



**Urban Assembly Charter School for
Computer Science**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

David Noah, Executive Director, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Angel Morales	Chair	Finance, Accountability, Executive
Kristin Kearns Jordan	Secretary	Accountability, Executive
Pravin Sathe	Treasurer	Finance, Executive
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Robert Rush		Advancement
Alejandro Izquierda		Accountability
Howard Tsao		Finance
Bethany Crystal		Advancement
Cesar Perez		Governance
Danielle Beyer		Advancement

David Noah has served as the principal since 2018, and did so through the 2021-22 school year. As of July 2022, he moved to the role of Executive Director, and the Assistant Principal, Iris Alder, assumed the role of Principal.

SCHOOL OVERVIEW

The Urban Assembly Charter School for Computer Science (we go by Comp Sci High, or CSH for short) is a work-based-learning, Computer Science high school in the Soundview neighborhood of the Bronx. The school opened its doors to 112 Freshman in August 2018. In 2021-2022, we served 433 students in grades 9 through 12, graduating our first class!

Our model was developed to answer a single question: what high school experience will lead our students to a fulfilling, family-sustaining career. Although we have learned a lot in our first four years, most of what we've learned, and the feedback from our teachers, students, and parents, has confirmed the structure of our original school design. In reauthorizing, we don't seek to dramatically change our program or our focus, but rather we seek to take each element of our design even further, using what we've learned in our founding term to make each element more effective and more impactful for our students.

To be clear, our model was and continues to be designed to prepare our students for college. To achieve our mission, every student will need to continue his or her education beyond high school, in some form. And, for most students, that means completing a four-year college degree.

But, to be just as clear, we view college primarily as a means to the end of economic freedom, and not an end in itself. We are determined to avoid the mistaken assumption that we can fulfill our promise to families by merely *sending* 100% of our students to college.

We intend to send them to college armed with strong academic and social skills, tech skills and certifications, and real work experience. We believe (and research supports) that this is the recipe for college persistence and long-term success.

How will we build all these skills? We continue to answer that question in two different ways.

First, there is *what* we teach. We designed our curriculum and our program to explicitly teach three kinds of skills and knowledge.

- **academic skills**, in Math, Science, History, Literature, Writing, Computer Science, and the Arts,
- **professional skills** that prepare students to interpret, adapt to, and navigate different professional settings, and
- **the personal mindsets and habits** that lead to academic and post-secondary success. (For more detail, [see our manual for cross-curricular skills and habits by grade](#))

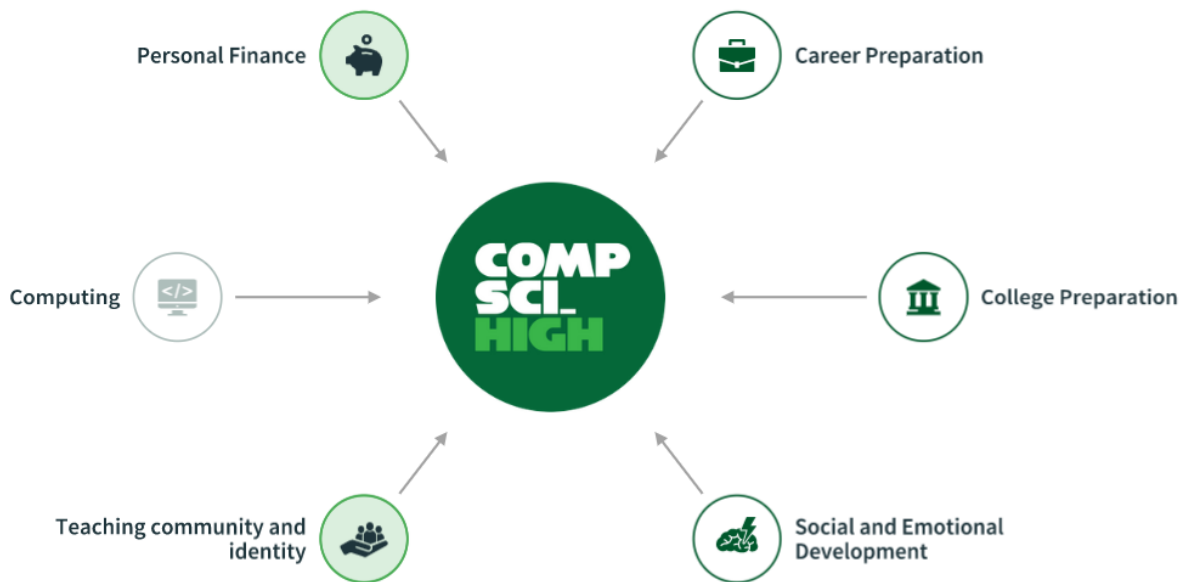
Second, there is *how we teach*. We know from experience that a school's methods of instruction, assessment, and relationship-building are often *more important* than its curriculum. Students learn only to the degree they are interested and motivated, and only if they feel safe and respected. We believe the following methods of instruction, assessment, and culture-building will create the engaged, motivated, and supportive environment where our students can flourish:

- **hands-on, inquiry-based learning** that minimizes lecture and forces students to think,
- **performance-based assessment** paired with traditional tests and mastery-based grading, to ensure a complete view of what kids know,

- **personalized intervention**, so every student gets the support he or she needs to access the curriculum and experience success,
- **work-based learning** that allows students to *regularly* learn from industry professionals, both during school and beyond the school building/day, and
- **restorative practices**, that use instances of disrespect or disruption as opportunities to teach and build community, instead of purely to punish.

