

INSTRUCTIONS / NOTES

FOR 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Due to the cancellation of New York State 3rd- 8th grade exams in 2019-20 and the uncertainty about state exam results for 2020-21, the SUNY Charter Schools Institute (the “Institute”) has made substantial changes to the required reporting as part of the APPR. 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 goal attainment. The required goals included in schools’ Accountability Plans have not changed and the Institute has developed a framework for analysis to structure the reporting of elementary and middle school results for 2020-21.
2. In the absence of reliable state test results, schools should report results from national norm-referenced tests or internally developed assessments under each goal area. In addition to narrative, schools should provide tabular achievement and growth results under the “Results and Evaluation” section of each goal area. Sample tables are available in Appendix A.
3. In order to corroborate the aggregate data reported in the APPR, schools must additionally submit a student-level data file as part of the required annual reporting to the Institute. Schools that administer the NWEA MAP or i-Ready do not need to submit a data file contingent on their completion of appropriate consent form allowing test publishers to release these data directly to the Institute.
4. For schools that plan to report data from the NWEA MAP or i-Ready assessments, guidance for calculating attainment of the required measures included in the Institute’s analysis framework is available [here](#).
5. The deadline for submission of the APPR is August 16, 2021. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
6. **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.
7. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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

**[EAST HARLEM SCHOLARS
ACADEMY II]**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Desree Cabrall-Njenga and Sarah Caney, Deputy
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Kayla McPherson, Desree Cabrall-Njenga, Sarah Caney, and Max Turner prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee Name	Position on the Board	Committee Affiliations
Iris Chen	Trustee/Member	Scholars Education & Accountability Committee
Brian Gavin	Treasurer	Scholars Finance Committee
Hope Knight	Vice President	
Lili Lynton	Trustee/Member	Scholars Education & Accountability Committee
Carlos Morales	Secretary	Scholars Finance Committee
Billy Rahm	President	
Marilyn Simons	Trustee/Member	
Joan Solotar	Trustee/Member	
Saskia Levy Thompson	Trustee/Member	Scholars Education & Accountability Committee
David Wildermuth	Trustee/Member	Scholars Finance Committee
Carolyne Quintana	Trustee/Member	Scholars Education & Accountability Committee

Doe Kim has served as elementary principal since 2020.

Lena Dowdell has served as middle school principal since 2020.

SCHOOL OVERVIEW

East Harlem Scholars Academies are public charter schools that offer students culturally responsive learning spaces to exercise their brilliance. Our scholars build the academic skills, strength of character, and emotional well-being to thrive in school and lead in their communities.

Scholars Academy Charter Schools, grades Pre-K through High School, are grounded in the following Key Design Elements:

Data-Driven Instructional Best-Practices

East Harlem Scholars Academies' educators use a synthesis of instructional best practices to deliver the school's rigorous standards-based curriculum to its students. Teachers use a variety of instructional methods and techniques to differentiate instruction in both homogeneous and heterogeneous groupings of students. Teachers construct instructional objectives that are well-defined, aligned with their curriculum maps, and employ proper formative assessment strategies to gauge student progress towards those goals. Teachers organize their lessons to fulfill the scope and sequence of their curricular maps, but the particular grouping and the specific intersections of knowledge and skills is determined by the teachers' awareness of the students' abilities and potential efficacy. Adjustments to the pacing of the curriculum and the spiraling decisions is based on formative assessment data. This requires constant and continual assessments of students' skill and knowledge through both formal and informal methods. Reflective practice is critical and we expect our teachers to be meta-cognitive about their teaching and learning. Through our use of a robust student information system, teachers will have access to real time data that will allow them to identify each of their student's strengths and improvement needs and track growth and mastery on content standards. Furthermore, professional development that focuses on implementing data-driven instructional best practices ensures that teachers are able to tailor and differentiate instruction to address the individual needs of their students, increasing achievement learning progress.

