Instructions / Notesfor 2020-21 Accountability Plan Progress Report (“APPR”)

1. Schools that do not yet enroll students in state testing grades are still required to complete an APPR. In the absence of state test results, schools may report results from internally developed assessments, nationally norm-referenced tests, and/or any other evaluation method under each goal area. Schools should provide tabulated achievement or growth results if available under the “Results and Evaluation” section of each goal area.
2. 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.
3. 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.
4. Please do not include these instructions or the reference guide below in a submitted report.

# Reference Guide to Template Sections

Page

**INTRODUCTION 1**

**ELEMENTARY/MIDDLE GOALS 5**

**ESSA GOAL 9**

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

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |
| --- |
| **[SCHOOL NAME]** |
| **2020-21 ACCOUNTABILITY PLAN**  **PROGRESS REPORT** |
| Submitted to the SUNY Charter Schools Institute on: |
| Date, 2021 |
| By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Address |
| School Phone Number |

[School Logo]

Enter Name(s) and Title(s) prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

|  |  |  |
| --- | --- | --- |
| Trustee’s Name | Board Position | |
| Office (e.g. chair, treasurer, secretary) | Committees (e.g. finance, executive) |
| Name | Office | Committees |
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**Enter first and last name(s) has served as the school leade(s) since [XXX].**

SCHOOL OVERVIEW

Narrative description of the school, e.g., mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of the modalities of instruction used during the 2020-21 school year (e.g., fully remote, hybrid, etc.) and any notable programmatic adjustments the school made. Finally, in recognition of the tremendous efforts schools continue to make to sustain students’ and families’ social, mental, and emotional health, please include an overview of these supports that the school put in place during the year.

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 |
| 2018-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Enter the school’s English Arts Goal Here:

## Background

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school. Provide a summary of the changes to the school’s modality (in-person, hybrid, or remote) for ELA instruction throughout the year including any important changes to the ELA program or staff during the 2020-21 school year.

## Method

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2020-21 school year. For example, a school might have administered a nationally norm-referenced exam.

## Results and evaluation

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional CONTEXT AND Evidence

Narrative discussing year-to-year trends during the current Accountability Period[[1]](#footnote-1). This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The narrative also includes any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns.

## 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.

# GOAL 2: MATHEMATICS

Goal 2: Mathematics

Write the school’s mathematics goal here.

## Background

Provide a brief narrative discussing mathematics curriculum, instruction, assessment, and professional development at the school. 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.

## Method

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2020-21 school year. For example, a school might have administered a national norm-referenced exam.

## Results and evaluation

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional CONTEXT AND Evidence

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The narrative also includes any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns.

## 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.

# GOAL 3: SCIENCE

Goal 3: Science

Write the school’s Accountability Plan science goal here.

## Background

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school. 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.

## 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 a national norm-referenced exam.

## Results and evaluation

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

## Additional CONTEXT AND Evidence

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The narrative also includes any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns.

## 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.

# GOAL 4: ESSA

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

Goal 4: ESSA

Write the school’s Accountability Plan ESSA goal here.

Goal 4: 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.

## Additional Evidence

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

Accountability Status by Year

|  |  |
| --- | --- |
| Year | Status |
| 2018-19 |  |
| 2019-20 |  |
| 2020-21 |  |

1. A school’s Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter term, the Accountability Period includes the first year of operation through the fourth year of the charter term. [↑](#footnote-ref-1)