

INSTRUCTIONS / NOTES FOR 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT ("APPR")

1. Due to the extraordinary circumstances associated with the transition to remote learning and cancellation of state exams in 2019-20, the SUNY Charter Schools Institute (the "Institute") has made substantial changes to the required reporting as part of the Accountability Plan Progress Report ("APPR"). Although the cancellation of the New York State 3rd – 8th grade exams poses challenges to traditional accountability reporting in 2019-20, schools must report on student achievement and progress towards goal attainment. The required goals and measures included in schools' Accountability Plans have not changed but the calculations of the typical required elementary and middle school metrics are paused for 2019-20.
2. In the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method under each goal area. In addition to narrative, schools should provide tabulated achievement or growth results if available under the "Results and Evaluation" section of each goal area.
3. The deadline for submission of the APPR is September 15, 2020. As a result of the unique challenges and uncertainty facing schools as they transition into 2020-21, the Institute may modify the deadline as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its [website](#).
4. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
5. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program's offerings and the measures and goals included in the school's Accountability Plan.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

	<u>Page</u>
INTRODUCTION	1
ELEMENTARY/MIDDLE SCHOOL GOALS	5
ESSA GOAL	11
OPTIONAL GOALS	12
SUPPLEMENTARY TABLES	15

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



**Forte Preparatory Academy Charter
School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Graham Browne

51-35 Reeder Street, Elmhurst NY 11373

929-666-4430

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Graham Browne, Executive Director, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Lisa Friscia	Chair, Fund Development, Governance
Alexie Rothman	Secretary, Academic Achievement, Governance
Daniel Moskowitz	Treasurer, Finance
Fiona Lin	Vice Chair, Governance
Ellen Winn	Academic Achievement
Laura Rodriguez	Academic Achievement
Wai Lin Yip	Fund Development
Veronica Escobar	Fund Development
Kyle Robinson	Finance

Graham Browne served as the executive director since 2017.

SCHOOL OVERVIEW

Forte Prep is a Title 1 charter middle school, which opened its doors in August 2017 to its first class of 90 5th graders. We now serve 267 students in grades 5-7. We are located in northwest Queens (East Elmhurst, Jackson Heights, Corona), in District 24, which is known for over-crowded, low-performing schools. Most of our students come from immigrant families and are English Language Learners; they work very hard and have performed well in our highly structured, rigorous and joyful environment. In fact, our school has outperformed our peer group in state, county, city and district in both 2018 ELA and math state exams. In addition to a strong academic foundation, we emphasize strong engagement with the families. We host monthly activities and events for the parents and the parent participation is very strong. We transitioned to asynchronous remote learning with live, daily office hours for all content areas in March 2020. Students were provided with Chromebook computers to participate in all online learning activities, and we were able to have a high rate of online participation, approaching 90-95% daily participation

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16														
2016-17														
2017-18						87								87
2018-19						85	86							171
2019-20						89	91	87						267

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

Goal 1: English Language Arts

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Students will be proficient in English language arts.

BACKGROUND

In middle school, the reading curriculum begins in the fifth grade with a concentration on fluency, comprehension, and, if necessary, phonics and with an introduction to sophisticated pieces of literature for study and analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. Students are taught to identify theme, and to provide evidence for their textual analysis; students are taught to develop theme across multiple texts, fiction and non-fiction, in alignment with the Common Core State Standards (CCSS) and in alignment with our ambitious mission. Our reading instruction is centered around whole-class novels and Writing instruction is focused on building a consistent structure for Forte Prep classrooms will maintain robust leveled libraries to provide students with a wide exposure to grade-level appropriate texts. In 2019-20, we grew our program to 7th grade ELA class for the first time.

METHOD

We used the NWEA Map RIT score to assess student progress over the course of the school year.

RESULTS AND EVALUATION

Our average performance by grade and subject showed at least a slight increase from fall to spring, though often less of an increase in the spring than we have typically seen due to the remote instruction.

Assessment	Subject	Season	Grade	RIT avg
Fall Math MAP (5)	Math	1 Fall	5	203.8
Winter Math MAP (5)	Math	2 Winter	5	209.5
Spring Math MAP (5)	Math	3 Spring	5	218.1
Fall Reading MAP (5)	Reading	1 Fall	5	196.4
Winter Reading MAP (5)	Reading	2 Winter	5	202.6
Spring Reading MAP (5)	Reading	3 Spring	5	205.9
Fall Math MAP (6)	Math	1 Fall	6	216.2
Winter Math MAP (6)	Math	2 Winter	6	224.9
Spring Math MAP (6)	Math	3 Spring	6	228.8
Fall Reading MAP (6)	Reading	1 Fall	6	211.4
Winter Reading MAP (6)	Reading	2 Winter	6	215.1
Spring Reading MAP (6)	Reading	3 Spring	6	215.5
Fall Math MAP (7)	Math	1 Fall	7	232.4
Winter Math MAP (7)	Math	2 Winter	7	235
Spring Math MAP (7)	Math	3 Spring	7	241.1
Fall Reading MAP (7)	Reading	1 Fall	7	217.8
Winter Reading MAP (7)	Reading	2 Winter	7	217.2
Spring Reading MAP (7)	Reading	3 Spring	7	221.3

ADDITIONAL EVIDENCE

We have limited data that allows us to perform robust year over year analysis, given the circumstances surrounding remote testing and inconsistent student networking access. However, we do feel like we have done our best as a school to stabilize student performance for hybrid instruction in 2020-21.

