



**GREEN TECH HIGH  
CHARTER SCHOOL**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Matt Toporowski	Chair	Executive Committee
Madalyn Royal	Vice Chair	
Dona Bulluck	Secretary	
Laura Chmielinski	Treasurer	
Pamela Williams	Member	

**Dr. Paul Miller served as the principal from 2012-2022.**

**Dr. Teresa Haig Nicol has served as acting principal since 2022.**

## SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) has provided a vital option for young men in grades 9-12 in the Capital Region since 2008. In 2016, GTHCS was renewed for a five-year term through 2021. The school moved to a new, larger facility in July 2016, and now has more space than in its previous years of operation. GTHCS is seeking to optimize the additional space by introducing middle school grades. This would offer the meaningful opportunity to reach students at an earlier point in their educational trajectory. It would also fill a demand for a single gender public middle school in the Capital Region, which ended with the closure of Brighter Choice Middle School for Boys in 2015.

The GTHCS board anticipates that introducing students to Green Tech's expectations and approach in middle school would positively impact high school college readiness outcomes, which require students to receive higher scores on high stakes Regents Exams; not just passing scores of 65. In addition, the revenue generated by the additional grades would considerably strengthen the school's finances by the close of FY 2020, our first full year with grade 6. The school gains additional financial strength in the next charter term fully grown to 6-12.

### **Vision**

To prepare young men to be college and career ready through a rigorous academic and character-building educational experience.

### **Mission**

Green Tech High Charter School prepares young men to complete high school with a Regents diploma, so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

### **School Philosophy**

Green Tech High Charter School was founded on the belief that all students can develop the skills, motivation and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

### **2021-22 Mode of Instruction**

Students returned to campus in 2021-22, but only paused for remote learning a couple time periods in the year when there were spikes in cases and/or too many staff were absent.

### **Continued Support for the School Community**

Throughout the school closure and return to in person instruction, staff kept in touch with students directly, through Google classrooms and utilized social media to connect.

The School Counseling teams plays a critical role in supporting social/emotional development and needs as they:

- Understand the nature and range of human characteristics specific to child and adolescent development
- Identify and employ appropriate appraisal methods for individual and group interventions that support K–12 students’ social/emotional development
- Know and utilize counseling theories, collaborate with classroom teachers and build key relationships with students and parents.

In response to Covid-19, GTH School counselors established an intentional focus on social and emotional skill building, mental and behavioral health, personal safety and self-regulatory capacity, which likely has been impacted. School counselors will try to build from some of the unique learning experiences students may have had and promote resilience. In addition to and/or in the absence of formal screenings, counselors establish regular informal check-ins with all students especially in times of virtual learning. This allows prevention services to continue and establishes a system to determine how to provide effective intervention services as needed. GTH continues the referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals. School Counselors continue to be informed of Best

### PROGRAMMING HIGHLIGHTS

#### A Holistic Approach to Education

We are at the start of something new and exciting at Green Tech with an innovative, open campus and Community Hour. At Green Tech we require a lot from our students, but we go above and beyond in providing innovative ways for a young man to experience freedom and practice responsibility.

4 Days on Campus, Traditional School Learning

1 Day Virtual Schooling on Fridays

Innovative Open Campus + Community Hour and exclusive clubs

Green Tech is known for teaching a young man discipline and safe guarding him from harmful choices. In this journey, he needs hands-on-training in an informed environment to integrate what he learns. Our new campus model is designed to focus all of his academic and extracurricular activities into four full days on site. It will feature an open campus community hour at lunch where a student can be free to participate in clubs (including our new eSports Official league), socialize with teachers and students, or get lunch where he chooses (without our administrative body losing track of him). We recognize that a young man needs discipline, but he also needs as much freedom as he can handle. This unique campus experience will go a long way into giving him the reins he needs through exploration and accountability.

**Virtual Fridays** are a mandatory school day but students will attend classes from the comfort of their home. This is a tried and proven education model that has met with great success this last year. On Fridays, students meet with their advisory teachers, and have instructor-led services to help them get ahead on grades, as well as school-wide virtual assemblies. We use the day to take a holistic approach to education, focusing on our young men’s social and emotional development.

There is an added level of advantage to our Virtual Friday approach. By maintaining a part of the unique teaching structures we created to address COVID, we remain at the ready to deliver the highest standard of education for our young men no matter what is happening in the outside world.

