

INSTRUCTIONS / NOTES

FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. While the Institute anticipates that the 3rd - 8th grade state test results from 2021-22 will form a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement these data with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

	<u>Page</u>
INTRODUCTION	1
ELEMENTARY/MIDDLEGOALS	5
ESSA GOAL	19
APPENDIX A: DATA REPORTING TABLES	20

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

East Harlem Scholars Academy II

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 13, 2022

By Max Turner & Desree Cabrall-Njenga

1573 Madison Avenue

212-831-0650

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Kayla McPherson (Director, Data & Reporting), Arnelle Johnson (Manager, Data), Max Turner (Managing Director, Operations), Lena Dowdell (Deputy Superintendent), Jessica Zannikos (Deputy Superintendent) 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)
Billy Rahm	Chair	Fund Development & External Affairs
Hope Knight	Vice Chair	Governance, Facilities
Brian Gavin	Treasurer	Fund Development & External Affairs, Finance
Carlos Morales	Secretary	Finance
Iris Chen		Education & Accountability
Lili Lynton		Governance, Education & Accountability
Marilyn Simons		Governance
Joan Solotar		Governance
Saskia Levy Thompson		Education & Accountability
Carolyne Quintana		
David Wildermuth		Fund Development & External Affairs, Finance

Cierra Williams has served as the elementary Principal since [2022]. Jessenia Roman has served as the middle school Principal since [2022].

SCHOOL OVERVIEW

East Harlem Scholars Academy II opened in 2013 and served 471 students. Our school is a part of a larger organization—East Harlem Tutorial Program (EHTP)—that seeks to serve as a place of growth and learning, and as an agent of change within our educational community and the broader fight for racial equity. If we are to stay true to our mission and vision, we must develop our staff to hone their equity lens in order to create safe spaces where students thrive as independent thinkers and learners. If our goal is to prepare students to engage in productive struggle independently (with support vs. heavy guidance from teachers), teaching staff must understand the deep connection between culture and neuroscience, where culture is the “hardware” to the brain’s “software.” All teachers use the following principles to guide their instruction:

1. Build Cultural Awareness (own culture and students’ cultures)
2. Build Learning Partnerships (trusting, authentic relationships with students and families)
3. Facilitate Information Processing (connect new content to culturally relevant examples; provide multiple opportunities for feedback and revision)
4. Build a Community of Learners and Learning Environment (restorative practices; create safety to take intellectual risks; invest students in one another’s learning)

Integration of Social-Emotional Learning/Community Service

The school’s embracing of Responsive Classroom and Restorative Justice approaches supports a positive, affirming student-centered school culture. These approaches support our children’s social and emotional growth and empower them to be active participants in their own learning and the learning of their peers. The more social-emotional and metacognitive skills our scholars have (i.e., resilience, cooperation, assertion, empathy, and self-control), the greater the opportunity for independent, healthy choices. We know that scholars thrive in an environment that embeds knowledge of self, self-control, self-assessment, and appreciation for others within their daily school responsibilities. The tools that teachers will use to build student self-management and peer and teacher relationship skills include Restorative Practices, allowing teachers and students to work together to create and become adept at specific protocols for classroom and school-wide routines.

Importance of Families and Community

Scholars II Elementary views families as its integral partners in ensuring that the needs of each student are met. Our schools engage families in the life of the school in a variety of EHTP’s tried and true ways to ensure that all family members are made aware of and encouraged to take advantage of opportunities to become involved not only in the school but also in the home to best support their child’s academic and social and emotional growth. It is important to note that our community is viewed as a partner and a learning resource. The school leverages the relationships it has built over the last several years as well as those of the EHTP with cultural, artistic, historic, and other resources in Harlem and throughout the city to design field learning experiences and other activities that would benefit the students. The school also draws from its partner organization’s experience over more than 50 years in successfully promoting and facilitating meaningful family involvement and partnership. At EHTP we partner with our families to ensure that scholars are experiencing a well-balanced academic and social-emotional journey by bridging the gap between home and school. This commitment to partnership is represented by what we call our Promise Triangle. The Promise Triangle serves as an anchor of our organization’s core beliefs in the power of partnership, shared responsibility, and shared

accountability between scholars, schools, and families. The triangle in action ensures a warm environment where all stakeholders' voices are heard and valued and is a collaboration between families and schools to maintain balance.

