



## **Vertex Partnership Academies**

# **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Danielle Tschirhart, Chief Operations Advisor, prepared this 2022-23 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) |
| David Sweeny   | Chair                                      |                                       |
| Sarah Hawkins  | Member                                     |                                       |

Joyanet Mangual has served as the school leader since 2021.

## SCHOOL OVERVIEW

Vertex Partnership Academies (“Vertex”) is a first-of-its-kind partnership charter school offering an exceptional, tuition-free International Baccalaureate (“IB”) program that offers pathways to college completion and/or career development, and most importantly empowers its graduates to lead lives of deep meaning and purpose. The goal is to develop internationally minded citizens who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The school opened in 2022 with 101 students and is planning to grow by one grade per year until it reaches capacity and serves grades 9-12.

In the Vertex Lower School, each Vertex scholar will complete a rigorous two (grades 9 and 10) or three year (grades 9, Bridge, and 10) foundational course load in the liberal arts and sciences that emphasizes knowledge and thinking through writing, Socratic seminar, and inquiry; and character education based on the cardinal virtues of wisdom, justice, courage, and temperance. We draw upon tenets of classical education in order to create a model of schooling that addresses the relationship between the good society, self-development, and the vital drivers of happiness, human flourishing and shared dignity.

In the Vertex Upper School, each Vertex scholar will be able to choose a final two-year International Baccalaureate pathway that empowers them to be a graduate of either the Diploma Program that has prepared them to enter and compete in the finest colleges and universities in the country or abroad; or the Career Program that has prepared them to more immediately enter the labor market with professional skills and knowledge in a particular industry sector.

- To graduate from the Diploma Program requires completion of three core elements: (A) Theory of Knowledge, in which scholars reflect on the nature of knowledge and how we know what we claim to know; (B) An extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper; and (C) a capstone project that scholars complete independently or collaboratively related to Creativity, Activity and Service. IB Diploma Program scholars must also demonstrate required mastery of six subject groups via assessments in (1) Studies in language and literature; (2) Foreign Language acquisition and an understanding of another culture through the study of its language; (3); Individuals and societies; (4) Sciences; (5) Mathematics; and (6) The arts.
- To graduate from the Career Program requires completion of four core elements: (A) courses from the Diploma Program; (B) career-related studies such as immersion in computer science coding, (C) corporate/business internships; and (D) a core curriculum that includes foreign language acquisition and courses that emphasize personal and professional skills development for the workplace. The goal is to secure an industry credential with labor market value.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

As a defining cornerstone, Vertex Partnership Academies aims to prove that historically underserved, economically disadvantaged students can demonstrate the highest levels of academic performance and lead lives as citizens of impeccable character.

### 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 |
| 2020-21  |   |   |   |   |   |   |   |   |   |     |    |    |    |       |
| 2021-22  |   |   |   |   |   |   |   |   |   |     |    |    |    |       |
| 2022-23  |   |   |   |   |   |   |   |   |   | 101 |    |    |    | 101   |

### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

| Fourth-Year High School Accountability Cohorts |   |                    |  |                                       |   |
|--|---|--------------------|--|---------------------------------------|---|
| Fourth Year Cohort                             | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
| 2020-21  | 2017-18                                     | 2017               | N/A  | N/A                                   | N/A   |
| 2021-22  | 2018-19                                     | 2018               | N/A  | N/A                                   | N/A   |
| 2022-23  | 2019-20                                     | 2019               | N/A  | N/A                                   | N/A   |

Vertex has not yet had an Accountability Cohort in the 4<sup>th</sup> year.

#### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year<br>(a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason<br>(b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|--|---|-----------------------------------|
| 2020-21            | 2017-18                                     | 2017               | N/A  | N/A   | N/A                               |
| 2021-22            | 2018-19                                     | 2018               | N/A  | N/A   | N/A                               |
| 2022-23            | 2019-20                                     | 2019               | N/A  | N/A   | N/A                               |

Vertex has not yet had an Accountability Cohort in the 4<sup>th</sup> year.

### Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year<br>(a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason<br>(b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|---|---|-----------------------------------|
| 2020-21           | 2016-17                                     | 2016               | N/A   | N/A   | N/A                               |
| 2021-22           | 2017-18                                     | 2017               | N/A   | N/A   | N/A                               |
| 2022-23           | 2018-19                                     | 2018               | N/A   | N/A   | N/A                               |

Vertex has not yet had an Accountability Cohort in the 4<sup>th</sup> year.