### **Frats**

One of Green Tech's best kept secrets are our frats. We have a rich tradition of four historic fraternities named for the historic Black colleges and Universities who have stood for achievement and excellence for generations. In your first days of starting school, all new students are sorted into a fraternity they will call home with opportunities to connect with other young men in their frat, show frat spirit, and build a fun and lasting brotherhood. Finding out which frat students will belong to is part of the excitement of your journey here at Green Tech.

### **Focus on Gaming**

At Green Tech we have a reputation for academic and athletic excellence and our newest frontier is in the field of eSports. We're launching a new official eSports VARSITY team where students will have a chance to compete on state of the art gaming equipment, play the newest games, and have chances to win scholarship and prize money in local and nationwide tournaments.

Black, brown, and lower income young men are underrepresented in the world of amateur and professional eSports but they are not underrepresented in talent. The world of eSports is booming, with the NBA starting its own NBA2K pro league and investors from all over the world pouring opportunities into this growing field. At Green Tech, we're here to close the gap, to put the control...and the controller in our students' hands and help them achieve their dreams.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	9	10	11	12	Total
2017-18				126	96	75	56	353
2018-19				106	97	73	62	338
2019-20	44			91	80	70	73	358
2020-21	46	45		85	82	74	64	396
2021-22 <sup>1</sup>	42	41	43	102	61	66	68	424

## 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 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> 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 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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	64	0	64
2020-21	2017-18	2017	66	0	66

<sup>1</sup> There is also 1 Ungraded MS student

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22	2018-19	2018	62	0	62
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### TOTAL COHORT FOR GRADUATION

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

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	64	3	67
2020-21	2017-18	2017	66	3	69
2021-22	2018-19	2018	62	0	62

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	58	1	59
2020-21	2016-17	2016	64	3	67
2021-22	2017-18	2017	64	3	67

## PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

## PROMOTION POLICY

### GTH Promotion Policy for Traditional In-Person Learning

10th- 12th grade students must earn a “C- “(70) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (67) or higher for freshman Core Classes only. Electives and Spanish classes require (70 or higher) in each final grade to be eligible for promotion to the next grade.

#### Final Grades are assigned as follows:

Event 1	Value	Event 2	Value	Event 3	Value
1 <sup>st</sup> Quarter Performance	16% of total grade	2 <sup>nd</sup> Quarter Performance	16% of total grade	Mid-Term Examination	8% of total grade
Event 4	Value	Event 5	Value	Event 6	Value
3 <sup>rd</sup> Quarter Performance	20% of total grade	4 <sup>th</sup> Quarter Performance	25% of total grade	Final Exam	15% of total grade

A student may be retained (discretion of the principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a

4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam the next time it is offered.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students will meet New York standards for graduation and successfully complete the academic requirements of the school within four to five years after entering the ninth grade.

### Goal 1: Leading Indicator

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The school achieved this measure, with 89% of 2020 cohort and 87% of 2021 cohort students earning the required credits to be promoted to the next grade. We offer opportunities for credit recovery throughout the high school years.

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	66	89%
2021	92	87%

### 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

Green Tech did meet the accountability measure for Regents proficiency in the 2021-22 school year. In 2021-22, 75% of students passed or were exempt from at least three Regents exams.

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	67	75%
2019	2020-21	74	100%
2020	2021-22	55	11%

**Goal 1: Absolute Measures**

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

**METHOD**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> 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.<sup>2</sup>

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

**RESULTS AND EVALUATION**

In 2021-22, we met this goal, with 90% of students in the 2018 Cohort graduating in their fourth year. One of our most effective practices for ensuring that students graduate is the Zeros Aren’t Permitted program (ZAP) in which students are identified in an ongoing basis for weekly remediation.

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
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<sup>2</sup> The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	2019-20	67	62	93%
2017	2020-21	68	60	88%
2018	2021-22	62	56	90%

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	59	55	93%
2016	2020-21	67	59	88%
2017	2021-22	67	60	90%

### ADDITIONAL EVIDENCE

The school did not meet this measure for the 5<sup>th</sup> year cohort. Green Tech High typically exceeds the Absolute Measure of 75% graduation rate for both 4-year and 95% of 5-year cohorts. The 2017 cohort did have a very different close to their high school career. Our students did struggle to stay motivated during the pandemic years so the fifth year graduation rate did dip.

