

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, the uncertainty about state exam results for 2020-21, and the cancellation of some Regents exam administrations in 2019-20 and 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. At the high school level, the calculation of some metrics remains paused for 2020-21. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section
2. In the absence of reliable 3rd – 8th grade 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 for grades 3rd – 8th 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. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2017 Total Cohort for Graduation and the 2020-21 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
8. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

	<u>Page</u>
INTRODUCTION	1
HIGH SCHOOL ONLY GOALS	7
ELEMENTARY/MIDDLE AND HIGH SCHOOL GOALS	16
ESSA GOAL	40
APPENDIX A: DATA REPORTING TABLES	41

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

**[East Harlem Scholars Academy
Charter School]**

**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 Superintendents

2050 Second Avenue

New York, NY 10029

212-348-2518

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Kayla McPherson, 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

Jessica Zannikos has served as the elementary principal since 2019.

Tiffany McAfee 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	54	56	54	59	60	54	70							407
2017-18	61	60	62	59	60	60	87	80						529
2018-19	60	57	61	62	59	59	59	86	74					577
2019-20	64	59	58	63	61	62	59	62	86	115				685
2020-21	49	46	44	54	50	60	63	64	62	106	114			712

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

As of the 2019-20 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A

PROMOTION POLICY

To graduate, all Scholars' students must meet or surpass the following academic and co-curricular requirements:

1. Earn a total of 25 course credits* as follows, recognizing that some of the requisite courses may be satisfied by completion of dual enrollment college courses taken in their junior and senior years:
 - 4 credits English
 - 4 credits math
 - 4 credits science
 - 4 credits social studies
 - 1 credits health
 - 3 credits physical education
 - 2 credits LOTE
 - 1 credits arts
 - 1 credits technology
 - 1 credits elective
2. Pass the required Regents Exams to earn a Regents Diploma^[1] as delineated on the NYSED website:
<http://www.p12.nysed.gov/ciai/gradreq/Documents/DiplomaandCredentialSummary1.18.pdf>
3. Complete six hours of volunteer work per semester during each year the student attended the Scholars high school division.
4. Complete a culminating Senior Keystone Project.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure

requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	115	92%
2020	220	78%

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, how credit accumulation was impacted by the transition to remote learning, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	N/A	N/A
2018	2019-20	N/A	N/A
2019	2020-21	114	76%

ADDITIONAL EVIDENCE

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. In addition, the school may present additional internally developed leading indicators that do not align to the required measures above.

Goal 1: Absolute Measures

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

METHOD

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade.

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

¹ The state's guidance for the 4+1 graduation pathway can be found here:

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19		
2016	2019-20		
2017	2020-21		

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19		
2015	2019-20		
2016	2020-21		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure

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

METHOD

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade.

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19				
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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

RESULTS AND EVALUATION

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade.

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 Cohort who have passed the exam with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)} \times 100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19		
2016	2019-20		
2017	2020-21		

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments and additional analysis of the data such as: performance of cohorts that have not yet completed their fourth year or trends towards meeting the measure's target.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	On Track
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	

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

ACTION PLAN

For the 2021-2022 academic school year, the following action steps have been put into place:

- Scholars Academy High School has invested resources in a comprehensive academic intervention program for students, Read 180 and Math 180. All entering 9th grade students and 10th grade students who receive specialized academic services will complete a diagnostic assessment to determine if an academic intervention class is recommended; students who test into Read 180 and Math 180 will engage in daily intervention lessons that comprise both small-group targeted instruction and individual remediation lessons designed to boost comprehension and skill development specific to students’ unique learning needs.
- All summer professional development with staff members--including both Leadership professional development in July and All-Staff professional development in August--will focus on pedagogical skills and knowledge development related to enhancing core instructional practices: culturally relevant literacy instruction, project-based curriculum development, and mastery-based feedback and grading practices. As a result, each content area will begin the year with a fully aligned schedule of assessed standards, performance assessment tasks, and grading practices. With full alignment achieved across content areas, collaborative teams are able to accurately analyze and compare data across student groups, grade levels, and at the classroom level. This will allow for stronger reflective data and planning cycles, as well as support students in ensuring that the skills they learn early in high school will prepare them for upper grades and beyond.
- In September 2021, all students will complete diagnostic exams aligned to their respective grade’s summative assessment schedule. All 9th grade students will complete a Math 180 and Read 180 diagnostic assessment, as well as an on-demand writing sample. All 10th grade students will complete a PSAT Math and ELA diagnostic exam, and all 11th grade students will complete an SAT Math and ELA diagnostic exam.
- All 10th and 11th grade students will complete a PSAT/SAT preparatory class and begin exploring post-secondary opportunities and setting aligned academic, social-emotional, and extracurricular goals. Families will also have the opportunity to participate in quarterly College Access workshops and receive support in the college exploration process.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

Each year, 90 percent of graduating students will matriculate in a college or university in the year after graduation.

Present a narrative describing the school’s policies and procedures for supporting students in the college application and acceptance process. Include list of any partnerships the school is entered into the help support these efforts.