<p>Goal 1: Optional Measure</p> <p>[Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
--

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Forte Prep is incredibly proud of its academic progress in ELA over the first three years of operation. We have demonstrated that students who attend our school for at least two years outperform their peers. It is encouraging, as well, to see how our student growth rate compares to the other schools and districts in New York. While our data doesn't have the same level of comparability, we are proud of how we developed a suitable alternative instruction program for our students and families in spring 2020.

ACTION PLAN

We know that the biggest priority of our school is steady ELA growth, and will continue to focus on high dosage ELA support in the 2020-21 school year to rapidly close gaps that our students have developed during the pandemic and subsequent closure of schools.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

BACKGROUND

Mathematics is aligned to New York State P-12 Common Core Learning Standards for fifth through eighth grades. Students have two periods of mathematics (100 minutes per day) to ensure a solid foundation of skills and concepts and to prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (skills) and problem solving (application). Initially fifth grade students will focus on mastering arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Over time, students will progress through linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. The problem solving class complements the skills class; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills and conceptual understanding through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college preparatory focus in high school while simultaneously ensuring that students develop and are able to express their conceptual understanding and use a variety of schema to solve complex problems. According to PARCC, “the standards treat mathematics as a coherent subject to promote the sense-making that fuels mastery. The principles of focus and coherence are the twin engines that must be carried forward in implementation efforts and substantiated in curricula and assessments.”¹ By the end of eighth grade, we aim to have the majority of our students complete Algebra I, setting them up to begin high school in Geometry or Algebra II and on track to take Calculus, AP Calculus AB or BC, or AP Statistics by senior year. Students will be unable to access advanced math in high school without this foundation.

METHOD

We used the NWEA Map RIT score to assess student progress over the course of the school year.

RESULTS AND EVALUATION

Our average performance by grade and subject showed at least a slight increase from fall to spring, though often less of an increase in the spring than we have typically seen due to the remote instruction.

Assessment	Subject	Season	Grade	RIT avg
Fall Math MAP (5)	Math	1 Fall	5	203.8

¹ Partnership for Assessment of Readiness for College and Careers. “PARCC Model Content Frameworks: Mathematics.” 2012. Page 8. http://www.parcconline.org/files/131/MCF%20K2%20Published%20Frameworks/258/PARCC_MCF_Mathematics-12-11-2014-2.pdf.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Winter Math MAP (5)	Math	2 Winter	5	209.5
Spring Math MAP (5)	Math	3 Spring	5	218.1
Fall Math MAP (6)	Math	1 Fall	6	216.2
Winter Math MAP (6)	Math	2 Winter	6	224.9
Spring Math MAP (6)	Math	3 Spring	6	228.8
Fall Math MAP (7)	Math	1 Fall	7	232.4
Winter Math MAP (7)	Math	2 Winter	7	235
Spring Math MAP (7)	Math	3 Spring	7	241.1

ADDITIONAL EVIDENCE

We have limited data that allows us to perform robust year over year analysis, given the circumstances surrounding remote testing and inconsistent student networking access. However, we do feel like we have done our best as a school to stabilize student performance for hybrid instruction in 2020-21.

Goal 2: Optional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Forte Prep is incredibly proud of its academic progress in Math over the first three years of operation. We have demonstrated that students who attend our school for at least two years outperform their peers. It is encouraging, as well, to see how our student growth rate compares to the other schools and districts in New York. While our data doesn't have the same level of comparability, we are proud of how we developed a suitable alternative instruction program for our students and families in spring 2020.

ACTION PLAN

Our goal with our math curriculum is to continue to accelerate student growth and achievement, especially in 5th grade, as we work to build a strong foundation of math proficiency in 8th grade.

Students with special needs are receiving expanded practice and instructional support so that we can quickly close understanding gaps.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students will be proficient in Science.

BACKGROUND

Forte Prep's science curriculum is informed directly by and aligned to the New York State Education Department's Intermediate Level Science Core Curriculum for grades 5-8,² as well as the Standards for Literacy in Science in the New York Common Core Learning Standards for English Language Arts. 5th and 6th grade students take Science for 50 minutes three days per week and 7th and 8th grade students will take Science for four days a week. Students also take Digital Literacy (computer science) 1-2 times per week. Science instruction in grades 5-8 will begin with building skills related to scientific reasoning, investigative reading, and writing through coursework in Physical Science, Life Science, and Earth & Space Science. Science classes will focus heavily on the mathematics in the application of science, as well as reinforcing critical writing and analysis from English Language Arts curriculum in each grade. In middle school, for example, students are required to cite text from scientific sources, distinguish between facts, findings and speculation, and analyze an author's purpose in organizing a text and discussing experiments, all of which rely on literacy practice.³ Science curriculum will emphasize the process of discovery and application of principles and scientific concepts.

The school did not administer the Science Exam in 2018-19 because we did not have 4th or 8th graders enrolled at our school.

² New York State Department of Education. "Intermediate Level Science" Core Curriculum Grades. 5-8 <http://www.p12.nysed.gov/ciai/mst/sci/documents/intersci.pdf>.

³ Common Core State Standards Initiative (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school did not administer the Science Exam in 2018-19 because we did not have 4th or 8th graders enrolled at our school. Our internal trimester assessments show average performance by trimester, but the standards covered change over the course of the year, making it somewhat difficult to have a comprehensive view of performance over the entire year.

RESULTS AND EVALUATION

	Avg (0)
Avg (9)	67%
Trimester One Exam - Science 6	63%
Trimester One Exam - Science 5	62%
Trimester One Exam - Science 7	70%
Trimester Two Exam - Science 6	72%
Trimester Two Exam - Science 5	61%
Trimester Two Exam - Science 7	70%
Trimester Three Exam - Science 7	70%
Trimester Three Exam - Science 6	72%
Trimester Three Exam - Science 5	61%

ADDITIONAL EVIDENCE

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We look forward to continuing to make progress on science mastery this year, as it is the first year that we will have the Science Exam to measure our overall standards mastery.

ACTION PLAN

N/A

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Forte Prep is in Good Standing.

ADDITIONAL EVIDENCE

Forte Prep has remained in Good Standing for the entirety of the Accountability Period.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

Goal 1: Absolute Measure

The school will enroll and maintain a class of students equal to our projected enrollment every year.

METHOD

Using enrollment data from ATS, we compared our enrollment rates to the approved rates.

RESULTS

We ended the year with 267 students enrolled at Forte Prep due to fluctuations in the beginning of the year with regard to students moving out of district and choosing other schools.

2018-19 Enrollment

Enrollment 18-19	Projected Enrollment	Difference
267	270	-3

Goal 1: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Students are tracked via SchoolRunner year over year. We reached out to all students' families at the end of the school year to confirm attendance in the following year.

RESULTS

Of the 267 students who completed the year, 168 students returned to our school the following year.

2017-18 Student Retention Rate

2019-20 Enrollment	Number of Students Who Returned in 2020-21	Retention Rate 2019-20 Re-enrollment ÷ (2019-20 Enrollment – Graduates)
267	256	95.8%

EVALUATION

We exceeded our retention rate goal by 5.8 percentage points in 2019-20.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

Each year the school will have a daily attendance rate of at least 93 percent.

METHOD

Attendance data from March -June 2020 was not able to be accurately calculated in SchoolRunner based on the structure of our program, therefore we are unable to officially measure if we met this goal in the 2019-20 school year.

RESULTS

N/A

Goal 2: Financial Viability and Legal Compliance

The school will be a strong, viable organization that carries out sound financial practices.

Goal 2: Absolute Measure

Each year, Forte Prep will operate on a balanced budget.

METHOD

EOY financials from our back office provider, EdTec.

RESULTS

		Jun FY2019	Jun FY2020	YTD Change
Assets	Cash Balance	495,054	1,868,063	1,373,009
	Current Assets	604,820	76,963	(527,857)
	Fixed Assets	275,994	342,661	66,667
	Other Assets	484,667	863,589	378,922
	Total Assets	1,860,534	3,151,275	1,290,741
Liabilities & Equity	Current Liabilities	265,571	363,172	97,601
	Long-Term Liabilities	-	525,777	525,777
	Beginning Net Assets	662,091	1,594,963	932,872
	Net Income (Loss) to Date	932,872	667,362	(265,510)
	Total Liabilities & Equity	1,860,534	3,151,275	1,290,741

Goal 2: Absolute Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, Forte Prep will operate on a will take corrective action, if needed, to address any internal control or compliance deficiencies identified by its authorizer.

METHOD

Review of audit letter for FY 20 by our audit firm, Schall and Ashenfarb.

RESULTS

Auditors are still finalizing the audit for this fiscal year.

Goal 3: Parent Satisfaction

Parents will demonstrate satisfaction with the academic program and communication.

Goal 3: Absolute Measure

Satisfaction with the academic program and school's communication, as measured by an annual survey at the end of each school year, will on average exceed 90%, with 90% of families responding.

METHOD

N/A; parent survey not administered this year.

RESULTS

Goal 4: Board Governance

The Board of Directors will provide effective and sound oversight of the school.

Goal 3: Absolute Measure

The Board will conduct a formal annual review of the school leader, an annual self-evaluation to assess strengths and weaknesses; a formal annual review of bylaws and policies; an annual review of organizational strengths/weaknesses.

RESULTS

The Board will conduct a formal annual review of the school leader.	Formal review took place in two parts: June school review and October 2020 data review
The Board will conduct an annual self-evaluation to assess strengths/weaknesses.	Took place during board retreat in April 2020

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The Board will conduct a formal annual review of bylaws and policies.	Took place during board retreat in April 2020
The Board will conduct annual review of organizational strengths/weaknesses.	Took place during board retreat in April 2020