Instructions / Notes

for 2023-24 Accountability Plan Progress Report ("APPR")

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the "Institute") has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the "Additional Context and Evidence" sections for each goal area.
3. The Institute strongly recommends that schools supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the "Internal Assessment Results" sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2024. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will post the finalized APPRs onto its website.
5. Text Highlighted in Grey = explanation or guidance for an entry. As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

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

EAST HARLEM SCHOLARS ACADEMIES
EHTP Schools

[EAST HARLEM SCHOLARS ACADEMY II]

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

10/15/2024

By Ana Morron

1573 Madison Avenue
New York, NY 10029

2121-358-2518

2023-24 Acccountability plan progress report

Enter Name(s) and Title(s) prepared this 2023-24 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)
Iris Chen	Member	Education
Carlos Morales	Secretary	Finance
Carolyne Quintana	Member	Education
Joan Solotar	Member	Governance
David Wildermuth	Member	Finance
Brian Gavin	Treasurer	Finance
Hope Knight	Co-Chair	Governance,
Billy Rahm	Chair	All
Saskia Levy Thompson	Member	Education

Enter first and last name(s) has served as the school leader(s) since [XXX].

Jessenia Roman has served as school leader since 2022.

SCHOOL OVERVIEW

East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities and realize their best possible selves. East Harlem Scholars Academies are operated by East Harlem Tutorial Program, a community-based organization founded in 1958.

EHSA serves a K-12 student population reflective of the community (CSD4) within which it is located. Over 90% of the students in the charter qualify for free or reduced price lunch, roughly 20% are multilingual learners, and just over 20% of the students have IEPs. EHSA prides itself in its anti-racist approach to instruction, family engagement, and student culture and invests heavily in creating an inclusive environment for all learners.

Key design elements include a deep commitment to strong instructional leadership and professional development, culturally responsive teaching, integration of social emotional learning, and the integration of performance-based assessment. Particularly unique to this charter school is the long history with partner organization, EHTP, and our deep history in East Harlem and partnership with East Harlem families.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	42	38	61	50	56	54	57	56	57					471
2022-23	26	39	35	49	43	49	51	49	56					397
2023-24	29	28	32	39	48	43	59	61	63					402

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers, writers and speakers of the English language.

BACKGROUND

East Harlem Scholars Academy continued using the Wit & Wisdom curriculum, which was introduced in the 2020-2021 school year. Wit & Wisdom remains the cornerstone of our K-12 ELA program, offering a comprehensive approach that integrates reading, writing, speaking, listening, grammar, and vocabulary. Each grade level engages with four modules of study designed to build students' knowledge in science and the liberal arts, while aligning with New York State Common Core standards. Throughout the year,

students have been exposed to high-quality texts and rigorous instruction that fosters critical thinking and meaningful connections.

During the 2023-2024 school year, we recognized the need for deeper instructional consistency and stronger foundational literacy instruction in the lower grades. While Fundations was introduced for K-3 students, its implementation was not done with full fidelity across classrooms. This highlighted the need for additional support to ensure that all teachers are effectively delivering phonics, spelling, and handwriting instruction in a structured and systematic way. As we look toward the 2024-2025 school year, we are taking steps to address these gaps and strengthen foundational literacy.

To further support teacher development and ensure curriculum alignment, we began laying the groundwork for a new collaboration with *Teaching Lab* toward the tail end of 2023-2024. This partnership will officially take effect in the 2024-2025 school year, with the goal of providing coaching and professional development for teachers and instructional leaders. Teaching Lab's research-based approach is designed to improve teacher practice by focusing on high-quality instructional materials like Wit & Wisdom. Their coaching model will allow us to shift more teacher time toward differentiation and innovation, ensuring that all students meet rigorous standards.

In grades 6-8, the cross-curricular Humanities block continued to integrate ELA and History, allowing students to engage with content more deeply through project-based learning. Our instructional leaders worked to align instructional practices and curricular resources with the Next Gen standards, but we identified areas for improvement to better support both teachers and students moving forward.

Elementary and Middle ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested	Total Enrolled

		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	35	1	1					37
4	40	2	4				1	46
5	41	3						44
6	58	3	2				1	64
7	55	1	4				1	62
8	53	2	2				1	58
All	282	12	13				4	311

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	35	3	8.6	25	2	8
4	40	12	30	32	10	31
5	41	12	29.3	30	9	30
6	58	19	32.8	35	14	40
7	55	32	58.2	34	23	67
8	53	26	48.1	36	21	58
All	282	104	36.9	192	79	41

