a 95% five-year graduation rate, while simultaneously maintaining its high bar for passing courses comprised of rigorous coursework as well as its civics graduation requirements.

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.

¹ The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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

As of the compilation of this report in September 2022, we are unable to report on this measure for the 2018 cohort in 21-22 as this data has not been made available by NYSED.

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	55	39	71	971	75
2017	2020-21	76	42	55	1016	87
2018	2021-22	75	55	73	TBD	TBD

ADDITIONAL EVIDENCE

As of the compilation of this report in September 2022, we are unable to report on this measure for the 2018 cohort in 21-22 as this data has not been made available by NYSED. However, we can report that the school’s four-year graduation rate increased from the 2017 cohort rate of 55% to the 2018 cohort rate of 73%, demonstrating that the school is making progress toward meeting this goal.

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 bellow.

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

There were no Democracy Prep Endurance scholars pursuing an alternative pathway to graduation, nor any scholars exempted from or scholars who took a pathway examination in 21-22, nor is there previous data to report toward this metric.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Democracy Prep Endurance did not meet the high school graduation goal. 21-22 district comparison data is not available.

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.	Did not meet
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.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did not meet
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
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.	TBD; District data not available
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

Democracy Prep Harlem has a specific focus in the 22-23 school year on implementing frequent, consistent and high quality coaching of teachers and school leaders as the most high leverage way to improve academic outcomes for students, which will directly support the school’s growth in meeting graduation metrics. Network leaders have developed a clear roadmap for providing targeted coaching to the Democracy Prep Harlem school leadership teams to ensure that school leaders are supported and equipped to run their schools with a focus on coaching and leading their instructional teams. The three Democracy Prep Harlem principals worked collaboratively with the

Democracy Prep Public Schools network-wide school leader team to develop their 22-23 instructional coaching priorities by doing analysis of their school's 21-22 data. In addition to targeted coaching throughout the year from their school leader on their specific instructional practices and goals, Democracy Prep Harlem teachers will also receive professional development in 22-23 from the DPPS CMO Academics team specific to their grade band and content area curriculum.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep Endurance Charter School will prepare students for success in college.

Democracy Prep Endurance Charter School has created a strong culture around college through the robust staffing of its high school college office with knowledgeable college counselors, by inculcating excitement about college through programming across all grade levels, and through the consistency of a strong CMO College Access and Success Team with connections to and an understanding of the current and ever-shifting college landscape. Using an iterative process inspired by the experiences of Democracy Prep Public Schools alumni who transition to college each year and the lessons we learn by supporting them, Democracy Prep Endurance implements a comprehensive two-year curriculum to cover the essential elements of being a successful college student that is offered to juniors and seniors. The first year is structured as a college-readiness full-class course; the second year provides both the opportunity to tackle the tasks associated with applying to and preparing for college during the school day, as well as for targeted, individualized support sessions during which seniors meet with their college counselor one-on-one. During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in DPPS network schools, including Democracy Prep Endurance, covering topics such as *Decision Making*, *Budgeting*, and *Understanding the College Classroom*. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

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;
- 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

Democracy Prep Endurance approached meeting the goal of *75% of graduating seniors will demonstrate their preparation for college*, with 73% of its 2018 cohort graduates earning a Regents Diploma with Advanced Designation in 21-22 and/or passing an Advanced Placement exam with a score of 3 or higher.

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
Earning a Regents diploma with advanced designation	55	40	73
Earning a 3 on an AP Exam	19	9	47
Overall	55	40	73

ADDITIONAL EVIDENCE

In 20-21, 51% of Democracy Prep Endurance 2017 cohort graduates met the goal of earning a Regents diploma with advanced designation, demonstrating that over time, Democracy Prep Endurance is making progress toward meeting the college preparation goal.

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

It is anticipated that 2018 cohort data validated by the National Student Clearinghouse will not be available until at least December of 2022. Therefore, the data seen so far for the cohort that graduated in 2022 has been gathered through information from the Common App and through surveys with scholars. We are able to report on National Student Clearinghouse validated data for the 2017 cohort at this time: 72% of the 2017 cohort matriculated to a two- or four- year college program in the year following their graduation in 20-21, meaning that the school is approaching meeting the measure of a 75% matriculation rate but did not meet the goal for the 2017 cohort, the most recent year for which data is available.