The design elements that describe *what* we teach and *how* we teach follow below.

What We Teach



- **College Preparation.** We have a college preparatory curriculum (as further detailed in our Educational Program) that combines traditional Regents and AP courses with Computing classes, in five core subjects: Math, Science, Computing, History, and English. Our course offerings and curricula aim to ensure that every student at CSH is prepared for a variety of college options, and has the skills and knowledge to persist in a 4-year program.
- **Computing** Within our college preparatory approach, we focus in particular, on Computing, as a core subject. Our students take four years of Computing, including two introductory courses in 9th and 10th grade. In 11th grade, they choose a pathway and pursue two more years in Graphics and UX, Software Engineering, or Game Design. We believe this digital literacy is an essential part of a modern education and will allow our students to fully engage in their increasingly tech-driven society.
- **Career Preparation and Personal Finance.** These two elements are linked, but our experience over the last four years has taught us that they bear separate mention. Our Work Based Learning Program consists of a number of discrete pieces that come together to give students the skills and knowledge to navigate the workplace and the labor market (see the graphic below). Of course, the centerpiece of our WBL program is the requirement that

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each student have at least two jobs or internships before graduating (and our related network of partnerships to create those opportunities). But, personal finance is as important. Financial literacy was always part of that model, but over the last four years, we've realized that we need to go beyond the basics of personal finance. Our Bronx students need to learn how to manage money, but also how to build wealth. To that end, our Post-Secondary Learning course covers not just personal finance, but also real estate and securities investing as required knowledge for all students (see our [Post Secondary Learning Overview](#) for more detail).



- **Social and Emotional Development.** Our advisory program, elements of our Work-Based learning program, our use of [Valor Collegiate's Circle model](#), and our restorative approach to classroom discipline combine to build our student's emotional regulation skills and give them the confidence to interact in a variety of social settings, including an adult workplace. Advisory, Circle, Restorative Discipline, and Work-Based Learning experiences designed to build soft skills have been and will continue to be key elements of our approach to social and emotional development. First, there is *what we teach*.
- **Teaching Identity and Community.** Our school Equity Team is currently in year two of a four-year plan to fully integrate our students' various identities into our academic curriculum. In our new charter term, we aim to give every one of our Bronx students the opportunity to explore their various identities (ethnic, religious, gender, etc) in connection with their academic learning. To that end, we are integrating these "equity lenses" into our curriculum over the next three years, not just in History, but in all five of our core subjects, and in our advisory program.

How We Teach

We believe that how we teach our students is as important as what we teach our students.

Below is a summary of our approach to teaching, learning, and building culture. These practices apply to everything from lesson structure to detention policies. However, all our practices rest on the same foundational understanding of how children learn and develop. To that end, our various practices for teaching, learning, culture, and discipline are all aligned to the same four principles.

- Students learn best when they feel safe, respected, and confident.
- Thinking = Learning. Students only learn when they are actively thinking.
- Students are most motivated to learn when they can immediately apply their learning to a goal, challenge, problem or question in their lives.
- The best way to prepare for the professional world is to experience the professional world.

These principles are embodied in the practices described below.

Inquiry-Based Instruction and Intellectual Engagement

At every level, we focus on student thinking and students working. The key observation measure at Comp Sci—how many minutes students spent thinking. At the lesson level, that means open-ended questions and think time, instead of rote copying and reading from power-point slides. It means a bias towards individual and small group work, and away from teacher talk, mimicry, and “I-We-You instruction.” (See our [Quick Guide to Classroom Instruction](#) and our recently revised [Classroom Rubric](#).)

In our classrooms, students do most of the work and teachers act as coaches and guides. How? Our teachers spend most of their planning time developing inquiry-based tasks that allow students to learn by actively working through problems and questions.

At the unit level, our teachers are required to plan for long-term retention, thinking about the key competencies in each unit, and the “story” that links them together and makes them relevant.

Finally, students meet in “design teams” for two, week-long “Design Competitions” over the course of the year, competing in an interdisciplinary “Design Challenges,” presented in collaboration with one of our industry partners. These competitions push students to apply their learning to complex, open-ended problems while working with a team. (See this text-based game built by a team of 10th graders in just 3 days, during last year’s Winter Design Competition [2022 10th Grade Design Comp Example](#).)

Work Based Learning

We believe that work experience and exposure to industry will lead to both college persistence and long-term success. We have a full-time Director of Partnerships to source and match every student to a summer job or internship, every single summer. This “summer quarter” is a required part of our academic program, and it offers a unique opportunity to learn *that cannot be replicated inside a school*.

At Comp Sci High, we don’t ask students to “trust us” or wait years to see the relevance of their learning. Instead, we surround them with inspiration, opportunity, and living examples of where their education can lead them.

Grading & Assessment

We want to assess our students' ability to summarize, apply and synthesize knowledge, and not just fill in bubbles. But, we also wanted to ensure that students still perform well on the standardized tests that hold the key to graduation and college. Our assessment model does both. Every unit culminates in two summative assessments—a more traditional test aligned to NY State Regents Exams and other standardized tests, and a performance-based task more authentic to how knowledge is used in the professional world.