Strong Instructional Leadership and a Commitment to Professional Development

Our supportive instructional model and rigorous curriculum will only be delivered successfully in the classroom if teachers are provided with support to ensure high quality instruction in the classroom. The schools accomplish this by having a highly qualified Instructional Leadership Team at each campus. These instructional leaders are focused, to the greatest degree possible, on instructional leadership and on being the *principal* teachers to instructional staff. Teacher schedules at Scholars II incorporate designated time during each day for the instructional staff to work individually and collectively with the Principals and Assistant Principals, instructional coaches and Content Chairs, and/or to plan individually, or with their co-teachers or colleagues within and across grade levels. In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific predetermined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Student Support Teams around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom. Professional development pervades the classroom and the school. Scholars Academies' expectation is that teachers learn together, solve problems in teams or as a whole faculty, and feel both individual and collective accountability for the success of every student in the school community.

Literacy and Communication Skills Infused Across Curriculum

Scholars Academies infuses literacy, writing and public speaking across the curriculum. If we are to prepare our students to become leaders in our global society, our scholars must be able to communicate effectively in the written and spoken language, and must be given plenty of opportunities to develop the skills, comfort level and confidence to do so. Our vertical curriculum illustrates this infusion of literacy and communication skills in all core academic subjects.

Culturally Responsive Teaching

Our academies are a part of a larger organization that seeks to serve as a place of growth and learning, and as an agent of change within our educational community and the broader fight for racial equity. If we are to stay true to our mission and vision, we must develop our staff to hone their equity lens in order to create safe spaces where students thrive as independent thinkers and learners. If our goal is to prepare students to engage in productive struggle independently (with support vs. heavy guidance from teachers), teaching staff must understand the deep connection between culture and neuroscience, where culture is the “hardware” to the brain’s “software.” All teachers use the following principles to guide their instruction:

1. Build Cultural Awareness (own culture and students’ cultures)
2. Build Learning Partnerships (trusting, authentic relationships with students and families)
3. Facilitate Information Processing (connect new content to culturally relevant examples; provide multiple opportunities for feedback and revision)
4. Build a Community of Learners and Learning Environment (restorative practices; create safety to take intellectual risks; invest students in one another’s learning)

Integration of Social-Emotional Learning/Community Service

The school’s embracing of Responsive Classroom and Restorative Justice approaches supports a positive, affirming, student-centered school culture. These approaches support our children’s social and emotional growth and empower them to be active participants in their own learning and the learning of their peers. The more social-emotional and metacognitive skills our scholars have (resilience, cooperation, assertion, empathy and self-control), the greater the opportunity for independent, healthy choices. We know that scholars thrive in an environment that embeds knowledge of self, self-control, self-assessment, and appreciation for others within their daily school responsibilities. The tools that teachers will use to build student self-management and peer and teacher relationship skills include Restorative Practices, allowing teachers and students to work together to create and become adept at specific protocols for classroom and school-wide routines.

Importance of Families and Community

East Harlem Scholars Academies views families as its integral partners in ensuring that the needs of each student are met. Our schools engage families in the life of the school in a variety of EHTP’s tried and true ways to ensure that all family members are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child’s academic and social and emotional growth. It is important to note that our community is viewed as a partner and a learning resource. The school leverages the relationships it has built over the last several years as well as those of the EHTP with cultural, artistic, historic and other resources in Harlem and throughout the city to design field learning experiences and other activities that would benefit the students. The school also draws from its partner organization’s experience over more than 50 years in successfully promoting and facilitating meaningful family involvement and partnership.

Academic Intervention

East Harlem Scholars Academy staffing models includes a robust team of instructional and student support

professionals to ensure the academic and social/emotional needs of all students are met. Instructional intervention specialists include MLL specialists, Inclusive Learning (formerly referred to as Special Education) teachers, reading specialists and social work staff. The instructional specialists work collaboratively with the classroom teachers, using specific instructional strategies (i.e. sheltered instruction) and intervention curricula in both a push-in and pull-out model in order to effectively address the needs of MLLs, students with IEPs, and students who qualify for special accommodations. Like the ICT model in the K-5 span, the collaboration between classroom teachers and instructional specialists further supports a differentiated learning environment and therefore benefits *all* learners.