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	53	44	83
2017	2020-21	60	43	72
2018	2021-22	55	TBD	TBD

ADDITIONAL CONTEXT AND EVIDENCE

In the 2015 & 2016 cohorts, the matriculation rate surpassed the goal of 75% by significant margins with 89% & 83% of graduates matriculating to college in the year after graduating from high school, respectively. In the 2017 cohort, the school did not meet this goal, with a 72% matriculation rate in 21-22. The decrease in the school’s matriculation percentage in the face of the Covid-19 pandemic

speaks to the many-layered effect that the Covid-19 pandemic had on high school graduates' college-attendance plans.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school did not meet 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.	Did not meet
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.	TBD; historically has met this goal but did not meet in the most recent year for which data is available

ACTION PLAN

Increased support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Endurance's 2022 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. The network is providing microgrants at an increased rate due to widespread economic hardship experienced in the communities served by Democracy Prep schools during the COVID-19 pandemic.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Democracy Prep Endurance Charter School students will demonstrate proficiency in English language arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Endurance provides explicit instruction around the state standards in reading, writing, language, listening & speaking at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. The academic program at Democracy Prep Endurance Charter School is rooted in research-proven curricula that have been shown to accelerate progress to mastery for low-income students, including those with disabilities and limited English-language proficiency. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Democracy Prep Endurance are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in middle school and high school take exams at the trimester mark, and are assessed on a unit basis throughout the year. All staff members receive weekly professional development during the school year and three weeks of intensive PD in the summer. In 21-22, Democracy Prep Endurance completed the implementation of a new middle school ELA curriculum, KIPP Wheatley, and the 21-22 SY marked the completion of a staggered roll-out of a new high school ELA curriculum, Study Sync. 21-22 marked the opening of Democracy Prep Elementary, and in concert with the network's other elementary schools, it implemented the ELA curriculum Into Reading.

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 **6th** through **8th** 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
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	54	0	1	0	1	56
7	72	0	0	0	2	83
8	106	5	1	1	7	116
All	232	5	2	1	10	255

RESULTS AND EVALUATION

The school did not meet the metric of *75% of all tested students enrolled in at least their second year will perform at or above proficiency on the NYS ELA Exam in grades 3-8*, with 45% of students enrolled in at least their second year scoring proficient. The school did not enroll grades 3-5 in 21-22, so the state test data analysis discussed here is limited to grades 6-8. The data do show that proficiency rates increase as scholars progress through middle school.

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
6	26	54	0	4
7	33	72	38	48
8	48	106	51	96
All	38	232	45	148

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.

ADDITIONAL EVIDENCE

In 19-20, NYS ELA exams were canceled, and in 20-21 there was low total participation on the NYS ELA exam. In these years, the school reported and used overall course grades as the main measure of proficiency in this report. In 21-22, higher participation in the NYS ELA exam allows for more reliable analysis of the data set from a normed exam to evaluate proficiency and is reported here. Meaningful comparison to prior years is difficult given the difference in the data sets.

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.

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

As of the compilation of this report in September 2022, we are unable to report on this measure for 21-22 as this data has not been made available by NYSED.

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
6	0	4		
7	38	48		
8	51	96		
All	45	148		

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](#).

ADDITIONAL EVIDENCE

Lack of 21-22 district data combined with the low participation in NYS ELA exams in 20-21 and the cancellation of NYS ELA exams in 19-20 statewide make a comparison to district schools over time difficult to discuss in a meaningful way at this time.

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 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

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:

Curriculum-based Trimester Final Exam assessments in 6-12.

Democracy Prep Endurance’s internal assessments are designed to measure scholar mastery on the skills and content assessed in each exam, and are not specifically designed to measure beginning-of-year to end-of-year growth. Research tells us that it is imperative that we continue to provide instruction of grade-level content and skills to all scholars, and assess their mastery of those skills and content, as continued mastery of grade-level skills and content will drive long-term scholar growth. In 22-23 and beyond, the school will administer the NWEA MAP exam to all scholars K-8, and we will have that additional normed assessment data in our toolkit with which to measure and analyze scholar growth across a specific academic year.

Democracy Prep Endurance’s proficiency data from internal assessments indicate that the school did not meet its ELA proficiency or growth goals in 21-22.

Middle School ELA Trimester Exam Percent Proficient

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Trimester 1 Exam		Trimester 2 Exam		Trimester 3 Exam	
Grade	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
6	53	43	54	37	54	39
7	70	44	70	39	70	25
8	110	31	112	39	109	35

ADDITIONAL CONTEXT AND EVIDENCE

Internal module and trimester exam data was studied in real time by Democracy Prep Harlem leaders and teachers throughout the year to assess scholar mastery of the grade-level skills and concepts taught, and teachers implemented changes to upcoming lesson plans as indicated by this data analysis.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Endurance did not meet the 3-8 English Language Arts proficiency absolute metric and the 21-22 district comparison data is not available.