Personalized Intervention

We want students to think and struggle. But, productive struggle only comes when students feel safe, supported, and confident in their eventual success. To that end, we have built flexible blocks into our daily schedule. In the morning, most students start the day with an independent reading block in their advisories, while students who need more intensive support meet in small guided reading groups. Before lunch, we have a 60-minute "Study Hall," where students study, do homework, read, and even goof off—helping them learn to manage their time with coaching and guidance from their teachers. But, the flexibility of Lab Block also allows for daily, targeted, small group intervention and support.

Culture and Restorative Practices

Building a strong sense of community is core to our model. Our staff starts every day in grade team huddles or in an all-staff meeting, to build community and continuity. Our students have a similar experience, starting each day with an attendance and check-in ritual in their advisories. Both staff and students work out personal, relationship, and community-wide issues in weekly circles, borrowing from the nationally recognized success of [Valor Collegiate](#), and ensuring close bonds among students and staff. (See, e.g., our [Restorative Practices Handbook](#).)

This sense of community extends to families as well. Our advisors call or text parents every week with updates on their child's progress, and advisors remain with students for multiple years, building close relationships with each advisee's family.

The focus on relationships and community also extends to discipline. Every step in our discipline process is designed to help students process their mistakes and restore their relationship with the community. We have consequences, including suspension in extreme cases. But, regardless of the behavior or the consequence, students re-enter the community by (1) processing with an adult, (2) taking responsibility for their mistakes, and (3) speaking with their peers (usually their advisory), and (4) recommit to our CORE values.

Impact and Lessons Learned from the Pandemic

The question of how we've ensured effective academic supports during the pandemic is a strange one. We spent a year with our building cut to half capacity by the city, and our students and families were struggling with food and housing insecurity and profound mental health issues. It's also in tension with the question of how we've addressed learning loss resulting from those precise factors. We can't speak about ensuring effective supports because, to be fully effective, the supports would have had to give our students everything they needed to stay on pace with wealthy peers. We did our best. In fact, we did very well and we are proud of that work. But, modified schedules, and virtual, and asynchronous learning were, nationally and statistically speaking, a

disaster for teens, for poor students, and for ELL and IEP students. Therefore, for our community it was a tragedy multiplied many times over.

Our focus during the heart of the pandemic was to support our students emotionally and retain a strong connection to them and their families. That effort paid off in excellent student retention and strong culture, allowing us to begin to unwind the damage this past year, and to continue to do so in the coming years (see, e.g., our Living Environment results, which increased dramatically from June 2021 to June 2022, where our average score (76) and pass rate (90%) far outpaced the pre-pandemic state average).

What we learned did not result in a dramatic change to our program, but rather reminded us of the value of elements that we were forced to abandon in March 2020, and that we did not revive until this coming year (2022-23). We have revived a daily study-hall period where students focus on sustained reading, and where teachers can pull small, targeted groups for additional support *during* the school day. This was a feature of our schedule until March 2020 and we have revived it with an even greater focus on literacy, and the addition of iReady as a digital tool for our most struggling ELL and IEP students.

Similarly, the pandemic taught us the importance of regular, rigorous formative assessments. We continued to use old Regents exams to pace our students' progress through the pandemic, and in June 2021, had as many students as possible take the three exams that were offered. What we learned was that less in-person instruction and the impact of the pandemic meant that students learned less and their reading and computation skills deteriorated. This is no surprise. But, we also saw that the teachers who most-effectively used weekly or even daily quizzes, saw better academic results on those mock, and real Regents exams (for example, our ELA teachers, who had nearly 80% of students pass the optional Regents exam in 2021 despite a year of remote and hybrid learning, and had 90% pass this past June).

Learning from those teachers, and from the classrooms who showed poorer results on mock exams in June 2021, we revamped our unit exams across every subject, added more complex and interesting performance assessments to each unit, and added a requirement that every teacher give and grade a substantive formative quiz or task every single week to measure that week's key competency (again, our recent success in the LER exam cited above is an early dividend of this work). This, together with a more structure, competency-based approach to grading and unit-planning, has resulted in improved curriculum, and in a program that is, essentially, an improved version of the program we designed and launched in 2018.

Finally, we learned that organization, study habits, and general self-efficacy were strong differentiators of student success during remote learning. The kids that could keep track of work, plan and focus learned just fine. The rest did not. So, we've returned to a practice we left behind in March 2020, requiring grade teams to meet twice each week to discuss student progress towards a defined set of cross-curricular habits and skills (determined by grade level).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18														
2018-19										112	N/A	N/A	N/A	112
2019-20										110	113	N/A	N/A	223
2020-21										124	107	107	N/A	338
2021-22										113	117	105	99	434

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016			
2020-21	2017-18	2017			
2021-22	2018-19	2018	101	1	100

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the

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Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016			
2020-21	2017-18	2017			
2021-22	2018-19	2018	101	1	102

Fifth Year Total Cohort for Graduation

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

PROMOTION POLICY

Comp Sci High follows the general New York State graduation requirements, requiring 22 credits, with the basic distribution requirements and Regents Exam requirements required of all schools in New York State. However, we do have three additional requirements aimed at ensuring that all our graduates are prepared for their next step, including those who are not college bound. To that end, we require that, in addition to meeting the general diploma requirements, all CSH graduates must

- Work in three internships or summer jobs (either through the school or independently),
- Present a 5-year financial, educational, and professional plan to peers and faculty,
- Earn at least two elective credits in a course taught in the Computer Science Department, and
- Perform 40 hours of service to the school or surrounding community.