Academic Intervention

Scholars II Elementary staffing models include a robust team of instructional and student support professionals to ensure all students' academic and social/emotional needs are met. Instructional intervention specialists include MLL specialists, Inclusive Learning (formerly referred to as Special Education) teachers, reading specialists, and social work staff. The instructional specialists work collaboratively with the classroom teachers, using specific instructional strategies (i.e. sheltered instruction) and intervention curricula in both a push-in and pull-out model in order to effectively address the needs of MLLs, students with IEPs, and students who qualify for special accommodations. Like the ICT model in the K-5 span, the collaboration between classroom teachers and instructional specialists further supports a differentiated learning environment and therefore benefits *all* learners.

Integration of Performance-Based Assessment

East Harlem Scholars Academies is committed to developing the next generation of leaders who will have a transformational impact on their communities. Scholars in our community must be knowledgeable about the professions that will be open to them as college-educated young men and women. We understand that students should be prepared to perform on traditional exams, *and* we know that performance-based assessments will ensure that students have multiple opportunities to apply their learning to real-world and career-applicable projects. In addition to state and nationally-aligned Interim Assessments, our integration of fall and spring Performance-Based Assessment exhibitions ensures that our students regularly participate in hands-on, career-aligned culminating assessments.

In response to the transition to back to **in-person** learning for SY21-22, Scholars II Elementary made the following adjustments:

- Teachers have continued to take advantage of technology in which they use our Blackboard platform to upload multimedia, class assignments and content.
- Teachers across content areas met in the first weeks of school to adjust instructional pacing guides. Using our partnership with the Achievement Network (focused on nationally-normed Interim Assessment and aligned instructional coaching), teachers identified the priority standards that had not yet been taught to students *and* would serve as foundational knowledge for the next grade level. All weekly formative assessments were thus adjusted to target said priority standards.
- When designing instruction our instructional staff integrates the Universal Design for Learning (UDL) framework whereby lessons are created in order to provide multiple means of engagement, provide multiple means of representation, and multiple means of action and expression allowing students to have multiple pathways to access and make meaning of the content.
- Co-teaching pairs and grade-level colleagues met daily and twice weekly, respectively, to review formative assessment data and track student progress toward priority standards. Each Thursday, intervention lessons and targeted student groups were developed for morning small-group sessions each Friday. Students then completed an aligned formative assessment to measure proficiency against remediated standards.

- Informal assessments and progress monitoring is frequently conducted and used to inform instructional planning and delivery. Informal assessments administered include but are not limited to class discussions , students written and oral responses to open ended questions, projects and exit slips. Embedded within the Wit and Wisdom curriculum are various forms of assessments such as new read assessments, focusing question tasks and end of module tasks. The focusing question tasks are assessments that follow a series of lessons within an arc and allow students to demonstrate both their understanding of the content within the arc and their ability to use the craft skills learned. The end of module tasks are administered at the end of each module within the curriculum and assess students' knowledge of the content and their application of skills. During the course of the school year students completed i-Ready Diagnostic assessments, these assessments provide a complete picture of students’ performance relating to their grade level and national norms. Our instructional staff has been able to use the data collected from the different forms of assessments to redesign instruction, create targeted intervention and align the scope and sequences of curricula to our students' needs.
- It is important to note that in each of our trimester reports, students received scores of Passing, Progressing, and Not Passing on their report cards (as opposed to letter grades), based on both their in-class assignment proficiency rates *and* end-of-year Interim Assessment scores, and following a rubric that correlated each rating to percentile ranges.

