

**DEMOCRACY PREP HARLEM
CHARTER SCHOOL**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Kimberly Mendez, Program Accountability Associate, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Robert North	Board Chair, Executive Committee
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Mia Backon has served as the school leader of Democracy Prep Harlem Elementary School since 2017.

Jonquille Eley-Richards has served as the school leader of Democracy Prep Harlem Middle School since 2015.

Matthew Rooney has served as the school leader of Democracy Prep Harlem High School since 2017.

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The mission of Democracy Prep Harlem Charter School (DPH) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. DPH opened in 2010 as the second middle school in the Democracy Prep Public Schools (DPPS) network, and as such, the DPH academic program maintains core components of DPPS' rigorous elementary, middle, and high school instructional models and school culture across all grades.

In 2013, DPH – which had reached scale as a middle school – successfully applied for authorization to open both elementary and high school campuses, and will complete its expansion to a full K-12 continuum in the 2018-19 school year. In January 2015, DPH received the maximum allowable renewal term of 4.5 years, authorizing its operation through the end of the 2018-19 school year.

During the 2017-18 school year, DPH demonstrated significant progress in overall student proficiency on ELA and Math state exams, both compared to last year's performance and to surrounding district schools. Noteworthy metrics, including college matriculation rates and comparative academic performance to district schools, demonstrate the extent to which DPH continues to provide parents with high-quality public school options in CSDs 3 and 5.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	115	0	0	0	0	0	111	100	114	104	0	0	0	544
2014-15	99	113	0	0	0	0	100	118	110	109	89	0	0	738
2015-16	67	92	101	0	0	0	95	107	104	110	69	70	0	815
2016-17	51	69	78	97	0	0	90	107	109	109	81	35	69	895
2017-18	45	57	59	84	78	0	94	102	109	121	89	56	34	928

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

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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 30 th
2015-16	2012-13	2012	0	0	0
2016-17	2013-14	2013	4	0	5
2017-18	2014-15	2014	46	0	46

TOTAL COHORT FOR GRADUATION

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 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)
2015-16	2012-13	2012	0	0	0
2016-17	2013-14	2013	72	0	72
2017-18	2014-15	2014	44	0	44

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students 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)
2015-16	2011-12	2011	1	0	1
2016-17	2012-13	2012	0	0	0
2017-18	2013-14	2013	72	0	72

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Harlem students will meet requirements for high school graduation.

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.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
- Passing all comprehensive examinations. A passing grade is a 70.
- Passing all necessary Regents.
- A minimum 75% numerical average (GPA of 2.0 or higher).
- Maintaining a satisfactory disciplinary record.
- Grade-level MAP testing scores.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade.

Graduation Requirements include:

In 12th grade, all seniors are expected to successfully complete the 10 Civic Skills and Dispositions requirements, and earn at least a 70 on the Senior Change the World Project and Research Paper. Additional graduation requirements include:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier), awarded upon completing class credits listed in chart below;
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;
- 83% or above on the U.S. Citizenship Exam;
- Satisfactory disciplinary record; and
- Minimum two college acceptance letters.

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Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

RESULTS AND EVALUATION

88% of DPH scholars in the 2016 and 2017 cohorts earned promotion to the next grade, meeting the listed goal of at least 75% promotion in the first and second year cohorts. DPH exceeded the listed goal by 12 points in both the 2016 and 2017 cohorts.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	66	88
2017	97	88

Goal 2: 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. In August of 2018, the 2016 cohort will have completed its second year.

ENGLISH LANGUAGE ARTS

RESULTS AND EVALUATION

DPH did not meet the listed goal, with only 56% of students in the 2nd year Total Graduation Cohort scoring at or above proficient on at least three different Regents exams in 2017-18.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	44	98
2015	48	88
2016	66	56

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

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

DPH partially met the listed goal, with 70% of students in the Total Graduation Cohort graduating after four years and 99% of students graduating after five years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	0	N/A
2013	72	94
2014	44	70

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	0	N/A
2012	0	N/A

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

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

ENGLISH LANGUAGE ARTS

2013	72	99
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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

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.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

Though graduation data for the surrounding district in 2017-18 has not yet been released, the 70% graduation rate at DPH in 2017-18 surpassed the 2016-17 graduation rate in the surrounding district, suggesting that DPH is likely to surpass the district in 2017-18.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	0	0	1000	66
2013	72	94	988	64
2014	44	70		

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.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

ENGLISH LANGUAGE ARTS

RESULTS AND EVALUATION

Students at DPH did not pursue an alternative 4+1 pathway to graduation.

Percentage of the 2014 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 = $[(b)/(a)]*100$
Overall			

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

DPH successfully achieved 2 out the 4 High School Graduation Goals that can be measured at this time. DPH saw 88% of first and second year students earning enough credits for promotion and remaining on track for four-year high school graduation. Additionally, 100% of DPH students graduated high school within five years.

