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. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2018 Total Cohort for Graduation and the 2021-22 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
7. Please do not include these instructions or the reference guide below in a submitted report.

Reference Guide to Template Sections

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

[East Harlem Scholars Academy]

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 13, 2022

By Max Turner & Desree Cabrall-Njenga

2050 2nd Avenue

212-831-0650

[School Logo]

Kayla McPherson (Director, Data), 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

Tiffany Thomas has served as the principal of East Harlem Scholars Elementary since 2022. Wallace Gaffney has served as the principal of East Harlem Scholars Middle since 2022. Tyler Griffin has served as the principal of East Harlem Scholars High School since 2022.

SCHOOL OVERVIEW

East Harlem Scholars Academy opened in August 2011 and in the 2021-22 school year served 838 students in grades Pre-K through 11. Our school is a part of the community based organization, East Harlem Tutorial Program. Scholars Academy provides students educational opportunities that prepares them with the academic and social emotional skills to realize their highest potential in preparation for college or career readiness. Our staff strive to ensure students are a part of a school community in which they feel comfortable to be their authentic self. We respect and value the diversity of staff and students, and foster a culture of learning, kindness, and respect for everyone.

At East Harlem Scholars Academy, staff incorporate our core values of *Service*, *Courage*, *Humility*, *Originality*, *Leadership*, *Achievement*, and *Reflection* as part providing a nurturing and supportive environment that promotes a love of learning and self-awareness. As we strive to be anti-racist educators, teachers create learning spaces in their classrooms that are equitable, culturally responsive, and encourage students to engage in dialogue and critical thinking. Our goal is to prepare our students to be agents of change as they prepare for their future in middle school, high school, college, and beyond.

Our school implements restorative practices and culturally responsive teaching methods as a means to ensure our students learn to be critical thinkers, question, reflect, analyze, examine, and apply their learning in ways that are authentic and meaningful. Through our restorative approach we maintain our commitment to being anti-racist educators by supporting, empowering, and providing students the opportunity to be an active participant in their personal growth and development. Students are actively supported to foster problem-solving skills, maintain positive peer relationships, and demonstrate compassion and empathy. Likewise, our students are encouraged to advocate for their individual needs as learners.

During the 2021-2022 school year, our students attended school in person and did not receive hybrid or remote instruction. Our school's staffing model included roles such as Intervention Specialist, Multilingual Learning teacher, and SETSS teacher, who supported students by utilizing a push-in and pull-out model to provide differentiated instruction either 1:1 or in a small group. In addition, our staffing model included instructional coaches. The instructional coaches worked collaboratively with classroom teachers to address the learning needs of students. Teachers participated in coaching cycles, received support with differentiating lessons, participated in protocols to analyze students' data, and received feedback based on lesson observations. Teachers also participated in collaborative planning meetings every week. During this time, teachers on the same grade team met to review the upcoming week's lesson plans to ensure alignment of content and instructional delivery.

This school year, we emphasized the importance of monitoring students' progress. Our school year consists of three trimesters at the elementary and middle level and two semesters at the high school level. Each trimester/semester students received progress reports as a means to provide each student's family to monitor and be informed about their child's progress. Students received a grade of *passing*, *progressing*, or *not progressing* on the progress report. The grade presented on each student's progress report was determined based on both their in-class assignments, assessments, using a rubric that correlates to a rating of percentile ranges. One assessment we used to monitor student's progress and growth in reading and mathematics was i-Ready, which is an

adaptive assessment. Students in Kindergarten-5th grade completed reading and mathematics i-Ready diagnostic assessments. The results from the assessment assisted teachers with personalizing student's learning and monitoring each student's progress.

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. We ensure that students are actively and cognitively engaged in lessons by incorporating content that is relevant, providing opportunities for class discourse, incorporating peer to peer collaborative tasks, embedding effective questioning strategies and participating in rich class discussions. In addition, students in second through eighth grades completed an interim assessment during the first and second trimester using the Achievement Network online platform. At the conclusion of the first and second trimester respectively, teachers and instructional leaders worked collaboratively to review and analyze students' results, and develop a clear action plan to further support students' academic growth.