GOAL 1: HIGH SCHOOL GRADUATION

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Our goal is to ensure that every student leaves Comp Sci High with the skills and knowledge they need to earn a family-sustaining wage and pursue a fulfilling career. From a data standpoint, our goal is to meet or exceed all the measures below.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

CSH exceeded the measure by approximately 20 percentage points for both cohorts, and remained on track with our trend of strong credit accumulation over the last four years. Our students take 6.5 credits each year (including Computer Science and Electives, in addition to the traditional core subjects), and any student who fails 1-2 classes is offered intensive credit recovery in summer school (live, in person classes—no packets and asynchronous learning, because we've learned that our struggling students need intensive, in-person, small-group support when they struggle). Combined with strong data practices and academic advising, this ensures that any student that regularly attends school can get the support they need to pass, earn credits, and make progress towards graduation (we have a weekly data report that tracks changes in GPA and alerts advisors, parents, and students, when grades are slipping).

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	117	96%
2021	113	94%

ADDITIONAL EVIDENCE

We did see an increase in the need for summer school in this year's 9th and 10th grade classes. Our 2020 cohort entered high school in the heart of the pandemic, and never got anything close to a

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traditional 9th grade year, resulting in greater academic need, worse attendance, and more diffuse culture. This resulted in closer to 8% of the grade needing summer school to address failing grades, as compared to 3% in our founding year (the only full pre-pandemic year we had). The 2021 cohort had something closer to a traditional 9th grade year, but they came in with significantly lower reading and math skills than any previous cohort, because of having mostly remote schooling for the previous 18 months. As a result, they also needed remedial summer school at higher rates.

However, with summer school, advising, and support, we did manage to ensure most students made solid progress towards graduation, with the exception of students with severe chronic absence, who missed so much school, that credit recovery wasn't a viable option, and who needed to repeat a full year of school (and courses).

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 2020 cohort will have completed its second year.

RESULTS AND EVALUATION

CSH met the goal in all three years for which we have data. We have met these goals despite a strategy towards Regents examinations that differs from most schools (and, we believe, is crucial to our success as a standalone high school in CSD12 that is open-enrollment, and takes a significant portion of its students from some of the worst performing middle schools in the city). Our students typically take Algebra 1 in 9th grade, and US History and Living Environment/Physics in 10th grade. We limit the number of exams in the early years so we can remediate literacy, and allow students to build up their test-taking skills, so they don't have to take tests and courses multiple times (which tends to reduce motivation). Despite the limited number of exams, most of our students do pass, and so by 10th grade, more than 75% have passed three exams.

Waivers do inflate the data, as students who can pass the course don't always pass the test, but it is rare that a student is able to pass the test but not the course. However, in June 2019, our first Regents period, we had a 90% pass rate on the Algebra 1 Regents (with 13 students not taking the exam), and in 2022, the first normal administration since then, we had 84% of 10th graders pass in

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science, and more than 75% of 11th graders pass in Global History (which, we believe is representative of the outcomes we would have had in US History in 10th, had they taken the exam). Last year's 9th graders were the exception, with only 56% passing in Algebra 1, but we believe that data is an outlier, and that we will correct course this year, and continue meeting or exceeding this leading indicator goal.

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	113	93%
2019	2020-21	107	98%
2020	2021-22	112	86%

ADDITIONAL EVIDENCE

Note that our science results are actually worse in 10th grade than they would otherwise be because we have 30-50% of our 10th graders take Regents Physics, which is a much more rigorous course than Living Environment, with an exam that does not scale the scores as generously as “gatekeeper” exams like Algebra 1 or Living Environment. (That is, to pass Physics, you have to actually know 65% of the material, as opposed to Living Environment, where you have to know closer to 50% to pass). As a result, we had a few more failing Regents scores in Science than we would have had if we had all 10th graders take Living Environment. But, we believe that this ambition is a good thing, as it will push us to hone our 10th grade Physics program to the point where our 10th graders will all excel on the Regents exam. However, in the meantime, it does drive down our passing numbers slightly.

Goal 1: Absolute Measures

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

METHOD

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

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

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

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

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RESULTS AND EVALUATION

CSH met the goal, with 86 of its founding 9th graders graduating. Note, however, that our 84% rate is intentionally about 10% lower than it could be. We designed a 5th year program that involves students deliberately taking fewer credits in 12th grade, and gaining work experience, and then extending their schooling for one more year to earn their last few credits while simultaneously getting job training with one of a few partner organizations. Eight of the ten students in that program could have easily graduated in four years but would have graduated without a clear plan or viable path to a career. That is counter to our mission, and so we prefer to have an incredible 5-year graduation rate, and a lower 4-year rate, in order to ensure we're truly serving our students well.

To that point, of the 16 students in our Total Graduation Cohort who have not graduated, 9 opted into that 5th-year program, one is repeating two 12th grade classes, and three repeated an earlier grade, and will be in 12th grade in Fall 2022. That is, 13 of the 16 who didn't graduate in June 2022 will graduate by June 2023, which will make our five-year rate, 97% for the 2018 cohort. Of the three who won't graduate, two disappeared during the pandemic, and we haven't been able to find them. One was finishing his last credit in July 2022, but was injured in a shooting, and after consulting with his family, we agreed he needed to move immediately to ensure his safety. As a result, he couldn't finish his final credit with us.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20			
2017	2020-21			
2018	2021-22	102	86	84%

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			
2016	2020-21			
2017	2021-22			

ADDITIONAL EVIDENCE

See above. We don't have multiple cohorts of graduates, but we believe our excellent student retention and strong culture will keep our graduation rates high, and ensure we don't lose students along the way, even in post-pandemic world with higher chronic absence, and more mobility in our student population.