With 70% of DPH students graduating within four years, the school just missed the goal of 75%; however, teachers and school staff are thinking critically about opportunities to better support students that may fall behind, and DPH staff aims to improve this rate going forward into the 2018-19 school year.

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.	Achieved
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.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
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.	TBD
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents	N/A

ENGLISH LANGUAGE ARTS

	equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	
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GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep Harlem will prepare students for success in college.

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; or,
- Earning a Regents diploma with advanced designation; or,

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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

DPH met the listed goal, with 97% percent of the 2014 Total Cohort Graduates demonstrating college preparation by earning an Advanced Regents diploma in 2017-18.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

ENGLISH LANGUAGE ARTS

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	31	30	97
Overall	31	30	97

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.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

DPH did not meet the listed goal of exceeding the State Measure of Interim Progress on the College, Career, and Civic Readiness Index (CCCRI) for the school’s Total Cohort, falling about 13 points shorts of the given state MIP.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012			
2016-17	2013			

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

ENGLISH LANGUAGE ARTS

2017-18	2014	44	128.2	112.96
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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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

DPH did not meet the listed goal of surpassing the district of comparison's CCCRI of the 4th year Total Cohort, falling 23 points shorts of the district's CCCRI in 2017-18.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	112.96	136

Goal 2: Absolute Measure

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 fall following graduation.

RESULTS AND EVALUATION

DPH met the listed goal of at least 75% student matriculation into a college or university in the year after graduation, with 100% of students matriculating in Fall 2018.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012			
2013	71	68	96
2014	31	31	100

ENGLISH LANGUAGE ARTS

SUMMARY OF THE COLLEGE PREPARATION GOAL

DPH achieved two out of the four College Preparation Goals in the 2017-18 school year. 97% of DPH graduates demonstrated college readiness by receiving an Advanced Regents Diploma upon graduation. Further, 100% of DPH graduates matriculated into a college or university in the year directly following high school graduation.

While DPH did not meet the listed CCCRI goals this year, this will likely shift once additional data regarding SAT, AP, CLEP performance is made available.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
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.	Did Not Achieve
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Did Not Achieve
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Democracy Prep Harlem students will demonstrate proficiency in English Language Arts.

BACKGROUND

Democracy Prep Harlem's elementary reading curriculum builds and nurtures scholars love of reading through targeted small and whole group instruction. K-2 reading curriculum specifically focuses on the foundational skills for decoding, comprehension, and fluency through Reading Mastery, Reading Skills with aligned iReady practice, Guided Reading, and Read Aloud. In 3-5 grades, scholars continue to develop their reading skills through the Ready curriculum and Guided Reading. Upper elementary (3rd-5th grade) reading curriculum also authentically provides scholars with the opportunity to engage with literary and expository texts during the Novel Study block. Democracy Prep's reading curriculum can be structured as a whole group lesson or adapted for small group instruction.

Goal 3: Absolute Measure

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

ENGLISH LANGUAGE ARTS

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3-4 grades and 6-8 grades in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	85	0	0	0	0	85
4	73	0	0	0	0	73
5	0	0	0	0	0	0
6	104	0	0	0	0	104
7	95	0	0	0	0	95
8	106	0	0	0	0	106
All	463	0	0	0	0	463

RESULTS AND EVALUATION

In the 2017-18 school year, 56% of scholars enrolled in at least their second year at Democracy Prep Harlem Charter School achieved proficiency on the New York State English Language Arts exam. The percentage of scholars enrolled in at least their second year achieving proficiency fell short of the goal of 75% proficient by 19 percentage points. However, 74% of third grade scholars enrolled in at least their second year at DPHCS achieved proficiency, and 77% of fourth grade scholars enrolled in at least their second year at DPHCS achieved proficiency. Furthermore, in the aggregate, scholars enrolled in at least their second year at DPHCS achieved proficiency at a rate that was six percentage points higher than the rate at which all scholars in the school achieved proficiency, which suggests that the longer a scholar is enrolled at DPHCS, the more likely he or she is to achieve proficiency.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65	85	74	72
4	78	73	77	70

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ENGLISH LANGUAGE ARTS

5	N/A	0	N/A	0
6	44	104	15	13
7	38	95	38	81
8	41	106	46	81
All	51	463	56	317

ADDITIONAL EVIDENCE

While DPH did not meet the goal of 75% of scholars enrolled in at least their second year achieving proficiency, the percentage of scholars enrolled in at least their second year achieving proficiency has increased each year from 2015-2018. In addition, each year, scholars enrolled in at least their second year at DPHCS achieved proficiency at a higher rate than all scholars enrolled in the school, which suggests that the longer a scholar is enrolled at DPHCS, the more likely he or she is to achieve proficiency.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	0	53	95	74	72
4	N/A	0	N/A	0	77	70
5	N/A	0	N/A	0	N/A	0
6	0	9	13	16	15	13
7	18	95	28	74	38	81
8	45	88	45	93	46	81
All	30	192	41	278	56	317