Professional development at our school is ongoing and aligned to the needs of our staff. Throughout the school year, we have facilitated and participated in a series of professional development sessions and workshops related to instruction, curricula and student data. At the start of the school year, our staff participates in build days sessions that offer workshops and professional development around school systems and structures, approaches to literacy/effective literacy experiences for students, teaching methods and practices, and the different curricula used for English language arts at our school. During the sessions, staff members gain knowledge, apply the skills taught and are provided with feedback. Overthe course of the school year, at least one day out of the week is allotted to whole school professional development whereby staff have engaged in sessions with both in and out of school specialists around analyzing student data, differentiating instruction for multilingual learners, and making student thinking visible. In addition, instructional staff members receive targeted one-on-one professional development from their coach and manager on a weekly basis as it relates to unpacking ELA and math standards, further developing their content knowledge and learning effective literacy and mathematical strategies embedded within the curriculum, higher ordering questions, and restorative practices.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	61	60	62	59	60	60	87	80						529
2018-19	60	57	61	62	59	59	59	86	74					577
2019-20	64	59	58	63	61	62	59	62	86	115				685

2020-21	49	46	44	54	50	60	63	64	62	106	114			712
2021-22	57	56	55	57	55	59	61	62	62	93	109	112		838

High School Cohorts

Accountability Cohort

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

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2019-20	2016-17	2016	[#]	[#]	[#]
2020-21	2017-18	2017	[#]	[#]	[#]
2021-22	2018-19	2018	[#]	[#]	[#]

Total Cohort for Graduation

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

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 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th 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	[#]	[#]	[#]
2020-21	2017-18	2017	[#]	[#]	[#]
2021-22	2018-19	2018	[#]	[#]	[#]

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	[#]	[#]	[#]
2020-21	2016-17	2016	[#]	[#]	[#]
2021-22	2017-18	2017	[#]	[#]	[#]

Promotion Policy

To graduate, all Scholars' students must meet or surpass the following academic and co-curricular requirements:

1. Earn a total of 25 course credits* as follows, recognizing that some of the requisite courses may be satisfied by completion of dual enrollment college courses taken in their junior and senior years:
   - 4 credits English
   - 4 credits math
   - 4 credits science
   - 4 credits social studies
   - 1 credits health
   - 3 credits physical education

- 2 credits LOTE
- 1 credits arts
- 1 credits technology
- 1 credits elective

2. Pass the required Regents Exams to earn a Regents Diploma[1] as delineated on the NYSED website:
http://www.p12.nysed.gov/ciai/gradreq/Documents/DiplomaandCredentialSummary1.18.pd
3. Complete six hours of volunteer work per semester during each year the student attended the Scholars high school division.
4. Complete a culminating Senior Keystone Project.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION
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. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation. Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Goal 1: Leading Indicator

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

Method

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

Results and Evaluation

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

Percent of Students in 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	N/A	N/A
2021	112	77

Additional Evidence

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, how credit accumulation was impacted by any transitions to remote learning, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

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

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

Percent of Students in 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	N/A	N/A
2019	2020-21	112	75

2020	2021-22	109	40

Additional Evidence

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. In addition, the school may present additional internally developed leading indicators that do not align to the required measures above.

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

As of the 2021-22 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade.

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

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20			
2017	2020-21			
2018	2021-22			

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

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

2015	2019-20			
2016	2020-21			
2017	2021-22			

Additional Evidence

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

Goal 1: Comparative Measure

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

Method

As of the 2021-22 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade.

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

Results and evaluation

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20					
2017	2020-21					
2018	2021-22					

Additional Evidence

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

Goal 1: Absolute Measure

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

Method

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: http://www.p12.nysed.gov/ciai/multiple-pathways/. The school will document the names of the alternative assessments administered and success rate for students in the templates 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

As of the 2021-22 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade.