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
282	31%	32%	26%	11%

PI	=	32	+	26	+	11	=	69
				26	+	11	=	37
					+	(.5)*11	=	5.5
						PI	=	111.5

RESULTS AND EVALUATION

The school did not meet most ELA goals for 2023-2024, including proficiency targets, state PI, and comparative performance against the district. Additionally, the school did not exceed its predicted performance based on regression analysis.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	8	25	42.6	236
4	31	32	32.8	248
5	30	30	43.3	249
6	40	35	40.8	245
7	67	34	49.4	319
8	58	36	46.5	301

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

All	41	192	44.5	1598

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.8	432.0	438.6	-0.63
4	88.4	447.0	441.9	0.50
5	83.7	447.0	441.5	0.59
6	94.3	443.0	438.5	0.51
7	90.0	443.0	442.8	0.02
8	96.4	448.0	445.7	0.25
All	90.4	443.4	441.5	0.21

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	61.6	50.0
5	67.8	50.0
6	50.7	50.0
7	42.6	50.0
8	49.5	50.0
All	59.4	50.0

ELA INTERNAL EXAM RESULTS

In 2023-2024, East Harlem Scholars Academies used one primary platform to assess student achievement in ELA: interim assessments created by Educational Vistas. These interim assessments are used largely as a predictor of state test readiness and standards mastery.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Ed Vista.

I-READY

2023-24 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	281	45%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	147	68%	No

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	64%	70	47%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	183	14%	No

End of Year Performance on 2023-24 i-Ready ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	9	33	17	29
4	7	43	6	36
5	5	38	6	32
6	21	58	24	33
7	19	54	18	34
8	10	48	11	19
All	12	274	14	183

End of Year Growth on 2023-24 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	70	37

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

4	50	45
5	13	43
6	105	55
7	33	55
8	0	46
All	45	281

Summary of the ELA Goal

The school did not meet most ELA goals for 2023-2024, including proficiency targets, state PI, and comparative performance against the district. Additionally, the school did not exceed its predicted performance based on regression analysis.

However, the school exceeded the growth target, with students in grades 4-8 showing significant progress under the state's Growth Model. Despite missing proficiency benchmarks, the positive growth indicates potential for improvement in the coming years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes
	[Write in additional measure here]	

Evaluation of ELA Goal

The data above indicates mixed results in meeting the ambitious goals set forth in the accountability plan for English Language Arts (ELA) performance. Specifically, the school did not achieve the goal of 75% proficiency for students enrolled for at least two years on the New York State English language arts exam for grades 3-8. Additionally, the percentage of students performing at proficiency was lower than that of students in the same tested grades in the comparison district.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

ELA Action Plan

To support the effective implementation of our ELA program, our teachers have engaged in a rigorous professional development program. At the end of the 2023-2024 school year, we expanded these efforts by partnering with Teaching Lab, an organization that works closely with educators to strengthen instructional systems and drive professional learning. Through this collaboration, our teachers received enhanced coaching and development tailored to their needs. Teaching Lab's model is research-based and rooted in the belief that studying high-quality instructional materials not only enhances teacher practice but also improves student outcomes. The shift towards a focus on curriculum has allowed teachers to spend less time on lesson planning and more on innovation in their classrooms.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

East Harlem Scholars Academy Elementary engaged in over 90 minutes of math instruction daily. In addition, students used i-Ready, an adaptive digital tool that provided targeted practice and support to students in Math. In the 2020-2021 school year, Scholars Academy adopted the Eureka math curriculum, and the school has continued its investment in the curriculum to the present. Eureka Math is a program grounded in a developing conceptual understanding of math for both students and teachers implementing the program.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	33	2	2						37
4	39	2	5				1		47
5	43	1							44
6	57	3	3				1		64
7	54	2	4				1		61
8	54		3				1		58
All	280	10	17				4		311

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	33	8	24	25	5	20
4	39	9	24	32	8	25
5	43	18	42	31	15	49
6	57	18	32	36	12	34
7	54	28	52	35	20	57
8	54	16	29	37	10	27
All	280	97	34	196	70	36

Math Measure 2 - Absolute

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

Method

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
280	32%	33%	26%	8%

	PI	=	33	+	26	+	8	=	67
					26	+	8	=	34
						+	(.5)*[(8)	=	4
							PI	**=**	**105**

Results and evaluation

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Math Measure 3 - Comparative

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

Method

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

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	20	25	46.5	301
4	25	32	38.6	244
5	49	31	46.2	262
6	34	36	39.7	257
7	57	35	45.5	308
8	27	37	31.2	92
All	36	196	42.2	1464

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[7]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.8	439.0	444.2	-0.36
4	88.4	440.0	443.6	-0.26
5	83.7	451.0	442.7	0.65
6	94.3	433.0	439.8	-0.53
7	90.0	436.0	443.9	-0.67

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8	96.4	432.0	437.4	-0.33
All	90.4	438.6	441.9	-0.23

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[8]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	43.6	50.0
5	65.9	50.0
6	37.1	50.0
7	49.3	50.0
8	55.9	50.0
All	51.4	50.0

MATHEMATICS INTERNAL EXAM RESULTS

The school implemented iReady as both an instructional and assessment tool to measure progress and provide formative assessment data throughout the school year in mathematics.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady.