**PROMOTION POLICY**

In order for students to graduate high school at Vertex, students must earn 44 credits. Most classes count for 1 credit each semester. At Vertex, we use a 7-point assessment and reporting system. Students must earn at least a Level 3 to receive credit. If students do not complete the assignments, or earn less than a 3 for the work, no credit is earned.

Our assessment criteria and performance descriptors define the quality of work that is required in order to pass a class and for each academic level, 1-7.

At Vertex Partnership Academies, the 9th and 10th grade curriculum serve as preparation for the programs being offered at the 11th and 12th grades. In order to demonstrate readiness for the following year, all students must successfully complete all summative assessments for the course. A summative assessment is the final project or test provided at the end of the unit that a student completes to show their mastery of the content that is covered in the course. Core classes are graded using the rubric shown below.

**PROMOTIONAL CRITERIA**

A student must earn a **3 or higher on the rubric shown below. A score of 1-2 is a failing score.** Students will not receive credit for classes if they earn less than a 3 in their classes. Each class has its own rubric which is based on the criteria for that class.

In order to be promoted to the next grade in the at the end of the 22-23 school year, students were required to successfully complete the following given the standards described:

|                  | Promotional Category                | Promotional Standard  |
|------------------|-------------------------------------|---|
| <b>9th Grade</b> | School-based (internal) Assessments | Summative assessments that demonstrate achievement of 3+ against criterion for the course |
|                  | Regents Examination                 | Algebra Regents<br>Living Environment Regents   |
|                  | Attendance Tardies                  | 90% attendance or above<br>(defined by on time attendance to school)                      |

**End of semester/year grades and grade boundaries**

| Grades | Grade Boundary | Descriptors  |
|--------|----------------|--|
| 1      | 1-5            | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|   |       |   |
|---|-------|---|
| 2 | 6-9   | Produces work of very limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.  |
| 3 | 10-14 | Produces work of acceptable quality. Communicates basic understandings of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical or creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good-quality work. Communicates secure understandings of many concepts and contexts with few significant misunderstandings or minor gaps. Often demonstrates basic critical or creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.     |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understandings of concepts and contexts. Demonstrates critical or creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.                               |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understandings of concepts and contexts. Demonstrates critical or creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.                             |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understandings of concepts and contexts. Consistently demonstrates sophisticated critical or creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.   |

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL I: HIGH SCHOOL GRADUATION

**Goal:** Vertex Partnership Academies will instill in all students the knowledge, skills, and abilities required to demonstrate high school completion.

#### **Leading Indicators**

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

#### **Absolute Measure**

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

#### **Comparative Measure**

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the district.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Graduation Goal Measure 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.

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

| Cohort Designation | Number in Cohort during 2022-23 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2021               | N/A                             | N/A              |
| 2022               | 101                             | 72%              |

### Graduation Goal Measure 2 - 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.

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 2023, the 2021 Cohort will have completed its second year.

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

| Cohort Designation | School Year | Number in Cohort | Percent Passing at Least Three Regents (including exemptions) |
|--------------------|-------------|------------------|---|
| 2019               | 2020-21     | N/A              | N/A   |
| 2020               | 2021-22     | N/A              | N/A   |
| 2021               | 2022-23     | N/A              | N/A   |

### Graduation Goal Measures 3 & 4 - Absolute

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.

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

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2017               | 2020-21     | N/A              | N/A                  | N/A                |
| 2018               | 2021-22     | N/A              | N/A                  | N/A                |
| 2019               | 2022-23     | N/A              | N/A                  | N/A                |

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

<sup>1</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2016               | 2020-21     | N/A              | N/A                  | N/A                |
| 2017               | 2021-22     | N/A              | N/A                  | N/A                |
| 2018               | 2022-23     | N/A              | N/A                  | N/A                |

### Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

| Cohort Designation | School Year | Charter School   |                      |                    | School District  |                    |
|--------------------|-------------|------------------|----------------------|--------------------|------------------|--------------------|
|                    |             | Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
| 2017               | 2020-21     | N/A              | N/A                  | N/A                | N/A              | N/A                |
| 2018               | 2021-22     | N/A              | N/A                  | N/A                | N/A              | N/A                |
| 2019               | 2022-23     | N/A              | N/A                  | N/A                | N/A              | N/A                |