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20		
2017	2020-21		
2018	2021-22		

Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Graduation goal should report those results here.**

Summary of the High School Graduation Goal

We are encouraged by the fact that 73% of our students are on track to graduate as indicated by their current credit acquisition. This is nearly at the 75% leading indicator measure, and we believe that with the additional credit recovery opportunities, including Saturday Academy and zero period classes, we will be able to have an even greater percentage graduate on time.

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.	73%
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.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
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.	N/A
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

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

For the 2021-2022 academic school year, the following action steps have been put into place:

- Scholars Academy High School has invested resources in a comprehensive academic intervention program for students, Read 180 and Math 180. All entering 9th grade students and 10th grade students who receive specialized academic services will complete a diagnostic assessment to determine if an academic intervention class is recommended; students who test into Read 180 and Math 180 will engage in daily intervention lessons that comprise both small-group targeted instruction and individual remediation lessons designed to boost comprehension and skill development specific to students' unique learning needs.
- All summer professional development with staff members--including both Leadership professional development in July and All-Staff professional development in August--will focus on pedagogical skills and knowledge development related to enhancing core instructional practices: culturally relevant literacy instruction, project-based curriculum development, and mastery-based feedback and grading practices. As a result, each content area will begin the year with a fully aligned schedule of assessed standards, performance assessment tasks, and grading practices. With full alignment achieved across content areas, collaborative teams are able to accurately analyze and compare data across student groups, grade levels, and at the classroom level. This will allow for stronger reflective data and planning cycles, as well as support students in ensuring that the skills they learn early in high school will prepare them for upper grades and beyond.
- In September 2021, all students will complete diagnostic exams aligned to their respective grade's summative assessment schedule. All 9th grade students will complete a Math 180 and Read 180 diagnostic assessment, as well as an on-demand writing sample. All 10th grade students will complete a PSAT Math and ELA diagnostic exam, and all 11th grade students will complete an SAT Math and ELA diagnostic exam.
- All 10th and 11th grade students will complete a PSAT/SAT preparatory class and begin exploring post-secondary opportunities and setting aligned academic, social-emotional, and extracurricular goals. Families will also have the opportunity to participate in quarterly College Access workshops and receive support in the college exploration process.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement ("AP") exam, a College Level Examination Program ("CLEP") exam or a college level course.

Each year, 90 percent of graduating students will matriculate in a college or university in the year after graduation.

Present a narrative describing the school's policies and procedures for supporting students in the postsecondary planning process. Include a list of any partnerships the school is entered into that help support these efforts.

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.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

Results and evaluation

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

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
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
Overall	[Total number of 2018 Cohort graduates. ***Not a sum of entire column***][2]	[Number of 2018 Cohort graduates achieving ***at least one*** indicator]	[Percentage of 2018 Cohort graduates achieving ***at least one*** indicator]

Additional Evidence

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

Goal 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.

[2] This number should match the number of graduates reported under the high school graduation goal.

Results and Evaluation

As of the 2021-22 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

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			
2017	2020-21			
2018	2021-22			

Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the College Preparation goal should report those results here.**

Summary of the College Preparation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	
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.	
	[Write in additional measure here]	

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Enter the school's English Arts Goal Here:

Background

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in Kindergarten – 12th grades. Provide a summary of any changes to the school's modality (e.g., hybrid, remote) for ELA instruction throughout the year including any important changes to the ELA program or staff during the 2021-22 school year.

Transitioning from the hybrid model during the 2020-21 school year to fully in-person caused us to reimagine what instruction could and should look like in our classrooms. The hybrid model allowed us to acknowledge the impact and advantages of incorporating technology into our instruction in which each student in grades K-11 is provided with a laptop that they actively use to learn content, engage in lessons and complete assignments. Teachers have also taken advantage of technology in which they use our Blackboard platform to upload multimedia, class assignments and content. We have leaned into our successes during virtual learning while also embracing the benefits of physical interactions in which our in person instruction actively engages all scholars, uplifts student voice and is responsive to the needs of all learners. 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. In all K-5 classrooms we have a co-teaching model that allows effective co-teaching practices to be implemented in order to provide differentiation and small group instruction whereby students receive targeted instruction aligned to their needs.