Integration of Performance-Based Assessment

East Harlem Scholars Academies is committed to developing the next generation of leaders who will have a transformational impact on their communities. Scholars in our community must be knowledgeable about the professions that will be open to them as college-educated young men and women. We understand that students should be prepared to perform on traditional exams, *and* we know that performance-based assessments will ensure that students have multiple opportunities to apply their learning to real-world and career-applicable projects. In addition to state and nationally-aligned Interim Assessments, our integration of fall and spring Performance-Based Assessment exhibitions ensures that our students regularly participate in hands-on, career-aligned culminating assessments.

This commitment to a performance, inquiry-based approach to instruction is most prevalent within our high school model. According to “Meaningful Measurement,” a research project based on a longitudinal study of New York City Consortium high schools and NYC DOE traditional high schools, “...reports by the New York City Department of Education show that Consortium schools are meeting or exceeding DOE targets for college enrollment 18 months post-graduation at a 24% higher rate than the city’s overall rate.” Additionally, studies show that high schools in New York City who integrate project-based assessment achieve higher graduation rates and college enrollment for students with IEPs and young men of color across New York City DOE schools.

In response to the transition to remote learning in March 2020, Scholars Academies charter schools made the following adjustments:

- Instruction pivoted to live video, following the same daily schedule on Monday-Thursday for our scholars. Friday programming included a shortened day for students, beginning with live video of school-wide Community Circle meetings and transitioning into small-group intervention classes (recommended each Thursday by teachers based on formative assessment data) and Office Hours for students. Each Friday afternoon, teachers continued to meet for school-wide Professional Development workshops and collaboration with peers to adjust curricula to a digital interface.
- Teachers across content areas met in the first weeks of remote instruction to adjust instructional pacing guides. Using our partnership with the Achievement Network (focused on nationally-normed Interim Assessment and aligned instructional coaching), teachers identified the priority standards that had not yet been taught to students *and* would serve as foundational knowledge for the next grade level. All weekly formative assessments were thus adjusted to target said priority standards.
- Co-teaching pairs and grade-level colleagues met daily and twice weekly, respectively, to review formative assessment data and track student progress toward priority standards. Each Thursday, intervention lessons and targeted student groups were developed for morning small-group sessions each Friday. Students then completed an aligned formative assessment to measure proficiency against remediated standards.
- In place of year-end state assessments, students completed Trimester 3 Interim Assessments using the Achievement Network (ANet)’s online platform. Results from those assessments were then

analyzed by educators at each school in conjunction with students’ proficiency scores for in-class formative assessment and tasks. From this data, teachers made recommendations for grade matriculation, with possible interventions through the summer months through our virtual Summer Academy program.

- It is important to note that in our final trimester, students received scores of Passing, Progressing, and Not Passing on their report cards (as opposed to letter grades), based on both their in-class assignment proficiency rates *and* end-of-year Interim Assessment scores.

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
2016-17	57	52	49	54	50									262
2017-18	56	59	58	59	56	50								338
2018-19	56	57	57	56	59	61	60							406
2019-20	55	57	56	59	56	59	60	54						456
2020-21	42	53	60	56	58	59	59	59	53					499

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Enter the school’s English Arts Goal Here:

For grades 6-8:

- Each grade will achieve 60% proficiency on their nationally normed Achievement Network (ANet) Interim Assessment through all three trimesters *or* they will achieve 15% proficiency growth from the previous trimester
- At least 70% of students in each grade will achieve an 80% or higher average in English Language Arts

BACKGROUND

Elementary

Summary of changes to the Elementary ELA Goal due to the Covid-19:

- Schools followed a hybrid schedule with a rotation of cohorts

- Schools were unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Elementary School

At East Harlem Scholars Academy II, we implemented a new ELA curriculum - Wit and Wisdom. Wit & Wisdom is a comprehensive English Language Arts curriculum that builds students' content knowledge within science and liberal arts. The instructional approach to teaching and learning includes reading, writing, speaking, listening, grammar, and vocabulary. The Wit and Wisdom curriculum at each grade level includes four different modules or units of study. Each module focuses on a different topic meant to build students' knowledge. Within each module of study, students are exposed to engaging texts, rigorous instruction aligned to the New York State Common Core standards, and develop skills to think critically and make meaningful connections.