At the Middle School while we were constantly adapting and changing to meet the needs of scholars, we created a Humanities block that combined ELA and History to foster deeper learning in an interdisciplinary manner. Additionally, East Harlem Scholars Academy Middle II teacher’s met weekly in content teams to analyze student work and participate in weekly student work protocols. Teachers were able to center scholars and their strengths and needs through additional ELA Intervention blocks. This school year has built on the success of centering problem posing pedagogy, and encouraging critical thinking throughout the next school year.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	56	59	60	59	54	50								328
2018-19	59	58	57	60	61	61	59							415
2019-20	60	56	58	58	62	58	61	56						469
2020-21	46	54	61	56	58	58	59	59	53					504
2021-22	42	38	61	50	56	54	57	56	57					471

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

For grades 6-8:

- Each grade will achieve 60% proficiency on their nationally normed Achievement Network (ANet) Interim Assessment through all three trimesters *or* they will achieve 15% proficiency growth from the previous trimester
- At least 70% of students in each grade will achieve an 80% or higher average in English Language Arts

BACKGROUND

At Scholars II Elementary, we implemented the same ELA curriculum for the second year - Wit and Wisdom. Wit & Wisdom is a comprehensive English Language Arts curriculum that builds students' content knowledge within science and liberal arts. The instructional approach to teaching and learning includes reading, writing, speaking, listening, grammar, and vocabulary. The Wit and Wisdom curriculum at each grade level includes four different modules or units of study. Each module focuses on a different topic meant to build students' knowledge. Within each module of study, students are exposed to engaging texts, rigorous instruction aligned to the New York State Common Core standards, and develop skills to think critically and make meaningful connections.

Prior to the implementation of the Wit and Wisdom curriculum, all staff participated in a series of professional development sessions facilitated by in-house instructional leaders. During these sessions, facilitators reviewed the Wit and Wisdom program design, components of the curriculum, and strategies for effective implementation, and provided opportunities to complete module and lesson study protocols. Additionally, with the implementation of the Wit and Wisdom curriculum, teachers engaged in the process of internalization and backwards design within every module and lesson. Prior to teaching a new unit of study, teachers spent time unpacking the module by identifying key standards, skills, new ideas, content knowledge, and reviewing the texts and assessments within the module. This process allowed teachers to gain a deeper understanding prior to teaching the lessons. Lastly, during weekly collaborative planning meetings, teachers engaged in the process of lesson internalization. Teachers met weekly as a grade team to review the lesson objectives, evidence of learning tasks, formative assessments, and backward plans from the goal of the lesson. During meetings with the grade level instructional coach, teachers were asked to identify the skills and content items for each module. The content included key concepts of ELA instruction such as theme, central idea, inferring, character development, and the elements of plot. The skills that were highlighted in each module indicated what students needed to do to demonstrate mastery of the content such as annotating the text and answering higher-order thinking questions. As a result of these coaching meetings, teachers were able to prioritize the goals of each module and students were able to gain a better understanding of the subject matter.

In addition, K-1 teachers utilized the comprehensive Foundations[®] program as a proactive approach to targeting foundational reading and spelling repertoires. This multisensory Tier 1 and 2 intervention incorporates explicit and systematic research-based instruction, as well as an emphasis on repetition and feedback, to allow scholars to develop skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. We also implemented a Guided Reading block in our daily schedule for all grade levels (K-5) to provide scholars with more individualized instruction in reading repertoires they may not have fully developed during virtual learning the previous school year. This additional small-group instruction allowed us to be more responsive to student needs based on both formative and summative assessment data.

During 2021-22 school year, Scholars Academy Middle II primarily used the following exam to assess student growth and achievement in ELA:

- Achievement Network Interim Assessment (each Trimester)
- Project Based Demonstration of Learning
- Milestones & Benchmarks in Project Units
- Focus Standard Aligned Formative Assessments

At East Harlem Scholars Academy Middle II, the students showed growth on their ELA Interim Assessments. Scholars did not allow the pandemic to limit their learning, and scholars continued to show what they know on their assessments as they returned to school. When tracking cohort growth for the past 3 years, the number of students across the school earning about 65% is trending up consistently, and the number of students scoring below 35% is trending down. Students at our school are scoring above the Anet Network average consistently every trimester. Additionally, the school wide average in middle school has been increasing each year to show the impact of intentionally designed project based learning units.