Goal 2: Absolute Measure

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

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

METHOD

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

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
Overall	[Total number of 2017 Cohort graduates. <i>Not a sum of entire column</i>] ²	[Number of 2017 Cohort graduates achieving any indicator]	[Percentage of 2017 Cohort graduates achieving any indicator]

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

² This number should match the number of graduates reported under the high school graduation goal.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

As of the 2020-21 school year, East Harlem Scholars Academy High School has no students in their fourth year of high school after entering the 9th grade. We will not have an Accountability Cohort until the 2022-23 school year.

Provide a brief narrative highlighting results in the data table that directly address the measure. The narrative should explain how the school collected the data (e.g. National Student Clearinghouse, student surveys) and explicitly state whether the school met the measure, discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19			
2016	2019-20			
2017	2020-21			

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

Type	Measure	Outcome
------	---------	---------

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Enter the school's English Arts Goal Here:

Middle School

- 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

At East Harlem Scholars Academy a new English Language Arts curriculum, Wit and Wisdom has been implemented this past school year with amendments for pandemic responsive schooling and schedules. We look forward to a closer to normal re-implementation as our school communities attempts to come back to school completely in a more conventional sense. 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 led by Wit and Wisdom consultants. During these sessions consultants 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 engage in the process of internalization and backwards design within every module and lesson. Prior to teaching a new unit of study, teachers unpack the module by identifying key standards, skills, new ideas, content knowledge, and review the texts and assessments within the module. This process allows teachers to gain a deeper understanding prior to teaching the lessons. Lastly, during weekly collaborative planning meetings, teachers engage in the process of lesson internalization. Teachers meet 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

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.

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

Middle School:

- Achievement Network (ANET) nationally-normed assessment

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?

Elementary

East Harlem Scholars Academy demonstrated average school growth by 10% in 3rd grade and 5% in 4th grade. While there was growth in grades 3-4, we know there needs to be continued progress in achieving greater proficiency overall. It is essential that we continue to enhance our students' reading and writing skills to become more closely interrelated. We have prioritized literacy instruction and will continue with the implementation of Wit & Wisdom literacy curriculum as well as the areas below:

- iReady diagnostics and data-informed instruction
- targeted small group adaptive and differentiated instruction with both classroom and Inclusive Learning teachers
- progress monitoring systems for students with IEPs

Grade Level	Combined Network Average	Average School Growth
3	48%	58%
4	52%	57%
5	48%	44%

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

I-READY (ELEMENTARY SCHOOL)

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%	176	0%	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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%	52	38%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 5 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 5 th grade general education students at the school.	Students with disabilities ³	15%	33	0%	No
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%	173	18%	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	27%	60	25%	59
4	25%	59	25%	56
5	5%	60	5%	58
All	18%	179	18%	173

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	7%	60
4	49%	58
5	0%	58
All	18%	176

³ 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

A-NET (MIDDLE SCHOOL)

Grade Level	Charter School	Achievement Network
6	40%	41%
7	54%	48%
8	42%	41%
All	47%	43%

Grade Level	ANet Interim Assessment 1	ANet Interim Assessment 2	ANet Interim Assessment 3
6th	42%	50%	N/A
7th	46%	59%	N/A
8th	44%	45%	N/A

ELA Final Average by Grade Level Year to Year			
Grade Level	2018-19	2019-20	2020-21
6th	70.3	78.2	75
7th	71.2	71.4	75.6
8th	73.5	68.1	73.3

Middle School

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.

Our greatest limitation in assessing students in 2020-2021 school year has been the inability to ensure a consistent and supportive testing environment. Due to the pandemic, many students tested remotely, meaning we could not guarantee a testing environment free from other distractions. We're happy to have had extremely high participation rates, and family access to technology, but we did not have nearly the environmental control we have had in prior years.

We invested heavily to control those elements of testing we could. We ensured all students had access to technology and consistent internet access, and we informed families of testing times and dates and practiced preparing a home testing environment with students.

ELA 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 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.

Middle School

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort who ever sat for the English Language Arts Regents and have achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20		0		
2017	2020-21				

⁴ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017						
2018						
2019						
2020						

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort who ever sat for the exam who have achieved at least Performance Level 3 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20		0		
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21				
------	---------	--	--	--	--

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

ELA Goal: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts	N/A

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

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Middle School:

- 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

Provide a brief narrative discussing mathematics 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 mathematics instruction throughout the year including any important changes to the mathematics program or staff during the 2020-21 school year.

Scholars Academy Elementary implemented the Eureka Math curriculum. Students engage in sixty minutes of daily direct math instruction. Likewise, students in grades K-5, use i-Ready, which

provides targeted practice and differentiated support. Eureka Math was 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. Teachers engaged in professional development training to ensure effective implementation. Also, school-based instructional leadership provided professional development throughout the school year, and supported teachers during the process of unpacking modules and making accommodations for digital learning. Instructional leaders supported teachers throughout the school year to increase student engagement, leverage digital tools, and design meaningful asynchronous instruction.