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.	Did not meet
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.	TBD; district data not available
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the

good-to-great growth of more veteran teachers. The 22-23 ELA teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to ELA teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

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

Democracy Prep Endurance did not meet the goal of *65% of students in the accountability cohort scoring at or above a Performance Level 4 on the ELA Regents Exam by their fourth year*, with 5% scoring at a Level 4. Most students in the 2018 cohort received an exemption from the ELA Regents Exam. The total number of 2018 cohort students (9) that took the ELA Regents exam is too small for the data to be useful in evaluating the Level 4 proficiency of the cohort.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

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) For 2018, (c)/(a)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2016	2019-20	55	2	36	67	50	72
2017	2020-21	76	12	42	65	62	68
2018	2021-22	74	60	4	5	9	44

ADDITIONAL EVIDENCE

Most students in the 2018 cohort received an exemption from the ELA Regents Exam. The total number of 2018 cohort students (9) that took the ELA Regents exam is too small for the data to be useful in evaluating the Level 4 proficiency of the cohort. Previous cohorts achieved Level 4 proficiency rates of 67% (2016 cohort) and 65% (2017 cohort). Additionally, 2020 cohort is on their way to meet this goal, with 31% already achieving at least a Level 4.

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	87	5	84	4	74	4
2019	97	N/A	93	8	76	8
2020			87	N/A	88	31
2021					79	N/A

Percent Achieving at Least Level 4 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	4	100	6	50	9	44
2019	0	0	25	28	31	19
2020			1	0	64	42
2021					0	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.

⁴ Based on the highest score for each student on the English Regents exam

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.

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

Democracy Prep Endurance did not meet the goal of *80% of students in the accountability cohort scoring at or above a Performance Level 3 on the ELA Regents Exam by their fourth year*, with 11% of the 2018 cohort scoring at least a Level 3. Most students in the 2018 cohort received an exemption from the ELA Regents Exam. The total number of 2018 cohort students (9) that took the ELA Regents exam is too small for the data to be useful in evaluating the Level 3 proficiency of the cohort. Of the total number of students who took the exam, 89% scored at least a Level 3.

Percent Scoring at Least Level 3 on Regents English 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 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) For 2018, (c)/(a)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2016	2019-20	55	1	50	93	50	100
2017	2020-21	76	12	59	93	62	95
2018	2021-22	74	60	8	11	9	89

ADDITIONAL EVIDENCE

Most students in the 2018 cohort received an exemption from the ELA Regents Exam. The total number of 2018 cohort students (9) that took the ELA Regents exam is too small for the data to be useful in evaluating the Level 3 proficiency of the cohort. Previous cohorts achieved Level 3 proficiency rates of 93% (2016 cohort) and 93% (2017 cohort). Additionally, the 2019 cohort and the 2020 cohort are on their way to meet this goal, with 24% of the 2019 cohort already achieving at least a Level 3 and 57% of the 2020 cohort already achieving at least a Level 3.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 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	87	5	84	5	74	11
2019	97	N/A	93	17	76	24
2020			87	N/A	88	57
2021					79	N/A

Percent Achieving at Least Level 3 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	4	100	6	67	9	89
2019	0	0	25	64	31	58
2020			1	0	64	78
2021					0	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

The school did not meet the goal of *50% 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 score at least a Level 4 on the ELA Regents Exam*, with 0% of this population scoring at least a Level 4. Most students in the 2018 cohort received an exemption from the ELA Regents Exam. The total number of 2018 cohort students not proficient in 8th grade that took the ELA Regents exam (3) is too small for the data to be useful in evaluating the Level 4 proficiency of the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) For 2018, (c)/(a)	Number Tested of Group (a)	Percent Scoring at Least Level 4 Out of Total Tested
2016	2019-20	15	1	9	64		
2017	2020-21	25	11	8	57		
2018	2021-22	22	60	0	0	3	0

ADDITIONAL EVIDENCE

As discussed earlier in this report, the 2020 cohort is broadly on their way to meet the accountability cohort Level 4 proficiency goal in general, with 31% of the 2019 cohort already achieving at least a Level 4.