### Goal 1: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Green Tech achieved this measure and continues to have a higher four-year graduation rate than the local district. In 2021-22, 90 percent of our 2018 Cohort graduated after four years compared to their most recently released data in which 74% graduated after the same time period in 2020-21.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 (Males)	Percent Graduating
2016	2019-20	59	55	93%	354	66%
2017	2020-21	67	59	88%	341	74%
2018	2021-22	67	60	90%		Pending

### ADDITIONAL EVIDENCE

Green Tech consistently has higher graduation rates than the local district.

#### Goal 1: Absolute Measure

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

### METHOD

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

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

### RESULTS AND EVALUATION

Unable to Assess: Although our students do utilize the 4+1 Pathways option, most do not set out to do so making it difficult to gauge progress toward this accountability measure. The students sit for several Regents exams and if the 4+1 pathway to graduation is needed in senior year, it is an option we utilize.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The 2021-22 four year and five year graduation rates was 90% With our return to typical school, our scholars are back on track as we supported them in completing the tasks necessary to move on to the next phase of their education and adult lives.

Our first and second year students did earn credits at a rate that is consistent with past years. Although we promote students and work on credit recovery, we are tracking these students early on to ensure they have the opportunity to graduate on time. Greater than 75% of students in their second year in high school have passed or been exempted from at least three Regents exams.

Green Tech continues to graduate young men at higher rates than the local Albany City School District after both four and five years.

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.	Achieved
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.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve
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.	Achieved
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.	Unable to Assess

### ACTION PLAN

To support a high graduation rate, we will continue to provide all current supports for our scholars. ZAP (Stands for Zeros Aren't Permitted) is a school wide intervention to support academic learners who may be behind in a remote course or subject.

Every Wednesday students attend "ZAP" period. Without an advisory period and each class cut short by 1 minute, the last hour of the school day is devoted to helping students make up assignments, complete extra credit work if available, and receive more individual attention and help from teachers. Students report to the class in which they have the lowest grade overall. Students who have higher than 75% in all their classes receive a free study-hall period during ZAP. This program allows teachers to more readily identify problems students may be experiencing in their classes and address them head on. At GTH zeros are not permitted!

The holistic approach to our scholars' education outlined previously in this report will continue going forward. We will fine tune what works and reflect on areas in need of improvement.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Students at GTHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

The College Counseling office is dedicated to helping each student find the best school after graduation. Each student is paired with a counselor to meet one on one to discuss options, receive help applying, finding scholarships and talk about life after graduation.

The office hosts multiple college tours and instant admission days where local colleges come to GTH to meet with students and choose admission status that day. All seniors are required to meet with HVCC and SCCC. In addition, all juniors attend a college fair at HVCC in the spring and again as a senior in the fall. With the generous support of donors and allotted budget money, we are able to assure every student has the opportunity to find, apply, and enroll in a college best suited for him. We are proud to boast our 100% college acceptance rate for all graduating classes so far!

Green Tech uses Naviance Family Connection to assist students and parents with the college research and the college application process. Naviance is an efficient and near-paperless system for processing and submitting college application materials to a college or university.

In addition, there are sections on the website for each class, Freshmen – Seniors, with a timeline including what activities scholars should be doing each season to prepare for college research and choice, applications, SATs, visits, fairs, scholarships and financial aid.

### Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

**METHOD**

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

**RESULTS AND EVALUATION**

Green Tech High achieved this measure, having 80% of the graduates demonstrate their preparation for college with an approved indicator.

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
Regents Diploma with Adv Designation	56	14	25%
College Level Course English or Psychology	42	42	100%
Overall	56	45	80%

**ADDITIONAL EVIDENCE**

Going forward, we have students back in the college level courses that were paused during COVID. Currently, Green Tech partners with SUNY Schenectady and Hudson Valley Community College to offer college level courses. Examples of current and previous course offerings are below:

COM100 Intro to Human Communication, COM105 Public Speaking, ENG123 College Composition, ENG124 Literature & Writing and PSY121 Introduction to Psychology

**Goal 2: Absolute Measure**

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

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

**Goal 2: Comparative Measure**

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

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

**Goal 2: Absolute Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

All graduating students were accepted in college for the fall 2022. Matriculation numbers are pending for the 2018 cohort.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

The two college prep measures we can evaluate in 2021-22 were achieved. Green Tech has programs in place to support our scholars to ensure college readiness and/or find the placement after graduation that is the right fit for them. We are working to develop our alumni network to keep in touch with our graduates.

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.	Achieved
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.	Achieved

### ACTION PLAN

Green Tech continues to build out a robust system of scheduling to ensure students are working on their college plans throughout high school. Students are kept on track through advisement sessions and complete college and career steps in their freshmen, sophomore, junior and senior years.