Goal 3: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

ENGLISH LANGUAGE ARTS

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 100.7 and the District/School MIP for 2017-18 ELA performance was 119.3. With a Performance Index of 138.5, DPH met and exceeded the listed performance goal, surpassing the State MIP by almost 38 points and the district MIP by almost 20 points.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	30	38	13

$$\begin{aligned}
 \text{PI} &= 30 + 38 + 13 = 81 \\
 & \quad \quad \quad 38 + 13 = 51 \\
 & \quad \quad \quad + (.5)*13 = 6.5 \\
 \text{PI} &= 138.5
 \end{aligned}$$

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS AND EVALUATION

In the aggregate, scholars at DPHCS who were enrolled in at least their second year achieved proficiency at a rate that was 26 percentage points higher than the district. In 2018, 56% of scholars enrolled in at least their second year at Democracy Prep Harlem Charter School achieved proficiency, while 30% of students reached proficiency in the district of comparison. Furthermore, scholars enrolled in at least their second year at DPHCS outperformed the district in four out of five grades tested by at least ten percentage points. Most notably, 77% of fourth grade scholars enrolled in at least their second year at DPHCS achieved proficiency compared to 29% of fourth graders in the district of comparison, a difference of 48 percentage points. Third graders enrolled in at least their second year at DPHCS outperformed the district by 42 percentage points. 74% of DPHCS third graders achieved proficiency in 2018 compared to 32% of third graders in the district.

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ENGLISH LANGUAGE ARTS

The sixth grade was the only grade tested that did not outperform the district of comparison on the 2018 New York State English Language Arts exam.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74	72	32	783
4	77	70	29	820
5	N/A	0	22	779
6	15	13	32	771
7	38	81	25	834
8	46	81	34	838
All	56	317	29	4825

ADDITIONAL EVIDENCE

In every year from 2015 through 2018, DPH students enrolled in at least their second year at the school in the aggregate outperformed district students in the same grades tested. In 2015-2016, 30% of scholars enrolled in at least their second year at DPHCS achieved proficiency compared to 24% of district students in the same grades tested, a difference of six percentage points. In 2016-2017, 41% of scholars enrolled in at least their second year at DPHCS achieved proficiency, compared to 24% of district students in the same grades tested, a difference of 17 percentage points. In 2017-2018, the difference between the percentage of DPHCS scholars enrolled in at least their second achieving proficiency compared to the district was even greater than the previous two years. In 2017-18, 56% of DPHCS scholars enrolled in at least their second year achieved proficiency compared to 30 percent of students in the district, a difference of 26 percentage points.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	21	53	23	74	32
4	N/A	N/A	N/A	N/A	77	29
5	N/A	N/A	N/A	N/A	N/A	22
6	0	23	13	17	15	32
7	18	22	28	26	38	25
8	45	26	45	32	46	34
All	30	23	41	24	56	29

Goal 3: Comparative Measure

ENGLISH LANGUAGE ARTS

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The SUNY Comparative Performance Analysis was not completed for DPH this year, as this was its first year of SUNY authorization.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

Goal 3: Growth Measure⁶

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

While both 7th and 8th grades at DPH exceeded the Target Mean Growth Percentile, with 51 and 52.5 MGPs, respectively, the average mean growth percentile across grades 6-8 of 49.5 did not exceed the target of 50.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	44	50.0
7	51	50.0
8	52.5	50.0
All	49.5	50.0

ADDITIONAL EVIDENCE

Though DPH did not meet the target mean growth percentile on average across grades 6-8, grade 8 has consistently surpassed the target over the past three years. Grade 7 has also shown consistent and measured improvement in each of the past three years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	51.5	56	44	50.0
7	47	48.5	51	50.0
8	58.5	64.5	52.5	50.0
All	52	56.5	49.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Harlem achieved 2 out the 4 ELA goals measured for the 2017-18 school year. Though DPH did not reach the goal of 75% proficiency on the state ELA exam, it has made

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

significant and consistent improvement over the past three years. Overall proficiency across grades 3-8 improved 15 points from last year, reaching 56% proficiency among students enrolled in at least their second year. Students in grades 3 and 4 reached remarkable levels of proficiency, achieving 74% and 77% percent, respectively. DPH continues to surpass district performance on the state ELA exam, with overall proficiency for grades 3-8 almost doubling proficiency of the surrounding community school district. Additionally, DPH achieved a Performance Index of 138.5, 37.8 points higher than the State Measure of Interim Progress (MIP) and 19.2 points higher than the District MIP.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Did Not Achieve