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

The school did not meet the measure of *75% 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 score at least a Level 3 on the ELA Regents Exam, with 9% of this population scoring at least a Level 3.* Most students in the 2018 cohort received an exemption from the ELA Regents Exam. The total number of 2018 cohort students not proficient in 8th grade that took the ELA Regents exam (3) is too small for the data to be useful in evaluating the Level 3 proficiency of the cohort. If we look at the data for this subpopulation for only those scholars who tested, the school is approaching meeting the measure with 67% of scholars scoring at least a level 3.

As discussed earlier in this report, the 2019 cohort and the 2020 cohort are broadly on their way to meet the accountability cohort Level 3 proficiency goal in general, with 24% of the 2019 cohort already achieving at least a Level 3 and 57% of the 2020 cohort already achieving at least a Level 3.

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) For 2018, (c)/(a)	Number Tested of Group (a)	Percent Scoring at Least Level 3 Out of Total Tested
2016	2019-20	15	1	15	100		
2017	2020-21	25	11	15	100		
2018	2021-22	22	60	2	9	3	67

ADDITIONAL CONTEXT AND EVIDENCE

A dive into internal trimester assessment data shows that by the end of Trimester 3, 64% of 11th graders & 99% of 12th graders earn proficient scores, while 9th and 10th proficiency rates are not as high, indicating that the longer scholars remain with Democracy Prep Endurance, proficiency rates increase. The effects of the Covid-19 pandemic have negatively affected proficiency rates across the board.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Trimester Exams Percent Proficient

	Trimester 1 Exam		Trimester 2 Exam		Trimester 3 Exam	
Grade	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
9	107	30	107	58	107	49
10	76	26	84	37	83	47
11	73	32	72	37	72	64
12	68	66	68	74	68	99

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school did not meet the High School ELA Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
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.	Did not meet
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	Did not meet

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 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.	Did not meet

ACTION PLAN

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 22-23 ELA teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to ELA teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Democracy Prep Endurance Charter School students will demonstrate proficiency in mathematics.

BACKGROUND

The mathematics academic program at Democracy Prep Endurance Charter School is rooted in research-proven curricula that have been shown to accelerate progress to mastery for low-income students, including those with disabilities and limited English-language proficiency. In math, Democracy Prep Endurance uses a systematic approach to basic math facts and computational skills coupled with a teacher-created curriculum that develops higher-level problem-solving skills. The curriculum was built to help students recognize that they need basic factual knowledge and “automaticity” with procedural computation, coupled with a deep conceptual understanding of mathematics, in order to solve complex mathematical application problems. Concepts are introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

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 **6th** through **7th** 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 ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	53	1	1	1	1	56
7	72	1	0	0	2	83

⁵ 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.

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8*	—	—	—	—	—	116
All	125	2	1	1	3	255

**All Democracy Prep Endurance 8th graders were enrolled in an Algebra course that culminated in the Algebra I Regents Exam. Please see the table later in this section for this data.*

RESULTS AND EVALUATION

The school did not meet the goal of 75% 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, with 14% of students enrolled in their second year scoring proficient. The school is engaged in ongoing conversations about how to capitalize on bright spots noted in the data given the overall low proficiency. Democracy Prep Endurance’s math proficiency scores mirror the larger national trend of low math scores, and the school is looking to its network sister schools and the education sector at large to partner on implementing best practices to improve mathematics proficiency outcomes for all students 3-8. In 8th grade, where 8th grade students took the Algebra I Regents Exam and not the Grade 8 Math Exam, student proficiency is 52% among all tested students and 54% among all tested students who are in at least their second year. This greater proficiency in 8th grade indicates that Democracy Prep Endurance is approaching meeting this goal in its 8th grade scores specifically and indicates that the school demonstrates an ability to prepare its high-school-bound students for the rigors of high school mathematics.

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
6	4	53	0	4
7	11	72	15	47
8	—	—	—	—
All	8	125	14	51

Performance on Regents Algebra I Test by 8th Grade Students

	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	52	106	54	97

ADDITIONAL EVIDENCE

In 19-20, NYS Math exams & Regents exams were canceled, and in 20-21 there was low total participation on the NYS Math exam. In these years, the school reported and used overall course grades as the main measure of proficiency in this report. In 21-22, higher participation in the NYS

Math exam allows for more reliable analysis of the data set from a normed exam to evaluate proficiency and is reported here. Meaningful comparison to prior years is difficult given the difference in the data sets.