While it is our hope that all our students attend college if that is their chosen path, we acknowledge that some boys will go straight to the military or the workforce. For those contemplating careers or just interested in learning skills, we offer programs onsite in construction and barbering as well as courses in finance and entrepreneurship.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

Green Tech High Charter School students will become proficient readers and writers of the English language.

#### BACKGROUND

##### Middle School Background

##### **Integrated English Language Arts -A Framework for Deeper Literacy and Writing Instruction**

Teachers of students in grades six will use the Collections Anthology series by Houghton Mifflin Harcourt and Novel Studies in English Language Arts classes. Collection materials support the mastery of the New York State Next Generation English Language Arts Standards through the use of anchor texts and supporting texts in a variety of genres; classical and contemporary texts (including digital sources): informational and fictional texts; texts that are culturally diverse; and texts that present a range of complexity to provide multiple access points to learners.

Green Tech Middle grades will build a culture of literacy instruction that spans content areas and creates a strong foundation of learning for each student. It is our deep belief that reading is the cornerstone of learning. In that vein, our program must serve to not only instill foundational reading skills in our students, but also inspire a love for the written word and communication in our children. It is our goal that students learn to read, think and write like scientists, mathematicians, historians, engineers, poets, and artists. To achieve these results, our pedagogical approach to reading/writing instruction hinges on incorporating reading experiences into each classroom. Through strong professional development in literacy best practices, all teachers on our team will feel equipped and inspired to build the literacy skills of our students within their content area.

Integrated English Language Arts Block: Infused Literature and Composition Study -Our approach to English Language Arts is that strong instruction must be grounded in Common Core Learning Standards while also including high quality learning targets, texts, and include thematic alignment. The information outlines these key details of ELA planning and instruction. Teachers will plan and implement reading, writing, listening and speaking instruction along an aligned scope and sequence of Common Core Standards from 6th grade through 8th grade. Scope and sequence and unit plans will be created by the Instructional leaders and teachers using Common Core Standards and Engage NY. Each scope and sequence will outline key unit information such as time frame, area of focus, novels and text bundles. Discrete learning tasks will be developed before each 4 to 6-week long unit of study, per lesson. Each unit of study will be designed by our Instructional Team using Backwards by Design (BBD) framework. This framework will provide teachers as well as our Instructional Team with ways to individualize and differentiate learning for our young men. Each unit of study will contain: daily objectives with pacing calendar of when each objective will be taught, standards to be taught and assessed, key vocabulary, desired outcomes, performance assessment prompt, exit ticket questions, pre-requisite skills and standards, instructional materials, key text and text bundle titles, unit time frame, assessment dates, essential questions, key understandings, unit narrative, and misconceptions with ways in which teachers will address them.

### Selection of High Quality Central Texts integrated ELA

It is critical that our students are engaged in rigorous and appropriately challenging readings that thematically connect fiction and non-fiction texts. Text must be carefully selected to ensure proper grade-level complexity for our students. Unit topics should be designed with a central text or text set in mind, and additional texts may be layered on to add scaffolds for learning, increase rigor, or deepen student background knowledge for unit study. When approaching text selection, teachers must consider what texts are most “worthy” of student attention. These text sets should be carefully planned by teachers to ensure engaging content that is at the correct level of text complexity for the students in the classroom. Berger focuses on the words “complex” (meaning where on the text complexity scale does the text fall) and “compelling” (meaning to what degree will the text spark student curiosity to learn). We find these terms to be strong criteria for text selection. In accordance with the National Assessment of Educational Progress (NAEP) reading framework, each year students will read both fiction and non-fiction with ratios gradually shifting towards a heavier focus on non-fiction in grades 7 and 8. Across grades, we will focus on specific genres as recommended by CCSS guidance and spiral in new genres each year. For example, in 6th grade we will layer on historical novels and short stories. In 7th grade, students will study drama as well as experience a dramatic increase in their non-fiction reading. By 8th grade students will be studying traditional works, religious texts, and reading a heavy dose of non-fiction texts.

### MIDDLE SCHOOL 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 7 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	43				1	44
7	36				6	42
8	40				0	40
All	119	0	0	0	7	126

### RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 27% of all students and 14% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	47%	43		
7	22%	36	19%	26
8	10%	40	11%	37
All	27%	119	14%	63

#### 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.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>4</sup>

### RESULTS AND EVALUATION

Green Tech did not meet this measure, having 14% of students in at least their second year scoring at levels 3 and 4 compared to 21% doing so in the same grades at the district.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7	19%	26	19%	268
8	11%	37	27%	266
All	14%	63	21%	534

### 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.

<sup>4</sup> 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](#).