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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

CSH met this goal as well, exceeding the local district by 12 percentage points (+17% above the district). Community District 12 is one of the city’s most challenging districts, with low student achievement and poor graduation rates.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20					
2017	2020-21					
2018	2021-22	102	86	84%	1433	72%

ADDITIONAL EVIDENCE

We don’t really use the district as a point of comparison. Despite our relative success, we know that we are still far from our goal of ensuring that every student has a clear path to national median income by the age of 25. That goal requires truly transformative education in the classroom and best-in-class career and financial education. We are still building our programs and practices towards the goal of transforming our students’ lives—not being better than the district. To that point, we rarely look at relative indicators except within specific academic domains, where we want to measure whether we are closing literacy, math, or knowledge gaps faster than our peers.

Goal 1: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

We aim to have 100% of our students graduate with the CDOS endorsement, even while 90%+ will also graduate with at least 5 Regents exams as well. However, we don't use the assessment option, but rather use CDOS Option 1, which requires a career plan and profile, 216 hours of work-based learning and/or internship experience and demonstrated achievement of the CDOS learning standards).

100% of our 2022 graduates did meet this standard, but 100% of them also had passed or received waivers for at least 5 Regents Exams. So, 100% of our students met the goal, in that they were all pursuing this endorsement, but not as an alternative to exams, hence the "N/A or Met" language in the summary table below.

Going forward, we are considering using the ACT Work Keys assessments to simplify our CDOS reporting and properly document the success of our WBL program, but not for the 2018 and 2019 cohorts. This would begin with the 2020 cohort.

ADDITIONAL CONTEXT AND EVIDENCE

- See above

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

CSH met all of the graduation goals, from leading indicators to absolute measures. We believe this is representative of the quality of our program. Waivers certainly made certain graduation measures easier to achieve in the last two years, but the pandemic overall made our work much, much harder, and that impact continues to echo in the teacher labor market, challenges with student enrollment, the alarming state of student mental health, and the increased strain and stress on our Bronx families. Most of our school’s founding has been in this environment--in the first year of the pandemic, we were in the global epicenter of COVID deaths. Nonetheless, we have built a strong culture, retained most of our staff, and stayed connected to our kids and families. That sense of community explains the outcomes summarized below, even while we know that we have a long way to go instructionally and in terms of design before meeting our true mission.

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.	Met
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A or Met

ACTION PLAN

We want to improve in all respects, including on the indicators listed here. To that end, despite meeting the indicators, we plan to implement the following improvements in 22-23 and, in some cases, in the years that follow:

- Add a dedicated literacy/study-hall block to the school day to improve reading ability;

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- Rework our 5th-year program, to allow most students to complete their coursework and job-training by August of their 4th year, improving graduation rates AND responding to student feedback preferring to extend by only a few months, and not a full year;
- Add the ACT Work Keys assessment as a graduation requirement for all students, starting in June 2024, to build on our commitment to college and career preparation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Our goal is to send the majority of our students to college and the rest to high-quality job-training programs. Further our goal is to send them prepared to succeed, with an understanding of the labor-market, with a 5-year career plan, and with the academic skills to navigate their post-secondary journey. Numerically speaking, our goal is to meet or exceed the measures below.

When we founded, our goal was to take the traditional, college-preparatory high school program and add high-quality job opportunities AND career-connected, college-credited learning. That is, we wanted kids to all have internships, and we also wanted them, as 11th and 12th graders, taking college-level courses that had direct connections to the careers of their choosing. The pandemic made those ambitions incredibly difficult, and as a school, we chose to put our energy into job opportunities, as College Now partnerships and cross-campus travel was near-impossible in the pandemic. As a result, we defaulted to AP courses instead of college partnerships, and as a result of the narrower offerings, and the challenge of building an AP program and taking AP exams with 50% building-capacities and remote learning, we didn't achieve all of our goals with our first cohort.

Despite most of our students taking at least one AP course, we only had about 50% reach a passing score.

However, we plan to pivot to a more limited AP program, and a much more robust offering of college level courses. Through the FutureReady pilot with the NYCDOE, we hope to have most of our 11th and 12th Computing courses become dual-credited courses, and we are launching a dual-credited course in Commercial Real Estate in January 2023, as part of that pivot. By the time we graduate our 2020 cohort, we aim to have more than 75%+ of our students taking and passing at least one college class, in addition to 35% or so passing multiple AP courses.

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,

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- 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

See the discussion above, summarizing our journey on college readiness, and discussing the results below. Although we haven't proposed it in our renewal application, we are considering proposing an additional indicator to allow us to count certain industry certifications in this area. 38% of our first graduating cohort also passed Adobe and Unity certification exams, and we believe those are at least as valuable as a college-level course or AP Exam if not moreso. However, we have yet to propose this additional 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
Achieving the college readiness benchmark on the SAT	86	31	36%
Passing at least one AP exam with a score of 3 or higher.	77	36	46%
Overall	86	41	48%

ADDITIONAL EVIDENCE

See discussion above.