Since the opening of East Harlem Scholars Academy Middle II in 2018, our ELA class averages are trending upwards. Scholar work completion is higher and directly correlated to the amount of strategically implemented time students spend talking and debating in class. Intervention block data tracking shows students making growth on focus standards and receiving opportunities for extra practice.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

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

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent Other reason	

¹ 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.

3	38					45
4	43					51
5	27					51
6	47					54
7	49					56
8	49					57
All	253					314

RESULTS AND EVALUATION

Scholars II Elementary emphasized data collection, scholar voice/participation, and progress monitoring to inform instruction and support teachers. We used instructional findings and scholar performance outcomes to personalize and differentiate instruction for each scholar. Each grade team along with members of the inclusive learning team met weekly to collaboratively plan content, review the lesson objectives, and backward plans from the goal of the lesson, and engage in student data analysis. Classroom teachers monitored the performance outcomes of scholars on exit tickets, mid-module, end-of-module assessments, and progression on i-Ready ELA lessons. Teachers also met with their grade-specific instructional coach on a weekly basis in order to analyze student data, receive support with lesson internalization, and receive feedback on teacher practice/lesson delivery. This process allows teachers to gain a deeper understanding of teaching the lessons. Based on this, teachers consistently adjusted their instructional delivery and planned for reteac, to target skills based on the data.

While the ELA curriculum helped students build content knowledge, there weren't any modules that solely focused on transferable skills or explicit writing instruction. As a result, the instructional coach implemented "Writing Fridays" where students engaged in literacy instruction centered on vocabulary, mechanics, phonics, and the stages of the writing process. Additionally, teachers strategically used "flex days" to teach mini-lessons on key ELA skills such as reading closely for textual details and using information gathered from a text to make reasonable assertions.

Teachers also utilized frequent progress monitoring via formative assessments to measure scholars' responses to the curriculum and adjust their instruction accordingly, allowing them to support a learning environment that lends itself to a high degree of differentiation and individualization. This included student-owned progress monitoring (e.g., scholars setting their own learning goals) to promote personal accountability and scaffold self-directed learning.

RESULTS AND EVALUATION

East Harlem Scholars Academy II saw very little difference between the performance of students in at least their second year with the charter and all students. We can attribute this alignment in large part to that massive reset in learning that took place entering the 2021-2022 school year. Even students who had been enrolled the prior two years were rarely in the building, if at all, and thus all students entered with relatively little recent experience with the culture, routines, and in-person curriculum of our

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

schools. Thus, it aligns with our prediction that we'd see very aligned results between all students and students enrolled in at least their second year. Additionally it is a testament to our strong student retention numbers that we have a very small difference between the total number of students and the number of students enrolled in their second year.

Overall performance does not meet our proficiency goals. And it aligns with our expectations that we see the greatest struggles in our youngest students for whom this was their first formal standardized testing year after being remote or hybrid for two years. Students in middle school, who had a background experience with testing, overall performed better than their elementary peers.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	21	38	22	37
4	16	43	16	43
5	22	27	22	27
6	49	47	52	44
7	24	49	25	48
8	57	49	58	48
All	33	253	34	247

ADDITIONAL EVIDENCE

ELA Anet Data Highlights (2021 - 2022)

- From Trimesters 1-3, overall growth across the school was **+10%** higher than the NYC ANet network of schools at **50.5%**. 6th, and 7th grade (at East Harlem Scholars 2 saw growth above the both schools' overall averages).
- From Trimesters 1 and 2 the school combined averaged **55%** overall, which is **+14%** higher than the ANet NYC network of schools, both district and charter.
- East Harlem Scholars **ranked 3rd** out of ANet's broader charter school networks and independent charter schools (see screenshot below). Schools that had higher averages were: The Renaissance Charter Schools (49%), Achievement First (57%), and the Children's Aid College Prep schools (49% combined).