In grades K-5 the primary English Language Arts curriculum utilized is Wit and Wisdom, a curriculum that offers rich, knowledge building content and meets the expectations of state standards. Wit and Wisdom has been an integral part of developing our students intellect, skills, criticality and identity, in addition to providing meaningful and relevant content to students. Through the implementation of Wit and Wisdom, our instructional staff has been able to plan and execute instruction that continues to advance our students vocabulary acquisition, content knowledge, exposure to high quality texts and artwork, and writing skills. In combination with Wit and Wisdom, Wilson Fundations is used and serves as a prevention program to help reduce reading and spelling challenges. The Fundations curriculum has been essential to the academic development of our students' foundational skills, in which the systemic program focuses on

phonemic awareness, phonics, handwriting, spelling and comprehension strategies. As a means to provide our students with access to enriching literacy experiences prior to fully developing their basic reading skills we have incorporated Geodes into the curriculum used for English language arts. Geodes are accessible knowledge building information-rich books for emerging and developing readers. We have integrated Geodes into our core instructional English language arts block in which students engage in shared reading opportunities.

Scholars Academy Middle School emphasized student voice and choice as we fully immersed ourselves in Project Based Learning. There were three major methods used to evaluate student achievement in ELA in the 2020-21 school: Project Based Demonstrations of Learning, benchmarks and milestones throughout the trimester, and Anet Diagnostic and Interim Assessments.. At the beginning of the year we administered the Anet Diagnostic test for ELA which informed our focus standards and strategic grouping. Our Humanities block and ELA Intervention Block they used this information to create specific and strategic lessons for scholars. Teachers used weekly benchmarks and milestone projects to assess student progress and build up to an all encompassing final project. In addition to Humanities class, all students participated in an RTI block we called Intervention Block that had a more responsive focus on standards and data driven instruction. Intervention block was a flexible space to support scholars in areas of growth and provide small group instruction and conferencing. Interim Assessments occurred once per trimester and were administered digitally using Anet's Online Assessment Platform. The assessments were followed by content specific data dives where teacher teams analyzed results and actively adjusted instruction to meet the needs of students.

During 2021-22 school year, Scholars Academy Middle 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

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

Method

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

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

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

Grade	Total Tested	Not Tested[3]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	46					57
4	48					55
5	52					59
6	52					61
7	52					62
8	41					62
All	291					356

Results and evaluation

At East Harlem Scholars Academy we see, in general, alignment between students in the second year with the charter and all other students. This is reflective of both our strong retention numbers (most students in third grade and above have been with us for at least two years) and the fact that the two years prior to this administration were an anomaly for all schools and leveled off a lot of differentiation in students' academic experiences across schools.

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	32	47	33	39
4	23	48	22	41
5	36	52	37	41
6	65	52	61	44
7	40	52	46	46
8	49	41	35	23
All	41	291	40	234

[3] 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

While it is difficult to assess year-to-year trends given the pandemic-induced gap in consistent instruction and external assessment, we do view these results as a new baseline from which out students will grow in the coming years.

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.[4]

Results and Evaluation

NOTE: At the time of submission, we do not have access to district-level assessment results.

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33	39		
4	22	41		
5	37	41		
6	61	44		
7	46	46		

[4] 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.

8	35	23		
All	40	234		

Additional Evidence

NOTE: At the time of submission, we do not have access to district-level assessment results.