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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

We are currently building an alumni program to ensure we can track and support all of our alumni through to the age of 25 (given that our mission is to get them to median income by 25, we believe we have a role to play in supporting and counseling them until they get there). Through this effort, we have been in regular touch with our students so that we can get verbal and documentary confirmation of their matriculation, and support them in their first semester as they transition. This is to say that while we plan to subscribe and use national clearinghouse data, we aren’t waiting to track our alumni, and we are confident that our 87% matriculation rate is accurate. Of those who did matriculate, our top 30% had particularly impressive outcomes; we sent graduates to the following schools in 2022:

- Yale, Northwestern, the University of Chicago, Rice, Cornell, Columbia, Dartmouth, Smith, Bates, Bowdoin, USC, Kenyon, Clark, Tufts, Wellesley, Grinnell, Barnard, Kenyon, Trinity, Loyola and Lafayette.
- More locally, we also sent students to Stoneybrook, SUNY Maritime, University of Buffalo, Hunter, City College, and the Macauley Honors College at Hunter

We are proud of those results, especially given that we had to educate and graduate our first cohort in the pandemic.

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Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20			
2017	2020-21			
2018	2021-22	86	75	87%

ADDITIONAL CONTEXT AND EVIDENCE

As discussed above, we do have about 13 in students in the Total Graduation Cohort still with us. We expect at least 3-5 will matriculate to college, while the rest will go to trade programs. However, even accounting for those students, we would still meet the 75% benchmark.

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Approaching
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.	Met

ACTION PLAN

Our action plan was articulated in the introduction, but in brief:

- Improve and focus our AP Program,
- Offer more dual-credited courses, and
- Continue building our alumni program to ensure our students get *through* college with a focus on their careers.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Our ELA goal is to meet or exceed the measures identified below.

BACKGROUND

Our English program began as a fairly standard high school program. We have heterogeneous classes in 9th and 10th grade, and in 11th and 12th, the offerings diverge, including AP Language and AP Literature for our stronger students, and more traditional 11th and 12th grade composition classes for the rest.

Since we've returned to in-person schooling, we've persisted with those offerings, while adding a 10th Grade Honors class, to help better prepare students for AP offerings in later grades, and we've added a daily, literacy-focused study hall to better support the many students who enter below-grade level in reading, and don't really read outside of school (despite our best efforts to assign reading in Humanities courses). We believe this built-in reading time will significantly improve growth, especially for our below-grade-level readers.

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.

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RESULTS AND EVALUATION

Despite cancelling exams in 2020, and making them essentially optional in 2021, we pushed as many students as possible in our 2018 cohort to take the ELA Regents Exam, in the hope of getting data on the pandemic's impact and measuring the success of our program. Of the 80 students who took the exam, 80% passed, and 43% exceeded expectations (scoring a performance level 4). That was the June 2021 exam, which they took after a year of hybrid learning and much-reduced live instruction.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	23	34	43%

ADDITIONAL EVIDENCE

In June of 2022, our 2019 cohort did better, with more than 50% scoring at a level 4, suggesting that our program is moving in the right direction, and as the impact of the pandemic ebbs, and as we continue to improve our program, we should be able to meet this goal within the next few years.

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	113	N/A	107	42.5%	103	42.5%
2019	110	N/A	107	N/A	105	52%
2020			124	N/A	117	N/A
2021					113	N/A

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.

² Based on the highest score for each student on the English Regents exam

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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

Despite the impact of the pandemic and no pre-pandemic experience with this exam, CSH met the 80% goal with both the 2018 cohort, and with the 2019 cohort, demonstrating that the waivers for some of the 2018 cohort did not have an inflationary effect on the outcomes. We believe as our literacy program takes shape, these outcomes will only improve.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	23	65	80%

ADDITIONAL EVIDENCE

See chart below indicating that the 2019 cohort did *better* in terms of average score and overall pass rate than the 2018 cohort, indicating our program is moving in the right direction.

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	113	N/A	107	80%	103	80%
2019	110	N/A	107	N/A	105	81%
2020			124	N/A	117	N/A
2021					113	N/A

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Growth Measure

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

METHOD

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

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RESULTS AND EVALUATION

CSH did not meet this goal, only having 30% of students who scored below a 3 improve to a level 4. However, again, they took the exam in June of 2021, after a year of hybrid or fully remote learning that impacted writing (if not reading) significantly.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	56	23	10	30%

ADDITIONAL EVIDENCE

Only 30% of students who weren't proficient moved above a Level 4, 7 students were just three questions away from a level 4 (scores of 75-79). If those students had gotten literally a few more questions right, we would have met the goal, even in the pandemic, and in our first year taking the exam. Which is to say, while we did miss the goal, we came very close.

Goal 3: Growth Measure

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

METHODS

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

CSH missed the goal by one student, with 73% of those who were not proficient passing the exam in 2021 (we did have 23 students who weren't able to take the exam in June 2021). Most of the students who didn't meet this goal were IEP students who were heavily impacted by the pandemic. Most of them *did* meet the passing score for IEP students (55), but weren't able to achieve a score of 65. Overall, given the improvement we saw in 2022 with the 2019 cohort, we expect to meet this going consistently going forward.

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Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	56	23	24	73%

ADDITIONAL CONTEXT AND EVIDENCE

See the discussion above.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

CSH met two of the four goals, falling short in both cases, on measure involving getting students above that 80% mark on the exam. We believe that is partly a curricular issue and partly the result of the pandemic. That is, we think the pandemic had a big impact on writing instruction, and, as discussed above, we needed to spend more time on basic literacy for our less-prepared students. With more writing and more time devoted to literacy, we expect to fully meet all goals in this category.