### Graduation Goal Measure 6 - 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.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

| Exam    | Number of Graduation Cohort Members Tested (a) | Number Passing or Achieving Regents Equivalency (b) | Percentage Passing = [(b)/(a)]*100 |
|---------|--|---|------------------------------------|
| N/A     | N/A  | N/A   | N/A                                |
| N/A     | N/A  | N/A   | N/A                                |
| N/A     | N/A  | N/A   | N/A                                |
| Overall | N/A  | N/A   | N/A                                |

<sup>2</sup> 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

<sup>3</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort Tested | Percent Passing a Pathway Exam |
|--------------------|-------------|-------------------------|--------------------------------|
| 2017               | 2020-21     | N/A                     | N/A                            |
| 2018               | 2021-22     | N/A                     | N/A                            |
| 2019               | 2022-23     | N/A                     | N/A                            |

### SUMMARY OF THE HIGH SCHOOL GRADUATION 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 |
|-------------------|--|---------|
| 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.                                  | NO      |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.             | N/A     |
| Absolute          | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.  | N/A     |
| Absolute          | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.   | N/A     |
| Comparative       | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.                             | N/A     |
| Absolute          | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | N/A     |

### EVALUATION OF THE GRADUATION GOAL

Vertex narrowly missed meeting the goal of 75% of students earning at least 10 credits this year but just a handful of percentage points. Given the rigorous nature of the IB Program, the school leadership team was very intentional about ensuring that students had mastered the content of 9<sup>th</sup> grade before moving on; and therefore, had a high number of students who did meet the cutoff for advancement to 10<sup>th</sup> grade. Those 26 students were invited to attend Vertex Bridge, a 9<sup>th</sup> grade remediation program that provides small class sizes and targeted remediation in English and Mathematics and creates a 5-Year track toward graduation.

## GOAL 2: COLLEGE PREPARATION

**Goal:** Vertex Partnership Academies will prepare all students to enter college without the need for remediation.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
  - Earn a score of 4 or higher on an International Baccalaureate (“IB”) exam;
  - Earn the International Baccalaureate Career Certificate;
  - Pass a College Level Examination Program (“CLEP”) exam;
  - Pass a college level course offered at a college or university or through a school partnership with a college or university;

Achieve the college and career readiness benchmark on the SAT:

- Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the state’s MIP set forth in the state’s ESSA accountability system.
- Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.
- Each year, 75 percent of graduating students will matriculate in a college or university or enter the job market with a recognized professional credential in the year after graduation.
- Each year, 50 percent of graduating students will earn either the International Baccalaureate Diploma or Career Certificate.

### **College Preparation Goal Measure 1 - Absolute**

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

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

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| Indicator <sup>4</sup> |   |                               |  |
|------------------------|---|-------------------------------|--|
| Indicator              | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
| N/A                    | N/A   | N/A                           | N/A  |
| N/A                    | N/A   | N/A                           | N/A  |
| N/A                    | N/A   | N/A                           | N/A  |
| N/A                    | N/A   | N/A                           | N/A  |
| N/A                    | N/A   | N/A                           | N/A  |
| Overall                | N/A   | N/A                           | N/A  |

### College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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<sup>4</sup> Schools use any method listed above, 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### College Preparation Goal Measure 4 - Absolute

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

#### Matriculation Rate of Graduates by Year<sup>5</sup>

| Cohort | Graduation Year | Number of Graduates<br>(a) | Number Enrolled in 2 or 4-year Program in Following Year<br>(b) | Matriculation Rate<br>=[(b)/(a)]*100 |
|--------|-----------------|----------------------------|---|--------------------------------------|
| 2017   | 2020-21         | N/A                        | N/A   | N/A                                  |
| 2018   | 2021-22         | N/A                        | N/A   | N/A                                  |
| 2019   | 2022-23         | N/A                        | N/A   | N/A                                  |

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Because the school only served 9<sup>th</sup> grade this year, it did not yet engage in explicit college preparation.

| 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. | N/A     |
| 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.                             | N/A     |

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

## GOAL 3: ENGLISH LANGUAGE ARTS

**Goal:** Upon graduation, all students will be able to think logically, clearly, and coherently about what to believe and what to do; and will be able to read and write proficiently.