ACTION PLAN

ELA curriculum is specifically being adjusted in the 2018-2019 school year to include more specific and targeted questions aligned with state standards throughout Reading blocks. At the elementary level, this means an overhaul of the Novel Study program to better target specific, standards-aligned learning outcomes, and a readjustment of the Writing curriculum to align with these shifts. These blocks are being aligned in content as well, so that scholars are writing about what they are reading. Elementary assessment data is also going to be tracked to measure growth over the course of the year. Coupled with this, teachers are also receiving more targeted professional development around literacy instruction at the elementary level. At the middle school level, network staff is rewriting and refining plans that address the Reading for Informational Text standards to include more opportunities for direct instruction and more at-bats for scholars to practice these skills independently.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

ENGLISH LANGUAGE ARTS

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 a 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 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).⁸ 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.

RESULTS AND EVALUATION

DPH surpassed the listed goal, with 83% of students in the 4th year Accountability Cohort achieving at least Level 4 on the Regents English exam, surpassing the goal by 18 points and improving from the previous year's cohort by 33 points.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	0	N/A
2013	5	50
2014	46	83

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 a 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

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁹ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

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.

RESULTS AND EVALUATION

DPH surpassed the listed goal, with 100% of students in the 4th year Accountability Cohort achieving at least Level 3 on the Regents English exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	0	N/A
2013	5	100
2014	46	100

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.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

¹⁰ Based on the highest score for each student on the English Regents exam

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

ENGLISH LANGUAGE ARTS

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 189.4 and the District/School MIP for 2017-18 ELA performance was 215. With a Performance Index of 241.5, DPH met and exceeded the listed performance goal, surpassing the State MIP by 52 points and the district MIP by almost 27 points.

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	0	0	17	83

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 0 & + & 17 & + & 83 & = & 100 \\
 & & & & 17 & + & 83 & = & 100 \\
 & & & & & + & (.5)*83 & = & \underline{41.5} \\
 & & & & & & \text{PI} & = & 241.5
 \end{array}$$

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 54% of students in the surrounding district achieved Level 4 or higher on the Regents English exam. 83% of DPH students achieved a Level 4 or 5 on the Regents English exam in 2017-18, suggesting that DPH likely surpassed district performance on the Regents English exam in 2017-18.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	0		
2013	50	5		
2014	83	46		

Goal 3: Comparative Measure

ENGLISH LANGUAGE ARTS

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 78% of students in the surrounding district achieved Level 3 or higher on the Regents English exam. 100% of DPH students achieved a Level 3 or higher on the Regents English exam in 2017-18, suggesting that DPH likely surpassed district performance on the Regents English exam in 2017-18.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	0		
2013	100	5		
2014	100	46		

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

DPH met the listed goal and exceeded the Performance Index of the comparable school district by 37 points. DPH performance also improved upon the previous year's performance by 33 points.

ENGLISH LANGUAGE ARTS

English Regents Performance Index (PI)¹² of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	0	144	969
2013	150	5	149	959
2014	183	46	146	936

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

DPH did not meet the listed goal of 50% of students who did not score proficient on their 8th grade state ELA exam scoring at least Level 4 on the Regents English exam by the completion of their fourth year.

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 ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	0	N/A
2013	5	25
2014	46	31

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

¹² For an explanation of the procedure to calculate the school's PI, see page 28.

¹³ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

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

DPH did not meet the listed goal of 75% of students who did not score proficient on their 8th grade state ELA exam scoring at least Level 3 on the Regents English exam by the completion of their fourth year.

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 ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	0	N/A
2013	5	75
2014	46	50

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁵

DPH met four out of the six High School ELA goals in the 2017-18 school year that can be measured at this time.

One hundred percent of DPH students in the 4th year Accountability Cohort demonstrated proficiency by scoring at least Level 3 on the Regents English exam in the 2017-18 school year. Further, 83% of students in the 4th year Accountability Cohort demonstrated mastery of ELA concepts by scoring at least Level 4 on the Regents English exam, surpassing the goal by 18 points and improving from the previous year's cohort by 33 points.

DPH also surpassed the State Measure of Interim Progress on ELA performance by 52 points and exceeded the district MIP by almost 27 points. Additionally, DPH exceeded the Performance Index on ELA performance of the comparable school district by 37 points and improved upon its own previous year's performance by 33 points.