[8] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in Appendix A. Paste the completed tables here.

I-READY

2023-24 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	288	130%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	162	107%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[9]	131%[10]	70	94%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	191	11%	No

End of Year Performance on 2023-24 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year		
Grades	All Students	Enrolled in at least their Second Year

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

[10] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	0	37	10	29
4	7	44	8	37
5	34	38	34	32
6	5	61	6	35
7	12	59	5	37
8	9	54		21
All	11	293	11	191

End of Year Growth on 2023-24 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	88%	37
4	72%	44
5	147%	38
6	143%	61
7	156%	56
8	171%	52
All	130%	288

SUMMARY OF THE MATHEMATICS GOAL

The school did not attain any of the absolute, comparative, or growth measures that comprise the mathematics goal. The school has demonstrated annual typical growth in mathematics in iReady, which is indicative of an upward trend that makes the school confident in the results for the remainder of the accountability period.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes
	[Write in additional measure here]	

Evaluation of the Mathematics Goal

While the school did not attain any of the ambitious goals set forth in the accountability plan, the annual typical growth in iReady is deeply promising, and a sign that the implementation of the Eureka Math resources with fidelity is resulting in improved math achievement for students in grades 3-8.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

Mathematics Action Plan

In the 2024-2025 school year, the school will continue the use of iReady for mathematics to ensure consistent data tracking occurs and instructors are able to identify student needs. Additionally, the school has invested in Math coaching to support particularly grades 3-5 mathematics teachers.

The school has also fully invested in the updated Eureka Squared curriculum as well as Illustrative Math that offers expanded opportunities for students to apply and practice mathematical concepts. This additional investment, and the corresponding professional development will allow us to ensure all students have access to quality math instruction and the opportunities to build deeper math understanding.

GOAL 3: SCIENCE

Students will demonstrate competency in the understanding and application of science concepts.

Background

The science curriculum at East Harlem Scholars Academy is rooted in experiential and project-based learning. In the elementary grades, students use the PhD Science curriculum created by Great Minds. The alignment with the Wit and Wisdom ELA curriculum and Eureka Squared Math curriculum allow instructors to draw cross-curricular connections.

On the secondary level, our STEM department chairs in grades 6-12 work to align science and math curriculum. In 8th grade, students are enrolled in Living Environment and are able to receive Regents credit prior to entering high school.

Elementary and Middle Science

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	36	3	8.3
8	47	10	21.3
All	83	13	15.7

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	36	3	8.3			
8	47	10	21.3			
All	83	13	15.7			

Summary of the Elementary/Middle Science Goal

The data reflects that the school did not meet either of the measures for the 2023-2024 school year. Specifically, only 15.7% of students performed at proficiency on the NYS science exams, falling significantly short of the target of 75%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	No Data Available for Comparison
	[Write in optional measure here]	

Evaluation of the Science Goal

These results point to clear areas of concern in terms of overall student performance. The gap between our results and the measures set forth indicates that our current instructional practices require deeper intervention.

Additional Context and Evidence

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

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam Of 8th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22				
8	2022-23				
8	2023-24				

ACTION PLAN

To address the gaps in student performance in science, the school is introducing *Amplify Science* for grades 6-8, a high-quality curriculum designed to enhance student engagement and understanding of scientific concepts. Amplify Science immerses students in real-world problems and encourages them to investigate scientific phenomena through collaboration, discussion, and hands-on learning. By developing models and explanations, students will build the skills necessary to solve complex problems, preparing them for higher levels of science education.

In addition to the new curriculum, we are providing regular coaching for our teachers in grades 6-8. This coaching will ensure that educators have the necessary support and professional development to implement Amplify Science effectively and align their instructional practices with best standards.

GOAL 4: 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
2021-22	In Good Standing
2022-23	Local Support & Improvement
2023-24	Local Support & Improvement

Additional Context and Evidence

The school had been in good standing previously and its current status of Local Support & Improvement prioritizing progress for students with IEPs, MLL scholars, and all students.

APPENDIX A: DATA REPORTING TABLES

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

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

Guidance for calculating the results in each of the tables below is available here.

NWEA

2023-24 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[11]	[X][12]	[#]	[X]	[Yes/No]

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

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

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[13]	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2023-24 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[14]	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2023-24 NWEA MAP [ELA/Mathematics] Assessment
By All Students

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

i-Ready

2023-24 i-Ready [ELA/Mathematics] Assessment End of Year Results

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

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[15]	[%][16]	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2023-24 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				

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

[16] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

All				

End of Year Growth on 2023-24 i-Ready [ELA/Mathematics] Assessment

By All Students

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