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.⁶

RESULTS AND EVALUATION

As of the compilation of this report in September 2022, we are unable to report on this measure the district data has not been made available by NYSED.

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
6	0	4		
7	15	47		
8	—	—		
All	14	51		

2021-22 Grade 8 Regents Math 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

⁶ 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](#).

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	54	97		

ADDITIONAL EVIDENCE

Lack of 21-22 district data combined with the low participation in Regents Math exams in 20-21 and the cancellation of NYS & Regents Math exams in 19-20 statewide make a comparison to district schools over time difficult to discuss in a meaningful way at this time.

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

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:

Curriculum-based Trimester Final Exam assessments in 6-12.

Democracy Prep Endurance’s internal assessments are designed to measure scholar mastery on the skills and content assessed in each exam, and are not specifically designed to measure beginning-of-year to end-of-year growth. Research tells us that it is imperative that we continue to provide instruction of grade-level content and skills to all scholars, and assess their mastery of those skills and content, as continued mastery of grade-level skills and content will drive long-term scholar growth. In 22-23 and beyond, the school will administer the NWEA MAP exam to all scholars K-8, and we will have that additional normed assessment data in our toolkit with which to measure and analyze scholar growth across a specific academic year.

Democracy Prep Endurance’s proficiency data from internal assessments indicate that the school did not meet its math proficiency or growth goals in 21-22.

Middle School Math Trimester Exam Percent Proficient

Grade	Trimester 1 Exam		Trimester 2 Exam		Trimester 3 Exam	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
6	53	33	53	37	54	35
7	69	24	70	25	71	28
8	109	18	112	14	106	37

ADDITIONAL CONTEXT AND EVIDENCE

Internal module and trimester exam data was studied in real time by Democracy Prep Endurance leaders and teachers throughout the year to assess scholar mastery of the grade-level skills and concepts taught, and teachers implemented changes to upcoming lesson plans as indicated by this data analysis.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

The school did not meet the *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* measure. District comparison is not possible at this time due to unavailability of data.

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.	Did not meet
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.	TBD; district data not yet released
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

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, implementing higher quality math lesson plan feedback to more quickly develop newer teachers, and better support the good-to-great growth of more veteran teachers. The 22-23 math teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to math teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 22-23, Democracy Prep Endurance will roll out new mathematics curricula in K-10. In K-5, the implemented curriculum will be Eureka Squared, and in 6-10, the curriculum will be Illustrative Math. We anticipate that the planned shift to the new curricula will help leaders and teachers address the gaps indicated in the 21-22 math proficiency data, given that the curricula have been shown to accelerate progress to mastery for low-income students, including those with disabilities and limited English-language proficiency.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Democracy Prep Endurance did not meet the goal of *at least 65% of students in the accountability cohort score at least a Level 4 on a Regents Math exam by their fourth year in the cohort*, with 28% of the 2018 cohort scoring at least a Level 4.

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) For 2018, (c)/(a)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2016	2019-20	55	1	39	72	53	74
2017	2020-21	76	7	24	25	73	33
2018	2021-22	74	65	21	28	70	30

ADDITIONAL EVIDENCE

Previous cohorts achieved Level 4 proficiency rates of 72% (2016 cohort) and 25% (2017 cohort). The recent rate decline speaks to the effects the pandemic had on proficiency rates. The 2019 cohort and the 2020 cohorts' interim proficiency rates are currently 30% of the 2019 cohort already achieving at least a Level 4 and 8% of the 2020 cohort already achieving at least a Level 4. The school's math data mirrors the larger national post-pandemic trend of low math scores, and the school is looking to its network sister schools and the education sector at large to partner on implementing best practices to improve mathematics proficiency outcomes for all high school students.

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	87	21	84	23	74	28
2019	97	26	93	28	76	30
2020			87	2	88	8
2021					79	0

Percent Achieving at Least Level 4 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	61	30	62	31	70	30
2019	29	86	37	70	65	35
2020			14	14	91	8
2021					79	0

Goal 4: 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 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

The school is approaching the goal of *at least 80% of students in the high school accountability cohort scoring at least a Level 3 on a Regents Math exam by their fourth year in the cohort*, with 77% of the cohort scoring at least a Level 3, and 81% of the total number of tested students scoring at least a Level 3.

