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

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

# Reference Guide to Template Sections

Page

**INTRODUCTION 1**

**ELEMENTARY/MIDDLE SCHOOL GOALS 5**

**ESSA GOAL 11**

**APPENDIX A: DATA REPORTING TABLES 13**

***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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| Name | Office | Committees |

**Enter first and last name(s) has served as the school leader(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 |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2018-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# GOAL 1: ENGLISH LANGUAGE ARTS

## ELEMENTARY AND MIDDLE 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 in Kindergarten – 8th grades. 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. 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: Choose an item.

## Results and evaluation

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

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

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

## 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.

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.

# GOAL 2: MATHEMATICS

## Elementary AND MIDDLE Mathematics

Goal 2: 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.

## 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: Choose an item.

## Results and evaluation

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

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

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

## Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the mathematics goal should report those results here.

Mathematics Goal: Additional Measure

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

## Method:

## Results and Evaluation:

## Additional Evidence:

## Summary of the Elementary AND MIDDLE Mathematics Goal

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

## Action Plan

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

# GOAL 3: SCIENCE

## Elementary AND MIDDLE Science

Goal 3: Science

Write the school’s Accountability Plan science goal here.

## Background

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

## 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.

## 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.

## Additional CONTEXT AND Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the science goal should report those results here.

Science Goal: Additional Measure

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

## Method:

## Results and Evaluation:

## Additional Evidence:

## Summary of the Elementary AND MIDDLE Science Goal

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

## Action Plan

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

# 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 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.

## 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 |  |

# 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](https://www.newyorkcharters.org/resource-center/school-leaders/accountability/).

## 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 3rd through 8th grade students will be greater than 50.  Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | [#] | [X] | [Yes/No] |
| Measure 2: Each year, the school's median growth ​percentile of all 3rd through 8th grade​students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | [#] | [X] | [Yes/No] |
| Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school. | Students with disabilities[[1]](#footnote-1) | [X][[2]](#footnote-2) | [#] | [X] | [Yes/No] |
| Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[[3]](#footnote-3) | 2+ students | 75% | [#] | [%] | [Yes/No] |

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[[4]](#footnote-4) | 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 3rd through 8th grade students will be equal to or greater than 100%. | All students | 100% | [#] | [%] | [Yes/No] |
| Measure 2: Each year, the school’s median ​ percent progress to Annual Typical Growth​ of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.​ | Low initial achievers | 110% | [#] | [%] | [Yes/No] |
| Measure 3: Each year, the median percent progress to Annual​ Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd ​through 8th grade general education students at the school. | Students with disabilities[[5]](#footnote-5) | [%][[6]](#footnote-6) | [#] | [%] | [Yes/No] |
| Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment. ​ | 2+ students | 75% | [#] | [%] | [Yes/No] |

End of Year Performance on 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 |  |  |  |  |

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 |  |  |

1. Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section [↑](#footnote-ref-1)
2. 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. [↑](#footnote-ref-2)
3. <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>. [↑](#footnote-ref-3)
4. 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](https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf). Refer to pages 15-16, tables 3.5 and 3.6. [↑](#footnote-ref-4)
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 [↑](#footnote-ref-5)
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. [↑](#footnote-ref-6)