Middle School

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics 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.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics:

East Harlem Scholars Academy Elementary implemented the Eureka Math curriculum. During weekly collaborative planning meetings instructional leaders supported teachers with analysis of student work, determining efficient means of assessing students’ mastery, identifying effective instructional strategies, high level questions, and scaffolds needed to address gaps in learning. Teachers progress monitored students’ daily performance on exit tickets. Additionally, instructional leaders facilitated student work protocols, in which teachers identified areas of growth and support for students learning.

East Harlem Scholars Academy Middle School primarily used the Achievement Network (ANet) assessment (administered three times throughout the year, with an additional diagnostic exam) to measure student growth and achievement.

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.

Elementary

East Harlem Scholars Academy demonstrated average school growth by 12% in 3rd grade and 6% in 4th grade. There was demonstrated growth in grades 3-4, however, there needs to be continued progress to achieve greater proficiency overall. We will continue to demonstrate and support students’ growth with mathematical knowledge. We have prioritized math instruction and will continue with the implementation of Eureka math curriculum as well as the areas below:

- iReady diagnostics and data-informed instruction
- targeted small group adaptive and differentiated instruction with both classroom and Inclusive Learning teachers
- progress monitoring systems for students with IEPs

Grade Level	Combined Network Average	Average School Growth
3	49%	61%
4	43%	49%
5	47%	46%

I-READY (ELEMENTARY)

2020-21 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 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	178	26%	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%	54	60%	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ⁵	45% ⁶	35	23%	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%	175	44%	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	12%	60	12%	59
4	15%	58	14%	57
5	8%	60	7%	60
All				

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	64%	60
4	26%	58
5	45%	60
All		

⁵ 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

⁶ 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.

A-NET (MIDDLE SCHOOL)

Grade Level	Charter School	Achievement Network
6	43%	41%
7	37%	35%
8	38%	31%
All	39%	35%

Grade Level	ANet Interim Assessment 1	ANet Interim Assessment 2	ANet Interim Assessment 3
6th	27%	43%	N/A
7th	27%	37%	N/A
8th	24%	38%	N/A

Math Final Average by Grade Level Year to Year			
Grade Level	2018-19	2019-20	2020-21
6th	65.2	76.7	75
7th	82.2	78.5	78.3
8th	N/A	82.7	74.3

Middle School

ADDITIONAL 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.

Our greatest limitation in assessing students in 2020-2021 school year has been the inability to ensure a consistent and supportive testing environment. Due to the pandemic, many students tested remotely, meaning we could not guarantee a testing environment free from other distractions. We're happy to have had extremely high participation rates, and family access to technology, but we did not have nearly the environmental control we have had in prior years.

We invested heavily to control those elements of testing we could. We ensured all students had access to technology and consistent internet access, and we informed families of testing times and dates and practiced preparing a home testing environment with students.

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.

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.

Middle School

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort who sat for a mathematics exam and have achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017						
2018						
2019						
2020						

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort who sat for the exam and have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the exam and achieved at least Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

⁷ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Mathematics Goal: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Write the school's Accountability Plan science goal here.

In grades 6-8, 70% of students will pass the year with an 80% passing rate or higher. On average, students who receive Inclusive Learning (Special Education) services will achieve a passing rate at or within 10 percentage points of their peers.

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.

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.

Middle School

In the absence of the New York State Assessment, East Harlem Scholars Academy Middle School primarily monitored students’ grade averages to measure growth and achievement in science courses.

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.

Middle School

Science Final Average by Grade Level Year to Year			
Grade Level	2018-19	2019-20	2020-21
6th	76	87	78
7th	74	76	70.6
8th	57*	73*	70*

***Final Averages for Living Environment**

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.

Because our students were not in session in person for the NYS science test, we did not administer. However, we recognize the value of lab-based inquiry and exploration, so our science teachers used virtual science labs and demonstrations to achieve a similar experience to performing labs on site and assessing students' ability to apply the scientific method and draw conclusions.

Science Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY 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.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure’s target.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

⁸ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 Cohort who sat for the exam and have passed the exam with a comparison to previous years' performance.

U.S. History Regents Passing Rate with a Score of 65

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and 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.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2016 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and 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.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2018						
2019						
2020						

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance

GOAL 7: 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 Charter School is in Good Standing with ESSA accountability requirements.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

East Harlem Scholars Academy Charter School has a deep commitment to inclusive learning. We consistently review and analyze results across subgroups to ensure equity and have remained in good standing without significant gaps among different demographic populations of students.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	Good Standing

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 ⁹	[X] ¹⁰	[#]	[X]	[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 meet or exceed	2+ students	75%	[#]	[%]	[Yes/No]

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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁰ 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

the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹¹					
--	--	--	--	--	--

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 ¹²	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		

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	All students	100%	[#]	[%]	[Yes/No]

¹¹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹² 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3 rd through 8 th grade students will be equal to or greater than 100%.					
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 ¹³	[%] ¹⁴	[#]	[%]	[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
3				
4				
5				
6				
7				
8				
All				

¹³ 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

¹⁴ 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 [ELA/Mathematics] Assessment
By All Students

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