Goal 1: 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 1: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.²

RESULTS AND EVALUATION

NOTE: At the time of submission, district test scores are still unavailable for comparison.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	22	37		
4	16	43		
5	22	27		
6	52	44		
7	25	48		
8	58	48		
All	34	247		

ADDITIONAL EVIDENCE

Goal 1: 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 1: Growth Measure

² 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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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: iReady

East Harlem Scholars Academies regularly measured student reading progress using iReady for a number reasons. iReady as an instructional and assessment tool was used widely during remote and hybrid learning in the prior two years, so students and teachers were accustomed to the tool. Additionally, as a nationally-normed Common Core-aligned platform, we are also confident that these ongoing iReady instruction and assessment cycles, including a comprehensive reflection each Trimester, reflects student growth and is indicative of their achievement on an absolute scale.

I-READY

2021-22 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 5 th grade students will be equal to or greater than 100%.	All students	100%	156	113%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 5 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	41	131%	Yes

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 5 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 5 th grade general education students at the school.	Students with disabilities ³	45%	44	96%	Yes
Measure 4: Each year, 75% of 3 rd through 5 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	132	11%	No

End of Year Performance on 2021-22 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	29%	42	21%	38
4	35%	49	26%	38
5	18%	50	12%	41
All	27%	141	20%	117

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	65%	41
4	135%	49

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

5	110%	50
All	103%	140

A-NET

End of Year Performance on 2021-22 ANET ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	28	46	28	46
7	32	53	32	53
8	52	54	52	54
All	38	153	38	153

ADDITIONAL CONTEXT AND EVIDENCE

Goal 3: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

East Harlem Scholars Academy II did not achieve ELA goals this school year. We attribute this in no small part of the pandemic learning of the prior two years. Students entering testing grades not only lacked testing stamina and aptitude, but also entered having missed significant chunks of instruction, despite best efforts to engage virtually and in a hybrid format over the prior two years. While unsurprising that goals were not achieved this school year, we do see a clear path forward from this data, as discussed below in the action plan.

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

In the coming school year, East Harlem Scholars Academy II will maintain consistent data collection by using iReady as an ongoing assessment and progress monitoring tool. Additionally, we have revisited our use of ANet as an interim assessment tool and are engaging with a new platform, Educational Vista, for interim assessment creation. Based on our research, Educational Vista will provide assessments that are more predictive of student success on state assessments, and allow us to better diagnose needs in advance of the state test.

Additionally, we look forward to our first year fully able to commit to using the Great Minds Wit and Wisdom curriculum with fidelity. Pandemic-related supply issues and interruptions prevented our full implementation, and now we are fully stocked and prepared to implement this well-regarded, coherent curriculum with full fidelity.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Enter the school’s Mathematics Goal Here:

BACKGROUND

At Scholars II Elementary, we continued to implement the same Math curriculum - Eureka Math - for the second year. Eureka Math is a Pre-k-12 math curriculum that is designed to help students develop a conceptual understanding of key mathematical concepts.

Prior to the implementation of the Eureka Math curriculum, teachers were encouraged to give their students pre module assessments to collect data on what students’ already know and are able to do and to identify any knowledge gaps that they might have prior to instruction. As a result, teachers were able to accurately monitor students’ progress and measure their growth throughout each module.

Throughout the 2021-2022 school year, Scholars Academy Middle II’s STEM department provided high quality standards based lessons through the lens of project based learning. While Grades 6 and 7 scholars engaged in trimester long project based learning units where they learned fundamental math concepts and connected them to real-life science issues. Grade 8 scholars had a different experience, taking a Living Environment and Math class separately. In the math class, scholars engaged in project based learning through the lens of financial literacy, making connections between the math concepts learned and the financial world we live in. The Living Environment curriculum was created using the New Visions Curriculum. At the end of each trimester, scholars were able to participate in a PBL Showcase that displayed the projects that they were working on all trimesters.

This year was Scholars Academy Middle II first full in person school year where we transitioned to a STEM block. This block combined Math and Science instruction into one class. Within this STEM block, Scholars Academy Middle II taught through Project Based Learning. Additionally, East Harlem Scholars Academy Middle II teacher’s met weekly in content teams to analyze student work and participate in weekly student work protocols. This school year has built on the success of centering problem posing pedagogy, and encouraging critical thinking throughout the next school year.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

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

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

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

Grade	Total Tested	Not Tested ⁴	Total Enrolled
-------	--------------	-------------------------	----------------

⁴ 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

		IEP	ELL	Absent	Other reason	
3	38					45
4	43					51
5	28					51
6	46					54
7	48					56
8	21					57
All	224					314

RESULTS AND EVALUATION

We see a strong alignment between the performance of students enrolled in at least their second year and all students. Notably, we also see that nearly all students tested are enrolled in at least their second year. This is indicative of our strong retention and matriculation rates. This particular data point reveals very little aside from our ability to retain students year over year.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29	38	30	37
4	28	43	28	43
5	14	28	11	27
6	4	46	9	43
7	0	48	0	42
8	0	41	0	11
All	13	224	14	203

ADDITIONAL EVIDENCE

As our first year back from pandemic-related interruptions to learning, we are approaching this year's NYS test scores as a new baseline from which we must show growth in coming years. We are confident that, once implemented with full fidelity, the Eureka Math curriculum, endorsed by the city as a whole and used widely, will yield results for students. Particularly in lower grades where the frequent use of manipulatives and hands-on materials builds a student's numeracy, we understand that remote learning posed challenges, and look forward to reincorporating more of these hands-on learning strategies.

Goal 2: 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 2: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁵

RESULTS AND EVALUATION

NOTE: At the time of submission, district test results were not available.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30	37		
4	28	43		
5	11	27		
6	9	43		
7	0	42		
8	0	11		
All	14	203		

ADDITIONAL EVIDENCE

NOTE: At the time of submission, district test results were not available.

Goal 2: 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 2: Growth Measure

⁵ 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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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: iReady Math

East Harlem Scholars Academies regularly measured student reading progress using iReady for a number reasons. iReady as an instructional and assessment tool was used widely during remote and hybrid learning in the prior two years, so students and teachers were accustomed to the tool. Additionally, as a nationally-normed Common Core-aligned platform, we are also confident that these ongoing iReady instruction and assessment cycles, including a comprehensive reflection each Trimester, reflects student growth and is indicative of their achievement on an absolute scale.

I-READY

2021-22 i-Ready Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 5 th grade students will be equal to or greater than 100%.	All students	100%	137	93%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 5 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	34	116%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 5 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 5 th grade general education students at the school.	Students with disabilities ⁵	45%	30	63%	Yes

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 5 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	114	7%	No
--	-------------	-----	-----	----	----

End of Year Performance on 2021-22 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	29%	42	21%	38
4	35%	49	26%	38
5	18%	50	12%	41
All	27%	141	20%	117

End of Year Performance on 2021-22 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid On Grade Level or Above	Number Tested	Percent Mid On Grade Level or Above	Number Tested
3	8%	51	10%	42
4	13%	54	14%	44
5	9%	57	10%	49
All	10%	162	11%	134

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2021-22 i-Ready Math Assessment

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	108%	49
4	115%	54
5	95%	53
All	106%	156

A-NET

End of Year Performance on 2021-22 ANET Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	13	46	13	46
7	0	49	0	49
8	0	26	0	26
All	5	121	5	121

ADDITIONAL CONTEXT AND EVIDENCE

Our administration of interim assessments was by-and-large, consistent and widely completed. We were in person during all assessment cycles and were able to administer in controlled environments with appropriate oversight

Goal 2: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

and accommodations.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

East Harlem Scholars Academy II did not meet comparative or absolute measures of success in mathematics in 2021-2022. We are not surprised by the challenges students are experiencing coming out of two years of remote and hybrid learning, and yet we see distinct opportunities to improve our practices and student achievement over the next school year and renewal cycle.

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.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Met

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

East Harlem Scholars Academy II students are seeing the results of developing crucial math skills and number sense in an interrupted and largely virtual format over the past two years.

In the coming school year, we are excited to be able to fully implement the Eureka Math curriculum with all of the hands-on components. Additionally, upper grades will be using IXL to extend number sense development and skill practice at home and during the school day. We have hired internal Math SETSS providers at our school to ensure that students most in need of remediation and support have consistent supplementary instruction.

We also plan to repeat this summer’s successful launch of the Summer Boost program to provide additional extended-school-year support for those students most in need.

GOAL 3: SCIENCE

Goal 3: Science

Write the school’s Accountability Plan science goal here.

BACKGROUND

Grades K-5 utilize Great Minds *PhD Science*®. Students receive two 35 minute instructional blocks weekly. Students take a deep dive into each anchor phenomenon they explore, building enduring knowledge of core science topics through investigation. Throughout each *PhD Science* module, students engage with all three dimensions of the Next Generation Science Standards (NGSS) and integrate those dimensions to build enduring scientific understanding and competence. They skillfully apply Science and Engineering Practices (SEPs) to construct understanding of Disciplinary Core Ideas (DCIs) through the lens of Crosscutting Concepts (CCs).

Students actively engage in a learning cycle of asking questions and sharing initial ideas about phenomena they study, investigating those questions, developing evidence-based explanations, and transferring their new knowledge to explain different phenomena. Supported by differentiation strategies the curriculum provides, all students engage with rigorous content through hands-on investigations, collaborative conversations, and analysis of authentic texts and media. Science Teachers receive professional development in *PhD Science*® training sessions as well as coaching from school instructional coaches. Teachers track two weekly grades for each student in the form of exit tickets, quizzes, end-of-module assessments, and science (experiment) journals.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Throughout the 2021-2022 school year, Scholars Academy Middle II's STEM department provided high quality standards based lessons through the lens of project based learning. While Grades 6 and 7 scholars engaged in trimester long project based learning units where they learned fundamental math concepts and connected them to real-life science issues. Grade 8 scholars had a different experience, taking a Living Environment and Math class separately. In the math class, scholars engaged in project based learning through the lens of financial literacy, making connections between the math concepts learned and the financial world we live in. The Living Environment curriculum was created using the New Visions Curriculum. At the end of each trimester, scholars were able to participate in a PBL Showcase that displayed the projects that they were working on all trimesters.

This year was Scholars Academy Middle II first full in person school year where we transitioned to a STEM block. This block combined Math and Science instruction into one class. Within this STEM block, Scholars Academy Middle II taught through Project Based Learning. Additionally, East Harlem Scholars Academy Middle II teacher's met weekly in content teams to analyze student work and participate in weekly student work protocols. This school year has built on the success of centering problem posing pedagogy, and encouraging critical thinking throughout the next school year.

ELEMENTARY AND MIDDLE SCIENCE

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 science examination.

METHOD

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

RESULTS AND EVALUATION

Over 50% of students proficient in science on the 4th grade NYS science exam is an encouraging marker given that this is the first post-pandemic administration. We see these markers as a new baseline and an indication of the need for more student experience with performance-based assessments in both elementary and secondary science.

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	54	37
8	N/A	N/A
All	54	37

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22	Living Environment	27	33

This is our first year administering the Living Environment Regents to 8th Grade. We view this as a baseline from which we anticipate seeing significant growth in remaining years of the cycle as our STEM department develops particularly around lab work and practical application of science, which we know translates into Regents success.

Goal 3: 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.

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

ACTION PLAN

Now that we are fully back in person, we are excited to implement more and more of the hands-on learning components of the PhD Science curriculum that were challenging in a remote environment. We also believe that with a fully developed STEM department at the middle school level now having experienced one round of Regents examinations, we will be able to more effectively prepare students for testing.

We know that testing stamina and academic literacy are still large gaps for many students that impact performance on the Regents, and, to address this, we will be administering mock Regents to prepare students for both the content and format of the test well in advance.

GOAL 4: 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 4: 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

East Harlem Scholars Academy II Charter School is in Good Standing with ESSA accountability requirements.

ADDITIONAL EVIDENCE

East Harlem Scholars Academy II Charter School is in Good Standing with ESSA accountability requirements.

Accountability Status by Year

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

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

2021-22 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	[X] ⁷	[#]	[X]	[Yes/No]

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁷ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁸	2+ students	75%	[#]	[%]	[Yes/No]
--	-------------	-----	-----	-----	----------

End of Year Performance on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁹	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students

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

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.