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: iReady

i-Ready ELA

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 3rd through 5th grade students will be equal to or greater than 100%.	All students	100%	158	118%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 5th 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%	42	113%	Yes

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 5th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 5th grade general education students at the school.	Students with disabilities[5]	45%	46	138%	Yes
Measure 4: Each year, 75% of 3rd through 5th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	133	22%	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	22	51	19	43
4	26	54	27	44
5	19	57	20	50
All	22	162	22	137

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	119%	50
4	154%	54
5	144%	54
All	139%	158

A-Net ELA Assessment (middle school)

Grade Level	Charter School	Achievement Network
6	49%	44%

7	53%	50%
8	57%	56%
All	53%	50%

Grade Level	ANet Interim Assessment 1	ANet Interim Assessment 2	ANet Interim Assessment 3
6th	60%	60%	48%
7th	38%	55%	52%
8th	51%	47%	56%

Additional CONTEXT AND Evidence

We were able to administer the tests referred to above consistently in-person, mitigating many concerns we previously had abot reliability of the data. iReady is a nationally-normed platform, and we believe that these growth results are reflective of our instruction and students' progress and, given the context of the pandemic, a more accurate reflection of the progress of our students within this year.

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

Based on the NYS Test results, East Harlem Scholars Academy did not achieve it's goal in ELA. However, we are confident that the growth demonstrated on iReady throughout the year is indicative of our current trajectory.

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.	N/A
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
	[Write in additional measure here]	

Action Plan

In the coming school year, East Harlem Scholars Academy 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.

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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2018 Cohort who ever sat for the English Language Arts Regents and have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[5]

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22				

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

[5] Based on the highest score for each student on the English Regents exam

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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A	N/A	N/A

For Cohort 2019, students received exemptions for the NYS ELA Regents due to the COVID-19 cancellation.

Goal 3: Absolute Measure

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

Method

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

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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2018 Cohort who ever sat for the exam who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22				

Additional Evidence

East Harlem Scholars Academy's first Regents administration in ELA has given us an informative starting point from which we will plan moving forward. We saw a strong alignment between performance in the classroom and performance on mock Regents exams and the actual Regents. We administered the Regents to students after completing English II and see a substantial need for additional skill development before the next administration.

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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	112	N/A	112	4
2020	N/A	N/A	N/A	N/A	109	19
2021	N/A	N/A	N/A	N/A	N/A	N/A

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

N/A

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 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22				

Additional Evidence

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Results And Evaluation

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2018 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22				

Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School ELA goal should report those results here.**

ELA Goal: Additional Measure

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

Method:

Results and Evaluation:

Additional Evidence:

Summary of the High School English Language Arts Goal

Our high school did not meet our internal or external goals for ELA achievement in 2021-2022. We recognize several factors that contributed to this, not the least of which was the fact that our founding high school cohort started in the 2019-2020 school year and has been fully remote until the 2021-2022 school year. We have been able to use formative assessment to diagnose a number of additional student needs both academically and socially that contribute to our failure to meet ELA goals.

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.	Not Met
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.	Not Met
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 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

Action Plan

Our high school has undergone a significant change in leadership that carries with it a newfound commitment to research-based and widely-used New Visions curriculum for ELA. We believe that adhering to a focused curriculum and lessons, particularly in English II will better prepare students for Regents administration.

We also found that students returning struggled with testing and reading stamina. Many students simply did not finish tests or essays, so we have worked with our ELA department chairs to better scaffold reading and writing work so that students develop the stamina and focus necessary to demonstrate mastery on exams like the Regents exam.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Enter the school's Mathematics Goal Here:

Background

In grades K-5, the mathematics curriculum used is Eureka Math. The Eureka Math curriculum focuses on key components that layer over time creating enduring math knowledge. This curriculum allows students to gain meaningful math knowledge and skills. It is a comprehensive curriculum that sequences mathematical progressions in crafted modules. The modules embedded within the curriculum include lessons that focus on grade level and mathematical practice standards. The lessons provide opportunities for students to strategically think and solve problems through the use of mathematical manipulatives and hands-on learning experiences.

The Eureka Math curriculum outlines a logical sequence for the delivery of instruction which includes engaging scholars in fluency practice, application problems, concept development and student debriefs. The fluency component of instruction consists of activities that highlight student improvement and focus on recognizing patterns and connections within the material. The activities

provide students with differentiated practice through a variety of formats- some are conducted orally, some require manipulatives, other use a personal whiteboard to engage all learners. The application problem component of instruction provides students with the opportunity to problem solve in a real- world context. Instructional staff redesign application problems to ensure they are relevant to our scholars and their everyday lives. When solving problems students grapple with the problems and collaborate with peers to determine solutions and strategies to solve the problems. The concept development component of instruction provides learning opportunities for students to learn new skills in a variety of ways, apply strategies, work collaboratively with peers, engage in hands-on learning and ask questions etc. Mathematical instruction concludes with students discussing their answers and learnings with peers, students making connections and teachers addressing any student misconceptions. In all K-5 classrooms we have a co-teaching model that allows effective co-teaching practices to be implemented in order to provide differentiation and small group instruction whereby students receive targeted instruction aligned to their needs.

Throughout the 2021-2022 school year, Scholars Academy Middle 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 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 4: Absolute Measure

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

Method

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested[6]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	48					57
4	50					55
5	52					59
6	50					61
7	48					62
8	39					62
All	287					356

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	46	48	39	41
4	20	50	19	42
5	15	52	19	42
6	12	50	12	42
7	10	48	11	44
8	10	39	10	39
All	19	287	18	250

Additional Evidence

As our first year back from pandemic-related interruptions to learning, we are approaching this years NYS test scores as a new baseline from which we mus 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 students numeracy, we understand that remote learning posed challenges, and look forward to reincorporating more of these hands-on learning strategies.

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

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

Method

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[7]

Results and Evaluation

At the time of submission we do not have access to district-level data.

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39	41		
4	19	42		
5	19	42		
6	12	42		
7	11	44		
8	10	39		
All	18	250		

Additional Evidence

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

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

Goal 4: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

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

Internal exam results

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

i-Ready Math

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 3rd through 5th 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 3rd through 5th 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
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 5th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 5th grade general education students at the school.	Students with disabilities[5]	45%	44	96%	Yes

Measure 4: Each year, 75% of 3rd through 5th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	132	11%	No

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

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 Math Assessment (middle school)

Grade Level	Charter School	Achievement Network
6	36%	32%
7	24%	27%
8	29%	29%
All	29%	29%

Grade Level	ANet Interim Assessment 1	ANet Interim Assessment 2	ANet Interim Assessment 3
6th	10%	38%	35%
7th	16%	33%	24%
8th	18%	29%	24%

Additional CONTEXT AND Evidence

Each of the above assessments was administered on campus in a supervised and controlled setting. We are confident that the above growth metrics are reflective of our students' growth in math throughout the year and indicative of the path forward.

Goal 4: Additional Measure

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

Method:

Results and Evaluation:

Additional Evidence:

Summary of the ELEMENTARY/MIDDLE MATHEMATICS Goal

East Harlem Scholars Academy did not achieve it's mathematics goals according to the NYS tests in 2021-2022. We take these results as a baseline against which we will measure growth over the coming accountability period.

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.	N/A
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
	[Write in additional measure here]	

Action Plan

East Harlem Scholars Academy students are seeing the results of developing cricial 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 summers successful launch of the Summer Boost program to provide additional extended-school-year support for those students most in need.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

Method

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

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

Results and Evaluation

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22				

Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018						
2019						
2020						
2021						

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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2018 Cohort who sat for the exam and have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22				

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

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						
2019						
2020						
2021						

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

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 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22				

Additional Evidence

Goal 4: Growth Measure

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

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

Results And Evaluation

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 [8]					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				

[8] Based on the highest score for each student on the mathematics Regents exam

2017	2020-21				
2018	2021-22				

Additional CONTEXT AND Evidence

Mathematics Goal: Additional Measure

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

Method:

Results and Evaluation:

Additional Evidence:

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

Action Plan

GOAL 5: SCIENCE

Goal 5: Science

In grades 6-8, 70% of students will pass the year with an 80% passing rate or higher. On average, students who receive Inclusive Learning (Special Education) services will achieve a passing rate at or within 10 percentage points of their peers.