Prior to implementation of the Wit and Wisdom curriculum, all staff participated in a series of professional development sessions facilitated by in-house instructional leaders. During these sessions, facilitators reviewed the Wit and Wisdom program design, components of the curriculum, strategies for effective implementation, and provided opportunities to complete module and lesson study protocols. Additionally, with the implementation of the Wit and Wisdom curriculum, teachers engaged in the process of internalization and backwards design within every module and lesson. Prior to teaching a new unit of study, teachers spent time unpacking the module by identifying key standards, skills, new ideas, content knowledge, and reviewing the texts and assessments within the module. This process allowed teachers to gain a deeper understanding prior to teaching the lessons. Lastly, during weekly collaborative planning meetings, teachers engaged in the process of lesson internalization. Teachers met weekly as a grade team to review the lesson objectives, evidence of learning tasks, formative assessments, and backward plans from the goal of the lesson.

Middle School

Throughout the 2020-2021 school year, East Harlem Scholars Academy Middle II innovated and reinvented virtual education in the midst of a global pandemic. Despite remaining fully virtual, our ELA department provided high quality, standards aligned instruction to all 6th - 8th grade scholars. Through the implementation of Project Based Learning, scholars completed two full project based units, and grappled with real world issues facing them and their society. In trimester 3, scholars engaged with a full-school, text-based homeplace, where scholars across all three grades investigated universal themes and published their own, physical, SMID II Poetry Book. While we were constantly adapting and changing to meet the needs of scholars, we also maintained a consistent schedule with 4 ELA blocks per week. Additionally, East Harlem Scholars Academy Middle II teacher's met weekly in content teams to analyze student work and participate in weekly student work protocols. Teachers were able to center

scholars and their strengths and needs through additional ELA Intervention blocks. Due to our success with Project Based Learning, East Harlem Scholars Academy Middle II, will be rolling out cross-curricular Humanities blocks in the 2021-2022 school year. This will build on the success of centering problem posing pedagogy, and encourage critical thinking throughout the next school year.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2020-21 school year. Schools should have in place systems to administer early diagnostic assessments at the beginning of the year and corresponding “post-tests” that determine student achievement and growth within the school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards. For 2020-21, select and report data on the exam that is nearest to the top of the list in the drop-down menu below. If the school administers more than one assessment on this list, prioritize submitting data and information from the assessment nearest the top of the list. If “other,” please explain.

Elementary

Scholars Academy Elementary II emphasized data collection, scholar voice/participation and progress monitoring to inform instruction and support teachers. We used instructional findings and scholar performance outcomes to personalize and differentiate instruction for each scholar. Each grade team along with members of the inclusive learning team met weekly to collaboratively plan content, review the lesson objectives, and backward plans from the goal of the lesson and engage in student data analysis. Classroom teachers monitored the performance outcomes of scholars on exit tickets, mid module, end of module assessments, and progression on i-Ready ELA lessons. Teachers also met with their grade specific instructional coach on a weekly basis in order to analyze student data, receive support with lesson internalization, and receive feedback on teacher practice/lesson delivery. This process allows teachers to gain a deeper understanding of teaching the lessons. Based on this, teachers consistently adjusted their instructional delivery and planned for reteach to target skills based on the data.

During 2020-21, Scholars Academy Elementary II primarily used the following exam to assess student growth and achievement in ELA:

- i-Ready Diagnostics (at the beginning of the year, and end of each Trimester)
- Achievement Network Interim Assessment (each Trimester)

Middle School

Scholars Academy Middle II School emphasized student voice and choice as we leaned into Project Based Learning in our first fully virtual school year. There were three major methods used to evaluate student achievement in ELA in the 2020-21 school: Project Based Demonstrations of Learning, Anet Diagnostic and Interim Assessments, and Read and Math 180 for our Intervention Block. At the beginning of the year we administered the Anet Diagnostic test for ELA which informed our focus standards and strategic grouping. Within virtual classrooms scholars participated in Project Based Learning units with multiple benchmarks and milestones to assess student progress. Infused in those milestone projects were lessons and practice on focus standards based on the Anet Diagnostic. In addition to ELA class, all students participated in an RTI block we called Intervention Block that had a more responsive focus on standards and data driven instruction. Interim Assessments occurred once per trimester and were administered virtually using Anet's Online Assessment Platform. This was followed by data deep dives within content meetings to create instructional plans that best suit the needs of our scholars.