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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready and MobyMax

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, 14 percent of students enrolled in at least their second year achieved proficiency on the NYS ELA exam in 2021-22. Although we did not achieve the absolute measure's target of 75%, our students are settling back in after a tumultuous and unpredictable period of learning during the pandemic.

We are pleased that growth was demonstrated on the internal assessments and iReady end of year administrations.

### ACTION PLAN

In 2022-23 and beyond, we will continue prioritizing academic rigor in ELA lessons. Specifically, we have identified the following areas of focus for instruction in 2022-23. Our school-wide instructional areas of focus for ELA continue to be basic reading and comprehension skills as we prepare our middle school scholars to be able to succeed with high school coursework and eventually college level courses.

### 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**

Green Tech did not achieve this measure having 55% students in the four year accountability cohort score at level 4 on the NYS ELA Regents. It should be noted that the vast majority of the 2018 Cohort was exempt from taking the exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

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	64	5	25	42%
2017	2020-21	66	37	15	51%
2018	2021-22	63	46	15	55%

**ADDITIONAL EVIDENCE**

Although most students pass the NYS ELA Regents in high school, increasing the score with which they do so is something we are still addressing with a combination of rigor in the classroom and creating the mindset in our students that we should all do our best every time, rather than just trying to pass to get credit.

<sup>5</sup> Based on the highest score for each student on the English Regents exam

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	72	17%	71	25%	63	55%
2019	83	N/A	74	11%	70	35%
2020			70	--	65	--
2021					105	--

### 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

GTH did achieve this high school ELA measure, having 100% pass the Regents exam after four years in high school, but only 27 took the exam without Exemption.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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	52	5	56	88%
2017	2020-21	52	37	29	100%
2018	2021-22	63	46	27	100%

### ADDITIONAL EVIDENCE

As demonstrated in the table below, students in the upcoming cohorts have displayed higher percent passing rates on the ELA Regents. All 10 of the 2019 students who sat for the NYS ELA Regents passed it. The numbers for the 2019, 2020 and 2021 cohorts do not include the exemptions.

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	72	21%	71	39%	63	100%
2019	83	N/A	74	11%	70	14%
2020			70	N/A	65	17%
2021					105	1%

### 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 8<sup>th</sup> 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

Unable to assess as the local district does not provide the NYS Grade 8 scores.

### 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 8<sup>th</sup> 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**

Unable to assess.

**SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL**

As previously noted, most of our Green Tech High scholars are not scoring at Level 4 on the NYS ELA Regents exam. However, in a typical year most pass the Regents with a 65. The graduating class of 2022 has experienced most of their high school years during the pandemic. Almost all are exempt from many of the Regents exams that are required for graduation. Most who sat for the exam passed it.

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.	Achieved with Exemptions
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.	Achieved with Exemptions
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English	Unable to Assess (Exemptions and

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	we do not have the 8 <sup>th</sup> grade data)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Unable to Assess (Exemptions and we do not have the 8 <sup>th</sup> grade data)

### ACTION PLAN

In the 2022-23 school year, we are continuing to fine tune our programs having students back to school full time on campus, however we will be virtual on Fridays. After experiencing the pros and cons of online learning, we are altering our weekly schedule to include traditional 4 in person days of classes with Virtual Fridays set up for advisory, catching up on work with support, credit recovery, college exploration and Lyceum (our meeting spot/speakers).

In addition, we will continue to utilize the online program called **Edulastic** that will:

1. Assess: Quickly identify learning gaps with diagnostic and formative assessments
2. Instruct: Give students differentiated assignments to remediate, reinforce or challenge
3. Measure: Monitor progress towards standards mastery to ensure students stay on track

This will be utilized across academic areas to ensure our scholars receive personalized remediation.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

Green Tech High Charter School students will become proficient in the application of mathematical skills and concepts.

#### BACKGROUND

**MS Background:** We look forward to our new schedule of having our students MS back full time in person four days and virtual one day, but will always be prepared should we need to shift to online learning at any time.