### **Absolute Measures**

- 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 third year in the cohort.
- Each year, 80 percent of students in the high school Accountability Cohort 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.
- Each year, the Performance Index ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress ("MIP") set forth in New York's ESSA accountability system.

### **Comparative Measures**

- 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.
- 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 partially meeting Common Core expectations.
- Each year, the school's PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

### **Growth Measures**

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8<sup>th</sup> 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.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## BACKGROUND

The IB Middle Years Programme (MYP) at Vertex is designed for students in grades 9-10 and provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the development of five Approaches to Learning (ATL) skills: communication, social, self-management, research and thinking. It also fosters intercultural understanding and global engagement which is an essential quality for young people today. Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

### *1. Language and literature course description*

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP Language and Literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both Independently and with others. MYP Language and Literature courses include a balanced study of genres and literary texts, including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. Ideas and issues explored in MYP Language and Literature include:

- identity, heritage, culture, diversity, families, friendships, relationships
- communities, globalization, migration, displacement
- social history, civilizations, journeys
- media and mass communication
- childhood, adolescence, youth, rebellion, innocence and experience

#### **High School ELA Measure 1 - Absolute**

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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>6</sup>

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

| Cohort | Fourth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2017   | 2020-21     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2018   | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019   | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |

### High School ELA Measure 2 - 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.

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.

### 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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2017               | 2020-21     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |

### High School ELA Measure 3 - Absolute

<sup>6</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>7</sup> 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 2017, 2018, and 2019 Cohorts 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2022-23

### High School ELA Measure 4 - Comparative

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 2022-23

### High School ELA Measure 5 - Comparative

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 2022-23

### High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English 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.

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.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | N/A  |

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | N/A  |

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

| Type        | Measure   | Outcome |
|-------------|---|---------|
| Absolute    | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.            | N/A     |
| 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.   | N/A     |
| Absolute    | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.  | N/A     |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.                   | N/A     |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.                  | N/A     |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.  | N/A     |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in | N/A     |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### EVALUATION OF HIGH SCHOOL ELA GOAL

Vertex has not yet had a fourth year Accountability Cohort and cannot yet report out on attainment of the ELA Goal.

## GOAL 4: MATHEMATICS

**Goal:** Graduates of Vertex Partnership Academies will be able to demonstrate an understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics); use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts; and be able to select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts.

### **Absolute Measures**

- 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 third year in the cohort.
- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, the school's PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

### **Comparative Measures**

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.
- 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 partially meeting Common Core expectations.
- Each year, the school's PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

### **Growth Measures**

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8<sup>th</sup> grade math 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.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8<sup>th</sup> grade math exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.

### BACKGROUND

As in ELA, Vertex uses the IB MYP Programme to guide student instruction in Mathematics.

#### *1. Mathematics course description*

The framework for MYP mathematics outlines four branches of mathematical study.

1. Number
2. Algebra
3. Geometry
4. Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

Standard mathematics aims to provide a sound knowledge of basic mathematical principles. Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2017   | 2020-21     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2018   | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019   | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |

### High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2017               | 2020-21     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                 | N/A  |

### High School Math Measure 3 - Absolute

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2022-23

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam 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 2022-23

### High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet 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.

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

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | N/A  |

### High School Math Measure 8 - Growth

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017               | 2020-21     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2018               | 2021-22     | N/A  | N/A                                     | N/A                                 | N/A  |
| 2019               | 2022-23     | N/A  | N/A                                     | N/A                                 | N/A  |

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

| Type        | Measure   | Outcome |
|-------------|---|---------|
| Absolute    | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.   | N/A     |
| 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.  | N/A     |
| Absolute    | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.   | N/A     |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.  | N/A     |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.   | N/A     |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.  | N/A     |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | N/A     |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics   | N/A     |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|  |   |  |
|--|---|--|
|  | 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. |  |
|--|---|--|

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Vertex has not yet had a fourth year Accountability Cohort and cannot yet report out on attainment of the Mathematics Goal.

## GOAL 5: SCIENCE

### GOAL V: SCIENCE

**Goal:** Graduates of Vertex Partnership Academies will develop the ability to understand scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and to apply it to construct scientific explanations, solve problems, and make judgments supported by scientific understanding.

#### **Absolute Measures**

- 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 Science Regents Exam by the completion of their third year in the cohort.
- Each year, 80 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.