Percent Scoring at Least Level 3 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 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) For 2018, (c)/(a)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2016	2019-20	55	1	52	96	53	98
2017	2020-21	76	7	64	90	73	88
2018	2021-22	74	65	57	77	70	81

ADDITIONAL EVIDENCE

Previous cohorts achieved Level 3 proficiency rates of 96% (2016 cohort) and 90% (2017 cohort). Additionally, the 2019 cohort and the 2020 cohort are on their way to meet this goal, with 50% of the 2019 cohort already achieving at least a Level 3 and 40% of the 2020 cohort already achieving at least a Level 3.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	87	68	84	66	74	77
2019	97	29	93	33	76	50
2020			87	9	88	40
2021					79	41

Percent Achieving at Least Level 3 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	61	97	62	89	70	81
2019	29	97	37	84	65	58
2020			14	57	91	40
2021					79	43

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

The school did not meet the goal of 50% of students in the accountability cohort who were not proficient in 8th grade scoring at least a level 4, with 11% of this population earning at least a Level 4.

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) For 2018, (c)/(a)	Number Tested of Group (a)	Percent Scoring at Least Level 4 Out of Total Tested
2016	2019-20	15	1	9	64		
2017	2020-21	36	10	3	12		
2018	2021-22	18	65	2	11	17	12

ADDITIONAL EVIDENCE

The 2019 cohort and the 2020 cohorts' interim proficiency rates are currently 30% of the 2019 cohort already achieving at least a Level 4 and 8% of the 2020 cohort already achieving at least a Level 4. The school's math data mirrors the larger national post-pandemic trend of low math scores, and the school is looking to its network sister schools and the education sector at large to partner on implementing best practices to improve mathematics proficiency outcomes for all high school students.

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

The school is approaching but did not meet the goal of 75% of the students in the accountability cohort who were not proficient in 8th grade scoring at least a Level 3 on a Regents Math Exam, with 67% of this population scoring at least a Level 3. The school has demonstrated some ability to move its scholars who were not proficient in 8th grade to proficiency in high school, but still falls short of meeting the goal. The school’s math data mirrors the larger national post-pandemic trend of low math scores, and the school is looking to its network sister schools and the education sector at large to partner on implementing best practices to improve mathematics proficiency outcomes for all high school students.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

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) For 2018, (c)/(a)	Number Tested of Group (a)	Percent Scoring at Least Level 3 Out of Total Tested
2016	2019-20	15	1	14	100		
2017	2020-21	36	10	26	100		
2018	2021-22	18	65	12	67	17	71

ADDITIONAL CONTEXT AND EVIDENCE

A dive into internal trimester assessment data shows that by the end of Trimester 3, almost half of 12th graders earn proficient scores, while lower classmen proficiency rates are not as high, indicating that as scholars remain with Democracy Prep Endurance over an extended period of time given the consistency in our high school cohort data, proficiency rates increase. The effects of the Covid-19 pandemic have negatively affected proficiency rates across the board. The school’s math data mirrors the larger national post-pandemic trend of low math scores, and the school is looking to its network sister schools and the education sector at large to partner on implementing best practices to improve mathematics proficiency outcomes for all high school students.

⁷ Based on the highest score for each student on the mathematics Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Trimester Exam Percent Proficient

	Trimester 1 Exam		Trimester 2 Exam		Trimester 3 Exam	
Grade	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
9	106	11	107	14	107	33
10	75	28	84	22	84	36
11	73	25	72	30	72	29
12	68	42	67	58	67	49

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school did not meet the high school mathematics goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
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.	Did not meet
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 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.	Did not meet
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	Did not meet

	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.	
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ACTION PLAN

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of teacher observations by school leaders and coaches, and implementing higher quality lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 22-23 teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 22-23, Democracy Prep Endurance will roll out new mathematics curricula in K-10; in grades 6-10, the curriculum will be Illustrative Math. We anticipate that the planned shift to the new curricula will help leaders and teachers address the gaps indicated in the 21-22 math proficiency data, given that the curricula have been shown to accelerate progress to mastery for low-income students, including those with disabilities and limited English-language proficiency.

GOAL 5: SCIENCE

Goal 5: Science

Democracy Prep Endurance Charter School students will demonstrate proficiency in science.

BACKGROUND

The science curriculum at Democracy Prep Endurance is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Democracy Prep Endurance put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world, using a content-rich curriculum that provides the basic knowledge that makes students more effective learners throughout their academic careers. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester mark to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

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 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

The school did not meet the goal of *75% of students enrolled in at least their second year performing at or above proficiency on the 4th and 8th grade NYS Science Exams*, with 46% of 8th grade scholars scoring proficient. The school did not enroll scholars in 4th grade in 21-22.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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	—	—
8	46	95
All	46	95

ADDITIONAL EVIDENCE

A dive into internal science trimester assessment data shows that by the end of Trimester 3, 40% of 8th graders earn proficient scores. The 8th grade internal proficiency data is closely aligned to the results from the state exam.