The goal of the math curriculum at Green Tech MS is to focus on learning mathematical concepts both for teachers and students. Aligned with EngageNY, math classrooms empowers students to succeed at a higher mathematical level. Specifically, instruction builds student capacities with problem solving and critical thinking while fostering collaboration and ensuring content mastery. Our goal is to build a culture of mathematics where both students and teachers are comfortable with grappling with complex topics and concepts and using problem solving reasoning and strategies to continually reach higher levels of understanding and build on the math skills they already know through exploration of conceptual mathematics. Students develop growth mindset as they begin to see themselves improve and persevere through mathematical challenges. This starts with meeting students where they are, which is the foundation of math fluency and conceptualization. The Integrated Math curriculum and course are aligned to the NYS Common Core Standard. Students achieve content mastery while developing problem solving skills. Throughout our Mathematics Course, students collaborate in order to discuss math concepts and work on learning tasks to deepen their conceptual understanding of math related topics. Teachers establish classroom cultures where they facilitate student discourse and construct arguments around math related topics. We use EngageNY to support our curriculum development. The purpose of our curriculum and math course is to prepare all students for mastery of grade level standards.

Learning mathematics requires more than learning facts and procedures for solving certain types of problems. Our math lesson structure compels students to grapple with problems that challenge them while learning to be comfortable with mathematical arguments that happen within the classroom. In addition, students demonstrate a deeper understanding of concepts not just through discourse but through application (independent practice). This structure allows us to revisit our key design element of intensive skill building in the 6th grade while still tackling higher level thinking for 7th and 8th grade.

Our Math Course prepares students within our school to develop proficiency and expertise in several mathematical practices that have longstanding importance in mathematics education and in the world. Our math framework is aligned with the Common Core State Standards for Mathematical Practice, which will be integral to the design of our courses and units of study. The instructional team will develop units of study before the beginning of the school year for the entire year derived from the Math Modules found on EngageNY. Our curriculum requires a balance of solid conceptual understanding (procedural skill and fluency, speed and accuracy in calculation, etc.) and application

of skills in problem solving situations. Through deeper instruction and exploration, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems. Our goal is to build a culture of mathematics where both students and teachers are comfortable with exploration and analysis of mathematical real world situations. The math resources are:

6th: Singapore Math and Math in Focus,

7th: Math in Focus and Dimensions Math,

8th: Math in Focus, Dimensions Math, Integrated Algebra: Glencoe Algebra I curriculum and supplemented by EngageNY, Hands-on Standards, Ready NY, NY Common Core Math Coach, IXL.com, Do the Math by Marilyn Burns.

This approach to teaching math guides teachers to utilize children's natural problem solving skills in order to perform complex problem solving. Students and teachers use direct modeling and story problems each day as part of the math block.

### **Mathematical Intervention**

At Green Tech MS, our interventions fill a deficit area in a student's math development. The student may need pre-teaching (acceleration), re-teaching, fluency development, or conceptual development. Intervention times and teachers are built into the school schedule. Intervention groups are no larger than 10 students to maintain an appropriate student to teacher ratio when working with our most struggling students. Planning and preparation for our interventions include several components: targeted focus, mental math, and procedural fluency practice. Teachers select standards to teach based on student data. Data comes from diagnostics, interim Assessments, and post-unit assessments. Data can also be extracted from Plato and MobyMax. Teachers determine the root cause of students' misunderstanding and create a teaching plan that develops students' mastery of prerequisite skills and grade level skills using concrete, pictorial and abstract representations.

### **Math Enrichment**

All students that are performing on or above grade level take a 30-minute enrichment course beginning in 6th grade that offers an accelerated math curriculum in which students will have the opportunity to be placed on track to take our Algebra Regents course by 8th grade. Green Tech MS will use a customized mathematics curriculum, created by the Instructional Leadership Team, based on the Singapore Math and Dimensions Math curriculum and supplemented by EngageNY resources, to create tasks and assignments for our enrichment block to provide additional learnings for our students that are performing on or above grade level. **The goal is that every student will be on track to take 9th grade math.**

## 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 7 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 <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	42				2	44
7	32				9	42
8	0				40	40
All	74	0	0	0	50	125

**RESULTS AND EVALUATION**

Green Tech did not meet this absolute measure in MS math. 5% of all students and 4% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. Grade 8 did not sit for the NYS math exam, but all took the Algebra 1 Regents instead. 21 percent of all the students who took the math Regents passed with a 65 or higher.

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	7%	42		
7	3%	32	4%	24
All	5%	74	4%	24

#### 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.<sup>7</sup>

### RESULTS AND EVALUATION

The school did not outperform the local Albany City School District in grade 7 math.