During 2020-21, Scholars Academy Middle II primarily used the following exam to assess student growth and achievement in ELA:

- Read and Math 180 (at the beginning of the year, and end of each Trimester)
- Achievement Network Interim Assessment (each Trimester)
- Project Based Demonstration of Learning

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Choose an item.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable performance in specific grades and student 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.

Schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form. When possible, the reported results should align to the four guiding questions in the Institute's framework for analysis: 1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

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Tables suitable for reporting these data are available in [Appendix A](#). Paste the completed tables here.

East Harlem Scholars Academy II

Elementary

Grade Level	Combined Network Data	Average School Growth
3	48%	49%
4	52%	55%
5	48%	46%

The Achievement Network data illustrates that in our ELA classes, scholars have held strong or made improvements in their overall averages in grades 3-5. This shows that teachers are spending time focusing on data driven instruction and planning standards aligned curriculum. East Harlem Scholars Academy II out performed schools within the Achievement Network in ELA proficiency and mastery of content. We exceeded the Achievement Network average in 3rd grade, 4th grade and 5th grade by a minimum of 2 percentage points.

I-READY

2020-21 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 3 rd through 5 th grade students will be equal to or greater than 100%.	All students	100%	165	29%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 5 th 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%	56	91%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 5 th grade students with disabilities	Students with disabilities ¹	68%	26	75%	Yes

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at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 5 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 5 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	155	27%	No

End of Year Performance on 2020-21 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	39%	54	38%	50
4	28%	58	28%	50
5	16%	58	15%	55
All	27%	170	27%	155

End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	53%	53
4	82%	54
5	65%	58
All	67%	165

A-NET

Middle School (6-8)

Grade Level	Charter School	Achievement Network
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¹ 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

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6	41%	41%
7	54%	48%
8	42%	41%
All	46%	43%

Grade Level	ANet Interim Assessment 1	ANet Interim Assessment 2	ANet Interim Assessment 3
6th	36%	45%	N/A
7th	50%	60%	N/A
8th	45%	48%	N/A

ELA Final Average by Grade Level Year to Year			
Grade Level	2018-19	2019-20	2020-21
6th	72.0	78.7	75.6
7th	65.9	73.4	77.2
8th	N/A	79.2	76.9

Middle School

At East Harlem Scholars Academy Middle II, 100% of grades showed growth on their ELA Interim Assessments. Scholars did not allow the pandemic to limit their learning, and scholars continued to show what they know on their assessments. Our 6th grade performed at the same average as other Achievement Network schools, and by the end of the year showed 9% growth from Interim Assessment 1 to Interim Assessment 2. Our 7th grade out-performed other ANet schools by 6% and showed 10% growth. Our 7th grade also met our goal of achieving 60% proficiency on their Anet assessment. Our 8th graders out-performed other Anet schools by 1% and showed 3% growth from Interim Assessment 1 to

Interim Assessment 2. Overarchingly, all of our grades at East Harlem Scholars Academy Middle II met or exceeded the Achievement Network averages for their grades.

Additionally, since the opening of East Harlem Scholars Academy Middle II in 2018, our ELA class averages are trending upwards. Despite learning from home, our scholars were within 3-5% of our class average goal. Scholars received support throughout the year during office hours and intervention blocks to ensure they were prepared, informed, and supported, all through online platforms.

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 on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

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 ELA goal should report those results here.

This school year was the most unique in our educational history as a network. Due to the global Covid-19 Pandemic we transitioned to being fully virtual which came with a learning curve of how to navigate. As we began the school year, ensuring all students had access to technology and wifi was our first priority. The EHTP network invested in ensuring that all scholars could pick up a chromebook and Mifi that would aid in their educational success. In addition to our instructional teams learning how to navigate virtual teaching, our scholars were learning how to navigate virtual learning and balancing home and school interactions while learning amongst their families. We were responsive by allowing space and grace for scholars to submit and participate in class and we ensured that scholars could pick up meals daily. However, even with these challenges our instructional team innovated and reimagined teaching and we were able to see scholar growth throughout the school year and lean a little closer to our vision of being a Project Based Learning School.