#### **Comparative Measures**

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

## BACKGROUND

Vertex uses the IB MYP Science Curriculum to guide the teaching of science. The main approach to teaching and learning sciences is through structured inquiry in the context of interdisciplinary units. Students are encouraged to investigate science by formulating their own question and finding answers to those questions, including through research and experimentation. Scientific inquiry enables students to develop a way of thinking and a set of skills and processes that they can use to confidently comprehend the important concepts of Life and Physical Sciences.

The Vertex Science Curriculum shares the values about teaching and learning science:

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- International dimension: Students develop an appreciation that science requires open-mindedness and freedom of thought transcending gender, political, cultural, linguistic, national and religious boundaries.
- Aesthetic dimension: Students engage with the complexities, intricacies and beauty of science, which arouses their curiosity and heightens their learning.
- Ethical dimension: Students reflect on the ethical, social, economic, political, cultural and environmental implications of using science to solve specific problems. Students develop a personal, ethical stance on science-related issues.
- Learning through investigation: Students construct meaning by designing, conducting and reflecting on scientific investigations. The scientific process, which encourages hands-on experience, inquiry, and critical thinking, enables students to make informed and responsible decisions, not only in science but also in other areas of life.
- Collaboration: Students are provided opportunities to work individually and with their peers to learn about science within and beyond the classroom. They develop safe and responsible working habits in practical science.

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school did not administer a Science Regents Exam in 2022-23. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

#### Science 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2017               | 2020-21     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                   | N/A   |

#### High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

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

| Type        | Measure  | Outcome |
|-------------|--|---------|
| Absolute    | 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.                       | N/A     |
| Comparative | 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. | N/A     |

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

Vertex has not yet had a fourth year Accountability Cohort and cannot yet report out on attainment of the Science Goal.

## GOAL 6: SOCIAL STUDIES

**Goal:** Upon graduation students will have developed the ability to respect and understand the world around them and demonstrate the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies and environments.

### **Absolute Measures**

- Each year, 80 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.
- Each year, 80 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.

### **Comparative Measures**

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

## BACKGROUND

Vertex utilizes the IB MYP framework in the teaching of Social Studies, titling the area of study Individuals and Societies. In the MYP students develop cognitive and procedural skills as well as strong conceptual understandings that support teaching and learning in the later grades. The MYP offers many opportunities for students to explore ways of knowing. Courses in Individuals and Societies encompass experimentation and observation, reasoning and argumentation, the use of primary sources, and data that can be used to propose knowledge claims about human existence and behavior.

In this subject group, MYP students begin to explore these knowledge claims by assessing validity, reliability, credibility, certainty and individual, as well as cultural perspectives. The humanities and social sciences focus on the development of critical and creative thinking skills that students can apply in a wide variety of areas of interest and careers. The knowledge, skills and attitudes that students develop in individuals and societies courses provide a meaningful

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

foundation for further study and help to prepare students to work in academia, in non-governmental and governmental organizations, non-profit organizations and business and industry.

### Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

#### 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2017               | 2020-21     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                   | N/A   |

### Social Studies Measure 2 - Comparative

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 2022-23

### Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

#### 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2017               | 2020-21     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2018               | 2021-22     | N/A                  | N/A                                     | N/A                                   | N/A   |
| 2019               | 2022-23     | N/A                  | N/A                                     | N/A                                   | N/A   |

**Social Studies Measure 4 - Comparative**

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 2022-23.

**SUMMARY OF THE SOCIAL STUDIES GOAL**

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

| Type        | Measure   | Outcome |
|-------------|---|---------|
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.                         | N/A     |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.   | N/A     |
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.                       | N/A     |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A     |

**EVALUATION OF THE SOCIAL STUDIES GOAL**

Vertex has not yet had a fourth year Accountability Cohort and cannot yet report out on attainment of the Social Studies Goal.

## GOAL 7: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

#### Accountability Status by Year

| Year    | Status |
|---------|--------|
| 2020-21 |        |
| 2021-22 |        |
| 2022-23 | N/A    |

### ADDITIONAL CONTEXT AND EVIDENCE

Vertex operates its partnership high school program through a management agreement with four charter schools, Girls Preparatory Charter School of New York, Girls Preparatory Charter School of the Bronx, Boys Preparatory Charter School and Brilla College Preparatory Charter School. Given this innovative model, Vertex does not receive an individualized ESSA status; however, all four of its partner schools are rated as in Good Standing under ESSA.