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7	4%	24	11%	228
All	4%	24	11%	228

### Performance on a Regents Math Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Algebra 1	21%	39

#### 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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

**SUMMARY OF THE MIDDLE SCHOOL MATHEMATICS GOAL**

The middle school students typically enroll at Green Tech having below grade level reading and math skills. The grade 6-7 math state exams scores reflect that. GTH works to get the skills up to grade level and have these young men graduate in 4 or 5 years. Most do graduate and have a plan for their future. After the constant break in routines during pandemic learning, our MS students are playing catch up even more this year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did Not Achieve
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.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

**ACTION PLAN**

Going forward, students will continue to receive differentiated instruction to build skills in middle school with the intent to enter 9<sup>th</sup> grade on track to succeed in the high school level math courses.

Edulastic was rolled out in 2021-22, which includes differentiated math practice and distance learning support as well as assessments and a state test question bank.

Reteaching and practice in Edulastic may take place on Fridays online.

## 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

This measure was not achieved in 2021-22 as 22 percent achieved a level 4 on a math Regents.

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	64	6	10	17%
2017	2020-21	66	15	7	14%
2018	2021-22	63	27	8	22%

### ADDITIONAL EVIDENCE

Although the vast majority of Green Tech scholars pass a math Regents prior to graduation, we are still working to increase rigor to improve student mastery level and improve the heights of success on exam scores.

Percent Achieving at Least Level 4 by Cohort and Year

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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	72	13%	71	13%	63	22%
2019	83	7%	74	7%	70	5%
2020			70	N/A	65	--
2021					105	--

### 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

Green Tech achieved this measure with 100% of all students in the 2018 Accountability Cohort passing a math Regents exam with a Level 3 (65 or better).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	64	6	56	97%
2017	2020-21	66	15	51	100%
2018	2021-22	63	27	36	100%

### ADDITIONAL EVIDENCE

Green Tech consistently has very high pass rates on this Regents exam.

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3
2018	72	51%	71	54%	63	100%
2019	83	16%	74	24%	70	13%
2020			70	1% <sup>8</sup>	65	5%
2021					105	9% <sup>9</sup>

#### 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.

<sup>8</sup> Not including Regents exemptions

<sup>9</sup> This table does not include Regents exemptions for the 2019-2021 cohorts

### **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 8<sup>th</sup> 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**

Unable to Assess: We do not have access to the 2018 Cohort NYS grade 8 math exam results.

**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 8<sup>th</sup> 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**

Unable to Assess

**SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL**

All of the Green Tech 2018 Accountability Cohort students who were not exempt passed a math Regents in their four years in high school.

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Unable to Assess

### ACTION PLAN

Please see the previously described math Action Plan.

## GOAL 5: SCIENCE

### Goal 5: Science

Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

#### Middle School Science

The science program takes an interdisciplinary approach to building understanding. Our Science curriculum develops our young men to become life-long problem solvers and critical thinkers. Based on the New York State P-12 Science Standards, we design units of study that prepare Green Tech MS students for high school science courses and beyond. Through experimentation, inquiry, critical thinking, problem solving, lab work and teamwork, all students are provided with the experiences necessary to become responsible decision-makers in this increasingly technological world. Our science curriculum focuses heavily on developing the language and computational skills of our students. Green Tech MS students asks questions and defines scientific problems while using models and lab-based inquiry to carry out investigations. Students use mathematical thinking to analyze data and construct explanations or develop plans for further investigation. Teachers provide support through content focused mini-lessons that instill foundational knowledge in students. Additionally, teachers will foster independent learning habits through coaching and pushing students to sharpen their thinking through high-order questioning.

Middle school science provides a more rigorous conceptual change model for Living Environment. The goal as a college prep school is to have students work towards Advanced Regents Diplomas. Having students exposed to Living Environment earlier than most, provides the opportunity for students to be on an advanced track for Science and Math in high school. Green Tech has a goal to prepare students for college by striving for students to score 85 or above on exams and in courses. Sixth grade instruction uses FOSS kits that build student understanding around a phenomena to answer the overarching question of the unit. Teachers are provided with a lesson storyline which acts as a lesson plan with scripts they can choose to follow or adapt. Seventh and Eighth grade teachers will also largely use EngageNY unit plans which use Lab-Aids kits to provide constructed hand-on lab experiences.