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.	Achieved

¹⁴ Based on the highest score for each student on the English Regents exam

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ENGLISH LANGUAGE ARTS

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.	Achieved
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.	Achieved
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.	TBD
Comparative	Each year, the percentage of students in the Total Cohort 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.	TBD
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. (Using 2016-17 school district results.)	Achieved
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.	Did Not Achieve
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.	Did Not Achieve

ACTION PLAN

The ELA curriculum at DPH provides targeted instruction to better prepare students not only for annual state Regents exams, but also for college prep exams, such as the SAT and ACT. A major focus for teachers this year has been finding more opportunities to provide individualized instruction and focused intervention. With the Accelerated Reader program, teachers are able to align Reading blocks with follow-up writing assignments and quizzes, allowing scholars to write about and be evaluated on what they are reading. This program helps teachers to determine students' individual reading levels and test comprehension, enabling them to personalize and focus instruction. It also gives scholars more opportunity to explore independent reading, writing, and critical thinking. English Literature and Writing teachers work closely together to co-plan and reinforce their individual curricula in order to create cohesive and interrelated learning environments for students.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Democracy Prep Harlem students will demonstrate proficiency in Mathematics.

BACKGROUND

Democracy Prep uses the **Eureka Math** (also known as EngageNY) curriculum. Teaching mathematics as a "story," Eureka Math builds scholars' knowledge logically and thoroughly to help them achieve deep conceptual understanding. Each lesson is comprised of fluency practice, an application problem, concept development with a daily problem set, and a student debrief. Scholars work with concrete manipulatives and pictorial models (that are consistent from grade to grade) to build towards fluent and confident use of algorithms.

Scholars at Democracy Prep also participate in a daily problem-solving block, modeled off of the CGI, or **Cognitively Guided Instruction**, approach. During this time, scholars independently solve problems and then share their methods and strategies with the class. During CGI time, the teacher acts as the facilitator, asking prompting questions designed to get scholars to articulate their thought processes. Rather than a math program or curriculum, CGI is a way of listening to students, asking smart questions, and engaging with their thinking—all with the goal of uncovering and expanding every student's mathematical understanding.

Middle school math courses at Democracy Prep require scholars and teachers to investigate and explore scenarios to draw out patterns and structures that are then codified into mathematical concepts. Those concepts are then applied to a wide variety of real-world contexts. Questioning, discussion and justification are essential components of successful implementations of these curricula. Middle school math courses meet for a double block almost every day. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are vertically aligned with the DPPS high school math curriculum. In DP middle schools, one cohort of 8th grade scholars take Algebra I instead of the traditional 8th grade math course. The 8th grade Algebra course is designed for a double block of instruction and prepares scholars to sit for their state's Algebra end of course exam. In middle school and high school, scholars are assessed at the unit level and at the trimester level to track growth over the year.

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd-4th grades and 6th-8th grades in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

MATHEMATICS

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	85	0	0	0	0	85
4	73	0	0	0	0	73
5	0	0	0	0	0	0
6	104	0	0	0	0	104
7	95	0	0	0	0	95
8	106	0	0	0	0	106
All	463	0	0	0	0	463

RESULTS AND EVALUATION

In the aggregate, 52% of Democracy Prep Harlem scholars in at least their second year tested at proficient levels on the 2018 New York State math exam. DPH fifth graders performed the best on the exam, with 84% of scholars enrolled in at least their second year achieving proficiency. 76% of third graders tested at proficient levels on the state math assessment. Far fewer scholars achieved proficiency in 6th through 8th grade. The Democracy Prep Harlem student population as a whole did not meet the listed goal of achieving 75% proficiency. The school fell short of the listed goal by 30 percentage points. However, in the majority of grades tested, scholars enrolled in at least their second year tested proficient at higher rates than the total student population.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71	85	76	71
4	85	73	84	69
5	N/A	0	N/A	0
6	29	104	8	13
7	25	95	26	82
8	29	106	31	51
All	45	463	52	286

¹⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

ADDITIONAL EVIDENCE

In the majority of grades tested, a greater percentage of scholars achieved proficiency on the New York State math assessment in 2017-18 than in 2016-17. In third grade, 61% of scholars achieved proficiency in 2016-17, while 71% achieved proficiency in 2017-18. The percentage of 6th grade scholars also increased during this time period, from 15% to 29%, and the percentage of eighth grade scholars achieving proficiency increased to 29% in 2017-18 from 24% in 2016-17. These increases from 2017-18 are more notable in light of decreases in the percentage of scholars proficient in math in every grade tested between 2015-16 and 2016-17.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	0	61	95	76	71
4	N/A	0	N/A	0	84	69
5	N/A	0	N/A	0	N/A	0
6	22	9	6	16	8	13
7	35	95	31	74	26	82
8	32	63	24	93	31	51
All	33	167	37	278	52	286

Goal 4: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 State MIP for Math performance was 103.3 and the District/School MIP for 2017-18 ELA performance was 117.8. With a Performance Index of 129, DPH met and exceeded the listed

MATHEMATICS

performance goal, surpassing the State MIP by over 25 points and the district MIP by over 11 points.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	30	27	18