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.	Approaching 43%
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.	Met 80%
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	Approaching

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	who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	30%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	(Almost) Met 73%

ACTION PLAN

As discussed above, we plan to make the following adjustments:

- Add a literacy period to the schedule (already in place as of Fall 2022),
- Add a 10th Grade Honors Program to improve achievement of higher performing students,
- Improve and rework curriculum to increase the amount of writing practice in class.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Our goal is to meet or exceed the measures below.

BACKGROUND

Our math program has remained consistent in basic structure over the last few years. We teach Algebra 1, alongside Intro to Physics and Intro to Computer Science, allowing students who have taken Algebra 1 *and* scored above a 75, to progress to a course we call Algebra 2a. Most of our 10th graders also take Algebra 2a, which covers much of the traditional Regents Algebra 2 course, but also reviews key Algebra 1 content, to fully develop students' algebraic understanding, to make sure they are fully ready for Algebra 2B, which covers the traditional Regents course, but goes deeper on Trigonometry, limits and polynomial division than is required by the Regents. However, for students who are fully ready for Algebra 2 in 10th grade, we do have an Honors Algebra 2 course, which progresses to Honors Precalculus, and eventually, AP Calculus.

The pandemic has posed real challenges in mathematics. In our first year, before the pandemic, we had strong results and were poised to execute the curriculum described above. But, remote and hybrid learning meant we had to slow down significantly in each course, and we have been adjusting our scopes each year since the Fall of 2020 to make sure our courses are rigorous, but also that they meet students where they are in terms of content knowledge. In the Fall of 2022, we are just getting back to the pace and scope we intended when we founded.

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

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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

CSH met the goal (or rather, missed by 1 percentage point). We had almost 65% of our founding cohort score at a level 4 in our first year, but after the pandemic hit, we had limited opportunities to have students retake the exam, and, given a focus on mental and physical health in those first pandemic years, we didn't prioritize retaking exams to improve scores. But, nonetheless, we met the goal.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22	103	13	58	64%

ADDITIONAL EVIDENCE

- Only 46 students in 2020 cohort took the exam, 11 scored at a level 4 despite 50% the amount of live instruction.
- However, in our 2021 Cohort, we had 98 take it, but only 8 hit the college ready benchmark (8%). That was the same teacher that hit 90% passing and 50+% college ready in 2019. We found last year's 9th grade uniquely unprepared for Algebra 1, and didn't do enough to close that gap, unfortunately. But, we have made adjustments for this year, and expect that data to turn around.

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	113	58%	107	62%	103	64%
2019*	110	92%	107	100%	105*	100%*
2020**			124**	62%**	117**	65%**
2021***					113***	8%***

*Almost this entire cohort had Algebra 1 waivers, but in 2022, 10 passed Algebra II Regents at the college ready level.

**Only 46 tested in Algebra I (though most of those also received waivers), with 11 scoring at the college ready level. We had 41 receive waivers alone in Algebra I, and 25 more in that class receive Algebra II waivers (since they

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came in with Algebra I). We did have most of those 25 take the Algebra II exam in June 22, with 81% passing, and 38% scoring college ready in Algebra II.

***98 took Algebra 1. We had small cohort who entered with Algebra 1 waivers who took a modified Algebra II course instead and will take that exam in 2023.

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

CSH met this goal. As discussed above, most students in this cohort passed the exam in June 2019, a few were exempted, and a few transferred in with passing scores or waivers in 2020. Despite the poor results in 2022, we regularly expect to exceed this benchmark, given our otherwise consistently strong math and overall Regents performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22	102	13	81	91%

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ADDITIONAL EVIDENCE

The data for 2019 and 2020 cohorts is skewed by waivers. As discussed above, the results in June 2022, with the 2021 cohort, was not as strong. But, we expect to correct course and get them to more than 80% passing by January 2023.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	113	98%	107	100%	103	100%
2019	110	92%	107	100%	105	100%
2020			124	89%	117	93%
2021					113	65%

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

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Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

We did successfully move almost exactly half of our below grade-level students to a Level 4, exceeding standards. We are proud of that growth, especially given that we had 5 more students who were at a Level 1 or 2 in 8th grade who scored just one point below a Level 4.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	64	13	24	47%

ADDITIONAL EVIDENCE

See discussion above.

Goal 4: Growth Measure

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

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

CSH exceeded this goal by 16 percentage points, showing our strong results prior to the pandemic.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	64	13	58	91%

ADDITIONAL CONTEXT AND EVIDENCE

See discussion above.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Overall, CSH met most of these goals despite a pandemic, showing a solid program and solid gains for the many students who enter below grade level. Like the rest of the city, state, and country, we have seen a dip in math preparedness and performance since the pandemic. We are adjusting to ensure that we can continue our early success.

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.	Met 64%
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.	Met 91%
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	N/A

³ Based on the highest score for each student on the mathematics Regents exam

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	Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Approaching 47%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met 91%

ACTION PLAN

- Use Algebra 2a to review key Algebra 1 functions with about 50% of the 2021 cohort to ensure strong algebraic understanding, and that students finish their 10th grade year clearly on track to graduation and college readiness.
- Focus on literacy *and* algebraic understanding in 9th grade cohort with 2022 cohort to ensure a return to excellent results in Algebra 1.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

To meet the accountability goals below.