None of Democracy Prep Harlem’s 8th grade scholars sat for a Regents exam in lieu of the NYS exam. In 19-20, NYS exams were canceled, and in 20-21 there was low total participation on the NYS exams. In these years, the school reported and used overall course grades as the main measure of proficiency in this report. In 21-22, higher participation in NYS exams allows for more reliable analysis of the data set from a normed exam to evaluate proficiency and is reported here. Meaningful comparison to prior years is difficult given the difference in the data sets.

8th Grade Trimester Science Exams

Percentage of Scholars Scoring at or above 70%			
Grade	1st Trimester	2nd Trimester	3rd Trimester
8	50	35	40

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.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school did not meet the science goal of *75% of students enrolled in at least their second year performing at or above proficiency on the 4th and 8th grade NYS Science Exams.*

ACTION PLAN

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher

quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 22-23 science teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to science teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

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 **Living Environment, Chemistry, and Physics**. 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

The school did not meet the goal of *at least 75% of the accountability cohort scoring at least a 65 on a NYS Regents Science Exam by their fourth year*, with 62% of the cohort receiving at least a 65, and 68% of the cohort who tested receiving at least a 65.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁸

Cohort	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) For 2018, (c)/(a)	Number Tested	Percent Passing Out of Total Tested
2016	2019-20	55	2	49	92	50	98
2017	2020-21	76	8	66	97	74	89
2018	2021-22	74	69	46	62	69	68

ADDITIONAL EVIDENCE

Previous cohorts achieved this metric, with 92% of the 2016 cohort and 97% of the 2017 cohort scoring at least a 65 on a NYS Science Regents exam. Additionally, the 2019, 2020 and 2021 cohorts are on their way to meeting this goal, with 20% of the 2019 cohort already scoring at least a 65, 51% of the 2020 cohort already scoring at least a 65, and 46% of the 2021 cohort already scoring at least a 65.

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	87	59	84	60	74	62
2019	97	4	93	12	76	20
2020			87	11	88	51
2021					79	46

Science Regents Passing Rate with a score of 65 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	53	96	64	78	69	68
2019	5	80	14	79	57	26
2020			16	63	80	56
2021					78	46

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.

⁸ Based on the highest score for each student on any science Regents exam

ADDITIONAL CONTEXT AND EVIDENCE

A dive into internal high school science trimester assessment data shows an increase in mastery from Trimester 1 to Trimester 3 end-of-year assessments in 9th, 10th and 12th grades. The school was approaching meeting this goal with 62% scoring at least a 65 and has historically met this measure. The school will continue to engage in an ongoing, iterative process by which it evaluates its internal assessments to ensure alignment between scholar assessment outcomes and internalization of material and concepts.

High School Trimester Science Exams

Percentage of Scholars Scoring at or above 70%			
Grade	1st Trimester	2nd Trimester	3rd Trimester
9	12	29	30
10	40	28	41
11	33	25	9
12	40	37	60

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The school did not meet the Science goal of *75% of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam.*

ACTION PLAN

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 22-23 science teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to science teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

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

The school did not meet the measure of *75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam*, with 1% of scholars in the cohort scoring at least a 65. The total number of 2018 cohort students (1) that took the US History exam is too small for the data to be useful in evaluating the proficiency of the cohort. Similarly, the total number of 2017 cohort students that took the exam (3) is too small to be useful in evaluating the proficiency of the cohort. 88% of the 2016 cohort scored at least a 65 on the exam, demonstrating the school’s historical ability to meet this goal prior to pandemic disruption of the administration of Regents exams.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort	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) For 2018, (c)/(a)	Number Tested	Percent Passing Out of Total Tested
2016	2019-20	55	8	41	88	42	98

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2017	2020-21	76	58	N/A	N/A	3	67
2018	2021-22	74	9	1	1	1	100

EVALUATION

The school did not meet the measure of *75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam*, with 1% of scholars in the cohort scoring at least a 65. The total number of 2018 cohort students (1) that took the US History exam is too small for the data to be useful in evaluating the proficiency of the cohort. Similarly, the total number of 2017 cohort students that took the exam (3) is too small to be useful in evaluating the proficiency of the cohort. 88% of the 2016 cohort scored at least a 65 on the exam, demonstrating the school’s historical ability to meet this goal prior to pandemic disruption of the administration of Regents exams.