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 30 & + & 27 & + & 18 & = & 75 \\
 & & & & 27 & + & 18 & = & 45 \\
 & & & & & + & (.5)*18 & = & 9 \\
 & & & & & & \text{PI} & = & 129
 \end{array}$$

Goal 4: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁷

RESULTS AND EVALUATION

The aggregate 2017-18 performance of Democracy Prep Harlem Charter School among students enrolled in at least their second year was 24 percentage points higher than the aggregate district performance in the same grades. While 45% of students in their second year in third, fourth, sixth, seventh, and eighth grade achieved proficiency on the New York State math assessment, only 21% of district students in the same grades achieved proficiency. Democracy Prep Harlem scholars outperformed the district in four out of five grades tested. The largest gaps between district performance and Democracy Prep Harlem Charter School performance occurred in the third and fourth grade. Third graders enrolled in at least their second year at DPHCS outperformed the district by 43 percentage points, and 4th graders enrolled in at least their second year at DPHCS outperformed the district by 62 percentage points.

2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

¹⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

	Percent	Number Tested	Percent	Number Tested
3	76	71	33	812
4	84	69	22	838
5	N/A	0	23	796
6	8	13	21	778
7	26	82	19	844
8	31	51	11	693
All	52	286	<u>22</u>	4761

ADDITIONAL EVIDENCE

In 2016-2017 Democracy Prep Harlem Charter School students in the aggregate outperformed the district by 15 percentage points. 30.5% of DPHCS scholars achieved proficiency that year, while 15.5% of district students in the same grades tested achieved proficiency. The extent to which DPHCS scholars enrolled in at least their second year outperformed the district in 2016-17 was comparable to the extent DPHCS scholars in at least their second year outperformed the district in 2015-16. In 2015-16, DPHCS scholars in at least their second year outperformed the district by 16.34%. In 2017-18 the school's comparative performance was significantly stronger than the previous two years. In 2017-18, 45% of DPHCS scholars in at least their second year achieved proficiency, while 21% of district students achieved proficiency in the same grades tested. DPHCS scholars in the aggregate outperformed the district by 24 percentage points—8.5 more percentage points in 2017-18 than the extent to which DPHCS outperformed the district in 2016-17.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	23	61	25	76	33
4	N/A	N/A	N/A	N/A	84	22
5	N/A	N/A	N/A	N/A	N/A	23
6	22	18	6	17	8	21
7	35	16	31	16	26	19
8	32	6	24	4	31	11
All	33	16	37	16	52	<u>22</u>

Goal 4: Comparative Measure

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

MATHEMATICS

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The SUNY Comparative Performance Analysis was not completed for DPH this year, as this was its first year of SUNY authorization.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

[Write in Comparative Performance Analysis from report here]

Goal 4: Growth Measure¹⁸

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁹

RESULTS AND EVALUATION

DPH met the listed goal of surpassing the target mean growth percentile of 50, achieving an average MGP of 55.5 across grades 6-8, which was 5.5 points higher than the target. Grade 7 exceeded the target by 9 points, and grade 8 achieved 7.5 points higher than the target of 50.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	48.5	50.0
7	59	50.0
8	57.5	50.0
All	55.5	50.0

ADDITIONAL EVIDENCE

DPH has consistently surpassed the target mean growth percentile for grades 6-8 over the past three years, with grades 7 and 8 surpassing the target every year over the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	73	68.5	48.5	50.0
7	57.5	52.5	59	50.0
8	73	63	57.5	50.0
All	67	61	55.5	50.0

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

Democracy Prep Harlem achieved 3 out of 4 Mathematics goals measured in the 2017-18 school year. Though DPH did not reach the goal of 75% proficiency on the state Math exam, it has made significant and consistent improvement over the past three years. Overall proficiency across grades 3-8 improved 15 points from last year, reaching 52% proficiency among students enrolled in at least their second year. Students in grades 3 and 4 did, in fact, surpass 75% proficiency on the state Math exam, achieving 76% and 84% percent, respectively.

DPH continues to surpass district performance on the state Math exam, with overall proficiency for grades 3-8 coming in 30 points higher than student proficiency in the surrounding community school district. DPH has reached student proficiency levels that more than double proficiency in the surrounding district consistently over the past three years. Additionally, DPH achieved a Performance Index of 129, 25.7 points higher than the State Measure of Interim Progress (MIP) and 11.2 points higher than the District MIP.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

Democracy Prep Harlem is moving to a 100-minute block of math instruction, providing scholars one, cohesive math lesson per day in 6th and 7th grade. This longer block gives teachers more opportunities to weave in projects and group work designed to provide scholars a better depth of understanding. Teachers will also have greater access to classroom tech that will allow them to better assign scholars review materials and will provide opportunities for differentiated practice and remediation.