BACKGROUND

Our science program has evolved over the years. Initially, we planned for all students to take two full years of Physics, before taking Living Environment in 11th grade, alongside AP Bio for stronger students. Now, we have more options, allowing students to move into the science classes best suited to their interests and skill level. We teach Intro to Physics in 9th grade, Regents Physics and Living Environment in 10th, with AP Bio, Living Environment, and Environmental Science in 11th, and Forensics and Chemistry in 12th, allowing students a number of options depending on their passion and career interest.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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

RESULTS AND EVALUATION

Most of this cohort received waivers, since they didn’t take a Regents Science course in June 2019, but the limited number who did take the Living Environment exam in June 2021 did reasonably well, meeting the goal.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	61*	32	76%

*Because our curriculum taught Physics for the first two years when we founded, this cohort took the Living Environment Regents in 2020-21, and as a result, had half the in-person instructional time as they would have in a normal year. See the pass rate for the most recent cohort below as evidence of where we expect to be with future cohorts.

ADDITIONAL EVIDENCE

In the first year where CSH had a significant number of students take Regents exam in science, we had 84% of the 2020 cohort passing, between Physics and Living Environment. This demonstrates that our science program is exceeding this goal, despite the impact of the pandemic.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number	Percent	Number	Percent	Number	Percent

⁴ Based on the highest score for each student on any science Regents exam

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	in Cohort	Passing	in Cohort	Passing	in Cohort	Passing
2018	113	100%*	107**	91%	103	93%**
2019	110	N/A***	107	98%*	105	100%*
2020			124	N/A***	117	84%****
2021					113	N/A***

*Waivers

**Waivers, but 42 sat for the exam, and 10 failed Living Environment, even though all of them already had waivers in Physics (as explained above). It felt more accurate to report the number as below 100% given the 10 students who failed.

***Our 9th grade students all take intro to Physics and do not take a Regents exam in science.

****Note that 50% of our 10th graders took the Regents Physics Exam, and take Living Environment in 11th grade. Because Regents Physics is considerably more difficult exam, and typically taken by only a subset of 11th and 12th graders, our pass rate on that exam was 65%, whereas our 10th Grade Living Environment pass rate in 21-22 was 90%.

Goal 5: Comparative Measure

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

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

ADDITIONAL CONTEXT AND EVIDENCE

See the discussion above.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Overall, our science results demonstrate the overall strength of our program, and support the structure of our program, which allows students to take science courses as they are ready for them.

ACTION PLAN

- We are continuing on course, though we have removed AP Physics 1 from our 10th grade program, and added Regents Chemistry in 12th grade.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Our school’s goal is to meet the measures below.

Goal 6: Absolute Measure

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

METHOD

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

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

RESULTS

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21				
2018	2021-22	103	103	0	N/A

EVALUATION

We don’t have an accurate measure here because we do this exam at the end of 10th grade, and there hasn’t been a US History exam since January of 2020. Based on our first round of Global

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History data in June 2022, I am confident we would have met this goal, but cannot say for certain, as we didn't have the opportunity to take the exam.

ADDITIONAL EVIDENCE

As discussed above, our data is basically all waivers, since we haven't had a cohort take the exam. The 2020 cohort would have been the first, and our mock data suggested at least a 75% pass rate for that cohort in June of 2022, but since the exam was cancelled, we didn't get to test the predictive accuracy of our mock exam (which is less reliable, since there is only one released exam for the new framework).

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	113	95%	107	100%	103	100%
2019	110	n/a	107	94%	105	100%
2020			124	n/a	117	93%
2021					113	n/a

*Note that we teach Economics and Government in 9th grade, and as a result of the cancellation of the June 2022 US History exam, we have not yet had a cohort that has taken a US History Regents exam.

Goal 6: Comparative Measure

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

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

Goal 6: Absolute Measure

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

METHOD

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

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

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RESULTS

Again, because of the cancellation of the Regents, our 2018 cohort didn't take the exam. We did have three students who were held-over took the exam as 11th graders in June 2022, and all of them passed, with an average score of 77. So, CSH met the measure in a technical sense, but our data from the 2019 cohort (below) shows that we also met the measure more substantively.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20		0		
2017	2020-21				
2018	2021-22	102	99	3	100%

EVALUATION

As noted below, our 2019 cohort took the exam. Of the 99 who took the exam, 79 passed, giving us a 80% pass rate on the exam, and a 76% pass rate for the total 2019 cohort. This is better than the pre-pandemic state average, and well above the pre-pandemic district average, indicating CSH is meeting this goal.

ADDITIONAL EVIDENCE

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	113	n/a	107	98%	103	100%
2019	110	n/a	107	n/a	105	76%
2020			124	n/a	117	n/a
2021					113	n/a

Goal 6: Comparative Measure

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

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

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

As discussed above, it is difficult to report on these goals accurately because of the waivers and lack of exams over the last few years, but all our data points in the direction of meeting these goals. Now, we are focused on how to build a History program that will regularly exceed these goals, and give our students a strong grounding in History and Social Science.

ACTION PLAN

Our plans to improve literacy extend to History courses. Given that we do US History in 10th grade and Global in 11th grade, unlike most other high schools, we are focused on building both the historical and literal literacy of our students to prepare for the slightly more challenging US History exam. That has proven challenging coming out of the pandemic, with less well-prepared 9th graders, almost none of whom have had prior history instruction. However, given our solid results in Global last year, we are confident that with improved literacy, we can continue to improve our outcomes and continue to meet and exceed our accountability goals.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Our ESSA status is based on results from our first year, and hasn’t changed since then. We did meet the goal and are rated “good standing+” by the state.

ADDITIONAL EVIDENCE

See discussion above.

Accountability Status by Year

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