ADDITIONAL EVIDENCE

Meaningful data analysis of interim cohort data about this metric is difficult, given the small total numbers of scholars that have taken the US History Regents Exam in these cohorts. In the 2019 cohort, the largest number of scholars to sit for the exam in a given year is 6. In the 2020 and 2021 cohort, no scholars have yet sat for the exam.

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	87	1	84	1	74	1
2019	97	3	93	5	76	5
2020			87	N/A	88	N/A
2021					79	N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	1	100	1	100	1	100
2019	4	75	6	83	5	80
2020			0	0	0	0
2021					0	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

The school did not meet the goal of *75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam*, with 8% scoring at least a 65. Most students in the 2018 cohort received an exemption from the Global History Regents Exam. The total number of 2018 cohort students that took the Global History Regents Exam (6) is too small for the data to be useful in evaluating the proficiency of the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort	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) For 2018, (c)/(a)	Number Tested	Percent Passing Out of Total Tested
2016	2019-20	55	1	51	94	51	100
2017	2020-21	76	13	58	92	64	91
2018	2021-22	74	63	6	8	6	100

EVALUATION

The school did not meet the goal of *75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam*, with 8% scoring at least a 65. Most students in the 2018 cohort received an exemption from the Global History Regents Exam. The total number of 2018 cohort students that took the Global History Regents Exam (6) is too small for the data to be useful in evaluating the proficiency of the cohort. Previous cohorts achieved this goal, with 94% of the 2016 cohort scoring at least a 65, and 92% of the 2017 cohort scoring at least a 65,

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demonstrating the school’s historical ability to meet this goal prior to pandemic disruption of the administration of Regents exam when higher percentages of each cohort were able to take the exam. The low percentage of scholars in the 2018 cohort earning at least a 65 on the Global History Regents exam can mostly be attributed to the large number of exemptions.

ADDITIONAL EVIDENCE

Meaningful data analysis of interim cohort data for the 2019 cohort is difficult given the small total number of scholars that have taken the Global History Regents Exam. The 2020 cohort is demonstrating progress toward meeting this goal, with 60% of the cohort already scoring at least a 65 on the Global History Regents Exam already.

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	87	1	84	4	74	8
2019	97	N/A	93	N/A	76	9
2020			87	N/A	88	60
2021					79	N/A

Global History Regents Passing Rate with a score of 65 by Cohort and Year Based on Actual Students Tested

Cohort Designation	2019-20		2020-21		2021-2022	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
2018	1	100	3	100	6	100
2019	0	0	0	0	10	70
2020			0	0	61	89
2021					0	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

A dive into internal high school social studies trimester assessment data shows a general increase in mastery from Trimester 1 to Trimester 3 end-of-year assessments. 12th grade mastery is a highlight with 87% scoring proficient in Trimester 3, where there is a particular focus at the school on social studies given the school’s dedication to a civics-focused mission.

High School Trimester Social Studies Exams

Percentage of Scholars Scoring at or above 70%			
Grade	1st Trimester	2nd Trimester	3rd Trimester
9	46	39	50
10	43	40	73
11	78	78	64
12	79	76	87

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

The school did not meet the high school social studies goal given the data used to calculate goal attainment, but the data set is not useful in assessing the school’s ability to meet the goal.

ACTION PLAN

Democracy Prep Endurance has a specific focus in 22-23 on increasing the frequency of and the quality of social studies teacher observations by school leaders and coaches, and implementing higher quality social studies lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 22-23 social studies teacher coaching plan has a focus on data analysis cycles and implementing targeted lesson plan adjustments based on data analysis results. In 22-23, the CMO network staffing plan includes an Assistant Director of Multilingual Education, a Dual Language Specialist, and a Director of Special Education Instruction & Innovation to provide support, coaching and professional development to social studies teachers around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

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

The school’s 21-22 ESSA status is “Good Standing.” The school’s ESSA status in 20-21 was “Good Standing,” and the school’s ESSA status in 19-20 was “Good Standing.” The school met the ESSA accountability measure this year and has historically been rated a school in “Good Standing” consistently.

ADDITIONAL EVIDENCE

Accountability statuses have been static since 19-20. The school will continue to revise and implement action plans to work toward improving academic outcomes for scholars in 22-23 and beyond.

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good Standing