Background

In grades K-5 the Science curriculum used is Great Minds *PhD Science*. *PhD Science* lessons are designed to develop students critical thinking skills about the world and make meaningful scientific connections. Each grade consists of four modules that are centered around a phenomenon. Students engage in learning that builds their understanding of science. Three key characteristics of PhD Science include knowledge building, coherent storyline, and rigorous engagement. Students build their scientific knowledge through hands-on investigations and evidence based learning of science concepts based on the anchor phenomenon of each module. Each lesson within a module builds on the lessons prior lesson, which allows students to develop their understanding of science concepts in the context of the module's anchor phenomenon. Students are encouraged to ask questions, share their perspectives and ideas about the phenomenon of the module, and apply their knowledge and understanding to help explain different phenomena in the subsequent module. Students also engage in collaborative discussion based on authentic texts in 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 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 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

Method

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

Results and evaluation

42% of students demonstrating proficiency on the 4th grade science exam is indicative of our students need for additional hands-on performance-based science assessment and instruction. We are below our goal and look forward to incorporating more lab-based science lessons now that we are fully back in person.

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 2nd Year	
	Percent Proficient	Number Tested
4	42	50
8	N/A	N/A
All	42	50

Additional Evidence

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	Living Environment	68	57
8	2021-22	Living Environment	23	40

We saw a dip in performance on the Living Environment Regents that we attribute largely to staffing inconsistencies in our STEM department. There was a significant gap during which we did not have a full time science teacher teaching Living Environment and students did not have the same experience they had in prior years.

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

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

Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

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

East Harlem Scholars Academy did not achieve our goal for science performance based on Regents and NYS Science tests.

Action Plan

We are eager to implement a fuller version of the PhD science curriculum, complete with all of the hands on activities our 4th graders missed earlier in their middle school career. We have also hired a Living Environment teacher who, with the support of the STEM department chair, will be implementing a fully Regents-aligned Living Environemnt curriculum for eighth grade.

High School Science

Goal 5: Absolute Measure

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

Method

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

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

Results and Evaluation

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2018 Cohort who sat for the exam and have passed the exam with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort[9]					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22				

Additional Evidence

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					62	14

Exemptions were given for Science regents exams (Living Environment, Earth Science and Chemistry) for 2019-20 and 2020-21 school year.

Goal 5: Comparative Measure

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

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

Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the high school science goal should report those results here.**

Science Goal: Additional Measure

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

Method:

Results and Evaluation:

[9] B

Summary of the HIGH SCHOOL Science Goal

Action Plan

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

Method

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

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

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2018 Cohort who sat for the exam and have passed the exam with a comparison to previous years' performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		

2017	2020-21				
2018	2021-22				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	N/A	N.A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Exemptions were given for US History Regents in 2021-22.

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

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2018 Cohort who sat for the exam and have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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						
2019						
2020					109	30
2021						

Exemptions were given for cohort designation 2019 in the 2020-21 school year for Global History regents.

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

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the high school social studies goal should report those results here.**

Social Studies Goal: Additional Measure

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

Method:

Results and Evaluation:

Additional Evidence:

Summary of the HIGH SCHOOL SOCIAL STUDIES Goal

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Action Plan

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

GOAL 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

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

ADDITIONAL EVIDENCE

East Harlem Scholars Academy Charter School has a deep commitment to inclusive learning. We consistently review and analyze results across subgroups to ensure equity and have remained in good standing without significant gaps among different demographic populations of students.

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 3rd through 8th 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 3rd through 8th 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 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[10]	[X][11]	[#]	[X]	[Yes/No]

[10] 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

[11] 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.

Measure 4: Each year, 75% of 3rd through 8th 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.[12]	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[13]	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		

i-Ready

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

[12] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[13] 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.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[14]	[%][15]	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2021-22 i-Ready [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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				

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

[15] Target should reflect the median percent of progress to Annual Typical Growth 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 percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

8				
All				

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		