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 school scores Regents on a scale from 0 to 100. 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.²⁰ 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.

RESULTS AND EVALUATION

While DPH did not achieve the listed goal of 65% of students scoring 4 or above on a Regents Math exam by completion of their fourth year, DPH did show significant improvement from the previous year's 4th year cohort with 61% of DPH students in the 4th year accountability cohort scoring at least Level 4, while only 25% of students did the previous year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	0	N/A
2013	5	25
2014	46	61

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.

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²¹ Based on the highest score for each student on a mathematics Regents exam

MATHEMATICS

METHOD

The school administered the Regents mathematics exam(s) 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 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.

RESULTS AND EVALUATION

DPH surpassed the listed goal, with 98% of students in the 4th year Accountability Cohort scoring at least Level 3 on a Regents Math exam.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	0	N/A
2013	5	100
2014	46	98

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.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level

²² Based on the highest score for each student on a mathematics Regents exam

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

MATHEMATICS

2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The 2017-18 State MIP for Math performance was 149.1 and the District/School MIP for 2017-18 Math performance was 182. With a Performance Index of 228.5, DPH met and exceeded the listed performance goal, surpassing the state MIP by over 79 points and the district MIP by over 46 points.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	0	2	37	61

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 2 & + & 37 & + & 61 & = & 100 \\
 & & & & 37 & + & 61 & = & 98 \\
 & & & & & + & (.5)*61 & = & \underline{30.5} \\
 & & & & & & \text{PI} & = & 228.5
 \end{array}$$

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 20% of students in the surrounding district scored Level 4 or 5 on the Algebra I exam; 23% scored Level 4 or 5 on the Geometry exam; and 39% scored Level 4 or 5 on the Algebra II exam. 61% of DPH students in the 4th year Accountability cohort achieved a Level 4 or 5 on the Math Regents exams in 2017-18, which is a significantly greater proportion of students than the surrounding district in the previous year, suggesting that DPH performance likely surpassed the surrounding district in 2017-18.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School	School District
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MATHEMATICS

	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	0		
2013	25	5		
2014	61	46		

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 55% of students in the surrounding district scored Level 3 or higher on the Algebra I exam; 60% scored Level 3 or higher on the Geometry exam; and 72% scored Level 3 or higher on the Algebra II exam. 75% of DPH students in the 4th year Accountability Cohort scored Level 3 or higher on the Math Regents exams in 2017-18, demonstrating a significantly higher rate of proficiency among 4th year Cohort students when compared to the surrounding district, and suggesting that DPH proficiency likely surpassed district performance in 2017-18.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	0		
2013	37	5		
2014	75	46		

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.

MATHEMATICS

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

DPH met the listed goal of surpassing the Performance Index of the comparable district on the Math Regents exam. DPH exceeded the Performance Index of the comparable district by 34 points and surpassed its own performance from the previous year by 34 points.

Mathematics Regents Performance Index (PI)²⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	0	122	969
2013	125	5	126	959
2014	159	46	125	936

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

DPH did not meet the listed goal, with only 20% of the 4th year Accountability cohort who did not reach proficiency on their 8th grade Math exam achieving at least Level 4 on the Regents Math exam.

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 ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
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²⁴ For an explanation of the procedure to calculate the school's PI, see page 46.

²⁵ Based on the highest score for each student on the English Regents exam

MATHEMATICS

2012	0	N/A
2013		25
2014		20

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

DPH met the listed goal, with 80% of students in the 4th year Accountability Cohort that did not reach proficiency on the state Math exam in 8th grade reaching at least Level 3 on the Regents Math exam.

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 ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	0	N/A
2013		100
2014		80

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁷

DPH achieved four out of the six High School Mathematics goals that can be measured at this time.

Ninety-eight percent of students in the 4th year Accountability Cohort demonstrated proficiency in Math by scoring at least Level 3 on a Regents Math exam in 2017-18. While DPH did not achieve the listed goal of 65% of students scoring Level 4 or above on a Regents Math exam by completion of their fourth year, DPH did show significant improvement from the previous year's 4th year cohort with 61% of DPH students in the 4th year accountability cohort scoring at least Level 4, while only 25% of students did the previous year.

²⁶ Based on the highest score for each student on the mathematics Regents exam

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

MATHEMATICS

Additionally, DPH exceeded the state Measure of Interim Progress on the Regents Math exams by over 79 points and surpassed the district MIP by over 46 points. DPH also surpassed the Performance Index of the comparable district on the Math Regents exam by 34 points and surpassed its own performance from the previous year by 34 points.