S.T.E.M. –Our experimental learning program will organize Science, Technology, Engineering, and Math (STEM) in an infused academic program that will integrate pre-selected Common Core aligned curricula in Math and Science with a home-grown humanities program that ties big concepts and enduring understanding together. We offer students at the middle school an opportunity to integrate the learning from their core curriculum into experiences outside of the traditional classroom setting using Paxton/Patterson college and career ready curriculum for middle school students. The learning systems engage students with problem-based, real-world technology allowing our middle school to explore interests and aptitudes for a career in the construction industry - from Blueprint Reading to Weatherization. Students will be empowered to discover their interests and aptitudes, along the pathway to postsecondary success. GTMS will provide engaging STEM-based education programs for the middle schools focusing on building 21st century skills including: problem solving, teamwork, initiative, self-direction, and career development. Our experiential learning curriculums will ensure middle school students achieve and excel not only on

New York State mandated assessments but in life. Continuous improvement on the curriculum will happen yearly as a result of extensive reflection, analysis of student progress towards goals, classroom trials, and evaluations by teachers and school leaders. Our school will always search for new and better curricula and teaching devices.

All STEM related courses will follow the New York State Science Standards while also using National Next Generation Science Standards as a supplement. Students will take semester long courses to fulfill their Experiential Learning requires for two to three years. Students that select the STEM Pathway will culminate their middle school experience with a Presentation of Learning. Each student will work closely with faculty to identify an area of interest or specific skill that they will showcase for the project. The project will include evidence of problem solving, critical writing, speaking, and a creative presentation in front of a panel of teachers and school leaders.

MIDDLE SCHOOL 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 NYS Living Environment Regents in lieu of the NYS Grade 8 science exam to all students.

RESULTS

21 percent of the 34 eighth grade students who sat for the Living Environment Regents earned a score of at least 65.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Living Environment	21%	34

**Goal 5: Comparative Measure**

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

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

### SUMMARY OF THE MIDDLE SCHOOL SCIENCE GOAL

Although large numbers of our 8th grade students do not pass the science Regents exam, we value the importance of having the students take a Regents level course and exam. There are benefits to having them experience the course even though many arrive at Green Tech with lagging skills in reading and organization. The middle school science absolute measure was not achieved.

### ACTION PLAN

Please see the previously described Action Plans for more information on our plans in the 2022-23 school year.

### 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 each of the exams. 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

Green Tech achieved this measure with 100% of all students in the 2018 Accountability Cohort (not including Exemptions) passing a science Regents exam with a 65 or better.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>10</sup>

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	64	8	53	95%
2017	2020-21	66	23	43	100%
2018	2021-22	63	20	43	100%

### ADDITIONAL EVIDENCE

Green Tech High graduating cohorts consistently achieve the above measure year to year. The 2019, 2020 and 2021 Accountability Cohorts are making progress toward this goal.

### 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 Level 3	Number in Cohort	Percent Level 3	Number in Cohort	Percent Level 3
2018	72	69%	71	81%	63	100%
2019	83	5%	74	8%	70	9%
2020			70	6%	65	11%
2021					105	24%

### 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.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Green Tech achieved the absolute measure in high school science, having 100% of those not exempt passing a Regents science exam with at least a 65.

<sup>10</sup> Based on the highest score for each student on any science Regents exam

## ACTION PLAN

Please see the previously described Action Plans for more information on our plans in the 2022-23 school year.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Green Tech High Charter School students will understand, analyze and evaluate history and geography.

### 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

Because of the pandemic Regents exemptions in NYS, the 2018 Cohort did not take the U.S. History Regents.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	64	12	50	96%
2017	2020-21	66	66	--	--
2018	2021-22	63	63	--	--

### 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	72	--	71	--	63	--
2019	83	--	74	--	70	--
2020			70	--	65	--
2021					105	--

#### **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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### RESULTS & EVALUATION

The 2018 Accountability Cohort was granted an exemption from having to take the Global Studies Regents.

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	64	12	50	96%
2017	2020-21	66	23	43	100%
2018	2021-22	63	63	--	--

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	72	--	71	--	63	--
2019	83	--	74	--	70	--
2020			70	--	65	29%
2021					105	--

#### Goal 6: Comparative Measure

Each year, the percentage 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.

### SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

We are unable to evaluate progress toward the social studies goal because most students received an exemption from sitting for the exams in U.S. History and Global Studies.

### ACTION PLAN

Please see the previously described Action Plans for more information on our plans in the 2022-23 school year.

## GOAL 7: ESSA

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

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

The school met this measure and remained in Good Standing in 2021-2022.

### ADDITIONAL EVIDENCE

The school continues to be in good standing throughout this term.

Accountability Status by Year

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