ELA Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

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SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal. Schools with Accountability Plans containing ELA measures that are academic conditions on renewal should summarize the attainment of these conditions here.

ACTION PLAN

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

We have worked closely with ANet to ensure that assessments are easily administered online and that every student has the technology to do so. To better support our students with disabilities, we have invested in additional staff positions, including interventionists to provide SETSS in-house. We believe that this will allow us to better target exact learning needs of students, in contrast to the past where we have relied on agency providers. We are also expanding the use of Read 180 across middle grades.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

For grades 6-8:

- Each grade will achieve 60% proficiency on their nationally normed Achievement Network (ANet) Interim Assessment through all three trimesters *or* they will achieve 15% proficiency growth from the previous trimester

- At least 70% of students in each grade will achieve an 80% or higher average in Mathematics

BACKGROUND

Elementary

Scholars Academy Elementary II engaged in sixty minutes of direct math instruction daily. In addition, students used i-Ready, an adaptive digital tool that provided targeted practice and support to students in both Math and ELA. In the 2020-2021 school year, Scholars Academy adopted the Eureka math curriculum. Eureka Math has been implemented in both the digital and hybrid learning models. Eureka Math is a program grounded in a developing conceptual understanding of math for both students and teachers implementing the program. The Eureka Math curriculum team trained staff in the foundations of Eureka during the summer of 2020. Also, school-based instructional leadership has provided professional development on unpacking modules and making accommodations for digital learning. There has been a particular emphasis on increasing student engagement, progress monitoring during lessons, leveraging digital tools during instruction, and designing asynchronous instruction for our fully remote learners, and virtual cohorts.

Middle School

During the 2020-2021 school year, Scholars Academy Middle II engaged in interactive virtual math lessons through the lens of the UnboundEd curriculum. These lessons were infused with many opportunities for scholars voice and choice. Scholars received 80 minutes of Math instruction four days a week virtually. In weekly department meetings, teachers and instructional leaders identified focus standards for each trimester in each grade and assessed student work using a network developed protocol. Teachers and instructional leaders focused on developing different formative assessments for assessing scholars virtually. Using the data collected from assessing student work, Scholars Academy Middle II created an Intervention block in which scholars received instructional support aligned with the identified focus standards. In our last trimester, Scholars Academy Middle II transitioned to a STEM block. This block combined Math and Science instruction into one class. Within this STEM block, Scholars Academy Middle II taught through Project Based Learning. The STEM curriculum, which was developed by Scholars Academy Middle II instructional leaders and teachers, investigated the power of data in 6th and 7th grade and financial literacy in 8th grade. At the end of the final trimester, scholars presented their projects to the entire school during a week of showcases.

METHOD

Elementary

Scholars Academy Elementary II emphasized data collection progress monitoring to inform instruction and support teachers in differentiating instruction for individual scholars. Grade teams met weekly to plan content and engage in student data analysis. Teachers tracked and monitored the performance of scholars on exit tickets, module assessments, and progression on i-Ready math lessons. Teachers also met with the instructional coach on a weekly basis in order to analyze student data. Based on this, teachers were able to adjust teacher-created lesson pathways for individual instruction in i-Ready, and plan reteach lessons around targeted skills based on the data.

During 2020-21, Scholars Academy Elementary II primarily used the following exam to assess student growth and achievement in mathematics:

- i-Ready Diagnostics (at the beginning of the year, and end of each Trimester)
- Achievement Network Interim Assessment (each Trimester)
- Great Minds Curriculum - Eureka Math Mid- and End-Module Assessments

Middle School

Scholars Academy Middle II School emphasized student voice and choice as we leaned into Project Based Learning in our first fully virtual school year. There were three major methods used to evaluate student achievement in ELA in the 2020-21 school: Project Based Demonstrations of Learning, Anet Diagnostic and Interim Assessments, and Read and Math 180 for our Intervention Block. At the beginning of the year we administered the Anet Diagnostic test for Math which informed our focus standards and strategic grouping. In Math we were slower to roll our Project Based Learning Units and Project Based Demonstrations of Learning - we truly leaned during our third trimester. In addition to Math class, all students participated in an RTI block we called Intervention Block that had a more responsive focus on standards and data driven instruction. Interim Assessments occurred once per trimester and were administered virtually using Anet's Online Assessment Platform. This was followed by data deep dives within content meetings to create instructional plans that best suit the needs of our scholars.

During 2020-21, Scholars Academy Middle II primarily used the following exam to assess student growth and achievement in ELA:

- Read and Math 180 (at the beginning of the year, and end of each Trimester)
- Achievement Network Interim Assessment (each Trimester)
- Project Based Demonstration of Learning

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable

performance in specific grades and student 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.

Schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form. When possible, the reported results should align to the four guiding questions in the Institute’s framework for analysis: 1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school’s general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

Tables suitable for reporting these data are available in [Appendix A](#). Paste the completed tables here.

East Harlem Scholars Academy II

Grade Level	Combined Network Data	Average School Growth
3	49%	53%
4	43%	46%
5	47%	47%

East Harlem Scholars Academy II out performed schools within the Achievement Network in Math proficiency and mastery of content. We exceeded the Achievement Network average in 3rd grade, 4th grade and 5th grade by a minimum of 2 percentage points. We performed at a steady and consistent rate across both trimesters of interim assessments with a steady rate of performance in grade 5 in the final end of year assessment.

I-READY

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	166	23%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	60	61%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	50% ³	27	25%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	155	48%	No

End of Year Performance on 2020-21 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	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	15%	53	15%	53
4	11%	55	11%	54
5	10%	58	9%	55
All	12%	166	12%	162

² 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

³ 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.

End of Year Growth on 2020-21 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	42%	53
4	54%	55
5	59%	58
All	52%	166

A-NET

Middle School (6-8)

At Scholars Academy Middle II, 100% of grades showed growth on their Math Interim Assessment. Our 6th grade performed 5% lower than other Achievement Network schools, however showed a 3% growth from Interim Assessment 1 to Interim Assessment 2. Our 7th grade out-performed other Achievement Network schools by 3% and showed a 17% growth from Interim Assessment 1 to Interim Assessment 2.. Our 8th grade out-performed other Achievement Network schools by 13% and showed a 34% growth from Interim Assessment 1 to Interim Assessment 2. Overarchingly, East Harlem Scholars Academy Middle II out performed other Achievement Network schools by 4%.

Additionally, since the opening of East Harlem Scholars Academy Middle II in 2018, our Math class averages are within 2% of each year. Despite learning from home, our scholars were within 3-5% of our class average goal.

Grade Level	Charter School	Achievement Network
6	36%	41%
7	38%	35%
8	44%	31%
All	39%	35%

Grade Level	ANet Interim	ANet Interim	ANet Interim
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Assessment 1	Assessment 2	Assessment 3
6th	33%	36%	N/A
7th	21%	38%	N/A
8th	10%	44%	N/A

Math Final Average by Grade Level Year to Year			
Grade Level	2018-19	2019-20	2020-21
6th	65.2	76.7	78.8
7th	82.2	78.5	75.6
8th	N/A	82.7	80.8

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 on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

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 mathematics goal should report those results here.

Mathematics Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal. Schools with Accountability Plans containing mathematics measures that are academic conditions on renewal should summarize the attainment of these conditions here.

ACTION PLAN

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

Middle School

We have worked closely with ANet to ensure that assessments are easily administered online and that every student has the technology to do so. To better support our students with disabilities, we have invested in additional staff positions, including interventionists to provide SETSS in-house. We believe that this will allow us to better target exact learning needs of students, in contrast to the past where we have relied on agency providers. We are also expanding the use of Math 180 across middle grades.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the changes to the school's modality (in-person, hybrid, or remote) for science instruction throughout the year including any important changes to the science program or staff during the 2020-21 school year.

During the 2020 - 2021 school year Scholars Academy Middle II science instruction was done fully remote. During trimester 1 and trimester 2 scholars took an 80 minute science class twice a week. In trimester 3 6th and 7th grade scholars took an 80 minute STEM block 4 times a week in which they combined Math and Science to develop a project based demonstration of learning, with the exception of 8th grade which continued to follow the Living Environment Regents curriculum . The 6th grade Trimester 1 and Trimester 2 science curriculum focused on structures of life and ecosystems. The 7th grade Trimester 1 and Trimester 2 science curriculum focused on energy, matter, and forces. The 8th grade utilized the New Visions Living environment curriculum to administer the Living Environment regents course throughout the entire school year. As previously stated both 6th and 7th grade shifted to a STEM block in Trimester 3. The trimester 3 curriculum for both 6th and 7th grade posed the question to scholars "How can we use mathematical data to defend decreasing human activities that cause pollution and conserving our natural resources?" Due to the COVID-19 pandemic the Living Environment Regents exam was not administered in New York State. In this 2021- 2022 school year Scholars Academy Middle II will continue with the STEM block model from the third trimester, while 8th grade will continue with the New Visions Living Environment Curriculum in order to take the Living Environment Regents Exam.

Middle School

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2020-21 school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Student achievement was measured in science using scholars' formative and summative assessments within the Science Classroom. Included in these assessments were unit quizzes, unit tests, project based demonstrations of learning, and presentations. The most notable of these assessments was the final T3 project in which scholars created a powerpoint presentation that described the natural resource degradation in our world and proposed a solution to attempt to solve this environmental problem. Scholars not only developed these plans they also presented them to the whole school during a day of project based celebration.

Middle School

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable performance in specific grades and student 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. When possible, schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form.

Our overall goal across the science classes was to see 80% of scholars progressing by the end of the year. Based on these averages we did fall short of our targets, but only by a small margin. In 6th grade in particular we were only 1 percentage point below our targeted goal. Although this data may not support our goal we state that 100% of scholars at Scholars Academy Middle II successfully participate in and completed a project based demonstration of learning by the end of the school year. Moving forward this school year we will again be taking a STEM based approach to science. The curriculum has been designed so that Science is deeply interwoven into the curriculum. This method will allow scholars to deeply explore scientific concepts so that they have a critical understanding of the topics. Also, in this school year scholars will be able to take the Living Environment Regents Exam providing us much more data in that particular area.

Middle School

Science Final Average by Grade Level Year to Year				
Grade Level	2017-18	2018-19	2019-20	2020-21
5th	81	72	78	74
6th	N/A	74	80	79
7th	N/A	N/A	83	73

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 on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

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 science goal should report those results here.

Science Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal. Schools with Accountability Plans containing science measures that are academic conditions on renewal should summarize the attainment of these conditions here.

ACTION PLAN

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

Middle School

In the coming school year, we will continue to employ virtual science labs as a method of ensuring students are able to engage in inquiry based learning and assessment, regardless of location or modality. We have invested in online platforms such as Pear Deck that allow students, regardless of location or modality, to present project-based demonstrations of learning. We plan to use these platforms in classroom and during any periods of virtual instruction. Additionally, students will be working toward the living Environment Regents, which, we anticipate will be administered as planned, and will provide us with a state-normed set of data.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

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

ADDITIONAL EVIDENCE

For each year in the current Accountability Period, East Harlem Scholars Academy II has had an accountability status of **Good Standing**. Due to the circumstances surrounding the COVID-19 pandemic, the New York State Education Department (SED, or the Department) applied for and was granted a waiver by the United States Department of Education (USDOE) to be exempt from administering and reporting standardized state assessments, calculating and reporting all accountability indicators except graduation rate, and making accountability status determinations for the 2020-21 school year using 2019-20 school year data. As such, the accountability status of public schools and districts in New York State for the 2020-21 school year is the same as it was for the 2019-20 school year.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	Good Standing
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APPENDIX A: DATA REPORTING TABLES

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

Paste the completed tables in the “Results and Evaluation” 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

2020-21 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 3 rd through 8 th 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 3 rd through 8 th 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 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	[X] ⁵	[#]	[X]	[Yes/No]

⁴ 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

⁵ 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th 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. ⁶	2+ students	75%	[#]	[%]	[Yes/No]
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End of Year Performance on 2020-21 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 ⁷	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students

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

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁷ 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.

I-READY

2020-21 i-Ready [ELA/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 3 rd through 8 th 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 3 rd through 8 th 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 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	[%] ⁹	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 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

⁸ 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

⁹ 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment
By All Students

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