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.	Did Not Achieve
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.	Achieved
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.	Achieved
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.	TBD
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.	TBD
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. (Using 2016-17 school district results.)	Achieved
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.	Did Not Achieve
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.	Achieved

ACTION PLAN

Math curriculum at DPH is being adjusted to provide teachers with more background knowledge and context for the subjects and courses they are teaching. The network, in conjunction with select teachers, is rewriting and providing the majority of course materials for Algebra I and Geometry to ensure that teachers have a strong foundation from which to teach. These materials include Regents and state standards-aligned problem banks, as well as projects that ask scholars to apply

MATHEMATICS

and extend their understanding across various lessons, topics, or units. Teachers are also receiving continued professional development in course groups to build on these plans.

GOAL 5: SCIENCE

Goal 3: Science

Democracy Prep Harlem students will demonstrate proficiency in Science.

BACKGROUND

The Science curriculum at Democracy Prep Harlem is designed to give scholars a hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at DPH put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Democracy Prep Harlem achieved 97% and 71% proficiency in grades 4 and 8, respectively, on the 2017-18 state Science exam, resulting in an overall proficiency rate of 83%. DPH met the listed goal, exceeding 75% overall student proficiency across grades 4 and 8.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	70		
8	71	80		
All	83	150		

ADDITIONAL EVIDENCE

Though proficiency in grade 8 saw a slight dip from the previous year, the strong performance of grade 4 on the exam resulted in an overall increased proficiency rate from last year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					97	70
8	85	99	79	92	71	80
All	85	99	79	92	83	150

Goal 5: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

When comparing DPH's proficiency results from 2017-18 to District performance from 2016-17, DPH exceeded district performance by 51 points, meeting the listed comparative goal.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	70		
8	71	80	20	594
All	83	150	20	594

²⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

ADDITIONAL EVIDENCE

DPH has consistently exceeded district performance by at least 51 points over the past three years on the state Science exam.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4					97	
8	87	25	79	20	71	20
All	87	25	79	20	83	

SUMMARY OF THE SCIENCE GOAL

Democracy Prep Harlem achieve both of the Science goals outlined for the 2017-18 school year. DPH surpassed the goal of achieving 75% student proficiency across grades 4 and 8 on the state Science exam. DPH performance on the 2017-18 exam also exceeded district performance from 2016-17 by 51 points, an outcome consistent over the past three years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

Democracy Prep Harlem teachers are working with Curriculum specialists at the network level to continue focusing around knowledge-building aligned with state standards. Coupled with this, teachers are receiving more targeted professional development around science and science instruction at the elementary level. At the middle school level, teachers are receiving additional lesson materials and professional development to promote scholar ability to write about scientific concepts and to include and cite quantitative evidence.

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 Living Environment, Earth Science, Chemistry and Physics. 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.

RESULTS AND EVALUATION

100% of DPH students that took a Science Regents exam passed with a score of 65 or more by completion of their fourth year in the cohort. DPH met the listed goal of achieving at least a 75% passing rate.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012		
2013	5	100
2014	46	100

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 42% of students in the surrounding district scored 65 or above on the Regents Earth Science exam; 53% scored 65 or above on the Living Environment exam; 87% scored 65 or above on the Chemistry

²⁹ Based on the highest score for each student on any science Regents exam

exam; and 91% scored 65 or above on the Physics exam. DPH achieved a 100% passing rate in 2017-18 on at least one Science Regents exam, and can therefore expect to have surpassed district performance on the Regents Science exams in 2017-18.

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013	100	5		
2014	100	46		

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep Harlem students will demonstrate proficiency in Social Studies and Civics.

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.

RESULTS AND EVALUATION

DPH met and surpassed the listed goal, with 100% of students scoring at least 65 on the NY State Regents U.S. History exam by the completion of their fourth year.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65

³⁰ Based on the highest score for each student on a science Regents exam

2012	0	
2013	5	100
2014	46	100

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 65% of students in the surrounding district scored 65 or above on the Regents U.S. History exam. DPH achieved a 100% passing rate in 2017-18, and can therefore expect to have surpassed district performance on the Regents U.S. History exam in 2017-18.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012		0		
2013	100	5		
2014	100	46		

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.

RESULTS AND EVALUATION

DPH met and surpassed the listed goal, with 100% of students scoring at least 65 on the NY State Regents Global History exam by the completion of their fourth year.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	0	N/A
2013	5	100
2014	46	100

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 47% of students in the surrounding district scored 65 or above on the Regents Global History exam. DPH achieved a 100% passing rate in 2017-18, and can therefore expect to have surpassed district performance on the Regents Global History exam in 2017-18.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	N/A	0		
2013	100	5		
2014	100	46		

³¹ Based on the highest score for each student on a science Regents exam

GOAL 7: ESSA

Goal 7: ESSA

Democracy Prep Harlem will make Adequate Yearly Progress.

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

Democracy Prep Harlem achieved "Good Standing" status for the 2017-18 school year, consistently meeting the absolute measure under the state's accountability system.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing